

FY25 Community Adolescent Pregnancy Prevention Program Statewide Media Campaign Services (COAC PVH 25 706-002)

Semi-Annual Report

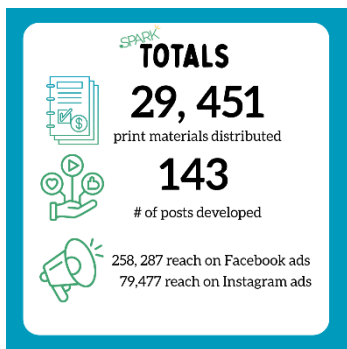
July 15, 2025

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Iowa State University

The Iowa Community Adolescent Pregnancy Prevention (CAPP) program aims to decrease the number of births to adolescents in the state through the Iowa Department of Health and Human Services (HHS). SPARK is a media and communications campaign for CAPP, managed by staff within the Child Welfare Research and Training Project (CW RTP) at Iowa State University (ISU). The current report includes a summary of SPARK activities that were completed from January 1 to June 30, 2025; actions within the Communication Plan that were completed; the efforts to engage and the challenges of engaging with youth and young adults, parents/caregivers, key partners, and other organizations that serve youth and families; suggestions for quality improvement; personnel changes; and activities planned for the next reporting period.

Provide an overall summary of the activities completed during this reporting period.



Numerous activities were conducted during the reporting period (January 1 to June 30, 2025) for this semi-annual report. During this time, updates were made to the campaign branding to align with accessibility standards (WCAG 2.1 AA standards), and a social media guide was created to guide students and youth reps in social media post creation. SPARK team members also led focus groups with key partners, such as CAPP grantees, to identify areas of interest for content creation; there was also collaboration with teenagers and parents/caregivers of teenagers to determine the relatability of content ideas.

Subsequently, content was created and shared on SPARK social media accounts. Finally, SPARK started to plan for the upcoming reporting period (July 1 to December 31, 2025) by working on new materials and finalizing engagement plans.



Describe Communications Plan actions completed during this reporting period.

The SPARK media campaign covered the topics of healthy relationships, healthy technology, and health and well-being this reporting period. The SPARK [webpage](#) and social media accounts were maintained across various platforms, including [Instagram](#) and [Facebook](#).

As content was created for the campaign, the SPARK team tested messaging and content with focus groups and surveys, collecting feedback from grantees, parents/caregivers of teens, and teens. This was a continuous process during the reporting period. With feedback from key partners, SPARK team members created content relevant to the

communication plan topics. In addition to topics, the team developed content for Teen Dating Violence Awareness Month, STI Awareness Week, National Adolescent Health Month, and Mental Health Awareness Month. A total of 143 posts were developed. Students on the SPARK team created seven short-form videos. Short-form video posts seemed to have higher engagement on Instagram specifically. Between January and June, there were 85 posts posted to Facebook and 78 posted on Instagram. Among those posts, 46 Facebook posts and 51 Instagram post utilized paid advertising. Boosting a post increases views, likes, and shares. The best performing post for Facebook had 53,404 views and for Instagram 11,253 views. SPARK also used key partner feedback to create content for the summer, back-to-school, and self-advocacy topics to be posted in the next reporting period.

In addition to social media posts, print materials and incentive items were developed and distributed via SPARK resource boxes to grantees.

Describe efforts to engage youth & young adults, and the number of youth & young adults engaged in the development of media for the statewide campaign. Describe any challenges encountered in the engagement of youth & young adults in the development of media for the statewide campaign.

Youth and young adults were engaged with the SPARK campaign in three ways: by contributing to campaign development, providing feedback during focus groups and in surveys, and participating in the Youth Representatives program.

Throughout the development of SPARK materials, ISU undergraduate students created and reviewed the SPARK campaign social media posts. The SPARK undergraduate team consists of three members, who met, identified ideas for posts, and subsequently created posts aimed at teens. These ideas and posts aligned with Healthy Relationships, Healthy Technology, and Health and Well-being topics. Three brainstorming sessions were held See Table 1 for specific examples and information about each topic.

