



Utah Food \$ense

# CREATE

Food Secure Families with Healthy Habits

## FY 2015 Annual Report

**EXTENSION**   
**UtahState**University  
**FOOD\$ENSE**

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# CREATE

Food Secure Families with Healthy Habits

## Letter from Director

Once again the Utah Food \$ense state office is honored to release the Food \$ense (SNAP-Ed) Annual Report detailing Creating Food Secure Families with Healthy Habits. This report provides readers with insights into the Food \$ense program and its outcomes and impacts. The numbers and narratives will show we are continually making an impact on the SNAP-Ed target audience. Each year we collect data that showcases the outstanding SNAP-Ed program we have developed.

During the past year we have provided education in all 29 counties through direct and indirect methods. We have educated 10,142 adults and 32,323 youth. All this was achieved by 5 fulltime and 69 part-time employees. I am humbled to lead an incredibly talented and passionate Food \$ense (SNAP-Ed) team. Their dedication and enthusiasm for Food \$ense is what makes the difference. As this annual report will demonstrate, our program continues a legacy of evidence-based outreach efforts to both adults and youth. Our report will showcase a tradition of success and stability in nutrition education and obesity prevention.

Utah State University Food \$ense (SNAP-Ed) is a vital program for low-income families and individuals, assisting in skill building that helps them develop healthy habits for life. We offer education on how to stretch food dollars and to eat healthily by following USDA Dietary Guidelines and MyPlate.

A few of the highlights for SNAP-Ed include:

- Increase in outreach numbers through direct education and indirect education
- Increase in work with local Farmers' Markets, including incentivizing fruit and vegetable purchases through Double-Up Bucks
- Increase and new presence with social media, blogging, and other online mediums
- Increase in states utilizing National Nutrition Certification Program
- Ability to break down data specific to demographic measures

Food \$ense (SNAP-Ed) is committed to innovative and creative education. We are continually seeking and researching the best methods to reach our target audience. We have an excellent history of increasing positive health practices through education. The following report will show why Utah State University Food \$ense (SNAP-Ed) is a leader in nutrition education and obesity prevention throughout the nation.

Sincerely,



**Heidi LeBlanc**

Food \$ense (SNAP-Ed)  
Utah State University Extension  
8749 Old Main Hill, Logan, UT 84322  
heidi.leblanc@usu.edu



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## Executive Summary

### Increasing Outreach

#### Direct & Indirect Education

- 12,142 adults
- 32,019 youth
- 27,704 recruitment activities conducted
- 276,143 indirect materials shared
- 1,269,218 indirect contacts

### Increasing Social Media Presence

- Snappily Ever After blog teaches Food \$ense principles to families in Utah, authored by a mother of 8
- Eat Well Utah utilizes all CREATES curriculum in educating families and individuals on eating well on a limited budget
- Big Bites on a Little Budget focuses on households of 1 or 2
- Cooking it's a Snap! focuses on Wasatch Front nutrition education outreach efforts

### Farmers' Market Initiative

- Increased markets that received Double-Up Bucks
- Increased number of Food \$ense Nutrition Education Booths
- Increased SNAP participants likely to buy fruit and vegetables at the Farmers' Market
- Collaborated and received a FINI grant to provide double-up bucks

### Utah's Training Program is Nationally Utilized and Recognized

- 106 registrants in Utah
- 42 states adopted
- 1,023 participants
- 88% passing rate (median)
- 7 states within Mountain Plains Region (Utah, Colorado, Montana, Nebraska, South Dakota, Kansas, Iowa)

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### CREATE-ing Health (usually or always)

#### Prior to Food \$ense (SNAP-Ed)

65% had enough money to last  
60% shop with a list  
66% eat meals as family  
53% are active 30 min 5 days a week

#### After Food \$ense (SNAP-Ed)

84% have enough money to last  
78% shop with a list  
80% eat meals as a family  
71% are active 30 minutes 5 days a week



# SNAP-Ed Administrative Expenditures

Type of Administrative Expense	Percent of Total Administrative Expenditure for Utah Food \$ense	
	% Values	\$ values
Administrative Salary	60%	\$126,784.60
Administrative Training Functions	N/A	\$0
Reporting Costs (identify % related to EARS, if possible)	N/A	\$0
Equipment/Office Supplies	30%	\$41,746.20
Operating Costs	N/A	\$0
Indirect Costs	100%	\$171,609.78
Overhead Charges (space, HR services, etc.)	N/A	\$0



# SNAP-Ed Evaluation Reports Completed for this Reporting Fiscal Year 2015

Project Name	Key Project Objective(s)	Target Audience	Check all Evaluation Types for Which Reports are Indicated			
			FE	PE	OE	IE
Direct English	MyPlate Healthy Eating Plan, F/V, Lean Meats & Beans, Whole Grains, Food Security	Low-income Adults		X	X	X
Direct Hispanic	(same)	Low-income Hispanic Adults		X	X	X
Direct IGP	(same)	Intergenerational Poverty Families & Individuals		X	X	X
Direct Senior	(same)	Low-income Seniors		X	X	X
Indirect	(same)	Individuals & Families in Utah (specifically low-income)		X	X	
Direct Youth	(same)	Youth in low-income areas, schools 50% eligible for free/reduces, IGP youth		X		X
Social Media	(same)	Individuals & Families in Utah (specifically low-income)	X	X	X	
Farmers' Market Nutrition Education Booth	F/V, Food Security	Individuals & Families in Utah (specifically low-income)	X	X	X	X
Double-Up Bucks	F/V, Food Security	Individuals & Families in Utah (specifically low-income)	X	X	X	X
HEaL	MyPlate Healthy Eating Plan, F/V, Lean Meats & Beans, Whole Grains, Food Security	Individuals & Families in Utah (specifically low-income)	X	X	X	X
Hunger Institute	Food Security	Individuals & Families in Utah (specifically low-income)	X	X	X	

FE – Formative Evaluation  
PE – Process Evaluation  
OE – Outcome Evaluation  
IE – Impact Evaluation



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## Impact Education



**Impact Education**

**Name of Project: Adult English Direct Education**

This material was funded by USDA's Supplemental Nutrition Assistance Program Utah State University is an affirmative action/equal opportunity institution.

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# Impact Education

## Adult English Direct Education

**Name of Project:** Utah Food \$ense (SNAP-Ed) Adult English Direct Education

**Project Goals:** As a result of participating in the Utah SNAP-Ed program, SNAP target audiences statewide will improve the likelihood that persons eligible for SNAP will increase food security and make healthy food choices within a limited budget and will choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA's MyPlate, decreasing their likelihood of developing obesity and other chronic diseases.

- Based upon behavior checklists, by September 30, 2015 at least 80 percent of SNAP eligible individuals who participate in SNAP-Ed lessons statewide will demonstrate intent to follow MyPlate by making half their plate fruits and vegetables, choosing whole grains, lean proteins, and switching to fat-free and/or low-fat dairy products.
- Based upon behavior checklists, by September 30, 2015 at least 70 percent of SNAP eligible individuals who participate in SNAP-Ed lessons statewide will demonstrate behavior change practices by properly cooking, chilling, and separating food items and properly cleaning food preparation surfaces.
- Based upon behavior checklists, by September 30, 2015 at least 65 percent of SNAP eligible individuals who participate in SNAP-Ed lessons statewide will demonstrate behavior change to increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle.
- Based upon behavior checklists, by September 30, 2015 at least 65 percent of SNAP eligible individuals who participate in SNAP-Ed lessons statewide will demonstrate intent to increase family mealtime and food resource management.

**Evaluation Design:** Utah SNAP-Ed used the same impact and process evaluations for adults and youth in FY 2008, 2009, 2010, 2011, 2012, 2013 and 2014. The data collected from these evaluations was used to create annual reports and other professional reports. The findings from this data were also disseminated through journal articles. Data collection for the 6 month follow-up survey started in October 2012. If participants agreed to participate in the survey, they are contacted by phone or email 6 months after taking a SNAP-Ed class. Formative evaluation has been conducted by Utah's SNAP-Ed program in the past; however, due to the change in the adult curriculum, formative evaluation through the use of individual interview and focus groups will be conducted to determine curriculum appropriateness and effectiveness for the SNAP-Ed population.

### **Impact Measures:**

- Stretch my food dollars so there is food to last through the entire month.
- Shop with a list.
- Prepare meals at home at least three times a week.
- Eat meals as a family at least three times a week.
- Choose to be physically active for at least 30 minutes, five days a week.
- Choose whole foods based on MyPlate recommendations.

1. **Findings:** See impacts on following pages.

1. **Description of how evaluation results will be used:** Evidence-based data is in process of writing journal articles to provide validity in the curriculum used for Food \$ense. The data is used to improve education, assist in identifying training needs, and to collect needs assessments for participants.

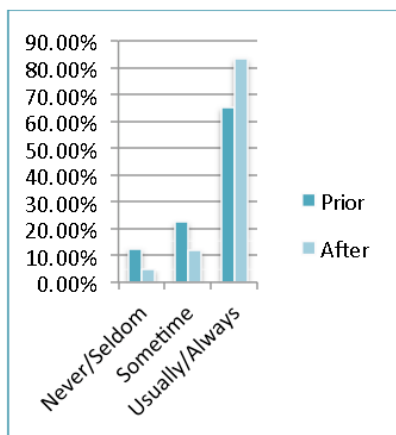
1. **Point of Contact:** Heidi LeBlanc, Kim Garrity, Mateja Savoie

1. **Relevant Journal References:** No journal articles are submitted at this time. Currently, there are articles underway.

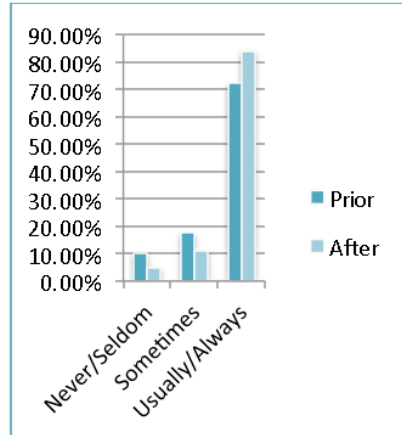


# Adult English Direct Education Impact Charts

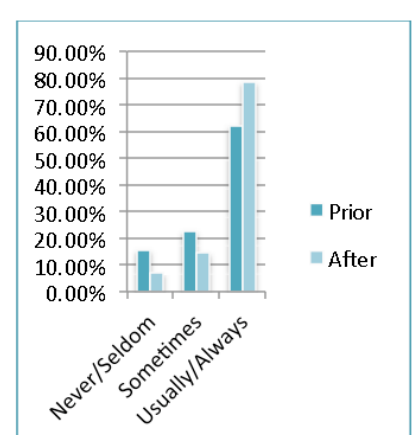
Will you stretch you food dollars so there is food to last through the entire month?		
	Prior	After
Never/Seldom	12.46%	4.89%
Sometimes	22.44%	11.75%
Usually/Always	65.10%	83.35%



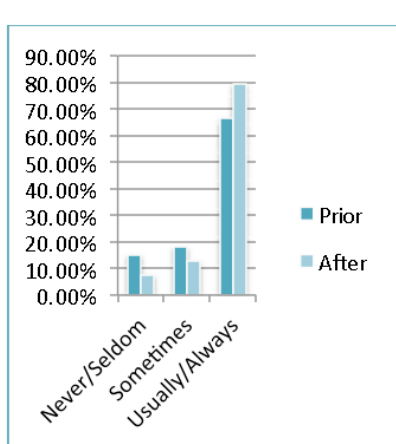
Will you prepare meals at home at least three times a week?		
	Prior	After
Never/Seldom	10.31%	4.83%
Sometimes	17.65%	11.16%
Usually/Always	72.04%	84.01%



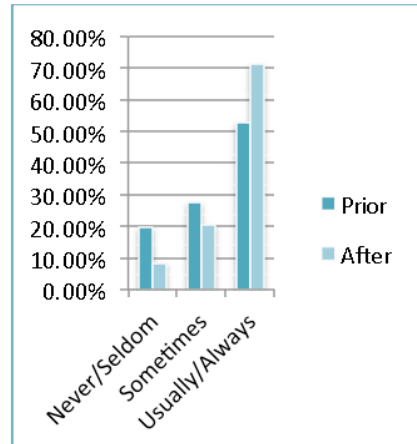
Do you shop with a grocery List?		
	Prior	After
Never/Seldom	15.50%	7.06%
Sometimes	22.55%	14.49%
Usually/Always	61.95%	78.46%



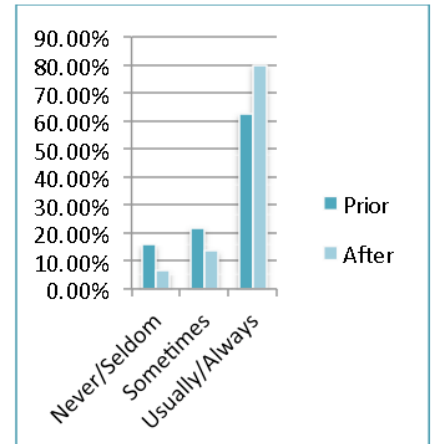
Will you eat meals as a family at least three times a week?		
	Prior	After
Never/Seldom	15.14%	7.71%
Sometimes	18.27%	12.86%
Usually/Always	66.58%	79.43%



Will you choose to be physically active for at least 30 minutes, five days a week		
	Prior	After
Never/Seldom	19.69%	8.42%
Sometimes	27.44%	20.35%
Usually/Always	52.88%	71.23%



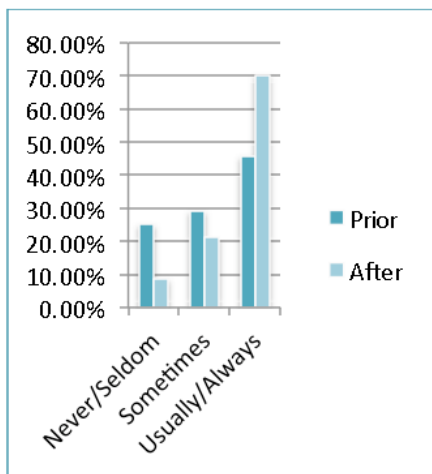
Will you follow USDA Food Safety recommendations?		
	Prior	After
Never/Seldom	15.86%	6.49%
Sometimes	21.72%	13.54%
Usually/Always	62.34%	79.97%





# Adult Direct Education Impact Charts

Will you choose whole foods based on MyPlate recommendations?		
	Prior	After
Never/Seldom	25.07%	8.61%
Sometimes	29.19%	21.19%
Usually/Always	45.74%	70.20%





# Adult Direct Education 6 Month Follow-Up Data

## 6 MONTH FOLLOW-UP DATA FOR ADULTS

In 2015 Food \$ense collected follow-up data on adult participants six months after they participated in a Food \$ense (SNAP-Ed) lesson. Participants completed the retrospective survey either online or over the phone with a Food \$ense intern. Of the respondents, 35% reported they were participating in SNAP and other assistance programs while over 48% reported qualifying for SNAP benefits. The following results were found:

- 84% of participants reported usually/always having enough food to last through the month after participating in Food \$ense (SNAP-Ed).
- 65% of participants reported usually/always planning meals with a two-week menu plan after Food \$ense (SNAP-Ed) education.
- 81% of participants reported usually/always shopping with a list after participating in Food \$ense (SNAP-Ed) education.
- 61% of participants reported eating at least 2 ½ cups of fruit per day after participating in Food \$ense (SNAP-Ed) education.
- 72% of participants reported eating more whole and refined grains after participating in Food \$ense (SNAP-Ed) education.

