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

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Executive Summary

Introduction

5-2-1-0 Healthy Choices Count! 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.¹ The goal of 5-2-1-0 Healthy Choices Count! 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 change. Since 2017, Iowa Department of Health and Human Services (Iowa HHS) has provided funding and technical assistance to support multi-sector community coalitions to make sustainable and equitable policy and environmental changes around 5-2-1-0 strategies. Iowa HHS provides this support through contracting with the Iowa Association of Councils of Governments (ICOG) which comprises 17 regional councils of governments (COGs). COGs work in coordination with 5-2-1-0 steering committees to select evidence-based 5-2-1-0 strategies to implement within their communities.

Key Findings

In 2023, 15 Iowa communities received 5-2-1-0 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 and high rates of food insecurity and poverty when compared with the overall state averages.

In 2023, 5-2-1-0 is estimated to reach more than 190,000 individuals through 74 projects implemented across 15 communities.

A total of 74 5-2-1-0 projects took place in a number of settings including schools, recreation centers, libraries, parks and trails where they were estimated to reach of over 190,000 community members. During this same period, funded communities established over 140 partnerships and leveraged additional funding resources to support 5-2-1-0 project implementation. The projects aimed to:

- ▲ Increase access to physical activity opportunities for Iowa children and families
- ▲ Increase healthy behaviors among youth, families and staff
- ▲ Increase access to healthier food and beverage choices for Iowa children and families

5-2-1-0 funded communities leveraged additional funding resources to support their projects. The average amount of leveraged funding for each community was **\$52,512**.

¹ <https://hhs.iowa.gov/5210>

Project Highlights



35 projects related to increasing access to physical activity were initiated and 290 pieces of physical activity equipment were purchased.



7 garden projects were initiated across communities, increasing access to healthy foods and knowledge about how food is grown.



9 drinking fountain and water bottle filling stations were installed across communities, increasing access to fresh water.

Conclusions



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



5-2-1-0 funded communities are working with a variety of partners and leveraging additional funding sources to help ensure sustainability of projects.



COG coordinators and their implementation partners showed capacity to estimate reach and capture process data to help demonstrate success of their interventions.



Introduction

Background

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.² The goal of 5-2-1-0 Healthy Choices Count! 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 change.³ By working with communities to implement 5-2-1-0 strategies, Iowa Department of Health and Human Services (Iowa HHS) aims to promote health equity, increasing opportunities for everyone to live the healthiest life possible by addressing social, economic and environmental barriers that impact health.

Iowa HHS has been supporting the implementation of 5-2-1-0 in Iowa communities since 2017. Iowa HHS provides funding and technical assistance to support multi-sector community coalitions to make sustainable and equitable environmental and policy changes around 5-2-1-0 strategies. Iowa HHS provides this support through contracting with the Iowa Association of Councils of Governments (ICOG) which comprises 17 regional councils of governments (COGs). COGs work in coordination with 5-2-1-0 steering committees 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.⁴

COGs work in a variety of settings, including childcare, out-of-school, K-12 school and community facilities approved by Iowa HHS. 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.

² <https://hhs.iowa.gov/5210>

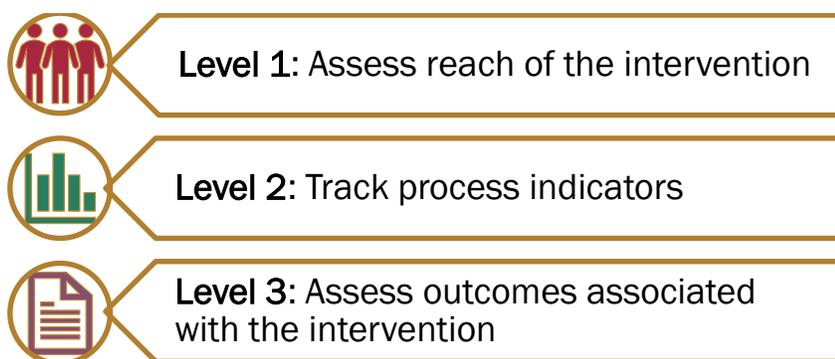
³ Ibid.

⁴ Centers for Disease Control and Prevention. (2023). *Prevention Strategies & Guidelines. Nutrition, Physical Activity and Obesity Prevention Strategies* Accessed September 12, 2023.

With the assistance of Iowa HHS, COGs are responsible for engaging a community coalition to develop a 5-2-1-0 steering committee comprising individuals and/or organizations representing multiple sectors within the community. COGs collaborate with community steering committees throughout the project and are tasked with identifying local 5-2-1-0 implementation sites. Selection is based on a variety of factors, such as identified need, presence of an existing coalition or plan, County Health Rankings⁵ and community capacity.

Development of 2023 5-2-1-0 Action Plans

In the fall of 2022, 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. Each strategy had an associated data collection and evaluation activity to help guide and standardize the evaluation process. The data collection activities included three levels of evaluation:



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 required additional technical assistance and support and were not commonly implemented.

COG coordinators submitted 5-2-1-0 funding proposals to Iowa HHS in January 2023. Once approved, the plans were implemented from January through June 2023. During this period, Altarum, a non-profit research and consulting organization contracted by Iowa HHS to evaluate 5-2-1-0, conducted check-in calls with the COG coordinators, and in some instances, with their implementation partners to review plans for data collection and reporting. The COG coordinators were provided with technical assistance to help plan for data collection activities and troubleshoot anticipated challenges. In April 2023, Altarum presented to COG coordinators additional information about data collection and reporting requirements for 2023.

Methodology

The goals and research questions shown in **Exhibit I** were developed to guide 5-2-1-0 evaluation activities. This report addresses the majority, but not all, of the research questions; a separate survey and report were prepared for Iowa HHS highlighting how 5-2-1-0 interventions are selected within funded communities.

⁵ University of Wisconsin Population Health Institute. County Health Rankings & Roadmaps. Available from: <https://www.countyhealthrankings.org/>

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

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

*Research question addressed in the 2023 report prepared by Altarum titled, “5-2-1-0 Evaluation, Iowa Department of Health and Human Services, Councils of Government (COG) Survey Results.”

An online data collection tool was developed by Altarum using the SurveyMonkey platform to collect project-related data from each funded community. The tool comprises both multiple choice and open-ended questions, as well as file uploads for COG coordinators to share photos related to their projects (**Appendix A**). Coordinators also had the option to email any project-related photos directly to Altarum. The 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 hosted and number of physical activity sessions conducted.

