

Master of Public Health
Integrative Learning Experience Report

The healthy summer challenge: a community nutrition initiative

by

Sarah Ann Best

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

Graduate Committee:

Dr. Priscilla Brenes, PhD, MPH

Dr. Ellyn Mulcahy, PhD, MPH

Dr. Allison Hepworth, PhD, RD

Public Health Agency Site:

Utah State University Extension

Site Preceptor:

Jenna Dyckman, MS, RDN

KANSAS STATE UNIVERSITY

Manhattan, Kansas

2025

Copyright

SARAH BEST

2025

Summary

This integrated learning report provides a comprehensive review of my educational experience completing my Applied Practice Experience (APE). I completed this project with Utah State University (USU) Extension Create Better Health, the SNAP-Ed program for the state of Utah. Create Better Health's goal is to help low-income families learn how to cook healthy meals on a budget, understand food nutrition facts labels, and promote other positive lifestyle changes. The program offers free online nutrition classes for adults and youth along with many other services.

For this APE I designed and implemented a nutrition-based community health initiative, the "Healthy Summer Challenge," for participants at the Summer Food Services Program for the Logan City School District in Logan, Utah. The goal of this project was to promote healthy eating behaviors in families, to recruit participants for Create Better Health's SNAP-ed classes, and to increase nutrition knowledge of those who joined the challenge. Additionally, I created promotional materials, designed pre- and post- surveys, and put together an educational table display each week. The table display included physically active games for youth, nutrition education posters, a MyPlate display, healthy recipes, and samples from the recipe of the week. Parents or guardians were invited to fill out surveys, make healthy recipes at home with their families, and to attend Create Better Health SNAP-Ed classes. I offered two in-person class series: Create Better Health for adults, and Food, Fun, and Reading for youth. Online classes for Create Better Health for adults were also offered. To incentivize participation, participants were given raffle tickets for completing tasks in the challenge. Raffle winners were provided with gift cards which were donated by a local grocery store.

After the challenge was completed, I used systems thinking tools to analyze ways to improve this project for future programming. I also presented the results to the Create Better Health leadership team to share insights into areas to improve for future implementation. This

experience helped build my skills in program design, resource management, promotional material creation, data collection, communication, and utilization of systems thinking tools.

Subject Keywords: Public Health, Nutrition, Summer Food Service Program, Community Health Challenge, Create Better Health, Nutrition Education.

Table of Contents

Summary	iii
List of Figures	2
List of Tables	2
Chapter 1 - Literature Review	3
Chapter 2 - Learning Objectives and Project Description.....	12
Chapter 3 - Results	17
Chapter 4 - Discussion	20
Chapter 5 - Competencies	24
Student Attainment of MPH Foundational Competencies	24
Student Attainment of MPH Emphasis Area Competencies	28
References	33
Appendix.....	35

List of Figures

Figure 1.1 <i>USDA Dietary Guidelines for Americans – Current Intakes: Ages 5 through 8</i>	4
Figure 1.2 <i>USDA Dietary Guidelines for Americans – Current Intakes: Ages 9 Through 13</i>	4
Figure 1.3 <i>USDA Dietary Guidelines for Americans – Current Intakes: Ages 14 Through 18</i>	5
Figure 1.4 <i>Transtheoretical Stages of Change Model (Karl, 2024)</i>	9

List of Tables

Table 5.1 Summary of MPH Foundational Competencies	26
Table 5.2 MPH Foundational Competencies and Course Taught In	27
Table 5.3 Summary of MPH Emphasis Area Competencies	31

Chapter 1 - Literature Review

The Summer Food Service Program (SFSP) is a federally funded, state-administered meal program. The United States Department of Agriculture (USDA) reimburses program operators who serve free healthy meals and snacks to youth. The meals are provided at selected sites in low-income communities (U.S. Department of Agriculture, 2025). The Summer Food Services Program plays an important role in addressing the nutritional needs of low-income youth during the summer months. According to the USDA, children in the US typically do not meet national recommendations for daily intake of fruits and vegetables (see Figures 1.2, 1.3, 1.4). This issue is exacerbated among low-income families (Ehrenberg et al., 2019). Children in these families are disproportionately affected by food insecurity, especially with consumption of fruit and vegetables. One in six US households with children in the US experience food insecurity, with higher rates in the summer (Litt et al., 2020). During this time, changes in routine and limited access to school meals can worsen food insecurity among low-income families. Unfortunately, participation in the USDA's Summer Nutrition Programs has been declining in recent years and is lower than participation in the school year free and reduced-price meal program (Litt et al., 2020). This information makes it clear that summer is a critical time for implementing nutrition interventions and the SFSP can provide opportunities to reach vulnerable populations. There is also a need for improving awareness of SFSP, which will be discussed later in this paper.

Harrington et al. (2020) examined the impact of SFSP on fruit and vegetable consumption in a rural, low-income adolescent population when paired with nutrition education. Researchers offered nutrition education for SFSP standards and encouraged participants to adhere to them for five weeks. The study found significant impacts on all constructs of the Theory of Planned Behavior, suggesting that enrollment in SFSP presents opportunities to positively influence nutrient intake and eating behaviors among adolescents. This study underscored the potential

of SFSP as a vehicle for interventions aimed at improving nutritional behaviors among vulnerable populations (Harrington et al., 2020).

Figure 1.1 USDA Dietary Guidelines for Americans – Current Intakes: Ages 5 through 8

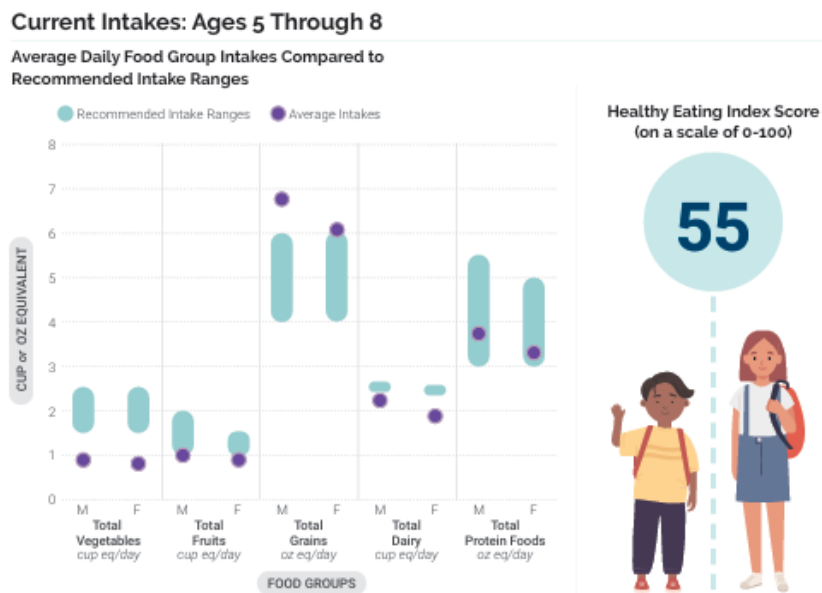


Figure 1.2 USDA Dietary Guidelines for Americans – Current Intakes: Ages 9 Through 13

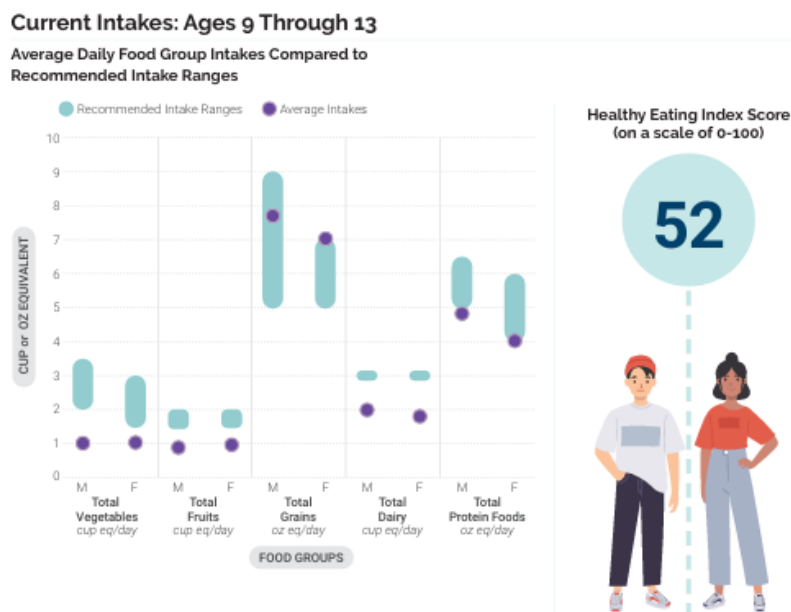
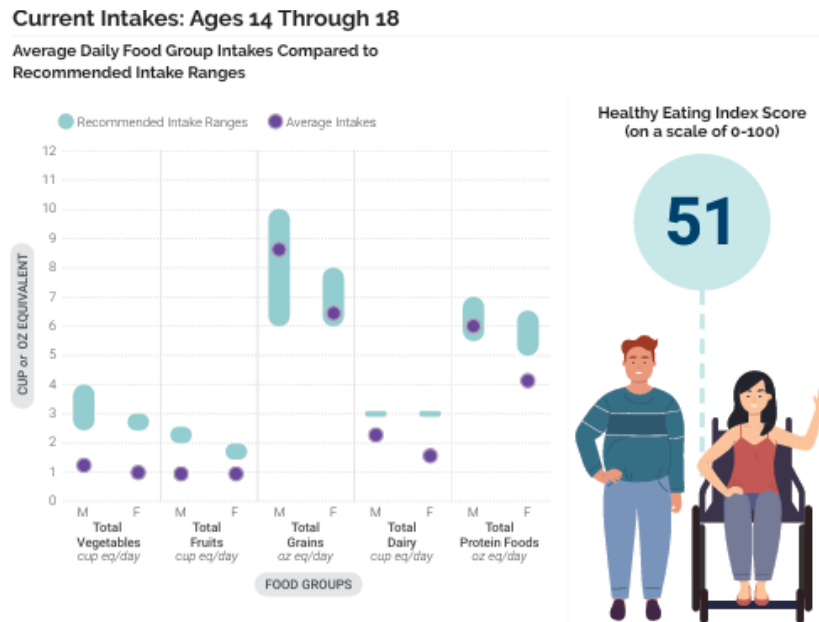


Figure 1.3 USDA Dietary Guidelines for Americans – Current Intakes: Ages 14 Through 18



In a pilot study in Rhode Island that provided an intervention focused mostly on prevention of summertime weight-gain, researchers concluded that partnering with SFSP sites is effective for disseminating public health initiatives. Researchers utilized Body Mass Index (BMI) models, dietary assessments, and accelerometers to measure physical activity and sedentary behavior. Participants in the study spent less time being sedentary when compared with the control group and while the nutrition portion of the study faced challenges, the results showed promise that interventions in the summer are achievable within a low-income population (Evans et al., 2018).