"I have expanded the foods I pull from for meal ideas. I tried and like quinoa and have used it in several dishes. I've thought more consciously about using my can storage before running to the store for something that seems quick to grab. I've noticed that I save more money by shopping fewer times per week. We have more conversations as a family and with other people at church and as neighbors about the "My Plate" and eating healthier meal choices. Just the other day I went to work with my mom and while we were having lunch, I exclaimed that the meal was a "my plate". It had the 4 food groups in it and was easy to put together. Last night I read that the local store is having their case lot sale, and thinking about the Food Sense class encouraged me to not run out and buy a case of black beans, but rather to use our pressure cooker and make them inside the glass canning jars because it is really easy and so much cheaper."

Food \$ense Participant



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## Impact Education

**Impact Education**

**Name of Project: Adult Hispanic Direct Education**

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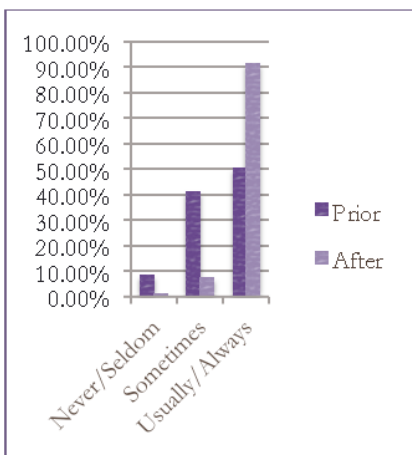
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# Adult Hispanic Direct Education Impact Charts

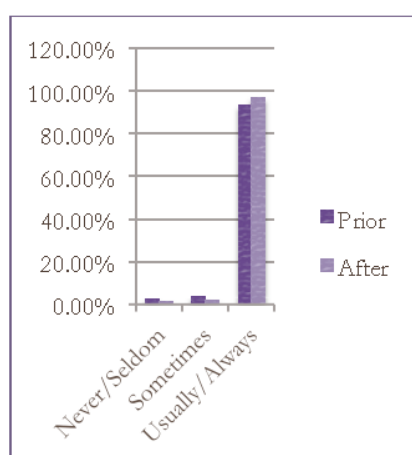
**Will you stretch you food dollars so there is food to last through the entire month?**

	Prior	After
Never/Seldom	8.26%	1.08%
Sometimes	41.28%	7.53%
Usually/Always	50.46%	91.40%



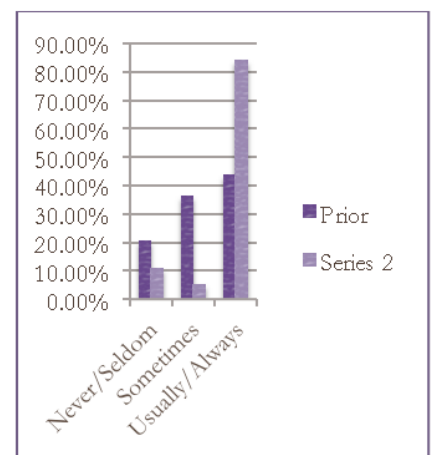
**Will you prepare meals at home at least three times a week?**

	Prior	After
Never/Seldom	2.80%	1.08%
Sometimes	3.74%	2.15%
Usually/Always	93.46%	96.78%



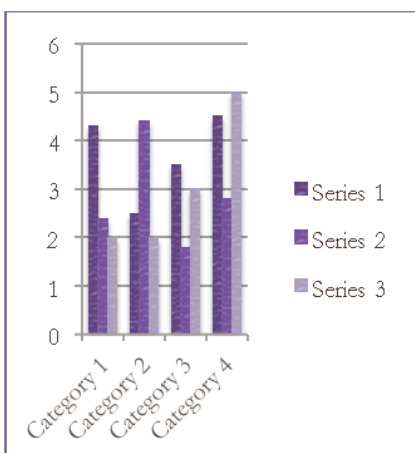
**Do you shop with a grocery List?**

	Prior	After
Never/Seldom	20.37%	10.64%
Sometimes	36.11%	5.32%
Usually/Always	43.52%	84.04%



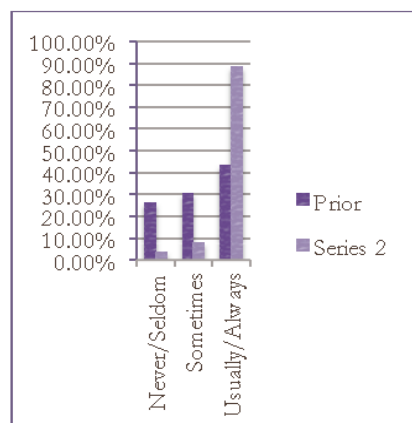
**Will you eat meals as a family at least three times a week?**

	Prior	After
Never/Seldom	.93%	0%
Sometimes	8.41%	1.11%
Usually/Always	90.65%	98.89%



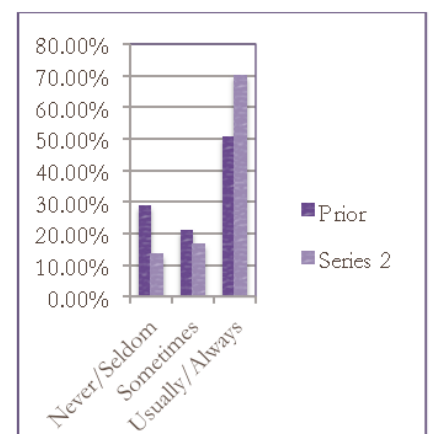
**Will you choose whole foods based on MyPlate recommendations?**

	Prior	After
Never/Seldom	25.93%	3.49%
Sometimes	30.56%	8.14%
Usually/Always	43.51%	88.37%



**Will you choose to be physically active for at least 30 minutes, five days a week**

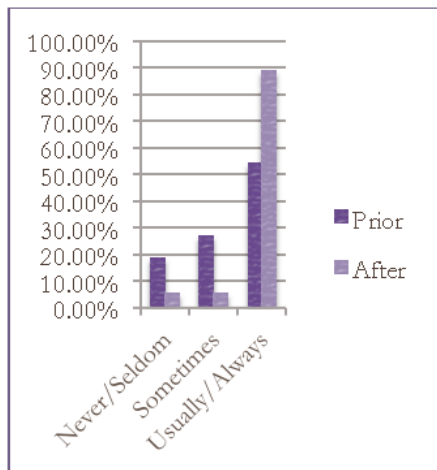
	Prior	After
Never/Seldom	28.57%	13.33%
Sometimes	20.95%	16.67%
Usually/Always	50.48%	70.00%





# Adult Hispanic Direct Education Impact Charts

Will you follow USDA Food Safety recommendations?		
	Prior	After
Never/Seldom	18.57%	5.56%
Sometimes	27.14%	5.56%
Usually/Always	54.29%	88.89%





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## Impact Education



**Impact Education**

**Name of Project: Adult Intergenerational Poverty (IGP)**

**Direct Education**

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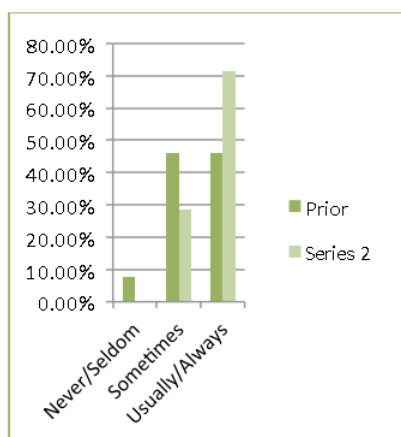
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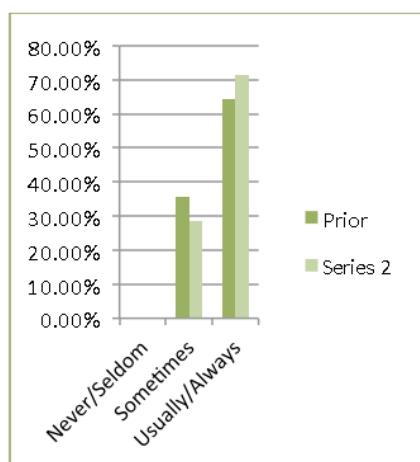


# Adult IGP Direct Education Impact Charts

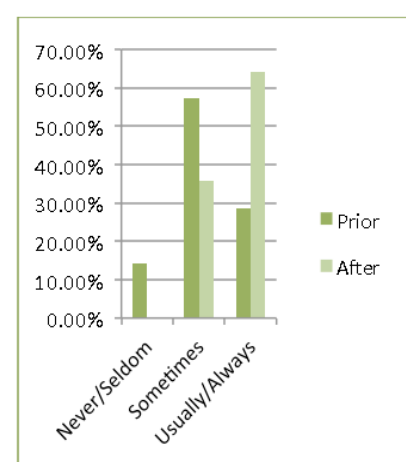
Will you stretch you food dollars so there is food to last through the entire month?		
	Prior	After
Never/Seldom	7.69%	0.00%
Sometimes	46.15%	28.57%
Usually/Always	46.16%	71.43%



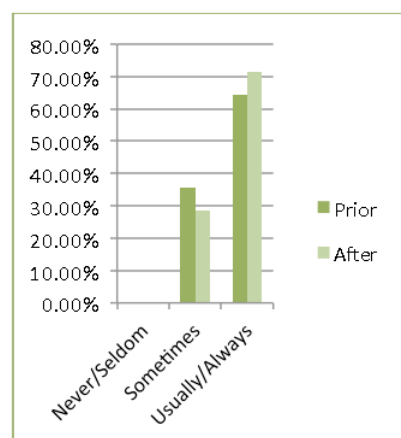
Will you prepare meals at home at least three times a week?		
	Prior	After
Never/Seldom	0.00%	0.00%
Sometimes	35.71%	28.57%
Usually/Always	64.28%	71.43%



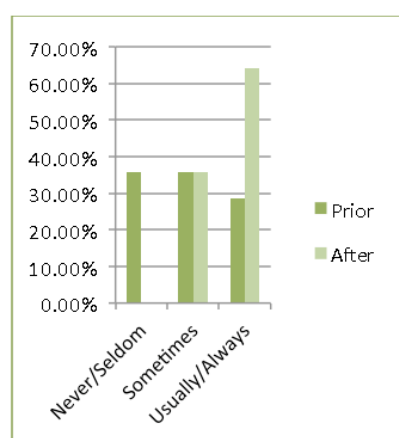
Do you shop with a grocery List?		
	Prior	After
Never/Seldom	14.29%	0.00%
Sometimes	57.14%	35.71%
Usually/Always	28.57%	64.29%



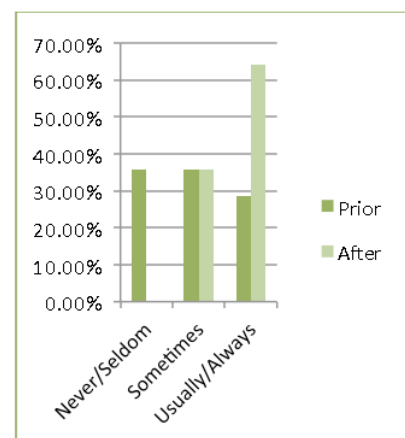
Will you eat meals as a family at least three times a week?		
	Prior	After
Never/Seldom	0.00%	0.00%
Sometimes	35.71%	28.57%
Usually/Always	64.28%	71.43%



Will you choose to be physically active for at least 30 minutes, five days a week		
	Prior	After
Never/Seldom	35.71%	0.00%
Sometimes	35.71%	35.71%
Usually/Always	28.58%	64.28%



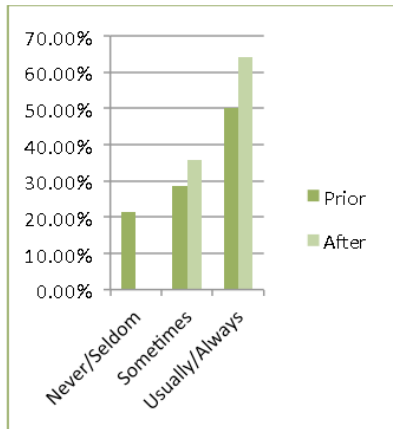
Will you choose whole foods based on MyPlate recommendations?		
	Prior	After
Never/Seldom	35.71%	0.00%
Sometimes	35.71%	35.71%
Usually/Always	28.58%	64.29%





# Adult IGP Direct Education Impact Charts

Will you follow USDA Food Safety recommendations?		
	Prior	After
Never/Seldom	21.43%	0.00%
Sometimes	28.57%	35.71%
Usually/Always	50.00%	64.29%





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## Impact Education



**Impact Education**

**Name of Project: Adult Senior Direct Education**

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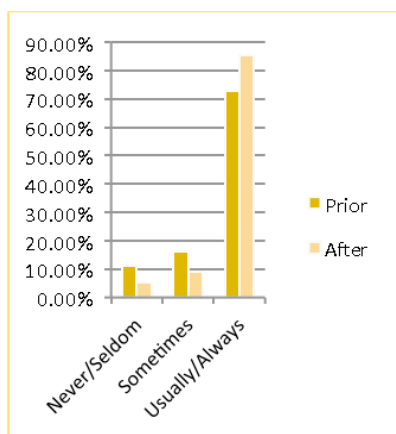
**UtahStateUniversity**

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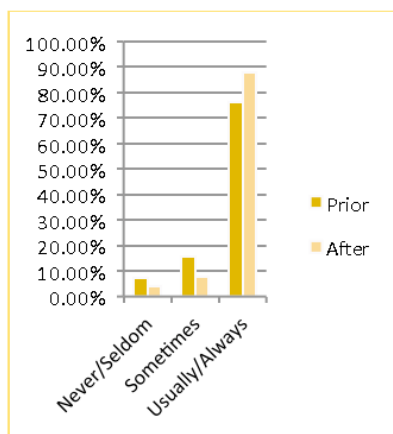


# Adult Senior Direct Education Impact Charts

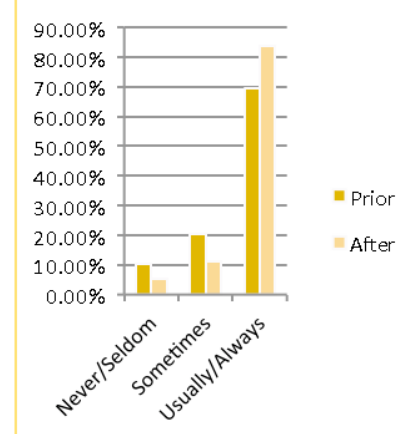
Will you stretch you food dollars so there is food to last through the entire month?		
	Prior	After
Never/Seldom	11.10%	5.27%
Sometimes	16.09%	9.20%
Usually/Always	72.81%	85.53%



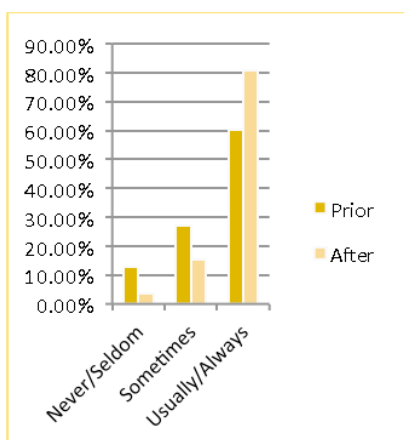
Will you prepare meals at home at least three times a week?		
	Prior	After
Never/Seldom	7.51%	3.95%
Sometimes	15.48%	7.98%
Usually/Always	76.01%	88.06%



