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Section 1: Introduction to SNAP-Ed Protocol Manual

The purpose of this manual is to acquaint you with the Utah State University Food $ense (SNAP-Ed) program and its policies and procedures for the fiscal year 2018-2019. Food $ense is a Utah-specific term for the Supplemental Nutrition Assistance Program Education (SNAP-Ed). The name “Food $ense” is used to distinguish Utah’s program from other state programs. The funding for SNAP-Ed (and Food $ense) comes from the United States Department of Agriculture (USDA) and, more specifically, Food and Nutrition Services.

Throughout this document, anytime SNAP-Ed is mentioned, it can be interchanged with Food $ense. SNAP is different than SNAP-Ed, SNAP are the benefits that low-income individuals and families can receive to expand their food dollars to end food insecurity. SNAP-Ed focuses on educating low-income individuals and families to stretch their food dollars, improving health through nutrition, increasing physical activity and solving food insecurity. 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, which will be constantly changing and improving. This manual is to assist you in all aspects of your position. The bi-monthly Food $ense newsletter, “The Scoop,” acts as a monthly update to these policies and procedures and should be referred to with this protocol manual. “The Scoop” is distributed through the Food $ense e-mail listserv, as well as posted to the program website at: http://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.

Introduction to Utah State University

Utah SNAP-Ed (Food $ense) is a program that is part of Utah State University. It includes various pieces of the University. 1. Extension – the infrastructure for SNAP-Ed is enhanced through Extension. It is key for us to serve participants in all areas of Utah, having county offices located strategically, and faculty assisting in supervision and oversight of local programming. 2. Research – SNAP-Ed values evidence-based programming, and through research projects and evidence-based evaluation Utah leads in curricula development, program outreach, and incorporating comprehensive programming. 3. Academic – It is key to work with professors, specifically in NDFS who contribute to educating the future in community nutrition. As well as developing and teaching hunger solutions that Utahans can get behind.

University Mission:

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

Interpretation of USU Mission: As a land-grant and space-grant university, the core themes of learning, discovery and engagement individually manifest the essential elements of the mission of Utah State University, and collectively represent its fulfillment. Together they are the essence of what makes Utah State University special.

Engagement:

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

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

Nutrition, Dietetics, & Food Sciences affect just about every person, every day. From creating healthier diets to preparing better tasting foods to gaining greater understanding of disease and increased food safety, our department can prepare you for a great career in the "science of food".

In our department, students learn the engineering, biology and physical science of food through our Food Science major. Students can also become well-versed in clinical and community nutrition as well as food service management with our Dietetics degree. Our Nutrition degree explores the molecular and cellular levels of food, helping students to truly appreciate the building blocks of food and their impacts on consumers. Whatever interests you about Nutrition, Dietetics, and Food Science, we can offer you a hands-on learning experience with faculty dedicated to helping teach the next generation.

**Introduction to USU Extension**

Utah State University Extension provides research-based programs and resources with the goal of improving the lives of individuals, families and communities throughout Utah. USU Extension operates through a cooperative agreement between the United States Department of Agriculture, Utah State University, and county governments. Program areas include:

1) Agriculture and Natural Resources
2) Gardening
3) Home, Family, and Food
4) Utah 4-H and Youth
Founded in 1914 as part of the Smith-Lever Act, USU Extension plays a primary role in helping Utah State University fulfill its land-grant mission. Though more than 100 years old, USU Extension is as vital as ever, and perhaps even more so, due to the increased diversity and complexity of the issues people encounter today. The integration of teaching, research, and public service enables USU Extension to respond to critical and emerging issues with research-based, unbiased information.

USU Extension has an office in every county in Utah, with the exception of Daggett County, which is served by the Uintah County office. Faculty and educators facilitate programs and conduct research to meet the needs of citizens at each location.

**Introduction to Food, and Nutrition Services (FNS)**

Food and Nutrition Services oversees the SNAP-Ed (Supplemental Nutrition Assistance Program – Education).

SNAP-Ed is an evidence-based program that helps people lead healthier lives. SNAP-Ed teaches people using or eligible for SNAP about good nutrition and how to make their food dollars stretch further. SNAP-Ed participants also learn to be physically active.

SNAP-Ed works by building partnerships with all types of community organizations. Communities have social marketing campaigns, hold nutrition education classes, and improve their policies, systems, and the environment of the community.

**Introduction to Department of Workforce Services (DWS)**

Department of Workforce Services is the State Agency that has oversight over the Utah SNAP-Ed program. Because DWS oversees SNAP benefits, they are the agency who works with agencies like USU to provide nutrition education throughout the state in the most efficient and effective way. USU has been the contract of that funding for the past 20 years. It is critical that as SNAP-Ed personnel we reach out to our local partners and support them, with hopes for their support back. Many local partners just don’t know us, so it’s our job to assist them in seeing us in the best light possible. At the state level, we have strong partnerships and collaborate often.

**Introduction to Utah State University Food $ense (SNAP-Ed)**

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, Policy, Systems and Environment (PSE), Social Marketing, Indirect Education, and partnerships/coalition work:
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 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."

**Focuses**

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

**Goals**

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

Dear Food $ense Team Member,

Welcome to the Food $ense (Supplemental Nutrition Assistance Program-Education) team! I am the director of the SNAP-Ed program in Utah. I have worked with Utah State University Extension for nearly 20 years and directed the Food $ense program for the last 14 years. I love this program, and I am proud of the work Utah’s SNAP-Ed program accomplishes. We have a dedicated and hardworking team serving in the State Office and many more on the ground in each of the counties. I am delighted you’re joining our group of dedicated and caring people. As a Nutrition Education Assistant (NEA), you will help individuals recognize and make nutritious choices and improve their overall health. You will also work with people in your community to make the healthy choice the easy choice. I hope you come to love the people you serve and teach; I believe you will find working with Food $ense as rewarding as I do.

Utah Food $ense is a leader among national SNAP-Ed programs. We have been successful because our nutrition educators and supervisors work hard to make a difference in the lives of low-income individuals and families in their county. The fundamental role of an NEA is to:

- Provide strategies, interventions, and other health promotion tools to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle.

- Help the SNAP-Ed audience prevent nutrition-related chronic disease, such as obesity and diabetes, through healthier eating habits and physically activity.

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

Again, welcome to the Food $ense team. We are excited to have you.
Heidi LeBlanc
*Food Sense (SNAP-Ed) Program Director*
heidi.leblanc@usu.edu
435-760-0925

Heidi is the director of the Food Sense program. Her primary goal is to increase food security and improve the lives of Utahns through a healthy diet and physical activity. Heidi oversees the Utah SNAP-Ed grant plan and contract with the Department of Workforce Services (DWS) and USDA's Food and Nutrition Service Program.

Heidi lives in Mantua, Utah with her husband and two children. She loves to draw, paint, read, and write. She enjoys spending time with her family; together they water ski, snowshoe, hike, and camp. Heidi feels fortunate to have such great employees at the State Office and in the counties. She sees those working at the grassroots level and recognizes they are the ones who make a difference in the lives of people each day. She has a passion for this program and loves to watch the NEAs and counties succeed!

As the director of the program Heidi oversees all pieces of Food Sense and can answer questions on any topic as needed.

Casey Coombs
*Program Assistant Director*

*Specializing Oversight: Policy, Systems, & Environments & Adult/Youth Direct Education*
casey.coombs@usu.edu
435-797-3725

Casey is responsible for working with supervisors and NEAs to coordinate, implement, and evaluate PSE efforts throughout the state. She also oversees the direct education component of the program, including the approved curricula. Casey's passion for nutrition began in 2005 while working in Ecuador as a Peace Corps Volunteer. After living in Ecuador for about 3 years, Casey returned to her home in New York and began working with the Eat Smart New York (SNAP-Ed) program. This sparked her interest and passion for working with SNAP-Ed. Casey is also a registered dietitian.
In her personal time Casey loves gardening, cooking, hiking, and spending time with her husband, daughter, and new baby boy.

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

- Food $ense curriculums
  - Create Better Health
  - Create Farm Fresh Food
  - Create Family Mealtime
  - Create MyPlate
- PSE strategies
- General nutrition questions
- Partnerships and coalitions (state and county)

### Celina Wille

**Latinos Programming Director**
celina.wille@usu.edu
435-752-6263

Celina Wille is an Assistant Professor for Latino Programs with Utah State University Extension. Celina oversees all Food $ense Programming that is directed to the Latino audience and helps ensure program materials are accessible and culturally appropriate. Celina has worked for over 23 years in land grant institutions. Her experience includes various management, teaching, outreach, and capacity-building roles. She has been a 4-H and Youth Development Specialist at Texas A&M University, SNAP-Ed program manager for the Michigan Nutrition Network, and program evaluator for the Health and Nutrition Institute at Michigan State University Extension. While at Michigan State University, Celina was Associate Director of Diversity and Pluralism in the College of Agriculture and taught courses on campus and abroad. Overseas, she has managed USAID projects in Sub-Saharan Africa, and she is currently a technical consultant for a food and nutrition USAID-funded project in Guatemala.

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

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

- Latino audience needs
- Cultural sensitivity
- Creaciones en la Cocina Curriculum
- Training for NEAs teaching Spanish classes
Darlene Christensen  
**Youth Curriculum Coordinator**  
darlene.christensen@usu.edu  
435-277-2406

Darlene became the Youth Curriculum director in 2018. She provides leadership and guidance on the development of *Food, Fun and Reading* and the youth curriculums. She works with a smart team of writers to continually update and enhance the youth programming.

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

If you need help with any of the following, contact Darlene:
- Soaperhero.org
- Food, Fun, & Reading curriculum
- Youth curriculum
- Youth programming

Leslie Rowley  
**Evaluation & Reporting Coordinator**  
leslie.rowley@usu.edu  
435-797-2134

Leslie Rowley grew up in Michigan. She graduated with a Bachelor of Science in Community Health Education from Utah State and worked at a non-profit in Salt Lake for many years after. There she enjoyed being the Recreational Therapy Coordinator for more than 100 adults with developmental disabilities. In her current role she makes sure all programming is evidence based and continues to expand and change evaluation practices. She trains and answers questions about the data management system called PEARs. She loves working for Food Sense and living in Cache Valley.

If you need help with any of the following, you would contact Leslie:
- PEARs
- Data collection
- Evaluation needs
- Evaluation of data
Jocelin Gibson

**Social Media & Marketing Coordinator**

jocelin.gibson@usu.edu

435-590-0051

Jocelin joined the Food $ense program in 2013. She works in the State Office as the Social Media and Marketing Coordinator. She loves working with our amazing Social Media NEAs and assisting them as they teach and promote a healthy lifestyle through online platforms. She also oversees Food $ense branding and marketing, so she works closely with USU Extension Marketing to make sure Food $ense materials reflect our look and style. Finally, she is the content manager for the program websites. If you ever have a hard time finding material on our staff website, she’s here to help!

Jocelin studied French Language and International Relations as an undergraduate and went back to school in 2013 to earn a master’s degree in Professional and Technical Writing. This means her Food $ense responsibilities are a great fit for her skills and interests (especially if she can convince Heidi to send her to a writing conference in Paris). Outside work, Jocelin loves spending time with her family. She has three teenage children: two daughters and a son. Between the three of them, she and her husband spend a lot of time at mountain bike races, debate tournaments, golf courses, band concerts, and piano recitals.

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

- Food $ense listservs
- Marketing flyers and calendars
- Spanish translations
- Trumba recruiting calendar
- Staff website
- National Nutrition Certification Program (NNCP)
- Social Media (statewide)
- Social Media (county level)
- Facebook guidelines and reporting
- Eat Well Utah (and IGP) Newsletter
- Food $ense Creates YouTube channel
- Monthly Inservice
- Writing and editing assistance
LaCee Jimenez  
**Social Marketing & Eligibility Coordinator**  
lacee.jimenez@usu.edu  
435-797-4209

LaCee grew up in Kanab, Utah. She has a bachelor’s degree from Brigham Young University in Public Health. In 2011, she joined Utah State University to work with the National Children’s Study and then transferred to Kane County to work as an Extension Educator from 2013-2015. LaCee has worked for the Food $ense (SNAP-Ed) State Office since November 2015. Her primary responsibilities are to develop social marketing campaigns, conduct management evaluations, educate and develop relationships with the Utah federal delegation, and help you find the Food $ense target audience. She is happy to help NEAs and supervisors identify ideal locations for classes, social marketing, PSE, and recruiting activities.

LaCee is married to a sweet Nicaraguan man, and together they have two wonderful daughters. She speaks English, Spanish, and often Spanglish. Her hobbies include reading, singing, exploring, cooking, and learning new ways to be creative. She is a fan of the Maker Movement.

If you need help with any of the following things, you contact LaCee:
- Social Marketing campaigns
- County management evaluations
- Google calendar
- Working with your legislator or local government
- Finding your target audience
- Recruiting
- Eligibility

Kristi Strongo  
**Training Coordinator**  
kristi.strongo@usu.edu  
801-669-1654

Kristi and her family live in the Utah County area. She her husband John are parents to six children that keep home life busy. She spends a lot of time supporting kids’ activities, and she is their greatest cheerleader on the sideline. Kristi graduated from UVU in Public and Community Health and is a Certified Health Education Specialist. She has been with Food $ense for 5 years and is currently working as one of the NEA training coordinators. "I love my role as a Food $ense training coordinator and want each NEA to be successful." Kristi enjoys working with
partnerships and community agencies to share the amazing things that Food $ense can do to help people within our communities. She is committed to helping NEAs provide a valuable experience for participants.

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

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

Kristi and Marcia are Food $ense Program Training Coordinators. They act as the liaison between the Utah SNAP-Ed State Office and SNAP-Ed supervisors and nutrition education assistants (NEAS). They help ensure statewide SNAP-Ed program fidelity by assisting with the training and monitoring of program implementers throughout the state. They help plan and hold regional trainings for statewide staff throughout the year.

If you need help with any of the following things, please contact Kristi or Marcia:  
- New hire training  
- Regional trainings  
- Program observations  
- Training certifications and expiration dates
Amanda Chesbrough  
**Staff Assistant**  
amanda.chesbrough@usu.edu  
435-797-3923

As the Staff Assistant, Amanda assists with the day-to-day operations at the State Office. You’ll work with Amanda to order Food Sense program materials for your office, or if you have questions about your program budget. You will also go to her when you wish to hire a new NEA and apply for a P-card.

Amanda received a bachelor’s degree in Political Science and History from BYU-Idaho. This field of study helped her understand the need for non-profit organizations, such as Food Sense, which help underserved populations in the United States.

Outside of work, Amanda enjoys spending time with her husband and son. She also enjoys photography, being outdoors, reading a good book, and learning different languages. She is currently learning her 5th language.

If you need help with any of the following things, you contact Amanda:  
- Supply orders  
- County budgets  
- Hiring  
- P-card requests  
- iPads  
- Day-to-day programming

Rachel Hansen  
**Program Business Manager**  
rachel.hansen@usu.edu  
435-797-7406

As the Business Manager, Rachel oversees the spending on the Food Sense grant as well as other associated accounts (indexes). This includes verifying funds available for travel, EZBuy, and p-card purchases. When there are requests for new p-cards, she ensures the information is accurate. If there are misplaced charges or erroneous transactions, she performs journal entries to make sure they are on the appropriate index. She thoroughly enjoys working with the Food Sense team and is very grateful for this opportunity.

Some of Rachel’s hobbies and interests include volunteering as a Court Appointed Special Advocate (CASA) for children who are in the Foster/DCFS system. She loves pottery and
is enrolled in a pottery class at the CVCA. When Rachel turned 27, she decided to set more specific goals – in fact, she sets as many goals as she is old. They range from milking a cow by hand, to buying a house, and everything in between.

If you need help with any of the following things, you contact Rachel:
  - Service Now
  - P-Card applications
  - P-card transactions (including where they are in the process)
  - Purchase requisitions
  - Purchases requiring a check

Alicia Nyman
*Business Services Representative*
Alicia.nyman@usu.edu
435-797-4162

Alicia is the Business Services Representative for the Nutrition, Dietetics, and Food Sciences Department as well as the Food $ense program. She attaches receipts to all p-card purchases and all travel requests made through Service Now. She works closely with both Rachel Hansen and Branden Blanchard to make sure all of your indexes (accounts) are handled accurately. She is excited to get to know all of you and to work with the Food $ense team.

Alicia is a mother of three and has a loving husband. She enjoys reading and watching movies, except for the scary ones. Alicia is a people person and loves getting to know people. She likes spending time with her kids and family doing whatever they are doing. She likes being outside when it’s warm and loves to watch it snow while curled up in a warm house.

If you need help with any of the following, please contact Alicia:
  - Travel
  - P-Cards
  - Purchase requisitions
<table>
<thead>
<tr>
<th>Program</th>
<th>Address</th>
<th>Contact</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS Beaver County Office</td>
<td>Beaver County Extension Office 65 N 400 E P.O. Box 466</td>
<td>Cindy Nelson</td>
<td><a href="mailto:cindy.nelson@usu.edu">cindy.nelson@usu.edu</a></td>
<td>(435) 438-6452</td>
</tr>
<tr>
<td>FS Box Elder County Office</td>
<td>Box Elder County Extension Office 01 S. Main Street Room 30</td>
<td>Ann Henderson</td>
<td><a href="mailto:ann.henderson@usu.edu">ann.henderson@usu.edu</a></td>
<td>(435) 695-2542</td>
</tr>
<tr>
<td>FS Cache County Office</td>
<td>Cache County Administration Building, 179 N. Main, Suite 111</td>
<td>Celina Wille</td>
<td><a href="mailto:Celina.wille@usu.edu">Celina.wille@usu.edu</a></td>
<td>(435) 752-6263</td>
</tr>
<tr>
<td>FS Carbon County Office</td>
<td>Carbon County Courthouse 120 E. Main</td>
<td>Ellen Serfustini</td>
<td><a href="mailto:ellen.sufustini@usu.edu">ellen.sufustini@usu.edu</a></td>
<td>(435) 636-3236</td>
</tr>
<tr>
<td>FS Davis County Office</td>
<td>Davis County Extension Office 80 E Sego Lily Dr.</td>
<td>Emma Thompson</td>
<td><a href="mailto:Emma.thompson@usu.edu">Emma.thompson@usu.edu</a></td>
<td>(801) 451-3404</td>
</tr>
<tr>
<td>FS Duchesne County Office</td>
<td>Duchesne County Extension Office 100 S. 50 E. PO Box 978</td>
<td>Suzanne Prevedel</td>
<td><a href="mailto:suzanne.prevedel@usu.edu">suzanne.prevedel@usu.edu</a></td>
<td>(435) 738-1140</td>
</tr>
<tr>
<td>FS Emery County</td>
<td>Emery County Extension Office 75 East Main Street PO Box 847</td>
<td>Chris Jensen</td>
<td><a href="mailto:christine.jensen@usu.edu">christine.jensen@usu.edu</a></td>
<td>(435) 381-3539</td>
</tr>
<tr>
<td>FS Garfield County Office</td>
<td>Garfield County Courthouse 740 N. Main Street PO Box 77</td>
<td>Callie Ward</td>
<td><a href="mailto:callie.ward@usu.edu">callie.ward@usu.edu</a></td>
<td>(435) 676-1113</td>
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<tr>
<td>FS Iron County Office</td>
<td>Iron County Extension Office 585 N. Main St. #5</td>
<td>Kathy Riggs</td>
<td><a href="mailto:kathleen.riggs@usu.edu">kathleen.riggs@usu.edu</a></td>
<td>(435) 586-8132</td>
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<tr>
<td>FS Juab County Office</td>
<td>Juab County Extension Office 160 N. Main St.</td>
<td>Tasha Killian</td>
<td><a href="mailto:Tasha.killian@usu.edu">Tasha.killian@usu.edu</a></td>
<td>(435) 623-3451</td>
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<tr>
<td>FS Kane County Extension</td>
<td>Kane County Extension Office 180 W. 300 N.</td>
<td>Elizabeth Davis</td>
<td><a href="mailto:elizabeth.davis@usu.edu">elizabeth.davis@usu.edu</a></td>
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<td>County</td>
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<tr>
<td>Millard</td>
<td>Fillmore Courthouse</td>
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<td>Deric Despain</td>
<td><a href="mailto:deric.despain@usu.edu">deric.despain@usu.edu</a></td>
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<tr>
<td>Piute</td>
<td>Piute County Extension</td>
<td>550 N. Main St.</td>
<td>Chris Jessen</td>
<td><a href="mailto:chris.jessen@usu.edu">chris.jessen@usu.edu</a></td>
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<tr>
<td>Rich</td>
<td>Rich County Courthouse</td>
<td>20 S Main St.</td>
<td></td>
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</tr>
<tr>
<td>Salt Lake</td>
<td>Salt Lake Government</td>
<td>Complex, 2001 S. State St. Suite S1-300</td>
<td>Melanie Jewkes</td>
<td><a href="mailto:melanie.jewkes@usu.edu">melanie.jewkes@usu.edu</a></td>
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<tr>
<td>San Juan</td>
<td>San Juan County Courthouse</td>
<td>117 S. Main</td>
<td>Paige Ward</td>
<td><a href="mailto:Paige.ward@usu.edu">Paige.ward@usu.edu</a></td>
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<tr>
<td>Sanpete</td>
<td>Sanpete County Extension</td>
<td>325 W. 100 N.</td>
<td>Shannon Cromwell</td>
<td><a href="mailto:shannon.cromwell@usu.edu">shannon.cromwell@usu.edu</a></td>
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<tr>
<td>Sevier</td>
<td>Sevier County Extension</td>
<td>250 N. Main</td>
<td>Patrick Troumbley</td>
<td><a href="mailto:Patrick.troumbley@usu.edu">Patrick.troumbley@usu.edu</a></td>
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<tr>
<td>Summit</td>
<td>Summit County Extension</td>
<td>45 E. 100 N.</td>
<td>Susan Haws</td>
<td><a href="mailto:susan.haws@usu.edu">susan.haws@usu.edu</a></td>
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<tr>
<td>Tooele</td>
<td>Tooele County Extension</td>
<td>151 N. Main</td>
<td>Darlene Christensen</td>
<td><a href="mailto:darlene.christensen@usu.edu">darlene.christensen@usu.edu</a></td>
</tr>
<tr>
<td>Uintah</td>
<td>Uintah County Extension</td>
<td>152 E. 100 N.</td>
<td>Suzanne Prevedel</td>
<td><a href="mailto:suzanne.prevedel@usu.edu">suzanne.prevedel@usu.edu</a></td>
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<tr>
<td>Utah</td>
<td>Utah County Extension</td>
<td>100 E. Center St. Room L600</td>
<td>Cathy Merrill</td>
<td><a href="mailto:cathy.merrill@usu.edu">cathy.merrill@usu.edu</a></td>
</tr>
<tr>
<td>Wasatch</td>
<td>Wasatch County Extension</td>
<td>55 S. 500 E.</td>
<td>Trisha Mathis</td>
<td><a href="mailto:Trisha.mathis@usu.edu">Trisha.mathis@usu.edu</a></td>
</tr>
<tr>
<td>Washington</td>
<td>Washington County</td>
<td>Extension Office, 475 S. Donlee Dr.</td>
<td>Brittany Bingeman</td>
<td><a href="mailto:Brittany.bingeman@usu.edu">Brittany.bingeman@usu.edu</a></td>
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<td>on County Office</td>
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<tr>
<td>F$ Wayne County Office</td>
<td>Wayne County Courthouse 18 S. Main St.</td>
<td>GaeLynn Peterson</td>
<td><a href="mailto:gaelynn.peterson@usu.edu">gaelynn.peterson@usu.edu</a></td>
<td>(435) 836-1313</td>
</tr>
<tr>
<td>F$ Weber County Office</td>
<td>Weber County Extension Office 1181 N. Fairgrounds Dr.</td>
<td>Teresa Hunsaker</td>
<td><a href="mailto:teresa.hunsaker@usu.edu">teresa.hunsaker@usu.edu</a></td>
<td>(801) 399-8200</td>
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# SNAP-ED EVALUATION FRAMEWORK

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

<table>
<thead>
<tr>
<th>READINESS &amp; CAPACITY</th>
<th>CHANGES</th>
<th>EFFECTIVENESS &amp; MAINTENANCE</th>
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<td><strong>BEHAVIORAL CHANGES</strong></td>
<td><strong>MAINTENANCE OF BEHAVIORAL CHANGES</strong></td>
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<td>GOALS AND INTENTIONS</td>
<td>MT1: Healthy Eating</td>
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<td>MT2: Food Resource Management</td>
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<td>MT3: Physical Activity and Reduced Sedentary Behavior</td>
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<td>MT4: Food Safety</td>
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<td><strong>ORGANIZATIONAL ADOPTION AND PROMOTION</strong></td>
<td><strong>ORGANIZATIONAL IMPLEMENTATION AND EFFECTIVENESS</strong></td>
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<td>MT5: Nutrition Supports</td>
<td>MT5: Nutrition Supports Implementation</td>
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<td>MT6: Need and Readiness</td>
<td>MT6: Physical Activity and Reduced Sedentary Behavior Supports</td>
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<td>MT7: Program Replication</td>
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<td>MT8: Partnerships</td>
<td>MT8: Media Outreach</td>
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<td><strong>SECTORS OF INFLUENCE</strong></td>
<td><strong>MULTI-SECTOR CHANGES</strong></td>
<td><strong>MULTI-SECTOR IMPACTS</strong></td>
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<td>MULTI-SECTOR CAPACITY</td>
<td>MT9: Government Policies</td>
<td>MT9: Food Systems</td>
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<td>MT10: Multi-Sector Partnerships and Planning</td>
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<td>MT11: Agriculture and Agri-business</td>
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<td>MT12: Education Policies</td>
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<td>MT13: Health Care and Community Linksages</td>
<td>MT13: Community Design and Safety</td>
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<tr>
<td>MT16: Social Marketing</td>
<td>MT16: Community Design and Safety</td>
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**POPULATION RESULTS (RI)**

- TRENDS AND REDUCTION IN DISPARITIES
  - RD: Overall Diet Quality
  - R2: Fruits & Vegetables
  - R3: Physical Activity
  - R4: bark
  - R5: Beverages
  - R6: Parental Behavior
  - R7: Physical Activity and Reduced Sedentary Behavior
  - R8: Nutrition

**CHANGES IN SOCIETAL HABITS AND VALUES**

AUGUST 2015
There are several different types of agencies that implement SNAP-Ed programming nationwide. In Utah, Food Sense is part of the state’s land-grant university—Utah State University. Here is a brochure that highlights some of the benefits associated with SNAP-Ed and land grant university systems.
Section 2:
Staff Website

Food $ense Staff Website
http://extension.usu.edu/fscreate/

The Food $ense staff website is your virtual storage cabinet. The State Office keeps all program materials here, so you can refer to them and order what you need for your office. Please use only resources that are available on this website as it insures that our program is up-to-date and in compliance.

To begin, there are a few tips to make your website experience successful:

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

**Software Requirements:**
To view, download, print, sign, and utilize the templates and materials on the staff website, you’ll need Microsoft Office 2016 (specifically, Word, Excel, Outlook, and PowerPoint). You will also need to download Adobe Acrobat Reader (the free version is adequate). And finally, you will need the Zoom Video Conferencing app.

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

http://extension.usu.edu/fscreate/
This webpage is designed and maintained for the Food Sense NEA and Supervisor. The menu items are broken into categories that correspond to NEA responsibilities:

**Lessons for Adults**
- Here is where you will find all approved curriculum for adults: Create Better Health, Create Family Meals, Create Farm Fresh Food, and Creaciones en la Cocina. This is where we will post any additional adult curriculums once they are designed and approved.

**Lessons for Kids**
- This is where you will find all approved curriculum for children: Create MyPlate, Yoga for Kids, Food, Fun, & Reading, Choose My Plate, and Soaper Heroes. When new curriculums for youth are developed and approved, you will find them here.

**NEA Resources**
- This is a long and growing bank of supplemental resources for NEAs. The materials here are approved by the State Office as activities, handouts, videos, and recipes to use in classes and at recruiting events. This section also includes the supply order form necessary to order programming supplies from the State Office.

**Farmers Market Materials**
- Every Spring NEAs begin working with farmers markets to promote and educate about the fresh produce at the market. This list of resources includes fliers, posters, recipes, and recipe books. The Farmers Market Toolkit is especially useful.

**Travel and Payroll**
- Here you will find the links to enter payroll hours, submit travel reimbursement, and fill out travel authorizations. It is important you are using an up-to-date browser, preferably Google Chrome, for these links and online forms to work properly.

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

**The Scoop**
- The first Monday of each month is our Statewide Staff Meeting. The notes from this meeting are called The Scoop. Here is where you will find the archive of previous meeting notes.

**PEARS and Reporting**
- This is where you find information pertaining to PEARS and program reporting. Under this tab you find the class participant forms (for all classes), IRB scripts, the WIC waiver, and class rolls. This is also where NEAs go to report their PSE work.

**Misc. Forms**
- This is a collection of important but varied documents and forms. Letters of Information, Letters of Consent, Eligibility Waivers, Food Allergies Warning poster, Photo Release Form, to name a few.
**County and State Reports**
This is our brag section. NEAs and Supervisors may have times when they want or need to showcase the work being done. This is where those types of reports and infographics can be found.

**Training**
Here is where the NEA and Supervisor can find everything related to new hire and on-going training. This also contains links to previously recorded staff and Inservice meetings. This is a rich collection of instructions and trainings for anyone new to Food $ense, someone needing to re-certify, or an NEA needing a refresher.

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

**Supervisor Resources**
This section is of special interest to the Supervisor. It has the supply order form, county staff meeting agenda template, performance appraisal template, and a list of the Supervisor responsibilities.

**Public Websites**
Here you will find shortcuts to the public websites and blogs. These are another great resource for NEAs who are working with the public. These blogs and websites have tried and true recipes, physical activity tips, and great quick and tasty videos.
Section 3:  
NEA Role & Responsibilities

NEA (Nutrition Education Assistant)

Food $ense (SNAP-Ed) hires Nutrition Education Assistants (NEAs) who provide education, activities, and resources to low-income participants throughout Utah. An NEA job can look a variety of ways depending on the county and community needs: direct education, PSE, indirect education, social media, etc. Yet, the key components of the job are to reach low-income families, recruit, help them gain healthy skills through approved curricula and methods, and to report.

Each NEA has a supervisor, who is usually a local Extension faculty/educator. The supervisor is there to assist the NEA throughout the job, and to provide direction and supervision of programming locally.

NEA Training Needs

All new NEAs need to follow and complete the 6-week New Hire Training Plan. 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 in the Training tab. The items are listed in a specific order and should be followed closely. 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 Marcia.gertge@usu.edu or Kristi Strongo Kristi.strongo@usu.edu, if you have any new hire training questions.
NEA New Hire Checklist

SIX WEEK PLAN

Welcome to Food $ense! We are excited for you to get up and running. Please complete these trainings prior to teaching. We aim for the training to be completed in 4 weeks but allow up to 6 weeks for those that a limited number of hours. Contact the Food $ense Program Trainers with any questions regarding this checklist.

WEEK 1

- Receive welcome email from Food $ense Program Trainer
- Schedule a ZOOM meeting with your trainer for the following week
- Enroll in and complete CITI training (rgs.usu.edu/irb/training/)
- Complete Defensive Driving through USU (risk.usu.edu/vehicles/drivers-training)
- Bookmark USU email (iowa.usu.edu), Food $ense Staff Menu (extension.usu.edu/fscreate/) and Aggietime (aggietime.usu.edu)
- Look through and familiarize yourself with the Staff Menu and the Food $ense public website and blogs (extension.usu.edu/foodsense)
- Make a meal at home while pretending to be a Food Network Star

WEEK 2

- Watch Civil Right training YouTube video (www.youtube.com/watch?v=aZ2T2T8LHTc)
- Watch Rights to Privacy YouTube video (www.youtube.com/watch?v=Hfr_v4N_LAw)
- Respond to Food $ense Program Trainer with requested information (photo, bio, shirt size, business card information)
- Meet with Trainer on ZOOM and schedule follow-up meeting for Week 4
- Sign Code of Conduct, Non-Disclosure & Photo Release
- Join NEA Facebook Page
- Proofread Business Cards
- If you are in a county with multiple NEAs: observe classes and begin shadowing another NEA
- If you are the only NEA in your county: plan to attend a class in a neighboring county

(work with the Trainers to help you find a class and NEA to observe)
NEA New Hire Checklist

SIX WEEK PLAN

Welcome to Food Sense! We are excited for you to get up and running. Please complete these trainings prior to teaching. We aim for the training to be completed in 4 weeks but allow up to 6 weeks for those that a limited number of hours. Contact the Food Sense Program Trainers with any questions regarding this checklist.

WEEKS 3-4
- Complete Sexual Harassment Prevention (aaeo.usu.edu/trainings/sexual-harassment-prevention/)
- Register for the NNCP after completing the New Hire Training (extension.learn.usu.edu/browse/food-sense/)
- Review NEA teaching checklist - both Youth & Adult on the Staff Website under NEA Resources
- Write down questions you have
- Continue to observe and shadow other NEAs (if possible)
- Read through the Curriculum - Create Better Health & Youth Creates (can be found on the Staff Website)
- Check mobile kitchen supplies - use list and report what is missing

WEEKS 4-5
- ZOOM with FS Program Trainer - Ask questions you have from trainings & curriculum
- Schedule meeting with Evaluation Coordinator (learn reporting in PEARs)
- Schedule meeting with Amanda Chesbrough for iPad set up, if needed
- Meet with Supervisor to discuss county partnerships and teaching locations
- Start team teaching with another NEA (if available)
- If you are the only NEA, depending on the supervisor, team teach with supervisor or FS Program Trainer
- NEA begins to introduce themselves to partners, agencies and community

WEEKS 5-6
- Continue to work on NNCP training (must complete with 90 days of employment)
- Let trainer know when everything is complete to get raise
- Reach out to supervisor and FS Program Trainer with questions
- Attend staff meetings and trainings as scheduled each month

http://extension.usu.edu/fscreate/ou-files/2017-18_staff/NEA_New_Hire_Checklist.pdf
Required Trainings and Documentation

There are several trainings and documents that need to be completed as a NEA. Each of these documents need to be uploaded and digitally stored in the county's Box folder. Email them to your county supervisor to upload and cc marcia.gertge@usu.edu on the email.

Background Criminal Investigation (BCI)
Upon hiring Utah State University will conduct a background check. It is a required piece of hiring to pass the BCI check.

Required Documents

DocuSign Documents for New Employees
The following documents that need to be signed will be sent through DocuSign to the employee each year from the state staff assistant, Amanda Chesbrough, she will then send on to the supervisors, so that all documents are signed and completed.

NEA Role Statement
All NEAs need to complete the current Role Statement. This document can be found on the Staff Menu in the Training tab. http://extension.usu.edu/fscreate/ou-files/2017-18_staff/Role_Statement_FY2018.pdf

Non-Disclosure Agreement (watch the Right to Privacy training listed below before signing)
This form must be signed every year and is required by the Department of Workforce Services. This document can be found on the Staff Menu in the Training tab. http://extension.usu.edu/fscreate/ou-files/2017-18_staff/NonDisclosureAgreement.pdf

Code of Conduct
All employees working with Food Sense must read and sign the Code of Conduct. This document can be found on the Staff Menu in the Training tab. http://extension.usu.edu/fscreate/ou-files/code_of_conduct.pdf

Photo Release
We need to have a photo release form for everyone who is captured on camera in conjunction with Food Sense. You do not need to sign this one if you absolutely do not want us sharing your photo. Although, the sharing of you and the work you do enhances the SNAP-Ed program and shows a face to the work we do. So, it is highly encouraged. http://extension.usu.edu/fscreate/ou-files/Photo_Release_Form.pdf

Required Trainings

CITI- Social & Behavioral Research ***This is required prior to working at all with the public.
Before working with any program data or participants (this includes job shadowing and training), all Food Sense employees must complete the CITI certification. This is found at http://rgs.usu.edu/irb/training/ and it must be completed every three years. After the initial 1st time, you may do the renewal training, which is less strenuous and faster. Any NEAs who prefer to do this training in Spanish can contact LaCee Jimenez at the State Office.

Defensive Driving
All employees that travel for Food Sense (including driving to attend Annual Conference) need to complete the State of Utah Driver’s Training. It can be found through USU.
https://risk.usu.edu/vehicles/drivers-training Participants need to follow the instructions on the page to take the driving test. This must be completed every two years.

Civil Rights Training
Every year the Food $ense State Office will provide a Civil Rights Training. For FY 2019 (starting October 1) NEAs and supervisors will receive this training at Food $ense Annual Conference. It will be recorded to be used throughout the year by new employees. Any employees who are new or who miss the training can watch the recording. After viewing the training, employees need to e-mail their NEA trainer to let her know the training has been completed. This training needs to be completed every year. 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 Amanda Chesbrough https://www.youtube.com/watch?v=aZ2T2T8LHTc

Rights to Privacy
All information, particularly the names of participants must be kept confidential. Names of participants may not be discussed with spouses, friends, or others to whom the information is not directly pertinent to providing Food $ense programming. All Food $ense employees are required to sign a Non-Disclosure Agreement each year and watch the Rights to Privacy training. It is also important for all Food $ense 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.

Training Link: https://www.youtube.com/watch?v=Hfr_v4N_L8w

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: https://www.statefoodsafety.com/food-handler/utah-food-handler-permit?utah=

New Hire Training
New Hire 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.


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

National Nutrition Certification Program (NNCP)
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. This training needs to be renewed every three years. https://extension.learn.usu.edu/browse/food-sense/
Newly hired NEAs will receive a $.25 per hour raise after all trainings are completed. Please contact Marcia Gertge when you’ve completed all trainings.

CONTINUOUS TRAINING

Yearly Annual Conference
Annual Conference is held in the fall at the beginning of each new fiscal year. All Food $ense staff are expected to attend. Annual Conference is important for the following reasons:
• To receive updates on policy and procedure
• To learn more about nutrition related topics
• To build recruiting skills
• To build networking relationships with other counties and 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 $ense employees to know agency rules and regulations. All employees are expected to attend Annual Conference. If you do not attend the conference you will be expected to make arrangements with the State Office to travel to Logan to receive the training and information you missed. Training is a required component in the job description.

