

FOOD \$ENSE (SNAP-ED) ANNUAL REPORT 2013



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LETTER FROM THE DIRECTOR

Dear Friends,

In 2013, the Utah State University Food Sense (SNAP-Ed) program, known nationally as the Supplemental Nutrition Assistance Program (SNAP-Ed) assisted thousands of Utah families in making healthy food choices on a limited budget. Group classes for adults and youth are the core of the Food Sense (SNAP-Ed) program in Utah. These classes address the specific needs of our participants and provide nutrition education as outlined in the current USDA Dietary Guidelines and MyPlate.

Food Sense (SNAP-Ed) serves individuals who are either food insecure or at risk for food insecurity. In 2013, the Food Sense (SNAP-Ed) program directly educated over 11,295 adults and 26,115 youth in Utah and was present in all 29 counties across the state. In addition, the Food Sense (SNAP-Ed) program indirectly educated another 369,688 Utahns through county fairs, health fairs, posters, websites, blogs, and more. This was all done as a result of the committed support from USDA's Food and Nutrition Services (FNS), Utah's Department of Workforce Services (DWS), and Utah State University.

Although Food Sense (SNAP-Ed) reached a large number of people, there is still much work to be done. Food Sense (SNAP-Ed) will continue its efforts to grow and expand its education to low-income families in Utah, partnering with DWS, WIC, Utah public schools, and other state and local agencies. Through these collaborative efforts, Food Sense (SNAP-Ed) can help provide SNAP eligibles with all available nutrition resources and help them make healthier choices for themselves and their families.

Striving to make a difference one meal at a time.

Heidi LeBlanc

Program Director, Food Sense (SNAP-Ed)

Debbie Christofferson

Assistant Director, Food Sense (SNAP-Ed)

FOOD \$ENSE (SNAP-ED) OVERVIEW

Food \$ense (SNAP-ED) is a partnership of Utah State University Nutrition, Dietetics, and Food Sciences/ Cooperative Extension Services, the Utah Department of Workforce Services, and other collaborating agencies. Food \$ense (SNAP-Ed) provides nutrition education to low income individuals in all 29 counties in the state.

The aim of Food \$ense (SNAP-Ed) is to provide education to SNAP recipients and/or food stamp eligibles to promote healthy eating and an active lifestyle. With the overall increase in disease and obesity in the United States, particularly among those individuals from low-income backgrounds, there is an obvious need for education and lifestyle changes. Food \$ense (SNAP-Ed) offers a large array of nutrition-related lessons for individuals of all ages to increase the knowledge, skill set, and overall well-being of those we serve.

Food \$ense (SNAP-Ed) offers a variety of classes to expand participants' knowledge of nutrition, cooking, food safety, and physical activity. Handouts and program evaluations have been developed to meet the needs of English and Spanish speaking youth and adult participants. These hands-on classes are taught by Nutrition Education Assistants (NEAs) who are trained with the National Nutrition Paraprofessional Certification Program created by Food \$ense (SNAP-Ed) of Utah.

Food \$ense (SNAP-Ed) connects program participants with the knowledge and skills they need for continual access to safe and healthy foods. Participants learn how to cook healthy meals on a budget, buy and prepare whole foods, read food labels, practice safety in the kitchen, and much more.



FOOD \$ENSE (SNAP-ED) GOALS AND OBJECTIVES

State Goals and Objectives

Based on your needs assessment and the current availability of other nutrition education services, identify your State's goals and objectives for SNAP-Ed. Make sure your objectives are specific, measurable, appropriate, realistic, and time-specific.

State Level Goals

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

a. State Level Objectives

- Based on behavior checklists, by September 30, 2014 at least 80 percent of SNAP-eligible individuals who participate in SNAP-Ed lessons statewide will demonstrate intent to follow MyPlate by making half their plate fruits and vegetables, choosing whole grains, lean proteins, and switching to fat-free and/or low-fat dairy products.
- Based on behavior checklists, by September 30, 2014 at least 70 percent of SNAP-eligible individuals who participate in SNAP-Ed lessons statewide will demonstrate behavior change by properly cooking, chilling, and separating food items and properly cleaning food preparation surfaces.
- Based on behavior checklists, by September 30, 2014 at least 65 percent of SNAP-eligible individuals who participate in SNAP-Ed lessons statewide will demonstrate behavior change to increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle.



KIDS' CURRICULUM

Food Sense Kids

This curriculum contains twenty-seven lessons based primarily on the 2010 Dietary Guidelines and MyPlate. The lessons are developed for preschool-aged children. Each lesson focuses on a different fruit, vegetable, whole grain, or legume.



"The kids were SO EXCITED for the smoothies. A lot of them had never made smoothies before, and they were thrilled watching the smoothie blend from red to pink to greenish to purple. The kids seemed to be pretty surprised that they couldn't taste the spinach, even though they had said that we were putting in too much."

--Food \$ense Nutrition Education Assistant (NEA)

Food, Fun, and Reading

This curriculum was developed by the University of Vermont Extension and adopted by Food \$ense (SNAP-Ed) to teach preschool age children about eating healthy using fun reading materials.



"As I was buying supplies at the little grocery store, the checker started telling me how she uses all of the recipes I gave her child during Food \$ense classes, and how she now adds vegetables in all kinds of recipes."

--Food \$ense NEA

Veggie Vibes

This curriculum is based on the 2010 Dietary Guidelines and MyPlate. Each month focuses on a vegetable within that growing season.

Serving up MyPlate

This curriculum was developed by the USDA and was adopted by Food \$ense (SNAP-Ed). These lessons help educate youth from 1st-8th grade about following the dietary guidelines using MyPlate.



ADULT CURRICULUM

Food Sense Vegetables, Food Sense Fruits, Food Sense Grains

Faculty at Utah State University in the Nutrition, Dietetics, and Food Sciences Department developed this curriculum to help educate adults about incorporating vegetables, fruits, and whole grains into their daily diets. The lessons teach participants how to grow, select, prepare, cook, and store vegetables, fruits, and whole grains that are in season.

Food Sense Cooks

This curriculum, developed by SNAP-Ed of Utah, provides basic cooking instruction and techniques. The curriculum is geared for low-income audiences and is designed to help homemakers feel at ease in the kitchen as it builds knowledge and confidence in basic meal preparation skills.

Food Sense Basics

This curriculum contains nine lessons based primarily on the 2010 Dietary Guidelines; the lessons provide information about each food group in MyPlate, menu planning, shopping, and quick meals, food safety, and gardening basics.



"I am so grateful for your classes and everything I have learned! After taking Food \$ense classes I have started buying fruits and vegetables every week, something I did not do before. I am making progress with getting my children to eat more produce."

-Adult Food \$ense participant

"Food \$ense classes have changed my life. Since listening to your presentations, I have eaten so many more fruits and veggies, and, because of that, I have lost so much weight."

--Adult Food \$ense participant



FOOD \$ENSE (SNAP-ED) SOCIAL MEDIA

The purpose of Food \$ense (SNAP-Ed) social media is to provide online opportunities for low income individuals in Utah to receive nutrition education, healthy recipes, and information about upcoming Food \$ense (SNAP-Ed) classes. In FY 2013, Food \$ense (SNAP-Ed) developed a Facebook page, Pinterest site, Instagram account, Twitter account, several cooking blogs, and a public website. In FY 2013, Food \$ense (SNAP-Ed) had a total of 13,870 hits on the three cooking blogs and had an average post reach of 55 people on Facebook.

The blogs, written by Food \$ense (SNAP-Ed) NEA's, are each focused for specific sub groups of the Food \$ense (SNAP-Ed) target population. Snappily Ever After targets low-income mothers with children using recipes and topics that are appropriate for families living on a tight budget. Table for One provides recipes that make 1-2 servings to emphasize how easy it can be to eat healthy on a budget when cooking for yourself. Lastly, Cooking...It's a Snap targets any low income individuals who are looking to cook healthy meals on a budget.



Snappily Ever After

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

Table for One: Big Bites on a Little Budget

<http://bigbiteslittlebudget.com>

Cooking It's a Snap!

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

Food \$ense

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



STATE PROGRAMMING SUMMARY

STATE SUMMARY							
	Delivery Locations		Audiences		Methods	Content	Evaluation
	Geographic	Delivery Sites	Targeted Audience	Total Participants	Frequency, Duration, and Type of Educational Methods	Key Messages	Type & Status
State Adult	Utah	29 counties	SNAP families or low-income families	11,295	<p>Group and individual classes: Food \$ense Basics, Loving Your Family, Feeding Their Future.</p> <p>Number of lessons per participant varies. 3,610 lessons were taught.</p>	Food Security, Cooking Skills, Dietary Quality, Food Safety, Shopping Resource Management. MyPlate, Dietary Guidelines for Americans	Class Participant Form
State Youth	Utah	29 counties	SNAP families or schools with 50% free/ reduced lunch eligibility	26,115	<p>Classes taught at schools and at summer school lunch programs: Professor Popcorn, WIN Kids, Food, Fun and Reading, & Food, Culture and Reading, Food \$ense Kids.</p> <p>1,549 lessons were taught.</p>	MyPyramid, MyPlate, & Dietary Guidelines for Americans	Class Participant Form (Youth)