Iowa HHS distributed the data collection tool to COG coordinators on June 1, 2023, and they had until June 30 to enter data. They completed a separate entry for each project implemented (e.g., a community with three projects would complete the tool three times). A total of 74 complete responses were collected. After the data collection period ended, data were organized by each COG and then cleaned and analyzed using Microsoft Excel. In instances where data were missing or where duplicate projects were submitted, Altarum and Iowa HHS contacted COG coordinators for clarification via email. Information was then updated based on these conversations. Some 5-2-1-0 projects had not been implemented as of June 30, 2023. If projects had not yet begun, COG coordinators and their implementation partners were asked to estimate project reach. COG coordinators will have the opportunity to update their reach data by the end of September 2023 and, therefore, some of the data presented in this report may be adjusted.

Data were summed across each community’s projects to calculate total reach. In instances where city

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 duplicates of individuals. All other data were aggregated across projects. For Level 2 and Level 3 indicators that involved counts, data were summed across projects (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 15 communities received 5-2-1-0 funding for the 2023 project period. Across these communities, 11 Iowa COGs and 14 counties were represented. Many of the funded communities are located in Iowa counties with inadequate access to physical activity 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 foods within these communities. Compared with the overall state averages, ten funded communities experienced higher levels of poverty, 11 experienced higher levels of food insecurity and 12 communities had a greater percentage of residents with inadequate access to locations for physical activity.

Exhibit 2. 5-2-1-0 Communities

COG	County	Funded Community	Percentage of County Population Experiencing Poverty (2021) ¹	Percentage of County Population with Inadequate Access to Locations for Physical Activity (2022) ²	Percentage of County Population Experiencing Food Insecurity (2021) ³
Bi State Regional Commission	Scott	Davenport	13%	14.2%	8.2
Siouxland Interstate Metropolitan Planning Council (SIMPCO)	Woodbury	Sioux City	15.5%	11.2%	8.6%
East Central Iowa Council of Governments (ECICOG)	Jones	Olin/Anamosa	10.5%	35.3%	7.5%
Region XII Council of Governments	Dallas	Perry	5.3%	26.5%	4.8%
Region 6 Planning Commission	Tama	Tama/Toledo	12.9%	51.2%	8.1%
Area 15 Regional Planning Commission	Mahaska	Oskaloosa	12.5%	28.6%	9.2%
Chariton Valley Planning &	Appanoose	Centerville	17.0%	49.2%	12.4%

Development Council					
Upper Explorerland Regional Planning Commission (UERPC)	Allamakee	Postville	9.9%	39.6%	7.3%
Southeast Iowa Regional Planning Commission (SIRPC)	Lee	Keokuk	14.1%	30.7%	9.7%
Southern Iowa Council of Government	Decatur	Leon	16.5%	39%	9.6%
Area 15 Regional Planning Commission	Wapello	Ottumwa	15.5%	35.8%	10.4%
Siouxland Interstate Metropolitan Planning Council (SIMPCO)	Woodbury	Sergeant Bluff	15.5%	11.2%	8.6%
Northwest Iowa Planning & Development Commission (NWIPDC)	Clay	Spencer	9.4%	28.4%	8.8%
Region XII Council of Governments	Greene	Scranton	11.3%	39.5%	9.0%
Southern Iowa Council of Government	Madison	Winterset	7.4%	63.8%	5.9%
STATE LEVEL AVERAGES			11.0%	21%	7.5%

¹Poverty status in the last 12 months from American Community Survey (2016-2020). [Census Bureau Data.](#)

²Percentage of population with inadequate access to locations for physical activity taken from County Health Rankings (2022). <https://www.countyhealthrankings.org/>.

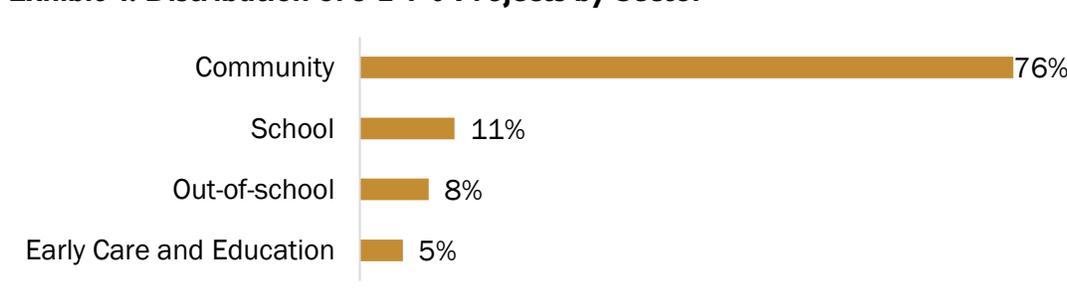
³Percentage of population with food insecurity taken from Feeding America, Map the Meal Gap (2020). [Overall \(all ages\) Hunger & Poverty in Iowa | Map the Meal Gap \(feedingamerica.org\).](#)

This was the first year of 5-2-1-0 funding for the communities of Davenport, Sioux City, Olin/Anamosa, Perry and Tama/Toledo, the second year of funding for Oskaloosa, Centerville, Postville, Keokuk and Leon, and the third year of funding for Ottumwa, Sergeant Bluff, Spencer, Scranton and Winterset (**Exhibit 3**). The average number of projects implemented within each community was five, ranging from one project in Centerville to 18 projects in Tama/Toledo. All funded communities implemented at least one project in the community sector, eight implemented projects in the school sector, six implemented projects in the out-of-school sector and four implemented projects in the ECE sector. Of the 74 projects implemented across all 15 funded communities, 76% were implemented in the community sector, 11% in the school sector, 8% in the out-of-school sector and 5% in the ECE sector (**Exhibit 4**).

