Template Directions: Consolidate all Implementing Agency (IA) information into one State annual report using the template below. Refer to the Definitions Section for terms used in this template.

1. SNAP-Ed Program Overview:

Directions - Provide a one page (not more than 500 words) **executive summary** of SNAP-Ed activities and outcomes during the reporting fiscal year. Please include the following as applicable:

- **Progress in achieving** no more than 3-5 **overarching goals:**

Statewide Outcomes: Mothers from California census tracts with higher levels of SNAP-Ed reach ate significantly more cups of fruits and vegetables and consumed fewer calories from high-fat foods than mothers from no/low reach census tracts (Evaluation Framework Indicator MT1).

Significant increases were found among mothers exposed to the 2015 Champions for Change Media Campaigns for meeting the USDA per-week recommendation for physically activity of 150 minutes (MT3).

Impact of Local Interventions: In 2015, 35 local health departments conducted outcome evaluations. Of the 10,835 SNAP-Ed participants (n's = 7,827 children, 1,039 teens, and 1,969 adults), aggregate analysis by age group revealed the following significant findings:

- 8.2 percent increase in vegetable consumption by teens (LT2),
- 24.8 percent increase in vegetable consumption by adults (LT2),
- 8.8 percent increase in fruit consumption by children (LT2),
- 24.0 percent increase in fruit consumption by adults (LT2),
- 41.1 percent increase in consumption of more than one kind of fruit each day by adults (MT1)
- 36.9 percent increase in consumption of more than one kind of vegetable each day by adults (MT1)
- 17.3 percent decrease in sugary drink consumption (soda and other sugary beverages) by teens (MT1, LT5),
- 5.5 percent decrease in sugary drink consumption (soda and other sugary beverages) by children (MT1, LT5),
- 40.1 percent decrease in sugary drink consumption by adults (MT1, LT5),
- 10.2 percent increase in the number of days/week children were physically active at least 60 minutes (LT7),
- 8.4 percent increase in the number of days/week teens were physically active at least 60 minutes (LT7),
- 4.1 percent decrease in the hours per day teens are in front of television, video games, or a computer (LT8),
- 64.9 percent increase in the percent of adults using nutrition labels when food shopping (MT2),
- 12.5 percent decrease in the percent of participants who ran out of food before the end of the month (LT6).

- **Number of new projects implemented during the reporting year by identified primary approach (specify approach: Direct, Indirect, Social Marketing, Policy, Systems, or Environmental Change):**

  Direct Education: 1 local projects
  Indirect: 1 local projects
  Social Marketing: 0
  Policy, Systems, or Environmental Change: 12

- **Number of ongoing projects that were operational during the reporting year identified by primary approach (specify approach: Direct, Indirect, Social Marketing, Policy, Systems, or Environmental Change):**

  Direct Education: 55 local projects
  Indirect: 54 local projects
  Social Marketing: 1
  Policy, Systems, or Environmental Change: 46

2. SNAP-Ed Administrative Expenditures

Directions - To help FNS better understand State SNAP-Ed administrative expenditures, provide the percent and dollar value of administrative expenses used for each IA in the State for each of the following categories. To estimate the percentage of total administrative expenditures, use the data you compiled for question 10 on the EARS report. In the example below, administrative expenditures for X State University = $550,000.

Type of Administrative Expense:	Percent of Total Administrative Expenditures for each Implementing Agency by Type of Expense					
	Name of IA:		Name of IA:		Name of IA:	
	Example: X State U		California Department of Public Health		Click here to enter name.	
	% values	$ values	% values	$ values	% values	$ values
Administrative Salary	40%	$220,000	69.65 %	$8,740,994.98	ick here to enter %.	Click here to enter $.
Administrative Training Functions	15%	$82,500	.29%	$ 36,734.31	ick here to enter %.	Click here to enter $.
Reporting Costs	3%	$16,500	.28%	$ 34,672.54	ick here to enter %.	Click here to enter $.
Equipment/Office Supplies	10%	$55,000	.77%	$ 96,681.27	ick here to enter %.	Click here to enter $.
Operating Costs 9travel Only)	10%	$55,000	.57%	$ 71,008.45	ick here to enter %.	Click here to enter $.
Indirect Costs	12%	$66,000	7.56%	$ 949,370.42	ick here to enter %.	Click here to enter $.
Overhead Charges (space, HR services, etc.)	10%	$55,000	20.88%	$2,620,146.09	ick here to enter %.	Click here to enter $.
Total			100.00%	$12,549,608.06		

SNAP-Ed Evaluation Reports Completed for this Reporting Year

Using the chart below, identify the type(s) of SNAP-Ed evaluations by project that resulted in a written evaluation report of methods, findings, and conclusions. Use the definitions of each type of evaluation that are provided below. Include a copy of each evaluation report that was produced in the appendix to this report. Impact evaluation reports should include the components described on the following page. Each evaluation report should clearly identify the associated project name(s) on the cover or first page.

Formative Evaluation (FE) usually occurs up front and provides information that is used during the development of an intervention. It may be used to determine if a target audience understands the nutrition messages or to test the feasibility of implementing a previously developed intervention in a new setting. Formative research results are used to shape the features of the intervention itself prior to implementation.

Process Evaluation (PE) systematically describes how an intervention looks in operation or actual practice. It includes a description of the context in which the program was conducted such as its participants, setting, materials, activities, duration, etc. Process assessments are used to determine if an intervention was implemented as intended. This checks for fidelity, that is, if an evidence-based intervention is delivered as designed and likely to yield the expected outcomes.

Outcome Evaluation (OE) addresses the question of whether or not anticipated group changes or differences occur in conjunction with an intervention. Measuring shifts in a target group's nutrition knowledge before and after an intervention is an example of outcome evaluation. Such research indicates the degree to which the intended outcomes occur among the target population. It does not provide definitive evidence, however, that the observed outcomes are due to the intervention.

Impact Evaluation (IE) allows one to conclude authoritatively, whether or not the observed outcomes are a result of the intervention. In order to draw cause and effect conclusions, impact evaluations incorporate research methods that eliminate alternative explanations. This requires comparing those (e.g., persons, classrooms, communities) who receive the intervention to those who either receive no treatment or an alternative intervention. The strongest impact evaluation randomly assigns the unit of study to treatment and control conditions, but other quasi-experimental research designs are sometimes the only alternative available.

Project Name	Key Project Objective(s)	Target Audience	Check all Evaluation Types for Which Reports Are Included			
			FE	PE	OE	IE
Evaluation of policy, system, and environmental change efforts by NEOPB-funded local health departments	Describe distribution of PSE activities among LHDs across CA Describe sites engaged and number of people reached through PSE efforts. Describe site assessment, adoption of PSE change, implementation of complementary strategies, and completion of effectiveness assessments.	SNAP-Ed eligible population served by LHDs across CA	☐	X	☐	☐
Higher Fruit and	By September 30, 2015, examine associations between	Mothers from	☐	☐	X	☐

Vegetable and Reduced Fat Intake Among Low-Income Mothers Living in California Neighborhoods with Supplemental Nutrition Assistance Program-Education (SNAP-Ed) Nutrition Education Interventions, 2014	levels of intervention reach and fruit and vegetable consumption, consumption of fast food and sugar-sweetened beverages, and physical activity.	SNAP households				
Evaluation of the 2015 Champions for Change Media Campaigns	Investigate levels of ad exposure to the 2015 Champions for Change Media Campaigns in relation to changes in dietary behaviors and physical activity.	Mothers from SNAP households	☐	☐	X	☐

* FE = Formative Evaluation PE = Process Evaluation

OE = Outcomes Evaluation IE = Impact Evaluation

3b. Impact Evaluation:

Include the following items in each impact evaluation report:

- **Name of the Project**

  Impact Outcome Evaluation Project: Statewide Local Health Department Project Aggregated Data

Table 1. Statewide Local Health Department Project Aggregated Data for 46 Projects	
Health Department	**Site**
Alameda County Health Care Services Agency	Schools, Churches, Community Centers, Elderly Service Centers, Libraries, Shelters, WIC Programs
Butte County Public Health Department	Schools
City and County of San Francisco Department of Public Health	After School Programs, Community Centers, Emergency Food Assistance Sites, Public/Community Health Centers, Public Housing, Children's Council of San Francisco, VA Medical Center
City of Long Beach Department of Health and Human Services	Schools
City of Pasadena Public Health Department	Schools, Community Centers, Head Start Programs, Libraries, Public/Community Health Centers
Contra Costa Health Services	After School Program
County of Fresno	Schools, Churches, Community Centers, Elderly Service Centers, Emergency Food Assistance Sites, Head Start Programs, Public Housing, Family Resource Centers, Center for New American
County of Riverside, Department of Public Health	Schools, After School Programs
County of Sacramento Department of Health and Human Services	After School Programs, Churches, Community Centers, Emergency Food Assistance Sites, Head Start Programs
County of San Bernardino Department of Public Health	Schools
County of San Diego	Schools, Other Youth Education Sites
County of Sonoma, Department of Health Services	Schools
Health Education Council (Placer County)	Schools
Humboldt County Health Department	Schools, After School Programs
Imperial County Public Health Department	Schools

Table 1. Statewide Local Health Department Project Aggregated Data for 46 Projects	
Health Department	**Site**
Kern County Public Health Department	After School Program
Kings Community Action Organization, Inc.	School
Los Angeles County Department of Public Health	Schools, After School Program, Churches, Community Centers, Emergency Food Assistance Sites, Head Start Programs, Libraries, Other Youth Education Sites, Social Justice Learning Institute, Mercado La Paloma, Police Department
Madera County Public Health Department	School
Marin County Health and Human Services	Schools
Merced County Department of Public Health	School, Public Housing, Adult Rehabilitation Centers
Monterey County Health Department	Schools
Orange County Health Care Agency	Schools, After School Programs, Community Centers, Elderly Service Centers, Emergency Food Assistance Sites, Head Start Programs, Public Housing, Shelters
San Joaquin County Public Health Services	Schools, After School Programs
San Luis Obispo County Public Health Department	Schools
San Mateo County Health Systems (Not used in aggregated data)	After School Programs
Santa Barbara County Public Health Department	Schools, After School Programs, Community Centers
Santa Clara County Public Health Department	After School Programs
Santa Cruz County Health Services Agency	Schools
Shasta County Health and Human Services Agency	Schools
Solano County Health and Social Services	Schools
Stanislaus County Health Services Agency	TANF Job Readiness
Tulare County Health and Human Services Agency	Schools
Ventura County Public Health Department	Schools, After School Programs, Other Youth Education Sites, Public Housing
Yolo County Department of Health Services	Adult Education & Job Training, Adult Rehabilitation Centers, Community Centers

- **Project Goals (specifically those evaluated)**

- To increase consumption of healthy foods, especially fruit and vegetables
- To decrease consumption of sugar sweetened beverages
- To increase consumption of healthy beverages, especially water
- To increase physical activity among low-income California adults, teens, and children participating in NEOPB's SNAP-Ed with a long-term goal of reducing obesity and food insecurity among the population

- **Evaluation Design:** Describe the unit of assignment to intervention and control or comparison groups. Describe how assignment to these groups was carried out. Be explicit about whether or not this assignment was random. Describe how many units (and individuals if they were not the unit of assignment) were in the intervention and control or comparison groups at the start and end of the study.

  Four of the 46 impact/outcome local evaluations used a comparison group. In each case both the intervention and comparison groups were convenience samples.

  A total of 11,975 individuals participated in the 46 evaluations. Of these, 10,835 received the local health department-specific intervention and 1,140 were in a comparison group selected by the LHD.

  Table 2 shows the individuals by age group.

  - Intervention: 10,835 (90.5%)
  - Comparison: 1,140 (9.5%)

Table 2. Individuals By Age And Condition Of Assignment at Post-Test

Age Category	Intervention Group Participants	Comparison Group Participants	Total
Youth, 8-13 years	7,827	724	8,551
High School, 14-17 years	1,039	0	1,039
Adult 18+ years	1,969	416	2,385
Total	10,835	1,140	11,975

- **Impact Measures:** Describe the measure(s) associated with each intervention goal. Describe the points at which data were collected and how. If there were any differences in measures for intervention and control or comparison groups, describe them.

  Table 3 shows the tools used to measure the change in fruit and vegetable, sugary drink, and water consumption, the number of local projects that used the tool, and the number that showed a statistically significant change in the desired direction.

Table 3. Survey Instruments Used for Adults, Teens, and Youth

Measures of Fruit and Vegetable, Sugary Drink, and Water Consumption	Number of Local Projects Using the Tool (Number with Significant Results for Fruits, Vegetables, Both Combined, and/or Sugary Drink and/or Water)
• *Food Behavior Checklist* (*FBC*)[1,2,3]	12 (11)
• *Fruit and Vegetable Checklist* (*FVC*)[4]	1 (1)
• *High School Nutrition and Physical Activity Survey* (*YRBS*)[6,7,8,9,10]	3 (2)
• *Youth Nutrition and Physical Activity Survey* (i.e. *SPAN*, but coded differently)[5,6,7,8,9]	30 (19)

For most local projects, the pre-test took place before the beginning of intervention and post-tests took place after the last intervention session. The span of time between pre-test and post-test varied widely between local projects. For some it was just five weeks and for others, mostly schools, it was a full 9 months.

- **Findings:** Describe the measurement results for intervention and control or comparison groups at each point data were collected.

Tests of Significance

Tests of significance were conducted with paired T-tests for continuous outcomes and McNemar tests for dichotomous outcomes.

Fruit and Vegetable Consumption-Adults

The *Food Behavior Checklist* (*FBC*) and *Fruit and Vegetable Checklist* (*FVC*) were used to measure adult consumption of FV for 13 LHD projects. Both the FBC and the FVC use identical questions to measure FV-related behaviors. These surveys were validated with low-income populations in California making them a fitting measure of consumption for this evaluation. Local projects provided data using the *FBC* and *FVC* from 1,969 individuals from intervention groups and 416 from comparison groups. The following data address WRO individual level indicators MT1 and LT2. Results showed that individuals receiving an intervention reported an increase of 0.61 cups of total FV (Table 4). Fruit alone and vegetables alone increased by just under one-third of a cup each. The increase in each fruit and vegetables alone, and total consumption of FV combined were statistically significant ($p<0.001$). Intervention participants also demonstrated increased variety in FV intake, with a 41.1% increase in eating more than one kind of fruit a day and a 36.9% increase in eating more than one kind of vegetable a day “often” or “every day” rather than “sometimes” or “no”($p<0.001$). Comparison participants showed a statistically significant increase in fruits and vegetables and vegetables alone.

Table 4. Pre- and Post-Test Results for Fruit and Vegetable Consumption and Variety - Adults					
	N	Pre-test	Post-test	% Change	P-value

Intervention Adult					
Total Fruit & Vegetables, Cups (Mean)	1,903	2.46	3.07	24.80	<0.001
Fruit, Cups (Mean) **(LT2)**	1,939	1.21	1.50	23.97	<0.001
Vegetables, Cups (Mean) **(LT2)**	1,915	1.25	1.56	24.80	<0.001
Eat >1 Kind of Fruit Each Day (%)**(MT1)**	1,919	38.90	54.90	41.13	<0.001
Eat >1 Kind of Vegetable Each Day (%)**(MT1)**	1,913	43.60	59.70	36.93	<0.001

	N	Pre-test	Post-test	% Change	P-value
Comparison Adult					
Total Fruit & Vegetables, Cups (Mean)	405	2.57	2.76	7.39	0.002
Fruit, Cups (Mean)	410	1.28	1.33	3.91	0.099
Vegetables, Cups (Mean)	408	1.29	1.42	10.08	<0.001
Eat >1 Kind of Fruit Each Day (%)	399	39.80	43.10	8.29	0.182
Eat >1 Kind of Vegetable Each Day (%)	399	27.10	26.60	5.07	0.417

Fruit and Vegetable Consumption-Youth & High School

A total of 30 local projects collected FV consumption data from 7,700 youth receiving an intervention and 724 youth from a comparison group using the *Youth Nutrition and Physical Activity Survey*. Three local projects collected FV consumption data using the *High School Nutrition and Physical Activity Survey* from 1,026 teens receiving an intervention, but were unable to field any comparison respondents. The following data address WRO individual level indicator LT2.

Results from the *Youth Nutrition and Physical Activity Survey* show that youth receiving an intervention had a 0.16 increase in times per day they ate FV (p<0.001) (Table 5). The increase in combined fruits and vegetables were driven by fruit alone, as there were no observed changes in vegetable consumption. Youth showed a 12.89% increase in consumption of fruit two or more times/day (p<0.001). Results for youth in the comparison group showed statistically significant change in fruit and combined fruit and vegetable consumption (p=0.002 and p=0.012). Comparison youth showed a 14.04% increase in consumption of fruit two or more times/day (p=0.024).

Table 5. Pre- and Post-Test Results for Fruit and Vegetable Consumption - Youth					
	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Total Fruit & Vegetables Times/Day (Mean)	7,656	3.52	3.68	4.55	<0.001
Fruit, Times/Day (Mean) **(LT2)**	7,676	1.82	1.98	8.79	<0.001
Vegetables, Times/Day (Mean) **(LT2)**	7,700	1.70	1.70	0.00	0.757

Fruit ≥ 2 Times/Day (%) **(LT2)**	7,676	48.10	54.30	12.89	<0.001
Vegetables ≥ 3 Times/Day (%) **(LT2)**	7,700	26.80	27.80	3.73	0.163

	N	Pre-test	Post-test	% Change	P-value
Comparison- Youth					
Total Fruit & Vegetables Times/Day (Mean)	720	3.12	3.43	9.94	0.012
Fruit, Times/Day (Mean)	720	1.58	1.81	14.56	0.002
Vegetables, Times/Day (Mean)	724	1.53	1.62	5.88	0.244
Fruit ≥ 2 Times/Day (%)	720	40.60	46.30	14.04	0.024
Vegetables ≥ 3 Times/Day (%)	724	23.20	24.60	6.03	0.549

The *High School Nutrition and Physical Activity Survey* utilizes six FV consumption questions from the *Youth Risk Behavior Survey* (*YRBS*). Only five questions were used for these analyses because one question asks about 100% juice consumption. With an increasing emphasis on healthy beverage consumption, in FFY 12, it was deemed no longer appropriate to include juice in the FV analyses. In FFY 15, high school students receiving and intervention showed significant improvements in vegetable consumption and combined fruit and vegetable consumption (Table 6). Vegetable consumption increased by 0.12 times per day and total fruit and vegetable consumption by 0.19 times per day (p=0.047 and p=0.017).

Table 6. Pre- and Post-Test Results for Fruit and Vegetable Consumption - Teen

	N	Pre-test	Post-test	% Change	P-value
Intervention- High School					
Total Fruit & Vegetables Times/Day (Mean)	1,004	2.36	2.55	8.05	0.017
Fruit, Times/Day (Mean) **(LT2)**	1,026	0.90	0.96	6.67	0.091
Vegetables, Times/Day (Mean) **(LT2)**	1,010	1.47	1.59	8.16	0.047
Fruit ≥ 2 Times/Day (%) **(LT2)**	1,026	19.80	21.20	7.07	0.346
Vegetables ≥ 3 Times/Day (%)**(LT2)**	1,010	11.90	13.70	15.13	0.197

Sugar-Sweetened Beverage Consumption--Adults

In FFY 13, in addition to the long-standing goal of increasing FV consumption, *NEOPB* formally adopted a new goal of lowering consumption of SSBs, and this is the third year of its efforts in this direction. The following data address WRO individual level indicators MT1 and LT5.

A single local project using the *FVC,* a subset of questions from the *FBC*, did not evaluate changes in SSBs for adults. The *FBC* uses two questions to capture SSB consumption, one about (non-100% juice) fruit drinks, sports drinks, and punch, and the other about non-diet soda. For each, the

question is worded "Do you drink…?" and the answer choices are "no, yes sometimes, yes often, and yes every day". For scoring purposes, a positive answer of "yes, often" or "yes, every day" to either or both questions categorized a respondent as "drinks sugar sweetened beverages." Data from intervention adults showed a significant decrease in SSB consumption while the comparison group did not (p<.001) (Table 7).

Table 7. Pre- and Post-Test Results for Sugar Sweetened Beverage Consumption - Adult					
	N	Pre-test	Post-test	% Change	P-value
Intervention Adult					
Sugary Drinks, Often/Everyday (%) **(MT1, LT5)**	1,765	30.40	18.20	-40.13	<0.001

	N	Pre-test	Post-test	% Change	P-value
Comparison - Adult					
Sugary Drinks, Often/Everyday (%)	406	27.10	26.60	-1.85	0.901

Sugar-Sweetened Beverage and Water Consumption-Youth & High School

In FFY 15, consumption of sugary drinks decreased significantly among youth, however, water did as well (p=0.001 and p=0.010). For comparison subjects, consumption of both remained unchanged (Table 8).

Table 8. Pre- and Post-Test Results for Sugar Sweetened Beverage and Water Consumption - Youth					
	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Sugary Drinks, Time/Day (Mean) **(MT1, LT5)**	7,495	1.28	1.21	-5.47	0.001
Water, Times/Day (Mean)	7,606	3.54	3.49	-1.41	0.010

	N	Pre-test	Post-test	% Change	P-value
Comparison- Youth					
Sugary Drinks, Times/Day (Mean)	689	1.59	1.47	-7.55	0.106
Water, Times/Day (Mean)	705	3.41	3.51	2.93	0.183

Similar to the youth population, high school students receiving the intervention decreased both sugary drink and water consumption (p<0.001 and p<0.001) (Table 9).

Table 9. Pre- and Post-Test Results for Sugar Sweetened Beverage and Water Consumption -Teens

	N	Pre-test	Post-test	% Change	P-value
Intervention- High School					
Sugary Drinks, Times/Day (Mean) **(MT1, LT5)**	1,018	1.33	1.10	-17.29	<0.001
Water, Times/Day (Mean)	1,038	3.79	3.45	-8.97	<0.001

Shopping Habits and Food Security - Adults

One goal of nutrition education is to improve the quality of the diet of SNAP participants. A second goal is to reduce the chances that the SNAP participant will not have sufficient resources to provide food for self and family throughout the month. The *FBC* measures dietary practices other than consumption of food. Adults receiving an intervention showed improvement in two key areas that suggest the interventions NEOPB's SNAP-Ed participants have been receiving may be helping them meet these goals. The following data address WRO individual level indicators MT2 and LT6.Nearly two-thirds more intervention participants reported becoming nutrition label readers while shopping post intervention, and 12.45% fewer intervention participants reported having run out of food by the end of the month (p<0.001, p=0.005). Comparison participants did demonstrate an improvement in food label usage (p=0.021); however, at post-test they showed a greater likelihood of running out of food by the end of the month (p=0.010) (Table 10).

Table 10. Pre- and Post-Test Results for Shopping Habits and Food Security - Adults

	N	Pre-test	Post-test	% Change	P-value
Intervention					
Use Food Labels (%) **(MT2)**	1,781	34.50	56.90	64.93	<0.001
Run Out of Food by End of Month (%) **(LT6)**	1,773	25.70	22.50	-12.45	0.005

	N	Pre-test	Post-test	% Change	P-value
Comparison					
Use Food Labels (%)	406	40.10	45.60	13.72	0.021
Run Out of Food by End of Month (%)	404	23.30	28.50	22.32	0.010

Physical Activity and Screen Time

The *Youth Nutrition and Physical Activity Survey* and *High School Nutrition and Physical Activity Survey* asked: 'Check the days you exercised or took part in physical activity that made your heart beat fast and made you breathe hard for at least 60 minutes.' Response categories ranged from 0-7. The surveys also asked: 'Think about the time you spend mostly sitting when you are not in school or doing homework. During the week days, about how much time do you spend on a typical or usual school day sitting and watching TV, playing video games, or on a computer?' Response categories ranged from 'less than one hour' to 'five or more hours per day.' The following data address WRO individual level indicators LT7 and LT8. At pre-test, intervention youth respondents receiving interventions reported being physically active for 60 minutes 3.64 days this past week, and 4.01

days at post-test (p<0.001) (Table 11). Physical activity increased by nearly half a day for the comparison group (p<0.001). Screen time was unchanged for the youth comparison, however it increased by almost 5 minutes for the intervention group (p<0.001). High school students showed significant desirable results for both physical activity and screen time. Physical activity was 3.57 at pre-test and 3.87 at post-test (p<0.001). Screen time decreased by nearly 7 minutes at post-test (p=0.016).

Table 11. Pre- and Post-Test Results for Physical Activity – Youth and Teens

	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Days Physically Active for ≥ 60 Min (Mean) **(LT7)**	7,509	3.64	4.01	10.16	<0.001
Screen Time, Hours/Day (Mean) **(LT8)**	7,538	2.12	2.20	3.77	<0.001
Comparison- Youth					
Days Physically Active for ≥ 60 Min (Mean)	705	3.75	4.22	12.53	<0.001
Screen Time, Hours/Day (Mean)	714	2.26	2.17	-3.98	0.244
Intervention- High School					
Days Physically Active for ≥ 60 Min (Mean) **(LT7)**	1,039	3.57	3.87	8.40	<0.001
Screen Time, Hours/Day (Mean) **(LT8)**	1,039	2.69	2.58	-4.09	0.016

See Appendix for Qualitative Findings by Local Contractor

- **Description of how evaluation results will be used:**

  The primary purpose of the individual LHD IOEs is to provide guidance to the LHD regarding project improvement. NEOPB Research and Evaluation staff meet with LHD staff at the end of each contract year to review findings to see they can suggest improvement for the upcoming year's intervention. Often they indicate the LHD is on the right track, so the goal may be only to increase rigor of the intervention. Other times findings may suggest that strengthening the intervention may lead to better results, employing additional or different strategies to the same general intervention that other practitioners, either within NEOP or from other SNAP-Ed programs, have used. Sometimes, however, findings may indicate that a particular intervention does not seem appropriate for the target population so Research and Evaluation staff will work closely with the LHD to investigate other possible evidence-based interventions that may be preferable.

- **Point of Contact:**

  Fred Molitor, PhD, Chief,
  Research and Evaluation Section
  Nutrition Education and Obesity Prevention Branch
  California Department of Public Health

Fred.Molitor@cdph.ca.gov

- Relevant Journal References:

- 1. Townsend MS, Kaiser LL, Allen LH, Joy AB, Murphy SP. Selecting items for a food behavior checklist for a limited resource audience. Journal for Nutrition Education and Behavior. 2003; 35:69-82.
- 2. Murphy S, Kaiser LL, Townsend MS, Allen L. Evaluation of Validity of Items in a Food Behavior Checklist. J Am Diet Assoc. 2001; 101:751-756, 761.
- 3. Banna JC, Becerra LE, Kaiser LL, Townsend MS. Using Qualitative Methods to Improve Questionnaires for Spanish Speakers: Assessing Face Validity of a Food Behavior Checklist. J IS Diet Assoc. 2010; 110:80-90.
- 4. Townsend MS, Sylva K, Martin A, Metz D, Wooten-Swanson P. Improving readability of an evaluation tool for low-literate clients using visual information processing theories. J Nutrition Education & Behavior. 2008; 40:181-186.
- 5. Thiagarajah K, Fly AD, Hoelscher DM, Bai Y, Lo K, Leone A, Shertzer JA. Validating the food behavior questions from the elementary school SPAN questionnaire. J Nutr Ed Behav. 2006; 38/ 4; S55
- 6. Penkilo M, George G, Hoelscher DM. Reproducibility of the School Based Nutrition Monitoring Questionnaire among Fourth Grade Students in Texas. J Nutr Ed Behav. 2008: 40/1; 20-27
- 7. Hoelscher, D.M., Day, R.S., Kelder, S.H. & Ward, J.L. (2003) Reproducibility and validity of the secondary level School-Based Nutrition Monitoring student questionnaire. Journal of American Dietetic Association, 103(2), 186-94.
- 8. Vereecken AC, Damme WV, Maes L. Measuring Attitudes, Self-Efficacy, and Social and Environmental Influences on Fruit and Vegetable Consumption of 11- and 12-Year-Old Children: Reliability and Validity. J. Am Dietetic Association. 2005; 105(2) 257-261.
- 9. Hearn DH, Baranowski T, Baranowski J, Doyle C, Smith M, Lin LS, Resnicow K. Environmental Influences on Dietary Behavior Among Children: Availability and Accessibility of Fruits and Vegetables Enable Consumption. Journal of Health Education 1998; 29(1): 26-32.
- 10. Centers for Disease Comparison and Prevention. 2002. Behavior Risk Factor Surveillance System Core Section 4: Fruits and Vegetables. [Online] Available: http://www.cdc.gov/brfss/questionnaires/pdf-ques/2002brfss.pdf.

4. SNAP - Ed Planned Improvements:

Directions - Describe any modifications planned for in the next fiscal year to improve the effectiveness of specific SNAP-Ed projects and/or to address problems experienced during the past year. Please identify the specific project(s).

Training and Technical Assistance

Statewide Training Plan

The Statewide Training Plan is an integral part of multi-year SNAP-Ed planning process that requires collective input from internal and external partners and stakeholders. The Training Cycle consists of four major planning activities that repeat each federal fiscal year (FFY).

Training Cycle: Description of Major Activities

1. Conduct an annual LIA training needs assessment (1st quarter),
2. Analyze results and compile a report for SIA-level planning meetings (2nd quarter),
3. Finalize plans for inclusion in the State Project Summary submission (3rd quarter), and
4. Implement the following year's training schedule beginning October 1 of the following FFY.

The development of the most of new trainings takes place during the first half of the FFY year and the second half is reserved for the designing of new trainings for the following FFY. Existing trainings continue to be offered throughout the year and in various formats.

The basic structure of the Training Cycle make it possible for NEOPB to adapt and flex the Training Schedule based on changing priorities based on ongoing input from State Implementing Agencies (SIAs) and other partners.

SIA Level Training Collaboration and Coordination

The NEOPB Training and Support Section (TDAS) has begun a series of both leadership and staff level meetings to facilitate cross-SIA collaboration and coordination efforts to inform long-range and short-range planning of statewide trainings.

The Statewide Training Planning Meetings (STPM) are working meetings that bring together SIA-level managers and their lead designees. Held at least once each quarter, the purpose of these meetings is to address coordination needs and provide relevant trainings that support the SIA multi-year planning process. These meetings serve to drive overall direction and provide guidance to the training workgroups and participating SIA subject matter representatives.

TDAS has worked with SIA managers to designate SIA subject matter representatives (SMRs) whose primarily role is to contribute to the development of statewide trainings scheduled this year. The level of SMR contribution in the development of trainings is dependent on SIA interest and/or capacity. At a minimum, TDAS training leads ensure SMR involvement by regularly communicating with them and soliciting their feedback throughout the development process.

Non SNAP-Ed Partner Training-related Activities

In order to incorporate input from non SNAP-Ed funded entities to inform statewide training TDAS have joined staff from Policy, Partnerships and Program Development Section (PPPDS) in attending meetings with non SNAP-Ed partners. Training staff will also participate in CNAP meetings along with their PPPDS colleagues. The Partnership Implementation Plan details a mechanism for coordinating and identifying needs and many of the activities open up communication channels between the State and attendees. Information solicited from both SNAP-Ed and non SNAP-Ed partners at these meetings will inform CDPH NEOPB partnership planning.

Statewide Training Meetings

CDPH convened SIA management or designated leads to participate in on-going meetings drive strategy considerations for all SNAP-Ed agencies, as well as provide guidance to the training workgroups and their SIA subject matter representatives. Meetings to date have accomplished the following objectives: 1) oriented SIAs to the FFY16 CDPH Training Plan and how it is structured to accommodate multi-year planning; 2) initiated discussion of strategy and capacity building opportunities between the agencies; 3) solicited immediate training needs from SIAs; and 4) begun discussion of an annual needs assessment for trainings and technical assistance that will serve all LIAs as they move into multi-year planning for FFY 2017. Initial outcomes include collaborative mechanisms for the promotion, registration and logistical coordination of trainings that are accessible to the staff of all SNAP-Ed LIAs.

Training Workgroups

CDPH established a framework to facilitate collaborative planning, development and implementation of training opportunities for SNAP-Ed LIAs. Topic specific workgroups comprised of SIA subject matter experts communicate and collaborate on the development of relevant and accessible SNAP-Ed trainings for their LIA constituents. Ongoing participation of representatives works to build an appreciation of SNAP-Ed competencies, needs and resources across state and local implementing agencies.

Training to Date

CDPH is also maintaining an inventory of Statewide SNAP-Ed LIA trainings. To date, SIAs have provided at least twenty-five SNAP-Ed trainings to build the capacity of their LIA partners. Many more are scheduled, promoted and accessible through the CDPH NEOPB Training and Events Calendar.

LHD/LIA Active Communication and Support:

LHD Active Communication and Support

Project Officers will continue to be the primary point of contact for LHDs seeking technical assistance by responding directly to requests, connecting them with resources as appropriate, or connecting them to other NEOPB staff across the different support functions in the Branch. Project officers will also sustain and improve customer service to LHDs by scheduling and conducting at least two (2) site visits per fiscal year to provide technical assistance and learn about local level best practices first hand. The site visit report was updated to include verification of fidelity of curriculum used in classes. In addition, Local Agency Support Section will conduct customer service surveys to evaluate the quality and any needed improvements in customer service to the local health departments.

Reapplication Guidance which will be used in FFY 16 to plan for the three year SNAP-Ed State Plan FFY 17-19 was posted approximately four months earlier than in the past to provide LHD's sufficient time to plan effective interventions. The Guidance included five portfolios to guide the LHD in their portion of the FFY 17-19 integrated work plan. Portfolios were developed based on setting categories described in the USDA Western Regional SNAP-Ed Evaluation Framework.

LIA Active Communication and Support

TDAS staff are currently participating in several activities of the CDPH NEOPB partnership plan carried out of the PPPD Section. They have participated in key informant interviews of multi-county coalitions/collaboratives and will continue to participate in webinar-based meetings or teleconferences of CNAP coordinators statewide. These activities have helped inform the types of logistical support and coordination services NEOPB plans to extend to each of the seven service areas. They include:

1. Up to 2 promising exchanges per year
2. Up to 3 multi-county coalition meetings per quarter
3. 7 CNAP strategic planning meetings
4. Peer-to-Peer Exchange (early phase of development)

Overall Coordination of Services for SIA Support:

NEOPB provides SNAP-Ed funded organizations and partners opportunities to increase their skills, knowledge and expertise around a wide-range of SNAP-Ed programmatic and administrative topic areas through meetings, forums, and conferences.

The planning of the 2016 Local Implementing Agency Forum (LIAF) featured three new or revised activities this year, namely:

1. The main goal of this year's forum is to support LIAs in the planning for and implementation of the multi-year integrated work plan.
2. In response to last year's evaluation feedback, the forum format was revised to better meet LIA learning needs and engagement. The forum is now set up to provide one track on the first day and two tracks on the second day.
3. To ensure the presence of LIA voice in the planning process, the LIAF Task Force has recruited LIA representatives to participate in their planning meetings.
4. To engage the LIA community, the LIAF Task Force invited registrants to submit their interest to facilitate round table sessions and present or lead breakout sessions.

On November 3, 2015, NEOPB held the annual Project Directors Meeting (PDM), which brings together Local Health Department SNAP-Ed grantees to share the latest NEOPB programmatic and administrative updates for implementing SNAP-Ed activities year round. This year NEOPB celebrated the successes of LHDs by hosting its first Local Health Department Champion Awards.

Category	Award	Awardees
Fiscal and Administrative	"No Findings" LHD Management Evaluation	Los Angeles County

Fiscal and Administrative	100% Fiscal Expenditure Rate	San Diego County
Programmatic	Model FFY 16 Integrated Work Plans	Calaveras, Fresno, Long Beach, Los Angeles, Marin, Merced, Monterey, Nevada, Orange, San Diego, San Francisco, San Joaquin, Santa Cruz, Sonoma, and Yuba Counties
Media and Communications	Most added value FYY 15	Kern County and Monterey County
Media and Communications	LHD that did the most Signature Events FFY 15	Marin County and Solano (Napa) County
Research and Evaluation	Most outstanding evaluation FFY 15	Small County – Imperial Large County - Orange
Research and Evaluation	Most improved evaluation from FFY14 to FFY15	Sacramento County
Programmatic	Integrated Work Plan Coordinator Recognition	Integrated Work Plan Coordinators in each County that NEOPB Local Health Department (received a standing recognition)

Policy, Planning and Partnership

Harvest of the Month (HOTM)

The Harvest of the Month program will build upon the strong intervention base and popularity amongst local health departments by working with Alameda County Office of Education to develop and pilot a series of six core lessons for each of the 4th, 5th and 6th grades. These lessons will become the central educational component standardizing classroom interventions and supported by the student workbooks. These activities will also lend to the ultimate goal of building the evidence base for this intervention.

Champion Providers

The Champion Providers project will build upon the provider-focused training and momentum from FFY 15 and work to establish stronger local health department connectivity through localized regional meetings between SNAP-Ed programs and Champion Providers. Additionally, NEOPB will also broaden the exposure of the program to include CNAP Coordinators and other SIA's through presentations conducted at the SIA forum.

Pilot Projects

During FFY 15, the NEOPB reviewed the Public Health Institute (PHI) pilot project findings and wrap-up documentation for each of the pilots occurring in FFY 14. The team identified priorities and for FFY 16 is partnering with the Nutrition Policy Institute (NPI) of the University of California Office of the President for the following pilot projects:

- Latino Body & Soul: FY 16 activities, pending NPI support, will apply the lessons learned and captured in the PHI FY 15 reporting, to revise and again implement the Latino Body and Soul Evaluation Project
- Asian Toolbox: FY 16 activities, pending NPI support, will apply the recommendations from the PHI FY 15 report to a revised and updated set of Toolbox lessons. Revised content will contain increased culturally specific content and photography.

Rethink Your Drink High School Lessons

Based on the USDA call for high-school targeted interventions, and the extreme subject relevancy of sugary drinks for that age group, NEOPB hopes to conduct a formal evaluation of the Rethink Your Drink High School Lessons to build the evidence base. Activities will depend on the availability of NPI resources to assist with the evaluation.

Materials

Challenges

- SIAs/LIAs/LHDs often change the staff person assigned to place orders for NEOPB materials so NEOPB and Office of State Publishing (OSP) must engage in ongoing training and technical assistance to ensure that the newly assigned staff can effectively and efficiently utilize the NEOPB Web StoreFront for materials.

Projects

- CDPH worked with OSP to develop a video training, available online, and a manual to orient all SNAP-Ed funded SIA, LIA/LHD users to the Web StoreFront.
- CDPH is working with OSP to test a Public Web StoreFront that would allow partners and others working with SNAP-Ed eligible population to purchase NEOPB materials at cost.

ATF Enhancements

Challenges

- Some users may not have extensive knowledge about NEOP/SNAP-Ed requirements for reporting including counting unduplicated and duplicated counts and estimating target audience reach. Will expand reporting fields for more "user friendly" reporting.
- Users were required to change the ATF password every 72 days with an ATF representative. Need to change this procedure for efficiency.
- Users for the EARS report are spending too much time distributing; collecting and cleaning data from excel spreadsheets. Need efficiency in the data collection for EARS reporting (exception for the Department of Aging).

Projects

- ATF will have a new password management tool which will allow users to change their own password and will allow passwords to be updated once a year.
- ATF will have new administrative tools that will allow the ATF team to edit certain aspects of the ATF and respond quicker to the contractor requests or questions about data or ATF functions.
- The ATF reports will expand to include more participant data, and to be more self-explanatory to the ATF users.
- In the ATF, revision of Partnerships data gathered to create more in depth and informed decisions on who our partners are and what they do.

- EARS report: Adding data collection modules that are essential to the report, that were not included in the construction of an online ATF. This will cut down on the time each of the implementing agencies (except the Department of Aging) spends distributing, collecting, and cleaning data from excel spreadsheets.

Media and Communications

- The reduction of the Runyon, Saltzman and Einhorn (RSE) contract by $1 million dollars required CDPH to do an amendment to planned 2016 deliverables by reducing media buy, segmentation study, and public relations activities.
- Production was not completed until first quarter of 2015 due to delays in focus group testing and subsequent Health and Humans Services Agency approvals.
- CDPH qualifies TV and radio using Scarborough data sets for each designated media market. The new Scarborough data set indicates fewer allowable TV/Radio stations and narrows media placement opportunities.
- NEOPB and RSE developed a Champion Alliance Partnership (CAP) pilot-program with non-profit organizations to enhance LHD/LIA capacity to recruit and train local Champions in the next fiscal year. In 2016, the CAP pilot-program will begin recruiting and training an ethnically diverse group of Champions including Vietnamese, Hmong, Chinese.
- Visitors using smart devices to access the current www.CAChampionsforChange.net can experience difficulty when viewing content from a touchscreen. Sixty percent of CalFresh eligible and 56 percent of CalFresh recipients use smartphones according to the NEOPB Media Tracking Survey (2012). In 2016, NEOPB and RSE will begin developing a new website platform designed to maximize user experience for smart devices with touchscreens, and desktops.

Web Storefront, Warehouse, Publications

- The materials in the CDPH inventory were reduced from 234 items to 192 items. The Information and Communications Section of CDPH plans to sunset additional materials, removing them from print production and making them available by pdf, only. Several new consumer materials have been developed as pdf, only, to reduce expenditures.
- The new Office of State Publishing (OSP) NEOPB Web StoreFront online materials ordering system required training for all SIA users to ensure they were successful in placing their orders. CDPH also worked with OSP to develop a video training, available online, and a manual to orient all SNAP-Ed funded SIA, LIA/LHD users to the Web StoreFront.
- SIAs/LIAs/LHDs often change the staff person assigned to place orders for NEOPB materials so NEOPB and OSP must engage in ongoing training and technical assistance to ensure that the newly assigned staff can effectively and efficiently utilize the NEOPB Web StoreFront for materials.
- CDPH is working with OSP to test a Public Web StoreFront that would allow partners and others working with the SNAP-Ed eligible population to purchase NEOPB materials at cost.

Fiscal and Administrative Integrity

- In FFY 15, NEOPB State staff continued to focus on providing a greater amount of fiscal and administrative training and technical assistance than had been feasible in the past. This

coincided nicely with anticipated changes associated with SNAP NEOPB and the conversion to the LHD model. Although, the fiscal and administrative training from NEOPB staff for all LHDs concluded in FFY 14, the orientations are still available on the NEOPB website via webinar for anyone who needs a refresher or if anyone needs to access the information. Additionally, NEOPB continued fiscal and administrative orientations in FFY 15 on an as needed basis and as requested by the contractor. FFY 15 will involve heavy planning for the new format of these trainings which will begin in FFY 16 and conducted by service area or region rather than one on one.

- During FFY 15, the Contract Operations Section (COS) began conducting desk reviews of all local contractors. The purpose of the desk review is to verify that all required documentation, administrative and fiscal processes are in order with all funded partners and local contractors according to USDA- and State- level requirements. The Contract Managers (CMs) in the COS are responsible for verifying that all required documentation, administration and fiscal processes are in order. Desk reviews are conducted one time per FFY for each contractor.
- In FFY 15, CDPH continued the use of the new invoice procedures for tracking incoming invoices which shows a tremendous improvement on the timeliness of payments to contractors. Additionally, CDPH and CDSS worked out a plan for advance payments which has also attributed to the timeliness of contractor payments. In FFY 16 the COS will continue to make improvements in the timeliness of processing invoices and executing contracts.

5. Appendices:

Directions – Attach evaluation reports included under item #3. **Optional** – States may also provide a **brief** description or information that highlights other SNAP-Ed projects that are new or have had major impacts and are not reported under the sections above. For example, share information about:

A. Policy, Systems, and Environmental Change (PSE) Evaluation Report

B. Higher Fruit and Vegetable and Reduced Fat Intake Among Low-Income Mothers Living in California Neighborhoods with Supplemental Nutrition Assistance Program-Education (SNAP-Ed) Nutrition Education Interventions, 2014

C. Evaluation of the 2015 Champions for Change Media Campaigns

D. Impact Outcome Evaluation Project: Statewide Local Health Department Project Aggregated Data

E. CDPH EARS FFY15

SNAP-Ed Annual Report Summary for Impact Evaluations.

1. Name of Project or Social Marketing Program

Champions for Healthy Change Evaluation Survey

2. Key Evaluation Impact(s)

Potential increased fruit and vegetable consumption and physical activity, and decreased sugar-sweetened beverage consumption among mothers, teenagers, and children from SNAP households.

3. Evaluation participants

Current analyses focus on Automated Self-administered 24-hour Recall (ASA24) data from 6,355 mothers.

4. Assignment to intervention and control or comparison conditions

4a. Describe the unit of assignment to intervention and control groups.

Mothers were classified into “High,” “Moderate,” and “Low/No” SNAP-Ed intervention reach census tracts using EARS and Census data.

4b. Describe how assignment to intervention and control groups was carried out.

SNAP-Ed intervention reach was calculated for each census tract as a proportion based on the total number of SNAP-Ed participants (age five through 59 years) divided by the number of SNAP-Ed eligible persons (age six through 65 years) for FFY 2014.

The survey database with ASA24 responses from 6,355 mothers from 2,907 California census tracts was merged with the file with SNAP-Ed reach calculations by census tract. A total of 876 of the 2,907 census tracts included SNAP-Ed interventions, that is had values greater than zero for SNAP-Ed reach.

Proportions > .25 were coded as “High” reach and values > .10 and ≤ to .25 were classified as “Moderate” reach. Mothers from “Low” reach census tracts were grouped with those from no reach census tracts to represent the Low/No reach referent group for the analyses.

4c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

There were 475 and 487 mothers in the High and Moderate reach groups

respectively, representing 15.1% of the sample. There were 5,393 mothers from classified to the Low/No reach group.

5. **Impact Measure(s)**

Number of cups of whole fruits, 100% fruit juice, and vegetables was the primary outcome variable for healthful eating. Outcome variables also included whether the mother purchased and ate food from a fast-food restaurant during the previous 24 hours, and the total calories consumed from such purchases overall and specifically from high-fat foods. Our analyses examined the frequency of and total calories from eating high-fat foods from locations other than restaurants, such as frozen items from supermarkets or ready-to-eat foods from convenience stores. Finally, total calories consumed were compared by levels of SNAP-Ed reach.

5a. **Describe the points at which data were collected from intervention and control group participants.**

ASA24 interviews were conducted from April through October 2014.

6. **Results**

Mothers from California census tracts with higher levels of SNAP-Ed reach ate significantly more cups of fruits and vegetables and consumed fewer calories from high-fat foods than mothers from no/low reach census tracts.

7. **Reference**

Contact: Fred Molitor, Ph.D. at fred.molitor@cdph.ca.gov. A draft of the report is included.

SNAP-Ed Annual Report Summary for Impact Evaluations.

1. Name of Project or Social Marketing Program

Evaluation of the 2015 Champions for Change Media Campaigns

2. Key Evaluation Impact(s)

Potential increased fruit and vegetable consumption and physical activity among SNAP mothers, and increased opportunities for fruit and vegetable consumption and physical activity for children from SNAP households.

3. Evaluation participants

Random sample of mothers from SNAP households in Fresno, Los Angeles, Sacramento, and San Diego. A total of 1,023 mother participated in Wave I interviews prior to the initiation of the 2015 Campaign; 595 were re-interviewed from July 1 to August 4, 2015 for a retention rate of 58%.

4. Assignment to intervention and control or comparison conditions

4a. Describe the unit of assignment to intervention and control groups.

Awareness of Campaign ads, dichotomized as “Unaided Ad Recall” versus “No Ad Recall.”

4b. Describe how assignment to intervention and control groups was carried out.

Unaided recall items on the Wave II questionnaire were used to classify mothers by level of awareness of campaign ads. Specifically, mothers were first asked, “I would like to ask you some questions about ads you may have seen or heard. Have you noticed any ads – on TV, on the radio, outside on billboards or online – recommending that people eat fruit and vegetables for better health? I don’t mean ads for specific restaurants or grocery stores.” Those responding “yes” were presented with a series of follow-up questions such as, “What was the main message of the ad?” “Where did you see or hear it?” “What do you remember about the story?” and “What do you remember about the characters?”

Two research staff independently coded potential ad exposure into one of five categories through followed specific procedures for comparing mothers’ responses with verbal (key words, phrases) and visual elements from the ads. Mothers who did not recall any ads were coded as “Did Not Recall”. The five categories were collapsed into two. Concurrent validity for the measures was established by comparing the proportions of those classified as Unaided Ad Recall with the gross rating points (GRPs) within each designated market area (DMA).

4c. Describe how many units and individuals were in the intervention and control

groups at the start of the intervention.

595 mothers participated in both Wave I and Wave II interviews. A total of 225 (37.8%) were coded as aware of the ads in the 2015 campaigns.

5. Impact Measure(s)

Six outcome variables were derived from the same questions appearing on both the Wave I and Wave II survey instruments.

Three of the six variables were from questions designed to assess changes in mother's support and encouragement of children's healthy eating and physical activity. These questions were:

- How often do you make it easy for (any of/your) child(ren) living in your home to eat fruit and vegetables, such as by having them washed, cut and ready to eat? Would you say not at all, less than every month, every month, every week, or every day?
- How often do you make it easy for (any of/your) child(ren) living in your home to be physically active, such as by taking them to sports practice, playing ball with them, or encouraging them to play outside or ride a bike? Would you say not at all, less than every month, every month, every week, or every day?
- How often do you or your children do a physical activity together, such as playing ball, riding bikes, or taking a walk? Would you say not at all, less than every month, every month, every week, or every day?

The fourth outcome variable estimated daily intake of fruits and vegetables. This variable was created from the sum of five items asking about the number of times mothers drank 100% fruit juice; ate fresh, frozen, canned, or dried fruit; ate green salad; ate carrots; and ate other vegetables. Responses to each question were recorded within time frames of day, week, month, or year, as offered by each mother.

Whether mothers met the USDA's recommendation that fruits and vegetables fill at least half of one's plate at mealtimes was also used to assess healthful eating behavior. Specifically, mothers were asked, "When you think about your plate at mealtimes, how much of your plate is usually filled with fruit and vegetables? Would you say none, one fourth, one half, three fourths, or all?"

A series of physical activity questions began with, "In a usual week are there any days when you are physically active for at least 10 minutes at a time? Think of your free time only, not work time or work around the house?" Those who responded "yes" to this question were asked the number of days per week they were physically active and how much time per day (hours or minutes) they spent on physical activities. Minutes of weekly physical activity were calculated from these questions and dichotomized to represent meeting the USDA's recommended level of at least 150 minutes of moderate physical activity per week for adults 18 to 64 years.

5a. **Describe the points at which data were collected from intervention and control group participants.**

Prior to and three to four months into the 2015 campaigns.

6. **Results**

Of the 595 mothers participating in both Wave I and II interviews, 36.0% were Latina, 32.4% were White, and 29.9% were African American. Levels of ad exposure significantly differed by racial/ethnic groups, with a greater percentage of Latina mothers (43.5%) aware of campaign ads compared with African Americans (37.6%) and Whites (31.6%). The campaign were effective in its efforts to target mothers from those racial/ethnic groups disproportionally affected by the obesity epidemic.

Repeated measure analyses were conducted to determine whether changes among the Unaided Ad Recall awareness mothers exceeded those of mothers coded as not aware of the ads, while discounting the effects of race/ethnicity, education, recent history of WIC services, and receipt of free or reduce price meals at children's school. These analyses found significant increases in the proportion of ad aware mothers who meet the per-week physically activity recommendation.

These analyses were replicated for Latina, White, and African American mothers separately. The main effect of increased levels of meeting physically activity recommendations was due to increases among Latinas (14.9 percentage points) and Whites (15.4 percentage points), but not African Americans.

7. **Reference**

Contact: Fred Molitor, Ph.D. at fred.molitor@cdph.ca.gov. A draft of the report is included.

Policy, Systems, and Environmental Change (PSE) Evaluation Report

Statewide Aggregated Data
FFY 2015

Prepared for:

The Nutrition Education and Obesity Prevention Branch,
California Department of Public Health

By:

The Nutrition Policy Institute, University of California

Contents

Introduction....1

Policy, Systems, and Environment change efforts across local health jurisdictions....1

Figure 1. Number of LHDs (%) reporting SNAP-Ed PSE efforts by setting....2

Distribution of sites and PSE strategies....1

Table 1. Sites and people reached by SNAP-Ed PSE efforts by setting....3

Population reach....4

Stages of PSE change based on the WRO Evaluation Framework....5

Table 2. Number of sites reporting activities at various stages of Policy, Systems, and Environmental change, by setting....6

Table 3. Number of school sites reporting activities at various stages of Policy, Systems, and Environmental change work, by type of PSE intervention reported....8

Inclusion of complementary strategies to support policy, systems, and environmental change efforts....9

Table 4. Number of sites reporting implementation of complementary strategies to support policy, systems, and environmental change efforts, by setting....10

Conclusion....11

Appendix 1....12

Introduction

Local health departments (LHDs), with SNAP-Ed funding from the California Department of Public Health (CDPH), completed activities toward making policy, systems, and environmental changes (PSE) in their jurisdictions during federal fiscal year 2015. LHDs self-reported these PSE change activities using a report template developed in Microsoft Access. Indicators of reach, effectiveness, adoption, implementation, and maintenance of PSE efforts undertaken during this federal fiscal year were reported, and select aggregate findings are presented below.

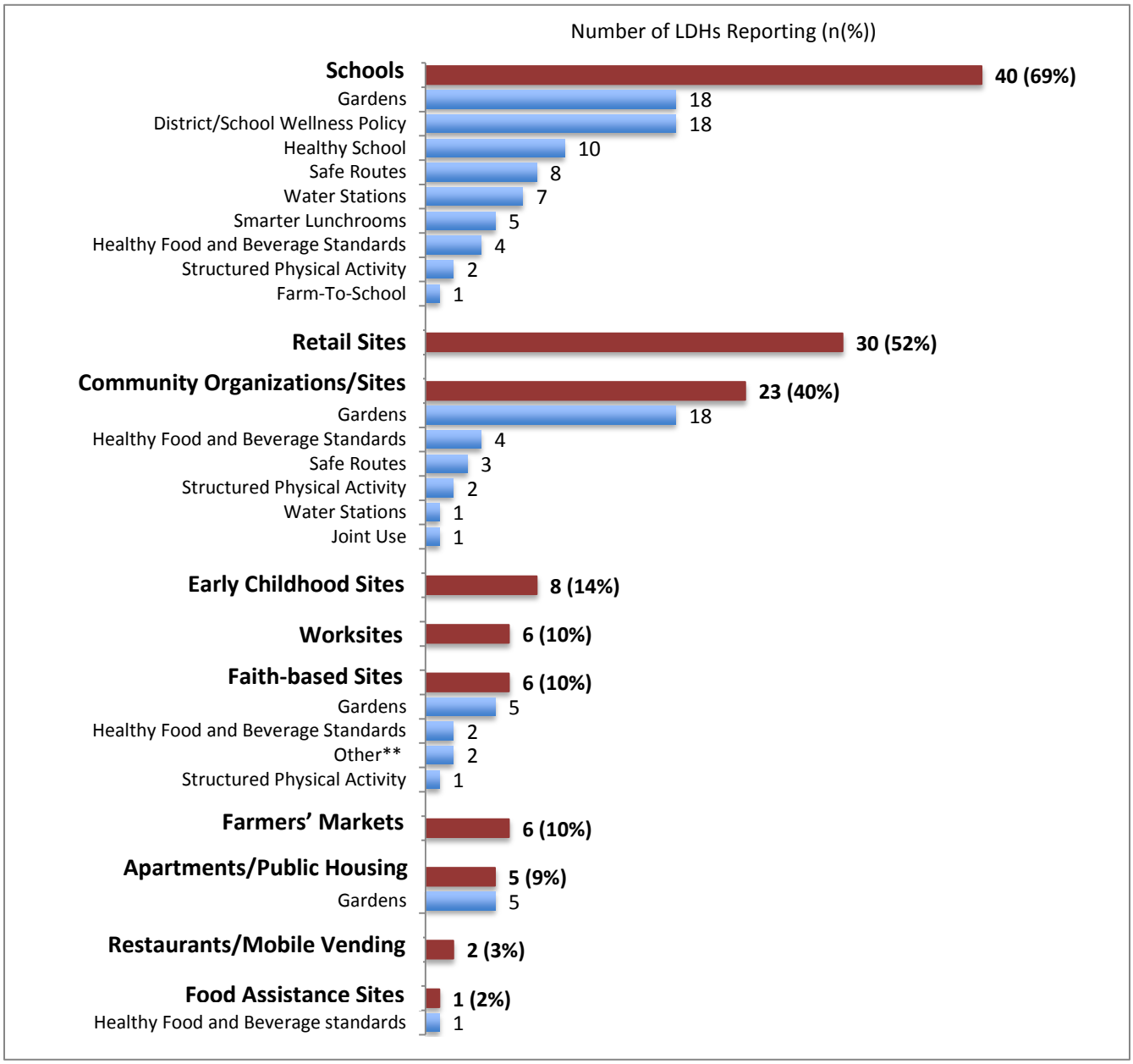
Policy, Systems, and Environment change efforts across local health jurisdictions

In FFY 2015, 55 of the 58 local county health departments and 3 city health departments in California received SNAP-Ed funding and reported policy, systems, and environmental change (PSE) activities. These jurisdictions represent the majority of the population in California (the 3 counties that didn't participate are very small). The 58 participating local health departments (LHDs) completed reports for each of the following categories of PSEs: Healthy Schools, District/School Level Wellness Policy, Safe Routes to School/Active Transport, Farm to School, Farm to Fork, Smarter Lunch Rooms, Gardens, Water Stations, Healthy Food and Beverage Standards, Structured Physical Activity, Healthy Retail, Early Childhood, Worksites, Joint Use, Farmers Markets and Restaurants/Mobile Vending. These PSE activities took place at a variety of sites within various settings (Figure 1). Schools were the most common setting, with 40 of the 58 LHDs reporting work in the schools. Food retail (stores that sell food) was the second most common with 30 counties reporting work in retail, followed closely by community organizations (23 counties), which includes family/youth/senior centers, public health/clinics/rehab centers, community gardens, libraries, public lands/park, and various other private non-profit community service organizations. Fewer counties (from 1 to 8) conducted any work at early childhood sites, worksites, places of worship, farmers' markets, apartments/public housing, restaurants/mobile vending, and food assistance sites. On average, LHDs reported 2.4 PSE strategies (range 1-13) at 12.8 sites (range 1-183) per county. The number of sites per county varied according to the size of the county and the type of PSE strategies employed.

Distribution of sites and PSE strategies

SNAP-Ed funded PSE activities were conducted at a total of 745 sites in 10 settings across the 58 health jurisdictions (Table 1). Thirty-six percent of the sites in which LHDs reported working were schools, 19% were food retail establishments, 18% were early childhood sites, 12% were worksites, 6% were community organization/sites, 5% were places of worship, 2% were farmers' markets, and less than 1% were apartments/public housing, food assistance sites or restaurants/mobile vending sites.

Figure 1. Number of LHDs (%) reporting SNAP-Ed PSE efforts by setting*



* 58 LHDs each reported between 1 and 13 PSE efforts

**Other refers to faith-based efforts that were reported on a worksite PSE form even though there was no worksite component

***Red bars indicate number of LHDs that worked in the setting; blue bars indicate number of LHDs working on a given PSE in that setting. The sum of the blue bars does not equal the red bar because LHDs often worked on more than one PSE in a given setting

Table 1. Sites and people reached by SNAP-Ed PSE efforts by setting

	Sites Reporting PSE Efforts				People Reached			
	By Setting		Within Setting		SNAP-Ed Eligible		Total	
PSE Efforts by Setting	n	(% total sites)	n	(% sites within setting)	% sites reporting reach	n	% sites reporting reach	n
Schools	**270**	**(36%)**			**82%**	**211,400**	**89%**	**267,600**
Gardens			87	(31%)	78%	13,500	90%	18,000[1]
Healthy School			58	(21%)	98%	29,600	100%	38,000
District/School Wellness Policy			33[2]	(12%)	61%	92,400	67%	112,100
Safe Routes			22	(8%)	68%	11,200	95%	14,100
Water Stations			22	(8%)	91%	13,200	91%	17,300
Healthy Food & Beverage Standards			21	(5%)	91%	39,100	90%	52,200
Farm-To-School			18	(7%)	NA	NA	NA	NA
Structured Physical Activity			15	(5%)	100%	6,300	100%	8,200
Smarter Lunchrooms			11	(4%)	100%	6,100	100%	7,700
Retail Sites	**142**	**(19%)**			**NA**	**NA**	**70%**	**63,400**[3]
Early Childhood Sites*	**137**	**(18%)**[4]			**99%**	**6,200**	**100%**	**7,800**
Worksites**	**87**	**(12%)**			**68%**	**6,900**	**68%**	**10,500**
Community Organizations/Sites***	**46**	**(6%)**			**56%**	**246,700**	**78%**	**327,000**
Gardens			24	(52%)	58%	3,900	88%	9,100[1]
Healthy Food & Beverage Standards			13	(28%)	85%	175,100	93%	187,000[5]
Safe Routes To School			5	(11%)	40%	64,900	60%	120,100[6]
Structured Physical Activity			2	(4%)	NA	NA	50%	3,200
Water Stations			1	(2%)	100%	2,800	100%	7,600
Joint Use			1	(2%)	NA	NA	NA	NA
Faith-Based Organizations	**35**	**(5%)**			**66%**	**21,100**	**83%**	**36,400**
Gardens			10	(29%)	20%	100	60%	300[1]
Healthy Food & Beverage Standards			4	(11%)	NA	NA	75%	1,300
Structured Physical Activity			2	(6%)	50%	0	NA	NA
Other*			22	(63%)	91%	21,000	95%	34,800
Farmers' Markets	**12**	**(2%)**			**83%**	**1,400**	**83%**	**3,500**[3]
Apartments/Public Housing	**7**	**(1%)**			**71%**	**400**	**71%**	**400**
Gardens			7	(100%)	71%	400	71%	400
Food Assistance Site	**6**	**(1%)**			**NA**	**NA**	**100%**	**2,200**
Healthy Food & Beverage Standards			6	(100%)	NA	NA	100%	2,200
Restaurants/Mobile Vending	**3**	**(100%)**			**67%**	**200**	**67%**	**300**
Overall Total	**745**	**(100%)**		**(100%)**	**NA**	**494,300**	**NA**	**719,100**

NA=Not available

* 8 of the early childhood sites were also school sites

**3 of the community sites were also retail sites and 3 were also school sites

***Includes family/youth/senior centers, public health/rehab centers; community gardens; libraries; public lands/parks; and other non-profit public service organizations

1. Garden reach calculated as total who worked, learned or ate from the garden (unduplicated count)
2. District/school wellness policy includes 29 districts (which correspond to >480 schools) and 4 individual schools
3. Defined as transactions per day
4. Early childhood sites includes 1 report that covers 17 Head Start sites in the county
5. Includes a whole city (SNAP-Ed reach: 137,282, Total reach: 149,058; probably an overestimate because standards applied to city-run facilities only and the total population is not exposed to these facilities
6. Includes a whole city that passed complete streets in 2014 (reported SNAP-Ed reach: 62,377, Total reach: 113,475)

Detail on which category of PSEs were implemented at these sites is provided in Table 1. Gardens were the most common PSE category reported at schools, community organizations, faith-based organizations and apartments. Gardens were also a focus at four early childhood sites (data not shown). Adopting healthy food and beverage standards was a common focus across site types and was also frequently reported as part of one of the other PSE categories. Many of the PSE categories were specific to schools and most of the other categories of PSE were only implemented at 1 or 2 types of sites. No PSE detail is provided for Retail, Early Childhood, Worksites, Farmers' Markets or Restaurant/mobile vending because the site type and PSE category were the same. Although most sites only reported one PSE, they may have implemented additional efforts about which they did not report. Furthermore, some PSE categories included a broader range of interventions than others, making it difficult to draw a clear picture of the combination of strategies being employed. In future reports, data will be coded to facilitate our ability to understand combinations of intervention efforts, breadth, and synergy.

Population reach

The number of people reached by these SNAP-Ed interventions is challenging to determine and therefore should be interpreted with caution. In some settings, such as schools and early childcare, information regarding the population served is relatively easy to determine; however accurate counts of the populations served by parks or retail food sites are more challenging. Furthermore, LHDS did not distinguish potential from actual reach, for example, some reported reach for PSE efforts that had not yet been adopted.

The LHDs reported an estimate of reach for about 89% of the school sites (Table 1). Based on this subsample of schools, over 200,000 SNAP-Ed individuals were reached with school PSE efforts, the majority of which were the children attending these schools. Some adults were also reached by some of the school interventions. An estimated 50,000 additional individuals that are not SNAP-Ed eligible were also reached by the school PSEs for a total reach of about 268,000. Generally, reach in the school setting, when broken down by PSE category, tended to reflect the number of schools employing that strategy. Gardens, however, tended to have a lower per school reach than other PSEs. This may be due to gardens not reaching all students at the schools or could be due to smaller schools reporting work on gardens. Healthy food and beverage standard PSEs tended to have a higher reach than other strategies, possibly because these standards tend to reach the whole student body or because the schools in which they were being implemented were larger. The large reach of the District/School Wellness policies is due to the fact that 29 of the 33 sites included are actually entire school districts.

The reach of interventions at Retail sites and Farmers' Markets are reported as transactions per day and therefore cannot be compared to reach at the other sites where the population size is relatively constant. At the 142 retail sites, there was an estimated average of over 400 transactions per day per site and nearly 300 transactions per day at each of the 12 farmers' markets.

The reach of the community organizations/sites appears to be the largest, even though this category only includes 6% of sites. This is largely due to work on safe routes/active transportation or healthy food and beverage standards that were reported as reaching an entire city or jurisdiction population, even when limited sections of the city or a limited number of facilities were actually affected. Also, the city or jurisdiction was counted as one site rather than counting the number of sites to which the standards apply, resulting in very high reach per site.

Most sites reporting estimated reach reported reaching mostly SNAP-Ed eligible people, consistent with program mandates. For strategies like retail and community sites where the facilities are open to the whole population, the proportion of the population reached that was SNAP-Ed eligible tended to be both the lowest and hardest to determine.

In conclusion, the number of people actually reached largely reflects the number of sites reached and the size of those sites. Schools likely had the largest actual reach followed by retail and faith-based sites. The community organization sites' reach numbers are inflated, as explained above. Because early childhood sites include some family day care, reach numbers are relatively low per site compared to other interventions. Farmers' markets, apartments/public housing, food assistance sites and restaurants/mobile vending had the lowest reach numbers because of the limited number of sites involved. Within sites, the types of strategies that have the highest reach are those that affect the entire site population.

In order to improve the accuracy and comparability of reach numbers, standardized methods will be developed and employed, and should include the distinction between potential and actual reach. Although rigorous methods for determining actual reach probably are not feasible in most counties, simple standardized methods for estimating reach using common units could be developed in order to facilitate comparisons and the summing of reach at different sites across the county.

Stages of PSE change based on the WRO Evaluation Framework

Seven hundred and forty-five sites completed 771 PSE reports describing their progress with PSE change in their jurisdictions. Table 2 presents the estimated number of sites reporting activities at various stages of policy, systems, and environmental change efforts including: a) formative assessment, b) the adoption of policy, system, and environment changes, c) implementation of complementary strategies, d) conducting baseline and follow-up assessment to determine effectiveness, and e) whether the work for FFY15 was simply maintenance of PSE changes made in previous years.

Table 2: Number of sites reporting activities at various stages of Policy, Systems, and Environmental change, by setting

	Engagement		Assessment	Adoption		Implementation	Effectiveness	Maintenance
	PSE site reports submitted [a]	Unique sites reporting work in this setting	Sites that reported conducting formative assessments (ST4) [b]	Sites that reported adoption of at least one policy, systems, or environmental change strategy		Sites that reported implementing at least 1 complementary strategy [d] (LT9) [b]	Sites that reported conducting baseline and follow-up assessment [e]	Sites that reported work in the maintenance phase only
				Nutrition (MT 4) [b]	Physical Activity (MT 5) [b]			
Setting	**n**	**n**	**n (%)[c]**	**n (%)**	**n (%)**	**n (%)**	**n (%)**	**n (%)**
Schools	287	270	78 (27%)	128 (45%)	60 (21%)	223 (78%)	32 (11%)	48 (17%)
Retail Sites	147	142	48 (33%)	95 (65%)	0	95 (65%)	18 (12%)	15 (10%)
Early Childhood Sites	138	137	97 (70%)	99 (72%)	61 (44%)	136 (99%)	15 (11%)	11 (8%)
Worksites	87	87	53 (61%)	51 (59%)	2 (2%)	59 (68%)	23 (26%)	6 (7%)
Community Organizations/Sites	46	46	6 (14%)	21 (46%)	6 (13%)	39 (85%)	0	7 (16%)
Faith-based Organizations	38	35	21 (55%)	21 (55%)	2 (5%)	23 (61%)	7 (18%)	1 (3%)
Farmers' Markets	12	12	2 (17%)	7 (58%)	0	10 (83%)	NA	4 (33%)
Apartments/Public Housing	7	7	0	0	0	6 (86%)	NA	2 (29%)
Food Assistance Sites	6	6	0	0	0	3 (50%)	0	6 (100%)
Restaurants/Mobile Vending	3	3	2 (67%)	2 (67%)	0	2 (67%)	0	0
Total	771	745	307 (40%)	413 (54%)	131 (17%)	645 (84%)	94 (12%)	100 (13%)

[a] Defined as the number of sites for which local health departments submitted a PSE report—more than 1 one report was submitted for some sites
[b] Refers to the evaluation indicator from the Western Region SNAP-Ed Evaluation Framework
[c] Percent reported is defined as the number of sites reporting the activity in the setting divided by the total number of site reports received for that setting
[d] Complementary strategies were direct education, marketing/promotion, parental/community involvement, and training
[e] Sites reporting PSE efforts in Gardens and Farmers' Markets were not included in the baseline/follow up assessment reports, as they were asked about different types of assessments

Assessment

Forty percent of all sites reported completing a formative assessment (usually a structured environmental scan or assessment or a consumer survey) during FFY15. Formative assessments at the other sites may have been conducted in prior years. Early childhood sites, worksites, and faith-based organizations were the most likely to have conducted formative assessments in FFY15. Assessments were more often reported in settings where there are existing structured tools, for example in early childhood sites using CHOICE (Creating Healthy Opportunities in Child Care Environments) and in worksites using California's Check for Health. The majority of the assessments in the faith-based setting were conducted by one local health department. It may be that these types of assessments are more readily available and easy to conduct or it may be that these types of PSEs were more likely to have been initiated this year and therefore were assessed.

Adoption

Slightly over half of the sites (54%) had adopted at least one nutrition PSE change and 17% had adopted at least one physical activity PSE during FFY15. Very similar proportions of sites (40-70%) in the different settings had implemented at least 1 nutrition PSE with the exception of apartments/public housing and food assistance sites where no PSEs (physical activity or nutrition) had been adopted. Those settings with a lower percentage of sites adopting nutrition PSEs tended to be settings where physical activity PSEs were also adopted. When combining the percentage of sites adopting nutrition with the percentage of sites adopting physical activity PSEs the total tends to be 50-60% for each setting. The one exception is the early childhood setting which had both the highest percentage of sites implementing nutrition PSEs (72%) and physical activity PSEs (44%) suggesting that early childhood sites were the most likely to take a comprehensive approach to PSE change. Of note, certain types of settings such as food retail, farmers' markets, food assistance sites, and restaurants are less likely sites for physical activity PSEs. (See the "Descriptions of Activities" section below for more information about the types of changes adopted in PSE categories and settings.) Presumably, those sites that had not yet adopted or implemented a PSE change were in the planning stages. Indeed 47% of all sites reported gathering ideas from partner organizations, 21% reported gathering ideas from community residents, and over half were involved in some type of formal or informal assessment during FFY15 (data not shown).

Effectiveness

Only 12% of the total sites reported measuring effectiveness by completing both baseline and follow-up assessment in FY2015. This finding may be due in part to timing: many sites were at the beginning stages of PSE development and therefore may not have attained a level of implementation that merits follow-up assessment. Worksites were the most likely to have done so (26%), followed by faith-based (18%), retail (12%), early childhood (11%) and schools (11%). In the other settings, no sites had completed baseline and follow-up assessments. Thirteen percent of the sites did not initiate or expand upon any additional PSE strategies during fiscal year 2015, but were maintaining past PSE accomplishments.

Stages of PSE Change in Schools

Within the school setting, the stages of PSE change that had been accomplished varied by category of PSE. Table 3 provides details about the various stages of policy, system, and environment change work reported specifically in the school setting by the category of PSE reported.

Table 3: Number of school sites reporting activities at various stages of Policy, Systems, and Environmental change work, by type of PSE intervention reported

	Engagement	Assessment	Adoption		Implementation	Effectiveness	Maintenance
Type of School PSE reported	PSE site reports submitted [a]	Sites that reported conducting formative assessments (ST4) [b]	Sites that reported adoption of at least one policy, systems, or environmental change strategy		Sites that reported implementing at least 1 complementary strategy [d] (LT9) [b]	Sites that conducted baseline and follow-up assessment	Sites that reported work in the maintenance phase only
			Nutrition (MT 4) [b]	Physical activity (MT 5) [b]			
	n	**n (%)**[c]	**n (%)**	**n (%)**	**n (%)**	**n (%)**	**n (%)**
Gardens	87	0	39 (45%)	N/A	65 (75%)	N/A	16 (18%)
School Wellness Policy	33	8 (24%)	21 (64%)	7 (21%)	23 (70%)	0	4 (12%)
Healthy Schools	58	40 (69%)	48 (83%)	18 (31%)	53 (91%)	12 (21%)	0
Safe Routes	22	9 (41%)	N/A	20 (91%)	19 (86%)	0	0
Water Stations	22	3 (14%)	8 (36%)	N/A	18 (82%)	9 (41%)	10 (45%)
Healthy Food and Beverage Standards	21	0	1 (5%)	N/A	19 (90%)	0	1 (5%)
Farm-to-School	18	0	0	N/A	0	0	17 (94%)
Structured Physical Activity	15	12 (80%)	N/A	15 (100%)	15 (100%)	1 (7%)	0
Smarter Lunchrooms	11	6 (55%)	11 (100%)	N/A	11 (100%)	10 (91%)	0
Total	287	78 (27%)	128 (45%)	60 (21%)	223 (78%)	32 (11%)	48 (17%)

[a] Defined as the number of sites for which local health departments submitted a PSE report—more than 1 one report was submitted for some sites

[b] Refers to the evaluation indicator from the Western Region SNAP-Ed Evaluation Framework

[c] Percent reported is defined as the number of sites reporting the activity in that type of school PSE divided by the total number of site reports received for that type of school PSE

[d] Complementary strategies were direct education, marketing/promotion, parental/community involvement, and training

- Formative assessments were reported most often for healthy schools, structured physical activity, and smarter lunchrooms. Assessments included a school/afterschool site assessment developed by one LHD and an adaptation of the Healthy Schools Program/Alliance for a Healthier Generation assessment. No formative assessments were conducted for healthy food and beverage standards, farm to school, or garden PSEs and very few were conducted for the water station PSEs during FFY15.
- All or nearly all of the sites reporting activities in the PSE categories of smarter lunchrooms, structured physical activity, safe routes, healthy schools, and district/school wellness policy had adopted at least 1 PSE strategy.
- All but one of the farm-to-school PSE sites was in the maintenance phase, as were about half of the water station PSE sites.
- Sites reporting smarter lunchrooms PSE changes were by far the most likely to be evaluated for effectiveness by completing baseline and follow-up assessments in FFY15. The only other types of PSEs to be evaluated in this fashion were healthy schools (21%), water stations (41%) and structured PA (7%).