COUNTY PROGRAM SUMMARY

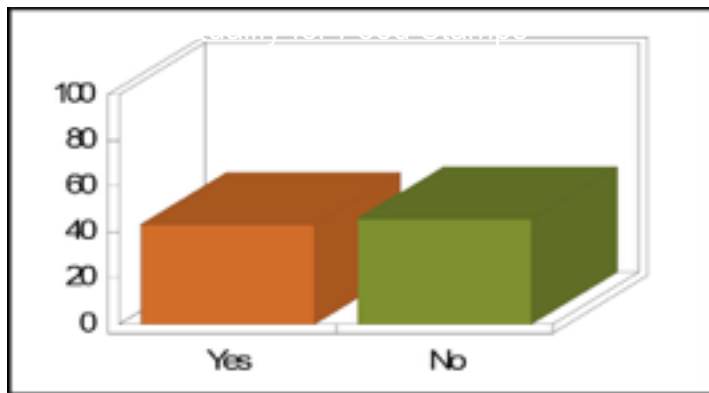
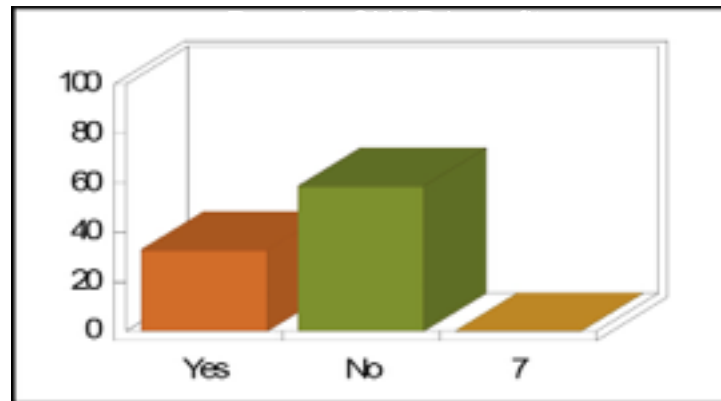
COUNTY PROGRAM SUMMARY		
County	Number of Adults Taught	Number of Youth Taught
Beaver	11	642
Box Elder	657	233
Cache	1,112	749
Carbon	278	723
Davis	1,832	1,744
Emery	243	1,317
Garfield	0	27
Grand	0	477
Iron	225	247
Juab	582	2,411
Kane	0	331
Millard	320	3,834
Morgan	120	127
Rich	85	0
Salt Lake	2,872	1,501
San Juan	26	3,959
Sanpete	206	1,879
Sevier	334	5
Summit/Wasatch	216	127
Tooele	259	0
Uintah	0	0
Utah	703	332
Washington	76	2,519
Wayne/Piute	330	2,011
Weber	1,138	920
TOTAL	11,269	26,115



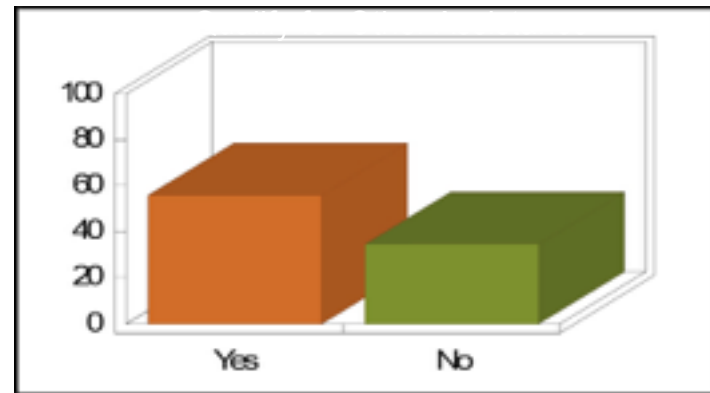
FOOD \$ENSE (SNAP-ED) GOALS THAT ADDRESS FOOD INSECURITY Insecurity

Food \$ense (SNAP-Ed) provides nutrition education to SNAP recipients and individuals receiving other assistance. Of the Food \$ense (SNAP-Ed) participants educated in 2013, 33% received SNAP benefits, 43% qualify for SNAP benefits, and 56% qualify for other assistance.

SNAP-Ed participants who receive SNAP benefits



SNAP-Ed participants who qualify for SNAP benefits



SNAP-Ed participants who qualify for other assistance

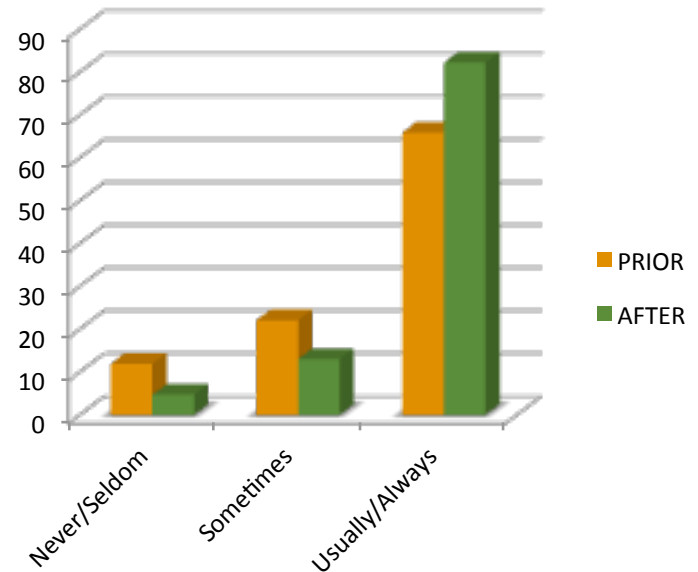
FOOD SECURITY

Food Throughout the Month

Participants in Food \$ense (SNAP-Ed) learn to plan their food budget, enabling them to increase food security throughout the month.

Do you have enough food to last to the end of the month?

	PRIOR	AFTER
Never/Seldom	11.97	4.70
Sometimes	22.16	13.08
Usually/Always	65.87	82.22



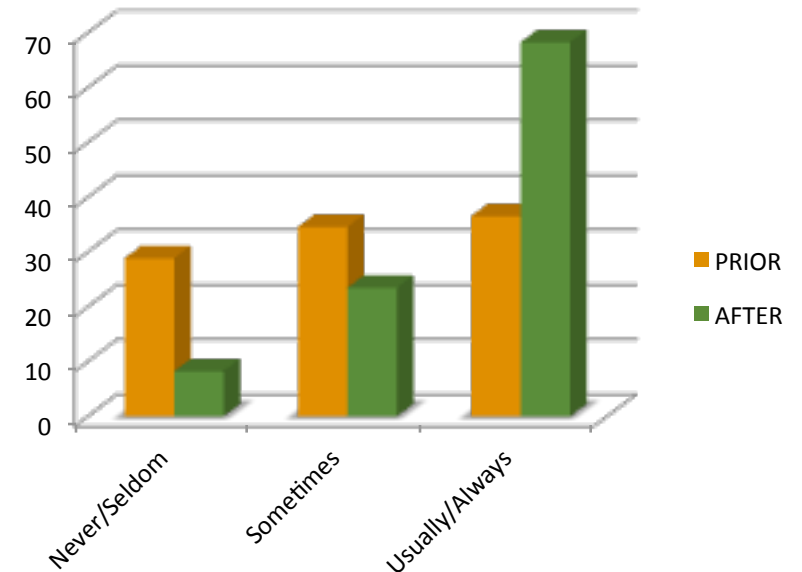
FOOD SECURITY

Menu Planning Before Shopping

Participants in Food \$ense (SNAP-Ed) learn to plan for specific meals before shopping, increasing their efficiency.

Do you plan a menu before shopping?

	PRIOR	AFTER
Never/Seldom	28.89	8.26
Sometimes	34.59	23.48
Usually/Always	36.52	68.26



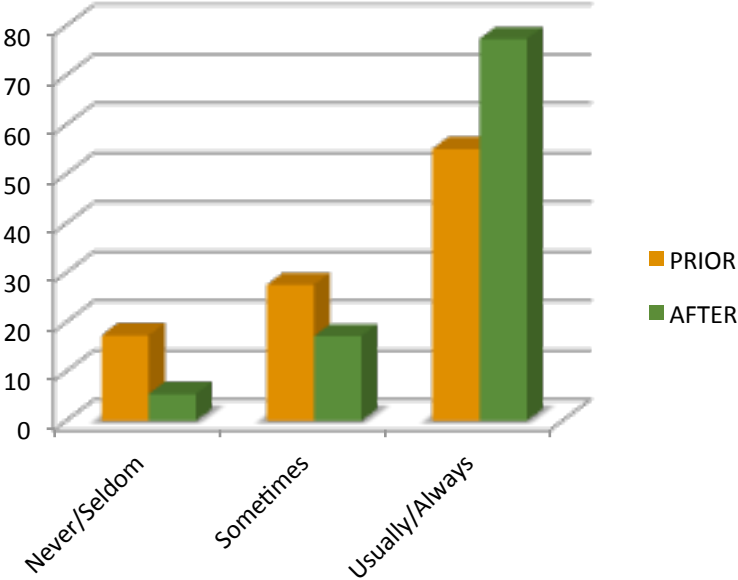
FOOD SECURITY

Shopping with a Grocery List

Participants in Food \$ense (SNAP-Ed) learn the value of preparing and sticking to a shopping list.

Do you shop with a grocery list?

	PRIOR	AFTER
Never/Seldom	17.33	5.45
Sometimes	27.58	17.18
Usually/Always	55.09	77.37



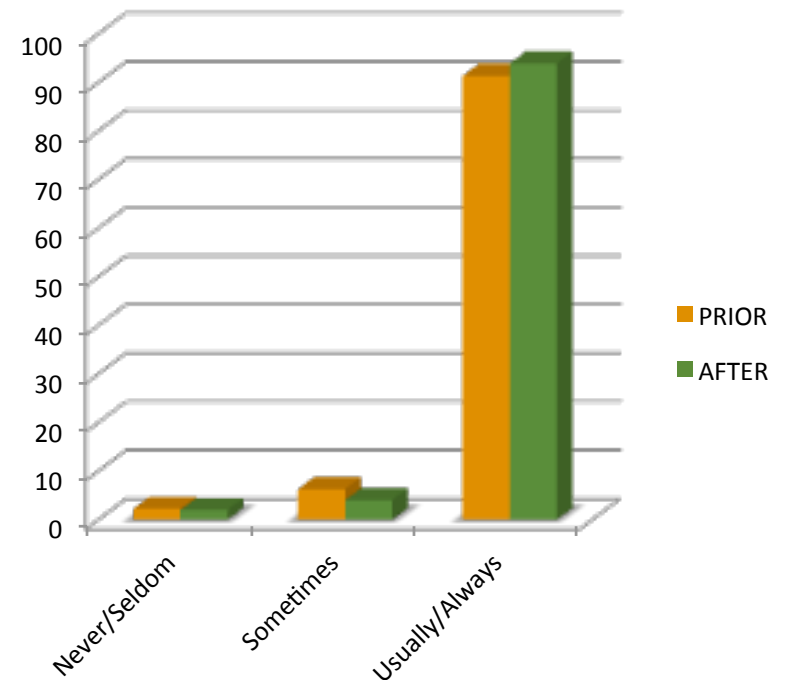
FOOD SAFETY

Chilling Foods Properly

Participants in Food \$ense (SNAP-Ed) learn to preserve perishable foods properly to decrease the risk of foodborne illness.