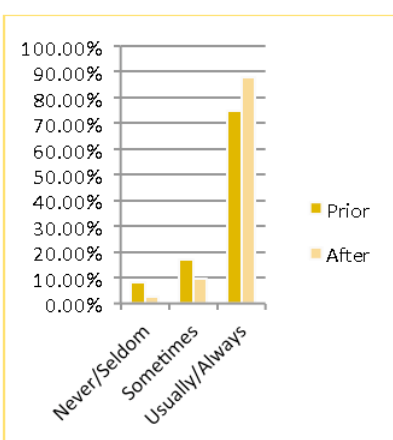
Do you shop with a grocery List?		
	Prior	After
Never/Seldom	10.16%	5.25%
Sometimes	20.24%	11.13%
Usually/Always	69.61%	83.62%



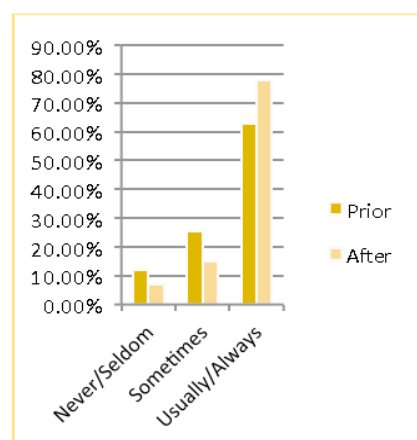
Will you choose whole foods based on MyPlate recommendations?		
	Prior	After
Never/Seldom	12.68%	3.76%
Sometimes	27.12%	15.37%
Usually/Always	60.20%	80.86%



Will you follow USDA Food Safety recommendations?		
	Prior	After
Never/Seldom	8.07%	2.75%
Sometimes	17.28%	9.57%
Usually/Always	74.66%	87.69%



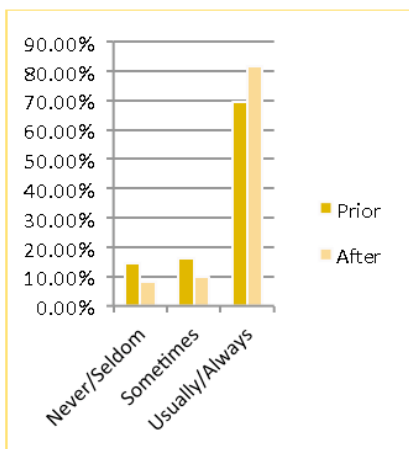
Will you choose to be physically active for at least 30 minutes, five days a week		
	Prior	After
Never/Seldom	11.92%	6.92%
Sometimes	25.34%	15.09%
Usually/Always	62.74%	77.99%





# Adult Senior Direct Education Impact Charts

Will you eat meals as a family at least three times a week?		
	Prior	After
Never/Seldom	14.41%	8.26%
Sometimes	16.02%	10.04%
Usually/Always	69.57%	81.70%





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## Outreach by County

Impact Education  
County Outreach

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# County Outreach

County Program Summary		
County	Number of Adults Taught	Number of Youth Taught
Beaver	0	2,269
Box Elder	445	2,447
Cache	846	1,365
Carbon	158	635
Davis	761	585
Duchesne	0	0
Emery	415	1,027
Garfield	0	838
Grand	0	0
Iron	93	744
Juab	484	3,400
Kane	85	636
Millard	398	4,819
Morgan	0	0
Rich	10	69
Salt Lake	3,433	2,903
San Juan	0	0
Sanpete	96	835
Sevier	549	2,147
Summit	3	0
Tooele	195	860
Uintah	0	139
Utah	1,878	1,089
Washington	135	339
Wasatch	47	151
Wayne/Piute	0	1,899
Weber	2,111	2,742
No County Specified	0	81
<b>TOTAL</b>	<b>12,142</b>	<b>32,019</b>



# CREATE

## Impact Education



### Impact Education

**Name of Project: Youth Direct Education**

This material was funded by USDA's Supplemental Nutrition Assistance Program Utah State University is an affirmative action/equal opportunity institution.

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# Impact Education

## Youth Direct Education

**Name of Project:** Utah Food Sense (SNAP-Ed) Youth English Direct Education

### **Project Goals:**

- By the end of September 30, 2015 at least 80 percent of SNAP eligible children and youth who participate in SNAP-Ed lessons will demonstrate intent to choose more whole foods and less processed meals.
- By the end of September 30, 2015 at least 70 percent of SNAP eligible children and youth who participate in SNAP-Ed lessons will demonstrate intent to follow the food safety practice of proper hand washing prior to preparing and eating food.
- By the end of September 30, 2015 at least 60 percent of SNAP eligible children and youth who participate in SNAP-Ed lessons will demonstrate intent to participate in physical activity for at least 30 minutes four to five days per week.

### **Evaluation Design:**

#### **How delivered**

- Instruction and activities provided in the classroom, at assemblies, for small groups, and at after school activities. Instruction provided by NEA at the request of school administrator or teacher.

#### **Where delivered**

- Elementary, middle/junior high schools, and high schools where at least 50 percent of students qualify for free or reduced price lunches; after school programs and special enrichment programs where income guidelines are met by at least 50 percent of the participants.

#### **Duration**

- Each lesson and learning activity takes approximately 30 – 60 minutes to complete.

#### **Projected number of participants**

- 30,000 (an average of 500 per NEA). From one to eight sessions, depending on needs and preferences of teacher.
- To follow the MyPlate recommendations and to increase physical activity. Take home messages for parents in the form of lesson handouts or worksheets will be provided with each lesson.

**Impact Measures:** Parent Survey. Demographic data collection.

**Findings:** See Impact Charts on following pages.

**Description of how evaluation results will be used:** To provide evidence-based programming. To report back to FNS.

**Point of Contact:** Heidi LeBlanc, Kim Garrity

**Relevant Journal References:** No articles have been submitted at this time.



# Youth Direct Education Impact Charts

SNAP-Ed Participants by Age <i>Direct Education</i>			
	Less Than 5	5-17 Years	All Ages Combined
<b>Total Number of SNAP-Ed Participants (multiple classes)</b>	465	15,412	<b>15,877</b>
<b>Total Number of SNAP-Ed Participants (one time class)</b>	231	15,911	<b>16,142</b>
<b>Total Number of Youth Participants</b>			<b>32,019</b>

**Actual Count of Participants** All youth sites are 50% or more eligible for SNAP-Ed benefits

SNAP-Ed Participants by Gender <i>Direct Education</i>			
	Female	Male	Total
<b>Number of SNAP-Ed Participants (multiple classes)</b>	16,165	15,854	<b>32,019</b>

Actual Count of Participants

SNAP-Ed Participants by Race and Ethnicity <i>Direct Education</i>						
		Number of Hispanic SNAP-Ed Participants by Race	Number of Non-Hispanic SNAP-Ed Participants By Race	Number of Hispanic SNAP-Ed Participants by Race	Number of Non-Hispanic SNAP-Ed Participants By Race	Totals
		<i>Multiple Lessons</i>	<i>Multiple Lessons</i>	<i>Single Lesson</i>	<i>Single Lesson</i>	
Individuals Reporting Only One Race	American Indian or <u>Alaskan Native</u>		293		172	465
	Asian		234		195	429
	Black or African American		410		209	619
	Native Hawaiian or Other Pacific Islander		77		48	125
	White	3,856	11,007	2,055	13,463	30,381
	No Race Designated					
Total						32,019

Actual Count of Participants



# Youth Parent Survey

## Youth Parent Survey

In 2015 Food \$ense collected follow up data from parents of children who participated in Food \$ense education. Surveys were distributed at the end of each youth class. A total of 218 surveys were received. The following results were found:

69% of parents reported youth participants demonstrated some/significant increase in intake of fruits and vegetables.

90% of parents reported youth participants demonstrated some/significant increase in knowledge of fruit and vegetables.

77% of parents reported youth participants demonstrated some/significant increase in belief that they can eat more fruits and vegetables

72% of parents reported youth participants demonstrated some/significant increase in requests for fruits and vegetables for meals and snacks.

58% of parents reported youth participants demonstrated some/significant increase in requests for whole grains for meals and snacks.

53% of parents reported youth participants demonstrated some/significant increase in request for lean protein for meals and snacks.

72% of parents of youth participants reported some/significant increase in preparing more meals and snacks with fruits and vegetables

55% of parents of youth participants reported some/significant increase in preparing more meals and snacks with whole grains.

59% of parents of youth participants reported some/significant increase in preparing more meals and snacks with lean protein.

75% of parents of youth participants reported some/significant increase in making fruits and vegetables readily available.

59% of parents of youth participants reported some/significant increase in making whole grains readily available.



# CREATE

## Impact Education



### Impact Education

**Name of Project: Social Media**

This material was funded by USDA's Supplemental Nutrition Assistance Program Utah State University is an affirmative action/equal opportunity institution.

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# Impact Education Social Media

## Food \$ense (SNAP-Ed) Online

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### WEBSITES

#### USU Extension Food \$ense

<https://extension.usu.edu/foodsense/>

**Audience:** statewide, public, low-income, SNAP-eligible

**Content Manager:** Jocelin Gibson, State office

**Purpose:** teach how to plan, cook, and eat healthy on low income, recipe bank, how to access SNAP-Education, information on SNAP.

#### USU Extension Food \$ense Creates

<https://extension.usu.edu/fscreeate/>

**Audience:** Food \$ense employees, NEAs, supervisors, and other implementing state agencies

**Content Manager:** Jocelin Gibson, State office

**Purpose:** program documents, training, resources, governance, teaching materials, lessons, IVC videos, etc.

### BLOGS

#### Snappily Ever After

<http://snappilyforever.blogspot.com/>

**Audience:** low-income moms, SNAP-eligible moms, frugal moms

**Content Manager:** Kerry Garvin, State office

**Purpose:** live the SNAP-Ed principles, share experiences with moms of young children, feeding a large family on a small budget, SNAP-Ed at home.

#### Eat Well Utah

<http://eatwellutah.org/>

**Audience:** statewide, public, low-income, SNAP-eligible

**Content Manager:** Candi Merritt, State office

**Purpose:** educate through online classes, promote SNAP-Ed principles, videos and lessons on SNAP-Ed topics, grocery store tour, stretching your dollar.

#### Table for One: Big Bites on a Little Budget

<http://bigbiteslittlebudget.com/>

**Audience:** Low-income singles, students, couples, small families, elderly, SNAP-eligible

**Content Manager:** Chelsea Norman, Cache County office

**Purpose:** teach the SNAP-Ed principles, meal planning, nutrition education, healthy eating, recipe demonstrations, announce upcoming classes.

### BLOGS (CONTINUED)

#### Cooking... It's a SNAP!

<http://cookingitsasnap.blogspot.com/>

**Audience:** Utah County, low-income, SNAP-eligible

**Content Manager:** Raven Albertson, Utah County office

**Purpose:** teach SNAP-Ed principles, nutrition education, healthy eating, post upcoming classes, recipe bank.



### FACEBOOK

#### Utah Food \$ense

<https://www.facebook.com/utahfoodsense>

**Audience:** Utah public, Food \$ense stakeholders, nutrition agencies

**Content Manager:** Chelsea Norman, State office

**Purpose:** share success stories, promote the Eat Well Utah blog, recipe bank, promote Table for One blog, highlight farmers markets, post USDA report announcements, CDC, government, etc.

#### Eat Well Utah

<https://www.facebook.com/eatwell.utah>

**Audience:** statewide, public, low-income, SNAP-eligible

**Content Manager:** Candi Merritt, State office

**Purpose:** educate through online classes, promote SNAP-Ed principles, videos and lessons on SNAP-Ed topics, grocery store tour, stretching your dollar.

#### Food \$ense Cache County

<https://www.facebook.com/foodsensecachecounty>

**Audience:** Cache County low-income, Cache agencies, SNAP-eligibles

**Content Manager:** Chelsea Norman, Cache County office

**Purpose:** post upcoming classes, promote the Eat Well Utah blog, promote Table for One blog, highlight farmers markets, post local events and activities that promote SNAP-Ed principles.



# Impact Education Social Media

## **FACEBOOK** (CONTINUED)

### **Food Sense Kane County**

<https://www.facebook.com/foodsensekanecounty>

**Audience:** Kane County low-income, Kane agencies, SNAP-eligibles

**Content Manager:** Leesa Page, Kane County office

**Purpose:** post upcoming classes, highlight farmers markets, post local events and activities that promote SNAP-Ed principles.

### **Millard County Food Sense**

<https://www.facebook.com/millardcountyfoodsense>

**Audience:** Millard County low-income, Millard County agencies, SNAP-eligibles

**Content Manager:** MaryAnna Henke, Millard County Office

**Purpose:** post upcoming classes, post local successes, highlight farmers markets, post local events and activities that promote SNAP-Ed principles.

### **Food Sense NEAs**

<https://www.facebook.com/groups/FoodSenseNEAs/>

**Audience:** Food Sense NEAs, closed group

**Content Manager:** Kristi Strongo, Melanie Jewkes, Salt Lake County office

**Purpose:** share resources, lesson plans, successes and failures, NEA support group, humor.

### **Food Sense Tooele County**

<https://www.facebook.com/FoodSenseTooeleCounty>

**Audience:** Tooele County low-income, Tooele County agencies, SNAP-eligibles

**Content Manager:** Michelle Russell, Tooele County office

**Purpose:** post upcoming classes, post local successes, highlight farmers markets, post local events and activities that promote SNAP-Ed principles.

### **SNAPMeals**

<https://www.facebook.com/Snapmeals>

**Audience:** Utah County low-income, Utah County agencies, SNAP-eligibles

**Content Manager:** Raven Albertson, Utah County office

**Purpose:** post upcoming classes, local successes, highlight farmers markets, post local events and activities that promote SNAP-Ed principles.

### **Food Sense Washington County**

<https://www.facebook.com/pages/Food-sense-Washington-County-Utah/1511720372412149>

**Audience:** Washington County low-income, Washington County agencies, SNAP-eligibles

**Content Manager:** Kelly Vincent, Washington County office

**Purpose:** post upcoming classes, post local successes, highlight farmers markets, post local events and activities that promote SNAP-Ed principles.

## **PINTEREST**

- <http://pinterest.com/snappilyforever/>
- <http://pinterest.com/utahfoodsense/boards/>
- <https://www.pinterest.com/ccfoodsense/>
- <https://www.pinterest.com/snapmeals/>

## **INSTAGRAM & TWITTER**

- <http://instagram.com/snappilyeverafter>
- <http://twitter.com/snappilyforever>
- <http://instagram.com/eatwellutah/>
- <https://twitter.com/eatwellutah/>

## **ONLINE EDUCATION**

### **National Nutrition Certification Program (NNCP)**

<https://extension.usu.edu/fscreate/htm/nutrition-certification-program>

**Audience:** Food Sense NEAs, national nutrition paraprofessionals, SNAP-Ed programs, health agencies, students of nutrition

**Content Manager:** Jocelin Gibson, State office

**Purpose:** online course designed to increase nutrition knowledge and teach skills of nutrition educators. Nutrition information based on USDA Dietary Guidelines and MyPlate; topics include: basic nutrition, vitamins, minerals, menu planning, food safety, physical activity, chronic diseases, childhood nutrition, and the art of teaching.

### **Food Sense at Home**

<https://usu.instructure.com/courses/345410>

**Audience:** statewide public, low-income, SNAP-eligible

**Content Manager:** Jocelin Gibson, State office

**Purpose:** series of lessons and videos to teach SNAP-Ed concepts; serve as alternative to public classes for counties that do not have Food Sense (SNAP-Ed) program; teaches how to plan, cook, and eat healthy on low income.