Region Trainings
Region trainings are held 2-3 times during the year. All Food $ense NEAs are expected to attend.
• To receive updates on policy and procedure
• To build teaching and recruiting skills
• To build networking relationships with neighboring NEAs
• To share teaching and recruiting ideas and best practices

Statewide Staff ZOOM Meetings and Special Trainings
Statewide zooms are held the first and third Monday of each month at 10 am. It is required that NEAs be part of the meeting. The trainings are live and interactive and occur over Zoom video conferencing software and the meeting ID is 572 835 8317. 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.
Monthly Food Sense Inservice

Food Sense (SNAP-Ed) staff Inservice occurs the 4th Wednesday of each month. The trainings are live and interactive, and they take place over Zoom video conferencing software. 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 NEAs and Agents. NEAs are to sign into the Chat box to mark their attendance. If they watch the Inservice at a later date, they should email Jocelin Gibson so she can record their viewing.

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

Inservice will be hosted on Zoom here: https://zoom.us/j/5728358317

Training recordings can be found here: https://www.youtube.com/channel/UCGTezat2IKNS7euPK11jZAQ

County Staff Meetings

County Staff meetings are to be 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.
NEA Role Statement

NEA Role Statement for Nutrition Education Assistant Fiscal Year 2018-2019

Name:______________________________________________________

Title: Nutrition Education Assistant (NEA)

Role: Delivery of Direct and Indirect Education, Social Marketing and PSE, Policy, System and Environment work for Food $ense, SNAP- Education program.

Program Allocation of Hours: __________

Note: SNAP-Ed funding is contingent upon allocations and grant funding by USDA Food and Nutrition Services.

Assigned County:____________________________________________________

NEA Home Address:__________________________________________________

NEA Personal Phone:_________________________________________________

USU Email:_________________________________________________________

Primary Function of Nutrition Education Assistant

Role: Delivery of Direct, Indirect nutrition education, and PSE work for the Food Sense Supplement Nutrition Assistant Program-Education, (SNAP-Ed) in assigned county. Collect data and provide evaluation reporting.

Position Overview:

- Dependably teach approved Food $ense Curriculum including basic nutrition, food safety, food money budgeting and physical activity to groups of low-income individuals and families eligible to receive SNAP benefits.
- Provide community outreach to agencies and organizations in targeted areas with the purpose of motivating participants to develop healthier habits for themselves and their families. This includes Policy, Systems and Environment (PSE) work.
- Requires computer skills for communication, reporting and planning.
- Requires regular travel within assigned county and district. Occasional travel to state trainings will also be required.
- Continuation of employment is based upon need, performance and available funding.
- Work under County Extension supervisors.
- Must follow Food $ense (SNAP-Ed) policies and procedures.
Responsibilities:

- Work with a positive attitude, including interaction with supervisor, county team and general public.
- Recruit clientele for program participation through personal contact, advertising in public areas, brochures, local media, social media and Department of Workforce Service (DWS) client list.
- Plan and coordinate with USU, DWS, WIC (Women, Infants and Children), Local Department of Health, Senior Centers, Head Start, Title 1 schools with 50% eligible for free/reduced lunch, church auxiliaries and other government and community organizations and agencies.
- Request referrals, provide information on upcoming classes, and network with other agencies to build local partnerships.
- Plan 3-6 program activities per 20 hour work week, depending on county circumstances and programming needs.
- Be aware of, and familiarize clients with available community resources, specifically DWS, WIC, local food banks and food pantries and Extension programs.
- Facilitate indirect education through booths and workshops for public events such as farmer's markets where SNAP is accepted, county fairs, 4-H, churches and other organizations as invited to do so.
- Participate in PSE work and report to the State Office.
- Accurately collect and report evaluation data to the Food Sense, SNAP-Ed, State Office through the PEARs reporting system.
- Participate twice a month in statewide Zoom staff meetings on the 1st and 3rd Mondays at 10am, attend county planning and staff meetings, and participate in Food Sense inservice through Zoom on the 4th Wednesday of each month.
- Attend regional trainings and annual conference.
- Submit purchase card receipts and accompanying documentation to supervisor or submit into service now within a week of purchase.
- Accurately submit travel and work hours in a timely manner.
- Participate in social marketing campaigns and support statewide social marketing efforts.
- Understand policies and procedures and be willing to follow USDA and USU guidelines. Follow code of conduct required by DWS. Keep confidential information confidential.
- Keep trainings and certificates current.
- Please sign and date

NEA: ___________________________  Supervisor: ___________________________

Date_____________________________  Date_____________________________
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 $ense 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.

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 $ense SNAP-Ed State Office through trainings, National Nutrition Certification Program (NNCP), statewide staff meetings, monthly inservice, Regional 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 and two or three 1-day Region Trainings throughout the year.

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

• Complete and keep current all required trainings and certifications

• Network 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.
• Promote Statewide Social Marketing campaigns.
• Implement PSE efforts, choosing from the approved PSE Pick List.
• 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.

**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.
NEA Teaching Checklist
ADULT CLASSES

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

BRING TO CLASS
- Creates Ingredients & Kitchen Supplies
- Creates Handout
- Printed Recipe
- Create Better Health Lesson Book
- Creates Roll
- Food Sense Class Participant Form
- Food Sense Informed Consent Form
- Class Participation Form Script
- Justice For All Poster
- Allergy Warning Poster

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

SEND TO THE STATE OFFICE AT END OF EACH MONTH
- Creates Roll
- Food Sense Class Participant Form
- Food Sense Informed Consent Form

AT THE END OF THE MONTH
- Upload Signed Mileage Log for Travel Reimbursement into Service Now

THROUGHOUT THE MONTH
- Enter PEAR Success Stories
- Enter PEAR PSE Site Activities
- Enter PEAR Partnerships and/or Coalitions
- Enter PEAR Indirect Activities
- Enter PEAR Program Activities

CREATE BETTER HEALTH

http://extension.usu.edu/fscreate/ou-files/2017-18_staff/NEA_Adult_Teaching_Checklist_2019.pdf
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 Heidi LeBlanc. Two weeks are requested as a courtesy to give Food Sense 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. We ask that the NEA that is leaving fill out an exit interview survey. The survey is found here: [https://usu.co1.qualtrics.com/jfe/form/SV_7OJv4WYJlJeEtXT](https://usu.co1.qualtrics.com/jfe/form/SV_7OJv4WYJlJeEtXT)

All equipment must be returned to your supervisor before leaving the program...this includes:
• Items in the Create Better Health Kitchen Kits
  o Can Opener
  o Casserole Dish – 6 cup
  o Chef’s Knife
  o Cutting Boards – set of 3
  o Ladle
  o Liquid Measuring Cup
  o Measuring Cups
  o Measuring Spoons
  o Mixing Bowls – 3 & 5 quart
  o Omelet Pan
  o Paring Knife
  o Serving Spoon
  o Stirring Spoon
  o Soup Pot – 5 quart
  o Spatula Turner
  o Trivets - 2
  o Vegetable Peeler
  o Vegetable Scrubber
  o Ninja Blender
  o Hot Plate
  o Toaster Oven
  o Electric Skillet - 12”

• iPad and cover
• Banners, table top posters, pull up signage
• Wagon (for toting items to teaching locations)
• Printed materials
• Reinforcement materials
• Projector
• Additional handouts-lesson materials
• Farmers’ market supplies – if applicable
• Table clothes
• Apron – if never worn
• T-shirts – if never worn

iPads
Each NEA can have access to an iPad mini. These are to be used to enhance your learning experience for the participants and help you with reporting. iPads are given out by the State Office Staff Assistant. When you receive your iPad please create a new icloud account with
your USU e-mail. If your employment with Food $ense ends, your icloud account must be removed and the iPad returned to the State Office.

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

**Email - Outlook**
Outlook.usu.edu (you will use you’re A number and strong USU password in your e-mail address to log in)
https://owa.usu.edu/
Outlook is how you will access your USU e-mail and should be one of the first things you set up as a new employee.

**PEARS**
http://pears.oeie.org/accounts/signin
PEARS is a reporting system that we use to collect all of the data from our programming. PEAR training can be found online, and a brief introduction will be given to you as a new employee by the Evaluation Coordinator. On the Staff Menu website, under the training tab there is a link titled PEAR training and will open a list like this:

This is great resource for anyone who is new to the PEAR system. PEAR allows us to track data from our participants and programming so we can continue to grow and offer new and innovative experiences for our participants.

**NEA Observations**
Each NEA will be observed throughout the grant year for program fidelity. These observations will be done by the State Office as well as the county supervisor. The NEA will be evaluated based on the Food $ense Educational Activity Observation Tool which is a combination of Federal requirements and Food $ense policy and procedures. The State Office will contact the NEA before attending a class. No special arrangements will need to be made for the class being observed.

Trainer Evaluations of NEAs-
1. Each NEA should be observed and evaluated by a Food $ense trainer once or twice each grant year.

2. Evaluator should use the Food $ense approved curriculum and Federal Educational Activity Observation Tool to record observations and make sure NEA is meeting objectives. (Food $ense Educational Activity Observation Tool)

**Supervisor Observation of NEAs**

1. NEAs should be observed by the supervisor for performance appraisals and occasionally throughout the grant year, preferably quarterly.

2. Supervisors will use the approved Food $ense curriculum and Food $ense Educational Activity Observation tool to ensure the NEA is meeting objectives.

3. Use observation findings to direct NEA and set goals in one on one meetings.

**Supply Management**

Each NEA is responsible for making sure they have the supplies that they need to successfully complete their job. To make this a little easier the State Office staff assistant will put together your supply orders and mail them out to you at your extension office. To place an order, go to: https://usu.co1.qualtrics.com/jfe/form/SV_513p6gNuGU0fMMd. Make sure to put in the quantity of each item that you need.

Orders will be filled on Thursday of each week. Please plan accordingly. Also, plan accordingly for printing time. If you have something that needs to be printed off, please give us at least 3 weeks’ notice to get it completed.
Section 4:
Supervisor Role & Responsibilities

Supervisors are faculty or educators who typically oversee Family and Consumer Sciences or other Extension areas in the county where the program is housed. Food Sense (SNAP-Ed) is an optional program and is not required for any faculty or staff to oversee, but it is highly encouraged by Extension Administration to apply for county funding. Supervisors provide expertise in helping NEAs to meet their job requirements. For supervisors there are perks to being part of the SNAP-Ed team. Supervisors need to meet the requirements to be a supervisor in order to continue to have funding. Administration will allow for programming to continue under a different supervisor if requirements are not met. Some of the benefits of supervising the Food Sense program include:

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

Running the Program Without an NEA

Running a program without an NEA is possible. Our office is available to assist you with the things you can do as a supervisor and how to report them properly. Supervisors that are without an NEA can continue to stay involved in the Food Sense program by attending statewide staff meetings, supervisor meetings and annual conference. The Food Sense program changes yearly based on the grant guidance. It is your responsibility to stay current with the policy and procedure of the program so that when an NEA is hired you will be familiar with the current programming. Schedule supervisor one on ones with Heidi to keep her up to date with what is happening in your county.

Hiring NEAs

All requests for new jobs must be submitted through the Food Sense hiring excel document to Amanda Chesbrough Amanda.chesbrough@usu.edu and then reviewed at the next State Office Staff meeting to determine if there is funding available for the county need. Once approved by State Office, then county supervisor will be notified, and Amanda will add the position into service now. All new hires will use the job description we provide - with a few modifications based on county needs. If protocol is not followed, supervisors will need to find funding elsewhere as this will not be an approved Food Sense position.

Prior to advertising the supervisor must request hiring from Amanda.chesbrough@usu.edu, complete this document (which will be emailed to the supervisor), and receive approval from the State Office.
Hiring a Food $ense Position

All positions within Food $ense need to be reviewed, and approved through the State Office, to determine if there is funding available to hire for a position.

All requests for new jobs must be submitted to Amanda Chesbrough@usu.edu and then review at the next State Office Staff meeting (typically Monday) to determine if there is funding available for the county need. Once approved by State Office, then county supervisor and business services will be notified. Business services can assist the supervisor with pushing it through service now. All new hires will use the job description we provide - with a few modifications based on county needs. If protocol is not followed, supervisor will need to find funding elsewhere as this will not be an approved Food $ense position.

Attachment: Job Description (if any modifications are needed – then they need to go through the State Office for approvals).

---

Supervisor Fill Out

Application Type: Hourly
Type of Position: Part time
Department: NDFS
Supervisor: County Supervisor
Number of Days: 1
Position Summary:
Responsibilities:
Minimum Qualifications:
Preferred Qualifications:
Special Instruction to applicants:
Firm Closing date: Open until filled
Salary $11.75 until training completed and then to $12.00
Type of Action: External
Chair:
Chair/Interviewer Phone Number:
Committee Members: (Amanda on – to track the job, but not to be a committee member on all F$ positions)
Required documents:
Resume
Cover Letter – most important piece
References
Index Number: For FY 2018, A400290 – October 1st – the index will change

Do not use any other number, it is not approved for Food $ense funding. Some have old numbers – for past years, do not use them. Get the updated/accurate number from Amanda.
**Requirements to hire an NEA**

***Please note that hiring forms must be completed before NEA may work, or fines will occur. Amanda.chesbrough@usu.edu will send you the hiring form, matrix for interviewing, and interviewing questions prior to you interviewing potential candidates. This excel document will need to be completed by supervisor and returned. All official paperwork for hiring (I9’s, etc.) can be completed by working with Amanda and Alicia Alicia.nyman@usu.edu.***

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<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Complete the hire process in hiretouch</td>
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<tr>
<td>2.</td>
<td>New Employee Needs – has the state office approved pcard? *Need to request that too from Amanda, to review in staff meeting. The request must come from the supervisor though. We do not want to give an NEA a pcard with out their supervisor approval. Note, it is easier for us to use the FS p-card than to have a county one and we transfer funds. It makes it cleaner and we can approve and decline appropriate/inappropriate purchases. Supervisor will be responsible for appropriate use of pcard.</td>
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<td>3.</td>
<td>Does the NEA have an existing A-Number?</td>
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<td>4.</td>
<td>ACA type: Variable</td>
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<td>5.</td>
<td>Employee’s Full Name:</td>
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<tr>
<td>6.</td>
<td>Employee’s A-Number</td>
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<tr>
<td>7.</td>
<td>Non-USU Email Address:</td>
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<td>8.</td>
<td>Address:</td>
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<td>9.</td>
<td>State:</td>
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<td>10.</td>
<td>City:</td>
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<td>11.</td>
<td>Zipcode:</td>
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<td>12.</td>
<td>Gender:</td>
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<td>13.</td>
<td>US Citizen:</td>
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<td>14.</td>
<td>Work Location Zip Code: Need to live in the county to receive county travel $, or to start travel at the border. Unless pre-approved with Supervisor and SO</td>
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<td>15.</td>
<td>Ethnicity:</td>
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<td>16.</td>
<td>Work Location:</td>
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<td>17.</td>
<td>Race:</td>
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<td>18.</td>
<td>Position Type:</td>
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<td>19.</td>
<td>FTE:</td>
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<td>20.</td>
<td>Job Title:</td>
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<td>21.</td>
<td>Direct Supervisor:</td>
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<td>22.</td>
<td>Job Ad/Req Number:</td>
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<td>23.</td>
<td>Supervisor Phone Number:</td>
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<td>24.</td>
<td>Position Number:</td>
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<td>25.</td>
<td>Index to charge background check to:</td>
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<tr>
<td>26.</td>
<td>Start Date: ***Paperwork must be done before the first day of work.</td>
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<td>27.</td>
<td>End Date:</td>
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<td>28.</td>
<td>Deptartment: DPANGF</td>
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<tr>
<td>29.</td>
<td>I9 completion: Must be done before 1st day of work. (Alicia)</td>
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<tr>
<td>30.</td>
<td>Comments for EPAF (required):</td>
</tr>
<tr>
<td>31.</td>
<td>Index:</td>
</tr>
<tr>
<td>32.</td>
<td>Dollar Amount:</td>
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</table>
New Hire Training – Supervisor Role

New Hire Checklist
SUPERVISORS

DAY 1
☐ USU New Hire Paperwork through USU HR
☐ Apply for USU Email
☐ Tour the Extension Office & meet important people (extension director, staff assistants, other NEAs)
☐ Review and Sign Role Statement for NEA position
☐ Go over Travel & Mileage and apply for open TA for NEA
☐ Explain Aggietime and expectations
☐ Explain Duo
☐ Review Dress Code
☐ Give NEA a printed copy of NEA New Hire Checklist

WEEK 1
☐ Send new hire's email to State Office along with their official start date (cc the new NEA)

This should happen within the first 2-3 days of completing new hire paperwork

WEEKS 1-4
☐ Upload certificates and trainings to box, email FS Program Trainers to let them know NEA has completed that part of training

WEEK 4
☐ Schedule a time to meet with NEA after they have had the second zoom with trainer to discuss partnerships and scheduling classes. Help with class set up as the new NEA gets started.
☐ Decide how you want to do a P-card. Will the NEA have their own or use a county card? Who will process the paperwork? Work with the NEA to do the required training to use and handle P-cards.

http://extension.usu.edu/fscreate/ou-files/2017-18_staff/Supervisor_New_Hire_Checklist.pdf
Termination of an NEA

The State Office, Amanda Chesbrough Amanda.chesbrough@usu.edu, should be notified immediately when an NEA has given notice. The following form needs to be completed by the Supervisor, and the NEA needs to complete an exit interview.

<table>
<thead>
<tr>
<th>A</th>
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<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td></td>
<td>Termination of NEA</td>
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<tr>
<td>When a NEA is terminated for any purpose the supervisor needs to let the SO know immediately.</td>
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<tr>
<td>Employee Name and A Number:</td>
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<td>Email:</td>
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<tr>
<td>A-Number:</td>
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<tr>
<td>Position Title:</td>
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<tr>
<td>Start Date:</td>
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<td></td>
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<tr>
<td>Position Number:</td>
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<tr>
<td>Leave Settlement: No NEAs should be having leave, as they are hourly employees.</td>
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<td>Reason for Termination:</td>
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<tr>
<td>1. Why do you feel your NEA is leaving their position?</td>
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<td>2. How long has the NEA worked in your county?</td>
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<td>3. When is official termination date?</td>
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<td>4. What impacts has this NEA made in your county?</td>
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<td>5. What are your plans/suggestions for rehiring?</td>
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</table>

NEA Exit Interview Form -
https://usu.co1.qualtrics.com/jfe/form/SV_7OJv4WYJljeEtXT
Conducting Performance Appraisals for NEAs

Supervisors should conduct 2 performance appraisals a year. In conjunction with the appraisal, the supervisor should be observing the NEA. More information for this will be in the supervisor training – coming soon. Performance Appraisals should be initially filled out by the NEA, turned in electronically to the supervisor prior to meeting, so the supervisor can add in comments. It is best for a supervisor to be clear, exact and direct when providing a performance appraisal.

Observing an NEA

Supervisor Observation of NEA’s
1. NEA's should be observed by the supervisor for performance appraisals and occasionally throughout the grant year, preferably quarterly.
2. Supervisors will use the approved Food $ense curriculum and Food $ense Educational Activity Observation tool to ensure the NEA is meeting objectives.
3. Use observation findings to direct NEA and set goals in one on one meetings.

When You May Need the State Office for County Issues

Heidi LeBlanc and Casey Coombs are available to assist in any corrective, or termination needs for the county. All hourly NEAs are employees at will.

USU Policy 390.1
Certain positions at the University are defined as "at-will." At-will positions are those where employment and compensation can be terminated with or without cause and with or without notice. Employees in these positions are generally hired to work at the pleasure of the President and include (but are not limited to) provost, vice presidents, director of athletics, athletic coaches, hourly employees and post-doctoral fellows. For those who have administrative positions that include academic rank this policy applies only to the administrative portion of the assignment. Professional and classified employees within the introductory period of employment are also considered at-will. At-will employees are not eligible to participate in the employee grievance process.

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

Since Food $ense (SNAP-Ed) is grant “soft” funded. Employees fit in this category and funding is contingent upon availability.
Performance Appraisals for Supervisors

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

- Part of insuring quality control is overseeing that NEAs are meeting target audiences.
- Insuring that NEAs have the support and resources to perform their jobs with excellence.
- Overseeing and providing staff meetings is necessary.
- Approving time and travel in a timely manner is essential.
- Other duties needed to supervise Food $ense (SNAP-Ed).

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

<table>
<thead>
<tr>
<th>County Performance Appraisal</th>
<th>Supervisor Performance Appraisal</th>
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</thead>
<tbody>
<tr>
<td>Differences in the Business Environment</td>
<td>Differences in the Business Environment</td>
</tr>
<tr>
<td>Organizational Alignment</td>
<td>Organizational Alignment</td>
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<tr>
<td>Financial Performance</td>
<td>Financial Performance</td>
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<tr>
<td>Customer Satisfaction</td>
<td>Customer Satisfaction</td>
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<td>Employee Satisfaction</td>
<td>Employee Satisfaction</td>
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<td>Internal Process Performance</td>
<td>Internal Process Performance</td>
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<tr>
<td>External Process Performance</td>
<td>External Process Performance</td>
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<td>Internal Process Efficiency</td>
<td>Internal Process Efficiency</td>
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<tr>
<td>External Process Efficiency</td>
<td>External Process Efficiency</td>
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<tr>
<td>Strategic Alignment</td>
<td>Strategic Alignment</td>
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<tr>
<td>Operational Efficiency</td>
<td>Operational Efficiency</td>
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<tr>
<td>Strategic Focus</td>
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<tr>
<td>Operational Excellence</td>
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<td>Strategic Focus</td>
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<td>Operational Excellence</td>
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<td>Strategic Focus</td>
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<tr>
<td>Operational Excellence</td>
<td>Operational Excellence</td>
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</tbody>
</table>

Regional Directors use the evaluation provided by the State Office, when meeting with supervisors throughout the state, during their Performance Appraisals.
2019 Proposal/Agreement

FY 2019 Proposal is an agreement between the supervisor and the State Office. The supervisor needs to sign that they will to the best of their ability assist with SNAP-Ed in their county by:

Utah SNAP-Ed works in collaboration with Extension to provide excellence in programming in the following areas:
- Direct Education to Adults and Youth
- Policy, Systems and Environment work
- Indirect Education (social media, newsletters, booths, etc.)
- Social Marketing

When a county faculty/educator commits to being part of the SNAP-Ed program the supervisor is committed to insuring compliance with FNS, USU, and Food $ense rules and guidelines. These rules and guidelines are set up to insure evidence-based programming and evaluation. The supervisor is responsible to making sure they understand the policies, protocols, methods required for the NEA to complete their responsibilities.

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

Part of insuring quality control is overseeing that NEAs are meeting target audiences. Insuring that NEAs have the support and resources to perform their jobs with excellence. Overseeing and providing staff meetings is necessary.

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

Signed by supervisor ________________________________ Date __________________

Signed by F$ Director ________________________________ Date __________________
Checklist of Duties

SUPERVISORS

WEEKLY
- Approve hours in Aggietime
- Touch base with NEA(s) via email, text or in person
- Review FS Google calendar to be familiar with events happening that week
- Check PEARs reporting

MONTHLY
- Staff meeting preferably twice each month
  - schedule teaching assignments
  - update NEA(s) on county happenings
  - review program needs
  - policy updates from state office
  - review classes and partnerships
  - NEA(s) report on projects
- Approve NEA(s) hours in Aggietime
- Approve & Sign NEA(s) mileage & return to NEA(s)
- Approve PCard transactions
- Assist NEA(s) as needed with programming
- Zoom Meetings - Monday's 10:00 am
  - Week 1 - Statewide Staff Meeting
    - Week 2 - Supervisor, Scholarly Works, Advisory Council
    - Week 3 - Statewide Training
  - Inservice Zoom - Wednesday at 10:00 am
    - Week 4 - Inservice Training
- Optional: Replace one staff meeting with One-on-One Meetings with each NEA. Review goals and tasks. Talk about struggles and triumphs. Work together to overcome barriers.

QUARTERLY
- Meet with NEA(s) one-on-one
- Observe NEA(s)

YEARLY
- Digital Measures
- Performance appraisals
  - contact Marcia for training dates
- Attend Annual Conference
- Attend Region Trainings as available
- Manage Contact List
- Discuss with NEA(s) which organizations to focus on for collaboration
- Plan PSE efforts for the year
- Scholarly Works
- Write Additional Grants

*Italicized items are optional best practices for improved programming.

http://extension.usu.edu/fscreate/ou-files/2017-18_staff/Checklist_Supervisor_Responsibilities.pdf
Trainings for supervisors

Supervisors should participate in Zoom trainings, regional trainings, annual conference.

Supervisor Training Coming Soon!

CONTINUOUS TRAINING

Yearly Annual Conference (Required for Supervisor and NEA)
Annual Conference is held in the fall at the beginning of each new fiscal year. All Food $ense 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 $ense employees to know agency rules and regulations. All employees are expected to attend Annual Conference. If you do not attend the conference you will be expected to make arrangements with the State Office to travel to Logan to receive the training and information you missed. Training is a required component in the job description.

Region Trainings (Required for NEA, Supervisor is invited)
Region trainings are held 2-3 times during the year. All Food $ense NEAs are expected to attend. Supervisors are welcome to attend, but it is not mandatory.
• To receive updates on policy and procedure
• To build teaching and recruiting skills
• To build networking relationships with neighboring NEAs
• To share teaching and recruiting ideas

Statewide Staff ZOOM Meetings and Special Trainings (Required to attend or view)
Statewide zooms are held the first and third Monday of each month at 10 am. It is required that NEAs be part of the meeting. The second Monday of each month is a Supervisor Meeting, Scholarly Works and Advisory Council meeting. The trainings are live and interactive and occur over Zoom video conferencing software and the meeting ID is 572 835 8317. 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.

**Monthly Food $ense Inservice**

Monthly Inservice is a great opportunity for USU Extension Supervisors and Agents to present on an area of specialty. You are invited to present research you've conducted, an area of expertise, or a skill you believe would benefit the statewide staff. Please let Heidi LeBlanc or Jocelin Gibson know if you have a presentation you would like to share with the statewide staff.

Food $ense (SNAP-Ed) staff Inservice occurs the 4th Wednesday of each month. The trainings are live and interactive, and they take place over Zoom video conferencing software. 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 NEAs and Agents. NEAs are to sign into the Chat box to mark their attendance. If they watch the Inservice at a later date, they should email Jocelin Gibson, so she can record their viewing.

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

Inservice will be hosted on Zoom here: [https://zoom.us/j/5728358317](https://zoom.us/j/5728358317)

Training recordings can be found here: [https://www.youtube.com/channel/UCGTezat2IKNS7euPK11jZAQ](https://www.youtube.com/channel/UCGTezat2IKNS7euPK11jZAQ)

**County Staff Meetings** (Required and even if you just have one NEA, it makes a difference if the NEA has your support and supervision)

County Staff meetings are to be 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.
Section 5: Food Sense Partners and Coalitions
Recruiting and Eligibility

Recruiting
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-based agencies and 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.

To help with recruitment of the target audience, Food Sense 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 Sense purposes. If using the e-mails included in the IGP list, NEAs must blind carbon copy (bcc) the addresses to maintain privacy. Also, carbon copy the e-mail to Heidi LeBlanc.

Developing Local SNAP-Ed Partnerships
NEAs will work with the county Food Sense supervisor to identify established partnerships in the county. Supervisors should keep a fluid document of agencies and partnerships already established in the county. This document should have current contact information as well as a history of the partnership and how Food Sense and this organization have interacted in the past.

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

Representing Food Sense on local school councils. Community members are often part of the wellness committee for the districts and local schools. Ask your local school district for opportunities serve as a committee member in schools that are title 1 or have free and reduce participation of 50% or higher.

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

**Meeting potential partners**

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

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

**State Nutrition Action Coalition (SNAC)**

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

Food $ense has been a SNAC member since 2005 and works closely on a variety of projects with many of the agencies that are part of SNAC. The State Office team ensures that all of the partnering agencies are aware of the variety of programs our team offers throughout the state. Keeping other agencies informed of our work allows them to refer appropriate individuals to the Food $ense program. In turn, we also like to refer our participants to their services and programs. Below is a list of SNAC agencies and some of the services they provide that may be beneficial to your participants. Please feel free to share the information in your classes, booths, food pantries, etc. For a more extensive description of each of the agencies please visit their website.
<table>
<thead>
<tr>
<th>Agency (add logos)</th>
<th>Description of Select Services</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Department of Workforce Services          | • Administrators of the SNAP program and other forms of assistance  
• Helps individuals prepare and find employment                                           | Phone: 801-526-WORK  
Website: jobs.utah.gov                                                       |
| Get Healthy Utah                          | • Non-profit organization that aims to reduce obesity through improvements in healthy eating and physical activity | Email: info@gethealthyutah.gov  
Website: Gethealthyutah.org                                                   |
| International Rescue Committee            | • Work with refugee populations to improve health, safety, education, economic well-being, and power  
• New Roots community garden  
• Sunny Vale Farmers’ Market                                                       | Phone: 801-328-1091  
Email: saltlakecity@rescue.org  
Website: www.rescue.org                                                            |
| Utah Department of Health-Healthy Living through Environment, Policy, and Improved Clinical Care (EPICC) | • Improve food and physical activity environments in early childcare settings, schools, food pantries, stores  
• Promote breastfeeding  
• Improve access to fruits and vegetables for low-income Utahns through management of Double Up Food Bucks & Fruit and Vegetable RX program | Phone: 1-888-222-2542  
Website: choosehealth.utah.gov                                                   |
| Utah State Board of Education-Child Nutrition Programs | • Manages school meal programs throughout the state, including free and reduced meals  
• Farm to school initiatives  
• Summer Meal Program  
• Child and Adult Care Food Program (CACFP)                                        | Phone: 801-538-7500  
Website: www.schools.utah.gov/cnp                                                  |
| USU Extension Expanded Food and Nutrition Education Program (EFNEP) | • Teaches individual and group classes about how to live well on a budget                  | Phone: 435-919-1328  
Website: utahefnep.org                                                            |
**Partnerships**

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

**Note: Before offering Food $ense programming or recruiting potential participants be sure that the individuals served/reached by these agencies meet the eligibility requirements of our program.**

<table>
<thead>
<tr>
<th>Agency/ Organization</th>
<th>Food $ense Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterschool/Boys and Girls Club</td>
<td>Youth classes</td>
</tr>
<tr>
<td></td>
<td>Recruit parents/families for other classes</td>
</tr>
<tr>
<td></td>
<td>PSE efforts (healthier snack guidelines, wellness policy work- must fill out PSE Action Plan Form)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency/ Organization</th>
<th>Food $ense Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Nutrition Dietetics and Food Sciences Department</td>
<td>Extension nutrition specialist</td>
</tr>
<tr>
<td></td>
<td>Variety of cooking, nutrition, and wellness classes offered</td>
</tr>
<tr>
<td></td>
<td>Fact sheets</td>
</tr>
<tr>
<td>Utahns Against Hunger</td>
<td>State and federal nutrition advocates</td>
</tr>
<tr>
<td></td>
<td>SNAP outreach</td>
</tr>
<tr>
<td></td>
<td>Provide technical assistance to farmers’ markets interested in accepting SNAP</td>
</tr>
<tr>
<td>Women, Infants and Children (WIC) Program</td>
<td>Nutrition health assessments</td>
</tr>
<tr>
<td></td>
<td>Nutrition counseling</td>
</tr>
<tr>
<td></td>
<td>Nutrition classes</td>
</tr>
<tr>
<td></td>
<td>Breastfeeding support</td>
</tr>
<tr>
<td></td>
<td>Food vouchers for low-income pregnant women, breastfeeding mothers, infants and children.</td>
</tr>
</tbody>
</table>
| **Aging and Adult Services** | • Adult classes (appropriate when seniors still make their own food decisions)  
• PSE efforts (healthy menu items, wellness policy work- must fill out PSE Action Plan Form) |
| **Clinics/Hospitals** | • Adult classes  
• Recruit for Food $ense classes  
• Nutrition booths w/ demonstrations  
• Program referrals-inform employees about local Food $ense programs so they can share with their clients |
| **Community Gardens** | • Adult/Family Classes  
  ○ Consider Create Farm Fresh Food classes  
• Recruit for Food $ense classes  
• PSE efforts (cultivate garden and distribute excess produce to agencies serving our priority population, i.e. food pantries, soup kitchens). |
| **Domestic Violence Victim Assistance Programs** | • Adult classes  
• Family classes |
| **Extension Offices** | • Food $ense is run through Extension offices  
• Adult classes  
• Youth classes  
• Family classes  
• Recruit for Food $ense classes through other Extension programs |
| **Farmers’ Markets with EBT machines** | • Nutrition education booths w/ recipe samples  
• Recruit participants for Food $ense classes |
| **Food Pantries/Food Banks** | • PSE efforts (Thumbs Up for Healthy Choices, healthy food drives, community gardens)  
• Nutrition education booths  
  ○ Educate about Thumbs Up, easy pantry-friendly recipes  
• Recruit for other Food $ense classes  
• Adult classes |
| **Headstart/Early Headstart** | • Youth classes  
• Adult classes  
• Family classes  
• Recruit for other Food $ense classes |
| **Homeless Shelters** | • Adult classes  
  ○ Inquire about clients in transitional housing where they will have access to a kitchen  
• Youth classes  
• PSE efforts (community gardens, healthy food drives) |
| **Human Services** | • Adult classes  
• Family classes  
• Recruit for other Food $ense classes |
<table>
<thead>
<tr>
<th>Agency Type</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job skills worksites, Deseret Industries, Employment Centers, etc.</td>
<td>• Adult classes</td>
</tr>
<tr>
<td></td>
<td>• Recruit for other Food $ense classes</td>
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<tr>
<td></td>
<td>• Program referrals-inform employees about local Food $ense programs so</td>
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<tr>
<td></td>
<td>they can share with their clients</td>
</tr>
<tr>
<td>Library Services</td>
<td>• Adult classes</td>
</tr>
<tr>
<td></td>
<td>• Youth classes</td>
</tr>
<tr>
<td></td>
<td>• Recruit for other Food $ense classes</td>
</tr>
<tr>
<td></td>
<td>• Note: be sure the library is in a location that is accessible to the Food</td>
</tr>
<tr>
<td></td>
<td>$ense priority population</td>
</tr>
<tr>
<td>Local and State Health Departments (UDOH)</td>
<td>• Recruit for Food $ense classes</td>
</tr>
<tr>
<td></td>
<td>• PSE partnerships</td>
</tr>
<tr>
<td></td>
<td>o UDOH also has health educators that may be interested in partnering</td>
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<tr>
<td></td>
<td>on PSE projects</td>
</tr>
<tr>
<td></td>
<td>• Program referrals-inform employees about local Food $ense programs so</td>
</tr>
<tr>
<td></td>
<td>they can share with their clients</td>
</tr>
<tr>
<td>Local Interagency Councils (LIC)</td>
<td>• Partnership building</td>
</tr>
<tr>
<td></td>
<td>• Partner on community wide PSE initiatives</td>
</tr>
<tr>
<td></td>
<td>• Program referrals-inform members about local Food $ense programs so</td>
</tr>
<tr>
<td></td>
<td>they can share with their clients</td>
</tr>
<tr>
<td>Local SNAP Office (Department of Workforce Services)</td>
<td>• Recruit for Food $ense classes</td>
</tr>
<tr>
<td></td>
<td>• Program referrals-inform employees about local Food $ense programs so</td>
</tr>
<tr>
<td></td>
<td>they can share with their clients</td>
</tr>
<tr>
<td>Humanitarian Centers</td>
<td>• Adult classes</td>
</tr>
<tr>
<td></td>
<td>o Refugee curriculum will be available soon!</td>
</tr>
<tr>
<td></td>
<td>• Youth classes</td>
</tr>
<tr>
<td></td>
<td>• Family classes</td>
</tr>
<tr>
<td>Public Assistance for Housing</td>
<td>• Adult classes</td>
</tr>
<tr>
<td></td>
<td>• Youth classes</td>
</tr>
<tr>
<td></td>
<td>• Family classes</td>
</tr>
<tr>
<td></td>
<td>• Recruit for other Food $ense classes</td>
</tr>
<tr>
<td>Recreation/Community Centers</td>
<td>• Adult classes</td>
</tr>
<tr>
<td></td>
<td>• Youth classes</td>
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<tr>
<td></td>
<td>• Family classes</td>
</tr>
<tr>
<td></td>
<td>• Recruit for other Food $ense classes</td>
</tr>
<tr>
<td>Religious groups</td>
<td>• Adult classes</td>
</tr>
</tbody>
</table>
Youth classes
Family classes
Recruit for other Food $ense classes
Note: be sure groups are part of Food $ense priority populations

Schools (Districts, Elementary, Middle/Jr. High, High)

Youth classes
Recruit parents and families for other Food $ense classes
PSE efforts (Smarter Lunchroom Movement, Harvest of the Month)

Tribes

Adult classes
Youth classes
Family classes
PSE efforts (Thumbs Up for Healthy Choices in pantries and retail settings)

Women Infants and Children (WIC)

Adult classes
Youth classes
Family classes
Recruit for other Food $ense classes
Program referrals-inform employees about local Food $ense programs so they can share with their clients

Eligibility
Target Audience & Eligibility

While Food $ense classes and resources would be helpful for many people, Food $ense SNAP-Ed is federally mandated to serve people who are SNAP-Ed eligible.

Who is SNAP-Ed Eligible?

People who are eligible for SNAP-Ed, often called the “target audience,” are persons who are SNAP participants, who are eligible for SNAP benefits or other means-tested Federal assistance programs that “require the income and/or assets of an individual or family to be at or below 185 percent of the Federal Poverty Guidelines” (Food and Nutrition Service, 2018). All people living in low-income communities with at least 50% of the households that are eligible for SNAP-Ed are also eligible. Reaching the target audience is important because Food $ense 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.

To help Food $ense employees to identify the target audience, the Food and Nutrition Service have given four measurements: 1) income, 2) qualifying locations, 3) locations serving low-income populations, and 4) retail locations serving low-income populations.
Income
Persons eligible for SNAP (FDPIR for American Indian Tribes) or means-tested federal assistance programs such as Supplemental Security Income (SSI), the WIC program, Child Nutrition Program, or Temporary Assistance for Needy Families (TANF) are eligible for Food $ense. All of these programs require that participants don’t earn more than 185% of the Federal Poverty Guidelines. Note that SNAP recipients earn 130% of the Federal Poverty Guidelines or less, and it is important to focus efforts on those who need the program most. In Utah, special efforts are made to reach intergenerational poverty families (families who suffer from chronic poverty).

