UTAH FOOD $ENSE
Supplemental Nutrition Assistance Program Education

EMPLOYEE POLICIES AND PROCEDURES

OCTOBER 2017 - SEPTEMBER 2018
FOREWORD

The purpose of this manual is to acquaint you with the Utah Food Sense program and its policies and procedures for the fiscal year 2017-2018.

Food Sense is a Utah-specific term for the Supplemental Nutrition Assistance Program Education (SNAP-Ed). The name “Food Sense” is used to distinguish Utah’s program from other state programs. The funding for SNAP-Ed (and Food Sense) comes from the United States Department of Agriculture (USDA) and, more specifically, the Supplemental Nutrition Assistance Program (SNAP) for the purpose of providing education to help people use their food budget, including their SNAP benefits, wisely. SNAP benefits were previously known as Food Stamps.

Throughout this document, anytime SNAP-Ed is mentioned, it can be interchanged with Food Sense. The term “food stamps” will not be used in this document but will be referred to as SNAP benefits.

Whether you are a Nutrition Education Assistant (NEA), county supervisor, or administrative assistant, please refer to this handbook when you have questions or challenges.

The bi-monthly Food Sense newsletter, The Scoop, acts as a monthly update to these policies and procedures and should be referred to with this policy manual. The Scoop is distributed through the Food Sense e-mail listserv, as well as posted to the program website at: extension.usu.edu/fscreate.

If you do not currently receive a copy of The Scoop by email, please contact Jocelin Gibson (jocelin.gibson@usu.edu) and ask her to put you on the listserv. You must have a current professional USU email address to be put on the listserv.
CONTACT INFORMATION

Site: createbetterhealth.usu.edu
Staff Menu: extension.usu.edu/fscreate

HEIDI LEBLANC
Food Sense Program Director
Email: heidi.leblanc@usu.edu
Office: 435.797.3923  Cell: 435.760.0925
Contact Heidi for overall program questions

CASEY COOMBS
Policy, Systems, and Environment & Adult Curriculum Coordinator
Email: casey.coombs@usu.edu
Cell: 435.797.3725
Contact Casey for questions concerning policy, systems, and environment (PSE) projects, interagency collaboration, and adult direct education curriculum.

GAYLA M. JOHNSON
Travel, Payroll, and Personnel Coordinator
Email: gayla.johnson@usu.edu
Office: 435.797.2139
Contact Gayla for questions related to payroll, travel, and human resources

KIM GARRITY
Evaluations & Intern Coordinator
Email: kim.garrity@usu.edu
Cell: 435.764.0408
Contact Kim for questions concerning program evaluations, data collection, and precepting of interns

LACEE JIMENEZ
Social Marketing, Advocacy, & Eligibility Coordinator
Email: lacee.jimenez@usu.edu
Office: 435.797.3923
Contact LaCee for questions concerning social marketing, management evaluations, eligibility, and training

LEA FRAPPIER
Youth Curriculum Coordinator
Email: lea.palmer@usu.edu
Office: 937.546.0024
Contact Lea for youth direct education curriculum questions

CELINA WILLE
Food Sense Latino Programming Director
Email: lacee.jimenez@usu.edu
Office: 435.797.3923
Contact Celina for overall Latino programming questions

CALEB HARRISON
Hunger Solutions Assistant Director & Food Sense Staff Assistant
Email: caleb.harrison@usu.edu
Office: 435.797.3923
Contact Caleb for Hunger Institute questions and day to day programming needs, including ordering supplies and setting up appointments with the director and coordinators

JOCELIN GIBSON
Social Media & Marketing Coordinator
Email: jocelin.gibson@usu.edu
Cell: 435.590.0051
Contact Jocelin for questions concerning calendaring, social media, general marketing, and technology

RACHEL HANSEN
Business Manager
Email: rachel.hansen@usu.edu
Office: 435.797.7406
Contact Rachel for questions concerning travel funds, EZBuy, P-Cards, and purchasing

MARCIA GERTGE
Nutrition Education Assistant Trainer
Email: marcia.gertge@usu.edu
Cell: 435.723.2244
Contact Marcia for new NEA training and teaching tips

KRISTI STRONGO
Nutrition Education Assistant Trainer
Email: kristi.strongo@usu.edu
Cell: 801.669.1654
Contact Kristi for new NEA training and teaching tips
# TABLE OF CONTENTS

## CHAPTER 1: WELCOME TO FOOD $ENSE
- Mission of Food Sense ................................................................. 1
- Goals of Food Sense .................................................................. 1
- Focus of Food Sense .................................................................. 2
- Objectives of Food Sense .......................................................... 2
- 2017-2018 Dates to Remember ................................................. 3

## SECTION I: ESPECIALLY FOR THE NUTRITION EDUCATION ASSISTANT

## CHAPTER 2 EMPLOYMENT
- NEA Objectives ..................................................................... 5
- Time Commitment .................................................................. 5
- Job Requirements .................................................................... 5
- Required Documents ............................................................... 6
- Drugs and Alcohol .................................................................. 7
- Dress Code ............................................................................... 7
- Working Conditions .................................................................. 7
- Safety and Liability ................................................................... 7
- Confidentiality .......................................................................... 7
- Abuse ...................................................................................... 8
- Counseling ............................................................................... 8
- Training ................................................................................... 9
- Leaving Food $ense SNAP-Ed .................................................. 10

## CHAPTER 3 JOB DESCRIPTION
- Recruit .................................................................................... 11
- Teach ....................................................................................... 11
- PSE Work ............................................................................... 13
- Report ..................................................................................... 13
- Adult Participant and Youth Participant Forms ......................... 13
- Reporting Facebook Indirect Activities .................................... 14
- Success Stories and Lessons Learned ....................................... 14
- PSE Reporting and Evaluation ................................................ 14
- NEA Evaluations and Performance Appraisal .......................... 14
- Payroll ..................................................................................... 15
- Travel ...................................................................................... 16
- Calendar ................................................................................... 18

## CHAPTER 4 APPROVED CURRICULUM
- Adult Curriculum ..................................................................... 20
- Youth Curriculum ..................................................................... 22

## CHAPTER 4 APPROVED CURRICULUM
- Target Audience ....................................................................... 23
- Special Groups ......................................................................... 24
  - Intergenerational Poverty (IGP) ............................................. 24
  - Latinos .................................................................................. 24
CHAPTER 6 POLICY, SYSTEMS, AND ENVIRONMENT
Choosing PSE Projects ........................................................................................................ 29
Policy Work .......................................................................................................................... 30
Systems Work ..................................................................................................................... 30
Environment Work ............................................................................................................... 30
Additional PSE Work .......................................................................................................... 31

SECTION II: ESPECIALLY FOR
THE FOOD SENSE SUPERVISING FACULTY/EDUCATOR

CHAPTER 7 COUNTY ADMINISTRATION
Time Commitment .............................................................................................................. 33
Job Requirements ................................................................................................................ 33
AggieTime for Supervisors ................................................................................................ 33
Absolutes ............................................................................................................................... 34
Staff Meetings ...................................................................................................................... 35
Hiring New NEAs ................................................................................................................ 35
Management Evaluation ..................................................................................................... 36
Advisory Council ................................................................................................................ 36
Scholarly Activities ........................................................................................................... 36
Handouts and Publications: Disclaimers and Logos ............................................................. 36
Especially for the Staff Assistant ......................................................................................... 39
Especially for the County Director ...................................................................................... 39
Especially for the Regional Director ................................................................................... 40
Potential Extension Collaborations ....................................................................................... 40

CHAPTER 8 FOOD SENSE FUNDING
Federal (Direct) Funding ..................................................................................................... 42
Food Sense SNAP-Ed Funding ............................................................................................. 43
Allowable Costs .................................................................................................................... 43
Allowable Expenses ............................................................................................................. 44
Nutrition Education Reinforcement Materials .................................................................... 45
Operational Expenditures .................................................................................................. 45
Demonstration Supplies/Office Equipment .......................................................................... 45
Travel ................................................................................................................................... 45
Ordering Supplies ................................................................................................................ 45
Not Allowable Expenses .................................................................................................... 45
Purchasing Card .................................................................................................................. 46
Banner Workflow ................................................................................................................ 46
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
<th>Acronym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASNNA</td>
<td>Association of SNAP Nutrition Education Administrators</td>
<td>IA</td>
<td>Implementing Agency</td>
</tr>
<tr>
<td>CES</td>
<td>Cooperative Extension Service</td>
<td>IGP</td>
<td>Intergenerational Poverty</td>
</tr>
<tr>
<td>CFR</td>
<td>Code of Federal Regulations</td>
<td>IRC</td>
<td>International Rescue Committee</td>
</tr>
<tr>
<td>CDC</td>
<td>Centers for Disease Control and Prevention</td>
<td>ME</td>
<td>Management Evaluation</td>
</tr>
<tr>
<td>CITI</td>
<td>Collaborative Institutional Training Initiative</td>
<td>NEA</td>
<td>Nutrition Education Assistant</td>
</tr>
<tr>
<td>CNP</td>
<td>Child Nutrition Programs</td>
<td>NDFS</td>
<td>Nutrition, Dietetics, and Food Science Department (USU)</td>
</tr>
<tr>
<td>DGA</td>
<td>Dietary Guidelines for Americans</td>
<td>NIFA</td>
<td>National Institute of Food and Agriculture</td>
</tr>
<tr>
<td>DROPS</td>
<td>Delivery Redistribution of Produce and Surplus</td>
<td>OMB</td>
<td>Office of Management and Budget</td>
</tr>
<tr>
<td>DWS</td>
<td>Department of Workforce Services</td>
<td>PEARs</td>
<td>Program Evaluations and Reporting System</td>
</tr>
<tr>
<td>EARS</td>
<td>Education and Administrative Reporting System</td>
<td>PAG</td>
<td>Physical Activity Guidelines</td>
</tr>
<tr>
<td>EFNEP</td>
<td>Expanded Food and Nutrition Education Program</td>
<td>PDF</td>
<td>Portable Document Format</td>
</tr>
<tr>
<td>EPAF</td>
<td>Electronic Personnel Action Form</td>
<td>PSE</td>
<td>Policy, Systems, and Environment</td>
</tr>
<tr>
<td>EPICC</td>
<td>Healthy Living Through Environment, Policy, and Improved Clinical Care Program (Utah Department of Health)</td>
<td>RNECE</td>
<td>Regional Nutrition Education and Obesity Prevention Centers of Excellence</td>
</tr>
<tr>
<td>F$</td>
<td>Food Sense</td>
<td>SEM</td>
<td>Social-Ecological Model</td>
</tr>
<tr>
<td>FDPIR</td>
<td>Food Distribution Program on Indian Reservations</td>
<td>SNAC</td>
<td>State Nutrition Action Coalition</td>
</tr>
<tr>
<td>FEP</td>
<td>Family Employment Program (Utah’s form of TANF/welfare)</td>
<td>SNAP</td>
<td>Supplemental Nutrition Assistance Program (formally known as Food Stamps)</td>
</tr>
<tr>
<td>FNS</td>
<td>Food and Nutrition System</td>
<td>SNAP-Ed</td>
<td>Supplemental Nutrition Assistance Program - Education</td>
</tr>
<tr>
<td>FPG</td>
<td>Federal Poverty Guidelines</td>
<td>TA</td>
<td>Travel Authorization</td>
</tr>
<tr>
<td>FPL</td>
<td>Federal Poverty Level</td>
<td>TANF</td>
<td>Temporary Assistance for Needy Families (Welfare)</td>
</tr>
<tr>
<td>FSNEP</td>
<td>Food Sense Nutrition Education Program</td>
<td>TR</td>
<td>Travel Reimbursement</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year (USU FY= July-June &amp; F$ FY=October-September)</td>
<td>USU</td>
<td>Utah State University</td>
</tr>
<tr>
<td>HHS</td>
<td>U.S. Department of Health and Human Services</td>
<td>XNUT</td>
<td>Extension Nutrition List (New SNAP Recipients List)</td>
</tr>
</tbody>
</table>
The Utah Food $ense SNAP-Ed program is a partnership of Utah State University Nutrition, Dietetics, and Food Sciences Department (NDFS), Cooperative Extension Services (CES), Utah Department of Workforce Services (DWS), and other collaborating agencies, including Utah’s State Nutrition Action Coalition (SNAC). The program provides nutrition education and obesity prevention interventions to low-income individuals in all 29 counties in the state, including online and/or face-to-face classes. To address the Utah Intergenerational Poverty Mitigation Act, the program works with DWS in providing services to intergenerational poverty families as well as other low-income people and families in Utah. Evidence has shown that the Food $ense SNAP-Ed program addresses food insecurity, while increasing healthy habits and decreasing obesity.

**Food $ense Programmatic Highlights**
- Provide direct education in group settings.
- Contribute to policy, systems and environment projects that improve access and appeal of healthy foods and physical activity opportunities throughout Utah.
- Focus efforts with Intergenerational Poverty (IGP) population to educate on healthy habits through evidence-based nutrition practices.
- Apply socio-ecological model and logic model planning for both direct education, social marketing, & PSE projects.
- Increase in collaboration and programming, specifically with the work to address IGP and hunger in Utah.