Inclusion of complementary strategies to support policy, systems, and environmental change efforts

Complementary strategies, including direct education, marketing/promotion, parent/community involvement, and training were employed at most sites to support PSE efforts (Table 4). Interestingly, more sites reported implementing strategies to complement a PSE than reported implementing a PSE. Thus, it appears that complementary strategies occurred at sites that were engaged in PSE work but had not yet adopted any changes. Training and community involvement, for example, may be necessary to gain support for, and prepare staff for, PSE changes. Direct education may already be happening at sites targeted for PSE change. Complementary strategies also occurred at sites that were maintaining PSE changes from previous years.

- Direct education was common at all sites (29-62%) but least likely to occur at faith-based (29%), retail (31%), and restaurant sites (33%). Education strategies reported included utilizing curricula such as Harvest of the Month, Power Play!, Rethink Your Drink, MyPlate, and Color Me Healthy.
- Marketing and promotion was most likely to occur at farmers' markets, early childhood, worksites, and retail sites and least common at food assistance sites and apartments. Promotional activities included distribution of newsletters, brochures, posters, flyers and signage, taste tests and food demonstrations, and community events focused on nutrition and physical activity.
- Parent/community involvement and training each occurred at about 1/3 of the sites. Parent and community involvement was most likely to occur at apartments, farmers' markets, and community organizations/sites and least common at early childhood and faith-based sites. All the apartments worked on edible gardens and several involved community members in the planning of the garden. Two sites used peer-to-peer promotora models for their community garden work.
- Training activities were most common at early childhood sites (62%) and least common at faith-based organizations (18%), retail sites (9%), apartments (0) and restaurants (0). Owners, providers/teachers, family advocates, and community liaisons were trained in topics such as structured physical activity in preschool, healthy celebrations and non-food rewards, implementation of programs and curricula (such as Harvest of the Month/Yummy Kit and Grow It, Try It, Like It), wellness policy implementation, and basic nutrition for preschoolers.

Table 4: Number of sites reporting implementation of complementary strategies to support policy, systems, and environmental change efforts, by setting

Setting	PSE site reports submitted in this setting	Unique sites reporting work in this setting	Sites that reported implementing complementary strategies, by type			
			Direct Education	Marketing/ Promotion	Parent/ Community Involvement	Training
		n	n (%)	n (%)	n (%)	n (%)
Schools	287	270	165 (57%)	138 (48%)	106 (37%)	112 (39%)
Retail Sites	147	142	46 (31%)	90 (61%)	54 (37%)	13 (9%)
Early Childhood Sites	138	137	84 (61%)	100 (72%)	27 (20%)	85 (62%)
Worksites	87	87	54 (62%)	58 (67%)	24 (28%)	27 (31%)
Community Organizations/Sites	46	46	22 (48%)	20 (43%)	24 (52%)	15 (33%)
Faith-based Organizations	38	35	11 (29%)	18 (47%)	7 (18%)	7 (18%)
Farmers' Markets	12	12	5 (42%)	10 (83%)	7 (58%)	3 (25%)
Apartments/Public Housing	7	7	4 (57%)	2 (29%)	5 (71%)	0
Food Assistance Sites	6	6	0	1 (17%)	0	2 (33%)
Restaurants/Mobile Vending	3	3	1 (33%)	2 (67%)	1 (33%)	0
TOTAL	771	745	392 (51%)	439 (57%)	255 (33%)	264 (34%)

Limitations

The FY15 data are limited by a number of factors. These data do not provide information regarding efforts at the sites during previous years, thereby limiting our ability to interpret the progress sites are making in the continuum from engagement through evaluation and maintenance. Additionally, sites reported being in various stages of implementation during the same year, which although feasible, hinders interpretation. Adjustments to our reporting forms and coding schemes will enable better understanding of progress made from year to year, but since sites do not appear to follow the steps from assessment and engagement through evaluation and maintenance in a particular order, greater definition of these indicators may be needed.

Conclusion

During FFY 2015, LHDs funded by the California Department of Public Health engaged in a wide variety of policy, systems, and environmental change efforts. These efforts were estimated to reach almost half a million SNAP-Ed eligible people and more than 700,000 people in total. The PSE efforts were focused primarily in schools, food retail sites, community organizations and sites, and early childhood education sites. Nearly all LHDs reported doing PSE efforts in schools (69%) and most reported working in food retail (52%). As SNAP-Ed and LHDs become increasingly comfortable with PSE efforts, the reach and effectiveness of these interventions is likely to grow. The approach to PSE work and reporting in California is an evolving process that will continue to be refined to ensure the greatest impact of SNAP-Ed funds to improve the nutrition, physical activity, and food security of California's SNAP-Ed eligible population.

Appendix 1

Descriptions of Activities by Setting and Policy, Systems and Environmental change (PSE) Category
(Listed in alphabetical order)

Apartments/public housing. All of these sites worked on establishing gardens. See "gardens" below for more detail.

Community Organizations/sites. Includes family/youth/senior and other types of community centers, public health centers and clinics, rehab centers, community garden sites, public land/parks, and libraries. These sites worked on Gardens, Healthy Food and Beverage Standards, Safe Routes/Active Transport, Structured Physical Activity, Water Stations and Joint use. See descriptions of these PSE categories for more detail.

District/School Wellness Policies. Includes efforts to develop, adopt, revise or expand written wellness policies at the school or district level. May include wellness policies developed for school-based afterschool programs.

Early childhood sites. Includes self-assessment and improvements in healthy eating and physical activity policies, including healthier snacks or meals (particularly increasing fruits and vegetables), making water the primary beverage of choice for snacks and meals, rules on foods served in classrooms and use of food as rewards, limiting entertainment screen time, and adding or increasing access to physical activity.

Faith-based organizations. These sites worked on Gardens, Healthy Food and Beverage Standards and Structured Physical Activity. See description of those PSE categories for more detail. Sites reporting in the "other" category described combinations of strategies including establishing health committees, establishing and implementing healthy food guidelines for a variety of venues including healthy snacks, meals served, food offered to the homeless, potlucks, and fundraising; establishing walking and physical activities clubs and classes; health messages in church bulletins and newsletters, training peer educators, and becoming a distribution site for food banks and farm to family programs.

Farm to School. Includes efforts by schools to procure foods from local farms, most often in coordination with Harvest of the Month activities.

Farmers' Markets. Includes establishing acceptance of Electronic Benefit Transfer (EBT), establishing a new farmers' market, and establishing a bonus incentive program.

Food assistance sites. Includes primarily WIC sites and some emergency food sites. All of these sites worked on Healthy Food and Beverage standards. See that PSE category for more detail.

Gardens. Includes establishing new gardens and changing procurement by utilizing produce from an edible garden, and 18 sites reported both.

Healthy Food and Beverage Standards. Includes work to establish, implement and/or promote healthy food and beverage standards in schools and community sites such as county welfare offices, public housing units, city parks and recreational facilities, and faith-based organizations. In the schools the activities focused on improving school meals, farm to school efforts, and assorted strategies to improve food offerings. At faith-based organizations these efforts centered on improving meals, food donations, snacks and vending for various church programs and services and included the provision of recipes and other resources for implementation.

Healthy Schools. Includes a variety of combinations of strategies to improve opportunities for healthy eating and physical activity at school sites including: establishing and implementing policies for healthy snacks and vending machines, non-food rewards, healthy afterschool environments, and healthy staff meetings; establishment and promotion of hydration stations, produce markets on school sites, extracurricular cooking classes, physical activity lessons, and salad bars; improved placement in the lunch line to encourage healthy selections; incorporating the garden into nutrition education; promotional activities such as a fruit and veggie fest. Many sites mobilized, motivated and trained various school stakeholders to support and help implement healthy practices and programs. Involving youth in developing and implementing policies was an emphasis at many sites.

Joint Use. Includes efforts to attain and implement agreements for the sharing of facilities for nutrition and physical activity programs and services

Restaurants/mobile vending. Includes work with neighborhood restaurants and mobile food vendors to improve menu selections and marketing of healthier items, particularly fruits and vegetables. There was also work to improve the layout and display of healthy foods.

Retail sites. Includes efforts to improve availability and/or marketing of healthy foods and beverages at retail food outlets (grocery stores, convenience stores, etc.). Work focused on increasing access to fruits and vegetables, improvements in the layout or display of healthy foods, point-of-purchase prompts for healthy foods, and increasing interior and exterior marketing for healthy items.

Safe Routes/Active Transport. Includes efforts to promote active transport and improve access to safe streets for all users, including bicyclists and pedestrians. Also included improved signage for trails, greenways, and sidewalks and physical improvements to streets, crosswalks and curbs. Many sites have assessed and are in planning stages.

Schools. These sites worked on Gardens, Healthy Schools, District/School Wellness Policies, Safe Routes/Active Transport, Water Stations, Healthy Food and Beverage Standards, Farm-to-School, Structured Physical Activity, and Smarter Lunchrooms. See descriptions of those PSE categories for more detail.

Structured Physical Activity. Includes efforts to establish or increase availability of physical activity programs such as exercise classes in the community and in the schools. A Fit Kids Center was established in coordination with the Department of Education in one county; other sites reported other activity programs such as group exercise at church, instant recess, basketball programming, soccer, walking groups, and Zumba.

Smarter Lunchrooms. Includes changes to point of purchase prompts for healthy items, salad bars, changes in portion size and packaging, and improved placement of fruits, vegetables, and unflavored, unsweetened milk.

Water Stations. Includes efforts to establish, improve, promote and/or increase availability of sources of free, potable water.

Worksites. Includes efforts to assess and implement changes at worksites. Many sites focused on establishing and maintaining wellness committees, lactation supports for employees, access to free water, guidelines around foods served in meetings, and physical activity supports and stretching before shifts. Almost all sites used the CA Check for Health assessment tool.

Higher Fruit and Vegetable and Reduced Fat Intake Among Low-Income Mothers Living in California Neighborhoods with Supplemental Nutrition Assistance Program-Education (SNAP-Ed) Nutrition Education Interventions, 2014

Fred Molitor, PhD
Chief, Research and Evaluation Section
Nutrition Education and Obesity Prevention Branch
California Department of Public Health
1616 Capitol Avenue
P.O. Box 997377, MS 7204
Sacramento, CA. 95899-7377
Fred.Molitor@cdph.ca.gov 916.449.5294

Sharon B. Sugerman, MS, RD
Director, Research and Evaluation
Public Health Institute Center for Wellness and Nutrition
1835 Bell Street, Suite 102B
Sacramento, CA 95825
Sharon.Sugerman@wellness.phi.org

Stan Sciortino, PhD, MPH
Research Scientist Supervisor
Nutrition Education and Obesity Prevention Branch
California Department of Public Health
1616 Capitol Avenue
P.O. Box 997377, MS 7204
Sacramento, CA. 95899-7377
Stanley.Sciortino@cdph.ca.gov

Higher Fruit and Vegetable and Reduced Fat Intake Among Low-Income Mothers Living in California Neighborhoods with Supplemental Nutrition Assistance Program-Education (SNAP-Ed) Nutrition Education Interventions, 2014

ABSTRACT

Background. United States Department of Agriculture (USDA) Supplemental Nutrition Assistance Program – Education (SNAP-Ed) interventions are designed to increase nutrition and reduce unhealthy body weight among low-income populations. A few highly-controlled studies have shown SNAP-Ed to be effective.

Objective. Examine levels of SNAP-Ed reach among low-income mothers across California in relation to healthful and unhealthful eating behaviors, using a 24-hour dietary recall assessment.

Design. Cross-sectional telephone survey of mothers in SNAP households in California utilizing the Automated Self-administered 24-hour Recall (ASA24) dietary assessment. Interviews were conducted in English or Spanish from April through October 2014. The number of SNAP-Ed eligible persons participating in SNAP-Ed interventions among the total SNAP-Ed eligible population within census tracts provided an ecological measure of SNAP-Ed intervention reach, categorized into three levels: no/low; moderate, and high.

Participants. Youngest female primary caregiver (n=6,355) of at least one child or teenager from randomly-selected SNAP households.

Main outcome measures: Number of cups of fruits and vegetables; frequency of eating fast-food; and total calories from fast-food, high-fat fast-food, high-fat foods from locations other than fast-food restaurants, and overall.

Statistical Analyses: Linear regression analyses comparing outcome measures for mothers from high- and moderate-reach versus no/low reach census tracts. Models controlled for race/ethnicity and education.

Results: Mothers from California census tracts with higher levels of SNAP-Ed reach ate significantly more cups of fruits and vegetables and consumed fewer calories from high-fat foods than mothers from no/low reach census tracts. However, total calories consumed from foods from fast-food restaurants and overall did not differ by levels of SNAP-Ed reach.

Conclusions: Our correlational findings suggest that SNAP-Ed interventions lead to more nutritious eating among low-income mothers. The major limitation of our study is a presumed rather than verified level of exposure to SNAP-Ed interventions.

Higher Fruit and Vegetable and Reduced Fat Intake Among Low-Income Mothers Living in California Neighborhoods with Supplemental Nutrition Assistance Program-Education (SNAP-Ed) Nutrition Education Interventions, 2014

INTRODUCTION

Recent epidemiological data suggest that current efforts to control the obesity epidemic in the United States are having little impact. Overweight and obesity have increased over the past 20 years; 35.0% of men and 36.8% of women are now obese.[1] Excessive weight gain and its health consequences are disproportionately affecting minority populations. African American and Latino women are more likely to be overweight or obese than White women. Over a third (33.8%) of white women were classified as having normal weight, while 22.4% of Latinas and only 15.8% of African American women had normal weight, according to National Health and Nutrition Examination Survey data from 2007 to 2012.[1]

The United States Department of Agriculture (USDA) Supplemental Nutrition Assistance Program – Education (SNAP-Ed) is the most widespread program designed to promote and possibly change behaviors related to unhealthy body weight, specifically among low-income populations. Implemented through States in partnership with the USDA, the goal of SNAP-Ed interventions includes improving the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget.[2]

Persons within households with income at or below 185% Federal Poverty Level are defined by the USDA as "SNAP eligible," which in Federal Fiscal Year (FFY) 2014 exceeded 46.5 million.[3]

Mothers are a primary target population for SNAP-Ed interventions, since they are the person from SNAP households most likely to be responsible for the purchase of food, preparation of meals, and serve as role models for children's eating habits.[2]

Peer-reviewed studies and USDA demonstration projects have reported improved dietary habits due to SNAP-Ed.[4,5] Yet, these findings come from highly-controlled studies with high-dose interventions not representative of the diverse types and intensities of SNAP-Ed implemented throughout the United States. Population-based surveys offer greater generalizability, but are hampered by factors such as recall and social desirability biases when assessing intervention exposure. In fact, most SNAP-Ed participants would not know if asked whether a particular intervention they participated in was SNAP-Ed affiliated; service providers are not required and do not explicitly identify their interventions as SNAP-Ed.

Using an ecological approach, we have previously reported increased fruit and vegetable intake and decreased fast-food consumption for adults living in census tracts with higher levels of SNAP-Ed interventions.[6] These findings came from a representative sample of California adults, but study limitations include only two outcome measures based on limited food frequency questionnaire items.

The present study is the first to use a newly-developed 24-hour dietary recall assessment, created by the National Cancer Institute (NCI), to quantify eating behaviors among a population-based sample of low-income mothers. The detailed dietary data are used to confirm and expand our previous findings of SNAP-Ed's potential to positively change eating behaviors.

MATERIALS AND METHODS

Healthful and unhealthful eating behaviors among low-income mothers were assessed by telephone survey using the Automated Self-administered 24-hour Recall (ASA24) system. Levels of SNAP-Ed intervention reach within the census tracts where each survey participant lived were used to investigate the potential impact of SNAP-Ed interventions on eating behaviors. Reach was calculated not from survey responses but from administrative data as the quotient of the number of persons participating in SNAP-Ed nutrition education interventions and the total SNAP-Ed eligible population within each census tract.

Sample and Survey to Assess Dietary Behaviors

The California Department of Public Health, Nutrition Education and Obesity Prevention Branch (NEOPB), Champions for Healthy Change (C4HC) is an ongoing rolling one-year follow-up telephone survey of persons from SNAP households within 17 California counties, and is approved by the California Health and Human Services Agency, Committee for the Protection of Human Subjects. Households are randomly selected from the California Department of Social Services, Medi-Cal Eligibility Data System database. This database, updated quarterly, includes the names, contact information, and limited demographics for persons from households receiving SNAP throughout California. C4HC interviews are conducted in English and Spanish, and survey participants are offered a $10 incentive. The survey was initiated in 2013; newly-sampled and one-year follow-up interviews were completed in 2014 with children, teenagers, and mothers, defined as the youngest female who is the primary caregiver of at least one child or teenager in the selected SNAP household. The focus of this study is on mothers' eating behaviors assessed from the ASA24, which was not included in the 2013 survey, but was administered to

Cohort 1 and 2 survey participants from April through October 2014. The response rate in 2014 was 60.5% (AAPOR RR4).[7]

The ASA24 was created by the NCI as a web-based self-administered survey.[8] For C4HC, trained interviewers from the organization that developed the ASA24 with the NCI used the web-based system to administer the 24-hour dietary recall assessment over the telephone. Prior to the interview, survey participants were sent measuring cups and spoons and a "Size Up Your Portion*:* A Guide to Food Serving Sizes" booklet for reference during the interview. The booklet included images of different portions of foods to assist mothers in selecting the appropriate sizes for the foods they had consumed during the previous day. In short, the procedures for administering the ASA24 include asking respondents to list the foods and beverages consumed for each meal either yesterday or during the past 24 hours. Then, detailed information is collected about the identified foods and drinks, including cooking methods, the specific amounts consumed, added items such as condiments, and place of purchase. The ASA24 has certain advantages over and been shown to perform as well as the Automated Multiple-Pass Method (AMPM).[9] Demographic questions are not a part of the ASA24, and were recorded along with the documentation of consent for the C4HC survey on a separate instrument.

Total caloric intake was used to identify respondents with dubious dietary behaviors. Reports above three standard deviations from the mean (4,500 calories) were considered improbable high values and excluded (n=70 mothers). Because caloric intake was skewed to the right and no transformations allowed for clear lower cut points, we used the minimum value recommended by the NCI that was based on a larger NHANES dataset[10] to further omit 400 records.

Mothers with incomplete interviews were then excluded from the analyses. The multi-layered structure of the ASA24 does not allow for distinguishing partial from complete interviews based on a proportion of questions answered. We excluded an additional 90 cases where it was noted by the interviewer that the mother had ended the interview early, had skipped a series of items, or had reported unique circumstances such as fasting during the previous 24 hours. Overall, 560 cases were omitted, for a final analytic dataset of 6,355 complete interviews.

The addresses provided by survey participants (or zip codes for 13 mothers without a full address) were geocoded to the census tract-level for the 6,355 mothers. This file with 2,907 unique census tracts was subsequently linked to a database that included information to calculate SNAP-Ed intervention reach (the number of SNAP-Ed participants over the number of SNAP-Ed eligible persons) in the same census tracts. This information came from program data submitted by SNAP-Ed intervention sites and from calculations of the SNAP-Ed eligible population routinely made by NEOPB staff.

Administrative Data Used to Calculate SNAP-Ed Intervention Reach

Local health department (LHD) staff and their subcontractors who implement SNAP-Ed enter information on SNAP-Ed participants into the USDA Education and Administrative Reporting System (EARS). NEOPB staff maintain the on-line system in California, use EARS data for program planning and annual reports to the USDA, and provide EARS training and ongoing technical assistance to LHD and subcontractor staff. EARS data are entered in the aggregate and not the individual level.

EARS data do contain duplicated counts of SNAP-Ed participants, due in part because different agencies within a LHD may enter information on the same SNAP-Ed participants, or because attendees of multi-session interventions are entered more than once. NEOPB staff implement various processes to identify and remove duplicate SNAP-Ed participant counts. These include retaining only the information for participants of the first event for ongoing interventions with the same name, and identifying redundant entries after sorting interventions by site name within cities.

A file was developed with the total number of unduplicated SNAP-Ed participants aged five to 59 years within each census tract where intervention(s) occurred in FFY 2014. Counts for minors were included because many SNAP-Ed interventions aimed at children and teenagers include materials and messages for their parents. The file also included the total number of SNAP-Ed eligible individuals by census tract, which NEOPB staff calculate annually using standardized procedures based on data from the United States Census and American Community Survey. Unfortunately, the age groupings for EARS and the Census do not match perfectly. SNAP-Ed intervention reach was calculated for each census tract as a proportion based on the total number of SNAP-Ed participants (age five through 59 years) divided by the number of SNAP-Ed eligible persons (age six through 65 years) for FFY 2014.

Analysis

The survey database with ASA24 responses from 6,355 mothers from 2,907 California census tracts was merged with the administrative file with SNAP-Ed reach calculations by census tract. A total of 876 of the 2,907 census tracts included SNAP-Ed interventions, that is had values greater than zero for SNAP-Ed reach.

The SNAP-Ed intervention reach variable was highly skewed to the right of its mean of .061 (skewness = 7.73). Given this distribution, and for ease of interpretability of the study findings, categorical variables were created representing levels of intervention reach. The distribution of the data also limited the options for the number of categories. Initially a "high" then a "moderate" reach variable were developed with cut off points for each dichotomous variable determined to ensure that sufficient statistical power was available to compare with a referent group. Specifically, proportions > .25 were coded as "high" reach and values > .10 and ≤ to .25 were classified as "moderate" reach. These criteria provided ASA24 data for 475 and 487 mothers in the high and moderate reach groups respectively, representing 15.1% of the sample. Mothers from "low" reach census tracts (n=1,394) were grouped with those from no reach census tracts (n=3,999) to represent the referent group for the analyses because less than 10% of the SNAP-Ed population having participated in a SNAP-Ed intervention was considered too low to have a measurable effect.

Number of cups of whole fruits, 100% fruit juice, and vegetables was the primary outcome variable for healthful eating. Outcome variables also included whether the mother purchased and ate food from a fast-food restaurant during the previous 24 hours, and the total calories

consumed from such purchases overall and specifically from high-fat foods. The senior nutritionist on the study (second author) identified high-fat, fast-food-type foods that were purchased at locations other than restaurants, such as frozen items from supermarkets or ready-to-eat foods from convenience stores. Our analyses examined the frequency of and total calories from eating these high-fat foods. Finally, total calories consumed were compared by levels of SNAP-Ed reach.

Linear regression analyses were conducted for each of the ASA24 outcome variables. Each model included comparing eating behaviors for mothers from moderate reach (moderate = 1; all other cases = 0) and high reach (high = 1; all other cases = 0) census tracts. The models also included as controls dichotomous variables for Latina, African American, and White ("Other" = referent group); and a variable for highest level of education (< versus ≥ some college courses).

RESULTS

The sample was 41.8% Latina, 24.7% White, and 17.5% African American. Sixteen percent of mothers identified as another race/ethnicity or had unreported racial/ethnic information. Highest level of education did not include at least some college for 58.5% of mothers.

Overall, low-income mothers in California ate 3.04 cups of fruits and vegetables during the previous day (Table). Purchasing and eating foods from fast-food restaurants at least once during the previous 24 hours was reported by 21.1% of mothers. An average of 633 calories was consumed from fast-food restaurant foods. However, only 146 of the 663 calories were from

high-fat foods. Nearly one-fifth (19.4%) of mothers reported eating high-fat foods purchased at locations other than fast-food restaurants.

Healthful and unhealthful eating behaviors were found to vary by high versus no or low SNAP-Ed intervention census tracts. Total cups of fruits and vegetables was significantly higher among mothers from high-reach SNAP-Ed census tracts (Table). Frequency of eating at a fast-food restaurant did not differ by levels of SNAP-Ed reach. However, low-income mothers from high versus no/low reach areas consumed fewer calories from high-fat foods purchased at fast-food restaurants. Both frequency of eating high-fat foods and the number of calories from such foods purchased at locations other than fast-food restaurants was significantly lower for mothers from high-reach SNAP-Ed areas. Total number of calories from fast-food restaurants and overall were the same across the three SNAP-Ed reach groups.

DISCUSSION

Our correlational findings suggest that SNAP-Ed interventions lead to more nutritious eating among low-income mothers. Specifically, mothers from California census tracts with higher levels of SNAP-Ed reach ate a greater quantity of fruits and vegetables and consumed fewer calories from high-fat foods, regardless of race/ethnicity or level of education.

Increased consumption of fruits and vegetables is a central focus of SNAP-Ed, and a primary objective of the NEOPB as communicated to California LHDs that implement and oversee related interventions throughout the State. Education interventions include information on the health benefits of fruits and vegetables; planning, purchasing, and preparing healthful snacks and

meals; healthful recipes; recommended intake of fruits and vegetables per the USDA's MyPlate guidelines; and reducing the intake of saturated fats, sugar, and sodium. Environmental supports include increased access to fruits and vegetables through farmers' markets and corner-store food outlets. Accordingly, we found that mothers more likely to be exposed to SNAP-Ed nutrition education interventions – those from high versus no or low SNAP-Ed reach census tracts – ate significantly more cups of fruits and vegetables per day. Moreover, the 0.31 cup difference between the two groups meets the criterion used by researchers to regard SNAP-Ed interventions as effective; that is of having a measureable impact on health.[4,5]

In our previous study we found that adults from higher-reach SNAP-Ed areas reported significantly fewer times eating fast-food "at work, at home, or at fast-food restaurants, carryout or drive through" during a seven-day period. The current study demonstrates the importance of distinguishing where fast food is purchased: Reach of SNAP-Ed was unrelated to the proportion of mothers who had purchased foods from a fast-food restaurant, but high-reach SNAP-Ed mothers were less likely to have eaten high-fat, fast-food-type foods from locations other than fast-food restaurants. Nutrition education messages alone are likely not sufficient to reduce the frequency of relying on fast-food restaurants for meals, especially for mothers with limited resources who are influenced by the needs and demands of their family. Where SNAP-Ed appears to be effective is providing mothers with the knowledge and skills to identify and avoid high-fat fast-food items, both when ordering from a fast-food restaurant and when purchasing foods at grocery or convenience stores, or other locations.

Yet, we observed no differences for caloric intake across SNAP-Ed reach groups for both foods purchased at fast-food restaurants and overall. Chandon and Wansink have shown that, when in fast-food restaurants that claim to be healthy, customers are more likely to "unknowingly choose side dishes containing more calories and therefore enhance the chances of overeating because of undetected increases in calorie intake."[11 (p311)] A similar "health halo" effect may be in play for mothers who put their SNAP-Ed knowledge into practice by forgoing high-fat main-dish foods, but end up increasing the potion sizes of more empty calorie side-dishes or dessert items, or drinking more sugar-sweetened beverages. One shortcoming of this study is the absence of physical activity, an additional focus of SNAP-Ed. Perhaps mothers from high-reach SNAP-Ed areas were more physically active, and therefore had a lower caloric balance on average.

Certainly, the major limitation of our study is a presumed rather than verified level of exposure to SNAP-Ed. Our ecological study represents the best approach to an evaluation of SNAP-Ed at the population level, but leaves unanswered questions such as which types and levels of direct education interventions are most effective. We also cannot control and thereby rule out the effects of other individual or community factors that could explain more healthful eating among mothers from high-reach census tracts, including other interventions or campaigns aimed at the SNAP-Ed eligible population.

The strengths of our study include a representative sample of mothers from California SNAP households. In addition, outcomes measures were derived from detailed dietary information from a 24-hour multiple-pass interview methodology. Number of cups of fruits and vegetables, for example, were based on the sum of cups of 100% fruit juice and identified portion sizes for each

type of fruit and/or vegetable consumed at each meal or snack. These data were obtained by interviewers who received extensive training on the ASA24, which included assisting survey respondents in identifying applicable portion sizes by probes and by referring them to measuring cup and spoons and pictures in a portion-size booklet that had been previously sent to them. The quality of these data allow for improved precision to detect real differences across groups compared with traditional food frequency questionnaires. Finally, the majority of our sample was mothers from minority groups, and our statistical models allow for generalizing our findings to low-income mothers regardless of racial/ethnic background.

CONCLUSIONS

Our study provides evidence that SNAP-Ed is effective at what it intends to do related to healthy eating. Those more likely to participate in SNAP-Ed interventions ate more cups of fruits and vegetables, and reduced their intake of high-fat foods. Overall caloric intake along with levels of physical activity should also be investigated to determine whether the caloric balance of SNAP-Ed participants is lower than those not exposed to SNAP-Ed. Such studies would provide greater empirical support for SNAP-Ed as a means of addressing the obesity epidemic among low-income populations in the United States.

REFERENCES

1. Yang L, Colditz GA. Prevalence of overweight and obesity in the United States, 2007-2012. *JAMA Intern Med*. 2015; Jun 22. [Epub ahead of print].
2. United States Department of Agriculture. Supplemental Nutrition Assistance Program Education Guidance, 2014.
3. United States Department of Agriculture. Supplemental Nutrition Assistance Program Participation and Costs. http://www.fns.usda.gov/sites/default/files/pd/15SNAPpartPP.pdf. Data as of July 10, 2015. Accessed July 22, 2015.
4. Long V, Cates S, Blitstein J, Deehy K, Williams P, Morgan R, et al. Nutrition Assistance Program Education and Evaluation Study (Wave II). Prepared by Altarum Institute for the U.S. Department of Agriculture, Food and Nutrition Service; 2013; 1-79. http://www.fns.usda.gov/supplemental-nutrition-assistance-program-education-and-evaluation-study-wave-ii Accessed August 14, 2014.
5. Williams PA, Cates SC, Blitstein JL, Hersey JC, Kosa KM, Long VA, Singh A, Berman D. Evaluating the impact of six Supplemental Nutrition Assistance Program Education interventions on children's at-home diets. *Health Educ Behav*. 2015 Jun;42(3):329-38.
6. Molitor F, Sugerman S, Yu H, Biehl M, Aydin M, Levy M, Ponce NA. Reach of Supplemental Nutrition Assistance Program-Education (SNAP-Ed) interventions and nutrition and physical activity-related outcomes, California, 2011-2012. *Prev Chronic Dis*. 2015 Mar 12;12:E33.
7. American Association for Public Opinion Research. Standard definitions: final dispositions of case codes and outcome rates for surveys.

http://www.aapor.org/AAPORKentico/AAPOR_Main/media/publications/Standard-Definitions2015_8theditionwithchanges_April2015_logo.pdf . Revised April 2015. Accessed July 22, 2015.

8. Subar AF, Kirkpatrick SI, Mittl B, Zimmerman TP, Thompson FE, Bingley C, Willis G, Islam NG, Baranowski T, McNutt S, Potischman N. The Automated Self-Administered 24-hour dietary recall (ASA24): a resource for researchers, clinicians, and educators from the National Cancer Institute. *J Acad Nutr Diet*. 2012 Aug;112(8):1134-7.
9. Thompson FE, Dixit-Joshi S, Potischman N, Dodd KW, Kirkpatrick SI, Kushi LH, Alexander GL, Coleman LA, Zimmerman TP, Sundaram ME, Clancy HA, Groesbeck M, Douglass D, George SM, Schap TE, Subar AF. Comparison of interviewer-administered and automated self-administered 24-hour dietary recalls in 3 diverse integrated health systems. *Am J Epidemiol*. 2015 Jun 15;181(12):970-8.
10. National Cancer Institute. Reviewing and Cleaning ASA24 Data. http://epi.grants.cancer.gov/asa24/resources/asa24_data_cleaning.pdf. Revised January 2014. Accessed August 4, 2014.
11. Chandon P, Wansink B. The biasing health halos of fast-food restaurant health claims: lower calorie estimates and higher side-dish consumption intentions. *Journal of Consumer Research*. 2007 October; 34:301-14.

Table. Cups of Fruits and Vegetables and Calories from High-Fat Foods During Past 24 Hours Among Low-Income Mothers in California, Overall and by Levels of Reach of Supplemental Nutrition Assistance Program – Education (SNAP-Ed) Interventions Within Census Tracts, 2014

		Levels of SNAP-Ed Intervention Reach Within Census Tracts [a]			
	Overall [b]	No/Low [c]	Moderate [c]	High [c]	*P* Value, High v. No/Low Reach [d]
Sample					
Survey Respondents (n)	6,355	5,393	487	475	
Census Tracts (n)	2,907	2,514	183	210	
Healthful and Unhealthful Eating Behaviors					
Cups of Fruits and Vegetables (mean)	3.04	3.14	2.98	3.45	0.007
Ate at a Fast-Food Restaurant (%)	17.8	13.2	14.7	12.0	0.505
Calories From All Foods From Fast-Food Restaurants (mean)	668	578	545	551	0.474
Calories From High-Fat Foods From Fast-Food Restaurants (mean)	159	148	111	78	0.020
Ate High-Fat Foods From Other Locations (%)	19.4	17.1	16.0	9.9	< 0.001
Calories From High-Fat Foods From Other Locations (mean)	69.4	57.5	48.3	35.8	0.010
Total Calories	1754	1657	1644	1666	0.791

[a] # SNAP-Ed Recipients / # SNAP-Ed Eligible Population: No/Low, 0 to ≤ 0.10; Moderate, > 0.10 to ≤ 0.25; High, > 0.25 to 1.0.

[b] Means and percents are unadjusted.

[c] Means and percents are adjusted for race/ethnicity and highest level of education.

[d] Derived from linear regression analyses controlling for race/ethnicity and highest level of education.

Acknowledgements

Programming of the EARS data was conducted by Evan Talmage of the Nutrition Education and Obesity Prevention Branch, California Department of Public Health. This study was conducted through the California Department of Public Health's Nutrition Education and Obesity Prevention Branch which receives funding from the United States Department of Agriculture (USDA) Supplemental Nutrition Assistance Program – Education (SNAP-Ed), known in California as CalFresh. These institutions are equal opportunity providers and employers.

Evaluation of the 2015 Champions for Change Media Campaign

Fred Molitor and Celeste Doerr
Nutrition Education and Obesity Prevention Branch
California Department of Public Health

DRAFT

INTRODUCTION

The California Department of Public Health (CDPH), Nutrition Education and Obesity Prevention Branch (NEOPB), provides funding, training, and technical assistance to (and works in partnership with) local health departments to promote healthy eating and physical activity through community-wide and face-to-face interventions. These Supplemental Nutrition Assistance Program-Education (SNAP-Ed) interventions are aimed at low-income Californians eligible for the United States Department of Agriculture (USDA) Supplemental Nutrition Assistance Program (SNAP).

In 2015 the NEOPB directed three statewide “Champions for Change” media campaigns designed to support local interventions by increasing awareness and influencing beliefs and family behaviors relevant to nutrition and physical activity, and to publicize the Champions for Change website as a source for information, tips, and healthful recipes. Each campaign was aimed at a specific racial/ethnic audience: Latino, African American, or multicultural parents. Ads appeared on television, radio, and outdoors (billboards and public transit).

The aims of the evaluation were to assess exposure to campaign ads, overall and for each campaign, and to examine potential outcomes in relation to levels of exposure. Detailed descriptions of the campaigns, the evaluation methods, and results are described in the sections that follow.

THE 2015 CAMPAIGNS

The *Legacy of Health* campaign included messages tailored to African Americans. *Not My Kids/A Mis Hijos No* ads were developed for Latinos, and *Join the Movement* ads were designed for multicultural audiences. Below we describe the main messages of each campaign, present the television and radio scripts, and show the outdoor ads that appeared on billboards and public transit.

The *Legacy of Health* Campaign

The focus of the Legacy of Health campaign was building legacies and passing down traditions that have always been important to African American families, especially food. Messages in the ads highlighted health consequences of obesity, endorsed existing or new traditions of eating more healthful foods, promoted physical activity, and mentioned the Champions for Change website as a source for tools to help families make new, healthy traditions with resources such as recipes and ideas for keeping family members active.

DRAFT

The television ads depicted African American families in neighborhood settings and cooking meals together, as well as images of children riding bikes with their parents, skipping, and jumping rope.

> ***Television Script #1:*** *New traditions aren't always passed from generation to generation. Sometimes they're passed from neighbor to neighbor, and daughter to mom. And with the right tools and information, we can make sure those traditions last, moving them away from obesity, high blood pressure and type 2 diabetes and toward more physical activity and better health. Visit us at CaChampionsForChange.net for healthy recipes and tips on how to keep your family active. To help you become a Champion for Change.*
>
> ***Television Script #2:*** *Passing down traditions has always been important. Especially when it comes to the tradition of food. But those traditions of rich foods also come with a legacy of obesity, high blood pressure and type 2 diabetes. At CaChampionsForChange.net there are tools to help change all that. Tools like healthy recipes and tips on how to keep your family active, helping you become a Champion for Change. Visit us at CaChampionsForChange.net for more information.*
>
> ***Radio Script #1:*** *Passing down traditions has always been important to African American families, especially when it comes to the tradition of food. But for too long, many of those traditions of rich foods have also led to a legacy of health problems, which have become too big to ignore. Obesity, high blood pressure, and type 2 diabetes are far too common and represent a legacy in need of serious change. CaChampionsForChange.net has resources to help make that change with tips on healthier eating, ways to keep your family active, and healthy recipes to help you start new, positive traditions for you and your family, both now and for years to come. Visit us at CaChampionsForChange.net to start your new tradition today. That's CaChampionsForChange.net. A message from the California Department of Public Health. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.*
>
> ***Radio Script #2:*** *We all want to leave our kids with something more than what we had, a legacy they can be proud of, giving them the tools they need to be happy and successful. But when it comes to health, what legacy will you leave? Will it be one of obesity, high blood pressure and type 2 diabetes, all of which are far too common within our community? Or will it be a legacy of good eating habits, active living and the knowledge and resources to help ensure a healthier future? CaChampionsForChange.net can help provide those resources with easy access to tips on how to eat better, information on staying active and healthy recipes to help you leave a legacy you can be proud of. Visit us at CaChampionsForChange.net to shape your new legacy today. That's CaChampionsForChange.net. A*

DRAFT

message from the California Department of Public Health. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.

***Legacy of Health* Outdoor Ad # 1**

***Legacy of Health Outdoor* Ad # 2**

The *Not My Kids/A Mis Hijos No* Campaign

Ads for the *Not My Kids/A Mis Hijos No* campaign, produced in both English and Spanish, were designed to encourage Latino parents to protect their children from chronic diseases that are associated with childhood obesity, such as type 2 diabetes. They depicted multigenerational families at home, walking and riding bikes, preparing food in kitchens, and shopping for fruits and vegetables.

English-language Television Script: *MOM 1: I didn't know… MOM 2: My parents didn't know… MOM 3: That childhood obesity can lead to type 2 diabetes. MOM 4: But now that I know I won't let it happen to my kids. MOM 2: I'm making important changes so my kids can have the chance… MOM 3: to live a long and healthy life. ANNOUNCER: Visit us at CaChampionsForChange.net to get healthy recipes, ideas to keep your family active, and many more tips. Visit CaChampionsForChange.net today. Do it for your kid's health.*

Spanish-language Television Script (translated): *MOM 1: I didn't know… MOM 2: My parents didn't know...MOM 3: That childhood obesity can lead to type 2 diabetes. MOM 4: Now that I know that I, I won't let it happen to my kids. Mom 1: I'm making important changes so that my kids have the opportunity to live a long and healthy life. ANNOUNCER: Visit us at CampeonesDelCambio.net to get healthy recipes ideas to keep a healthy family and many more tips. Do it for your kid's health.*

English-language Radio Script #1: *MOM 1: I didn't know… MOM 2: My parents didn't know...MOM 3: That childhood obesity can lead to type 2 diabetes. MOM 4: I was diagnosed with that disease and my life has changed completely. MOM 2: So the last thing I want is for my kids to go through the same thing. MOM 4: That's why now I cook in a healthier way... MOM 1: And we are more physically active as a family. ANNOUNCER: These moms are protecting their kids from childhood obesity and type 2 diabetes. And you can too. Visit us at CaChampionsForChange.net to get healthy recipes, ideas to keep your family active and many more tips. MOM 2: I just want my kids to have a chance to live a long and healthy life.*

ANNOUNCER: Visit CaChampionsForChange.net today. Do it for your kid's health. A message from the California Department of Public Health. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.

English-language Radio Script #2: *DAD: When I was a kid, I was a little on the chubby side, and my family thought it was so cute. But they didn't know that childhood obesity can lead to type 2 diabetes. Now, my doctor told me I have type 2 diabetes… and there's nothing cute about that. MOM: When my husband told me, I got so worried… for him, and for our kids too. What if the same thing happens to them? DAD: I knew it was time to make some important changes. So, now we go running with the kids, or we play soccer instead of sitting in front of the TV. MOM: And we cook our dishes in a healthier way. ANNOUNCER: These parents are protecting their kids from childhood obesity and type 2 diabetes, and you can too. Visit us at CaChampionsForChange.net to get healthy recipes, ideas to keep your family active and many more tips. Do it for your kid's health. A message from the California Department of Public Health. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.*

Spanish-language Radio Script #1 (translated): *DAD: As a kid, I was a little on the chubby side. And my family thought it was so cute. But they didn't know that childhood obesity can lead to type 2 diabetes. Now, my doctor told me I have type 2 diabetes… and that's really serious. MOM: When my husband told me, I got really worried… for him, and for our children. What if the same thing happens to them? DAD: Now we go running with the kids, or we play some soccer instead of sitting in front of the TV. MOM: And we cook our dishes in a healthier way. ANNOUNCER: These parents are protecting their kids from childhood obesity and type 2 diabetes. You can do it too. Visit us at CampeonesDelCambio.net to get healthy recipes, ideas to keep your family active and many more tips. Do it for your kid's health. A message from the California Department of Public Health. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.*

Spanish-language Radio Script #2 (translated): *MOM 1: I didn't know… MOM 2: My parents didn't know... MOM 3: That childhood obesity can lead to type 2 diabetes. MOM 4: I was diagnosed with that disease… MOM 1: And my life has changed completely. MOM 2: The last thing I want is for that to happen to my kids too. MOM 4: That's why now I cook in a healthier way... MOM 1: And we do physical activity as a family. ANNOUNCER: These moms are protecting their children from childhood obesity and type 2 diabetes. You can too. Visit us at CampeonesDelCambio.net to get healthy recipes, ideas to keep your family active, and many more tips. MOM 2: I want my kids to live a long and healthy life. ANNOUNCER: Visit CampeonesDelCambio.net today. Do it for your kid's health. Message from*

the California Department of Public Health. Funded by USDA SNAP-Ed, an equal opportunity provider and employer.

***Not My Kids* Outdoor Ad # 1**

***Not My Kids* Outdoor Ad # 2**

***A Mis Hijos No* Outdoor Ad # 1**

"Walk together for a healthier future"

***A Mis Hijos No* Outdoor Ad # 2**

"Teach them to choose healthy foods"

The *Legacy of Health* and *Not My Kids/A Mis Hijos No* ads contained the same four types of messages. First, they highlighted the consequences of obesity. Second, potential causes of unhealthy eating or physical inactivity were identified (i.e., traditions or lack of knowledge).Third, the ads emphasized that parents could reduce the risk of obesity, particular for their children, by changing or adopting healthful eating practices and engaging in physical activity. Finally, the Champions for Change website address was provided as a source for additional information, ideas, and recipes.

The *Join the Movement Campaign*

The *Join the Movement* campaign portrayed obesity as a community concern to be addressed through a community effort. The health consequences of obesity were not explicit in this campaign, compared with *Legacy of Health* and *Not My Kids/A Mis Hijos No*. The television and outdoor ads appeared in English and Spanish; there were no *Join the Movement* radio ads. The television ads included a few scenes of adults and children outdoors, engaging in activities such as gardening and active play, but the majority of images were individuals or groups of persons of different race/ethnicities holding signs with statements such as, "We're fighting childhood obesity," "We're all in this together," and "Join the movement." The outdoor ads shown below provide examples of these types of scenes and messages appearing in the television ads.

DRAFT

English-language Television Script: *More and more families like yours are making healthy changes in their lives every day. And all these changes are helping us fight childhood obesity in California. But we still have more work to do. We are all in this together. To keep our kids healthy, join the movement. Visit us at CaChampionsForChange.net.*

Spanish-language Television Script (translated): *More and more families like yours are making healthy changes in their lives every day. And all these changes are helping us fight childhood obesity in California. But we still have more work to do. We are all in this together. To keep our kids healthy, join the movement. Visit us at CampeonesDelCambio.net.*

***Join the Movement* Outdoor Ad # 1**

***Join the Movement* Outdoor Ad # 2**

***Join the Movement* Outdoor Ad # 3**

Help fight against childhood obesity in our community. Unite in the movement!

***Join the Movement* Outdoor Ad # 4**

We unite in the movement to make healthy changes. Unite in the movement!

Timeline and Placement

The campaigns occurred over a 25-week period, from April 6 through September 30, 2015, in 12 designated market areas (DMAs), geographic regions in which residents receive similar local radio and television broadcasts. Runyon Saltzman Einhorn (RSE) produced the 2015 campaigns and facilitated placement of the ads. Ad placement was focused on reaching at least 50% of individuals with incomes equal to or less than 185% of the Federal Poverty Level (FPL), the eligibility criterion for SNAP. Ads varied by language (English or Spanish) and by type of media (Table 1). The timing of ad placement also varied such that members of the target population only received presentation of the ads for a portion of the 25 weeks in some DMAs.

Table 1. Campaign ad placement by designated market area (DMA) and language

DMA	Television	Radio	Billboard	Transit
Bakersfield	English/Spanish	Spanish	English/Spanish	English/Spanish
Chico	English	Spanish	English	-
Eureka	English	-	-	-
Fresno	English/Spanish	Spanish	English/Spanish	English/Spanish
Imperial County	-	Spanish	Spanish	-
Los Angeles	English/Spanish	English/Spanish	English/Spanish	English/Spanish
Monterey	Spanish	Spanish	-	Spanish
Palm Springs	Spanish	Spanish	Spanish	-
Sacramento	English/Spanish	English/Spanish	English/Spanish	English/Spanish
San Diego	Spanish	English/Spanish	English/Spanish	English/Spanish
San Francisco	-	English	English	-
Santa Barbara	English	Spanish	-	-

RSE report that during the 25-week that the campaigns ran, a total of 7,395 30-second ads ran on television. Thirty- and 60-second radio ads aired 15,261 times. At least 955 billboard ads (331 large and 624 small) and 2,150 transit ads appeared in low-income neighborhoods. These counts represent conservative estimates because they are based on purchased ads; they exclude “added value” ads, those ads aired or placed by media outlets free of charge.

THE EVALUATION

The evaluation was designed to answer three research questions:

#1: What was the extent of ad exposure, overall and by race/ethnicity?
#2: What was the extent of ad exposure by type of campaign and race/ethnicity?
#3: Is there evidence of relationships between levels of exposure to the campaigns and self-reported changes in dietary behaviors and physical activity overall and by race/ethnicity?

Data to address these questions came from telephone interviews with adult females, from randomly selected SNAP households, with children within the four largest DMAs that had the greatest concentration of television, radio, and outdoor ads: Fresno, Los Angeles, Sacramento, and San Diego areas.

Sampling and Screening

SNAP households with at least one adult female and one or more child(ren) were identified from the sampling frame: the Medi-Cal Eligibility Data System (MEDS database). Initial calls to the selected households included screening questions to identify a mother or female guardian 18 to 54 years old of one or more children 18 years or younger. Racial/ethnic information in the MEDS database and screening questions were used to attempt to obtain equal proportions of interviews from Latina, African

American, and White mothers, so that sufficient sample sizes would be available to conduct analyses from subsamples of mothers from each racial/ethnic group.

Mothers were identified and recruited for interviews by telephone before the launch of the ads from the three campaigns, and then three to four months later. Follow-up interviews assessed mothers' potential exposure to ads through unaided and aided recall items. Interviews were conducted in English or Spanish and participants were offered a $10 gift card in appreciation of their time. The study procedures were reviewed and approved by the State of California Committee for the Protection of Human Subjects.

Assessing Ad Exposure Through Unaided Recall

A series of open-ended questions during the follow-up, or Wave II interviews were used to assess ad exposure. The first item was, "I would like to ask you some questions about ads you may have seen or heard. Have you noticed any ads – on TV, on the radio, outside on billboards or online – recommending that people eat fruit and vegetables for better health? I don't mean ads for specific restaurants or grocery stores."

Those responding "yes" to this question were asked to describe the ad they saw. Interviewers were trained to use the following probes, when applicable, to elicit detailed responses.

- What was the main message of the ad?
- Where did you see or hear it?
- What do you remember about the story?
- What do you remember about the characters?

The same series of questions were presented to mothers again for those indicating that they saw "any other ads like this in the last three months."

Subsequently, two research staff independently compared mothers' responses to these questions with verbal (key words, phrases) and visual elements from all ads from all three campaigns. Specified procedures were used to code potential ad exposure into one of five categories. Mothers who did not recall any ads were coded as "Did Not Recall." The categories and criteria used by the coders appear in Table 2.

DRAFT

Table 2. Codes and related criteria for coding open-ended exposure responses

Potential Exposure	Criterion
1. **Definitely**	Provided very accurate details of ad: either one of 31 Campaign-specific key words (e.g., "Champions for Change," "Department of Public Health") or a pairing of one character-related detail (from a list of 46 items) with one word or phrase, image, or contextual element (from a list of more than 100 items) (e.g., "father and two daughters playing soccer" paired with "healthier")
2. **Likely**	Provided at least one accurate detail of words, phrases, characters, settings, or other specific elements present in ads, but did not provide either a specific keyword or a pairing of two details sufficient to categorize the response as "Definitely saw or heard" (e.g., *"Mother showing a full salad bowl with her family in the background around the dinner table," "I won't let it happen to my kids"*)
3. **Possibly**	Provided vague or nonspecific descriptions of words or phrases and/or characters <u>or</u> settings/activities similar to ads (e.g., *"*a group of adults playing sports*,"* "grocery store with fruits," "eat healthy") without sufficient detail to conclude that the description did not refer to another, similar campaign
4. **Probably Not**	Provided details or description of non-Campaign ads (e.g., *"Thrive," "Let's Move,")*
5. **Did Not Recall**	Responses such as *"Do not recall" or "Don't remember"*

Final codes for each <u>ad</u> were identified at meetings of the coding staff and the study Principal Investigator. In cases where there was disagreement between coders, the Principal Investigator facilitated discussions resulting in final codes through consensus.

Each <u>mother</u> was then assigned a final code for potential ad exposure. For those providing details on two ads, a final code was based on her highest level of potential ad exposure. For example, if a mother was coded as "Likely" saw for one ad and "Possibly" for the second ad, the final code for her was "Likely."

Levels of potential Campaign exposure were subsequently coded into a dichotomous variable: Likely/Definitely saw or heard an ad versus all other codes (Unlikely exposure).

The proportion of those Likely/Definitely exposed were compared with a measure of advertising impact called gross rating points (GRPs), which represents the percent of the target population reached multiplied by exposure frequency. It should follow that the proportion of mothers classified as Likely/Definitely exposed across the selected four geographic areas would match the GRPs. As seen in Table 3, survey participants from Los Angeles had the highest level of exposure and GRPs; San Diego had the lower

DRAFT

proportion of mothers coded as Likely/Definitely exposed and GRPs. Fresno and Sacramento both had similar levels of exposure (36.8% and 38.8%) and GRPs (9,719 and 9,016).

Table 3. Proportion of mothers likely/definitely exposed to ads and gross rating points by designated market area (DMA)

DMA	Likely/Definitely Campaign Exposure	Gross Rating Points
Los Angeles	40.3%	12,173
Fresno	36.8%	9,719
Sacramento	38.0%	9,016
San Diego	20.9%	3,972

This trend between exposure and GRPs demonstrates a level of (concurrent) validity to our unaided ad exposure assessment and coding procedures.

Assessing Ad Exposure Through Aided Recall

Following the series of unaided recall items, Wave II survey participants were presented with 12 narratives of actual television, radio, and billboard ads that they “may have heard or seen recently.” After each description, mothers were asked, “Do you remember hearing (seeing) this ad?

Exposure to one or more of the campaigns was determined by responses of “yes” to any of the items describing a *Legacy of Health* (n = 5), *Not My Kids/A Mis Hijos No* (n = 5) or *Join the Movement* (n = 2) ad.

Unaided Versus Aided Ad Recall

Our unaided recall procedures likely underestimate actual ad exposure since they required survey respondents to have sufficient exposure to recall specific details of one or more ads. Furthermore, receiving a code of Likely/Definitely for ad exposure necessitated the ability to quickly recall and articulate those details during the interview process. However, the aided recall questions overestimate actual ad exposure since they are subject to social desirability and misattribution biases.

The primary advantage of the aided recall measures of exposure is that they provide an estimate (although inflated) of exposure to a specific campaign, while the unaided recall methods allows only for estimating levels of exposure to any ad included in the three campaigns. As seen in the forthcoming Analyses section of this report, both unaided and aided recall estimates are used to address the three research questions. Beforehand, we review the six outcome variables used to address Research Question #3.

DRAFT

Outcome Variables

Six outcome variables were derived from the same questions appearing on both the Wave I and Wave II survey instruments.

Three of the six variables were from questions designed to assess changes in mother's support and encouragement of children's healthy eating and physical activity. These questions were:

- How often do you make it easy for (any of/your) child(ren) living in your home to eat fruit and vegetables, such as by having them washed, cut and ready to eat? Would you say not at all, less than every month, every month, every week, or every day?

- How often do you make it easy for (any of/your) child(ren) living in your home to be physically active, such as by taking them to sports practice, playing ball with them, or encouraging them to play outside or ride a bike? Would you say not at all, less than every month, every month, every week, or every day?

- How often do you or your children do a physical activity together, such as playing ball, riding bikes, or taking a walk? Would you say not at all, less than every month, every month, every week, or every day?

The fourth outcome variable estimated daily intake of fruits and vegetables. This variable was created from the sum of five items asking about the number of times mothers drank 100% fruit juice; ate fresh, frozen, canned, or dried fruit; ate green salad; ate carrots; and ate other vegetables. Responses to each question were recorded within time frames of day, week, month, or year, as offered by each mother.

Mothers' healthful eating behavior was also assessed according to whether theymet the USDA's recommendation that fruits and vegetables fill at least half of one's plate at mealtimes. Specifically, mothers were asked, "When you think about your plate at mealtimes, how much of your plate is usually filled with fruit and vegetables? Would you say none, one fourth, one half, three fourths, or all?"

A series of physical activity questions began with, "In a usual week are there any days when you are physically active for at least 10 minutes at a time? Think of your free time only, not work time or work around the house?" Those who responded "yes" to this question were asked the number of days per week they were physically active and how much time per day (hours or minutes) they spent on physical activities. Minutes of weekly physical activity were calculated from these questions and dichotomized to represent meeting the USDA's recommended level of at least 150 minutes of moderate physical activity per week for adults 18 to 64 years.

ANALYSES

The analyses conduced to address the three research questions were based on responses from mothers participating in both Wave I and II interviews.

Research Question #1: What was the extent of ad exposure overall and by race/ethnicity?

The proportion of mothers coded as Likely/Definitely exposed through the unaided recall items and procedures was calculated. A Chi square test was used to compare exposure by race/ethnicity. The intent of this analysis was to see whether Latina and African American mothers were more likely to recall ads overall aimed at the targeted racial/ethnic groups.

A series of Chi square tests was also used to compare levels of Likely/Definitely exposure by education level, use of WIC within the last year, and whether respondents' children received free or reduced price school meals.

Research Question #2: What was the extent of ad exposure by type of campaign and race/ethnicity?

Exposure to at least one ad from the three campaigns was examined by race/ethnicity using the aided recall items.

Research Question #3: Is there evidence of relationships between levels of exposure to the campaigns and self-reported changes in dietary behaviors and physical activity overall and by race/ethnicity?

McNemar tests were conducted to assess change for each outcome for mothers in the Likely/Definitely exposed group. For outcomes where Wave II versus Wave I scores significantly increased, linear mixed model analyses were conducted with level of exposure as the primary predictor and the following dichotomized variables as controls:

- Latina versus other racial/ethnic groups
- African American versus other racial/ethnic groups
- Level of education (up to high school graduate versus some college or college graduate
- "Yes" versus "no"/"don't know" responses to the question, "(Does your child) / (Do any of your school-age children) receive free or reduced price school meals?"
- "Yes" versus "no"/"don't know" responses to the question, "Have you used the WIC program in the last 12 months?"

DRAFT

Potential changes in outcomes from exposure to an ad from the campaigns were tested in these models as the interaction between exposure (Likely/Definitely versus Unlikely) and time (Wave I versus Wave II). These analyses were then replicated with data from Latina, African American, and White mothers separately.

The criterion for statistical significance was set at $P \leq 0.10$. Unfortunately, 200 fewer mothers were re-interviewed than delineated in the study protocol. This shortfall substantially reduced the statistical power of the analyses; the chance of a Type II error would increase if more conservative (e.g., 0.05) levels were selected.

RESULTS

A total of 1,023 mothers participated in Wave I interviews from March 2 to April 4, 2015 (Response Rate = 16.8%). Wave II interviews occurred from July 1 to August 4, 2015. During the period of time between the end of Wave I and start of Wave II interviews, two letters were sent to mothers reminding them about the follow-up interviews, and asking that they notify the survey vendor in cases where their phone number had changed. The second letter included a $5 bill and a note of thanks for continued participation in the study. Despite these efforts, only 595 mothers were re-interviewed, for a 58.2% retention rate, well below the target of 80%.

Of the 595 mothers participating in both Wave I and II interviews, 36.0% were Latina, 32.4% were White, and 29.9% were African American (Table 4). Schooling less than high school was reported by 12.4% of the sample; 14.6% had graduated from college. In the 12 months prior to the Wave I interviews, 42.7% of mothers had used WIC services. Almost three-fourths (74.1%) of the sample had school-aged children who received free or reduced price meals at school. Overall, 88.1% of mothers had income levels that met the eligibility requirements for assistance through the USDA's WIC and/or Child Nutrition programs.

A total of 225 mothers, or 37.8% of the sample, were classified as Likely/Definitely exposed to an ad from one or more campaigns. Exposure significantly differed by race/ethnicity, with a greater percentage of Latina mothers (43.5%) coded as Likely/Definitely exposed compared with 37.6% of African Americans and 31.6% of Whites.

DRAFT

Table 4. Demographic characteristics of mothers participating in Wave I and Wave II interviews, overall and by level of potential 2015 Campaign exposure

		Potential Campaign Exposure		
	All Mothers Participating in Wave I and II Interviews (n = 595)	Unlikely (n = 370)	Likely/Definitely (n = 225)	P
Race/Ethnicity				
Latina	36.0%	56.5%	43.5%	
White	32.4%	68.4%	31.6%	0.05
African American	29.9%	62.4%	37.6%	
Other	1.7%			
Highest Education				
Less than High School	12.4%	56.8%	43.2%	
High School Graduate	30.3%	65.6%	34.4%	0.54
Some College	41.7%	60.9%	39.1%	
College Graduate	14.6%	64.4%	35.6%	
Used WIC last 12 months				
Yes	42.7%	61.8%	38.2%	0.94
No	53.7%	62.5%	37.5%	
Child(ren) received free or reduced price school meals				
Yes	74.1%	61.2%	38.8%	0.47
No	25.9%	64.9%	35.1%	

Table 4 also shows that no differences were found for levels of exposure for education or participating in a USDA program (WIC or school meals) to assist low-income mothers. The findings for education are of particular importance because they suggest that less educated mothers were just as likely to be exposed to and recall specific details of ads per our unaided survey items and coding procedures as mothers with higher levels of education.

The data in Table 5 show that a higher proportion of African Americans recalled a *Legacy of Health* ad, and a greater proportion of Latinas recalled at least one *Not My Kids/A Mis Hijos No* ad. Moreover, over a half of Latina and African American mothers recalled a multicultural *Join the Movement* ad, compared with one-third of White mothers.

DRAFT

Table 5. Recall of types of ads assessed through aided questions by race/ethnicity of mothers participating in Wave I and Wave II interviews

Type of Campaign Ads	Latina	African American	White	P
Legacy of Health	43.5%	64.6%	47.7%	<0.01
Not My Kids/A Mis Hijos No	80.8%	77.0%	59.1%	<0.01
Join the Movement	53.7%	53.9%	33.2%	<0.01

The findings in Tables 4 and 5 suggest that the campaigns were effective in reaching low-income mothers from minority populations, and that through strategic ad production (e.g., selected ad appeals and ethnicity of persons appearing in the ads) and placement, those ads designed for specific racial/ethnic groups did in fact reach the intended audiences.

Table 6 displays the pre (Wave I) and three- to four-month post (Wave II) changes for the six selected outcomes among mothers Likely/Definitely exposed to the ads in the campaigns. Ad exposure was related to increases in the proportion of mothers who reported making it easy for their children to be physically active and those who stated that they were active with their children. Furthermore, among mothers who reported some level of physical activity at Wave I, meeting the recommended levels of 150 minutes of activity per week increased by 9.8 percentage points.

DRAFT

Table 6. Changes in outcomes between Wave I and Wave II interviews among mother coded as "likely" or "definitely" exposed to ads from the campaigns

	Likely/Definitely Campaign Exposure (n = 225)			
	Wave I	Wave II	Change	P
Make it easy for child(ren) to eat fruit and vegetables every day	75.7%	76.4%	+0.7	0.66
Make it easy for child(ren) to be physically active every day	66.4%	73.7%	+7.3	0.04
Are physically active with child(ren) every day	30.5%	39.6%	+9.1	<0.01
Average times eat fruit or vegetables per day	4.3%	4.3%	0	0.87
At mealtime at least half plate filled with fruit or vegetables	39.7%	41.8%	+2.1	0.63
Meet recommended level of physical activity of per week	47.5%	54.5%	+7.0	0.06

The findings in Table 7 determine whether changes among the Likely/Definitely exposed mothers exceed those for mothers coded as Unlikely exposed to ads, while discounting the effects of race/ethnicity, education, recent history of WIC services, and receipt of free or reduce price meals at children's school. As seen in this table, the increases in the proportion of Likely/Definitely exposed mothers who meet the per-week physically activity recommendation remained significant.

DRAFT

Table 7. Levels of potential ad exposure and outcomes, controlling for race/ethnicity, levels of education, participation in WIC during the last 12 months, and child(ren) receiving free or reduced price school meals

	Unlikely Potential Campaign Exposure			Likely/Definitely Campaign Exposure			
	Wave I	Wave II	Change	Wave I	Wave II	Change	P
Make it easy for child(ren) to be physically active every day	67.8%	68.8%	+1.0	61.2%	68.5%	+7.3	0.22
Are physically active with child(ren) every day	33.6%	37.8%	+4.2	31.2%	40.4%	+9.2	0.40
Meets recommended level of physical activity of per week	57.5%	53.5%	-4.0	51.0%	58.2%	+7.2	0.07

These analyses were replicated for Latina, White, and African American mothers separately. Findings for the items related to making easy or being physically active with children were not significant by the three racial/ethnicity groups. Table 8 shows that the main effect for meeting the physical activity recommendation was due to increases among Latinas (12.0 percentage points).

DRAFT

Table 8. Analyses of levels of potential 2015 Campaign exposure and outcomes by racial/ethnic groups, controlling for race/ethnicity, levels of education, participation in WIC during the last 12 months, and child(ren) receiving free or reduced price school meals

	Unlikely Potential Campaign Exposure			Likely/Definitely Campaign Exposure			
	Wave I	Wave II	Change	Wave I	Wave II	Change	P
Make it easy for child(ren) to be physically active every day							
Latina	68.5%	67.7%	-0.8	60.3%	71.1%	+10.8	0.21
White	82.9%	88.9%	+6.0	82.5%	84.2%	+1.7	0.58
African American	72.0%	68.1%	-3.9	62.4%	70.7%	+8.3	0.22
Are physically active with child(ren) every day							
Latina	38.0%	40.4%	+2.4	39.7%	47.2%	+7.5	0.58
White	48.1%	54.5%	+6.4	43.8%	54.4%	+11.5	0.69
African American	30.6%	33.5%	+2.9	24.1%	32.7%	+8.6	0.56
Meets recommended level of physical activity of per week							
Latina	61.1%	51.6%	-9.5	45.9%	57.9%	+12.0	0.04
White	66.3%	61.7%	-4.6	61.5%	73.1%	+11.6	0.14
African American	54.2%	57.8%	+3.6	56.8%	53.3%	-3.5	0.56

DISCUSSION

Three NEOPB campaigns were implemented over a 25-week period in 2015 to support local health departments in their efforts to increase healthful eating and physical activity among parents and children from low-income California households. The campaigns targeted African Americans, Latinos, and multicultural audiences, and included airing 22,656 television and radio ads and placement of 3,105 billboards and public transit ads.

The design of the evaluation of the campaigns led to interviewing 595 mothers from randomly-selected SNAP households at two points in time, before the ads began and then three to fourth months later.

During the second interview, mothers were asked to provide details about any ads they may have seen or heard that recommended people eat fruit and vegetables. Mothers' open-ended responses were compared with visual and verbal elements of the ads from all three campaigns. Through this unaided recall process, we found that over one-third (37.8%) of mothers were "likely" or "definitely" exposed to one or more ads. Moreover, the ads successfully reached the racial/ethnic target audiences, with 43.5% of African Americans and 37.6% of Latinas, versus 31.6% of Whites, coded as Likely/Definitely exposed to campaign ads.

DRAFT

We found that exposure to ads from the campaigns was related to a changes in the proportion of mothers meeting the USDA's recommended level of physical activity. In consideration of the potential practical significance of this finding, if a 7% increase were observed in all 12 DMAs where the 2015 campaigns were presented, we would expect an increase of more than 430,000 SNAP-eligible California mothers meeting the physical activity recommendation in July 2015, compared to March 2015 before the campaigns started.

Subsequent analyses revealed significant and substantial increases in physical activity among Latinos, but not African American mothers. Before the start of campaign ads, 46% of Latinas met the USDA's recommendation of 150 minutes of physical activity a week; follow-up interviews with the same mothers found that 58% met this criterion.

One reason why the ads may have been more effective among Latinas is that the African American-focused ads did not emphasize physical activity to the extent that those targeting Latinos did. That is, the *Legacy of Health* ads only made mention of physical activity in reference to reasons to access the Champions for Change website with statement such as "tips to keep your family active" and "information on staying active." However, the *Not My Kids/A Mis Hijos No* ads included parents discussing behaviors such as "running with the kids or play soccer" specifically to "reduce the risk of childhood diabetes and type 2 diabetes." While we found through our aided recall items that similar proportions of Latinas and African Americans had been exposed to a *Not My Kids/A Mis Hijos No* ad, the physical activity messages may have been more salient to Latinas. It is also possible that Latinas as a group gained more exposure to *Not My Kids/A Mis Hijos No* ads through both English and Spanish messages. However, because we did not assess the extent of exposure, this cannot be ascertained from the current data.

Changes in our two dietary outcome variables – time per day eating fruit and vegetables and reported frequency of meals with half fruit and vegetables – were not related to ad exposure. In a thorough review of studies investigating media campaigns and behavior change, Wakefield et al. note that campaigns designed to increase healthful eating behaviors and levels of physical activity can be effective, but those intended to impact nutrition choice should promote specific healthful food choices[i]. Without those types of messages, the ads appearing in the three campaigns appeared to not influence fruit and vegetable consumption to levels detectable though our evaluation design.

The strengths of our evaluation include using unaided recall procedures to examine ad exposure in relation to the outcome variables, and assessing changes over time in the selected outcomes among the same mothers.

Our evaluation and thus the findings presented in this report are subject to many limitations. First, changes over a three- to four-month period do not necessary equate to

longer term increases in physical activity. Second, our samples of mothers were selected from those geographic areas that had the greatest concentration of ads, which increased the chance of detecting difference over time, and does necessarily not mean that the campaign ads had the same impact in the remaining eight DMAs. Third, the generalizability of our findings is further hampered by the fact that that only 17% of those eligible to participate in the evaluation were interviewed before the start of the campaigns, and only 58% of those mothers who initially participated were re-interviewed three to four months later. Finally, the survey vendor did not systematically record information on visits to the Champions for Change website. Thus we do not know to what extent the ads were effective in prompting mothers to take advantage of the sites.

In conclusion, significant relationships were observed between exposure to campaign ads and levels of physical activity among Latina and White mothers. The 2016 campaign, titled “Be Better.” will place greater emphasis on physical activity than the 2015 campaign. The ads will be designed to promote small, attainable behavior changes, which can lead to long-term health benefits. The ads will include messages such as “I played in the park,” “I shot hoops after school,” and “I walked to school today.” Thus, we can anticipate similar findings for our 2016 evaluation, which should include higher levels of physical activity among members of the target population regardless of race or ethnicity.

DRAFT

[i] Wakefield, M.A., Loken, B., & Hornik, R.C. (2010). Use of mass media campaigns to change health behavior. *Lancet*, *376*, 1261–1271.

3b. Impact Evaluation: Appendix

Qualitative Findings: Local Health Department Outstanding Accomplishments and Challenges

Nutrition Education and Obesity Prevention Branch
Statewide Aggregated Data, FFY 2015

Alameda County Health Care Services, Nutrition Services

Community Health Champions Peer Educator Program (Adult)

Outstanding accomplishment:

Some of the highlights that stand out are the wonderful series that was held at one of the prominent African American Churches where over 50 unduplicated participants attended and the series that took place at a local shelter where almost 70 of Alamedas County's most disadvantaged residents enjoyed the series. We were able to make incursions into low income communities in Union City, Hayward, San Leandro and Unincorporated Cherryland where we have had little access to previously. Due to new inroads made by our peer educators we are exploring entering into MOU's with some of the local agencies in which we hope to provide policy, systems, and environmental change guidance along with the education for their members.

Student quote: "Every class that I took was interesting for me because it helped me look at the way that I eat and the style that I am living because I am diabetic and it helps me with my sugar levels."

Mentor Quote: "In every class that I am teaching with the parents I am not only teaching but I am also learning from them so every class is not the same. I'm doing it because it's fun, interesting and for myself, I'm learning. Some parents have changed their style of eating and cooking and they exercise more which motivates me to keep doing what I'm doing."

Challenge:

Ironically, the biggest challenges faced when providing nutrition education through peer educators reflect the vary reasons why the program is successful. Peer educators have the best ability to reach their neighbors in the most disadvantaged areas of Alameda County where the poverty levels are high, nutritious food is scarce and concerns such as safety take priority over healthy eating messaging. The recruitment and especially retention of peer educators logically

implies that they face these same barriers resulting in a high attrition rate. At the time of this report we have lost 35% of the peer educators we trained and another 25% are currently showing signs that they may only meet a portion of their goals. Reasons given for leaving the program have varied from finding a full time job to family issues. Even those peer educators who have been successful have done so through very difficult challenges such as income loss, death in the family and health issues. All of these challenges and barriers can be resolved programmatically by hiring proportionately to the attrition rate so that goals are reached even through these losses.

Alameda County Health Care Services, Nutrition Services

Alameda County Office of Education & Oakland Unified School District

Outstanding accomplishment:

Several teachers integrated HOTM with English-Language Arts skills, linking to literature, writing assignments, and academic discussion. Several other teachers integrated HOTM with garden education, new science standards and cafeteria connections. Students demonstrated a greater depth of nutrition knowledge when these links are developed. Through the OUSD Wellness Champion program, we had 40 site wellness councils running in 2014-2015, working to implement the District Wellness Policy.

Challenge:

We had negotiated for all pre-surveys to be conducted in September and early October prior to the launch of the school intervention but our sub-contractor, ACOE, was not able to obtain pre-tests prior to the start of the intervention. The surveys were administered by Wellness Liaisons over a six week period which proved to be a challenge for data collection. Not all pre/post surveys were received by Wellness Liaisons within the requested time frame. Other challenges included difficulty in matching pre and post-tests. Not all schools provide student identification numbers, and often, in those schools that do provide numbers, the students do not know the number. This causes a problem with matching post-tests with pre-tests. We matched surveys by name, but even this proved difficult because of the discrepancy in identifier provided by the students between the Pre-test and the Post-test.

Getting teachers to conduct the required lessons is a barrier. They state that it is difficult to fit nutrition education into the school day, given the mandatory State curriculum they are required to teach. We had an outstanding survey return rate. There were no barriers to survey collection.

Butte County Public Health Department

Outstanding accomplishment:

Due to the quality of lessons our subcontractor provided in the previous funding year, teachers came to them requesting lessons and even assisted in scheduling lessons for the whole school. They wanted to guarantee we taught lessons to as many of their students as possible. Many of these teachers are passionate about providing nutrition education classes to their students. The lessons that sparked the most discussion and resonated with the students the most was the Rethink Your Drink lesson. Students told the educators that they had stopped or cut down on their sugar sweetened beverage intake after they participated in that lesson.

Challenge:

An initial challenge was a change to new curriculum. The Drexel curriculum was recommended, however, there was a delay in approval to use the curriculum. The Drexel curriculum was very successful with our audience and we are glad we had the opportunity to use it. The delay in approval was challenging, however because we were not able to include all of our sites in the pre and post-tests. Once we began the curriculum, another challenge was obtaining a pre and post-test from every student. Due to absences, there were some pre-tests with no post-test. The second challenge was classroom management. Some teachers left the classroom, had substitutes, or were not engaged in the subject matter being presented. This made it difficult for our instructor to maintain control and keep the attention of the students. Some classrooms were combined and there was an overabundance of students.

Contra Costa Health Services

Mt Diablo Collaborative for Academics, Recreation & Enrichment for Students (CARES)

Outstanding accomplishment:

The observation and survey results were presented to the after school program managers in June. They felt good about the improvements in consumption of healthy foods and sweetened (non-soda) beverages and were interested in trying to extend the changes in healthy beverage consumption to soda and water. To accomplish this, the decision was made to implement an intervention with this population in 2014-15 focused on activities from the Rethink Your Drink curriculum. The intervention for next year will also occur over a shorter time frame (2-3 months), which the program staff felt would help increase the number of matched tests we can collect because they anticipate less attrition compared to the 7-month intervention implemented in 2013-14. The shorter program, with only one simple food prep activity, should also be easier for site staff to deliver with fidelity. A CCHS Nutrition Program Manager will train site staff to deliver the curriculum and several observations per site will be conducted to help ensure fidelity to the plan. Next year's plan is designed to address the opportunities and challenges identified this past year.

Challenge:

One challenge with program implementation, which surfaced during program observations, was lack of consistency in implementation. Twelve observations were conducted by Local Health Department (LHD) staff across the 3 sites during the first and last weeks of the program (Oct 4, 2014 – Nov 12, 2014) to assess whether the program was being implemented as planned. Three key elements of program delivery were observed – 1) the amount of time spent on nutrition education and yoga; 2) the degree to which all planned activities were delivered; and 3) the level of participant engagement in the activities. Overall, the observations revealed that the sites spent an average of 43 of the 50 planned minutes per session on nutrition education and completed an average of 78% of the planned nutrition education activities fully.(*NOTE: all planned activities that were not completed fully were at least partially completed.). All observed sessions included at least 31 minutes of nutrition education. Oak Grove and El Dorado adhered more closely to the nutrition education curriculum than Riverview. Average time spent on nutrition education activities and percent of planned activities completed fully were as follows: El Dorado (46 min; 100% completed fully); Oak Grove (44 min; 82% completed fully); and Riverview (40 min; 65% completed fully). The observations also revealed that implementation of the yoga activities was not as closely aligned with the curriculum as the nutrition education portion of the intervention, particularly at Oak Grove. Overall, the sites spent an average of 8 of the 10 planned minutes per session on yoga and completed an average of 44% of the planned yoga activities fully. All observed sessions included at least 3 minutes of yoga. Average time spent on yoga activities and percent of planned activities completed fully varied by site: El Dorado (8 min; 65% completed fully) and Riverview (9 min, 36% completed fully); and Oak Grove (6 min; 17% completed fully). Student engagement in the observed sessions was high for both the nutrition education and yoga portions of the intervention. Average student engagement level for the observed sessions was 2.8 out of 3 for the nutrition education and 2.7 out of 3 for yoga. [Scale: 3 (all); 2 (most); 1 (some); 0 (none)]. Ten out of the 12 sessions observed engaged all students in nutrition education activities and 8 out of the 12 sessions did so for the yoga activities. Some of the reasons that sessions were not fully completed or students were not fully engaged include the following: classroom disruptions and lack of classroom control which led to poor time management. In addition, some students seemed embarrassed to engage in the yoga exercises. A key challenge specific to the evaluation was the limited number of matched tests collected as a result of program attrition, lack of adequate intervention dose and failure to attend the post-test. Only 43% of participants attended 5 or more sessions and completed matched pre and post-tests (i.e., 65% of participants attended 5 or more intervention sessions but only 65% of these participants completed matched tests).