Many studies have demonstrated the effectiveness of increasing exposure to healthy foods to improve youth acceptance of fruits and vegetables. One study conducted on SFSP sites provided recipe-tasting stations with the goal of increasing children's willingness to try fruits and vegetables in SFSP settings. The study utilized characters at recipe-tasting stations to help encourage youth to try the offered foods. The control sites did not have characters present at the recipe testing stations. Taste tests were provided once per week for four weeks. Results of the study showed that children at sites with characters were more willing to try fruit and

vegetable recipes than children at the control sites. Researchers also found that low-income children typically had lower exposure to certain fruits and vegetables than other children prior to the study (Cotwright et al., 2020). These findings highlight how effective nutrition interventions can be in this setting to help increase exposure to fruits and vegetables.

The study by Maxwell et al. (2018) examined the effectiveness of a program in which children received repeated exposure to disliked vegetables to improve acceptance in a summer YMCA program. The intervention involved inviting children to taste five initially disliked vegetables daily for 10 days in small groups during the summer. Children rated how much they liked the vegetables on a five-point emoji-like faces Likert scale at baseline and two- and four-week follow-up intervals. The study found that the average liking for the targeted vegetables increased over time, indicating the potential effectiveness of repeated taste exposure in improving children's acceptance of initially disliked vegetables (Maxwell et al., 2018). In another study focusing on increasing exposure to fruits and vegetables, researchers had children assist with preparing healthy recipes. After the recipe was prepared, the participants ate the snack together. Researchers tested to see if repeated taste exposure helped children's acceptance of fruits and vegetables. Results from this study showed that preferences for the target foods increased from pre-test to post-test. On average, the majority of children rated the prepared snacks favorably. Results from this pilot study demonstrate the potential of applying repeated exposure techniques via hands-on cooking (Ehrenberg et al., 2019).

Children in low-income elementary schools were examined to see if repeated tastings of selected vegetables in a school setting would increase their liking of those vegetables. Children were provided with samples of carrots, peas, tomatoes, and bell peppers once a week for 10 weeks. At each tasting session, researchers recorded whether children swallowed each of the vegetables, spit them into a napkin, or did not put them in their mouth. Children then indicated their liking for each vegetable using a Likert-type response scale. Analyses revealed that for children who began the program categorized as disliking the offered vegetables, repeated

tasting improved in liking scores for carrots, peas, and tomatoes. The number of children who reported “liking” or “liking a lot” previously disliked vegetables was greater after eight or nine taste exposures. Overall, repeated tastings increased the liking of vegetables for children in the study (Lakkakula et al., 2010).

The implications of the findings in these studies point to the effectiveness of interventions offering exposure to fruits and vegetables in improving acceptance in children. Community programs offering repeated tasting opportunities may be a practical strategy for introducing low-income young children to new or initially disliked vegetables. There are many different methods that can be explored for offering fruit and vegetable exposure to youth in low-income communities. Providing exposure opportunities is a great starting point and there are supplementary elements that can be added to an intervention to improve participant acceptance of fruits and vegetables. Education courses have been found to be a very effective tool in nutrition interventions to improve health behaviors (Izumi et al., 2015).

The Harvest for Healthy Kids pilot study by Izumi et al. (2015) was conducted to see if children would be more likely to try and like target foods after different types of interventions. The study split participants into three groups. The comparison group did not receive any intervention components, the low-intervention group received modified foodservice, and the high-intervention group received modified foodservice and the addition of nutrition education. Participants in the high-intervention group were significantly more likely to try and select several healthy food options. The pilot study results revealed a positive association between the intervention utilizing food modification and nutrition education and participant willingness to try and like target foods. The researchers for the study recommended additional research to evaluate the impact of the program on intake of fruits and vegetables (Izumi et al., 2015). More recently, a meta-analysis conducted in 2023 explored effective intervention methods for behavior change in Summer Day Camps. This analysis described education as a relevant strategy for promoting healthy behaviors in those settings (Larose et al., 2023).

In 2020, 12.4% of the children in Cache County, Utah, lived in food-insecure households (Utahns Against Hunger, *County Food Access Profiles* 2023). Logan City School District houses several Title I schools in the county. Title I schools have a high percentage of low-income families and receive additional federal funds. Logan High School is the SFSP site for the entire district and provided lunches for 750 participants in 2023. Lunch was provided for participants Mondays-Thursdays for seven weeks during the summer months. Participants attended with their families or with childcare providers such as the Boys and Girls Club and Summer Playground. In 2024, the program ran from June 3rd through July 19th.

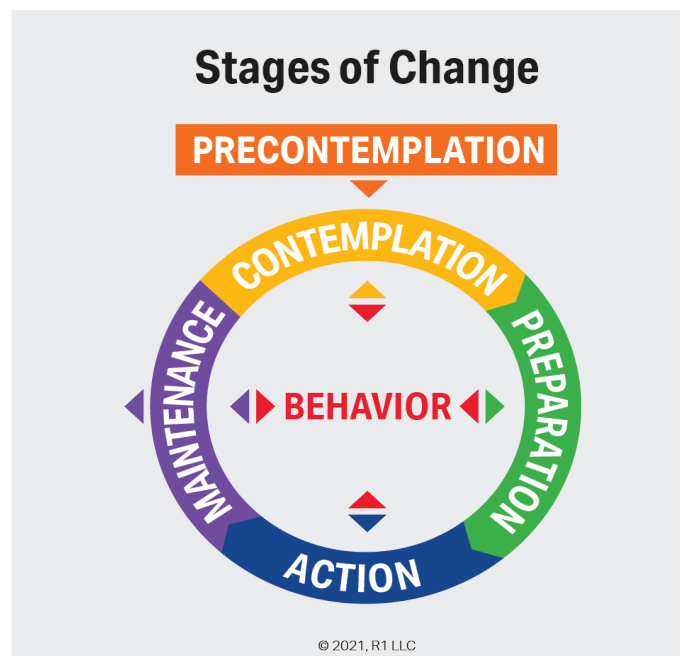
USU Extension's Create Better Health program is Utah's SNAP-Ed implementing agency, contracted by the Department of Workforce Services and the United States Department of Agriculture (USDA). Create Better Health offers free nutrition education classes for adults and youth. The services provided by Create Better Health are available to everyone, but the program's target audience is low-income individuals who qualify for the Supplemental Nutrition Assistance Program (SNAP).

My design for the Healthy Summer Challenge was informed by the studies discussed above and included a recipe testing station integrated into the nutrition education display table, physically active games to attract participants, take-home recipes for parents and guardians to encourage youth exposure to fruits and vegetables, and nutrition education classes to support healthier eating habits. A key goal of my project was to assess the effectiveness of a healthy summer challenge in improving nutrition behaviors and knowledge among participating families in the Logan City School District SFSP when paired with the Create Better Health (SNAP-ed) education program as well as to recruit individuals for SNAP-Ed classes.

Creating surveys was a big part of this project. The surveys were designed to measure where participants were on the Transtheoretical Stages of Change model (TTM) and to gauge nutrition knowledge and habits. The TTM is a framework that identifies five stages of behavioral change: precontemplation, contemplation, preparation, action, and maintenance. Individuals in

the precontemplation phase are unmotivated to find solutions to a problem because they are unaware that the issue exists. During the contemplation phase, individuals are aware and can acknowledge the problematic behavior but are uncertain if they want to correct the behavior. In the preparation stage, individuals can easily acknowledge a problematic behavior and want to make a commitment to correction. The action phase is when change happens. During this phase, behavior change has occurred for under six months. Continuation of the new healthy behavior beyond six months signals entry into the maintenance stage (Raihan & Cogburn, 2023).

Figure 1.4 *Transtheoretical Stages of Change Model (Karl, 2024)*



By applying the TTM framework, I aimed to gauge where participants interested in the Healthy Summer Challenge fell on the continuum of change. This insight helped me tailor the development of survey questions and promote steps toward healthier eating behaviors.

Historically, the Create Better Health SNAP-ed Program has faced challenges in recruiting participants for its classes during the summer months. In light of this, I wanted to

explore whether offering classes as part of the community health challenge would enhance recruitment efforts and increase the impact on behavior change. I offered two Create Better Health SNAP-ed class options to challenge participants.

I provided Create Better Health for Adults, both in-person as well as online. I taught the in-person class, and the online class is offered by Create Better Health as a series of recorded lessons. The adult class is a series of four lessons. The first lesson discusses the USDA Dietary Guidelines for Americans; MyPlate and physical activity guidelines for aerobic activity, resistance training, and balance & flexibility. The second lesson discusses overcoming barriers to physical activity and understanding the nutrition facts label. Lesson three covers meal planning, budgeting for food, grocery shopping, and increasing fruit and vegetable intake. The final lesson provides a review of the previous lessons and discusses establishing healthy eating patterns. Each lesson also provides a cooking demonstration, a recipe, and a handout for how to make similar healthy recipes at home, using MyPlate as a guide. Participants are taught about SMART goals at the end of each lesson and are invited to write goals down before they leave the class.

The classes offered to youth during the Healthy Summer Challenge were Create Better Health's Food, Fun, and Reading lessons. This six-lesson series begins with a lesson introducing MyPlate, followed by five lessons that focus on a specific food group from MyPlate. Each lesson includes reading a book to youth, a short lesson on the MyPlate topic, and a physically active game. The target audience for the curriculum is youth ages pre-kindergarten through 2nd grade, but older children were welcome to participate.

Although not everything went as planned during the project, it provided valuable insights into the impact of a community health challenge on both recruitment and behavior change. Post-challenge analysis identified several improvements that could enhance future iterations of the project. Key areas for improvement include marketing strategies, communication efforts, follow-up with participants, and increasing the frequency that the table is set up at the SFSP site.

Utilizing these findings would make it possible for the Healthy Summer Challenge to be refined into a more sustainable, replicable model that helps address some of the complex challenges posed by food insecurity and inadequate nutrient among vulnerable populations.

Chapter 2 - Learning Objectives and Project Description

The USU Extension Create Better Health SNAP-Ed program is dedicated to empowering low-income individuals and families in Utah with the education and resources that promote healthier living on a budget. The program focuses on three primary pillars:

1. Direct Nutrition Education: Providing in-person and virtual lessons focused on basic nutrition, culinary skills, food safety, and physical activity.
2. Policy, System, and Environment (PSE) projects: Working with community partners to improve access to healthy foods and safe physical activity opportunities.
3. Social Marketing Initiatives: Utilizing social media, social marketing campaigns, and community wellness challenges to promote healthy habits.

In my role with Create Better Health SNAP-Ed, I implemented projects and activities that aligned with these three pillars. During the past program year, each county in Utah was tasked with organizing a community wellness challenge. My project involved designing and implementing a community wellness challenge specifically for the Logan City School District's SFSP site at Logan High School.

To take the challenge to the next level, I integrated direct education opportunities by connecting the challenge to Create Better Health Nutrition classes. The goal of this approach was to enhance the impact of the wellness challenge and to allow me to recruit for programming and boost engagement with the program, further supporting Create Better Health's goals. This project provided a valuable opportunity to develop key competencies. I was able to build program planning and evaluation skills, adapt programs to ensure long-term sustainability, strengthen communication skills, gain experience in budget planning and management, and learn to design and utilize surveys for assessing program outcomes.

Planning for the community wellness challenge went through several phases, demonstrating the importance of flexibility and aligning with the goals of Create Better Health.

My initial idea was to create a “One Bite Challenge” which would invite youth to take one bite from each food group that was served during their lunches. The rationale behind this concept was to increase exposure to fruits and vegetables. I also hoped it would foster an environment of inclusiveness around eating all items on their plate, particularly for youth who might feel hesitant when their peers opted not to eat certain foods.