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

**GOALS**
The Utah SNAP-Ed goal is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current 2015-2020 Dietary Guidelines for Americans and the USDA food guidance. As a result of Utah’s Policy, System, and Environment (PSE) work, SNAP target audiences will have improved access to nutritious food and physical activity opportunities in their communities.
FOCUS
Provide strategies and interventions, among other health promotion efforts to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle.

Provide primary prevention of disease to help the SNAP-Ed target audience that the risk factors for nutrition-related chronic disease, such as obesity, prevent and postpone the onset of disease by establishing healthier eating habits and being more physically active.

STATE LEVEL OBJECTIVES:
Based upon behavior checklists, by September 30, 2019 at least:

- 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will demonstrate intent to increase food security and food access for their families.
- 70% of SNAP eligibles in SNAP-Ed lessons statewide will demonstrate intent to increase family mealtime and food resource management.
- 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will demonstrate intent to follow the current Dietary Guidelines for Americans, including: establish healthy eating habits and a physically active lifestyle.
- 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will demonstrate change in increase food security and food access for their families.
- 60% of SNAP eligibles in SNAP-Ed lessons statewide will demonstrate change in increase family mealtime and food resource management.
- 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will demonstrate change to follow the current Dietary Guidelines for Americans, including: establish healthy eating habits and a physically active lifestyle.
- 65% of SNAP eligible individuals who participate in Create Farm Fresh Food series will demonstrate behavior change of increased use of SNAP benefits at farmer’s markets and of increased intake of fruits and vegetables.

Based upon Utah State Office of Education Child Nutrition Program reporting, by September 30, 2019 three additional Utah school will offer the National School Breakfast Program to the student body and three additional Utah school will offer the National School Breakfast Program via an alternative service model such as breakfast in the classroom, breakfast after the bell, or grab and go carts.

Based upon SNAP-Ed PSE evaluation and reporting, by September 30, 2019, at least:

- 25 food pantries will fully implement the Thumbs Up for Healthy Choices project, increasing the visibility of healthy options to pantry clients.
- 50% of food pantry clients surveyed will report that the Thumbs Up for Healthy Choices project has been influential in their food choices at food pantries.

Food Sense will provide nutrition education at, at least, fifteen farmer’s markets that accept SNAP benefits.

Food Sense will have sponsored three “Create Better Health” social marketing campaigns aimed at improving healthy habits of SNAP target audiences statewide.

By September 30, 2019 Create Farm Fresh Food will be offered in at least 75% of counties that have a farmers’ market with an Electronic Benefits Transfer (EBT) machine.

As a result of the Stock Healthy, Shop Healthy 2-3 small food retailers will increase the amount of shelf space filled by healthy foods. In addition, consumers who shop at those stores will purchase more healthy food items than prior to the intervention.
2017-18 DATES TO REMEMBER

PSE Site Activities, Program Activities, Indirect Activities, Success Stories, and Class Participant Forms are to be submitted in PEARS immediately upon completion of class or activity.

All worked hours must be approved and should be submitted each work day to AggieTime.

Purchase Card receipts are to be signed, scanned, and emailed to Gayla immediately after the expense is incurred. If the receipt is not received by Gayla in a timely manner, the cardholder’s P-Card will be suspended.

Bimonthly
AggieTime timecard submissions must be approved by supervisors by the end of the day on the 15th and the last day of the month.

Statewide Staff Meetings are held the first and third Monday of the month at 10:00am.

Monthly
In-service trainings are held the fourth Wednesday of each month at 10:00am. Attendance or subsequent viewing is mandatory for all NEAs and Supervisors. If an NEA or supervisor misses the live training, notify Jocelin Gibson after watching the recording.

Family Meal Series Meetings are held the fourth Monday of the month at 10:00am for participating counties.

Private Vehicle Records are due the last day of the month. Email this mileage log to the Gayla at the State Office.

Paper Evaluations, Eligibility Waivers, signed Informed Consent Forms, and Class Roles from the previous month should be submitted to the state office no later than the 10th of the following month.

Yearly
Travel Authorization (TA) requests are due twice annually: the first TA is due October 1st for October through June, and a second TA is due on July 1st for July through September.

Food Sense Annual Conference is normally held the first week in October.

Civil Rights and Non-Disclosure/Participant Privacy Trainings are due once a year.

Performance Appraisals (performed by a supervisor or the state office) are due once a year.

Every Two Years
Driving training is required every two years.

Every Three Years
National Nutrition Certification Program (NNCP), CITI, Food Handlers Permit, and Sexual Harassment Prevention Training are to be completed every three years.
SECTION I
ESPECIALLY FOR THE
NUTRITION EDUCATION ASSISTANT
NEA OBJECTIVES
A nutrition education assistant (NEA) provides the SNAP-Ed target audience education on how to establish a healthy lifestyle while gaining food security. NEAs have two main objectives. The first is to help participants (SNAP-Ed eligibles) create healthy habits through basic nutrition and active lifestyle education, following the current USDA’s Dietary Guidelines for Americans (DGA) and MyPlate. It is important that NEAs model behaviors taught through Food Sense. It is critical to teach stretching food dollars by shopping with a list, preparing meals at home, eating meals together as a family, choosing to be physically active, choosing whole foods, and following USDA food safety recommendations at each lesson. The second main objective is to help create communities where participants can act upon their Food Sense education and make healthy food and physical activity choices. This is accomplished through policy, systems, and environment (PSE) work.

TIME COMMITMENT
NEAs are hired to work a specific number of hours per week, depending on the county’s agreement with the State Office. NEAs should check with the county supervisor to know how many hours to work each week. It is important to note that overtime is not allowed. The Food Sense budget is based on each county’s proposal; NEAs should not exceed their contracted hours without prior approval from their supervisor (who will get approval from the State Office). On occasion that an NEA needs to work more than the allotted hours, the NEA will need to work less the following week to keep within the contracted range.

Although, teaching is often the best part of the job, there are three other important components of an NEA’s job: reporting, recruitment, and PSE (policy, systems, and environment) work. NEAs need to plan their time in order to complete all job requirements.

NEW NEA CHECKLIST
All new NEAs need to complete the New NEA Checklist. It includes a timeline and list of training and paperwork that must be completed when starting out as an NEA. This document can be found on the Staff Menu (extension.usu.edu/fscreate) in the Training tab.

The CITI training must be completed before any NEA duties or job shadowing training can begin. Preferably, this training should be completed the first week of being hired. New Hire Training must be completed within the first 30 days of hire date. NNCP Training must be completed within the first 90 days of hire date. Contact Marcia Gertge or Kristi Strongo, if you have any new hire training questions.

JOB REQUIREMENTS
- Knowledge of basic nutrition based on DGA and MyPlate, food preparation, food shopping, food budgeting, and food storage skills. This basic knowledge is provided by Utah State University Food Sense SNAP-Ed State Office through trainings,
National Nutrition Certification Program (NNCP), statewide staff meetings, monthly in-service trainings, and Annual Conference.

• Valid Utah driver’s license and insurance policy or access to reliable transportation. Mileage will be reimbursed.

• Primary insurance must be maintained on personal vehicle.

• Access to a computer and internet.

• Basic computer skills. Knowledge and ability to access computer and internet for emails, reports, online trainings, etc.

• USU email must be used for this job. It is professional to email out and receive emails to the USU email. You request this when you are hired; typically it is firstname.lastname@usu.edu.

• Work well with people from diverse backgrounds and experiences. Effectively communicate and relate with low-income audiences without judgment. An NEA’s job is to help families and individuals improve their lives.

• Keep accurate reports and stay current on reporting.

• Be willing to attend a 2-3 day Food $ense SNAP-Ed Annual Conference held each fall, typically in October.

• Complete all training, attend statewide and county staff meetings, and view monthly Zoom training recordings.

• Complete and keep current NNCP, Food Handlers Permit, and CITI training every 3 years.

• Network and become knowledgeable on available services and programs that you can refer and receive referrals from in your community or county.

• Maintain confidentiality.

• Judge personal safety in any teaching situation.

• Have a passion for cooking and eating healthy.

• Teach classes in group settings using approved curriculum and recipes.

• Be willing to learn and follow Food $ense SNAP-Ed policies.

• Understand and have empathy for low-income audiences.

• Understand and promote eating well on a limited food budget.

• Have good organizational skills.

REQUIRED DOCUMENTS
Background Criminal Investigation (BCI)
Per Food and Nutrition Services (FNS), Utah State University will conduct a background check. This will be done at time of hiring.

Code of Conduct
All employees working with Food $ense must read and sign the 2017/18 Code of Conduct. This document can be found on the Staff Menu (extension.usu.edu/fscreate) in the Training tab. A digital copy needs to be stored in the county’s Box folder.

Non-Disclosure Agreement
This form must be signed every year and is required by the Department of Workforce Services. This document can be found on the Staff Menu (extension.usu.edu/fscreate) in the Training tab. A digital copy needs to be stored in the county’s Box folder.

Food Handler’s Permit
Card must be current. Fee for certification can be purchased with the P-card or can be paid by the county. Permits can be obtained from the city/county health department, or can be obtained online at: statefoodsafety.com/utah. A copy of this permit should be sent to the state office and uploaded to the county’s Box folder.

NEA Role Statement
All NEAs need to complete the 2017/18 Role Statement. This document can be found on the Staff Menu (extension.usu.edu/fscreate) in the Training tab. A digital copy needs to be stored in the county’s Box folder.

Defensive Driving
All employees that travel for Food $ense (including driving to attend Annual Conference) need to complete the State
of Utah Driver’s Training. It can be found through usu.edu/riskmgt/vehicle/index.cfm. Participants just need to follow the instructions on the page to take the driving test. Training certificates need to be e-mailed to the State Office and uploaded to the county Box folder. This must be completed every two years.

Sexual Harassment Prevention Training
USU’s Affirmative Action/Equal Opportunity Department offers an online Sexual Harassment Prevention Training course available at aaeo.usu.edu/trainings/online-trainings. All USU employees must take this training every three years.

Civil Rights Training
Every year the Food $ense State Office will provide a Civil Rights Training. Any employees who are new or who miss the training can watch the recording. After viewing the training, employees need to e-mail LaCee Jimenez to let her know the training has been completed.

CITI- Social & Behavioral Research
Before working with any program data or participants (this includes job shadowing and training), all Food $ense employees must complete the CITI certification. This is found at rgs.usu.edu/irb/training/ and it must be completed every three years. Any NEAs who prefer to do this training in Spanish can contact LaCee Jimenez at the State Office.

DRUGS AND ALCOHOL
USU is committed to the development and maintenance of a drug-free environment. In addition, the university commits to the provisions of the Drug-Free Workplace Act of 1988 and believes this act and its implementation regulations provide a proper framework for the anti-drug policies of the university.

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

WORKING CONDITIONS
NEAs can expect:
• To work in low-income areas.
• Regular travel throughout designated county and occasionally throughout the state (as determined by supervisor, with prior approval through State Office).
• Possible exposure to adverse weather conditions. NEAs need to make best judgment calls based on travel conditions.
• Food preparation, handling, lifting, and storage.

SAFETY AND LIABILITY
Food $ense employees are required by the Department of Workforce Services (DWS) to sign a code of conduct to ensure that participants are protected. Please read this document carefully. It can be found on the Staff Menu (extension.usu.edu/fscreate) in the Training tab. USU policy does not allow NEAs to transport clients for any reason.

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

**ABUSE**
The only exception to the confidentiality rule is in the case of abuse.

When should abuse be reported? Every person, whether a private citizen or professional in Utah, who has reason to believe that a child under 18 has been abused, is mandated by law to report the suspected abuse. Failure to do so is a crime. No person, regardless of his/her relationship with the child or family, is immune from reporting suspected abuse. A person making a report in good faith is immune from both civil and criminal liability. A report of suspected abuse is only a request for an investigation. A request for investigation should be made when there is a reasonable cause to believe that a child or adolescent has been abused or neglected or is in danger of being abused. The person making the request for investigation does not need to prove the abuse. Investigation and validation of child abuse reports are the responsibility of child protection service personnel or law enforcement personnel.

How is abuse reported? A request for investigation can be made to any local police department or Department of Family Services. AFTER HOURS CALL 911. When reporting, the following information may be requested by the authorities:
- Name, age, and gender of child or other family members
- Address, phone numbers, and/or directions to the child’s home
- Parent(s) place of employment
- Description of suspected abuse
- Current condition of the child

If an adult reports being abused, NEAs may work their supervisors to find appropriate referrals to professionals in their area (like a woman’s shelter). Always contact Heidi LeBlanc in the case that an NEA or supervisors suspects abuse of any kind.

**COUNSELING**
Often a great amount of trust is built between a participant and an NEA. Participants may share information of a personal nature with you. NEAs should not counsel participants on more than Food Sense curriculum and lessons. It is permissible to refer participants to professionals who can help. Supervisors may help NEAs identify appropriate referrals. If participants are persistent, NEAs should work with their supervisor to figure how to maintain a proper participant/NEA relationship.

Remember that it is not within an NEA’s scope of practice to give guidance about diets specific to disease. For example, an NEA is not allowed to provide education on implementing a diabetic diet, what to eat when you have celiac disease, or how to treat lactose intolerance, etc. NEAs only may provide guidelines for overall healthy eating. If asked about specific diets, NEAs should tell participants to seek advice from a health care professional.
TRAINING

Yearly
Annual Conference is held in the fall at the beginning of each new fiscal year. All Food Sense staff is expected to attend. Annual Conference is important for the following reasons:

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

NOTE: FNS requires all Food Sense employees to know agency rules and regulations. All employees are expected to attend Annual Conference. If you do not attend the conference you will be expected to make arrangements with the State Office to travel to Logan to receive the training and information you missed. Training is a required component in the job description.