Table 1. Examples of content from SPARK undergraduate team

	<i>Examples of specific ideas from SPARK undergraduate team</i>	<i>Number of created posts and materials</i>
Healthy Relationships	<ul style="list-style-type: none"> • Characteristics of a good friend • Boundaries and Consent • Early and honest conversations • Healthy Conflict • Peer pressure • Self-compassion • Personal coping skills 	41
Teen Dating Violence Awareness Month	<ul style="list-style-type: none"> • Healthy vs. Unhealthy Characteristics • Healthy vs Unhealthy Lyrics • How to help a friend • Breakup planning • Safety planning • Moving on after an unhealthy relationship 	32
Healthy Technology	<ul style="list-style-type: none"> • Critical thinking • Online consent • Technology values • Privacy and Safety • Doomscrolling 	50

Health and Wellbeing	<ul style="list-style-type: none"> • STI awareness and testing • Contraceptives • Healthy habits healthy ways • Dimensions of Wellness • Stress Management • Building Community 	48
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The SPARK team completed a similar process for the Healthy Relationships topic. Uhrich met with the SPARK undergraduate team to brainstorm topic ideas for healthy relationships, such as friendships and family relationships. Some topic ideas included conflict management, independence in relationships, consent, and healthy relationship characteristics. The SPARK undergraduate team met a second time to focus specifically on ideas for Teen Dating Violence (TDV) Awareness Month, such as what friends and family should know about TDV Awareness Month, self-love, and romantic relationships.

For the Healthy Technology topic, students identified what parents and teens need to know to promote healthy technology use. Topic ideas included, cyberbullying, modeling healthy technology use, privacy tips, online relationships, critical thinking, the “highlight reel” of social media, and comparison.

For the Health and Wellbeing topic, students focused on brainstorming topics in three areas: physical, mental, and sexual health. Physical health topics included talking about sleep, doing healthy habits healthy ways, body image, and the dimensions of wellness. Mental health topics included isolation, the process for getting help, how to talk to a parent, stress management, and mental health condition awareness (i.e. depression and ADHD). Sexual health topics included peer pressure, STI awareness, consent, contraceptives, and stigma.

Uhrich asked what students like about the SPARK Program. Here’s what they had to say:

- “I love how SPARK uses a practical and realistic approach to helping adolescents and emerging adults with topics like mental, emotional, physical, and digital health.”
- “I also enjoy that the work that we do genuinely helps people and raises awareness for various topics.”

Focus Group and Social Media Reviews

Youth and young adults were also engaged with SPARK through feedback provided in social media post review surveys. These surveys helped the SPARK team determine if teens found the social media posts relatable. SPARK received feedback specifically from high school and middle school students that identified if they liked a post and how to make it better. To find respondents, SPARK utilized CW RTP connections with Iowa teachers. If teachers agreed to have their students fill out SPARK surveys, they would be sent the social media post review survey link. Although the number of student responses varied among the social media post review surveys, the number of responses ranged from three to 43.

In addition to reviewing surveys, Uhrich set up an in-person focus group with three classes at Marshalltown High School. Students ranged from freshman to seniors. From the focus group, technology topics like privacy, tips for reducing screen time, and doomscrolling, were identified as important for teens to learn more about. Teachers received a \$25 gift card as a thank you for participating in SPARK program evaluation.

SPARK Youth Reps

SPARK also developed a Youth Representatives (also known as Youth Reps) program to directly engage with youth. Any teen or young adult aged 13 to 22 years old can be a Youth Rep. Youth Reps can participate in projects such as social media post review surveys, teen perspective surveys, content creation, and being a SPARK influencer. Youth Reps earn points with each completed project, with point allocation based on the project. Although Youth Reps can choose which projects they want to be involved in, once they earn 250 points, they are able to redeem a \$25 gift card.