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
Davenport	1	3	Community
Olin/Anamosa	1	3	Community ECE
Perry	1	7	Community Out-of-School
Sioux City	1	7	Community ECE School
Tama/Toledo	1	18	Community ECE Out-of-school
Centerville	2	1	ECE Community
Keokuk	2	4	Community Out-of-school
Leon	2	3	Community School
Oskaloosa	2	3	Community ECE
Postville	2	3	Community
Ottumwa	3	4	Community
Scranton	3	7	Community
Sergeant Bluff	3	3	Community
Spencer	3	4	Community ECE
Winterset	3	4	Community Out-of-School School

Exhibit 4. Distribution of 5-2-1-0 Projects by Sector



5-2-1-0 Reach

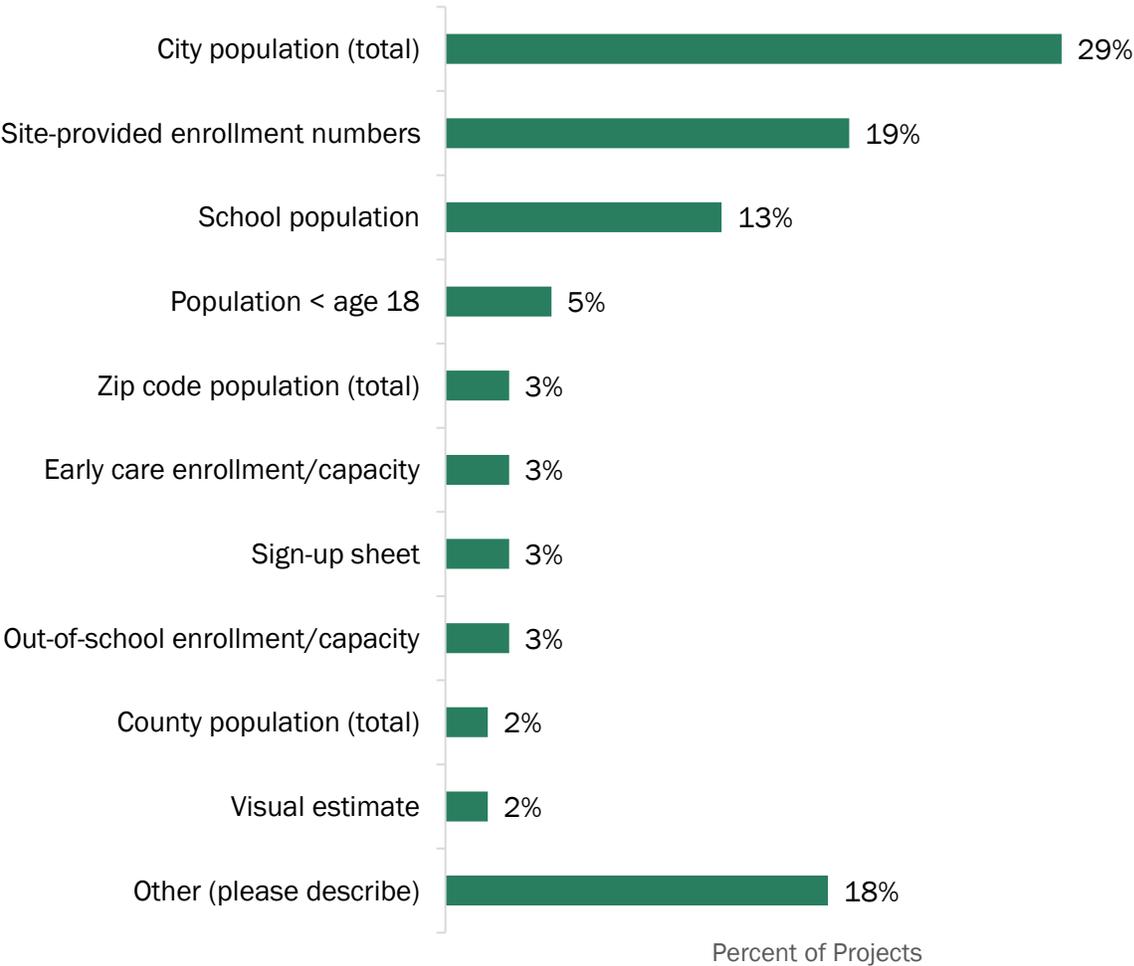
The 5-2-1-0 funded communities varied in the estimated reach of their interventions, ranging from 511 individuals in Scranton to 85,617 individuals in Sioux City. Total estimated project reach across all 15 funded communities was 190,856 individuals, as shown in **Exhibit 5**. Although various methods were used to estimate project reach, almost half (48%) of coordinators relied on city population counts and site provided enrollment data (**Exhibit 6**). COG coordinators also described using other methods of estimating reach, which included using a hand counter, tracking the number of resources distributed, using average attendance numbers at events, using library or recreation center membership numbers and using average daily trail count data. The communities with the highest estimated reach were the ones that based their estimates on ZIP code data or city population

Exhibit 5. Total Project Reach and Associated Sectors Identified for each 5-2-1-0 Funded Community

Funded Community	Estimated Project Reach
Centerville	1,500
Davenport	3,137
Keokuk	33,215*
Leon	1,806*
Olin/Anamosa	2,400*
Oskaloosa	11,536*
Ottumwa	25,350*
Perry	7,929*
Postville	2,982
Scranton	511*
Sergeant Bluff	5,000*
Sioux City	85,617*
Spencer	985
Tama/Toledo	8,232*
Winterset	656
TOTAL	190,856

*Reach estimates based on ZIP code or city population counts

Exhibit 6. Type of Methods used for Estimating Project Reach (n=62)



Note: Methods for estimating reach was not submitted for every project.



Photo Credit: Olin Anamosa’s Community Garden

Reported Process Measures

Partnerships

Of the 15 funded communities, 12 reported working with 147 partners to implement their projects. Partners included local libraries, schools and universities, YMCA facilities and other recreation centers, public health departments, local parks and recreation, non-profit organizations, medical facilities, numerous boards and local chambers of tourism.



Photo Credit top and bottom: Centerville's Kolton's Court

Working with partners was a strategy used across all four sectors.

- ▲ Early care and Education
- ▲ Community
- ▲ School
- ▲ Out-of-School

Leveraged Funding

A total of 12 funded communities across 20 different projects leveraged other funding resources to support their projects. The average amount of leveraged funding for each community was \$52,512 (ranging between \$70 and \$253,458). As shown in **Exhibit 7**, sources of leveraged funding included existing city, partner, or program budgets, grants and donations.

Exhibit 7. Sources of Leveraged Funding



Healthy Food and Beverage Environments

Ten communities implemented 14 projects that promoted healthy food and beverage environments. These projects included purchasing and installing water bottle filling stations and drinking fountains and organizing nutrition education lessons and food demonstrations for youth. A total of nine drinking fountain and water bottle filling stations were installed in schools, parks, recreation centers and a library. Some communities also distributed reusable water bottles and 5-2-1-0 stickers to community members during events and programs.

