



**ANNUAL REPORT, FFY 2015**  
 October 1, 2014–September 30, 2015  
 For  
**Supplemental Nutrition Assistance Program—  
 Education, California**

California Department of Social Services  
 California Department of Public Health, Nutrition Education  
 and Obesity Prevention Branch  
 University of California, CalFresh Nutrition Education Program  
 Catholic Charities of California  
 California Department of Aging

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# California FFY 2015 SNAP-Ed Annual Report

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## I. CALIFORNIA SNAP-ED INTEGRATED NARRATIVE ANNUAL REPORT

### A. SNAP-ED PROGRAM OVERVIEW EXECUTIVE SUMMARIES

#### 1. California Department of Social Services (CDSS)

##### a. Progress in achieving no more than 3-5 overarching goals:

The California Department of Social Services (CDSS) was successful in continually implementing nutrition education programs to California's Supplemental Nutrition Assistance Program-Education (SNAP-Ed) eligible recipients. CDSS collaborates and coordinates with all its partners, the California Department of Public Health (CDPH), the University of California, CalFresh Nutrition Education Program (UC CalFresh), the California Department of Aging (CDA) and with Catholic Charities of California (CCC), also known as the State Implementing Agencies (SIAs), to deliver expert nutrition education to the low-income, underserved populations. Through contractual agreements, each SIA provides nutrition education services to their target population locally through their Local Implementing Agencies (LIAs) and ensures that the quality of the SNAP-Ed programs and services are in alignment with evidence based and practice-based approaches stipulated in the FFY 2015 SNAP-Ed Guidance.

CDSS implemented the Get Fresh Project in FFY 2014 and continued to work directly with 19 County Welfare Departments (CWDs) to provide direct services through integration with its social services programs to the SNAP population in FFY 2015. The CWDs were successful in leveraging nutrition education resources within the community by building long-lasting partnerships with local SNAP-Ed affiliates, such as community based organizations, food banks, and Local Health Departments. This county-wide approach will ensure that the needs of the underserved are met and nutrition education messages are consistent with the SNAP-Ed Guidance. The Get Fresh Project reached approximately 30,149 participants through direct education and approximately 648,279 through indirect education in FFY 2015.

In FFY 2015 CDSS was successful in leading the completion and submission of the Integrated SNAP-Ed State Plan through collaborative efforts by all SIAs and LIAs. The State Plan includes a comprehensive list of services, budgets and projects planned for FFY 2015 which was organized by state, county, and city jurisdiction as necessary. Under CDSS' leadership, SIAs provided support and guidance to LIAs for increased collaboration and coordination in the development of county Integrated Work Plans. These work plans are the basis for the FFY 2015 State Plan for California, an integrated plan incorporating the collaborative work of all SIAs that focuses on preventing nutrition and activity-related chronic diseases and improving food security among persons eligible for SNAP-Ed.

CDSS conducted bi-weekly "SNAP-Ed 2.0" meetings – meetings involving key representatives from all SIAs – and improved communications amongst all SIAs. CDSS shared USDA directives, discussed strategies, and coordinated state and local interventions as well as statewide conferences, trainings, and workshops with state and

local agency staff. As a result, improvements in program policies were made, and trainings needs were identified and met. Workgroups and subgroups were also developed for various topic areas, such as strategic planning, evaluations, research, and program integrity.

CDSS provided oversight and support for program training and technical assistance to all LIAs and SIA staff through contractual agreement with CDPH. CDPH successfully conducted SNAP-Ed approved trainings to LIAs and SIAs. Emphasis was also placed on providing regionally-based LIA training and technical assistance for Policy-Systems-Environmental (PSE) change.

In FFY 2015 CDSS executed a three year contract with the Department of Health Care Services (DHCS) to conduct formative research, develop, and implement a pilot program to link obesity prevention efforts among the SNAP-Ed eligible Medi-Cal Members in the health care setting with community-based interventions that are delivered by SNAP-Ed partners including CDPH, CWDS, UC-CalFresh, CDA, and CCC. The purpose of this project is to: (1) improve dietary habits; (2) increase physical activity; (3) reduce the prevalence of overweight and obesity; and (4) reduce projected health care costs among SNAP-Ed eligible Medi-Cal members. DHCS have successfully identified and implemented services associated with year one activities involving the identification of materials and resources, meeting with key partners, and conducting focus groups.

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

CDSS encourages the CWDs to utilize innovative ideas and methods to provide nutrition education to the SNAP eligible population. Many CWDs have implemented new strategies and approaches in their county for FFY 2015. Some of these new strategies include: peer educator programs, school wellness policies, nutrition education classes, community fairs and events, community gardens, school gardens, cooking demonstrations, smarter lunchrooms, HOTM, CX3, radio announcements, and social media to name a few. The following are the number of new projects that were implemented during FFY 2015 under the Get Fresh Project.

Direct Ed – 33  
Indirect Ed – 25  
Social Marketing – 11  
PSE – 22

**c. 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):**

Many CWDs implemented multi-year projects and continue to provide services in FFY 2015 for those project. Some example of ongoing projects include: peer educator programs, school wellness policies, community gardens, school gardens, smarter lunchrooms, HOTM, CX3, Champions for Change, train the trainers, nutrition and physical activity education, and established ongoing partnerships with Head Start, WIC,

and school lunch programs. The following are the number of ongoing projects that were operational under the Get Fresh Project.