Although this idea aimed to address important issues, further discussions with Create Better Health leadership resulted in the realization that the plan did not align with the program’s broader goals of fostering healthy eating habits within the home. Additionally, concerns were raised about children with food texture aversions to textures or other dietary concerns.

In response, I adapted the project into a “take-home” wellness challenge, focusing on recipe samples and providing the participants with the recipes to try at home. Initially, I planned to collaborate with partners to donate all the necessary ingredients for the recipes to challenge participants. However, this approach faced logistical challenges, including uncertainty about participant numbers and difficulty in maintaining the quality of perishable ingredients.

Ultimately, the project evolved into providing recipe samples during the wellness challenge, with participants responsible for purchasing their own ingredients. This approach addressed logistical concerns and also ensured the project’s sustainability. It also met the program’s goals of promoting healthy eating behaviors inside the home. After making these adjustments, I presented the revised plan to my supervisor, Jenna Dyckman. The project was subsequently approved by the Assistant Director of Create Better Health, Lea Palmer, and the Marketing Coordinator, Brittney Johnson. This planning process began in late December 2023 and was finalized in the beginning of April 2024. The project procedures were reviewed and approved by Kansas State University Research Compliance Office Internal Review Board (IRB-12200).

Following project approval, I began working on the budget for promotional materials and recipe supplies. I selected recipes and promotional materials I wanted to use. I researched the cost of each ingredient and estimated what the prices would be during the summer months. I

also estimated the number of samples needed for each recipe. To promote the Healthy Summer Challenge, I designed a large poster which was displayed on the wall at Logan High School during the SFSP lunches where we were set up.

With guidance and feedback from Create Better Health's Reporting Coordinator, LaCee Jimenez, I developed the pre- and post-surveys. These surveys were designed to measure where participants were on the Transtheoretical Stages of Change model, aiming to assess whether the challenge attracted individuals not already engaged in healthy lifestyles. This approach also allowed me to assess if community wellness challenges are effective tools for reaching Create Better Health's target audience. Additionally, the surveys were designed to measure participants' basic nutrition knowledge, eating habits, and if they were interested in taking Create Better Health classes. The pre- and post- surveys were largely identical, aimed to enable paired data analysis after the challenge was completed.

I collaborated with my county team to plan the logistics of the project during our bi-monthly staff meetings. My team included the Cache County's Create Better Health supervisor, Jenna Dyckman, and Spanish speaking ambassadors Ingrid Sanchez and Mayra Estrada. Together we developed a rotation for planning weekly youth activities and determined what to include in the table displays. In addition, Ingrid, Mayra, and I worked together to plan the Food, Fun, and Reading classes at the Logan Library. Their contributions were instrumental in ensuring the success of the challenge.

I partnered with the Logan City Library to coordinate both the Food, Fun, and Reading classes as well as the Adult Create Better Health class series. The adult classes were scheduled weekly at 7:00 PM from June 4th through June 25th. Meanwhile, the children's librarian invited me to teach the Food, Fun, and Reading classes weekly from May 29th through July 3rd.

Initially, the Food, Fun, and Reading classes were not part of the Healthy Summer Challenge. However, I chose to incorporate them after observing that some of the youth

attending the table activities with their parents had also participated in these library classes. Additionally, no participants attended the first two classes of the adult class series, and I had to cancel the remainder of the classes. To address this, I added the Food, Fun, and Reading classes as an alternative way for parents to earn raffle tickets, starting in the second week of the challenge.

We set up the display table and activities for the youth each Monday during the SFSP lunch service. I prepped all of the samples and collaborated with Ingrid and Mayra to set up the display table each week. The table setup included a Create Better Health tablecloth, a nutrition education display, instructions for the Healthy Summer Challenge, surveys, the container for the raffle tickets, recipes and samples, and flyers for the classes. While Ingrid and Mayra coordinated the activities, I engaged with interested parents to explain the challenge, distribute the surveys, and manage raffle tickets. I also maintained a running tally for how many participants visited our table each week.

Parents and guardians participating in the challenge earned raffle tickets by showing me pictures of the recipes that they made at home with their families, by attending classes, and by filling out surveys. Participants were encouraged to prepare the recipes as many times as they wanted, earning a raffle ticket for each instance. This approach aimed to incentivize consistent engagement and to foster healthy eating habits within the home.

The Food, Fun, and Reading classes experienced remarkable attendance; however, the class participants were not recruited from the SFSP program. The Logan City Library's robust programming consistently draws large turnouts for their children's reading times, with class sizes ranging from 60-90 youth each week. Due to this high attendance, most of the lessons were adapted to exclude the healthy snack, as providing snacks for such a large number of participants would have exceeded the program's budget. Each lesson featured one or two children's books related to the highlighted MyPlate food group, a brief nutrition lesson, and a

physical activity. For the final lesson, the healthy snack was included for participants as a special addition.

For the raffle prizes, I collaborated with Lee's Marketplace, a popular local grocery store in Utah. I submitted a request for the donation of three gift cards – priced at \$30, \$25, and \$20 – which Lee's Marketplace generously provided. By offering grocery store gift cards, my aim was to give participants the opportunity to purchase healthy food items to support their families' nutrition. I incorporated the gift cards into three prize packages, each consisting of a gift card, a Create Better Health mug, and an insulated lunch box. The raffle drawing took place on Monday, July 15th, during our final day at the SFSP lunch service. Following the drawing, I contacted each winner and arranged times for them to pick up their prizes at the USU Extension office.

In December 2024, I presented the project results and my analysis of opportunities for improvement to the leadership team for Create Better Health. During the presentation I outlined the foundations and the objectives for my project, as well as the goals of the surveys. I highlighted the successes and challenges encountered while implementing the project and I reviewed survey responses. Additionally, I discussed the decline in interest observed among parents participating in the Healthy Summer Challenge. To conclude, I provided insights into the potential implications of the project results and offered recommendations for future improvements. Following my presentation, I received valuable feedback and suggestions for enhancing the Healthy Summer Challenge for future usage.

Chapter 3 - Results

One of the initial elements that I focused on was creating a robust marketing campaign to promote the Healthy Summer Challenge. My plan included distributing flyers at the end of the school year to families who qualified for SFSP services. I contacted the Child Nutrition Manager for the Logan City District, who directed me to the kitchen manager at Logan High School. Unfortunately, I was unable to find a direct way to reach these families. By the time I had completed the approval process for my project and created the promotional materials, school was out for the summer, limiting my ability to market the program in advance. Despite this challenge, I received valuable feedback from leadership on ways to improve my approach in the future, which helped me in developing a deeper understanding of what is necessary in marketing plans in the future.

Although I initially intended to focus on parents as key participants in the challenge, I noticed that the table and activities primarily attracted youth. The SFSP at Logan High School served a large number of children, many of whom were part of childcare programs like the Boys and Girls Club or Summer Playground and were not attending with their parents. Interestingly, the youth expressed the most interest in the samples and would even request to take recipes home to share with their families. The activities were highly successful, with large numbers of youth attending, ranging from 60-100 participants each week for a total of seven weeks. However, this success presented staffing challenges, as we were short-handed due to a coworker's departure prior to the project's start. As a result, it became difficult to engage with parents while managing the activities.

Parents who visited the table were enthusiastic at the beginning of the challenge. Many were willing to fill out surveys, which I offered both digitally and as hard copies. Few parents requested digital surveys, and most who scanned the QR code did not end up completing the survey. Of the surveys I received, 13 out of 14 participants requested a hard copy. I received 14

filled out pre-surveys from parents. All parents who filled out the survey indicated that they were interested in taking Create Better Health classes. Despite showing interest, no parents attended the online or in-person Create Better Health classes. As the challenge progressed, interest in the challenge dwindled, and by the final day, only one parent visited the table and filled out a post-survey. The low number of post-surveys made it impossible to conduct paired data analysis.

Despite the lack of paired data, valuable insights were provided from the survey responses. Every parent who filled out the survey expressed interest in free nutrition education classes, indicating that the lack of attendance was not due to lack of interest. This suggests that factors such as class timing or the absence of reminders for the class may have contributed to the low participation.

One survey question asked participants if they were interested in making more nutritious family meals, with the following options:

- Yes, we have been trying to make healthy meals for more than 6 months.
- Yes, we have been trying to make healthy meals for less than 6 months.
- Yes, we have been wanting to learn to make healthier meals but haven't started yet.
- No, we are not interested in making healthier meals.

Twelve out of 14 respondents in the pre-survey indicated that they had been trying to make healthy meals for more than 6 months. Indicating being in the maintenance phase from the TTM. This points to the need for additional outreach methods targeting individuals who have not reached the maintenance phase of the TTM.

Youth who attended both the Food, Fun, and Reading classes and the SFSP lunch services were particularly excited to come to our table. All of the participants who attended both the classes and the SFSP activities would recall the topic of the most recent class and

enthusiastically share the foods they had eaten that aligned with the lesson. Despite this enthusiasm, the parents of these children did not always accompany them to the table.

There was one parent who consistently participated in the challenge each week. She expressed excitement over each recipe and would always make sure each of her children tried each recipe sample. This was the only parent who filled out the post-survey, in which she expressed appreciation for the new recipes and the challenge overall.

After the project concluded, I presented the results to the Create Better Health leadership team. During the discussion, we brainstormed ideas for improving community health challenges and for better engaging with SFSP programs across the state of Utah. Habiba Nur, the coordinator for refugee programming, shared that many refugee parents were unaware of the SFSP and had been stressed about ensuring their children were fed during the summer without access to school lunches. Her input sparked several ideas on how to boost awareness of the SFSP as part of Create Better Health programming, particularly within underserved populations.

Chapter 4 - Discussion

Awareness of SFSP services has been declining nationally (Vericker et al., 2023), and my findings confirm this issue persists among refugee families in my community. During my presentation to leadership about the Healthy Summer Challenge, I learned that many families were unaware of the program's existence, which underscores the need for a culturally tailored outreach to connect families to summertime resources. This insight also suggests that we may need to further explore which populations are unaware of the lunch services provided by SFSP.

Through my work with Create Better Health and feedback from the leadership team, we identified that bridging this awareness gap could potentially impact both SFSP and SNAP-Ed initiatives. Partnering with community organizations and tailoring outreach campaigns to address cultural and language barriers would make SFSP more accessible to refugee families. Establishing these connections to resources could reduce parental stress and food insecurity for youth during the summer months.

Integrating SFSP awareness into community wellness challenges would be an essential first step toward promoting community health. Future programming should prioritize collaboration with schools, food pantries, and other local organizations to spread information about SFSP. Additionally, incorporating feedback from refugee families and other underserved populations into program design could further improve outreach effectiveness and program participation.

The success and popularity of our table and activities with youth during the Healthy Summer Challenge suggest that shifting the primary focus of outreach from parents to youth may improve the program's effectiveness. Using the systems archetype "Success to the Successful (Moreno, 2002)," I analyzed how building on youth engagement could create a ripple effect, indirectly influencing parental participation. Youth can act as natural catalysts for change within their families, bringing enthusiasm home and helping to encourage the adoption of

healthier habits. Engaging youth as the primary audience could also open doors for forming new partnerships with organizations like the Boys and Girls Club and Summer Playground, where youth engagement is already a focus.