### **Food Sense New Hire Training**

<https://usu.instructure.com/courses/307202>

**Audience:** Utah Food Sense NEAs, Food Sense interns and employees

**Content Manager:** Jocelin Gibson, State office

**Purpose:** train new employees on policies and practices of SNAP-Ed at the federal and state levels.



# Social Media Education Impact Charts

## ***Table For One: Big Bites on a Little Budget***

Description: Helping families and individuals obtain the best nutrition with the resources they have through nutrition lessons and sharing healthy, delicious, lost-cost recipes. In addition to the blog, *Table For One* has a presence on Facebook, Twitter, and Pinterest.

Web Address: [Bigbiteslittlebudget.com](http://Bigbiteslittlebudget.com)

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Total Posts	107
Total Views	17,701
Total Visitors	8,332

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# Social Media Education Impact Charts

## ***Cooking....It's a SNAP***

Description: Offering information, tips, and recipes for delicious, healthy, affordable eating... in a SNAP! In addition to the blog, *Cooking...It's a SNAP!* has a presence on Pinterest and Twitter.

Web Address: <http://recipesitsasnap.blogspot.com/p/home.html>

<b>Total Posts</b>	<b>123</b>
<b>Total Views</b>	24,832
<b>Total Followers</b>	335
<b>Pinterest Avg. Monthly Viewers</b>	188
<b>Pinterest Avg. Daily Impressions</b>	22
<b>Twitter Followers</b>	89
<b>Tweet Impressions</b>	227



# Social Media Education Impact Charts

## ***Eat Well Utah***

Description: Helping families and individuals obtain the best nutrition with the resources they have. This is accomplished by presenting important nutrition information, demonstrating tasty, low-cost, healthy recipes, and sharing information on staying physically fit. In addition to the blog, *Eat Well Utah* has a presence on Facebook, Twitter, Pinterest, and Instagram.

Web address: <http://eatwellutah.org>

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<b>Total Views</b>	<b>7,108</b>
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<b>Twitter Impressions</b>	1485
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<b>Twitter Engagements</b>	10
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<b>Pinterest Avg. Daily Impressions</b>	2 (since in Sept. 2015)
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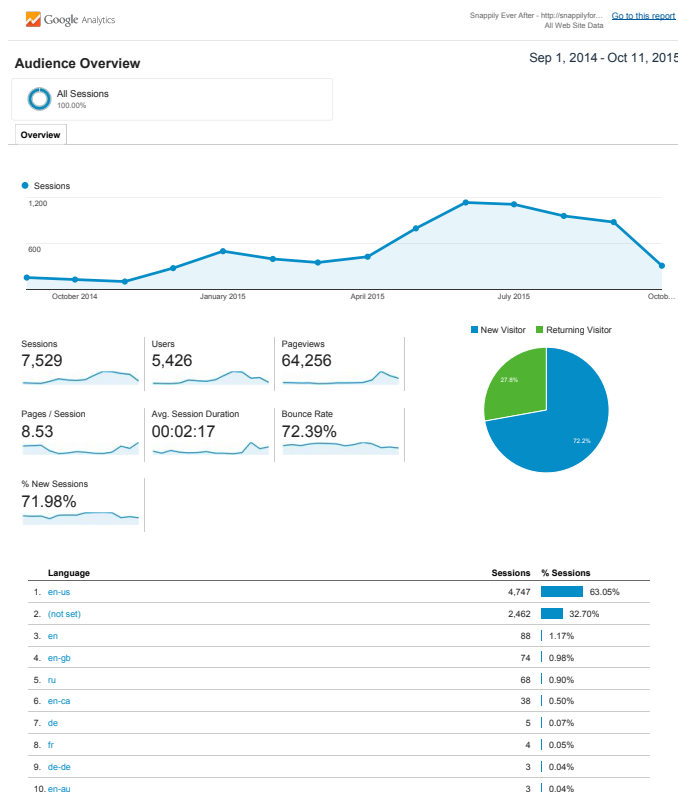


# Social Media Education Impact Charts

## *Snappily Ever After*

**Description:** Sharing adventures in eating healthier on a limited food budget. This blog promotes eating delicious and nutritious meals family style. In addition to the blog, *Snappily Ever After* also has a presence on Facebook, Pinterest, and Instagram.

Web Address: <http://snappilyforever.blogspot.com/>





# CREATE

## Impact Education



### Impact Education

**Name of Project: Farmers' Market Nutrition Education Booths**

This material was funded by USDA's Supplemental Nutrition Assistance Program Utah State University is an affirmative action/equal opportunity institution.

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# Impact Education

## Farmers' Market Education

1. **Name of Project:** Utah Food \$ense (SNAP-Ed) Farmers' Market Nutrition Education Booth
1. **Project Goals:** The Food \$ense nutrition education booths provide market patrons education about available produce including distribution of free samples, recipe cards, and other pertinent information. Education aims to increase knowledge and consumption of fruits and vegetables among farmers' market patrons throughout the state. To reach our target population, Food \$ense booths are present only at markets with an electronic benefits transfer (EBT) machine that enables SNAP recipients to use their benefits to make purchases. Food \$ense booths were present at 12 of the 21 markets that had an EBT machine during the 2015 season.
1. **Evaluation Design:** 1044 surveys were collected at seven markets to evaluate the effectiveness of the Food \$ense nutrition education booths. All market patrons who visited the Food \$ense booths were offered the option of participating in the survey. Surveys were self-administered. Respondents received a \$2 token for their participation. 132 participants also completed a follow-up survey to evaluate the lasting impact of the Food \$ense nutrition education booth.
1. **Impact Measures:** The survey distributed at the markets measured the anticipated impact of the nutrition education received by the survey respondents. A focus was placed on respondents' perceived change in self-efficacy for purchasing and preparing produce featured at the booth. Respondents were also asked to evaluate, with the use of a Likert scale, the effectiveness of the nutrition education, food samples, and recipe cards distributed at the booth. A follow-up phone survey, conducted two weeks after the initial contact evaluated if the market patron did, in fact, increase his/her consumption of the produce sampled as a result of the information received at the booth.

**Findings:** 80% of respondents reported they were likely/extremely likely to buy produce as a result of tasting a sample at the Food \$ense booth. 79% agreed/strongly agreed that the recipe cards helped them feel more comfortable trying the featured produce. 73% of respondents agreed/strongly agreed the posters at the Food \$ense booth helped improve their nutrition knowledge. These results suggest that food sampling, recipe cards, and nutrition posters are effective strategies for increasing the nutrition knowledge and intent to purchase among Farmers' market patrons.

The follow-up survey indicated that 66% of the respondents bought the produce sampled at the booth on the same day as the sample, or within the following two weeks. 78% of respondents reported that the recipe sample influenced their decision to purchase the featured produce. These results suggest that recipe sampling can positively impact purchasing decisions among Farmers' market patrons.

Further analysis of the survey results is currently being conducted and will be published in a peer-reviewed journal in 2016.
1. **Description of how evaluation results will be used:** Results will be used to improve the strategies used by Food \$ense nutrition education booths to increase the knowledge and consumption of fruits and vegetables by SNAP recipients.
1. **Point of Contact:** Heidi LeBlanc, Casey Coombs, Mateja Savoie-Roskos
1. **Relevant Journal References:** Savoie-Roskos, M., Hall, K., Lambright, T., Norman C., LeBlanc, H. Evaluating the Effect of SNAP-Ed Educational Materials at Farmers' Markets [In press: to be published in JNEAFCS in 2016].



# Farmers' Market Nutrition Education Booth Success Stories

- At our Farmers' Market this year we placed sign-up sheets at our booth so people could sign up right there on the spot. If they signed up for the class we also gave them a Food \$ense re-useable bag to put their produce in. One lady, new to Logan and unfamiliar with Food \$ense, stopped by our booth and signed up for a class. She came to our class where we talked about different types of grains. She was thrilled to not only learn about the grains but also taste them in a variety of different samples. She visited our booth weekly and came to our classes the next month as well. This time she brought her friends! They were all very excited to learn how to create healthy meals from ingredients they have in their pantry.
- Recruiting for our classes at the Farmers' Market has been an excellent way to reach participants that we would not have otherwise come in contact with. This year we were able to advertise for Food \$ense classes anywhere! From talking to so many different people we were able to teach at a variety of new locations including Campbell Scientific, Utah State University, and other local businesses. From teaching at these places we have been able to get in contact with over 100 new people who never knew about the Food \$ense program! The Farmers' Market has been a great place to recruit and get the word out about our great classes that we offer.
- This year we've allowed people to sign up for our classes at our Farmers' Market booth. Through this we were able to double the number of people we got at one of our classes, Mommy & Me. This class is for parents and kids to come and learn about nutrition while we offer free daycare. Many young families come to the Farmers' Market and we were able to tell them about our fun class. We've even had to recruit more help at our classes because last month we had over 30 kids show up!
- At the class on Wednesday we decided to talk about buying fruits and vegetables from farmers' markets because the local market had just opened a week before. Participants had told us they were very interested in learning how to choose tasty fruits and vegetables. My supervisor told me about a past IVC training on farmers' markets that I watched and got some great tips from. I worked with another NEA to really plan out our lesson. We went over the history and benefits of farmers' markets, how to choose good fruits and vegetables, and how to prepare them. We used a lot of the materials like the farmers' booklet to talk about when produce is in season and the new handouts on fruits and vegetables. We gave each of the participants the materials and had them read through them and everyone got to participate. We learned that growing up some participants only had canned vegetables so didn't know how to make vegetables. We went over different ways to prepare them. The class was really well received.



# Farmers' Market Nutrition Education Booth Success Stories

- Today at the Provo Farmers' Market I ran into a family that has been coming to my *Cooking with Your Kids Class*. They were excited to show me a picture of a skillet meal their daughter prepared in their home. Mom showed me the pictures they took as well as the empty pan picture after the family ate all the yummy meal she had created. The little girl was beaming, and I mentioned the two bags of fresh produce the mom was carrying and the basket of blackberries the girl had. I told them how impressed I was with all their colors of veggies and asked what they would be making with them. Mom mentioned her daughter had wanted to buy some kale (an ingredient we had used in class one night)  
- Food Sense NEA
- ...the market has been going really well. We made a healthy apple broccoli salad for our first day and we had 3 or 4 people come back the next week to tell us that they had bought the ingredients and went home and made it. They loved the recipe and were excited that we were back with a new recipe to try.  
-Food Sense NEA



# CREATE

## Impact Education



### Impact Education

**Name of Project: Farmers' Market Double-Up Food Bucks**

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# Impact Education

## Farmers' Market Double Up Bucks

1. **Name of Project:** Double-Up Food Bucks
2. **Project Goals:** Increase the purchase of fruit and vegetables by SNAP participants by providing incentives at 19 farmers' markets. Improve the consumption of fruit and vegetables by SNAP participants by increasing purchases through incentives provided at 19 farmers' markets. Test the promising strategy of combining SNAP-Ed and farmers' market incentives to increase purchase and consumption of fruit and vegetables by SNAP participants.
3. **Evaluation Design:** A multicomponent process evaluation will provide a detailed assessment of the process, challenges, and success of program implementation. Data will be collected at multiple time points to provide timely information for continuous program improvement. Different components of the process evaluation will provide different information. For example, the population level survey will test knowledge of the program and impact of the program in the SNAP population as a whole, while the farmers' market survey and focus groups will enable understanding of how the program is working for participants. Additionally, interviews will be conducted with stakeholders and visits made to farmers' markets will document the success, challenges, and process of program implementation and operations. This information will be used to continually improve the program and implementation process. Finally, EBT transaction data will be collected to evaluate the impact of the program on SNAP-Ed transactions at each of the markets. USU Extension Nutrition Outreach has the technical capabilities to conduct all of these methods of program evaluation.
4. **Impact Measures:** The survey will collect information on respondent characteristics, awareness and use of Double-Up Food Bucks, food expenditures, exposure to nutrition education, participation in nutrition assistance programs, and consumption of fruits and vegetables (frequency and quantity). A longitudinal survey of Utah Double-Up Food Bucks participants will be conducted to examine participant experiences and changes over time. It will include information on demographics, participation in nutrition assistance programs, exposure to nutrition education, fruit and vegetable intake (frequency), and purchase of fruits and vegetables. At time points other than baseline, additional questions will be included to evaluate experiences participating in the incentive program. Focus groups will be conducted to obtain qualitative details of participants' experiences of using the fruit and vegetable incentives.

**Findings:** Data collection is ongoing and will continue to be collected throughout the duration of the 2-year grant. Findings will be analyzed during and after program completion.

5. **Description of how evaluation results will be used:** Results of this study will be published in peer-reviewed journal articles and data will be used to support continued funding of farmers' market incentive programs in Utah.
1. **Point of Contact:** Heidi LeBlanc, Carrie Durward, Mateja Savoie Roskos
1. **Relevant Journal References:** No articles have been submitted at this time.



# CREATE

Impact Education



**Impact Education**

**Name of Project: Healthy Eating for Life (HEaL) Qualitative Results**

This material was funded by USDA's Supplemental Nutrition Assistance Program Utah State University is an affirmative action/equal opportunity institution.

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# Impact Education

## HEaL study

1. **Name of Project:** Healthy Eating for Life (HEaL) Qualitative Results
1. **Project Goals:** The purpose of this qualitative component of the HEaL study was to learn more about the experiences of Utah's SNAP-Ed participants relating to the Creates curriculum and Food \$ense teaching strategies.
1. **Evaluation Design:** Qualitative, semi-structured individual interviews were conducted with 14 SNAP-Ed participants. Each participant had received up to eight SNAP-Ed classes. One researcher conducted all surveys for consistency. Interviews lasted between 45-60 minutes. Participants were compensated financially for their participation. The HEaL Study was funded by the Utah State University Research Catalyst (RC) Grant and the Utah State University Extension Mini Grant.
2. **Impact Measures:** All participants were asked the following open-ended questions:
  - What were your experiences with the nutrition education classes?
  - What did you learn from the nutrition education classes?
  - What would make the nutrition education classes better?
  - As a result of the nutrition education did you make any changes?
1. **Findings:** Several themes emerged from the interview responses. Participants reported positively on the cooking demonstrations, recipe sampling, group classes, relatable NEAs, and the style of the Creates curriculum. Participants reported that the cooking demonstrations made the recipes seem more realistic and easy to prepare. The recipe sampling motivated participants to make the effort to make the meals at home. Conducting the classes in a group setting encouraged networking, and tip sharing. The Creates curriculum which teaches basic cooking techniques, including how to make a stir-fry, omelet, casserole, smoothie, etc. that can used with a wide variety of ingredients also was valued by participants. Class participants appreciated that through the classes they did not just learn how to make a single recipe. Rather, they gained the skills to create their own recipes based on individual preferences, and availability of ingredients at home. Further analysis of this qualitative data is currently being conducted and will be published in a peer-reviewed journal in 2016.
1. **Description of how evaluation results will be used:** Results of this study will be used to assess the effectiveness of the Creates curriculum and teaching strategies in achieving Food \$ense's program goals of preventing chronic disease and obesity in SNAP recipients by improving their dietary and lifestyle choices.
1. **Point of Contact:** Heidi LeBlanc, Mateja Savoie, Carrie Durward
1. **Relevant Journal References:** Savoie-Roskos, M., Durward, C., LeBlanc, H. *Experiences of Low-Income Individuals Receiving Farmers' Markets Incentives and Nutrition Education: A Qualitative Study* [In Progress].



# HEaL Study

## Success Stories

- I did like that it was a class. We all kind of bounced ideas off each other. Even if it wasn't coming from the teacher or whatever, we could all just give input and hear other people's ideas about what they do at home to make it easier to eat vegetables and stuff.

-Creates Class Participant

- But it's so much more helpful to see new meal ideas being presented right before us so that we see how long it takes to cook and we see the process and we see the measuring and be able to taste it right there. It was really helpful. Yeah, basically the cooking demonstration was the difference that made it all that much better.