Do you refrigerate meat, dairy, and other perishables within 2 hours of shopping?

	PRIOR	AFTER
Never/Seldom	2.29	2.03
Sometimes	6.34	4.02
Usually/Always	91.37	93.94



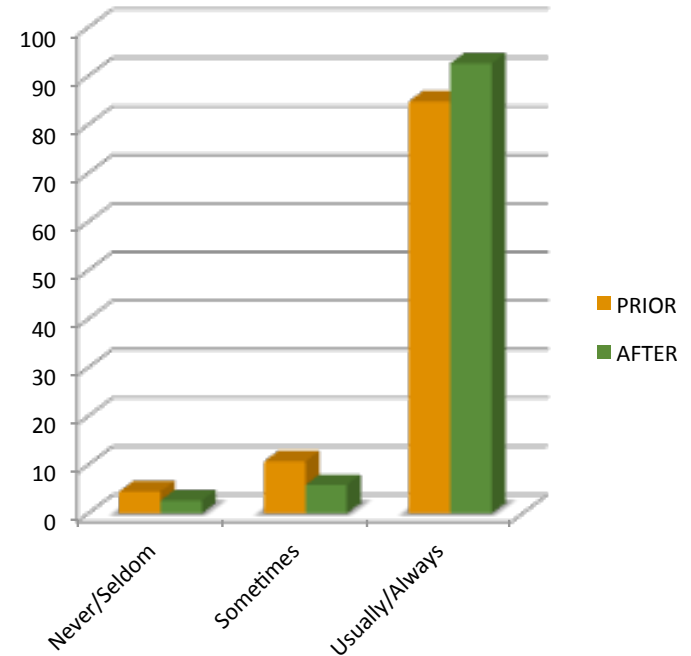
FOOD SAFETY

Separating Foods Properly

Participants in Food \$ense (SNAP-Ed) learn the importance of preparing raw foods separately to avoid contamination.

Do you prepare raw foods separately?

	PRIOR	AFTER
Never/Seldom	4.50	2.65
Sometimes	10.71	5.85
Usually/Always	84.79	92.60



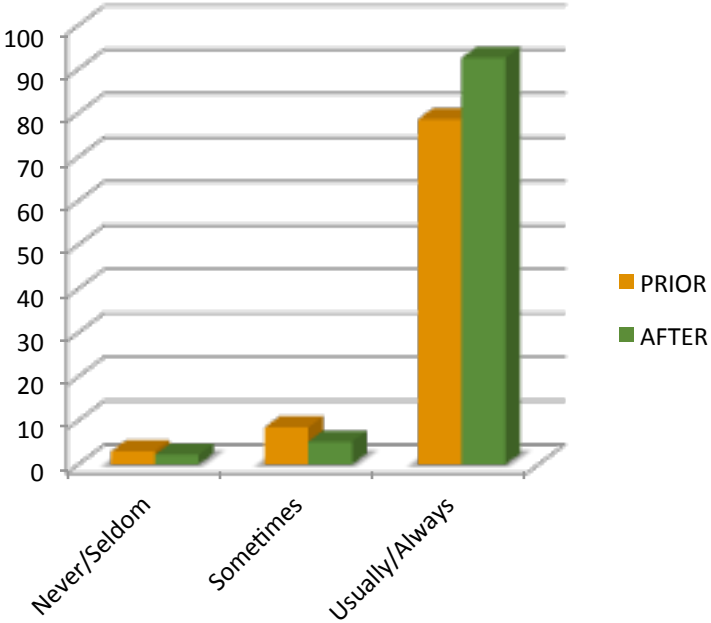
FOOD SAFETY

Hand Washing

Participants in Food \$ense (SNAP-Ed) learn the health and safety benefits of washing hands thoroughly prior to and after food preparation.

Do you wash hands and surfaces before and after food preparation or eating?

	PRIOR	AFTER
Never/Seldom	3.01	2.19
Sometimes	8.42	5.21
Usually/Always	78.58	92.59



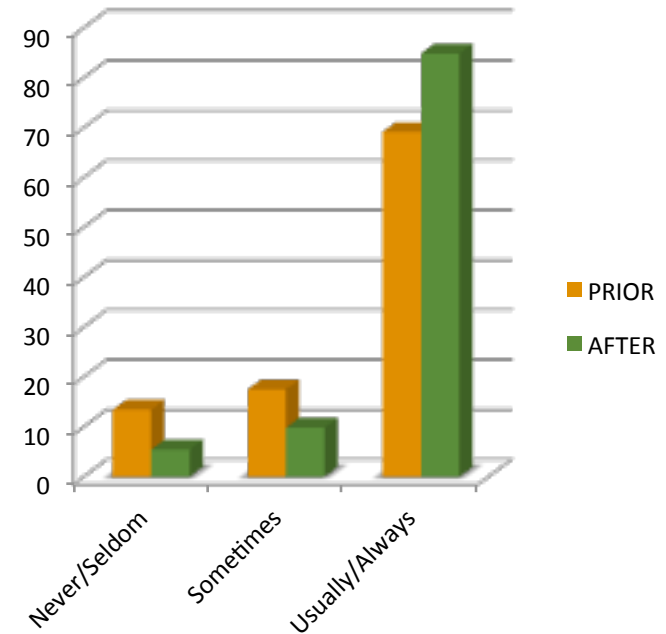
FOOD SAFETY

Thaw Foods Thoroughly

Participants in Food \$ense (SNAP-Ed) learn the safety benefits of thawing foods thoroughly prior to preparation.

Do you thaw foods thoroughly using USDA time/temperature recommendations?

	PRIOR	AFTER
Never/Seldom	13.42	5.43
Sometimes	17.48	9.81
Usually/Always	69.09	84.86



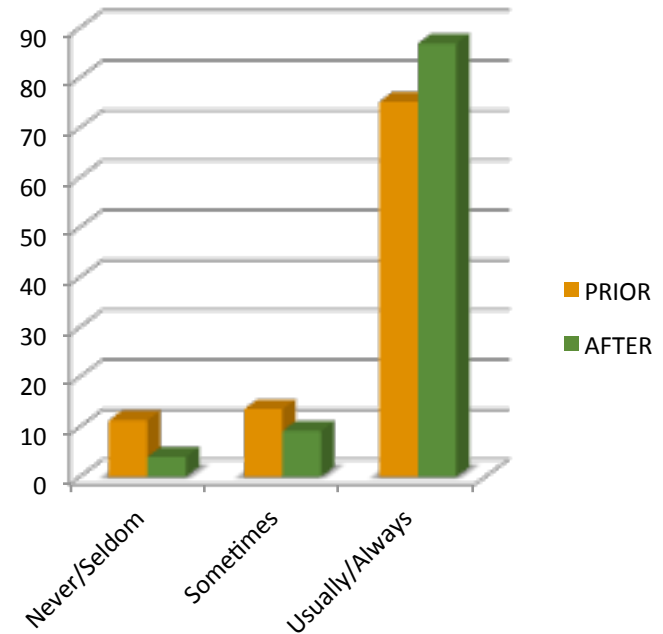
FOOD SAFETY

Cooking Foods Thoroughly

Participants in Food \$ense (SNAP-Ed) learn the importance of cooking food according to USDA recommendations.

Do you cook foods thoroughly using USDA time/temperature recommendations?

	PRIOR	AFTER
Never/Seldom	11.31	3.96
Sometimes	13.54	9.18
Usually/Always	75.15	86.85



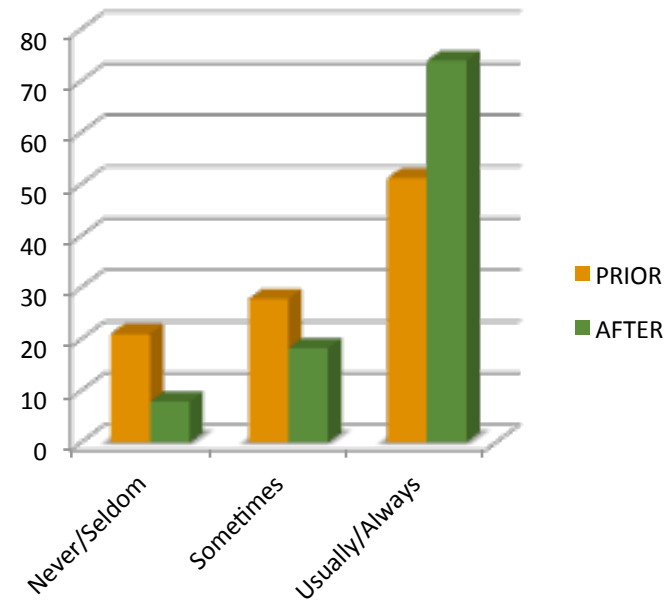
OBESITY PREVENTION

Physical Activity

As a result of participating in the SNAP-Ed program, SNAP eligibles statewide will increase their physical activity to meet the goals of the 2010 Dietary Guidelines for Americans.

Will you choose to be physically active for at least 30 minutes
5 days a week?