This shift would also align with Create Better Health's recent transition to focusing on youth programming rather than adult programming, as adult classes have seen a drop in attendance in recent years. This transition occurred several months after the Healthy Summer Challenge concluded. By addressing the needs and interests of youth, the program can leverage the momentum of its youth-centered initiatives to create broader impacts that indirectly benefit families. Future iterations of the Healthy Summer Challenge should prioritize the development of youth-focused tasks, such as challenges to help with cooking at home or family-friendly competitions that encourage participation from all household members. Incorporating these elements into a community wellness challenge could enhance program adherence by fostering excitement and a sense of shared achievement among participants.

Another aspect of community wellness challenges that should be examined more closely is whether the programs attract the target audience. While Create Better Health's programming is available to all, the target audience is SNAP-Ed participants, particularly those who need help learning to improve their nutrition on a tight budget. My sample size was very small, but it was interesting to see that the majority of the families who were interested in the challenge were in the maintenance phase of the Transtheoretical Stages of Change model. They were already in the habit of making nutritious meals for their families. This finding indicates the need for further research on how to make programming accessible to families who are not yet experienced in cooking healthy meals. Simplifying challenges to create a foundation of skills and then building on them may help boost participant confidence and engagement in the community challenge. Additionally, it would be interesting to assess in the future how participants define "nutritious meals" to see how they align with the Dietary Guidelines for Americans.

One element that I did not successfully incorporate into my project was a communication plan to maintain contact with the challenge participants. Communication was a weak point, as I did not send reminders of any kind to challenge participants. This oversight likely played a major role in the loss of participants by the end of the challenge. Maintaining consistent engagement is essential for program adherence. In the future, I would utilize email or texting services that allow messages to be sent to groups while maintaining participant anonymity, if desired. Another option would be to create a group on Facebook where participants could have the opportunity to share their successes.

The samples and recipes provided during the Healthy Summer Challenge were very popular among both parents and the youth. This was one of the strongest elements of the challenge, as families were eager to sample new recipes almost every week, particularly in the first few weeks of the challenge. Providing samples and healthy recipes promotes exposure to healthy food for youth and should be a key component in future iterations of the program. After presenting my findings to Create Better Health's leadership, I received valuable feedback about increasing the presence of the challenge at SFSP sites to more than once a week. I believe this would increase access for families and increase exposure opportunities for youth to try fruits and vegetables.

The Healthy Summer Challenge highlighted several key insights that can help inform the design of future community wellness initiatives. Addressing awareness gaps for programs like SFSP is vital for both reducing food insecurity and recruiting participants for health initiatives. Tailoring outreach strategies to improve accessibility and equity in Create Better Health's efforts will help ensure these initiatives reach vulnerable populations. Shifting the focus to youth engagement, as demonstrated by the success of activities during the challenge, has the potential to create ripple effects within families and aligns with Create Better Health's increased emphasis on youth programming. Prioritizing foundational skills for participants in the early stages of behavior change can enhance accessibility and inclusivity. Maintaining a focus on

providing opportunities for exposure to fruits and vegetables is also crucial to help youth and families accept new healthy foods. Incorporating effective communication strategies is essential for improving participant retention and program outcomes. By integrating these findings into future programming, Create Better Health's community wellness challenges can better foster lasting impacts on families' health behaviors and contribute to broader public health goals.

Chapter 5 - Competencies

Student Attainment of MPH Foundational Competencies

Competency 2: Select quantitative and qualitative data collection methods appropriate for a given public health context

This competency was fulfilled through the process of developing pre- and post- surveys for the Healthy Summer Challenge. I utilized qualitative data collection questions to receive information such as whether or not participants were interested in SNAP-Ed classes. I used quantitative data to gauge how often participants were eating different types of fruits and vegetables, their nutrition knowledge, and health behaviors. I also developed these surveys to be almost identical in the hopes of doing paired data analysis. Introduction to Epidemiology (MPH 754), Nutritional epidemiology (FNDH 844) and Fundamental Methods of Biostatistics (MPH 701) were all instrumental in helping me understand types of data and how to collect data. Introduction to Epidemiology was especially helpful in helping me understand how to develop surveys.

Competency 9: Design a population-based policy, program, project or intervention

This competency was achieved by designing a nutrition-based intervention for participants in the Summer Food Services Program. This program was designed to occur during a time when interventions are greatly needed, during the summertime when nutrition quality decreases for low-income families. The goal of this program was to improve nutrition knowledge and behaviors of participants through challenge tasks such as making healthy recipes at home or attending Create Better Health SNAP-Ed classes. MPH 754, *Introduction to Epidemiology*, helped me have a foundation in understanding what types of program design would provide the best statistical evidence to show that a program was successful. While my project did not have

enough participants to be able to do statistical analysis, I have a better understanding of what I can do differently in the future so that I can improve opportunities for collecting data.

Competency 10: Explain basic principles and tools of budget and resource management:

This competency was demonstrated by creating a budget for the supplies needed for the Healthy Summer Challenge. I analyzed the costs of printing promotional materials as well as recipe and sample supplies. The budget I assembled was then approved by my supervisor and I was able to stay under budget during the course of my project. MPH 720, *Administration of Health Care Organizations*, was instrumental in helping me understand the basic principles of budget and resource management, as part of a group project we were required to create a budget.

Competency 18: Select communication strategies for different audiences and sectors

I fulfilled this competency by creating posters and flyers to inform families at the SFSP site about the Healthy Summer Challenge, how to participate, and to provide nutrition information that highlighted ingredients in the recipes that were being provided. I also utilized communication strategies when explaining the program to parents and guardians. MPH 818, *Social and Behavioral Bases of Public Health*, gave me a deeper understanding of understanding the health belief model and this helped me as I informed participants about the details of the project. I wanted to be sure that participants perceived the Healthy Summer Challenge as something that would benefit them. I also wanted the perceived barriers to be low, for example I wanted to keep the challenge simple and the recipes affordable to eliminate factors that would impact them financially.

Competency 19: Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation:

This competency was achieved through multiple activities, including assembling a nutrition education table at the SFSP site. The table featured a MyPlate display, posters highlighting weekly fruits or vegetables, and interactive activities for youth, such as MyPlate-

themed games. Additionally, I presented the results of the Healthy Summer Challenge to the Create Better Health leadership team via an oral presentation and PowerPoint, sharing findings and recommendations for future program improvements.

Competency 22: Apply a systems thinking tool to visually represent a public health issue in a format other than a standard narrative

This competency was demonstrated by using the Systems Archetypes model, specifically “Success to the Successful,” to analyze how shifting the intervention’s focus from parents to youth could impact outcomes. While this shift results in fewer resources focusing on adults, it leverages youth influence on family lifestyle choices. MPH 754, *Introduction to Epidemiology*, reinforced the importance of evaluating interventions to identify and address design flaws, which informed my approach to refining the program for future iterations.

Table 5.1 Summary of MPH Foundational Competencies

Number and Competency		Description
2	Select quantitative and qualitative data collection methods appropriate for a given public health context	I created pre- and post-surveys that were designed to gauge where participants were on the Transtheoretical Stages of Change model and their nutrition habits and knowledge.
9	Design a population-based policy, program, project or intervention	I designed this program with the goal of improving awareness of Create Better Health and improving health behaviors for the participants of the Summer Food Services Program.
10	Explain basic principles and tools of budget and resource management	Create Better Health (SNAP-ed) is a grant funded program so having a budget for the project was essential. Having a budget is important to ensure the project will be sustainable for future iterations.

18	Select communication strategies for different audiences and sectors	I created posters and flyers to inform families in the Summer Food Services Program about the Healthy Summer Challenge, how to participate, and to provide nutrition information.
19	Communicate audience-appropriate public health content, both in writing and through oral presentation to a nonacademic, non-peer audience with attention to factors such as literacy and health literacy	The MyPlate education table provided information on highlighted fruits or vegetables, healthy recipes, recipe samples, class information, surveys, how to enter the raffle, and a MyPlate display. A physical activity to engage youth was also offered. I provided an oral PowerPoint Presentation to Create Better Health leadership to help facilitate ideas for improving community health challenges and working with Summer Food Service Programs.
22	Apply a systems thinking tool to visually represent a public health issue in a format other than a standard narrative.	Systems archetypes- Success to the successful model was used to analyze how to adapt the project in the future to benefit from enthusiastic youth participation.

Table 5.2 MPH Foundational Competencies and Course Taught In

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	x	x	x		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4. Interpret results of data analysis for public health research, policy or practice	x		x		
Public Health and Health Care Systems					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		x			

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					x
Planning and Management to Promote Health					
7. Assess population needs, assets and capacities that affect communities' health		x		x	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					x
9. Design a population-based policy, program, project or intervention			x		
10. Explain basic principles and tools of budget and resource management		x	x		
11. Select methods to evaluate public health programs	x	x	x		
Policy in Public Health					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		x	x	x	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		x		x	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		x			x
15. Evaluate policies for their impact on public health and health equity		x		x	
Leadership					
16. Apply leadership and/or management principles to address a relevant issue		x			x
17. Apply negotiation and mediation skills to address organizational or community challenges		x			
Communication					
18. Select communication strategies for different audiences and sectors	DMP 815, FNDH 880 or KIN 796				
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	DMP 815, FNDH 880 or KIN 796				
20. Describe the importance of cultural competence in communicating public health content		x			x
Interprofessional Practice					
21. Integrate perspectives from other sectors and/or professions to promote and advance population health		x			x
Systems Thinking					
22. Apply a systems thinking tool to visually represent a public health issue in a format other than a standard narrative.			x	x	

Student Attainment of MPH Emphasis Area Competencies

My Applied Practicum Experience (APE) gave me an invaluable opportunity to develop and implement a nutrition-based community intervention in a public health setting. Combined

with my coursework, this experience enabled me to attain all five public health nutrition emphasis competencies described in Table 5.3.

Competency 1 - Information Literacy of Public Health Nutrition

Inform public health practice through analysis of evidence-based policy, systems, and environment change.

My coursework in FNDH 600, *Public Health Nutrition* provided a strong foundation for understanding food insecurity and its pervasive effects on health and well-being. This understanding deepened during my work with Create Better Health, where I witnessed the stress and challenges families face when food insecurity disrupts daily life. Recognizing the importance of initiatives like the Summer Food Services Program (SFSP) fueled my desire to design a project to support families experiencing food insecurity.

Create Better Health's emphasis on Policy, Systems, and Environment (PSE) work reinforced my understanding of upstream approaches to public health, which was further supported by MPH 818, *Social and Behavioral Bases of Public Health*. For example, the presence of me and my team in the cafeteria during SFSP services aimed to enhance the appeal of healthy food choices while promoting physical activity – a practical application of PSE strategies.

Competency 2 – Compare and Relate Research into Practice

Examine chronic disease surveillance, policy, program planning and evaluation, and program management in the context of public health nutrition.

MPH 720, *Administration of Health Care Organizations*, prepared me to plan, manage, and evaluate public initiatives. During the process of this course, I collaborated on a group project to design a mock public health initiative to address a specific need in the community. We learned how to analyze strengths, weaknesses, opportunities, and threats in a community and how to identify a priority issue.