The Youth Reps program was launched in October and advertised to grantees for them to share at CAPP presentations. SPARK provided grantees with marketing materials to add at the end of presentations. However, after the first round of

advertisements, youths did not demonstrate an interest in the program. To address this, the program was advertised to teachers involved in other CW RTP programs. Teachers who requested other programming received emails that advertised the Youth Reps program; teachers were also told directly about the Youth Reps program. Additionally, Uhrich attended the Iowa Alternative Educators Conference to advertise Youth reps to teachers. Uhrich also presented about the Youth Reps Program to a Human Services college class at Iowa State. There is currently one Youth Rep who is engaged with SPARK. She has taken all of the post review and teen perspective surveys available and exhibits a continued interest in participating in the SPARK Program.

Outreach Events

In June, SPARK tabled two CW RTP presentation events at the Ames Public Library for teens. At the first presentation, seven teens were present and the second, two teens. Uhrich spoke about the Youth Reps opportunity and encouraged teens to take printed resource items. Teens at the event were interested in the bookmarks, journals, and fidgets.



Instagram Advertising

Targeted Instagram ads were used to engage young people with SPARK Instagram content. Uhrich was able to target the audience based on age and location. Uhrich identified urban and rural cities in eastern, central, and western Iowa where the ads would run. Cities included, Des Moines, Ames, Marshalltown, Council Bluffs, Ottumwa, Fort Dodge, Mason City, Iowa City, Cedar Falls, Davenport, and more. Uhrich ran ads to both 13–17-year-olds as well as 18–24-year-olds. Ads for individuals under 18 have extra requirements to get approved. Because of this, if Uhrich included 18 in the audience age, ads would only be shown to 18-year-olds. Uhrich separated the age group to ensure that requirements were met and that 13–17-year-olds have an opportunity to see ads. In total, 51 ads were run for teens, with a total of 79,477 reach. Ads to the 18-24 group performed significantly better, since there were less restrictions.

Challenges with Engaging Youth/Young Adults

Most youth interactions were facilitated through teachers, so most youth responses to surveys depended on the teacher's willingness or ability to send the surveys to their students. This led to minimal consistency in youth survey responses. For example, one survey received 43 responses, but other surveys had less than five responses. Youth engagement in the Youth Rep program was also challenging. While students contacted Uhrich with an interest in the Youth Reps program, they often would not get their consent form signed or respond to project emails. It is possible that the virtual nature of Youth Reps makes it difficult to connect with the representatives and understand what they would like to do for the SPARK campaign.

To advertise to teens, Uhrich had to navigate restrictions and find the correct format of advertisement that would be approved by Meta. While increases in reach and engagement were observed, the ads did not run as well as ads for those over 18.

Describe efforts to engage CAPP Grantees, and the number of CAPP Grantees engaged in the development of media for the statewide campaign. Describe any challenges encountered in the engagement of CAPP grantees in the development of media for the statewide campaign.

CAPP grantees engaged with SPARK by providing feedback on social media materials, and ideas of topics. Throughout the current reporting period, Uhrich attended bi-monthly group calls with grantees, provided campaign updates, and shared beneficial information for grantees, including where grantees could find SPARK materials, how they could promote the Youth Rep program, and reminders to sign-up for focus group calls. Uhrich attended three group calls: once in February, April, and June. Uhrich also set up separate focus groups meeting each month for grantees to provide feedback on the SPARK campaign.

Healthy Relationships

Grantees were asked to respond to a topic idea survey in Google Forms where they could submit resources and ideas for the Healthy Relationships topic. The survey was shared in the CAPP Connections emails sent to grantees by Tina Palmer, HHS Program Manager.

Grantees also could have attended a virtual focus group to discuss what topics they think teens and parents need to know about healthy relationships and TDV awareness. Initially, the SPARK team sent a message to grantees in CAPP Connections asking if they would be interested in participating. Only one grantee contacted SPARK, so Uhrich decided to schedule a focus group and post the time in the [SPARK Newsletter](#) and during the CAPP group call. Five grantees signed up, but only four attended the focus group. Attendees of this call were especially interested in creating content featuring domestic violence resources, local to their respective counties.