County of Fresno

Outstanding accomplishment:

The GFGF 5 series IOE was implemented again at the Sanger Family Resource Center (SRFC) for FFY 15. The agency really appreciated the information and success of the series from FFY 14 and requested that LHD return to do another series with new participants. FFY 14 IOE series participants started a walking group after the IOE series ended, for them to continue using the new information they had learned from the series and to continue their efforts toward a healthy lifestyle. Many of the ladies from the FFY 14 IOE series, including the program director, lost between 5 to 30 pounds since the start of the series. The LHD NEOP Educator has continued as tech support and walking partner in their walking group well into the FFY 15 and is still currently working with the participants. After the FFY 15 IOE series participants graduated, they too joined the walking group. NEOP offered additional approved nutrition and physical activity information, including ask the RD session. Participants asked the NEOP Nutrition Education Coordinator questions regarding the health of their children and how they could help them choose a healthy option rather than buying junk food at their nearby convenience store. The continued efforts and outcome for the FFY 15 IOE series has continued to be very successful; weight loss, increase in fruit and vegetable consumption and an increase in physical activity for the whole family. Each participant and their family would attend the walking group and all members of the family made changes because of the commitment of their mothers to make the family healthy. The LHD NEOP Educator has continued efforts by linking current IOE participants, to one of the LHD NEOP subcontractors to participate in a peer-led training. Sanger Family Resource Center participants and the SFRC Comprehensive Youth Services Program, as a whole, continue to be a Champion organization for supporting their participants and going the extra mile for them.

Challenge:

The biggest challenges faced by our staff were 1) a slight delay in implementation of IOE due to revision of the IOE plan that was submitted for FFY 15, 2) difficulties in recruiting host agencies and participants in certain communities, 3) retention of participants to attend every class within the series; 4) the lack of consistent follow up by some of the community partners to maintain recruitment and retention of participants; 5) host agency miscommunicating to educator and participants about the correct details (such as start time of the class) of the sessions, 6) the canceling of a final series class due to lack of follow up by host agency of participants, 7) delay of complete series curriculum and training on curriculum by LHD Nutrition Education Coordinator 8) food insecurity and participants expecting to receive incentives for attending the series (i.e. raffle items, community service hours, etc.).

Humboldt County Local Health Department

Humboldt County Office of Education

Outstanding accomplishment:

Overall the teachers and after school coordinators are very supportive of the nutrition education efforts occurring in their classrooms and have enjoyed implementing HOTM over the years. They find the program very user friendly, and for the most part easy to implement. Through our ongoing communication methods we encourage teachers and coordinators to share examples of how the nutrition education efforts have influenced their students. Comments shared include: "My students are making better choices for snack at recess."; Parents contact me about recipes and ingredients for home use.";9 "Students have daily conversations about nutrition at the snack table."; "Besides being eager to try each month's new offering, they are more willing to put a fruit or vegetable on their lunch tray." "My students ask me to read the nutrition facts labels."

Challenge:

What remains an ongoing challenge is implementing the pre-surveys before the interventions begin. September is a very busy time for school with the starting of the new year; teachers are hesitant to schedule any guest presentations. Additionally, we also found it challenging to schedule some of the afterschool interventions. Given the demands for many after school programs to devote time to academic support and homework assistance, the majority of the lessons were scheduled for Friday afternoons. The excitement associated with the end of the school week led to some difficulties with classroom management and ability to keep the attention of students.

Imperial County Public Health Department

Outstanding accomplishment:

As a result of our IOE interventions, NEOPB staff developed a partnership with the School Food Service Director, Manager, and Cafeteria staff workers. NEOPB staff conducted a nutrition education presentation during a regular scheduled staff development meeting for cafeteria staff with the focus in having the staff be role models for the students and their community.

Challenge:

A few challenges were faced. There were some students who were monolingual Spanish speaking; however, the survey was administered in English only. Based on feedback from school administration, approximately a third of students are monolingual Spanish speaking. It was observed that some of the students copied other student's answers because they were unable to complete the survey on their own. A second challenge that was encountered was that some of the sessions had large groups of students (60-90 students). At times, it was difficult to keep

the student's attention focused on tasks, especially students who were coming back from lunch (last 2 periods).

Kern County Public Health Department

Lamont School District

Outstanding accomplishment:

It was great to hear from parents that students were coming home and sharing the healthy information they learned in after school. Some parents were surprised to see their student eating new vegetables at home.

Challenge:

One of the biggest challenges was coordinating with after school activities. Students often exit their classrooms to participate in other activities. We worked closely with after school staff to schedule nutrition interventions. Many students also dropped from the after school program as the year progressed.

Kings Community Action Organization, Inc.

Outstanding accomplishment:

We have built a partnership with school administration and hope to conduct the FFY16 IOE and other future nutrition education workshops there. The administration is very interested in integrating nutrition education into their own work plan for FFY16, as they have expressed interest in integrating nutrition education in their current gardening classroom with us.

Challenge:

The biggest challenges we faced were class schedule changes made by school administration during one or two of the implementation weeks and not being notified of the time changes beforehand. This created challenges in implementing the lessons and requiring educators to adjust quickly as needed. Other challenges faced including having random students added to the classes, unfocused students, and absent students.

City of Long Beach Department of Health and Human Services

Long Beach Unified School District

Outstanding accomplishment:

Outstanding moments continue to occur throughout the year as we hear from teachers, parents, and students about what they were learning. Teachers and parents share what they are doing to help their students choose healthy foods and increase physical activity. Feedback on the Harvest of the Month program was truly exciting; comments from teachers via Survey Monkey gave us positive feedback on program materials, collaboration with the cafeteria staff, impact on student behaviors, and provide suggestions for consideration on the next year's implementation. These moments are extremely meaningful to us and guide us in program improvements. Quotes from teachers include: "Keep up the great work! The students love this program and it is very well organized and run." "The students enjoy and it is easy to implement. Thank you." "I think this is a great program. Thank you for the continued support. My students absolutely love the food tasting. Many of them discover that trying new fruits and vegetables is a lot of fun!" "The program and materials are fun and educational for all of my students and their levels." "I am so happy to have this program it puts reading for information into application. The kids get to learn so much history from this as well as nutritional facts. LOVE IT. I'll use it as long as it is available." "Great program!. Our children are eating much better. Now they pick vegetables and fruits by themselves during lunch." "This school year I had a student who didn't want to try anything....but he wanted a sticker! At the second tasting, he tried the produce and received his sticker! Then he tried every month!!!" "Often the children would say, 'I'm going to have my mom get this.'" "The stickers were great, and I love the booklets, great for a succinct lesson, and they teach important health lessons. I just love the whole program, I find it very effective, and I've been teaching for 20 years." "This is a wonderful program. It teaches the students about healthy eating. It helps me every month to make nutrition part of a health lesson that might otherwise not get taught." "Great program! So often students try something new and discover they like it." "I have participated in this program since the beginning and have enjoyed it every year. It has changed over the years but, it is still an excellent program for students to learn to appreciate and taste different types of fruits and vegetables that they may not try without this program." "I love the HOTM program! I think that the newsletters are great for non-fiction incorporation in English Language Arts."

Challenge:

Nutrition education in the Long Beach USD is multi-dimensional. The most challenging aspect of the comprehensive program, as reported by our teachers, is finding instructional time to utilize all of the available components of the program. A greater amount of our teachers' time is taken up with training, preparing, and implementing the new Common Core State Standards (CCSS). Comments from teachers on the Harvest of the Month program via Survey Monkey reflect this challenge. The nutrition education materials we provide to teachers incorporate CCSS instructional areas, but teachers report that much of their instructional time is spent on curriculum and materials that are mandated.

Los Angeles County Public Health

Adult IOE (Faith Channel)

Outstanding accomplishment:

Many individuals shared that they were moving towards consuming more fruits and vegetables on a regular basis. Others have reported that they are finally now able to get their children to eat vegetables. At one particular church, participants shared that they now know more about portion sizes and the importance of including fruits and vegetables at meals.

Several participants have given up or greatly reduced their consumption of sugar sweetened beverages as a result of the lessons. One mother and son have stopped drinking sugary drinks due to the awareness of the amount of sugar in fruit juices and soda. One of the truly inspiring examples is that one gentleman from Santa Rosa Church shared with the health educator that he was trying to lose weight for a while and had not been successful. After the Rethink Your Drink class he realized that he was consuming lots of Jamba Juice thinking it was good for him without realizing how much sugar he was consuming. With the nutrition information he was receiving along with physical activity through the NEOP program and substituting water for Jamba Juice, he lost a total of 20 pounds in two months.

Participants expressed a new found respect for food and self-awareness to the type of foods they were consuming. A few participants stated that food is more of a "conscious choice" as opposed to something just on a whim.

Challenge:

The following barriers were commonly mentioned: The biggest barrier for most agencies was participant retention. Encouraging participants to attend and complete 5-6 classes was a challenge. Allowable incentives were not desirable to encourage ongoing participation. Participation retention for control was also an issue for many of our subcontracted agencies. Even with the distribution of gift cards and incentives, which were received by donation, participants still did not want to return to complete the post survey. Many of the participants had issues understanding how to create the identification number, even when there was an example on the board. Extra personnel were needed to provide one-on-one instruction. Another challenge reported was administering the surveys. Many participants have very low literacy levels and struggle with the language used in the module survey as well as its length. Extra personnel were needed to provide one-on-one instruction

Los Angeles County Public Health

Adult IOE (Peer-to-Peer Channel)

Outstanding accomplishment:

Throughout the year, there were many outstanding moments experienced by our five subcontracted Peer-to-Peer agencies. Many participants were making individual changes in their eating and physical activity levels and making changes at home for their families as a result of learning more about nutrition and physical activity. A majority of the attendees were mothers with children and were the primary grocery shoppers and food preparers within the home. Because this was their role within the home setting, it appeared that participants were empowered to make immediate changes in the home environment.

Classes have been very well received by the participants. One very popular lesson among the students was Rethink Your Drink (RYD). One participant shared with the class the impact the RYD lesson had on her. She was shocked to learn how much sugar many popular beverages contained. She stated that her husband was not able to attend classes so she filled sandwich bags with the appropriate amount of sugar to show him how much sugar he was consuming with each different type of beverage. She stated that he was equally shocked and from that point forward, she noticed he was opting to purchase fruit water and/or natural water. In one particular agency, the Rethink Your Drink presentation helped gain support within the Lynwood community on the healthy vending policy PSE.

Reading food labels was another popular lesson among the participants. Many were amazed by the amount of hidden salts that they can only detect by reading food labels. This class made many participants change the way the shop and often they would share this with the class by saying things like “I look for the canned vegetables that have no added salt”.

One specific outstanding moment was demonstrated by Amy, the daughter of a peer educator. Due to her mother’s influence, Amy has changed her eating habits and makes a daily effort to eat more fruit and vegetables. Amy has also taken it upon herself to help educate those she cares for. Amy had a teacher who consumed energy drinks each day during class. Using the information Amy acquired through the workshops, she engaged her teacher to discuss the negative effects of consuming beverages rich in sugar. She also used this as an opportunity to educate her teacher on how to read a nutrition facts label. Amy has also educated her friends including a particular friend who is obese and drinks soda every day. Amy talked with her about how addictive sugar is and has helped her gradually change her habits, placing an emphasis on moderation. Through education, Amy has not only made changes in her own life, she has become an advocate and an educator for others.

All participants were very engaged throughout the series. Participants are aware that change is hard but now believe it’s a possibility thanks to the support offered by the peer educators and other participants. They left the class-series with a sense of pride that they completed the program and excited about sharing knowledge with family and friends.

Participant quotes:

"Well first and foremost I appreciate that [educator] came into our lives. The program (Pompea Smith Good Cooking/Buena Cocina) was amazing and I learned that eating healthy is a lifestyle I should make. I learned that Sprite has a lot of sugar. I wish I could have another class like this and [educator's] Zumba was amazing. I am thankful for everything and I appreciate it from the bottom of my heart."

"For me personally, nutrition classes helped me to make right choices in regards to shopping for more veggies and fruits than meats and dairy products. After learning about all that sugar in the soft drinks, I am teaching my kids about getting more water and less sugary drinks."

"We have to change ourselves and then our loved ones, start with one and move onto the next"

Teacher quotes:

"As the instructor, I saw a significant change in the community as a result of the information we provided in our program series. Many parents have shared with me their change such as how they changed their way of cooking meals for their children, changed their views on common beverages products, began eating less fast food, and how they now read food labels before buying a product at the store… Overall, I saw that parents increased their consumption of fruits and vegetables and follow the MyPlate guideline of making half their plate fruits and vegetables."

Challenge:

The following barriers were commonly mentioned: The biggest barrier for most agencies was participant retention. Encouraging participants to attend and complete 5-6 classes was a challenge. Allowable incentives were not desirable to encourage ongoing participation. One agency partnered with World Harvest and provided fresh produce after each nutrition class which helped with their retention. Participation retention for control was also an issue for many of our subcontracted agencies. Even with the distribution of gift cards and incentives, which were received by donation, participants still did not want to return to complete the post survey. Many of the participants had issues understanding how to create the identification number, even when there was an example on the board. Extra personnel were needed to provide one-on-one instruction. Another challenge reported was administering the surveys. Many participants have very low literacy levels and struggle with the language used in the module survey as well as its length. Extra personnel were needed to provide one-on-one instruction.

Los Angeles County Office of Education

Outstanding accomplishment:

LACOE observed many successes and outstanding moments as a result of the IOE interventions. Classroom teachers were given the opportunity to teach research-based nutrition education to their students and provided positive feedback about their experience throughout the school year. In particular, they appreciated receiving training from NEOP-funded staff on how to successfully implement the approved nutrition education lessons, HOTM taste tests, and supplementary materials in their classrooms. As a result of this work, LACOE saw dietary changes take place with the 5th grade students at Palm Tree Elementary (less sweetened beverages, more water consumption and less junk food brought to school compared to last year). At Glendale Unified School District teachers observed that their students were keeping their peers in check during recess and lunch regarding what healthy foods they were eating while at school. Students educated their family members on the importance of eating fruits and vegetables, and being active in order to live a long and healthy life. Parents discovered how much their child/children enjoyed eating fruits and vegetables if they were able to offer it to them. Also, parents reported that physical activity can help to build a stronger, family bonding time.

Dante Castaneda (Palm Tree) 6/3/15 “Our kids were always looking forward to the lessons, as well as the taste demonstrations. But I would say that the most significant impact the nutrition program has had on our students is that I have seen a significant reduction in junk food brought to school as compared to last year. I have also seen less colored drinks in the classroom and have seen more water instead. I have recycled more plastic water bottles this year than last. This is truly an excellent accomplishment by your efforts. We actually did a water unit earlier in the year as it related to the human body. In our science curriculum we actually touched on the benefit of eating proper food and how this helps in the formation of our cells. Your lessons were very important in helping our students understand the relationship between nutrients and cell formation.”

Chidi Egwuatu (Palm Tree) 6/3/15 “I had amazing results from my IOE intervention. Some of my students, especially the girls told me they had helped change their families' eating habits. One in particular created what she called "menu time table" using the cookbook you gave them. Most of them now bring fruits for snacks, unlike before when they brought unhealthy chips "Takis". During Teacher Appreciation Week, I received fruits daily from my students. One of my girls brought me popcorn all week, and she labeled the bag "no sugar and salt added". I could also tell that they've been active because more than 80 percent of my class passed the physical Fitness State test "Mile Run".

Challenge:

LACOE didn’t face any major challenges or barriers. Teachers were familiar with the impact evaluation process and excited to implement the lessons and taste testing activities. The only challenge for the LACOE staff was not having enough time to observe the lessons and taste testing activities in the classroom.

Los Angeles County Public Health

Los Angeles Unified School District

Outstanding accomplishment:

• There was an increase in participation in school gardens by the students
• LAUSD saw an increase in participation in HOTM and other taste testing.
• LAUSD saw improved attitudes from students, especially when given the opportunity to have a hands-on opportunity to make healthy recipes and smoothies.

Teacher quotes:
"My students had fun and learned a lot. I hope we can do it next year"
Student quotes:
"I like kale in my smoothies now. I understand that it's important to get some greens in with the fruit."
"I was finally chosen to plant in the outdoor gardens. All of us were happy with smiles on our faces"
"Check the back! To always know what I am exactly eating."

Challenge

The following barriers were mentioned by LAUSD:
• The Dig In Curriculum did not include any PA activities. PowerPlay was used when possible to incorporate physical activity into the lessons.
• The food logs serve the purpose of helping the students remember what they ate/drank. Yet, there often are errors when transferring the data from the food log to the actual survey.

Madera County Public Health Department

Outstanding accomplishment:

The following are the positive and outstanding moments that the Madera County SNAP-Ed Program experienced during the IOE intervention at Sierra Vista Elementary School: 1) It was very gratifying to conduct each intervention at each classroom (9 classrooms= three 4th grades, three 5th grades, and three 6th grades). In the past, all same level classrooms would receive the intervention in the school cafeteria. This was successful because of the support received from the PE teachers while the nutrition educators were presenting. 2) The fact the all 5th grade classes had less than 30 students per classroom impacted their receptiveness to receiving the information. This group had the most significant changes during the school year, in comparison to the 4th and 6th grades that had more than 30 students per classroom. 3) The principal of this elementary school is a supporter of nutrition education in the classroom and has much influence over the students and staff within the school. 4) Students sought physical activity as

an opportunity to have fun while exercising. 5) The nutrition educators and the PE teachers reported seeing more positive responses from the students than in the past when they implemented a new physical activity or game that required physical movement. 6) One teacher incorporated the healthy snacks during the whole school year celebrations. This teacher requested copies of the recipes and copies of the Network Cookbooks to promote healthy lifestyle among the students.

Challenge:

The following are the challenges and barriers that the Madera County SNAP-Ed Program experienced during the IOE intervention at Sierra Vista Elementary School: 1) Almost at the end of the school year, this school experienced some changes in their personnel (new PE teachers). This created a change in the dynamics and in the style in which the students engaged in the class. A perceived changed in the students being receptive was noticed by the nutrition educators. 2) Students from 6th grade demonstrated less engagement in the nutrition presentations due to the fact that in the past 2 academic years; these students had received the same HOTM intervention. They reported to be bored and the information to be a bit repetitive. 3) The biggest barrier encountered was the amount of students per classroom. This barrier was especially noticed in 4th and 6th grades. These classrooms had more than 30 students in the classes. All 5th grades had less than 30 students per class. As a result of the larger classrooms educators reported the need to be more efficient in the delivery of the materials and in student management.

Marin County HHS

Sausalito Marin City School District (SMCSD)

Outstanding accomplishment:

Most students were enthusiastic about the fruit/herb flavored water and indicated they would be sharing the recipes with their families.

Challenge:

One of the challenges of implementing the IOE in conjunction with the school garden program has been the high turnover rate of the garden teachers that we partner with to teach the classes. In addition, this year the garden teacher was involved in many school activities and was pressed for time which made it very difficult to schedule and complete classes. This is the second year that we are using the Power Play curriculum and teachers expressed their interest in classes that had more intensity and linked more to what they were teaching the students in the class. Some students expressed boredom with some of the lessons and shared they were familiar with the Power Play classes. They also said they wanted to see more cooking demos and taste tests.

Merced County DPH

Challenge:

Our plan to recruit from participants at other Department of Health classes, and invite those groups to nutrition classes, did not work as planned. We were able to conduct classes at a recovery home, a low income apartment and with preschool parents. The Registered Dietitian taught a trial run of the Orange County Nutrition Series in the community in October, and then worked with staff as they taught using this curriculum. We usually ran out of time to complete all of the activities in each lesson. We concentrated on the core messages in the lessons.

Monterey County Health Department

Outstanding accomplishment:

Being involved in a few different school districts can be difficult, however at times it can be beneficial (IE is in 3 different school districts). Network staff continues to provide education, technical assistance and training to food service workers, encouraging and supporting them in their efforts to provide more fruits/veggies in the school. We have partnered with the food service staff to provide taste testings in the cafeteria, provide nutrition education posters to further enhance healthy choices and encourage the kids at monthly HOTM education and tastings to try new fruits/veggies in the cafeteria at the salad bar. Network staff has also worked with the Food Service Directors to place HOTM produce on the salad bar 2-3 times a month so that the students are exposed more often. Being involved in 16-4th grade classes over 4 school districts can be difficult as all school districts/ schools and classrooms have their own rules to follow. LHD staff continues to provide consistent nutrition education, technical assistance and training to food service workers, encouraging and supporting them in their efforts to provide more fruits and vegetables at breakfast and lunch. We continue to partner with the food service staff to provide tastings in the cafeteria, provide nutrition education posters or information to further enhance healthy choices and encourage the students at monthly HOTM interventions and tastings to try new fruits and veggies in the cafeteria at the salad bar. We also continue to work with food service directors to place HOTM produce on the salad bar or menu 2-3 times during the month so that students are exposed to the featured item more than once during the month. This was the first year we extended IOE to North Monterey County schools but in this short period of time it has shown positive outcomes in the schools. The food service staff at Castroville has begun using the MyPlate menu board which instructs students to choose at least one fruit and vegetable at lunch. They began using the board after they witnessed students reciting nutrient information they learned during our classroom visits to other students in the cafeteria line. The principal at Echo Valley elementary has asked if all of the fourth grade classes could be included next year because the students came to her ecstatic to tell her they picked carrots and made hummus. “It’s great to see the students so excited about nutrition and gardening! Please do this again next year.”- Principal at Echo Valley Elementary.

Challenge:

One of the biggest challenges is finding enough time to complete all interventions in all of the classes. School days are very prescribed and teachers have several obligations to complete over the school year. Developing and providing a letter to the teachers and principals involved in IOE explaining what will be required during the school year really helped this year. LHD staff is always in constant communication with teachers as well, really trying to accommodate scheduling.

Orange County Health Care Agency

Adult

Outstanding accomplishment:

At almost all of the sites, there are countless "thank yous" and hugs from the class attendees when the series ends. HCA NEOP staff connect with the participants and these struggling families appreciate the value of the information shared. 1) After conducting classes at a shelter for women recovering from substance abuse, a HCA NEOP staff received a phone message from one of the class participants. "Thank you so much for teaching us about nutrition and eating healthy. Your classes helped me out a lot. I am using what I learned in my day-to-day life." She went on to say was using the information and skills she learned to plan meals, read food labels and make better food and beverage choices. She was also using the cookbook she received to prepare healthy meals for her family. 2) At another women's shelter, a participant stated that after the discussion about whole grains in the first class, she went shopping and bought all whole grain foods for her family. "I just want you to know that it [foods purchased] was because of you and the classes really help." 3) An Emergency Food site stated that the participants were not taking some of the donated canned vegetables because they did not know how to use them. Various vegetables were incorporated into the food demos, resulting in participants taking all of the cans. In addition, these participants learned how to incorporate the canned goods they received into soup. They were also shocked to discover how much sugar is in their favorite beverages and planned to read the label to calculate the teaspoons of sugar in these beverages. 4) Another Emergency Food site incorporated some of the NEOP recipes made during class into their Food Pantry meal program. 5) In FFY14, there were no significant improvements in food security. In FFY15, the "How to Find Food Help in Orange County" handout was provided for the first time and a statistically significant improvement in food security was achieved from the pre to post-survey and the pre to 1-month follow-up survey. This indicates the "How to Find Food Help" resource developed by CNAP may have assisted participants in utilizing food assistance programs. 6) Lastly, classes were conducted at a Project Access public housing site. The staff saw the value in the classes and how they benefitted the residents and recommended the series to other sites. This resulted in classes being conducted at a total of four Project Access sites. Nutrition education was also provided to the youth at these sites.

Challenge:

Five new staff joined the HCA NEOP team. Although one is a Registered Dietitian and all have nutrition education experience, special training efforts were needed. They had to be trained to conduct IOE surveys and become familiar with all of the lessons and materials used. FFY15 was also the first year the new USDA MyPlate materials were used for the "Planning Healthy Meals" and "Shopping on a Budget" classes and staff had to learn how to use these tools. This year more classes were provided to older adults and two series of classes were conducted at a men's shelter. Changing the eating behaviors of seniors can sometimes be a challenge as this population may be accustomed to certain eating patterns, which may be difficult to modify. The men proved to be challenging as this was a new population group for IOE efforts, they were recovering from substance abuse, the majority did not cook and less experienced male HCA NEOP educators conducted the classes. As in the past, time constraints continued to be a challenge at many of the sites. Staff usually had one hour to administer the FBC, conduct one or two lessons and provide a food demonstration. Inconsistent attendance also continued to be a challenge.

Orange County Health Care Agency

Huntington Beach Union High School District

Outstanding accomplishment:

Starting with lesson one, students were encouraged to take the information shared in class home to their families. The "What's on Your Plate" handout was provided to help students share the information learned. Each week, through discussion, students would state changes they had made; for example, many stated they had changed from white flour tortillas to 100% whole wheat tortillas or that they had changed from a higher fat to a lower fat milk. Some of them even stated they were eating more vegetables or drinking less soda. Any time a high school student states healthy lifestyle changes such as these is an outstanding moment. Here is an email from one of the teachers "…we had Open House last night here at Santiago. I had a parent from a last semester student approach me and out of the blue say they STILL buy low fat milk in their house and her daughter now eats vegetables because of my class!!!LOL!!! On top of that, I had a current student visit me at my table with her mom and told her mom in front of me she actually ate her FIRST PEA in my class and actually liked it! Your program is making a great impact!!!" In thank you notes received, a student stated that her "favorite lesson was the Portion Distortion lesson because it taught me to balance what and how much I eat." Another student states, "I loved the mango and black bean salad. I actually have made it at home and my mom loved it." The true goal of nutrition education is to see behavior change. It's rewarding to hear the students talk about the changes they have made and to see them get excited about nutritious foods!

Challenge:

One of the biggest challenges working with high school students was convincing them why this information should be important to them. We started the first lesson by discussing the 6 leading causes of death and explaining that 4 of them are diet related. We explained to the students that this means we can reduce our risk of getting these diseases by making healthy lifestyle choices. Following this discussion we ask the students if they feel the lifestyle choices they make now will make a difference in their health later. The majority of the students agree that the choices they make now will make a difference in their health later in life.

City of Pasadena Public Health Department

Pasadena Unified School District

Outstanding accomplishment:

There was a significant increase in the IOE results from FFY14 to FFY15. In FFY14, there were only significant results for seven of the questions and this year, there are twelve questions that were significant out of a total of sixteen questions. With these results, there have been changes at a broader level with the adults at PUSD schools and in the Northwest Pasadena community. PPHD staff provided a series of classes to a group of mothers at an Early Headstart location, providing an opportunity to give young mothers nutrition tips to help their little ones thrive. In one of the sessions, PPHD staff made a smoothie and added spinach and flax meal in the beverage. A mother gave a taste to her little one and he wanted more. The young mother mentioned that she provides her little one with different foods. Incorporating the taste testing recipes that required the use of three ingredients gave PPHD staff an opportunity to introduce participants to foods they may not include in their plate regularly. When PPHD staff provided the recipe for the tuna ceviche, in order to promote eating fish twice a week, participants expressed they enjoyed learning how to prepare tuna in a different way. The PUSD educators noticed that there was an increase of dads and male participants from last year which is a good sign that male figures are becoming more involved in the family household and are more interested in their health.

Challenge:

In FFY14, we faced barriers and challenges and found successful ways to improve for FFY15 by completing 143 IOE's which was a 107% increase from last year. A challenge that we encountered this year was retaining participants from the first class to the fifth class. Overall, we had more pre-test surveys that were filled out compared to the post-test surveys. The Pasadena NEOP Team met to discuss findings and gathered suggestions on how to improve the process for next year in order to reach even more participants. One of the major changes is switching the nutrition education from adults to fifth grade students in PUSD schools. This will ensure that we will have the same audience for the pre-test and post-test surveys since the IOEs will be conducted in a classroom setting. The new curriculum used will be the USDA's Yummy Curriculum Serving Up MyPlate for fifth graders and will be interactive, fun, and hands-on for students to put their knowledge to practice.

Placer County via Health Education Council

Tahoe Truckee Unified School District

Outstanding accomplishment:

Teachers and parents have reported significant changes in food choices by students. One example was on an overnight field trip, teachers and parent chaperones noticed that students ate all the salad that was offered. "This was the first time that we didn't have to pack up extra salad and bring it back with us," according to one teacher. The food service director reported that she noticed an increase in kids serving themselves more fresh fruits and vegetables. The impact on the Nutrition Advocates included their own increased appreciation of fruits and vegetables as well as increased confidence in themselves as peer educators. One comment that was exemplary from the youth focus groups was that "it was really fun. It encouraged me to do more. Before I was scared to like get in front of people and talk, but now, I'm not that afraid and that was the part I liked about it. And all the smiles on the kids' faces once they tried the vegetables and liked it."

Challenge:

Barriers included coordinating the times for tastings with the students' academic schedules; limited time for training the peer educators because their class was only 30 minutes; kids didn't self-select to be peer advocates because the group includes whoever was in the particular class that uses the HOTM peer advocates as their curriculum; getting teachers to be consistent on ID numbers so we could match the pre- and post-surveys.

County of Riverside, Department of Public Health

Alvord Unified School District

Outstanding accomplishment:

After school program staff from an intervention site described how excited the students were about their new garden and learning about fruits and vegetables. Some students would share how they were choosing to eat more fruits and vegetables and were exercising more. Students shared how they were encouraging their parents to grow gardens in the back yard and how they had shared their class information with the parents. One student stated "I love vegetables so much and want to grow a huge garden!" Students particularly enjoyed the taste testing segments.

Challenge:

The greatest implementation challenge was the number of students per site. For example, some sites had an average of 60-80 students per class. This number of students per class made

it challenging for educators to transition between the different planned class activities. The biggest evaluation challenges included: a) the survey tool was designed to detect the longer-term outcomes (i.e., increased physical activity levels and dietary behaviors), not the shorter-term curriculum-specific outcome such as dietary and physical activity knowledge and self-efficacy; and b) several students wrote their names on the survey instead of their lunch numbers which made it more time consuming to identify and match some of the pairs.

County of Riverside, Department of Public Health

Desert Healthcare District

Outstanding accomplishment:

There are several outstanding moments as a result of the IOE project. One of those is the willingness of the Principals of Painted Hills and Desert Springs middle school, which were strong supporters of the project, and allowed the teachers to utilize the whole classroom period of 50 minutes to implement the nutrition education and physical activity classes. This gave plenty of time for enriching conversations amongst students and their teachers about the lesson of the day. Another outstanding moment was the high-level of enthusiasm and participation from students in the lessons, which was increased by the in-classroom and homework assignments, and reinforced the material covered during the in-class lesson. Several students would come back to their teachers for more information to share with their families and other classmates, who weren't part of the project. As part of a broader impact, the IOE project at the middle school level is part of the school-based continuum of health and wellness initiative by the Desert Healthcare District, where students in the Desert Hot Springs schools are presented with healthy eating and physical activity opportunities, and educational classes at each school level. At the middle school level, the IOE project with HealthCorps was able to bring those opportunities to students at Painted Hills Middle School.

Challenge:

The biggest barriers for this IOE project were the recruitment of the teachers to participate in the project. The teachers were willing and eager to participate in the trainings provided by HealthCorps, but it was difficult to schedule a half-day training in the middle of the school year, this resulted in the expected recruitment of 16 teachers being modified to 8. A barrier faced by the HealthCorps Health Educator was the district's strict guidelines for food or drink consumption, which prevented food demonstrations from being implemented as well.

County of Riverside, Department of Public Health

City of Perris, Perris Unified School District

Outstanding accomplishment:

Responses to the program as a whole were very positive. We have requests for food demonstrations with the Chef, and more physical activity. Students were especially eager to learn more about the benefits of eating more fruits and vegetables. Students wrote letters at the end of the program to our Health Educator thanking her for the program and for teaching them how to be healthy. Many of them named recipes that they will be trying at home, and even went as far as to say that they will be making their parents eat healthier as well.

Challenge:

The biggest challenge we faced in implementing our intervention and evaluating the outcomes came from the nature of afterschool programs. We worked with a larger group of students at once, with each class ranging from around sixty students to sometimes over 100. This would consist of the full range of grades at once, so the classroom management side of our time on site sometimes led to delays and distractions during the actual educational session. Additionally, because of the inconsistent attendance during the after school program, it took us two separate visits at a few of the sites to reach the full group for administration of the surveys.

County of Riverside, Department of Public Health

Reach Out, Jurupa Unified School District

Outstanding accomplishment:

The students requested to have fruit salad and "fruit pizza" served at their cafeteria, and they were beginning to ask for healthier options at home and at school. Unfortunately, the response from the Think Together staff was, "We can't do that for you, ask your parents to bring you healthy food." During the "Rate the Taste" and "Healthy Please!" lessons, students challenged the Think Together staff. Student: "Hey, why are you eating that? That isn't healthy!" Think Together Staff: "Don't worry about it, I am already old and I'm going to die anyways. You guys are young and should eat healthy." This illustrates that the students were able to advocate for healthy eating options and recognize healthy food and beverages. The students showed positive feedback to the lessons taught. Their favorite lesson undoubtedly was "Rate the Taste". They made remarks such as, "I've asked my mom to buy me the Golden Delicious apples we tried in class." Others asked, "Do you have more healthy stuff for us to try?" which sparked conversations among the other students as to which variety of apples they sampled in the class were their favorite.

Challenge:

During our intervention, we had inconsistent attendance and late enrollment of youth, which limited our reassurance of meeting our 100 matched pairs for the intervention and control

groups for the IOE project. A lack of supportive Think Together staff hindered our ability to captivate our audience as well. Some of the staff provided direct instructions before the sessions started, but there were days where there wasn't enough participation from the staff. In some cases, NEOP staff spent time managing the class while teaching the lessons. Youth often imitate the habits and behaviors of adults, and we came across the issue of Think Together staff modeling unhealthy eating behaviors that distracted from key messages, which could have led to poor results. For instance, Think Together had a camping program that included lessons where the youth ate unhealthy food such as marshmallows that may have contributed to poor eating habits.

County of Riverside, Department of Public Health

Riverside Unified School District

Outstanding accomplishment:

The Impact Outcome Evaluation (IOE) was successful in fostering collaboration between RUSD NEOP and the school sites. For example, afterschool program staff were able to witness the high level of student engagement in the lessons. The IOE curriculum complemented existing interventions in the District to increase students' access to fresh fruits and vegetables every day through the Farmer's Market Salad Bar Program. One 6th grade student quoted, "I loved everything you guys did. I would like this nutrition program to continue so more students are able to learn and do this too."

Challenge:

While the "Growing Healthy Habits" curriculum is an excellent resource for nutrition-based gardening education, it is best used for its intended audience: classroom education. The curriculum was very extensive and not ideal for an afterschool setting. Each lesson contained multiple sessions, which meant the curriculum had to be condensed for the Impact Outcome Evaluation. Another barrier was the use of the required survey in that it did not address the implemented curriculum. Perhaps a more appropriate garden-based survey would have shown a stronger correlation in curriculum and behavior change. Lastly, in the next IOE project it would be ideal to see whether there are stronger correlations in a classroom setting. Students tend to be more focused and ready to learn during the school day, thus resulting in better results.

County of Sacramento DHHS

Outstanding accomplishment:

In general, the participants that attended the classes showed a strong interest in the topics being discussed. The class sessions had active participation throughout. The adults asked

relevant questions and showed genuine interest in learning. There were also many outstanding moments as a result of the IOE intervention. The CHOWs/CHLs that were hired by both subcontractors have personal success stories. Three educators have lost weight, (10, 40+, 70 lbs.), are physically active every day and have gotten their families to start making positive changes at home by eating more fruits and vegetables, no sugary beverages, and being physically active together. All of the CHOWs/CHLs enjoyed teaching the classes and realized that making positive changes to your behaviors is not difficult but takes time and are long-term changes so not everything needs to change at once. The CHOWs/CHLs would ask about changes the participants were making during the time of the intervention and the participants shared the following: a few participants started walking to the classes and making spa water at home for their children, one participant decided to pursue her dream of becoming a body-builder and lost 10 lbs., one participant gave up drinking sugary beverages and started walking and lost 15 lbs. One group of participants enjoyed the classes so much they decided to coordinate a potluck for the last class that included only healthy foods and recipes from the NEOPB-approved cookbooks they received during the class.

Challenge:

The CHOWs/CHLs faced a few of barriers during the implementation of the Eat Healthy, Be Active Nutrition Classes. One of the biggest barriers was the lack of childcare and the inability for the LHD or subcontractors to provide childcare for the adult participants during the classes. At a majority of the sites, many of the adults brought children with them because the adult was unable to secure childcare for the children. Having children in the classroom while the class was being conducted was a distraction for all of the participants as well as the instructor. The children took away the adults' attention from what was being taught by the CHOWs/CHLs and by what was being shared by the other participants, lowering the overall quality of the class and retention of information of the adults. Participant retention has been a continuous challenge. With many of the participants, personal conflicts arose, such as appointments, or illnesses, so the nutrition classes would drop from their schedules. The lack of incentives for the participants is also an added barrier to participant retention, which has improved slightly with a few NEOPB-approved items, but does not have as strong of pull as expected. A few of the CHOWs/CHLs expressed that the curriculum is very handout heavy and being able to discuss all of the lesson's topics and ideas, include a food taste test, and a physical activity break all in 60 minutes was challenging, especially with added distractions and noise of children.

County of San Bernardino Department of Public Health Nutrition Program

San Bernardino County Superintendent of Schools

Outstanding accomplishment:

There have been truly outstanding moments as a result of the HOTM intervention. Many teachers at Central and Foothill Knolls Elementary School shared that they tried the produce for the first time (persimmons and kale). Foothill knolls shared that the students loved the persimmons so much that they are thinking about planting a persimmon tree on their campus. Quotes from teachers: "Stickers were very motivating to the kids. The information in the workbook was helpful in talking about the various crops." "It was very successful. They thoroughly enjoyed trying foods they had never tried before. Kids told me they started asking for things at home and when eating out. They were excited about it and learned where the foods come from and why we need them." "The months that had videos that highlighted the produce were awesome. It gave students a better idea how and where the fruit/vegetables grow."

Challenge:

There were several challenges faced during the implementation of this intervention. Due to scheduling availability, the control group pre-and post-test surveys were administered about one week after the intervention group pre-and post-tests surveys. There was also trouble scheduling dates for the pre-test survey at Central Elementary School and they ended up taking the pre- and post-tests on Mondays. On occasion, there were issues with teacher compliance and fidelity in following the lessons as planned. Time constraints were another factor influencing HOTM implementation. Scheduling challenges arose due to unforeseen school activities such as field trips, minimum days and substitute teachers. Additionally, HOTM promotional posters were not able to be ordered for display in the intervention classrooms and cafeteria due to the online ordering store being closed.

County of San Diego

Family Self-Sufficiency (FSS)

Outstanding accomplishment:

At the PSE level, the RD and nutrition educators worked with members of the Associated Student Body (ASB) at each school outside of the IOE classes. The intent was to encourage establishing a wellness subgroup to sustain support of district wellness policies. The RD and nutrition educators are presently targeting concessions sales with these students and parent boosters. They are also working with district food service managers in two school districts to make healthy changes at the district level, such as installing fruit slicing machines in the lunch areas to increase fruit consumption. At one school, the nutrition educators and RD also implemented strategies from the Smarter Lunchrooms Movement in the cafeteria, including gathering student input to successfully change the cafeteria lunch offerings, limiting vending machine drink options to water, having the Dean of Student Engagement offer fruits and vegetables to students at the lunch line, and posting nutrition messaging around the cafeteria.

The nutrition educators were also able to integrate their curriculum into nutrition supports already in place at the schools. One school had a garden, and the nutrition educators were able to include the garden produce in their food demos and are currently working to add more garden produce to the school cafeteria offerings. One culinary arts teacher was trained to teach the nutrition education curriculum so that she could provide these lessons to students in her future classes. The RD and nutrition educators supported school efforts to promote healthy eating and decrease sugar-sweetened beverages from their vending machines and school stores, and conducted training for students to equip them with the knowledge, materials, volunteer hours, and internship experience to carry on the Rethink Your Drink message both in their school and in their community.

At the individual level, it was evident that the students enjoyed learning about their health and had taken some knowledge with them outside of the classroom by the end of the series. One of the students at the residential foster youth school was able to answer every question during the last Food Jeopardy competition class, and five other students were able to answer all of the quiz questions correctly. At another school, the RD and nutrition educators were invited to be part of their after-school cooking kitchen, which will be conducted during the 2015-2016 school year. In addition, students at one school held a nutrition poster contest and designed their own healthy eating posters. These posters were later posted in the cafeteria, and another district is planning to hold their own nutrition poster contest. It was also exciting to see the cafeteria staff proudly sporting the Champions for Change aprons.

Challenge:

One of the main challenges faced was working with high school staff. The nutrition educators received mixed signals from school staff regarding their level of interest, willingness, and ability to make changes at the schools in support of healthy nutrition messaging. Another challenge was scheduling, since the nutrition educators' contracts limited their availability to adapt their schedules to the school calendar. At the schools, the nutrition educators established rapport, conducted an initial school environmental assessment, received input from administrative staff on nutrition and physical activity policies and supports, and promoted policy, systems, and environmental (PSE) changes while teaching the 5-class series. The short timeline to complete these activities within the school calendar was challenging, especially with limited teacher availability and interruptions such as testing. Ensuring attendance from students at the residential foster youth school was also challenging as the students had a number of issues that took priority over the nutrition intervention and communication with staff was sometimes difficult.

Additionally, scheduling dates to administer the pre-test and post-test surveys was challenging with some school block schedules since it is recommended that the students do not complete the surveys on Monday. Sixty matched pairs were removed from the analysis since Mondays were the only days available for these students to complete the pre-testing. The intervention at one school started late in the school year, and the follow-up surveys could not be administered on schedule without interfering with the students' final exam schedules. As a result, 123 of the matched follow-up surveys were administered only two weeks after the post-test surveys.

City and County of San Francisco Department of Public Health

18 Reasons

Outstanding accomplishment:

A participant recently told us, “I’m going to live longer because of this class.” This is just one of the many inspiring quotes and stories we hear on a daily basis. Our graduates are eating healthier, exercising more, cooking more, saving money at the grocery store, and inspiring their families to get healthy, too.

Challenge:

Our biggest challenge is making sure we collect all the paperwork necessary to document each graduate!

San Joaquin County Public Health Services (SJCPHS)

The Sarah Samuels Center

Outstanding accomplishment:

From the Teachers’ Survey, the majority (89%) of the teachers were either “very satisfied” or “somewhat satisfied” with HOTM program as a whole. Most of the teachers (89%) were either “very satisfied” or “somewhat satisfied” with the choice of produce and most (81%) reported that the program is “very effective” or “somewhat effective” increasing healthy food and drink consumption among their students. Overall, the quality of the produce was endorsed as either good or excellent for all the produce items that were available and, teachers reported it was 'very easy' or 'somewhat easy' to execute the nutrition education. Teachers noted that most students greatly looked forward to each HOTM lesson, and that many students were trying fruits and vegetables they had never previously encountered. “I really like the exposure the kids get to fruits or vegetables that they are not familiar with…sometimes they love it!” and “Students eyes were opened trying new produce, lots of kids were eager to try even more.” Additionally, over the course of the year a number of teachers noted their students were bringing healthier lunches and snacks to school, and noticing outside of school when they were exposed to some of the new produce items. “Kids started bringing healthier snacks to class!” and “Kids would discuss when they would be at home or out and had something we had sampled.” One of the sites successfully encouraged the broader school to be involved in HOTM through a promotional ‘mini farmers market’: “We partnered ‘Eat a Rainbow’ with the HOTM by running a mini farmers market. We gathered a similar group of students who made posters about each fruit or vegetable, reviewed the statistics about each item and became the farmer who grew the item. Then, a farmers’ market area was set up so all of the other students could visit each booth, ask questions, and taste teste again.”

Challenge:

For SJCPHS, there were challenges in ensuring all the different types of instructors (teachers, food service workers, and after school program staff) were implementing HOTM were doing so in the same way. The general communication with the team of staff implementing HOTM was also challenging at times, and SJCPHS would have liked improved communication to get regular feedback on the quality of produce received, how the produce was used, and reports of challenges or implementation issues the staff were having (described next). Finally, some of the staff implementing HOTM failed to clearly read the instructions of how to administer the pre and post surveys, which resulted in incorrect student ID codes at one or both points in time, and prevented matching and including those surveys in the final evaluation. An online survey was administered at the end of the 2014/2015 school year to the staff who administered the HOTM survey in their classrooms. A total of 45 teachers completed survey that asked about implementation, ease of conducting the program, use of resources, and challenges and successes. Some teachers reported the allotted 30 minutes for the program was more time than they needed to complete lessons, and a few felt it was difficult to balance a full 30 minute lesson with the rest of their scheduled lesson plans. Many of the staff said that it was difficult to plan for and conduct the tasting because they did not know exactly when the shipments would arrive. Others were not able to conduct taste tests because they did not receive the produce. Another challenge mentioned by many of the staff was getting students to try/taste each of the new items, especially those that were unknown and very new to the students.

San Luis Obispo County Public Health Department

Outstanding accomplishment:

There were many outstanding moments especially when students would say they liked something they had never tried before, or requested more. Parents wrote teachers to say their children came home requesting foods they had never eaten or liked before or increased willingness to try new foods.

Challenge:

There was some initial confusion on what was allowable in terms of providing curriculums by a new LHD educator. One of the schools identified in the second intervention level changed their minds at the beginning of the year and declined to have additional LHD nutrition education lessons. They did use pre and post testing, HOTM by the teachers and permitted Smarter Lunchroom changes.

San Mateo County Health System (Data was not aggregated for statewide analysis)

Outstanding accomplishment:

At the end of the semester each group of students who participated in the classroom series of Spring Training participate in a WOW event. The WOW event is an opportunity for students to

showcase what they have learned to other students and parents. Students are eager to share recipes, educate other on the dangers of sugar and have a zest for nutrition that we hadn't previously seen. Quotes from students and family are below.

Daniel, 6th grade at Cesar Chavez: At the beginning of the class Daniel approached me and shared about a school event he attended. He described the dinner he was given and said, "That is too much food for one person". He was reflecting on the lesson about portions and how much of each food group a youth/person should eat.

Marypaz, 12th grade at East Palo Alto Phoenix Academy: Marypaz is sister to an 8th grade boy who participated in Spring Training at Cesar Chavez Academy. She participated in the Teen Health Spa herself. "I was surprised to hear how much my brother has learned in your class. He comes home and talks to my mom about eating a balanced meal and not drinking so many sugary drinks. My mom wants to know if you offer those classes for adults? She wants to learn more."

Challenge:

Due to the after school setting of our interventions, many students do not consistently participate in the program. Consequently, they miss key components of the curriculum which is likely reflected in the pre/post-test.

Santa Barbara County Public Health Department

Outstanding accomplishment:

After the series was completed, several participants were interested in learning and doing more for their community. We transitioned these participants into the CX3 neighborhood meetings that take place weekly and are facilitated by NEOP staff. These meetings provide additional opportunities for nutrition education and physical activity as well as community advocacy work.

Challenge:

The biggest challenge was participant recruitment and attainment in the series. We needed to add two additional series in order to increase the number of matched surveys that were included into the sample.

Santa Clara County Public Health Department

Outstanding accomplishment:

Participants enjoyed participating in the lessons. When the Registered Dietitian Nutritionist would arrive at the different sites, participants would come up to her and ask what activities they were going to do that day. They would often talk about the activities they had done in previous sessions and ask if they were going to do them again. One of the students' favorite activities was the "Grow Your Own" lesson where they planted zucchini seeds. When the Registered Dietitian Nutritionist came back to conduct the post-tests, the students were very excited to share how their zucchini plants were doing. After taking the post-test, students sampled the Three Sisters Salad recipe from the Kids … Get Cookin'! Cookbook, which featured zucchini. The students enjoyed the recipe and were excited to look through their new cookbooks and talk about the recipes they were going to make for their families.

Challenge:

At one of the schools where the intervention was conducted, the fifth graders were on a field trip during the day where the pre-tests were collected and the first lesson was conducted. The Registered Dietitian Nutritionist providing the classes was unaware that this would happen until she arrived at the school. An additional class needed to be scheduled prior to the date that was already scheduled for the second session so that pretests and the first lesson could be provided to the fifth graders.

Santa Cruz County Health Services Agency

Outstanding accomplishment:

Several students requested copies of the NEOPB-approved recipes prepared in nutrition education classes and described shopping for the ingredients with their parents and preparing the recipes at home for their families. This indicates a level of interest in extending knowledge and skills beyond the classroom setting and influencing family food choices. While the cooking activities are notably the most popular among the students, they also expressed interested in other lessons and content including an activity focused on selecting servings of foods from each food group to plan daily meals meeting dietary guidelines. Success with this activity illustrates knowledge of several key areas including, MyPlate food group distinctions, servings and portion sizes, and selecting healthy foods that reflect a balanced diet. Students also independently demonstrated food handling and safety skills with minimal prompting and encouraged their peers to follow proper handwashing techniques. Positive peer influence was also observed in recipe tasting activities, in which students encouraged their classmates to try foods prepared as a group. One male 5th grade student encouraged a reluctant friend to try the rainbow veggie wraps we prepared by noting "it actually tastes really good… and even if you don't like it you need veggies to make you more healthy and strong". A classroom teacher who sat in on the nutrition classes in the Life Lab setting noted at the end of the series that the students really enjoyed the nutrition classes and hoped that they would continue in the next school year. This feedback was mirrored when the one-pager IOE results report was sent to teachers and school administrators, we received replies indicating that they felt the program was a success and were excited about the prospect of it to continuing in the upcoming school year.

Challenge:

Having one health educator deliver programming at both sites promoted fidelity with evaluation and implementation, however it also provided scheduling challenges and limited coverage. For example the timeline when the students received classes at the two sites differed (mid-year at one school and end of the school year at the other site). It was also challenging to start the nutrition education project in November – December due to proximity to holidays and school breaks. Implementing the lessons with fidelity was also challenged by the length of lessons in the curriculum selected. Nutrition to Grow on (2013) was selected because of school setting compatibility and teacher buy in (it was developed by the California Department of Education and incorporates standards for school-based nutrition education). The curriculum was also selected because of the inclusion of gardening components, which were perceived to compliment the garden-based life lab program setting of our intervention. However, the curriculum in total consists of 9 lessons with 60 minutes of nutrition education and 30 minutes of garden-based activity. Lessons needed to be adapted to fit the 45 minute class period and were cut to 5 lessons due to the limited program timeline and scheduling feasibility. One barrier to program evaluation accuracy relates to the level of saturation with nutrition education received by the students at the two program sites. 4th and 5th grade students, participating in the IOE, have received nutrition education programming at their schools from kindergarten on, therefore we can only assess the behavioral change impact of the addition of the 5 class series in FY15.

Shasta County Health and Human Services Agency-Public Health

Outstanding accomplishment:

According to several elementary school teachers and the evaluation results, this program has encouraged students to try new fruits and vegetables. Teachers are encouraging healthy options and discouraging sugar sweet beverages at class parties. PTA offers the 'spa' water during events as a common practice. Teachers are looking for ways to bring gardening back to the classrooms, and at one site they're seeking assistance in starting up the school greenhouse. The school community in general seems to be more health conscious.

Challenge:

The program is as good as the teachers who implement it, and so keeping the momentum and maintaining a high level of enthusiasm to foster healthy lifestyles in the school system can be challenging. Teacher participation and attitudes toward childhood obesity prevention efforts are important to our intervention for helping to shape the culture around healthy lifestyles for youth. In our FFY15 Plan we mentioned that we would be using SPARK during our intervention. We later learned from school staff that it had been a very long time (7+ years) since they received the SPARK training and most of the newer teachers have never been trained. SPARK training will be offered prior to FFY 15 year-end.

Solano County Health and Social Services

Vallejo City Unified School District

Outstanding accomplishment:

"My class loved the Power Play curriculum. They found the instructor engaging. They learned a lot about nutrition and physical activity, also. Several of my parents have commented that their children are more interested and enthusiastic about eating their fruits and vegetables now."

Challenge:

During the course of the intervention, the biggest challenge faced was scheduling. However, teachers rearranged class schedules in order to accommodate Power Play lessons into their day.

County of Sonoma, Department of Health Services

Outstanding accomplishment:

Overall there seems to be a greater awareness about nutrition and related issues at school sites, as one teacher commented, "Wow, it is amazing how much the awareness of health and wellness has grown in our school/community culture over the last year!!!" A number of teachers also commented on how they enjoyed the My Plate lessons: "Doing Lesson 2 with the food bios reinforced what we had already learned about photosynthesis. It was exciting to make the link between O2/CO2 with plants and animals. Also info on vitamins in plants was interesting". Finally, one of the school principals expressed what he saw as the biggest outcome for his students as "Expanded knowledge for kids about all of fruits and vegetables out there. They are willing to try new things and seeing kids eating cabbages, kiwis, and strawberries. An example is the [understanding the difference between] organic versus local box store strawberries and doing taste tests with the kids, what tastes better and why? Having those opportunities make them lifelong learners and eating the way we want them to."

Challenge:

Teachers were asked what the biggest challenges were in implementing the nutrition education at their schools. "Time" was one of the most frequently mentioned challenges in terms of "not having enough time in the day for this". In addition to implementing the nutrition education, teachers mentioned that despite their efforts to have only healthy food in their classrooms and on campus, many of the children bring unhealthy food for lunch or for classroom celebrations. With the assistance of the School Wellness staff providing overall coordination in terms of curriculum preparation, staff training, intern coordination, and data collection, the program was much more successful this year.

Stanislaus County Health Services Agency

Outstanding accomplishment:

We have made an effort to ensure that IOE intervention activities are integrated into overall community efforts for nutrition education and obesity prevention. By doing this, it is harder to evaluate the direct change from the nutrition education provided, but much more effective at creating overall change in the community through the combined effect of the multi-layered interventions. Taste tests as part of the IOE nutrition education were coordinated with Harvest of the Month interventions in both school and retail settings to maximize the effective behavior change through multi-layered interventions.

Challenge:

Similar to the previous year's intervention, some participants had a difficult time understanding why they were being provided nutrition education within a job readiness program and how that would benefit them economically. Making the connection between productivity, job retention and health was essential to motivating our participants to not only want to improve their health behavior, but also to keep some participants from disrupting the learning environment for other participants. There were still participants who, regardless of the strength of any connection or example made, had no desire to improve any health habits, whether nutrition-, physical activity-, or lifestyle-related, and imposed a negative atmosphere in the class which made it difficult to hold the attention of other participants during those lessons. Participant retention strategies were inadequate, and have not been improved since the prior year, but are still out of the control of NEOP staff due to the structuring of the classes being part of a curriculum of the larger TANF program; participants were regularly late or absent in random intervals making it difficult to obtain matched surveys. Also, many of the participants may not have attended all 5 sessions, reducing the number of exposures to the messages and therefore reducing the impact of the intervention. It is unclear from the information at hand, but this may present a skewing factor on the overall data because all participants who completed the surveys both before the first lesson and immediately following the last lesson were included as paired surveys, whether they attended all sessions or not, giving varying degrees of intervention strengths among participants. The short duration of each intervention group (three weeks) may have limited the impact of the lessons on any resulting behavior change; however, this logistical issue is not likely to be overcome unless another sample group is obtained from classes outside of the TANF program. And although the sample size collected was large enough to allow for fairly thorough evaluation, the lack of follow-up leaves much to be determined about the long-term effectiveness of the lessons. The TANF Job Readiness curriculum and program structure was amended half way through the fiscal year, impacting our ability to effectively conduct nutrition education classes with these participants. This created barriers to completing all five lessons, and acquiring the minimum number of participants for significant evaluation. Due to these changes, we have determined that this is no longer an effective partnership and will be restructuring the Impact/Outcome Evaluation for Federal

Fiscal year 2016 to conduct the nutrition education evaluation with a different population more aligned with the Integrated Work Plan and the efforts being put forth by NEOP staff.

Tulare County Health and Human Services Agency

Tulare County Office of Education

Outstanding accomplishment:

We hired a new Dietitian this year that brought a high level of enthusiasm into the classroom. The students and teachers alike looked forward to the intervention days. Staff and School Administration admired the way she engaged and interacted with the class, and as such she was in high demand with the rest of the teaching staff to provide nutrition education and physical activity interventions in their respective classrooms. One Principal said, "Alex and the nutrition program at TCOE is truly a blessing to our school, inspiring change to not only our students, but our staff as well." During the month of February when we featured Beets we had a large percentage of students not only trying them but liking them. One 4th grade student said "Beets are gross", after tasting he asked for seconds.

Challenge:

Coordinating teachers schedules to accommodate both the pre and post surveys.

Ventura County Public Health Department

Outstanding accomplishment:

Ventura County, like many counties in the Nation is working to combat the obesity epidemic. LHD/NEOP staff is outreaching to partners like Center for Employment Training (CET) to address and educate SNAP-Ed eligible students and the public about the issue of obesity and chronic disease. CET is a unique partner in that they offer a variety skill training programs for adults. CET offers traditional training for the medical field, but also other skills such as Truck Driving, Woodshop, Machinist, etc. Nutrition education classes have been offered to students in the medical field programs for several years, but recently, the dean of education and instructors from other programs become interested in the information provided in these classes and felt that this information would be important to students across all fields. As a result, nutrition education classes are now being offered to students in the truck driving, as well as the machinist program. The goal is to continue expanding to provide nutrition education class to all of CET's training and education programs and to work with this partner to provide support and training to key individuals in this organization and work toward becoming a "Champion for Change Instructor or Administrator."

Challenge:

One of the biggest challenges is managing continues to be the different cognitive levels and reading abilities of participants when administering the survey. This can vary greatly within a group of participants, and can require extra time, explanation of items and general support. Time becomes a factor, at time, which can interfere with the delivery of the intervention, and staff need to be aware and be prepared to manage time spent conducting this activity.

Yolo County Department of Health Services

Outstanding accomplishment:

One of the most outstanding moments that we encountered with our IOE classes was at one of our rehabilitation centers. The participants that completed the 5-class series two weeks prior were able to implement what they learned in the classes in order to change the way they cooked and served meals. We learned this from a feedback group that we did with this cohort. They found healthy cooking alternatives for their meals as well as adopting recipes from the cookbooks they received. They were very enthusiastic about what they learned and were able to apply to their lives, especially at a time when then are making change and trying to prioritize healthy living in many different ways.

Challenge:

By far, the most difficult aspect of IOE is retention of adult participants. The overall issue is that getting adults to consistently attend 5 classes is quite challenging. We offered IOE classes beginning October 1, 2014, and carried them out through the end of June 2015, thus we attempted to get participants for as much of the fiscal year as possible. Even when we attended adult education classes or classes at rehabilitation centers to offer IOE (locations with a captive audience), there was always attrition. For example, in a class of 20 participants in an adult education class, only 5 attended the final class, and hence were given the post-test. Many students would only attend 3-4 classes, and if they did not attend class 5, we could not get a post-test, and therefore they were missed in our sample, even if they attended classes 1-4. It seemed that class 5 was the hardest for participants to attend. We had over 200 total participants in IOE classes that came to at least some of the classes, but not that attend all 5, or attended the 4 classes where pre-and post- tests are administered. Further, some IOE sessions were cancelled altogether because staff would arrive and only 2 people would be there at the beginning of the 5 class series. We instead counted those numbers toward direct education but did not feel it was worth pursuing for IOE if starting numbers were smaller than 5 participants. Staff worked hard on ways to retain students and even worked with partner agencies to identify the best time/dates to work with the audiences. The reasons for attrition have nothing to do with interest in the classes; rather they have to do with external factors outside of our control. Expecting adults to attend a class 5 times is very unrealistic, especially with a population that has confounding issues in their lives, such as poverty, recovery from addiction, language and cultural barriers, child care issues, transportation challenges, etc. A few students also left IOE classes because they found jobs and could no longer attend. While this is wonderful for them, it did not help us achieve our goals of 100 matched pairs.

IOE takes a disproportionate amount of time and sometimes seems like an 'outlier' activity relative to the other PSE activities we are working on, so it can take away from our success in other areas. Also, it is important to mention the amount of staff time, and therefore cost associated with IOE. The question below about the costs associated with just the evaluation portion of IOE does not account for the ample hours spent planning, prepping, and cleaning up after the classes themselves. Because we are committed to excellence with our IOE classes, our staff has met regularly throughout the year to ensure that the IOE class kits stay updated, to figure out the best ways to organize IOE data and information, and to make the classes more engaging so that participants really want to return and get something out of the class. While some of this time also spills over into our general direct education time, the driving force behind all of the time spent is because of a desire to optimize the outcomes of IOE. Therefore, the dollar value of the evaluation process does not reflect the costs because you cannot tease out what aspects of delivering the education are due to the education delivery alone and what are associated with the fact that it is being done for IOE and therefore needs to be rigorous and continually improved upon so that we meet our numbers.

This material was produced by the California Department of Public Health's *NEOPB for a Healthy California* with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Form Approved OMB No. 0584-0542
Expiration Date: 08/31/2016

Supplemental Nutrition Assistance Program Education (SNAP-Ed)
EARS Reporting Form

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0542. The time to complete this information collection is estimated to average 54 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

State: California **Federal Fiscal Year:** 2015

Number of Implementing Agencies*: 1

Name of Each Implementing Agency*

California Department of Public Health

***** An implementing agency is defined as an organization that has a contract/formal agreement with the State Supplemental Nutrition Assistance Program (SNAP) to develop and deliver nutrition education activities in the state. Attach additional pages if necessary.

DIRECT EDUCATION:

Items #1-6 ask for information about participants and activities associated with direct SNAP Education (SNAP-Ed). **Direct Education** is defined as interventions where a participant is actively engaged in the learning process with an educator and/or interactive media. Direct education provides an opportunity to obtain information about individual participants. For an activity to qualify as direct education, information on the number of individuals, SNAP participation status, age, gender, and race/ethnicity must be collected.

Example 1: An implementing agency conducts a series of nutrition sessions designed to increase fruit and vegetable intake. The educators collect enrollment data including name, age, race, ethnic group, SNAP participation and gender.

Example 2: The implementing agency provides nutrition education via kiosks at several locations. Participant using the kiosks provides identifying information including their SNAP status, ethnicity, age and gender by entering this data or by using codes that can be linked to this information by the implementing agency.

Situations that would not count as “direct education” include cases where an individual obtains nutrition education or materials or listens to a session but no demographic information is captured about the individual. This would count as indirect education.

Direct Education: SNAP-Ed Participants and Contacts

1a. Direct Education: SNAP-Ed PARTICIPANTS by Age and SNAP Status - Reporting an unduplicated count of direct education participants means providing the number of different individuals who receive any SNAP-Ed direct education. Each individual counts as one participant, regardless of the number of times he or she has participated in direct education activities. You are encouraged to provide actual unduplicated counts but if you are unable, you should estimate the number of individuals served.

- For Question 1a, indicate below if you are providing actual unduplicated counts or an estimate of SNAP-Ed direct education participants.

☒ Actual Counts of Participants (unduplicated)

☐ Estimated Counts of Participants

		A	B	C	D	E
		Less than 5 Years	5-17 Years Grades K-12	18-59 Years	60 Years or More	All Ages Combined
1	Number of SNAP Recipients in SNAP-Ed	21,719	373,051	33,724	2,977	431,471
2	Number of All Other Participants in SNAP-Ed	7,380	147,923	38,675	9,080	203,058
3	Total Number of SNAP-Ed Participants	29,099	520,974	72,399	12,057	634,529

If you reported an estimate in Question 1a, please describe in 100 words or less the methods used to estimate the number of participants.

The estimate was provided by school demographic data from the California Department of Education and data collection cards which allowed direct education participants to self-report their SNAP status, age, gender, race and ethnicity.

1b. Direct Education: SNAP-Ed CONTACTS by Age and SNAP Status
A "SNAP-Ed contact" is defined as an interaction in which a SNAP-Ed participant participates in a direct education activity. Each SNAP-Ed participant may have one or more SNAP-Ed contacts.

- For Question 1b, indicate below if you are providing actual counts or an estimate of SNAP-Ed direct education contacts.

☐ Actual Counts of Contacts

☒ Estimated Counts of Contacts

		A	B	C	D	E
		Less than 5 Years	5-17 Years Grades K-12	18-59 Years	60 Years or More	All Ages Combined
1	Contacts with SNAP Recipients in SNAP-Ed	94,661	2,168,546	46,168	4,283	2,313,658
2	Contacts with All Other Persons in SNAP-Ed	13,810	471,939	62,412	16,576	564,737
3	Total Contacts of SNAP-Ed Participants	108,471	2,640,485	108,580	20,859	2,878,395

If you reported an estimate in Question 1b, please describe in 100 words or less the methods used to estimate the number of contacts.

The estimate for SNAP contacts was calculated by using a data collection tool which utilizes data cards, Free and Reduced Price Meal data and census tract data based on the sites where the direct education was implemented.

Instructions for Question 1a and 1b

- Row 1: Enter **the total number of participants (1a) and contacts (1b) who are SNAP recipients** by each age range and for all ages combined (Row 1; Columns A-E).
- Row 2: Enter the **total participants (1a) and contacts (1b) for all other (non- SNAP) persons** by each age range and for all ages combined (Row 2; Columns A-E). This includes persons who are eligible non-participants with respect to the SNAP combined with persons who are not eligible for the SNAP.
- Row 3: Enter the **total participants (1a) and contacts (1b) for SNAP-Ed by age category** (Row 3; Columns A-E). Each number in Row 3 should equal the sum of Rows 1 and 2 in that column.

Special Circumstances

○ If necessary, determine SNAP status among children (columns A and B) who receive SNAP-Ed services in school and child care settings by multiplying the number of children participating in SNAP-Ed at each school or child care facility by the percent of students enrolled in the **FREE** school lunch program.

Example: An elementary school program has 100 children participating in SNAP-Ed *and the school's free lunch participation rate is 60%. In the "5-17 Years (grade K-12)" column, report 60 students under "Number of SNAP Participants in* SNAP-Ed*" and 40 students under "Number of All Other Participants in* SNAP-Ed*" for a total of 100 students.*

○ Teen-age SNAP-Ed participants should be counted by their age for Question 1 even if they are parents.

Example: If the teen parent is 16 years old, they should be counted under Column B, 5-17 Years (Grades K-12). If the teen is 19 years old, they should be counted under Column C 18-59 Years.

2a. Direct Education: SNAP-Ed PARTICIPANTS by Gender

- For Question 2a, indicate below if you are providing an unduplicated count or an estimate of SNAP-Ed direct education participants.

☒ Actual Counts of Participants (unduplicated)

☐ Estimated Counts of Participants

		A	B
		Female	**Male**
1	**Number of SNAP-Ed Participants**	334,985	299,544

If you reported an estimate in Question 2a, please describe in 25 words or less the methods used to estimate the number of participants.

The estimate was obtained from the California Department of Education's database and data collection cards which allow participants to self-report their gender.

2b. Direct Education: SNAP-Ed CONTACTS by Gender

- For Question 2b, indicate below if you are providing actual counts or an estimate of SNAP-Ed direct education contacts.

☐ Actual Counts of Contacts

☒ Estimated Counts of Contacts

		A	B
		Female	**Male**
1	**Number of SNAP-Ed Contacts**	1,403,845	1,474,550

If you reported an estimate in Question 2b, please describe in 25 words or less the methods used to estimate the number of contacts.

The estimate was obtained from the California Department of Education's database and data collection cards which allow participants to self-report their gender.

Instructions for Question 2a and b

Enter the DIRECT EDUCATION participants (2a) and contacts (2b) by gender in Row 1; Columns A and B of Table 2a and 2b. The total of A and B in Table 2a should equal the total number of SNAP-Ed participants in Question 1a, Row 3, Column E. The total of A and B in Table 2b should equal the total number of SNAP-Ed contacts in Question 1b, Row 3, Column E.

3. Direct Education: Race and Ethnicity

- For Question 3, indicate below if you are providing actual unduplicated counts or an estimate of SNAP-Ed direct education participants.

☐ Actual Counts of Participants (unduplicated)

☐ Estimated Counts of Participants

		A	B	C
		Number of Hispanic or Latino SNAP-Ed Participants by Race	**Number of Non-Hispanic/Latino SNAP-Ed Participants by Race**	**Total by Race**
Individuals Reporting ONLY ONE RACE	**1. American Indian or Alaska Native**	441	3,859	4,300
	2. Asian	310	34,493	34,803
	3. Black or African American	1,093	44,133	45,226
	4. Native Hawaiian or Other Pacific Islander	74	12,154	12,228
	5. White	452,541	70,387	522,928
Individuals Reporting MULTIPLE RACES	**6. American Indian or Alaska Native and White**			
	7. Asian and White			
	8. Black or African American and White			
	9. American Indian or Alaska Native and Black or African American			
	10. All Others Reporting More than One Race	4,848	10,196	15,044
	11. TOTAL by ethnicity	459,307	175,222	634,529

Instructions for Question 3

- For purposes of this form, “Hispanic or Latino” is an ethnic group, not a race.

- Column A: Report the number of Hispanic or Latino SNAP-Ed participants for each racial category listed in Rows1-11. Specifically, in Rows 1-5, report the number of SNAP-Ed participants who are of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of SNAP-Ed participants who are of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all SNAP-Ed participants who are of Hispanic or Latino ethnicity and describe themselves with a racial combination not included in Rows 6-9. For Row 11, enter the sum of Rows 1-10 under Column A.

- Column B: Report the number of SNAP-Ed participants who are *not* of Hispanic or Latino ethnicity for each racial category listed in Rows 1-10. Specifically, in Rows 1-5, report the number of SNAP-Ed participants who are not of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of SNAP-Ed participants who are not of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all SNAP-Ed participants who are not Hispanic or Latino ethnicity and describe themselves with a racial combination not included in Rows 6-9. In Row 11, enter the sum of Rows 1-10 under Column B.

- Column C: Add the number of SNAP-Ed participants reported in Column A and Column B for each row. For Column C, Row 11, add the numbers reported in Column C.

Example 1: A SNAP-Ed *participant who reports they are Hispanic and Black is counted in Column A, Row 3.*

Example 2: A SNAP-Ed *participant who reports being White, Asian, and Black but not Hispanic is counted in Column B, Row 10.*

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

Type of Setting	Number of Different Sites/ Locations	Type of Setting	Number of Different Sites/ Locations
Adult Education & Job Training Sites	41	**Libraries**	40
Adult Rehabilitation Centers	19	**Churches**	177
Worksites	48	**Public/Community Health Centers**	59
Community Centers	124	**Public Schools**	2,614
Elderly Service Centers	27	**Head Start Programs**	307
Emergency Food Assistance Sites	217	**Other Youth Education Sites** (includes Parks and Recreation)	87
Extension Offices	0	**Shelters**	48
Farmers Markets	16	**WIC Programs**	40
SNAP Offices	23	**Other (please specify):** Early Child Care/Development	76
Food Stores	52	**Other (please specify):** Community Based Organization	36
Public Housing	109	**Other (please specify):** Family Resource Center	63
Individual Homes	34	**Other (please specify):** Police Station	4

Instructions for Question 4

For each type of DIRECT EDUCATION setting used, enter the number of different sites/ locations used within the State. Record each site only ONCE on this form.

Example 1: SNAP-Ed is provided to residents of a shelter that is located in a local church. Record this site under "Church".

Example 2: SNAP-Ed is provided to participants in Head Start which is operating in the local elementary school which also has SNAP-Ed activities with the elementary school students. Record this site only once under "Public School".

- If you provide interactive multimedia education, please report locations where kiosks/computers are available.

Example 3: SNAP-Ed is provided through interactive multimedia via kiosks in 15 food stores and 10 worksites that have no other SNAP-Ed activities. These kiosks should be added to the numbers of sites reported under the food stores and worksite categories in Question 4.

5. Direct Education Programming Format

		A	B	C
	Format	**Number delivered**	**Time range per session (in minutes)**	**% delivered by interactive multimedia**
1	**Single session**	12,240	15-240	1.4%
2	**Series - 2 to 4 sessions**	1,895	15-240	3.7%
3	**Series - 5 to 9 sessions**	7,276	15-240	2.3%
4	**Series - 10 or more sessions**	1,550	15-240	1.4%

Instructions for Question 5

- For Rows 1-4, Column A, enter the number of single sessions, the number of 2-4 session series, the number of 5-9 session series, and the number of series with 10 or more sessions delivered.
- For Rows 1-4, Column B, enter the time range per session in minutes.
- For Rows 1-4, Column C, enter the percent of Column A delivered by interactive multimedia lessons/ modules.

Example 1: *A state reports that 40 single sessions were delivered ranging in time from 45-60 minutes and that 10% were delivered by interactive multimedia. Row 1 of the form would show:*

		A	B	C
	Format	**Number delivered**	**Time range per session (in minutes)**	**% delivered by interactive multimedia**
1	Single session	40	45-60 minutes	10%

6.Primary Content of Direct Education

CODE:	CODE:	CODE:	CODE:
E	H	G	N

INSTRUCTIONS for Question 6

- Identify up to four educational topic areas of emphasis from the list below. These four topic areas should reflect those areas given most emphasis (e.g. taught most frequently) in your State. Record only one code per box. **DO NOT REPORT SNAP OUTREACH IN THIS TABLE.**

A. FAT FREE & LOW FAT MILK OR EQUIV (& ALTERNATE CALCIUM SOURCES)
B. FATS AND OILS
C. FIBER-RICH FOODS
D. FOOD SHOPPING/PREPARATION
E. FRUITS & VEGETABLES
F. LEAN MEAT AND BEANS
G. LIMIT ADDED SUGARS OR CALORIC SWEETNERS
H. MYPYRAMID - HEALTHY EATING PLAN
I. PHYSICAL ACTIVITY
J. PROMOTE HEALTHY WEIGHT
K. SODIUM & POTASSIUM
L. WHOLE GRAINS
M. FOOD SAFETY
N. OTHER (specify): Physical Activity with Nutri (possible for electronic form)
O. OTHER (specify): _____
P. OTHER (specify): _____
Q. OTHER (specify): _____

SOCIAL MARKETING INITIATIVES:

Item #7 asks for information about SNAP-Ed social marketing initiatives**.** **Social Marketing** is defined as a consumer-focused, research-based process to plan, implement and evaluate interventions that are designed to influence the voluntary behavior of a large number of people in the target audience (adapted from Alan Andreasen 1995 and Social Marketing Division of Society for Nutrition Education).

For an activity to qualify as a social marketing campaign, the initiative being reported must have included all of the following steps:

- Identified a specific segment of the SNAP/low income population to target
- Identified the specific nutrition needs of the target audience, associated target behavior(s), and the target audience's reasons for and against changing behavior.
- Interacted with the target audience to see if the message, materials, and delivery channel are understood and meaningful (would lead to behavior change).