Nutrition lessons included afterschool sessions to educate elementary students on healthy snacks as well as nutrition education for childcare providers. In the afterschool sessions, students also had the ability to make healthy snacks after watching a food demonstration.

Data aggregated across 14 communities are shown in **Exhibit 8**.

Promoting healthy food and beverage environments is an evidence-based strategy that was used across all four sectors.

- ▲ Early care and Education
- ▲ Community
- ▲ School
- ▲ Out-of-School

Exhibit 8. Aggregated Healthy Food and Beverage Data

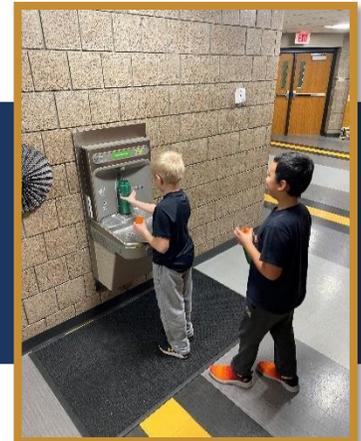
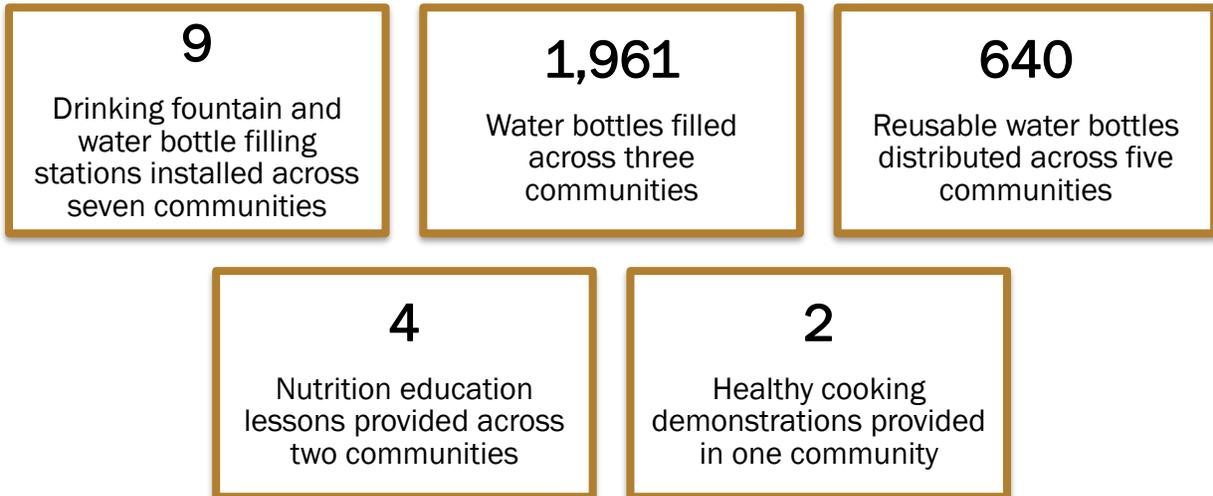


Photo Credit from left to right: Winterset water bottle filler, Davenport 5-2-1-0 water bottle distribution, Winterset water bottle filler

Community and School Gardens

Five funded communities initiated seven projects related to community and school gardens. Gardens offer students and community members the opportunity to strengthen their understanding of how food grows and can serve as a place for youth and adults to acquire or try healthy foods. Three communities constructed gardens on school grounds, two communities installed hydroponic gardens at a preschool center and local library, and another community organized story time at a local library where youth were able to try garden grown produce and taught how to plant seeds.

Across three communities, over 20 different types of produce were planted including kale, spinach, potatoes, radishes, cucumbers, carrots, broccoli, herbs, peppers, green beans and strawberries. Two of the communities reported growing a total of four pounds of produce and one community reported growing ten radishes and six cucumbers. Communities also purchased 85 pieces of gardening equipment and materials including gardening tools, lumber, decorative garden figures, compost, a hydroponic growing system and wood dowels. Over 200 hours were spent in the gardens between volunteers, staff, and students and 19 education lessons were provided. Data that were able to be aggregated across the five communities are shown in **Exhibit 9**



Photo Credit: Winterset Community Garden

Exhibit 9. Aggregated Community and School Garden Data

85
pieces of gardening equipment purchased across four communities

141.5
volunteer hours spent in gardens across two communities

615
youth hours spent in gardens across two communities

78
staff hours spent in gardens across two communities

37
volunteers and staff trained across four communities

19
Nutrition education sessions provided across three communities

Statewide Programs and Trainings

One community offered statewide training to ECE providers. This community organized a Physical Activity Learning Session (PALS)⁶ for local ECE providers to increase their knowledge of physical activity best practices for youth from birth to age five. One training was held over the course of six hours. Four staff members were trained, and each was given a self-assessment to evaluate their retention of the information.



The **PALS** project is a component of the Healthy Kids Healthy Future Technical Assistance Program and assists select states in creating a cohort of trainers who are skilled in delivering PALS trainings to ECE professionals. After participating in the training, ECE professionals should be equipped with skills to support more active children in childcare settings.

Photo credit: Oskaloosa PALS training

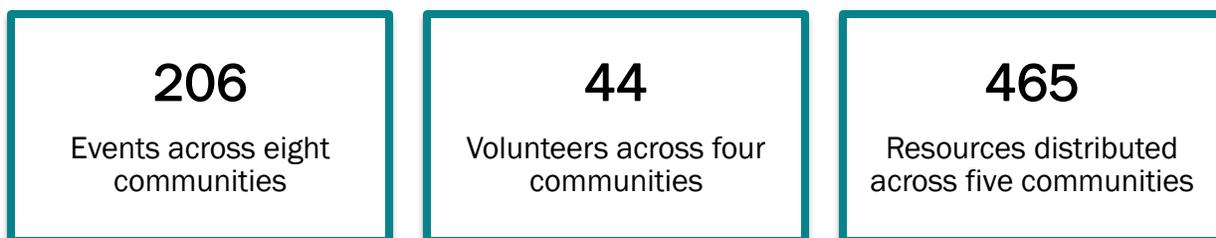
Community Events

Eight funded communities organized community events as part of their 5-2-1-0 projects. Events were held at several locations including a community waterpark, local library, local Boys and Girls Club, recreation trails and recreation centers. These events were generally marketed towards the community, with an emphasis on youth. Events included healthy eating promotion at a library, community gardening, community ice skating, free bike checks on a trail and the opening day at a community waterpark. Several different types of resources were distributed across events. Resources included:

- ▲ 5-2-1-0 t-shirts
- ▲ 5-2-1-0 and fruit and veggie bracelets
- ▲ 5-2-1-0 educational handouts/brochures

Other data that were aggregated across the eight communities are shown in **Exhibit 10**.