<table>
<thead>
<tr>
<th>Household Size</th>
<th>Federal Poverty Guidelines</th>
<th>SNAP-Ed Eligible</th>
<th>SNAP &amp; SNAP-Ed Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual</td>
<td>Monthly</td>
<td>Every 2 Weeks</td>
</tr>
<tr>
<td>1</td>
<td>12,140</td>
<td>1,872</td>
<td>864</td>
</tr>
<tr>
<td>2</td>
<td>16,460</td>
<td>2,538</td>
<td>1,172</td>
</tr>
<tr>
<td>3</td>
<td>20,780</td>
<td>3,204</td>
<td>1,479</td>
</tr>
<tr>
<td>4</td>
<td>25,100</td>
<td>3,870</td>
<td>1,786</td>
</tr>
<tr>
<td>5</td>
<td>29,420</td>
<td>4,536</td>
<td>2,094</td>
</tr>
<tr>
<td>6</td>
<td>33,740</td>
<td>5,202</td>
<td>2,401</td>
</tr>
<tr>
<td>7</td>
<td>38,060</td>
<td>5,868</td>
<td>2,709</td>
</tr>
<tr>
<td>8</td>
<td>42,380</td>
<td>6,534</td>
<td>3,016</td>
</tr>
<tr>
<td>For each add’l family member, add</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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

Qualifying Locations
Persons using the services of food banks, food pantries, soup kitchens, public housing, SNAP/TANF readiness program sites, and similar locations are eligible for Food $ense.

Locations Serving Low-income Populations
Persons at venues when it can be documented that the location/venue generally serves significantly (> 50%) low-income persons are eligible for Food $ense. This would include persons attending or schools located in census tract areas or other defined area where at least 50% of persons are income eligible for SNAP-Ed. Schools where at least 50% of children receive free and reduced priced meals are also eligible.

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

The waiver is filed at the Food Sense State Office and in each county office and must be renewed annually. 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.

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

**Retail Locations Serving Low-income Populations**
Persons shopping in grocery stores that are documented to redeem average monthly SNAP benefits of $50,000 or more are eligible for Food Sense. 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 are also eligible. Rural grocery stores may also qualify if the store shows average monthly SNAP purchases are significant compared to overall sales. Contact the Food Sense State Office Eligibility Coordinator to determine if rural store may qualify.

**Special Groups**

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

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

**Latinos**
Food Sense 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 the State Latino Programming Director or Coordinator.

**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 Food $ense 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 regard to extended care facilities and facilities for the disabled) and not be restricted from receiving SNAP when income eligible.
Demographic Characteristics of SNAP Target Audience

### UTAH DEMOGRAPHICS*

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment rate, 2016</td>
<td>56,769</td>
<td>3.8%</td>
</tr>
<tr>
<td>Total people living below 185% poverty, 2013</td>
<td>840,458</td>
<td>29.6%</td>
</tr>
<tr>
<td>Total people living below 100% poverty, 2013</td>
<td>361,181</td>
<td>12.7%</td>
</tr>
<tr>
<td>Children under 18 living in poverty, 2013</td>
<td>130,345</td>
<td>14.8%</td>
</tr>
<tr>
<td>Elderly 65+ living in poverty, 2014</td>
<td>n/a</td>
<td>6.7%</td>
</tr>
<tr>
<td>Food Insecure Population, 2013</td>
<td>423,420</td>
<td>14.6%</td>
</tr>
<tr>
<td>Food Insecure Children under 18, 2013</td>
<td>179,130</td>
<td>19.97%</td>
</tr>
</tbody>
</table>


*Percentages are based off the total population in Utah

### UTAH POVERTY RATE (UNDER 100% POVERTY) BY RACE/ETHNICITY 2014*

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>139,600</td>
<td>6%</td>
</tr>
<tr>
<td>Black</td>
<td>*NSD</td>
<td>*NSD</td>
</tr>
<tr>
<td>Hispanic</td>
<td>79,200</td>
<td>26%</td>
</tr>
<tr>
<td>Other</td>
<td>*NSD</td>
<td>*NSD</td>
</tr>
</tbody>
</table>


*Poverty rate are based off the total population in Utah

*NSD – no statistical data

### UTAH POVERTY RATE (UNDER 100% POVERTY) BY AGE 2014*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children 18 and under</td>
<td>116,700</td>
<td>12%</td>
</tr>
<tr>
<td>Adults 19-64</td>
<td>162,100</td>
<td>10%</td>
</tr>
<tr>
<td>Elderly 65+</td>
<td>*NSD</td>
<td>6.7%</td>
</tr>
</tbody>
</table>


*Poverty rate are based off the total population in Utah

*NSD – no statistical data
### UTAH POVERTY RATE (UNDER 100% POVERTY) BY FAMILY STRUCTURE 2014*

<table>
<thead>
<tr>
<th>Family Structure</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults with children</td>
<td>50,900</td>
<td>7%</td>
</tr>
<tr>
<td>Adults with no children</td>
<td>70,600</td>
<td>8%</td>
</tr>
<tr>
<td>Female-headed household (no spouse present)</td>
<td>*NSD</td>
<td>27.6%</td>
</tr>
</tbody>
</table>


*Poverty rate are based off the total population un Utah

*NSD – no statistical data

### UTAH POVERTY RATE (UNDER 100% POVERTY) BY GENDER 2014*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>State Population Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>73,000</td>
<td>9%</td>
</tr>
<tr>
<td>Male</td>
<td>48,500</td>
<td>6%</td>
</tr>
</tbody>
</table>


*Poverty rate are based off the total population un Utah

### UTAH POVERTY RATE (UNDER 100% POVERTY) BY METROPOLITAN** STATUS 2014*

<table>
<thead>
<tr>
<th>Metropolitan Status</th>
<th>Number</th>
<th>State Population Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan</td>
<td>187,300</td>
<td>8%</td>
</tr>
<tr>
<td>Non-Metropolitan</td>
<td>*NSD</td>
<td>13%</td>
</tr>
</tbody>
</table>


*Poverty rate are based off the total population un Utah

*NSD – no statistical data

**Metropolitan is defined as an area that includes at least one city with 50,000 or more inhabitants or a Census Bureau defined urbanized area of at least 50,000 inhabitants and a total metropolitan population of 100,000 or more. Non-Metropolitan includes both respondents living in non-metropolitan areas and areas not classified in either category.
<table>
<thead>
<tr>
<th>COUNTY</th>
<th>INDIVIDUALS</th>
<th>HOUSEHOLDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver</td>
<td>753</td>
<td>341</td>
</tr>
<tr>
<td>Box Elder</td>
<td>6,650</td>
<td>2,542</td>
</tr>
<tr>
<td>Cache</td>
<td>13,414</td>
<td>4,780</td>
</tr>
<tr>
<td>Carbon</td>
<td>4,123</td>
<td>1,943</td>
</tr>
<tr>
<td>Daggett</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>Davis</td>
<td>27,822</td>
<td>11,078</td>
</tr>
<tr>
<td>Duchesne</td>
<td>3,252</td>
<td>1,346</td>
</tr>
<tr>
<td>Emery</td>
<td>1,428</td>
<td>567</td>
</tr>
<tr>
<td>Garfield</td>
<td>440</td>
<td>190</td>
</tr>
<tr>
<td>Grand</td>
<td>1,550</td>
<td>759</td>
</tr>
<tr>
<td>Iron</td>
<td>8,681</td>
<td>3,458</td>
</tr>
<tr>
<td>Juab</td>
<td>1,285</td>
<td>492</td>
</tr>
<tr>
<td>Kane</td>
<td>765</td>
<td>329</td>
</tr>
<tr>
<td>Millard</td>
<td>1,558</td>
<td>615</td>
</tr>
<tr>
<td>Morgan</td>
<td>366</td>
<td>136</td>
</tr>
<tr>
<td>Piute</td>
<td>217</td>
<td>77</td>
</tr>
<tr>
<td>Rich</td>
<td>183</td>
<td>64</td>
</tr>
<tr>
<td>Salt Lake</td>
<td>132,014</td>
<td>57,436</td>
</tr>
<tr>
<td>San Juan</td>
<td>5,005</td>
<td>1,680</td>
</tr>
<tr>
<td>Sanpete</td>
<td>3,544</td>
<td>1,298</td>
</tr>
<tr>
<td>Sevier</td>
<td>3,717</td>
<td>1,576</td>
</tr>
<tr>
<td>Summit</td>
<td>1,234</td>
<td>555</td>
</tr>
<tr>
<td>Tooele</td>
<td>8,463</td>
<td>3,416</td>
</tr>
<tr>
<td>Uintah</td>
<td>4,929</td>
<td>1,893</td>
</tr>
<tr>
<td>Utah</td>
<td>50,813</td>
<td>17,485</td>
</tr>
<tr>
<td>Wasatch</td>
<td>1,696</td>
<td>676</td>
</tr>
<tr>
<td>Washington</td>
<td>21,749</td>
<td>7,650</td>
</tr>
<tr>
<td>Wayne</td>
<td>353</td>
<td>148</td>
</tr>
<tr>
<td>Weber</td>
<td>35,522</td>
<td>16,091</td>
</tr>
<tr>
<td>Out of State</td>
<td>2,170</td>
<td>803</td>
</tr>
<tr>
<td>Unknown</td>
<td>119</td>
<td>103</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>343,861</strong></td>
<td><strong>139,544</strong></td>
</tr>
</tbody>
</table>

Utah Department of Work Force Services, 2015
### PRIMARY LANGUAGE OF SNAP PARTICIPANTS IN UTAH 2015

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>FEMALE</th>
<th>MALE</th>
<th>UNKNOWN</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>151,896</td>
<td>119,933</td>
<td>2</td>
<td>271,831</td>
</tr>
<tr>
<td>Spanish</td>
<td>9,332</td>
<td>8,534</td>
<td>0</td>
<td>17,866</td>
</tr>
<tr>
<td>Other Languages</td>
<td>98</td>
<td>63</td>
<td>0</td>
<td>161</td>
</tr>
<tr>
<td>Unknown</td>
<td>25,363</td>
<td>28,640</td>
<td>0</td>
<td>54,003</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>186,689</td>
<td>157,170</td>
<td>2</td>
<td>343,861</td>
</tr>
</tbody>
</table>

Utah Department of Work Force Services, 2015

### AGE OF SNAP PARTICIPANTS IN UTAH 2015

<table>
<thead>
<tr>
<th>AGE</th>
<th>FEMALE</th>
<th>MALE</th>
<th>UNKNOWN</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 5</td>
<td>36,644</td>
<td>38,828</td>
<td>1</td>
<td>75,473</td>
</tr>
<tr>
<td>6 to 17</td>
<td>54,327</td>
<td>56,612</td>
<td>0</td>
<td>110,939</td>
</tr>
<tr>
<td>18 to 59</td>
<td>91,456</td>
<td>61,253</td>
<td>0</td>
<td>152,709</td>
</tr>
<tr>
<td>60 and OLDER</td>
<td>10,105</td>
<td>6,266</td>
<td>1</td>
<td>16,372</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>192,532</td>
<td>162,959</td>
<td>2</td>
<td>355,493</td>
</tr>
</tbody>
</table>

Utah Department of Work Force Services, 2015

### ETHNICITY OF SNAP PARTICIPANTS IN UTAH 2015

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>FEMALE</th>
<th>MALE</th>
<th>UNKNOWN</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>27,427</td>
<td>22,317</td>
<td>1</td>
<td>49,745</td>
</tr>
<tr>
<td>Non-Hispanic/Unknown</td>
<td>147,266</td>
<td>122,825</td>
<td>1</td>
<td>270,092</td>
</tr>
<tr>
<td>Unknown</td>
<td>11,996</td>
<td>12,028</td>
<td>0</td>
<td>24,024</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>186,689</td>
<td>157,170</td>
<td>2</td>
<td>343,861</td>
</tr>
</tbody>
</table>

Utah Department of Work Force Services, 2015

### RACE OF SNAP PARTICIPANTS IN UTAH 2015

<table>
<thead>
<tr>
<th>RACE</th>
<th>FEMALE</th>
<th>MALE</th>
<th>UNKNOWN</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>5,839</td>
<td>4,425</td>
<td>0</td>
<td>10,264</td>
</tr>
<tr>
<td>Asian</td>
<td>2,850</td>
<td>2,277</td>
<td>0</td>
<td>5,127</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4,306</td>
<td>4,091</td>
<td>0</td>
<td>8,397</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>2,455</td>
<td>2,210</td>
<td>0</td>
<td>4,665</td>
</tr>
<tr>
<td>White</td>
<td>96,348</td>
<td>72,695</td>
<td>0</td>
<td>169,043</td>
</tr>
<tr>
<td>Other</td>
<td>570</td>
<td>447</td>
<td>0</td>
<td>1,017</td>
</tr>
<tr>
<td>Unknown</td>
<td>74,943</td>
<td>71,556</td>
<td>1</td>
<td>146,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>187,311</td>
<td>157,701</td>
<td>1</td>
<td>345,013</td>
</tr>
</tbody>
</table>

Utah Department of Work Force Services, 2015
**Demographic characteristics of Intergenerational Poverty (IGP) target audience**

### UTAH IGP AGE AND GENDER 2014

<table>
<thead>
<tr>
<th>AGE IN DECEMBER 2013</th>
<th>INTERGENERATIONAL PUBLIC ASSISTANCE (PA) Recipients</th>
<th>NON-INTERGENERATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
</tr>
<tr>
<td>21-24</td>
<td>5,497</td>
<td>2,462</td>
</tr>
<tr>
<td>25-29</td>
<td>8,287</td>
<td>4,499</td>
</tr>
<tr>
<td>30-34</td>
<td>5,814</td>
<td>3,406</td>
</tr>
<tr>
<td>35-40</td>
<td>3,658</td>
<td>2,193</td>
</tr>
<tr>
<td>Grand Total</td>
<td>23,256</td>
<td>12,560</td>
</tr>
</tbody>
</table>

Utah Intergenerational Welfare Reform Commission, 2014

### UTAH IGP MARITAL STATUS 2014

<table>
<thead>
<tr>
<th>MOST CURRENT MARITAL STATUS</th>
<th>INTERGENERATIONAL PUBLIC ASSISTANCE (PA) Recipients</th>
<th>NON-INTERGENERATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
</tr>
<tr>
<td>Never Married</td>
<td>11,591</td>
<td>7,542</td>
</tr>
<tr>
<td>Married</td>
<td>5,808</td>
<td>3,554</td>
</tr>
<tr>
<td>Divorced</td>
<td>2,925</td>
<td>787</td>
</tr>
<tr>
<td>Separated</td>
<td>2,738</td>
<td>605</td>
</tr>
<tr>
<td>Common law</td>
<td>76</td>
<td>55</td>
</tr>
<tr>
<td>Widowed</td>
<td>118</td>
<td>17</td>
</tr>
<tr>
<td>Grand Total</td>
<td><strong>23,256</strong></td>
<td><strong>12,560</strong></td>
</tr>
</tbody>
</table>

Utah Intergenerational Welfare Reform Commission, 2014
### UTAH IGP COUNT OF CHILDREN IN HOUSEHOLD 2014

<table>
<thead>
<tr>
<th>COUNT OF CHILDREN IN HOUSEHOLD</th>
<th>INTERGENERATIONAL PUBLIC ASSISTANCE (PA) RECIPIENTS</th>
<th>NON-INTERGENERATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
</tr>
<tr>
<td>0</td>
<td>3,248</td>
<td>6,432</td>
</tr>
<tr>
<td>1</td>
<td>4,745</td>
<td>1,486</td>
</tr>
<tr>
<td>2</td>
<td>6,062</td>
<td>1,759</td>
</tr>
<tr>
<td>3</td>
<td>4,616</td>
<td>1,427</td>
</tr>
<tr>
<td>4</td>
<td>2,574</td>
<td>831</td>
</tr>
<tr>
<td>5</td>
<td>1,166</td>
<td>367</td>
</tr>
<tr>
<td>6</td>
<td>451</td>
<td>143</td>
</tr>
<tr>
<td>7</td>
<td>200</td>
<td>64</td>
</tr>
<tr>
<td>8 or more children</td>
<td>194</td>
<td>51</td>
</tr>
<tr>
<td>Grand Total</td>
<td>23,256</td>
<td>12,560</td>
</tr>
</tbody>
</table>

Utah Intergenerational Welfare Reform Commission, 2013

### UTAH IGP PARTICIPANTS BY COUNTY 2013

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>INTERGENERATIONAL PUBLIC ASSISTANCE (PA) RECIPIENTS</th>
<th>NON-INTERGENERATIONAL</th>
<th>COMPARE TO TOTAL STATE POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Beaver</td>
<td>50</td>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td>Box Elder</td>
<td>439</td>
<td>218</td>
<td>657</td>
</tr>
<tr>
<td>Cache</td>
<td>677</td>
<td>382</td>
<td>1,059</td>
</tr>
<tr>
<td>Carbon</td>
<td>463</td>
<td>295</td>
<td>758</td>
</tr>
<tr>
<td>Daggett</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Davis</td>
<td>1,834</td>
<td>974</td>
<td>2,808</td>
</tr>
<tr>
<td>Duchesne</td>
<td>254</td>
<td>105</td>
<td>359</td>
</tr>
<tr>
<td>Emery</td>
<td>103</td>
<td>60</td>
<td>163</td>
</tr>
<tr>
<td>Garfield</td>
<td>32</td>
<td>19</td>
<td>51</td>
</tr>
<tr>
<td>Grand</td>
<td>145</td>
<td>74</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>------------------</td>
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<td>-------</td>
</tr>
<tr>
<td><strong>EDUCATION LEVEL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td>TOTAL</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
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</tr>
<tr>
<td>3</td>
<td>57</td>
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</tr>
<tr>
<td>4</td>
<td>34</td>
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<td>1</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>45</td>
<td>16</td>
<td>61</td>
</tr>
<tr>
<td>8</td>
<td>156</td>
<td>49</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td>TOTAL</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Not Likely</td>
<td>22,586</td>
<td>11,592</td>
<td>34,178</td>
</tr>
<tr>
<td>Likely</td>
<td>670</td>
<td>968</td>
<td>1,638</td>
</tr>
<tr>
<td>Grand Total</td>
<td>23,256</td>
<td>12,560</td>
<td>35,816</td>
</tr>
</tbody>
</table>
### UTAH IGP LIMITED ENGLISH PROFICIENCY 2013

<table>
<thead>
<tr>
<th>LIMITED PROFICIENCY</th>
<th>INTERGENERATIONAL PUBLIC ASSISTANCE (PA) RECIPIENTS</th>
<th>NON-INTERGENERATIONAL AL</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
<th>% OF TOTAL</th>
<th>COMPARISON OTHER PA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td>152</td>
<td>161</td>
<td>313</td>
<td>0.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>No/Unknown</td>
<td></td>
<td></td>
<td>23,258</td>
<td>12,878</td>
<td>36,136</td>
<td>99.1%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td>23,410</td>
<td>13,039</td>
<td>36,449</td>
<td>100%</td>
<td>100%</td>
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### UTAH IGP PUBLIC ASSISTANCE AS AN ADULT 2013

<table>
<thead>
<tr>
<th>PUBLIC ASSISTANCE</th>
<th>INTERGENERATIONAL PUBLIC ASSISTANCE (PA) RECIPIENTS</th>
<th>NON-INTERGENERATIONAL AL</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
<th>% OF TOTAL</th>
<th>COMPARE OTHER PA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td></td>
<td></td>
<td>1,990</td>
<td>341</td>
<td>2,331</td>
<td>6.4%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Child Care</td>
<td></td>
<td></td>
<td>3,894</td>
<td>307</td>
<td>4,201</td>
<td>11.5%</td>
<td>8.2%</td>
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<tr>
<td>Food Stamps (SNAP)</td>
<td></td>
<td></td>
<td>20,710</td>
<td>11,333</td>
<td>32,043</td>
<td>87.9%</td>
<td>81.2%</td>
</tr>
<tr>
<td>Medical</td>
<td></td>
<td></td>
<td>16,874</td>
<td>6,621</td>
<td>23,495</td>
<td>64.5%</td>
<td>60.4%</td>
</tr>
</tbody>
</table>

Utah Intergenerational Welfare Reform Commission, 2013

### UTAH IGP RACE 2015

<table>
<thead>
<tr>
<th>RACE</th>
<th>ADULT</th>
<th>YOUTH</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FEMALE</td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1,599</td>
<td>724</td>
<td>1,352</td>
</tr>
<tr>
<td>Asian</td>
<td>261</td>
<td>165</td>
<td>136</td>
</tr>
<tr>
<td>Black or African American</td>
<td>680</td>
<td>340</td>
<td>551</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>224</td>
<td>141</td>
<td>283</td>
</tr>
<tr>
<td>White</td>
<td>18,527</td>
<td>8,879</td>
<td>12,103</td>
</tr>
<tr>
<td>Other</td>
<td>132</td>
<td>85</td>
<td>93</td>
</tr>
<tr>
<td>Unknown</td>
<td>7,013</td>
<td>4,209</td>
<td>13,628</td>
</tr>
</tbody>
</table>

Utah Department of Force Services 2015
State-Specific Diet Related Health Statistics on Target Population

Overweight and Obesity
- In 2015, the CDC reported that 35.0% of Utah adults and 11% of Utah adolescents were overweight.
- While the obesity rates of most states have remained steady during the past year, Utah is one of five states that has shown an increase. The current rate is 25.7% meaning more than 1 in 4 adults in Utah are obese (Trust for America’s Health, 2015). Box Elder (32.7%), Tooele (30.8%) and Sevier (30.6%) counties have the highest rates for obesity in Utah (Community Commons, 2014).
- According to the Utah Department of Health, 6.4% of high school students and 9.4% of elementary students were obese (EPICC, 2014).

Arthritis
- According to the Utah Department of Health, overweight and obese adults are more susceptible to osteoarthritis. It is believed that this is linked to the additional stress to
the joints caused by extra weight and increased bone mineral density sometimes experienced by the overweight and obese.

Heart Disease and Stroke
- Heart disease and stroke are the first and fourth leading causes of death in Utah respectively. Together, they account for 1 in every 4 deaths in the state (IBIS, 2012).
- According to the Utah Department of Health, cardiovascular disease is the leading cause of death in Utah (EPICC, 2012a).

Hypertension
- In 2012, about 1 in 4 Utah adults, or 24.4%, were told by a health care provider that they had high blood pressure. Among the adults aged 65 and older, 55.9% had high blood pressure, demonstrating a prevalence of higher blood pressure increasing with age (EPICC, 2012b).

Type 2 Diabetes
- Diabetes, and its related complications, contributes to more the 500 deaths each year. In 2021, diabetes contributed to 541 deaths, was the primary reason for 2,553 hospitalization, and cost over $50 million in treatment (IBIS, 2012).
- From 2001 to 2012, the percentage of Utah adults with diabetes rose from 4.6% to 7.9% (age-adjusted rates). In 2012, about 130,000 Utah adults had been diagnosed with diabetes (Utah Department of Health, 2013).

Characteristics of those who are at higher risk for obesity and obesity-related chronic diseases
- According to the Utah Chronic Disease Prevention and Health Promotion State Plan, low-income families in Utah have higher risk for obesity and other chronic health issues (Utah Department of Health, 2013).
- Adults who live in households at or below the poverty level of 133% have higher rates of obesity than adults who live in households above this level (Utah Department of Health, 2014).
- The SNAP target audience can be susceptible to obesity due unique challenges that this group faces. The Food Research and Action Center found that “limited resources, lack of access to healthy, affordable foods, cycles of food deprivation and overeating, high levels of stress/anxiety/depression, fewer opportunities for physical activity, greater exposure to market of obesity promoting products, and limited access to health care” could all contribute to higher rates of obesity in the food insecure and low-income population (2015).
- Racial and ethnic minority groups experience higher rate of diabetes, obesity, and not having health insurance compared to non-Hispanic whites (Utah Department of Health, 2013).
  - In Utah, Pacific Islander and American Indian Adults have considerably higher
rated of obesity (45.0% and 34.6%, respectively) compared to the general population rate (Utah Department of Health, 2013)
  o Hispanic/Latino Adults have a slightly higher rate of obesity at 27.5% (Trust for America’s Health, 2015).

- Diabetes and high blood pressure are associated with increased age (Utah Department of Health, 2013).
- Utah adults aged 25 years and older without a high school diploma/GED had higher rates of some chronic diseases and risk factors for chronic diseases than those with bachelor’s degrees (Utah Department of Health, 2013).
- Many rural counties are referenced as the “least healthy” areas in Utah, simply because of their lack of access to resources. Carbon county residents list as the lowest quality of life, after health behaviors, clinical care, and social and physical environments are considered (Robert Wood Johnson Foundation Program, 2015)
- Food insecurity is related to lower diet quality and poor nutritional intake associated with chronic disease and obesity. Researcher expect this to be related to the cycle of food scarcity and overconsumption when it is available (Nguyen & et. Al, 2015)
- Food insecurity in low-income mothers is related to more controlled feeding practices, which has been shown to contribute to the development of childhood obesity (Gross & et. Al, 2012).

Nutrition/physical activity-relate behavior and lifestyle characteristics of the target audience

Dietary and food purchasing habits of Utah SNAP target audience and their implications
  - Thirty-four percent (about one in three) Utah adults reported eating two or more servings of fruit daily. Only 17.5% of adults in Utah reported eating three of more daily serving of vegetables. When examining the demographics of respondents, it was shown that consumption increased with income and education (IBIS, 2015).
    o SNAP participants are more likely to make unhealthy food choices as compared to high-income individuals. They are also less likely to be familiar with the Dietary Guidelines MyPlate (Manciano & Guthries, 2014).
  - For example, SNAP participants are slightly more likely to consume foods recommended for occasional consumption and somewhat less likely to consume foods recommended for frequent consumption (USDA, 2012)
    o SNAP participants are more likely to consume potatoes, soda, corn tortillas, and whole milk then they are to consume whole grains, raw vegetables, low fat milk and sugar-free soda (USDA, 2012).
    o Low income individual receiving SNAP benefits are less likely than their higher income counterparts to purchase fruits and vegetables; however, most SNAP participants consume an adequate intake of several vitamins and minerals (USDA, 2012).
    o SNAP participants list snack items such as donuts, cookies, and other desserts as important components of their grocery purchases (USDA, 2012).
SNAP participants report buying large quantities of pre-prepared foods such as pizza, chicken nuggets, macaroni and cheese, and other pre-made items. Hispanic participants report purchasing less of these items compared to their non-Hispanic counterparts (USDA, 2012).

- Food insecure person may tend to purchase more nonperishable, canned or energy-dense processed foods due to problems with shopping frequency. Participation in SNAP-Ed can improve healthy food choice (Nguyen & et. al, 2015; Utah SNAP-Ed Focus Groups 2017)
  - Low-income Utahns reported that there is a need for more knowledge of farmers’ markets, community gardens, healthier options at food pantries and convenience stores (Utah SNAP-Ed Focus Groups 2017; Utah SNAP-Ed Community Needs Survey 2016).
  - SNAP participants report creating meal plans, shopping lists, buying in bulk and using coupons to cut down costs of food (USDA, 2012). Low-income Utahns have reported a desire for more education for meal planning skills (Utah SNAP-Ed Focus Groups 2017).
  - Many low-income individuals believe that eating healthy foods, especially fresh fruits and vegetables, is important but also report that the cost is prohibitive (USDA, 2012; Utah SNAP-Ed Focus Groups 2017; Utah SNAP-Ed Community Needs Survey 2016)

**Where and How Utah’s SNAP Target Audience Eat**

- Low-income neighborhoods often “lack full-service grocery stores and farmers’ markets where residents can buy a variety of fruits, vegetables, whole grains, and low-fat dairy products” (FRAC, 2015). Residents of these neighborhood either have to rely on transportation or small convenience stores that have limited fresh produce, low-fat dairy and whole grain products in order to buy their groceries.

- Low-income communities have a large availability of fast food restaurants. These restaurants serve many energy-dense foods at relatively low prices. Fast food consumption is associated with a diet high in calories and low in nutrients, and frequent consumption may lead to weight gain (FRAC, 2015).

- The USDA has categorized areas of Utah as food deserts based on the low access to grocery stores, as well as low income levels of residents. Much of southern Utah is considered a food desert, including majority areas of Beaver, Iron, Washington, San Juan, and Sanpete county (Ver Ploeg & Breneman, 2015). Rural and urban SNAP-Ed participants have reported that lack of transportation, inconvenience and cost of traveling, and lack of local resources as barriers to access healthy food (Utah SNAP-Ed Focus Groups 2017).

**Where and How Utah’s SNAP Target Audience Redeem Benefits**

- SNAP participants redeem most of their benefits at large grocery stores or local rural grocery stores that accept the Utah Horizon Card or Electronic Benefits Transfer (EBT) cards (Utahns Against Hunger, 2016).
• A survey conducted by SNAP-Ed at the Cache Valley Gardeners Market in 2012 found that 10% of the market patrons who took the reported using their EBT card to make purchases at the market.
• The state of Utah has 23 current farmers’ markets that accept EBT Cards. The locations of farmers’ markets with EBT machines include:
  o SLC Downtown Farmers Markets, SLC Urban Greens Market, 9th West Market, VA Farmers Market, University of Utah Farmers Market, Sunnyvale Farmers Market, and Sugar House Farmers Market in Salt Lake City; Murray Farmers Markets; Provo Farmers Market and Happy Valley Farmers Markets in Provo and American Fork; Wilkerson Farm Stand in Orem; Cache Valley Gardeners Market in Logan; USU Botanical Center Farmers Market in Kaysville; Syracuse City Farmers Market; Marriott-Slaterville City Summer Farmers Market; Harrisville City Summer Farmers Market; Farmers Market Ogden; Park Silly Sunday Market in Park City; Tooele Valley Nursery Farmers Market in Erda; Roosevelt Farmers Market; Moab Farmers Market; Cedar City Downtown Farmers Market; Downtown Farmers Market at Ancestor Square in St. George (Utahns Against Hunger, 2016).

Where and How Utah’s SNAP Target Audience Live, Learn, Work, and Play
• Seventy-two percent of Utah’s SNAP recipients live in the geographical location known as the Wasatch Front, an urban area that contains Utah, Salt Lake, Davis, and Weber counties. Salt Lake County alone comprises 38% of the SNAP recipient population (Department of Workforce Services, 2015).
• Even though there is a higher population of SNAP participants in the Wasatch Front area, other more rural counties (Grand, Iron, Piute, San Juan, and Washington) have higher rates of children being at risk of remaining in poverty as they become adults (Utah Intergenerational Welfare Reform Commission, 2015).
• Rural San Juan and Piute Counties have the highest poverty rates in the state at 28.1% and 28.0%, respectively (Community Action Partnership of Utah, 2015). Nearly half of the population of San Juan County live at 185% of poverty or below (Community Commons, 2014).
• San Juan County has the highest rate of food insecurity in Utah at 19% with Iron (17.9%), Wayne (17.6) and Piute (17.5%) having the next highest rates in the state (Feeding America, 2014).
• Research suggests that children experiencing poverty, in particular intergenerational poverty, are at significantly higher risk of chronic absenteeism. For kindergarteners in 2013, 39% of IGP children were chronically absent compared to 25% of other at-risk groups and 17% of all Utah students (Utah Intergenerational Welfare Reform Commission, 2015).
• Only 72% of low-income students graduate from high school compared to 81% of all Utah students (Utah Intergenerational Welfare Reform Commission, 2015)
• Most of Utah’s low-income families have at least one person working full-time. In Utah, nearly 1/3 of all working families and % of minority working families struggle to provide
for their families (Working Poor Families Project, 2013).

- The annual income for an employee earning minimum wage in Utah is $15,080. For a single parent with two children, this income is well below the poverty threshold (Community Action Partnership of Utah, 2015).

### Physical Activity Behavior

- Low-income neighborhoods have less resources like parks and recreation facilities that promote physical activity and low-income school students spend less time being active in physical education classes (FRAC, 2015). Low-income Utahns report the need for free or subsidized membership to recreation facilities that provide childcare (Utah SNAP-Ed Focus Groups 2017).

- The CDC reports that 20.6% of Utah adults reported not participating in any physical activity during the previous month (2015). The rate is even higher for many rural Utah counties with Beaver County having the highest rate at 28.9% (Community Commons, 2014).

- Eighty percent of Utah adolescents did not reach the HHS goal of being active for at least 60 minutes every day and 10% reported not participating in at least 60 minutes one day a week (CDC, 2015). The Utah Department of Health reports that Utahns at or below poverty level are more likely to participate in inadequate physical activity (50.1%) compared to all Utahns (43.9%) (2013). Low-income households are less likely to live near safe and inexpensive recreation resources. In order to increase accessibility, it is important that physical activity promotion activities include policy, systems, and environment changes (Sallis J.F. et. al, 2012; Utah SNAP-Ed Focus Groups 2017, Utah SNAP-Ed Community Survey 2016).

- Some barriers to physical activity in Utah communities include cost, safety concern (lack of lighting, safe sidewalks, and police presence), childcare, and weather (Utah SNAP-Ed Focus Groups 2017).

### Finding the Target Audience

It can be difficult to know where to begin looking to find the target audience. To help you, the State Office has created eligibility packets that include information specific to your county. To access this packet, go to box.usu.edu and sign in with your A# and USU password. Each Box storage site looks a little different depending on how many files and folder you have. There should be one called “Eligibility Packets.” You can search for the folder in the search bar at the top of the page.
If you cannot find this folder, please contact the State Office Eligibility Coordinator to make sure that you have access to it.

Each Eligibility Packet should include the county IGP list, a list of local school districts that qualify through the free and reduced lunch program, eligible locations according to census data, eligible grocery stores, and county eligible sites. Some counties will also have a census map. Please be aware that some counties may not have any eligible grocery stores of census tract locations.
**County IGP List**
This list is provided by the Department of Workforce Services (DWS) and includes contact information for families that experience chronic poverty that has spanned over generations. You may only use the IGP list in accordance with the following data exchange agreement.

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

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

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

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

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

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

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

**How can I use the IGP list?**

You may use this contact information to send mailers. Make sure that nothing on the exterior of the mailer identifies the family as low-income. Postcards cannot say anything about SNAP or food insecurity. You may also send e-mails to the people on the list. When e-mailing make sure to blind carbon copy (bcc) the State Food $ense office ([food_sense_state_office@lists.usu.edu](mailto:food_sense_state_office@lists.usu.edu)). Supervisors must approve all communication that is sent to families on the IGP list. This list may only be used for Food $ense programming and not for other Extension or partner projects.

The IGP list is 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. DWS in your county should not be contacted for a full list of participants.

When contacting individuals on the lists do not tell them that you got their name from “a list.” This message makes many people nervous and suspicious. You may 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.”

If you are asked about how you got their information, please share this approved statement:

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

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

**Eligible Schools**

Schools are an excellent place to reach many people in our target audience. You may work with schools to recruit parents for adult classes, provide direct education to the students, or implement social marketing or PSE projects. When teaching students, it is required that you request permission from the school district. On the Food $ense Staff Menu website under the Misc. Forms tab, there is a School Administer Email & Approval Letter that is required for teaching students in any district. This form must be filled out annually.
When offering to teach at schools, 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 adults with school-aged children living in the official boundary of that school are eligible. You may recruit and teach within those boundaries.

**Eligible Locations Based on Census Data**
Counties, cities, and census tracts with ≥50% of SNAP-Ed eligible residents are eligible. When using the census data spreadsheet in the Eligibility Packets folder, note that that areas are broken down by ages. Some counties may have locations where classes directed to all the population are eligible. Some may only be eligible for classes for children 17 and under or for seniors who are over 65. The spreadsheet will list locations by county, city or census tract number. If a census tract number is listed, go to the census map file in order to locate the neighborhood or area that is eligible. When using this data, please prioritize your efforts to places where you can reach more of the low-income population.

**Grocery Stores that Redeem >$50,000 SNAP Benefits per Month**
Because a store redeems a high number of SNAP dollars, it is likely that those in the area who shop at that store qualify for SNAP and 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 employees are asked to maintain confidentiality only discuss store eligibility with other Food Sense staff and supervisors. This information should only be used to accomplish work that supports Food Sense. Grocery stores in more rural areas may serve a high percentage of the target audience, but not meet the >$50,000 requirement. Please contact the Food Sense State Office Eligibility Coordinator in order to determine if a store would still be an eligible location for recruitment and classes.
You are also encouraged to have indirect education booths, support social marketing efforts promoting eligible markets, and recruit for classes at Farmers Markets that accept EBT (SNAP) benefits. 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.

**County Eligible Sites**

*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.
Department of Workforce Services
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.

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.”

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. Food pantries are excellent locations for recruiting the target audience, teaching classes, or implementing PSE efforts like the Thumbs Up for Healthy Choices program.

Some food banks operate DROS (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 DROS 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 “DROS” heading > View the DROS calendar. Or go to www.csc-ut.org > Need Help? > DROS.

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.

These locations are ideal for teaching Food, Fun, and Reading classes, or recruiting and teaching parents.

**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. All who live in HUD housing are eligible for Food $ense (SNAP-Ed) because their income qualifies them for the housing. Use these locations for recruitment, class locations, and PSE projects.

**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.

**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.

**Other Venues**
Food $ense programming can be happen in most settings where at least 50% of the individuals are eligible for SNAP-Ed. Many religious groups that request Food $ense (SNAP-Ed) lessons are in this category. These groups must sign an eligibility waiver if they do not qualify using other measures.

**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 the Food $ense State Office Eligibility Coordinator with any questions regarding eligibility.
State Office Recruitment Helps

EAT WELL UTAH

Eat Well Utah Newsletter
The IGP contact list (referred to above) provides an effective online recruiting tool. Each month the names on the IGP list are sent a newsletter with a nutrition message, tip of the month, and seasonal recipe. The newsletter is county specific with contact information for your local Extension office and details about upcoming Food $ense classes or events in your county.

Candi Merritt designs and sends the newsletter, and it is a branch of her Eat Well Utah blog. The newsletter is currently sent to over 60,000 email addresses, divided up by county. This newsletter helps fulfill the recruiting part of your job description. It gives you the ability to reach an online audience who you may not reach otherwise. It also announces upcoming classes in your county, which provides the information individuals need to attend classes.

It is a great recruitment tool that is already created for you. With minimal effort, the number of people you reach in your county can grow. The most important thing you can do is maintain the Google calendar as instructed. See section 9 for instructions on how to use the Google calendar. Candi needs the date, time, and location of your class. She needs an address in addition to the name of the location. It also helps if she knows what you’ll be teaching. A class topic and/or description of the class helps her effectively advertise your class on the newsletter. The newsletter can serve as a great reminder to recipients when and where you’ll be teaching each month.