States that conduct social marketing campaigns that include both direct and indirect education activities may elect to report these under these categories. However, if direct and indirect education activities are reported in the "direct education" section or the "indirect education" section, they should not be reported in the social marketing section because that would result in a duplicate count.

7. Description of ALL Social Marketing Campaigns
Attach an additional form to record data, if there are more than five campaigns.

A. Name of Campaign	**B. Current Year of Campaign**	**C. Major Campaign Activities for Current Year** *Use Codes*	**D. Priority Population(s)** *Use Codes*	**E. Estimated Number. of SNAP Recipients Reached**	**F. Estimated Number of Other Low Income Persons Reached**	**G. Total Estimated Reach (Low Income, SNAP Recipients AND All Others)**
1 1 Mass Communications	2	I,E	A, B,C, D, E,F,	4,200,988	6,347,451	8,314,699
2						
3						
4						
5						

Instructions for Question 7

For each social marketing campaign being planned, under development or operating:

- Column A: Enter the name of all FNS approved social marketing campaigns.
- Column B:. Enter the current campaign year for this annual reporting cycle. Be sure to include planning and development phases.
  Example: If this is the third year of a five year campaign, record 3 in Column B.

- Column C: Enter **one or more** of the following codes that describe major phases of campaign activities:

  - P=Planning (includes market and formative research),
  - D=Developing (includes campaign/materials design and consumer testing),
  - I=Implementing
  - E=Tracking and Evaluation

- Column D: Enter **all** of the appropriate codes describing the priority population (target audience) that this campaign reached during this fiscal year*:*

  - Ethnicity: F=Hispanic or Latino
    G=Not-Hispanic or Latino

  - Race: A=American Indian or Native Alaska
    B=Asian
    C=Black or African American
    D=Native Hawaiian or Other Pacific Islander
    E=White

  - Gender: H=Female
    I=Male

  - Age: J=All ages
    K=Less than 5 years of age
    L=5 to 17 years of age
    M=18 to 59 years of age
    N=60 years of age or older

For Columns E, F and G, enter the number of people reached, as estimated from demographic or marketing data or other sources.

- Column E: Enter the estimated number of SNAP recipients reached this reporting year through this campaign
- Column F: Enter the estimated number of low-income persons (EXCLUDING SNAP recipients) reached through this campaign this reporting year.
- Column G: Enter the total estimated number of people (low-income, SNAP recipients AND all others) reached this reporting year.

Example 1: The radio station that broadcasts social marketing nutrition messages has provided demographic statistics to the implementing partner showing the income range of their listening audience. The data show that roughly 20% of the audience or 400 people would not qualify for SNAP benefits. The estimated count of 400 people should be counted under column G in Item 7 of the form.

Example 2: Nutrition education is conducted at a local grocery store in a low-income neighborhood and 200 people attend. Census track data is examined and shows that 55% of the population served by the store has income below 130% of the poverty level and 30% has income between 130% and 185% of the poverty level with the remaining 15% having income over 185% of the poverty level. In Column E, 110 (55% of 200 participants) should be included, 60 should be included in Column F (30% of 200) and 200 should be reported in Column G.

7. Continued-Description of ALL Social Marketing Campaigns

	H. Primary Intervention Levels *Use Codes*	**I. Key Messages** *Use Codes*	**J. Primary Intervention Channels** *Use Codes*	**K. Total Expenditure for Social Marketing Campaign for Reporting Year**	**L. Total Federal SNAP-Ed Expenditure for Reporting Year**
1	E	E,H,I	ABCDEFGHIJKLMNO	$ 8,800,000.00	8,800,000.00
2				$	
3				$	
4				$	
5				$	

Instructions for Question 7

- Column H: Enter **one or more codes** describing each campaign's level(s) of intervention:

  - A=Individual
  - B=Interpersonal (groups)
  - C=Institution/Organization
  - D=Community
  - E=All Levels
  - F=Other – please specify

- Column I: Enter **up to three codes** for each campaign's priority education topics/messages. Use the codes listed in the Instructions for Item # 6.
- Column J: Enter **all of the codes** corresponding to the intervention channels used in each campaign:

  - A=Nutrition Education Radio Public Service Announcement (PSA)
  - B=Nutrition Education TV Public Service Announcement (PSA)
  - C=Nutrition Education articles
  - D=Billboards, bus wraps, or other signage
  - E=Participation in community events/fairs
  - F=Sponsor community events/fairs
  - G=Fact sheets/pamphlets/newsletters
  - H=Posters
  - I=Calendars
  - J=Promotional materials w/nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc)
  - K=Website
  - L=Electronic (email) materials/info distribution
  - M=Videos/CD-Rom
  - N=Retail/point-of-purchase activities
  - O=Other – please specify

- Column K: Enter the **total expenditure (include all State and Federal SNAP-Ed and any other sources of funds)** for the campaign this reporting year.
- Column L: Enter the **Federal SNAP-Ed expenditures** for the campaign this reporting year.

INDIRECT EDUCATION:

Item #8 asks for information about SNAP indirect education. **Indirect Education** is defined as the distribution of information and resources, including any mass communications, public events and materials distribution that DO NOT meet the definitions of Direct Education or Social Marketing Campaigns. Mass communication, public events and material distribution efforts that don't meet the definition of social marketing should be reported here.

8a. Types of Materials Distributed

	Check if applicable
Fact sheets/ pamphlets/newsletters	☒
Posters	☒
Calendars	☒
Promotional Materials w/nutrition messages (pens/ pencils/wallet reference cards/magnets/cups/etc)	☒
Website	☒
Electronic (Email) materials/info distribution	☒
Videos/CD Rom	☒
Other	☒

Instructions for Question 8a
Check all methods/materials used for indirect education.

8b. Estimated Size of Audiences Reached through Communication and Events

	Estimated No. of target population reached	Source of Data
Nutrition Education Radio PSAs	85,214	1
Nutrition Education TV PSAs	582,084	1
Nutrition Education Articles	348,270	1
Billboard, Bus or Van Wraps, or Other Signage	1,464,324	1
Community Events/Fairs -- in which Participated	311,943	2
Community Events/Fairs -- Only Sponsored	21,644	2
Other	3,473,071	4-census tracts, FRPM

Instructions for Question 8b

For each type of communication channel and event enter the estimated number of individuals in the target population(s) reached and the code of the source of the data used to tabulate the estimate.

1 = commercial market data on audience size
2 = survey of target audience
3 = visual estimate
4= other

9.Expenditures by Sources of Funding (*See Instructions)*

	Expenditures for Reporting Year
l. Public Cash Contributions -- State and Local Tax Revenue **only**	$
2. Public and Private Cash Contributions -- **other than** State and Local Tax Revenue	$
3. Sum of Lines 1 & 2	**$**
4. Public In-Kind Contributions (non-cash)	$
5. Private Cash Contributions to State SNAP Agency only	$
6. Indian Tribal Organization Contributions	$
7. Sum of Lines 4, 5 & 6	**$**
8. Federal Reimbursement	$ 53,928,623.00
9. TOTAL SNAP-Ed EXPENDITURES: Sum of Lines 3, 7 & 8	**$** 53,928,623.00

Instructions for Question 9

All dollar amounts recorded in item #9 should reflect actual expenditures NOT those initially budgeted.

- Line1: Enter the dollar value of expenditures paid only with State and local tax revenue designated specifically for SNAP-Ed activities.
- Line 2: Enter the dollar value of expenditures paid with public and private cash contributions. These are contributions that are received by state implementing agencies or their subcontractors other than State and local tax revenues designated specifically for SNAP-Ed activities. These are not from State and local tax revenues.
- Line 3: Enter the sum of lines 1 and 2 in line 3.
- Line 4: Enter the dollar value of expenditures paid with public in-kind (non-cash) contributions. These contributions are defined as goods or services provided by a state or local agency for which no cash funds are transferred and no out-of-pocket cost is incurred by the contributing agency. Typically, in-kind contributions are the value of goods or services provided by volunteers.
- Line 5: Enter the dollar value of expenditures paid with private cash contributions made to the State SNAP Office/Agency These contributions are funds provided by non-governmental groups. They may include cash provided to the State or outlays made directly by a non-governmental organization to cover approved SNAP-Ed costs.
- Line 6: If applicable, enter the dollar value of expenditures paid with Indian Tribal Organization (ITO) contributions. Although technically ITO contributions are Federal funds, for the purposes of SNAP-Ed reimbursement, they are considered state match.
- Line 7: Enter the sum of lines 4, 5 and 6 in line 7. This may be less than 50% of the Total SNAP-Ed Expenditures in line 9 when there is an ITO contribution because FNS reimburses allowable activities conducted on Indian reservations at the 75% rate.
- Line 8: Enter the total amount of the federal reimbursement for SNAP-Ed; this is the total amount chargeable to FNS. It may be greater than 50% of total outlays when there is an ITO contribution because FNS reimburses for allowable activities conducted on Indian reservations at the 75% rate.
- Line 9: Enter the sum of lines 3, 7 and 8 to record Total (allowable) SNAP-Ed Expenditures. This total should equal Line 3 in Question 10, Expenditures by Category of Spending.

10. Expenditures by Category of Spending (*See Instructions below)*

Cost breakouts for item #10 may be the actual allocation or estimated.

1. Total Expenditures for SNAP-Ed Program Delivery	$	31,182,644.00
2. Total Expenditures for Administrative Costs	$	22,745,979.00
3. TOTAL SNAP-Ed Expenditures (State and Federal)	$	53,928,623.00

Data provided in this table are (check one): ☒ actual or ☐ estimated based on FTE allocation.

Instructions for Question 10

Costs reported in this table may be calculated based on: 1) the actual expenditures associated with each component described above; or, 2) be estimated based on multiplying the percentage of total FTE time spent on nutrition education versus administration to any cost component that is not tracked separately as a delivery or administrative expense.

Example: 45% of FTEs are for administrative functions. Apply this to the total expenditures and you can estimate your Total Expenditures for Administrative Costs, line 2.

Line 1: Count all of the following as Nutrition Education Program Delivery Expenditures:

- Dollar value of salaries and benefits associated with staff time spent providing approved and allowable SNAP-Ed activities.
- Cost of all food demonstration supplies.
- Cost of purchasing and/or developing educational materials (literature/materials/audiovisuals.
- Cost of developing and implementing media campaigns.
- Dollar value of the pro-rated costs of space used to deliver SNAP-Ed.
- Cost of any SNAP-Ed evaluation efforts.
- Cost of traveling to deliver SNAP-Ed services.
- Cost of training for nutrition education providers.
- Indirect costs (must be proportionate to time spent to delivery of SNAP-Ed)
- Other overhead charges (space, HR services, etc).

Line 2: Count all of the following as FSN Administrative Expenditures:

- Dollar value of salaries and benefits associated with staff time spent on SNAP-Ed administration not on nutrition education. (*example: State SNAP/IA/Project staff, support staff*).
- Cost of training to performing administrative functions like record keeping, accounting, etc.
- Cost of reporting.
- Cost of equipment and office supplies.
- Operating Costs.
- Indirect Costs for those administrative staff not covered above.
- Other overhead charges associated with administrative expenses (space, HR services, etc).

Line 3: Sum of lines 1 and 2. This total should equal the total reported in Line 9 of Question 9, Expenditure by Sources of Funding.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

***Note*:** To insert your text, type over the instructions listed under each header. The text fields will auto expand. You may also insert your own Policy, Systems, Environmental (PSE) change photo at the top of the page.

Title

Lunch Box ideas

Intervention Summary

Amador County provides indirect education to WIC sites that supports the WIC nutrition message for the month. During the latest clinic SNAP provides taste testing for whole grain snack mix for packing into their children's lunch boxes. The month following this demonstration mother's approached the SNAP Educator to state that their children loved the snack mix so they are incorporating the SNAP approved recipe into their lunch box routine.

Description of Barriers Encountered and Identified or Proposed Solutions

Amador County consumers express little resistance to trying new healthier recipes.

Future Directions/Sustainable Success

Amador will continue to offer easy, healthy, recipes that will assist families in healthy meal/food choices for their families. The taste tasting has proven effective in getting families to try and incorporate healthier alternatives into their daily food preparations.

Contact information about this Narrative

Local Health Department Grant Name: Amador County

Grant #: 13-20115

Author's Name: Connie Vaccarezza

Phone: 209-223-6407

Email: cvaccarezza@amadorgov.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Supplemental Nutrition Assistance Education Program (SNAP-Ed) Grant

Nutrition Education and Obesity Prevention Branch (NEOPB)

QUARTERLY PROGRESS REPORT

Butte County Public Health Department

Grant Number: 13-20489

Reporting Period: 07/01/2015 – 09/30/2015

Quarter: 1 ☐ **Due: 1/15**
2 ☐ **Due: 4/15**
3 ☐ **Due: 7/15**
4 ☒ **Due: 10/15** (For the fourth quarter only, in addition to responding to the questions below, please provide a "Success Story" highlighting the success of your work. Instructions and a worksheet for the Success Story are provided as an attachment to this report.)

Please check the yes or no boxes for questions 1 & 2 for the following Deliverables: 2 (A, B, C); 3 (A, B, C); 4; and 6. Provide additional information in the description area as needed. One or more deliverables below may not apply to a small grantee. In these incidences please note this in the appropriate deliverable description area.

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
LHD DELIVERABLE 2	**Yes**	**No**	**Description area**	**Yes**	**No**	**Description area**
A) SNAP-Ed eligibles receiving direct education.	☒	☐	Several community education events took place during the fourth quarter, including summer library programs in Gridley and Oroville.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
B) Evidence-based nutrition education and health promotion messages… (Indirect education).	☒	☐	Indirect education this quarter included library displays, Harvest of the Month information at grocery stores, and educational information at schools.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
C) Public relation events and community messages… (Indirect education).	☒	☐	Public relation events this quarter included participating in a Tailgate Giveaway and Social Media postings.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
LHD DELIVERABLE 3	**Yes**	**No**	**Description area**	**Yes**	**No**	**Description area**
A) Training provided to service providers…	☒	☐	Not applicable for 4th quarter	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
B) Coalitions and partnerships established with USDA-funded and other partners to address community issues…	☒	☐	Butte County has two successful CNAP groups, one in Oroville and one in Gridley. Both groups meet monthly at a minimum. Both groups are in the process of planning Food Day events. The Gridley group is also working on establishing a second community garden.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
C) *Communities of Excellence CX3* or other evidenced based community assessment….	☒	☐	Not applicable for FFY15	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
D) Presentations to decision makers of *CX3* or other community assessment findings.	☒	☐	Not applicable for FFY15	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
LHD DELIVERABLE 4	**Yes**	**No**	**Description area**	**Yes**	**No**	**Description area**
Report on successful implementation of Policy/Systems/Environmental Change (PSE) processes.	☒	☐	See PSE Success Story and FFY15 PSE Report	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
LHD DELIVERABLE 6	**Yes**	**No**	**Description area**	**Yes**	**No**	**Description area**
Pre/post-test Impact/Outcome evaluation. (Note: Required only for LHDs receiving ≥ $350,000 in the base grant.)	☒	☐	FFY15 IOE completed and IOE Plan for FFY16 approved	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		

Creating Policy, Systems, Environmental Change: Colusa County Success Story

Title

Healthy Partnerships Help Harness Healthy Markets

Intervention Summary

According to the 2014 SNAP-Ed county profile, 71% of adults within the county are overweight or obese, 15% of the population lives below the federal poverty level and almost 20% of all residents are food insecure. In conjunction with other funded and unfunded partners, it was determined that a concerted effort to improve healthy food access was needed during 2015. A significant component in this effort would be to develop and implement a corner store makeover or retail project.

In the City of Colusa, there are approximately 10 retail outlets in the form of a corner market or liquor store within a half of a mile distance from local schools. Therefore, El Toro Loco seemed a prime location for a retail intervention. This corner market serves primarily Hispanic shoppers for their convenience food and beverage needs as well as household staple items. Shoppers may also use the market to cash their weekly checks and often the physical location of the market and surrounding parking lot area become a social hub for the community.

The primary objective of the retail project was to increase sales of and exposure to existing fruits and vegetables found at the frequented corner market. The intervention consisted of interior signage, attempts at a healthy checkout station and endcaps and attempts to shift the interior landscape to highlight healthier items. In conjunction with the environmental changes, eight in-store food demos with tastings highlighting four different produce items occurred. The produce items were already stocked in the small produce section of the store and were selected based on low price for customers and ease of recipe selection. The interventions were conducted over an eight week period

during the months of February, March and April. When the store's sales data for these months was compared to sales data from the previous year, it was found that produce sales doubled during and immediately following the interventions.

The enormous success of these interventions was dependent on the relationships created with the Colusa County Department of Behavioral Health's Friday Night Live (FNL) students from the local high school. These students were trained before the interventions began and were present at each intervention to build their pre-professional skills while working hands-on in their own community. The interventions benefitted from their enthusiasm, community connections, bi-lingual/bi-cultural communication and leadership skills. These FNL youth were truly the conduit in which environment change was able to occur in their community.

Description of Barriers Encountered and Identified or Proposed Solutions

In Colusa County, our most significant barriers to obesity prevention and nutrition education continue to be the language barrier between English-speaking educators and Spanish-speaking SNAP-Ed participants. Another significant barrier is the extensive travel required for direct services. The travel distance between Chico (where the Center for Healthy Communities (CHC) is located) and Colusa can be between 90-150 miles round trip, requiring a minimum drive time of up to two hours per round trip. Both of these challenges have been met by working to extensively to train both the local, Spanish-speaking health department staff and the local, Spanish-speaking FNL youth. At any retail event, multiple Spanish-speakers were present to communicate and interact with our participants in a culturally appropriate manner.

Barriers unique to the retail project were communication with the store manager, communication with and between the store staff and resistance to move/relocate high profit, unhealthy food or beverage products. To address this, communication was done solely in person with the manager and staff as speaking over the phone or email was not possible. Also, hard copies of the information, calendars and other materials for the store owner and staff were delivered to create the best foundation for understanding interventions goals and strategies. Methods to address the interior landscape of the store are still being sought out; however, that is a high priority for the next phase of the project.

Future Directions/Sustainable Success

In the short term, CHC plans are woven directly into the Integrated Work Plan (Objective 2) and PSE Strategy- Healthy Retail, for this upcoming 2016 contract year. CHC will use recently collected CX3 data as well as continue the strong partnership with the youth from FNL. CHC will look to the CX3 data collection results and the youth to guide the way beyond the single retail intervention site focused on this past year.

Specifically, CHC will: 1) Provide assistance to one new retail site (for a total of 2) to assist them in a healthy store makeover as well as increase their sales of fruits/vegetable, 2) provide on-going, monthly retail events to increase shoppers exposure to a variety of fresh fruits and veggies through taste testings, 3) provide networking or training sessions for retail store staff, 4) host a partner forum for relevant stakeholders to disseminate CX3 data results. CHC's long term goals are to continue work at the maintenance level at both retail locations and look to bring on additional sites. CHC will focus on making progress within the interior landscape of the stores, specifically starting to physically move around healthy/unhealthy items to change sales data, creating a lasting healthy "snacking zone" at check out and endcaps and to maintain our strong partnership with the youth.

Contact information about this Narrative

Local Health Department Grant Name: CSU, Chico Research Foundation- Center for Healthy Communities, Glenn-Colusa Subvention

Grant #: 13-20107

Author's Name: Emily Foxworthy

Phone: 530-898-6752

Email: eafoxworthy@csuchico.edu

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Creating New Community Gardens and Maintaining Existing Gardens successfully through Collective Impact

Intervention Summary

The Challenge faced in our community based on SNAP-Ed County Profiles provided by CDPH, Del Norte County has an overall food insecurity rate of 18.6% and a child food insecurity incidence rate of 40.8%. The percentage of low income population that had limited access to healthy food is higher than the state rate, 10.2% and 3.1% respectively. The food insecurity, access to, and consumption of fruits and vegetables are major issues. The PSE topic that we selected to address these issues was; to promote and maintain the existing community gardens and to establish new community gardens.

Partnering with Tobacco Use Prevention Program, Mental Health, Alcohol and Other Drug Prevention Program, and Community Food Council with the support of local Champions for Change leaderships, this PSE topic has been successfully implemented.

First we created a garden task force made up of local Champions, backbone organizations, and community partners in order to address the issues so we could implement and achieve the PSE goals. Three Champion gardeners were recruited and trained to implement and participate in the intervention. Visual assessments and key informant interviews were taken to evaluate the needs of each existing community and school garden in the underserved areas. The task force created the work plan for each garden to meet the needs of low income communities, to maintain the existing community and school gardens, and to establish new gardens at three low income government subsidized apartment housings and a school garden in Smith River.

Based on the needs assessment, the Community Wellness Center garden was selected, garden work days were implemented successfully with technical support and leadership from the Champion gardeners. The nutrition, Rethink Your Drink and

physical activity messages were all incorporated into garden work days. The clients, through the referrals from Mental Health, Alcohol and Other Drug Prevention Programs and Social Service program, participated in the garden work day as a part of life skill building work experience.

Gardening is therapeutic for those clients who have mental and physical challenges. One of the Clients said, “I am looking forward to getting up and coming to the garden, it is so rewarding and makes me feel good” Gardening is a way to build the life and community together. We have received positive feedback and most people expressed the value of and need for more community gardens.

Partnering with Tobacco Use Prevention Program and Home Depot, the intervention work to build the new community gardens at the three low income apartment housings has been implemented successfully. The task force built trust and assured mutual objectives and common motivation and support of the apartment managers and tenants through consistent and open communication. The garden lumber for the community gardens was donated by the local business, Home Depot and the new gardens have been established at the low income housings. Now we are on a new journey with apartment managers and residents to empower them to maintain and sustain the gardens successfully.

Description of Barriers Encountered and Identified or Proposed Solutions

Each existing community garden is faced with its own challenges to maintain and to bring out its fullest potential for a variety of reasons. The biggest barrier is lack of leaderships to build a sense of shared responsibility and ownership from the gardeners. The running and maintaining of a community garden to its full potential, to be more robust and effective, serving more as a cultural and social hub will require ongoing support from funded and non-funded organizations to cultivate strong community based garden leadership. Community empowerment through garden leadership training and workshops is essential to bring awareness and knowledge. Culturally tailored garden trainings and workshops with different languages, Hmong, Spanish, and Chinese will be beneficial to overcome some barriers. Champions for Change from different ethnicities will support to overcome these cultural barriers.

We are challenged by the success of the program. Gardens are promoted to increase healthy food access and strengthen food security with added outcome of health benefits of individuals and community. There is a great need for more community gardens that are closer to where people live especially for those who have transportation or health issues. Building more community gardens in the residential areas and promoting container gardens as a substitute for residents who don’t have space will benefit many in the low income population to reduce food cost and increase food security. Community partnerships and collaboration will be essential to achieve PSE goals. Promoting bartering, community gleaning or finding a way for the individuals to sell their excess to farmers market will be another way to sustain and strengthen local food economy.

Future Directions/Sustainable Success

What are your short-term (1-2 years) and long-term (2 years and beyond) goals for your intervention strategy? How will you achieve them and what stakeholders will contribute, support and help sustain your strategy?

Our short term goals include:

- Supporting and facilitating “Meet and Greet” meetings to build trust between the tenants and future gardeners
- Supporting and conducting garden based nutrition education, skill and leadership building workshops at the community gardens and school gardens
- Cultivating strong community driven garden leadership through leadership building workshops and garden training
- Recruiting new Garden Champions at the target schools and community gardens
- Providing garden newsletters and information along with seed packets to community organizations (Wellness Clinic, Veteran Hall, Food Banks, Dept. Health and Human Services) to promote gardening and sustainable living
- Attending School Wellness meeting, Community Food Council meeting, Community Health in All Policy or related wellness promoting meetings to promote community gardens and build collaboration and partnerships
- Promoting community events or media events at community and school gardens
- Supporting Community Food Council’s current Master Gardner’s program and coordinate with local Master Gardeners to provide garden workshops and trainings

Long Term goals include:

- Each community garden and school garden will be Maintained successfully with Farm-to-Fork and Farm-To-School initiative
- School gardens will serve as learning labs for school curriculum and produce will be sold into school nutrition program creating revenue for sustaining the gardens
- Each community garden and school garden will be maintained by the garden Champion who is knowledgeable, present, encouraging, and able to offer educational program
- Community bartering and gleaning project will be supported and promoted
- Providing ongoing training and technical support to the Garden Champions
- Establishing more new community gardens, back yard gardens and container gardens will be supported and promoted
- Partnerships will be formed with the various government funded and non-funded organizations, with a shared vision, the Community Food Council will be the leading partner to support this PSE

- Working with decision makers, stakeholders and community residents we shall look for ways to utilize vacant lots for community gardens and transform the gardens to feed the hungry and vulnerable populations
- Seeking a legal regulation and laws which will support local residential gardeners sell excess harvest to farmers markets and to other residents in the neighborhood which will have the benefit of strengthening food security and sustainability

Contact information about this Narrative

Local Health Department Grant Name: County of Del Norte, Dept. of Health &Human Services

Grant #: 11-10763 A 01

Author's Name: Sunny Baker

Phone: 707-464-3191 X 2830

Email: sbaker@co.del-norte.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Collaborating to Find Solutions

El Dorado County Nutrition Action Plan Subcommittee Steps in to Fill Services Gaps for our Target Population!

Intervention Summary

Collaborative efforts in our CNAP subcommittee meetings helped to shed light on the issue that many people coming to local Food Bank Distributions were not accessing the services they needed including CalFresh, Medi-Cal and other social services. The inability to access services was due to mental health issues, disability, lack of transportation, illness and more. CalFresh was invited to attend the distributions and they were able to identify many people who were eligible and were not informed about services available to them.

Through CNAP meetings, it was also determined that this population was in need of nutrition education. Currently, nutrition education is provided that on a regular basis at many of the Food Bank distributions, using a “stations” approach to nutrition education at the distribution sites. While the recipients are waiting in line, they encounter 3-4 stations that include Rethink your Drink display, infused water, tasting and cooking demonstrations, including a featured recipe related to the food they receive in their distribution that day. Other stations include a Harvest of the Month display (with survey that speaks to nutrition content of the vegetables and fruits) and a nutritionist on hand to answer questions and obtain surveys for follow-up. Because of our work, Covered California currently the distributions and organizations such as First 5 have expressed interest in participating.

Barriers Encountered and Identified or Proposed Solutions

Initially, CalFresh/Social Services was unable to attend the distributions, but due to our excellent El Dorado County Public Health support, they have now made arrangements

for staff to attend. There were also obstacles about reaching the SNAP-Ed population and provide direct education. Stations were set up at the distributions, so that the recipients could access them while they are waiting in line. We also took note of what other counties were working on – such as Fresno County as a model for success. Giveaways such as cookbooks, T-shirts, hats or other items were provided in order to encourage participation and create interest.

Future Directions/Sustainable Success

On a short-term basis, we are looking to continue our work with the Food Bank through our CNAP work and we have also chosen them as a PSE strategy. On a longer-term basis, we will be working on a CX3 survey assessment in order to determine other appropriate interventions. CalFresh/Social Services and other CNAP subcommittee members, other funded and nonfunded SNAP-Ed organizations, local businesses and service organizations will be our partners/collaborators during this process. Keeping these partners engaged, motivated and also working as volunteers will help us ensure sustainability.

Contact information about this Narrative

Local Health Department Grant Name: EDH Vision Coalition

Grant #: 13-20096

Author's Name: Kelly Leone

Phone: 916 941-8482

Email: admin@eldoradoHillsvision.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Creating Healthier Worksite Environments

Intervention Summary

The Fresno County Champions for Change's Worksite Program partners with employers throughout Fresno County to create healthier environments for their employees. The Worksite Program, in partnership with California Health Collaborative, aims to improve access to healthy foods and physical activity at workplaces, foster supportive work environments that encourage healthy lifestyle choices, and establish public policies that bolster health promotion efforts at worksites in order to empower low-income workers to consume the recommended amount of fruits and vegetables and enjoy physical activity every day.

Fresno County has high rates of overweight and obese adults (30.0% in 2011). [1] The Worksite Program focuses in various settings in the communities of Sanger, Kerman, Parlier, and Reedley, due to these locations having high rates of obesity and chronic diseases, as well as being considered food deserts. [2] Settings include local businesses, retail sites, and schools. As these health related problems layer in these cities, it is important that focused education and resources are applied to worksites located there. In Sanger, the Worksite Program benefits about 350 employees at four worksites: Del Monte, Gong's Market, Washington Academic Middle School (WAMS), and Jefferson Elementary School. Most of these employees are part of the SNAP-Ed eligible population. In Kerman, the Worksite Program is implemented with the staff at Sun Empire Elementary School. In Parlier, the Worksite Program is at U-Save Market, where about 36 employees enjoy the benefits of the program.

School Districts

Champions for Change started a pilot project to implement the Worksite Program in school districts. While the Worksite Program has been in existence for years, it is the first time that schools have been able to participate.

[1] UCLA Center for Health Policy Research. http://healthpolicy.ucla.edu/Pages/Adult-Obesity.aspx
[2] Food Access Research Atlas, http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx

WAMS is one of three school worksites making progress in improving their employees' health. WAMS is already conducting the following activities from the Fit Business Kit with their employees; completed the Check for Health, Wellness Committee, Physical Activity Integration, Employee Wellness board, and currently working on Healthy Dining Menu Guidelines. With a Wellness Council in place and physical activity classes for staff already happening on a regular basis, WAMS was excited to begin the Worksite Program with Champions for Change. Thrive Fitness has also partnered with this worksite to promote physical activity through a membership discount for WAMS employees and a conversation has started to have a weekly gym instructor go to the school to provide an exercise class for all staff. Through the Check for Health evaluation, the Wellness Council wanted to pursue healthy options for staff lunches. Discussions have begun with the director of nutrition about providing more of a variety of vegetables for a staff salad bar.

Jefferson Elementary School (JES) is in the beginning stages of the Worksite Program. JES selected their priority activities from the Fit Business Kit. Food demonstrations have been provided by Champions for Change staff to promote healthy recipes and introduce the Worksite Program to employees. Their Wellness Council has also started to talk about implementing a "bike to school" week during spring break.

Sun Empire Elementary School implemented their first walking competition during the timeframe of April 8, 2015 to April 30, 2015. The walking competition took place strictly during school hours and only Monday through Friday. Teachers and staff were given pedometers to track steps and reported these steps weekly. Teachers and staff were separated by grade levels and other categories to encourage teamwork and create competition. During the walking competition, the Champions for Change program assisted with providing two food samplings and educational sessions during lunch breaks to encourage staff to get in their steps, as well as educate them on the importance of reducing the consumption of sugar sweetened beverages, information on MyPlate, and portion sizes.

General Businesses

Champions for Change has continuously worked with local businesses in our local communities for years to promote healthy eating and physical activity among worksite employees. Doing so has helped to improve overall health and productivity for the businesses that are involved.

Gong's Market is one of two retail sites that have been implementing the Worksite Program for their employees and has done numerous activities from the Fit Business Kit. Gong's Market completed the Check for Health, Employee Wellness Board, and Physical Activity Integration and is working towards adding a breastfeeding room to the grocery store. One of the key activities encouraged in the Fit Business Kit is walking. At Gong's Market, there was a partnership built with the insurance broker to receive pedometers for employees to participate in a walking competition. Using pedometers in an effort to create an atmosphere of health, they participated in a one month program called Step It Up 2015. Through this program, Gong's Market employees increase their everyday physical activity levels using a pedometer to track their physical activity. The owner was willing to purchase movie tickets for those participating employees. Pre-tests

and post-tests were taken before and after the competition. Results showed that the competition was able to motivate employees and help them think about how much physical activity was needed for good health. Three of the 20 participants continued to be physically active and ate healthier, each losing weight from a range of 10 to 15 pounds. After the competition, the employee wellness board in the break room continues to be an area where employees can learn about healthy eating and physical activity, as well as the importance of choosing water over sugar sweetened beverages. In addition, a partnership was made with a local gym, Thrive Fitness, where an employee discount was given to those who signed up for the gym. There has also been collaboration with WIC and First Five of Fresno to receive funding to add a breastfeeding room that both customers and employees can benefit from using. The application for funding has been submitted and a response should be received by October 1, 2015.

(Winner of Gong's Walking Competition)

U-Save Market is the other retail site that has also been implementing activities from the Fit Business Kit for the Worksite Program. U-Save Market has implemented a wellness board and a water station for employees in the break room. The wellness board allows for employees to share healthy recipes, motivational quotes, quick physical activity exercises, and other health-related information with one another. In addition, Harvest of the Month is posted and updated every month on the board, to which the worksite coordinator posts corresponding recipes with the fruit or vegetable being highlighted. A water station is being implemented to encourage U-Save Market employees to drink more water rather than sugar sweetened beverages. The worksite coordinator sets up the water station and, at times, does fruit-infused water as well. The Worksite Program and Re-Think Your Drink educational materials have also been posted on the walls around the break room for employees to read.

(U-Save Market's Wellness Board)

(U-Save Market's Water Station)

(Harvest of the Month)

Del Monte is a local business in Sanger that is in the beginning stages of the Worksite Program and selecting their priority activities from the Fit Business Kit. Food demonstrations have been provided by Champions for Change staff to promote healthy recipes. Del Monte has been focusing on providing their employees with information and education on nutrition. With the amount of time given to Champions for Change staff to come into the worksite, food demonstrations have been done to educated staff about what worksite wellness is and connect the Harvest of the Month recipes with those that are being promoted at their children's schools. Also, free or low cost physical activity opportunities have been posted on the staff wellness board, such as the gym membership discount and classes that are provided by the City of Sanger Parks and Recreation Department.

There have been numerous partners that have contributed to the successes of the Worksite Program. Important partners that have given physical activity opportunities at multiple worksites have been Thrive Fitness and its manager in providing gym membership discounts, as well as City of Sanger Parks and Recreation with the city-run low cost classes like Zumba, kickboxing, open basketball, and volleyball opportunities.

Champions for Change have also worked with the Alliance for a Healthier Generation to provide technical assistance to Kerman Unified School District in their efforts to make healthier changes through the Healthier Schools Program. Champions for Change worked with the principal and a teacher from Sun Empire Elementary School, to tailor specific worksite wellness components to their site.

For Gong's Market specifically, United Health Centers – WIC and First 5 have been important in starting the application process to receive funding to add a breastfeeding room to a grocery store. Gong's Market's insurance broker Kuhtz Kiehl Insurance & Financial was a great supporter and donated the pedometers to start the pedometer competition. The Fresno County Office of Education staff, Champions for Change funded partners, have been helpful and provided needed information about Harvest of the Month to connect to WAMS and retailers.

For the current worksite activities that have been implemented at U-Save Market, there are two instrumental individuals whom Champions for Change partnered with to create a healthier work environment: the owner and an employee designated as the worksite coordinator. The owner is supportive of all Champions for Change work that is provided to both U-Save Market employees and customers. The worksite coordinator

continuously updates the wellness board, sets up the water station for employees, and brainstorms ideas that may be beneficial to sustain a healthy work environment with other employees. In addition, local gyms have been willing to provide membership discounts to U-Save Market employees who choose to register as a member and have given free 1 week trial passes to employees as well.

Description of Barriers Encountered and Identified or Proposed Solutions

One barrier with the Worksite Program was the explanation of the program itself to all of retail employees. When the program first started, no one understood what the wellness board was for or why educational posters were suddenly around the break room. To overcome this barrier, Champions for Change staff provided food demonstrations to the employees to gain a better understanding of Champions for Change and the importance of the Worksite Program.

Another barrier was the frequency in which the water station at U-Save Market is set up for use. While the worksite coordinator sets up the water station at each of her scheduled shifts, she is one person, and does not have a shift every day, nor does she work for the full hours in which the store is open. Champions for Change staff discussed this issue with both the owner and worksite coordinator. As a result, the owner has agreed to designate another employee to help share the water station responsibilities.

There were also barriers with the walking competitions that were conducted. The pedometer competition started with donated pedometers that employees could keep. However, many employees did not continue with the walking competition due to difficulties with the pedometers, which were of poor quality. Once better quality pedometers were purchased per Champions for Change approval, which employees could borrow through a checkout system, many employees joined the competition, but many did not want to try again due to first experience. Another barrier was the design of the walking competition and the guidelines of only walking during the school day. Some staff felt like the day needed to start earlier to equate for their morning duties while on campus. The staff themselves decided to make changes to the rules mid-competition and felt it worked out well for the rest of the competition.

Results and Achievements

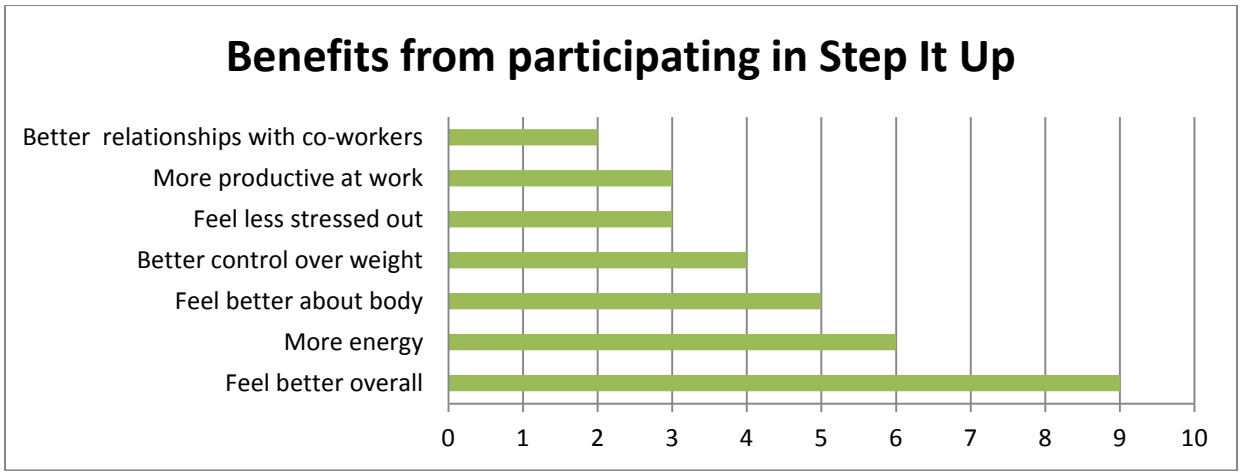
In general, the implementation of the Worksite Program has helped employees broaden their view on the importance of eating more fruits and vegetables, as well as incorporating physical activity and water consumption into their lifestyles. Wellness boards have been beneficial to employees, as it allows them to connect with one another and have shared interests. Employees contribute to wellness boards to share healthy recipes with one another, as well as physical activity opportunities that they may attend in their local communities. There are frequent conversations discussing what should be on the wellness board next.

One of the most successful activities achieved by worksites is walking competitions for employees. The walking competition at Sun Empire Elementary School was very

successful and participants were eager to start their next competition. One success achieved came from the walking competition was the establishment of “Walking Wednesdays” assisted by Fresno County Office of Education (Champions for Change partner). Teachers, staff, and students walked around the track outside during lunch and recess with music provided for entertainment. Another great success was in the timing of the competition. The staff decided to compete in the competition during April which fell during testing time. Since this is usually a time where staff are more sedentary, this was a great use of time to get them more active. Another achievement from the walking competition was the level playing field the employees created for themselves. Since they were only counting steps during the school day, this allowed for those that may not be as active outside during the school days to still feel like they could compete.

(“Walking Wednesdays” at Sun Empire)

A walking competition was also done with Gong’s Market employees, which not only motivated staff to be more physically active, but it has also left them yearning for more activities. The walking competition has also started a consciousness of healthy eating. Some employees even lost 10-15 pounds after the pedometer competition was over. “The pedometer competition started my motivation to eat healthier and be more physically active,” said one of Gong’s employees who lost 10 pounds. Evaluation of the four week walking competition showed that of the 11 participants, on average, participants met their goal 2.6 weeks of the program, with some meeting their goal only for one week, while others met their goal all four weeks. All of the participants reported feeling good about themselves as they participated, and most reported feeling a sense of support from their peers (10 out of 11). Additionally, all of the participants would encourage others to participate and almost all would participate in the program if it was offered again (10 out of 11). They also reported benefiting from the competition in various ways; the most common benefit reported was feeling better overall (9 out of 11), followed by having more energy (6 out of 11), and feeling better about their bodies (5 out of 11). Additional benefits reported are summarized here:



Future Directions/Sustainable Success

While there has been much success with the Worksite Program this year, there are still new plans for the future Participating worksites with a wellness council demonstrate more success and sustainability of the activities. For those that do not have wellness councils, Champions for Change understands the importance of having one in place and hopes to help create Wellness Councils to sustain the work that has been started at worksites.

Contact information about this Narrative

Local Health Department Grant Name: **Fresno County Champions for Change**

Grant #: **13-20524**

Author's Name: **Michelle Alcantara & Mariah Lafleur**

Phone: **559-244-4544**

Email: **malcantara@healthcollaborative.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Highlighting Healthy Retail Options in Fresno County

Intervention Summary

Located in the San Joaquin Valley, Fresno County is the sixth largest county in California and is one of the fastest growing and most diverse populations in the state. Unfortunately, 25% of the County's population lives below the poverty line and 21% of residents overall, and 34% of children in the County are food insecure. Healthy food access specifically is an issue for many Fresno County residents. This is a concern because research suggests that accessibility to healthy food is an important factor to maintaining a healthy diet and preventing chronic conditions such as heart disease, obesity, and some types of cancers.

In order to begin to address issues around access to healthy foods, and to empower communities to make healthy changes, the Fresno County Champions for Change Program, in partnership with the California Health Collaborative, has partnered with local retailers to support environmental improvements in stores in an effort to make healthy changes for the community.

Healthy Checkout Aisles: These aisles are implemented to reduce impulse purchasing of unhealthier foods and beverages that are traditionally located near the register, and create a family friendly environment for parents to shop with their children without the temptation of items high in sugar, salt and fat in the checkout area. Healthy Checkout Aisles are placed in stores in an effort to replace the unhealthy items with healthier snacks, making 'the healthy choice the easy choice'.

The Champions for Change program has now fully implemented and evaluated a Healthy Checkout Aisle at Gong's Market located at 1825 Academy Avenue in Sanger (more detail shared in 2014 success story). The aisle was officially unveiled in May 2014 and surveys were conducted before and after the aisle was opened to capture

how it was received and used by customers, as well as one year after to determine sustainability and continued interest.

A second Healthy Checkout Aisle has been incorporated into the newly opened State Foods Supermarket, located at 237 Academy Avenue in Sanger. The Healthy Checkout Aisle has been part of the store since the initial grand opening event in July 2015, where Champions for Change also had a food demonstration and ReThink Your Drink booth. Champions for Change staff are currently collecting surveys from store customers to evaluate the checkout aisle.

Key partnerships for the Healthy Checkout Aisles have been developed with store management, specifically the produce manager. The produce distributors to the stores, FreshKO Produce Services and OK Produce, have also been instrumental in assisting with the implementation of the checkout aisles as well as sharing expertise from other stores that have done similar work.

Smarter Snacking Station: These stations were developed because the Champions for Change staff noticed during food demonstrations and visits to small stores that customers were mainly purchasing alcohol, tobacco products, sugary drinks, and chips. The purpose of the Smarter Snacking Stations is to highlight healthier and low cost options and promote healthy snacks including fruits, vegetables, and water.

The first Smarter Snacking Station was implemented at Taha's Food Center, located at 2624 South Elm Avenue in Fresno. The station was unveiled in November 2014 with support from Champions for Change staff who had tables strategically placed within the store to deliver food demonstrations and gave virtual tours of the store to customers, as well as tables outside of the store where partner programs promoted different services in Fresno available to residents. Surveys and product inventory were collected before and after the unveiling to gauge awareness of the station and purchasing preferences.

An additional Smarter Snacking Station has been implemented at Fresno Community Market #2, located at 178 North Blackstone Avenue in Fresno. In May 2015, a ribbon cutting ceremony was held with the support of a representative from Senator Vidak's office and the market's produce manager. The event coincided with Fruit and Veggie Fest, highlighted the addition of the Smarter Snacking Station, and also displayed healthy message decals on the store floor leading to the produce area that promote water, eating fruits and vegetables, and being more physically active. Champions for Change are currently conducting follow-up surveys at this site to gather feedback from customers.

Developing relationships with store management and staff have been key for implementation of the Smarter Snacking Stations. The stores were instrumental in being able to provide the shelving units, and an important aspect to sustainability has been

working with staff to inform and educate them on how to properly restock and maintain their Smarter Snacking Station.

Description of Barriers Encountered and Identified or Proposed Solutions

An early barrier to the Healthy Checkout Aisle at Gong's was the soda company branding of the existing refrigeration unit in the aisle; OK Produce provided a new refrigeration unit, resolving this issue. An additional barrier was low patron awareness of the healthy checkout lane, which has improved over time as indicated by the customer survey results presented below.

There have been issues with store staff incorrectly restocking the Smarter Snacking Station. Champions for Change staff continues to remind store management of which items are appropriate for the Smarter Snacking station, and how to restock.

With both of these methods, the business owner and management need to be fully supportive and on board for sustainability and success, which is why Champions for Change staff have taken their time in identifying the proper businesses to work with on these environmental improvements.

Evaluation Findings

The Champions for Change team in Fresno County is working closely with the Sarah Samuels Center for Public Health Research and Evaluation (Samuels Center) to conduct assessments of the healthier aisles and stations and gather surveys from customers before and after implementation. The evaluation findings that are available to date from Gong's Market and Taha's Food Center are summarized below.

Gong's Healthy Checkout Aisle

To get an idea of the types and popularity of items sold in the Gong's Healthy Checkout Aisle, sales data from some of the items sold in the aisle were collected from January to August of 2014. The sales data tracked twenty-four items including snacks such as fruit cups and veggie/cheese packages, entrée salads, and one beverage – POM wonderful.

Prices of items in the Healthy Checkout Aisle were reasonable, with snacks having an average cost of $0.94 and the entrée salads having an average cost of $2.35. Among the more popular items were the Ready Pac Bistro Chicken Caesar Salad and the True Fruit – Cherry Cup. An evaluation conducted in 2014 before and after implementation of the Healthy Checkout Aisle found that across the items available in that aisle, sugar, fat, and sodium content decreased and fiber content increased after implementation, and the average price of items decrease slightly as well. A full, detailed analysis of items in the aisle before and after the Healthy Checkout was implemented is available in the 2014 success story.

In the summer of 2015, one year after full implementation of the Healthy Checkout Aisle, Champions for Change staff conducted follow-up surveys with store customers to gauge awareness of and gather feedback on the Aisle. A total of 52 surveys were conducted at follow up, and of those respondents, 62% (32) were familiar with the Healthy Checkout Aisle, which is a higher than 38% that reported they were aware of the aisle a year ago shortly after implementation.

Of those that were familiar with the Healthy Checkout Aisle, 64% said that they use the aisle sometimes and 32% said they use the aisle every chance they get. These numbers have shifted slightly from the 53% and 43%, respectively, reported a year ago but still indicate that nearly every respondent aware of the Aisle uses it.

When asked if the Healthy Checkout Aisle affects their choice to shop at Gong's, 50% of respondents at follow-up said it encourages them to shop there more, compared to only 25% that gave that response a year earlier. When asked for reasons why customers use the Healthy Checkout Aisle, responses were similar to those reported a year ago with "shorter lines/convenience" and "to avoid kids asking for sweets/junk food" as the most common reasons. The most common item respondents reported purchased from the Healthy Checkout Aisle was bananas at both points in time. Nearly all of the respondents both at follow up (96%) and a year earlier (97%) reported they are very or somewhat satisfied with the addition of the Healthy Checkout Aisle to Gong's.

The follow up survey findings show that more customers are aware of the Aisle than they were a year ago and it encourages some clients to shop at Gong's. Those that are aware of the aisle use it regularly and are satisfied with its offerings. The efforts of Gong's Market in collaboration with Champions for Change have been sustained and are now a permanent, positive feature in the market.

Taha's Smarter Snacking Station

Samuels Center conducted an assessment of items available at that specific location in Taha's Food Center before and after the Smarter Snacking Station was implemented. There were 16 items sold at the Smarter Snacking Station, compared to 13 before the change. Chips and cookies were removed and fresh fruit was added, along with packages of unsalted nuts and trail mix. The items offered before and after the implementation are summarized in Table 1.

Table 1: Items sold before and after implementation of Taha's Smarter Snacking Station

	Before SSS	SSS	Total
Baked chips	1	1	2
Chips (including tortilla chips, pork skins, potato chips)	8	1	9
Cookies	2	0	2
Crackers, pretzels, and popcorn	0	4	4
Fresh fruits and vegetables	0	3	3
Seeds and nuts	1	3	4
Snack mix and other snacks	1	2	3
Trail mix	0	2	2
Total	**13**	**16**	**29**

A nutritional analysis of the items in the Smarter Snacking showed some promising improvements. Although the average amount of calories did not decrease substantially (from 140 to 133), the highest caloric items such as cookies were removed from the snack station, and were replaced by nutrient dense nuts. There were also significant reductions in the sodium content and average fat content in the items in the station. There was an increase in overall fiber, and an increase in sugar, but this came from the availability of more fresh fruits.

Fifteen shoppers were surveyed at Taha's to gather feedback on the Smarter Snacking Station. For those shoppers, price and taste were the most important factors in choosing a snack; nutrition was a close third. Six of the fifteen (40%) were familiar with the Smarter Snacking Station, and five of those six had purchased an item from the station. Four of the six were very or somewhat satisfied with the station and said the reason they purchased from the station was because of the healthfulness of the products offered.

Success

Overall the Healthy Checkout Aisles and Smarter Snacking Stations have been successful. Customer surveys show many customers are aware of the improvements and have high rates of satisfaction with the items offered. Based on observations and feedback from the stores, healthy items are being purchased and restocked regularly. The successful partnership of the Champions for Change program and the retail locations show the potential for public-private collaboration to increase healthy options for County residents and contribute to statewide and national work to move the dial toward making the healthy option the default option.

Another benefit of this work is that it has started a movement of health and wellness throughout the store. For instance, it influenced some storeowners and employees to make strides to improve their own health and to post more health promotional materials throughout the store.

The implementation of the Healthy Checkout Aisle has also generated media coverage. The Sanger Scene (which has a viewership of over 500) and the Sanger Herald both wrote articles about the unveiling of the Healthy Checkout Aisles. Additionally, one of the food distributors, OK Produce, has started implementing healthy checkout aisles in other grocery chains across the state where they provide produce, for example at Grocery Outlet in San Diego.

Future Directions/Sustainable Success

The healthy retail work that began in Fresno County in 2014 has grown over the past year and continues to develop and expand environmental changes including these upcoming plans:

- Champions for Change plan to continue to implement Smarter Snacking Stations in smaller corner stores and is working to also place one in a Boys and Girls Club.
- State Foods in Parlier will be having their grand opening in 2016, which will include a Healthy Checkout Aisle, and Champions for Change will continue to work with State Foods locations countywide to provide food demonstrations, educational tabling, and other technical assistance as needed.
- Gong's Market plans to expand more checkout aisles to have healthier offerings; as they stated, it is not only a benefit to the community, but a profitable business decision.

Working with individuals on the ground with a passion for improving their local community makes a difference in implementing the healthy retail initiatives. It is important to gauge the attitudes of the storeowners and staff towards health and find those wanting to become champions for health. It is also important to make small changes and celebrate successes to build trust with those involved. Strong relationships with storeowners, staff, and produce distributors are critical to success of the healthy retail and environmental changes.

Contact information about this Narrative

Local Health Department Grant Name: Fresno County Champions for Change
Grant #: 13-20524
Author's Name: Karen Ard & Mariah Lafleur
Phone: (559) 244-4544
Email: kard@healthcollaborative.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income

households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Success Story and Lessons Learned

Title

Quenching Thirst with Water: One Hydration Station at a time

Intervention Summary

The Hoopa Valley Indian Reservation draws its drinking water from the Trinity River. The water is then treated in a plant and distributed throughout the Valley to Hoopa Valley residents. During our initial assessment of water access in the schools in 2013, we discovered that the perceived taste of the water at school was a barrier for high school age youth. In 2014, the Humboldt County SNAP-Ed program joined forces with the CA4Health Program to support increased drinking water access at Hoopa Valley High School (HVHS). CA4Health purchased a hydration station for the school and the SNAP-Ed program taught the Rethink your Drink High School Curriculum to the science classes at the high school. The Humboldt County SNAP-Ed program also worked with the principals to familiarize them with the National Policy and Legal Analysis Network Model Wellness Policy Language for Water Access in Schools.

Description of Barriers Encountered and Identified or Proposed Solutions

When the station was initially installed it was located in the school cafeteria. The school cafeteria is locked periodically throughout the day. This limited the hours of the school day that students and staff had access to the hydration station. The hydration station at Hoopa Valley High School was moved to a new location at the beginning of the 2014/15 school year in order to improve access to fresh chilled drinking water. The station was relocated to the school's main entry foyer right outside of the cafeteria door. When the station was relocated, it also provided ADA water access. At the new location students have access to free chilled drinking water during school hours as well as during after school activities.

Water bottles and drinking containers continue to be a barrier. After the initial installation of the hydration station, the cafeteria staff provided single use cups at the hydration station for thirsty students and staff to use. After the cost of the drinking cups became prohibitive, cafeteria staff discontinued providing them in 2014.

SNAP-Ed staff have provided free water bottles (purchased with an outside funding source) to the student body on two occasions. Students continue to misplace, lose or break their personal water bottles thus hindering access to large thirst quenching portions of water that can be taken to class and after school activities.

Another challenge on adding water promotion language to the school wellness policy has been the turnover of high school principals at HVHS. In the past two years Hoopa Halley High School had three principals. Humboldt County SNAP-Ed staff has provided technical assistance and training to one principal. He left the following year. He was replaced with a second principal who was also provided with technical assistance. The 2015/16 school year is here and there is another new principal. Humboldt County SNAP-Ed staff will work on setting up a meeting with the new principal.

Future Directions/Sustainable Success

The short term goal for Humboldt SNAP-Ed program is to provide technical support to the Hoopa Valley Elementary School (HVES). The HVES Parent Teacher Organization (PTO) contacted SNAP-Ed program staff in 2014 requesting assistance in ordering a hydration station for the Elementary School. The PTO raised the funds and purchased a hydration station which was installed in 2014. Unfortunately the station was installed in a building that is currently under construction. Our SNAP-Ed goal for 2015 is to provide assistance for the school to purchase and install a second station on the campus. SNAP-Ed staff will also work on setting up nutrition education and drinking water promotion at the HV Elementary School once the stations are reopened. A longer term goal for Humboldt LHD NEOP staff is to continue to build relations with the Klamath Trinity School District principals, administrators and offer them technical assistance for updating their school wellness policy to include drinking water promotion language.

Contact information about this Narrative

Local Health Department Grant Name: Humboldt County Department of Health and Human Services: Local Health Department

Grant #: 13-20493

Author's Name: Kelley L. Kyle

Phone: 707 441-5080

Email: kkyle@co.humboldt.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Building partnerships to promote healthy eating and active living at Westmorland Union Elementary School.

Intervention Summary

The Westmorland Union Elementary School has been a partner with the Nutrition Education and Obesity Prevention (NEOP) program for the past 8 years. Through the partnership several activities related to nutrition education and physical activity have been accomplished. School events such as the Walk to School and the Nutrition Olympics received great support from outside agencies such as U.S. Border Patrol, Clinicas de Salud del Pueblo, and Imperial County Children and Families First Commission. In the last couple of years, the partnership has expanded to include school wellness policy work.

In June 2014, NEOP was approached by the Westmorland School Food Director with a request for technical assistance on their school wellness policy. NEOP hit the ground running, and searched for key information and tools that could assist our partner with assessing their wellness policies to determine if revisions were necessary. An initial assessment was completed in June 2014 utilizing the WellSat tool. After completing this process, it wasn't until June of 2015 that work on the wellness policies started to take place.

In an effort to provide additional resources and technical assistance to our partner, the first step taken included creating a toolkit that outlined local and state resources for developing and maintaining school wellness policies. The toolkit provided a checklist of elements required in local school wellness policies which lead to the establishment of a School Wellness Committee. The formation of the committee was a slow process, but now includes 6 members. Membership includes: the Westmorland Elementary School District Food Director, Principal/Superintendent, Vice Principal, teachers, and NEOP

staff. Once the group started to meet, the WellSAT was completed again in June of 2015.

Through weekly meetings, the federal school wellness requirements were reviewed in addition to scores from the WellSAT tool. Due to the committee's dedication over the past few months, Westmorland's school wellness policies have been revised to include more details on promoting nutrition and physical activity through: school events, increased nutrition education, and increased access to water. On September 18, 2015, the new school wellness policies were approved by the school board. This was a huge success for the committee. The policies are currently under legal review for finalization.

In addition to wellness policies, the committee has also partnered with NEOP to offer a train the trainer to all K-6th grade teachers on the Serving Up MyPlate A Yummy Curriculum and coordinated installation of water stations for the school cafeteria through the CA4Health Project. This has provided students with an option to drink free cold water as a beverage during lunch time. Students are also being encouraged to take their refillable water bottles to school every day in an effort to increase water consumption. The Rethink Your Drink campaign has been utilized during all events as well as nutrition presentations emphasizing the importance of consuming water.

Description of Barriers Encountered and Identified or Proposed Solutions

One of the barriers faced initially was recruitment of stakeholders from the community and school to participate in the school wellness committee. The initial school wellness committee consisted of 3 members (Westmorland Elementary School District Food Director and NEOP staff). Members brainstormed on ways to encourage participation in the community to the right stakeholders. The committee recruited 3 more members by inviting stakeholders to be part of the school wellness committee using methods such as email distribution and the school website. The committee started out small with only 3 members and grew to 6 members over the last few months. The committee plans to keep actively recruiting stakeholders.

Future Directions/Sustainable Success

The short term goal is to continue to provide technical assistance to the school wellness committee on their primary focus areas. The school wellness committee is scheduled to meet four times a year to develop and implement a plan of action on how they will educate students, staff, and parents on changes to the policy. The long term goal is to enhance the events by partnering with more agencies, include more nutrition education during the school year, and move forward with installing more water stations for different parts of the school.

We hope to sustain and build on PSE successes through continued partnership and participation in events and quarterly school wellness committee meetings.

Contact information about this Narrative

Local Health Department Grant Name: Imperial County Public Health Department

Grant #: 13-20523

Author's Name: Jorge Torres

Phone: 442-265-1377

Email: jorgetorres@co.imperial.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Drink Up!:

Inyo's Community Transformation Success Story

Intervention Summary (PSE)

"Drink Up!" That's what Team Inyo's slogan was in 2015, as announced in the Inyo Register in May upon the installation of the first Team Inyo bottle filling water station in Inyo County.

Team Inyo for Healthy Kids is Inyo County's collaborative of local agencies and organizations working together to reduce childhood obesity. Inyo SNAP-Ed staff facilitates Team Inyo meetings and activities. This year Team Inyo decided to focus all of its efforts on changing at least one environmental factor and with help from SNAP-Ed's Inland Desert Training and Resource Center, moved from being more of a relationship-building and educational collaborative to a true coalition.

Members voted to work to improve water access for Inyo County children, recognizing that Inyo child overweight and obesity rates are high and on the rise[1][2] and that improving the accessibility of clean, free drinking water in schools and communities is a recommended strategy to prevent obesity.[3][4] This focus is in line with previous Team Inyo work to promote Rethink Your Drink and extends Inyo SNAP-Ed's efforts to increase physical activity through summertime hikes in local Inyo areas.

---

[1] California Department of Education, Statewide Assessment Division. (2012-13). California Physical Fitness Report: Summary of Results. Retrieved from http://www.cde.ca.gov/ta/tg/pf/pftresults.asp.

[2] Centers for Disease Control and Prevention. (July 24, 2009). *Morbidity and Mortality Weekly Report: Obesity Prevalence Among Low-Income, Preschool-Aged Children-United States, 1998-2008*. Retrieved from http://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas.aspx.

[3] Upstream Public Health. (June 2012). *Improving Student Access to Tap Water for Better Health.*

[4] Muckelbauer et al. (April 2009). Promotion and Provision of Drinking Water in Schools for Overweight Prevention: Randomized, Controlled Cluster Trail. PEDIATRICS, 123(4).

While increasing physical activity is a key obesity prevention strategy, access to free water is needed when encouraging residents to be more active. The County of Inyo is known for high temperatures during the summer months, and Team Inyo seized the opportunity to install the first public water station within the City of Bishop during a retrofit of the downtown area. Through key partnerships with Toiyabe Indian Health Project Community Wellness Program and the City of Bishop Public Works Department, the water station was installed in Talmadge Park, a highly accessible area to the public, near a high school, library, and local businesses, providing almost 4,000 community members access to fresh drinking water.[5] The three-tier water station cost $7,000. This is a small investment in a vital community resource.

The Terra Cotta-colored water station allows residents to refill water bottles, drink from a fountain, or fill the dog bowl at ground level for their thirsty pooches. Sponsored by Team Inyo for Healthy Kids, this is the first step in a long-term campaign to increase water access, making it easy for children and their families to choose water rather than sugary sports drinks and sodas, which account for between 250 to 650 extra calories a day in American diets.

Team Inyo wants to create an environment where families in our communities can easily find free water within easy reach of their high traffic areas. Water stations have been proven to increase hydration for years now in the cities, along the streets, or within the buildings where they are installed. And an added bonus is the fact that they reduce disposable water bottle usage, benefitting the environment, too.

Talmadge Park is not only centrally located on Bishop's Main Street, near high traffic points like a grocery store and movie theatre, but is also on one of the main footpaths traveled by kids walking from Bishop Union High School or residents traveling from the library to access local businesses in town.

As the water access campaign continues, Team Inyo will be reaching out to residents in Big Pine, Independence, Lone Pine, and in many Tribal communities to get feedback for more areas that could benefit from water stations.

Team Inyo is hoping that their water access project will be another way for locals to reclaim what has long been a prized and contested local commodity, creating a deeper appreciation for something that is free, natural, and unique to our communities in the Eastern Sierra.

Description of Barriers Encountered and Identified or Proposed Solutions

[5] Inyo County Planning Department. (May 2011). *Census 2010 Demographic Report*.

Team Inyo faced minor barriers and challenges in the endeavor of placing a water station in Bishop. The group chose the objective in part because it was recommended as timely, relatively simple, and doable. When Brown Miller Communications (contracted by Inland Desert TRC) assisted Team Inyo in identifying a project and moving forward with an action plan, they helped Team Inyo see the benefit of choosing an objective that would be an easy first environmental change for the community and would inspire confidence and encourage cohesion among Team Inyo members around a common, action-oriented goal.

Ongoing challenges Team Inyo experiences are limited time and resources. Choosing an easy first sustainable change goal assisted Team Inyo in overcoming the challenge of limited staff time, as members were more likely to spend time contributing to the goal outside of meetings and were willing to meet more often than once per quarter. Team Inyo members signed up to help with action items such as writing a press release, meeting with key leaders, researching water stations, creating print advertisements, creating a sign for the water station, etc., when previously members had not eagerly volunteered for such assignments.

Limited resources is a challenge that Team Inyo will continue to face as it seeks to place future water stations in underserved areas. Funding and installing the first water station in Bishop was the result of serendipitous timing and a relatively easy match of Toiyabe Community Wellness Program funds and City of Bishop Public Works manpower to install and maintain the fountain as part of regular duties in perpetuity. Funding the water station was possible due to the enthusiasm of the Community Wellness Program Project Director and the Partnerships to Improve Community Health (PICH) grant that is short-term in length and will not necessarily be available for future projects. Installing the water station was possible due to the interest of the City Planner in our project and the unique opportunity to include a water station as part of the Warren Street Project implementation in downtown Bishop during the spring of 2015. Public Works contractors were already tearing up concrete and revamping Talmadge Park at the corner of Main Street and Academy, and Team Inyo jumped in at the right time.

One barrier we found was that the City of Bishop was not willing to pay for the water station without going through a lengthy process, but was willing to provide installation and maintenance.

Another minor barrier was that we ran short on time in sending our final water station choice to the City Planner and due to a miscommunication, he used the engineering installation plans for a prior choice instead of our final choice of a freeze-resistant water station model. In the end, the City could only install a non-freeze-resistant model and will have to shut off the water station during the coldest months of the year.

Future Directions/Sustainable Success

Over the next five years, Team Inyo plans to engage school age children in its water station projects to understand the needs of the different communities and schools and to help promote Inyo's great-tasting drinking water among students. Team Inyo's long-term vision is that everyone in Inyo County will have a water station within 5-minute walking distance of their daily activities. SNAP-Ed staff will provide administrative and organizational support to Team Inyo as the collaborative expands its water station initiative to reach underserved areas of the county.

To encourage sustainability of the projects, Team Inyo will partner with agencies and involve community members to secure funding, installation, and ongoing maintenance of the water stations. Ideas include involving Youth Coalition members and other high school or middle school students in surveying the needs of the community and presenting that information to local groups capable of funding a water station, such as Chamber of Commerce, civic clubs, local business, and others.

Contact information about this Narrative

Local Health Department Grant Name: **Inyo County Health & Human Services**

Grant #: **13-20289**

Author's Name: **April Eagan**

Phone: **760-872-0900**

Email: **aeagan@inyocounty.us**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change:

Your Success Story and Lessons Learned

Using Positive Motivation to Increase Nutrition Education and Physical Activity during the School Day

Intervention Summary

This year we have collaborated with school principals, Greenfield Community health advocates, high school student volunteers, school leadership group students and our Greenfield Healthy Enriched Lives Produce Success (H.E.L.P.S) Collaborative Partners to turn the lunch recess into a fun physical activity and nutrition education event.

We started by partnering with the principal at Granite Pointe Elementary who was looking to reward his students for their good behavior by having us come during lunch and do something fun with them since the kids always look forward to our nutrition lessons. These students earned tickets for good behavior with the recently implemented program called Positive Behavior Interventions & Supports (PBIS) Program. We were to meet with the students who earned enough tickets to enter in the "Fun Friday Zone" (an area of the playground blocked of for them to enjoy the special activities).

We asked our Greenfield H.E.L.P.S. Collaborative partners for donations of their agency promotional items that are kid friendly so we could give away as nutrition education reinforcement incentives since we aren't allowed to purchase any with USDA SNAP-Ed Nutrition Education Obesity Prevention Branch (N.E.O.P.B) grant money. They provided us with jump ropes, books, pencils and some frisbees that students could choose from after they participated in Power Play physical activities facilitated by the nutrition educators and Granite Pointe Elementary school Student council students.

Students were excited to come to the "Fun Zone" which was decorated with balloons and had lively music playing for them to enjoy. We borrowed a megaphone to greet and

congratulate them for their good behavior. We talked to them about ChooseMyPlate and what they needed to do to be healthy, which included physical activity. We lead them in groups of twenty or more students as they came into the physical activity area.

Their physical activity consisted of doing three Power Play exercises from the Playing for Healthy Choices Cards. The cards were copied and placed on the sides of a square box to form a dice. We instructed the student council members to lead their peers in the exercise as the nutrition educators supervised everyone. The student leaders would roll the "dice" to see which exercise the students would learn. When they finished doing the exercise they would then move to the next section with another student leader to learn a different exercise. After their third exercise, they went to the prize table to choose an item and move to another area of the Fun Zone to play some games set up by their principal. Their choices were a frisbee throw game with the principal, a ring toss game lead by student council members, or playing with physical activity equipment that they don't usually have available during recess. The event was enjoyed by everyone.

Description of Barriers Encountered and Identified or Proposed Solutions

We were having difficulty going into the classrooms during the regular school hours. We turned to the afterschool program to reach students but there are so many more to reach during the regular school day. Principals and teachers didn't want any interruptions in the classroom because they are working hard on bringing student test scores up.

Future Directions/Sustainable Success

We would like to continue with these activities and invite more partners to help make these events successful and fun for the students. After a couple of years, I would hope the schools would continue this model on their own with the support of all the collaborative partners.

Local Health Department Grant Name: Greenfield Union School District Subcontractor
Grant #: 1320529
Author's Name: Nora Ortiz
Phone: 661-837-3720
Email: ortizn@gfusd.net

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Youth Leaders promote a healthy school environment through healthy fundraising.

Intervention Summary

Unhealthy fundraising is rather common in our district. However, through the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed the Stay Alive, Stay Healthy (SASH) Team was established to promote a healthy school environment. The SASH team at Mt. View Middle School realized that unhealthy fundraisers were contributing to poor health among their peers. After discussing healthy fundraising options, the team determined that a fun run on campus would both promote a healthy school environment and raise funds for their school. SASH members shared the idea to Mt. View administrators and staff. After receiving approval members begin planning the event. The team delivered speeches and PowerPoint presentations to students and staff to encourage participation. Ninety nine students and many teachers took part in the fun run and raised nine hundred and sixty six dollars. Following the Fun Run the SASH team delivered a check to Mt.View Middle School in the presence of the school district board.

Description of Barriers Encountered and Identified or Proposed Solutions

Schools are very much used to holding fundraisers where unhealthy food is sold. These fundraisers have financed many school events in the past and because of this schools are very likely to continue with them as their main source of fundraising. The SASH team plans to continue with its campaign of healthy fundraising.

Future Directions/Sustainable Success

Healthy fundraisers at a small scale will continue to be held to demonstrate that this type of fundraising is also profitable to schools. We plan on including “healthy fundraising” language into the district’s wellness policy. Conversations with Administration and board members at the district will also continue.

Contact information about this Narrative

Local Health Department Grant Name: Kern County Public Health Department

Grant #: 13-20529

Author’s Name: Veronica Recendiz

Phone: 661-845-2724

Email: vrecendiz@lesd.us

This material was produced by the California Department of Public Health’s Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Planting a Container Garden to help SNAP-Ed Families to Eat Healthy and Grow Vegetables!

Intervention Summary

Funded through the California Department of Public Health's Nutrition Education and Obesity Prevention Branch (NEOPB) with funding from USDA SNAP-Ed, we are able to address food insecurity which is a major concern for all of Kern County and especially in the rural area of Kern River Valley. With a 72% Free and Reduced Meals rate at Kernville Union School District (KUSD), our SNAP-Ed families struggle to purchase nutritious food that will last the month. It was our hope that we could show our families how easy it can be to have a garden environment with little space and little cost. KUSD students were introduced to container gardening by utilizing used, clean milk cartons from KUSD cafeterias and the garden soil from the school garden area. Students in the After School Programs planted leaf lettuce, radishes, celery, and green onions and took their "crops" home for their families to enjoy. Container gardening requires less water, less time, and less cost showing our KUSD families how simple it can be to grow their own produce.

Description of Barriers Encountered and Identified or Proposed Solutions

The largest barrier that we encountered was convincing our families that any type of gardening was cost effective and possible. Our After School Programs sent home vegetables and herbs that were grown in the school gardens to share with students' families. In addition, NEOPB approved recipes were sent home with the corresponding vegetable or herb for each family to try. The same recipe would be sampled in the After School Programs prior to being sent home in the hopes that the students would

encourage their family to give the recipe a try. Most KUSD families have never considered gardening as a possibility to help reduce the cost of food. The majority of families do not own the homes they live in or have the ability to pay to put in any type of garden or raised beds so the ease of using containers that would normally be thrown away made the idea simple and possible.

Future Directions/Sustainable Success

We will continue to send home produce and herbs grown in the school gardens as often as possible and share seeds and plant starters from the gardens with families. Container gardening works well in any season as the containers are movable and not permanently based in just one area. We partner with the After School Program in purchasing soil, fertilizer, and plant seeds and starts to enable the project to continue beyond our NEOPB funding. Many of the plants that can be grown have the ability to reseed and/or regrow making the container garden a long term concept for SNAP-Ed families in the Kern River Valley.

Contact information about this Narrative

Local Health Department Grant Name: Kern County Public Health/Kernville Union School District

Grant #: 13-20529

Author's Name: Alisa Hinkle

Phone: 760-379-2556

Email: ahinkle@kernvilleusd.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Making Small Changes to Create Positive Futures

Intervention Summary

According to the Centers for Disease Control and Prevention, "Kern County is the least healthy (County) in California."[1] Kern County is rated the highest in terms of occurrence of heart disease, the second highest county in terms of occurrence of diabetes and the 2010 Census lists our population's obesity rate was 60%. Kern County Superintendent of Schools (KCSOS) is partnering with Kern County Public Health (KCPH), and California Department of Public Health's Nutrition Education and Obesity Prevention Brach with funding from USDA SNAP-Ed (CDPH-NEOPB) to target high risk youth and educate them about how to lead healthy lives. The first step was to create a Youth Engagement Project with the Cal Safe parenting teens at Blanton and Community Learning Center Tech (CLC Tech). Slowly, the program has been able to make a positive environmental impact. A small garden was built on the side of the daycare at the school that has positively impacted the whole school population through exposure to fresh fruits and vegetables and the joy of gardening. Recently, we have been asked about the possibility of combining forces with teachers and a small academy on campus to create a larger edible garden and implement taste test and nutrition lessons that will coincide with the harvest.

Description of Barriers Encountered and Identified or Proposed Solutions

As a NEOP instructor I've encountered many challenges and barriers within the Youth Engagement Project at Blanton/CLC Tech. The students participating in the Cal Safe program were perpetually transient; either from low attendance, moving to independent study, or returning to their original school site. I not only encountered challenges with attendance, I encountered barriers with the students' attitudes. Many had established ideas about how to eat, how to exercise and what to feed their children.

Over the past year the Youth Engagement Program at Blanton/CLC Tech has blossomed literally and figuratively.

The program has literally blossomed due to the addition of garden boxes at the daycare. The program director received a small grant to build two garden boxes. The students along with their children have tended and harvested the garden and enjoyed the fruits of their labor. The students have also blossomed figuratively. The initial barriers I encountered with the students attitudes has slowly evolved. They have become willing to take on the life-style changes presented in the approved Youth Engagement Guide "Empowering Youth with Nutrition and Physical Activity and taking part in the *Rethink your Drink* campaign, as well as adding more fruits and vegetables to their diets. Most recently, during summer school, a small group of Cal Safe students became Serv Safe certified and began to teach their peers using approved recipes to create taste tests.

Future Directions/Sustainable Success

Our Short terms goals are to continue educating the Cal Safe students with gardening and empowering them to educate their peers by example as well as nutrition lessons and taste tests.

Our Long term goals are to create a sustained program, including, a larger garden to educate the entire student population at Blanton/CLC Tech. Combining forces with the school administration, teachers and local farms. Contributing stake holders include Kern County Superintendent of Schools, Blanton school administration and Kern County Public Health, and California Department of Public Health's Nutrition Education and Obesity Prevention Brach with funding from USDA SNAP-Ed.

Contact information about this Narrative

Local Health Department Grant Name: Kern County Superintendent of Schools

Grant #: 13-20529

Author's Name: Sarah Ross

Phone: 661-852-5662

Email: elvelasco@kern.org

[1](CDC http://www.cdc.gov/nationalhealthyworksite/communities/kern-county.html, Updated September 2015)

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Home Garden Opportunity Center Begins Community Garden within Low-Income Area of Hanford

Intervention Summary

The Home Garden area is a small census-designated area of low-income residents, located in south Hanford of Kings County. The area is plagued with poverty, crime, and lack of infrastructure. There are minimal businesses and no grocery stores; a few convenience stores offer the area's population some access to goods, but lack healthy options. No sidewalks are present on the ever-busy roads that are afflicted with speedy travelers and agricultural vehicles, and street lights aren't extant. For these reasons, Kings Community Action Organization (KCAO) chose the Home Garden area as one of its four neighborhoods for the Cx3 project so that policies, systems, and environmental work could begin to take its shape in the area. Due to the area lacking grocery stores, and thus healthier food options for the residents, the KCAO SNAP-Ed team decided to begin a community garden. The SNAP-Ed team was lucky in that a garden had once existed years ago at the Home Garden Opportunity Center so much of the foundations of a garden had been established, including irrigation and beds.