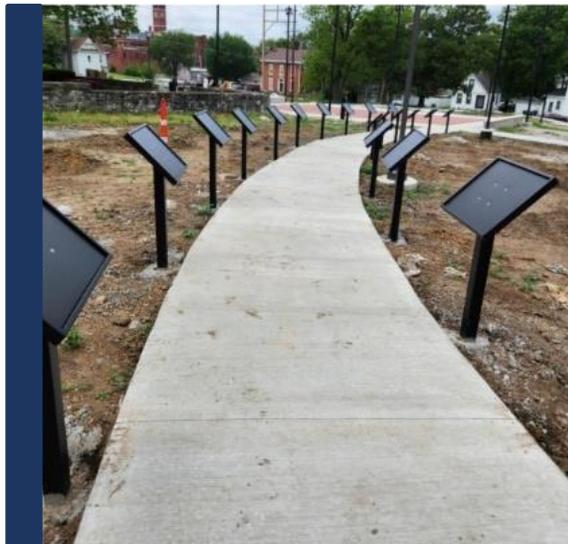
Exhibit 10. Aggregated Community Event Data



⁶ https://d3knp6lp33sjvn.cloudfront.net/2022/05/PALS_Overview_I-Page.pdf

Prompts to Encourage Physical Activity

Four communities implemented evidence-based strategies that prompted or encouraged physical activity in community settings. Projects involved installing StoryWalk®⁷ stations across four parks, installing park and wayfinding signage at a little league park and installing exercise prompts along a popular walking system. A total of 48 signs were installed or plan to be installed across the four communities.



StoryWalk® was created to encourage children and adults to read, move and explore the outdoors at the same time! StoryWalk® installments consist of laminated pages from children's books that are installed along outdoor walking trails or paths.

Photo Credit: Keokuk StoryWalk®

Increase Access to Physical Activity

A total of 35 projects related to increasing access to physical activity were initiated across 14 communities. Many communities purchased physical activity equipment for their local parks, recreation centers and schools to be used by community members. Equipment purchased included:

- ▲ Sports balls (soccer, basketball, etc.)
- ▲ Heart rate monitors
- ▲ Gaga ball pits
- ▲ Soccer goals
- ▲ Soccer and volleyball nets
- ▲ Obstacle course materials
- ▲ Yard games
- ▲ Yoga equipment
- ▲ Pickleball equipment
- ▲ BEAM projector (a projector that turns walls, floors and tables into an interactive gaming experience.)
- ▲ Basketball hoops and backboards
- ▲ Adapted fishing, bowling, basketball and hockey equipment
- ▲ Playground equipment
- ▲ Balance beam
- ▲ Snowshoes
- ▲ Ice skates
- ▲ Gym equipment (kettle bells, medicine balls, etc.)
- ▲ Bikes and bike safety equipment

Increasing access to physical activity was the most frequently selected evidence-based strategy for all 5-2-1-0 funded communities and was implemented in the following sectors:

- ▲ Community
- ▲ School
- ▲ Out-of-school

⁷ <https://www.kellogghubbard.org/storywalk>

Some communities also organized opportunities for members of the community to engage in physical activity. These opportunities included weekly open gym time, a snowshoeing program, ice skating events and after-school programs. Other data that were aggregated across 14 funded communities are shown in **Exhibit II**.

Exhibit II. Aggregated Community and School Garden Data

290
Pieces of physical activity equipment purchased across eleven communities

45,120
Minutes of physical activity across three communities

1,553
People participated in physical activity sessions across three communities

350
Physical activity sessions across three communities



Photo Credit Top to bottom: Spencer snowshoeing program, Toledo Public Library "Get Active" backpacks

Active Friendly Routes and Bicycle Safety

Four funded communities initiated projects promoting active friendly routes and bicycle safety. Communities purchased and installed or plan to install a total of two bike racks and two bike repair stations for community members to utilize year-round. The bike racks are installed at a baseball field and outside of a local recreation center, and the bike repair stations are located near a local YMCA and on a recreation trail. One community also plans to host a bike rodeo once their bike rack and repair station is fully installed. The bike rodeo is intended to promote bicycle safety among youth and adults.



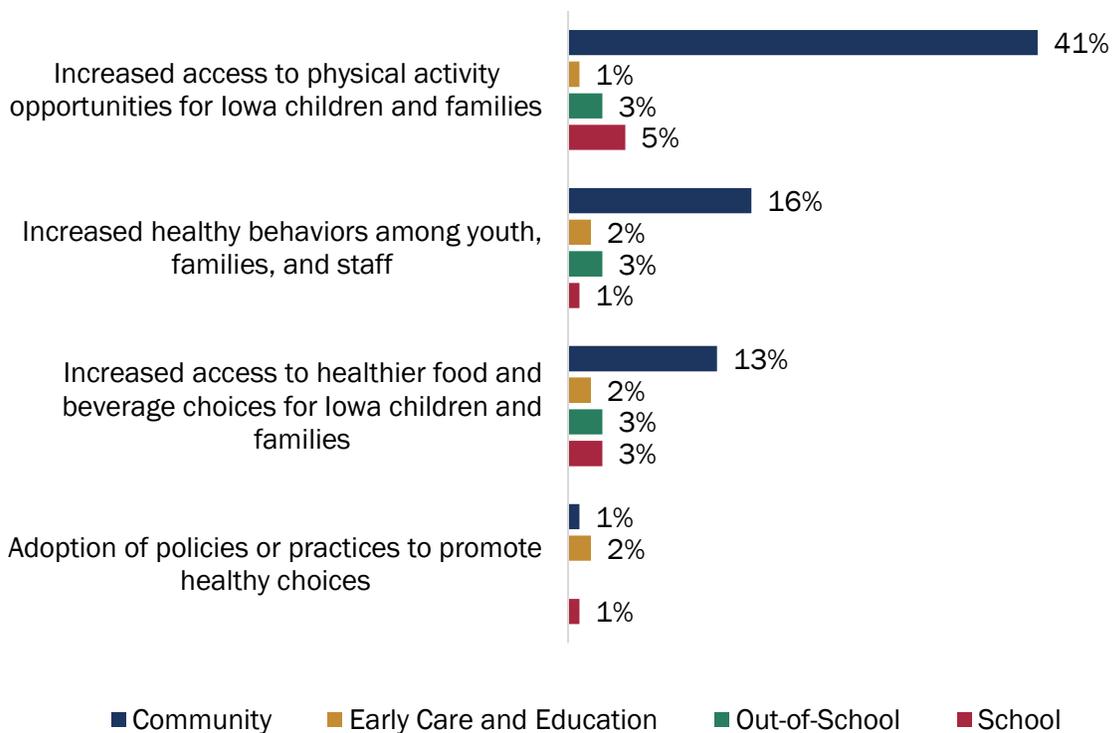
Photo Credit left and right: Sioux City Beyond the Bell program