This training equipped me to assess community needs for the Healthy Summer Challenge. By analyzing data, I identified food insecurity as a pressing issue for youth in the county during the summer months. This insight informed the creation of this program, which provided healthy and budget-friendly recipes for families. Additionally, FNDH 844, *Nutritional Epidemiology* and MPH 701, *Fundamental Methods of Biostatistics*, enhanced my understanding of program evaluation methods. For example, I learned about the challenges in collecting and analyzing food recall data, including bias in self-reported dietary intake. I also learned about the issues that arise from loss to follow-up. These insights helped me understand the weaknesses that exist in surveys and informed my approach in evaluating the results of my project.

Competency 3 - Population-Based Health Administration

Critically examine population-based nutrition programs

Coursework in MPH 720, *Administration of Health Care Organizations*; FNDH 600, *Public Health Nutrition*; and MPH 818, *Social and Behavioral Bases of Public Health* equipped me to consider social, political, and environmental factors and their impact on population health outcomes. These courses helped inform my process of planning a community-based program that leveraged SFSP to reach a broad audience.

These courses also helped me critically evaluate the results of my project and how I can improve it in the future. For instance, post-project reflections revealed opportunities to increase engagement by focusing on youth participation to help increase program adherence. These evaluations are critical for improving iterations of similar programs.

Competency 4 – Analysis of Human Nutrition Principles:

Examine epidemiological concepts of human nutrition to improve population health and reduce disease risk

FNDH 844, *Nutritional Epidemiology*; FNDH 600, *Public Health Nutrition*; and FNDH 820, *Functional Foods for Chronic Disease Prevention* collectively provided an in-depth

understanding of the importance of nutrition's role in disease prevention and health promotion. The courses emphasized the importance of population-level interventions to improve health outcomes. FNDH 844 helped me understand how to apply epidemiological concepts to nutrition and the gaps that exist in studying nutrition at a population level. FNDH 600 and FNDH 820 helped me to understand how important nutrition is in disease prevention.

My project – which promoted healthy eating behaviors through educational materials, recipes, and food samples – was directly informed by these principles. The knowledge gained from these courses reinforced my commitment to designing interventions that address the nutritional needs of vulnerable populations in my community.

Competency 5 - Analysis of nutrition epidemiology

Describe criteria for validity in nutritional epidemiological methodology

FNDH 844, Nutritional Epidemiology, provided critical insights into the validity of research methods, particularly survey design and data collection. For example, the course emphasized the importance of ensuring that surveys accurately measure intended outcomes. This knowledge informed my development of pre- and post-surveys for the Healthy Summer Challenge, as well as my understanding of the limitations of self-reported dietary data.

Despite limitations such as low post-survey response rates and the potential recall bias, the project underscored the need for larger sample sizes and control groups to improve the validity in further research. This competency shaped my approach to evaluating the success of the intervention and highlighted areas for methodological improvement.

Table 5.3 Summary of MPH Emphasis Area Competencies

MPH Emphasis Area:		
Number and Competency		Description
1	Information literacy of public health nutrition	Inform public health practice through analysis of evidence-based policy, systems, and environmental change.

2	Compare and relate research into practice	Examine chronic disease surveillance, policy, program planning and evaluation, and program management, in the context of public health nutrition.
3	Population-based health administration	Critically examine population-based nutrition program.
4	Analysis of human nutrition principles	Examine epidemiological concepts of human nutrition in order to improve population health and reduce disease risk.
5	Analysis of nutrition epidemiology	Describe criteria for validity in nutritional epidemiological methodology.

References

- Child nutrition programs - summer food service program. (2025). Retrieved from <https://www.ers.usda.gov/topics/food-nutrition-assistance/child-nutrition-programs/summer-food-service-program>
- Cotwright, C. J., Alvis, C., de Jesus Jimenez, F., Farmer, P., Okoli, C., Delane, J., & Cox, G. O. (2020). Improving willingness to try fruits and vegetables among low-income children through use of characters. *Health Equity*, 4(1), 84–90. doi:10.1089/heq.2019.0113
- Ehrenberg, S., Leone, L. A., Sharpe, B., Reardon, K., & Anzman-Frasca, S. (2019). Using repeated exposure through hands-on cooking to increase children's preferences for fruits and vegetables. *Appetite*, 142, 104347. doi:10.1016/j.appet.2019.104347
- Evans, E. W., Bond, D. S., Pierre, D. F., Howie, W. C., Wing, R. R., & Jelalian, E. (2018). Promoting health and activity in the summer trial: Implementation and outcomes of a pilot study. *Preventive Medicine Reports*, 10, 87–92. doi:10.1016/j.pmedr.2018.02.008
- Harrington, M. R., Ickes, M., Bradley, K., & Noland, M. (2020). The theory of planned behavior and the USDA Summer Food Service Program. *Journal of Nutrition Education and Behavior*, 52(10), 944–951. doi:10.1016/j.jneb.2020.07.010
- Izumi, B. T., Eckhardt, C. L., Hallman, J. A., Herro, K., & Barberis, D. A. (2015). Harvest for Healthy Kids Pilot Study: Associations between exposure to a farm-to-preschool intervention and willingness to try and liking of target fruits and vegetables among low-income children in head start. *Journal of the Academy of Nutrition and Dietetics*, 115(12), 2003–2013. doi:10.1016/j.jand.2015.07.020
- Lakkakula, A., Geaghan, J., Zanovec, M., Pierce, S., & Tuuri, G. (2010). Repeated taste exposure increases liking for vegetables by low-income elementary school children. *Appetite*, 55(2), 226–231. doi:10.1016/j.appet.2010.06.003
- Larose, D., Chih-Shing Chen, M., Panahi, S., Yessis, J., Tremblay, A., & Drapeau, V. (2023). Interventions to promote healthy lifestyle behaviors in children and adolescents in summer day camps: A scoping review. *BMC Public Health*, 23(1). doi:10.1186/s12889-023-15521-

- Litt, H., Polke, A., Tully, J., & Volerman, A. (2020). Addressing food insecurity: An evaluation of factors associated with reach of a school-based Summer Meals Program. *Journal of the Academy of Nutrition and Dietetics*, 120(10), 1715–1721. doi:10.1016/j.jand.2020.04.003
- Maxwell, A. E., Castillo, L., Arce, A. A., De Anda, T., Martins, D., & McCarthy, W. J. (2018). Eating veggies is fun! an implementation pilot study in partnership with a YMCA in South Los Angeles. *Preventing Chronic Disease*, 15. doi:10.5888/pcd15.180150
- Moreno, S. (n.d.). *The System Archetypes The System Archetypes*. Retrieved April 8, 2025, from https://www.academia.edu/28706184/The_System_Archetypes_The_System_Archetypes
- Raihan, N., & Cogburn, M. (2023). *Stages of Change Theory*. In StatPearls [Internet]. Treasure Island, FL: StatPearls Publishing. Retrieved January 2025, from <https://www.ncbi.nlm.nih.gov/books/NBK556005/>
- Rickard, N. (2023). County Food Access Profiles. Retrieved from <https://uah.org/reports-and-publications/county-food-access-profiles/>.
- Utah State University. (n.d.). Create Better Health (Utah snap-ed). Retrieved from <https://extension.usu.edu/createbetterhealth/>
- U.S. Department of Agriculture, & U.S. Department of Health and Human Services. (2020). *Dietary Guidelines for Americans, 2020-2025* (9th ed.). Retrieved from <https://DietaryGuidelines.gov>
- Vericker, T., Rothstein, M., Gabay, M., Gola, A. A. H., & Lovellette, G. (2023). USDA Summer Meals Program: Lack of Program Awareness Contributes to Unmet Need Among Nonparticipants. *The Journal of school health*, 93(12), 1137–1144. <https://doi.org/10.1111/josh.13348>

Appendix

Appendix 1: Budget for Prints and Recipe Supplies

Budget for Summer Program Samples and Prints

Make enough samples for ~60-100 people

Week 1 (June 3-6) : Spring Vegetable Salad (double recipe, ~64 samples) - ~\$34

Ended up doing Black Bean and Corn Salsa - \$28

- Ingredients to be purchased:
 - o **Whole wheat pasta \$3**
 - \$1.50/box
 - o **Asparagus \$4**
 - ~\$2.00/lb
 - o **Arugula \$3.5**
 - ~ \$3.50/container
 - o **Radishes ~\$2.60**
 - ~\$1.29/lb
 - o **Green onions ~\$1**
 - ~\$1/bunch
 - o **Feta cheese ~\$5.4**
 - ~\$2.69/container
 - o **Avocados ~\$1.79**
 - 2 at about ~\$0.89 each
 - o **Olive oil ~\$6.00**
 - o **Lemons ~1.80**
 - 2 at about ~\$0.79 each
 - o **Red Wine Vinegar ~\$2.80**
 - o **Greek yogurt ~\$1.80**
 - 2/3 c, 2 small 5.3 oz containers ~\$0.89 each

Week 2 (June 10-13): Carrot Zucchini Bread (Doubled Recipe, 8 - 1" slices will be quartered. ~128 samples) ~\$35

DID NOT DOUBLE – Spent \$14.92

- Ingredients to be purchased:
 - o **Unsweetened Applesauce \$3.50**
 - \$3.50 – 46oz
 - o **Carrots - \$0.30**
 - 2 carrots about \$0.15 each
 - o **Zucchini - \$1.80**
 - 2 zucchini about \$0.90 each
 - o **Sugar - ~\$3.30**
 - o **Eggs - ~\$2.40**
 - o **Whole wheat pastry flour - \$6.70**

- Difficult to find, going to substitute with half whole wheat flour and half all-purpose flour. Change on recipe?
- Whole wheat flour – ~\$4.00
- All purpose flour - \$2.70
- **Pumpkin pie spice - ~\$4**
- **Nutmeg - ~\$3.20**
- **Baking powder ~\$3.60**
- **Baking soda ~\$1.80**
- **Orange Juice ~\$3.50**

Week 3 (June 17-20): Fruit and Veggie Salad tripled ~\$25

*****Doubled instead of tripled, \$16.50*****

- Ingredients to be purchased:
 - **Strawberries ~\$6.00**
 - 2- 1lb containers or 1 large 2 lb container
 - **Grapes ~\$4.50**
 - 1.5 lb at ~\$2.69/lb
 - **Cucumbers ~\$4.50**
 - 6 medium
 - OR 3 English cucumbers @ ~\$1.50 each
 - **Red/orange bell peppers ~\$4.50**
 - 3 at about ~\$1.5 each
 - **Sunflower Seeds ~\$2.00**
 - **Limes ~\$2.40**
 - 4 @ ~\$0.60

Week 4 (June 24-27): Southwestern Quinoa Salad (Doubled, ~100 samples) ~\$20

- ****Did veggies and healthy dip instead, \$23 ****
- Ingredients to be purchased:
 - **Quinoa ~\$4.50**
 - **Red bell pepper ~\$3.00**
 - 2 at about ~\$1.5 each
 - **Black beans ~\$1.80**
 - 2 at about ~\$0.89 each
 - **Green onions ~\$2.00**
 - 2 at about ~\$1.00 each
 - **Cilantro ~\$2.00**
 - 2 at about ~\$1.00 each
 - **Lime ~\$1.20**
 - 2 at about ~\$0.60 each
 - **Cumin ~\$3.20**

