



# IOWA 5-2-1-0 HEALTHY CHOICES COUNT! EVALUATION REPORT

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Health and  
Human Services



# **Iowa 5-2-1-0 Healthy Choices Count! Evaluation Report**

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# Executive Summary

## INTRODUCTION

5-2-1-0 Healthy Choices Count! (5-2-1-0) is a nationally recognized, evidence-based framework to promote the daily recommendations of 5 servings of fruits and vegetables, 2 hours or less of recreational screen time, 1 hour or more of physical activity and 0 sugary drinks.<sup>1</sup> The goal of 5-2-1-0 is to work with parents, teachers, child care providers, health care providers and business leaders to increase physical activity and healthy eating through policy and environmental changes. Since 2017, Iowa Department of Health and Human Services (Iowa HHS) has provided funding and technical assistance to support multi-sector community coalitions in making improvements to the healthy eating and physical activity environments in early care and education, school, out-of-school and community sectors using 5-2-1-0 strategies. Iowa HHS provides this support through contracting with the Iowa Association of Councils of Governments (ICOG), who works with regional councils of government to engage steering committees or community coalitions to select evidence-based 5-2-1-0 strategies to implement within their communities.



## KEY FINDINGS

In 2025, 13 Iowa communities received funding to implement evidence-based strategies across a variety of sectors. Many of these communities are located in counties with higher rates of food insecurity and poverty, as well as inadequate access to places for physical activity, when compared to state averages.

**In 2025, 5-2-1-0 reached nearly 85,000 individuals, including more than 40,000 youth, through the implementation of 44 projects across 13 Iowa communities.**

A total of 44 projects were implemented in various settings across Iowa, including schools, libraries, parks, food pantries and community centers. These projects aimed to: 1) increase access to physical activity opportunities for Iowa children and families; 2) increase healthy behaviors among youth, families and staff; and 3) increase access to healthier food and beverage choices for Iowa children and families. Nearly 85,000 total community members were reached by 5-2-1-0 projects, more than 40,000 of whom were youth. Funded communities also worked with 76 partners and leveraged more than \$600,000 in additional funding to support 5-2-1-0 projects.

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1 Iowa Department of Health and Human Services. (2024). *5-2-1-0 Healthy Choices Count*. Available at: [hhs.iowa.gov/programs/programs-and-services/healthy-eating-active-living/5-2-1-0](https://hhs.iowa.gov/programs/programs-and-services/healthy-eating-active-living/5-2-1-0)

## PROJECT HIGHLIGHTS

### Increasing Physical Activity

- Ten communities increased access to physical activity. More than 500 pieces of physical activity equipment were purchased and over 2,400 residents received 495 minutes of instructor-led physical activity sessions.
- Four communities purchased 98 pieces of playground equipment to promote active recess during more than 200 recess sessions in local schools.
- Two communities promoted active play at local daycare centers through the purchase of one Beam projector (interactive projector system) and six helmets for daycare participants to use while riding tricycles during outside play time which were used approximately 156 times for 4,680 minutes.
- One community updated, printed and disseminated trail maps and captured aerial footage of their local trail system to increase awareness and utilization of trails.



*Youth playing baseball. Photo credit: Sioux Center.*

### Encouraging Healthy Eating

- Five communities promoted healthy food and beverage environments. Eight water bottle filling stations and drinking fountains were purchased and installed and more than 1,400 water bottles were filled. Two communities also purchased 15 pieces of equipment and supplies for local food pantries and distributed over 78,000 pounds of food.
- Four communities implemented community and school gardens. More than 20 types of produce were planted, 24 pounds of produce were harvested, 299 pieces of gardening equipment and materials were purchased and over 1,100 minutes of nutrition education and gardening lessons were provided.
- One community worked with vendors from a farmers market to implement a nutrition incentive program and increase access to locally sourced produce. A total of 213 vouchers were distributed and redeemed, amounting to \$2,130 in fresh produce for Iowa families.

***“One family came to visit our table every week to get a token to buy fresh produce. They told me they could not afford to do so without this token. They had two children, so they got two tokens worth \$10 each. A total of \$20 in fresh produce the few weeks they stopped by. They told me they fall into the gap of making too much money to qualify for assistance, but not enough to buy extras.”***

## CONCLUSIONS

Funded communities reached thousands of Iowa families through 5-2-1-0, increasing their access to places to be active and eat healthfully. These funded communities are working with a variety of partners and leveraging additional funding sources to help enhance and sustain these projects.

# Introduction

## **BACKGROUND**

Iowa Department of Health and Human Services (Iowa HHS) provides high-quality programs and services that protect and improve the health and resiliency of individuals, families and communities, including leading efforts to increase healthy eating and physical activity. One of the ways Iowa HHS supports healthy eating and physical activity in communities is through the 5-2-1-0 Healthy Choices Count! program. 5-2-1-0 Healthy Choices Count! (5-2-1-0) is a nationally recognized, evidence-based framework to promote the daily recommendations of 5 servings of fruits and vegetables, 2 hours or less of recreational screen time, 1 hour or more of physical activity and 0 sugary drinks. The goal of 5-2-1-0 is to work with parents, teachers, childcare providers, health care providers and business leaders to increase physical activity and healthy eating through policy and environmental change. Through this initiative, Iowa HHS aims to improve the health of communities, increasing opportunities for everyone to live the healthiest life possible.

Iowa HHS has been supporting the implementation of 5-2-1-0 in Iowa communities since 2017. It provides funding and technical assistance to support multi-sector community coalitions to make sustainable policy and environmental changes using 5-2-1-0 strategies. Iowa HHS contracts with the Iowa Association of Councils of Governments (ICOG) which is composed of 17 regional councils of governments (COGs). Funding is provided to communities over a three-year period using a tiered allocation. Communities receive a larger allocation in the first year of implementation and then funding is gradually reduced in the second and third years.

With the assistance of Iowa HHS, COGs are responsible for engaging a steering committee or community coalition to select communities to implement evidence-based strategies aligned with the Centers for Disease Control and Prevention's Nutrition, Physical Activity and Obesity Prevention Strategies. COGs work in a variety of settings, including childcare, out-of-school, K-12 schools and community facilities approved by Iowa HHS. Selection of implementation sites is based on a variety of factors, such as identified need, presence of an existing coalition or plan, secondary data and community capacity. COGs then collaborate with the steering committee or community coalition to prepare an action plan and implement changes, collect evaluation data and prepare and submit final reports to Iowa HHS.

## **DEVELOPMENT OF 2025 5-2-1-0 ACTION PLANS**

In the fall of 2024, COG coordinators and their local implementation partners worked together to select interventions from a menu of evidence-based 5-2-1-0 implementation strategies within four key sectors: early care and education (ECE), school, out-of-school and community. COG coordinators submitted 5-2-1-0 funding proposals to Iowa HHS in January 2025. Once approved, the plans were implemented from January through June 2025.



## **EVALUATION OF 5-2-1-0 STRATEGIES**

5-2-1-0 strategies had associated data collection and evaluation activities to help guide and standardize the evaluation process. The data collection activities included three levels of evaluation.

- Level 1: Assess reach of the intervention.
- Level 2: Track process indicators.
- Level 3: Assess outcomes associated with the intervention.

All implementation partners were expected to complete Level 1 data collection activities. Level 2 data collection activities were encouraged but not required. Level 3 data collection activities may require additional technical assistance and support and were not commonly implemented.

Iowa HHS contracted Altarum, a non-profit research and consulting organization, to provide evaluation support to 5-2-1-0, including developing and implementing an evaluation plan for the program. In addition, Altarum provides one-on-one technical assistance support to COGs and implementation partners on evaluation, data collection and reporting.