	PRIOR	AFTER
Never/Seldom	21.02	7.90
Sometimes	27.81	18.23
Usually/Always	51.18	73.87



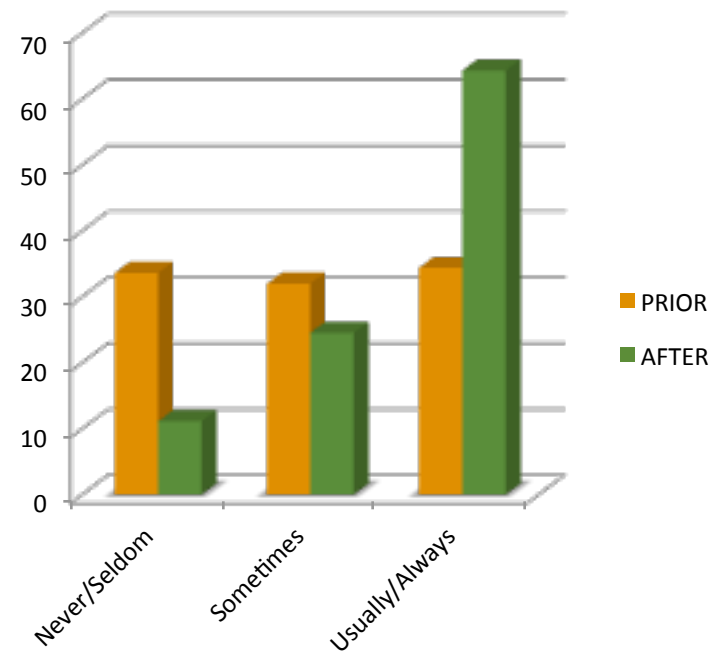
OBESITY PREVENTION

Nutrition Facts Label

As a result of participating in the SNAP-Ed program, SNAP eligibles statewide will make healthy food choices to meet the goals of the 2010 Dietary Guidelines for Americans.

Will you make food purchases based on the nutrition facts labels?

	PRIOR	AFTER
Never/Seldom	33.62	11.13
Sometimes	31.98	24.54
Usually/Always	34.39	64.35



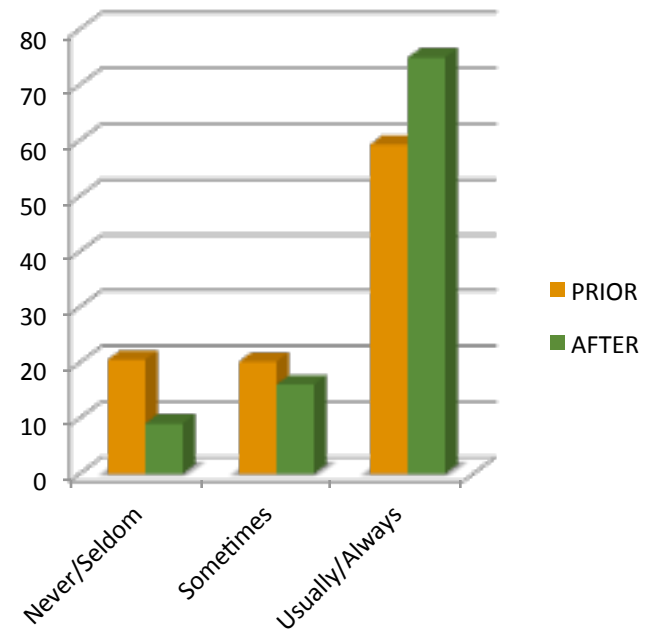
OBESITY PREVENTION

Eating Breakfast

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will improve their diets by eating breakfast consistent with the 2010 Dietary Guidelines for Americans.

Will you eat breakfast within 2 hours of waking?

	PRIOR	AFTER
Never/Seldom	20.55	9.05
Sometimes	20.18	16.05
Usually/Always	59.27	74.91



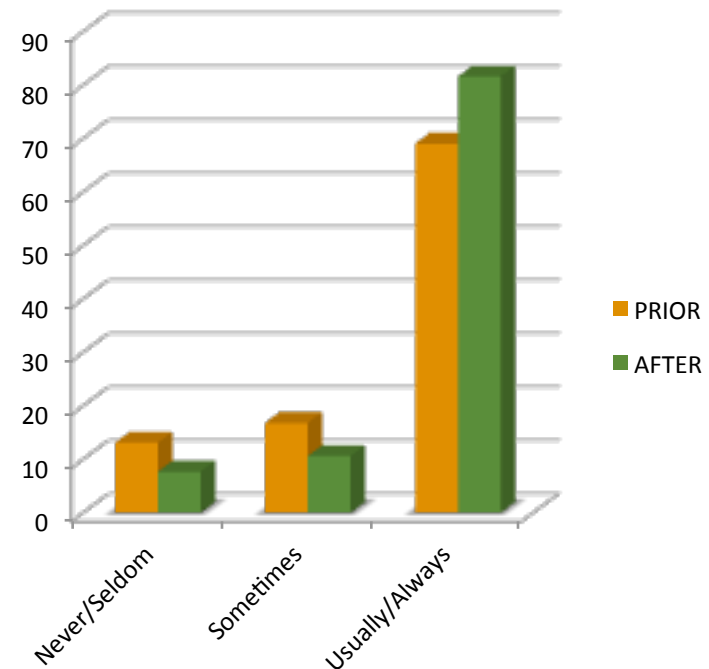
HEALTHY FOOD CHOICES

Eating as a Family

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will make healthy food choices consistent with the 2010 Dietary Guidelines for Americans by eating together as a family.

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

	PRIOR	AFTER
Never/Seldom	13.11	7.72
Sometimes	16.85	10.64
Usually/Always	69.04	81.63



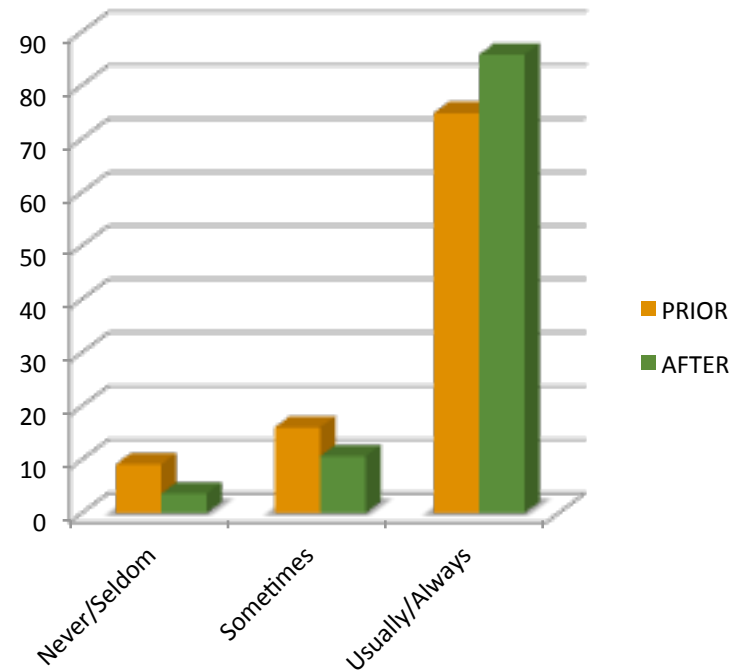
HEALTHY FOOD CHOICES

Prepare Meals at Home

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will make healthy food choices consistent with the 2010 Dietary Guidelines for Americans by eating meals at home.

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

	PRIOR	AFTER
Never/Seldom	9.14	3.63
Sometimes	16.02	10.63
Usually/Always	74.83	85.74



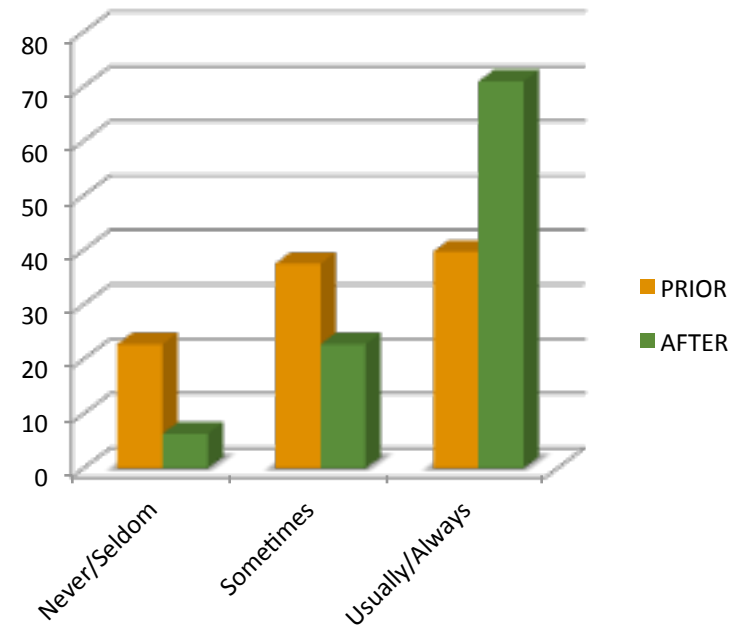
HEALTHY FOOD CHOICES

Vegetable Intake

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will improve their diets by adding vegetables in accordance with the 2010 Dietary Guidelines for Americans.

Will you eat at least 2 1/2 cups of vegetables a day?

	PRIOR	AFTER
Never/Seldom	22.77	6.32
Sometimes	37.51	22.73
Usually/Always	39.72	70.95



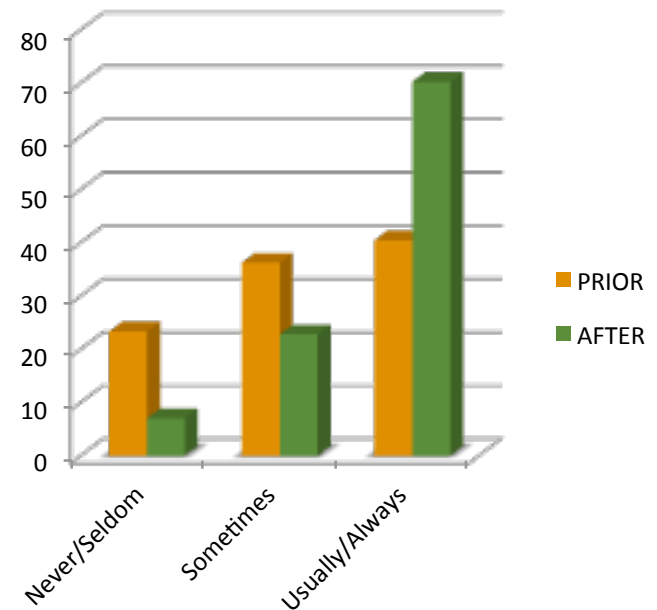
HEALTHY FOOD CHOICES

Fruit Intake

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will improve their diets by adding fruit in accordance with the 2010 Dietary Guidelines for Americans.