Plans are to engage the community, from preschoolers to parents, in the efforts and afford them the benefits of garden-based nutrition education and support them in their desires to be part of the garden, whether it be volunteering or planting their own items. The team has reached out to and began a partnership with an after school program in the area that will begin visiting the garden in October 2015, along with two Head Start Centers nearby. The participating children will experience garden-based nutrition education and will get to plant and watch their items throughout the growing process. Physical activities, recipe tastings, and Rethink Your Drink will be incorporated into the visits. An organic farmer has also been contacted and a partnership has been formed, in which he will come out to the garden and will be featured as a Farmer of the Month.

From just these beginnings, we garnered attention from other Head Start sites, and have formed a partnership to pilot a garden at one of the sites that will also incorporate garden-based nutrition

education and physical activity. Children will also be able to do a taste testing of a recipe made with ingredients from the garden and will participate in the planting, growing, caring for, and harvesting of the garden items with help from teachers and volunteers. Parents will be engaged to help care for the garden. The plan is to pilot at one Head Start and hopefully take the idea and implement it at other centers, as several of them have expressed high interest.

Description of Barriers Encountered and Identified or Proposed Solutions

In our initial endeavors with the community garden at the Home Garden Opportunity Center, challenges have included time for upkeep and water restrictions. We are only allowed to water two days a week in the Home Garden area but due to how hot it gets in the Central Valley, plants have died or we've noticed that they aren't growing as quickly as they might have with more water. Another barrier that has come up is accessibility. Home Garden has busy roads and no sidewalks, and many people who live here do not have cars, making it difficult for people to get to the site. Luckily, we were able to arrange transportation of the Head Start and after school children in vans, but this might still prove to be a difficult hurdle to overcome when we open the garden up to the community. While we have just started the garden and the plans to partner with youth and preschool sites are very new, not many barriers have come up yet other than the ones above, but we're sure to experience some.

Future Directions/Sustainable Success

As the community garden project just started, our future direction for next fiscal year includes extending out partnership opportunities further into the community including two schools near the site and to offer garden plots to community members who live in the Home Garden area. We are hoping to engage community members so that they have a place to grow healthy fruits and vegetables that can't be found in the stores located in the Home Garden area and thus can provide the items to their family. We're hoping that by engaging the community and creating additional partnerships that this will serve to help sustain the garden beyond SNAP-Ed's means and satisfy long-term goals.

Contact information about this Narrative

Local Health Department Grant Name: **Kings Community Action Organization (Kings)**

Grant #: **13-20102**

Author's Name: **Taylor Clanton**

Phone: **(559) 589-6068**

Email: **tclanton@kcao.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: School Gardens in the School Environment

Title

In just under two years the NEOP classroom nutrition education is expanding and contagiously spreading into other areas of the school culture including; the cafeteria and school gardens, with the newest addition of efforts intertwining into the community.

Intervention Summary

Building and sustaining school gardens has increased familiarity and access to fruits and vegetable during the school year. It has been an essential part of a bountiful and synergistic program in the Lake County school system.

The interventions include the NEOP program partnering with 13 eligible school sites to train teachers to teach nutrition education including Building Healthy Habits, Nourish, and reinforced with Harvest of the Month local food taste testing. The program has expanded to 178 teachers reaching approximately 5,300 students each month.

This comprehensive program would not be successful without key partners like the four district food service directors. They have agreed to market and implement the Harvest of the Month in the school lunches and on salad bars to align efforts in the classroom. The Farm to School Grant has been working with food service directors to increase purchasing of local produce from Lake County farmers. The goal is to have the HOTM locally sourced in the cafeteria.

To support garden produce, the Middletown School District foodservice director has added the school garden into the fiscal budget! This will financially support the school gardens and bring some light to the salad bar with school garden produce! For this to become a reality the gardens also had to endure protocols through the Environmental Health Department. With their success the garden experts can train other schools at the Lake County School Garden Collaborative meeting.

Establishing consistent messaging in the gardens is part of the approach. The seven schools with gardens are working towards integrating garden education from NEOP approved curriculums and growing produce coinciding with the local HOTM schedule. The Lake County NEOP program is supporting 7 school gardens to reinforce nutrition education messaging, increase life skills, and introduce food literacy components. During the summer Lake Counties NEOP program hired a garden employee to work to sustain school gardens during the summer months, allowing the gardens a jump start for the school year.

In conclusion the program dives even further into the community. A non-profit agency has reported hearing from several parents that knowing how to access HOTM in stores would be a useful tool. The PICH grant along with DSS SNAP-Ed has decided to partner and work on these efforts on improving access and promotion of HOTM at grocery stores around Lake County.

Description of Barriers Encountered and Identified or Proposed Solutions

Local procurement in the school cafeterias is a barrier in Lake County due to supply from the local farmers and access to an ordering system that is user friendly. The Lake County Food Hub is the solution; with the goal of building capacity between food service directors and local farmers. It is a brand new program, so time will tell!

Future Directions/Sustainable Success

A single short term goal for this PSE is to continue support of the 7 school gardens and help to integrating the garden as part of the school culture.

Long term goals include other Lake County Districts following the Middletown Unified School District model of staffing a garden teacher to bring all students to the garden at least one time per month. In addition to encourage food service directors to budget for school garden produce, to increase financial support for school gardens.

Contact information about this Narrative

Local Health Department Grant Name: County of Lake - Health Services NEOP

Grant #: 13-20040

Author's Name: Dana Kent

Phone: (707) 263-1090

Email: dana.kent@lakecountyca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Gardens for Older Adults in Lassen County.

Intervention Summary

Eskaton Lassen Manor Affordable Senior Living Community and the Lassen County Public Health SNAP-Ed program added two new community garden beds for Eskaton residents. Both beds were built and filled with soil donated by local businesses and community members.

Since the garden beds were installed, the Lassen County SNAP-Ed coordinators have been holding monthly *Harvest of the Month* classes with a consistent turn-out of 12-14 enthusiastic participants. Thanks to the SNAP-Ed grant funding, residents have been able to purchase gardening equipment and are growing zucchini, onions, green beans and two types of tomatoes!

Description of Barriers Encountered and Identified or Proposed Solutions

From what I know there were issues getting the materials donated to make the gardening beds, and then there was the question about residents that did not help care for the garden beds. Through hard work from the activities coordinator at Eskaton she was able to find enough donors to get the materials donated. The residents were encouraged to make a list/log of garden “chores” and sign up for something to participate. They did decide that the leftover food would be taken to the activity center for all residents to use even if they could not help garden.

Future Directions/Sustainable Success

Short term goals include development of more community/ school gardens in the next year. Long term goals include creating Champions at each site to continue the project.

Contact information about this Narrative

Local Health Department Grant Name: **Lassen County**

Grant #: **13-20097**

Author's Name: **Jessica Jones**

Phone: **530-251-2608**

Email: **jjones@co.lassen.ca.us**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title
We're growing more than just carrots: How a Community Garden can help grow a healthy neighborhood!

Intervention Summary

Central Long Beach is a diverse, low-income community that has limited access to healthy, affordable foods. This is especially true when it comes to finding fresh fruits and vegetables. Crime and perceived safety are also top concerns for local residents who live in and around the Martin Luther King Jr. Park (Mary Butler) neighborhood, located in the heart of Central Long Beach. The Long Beach Peace Garden, located at MLK Jr. Park, was originally established by the Weed and Seed Collaborative as simply a safe place for neighborhood residents to come together. Now part of the Healthy Active Long Beach Program (NEOP), the mission of the garden has been expanded and now, in addition to being a safe place for residents, seeks to create more opportunities to promote healthy eating and physical activity through educational activities while also serving as a healthy food source for the neighborhood. The Peace Garden is the only community garden that does not charge any fee to participate and "adopt" a plot.

With the support of NEOP funds, Healthy Active Long Beach has been able to increase the selection of edibles grown in the garden, enhanced use of the garden by conducting nutrition education workshops and food tastings, and established relationships with neighborhood programs and partners to improve access to the free fruits, vegetables, and herbs grown in the garden.

Description of Barriers Encountered and Identified or Proposed Solutions

This year our goal was not to simply maintain the garden, we wanted to find a way to produce more produce and also find ways to reach out to more local residents. There were two potential barriers to our plan. The first, the garden is located next to the Health

Department's Central Facilities Building at Martin Luther King Jr., Park and we do not have the space to physically extend the square footage of the garden. The second, is that many local residents don't know about the garden and/or cannot access it during regular business hours when staff are working in the building. We met as a team, along with our gardeners, volunteers, and community residents to discuss ways in which we could achieve our goals despite issues. Together we came up with several possible solutions to overcome the barriers and still achieve our goals.

To overcome these barriers we got creative! We knew we could not make the garden any larger, but we figured we could make better use of the spaces outside of the official garden plots. Working together with our gardeners and volunteers, and using donated tires, we created containers along the outside of the fence that faces the main park area. We filled them with soil, vegetables, and herbs. We also made use of the small spaces in the front of the garden to grow additional fruits, vegetables, and herbs most requested by visitors to the garden. By increasing this space we have added more growing space and have also increased access to the garden for local residents who are not plot tenants and/or who cannot visit the garden during business hours. In addition, we have used pallets to grow lettuce and created herb containers out of recycled water bottles which now hang along the fence.

We've also increased access to the fruits, vegetables, and herbs growing in the garden by setting up a "produce stand" to provide free samples of freshly harvested items from the garden. LHD staff and volunteers will harvest from the community plots, wash and bag the items and provide them to local families and individuals along with recipe cards and other educational material. When possible, we also provide samples of a NEOP recipe that features some of the items we are giving away that day. We set up the stand when many families are coming to pick up their kids from the on-site childcare center, Boys and Girls Club and/or afterschool program operated by Parks and Recreation.

Finally, to increase awareness of the Garden we have increase the number of community events, tours, workshops, and food demonstrations we offer at the garden. We've also partnered together with local community groups to provide a facility for them to host community meetings and events. Through all of these efforts we've managed to grow the garden, despite staying the same size!

Future Directions/Sustainable Success

Our short-term strategy is to maintain our current programs and work together with local partners to increase participation in the garden. Long-term, we would like to not only grow this garden but would like to help establish a similar garden programs throughout Long Beach! We hope our efforts are sustained by the local residents who now see the garden as their own, who show up to volunteer and bring supplies when possible, and by local community partners who are willing to provide support to assist with projects we are not funded to do.

Contact information about this Narrative

Local Health Department Grant Name: City of Long Beach Department of Health and Human Services

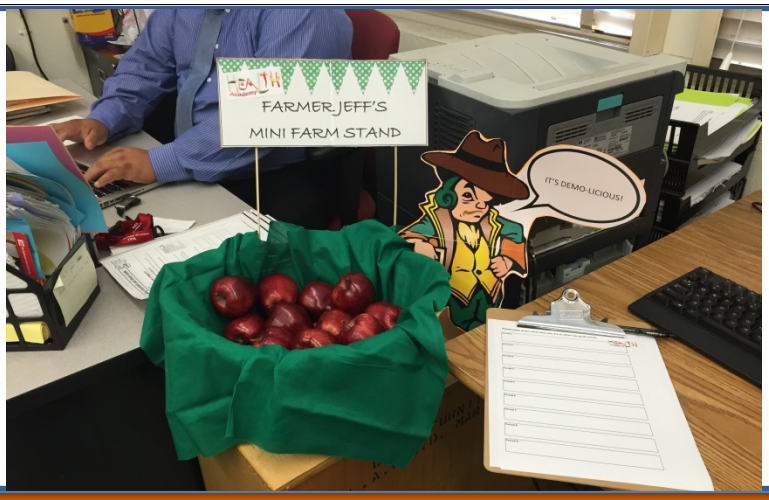
Grant #: 13-200115

Author's Name: Lara Turnbull

Phone: 562-570-4294

Email: lara.turnbull@longbeach.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.



Los Angeles County Department of Public Health:

Breakfast in the Classroom Enhancement Project: Classroom Mini-Farm Stands

Intervention Summary

The implementation of the Breakfast in the Classroom (BIC) program in 2014 across all Los Angeles Unified School District (LAUSD) schools brought a unique opportunity for youth to take advantage of the program and ensure its success and longevity. Recognizing the programs potential impact, the National Health Foundation (NHF), one of Los Angeles County Public Health Department's subcontracted agencies in the youth engagement category, partnered with Thomas Jefferson High School (TJHS) in South Los Angeles to implement a Health Academy program. The program, comprised of 38 Thomas Jefferson High School students, allows youth to participate in one of four research project teams. Youth in one particular pilot project, known as Legion of Health (LOH), identified the need to maximize the BIC program at their school by utilizing the surplus of fruit and/or non-perishable food items from their developed "Jeff's Mini Farm Stand" pilot project in order to drive healthy changes on campus and their school community. .

Approximately 86 percent of Thomas Jefferson High School students are enrolled in the Free and Reduced Meal Program (FRMP) Because of this high participation rate, all students at TJHS are eligible to receive breakfast and lunch at no cost, but information gathered from TJHS administrators revealed that only 45% of students participate in the National School Lunch Program, and less than 40% of students participated in the BIC program. A number of factors contribute to these low participation rates, including students' late arrival to school causing them to miss BIC, as well as students choosing to eat unhealthy food. The lack of healthy eating options is further exacerbated outside TJHS walls into the South Los Angeles area, where limited access to supermarkets with affordable, nutritious food creates a food desert and significant barriers to healthy eating that are too great for many individuals and families to overcome ,According to Community Health Council's Food Desert to Food Oasis 2010 report, South Los Angeles is home to over 1.3 million people and the area's 60 full-service grocery stores serve approximately 22,156 residents each. In comparison, West LA's 57 grocery stores each serve 11,150 residents, approximately half the number of residents. In response to these factors, LOH chose to develop a campaign to increase student consumption of and access to free healthy snacks on campus.

Action steps to accomplishing success:

1. **Youth were educated on issues related to nutrition and physical activity in their community.**
   An Adult Ally provided the team with information about the benefits of the following: eating breakfast, nutrition education basics, food systems that promote healthy food choices, public health interventions, and how the built environment can drive behavior.
2. **Youth completed their community action research.** LOH surveyed over 150 peers to assess their purchasing and food consumption habits for unhealthy snacks, and their opinions on accessible healthy snacks on-campus. LOH also met with the Cafeteria Manager to gather more information about the BIC program participation rates and methods for improvement.
3. **Youth developed Jeff's Classroom Mini-Farm Stand pilot project.** After completing the assessments, LOH identified access to low-cost healthy snacks as a barrier to healthy eating for many students. Youth proposed the best way to increase access to healthy snacks was to develop a project for inside the classroom. Youth envisioned the BIC program as a way to encourage consumption by recovering the food and offering it as a snack therefore reducing food waste and minimizing cost. Youth developed a pilot project to provide healthy snacks throughout the day at no cost to students by saving the surplus of fruit and/or non-perishable food items from the BIC program. Youth placed decorative baskets in classrooms and set uneaten food from BIC into the basket. LOH named their project "*Jeff's Mini-Farm Stand*" and designed baskets to hold the fruit in select classrooms.
4. **Youth presented pilot project to TJHS administrators.** LOH met with the Cafeteria Manager and school administrators to present *Jeff's Classroom Mini-Farm Stand* pilot project. Youth were successful in getting their project approved.
5. **Youth implemented pilot in select classrooms.** LOH partnered with several TJHS teachers to implement the pilot in select classrooms. Youth also developed a tracking system to record the number of students that grabbed a snack. LOH hypothesized, Students would consume all the items by the end of each school day.
6. **Youth advocated for schoolwide implementation of pilot:** The project findings proved LOH's hypothesis to be correct, all food from the farm stand baskets were consumed by the end of each school day. LOH presented these findings to TJHS staff and advocated for schoolwide implementation. TJHS admin agreed to implement the project schoolwide in the upcoming school year.

The teachers recruited to assist with pilot implementation were vital in the success of the project. Teachers encouraged students to select a healthy snack from the farm stand basket when they were hungry and managed a tracking system within each classroom to capture data results. Key partners also included the TJHS Cafeteria Manager, who assisted youth with data gathering and was integral in helping draft a pilot plan as well as the TJHS Assistant Principal, who provided initial school support for the project and was helpful in advocating for schoolwide implementation for the 2015-2016 school year. The success of pilot project has garnered attention from key stakeholders such as the American Heart Association who expressed interest in bringing this to the attention of policy makers to expand the pilot to additional schools.

In the long term, the pilot project sought to increase the availability of healthy snacks and encourage the TJHS community to consume more healthy food through the LAUSD BIC program. Short term outcomes for the team included: securing support from the Cafeteria Manager to develop a project to enhance the BIC program, educating faculty and students on the benefits of eating breakfast, and implementing the project schoolwide. Long term outcomes include: sustaining the project at TJHS, increasing BIC participation rates at TJHS, seeking out partnerships to promote the pilot project, and working to present to the LAUSD schoolboard for districtwide implementation.

A Health Academy Adult Ally was invited to ENACT Day in Sacramento to speak to legislators about the youth-led BIC pilot project initiative. The presentation highlighted the work youth have spearheaded to bring healthy sustainable changes to their South Los Angeles community.

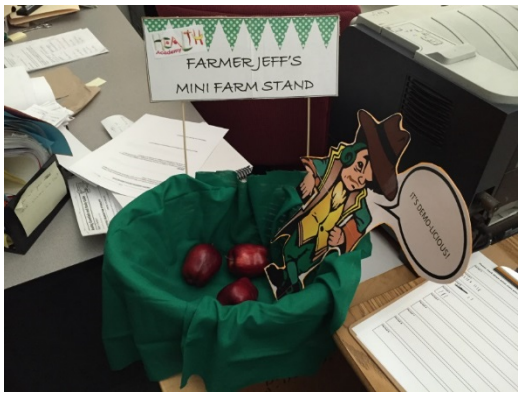
Description of Barriers Encountered and Identified or Proposed Solutions

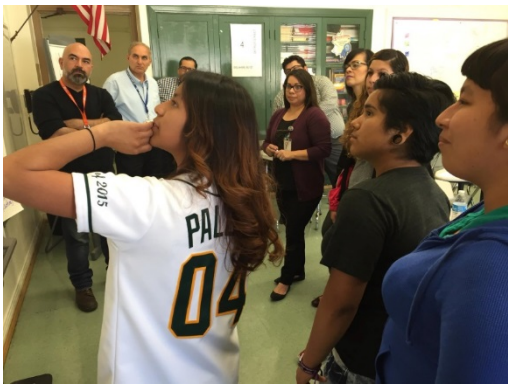
Barriers encountered included seeking approval from the principal to implement the pilot schoolwide proved to be an obstacle, as other challenges that the school was facing at the district level took priority. LOH determined the best route was to work with the Cafeteria Manager and Assistant Principal to decide on the type of food that can be recovered and plan the logistics of piloting the program in select classrooms.

Future Directions/Sustainable Success

For sustainability, the project was designed to be incorporated into the daily classroom routine. Teachers' roles in the implementation of the project were kept at a minimum. Teachers' only on-going responsibilities are to fill the baskets with uneaten BIC food delivered from the cafeteria and replace the tracking sheets for reporting. Youth will be collaborating with the newly formed School Wellness Council and TJHS administration to develop a policy based off the pilot and adopt it into TJHS's wellness policies. The policy will allow youth to distribute the baskets to every classroom on the TJHS campus where students have access to healthy snacks throughout the day. In addition, youth will seek out partnerships with community organizations and schools to assist in promoting and implementing Jeff's' Mini-Farm Stand in more schools and work to present the project to the LAUSD schoolboard to advocate for district-wide implementation.

The schoolwide implementation of the *Jeff's Mini-Farm Stand* project will increase availability and accessibility of free healthy snacks at TJHS. In addition, food waste is reduced by recovering any surplus of food from BIC and distributing it to students throughout the day. Part of the implementation for the upcoming year will be a nutrition education component where Healthy Academy youth will educate students who frequently miss BIC on the importance of eating breakfast. TJHS administration will conduct afterschool workshops with these students where Health Academy youth will educate the youth on breakfast and the *Jeff's Mini-Farm Stand* program.





[1] 'Free and Reduced Meal,' Analysis, Measurement, & Accountability Reporting Division. California Department of Education, 2013; http://www.cdph.ca.gov/programs/cpns/Documents/SNAP-Ed%20FFY%2015%20Att%201%20FRPM%202013%2005%2024.pdf

[2] *Bassford, N., Galloway-Gilliam, L., & Flynn, G. (2010, July 1). Food Desert to Food Oasis Promoting Grocery Store Development in South Los Angeles. Retrieved June 1, 2015, from http://www.chc-inc.org/downloads/Food_Desert_to_Oasis_07-12-2010.pdf*

Contract information about this Narrative

Local Health Department Grant Name: Los Angeles County Department of Public Health
Grant #: 13-20467
Author's Name: Julie Tolentino, Program Analyst, Los Angeles County Department of Public Health, Laura Magallanes, Los Angeles County Department of Public Health, Dipa Shah-Patel, Los Angeles County Department of Public Health
Phone: 213-351-7864 **Email:** dshah@ph.lacounty.gov

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

"Teachable Moments for our Younger Generation"
(Madera County SS#1)

Intervention Summary

Through the CX3 assessment in our community, our LHD discovered the youth were extremely exposed to multiple unhealthy environments. One particular issue was the over populated number of fast food restaurants nearby or closes to their schools. According to the 2013 CX3 assessment, in Madera County children/teens consumed fast food 1 or more times on a weekly basis. Similarly, children/teens consumed 1 or more Sugar-Sweetened Beverage on a daily basis. This was a great opportunity for the LHD to provide and promote healthier activities to teach practical nutritional and educational interventions to the youth. The LHD initial step was to start conversations with two local community centers which are administered by the City of Madera, Parks and Community Services Department. The two identified community centers were: the John Wells Center and the Pan-American Center. On a weekly basis, each center offers activities for the youth of Madera. The PSE topic our LHD elected was *"Healthy Food and Beverage Standards".* Our goals were to improve access to fruit and vegetables, decrease the number of sugar-sweetened beverages, and decrease the numbers of individuals suffering with obesity in our county. Once, the LHD established relationships with the youth centers and secured an activities calendar for both centers, the SNAP-Ed staff started offering nutrition education including cooking demonstration classes at each center. Each one-hour nutrition education/cooking demonstration was offered once a week at each center. Since the beginning of the interventions, on a weekly basis, the John Wells Center hosted an average of 13-17 youth while the Pan-American Center hosted an average of 17-19 youth. The youth at both centers not only learn practical, healthier, and nutritious ways to prepare meals at home, they also get to discover the components and the benefits of the foods they prepare. The ultimate goal of this activity is to increase the consumption of more fruit, vegetables and water.

Description of Barriers Encountered and Identified or Proposed Solutions

The barriers encountered thus far included:

- The class facilitators reported that at the beginning of the interventions, the facility staff was not aware that a sink had to be available in the room where the cooking demonstrations were taking place. The SNAP-Ed program engaged in conversations with the facility staff to educate them about the importance of having a space that allowed facilitators and youth learn and teach more efficiently.
- Availability of Youth-Friendly Recipes. The cooking demonstration facilitators reported that there is a need for more recipes targeting youth, at the same time the youth reported that the classes needed to include a more hands-on approach. The SNAP-Ed program staff took time to look for recipes which were more hands-on and planned to provide opportunities for the youth to be more involved in the cooking processes of the recipe of the day.
- Availability of Cooking Utensils for all ages. The youth age range for the cooking demonstrations was from 8 years to 13 years. Some of the youth had to learn how to utilized cooking utensils in a safe manner. Some of the older youth shared their frustrations because at times plastic knives had to be use to cut food. This activity sometimes was not part of the cooking process since many items had to be pre-cut to avoid the use of steel knives. The SNAP-Ed Program staff addressed this issue by focusing in the final product, which was to teach healthier options and tasting the recipe of the day.

Future Directions/Sustainable Success

Short term goals include:

- On a weekly basis, to continue with the cooking demonstrations at the two identified centers.
- Finding opportunities to invite more youth to the classes.
- Researching and identifying more youth-friendly recipes what include fresh fruits and vegetables and at the same time culturally appropriate to the community.
- Promoting food demonstration classes at community outreach events.
- Utilizing featured fruits and vegetables through the Harvest of Month materials.

Long term goals include:

- A long-term goal of the SNAP-Ed program in Madera County is to establish constant and regular cooking demonstration classes at these current locations for the next 4 years (until 2019).
- The SNAP-Ed program staff would like to receive training on the “Young Chefs” curriculum, to create cohorts of well-training youth in the community.
- To keep utilizing the Re-AIM evaluation tool to continue making health improvements among the Madera County population.

Contact information about this Narrative

Local Health Department Grant Name: Madera County Public Health Department

Grant #: 13-20508

Author's Name: Jose Arrezola

Phone: 559-675-7893

Email: jose.arrezola@co.madera.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Youth Support RYD in School Wellness Policies

In the communities of Fort Bragg and Point Arena, Youth Advocates supported a stronger Healthy Beverage Policy in the new School Wellness Policy.

Intervention Summary

Over the last year Petra Schulte, of the Fort Bragg Unified School District, has worked with youth in the communities of Fort Bragg and Point Arena on Health Beverage Policies in the school districts, medical clinics, the hospital and other community based organizations. Presentations were made on the amounts of sugar in common beverages as well as the adverse health effects of consuming too much sugar. The two school districts had not yet passed new Wellness Policies to meet State and Federal Standards, so the group focused on ways to get Rethink Your Drink messaging out to the School District Boards.

Description of Barriers Encountered and Identified or Proposed Solutions

Some of the politics involved with School Boards gets tricky and not everyone is going to be happy about certain information being shared with everyone. There were some cultural barriers too with the involved youth; many of the youth participants were young Latinas and were uncomfortable with public speaking or speaking to policy makers.

Future Directions/Sustainable Success

In the county all the school districts that are required to update their wellness policy will have done so, most of which have stronger healthy beverage and Safe Routes language than required by State and Federal Law. There are two more school districts we would like to work with to update their Healthy Beverage and Safe Routes language.

Working with the school districts, the Wellness Committees, school garden and food service staff, and PTO members we hope to get a draft before the board in at least one of the two communities this year, and build stronger relationships with these partners in the other.

In addition to the Wellness Policies at the schools, Petra has also worked on Rethink Your Drink and Healthy Beverage Policy at the Mendocino Coast Hospital, Mendocino Community Health Clinics, local churches, and recently had the Fort Bragg Food Bank Pass a Healthy Beverage Policy.

Contact information about this Narrative

Local Health Department Grant Name: **Mendocino County HHSA Public Health**

Grant #: **13-20517**

Author's Name: **Heather Criss**

Phone: **707 472-2755**

Email: **crissh@co.mendocino.ca.us**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Winton Creates a Community Garden

Intervention Summary

Winton is an unincorporated community bordered by agricultural fields, orchards and dairies. There are many farm workers who live in Winton, and almost 40% of the population live at <125% Federal Poverty Level. It is also a food desert. LifeLine Community Development Corporation has a community center in Winton, and facilitates community-driven activities. They grew a few vegetables behind their building. In the past 5 years they have started gardens, one at an elementary school, and one on private property, away from the city center. These gardens were not maintained over time, possibly due to location and restricted access.

One year ago LifeLine received a $5,000 mini grant to start a community garden in Winton. They approached the owner of an empty lot across the street, who donated both the use of his land and access to water. The residents met to design and plan the garden, cleaned the lot, and built the raised beds. Within one year they were eating herbs and vegetables from their garden. Residents grew cucumbers, tomatoes, zucchini, eggplant, chili, onions, and melons.

Residents of Winton drive by this garden, as it is on the main road. They have told us how happy they are that something beautiful and positive is happening in Winton. Other business owners have expressed interest in starting more gardens in town. Also remarkable is that nobody has damaged the garden, even though there is no fence to protect it. (Note: LifeLine paints over graffiti every week in the city of Winton).

Description of Barriers Encountered and Identified or Proposed Solutions

The drought restricted watering this summer, and some vegetables did not survive. Community gardens can be a challenge to sustain over many years. Our hope is that residents of Winton will continue to garden here because the community built this garden from the ground up. Lifeline will be on site to facilitate residents' interest and work in the garden. The location, central to the main road and intersection in town, is easily accessible.

Future Directions/Sustainable Success

The residents have plans to expand the garden, adding cacti and fruit trees. Merced County Department of Public Health will continue to offer nutrition education at the community center, and now can hold workshops in the garden or feature produce being grown. LifeLine has a Master Gardener available for technical assistance. Last year the community assisted during the annual 'Love Winton' event.

Contact information about this Narrative

Merced County Department of Public Health
Grant #: 13-20526
Stephanie Russell
209-381-1161
srussell@co.merced.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Supporting the development and sustainability of school gardens in Modoc County

Intervention Summary

Alturas CA is located in the northeastern corner of California. The growing season is considerably shorter than most other communities in the State. Children in our community do not generally have the opportunity to participate in home gardening and often do not have access to freshly harvested produce. The school garden project exposes children to the process of planting, maintaining, and harvesting local produce and facilitates the development of healthier eating habits.

The school garden has been a collaborative project between Modoc County Public Health, Modoc County Office of Education, Modoc Joint Unified School District, and the Prevention Collaborative, which serves as our local CNAP. The project was initiated in early 2014. Once MOUs were in place, a fence was constructed, gravel was laid, and twelve twenty-four square foot garden boxes were built. Partial funding was provided by the Prevention Collaborative and much of the labor was provided by Modoc Joint Unified School District. Modoc County Public Health, in collaboration with the Modoc County Office of Education, hosted 3 planning meetings between January and April 2015 with staff from the summer programs and various local gardeners in order to determine which vegetables and fruits would be suited to our short growing season. The boxes were ready to be planted in May 2015. Seeds and plants were donated by several local gardeners. A staff person from Public Health provided several interactive presentations to students in the summer school program utilizing My Plate curriculum. Produce from the garden was harvested in July, August, and September, and was incorporated into the snacks offered to the summer school students.

Description of Barriers Encountered and Identified or Proposed Solutions

The primary barrier to having a school garden in Alturas CA is the short growing season. Freezing temperatures plague the area until June and often return in September. There is a short window of opportunity to grow the more tender produce. This last year was a good starting point for the garden. Although the garden grew only a small amount of produce this year, the children and school staff are becoming excited about the potential learning opportunities for upcoming years. During FYY16, the Public Health staff person will work with teachers to encourage planting seeds indoors in the early spring and will explore ways to extend the growing season with hoop coverings.

Future Directions/Sustainable Success

Our short term goal is to have more teacher participation in the garden. We hope to have teachers utilize the garden in their curriculum within the next 1-2 years. Our long term goal is to have the school lunch program include some of the produce from the garden in the school lunches. Public Health staff will continue to work with teachers to encourage use of the garden by assisting them to access appropriate curriculum and by continuing to provide direct education utilizing SNAP-Ed approved curriculum. Once there is buy-in from school staff and administration, we will explore the concept of including the school garden produce in the school lunch program.

Contact information about this Narrative

Local Health Department Grant Name: Modoc County Public Health

Grant #: 13-20097

Author's Name: Tanya Schulz

Phone: (530)233-6311

Email: tanyaschulz@co.modoc.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Food Day Fun: Classroom Container Gardens

1,200 students in nine Mono County schools celebrated Food Day 2014 by planting a "Grow Your Own Salsa" garden in their classrooms, featuring tomatoes, jalapeno peppers, and cilantro.

Intervention Summary

Gardening in the high altitude and often harsh mountain environment of Mono County can be a great challenge. To bring the experience of gardening to students in Mono County, we decided to bring the gardening indoors! We used Food Day to highlight our county-wide gardening event. Every classroom received several "Grow Your Own Salsa" kits, each featuring three 6" pots; a bag of gardening soil; tomato, jalapeno, and cilantro seeds; and the Pico de Gallo recipe from the Flavors of My Kitchen cookbook. Teachers were provided with the Grow Your Own Salsa lesson from the Toolbox for Community Educators, Harvest of the Month newsletters, and several nutrition worksheets for their students to complete during the week leading up to Food Day. The event was promoted on Facebook, the Food Day website, and local websites. Overall, this fun, interactive gardening activity reached 1,200 students spread out across 61 classrooms in nine Mono County schools.

Description of Barriers Encountered and Identified or Proposed Solutions

As mentioned earlier, successful gardening can be very difficult in Mono County, especially with limited resources. The average altitude is over 5,000 feet; the climate is arid; and winter can come as early as September and stay as late as June. We overcame these environmental barriers by bringing gardening directly into classrooms, so that students could still enjoy the experience of growing food and learn about the many benefits of gardening.

Future Directions/Sustainable Success

While outdoor school gardens are difficult and expensive to build and maintain in Mono County, several schools have expressed interest in exploring large grants specifically for school garden projects. We have encouraged the use of greenhouses to extend the growing season and allow for gardening activities while school is in session. We will support these endeavors through continued nutrition education, gardening activities, and technical assistance as needed.

Contact information about this Narrative

Local Health Department Grant Name: Community Service Solutions

Grant #: 13-20237

Author's Name: Amanda Hoover

Phone: 530-495-2700

Email: ahoover@csssolutions.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Youth Bring Healthier Retail Options to East Salinas

Intervention Summary

Over the summer, LHD staff worked with CHAMACOS Youth Council to partner with stores in one of the CX3 neighborhoods. The CHAMACOS youth surveyed store owners and customers at six stores. The goal was to learn about the opinions of customers regarding the availability of healthy food options at local corner stores, to learn about the obstacles that may prevent store owners from offering healthy foods through a series of store owner interviews and to encourage stores to make healthier changes based on customers' feedback and recommendations. The CHAMACOS youth surveyed over 200 customers and found the most selected reason for shopping at a store was "It's close to where you live," and the most requested item for stores to carry was a greater variety of fruits and vegetables. Another finding was having at least one child in the household, being 50+ in age and/or being English dominant, were significantly predictive of purchasing more fruits and vegetables, along with several other findings. Surveys from the store owner interviews showed that all stores carried a variety of fruits and vegetables, all store owners identified obesity as being a problem in their neighborhood and 66% believed the main causes are lack of exercise and low priced unhealthy foods, among other findings.

Three of the six store owners have shown interest in making changes, such as:

- Creating an aisle of healthy foods
- Adding healthier items at the checkout lanes
- Adding healthier milk options and marketing
- Creating a more visible organic produce section
- Offering fresh fruit cups or expanding the variety of fruits and vegetables sold

LHD staff is currently partnering with these owners to bring changes and provide technical assistance, support and resources.

Description of Barriers Encountered and Identified or Proposed Solutions

Recruiting stores was a challenge. The youth approached over twenty stores and in the end six stores agreed to participate in the project. Some of the challenges to encourage stores to make healthy changes are included below. If store owners don't speak English or Spanish as a first language they tended to refuse right away. Some of the stores relied heavily on school-aged customers so collecting surveys from adults took many hours. Store owners found results surprising, yet interesting. Some of the obstacles for healthy change included: permit/lease issues, negative outcome from past attempts to change, store owners thought they didn't need to make any changes and/or permission was needed from a corporate level, the business may be too new, have changed owners recently and/or business was slow.

Depending on stores and findings, each store received a list of recommendations created specifically for them. Some of the recommendations were:

- Stock a variety of healthy items
- Place healthy items at checkout area
- Promote healthy foods with NEOP Retail campaign materials
- Place water at eye level
- Prepare fresh fruit cups
- Advertise specials on healthy items
- Use ripe fruit as free samples for customers

Future Directions/Sustainable Success

Since the youth have now returned to school, LHD staff is continuing to partner with store owners who want to make healthy changes.
Some of our short and long term goals:

- To partner with local schools or youth organizations in order to establish a youth group or internship program to continue healthy food retail efforts.
- Continue the project with an intervention phase (offer incentives for stores that try a healthy checkout lane)
- Partner with City Planning or Public Works departments to request incentive and/or resources for stores (ie. grants for refrigeration, shelving, crates/bins, training and large health promotion posters for store fronts)
- Reward stores with certificates or posters for being a Healthy Retail Partner
- Develop a quality assurance measure to encourage sustainability of the program

Contact information about this Narrative

Local Health Department Grant Name: Monterey County Health Department

Grant #: 13-20017

Author's Name: Niaomi Hrepich

Phone: (831)796-2872

Email: hrepichns@co.monterey.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Nevada City's Farmers' Market

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Nevada County Money Market Pilot Program

Intervention Summary

The County of Nevada's Public Health and Social Services departments, partnering with 2-1-1 Nevada County, a local community-based organization, planned and implemented a "Market Money" program for EBT recipients in three of our county's farmers' markets.[1] This program was the first of its kind in the county. A Market Money program was first conceptualized as part of the Nevada County Nutrition Education Obesity Prevention (NEOP) project and after NEOP engaged the Department of Social Services in the planning process, Social Services was able to allocate the funds for the project. The Market Money program was implemented in three markets, with each EBT recipient who participated receiving $25 in tokens to spend at the three participating markets. In this first year, nearly 900 EBT recipients participated in the Market Money program, with $21,903 of tokens distributed for those recipients to purchase fruits and vegetables from local farmers. GPS data analysis from EBT users at the markets, an analysis that was performed for the first time as part of this project's evaluation, informed us the markets are more than neighborhood markets, but that they all draw EBT shoppers from across the county and beyond.

All Nevada County EBT participants received a mailing explaining the program and the partners worked with the market managers to build awareness of the token program. Interested participants would then check-in at the 2-1-1 booth that was present at each of the participating markets, and upon proof of EBT participation, would receive $25 in wooden tokens that they could spend at any of the market booths selling fruit and

[1] The story and numbers reported here are for FY 13/14, as those data were unavailable by last October's reporting cycle and so are included in our FY 14/15 report. In line with that timing, numbers for FY 14/15 will be reported next year. The project was implemented again this year, FY 14/15, following up on the success of the pilot project which is discussed in this success story.

vegetables. Awareness of the program was also built through newspaper advertisements, flyers, posters and an automated call to EBT participants.

Anecdotes suggest that the program was very well received by participants and impacted their shopping habits and potentially their future EBT usage. For example, a number returned to the booth to show what they had purchased. A few shed tears upon receiving their tokens. A few offered blessings to 2-1-1 for the market match program, and one stated that they'd earned "a few credits to heaven." 2-1-1 reported that "many" participants had not shopped at a farmers' market prior to the Market Money program and that they didn't know, prior to the Market Money program, that they could use their EBT cards at these markets.

In addition to the EBT participants, the markets reported that they were pleased with the program. Several vendors told 2-1-1 that they would be pleased to offer a testimonial to the success of the program, including the president of the farmers' market association was one of those vendors.

Description of Barriers Encountered and Identified or Proposed Solutions

One of the preliminary barriers to the implementation of a market money program was a series of bureaucratic hurdles. Although the relevant county departments were enthusiastic and committed to the project, the county's auditor-controller had strong objections to that type of project being implemented internally. As a result of these objections, 2-1-1 was brought in as a community partner to implement the program with Nevada County funding.

The partnership between Public Health, Social Services and 2-1-1 Nevada County was new and coalesced specifically around the Market Money program. With funding from Social Services; facilitation, planning, and support from Public Health; and with implementation and on-the-ground services by 2-1-1 Nevada County, all three partners were committed to the success of the project and worked diligently during the planning and initial implementation phases to build a strong collaboration. Building these new relationships, along with a somewhat foreshortened planning period, took more time and energy than anticipated, but the partners worked together to create an exciting and successful program.

In addition, other natural factors impacted program participation. The Market Match program was very successful when the weather was mild and clear. Over the course of the market season, from June to November, 2-1-1 reported that participation was negatively impacted by smoke from forest fires, and from extreme heat and cold. This barrier is difficult to impact, but the project planning can now accommodate weather as an on-going challenge to participation.

Future Directions/Sustainable Success

The partners have agreed to move past the pilot phase and to implement the Market Money program again. In addition, NEOP's PSE intervention of working to bring EBT to an additional market in Nevada County, the Truckee Farmers' Market, dovetails with the Market Match program and potential expansion. Now that the relationship between the funding and implementation partners has been cemented, the facilitator role of NEOP is no longer required and Public Health is able to step back and support the project on an as-needed basis. The Department of Social Services has committed to providing funding for at least an additional year, and 2-1-1 plans to implement the Market Match again.

Efforts to bring an EBT program to the Truckee's farmers' market located in a CX3 neighborhood is finally moving forward. While the market is located in Nevada County it serves both Placer and Nevada County residents. As a result of this initiative, Nevada County NEOP developed a partnership with Placer County NEOP, via the Health Education Council who administers the program. That partnership resulted in Nevada and Placer County NEOP's working together on a USDA grant application to create an EBT program in markets that serve Placer County residents. The Health Education Council was recently awarded $250,000 for that grant. One of the goals of that project is to implement EBT at the Truckee market.

Contact information about this Narrative

Local Health Department Grant Name: Nevada County NEOP

Grant #: 13-20530

Author's Name: Liz Matson, Evaluator

Phone: 510 529 5889

Email: liz@matsonresearch.com

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Photo via Creative Commons, Amy the Nurse.

Creating Policy, Systems, Environmental Change: Safe Routes to School

Student-Led Advocacy for a Safe and Healthy Environment at Ruby Drive Elementary School

Intervention Summary

Walking to and from school is one of the easiest ways to increase daily physical activity and, along with good nutrition, maintain a healthy weight. Safety has been a concern for the parents of students at Ruby Drive Elementary after a child was hit by a car as she crossed the street. According to local data, this school has one of the highest rates of pedestrian collisions in Orange County.

As part of HCA NEOP's Safe Routes to School (SRTS) implementation, 105 students and parents from Ruby Drive Elementary completed the *National Walkability Checklist* to assess their walk to school. The most commonly cited issue was not having enough room to walk safely, due to problems such as broken or cracked sidewalks. In order to make the physical environment safe and appealing for children to walk and bike, HCA NEOP led the Ruby Drive students on a walkability audit to identify barriers to walking and biking to and from school. The students were equipped with cameras, notepads, pencils and rulers to capture the issues they encountered along their routes. With the help of HCA NEOP, students then prioritized the issues and compiled a report. A copy of the report, along with an invitation to hear the students present their findings, were sent to the City of Placentia Traffic Engineering and Code Enforcement, City Hall, Placentia Police Department and the school board.

On May 14, 2015, the students held their presentation at the school and advocated for changes to be made. During the event, one change to the fixed environment was announced by Mark Miller, City of Placentia Traffic Engineer. In 2016, a new signal will be installed at the intersection of Ruby Drive and Placentia Avenue, the site of the previous accident and an intersection that currently has only one crosswalk with 4 lanes to cross and a 40 mile per hour speed limit. The new signal will make it safer for the many students who cross the street at this location. Addressing the numerous barriers to safe, active mobility is the first step to promoting the multiple health benefits of walking and bicycling. In addition to structural changes, the

students received pedestrian safety lessons from the Placentia Police Department as well as nutrition education from the Orange County Department of Education's NEOP staff. This obesity prevention effort is a collaboration that stands to impact not only Ruby Drive Elementary, but also the surrounding community.

Description of Barriers Encountered and Identified or Proposed Solutions

Time constraints were the main challenge encountered during the implementation of the intervention strategy. Working with schools, specifically teachers and students, requires a lot of flexibility. Most school days are packed full of required elements, leaving very little time for other programs. Accessing the students requires buy-in from the teachers, principals, and often times the school district. Helping a site make changes and scheduling events takes time and requires persistence. To overcome these barriers, NEOP staff adopted a flexible attitude and partnered with organizations like the Placentia Police Department to help the site make changes. Another barrier was parent involvement. Many parents find it difficult to take part in activities such as the ones detailed above, due to work and other family obligations. Additionally, participation in the Walkability Checklist (gathering of baseline data) was lower than desired. Finally, many of the students who participated in SRTS implementation during 2015, have since graduated and left Ruby Drive. Continuing the efforts requires training another group of students, teachers, and parents. In the future, it might be ideal to engage 4th and 5th graders, as opposed to 6th graders who will be graduating.

Future Directions/Sustainable Success

Short-term goals: promotion of events like Walk to School Day, enhanced nutrition education, SRTS poster contests, pedestrian safety lessons and other related events to encourage walking/biking and healthy eating. For sustainability, integration of SRTS into the nutrition or physical education classes is advised.

Long-term goals: include those changes being made to the fixed environment. The aforementioned stakeholders will continue to address the issues identified by the students. The students and parents will be surveyed again in FFY16 to assess whether or not the changes to the fixed environment have increased the walking score for that community.

Contact information about this Narrative

Local Health Department Grant Name: **Orange County Health Care Agency**
Grant #: **13-20487**
Author's Name: **Megan Beard**
Phone: **714-667-8336**
Email: **mbeard@ochca.com**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Early Childhood Site

Home-based Child Care Provider Builds Healthier Menus

Thanks to a partnership with HCA NEOP, a child care provider in Santa Ana learned how to prepare healthy, kid-friendly USDA-approved recipes and create a monthly menu to reinforce good eating habits for the children in her care.

Intervention Summary

Home-based child care providers in Orange County (OC), especially those that primarily speak Spanish, need additional support and resources to promote healthy changes, as compared to community or school-based child care providers that usually have access to a variety of resources. Training opportunities for home-based child care providers appear more limited as well.

Fortunately, HCA NEOP was able to link with the Chicano Federation, one of the key agencies overseeing the Child and Adult Care Food Program (CACFP) in OC. This partnership led to successful workshops being provided in English and Spanish to over 50 home-based child care providers. This year's provider training focused on ways to meet both MyPlate and CACFP guidelines through grocery shopping and healthy menu planning. One of the attendees became an active Early Childhood partner, committed to making changes with the assistance of NEOP staff. Based on her CHOICE assessment in FFY 2015, she decided her goal would be to create healthy menus and post them for parents to see.

HCA NEOP staff conducted site visits to provide technical assistance related to reviewing MyPlate guidelines and menu planning, with special consideration given for age-appropriate portion sizes, ease of preparation, cost and palatability for young children. This year, the provider prepared over 20 USDA-approved recipes. By using USDA's Two-Bite Club, she was able to consistently remind children to try the new recipes she would offer. HCA NEOP staff was able to conduct select lessons from "Color Me Healthy" and "Healthy Habits for Life" curricula, and she worked to build on the children's interest in trying new foods and being physically active for fun. From initially using day-to-day menu planning to consistently trying to set-up a weekly menu, the provider is on her way to posting weekly menus for parents to see.

Description of Barriers Encountered and Identified or Proposed Solutions

There were several factors that made it challenging for the provider to create healthy monthly menus, including but not limited to:

1) **Limited computer skills:** Despite a menu template provided by HCA NEOP, the provider struggled to update and even print monthly menus. NEOP staff assisted by manually making changes based on interviews and printing her a sample copy. The provider agreed to work with her daughter to improve her computer skills.
2) **Language barrier:** While the provider is bilingual, she comprehends better in Spanish. NEOP staff had to bring additional bilingual staff to review portion sizes and questions related to use of canned goods. Prior to working with NEOP, the provider thought that using canned goods was not allowable by CACFP. NEOP clarified that homemade canned goods are not allowable, but the cans purchased at the grocery stores are approved for use.
3) **Lack of access to kid-friendly recipes:** The availability of a variety of recipe books from NEOP, WIC and Team Nutrition gave the provider many ideas that she tried with her children. The hands-on activities and taste tests gave her the confidence to build the popular recipes into the monthly menu.

Future Directions/Sustainable Success

Short-term goals: 1) Continue to try new kid-friendly recipes that meet CACFP guidelines at least once a month; 2) Continue to develop and post weekly menus for parents to see

Long-term: 1) Develop monthly menus and keep on file to assist with future cycle menus; 2) Conduct "Color Me Healthy" curriculum in partnership with NEOP staff; 3) Share healthy recipes with parents so the children can try the foods at home

Contact information about this Narrative

Local Health Department Grant Name: **Orange County Health Care Agency**

Grant #: **13-20487**

Author's Name: **Anna Luciano-Acenas**

Phone: **(714) 834-8673**

Email: **aluciano@ochca.com**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Worksites

Hotel Helps Employees Make Better Beverage Choices

Intervention Summary

Activities were conducted in and prior to FFY15.

Employees will now notice healthy beverage options when attending safety/recognition luncheons at the Wyndham Hotel in Garden Grove. Prior to 2014, pitchers of soda and other sweetened beverages were offered regularly during employee events and placed in the lunch room. Access to water was not a priority. Now, fruit-flavored water is offered at the buffet table. In the employee lunch room you will see housekeeping staff frequently drinking water from the reverse osmosis water dispenser and reading Rethink Your Drink (RYD) recipe cards found in the NEOP displays.

The OC-NEOP Worksite Program partnered with staff from the hotel to find ways to create a workplace that supported access to water while lowering high soda consumption. In coordination with the Human Resources team, General Manager, Housekeeping Manager and the Executive Chef, nutrition education presentations began to be part of the employee luncheons. The RYD nutrition topic had a major impact. The amount of sugar found in popular beverages was shocking to both the housekeeping and management employees. This education motivated the worksite to find ways to improve access to healthy beverage options. The Executive Chef decided soda would no longer be offered during employees luncheons. To help support the chef's decision, the Human Resources staff decided to have fruit-flavored water offered as a healthy choice during the luncheons. The water cooler in the lunch room was replaced with a reverse osmosis water dispenser to cut down on cost, prevent injuries from employees that were trying to lift the 5-gallon water containers and ensure employees had access to hot and cold water. The availability of cups followed shortly.

The *Pacific Hospitality Group* (PHG) manages the Wyndham as well as three other hotels participating in the OC-NEOP Worksite Program. Working with the Human Resources Managers from each site and the PHG, the *Go for H_2O* tool from the *California Fit Business Kit* was implemented at each location to further support a healthy workplace. Now, every location has the reverse osmosis water dispensers (ROWD) and has received the RYD nutrition education

and displays with recipe cards to support healthy beverage options. Fruit-flavored water has also been offered during employee luncheons at all sites. On July 16th, the PHG was recognized as a distinguished healthy workplace during the *Champions for Change Summit*. An employee survey was conducted at two of the PHG hotels in August 2015. Of the 28 employees interviewed, 24 reported drinking water often or every day and only 6 drink soda often or every day. In September 2015, as part of *Housekeeping Recognition Week*, PHG provided refillable water bottles to all of the housekeeping staff. (*See photo on page one*)

Description of Barriers Encountered and Identified or Proposed Solutions

Promoting healthier beverage choices has not come without resistance. Some employees have requested that soda be offered during the luncheons and a soda machine in the employee lunch room at one site has been difficult to remove.

To help encourage healthier beverages, management staff is working to ensure ROWD are regularly maintained. The Human Resources Managers and Executive Chefs are interested in providing fruit-flavored water during all employee luncheons and possibly in the lunch room. NEOP staff will continue to provide nutrition education, healthy messages and other practical resources to help ensure employees take advantage of the healthier beverage options.

Future Directions/Sustainable Success

Short-term goals

- Provide management staff with sample polices supporting access to water
- Increase the number of posters and prompts that encourage employees to make healthier beverage choices
- Provide Executive Chefs with a variety of Rethink Your Drink recipe cards and NEOP recipe books for healthy beverage ideas

Long-term goals include

- Replace the soda machine at one of the hotels with a ROWD and possibly fruit-flavored water
- Ensure healthy beverage options are always available during employee luncheons
- Have a policy supporting access to water placed in the Health/Safety binder for PHG hotels located in Orange County and in other cities throughout California

Contact information about this Narrative

Local Health Department Grant Name: Orange County Health Care Agency

Grant #: #13-20487

Author's Name: Henry Torres

Phone: (714) 834-8130

Email: htorres@ochca.com

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Success Story- Rio Meat Market & Restaurant

Access to healthy food is a challenge for those that live, work, and learn in Northwest Pasadena, which is considered a low-income food desert. Consequently, low-income communities are at a higher risk of becoming overweight due to poorer food choices and limited access to fresh produce and healthier options. Healthy food options in Northwest Pasadena are limited and this health inequality is exemplified through the abundance of corner stores to large grocery stores in the area. Many of these corner stores are nestled near residential areas and residents have come to rely on these establishments for their fresh produce shopping and other household necessities. Fresh produce is far from what many of these residents find here. Local youth also gravitate to these stores in search for a quick snack, since they know they'll find candy, chips and soda.

Esthela Borja, store owner of Rio Meat Market & Restaurant, is a Champion because she has turned a once dilapidated store into a safe, clean, healthier outlet to shop and eat for the Northwest Pasadena community. Esthela has demonstrated commitment and leadership from the very beginning. In March of 2013, the Pasadena Public Health Department (PPHD) NEOP team conducted the CX^3 assessment at select retail locations. Results were received from the CA Department of Public Health (CDPH) in the summer of 2014. At that time of the assessment, Montana Meat Market, now named Rio Meat Market & Restaurant, received a score of 32.5 out of 100 points, indicating that the market could benefit from additional resources and assistance from the Healthy Retail program.

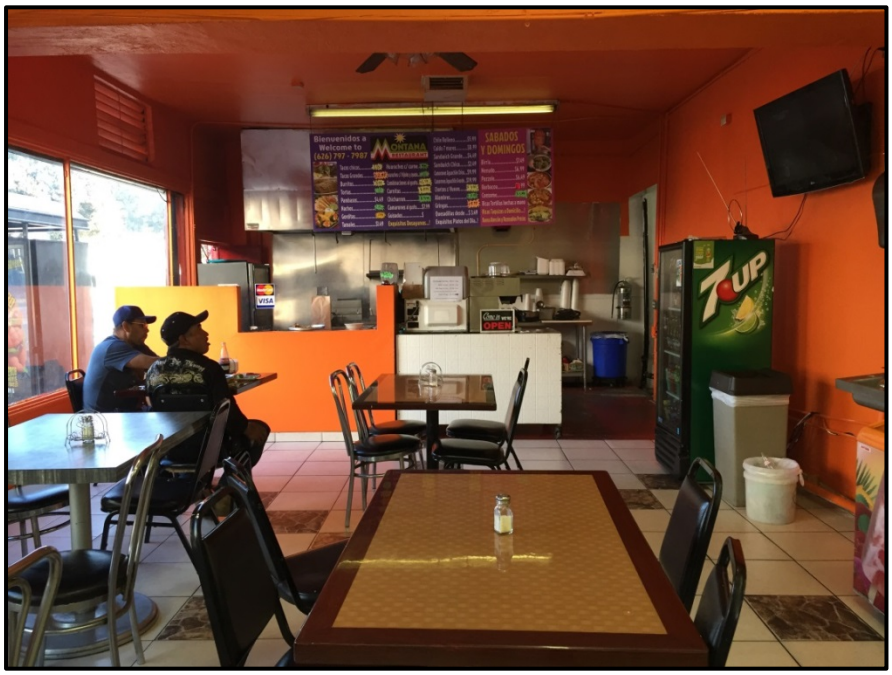
When Esthela became owner of Rio Meat Market & Restaurant in June of 2014, she had a vision of creating a friendly, community store for residents to feel welcomed. Rio Meat Market & Restaurant's layout is unique because it also houses a small sit down restaurant. Since the market is located in a food desert near the Pasadena's Boys and Girls Club, Head Start, John Muir High School, Washington Middle School, ChapCare Clinic, and the Pasadena Public Health Department, Esthela understood the importance of addressing her community's need for better, healthier food options. She made changes on her own by repainting the store's façade and improving the interior. These small and quickly executed changes illustrate Esthela's leadership, motivation, and business savviness. When the NEOP team heard about the change in ownership and visited the store, they saw a huge transformation and immediately wanted to work with Esthela to create a healthier store. Esthela has a genuine enthusiasm and vested interest in the Northwest Pasadena community, and she clearly demonstrates passion and dedication to her customers.

It takes a village to make changes. Esthela and the Pasadena NEOP team enlisted the help of important partners in the process of transforming Rio Market & Restaurant. Pasadena Flintridge Center, Pasadena Youth Build, and Day One assisted Esthela in changing the layout of the store to create a better flow, rearranging products in the refrigeration and shelving units to have more healthy items at eye-level, and cleaning and organizing goods on the shelf. Los Angeles Public Health Department NEOP retail analyst,

Brenda Smith, provided Esthela with expertise, guidance, and resources through their Healthy Retail program. Ruth Martinez from the Pasadena's Economic Development Department provided technical assistance and knowledge about the business and marketing plan. Other improvements that the NEOP team assisted with include an improved produce section with higher quality, more varied produce, signage with healthy messaging, and healthy food shelf-talkers. At the Grand Opening, which took place in March of 2015, Mayor Bill Bogaard, Vice Mayor Jacque Robinson, and Pasadena Public Health Officer Dr. Goh spoke to celebrate Rio Meat Market & Restaurant's transformation and Esthela's efforts in providing healthier food options in Northwest Pasadena. City Councilmembers and the Northwest Commission were among the many dignitaries present. A healthy retail video vignette was created by the Training Resource Center as part of a campaign to highlight the efforts and changes Esthela has made and to encourage retail outlets to promote healthy products and lifestyle.

Since the Grand Opening, Esthela's customer base has increased and she has sustained many of the changes. The NEOP team continues to maintain a relationship with Esthela and assist her in any questions or resources she may need. The NEOP team will be conducting customer surveys at her store and the surrounding area to see what other healthy options customers would like to see at the store, as well as hosting nutrition classes there. The changes made at Rio Meat Market & Restaurant and Esthela's commitment to change serves as a model for the abundant number of corner stores in Northwest Pasadena.

Pictured above: Produce section at Rio Meat Market & Restaurant before Healthy Retail Program



Pictured above: Restaurant area at Rio Meat Market & Restaurant before Healthy Retail Program

Pictured above: Inside main entrance to Rio Meat Market & Restaurant before Healthy Retail Program

Pictured above: Store layout before Healthy Retail Program

Pictured above: Organization of food on shelf before Healthy Retail Program

Pictured above: Volunteer Work Day

Pictured above: Volunteers reorganizing the food on the shelves

Pictured above: Volunteers group photo

Pictured above: Store layout after Healthy Retail Program

Pictured above: Healthier food items at eye-level after Healthy Retail Program

Pictured above: Produce after Healthy Retail Program

Pictured above: Store becomes WIC approved

Pictured above: Healthy food shelf-talkers

Pictured above: New menu

Pictured above: Grand Opening flyer

Pictured above: Rio Meat Market & Restaurant Grand Opening (March 21, 2015)

Pictured above (left to right): Pasadena Public Health Department Health Officer Esthela Dr. Goh, Rio Meat Market & Restaurant Esthela Borja, Vice-Mayor Jacque Robinson, Mayor Bill Bogaard

Pictured above (left to right): Pasadena NEOP Judith Dunaway (with her son), Pasadena NEOP Mary Urtecho-Garcia, Esthela Borja, Pasadena NEOP Esme Garcia, Pasadena NEOP Erika Redke, Pasadena NEOP Melany Chan

Contact information about this Narrative

Local Health Department Grant Name: City of Pasadena Public Health Department
Grant #: 13-20496
Author's Name: Melany Chan
Phone: (626) 744-6136
Email: mchan@cityofpasadena.net

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Building the Momentum:

Placer NEOP Coalesces Partners to Increase EBT Access at Farmers' Markets

Title

Placer NEOP Coalesces Partners to Increase EBT Access at Farmers' Markets.

Intervention Summary

In 2013, Placer NEOP staff identified a need and a demand to initiate and sustain EBT services at Placer farmers' markets so that SNAP-eligible families may use their EBT benefits at the markets. Placer NEOP staff then built relationships with key stakeholders over a period of two years. They also conducted a needs assessment to determine barriers and needs for implementation. Negative perceptions about implementation were identified, as well as a need for financial resources to fund implementation. In 2015, Placer NEOP coalesced partners and market managers to secure a multi-year USDA grant to support EBT implementation at Placer County markets turning an important community need into reality.

Description of Barriers Encountered and Identified or Proposed Solutions

Placer County is one of the most agriculturally rich counties in California and boasts several farmers' markets. However, in 2013, Placer NEOP staff identified that no farmers' markets in Placer County accepted EBT. This meant that the most food insecure, low-income families did not have access to farm-fresh food growing right in their communities.

In order to address this barrier, Placer NEOP staff knew it would be important to build relationships with key stakeholders within the County who could support EBT implementation. Over the next two years, NEOP staff built relationships with stakeholders by recruiting key individuals to participate in CNAP meetings and by supporting other food security initiatives within the community. Over time, staff built the necessary trust and support with key partners. CNAP membership grew from five

member organizations to over 30 organizations. Placer NEOP staff became well-known and respected with the community and among partners.

At the same time, needs assessments were also conducted with CNAP partners. CNAP partners expressed a high desire to implement EBT at farmers' markets to serve the County's low-income families, especially those who live in geographically remote areas. They understood the importance and believed that EBT implementation would increase food access and security. They also seemed to have a high level of readiness, as they had been discussing EBT implementation, had a plan for implementation and had included it within the CNAP plan.

Needs assessments were also conducted with market staff. They believed that they lacked staffing, administrative support and financial resources to sustainably and effectively implement EBT at the markets. Market staff were concerned about additional workload for market staff, a loss in profits due to environmental effects of the ongoing drought and doubted that SNAP participants that would actually use their benefits and increase overall market profits. As a result, market staff felt reluctant to implement and sustain an EBT system at their farmers' markets. According to the market staff, it seemed that the barriers and needs exceeded the readiness for implementing EBT. With this feedback, it became evident that additional funding resources would be critical to implementing EBT at farmers' markets to address the barriers and market operators' needs. This barrier, though, seemed insurmountable as no one partner had enough resources to support the needs identified by market operators and managers.

Then the USDA released an announcement for funding EBT at farmers' markets during the summer of 2015. Placer NEOP staff immediately convened its partners from Nevada, Sacramento, and Yolo County to discuss and apply for the funding. NEOP Staff were aware that this grant opportunity could provide the critical funds needed to address market managers' concerns and successfully launch EBT acceptance within Placer County. Placer NEOP staff simultaneously also gained much needed buy-in from Placer County market managers and operators. This proved to be quite challenging given the lack of readiness and identified barriers. Some market staff initially reiterated their resistance, as they would not return phone calls or emails and voiced opposition to participating. However, Placer NEOP staff was able to educate market managers on the potential benefits, ease of use, and impact for the community. NEOP staff also devised a plan to implement EBT that would meet the needs of the market staff. The market staff eventually recognized the potential benefits and provided full support for the grant application.

The USDA grant application submitted at the end of June 2015 and by the end of September 2015, Placer NEOP staff and partners were notified that they were awarded the grant.

Overall, it took years of relationship building and countless hours of formative work to prepare Placer County for this monumental systems change resulting in an outcome well worth the effort. Thanks to Placer NEOP staff and its partners, low-income families will soon be able to use their EBT benefits at farmers' markets within Placer County.

Future Directions/Sustainable Success

During the next one to two years, Placer NEOP staff and partners will provide market operators with the administrative support and technical assistance needed to set-up and implement EBT at their markets. Placer NEOP also plans to work with its targeted neighborhoods, specifically through community liaisons, Promotoras (community health workers), and county CalFresh (California's Food Stamp Program) offices in Placer County to promote the market and the benefits of shopping at the market. Over time, it is anticipated that more than 18,000 people in Placer County who use CalFresh may benefit directly from Placer NEOP's successful efforts to coalesce partners around EBT implementation at farmers' markets.

Contact information about this Narrative

Local Health Department Grant Name: Health Education Council (Placer County)

Grant #: 13-20294

Author's Name: Marcella Gonsalves, MPH

Phone: (916) 556-3344

Email: mgonsalves@healthedcouncil.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

FEAST Community Food Summit:
Engaging the Public in Systems Change

Intervention Summary

On October 17, 2014, the Plumas County SNAP-Ed Program partnered with the Plumas-Sierra Community Food Council, farmers, ranchers, retailers, educators, emergency food providers, and community members to host the FEAST Community Food Summit.

The purpose of this event was to work together to identify both strengths and weaknesses in the regional food system. Through this understanding, the group would be able to identify action areas to increase food security, improve food distribution & access to healthy food, and support local food production.

The event was a striking success, with 81 people in attendance, representing more than 40 organizations. Interactive activities inspired a substantial amount of conversation and brainstorming, and brought people from different backgrounds together in the same room for a meaningful dialogue. By the end of the day, the group had identified seven priority areas for action.

From the perspective of SNAP-Ed PSE interventions this event was an important first step in effecting change. It provided a community perspective about priority areas for future work. This information, coupled with Communities of Excellence survey data, provides the Plumas County SNAP-Ed team with an incredible foundation for moving forward with PSE interventions.

Description of Barriers Encountered and Identified or Proposed Solutions

One barrier that was encountered occurred after the conclusion of the FEAST Community Food Summit event. Although enthusiasm was high during the event,

interest and continued participation dropped off sharply in subsequent communications with the group. The majority of participants at the Summit seemed uninterested in continued action.

Thankfully, the community's invaluable input had been obtained, and a core group of long-term partners emerged. These partners continue to work together with the Plumas County SNAP-Ed team, and will be important allies as future PSE strategies are developed and implemented.

Future Directions/Sustainable Success

The FEAST Community Food Summit community self-assessment process was not intended to be a long-term PSE interevntion in and of itself, but rather a means to engage communities in understanding their own circumstances.

The Plumas County Public Health Agency SNAP-Ed Program intends to focus on the Retail Environment for PSE Interventions. Useful information was obtained during the Summit, and will assist in selecting appropriate intervention strategies.

Contact information about this Narrative

Local Health Department Grant Name: **Plumas County Public Health Agency SNAP-Ed**

Grant #: **13-20097**

Author's Name: **Zach Revene**

Phone: **(530) 283-6366**

Email: **ZachRevene@countyofplumas.com**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Supplemental Nutrition Assistance Education Program (SNAP-Ed) Grant

Nutrition Education and Obesity Prevention Branch (NEOPB)

QUARTERLY PROGRESS REPORT

Marin County

Grant Number: 13-20516

Reporting Period: 07/1/2015-9/30/2015

Quarter: 1 ☐ **Due: 1/15**

2 ☐ **Due: 4/15**

3 ☐ **Due: 7/15**

4 ☒ **Due: 10/15** (For the fourth quarter only, in addition to responding to the questions below, please provide a "Success Story" highlighting the success of your work. Instructions and a worksheet for the Success Story are provided as an attachment to this report.)

Please check the yes or no boxes for questions 1 & 2 for the following Deliverables: 2 (A, B, C); 3 (A, B, C); 4; and 6. Provide additional information in the description area as needed. One or more deliverables below may not apply to a small grantee. In these incidences please note this in the appropriate deliverable description area.

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
LHD DELIVERABLE 2	**Yes**	**No**	**Description area**	**Yes**	**No**	**Description area**

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
A) SNAP-Ed eligibles receiving direct education.	☒	☐	Direct education provided to **645** unduplicated residents at schools, after-school programs, early childcare settings, churches, recreation centers, community gardens, food pantries, supermarkets and corner stores, WIC offices and community centers. Direct education interventions included: Community Toolbox lessons, Rethink Your Drink, and Power Play. Our evaluation activities include collecting process data on number of participants reached via participant data cards, and for our Power Play interventions the pre/post tests for our IOE. To date we have reached **2631** community members.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
B) Evidence-based nutrition education and health promotion messages… (Indirect education).	☒	☐	Indirect education provided to **2554** residents. To date we have reached **11237** community residents in our focus communities. NEOPB approved materials and messages were provided at food pantries, WIC offices, early childcare sites, Safe Routes to School offices and lobbies, Senior centers, FQHCs -Marin Community Clinics and Marin City Community Clinic, School and After-school programs, churches, corner stores, supermarkets, parks and libraries. Messaging includes: Rethink Your Drink, Champions for Change recipe cards, etc.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			Q2. Do you need any technical assistance from NEOPB? (If **Yes** please describe the technical assistance your program needs.)		
C) Public relation events and community messages… (Indirect education).	☒	☐	On 7/11/2015, the Marin City Rocky Graham Park celebrated its Grand Opening with over 150 residents, elected officials, representatives from Trust for Public Land, Golden Gate Parks, community organizations and others in attendance. The Marin City CX3 Team attended the celebration and provided information and herb/fruit flavored water, provided cookbooks and recipe cards for those in attendance. Marin City was without a public park for over two decades. On 8/4/2015, we co-hosted National Night Out/Power Up your Summer event in collaboration with Parent Services Project and the San Rafael Police Department. We highlighted our Rethink your Drink Campaign with herb/fruit flavored water and raffled off two bikes donated by NEOPB radio remotes program. We shared the importance of drinking water, physical activity and eating more fruits and vegetables with participants and had our blender bikes at the event for a fun, educational experience. In addition, our partners from the San Francisco/Marin Food Bank attended the event and promoted CalFresh sign-ups. On 8/13/2015, we were invited for a 30-minute TV interview on Unimas (a Univision TV station) covering 11 counties in San Francisco Bay Area including Marin County. We discussed our Healthy Retail initiative in the Canal neighborhood. The interview was aired on 9/22/15. On 8/20/2015, we co-hosted the Annual Marin City Back to School celebration at the newly opened Rocky Graham Park. Led by the Bayside/MLK Elementary School and the Marin County Housing Authority, this yearly celebration brought together over 15 community and County organizations, and over 120 community residents, including youth and adults. Our Marin City CX3 team highlighted the importance of exercise, drinking water and eating healthy foods. We	☒	☐	NEOPB approved media messaging is appreciated

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)	Q2. Do you need any technical assistance from NEOPB? (If **Yes** please describe the technical assistance your program needs.)
	provided our smoothie bikes for youth and adults to ride. We discussed the importance of exercise and provided recipes for easy and quick healthy snacks. We raffled off skateboards and scooters courtesy of the NEOPB Radio Remotes program. On 9/15/2015, we celebrated Fiestas Patrias with KMEL a popular local radio station (part of NEOPB Radio Remotes), Mi Pueblo Supermarket, CalFresh, Zero Waste Marin and First Five. The event was staged in front of Mi Pueblo Supermarket where we provided taste tests for participants and shoppers and shared information on shopping healthy on a budget. WIC clients, part of our nutrition education classes, attended the event.	

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
LHD DELIVERABLE 3	**Yes**	**No**	**Description area**	**Yes**	**No**	**Description area**
A) Training provided to service providers…	☒	☐	On 7/16/15, we met with North Bay Children's Center and Community Action Marin staff to provide technical assistance and discuss PSE strategies identified through CHOICE assessments On 9/2/15, we provided an intra-County peer-to-peer training for San Mateo LHD staff on our Healthy Retail strategies, with an in-store intervention demonstration and a neighborhood tour in the Canal.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
B) Coalitions and partnerships established with USDA-funded and other partners to address community issues…	☒	☐	Marin Food Policy Council (CNAP) meets monthly to identify and address needs related to access to healthy foods. NEOPB subcontractors from Marin City and Marin County NWP staff attend meetings to update the Council on program progress and garner support from Council members. The Council recently drafted a resolution for adoption by the Marin County Board of Supervisors in time for National Food Day. The resolution emphasizes the importance that ALL residents have access to healthy, affordable, accessible and culturally acceptable food. We continue to host monthly Healthy People Healthy Parks (HPHP)/Park Prescription (Park Rx) meetings with local and regional Parks and Recreation representatives, the Marin City Health and Wellness Clinic, other Marin County FQHCs and Trust for Public Land representatives. These meetings bring together program partners to collaboratively schedule park activities and develop surveys to monitor progress. Through this partnership, HPHP/Park Rx programs were launched at the newly opened Rocky Graham Park on September 5th. Golden Gate Parks Conservancy provides monthly activities at the park and hikes in the Trailheads. The Marin City Community Services District provides weekly park programs tailored for different age groups. They have weekly Soul/Tai Chi classes offered by an elder resident of Marin City focused on reaching the Elder population. In addition, they offer weekly Kokoro classes tailored for women of all ages, which combines yoga, pilates and meditation.	☐	☒	

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)	**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)
	The Marin City Health and Wellness Clinic (a member of the program) recently hired a health educator to support the Park Rx program. The health educator is connecting clients with chronic diseases such as hypertension, diabetes and obesity to HPHP programs scheduled at Rocky Graham park and other community venues. Further, we have developed a partnership with Marin Community Clinics (FQHCs in the Canal and Novato), the San Francisco/Marin Food Bank, CalFresh and Marin County Parks to support the Clinic's weekly Health Hubs program. The Health Hubs program combines healthy food pantry distribution at clinic sites and nutrition education, physical activity, CalFresh information and Park Programs. We also have continued our partnership with Canal Alliance and participate in their monthly food pantry distribution to deliver indirect nutrition education.	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]	[Notes on Follow-up or steps taken to address any technical assistance requests]

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
C) *Communities of Excellence CX[3]* or other evidence based community assessment….	☒	☐	We continue to implement priorities selected from CX3 assessments conducted in Marin City and the Canal neighborhoods in FFY13. In both communities our strategy is Healthy Retail. In the Canal neighborhood, we are working with 5 stores at varying levels of intervention. These include: in-store physical placement changes to increase healthy food items visibility and appeal; store tours and cooking demos and; providing recipe cards and cook books for distribution at store locations. Mi Rancho Market has signed on to participate in the Healthy Retail program. A pre-intervention survey using the "Healthy Bodega" tool was completed. A post intervention survey is scheduled in summer 2016. In Marin City, our Healthy Retail work is establishing a healthy grocery store. Currently we are using formative evaluation to document our process and we will continue to work closely with the NEOPB evaluation staff to find other approved assessments to highlight the work. CX3 re-assessments for both Marin City and the Canal are scheduled for FFY 2017.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
D) Presentations to decision makers of *CX3* or other community assessment findings.	☒	☐	On June 5th, August 7th and September 4th, the Marin City CX3 Team and Marin County NWP staff updated ISOJI's monthly meeting attendees on the progress of the NEOPB/Marin City CX3 Team's initiatives to bring a grocery store to Marin City. Each month, ISOJI brings together community members, local and County government representatives, CBO's, Police Department, Public Housing, Clinic, faith-based and school representatives to exchange information and find ways to collaborate with each other.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
LHD DELIVERABLE 4	**Yes**	**No**	**Description area**	**Yes**	**No**	**Description area**

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			Q2. Do you need any technical assistance from NEOPB? (If **Yes** please describe the technical assistance your program needs.)		
Report on successful implementation of Policy/Systems/Environmental Change (PSE) processes.	☒	☐	Our PSE for Marin City and the Canal neighborhoods is Healthy Retail. In the Canal, our store interventions with store tours, cooking demos and in-store placement changes at Mi Rancho market are on-going. During this period, we supported the store manager's re-application to become EBT eligible. The store's first application was rejected due to missing documentation. The store owner has made some changes within the store, removing racks of chips and cookies and baked goods from the front to the back of the store and moving fruit and vegetable bins, and dairy products to the front of the store. We will continue to work with the store owner to further make changes at the check-out registers and at the deli counter with healthier options. Together with our store interventions, we increased our collaboration with WIC, scheduling ongoing nutrition education classes focused on eating healthy on a budget with store tours and cooking demos. Store tours and nutrition classes were also conducted with the Bahia Vista Summer LEAP program, where over 85 students participated in a series of nutrition education classes and went on store tours at Mi Pueblo grocery store. In Marin City, a neighborhood with no grocery store or healthy food access, we have continued our efforts on establishing a healthy grocery store. To advance the goal of a grocery store, the Marin County NWP in conjunction with the Marin City CX3, Marin County Board of Supervisors, the Marin County PHO, Marin City Community Services District, the Marin City Community Development Corporation, the San Francisco Federal Reserve Bank and other partners, is currently completing a proposal for funders to support the establishment of a healthy, accessible and affordable grocery store in Marin City.	☒	☐	Any support on attracting a grocery store welcomed.