## **PURPOSE OF THIS REPORT**

The purpose of this report is to summarize the implementation sites' progress, highlighting accomplishments, success stories and the impact 5-2-1-0 strategies had in Iowa communities.





# Methodology

The goals and research questions shown in **Exhibit 1** were developed to guide 5-2-1-0 evaluation activities. This report addresses the majority, but not all, of the research questions. A separate report, *5-2-1-0 Evaluation: Iowa HHS COG Survey Results*, was prepared for Iowa HHS presenting how 5-2-1-0 interventions were selected within funded communities.

**Exhibit 1. 5-2-1-0 Evaluation Goals and Research Questions**

Goals	Research Questions
<b>Assess whether underlying assumptions about how the program operates accurately reflect program implementation in real world settings.</b>	<ul style="list-style-type: none"> <li>• To what extent are 5-2-1-0 strategies reaching populations with the greatest need?</li> <li>• How are the interventions selected within funded communities?*</li> <li>• To what extent are the interventions selected by communities grounded in evidence?</li> <li>• To what extent are implementation sites building their capacity, implementation effectiveness and leveraging resources over time?</li> <li>• Are communities sustaining intervention activities during and after 5-2-1-0 community funding?</li> </ul>
<b>Establish a process or system for incorporating evaluation feedback loops to support continuous use of evaluation data for program improvement and accountability.</b>	<ul style="list-style-type: none"> <li>• What is the evaluation capacity of COGs and implementation sites to gather evaluation data to monitor implementation and outcomes of 5-2-1-0?*</li> <li>• How can the 5-2-1-0 evaluation improve the ability of COGs and implementation sites to effectively select, implement and sustain action plan activities?</li> <li>• How can data be used to promote shared learning and program improvement?</li> </ul>
<b>Identify positive outcomes the 5-2-1-0 program may have on Iowa communities.</b>	<ul style="list-style-type: none"> <li>• To what extent do current implementation site environments and policies support the 5-2-1-0 message?</li> <li>• To what extent are 5-2-1-0 strategies likely to result in positive changes among individuals and communities?</li> </ul>

*\*Research question addressed in 5-2-1-0 Evaluation: Iowa HHS COG Survey Results.*

An online data collection tool was developed by Altarum using the Alchemer platform to collect project-related data from each funded community. The tool was composed of both multiple choice and open-ended questions (**Appendix A**). The data collection tool was intended to collect Level 1, 2 and 3 data, as well as data related to sustainability, project funding and success stories. While there were various process indicators that COG coordinators could report, they were able to choose indicators that were most applicable to their projects. Level 2

process indicators included measures such as number of pieces of equipment purchased, number of events held and number of physical activity sessions conducted. Additionally, coordinators were asked to email project-related photos directly to Altarum to share in this report.

Iowa HHS distributed the data collection tool to COG coordinators on May 30, 2025. Coordinators were given until June 30, 2025 to enter data and were required to submit a separate entry for each 5-2-1-0 project implemented. For example, a community with three 5-2-1-0 projects required the COG coordinator to complete data collection tool three times, once for each project. A total of 51 responses were collected. Of those responses, 44 reflected projects that were in progress or complete and seven included projects that had not started. At the conclusion of data collection, data were organized by COG and then cleaned and analyzed in Microsoft Excel. Most questions within the data collection tool were not required to be answered so the total n for each question varied. In instances where data needed clarification, Altarum and Iowa HHS contacted COG coordinators via email, and information was updated as needed. Some 5-2-1-0 projects had not been implemented as of June 30, 2025. If projects had not yet begun, COG coordinators and their implementation partners were asked to estimate project reach. COG coordinators will be given the opportunity to update their reach data by the end of September 2025; therefore, some of the data presented in this report may be adjusted.

For implemented 5-2-1-0 projects, data were summed to calculate total reach and total youth reach. In instances where city or county population was used to estimate reach for at least one of the community's projects, this number was used as the total community reach to avoid duplicating the number of individuals. All other data were aggregated across projects. For Level 2 and Level 3 indicators that involved counts, data were summed across projects within each implementation strategy (e.g., total number of partners and total number of physical activity equipment purchased). All qualitative indicators were combined across projects and analyzed using thematic analysis.



# Key Findings

## OVERVIEW OF 5-2-1-0 FUNDED COMMUNITIES

A total of 13 communities received 5-2-1-0 funding during the 2025 project period. Across these communities, 11 Iowa COGs and 14 Iowa counties were represented. Many of the funded communities were located in counties with inadequate access to exercise opportunities and high rates of food insecurity and poverty (**Exhibit 2**), indicating that there was a substantial need for increased access to physical activity and healthy eating opportunities. Compared with the overall averages in the State of Iowa, ten funded communities had a lower percentage of residents with adequate access to exercise opportunities, nine experienced higher levels of food insecurity, and five communities experienced higher levels of poverty.

This was the first year of 5-2-1-0 funding for the communities of Manilla, Nashua, Panora and Sioux Center, the second year of funding for Council Bluffs, Charles City, Humboldt and Tipton and the third year of funding for Davenport, Olin/Anamosa, Perry, Sioux City and Tama/Toledo (**Exhibit 3**). At the time of reporting, 44 projects (86% of the 51 planned projects) had been completed or were in progress. The average number of projects planned within each community was four, ranging from one project in Sioux Center, to seven projects in Council Bluffs, Nashua and Tipton. Of the projects that had been implemented, 61% were implemented in the community sector, 25% in the school sector, 7% in the out-of-school sector and 7% in the ECE sector (**Exhibit 4**).



*Volunteers and students working in community and school gardens. Photo credit: Tama/Toledo.*

## Exhibit 2. 5-2-1-0 Funded Communities

COG	County	Funded Community	Poverty Rate by County (2019–2023) <sup>2</sup>	Percentage of County Population with Access to Exercise Opportunities (2025) <sup>3</sup>	Food Insecurity Rate by County (2023) <sup>4</sup>
Bi-State Regional Commission	Scott	Davenport	12%	90%	12%
East Central Intergovernmental Association	Cedar	Tipton	7%	65%	10%
East Central Iowa COG	Jones	Olin/ Anamosa	10%	72%	12%
Iowa Northland Regional COG	Chickasaw	Nashua	7%	61%	11%
Iowa Northland Regional COG	Floyd	Nashua	11%	77%	13%
Metropolitan Area Planning Agency	Pottawattamie	Council Bluffs	11%	83%	13%
MIDAS COG	Humboldt	Humboldt	14%	64%	13%
North Iowa Area COG	Floyd	Charles City	11%	77%	13%
Northwest Iowa Planning & Development Commission	Sioux	Sioux Center	6%	80%	9%
Region 6 Resource Partners	Tama	Tama/Toledo	15%	62%	14%
Region XII COG	Dallas	Perry	6%	69%	9%
Region XII COG	Guthrie	Panora	9%	47%	11%
Region XII COG	Crawford	Manilla	16%	63%	15%
Siouxland Interstate Metropolitan Planning Council	Woodbury	Sioux City	13%	91%	13%
State of Iowa Averages	-	-	<b>11%</b>	<b>80%</b>	<b>11%</b>

2 U.S. Census Bureau. (2025). Poverty Status in the Last 12 Months from American Community Survey, 2019-2023. Available at: [data.census.gov](https://data.census.gov)

3 County Health Rankings. (2025). Percentage of Population with Access to Exercise Opportunities in Iowa. Available at: [countyhealthrankings.org/access-to-exercise-opportunities](https://countyhealthrankings.org/access-to-exercise-opportunities)