Assessing Outcomes

COG coordinators were asked to report any Level 3 outcome data that may have been captured for each funded project. Level 3 outcome data could have been collected through surveys, observations, or community assessments. Although Level 3 data was not commonly collected, some COG coordinators indicated they had conducted observations and one community used a thumbs up/thumbs down voting system to determine youth preference for prepared foods.

COG coordinators indicated whether they believed 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. Responses by sector can be seen in **Exhibit 12**.

Exhibit 12. Project-Related Outcomes by Sector



Note: Percentages do not add to 100 because respondents could select more than one response option.

Sustainability

A total of 20 projects across 10 funded communities will utilize city funding and staff time to maintain their programs and assess needs including the upkeep of:

- ▲ Community gardens and lawns
- ▲ Park and playground amenities
- ▲ Community centers
- ▲ Bike racks
- ▲ Maintenance of water fountains

A total of 15 projects across 10 funded communities have developed and strengthened their community partnerships and volunteer engagement to:

- ▲ Maintain and update the appearance of equipment and public spaces
- ▲ Promote the use of their implemented strategies
- ▲ Increase connections to other organizations that can assist with timely repair of physical activity equipment as needed

Other reported sustainability initiatives included promotion of activities through social media, continued encouragement of staff to use 5-2-1-0 materials and collecting donations to fund ongoing expenses, such as replacement water filters.

Success Stories

COG coordinators and their implementation partners noted that community members were excited about the new projects being offered in their communities, such as the installation of water bottle filling stations, opportunities to try new fruits and vegetables and to participate in new sporting activities and the installment of StoryWalk®s. Other notable successes are highlighted in **Exhibit 13**.

Exhibit 13. Project Success Stories

“Three children aged 2 ½ - 6 had not been exposed to fresh vegetables and were considered deficient and nutritionally challenged due to lack of exposure to veggies. They were really excited to try vegetables and really enjoyed them. We sent each of them baggies full of veggies. Parents and grandparents like the idea of serving the vegetables and showing how they grow.” -COG Coordinator



Photo Credit: Winterset community garden



Photo Credit: Sioux City adapted sports equipment

“Our newest adult player has been getting a lot of use out of that sled! He has cerebral palsy and needs a high back and a push bar. Before we received the new sleds, we only had one sled with those options, and it was being used by another one of our athletes. He is also deaf. If you look closely, you’ll see a light taped to his feet. This light is used to communicate with him when he is on the ice. Being able to participate in sled hockey has been an amazing experience for him both on and off the ice.” -COG Coordinator

“The fountain will get used constantly this summer as the [daycare] opens up their summer childcare program. The staff also use it daily and love it, and it makes filling up water pitchers for the children easier.”

– COG Coordinator



Photo Credit: Sioux City bottle filling station



“These new [games] help provide additional activities to keep kids physically active during the summer.”

– COG Coordinator



Photo Credit (left and right): Scranton Public Library games

“Children were ecstatic to grow new fruits and vegetables using the Farmstand and very eager to try new types of food that they were growing.”

– COG Coordinator



Photo Credit: Spencer indoor garden

Conclusions

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

While fifteen communities that received 5-2-1-0 funding in 2023 had varying rates of poverty, food insecurity and inadequate access to locations for physical activity, most were worse off than the state-level averages. Ten communities experienced higher levels of poverty, 11 experienced higher levels of food insecurity and 12 communities had a greater percentage of residents with inadequate access to locations for physical activity compared with the state overall. This indicates that 5-2-1-0 is reaching populations in Iowa with greater need.

To address this need, funded communities are implementing strategies that primarily focus on increased physical activity and healthy food and beverage environments for children, most often in the community sector. In 2023, COGs estimated that 5-2-1-0 reached more than 190,000 individuals through 74 projects implemented across 15 different communities. More than two in five COG coordinators believe these projects are helping to increase access to opportunities for physical activity for Iowa children and families in the community sector. There is less certainty among COG coordinators if these projects are increasing healthy behaviors and access to healthy food and beverage choices for Iowa children and families. Furthermore, very few COG coordinators are seeing the adoption of policies or practices to promote healthy choices. Future training and evaluation may be needed to determine 5-2-1-0's impact in these areas and the need to focus efforts more specifically on healthy behaviors and access to healthy food and beverage choices. Future evaluations should also explore how implementation site environments and policies support the 5-2-1-0 message. COG coordinators may also benefit from additional training on how to work with implementation partners to encourage the adoption of policies or practices to promote healthy choices.

5-2-1-0 funded communities are working with a variety of partners and leveraging additional funding sources to help ensure sustainability of projects.

The majority of COG coordinators indicated that they will utilize city funding and staff time to maintain their programs after the initial investment of 5-2-1-0 funding. 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 are also leveraging community grants and donations to provide ongoing support to 5-2-1-0 funded projects. This suggests that once communities receive initial 5-2-1-0 funding, there are a variety of ways in which the work can be sustained in the long-term.

COG coordinators and their implementation partners showed capacity to estimate reach and capture process data to help demonstrate success of their interventions.