Once social media posts were created, grantees had the option to complete social media post feedback surveys, which included the post image, caption, and two questions: if grantees liked the post and if grantees had any feedback to improve the post. Grantee feedback was incorporated into the posts as time allowed. Most of the time, grantees responded to the surveys after the social media posts had been shared to SPARK accounts.

Healthy Technology

The healthy technology topic followed a similar format of engagement from the topic survey to the focus groups, and post review surveys. Grantees were asked to respond to a topic idea survey on Smartsheet where they could submit resources and ideas for the topic of Healthy Technology. The survey was shared in the monthly SPARK newsletter sent to grantees by Hannah Uhrich. Only one grantee responded, and they were interested in learning more about SPARK

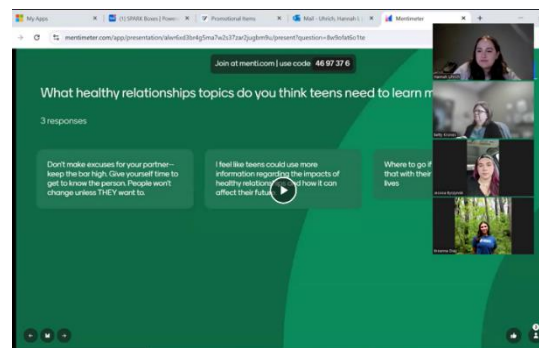
Grantees also could have attended a virtual focus group to discuss what topics they think teens and parents need to know about healthy technology. The focus groups were held in January and February with five and seven grantees attending respectively. Although the focus groups had low attendance, the conversations led to in-depth feedback on what grantees would like SPARK to cover, and how the campaign can be improved. Attendees of these calls noted topics like laws around sexting, online safety, privacy settings, location tracking, and how to talk to teens about social media use.

Health and Wellbeing

The health and wellbeing topic followed a similar format of engagement from the topic survey to the focus groups, and post review surveys. Three focus groups were held about this topic in March, April, and May with six, four, and two grantees attending respectively. The health and wellbeing focus groups were especially helpful for the ISU team, since grantees are health educators and were able to provide observations from their work with teens, on what was important to talk about. For example, they shared the importance of educating teens about dual contraceptives, especially since many teens today may think that birth control is all they need for safe sex. Additional information grantees wanted to make teens aware of include effectiveness of different types of birth control, identifying personal standards, the eight dimensions of wellness, and the importance of making sexual health apart of their overall health routine (i.e. getting STI tested).

Focus Groups

Based on feedback from the last reporting period, Uhrich optional focus groups for grantees to attend and provide feedback on SPARK topics, materials, and the overall Focus groups were advertised through the monthly SPARK CAPP grantee group calls, and follow-up emails. Focus were held once a month on a Tuesday from 9-10am. ranged from two participants to seven with an average of attendees per meeting. The smaller groups allowed for in-discussions about each of the topics, where each could share their insights.

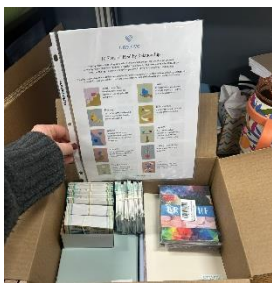


hosted their campaign. newsletter, groups Attendance five depth participant

At each meeting, grantees were asked what information they'd like us to cover for teens and parents, how it relates to the coursework, and to provide feedback on SPARK Box materials.

SPARK Boxes

Uhrich developed SPARK Boxes to distribute SPARK swag and print out materials. Each grantee organization received a box in February, April, and May. SPARK boxes were developed using feedback from grantee focus group meetings on what topics they'd like on printable materials, and what swag they liked.



The theme for the February box was Teen Dating Violence Awareness Month. Grantees received grounding stickers, journals, bookmarks with writing prompts for healthy relationships, 12 ways to say no consent cards, Youth Rep promo wallet cards, and flyers about national resources as well as 10 healthy and unhealthy signs. Uhrich received verbal feedback during focus groups that the 12 ways consent cards were popular and complimented grantee presentations well.