It is required that all Food Sense staff participate in an annual Civil Rights training. This training helps make sure that everyone has fair access to programming activities and resources. This includes choosing locations that are accessible and accommodating to all participants. NEAs need to make sure to prominently display the “And Justice For All Poster” in offices, classes and booths. Posters can be ordered from the State Office through Caleb Harrison.

Monthly
Food Sense Inservice is held on the 4th Wednesday of each month at 10am. The trainings are live and interactive and occur over Zoom video conferencing software. This training entails indepth training and usually requires an hour to cover topics fully. Monthly trainings include updates to the policies and procedures, new curriculum, lesson demonstrations, improvements in PEARS data entry, etc.

Each training is recorded and posted on our YouTube Training channel for NEAs to refer back to later and for those who cannot attend the live presentation. Attendance or subsequent viewing is mandatory for all NEAs and Supervisors. If an NEA or Supervisors misses the live training, they should notify Jocelin Gibson when they have viewed the recording.

Previous in-service meetings can be found in the training section of the staff website under “Monthly Inservice Recordings” in the Training tab.

Biweekly
County Staff Meetings are held often. It is recommended the NEA and supervisor meet often, at least every other week to coordinate programming. This is a time to discuss calendaring and priorities, deal with problems, make suggestions and to receive supervisor training.

Statewide Staff ZOOM Meetings are held the first and third Monday of each month at 10 am. It is required that NEAs be part of the meeting. Timely information, county sharing, and new resources are shared.
The Scoop Newsletter is generated from the Statewide Staff Meeting. The Food $ense SNAP-Ed state office will provide minutes from the statewide calls through this monthly electronic newsletter. It clarifies policy and procedure, makes individuals aware of current Food $ense issues, and keeps NEAs aware of future events and policy changes. All NEAs are required to obtain and use an official USU email account and to read The Scoop each time it is sent out.

New Hire Training
New Hire Training is to be completed by all new NEAs within the first 30 days of being hired and then it should be reviewed after working for 90 days. The purpose of New Hire Training is to become well acquainted with Food $ense SNAP-Ed policies and procedures. This training will give the NEA the tools and resources to know how to do his/her job and will provide the NEA with valuable information. It is also important to access and utilize this policy manual. NEAs are held responsible for the information taught in the lessons and for performing their job duties in accordance with the instruction provided. The lessons can be reviewed at any time.

National Nutrition Certification Program (NNCP) is an educational opportunity that will allow NEAs to become certified. This certification program allows NEAs to learn and remain knowledgeable on current nutrition basics. All NEAs must be current with their certification. To become NNCP certified, the NEA must complete two lessons a week, with 80% accuracy on the quizzes and post test. Newly hired NEAs will receive a $.25 per hour raise after completion. This training needs to be renewed every three years.

LEAVING FOOD $ENSE
If an NEA plans to leave his/her position, the NEA should give the county supervisor at least 2 weeks notice in a written memo. The supervisor will then forward the written memo to Heid LeBlanc. Two weeks are requested as a courtesy to give Food $ense SNAP-Ed time to shift teaching obligations to other NEAs and prepare for any necessary hiring. The program is hurt severely when NEAs leave without making arrangements for their participants to finish the nutrition lessons. All equipment, including the iPad mini, must be returned before leaving the program.
There are 4 main parts to being a Food $ense SNAP-Ed NEA: Recruit; Teach; Policy, Systems, and Environment (PSE) Work; and Report.

RECRUIT

Often the most challenging responsibility of NEAs is recruitment. As part of recruiting, NEAs are asked to plan, network, and coordinate with USU, DWS, WIC, public health departments, Head Start, eligible schools, church auxiliaries, and other government and community organizations.

Recruitment can occur in many places and is not limited to specific sites. However, it makes sense to recruit in locations where the target audience congregates. Advertisements may be done through means such as (but not limited to) fliers, word-of-mouth, emails, mailings, and online social media. For more information about the SNAP-Ed target audience, see chapter 5.

To help with recruitment of the target audience, Food $ense SNAP-Ed works with the DWS to get Intergenerational Poverty (IGP) contact lists to assist with advertising classes. DWS and USU have an agreement that allows this to be possible. **This list is only to be used for Food $ense purposes.** If using the e-mails included in the IGP list, NEAs must blind carbon copy the addresses in order to maintain privacy. Also carbon copy the e-mail to Heidi LeBlanc.

NEAs and Supervisors have access to an Eligibility Packet folder in their county’s Box account. This packet will include information for finding good locations for recruitment and teaching. NEAs and supervisors can contact LaCee Jimenez in order to gain access to this folder.

All printed materials used for recruiting and teaching MUST have the appropriate state disclaimers and logos. These materials can be found on the Staff Menu at: extension.usu.edu/fscreate/ under Marketing and are listed on page # of this document.

Without these disclaimers and logos, the material is not considered valid and we cannot claim the associated cost.

TEACH

All Food $ense SNAP-Ed lessons teach or support the concepts found in the 2015-2020 Dietary Guidelines for Americans and MyPlate. An NEA does not have the authority to develop new lessons or teach any concept not approved by the State Office. The NEA does have the authority to teach the lesson objectives in his/her own style.

It should take an average of 3.5 to 4 hours for an NEA to prepare for, travel to, deliver a teaching message, and report in PEARs. It is expected that all NEAs who work 20 hours per week will teach between four and five lessons per week. An NEA who works 10 hours per week should expect to teach two lessons per week. Each county should dedicate 10-15% of the NEAs time to PSE initiatives. NEAs in counties with a single 20-hour
NEA should expect to spend 2-3 hours weekly on PSE initiatives. Counties with multiple NEAs will divide time between education and PSE work however best fits their needs.

Who to Teach
Teaching needs to be directed to our target audience as follows:

- Income-based audience – Persons eligible for SNAP and/or other federal assistance programs, such as SSI (Supplemental Security Income), the WIC (Women, Infants, and Children) program, Free or reduced price school meals, or TANF (Temporary Assistance for Needy Families). Persons typically not eligible for SNAP include incarcerated persons, boarders, or college/university students.

- Location-based audience – Persons at food banks, food pantries, soup kitchens, public housing, and SNAP/TANF job readiness program sites, etc.

- Persons at venues when it can be documented that the location/venue serves generally low-income persons where at least 50% of persons have gross incomes at or below 185% of poverty guidelines/thresholds or schools where at least 50% of children receive free and reduced-priced meals.

- Persons shopping in grocery stores that have been documented to redeem average monthly SNAP benefits of $50,000 or more, or persons shopping in grocery stores located in census tracts where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold.

See Chapter 5 for more detailed information on eligibility.

Delivery Methods
Food $ense SNAP-Ed NEAs teach in a variety of locations including, but not limited to: community centers, schools, Extension offices, food pantries, and senior centers. NEAs can also provide booths or workshops for public events such as county fairs, 4-H, churches, and other organizations as invited for recruiting purposes.

Because NEAs provide education that is for Food $ense SNAP-Ed, documentation must state Food $ense or SNAP-Ed (i.e., “4-H SNAP-Ed class”). This verifies that you are not just teaching at a random 4-H class—you are teaching nutrition to 4-H participants. Program delivery methods may include, but are not limited to:

Direct teaching: All direct, face-to-face teaching must be done in groups (no one-on-one teaching is acceptable).

Displays and demonstrations: NEAs will work with DWS, other agencies, and approved grocery stores to provide recruitment activities, mini-lessons and demonstrations to promote the Food $ense SNAP-Ed program.

Independent study lessons: NEAs will provide the curriculum via online format to participants who choose not to participate in face-to-face lessons for any reason. Online teaching may work well for participants who live long distances away or those who don’t have the time (or desire) to come to a class. The goal of the self-study lessons is to expand the reach that Food $ense SNAP-Ed has to those who may not take the lessons offered in other ways. Although an NEA will not spend as much physical time as they would with a traditional participant, it will be necessary to call them periodically to answer questions and assess their needs.
Not only do NEAs teach clients basic nutrition information, but they are also asked to refer clients to other community resources including SNAP, WIC, local food banks, DWS, CHIP (Children’s Health Insurance Program), Head Start, 4-H, EFNEP (Expanded Food and Nutrition Education Program), Extension services, etc. NEAs can work with supervisors to figure out how to get in touch with these resources.

Social Marketing
Another tool that can help support what is being taught in Food Sense SNAP-Ed classes is social marketing. Social Marketing is the practice of using commercial marketing techniques to promote behavior that is positive for individuals and/or society. In the case of Food Sense, social marketing efforts will encourage and promote healthy behaviors like family mealtime, making healthy food and drink choices and being physically active. NEAs will receive guidance from the State Office for how to participate in social marketing campaigns. If supervisors or NEAs have questions concerning social marketing, they should contact LaCee Jimenez.

Social Media as Indirect Education
NEAs are encouraged to post on their USU Extension County Facebook page or they are welcome to manage a County Food Sense page. If they decide to have a Facebook page for Food Sense, it should be named Food Sense _________County. It is important to check with the supervisor before opening a Facebook page. The NEA will need the supervisor’s endorsement to spend time on this as indirect education. Also, once the Facebook page has been opened, please notify Jocelin so she can request USU Extension Business Administration privileges. This allows her to view data and the page analytics.

PSE WORK
In order for participants to be able to act upon the information they learn in Food Sense SNAP-Ed classes it is essential that there are healthy food choices and physical activity opportunities available in their community. Making these choices more available, accessible, and appealing will improve the likelihood that SNAP-Ed participants will begin to make healthier choices. NEAs have the ability to impact communities through policy, system, and environment (PSE) work. PSE work is required of all SNAP-Ed programs nationwide.

See Chapter 6 for more information.

Balancing teaching, recruiting, and PSE work
PSE is a required component of an NEA’s job, yet there is no defined amount of time or percent of hours that must be spent on either direct nutrition education or PSE work. NEAs are encouraged to work with his/her supervisor to determine the combination of PSE and direct education that work best. The amount of time spent on direct education and PSE will vary for every NEA, but remember it is expected that there will be at least one PSE project implemented in every county.

REPORT
Data collected by NEAs is essential for many reasons:

• Food Sense SNAP-Ed must prove to the federal government that the funds provided for the program are being used for the intended purpose of teaching the target audience (SNAP recipients and other low-income individuals). Food Sense SNAP-Ed must appropriately document caseload and participant information.

• Food Sense SNAP-Ed can assess if and how the program has an effect on those who participate in the program.

• Food Sense SNAP-Ed can evaluate which counties are struggling and could use help from the State Office.

Program Activities, Indirect Activities, Success Stories, and Class Participant Forms are entered in PEARs immediately following completion of a class or activity.

These forms can be found on the Staff Menu (extension.usu.edu/fscreate) in the PEARS and Reporting tab.

ADULT PARTICIPANT AND YOUTH PARTICIPANT FORMS
Each time an NEA teaches a lesson, the NEA is required to encourage participants to complete the following:

• Informed Consent: In order for Food Sense to collect any data from participants, they need to read and sign the informed consent document. Copies of this consent must be sent to the State Office each month. If the consent form is not signed, NEAs DO NOT give the individual a Class Participant Form.
**Class Participant Form:** These forms are also instruments in PEARS that are attached to a program activity. Every adult participant is asked to fill out the form after he/she receives a lesson.

**Class Roll:** Every time a youth or adult class is taught a class roll must be collected and sent to the State Office.

The NEA should fill out an Indirect Activity Form in PEARS when it is impossible to collect class participant forms, such as at a health fair. The Indirect Activity form helps us track the number of people who receive information or resources from the Food Sense SNAP-Ed program. Please provide your best estimate as to how many people you have reached. Give a specific number—do not give a range. NEAs should get credit for all of the work they are doing, including recruitment!

If an NEA has trouble finding or printing any forms, he/she should contact Kim Garrity at the Food Sense State Office.

**REPORTING FACEBOOK INDIRECT ACTIVITIES**

To access Facebook numbers for reporting Indirect Activity in PEARS, follow these instructions:

- Log in to your Food Sense County Facebook page.
- Click on Insights (found along top menu bar)
- Click on Export Data (found at top right)
- Click on Date Range (found at top right)
- Select the date range (you can get numbers for the week, month, etc. I usually select “last month” because that's quick and easy)
- Click on Export Data (your report will download to your computer in Excel format)
- Open the report called Facebook Insights Data Export – [date]
- Scroll to Column G: (It is labeled: Daily: The number of people who have seen any content associated with your Page.)
- Sum total Column G to get the monthly total (if you aren’t sure how to sum total a column, contact Jocelyn Gibson. It’s a swift keystroke!)

This sum total is the number of people who have seen content associated with the page for the selected date range. This is the number NEAs should use when entering the Indirect Activity entry in PEARS.

**SUCCESS STORIES AND LESSONS LEARNED**

The monthly Success Stories and Lessons Learned may very well be one of the most important entries in PEARS. It is a detailed description of either a success story or a lesson learned that happened within the month. NEAs should talk about positive stories of participants who changed nutrition related behaviors due to their experience with Food Sense SNAP-Ed. While more difficult to capture, success stories that result from PSE efforts are also extremely valuable. These stories will be used for Food Sense SNAP-Ed annual reports, national SNAP-Ed reports, marketing materials and more. NEAs should contact Kim Garrity for any questions about or problems with success story submissions.