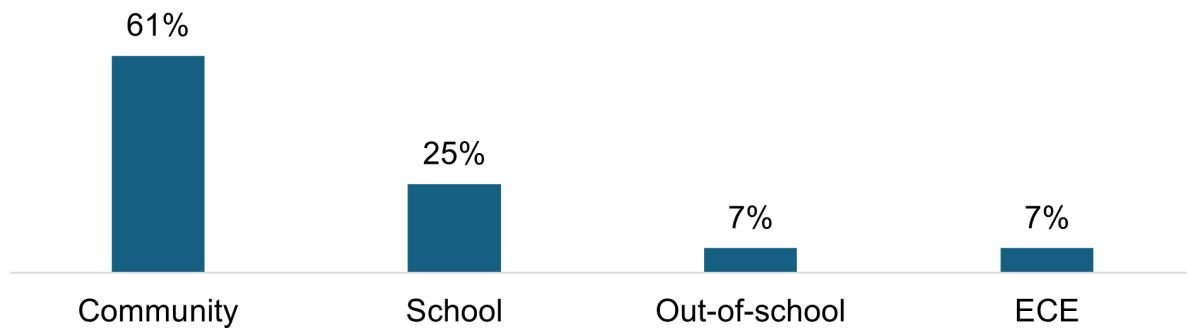
4 Feeding America. (2025). Map the Meal Gap: Percentage of Population with Food Insecurity, 2023. Available at: [map.feedingamerica.org/county/2023/iowa](https://map.feedingamerica.org/county/2023/iowa)



**Exhibit 3. Overview of 5-2-1-0 Funded Communities, Funding Year, Number of Projects and Sectors Reached**

Funded Community	Year of Funding	Number of Projects	Project Sectors
Manilla	1	3	<ul style="list-style-type: none"> <li>• Community</li> <li>• ECE</li> </ul>
Nashua	1	7	<ul style="list-style-type: none"> <li>• Community</li> <li>• Out-of-school</li> <li>• School</li> </ul>
Panora	1	3	<ul style="list-style-type: none"> <li>• Community</li> <li>• Out-of-school</li> <li>• School</li> </ul>
Sioux Center	1	1	<ul style="list-style-type: none"> <li>• Community</li> </ul>
Charles City	2	6	<ul style="list-style-type: none"> <li>• Community</li> <li>• School</li> </ul>
Council Bluffs	2	5	<ul style="list-style-type: none"> <li>• Community</li> <li>• School</li> </ul>
Humboldt	2	2	<ul style="list-style-type: none"> <li>• Community</li> </ul>
Tipton	2	7	<ul style="list-style-type: none"> <li>• Community</li> <li>• ECE</li> <li>• Out-of-school</li> <li>• School</li> </ul>
Davenport	3	4	<ul style="list-style-type: none"> <li>• Community</li> <li>• ECE</li> </ul>
Olin/Anamosa	3	4	<ul style="list-style-type: none"> <li>• Community</li> </ul>
Perry	3	1	<ul style="list-style-type: none"> <li>• Community</li> </ul>
Sioux City	3	3	<ul style="list-style-type: none"> <li>• Community</li> </ul>
Tama/Toledo	3	5	<ul style="list-style-type: none"> <li>• Community</li> <li>• School</li> </ul>

**Exhibit 4. Distribution of 5-2-1-0 Funded Project Sectors (n=44)**



## 5-2-1-0 REACH

The total estimated project reach across all 13 funded communities was 84,413 individuals, of which 40,492 were youth (**Exhibit 5**). Although various methods were used to estimate total project reach, almost one-fifth (19%) of coordinators relied on city population counts and school population data (**Exhibit 6**). Site enrollment counts (20%) and city population under the age of 18 (20%) were the most common sources of youth reach data (**Exhibit 7**). Other methods of estimating reach included using library card membership counts and community center membership counts.

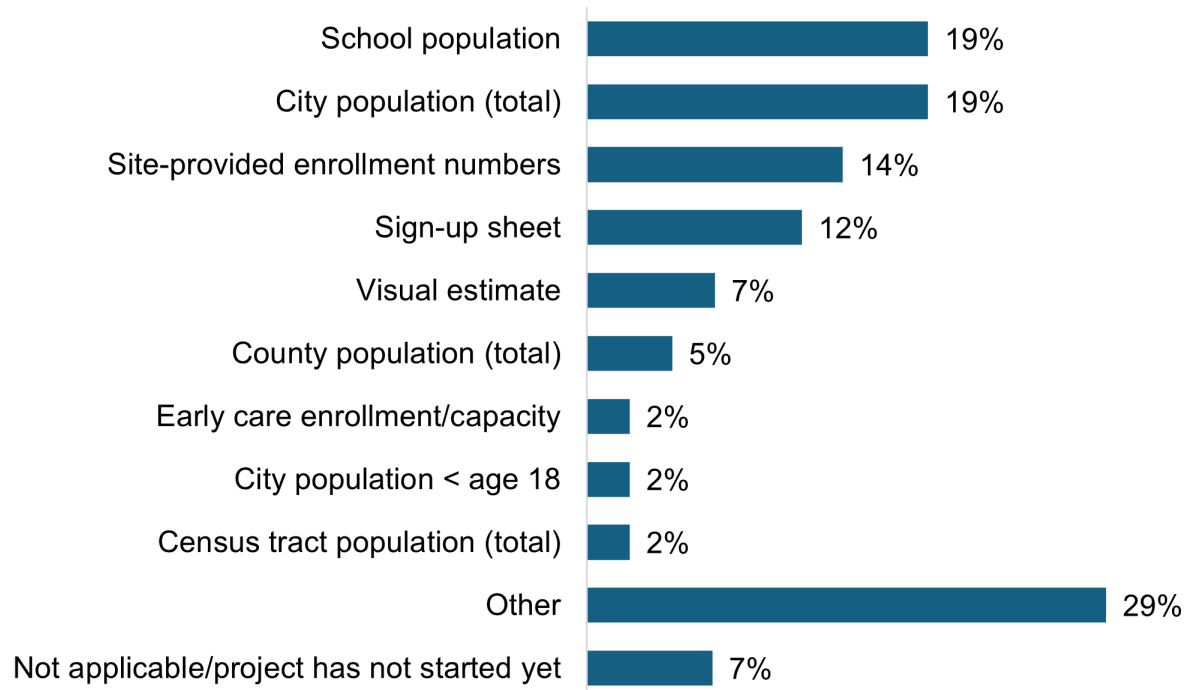
**Exhibit 5. Total Individual and Total Youth Project Reach by 5-2-1-0 Funded Community (n=13)**

Funded Community	Estimated Total Project Reach	Estimated Youth Reach
Charles City	12,307	2,949
Council Bluffs	528	485
Davenport	21,321*	21,321*
Humboldt	3,265	674
Manilla	120	120
Nashua	193	182
Olin/Anamosa	20,900*	4,344*
Panora	739	692
Perry	1,882*	1,882*
Sioux Center	175	100
Sioux City	3,000	810
Tama/Toledo	16,833*	4,584*
Tipton	3,150	2,349
<b>TOTAL</b>	<b>84,413</b>	<b>40,492</b>