-Creates Class Participant

- I also loved that the recipe cards were not just a single recipe, but that on the back it shows you how to build. So that you can use any ingredients or leftovers or just let your imagination run wild because you have the steps of how to build your own recipe. And I absolutely loved that.

-Creates Class Participant



# CREATE

Impact Education



**Impact Education**

**Name of Project: Hunger Institute**

This material was funded by USDA's Supplemental Nutrition Assistance Program Utah State University is an affirmative action/equal opportunity institution.

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# Hunger Institute Evidence-Based Project

**Name of Project:** Utah Food \$ense (SNAP-Ed) Hunger Institute

**Project Goals:** The Food \$ense (SNAP-Ed) program at Utah State University is proposing to initiate a Hunger Institute that works towards addressing hunger related issues for the people in Utah. “The . . . institute seeks to discover, evaluate, and share knowledge and best practices in the fight against hunger.” (Auburn University Hunger Solution Institute). Utah State University SNAP-Ed has been reviewing the Hunger Solution Institute (HSI) at Auburn University and would like to pursue a similar institute in Utah.

We would like to follow Auburn’s Hunger Solutions Institute goals and objectives including:

- **“Emphasizes Human Sustainability** – Founded within the disciplines of the College of Agriculture and Applied Sciences (CAAS) and Extension, the Hunger Institute is human-centric, ensuring that the comprehensive sustainability model from which it operates keeps the health and well-being of people as it’s central focus.”
- **“Connects Knowledge with Practice** – The Hunger Institute is dedicated to aggregating and disseminating the latest knowledge, research and best practices to those addressing hunger.”
- **“Empowers Communities** – Although solutions are pursued at every level, the Hunger Institute emphasizes those from the frontlines of hunger which can be community owned, operated and sustained.”
- **“Creates multi-sector partnerships** – the Hunger Institute’s research and outreach strategy is to create knowledge coalitions, representing all academic disciplines, government agencies, and leveraging strength through partnerships with both public and private sectors in the battle of hunger.”

**Evaluation Design: Evaluation Plan (including impacts and how measured):**

Development of a formative evaluation report of program efforts and strategies being conducted in Utah (baseline data). Follow up with an end of year report of impact and outcome evaluations after efforts of coordination are made to provide an increase in food security in Utah (follow report). Analysis of efforts made to decrease intergenerational poverty.

[https://extension.usu.edu/fscreate/files/uploads/2014/2014\\_SNAC\\_Report\\_Electronic.pdf](https://extension.usu.edu/fscreate/files/uploads/2014/2014_SNAC_Report_Electronic.pdf)



# Hunger Institute Evidence-Based Project

## Impact Measures:

Through coordination provide a state report on efforts being conducted through Utah State University, specifically Extension and CAAS that clearly identifies economic, health, and education impacts.

Collaborate with Auburn's Hunger Solution Institute (HSI) to learn efforts they have already established to address hunger. Utilize the State Nutrition Action Coalition (SNAC) to address hunger and develop achievable action steps that can provide additional funding and outreach efforts.

Incorporate the Utah State law initiated by Senator Reed (Weber County): The Utah Intergenerational Poverty Mitigation Act (Senate Bill 37 of the 2012 Legislative Session; Utah Code 35A-9-101, 35A-8-102, and 35A-8-201) states the need to "establish and maintain a system to track intergenerational poverty related data to identify at-risk children and other groups, identify trends, and to assist case workers, social scientists, and government officials in the study and development of plans and programs to help individuals and families break the cycle of poverty."

## Findings:

Four poster presentations presented on June 24, 2015 to all Utah Food Sense (SNAP-Ed) employees through Interactive Video Conferencing (IVC).

- Intergenerational Work

We have developed system approaches to Intergenerational Poverty (IGP). Teaching classes for IGP participants and families throughout Utah. We have a calendaring tool used in every county so that Department of Workforce Services can recruit participants to Food Sense classes.

- Utah Breakfast Expansion

We have developed a team of agencies and collaborators who are working toward increasing breakfasts in Utah schools. We are gathering pilot data on parents' feelings and attitudes on having breakfasts in schools. We are also collecting data on increase in test scores, attendance, grades, etc. in connection to having breakfast available and served in the school.

- State Nutrition Action Coalition (SNAC) A complete report for the Hunger Institute agencies belonging to SNAC (State Nutrition Action Coalition) team has been created.
- Became a partner with Hunger Solutions Institute (Auburn University)
- Also partnered with Presidents United to Solve Hunger (PUSH)



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Tayla Lambright, Mateja Savoie, Kelsey Hall, Chelsea Preedy, Heidi LeBlanc

## Abstract:

This study focused on evaluating the impact of nutrition education given at farmers' markets that accept Supplemental Nutrition Assistance Program (SNAP) benefits. During the 2012 and 2013 farmers' market season, the Utah Supplemental Nutrition Assistance Program - Education (SNAP-Ed) collected data through a directly administered questionnaire. This was done to determine the effectiveness of the posters and recipe cards at two separate farmers' markets. The results of this data concludes that both the recipe cards and posters helped to increase patron's nutrition knowledge and comfort with trying produce.

## Introduction:

Many farmers' markets help low-income neighborhoods gain better access to fresh fruits and vegetables. There has been an increase in farmers' markets that also accept SNAP benefits. This increases availability of fruits and vegetables among low income SNAP participants (1). In the state of Utah, there were 21 farmers' markets that accepted SNAP benefits in 2014 (2). The SNAP-Ed program provides nutrition education at farmers' markets with the intent to increase familiarity, independence, and skills in purchasing, storing, and preparing fruits and vegetables (3). Through Utah State University Extension, the SNAP-Ed program provides food samples, recipes, and information about fruits and vegetables at farmers' markets throughout the state of Utah.

## Methods

A questionnaire was direction administered at two SNAP-Ed booths during the 2012 and 2013 farmer's market season. Individuals who visited the SNAP-Ed booth were invited to complete the questionnaire and each respondent received an incentive of a \$2 token to spend at the farmers' market. Any individual 18 years of age or older was able to participate in the questionnaire which allowed researchers to maintain confidentiality among SNAP participants.

The survey included questions regarding familiarity with the SNAP-Ed program, the influence of recipe cards, posters, and food samples, and the quality of the SNAP-Ed booth.

Responses were entered in an Excel spreadsheet then imported into SPSS 19.0 for analysis. Frequency, standard deviation, and mean were reported for interval items. Frequency and percentage were reported for nominal and ordinal data.

**Figure 1. Recipe Card Influence**  
Comfort of Trying Produce



**Figure 2. Posters Effect on Nutrition**  
Knowledge



## Results:

Respondents (n = 294) ranged in age from 18 to 82 with a mean of 36 years. When asked their participation in SNAP, 8% (n = 32) answered "yes." Thirty respondents (7.5%) used their EBT card to make purchases at the farmers' market.

Figure 1 shows that less than 1% of patrons strongly disagreed (n = 3, 0.8%) or disagreed (n = 5, 1.3%) that the recipe cards helped them feel more comfortable trying produce. The majority of participants reported agreeing or strongly agreeing (n = 292, 77.6%) that recipe cards have helped them feel more comfortable trying produce. Figure 2 indicates that farmers' market patrons reported that they agree (n = 79, 49.1%) or strongly agree (n = 35, 21.7%) that the posters from the SNAP-Ed booth increased their nutrition knowledge.

## Conclusions:

Respondents (n = 294) ranged in age from 18 to 82 with a mean of 36 years. When asked their participation in SNAP, 8% (n = 32) answered "yes." Thirty respondents (7.5%) used their EBT card to make purchases at the farmers' market.

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# Interagency Collaboration & The State Nutrition Action Coalition (SNAC)

Sheri Winn, Heidi LeBlanc, & Mateja Savoie Roskos

## Introduction

In the past ten years interagency collaboration has been considered to be an important approach to foster the management of health education. It is hypothesized that interagency collaboration can eminently impact health education agencies and their clients. Historically an absence of organization and collaboration among agencies has been a reason clients have fallen through the cracks. Clients who "fall through the cracks" do not receive sufficient services that are abundantly available. Collaboration amounts to positive results for health education agencies and clients. These positive results include: providing efficient and effective treatment for clients who demand numerous services, or who change between short and long term care services; retaining funds by decreasing services that overlap or are duplicated; and providing resources for supervisors to divide their community responsibilities in order to decrease stress within their agency.

## Key Aspects of Successful Collaboration

A study was performed in Columbus, Ohio among agency employees that work with children with disabilities and their families. The participants were asked two interview questions regarding the elements that contribute to the success and possible failure of collaboration. The results of that developed from this study indicated an overall positive view of collaboration within their agency. The results emphasized that strong leadership skills and an overall desire to work together were major elements that played a role in the success of collaboration. The results also offered elements that jeopardize collaborative success. Lack of essential collaboration elements such as leadership, commitment, goals, and trust are elements that can inhibit interagency collaboration. In order to experience collaborative success there are a number of fundamental elements that are important to address within interagency collaboration. These elements include:

- Client ability to internalize the purpose and necessity for programs and activities.
- Possessing common goals and overall vision among the collaborative group.
- Incorporating fundamental shareholders in the early stages of interagency collaboration. Anticipate change when incorporating new shareholders in later stages of collaboration.
- Abstain from premeditated expectations so that collaboration will be able to successfully incorporate all shareholders in the collaboration process.
- Rules and regulations need to be stated early in the collaboration stages so that all shareholders understand what can or cannot be accomplished

In the state of Utah interagency collaboration has played an immense role in the success of health programs and client needs. The state of Utah has implemented fundamental tasks that must be accomplished in order to have collaborative success.

## State Nutrition Action Coalition (SNAC) of Utah

The State Nutrition Action Coalition (SNAC) is "a statewide, nutrition education group that develops yearly action plans for the United States Department of Agriculture-Food and Nutrition Services." The USDA established SNAC in 2003, to promote collaboration among similar programs within state agencies. Collaboration enables state agencies supply improved health information pertaining to the low-income population. SNAC consists of goals, methods, and strategies to provide each state with guidance in order to acquire their objective. The USDA SNAP-Ed website promotes SNAC through funding, participation, state data and many other resources.

## State Nutrition Action Coalition (SNAC) of Utah Continued...

The SNAP-Ed website offers open access to activities, methods, and other resources created by the Utah SNAP-Ed Program. The state of Utah is among 48 states that implemented SNAC. SNAC of Utah consists of representatives from a variety of agencies throughout Utah. Quarterly SNAC meetings consist of collaboration between each organization; the collaborations are focused on increasing the health of the low-income population.

## Agencies Benefited/Created from SNAC

Interagency collaboration delivers beneficial results for agencies involved in collaboration. Below is a list of each agency and benefits that each has experienced through interagency collaboration:

- **Environment Policy and Improved Clinical Care (EPICC):** SNAP-Ed has provided information on family meals for the EPICC website. EPICC will continue to collaborate with UAH, SNAP-Ed, UBET, and state and community organizations. These collaborations will continually work to increase access to healthy foods, reduce food insecurity, and improve performance in schools.
- **Department of Workforce Services (DWS):** One project that has benefited DWS significantly is the Intergenerational Poverty (IGP) program. The information and ideas expressed in the SNAC meetings have given DWS the ability to create a concrete plan to meet the demands of the IGP population.
- **Utahns Against Hunger (UAH):** Collaboration with statewide agencies has helped UAH to align their nutrition message with other agencies that are implementing nutrition programs for the low-income population. UAH has also collaborated with local health departments to increase the number of farmers markets that accept food stamp (SNAP) benefits. In 2013 UAH received a grant from the Food Insecurity Nutrition Incentive (FINI); this grant gave UAH the opportunity to offer the Double Up Food Bucks at a Downtown Farmers Market. This program encourages SNAP participants to purchase produce at the farmers markets.
- **Women Infants and Children (WIC):** WIC refers children who are overweight or who are at risk of becoming overweight to the Healthy Lifestyle Classes taught by EFNEP and SNAP-Ed. WIC has also had strong collaboration with the Utah Department of Health. This collaboration resulted in the execution of the "Healthy Weight in Women Action Learning Collaborative."
- **Supplemental Nutritional Assistance Program Education (SNAP-Ed):** SNAC has given SNAP-Ed the ability to become more informed about other agencies in Utah and how they are working to contribute to the low-income population.
- **Utah Breakfast Expansion Team (UBET):** UBET is a collaboration of agencies that are working to increase the knowledge of breakfast benefits in schools. By the end of 2015, SNAC hopes to work with UBET to increase the expansion and awareness of the School Breakfast Program (SBP) into 80% of the schools where reduced school lunch resides.
- **The Hunger Institute:** It is a collaborative group of Utah State University faculty and staff, Utah agencies, and others interested in decreasing hunger in Utah. The state of Utah believes that through collaboration it will leverage strength through partnerships with both public and private sectors in the battle against hunger.
- **Intergenerational Poverty (IGP):** The IGP project shows a glimpse at how multiple generations of poverty affects nutrition consumption and food security. There has been collaboration between DWS and SNAP-Ed to provide services to 33 IGP families at James Madison Elementary to help them advance towards self-reliance.



## Conclusion

There are major elements that play a role in the success of interagency collaboration. Some of these elements include: strong leadership skills and an overall desire to work together. Elements that can jeopardize collaborative success are also probable, these negative elements include: lack of leadership, commitment, similar goals, and trust. It was stated that in order to experience collaborative success there are a number of elements that are important to address. Some of these elements include: anticipate change, possess common goals, and knowledge of rules and regulations. Overall it is determined that interagency collaboration plays a significant role in the success of health education agencies, clients, and the implementation of programs. The success of SNAC has made an impact in the implementation of a variety of programs in the state of Utah. Through SNAC, an increasing amount of programs and organizations have been created as well. In order to continue having success, interagency collaboration is a successful avenue for agencies within the state of Utah, and around the country.

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# The School Breakfast Program

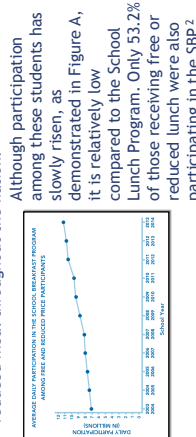
Heidi Bringham, Mateja Savio Roskos, Heidi Leblanc

## Abstract

Historically, participation in the School Breakfast Program (SBP) has been low compared to the National School Lunch Program (NSLP), especially among low income students. In 2010-2011, only 48% of children receiving free or reduced lunch were also participating in the SBP.<sup>1</sup> With such low participation, an investigation concerning the potential benefits of the SBP is necessary to assess the need for greater participation. Current literature was investigated to assess the potential effects that the SBP has on student performance. Current literature suggests that when students participate in quality SBPs students exhibit better behavior, health, and academic performance. In an effort to increase participation, alternative models of distribution should be considered.