The theme for the April SPARK boxes was health and wellbeing, specifically, Mental Health Awareness Month. Grantees received tangle fidgets, self-care plan post cards, Consent FRIES stickers, reset magnets, resource magnets, parent conversation guide about dating, and a sample of bookmarks covering various topics that they could choose to order more of. The Consent is FRIES stickers and tangle fidgets were especially popular. One grantee shared that the consent stickers complimented their lessons on consent, since they discuss the F.R.I.E.S acronym.



The theme for the May Boxes was also health and wellbeing. Grantees received "break the stigma" brain stress relievers, grounding stickers, bookmarks with mental health journaling prompts, parent validation cards, coping strategy cards, and health and wellbeing checklists. The health and well-being checklist was developed based on a recommendation from a grantee.

Challenges with Engaging Grantees

The main challenge for engaging grantees was participation and response. While we continue to offer surveys for feedback on materials for the campaign to deliver a campaign that aligns with what grantees believed to be important,

only a few surveys got even one response. Surveys were distributed through the SPARK Newsletter that is sent every month. Very few grantees participated in both topic idea surveys and social media post review surveys for the campaign; however, grantees prefer to engage with the campaign through focus group meetings more than surveys. A goal for next year is to find ways to increase attendance at grantee focus group meetings.

Describe efforts to engage parents/caregivers, including expectant and parenting adolescents, and the number of parents/caregivers, including expectant and parenting adolescents, engaged in the development of media for the statewide campaign. Describe any challenges encountered in the engagement of parents/caregivers, including expectant and parenting adolescents in the development of media for the statewide campaign.

SPARK engaged with parents/caregivers in two ways. Parents/caregivers who are employed with CWRTP and Iowa State's Human Development and Family Services Department were asked to provide feedback on SPARK materials and were sent social media post review surveys. Parents/caregivers reported if they liked the post and gave feedback to strengthen posts that they did not like. At the end of the survey that included posts about healthy relationships, parents/caregivers could identify other topics they would want a discussion guide about. The department chair shared the survey with the faculty and an increase in responses was observed with a total of 11 responses. Most comments related to length of post and accessibility. Uhrich was able to make edits before posting. Additionally, Uhrich developed a parent-version of the Youth Reps program called Parent Reps. Parents/caregivers can provide their email and sign up to be a reviewer of the SPARK parent posts. Parent Reps was advertised to grantees at the monthly meeting, who were encouraged to share the program with parents/caregivers who would be interested. Currently, there are not any parents/caregivers enrolled in the Parent Reps program.

Facebook Ads

Targeted Facebook ads were used to engage parents with SPARK Facebook content. Uhrich was able to target the audience based on age, location, parental status, and interests. Uhrich identified urban and rural cities in eastern, central, and western Iowa where the ads would run. Cities included, Des Moines, Ames, Marshalltown, Council Bluffs, Ottumwa, Fort Dodge, Mason City, Iowa City, Cedar Falls, Davenport, and more. Uhrich also included audience interests to narrow the audience to parents and individuals with family interests. Interest categories included: Motherhood, Fatherhood, Family, and Friendship. In total, 46 ads were run for parents, with a total of 258,287 reach.

Challenges with Engaging Parents/Caregivers

The biggest challenge in engaging parents/caregivers is the lack of connections to this group, because CWRTP primarily works with teachers, schools, and organizations serving youth.

Describe efforts to engage other key partners, including but not limited to Iowa HHS, and the number of key partners engaged in the development of media for the statewide campaign. Describe any challenges encountered in the engagement of key partners in the development of media for the statewide campaign.

Uhrich met with Palmer and Andrew Minear, a CAPP program manager at HHS, monthly to discuss updates on the SPARK media campaign and ideas for improving the campaign. During the first reporting period, they met seven times to pitch ideas for the campaign and ensure that SPARK aligns with the vision HHS had for the campaign. Additionally, Uhrich sent the campaign materials to Tina and Andrew for review. They both provided feedback on the social media posts. Palmer or Minear would then send the social media posts to a contact in the HHS Communications team to review the posts for accessibility and provide final HHS approval.