*\*Reach estimates based on ZIP code, city or county population counts.*

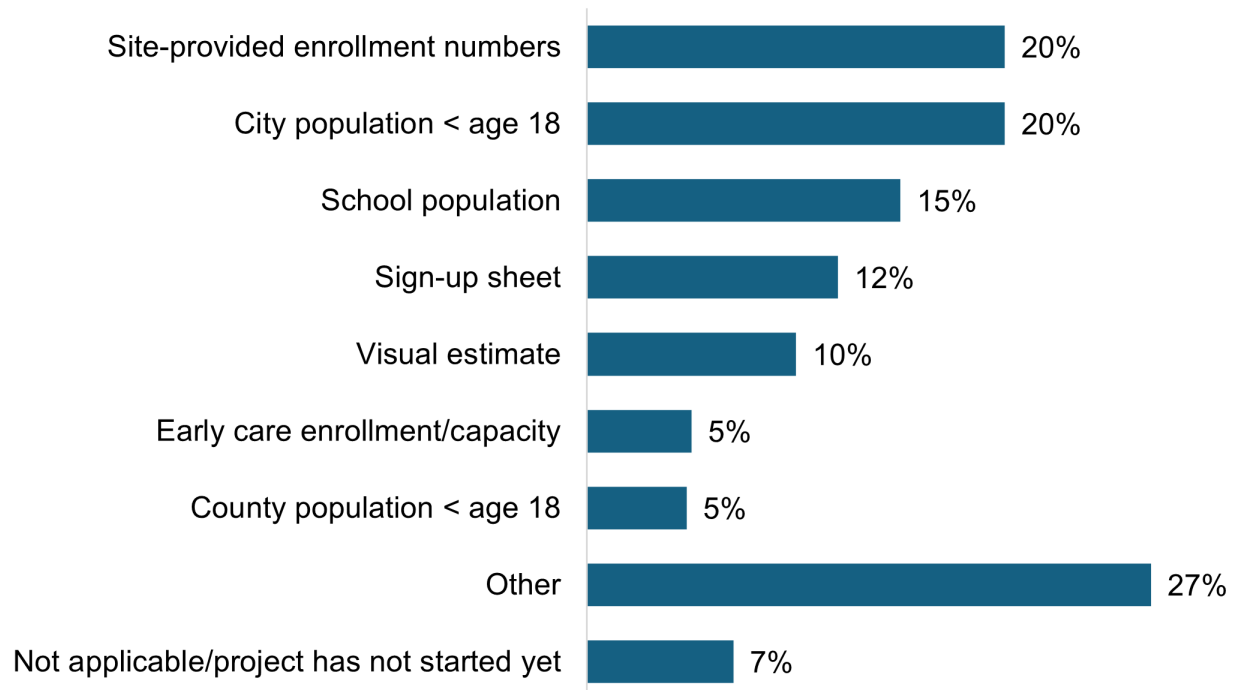


**Exhibit 6. Type of Methods used for Estimating Total Project Reach (n=42)\***



*\*Note: Respondents could select more than one method to estimate reach.*

**Exhibit 7. Type of Methods used for Estimating Youth Project Reach (n=41)\***



*\*Note: Respondents could select more than one method to estimate reach.*

## PROCESS MEASURES

### Partnerships

Of the 13 funded communities, 10 (77%) reported working with partners to implement their projects. A total of 76 partners were engaged across all communities. Partners included local libraries, schools and daycares, recreation centers, city government (e.g., public health departments and parks and recreation), non-profit organizations, a grocery store and a farmers market.

### Leveraged Funding

Over \$600,000 in additional funding was leveraged across seven funded communities to support the implementation of their 5-2-1-0 projects. Sources of leveraged funding included donations, grants, city funding and funding from partners.

### Community Events

A total of 17 community events were held across four communities (31%). Events included a ribbon cutting ceremony for a newly installed ADA compliant swing, community days at a local community center, drop-in clinics at a pickleball court and vacation bible school days. A total of 23 volunteers helped make these events possible.

## 5-2-1-0 Projects to Increase Physical Activity

### Increase Access to Physical Activity

A total of 10 funded communities (77%) implemented 16 projects to increase access to physical activity. Many of these purchased physical activity equipment for local parks, recreation centers, libraries and schools to be used by community members. In addition, one -offered day camps to youth where outdoor exploration was encouraged, one offered community members free days at their local community center, one installed an electrical system to power an indoor training facility, one redeveloped a fairground area into green space and for sports fields and courts and one provided funding for local high school students to train and receive lifeguard certifications.

- A total of 500 pieces of equipment were purchased including playground equipment, snowshoes, soccer nets and equipment, baseball equipment, aquatic fitness equipment, gym equipment, pool lanes, windscreens for pickleball courts, a mini golf course and various games for the local library.
- Physical activity equipment was used for 6,060 minutes.
- Physical activity equipment was rented 18 times from a local library.
- 203 physical activity sessions or classes were held and 2,496 adults and youth participated and received 495 minutes of instruction.
- 14 soccer leagues and four pickleball leagues were facilitated for a total of 264 participants.
- 11 lifeguard training courses were held and eight staff completed training.



*Lifeguard staff licensed for the summer season. Photo credit: Tama/Toledo.*

## Active Recess

Four communities (31%) implemented five active recess projects at local schools. These projects involved installing a new turf field, installing soccer goals and a Funball game, and purchasing various pieces of equipment for students to use during recess. Across these communities, a total of 98 pieces of physical activity equipment were purchased and installed, including soccer goals and nets, balls and a Funball (structure for tossing or shooting a ball into designated areas) outdoor game (supplies needed for the turf field installation were not included in this count). Two communities reported nearly 200 recess sessions were held this project year, and the new playground equipment was open to all students during these sessions.

**Nearly 200 recess sessions were offered with access to 98 new pieces of playground equipment to promote an active recess for students.**

## Indoor/Outdoor Active Play

Two communities (15%) implemented active play projects within daycare settings. These communities purchased one BEAM projector to use during inside playtime and six helmets for daycare participants to use while riding tricycles during outside play time. During the project period, the helmets were used approximately 156 times for 4,680 minutes.

## Quality Physical Education

One community (8%) implemented two projects related to quality physical education strategies. Both projects involved offering middle school and high school students the opportunity to develop healthy habits using formal curriculum, Lifetime Sports Courses; one course was focused on bicycle education and the other had a more general focus on everyday physical activities. The community offered a total of 540 minutes of physical education over 12 classes. In addition, the community purchases 10 pieces of physical activity equipment for participants to use during classes.

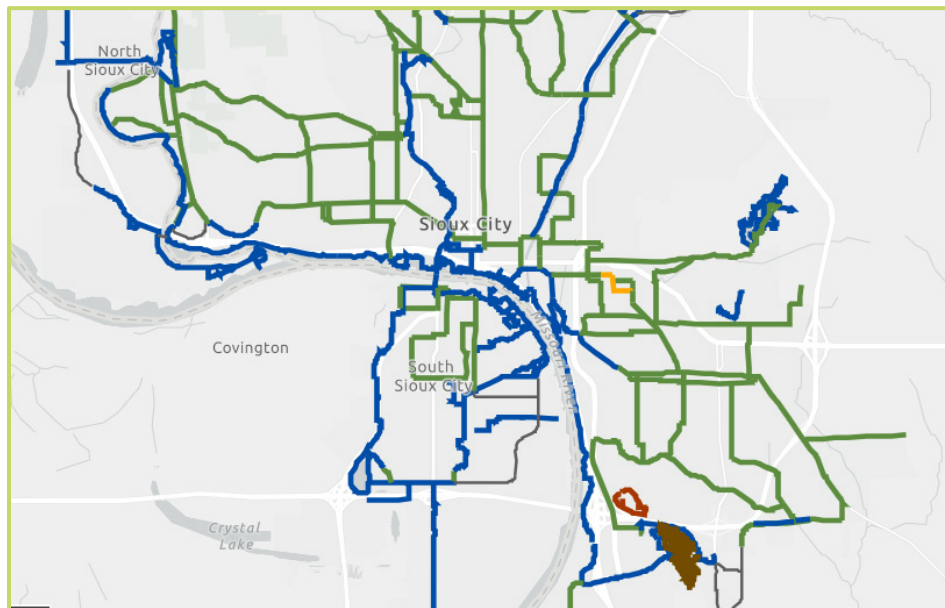


*Youth at weightlifting class. Photo credit Olin/Anamosa.*

## Prompts to Encourage Physical Activity

One community (8%) implemented evidence-based strategies that prompted or encouraged physical activity in community settings. This community implemented three 5-2-1-0 projects which involved updating, printing and disseminating trail maps to local community business, capturing aerial footage of the trail system to be shared online and installing a pedestrian counter to gather data on foot traffic in the downtown area.