**PSE REPORTING AND EVALUATION**

PSE Reporting should be done in the PSE Site Activity Section of PEARS.

**NEA EVALUATIONS AND PERFORMANCE APPRAISAL**

NEAs will be informally evaluated by his/her supervisor frequently during the initial probationary period of 6 months immediately after hire. The NEA will be formally evaluated every year thereafter using a performance appraisal form provided by the State Office.

Performance appraisals are conducted once a year by the NEA’s county supervisor. The performance appraisal should be sent to the State Office where it will be uploaded to the NEA’s file on Box (under Staff Data). Raises are applied during the pay period after the appraisal is due and received at the State Office. Raises are based upon available funding and are not guaranteed. In an economically depressed system raises may not occur. NEAs have the potential to earn an increase of up to $0.25 per hour based on the following elements of the performance appraisal:

- Scores received from county supervisor.
- Quality and quantity of teaching appointments/recruiting activities.
- Accuracy and timeliness of travel and payroll documentation and lesson paperwork.
- Timely participation in online trainings.
- Willingness to comply with program requirements (trainings, calendars, etc.)
- Overall program function and effectiveness.
The NEA and supervisor fill out the performance appraisal form together during a private meeting. The performance appraisal is then signed by both and a copy is sent to the State Office. These are kept in a file on Box for four years after the close of each contract. NEAs do not have to agree with the ranks given on the appraisal when signing.

All paperwork that requires a supervisor signature must have an original signature. NO signature stamps are permitted.

A sample Performance Appraisal can be found on the Staff Menu (extension.usu.edu/fscreate) in the Misc Forms tab. Evaluations/appraisals are submitted to the State Office during the month of evaluation.

Please Note:
A ranking of four on the performance appraisal is representative of going above and beyond what is expected. The rank of four should only be given when exceptional work is done.

NEAs are required to meet their job responsibilities or termination will occur. The NEA position is an “at-will” position. USU Policy 390 states: “Certain positions at the University are defined as ‘at-will.’ At-will positions are those where employment and compensation can be terminated with or without cause and with or without notice. Employees in these positions are generally hired to work at the pleasure of the President and include (but are not limited to) provost, vice presidents, director of athletics, athletic coaches, hourly employees and post-doctoral fellows. For those who have administrative positions that include academic rank this policy applies only to the administrative portion of the assignment. Professional and classified employees within the introductory period of employment are also considered at-will. At-will employees are not eligible to participate in the employee grievance process.”

**PAYROLL**

**AggieTime**
NEAs should accurately enter work hours daily in AggieTime at aggietime.usu.edu.

There are two pay periods each month for NEAs. They are the same every month.

- **1st Pay Period:** starts on the first day of the month and ends on the 15th.
- **2nd Pay Period:** starts on the 16th and ends on the last day of the month.

NEAs who are new to AggieTime can watch a short, 4-5 minute, training at ils.usu.edu. It is found under “AggieTime Daily Hour Training”.

*Please note:*
NEAs should enter hours worked at the end of each shift – not at the end of the week, but rather each work day.

Work hours that aren’t submitted in a timely manner will cause NEA’s wages payment to be delayed by two weeks.

Food $ense SNAP-Ed supervisors need to approve their NEA’s hours in AggieTime. See page 33 for Supervisor AggieTime instructions.

Questions about AggieTime should be directed to Gayla M. Johnson (435-797-2139).

**Pay Day**
NEAs may work 12 months per year and will receive checks bimonthly on the 10th and 25th of each month. If the 10th or 25th falls on a Saturday, Sunday or a holiday, the check will be deposited on the next working day. If an NEA fails to submit a time sheet for one time period, those hours may be included in the check for the following pay period. If an NEA fails to submit two or more consecutive time sheets, all time periods except the last two will be ineligible for payment.
Method of Payment
There are currently three methods of payment for USU employees:

1. Direct Deposit – Preferred
2. USU Pay Card
3. Paper check

It is recommended that paychecks be direct-deposited into a checking or savings account.

Direct Deposit
USU’s direct deposit forms are located in pdf-writeable format on the Controller’s Office home page: controllers.usu.edu. Click on Forms and Procedures and then choose Direct Deposit Form/Address Change-Payroll. Follow the instructions on the form.

A Direct Deposit Form can be submitted by:
1. Mail to the Payroll Office, 2400 Old Main Hill, Utah State University, Logan, UT 84322-2400;
2. Email (scanned copy with signature) to paula.quay@usu.edu;
3. Fax to 435.797.1077, attn. Paula Quay

Established employees (not new hires) can make changes to direct deposits by logging into Banner Access, using their Banner ID number and strong password. Click on the “Employee” tab, then on “Pay Information.” Next click on “Payroll Direct Deposit Update” and follow the screen directions.

Pay Card
A pay card can be used as an alternative to traditional direct deposit for individuals without pre-existing bank accounts. By enrolling to use the pay card, you receive your net pay in a secure account that is set up and maintained by Wells Fargo Bank. This account is linked to the pay card and can be used like a debit or credit card. Pay card users are only eligible for one (1) free transaction per payroll cycle. This free transaction can be a Wells Fargo teller (or any bank that accepts VISA cards for cash advance) or automatic teller machine (ATM) transaction. For more information or to enroll in this option, please refer to the USU Payroll Office home page: www.usu.edu/controller/payroll.

Paper Check
In rare circumstances, an employee who is not able to have a bank account or apply for a pay card would have to fill out a Direct Deposit/Pay Card Waiver Form to receive a paper check. This form needs to be approved by the Nutrition, Dietetics, and Food Sciences Department Head and submitted for approval to the Payroll Office. Filling out a Direct Deposit/Pay Card Waiver Form does not guarantee the issuance of a paper check. Approval of the waiver will be dealt with on a case-by-case basis.

Check Stub
The University does not mail check stubs to employees. To determine the net amount of your payroll deposit, you will need to log on to the USU Banner system at banner.usu.edu and click on USU ACCESS.

You will be asked to log in. The first time you log in, you will be required to change your personal identification number (PIN). The new PIN will become your “hard” password; it must contain at least 6 characters and will expire annually. Initially your PIN is set to your birthday in the format of MMDDYY. Your nine-character Banner ID Number (A-Number) should be entered as the user ID.

TRAVEL
Travel Authorization (TA) requests are due twice annually: the first TA is due October 1st for October through June, and a second TA is due on July 1st for July through September. To submit a TA, do the following:

1. Go to the College of Agriculture and Applied Sciences ServiceNow website: caas.usu.edu/service-center/
2. Click on Business Forms/Requests, then on Service Catalogs
3. Click on Business Services
4. On the next page, click on Travel Forms
5. Select Travel Authorization

There is certain information that is required (*) on the Travel Authorization page. NEAs should use these instructions and the example below as to fill out a TA.

1. Create a nickname for your TA: Last name, first name, October 1, 2016
2. Department paying travel costs: DPAGNF (when you type this and hit enter, the box will auto-fill, as will the College box)
3. Select the option(s) that apply to your travel: Click on the Mileage box
4. Traveler Information; Does the Traveler have a University A-Number: Choose Yes
5. Employee Name or A-Number: If you enter your Banner A-Number here, the next four fields will automatically populate, but it may take the system a minute or two to think about it – don’t panic or try to exit!

6. Travel Information Section: No. of Days – include travel days: Select one day.
7. Purpose: Select Monthly Open.
8. Description: Food Sense mileage reimbursements (please note that the “S” in Sense should actually be an “S” – the Banner system does not like the dollar symbol.)
9. Index Information: The index is A37591, and it will pay 100% of your travel expense.
10. Travel and Expense Information: The Departure and Destination should be the same. In the case of the NEA, please type your county and state. You do not need to type the city here.
11. Departure Date: October 1, 2016 (appears as 2016-10-01).
12. Return Date: June 30, 2017 (appears as 2017-06-30). Go down to the last section of the form.
13. Comments by Traveler: Please type in: Please assign to Gayla M. Johnson, NDFS/Extension
14. Hit the Submit Now button and you’re finished!
CALENDARS

Food Sense Google Calendar

Each county is required to maintain a county Google calendar that is shared with the State Office and DWS. **The Google calendar is mandatory.** This is the clearing house for all Food Sense activities and events occurring in Utah at any given time. It will be reviewed and cross-referenced with PEARs data and staff work hours. It will be consulted to schedule management evaluations and on-site training visits. It will also be used to recruit class participants through the Eat Well Utah Newsletter.

Counties may assign NEAs or a staff assistant to keep the calendar up-to-date. Supervisors should contact LaCee Jimenez in order to request access to the calendar for a staff assistant.

When filling out event entries, staff should use the following instructions.

Sign in with your USU e-mail. Google will send you to the USU secure log-in. If you have a g-mail account, make sure that you are signed in with your USU e-mail account.

You can check to see what account is signed in at the top right corner.

Add an event:

- On the calendar page, select the CREATE button on the left of the window.
- In “Untitled event,” enter the first word will be OPEN or CLOSED. This indicates whether the event is OPEN to the public or CLOSED to the public. Next include the location. If you want to add additional information to this line for internal county purposes – class name, or NEA initials. OPEN or CLOSED must be the first term in the event title.
- Below you can schedule the date, starting and ending time for the class.
- In the text box for “Where,” you must put the actual building name and street address of the event for closed and open classes. If the event is in an undisclosed or confidential location, you should still include the name of the site, but may exclude the address.
- For “Calendar,” make sure that the county calendar is selected.
- In the “Description” section, you can include the name of the class (Mommy & Me, Create an Omelet, Create Farm Fresh Food…) and a brief description. This is what will be used in the Eat Well Utah Newsletter mailed to your county recruiting list.
- Click the red SAVE button to save and add the activity to the calendar.

For questions regarding the Google calendar, please contact LaCee Jimenez.
Extension Marketing Calendar
extension.usu.edu/foodsense/calendar

USU Extension produces a calendar for recruiting purposes. Extension has requested that Food $ense (SNAP-Ed) include all public events on this recruiting calendar. While this is not a mandated calendar from the federal agency, it is extremely important to the stakeholders and USU Extension leadership. If the NEA or staff assistant will take the time to enter the Food $ense events on this calendar, they will certainly have more exposure and very likely increased attendance.

- On the right menu bar click on Calendar
- Scroll to the down, at the left find a button Submit an Event
- Fill out Submission Information

You will receive an email confirmation telling you the event has been submitted.

For questions regarding the Marketing Recruiting Calendar, please contact Jocelin Gibson.
ADULT CURRICULUM

Food $ense lessons teach the nutrition and physical activity concepts found in the most recent Dietary Guidelines for Americans and MyPlate. An NEA does not have the authority to teach any concept not supported by the Dietary Guidelines.

The complete Food $ense adult curriculum, Create Better Health, can be found on the Staff Menu (extension.usu.edu/fscreate) in the Lessons for Adults tab.

Food $ense Create Better Health

Utah SNAP-Ed has merged the information found previously in Create: Essentials in Creating Family Meals and Create an Active Lifestyle into a single, comprehensive curriculum called Create Better Health. This curriculum includes 8 lessons to be taught as session, or series with participants completing 4 or more lessons. Create Better Health lessons have a structured format that includes a nutrition topic, physical activity discussion, and recipe demonstration and sample. The nutrition topics include information about how to make the healthiest choices from the five food groups represented in MyPlate, stretching food dollars, and understanding the Nutrition Facts Label. Each lesson also covers a physical activity topic including the three important types of physical activity (aerobic, strength, & flexibility), overcoming barriers to being active, and injury prevention. Finally, each lesson has a Creates recipe demonstration that will help reinforce the content taught in the class. Some lessons have the option of 2 different Creates demonstrations that the NEA can choose from. This will allow the NEA to change up the classes according to season, participant needs and interest, and teaching location/resources.

Create Better Health will be most effective when taught as a session of at least 4, but ideally 6-8 lessons. Sessions, or series, are necessary because rarely do people make behavior changes after hearing a message one time. It takes multiple reminders and reinforcements of those messages to motivate people to make difficult nutrition and lifestyle changes. Each Create Better Health lesson is designed to build upon the knowledge and skills gained in the previous lessons. At the end of a session, participants will have the knowledge, skills, and confidence to lead a healthy lifestyle that includes both nourishing foods and physical activity. They also will learn the basics of how to assemble a healthy meal that is quick to make, inexpensive, and tastes great.

There are 3 core lessons in Create Better Health. Core lessons mean that regardless of the length of your session, these lessons must be included. The core lessons include: Lesson 1, Lesson 2, and Lesson 8.