- Chili powder ~\$2.00

Week 5 (July 1-3) Watermelon and mint salad (tripled, ~96 ¼ cup samples) ~\$20

*****Did not triple, \$7.35*****

- Ingredients to be purchased:
 - 1 large, ~15-20 lb Watermelon ~\$9.00
 - @~\$0.44/lb
 - Limes ~\$3.60
 - 6 @ ~\$0.60
 - Cayenne pepper ~\$1.00
 - Mint leaves ~\$5.00
 - 2 @~\$2.5

Week 6 (July 8-11) : Summer Cucumber Salad (Tripled - ~96 ¼ cup samples) ~\$25

*****Doubled instead of tripled, \$10*****

- Ingredients to be purchased:
 - Cucumbers ~\$4.50
 - 6 regular @ ~\$0.89 each
 - Or 3 large English cucumbers ~\$1.50 each
 - Grape tomatoes ~\$9.00
 - 3 @~\$3.00 each
 - Red onion ~\$1.20
 - 2 @ ~\$0.60 each
 - Cilantro \$1.00
 - Avocados ~\$2.70
 - 3 @ ~\$0.89 each
 - Black beans~\$2.70
 - 3 @ ~\$0.89 each
 - Limes ~\$3.60
 - 6 @ ~\$0.60

Week 7 (July 15-18): Beet and Apple Salad (doubled) – \$12

****Did not double, \$6.82****

- Ingredients to be purchased:
 - **Beets - ~6.00**
 - \$3/bunch of 3 beets
 - **Apples - ~\$1.70**
 - 2 apples - ~\$0.85 each
 - **Apple cider vinegar ~ \$1.50**
 - **Oranges**
 - 2 oranges - ~\$0.75 each
 - **Red onion ~\$0.60**

Budget for Samples: ~\$171

Spent: \$106.59

Budget for Printing Materials: ~\$30

Posters: all 12"x18"

Bigger poster: Healthy Summer Challenge Poster

Appendix 2: Healthy Summer Challenge Flyer



Healthy Summer Challenge

Join Create Better Health for a fun seven-week challenge.
Earn raffle tickets for trying fun healthy recipes with your family.
Win great prizes!

LOCATION: Logan High School - During Summer Lunch

DATE: June 3rd-July 15th

COST: FREE

To join the challenge, look for the Create Better Health booth
on **Mondays** at Logan High School during the Summer Lunch
services, 11:30 AM - 1:00 PM.

If you have any questions, reach out to Sarah Best
sarah.best@usu.edu



Extension
UtahStateUniversity.



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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

Appendix 3: Healthy Summer Challenge Poster

The poster features a white central area with text, surrounded by a border of fresh produce including spinach, lemons, grapefruit, and green grapes. The text is centered and reads: "CREATE SNAP-ED BETTER HEALTH™" in large, multi-colored letters; "HEALTHY SUMMER CHALLENGE" in large, bold, orange letters; a paragraph about discovering recipes and prizes; and "New recipes to try every Monday!" in a dark brown banner at the bottom. The footer includes the Utah State University Extension logo and a funding disclaimer.

CREATE SNAP-ED
BETTER HEALTH™

**HEALTHY
SUMMER
CHALLENGE**

Discover delicious healthy recipes, fun activities, and chances to win prizes while embracing a healthier lifestyle! Let's make this summer a season of nourishment and wellness together!

New recipes to try every Monday!

Extension
UtahStateUniversity.

 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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

Appendix 4: How to Earn Raffle Tickets Flyer



CREATE SNAP-ED
BETTER HEALTH™



How to Earn Tickets for the Raffle

1

Try a recipe!

Earn 1 ticket each time you make a recipe! Be sure to take a picture and show it to us!

2

Attend a class

Earn 2 tickets for each class you attend in person! (There are 4 classes total)

3

Take online classes

Earn 1 ticket for each class you take online! (There are 8 classes online)

4

Take the survey at the beginning of the challenge!

Help us develop community health challenge programming! 2 tickets per survey!

5

Take the survey at the end of the challenge!

Help us develop community health challenge programming! 2 tickets per survey!

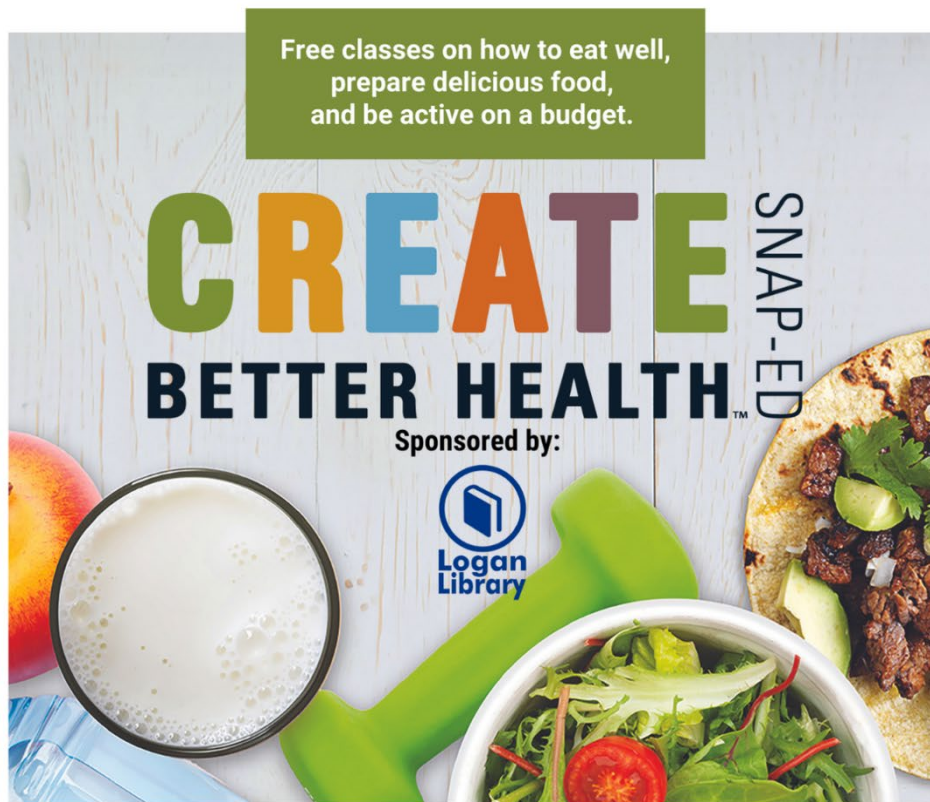


Extension
UtahStateUniversity



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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

Appendix 5: Flyer for Adult Classes



Logan Library - Community Room B

7-8 PM | Cost is Free!

Earn 2 extra raffle tickets per class!

Tuesday 6/4
MyPlate & Dietary
Guidelines
Physical Activity

Tuesday 6/11
Nutrition Facts Label
Overcoming Barriers
to Physical Activity

Tuesday 6/18
Meal Planning and
Grocery Shopping
Fruits and Vegetables

Tuesday 6/25
Establishing Healthy
Eating
Course Review

For more information, visit: CreateBetterHealth.org

Contact us: sarah.best@usu.edu

Extension
UtahStateUniversity.



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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

Appendix 6: Flyer for Food, Fun, and Reading Classes



CREATETM

FOOD, FUN & READING

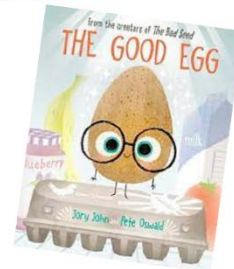
Sponsored by  **Logan Library**

A series of **FREE** lessons

for Preschoolers through Second Grade and their Parents!



- 1 Read a children's story book
- 2 Talk about MyPlate and nutrition
- 3 Play a physically active game



Logan City Library | 285 N Main, Logan, UT

5/29 1:00 pm	6/05 1:00 pm	6/12 1:00 pm	6/19 1:00 pm	6/26 1:00 pm	7/03 1:00 pm
------------------------	------------------------	------------------------	------------------------	------------------------	------------------------

For more information contact

Sarah Best | sarah.best@usu.edu

CREATE SNAP-ED
BETTER HEALTH.

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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equality/non-discrimination>.

Extension
Utah State University. 

Appendix 7: QR Code for Healthy Summer Challenge Survey



CREATE SNAP-ED
BETTER HEALTH™

Healthy Summer Challenge Survey

Scan Here!

U STATE
Extension
Utah State University

 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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

The image is a promotional graphic for a survey. It features a central QR code on a white background. Surrounding the QR code are various fresh ingredients: cherry tomatoes, green leafy salad, yellow and red bell peppers, basil, walnuts, almonds, and a bowl of hummus. The text 'CREATE SNAP-ED BETTER HEALTH™' is at the top, followed by 'Healthy Summer Challenge Survey' in a large, bold font. Below the QR code is the text 'Scan Here!' with a hand-drawn arrow pointing to it. At the bottom left is the Utah State University logo and name, and at the bottom right is a small disclaimer about funding and equal opportunity.

Appendix 8: Participation Form and Pre-Survey



Participation Form

Thank you for participating in the Healthy Summer Challenge!

Purpose: This survey helps Create Better Health develop programming. Your input will help with developing community health challenges across the state of Utah.

Procedure: This survey should take about 5 minutes to complete. Participation is voluntary, and responses will be kept anonymous.

Risk: Participation in this survey is voluntary. There are no costs or risks associated with participation. You have the option to not respond to any questions that you choose.

Benefit: If you complete this survey, you will receive additional raffle tickets for the prizes at the end of the Healthy Summer Challenge. The drawing will happen on July 15th.

Confidentiality: This survey will not ask for any identifiable information. You will be asked for your initials, your birth month, and your birth day. All answers you provide will be kept confidential. Data will be reported to the Create Better Health team in summary format, with no personal link to you. These surveys will be kept in digital format in a secure location by the Create Better Health Office. After removing all identifying information, the data may be used for future research studies or shared with other researchers for publications and nutrition educators for program improvement, without requiring additional informed consent

If you have any questions, please contact Sarah Best, via email at sarah.best@usu.edu or Dr. Tandalio Kidd at martan@ksu.edu. If you have any questions about your rights as a participant in this project, you may contact the IRB Chair Lisa Rubin, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

I have read the above information and agree to participate in the survey for the challenge.

Initials ____ Birth month ____ Birth day ____

Enter Survey (electronic)

Survey for Healthy Summer Challenge

1. First letter of first name and first letter of last name, birthdate format MM/DD:

For example: Jane Doe birthday is January 5th.

First letter of first name: J, First letter of last name: D, Birth month: 01, Birth day: 05

First letter of first name: _____ First letter of last name: _____ Birth month: _____ Birth day: _____

2. What is your go-to family meal or recipe? _____

3. Are you interested in making more nutritious family meals?

- ☐ Yes, we have been trying to make healthy meals for more than 6 months.
- ☐ Yes, we have been trying to make healthy meals for less than 6 months.
- ☐ Yes, we have been wanting to learn to make healthier meals but haven't started yet.
- ☐ No, we are not interested in making healthier meals.

4. The Create Better Health program offers free nutrition classes! For additional raffle tickets, would you be interested in attending a Create Better Health class?

- ☐ Yes, I am interested*
- ☐ No, I am not interested at this time.