A total of 3,000 trail maps were distributed across 24 locations. Additionally, three aerial videos of the transit system were produced, and five pedestrian counters were installed.



*Sioux City trail system: [Trails | City of Sioux City](#).*



## Active Friendly Routes

One community (8%) proposed to install radio frequency identification (RFID)-enabled, double-sided signs and additional wayfinding signage along Highway 346. These signs will serve as both safety and wayfinding tools for pedestrians and cyclists as well as provide community members with a safe crossing location along the highway.

## 5-2-1-0 Projects to Encourage Healthy Eating

### Community and School Gardens

A total of five funded communities (38%) implemented six gardening projects. One community established a new community garden, one established a new school garden and planted new garden beds at the local library, one purchased replacement items for deteriorating gardening equipment for a local summer gardening program, one purchased fencing to protect a school garden and one community partnered with the Iowa Master Gardener Program to educate students on gardening and healthy eating.

**Four 5-2-1-0 implementation sites planted over 20 different types of produce. Over 1,100 minutes of nutrition education and gardening lessons were provided to youth.**

Across four communities, more than 20 different types of produce were planted including:

- |               |                |              |
|---------------|----------------|--------------|
| • Tomatoes    | • Onions       | • Rhubarb    |
| • Squash      | • Peppers      | • Spinach    |
| • Cucumbers   | • Eggplant     | • Herbs      |
| • Green beans | • Potatoes     | • Apples     |
| • Radishes    | • Cabbage      | • Turnips    |
| • Broccoli    | • Garlic       | • Kale       |
| • Zucchini    | • Lettuce      | • Watermelon |
| • Carrots     | • Strawberries | • Okra       |

Two communities reported growing a total of 24 pounds of produce. Communities also purchased 299 pieces of gardening equipment and materials including seeds, soil, raised gardening beds, pots, watering cans, hoses, gloves, fencing and gardening tools such as rakes and hand trowels. Across three communities, a total of 603 hours were spent in the gardens across staff, volunteers and students. Across three communities, 250 nutrition education and gardening lessons were provided to youth which amounted to about 1,140 minutes of instruction.



*Volunteers and students working in community and school gardens. Photo credit: Charles City.*

## Healthy Food and Beverage Environments

Five funded communities (38%) implemented or planned projects that promoted healthy food and beverage environments. These projects included purchasing and installing drinking fountain and water bottle filling stations and working with food pantries and community meal sites. A total of eight drinking fountain and water bottle filling stations were installed in two daycare centers, two schools and one library. Across two communities, it was estimated that around 1,400 water bottles were filled using the new filling stations.

**Around 1,400 water bottles were filled using new drinking fountain and water bottle filling stations in two communities.**

In addition to supplying communities with improved access to water, two communities purchased equipment for local food pantries and one community worked with a local high school to construct six picnic tables for a community meal site location. A total of 15 pieces of equipment were purchased to enhance one mobile food pantry's capacity to store and safely distribute healthful foods, including thermal food blankets, a utility wagon, headlamps and other traffic safety equipment. The mobile food pantry was deployed three times over the project period and distributed over 78,000 pounds of food. The second food pantry used 5-2-1-0



funding to purchase wagons so pantry clients with transportation or mobility barriers could more easily transport groceries. Forty families utilized the wagons over the project period.



*Teacher using new water fountain.  
Photo credit: Tipton.*



*Food pantry wagon.  
Photo credit: Council Bluffs.*

## Nutrition Incentive Programs

One community partnered with a local farmers market and market vendors to provide \$10 tokens to children. These tokens could be redeemed at the farmers market for fruits and vegetables. A total of 10 vendors accepted the tokens and 213 tokens were distributed. All tokens were redeemed, for \$2,130 worth of fresh fruits and vegetables.



*Farmers market voucher program tent (left) and token (right). Photos credit: Council Bluffs.*

## OUTCOME MEASURES

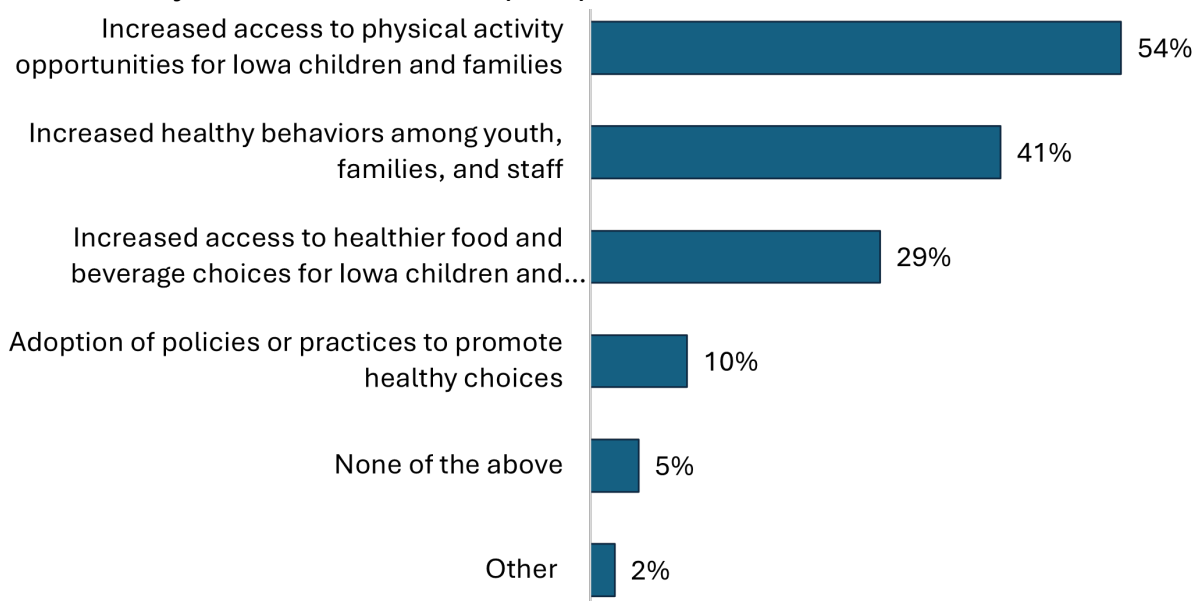
Two communities collected Level 3 data across three projects. Both communities used observations and one community also used surveys to collect data.

*“We partnered with Olin Elementary School to distribute surveys to students to determine how the gardens affected healthy eating behaviors of youth. Of the 37 surveys collected, 23 students said having the garden made them more interested in growing plants or eating healthy foods.”*

*“The Lawrence Community Center tracked the number of memberships opened after free community days to see if membership increased and saw an increase of 25 new members. While these numbers do not seem significant, they are when you factor in typical membership trends. Their memberships typically drop about 40% when entering the summer months due to the nicer weather conditions and more people wanting to be outside. So, any increase, especially when it is 25 people, is amazing.”*

During the reporting period, coordinators were asked indicated if their projects, 1) increased access to physical activity opportunities for Iowa children and families, 2) increased healthy behaviors among youth, families and staff, 3) increased access to healthier food and beverage choices for Iowa children and families and 4) led to the adoption of policies or practices to promote healthy choices. Coordinators who responded indicated that of more than half of all projects (54%) increased access to physical activity opportunities for Iowa children and families (**Exhibit 8**).