Will you eat at least 2 cups of fruits a day?

	PRIOR	AFTER
Never/Seldom	23.31	7.00
Sometimes	36.22	22.77
Usually/Always	40.47	70.23



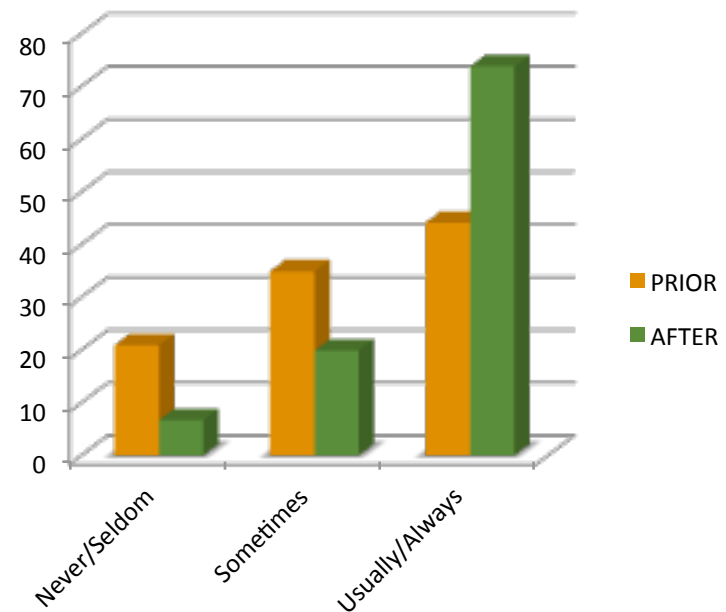
HEALTHY FOOD CHOICES

Whole Grains

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will improve their diets by choosing whole grains in accordance with the 2010 Dietary Guidelines for Americans.

Will you eat more whole grains than refined grains?

	PRIOR	AFTER
Never/Seldom	20.92	6.71
Sometimes	34.93	19.89
Usually/Always	44.16	73.80



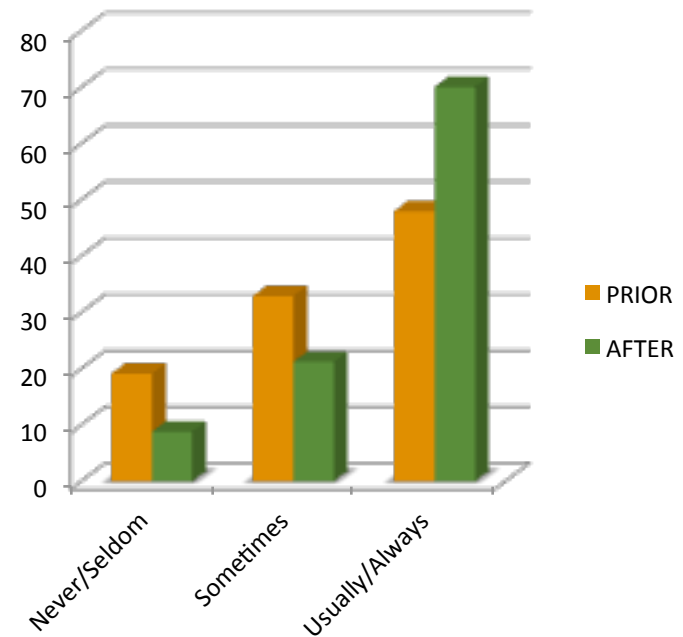
HEALTHY FOOD CHOICES

Dairy

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will improve their diets by adding dairy in accordance with the 2010 Dietary Guidelines for Americans.

Will you eat at least 3 cups or equivalent of dairy a day?

	PRIOR	AFTER
Never/Seldom	19.11	8.78
Sometimes	32.91	21.18
Usually/Always	47.98	70.04



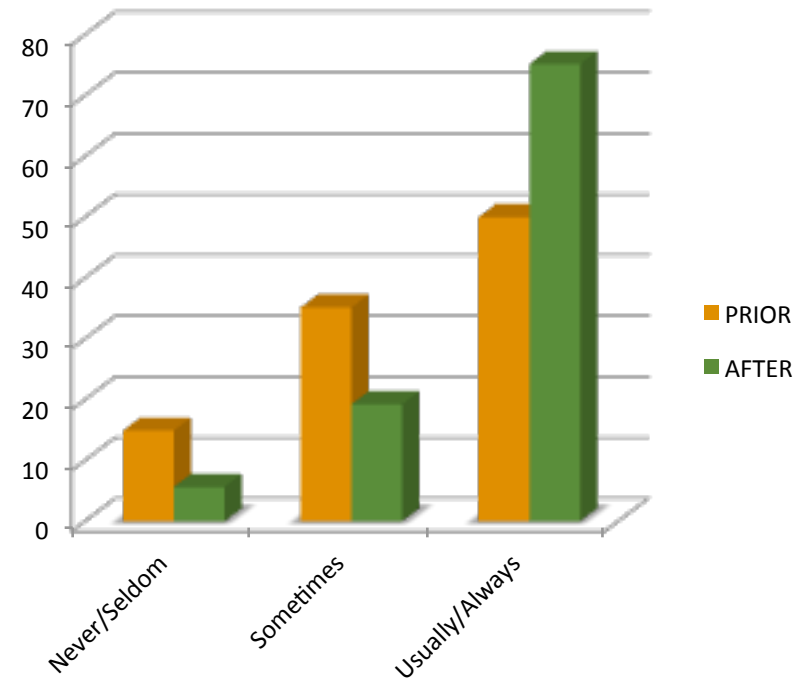
HEALTHY FOOD CHOICES

Lean Protein

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will improve their diets by choosing lean protein in accordance with the 2010 Dietary Guidelines for Americans.

Will you choose at least 2 servings of lean protein?

	PRIOR	AFTER
Never/Seldom	14.89	5.64
Sometimes	35.14	19.23
Usually/Always	49.97	75.13



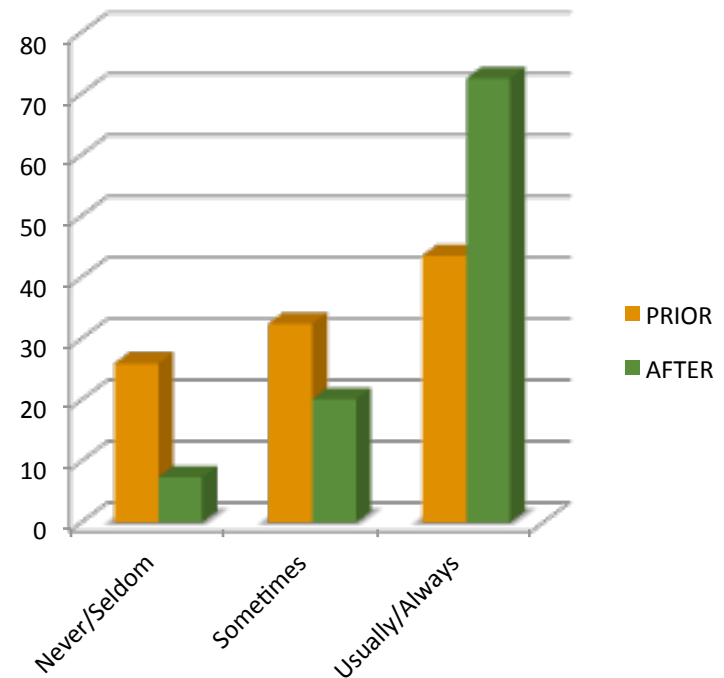
HEALTHY FOOD CHOICES

Healthy Fats

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will improve their diets by choosing healthy fats in accordance with the 2010 Dietary Guidelines for Americans.

Will you replace saturated and trans fats with heart-healthy fats?

	PRIOR	AFTER
Never/Seldom	25.95	7.35
Sometimes	32.47	20.13
Usually/Always	43.57	72.52



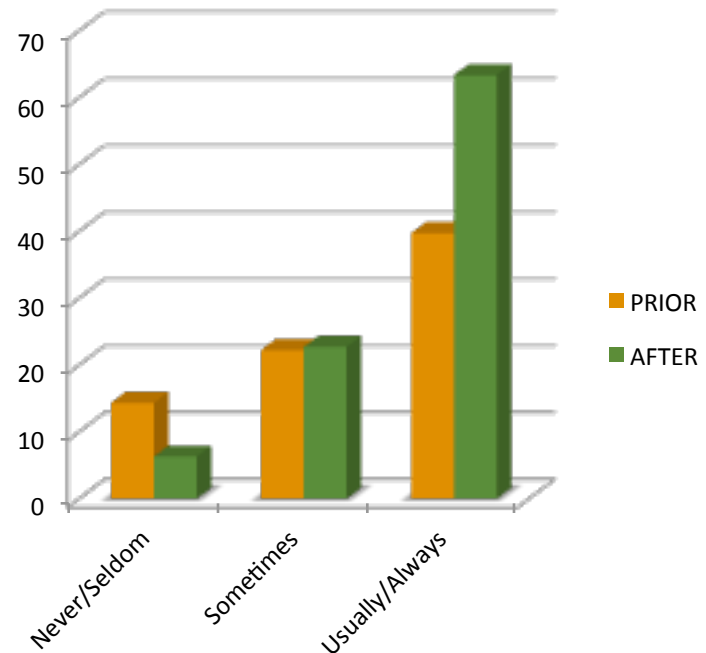
HEALTHY FOOD CHOICES

Reducing Salt Intake

As a result of participating in the Food \$ense (SNAP-Ed) Program, SNAP eligibles statewide will improve their diets by reducing salt intake in accordance with the 2010 Dietary Guidelines for Americans.

Will you prepare foods without adding salt?

	PRIOR	AFTER
Never/Seldom	14.36	6.32
Sometimes	22.27	22.73
Usually/Always	39.73	63.38



EARS-ADULTS

Direct Education: SNAP-Ed Participants by Age and SNAP Status					
Actual Count of Participants					
X Estimated Count of Participants					
	Less than 5	5-17 Years	18-59 years	60 Years or more	All Ages Combined
Number of SNAP Recipients in SNAP-Ed			3,534	463	3,997
Number of All Other Participants in SNAP-Ed			5,683	1,615	7,298
Total Number of SNAP-Ed participants			9,217	2,078	11,295
Source: Adult Class Participant Form					
Missing data was based on percentages from data received.					