These particular lessons were chosen as the core lessons because they lay the foundation for participants to create a healthy lifestyle even with limited time and money. If an NEA teaches a session with only 4 lessons, he/she must include these 3 lessons and then choose the fourth lesson based on the audience’s needs and interests. If an NEA teaches a session with 5 lessons, he/she must include the 3 core lessons, plus 2 other lessons of the NEA’s choice.
### Create Better Health Lesson Outline

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Nutrition Topic</th>
<th>Physical Activity Topic</th>
<th>Create Recipe Demonstration Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1*</td>
<td>Introduction to MyPlate</td>
<td>Introduction to USDA Physical Activity Recommendations</td>
<td>Create a Skillet Meal</td>
</tr>
<tr>
<td>Lesson 2*</td>
<td>Meal Planning &amp; Grocery Shopping</td>
<td>Physical Activity Goal Setting</td>
<td>Create a Stir Fry OR Create a Pizza</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Nutrition Facts Label</td>
<td>Overcoming Barriers to Physical Activities</td>
<td>Create a Soup OR Create a Quick Bread</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Fruits &amp; Vegetables</td>
<td>Aerobic Activity</td>
<td>Create Amazing Veggies OR Create a Salad</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Protein &amp; Food Safety</td>
<td>Resistance Training</td>
<td>Create an Omelet OR Create Healthy Snacks (Coming Soon!)</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Grains</td>
<td>Balance &amp; Flexibility</td>
<td>Create a Wrap/Sandwich OR Create a Casserole</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Dairy &amp; Smart Beverage Choices</td>
<td>Injury Prevention</td>
<td>Create a Smoothie</td>
</tr>
<tr>
<td>Lesson 8*</td>
<td>Healthy Eating Patterns</td>
<td>Physical Activity Review</td>
<td>Create a Fruity Dessert</td>
</tr>
</tbody>
</table>

* indicates core lesson that must be included in a series

### Create Family Meals
Create Family Meals is a family-based curriculum with lessons focused on developing healthy families through encouraging healthy eating patterns and increasing daily physical activity. Participants learn how to follow the USDA Dietary Guidelines for Americans. They will learn to turn the Dietary Guidelines for Americans into nutritious, appealing family meals. All cooking experiences and recipes feature foods available on a limited budget, with WIC benefits, or commonly offered at emergency food sites.

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

### Resources for Teaching Adults
- **Food $ense Staff Website**: Includes curriculum handouts, quick reference sheets, fact sheets, and other printed materials. [extension.usu.edu/fscreate](extension.usu.edu/fscreate)
• **Food $ense Public Website:** Includes consumer-focused information on how to plan menus, develop food budgets, food safety basics, and basic cooking skills. Also includes a database of approved recipes. [createbetterhealth.usu.edu](http://createbetterhealth.usu.edu)

• **MyPlate Website:** Includes approved handouts, tip sheets, and information regarding USDA MyPlate recommendations. [choosemyplate.gov](http://choosemyplate.gov)

• **SNAP-Ed Connection:** Includes USDA-approved pamphlets and fact sheets for SNAP-Ed programs. [snaped.fns.usda.gov](http://snaped.fns.usda.gov)

• **Fruit and Veggies-More Matters:** Includes nutrition information for fruits and vegetables, meal planning and recipes. [fruitandveggiesmorematters.org](http://fruitandveggiesmorematters.org)

• **Centers for Disease Control and Prevention -Physical Activity Website:** Includes national guidelines for physical activity for all ages. [cdc.gov/physicalactivity](http://cdc.gov/physicalactivity)

**YOUTH CURRICULUM**
The youth curriculum and supplemental materials can be found on the staff website under Lessons for Kids.

**Food, Fun, and Reading**
Updated and revised program with 5 lessons (one for each food group). Each lesson includes reading a related children’s picture book, talking about healthy eating, making a health snack, and playing physically active games. Revised from University of Vermont Extension’s Food, Fun and Reading.

**Create MyPlate K-2**
Official curriculum for teaching youth, grades K-2. Contains 10 lessons that include nutrition topics, a physical activity, optional activities, and healthy snacks.

**Create MyPlate 3-5**
Official curriculum for teaching youth, grades 3-5. Contains 10 lessons that include nutrition topics, a physical activity, optional activities, and healthy snacks.

**Create MyPlate 6-8**
Official curriculum for teaching youth, grades 6-8. Contains 10 lessons that include nutrition topics, a physical activity, optional activities, and healthy snacks.

**Create MyPlate 9-12**
Official curriculum for teaching youth, grades 9-12. Contains 10 lessons that include nutrition topics, a physical activity, optional activities, and healthy snacks.

**Resources for Teaching Youth**

**Farmer’s Market Kids Corner:** New curriculum that combines Food $ense Kids and Food $ense Kids Veggie Vibes to create a teaching opportunity for kids at Farmer’s Markets

**Soaper Hero:** Soaper Hero introduces Soaperman, Water Woman, and Dry Boy who work together as a team to teach handwashing. Materials such as an educator lesson plan, colors sheet and mazes are available. Each USU extension office also has a “handiwash” and large black light to help teach hand washing. [soaperhero.org](http://soaperhero.org)

**Team Nutrition:** Activities, posters, handouts, books, games, and songs to promote teach MyPlate to kids and caregivers. [fns.usda.gov/tn/myplate](http://fns.usda.gov/tn/myplate)

**Serving Up MyPlate:** A curriculum written by the USDA focused on helping youth make healthy choices and balancing diet. Curriculum for grades 1 &2, 3&4, and 5&6. [fns.usda.gov/tn/serving-myplate-yummy-curriculum](http://fns.usda.gov/tn/serving-myplate-yummy-curriculum)

**Eat Smart Play Hard:** Nutrition educator resources available through the Kansas department of education. Topics include both nutrition and physical activity resources. [eatsmartplayhard.org/ESPH_Menus/Educator_Resources.html](http://eatsmartplayhard.org/ESPH_Menus/Educator_Resources.html)

Any other materials available on the Food $ense Staff Menu.
TARGET AUDIENCE

Food Sense SNAP-Ed seeks to reach families and individuals with limited resources. The Food Stamp Act of 1977 indicates that nutrition education activities (like Food Sense) should be directed towards persons eligible for SNAP who meet financial criteria for participation in SNAP as described in federal legislation and regulations. Use of the term “target audience” refers to persons eligible for Food Sense SNAP-Ed. Primarily this includes those who qualify for SNAP, but also includes low-income individuals who qualify for other means-tested federal assistance program and individuals residing in communities with a significant (>50%) low-income population. In order to have the greatest potential impact Food Sense should prioritize targeting first women and then children who are eligible for SNAP, especially those who are considered part of intergenerational poverty (IGP) families.

Reaching the target audience is important because Food Sense SNAP-Ed is accountable for funds spend on nutrition education. Money should be spent on those who qualify for the education, as they are likely the individuals who need it most. The program generally should not be marketed to higher-income individuals because they already have access to many resources.

The target audience for Utah SNAP-Ed adult education are persons receiving or eligible for SNAP or FDPIR (SNAP on American Indian Reservations), especially IGP families. In addition to SNAP participants, persons who fit into one of the following categories:

1. Income- Persons eligible for means-tested federal assistance programs such as Supplemental Security Income (SSI), the WIC program, Child Nutrition Program, or Temporary Assistance for Needy Families (TANF). Persons typically not eligible for SNAP such as incarcerated persons, residents of nursing homes, boarders, or college/university students are ineligible for SNAP-Ed.

2. Qualifying Locations-Persons using the services of food banks, food pantries, soup kitchens, public housing, and SNAP/TANF readiness program sites, etc.

3. Locations serving low-income populations- Persons at venues when it can be documents that the location/venue generally serves low-income persons where at least 50% of persons have gross incomes at or below 185% poverty guidelines/thresholds. This would include persons residing or schools located in census tract areas or other defined area where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold or children in schools where at least 50% of children receive free and reduced priced meals.

4. Retail locations serving low-income populations- Persons shopping in grocery stores when the store has been documents to redeem average monthly SNAP benefits of $50,000 or more. Persons shopping in stores located in census tracts where at least 50%
of persons have gross incomes that are equal to or less than 185% of the poverty threshold. Rural grocery stores may also qualify if the store shows average monthly SNAP purchases are significant compared to overall sales.

**SPECIAL GROUPS**

**Intergenerational Poverty (IGP)**

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

It is very important that Food $ense SNAP-Ed makes diligent efforts to recruit and teach members of IGP families. These families are in great need of nutrition education services and focusing efforts on this group will allow the program to have substantial impacts on those who truly most need it.

**Latinos**

Food $ense SNAP-Ed is committed to providing nutrition education services to the underserved Hispanic audience. Oftentimes groups and organizations will provide translation classes and activities. The State Office has forms and curriculum handouts in Spanish. As county needs change, let the Food $ense state office know and priorities can be made to provide culturally based education. For questions or concerns regarding Latino programming, contact Celina Wille.

**American Indians**

Food $ense had committed to expanding efforts to reach out to American Indian tribes. NEA’s and supervisors must make sure to work with tribal leadership in order to facilitate access to tribal communities. If tribal restrictions do not allow NEAs to have participants fill out participant class forms, please make sure to fill out other forms in PEARs, including success stories in order to capture some data for this important group.

**People with Developmental Disabilities**

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

**Seniors**

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

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

**PERSONS NOT ELIGIBLE FOR SNAP-ED**

Incarcerated persons (including those in juvenile detention centers), boarders, or college/university students are not eligible to receive Food $ense SNAP-Ed lessons. The key is that participants must have control over and prepare their own meals (specifically in regards to extended care facilities and facilities for the disabled).

**ELIGIBILITY WAIVERS**

For every site where 50% or more of participants are at 185% FPL a waiver must be filled out certifying that at least 50% of the audience qualifies for Food $ense (SNAP-Ed) (is <185% FPL). This waiver can be found on the Staff Menu at: http://extension.usu.edu/fscreate/htm/staff-menu under Misc Forms.

The waiver is evidence you are doing all you can to reach who you said you would reach. The waiver is used for locations where there may be some people who do not qualify for Food $ense SNAP- Ed education but validates that at least 50% of the people do qualify. The waiver is
filed at the Food $ense State Office and in each county office.

A waiver is good for one year. It is best to renew waivers at the beginning of each fiscal year. If a class is taught several times at the same location, the initial waiver obtained for that location validates all future lessons taught there. Any new eligibility waivers should be sent monthly.

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

UNDERSTANDING POVERTY GUIDELINES

As with all businesses and organizations, Food $ense SNAP-Ed is run partially by numbers. Some of the most important numbers for you to know are those that determine eligibility and identifies the target audience. Eligibility to receive nutrition education through Food $ense (SNAP-Ed) is based on the Federal Poverty Level (FPL) as established by the Federal Poverty Guidelines (FPG). The guidelines are explained here to help you understand how eligibility is generally determined.

Because receiving SNAP benefits is determined by income level, receiving SNAP-Ed is also determined by income level. The guidelines are divided out by number of persons in the family and household.

Take a look at the chart below. If a single person (family of one) makes $1,287 a month, he/she is considered to be at poverty level and qualifies for SNAP benefits because he/she is at 130% poverty level (makes 30% more than the federal poverty level). A single person who makes $1,832 per month will not qualify for SNAP benefits because he/she is at 185% poverty level (makes 85% more than the federal poverty level), however, this person will qualify for many other federally funded assistance programs such as WIC or reduced school lunch. Both would qualify for SNAP-Ed.

For learning and explaining purposes, let's pretend that poverty level is $1000 per month. So, if the federal poverty level is $1000 and a person makes $1,300 or less per month, they qualify for SNAP and SNAP-Ed. If a person makes $1,850 or less per month, they do not
qualify for SNAP but still qualify for SANP-Ed because they qualify for other assistance programs.

People who earn more than 185% of FPL are not directly eligible for Food $ense SNAP-Ed. NEAs should not advertise classes nor teach classes in areas where the majority of people fall within this category. If someone who is ineligible for assistance wants to take a Food $ense SNAP-Ed class, he/she should recruit a friend who is eligible and they can take the class together (and still qualify).

The poverty level and guidelines are updated annually to reflect economic changes. You will see a related version of these guidelines on the paperwork that is filled out by those you teach. See an example of this chart at the bottom of this page.

**FINDING THE TARGET AUDIENCE**

**Department of Workforce Services**

Each month, DWS sends the Food $ense State Office a spreadsheet containing contact information for IGP families. This spreadsheet is uploaded to Box and divided into counties. The lists can be accessed in each county’s Eligibility Packet Folder in Box. DWS in your county should not be contacted for a full list of participants. These lists are confidential, should be kept at the county office, and are not to be discussed with anyone but the county supervisor, county NEAs, and the Food $ense (SNAP-Ed) State Office. Any copy of the list must be safeguarded. Electronic files should be saved in Box (not just on a computer). All physical copies need to be kept in a secure location. Contact LaCee Jimenez with any questions in regards to the IGP list.

It is important to respect the privacy of our participants. When contacting individuals on the lists do not tell them that you got their name from “a list.” This message makes many people nervous and suspicious. You may say to them, “After you signed up for SNAP benefits, you received a letter from DWS about a free nutrition program. I am calling to follow up with you about that letter and your interest in the nutrition program.”

To determine your eligibility for food assistance programs, find your family size in the left column. Find your household income on the right. If your gross (before taxes) monthly or yearly income is less than the amount indicated, you are eligible to apply for SNAP benefits.