The list is not limited to the IGP names. You can collect email addresses at Food $ense events and places where you would normally recruit. Send the names and email addresses to Candi Merritt. She needs them in an excel file with three columns. It should look like this:

<table>
<thead>
<tr>
<th>Last Name, First</th>
<th>Email</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe, Jane</td>
<td><a href="mailto:Jane.doe@usu.edu">Jane.doe@usu.edu</a></td>
<td>Cache</td>
</tr>
<tr>
<td>Smith, John</td>
<td><a href="mailto:John.smith@net.com">John.smith@net.com</a></td>
<td>Cache</td>
</tr>
</tbody>
</table>
Extension Marketing Calendar (Trumba System)
This is an optional recruiting tool. (The Google calendar is mandatory, but the Extension Marketing calendar is something you and your supervisor should discuss to decide if it is an effective recruiting tool. Some Extension county offices use the calendar to advertise all Extension events, other counties do not.) When scheduling classes be aware of the audience you want to attract. Know and understand the priority population and keep them in mind as you plan classes. Make the location and time convenient for them. Content of the class should be applicable to the audience. Ask community leaders when is best to reach people. For example, you wouldn't plan a Food, Fun and Reading during the early afternoon at the local library. This is usually nap time for your target audience.

Please follow the instructions below for submitting calendar events to the Extension Marketing calendar.

Go to the Food $ense Public Site:  
https://extension.usu.edu/foodsense/

On the right menu bar click on Calendar  
Scroll down, at the left find a button Submit Event  
Click on this button and complete the submission form
<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Your first &amp; last name</td>
</tr>
<tr>
<td>Email</td>
<td>Your usu.edu email</td>
</tr>
<tr>
<td>Phone #</td>
<td>Your work phone number</td>
</tr>
<tr>
<td>Event Title</td>
<td><em>Class Title – Food $ense (SNAP-Ed)</em> <em>Must follow this format</em></td>
</tr>
<tr>
<td>Location</td>
<td>Name of the location (Deseret Industries, Price Elementary, Food Bank)</td>
</tr>
<tr>
<td>Address</td>
<td>Street address of the above location</td>
</tr>
<tr>
<td>Start date</td>
<td>Use drop down menu</td>
</tr>
<tr>
<td>Start Time</td>
<td>Use drop down menu</td>
</tr>
<tr>
<td>Duration</td>
<td>Use drop down menu</td>
</tr>
<tr>
<td>Repeat</td>
<td>Use drop down menu if this is a recurring class</td>
</tr>
<tr>
<td>Presenter/Instructor</td>
<td>Name of Food $ense NEA teaching the class</td>
</tr>
<tr>
<td>Event Image</td>
<td>[Leave blank] Approver will insert Logo</td>
</tr>
<tr>
<td>Program Area</td>
<td>Use drop down menu to select Home, Family &amp; Food</td>
</tr>
<tr>
<td>Registration Link</td>
<td>[Leave blank, unless you have a registration link]</td>
</tr>
<tr>
<td>Calendars to List</td>
<td>[Your County] Extension (e.g. Kane County Extension) Food $ense (SNAP-Ed) Extension</td>
</tr>
<tr>
<td>Web Link</td>
<td>[Leave blank, unless you have a page on your County site]</td>
</tr>
<tr>
<td>Notes</td>
<td>Advertise your class here. Let people know what the class will be doing; try mentioning the class is hands-on learning, recipe samples, family friendly setting... whatever will motivate people to attend. Sell this event to would-be attendees.</td>
</tr>
<tr>
<td>Next</td>
<td>[Click Next to submit your event.]</td>
</tr>
</tbody>
</table>

You will receive an email confirmation telling you the event has been submitted.
County Calendar View & Share

Go to the Food $ense Public Site:  https://extension.usu.edu/foodsense/
Right menu bar - click on Calendar
Scroll to bottom where it reads: Select: All, None
Click on None
Scroll to top where it reads: Calendars
Click on your county

Additional Notes:
If you want to find a particular event, type terms from the event title in the Search box. (E.g. to search for Mommy & Me – Food $ense (SNAP-Ed), type in ‘Mommy’ or ‘Me’ in the Search box.)
To see Food $ense (SNAP-Ed) classes across the state, simply select ALL on the calendar view.

To change the calendar view:
Scroll to the bottom of the page where it reads View Chooser: Calendar View.
Here you can select List, Month, or Week

Marketing Flyers and Editable Calendar Templates
Numerous flyers and marketing templates are provided to you for recruiting purposes. These can be found on the Staff Menu at: extension.usu.edu/fscreate/  > Recruiting and Marketing > Recruiting and Marketing Materials.
This webpage stores everything you should need to create marketing materials. It also includes additional branding supplies. Here you’ll find:
  - Letterhead
  - Logos
  - Watermarks
  - Links to approved stock photos
  - A wide assortment of flyers for the different classes

This is also where you will find the USDA funding and non-discrimination statements. The USDA funding statement is required on all printed materials. The short non-discrimination statement is required on all printed materials, unless we are including information about applying for SNAP benefits, in which case, the full statement must be included. Without these disclaimers and logos, the material is not considered valid, and we cannot claim the associated cost. USU also has an affirmative action/equal opportunity statement that must be included on our printed materials.

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

It is best to use the provided templates rather than spend time developing flyers and calendars from scratch. All flyer and calendar templates are editable and capable of manipulation to meet your needs. The marketing supplies are there to ensure our branding, look, logos, as well as, to save you time.
Class Promotion

• Advertisements may be done through means such as (but not limited to) fliers, word-of-mouth, emails, mailings, and social media. Below are some guidelines for various advertising initiatives.

• Promote classes in locations you will see the Food $ense target population. Always ask permission before leaving flyers at any location. Use the SNAP-Ed post cards to promote the program. These should always be available at the local DWS. Keep them stocked up. Order more from the State Office using the online order form. It can be found under Administrative Resources > Supply Order Form.

• If you live in a small community, consider grocery bag flyers with class information that the local grocery store can include when bagging groceries. They may even print them for you and provide groceries for the recipe demo. Then they become a partner.

• Reach out to city administration when using public buildings. Advertise classes in city newsletter, calendars, marquess or websites.

• Display CBH banners at the locations you teach within the week of the scheduled class. Make sure staff is informed and able to answer questions about when, where and what the classes will be about. They can help generate interest in the class. You could also include this information on the banner by adding an eye-catching sign with the details.

• Participate in indirect activities to promote classes in the area. If you have indirect opportunities, set up classes in the area through a partnership or agency. Use the indirect activity to generate interest in classes and introduce yourself to the people and gain their trust. Show that you care for them and want to see them come to classes. Have a list of classes or a flyer promoting a specific class as well as a sign up to receive the Eat Well Utah newsletter where they will receive information about other upcoming classes in the area.

• Promote classes in other Extension events in the county, even within your own classes. For example, invite the parents at a FFR to come to a CBH class at the Extension office.

• Eventbrite can be used as a free resource if you want people to register for the class. This helps with planning and can create urgency if they feel seating is limited. You can also send out reminders through Eventbrite to those that sign up. Make sure they know the classes are free and provide details that will capture their attention. Sell it as a can’t miss event!

• Title classes to be eye catching and interesting. You can teach the classes as a series but put a fun spin on it. For example, using holidays, focus the recipe demonstration on what is happening around that time. For example, Easter, "Egg”stravaganza and teach
an egg skillet class with CBH Lesson 1. Mother’s Day, Father’s Day, Independence Day, etc. Be creative, use your imagination. Use recipe demos to capture the attention of the participants and what is relevant to them. Ask participants what they want to learn about and make sure those topics are in the title or description of the class while still following the CBH lesson plan.

- One of the best ways to encourage people to come to classes is word of mouth. When someone comes to your class and you are engaging, entertaining and provide a good learning environment people want to come back and bring someone with them. This will also work in your favor to create a support group for participants. Their friends will be setting goals and trying new things right along with them. Reinforcement materials can be used as door prizes for someone that brings a friend or follows the Facebook page. If supplies are limited have people enter a drawing for an item.

**Social Media as Recruitment**

Some counties are Facebook friendly. If you and your supervisor believe Facebook is a smart and effective place to reach people, please utilize this tool. Social Media can be a great way to spread the word about classes you are teaching. Encourage people to follow your page at direct and indirect opportunities. When you have people following your page, create EVENTS on Facebook. Check with your supervisor and decide together how much time you should spend each week on social media.

Facebook is not just a recruiting tool, it is also an indirect education activity, and therefore should be reported in PEARS. Instructions for reporting Facebook work as an Indirect Education Activity is under the Indirect Education section of this manual.

Please follow these guidelines in managing your county Facebook page:

- Before starting, please consult with your supervisor. S/he must approve time and effort be put toward this as indirect education and as a recruiting effort.

- Next, please contact Jocelin Gibson. She will need to be invited as a (silent) page administrator. And she can help you format your page with the correct logos, banners, profile pictures, etc.

- Keep your page active. Post a minimum of two times per week. (This can include sharing Eat Well Utah, Food $ense Utah, and Kids Create posts.)

- Check inbox and notifications daily for requests for information by participants, but that is the only time you should spend in notifications and messages.

- Have your target audience in mind every time you post. Be clear who you are talking to and be consistent in your outreach to SNAP recipients.
Remind followers about upcoming classes and events. It’s a great place to post your weekly calendar.

Always be professional. You can use a friendly tone and humor, but steer clear of immature, faddish, or meaningless posts.

Use appropriate stock photos. Always follow the license agreement (attribution or no, advertising, downloadable okay or not, etc.). A list of approved and readily available stock photos can be found on the staff website under Recruiting and Marketing Materials.

Never post participants images without a signed Photo Release form. These can be found on the staff website under Misc Forms.

Use hashtags as a sorting tool, not a fad. For example, label all recipes #SNAPEdRecipes, and you can even specify by labeling something multiple times. For example, a strawberry and yogurt parfait could be labelled: #SNAPEdSmoothies #SNAPEdFruityDesserts #SNAPEdRecipes.

Always share content from the existing Food Sense statewide pages:
https://www.facebook.com/eatwell.utah
http://www.facebook.com/utahfoodsense
https://www.facebook.com/kidscreatefoodsense/

You can also share helpful information from USU Extension. Remember to SHARE these posts, do not copy and paste.

Don’t forget to report your efforts in PEARS. This is a great indirect education activity, and you should get credit for your efforts.
Section 6: SNAP-Ed Comprehensive Programming

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

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

In Utah, the SNAP-Ed program is divided into areas of main focuses below that represent the comprehensive program areas.
## Organization Chart for Utah State University SNAP-Ed Program 2018

### Program Areas

<table>
<thead>
<tr>
<th>Adult Education</th>
<th>Youth Education</th>
<th>Policy, Systems &amp; Environments</th>
<th>Indirect Education</th>
<th>Social Media</th>
<th>Social Marketing</th>
<th>Hunger Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>Oversight</td>
<td>FOOD ACCESS</td>
<td>Fairs and Events</td>
<td>BLOGS</td>
<td>Family Mealtime</td>
<td>Oversight</td>
</tr>
<tr>
<td>Create Better</td>
<td>Create My Plate</td>
<td>Thumbs Up Food Pantries</td>
<td>Farmer’s Market</td>
<td>Eat Well Utah</td>
<td>Create Better</td>
<td>Academic</td>
</tr>
<tr>
<td>Health Meals</td>
<td></td>
<td>Thumbs Up Retail Stores</td>
<td>Health Fairs</td>
<td>Snappily Ever After</td>
<td>Fruit and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vegetable</td>
<td>Campus Kitchen</td>
</tr>
<tr>
<td>Create Farm Fresh</td>
<td></td>
<td>Healthy Food Drives</td>
<td>Media (print, newspapers, etc.)</td>
<td>Kids Create</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPANISH</td>
<td></td>
<td>Community Gardens</td>
<td>Calendar (Trumba)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creaciones</td>
<td></td>
<td>COALITIONS/PARTNERS</td>
<td>Calendar (Google)</td>
<td>WEBSITES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBH</td>
<td></td>
<td>SNAC</td>
<td>Internal Staff - fscreate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REFUGEE</td>
<td></td>
<td>UBET</td>
<td>Public - foodsense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create Better</td>
<td></td>
<td></td>
<td>AKA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td>CreateBetterHealth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISABILITY</td>
<td></td>
<td>Hunger Solutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Academic Program*

*Hsi (8401)*

*Student Hunger Survey*
Support areas are critical areas and personnel who help the SNAP-Ed program operate efficiently and effectively. The program areas are essential pieces to continue to receive funding, to operate well, and reach the audience and make a difference as needed.

It is critical for the State Office and state team to have access to the newest evidence-based information. This information changes yearly. And the materials included in this protocol manual are approved and allowed for education for FY 2019. If anything changes, the State Office will let the state team know of those changes through Zoom statewide staff meetings, scoop and/or emails. No other materials that are housed or have been used prior to this document are allowed. All materials on the website are currently up to date and may be used. [www.extension.usu.edu/fscreate](http://www.extension.usu.edu/fscreate)

USU Food $ense State Office is required to ensure that NEAs and Supervisors are all trained. It is the requirement of a supervisor to ensure that this also is happening. And of course, personal responsibility and accountability for NEAs to take advantage of the trainings and meetings provided by the State and Local supervisors. Program trainers are available to assist.

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

Marketing is essential to Food $ense. The program has a very “branded” or specific look. This is done on purpose, so that anyone who knows us can pick up materials and see our look and know that this is Utah State University Food $ense program. Please do not create your own materials, we have a graphic artist who does this for us. If you would like assistance, please let Amanda know and we can try to assist you.
2019 Program Objectives

Comprehensive programming results in different objectives for every area of Food $ense. Below is a table that includes all of the objectives for the statewide Food $ense program for 2019. As a Food $ense employee it is unlikely you will be involved in programming that helps reach every objective. This table is to help you see how comprehensive and wide reaching our program hopes to be during this year.

<table>
<thead>
<tr>
<th>Project</th>
<th>Related Objective(s)</th>
<th>Indicators</th>
<th>Program Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Better Health</td>
<td>Based upon behavior checklists, by September 30, 2019, at least 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having enough food to last through the end of the month.</td>
<td>ST1-ST4</td>
<td>Direct Education (Adult)</td>
</tr>
<tr>
<td></td>
<td>Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always using MyPlate and nutrition fact labels to make food choices.</td>
<td>MT1-MT4</td>
<td>Direct Education (Adult)</td>
</tr>
<tr>
<td></td>
<td>Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always consuming at least 2 cups of fruit and 2 ½ cups of vegetables each day.</td>
<td>LT1-LT4</td>
<td>Direct Education (Adult)</td>
</tr>
<tr>
<td></td>
<td>Based upon behavior checklists, by September 30, 2019, at least 65% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always being physically active for at least 30 minutes 5 days per week.</td>
<td></td>
<td>Direct Education (Adult)</td>
</tr>
<tr>
<td></td>
<td>Based upon behavior checklists, by September 30, 2019, at least 85% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always following USDA recommendations for food safety.</td>
<td></td>
<td>Direct Education (Adult)</td>
</tr>
<tr>
<td>Create Family Meals &amp; Creaciones en la Cocina</td>
<td>Based upon behavior checklists, by September 30, 2019, at least 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having enough food to last through the end of the month.</td>
<td>MT1-MT4</td>
<td>Direct Education (Mixed Ages)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LT1-LT4</td>
<td>Direct Education (Mixed Ages)</td>
</tr>
</tbody>
</table>
Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always using MyPlate to make food choices.

Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always consuming at least 2 cups of fruit and 2 ½ cups of vegetables each day.

Based upon behavior checklists, by September 30, 2019, at least 85% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always following USDA recommendations for food safety.

Based upon behavior checklists, by September 30, 2019, at least 70% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having 3 family meals together per week.

<table>
<thead>
<tr>
<th>Create Farm Fresh Food</th>
<th>Based upon behavior checklists, by September 30, 2019, at least 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having enough food to last through the end of the month.</th>
<th>MT1 MT2</th>
<th>Direct Education (Adult)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always consuming at least 2 cups of fruit and 2 ½ cups of vegetables each day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based upon behavior checklists, by September 30, 2019, 30% of Create Farm Fresh Food participants will report an increase in shopping at the farmers’ market.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Create MyPlate | Based upon parent survey, by September 30, 2019, at least 65% of parents will report that youth who participated in SNAP-Ed classes usually/always request fruits and vegetables.  
Based upon parent survey, by September 30, 2019, at least 65% of parents will report usually/always using MyPlate to make food choices.  
Based upon parent survey, by September 30, 2019, at least 65% of parents will report that youth who participated in SNAP-Ed classes usually/always properly wash their hands prior to preparing and eating food.  
Based upon parent survey, by September 30, 2019, at least 65% of parents will report that youth who participated in SNAP-Ed classes usually/always participate in 60 minutes of physical activity most days. | MT1 MT3 MT4 | Direct Education (Youth) |
| Thumbs Up for Healthy Choices-Retail Settings | Based on SNAP-Ed PSE evaluation and reporting, by September 30, 2019, at least 4-5 small retail settings that accept SNAP benefits will implement the Thumbs Up for Healthy Choices program. Using an environmental scan these stores will show an increase from baseline to follow-up on the number of strategies in place to improve consumers’ access and appeal of healthy options. | ST5 MT5 | PSE |
| Thumbs Up for Healthy Choices-Food Pantries | Based on SNAP-Ed PSE evaluation and reporting, by September 30, 2019 at least twenty-five food pantries will fully implement the Thumbs Up for Healthy Choices project, increasing the visibility of healthy options to pantry clients.  
Based on scores from the Healthy Food Pantry Assessment Toolkit, by September 30, 2019, at least 75% of pantries working with SNAP-Ed will increase their environmental scan score by at least two points between baseline and follow-up assessment. | ST5 MT5 LT12 | PSE |
<table>
<thead>
<tr>
<th>Program</th>
<th>By September 30, 2019</th>
<th>ST5</th>
<th>ST6</th>
<th>ST7</th>
<th>MT5</th>
<th>PSE</th>
<th>Direct education Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Smarter Lunchrooms Movements</strong></td>
<td>By September 30, 2019, SNAP-Ed will lead the implementation of Smarter Lunchrooms in at least 4 eligible schools. These schools will increase their Smarter Lunchrooms score by at least 5 points from baseline to follow-up assessment indicating improvements in the availability, visibility, and appeal of healthy options throughout the cafeteria.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Harvest of the Month</strong></td>
<td>By September 30, 2019 at least 4 schools in two districts will have received at least 6 Harvest of the Month lessons provide by SNAP-Ed educators. By September 30, 2019 at least 50% of the schools that received Harvest of the Month education will have adopted one environmental change that improves students access to fruits and vegetables.</td>
<td>ST1</td>
<td>ST7</td>
<td>MT1</td>
<td>MT5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Utah Breakfast Expansion Team (UBET)</strong></td>
<td>Based upon the Food Research Action Center report, by September 30, 2019 Utah’s participation in the school breakfast program will increase by at least 5%.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Farmers’ Market Nutrition Education Booths</strong></td>
<td>Based on SNAP-Ed reporting, by September 30, 2019 SNAP-Ed in Utah will provide nutrition education at 15 farmers’ markets that accept Electronic Benefit Transfer (EBT) cards.</td>
<td>ST7</td>
<td>MT5</td>
<td>MT8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hunger Solutions Institute (HSI)</strong></td>
<td>By October 2018, Utah SNAP-Ed and its partners will have established a Campus Kitchen in Cache County. By October 2018, Utah SNAP-Ed will have the first hunger course established at USU. By January 2019, Utah SNAP-Ed will publish the results of its USU Student Food Security Survey. By January 2019, Utah SNAP-Ed will have an official proposal for the USU Hunger Solutions</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Institute approved by the USHE Board of Regents.

By February 2019, Utah SNAP-Ed will complete its proposal for a hunger studies minor at Utah State University.

| Social Marketing Campaign: Create Better Health | By September 30, 2019, Utah SNAP-Ed will launch at least 2 social marketing campaigns reaching a total of at least 1.5 million media impressions aimed at increasing the awareness of the importance of and benefits associated with family mealtimes, physical activity, and healthy food choices among SNAP-Ed eligible families reached. | MT12, MT13 | Social Marketing PSE |
| Social Marketing Campaign: Create Family Mealtime | By September 30, 2019, Utah SNAP-Ed will launch at least 2 social marketing campaigns reaching a total of at least 1.5 million media impressions aimed at increasing the awareness of the importance of and benefits associated with family mealtimes, physical activity, and healthy food choices among SNAP-Ed eligible families reached. | MT12, MT13 | Social Marketing PSE |
| Utah Food Sense Social Media | Based on SNAP-Ed Social Media effort reporting, by September 30, 2019, at least 10% growth in online reach. | MT13 | Indirect Education |
Program Indicators

All SNAP-Ed programs use the SNAP-Ed Evaluation Framework indicators to measure their program success. Here are indicator summaries Utah uses. Additionally, you can visit the Interpretive Guide to learn more about each indicator.

Indicators represent key interventions we have been asked to focus on in our programming. As you can see from the rubric listed above there are many aspects of health and nutrition that are covered. The following list of priority indicators are what Food Sense is focusing on during 2019.

- Medium-Term (MT)1: Healthy Eating Behaviors
- MT2: Food Resource Management
- MT3: Physical Activity and Reduced Sedentary Behaviors
- MT5: Nutrition Supports Adopted in Environmental Settings
- Short-Term (ST)7: Organizational Partnerships
- ST8: Multi-sector partnerships and planning
- Population Results (R)2: Fruits and Vegetables
- R10: Family Meals

Each approved Food Sense activity is based upon these indicators. Often in your reporting you will be asked to list the indicators that were taught during your program activity. The chart below identifies which indicators are represented in each curriculum and program area.

<table>
<thead>
<tr>
<th>Curriculum/Project</th>
<th>Description of Indicators</th>
<th>Indicators</th>
<th>Program Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Better Health</td>
<td>Healthy eating, food resource management, physical activity and reduced sedentary behavior, food safety (Short, medium and long term)</td>
<td>ST1-ST4 MT1-MT4 LT1-LT4</td>
<td>Direct Education (Adult)</td>
</tr>
<tr>
<td>Create Family Meals &amp; Creaciones en la Cocina</td>
<td>Healthy eating, food resource management, physical activity and reduced sedentary behavior, food safety (Medium and long term)</td>
<td>MT1-MT4 LT1-LT4</td>
<td>Direct Education (Mixed Ages)</td>
</tr>
<tr>
<td>Create Farm Fresh Food</td>
<td>Healthy eating, food resource management (Medium term)</td>
<td>MT1 MT2</td>
<td>Direct Education (Adult)</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td>Methods</td>
<td>Education Type</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Create MyPlate</strong></td>
<td>Healthy eating, physical activity and reduced sedentary behavior, food safety (Medium term)</td>
<td>MT1, MT3, MT4</td>
<td>Direct Education (Youth)</td>
</tr>
<tr>
<td><strong>Harvest of the Month</strong></td>
<td>Healthy eating, partnerships, nutrition supports (Short and medium term)</td>
<td>ST1, ST7, MT1, MT5</td>
<td>Direct education (Youth)</td>
</tr>
<tr>
<td><strong>Farmers’ Market Nutrition Education Booths</strong></td>
<td>Partnerships, nutrition supports, agriculture (Short and medium term)</td>
<td>ST7, MT5, MT8</td>
<td>Indirect Education</td>
</tr>
<tr>
<td><strong>Thumbs Up for Healthy Choices - Retail Settings</strong></td>
<td>Need and readiness, nutrition supports (Short and medium term)</td>
<td>ST5, MT5</td>
<td>PSE</td>
</tr>
<tr>
<td><strong>Thumbs Up for Healthy Choices - Food Pantries</strong></td>
<td>Need and readiness, nutrition supports, food systems (Short, medium and long term)</td>
<td>ST5, MT5, LT12</td>
<td>PSE</td>
</tr>
<tr>
<td><strong>Smarter Lunchrooms Movements</strong></td>
<td>Need and readiness, champions, partnerships, nutrition supports (Short and medium term)</td>
<td>ST5, ST6, ST7, MT5</td>
<td>PSE</td>
</tr>
</tbody>
</table>
Comprehensive Logic Model

Comprehensive Logic Model

UTAH STATE UNIVERSITY SNAP-Ed (Food Sense)
Utahns experience hunger, poverty, unemployment and many other hardships that contribute to an increased risk of obesity and chronic diseases. Over 14% of Utah households are food insecure and 12.7% are living in poverty. Utah has a fairly low unemployment rate of 3.8%. However, many Utah families are considered working poor as a result of working part-time or full-time jobs with low wages. Children in Utah are especially susceptible to poverty in nearly 15% of Utahns under the age of 18 considered to be living in poverty. 18% of Utah children are considered food insecure, meaning they are unsure where their next meal will come from.

Program:  
Situation:

Inputs

FUNDING RESOURCE  
FNS (SNAP-Ed) DWS,  
USU/Food Sense,  
State of Utah,  
Counties, Supervisors,  
Facilities, Extension

SNAP-Ed Resources:  
Direct Education:  
CHH, CFM, CFF, FFR,  
CMF PSE: Thumbs Up Toolkit, Farmers  
Market Toolkit, Smarter Lunchrooms  
Movement, Social  
Media Platform, Social Marketing

Needs Assessments:  
comprehensive,  
SNAP-Ed Toolkit, Ut.  
Values Study, PEARs,  
Qualtrics, Redcap,  
Evaluations, Mes & Audits

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

Outputs

Activities

Partnerships and Coalitions developed to expand reach and increase funding.  
Establish and maintain collaborations.  
Expanding evidence-based practices.

Emergency Food Box:  

classes/lessons, recruitment  
Indirect: booths, demos  
Social Media: content, blogs, FB, I, T, etc.  
Social Marketing: messaging, pictures, etc.

Evaluate and continue to show evidence-based program with validated and reliable tools.

External Factors: Congressional funding, Farm Bill, and food policies; Stakeholder input; Escalating food costs and Food Access; Changing food and physical activity policies, systems and environments; SNAP-Ed Guidance, State SNAP, Local Agencies, SNAC.

Participation

ST  
MT  
LT

Outcomes

ST6, ST7, ST8  
LT7, LT9, LT1

Low-income families and individuals in Utah. Youth. Adults.  
Latinos. Native Americans. Refugees. Intergenerational poverty populations (IGP), Food  
Pantries/Corner Stores. And other underserved populations.

ST1, ST2, ST3, ST4, ST5, ST7, EARS  
MT1, MT2, MT3, MT4, MT5, MT12, MT13  
LT1, LT2, LT3, LT4, LT5, LT7, LT8, LT9, LT11, LT12
Section 7: Approved Program Resources
Curriculum, PSE, indirect & social marketing

Direct Nutrition Education

Direct education is one component of the Food $ense program. Direct education refers to nutrition classes taught to a variety of audiences including adults, youth, and family. We have a several approved curricula, outlined below, to choose from. Each of the curricula was developed to initiate positive nutrition and physical activity behavior change in specific audiences. As a SNAP-Ed program it is required that all of our nutrition education is based on United States Department of Agriculture (USDA) Dietary Guidelines for Americans and MyPlate. It is required that you use one of the approved curricula below for all of your Food $ense direct education activities.

Curriculum for Adult Audiences

Food $ense Create Better Health
http://extension.usu.edu/fscreate/creates_curriculum_and_handouts

Create Better Health (CBH) is the Food $ense curriculum for adult audiences. This curriculum includes 8 lessons to be taught as a series with participants completing 4 or more lessons. CBH lessons have a structured format that includes a nutrition topic, physical activity discussion, and recipe demonstration and sample. The nutrition topics include information about how to make the healthiest choices from the five food groups represented in MyPlate, stretching food dollars, and understanding the Nutrition Facts Label. 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. NEAs can choose the Create concept that they feel is best suited for the lesson and group.
The following message in the *Create Better Health* curriculum are consistent with the 2015-2020 Dietary Guideline for Americans:

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

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

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

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

*Create Better Health* will be most effective when taught as a series of at least 4, but ideally 6-8 lessons. Series are necessary because people rarely make behavior changes after hearing a message one time. It takes multiple reminders and reinforcements of those messages to motivate people to make difficult nutrition and lifestyle changes. Ideally you will schedule 60 minutes for each CBH lesson.

**PROJECT TITLE: Utah State University Food $ense (SNAP-Ed) Adult Education-Create Better Health**

A. Related State Objectives
- Based upon behavior checklists, by September 30, 2019, at least 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having enough food to last through the end of the month.

- Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always using MyPlate and nutrition fact labels to make food choices.

- Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always consuming at least 2 cups of fruit and 2 ½ cups of vegetables each day.

- Based upon behavior checklists, by September 30, 2019, at least 65% of SNAP
eligibles who participate in SNAP-Ed lessons statewide will report usually/always being physically active for at least 30 minutes 5 days per week.

- Based upon behavior checklists, by September 30, 2019, at least 85% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always following USDA recommendations for food safety.

B. Audience

The SNAP-Ed program in Utah will work with the Department of Workforce Services (DWS) and the state SNAP offices to promote SNAP-Ed to the target audience. This will be accomplished by developing relationships with the DWS staff members, educating DWS staff about SNAP-Ed, illustrating how the program can benefit SNAP participants, and setting up demonstrations, displays, and other promotional materials at state SNAP offices to increase awareness. Upon request, Utah SNAP-Ed receives information from the DWS that provides the names of all individuals in Utah who apply for SNAP benefits. This list will be utilized by NEAs to show all reasonable efforts have been made to recruit individuals who qualify for the SNAP-Ed program.

The SNAP-Ed program in Utah will advertise the program through fliers and brochures that will be displayed in areas where low-income individuals congregate. These locations may include grocery stores, food pantries, Extension offices, WIC offices, health departments, churches, and other locations in the communities. Utah SNAP-Ed will also participate in farmers' markets with EBT machines to increase awareness of the SNAP-Ed program. In addition, SNAP-Ed will work with other local and state agencies to promote the program and receive referrals for low-income individuals across the state. Utah SNAP-Ed has a memorandum of understanding with WIC stipulating that WIC will provide participant referrals for SNAP-Ed of Utah. (See Appendix.) County Extension offices provide community SNAP-Ed lessons that are advertised and promoted in low-income areas that house individuals within the target audience. Group lessons and cooking demonstrations will be provided at grocery stores that receive over $50,000 a month in SNAP expenditures and that have the resources to accommodate the lessons and demonstrations.

**Nutrition education through SNAP-Ed will be made available to individuals who fit into the following categories:**

- **Income-based:** Persons eligible for SNAP and/or other means-tested Federal assistance programs such as Supplemental Security Income (SSI), the WIC program, Child Nutrition Program, or Temporary Assistance for Needy Families (TANF). There will be specific focus on Intergenerational Poverty. Persons typically not eligible for SNAP such as incarcerated persons, boarders, or college/university students are ineligible for SNAP-Ed.
- **Location-based:** Persons using the services of foodbanks, food pantries, soup
kitchens, public housing, SNAP/TANG job readiness program sites, etc.

- Persons at venues where it can be documented that the location/venue generally serve 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 areas where at least 50% of persons have gross incomes equal to or less than 185% of the poverty threshold or children in schools where at least 50% of children receive free and reduced prices meals.
- Persons shopping in grocery stores when the store has been documented to redeem average monthly SNAP benefits of $50,000 or more. 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.

The *Create Better Health* curriculum will be translated into Spanish to reach Utah's Latino population who do not participate in Creaciones en la Cocina. It will also be modified to appropriately reach adults with disabilities as well as Utah's refugee population.

### C. Food and Activity Environments

Utah State University Food Sense (SNAP-Ed) *Create Better Health* lessons focus on developing healthy eating patterns and increasing daily physical activity by following the Dietary Guidelines for Americans. Participants will learn how to follow the Dietary Guidelines for Americans on a limited budget by using foods commonly found in the kitchen, at the food pantry, and those obtained with WIC benefits. Each class includes a cooking demonstration and physical activity to ensure knowledge, awareness, and skill building are all covered. Specific PSE efforts related to nutrition and physical activity for adults are discussed in other sections of the grant.

### D. Project Description for Education Strategies

**Create Better Health Face-to-Face Classes**

<table>
<thead>
<tr>
<th>How delivered</th>
<th>The program may be delivered through face-to-face group lessons with NEAs or through on-line instruction. Classes and materials are provided in English or Spanish. Each lesson will provide interactive communication with hands-on learning from cooking demonstrations and recipe testing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where delivered</td>
<td>Location of lessons may include adult education and learning centers, rehabilitation centers, churches, community centers, elderly service sites, emergency food assistance sites, county extension offices, farmers' markets, SNAP offices, food stores, Head Start Programs, homes, libraries, public/community</td>
</tr>
<tr>
<td>Health centers, public housing, schools, shelters, WIC offices, DWS offices worksites, and other locations where the target audience may congregate.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Participation may sign up to take between 1-8 lessons, depending on need and interest, however, participants will be encouraged to take a series of 4 or more lessons. Each lesson takes between 30 minutes to one hour to complete and includes a hands-on activity or demonstration.</td>
</tr>
<tr>
<td><strong>Projected # of participants</strong></td>
<td>Over 8,000 unduplicated adult participants (250 adult participants per NEA).</td>
</tr>
<tr>
<td><strong>Frequency of contact</strong></td>
<td>The ideal frequency of contact is 8 lessons so participants receive the entire lesson series. Research indicates this timeframe gives the participant time to concentrate on behavior change without losing interest in the message or message giver.</td>
</tr>
<tr>
<td><strong>Key education messages</strong></td>
<td>Importance of family mealtime, cooking healthy meals at home, following MyPlate recommendations, encouraging physical activity, budgeting and eating healthy on a limited-income, and following food safety procedures.</td>
</tr>
</tbody>
</table>

**Create Better Health Online Classes (Coming Soon!)**

| **How delivered** | The *Create Better Health* curriculum will be offered online through a user-friendly learning management system. Each lesson will include a video demonstration, physical activity recommendations, printable handout, and recipe. At the end of the series, the participant will answer questions and receive a certificate of achievement. |
| **Where delivered** | The lessons will be available online at no cost. A link to the course will be provided on Social Media, at DWS offices, in newsletters, on the program website, and on printed information cards. |
| **Duration** | Participants may sign up to take between 1-8 lessons, depending on need and interest, however, participants will be encouraged to take the full series. To receive the certificate of completion, all eight classes must be viewed. Each lesson should be between 30-50 minutes to complete. |
| **Projected # of participants** | 200 |
Frequency of contact | The ideal frequency of contact is eight lessons so participants receive the entire lesson series. Participants will be able to return to the lesson to watch the recipe or physical activity demo whenever needed or to print out recipes.

Key education messages | Importance of family mealtime, cooking healthy meals at home, following MyPlate recommendations, encouraging physical activity, budgeting and eating healthy on a limited-income, and following food safety procedures.

E. Project Description for Marketing Strategies

- Utah State University Food Sense (SNAP-Ed) works with Department of Workforce Services to get a quarterly list of SNAP participants in Utah and Intergenerational Poverty lists to assist with advertising of SNAP-Ed classes. DWS and USU have an agreement that allows this to be possible. SNAP-Ed classes are then marketed specifically to the individuals on these lists. SNAP-Ed also markets classes and activities through general advertising strategies. Examples include flyers, word-of-mouth, emails, mailings, and online social media. There are several NEAs across the state that have social media accounts that allow them to post class information to their followers as a way to promote classes and increase participation.
- SNAP-Ed also markets the adult classes through an online calendaring system which was created as a supplement of the USU Extension-wide calendaring system. NEAs submit time, date, location, and other pertinent class information to have added to the SNAP-Ed programming calendar. This online calendar provides detailed information about most of the adult classes taught in the counties. This tool is used by all counties, however, the counties along the Wasatch front rely heavily on this calendaring system to market their classes to low-income individuals in their communities.

F. Evidence Base

Nutrition intervention programs help families and individuals improve overall health and reduce the risk of chronic disease and illness, thus improving quality of life. When providing education to low-income individuals it is vital to consider the environmental, social, individual, and household factors that influence dietary intake and physical activity habits. For example, employment status can significantly impact food choices made by low-income individuals especially if they work in companies that require long hours and tightly managed schedules (Caswell & Yaktine, 2013). Access to public and private transportation, free time available to purchase and prepare nutrient dense foods, and the knowledge, skills, and abilities related to cooking and nutrition also impact the dietary intake of this population (Casweel & Yaktine, 2013). SNAP-Ed
nutrition education must use a theory based approach as a way to consider the strengths of each individual and the skills each person needs to build to plan and prepare healthy meals (Caswell & Yaktine, 2013).

In addition to the need for theory-based education, successful programs include multimodal intervention that increase self-efficacy and foster self-sufficiency. This may be accomplished by providing a hands-on, learn-by-doing teaching environment (Rainey, & Cason, 2011). Because of their life experiences, low-income audiences may have some special educational needs. Before any nutrition education can be delivered, low-income individuals need to feel physically and emotionally comfortable. These participants should be provided individualized or small group education that actively engages them in learning. An educator will be most successful if learning strengths are identified, if new materials are linked with familiar patterns or situations, and if self-motivators are identified (Rainey, & Cason, 2000). Many low-income learners are visual learners and respond well to media such as video lessons, where they can be shown how to accomplish a task (Cox, White, & Gaylord, 2003). Not all learning styles benefit all participants. For illiterate participants, knowledge and skills can be expanded through personal conversation, low-literacy adapted visuals, and real life examples. In cases where distance, travel, and time are an issue, DVD self-study or video instruction is an option with the NEA being available by telephone or email (Co, White, & Gaylord, 2003).

Group discussion has also been found as an intervention that provides an alternative method to one-on-one approaches for conducting educational classes. Groups provide an interactive form of education where learners generate specific topics to be addressed and are able to share their knowledge and experience with other group members through discussion. In this style of education, the educator becomes a group facilitator who is prepared and knowledgeable about basic nutrition information and is able to lead an effective discussion (Shafer et al., 1996). Rather than lecturing, the NEA encourages SNAP participants to discuss topics related to the lesson freely among themselves. Many people who participate in group SNAP-Ed lessons learn how to make ends meet by participating in discussions about personal experiences. This type of information sharing is a valuable tool for learning to improve food sufficiency skills (Kempson, Keenan, Sadani, & Adler, 2003). As a facilitator, the NEA strives to create a comfortable atmosphere for discussion, encourages participation, and interjects only to correct misinformation and manage the group dynamics (Kempson, et al. 2003). Facilitated group discussions allow NEAs to deliver meaningful nutrition education in a manner that helps empower SNAP target audience to improve the dietary habits and increase self-efficacy. Potential benefits of group lessons to the SNAP target audience included increased confidence, better communication skills, improved thinking skills, and increased motivation and commitment to improving nutrition behavior (Shafer, Gillespie, Wilkins, & Borra, 1996). Many minority groups prefer using group-facilitated classes over one-on-one traditional methods. This type of education requires extra training on the part of NEAs. The NEAs must understand their audience and learn what they know, what they value, what their experiences have been, and what their problems
are. NEAs also need to know the content of the nutrition program so well that they are confident in redirecting SNAP participants' discussions as they wander from topic to topic. They must be able to address any false information presented by participants. NEAs have varying degrees of knowledge and skill. Utah SNAP-Ed provides education and training for the NEAs to gain additional knowledge, teaching techniques, and methods in the form of online training programs including Annual Training, New Hire Training, National Nutrition Certification Program, Continuing Education, and face-to-face education as opportunity presents. Educating the NEAs provides a higher quality program overall.