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			Q2. Do you need any technical assistance from NEOPB? (If **Yes** please describe the technical assistance your program needs.)		
			In conjunction with our grocery store efforts, we continue to support alternative sources of healthy food in the community. One exciting, and highly successful development, is the Marin City CX3 Children's Community Garden. The garden was created last summer by our Marin City CX3 Team to expand the nutrition and physical activity experience of youth attending the Marin City Community Services District's summer recreational programs. The garden provides youth an excellent venue to learn how to grow, harvest and prepare healthy food. The garden served over 140 children and some of their parents in its first year. It has continued to grow and is currently seeking funding to expand to a year-round instructional garden. The success of the garden is a result of partnerships and a dual use agreement. Manzanita Child Development Center provided the space for the garden, the Marin City CX3 Team and the Marin County NWP developed the garden, provide the classes and expanded enrollment in the garden program to youth attending the Marin City Rec. Center and the Manzanita Child Development Center, and the Marin City CSD staff help maintain the garden.			
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		
LHD DELIVERABLE 6	**Yes**	**No**	**Description area**	**Yes**	**No**	**Description area**

	Q1. Are your SNAP-Ed interventions and evaluation activities progressing as planned? (If **No** please describe any challenges experienced. Include any actions taken to resolve or address these challenges.)			**Q2. Do you need any technical assistance from NEOPB?** (If **Yes** please describe the technical assistance your program needs.)		
Pre/post-test Impact/Outcome evaluation. (Note: Required only for LHDs receiving ≥ $350,000 in the base grant.)	☒	☐	We completed our IOE intervention at two elementary/middle schools in the Sausalito Marin City School District (SMCSD) in March 2015. Our results showed statistically significant increases in consumption of fruit, total consumption of fruit and vegetables (no juice), and total consumption of fruit and vegetables (including juice). Bahia Vista Elementary, located in the Canal neighborhood will be participating in our IOE program next year.	☐	☒	
CDPH/NEOPB use only:	[Notes on Follow-up or steps taken to address any technical assistance requests]			[Notes on Follow-up or steps taken to address any technical assistance requests]		

Church Youth Group Schemes a Plot To Build a Community Garden

Intervention Summary

St. Elizabeth's Catholic Church in Desert Hot Springs owns vacant property, which was overrun by weeds and trash, close to the church building. The church had been supporting nutrition education classes provided by NEOP-funded staff on a regular basis. The idea of a community garden on the vacant lot drew interest from the priest, as he was trying to connect the Pope's message of being good stewards of the planet. This inspired the youth to request a small community garden area at the church. After countless meetings and valiant persistence, the priest agreed to allow the youth attending catechism class to build and maintain a community garden. The youth attending the church became very excited, as they were looking for a way to give back to the church, while learning how to build and maintain a garden, not only at the church, but at home as well.

With the priest's approval, the labor began – clearing the lot space, building garden boxes, and fixing the irrigation system – completely organized by the church youth group. The youth had very little experience doing some of the tasks, so they sought the help of family and church members to help. Before they knew it, they had professional carpenters, landscapers and plumbers donating their time to build the community garden. A total of 8-10 youth assisted in the building of the community garden on a weekly basis, while adults provided guidance to the group, while lending their talents and tools. A local resident finishing her degree in horticulture had heard about the project, and she volunteered to teach classes at the church to instruct others about starting home gardens. The community garden is currently growing cabbage, spinach, lemons, limes, grapefruit, and oranges, just to name a few. The harvest of the community garden will be distributed to needy families through the St. Elizabeth's food pantry. So far, the community garden has not produced any fruit or vegetables; it's expected the garden will yield 10-15 pounds of produce, once the harvest begins.

Description of Barriers Encountered and Identified or Proposed Solutions

The biggest barrier faced by the group was gaining the approval of church leadership to donate part of the vacant property to build the garden. After an extensive PowerPoint presentation, where examples of community gardens were shown to the priest and office manager, they finally agreed to provide access to the lot and construction was under way! Another barrier was the lack of an irrigation system in the vacant lot. A father of one youth group member heard about the problem, so he donated his time and materials to build a reliable and water-conserving irrigation system for the community garden.

Future Directions/Sustainable Success

The community garden is in good hands; as church members saw the construction of the garden, they volunteered to help maintain and take care of the garden. Several church members have made donations of materials and their time. We foresee this continuing to happen in the near future to sustain the garden. Plans for NEOP-funded classes during the first harvest of the garden have been established, so the community garden not only serves the church food pantry by growing fresh fruits and vegetables, but also as a tool to empower church members to plant gardens at home to support their family with healthy foods. Church members are excited and anxiously awaiting the first harvest from the community garden, and they take any opportunity to visit the garden.

Contact information about this Narrative

Local Health Department Grant Name: County of Riverside Department of Public Health

Subcontractor: Desert HealthCare District, El Sol Neighborhood Education Center

Grant #: 13-20527

Author's Name: Alejandro Espinoza

Phone: 760-323-6166

Email: aespinoza@dhcd.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

"The Patch" Brings Life, Fresh Produce and Nutrition to Jurupa Valley's Food Desert

Intervention Summary

The gathering of community members, stakeholders and support from the "Healthy Jurupa Valley" initiative linked together to establish "The Patch" produce stand. Within the City of Jurupa Valley, there is a sparse distribution of supermarkets and very few small grocery stores. Community members requested more access to fresh produce at affordable prices. The Healthy Jurupa Valley collaborative met with Jurupa Area Recreation and Parks District Board to allow the local community center as a venue for a temporary produce stand every Friday morning. The proposal was presented and accepted by the board in March of 2015, with the concession of including resident nutrition education activities (provided by NEOP-funded staff) during operating hours.

On April 16, 2015, the grand opening of "The Patch" produce stand was met with remarkable community support. Each week, the Patch flyer was published in the local city newspaper, eventually grasping the attention of the regional Press Enterprise newspaper. To date, the Patch has been successful, with an average of 20-50 customers every Friday picking up a crop box, shopping for produce and receiving valuable nutrition information, recipes and cooking/preparation ideas for the various fruits and vegetables in season.

Description of Barriers Encountered and Identified or Proposed Solutions

The solution to a food desert seemed simple: provide fresh, locally-grown produce. However, immediate barriers surfaced: finding a location zoned to allow for a produce stand, negotiating a reasonable cost for use of property and insurance, finding a grower/vendor that would take a risk in a new area, attracting and retaining customers, building a marketing strategy, and developing a delivery system option.

Customers were delighted about having a new produce stand available in their area; they enjoyed visiting and choosing from the selection of fresh produce. However,

marketing and promotion efforts such as signage and physical location of the stand came into question. Initially, the Patch had a few regular customers visiting, and ideas about moving the location emerged because many people had trouble finding the location, since it wasn't readily visible when driving by. With permission of Jurupa Recreation and Park District, we were allowed to move the stand onto their sidewalk property, adjacent to the main road. The visibility of the Patch was attracting new customers, together with hand painted fruit and vegetable illustrations which had been placed on the sidewalk to direct community members to the patch.

It was recorded in the weekly analysis that the Patch received more foot traffic and new customers. The fruit and vegetable marketing signs were a success. However, the city notified them that the sidewalk area was not permitted. Although the sidewalk location attracted more customers, the Patch moved back into the park to comply with city ordinance. The fruit and vegetable illustrations are still visible from the street.

Traditional NEOP education needed to adapt to the outdoor produce stand environment. Providing relevant nutrition information on weekly produce selections is a challenge, as the farmer often decides which produce is ready to sell the night before or even the same morning of the Patch. Also, the produce stand is not currently certified, and is not eligible to accept CalFresh or WIC at this time, which is a deterrent to the residents we intended to serve.

Future Directions/Sustainable Success

Short-Term Goals:

- Find a way to attract low-income participants and drive greater sales through improved marketing. Stakeholders such as Reach Out, Healthy Jurupa Valley Gardens and Markets Action Team, Recreation and Parks District help to promote the Patch and conduct regular community outreach.
- Compile a farmer vendor toolbox with a wide variety of nutrition messages, recipes, and shopping/cooking tips that can be displayed or inserted into the produce boxes to match the seasonality and variety of produce and include Harvest of the Month, Produce Quick Tips and other retail program materials.
- Establishing a list of supplementary vendors to meet cultural and seasonal needs to match resident requests for specific produce.

Long-Term Goals:

- Make the Patch mobile. Work with Jurupa Unified School District, the city's Planning Commission, the Recreation and Parks District, and Environmental Health to take the Patch to communities with the highest need.
- Ultimately replicating the Patch in multiple low-income or low-access locations.
- Meet criteria to become a Certified Farmers Market, and apply for EBT/CalFresh and WIC.

Contact information about this Narrative

Local Health Department Grant Name: County of Riverside Department of Public Health
Subcontractor: Reach Out
Grant #: 13-20527
Author's Name: Jacqueline Guadiana and Teresa Fernandez
Phone: (909) 982-8641
Email: Teresa@we-reachout.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

“Ready, Set, Swim” Program Makes a Splash in Desert Hot Springs

Intervention Summary

The “Ready, Set, Swim” program has been a fun and innovative way to combine physical activity, nutrition education, and water safety all in one. The abundance of pools in the Coachella Valley, along with countless child drownings and near drownings, prompted several local organizations to develop a program to address water safety in order to promote physical activity, which provided the children with lifelong water safety skills. With the help of the City of Palm Springs and the Desert Healthcare Foundation, funds were raised to implement the program. Palm Springs Unified School District, Desert Recreation District and the Boys and Girls Club provided essential components to the program like transportation, swim instructors and facilities to make this collective impact partnership function seamlessly.

The “Ready, Set, Swim” program is designed as an eight-day afterschool program, at the community wellness center and pool. Children attend two hours a day over the course of two weeks: one hour is focused on swimming skills and physical activity, while the second hour is focused on nutrition education. Student and adult nutrition education was presented by several NEOP-funded subcontractors. Over the two-week sessions, children and family members participated in a wealth of nutrition activities including Rethink Your Drink, Harvest of the Month, PowerPlay, MyPlate and the benefits of physical activity. Along with these nutrition lessons, taste testings of various fruits and vegetables were also provided for the children. Parents attended a Rethink Your Drink class, offered in English and Spanish, at the program graduation.

The “Ready, Set, Swim” program graduated a total of 471 children during its initial year. The success of the “Ready, Set, Swim” program caught the attention of the local media, and was featured by local news channels and newspapers. It was also nominated by the Riverside County Department of Public Health to be featured in a success story video, filmed by the Inland Desert TRC (UCSD).

The successes of the “Ready, Set, Swim” program are clearly evident, as the participating children and their parents would take any opportunity to share how their

child has become more active, selective about what they eat and drink, and confident in their swimming skills. The funding organizations embraced the program wholeheartedly and are excited about future expansion.

Description of Barriers Encountered and Identified or Proposed Solutions

The “Ready, Set, Swim” program faced a few barriers along the way. The first barrier was the coordination of the different entities involved - ensuring the school and parents were well-informed of the program opportunity and requirements for participation. The solution was to designate a program coordinator, hired by the Desert Recreation District, to organize and create a “parent packet” with all the program information and communicate with the schools. The program coordinator ensured all entities involved, including the parents of the participating children, received vital program information regarding transportation, schedules and contact information.

Another barrier faced by the program was the potential exclusion of students who were currently attending other afterschool programs. A special arrangement was made with the school district to allow a waiver for students who wanted to participate in the “Ready, Set, Swim” program, without risk of being dropped from their other afterschool programs.

Future Directions/Sustainable Success

The future plans for the “Ready, Set, Swim” program are very promising. Local organizations and the Palm Springs Unified School District have committed to support the program indefinitely, and are seeking potential partners and funding to expand the program to the other schools and community pools throughout the Coachella Valley. In addition to expanding the program throughout the Coachella Valley, future plans include water safety classes for parents from trained personnel such as emergency first responders and the Riverside County Injury Prevention Program.

Due to budgetary concerns, the City of Desert Hot Springs was not planning on opening the pool during the summer. After several calls from families in the swim program, the city was convinced to seek funding to keep the pool open during the summer. The public advocacy for maintaining public pool access was a tremendous success in gaining another physical activity facility in a low-income neighborhood with extreme summer temperatures. The “Ready, Set, Swim” program cemented the new pool’s permanent role in the community by increasing usage and demand within the first year.

Contact information about this Narrative

Local Health Department Grant Name: County of Riverside Department of Public Health

Subcontractors: Desert Healthcare District, Boys & Girls Club-Desert Hot Springs, Borrego Medical, El Sol Neighborhood Education Center

Grant #: 13-20527

Author's Name: Alejandro Espinoza

Phone: 760-323-6166

Email: aespinoza@dhcd.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

"Dig In!" to Nutrition and Garden Education During the School Day

Intervention Summary

School garden-based nutrition education provides educators with a hands-on, interactive way to foster positive attitudes towards fresh fruits and vegetables amongst school children. *Dig In!* is a standards-based nutrition education curriculum created by the United States Department of Agriculture (USDA) that takes students on an educational journey through the world of gardening and nutrition based on growing, harvesting, tasting, and learning activities.

In March 2015, 3rd and 4th graders at Monroe Elementary School in Riverside Unified School District began their three-month 10-session *Dig In!* journey. During the first few classes, students were introduced to MyPlate and started planting and observing the growth pattern of kale, radish and squash. To make the connection between gardening and healthy eating, the curriculum challenged students to consider elements that plants and people need to stay healthy and grow. For example, students were "a-mazed" (in Lesson 4) to see how plants followed light patterns in a maze they created inside of shoeboxes.

The culminating activity was a "Harvest Celebration". Students used the foods grown from the garden to create a kale and radish salad. In groups of five, the students presented various topics to City of Riverside personnel, school staff and nutrition services administrators. For example, one group presented a skit on the importance of gardening while another group gave a PowerPoint presentation on healthy choices and another recited a poem they had written. The Harvest Celebration experience served to boost students' level of excitement for gardening and healthy living. In addition, by taking care of the plants as they grew, students developed skills that increased their confidence to make progress towards their healthy living goals.

Description of Barriers Encountered and Identified or Proposed Solutions

A common challenge for implementing nutrition education during school hours is the competition of priorities for classroom minutes and varying levels of confidence (and interest) among teachers to implement nutrition and garden related curricula. In this project, the teachers were active partners in the implementation. The *Dig In!* curriculum afforded participating teachers the option to implement classroom-based nutrition education while meeting core education standards, helping to address their time limitations. By modeling the implementation of *Dig In!* educational materials, NEOP staff encouraged the participating teachers to increase their capacity and confidence to lead nutrition and gardening lessons in the future.

Future Directions/Sustainable Success

The *Dig In!* curriculum functioned as a capacity building experience for teachers at Monroe Elementary School to get a taste of the benefits of incorporating nutrition education into the classroom. Follow-up steps are planned during the 2015-2016 school year to continue to build teachers' skill and confidence to lead classroom-based nutrition education. NEOP staff will join with the participating *Dig In!* teachers to train other Monroe Elementary teachers on how to integrate nutrition education into classroom-based garden-related activities. Also, Monroe Elementary teachers, local master gardeners, and NEOP staff will host a garden party during National Farm to School Month (October 2015) to continue promoting nutrition-infused garden education.

Contact information about this Narrative

Local Health Department Grant Name: County of Riverside Department of Public Health

Subcontractors: Riverside Unified School District and City of Riverside

Grant #: 13-20527

Author's Name: Morgan McGhee and Eddy Jara

Phone: (951) 352-6740; (951) 826-5813

Email: MMcghee@rusd.k12.ca.us; ejara@riversideca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Healthy Snacks Win Over Local Youth Sports League

Intervention Summary

Youth sports leagues and recreation programs have the potential to influence an entire generation about healthy fitness and nutrition behaviors. Sadly, the days of orange wedges and water at youth sporting events are being compromised by the marketing and convenience of less healthy options. NEOP-funded staff witnessed first-hand the unhealthy snacks and beverages children were offered at games and practices. This inspired the need for providing the league with information about more appropriate healthy snacks and beverages. The solution was the development of a simple, bilingual handout for parents and coaches emphasizing the importance of proper nutrition and healthy beverages for children participating in soccer.

The pilot version of the handout was drafted by non-NEOP staff and presented to the American Youth Soccer Organization (AYSO) Board of Directors, coaches and parent volunteers. They recognized that unhealthy snacks and sugar-sweetened beverages were becoming a problem in Desert Hot Springs, where 35% of children living in Desert Hot Springs are overweight and/or obese (HARC Data). Aside from the alarming childhood obesity rates, other concerns included the large amounts of trash left on the fields after games and practices. This year, the handout was included in parent packets for every child enrolled in the 2015 soccer season in Desert Hot Springs. The snack handout has been revised to meet NEOP branding guidelines, and has been approved for local use. The new version of the handout has the potential of being adopted by other youth sports leagues, including more AYSO regions.

Description of Barriers Encountered and Identified or Proposed Solutions

Luckily, the educational handout was such a great concept that it was easy to implement and distribute with the help of the Desert Hot Springs AYSO Board of Directors and coaches. It filled an immediate need to address the overwhelming volume

of unhealthy foods and beverages, and supported the league's stance on mentoring young athletes to become healthy role models. This may be the first step in adopting a more permanent policy in the future regarding concessions and parent-provided team snacks for games and practices.

Future Directions/Sustainable Success

Continuing efforts with the Desert Hot Springs AYSO will reach far beyond nutrition education materials. The collaboration has led to the planning of supporting activities to reinforce the messaging in the handout. Plans are being established for nutrition education booths at soccer games to distribute a variety of resources, provide taste testings of spa water and fresh fruits and vegetables, and offer Rethink Your Drink and nutrition classes to the teams. Working with the coaches, the goal is to encourage parents to provide healthier snacks on a voluntary basis, while the region considers a formal food and beverage policy.

The Desert Hot Springs AYSO has also committed that 25% of the foods sold in their snack bar will be healthier options during this fall's soccer season. The translation of the handout to Spanish has allowed the reach to more families, who can also benefit from the information. The handout has the potential to reach other youth sports leagues, such as basketball and baseball, where similar problems exist with the consumption of unhealthy snacks and beverages. The efforts of the Desert Hot Springs AYSO to promote healthy snacks and beverages via the handout, nutrition displays at games, and healthy snack bar options, can lead to a culture and mindset change within coaches and parents, which can create a healthier environment for all participants and spectators. Lastly, the handout has been submitted to the state for inclusion into the NEOPB allowable resource list, to support healthy snack policy changes with youth organizations across California.

Contact information about this Narrative

Local Health Department Grant Name: County of Riverside Department of Public Health

Subcontractor: Desert Healthcare District

Grant #: 13-20527

Author's Name: Alejandro Espinoza

Phone: 760-323-6166

Email: aespinoza@dhcd.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income

households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Corner Stores Becoming Fruitful in the Eastside

Intervention Summary

The tale of two stores: La Tapatia and La Michoacana are two corner stores identified through CX^3 work that showed potential and interest in making healthy retail changes. With the backing and coordination of partners and funding (via the Kaiser HEAL Zone grant), the NEOP retail team started working with both store owners. The first step was to establish a working relationship with frequent visits, encouragement, and sharing best practices and retail expertise in marketing fresh produce. Though reluctant at first, trust grew with each visit as NEOP staff facilitated opportunities for improving quality, freshness, pricing, delivery and display of produce, including HEAL Zone incentives for extensive environmental changes.

Through HEAL Zone funds, La Tapatia was able to replace their old produce cooler with a cost-saving and environmentally friendly refrigeration system. In addition, the store staff are now consistently posting prices for their produce using Champions for Change retail price cards. Lack of pricing was a CX^3 finding, as shoppers may hesitate to purchase produce when the price isn't marked. Using the retail guide, the store was able to maximize produce freshness by changing the storage and rotating the displays for optimal temperature and humidity. Working with volunteers, residents, a community youth group and local parks staff, La Tapatia was able to receive a beautiful façade makeover with a resident-designed mural and HEAL Zone Logo. La Michoacana participated in a community clean-up day, where residents and volunteers removed gum, painted over graffiti along the walls and picked up garbage surrounding the store. The owner removed all the hard liquor from his store, making La Michoacana a family-friendly grocery store rather than a liquor store.

As a suggestion to encourage store owners to sell more local produce, both stores were provided with contact information for growers and distributors of fruits and vegetables. Since Riverside Unified School District purchases locally-grown produce and delivers daily to nearby elementary schools, they offered to purchase, prepare and deliver washed and packaged produce items to the store at cost.

Store owners are taking more pride in their fruits and vegetables, maintaining better variety and quality, and keeping prices posted. NEOP staff are supporting the stores with healthy signage, including recipes, cookbooks and Harvest of the Month information for seasonal produce items. Resident awareness has increased, with media outreach and partner involvement, in hopes that both stores would feel supported by the community in continuing to provide healthy fresh food at an affordable price.

La Tapatia employees promote fruits & vegetables.

Community partners and residents paint a mural.

Description of Barriers Encountered and Identified or Proposed Solutions

Store owners demonstrated an initial distrust in working with government entities, especially with funding restrictions and expectations that may not match their vision for their store. Both were hesitant about the adoption of the changes, and if their shoppers would take notice. Through continuous visits to the stores, a relationship was built with the owners, clerks and frequent shoppers.

Store owners still struggle with pricing, trying out new suppliers, and managing stocking levels of quality produce. They are testing out the demand, and discovering the cultural needs of their immediate neighborhood as new shoppers wander in to see the changes. The store owners are willing to purchase local produce through Riverside Food Co-Op, a HEAL Zone partner, but are still working to reach the price that benefits the farmer, the store owner, and their customers. The store customers may opt for a store with lower prices, rather than valuing quality or local produce.

Future Directions/Sustainable Success

NEOP retail staff will continue to provide technical support and conduct regular retail visits to assist with signage and nutrition information. The neighborhood can drive the sustainability by sharing their needs with the store owners, in an effort to meet their demands for healthy foods. The NEOP staff plan to conduct a CX^3 community reassessment in 2016, and hope to document improvements in the retail environment due to the efforts of multiple funding sources and partners.

One of the HEAL Zone goals is that the stores purchase a variety of local, seasonal produce direct from farmers or a local grower/distributor. Eventually, it would be optimal to gather sales data and customer feedback to determine which changes are the most effective, and discover methods to market to the larger community. One store does not

accept WIC currently, but is interested in reapplying (they were a previous WIC vendor). Becoming a WIC vendor would meet a need in the community and increase their sales of healthy foods, which may contribute to lower prices based on higher volume orders.

Contact information about this Narrative

Local Health Department Grant Name: County of Riverside Department of Public Health

Grant #: 13-20527

Author's Name: Lorie Brendecke, Andrea Morey

Phone: 951-358-5985

Email: lbrendec@rivcocha.org, amorey@rivcocha.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Arlanza Community Garden Expands to Grow the Capacity and Coordination of Gardeners

Intervention Summary

In order to implement and sustain fruit and vegetable production and garden-based nutrition education, a community garden requires strong leadership, organized participation activities, and authentic community engagement. These elements require a level of investment from gardeners themselves, and from local cooperative partners, stakeholders and allies.

In 2012, Arlanza was an unused garden lot owned by the City of Riverside, adjacent to the Arlanza Elementary School. In response, Child Leader Project (a youth development organization) convened local students to envision and redesign Arlanza as a vibrant community garden. Despite the infusion of youth energy, Arlanza struggled with engaging residents from the surrounding neighborhood; they could not effectively organize a group of committed garden members.

Recently, the city partnered with From Lot to Spot, a Los Angeles-based non-profit focused on increasing access to green space, such as community gardens, in neighborhoods of high-need. The goal was to build the capacity of existing gardeners, incorporating NEOP-funded nutrition education within an organized communication system at a community garden. Ultimately, gardens should foster and unite new garden members for garden expansion and sustainability, while increasing fruit and vegetable access and consumption in low-income neighborhoods.

In 2014, Arlanza hosted their first garden elections with support of From Lot to Spot. From this process, 5 out of the 6 elected leaders were bilingual in order to enhance participation from the Latino community at the garden. Despite language and cultural differences, garden leaders were able to communicate with each other to set guiding rules for the garden, including yearly elections. Throughout 2015, the NEOP-funded staff continued to build capacity and leadership at Arlanza. They facilitated a garden design and visioning workshop in order to increase the number of assigned plots while adding space for education and training. Arlanza leadership also incorporated systems

such as a current roster of gardeners, a waiting list, and gardener rules with the expertise of From Lot to Spot staff.

Description of Barriers Encountered and Proposed Solutions

A common issue in most community gardens is the lack of strong management structure. Though garden spaces were available, residents were not empowered or informed on how to utilize, maintain or manage it adequately. From Lot to Spot recommended monthly garden leadership meetings to maintain accountability and develop a compilation of garden management tools such as gardener rosters, waiting lists, watering guidelines and garden rules. These management tools, incorporated with a new layout, made it easier to allocate parcels to new gardeners. In April 2015, Arlanza held their second election to elect a new leadership committee who would address these issues. During this time, From Lot to Spot worked with garden members to communicate effectively in order to execute elections democratically and be inclusive of all members.

Another underlying challenge was an ineffective layout of usable space, and designation of established garden plots. The garden plots were very large, and it was unclear which spaces were available. In response, From Lot to Spot and the city hosted a conceptual design workshop in which over 30 gardeners, experts and volunteers planned a new garden layout.

Future Directions/Sustainable Success

In 2015, the partnership has served to build leadership capacity of the gardeners, who can now manage their own garden effectively and cultivate their membership to keep the plots active. With the compilation of garden management tools, Arlanza gardeners (with support from NEOP staff) plan to mentor other community gardeners throughout the city, to assist in establishing a system for garden organization and communication.

Arlanza schedules regular garden workshops, community workdays and hosts two annual events to celebrate cooperation and unite garden members. During every garden workshop, From Lot to Spot provided garden members with Harvest of the Month (HOTM) education materials. HOTM was especially useful during seasonal changes to guide new garden members as to what crops to grow in order to maximize their harvest. In 2016, NEOP staff plans to strengthen the garden-based nutrition education component through the Arlanza Garden events and workshops. Gradually, Arlanza is becoming a fully self-sustained garden and a beacon in the community.

Although not adopted by gardeners yet, From Lot to Spot has suggested that Arlanza consider establishing a small fee for membership - in order to finance small garden expenses such as water bills, tools and community building events. Funding for materials could be provided by donation or grants, but a minor investment from members ensures their commitment and accountability to the garden, and ultimately greater care and sustainability of shared equipment and the entire garden.

Contact information about this Narrative

Local Health Department Grant Name: County of Riverside Department of Public Health
Subcontractors: From Lot to Spot, City of Riverside
Grant #: 13-20527
Author's Name: Viviana Franco, Eddy Jara
Phone: (310)780.5461; (951)826-5813
Email: viviana@fromlottospot.org; Ejara@riversideca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Addressing Food Insecurity in Jurupa Valley

Intervention Summary

At Jurupa Unified School District, an average of 78% of families qualify for free & reduced price school meals, with some school sites as high as 95%. Meeting basic needs is a stressor for many families at various times during the year. Various school sites provide a wide variety of resources for families, including clothing and referrals for emergency needs and assistance programs. Based on studies, the school district realized that hungry students may not perform as well in academics or physical activities. Schools already provide breakfast, lunch and afternoon snacks, as well as summer meals. However, a well-coordinated network of food resources and free food distributions did not exist to support families in providing food at home and over the weekend.

The school district designated a Director for Parent Involvement and Community Outreach, who coordinates family activities, community resources and accesses grants for school health and extracurricular opportunities. Through the NEOP grant, the director attended multiple webinars and trainings on the topics of Food Distribution, Food Banks & Pantries, Hunger as a Health Issue, and Food Insecurity. Through outreach to multiple partners, it was clear that the Jurupa Valley community was in desperate need of a coordinated food distribution effort, and many partners lined up to provide support.

Determined to address this issue, food distribution plans began to develop with the school district, God's Pantry and For The Least Ministries to start a large scale food distribution in the parking lot of a high school campus. The first distribution was set for June 2015, with over 75 volunteers assisting 309 families with truckloads and pallets of donated food (reaching over 1,400 individuals). Word spread quickly and the momentum continues to build - once a month, this event provides an opportunity to link local service providers with families in need, and send them home with healthy food.

NEOP-funded staff from ReachOut provide nutrition education, recipes and Harvest of the Month materials to support families in preparing the foods from the distribution at home.

Description of Barriers Encountered and Identified or Proposed Solutions

Through the collaborative efforts of individual partners, any barriers have seemed rather minor. Determination outweighed the potential complications, since everyone involved was focused on the end goal of providing food and resources to families in need. Facilities issues (gate access, property usage, liability) were addressed with the support of district personnel. The two food ministries work cohesively to collect food from Feeding America and other food sources, and deliver them to the school site with trucks and forklifts. Volunteers from multiple student groups and community organizations show up; even those being served pitch in to help unload and distribute food to others.

One ongoing barrier is maintaining the availability and coordination of volunteers. When volunteers are short, the families served are asked to lend a hand, and many being served are now regular volunteers of the program as well. The site has applied to provide USDA-subsidized foods monthly, which would increase the variety, quantity and stability of food items provided. Delivering effective nutrition education at outdoor food distribution sites has been difficult, especially when families are receiving foods that require refrigeration. One solution would be to access a classroom or seating area in the shade to conduct a nutrition class before distribution.

Produce is sorted and bagged by volunteers.

Groups such as Girl Scouts provide a strong volunteer base.

Future Directions/Sustainable Success

The school district is currently connecting with local congregations to support a network of reliable food distribution on a consistent calendar. They are establishing a second food distribution site at a school on the other end of town on a different week of the month. This distribution will be aligned with Vida-Life ministries and local church congregations. With inclusion of USDA Commodities, the food distribution sites will gain

even more stability in the community. The goal is to pair food distribution with nutrition education and opportunities for community involvement each month.

Contact information about this Narrative

Local Health Department Grant Name: County of Riverside Department of Public Health
Subcontractors: Jurupa Unified School District, ReachOut

Grant #: 13-20527

Author's Name: Jose Campos

Phone: 951-360-4175

Email: jose_campos@jusd.k12.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Health Ambassadors: Inspiring a New Generation of Agriculture Enthusiasts

Intervention Summary

The Health Ambassadors program at Luther Burbank High School has a strong focus on gardening, sustainability, and agriculture. Students in the Health Ambassadors program help maintain the Burbank Urban Garden (BUG) and support local elementary and middle school garden programs by assisting with garden builds and gardening technical assistance. The young Health Ambassadors also play a role in educating other youth on nutrition, and healthy eating. Correspondingly, the Health Ambassadors program teaches students the importance of policy in sustaining urban gardens, agriculture and the overall food environment. Through this model, the Health Ambassadors are not only educating themselves and, changing their own attitudes and behaviors on healthy eating but also gaining valuable skills, like public speaking and policy development.

During this past year, the Health Ambassadors program has had an influential role on one student- Amanda. Growing up, Amanda's family did not know much about how to eat healthy; fruits and vegetables were rarely encouraged let alone available at home. As Amanda's involvement with the Health Ambassadors grew, she slowly started changing her eating habits and became a strong spokesperson for the program. She learned more about the process and benefits of growing and eating local, organic produce and soon decided she would only eat produce that was grown organically. As she lived in a food desert with very little access to fresh, local produce, Amanda would often borrow family members' cars and or ride numerous buses to various farmers' markets and farms to purchase her food. She would not be deterred from implementing her new lifestyle.

As a Health Ambassador, Amanda also took part in numerous agriculture related projects and campaigns. She worked to educate policymakers on the City of Sacramento's Urban Agriculture Ordinance and school board members on the importance of supporting school gardens. Amanda also represented the BUG at Soil Born's *Day on the Farm* event and sold plant starts at the Mack Road – Valley Hi Farmers' Market to raise money to support BUG. Participation in these activities led her to realize she wanted to study Urban Agriculture at UC Davis. This spring Amanda applied for and was accepted into UC Davis' Urban Agriculture program. She will be the first person in her family to attend college. Amanda credits her career choice on her involvement in the Health Ambassadors program.

Description of Barriers Encountered and Identified or Proposed Solutions

The main barrier with the Health Ambassadors program at Luther Burbank is the lack of interest by students at the school. Most students who are a part of the program are involved in this Small Learning Community due to their interest in gardening. Most, if not all, do not have much background or interest in other areas such as policy, food justice, or public health. Moving forward, to increase student participation, attempts will be made to show how gardens/agriculture are tied to other areas and disciplines, such as Science.

Future Directions/Sustainable Success

To ensure sustainability and involvement of the Burbank Urban Garden at Luther Burbank High School, the following are short-term intervention strategies:

- Speaking to heads of other clubs and classes in other Small Learning Communities to involve them in both afterschool and regular school day garden work
  Showcase how the garden can support other clubs and actual student lessons

Ultimately, the Health Ambassadors program hopes to inspire more students and families to improve the nutrition environment in their communities. Long-term goals include:

- Expose and recruit more students into the program to have broader impact
- Develop a strong mentorship program with local middle and elementary schools to increase exposure to agriculture at an earlier age

Contact information about this Narrative

Local Health Department Grant Name: **County of Sacramento, Division of Public Health**

Sub Grant Name: **Sacramento Chinese Community Service Center**

Grant #: **12-10154**

Author's Name: **Jason Smith; Todd McPherson**

Phone: **(916) 442-4228 ext. 112**

Email: **jason@sccsc.org todd@sccsc.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Establishing Healthy Policies within the Church: A 360 degree approach to Healthy Eating and Active Living

Intervention Summary

The majority of African Americans in California are battling preventable illnesses. In California alone 68% of African American adults are overweight or obese, which contributes to the high rates of preventable illnesses. In regards to Sacramento County 69.9% of African Americans are overweight or obese according to the 2011 California Health Interview Survey.

Health Education Council is dedicated to help reduce the rapid spread of preventable diseases by fighting against obesity in the faith-based community. Soul food continues to be a staple of the African American diet. This diet has affected this community by increased cases of diabetes, heart disease and cancer. As result, we are committed to encouraging healthy lifestyle changes and choices within the African American church. Being part of the solution to end preventable illnesses, particularly those that disproportionally affect African Americans, means making small changes that lead to policy, systems and environmental changes.

All Nations Church of God in Christ has an exemplary story of implementing healthy changes within the congregation with pastoral support and backing. During an initial Rethink Your Drink training for leadership, the church administrator declared, “The drink of choice for all church related meetings, events, etc. will be water,” concluding that the church will no longer have sugary beverages as an option. This statement served as a rallying statement to congregants and was the beginning of something great.

All Nations immediately took action in making policy changes within the church and community events. They wanted to address unhealthy habits in the church by incorporating nutrition classes, physical activity, retail education, nutrition activities for children and trainings for leadership. To further promote environmental and policy innovations within the church, Health Education Council's Faith program partnered with Peer to Peer and Retail programs to foster a complete lifestyle change in the church. As a result, our collaboration provided well attended nutrition workshops, a farm tour, store tours and trainings.

Rethink your Drink Training and Spa Water Tasting

Congregants and leadership attended this training that addressed healthy drink options, the identification of drinks with added sugar and making the connection between sugar-sweetened drinks and health risks. The participants enjoyed tasting strawberry and mint spa water, received a variety of recipe cards and discussed personal goals to assist with the consumption of more water into their diets.

Peer to Peer Nutrition Classes

Approximately 30 individuals attended the peer-to-peer workshop classes Eat Healthy, Be Active adult nutrition education classes (conducted in the main sanctuary) that addressed many healthy subjects (see below). The congregants committed to 6 weeks of nutrition classes where they learned techniques and tactics on how to live a healthier life. The congregants enjoyed food tastings, physical activities and cooking demonstrations. Following the conclusion of the nutrition classes, congregants and church leadership expressed gratitude and many had adapted better eating habits and incorporated physical activity.

Lesson 1: Enjoy Healthy Foods that Taste Great
Lesson 2: Quick, Healthy Meals and Snacks
Lesson 3: Eating Healthy on a Budget
Lesson 4: Tips for Losing Weight and Keeping it Off
Lesson 5: Making Healthy Eating Part of Your Total Lifestyle
Lesson 6: Physical Activity is Key to Living Well

Farm Tour

The children and their guardians from All Nations Church visited Davis Ranch Farm and learned about a "farm year" and farming practices (how the soil is prepared, planted, cultivated, irrigated and harvested). Children were taught the nutritional benefits of eating healthy fruits and vegetables. The children and their guardians enjoyed a tractor trailer ride around the farm where they were shown different crops growing in the fields. They were given the opportunity to pick a standard produce box (20-25 pounds) with various kinds of produce which included squash, corn, bell peppers and fresh dill. After a few hours on the farm, the children and their guardians enjoyed physical activity, a healthy lunch, a lesson/tasting on Rethink your Drink and My Plate. Each family

received Champions for Change bags with Champions for Change hats and t-shirts, Cal Fresh information and healthy recipes. As a result of the farm tour the children and their parents were able to make the connection from farm to fork. Several students asked questions such as, “Why are the bell peppers so dirty and on the ground?” A majority of the children did not understand the correlation between the farm and their forks. This trip allowed the children to make the connection of how food is delivered to their tables.

Store Tours

We partnered with the Retail program to implement a 1.5 hour-tour store tour coupled with the $10 Cooking Matters Challenge. The store tour assisted congregants on a tight budget to make healthy grocery purchases and preparing healthy meals at home. In addition, congregants learned smart shopping, reading food labels, comparing unit prices and finding whole grain foods and produce.

The $10 Challenge, encouraged congregants to use the skills they learned to buy a healthy meal for a family of four, for under $10. Participants took home a booklet with recipes and shopping tips, a reusable grocery bag, and $10 worth of healthy groceries.

As a result of the partnerships with the Peer to Peer and Retail programs All Nations Church maximized their “kickoff” to a very healthy congregation. The impact has had a significant influence on programming in the church. The church leadership began implementing health and fitness into areas of the church where it did not exist. At a recent “Back to School Day” the church leadership added basketball courts and spa water stations to encourage children to be active while staying hydrated. In addition, the church is currently strategizing a plan to add a farm stand to raise money to sustain their new health initiatives.

Description of Barriers Encountered and Identified or Proposed Solutions

Like many churches, All Nations Church does not have an extensive budget to offer programs such as Zumba or Pilates to their congregants who would like to work out on a regular basis at the church with other congregants. However, this church has worked with little to no budget to make significant policy changes. The idea of creating a farm stand at the church is an idea that will help raise money to fund healthy programs.

Future Directions/Sustainable Success

All Nations Church has created a “healthy church” committee that will have several functions: health ministry fund development, training, programming and tabling at health

fairs and policy changes. The committee was developed as a result of the church's desire to sustain healthy practices and programming with the assistance of church leadership and members from the congregation. The church is also actively searching for grants that will assist them in further leveraging health programs.

Contact information about this Narrative

Local Health Department Grant Name: Sacramento County SNAP-Ed program; Subcontractor - Health Education Council

Grant #: 12-10154

Author's Name: Sommer Hayes

Phone: 916-556-3344

Email: shayes@healthedcouncil.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

A Peer into Nutrition Education

Intervention Summary

- 33.5% of the Sacramento population is eligible for Supplemental Nutrition Assistance Program (SNAP) benefits (also known as CalFresh in California)
- 58.5% of SNAP eligible adults in Sacramento County are overweight, and of this percentage, 26.2% are obese
- 16.9% of adults in Sacramento County are sedentary (did not participate in any leisure-time physical activity in the past month)
- 66% of adults in Sacramento County stated that they consumed fast-food at least once in the past week

The Peer-led adult nutrition education series was implemented by two of the Sacramento County Local Health Department (LHD)'s subcontracted agencies: Health Education Council (HEC) and Sacramento Food Bank and Family Services (SFBFS) as part of the IOE objective. It was a six-class series based on the NEOPB-approved curriculum *Eat Healthy*, *Be Active Community Workshops* was selected.

The *Eat Healthy, Be Active Community Workshops* were presented in English and Spanish by Community Health Outreach Workers (CHOWs)/Community Health Leaders (CHLs). Classes were held at a variety of locations in nine target neighborhoods including: SETA Head Start sites, emergency food assistance sites, churches, and elementary schools. The *Eat Healthy, Be Active Community Workshops* curriculum provided the structure and foundation for the series, and supplemental NEOPB approved materials were also used. The workshops focused on nutrition topics such

as: balancing calories, budgeting, healthy recipe modifications, and reducing sugar-sweetened beverages. The classes also included physical activity breaks, food demos, and participation incentives such as aprons, cookbooks, and frisbees.

The *Eat Healthy, Be Active Community Workshops* were evaluated using the *Food Behavior Checklist and Rapid Physical Activity Assessment* surveys. 123 matched pre- and posttests were completed (by those attending at least five out of six classes), which exceeded the intervention goal of having 100. Statistically significant differences were observed in the decrease of consumption of sugar-sweetened beverages and increase in fruit and vegetable consumption and physical activity between the pre- and posttest. In addition to these quantitative results, many qualitative successes were observed both in participants and instructors. For example, three of the CHOWs have lost weight (10, 40, and 70 pounds) since culmination of their training and have modeled newly acquired healthy behaviors for their families. One participant decided to pursue her dream of becoming a body builder and lost ten pounds during the workshop, another participant lost 15 pounds by walking and removing sugary beverages from her diet, and multiple participants started walking to the workshops and making spa water recipes at home with their children. One group of participants was so enthusiastic about the series they organized a potluck for the last class using only recipes they received during the series.

Description of Barriers Encountered and Identified or Proposed Solutions

One barrier that was encountered during implementation of the intervention was the lack of childcare. The LHD and subcontractors were not able to provide childcare for the adult participants. As a result, many participants brought their children with them to class, which was often a distraction to both participants and instructors. One way of helping to overcome this barrier would be to provide physical activity breaks that the children can join in on such as jump rope, ball tosses, and other kid-friendly games. Also, offering the children activity books and crayons during the lessons may help keep them occupied. Due to the delayed approval of the IOE plan and a shortened timeline to complete the workshop series, the planned follow-up survey was not completed. While results from the pre-and post-test showed positive short-term changes, a follow-up survey would be beneficial in assessing whether or not these changes were sustainable. A follow-up survey will be developed by the LHD and used in FFY16.

Future Directions/Sustainable Success

The short term goal for this intervention strategy is to continue the *Eat Healthy, Be Active Community Workshops* in FFY16. The LHD hopes to streamline the process of

completing and collecting the pre- and post-tests, incorporate feedback from the CHOWs/CHLs to improve the series in FFY16, and assess longer-term changes through the follow-up survey.

Contact information about this Narrative

Local Health Department Grant Name: County of Sacramento, Division of Public Health
Grant #: 12-10154

Author's Name: Danica Peterson

Phone: (916) 876-7713

Email: petersonda@saccounty.net

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Healthy Choice Checkout

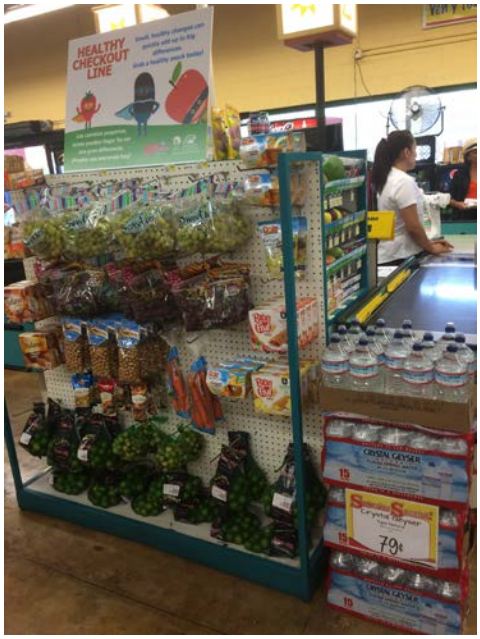
Intervention Summary

This intervention was part of a collaborative effort between La Superior SuperMercados and Sacramento County SNAP-Ed Program subcontractor, Health Education Council (HEC). Over the course of several years, the Retail Program Coordinator with HEC, has worked to build a strong report and partnership with La Superior SuperMercados. The establishment of this partnership has led to greater strides in increasing healthy eating habits within Sacramento. One such example is the creation of healthy check-out lanes at two of the La Superior SuperMercados in Sacramento County.

Before any work began, A Memorandum of Understanding (MOU) was established and the Grocery Store Director of the grocery chain was interviewed to identify possible areas for and willingness to change. Assessment was done by the Retail Program Coordinator, a Registered Dietician (from HEC), the Grocery Director, and the Store Manager at both retail locations to evaluate the healthy snacks offered in the check-out lanes at each store. Although both stores did provide some healthy options, each store showed to have mostly unhealthy options. A list of the healthy snacks was provided to the Grocery Store Director and Store Managers from Register Dietician to replace unhealthy items in the checkout lane; each item followed MyPlate recommended nutritional guidelines. After reviewing the recommendations, the Grocery Store Director and Store Managers agreed to provide at least one healthy checkout lane at each location. Healthy messages were then developed, including Harvest of the Month, and utilized to brand the “healthy checkout lane”.

The healthy checkout lanes have been well received by both the community and La Superior employees. Store Managers have noticed an increase in “last minute” water purchases at the counter and frequently replenish the fruits and vegetables throughout the day in order to meet demand. Every day, the produce manager restocks, rotates,

and changes the fresh produce to feature different fruits and vegetables. Cashiers are responsible for cleaning the healthy checkout lane areas, restocking the healthy snacks and water bottles, and communicating with the produce manager regarding fruit and vegetable items and customer requests/trends.



The healthy checkout land was highlighted during Fruit & Veggie Fest in September at the Stockton Blvd. location. Store tours were held showcasing the new, healthy options at the healthy checkout lane. Many local dignitaries, including Assembly member Kevin McCarty, were in attendance. Assembly member McCarty applauded the checkout lane "makeover" and purchased a bag of carrots to take home for his family.

Description of Barriers Encountered and Identified or Proposed Solutions

The main challenge in achieving the healthy check-out lane was securing a meeting with the Grocery Store Director to sign the MOU and discuss an implementation plan for healthy changes in the store. The Retail Program Coordinator sent numerous emails, phone calls and messages through the Store Managers with no response. Once contact was finally established it was revealed, during the planning months, La Superior SuperMercados was in the process of opening a new grocery store in Yuba City. The Grocery Director had temporarily relocated to the Yuba City location to help get the store off the ground making it difficult to have an in-person meeting. Once the Grocery Store Director moved back to the corporate offices in Sacramento, the Retail Program Coordinator was able to have a meeting, sign the MOU and develop an implantation plan. Although the Retail Program Coordinator and the Grocery Store Director had established a strong relationship, it was challenging to move forward without having his full attention and approval to move forward on the intervention.

Future Directions/Sustainable Success

Over the next year, HEC will continue to work with the Store Manager and Grocery Store Director to develop a systematic tracking system to collect data on the sale of items in the healthy check-out lane and analyze the data. Technical assistance around maintaining and stocking the healthy checkout lane will continue to be provided and with the Store Manager, identify new healthy snack items and highlight produce that correlates with Harvest of the Month posters throughout the store.

Contact information about this Narrative

Local Health Department Grant Name: Sacramento County DHHS

Grant #: 12-10154

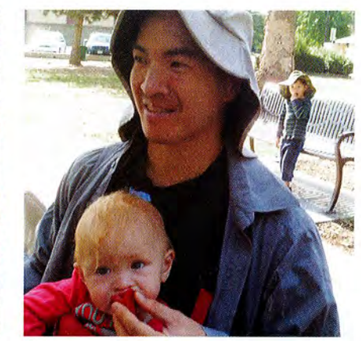
Author's Name: Edith Gomez

Phone: 916.556.3344 X 121

Email: egomez@healthedcouncil.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

CASA
Sacramento
SNAP-Ed

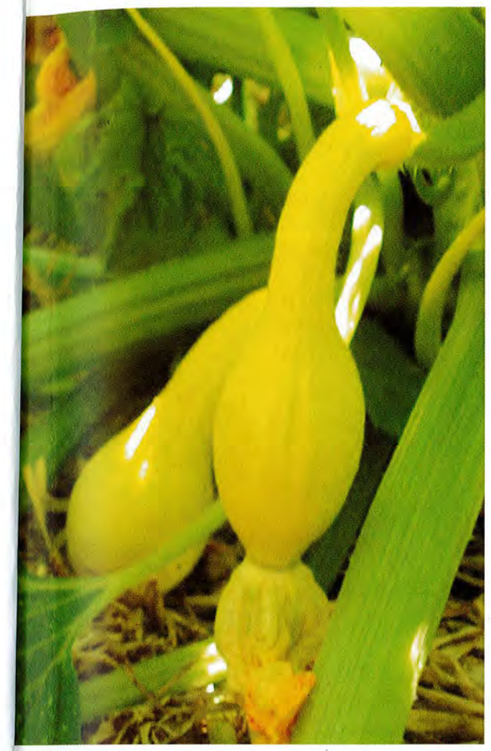


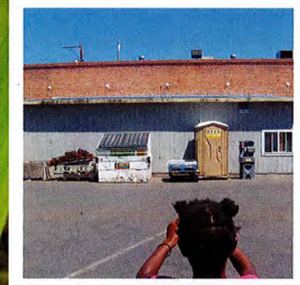
Two teams of Foster Youth completed unique YPAR projects using PhotoVoice.

One Team, The SNAPpy Crew wanted to know how accessable, and affordable, fresh fruits and vegetables were in Sacramento.

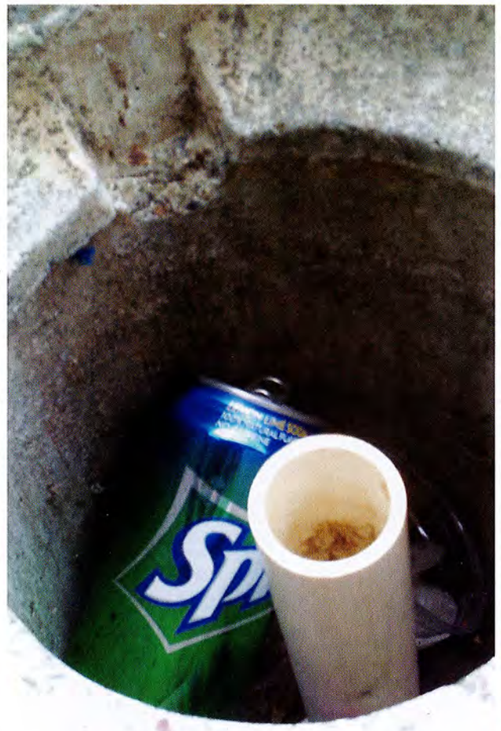
The other team, The HeeHeeHees, wanted to find out what were the good things, and the bad things about parks in Sacramento.

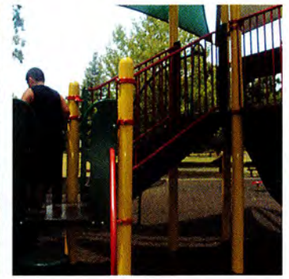
The SNAPpy Crew investigated Sacramento Food Bank and Family Services

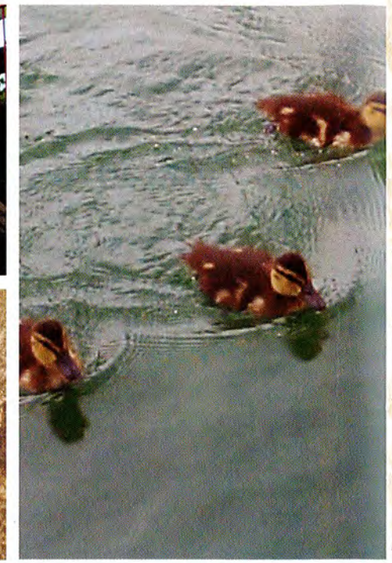




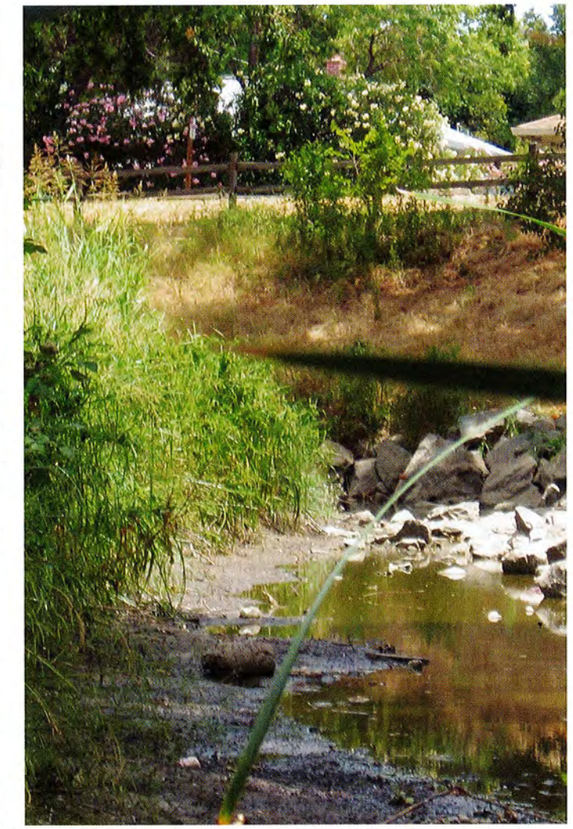
They found that the food bank provided many services to the community, including a large vegetable garden



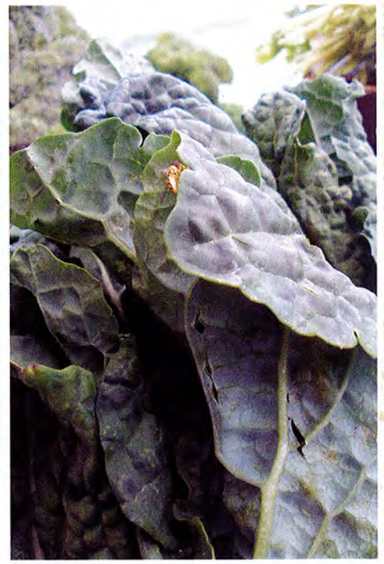




The HeeHeeHees visited Howe Park and found some broken equipment but also super fun play equipment.

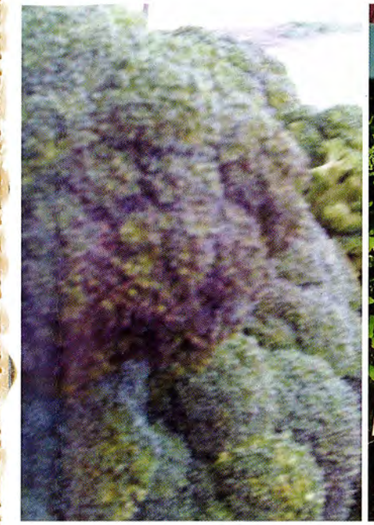


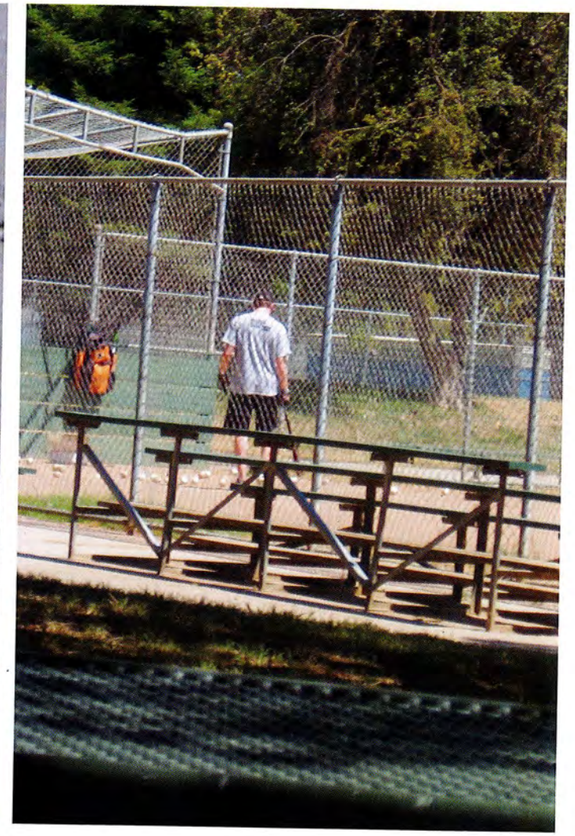
The HeeHeeHees liked that the park had lots of Nature but did not like that there was litter and graffiti.



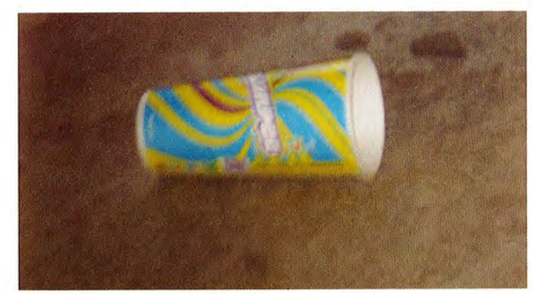
The SNAPpy Crew visited the farmer's market at McClatchy Park. They found lots of friendly community members and fresh fruits, vegetables, and prepared foods.

The team thought that the market match program was a good way to help people afford healthy food.





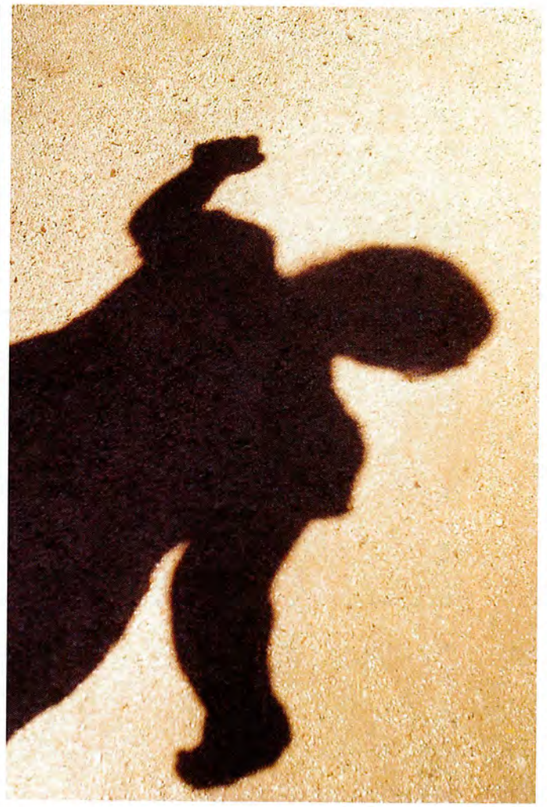
The HeeHeeHees went to Glenbrook Park.



They liked the play equipment, but there was graffiti and litter at the park.

The SNAPpy Crew did their final investigation at the T&Y Market. They had a store tour from Ms. Edith from the Health Education Council. They learned about serving sizes and how to find healthy options.

We found that T&Y carried some unhealthy items, but they also had healthy stuff, like locally grown prouce.



The HeeHeeHees concluded that our parks could be better if we had community clean up days to fix broken equipment and remove graffiti. They also think that a greater police presence would help our parks feel safer.

The SNAPpy Crew thinks that we could make our communities healthier if stores focused more on providing fresh fruits and vegetables instead of junk food. They also think that healthy food should be more affordable, and even free for those who need it.

Thanks for joining us on our journeys!

Snapfish

7031424070

Hollister Super's Healthy Checkout Lane: Making Healthy the Easy Choice

Intervention Summary

While conducting food demos at the Hollister Super market, LHD staff noticed there were several unhealthy snacks and beverages offered in the checkout lanes. LHD staff surveyed customers about these items and most felt there should be healthy options available. LHD staff received guidance from Fresno County since they had success with their checkout lane. LHD staff met with Hollister Super management to discuss the idea of a "healthy checkout lane" and they were receptive. LHD staff offered technical assistance on appropriate snacks and beverages as well as on product placement. The process took a few months but in April 2015, the Healthy Checkout Lane was created. Hollister Super owners and management, LHD staff, Public Health Officer and Mayor of Hollister were there to support and be part of the ribbon cutting ceremony. An exciting piece to this partnership has been that Hollister Super management is open to change and bringing in healthier options for their customers. Currently, store staff is still maintaining the healthy checkout lane and management is continuously ordering new items that fall under healthy product guidelines from the Fit Business Kit. The healthy checkout lane reaches about 2,650 customers a day.

Description of Barriers Encountered and Identified or Proposed Solutions

One of the barriers we encountered after the grand opening of the checkout lane was there were unhealthy options such as, Mexican candy or chips, added to the checkout lane. LHD staff continually communicate with management and staff to offer the technical assistance and guidance needed to ensure all food and beverages sold in the healthy checkout lane are healthy options.

Future Directions/Sustainable Success

Our short term goal is to expand this project to other qualifying stores in San Benito County within the next year. Long term goal would be that all checkout lanes in Hollister Super and qualifying stores offer at least 50% healthy options. LHD staff will continue to provide technical assistance and support to Hollister Super as well as other qualifying stores.

Contact information about this Narrative

Local Health Department Grant Name:

Grant #:

Author's Name: Erika Vallin

Phone: 831-637-5367

Email: evallin@cosb.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Fontana Success Story and Lessons Learned

Community Champions Leading the Way to a Healthier Fontana

Intervention Summary

Residents from two neighborhoods in Fontana joined the Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX^3) project in an effort to identify factors affecting the health of their community. Both the Cypress and Filbert neighborhoods determined that public safety has been the greatest influence on their health. They believe that if they can make their neighborhoods safer, residents will be more likely to engage in outdoor physical activities. Although each neighborhood took a different approach to addressing their concerns, both proved to be champions in the fight against poor health. So far, they have been victorious in forming partnerships with various community leaders to create an *Adopt a Trail Program* for their local *Pacific Electric Trail* and they have worked to make a 5-way intersection safer for children and families walking to nearby schools.

Description of Barriers Encountered and Identified or Proposed Solutions

The CX^3 project is about creating a Community of Excellence in Nutrition, Physical Activity, and Obesity Prevention. Residents believe it is important to invest their efforts in achieving each aspect of the project, which subsequently made prioritizing their concerns a challenge. Nonetheless, through their passion and collective efforts, residents came to an agreement that their first focus would be on improving safety in their neighborhoods. With the firm belief that they will be successful in accomplishing their first goal, the possibility of achieving other goals in the future will become more feasible.

Future Directions/Sustainable Success

CX^3 participants are working diligently to create safer streets and trails within their community. In the near future, they hope to see more families and children walk to school every day, ride their bikes, and participate in sight-seeing fieldtrips along the *Pacific Electric Trail*. CX^3 participants are greatly invested in the project and continue to demonstrate their commitment to the sustainability of all of their goals. As such, they actively seek and maintain partnerships with various community stakeholders such as the Fontana Police Department, Fontana Engineering Department, Fontana Unified School District, and Fontana City Council.

Contact information about this Narrative

San Bernardino County Public Health Department

Grant #: 13-20512-03

Marisol Pilotin

(909) 350-6542

mpilotin@fontana.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems and Environmental Change: Victorville Success Story and Lessons Learned

Fresh Fruits, Vegetables and Safe Streets - Residents Come Together for Community Change

Intervention Summary

On a warm summer afternoon in August 2014, city officials and residents came together as part of the Communities of Excellence initiative. Residents were seated inside the city hall's meeting room across from City of Victorville officials, staff and other community partners. Residents were there to discuss the changes they thought were necessary to improve access to healthy foods and safe streets

Their first priority, safe streets, led them to find a way to improve a dangerous intersection located at Hesperia Road and Center Street in Victorville. Residents contacted the Victorville city engineer, Anwar Wagdy and expressed their concerns to him about the lack of signage and close calls at that intersection where pedestrians were at risk. Mr. Wagdy's department went out and surveyed the intersection and came to the conclusion that, in fact, there was a need for better signage to warn drivers.

For many months after that first forum, residents continued to advocate for change and go through the proper channels. This resulted in the installation of a bright yellow caution sign, warning drivers of oncoming traffic.

SUCCESS of this priority for residents involved in the Communities of Excellence (CX^3) initiative happened because they took action and learned how to advocate through local government channels requiring multiple meetings and advocacy.

Description of Barriers Encountered and Identified or Proposed Solutions

The greatest challenge was to help residents feel empowered to approach city personnel and public officials. For many of the residents, this was the first time they had interfaced directly with them. For many it was the first time they had entered city hall for anything other than paying a utility bill. Residents were educated about how their local government works, what to expect at city council meetings, etc. Most importantly, residents have come to understand that change is a process, that the results of their efforts may take a while to unfold and not to be discouraged.

Helping residents stay the course and follow through to completion is rewarded in the end with a very concrete example, the sign, that residents can point to and say, "I helped make that happen."

Future Directions/Sustainable Success

Residents now feel they can approach city personnel and public officials with any concerns they have. This new found sense of access and partnership will continue to strengthen as they work collaboratively to improve health and safety in neighborhoods throughout the city.

Contact information about this Narrative

Local Health Department Grant Name: **San Bernardino County Public Health Department**

Grant #: **12-20512-03**

Author's Name: **Cornelious (C.J.) Page Jr.**

Phone: **(909) 275-5361**

Email: **chanhd2008@hotmail.com**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Adelanto Success Story and Lessons Learned

Adelanto City Leaders and Citizens Work Together for a Safer and More Walkable Community

Intervention Summary

The open desert areas in the City of Adelanto were frequently used as dumping sites for trash, old furniture and tires making it unsightly and unsafe. CX^3 resident leader, Laura Villa, used her advocacy and community leadership skills to mobilize residents and city leaders to conduct comprehensive cleanups in neighborhoods with unsafe streets. Laura says simply, "I'm tired of seeing trash when taking my children out for walks in our neighborhoods. I also want my children to feel empowered and know that they can make a difference and that we have a cleaner and safer neighborhood to live in". Laura and a team of CX^3 residents organized themselves into a cleaning crew and led the charge for safer and cleaner streets. They went into the community and recruited additional residents and city leaders to begin conducting regularly scheduled community cleanups in north and south Adelanto. ***In just one cleanup 41 tons of waste was removed*** and a cooperative partnership has formed between residents and the city in cleaning and caring for the community.

Description of Barriers Encountered and Identified or Proposed Solutions

At first, city leaders were not connected to the advocacy requests of the 30 CX^3 residents who wanted to create safer streets in their neighborhoods. Specifically, residents needed supplies and trucks in order for waste to be safely removed and transported to the disposal site. To do so without proper supplies meant that cleanups were unsafe for those participating and that the amount of waste that could be collected

was small in quantity. CX^3 residents arranged for multiple meetings with the mayor and code enforcement in order to explain why city assistance was needed. A bond of trust grew between residents and city leaders as the leadership witnessed increasing numbers of residents consistently volunteering at each clean up. Soon thereafter, additional supplies were provided by the city and city leaders joined residents in cleaning waste and improving street safety, working side by side. This relationship between residents and city leaders has included suggestions on ways the city can identify and prosecute illegal dumping.

Future Directions/Sustainable Success

Residents and city leaders have developed a quarterly clean-up schedule. Additionally, the city has agreed to provide large trash bins and trucks to allow for large waste cleanups. As a result of cleanups, more residents are walking in parks and on streets and taking pride in the neighborhood where they live, learn, work and play.

One possible long-term measure under consideration is the placement of security cameras so that illegal dumping is recorded. This idea has been mentioned by the mayor in meetings with residents. Language interpreters are also now provided so that all residents can participate in making decisions on how their community can be a cleaner and safer place.

Contact information about this Narrative

Local Health Department Grant Name: **San Bernardino County Public Health Department**
Grant #: **13-20512-03**
Author's Name: **Wendolym Dubon**
Phone: **(760) 946-8802**
Email: **Wendolym.Dubon@stjoe.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change:

Hesperia Success Story and Lessons Learned

Hesperia Residents Aspire to Communities of Excellence and "Let Their Voice Be Heard"!

Intervention Summary

On Mother's Day in 2014, a young mother, her husband and their three young children planned a day at Disneyland. It would be their first visit to the famous theme park. However, tragedy struck that morning as they drove east on Main Street. Minutes after leaving their home, a fatal accident took the lives of the entire family. The community rallied together to mourn the loss of this young family. They rallied together to let their voices be heard by advocating for safer streets.

Just a few months after the fatal accident, on August 22, 2014, the change movement commenced in the High Desert community of Hesperia, with the residents at the center of the initiative pressing for changes that would help a community improve public safety and save lives. On this day, a group of residents participated in a community forum to let their voices be heard and to decide on the priority issues in their community that needed to be addressed. Residents decided that improving street safety was critical because many streets lacked sidewalks or a safe means of crossing busy intersections. There are also many intersections to navigate.

Residents began advocating for physical improvements in the street intersection at Balsam Avenue and Main Street in Hesperia, the very intersection where a makeshift memorial acknowledges the loss of the young family. The residents contacted officials in the city's engineering department, started attending city council meetings and even set up "one-on-one" meetings with city council members to present their concerns and ideas for change. The CX^3 Resident Community Leader, Pastor Raul Medina, became a representative and one of the voices advocating for change as, the five people who perished were members of his church. More support came from using the local newspaper to raise awareness of the street safety issues. In fact, the Victor Valley Daily Press Newspaper printed an article publicizing what residents were able to accomplish as a benefit to the entire community. As a result of their efforts, a median

will be installed to slow traffic and eliminate northbound turns onto Balsam. The City Council asked staff to include a lighting study along the median as well to help enhance safety in that area. Residents have now experienced how their voices can be heard and how they can influence change and take action.

Description of Barriers Encountered and Identified or Proposed Solutions

A key lesson learned for residents was the understanding of how influencing change in local government decisions requires patience, persistence and consistency. Moving the issue of street safety from the lips of residents in a neighborhood and grassroots effort to a written item on the City Council agenda requires time and continued commitment to the issue. Residents learned that change is not immediate. Residents discovered their advocacy voice needed to be used multiple times to be heard, understood and to stay the course.

They also came to understand the cost for improvements and the art of compromise. The original request was for a traffic signal to calm traffic. This was too expensive and not feasible given the city's budget. A median was proposed as an alternative solution.

Future Directions/Sustainable Success

The results of these advocacy efforts for safe streets have not only impacted the intersection where the fatal accident occurred, but it prompted residents to identify other intersections with high safety risks for pedestrians and motorists. This will continue and now that there is open dialogue between residents and city officials, this partnership has potential to improve street safety across the entire City of Hesperia, one neighborhood at a time.

The key accomplishment celebrated by residents is the installation of a raised median from Cottonwood Avenue to 11th Avenue. This is an adopted street section for a major arterial highway. The median installation improves safety along Main Street and driveways along the corridor between these major intersections.

The Public Safety Advisory Committee considered this matter on April 14, 2015, after which it recommended that the City Council consider this option. This project will cost $350,000 according to Hesperia city reports. Residents will continue to attend city council meetings and follow the street improvement to completion and ribbon-cutting.

Contact information about this Narrative

Local Health Department Grant Name: **San Bernardino County Public Health Department**
Grant #: **13-20512-03**
Author's Name: **Cornelious (C.J.) Page Jr.**
Phone: **(909) 275-5361**
Email: **chanhd2008@hotmail.com**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Apple Valley Residents are "GROWING" a Healthy Community!

Intervention Summary

Over eight years ago, the reality of having a food producing garden, located on a school campus in Apple Valley, began at Yucca Loma Elementary School. An Americorps VISTA grant allowed the school to bring a VISTA volunteer to the school to organize the plans for the garden. Community partners rallied together and grant funds were secured to provide the hardscape necessary to turn an unused plot of school land into the garden that it is today. Through a variety of efforts by the school's Family Center, the community has continued to support the efforts of the garden. However, back in 2011, it became evident that the garden needed new "growth" in an effort to produce a significant quantity of healthy foods to share with the residents of the low income community. Parents of the school community became engaged in the challenge that the CX^3 project provided, and have breathed new life into the garden. Hundreds of pounds of food have been grown in the garden and residents are proud of their efforts. They brainstorm ways to improve the garden, encourage families to try new foods being grown in the garden, and are trying to educate themselves about healthier cooking and eating habits for their families.

Description of Barriers Encountered and Identified or Proposed Solutions

The most significant barrier that has been identified, with the Yucca Loma garden project, is the challenge of securing and keeping folks committed to maintaining the garden. Issues of pests, weeds, irrigation, and vandalism are among the topics that parents discuss and work through, on a regular basis. Lots of physical labor and continual care are needed by many, to ensure a garden yielding much food.

Future Directions/Sustainable Success

Because of dedicated parents and a focus within the school to create a legacy of health, the garden continues to thrive. Parents/residents have learned that they have the ability and the opportunity to make a healthy difference in their community and feel empowered to continue spreading the word to others. They are hungry for knowledge and hungry to change their lifestyles. Additionally, the garden creates a spot of beauty in the community that evokes pride in the residents and they want to see this piece of their neighborhood continue.

Contact information about this Narrative

Local Health Department Grant Name: **San Bernardino County Department of Public Health**

Grant #: **13-20512-03**

Author's Name: **Valerie Smith**

Phone: **(760) 240-5606**

Email: **Valerie_smith@avusd.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Summer Meals in San Bernardino County: County Nutrition Action Plan (CNAP) Collaboration and Collective Impact

Intervention Summary

Summertime brings a break from school, but the need for good nutrition doesn't take a break…and hunger never takes a vacation. In 2013 only 5% (1 in 20) of those children and youth participating in free or reduced school meals during the school year, participated in summer meals in San Bernardino County as compared to the national average of 17% (1 in 6). It is also estimated that 1 in 4 children living in San Bernardino County experience food insecurity, and 68.5% are eligible for free/reduced price meals. When brought to the attention of the County Nutrition Action Plan (CNAP) collaborative, steps were taken to address this disparity during both the summers of 2014 and 2015. ***In early 2014***, CNAP members were introduced to and educated regarding the USDA funded summer meal program (administered by the California Department of Education) and took action to promote the summer meal sites through agency websites and social media, connecting residents with 2-1-1, email announcements and posts, and partners encouraging past sponsors to continue and/or expand their services.

In 2015, this effort was enhanced by CNAP supporting and hosting a Summer Food Service Program (SFSP) Outreach and Technical Assistance Workshop in Fontana conducted by the California Department of Education (CDE). Over 70 community leaders attended the event, with participation outnumbering the other sites conducted in California. Furthermore, a CNAP Summer Meals Subcommittee was formed that met six times to prioritize, strategize, plan, implement, and evaluate summer meals in San Bernardino County. One of these meetings was attended by the Inland Desert Training Resource Center (TRC) staff to help identify approaches to increase summer meal participation and develop media messaging. In addition, the CNAP coordinator was trained by the Inland Desert TRC sponsored "Spokesperson Training to Elevate Your Work" workshop conducted by Brown Miller Communications. Through the CNAP Summer Meals Subcommittee, a summer meals kick-off event was planned and implemented. With direct support from six sponsoring agencies (Helping Hands Food Pantry, Alliance for Education, San Bernardino County Superintendent of Schools, Inland Empire Job Corps, Child Care Resource Center, and San Bernardino County Department of Public Health - Champions for Change), over 30 partners/exhibitors, and

55+ volunteers, attention was brought to summer meal programs county-wide. An afternoon of healthy (free) food, physical activity and games, nutrition education, family resources, and prizes were enjoyed by over 470 attendees. Chairman James Ramos of the Board of Supervisors gave opening remarks, voicing his support of nutrition and health in alignment with the County's Community Vital Signs Initiative. And for a month following the kick-off, Chairman Ramos posted the Summer Meals event as his cover photo on his Facebook page! Radio Lazer, a Spanish-speaking radio station provided a live remote and prizes (soccer balls). Additionally, in response to a press release sent out to media, K-Frog radio station interviewed the CNAP Coordinator and CX^3 staff. More coverage was highlighted in The Sun Newspaper, Press Enterprise, San Bernardino City News, El Chicano weekly, and Child Care Resource Center Perspectives Newsletter, which printed articles featuring the event and/or summer meals program information.