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Income (100% of poverty)</th>
<th>Eligibility for SNAP benefits gross income @130% of poverty</th>
<th>Eligibility for other assistance gross income @ 185% of poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$12,060</td>
<td>$1005</td>
<td>$15,768</td>
</tr>
<tr>
<td>2</td>
<td>$16,240</td>
<td>$1,353</td>
<td>$21,112</td>
</tr>
<tr>
<td>3</td>
<td>$20,420</td>
<td>$1,702</td>
<td>$26,546</td>
</tr>
<tr>
<td>4</td>
<td>$24,600</td>
<td>$2,050</td>
<td>$31,980</td>
</tr>
<tr>
<td>5</td>
<td>$28,780</td>
<td>$2,398</td>
<td>$37,414</td>
</tr>
<tr>
<td>6</td>
<td>$32,960</td>
<td>$2,747</td>
<td>$42,848</td>
</tr>
<tr>
<td>7</td>
<td>$37,140</td>
<td>$3,095</td>
<td>$48,282</td>
</tr>
<tr>
<td>8</td>
<td>$41,320</td>
<td>$3,443</td>
<td>$53,716</td>
</tr>
<tr>
<td>Each add’l family member add</td>
<td>+$4,180</td>
<td>+$348</td>
<td>+$5,434</td>
</tr>
</tbody>
</table>
The county DWS offices are a very good place to locate the target audience and recruit them to Food Sense (SNAP-Ed). Networking and relationship building should occur here to promote the program to those who work at DWS, so they will refer clients to our program. Some counties do food demonstrations in the DWS waiting area for recruitment. If, during your teaching, you encounter someone who is at or below 130% FPL and is not enrolled in SNAP, DWS has asked that we refer those individuals to the DWS office to apply for SNAP.

Head Start and Migrant Head Start
Head Start is a school readiness program that provides education, health, nutrition, and parent involvement services to low-income children and their families.

Migrant Head Start advocates for and supports quality services for the children and families of migrant and seasonal farm workers. They provide learning environments and experiences that enable migrant and seasonal farm worker families to solve problems, initiate activities, explore, question, and gain mastery through learning by doing. They provide a broad range of medical, dental, and mental health activities to promote sound physical, social, and emotional growth and development. They offer total health screenings for infants, toddlers, and preschool children. Parent health education teaches families of migrant and seasonal workers how to access and seek help and care for their children’s health. They conduct nutrition education in the classroom and in the home. They offer parents educational, nutritional, medical, dental, mental health, and social services training with concrete experiences to support them in their role as parents. Many migrant and seasonal workers are low-income.

FDPIR
The Federal Distribution Program on Indian Reservations (FDPIR) is like SNAP on Indian Reservations. The USDA purchases and ships commodities to the Indian Tribal Organizations and state agencies based on their orders from a list of available foods. These administering agencies store and distribute the food. Households are certified based on income and resources standards set by the federal government and must be re-certified at least every 12 months. FDPIR has income guidelines that are the same as SNAP, so those who receive benefits from FDPIR are eligible. Households may not participate in FDPIR and SNAP in the same month.

TANF (UT FEP)
TANF is the formal name for welfare and is called FEP in Utah. Those who receive TANF benefits and persons in the TANF office waiting area are considered eligible.

Baby Your Baby
Baby Your Baby provides helpful information for parents and their children including financial help and preparing for pregnancy. Baby Your Baby provides a type of prenatal Medicaid. It covers the costs of outpatient pregnancy services while a Medicaid application is processed. Certain income guidelines must be met in order to qualify for this assistance. Those who qualify for Medicaid also qualify to receive Food Sense (SNAP-Ed). Baby Your Baby clients can be recruited or classes can be taught in the Baby Your Baby offices.

WIC (Special Supplemental Nutrition Program for Women, Infants, and Children)
WIC provides federal grants to states for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk. WIC clients can be recruited or taught in WIC offices.

Food Banks/Food Pantries
Food banks and food pantries gather and distribute emergency food to individuals and families experiencing hunger. Food banks receive their food through food drives, partnerships with grocery stores who donate food products that are nearing their expiration dates, food processors who donate surplus food, food in damaged containers, seasonal, or discontinued food, all of which is still good. The federal government also donates food. Occasionally, food banks will purchase needed items. In Utah, the Utah Food Bank in Salt Lake City is the food bank that provides services to the state of Utah.

Food pantries are typically smaller versions of food banks and often receive food from the larger food banks. Many food pantries also operate along the same lines as food banks by asking for donations. Many Utah food banks/pantries also provide services for homebound individuals, bringing nutritious food to last them for weeks at a time.

Some food banks operate DROPS (Delivery Redistribution of Produce and Surplus), which distributes food bank donations including fresh produce, dairy products, and day-old bread to 24 sites in low-income neighborhoods throughout the state of Utah. The DROPS schedule can
be obtained from the Utah Food Bank website at www.csc-ut.org. Click on our programs > food collection and distribution > scroll to the bottom of the page and under the “DROPS” heading > View the DROPS calendar. Or go to www.csc-ut.org > Need Help? > DROPS.

Soup Kitchens
Soup kitchens provide prepared, nutritious meals onsite for clients based on need. This meal may be the only meal of the day for some patrons.

Public Housing (HUD)
Public housing was established to provide decent and safe rental housing for eligible low-income families, the elderly, and persons with disabilities. Public housing is limited to low-income families and individuals. Income limits are established and all residents must qualify based on income. All who live in HUD housing are eligible for Food Sense (SNAP-Ed) because their income qualifies them for the housing.

Deseret Industries
Those who are employed as “trainees” at DI are participating in a job-training program and usually qualify for SNAP benefits. Other employees of DI are generally not eligible; education should be directed to trainees. NEAs have had success teaching during trainee “devotionals.”

Sites where 50% or more are at 185% FPL
If at least half of the participants in the group report that they meet the guidelines to receive funding assistance (185% of poverty level), Food Sense (SNAP-Ed) lessons may be taught, whether those in the group receive the funding or not. A Food Sense (SNAP-Ed) Eligibility Waiver must be signed by the person in charge and sent with monthly paperwork. This waiver can be found on the Staff Menu at: http://extension.usu.edu/fscreate/htm/staff-menu under Misc. Forms.

Schools with >50% Eligible for Free/Reduced Lunch
Food Sense classes may be taught at schools if at least half of the students qualify for free or reduced lunch. Classes may be during school, during After School, or during Special Enrichment Programs. Exclusivity waivers may need to be obtained in some special cases.

Areas and venues around qualifying schools
Once you determine if a school is eligible, you can also assume that the area in the official boundary of that school is eligible and is a good place to recruit and teach.

Census tracts with >50% with income at or <185%
Maps of census tracts in each county can be obtained

Other Venues
Food Sense (SNAP-Ed) can be taught in settings where at least 50% of the individuals qualify for assistance, meaning that 50% of the individuals in attendance do not necessarily qualify for assistance. Many religious groups that request Food Sense (SNAP-Ed) lessons are in this category. These groups must sign an eligibility waiver.

Grocery Stores that Redeem >$50,000 SNAP Benefits per Month
Because the store redeems such a high number of SNAP dollars, it is likely that those in the area who shop at that store would qualify for SNAP, and thereby qualify for Food Sense (SNAP-Ed). Many stores have a classroom or location within the store at which classes can be taught. Store information is sensitive therefore Food Sense (SNAP-Ed) employees are asked to maintain confidentiality and discuss store eligibility within the confines of work with Food Sense (SNAP-Ed). Grocery stores in more rural areas may serve a high population of the Food Sense (SNAP-Ed) target audience, but not meet the >$50,000 requirement. Please contact LaCee Jimenez in order to determine if a store would still be an eligible location for recruitment and classes.

Farmers’/Gardeners’ Markets with EBT Machines
Food Sense may teach classes and have booths at farmers’ markets where SNAP participants may use their EBT cards. Ideally, it is best to prioritize markets that provide Double Up Food Bucks. Go to http://www.uah.org/projects-initiatives/fms/ to view a list of markets that have the Double Up Food Bucks program.

THE BOTTOM LINE
Remember that this free nutrition education program is for people who need it most. The program potential cannot be fulfilled if NEAs are not targeting the right people. Contact LaCee Jimenez with any questions regarding eligibility.
CHAPTER 6
POLICY, SYSTEMS & ENVIRONMENT

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

CHOOSING PSE PROJECTS
PSE projects may seem overwhelming to identify and start. The state office and your supervising educator, or faculty member can help determine the best PSE strategies for you and your community. NEAs have the option to choose from pre-approved projects on the PSE Pick List, or can work with the state PSE coordinator to develop or contribute to a PSE strategy specific to their county.

PSE Pick List
The PSE Pick List is a list of approved PSE projects that can be implemented by any NEA. These projects are preapproved because they contain all components required by the national SNAP-Ed guidelines including the necessary tools for assessment, implementation, and evaluation. Several times per year, NEAs interested in, or actively implementing projects from the PSE Pick List will receive necessary trainings and updates via a Zoom conference call.

PSE Pick list for FY 2018

<table>
<thead>
<tr>
<th>Project</th>
<th>Site</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thumbs Up for Healthy Choices</td>
<td>Food Pantry, Corner Stores, Small Food Retailers (New for 2017-18)</td>
<td>Increase appeal of healthy foods.</td>
</tr>
<tr>
<td>Healthy Food Drives</td>
<td>Food pantry, food banks</td>
<td>Increase availability of healthy foods.</td>
</tr>
<tr>
<td>Community Gardens</td>
<td>Depends on garden</td>
<td>Increase availability of healthy foods.</td>
</tr>
<tr>
<td>Wellness Committees</td>
<td>Schools, worksites</td>
<td>Increase availability of healthy foods and physical activity opportunities.</td>
</tr>
<tr>
<td>*Coalition Work</td>
<td>Depends on project</td>
<td>Depends on project</td>
</tr>
</tbody>
</table>

*Note: Being part of a coalition is not PSE work itself, but coalition projects may be PSE strategies.

PSE strategies NOT on PSE Pick List
While the state office tries to offer a variety of approved PSE projects, counties sometimes have needs beyond the scope of the PSE Pick List. If you identify a need or project in your community that you would like to work on you must fill out the brief Food Sense (SNAP-Ed) Policy, Systems, and Environmental Strategies Action Plan form. This form can be found on the staff website under the
PSE tab. Once the form is returned to the state office, a meeting will be scheduled between the NEA, supervisor, and state PSE coordinator to discuss the project in more detail. The point of the form and initial meeting is not to make county-specific projects more difficult, but to determine the following items:

1. If the project is a true PSE strategy. 
   *(many indirect activities are often misreported as PSE).*
2. If tools are already available that can be used to facilitate the project.
3. If the project meets the federal requirements of an approved SNAP-Ed project.
   *NOTE: PSE projects must meet certain criteria to be funded with our federal funding.*
4. The best way to move forward with the project.

All PSE strategies not on the PSE Pick List requires the *Food Sense (SNAP-Ed) Policy, Systems, and Environmental Strategies* *Action Plan* form before moving forward. Any PSE strategies entered into PEARS that are not on the PSE Pick List and do not have a filed form will be questioned immediately.

**POLICY WORK**

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

*Food Sense Policy Work Examples*

A NEA, supervising educator, or faculty member joins the wellness committee at a school where he/she teaches Food Sense classes. The committee discusses writing a new school policy to require recess before lunch in elementary schools so children are hungrier to eat enough lunch to fuel the rest of their day. The NEA, supervising educator, or faculty member reinforces the importance of this policy by reminding committee members that some low-income children may not have the opportunity to eat a full meal when they return home from school making it essential these students have a good appetite and enough time to eat a nourishing lunch. The wellness committee agrees and they move the policy forward.

**SYSTEMS WORK**

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

**SNAP-Ed System Work Examples**

A NEA, supervising educator, or faculty member works with the local Extension Master Gardener Program to establish a system for the gardeners to grow produce for the local food pantry. The NEA talks with the pantry clients, staff, and gardeners to determine what would be the best items to grow. The NEA provides seeds and plants for the garden plots. The NEA coordinates a distribution plan with the gardeners and pantry to ensure that the produce is distributed to clients while it is still very high quality. NEAs report the number of pounds donated to the pantry.

**ENVIRONMENT WORK**

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

**SNAP-Ed Environmental Change Examples**

A food pantry manager approaches a NEA, supervising educator, or faculty member with a concern that clients are not taking the dried beans or lentils. The NEA uses the Thumbs Up Toolkit to nudge clients to select these items by placing the ‘healthy choice’ shelf sign in front of the beans and lentils. The NEA also gives clients a recipe sample and recipe card teaching clients how to use these products.

A NEA approaches a corner store manager about having more fresh fruits available for purchase. The manager complains that people never buy the fresh fruit before it goes bad and has to be thrown out. The NEA notices that the fresh fruit display is in the back corner of the store on a dusty rack. The NEA works with the store manager to purchase a few colorful baskets to place at the register with the fruit. After a few weeks the manager notices that people are impulse buying the fruit for a snack rather than candy bars.

**ADDITIONAL PSE WORK EXAMPLES**

While all PSE projects implemented must be from the
PSE Pick List or have a Food Sense PSE Action Plan form submitted, here is a list of examples of PSE work. This list is intended to give you a better sense of what constitutes PSE work. Each example has a P, S, and/or E to indicate which type of PSE work the project is. Some projects are more than one type of PSE work.