SNAP-Ed Participants by Gender (Adults)			
Actual Count of Participants			
X Estimated Count of Participants			
	Female	Male	Total
Number of SNAP Ed Participants	8,671	2,624	11,295
Missing data was based on percentages from data received.			

EARs-ADULTS

Direct Education: Race and Ethnicity (Adults)

X Actual Count of Participants unduplicated

Estimated Count of Participants

		Number of Hispanic or Latina SNAP-Ed Participants by Race	Number of non-Hispanic or Latina SNAP-Ed Participants by Race
Individuals Reporting Only One Race	1. American Indian or Alaska Native	63	101
	2. Asian	6	1,076
	3. Black or African American	4	812
	4. Native Hawaiian or other Pacific Islander	196	55
	5. White	4,755	4,104
Individuals Reporting Multiple Races	6. American Indian or Alaska Native and White	11	31
	7. Asian and White	2	13
	8. Black or African American and White	1	19
	9. American Indian or Alaska Native and Black or African American	11	32
	10. All Others Reporting More than One Race	1	2
11. Total by ethnicity		5,050	6,245

EARS-ADULTS

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

Type of Setting	Number of Different Sites/Locations	Type of Setting	Number of Different Sites/Locations
Adult Education and Job Training Sites	22	Libraries	11
Adult Rehabilitation Centers	18	Churches	31
Worksites	4	Public/Community Health Centers	19
Community Centers	23	Public Schools	72
Elderly Service Centers	23	Head Start Programs	27
Emergency Food Assistance Sites	26	Other Youth Education Sites (including parks and recreation)	97
Extension Offices	21	Shelters	2
Farmers Markets	4	WIC Programs	13
SNAP Offices	9	Other (Please specify): Baby Your Baby	1
Food Stores	13	Other (Please specify): Food assistance programs	26
Public Housing	24	Other (Please specify):	
Individual Homes	731	Other (Please specify):	

EARS-ADULTS

Direct Education Programming Format		
Format	# of Lessons	Length of Class
Single Session	1147	15-90 minutes
2-4 Sessions	492	15-90 minutes
5-9 Sessions	1290	15-90 minutes
10 or More Sessions	1809	15-90 minutes
Recruiting	355	Varies

Indirect Education			
		Check if applicable	Number Reached
Types of Materials Distributed	Fact Sheets/ Pamphlets/ Newsletters	x	65,285
	Posters/ Calendars	x	69,199
	Promotional Materials w/nutrition messages	x	39,908
	Website	x	25,592
	Electronic (Email) materials/info distribution	x	91,475
	Videos/CD-ROM	x	108
Recruiting	Other	x	23,611
	Mailings	x	8,778
	Email	x	21,626
	Phone	x	2,069
	Other	x	2,037

Estimated Size of Audiences Reached Through Communication and Events		
	Estimated Population Reached	Source of Data
Nutrition Education Radio PSAs	120,000	Commercial Market
Nutrition Education Television PSAs	928,055	Commercial Market
Nutrition Education Articles	180,971	Commercial Market
Billboard, Bus or Van Wraps, or Other Signage	4,814	Visual Estimate
Community Events/Fairs - Participated	32,433	Visual Estimate/Survey
Community Events/Fairs - Sponsored	4,360	Visual Estimate/Survey
Other contacts	4,502	Visual Estimate/Survey

EARS-YOUTH

1a. Direct Education: SNAP-Ed Participants by Age (Youth)

X Actual Count of Participants				
Estimated Count of Participants Youth				
	Less than 5	5-17 Years Grades K-12	No Data	All Ages Combined
Total Number of SNAP-ED Participants - multiple classes	736	17,733	836	19,305
Total Number of SNAP-ED Participants - one time class	959	5,511	340	6,810
Total Number of Youth Participants				26,115
*all youth sites are 50% or more eligible for SNAP Ed benefits				

Direct Education: SNAP-Ed Participants by Gender (Youth)

X Actual Count of Participants			
Estimated Count of Participants			
	Female	Male	Total
Number of SNAP Ed Participants - Multiple classes	9,467	9,838	19,305
Source: Youth Enrollment Form			

3. Direct Education: SNAP-Ed Participants by Race and Ethnicity (Youth)

X Actual Count of Participants						
Estimated Count of Participants						
		Number of Hispanic or Latino SNAP-Ed Participants by Race-multiple lessons	Number of non- Hispanic or Latino SNAP-Ed Participants by Race-multiple lessons	Number of Hispanic or Latino SNAP-Ed Participants by Race- single lesson	Number of non- Hispanic or Latino SNAP-Ed Participants by Race-single lesson	Totals
Individuals Reporting Only One Race	1. American Indian or Alaska Native		2,111		386	2,497
	2. Asian		243		39	282
	3. Black or African American		326		63	389
	4. Native Hawaiian or other Pacific Islander		113		39	152
	5. White	3,453	9,606	903	4,345	18,307
	6. No Race Designated					4,488
Totals						26,115

EARs-FINANCES

9. Expenditures by Funding Source	
	Expenditures for Reporting Year
1. Public Cash Contributions -- State and Local Tax Revenue only	\$ 0.00
2. Public and Private Cash Contributions -- other than State and Local Tax Revenue	\$ 487,929.83
3. Sum of Lines 1 & 2	\$ 487,929.83
4. Public In-Kind Contributions (non-cash)	\$ 36,367.98
5. Private Cash Contributions to State SNAP Agency only	\$ 0.00
6. Indian Tribal Organization Contributions	\$ 0.00
7. Sum of Lines 4, 5 & 6	\$ 36,367.98
8. Federal Reimbursement	\$ 715,086.00
9. TOTAL SNAP-Ed EXPENDITURES: Sum of Lines 3, 7 & 8	\$ 1,239,383.81

10. Expenditures by Category of Spending	
1. Total Expenditures for SNAP-Ed Program Delivery	\$ 7,763,192.15
2. Total Expenditures for Administrative Costs	\$ 476,191.66
3. TOTAL SNAP-Ed Expenditures (State and Federal)	\$ 1,239,383.81

FOOD \$ENSE (SNAP-ED) VOLUNTEERS

Local volunteers bring an abundance of knowledge and enthusiasm to the Food \$ense (SNAP-Ed) program. Food \$ense (SNAP-Ed) volunteers are found in counties all across the state and provide many hours of service over the course of a year. In Fiscal Year (FY) 2013, volunteers provided a total of 2,971.75 hours of service to the Food \$ense (SNAP-Ed) program; 811 of those hours were volunteered at the state office in Logan, Utah, and the other 2,160.75 hours were from counties throughout the state. One of the largest blocks of volunteer service came from 11 undergraduate students, who volunteered over 300 hours educating farmers' market patrons about including local fruits and vegetables into meals.

Many of the Food \$ense (SNAP-Ed) volunteers are college students; most are dietetic students from Utah State University, but many also come from a variety of other undergraduate and graduate programs from regional universities. Volunteers have played a large role in providing nutrition education to farmers' market patrons and to groups of adults and youth in a variety of locations across the state.

Volunteers have also participated in indirect education and Food \$ense (SNAP-Ed) recruitment through health fairs, promotional materials, nutrition articles, and more.

"Thank you for allowing me to volunteer for Food \$ense this past semester. I can't thank Food \$ense enough for providing me with the opportunity to gain hands-on experience teaching individuals about eating healthy on a budget."

-USU Community Health student volunteer



FARMERS' MARKET

There are 13 farmers' markets in Utah that utilize EBT machines. The EBT machines allow food stamp recipients to use their food stamp benefits to purchase local produce from farmers markets. Food \$ense (SNAP-Ed) currently has nutrition education booths at the Cache County, Iron County, and Davis County farmers' markets.

The Food \$ense (SNAP-Ed) booths have been great attractions for farmers market patrons and food stamp recipients. Patrons have enjoyed the free samples, recipe cards, helpful nutrition/ cooking tips, and additional resources provided by Food \$ense (SNAP-Ed) interns and volunteers.

At the Cache County Gardeners' Market, volunteers conducted cooking demonstrations every hour to demonstrate how easy it can be to include fruits and vegetables into meals. Each week one recipe was selected that featured one fruit or vegetable. Recipes ranged from Arugula Pineapple Cherry Salad to Yellow Squash Pomodoro. Food \$ense (SNAP-Ed) volunteers gave out 7,485 samples to market patrons over the 24 weeks of the market season.

The Kaysville Farmers' Market collaborated with the Master Gardeners to provide a tomato taste test for patrons to increase the exposure of a wide variety of tomatoes to food stamp recipients. Patrons were pleasantly surprised with the taste, texture, and versatility of the tomatoes they had never previously tried.



"I really appreciate the Food \$ense booth at the farmers' market. Every single week I completely sell out of the produce that is featured at the Food \$ense booth. It's a great way to show market patrons how to incorporate some of these vegetables into their diets."

-Cache Valley Gardener's Market vendor

"We offered arugula salad samples to a family with young children. The father said his son doesn't like salads but he ended up eating the whole sample and loved it! The parents called us miracle workers."