**Note: We are currently working on adapting the Create Better Health Curriculum to better reach English as a second language (ESL) refugee populations, as well as people with disabilities.**

See Section 8 for details on how to conduct program evaluation for Create Better Health classes.

**Create Farm Fresh Food**
http://extension.usu.edu/fscreate/create_farm_fresh_food_curriculum_handouts

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

**PROJECT TITLE: Utah State University Food Sense (SNAP-Ed)**
**Adult Education-Create Farm Fresh Food Series**

A. Related State Objectives
   - Based upon behavior checklists, by September 30, 2019, at least 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having enough food to last through the end of the month.
• Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always consuming at least 2 cups of fruit and 2 ½ cups of vegetables each day.

• Based upon behavior checklists, by September 30, 2019, 30% of Create Farm Fresh Food participants will report an increase in shopping at the farmers’ market.

B. Audience
Create Farm Fresh Food will be offered to persons eligible for SNAP and/or other means-tested federal assistance programs such as Supplemental Security Income (SSI), WIC, or Temporary Assistance for Needy Families (TANF). As with other SNAP-Ed classes there will be a specific focus on intergenerational poverty. The Create Farm Fresh Food series will be offered in counties that have access to a farmers’ market that has an electronic benefit transfer (EBT) machine that allows patrons to use their SNAP benefits.

C. Food and Activity Environments
The Create Farm Fresh Food Series is a subset of Utah SNAP-Ed classes intended to improve participation in Utah farmers’ markets by the SNAP-Ed target adult population. The classes educate participants how to overcome barriers to shopping local farmers’ markets frequently reported by low-income individuals. Create Farm Fresh Food content gives participants the tools necessary to take advantage of the nutrient dense fruits and vegetables available at the markets, as well as incentive programs such as Double Up Food Bucks (DUFB) which is currently available at twenty-two markets in Utah.

D. Project Description and Educational Strategies

<table>
<thead>
<tr>
<th>EDUCATIONAL STRATEGY: CREATE FARM FRESH FOOD SERIES (CFFF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How CFFF will be delivered</td>
</tr>
<tr>
<td>The Create Farm Fresh Food is a series of 4-6 classes designated to be taught over a 4-6 week period. Each interactive lesson provides hands-on learning activities, cooking demonstrations, and a recipe tasting. Each lesson focuses on overcoming barriers often associated with shopping at farmers’ markets. Classes and materials will be available in Spanish and English.</td>
</tr>
<tr>
<td>Where CFFF will be delivered</td>
</tr>
<tr>
<td>Create Farm Fresh Food is offered in counties where a farmers’ market with an EBT machine is available to participants. The class series can be taught in a variety of locations close in proximity to the market. Series of classes will not be held directly at the farmers’ market. The classes can be held on the day of the market or during the week.</td>
</tr>
<tr>
<td><strong>The classes are taught during the farmers’ market season, June through mid-October. SNAP-Ed educators have the option of providing a farmers’ market tour to their participants as part of the series.</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td><em>Create Farm Fresh Food</em> is a series of 4-6 classes designed to be taught over a 4-6 week period. Counties with multiple markets may teach more than one series during the farmers’ market season. The class duration is between 30-60 minutes.</td>
</tr>
<tr>
<td><strong>Projected # of participants</strong></td>
</tr>
</tbody>
</table>
| *Create Farm Fresh Food* is being piloted during FY 2016. Projected numbers of participants:  
- FY 2017 - at least 100  
- FY 2018 - at least 120  
- FY 2019 - at least 150 |
| **Frequency of contacts** |
| The ideal frequency of contact is 4-6 *Create Farm Fresh Food* classes, with an additional six SNAP-Ed classes for a total of 8-12 contacts. |
| **Key educational messages** |
| - Overcoming barriers of shopping at farmers’ markets  
- Increasing intake of farm fresh produce  
- Shopping at farmers’ markets on a budget  
- Seasonal meal planning  
- Seasonal, healthy cooking skills  
- Importance of family mealtime  
- Following MyPlate recommendations  
- Food safety procedures |

E. Project Description for Marketing Strategies  
SNAP-Ed educators will use the same marketing strategies for *Create Farm Fresh Food* as for other *Create Better Health* classes. SNAP-Ed will work with Department of Workforce Services (DWS) to obtain a contact list for Utah citizens experiencing intergenerational poverty (IGP). Class information will be emailed via this list. Additional marketing strategies include, but are not limited to fliers, posters, word of mouth, emails, mailings, and online social media promotion. All promotional materials will be distributed in locations where SNAP-Ed eligible adults and youth live, work, play, shop, and eat. *Create Farm Fresh Food* specific posters and fliers are available to promote these classes.
F. Evidence Base

Despite the increase in electronic benefits transfer (EBT) machines, and financial incentive programs such as Double Up Food Bucks, the redemption rates of SNAP benefits at farmers’ markets remains low nationwide, and Utah is no exception (Farmers’ Market Coalition, 2015). Over the last several years, multiple efforts have been underway to increase the use of markets among Utah’s SNAP recipients. One such effort includes the SNAP-Ed nutrition education booths at farmers’ market. While these booths have proven effective at increasing the purchase and consumption of fruits and vegetables (FV) of individuals who already shop at the farmers’ market, there is still a need for interventions that encourage new shoppers to take advantage of what markets have to offer (Savoie-Roskos, Hall, Lambright, Norman & LeBlanc, 2016).

Several research studies have investigated common barriers experienced by low-income populations that keep them from shopping at farmers’ markets. These reported barriers include, but are not limited to cost of produce, location and timing of markets, awareness of markets, and lack of skills necessary to prepare FV (Wetherill, 2015, Misyak et al., 2015). The content of Create Farm Fresh Food was designed to help participants develop strategies and skills to overcome each one these common barriers.

Interventions similar to Create Farm Fresh Food have been shown to effectively increase the use of farmers’ markets by low-income individuals, as well as the FV intake of participants. Maine’s SNAP-Ed program piloted a class in which educators offered participants information about local farmers’ markets, incentive programs, shopping and saving strategies, as well as a recipe demonstration that featured local produce. Pre and post surveys showed approximately 65% of participants were motivated by the classes to go to the farmers’ market. Learning about an incentive program, similar to the Double Up Food Bucks program in Utah, was a key factor in increasing market participation. Participants also reported an increase in awareness of FV locally available. This study’s findings suggest that providing farmers’ market specific information, along with traditional SNAP-Ed material can be an effective tool at increasing the use of markets among our target population (Maine SNAP-Ed and Wholesome Wave, 2015).

Research has suggested an increase of FV intake among class participants who shop at farmers’ markets as a result of nutrition education classes. A program, Stellar Farmers’ Market, conducted in New York City found a dose/response rate between the number of nutrition education classes attended and the amount of FV consumed (Dannefer et al., 2015). Participants who attended two or more nutrition education classes reported increasing their consumption of FV by nearly a half-cup each day (Dannefer et al., 2015). Classes offered through the Stellar Farmers’ Market offered similar education and recipe sampling to that which will be offered through Create Farm Fresh Food. Increasing FV intake is known to reduce rates of chronic diseases that are prevalent among SNAP-Ed target populations (Boeing, Bechtold, Bub, et al, 2012).

Create Farm Fresh Food is being piloted with Utah SNAP-Ed during FY 2016-2017. Evaluation tools specific to this subset of series of classes will be collected weekly and used to improve future programming. Based on evidence from similar programs it is suspected that Create Farm
*Fresh Food* will be effective at improving SNAP-Ed target populations’ use of farmers’ market, as well as increase their intake of FV.

G. Policy, Systems, and Environmental Changes

- *Create Farm Fresh Food* is supporting the Double Up Food Bucks farmers market incentive program available at select markets in Utah by encouraging SNAP recipients to participate in the program.
- Utah SNAP-Ed has partnered with USU Extension specialists, a non-profit hunger organization, and the state health department in writing a proposal for a USDA Farmers Market Promotion Program (FMPP) grant. If funded, the project will include training for market managers to help set up systems for accepting SNAP benefits and training to help promote market produce to the low-income audience. If funded, *Create Farm Fresh Food* will support the FMPP project by encouraging participants to buy farm fresh produce at the markets, and FMPP will support *Create Farm Fresh Food* by increasing the number of markets that can accept SNAP benefits.

See Section 8 for details on how to conduct and report program evaluation for Create Farm Fresh Food
Curriculum for Family (adults & youth) Audiences

Create Family Meals
http://extension.usu.edu/fscreate/create_family_meals

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

PROJECT TITLE: Utah State University Food Sense (SNAP-Ed)
Adult & Youth Education (Mixed ages)-Create Family Meals

A. Related State Objectives

- Based upon behavior checklists, by September 30, 2019, at least 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having enough food to last through the end of the month.

- Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always using MyPlate to make food choices.

- Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always consuming at least 2 cups of fruit and 2 ½ cups of vegetables each day.

- Based upon behavior checklists, by September 30, 2019, at least 85% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always following USDA recommendations for food safety.
• Based upon behavior checklists, by September 30, 2019, at least 70% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having 3 family meals together per week.

B. Audience
The SNAP-Ed program in Utah will work with the Department of Workforce Services (DWS) and the state SNAP offices to promote all SNAP-Ed, including Create Family Meals to the target audience. This will be accomplished by developing relationships with DWS staff members, educating staff about SNAP-Ed, illustrating how the program can benefit SNAP participants, and by setting up demonstrations, displays, and other promotional materials at the SNAP offices to increase awareness. Upon request, Utah SNAP-Ed receives information from DWS that provides the names of all the individuals in Utah who applied for SNAP benefits. This list will be utilized by NEAs to show all reasonable efforts have been made to recruit individuals who qualify for the SNAP-Ed program.

The SNAP-Ed program in Utah will market the program through fliers and brochures that will be displayed in areas where low-income individuals congregate. These locations may include grocery stores, food pantries, Extension offices, WIC offices, health departments, churches and other locations in the communities. Utah SNAP-Ed will also participate in farmer’s markets with EBT machines to increase awareness of the SNAP-Ed program. In addition, SNAP-Ed will work with other local and state agencies to promote the program and receive referrals for low-income individuals across the state. Utah SNAP-Ed has a memorandum of understanding with WIC stipulating that WIC will provide participant referrals for SNAP-Ed of Utah. (See Appendix). County Extension offices provide community SNAP-Ed lessons that are advertised and promoted in low-income areas that house individuals within the target audience.

Create Family Meals through SNAP-Ed will be made available to families who fit into the following categories:

• Income based - Persons eligible for SNAP and/or other means-tested Federal assistance programs such as Supplemental Security Income (SSI), the WIC program, Child Nutrition Program, or Temporary Assistance for Needy Families (TANF). There will be specific focus on Intergenerational Poverty. Persons typically not eligible for SNAP such as incarcerated persons, boarders, or college/university students are ineligible for SNAP-Ed.

• Location based – Persons using the services of 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 generally service 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 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.
• Persons shopping in grocery stores when the store has been documented to redeem average monthly SNAP benefits of $50,000 or more. 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.

C. Food and Activity Environments

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

D. Project Description for Education Strategies

<table>
<thead>
<tr>
<th>EDUCATIONAL STRATEGY: CREATE FAMILY MEALS</th>
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</thead>
<tbody>
<tr>
<td><strong>How <em>Create Family Meals</em> will be implemented</strong></td>
</tr>
<tr>
<td><strong>Where <em>Create Family Meals</em> will be delivered</strong></td>
</tr>
<tr>
<td><strong>Create Family Meals duration</strong></td>
</tr>
<tr>
<td><strong>Projected # of participants</strong></td>
</tr>
<tr>
<td><strong>Frequency of contacts</strong></td>
</tr>
</tbody>
</table>
DWS community liaisons will also refer potential participants to *Create Family Meals*.

### Key messages

<table>
<thead>
<tr>
<th>The importance and benefits of family mealtime</th>
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<tbody>
<tr>
<td>Planning, shopping, and cooking skills</td>
</tr>
<tr>
<td>Budgeting to stretch food dollars to last the month</td>
</tr>
<tr>
<td>MyPlate and Dietary Guidelines recommendations for healthy food and physical activity choices</td>
</tr>
<tr>
<td>Food safety</td>
</tr>
<tr>
<td>Importance of breakfast</td>
</tr>
</tbody>
</table>

E. Project Description for Marketing Strategies

Utah State University Food $ense (SNAP-Ed) will work with the Department of Workforce Services (DWS) to recruit families for the Food Sense *Create Family Meals*. DWS community liaisons will refer specific families who are in need of the skills and services provided by Food Sense. Nutrition education assistants will ensure that all DWS offices have promotional fliers and brochures available for clients. Nutrition education assistants will also recruit for *Create Family Meals* through fliers, word-of-mouth, emails, mailings, and online social media postings. Specific fliers and posters for *Create Family Meals* will be developed.

F. Evidence Base

It is well documented that family mealtime is associated with a multitude of health, family, social, and academic benefits for children. These benefits include many of the goals of Utah’s SNAP-Ed program such as helping children maintain healthier weights, and increase their fruit and vegetable intake. Other benefits of family mealtime include, but are not limited to better overall health as evidenced by fewer trips to the school nurse, improved vocabulary and test scores, and improved family communication (Utter J, Denny S, Robinson E, et al. 2013, Musick K, Meier A, 2012, & Quarmby T, Dagkas S, 2013). The extent of the benefits experienced by children appears to be related not only eating meals together, but also the frequency of those meals. Children in families that eat meals together three or more times a week are more likely to maintain a healthy weight. They are also more likely to have healthier eating patterns and dietary behaviors than those who eat together less frequently (Hammons A, Friese B, 2011). These healthful habits may last beyond the adolescent years. A cross-sectional, longitudinal study found that healthy eating patterns often associated with family meals are often carried into adulthood. The study, conducted in Minnesota, found family meal frequency during adolescent years to be predictors of healthy eating habits later in life such as higher intake of fruit, vegetables-specifically orange and dark green, and lower intake of soft drinks. This study suggest that family meals may have long lasting positive health benefits (Hammons A, Friese B, 2011). Through teaching SNAP-Ed eligible families...
how to create nourishing and appealing meals together, *Create Family Meals* aims to improve participants’ frequency of family mealtimes.

Research suggests that obesity prevention strategies that involve both parents and children are more effective than those that engage the parent or child alone (Hingle MD, O’Connor TM, Dave JM, Baranowski T, 2010; Kelishadi R, Azizi-Soleiman F, 2014). *Create Family Meals* is designed to educate all family members about the importance of nutrition, physical activity, as well as cooking and eating together. A 4-H pilot study conducted in 5 states over 3 months, tested the efficacy of a similar program which also focused on basic cooking skills, family mealtime, and being active as a family (Miller, et al., 2016). The iCook 4-H program emphasized MyPlate recommendations for food and physical activity. Each class included a hands-on cooking demonstration and sample. All classes were taught to both parents or caregivers, and children. At the conclusion of the program, adult participants reported a significant improvement in meal planning, prioritizing healthy meals, shopping with a grocery list, and reading Nutrition Fact Labels. Parents also noted a desire to cook more meals at home, and eat fewer fast food meals. Families also replaced juice with added sugars with 100% fruit juice, as well as an increased intake of vegetable based soups, and whole grains. The pilot results did not reveal an increase in the number of meals eaten together by participants, but authors suggest that is may be due to the relatively high number of meals participating families were consuming together at baseline (Miller A, et al., 2016).

Another intervention, Healthy Home Offerings via the Mealtime Environment (HOME) Plus, offered to 81 families in Minnesota also found family based cooking classes to have a positive impact on the dietary habits of participants (Flattum C., et al., 2015). HOME Plus was a randomized control trial aimed to improve participants’ skills to plan and prepare healthy meals and snacks, and eat more meals as a family. Participants, both adult and children reported enjoying the experience of cooking together, learning to improve the nutritional value of their foods, and trying new recipes and cooking methods. As a result of the monthly classes, researchers found the children were more willing to try new foods and eat healthier foods. Both parents and children were more aware of portion sizes. Families were also more likely to cook at home together, and experienced an increase in fruit and vegetable intake (Flattum, C., et al., 2015).

With the strong evidence base supporting the role of family meals as a strategy to improve dietary patterns and promote healthy weight maintenance, *Create Family Meals* has great potential to positively impact SNAP-Ed eligible adults and children, both in the short and long-term. *Create Family Meals* will help develop strong, healthy families who have the skills necessary to cook, eat, and be active together.

G. Policy, Systems, and Environmental Changes

*Create Family Meals* is a direct education approach. However, a system is being developed to ensure that DWS and Food Sense are in collaboration to inform eligible
individuals and families about the services available to them. Food $ense nutrition education assistants are required to deliver promotional fliers to each DWS office in their county and educate workers about Food $ense programming. In turn, DWS workers are referring their clients to SNAP-Ed. 

*Create Family Meals* is also supported by the Create Family Mealtime social marketing campaign run every September which is family mealtime month.

See Section 8 for details on how to conduct and report program evaluation for Create Family Meals.
Creaciones en la Cocina
http://extension.usu.edu/fscreate/creates_spanish_curriculum_and_handouts

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

PROJECT TITLE: Utah State University Food $ense (SNAP-Ed)
Creaciones en la Cocina: A Culturally-Sensitive Spanish Curriculum/Programming for Latinos

A. Related State Objectives

- Based upon behavior checklists, by September 30, 2019, at least 80% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having enough food to last through the end of the month.

- Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always using MyPlate to make food choices.

- Based upon behavior checklists, by September 30, 2019, at least 60% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always consuming at least 2 cups of fruit and 2 ½ cups of vegetables each day.

- Based upon behavior checklists, by September 30, 2019, at least 85% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always following USDA recommendations for food safety.

- Based upon behavior checklists, by September 30, 2019, at least 70% of SNAP eligibles who participate in SNAP-Ed lessons statewide will report usually/always having 3 family meals together per week.
B. Audience
For several years now, USU Extension Food $ense has been reaching out to Spanish-speaking SNAP-Ed participants by hiring and placing ethnically matched or bilingual nutrition educators in communities across the state with large numbers of Latinos. The program has also been providing selected handouts translated into Spanish from the CREATEs curriculum to support those nutrition education efforts. While these actions are important steps toward bridging the communication gap, deeper changes are necessary (Broyles et al, 2011). Currently, bilingual Food $ense educators use the curriculum in English and improvise lessons in Spanish to the best of their abilities in the absence of a nutrition curriculum written in the participants’ native language. To overcome these limitations and bring about deeper changes, Food $ense educators will be trained to teach Creaciones en la Cocina a new and original curriculum written in Spanish for Food $ense based on concepts and key messages of the Family Meals English curriculum. Creaciones en la Cocina was pilot-tested in 2017 in Cache County with the intent to encourage and increase the participation of Latino families in the Food $ense program by providing culturally-sensitive nutrition education tailored to meet the food preferences, acculturation levels and the values and traditions of SNAP-Ed Spanish-speakers in the state of Utah. Creaciones en la Cocina lessons will be offered to Latino families who may be identified in the following categories:

- Latino Families and individuals at venues where it can be documented that the location/venue generally serves low-income persons where at least 50% of persons have gross incomes at or below 185% of poverty guidelines/thresholds. This would include individuals 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.
- Income based - Latinos eligible for SNAP and/or other means-tested Federal assistance programs such as Supplemental Security Income (SSI), the WIC program, Child Nutrition Program, or Temporary Assistance for Needy Families (TANF).
- Location based – Latinos using the services of food banks, food pantries, soup kitchens, public housing, and SNAP/TANF job readiness program sites, etc.

C. Food and Activity Environments
The Creaciones en la Cocina lesson series has a twofold purpose: the development of healthy eating habits and physical activity behaviors among Latino families. Through the Creaciones en la Cocina lessons participants gain the following knowledge and new skills and behaviors:

1. Make food purchases and menu planning of healthy and inexpensive meals based on MyPlate and USDA Dietary Guidelines for Americans
2. Identify ideas to stretch their food budget
3. Learn how to manage food safely to avoid foodborne illnesses.
4. Identify food staples to keep in the pantry, refrigerator and freezer
5. Learn how to quickly prepare nutritious meals with what is available
6. Practice table manners
7. Review basic table setting to create pleasant table environments at meal times.
8. Identify the importance of family meals such as breakfast
9. Learn how to create nutritious family breakfasts with available ingredients
10. Learn how to involve family members in meal preparation and kitchen cleanup
11. Learn about the benefits of physical activity and practice forms of exercise

D. Project Description for Educational Strategies

| How Creaciones en la Cocina Family Meals will be implemented | Using a hands-on team group approach, the lessons will be taught face to face to groups that work together to prepare culturally-appropriate recipes that are also easy, tasty, inexpensive and healthy. NEAs purchase and provide ingredients, recipe cards and kitchen tools to facilitate food preparation. To enable participants with young children to attend the lessons, NEAs prepare for and plan nutrition education lessons and/or learning activities for youth. Depending on the expected number of participants 2-3 NEAs support each other teaching separate children and adult classes. If needed, they may recruit volunteers, interns or USU Extension assistants to provide support leading children groups in separate classroom, kitchen or adjacent space to where adult classes take place. To help facilitate participation of Latino families, NEAs allow flexibility with lesson start times and schedule meeting times for 1.5 hours spending the first 30 minutes on food preparation to accommodate to late arrivals |
| Where Creaciones en la Cocina will be delivered | Locations of Creaciones en la Cocina may include churches, county extension offices, schools, community centers, and public housing centers. They can also be held at host family homes. Locations must all have a kitchen which will allow participants to assist with food preparation |
| Creaciones en la Cocina series duration | Creaciones en la Cocina is a four week series. Each class lasts about 1.5 hours. |
| Projected # of participants: | FY 2017 – at least 20 participants  
FY 2018 – at least 30 participants  
FY 2019 – at least 40 participants |
<table>
<thead>
<tr>
<th>Frequency of contacts</th>
<th>Families will ideally participate in the entire 4-week series. Potential participants will be recruited via phone calls, texts and Facebook.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key messages</td>
<td>Lesson #1</td>
</tr>
<tr>
<td></td>
<td>• Make food purchases based on MyPlate and USDA Dietary Guideline for Americans</td>
</tr>
<tr>
<td></td>
<td>• Use a food budget and menu planning to prepare healthy and inexpensive meals</td>
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<tr>
<td></td>
<td>Lesson #2</td>
</tr>
<tr>
<td></td>
<td>• Identify ideas to stretch their food budget</td>
</tr>
<tr>
<td></td>
<td>• Learn how to manage food safely to avoid foodborne illnesses.</td>
</tr>
<tr>
<td></td>
<td>• Learn and practice proper hand washing</td>
</tr>
<tr>
<td></td>
<td>Lesson #3</td>
</tr>
<tr>
<td></td>
<td>• Identify food staples to keep in the pantry, refrigerator and freezer.</td>
</tr>
<tr>
<td></td>
<td>• Learn to prepare nutritious meals with what is available</td>
</tr>
<tr>
<td></td>
<td>• Practice table manners</td>
</tr>
<tr>
<td></td>
<td>• Review basic table setting to create pleasant environments at meal times.</td>
</tr>
<tr>
<td></td>
<td>Lesson #4</td>
</tr>
<tr>
<td></td>
<td>• Identify the importance of family meals</td>
</tr>
<tr>
<td></td>
<td>• Learn about the importance of breakfast</td>
</tr>
<tr>
<td></td>
<td>• Create nutritious breakfasts</td>
</tr>
<tr>
<td></td>
<td>• Learn how to involve family members in meal preparation and kitchen clean-up</td>
</tr>
<tr>
<td></td>
<td>• Learn about the benefits of physical activity and practice forms of exercise</td>
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</tbody>
</table>

E. Project Description for Marketing Strategies

Bilingual nutrition education Assistants (NEAs) will market *Creaciones en la Cocina* in target communities through fliers and posters that will be displayed in areas where SNAP eligible Spanish-speakers frequent. For example, Latino grocery stores, food pantries, Community Centers, WIC offices, health departments, schools, churches, libraries and other venues in those communities. Utah SNAP-Ed NEAs will also display
USU Extension banners in Spanish and distribute food samples and Latino recipes at farmer’s markets to increase awareness of the SNAP-Ed program. In addition, SNAP-Ed NEAs will work with local and state agencies to facilitate program recruitment and hosting class series on-site. Where possible, educators will encourage the development of community based Food Sense groups led by volunteers willing to host Creaciones en la Cocina lesson series. In counties where Spanish radio advertising is affordable and possible, program marketing through radio will be encouraged. Social media such as Food Sense Facebook pages and Food Sense blogs will also be used as venues to promote and recruit for new classes and a Spanish-only website, linked to USU Extension, will be designed and populated with resources for the public such as lesson handouts, Latino recipes and demonstration videos to support and reinforce face-to-face teaching activities.

F. Evidence Base
During the past three decades, Utah has experienced rapid demographic changes. Most dramatically has been the steady increase of its Latino population. According to the Utah Office of Ethnic Affairs, Latino projected population growth for the year 2020 is estimated at 17% and almost 20% by 2030 (Utah Office of Ethnic Affairs, 2006). This population is characterized as largely “immigrant” (Utah Latino Health & Disability Needs Assessment Report, 2016), young, (23.6 years old on average), primarily Spanish-speaking and significantly lower median income than the average Utah household. Trend analyses over the past 15 years indicate that health disparities in Utah Latinos are prevalent. A 2016 report from the Utah Department of Health concludes that the disparity gap for Latinos has increased in several indicators such as poverty, diabetes, cholesterol, physical activity and poor health status (Utah Department of Health Office of Health Disparities, 2016). To help this group overcome some of these challenges and successfully navigate and thrive in their Utah communities, it is important to build Nutrition Educators Assistants’ capacity for working with this Latino population and to equip them with appropriate tools to effectively reach them with nutrition education lessons such as those in Creaciones en la Cocina.

The need for culturally adapted nutrition education curriculum for Latinos has long been documented in the literature. A 1997 study on food choices of low income families reported that ethnic and cultural traditions are strong factors in food choices and meal preparation for Latino Food Stamp recipients. In this study, focus group participants often reported hesitation in abandoning traditional food choices and recipes because of family resistance. They also stated that changes to healthier meals would be difficult because they believed healthy eating cost more money. Time pressures for working women were also identified as barriers to preparing healthy meals and a reason to purchase convenience foods. Participants also expressed interest in learning how to plan menus and prepare appealing low-cost meals but also uncertainty about how to modify and prepare food. The findings on this study suggest that “initiatives aimed at assisting low-income meal preparers to adapt culturally familiar foods and initiatives aimed at educating children would be especially fruitful avenues for providing
nutritional guidance to low income families” (Bradbard, et al., 1997). Multiple studies have been published where culturally-relevant curriculum is an important factor for reaching Latinos more effectively; for example the development of Latino-specific pilot interventions such as one to promote healthy behaviors and reduce obesogenic behaviors (Hammons et al, 2013) and the cultural adaptation of the Nutrition Education Aimed at Toddlers (NEAT) curriculum for Latino Families reported to be as successful as the original after the adaptations were made (Broyles et al, 2011). Furthermore, to support efforts in this area, the Food and Nutrition Information Center compiled and published a resource list of cultural and ethnic food and nutrition materials that educators can use (Food and Nutrition Information Center, 2008). Capitalizing on the expertise of Extension educators in Cache County on curriculum development, bilingual and bicultural skills, program implementation and past work experience with this audience provided a timely opportunity for the pilot-test, assessment and development of this culturally adapted Food Sense curriculum. Coupled with new Spanish-Speaking NEAs hires, Creaciones en la Cocina sets the stage for the potential expansion of the program to increase outreach in this program area in Utah counties with high Latino populations.

G. Policy, Systems, and Environmental Changes

Creaciones en la Cocina is designed as a direct education strategy for delivering key nutrition messages to Latino families. However, to expand the reach to the Latino community at large, the lesson messages are also formatted as brief handouts and short scripts for posting on Facebook, USU Extension website or for radio broadcasting. Radio broadcasting has proven to be an effective strategy for class recruitment. Spanish-speaking Food Sense nutrition education assistants are encouraged to use social media, radio broadcasting (where possible) and word of mouth contacts to more effectively recruit from and educate Latinos in their communities on SNAP-Ed core messages.

See Section 8 for details on how to conduct and report program evaluation for Creaciones en la Cocina.
Curriculum for Youth Audiences

Create MyPlate
http://extension.usu.edu/fscreate/ ➔ Lessons for Kids

Create MyPlate is the primary curriculum for youth audiences. The curriculum is designed to reach youth in grades K-8. The lessons are based on USDA Dietary Guidelines for Americans and MyPlate. Create MyPlate contains eight lessons that feature interactive activities about MyPlate food groups, handwashing, physical activity, and healthy snacking. The goal of the curriculum is to help youth create healthy diet and activity habits that they will sustain throughout their lives.

Supplemental Materials for Create MyPlate
The following materials can be used as a supplement to the Create MyPlate curriculum.

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

Yoga for Kids
University of Arkansas Extension
Description: Yoga for Kids aims to increase fitness, decrease stress, and improve mental focus in a noncompetitive manner through teaching yoga.
https://www.uaex.edu/4h-youth/activities-programs/healthy-living/curriculum.aspx

See Section 8 for details on how to conduct and report program evaluation for Create MyPlate.

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

See Section 8 for details on how to conduct and report program evaluation for Fun, Food & Reading.

Policy, Systems and Environment (PSE) Work

POLICY SYSTEMS AND ENVIRONMENT (PSE) WORK

Research shows that the best strategy for obesity prevention includes a combination of direct nutrition education, social marketing, and policy, system, and environment (PSE) work. According to the SNAP-Ed Plan Guidance FY 2017, “Using these three elements helps create conditions where people are encouraged to act on their [SNAP-Ed] education and awareness and where the healthy choice becomes the easy and preferred choice.” PSE is a required component of SNAP-Ed nationwide. It is intended to complement your teaching responsibilities outlined in other chapters throughout this manual. Under most circumstances, 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.

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 $ense Policy Work Examples
An NEA, supervising educator, or faculty member joins the wellness committee at a school where he/she teaches Food $ense 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

Food $ense System Work Examples
An 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.

Food $ense Environment Work 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.
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 Office to develop or contribute to a PSE strategy specific to their county.

PSE PICK LIST
The PSE Pick List is an approved list of PSE projects that 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 2019 (OCTOBER 2018-SEPTEMBER 2019)
Extension.usu.edu/fscreate → PSE → PSE Pick List

<table>
<thead>
<tr>
<th>PSE Goal</th>
<th>Associated Projects</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Healthy Pantries</td>
<td>Healthy Food Drives (includes Buy Dinner for Your Neighbor)</td>
<td>Increase availability of healthy foods in pantry.</td>
</tr>
<tr>
<td></td>
<td>Community Gardens</td>
<td>Increase availability of healthy foods in pantry.</td>
</tr>
<tr>
<td></td>
<td>Thumbs Up for Healthy Choices in Food Pantries</td>
<td>Increase visibility and appeal of healthy foods in pantry.</td>
</tr>
<tr>
<td>Create Healthy Stores</td>
<td>Thumbs Up for Healthy Choices in Retail Settings</td>
<td>Increase availability, visibility, and appeal of healthy foods in small retail settings.</td>
</tr>
<tr>
<td>Create Healthy Schools</td>
<td>Smarter Lunchroom Movements (SLM)</td>
<td>Increase visibility and appeal of healthy options in school cafeteria.</td>
</tr>
<tr>
<td></td>
<td>School Gardens</td>
<td>Increase availability of healthy foods in schools.</td>
</tr>
</tbody>
</table>

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 $ense (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.

http://extension.usu.edu/fscreate/ou-files/2017-18_staff/PSE_Action_Plan_Form.pdf
Food $ense (SNAP-Ed) Policy, Systems and Environmental Change Strategies Action Plan Form

- This form is intended for Nutrition Education Assistants (NEAs) that would like to implement a policy, system, or environmental (PSE) change strategy that is not included on the approved PSE Pick List. This form is not required for any of the strategies on the approved pick list.

- The use of Food $ense (SNAP-Ed) funds (wages, supplies, etc.) for all PSE strategies must be approved by the state office prior to implementation.
  - PSE strategies started in 2017 that are not on the PSE pick list do require a form, unless otherwise noted by the PSE coordinator.

- Please fill out the brief form below and return it to Casey Coombs. The form is a fillable PDF, so it can be filled out electronically and then emailed to casey.coombs@usu.edu. The completion of the form will prompt a meeting with the NEA, supervisor, and the state PSE coordinator to discuss the proposed strategy.

- Any PSE Activity entries in PEARs for FY 2018 should either be from the approved PSE Pick List OR have a PSE Action Plan Form submitted and approved.

- The online form can be found on the Food $ense staff website under the PSE tab. http://extension.usu.edu/fscreate/
Food $ense (SNAP-Ed) Policy, Systems and Environmental Strategies Action Plan

County ___________________________ Educator ___________________________

Strategy

☐ Increase availability of healthy food  ☐ Increase availability of physical activity
☐ Increase appeal of healthy food  ☐ Increase appeal of physical activity

Project Description


Project Expected Outcome(s)


Is this strategy a policy, system or environmental change?

☐ Policy  ☐ System  ☐ Environmental

In what setting will this strategy occur?

☐ Convenience Store  ☐ Community Garden  ☐ Farmers Market
☐ Concession Area  ☐ Food Pantry  ☐ School
☐ Grocery Store  ☐ Worksite  ☐ Other

What is the name of the organization leading this effort?


What organizations, other than Food $ense (SNAP-Ed) are involved in this effort?


This material was funded by USDA’s Supplemental Nutrition Assistance Program — SNAP. This institution is an equal opportunity provider.
Utah State University is an affirmative action/equal opportunity institution.
Create Healthy Food Pantries

Food pantry users experience a variety of barriers that prevent them from making healthy choices in the pantry. To help address these barriers, Food Sense NEAs can choose from a variety of projects to make healthy choices more available, visible, and appealing to pantry users. The most successful NEAs will engage in at least one strategy to increase the amount of healthy food in a pantry (community garden work and/or healthy food drives), as well as use the Thumbs Up for Healthy Choices nudge program to promote the healthy options.

Healthy Food Drives

A great way to increase the amount of healthy foods in your local food pantry is to hold a community food drive that requests healthy options. Food drives can be conducted in a variety of locations including Extension offices, local grocery stores, or throughout the community by dropping bags off at individual houses.

The first step to conducting a successful healthy food drive is to talk to your pantry manager about foods they would like to see donated that fit both their needs and the health guidelines of our program. Options may include low-sodium canned beans and vegetables, canned fruit packed in 100% fruit juice, whole grain cereals and pastas, nut butters, canned protein (tuna, salmon, chicken, etc), and low-fat shelf stable milk. It is also important to mention to the pantry manager, and to include on all your marketing materials, that all food donations are appreciated. We would not want to discourage people from donating, even if the items do not meet the healthy guidelines.

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

You can find some marketing materials for healthy food drives on the staff website under the PSE tab. The posters can be edited to include the items your pantry has requested, as well as your pantry’s name and/or logo. If you need something other than the materials available, they must be approved by the State Office before distributing them.
Other examples of healthy food drive materials our NEAs have helped with include:
The above example represents a partnership between Food Sense, the local pantry and the local Boy Scouts of America Council. These postcards were stapled to donation envelopes and dropped off at homes throughout Millard County.

Above is a bag that was printed through a partnership between the Northern Utah Trapper Trails Boy Scout of America Council, Utah Department of Health, and Food Sense. The bags were distributed throughout multiple counties in northern Utah.
Buy Dinner for Your Neighbor

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

You can order a large standing or hanging *Buy Dinner for Your Neighbor* banner from the State Office. It can be customized to include the name and/or logo of the grocery store and pantry you are partnering with.
Community Garden Work

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

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

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

Available Tools:

**Thumbs Up for Healthy Choices Toolkit-Food Pantries**


Includes everything you need to know to successfully implement Thumbs Up in a pantry setting

**Healthy Food Pantry Assessment Tool**

http://extension.usu.edu/fscreate/ → PSE Tab → Healthy Food Pantry Assessment Tool

The Healthy Food Pantry Assessment Toolkit is used to assess what the pantry is already doing to promote client nutrition, as well as help pantry managers determine what things they would like to do that you can assist with. It is required that you conduct this assessment when you begin to work with a pantry (or at the beginning of each fiscal year), as well as when you complete your work with the pantry (or at the end of the fiscal year). The pantry will receive a score each time you conduct the assessment. Your goal is to see an increase in their score which will indicate an increase in the number of things the pantry is doing to improve client health and nutrition.

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

**Promotion Tools**

Once you conduct your food pantry assessment tool you can begin using the Thumbs Up tools to promote healthy foods. Every pantry is set up a bit differently. In response to this variety of pantry settings, Food Sense has developed a myriad of promotion tools you can use to help pantry clients easily identify healthy options. Use any combination of the items below to make
the program visible. Below is a table that includes each of the available tools, how to use them, as well as how to obtain them.