### Exhibit 8. Project-Related Outcomes (n=41)



*Note: Respondents could select more than one response; therefore, percentages do not sum to 100. Other: The opportunity for the community to engage at the pool with the safety of properly trained lifeguards.*

## SUSTAINABILITY

COG coordinators reported 40 (91%) of the 44 implemented projects are expected to be sustained beyond the 5-2-1-0 funding period. City government departments will sustain eight projects, schools will maintain seven projects, local community centers will maintain four projects, libraries will maintain two projects, volunteers will maintain two projects and other implementation partners including a food bank and childcare center will maintain the other seven projects. These entities will dedicate time and hours to assessing the needs and upkeep of:

- Community and school gardens
- Park and playground equipment
- Physical activity equipment
- Trail maps
- Water fountains and refilling stations
- A food pantry and farmers market voucher program

Other sustainability efforts include leveraging partnerships and donations for the upkeep of projects and programs.

## SUCCESS STORIES

COG coordinators and their implementation partners noted that community members were excited about the 5-2-1-0 projects being offered in their communities. Select quotes highlighting successes, such as a library garden program, pickleball court improvements and increased access to physical equipment, are presented below.

*“The kids were absolutely in love with all of the new equipment! The two biggest successes would be the gaga ball pit, which was a hit at every grade level and the grade level ball bags which included soccer balls, basketballs, footballs and volleyballs.”*

*“This has been a wonderful thing for the [city] library and they are excited for the July program for youth of the community. Learning more about planting and healthy choices will make a huge difference in their future.”*

*“These are the nicest pickleball courts I’ve seen! The windscreens really make the courts so much more protected and pleasant. They also serve somewhat as sunscreens. [I am] so impressed to see these courts in this community and [I have received] lots of positive feedback from committee members, staff, etc.”*



*“[Our county] is so excited to have these purchases, and [one staff] is very excited to have new equipment that can be enjoyed for years. She held a sledding and snowshoe event that was supposed to last 90 minutes. The kids stayed for four hours.”*



*Students working in a school garden.  
Photo credit (left to right): Charles City.*



*Staff member with dip nets at conservation center.  
Photo credit: Tipton.*

## Conclusions

**5-2-1-0 funded communities are reaching Iowa families through the implementation of strategies that promote increased physical activity and healthy food and beverage environments for adults and children.**

In 2025, 5-2-1-0 reached more than 84,000 individuals, including 40,000 youth, through 44 projects implemented across 13 different communities. 5-2-1-0 is reaching high-need communities in Iowa, including many communities that have higher rates of food insecurity, poverty and inadequate access to places for physical activity compared to the state average. COGs and partners continue to support communities that lack adequate opportunities for healthy eating and physical activity with resources to ensure healthy environments are accessible to all.

**5-2-1-0 is helping to enhance community partnerships and build evaluation capacity. Communities are engaging new partners in community change, some communities are collecting outcome data for the first time and most communities are capturing reach and process data.**

COG coordinators successfully worked with their implementation partners to execute 5-2-1-0 interventions throughout Iowa communities. Partners have continued to be successful in tracking process indicators (e.g., number of activities, number of equipment purchased, number of partners, etc.) for their interventions. Some COG coordinators and implementation partners also successfully captured outcome-level data, which has been a struggle in previous years. While data collection efforts are improving, there were some challenges in estimating the number of Iowa residents impacted by 5-2-1-0 interventions and a number of communities relied on city and county population counts instead of more precisely estimating the reach of each of their interventions.

In previous years, Altarum staff had led evaluation check-in meetings and evaluation training presentations on how to estimate reach and capture process data. This year, only evaluation check-in meetings were conducted. Many COG coordinators invited their implementation partners to these meetings and this seemed to benefit the outcome data collection process. Future 5-2-1-0 efforts would benefit from reestablishing evaluation check-in meetings and evaluation training presentations to help guide data collection and reach estimates of interventions. It is recommended that both COG coordinators and implementation partners attend these evaluation meetings and training presentations.

**5-2-1-0 funded communities are leveraging additional funding sources to help ensure the sustainability of their projects.**

This year, COG coordinators provided a sustainability plan for nearly all 5-2-1-0 projects. Similar to last year, strong community partnerships were noted as an important component to the long-term success of these interventions by helping to maintain and promote 5-2-1-0 efforts in the future. COG coordinators specifically noted public schools and city departments including Parks and Recreation and Chambers of Commerce will play a major role in the sustainability of these projects. COG coordinators also documented donations, grants and volunteers that will provide ongoing support to this year's 5-2-1-0 funded projects. This suggests that once communities receive initial 5-2-1-0 funding, they are successfully able to leverage additional resources and support to build and sustain community health improvements over time.

# Appendix A: Data Collection and Reporting Tool

## INTRODUCTION

The 5-2-1-0 Data Collection and Annual Reporting Tool will serve as your annual report for this year's 5-2-1-0 funded projects. This tool captures information about your project goals and implementation strategies, the number of individuals impacted by your project along with any process and outcome measures that were collected, plans for sustainability, success stories and photos.

Please note that you will have to complete this tool for **EACH** 5-2-1-0 project. We recommend that you look at the 5-2-1-0 Project Spreadsheet that was provided before entering the tool and have your approved Action Plans handy while completing the tool. A copy of the 5-2-1-0 Data Collection and Annual Reporting Tool questions have also been shared to assist you with gathering all required data for reporting. **Please work with your local implementation partners to gather the necessary data before starting this reporting tool.**

**All reporting is due by June 30, 2025.**

If you have any questions about the tool or this process, please contact Erin Olson at [erin.olson@hhs.iowa.gov](mailto:erin.olson@hhs.iowa.gov). If you would like copies of your completed 5-2-1-0 Data Collection and Annual Reporting Tool for your records or have photos of your 5-2-1-0 projects to support your project success stories and include in reporting materials, please email Shelby Owen at [shelby.owen@altarum.org](mailto:shelby.owen@altarum.org).

## PROJECT INFORMATION

### Organization Information from Action Plan

1. COG project coordinator name [open-ended]
2. COG project coordinator email [open-ended]
3. Name of COG [drop-down list]
  - Area 15 Regional Planning Commission
  - Bi-State Regional Commission
  - Chariton Valley Planning & Development
  - East Central Intergovernmental Association
  - East Central Iowa Council of Governments
  - Iowa Northland Regional Council of Governments (INRCOG)
  - Metropolitan Area Planning Agency
  - MIDAS Council of Governments
  - North Iowa Area Council of Governments
  - Northwest Iowa Planning & Development Commission
  - Region 6 Resource Partners
  - Region XII Council of Governments



- Siouxland Interstate Metropolitan Planning Council
  - Southeast Iowa Regional Planning Commission
  - Southern Iowa Council of Governments
  - Southwest Iowa Planning Council
  - Upper Explorerland Regional Planning Commission
4. Name of community being funded [drop-down list]
- Charles City
  - Council Bluffs
  - Davenport
  - Humboldt
  - Manilla
  - Nashua
  - Olin/Anamosa
  - Panora
  - Perry
  - Sioux Center
  - Sioux City
  - Tama/Toledo
  - Tipton
5. Name of organization being funded (refer to your Action Plan) [open-ended]

## PROJECT DESCRIPTION

Please refer to your approved Action Plan to answer the following questions. If this project has changed in any way, please note that in your responses.

6. Please provide a brief project description.
7. Please list the proposed outcomes of this project.
8. What is the status of this 5-2-1-0 funded project? Please refer to the status description definitions below.