-Food \$ense intern at the Cache Valley Gardener's Market

NEA NARRATIVES

Healthy Food Choices

“One lady told us that we were teaching her daughter at Lincoln Elementary, and they had put one of our MyPlate handouts on the fridge. She reported that her daughter looks at it each day to make sure she is getting all the food groups!” —NEA

“One girl’s mother told me her daughter reminds her when packing a school lunch or at the dinner table if any of the food groups are missing or if there is too much of something. I smiled —mission accomplished.” —NEA

“One of the participants told me she had made the broccoli salad five or six times since our lesson. She said she was able to get her son and daughter-in-law, who hate broccoli, to eat it. Not only did they eat it, but they also stole her food and put it in Tupperware before she even noticed.” —NEA

“We emphasized that the cauliflower mash could be substituted for mashed potatoes in a shepherd’s pie, or other comfort food type recipe. *Then* the light bulb went on and many of the clients realized how versatile this recipe could be.” —NEA



“A participant went on and on about how she tests every single one of our recipes for her family, and they are amazed that she’s been cooking so much. She also brought her daughter to our class so she can learn how to cook because she’s engaged. She is making copies of all the handouts for her kids, too.” —NEA



“One of our students from the previous session [who started coming to classes with huge sodas each week] now drinks only water instead of soda. She brings celery sticks and peanut butter for snacks and brings her own lunch. She tries not to eat fast food. This was such a pleasant surprise for me, as these changes were reported to her supervisors as a direct result of our classes.” —NEA



“After my presentation a lady came up to me and told me that I had motivated her to go home and totally revamp her meal-planning routine. She was really excited about the changes she had made and saw how it was going to make mealtime at her house much easier and less expensive.” —NEA

Development of Rich County SNAP-Ed Program and Class Satisfaction

Kelsie Maw, Darrel Rothlisberger, Debra Christofferson, Heidi LeBlanc, Tayla Lambright, Mateja Savoie, Kathy Putnam
USU Extension Utah State University 84322

Abstract:

"The aim of Supplemental Nutrition Program Education (SNAP-Ed), known in Utah as Food Sense, is to provide nutrition education to food stamp recipients and/or food stamp eligibles with the intent to promote healthy eating and an active lifestyle (1)". Low-income individuals, especially those receiving SNAP, have poor healthy literacy and dietary lifestyles (2)." This study implemented the SNAP-Ed program in Rich County. Nutrition Education Assistants (NEA's) taught 14 nutrition/cooking lessons to Rich County participants from October 2012 to January 2013. Due to SNAP-Ed requiring federal and state funding, it is vital to document the effectiveness of our programs (3). Thirty-five class participant and behavioral checklist forms were collected.

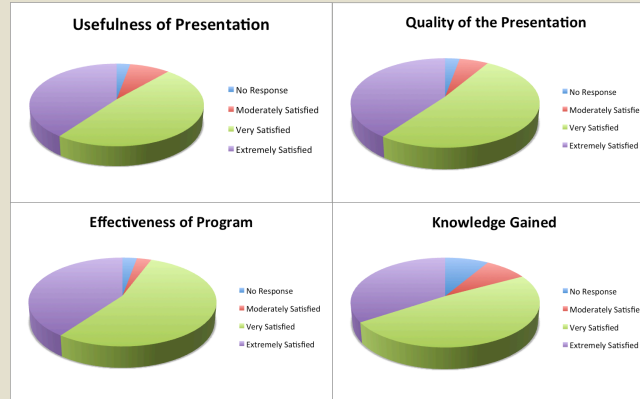
Introduction:

According to a study on health literacy and nutrition behaviors among low-income individuals, 63% of SNAP-eligible adults have inadequate health literacy (4). Another study, which evaluated those receiving SNAP benefits, found that SNAP participants have substantially lower diet quality than other low-income individuals not receiving SNAP benefits. SNAP participants not only have a lack of health literacy but dietary lifestyles were also limited. SNAP participants consumed 39% fewer whole grains, 44% more 100% fruit juice and in women 61% more sugar-sweetened beverages, 56% more potatoes, and 46% more red meat (2). SNAP-Ed has been shown to be beneficial in improving health literacy and dietary lifestyles of low-income SNAP participants (5).

SNAP-Ed is constantly seeking to expand and reach more eligible participants to improve health behaviors. In 2011 SNAP-Ed was taught in all of Utah's counties except for Rich and Duchesne County. Therefore, the implementation of SNAP-Ed in Rich County has increased the amount of counties and SNAP eligible who are receiving SNAP-Ed in Utah. The amount of people receiving SNAP-Ed lessons in Rich County is smaller than other counties but the program is continuing to grow with increased marketing and overall knowledge of the program.

Methods:

Lessons were taught to class participants in Rich County from the Food Sense Curriculum. These lessons included Fruit, Vegetable, Grain, Cooks and Basics curricula. The Food Sense Basics curriculum included information on MyPlate and menu planning. Food Sense curriculum is based on current USDA Dietary Guidelines and MyPlate (5). Lessons were taught by two NEA's in a group setting at the Senior Center in Randolph, Utah. NEA's taught through instruction and cooking demonstrations. They also facilitated group discussion and participation of class members to enhance learning and overall acceptance of ideas and thoughts. Participants in the Rich County SNAP-Ed program voluntarily completed a retrospective post/pre behavior checklist questionnaire. Data was imported to computer format using the Remark® software and scanning system (6). It was then converted into an Excel spreadsheet and frequencies and correlations were calculated in SPSS for satisfaction of the lessons in four categories: overall usefulness, effectiveness, quality of the presentation and knowledge gained (7).



Results:

Thirty-five behavioral checklist and class participant forms were collected from Rich County SNAP-Ed and analyzed to determine overall usefulness, effectiveness, quality of the presentation and knowledge gained. Participants ranked SNAP-Ed lessons as very and extremely satisfying related to the usefulness (88.6%), effectiveness (94%), quality (91.4%) and knowledge gained (82.9%) from the lessons. According to the survey, 11.4% of class participants in Rich County receive SNAP benefits, 25.7% qualify for SNAP, 14.3% receive other assistance, and 28.6% qualify for other assistance.

Family Size	Poverty Level		Eligibility for SNAP benefits Income @ 130% of Poverty		Eligibility for other assistance Income @ 185% of Poverty	
	Annual	Monthly	Annual	Monthly	Annual	Monthly
1	\$11,170	\$931	\$14,521	\$1,211	\$20,665	\$1,722
2	\$15,130	\$1,261	\$19,669	\$1,640	\$27,991	\$2,333
3	\$19,090	\$1,591	\$24,817	\$2,069	\$35,317	\$2,943
4	\$23,050	\$1,921	\$29,965	\$2,498	\$42,643	\$3,554
5	\$27,010	\$2,251	\$35,113	\$2,927	\$49,969	\$4,164
6	\$30,970	\$2,581	\$40,261	\$3,356	\$57,295	\$4,775
7	\$34,930	\$2,911	\$45,409	\$3,785	\$64,621	\$5,385
8	\$38,890	\$3,241	\$50,557	\$4,214	\$71,947	\$5,996

For family units of more than 8 members add \$429 (monthly) for each member. Nov. 2012

Conclusions:

Implementation of SNAP-Ed in Rich County has shown positive results among participant satisfaction. The program continues to develop and expand as NEAs work towards improving marketing strategies. In the future it is expected to see SNAP-Ed participation in Rich County to increase along with overall satisfaction of the program. Future studies should investigate nutrition related behavior changes among SNAP-Ed participants in Rich County.

Special Thanks:

The authors would like to give a special thanks to Darrel Rothlisberger, Rich County Extension Agent, and Kathy Putnam, 4-H Staff Assistant/YFP Site Coordinator for their cooperation and support. The authors would also like to thank the faculty and staff of Food Sense, for funding and assistance with data analysis.

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EVIDENCE-BASED, OUTCOME-DRIVEN

Poster Presented at:
Utah State University Extension Annual Conference



EFNEP and SNAP-Ed Programs Influence Breakfast Habits in Low-Income Audiences

Heidi LeBlanc, MS, Debra Christofferson, MDA, RD, Susan Haws, MS, Janet Smith, MS, Mateja Savole, RD, Paula Scott, MS

Abstract

A study was conducted among Expanded Food and Nutrition Education Program (EFNEP) and Supplemental Nutrition Assistance Program Education (SNAP-Ed) participants in Utah to determine the effectiveness of lessons pertaining to the importance of eating a nutritious breakfast in changing behavior. The study shows that education related to the importance of breakfast may increase the likelihood that participants will incorporate nutritious breakfast habits into a healthy lifestyle.

Introduction

An important element to a healthy lifestyle is eating breakfast on a regular basis. After the body goes without food for eight to twelve hours, it needs the energy provided by breakfast in order to function at it's best.

- Breakfast:**
- helps to replenish blood sugar (glucose) levels after sleeping, and keeps the bodies normal fasting and feeding circadian rhythm. (Breakfast and Your Health, 2011).
 - skipping has been linked to overeating, insulin resistance, weight gain, and obesity (Sedy & Ruck, 2010; Pereira et al., 2011).
 - eaters have higher daily intakes of vitamins A, B-6, B12 and calcium (Devaney & Frank, 1988; Nicklas, Bao, Wither, & Benenson, 1993; Siega-Riz, Popkin, & Carson, 1998).
 - foods containing whole grains and fiber had an effect on insulin resistance, mood, and appetite control (Pereira et al., 2011).
 - consumption of fiber-rich whole foods may protect against a myriad of chronic diseases, including intestinal polyps, colon cancer, and obesity (Breakfast and your health, 2006; Ovs, Delrich, Brown, Clark, & Brook, 2003; Pereira et al., 2011).
 - eaters display significant improvements in nutritional status, physical performance, school attendance, intellectual performance, and functioning on standardized measures of depression and anxiety (Chang, 2008).
 - improvements are seen in performance, behavior, attention, concentration, memory, creativity and productivity when they eat breakfast (Murphy et al., 1998; Perreault, 2009; Kumpensaud et al., 2005).
 - habits are established by the time children are 3 or 4 years old.
 - consumption has declined in the United States. Not only is this true for adults but for children as well. Adolescents have seen the most dramatic declines (Siega-Riz, 1998).

Mothers are the traditional gatekeepers of food in the home. They typically determine what foods come into the home, when meals and snacks are served, and how those meals and snacks are prepared and eaten. Thus, it becomes imperative for mothers to understand and utilize nutrition information that ensures that family members, especially children, receive the best nutrition possible on the family's allotted food budget. Family members from low socio-economic homes are more likely to have an overall poorer diet quality and to go without breakfast than those with a higher socio-economic status (Tucker et al., 2011). Low-income nutrition education outreach programs such as the Expanded Food and Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Program Education (SNAP-Ed), target families who struggle each day with a lack of resources to meet their families' nutritional needs due to food insecurity. Each program is federally funded under the United States Department of Agriculture (USDA), National Institute of Food and Agriculture (NIFA) provides EFNEP's funding while SNAP-Ed receives funding from the Food and Nutrition Services (FNS). Funding is targeted to reach families and individuals and help them gain the skills needed to increase food security and gain better health through nutritious eating, including the eating of a healthy breakfast (United States Department of Agriculture (USDA), 2012).