***If yes, please visit the Create Better Health table for more details**

5. On a scale from strongly disagree to strongly agree, how would you agree with these statements:

"It is important to my family to eat a variety of fruits and	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree
--	--	-----------------------------------	----------------------------------	---	---

vegetables each day.”					
“I feel confident that my family can eat healthy meals on a budget.”	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree

6. How many **different kinds** of fruit does your family usually eat in a day?

**Examples: Apples, bananas, melons, berries, avocados, 100% fruit juice, dried fruit, etc.*

☐ 0	☐ 1-2	☐ 3-4	☐ 5+
----------------------------	------------------------------	------------------------------	-----------------------------

7. On a scale from strongly disagree to strongly agree, how would you agree with these statements:

“I know all the food groups on MyPlate.”	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree
“I know the benefits of eating whole grains.” <i>*Examples: Whole grain bread, brown rice, whole grain pasta, oatmeal, etc.</i>	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree
“I know the benefits of eating a variety of fruits and vegetables.”	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree

8. How many **different kinds** of vegetables does your family usually eat in a day?

**Examples: broccoli, cucumbers, lettuce, spinach, carrots, beets, bell peppers, etc.*

☐ 0	☐ 1-2	☐ 3-4	☐ 5+
----------------------------	------------------------------	------------------------------	-----------------------------

9. What do you hope to get out of participating in the Healthy Summer Challenge?

***Thank you for taking the time to fill out this survey! Be sure to give the survey to a
Create Better Health ambassador to get your raffle tickets! (hard copy)***

***Thank you for taking the time to fill out this survey! Be sure to show this screen to get
your raffle tickets! (electronic)***

Appendix 9: Participation Form and Post-Survey



Participation Form – Post Survey

Thank you for participating in the Healthy Summer Challenge!

Purpose: This survey helps Create Better Health develop programming. Your input will help with developing community health challenges across the state of Utah.

Procedure: This survey should take about 5 minutes to complete. Participation is voluntary, and responses will be kept anonymous.

Risk: Participation in this survey is voluntary. There are no costs or risks associated with participation. You have the option to not respond to any questions that you choose.

Benefit: If you complete this survey, you will receive additional raffle tickets for the prizes at the end of the Healthy Summer Challenge. The drawing will happen on July 15th.

Confidentiality: This survey will not ask for any identifiable information. You will be asked for your initials, your birth month, and your birth day. All answers you provide will be kept confidential. Data will be reported to the Create Better Health team in summary format, with no personal link to you. These surveys will be kept in digital format in a secure location by the Create Better Health Office. After removing all identifying information, the data may be used for future research studies or shared with other researchers for publications and nutrition educators for program improvement, without requiring additional informed consent.

If you have any questions, please contact Sarah Best, via email at sarah.best@usu.edu or Dr. Tandy Kido at martan@ksu.edu. If you have any questions about your rights as a participant in this project, you may contact the IRB Chair Lisa Rubin, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

I have read the above information and agree to participate in the survey for the challenge.

Initials____ **Birth month** ____ **Birth day**____



Healthy Summer Challenge Post-Survey

1. First letter of first name and first letter of last name, birthdate format MM/DD:

For example: Jane Doe's birthday is January 5th.

First letter of first name: J First letter of last name: D Birth month: 01 Birth day: 05

First letter of first name: _____ First letter of last name: _____ Birth month: _____ Birth day: _____

2. Did your family try any recipes from the challenge? If yes, which one was your favorite?

3. Since the beginning of the Healthy Summer Challenge, how many Create Better Health classes have you attended? (i.e. Food, Fun, and Reading or online Create Better Health classes)

☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5+
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------

4. On a scale from strongly disagree to strongly agree, how would you agree with these statements:

"It is important to my family to eat a variety of fruits and vegetables each day."	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree
"I feel confident that my family can eat healthy meals on a budget."	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree

5. How many different kinds of fruit does your family usually eat in a day?

**Examples: Apples, bananas, melons, berries, avocados, 100% fruit juice, dried fruit, etc.*

☐ 0	☐ 1-2	☐ 3-4	☐ 5+
----------------------------	------------------------------	------------------------------	-----------------------------

6. On a scale from strongly disagree to strongly agree, how would you agree with these statements:

"I know all the food groups on MyPlate."	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree
"I know the benefits of eating whole grains." <i>*Examples: Whole grain bread, brown rice, whole grain pasta, oatmeal, etc.</i>	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree
"I know the benefits of eating a variety of fruits and vegetables."	☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Somewhat Agree	☐ Strongly Agree

7. How many different kinds of vegetables does your family usually eat in a day?

**Examples: broccoli, cucumbers, lettuce, spinach, carrots, beets, bell peppers, etc.*

☐ 0	☐ 1-2	☐ 3-4	☐ 5+
----------------------------	------------------------------	------------------------------	-----------------------------

8. What was your favorite part of the Healthy Summer Challenge?

9. What was your least favorite part of the Healthy Summer Challenge?

***Thank you for taking the time to fill out this survey! Be sure to give the survey to a
Create Better Health ambassador to get your raffle tickets!***

Appendix 10: Survey Responses from Pre-Survey

1 - What is your go-to family meal or recipe?

What is your go-to family meal or recipe?

Tocos

Kielbasa, potatoes, veggies

Quesadillas

Chicken Nuggets

Potato Soup

Pizza

Pasta, tacos

Recipe

Spaghetti

Spaghetti

Nachos

Anything picky eaters

Whole grain rice with sphagetti

Spaghetti

2 - Are you interested in making more nutritious family meals?

Field	Choice Count
Yes, we have been trying to make healthy meals for more than 6 months.	12
Yes, we have been trying to make healthy meals for less than 6 months.	0
Yes, we have been wanting to learn to make healthier meals but haven't started yet.	2
No, we are not interested in making healthier meals.	0

3 - The Create Better Health program offers free nutrition classes! For additional raffle tickets, would you be interested in attending a Create Better Health class? *If yes, please visit the Create Better Health table for more details

14 Responses

Field	Choice Count
Yes, I am interested*	14
No, I am not interested at this time.	0
Total	14

4 - On a scale from strongly disagree to strongly agree, how would you agree with the following:

Field	Strongly Disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
"It is important to my family to eat a variety of fruits and vegetables each day."	2	0	0	2	10
"I feel confident that my family can eat healthy meals on a budget."	1	0	2	4	6

5 - How many different kinds of fruit does your family usually eat in a day? *Examples: Apples, bananas, melons, berries, avocados, 100% fruit juice, dried fruit, etc.

Field	Choice Count
0	0
1-2	8
3-4	5
5+	1

6 - On a scale from strongly disagree to strongly agree, how would you agree with the following:

Field	Strongly Disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
"I know all the food groups on MyPlate."	1	0	3	5	5
"I know the benefits of eating whole grains." *Examples: Whole grain bread, brown rice, whole grain pasta, oatmeal, etc.	0	0	3	5	6
"I know the benefits of eating a variety of fruits and vegetables."	0	0	1	4	9

7 - How many different kinds of vegetables does your family usually eat in a day? *Examples: broccoli, cucumbers, lettuce, spinach, carrots, beets, bell peppers, etc.

Field	Choice Count
0	0
1-2	11
3-4	2
5+	1

8 - What do you hope to get out of participating in the Healthy Summer Challenge?

What do you hope to get out of participating in the Healthy Summer Challenge?

Prizes

Better understanding of food

More recipe ideas!

Healthier Meals

Better nutrition for my children

Fun healthy recipes

New ideas: easy, healthy recipes

More healthy recipes to try

Find new practical recipes that are healthy and kid friendly

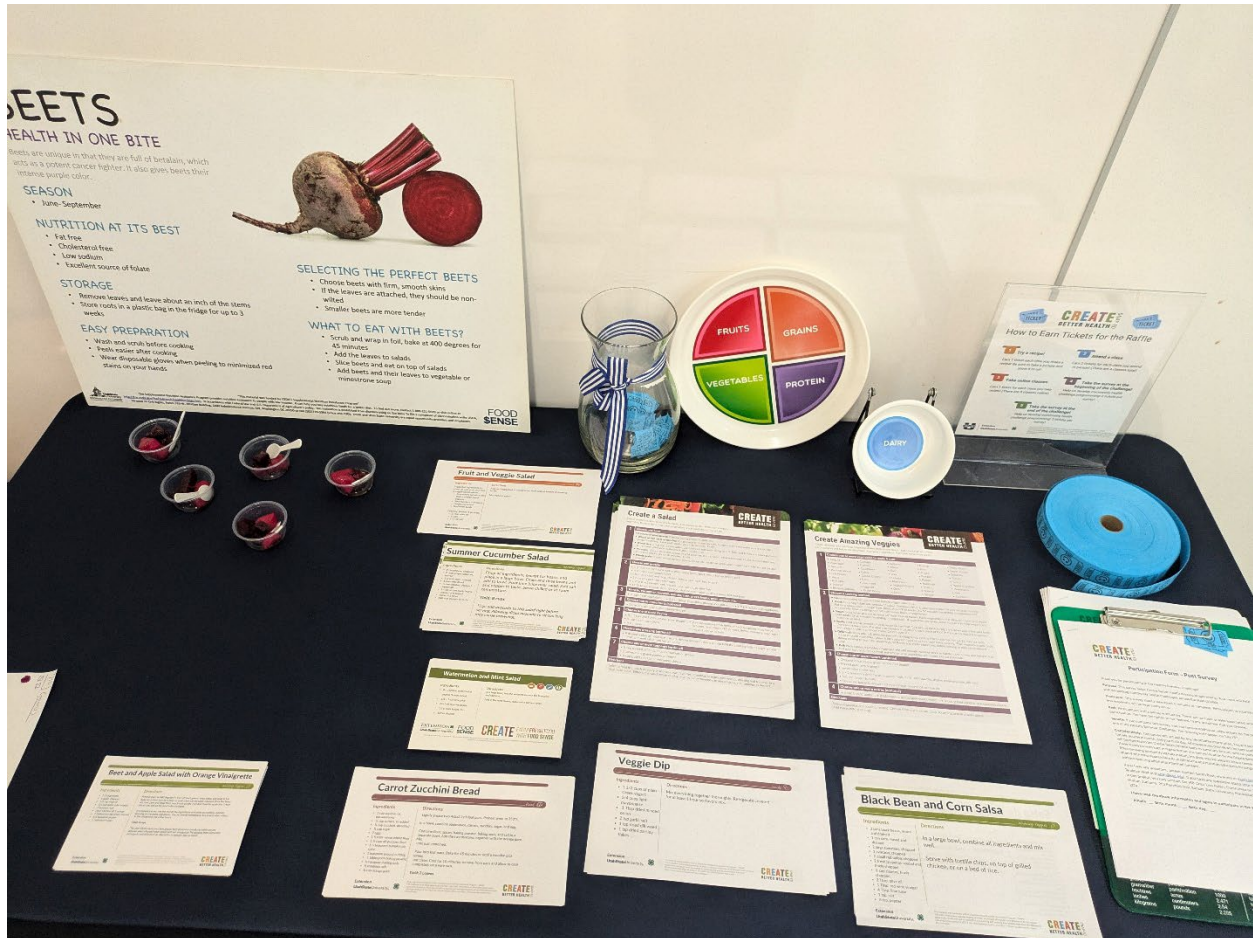
Getting recipes of healthy and tasty meals that I haven't thought of, would be excellent!