**Completed:** The project is fully complete and available to members of your community.

**In-progress/ongoing:** The project has been started but is not finished yet (e.g., equipment has been purchased but not installed).

**Has not started yet:** The project has not started or has been delayed.

- Completed [\[SKIP to Q11\]](#)
  - In-progress/ongoing [\[SKIP to Q11\]](#)
  - Has not started yet
9. How many **total individuals** (adults and youth) do you anticipate reaching with **this project** between now and September 30, 2025? [open-ended]
  10. How many **youth** do you anticipate reaching with **this project** between now and September 30, 2025?  
[open-ended] [\[SKIP Level 1 Data Collection Page\]](#)

11. What sector does **this** 5-2-1-0 project fall under? Please refer to the 5-2-1-0 project spreadsheet when making this selection. For reporting purposes, only one sector should be selected.

- ☐ Early Care and Education
- ☐ School
- ☐ Out-of-School
- ☐ Community

## PROJECT STRATEGIES

12. What **Early Care and Education (ECE)** Implementation Strategies did you use to guide **this project**? Please refer to the 5-2-1-0 project spreadsheet when making this selection.

- ☐ Statewide Programs/Training
- ☐ Indoor/Outdoor Active Play
- ☐ Screen Time
- ☐ Healthy Food and Beverage Environments
- ☐ Breastfeeding and Infant Feeding
- ☐ Farm to Early Care and Education (ECE)

13. What **School (K-12)** Implementation Strategies did you use to guide **this project**? Please refer to the 5-2-1-0 project spreadsheet when making this selection.

- ☐ Local School Wellness Policy
- ☐ Active Classrooms
- ☐ Active Recess
- ☐ Quality Physical Education
- ☐ Active Transportation
- ☐ Healthy Celebrations
- ☐ Healthy Food and Beverage Environments
- ☐ School Gardens and Farm to School Activities

14. What **Out-of-School** Implementation Strategies did you use to guide **this project**? Please refer to the 5-2-1-0 project spreadsheet when making this selection.

- ☐ Healthy Food and Beverage Environments
- ☐ Prompts to Encourage Physical Activity
- ☐ Active Friendly Routes to Everyday Destinations
- ☐ Increase Access to Places for Physical Activity

15. What **Community** Implementation Strategies did you use to guide this project? Please refer to the 5-2-1-0 project spreadsheet when making this selection.

- ☐ Active Friendly Routes to Everyday Destinations
- ☐ Social Supports
- ☐ Prompts to Encourage Physical Activity
- ☐ Increase Access to Places for Physical Activity
- ☐ Community-Wide Campaigns
- ☐ Community Gardens
- ☐ Farmers Markets and Community Supported Agriculture

- Nutrition Incentive Programs
- Clinical Approaches
- Healthy Food and Beverage Environments
- In-Store Grocery/Food Bank Interventions

## DATA COLLECTION

The following questions ask you to provide information about the Level 1, Level 2 and Level 3 data that your implementation partners may have collected over the past few months for this 5-2-1-0 project. As a reminder, a description of the different levels of data collection is provided below. Please note that all implementation sites were expected to complete Level 1 data collection activities, whereas Level 2 and Level 3 data collection activities were optional.

**Level 1:** Assess the reach of the intervention by counting the **number of individuals and youth impacted by the strategy or activity**.

**Level 2:** Track process indicators by documenting **what was done during implementation**. For example, the number of activities, number of partners, number of events, etc.

**Level 3:** Assess the **outcomes associated with the intervention** by completing the assessment tool or surveys.

## LEVEL 1 DATA

16. How many **individuals** (adults and youth) did **this project** impact (Level 1 data) within this project year (January 1-June 30, 2025)? Please enter 0 if your project has not started yet.

17. How did you determine the number of individuals impacted (Level 1 data) for **this project**? Please select all that apply.

- County population (total)
- City population (total)
- Zip code population (total)
- Census tract population (total)
- County population < age 18
- City population < age 18
- School population
- Out-of-school enrollment/capacity
- Early care enrollment/capacity
- Site-provided enrollment numbers
- Visual estimate
- Sign-up sheet
- Other, please describe: **[OPEN TEXT]**
- Not applicable/project has not started yet

18. How many **youth** did **this project** impact (Level 1 data) within this project year (January 1-June 30, 2025)? Please enter 0 if your project has not started yet.

19. How did you determine the number of youth impacted (Level 1 data) for **this project**? Please select all that apply.

- ☐ County population < age 18
- ☐ City population < age 18
- ☐ School population
- ☐ Out-of-school enrollment/capacity
- ☐ Early care enrollment/capacity
- ☐ Site-provided enrollment numbers
- ☐ Visual estimate
- ☐ Sign-up sheet
- ☐ Other, please describe: **[OPEN TEXT]**
- ☐ Not applicable/project has not started yet

## LEVEL 2 DATA COLLECTION ACTIVITIES

This next series of questions ask about **Level 2** process measures. Remember to **only report data that you have collected up until this point**. You are **not required** to enter data for each indicator.

\*Please skip the questions and indicators that are not applicable to your project.

### Questions for ALL SECTORS

20. For this project did you work with any **partner organizations**? If yes, please report the number and type of partner organizations that you worked with. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.

- ☐ Number of partner organizations
- ☐ Type of partner organizations **[OPEN TEXT]**

21. For this project, did you install a **water fountain or water bottle filling station OR promote healthy eating**? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.

- ☐ Number of water fountains or water bottle filling stations installed
- ☐ Number of water bottles filled
- ☐ Number of reusable water bottles distributed
- ☐ Number of nutrition education lessons provided
- ☐ Number of minutes of nutrition education lessons provided
- ☐ Number of people participating in nutrition education lessons
- ☐ Number of healthy cooking demonstrations offered
- ☐ Number of minutes of healthy cooking demonstrations provided
- ☐ Number of people participating in healthy cooking demonstrations
- ☐ Number of staff trained
- ☐ Other, please describe:

22. For this project, did you install a **garden, purchase gardening-related equipment or hold classes about gardening/healthy eating?** If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.

- ☐ Number of volunteers
- ☐ Number of staff trained
- ☐ Number of staff hours spent in the garden
- ☐ Number of volunteer hours spent in the garden
- ☐ Number of youth hours spent in the garden
- ☐ Number of adult participant hours spent in the garden
- ☐ Pounds of produce harvested from garden
- ☐ Types of produce planted (e.g. cucumbers)
- ☐ Number of pieces of gardening-related equipment purchased
- ☐ Type of gardening-related equipment purchased
- ☐ Number of nutrition education or gardening lessons provided
- ☐ Number of minutes of nutrition education or gardening lessons provided
- ☐ Other, please describe:

23. For this project, did you offer staff, partners or volunteers any **programs or training** (e.g., PALS, GO NAPSACC, youth leadership training, lifeguard training)? If yes, please report on the following indicators **if applicable** to the project. Leave blank and click **Next** if not applicable to the project.

- ☐ Type of training held
- ☐ Number of trainings held
- ☐ Number of minutes of trainings held
- ☐ Number of staff trained
- ☐ Number of certifications distributed
- ☐ Number of minutes of training
- ☐ Number of assessments completed
- ☐ Type of assessment completed
- ☐ Other, please describe:

## Community Projects

**[Programming note: Display these questions IF “Community” is selected in Q11)**

24. For this project, did you hold any **community events** (e.g., bike rodeo, opening day of park)? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.