<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
<th>Use</th>
<th>How to Obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shelf Talkers</strong></td>
<td><img src="image1.png" alt="Image" /> <img src="image2.png" alt="Image" /></td>
<td>Place directly on shelf in front of healthy choice. Available in English &amp; Spanish</td>
<td>Order from the State Office.</td>
</tr>
<tr>
<td>2” square</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4” square</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1x3” strip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shelf Labels</strong></td>
<td><img src="image3.png" alt="Image" /> <img src="image4.png" alt="Image" /></td>
<td>Contain different messages to help clients make a healthy choice. Available in English &amp; Spanish</td>
<td>Order from the State Office.</td>
</tr>
<tr>
<td>1 x 6” strips Set of 8 different messages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shelf Clips</strong></td>
<td><img src="image5.png" alt="Image" /></td>
<td>Use to attach shelf talkers onto the shelves.</td>
<td>Order from State Office.</td>
</tr>
<tr>
<td><strong>Shelf Educators</strong></td>
<td><img src="image6.png" alt="Image" /></td>
<td>Contain nutrition &amp; use highlights for common food pantry items.</td>
<td>Available on staff website. Print at county office.</td>
</tr>
<tr>
<td>29 educators 4x6”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tip Sheets</strong></td>
<td><img src="image7.png" alt="Image" /></td>
<td>Contains a variety of ideas on how to use common food pantry items.</td>
<td>Available on staff website. Print at county office.</td>
</tr>
<tr>
<td>17 tip sheets 4x6” 8x11”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recipe Cards</strong></td>
<td><img src="image8.png" alt="Image" /></td>
<td>Editable template to add food pantry friendly recipe</td>
<td>Available on staff website. Print at county office.</td>
</tr>
<tr>
<td>Single or double sided 4x6” 2x4”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poster Templates</strong></td>
<td><strong>Banners</strong></td>
<td><strong>Posters</strong></td>
<td><strong>Information Cards</strong></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>8x11”</td>
<td>Standing Banners (horizontal)</td>
<td>11x17”</td>
<td>Cards to educate pantry users about the program. Place a</td>
</tr>
<tr>
<td>11x17”</td>
<td>Hanging Banners (vertical)</td>
<td>11x17”</td>
<td>Order from State Office.</td>
</tr>
<tr>
<td>Editable poster template that can be used for pantry specific needs</td>
<td>Large banners to educate pantry users about the program. Should be used in all pantries.</td>
<td>Information posters to educate pantry users about program. Available in English &amp; Spanish</td>
<td>Order from State Office.</td>
</tr>
<tr>
<td>Print at county level or order through State Office.</td>
<td>Order from State Office.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recipe Name Here**

**Dairy Products**

Enjoy These Items Frequenty:
- Itemhere
- Itemhere
- Itemhere
- Itemhere
- Itemhere

Enjoy These Items In Moderation:
- Itemhere
- Itemhere
- Itemhere
- Itemhere
- Itemhere

**Now the healthy choice is the easy choice.**

Look for these thumbs up signs to find food that is:
- Itemhere
- Itemhere
- Itemhere
- Itemhere
- Itemhere

**Healthy Choice**
<table>
<thead>
<tr>
<th>4x6”</th>
<th>stack where people sign in for pantry services. Available in English &amp; Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grocery Cart Signs &amp; Holders</strong></td>
<td>Grocery cart signs and holders to educate pantry users about the program. Available in English &amp; Spanish.</td>
</tr>
<tr>
<td><strong>Pantry Staff/volunteer information sheet</strong></td>
<td>3-page sheet that describes MyPlate and the Thumbs Up program for food pantry volunteers/staff</td>
</tr>
<tr>
<td><strong>Recipe Bags</strong></td>
<td>See description below</td>
</tr>
</tbody>
</table>

**Prepackaged Recipe Bags**

Another option that some NEAs have used to help increase the selection of healthy foods is to pre-package bags with ingredients needed to make a healthy Food Sense recipe. You can order strong, clear bags from the staff order form for this strategy. Often the pantry will not have all of the ingredients needed to make the total recipe. In this case, be sure to indicate on the recipe card which ingredients are included, and which ingredients still need to obtained. This is
a great strategy to use if the pantry has a lot of an item that fits the Thumbs Up guidelines that they are hoping to move out of the pantry.

**Nutrition Education Booths**

A hugely important part of a successful Thumbs Up program in a food pantry is a nutrition education booth. Booths are an opportunity to talk to pantry users about the Thumbs Up program and the importance of making healthy choices. When possible, offer a recipe sample for pantry users to try while they wait. This is also a good opportunity to recruit participants for other Food Sense classes or programs you are holding.

**Create Healthy Stores**

Another PSE option for Food Sense NEAs is to create healthy store environments. The goal of our healthy store PSE initiatives is to improve the availability, visibility, and appeal of healthy options in small retail settings like corner stores, convenience stores, or small grocers. This work can be conducted using the variety of strategies in our *Thumbs Up for Healthy Choices Retail Settings Toolkit*.

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

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

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

**Store Owner Interview**

[http://extension.usu.edu/fscreate/ou-files/2017-18_staff/Store_Manager_Interview.pdf](http://extension.usu.edu/fscreate/ou-files/2017-18_staff/Store_Manager_Interview.pdf)

Use this survey to get to know the store owner better and to learn what challenges he or she may face and how Food Sense can help.

Date: 

NEA Name: 

Store Name: 

Name of Owner:
Address:

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

What are the 3 top-selling items in your store, including nonfood items?
1.
2.
3.

Are there any healthier items that you are interested in selling? _____ Yes  _____No

If so, what are they?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

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

Thank you for your time!

Store Observation Form**
http://extension.usu.edu/fscreate/ou-files/2017-18_staff/Store_Observation_Form2.pdf

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

See Section 8 for details on how to use and report the Store Observation Form.
Healthy Retail Strategies Pick List

http://extension.usu.edu/fscreate/ou-files/2017
18_staff/Retail_Healthy_Changes_Pick_List.pdf

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

**Product Placement Strategies**

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

**Product Promotion Strategies**

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

Promote Food $ense education booths and recipe sampling on local radio stations, newspapers, and other local outlets to advertise.

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

**OTHER STRATEGIES OF INTEREST**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Find more information on all of these tools as well as nutrition guidelines for identifying healthy foods in the Thumbs Up for Healthy Choice Retail Toolkit. Add toolkit and/or link here.

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

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

**Promotion Tools:**

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

<table>
<thead>
<tr>
<th>Item</th>
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<th>Use</th>
<th>How to Obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelf Talkers</td>
<td><img src="image1.png" alt="Healthy Choice" /> <img src="image2.png" alt="Elegante Saludable" /></td>
<td>Place directly on shelf in front of healthy choice. Available in English &amp; Spanish</td>
<td>Order from the State Office</td>
</tr>
<tr>
<td>Shelf Talkers</td>
<td><img src="image1.png" alt="Healthy Choice" /> <img src="image2.png" alt="Elegante Saludable" /></td>
<td>Place directly on shelf in front of healthy choice. Available in English &amp; Spanish</td>
<td>Order from the State Office</td>
</tr>
<tr>
<td>Shelf Labels</td>
<td><img src="image3.png" alt="Make the healthy choice: Choose low-sodium or no salt added vegetables" /> <img src="image4.png" alt="Drain &amp; rinse fruit packed in heavy syrup to create better health" /></td>
<td>Contain different messages to help customers make a healthy choice. Available</td>
<td>Order from the State Office</td>
</tr>
<tr>
<td>Product</td>
<td>Description</td>
<td>Availability</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Shelf Clips</strong></td>
<td>Use to attach shelf talkers onto the shelves.</td>
<td>Order from State Office</td>
<td></td>
</tr>
<tr>
<td><strong>Shelf Educators</strong></td>
<td>29 educators 4x6”</td>
<td>Contain nutrition &amp; use highlights for common non-perishable items.</td>
<td>Available on staff website. Print at county level.</td>
</tr>
<tr>
<td><strong>Recipe Cards</strong></td>
<td>Single or double sided 4x6” 2x4”</td>
<td>Editable template to add food store friendly recipe</td>
<td>Available on staff website. Print at county level.</td>
</tr>
<tr>
<td><strong>Poster Templates</strong></td>
<td>8x11” 11x17”</td>
<td>Editable poster template that can be used for store specific needs</td>
<td>Print at county level or order through State Office</td>
</tr>
<tr>
<td><strong>Banners</strong></td>
<td>Large banners to educate about the program. Should be used in all stores.</td>
<td>Order from State Office</td>
<td></td>
</tr>
<tr>
<td><strong>Posters</strong> 11x17”</td>
<td>Information posters to educate about the program. Available in English &amp; Spanish</td>
<td>Order from State Office</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Grocery Cart Signs &amp; Holders</strong></td>
<td>Grocery cart signs and holders to educate about the program. Available in English &amp; Spanish.</td>
<td>Order signs and holders from State Office.</td>
<td></td>
</tr>
<tr>
<td><strong>Recipe Bags</strong></td>
<td>Use to prepackage recipes that can be made using ingredients available in the store. Work with store owner to determine pricing for the recipe bags.</td>
<td>Order from State Office (bag only, recipes not included).</td>
<td></td>
</tr>
</tbody>
</table>
Create Healthy Schools

PSE initiatives that make healthy choices easier for youth audiences are just as important as those geared towards adults. Food Sense youth PSE efforts are focused in school settings where youth spend a lot of their time and make many food choices from a young age.

Smarter Lunchroom Movement (SLM)

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

Utah is excited to become part of the Smarter Lunchroom Movement. The implementation of SLM is a partnership between Food Sense, Utah School Board of Education Child Nutrition Programs, and the Utah Department of Health.

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

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

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

*Using and reporting scorecard results is required.

If you prefer a laminated scorecard you can write on, order it from the State Office.

| Smarter Lunchroom Magnet Sets | Allows you and the interested cafeteria/school visualize the changes they would like to make as part of SLM. | Order from the State Office. Counties with multiple NEAs are encouraged to share a single set of magnets. |

See Section 8 for details on how to evaluate and report your work with the Smarter Lunchroom Movement.

**Indirect Education**

Indirect education is the distribution of information and resources, including any mass communications, community events, interviews, advertisements, and materials distributions that are not considered direct education or social marketing. Indirect education is a great way to increase awareness about your county’s Food $ense program, recruit participants to classes, and share our nutrition and wellness messages.

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

Many counties in Utah use Facebook as a way to communicate community events, local activities, and regional information. If you work in a county that utilizes Facebook for other community announcements, and if you have reason to believe your target audience is using Facebook, you should consider having a county Food $ense Facebook page.
Hosting a county Food $ense Facebook page does not require a great deal of time or effort. The typical county page will share the educational and promotional material posted by our statewide social media NEAS (Eat Well Utah, Food $ense Utah, and Kids Create!). The county NEA should also post upcoming events, classes, or farmers’ market information in their area. NEAs are not asked to spend work hours creating content, taking pictures, or writing lengthy posts. They should be re-posting the existing content and announcing upcoming events. Any additional social media efforts must be approved by the supervisor and State Office.

**County NEAs Who Provide Social Media**

Before starting, please consult with your supervisor. S/he must approve time and effort be put toward this as indirect education and as a recruiting effort.

Next, please contact Jocelin Gibson. She will need to be invited as a (silent) page administrator. And she can help you format your page with the correct logos, banners, profile pictures, etc.

Keep your page active. Post a minimum of two times per week. (This can include sharing Eat Well Utah, Food $ense Utah, and Kids Create posts.)

Check inbox and notifications daily for requests for information by participants, but that is the only time you should spend in notifications and messages.

Have your target audience in mind every time you post. Be clear who you are talking to and be consistent in your outreach to SNAP recipients.

Always be professional. You can use a friendly tone and humor, but steer clear of immature, faddish, or meaningless posts.

Use appropriate stock photos. Always follow the license agreement (attribution or no, advertising, downloadable okay or not, etc.). A list of approved and readily available stock photos can be found on the staff website under Recruiting and Marketing Materials.

Never post participants images without a signed Photo Release form. These can be found on the staff website under Misc Forms.

Use hashtags as a sorting tool, not a fad. For example, label all recipes #SNAPEdRecipes, and you can even specify by labeling something multiple times. For example, a strawberry and yogurt parfait could be labelled: #SNAPEdSmoothies #SNAPEdFruityDesserts #SNAPEdRecipes.

Always share content from the existing Food $ense statewide pages:
https://www.facebook.com/eatwell.utah
http://www.facebook.com/utahfoodsense
https://www.facebook.com/kidscreatefoodsense/

You can also share helpful information from USU Extension. Remember to SHARE these posts, do not copy and paste.

Don’t forget to report your efforts in PEARS. This is a great indirect education activity, and you should get credit for your efforts.

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

**Farmers’ Market Booths**

In addition to social media, another option for indirect education is to have a Food $ense nutrition education booth at select farmers’ markets throughout the state. Farmers’ markets that are approved to have a Food $ense booth are required to accept EBT/SNAP benefits and will ideally offer the Double Up Food Bucks incentive program. They should also be located in an area that is easily accessible to our priority population.

The goal of the farmers’ market nutrition education booths is to increase participants’ fruit and vegetable consumption through improving their nutrition knowledge and willingness to try new produce. These goals are reached through offering market patrons education about the different produce available at the market as well as a sample of quick, easy, nutritious recipe that features seasonal fruits and vegetables. A secondary goal of the booth is increase awareness of Food $ense and recruit participants for classes and other programming.

You can find all of the information you need to successfully identify a market location, gather supplies for your market booth, and plan your weekly nutrition education and recipe sample in the Food $ense farmers’ market booth toolkit. Remember, you must have approval from your supervisor and the State Office to have a Food $ense booth at your local farmers’ market.
In addition to the toolkit there are other tools available for your farmers’ market booth. You can access all of these materials on the staff website under the Farmers Market Materials tab.

<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
<th>Use</th>
<th>How to obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers’ Market Posters 8x11” or 11x17”</td>
<td><img src="image" alt="Broccoli" /></td>
<td>33 fruit or vegetable posters. Each poster features a different fruit or vegetable and details nutrition, use, storage, selection, and preparation tips.</td>
<td>Order through the State Office or print at the county office.</td>
</tr>
<tr>
<td>Farmers’ Market Recipes-English</td>
<td><img src="image" alt="Apple Salad" /></td>
<td>90 Food Sense tried and true recipes that feature seasonal fruits and vegetables.</td>
<td>Order from State Office or print at county office. Allow four weeks for printing and delivery.</td>
</tr>
<tr>
<td>Farmers’ Market Recipes-Spanish</td>
<td><img src="image" alt="Salsa Fresca Casera" /></td>
<td>Farmers’ market friendly recipes that have been translated into Spanish</td>
<td>Available on the staff website. Order from State Office or print at county office. Allow four weeks for printing and delivery</td>
</tr>
<tr>
<td>Farmers’ Market Recipe Template</td>
<td><img src="image" alt="Name of Recipe" /></td>
<td>A blank recipe template for farmers’ market recipes.</td>
<td>Fill out the recipe template. Order from the State Office or print at the county office.</td>
</tr>
</tbody>
</table>
# Social Marketing

Social marketing uses behavior theory and marketing techniques to influence a target audience to adopt a behavior that benefits the audience or society. In Food Sense, social marketing serves as a support and reminder for what participants learn in class, a recruitment tool making more people aware of Food Sense, and a strategy to help make certain healthy behaviors more appealing. Below are the current social marketing projects with each campaign’s messages and marketing mix. Social marketing in Utah is conducted by the State Office, which may request assistance from counties and social media, but is not to be a NEA or Supervisors role.

<table>
<thead>
<tr>
<th>Campaign</th>
<th>Message and Months</th>
<th>Product</th>
<th>Price</th>
<th>Place</th>
<th>Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Better Health</td>
<td>Create an Active Winter (December-March)</td>
<td>Be active even when it’s cold or poor weather.</td>
<td>Handout with local low-cost/free options for exercising.</td>
<td>The public website will have campaign information. Counties can share resources in classes and at indirect education booths.</td>
<td>Campaign ads have been primarily shared through social media. In 2019, additional materials will be provided for local promotion (like flyers).</td>
</tr>
<tr>
<td>Create Farm Fresh</td>
<td>Eat Farm Fresh, Get Fresh with a Farmer (June-September)</td>
<td>Buy fresh produce at Eligible Farmers Markets.</td>
<td>Double Up Food Bucks lowers the cost.</td>
<td>Materials will be shared at eligible farmers markets and Create Farm Fresh Food classes. Some campaign</td>
<td>Campaign promotional materials include bus ads, posters, flyers, and social media</td>
</tr>
</tbody>
</table>
Create Family Meals

Create Family Mealtime (September)

Have family mealtime more often.

Cookbook with tips to help make family mealtime easier is available.

Counties may distribute cookbooks and other materials in classes and indirect education activities.

Campaign promotion is extensive and includes bus ads, social media ads, press releases, TV spots, and radio coverage.

<table>
<thead>
<tr>
<th>Create Family Meals</th>
<th>Create Family Mealtime (September)</th>
<th>Have family mealtime more often.</th>
<th>Cookbook with tips to help make family mealtime easier is available.</th>
<th>Counties may distribute cookbooks and other materials in classes and indirect education activities.</th>
<th>Campaign promotion is extensive and includes bus ads, social media ads, press releases, TV spots, and radio coverage.</th>
</tr>
</thead>
</table>

County Efforts

There are several ways that you can support social marketing campaigns. Below are a few things you can consider doing to help.

**NEAs:**
- Share campaign materials in classes and indirect activities
- Promote the target behavior in classes
- Hold a promotional event or challenge that supports the campaign message
- Gather local information for campaign handouts and materials.
- Share social media posts by the social media NEA team
- Help identify local “Champions” for word-of-mouth marketing

**Supervisors:**
- Share campaign materials with community partners
- Write materials for the campaign (press releases, fact sheets, etc.)
- Oversee a promotional event or challenge that supports the campaign message
- Be a media liaison and share campaign messaging on a local news station or radio show
Section 8: Evaluation
Direct Education, PSE, Indirect & Social Marketing

Food $ense is a soft funded program which means we are able to function using grant money we receive through governmental institutions each year. A guidance is set forth each year including rules and regulations for us to follow stipulating how the grant money should be spent. A portion of the grant is to be used on evidence-based nutrition education based on USDA guidelines. This evidence of quality programming comes from our efforts to evaluate. The use of focus groups, surveys, observation studies among other evaluation tools allows us to collect the data we need to show the impact of our program. We use this data to analyze the usefulness of our programs and improve them. We currently use Qualtrics and PEARs as our data management systems to house our data. From there we are able to utilize data for annual reports, regional impact studies and further grant funding. In short, evaluation keeps Food $ense running! It helps us expand our reach and further our goal of creating a healthier Utah.

Food $ense has an approved procedure and specific evaluation tools for each curriculum, PSE strategy, and indirect activity. It is required that NEAs follow the approved procedures for all activities. This table briefly outlines what you need for each specific program. Below the table you will find additional details. As we continue to make our programming better survey and evaluation tools may change from time to time. Always feel free to reach out to the State Office Evaluation Coordinator with questions.

All class rolls, informed consents, letters of information, class participant form scripts, and survey tools can be found https://extension.usu.edu/fscreate/ → PEARs and Reporting OR Misc Forms

These forms should be ordered through the State Office staff assistant through the website. Use the tab for NEA Resources or Supervisor Resources, and click the link supply order form. Fill out as necessary. Allow 1-2 weeks for your order to arrive. You are always welcome to order items in bulk if you know you will be teaching a specific curriculum often.
<table>
<thead>
<tr>
<th>FY 2019 Evaluation Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Education - Adult</strong></td>
</tr>
<tr>
<td>Create Better Health (CBH)</td>
</tr>
<tr>
<td>• Script, Informed Consent and Adult Roll.</td>
</tr>
<tr>
<td>• 1st lesson – pre-test.</td>
</tr>
<tr>
<td>• 4th lesson or final lesson – post-test appropriate.</td>
</tr>
<tr>
<td>• In-between lessons-qualitative survey</td>
</tr>
<tr>
<td>• One-time lesson only – do one time survey.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Create Farm Fresh Foods (CFF)</td>
</tr>
<tr>
<td>• Script, Informed Consent and Adult Roll.</td>
</tr>
<tr>
<td>• Create Farm Fresh Foods survey.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Create Family Meals (CFM) &amp; Creaciones</td>
</tr>
<tr>
<td>• Script, Informed Consent and Roll.</td>
</tr>
<tr>
<td>• 1st lesson – pretest.</td>
</tr>
<tr>
<td>• 4th lesson or final lesson-post-test</td>
</tr>
<tr>
<td>• In-between lessons-qualitative survey</td>
</tr>
</tbody>
</table>
Evaluations Procedures & Survey Tools

**Adult & Family Direct Education Evaluation**  
*Create Better Health, Create Farm Fresh Food, Create Family Meals & Creaciones en la Cocina*

When a Food Sense class is offered to adult participants they should always be given the option to fill out a participant survey. This is a chance for us to collect data about our program, from this we can learn what is or is not working and how to move forward in future programming. All of the surveys help us have a well-rounded understanding of behavior change that may or may not be happening with our participants. We use this data to improve our education and tailor it to fit our audience’s needs.

**Method for Survey Distribution in Adult & Family Classes**

**Step 1:** Distribute Adult Roll, Informed Consent, and appropriate survey tool to participants.

**Step 2:** Read Class Participant Form Script  
This script describes the survey procedures that have been approved by the Institutional Review Board (IRB) at USU. **The script must be read exactly as it is written.**

**Step 3:** Allow participants time to sign the Informed Consent and complete the survey. Collect completed tools.

**Step 4:** Ask anyone who came in late to sign in on the adult roll and give them the opportunity to complete the survey.

**Step 5:** Enter survey responses into PEARS. Mail the informed consents, surveys, and rolls to the state office each month.

**Curriculum Survey Tools**

**Create Better Health Classes**  
*For Create Better Health we currently use a pre-post-test model for adult and family classes. Which means the participant takes a survey at the beginning of a series of Food Sense classes and then answers the same answers at the end of their Food Sense education. For classes in between the pre and post-test we offer a short two question survey to gain more data on the participant’s experience.*
Create Better Health Pre-Test
Distributed during the first class in a series

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

Prior to taking the Food Sense (SNAP-Ed) Lessons, I...

☐ Stretch my food dollars so there is food to last through the month.
☐ Choose to be physically active for at least 30 minutes, 5 days a week.
☐ Eat 1-2 cups of fresh, frozen, or canned fruit each day (not including fruit juice).
☐ Eat 2-3 cups of fresh, frozen, or canned vegetables each day (not including fries).
☐ Choose a variety of foods based on MyPlate recommendations.
☐ Read nutrition fact labels to make food choices.
☐ Shop with a grocery list.
☐ Adjust meals to use food that is on sale or already in my refrigerator or pantry.
☐ Follow USDA Food Safety recommendations.

What do you want to learn from the Food Sense classes?

_____

Age
☐ 18-34 years
☐ 35-59 years
☐ 60+ years

Ethnicity
☐ Hispanic
☐ Non-Hispanic

Gender
☐ Male
☐ Female

Primary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Secondary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

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

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

Are you interested in receiving our free Eat Well Utah newsletter?
☐ Yes
☐ No

If you answered yes to any of the above questions, please legibly write your name and email address or phone number below so we can contact you for the prize drawing.

Name: ____________________________
Phone Number: ____________________
Email: ____________________________

Find us on Social Media for more recipes and tips
eatwellutah.org/kidscreate
facebook.com/utahfoodsense
instagram.com/foodsense_utah
pinterest.com/foodsenseutah

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.
Create Better Health Qualitative Survey
Distributed during classes in the middle of series, i.e. lessons 2-7

CREATE BETTER HEALTH

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

What, if anything, have you done to improve your healthy eating since taking a CREATE Better Health class?

__________________________________________

__________________________________________

__________________________________________

What, if anything, have you done to improve your physical activity since taking a CREATE Better Health class?

__________________________________________

__________________________________________

__________________________________________

Age
☐ 18-34 years
☐ 35-59 years
☐ 60+ years

Ethnicity
☐ Hispanic
☐ Non-Hispanic

Gender
☐ Male
☐ Female

Primary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Secondary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Find us on Social Media for more recipes and tips
eatwellutah.org  |  kidscreate Utah.wordpress.com
facebook.com/utahfood.sense
instagram.com/food.sense_ Utah
pinterest.com/food.sense_ Utah

NEA Name: ______________________
Class: ______________________
Location: ______________________

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. This institution is an equal-opportunity provider. Utah State University is an affirmative action/equal opportunity institution.
Create Better Health Post-Test
Distributed during last class in a series

**CREATE BETTER HEALTH POST TEST**

First letter of first name: _____ First letter of last name: _____ Birth Month: ____________ Birth Day: _____

For example, if you were born on May 1st you would write: Birth Month: 05 Birth Day: 01

<table>
<thead>
<tr>
<th>After taking the Food Sense (SNAP-Ed) Lessons, I...</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretch my food dollars so there is food to last through the month.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Choose to be physically active for at least 30 minutes, 5 days a week.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Eat 1-2 cups of fresh, frozen, or canned fruit each day (not including fruit juice).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Eat 2-3 cups of fresh, frozen, or canned vegetables each day (not including fries).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Choose a variety of foods based on MyPlate recommendations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Read nutrition fact labels to make food choices.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Shop with a grocery list.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Adjust meals to use food that is on sale or already in my refrigerator or pantry.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Follow USDA Food Safety recommendations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Would you recommend Food Sense classes to a friend? Why or why not? ________________________________

---

**Age**
- ☐ 18-34 years
- ☐ 35-59 years
- ☐ 60+ years

**Ethnicity**
- ☐ Hispanic
- ☐ Non-Hispanic

**Gender**
- ☐ Male
- ☐ Female

**Primary Race**
- ☐ American Indian/Alaska Native
- ☐ Asian
- ☐ Black/African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

**Secondary Race**
- ☐ American Indian/Alaska Native
- ☐ Asian
- ☐ Black/African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

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

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

Are you interested in receiving our free Eat Well Utah newsletter? ☐ Yes ☐ No

If you answered yes to any of the above questions, please legibly write your name and email address or phone number below so we can contact you for the prize drawing.

Name: ________________________________

Phone Number: ________________________________

Email: ________________________________

NEA Name: ________________________________

Class: ________________________________

Location: ________________________________

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.
Create Better Health One Time Class Survey
Distributed ONLY during one time classes that are not part of a series

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

After attending this Food Sense class, what will you do this week to live a healthier lifestyle?
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

What was the most valuable thing you learned at your Food Sense class today?
__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Age
☐ 18-34 years
☐ 35-59 years
☐ 60+ years

Ethnicity
☐ Hispanic
☐ Non-Hispanic

Gender
☐ Male
☐ Female

Primary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Secondary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Are you interested in being contacted about free SNAP-Ed classes in your area?
☐ Yes
☐ No

Are you interested in receiving our free Eat Well Utah newsletter?
☐ Yes
☐ No

If you answered yes to any of the above questions, please legibly write your name and email address or phone number below so we can contact you for the prize drawing.
Name: ____________________________
Phone Number: ______________________
Email: ____________________________

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facebook.com/utahfoosense
instagram.com/foosense_uta
pinterest.com/foosenseutah

NEA Name: ____________________________
Class: ____________________________
Location: ____________________________

This material was funded by USDA’s Supplemental Nutrition Assistance Program – SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.
Create Farm Fresh Food Survey - Distribute during EVERY CFFF class

## Questions 1-2

<table>
<thead>
<tr>
<th>1. How many Create Farm Fresh Food classes have you already attended this year (including this one)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Have you attended other Food Sense classes besides Create Farm Fresh Foods?</th>
<th>If yes, which classes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Yes</td>
<td>○ No</td>
</tr>
</tbody>
</table>

Questions 3-8 are about fruit and vegetables that you ate in the past week. Please think about all the forms of fruits and vegetables including cooked, raw, fresh, frozen, or canned. Please think about all meals, snacks, foods consumed at home and away from home.

<table>
<thead>
<tr>
<th>3. During the past week, how often did you drink 100% PURE fruit juices? Do not include fruit-flavored drinks with added sugar or fruit juice you made at home and added sugar to. Only include 100% juice.</th>
<th>Never</th>
<th>1-2 times per wk</th>
<th>3-4 times per wk</th>
<th>5-6 times per wk</th>
<th>1 time per day</th>
<th>2 times per day</th>
<th>3 times per day or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
</tbody>
</table>

| 4. During the past week, not counting juice, how often did you eat fruit? Count fresh, frozen, or canned fruit. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| 5. During the past week, how often did you eat cooked or canned beans, such as refried, baked, black, garbanzo beans, beans in soup, edamame, tofu, or lentils? Do NOT include long green beans. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| 6. During the past week, how often did you eat dark green vegetables, such as broccoli or dark leafy greens including romaine, chard, collard greens, kale, or spinach? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| 7. During the past week, how often did you eat orange-colored vegetables such as sweet potatoes, pumpkin, winter squash, or carrots? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| 8. Not counting what you have already mentioned, how often did you eat OTHER vegetables in the past week? Examples of other vegetables include tomatoes, tomato juice, V-8, corn, eggplant, peas, lettuce, cabbage, and white potatoes that were baked or mashed, not fried? | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
Questions 9-14 are about shopping at the farmers’ market.

9. About how often do you shop at farmers’ markets when they are in season (include this year or last year)?
   - Never
   - Once a month
   - Twice a month
   - Once a week
   - More than once per week

10. When you shop at the farmers’ market, how often do you use your EBT (SNAP, food stamp, horizon) card?
    - Never
    - Rarely
    - Sometimes
    - Very Often
    - Always

11. When you shop at the farmers’ market, how often do you use Double Up Food Bucks (DUFB)?
    - Never heard of DUFB
    - DUFB is not available at the market

12. Since taking Food Sense classes, do you shop at farmers’ markets more frequently than in the past?
    - Yes
    - No
    - Unsure

13. Did you shop at the farmers’ market last week?
    - Yes
    - No

If yes, how did you buy your fruits and vegetables? (Check all that apply)
   - EBT (SNAP, Food Stamps, Horizon Card)
   - Double Up Food Bucks
   - Cash
   - Other ____________________________

If no, why not? (Check all that apply)
   - Forget about the market
   - Was busy with other things
   - Did not have SNAP benefits to spend
   - Did not have transportation
   - I prefer shopping at the grocery store
   - I did not know about the market
   - Other

14. Did you visit the Food Sense booth at the farmers’ market last week?
    - Yes
    - No
    - Unsure
Questions 15 & 16 are about your experience with the Food Sense Create Farm Fresh classes.

15. As a result of the Food Sense classes, have you done any of the following? (Check all that apply)
   - Tasted new types of produce
   - Purchased new types of produce
   - Prepared new types of produce
   - Purchased more produce
   - Other

16. Have you prepared any of the recipes from the Food Sense classes at home?
   - Yes
   - No
   - Unsure

17. First letter of your first name  _____  First letter of your last name  _____

18. Birth month and date  ________________  (i.e. if you were born on January 31st, write 01/31)
19. Gender  - M  - F

20. Age
   - 18-34 years
   - 35-59 years
   - 60+ years
   - Prefer not to answer

21. Ethnicity
   - Hispanic
   - Non-Hispanic

22. Primary Race  Additional Race(s)
   - American Indian/Alaskan Native  - American Indian/Alaskan Native
   - Asian
   - Black/African American
   - Native Hawaiian/Other Pacific Islander
   - White

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

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

Are you interested in receiving our free Eat Well Utah newsletter?
Yes  No

If you answered yes to any of the above questions, please legibly write in your name and email address or phone number so we can contact you for the prize drawing.

Name  ____________________________  Phone Number  ____________________________
Email  ____________________________

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Create Family Meals & Creaciones en la Cocina
For Create Family Meals & Creaciones en la Cocina we currently use a pre-post-test model. Which means the participant takes a survey at the beginning of a series of Food $ense classes and then answers the same answers at the end of their Food $ense education. For classes in between the pre and post-test we offer a short two question survey to gain more data on the participant’s experience. We are currently working on translating the following tools into Spanish.
Create Family Meals Pre-Test
Distributed during the first class in a series

CREATE FAMILY MEALS PRE TEST

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

Prior to taking the Food Sense (SNAP-Ed) Lessons, I...

<table>
<thead>
<tr>
<th>Option</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretch my food dollars so there is food to last through the month.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Eat meals as a family at least three times a week.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Prepare meals at home at least three times a week.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Eat 1-2 cups of fresh, frozen, or canned fruit each day (not including fruit juice).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Eat 2-3 cups of fresh, frozen, or canned vegetables each day (not including fries).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Choose a variety of foods based on MyPlate recommendations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Follow USDA Food Safety recommendations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

What do you want to learn from the Food Sense classes?

__________________________

Age
☐ 18-34 years
☐ 35-59 years
☐ 60+ years

Ethnicity
☐ Hispanic
☐ Non-Hispanic

Gender
☐ Male
☐ Female

Primary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Secondary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

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

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

Are you interested in receiving our free Eat Well Utah newsletter?  ☐ Yes  ☐ No

If you answered yes to any of the above questions, please legibly write your name and email address or phone number below so we can contact you for the prize drawing.

Name: __________________________

Phone Number: ____________________

Email: __________________________

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🔗 instagram.com/foodsense_utah
🔗 pinterest.com/foodsenseutah

Office Use Only

NEA Name: _______________________

Class: __________________________

Location: ________________________

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Create Family Meals Qualitative Survey
Distributed during classes 2 & 3 in a series

CREATE FAMILY MEALS

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

What, if anything, have you done to improve your healthy eating since taking a CREATE Family Meals class?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What was the most valuable thing you learned at your last CREATE Family Meals class?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Age
☐ 18-34 years
☐ 35-59 years
☐ 60+ years

Ethnicity
☐ Hispanic
☐ Non-Hispanic

Gender
☐ Male
☐ Female

Primary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

Secondary Race
☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

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instagram.com/foodsense_utah
pinterest.com/foodsenseutah

NEA Name: ___________________________ Class: ___________________________ Location: ___________________________

Office Use Only
Create Family Meals Post-Test
Distributed during the last class in a series

CREATE FAMILY MEALS POST TEST

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

After taking the Food Sense (SNAP-Ed) Lessons, I...

Stretch my food dollars so there is food to last through the month.
Eat meals as a family at least three times a week.
Prepare meals at home at least three times a week.
Eat 1-2 cups of fresh, frozen, or canned fruit each day (not including fruit juice).
Eat 2-3 cups of fresh, frozen, or canned vegetables each day (not including fries).
Choose a variety of foods based on MyPlate recommendations.
Follow USDA Food Safety recommendations.

Would you recommend Food Sense classes to a friend? Why or why not?

Age
- 18-34 years
- 35-59 years
- 60+ years

Ethnicity
- Hispanic
- Non-Hispanic

Gender
- Male
- Female

Primary Race
- American Indian/Alaska Native
- Asian
- Black/African American
- Native Hawaiian or Other Pacific Islander
- White

Secondary Race
- American Indian/Alaska Native
- Asian
- Black/African American
- Native Hawaiian or Other Pacific Islander
- White

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

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

Are you interested in receiving our free Eat Well Utah newsletter?
- Yes
- No

If you answered yes to any of the above questions, please legibly write your name and email address or phone number below so we can contact you for the prize drawing.

Name: __________________________
Phone Number: ___________________
Email: ___________________________

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- kidscreateatite.wordpress.com
- facebook.com/utahfoodsense
- instagram.com/foodsense_utan
- pinterest.com/foodsenseutah

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Youth Direct Education Evaluation
(*Create MyPlate & Food, Fun & Reading*)

We do not directly survey youth that participate in Food Sense classes, but we still want to gather information about knowledge and behavior change that is resulting from our classes. In place of surveying youth, we survey parents of guardians of children that participate in our classes. This is a chance for us to collect data about our program, from this we can learn what is or is not working and how to move forward in future programming. All of the surveys help us have a well-rounded understanding of behavior change that may or may not be happening with our participants. We use this data to improve our education and tailor it to fit our audience’s needs.

**Method for Parent Survey Distribution in Youth**

**Step 1:** Give Food Sense Classroom Data Form to the teacher of the class. This form replaces the previously used Youth Roll. This form will capture the demographics of the classroom where you are teaching. Ideally the teacher will fill out this form. The form only needs to be filled out one time per series.

**Step 2:** Distribute Youth Parent Survey Letter and link to parent survey to students during the last class in a series. Students should be encouraged to give this letter and the survey link to their parents or guardians. There is a different letter and survey link for Create MyPlate and Food, Fun, & Reading. The Letter of Information required for these classes are embedded directly in the online survey.

**Step 3:** Enter information from the Food Sense Classroom Data Form into PEARs. Send the form to the state office.
Youth Survey Tools

Create MyPlate Parent Survey
Parent Letter and link to survey distributed at the end of a series

Letter of Information

Please choose one of the following:

- Yes, I am over the age of 18 and agree to participate in this survey. If you agree to participate, please write your name and today's date in the box below. (1)
  
  ____________________________________________________

- No, I am under the age of 18 or do not agree to participate in this survey. (2)

As a result of the Food Sense nutrition education my child ..... Never, Seldom, Sometimes, Usually, Always

Washes their hands prior to preparing and eating food

Participates in 60 minutes of physical activity most days

Requests fruit and vegetables

Requests healthy snacks (including whole grains, lean protein, low-fat dairy, fruits and vegetables)

As a result of the Food Sense nutrition education, I ..... Never, Seldom, Sometimes, Usually, Always

Create meals for my family using a variety of foods based on MyPlate recommendations

Provide fruit and vegetables for my family
Provide healthy snacks for my family (including whole grains, lean protein, low-fat dairy, fruits and vegetables)

What was your child’s favorite part about their Food Sense nutrition education?
*empty space for short answer question.

What county do you live in?
*empty space for short answer question.

What grade is your child in at school?
*empty space for short answer question.

Thank you for taking this survey. If you would like to receive a gift (up to $5.00 in value) for participating, please provide your full name and shipping address (including city, state, and zip code).
*empty space for short answer question.
Food, Fun & Reading Survey

Parent Letter and Survey Link distributed at the end of the series

Please indicate any change in your child's eating behavior and attitudes after participating in the Food, Fun, & Reading program.

**Q1 How often has your child talked about healthy foods (fruits, vegetables, whole grains, lean protein, low-fat dairy) that he/she learned about in the Food, Fun, & Reading program?**

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Seldom (2)</th>
<th>Sometimes (3)</th>
<th>Usually (4)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR to attending Food, Fun, &amp; Reading (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTER attending Food, Fun, &amp; Reading (2)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Q2 How often has your child eaten VEGETABLES (fresh, frozen, canned; excluding French fries)?**

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Seldom (2)</th>
<th>Sometimes (3)</th>
<th>Usually (4)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR to attending Food, Fun, &amp; Reading (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTER attending Food, Fun, &amp; Reading (2)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Q3 How often has your child eaten FRUITS (fresh, frozen, canned)?**

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Seldom (2)</th>
<th>Sometimes (3)</th>
<th>Usually (4)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR to attending Food, Fun, &amp; Reading (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTER attending Food, Fun, &amp; Reading (2)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Q4 How often has your child eaten WHOLE GRAINS?**

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Seldom (2)</th>
<th>Sometimes (3)</th>
<th>Usually (4)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR to attending Food, Fun, &amp; Reading (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTER attending Food, Fun, &amp; Reading (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q5 How often has your child eaten LEAN PROTEIN (i.e., chicken breast, lean beef, beans, peas, tofu, fish)?**

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Seldom (2)</th>
<th>Sometimes (3)</th>
<th>Usually (4)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR to attending Food, Fun, &amp; Reading (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTER attending Food, Fun, &amp; Reading (2)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Q11 How often has your child eaten LOW FAT DAIRY?