COG coordinators successfully worked with their implementation partners to estimate the number of Iowa residents impacted by 5-2-1-0 interventions and to track process indicators by documenting what was done during implementation (e.g., number of activities, number of partners, number of events, etc.). This data helped tell the story of what was accomplished across all 5-2-1-0 funded communities in 2023. Additional training in 2024 may focus on helping COG coordinators estimate reach more precisely (rather than relying on city-wide estimates). Few COG coordinators and their implementation partners attempted to capture outcome-level data. Among those who did report outcome-level data, the data described was more closely aligned with process measures. As discussed, COG coordinators and their implementation partners may benefit from additional technical assistance and training to assess 5-2-1-0 outcomes. Additionally, data presented in this report can help inform the selection and implementation of sustainable 5-2-1-0 activities in the future.

Appendix A: Data Collection and Reporting Tool

5-2-1-0 Data Collection and Annual Reporting Tool

page 1 -----

This data collection and 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; and success stories and photos. **Please work with your local implementation partners to gather the necessary data before starting this reporting tool.**

*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.

All reporting is by due June 30, 2023.

If you have any questions about the tool or this process, please contact Erin Olson at erin.olson@idph.iowa.gov.

page 2 -----

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 Iowa 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
 - Upper Explorerland Regional Planning Commission

page 3 -----

4. Name of community being funded [drop-down list]
 - Centerville
 - Davenport
 - Keokuk
 - Leon
 - Olin Anamosa
 - Oskaloosa
 - Ottumwa
 - Perry

- Postville
- Scranton
- Sergeant Bluff
- Sioux City
- Spencer
- Tama-Toledo
- Winterset

5. Name of organization being funded (refer to your Action Plan) [open-ended]

page 4 -----

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. Project Description: [open-ended]

7. Proposed Outcomes: [open-ended]

page 5 -----

8. What is the status of this 5-2-1-0 funded project?

- Completed [SKIP TO PAGE 7]
- In-progress/ongoing [SKIP TO PAGE 7]
- Has not started yet

page 6 -----

9. How many individuals do you anticipate reaching with this project between now and September 30, 2023? [open-ended]

page 7 -----

10. 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

page 8 -----

Programming Note: Branching Begins

[ONLY DISPLAY Page 8 IF 'EARLY CARE' IS SELECTED IN Q10]

11. 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
- Healthy Food and Beverage Environments
- Farm to Early Care and Education (ECE)

page 9 -----

[ONLY DISPLAY PAGE 9 IF 'SCHOOL' IS SELECTED IN Q10]

12. 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.

- Active Recess
- Quality Physical Education
- Healthy Food and Beverage Environments
- School Gardens and Farm to School Activities

page 10 -----

[ONLY DISPLAY PAGE 10 IF 'OUT-OF-SCHOOL' IS SELECTED IN Q10]

13. 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

page 11 -----

[ONLY DISPLAY PAGE 11 IF 'COMMUNITY' IS SELECTED IN Q10]

14. 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
- Healthy Food and Beverage Environments

page 12 -----

Programming Note: The following branch is for those who chose 'Early Care' in Q8

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 impacted by the strategy or activity.

Level 2: Track process indicators by documenting what was done during implementation. (e.g., 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.

page 13 -----

Programming Note: The following branch is for those who chose ‘School’ in Q8

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 impacted by the strategy or activity.

Level 2: Track process indicators by documenting what was done during implementation. (e.g., 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.

page 14 -----

Programming Note: The following branch is for those who chose ‘Out-of-School’ in Q8

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 impacted by the strategy or activity.

Level 2: Track process indicators by documenting what was done during implementation. (e.g., 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.

page 15 -----

Programming Note: The following branch is for those who chose ‘Community’ in Q8

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 impacted by the strategy or activity.

Level 2: Track process indicators by documenting what was done during implementation. (e.g., 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.

page 16 -----

Programming Note: The following branch is for those who chose 'Early Care' in Q8

15. How many individuals did this project impact (Level I data) within this project year (Jan 1, 2023-June 30, 2023)? Please leave blank if your project has not started yet. [open-ended]
16. How did you estimate the number of individuals impacted (Level I data) for this project? (Select one)
- County population (total)
 - City population (total)
 - Zip code population (total)
 - Census tract population (total)
 - 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]

page 17 -----

Programming Note: The following branch is for those who chose 'School' in Q8

17. How many individuals did this project impact (Level I data) within this project year (Jan 1, 2023-June 30, 2023)? Please leave blank if your project has not started yet. [open-ended]
18. How did you estimate the number of individuals impacted (Level I data) for this project? (Select one)
- County population (total)
 - City population (total)
 - Zip code population (total)
 - Census tract population (total)
 - 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]

page 18 -----

Programming Note: The following branch is for those who chose 'Out-of-School' in Q8

19. How many individuals did this project impact (Level I data) within this project year (Jan 1, 2023-June 30, 2023)? Please leave blank if your project has not started yet. [open-ended]
20. How did you estimate the number of individuals impacted (Level I data) for this project? (Select one)

- County population (total)
- City population (total)
- Zip code population (total)
- Census tract population (total)
- 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]

page 19 -----

Programming Note: The following branch is for those who chose 'Community' in Q8

21. How many individuals did this project impact (Level 1 data) within this project year (Jan 1, 2023- June 30, 2023)? Please leave blank if your project has not started yet. [open-ended]

22. How did you estimate the number of individuals impacted (Level 1 data) for this project? (Select one)
 - County population (total)
 - City population (total)
 - Zip code population (total)
 - Census tract population (total)
 - 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]

page 20 -----

Programming Note: The following branch is for those who chose 'Early Care' in Q8

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.

*You might have to skip entire sections that are not applicable to your project.

page 21 -----

Programming Note: The following branch is for those who chose 'School' in Q8

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.

*You might have to skip entire sections that are not applicable to your project.

page 22 -----

Programming Note: The following branch is for those who chose 'Out of School' in Q8

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.

*You might have to skip entire sections that are not applicable to your project.

page 23 -----

Programming Note: The following branch is for those who chose 'Community' in Q8

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.

*You might have to skip entire sections that are not applicable to your project.

page 24 -----

Programming Note: The following branch is for those who chose 'Early Care' in Q8

23. 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 blank and click **Next** if indicators are not applicable to the project.

- Number of partner organizations _____
- Type of partner organizations _____

page 25 -----

Programming Note: The following branch is for those who chose 'School' in Q8

24. 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 blank and click **Next** if indicators are not applicable to the project.

- Number of partner organizations _____
- Type of partner organizations _____

page 26 -----

Programming Note: The following branch is for those who chose 'Out of School' in Q8

25. 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 blank and click **Next** if not applicable to the project.