1. Participate in community coalitions to promote healthy eating and physical activity. (P, S, and/or E depending on projects)
2. Provide recipes at corner stores or convenience stores to encourage people to buy more nourishing foods. Conduct cooking demonstrations at corner or convenience stores with high SNAP redemption. (E)
3. Help cultivate school or community gardens. (S and/or E)
4. Assist in the development of wellness policies in schools or workplaces. Represent the SNAP-Ed target populations. Schools that are part of the Child Nutrition Programs (school lunch, etc.) are required to have a wellness policy and committee. (P) Promote healthy food choices at emergency food distribution sites (Thumbs Up). (E)
5. Distribute point-of-purchase marketing/signage at corner stores or convenience stores to promote healthier snacks. (E)
6. Coordinate program to get extra food from community gardens distributed at food pantries. (S)
7. Work with food pantries to have extra box of healthy food available for those that attend a Food Sense class. (P)
SECTION II
ESPECIALLY FOR THE FOOD $ENSE
SUPERVISING FACULTY/EDUCATOR
TIME COMMITMENT
Determined in the county proposal as written by the county faculty or educator. On average, 10% of the supervisor’s time is used to supervise and oversee Food $ense.

The county supervisor plays a vital role in the success of the Food $ense program. They are vital for ensuring program fidelity.

JOB REQUIREMENTS
• Assist in hiring, training, supervising, and evaluating NEAs.

• Read The Scoop monthly and attend the supervisor Zoom meeting on the second Mondays at 10am for policy and procedure updates and discuss with NEAs in staff meetings.

• Assist in Food $ense program evaluation. Consult and facilitate strategic planning efforts for Food $ense. Assist on Food $ense projects, fact sheets, curriculum development, etc. as appointed and invited.

• Serve as a liaison with county agencies. This includes educating county and local stakeholders on the work of Food $ense and contributing to Food $ense-related community efforts to promote and enable increased physical activity and better nutrition to SNAP and other low income participants.

• Assist with local food security initiatives.

• Serve as a subject-matter resource.

• Ensure policy, systems, and environment work occurs within the county, whether by self or by NEAs. See Chapter 6 for more information.

• Prepare monthly Food $ense reports.

• Attend or view recording of monthly in-service training.

• Oversee NEA entries in PEARs in order to make sure that entries are timely and reflect the NEA’s work.

• Ensure that county Food $ense SNAP-Ed activities are entered in the county Google calendar.

• Adhere to program guidelines and county proposals as outlined in this manual and The Scoop.

• Work with state office to ensure expenditures are within allocated funding levels.

AGGIETIME FOR SUPERVISORS
Supervisors who are new to AggieTime can view a short training at ils.usu.edu under “AggieTime Supervisor”.

This video gives thorough instructions on how to view, approve, flag and dispute employee time. The following symbols are used:

• Orange clock – Time has been entered and your approval is needed.
• Green checkmark – Record clear and approved.

• Red arrows – The employee has made a change to the record, and there is a comment you must view.

• Red exclamation point – There is a disputed record that needs to be reviewed.

• Note symbol – This indicates an employee has altered a record and noted the reason.

• Red flag – This indicates one of three things:
  1. Employee has left a note
  2. That you have reviewed a record and have flagged that record for business services to review
  3. That you are disputing the record and need further clarification from the employee

Leaving a note for Business Services to change the index (FOAPAL) is also discussed.

It may require several reviews to catch all of the information from the training.

Supervisors may also want to watch the AggieTime Daily Hour training (which should be viewed by NEAs).

ABSOLUTES
What Food Sense rules must supervisors absolutely know? Well, all of them of course! But, here is a condensed version to help with county faculty or educator overload.

• All class forms must be submitted in PEARs immediately upon completion of class or activity.

• Teaching needs to be directed to our target audience.

• Income-based: Persons eligible for SNAP and/or other federal assistance programs such as Supplemental Security Income (SSI), the WIC program, Free or Reduced Priced School Meals, or Temporary Assistance for Needy Families (TANF). Persons typically not eligible for SNAP such as incarcerated persons, boarders, or college/university students are ineligible for SNAP-Ed.

• Location-based: Persons at food banks, food pantries, soup kitchens, public housing, and SNAP/TANF job readiness program sites, etc.

• Persons at venues when it can be documented that the location/venue serves generally low-income persons where at least 50% of persons have gross incomes at or below 185% of poverty guidelines/thresholds. This would include persons residing or schools located in census tract areas or other defined area where at least 50% of persons have gross income that are equal to or less than 185% of the poverty threshold or children in schools where at least 50% of children receive free and reduced priced meals.

• Persons shopping in grocery stores where the store has been documented to redeem average monthly SNAP benefits of $50,000 or more. These grocery stores are typically located in census tracts where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold.

• NEAs have 4 primary responsibilities: recruitment, teaching, PSE work, and reporting.

• When teaching, NEAs should have participants fill out the informed consent form and class participant form every time they teach. If the NEA is unable to get the class participant form, he/she should fill out the indirect education form.

• When documenting a direct expense it is necessary to include the expense (receipt), reason for the expenditure (report or recipe), and who attended (class roll).

• Budgets need to be kept in check. Due to funding limitations, overages will not be reimbursed. Supervisors will receive a monthly statement from the state office depicting their expenses in relation to where they should be.
• Participant names, addresses, and phone numbers must be kept confidential. This includes practicing good data security principles with physical documents (keeping them locked until they can be mailed to the state office) and electronic documents (keeping them stored in Box). NEAs must use approved curriculum as found on the Staff Menu (extension.usu.edu/fscreate).

• County supervisors may approve recipes used by NEAs that are not contained in the curriculum. Please make sure recipes are nutritious, follow the Dietary Guidelines, are easy to follow, and are inexpensive.

STAFF MEETINGS
County Staff Meetings should be held often. It is recommended that the NEA and supervisor meet at least every other week to coordinate programming. This is a time to discuss calendaring and priorities, deal with problems, make suggestions, and to receive in-service training. If problems, concerns, or suggestions occur at times other than staff meetings, NEAs are encouraged to talk to their supervisors via phone or email. Communication is important to program function and job satisfaction. Supervisors should make sure to be reasonably available so NEAs may be able to contact them with questions or concerns.

Statewide staff Zoom meetings are held the first and third Monday of each month at 10am. It is required NEAs be part of the meeting. Timely information, county sharing, and new resources are provided.

Statewide supervisor Zoom meetings are held the second Monday of each month at 10am. It is really important that supervisor make their best effort to attend. During the meeting the state office will provide resources for supervising the program.

HIRING NEW NEAS
One of the most important responsibilities of a Food Sense SNAP-Ed supervisor is hiring. It can be the difference between a smooth-running and successful program, and a stressful and failing program.

When it is time to replace a leaving an NEA or if a county has need for an additional NEA, supervisors must confirm with Heidi LeBlanc that there is sufficient funding for the position. Heidi will also determine the number of hours that a new NEA would be contracted to work. After approval from Heidi, the supervisor will then work with Gayla M. Johnson to create a job posting.

Once the job is posted, supervisors may begin recruiting for the position. It is important to seek out good candidates. It is better to take a little longer hiring than to select the first person who applies (unless that person is well suited for the position). Supervisors are encouraged to reach out to colleagues and the state office during the statewide supervisor meeting to get idea on how to recruit great NEAs.

After the interviewing and selection process is finished and the new candidate accepts the position, it is time to inform the Food Sense State Office of the hire and to get the paperwork for USU Human Resources (HR) completed. HR will conduct the required background check as part of the onboard process. As soon as the NEA has an A-number, the supervisor should request a USU e-mail for them. When the EPAF is completed, then e-mail the Food Sense State Office so the NEA can begin the Food Sense SNAP-Ed onboarding process.

Marcia Gertge and Kristi Strongo are valuable resources who can help with training the newly hired NEA. They will be in contact as new hires begin Food Sense trainings.
MANAGEMENT EVALUATIONS
Federal funders of the Food $ense SNAP-Ed program require program and curriculum fidelity. It is extremely important that NEAs and supervisors follow the regulations given by the State Office. To help make sure that counties are in compliance with requirements and to find areas of strength, the State Office and DWS will conduct annual management evaluations in randomly selected counties. The evaluations may just be observations of Food $ense SNAP-Ed classes and activities. It may also be a full evaluation that will go over the entire county program.

Counties that are found to be non-compliant with Food $ense policies will receive a chance to make adjustments. Counties that choose to not become compliant will risk losing funding. The staff at the State Office are very willing to help counties overcome any problems with non-compliance.

Supervisors and NEAs can access the forms used for the management evaluation by the state office. It is on the Staff Menu (extension.usu.edu/fscreate) under the Administrative Resources tab.

ADVISORY COUNCIL
Each year, one or two county supervisors may be invited to participate in a Food $ense SNAP-Ed Advisory Council. Members help advise the state office on how to improve the program and how to address issues that occur on the county level. This appointment typically lasts 3 years. The commitment typically involves a monthly Zoom meeting, an annual face-to-face meeting, and possibly work on special projects.

SCHOLARLY ACTIVITIES
Food $ense SNAP-Ed is willing to work with supervisors on special projects: curriculum development, Extension mini grant projects, and external grant projects. In fact, Food $ense SNAP-Ed regularly publishes research articles and is required to assure federal funders that all program activities are research-based.

In order to avoid overburdening SNAP-Ed participants and complying with federal SNAP-Ed regulations, the State Office is selective when choosing special projects. Please work with Heidi LeBlanc to determine if the potential project, research study, etc. is appropriate for Food $ense SNAP-Ed.

HANDOUTS AND PUBLICATION:
DISCLAIMERS AND LOGOS
The Food $ense curriculum contains handouts to go with each lesson, and the state has an official brochure describing the program. Nonetheless, at times the county office may wish to create additional handouts, brochures specific to the county, or fliers to announce classes. The following statements and logos must be included on all printed material, including:

- Flyers
- Brochures
- Postcards
- Anything you would give out while you are teaching Food $ense (except food, of course)

Please remember that no materials produced by Food $ense SNAP-Ed can be sold to the public. They must be distributed without cost.
Disclaimers
The following three statements MUST be included on all publications and documents related to Food $ense:

1. USDA Funding Statement
2. USDA Non-Discrimination Statement
3. USU Non-Discrimination Statement

These statements must be written as shown in this manual. Each year, it is possible that the statements change. Make sure to use the most current ones.

USDA Funding Statement
(All documents & materials)

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

Spanish:
Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU. (USDA siglas en inglés).

USDA Non-discrimination Statement
(All documents & materials)

English:
This institution is an equal opportunity provider.

Spanish:
Esta institución es un proveedor que ofrece igualdad de oportunidades.

USDA Non-discrimination Full Statement
(Include this if the document or material has SNAP or other FNS program eligibility or application information within the material.)

English:
In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.
Los demás programas de asistencia nutricional del FNS, las agencias estatales y locales, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación:

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf. y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; o

(3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.
Logos
All Food $ense printed and online materials should contain the Food $ense logo. Various sizes and colors of the official logo can be found on the staff website under Marketing and Recruiting. There are many resources in the Marketing and Recruiting section, including flyer templates. To assist with statewide branding and to avoid duplicating efforts, counties should use these templates whenever appropriate.

Logos and the disclaimers can be found on the Staff Menu at extension.usu.edu/fscreate/htm/staff-menu/marketing-recruiting/.

ESPECIALLY FOR THE STAFF ASSISTANT
Time Commitment
Determined by the county proposal as written by the program supervisor and county director. Time commitment needs to be agreed upon by all parties involved. On average, the staff assistant provides 5% of their time for Food $ense. This is the typical amount needed for the county to support one NEA. As a county hires more NEAs, staff support time may increase depending on roles and responsibilities.

Job Purpose
Assist the Supervisor and NEA with Food $ense programming.

Responsibilities specific to Food $ense:
1. Take minutes in staff meeting.
2. Provide phone messages and other contact information to the NEAs.
3. Support program as directed by supervisor.
4. Mail reports to the State Office.
5. Enter calendar entries to the county Google and Extension calendars, if assigned by supervisor.
6. Other duties as requested by the county supervisor.

ESPECIALLY FOR THE COUNTY DIRECTOR
Time Commitment
Determined in the county proposal as written by the county agent. On average, 2-5% of county director’s time is used to supervise and oversee Food $ense. County directors who are not the direct program supervisor are allowed to use this program as a Co-PI and have internal funding.

Job Purpose:
The county director position is an agent peer position, but one that gives leadership to the local management of the office, budgets, procedures, and coordination of agent and staff communications. The county director
coordinates interactions with advisory groups and county commissioners for the benefit of serving the local clientele needs in the most efficient manner.

The county director will establish a climate for teamwork, professionalism, and programming efficiency.

**Using a team approach the county director will:**

1. Work with the agents in the county to plan, organize, and manage Extension programming and work to provide a positive work environment for all faculty and staff, and a positive public image for Extension.
2. Work with the agents in the county to determine roles and coordinate and facilitate the operations of the Extension staff.
3. Insure that all agents are allowed to give input to budget decisions and allow each agent to manage their own budget areas.
4. Coordinate Extension dialogue for meetings with commissioners.
5. Assure adequate and equitable support services to Extension agents.
6. Prepare an agenda with input from all agents and conduct weekly staff meetings with all faculty and staff assistants to coordinate activities.
7. Work with Regional Director (RD) to assure needed communication takes place with all agents and staff members.
8. Work with to oversee civil rights.
9. Work with agents to provide leadership and support in the organization and management of advisory councils.
10. Assist in the orientation and training of new faculty members.
11. Oversee coordination of county website and social media, ensuring that the Food Sense program is well represented.
12. Staff performance appraisals.
13. Assure office is appropriately staffed.
14. Other appropriate tasks, as needed.