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Seldom (2)</th>
<th>Sometimes (3)</th>
<th>Usually (4)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR to attending</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food, Fun, &amp; Reading</td>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFTER attending</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food, Fun, &amp; Reading</td>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Q12 Did you read the parent information about the lesson?

- Yes (1)
- No (2)

### Q13 How useful did you find the parent information about the lessons?

- Extremely useful (1)
- Very useful (2)
- Moderately useful (3)
- Slightly useful (4)
- Not at all useful (5)

### Q15 I PREPARE healthy foods (vegetables, fruits, whole grains, lean protein, and dairy).

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Seldom (2)</th>
<th>Sometimes (3)</th>
<th>Usually (4)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR to my child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attending Food, Fun,</td>
<td></td>
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<tr>
<td>&amp; Reading (1)</td>
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</tr>
<tr>
<td>AFTER my child</td>
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</tr>
<tr>
<td>attended Food, Fun,</td>
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</tr>
<tr>
<td>&amp; Reading (2)</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Q16 Please provide any additional comments, feedback, or details about your child’s behavior after participation in the Food, Fun, & Reading program.
Q17 What is your child's primary race?

- American Indian/Alaska Native (1)
- Asian (2)
- Black/African American (3)
- Native Hawaiian or Other Pacific Islander (4)
- White (1)

Q18 What is your child's additional race (if applicable)?

- American Indian/Alaska Native (1)
- Asian (2)
- Black/African American (3)
- Native Hawaiian or Other Pacific Islander (4)
- White (1)

Q19 What is your child's ethnicity?

- Hispanic (1)
- Non-Hispanic (2)

Q20 What is your child's gender?

- Male (1)
- Female (2)

Q21 What is your child's age?

- Less than 3 years old (1)
- 3 years old (2)
- 4 years old (3)
- 5 years old (4)
- 6 years old (5)
- 7 years old or older (6)
PSE Evaluation

Our direct education evaluation assesses knowledge and behavior changes made by individuals as a result of our classes. Evaluating PSE changes is very different. The goal of PSE work is to improve the availability, visibility, and/or appeal of healthy foods and physical activity opportunities. The best way to capture if our PSE strategies are reaching this goal is to conduct a type of evaluation called an environmental scan. An environmental scan uses an assessment tool that looks at a variety of factors that assess the healthfulness of the options available at a specific location.

For each our PSE strategies- Create Healthy Food Pantries, Create Healthy Stores, and Create Healthy Retail settings we have an approved environmental scan tool.

Method for conducting environmental scans in pantries, stores, and schools.

Step 1: Contact appropriate personnel in the setting you are hoping to do some PSE work. Get permission to conduct the environmental scan.
**Step 2:** At the beginning of the fiscal year, or at the beginning of your work with a new site, fill complete the environmental scan tool. Determine the score for that setting (each tool has instructions on how to determine the score).

**Step 3:** Discuss the score with the appropriate personnel. Based on the score determine what PSE changes the agency wants to focus on. Enter this baseline assessment score into PEARS (instructions below).

**Step 4:** Implement PSE changes throughout the year.

**Step 5:** At the end of the fiscal year, or when you are finished working with that site, conduct the same environmental scan a second time. Your goal is to see an increase in the score for that site. An increase in scores indicates changes that have the improved availability, visibility, and/or appeal of healthy foods and physical activity options. Enter this follow-up assessment score into PEARS (instructions below).

**Create Healthy Food Pantries Tool**
Healthy Food Pantry Assessment Tool
http://extension.usu.edu/fscreate/ → PSE tab → Healthy Food Pantry Assessment Tool
Create Healthy Stores Tool
Store Observation Form
http://extension.usu.edu/fscreate/ou-files/2017-18_staff/Store_Observation_Form2.pdf

NEA Name:                  Date:
Store Name:                Address:

1. Check one:
   ○ Baseline Observation       ○ Follow-Up Observation

2. Are there ads for the following products on the outside of the store? Mark all that apply.
   ○ Tobacco                    ○ Sugary Drinks
   ○ Beer                       ○ Other, please specify:

3. Are there ads for the following products on the inside of the store? Mark all that apply.
   ○ Tobacco                    ○ Sugary Drinks
   ○ Beer                       ○ Other, please specify:

4. Are there any ads of the front door?
   ○ Yes                        ○ No

5. Are there any shelf talkers or signs that identify healthy food choices?
   ○ Yes                        ○ No
6. How many types of fresh vegetables are for sale?

7. How many types of fresh fruit are for sale?

8. Please circle the number that best describes the overall quality of fresh produce

<table>
<thead>
<tr>
<th>At this site, what is the overall quality of the...</th>
<th>Poor quality (brown, bruised, overripe, wilted)</th>
<th>Low mixed quality (more poor than good)</th>
<th>High mixed quality (more good than poor)</th>
<th>Good quality (absolutely NO rotting or moldy items, all very fresh, no soft spots, good color)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh Vegetables</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Fresh Fruit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

9. Please circle Yes or No to indicate whether the store has/does the following:

<table>
<thead>
<tr>
<th>Stocks low-fat milk (1% or fat-free)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stocks canned fruit in 100% juice</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Stocks canned vegetables, beans or soups with a label that says “low-sodium,” “low-salt,” “no salt added” or other messages indicating low in sodium</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Stocks baked potato chips</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Stocks dried fruit with no sugar added</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Stocks nuts with no sugar added and no more than 200 milligrams of sodium per serving</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Places produce, or other ‘healthy’ snacks, at the cash register</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Places produce near the front entrance of the store</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Places refrigerated water at eye level</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Places refrigerated low-calorie drinks at eye level (low-calorie drinks have no more than 25 calories per 8-ounce serving)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Total Score: __________**

To score the store:

Questions 1-4: No score
Question 5: 1 point for ‘Yes’, 0 points for ‘No’
Question 6: 1 point for each fresh vegetable offered
Question 7: 1 point for each fresh fruit offered
Question 8: The same number of points as the number you circled (ie: 2 points if you circled 2)
Question 9: 1 point for each ‘Yes’ response

Total the number of points received.

Your goal should be to see an increase the total store by the end of the fiscal year (or when you finish your work with the store).

**Form adapted from NYC Adopt-a-Shop Store Observation Form.

Create Healthy Schools Tool
Smarter Lunchroom Movement Scorecard
[http://extension.usu.edu/fscreate/ou-files/2017-18_staff/SLM_Scorecard_May2.pdf](http://extension.usu.edu/fscreate/ou-files/2017-18_staff/SLM_Scorecard_May2.pdf)

Indirect Education Evaluation

Indirect education evaluation involves estimating the reach of the materials and/or information shared through community events, nutrition education booths, advertisements, newsletters, and social media. The impact of the indirect education on an individual participant is not collected. Find detailed instructions on how to enter reach for indirect activities, including how to determine and enter the reach of county Facebook pages in the section below.

Social Marketing Evaluation

The State Office social marketing coordinator is responsible for all evaluation and reporting of social marketing efforts. NEAs are not responsible for evaluating or reporting in this program area.

PEARS
How to Enter Direct Education, PSE & Indirect Education into PEARS
Program Activities

All direct education classes must be entered into PEARs on a weekly basis. The directions on how to add a new program activity are found below.

FNS describes direct education as a program that, “takes place when a participant is actively engaged in the learning process with an educator and/or interactive media within an evidence-based intervention.”

To Add a Program Activity
1. Go to the “Program Activities” page (Track / Program Activities).
2. Click  to add.
3. Give your program activity a name. This is a required field, as is everything else marked with a red asterisk.
4. Choose the program area your activity falls under. Be aware that you WILL NOT be able to change this selection later.
5. The program group field is not required but it can be useful when program activity data is being compiled. If you have a specific group your program activity is targeted towards or a specific subject it is focused on, choose that here (options available change depending on the program area selected).
6. If this activity is connected to a specific action plan you can list that in the box under “Action plan”. This is an optional field but it is helpful for PFTs when they are developing their action plan impact reports.
7. The next step is entering the site for the program activity. You have the option of selecting an organization with multiple sites (like a school district) or a single location. If you cannot find the site you need you have the option to add it by typing in the name, clicking the button, and filling out the required information for the site.
8. Next, choose the unit the activity was given in.
9. Adding delivery people is not required but it is very helpful. Adding someone as a delivery person allows them to see the program activity without being able to edit it. It also gives them credit for the activity. The creator of the activity is not automatically added as a delivery person, so if you helped deliver the program remember to add yourself.
10. If you had volunteers help with your activity you will give the number of volunteers and the total hours worked by ALL volunteers. For example, if you had an activity with two sessions and three volunteers, all of which worked two hours each session the math would look like:

   2 sessions x 3 volunteers x 2 hours = 12 total volunteer hours

11. Recording sessions is the next step. If your program activity just met once you only need to fill out one session. Otherwise, add a session for each time your program activity meets by using the button. If you accidentally add too many sessions you can delete any of them by clicking the button next to the session you need removed (these changes will not be recorded until the program activity is saved). Each session requires that you enter a start date and session length (in minutes). Choosing a start time and whether or not interactive media is used are not required. For an official definition of interactive multimedia look in the notes at the bottom of this page.
12. If you have any additional comments about the activity you can leave them in the box above the save buttons.

13. Click to finalize the entry or to navigate to the “Demographics” section or the “Custom Data” section if applicable. Some program areas require custom data to be logged. If you don’t see a “Custom Data” section, it isn’t required and you will be taken to the “Demographics” section instead.
PSE PEARs Entry Instructions

Create Healthy Pantries PEARs Entry
Please follow these instructions for creating a PEARs PSE entry for projects implemented in food pantries.

GENERAL INFORMATION

Site or organization
Add the name of the food pantry
If you are working at multiple pantries create a new PSE entry for each pantry

Intervention Name
Other: Create Healthy Pantries (unless we have PEARs add this as an intervention name)

Unit
Your County

PSE Setting
Food banks and pantries (under ‘Shop’ blue heading)

Intervention Topics
This will depend on what projects you are doing to create a healthy pantry. You may add multiple intervention topics. Below are intervention topics that are specific to the pick-list PSE strategies. Please include these intervention topics for the projects listed below that you are working on to create a healthy pantry, unless you feel they do not reflect the work you are doing. You may add additional intervention topics that are specific to your work with the pantry.

<table>
<thead>
<tr>
<th>Project</th>
<th>Project Impact</th>
<th>Intervention Topic to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Garden Work</td>
<td>Donate fresh produce to pantry</td>
<td>Fruits &amp; vegetables</td>
</tr>
<tr>
<td>Healthy Food Drives</td>
<td>Increase availability of healthy foods</td>
<td>Choose topics that reflect specific items requested through food drive. For example, whole grains, fiber-rich foods, limiting sodium, protein foods, etc.</td>
</tr>
<tr>
<td>Thumbs Up for Healthy Choices</td>
<td>Increase visibility and appeal of healthy options</td>
<td>Limiting added sugars Limiting saturated fats Limiting sodium Fruits and vegetables Whole grains Fiber-rich foods</td>
</tr>
</tbody>
</table>
Example: If you have done a healthy food drive and the Thumbs Up program you would include the intervention topics from the bottom two rows above.

In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?

Enter year you started your pantry work. It is OK to work with the same pantry for multiple years.

**Stages of Implementation**

Select your stage of implementation from the available choices. Be sure to show progress in your implementation by updating the stage regularly. You can have more than one box checked at the same time.

An example of a timeline for working with a new food pantry, you would check the following boxes:
- October 2019 - Select contacted site and agreed to participate
- October 2019 - Select planning and preparation for implementation
- December 2019 - Select started implementation of changes
- February 2019 - Select continued to implement changes
- May 2019 - Select worked to maintain changes
- September 2019 - Select conducted follow-up assessments, evaluation

In this example, at the end of the fiscal year, all of the boxes would be checked.

**Comments**

**NEW FOR FY 2019:**
We are going to use this comment box to replace the previously used Qualtrics survey. Please list your weekly activities in this box to help track how you are spending your PSE time. Please include the date, amount of time spent, and a brief description of the activity.

Example:
- October 25 – collected excess produce from community garden and delivered to pantry – 3 hours
- November 2 – replaced shelf talkers and packed recipe bags – 2 hours
- November 15 – organized low-sodium shelf, educated pantry staff & volunteers about Thumbs Up – 4 hours

**NEEDS, READINESS & EFFECTIVENESS**

Did you conduct any needs or readiness assessments at this site or org..... Select YES (this is required for all work in food pantries)
Click +Add Assessment

Assessment Type
Select Needs assessment/environmental scan

Survey Instrument
Select Healthy Food Pantry Assessment Toolkit

Approximate date baseline assessment administered
Enter date of your first assessment (will be at the beginning of the fiscal year or when you start with a new pantry)

Brief description of baseline assessment results
Add highlights, areas for improvement, etc.

Assessment Score
Add score from Healthy Food Pantry Assessment Toolkit

Approximate date follow-up assessment administered
Enter date of your follow-up assessment

Brief description of follow-up assessment results
Add highlights, areas that were improved, etc.

Follow-up Assessment Score
The goal is to have this score higher than the baseline assessment conducted earlier in the year

STRATEGY
If you are doing complementary strategies in addition to your PSE work in the pantry select them here. For example, you would select the following if you were also:

<table>
<thead>
<tr>
<th>Complementary Activities</th>
<th>Examples of when to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based education</td>
<td>If you are also offering Create Better Health classes in the food pantry</td>
</tr>
<tr>
<td>Marketing (Advertising, Promotion, etc.)</td>
<td>If you are also having a booth where you recruit food pantry users to other Food $ense classes. If you leave fliers about your classes at the pantry.</td>
</tr>
<tr>
<td>Parent/community involvement</td>
<td>If you are conducting healthy food drives or have community garden members donating excess produce.</td>
</tr>
<tr>
<td>Staff training on continuous program and policy implementation</td>
<td>If you train pantry volunteers and staff to help implement the Thumbs Up program.</td>
</tr>
</tbody>
</table>
SNAP-Ed Funding
Select the appropriate responses for the different options. This can change as the year progresses.

Involvement
Select appropriate response for youth involvement.

CHANGES ADOPTED

This will depend on what projects you are doing to create a healthy pantry. You may add multiple changes adopted. Below are changes adopted that are specific to the pick-list PSE strategies. Please include these changes for the projects listed below that you are working on to create a healthy pantry, unless you feel your work has not resulted in these changes. You may also add additional changes adopted that are specific to your work with the pantry.

<table>
<thead>
<tr>
<th>Project</th>
<th>Project Impact</th>
<th>Changes Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Garden Work</strong></td>
<td>Donate fresh produce to pantry</td>
<td>Collecting excess wholesome food to donate to charitable organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Include fresh produce in food pantry offerings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased shelf space, amount or variety of healthy options</td>
</tr>
<tr>
<td><strong>Healthy Food Drives</strong></td>
<td>Increase availability of healthy foods</td>
<td>Implemented, improved or expanded healthy fundraisers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased shelf space, amount or variety of healthy options</td>
</tr>
<tr>
<td><strong>Thumbs Up for Healthy Choices</strong></td>
<td>Increase visibility and appeal of healthy options</td>
<td>Increased awareness of PSE change by target audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Used posters, visual displays, taste testing, live demonstrations, audiovisuals, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved appeal, layout or display of foods to encourage healthy and discourage unhealthy selections</td>
</tr>
</tbody>
</table>
Reach

Method used to determine reach
Select Measured if the pantry provides you with accurate counts of the people they reach
Select Estimated if pantry provides you with an estimated reach or you estimate the reach on your own

Source of data
Select Survey of target audience if pantry provides accurate count
Select Visual estimate if no formal tool was used

Total number of people reached by PSE work
Add your measured or estimated number of people reached

Characteristics of those reached
If you don’t know the specific demographics, i.e.: age, gender, ethnicity, etc. of pantry users select Unknown. You do not have to try to estimate.

INDIVIDUAL EFFECTIVENESS

Are you evaluating individual-level effectiveness....?
Select No

RECOGNITION & MEDIA COVERAGE
Add as appropriate

SUSTAINABILITY
Answer as appropriate

REFLECTION
Answer as appropriate

MARK AS COMPLETE
Only mark as complete when you finish your work with the food pantry for the fiscal year. Remember, all pantry work must have two assessments conducted and reported in the Needs, Readiness & Effectiveness section (see above), one at the beginning of your work with them and one at the end. Enter your follow-up assessment information before marking this entry as complete.

Create Healthy Stores PEARS Entry
Please follow these instructions for creating a PEARS PSE entry for projects implemented in retail settings such as corner stores or convenience stores.
**GENERAL INFORMATION**

**Site or organization**
Add the name of the store
If you are working at multiple stores create a new PSE entry for each store

**Intervention Name**
Other: Create Healthy Stores (unless we have PEARs add this as an intervention name)

**Unit**
Your County

**PSE Setting**
Select which setting best reflects the store you are working in:
Small food stores (<=3 registers)
Large food stores (4+ registers)

**Intervention Topics**
This will depend on what strategies you are doing to create a healthy store. You may add multiple intervention topics. Below are intervention topics that are specific to the pick-list PSE strategies. Please include these intervention topics for the projects listed below that you are working on to create a healthy store, unless you feel they do not reflect the work you are doing. You may add additional intervention topics that are specific to your work with the store.

<table>
<thead>
<tr>
<th>Project</th>
<th>Intervention Topic to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing inventory of healthy items (ie: low sodium canned options, whole grain items, fresh produce, water, etc).</td>
<td>Fruits &amp; vegetables</td>
</tr>
<tr>
<td></td>
<td>Fiber-rich foods</td>
</tr>
<tr>
<td></td>
<td>Dairy</td>
</tr>
<tr>
<td></td>
<td>Limiting sodium</td>
</tr>
<tr>
<td></td>
<td>Limiting added sugar</td>
</tr>
<tr>
<td></td>
<td>Whole grains</td>
</tr>
<tr>
<td></td>
<td>Protein foods</td>
</tr>
<tr>
<td></td>
<td>Limiting saturated fat</td>
</tr>
<tr>
<td></td>
<td>Water</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
</tr>
<tr>
<td>Thumbs Up for Healthy Choices</td>
<td>Limiting added sugars</td>
</tr>
<tr>
<td></td>
<td>Limiting saturated fats</td>
</tr>
<tr>
<td></td>
<td>Limiting sodium</td>
</tr>
<tr>
<td></td>
<td>Fiber-rich foods</td>
</tr>
<tr>
<td></td>
<td>Whole Grains</td>
</tr>
<tr>
<td></td>
<td>Fruits &amp; Vegetables</td>
</tr>
</tbody>
</table>

**Project**
**Intervention Topic to select**
In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?

Enter year you started your store work. It is OK to work with the same store for multiple years.

**Stages of Implementation**

Select your stage of implementation from the available choices. Be sure to show progress in your implementation by updating the stage regularly. You can have more than one box checked at the same time.

An example of a timeline for working with a new food pantry, you would check the following boxes:

- October 2019 - Select contacted site and agreed to participate
- October 2019 - Select planning and preparation for implementation
- December 2019 - Select started implementation of changes
- February 2019 - Select continued to implement changes
- May 2019 - Select worked to maintain changes
- September 2019 - Select conducted follow-up assessments, evaluation

In this example, at the end of the fiscal year, all of the boxes would be checked.

**Comments**

**NEW FOR FY 2019:**

We are going to use this comment box to replace the previously used Qualtrics survey. Please list your weekly activities in this box to help track how you are spending your PSE time. Please include the date, amount of time spent, and a brief description of the activity.

Example:

- October 25 – Interviewed store manager and conducted store assessment – 2 hours
- November 2 - Moved healthy options to more visible shelving location and placed shelf-talkers on those items – 1 hour
- November 15 – Set up a booth to educate customers about the Thumbs Up program and got their feedback on healthy options they would like to see available in the store. -3 hours

**NEEDS, READINESS & EFFECTIVENESS**

Did you conduct any needs or readiness assessments at this site or org.....

Select YES (this is required for all work in corner or convenience stores)

**Click +Add Assessment**

**Assessment Type**

Select Needs assessment/environmental scan
Survey Instrument
Select Other
Enter NYC Adopt-a-Shop Store Observation Form

Approximate date baseline assessment administered
Enter date of your first assessment (will be at the beginning of the fiscal year or when you start with a new store)

Brief description of baseline assessment results
Add highlights, areas for improvement, etc.

Assessment Score
Add score from Observation Form

Approximate date follow-up assessment administered
Enter date of your follow-up assessment

Brief description of follow-up assessment results
Add highlights, areas that were improved, etc.

Follow-up Assessment Score
The goal is to have this score higher than the baseline assessment conducted earlier in the year

STRATEGY
If you are doing complementary strategies in addition to your PSE work in the store select them here. For example, you would select the following if you were also:

<table>
<thead>
<tr>
<th>Complementary Activities</th>
<th>Examples of when to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based education</td>
<td>If you are also offering Create Better Health classes in the store</td>
</tr>
<tr>
<td>Marketing (Advertising, Promotion, etc.)</td>
<td>If you are also having a booth where you recruit customers to other Food $ense classes.</td>
</tr>
<tr>
<td></td>
<td>If you leave fliers about your classes at the store.</td>
</tr>
<tr>
<td>Parent/community involvement</td>
<td>Unlikely you will select this unless you have a kick-off event to unveil the changes.</td>
</tr>
<tr>
<td>Staff training on continuous program and policy implementation</td>
<td>If you train store employees how to implement the Thumbs Up program.</td>
</tr>
</tbody>
</table>
SNAP-Ed Funding
Select the appropriate responses for the different options. This can change as the year progresses.

Involvement
Select appropriate response for youth involvement.

CHANGES ADOPTED

This will depend on what strategies you are using to create a healthy store. You may add multiple changes adopted. Below are changes adopted that are specific to the strategy options listed in the *Thumbs Up for Healthy Choices* in Retail Settings Toolkit. Please use this table as a reference for choosing changes adopted, but make sure the ones you choose reflect your work with the store. There isn’t a one size fits all for this PSE project! You may also add additional changes adopted that are specific to your work with the pantry.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Project Impact</th>
<th>Changes Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product Placement Strategies</strong></td>
<td>Improving visibility of healthy options.</td>
<td>Improved appeal, layout or display of foods to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td><strong>Product Promotion Strategies</strong></td>
<td>Increase visibility and appeal of healthy foods</td>
<td>Improved appeal, layout or display of foods to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td>*Includes using Thumbs Up materials to promote healthy options. Also includes nutrition education booths at the store to increase awareness about Thumbs Up and healthy available options.</td>
<td>Increased awareness of PSE change by target audience</td>
<td>Implemented or enhanced limitations on marketing or promotion of less healthy options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Created or enhanced healthy check out area</td>
</tr>
<tr>
<td>Product Availability Strategies</td>
<td>Increase availability of healthy options</td>
<td>Improved or increased healthy beverage options</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decreased shelf space, amount or variety of unhealthy options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased shelf space, amount or variety of healthy options</td>
</tr>
</tbody>
</table>

Reach

**Method used to determine reach**
Select **Measured** if the store provides you with *accurate counts* of the customers they reach
Select **Estimated** if the store provides you with an *estimated reach* or you estimate the reach on your own

**Source of data**
Select **Survey of target audience** if store provides accurate count of customers
Select **Visual estimate** if no formal tool was used

**Total number of people reached by PSE work**
Add your measured or estimated number of people reached

**Characteristics of those reached**
If you don’t know the specific demographics, i.e.: age, gender, ethnicity, etc. of customers select **Unknown**. You do not have to try to estimate.

**INDIVIDUAL EFFECTIVENESS**

**Are you evaluating individual-level effectiveness...?**
Select No

**RECOGNITION & MEDIA COVERAGE**
Add as appropriate

**SUSTAINABILITY**
Answer as appropriate

**REFLECTION**
Answer as appropriate
MARK AS COMPLETE
Only mark as complete when you finish your work with the store for the fiscal year. Remember, all store work must have two assessments conducted and reported in the Needs, Readiness & Effectiveness section (see above), one at the beginning of your work with them and one at the end. Enter your follow-up assessment information before marking this entry as complete.

Create Healthy Schools PEARS Entry
Please follow these instructions for creating a PEARS PSE entry for projects implemented in schools. For FY 2019, this includes the Smarter Lunchroom Movements (SLM).

GENERAL INFORMATION

Site or organization
Add the name of the school
If you are working at multiple schools create a new PSE entry for each school

Intervention Name
Other: Smarter Lunchroom Movement (Unless we ask PEARS to add this intervention name)

Unit
Your County

PSE Setting
Schools (preschools, K-12, elementary, middle, and high)

Intervention Topics
This will depend on what strategies you are doing to create healthy schools. You may add multiple intervention topics. Below are intervention topics that are common for the Smarter Lunchroom Movement (SLM). Please include intervention topics that seem relevant to the specific work you are doing within the school. You may choose intervention topics from PEARS that are not listed below as needed.

<table>
<thead>
<tr>
<th>Project</th>
<th>Intervention Topic to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Lunchrooms Movement</td>
<td>Fruits &amp; vegetables</td>
</tr>
<tr>
<td><strong>Topics are dependent on the specific activities you are working on with the individual school. Consider the specific foods you are promoting, as well as the ones you are discouraging.</strong></td>
<td>Fiber-rich foods</td>
</tr>
<tr>
<td></td>
<td>Dairy</td>
</tr>
<tr>
<td></td>
<td>Limiting sodium</td>
</tr>
<tr>
<td></td>
<td>Limiting added sugar</td>
</tr>
<tr>
<td></td>
<td>Whole grains</td>
</tr>
<tr>
<td></td>
<td>Protein foods</td>
</tr>
<tr>
<td></td>
<td>Limiting saturated fat</td>
</tr>
<tr>
<td></td>
<td>Water</td>
</tr>
</tbody>
</table>
For example, if the only change your cafeteria is able to start with is the fresh fruit basket you would only choose fruits & vegetables as the intervention topic.

**In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?**

2019

**Stages of Implementation**

Select your stage of implementation from the available choices.

Be sure to show progress in your implementation by updating the stage regularly. You can have more than one box checked at the same time.

An example of a timeline for working with a school, you would check the following boxes:

- October 2019 - Select contacted site and agreed to participate
- October 2019 - Select planning and preparation for implementation
- December 2019 - Select started implementation of changes
- February 2019 - Select continued to implement changes
- May 2019 - Select worked to maintain changes
- September 2019 - Select conducted follow-up assessments, evaluation

In this example, at the end of the fiscal year, all of the boxes would be checked.

**Comments**

**NEW FOR FY 2019:**

We are going to use this comment box to replace the previously used Qualtrics survey. Please list your weekly activities in this box to help track how you are spending your PSE time. Please include the date, amount of time spent, and a brief description of the activity.

Example:

- October 25 – Met with school administrators and food service staff – 1.5 hours
- November 2 - Conducted school assessment with Smarter Lunchroom Scorecard -2 hours
- November 15 – Met with school administrators and food service staff to discuss scorecard results and strategies of interest – 1 hour
- December 2 - helped school implement fruit basket and create creative names for menu items – 2 hours
NEEDS, READINESS & EFFECTIVENESS

Did you conduct any needs or readiness assessments at this site or org.....
Select YES (this is required for all work in food pantries)

Click +Add Assessment

Assessment Type
Select Needs assessment/environmental scan

Survey Instrument
Select Smarter Lunchrooms Self-Assessment Scorecard

Approximate date baseline assessment administered
Enter date of your first assessment (will be at the beginning of the fiscal year or when you start with a new school)

Brief description of baseline assessment results
Add highlights, areas for improvement, etc.

Assessment Score
Add score from Smarter Lunchrooms Self-Assessment Scorecard

Approximate date follow-up assessment administered
Enter date of your follow-up assessment

Brief description of follow-up assessment results
Add highlights, areas that were improved, etc.

Follow-up Assessment Score
The goal is to have this score higher than the baseline assessment conducted earlier in the year

STRATEGY
If you are doing complementary strategies in addition to your Smarter Lunchroom work select them here. For example, you would select the following if you were also:

<table>
<thead>
<tr>
<th>Complementary Activities</th>
<th>Examples of when to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based education</td>
<td>If you are also offering Food $ense classes in the school.</td>
</tr>
<tr>
<td>Marketing (Advertising, Promotion, etc.)</td>
<td>Helping the school to promote the school lunch program.</td>
</tr>
<tr>
<td>Parent/community involvement</td>
<td>If you work with the school to inform parents of the changes being made to the school environment.</td>
</tr>
</tbody>
</table>
Staff training on continuous program and policy implementation

If you train food service employees or other school staff how to maintain the SLM changes.

SNAP-Ed Funding
Select the appropriate responses for the different options. This can change as the year progresses.

Involvement
Select appropriate response for youth involvement.

CHANGES ADOPTED

This will depend on what strategies you are using to create a healthy school with the Smarter Lunchrooms Movement. You may add multiple changes adopted. Below are some likely changes adopted as a result of the SLM. The table is broken up into the categories from the Smarter Lunchrooms Self-Assessment Scorecard. Choose the changes adopted that best reflect your work in that specific school. You also choose changes adopted from PEARS that are not listed below as needed.

<table>
<thead>
<tr>
<th>Scorecard Section</th>
<th>Possible Changes Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Fruit</td>
<td>Improvements in layout or display of food (Smarter Lunchrooms)</td>
</tr>
<tr>
<td></td>
<td>Point of purchase and distribution prompts</td>
</tr>
<tr>
<td>Vary the Vegetables</td>
<td>Improvements in layout or display of food (Smarter Lunchrooms)</td>
</tr>
<tr>
<td></td>
<td>Flavor station with low-sodium/no-sodium seasonings added to lunchroom</td>
</tr>
<tr>
<td></td>
<td>Used posters, visual displays, taste testing, live demonstrations, audiovisuals, celebrities, etc.</td>
</tr>
<tr>
<td>Highlight the Salad</td>
<td>Improvements in layout or display of food (Smarter Lunchrooms)</td>
</tr>
<tr>
<td></td>
<td>Established or improved salad bar</td>
</tr>
<tr>
<td></td>
<td>Used posters, visual displays, taste testing, live demonstrations, audiovisuals, celebrities, etc.</td>
</tr>
</tbody>
</table>
| **Move More White Milk** | Improvements in layout or display of food (Smarter Lunchrooms)  
Increased shelf space, amount or variety of healthy options |
|-------------------------|---------------------------------------------------------------|
| **Boost Reimbursable Meals** | Improvements in layout or display of food (Smarter Lunchrooms)  
Used posters, visual displays, taste testing, live demonstrations, audiovisuals, celebrities, etc. |
| **Lunchroom Atmosphere** | Used posters, visual displays, taste testing, live demonstrations, audiovisuals, celebrities, etc.  
Meal service staff encourages healthy selections  
Installed interactive, education display with nutritional/physical activity messages that will stay at the site |
| **Student Involvement** | Implemented a system to involve youth in food service decision-making |
| **School Community Involvement** | Increased awareness of PSE change by the target audience.  
Increased marketing/promotion of school nutrition program inside or outside of school building  
Edible gardens (establish, reinvigorate or maintain food gardens) |

**Reach**

**Method used to determine reach**  
Select *Measured* if the school provides you with *accurate counts* of the students that use the cafeteria  
Select *Estimated* if school provides you with an *estimated reach* or you estimate the reach on your own

**Source of data**  
Select *Survey of target audience* if school provides an accurate count  
Select *Visual estimate* if no formal tool was used
Total number of people reached by PSE work
Add your measured or estimated number of people reached

Characteristics of those reached
If you don’t know the specific demographics, i.e.: age, gender, ethnicity, etc. of students select Unknown. You do not have to try to estimate.

INDIVIDUAL EFFECTIVENESS

Are you evaluating individual-level effectiveness?
Select No

RECOGNITION & MEDIA COVERAGE
Add as appropriate

SUSTAINABILITY
Answer as appropriate

REFLECTION
Answer as appropriate

MARK AS COMPLETE
Only mark as complete when you finish your work with the school for the fiscal year. Remember, all schools work must have two assessments conducted and reported in the Needs, Readiness & Effectiveness section (see above), one at the beginning of your work with them and one at the end. Enter your follow-up assessment information before marking this entry as complete.

Indirect Education PEARs Entry Instructions
Indirect Education must be entered into PEARS weekly. The directions are listed below. Indirect activities include handing out promotional materials, posting Food $ense signage and healthy booths just to name a few. Any questions you have on specific indirect activities can be e-mailed to the Evaluation Coordinator.
Individual County Facebook Numbers as an Indirect Activity in PEARSS

When you report each month on PEARSS, please follow these instructions to get credit for the Indirect Education and recruiting taking place on your FB page.

Log in to your Food $ense 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. It is most simple to select “last month” because you should be reporting monthly)
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 H:** (It is labeled: *Daily Total Reach: The number of people who have seen any content associated with your Page.*)
Sum total **Column H** to get the monthly total (if you aren’t sure how to sum total a column, call or email Jocelin Gibson for guidance. It’s a swift keystroke!)
This sum total is the number of people who have seen content associated with your page for the date range you selected.
Save this report to your computer so you can upload it into PEARSS.

How to enter your Indirect Education Activity data into PEARSS.

Only one Indirect Education Activity will be added per year for work on Facebook, and you will update it every month.
For The 1st Facebook PEARs entry of the year start here (for subsequent reporting skip down to instructions for monthly reporting)

Log in to PEARs (found on the staff website under reporting, or go here)
Click on Track (found along top menu bar)
Select Indirect Activities
Select Add (found at top right)
Title: (___) County Facebook page
Intervention name: Creates
Unit: Your county
Activity Date Range: 10/01/2018 through 09/30/2019 (the entire grant year)
Upload the report called Facebook Insights Data Export – [date]
Click Save and Continue
Intervention Channels and Reach: click Add Intervention Channel
Select: Social media (e.g. Facebook, Twitter, Pinterest and Blogs)
Description: Type the Month you are reporting (e.g. Facebook December 2018)
Site: Enter your county Extension office and address
Estimated # of Unique Individuals Reached: enter the sum total of the column labeled Daily Total Reach from the Facebook Insights Report
Estimated # of New Individuals Reached: 0 (zero)
Source of Data: Commercial Market Data
Click Save
Review your entry:
Channel = Social Media (e.g. Facebook, Twitter, Pinterest, and Blogs)
Description = Month for which you are reporting (Facebook December 2018)
Site = Your County Extension Office
Reach = Number people who saw your Facebook page that month
Source = Commercial Market Data
Click Save and Continue
You will not mark this as complete until the end of the grant year. This is the same entry you will update each month as you enter the new numbers on your Facebook page.

Monthly Reporting for Facebook Indirect Activities:
Log in to PEARs (found on the staff website under reporting, or go here)
Click on Track (found along top menu bar)
Select Indirect Activities
Click on (___) County Facebook page
Select Edit (green button on top far right)
The date range should show the entire grant year 10/01/2018 – 09/30/2019
Upload report called Facebook Insights Data Export – [date]
Select Save and Continue
Intervention Channels and Reach: click Add Intervention Channel
Select: Social media (e.g. Facebook, Twitter, Pinterest and Blogs)
Description: Type the Month you are reporting (e.g. June 2019)
Site: Enter your county Extension office and address
Estimated # of Unique Individuals Reached: enter the sum total of the column labeled Daily Total Reach from the Facebook Insights Report
Estimated # of New Individuals Reached: 0 (zero)
Source of Data: Commercial Market Data
Click Save
Review your entry – there should be a list of all your Interventions here:
Channel = Social Media (e.g. Facebook, Twitter, Pinterest, and Blogs)
Description = Month for which you are reporting (June 2019)
Site = Your County Extension Office
Reach = Number people who saw your Facebook page that month
Source = Commercial Market Data
Click Save and Continue
You will not mark this as complete until the end of the grant year. This is the same entry you will update each month as you enter the new numbers on your Facebook page.

At the end of September, you will go in and mark this Indirect Activity Complete.

Please don’t hesitate to call Jocelin Gibson at the end of the month with questions on entering your Facebook Indirect Education count.

Success Stories

Success stories are a great way to capture the qualitative data for our programs. This is a chance to write a paragraph about participants behavior change throughout their time participating in Food $ense. When a participant tells you about an experience or lifestyle change they have made because of the education they have received that is a success and we want to hear about it! The directions on how to input a success story into PEARS is found below.
PEARS Close Out

The current reporting year October 1, 2018- September 30, 2019

The SNAP-Ed grant funds one year of programming from the beginning of October to the end of September the following year. All data input into PEARS during this year period is editable until the last day of September. We are unable to edit any data included in the reporting period once it is over. This is why it is advisable to stay current with your data input. September is typically a busy month with schools back in session. Do not get behind inputting data into PEARS! Please still teach up until the end of September but plan to do so in a way that you will allow you to have time to add those program activities into PEARS. All series of classes must be finished by the end of September. All PSE projects must be completed in PEARS. Although some aspects of programming may be multi-year endeavors (such as PSE, coalitions and marketing campaigns), for reporting purposes, the module should only include information about the work done in the current reporting period. All other work will be logged in the reporting period within which it was completed. After you have logged all relevant data for the reporting period, you will need to mark it as complete. Doing this ensures that others know it is ready for review and inclusion in impact reports. Below is a list of snapshots from PEARS on how to close out and complete each part of our programming.
How to Mark a Program Activity as Complete

Although a Program Activity can be included in reports if it is incomplete, marking an activity as complete ensures that it will be included in all reports and lets reviewers looking at the data know that the information shown is complete.

You may use the progress bar as a guide to see what needs to be entered/completed before the program activity can be reported on.

To Mark a Program Activity as Complete

1. Review all data entered to make sure it is correct.
2. If your program activity has a Custom Data section, make sure it is filled out.
3. At the very least, make sure you have filled out the Total Participants in the Demographics section.
4. If you have no survey instruments or if you have entered all the survey instruments and response data you wish to, click "Mark as Complete" to move on to the "Mark as Complete" section.
5. Finally, click Mark as Complete.

Note
A survey instrument must have response data in order to mark a program activity as complete.
How to Mark an Indirect Activity as Complete

How To Mark an Indirect Activity as Complete

Marking an Indirect Activity as Complete

Once you have finished entering data for your Indirect Activity, you will want to mark it complete so that it shows up in all organizational reports. To do this:

1. Go to the Mark as Complete section by clicking "Save and continue" from the Intervention Channels and Reach page or by clicking the blue hyperlink in the progress bar.

2. Click "Mark as Complete" to mark your indirect activity as complete.

3. While your indirect activity is marked as complete, you will not be able to edit it. To edit completed indirect activities, you will need to mark them as incomplete. On the Mark as Complete page, click "Mark as Incomplete" to unlock your data for editing.