Learning about more food

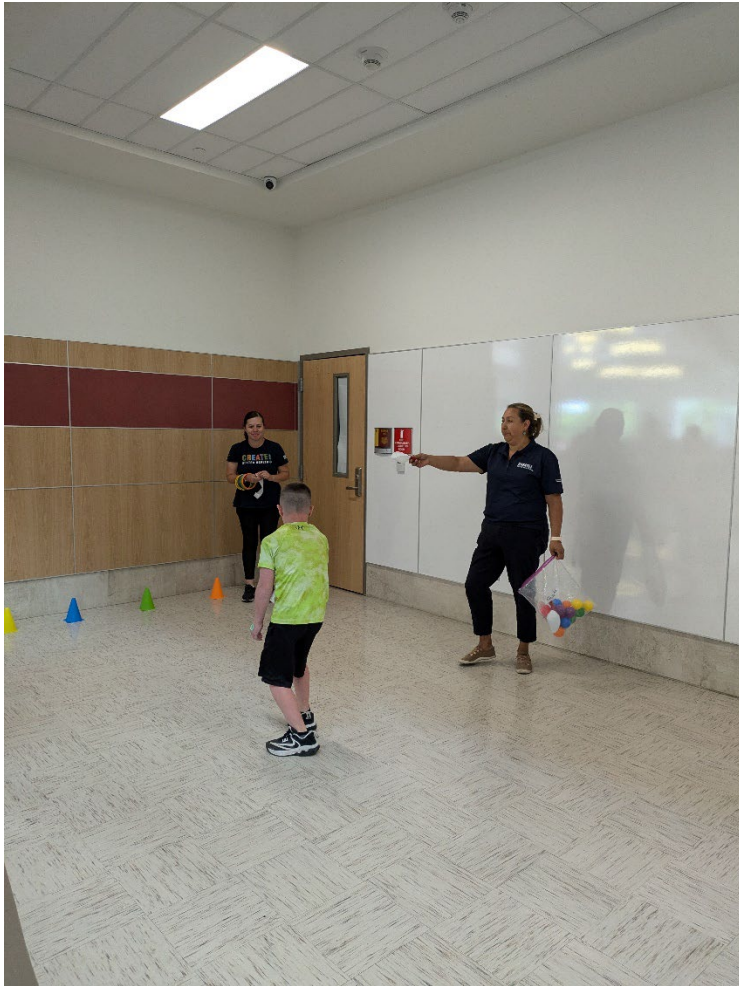
More recipe ideas

Better eating habits

Appendix 11: Nutrition Education Table



Appendix 12: Table Activities



Appendix 13: Food, Fun, and Reading Classes



Appendix 14: Recipes

Black Bean and Corn Salsa

Ingredients

- 2 cans black beans, rinsed and drained
- 1 can corn, rinsed and drained
- 2 large tomatoes, chopped
- 1 avocado, chopped
- ½ small red onion, chopped
- 2 fresh jalapeños seeded and finely chopped
- ¼ cup cilantro, finely chopped
- 2 Tbsp. olive oil
- 4 Tbsp. lemon juice
- 1 tsp. salt
- ½ tsp. pepper

Directions

In a large bowl, combine all ingredients and mix well.

Serve with tortilla chips, on top of grilled chicken, or on a bed of rice.

Extension
UtahStateUniversity.

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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

CREATE
BETTER HEALTH

Carrot Zucchini Bread

Ingredients

- 1 cup applesauce, unsweetened
- ½ cup carrots, shredded
- ½ cup zucchini, shredded
- ½ cup sugar
- 2 eggs
- 1 ½ cups whole wheat flour
- 1 ½ cups all purpose flour
- 1 ½ teaspoon pumpkin pie spice
- 1 teaspoon ground nutmeg
- 1 tablespoon baking powder
- ½ teaspoon baking soda
- ½ teaspoon salt
- ¼ cup orange juice

Directions

Lightly grease two 4x8x2 inch loaf pans. Preheat oven to 350°F.

In a bowl, combine applesauce, carrots, zucchini, sugar, and egg.

Combine flour, spices, baking powder, baking soda, and salt in a separate bowl. Add the two mixtures together with the orange juice. Mix until just combined.

Pour into loaf pans. Bake for 45 minutes or until a wooden pick comes out clean. Cool for 10 minutes; remove from pans and allow to cool completely on a wire rack.

Yield: 2 Loaves

Extension
UtahStateUniversity.

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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

CREATE
BETTER HEALTH

Fruit and Veggie Salad

Ingredients

Suggested Ingredients (or come up with your own fruit & veggie combination):

- Cucumbers cut into cubes
- Red or orange sweet peppers
- Strawberries cut in slices
- Grapes cut in half
- Sunflower seeds

Dressing: (Makes 4 servings)

- 2 Tbsp olive oil
- 1 Lime
- 1/2 tsp salt

Directions

Add each ingredient to a large bowl. Pour desired amount of dressing inside.

Mix well and enjoy!

Extension
UtahStateUniversity.

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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

CREATE
BETTER HEALTH

Veggie Dip

Ingredients

- 1 1/2 cups of plain Greek yogurt
- 3/4 cups light mayonnaise
- 1 Tbsp dried minced onion
- 2 tsp garlic salt
- 1 tsp dried dill weed
- 1 tsp dried parsley flakes

Directions

Mix everything together thoroughly. Refrigerate covered for at least 1 hour so flavors mix.

Extension
UtahStateUniversity.

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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

CREATE
BETTER HEALTH

Watermelon and Mint Salad

Ingredients

- 8 cup seedless watermelon chunks (1-inch cubes)
- 1/4 cup fresh lime juice
- Pinch of cayenne pepper
- 1/2 cup mint leaves, torn
- Salt as desired

Directions

In a large bowl, toss the watermelon with the lime juice and cayenne. Fold in the mint leaves, season with salt and serve.

Extension
UtahStateUniversity.

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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

CREATE
BETTER HEALTH

Summer Cucumber Salad

Ingredients

- 2 cucumbers, chopped
- 2 cups grape tomatoes, halved
- 1/2 red onion, minced
- 1 avocado, diced
- ¼ cup cilantro, chopped (optional)
- 1 - 15 oz can black beans, drained and rinsed
- Juice of 2 limes
- Salt and pepper to taste

Directions

Chop all ingredients, except for beans, and place in a large bowl. Drain and rinse beans and add to bowl. Pour lime juice over salad. Add salt and pepper to taste. Serve chilled or at room temperature.

Yield: 8 cups

Extension
UtahStateUniversity.

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 and is committed to a learning and working environment free from discrimination, including harassment. For USU's non-discrimination notice, see <https://www.usu.edu/equity/non-discrimination>.

CREATE
BETTER HEALTH

Beet and Apple Salad with Orange Vinaigrette

Ingredients

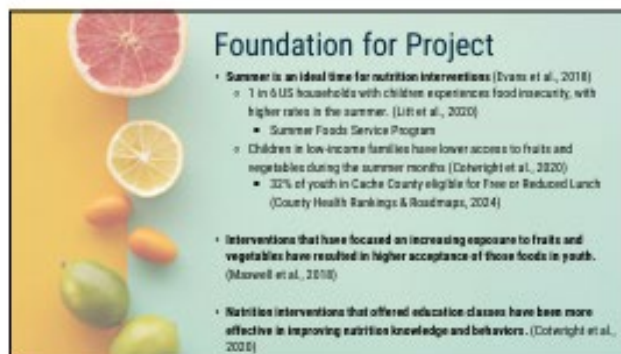
- 2-3 large beets
- 1 apple, chopped
- ½ cup olive oil
- ¼ cup apple cider vinegar
- 1 teaspoon salt
- Juice and zest of 1 orange
- 1 tablespoon red onion, minced
- ¼ teaspoon pepper
- 1 tablespoon sugar

Beets are an excellent source of folate and have the highest natural sugar content of any vegetable. They are very sweet and delicious!

Appendix 15: Presentation slides for Report to Create Better Health Leadership Team



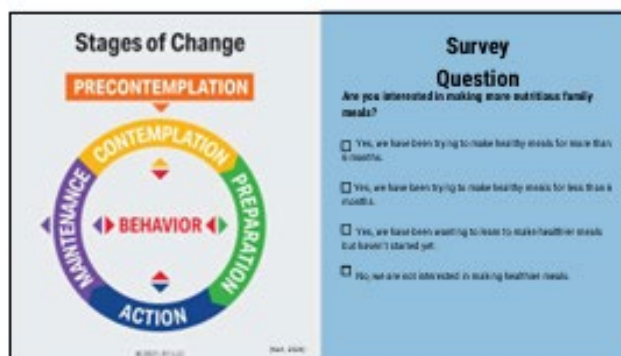
1



2



3



4



5



6

Challenges

- Marketing
- Staffing constraints
- No class attendance for adults
- Some class attendance for youth, but they weren't recruited from the booth
- Difficult to engage with parents and guardians
- Many youth were interested in the challenge, but their parents were not present
- Loss to follow-up



7

Implications

- Factors to be Successful
 - 30-5 hours of free health challenge to youth
- Potential Summer Partnerships
 - Boys and Girls Club
 - Summer Playground
- Community Challenge Participants
 - 11 out of 13 of the participants were in the maintenance phase of the Stages of Change model



8

References

- Evans EW, Bond DS, Piers DF, Renda VC, Wang RB, Schuler E. Promoting health and activity in the summer trial: implementation and outcomes of a pilot study. *Prev Med Rep.* 2018;10:87-93. Published 2018 Feb 26. doi:10.1016/j.pmedr.2018.02.008
- Lin H, Piller A, Tully J, Videman S. Addressing Food Insecurity: An Evaluation of Factors Associated with Receipt of a School-Based Summer Health Program. *J Acad Nutr Diet.* 2020;120(10):1711-1721. doi:10.1016/j.jand.2020.04.005
- Utah County Health Rankings & Roadmaps. (2020). <https://www.healthrankings.org/health-rankings/utah-county/2020>
- Hansen AE, Carillo L, Jann SA, DeJena T, Martin G, McCarthy WL. Eating Veggies in Fun! An Implementation Pilot Study in Partnership With a YMCA in South Los Angeles. *Prev Chronic Dis.* 2018;15(1):22. Published 2018 Nov 1. doi:10.5888/pcd15.150200
- Catalano RJ, Mota-Cole Juan, Jensen F, et al. Improving SNRgrams in T1/T2-weighted and T2-weighted Images Among Low-Income Children Through Use of Chaperons. *Health Equity.* 2020;4(2):84-98. Published 2020 Mar 27. doi:10.1093/heap/daa013
- Hartington MB, Jans M, Boudley K, Hildner M. The Theory of Planned Behavior and the U.S. Summer Food Service Program. *J Nutr Educ Behav.* 2020;52(10):944-951. doi:10.1016/j.jneb.2020.07.020
- Palmer H, Englehart H. Stages of Change Theory (Updated 2021) (p. 4). In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2024 Jan. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK514281/>
- Kuhl T. (2024, November 20). The 5 stages of change and the transtheoretical model (TTM) - do I know the basics? R1 Learning. <https://www.r1learning.com/blog/2020/5stages-of-change>

9