## Background

The School Breakfast Program (SBP) began as a pilot program for low-income families in 1966. The SBP now serves over 10 million students throughout the nation on an average school day.<sup>1</sup> Utah schools serve just over 12 million breakfast meals annually. Today nearly 84% of children participating in the SBP receive either a free or reduced meal throughout the nation.<sup>2</sup>



## Objectives

Through analyzing current literature, we worked to:

- Identify potential barriers to low participation rates
- Introduce alternative models to serving school breakfast
- Introduce potential benefits of the SBP in Utah
- Highlight the importance of breakfast quality in the SBP

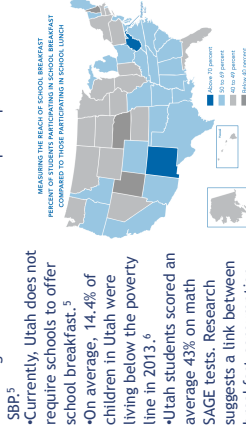
## Literature Highlights

- Alternative models of distribution have shown to drastically increase participation rates, including "Grab n Go", Universal, & In the Classroom models.<sup>4</sup> When distribution was altered from traditional cafeteria service to a universal breakfast in the classroom model, participation rose from 29% to 71%.<sup>4</sup>
- Diet Quality matters. If the diet quality is subpar, it may have adverse effects.<sup>4</sup> When students were served high fat foods including donuts & sausage, SBP participation was correlated with an increased sodium intake.<sup>4</sup>
- Benefits from SBP are specifically seen more in Low Income Students.<sup>3</sup> Students from low socioeconomic schools saw disproportionately greater results when offered free school breakfast as compared to high socioeconomic schools. Benefits included a decrease in breakfast skipping, eating unhealthy breakfast items, and an increase in fruit and vegetable consumption.<sup>3</sup>



## Utah's Need for Breakfast

- Utah is currently ranked last in school breakfast participation throughout the nation as seen in figure B.<sup>5</sup>
- The latest research shows only 34.7% of Utah students who were eligible for free/reduced meals participated in the SBP.<sup>5</sup>



- Currently, Utah does not require schools to offer school breakfast.<sup>5</sup>
- On average, 14.4% of children in Utah were living below the poverty line in 2013.<sup>6</sup>
- Utah students scored an average 43% on math SAGE tests. Research suggests a link between breakfast consumption and increased math scores.<sup>7</sup>

## Reported Benefits of Breakfast in Schools

Studies suggest the SBP may help increase:

- Academics**
  - Higher test scores in reading, science, and especially in math.<sup>7</sup>
  - Increase in cognitive test scores following just 15 days of SBP implementation.<sup>8</sup>
  - Increased GPA correlated to SBP participation.<sup>9</sup>
- Health**
  - Some studies have shown a correlation between SBP participation and lower BMI, less visits to the school nurse, less nutrient deficiencies, and less calories from fat.<sup>1</sup>
  - The SBP increased students' intakes of calcium, phosphorus, and magnesium.<sup>1</sup>
  - Students who participated in the SBP reported eating more fruit and drinking more milk.<sup>10</sup>
- Behavior**
  - Decreased incident of anxiety and depression.<sup>11</sup>
  - Decreased tardiness and absences.<sup>12</sup>
  - Decreased office referrals.<sup>13</sup>



## Conclusions

- The SBP has the potential to help increase behavior, health, and academic outcomes in students.
- Consideration should be taken as to which model of delivery is most effective based on the school's facility and socioeconomic status. Models such as "Grab-n-Go", Universal, and Breakfast in the Classroom have demonstrated their ability to increase participation rates.
- The SBP has proven to be most beneficial among schools with a lower socioeconomic status.
- Above determining which model of delivery is best, schools should ensure the delivery of a quality diet breakfast to obtain optimal health results in students.

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# Hunger Institute

## Evidence-Based Project:

### Intergenerational Poverty

#### INTRODUCTION

Poverty has a very prominent effect on the health and overall success of an individual. Therefore, the transfer of poverty is an important issue to address. Public assistance programs are currently being implemented to help reduce the effects poverty has on low-income individuals. The SNAP-Ed (Supplemental Nutrition Assistance Program) and SNAC (State Nutrition Action Coalition) programs, both show promising signs of reducing the effects of intergenerational poverty (IGP).

SNAP-Ed provides low-income individuals with nutrition education to help them increase skills, knowledge and self efficacy when making healthy mealtime decisions. SNAC is the collaboration between different organizations which are specific to improving nutrition, health and poverty.

#### WHAT IS INTERGENERATIONAL POVERTY?

IGP is the transfer of public and private deficits, resources and assets from one generation to another. An individual's chances of experiencing poverty is dependent on poverty being passed on as a complex set of positive and negative factors, resulting in a poor child having an increased chance of being poor as an adult.

The transfer of IGP is sometimes seen as an extreme form of chronic poverty which is defined as poverty experienced by an individual over an extended period of time. Chronically poor individuals tend to pass poverty on to their children. These particular individuals have a higher prevalence of under-nutrition, illiteracy, hunger and lack of access to basic services.

IGP can have extremely detrimental effects on an individual's health. Many families engage in different types of coping strategies to shield themselves from the adverse effects of poverty, only to find themselves further caught in the cycle of IGP.



#### HOUSEHOLD/EXTRAHOUSEHOLD FACTORS AFFECTED BY IGP

The following is a list of the household and extra household factors that play a role in IGP. Each are affected by poverty and in turn, effect the health and success of low-income individuals. Household factors are directly affected by practices that occur within the home. Extra household factors are defined as situations and occurrences that happen outside of the home.

#### HOUSEHOLD FACTORS:

- Low Quality
- Transfer of IGP to the elderly
- Adolescent Mothers
- Education
- Productive Assets
- Parenting Quality
- Loss/Choice of a Parent

#### EXTRAHOUSEHOLD FACTORS:

- Cultural Factors
- Psychosocial Factors
- Discrimination
- Stress
- Resilience
- Chronic Disease
- Obesity in Children and Adults
- Food Access, Availability and Cost
- Food Insecurity

#### WAYS SNAC MAY HELP PREVENT IGP

##### SNAC:

Through the collaboration of different education programs, SNAC has been found to be beneficial in reducing IGP.

#### WAYS SNAC HAS HELPED:

- 1.) The Environment, Policy and Improved Clinical Care Program (EPICC) collaborated with SNAP-Ed. As a result, EPICC was able to detect the direct causes of health disparities resulting from food insecurity and SNAP-Ed demonstrated ways to help. EPICC then collaborated with the center for disease control (CDC) to increase SNAP benefits at farmers markets as a way to improve food choices.

- 2.) SNAP-Ed collaborates with local health departments to advertise for SNAP benefits and success has been found with pairing SNAP benefits with the nutrition education from SNAP-Ed.

#### THE SNAC PROGRAM IN UTAH INCLUDES THE FOLLOWING AGENCIES:

- Utah Department of Workforce Services (DWS)
- Human Affairs and Children (HAC)
- Supplemental Nutrition Assistance Program-Education (SNAP-Ed)
- Expanded Food & Nutrition Education Program (EFNEP)
- Environment, Policy and Improved Clinical Care (EPICC)

#### WAYS SNAP-ED MAY HELP PREVENT IGP

##### SNAP-ED:

The SNAP-Ed program is dedicated to helping individuals make healthy decisions while living on a budget. Teaching individuals how to improve their health through the food they consume may decrease the number of chronic diseases and health disparities they experience. Studies state that the education portion of this program is a vital asset to low-income families in helping them to make healthy decisions on their own. These studies also state that nutrition education through SNAP-Ed is vital in teaching low-income individuals how to avoid the Food Stamp Cycle by budgeting their Food Stamp benefits.

#### CONCLUSION

The SNAP-Ed and SNAC programs help eliminate some of the consequences and factors that are directly related to IGP. There are a wide variety of positive and negative factors that will influence an individual's well-being that occur at different periods during an individual's lifetime. These factors, depending on their extremity and the individual's circumstances, can produce a complex set of outcomes on an individual's financial, social, and physical health. It is important to understand the benefits of implementing certain education policies, such as SNAP-Ed, that can address certain transitional periods within the lifetime and the corresponding factors that may occur within them.

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# CREATE

## Impact Education



**Impact Education**

**Name of Project: National Nutrition Certification Program (NNCP)**

This material was funded by USDA's Supplemental Nutrition Assistance Program Utah State University is an affirmative action/equal opportunity institution.

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# NNCP Evidence-Based Project

The National Nutrition Certification Program (NNCP) is an online training course that was developed to increase the nutrition knowledge and teaching skills of nutrition educators. It is designed specifically for those who teach nutrition education to the public. NNCP is a free service provided by the Food Sense (SNAP-Ed) program in Utah, and it is administered through the Utah State University Extension program. The course contains 15 modules including a pre-assessment and a post-assessment. From October 2014 until October 2015 over 1,023 individuals participated in the course. The National Nutrition Certification Program has a

participant passing rate of 88%. There are 42 states with registrants.



State	Number of Registrants	State	Number of Registrants	State	Number of Registrants
Alaska	10	Kentucky	3	Oklahoma	31
Arizona	8	Louisiana	16	Oregon	1
Arkansas	1	Main	7	Pennsylvania	160
California	82	Massachusetts	29	Rhode Island	2
Colorado	4	Minnesota	5	South Carolina	2
Connecticut	2	Montana	35	South Dakota	13
Delaware	1	Nebraska	26	Tennessee	32
Florida	93	Nevada	26	Texas	87
Georgia	5	New Hampshire	11	Utah	106
Idaho	40	New Jersey	4	Vermont	1
Illinois	2	New Mexico	108	Virginia	29
Iowa	12	North Carolina	11	Washington	29
Kansas	20	Ohio	20	West Virginia	1



# CREATE



## **Impact Education**

**Name of Project: Utah Policy, Systems, & Environments**

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# Impact Education

## Utah PSE

Policy, Systems, and Environments (PSE) work is a new component to the Food \$ense Program. PSE work includes multi-level initiatives that, when used in conjunction with direct nutrition education, have shown to be effective tools in the prevention and reduction of obesity. By adding PSE work to the program, Food \$ense has the potential to reach a larger proportion of Utah's SNAP recipients helping them make long-term healthy food and lifestyle choices. PSE work facilitates change by creating communities where the healthy choice is a feasible, visible, and convenient choice. Evaluation of the impact of current PSE work, as well as the initiation of new efforts will occur in FY 2016.

Examples of current PSE work:

Food \$ense PSE Work Area	Project	Objective
Policy	Standardize Food \$ense nutrition messages	Increase visibility and awareness of Food \$ense program and message among target population
	NEAs required to participate in several monthly meetings via IVC	Increased opportunities for success sharing and continuing education, both to improve effectiveness of educators
Systems	Collaborative partner in Utah Breakfast Expansion Team (UBET)	Increase access to breakfast in the school systems for our target population
	Collaborative partner in Weber Moves	Increase opportunities for physical activity and nutritious food and beverages in Weber County schools
Economic Environment	Partnering with local food banks to reach target audience	Encourage participation in Food \$ense program by incentivizing with an additional box of food
Economic Environment	Secured Farmers' Market Food Insecurity Nutrition Incentive (FINI) Grant	Encourage the purchasing of fruits and vegetables at farmer's market by offering a financial incentive to individuals using SNAP benefits
Physical Environment	Collaborative partner with community gardens and school gardens throughout the state	Increase availability, consumption, and overall interest in fruits and vegetables locally grown



# EARS

State: Utah

Federal Fiscal Year: 2015

Number of Implementing Agencies: 1

Name of Implementing Agency: Utah State University Food Sense

Direct Education:

## SNAP-ED Participants by Age and SNAP Status *Direct Education*

	Less than 5 years	5-17 years	18-59 Years	60 Years or More	All Ages Combined
Number of SNAP Recipients in SNAP-Ed	131	5,856	2,428	390	8,805
Number of All Other Participants in SNAP-Ed	391	17,637	4,946	1,418	24,392
Total Number of SNAP-Ed Participants	522	23,493	7,374	1,808	33,197

Estimated Count of Participants

Missing data was based on percentages from data received

## SNAP-Ed Participants By Age *Direct Education*

	Less than 5 years	5-17 years	18-59 years	60 years or More	All Ages Combined
Number of SNAP-Ed Participants	522	23,493	7,374	1,808	33,197

Estimated Count of Participants

Missing data was based on percentages from data received

## SNAP-ED Participants By Gender *Direct Education*

	Female	Male	Total
Number of SNAP-Ed Participants	23,238	9,959	33,197

Estimated Count of Participants Missing data was based on percentages from data received

## SNAP-ED Contacts by Age and SNAP Status

	Less than 5 years	5-17 years	18-59 Years	60 Years or More	All Ages Combined
Number of Contacts with SNAP SNAP-Ed Recipients	174	7,808	3,237	520	11,739
Number of All Other Participants in SNAP-Ed	522	23,515	6,424	1,961	32,422
Total Number of SNAP-Ed Contacts	696	31,323	9,661	2,481	44,161

Actual Count of Participants Source: Class Participant Forms

## SNAP-Ed Contacts By Age

	Less than 5 years	5-17 years	18-59 years	60 years or More	All Ages Combined
Number of SNAP-Ed Contacts	696	31,323	9,661	2,481	44,161

Actual Count of Participants Source: Class Participant Forms

## SNAP-ED Contacts By Gender

	Female	Male	Total
Number of SNAP-Ed Contacts	33,120	11,041	44,161

Actual Count of Participants Source: Class Participant Form



# EARS

Direct Education:

E. Direct Education: Race & Ethnicity

<b>SNAP-ED Participants by Race and Ethnicity <i>Direct Education</i></b>			
		Number of Hispanic SNAP-Ed Participants by Race	Number of Non- Hispanic SNAP-Ed Participants By Race
Individuals Reporting Only One Race	1. American Indian or Alaska Native	52	683
	2. Asian	74	1,247
	3. Black or African American	22	1,369
	4. Native Hawaiian or Other Pacific Islander	0	154
	5. White	7,777	21,604
Individuals Reporting Multiple Races	6. American Indian or Alaska Native and White	24	81
	7. Asian and White	6	15
	8. Black or African American and White	5	37
	9. American Indian or Alaska Native and Black or African American	0	10
	10. All Other Reporting More than One Race	0	37
	12. Total by Ethnicity	7,960	25,237

Actual Count of Participants Source: Adult Class Participant Forms



# EARS

Direct Education:

F. Direct Education: Number of SNAP-Ed Delivery Sites by Type of Setting

SNAP-Ed Delivery Sites by Type of Setting Direct Education			
Type of Setting	Number of Different Sites/Locations	Type of Setting	Number of Different Sites/Locations
Adult Education and Job Training Sites	42	Individual Homes	15
Adult Rehabilitations Centers	18	Libraries	24
Worksites	7	Churches	34
Community Centers	62	Public/Community Centers	11
Elderly Service Centers	42	Public Schools/Head Start Programs	108
Emergency Food Assistance Sites	53	Other Youth Education Sites (Including Parks and Recreation)	37
Extension Offices	24	Shelters	9
Farmers Markets	19	WIC Programs	13
Food Stores	20	Blogs	62
Public Housing	45	Fairgrounds	14
Summer Lunch Programs	12	SNAP Offices	9

G. Direct Education Programming Format

Programming Format <i>Direct Education</i>			
Format	Number of Lessons	Length of Class	% Delivered By Interactive Multimedia
Single Sessions	1,232	15-90 minutes	5%
2-4 Sessions	278	15-90 minutes	5%
5-9 Sessions	1,058	15-90 minutes	5%
10 or more Sessions	779	15-90 minutes	5%



# EARS

## Direct Education

### H. Primary Content of Direct Education

#### Code

1. H
2. E
3. L
4. F

Direct Education – Primary Content Codes		
	Code Letter	Most Frequent Occurrence
Fat Free and Low Fat Milk or Equivalent (and alternate calcium sources)	A	
Fats and Oils	B	
Fiber-Rich Foods	C	
Food Shopping/Preparation	D	
Fruits and Vegetables	E	X
Lean Meat and Beans	F	X
Limit Added Sugars or Caloric Sweeteners	G	
MyPlate Healthy Eating Plan	H	X
Physical Activity	I	
Promote Healthy Weight	J	
Sodium and Potassium	K	
Whole Grains	L	X
Food Safety	M	
Other	N	
Other	O	
Other	P	
Other	Q	