Challenges with Engaging Key Partners

Palmer and Minear have been very responsive to emails and requests; their expectations and communication are clear. They have been supportive of new ideas and helpful with brainstorming ideas to engage grantees. The HHS Communications contact has also provided timely feedback throughout the social media post review process.

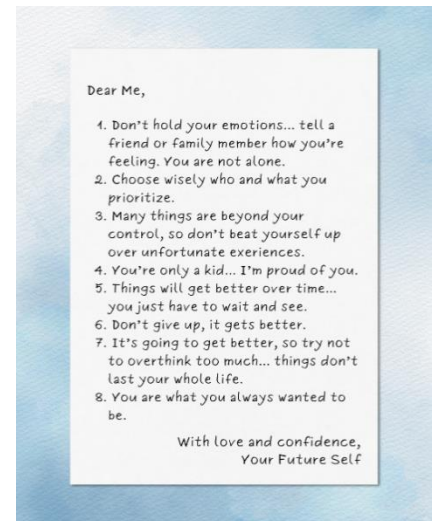
Describe efforts to engage organizations that serve youth and families, and the number of organizations that serve youth and families engaged in the development of media for the statewide campaign. Describe any challenges encountered in the engagement of organizations that serve youth and families in the development of media for the statewide campaign.

SPARK worked with Iowa teachers to encourage their 7th through 12th grade students to complete social media post review surveys and participate in the Youth Reps program. Teachers were employed across Iowa and included middle schools and high schools. Additionally, a teacher at a high school offered to host a focus group with her students, specifically about healthy technology. SPARK hosted an in-person focus group. Participants included 9th through 12th grade students from three classes. Fifty-six students participated in the focus group, which asked about technology topics.

From student responses, SPARK identified topics about healthy technology that teens thought were important to learn more. Common themes included safety/privacy, screen time, cyberbullying, supporting a friend, communication, conflict management, and how to leave an unhealthy relationship.

We asked students if they could change one technology habit, what it would be. Most students (20) identified limiting screen time as a habit they'd like to change. Additionally, students said:

- “Stop comparing myself to others”
- “Less dependent on likes for mood”
- “Not getting on my phone as soon as I wake up”
- “Not using phone right before I sleep”
- “Stop doomscrolling”



Iowa Alternative Educators Conference

To increase awareness of the SPARK program among teachers, Uhrich tabled at the Iowa Alternative Educators Conference. Uhrich connected with many teachers and got 12 contacts of teachers interested in getting their students involved with the SPARK program. Teachers were especially interested in the bookmarks, fidgets, and grounding stickers.

Provide any suggestions for quality improvement related to the development of media for the statewide campaign.

Campaign development should incorporate more focus groups with stakeholders including CAPP grantees, parents/caregivers, and youth. The most thorough feedback has come from focus group interactions, where stakeholders are able to provide a more accurate explanation of their perspectives on campaign topics. Additionally, having direct communication with grantees through email, meetings, and newsletters will improve the grantee involvement in the campaign and allow for smoother communication between grantees and SPARK.

Describe any staffing or personnel changes?

During the current reporting period, SPARK hired an ISU undergraduate student who contributes to brainstorming sessions and develops campaign materials. SPARK also utilizes other ISU undergraduate students who provide support to SPARK projects.

Provide a detailed description of the campaign materials developed and/or distributed during this reporting period. Provide a description of the evaluation tool (s) utilized to evaluate the campaign materials. Provide qualitative and quantitative data outcomes for each evaluation method utilized.

See the “Jan-July SPARK Materials” Report [here](#) for all the campaign social media content that was created and posted during the reporting period. Each post has data analytics from Meta Business Suite and, if provided, feedback from key partners.

What activities are planned for the next reporting period?