In addition to the kick-off, CNAP partners and their connections promoted summer meals within their organizations, including Community Action Partnership of San Bernardino County, WIC, Transitional Assistance Department/CalFresh, Healthy Heritage, El Sol, UC Cooperative Extension EFNEP, San Bernardino County Superintendent of Schools, Catholic Charities, Child Care Resource Center, 2-1-1, Inland Empire Health Plan, Healthy Communities, and multiple cities and school districts. Nutrition students from Loma Linda University, California State University San Bernardino, Patton State Hospital Dietetic Intern Program, and Cal Poly Pomona were used to teach nutrition and promote physical activity at summer meal sites.

Early outcomes and successes were seen in the following:

- Increase in the total number of summer meal sites (including open sites) and cities served. Since 2013, the number of summer meal sites has more than doubled from 87 to 197 (117 additional sites).
- Summer meal sponsors have increased by twelve from 2013 to 2015. There was a decrease by one in 2015 as compared to 2014, however in a survey conducted by a Loma Linda University Masters student, many sponsors increased the number of sites in 2015 (one sponsor added 16 additional sites in 2015). Many organizations opted to be a site rather than a sponsor due to the administrative work involved.

	Summer 2013	**Summer 2014**	**Summer 2015**
Number of total sites	87	147	197
Number of open sites	N/A	121	165
Number of camp/closed sites	N/A	26	32
Number of sponsors	20	33	32
Number of cities served	15	24	26

Data source: California Department of Education

- Increase from serving 5% (1 in 20) in 2013 to 10% (1 in 10) in 2014, doubling from the previous year. Statistics for 2015 are currently being tabulated by the California Department of Education.
- Fontana Unified School District, one of the Summer Meal Subcommittee members and summer meal sponsors, reported serving 20,000 more meals in 2015 as compared to 2014.
- Four libraries were added as first time summer meal sites in 2015.
- An evaluation of Summer Meals in San Bernardino County in 2015 was conducted by a Loma Linda University Masters in Public Health Student/Dietetic Intern and results were reported.

Description of Barriers Encountered and Identified or Proposed Solutions

One of the greatest barriers in promoting and increasing participation in summer meals in San Bernardino County is related to the vast area and diverse landscapes that the County covers. Geographically, the county extends over 20,000 square miles (larger than 17 states) and is divided into three regions: Valley, Desert, and Mountains.
The proposed solution to this barrier is to prioritize different regions each year. In 2015, the focus was placed on the Valley region, the most populous of the three. The cities of San Bernardino and Fontana were targeted, especially since Fontana was a strong supporter on the CNAP Summer Meals Subcommittee, and the city of San Bernardino had greatest need. Outreach through partners did extend to the High Desert and other cities, but the majority of resources were concentrated on the prioritized cities. Future efforts will target both Desert and Mountain communities and/or where greatest need is identified.

The 2015 Summer Meal Kick-off was a first-time event, so there was a tremendous learning curve to planning and implementation. Surprisingly, it “blossomed” into a bigger event than what was initially envisioned, with each partner contributing above and beyond expectations:

- Helping Hands Food Pantry – Donated graphic artist time and printing of Kick-off flyers and postcards, mail out to 2,000 residents; food to feed 400+; table and chair rental; location (and much more)!
- Inland Empire Job Corps – Provided 12 culinary students (all with food handlers cards), 18 student volunteers (assisted in parking, assisting exhibitors in set-up and tear down, clean-up, playing games with the kids), and three faculty to supervise. Culinary students prepared and served a healthy lunch which included barbeque chicken, baked beans, watermelon, and corn (yum)!
- Child Care Resource Center – Identified potential exhibitors and solicited their participation at the Summer Meals Kick-Off event. Over 30 exhibitors participated and were educated on the summer meal program. Several exhibitors incorporated healthy food and beverage messaging.

- Alliance for Education – Donated 250 Rubiks-like speed cubes to use as incentives for children and youth to participate in the physical activity games and visit exhibitor booths. At the event, speedcube experts from the Inland Empire area amazed crowds with one-handed, 10 second, and blind-fold solves. Children and teens were shown how to complete early steps in speedcube solving. The following day, the San Bernardino City Feldheym Library (first time summer meal site) hosted a summer meals kick-off event in collaboration with the World Cube Association (WCA) and the Alliance for Education. This was the first ever WCA competition in the Inland Empire and a world record was broken at the library summer meal kick-off event!!
- Volunteers from schools (Cal State University San Bernardino, Loma Linda University, Patton State Hospital Dietetic Intern Program) and many other organizations provided additional manpower. Greater than 55 volunteers were recruited.
- Other CNAP partners advertised the event and the summer meals program on their websites, through social media, via direct contacts with clients/residents, and through own partner networks.

Another barrier is measuring the direct impact of CNAP summer meal efforts. To what extent can CNAP directly and indirectly attribute the actual success and growth in summer meal sites, participation, etc., to its interventions? This evaluation will be a future focus as CNAP continues to collaborate with Loma Linda University (LLU). In 2015, an evaluation of the summer meals program in San Bernardino County was conducted by a second year LLU MPH nutrition intern who completed a 10 week field practicum with the Health Department, supervised by the CNAP coordinator. Findings from interviews conducted with participants, parents, food service workers, site supervisors and sponsors were summarized to offer recommendations to better assist stakeholders and partners involved with promoting the Summer Meals Program and incorporating nutrition education and obesity prevention (NEOP) messaging. Findings from the completed report will guide future strategies to improve and promote the Summer Meals Program in 2016 and incorporate additional opportunities for NEOP related activities and enrichment. Continued collaboration with Loma Linda University will help to address further questions including those previously mentioned that need to be evaluated.

Future Directions/Sustainable Success

Future directions include the following:

- Expand the geographical target of CNAP summer meal efforts to the High Desert (short term) and Mountain Communities (long term) and forge additional partnerships to increase access to healthy food, physical activity, and nutrition education through the summer meal programs in these areas. Working with the SB County NEOP sub-contractor St. Mary Medical Center and their community coalitions, as well as the Healthy City groups, school district food service, community based organizations and colleges represented in the high desert communities will be key to the successful promotion and increase in summer

meal sites as well as provide additional venues for NEOP messaging in that region.

- CNAP will continue to partner organizations with summer meal sites and/or sponsors to promote healthy foods, nutrition messaging, and physical activity. In addition, efforts will be made to introduce sponsors and site supervisors to activity toolkits and other resources to improve nutrition and physical activity focused programming.
- Summer meal sponsors will incorporate locally grown fruits and vegetables into summer meal site menus and/or summer meal sites will provide access to fruits and vegetables. This may be accomplished by working with local Farmers' Markets, Old Grove Orange (fruit and vegetable food hub) and/or Family Service Agency's Mobile Fresh Bus (produce market on wheels).
- Continued collaboration with Loma Linda University to evaluate CNAP summer meal efforts. (See Barriers Encountered and Identified/Proposed Solutions section) From the evaluation conducted by the LLU MPH intern, one of the key findings revealed that most sponsors were satisfied with the success of their Summer Meals Program and rated their program a 4 out of 5. Additionally, first time sites represented in the survey, indicated that 100% would like to continue the Summer Meals Program next year. This information is encouraging, as it would indicate that once additional sites are brought into the program, it is highly likely that in subsequent years they will sustain efforts and continue to nourish and nurture the bodies and minds of the youngest and most vulnerable segment of our population.

Contact information about this Narrative

Local Health Department Grant Name: **San Bernardino County Public Health Department**

Grant #: **13-20512-03**

Author's Name: **Robin Ronkes**

Phone: **(909) 388-5688**

Email: **Robin.Ronkes@dph.sbcounty.gov**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change:

City of San Bernardino Success Story and Lessons Learned

Youth Driven Gardening Activities in the City of San Bernardino

Intervention Summary

The City of San Bernardino was found to have nearly 9 unhealthy food outlets (including fast food and convenience stores) for every healthy food retail outlet. Known as the Retail Food Environmental Index (RFEI Value), this is more than twice the RFEI Value average of the State of California at just over 4 to 1 and greater than the County of San Bernardino RFEI Value at almost 6 to 1. These findings were described in the *City of San Bernardino Environmental Scan: A Model for Building Communities that Support Healthy Eating and Active Living,* conducted by Healthy San Bernardino and published in 2011.

The Local Health Department Nutrition Program of San Bernardino County and City of San Bernardino Parks and Recreation Department partnered with the Latino Health Collaborative to host a youth group at Delmann Heights Community Center. Delmann Heights is located at 2969 North Flores Street, San Bernardino, CA 92407 and 68.4% of the population is <185% FPL (2009-13 ACS Data Set Source). The youth group conducted a Photovoice assessment of Delmann Heights. From the Photovoice assessment findings, the youth developed a list of policy, system, and environmental (PSE) changes they considered important to them at their community center. One of the PSE changes the youth group wanted was a garden at Delmann Heights. They prepared a Photovoice presentation showcasing their pictures and stories on poster boards. The youth group attended a Stakeholder Meeting and presented their action plan for a garden at Delmann Heights Community Center. During the planning stages, the types of fruits and vegetables that would be grown in the garden were selected.

The youth group decided on a vegetable garden geared at growing the ingredients for salsa including: tomatoes, jalapenos, onions, garlic, cilantro, and bell peppers.

According to the *City of San Bernardino Environmental Scan*, community gardens can help to make people more food secure as well as build "social capital" that improves social cohesion. Such gardens provide fresh produce, urban greening, and an opportunity for neighbors to get to know each other and improve their community. The youth group felt that having a garden was important to them because it would help to make Delmann Heights more attractive and inviting for people to come. They were also excited about using the ingredients to make food.

Many groups worked together to make the Delmann Heights garden a reality including leadership, community center staff, parents, and the youth. The leadership decided on the gardening equipment that would best fit the needs of Delmann Heights Community Center and purchased the equipment. They provided technical assistance and guidance as the youth planted the garden. Community Center staff participated in trainings in order to conduct PSE and food gardening activities and education with the youth. Staff also watered and cared for the garden between youth group meetings. Parents and caregivers assisted by bringing the youth to Delmann Heights each week for meetings. They also provided input and support for gardening and other PSE activities. The youth played an active role in advocating for the garden. They planted and cared for the garden in addition to participating in food garden activities and education conducted by trained staff.

Description of Barriers Encountered and Identified or Proposed Solutions

Several barriers were encountered during the development of the garden for the youth group. One of the biggest issues was the question as to whether or not the city would continue to own and operate the community center. Due to budgeting issues, it was unclear if the Delmann Heights Community Center would continue to be under the City of San Bernardino Parks and Recreation Department for the remainder of FFY2015. The City of San Bernardino filed for bankruptcy protection in 2012, which has hindered many services in the City.

Vandalism was also a problem at the Delmann Heights Community Center. Leadership was concerned that an outdoor garden would be damaged after hours when staff was not present. Additionally, it was intended that the youth group would care for the garden. As the group only meets weekly, properly watering and caring for the garden was an issue.

To address these barriers, leadership at Delmann Heights decided to create a mobile garden. Gardening containers (with wheels) were purchased to allow for easy movement of the garden from indoors to outdoors and vice versa; the mobile garden could also be easily transported to another site in the event that Delmann Heights Community Center was no longer under the City of San Bernardino. This also solved

the vandalism issue as the garden could be kept inside the community center at night to reduce the risk of damage. Additionally, the ability to store the mobile garden inside allowed for easy access for the staff to water and care for the garden between youth group meetings.

Future Directions/Sustainable Success

Short term goals include:

- Ongoing recruitment and youth engagement to continue the active youth group.
- Continuing to train staff/adult allies to conduct food garden activity and education with youth and community members.
- Recruit one additional qualifying community center to create or revitalize a food garden.
- Develop and sustain partnerships with organizations such as The Incredible Edible Community Garden and Master Gardeners to improve gardening activities.
- Collaborate with organizations and/or other entities to seek donations for supporting garden amenities.
- Continue to share best practices from successful policies, system and environmental changes. Sharing opportunities may include: CNAP meetings, San Bernardino Food Policy Advisory Council, and Healthy Cities/Communities meeting.

Long term goals include:

- Collaborate with the City of San Bernardino on the development of policies, systems, and environmental changes to support long-term implementation of community gardens. Strategies may include: Supporting the development of code amendments, zoning policies, garden rules (i.e. operations and use policies), and land-use agreements.
- Utilize Re-AIM evaluation findings in an effort to support the enhancement of individual garden sites.
- Utilize Re-AIM evaluation findings on multiple garden sites and synthesize data to identify themes and other trends that make for successful garden sites in San Bernardino County.

Contact information about this Narrative

Local Health Department Grant Name: San Bernardino County Public Health Department

Grant #: 13-20512-03

Author's Name: Bobby Lou Moll, MS, RD

Phone: (909) 388-5656

Email: Bobby.Moll@dph.sbcounty.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Baker Success Story and Lessons Learned

Bringing Farm-Fresh Produce to Baker

Intervention Summary

Healthy San Bernardino County Superintendent of Schools (SBCSS) has successfully built a sustainable Harvest of the Month program in elementary schools across the densely populated southwestern corner of San Bernardino County. However, vast areas of the county remain underserved, and the people in those communities are justifiably frustrated with the lack of access to healthy food, and programs available elsewhere in the county. One of those communities is the city of Baker, population 735, located off Interstate 40. Baker has only convenience stores, so residents must travel 65 miles or more to purchase fresh food at a reasonable price. This difficulty is also experienced in the Baker school system, which mainly serves prepared meals with little fresh produce offerings.

The Superintendent of Baker Valley Unified School District was determined to bring healthy, local fruits and vegetables, as well as nutrition education, to her students and their community; Baker Valley Unified demonstrated their commitment to the issue of access to healthy food and nutrition education by including explicit actions on these topics in the district's Local Control Accountability Plan. Healthy SBCSS staff facilitated communication with a local farmer and a Nutrition Services Director at another district to arrange a relay system for delivery of fresh local produce for student meals. The reception by students and staff to the fresh produce was overwhelmingly positive. The Superintendent stated, "Our kids love the grandma orange tree story, and one said they feel like a queen eating oranges from the 100 year old grandma tree!" Weekly produce deliveries now include Farm Share produce boxes, purchased by staff and families for their personal consumption. In addition, plans are underway to begin the Harvest of the Month program in elementary classrooms serving 60 students in October, 2015, utilizing the same relay delivery system for the classroom taste testing produce.

Description of Barriers Encountered and Identified or Proposed Solutions

The initial challenge experienced by the Baker Superintendent was the lack of a vendor who would deliver the small amount of produce needed to serve her 162 students in this remote location, Healthy SBCSS staff communicated with Old Grove Orange, a farm hub located in San Bernardino County, and Hesperia Unified School District, which lies about 100 miles southwest of Baker. The Hesperia Nutrition Services Director agreed to accept and store the produce for pick up and Old Grove Orange was willing to deliver produce for Baker weekly. The Baker Superintendent lives about 20 miles away from Hesperia, and was happy to pick up the produce to deliver to her students.

A future challenge we anticipate is that this relay system is dependent on individuals, so it can break down anywhere along the chain. A backup system, as well as written procedure, is needed to ensure that the students will continue to receive fresh produce weekly. Healthy SBCSS staff will work with Old Grove Orange to identify other potential districts to serve as delivery/pick up locations in the event that Hesperia becomes unable to continue in that role.

Because of the travel distance, another challenge will be maintaining contact to provide technical assistance to teachers implementing Harvest of the Month activities in their classrooms. This will be addressed through frequent email and phone communication, as well as internet video conferencing.

Future Directions/Sustainable Success

Short-term goals and actions include:

- Ensuring the continuation of the produce relay delivery system by maintaining close communication with involved partners;
- Providing face-to-face Harvest of the Month training and ongoing technical assistance for the elementary teachers to ensure a successful first year for the program;
- Assisting district staff to participate in Smarter Lunchroom Movement online training and webinars;
- Encouraging the district to include funding in their 16-17 budget for Harvest of the Month taste testing classroom produce; and
- Continuing communication with district staff through the District Wellness Committee to provide support for their Local Control Accountability Plan health initiatives.

Longer-term goals include:

- Providing ongoing assistance to the district to create written policy and procedures supporting their Local Control Accountability Plan aspirations;
- Assisting in the development of other partners, such as Feeding America Food Bank to provide regularly scheduled produce distribution for the entire community.

Contact information about this Narrative

Local Health Department Grant Name: **San Bernardino County Public Health Department**
Grant #: **13-20512-03**
Author's Name: **Melodee Lopez**
Phone: **909-386-2912**
Email: **melodee_lopez@sbcss.k12.ca.us**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change:

Faith Success Story

Health Promotions in Faith Based Communities

Whether you are 18 or 80, it's never too late to increase your health equity.

Intervention Summary

The congregants of Greater Blessings church in San Bernardino learned a lot of valuable information and have already started making lifestyle changes. Some of the changes reported include members drinking more water, realizing and executing their power to make healthy choices, and adding more fruits and vegetables to their diet. The church members dine together in their fellowship hall at least twice a week following church services. Since the initial class, the Pastor of the church, Pastor Carter, has made it a point to make sure they are more conscious of the foods they serve at the weekly meals.

One of the congregants who really stands out is Rev. Anna Stephens. Rev Anna is in her early 80s and following the physical activity class reported experiencing an increase in energy since she added walking to her lifestyle. This is evidence that Health Promotion is very important within faith based institutions and Rev. Anna's experience really shows that it's never too late to start making choices to increase our health equity.

Future Directions/Sustainable Success

Going forward, we will meet with the Pastor of this church and his health champion to solidify activities and policies that will both fit into the church culture and help the church

continue to increase their health equity over the coming years. We will achieve this by having monthly communication with the church, providing the church with resources and information to continue to fuel their success. The church stakeholders will contribute their ideas as well as the manpower to implement strategies we collectively decide on.

Contact information about this Narrative

Local Health Department Grant Name: **San Bernardino County Public Health Department**
Grant #: **13-20512-03**
Author's Name: **April Gillis**
Phone: **951-682-1717**
Email: **AGillis@healthyheritage.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change:

Chaparral High School Success Story and Lessons Learned

Vending a Variety: Chaparral High School ASB Student Store Honing in on Healthy Options

Intervention Summary

Like many school communities, the neighborhood surrounding Chaparral High School is dense with marketing of unhealthy drink and food items. This unhealthy environment extended to the campus' Associated Student Body (ASB) student store, which was allowed to sell only pre-packaged items. Members of the school's ASB club learned about the health risks of sugar sweetened beverages through engagement with the Rethink Your Drink curriculum. The ASB club surveyed all students at the school site to determine which drinks were most often purchased. Using this information, the ASB group launched a school-wide awareness campaign using Rethink Your Drink lessons and taste tests of healthy alternatives to sugary drinks for both students and staff during lunch periods. Supported by the principal and ASB instructor, members of the ASB club worked with district Nutrition Services to allow students to prepare items for sale in the student store, including smoothies and spa water. This change was adopted at the end of the previous school year and the club will focus on ensuring the store is compliant with nutritional standards and allowing for a widened variety of healthy beverage items.

Description of Barriers Encountered and Identified or Proposed Solutions

The barriers encountered with this project centered mainly on timing. Establishing a rapport with students and supporting staff members takes a great deal of energy and time. The ASB students themselves required time to be exposed repeatedly to the Rethink Your Drink lessons before fully supporting the idea to extend it to the larger student body. Repeated presence of the nutrition educator was imperative to maintaining momentum for this project throughout the year. Additionally, ASB clubs

notoriously have competing priorities, so the scheduling of this work was often times delayed due to alternate commitments.

The second challenge was the inability of the ASB to start selling the healthier drink options, such as smoothies or spa water, immediately, as approval from the district was required. Because change takes time some momentum for the healthy options offering waned and will thus be revisited this current school year as an ASB priority.

Future Directions/Sustainable Success

The first year goal for this intervention strategy is to assist this ASB club in ensuring their food and drink inventory is compliant with national nutrition standards. This work will yield an idea of what new or replacement snacks the store will sell. Stakeholder contribution will include the continued support of the school principal, ASB instructor and Nutrition Services, in addition to the Chaparral students themselves, as without their support of the healthier vending options, the store's financial success may diminish.

Continuing this work into year two will include identifying recipes for healthier drink options that both meet nutrition criteria and succeed in producing a profit for the student store. Marketing and promotion of these store changes will also ideally occur during the first year of the intervention. Long term goals for this intervention include publicizing throughout the district the healthy changes this ASB club will have created within their school community.

Contact information about this Narrative

Local Health Department Grant Name: **San Bernardino County Public Health Department**

Grant #: **13-20512-03**

Author's Name: **Erin Haugh**

Phone: **909-386-2435**

Email: **erin_haugh@sbcss.k12.ca.us**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Policy, Systems, and Environmental Success Stories for the County of San Diego's 2015 Nutrition Education and Obesity Prevention Grant

Table of Contents

	Program Area	Success Story Title
1	**African American Faith-Based Channel; implementing partner: subcontractor UCSD Center for Community Health**	*"Health Ministry: An Essential Component of Every Church"*
2	**Worksite Channel; implementing partner: subcontractor UCSD Center for Community Health**	*Wyndham San Diego Bayside: Supporting Employees to* Live Well @ Work
3	**School Channel; implementing partner: subcontractor UCSD Center for Community Health**	Harvest of the Month: *Building Local Procurement Practices in San Diego County School Districts*
4	**Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX^3) Linda Vista Neighborhood in San Diego; implementing partner: Bayside Community Center**	*Kelly Park Lighting Project*
5	**CX^3 Linda Vista Neighborhood in San Diego; implementing partner: Bayside Community Center**	*Linda Vista Community Garden: On-site Sales*
6	**CX^3 Lincoln Park Neighborhood in San Diego; implementing partner: Lincoln High School**	*CX^3 Youth Spend Summer Creating Positive Change in Southeastern San Diego*
7	**Nutrition Education; implementing partner: Escondido Education COMPACT**	*Mission Middle School Empowers Parents in School Health*
8	**Active Transportation in the City of San Marcos; implementing partner: Circulate San Diego**	*San Marcos Creates Safe Routes to Three Schools*
9	**Early Childhood; implementing partner: YMCA Childcare Resource Service**	*The Wellness Champion Program*

healthy WORKS Paths to Healthy Living
County of San Diego HHSA
a program of
LIVE WELL SAN DIEGO

CHAMPIONS for CHANGE™

CDPH California Department of PublicHealth

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Health Ministry: An Essential Component of Every Church

Intervention Summary

Promoting healthy eating and active living in the faith community is a unique opportunity to engage congregation members and make sustainable, healthy changes both within and outside of their faith environments. UC San Diego's *Faith-Based Wellness Program* has been successful in assisting many churches and faith-based organizations across San Diego County's low-income communities in promoting healthy eating and active living.

The *Faith-Based Wellness Program* is a part of and supported with funding from the County of San Diego Health and Human Services Agency's (HHSA) Nutrition Education and Obesity Prevention (NEOP) Program. HHSA receives a NEOP grant from the United States Department of Agriculture by way of the California Department of Public Health. NEOP is a program of Healthy Works, which is part of *Live Well San Diego*, the County of San Diego's broader vision for healthy, safe, and thriving communities.

Over the past year, the *Faith-Based Wellness Program* has partnered with seven African-American churches in a variety of San Diego County communities with health disparities to create health ministries. According to the Health Ministry Association, health ministries (i.e., church programs) include "the many ministries of a faith community that promote health. Health is viewed as a gift from God and a way of relational living in community." Some of the health ministries supported by the *Faith-Based Wellness Program* provide opportunities for congregants to pursue a combined journey toward health and faith.

Among the efforts to increase healthy food and physical activity environments within these churches, there are a number of policy, systems, and environmental changes that point toward overall advances in faith-based wellness. One example is the program's partnership with the Progressive District Health Ministry Auxiliary to build health ministries into more faith-based systems. This auxiliary is a network of local churches with oversight provided by the California Missionary Baptist State Convention. The churches work together and in partnership with the *Faith-Based Wellness Program* to develop and maintain strong health ministries. Currently, the auxiliary is composed of 17 local churches with a collective goal to develop and implement sustainable wellness programs and policies.

In addition, the *Faith-Based Wellness Program* assisted with the development of the Officer's Guide to the Health Ministry Leadership and Committee and by supporting the creation of a work plan and strategy for the Progressive Baptist District Association's wellness activities and programs for the upcoming year.

Much of the aforementioned progress would not be possible without successful collaborative relationships. For many years, the *Faith-Based Wellness Program* has built rapport with key community-based organizations and advisory committees, including Mental Health America, Southeast Collaborative Group, San Diego Congregation for Change, and the Mental Health African American Collaborative. The *Faith-Based Wellness Program* has acted as a bridge to the faith communities by networking with agencies that can play key roles in supporting these communities.

Another important ingredient to successful, sustainable health ministries is the recruitment of champions from within each congregation. The *Faith-Based Wellness Program* identified and supported champions in African-American churches, engaging them in a train-the-trainer model, media exposure, volunteer engagement and motivation, nutrition education classes, and step-by-step instruction on sustaining health initiatives and programs.

Description of Barriers Encountered and Identified or Proposed Solutions

Building a systems-level change, such as a health ministry, can be a lengthy and challenging process. Because every church and surrounding community is unique, it can take several months to a year to adopt policy, systems, and environmental changes in a faith-based setting. Another challenge has been figuring out a strategy to distribute culturally relevant materials to support the many diverse, newly formed health ministries. A solution that is successfully addressing this challenge is the NEOP's Body & Soul Program, a wellness program developed for African-American churches. Finally, to create lasting success once the health ministries have been established, it is crucial to follow up with technical assistance, resources, and support for participating churches.

Future Directions/Sustainable Success

Many of the participating churches realize that financial backing may be necessary to sustain a health ministry. In addition, the *Faith-Based Wellness Program* is encouraging churches to conduct healthy fundraisers to offset costs for health and wellness activities. The program also plans to present on behalf of churches the best practices, lessons learned, and key successes at faith-based forums, workshops, conventions, and conferences. This will help disseminate the model and build greater awareness and support among faith-based communities about the importance of health ministries.

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services
Grant #: 13-20528-02
Author's Name: Lakeysha Sowunmi
Phone: 619-681-0648
Email:lsowunmi@ucsd.edu

LHD Contact: Erica Salcuni
Phone: (619) 692-8255
Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Harvest of the Month: Building Local Procurement Practices in San Diego County School Districts

Intervention Summary

Broadly defined, "Farm to School" is a program that connects schools (K-12) and local agriculture (e.g., school gardens and farms, commercial farms) with the objective of serving healthy meals in school cafeterias; improving student nutrition; providing agriculture, health, and nutrition education opportunities; and supporting local and regional agriculture (adapted from National Farm to School Network).

In Southern California, Nutrition Education and Obesity Prevention (NEOP)-funded agencies supporting school initiatives in San Diego, San Bernardino, Los Angeles, Orange, and Riverside counties began collaborating to strengthen the Farm to School movement through the *Harvest of the Month* (HOTM) program. While HOTM traditionally focused on promoting seasonal California produce, in Southern California it has developed into a coordinated strategy to assist school districts with shifting to local procurement and purchasing practices. The impact of this shift has been powerful: locally based NEOP-funded agencies have worked together to coordinate a Southern California HOTM calendar that emphasizes both seasonal and local produce items that advance school-based nutrition education, in addition to building the local economy and agricultural sector.

The process for the development of the annual Southern California HOTM calendar is important to understand. Every year, Southern California school districts, farmers, and NEOP-funded agencies working with school districts meet for a Southern California regional planning meeting where they discuss, select, and vote on the HOTM calendar. The calendar features only one fruit or vegetable per month, which is easy for school food service to procure, prepare, and serve. Produce items are determined based on

what is available and actively being grown by local farmers that year. Changes in weather, pests, and water supply can drastically alter crop availability from year to year.

San Diego County is a key participant in calendar planning, and is primarily represented by the UC San Diego-Center for Community Health *School Wellness Program*. The *School Wellness Program* is funded by the County of San Diego Health and Human Services Agency's (HHSA) NEOP program. HHSA receives a NEOP grant from the United States Department of Agriculture by way of the California Department of Public Health. NEOP is a program of Healthy Works, which is part of *Live Well San Diego*, the County of San Diego's broader vision for healthy, safe, and thriving communities.

To inform development of each year's HOTM calendar, *School Wellness Program* staff provides the county's seasonal crop availability chart reflecting produce being grown by San Diego farmers. This data is gathered and analyzed by a local partner organization, Community Health Improvement Partners. Featured monthly HOTM produce items are rotated each year to ensure students are being exposed to a variety of seasonal fruits and vegetables. The annual Southern California HOTM calendar also guides HOTM workbook lessons used by teachers, students, and classrooms throughout the region.

San Diego County is fortunate to have a group that convenes locally for a similar purpose through the San Diego Farm to School Taskforce, which is led by Community Health Improvement Partners as part of the broader San Diego County Childhood Obesity Initiative. With a mission to increase food knowledge and access to local, healthful foods in the school environment through collaboration, education, environmental change, program development, and outreach, the taskforce is composed of farmers, produce distributors, school district food service staff, community partners, and local universities.

UC San Diego-Center for Community Health *School Wellness Program* staff members serve as the NEOP representatives to the Farm to School Taskforce. Each year, the *School Wellness Program* brings the Southern California HOTM calendar to the taskforce for review, feedback, and approval. The final calendar is then shared with the San Diego County Nutrition Action Partnership (CNAP) for use in nutrition education interventions that go beyond schools and into additional sectors such as retail, worksites, food pantries, and faith-based organizations.

The process for determining the items featured on the annual Southern California HOTM Calendar is intentionally comprehensive, collaborative, and community-driven. As a result, all local stakeholders are vested in the program goals and implementation.

Demand for the San Diego County HOTM in the Classroom program continues to increase. The NEOP *School Wellness Program* is now partnering with 15 school districts to build their capacity to bring local, seasonal produce to students, up from just two districts last year. These districts agree to procure HOTM items from local and

regional farms through their produce distributors. Some districts, including San Diego Unified School District, have also developed videos to showcase the HOTM item and the local farmer who grows it. These “farmer videos” have become extremely popular in participating classrooms and are used in conjunction with the HOTM workbooks developed by the San Bernardino County Office of Education.

School Wellness Program staff from UC San Diego ensures program buy-in and success by providing trainings to district and school site food service staff, principals, and classroom teachers. They also provide ongoing technical assistance to help districts develop customized infrastructure for local sourcing, preparation, and delivery to classrooms.

While increasing local procurement, San Diego County’s HOTM program is also building connections between local farmers and school staff, connections that support multilevel systems of engagement. Several local school district food service directors have shared that this is exactly the type of programming and support they need at this time. The collective impact of these NEOP-funded efforts and those of the San Diego County Childhood Obesity Initiative’s Farm to School Taskforce is leading to systemic changes for local school districts, distributors, and farmers.

“Vista Unified School District values the partnership with UC San Diego *School Wellness Program* and the broader Farm to School Taskforce collaborative to build our capacity to promote local, seasonal fruits and vegetables,” said Amy Haessly, registered dietitian and Nutrition Education and Training Supervisor at the district. “[We] have worked closely with UC San Diego staff to develop a program model that works for school cafeterias, principals, teachers, students and families.”

Description of Barriers Encountered and Identified or Proposed Solutions

The San Diego County Farm to School Taskforce adopted shared definitions for local, regional, and California-grown produce. However, guaranteeing that HOTM produce items are truly local remains a challenge when definitions for “local” vary, and when farmers are not able to meet institutional demands. This issue is being addressed through capacity-building strategies developed through the taskforce and school districts’ local produce distributors.

The California Department of Public Health is considering a static HOTM calendar that would differ from the regional framework that has been developed. A static calendar may need to be complemented by the regional calendar to take into consideration key climate issues that might impact crop availability (weather, water access, pests, etc.).

Future Directions/Sustainable Success

Moving forward, NEOP-funded partners such as UC San Diego-Center for Community Health will continue to collaborate with CNAP and other local agencies on the taskforce that are invested in local purchasing practices for schools, and an overall improved local food system in San Diego County. This is a model that will bring about sustained change locally. It can also serve as an example for other communities on how HOTM can be used as a vehicle to advance local procurement and the "Farm to School" movement.

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services
Grant #: 13-20528-02
Author's Name: Kate McDevitt
Phone: (619) 681-0659
Email: kmcdevitt@ucsd.edu

LHD Contact: Erica Salcuni
Phone: (619) 692-8255
Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Wyndham San Diego Bayside: Supporting Employees to *Live Well @ Work*

Intervention Summary

Chronic diseases are currently the leading cause of death in San Diego County, accounting for $4.6 billion in direct healthcare costs and over half of all deaths. One in every three San Diego County residents has at least one of the leading four major chronic diseases (i.e., cancer, heart disease and stroke, type 2 diabetes, and pulmonary diseases). Fortunately, targeted worksite wellness programs can be effective in improving health and decreasing costs related to chronic disease, mostly by working to support healthy behaviors among their employees and by creating a healthy work environment. Findings from a meta-analysis of 56 studies of worksite health promotion programs showed an average 27% reduction in sick leave absenteeism, 26% reduction in healthcare costs, 32% decrease in workers' compensation and disability claims, and a $5.81-to-$1 return on investment ratio associated with the wellness programs.[1]

San Diego County is home to a large tourism industry, with nearly 500 hotel and motel properties and a total of more than 56,000 rooms available to visitors. Approximately 160,000 San Diegans are employed in the hospitality sector, working in lodging, food service, attractions, and transportation.

Wyndham San Diego Bayside (Wyndham) is a hotel nestled along the harbor in the downtown San Diego Gaslamp Quarter, and employs over 220 residents. In 2013, Wyndham was recruited as a worksite for the Nutrition Education and Obesity Prevention (NEOP) *Worksite Wellness Program* to focus on establishing workplace environments that support healthy eating and active living with particular focus on their low-wage employees.

The *Worksite Wellness Program* is led by the UC San Diego-Center for Community Health. It is part of and supported with funding from the County of San Diego Health and Human Services Agency's (HHSA) NEOP Program. HHSA receives a NEOP grant from the United States Department of Agriculture by way of the California Department of Public Health. NEOP is a program of Healthy Works, which is part of *Live Well San Diego*, the County of San Diego's broader vision for healthy, safe, and thriving communities

A key, up-front strategy for engaging Wyndham in the NEOP *Worksite Wellness Program* was to present evidence to their Human Resource Administrators that maintaining a healthier workforce can lower direct costs such as insurance premiums and workers' compensation claims, and positively impact many indirect costs such as absenteeism and worker productivity. After the presentation, Wyndham signed on to participate in the program because of the company's belief in the importance of providing a supportive work environment for their associates.

Wyndham prioritizes the well-being of their associates. General Manager Joe Eustice explains, "I'm encouraged every day by working with such an inspiring group of individuals. The associates come ready to do their daily jobs with the highest regard for themselves, in the process motivating one another to make huge contributions to each other, their communities, and their families."

The first step in launching the wellness program was establishing a wellness committee as a foundation for decision-making and moving initiatives forward. Wyndham decided to integrate the wellness committee into its existing safety committee, which already included leadership such as Wyndham's executive chef, human resources staff, executive assistant, and marketing/public relations staff, among others. The committee collectively developed an overall mission statement to reduce employees' risk for chronic diseases caused by poor diet or lack of exercise, and to create a greater sense of camaraderie for their employees. Calling the program "Wyndham Wellness*,"* the committee met monthly to strategically plan their activities and initiatives around three key areas: 1) wellness initiatives, 2) community initiatives, and 3) green initiatives. For the wellness initiatives, the committee initially focused their efforts on educational activities. As Wyndham Wellness became established, the committee shifted their focus to include more policy, systems, and environmental change strategies so that wellness efforts could be lasting and impactful.

Wyndham Wellness was developed to offer something for every employee. With the initial focus on employee education, the NEOP *Worksite Wellness Program* provided support by hosting regular "lunch & learn" sessions on topics chosen by employees, including diabetes prevention, healthy cooking on a budget, and mindfulness. Additionally, Wyndham co-hosted annual associate health fairs with the NEOP *Worksite Wellness Program* featuring on-site biometric/preventive screenings, fresh produce

donations, CalFresh screenings, healthy recipe demonstrations, and numerous community resources. Further, Wyndham employees were provided with regular free physical activity opportunities through the popular Friday Fitness Club. Each Friday, different associates or fitness professionals hosted 60-minute fitness classes that included boot camp, Pilates, Zumba, yoga, or jogging. These fitness classes were free and well attended, with roughly 10% of employees participating. In conjunction with its Fitness Club, Wyndham initiated a walking club and established walking routes surrounding the bayside hotel.

Once employees were educated and engaging in these worksite activities, Wyndham strongly felt it was time to change their internal policies and practices to make sustainable changes within their organization. With support from the NEOP *Worksite Wellness Program,* the committee spearheaded the adoption of a Healthy Meeting Policy to provide associates with nutritional food and beverage options during work-sponsored meetings, events, and celebrations. Instead of offering cookies and soda, Wyndham provided employees with whole fruit, vegetable platters, and fruit-infused spa water. This policy adoption represented a major shift in the culture of wellness within the Wyndham's workplace.

Following this policy milestone, Wyndham wanted to provide healthier menu options at the employee cafeteria. Collaborating with their executive chef, Wyndham redesigned its cafeteria menu options to feature local fruits and vegetables at the salad bar and low-fat entrée and side dishes. In the employee break room and cafeteria, a wellness bulletin board prominently showcased free community events, healthy recipes, *Live Well @ Work* newsletters, and upcoming Wyndham Wellness activities.

Wyndham is also currently in the process of adopting a comprehensive lactation accommodation policy with support from the UC San Diego-Center for Community Health's Lactation Supportive Environments initiative, funded by the County of San Diego HHSA. The lactation accommodation policy will provide support and resources to new mothers returning to work who want to continue breastfeeding. This includes access to private locations (that are not restrooms) for the purpose of milk expression. In addition to accommodating employees, Wyndham will have measures in place to accommodate their guests by making future plans to build a designated guest-specific lactation room. This lactation policy will be executed through the Wyndham corporate office headquarters located in New Jersey. Once the policy is adopted, it will influence more than 100 hotels throughout the nation and thousands of employees and hotel guests annually.

Ariannabell Reyes, Assistant Director of Human Resources for Wyndham San Diego Bayside, is one of the project's wellness leaders. She has been instrumental in the success and sustainability of the Wyndham Wellness program. "Our healthy worksite wellness practices transcend from the work environment to the homes of many of our

associates," Ms. Reyes said of the program. "Fostering healthy practices, investing in wellness education, and actively participating in community initiatives have revolutionized our way of doing business."

Description of Barriers Encountered and Identified or Proposed Solutions

The two most significant barriers were identified through key informant interviews with Wyndham's Human Resource Department wellness leads: 1) lack of a wellness budget and 2) lack of a dedicated staff member to lead these efforts. To overcome these barriers, the NEOP *Worksite Wellness Program* partnered with local community organizations and businesses to provide Wyndham with no-cost reinforcements for employee participation in the various programs. These were effective in motivating employees to participate in the wellness activities and challenges, and in spurring friendly competition. For instance, employees had the opportunity to "win" bicycles, one-month gym memberships, boxes of fresh produce, fitness equipment, and similar health-related incentives.

Although there is not yet a dedicated staff member to lead employee wellness efforts, Wyndham has established a robust wellness committee with seven dedicated staff members representing different departments within the company. The committee built sufficient capacity over the last two years to maintain Wyndham's progress.

Future Directions/Sustainable Success

Overall, the culture of health and wellness at Wyndham has dramatically shifted, as evidenced by a high level of participation in the wellness program as well as the adoption of sustainable policies. The mission of Wyndham Wellness goes beyond building better health but also focuses on social connection, with employee engagement being a priority at every level of the organization.

"I am very proud to work for a company that places emphasis on being healthy, along with providing a great avenue for everyone to *Be Well!*" said Selina Shepherd, Executive Assistant for Wyndham San Diego Bayside. "All of the planned activities are great, however my favorite is the lunch & learns."

Based on self-reported data from the annual post-implementation surveys by Allison Owen, Human Resource Director for Wyndham San Diego Bayside, the Wyndham Wellness Program has markedly improved employee morale and productivity. There were higher levels of reported engagement and expressed interest in new activities to maintain healthy and active lifestyles.

As a result of these healthy changes to the workplace environment, Wyndham San Diego Bayside became the first designated *Live Well San Diego* hotel on May 22, 2015.

Live Well San Diego is the long-term vision of the County of San Diego to create healthy, safe, and thriving communities. Wyndham integrated this vision into its overall wellness program mission, with the new tagline of "Be Well, Live Well, Serve Well." A flag now waves outside the hotel displaying this message. The *Live Well San Diego* designation and Wyndham San Diego Bayside's model efforts are now inspiring other businesses in San Diego's hospitality industry to follow suit and create a healthier environment for their employees.

References

1. Hapman LS. Meta-evaluation of worksite health promotion economic return studies: 2005 update. *American Journal of Health Promotion.* 2005;19(6):1-11.
2. Gerteis J, Izrael D, Deitz D, LeRoy L, Ricciardi R, Miller T, Basu J. Multiple Chronic Conditions Chartbook.[PDF - 10.62 MB] AHRQ Publications No, Q14-0038. Rockville, MD: Agency for Healthcare Research and Quality; 2014. Accessed November 18, 2014.

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services
Grant #: 13-20528-02
Author's Name: Kelley Thompson
Phone: (619) 681-0680
Email: kethompson@ucsd.edu

LHD Contact: Erica Salcuni
Phone: (619) 692-8255
Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Kelly Park Lighting Project

Intervention Summary

In April 2013, San Diego's North Central Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX^3) team surveyed over 100 community members in the City of San Diego's Linda Vista neighborhood to identify barriers to physical activity and healthy eating. CX^3 team members included residents who have been trained in policy, systems, and environmental change strategies in addition to staff from Bayside Community Center, a local nonprofit, and from the County of San Diego Health and Human Services Agency (HHSA) North Central Region.

Survey results highlighted a prominent neighborhood concern: the need for lighting at nearby Kelly Park. The park is a popular family exercise destination with amenities like a running trail, soccer field, and playground. During the fall and winter months, when the sun sets earlier, CX^3 team members and engaged residents noticed that families stop exercising because of the limited park lighting. Residents reported feeling unsafe in the park, and as a result were unable to take advantage of the park's physical activity opportunities.

The North Central CX^3 project is part of and supported with funding from the County of San Diego HHSA's Nutrition Education and Obesity Prevention (NEOP) Program. HHSA receives a NEOP grant from the United States Department of Agriculture by way of the California Department of Public Health. NEOP is a program of Healthy Works, which is part of *Live Well San Diego*, the County of San Diego's broader vision for healthy, safe, and thriving communities.

To address residents' concerns, the CX^3 team launched a project to improve the lighting in Kelly Park. They needed more input from the community on where lighting should be placed in Kelly Park, so the CX^3 team surveyed an additional 100 residents. Leveraging a key local resource, the team partnered with an architecture student from the University of San Diego, located in the community of Linda Vista, who compiled the additional survey results and developed a lighting design and map showing locations for potential light placement.

The tough job of getting the City of San Diego to install the much needed lighting marked the next step of their process. CX^3 residents presented survey findings and the park lighting map to various community organizations and decision-makers to gain support, including: the Linda Vista Community Planning Group, Linda Vista Town Council, Linda Vista Recreation Council, and San Diego Councilmember Scott Sherman. Residents also spoke in support of funding for Kelly Park lighting during the San Diego City Council's Fiscal Year 2016 Budget Hearing.

A little more than two years after the original community assessment, the dream for Kelly Park came closer to reality. In June 2015, the Kelly Park lighting project was included as an independent line item in the City of San Diego Fiscal Year 2016 Budget, and lighting improvements are expected to be made by June 2016.

Description of Barriers Encountered and Identified or Proposed Solutions

The CX^3 team spent an immense amount of time gathering community input, creating the lighting design and map, and building community and decision-maker support for the lighting improvement project. The team overcame these challenges by listening to each other, and drawing on their training as resident leaders to navigate the numerous approval processes involved in this type of community environmental change. Because of the complexities involved in advocating for infrastructure improvements such as park lighting, the team also learned how to interpret and leverage city policy language to justify their proposed changes.

Future Directions/Sustainable Success

With the project approved in the City's budget, CX^3 team members and residents are now focused on tracking and making sure lighting is installed according to their plan. Once lighting is added to Kelly Park, the community will have greater access to safe, green space in Linda Vista, providing residents of all ages with more opportunities to be physically active throughout the year, whether it is day or night.

CX^3 member presenting Kelly Park lighting map to Linda Vista Recreation Council

CX^3 members waiting to speak during the San Diego City Council's Fiscal Year 2016 Budget Hearing

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services

Grant #: 13-20528-02

Author's Name: Roberto Ramirez

LHD Contact: Erica Salcuni

Phone: (619) 692-8255

Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Linda Vista Community Garden: On-site Sales

Intervention Summary

The Linda Vista Community Garden was created in summer of 2011 as a community-driven effort to increase resident access to fresh, local produce. The garden started as a small project at local nonprofit Bayside Community Center with a passionate coordinator who was very engaged in the Linda Vista neighborhood. As it grew, the garden attracted additional community resources, including involvement from the Linda Vista Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX^3) team, which includes residents that have been trained in policy, systems, and environmental change strategies. The team also includes staff from Bayside and from the County of San Diego Health and Human Services Agency (HHSA) North Central Region.

This diverse and collaborative CX^3 team and its contribution to the garden's growing momentum are part of and supported with funding from the HHSA Nutrition Education and Obesity Prevention (NEOP) Program. HHSA receives a NEOP grant from the United States Department of Agriculture by way of the California Department of Public Health. NEOP is a program of Healthy Works, which is part of *Live Well San Diego*, the County of San Diego's broader vision for healthy, safe, and thriving communities.

Since the garden produces more than the residents and their families can consume, the CX^3 team sought to sell fresh, pesticide-free produce grown in the garden to Linda Vista residents for an affordable price. In spring of 2015, the CX^3 team created a system to sell produce from the garden directly to community members. In April 2015, the growers began to have on-site sales every Tuesday afternoon.

Description of Barriers Encountered and Identified or Proposed Solutions

Getting started with selling garden-grown produce in a public market is not as easy as it sounds. There were difficulties for the community stakeholders in interpreting the policy regarding where

and when residents are able to sell produce from the community garden. The team misinterpreted the policy and believed produce could only be sold within 50 feet of the garden, which is located behind the community center. The team asked a Senior Planner at the City of San Diego for clarification. Their willingness to reach out to City staff offered them avenues to become educated and make real progress. It also reflected their training and increased resident capacity to delve into policy and city permitting issues. The planner did some research and offered the solution that they were allowed to sell in the front of the building. The team was excited to move its produce stand to the front where there is more visibility and foot traffic.

Access to land to expand the garden has also been identified as a major issue. Currently, the Linda Vista Community Garden is at full capacity with many residents on a waitlist. However, the school district owns a vacant lot next to the garden, and the team is working with the district to explore expanding the garden onto school property.

Future Directions/Sustainable Success

The Linda Vista CX^3 team plans to continue weekly on-site sales in the garden and at Bayside Community Center. They are determined to grow the program to offer more local produce to residents. An identified obstacle to this goal is access to land, but CX^3 team members will continue planning their advocacy activities in favor of increasing this access.

On-site sales in the Linda Vista Community Garden- April 2015

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services
Grant #: 13-20528-02
Author's Name: Roberto Ramirez

LHD Contact: Erica Salcuni

Phone: (619) 692-8255

Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: You Success Story and Lessons Learned

CX^3 Youth Spend Summer Creating Positive Change in Southeastern San Diego

Intervention Summary

Mayra, a senior at Lincoln High School, walked to school every day for several years on narrow and broken sidewalks, passing faded crosswalks and bike paths. During the summer of 2014, she decided to do something about it by getting involved in her community to improve the environment around her. While most students look forward to relaxing with no schoolwork during summer vacation, Mayra became one of eight youth from Southeastern San Diego involved in *Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention*, a community engagement and improvement program better known as CX^3. These CX^3 youth devoted their summer to improving the Lincoln Park neighborhood.

First, the youth needed to learn what to look for when assessing their neighborhood environment. CX^3 staff from the County of San Diego Health and Human Services Agency's (HHSA) Central Region trained the students on how to identify barriers in their neighborhood that hinder access to healthy food and physical activity opportunities (e.g., unsafe street crossings for pedestrians and lack of healthy food options in stores). With a better understanding of their situation, Mayra and other CX^3 students used "PhotoVoice" to document and communicate these barriers. PhotoVoice entails taking pictures of the issues in the neighborhood environment and using these along with photo captions to bring forth the community "voice" on what they must face on a daily basis and how it impacts them.

Next, the students needed to get the word out to those who could bring about change. They shared findings from the CX^3 Youth Engagement PhotoVoice Project with

community leaders and decision-makers to tell the story of Lincoln Park. To do this, they leveraged broader community forums as a platform, including presenting their PhotoVoice findings at a community workshop on the San Diego Association of Government's Regional Transportation Plan and at a local workshop on creating walkable and livable communities that featured national walkability expert Mark Fenton.

The students' call to action caught the attention of a community representative from City of San Diego Mayor Kevin Faulconer's office, who requested copies of the photos to send to the appropriate offices in City Hall and invited the CX^3 youth to meet Mayor Faulconer and show him the pictures themselves. These photos have been useful tools to increase awareness of the barriers to a healthy, safe, and thriving Lincoln Park, such as walkability issues in the neighborhood. Further, the photos have sparked discussion among residents about how to work together to identify opportunities for future community improvement projects.

By the summer of 2015, soon after the youth met with Mayor Faulconer, the City installed multiple improvements, including repaving sidewalks and removing dangerous and illegal traffic obtrusions, to make Lincoln Park a safer, more resilient neighborhood, with increased opportunities for walking and biking safely to school.

Description of Barriers Encountered and Identified or Proposed Solutions

Securing a school champion and recruiting students for the CX^3 project were the biggest challenges presented by this project. Initial partners at the high school were very excited and supportive of the idea, but didn't have the time available to work as school liaisons to ensure its success. HHSA Central Region's CX^3 staff persisted and it took several school visits to find a teacher willing to commit himself to be the group's CX^3 champion. Playing an instrumental role, the teacher recruited his students and offered classroom space for the group to meet after school.

Future Directions/Sustainable Success

After their successful PhotoVoice project, the Lincoln Park High School CX^3 youth have shifted their focus toward making their school a healthier place to learn. With support from a science teacher and an engineering teacher, the CX^3 youth spent the 2014-2015 school year building and launching "Lincoln's Living Lab," the school's first garden. The students' short-term goal is to maintain the school garden and get Garden to Café certification with San Diego Unified School District so that produce from the garden can go into the school's salad bar. The long-term goal for sustainability is to integrate the garden into the science curriculum and create a greener campus by introducing composting and recycling rainwater for the garden. The students, champion teachers,

school leaders, and HHSA Central Region CX^3 staff are all excited about this next phase of their work to create a healthier community in Lincoln Park.

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services
Grant #: 13-20528-02
Author's Name: Erika Cabato

LHD Contact: Erica Salcuni
Phone: (619) 692-8255
Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Mission Middle School Empowers Parents in School Health

Intervention Summary

Mission Middle School in Escondido Union School District (EUSD) already exemplified a positive and healthy lifestyle environment when school administration first invited community partners to work on student and school wellness. Students, parents, and the school were actively growing and maintaining a school garden, the “A to Z” vegetable menu in the cafeteria, and colorful vegetable artwork posted on campus, among other school-wide efforts. With all of these promising efforts already taking place, Mission Middle School leveraged the work of the North Inland *Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention* (CX^3) team to build sustainable success. The CX^3 team is a group of engaged community stakeholders that includes residents who have been trained in policy, systems, and environmental change strategies. The team also includes staff from the County of San Diego Health and Human Services Agency (HHSA) North Inland Region.

Local community-based organization Escondido Education COMPACT stepped in as a part of this team to take Mission Middle School’s progress to the next level by bringing tools, resources, and education about additional healthy lifestyle improvements the school could make in order to sustain its momentum. COMPACT is funded to do this work as a part of the County of San Diego Health and Human Services Agency’s (HHSA) Nutrition Education and Obesity Prevention (NEOP) Program. HHSA receives a NEOP grant from the United States Department of Agriculture by way of the California Department of Public Health. NEOP is a program of Healthy Works, which is part of *Live Well San Diego*, the County of San Diego’s broader vision for healthy, safe, and thriving communities.

One of the major strategies Mission Middle School and its NEOP-funded partners used this year to increase school health was parent engagement through Parent Lunch events. The purpose of Parent Lunch events was to encourage parents to eat lunch at school with their kids so that they could better understand the nutritional environments their children were exposed to each day, and how families could prepare healthier meals both in and outside of the school day for their children. COMPACT provided education to encourage healthy eating habits during these Parent Lunch events, and a NEOP-approved healthy recipe was incorporated into the Parent Lunch menu. Additionally, COMPACT worked with school administration on some Smarter Lunchroom Strategies, such as milk placement in the cafeteria to prioritize display of low-fat milk over chocolate milk.

Description of Barriers Encountered and Identified or Proposed Solutions

At the beginning of these events, the need for education was clear; some parents were bringing food on campus that was high in fat and sugars. EUSD Nutrition Services and COMPACT recognized the need to join forces to not only educate parents, but also provide resources to empower them to make better choices. They agreed that an integral part of their strategy had to include changes to the school food environment. For example, they began placing the cartons of low-fat white milk in front of the cartons of chocolate milk, making the healthy choice the easy choice.

Future Directions/Sustainable Success

Incorporating a healthy recipe into the menu for a Parent Lunch highlighted EUSD's Nutrition Services' willingness to serve healthy, culturally appropriate food that students and families were accustomed to eating at home. Plans are in the works to have this new recipe permanently added to the menu and available at more EUSD elementary schools. Additionally, throughout the entire district, Nutrition Services has placed low-fat white milk in the front of the cafeteria milk section in an effort to allow students to be more conscious of their food choices and to encourage them to drink unflavored low-fat milk. In the future, COMPACT will be looking to continue collaboration with the CX^3 team to establish an ongoing nutrition and physical activity program at the school garden.

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services
Grant #: 13-20528-02
Author's Name: Daniel Barajas

LHD Contact: Erica Salcuni
Phone: (619) 692-8255
Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

San Marcos Creates Safe Routes to Three Schools

Intervention Summary

An important way to support student health and healthy school environments is by improving walkability and accessibility of the routes children and families use to travel to school. Safe Routes to School (SRTS) is a formal strategy for increasing the health and safety of these routes and encouraging more students to walk and bike to school. In 1969, 50 percent of all children walked to school; today, only 15 percent of America's children do so. Successful SRTS programs have helped communities regain some of the active living practices of the past, showing an increase in walking to school by more than 50 percent and in bicycling by more than 25 percent. SRTS not only improves the neighborhood environment to be more conducive to active transportation and living, it also forges partnerships among community stakeholders that may not otherwise work together to make the infrastructure and non-infrastructure improvements that turn SRTS plans into practices. Additionally, recent studies have shown that healthy and fit students make better learners.

To improve opportunities for physical activity in San Marcos, the County of San Diego Health and Human Services Agency (HHSA) collaborated with the City of San Marcos and the San Marcos Unified School District (SMUSD) to improve walkability and bikeability around three low-income schools by developing a SRTS plan. This work is a part of and supported with funding from HHSA's Nutrition Education and Obesity Prevention (NEOP) Program. HHSA receives a NEOP grant from the United States Department of Agriculture by way of the California Department of Public Health. NEOP is a program of Healthy Works, which is part of *Live Well San Diego*, the County of San Diego's broader vision for healthy, safe, and thriving communities.

In late 2015, HHSA contracted with Circulate San Diego (Circulate) to work with the three partners and lead development of the plan. The plan is intended to augment and complement the City's recently-completed Bicycle and Pedestrian Master Plan, adding a focus on high-need schools where there is a need for greater safety and access for pedestrians and bicyclists.

To begin plan development, Circulate created a site selection process to select the schools that would be featured in the plan. They met with the District and the City to present their recommendations and gather input on these selections. Circulate also developed an outreach process and hosted several community workshops to engage the public in the SRTS plan, including parents and students. These workshops included presentations in English and Spanish explaining the project, and the importance of walkability to the community. Parents, students, and staff were also engaged in a mapping exercise to identify safety concerns around the schools and in the community. These comments were recorded and utilized in the prioritization process.

On September 25, 2015, the plan was unveiled simultaneously in a walk/bike to school day event at the three SMUSD schools incorporated into the plan: Alvin Dunn Elementary, San Marcos Middle, and Woodland Park Middle. The unveiling also featured a map for each school with suggested safe routes for kids to walk or bike to school. The plan also set the stage for the implementation of suggested non-infrastructure improvements (e.g., increased enforcement, additional crossing guards, and parent/staff SRTS education) as well as future infrastructure improvements (e.g., new sidewalks and signage). These improvements were proposed using professional engineering drawings designed with input from SMUSD and the city's engineering department. The ultimate goal of the plan is two-fold: to create safer routes to school and encourage active transportation. All components of the SRTS plan were designed with the invaluable input from parents, students, and school staff, and the expertise and efforts of the City of San Marcos, the County of San Diego Health and Human Services Agency, and local non-profit Circulate San Diego.

With the three SMUSD schools invested in the SRTS plan, partners delivered more than 2500 pocket maps with suggested safe routes to school designed specifically for each school. The maps are very illustrative, and represent ways for students to access each school in the safest way possible using existing infrastructure (sidewalks, stop signs, crosswalks, etc.) and programmatic elements (crossing guards, future park and walk lots, etc.). A 15-minute "walkshed" is shown, illustrating the amount of distance a child can expect to cover in 15 minutes using the existing street network. Each school also received an electronic copy of the map which they can reprint as needed.

The walk/bike to school day event celebrating this progress demonstrated the community's enthusiasm, a promising sight for families that look forward to seeing the

SRTS plan implemented. Even in the early morning heat, it seemed like nearly all of Alvin Dunn Elementary School's 1,200 students took advantage of the opportunity to walk or bike to school.

Description of Barriers Encountered and Identified or Proposed Solutions

One of the most important steps of the SRTS plan was to bring together representatives from the City of San Marcos' engineering department and SMUSD to identify the obstacles to safe walkability and bikeability around the three selected schools. One of the major challenges these two entities faced was identifying and prioritizing infrastructure improvement recommendations in the plan that aligned with the input of students, parents, and principals from each school. Also, one of the global challenges throughout the planning stage was the very limited work timeline of two months. These challenges were anticipated from the formative stages of the project among stakeholders, and were legitimized as the project began to take shape.

The creation of this stakeholder-driven SRTS plan in such an expedited manner required precise management and excellent communication. Partners were able to problem-solve and coordinate to reduce the logistical challenges associated with gathering input and expertise of many diverse stakeholders. Importantly, placing great value on the input from all collaborators facilitated HHSA's vision of helping to create a legitimate SRTS plan with concrete suggested infrastructure and non-infrastructure improvements. This project was instrumental in nurturing a stronger relationship between SMUSD and the City of San Marcos' engineering department, setting them up for future collaboration on infrastructure improvements and SRTS implementation.

"It's really great that we're working together with the school district to get a complete perspective on the improvements we need to make our routes safer," said Mike Rafael, a Senior Traffic Engineer at the City of San Marcos. "[This collaboration] is long overdue."

Future Directions/Sustainable Success

A plan is only a plan. The key to sustainability is ensuring that the San Marcos SRTS plan gets implemented. Having an official plan that included collaboration with each other, the public health sector, and residents puts the City and SMUSD at an advantage when going after grants to implement elements of the plan. Additionally, crucial to the long-term success of this project are the engineering designs that Healthy Works and Circulate delivered to the city's engineering department. These designs will be an invaluable part of the funding applications and eventual implementation of the suggested improvements laid out in the SRTS plan. Engineering and traffic specialists working with the project team submitted engineering designs for each of the school's "Very-High Priority" improvement recommendations, in collaboration with the city's

engineering department, with the clear and ultimate goal that they will go after the appropriate funding that will make the improvements possible.

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services
Grant #: 13-20528-02
Author's Name: Hugo Salgado, PhD, MPH

LHD Contact: Erica Salcuni
Phone: (619) 692-8255
Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

The Wellness Champion Program

Intervention Summary

Children develop many of their food preferences, eating behaviors, and physical activity habits during preschool years, so addressing obesity prevention in child care centers and preschools is crucial. Poor diet and lack of physical activity are behaviors that can start early and contribute to a lifetime of health risks. In 2012, the American Red Cross Women, Infants, and Children (WIC) program estimated 21.1% of 3-year old children and 20.4% of 4-year old children in the San Diego County WIC program were considered obese (a BMI greater than the 95th percentile). When these trends continue unchecked, obesity can progress with age and lead to other health complications.

To address the issue of childhood obesity, the YMCA Childcare Resource Service (YMCA-CRS) is working with family child care homes and preschool centers to improve the quality of nutrition and physical activity that children receive during the day at the sites. According to the 2011 U.S. Census, over 60% of children under the age of 5 spent time in child care on a weekly basis, many over 35 hours per week. For many children, the majority of meals and physical activity opportunities occurs in the child care setting, making it the ideal environment to shape healthy eating and active living habits.

Yet state licensing policies, which regulate both family child care homes and preschool centers, have minimal requirements concerning nutrition and physical activity. Also, very few child care and preschool providers have adopted their own policies addressing childhood obesity. In addition, while many family child care providers prioritize the wellness of the children they serve, they may not have the information or resources needed to ensure they are providing a healthy nutrition and physical activity

environment. Furthermore, preschool centers rarely incorporate obesity prevention programming into their educational practices.

To address this need, the YMCA-CRS developed a new Wellness Champion Program that helps child care providers improve the nutrition and physical activity environments in child care settings, and provides incentives and support for those providers that are able to meet all program criteria.

The YMCA-CRS' Wellness Champion Program is a part of and supported with funding from the County of San Diego Health and Human Services Agency's (HHSA) Nutrition Education and Obesity Prevention (NEOP) Program. HHSA receives a NEOP grant from the United States Department of Agriculture by way of the California Department of Public Health. NEOP is a program of Healthy Works, which is part of *Live Well San Diego*, the County of San Diego's broader vision for healthy, safe, and thriving communities.

Becoming a Wellness Champion

To receive Wellness Champion designation, child care providers are required to complete the following activities:

1. Attend one nutritional and physical activity training workshop.
2. Uphold best practices in nutrition and physical activity, scoring at least 80% on the wellness assessment tool.
3. Make changes to reach Wellness Champion designation, assisted by on-site technical assistance from a YMCA-CRS health educator.

As of September 2015, 23 eligible providers have attended a Wellness Champion Program nutritional and physical activity workshop to begin their journey toward designation. Offered on a monthly basis over the summer, the workshops were presented in both English and Spanish to ensure maximum accessibility by diverse providers.

At the start of the program, providers completed the Creating Healthy Opportunities in Child Care Environments (CHOICES) assessment, a self-administered 35-item questionnaire, to get a baseline measure of their practices in nutrition, physical activity, and staff and parent training. To achieve Wellness Champion designation, providers must be meeting a minimum of 80% of the best practices listed in the questionnaire. The average pre-test score for the child care providers who have completed the program was 70%. By the end of the program (about three months), with an average score of 90%, providers had improved and were more prepared for designation.

YMCA-CRS staff employed a health educator to provide participating child care providers with technical assistance as they worked to improve the nutrition and physical

activity environment at their sites. The on-site technical assistance was adapted to meet the unique needs of each participating provider. During some technical assistance visits, the health educator helped providers conduct taste tests at their center to introduce children to healthier foods. Others received coaching on how to lead structured physical activity using the SPARK curriculum. At least one of the on-site technical assistance visits for all providers involved the development of a wellness policy for the family child care or preschool center.

One provider who completed the Wellness Champion Program over the summer is already seeing the benefits at her child care site.

“My husband and I are so happy we participated in the Wellness Champion Program. We really enjoyed the workshop. We learned so much! It was interactive and kept us both engaged the entire time. We have used the ideas that we learned at the workshop with the children at our child care. We made the healthy fruit wraps and the children absolutely loved them – even the picky eaters! We have also enjoyed the visits. The

health educators have been great at coaching us on how to be healthier at my child care. They also helped me learn how to get my picky eaters to eat their fruits and vegetables. Even the parents have noticed improvement in their children's eating. For us, it's good to know there is someone out there for support."

Beyond creating a healthier environment for the children they serve, this Wellness Champion Program provides an opportunity to highlight healthy businesses, and there is a business incentive for child care providers that become designated. Graduates of the program are highlighted as Wellness Champions in the YCMA-CRS Resource and Referral line, so that when parents call the line searching for quality child care, they are asked if they would like referrals to providers "that serve healthy snacks and offer structured physical activity."

An additional incentive for Wellness Champion providers includes having initiation fees waived for providers who are interested in joining any YMCA gym in San Diego County (a $100 value). This benefit encourages child care providers to lead a healthy lifestyle themselves, and become wellness role models to the children and families they serve.

Description of Barriers Encountered and Identified or Proposed Solutions

Initial outreach for the Wellness Champion Program took place via e-mail, flyers, and word of mouth, reaching over 2,500 providers. An overwhelming number of child care providers expressed interest in participating in the program. Due to limited space, not all providers were able to join the program initially. However, a waitlist was created and some providers are waiting a few months to get started. To maintain providers' interest, YMCA-CRS created a Wellness Champion newsletter that includes SNAP-Ed approved resources such as healthy recipes and ideas for structured physical activity.

Future Directions/Sustainable Success

The Wellness Champion designation lasts for one year. After the first year, graduates are eligible to renew their Wellness Champion status upon paying a fee and agreeing to a visit from a health educator to reassess their wellness practices. The YMCA-CRS also plans to create tools that support Wellness Champions and families beyond their involvement in the program, including videos, web-based training, and ongoing communication through the newsletter.

Contact information about this Narrative

Local Health Department Grant Name: County of San Diego, Public Health Services

Grant #: 13-20528-02

Author's Name: Josh Bariuan, MPH

Phone: 619-521-3055

Email: jbariuan@ymca.org

LHD Contact: Erica Salcuni

Phone: (619) 692-8255

Email: Erica.Salcuni@sdcounty.ca.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Be Well. Do Well.

Revising the San Francisco Unified School District Wellness Policy

Intervention Summary

"We cannot talk about equity for our students if we aren't paying attention to what they're eating and providing them with opportunities for physical activity. Too many children in the U.S. are getting diseases that could be prevented with a healthy diet and exercise. We have the ability to say this will not happen to our students here in San Francisco," said Superintendent Richard A. Carranza.

The San Francisco Unified School District (SFUSD) updated its Wellness Policy in Spring 2015.The policy includes recommendations related to nutrition, nutrition education, food and beverage marketing, physical education, physical activity, and staff wellness. The policy provides a framework to help school administrators promote student health and wellness. Highlights of the updated policy include:

- ☐ Schools will promote healthy food and beverage choices for all students, staff and families throughout the school campus.
- ☐ Withholding recess is not an option for dealing with behavioral issues.
- ☐ Sugar-sweetened or artificially sweetened beverages will not be sold or served to SFUSD students, staff or families at any time on any district property.
- ☐ School parties will be scheduled only after lunchtime.
- ☐ All vending machines on district property, including schools and central offices, shall adhere to SFUSD's nutrition guidelines. Adult vending machines may contain unsweetened coffee or tea beverages.

"In keeping with the Board's longstanding commitment to comprehensive student wellness, the updated wellness policy is ambitious because of the powerful connections it draws between health and academic achievement and its commitment to help students establish lifelong healthy behavior patterns," said Board President Emily Murase PhD.

Over the course of the last two years, the SFUSD Food and Fitness Advisory Committee, which is comprised of families, staff, students, city agencies, and nonprofit organizations, developed recommendations for a revised wellness policy. The recommendations were based on updated State and Federal requirements, as well as current research and best practices.

The updated wellness policy incorporates the Board of Education's policy guidelines from the resolution Feeding Every Hungry Child in the SFUSD and supports developing a policy that allows all students to eat breakfast during their first class of the school day, a practice already in place at many schools.

Description of Barriers Encountered and Identified or Proposed Solutions

The revised SFUSD Wellness policy was adopted by the San Francisco Board of Education in April 2015. This was a great success for the health and wellness of SFUSD families, students and staff and now the work of implementation begins. Many schools and district offices immediately hopped aboard the wellness wagon and are leaders in spreading the health message, while others have been a bit slower to adopt. Many schools will be breaking decade long traditions in fundraising, celebrating and serving sugary beverages and less healthy foods. Implementation will require a change in culture and will be gradual; it is crucial that the changes occur within school sites so the work of communication and education will be community-based.

Future Directions/Sustainable Success

The District is in the process of hiring a Wellness Policy Coordinator who will work out the systems necessary for implementation and sustainability. The board of Education has generously funded the coordinator position as well as funds for staff and teacher education.

Contact information about this Narrative

Local Health Department Grant Name: **City and County of San Francisco Department of Public Health**

Grant #: **13-20505**

Author's Name: **Written by Mark Elkin, SFUSD and Submitted by Laura Brainin-Rodriguez, SFDPH, LHD Project Director**

Phone: **415-575-5687**

Email: **laura.brainin-rodriguez@sfdph.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Safe Routes to School Initiative presents Walk & Roll to School Events!

Intervention Summary

In an effort to address the growing rates of childhood obesity and safety concerns in the county, the San Joaquin County (SJC) Nutrition Education Obesity Prevention (NEOP) Program selected Safe Routes to School (SRTS) as one of the PSE strategies for FFY15. SJC NEOP staff worked with the Department's epidemiologists to identify high needs schools based on SNAP-Ed eligibility and bicycle and pedestrian collision data. Using this information, SJC NEOP partnered with five elementary schools (i.e., Rio Calaveras, King, Wilson, Fremont and Spanos) to provide technical assistance and support in preparation for National Bike to School Month in May. SJC NEOP staff trained and assisted school staff and community volunteers to conduct walkability assessments and create route maps. Their findings were used to support the coordination of Walk & Roll to School Events in each participating school for National Bike to School Month. SJC NEOP staff worked with school staff, parents, and student council groups in the planning and promotion of Walk & Roll to School events. SJC NEOP also partnered with Local Implementing Agency (LIA) UC Cooperative Extension to provide nutrition education and promote the importance of a healthy breakfast in conjunction with the Walk & Roll to School events. Through this partnership, SJC NEOP staff walked & rolled with more than 200 students to school in time for a healthy school breakfast. In addition, SJC NEOP staff partnered with other agencies and organizations working on local SRTS programs and initiatives. Staff promoted the work of Safe Moves Stockton, which is providing 16 local schools with SRTS training, classroom education and events (e.g., bicycle rodeos). SJC NEOP staff also partnered with the California Department of Public Health's Prevention First SRTS Coordinator and SJC Public Health Services SRTS Policy Project, funded through Kaiser Permanente. Both of these programs focus on developing school policy recommendations. SJC NEOP staff provided SRTS walkability training to the SRTS Policy Project staff, as well as referred

interested schools to these programs so they may receive guidance and support in the development of school policy recommendations.

Description of Barriers Encountered and Identified or Proposed Solutions

Event planning and coordination proved to be a challenge in some school locations. SJC NEOP staff partnered with parent groups along with school staff at King Elementary and Fremont Elementary Schools. Staff and parent participation was key to the promotion and implementation of SRTS events. Both events were successful, with minimal to no problems. However, the events at Rio Calaveras Elementary and Wilson Elementary Schools used student council groups to plan their SRTS events and participate in the walkability assessment trainings. SJC NEOP staff encountered scheduling problems and low attendance at planning meetings/trainings because students volunteered their time and activities usually took place during the lunch break. Rio Calaveras Elementary School had a slow start with less enthusiasm from students, but the actual Walk & Roll to School event was successful, complete with parent and school staff participation. Unfortunately, the event at Wilson Elementary School had low attendance with participation mostly from students who helped plan the event and no staff or parent involvement. For future planning it will be essential to have a core group of adults that is involved with the planning process and to stress to school principals the importance of having school staff participation on the day of the event. Even though none of the staff participated at the event and student turnout was low, SJC NEOP was fortunate to have a school board member participate at the Wilson Elementary Walk & Roll to School event. As a result, this board member has been actively involved in making sure that school staff is reaching out to SJC NEOP for SRTS program support and activities for their parents and students.

Future Directions/Sustainable Success

SJC NEOP's short term goals are to continue working with the five participating schools and reach out to new schools so they may consider participating in SRTS Walk to School and Bike to School events. This will be achieved by SJC NEOP staff assisting with facilitation of the existing SRTS Network. The Network includes school staff, community groups, local law enforcement, city planners, and other key stakeholders. SJC NEOP staff will continue to provide technical assistance to support SRTS event coordination. Technical assistance may include providing schools with guidance on starting Walking School Buses or Crossing Guard Programs to assist students who choose to walk or bicycle to school.

SJC NEOP's long term goals are to foster community champions at participating schools and to assist schools with the inclusion of SRTS programs and recommendations into their school wellness policies or handbooks. By cultivating community champions, each school will have the capacity to maintain SRTS activities, such as regular Walk to School and Bike to School events. These activities will help support the continued promotion of active and safe transportation (i.e., walking or bicycling to school). The SRTS Network will serve as a backbone to support these

champions. SJC NEOP staff will build relationships with SRTS experts and local city planners to assist with the development and review of SRTS program and policy recommendations. The SRTS Network will also serve as a conduit for news, information, and key resources related to SRTS program development or policy development, such as the California Safe Routes to School Technical Assistance Resource Center and Change Lab Solutions, as well as keeping schools apprised of potential funding opportunities through Caltrans.

Contact information about this Narrative

Local Health Department Grant Name: **San Joaquin County Public Health Services Nutrition Education Obesity Prevention Program**

Grant #: **13-20531**

Author's Name: **Ingrid Glenn, MPH**

Phone: **(209) 468-3868**

Email: **iaglenn@sjcphs.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Smarter Lunchrooms Movement Nudges Students Towards Healthier Food Choices

Intervention Summary

Children spend most of their time at school, and the school food environment has a significant influence on the foods they consume. The layout of the lunchroom can influence children to make healthier food choices. Smarter Lunchrooms focuses on no-cost and low-cost solutions that can be incorporated into the existing lunchroom to nudge students towards healthier food choices. Smarter lunchrooms interventions are based on behavioral economics, which characterizes how the environment influences our decisions. The goal of this project was to create sustainable, research-based lunchroom strategies to guide students in making smarter, healthier food choices, including increased consumption of fruits and vegetables at Winifred Pifer and Bauer Speck elementary schools in Paso Robles.

The project began with an assessment of the two lunchrooms to identify effective low-cost strategies that could be implemented quickly, with minimum disruption to the lunch periods. A partnership was formed with the food service director at the Paso Robles Culinary Arts Academy. In collaboration with the food service director, lunchroom and administration staff at both sites, the lunchrooms were evaluated using a Smarter Lunchrooms checklist to determine what the schools were doing well and where they could use improvement. Both schools already had a great selection of fruits and vegetables and the assessment indicated that the most appropriate interventions were related to improving signage and presentation of the salad bar.

The first strategy was to make the fruits more attractive by placing them in decorative bowls. The bowls were used for fruits such as apples and sliced oranges, and placed at the beginning of the salad bar so they would be the first thing the students saw as they entered the lunchroom. The second intervention to the salad bar was developing creative names for all the fruits and vegetables featured in the salad bar. Research has

shown that giving fruits and vegetables fun, age-appropriate names enhances taste perception, which works by improving the flavor expectation, causing children to try and consume more fruits and vegetables.