# EARS

## Indirect Education

### A. Types of Materials Distributed

Indirect Education			
		Check if Applicable	Number Reached
Types of Materials Distributed	Fact Sheets/Pamphlets/Newsletters	X	88,860
	Posters/Calendars	X	11,140
	Promotional Materials with Nutrition Messages	X	26,355
	Website	X	67,887
	Electronic (Email) Materials/Info Distribution	X	81,901
	Videos/CD Roms		0
	Other	X	14,423
Recruiting	Mailings	X	2,922
	Email	X	4,875
	Phone	X	1,419
	Other	X	3,995

### B. Estimated Size of Audience Reached

Estimated Size of Audiences Reached Through Communication and Events		
	Estimated Population Reached	Source of Data
Nutrition Education Radio PSA	400,000	Commercial Market
Nutrition Education Television PSA	185,000	Commercial Market
Nutrition Education Articles	28,604	Commercial Market
Billboard, Bus or Van Wraps, or Other Signage	6,282	Visual Estimate
Community Events/Fairs – Participated	37,704	Visual Estimate/Survey
Community Events/Fairs – Sponsored	1,700	Visual Estimate/Survey
Other Contacts	609,928	Visual Estimate/Survey



# EARS

## Expenditures by Source of Funding (See instructions)

Public Cash Contributions - State & Local Tax Revenue only	N/A \$0
Public & Private Cash Contributions - other than State and Local Tax Revenue	N/A \$0
Sum of Lines1 & 2	N/A \$0
Public Inkind Contributions (non-cash)	N/A \$0
Private Cash Contributions to State SNAP Agency only	N/A \$0
Indian Tribal Organization Contributions	N/A \$0
Sum of Line 4, 5, & 6	\$0
Federal Reimbursement	\$1,244,170.80
Total SNAP-Ed Expenditures Sum of Lines 3, 7, & 8	\$1,244,170.80

## Expenditures by Category of Spending

Total Expenditures for SNAP-Ed Program Delivery	\$904,030.22
Total Expenditures for Administrative Costs	\$340,140.58
Total SNAP-Ed Expenditures (State & federal)	\$1,244,170.80



# Food \$ense (SNAP-Ed) Trainings

- **Food \$ense Annual Conference**
  - **Date:** October 2014
  - **Frequency:** 1 time a year
  - **Purpose:** To train Nutrition Education Assistants & County Agents/Supervisors on new policies and guidelines for Food \$ense (SNAP-Ed)
  - **Audience:** Nutrition Education Assistants, County Agents/Supervisors, Staff Assistants, Food \$ense (SNAP-Ed) State Office
- **Food \$ense Statewide Staff Meeting – Conference Calls**
  - **Date:** 1<sup>st</sup> and 3<sup>rd</sup> week of each month
  - **Frequency:** 24 times a year
  - **Purpose:** To train Nutrition Education Assistants & County Agents/Supervisors on new policies and guidelines for Food \$ense (SNAP-Ed), highlight programming, improve education, stay abreast of changes and updates
  - **Audience:** Nutrition Education Assistants, County Agents/Supervisors, Staff Assistants, Food \$ense (SNAP-Ed) State Office
  - Agendas can be found here:  
<https://extension.usu.edu/fscreeate>,  
under The Scoop
- **Food \$ense Statewide Interactive Video Conference (IVC) Trainings**
  - **Date:** 4<sup>th</sup> week of each month
  - **Frequency:** 10-12 times a year
  - **Purpose:** To train Nutrition Education Assistants & County Agents/Supervisors updates, training, nutrition education, and trends
  - **Audience:** Nutrition Education Assistants, County Agents/Supervisors, Staff Assistants, Food \$ense (SNAP-Ed) State Office
  - <https://extension.usu.edu/fscreeate/htm/staff-menu/ivc-broadcasts-archive/>
- **National Nutrition Certification Program (NNCP)**
  - **Date:** New Hires complete, and then NEAs renew every 3 years
  - **Frequency:** 1 time every three years
  - **Purpose:** To train Nutrition Education Assistants and other states NEAs on nutrition education concepts that assist educators in teaching SNAP-Ed programming
  - **Audience:** Nutrition Education Assistants in Utah, and throughout the nation
- **New Hire Training**
  - **Date:** Completed as a new hire
  - **Frequency:** 1 time in career, return and review as needed
  - **Purpose:** To train Nutrition Education Assistants & County Agents/Supervisors education on recruitment, target audience, teaching, paper work, policies and procedures, etc.
  - **Audience:** Newly employed Food \$ense (SNAP-Ed) employees. Nutrition Education Assistants, County Agents/Supervisors, Staff Assistants, Food \$ense (SNAP-Ed) State Office
  - [https://extension.usu.edu/fscreeate/files/uploads/2015/Forms 2015/New Employee Checklist 2015.pdf](https://extension.usu.edu/fscreeate/files/uploads/2015/Forms%202015/New%20Employee%20Checklist%202015.pdf)
  - <https://login.usu.edu/cas/login>
- **Food \$ense Advisory Council**
  - **Date:** 3<sup>rd</sup> week of each month
  - **Frequency:** 10-12 times a year
  - **Purpose:** Consult with USU Extension Agents, Educators, and Supervisors on program needs and programming at the county level
  - **Audience:** 8 Extension Agents/Educators and Food \$ense (SNAP-Ed) State Office



# Trainings

- **Intergenerational Poverty (IGP)**
  - **Date:** 3 times in FY 2015
  - **Frequency:** 3 times per year
  - **Purpose:** To collaborate and work through IGP educational project, work with other agencies to serve IGP families and provide family-based cooking skills through Utah State University's Food \$ense (SNAP-Ed) program, specifically the Creates curriculum
  - **Audience:** IGP families, meetings with Department of Workforce Services (DWS) and Utah State University Food \$ense
- **State Nutrition Action Coalition (SNAC)**
  - **Date:** Quarterly
  - **Frequency:** 4 times a year
  - **Purpose:** Multiple Agency Coalition providing PSE and other nutrition education opportunities for collaboration
  - **Audience:** Agencies serving low-income families, providing food assistance, and providing outreach
- **Utah Breakfast Expansion Team (UBET)**
  - **Date:** Monthly
  - **Frequency:** 10-12 times a year
  - **Purpose:** a team initiated by SNAC providing PSE work in an effort to increase breakfast in schools
  - **Audience:** SNAC members working on breakfast expansion in Utah



# Conference Presentations & Other Publications

## Conference Presentations

- **ASNNA Poster Presentation**
  - The Impact of Farmers' Market Incentive and Nutrition Education on Fruit and Vegetable Intake – A Qualitative Study
- **Society of Nutrition Education and Behavior (SNEB) Poster Presentation**
  - Farmers' Market Incentives and Nutrition Education: A Qualitative Study
  - Improving Food Security Through Farmers' Market Incentives – A Pilot Study
- **Mountain Plains Region Annual Training/Conference**
  - The Impact of Farmers' Market Incentive and Nutrition Education on Fruit and Vegetable Intake – A Qualitative Study
  - Utah State Nutrition Action Coalition Presentation
  - Farmers' Market Evidence-Based Presentation
- **Utah Association of Nutrition and Dietetics (UAND)**
  - Nutrition Education, Farmers' Market Vouchers, and their Effect on Improving Food Security for SNAP Recipients in Cache Valley, Utah

## Publications in 2015

- Savoie-Roskos, M., Durward, C., Jeweks, M., & LeBlanc, H. (In Press). Reducing Food Insecurity and Improving Fruit and Vegetable Intake Among Farmers' Market Incentive Program Participants. Journal of Nutrition Education and Behavior. doi 10.1016/j.jneb.2015.10.003
- Savoie, Roskos, M., Durward, C., LeBlanc, H., & Wengreen, H. Understanding the Experiences of low-income individuals receiving Farmers' market incentive : A qualitative study. (Submitted).
- Savoie-Roskos, M., Hall, K., Lambright, T., Norman C., LeBlanc, H. Evaluating the Effect of SNAP-Ed Educational Materials at Farmers' Markets [In press: to be published in JNEAFCS in 2016].
- SNAC Report
  - [https://extension.usu.edu/fscreate/files/uploads/2014/2014\\_SNAC\\_Report\\_Electronic.pdf](https://extension.usu.edu/fscreate/files/uploads/2014/2014_SNAC_Report_Electronic.pdf)
- Impact Reports Counties
  - <https://extension.usu.edu/fscreate/htm/2014-county-impact-reports/>



# ASNNA Poster Presentation

## The Impact of Farmers' Market Incentives and Nutrition Education on Fruit and Vegetable Intake—A Qualitative Study

Mateja R. Savoie MPH, RD; Dr. Carrie Durward, RD; Heidi LeBlanc MS, SNAP-Ed; Utah State University Extension

### Introduction:

Despite evidence that consuming fruits and vegetables (F&V) reduces the risk for obesity and other chronic diseases, low-income Americans are not consuming recommended intakes.<sup>1</sup> Farmers' markets have been promoted as a way to decrease perceived barriers associated with poor intake of F&V.<sup>2,3,4</sup> Farmers' market incentive programs have been established to encourage the use of federal nutrition assistance benefits at farmers' markets and to improve intake of F&V in this population.<sup>3</sup> This study is the first to use collect qualitative data among participants to understand the experience of low-income participants who have received farmers' market incentives and nutrition education. The purpose of this study was to determine whether farmers' market incentives and nutrition education influence the beliefs, values, and experiences among participants.

### Methods:

**Intervention:** Participants from a farmers' market incentive pilot study were recruited to participate in interviews. Participants received 8-weeks of SNAP-Ed nutrition education and farmers market incentives over the summer and fall of 2014.

### Interviews:

Qualitative semi-structured interviews of a convenience sample of participants were conducted until theoretical saturation was reached. A 10-question interview guide was used to conduct the 45 minute interviews. Participants received \$20 to compensate.

### Interview Topics:

- Experiences using incentives at the farmers' market
- Experiences with SNAP-Ed nutrition education classes
- Nutrition-related changes based on incentives and education

### Participant Quotes:

#### Improving Cost and Access to F&V

"The incentives helped with cost, which was good. I was able to get more fruit and vegetables....I think it helped me purchase better food too. Just because I was being aware and I knew where it was coming from and going to the farmer's market versus just grocery store I think I was making healthier choices."

#### Increased Children Involvement in Buying Produce

"And I involved my kids, that was the nice thing. And so we got to let them pick out different ones [F&V] that they wanted, and we had them use the tokens and pay for it too."

"My daughter.... "Can I have a peach, can I have a peach?" And instead of having to tell her, "No we can't afford it" or, "No we have to buy things that we're going to have for lunch" or whatever, I could give her a treat. I could give her a peach for a treat."

### Improving Consumption & Variety of F&V Intake

"Because of the availability [of F&V] there was a lot more variety to choose from and I felt like I could choose more variety because I had a little extra money to do so."

"Because I had so many fruits and vegetables at home, I had to make sure that I was consciously finding ways to use them, or they would go bad. And so I think I ate them quite a bit more often."

"When I am hungry or need a snack or something—on or off my diet—I'm much more likely to choose those fruits and vegetables. And I prepare a lot more fruits and vegetables at meal times."



Figure 1. Improving Food Security and F&V Consumption by Reducing Common Barriers

### Improving Skills, Knowledge, & Self Efficacy Related to F&V Intake

"Well one thing that I know I learned for sure is about frozen vegetables, which I think I've known this, but for some reason I've always been like, "Emm frozen vegetables aren't good." But she's [the educator] like, "They're frozen in their prime so they're still packed with nutrition."

"I loved learning about the different ways you can prepare vegetables, or which vegetables and fruits were in season, and things like that. Because that was all information that I didn't know."

"With the farmer's market stuff[incentives] I bought extra veggies, cut them up and froze them and that's actually one thing that started to work. Being able to buy in bulk when something is on sale and then I can use it as I need it. Being able to store it, learning how to store it."

### Results:

Fourteen low-income individuals were interviewed. Several themes were identified. Participants reported that farmers' market incentives decreased barriers associated with consuming F&V such as cost, availability, and accessibility. Participants reported trying new F&V and replacing high fat, high calorie foods with F&V purchased with their farmers market incentives. Participants reported consuming a greater amount and larger variety of F&V when they received incentives to use at the farmers' market. Furthermore, participants indicated the incentives allowed them to treat their children with F&V that they wouldn't typically be able to afford. Participating indicated that receiving nutrition education through SNAP-Ed improved their knowledge, skills, and self-efficacy related to preparing, storing, and cooking produce.

### Conclusions and Implications:

Farmers' market incentives coupled with nutrition education is an intervention strategy that addresses the common barriers of cost, access, skill, knowledge, and self-efficacy associated with poor intake of F&V among SNAP participants. SNAP-Ed programs should consider collaborating with farmers' market incentive programs in their states to provide this combined intervention strategy for SNAP participants.

### References:

1. Kromann L, Gillings C, Seymour J, Sorlie M, Blomhøj H. Fruit and Vegetable Intake Among Adolescents and Adults in the United States: Percentage Meeting Individualized Recommendations. *Medicine & Health*. 2009; 11:26.
2. Blomhøj H, Thompson G, Nebeling L, Yaroch A. Improving Fruit and Vegetable Consumption: Use of Farm-to-Consumer Venues Among US Adults. *Preventing Chronic Disease*. 2011;8(2):5.
3. Pitt SBI, Gustafson A, Wu Q, et al. Farmers' Market Use is Associated With Fruit and Vegetable Consumption in Diverse Southern Rural Communities. *Nutrition Journal*. 2014;13:11.
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5. Byler C, Shattuck A, Savoie R, Durward C, LeBlanc H. Farmers' Market Incentives: A Literature Review. *Journal of Nutrition Education and Behavior*. 2012; 21:1.
6. Strauss A, Corbin J. *Basics of Qualitative Research*. California: SAGE Publications Inc; 1998; 12.

### Acknowledgements:

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# SNEB Poster Presentation

## Improving Food Security Through Farmers' Market Incentives—A Pilot Study

Mateja R. Savoie MPH, RD; Dr. Carrie Durward, RD; Heidi LeBlanc MS, Utah State University Extension

### Location:

Utah farmers' markets in the Salt Lake City area. The study was conducted in the Salt Lake City area, where there are several farmers' markets. The study was conducted in the Salt Lake City area, where there are several farmers' markets. The study was conducted in the Salt Lake City area, where there are several farmers' markets.

Double-Up Food Bucks program provides matching benefits to participants who spend their benefits at selected farmers' markets in Utah. For every dollar spent using SNAP benefits, participants receive an additional dollar in Double Up Food Bucks up to a maximum of \$20. The objective of the study was to determine whether Double Up Food Bucks increases food security and F&V intake among SNAP participants in Utah.

### Study Design:

A convenience sample of 96 SNAP participants were recruited at a farmers' market prior to participation in DUB, a farmers' market incentive program. Fifty-four participants completed a 4-week survey. A pre-post design was used to determine behavior change as a result of the incentive program. The survey included questions about demographics, F&V consumption, food security, food assistance use, and shopping habits.

Food security was measured using USDA's Six-Item Short Form Food Security Survey Module. F&V consumption was measured using the module of Behavior Risk Factor Surveillance System (BRFSS). Pre and post data were paired using confidential identification numbers. Scales were generated for the food security & F&V consumption. Paired t-tests were used to compare the mean responses developed scales.