The following activities are planned for the next reporting period:

- Complete social media posts and materials for summer and back-to-school topics.
- Print materials for August Self-Advocacy SPARK Box
- Attend CAPP grantee retreat in August
- Encourage Youth Reps to complete projects including surveys and campaign materials
- Host monthly grantee focus groups to discuss topic ideas and campaign feedback
- New interface for ordering print materials
- New interface for downloading social media posts

SPARK also plans to start the following activities during the next reporting period:

- Host teen focus groups for the Self-Advocacy, Bullying Prevention month, and Healthy Relationships
- Develop materials for the Self-Advocacy for posting in September, October, and November
- Create special content for International Adolescent Health Week and Bullying Prevention Month
- Develop materials for the Healthy Relationships topic for posting in December
- Create more short-form videos

Open section if need to add additional information not covered under the other sections

Due to limitations in the IowaGrants portal, two additional reports with color images, graphs, and hyperlinks were placed in a public access folder in ISU's Cybox system ([here](#)). These reports were also emailed to HHS program managers, Palmer and Minear.

Appendix A

Youth Reps Projects (as of June 30, 2025)



Available Projects

Social Media Review Surveys:

- [Bullying Prevention Month Posts](#)
- [Teen Resiliency](#)
- [International Adolescent Health Week](#)
- [Self-Advocacy Materials](#)
- [Self-Advocacy Materials Part 2](#)
- [Healthy Relationships 1](#)
- [Healthy Relationships 2](#)
- [Healthy Tech 1](#)
- [Healthy Tech 2](#)
- [Healthy Tech 3](#)
- [Mental Health](#)
- [Physical Health](#)
- [Sexual Health](#)
-

Teen Perspective Surveys:

- [Red Flags vs Green Flags](#)
- [Healthy Relationship Topic Ideas](#)
- [Health and Wellbeing Topic Survey](#)
- [Healthy Tech Topics](#)

Social Media Post Ideas:











When you create posts and videos, please use the SPARK [colors](#) and [logo](#). We are currently starting the new topic of Healthy Relationships. You are welcome to come up with your own post ideas but here are some ideas to get you started:

- Create a post for each of the 10 signs of a healthy relationship with examples of each
 - <https://www.joinonelove.org/signs-healthy-relationship/>
- Create a post for each of the 10 signs of an unhealthy relationship with examples of each
 - <https://www.joinonelove.org/signs-unhealthy-relationship/>
- Design a sticker related to healthy relationships
- Lyrics that reflect Healthy/Unhealthy Characteristics

Once you complete a project you can submit it using [this link](#) or emailing me at hluhrich@iastate.edu.

SPARK STYLE GUIDE

Colors

	#41A471 C=75, M=12, Y=72, K=1 R=65, G=164, B=113		#8BCFA1 C=46, M=0, Y=47, K=0 R=139, G=207, B=161		#FFD575 C=0, M=16, Y=64, K=0 R=255, G=213, B=117
	#006A7A C=90, M=45, Y=42, K=14 R=2, G=106, B=122		#009ABD C=79, M=23, Y=17, K=0 R=0, G=154, B=189		#F09F8E C=3, M=45, Y=38, K=0 R=240, G=159, B=142
	#626C79 C=65, M=51, Y=41, K=13 R=98, G=108, B=121		#A5A6AF C=37, M=30, Y=24, K=0 R=165, G=166, B=175		#E56251 C=5, M=76, Y=69, K=0 R=229, G=97, B=82
	#232A31 C=65, M=51, Y=41, K=75 R=35, G=42, B=49		#FFFFFF C=0, M=0, Y=0, K=0 R=255, G=255, B=255		

Color Contrast Requirements

To meet [WCAG 2.1 AA standards](#) (Americans with Disabilities Act requirement to be met by April 24, 2026), contrast must be 4.5:1 for normal text and 3:1 for large text* and graphics. This applies to any material posted online, including PDFs. Use this tool to test color combinations beyond those outlined below: <https://webaim.org/resources/contrastchecker/>

Okay with all text/graphic elements:



Okay ONLY with bold or large* text and graphic elements:



** Large text is defined as 14 point and bold or larger, or 18 point or larger.*

Appendix C – SPARK Social Media Guide

SPARK SOCIAL MEDIA GUIDE



Use the SPARK Colors



Use the SPARK Logos

Always incorporate the logo to the first page of your design.