Note:
You will only be able to edit indirect activities from the current reporting period. Data from previous reporting periods is locked at the end of the reporting period.
How to Mark a PSE Site Activity as Complete

Before a PSE Site Activity can be used for reporting, it must be marked as complete so the system knows that all data has been entered.

You may use the progress bar as a guide to see what needs to be entered/completed before the program activity can be reported on.

To Mark a PSE Site Activity as Complete

1. Review all data entered to make sure it is correct.

2. Next, click "Mark as Complete" located in the progress bar.

3. Finally, click .
Section 9:
Quality Control

Management Evaluations

Each year the State Food Sense SNAP-Ed Office will visit 2-4 county sites to conduct a management evaluation (ME). The ME will be used to determine policy compliance, support local SNAP-Ed efforts, and express praise for areas of excellence. The ME will always consist of a meeting with at least the local program supervisor and filling out the Food Sense County Management Evaluation Questionnaire. The visits may also include a meeting with Nutrition Education Assistants (NEAs) to fill out the Nutrition Instructor Interview Tool and an observation of a SNAP-Ed class with the Educational Activity Observation Tool. The local supervisor may also choose a community partner to be interviewed by the State Office staff using the Community Partner Interview Tool. These additional tools will be completed if scheduling and circumstances permit.

County Selection
The counties will be selected randomly using the Excel randomization tool. If a county is selected in two consecutive years, the tool will be used to select another county. It is possible that some counties may also be skipped for management evaluation selection in a given year due to staff illness, hiring, etc. The State Office may digress from this method if concerned about a specific site.

Methodology
After the counties are selected, a State Office Coordinator will consider the best dates for completing the proposed MEs. She will coordinate with local county supervisors in order to determine appropriate times for ME visits. If other projects require staff to travel to counties that are considerably far from the State Office, visits may be planned in order to maximize travel funding outputs.

When the visit dates are determined, the State Office will e-mail the Food Sense County Management Evaluation Questionnaire and other ME tools to the county supervisor. During the visit, State Office representatives will go through the questionnaire with the supervisor. If possible, the NEA will be invited to meet for the Management Evaluation and the State Office will arrange to observe a Food Sense lesson and/or meet with a community partner. Supervisors and NEAs are welcome to share concerns, challenges, and successes during the meeting.

After the ME is completed, the State Office Program Coordinator will complete a visit summary that will be shared with the county site supervisor, the State Office staff and SNAP-Ed Director. If needed, the counties found to be incompliant with policy will be encouraged to make changes to improve program policy fulfillment. If the problem persists, the county may risk continued grant funding. Counties that are doing exceptionally well in an area may receive recognition during a statewide staff meeting or annual conference.
Monthly Evaluations
Every month, the State Office will meet to compile a short report of Food $ense efforts for each county for the previous month. These reports include reporting numbers for program activities, indirect activities, PSE activities, social media efforts, Trumba and Google calendar events. The report also includes information about needed trainings for NEAs, hours the NEAs worked, and status of the budget. These regular reports may be used to determine county needs, help the State Office prevent any problems, and highlight excellent practices.

For training purposes, an NEA trainer may observe classes throughout the year. During these visits, the trainers will fill out the Observation Tool and often will share recommendations for improvement and encouragement for what is going well.

Food $ense SNAP-Ed County Management Evaluation Questionnaire

Program Planning and Implementation
Describe Food $ense SNAP-Ed priorities and how the county’s uses them to plan program activities.

Describe procedures for submitting expense forms (P-Card, timecards, TR). Are all expenses including P-Card purchases, timecards and travel reimbursement forms submitted on time and are in accord with the county’s approved grant proposal?

Staffing: Performance, Training, and Competency
How does the county make sure that the NEAs work and time supports the NEA Role Statement?

Do NEAs participate in all training offered by the State Food $ense office?

Describe how NEA competency and teaching skills are maintained, improved, and evaluated.
Describe any challenges with staff turnover, hiring, etc.

(If more than one NEA in the county). How does the county determine the number of NEAs needed for a program activity?

Does the county need any additional help from the State Food $ense office in regards to staffing? (Additional NEAs, training, etc.)

**Program Evaluation and Reporting System (PEARS)**
Are all forms submitted to PEARS promptly and accurately? When do the NEAs submit data into PEARS?

What methods are used to ensure accurate and complete participant class evaluation forms?

Describe challenges encountered when gathering and reporting data for PEARS and actions taken to resolve or address these challenges.

What additional support is needed for PEARS and other data collection efforts from the State Food $ense office?
Communication and Coordination
Describe effectiveness of communication with the State Food Sense SNAP-Ed office.

Describe communication efforts by the supervisor and NEAs in the county. Are e-mails checked and responded to regularly?

What is the best way to get urgent information to the NEAs and supervisors?

Describe the coordination and communication that occurs with the local DWS office.

How has the county used the annual report to educate key stakeholders and partners?

Do all materials contain the required USDA non-discrimination statement in its entirety? If other statements are also used, they are listed separately, and the USDA statement is listed first?

Are Nondiscrimination ("And Justice for All") posters posted whenever and wherever SNAP-Ed services/education/interventions are provided?
 Eligibility/Target Audience
How does the county identify its target audience (SNAP participants and low-income individuals)?

Describe efforts for notifying SNAP participants and low-income individuals of Food $ense SNAP-Ed activities.

How does the county use the IGP and SNAP participant lists provided by DWS?

How does the county determine locations for direct education activities?

What challenges does the county have finding people who are eligible for SNAP-Ed to teach?

 Education Materials, Curriculum, and Reinforcements
Describe how the approved Food $ense Curricula are used.

Are all activities based on approved curricula?

How does the county ensure that the activities are appropriate for the social, cultural, and/or linguistic needs and resources of the low-income population served?

Websites, social-media, or on-line materials are up-to-date? Describe how often materials are updated and who is responsible.
Do all activities promote healthy food and physical activity choices based on the most recent Dietary Guidelines for Americans and Physical Activity Guidelines?

Do reinforcements and samples support Food $ense budget policies?

How does the county ensure that all physical activities are appropriate and safe for the audience?

Does the county have any needs or concerns regarding the curriculum and materials provided by the State Food $ense office?

Policy, Systems and Environments (PSE)
Describe county PSE efforts.

Does the county coordinate activities with local nutrition education and health promotion initiatives and interventions?

Describe methods used to coordinate SNAP-Ed activities with community partners (such as WIC, Food Banks, non-profits, etc.).

What PSE support does the county need from the State Food $ense office?
Nutrition Instructor Interview Tool (Optional)

Date: 
Location: 
Person Interviewed: 
Title: 
Time in Position: 

1. Explain your duties with Food $ense SNAP-Ed.

2. What training has been provided to you to do this job?

3. How do you collect and verify data for PEARS?

4. What is the working relationship with the local Department of Workforce Services Office (SNAP Office)?

5. What agencies refer potential clients?

6. How do you refer clients to the SNAP?

7. What other programs do you refer clients to for food and nutrition assistance?

8. How do you educate non-English speaking clients?

9. What are the class location sites and times?

10. How do you handle client complaints?

11. Do you work on any policy, systems, or environmental changes that make healthy eating and physical activity for your clients easier?

Other Comments
Community Partner Interview Tool (Optional)

Date:
Agency Name:
Location
Person Interviewed:
Title:

1. What is your familiarity with USU Food $ense (SNAP-Ed)?

2. Do you refer potential clients to Food $ense?

3. Does the Food $ense program address any policy, systems, or environmental changes in your community that make healthy eating and physical activity easier?

4. Have you received any feedback from your clients about the benefits of Food $ense?

5. Have you received any feedback from your clients about problems with Food $ense?

6. What is the working relationship with the county Food $ense staff and your agency?

7. Are you aware of any barriers that prevent potential clients from participating in Food $ense?

8. Does Food $ense provide a beneficial service to your clients or your community?
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 clearinghouse for all Food Sense activities and events occurring in Utah at any given time. Ideally, counties will schedule most classes at least a month in advance. The calendar is reviewed and cross-referenced with PEARs data and staff work hours. It is consulted for scheduling management evaluations, on-site training, and stakeholder visits. It will also be used to recruit class participants through the Eat Well Utah Newsletter. Supervisors must make sure all Food Sense activities are listed. Program funders have access to the calendar and will notice if a county doesn’t show that Food Sense is active there.

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 Gmail account, make sure that you are signed in with your USU e-mail account. You can check to see what account is signed in at the top right corner.
Add an event:

- Click on the red circle icon with a plus sign in the bottom right corner.
- In “Add title,” write OPEN or CLOSED. This 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 “Add location,” you must put the actual building name and street address of the event for closed and open classes. If the event is in an undisclosed or confidential location, you should still include the name of the site, but may exclude the address.
- 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 description. This is what will be used in the Eat Well Utah Newsletter mailed to your county recruiting list. **If the event is not a class, please specify that it is a PSE or an indirect activity.** It can also be helpful to include contact information for the point of contact at the class/activity site and the names of the NEAs assigned to that class.
- Click the blue “SAVE” button to save and add the activity to the calendar.

See some good example of event entries below.
For questions regarding the Google calendar, please contact LaCee Jimenez.
For questions regarding the Google calendar, please contact LaCee Jimenez.
Risk Management Guidelines for Food $ense

(Policy adapted from USU 4-H Extension)

INSURANCE DEFINITIONS

Liability Insurance

Liability insurance provides the insured entity protection from the risk of damage claims for which the insured entity is held legally liable. After payment of a deductible, a liability insurance policy will cover the payment of damages that the insured would have to pay if found legally responsible for the event that caused a third-party damages. Liability insurance coverage also provides legal representation and coverage of legal costs in situations where a claim goes to court.

USU has liability insurance coverage through the Utah Division of Risk Management. This coverage extends to employees and officially registered volunteers acting in the course and scope of their employment or volunteer assignment with USU. It does not provide coverage for an employee acting outside the scope of his or her employment. The following examples illustrate this concept:

- If a USU grounds crew employee is mowing a lawn on the USU campus and the lawn mower accidentally throws a rock through someone else’s car window, USU would be responsible for the damage and the liability insurance policy would pay for the damages.
- If that same USU employee is mowing his or her own lawn and the mower throws a rock through the neighbor’s car window, USU’s liability insurance would not be involved.

Workers Compensation

Workers compensation insurance covers medical expenses incurred by employees who are injured in the course and scope of their employment. USU has a workers compensation policy through the Workers Compensation Fund.

USU procures this coverage for all USU employees and officially registered volunteers. Should an employee or registered volunteer be injured while performing duties for and on behalf of USU, workers compensation insurance will cover the cost of getting him or her well again so he or she can return to work. It is important to note that workers compensation insurance is aimed solely at workplace injuries and workplace-related conditions. Workers compensation insurance is not health insurance.

- Workers compensation only covers workplace injuries. In some cases, an employee may have preexisting conditions that may cause or exacerbate a workplace injury. In these cases, while workers compensation claims adjusters may acknowledge that there are preexisting conditions, they are only obligated to cover the costs of the workplace injury.
- Workers compensation does not cover students or participants in USU-related activities.
Property Insurance

Property insurance provides coverage for USU property that is damaged or otherwise lost. USU’s property insurance is provided by the Utah Division of Risk Management. It is an “all risk” policy meaning that all risks are covered except those that have been specifically excluded.

All property that is owned by or in the care and custody of USU as well as all buildings owned by USU are covered by this policy. Buildings leased to USU are not covered. USU Risk Management reports building and contents values to the Utah Division of Risk Management each year. It is important for USU units to have a current inventory of the contents and the value of the contents in their respective buildings so USU Risk Management can ensure that the insurance is maintained at an appropriate level.

- Your unit should work with USU Risk Management to have documentation describing what it would cost to replace everything you have in a building in case there was a total loss, like from a fire.
- The policy will only cover property owned or in the care and custody of USU. An employee’s personal property is not covered.
- There is a $1000.00 deductible on property claims.

Automobile Insurance

USU has automobile liability and physical damage insurance coverage through the Utah Division of Risk Management. This insurance covers vehicles owned by USU and used by USU permissive drivers during the course and scope of their employment.

- To be a permissive driver, a person needs to have permission from USU to drive the vehicle and he or she needs to have passed the State of Utah Online Driver’s Training Course and submitted his or her certificate of completion to USU Parking and Transportation. This training may be accessed at the following webpage: https://parking.usu.edu/fleet-operations/driver-training
- If a USU employee or registered volunteer is injured while riding in a USU vehicle, medical expenses would be paid by the Workers Compensation Fund, not through the Utah Division of Risk Management.
- There is very limited personal injury protection (PIP) coverage for personal injuries suffered by non-USU employees and non-registered volunteers riding as passengers in a USU vehicle.
- There is a deductible of up to $1,500.00 for automobile physical damage claims.
- When using a rental vehicle, USU employees and registered volunteers must use a rental company with a State Contract. A claim involving a rental vehicle that was not rented through a State Contract may be covered but can have a $10,000.00 deductible.
- Insurance follows the vehicle, meaning, an employee’s personal automobile insurance is the primary insurance for their own vehicle, even if he or she is using that vehicle for work purposes.
Health Insurance

USU Risk Management does not provide health insurance covering medical costs to any student or participant in a USU-related activity.

- Groups associated with USU might carry their own insurance. For example, 4-H has a small medical coverage policy through American Income Life. The coverage limits are small and intended to cover a participant’s own insurance deductible in the case of an injury. The participant’s own insurance would still be paying the bulk of the medical costs.

4H/Extension activities may include the following types of individuals:

*Employee*

An employee is an individual legally employed by the University in any capacity.

*Participant*

A Food $ense participant is someone actively and directly participating in a Food $ense program, group, or activity who is not an employee or registered volunteer.

*Spectator*

Anyone who is not an employee, registered volunteer, or participant of a Food $ense program, event, or activity and is simply in attendance to observe the program, event, or activity.

Frequently Asked Questions

WORKERS COMPENSATION

What are the correct steps to follow when a USU employee or registered volunteer is injured or there is an emergency during a Food $ense activity?

- Emergency response plans should be developed and understood by activity leaders before any activity takes place. Emergency response plans should include the steps that will be taken in the case of a foreseeable incident, including where the nearest clinic or hospital is to the location of the activity, what first-aid resources should be on hand, emergency contact information for participants, and at what point should activity leaders call 911.
  - The Workers Compensation Fund (WCF) has various healthcare facilities with whom they prefer to work. This includes all Intermountain Healthcare WorkMed locations.
  - A complete list of WCF Preferred Medical Providers can be found on the WCF website: [https://www.wcf.com/preferred-medical-providers](https://www.wcf.com/preferred-medical-providers)
- If there are no preferred medical providers close enough to provide appropriate treatment, take the injured individual to the nearest healthcare facility that can provide appropriate treatment.
- For serious injuries, call 911 and take the injured individual to the nearest emergency room.

- When an injury does occur, the first step is to get the injured employee or registered volunteer the appropriate treatment. This could include onsite first-aid up to calling 911. When in doubt about the appropriate treatment, err on the side of caution and take the injured party to a clinic, an emergency room, or call 911.
  - Where possible, the employee or registered volunteer’s supervisor should accompany the injured person to the healthcare provider.

**What is the reporting process after a USU employee or registered volunteer has been injured during a Food Sense activity?**

- An Employer’s First Report of Injury should be completed and sent to USU Risk Management as soon as possible after the injury. The electronic report form can be found on the USU Risk Management website.
  - In the case of dismemberment or death, USU Risk Management should be notified immediately.
- A Supervisor’s Investigation Report should be filed with USU Risk Management the same day as the injury. The employee or registered volunteer’s supervisor will need to investigate the cause of the incident and determine what can be changed to avoid a similar incident in the future. The electronic investigation form can be found on the USU Risk Management website.
  - USU Environmental Health and Safety and/or USU Risk Management may perform further investigation.

**What happens after the reports have been filed?**

- USU Risk Management will use the information in the Employer’s First Report of Injury to file a WCF claim. A WCF claim number will be generated and USU Risk Management will send the claim number and paperwork to the injured individual.
- After the claim has been filed, WCF will assign a claims adjuster who will contact the injured individual. Treatment and payment for treatment is handled between the employee/registered volunteer, the medical provider, and the claims adjuster. Questions about covered treatment or payments for services provided should be directed to the WCF adjuster assigned to the claim.
  - WCF can be contacted at 385-351-8010. When calling, please reference the claim number.
  - WCF will need copies of all doctors’ notes, restrictions, and billing documents. Please keep the documents and provide them to the WCF adjuster. The medical provider will not send the documents to the WCF adjuster.
Employees/Registered Volunteers are responsible for following doctor’s orders and restrictions.

Supervisors are responsible for helping employees/registered volunteers follow doctor’s orders and restrictions while employees/volunteers are at work.

If the doctor has ordered the employee/volunteer to miss work, the employee/registered volunteer should not return to work until returning is approved by their doctor.

Supervisors are encouraged to help employees/volunteers return to work as soon as possible by finding ways to accommodate doctor’s restrictions while the injured employee/registered volunteer is recovering.

If you have more detailed questions about workers compensation, please contact USU Risk Management at 435-797-1951.

USU does have workers compensation but not healthcare coverage for Food $ense participants. All Food $ense group, program, and activity leaders should have emergency plans in place for how to respond to an incident or emergency involving a Food $ense participant. Even though there is no insurance coverage for participants and spectators, incidents/injuries should still be reported to Food $ense administration and USU Risk Management.

MINORS

Do all Food $ense volunteers need background checks to be able to work with minors?

- Even if there are Food $ense staff present, all Food $ense volunteers need to pass a background check and complete all Food $ense training before working with minors or other at-risk populations.

VEHICLES/TRAVEL

Who can drive a USU vehicle?

- USU employees and registered volunteers may drive USU vehicles, but all use of a USU vehicle must comply with USU Policy 514 – Vehicle Use Policy.
  - At a minimum, the driver must:
    1. Hold a valid driver’s license
    2. Complete the State of Utah Driver Safety Program. The online training can be found at https://parking.usu.edu/htm/parking-information/drivers-representation-form/.
       - Be sure to follow the instructions found on this link. Certificates of completion have to be emailed to the USU fleet manager for the program to be fully completed.
Can a USU employee and/or volunteer use their personal vehicle for USU business?

- However, using a personal vehicle for USU business, or any purpose, has some inherent risk. Insurance policies follow the vehicle. USU does not carry any auto physical damage insurance that would cover damage to an employee’s vehicle, even if that vehicle were being used for USU business. If the personal vehicle were in an accident, USU’s auto insurance would not cover the physical damage to that vehicle.
  - Many private auto insurance policies exclude damage caused to a vehicle while it is being used for business purposes. If a Food Sense employee/registered volunteer is using his or her personal vehicle for business purposes and is in an accident, he or she should check with their insurance provider to make sure they have coverage for business use of their vehicle.
    1. Mileage paid to Food Sense employee/Food Sense volunteer for travel in his or her personal vehicle is intended to cover such things as gas, maintenance, and auto insurance.

Is it possible to use a car from a car rental company for Food Sense travel? Must receive prior approval.

- It is possible, and in some cases preferable, to use a vehicle rented from a vehicle rental company. The State of Utah has negotiated contracts with Enterprise, Hertz, and National to provide rental car services to State entities.
- Auto insurance is already included in these State Contracts, so extra insurance does not need to be purchased.
  - When renting a vehicle from Enterprise, Hertz, or National it is important to reference that the rental is for USU and to use the State Contract number.
  - Please visit the USU Risk Management website for more information on the rented vehicle State Contracts.
- These guidelines also apply to travel outside of the State of Utah.
- It is not recommended you drive internationally. If driving is required outside of the U.S., use the rental companies with State Contract where possible and purchase the offered additional insurance.
- Vehicle rentals are not recommended from companies without a State Contract even though they may have cheaper rates. If an employee/registered volunteer rents a vehicle from a company without a contract with the State of Utah, they should purchase extra insurance from that company, as the Utah Division of Risk Management may impose a $10,000.00 deductible or deny a claim completely.

If an employee or registered volunteer is traveling on behalf of Food Sense in their personal vehicle and is in an accident, does it need to be reported?

- Yes
How should an auto accident be reported?

- If the accident involves a vehicle owned by USU, the driver of the vehicle should file a Vehicle Accident Report with USU Risk Management as soon as possible. The online form to file this report can be found on the USU Risk Management website.
  - In order to use the online form, you will need to have a USU A#. If you do not have an A#, a printable version of the form can be found on the Frequently Used Forms link on the USU Risk Management Website.
- If the accident happens in a rental vehicle from a company with a State Contract, report the accident to the rental company.
- If an employee/registered volunteer is injured in the accident, they should seek the appropriate treatment and follow the procedures for filing a WCF claim.
- Whenever a USU employee/registered volunteer is involved in a vehicle accident, they should call 911 and get a police report of the accident.

PROCEDURES

Should there be an emergency plan for every Food Sense program or activity?

- Emergency response plans should be developed and understood by activity leaders before any activity takes place. Emergency response plans should include the steps that will be taken in the case of a foreseeable incident, including where the nearest clinic or hospital is to the location of the activity, what first-aid resources should be on hand, emergency contact information for participants, and at what point should activity leaders call 911.
- For advice and help developing an emergency response plan, please contact USU Risk Management at 435-797-1951.

What is the procedure to create a liability waiver?

- Contact USU Risk Management at 435-797-1951.

What kind of review should be done for facilities used for Food Sense programs, activities, and events?

- Program, activity, and event leaders should ascertain that the desired venue is appropriate for the planned program, activity, or event. If the desired venue is not appropriate, another venue should be selected.
How should a Food $ense employee or volunteer report inappropriate behavior and/or harassment from another volunteer or participant?

- If a volunteer becomes aware of inappropriate behavior and/or harassment of any kind, it should be reported immediately to the volunteer’s supervisor and the AA/EO Office. Online reporting forms for the AA/EO Office are available at http://www.aaeo.usu.edu.
- If you have first-hand knowledge of mistreatment, then it is essential to report.

How do we report an incident if a Food $ense employee or registered volunteer causes damage to public or private property or to another person while volunteering?

- All incidents/accidents should be reported to USU Risk Management.
  - Auto accidents can be reported here.
  - Property damage incidents can be reported here.
  - Injuries to other people can be reported here.
  - In order to use the online form, you will need to have a USU A#. If you do not have an A#, a printable version of the form can be found on the Frequently Used Forms link on the USU Risk Management Website.
- Each Food $ense program or group may also have their own additional internal reporting process to report incidents to Food $ense leadership.

Can Food $ense equipment and property be rented or loaned to the general public, employees or volunteers for personal use, or third parties unaffiliated with Food $ense?

- Food $ense equipment and property can only be used by Food $ense groups and for approved Food $ense activities. It is not appropriate, and against USU policy, to rent or lend Food $ense equipment or property to third parties unaffiliated with Food $ense without University authorization.
- USU departments and entities are not third parties. They may use Food $ense equipment and property for University-related activities.

How and when is Food $ense equipment and property authorized for the general public or a third party?

- Food $ense equipment may be authorized for use by a third party to support Food $ense activities. Authorization occurs through existing processes:
  - The use, sharing, loaning of equipment or property may be included as part of an approved grant or contract.
  - Agreements may be approved through the University’s Document Review process. Agreements should address issues of liability, indemnification, scope of use, time, supervision, responsibility for repairs, etc. Risk Management can assist with the development of such agreements.
  - Procedures for “check-out” kits, “shopping-carts”, “lending libraries”, etc. may be developed and approved through the University’s Document Review process.
Risk Management can assist with language that addresses issues of liability, indemnification, scope of use, time, supervision, responsibility for repairs, etc.

- Food Sense equipment and property is not authorized for non USU Food Sense (SNAP-Ed) purposes. When a third party is authorized to use Food Sense equipment and property, they do not receive a blanket authorization. The authorization is tied to the approved Food Sense/USU grant, event, activity, etc. Authorization does not extend to other activities conducted by the third party. Exceptions require a written agreement approved through the University’s Document Review process.
Section 10:
Budgets

County Budgets
Being grant funded and needing to use every dime of the grant each year, we have set a plan in place that makes the county budgets a bit fluid. Our office tracks expenses per county each month, it usually is the month after because of the systems at USU. When expenses are not used it puts us in an uncomfortable situation and so then the State Office removes the extra allocated a month and makes sure it is used. This helps with hiring new staff or other expenses needed. At the beginning of the fiscal year, the State Office sends out the amount for the year, divided by 12 for each month. If expenses are being saved for a specific project like Farmer’s Markets in the Summer, or School education in the school year – then we project that the funding will be used. Supervisors must request these special budgets up front or as soon as possible.

Funding of staff, supplies and travel are to be very specific to Food $ense (SNAP-Ed) programming. NEAs, supplies (whether food or materials) and any county or state travel must be official business.

Another thing to note, is that all materials and resources developed by Food $ense (SNAP-Ed) cannot be charged to the public. All materials are free! Counties cannot even re-coop printing costs. They are to be free, specifically Food $ense funded materials are to be to the target audience. If the supervisors or other faculty or educators want to use one of the resources for their programming they can print or purchase the item and then give the resource away.

Cost Policy Overview
Food $ense (SNAP-Ed)
Reviewed August 20, 2018
(NOTE: SO = State Office)

To be allowable expenses they must:
1. Support an activity within the SNAP-Ed approved plan.
2. Conform to cost principles
3. Conform to SNAP specific rules for specific items of cost
4. What activities are considered SNAP-Ed activities?
   a. Use the program areas (Adult/Youth Education, PSE, Social Media, Social Marketing, Indirect, etc.)
   b. Support areas (Evaluation, Budgeting, Paperwork, etc.)
   c. Comprehensive program (A + B)
Cost Principles
1. Staff NEA, state and regional program people. **MUST BE APPROVED THROUGH SO. (New hire NEAs)
2. Nutrition Education Interventions within approved plan to target audience. **FOLLOWS CURRICULUM
3. Physical Activity interventions within approved plan to target audience
4. Gardening interventions within approved plan to target audience. **MUST BE PREAPPROVED
5. Breastfeeding supporting WIC – they have cornered the market, so we refer our participants to them. At this time – this is not an approved activity in Utah’s plan. *NOT ALLOWED IN UTAH FOOD SENSE
6. Evaluations – on knowledge and behaviors are approved in our plan. **CRITICAL TO FOLLOW GUIDELINES
7. Evaluating SNAP-Ed projects and interventions as described in our plan/protocols/need clarification – we are here for you. **IMPORTANT

Items not allowed:
1. Interventions to not eligible SNAP participants
2. Cannot spend $ on materials that endorses products or stores
3. Cannot promote specific coupons
4. Any work not consistent with the current Dietary Guidelines for Americans and MyPlate
5. Ongoing snacks or food service
6. Meal sized portions or complete meal service
7. Cost of food provided as groceries or supplemental food for participants, etc.
8. Life skill classes – refer participants to Extensions work.
9. Anything over $4 – must be preapproved through SO.
10. Education provided to incarcerated or institutionalized persons who cannot choose and purchase their own food.
11. College/University students – 18-49 years old.
12. 4-H camps – they must be Food Sense camps.

3 criteria to look at or think about when purchasing a purchase:
1. Reasonable – does it make sense? Needed?
2. Necessary – is this needed to carry out program cost?
3. Allocable – meet the cost policy? If it is something extra – like family meals, then costs must be prorated.

Specifically Allowed:
1. Supplies, postage, copies, travel – but only county travel, regional trainings, and state conference – *(FYI - - other meetings like Bridges and FACS are no longer allowed. It had to be pre-approved and is tightened through federal guidelines).*
2. Cost of food for recipe/taste testing purposes and cost of kitchen equipment (purchased through SO) and supplies necessary for food storage, preparation, and display of food prepared for demo purposes.
3. Food Samples associated with educational lessons.
4. Physical activity demo, etc. that is associated with educational lessons.
5. Gardening expenses associated with education lessons as approved by SO.
6. Classes and demonstrations, and materials from the approved curricula.
7. PSE related costs as approved by SO.

**P-Card Application Process**

To request a P-Card Please go to: Pcard.usu.edu and click on the link for “p-Card Application Form” on the left at the top.

Training for supervisor and NEA need to be completed for the use of a P-card and can be found here: Pcard.usu.edu videos are on right hand side. All NEA’s need to watch the first two training videos.

In order to have a county and/or NEA P-card, they supervisor should reach out to Amanda Chesbrough at Amanda.chesbrough@usu.edu. Once approved the following instructions will be sent.

Card holder is NEA – unless you are a delegated user on the supervisors pcard in which case the supervisor should be submitting the servicenow request

Mailing address is the State Office address – cards will be mailed to the NEA from the State Office. 8749 Old Main Hill Logan UT 84322-8749

Department is DPAGNF

Do NOT select the box “cardholder may make changes to index” that should be done through Rachel Hansen. Also this doesn’t mean you can’t reassign a purchase to another index. It just means you can’t adjust the default index.

Index number is A40290 default account code is 712900

Our county limits are:
One time purchase :$200
Monthly purchase: $500

(Note: can be adjusted as needed for a specific purpose and will need approval by Heidi LeBlanc).

Level 10 receipt attacher, is the cardholder
Level 100 is the cardholder
Level 200 should be changed from Branden Blanchard (it will default to him for anyone entered under DPAGNF) to Rachel Hansen A00299032

Level 300 is the NEA’s Supervisor, if the pcard is under the supervisors’ name, then the level 300 is Heidi LeBlanc A00015321

All funds used for Food Sense must be allowable, reasonable and necessary. Please refer to cost policy for details.

When completing the form, we request that screenshots are done and submitted to Amanda for documentation for Food Sense. It will show amounts and who and what the purpose is.
Travel
(Travel Authorizations (TA) & Travel Reimbursements (TR))

Travel Authorization (Before the date of travel)
Log in to Service now https://usu.service-now.com/usu/welcome.do
Select the “Service Catalogs”
   Then “Business Services”
   “Travel Forms”
   “Travel Authorization”

Fill out the form to the best of your knowledge.
If there are changes that need to be made once a travel Authorization is approved we can make those changes and make notes to why there are changes on the travel reimbursements.

Specific Instructions setting up Open TA for Food Sense Mileage

Enter a Nickname for your TA: example -HeidiLeBlancFY2019OpenTA
Department Paying for your TA: DPAGNF
Department College: CAAS
Select the Options: Mileage
Does the traveler have an A-number: Yes
Traveler A Number: Add in your A-number
Email: Add in your email (it might auto-populate because of you’re a-number, if not type it in)

Phone: Add in your personal or office number, the best number to reach you with
Number of days traveling: 10
Purpose: Year Open
Description: Travel in ________ county for Food Sense (SNAP-Ed).
Index Number: A43056
Percent or Dollar Amount: 100%
Departure City: Office City (defined by your supervisor)
Destination City: FY 2019 Year Open
Departure Date: 10/1/2018
Return Date: June 30, 2019
***Please note you will need to do another TA for July 1, 2019 to September 30, 2019. With changes in Business Services for TA’s there may be another one in November 2018, check emails for updates.
No meals: have all zero.

Conference Travel - NEAs will need to do a separate TA.

Enter a Nickname for your TA: example -HeidiLeBlancFY2019AnnualConference
Department Paying for your TA: DPAGNF
Department College: CAAS
Select the Options: Mileage, Per Diem, Lodging, etc.
Does the traveler have an A-number: Yes
Traveler A Number: Add in your A-number
Email: Add in your email (it might auto-populate because of you’re a-number, if not type it in)
Phone: Add in your personal or office number, the best number to reach you with
Number of days traveling: 3
Purpose: Annual Conference
Description: Travel to Food Sense Annual Conference
Index Number: A43056
Percent or Dollar Amount: 100%
Departure City: Office City (defined by your supervisor)
Destination City: Farmington, Utah
Departure Date: 10/2/2018* Unless arrangements with State office have been made.
Return Date: 10/4/2018
Meals:
If you have a travel day – most likely won’t have meals, because you have to be gone longer than most.
Day 1: Dinner will be per diem
Day 2 and 3 all meals are covered by hotel and travel will not be long enough to provide dinner.

Travel Reimbursement (After the travel authorization has been approved and your travel is complete)
Log back into service now following the same steps as above but select “Travel Reimbursement” instead of Travel Authorization.
You will need to upload all of your mileage at this point as well.

Specific Instructions setting up Completing a Monthly TR for Food Sense Mileage
Travel Reimbursements should be submitted monthly.
Select Your TA: It will give you’re your TA option – remember what you named it, see above example.
Department Paying Reimbursement: DPAGNF
College: CAAS
TA Number (if available):
Select: Mileage
Traveler Information A Number: use your A-number
Email: use your email
A-Number: use your A-Number
Phone: add your phone number
Departure City: Office as assigned by supervisor
Destination City: County Travel
Destination City: FY 2019 Year Open, October ***Add in Month for your travel
Departure Date: 10/1/2018
Return Date: 10/31/2018 ***Example
Index Number: A43056
Percent: 100%

Conference Travel - NEAs will need to do a separate TR.
Enter a Nickname for your TA: example-HeidiLeBlancFY2019AnnualConference
Department Paying for your TA: DPAGNF
Department College: CAAS
Select the Options: Mileage, Per Diem, Lodging, etc.
Does the traveler have an A-number: Yes
Traveler A Number: Add in your A-number
Email: Add in your email (it might auto-populate because of you’re a-number, if not type it in)
Phone: Add in your personal or office number, the best number to reach you with
Number of days traveling: 3
Purpose: Annual Conference
Description: Travel to Food Sense Annual Conference
Departure City: Office City (defined by your supervisor)
Destination City: Farmington, Utah
Departure Date: 10/2/2018* Unless arrangements with State office have been made.
Return Date: 10/4/2018
Index Number: A43056
Percent or Dollar Amount: 100%
Section 11: Food Sense Employee Wellness Program
For NEAs and any other part-time, non-benefitted employee

We all know the benefits of healthy living: increased energy and productivity, decreased risk of chronic disease, and a better-quality life, but healthy living is often easier said than done. Finding time to incorporate healthy behaviors in our personal lives can be complicated between the hustle and bustle of work, family, school, and other responsibilities. In an effort to practice what we preach, we have created a simple Wellness Program for our part-time employees. Creating better health in our communities starts with us.

We hope that as you increase your personal wellness, you will experience improved productivity and job satisfaction. Have fun working towards these challenges both individually and as a team.

Modeling Behavior

Part-time employees of Food Sense have the opportunity to spend up to one working hour each week to improve their health. **NEAs are allowed to take 30 minutes per 10 hours worked to create better health.** If you are a 20 hour per week employee then you can use one hour of your work time. This is a privilege we hope you take advantage of. You can use your time all at once, or split it between multiple days (i.e. take a 15-minute walk in the middle of your work day 4 days/week). Modeling behavior can include being physically active, menu planning, creating a family meal, etc.

Office Improvements

Collectively as a program, we are encouraging healthy office environments to make it easier to choose healthy behaviors. Below are some suggestions of behaviors your team can adapt to improve the health environment of your office.

**Healthy Food Environment**
Assure healthy options are available when food is incorporated into an office event. Instead of keeping candy in a jar on your desk, keep a jar of mixed nuts. Bring sliced fruits or veggies to office meetings and parties. Pack your own lunches or pick healthy lunch destinations for your team to gather at.

**Meetings**
Try going on a 30-minute walk for your staff meeting rather than sitting around a table. Encourage employees to call in and take a walk during Zoom meetings. Avoid holding meetings over lunchtime to allow employees the opportunity to eat a nutritious mid-day meal.

**Recipe Sharing**
Encourage conversations where healthy recipes can be shared among fellow employees.

**Work Settings**
Where available, design an office space that allows you to stand as well as sit while you work.

Work together with your team to incorporate these changes into your office culture.

**How it Works**
Points will be awarded for completed challenges. Employees can select challenges from a bank of options that will always be available for points. A set of three challenges (nutrition, physical activity, and mental health) will be presented each month as a way to earn bonus points.

At the end of each quarter, prizes & awards will be given to individuals participating in the wellness program.

**Prizes**
There will be one quarterly grand prize drawing valued at around $50.00. There will also be one annual grand prize for the employee that earned the most points throughout the year valued at $150.00. Prizes will help encourage healthy living.

**Point System**
For every 100 points an employee earns, they will earn an entry for the prize drawing. Employees with the most entries will have the best chance at winning a prize in the individual drawing each quarter.

- **5 points** will be awarded for each activity completed in the “always available” bank of options. You can only count each activity once per month.
- **25 points** will be awarded for each completed monthly challenge.
- **100 points** will be awarded to those who complete all three of the monthly challenges.

**Tracking Points**
You can track your points on paper or directly in Qualtrics. By the 10th of each month you must submit your monthly points into the Qualtrics Points Tracker. Your responses will be recorded and tracked by the State Office.
Appendix
Definitions & Acronyms used by SNAP-Ed

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<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CES</td>
<td>Cooperative Extension Service</td>
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<tr>
<td>DGA</td>
<td>Dietary Guidelines for Americans</td>
</tr>
<tr>
<td>DROPS</td>
<td>Delivery Redistribution of Produce and Surplus</td>
</tr>
<tr>
<td>DWS</td>
<td>Department of Workforce Services</td>
</tr>
<tr>
<td>FEP</td>
<td>Family Employment Program (UT version of TANF or welfare)</td>
</tr>
<tr>
<td>FNS</td>
<td>Food and Nutrition Service</td>
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<tr>
<td>FPG</td>
<td>Federal Poverty Guidelines</td>
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<tr>
<td>FPL</td>
<td>Federal Poverty Level</td>
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<tr>
<td>FDPIR</td>
<td>Federal Distribution Program on Indian Reservations</td>
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<tr>
<td>IGP</td>
<td>Inter-Generational Poverty</td>
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<tr>
<td>NDFS</td>
<td>Nutrition, Dietetics and Food Sciences</td>
</tr>
<tr>
<td>NEA</td>
<td>Nutrition Education Assistant</td>
</tr>
<tr>
<td>NIFA</td>
<td>National Institute of Food and Agriculture</td>
</tr>
<tr>
<td>OMB</td>
<td>Office of Management and Budget</td>
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<tr>
<td>PEARs</td>
<td>Program Evaluation And Reporting System</td>
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<tr>
<td>SNAP</td>
<td>Supplemental Nutrition Assistance Program</td>
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<td>SNAP-Ed</td>
<td>Supplemental Nutrition Assistance Program-Education</td>
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<tr>
<td>TANF</td>
<td>Temporary Assistance for Needy Families (welfare)</td>
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<tr>
<td>USDA</td>
<td>United States Department of Agriculture</td>
</tr>
<tr>
<td>USU</td>
<td>Utah State University</td>
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<tr>
<td>WIC</td>
<td>Women, Infants and Children Supplemental Food Program</td>
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