**ESPECIALLY FOR THE REGIONAL DIRECTOR**

*Time Commitment*

Determined by the administrator involved. Currently ranges from 2% to 25%.

*Job Purpose*

To oversee programming within Extension.

*Responsibilities:*

1. Provide performance appraisals of supervisors, county directors, and others involved with Food Sense.
2. Provide support and guidance for supervisors, county directors, NEAs, and others involved with Food Sense.
3. Provide staff trainings and meetings.
4. Reporting and understanding of Food Sense to inform legislatures and stakeholders.
5. Oversee county programming.
6. Assist with communications from the State Office to county agent to NEA.

**POTENTIAL EXTENSION COLLABORATION**

**Horticulture/Agriculture Agent**

- Work with Food Sense to promote community and household gardens as an opportunity for linking to nutrition education.
- Help Food Sense staff make relationships and
network with Master Gardeners.

• Provide in-service training for county Food $ense staff on appropriate gardening topics.
• Educate Food $ense staff on nutrition implications of agricultural activities in the county/community.
• Outreach to Food $ense eligible farms and/or dairy laborers and families to generate referrals for Food $ense.

**4-H/Youth Development Agent**

• Co-teach programs with Food $ense colleagues at summer/after-school programs at income-eligible schools.
• Act as advocate and spokesperson for Food $ense with other groups and agency contacts in the county; help the Food $ense coordinator develop relationships and networks.
• Outreach to Food $ense eligible youth and families; generate referrals for Food $ense.
• Keep Food $ense colleagues informed of issues that relate to low-income audience.
• Advise and train Food $ense staff on skills related to working with youth audiences.
FEDERAL (DIRECT) FUNDING
The Food $ense (SNAP-Ed) program is funded in the following way:

• The United States Department of Agriculture (USDA) houses Food and Nutrition Services (FNS). These are the federal (national) components of what we do locally with Food $ense SNAP-Ed.

• In Utah, the Department of Workforce Services (DWS) determines who receives SNAP benefits (food stamps).

• Food $ense SNAP-Ed, as part of Utah State University (USU), is funded by DWS, who is funded by FNS. So, it looks like this:

NEAs are employed by USU in the Department of Nutrition, Dietetics and Food Sciences (NDFS). Because Food $ense SNAP-Ed is a federal program, it is monitored very closely. That is why we have so much paperwork! Use of federal monies is tracked and evaluated at numerous levels. Progress must be evident and funding justified.

Food $ense SNAP-Ed also operates within the Utah State University (USU) Cooperative Extension Service. “Cooperative” means that federal, state, and county governments work and pay together to provide educational programs for its citizens. Extension is a publicly funded, non-formal educational system that links the education and research resources and activities of the USDA, 74 land grant universities, and 3,517 county and city administrative units.

The National Institute of Food and Agriculture (NIFA) is the federal component of Extension and is also housed in the USDA. NIFA has a joint mission of working with partners and customers to advance research, extension, and higher education in the food and agriculture sciences and related environmental and human sciences to benefit people, communities, and the nation.

As some of our strongest partners, the counties are an invaluable resource in administering this program. They provide administrative assistance, work space for the NEAs and Extension faculty/educators, as well as, in many cases, funding for food and other supplies to be

DIRECT FUNDING FLOW

USDA/FNS
DWS
USU
NDFS DEPARTMENT
FOOD $ENSE
used in Food $ense SNAP-Ed classes. Although this is a national program funded at the state level, each county’s program is unique to its residents. We rely on you to get to know the people in your respective county and what needs they have when determining how the program can help in their lives.

FOOD $ENSE SNAP-ED FUNDING

From the SNAP-Ed Guidance for FY 2018:

“Each state agency [DWS in Utah] that submitted an approved fiscal year 2009 SNAP-Ed Plan received a 100 percent federal grant in fiscal year 2011 and continues to receive a grant each fiscal year to operate SNAP-Ed upon submission of an approved SNAP-Ed Plan. FNS allocates grant funds to states based on their shares of national SNAP-Ed expenditures for fiscal year 2009, as reported in February 2010. The grants have the following characteristics:

• Require no State contribution or match;
• Are available each fiscal year and have a 2-year period of performance;
• Are the only source of federal SNAP funds available for SNAP-Ed activities;
• Will not cover costs incurred in excess of the SNAP-Ed grant amount.”

What does this mean? As long as funding is approved for SNAP-Ed in the federal budget, Utah will continue to receive grant funds for SNAP-Ed activities upon submission of an approved plan. DWS, as the state agency, then subcontracts with USU to administer the SNAP-Ed program throughout the state. Although DWS is not obligated to continue subcontracting with USU, the university provides a great infrastructure and has delivered favorable performance that DWS would likely not have any motivation to seek other entities with which to subcontract the SNAP-Ed funding.

Because this program is funded with federal dollars, there are federal guidelines that dictate the use of these funds. For examples of Allowable and Unallowable Costs, please see Appendix B.

ALLOWABLE COSTS

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

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

The most important federal cost principle is that a cost must benefit the federal program or a component of the program. The Guidance has given six examples of activities that support the delivery of SNAP-Ed. Please remember that this list is not all-inclusive.

1. Providing nutrition education and obesity prevention activities to SNAP participants and low-income individuals eligible for other Federal programs.
2. Promoting and conducting physical activity to members of the SNAP-Ed population in conjunction with SNAP-Ed nutrition interventions or activities.
3. Gardening for the purposes of educating SNAP-Ed participants about producing healthful foods.
4. Breastfeeding Promotion Activity must be conducted in collaboration with the WIC Program.
5. Collecting information for use in providing nutrition education and obesity prevention activities for the SNAP-Ed audience.

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

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

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

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

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

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

ALLOWABLE EXPENSES
Each expense, where applicable should have, as documentation, an itemized receipt, recipe or lesson description, and a class roll.

NOTE: Because USU is sales tax exempt in Utah, Food Sense (SNAP-Ed) cannot pay sales taxes. The tax-exempt form can be found on the Staff Menu at: extension.usu.edu/fscreate under Financial Paperwork, in Financial Reports.

Receipt
An itemized receipt is required for direct expenses. Sometimes a credit card receipt will not have an itemized listing of what was purchased; an itemized record of some sort must be requested or created to accompany the receipt. Credit card receipts that are not accompanied with an itemized receipt or record will not be allowed as a direct cost and must be covered by county funds. These expenses may be counted as cost share.

Recipe or Lesson Description
A recipe needs to be present with the receipt in order to validate the operational items purchased. If the purchased items are not used for a demonstration then a report needs to be available to explain the necessity of the purchase. If the Food Sense SNAP-Ed program cannot prove that the items that were purchased are necessary for the operation of the program, it will not be allowed.

Roll
To prove that it was necessary to do a class food demonstration, a class roll must be included whenever possible. Food Sense SNAP-Ed will not allow any expenditure that does not contain appropriate documentation.

Definition
Allowable administration expenses are defined in the SNAP-Ed Plan Guidance, 2 CFR 220 (OMB Circular A-21) as follows:
• Salaries and benefits of personnel involved in Food Sense (SNAP-Ed) and administrative support
• Operational expenditures: office equipment, demonstration supplies, postage, duplication costs, and travel that are necessary to carry out the project’s objective

• Development and production of Food $ense SNAP-Ed materials when no other appropriate materials exist. *This will occur only when approval has been granted by the State Office.

• Memberships, subscriptions, and professional activities. Costs of institution memberships in business, technical, and professional organizations are allowable. **Costs of individual memberships in such organizations for nutrition personnel the work in SNAP-Ed are not allowable.**

• Lease and rental costs

• Maintenance and repair expenses

• Indirect costs

• Cost of Using publicly-owned building space

• Nutrition education reinforcement materials (MUST be approved by the State Office and follow the guidelines below)

NUTRITION EDUCATION REINFORCEMENT MATERIALS
“Program reinforcement materials for nutrition education should:

• Have a clear, relevant, and useful connection to particular FNS/SNAP nutrition education or obesity prevention messages;

• Contain an educational message or have a use that is directly relevant to reinforce behaviors among the SNAP-Ed target audience;

• Have nutrition education and obesity prevention messages;

• Have value as nutrition education and obesity prevention aids;

• Be offered only after weighing and assessing other relative needs and cost effectiveness;

• Be of nominal value of $4.00 or less per item; and

• Not be used solely for marketing or staff morale boosters”.

• Must be approved by the Food $ense SNAP-Ed state office.

OPERATIONAL EXPENDITURES
Operational expenditures include office equipment, demonstration supplies, postage, duplication costs, and travel. Food $ense (SNAP-Ed) handles the purchase of operational supplies in two ways, through the use of a University P-Card and requisitions submitted through EZ-Buy (see below for more detail).

All counties must attach legible documentation for Food $ense (SNAP-Ed) related copies, postage, and other expenses each month to the Food $ense Direct Expense Report. See below for details on each.

DEMONSTRATION SUPPLIES/office equipment
All direct expenses for demonstration supplies and office equipment require:
• Itemized receipt
• Recipe or report to establish necessity purchase
• Roll (whenever possible)

TRAVEL
Mileage will be calculated using the University’s mileage rate of $.485 per mile. For reimbursable travel see the payroll and travel section of this policy manual.

ORDERING SUPPLIES
Contact Caleb Harrison at the State Office if your county needs any supplies including farmers’ market bags, recipe books, handouts, etc.

NOT ALLOWABLE EXPENSES
Unallowable expenses include, but are not limited to:

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

If any person making purchases for the Food Sense SNAP-Ed program isn’t sure if the purchase is allowable, contact Heidi LeBlanc in the State Office.

**PURCHASING CARD**
The Purchasing Card (P-Card) system provides a convenient way to purchase University business-related items, while containing costs associated with the procurement of these items. A University P-Card may be issued for Food Sense SNAP-Ed, on approval from Heidi LeBlanc and the Business Manager, to be used for purchasing demonstration supplies, office supplies, copies, postage, etc. These normally are issued to the county supervisors, however, in counties with multiple NEAs, issuing P-Cards to NEAs may be necessary for efficiency and requests will be reviewed on a case-by-case basis. In order for a P-Card to be issued, the prospective cardholder must complete the P-Card training and complete the P-Card Cardholder Training and Agreement Form. It is the cardholder’s responsibility to:

- Be familiar with allowable transactions.
- Understand what you CAN and CANNOT buy.
- Understand how university policies impact your P-Card use.
- Understand that all card use is subject to review and audit.
- Obtain and submit itemized receipts/invoices for EVERY purchase, use the Substitute Receipt form if necessary.
- Ensure that Utah sales tax is not charged on purchases made within the state of Utah.
- Each transaction receipt must be manually signed or electronically approved within Banner Workflow.
- Understand the requirements for Delegated Users if you choose to have them.
- Accept responsibility for monitoring the proper use of the P-Card by any Delegated Users.
- Agree to notify P-Card administrators if you change departments or end employment with the University.

**BANNER WORKFLOW**
There are five approval levels in the P-Card Banner Workflow system and each has a specific job to be completed whether it’s attaching a receipt, reviewing a transaction, or approving a transaction.

1. Level 10—Receipt Attacher
2. Level 100—Cardholder
3. Level 200—Business Services
4. Level 300—Department Approval
5. Level 400—Dean/VP Approval

For Food Sense SNAP-Ed, Gayla M. Johnson is the Level 10 Receipt Attacher. She is responsible for ensuring that all the receipts for purchases made in the Food Sense program are attached to the transaction within the Banner Workflow system. It is the responsibility of the cardholder to have receipts scanned and emailed to Gayla as soon as possible after the transaction has taken place. The College of Agriculture and Applied Sciences has issued an internal policy that any cardholder with transactions pending in Banner Workflow over 30 days will have their cards suspended until such time that the issue is resolved. This means that if receipts are not sent in to Gayla within 30 days of a purchase, the cardholder’s P-Card will be suspended.

Most purchases made within the Food Sense SNAP-Ed program include food for class demonstrations. Any time food or drink is purchased for consumption it must include additional documentation. In these cases, the Receipt Attacher will mark the transaction as a Meals and Entertainment (M&E) expense and send the transaction within Banner Workflow to the cardholder. It is then the cardholder’s responsibility to fill in the M&E section identifying the business purpose, event date, event location, and attendees/affiliation. Please remember that all demonstration supply purchases for Food Sense (SNAP-Ed) must have a class roll when possible. This roll as well as the recipe/lesson description should be emailed to Gayla M. Johnson with the receipt. If the roll has been attached with the receipt, the cardholder may simply enter in the “Attendees/Affiliation” box, of the M&E section “See attached roll.”
Utah State University is committed to providing an environment free from harassment and other forms of illegal discrimination based on race, color, religion, sex, national origin, age (40 and older), disability, and veteran’s status. USU’s policy also prohibits discrimination on the basis of sexual orientation in employment and academic related practices and decisions. Utah State University employees and students cannot, because of race, color, religion, sex, national origin, age, disability, or veteran’s status, refuse to hire; discharge; promote; demote; terminate; discriminate in compensation; or discriminate regarding terms, privileges, or conditions of employment, against any person otherwise qualified. Employees and students also cannot discriminate in the classroom, residence halls, or in on/off campus, USU-sponsored events and activities. This publication is issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Noelle E. Cockett, Vice President for Extension and Agriculture, Utah State University.