- Number of partner organizations _____
- Type of partner organizations _____

page 27 -----

Programming Note: The following branch is for those who chose 'Community' in Q8

26. 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 blank and click **Next** if not applicable to the project.

- Number of partner organizations _____
- Type of partner organizations _____

page 28 -----

Programming Note: The following branch is for those who chose 'Community' in Q8

[Only Display Page 28 if 'Community' was selected in Q8]

27. For this project, did you hold any **community events** (e.g., bike rodeo or opening day of park)? If yes, please report on the following indicators if applicable to the project. Leave blank and click **Next** if indicators 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: _____

page 29 -----

Programming Note: The following branch is for those who chose 'Community' in Q8

[Only display Page 29 if 'Community' is selected in Q8]

28. For this project, did you purchase any **new signage or prompts to encourage physical activity** (e.g., trailhead signs, StoryWalk®)? If yes, please report on the following indicators if applicable to the project. Leave blank and click **Next** if indicators are not applicable to the project.

- Number of signs/prompts _____
- Type of new signage or prompts purchased to encourage physical activity _____
- Other, please describe: _____

page 30 -----

Programming Note: The following branch is for those who chose 'Community' in Q8

[Only display Page 30 if 'Community' is selected in Q8]

29. For this project, did you purchase any pieces of **physical activity related equipment** (e.g., playground equipment, soccer goals, trail infrastructure, safety equipment, etc.) or **expand physical activity offerings** (e.g., open gym, walking/support group) in your **community**? If yes, please report on the following indicators if applicable to the project. Leave blank and click **Next** if not applicable to the project.

- Number of pieces of physical activity equipment purchased _____
- Type of equipment purchased _____
- Type of physical activity classes/support groups/clubs offered _____
- Number of physical activity sessions held in the community _____
- Number of minutes per session _____
- Number of people in physical activity sessions _____
- Number of people who reach physical activity goal _____
- Number of shared use agreements _____
- Other, please describe: _____

page 31 -----

Programming Note: The following branch is for those who chose 'Community' in Q8

[Only display Page 31 if Community was selected in Q8]

30. For this project, did you **support active friendly routes or install bicycle repair stations**? If yes, please report on the following indicators if applicable to the project. Leave blank and click **Next** if not applicable to the project.

- Number of safety education sessions _____
- Number of bicycle repair stations installed _____
- Number of bicycle racks installed _____
- Other, please describe: _____

page 32 -----

Programming Note: The following branch is for those who chose “Out of School” in Q8

[Only display Page 32 if Out-of-School was selected in Q8]

31. For this project, did you **support active friendly routes or install bicycle repair stations**? If yes, please report on the following indicators if applicable to the project. Leave blank and click **Next** if not applicable to the project.

- Number of safety education sessions _____
- Number of bicycle repair stations installed _____
- Number of bicycle racks installed _____
- Other, please describe: _____

page 33 -----

Programming Note: The following branch is for those who chose “Out of School” in Q8

[Only display Page 32 if ‘Out-of-School’ is selected in Q8]

32. 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 blank and click **Next** if 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 sessions/classes _____
- Number of minutes per session/class _____
- Number of youth in physical activity sessions/classes being offered _____
- Other, please describe: _____

page 34 -----

Programming Note: The following branch is for those who chose ‘School’ in Q8

[Only display Page 32 if ‘School’ is selected in Q8]

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** for the **school setting**? If yes, please report on the following indicators if applicable to the project. Leave blank and click **Next** if 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 sessions/classes _____

- Number of minutes per session/class _____
- Number of youth in physical activity sessions/classes being offered _____
- Other, please describe: _____

page 35 -----

Programming Note: Branching ENDS. The following pages will be displayed for everyone

34. 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 blank and click **Next** if 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 _____
- Number of healthy cooking demonstrations _____
- Other, please describe: _____

page 36 -----

35. 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 blank and click **Next** if 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/gardening lessons provided _____
- Other, please describe: _____

page 37 -----

36. For this project, did you offer staff, partners or volunteers any **statewide programs or training** (e.g., PALS, GO NAPSACC, youth leadership 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 staff trained _____
- Number of assessments completed _____
- Type of assessment completed _____
- Other, please describe: _____

page 38 -----

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

page 39 -----

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

- Yes
- No [SKIP to Page 40]

page 40 -----

39. How was Level 3 data collected for this project? [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. [open-ended]

page 41 -----

41. Did your project lead to any of the following outcomes? (Select all that apply)

- The adoption of any 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

page 42 -----

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

- Yes
- No [SKIP to Page 43]

page 43 -----

43. What were the other funding sources that supported this project? [open-ended]

44. Approximately how much funding was provided from other funding sources to support this project? [open-ended]

page 44 -----

▲
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. [open-ended]

page 45 -----

46. Please share any success stories and quotes that highlight successes of this project. [open-ended]

47. Please share any photos that support your success story for this project. You can attach photos as a PDF, PNG, or JPG. [allow attachments]



▲ You can also email photos to Brenda Wolford at Brenda.Wolford@altarum.org.



page 46 -----

48. Do you have any more photos you would like to share?

Yes

No [SKIP to page 54]

page 47 -----



49. Please share any photos that support your success story for this project. You can attach photos as a PDF, PNG, or JPG. [allow attachments]



▲ You can also email photos to Brenda Wolford at Brenda.Wolford@altarum.org.

page 48 -----

50. Do you have any more photos you would like to share?

Yes

No [SKIP to page 54]

page 49 -----

51. Please share any photos that support your success story for this project. You can attach photos as a PDF, PNG, or JPG. [allow attachments]



▲ You can also email photos to Brenda Wolford at Brenda.Wolford@altarum.org.

page 50 -----

52. Do you have any more photos you would like to share?

Yes

No [SKIP to page 54]



page 51 -----

53. Please share any photos that support your success story for this project. You can attach photos as a PDF, PNG, or JPG. [allow attachments]



▲ You can also email photos to Brenda Wolford at Brenda.Wolford@altarum.org.

page 52 -----

54. Do you have any more photos you would like to share?

Yes

No [SKIP to page 54]

page 53 -----

55. Please share any photos that support your success story for this project. You can attach photos as a PDF, PNG, or JPG. [allow attachments]



▲ You can also email photos to Brenda Wolford at Brenda.Wolford@altarum.org.

▲
page 54 -----

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