- ☐ Number of community events
- ☐ Number of volunteers who assisted with the community event(s)
- ☐ Number of resources distributed at the community event(s)
- ☐ Type of resources distributed at the community event(s)
- ☐ Other, please describe:

25. For this project, did you purchase **5-2-1-0 promotional material** (e.g., bags, stickers, t-shirts, etc.) to distribute to youth or engage in **Community-Wide Campaigns**? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.
- ☐ Name of community-wide campaign
  - ☐ Number of materials purchased
  - ☐ Type of materials purchased
  - ☐ Number of materials distributed
  - ☐ Type of materials distributed
  - ☐ Other, please describe:
26. For this project, did you purchase any **new signage or prompts to encourage physical activity** (e.g., trailhead signs, StoryWalk®, trail maps)? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.
- ☐ Number of signs and prompts purchased
  - ☐ Number of equipment purchased (e.g., poles, frames)
  - ☐ Type of new signage or prompts purchased to encourage physical activity
  - ☐ Number of maps printed
  - ☐ Number of locations where maps are available
  - ☐ Number of aerial videos created
  - ☐ Number of social media posts (Facebook)
  - ☐ Number of social media posts (Instagram)
  - ☐ Number of social media posts (Other - specify)
  - ☐ Number of social media views (Facebook)
  - ☐ Number of social media views (Instagram)
  - ☐ Number of social media views (Other - specify)
  - ☐ Number of social media impressions (Facebook)
  - ☐ Number of social media impressions (Instagram)
  - ☐ Number of social media impressions (Other - specify)
  - ☐ Other, please describe:
27. For this project, did you purchase any pieces of **physical activity-related equipment** (e.g., playground equipment, soccer goals, safety equipment, pool lanes, active seating) or **expand physical activity offerings** (e.g., open gym, walking/support group, free community day) in your **community**? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.
- ☐ Number of pieces of physical activity equipment purchased
  - ☐ Type of equipment purchased
  - ☐ Number of minutes the equipment was used for
  - ☐ Number of times the equipment was checked out
  - ☐ Type of physical activity classes/support groups/clubs/leagues offered
  - ☐ Number of physical activity sessions or classes held in the community
  - ☐ Number of people in physical activity sessions
  - ☐ Number of people who reach physical activity goals
  - ☐ Number of minutes per physical activity session



- Number of leagues (e.g., swim and soccer) offered
  - Number of games/matches offered per league
  - Number of participants per league
  - Number of field trips
  - Number of shared use agreements
  - Other, please describe:
28. For this project, did you work with a **food pantry** or **provide nutrition education** in a **food pantry or clinical setting**? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.
- Pre-intervention Nutrition Environment Food Pantry Assessment Tool (NEFPAT) Score
  - Post-intervention Nutrition Environment Food Pantry Assessment Tool (NEFPAT) Score
  - Amount of food distributed
  - Number of pieces of equipment purchased (e.g., refrigerators, food storage equipment)
  - Type of equipment purchased
  - Number of times the mobile food pantry was deployed
  - Number of families who check out wagons
  - Number of referrals to program
  - Number of class attendees
  - Number of classes held
  - Number of minutes per class
  - Other, please describe:
29. For this project, did you work with a **grocery store or farmers market to provide nutrition incentives or food dollars** to help members of your community with lower incomes include more healthy fruits and vegetables in their diet? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question if these are not applicable to the project.
- Number of vendors who accept incentives
  - Number of incentives issued
  - Total amount of incentives issued
  - Number of incentives redeemed
  - Total amount of incentives redeemed
  - Number of educational tools completed (e.g., Power of Produce Club Farmers Market Booklet)
  - Other, please describe:
30. Please describe any **other** Level 2 data that you captured for this project and what results you collected.

## Out-of-School Projects

[Programming note: Display these questions IF “Out-of-School” is selected in Q11)

31. For this project, did you purchase any pieces of **physical activity equipment** (e.g., playground equipment, soccer goals, safety equipment) or **provide opportunities for physical activity** for the **out-of-school setting**? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question if these are not applicable to the project.

- ☐ Number of pieces of physical activity equipment purchased
- ☐ Type of equipment purchased
- ☐ Type of physical activity sessions/classes being offered
- ☐ Number of physical activity sessions/classes offered
- ☐ Number of minutes per physical activity session/class
- ☐ Number of youth in physical activity sessions/classes offered
- ☐ Other, please describe:

32. Please describe any **other** Level 2 data that you captured for this project and what results you collected.

## School Projects

[Programming note: Display these questions IF “School” is selected in Q11)

33. For this project, did you purchase any pieces of **physical activity equipment** (e.g., playground equipment, soccer goals, safety equipment) or **provide opportunities for physical activity** (e.g., classroom physical activity sessions, recess) for the **school setting**? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question and set of indicators if these are not applicable to the project.

- ☐ Number of pieces of physical activity equipment purchased
- ☐ Type of equipment purchased
- ☐ Type of classroom physical activity sessions/classes being offered
- ☐ Number of classroom physical activity sessions/classes
- ☐ Number of minutes per classroom physical activity session/class
- ☐ Type of recess session being offered
- ☐ Number of recess sessions
- ☐ Number of minutes per recess session
- ☐ Other, please describe:

34. For this project, did you provide **bicycle safety lessons** to students? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question if these are not applicable to the project

- ☐ Number of bicycles purchased
- ☐ Number of bicycle helmets purchased
- ☐ Number of bicycle safety lessons/classes
- ☐ Number of minutes per bicycle safety lesson/class
- ☐ Number of youth in bicycle safety lessons/classes offered
- ☐ Other, please describe:

35. Please describe any **other** Level 2 data that you captured for this project and what results you collected.

## Early Care Projects

[Programming note: Display these questions IF “Early Care” is selected in Q11)

36. For this project, did you purchase any pieces of equipment (e.g., playground equipment, strollers, sun shade, etc.) to promote **outdoor playtime** or **provide opportunities for physical activity** in the **Early Care** setting? If yes, please report on the following indicators **if applicable** to the project. Leave these indicators blank and skip to the next question if these are not applicable to the project.

- ☐ Number of pieces of equipment purchased
- ☐ Type of equipment purchased
- ☐ Number of times equipment was used
- ☐ Number of minutes the equipment was used for
- ☐ Distance that equipment was taken
- ☐ Other, please describe:

37. Please describe any **other** Level 2 data that you captured for this project and what results you collected.

## Level 3 Data Collection Activities

38. Were you able to collect Level 3 outcome data for **this project**?

- ☐ Yes
- ☐ No [SKIP to Q41]

39. How was Level 3 data collected for **this project**? Please select all that apply.

- ☐ Surveys
- ☐ Observations
- ☐ Community assessments
- ☐ Other, please describe:

40. Please provide more details about the Level 3 outcome data that you collected. Describe how the data were gathered and provide any relevant findings from this assessment.

## Project Outcomes

41. Did **this project** lead to any of the following outcomes? Please select all that apply.

- ☐ The adoption of policies or practices to promote healthy choices.
- ☐ Increased access to physical activity opportunities for Iowa children and families.
- ☐ Increased access to healthier food and beverage choices for Iowa children and families.
- ☐ Increases in healthy behaviors among youth, families and staff.
- ☐ Other, please describe:
- ☐ None of the above

## Other Funding Sources

42. Did you or your partners leverage any other funding sources to support **this project**?

- ☐ Yes
- ☐ No [SKIP to Q45]

43. What were the other funding sources that supported **this project**?

44. Approximately how much funding was provided from other funding sources to support **this project**?

## Project Sustainability

45. How does the community plan to sustain **this project**? In your response, please describe who in the community will continue to lead this work.

## Project Successes

46. Please share any success stories and quotes that highlight successes of **this project**.

Thank you! This tool was developed by Altarum in collaboration with Iowa HHS 5-2-1-0!

If you would like copies of your completed 5-2-1-0 annual report for your records, please email Shelby Owen ([shelby.owen@altarum.org](mailto:shelby.owen@altarum.org)).