On social media posts, use the plain logo, without the tagline



Prioritize Accessibility

Readability of text

Consider your fonts and the text size

Break large paragraphs into multiple post slides

Use bullet points or graphic elements like circles or squares to break up text in lists.

Use bold, underline, or font to separate title from paragraph text.

Use language that is understandable to teens. Avoid high-level words. Break down abstract topics.

Keep Fonts Fun!

Fonts we like

Chewy
BOBBY JONES

Gliker
Litita One

MaryKate
NECTARTINE

Cabin
Avenir

Amaranth
Poppins

Mali
Canva Student Font

One Little Font
Mansalva
More Sugar

Rosario

Elevate with Graphics!

People graphics

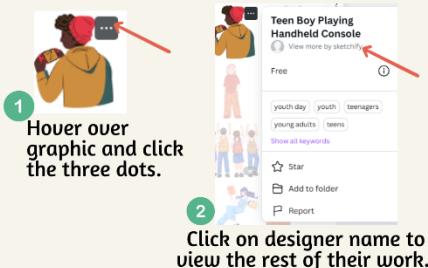
Use inclusive graphics. You may have to dig deeper to find these graphics, but it's important to be representative of all identities!



When creating a posts, make sure your people look like they are teens. Not too young or old.

Elevate with Graphics!

If you find a graphic style you like, you can find more graphics by that designer.



Elevate with Graphics!

Incorporate shapes, lines, and fun images to make your design more interesting.



Helpful Canva Features



adjust spacing between lines and letters



highlight a sentence to make it all uppercase or lowercase



adjust transparency of picture, graphic, or text.

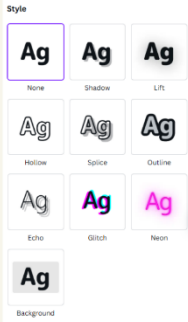


lock the placement of individual image, graphic or text.

Appendix C – SPARK Social Media Guide

Helpful Canva Features

Effects Button



Change the text affect. The background option is helpful for improving accessibility of text.

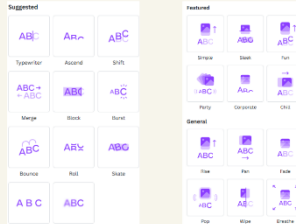


Curve your text

Helpful Canva Features

Animate

You can do page, text, graphic, and photo animations. Animations are great for creating short-form videos and designs can be saved as an mp4 or gif.



Developing Your Post

Post Size

For teen centered posts, use the 4:5 Instagram template.

For parent-centered posts, use the Instagram square.

Templates

Under the “design” tab you can browse free templates to help you get started

Citing Sources

On the design include “Adapted from: (website)”
Include website in caption

Developing Your Post

Content

Use reputable sources. If you are using Chat GPT to brainstorm, fact check information.

One tip is to write out the content of the posts on a document and then create the design.

Go beyond sharing the information to incorporate the “why” into every post. Why should teens care about what you are saying? How can they use the info in their lives?

Developing Your Post

Uses for AI

You can use AI to help with brainstorming, but always fact-check the information.

AI can review your text to make sure it fits the teen audience in terms of language.

Can help with developing captions.

One thing to note: You don’t have to follow AI’s recommendations. At the end of the day, you are the human and you can decide what’s best!

Reviewing Your Post

Check for Grammar Errors

It’s hard to see the spell check on Canva, so always double check your work and paste your text into a word document or grammarly if you are unsure.

Send for review

Let Hannah know your post is ready. She will review the post in Canva and send edits. The post will then be reviewed by HHS for approval.

What is HHS looking for?

HHS is checking for accessibility of the post and to ensure it meets state/federal guidelines.

YOU GOT THIS!

Questions?

Email hluhrich@iastate.edu