Methods



Low-income individuals in Utah may receive nutrition education through:

EFNEP and SNAP-Ed, two extension programs offered through Utah State University (USU) (see Figure 1). Jan's EFNEP and SNAP-Ed programs teach low-income individuals one best to use limited resources and not dollars to achieve good nutrition and healthy lifestyles. As mothers typically have the most influence on what the family eats, they are specifically targeted in both programs.

Both programs teach similar evidence-based research concepts while using different methods. EFNEP uses a flip-chart educational approach through their Giving Your Body the Best Curriculum. This curriculum contains a lesson that focuses on the importance of including a well-balanced breakfast in the diets of adults and children. The concepts taught by EFNEP's breakfast lesson include: opportunity for families to interact, good role modeling, moderation, and simple and quick ideas for a nutritious breakfast following the MyPlate food groups. SNAP-Ed uses their Food Sense Basics curriculum. They teach the importance of planning for and eating a nutritious breakfast in their menu and planning lesson. SNAP-Ed addresses the following learning objectives related to breakfast: identify the importance of breakfast, determine healthy breakfast options, and plan a nutritious breakfast with at least three of the MyPlate food groups. Both EFNEP and SNAP-Ed teach that breakfast eaters are more likely to be more alert, more energetic, more productive quicker to react, and better students and employees than non-breakfast eaters. They are also less likely to overeat and to be absent from school or work.

Participants of this study were 18 years of age or older. Participants had to attend at least one nutrition education class provided by SNAP-Ed or EFNEP in Utah. SNAP-Ed and EFNEP participants were typically low-income individuals who receive SNAP benefits or are eligible for other federal or state assistance. EFNEP focuses on participants in urban counties, while SNAP-Ed focuses on both urban and rural Utah. Due to the programs' diverse geographic programs and the program similarities, a comparison evaluation was completed to analyze programming impacts with this audience.

Data is collected for each program through a class participant form (SNAP-Ed) or enrollment form (EFNEP) and a behavior checklist (SNAP-Ed and EFNEP). The class participant form, filled out by SNAP-Ed participants, asks a variety of demographic questions plus an additional 20 questions related to their intent to change behavior related to nutrition, physical activity, and food safety. The survey is a retrospective post-test/pre design. Participants complete the pre and post questions following the nutrition intervention provided by SNAP-Ed. This design is used to reduce response shift bias, to reduce incomplete data sets, and for convenience of participants (Davis, 2003). EFNEP uses two evaluation tools nationwide. A 24-hour diet recall is used to measure nutrient intake at baseline and at the completion of the lessons. A behavior checklist is also used to measure behaviors in food safety, food resources management, food security, and nutrition practices. The survey responses are on a 5-point Likert scale ranging from "never do this" to "always do this" (Wardlaw & Hensula, 2012).

Data was collected for EFNEP using the federal Nutrition Education Evaluation and Reporting System (NEERSS) a National Institute of Food and Agriculture (NIFA) programming evaluation (NIFA, 2006). Data was collected for SNAP-Ed using the Remark OMR 7.0 (Remark, Inc., 2008). Data for SNAP-Ed and EFNEP was then imported into Excel (Microsoft, 2011). Data was analyzed in SPSS 21.0 (IBM, 2012). A paired samples t-test was conducted to evaluate the impact of Food Sense and EFNEP classes on participants reported frequency of eating breakfast. Food Sense data was collected and analyzed for 2008, 2009, 2010, and 2011. EFNEP data was collected and analyzed for 2008, 2010, and 2011.

Results

A total of 733 participants in SNAP-Ed were included in this study including 122 participants in 2008, 187 participants in 2010, 194 people in 2011, and 240 participants in 2011. A total of 1949 participants in EFNEP were included in this study including 624 participants in 2009, 628 participants in 2010, and 697 participants in 2011. A paired-samples t-test was conducted to evaluate the impact of the nutrition education interventions offered through SNAP-Ed and EFNEP. There was a statistically significant increase in participants who reported eating breakfast from the pre test compared to the post test in 2008, 2010, and 2011 for SNAP-Ed and in 2008, 2010, and 2011 for EFNEP. Results indicate that low-income individuals who participate in programs such as EFNEP and SNAP-Ed may report an improvement in their intention to change breakfast habits. Overall, participants in this study demonstrated an increase in frequency of breakfast intake after receiving nutrition education through SNAP-Ed or EFNEP in Utah.

Table 1
Means and Standard Deviations of Pre and Post Tests of SNAP-Ed

Year	Mean	SD	Pre	SD	t	df	sig. (2-tailed)
2008	1.17	1.13	1.11	1.09	1.02	120	0.310
2010	1.42	1.14	1.21	1.14	1.11	185	0.266
2011	1.32	1.14	1.1	1.14	1.01	192	0.314
2011	1.17	1.14	1.1	1.14	0.44	238	0.659

Table 2
Means and Standard Deviations of Pre and Post Tests of EFNEP

Year	Mean	SD	Pre	SD	t	df	sig. (2-tailed)
2009	1.14	1.13	1.1	1.13	0.24	623	0.814
2010	1.13	1.14	1.09	1.14	0.274	627	0.784
2011	1.14	1.12	1.1	1.12	0.41	696	0.683

Conclusion

The importance of eating breakfast has been heavily studied over the past decade although there has been limited research conducted specifically to determine breakfast habits among low-income audiences. Nationwide, programs such as EFNEP and SNAP-Ed are lacking in published articles that discuss the impact these programs have on breakfast habits in this population. Conducting evidence-based research in this field can be used to improve the education and curriculum provided to low-income participants in EFNEP and SNAP-Ed.

It is estimated that education focusing on positive behaviors can be influenced through group and individual class participation. Education materials used by both programs had similar goals and both indicated a statistically significant increase of healthy breakfast habits. Therefore, it is assumed that education to low-income audiences can improve behavior change through education. Education to low-income audiences through EFNEP and SNAP-Ed are valuable tools for land-grant universities and extension programs to reach underserved audiences, especially for mothers who are responsible for the nutritional wellbeing and feeding of their families. These programs continually show evidence-based programming and research addressing nutrition education.

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Increasing Confidence In SNAP Participants at the Cache County Gardner's Market

Tayla Lambright, Kelsey Hall, Heidi LeBlanc, Debra Christofferson, Kelsie Maw, Mateja Savoie, Casey Maher
USU Extension Utah State University 84321

Abstract:

"The aim of Food \$ense is to provide education to food stamp recipients and/or food stamp eligible to promote healthy eating and an active lifestyle." There has been an increase of obesity and disease in the United States, especially among those individuals from low-income backgrounds. (1) In recent years, Electron Benefit Transfer (EBT) cards have been accepted at local farmers markets to draw in low income families. Food \$ense uses an educational booth at the Cache County Gardner's Market to help SNAP eligibles gain knowledge of how to use local produce in a variety of easy and cost friendly recipes. This is done through free samples, recipe cards, nutritional tips and other helpful resources from Food \$ense. A study was conducted to determine the use and overall effectiveness of the Food \$ense booth. Individuals were compensated with two-dollar tokens to spend on produce at the Farmers Market. Results showed that over 50% of the individuals were likely to buy produce and make recipes sampled at the Food \$ense booth.

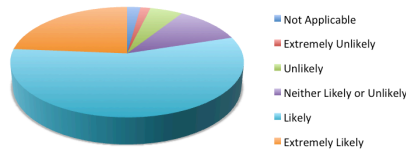
Introduction:

"Farmers markets are effective at keeping food dollars in a given region, helping to support local growers." (2) Farmers Markets are places consumers can go and purchase fresh, and locally grown food. Food sold at farmers markets tend to demonstrate high quality taste, freshness, appearance and nutrition. Not only do consumers benefit from Farmers Markets but the farmers also profit from this program (3).

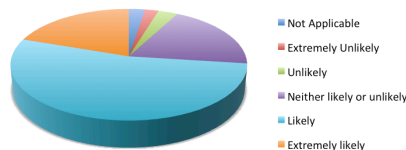
The Supplemental Nutrition Assistance Program (SNAP), formerly known as Food Stamps, is a nutritional assistance program for low-income families. Through this program, participants receive monthly-allotted money for food. These benefits are accessed through an EBT card given to each individual. These cards work just like bank-issued debit cards. The use of EBT cards has increased from four to thirteen in the state of Utah. At the Cache County Gardner's Market there is an EBT machines available for SNAP recipients to exchange for tokens to use towards the purchase of foods (3).

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How likely were you to use the Food \$ense recipes at home?



How likely were you to buy produce that you had sampled at the Food \$ense Booth?



Methods:

A survey was distributed to shoppers over an 8 week period at the Cache County Gardeners Market. Participants had the choice between filling out a paper survey or filling it out electronically through the use of an Ipad. Survey questions included demographic questions, likelihood of buying sampled produce, and likelihood of making tested recipes at home. A two dollar token to spend on produce at the Gardeners Market was given to volunteers that participated in the survey as an incentive.

Data collected from the surveys was imported into excel then later transferred to SPSS for data analysis. (4) Several tests were run to determine the effectiveness of the Food \$ense booth at the Cache County Gardner's Market.

Results:

At the Food \$ense booth, free recipe cards are given out to encourage participants to buy produce at the Gardner's Market and make the recipes at home. More than 52% said they were likely to use the Food \$ense recipes at home. Free samples are given out at the Food \$ense booth. These samples include recipes that used in season produce. Over 50% of the survey participants answered that they were likely to buy produce that they had sampled at the Food \$ense Booth.

Conclusions:

This study shows the effectiveness of the Food \$ense booth at the Gardner's Market in Cache County, Utah. More than half the people that visit the booth are likely to buy produce from the Gardner's Market and use the recipes they sample there. Additional research should be done to determine behavioral changes due to visiting the Food \$ense booth.

Special Thanks:

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