Description of Barriers Encountered and Identified or Proposed Solutions

To implement changes to the school lunchrooms, collaboration was key. Working with Principals, food service directors, and lunchroom staff was the most important element to achieving success. Getting initial buy-in from all stakeholders was a challenge, but this was overcome by focusing on the potential of this project for their schools and their children. Smarter Lunchrooms presents a variety of interventions that can be implemented, however it is important to collaborate with stakeholders to determine which interventions are most appropriate, given each school's unique strengths and limitations. Coordination of this diverse group of stakeholders was also challenging at times, but program directors made a point to meet with each group at several instances over the course of the project to ensure open communication and continued support from a broad base of stakeholders.

Future Directions/Sustainable Success

The goal of the project was to create sustainable research-based lunchroom strategies to guide students in making smarter, healthier food choices, including increased consumption of fruits and vegetables during lunchtime. This was accomplished by implementing interventions that improved signage and presentation of the salad bar. Sustainability of the Smarter Lunchrooms interventions is vital, and in collaboration with the principals, school lunchroom staff, and teachers at the schools, Smarter Lunchroom strategies will be kept in place. To sustain the interventions, teachers and staff participated in trainings on Smarter Lunchroom's strategies during PTA and staff meetings. It is vital to work with key stakeholders to ensure sustainable interventions are still going strong, after the implementation period is over.

Contact information about this Narrative

Local Health Department Grant Name: San Luis Obispo County Public Health
Grant #: 12-20492
Author's Name: Polina Zhuzhina
Phone: (310)266-9458
Email: pzhuzhin@calpoly.edu

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

YO! Mateo Nutrition Soldiers Campaign

Intervention Summary

In South San Francisco 47% of children are overweight or obese. San Mateo County LHD sub-grantee Youth Leadership Institute (YLI) partnered with Parkway Heights Middle School in South San Francisco to engage youth in nutrition education and obesity prevention. YO! Mateo Nutrition Soldiers consisted of 25 students from the 7th and 8th grade class. The Nutrition Soldiers received training to conduct a youth-led action research project to increase the access of healthy food options in their school environment. They then developed and implemented 100 surveys to Parkway Heights Middle School Children. Through the surveys they found 90% of students wanted a yogurt bar and assessed that adding a yogurt bar to their breakfast program was achievable. The Nutrition Soldiers presented their Healthy Food key findings and recommendations to 110 community staff and peers that represented the San Mateo County SNAP-Ed population. As a result of the campaign:

1) The lunch program has more variety of food options that are nutritious and preferred by the students
2) South San Francisco Unified School District (SSFUSD) Nutrition Services has improved packaging of meals for better taste and quality
3) Yogurt bar was implemented during school breakfast program

Parkway Heights Middle School faculty where moved by the presentation and were inspired by the Nutrition Soldier's to implement suggest changes. Quotes from the faculty students include:

Principal Marco Lopez: “Healthy eating habits are established at home and need to be reinforced at school. Establishing healthy school wide initiatives can have a positive impact on social emotional, academic success, and can ultimately motivate students to participate in programs as sports, student council, etc….Parkway’s partnership with YLI has absolutely been valuable for changing the school’s food environment and attitudes of youth. We are continuing our collaboration for 2015-16 school year.”

Teacher Sharon Celillo: “Nutrition is work. Learning about food and nutrition helps teens make smarter food choices as they gain independence and start making decisions for themselves and younger siblings. Our partnership with YLI was a valuable experience we will definitely partner up again”

Cielita Capistrano, 8th grade Parkway Heights Middle School Student: “The Youth Leadership Institute has helped us tremendously to achieve what we have been working so hard for, which was an alternative breakfast option at our school. We successfully established a yogurt bar, which we advocated for because of the benefits. We learned many skills to achieve this, which were surveying the school, presenting to peers and faculty members, and speaking to South San Francisco Unified School District Nutrition Services. Youth Leadership Institute gave us something we can be proud of and will affect future students coming into our school.”

Description of Barriers Encountered and Identified or Proposed Solutions
Future Directions/Sustainable Success

San Mateo County LHD and the Youth Leadership Institute initially faced challenges partnering with the SSFUSD nutrition services due to staffing transitions. Several taste test where rescheduled and/or cancelled which made it difficult to initiate the project. YLI staff persisted and maintained relationships with the SSFUSD nutrition services staff. In addition, they worked with the students from the leadership class to teach them the skills to effectively communicate with those in power and influence change.

Moving forward, our FFY16 work plan includes a multi-intervention approach. YLI will continue with their efforts to engage youth in nutrition education and obesity prevention through their leadership class. In addition, we have partnered with Parkway Heights Middle School to incorporate nutrition education and will be providing nutrition education during science classes. These complimentary activities will help achieve our broader outcome of improving access to healthy foods within these communities.

Contact information about this Narrative

Local Health Department Grant Name: **San Mateo County Health System**

Grant #: **13-20532**

Author's Name: **Nayan Patel, RD, MAS**

Phone: **(650) 573-2025**

Email: **nkpatel@smcgov.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income

households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Advocating for Health:

Progress Toward Healthier Neighborhood Markets

Intervention Summary

NEOP and community members are working with 3 local neighborhood market owners in Santa Maria and Lompoc to promote healthier changes. These 3 stores are owned by the same family, are located in very low SES neighborhoods, and have an average of 9,800 customers per day. The biggest concern identified by the CX3 community advocacy group is the weekly store marketing promotion which states customers will receive a free ride home and a 6-pack of soda with a $50 purchase. The Rethink Your Drink campaign implemented in our county has educated our low income residents about the harmful role sugar sweetened beverages play. The CX3 community members want to have a healthier option like water, milk, eggs, or fruits and vegetables instead of the free six pack of soda. Our intervention is to work with the retailer to change the promotion but we needed to build a relationship with the owners first. We accomplished this by working collaboratively with them to offer in-store food demos, store tours, and nutrition education events at the stores. This was a win-win for both parties because the retailers noticed more customers were shopping and buying the fresh produce items being tasted in the stores, and the NEOP staff was able to slowly build a trusting relationship with the owners and managers. We've educated the owners about the lack of quality fruits and vegetables they are displaying and discussed optimal floor and shelving space to promote/sell healthier items. We've trained the CX3 community members to advocate for healthier items and the store owners are allowing customers to choose a healthier free item, but only if they request it. We have seen a big difference in the quality of the fruits and vegetables displayed, as well as an increase in healthy indoor and outdoor promotions at the stores, but they are still unwilling to change their advertised promotion at this time.

Description of Barriers Encountered and Identified or Proposed Solutions

- Difficult to secure a NEOP approved meeting location for the weekly CX3 Neighborhood Advocacy Group meetings
    - Solution: Communicated with Project Officer who agreed to let us meet at a city location that is right across the street from the GIS approved neighborhood
- Additional time needed to recruit and educate/train additional CX3 members because some stopped coming when we didn't have a consistent meeting time/place
    - Solution: staff put in extra time and effort to conduct outreach and recruitment
- The Northwest Neighborhood Advocacy Group expressed their safety concerns since weekly meetings were held from 6-7:30pm.
    - Solution: group voted to move meetings to 8:30 -10:00am
- It takes time to build a trusting professional relationship with the retail owners and managers. Needed to address cultural and linguistic challenges.
- Even after being asked by multiple customers for a healthy promotion item, the store owners said they cannot change the advertised promotion due to contractual obligations with the soda company.
    - NEOP staff plans to ask the owner to see the contract to assess the actual language as well as the contract term. We hope this will enable us to either work with the owners to change the advertised promotion if the language isn't clear, or wait until the contract terminates to begin a new healthier promotion.

Future Directions/Sustainable Success

Short term goal is to work with CX3 members and store owners to offer a healthier marketing promotion instead of the free 6- pack of soda and to create at least one healthier checkout line per retail location. This will be achieved by working with community advocates and the store owners. Long-term goal is to provide enough education, technical assistance, and resources to the store owners that enable them to integrate these healthier changes into the normal day to day operations and continue with healthy marketing even after NEOP staff are no longer providing weekly interventions.

Contact information about this Narrative

Local Health Department Grant Name: Santa Barbara County Public Health Department

Grant #: 13-20509

Author's Name: Trina Long

Phone: 805 346-7275

Email: trina.long@sbcphd.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income

households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

New partnership results in the integration of NEOP-LHD Nutrition and Physical Activity education with district requirements for physical education for all students.

Intervention Summary

The City of Gilroy is located within the Southern region of Santa Clara County. It has one school district, Gilroy Unified School District (GUSD) that has 16 different school sites. The FRPM% ranges from 20% to 80% and the majority of the schools have over 50% FRPM. A new partnership was formed in GUSD between the District School Linked Services (SLS) Coordinator and the Santa Clara County Public Health Department-NEOP-LHD program. This partnership was forged by previous working relationships between a new LHD staff and the SLS Coordinator. Santa Clara County has over 20 SLS Coordinators. These coordinators are school district employees, but they are funded by the Santa Clara County Behavioral Health Department. The role of the SLS Coordinator is to be the gatekeeper of referrals for all services for students within their school district. These services can range from mental health services to tutoring services to food assistance services. SLS Coordinators have each developed Service Inventories, which is an inventory of all services that are available in their district, per school site. SLS Coordinators use these inventories when determining who to refer to for specific services for students and their families. The new partnership between the SLS Coordinator, GUSD, and the NEOP-LHD program resulted in NEOP-LHD services being placed on the Service Inventory for the district. LHD staff has even been asked to sit on the District Wide Health Council Committee. LHD has previously been involved with GUSD, but not as integrated at the district level as it is now.

Description of Barriers Encountered and Identified or Proposed Solutions

The main barrier in providing nutrition and physical activity education in the GUSD was the perception of time being taken away from core academics. With the new Common

Core Standards in place throughout Santa Clara County, schools did not feel there was time in their school day to devote to anything other than what was already required academically. This is why a majority of LHD's previous work in the district was done afterschool. This perception of a lack of school day time made it very difficult to provide the NEOP-LHD approved youth curriculum, as the approved curriculum is delivered in a series of multiple classes. LHD staff had several meetings with the SLS Coordinator and the Director of Student Services and after LHD staff emphasized that the curriculum used was aligned with California Health Education Content Standards, it was agreed that the nutrition and physical activity education LHD was delivering was very important for student health and well-being. The Director of Student Services brought the issue up to the School District Executive Cabinet to get consensus on the importance of the education that LHD offers. Cabinet consists of the Superintendent, Assistant Superintendent of Business, Assistant Superintendent of Human Resources, Director of Human Resources, Director of Student Services, and the elementary and high school Director of Educational Services. The LHD program was discussed with everyone in Cabinet. It was a way for them to gain insights on different ways to incorporate the LHD program within the District. The Superintendent was the one that made the final decision for the LHD curriculum to count towards the mandated P.E. minutes. K-6 graders are required to receive 200 minutes of P.E. every 10 days. 7-12 graders are required to receive 400 minutes of P.E. every 10 days. With this new district approval, our LHD curriculum will count towards these required minutes for P.E. After the approval process, the SLS Coordinator relayed the information to the school sites to let them know the curriculum provided through the LHD program had been approved and can be used as P.E. minutes.

Future Directions/Sustainable Success

This new partnership has really integrated the education that NEOP-LHD provides with GUSD mandates for health and wellness. We would like to maintain this new partnership and see it grow.

Goals are:

- Advertise to the schools that our classes are approved by the district to count towards required P.E. minutes. We can do this by attending school staff meetings to announce our classes. The SLS Coordinator will continue to promote this as well.
- GUSD would like to see LHD add more of their schools to our site list.
- Continue to schedule more in-classroom presentations with teachers and the SLS Coordinator has agreed to be a point of contact for the district if teachers would rather not directly contact LHD.
- Continue to be a part of the District Wide Health Council Committee so that LHD can continue to be integrated in GUSD's events and policies that involve health and wellness.

Contact information about this Narrative

Local Health Department Grant Name: Santa Clara County Public Health Department

Grant #: 13-20507

Author's Name: Jennifer Gacutan-Galang, MPH/ Lori Martin, MS, RD

Phone: 408-793-2734 / 408-793-2713

Email: Jennifer.Gacutan@phd.sccgov.org / Lori.Martin@phd.sccgov.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Fill'er Up! School hydration stations make choosing water easier than ever.

Intervention Summary

According to the 2005-07 and 2011-12 California Health Interview Surveys, the percent of children under age 12 drinking one or more sodas or other sugar- sweetened beverages per day decreased, while adolescents, ages 12-17 consumption increased from 60% to 65%. In addition, in the local policy brief, Rethinking Sugary Drinks on the Central Coast it was found that adolescents (11-17 years old) surveyed in Monterey, San Benito and Santa Cruz Counties drank 4.5 times as many sugary drinks as water. In an effort to turn this trend around, the Santa Cruz County Health Services Agency (LHD) secured four hydration stations through a CA4Health grant. LHD staff then worked with food services directors to identify which SNAP-Ed qualifying school would benefit most from having a hydration station installed. Four schools in three different districts were identified, Harbor High in Santa Cruz City School District, Shoreline Middle School in Live Oak School District and Watsonville High and Pajaro Valley High in Pajaro Valley Unified School District (PVUSD). In collaboration with the NEOPB's Research and Evaluation Section, LHD staff drafted the RE-AIM framework and identified assessment and evaluation tools for pre and post installation. By working with the principals and food service staff at the schools, LHD staff collected 1,389 student surveys which asked about current consumption of water and sugary drinks. School environmental surveys were also conducted which looked at access to sugary beverages on campus as well as clean sources of drinking water. To date, hydration stations have been installed in both high schools in PVUSD. Parents were so excited about the hydration station at Watsonville High that they began fundraising for a second one. Both principals have said they are receiving positive feedback regarding the stations.

Description of Barriers Encountered and Identified or Proposed Solutions

The initial meeting that LHD staff had with food service directors went really well. A timeline and plan was drafted that included the surveys that needed to be used to adhere to the RE-AIM framework and the hydration stations were given out so that school maintenance could look at the specifications to see where they should be installed. It was decided that the water bottles, that were also provided by CA4Health would be given to the schools when the assessments were completed and the stations were installed to help promote the use of the stations. After that initial meeting all progress seemed to stop. The food service directors became busy with other issues and student surveys and installation of the stations dropped down on the priority list. LHD staff continued to outreach by offering to help conduct surveys and provide technical assistance. LHD staff met again with the food service director at PVUSD and the principal at Shoreline Middle school and then the project started to gain momentum for those schools again. The two high schools in PVUSD conducted their surveys and installed the stations, but installation at Shoreline Middle School has been put on hold because of construction at the school. LHD staff continues to get updates from the principal and it is the hope that the station will be installed by December.

Future Directions/Sustainable Success

Short-term goals include:

- Establish a relationship with the new food service director in PVUSD.
- Conduct post-installation surveys at the high schools in PVUSD to see if water consumption has increased.
- Continue to keep updated on the status of the installation at Shoreline Middle School and conduct post installation surveys when appropriate.
- Continue to reach out to the Santa Cruz City School food service director who has not responded to follow up emails and phone calls.
- Work with the schools to promote the Rethink Your Drink message.

Long-term goals include:

- Advocate for increased water consumption in school wellness policies, including PTA or home and school clubs.
- Assess the hydration stations after a year of use.
- Continue to look for other opportunities or partners to provide hydration stations to other SNAP-Ed eligible schools.

Contact information about this Narrative

Local Health Department Grant Name: Santa Cruz County Health Services Agency

Grant #: 13-20510

Author's Name: Corinne Hyland

Phone: 831-454-7558

Email: corinne.hyland@santacruzcounty.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Shasta County Success Story and Lessons Learned

Community Joins Together For the Safety and Health of its Children

Intervention Summary

In 2012, the Pit River Tribe and community of Burney, located in Eastern Shasta County, developed a Bicycle and Walkway Plan. The plan established a long-term vision for biking and walking infrastructure with the ultimate goal of improving safe routes to schools and increasing the number of people in Burney who bike and walk. In January 2014, Active Transportation Program (ATP) Guidelines were introduced to a small group of parent advocates who identified the program goals were surprisingly aligned with the Burney Community Plan and next step goals: to increase the proportion of trips accomplished by biking and walking, increase the safety and mobility of non-motorized users, and to enhance public health, including reduction of childhood obesity through the use of programs including Safe Routes to School (SRTS). This was a perfect fit. A Burney Elementary School (BES) PTA member and Healthy Lifestyles Coordinator along with Shasta County Public Health staff decided support was needed in exploring the possibilities of pursuing the ATP funding source. We met with the Pit River Tribal Administrator and the Caltrans Native American Liaison to learn about the tribe's plans and level of support. We also met with the Burney Elementary School PTA, Principal, and Superintendent to leverage more community support.

On April 10, 2014, a 5th grade boy was struck and killed on Highway 299 E. This tragic event left the entire community traumatized and on April 13th, the Healthy Lifestyles Coordinator wrote a letter urging the community "to join together to ensure the future safety of our children." On April 28, 2014, an Active Transportation Coordination meeting was conducted to define roles and responsibilities of stakeholders. Public Works accepted the responsibility of pursuing ATP Safe Routes to School funding surrounding the Burney area schools.

As of August 2015, Public Works began working on one of the projects outlined in the Burney plan, and they realized that the plan was outdated and did not reflect the actual

costs of the outlined projects. Moving forward Public Works will pursue more planning money to formulate the cost of the SRTS project #1 mapped out in the plan, so that they will have an accurate idea of the cost when pursuing the ATP grant. As of September 2015, a crosswalk on Highway 299 E has been enhanced, making it more visible (pictured above). This year (2015), we have also gained a new partner, the Burney-Fall River Bicycle Association whose mission is to identify and promote bicycle routes and events. The community will continue to be the driving force behind the implementation of the plan.

Description of Barriers Encountered and Identified or Proposed Solutions

Barriers and planned solutions included:

- Learning how to strategically approach stakeholders in order to earn their buy-in because if any of the key players said 'no' our project would be over. This barrier was overcome by allowing the community to be the driving force to accomplish tasks and having the support of the Shasta County Board of Supervisors.
- Getting the key stakeholders to come together and identify each entities level of support, roles, and responsibilities was challenging. An unfortunate community crisis pulled everyone together and catalyzed action.
- Balancing the feelings of passionate community members with being objective and not pointing fingers at any one entity when identifying issues to improve safe routes to schools was challenging. Open dialogue and the willingness to take action that occurred between stakeholders and community members helped to encourage everyone to be more objective.

Future Directions/Sustainable Success

These goals will be achieved with continued community support and collaboration with key stakeholders.

The short-term goal includes:

- Maintaining the buy-in from key stakeholders such as the Shasta County Department of Public Works, Pit River Tribe, Fall River Joint Unified School District, Shasta County Public Health, Burney Elementary School PTA, Caltrans, Healthy Shasta, and Burney residents to move the Safe Routes to School Project forward.
- Providing support to Public Works as they pursue additional planning money to update the current plan.
- Continuing to work with our partners on planning events that promote walking and biking to school and provide pedestrian/bicycle safety education.

The long term goal includes:

- Using this long-term community vision to improve safe routes to schools and increase the number of people in Burney who bike and walk.

Contact information about this Narrative

Local Health Department Grant Name:

Shasta County Health and Human Services Agency-Public Health

Grant #: 13-20016

Author's Name: Jennifer Gideon

Phone: 530-335-6703

Email: **jgideon@co.shasta.ca.us**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change:

Shasta County Success Story and Lessons Learned

Garden Workshop Sprouted Opportunities for Preschool Garden

Intervention Summary

Often children in low-income communities don't have an opportunity to be exposed to fresh fruits and vegetables. When the opportunity was available for a preschool teacher to attend our garden workshop that offered a free garden kit she saw an opportunity for her preschool children to learn about plants, watch them grow and best of all harvest them for afternoon snack. She attended our garden training in March 2015 where she received education on square gardening, watering and planting. Shortly after her class planted their school garden utilizing the materials and plants that were given to her, which were; tomato and bell pepper plants and a variety of small garden tools. She said that the supplies given helped her tremendously in being able to start the garden. Her class consists of 20 preschool students and three teachers. They had a work day where 9 parents helped with spreading mulch and setting up the irrigation system.

Description of Barriers Encountered and Identified or Proposed Solutions

One of our largest barriers to offering a garden workshop to the community was advertising. Not having money to spend on media made it more difficult to get the word out. With creative team thinking we worked together to post the event on local community calendars including internet and radio, deliver flyers to schools and local WIC and Social Services offices.

Future Directions/Sustainable Success

HHSA, Shasta County Public Health plans to offer a garden workshop again next year. We will continue to utilize our relationships with our partners, (i.e. schools, WIC and Social Services offices) and post on community calendars, radio, and internet to

promote the workshop(s). We hope to see additional community and or school gardens grow from these workshops to lead to more sustainable systems changes.

Contact information about this Narrative

Local Health Department Grant Name: **Shasta County HHSA – Public Health**
Grant #: **13-20016**
Author's Name: **Ereka Bishop**
Phone: **530-225-5126**
Email: **ebishop@co.shasta.ca.us**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Community Nutrition Advisory Council Springs Into Action to Assist in Fire Disaster

Intervention Summary

Our Community Nutrition Advisory Council (CNAC) had just met the week before disaster struck in our small town of Weed with a devastating fire which destroyed 150 homes and a variety of other buildings, including the Great Northern Services (GNS) building which stored our county's USDA commodities emergency food supplies. The coordinator of this program, who was an active member of our CNAC group, reached out to our group with requests for immediate food-related needs to assist the many fire survivors. We immediately started a communication network within our group to relay ongoing information to key stakeholders which included Rotary First Harvest, local community gardens and farmer's markets, Office of Education, PSA 2 AAA, Public Health, Social Services, Faith Community Nurses, YMCA, school nurses, etc.

Description of Barriers Encountered and Identified or Proposed Solutions

During an emergency situation of a large magnitude, it is often difficult to provide a coordination of services as well as information dissemination. It is vital to have partnerships and communication networks established before a crisis arises.

Future Directions/Sustainable Success

This experience helped me to realize how important it is to build sustainable community relationships and we plan to continue growing and diversifying our CNAC group. One member sums up this concept by an e-mail message, "amazing what relationships can do…we met Renee (GNS) at your meeting; fire broke out; you and I connected; we connected and went to Weed; others came along; information was sent out to Rotary

clubs; Rotary responded; connections were made with Weed and Mt. Shasta Rotary Clubs, 4-H, and many others. Thanks for the opportunity to be involved!".

Contact information about this Narrative

Local Health Department Grant Name: Siskiyou County Health and Human Services, Public Health Division

Grant #: 13-20114

Author's Name: Blair Loftus, PHN

Phone: 530-841-2121

Email: bloftus@co.siskiyou.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Healthier Communities with Non-traditional Partners

Intervention Summary

The Airport neighborhood is located on the southeast end of Modesto, the largest city in Stanislaus County. The LHD staff has been working within the neighborhood for a number of years with the goal of increasing access to affordable fresh fruits and vegetables. This neighborhood has been surveyed as a CX^3 site, and based on need, has been selected as a PSE intervention site for promoting healthy food access. Furthermore, this neighborhood has been identified as a food desert due to the community's lack of a supermarket and limited access to fresh fruits and vegetables. This past year, the LHD formed a new partnership with Interfaith Ministries, and collaborated with Orville Wright Healthy Start and Tuolumne River Trust, to establish a free farmers market within the Airport neighborhood. Interfaith Ministries is a faith-based organization located within the Airport Neighborhood that functions as a local food pantry primarily serving residents from the city of Modesto. Interfaith Ministries has been instrumental in supporting this PSE intervention via their Feed Modesto Project which is a free mobile farmers market that provides fresh produce to low-income neighborhoods like Airport. The market began in February 2015 and is held monthly at the local community center. LHD staff conducts outreach during the market and provides healthy recipes as well.

Description of Barriers Encountered and Identified or Proposed Solutions

This PSE initially was to work with the local small stores within the Airport neighborhood and provide them with technical assistance so that they could bring in affordable fresh fruits and vegetable to sell. However, after serval forums with parents and Airport residents, LHD staff learned that most of these stores were unsafe and really catered to those seeking to purchase alcohol, tobacco and other drugs. Residents clearly stated that they would not go to these stores even if they sold produce. As a result of these conversations, the alternative idea of starting a school based farm stand was formed. LHD staff then learned about the services Interfaith Ministries was providing and met

with them to identify strategies and form a partnership. The one concern Interfaith Ministries had is not having funding for space/rental fees on a monthly basis. The Airport Healthy Start was able to secure an agreement with the school and the community center that enabled Interfaith Ministries to utilize the community center free of charge.

The free mobile farmers market began February 2015 and has served an average of 75 families per month.

Future Directions/Sustainable Success

The Short-term goal is continue the free mobile farmers market on a monthly basis in collaboration with Interfaith Ministries, Airport Healthy Start and Tuolumne River Trust.

The Long-term goal is to increase access to the free mobile farmers market to twice a month in the Airport neighborhood. Once the community center's industrial kitchen is completed in 2016, classes and food demonstrations may be able to be offered in conjunction with the farmers market.

Additionally, Interfaith Ministries Food Pantry is transitioning to a "Healthy Pantry" by increasing the amount of fresh produce they provide in their emergency groceries package. In an effort to support this transition, as well as the mobile farmers market, LHD has partnered with them to facilitate the IOE and conduct nutrition education classes at their site for SNAP-Ed eligible clients. LHD will use their classroom facilities to teach these classes at no charge. Furthermore, Interfaith Ministries has agreed to provide food incentives for IOE participants upon completion of the workshop series. Currently, Interfaith Ministries serves over 2 million meals a year which includes more than 36 thousand children. This newly formed partnership is very strong and viable with the possibilities to expand not only the farmer's markets but also community education.

Contact information about this Narrative

Local Health Department Grant Name: Stanislaus County Health Services Agency

Grant #: 13-20511

Author's Name: Esmeralda Gonzalez

Phone: 209.558.5666

Email: esgonzalez@schsa.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

"Food for Thought" is a pilot project to minimize child hunger over the weekend where children have the opportunity to choose fresh local fruits and vegetables and whole grain breads on a Friday after school.

Intervention Summary

The Yuba Sutter Food Bank is the only all-volunteer Food Bank in California. The food bank coordinates food distributions for as many as 22 sites, managing other volunteers and deliveries. Without the partnership so readily upheld by Joanne Ellis (president of the Yuba Sutter Food Bank) there would not be a "Food For Thought" pilot project at Park Avenue School. The partnership was developed when I started to conduct cooking demonstrations along with taste testing at the Food Bank on a monthly basis. All the participants receive a cookbook and information on eating healthy. We coordinate and collaborate on a regular basis so if the participants are receiving beans and rice I make sure that the participants receive a cooking demonstration on how to prepare the beans and rice. Many families with school aged children are in line at the food bank and Joanne had a few discussions and realized that the children attend Park Avenue School. Joanne did some research and discovered that Park Avenue school contains the highest poverty level in the district. Due to Joanne's passion and commitment to the community to provide life-long benefits of eating healthy and being physically active she started "Food for Thought" pilot project. Joanne contacted Park Avenue School and scheduled a meeting and all the partners attended the meeting: Joanne (president of the Yuba Sutter Food Bank) Patrick (manager of the Yuba Sutter Food Bank) Sharman Kobayashi (Yuba City Unified School District Governing Board) Robert Pogue (Principal at Park Avenue School) and my role from SNAP-Ed provide educational information about healthy living and nutrition. Initially "Food For Thought" was scheduled every Friday, however due to lack of volunteers at the Food Bank it was a challenge and then it was switched to twice a month. Joanne would like this pilot project available to additional schools in the community, but not having enough volunteers is a huge barrier.

Description of Barriers Encountered and Identified or Proposed Solutions

Barriers and challenges with this process not having enough volunteers to help with the "Food for Thought" pilot project on a weekly basis. To overcome this we tried to go through connections with parents at Park Avenue School. Other challenges included getting volunteers to assist, but did not show up so the small group was left with a large job. To address these challenges I began to reach out to other volunteers such as the student nursing volunteers and they did an amazing job assisting at Park Avenue School.

Future Directions/Sustainable Success

Short term goals is to continue to have the student nursing volunteers to assist with the "Food for Thought." This school year in August 2015 Park Avenue school received some funding for the school and now the school has a Resource Center and I met with the coordinator and she assured me for this upcoming Friday she will have at least 10 volunteers from the school to help. My long term goal is to have more volunteers at the Food Bank so that other schools in Sutter County can benefit from "Food for Thought" to minimize child hunger over the weekend.

Contact information about this Narrative

Local Health Department Grant Name:

Grant #: 13-20520

Author's Name: Kim Sangha

Phone: (530) 822-5922

Email: ksangha@co.sutter.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

SutterCNAP supporting healthy snacks and beverages @ youth organized sporting events

Intervention Summary

During organized sporting events parents in our local community are often unaware of the importance of drinking water eating healthy low sugar snacks. Additionally, snack bars at these organized sports such as Jr. football leagues, youth soccer, and little leagues do not support healthy nutrition and beverage consumption. During these events families usually have many options for high fat, salt and sugar sweetened beverages and few options for healthy nutritious snacks.

In April of 2014, the SutterCNAP team wanted to address this problem as local organized sports reaches over 5,800 children in our community, not including their families. The team began to develop a fact sheet that highlighted the importance of drinking water during sporting events and gave healthy snack ideas such as fresh, prepackaged fruit, nuts, and yogurt. The CNAP team members took these fact sheets to multiple youth organized sports boards to ask them to support healthier nutrition during sporting events. As a result many organizations included the fact sheet in registration packets, other leagues advised team moms to support healthier snack & drink options and some displayed information at their local sporting sites & snack bars. Other organizations took this idea a step further. In July of 2015 the CNAP team was approached by the Yuba City Jr Honkers Football Organization snack bar manager and asked how we could support them in having healthier options at their snack bar. After brainstorming the group decided, they could assist with cutting and prepacking fruit & homemade trail mix to be sold throughout the day. The Yuba City Unified School District Food Services Director, also a member of CNAP, offered the High School kitchen facilities as a space to conduct food preparations. Members of CNAP assisted

on Friday afternoons before home games to prepare these healthier options to be sold at their snack bar throughout the following day.

To support the sale of these products the CNAP team also made signage for the snack bar to help promote these new items. The fruit cups were sold for $2.50 each and were a huge success. The trail mix was sold for $1.50 and was also a huge success. The snack bar coordinator reported a large profit margin as well as increasing sales as the season progressed.

Description of Barriers Encountered and Identified or Proposed Solutions

Barriers and challenges with this process was contacting youth organization boards and getting on their meeting agendas to present this information. To overcome this we tried to go through connections with coaches and teams moms to assist with getting to the boards. Other challenges included getting volunteers to assist with cutting fruit. Often those team members that signed up did not show up so the small group was left with a large job. To address these challenge CNAP members began to reach out to other volunteers such as the Student nursing volunteers, and a local youth group ran by members of CNAP to assist.

Future Directions/Sustainable Success

Our short term sustainability plan includes going to each of the youth organized sports boards early in each of their seasons to ensure information and support opportunities are scheduled early. The SutterCNAP team will continue to spread messages regarding healthy snacks & beverages during sports. After 2 years the intent is that these individual leagues will create an environment where healthier items are available for sale at snack bars. Additionally the team would like to see a policy that prohibits the consumption of sugary beverages while the child is engaging in the organized sport.

Contact information about this Narrative

Local Health Department Grant Name: **Sutter County LHD**

Grant #: **13-20520**

Author's Name: **Ericka Summers**

Phone: **530-822-7215**

Email: **esummers@co.sutter.ca.us**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

***Note*:** To insert your text, type over the instructions listed under each header. The text fields will auto expand. You may also insert your own Policy, Systems, Environmental (PSE) change photo at the top of the page.

Title

Today's Youth Promoting Big Change in a Small Town

Intervention Summary

The small farming town of Los Molinos, CA, in Tehama County, has a little over 2,000 residents. The downtown area spans 2.2 miles and consists of 4 grocery/convenience stores, several bars and gas stations. Los Molinos High School (LMHS) boasts 180 students, with approximately 70% on free or reduced lunch. The Los Molinos Elementary School includes the middle school students and is located just outside of the downtown area.

The Center for Healthy Communities (CHC) first met the LMHS students through a student ambassador program. Students applied to be part of this group and spoke to elementary school students about the importance of sports in their lives and encouraged them to run in an upcoming Color Dash. CHC led the student ambassador training, sponsored by Dignity Health, teaching the high school students to lead physical activities and then provided tips on to share their story with the elementary school children.

Katie Tenneson, LMHS Agricultural teacher and lead of the FFA club, became our main contact on campus. We met with the 22 students in her Plant Science class 12 times a month from February to June, 2015. Additionally, in August we began working with the 15 students from her Landscaping Design class to begin a new Youth Engagement project for the upcoming 2016 year.

Following the guidelines of the Youth Engagement Initiative, basic nutrition and garden education lessons were taught. Meetings consisted of team building and orientation activities to help the students describe and take pride in their community. Students revitalized their school garden, and discussed what they could do to help in their community.

Description of Barriers Encountered and Identified or Proposed Solutions

The Issue

After working in the elementary school garden and leading a Fun Friday with the children sharing a healthy message, LMHS students decided the problem they faced was one of access. Students are surrounded by beautiful farming land with an abundance of almonds, walnuts, strawberries, tomatoes and more; yet these same students often do not have transportation to take them a few miles down the highway to shop at these fruit stands. In response to this problem the students identified, a Kids Farmer's Market was scheduled at the elementary school. 350 students shopped for free and received 12 to 15 pounds of fresh produce, donated by the North State Food Bank. Bianchi Walnuts, a local grower was invited to participate (both retired LMHS teachers) and they served bags of walnuts to share with students. The school food service director joined in and made trail mix tastings featuring walnuts with a recipe card for each student. UC CalFresh brought their blender bike and shared smoothies. Home Depot donated 350 reusable bags for students to carry their produce. The Safe Education and Recreation for Rural Families (SERRF) afterschool program assisted with take down of the event.

https://www.cdph.ca.gov/programs/cpns/Documents/TehamaSNAPEDCountyProfile.pdf

Barriers Encountered and Identified or Proposed Solutions

- Garden supplies needed; these were donated by Home Depot
- Time in the classroom; this is an ongoing issue. We are not able to come when tests are scheduled or FFA events are taking place out of town.
- Harvesting and watering in the summer; a drip system has been installed
- Connecting with all partners; making sure that the principal of both schools were interested in the upcoming activities, then connecting with the CHC student schedules.
- High School schedules and limitations as to off campus time; students were allowed to walk from the HS to the elementary school after school.

Future Directions/Sustainable Success

What's next? In September, a partnership was established with the LMHS Landscape Design class and hosted a healthy booth at the first home football game in three years. Tehama County Health Services Agency, Public Health Division hosted a Rethink your Drink Booth. NuWay Market, the local grocery store, featured student made posters on their front doors inviting the community to attend the game. We provided a tasting of local apples, and the food service director donated watermelon slices. Surprisingly, very few families took a drink or water or ate the produce even though the temperature was 106 degrees. We would like to further educate the students and see if we can increase the participation and consumption of spa water at the concluding football game this season.

Because the first Kids farmer's market was such a success, we would like to host 3 Kids Farmer's Markets in the spring at Los Molinos Elementary School with the help of the youth engagement team and the support of the North State Food Bank.

Coordination and Collaboration

D.1.6 Collaborate with community-based groups that promote physical activity and access to healthy local foods.

1. 10/20/2014 Community Food Alliance Meeting
2. 11/10/2014 Community Food Alliance Meeting
3. 1/ 12/ 2015 Community Food Alliance Meeting
4. 2/9/2015 Community Food Alliance Meeting
5. 4/13/2015 Community Food Alliance Meeting
6. 6/11/2015 Community Food Alliance Meeting
7. 7/13/2015 Community Food Alliance Meeting

Contact information about this Narrative

Local Health Department Grant Name: Tehama County Health Services Agency: Public Health Division

Grant #: 13-20251

Author's Name: Alyson Wylie

Health Education Specialist II

Center for Healthy Communities (CHC)

California State University, Chico

400 West First Street

Chico, CA 95929

530.898.3311

awylie@csuchico.edu

.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

***Note*:** To insert your text, type over the instructions listed under each header. The text fields will auto expand. You may also insert your own Policy, Systems, Environmental (PSE) change photo at the top of the page.

Title

Today's Youth Promoting Big Change in a Small Town

Intervention Summary

The small farming town of Los Molinos, CA, in Tehama County, has a little over 2,000 residents. The downtown area spans 2.2 miles and consists of 4 grocery/convenience stores, several bars and gas stations. Los Molinos High School (LMHS) boasts 180 students, with approximately 70% on free or reduced lunch. The Los Molinos Elementary School includes the middle school students and is located just outside of the downtown area.

The Center for Healthy Communities (CHC) first met the LMHS students through a student ambassador program. Students applied to be part of this group and spoke to elementary school students about the importance of sports in their lives and encouraged them to run in an upcoming Color Dash. CHC led the student ambassador training, sponsored by Dignity Health, teaching the high school students to lead physical activities and then provided tips on to share their story with the elementary school children.

Katie Tenneson, LMHS Agricultural teacher and lead of the FFA club, became our main contact on campus. We met with the 22 students in her Plant Science class 12 times a month from February to June, 2015. Additionally, in August we began working with the 15 students from her Landscaping Design class to begin a new Youth Engagement project for the upcoming 2016 year.

Following the guidelines of the Youth Engagement Initiative, basic nutrition and garden education lessons were taught. Meetings consisted of team building and orientation activities to help the students describe and take pride in their community. Students revitalized their school garden, and discussed what they could do to help in their community.

Description of Barriers Encountered and Identified or Proposed Solutions

The Issue

After working in the elementary school garden and leading a Fun Friday with the children sharing a healthy message, LMHS students decided the problem they faced was one of access. Students are surrounded by beautiful farming land with an abundance of almonds, walnuts, strawberries, tomatoes and more; yet these same students often do not have transportation to take them a few miles down the highway to shop at these fruit stands. In response to this problem the students identified, a Kids Farmer's Market was scheduled at the elementary school. 350 students shopped for free and received 12 to 15 pounds of fresh produce, donated by the North State Food Bank. Bianchi Walnuts, a local grower was invited to participate (both retired LMHS teachers) and they served bags of walnuts to share with students. The school food service director joined in and made trail mix tastings featuring walnuts with a recipe card for each student. UC CalFresh brought their blender bike and shared smoothies. Home Depot donated 350 reusable bags for students to carry their produce. The Safe Education and Recreation for Rural Families (SERRF) afterschool program assisted with take down of the event.

https://www.cdph.ca.gov/programs/cpns/Documents/TehamaSNAPEDCountyProfile.pdf

Barriers Encountered and Identified or Proposed Solutions

- Garden supplies needed; these were donated by Home Depot
- Time in the classroom; this is an ongoing issue. We are not able to come when tests are scheduled or FFA events are taking place out of town.
- Harvesting and watering in the summer; a drip system has been installed
- Connecting with all partners; making sure that the principal of both schools were interested in the upcoming activities, then connecting with the CHC student schedules.
- High School schedules and limitations as to off campus time; students were allowed to walk from the HS to the elementary school after school.

Future Directions/Sustainable Success

What's next? In September, a partnership was established with the LMHS Landscape Design class and hosted a healthy booth at the first home football game in three years. Tehama County Health Services Agency, Public Health Division hosted a Rethink your Drink Booth. NuWay Market, the local grocery store, featured student made posters on their front doors inviting the community to attend the game. We provided a tasting of local apples, and the food service director donated watermelon slices. Surprisingly, very few families took a drink or water or ate the produce even though the temperature was 106 degrees. We would like to further educate the students and see if we can increase the participation and consumption of spa water at the concluding football game this season.

Because the first Kids farmer's market was such a success, we would like to host 3 Kids Farmer's Markets in the spring at Los Molinos Elementary School with the help of the youth engagement team and the support of the North State Food Bank.

Coordination and Collaboration

D.1.6 Collaborate with community-based groups that promote physical activity and access to healthy local foods.

1. 10/20/2014 Community Food Alliance Meeting
2. 11/10/2014 Community Food Alliance Meeting
3. 1/ 12/ 2015 Community Food Alliance Meeting
4. 2/9/2015 Community Food Alliance Meeting
5. 4/13/2015 Community Food Alliance Meeting
6. 6/11/2015 Community Food Alliance Meeting
7. 7/13/2015 Community Food Alliance Meeting

Contact information about this Narrative

Local Health Department Grant Name: Tehama County Health Services Agency: Public Health Division

Grant #: 13-20251

Author's Name: Alyson Wylie

Health Education Specialist II

Center for Healthy Communities (CHC)

California State University, Chico

400 West First Street

Chico, CA 95929

530.898.3311

awylie@csuchico.edu

.

Small but MIGHTY:

Working Together to Create Community Change

Intervention Summary

Trinity County is a frontier community with small population pockets spread throughout a large geographical area. Bicycle Blenders have been found to be one of the most effective education tools used for our community and school events regardless of the age of the group. It provides a two-fold message to the target population; exercise and healthy food/beverages. SNAP-Ed Local Implementing Agencies (LIA) did not have a bicycle blender but could borrow one from a different county. Due to the popularity and effectiveness, the bike was rarely available. Through a collective approach, utilizing our county nutrition action partnership (CNAP) group, we now have two bicycle blenders available to be used by nutrition education programs and the coalition events throughout our county!

Description of Barriers Encountered and Identified or Proposed Solutions

Through indirect and direct education, SNAP-Ed LIA's have provided data to show the positive impact a bicycle blender can have, but it is not an allowable cost for a LIA to purchase. The need for bicycle blenders was approached and addressed in our CNAP. After a few meetings; the funding to purchase the equipment was offered through a community based organization, a community member who is a metal engineer offered to build the bikes and other members donated a couple of used bikes.

Future Directions/Sustainable Success

Short Term Goals: Working as a coalition, we would like to add more events that showcase the bicycle blender and include it at every Weaverville Farmers Market.

Long Term Goal: Continue to make more bikes so that every small pocket community has one to use for their events and school programs.

Contact information about this Narrative

Local Health Department Grant Name: Trinity County Health and Human Services Public Health

Grant #: 14-10312

Author's Name: Arina Erwin

Phone: 530-623-8295

Email: aerwin@trinitycounty.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

The desire to make a greater nutritional impact, FoodLink developed a rotation schedule for the evidence-based nutrition education 4-series classes to increase our reach to more communities.

Intervention Summary

FoodLink's Nutrition Educator conducted a 4-class nutrition education series and nutrition outreach in a total of 8 communities. We included two new communities in our 4-class nutrition education series rotation this quarter, Exeter and Dinuba, with a total attendance and participation of 40 individuals. The 4 class nutrition education series has received great response from community members. During the end of a session in the nutrition class series, our nutrition educator was told by a participant that by attending the classes and learning more about how to eat and by making those changes in her life, she saw the results at her last doctor's visit. The doctor noted that her blood pressure and sugar levels were now normal which hadn't been the case for a long time, and asked by her doctor, "What have you been doing?" She told the doctor that she had cut out all sugary drinks and now eats foods that she knows are good for her! This is an example of the life-long changes in people's lives that our classes can influence.

Description of Barriers Encountered and Identified or Proposed Solutions

Future Directions/Sustainable Success

In addition, FoodLink has collaborated with other NEOP Teams to make sure indirect nutrition outreach during our Nutrition on the Go Farmers Market's are well covered through providing healthy samples with recipes and dissemination of nutritional information.

Contact information about this Narrative

Local Health Department Grant Name: Tulare County
Grant #:13-20494
Author's Name: Kari Ludvickson
Phone: 559-651-3663
Email: kari.ludvickson@foodlinktc.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title
Our desire is to strengthen relationships among participants of our physical activity groups in Tulare, CA.

Intervention Summary
The Tulare Circulo de Bailoterapia class hosted a healthy potluck for all participants.

Description of Barriers Encountered and Identified or Proposed Solutions
A participant of the Tulare Circulo de Bailoterpia class noticed that women were not interacting with one another during classes, even though most of them attend the class on a regular basis.

Future Directions/Sustainable Success
The majority of the women who participate in the Tulare Circulo de Bailoterapia class only stay for class. After the group participated in the healthy potluck, the group now greet each other by their first name. During the potluck they were able to share a meal and share stories about themselves. After the potluck, I noticed that the women were more conformable with one another and were more receptive to conversing with each other. This is a success because in order to have a strong Bailoterapia group we need women who are willing to work together. Our Circulo de Bailoterapia groups are more than just a place to burn calories, they are a place where friendships are made and where self-confidence is built.

Contact information about this Narrative

Local Health Department Grant Name: Tulare County
Grant #: 13-20494
Author's Name: Mallorie A Barragan
Phone: 559-741-4366
Email: mbarragan@fhcn.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Engage community residents, local government, and community-based organizations in the development and sustainability of a healthy community.

Intervention Summary

Dinuba successfully opened a certified farmers market (FM) in June of 2014, creating an important venue for healthy food access and safe havens for families to enjoy physical activity. In order for the market to become sustainable in the community of Dinuba, the Network Leaders on the Move, Tulare County Partnership (NLOM) collaborated with *Cultiva La Salud* to provide a spokesperson and local government training for residents. The trainings provided residents with tools and useful techniques needed to inspire them in the delivery of positive messaging for their communities.

Description of Barriers Encountered and Identified or Proposed Solutions

During the 2015 FM season an *Awareness Campaign* was launched by the NLOM collaborative to address the low redemption rates of Electronic Benefit Transfer (EBT) food stamps. Families were unaware of the benefits of using their EBT card to obtain market match. A family who receives EBT could purchase $10 dollars and receive an additional $10 dollars free to purchase more fruits and vegetables. The Dinuba Residents Leaders (DRL) took to the streets to hand deliver a brochure developed by NLOM that explained the benefits, as well as the use of the Senior and Women Infant & Children (WIC) fruit and vegetable vouchers. At the market, DRL were on hand to explain the benefits to participants. One certified farmer said, “families really understood how to use their EBT and market match this year, I didn’t have to explain it to anyone.” Clearly, the *Awareness Campaign* worked.

Future Directions/Sustainable Success

In 2014, EBT sales were $200, this year the total sales were $980, which is an 88% increase from last year! Our short term goal is to continue to increase the usage of EBT sales in farmer's market, and to educated the community about healthy options when purchasing food with their EBT card. Our long term goal is to incorporate a physical activity component to individuals purchasing food in their local farmer's market or grocery store by doing more outreach of "Bailoterapia" classes in the community. We will continue to collaborate with NEOP and partners to foster a healthy environment for the residents of Dinuba.

Contact information about this Narrative

Local Health Department Grant Name: Tulare County
Grant #: 13-20494
Author's Name: Eustolia Zamora-Bonilla
Phone: 559-624-2758
Email: ezamorab@kdhcd.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Seeds of Change in Tuolumne County

Intervention Summary

FFY 15 has been a challenging one for Tuolumne County Health Department's SNAP-Ed program. During the first part of the year, there were several staff changes and by April 2015, a whole new team had been assembled with players who were all new to SNAP-Ed. The team quickly got down to the business of learning what this exciting program is all about, what in the world PSE is, and how we could begin implementing it. In a short amount of time, we expanded our partnership with Grocery Outlet to produce the county's first-ever Fruit & Veggie Fest in May, and worked with this retailer to place "My Plate" signage on shopping carts over the summer. We also established a major presence at Tenaya Elementary School, delivering direct nutrition education to grades K-6, beginning a school garden, and conducting a Smarter Lunchroom cafeteria evaluation that will inform our work there in FFY 16. Because our PSE efforts are all quite new, the major impact to date has been gathering data and expanding awareness of what SNAP-Ed does and can do in the community. In doing so, we have caught the interest of potential partners who can be supportive of our efforts in the future. We also are enthusiastic about future outcomes from our newly-formed CNAP group, which has a refreshing level of synergy amongst its members.

Description of Barriers Encountered and Identified or Proposed Solutions

We have had an encouraging level of support in our initial PSE efforts this year. The biggest challenge was learning the SNAP-Ed program so that we could begin

implementing the objectives of an inherited Integrated Work Plan. Our other challenge is that some efforts to expand into corporate retailers, such as Safeway, which has the minimum number of EBT redemptions to justify our presence there, have been slow-going due to retailer's lack of response. And, our small county does not have census tracts so we have not been able to expand into corner stores and a farmer's market that accepts EBT. We will continue to pursue these avenues and explore alternative site targeting methodologies in order to have a presence at these venues.

Future Directions/Sustainable Success

Our goals over the next 1-2 years are to continue refining our knowledge of our program and how to bring about meaningful change using PSE in various settings, and building our network of supportive partners. During this time, our school garden program will have matured at Tenaya Elementary and likely expanded to neighboring Tioga High School, and we will partner with the Master Gardeners program to help sustain the gardens and related education programs. We also will have partnered with school administration and cafeteria staff to bring about healthy changes in the lunchroom and in all foods served on the school campus before, during or after school. We expect to expand our marketing partnerships with current retail partners SaveMart and Grocery Outlet, providing program materials, such as shelf wobblers and other signage that encourages produce purchases. In addition, we will explore how to create opportunities for low-cost or free instructor-led fitness programs for the SNAP-Ed target population

Longer term goals include evaluating corner stores and expanding PSE efforts in these venues to eliminate food deserts and highlight healthy food and creating infrastructure for safe, outdoor PA opportunities within our rural setting which will include exploring multi-use possibilities with schools and faith-based organizations. Helpful stakeholders in achieving these goals are our CNAP team, community leaders and administrators within our cities and county, Master Gardeners, and professionals in the retail, fitness, faith and education sectors, to name a few.

Contact information about this Narrative

Local Health Department Grant Name: Tuolumne County Department of Public Health

Grant #: 13-20103

Author's Name: Elizabeth Ramos

Phone: 209-533-6818

Email: eramos@co.tuolumne.ca.us

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: A Success Story and Lessons Learned

Title

Community, Faith, and Health: A Faith Based Organization Plays a Key Role in Building a Healthy Congregation

Intervention Summary

The community of El Rio is located in unincorporated Ventura County and has a large population of Latino and Mixteco residents. The Oxnard Revival Center (ORC) is a faith-based organization with a large congregation with members from all across Ventura County and it is located in El Rio. The church has established itself in the community and is vested in providing services to its surrounding community that fall outside of religious beliefs. For example, this year, the church hosted a Job and Health Fair on its premises, which was a success and had over 600 residents in attendance. NEOP staff was invited to provide healthy eating messages to those who attended the Job and Health Fair by way of the Latino spin wheel activities, as well as two Rethink Your Drink nutrition education workshops. The church offered and supplied NEOP staff with the space, time and recruitment for the Rethink Your Drink workshops, and this assisted in establishing high attendance for these workshops. The presence of our NEOP team at the Job and Health Fair further solidified the partnership between our program and ORC. As a result of this newly established partnership, two Nutrition Education Class Series were scheduled shortly after the resource fair. These two six-week nutrition class series were completed between April and August of 2015. The first of these nutrition classes was conducted in Spanish, and the second series was presented in English. In total, over 45 people attended either a Spanish or English nutrition education class series. The high attendance rate and interest in the nutrition classes is indicative of the “healthy lifestyle” culture that ORC is fostering among its congregation. Along with the nutrition classes, ORC is also organizing a second Get Fit Challenge with its members that incorporates healthy eating and active living principles. Many of the basic principles learned in regards to nutrition will be implemented in the challenge. Another topic that has been discussed with Church leadership is providing healthier fundraising options such, as selling healthier food items. The steps taken towards creating and supporting a

healthier congregation will assist ORC in reaching out further into surrounding communities with a message of not only faith, but of achieving better health.

Description of Barriers Encountered and Identified or Proposed Solutions

One barrier to providing services immediately after the NEOP team was contacted and during the initial development phase of the partnership was not being able to provide services to the church right away. Although it is located in a high need area, the location was not listed in the approved site for NEOP activities. The solution to this challenge was to add the location to the approved site list. Once the site was approved, activities were able to take place.

Future Directions/Sustainable Success

Moving forward, NEOP staff will continue to collaborate with ORC to provide a third and fourth wave of nutrition classes while working to provide nutrition resources and support towards its various PSE efforts in providing healthier fundraising options. In addition, the church is in the process of creating a community park so that children in the community have a safe and sound environment where they can be active and play regularly. Currently, the pastor allows children to play soccer and other sports on a dirt and grass patch on the church premises away from any potential harms such as traffic and strangers. In addition, there is some interest in the technical assistance that can be provided in regards to establishing a community garden on ORC property, and garden-based nutrition education to compliment it. The leadership at ORC, has future plans of continuing to offer a Job and Health Fair as well as other activities to its surrounding residents, because of its dedication and commitment to serving its congregation and local community The NEOP Program will continue to serve as a nutrition and physical activity resource and provide any technical assistance and support, as needed.

Contact information about this Narrative

Local Health Department Grant Name: **Ventura County Public Health**

Grant #: **13-20498**

Contact Name: **Silvia Lopez-Navarro**

Contact Phone: **805-677-5263**

Email: **silvia.lopez-navarro@ventura.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Nutrition Education and Obesity Prevention Program (NEOP)

NEOP Nutrition Education Class Series
Azahar Place Apartments, Ventura
July-August 2015

Participants are working in pairs preparing a shopping list using coupons to find the best prices.

Participants learn to plan, shop and save, and discover that eating outside the home can cost much more.

For CalFresh information, call 1-877-847-3663. Funded by USDA SNAP, an equal opportunity provider and employer. Visit www.cachampionsforchange.net for healthy tips. •California Department of Public Health

Creating Policy, Systems, Environmental Change: A Success Story and Lessons Learned

Title

Employment Training Plus Nutrition Education Equals Greater Success

Intervention Summary

Ventura County, like many counties throughout the Nation, is working to combat an obesity epidemic. The Ventura County Public Health Nutrition Education & Obesity Prevention Program (NEOP) has been providing nutrition education class series at the Center for Employment Training (CET) over the course of the last two years to address this alarming health issue and to educate its program participants. This unique partner offers skills development and training for adults in a variety of career fields. In recent years the CET program director and instructors have requested that nutrition education classes be provided as part of this program's services. During FFY 2015, our NEOP team has provided a nutrition class series to those students in the Medical Assistants, Truck Drivers, Machinist Technology, Green Building Construction Skills, and Business Office Technology programs. Both staff and students at CET have been receptive to the opportunity for education in the area of good nutrition and health, knowing that it is for their own benefit much like the training they receive to increase their skills in the job market. More recently, CET has become involved in joining our NEOP program in participating in community events such as the NEOP Fruit & Veggie Fest, the La Colonia Community Walk, and Food Day 2015. In addition, CET is encouraging its students to volunteer at other Ventura County Health Care Agency programs within their particular fields of study. The CET program not only supports its program participants in the area of career development, it has taken the initiative in supporting the health of their students, as well as that of the community at large.

Description of Barriers Encountered and Identified or Proposed Solutions

The main barrier is that CET would like to have more nutrition education class series offered on an ongoing basis. A possible solution and next step would be to provide train-the-trainer style workshops, so that CET staff and/or students can then begin to conduct nutrition education activities to program participants on their own. The NEOP program can provide ongoing support, technical assistance, and training, as needed.

Future Directions/Sustainable Success

Looking at the potential for this collaboration to grow in the future, and in looking towards sustainable efforts, the goal would be to expand NEOP services by providing nutrition education class series to all CET career development programs, and continue to explore the possibility of CET staff taking on a more formal role in facilitating the nutrition education classes to its participants with the support and technical assistance offered by the NEOP program.

Contact information about this Narrative

Local Health Department Grant Name: **Ventura County Public Health**

Grant #: **13-20498**

Contact Name: **Silvia Lopez-Navarro**

Contact Phone: **(805) 677-5363**

Email: **silvia.lopez-navarro@ventura.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Nutrition Education and Obesity Prevention Program (NEOP)

7th Annual La Colonia Community Walk & Family Resource Fair
NEOP Children's PowerPlay! Spin Wheel
Sept 19, 2015

A young participant learns that eating frozen vegetables and fruits can be just as healthy as fresh.

Cheering on a young participant running through the obstacle course!

Creating Policy, Systems, Environmental Change: Yolo County's Success and Lessons Learned in 2015

Title: *WIC*ked Success with Harvest of the Month

Intervention Summary

Yolo County is a community with strong roots in agriculture and farming. We grow a variety of fruits, vegetables, and other crops on our land, most of which are shipped across the world to various countries. Unfortunately, our own community is limited in its awareness of and consumption of local and seasonal fruits and vegetables despite having them growing in the areas around their own homes. Because of this, it was a goal for our program to increase our target audience's awareness of local and seasonal produce in hopes that it would also lead to an increase in consumption of these fruits and vegetables. We began this process by focusing on a small subset of our target population. We partnered with our local WIC agency's staff to promote "Harvest of the Month"(HOTM) using fruits and vegetables that are specific to Yolo County. These same fruits and vegetables are also highlighted in Yolo County schools, so the message was being shared across several venues in the county. We began by collecting initial data to assess recognition of the campaign by WIC clients. Then, we worked with WIC staff to train them in techniques and approaches for promoting HOTM within their counseling sessions, classrooms, at the front desk, and other areas of work. Each training session included a taste test of a recipe featuring the chosen fruit or vegetable of the month to further reinforce their capacity to promote the campaign. Additionally, we provided posters, newsletters, recipes, and other materials to support their message. After three months of these interventions, we recollected data and saw a 13% increase in "Harvest of the Month" recognition, with 60% of those clients recognizing the campaign specifically because of the HOTM presence in the WIC environment. After this success, we are continuing to improve our training methods with staff by trying to meet their needs as promoters and we are also improving our materials and the way our materials are placed and provided in the WIC setting.

Description of Barriers Encountered and Identified or Proposed Solutions

The biggest barrier to our intervention was truly convincing WIC staff that “Harvest of the Month” was a valuable campaign to spend time promoting in their clinics. Often times, they expressed feeling that the campaign was additional work to their already-busy work loads. Fortunately, the WIC supervisor and manager assisted with helping the staff see and find ways to incorporate HOTM into work they already do so that promotion of that campaign did not create more work for the staff. NEOP staff also worked to creatively accommodate WIC staff needs and requests to help may the HOTM campaign promotion easier and seamless. There were no other significant barriers.

Future Directions/Sustainable Success

Over the next few years, we will continue to partner with our WIC to improve our training methods, the way we provide materials to them, and the types of materials we provide to them. In the long term, we are hoping that Harvest of the Month will become a regular part of WIC nutrition education and that we will be able to continue providing them with improved and updated resources as needed. Over time we should see a higher number of WIC clients recognizing HOTM, and specifically from the promotion in WIC, so that we can ensure that our promotion strategies are working and we can share them with other partners.

Contact information about this Narrative

Local Health Department Grant Name: Yolo County NEOP

Grant #: 13-20495

Author's Name: Rhea N. Napeek, RDN

Phone: (530)666-8456

Email: rhea.napeek@yolocounty.org

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Safe Routes to School Woodland: Encouraging youth to be safe, be seen, and be active

.

Safe Routes to School

Elementary school youth in Woodland learn to have fun and be safe while walking and biking to school

Intervention Summary

The Woodland Joint Unified School District (WJUSD), in Woodland CA is the largest district in Yolo County, and also one of the least fit districts in the County, based on 2013 Fitnessgram data. There was no Safe Routes to School (SRTS) program in 2014, despite many beneficial infrastructure improvements to surface streets near schools, and proximity of many family residences to their schools. The Yolo County NEOP program set out to help the elementary schools in the district become savvy at promoting walking and biking to their schools and also to help students learn to be safe and be seen when doing so. First, NEOP coordinated a Walk to School day at Tafoya Elementary school on October 8, 2014, National Walk to School day. Over 175 youth participated and the schools' PTA and local law enforcement were present as well. Non-NEOP funds purchased walking school bus banners and high visibility vests for volunteers or staff to continue supporting a walk to school initiative. Also, talks with the Woodland Prairie Elementary school principal during bi-monthly wellness committee meetings resulted in his decision to close the entrance of his school to cars on Wednesdays to promote "Walking Wednesday". The initiative was a success and continues in this current school year. NEOP staff also collaborated with a local non-profit, The Bike Campaign, to provide nutrition education at a bike rodeo May 7th (National Bike to School day) at Woodland Prairie Elementary school. Finally, a key barrier for parents/students in walking and biking to school is safety. NEOP wanted to address the safety aspects of walking and biking for Woodland youth and did so by promoting pedestrian and walking safety through games and educational flyers at three large community events. These events were attended by over 500 residents. At these events NEOP staff also gave away and properly fitted over 50 helmets for youth and provide bike helmet fitting education to many more parents and youth.

Description of Barriers Encountered and Identified or Proposed Solutions

One major challenge in working with the WJUSD is getting time on school administrators' and staff schedules. Schools are busy places, particularly this past school year with the introduction of Common Core standards. Tafoya Elementary school did not continue promoting walking to school as hoped after Walk to School day, mostly because of competing interests and lack of a school champion who wanted to take it on at that time. Also, the NEOP team initially set out to do walking and biking audits at 4 schools, but did not achieve this goal. The primary reason for this was because the audit process was more extensive than originally anticipated and staff did not have the experience with audits to do them in a timely fashion and lead the process. Further, schools did not express interest in that activity when asked. Instead NEOP sought to do a transportation mode survey with at least 4 schools because baseline data on how youth travel to school was lacking. NEOP staff tried to do the surveys with schools in Spring 2015 with no luck. However, with an increase in staff time dedicated to the surveys in Fall 2015 (August/September), five schools participated and one school decided to also collaborate with NEOP on Walk to School day 2015 as well. The survey data will be used in an upcoming Active Transportation Program (ATP) grant project that will start in the WJUSD in January 2016. Two NEOP staff will also be partially funded through the ATP project and can apply the lessons learning in FFY15 with NEOP SRTS activities to the ATP activities.

Future Directions/Sustainable Success

Through the ATP funding Yolo County Health and Human Services Agency staff will be able to develop a robust SRTS program with the elementary and middle schools in the WJUSD, starting in January 2016. The relationships built in FFY15 will be very helpful in paving the way for this project. NEOP staff will help provide nutrition messages major events, such as Walk and Bike to School days. Further, a sub-group of the Yolo CNAP, called the ATP collaborative, was formed in 2015 The goal of the collaborative to strengthen all agencies' capacity to seek funding to help promote walking and biking, to share data, and to integrate the public health perspectives to a field that was primarily focused on solely the transportation element of active transportation for so long.

Contact information about this Narrative

Local Health Department Grant Name: **Yolo County**

Grant #: **13-20495**

Author's Name: **Rebecca Tryon, MS**

Phone: **530-666-8640**

Email: **rebecca.tryon@yolocounty.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Yuba County School and Community Edible Garden Project

Intervention Summary

The Needs Assessment conducted in fall 2012 indicated that there was a strong need for nutrition and physical activity changes in the community for both school age children and adults of low-income households as evidenced by obesity and inactivity rates that exceeded the state average. Data confirmed that 41% of Yuba County's youth were considered to be overweight or obese. With regards to adults, obesity rate was 32% compared to the state's average of 24%.

School-based nutrition education programs are critically needed in the county to improve health outlook. Data from Yuba County's Community Nutrition Assessment survey showed that 42% of CalFresh recipients did not consume the recommended amounts of fruits and vegetables, while 24% consumed snack foods that were high in fat or sugar on a regular basis. Forty-six percent also reported they could not afford to purchase healthy meals for their families.

Environmental and systems changes are needed to increase access to healthy foods. Twelve percent of Yuba County residents have limited access to healthy foods, a rate that is four times higher than the state average (12% vs. 3%). The addition of community gardens in low-income neighborhoods will increase access to fresh fruits and vegetables, as well as encourage physical activity.

In FFY15, support to school gardens expanded from two to five schools and after school programs, namely, Kynoch Elementary School, Allyn Scott Youth Community Center, Arboga Elementary School, Olivehurst Elementary School, and Lindhurst High School. The total garden size increased by 482 ft^2 from 1,798 ft^2 to 2,280 ft^2. A total of 100 new edible plant varieties were introduced, increasing the produce harvested by 254 lbs., from 101 lbs. to 355 lbs. *Garden-Enhanced Nutrition Education* (GENE) lessons were provided at all schools to supplement the gardening efforts along with education. The

GENE curriculum goes hand-in-hand with the promotion of community gardens. GENE includes MyPlate, Fruit and Veggie Nutrition, Farm to Fork, edible tastings, and other SNAP-Ed nutrition education activities. Below are some of the comments from students and teachers.

- *I help our parents make healthier choices when we go shopping together*
- *I help my parents make healthier choices when we are making meals.*
- *We are grateful for the gardening lessons and nutrition education, the kids go home and tell their parents what they learned.*

The community gardens at Marysville, Pathway Treatment Center, and Salvation Army Depot Center were provided with additional gardening tools, and seeds or seedlings. Each site was connected to the Yuba-Sutter County Master Gardener.

The Mercy Housing at Wheatland, which is a low-income housing, was assisted in initiating a community garden for adults and children in FFY14. Last October, the whole residential housing was renovated. We continue to collaborate with the Mercy Housing coordinator, residents, and community partners to determine whether there is interest to support an edible landscaping project or activities. Edible landscaping will include the growing of fruit trees and individual gardens in front of each unit. This will increase the residents' access to fresh fruits and vegetables and also meet the residents' preferences to have their own garden.

In addition, other community garden sites are currently being identified by working with faith-based organizations and the Yuba County FRC's, with the main goal of increasing availability and access to fresh fruits and vegetables.

Description of Barriers Encountered and Identified or Proposed Solutions

At present, we have encountered the following barriers at school sites: 1) Produce harvested are not allowed to be used in the school cafeteria. We are currently working with the district food service director to ensure that the garden produce meets all state and county standards to be allowed to be served in the cafeteria. 2) Vandalism of school gardens. School, community, and police officers patrols the area, especially, during holidays to prevent vandalism, and 3) There is a need to increase involvement and support of parents and community.

Future Directions/Sustainable Success

Our short term goals that have been generated from schools and community partners include:

- Identifying community partners that can assist existing community and school gardens; potential partners include Master Gardeners, Boy Scouts, Faith-Based Organizations, and Parent Teacher Association.
- Identifying businesses from which to request donations to provide non-SNAP-Ed eligible expenses such as for fences, watering systems, etc.

- Continue to work with the school district food service director, to ensure that the garden produce meets all state and county standards to be allowed to be served in the cafeteria.
- Re-assessing the garden sites and gardener strengths and needs in order to identify other PSE changes that are required.
- Adding other eligible school and community sites to the FFY16 approved site list.

Long term goals include:

- Developing community gardeners that have a voice as a group, in order for them to have stewardship of land, environment, and the community.
- Producing extra food from the community gardens that can be sold at the farmer's market or provided to food banks to help others in the community.
- Making produce from school gardens available for sale in fundraisers in school activities.

Contact information about this Narrative

Local Health Department Grant Name: **Yuba County Department of Public Health**

Grant #: 13-20525 A-01

Author's Name: **Aurelia V. Samonte**

Phone: **530-898-5678**

Email: **asamonte@csuchico.edu**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change:

City of San Bernardino Success Story and Lessons Learned

Youth Driven Gardening Activities in the City of San Bernardino

Intervention Summary

The City of San Bernardino was found to have nearly 9 unhealthy food outlets (including fast food and convenience stores) for every healthy food retail outlet. Known as the Retail Food Environmental Index (RFEI Value), this is more than twice the RFEI Value average of the State of California at just over 4 to 1 and greater than the County of San Bernardino RFEI Value at almost 6 to 1. These findings were described in the *City of San Bernardino Environmental Scan: A Model for Building Communities that Support Healthy Eating and Active Living,* conducted by Healthy San Bernardino and published in 2011.

The Local Health Department Nutrition Program of San Bernardino County and City of San Bernardino Parks and Recreation Department partnered with the Latino Health Collaborative to host a youth group at Delmann Heights Community Center. Delmann Heights is located at 2969 North Flores Street, San Bernardino, CA 92407 and 68.4% of the population is <185% FPL (2009-13 ACS Data Set Source). The youth group conducted a Photovoice assessment of Delmann Heights. From the Photovoice assessment findings, the youth developed a list of policy, system, and environmental (PSE) changes they considered important to them at their community center. One of the PSE changes the youth group wanted was a garden at Delmann Heights. They prepared a Photovoice presentation showcasing their pictures and stories on poster boards. The youth group attended a Stakeholder Meeting and presented their action plan for a garden at Delmann Heights Community Center. During the planning stages, the types of fruits and vegetables that would be grown in the garden were selected.

The youth group decided on a vegetable garden geared at growing the ingredients for salsa including: tomatoes, jalapenos, onions, garlic, cilantro, and bell peppers.

According to the *City of San Bernardino Environmental Scan*, community gardens can help to make people more food secure as well as build "social capital" that improves social cohesion. Such gardens provide fresh produce, urban greening, and an opportunity for neighbors to get to know each other and improve their community. The youth group felt that having a garden was important to them because it would help to make Delmann Heights more attractive and inviting for people to come. They were also excited about using the ingredients to make food.

Many groups worked together to make the Delmann Heights garden a reality including leadership, community center staff, parents, and the youth. The leadership decided on the gardening equipment that would best fit the needs of Delmann Heights Community Center and purchased the equipment. They provided technical assistance and guidance as the youth planted the garden. Community Center staff participated in trainings in order to conduct PSE and food gardening activities and education with the youth. Staff also watered and cared for the garden between youth group meetings. Parents and caregivers assisted by bringing the youth to Delmann Heights each week for meetings. They also provided input and support for gardening and other PSE activities. The youth played an active role in advocating for the garden. They planted and cared for the garden in addition to participating in food garden activities and education conducted by trained staff.

Description of Barriers Encountered and Identified or Proposed Solutions

Several barriers were encountered during the development of the garden for the youth group. One of the biggest issues was the question as to whether or not the city would continue to own and operate the community center. Due to budgeting issues, it was unclear if the Delmann Heights Community Center would continue to be under the City of San Bernardino Parks and Recreation Department for the remainder of FFY2015. The City of San Bernardino filed for bankruptcy protection in 2012, which has hindered many services in the City.

Vandalism was also a problem at the Delmann Heights Community Center. Leadership was concerned that an outdoor garden would be damaged after hours when staff was not present. Additionally, it was intended that the youth group would care for the garden. As the group only meets weekly, properly watering and caring for the garden was an issue.

To address these barriers, leadership at Delmann Heights decided to create a mobile garden. Gardening containers (with wheels) were purchased to allow for easy movement of the garden from indoors to outdoors and vice versa; the mobile garden could also be easily transported to another site in the event that Delmann Heights Community Center was no longer under the City of San Bernardino. This also solved

the vandalism issue as the garden could be kept inside the community center at night to reduce the risk of damage. Additionally, the ability to store the mobile garden inside allowed for easy access for the staff to water and care for the garden between youth group meetings.

Future Directions/Sustainable Success

Short term goals include:

- Ongoing recruitment and youth engagement to continue the active youth group.
- Continuing to train staff/adult allies to conduct food garden activity and education with youth and community members.
- Recruit one additional qualifying community center to create or revitalize a food garden.
- Develop and sustain partnerships with organizations such as The Incredible Edible Community Garden and Master Gardeners to improve gardening activities.
- Collaborate with organizations and/or other entities to seek donations for supporting garden amenities.
- Continue to share best practices from successful policies, system and environmental changes. Sharing opportunities may include: CNAP meetings, San Bernardino Food Policy Advisory Council, and Healthy Cities/Communities meeting.

Long term goals include:

- Collaborate with the City of San Bernardino on the development of policies, systems, and environmental changes to support long-term implementation of community gardens. Strategies may include: Supporting the development of code amendments, zoning policies, garden rules (i.e. operations and use policies), and land-use agreements.
- Utilize Re-AIM evaluation findings in an effort to support the enhancement of individual garden sites.
- Utilize Re-AIM evaluation findings on multiple garden sites and synthesize data to identify themes and other trends that make for successful garden sites in San Bernardino County.

Contact information about this Narrative

Local Health Department Grant Name: San Bernardino County Public Health Department

Grant #: 13-20512-03

Author's Name: Bobby Lou Moll, MS, RD

Phone: (909) 388-5656

Email: Bobby.Moll@dph.sbcounty.gov

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.

Creating Policy, Systems, Environmental Change: Your Success Story and Lessons Learned

Title

Marin City's Health Movement – Creating partnerships to enhance healthy food access.

Intervention Summary

For the past three years, the Marin County HHS' Nutrition Wellness Program (NWP) has partnered with the Marin City Community Services District (CSD) to assess the built environment and widen the lens on what affects the health of a community. The County's NWP intentionally established a community engagement process that ensured active community participation and leadership in the program and the creation of the Marin City CX3 program.

Community assessments highlighted the lack of healthy and accessible food. Marin City is a food desert and the community identified establishment of a grocery store as a priority. Since then, we have working with a variety of partners to realize this goal.

In conjunction with our grocery store efforts, we actively support opportunities with the potential to increase healthy food in the community. One exciting development is the Marin City CX3's Summer Community Garden. The garden was created last summer by the CX3 Team to expand the nutrition and physical activity experience of youth attending the Marin City CSD's summer recreational programs.

A highly successful program from its inception, the garden provides youth an excellent venue to learn how to grow, harvest and prepare healthy food. The garden served over 140 children and some parents in its first year. Attendance and requests to join the program have continued to grow. To accommodate the increased participation, the Marin City CSD and the Marin City CX3 Team are currently seeking funding to expand capacity and transform the summer garden to a year-round instructional garden.

The success of the garden was a result of partnerships and dual use agreements between Marin City CSD and its community and County partners. Donations from local businesses and farmers provided the materials and seed starts for the garden. Manzanita Child Development Center provided the space for the garden. UC Cooperative extension provided instruction on pot gardening for the Marin City CX3 Team. The Marin City CX3 Team and the Marin County NWP developed the garden, provide the classes and expanded enrollment in the garden program to youth attending the Marin City Rec. Center and the Manzanita Child Development Center. The Marin City CSD staff help maintain the garden.

Access to healthy and affordable food has been a focus in Marin City for many years. Community members, such as Ms. Green who oversees our Marin City CX3 Team, have long advocated for healthy food access within the community, and in particular within schools, after-school and early childhood centers. As a Board Member of the Sausalito Marin City School District, Ms. Green and other community advocates were instrumental in pushing for healthy meals to be served to children attending the school District and the Marin City CSD afterschool Rec. programs. Their efforts have paid off. In 2013, Bayside/MLK Elementary brought in Conscious Kitchen to serve school meals. Since then, Conscious Kitchen has been serving locally sourced, organic meals prepared on-site, to students at Bayside/MLK Elementary, and has since expanded its services to Willow Creek Elementary. As a result of these efforts, Bayside/MLK Elementary became the first public school nationwide serving 100% organic meals.

Furthermore, the Marin City CX3 Team continues to work closely with the Marin County NWP and provide nutrition education classes within the community – schools, afterschool, children's garden, community events, and churches -- to support changes and adoption of healthy food choices and increased physical activity.

Description of Barriers Encountered and Identified or Proposed Solutions

One of the main barriers we are currently facing is fulfilling the interest and request for nutrition education classes from the community. One example is the success of the children's community garden. To fulfill this need, we are working with the Marin City CSD and the Marin City CX3 Team to find funds to support expansion of programs.

Future Directions/Sustainable Success

Marin City's Health Movement has been exemplary in its transformation of the built environment to support the health and wellness of its residents. Led by the Marin City CSD, active community advocates and partners such as Marin County, Marin City established a Federally Qualified Health Center, built a new gym, and a public park. It is currently raising funds to build a community center. As mentioned above, they are also working closely with the Marin County NWP to establish a grocery store and creatively increase access to fresh fruits and vegetables. We are excited to see the positive changes these environmental supports are yielding and will continue to work towards transforming Marin City from a food desert to a healthy food hub.

Contact information about this Narrative

Local Health Department Grant Name: **Marin County HHS**

Grant #: **13-20516**

Author's Name: **Elaini Negussie**

Phone: **415-473-2612**

Email: **enegussie@marincounty.org**

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.CaChampionsForChange.net.