EXTENSION  **FOOD \$ENSE**  
UtahStateUniversity

Table 1. Characteristics of Study Participants

Characteristic	% of Total
Gender	
Women	74%
Age	
18-39 years	67%
40-59 years	28%
60 years or older	5%
Race	
Asian	2%
Black/African American	7%
Hispanic or Latino	9%
White	71%
Other or multiple races	11%
Children Under age 18 in the Household	
No children	5%
1-2 children	61%
3-4 children	31%
5+ children	3%

Table 2. Change in F&V Intake and Food Security Status of Study Participants

Score	Pretest Mean $\pm$ SD	Posttest Mean $\pm$ SD	P Value
F&V Score	2.6 $\pm$ 2.1	2.8 $\pm$ 1.6	<0.29
Food Security Score	3.0 $\pm$ 2.1	2.3 $\pm$ 2.2	<0.05

### Results:

Participants were primarily white females with an average age of 38 years old. Most participants had one to four children under the age of 18 in the household (Table 1). Fifty-five percent of participants reported being unemployed. Participants reported use of nutrition assistance programs such as the food bank (26%), Women, Infants, & Children (20%), and assistance from family/friends (22%).

There was a significant ( $P<0.05$ ) decrease in the food security score from baseline to follow up. The F&V score was not significant however, the consumption of vegetables other vegetables such as tomatoes, eggplant, corn, lettuce, white potatoes, peas, and carrots increased significantly ( $P<0.05$ ) (Table 2).

- 85% of individuals reported participating in DUB more than twice over the intervention period.
- 86% of participants reported F&V intake increased after receiving farmers' market incentives.
- 84% of participants reported an increase in variety of F&V purchased.
- 98% of participants reported purchasing fruit at the farmers' market.
- 100% reported purchasing vegetables at the farmers' market.



### Conclusions and Implications:

Results of this study suggest a positive correlation between participating in the Double Up Food Bucks Program and food security status. Results also suggest an increased intake of certain F&V after program participation. Previous studies have not found improvements in food security status among farmers' market incentive participants.<sup>1</sup>

Results of this pilot study indicate that further research should be conducted to investigate the effectiveness of farmers market incentive program on improving food security status and F&V consumption. Future studies should investigate the long term benefits of farmers market incentive programs. Objective data such as weight, height, waist circumference, and skin carotenoids should be collected in future studies.

### References:

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### Acknowledgements:

A special thanks to Utahans Against Hunger for their collaboration on this project. The authors would also like to thank the Salt Lake City Downtown Farmers' Market for allowing us to collect data at the market.



# UAND Poster Presentation

## Nutrition education, farmers market vouchers, and their effect on improving food security for SNAP recipients in Cache Valley, Utah



Tracey Munson, Mateja Savoie, Heidi Wengreen, Heidi Leblanc, Carrie Durward



### Introduction

**Food Security:** Food security is used to measure a household's ability to access sufficient and nutritious food.<sup>1</sup> In 2013, 17.5 million households in America were reported as food insecure.<sup>2</sup> In search of a way to decrease this food insecurity, researchers are conducting multiple studies with various interventions involving recipients of the Supplemental Nutrition Assistance Program (SNAP).

#### Nutrition Education Classes:

- One intervention being studied is nutrition education classes for SNAP participants (SNAP-ED).
- These classes include basic nutrition information, grocery shopping skills, new recipes, and cooking demonstrations<sup>3</sup>
- Pre- and posttests with this intervention reveal nutrition education is an appropriate intervention for food insecurity<sup>4</sup>

#### Farmers Market Vouchers:

- The question of whether the financial assistance from SNAP decreases food insecurity is less conclusive<sup>5</sup>
- Households that participate in SNAP typically have greater difficulty obtaining adequate food compared to households of similar income that aren't participating in SNAP<sup>6</sup>
- Vouchers are being introduced as an intervention to financially assist participants further, and to motivate them to consume more fruits and vegetables from the farmers market
- One study done by Kroff et al., did not find a significant difference in food security status when comparing the WIC Farmers Market Nutrition intervention to the control WIC recipients.<sup>7</sup> However, participants only received \$18 per year.
- Few farmers market incentive studies have examined impact on food insecurity

#### Purpose:

The purpose of this pilot study was to examine whether receiving vouchers to the Cache Valley Gardeners Market (CVGM) in addition to receiving nutrition education would improve the food security of SNAP recipients compared to nutrition education alone.

### Descriptive Statistics

Characteristics	Female	% of Total
Gender	Female	91%
	Male	9%
Age (Mean ± SD)		32 ± 7.7
Race	White	95%
	Hispanic	5%
Number of Children in Household	No children	27%
	1-2 children	41%
	3-4 children	32%
Receive Other Nutrition Assistance	WIC	50%
	Food Bank	9%
	Assistance from family or friends	9%

### Methods

#### Recruitment and Eligibility:

- Twenty-two current SNAP recipients were recruited
- Participants were ages 18 years and older, currently living in the Cache Valley area

#### Intervention:

- Participants were randomly assigned to two groups
- The **education group** attended weekly SNAP-ED classes
- The **voucher group** received a weekly voucher to be spent at the CVGM in addition to attending weekly SNAP-ED classes

#### SNAP-ED Classes:

- The education classes were taught using the Utah Food Sense curriculum (SNAP-ED), with a greater emphasis on fruits and vegetables

#### Vouchers:

- At their education class, participants received a voucher card to be used at the CVGM that weekend
- Participants presented their voucher card at the CVGM, and in exchange received yellow tokens that act like cash at the market
- Participants received 10 dollars if single or a couple, and an additional 5 dollars for each child, up to 30 dollars

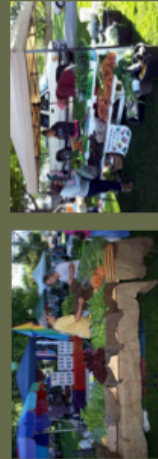


#### Food Security:

- Food security was measured using the 18-item United States Household Food Security Scale (HFSS)<sup>8</sup>
- Survey's were administered at baseline, midpoint, and endpoint via Qualtrics to determine changes in food security.

#### Analysis:

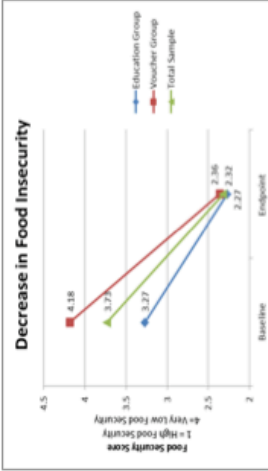
- Data was analyzed using SPSS Statistics 22
- An independent samples t-test was done to determine the difference in food security from baseline to endpoint for each group individually
- A paired samples t-test was done to determine the change in food security for the entire sample



### Results and Discussion

#### Food Security:

- The paired samples test revealed a significant increase in food security by 1.4±2.7 (mean ± standard deviation) points ( $p=.025$ )
- The independent samples test showed a larger increase in food security for the voucher group than the education only group (1.8±3.5 vs. 11.1±8), though this difference was not statistically significant



#### Strengths and Limitations

- This is one of the first studies to examine the impact of farmer's market incentives on food insecurity
- Despite random assignment, the voucher group had higher food insecurity at baseline (though this difference was not significant)
- This pilot study was exploratory and not powered to detect changes in food insecurity

### Conclusion

#### Vouchers with education vs. education alone

- Though the results were not statistically significant, there is some evidence that receiving farmers market vouchers in addition to nutrition education may be more effective at improving food security compared to nutrition education alone

#### Interventions as a whole

- Overall, participation in this study significantly increased food security
- These results support previous findings that SNAP-ED decreases food insecurity<sup>4</sup>

#### Pilot Study

- This pilot data will be used to calculate a power analysis for a future study
- Further research on farmers market incentives should measure food security in addition to fruit and vegetable intake

### Sources

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# Curriculum Development

## CREATES

- Designed to teach eating and cooking whole and healthier foods
- Due to the rise in obesity and chronic disease, our work is even more vital today than it has been in the past. It is important for us to teach the basic concepts of eating healthy on a limited budget. The basic concepts include:
  - Purchasing wisely, shopping with a list, preparing meals at home, eating together as a family at least 3 times a week, eating more whole foods based on MyPlate and Dietary Guidelines for Americans, following food safety measures, having a well stocked pantry, having the skills to cook meals, and being more physically active
  - The concepts taught in *CREATES* promote a healthy lifestyle consistent with the Dietary Guidelines for Americans and MyPlate. Research shows that by following these concepts we are working to prevent chronic disease and obesity in youth and adults in America.
  - Curriculum can be found here: [http://extension.usu.edu/fscreate/files/uploads/2015/Creates\\_Handouts/Creates\\_Curriculum.pdf](http://extension.usu.edu/fscreate/files/uploads/2015/Creates_Handouts/Creates_Curriculum.pdf)

## CREATE AN ACTIVE LIFE

- Food \$ense *CREATE AN ACTIVE LIFE* curriculum focuses on giving participants the courage and confidence to become physically active, no matter their current health level. As they participate in this series, they will learn the basics of how to develop an active lifestyle without spending lots of money.
  - [http://extension.usu.edu/fscreate/files/uploads/2016/Create\\_an\\_Active\\_Lifestyle.pdf](http://extension.usu.edu/fscreate/files/uploads/2016/Create_an_Active_Lifestyle.pdf)

## CREATE MYPLATE

- Create MyPlate is a youth curriculum that focuses on dietary guidelines and MyPlate to educate youth from PreK-8<sup>th</sup> grade
  - <https://extension.usu.edu/fscreate/htm/staff-menu/youth-creates-my-plate/>



# Partnership Activity

- SNAC (State Nutrition Action Coalition)
  - Utah State University is one of the partners in Utah's State Nutrition Action Coalition. Through the efforts of SNAC, subgroups have been formed and projects are underway.
    - Hunger Institute
    - UBET (Utah Breakfast Expansion Team)
    - Farmers' Market Grants (FINI)
    - Receipt Evaluation of SNAP-Ed Participants, through RNECE-W, and RNECE-National
    - SNAC Report
    - Hospital Outreach Nutrition Education & Food Incentives
    - Farmers' Market Education Booths & EBT Expansion



# State Nutrition Action Coalition (SNAC)

- Number of volunteers who participant on the SNAC group: 15

## Work performed by volunteers:

- Developed Utah Breakfast Expansion Team,
- UBET educates at Utah School Board Conference (provided 3,000 boxes of cereal to participants)
- FINI Grant written and awarded, SNAC report developed and printed (housed at [https://extension.usu.edu/fscreate/files/uploads/2014/2014 SNAC Report Electronic.pdf](https://extension.usu.edu/fscreate/files/uploads/2014/2014_SNAC_Report_Electronic.pdf) )
- Coordinating together to start a Hunger Solutions Institute in Utah
- USU president to sign Presidents United to Solve Hunger (first University in Utah)
- Prepared 2 presentations to share at State Association meetings
- 3 poster presentations on Intergenerational Poverty, School Breakfast, and Coalition Work
- Coordinated and started IGP (intergenerational poverty) classes in 2 communities (Weber and SL)
- USU was able to secure \$10,000 additional funds to teach IGP cooking classes
- Hospital/clinic work – initiating work with Doctors to decrease obesity in Utah
- How much money was used: \$20,000 with USU SNAP-Ed
  - \$10,000 (USU grant funded) to utilized to develop a Hunger Institute
  - \$10,000 (USU grant funded) to increase Intergenerational Poverty (IGP) classes
- Number of people reached: Over 150,000 through partnership programs
- Impacts specific to food security: increase intake of fruits and vegetables, and access to food.



# State Nutrition Action Coalition (SNAC)

## Utah Breakfast Expansion Team

- Developing a report of Utah schools providing breakfast.
- Developing a report showcasing the benefits of school breakfast including:
  - Changes in school-wide test scores after school breakfast is implemented
  - Changes in attendance and tardiness after school breakfast is implemented
- Parent survey to compare against assumptions made at administrative levels (i.e. breakfast should be/is provided in the home).
- Increasing breakfasts in schools.
- Collaborating to troubleshoot and assist schools in the areas needed to overcome breakfast in school barriers.

## Farmer's Market Outreach

- Providing Double-Up Bucks to SNAP recipients at select farmers' markets. This was made possible through collaborative efforts of SNAC, Utahns Against Hunger, and Utah State University. Together the program directors received a FINI grant to fund this initiative.
- Developing the Sunnyvale Farmers' Market in Salt Lake City. The International Rescue Committee (IRC) is collaborating with Utah State University to secure a USDA Community Food Project grant. This farmer's market, located at 4013 South 700 West Salt Lake City, will provide access to fresh, healthy foods, as well as nutrition education, for residents living in Salt Lake County's largest food desert.
- Providing nutrition education at farmers' markets with EBT machines. Utah State University Food \$ense (SNAP-Ed) and EFNEP are providing food demonstrations, recipes, and education at farmers' markets which host EBT machines for SNAP recipients.



# State Nutrition Action Coalition (SNAC)

## **Intergenerational Poverty**

- Piloting a Nutrition Education Program for families who have been on government assistance for multiple generations. Department of Workforce Services and Utah State University Food Sense (SNAP-Ed) taught a series of classes to six IGP families. These families attended and participated together. End results included:
  - Increase in confidence
  - Increase in cooking skills
  - Improved self-efficacy
  - Increase in hand-washing

## ***Success Stories:***

- I was able to see Kim, who was the mom who ended up on the news at another class I taught at the DWS Work Success program. I demonstrated the Create a Skillet class. I used whole wheat noodles and said that you probably couldn't even tell a difference. She mentioned that her son, who is one of the pickiest eaters, even liked it. I think this shows that it is important to try new things and that you might even like them.
- I had another lady tell me she couldn't believe she could make a healthy dinner that tasted so good in such a short amount of time.
- During the exercise where the families got to choose what to make, one mom was very nervous because she said she had never really put ingredients like that together before. She had also never cooked with fresh tomatoes. She indicated she wasn't sure it would taste good, and didn't dare serve it to the others. She was so pleased when it all came together, had great eye appeal, and tasted great.
- Most of the clients had a hard time using enough spices. During the exercise where they got to choose what to make, we had three different entrees. One was really bland, another was OK, and the third had lots of flavor. It worked well because we used it as a teaching tool on how they could really use the amount it said in the recipe and what they could have done to make it taste better. The one that had enough flavor was one I had helped with and I had her taste. Next time we will have the families taste their food more.

## **Partnerships: (see above)**

- Favorite part of SNAC: Love the partnerships, love the team setting, we accomplish much more as we work together
- Benefits from being part of SNAC: Other agencies can apply for the SNAP-Ed funding, yet being a partner with these agencies increases the value of Utah State University being the SNAP-Ed program. It has built our reputation and built a nutrition community that works well at serving underserved audiences. We collaborate and work together benefiting all programs, and so if there was going to be territorial issues they are eliminated through our combined efforts.

## **Fighting hunger issues: (see above)**

- Favorite part of fighting hunger issues: That we are making a difference
- Benefits of being a part of fighting hunger issues: Evidence-based efforts make local impacts. Reports will be shared to provide baseline collaborative work and to increase outreach to reduce hunger issues in Utah: USU will work to provide yearly reports on SNAC (see above for location of report, hosted at USU).



# 2015 Awards

National Extension Association of Family  
and Consumer Sciences

*Distinguished Service Award*

Utah Chapter of Epsilon Sigma Phi Lota  
Chapter

*Leadership Award*



# Special Thanks

Thank you to all the collaborators, partners, and supporters of Utah State University Food \$ense (SNAP-Ed)

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  - State Nutrition Action Coalition
  - Volunteers & Interns
  - SNAP Offices in Utah
  - Utah State Office of Education
  - Utah Department of Health
  - USU Department of Nutrition, Dietetics, & Food Sciences
  - Expanded Food and Nutrition Education Program (EFNEP)
  - Women, Infants, and Children (WIC)
  - Farmers' Markets throughout Utah
  - Utah Food Bank
  - Utahns Against Hunger
  - Food & Nutrition Services, Mountain Plains Region



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