Direct Ed – 68  
Indirect Ed – 56  
Social Marketing – 25  
PSE – 22

**d. Major achievements (not already addressed):**

In FFY 2015, under CDSS' leadership, the Integrated SNAP-Ed State Plan was developed and compiled in CDPH's SharePoint site. Coordinating the compilation of the State Plan was a major undertaking. Staff from all SIAs and over 500 representatives from local jurisdictions collaborated and accessed the SharePoint site to input local plans and demonstrate their collaborative work. This is the first-ever integrated plan incorporating the collaborative work of all LIAs and SIAs.

**2. California Department of Public Health (CDPH)**

**a. 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).

**b. 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).
- c. 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 project
  - Indirect: 1 local project
  - Social Marketing: 0
  - Policy, Systems, or Environmental Change: 12
- d. 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

### **3. UC CalFresh**

In FFY 15, UC CalFresh completed the second year of collaborating with SNAP Ed colleagues at the state and local level to create an organizationally integrated and programmatically comprehensive approach to nutrition education delivery throughout California. As in last years' efforts, this features California Department of Social Services (CDSS), California Department of Public Health (CDPH), California Department of Aging (CDA), Catholic Charities (CCC) and UC CalFresh more closely coordinating services in order to avoid duplication of effort and provide strengthened services. Policy, Systems and Environmental (PSE) supports are being emphasized in order to sustainably champion the advancement of nutrition and physical activity in communities. Establishing and refining an integrated work plan template that acts as a blueprint for counties and documents the advancement of PSE activities has been a main feature of state level work.

Given the challenges and opportunities of developing programs which embrace a PSE framework, UC CalFresh has experienced program and organizational shifts in order to implement a truly comprehensive nutrition education and physical activity approach. As described later in this report, UC CalFresh has led programmatic initiatives in:

- The Smarter Lunchrooms Movement (SLM) of California;
- Physical Activity (PA) promotion and integration;
- *Shaping Healthy Choices Program*, which envelopes both curricula that address the Common Core Standards of California and PSE strategies.

In addition, UC CalFresh continues to support the development and strategic enhancement of school district and site wellness policies, as well as youth engagement, and garden based initiatives. Participatory youth engagement activities, while in their infancy in most UC CalFresh programs, are being developed in several counties to leverage middle and high school students to initiate their own nutrition and physical activity efforts within their communities and/or to act as peer educators. School or community garden development, coupled with nutrition and garden enhanced curricula, offers the opportunity for hands on activity and taste testing of fresh produce. All of these initiatives are being pursued at various levels across the state, shepherded by the State Office, UC CalFresh Advisors and Program Supervisors, and ultimately implemented by trained educators. The involvement of University of California Cooperative Extension (UCCE) 4-H and Master Gardeners coupled with UC Davis specialists in a variety of fields creates “added value” as UC CalFresh program leadership orchestrate these initiatives.

The strategy employed by UC CalFresh remains to focus on quality delivery at sites with penetration at multiple levels of the social ecological model. UC CalFresh programs continue to illustrate *flexibility to address the challenges* which accompany additional programmatic initiatives while moving forward to offer high quality educational delivery. Organizationally, the state level staff are assigned to focus on PSE initiatives as well as support and provide oversight on programmatic integrity through site reviews, lesson observations, evaluation feedback and training. This reorganization has required state level commitment for 2 FTE to provide leadership in physical activity integration and coordination with externally funded partners to advance the Smarter Lunchroom Movement statewide. Programmatic, evaluation, and curriculum in-kind support is offered by UCCE academic advisors and specialists.

Overall, the UC CalFresh program reported a total of 119,016 participants and 279,406 total contacts. Participant numbers have decreased slightly over the last three years. This decrease is due in part to UC CalFresh providing a more comprehensive delivery of integrated services whereas in the past emphasis was heavily placed on direct education.

UC CalFresh programs were delivered in 891 sites which represents a 5% increase from 2014. The majority of sites were education oriented with 78% being either public schools, preschools, adult education, or Head Start programs. Twenty three percent of all sites reached were targeted to adult and senior populations, representing a 14% increase from last year. Over 16,000 adults were provided with series based curricula or workshops. Adult and senior sites included Emergency Food Assistance, Adult Education and Job Training, and Elderly Service centers.

Adult education is primarily focused on food resource management (FRM). This has become one of the most requested educational trainings that UC CalFresh offers eligible adult clients, delivered through the Making Every Dollar Count (MEDC) and Plan, Shop, Save, Cook (PSSC) curricula. In FFY15, a total of 605 participants provided MEDC retrospective survey responses in 7 counties. Sixteen counties collected data from nearly 1,700 participants using the PSSC pre/post survey. Attachment 1 summarizes

UC CalFresh evaluation data for six of the seven priority indicators from the Western Region's SNAP-Ed Evaluation Framework. At the individual-level, statistically significant improvement was evident for adult participants' MyPlate Behaviors (MT1) and Shopping Behaviors (MT2) e.g. eating more than one kind of vegetable each day, either not drinking regular soda or only doing so sometimes, using a grocery list, comparing unit prices, as well as greater food security defined as "never" or "seldom" running out of food before the end of the month.

While major strides have been made in adult programming, the main focus of the UC CalFresh Program continues to be direct delivery to youth age 5-17. Schools provide a "hub" for community engagement. The majority of UC CalFresh nutrition education is provided to elementary and preschool age children. However, in 9 counties services were provided to middle school students (6-8<sup>th</sup> grade) and in 6 counties to high school age students. FFY15 data indicates delivery in 361 K-12 schools; 171 preschools; and 40 afterschool programs. In addition, 65 youth delivery sites are referred to as "other" e.g. non-public school or community sites.

School based curricula mainly focused on healthy eating and healthy food awareness following the Dietary Guidelines for American's and MyPlate. In addition to the SNAP Ed funding UC CalFresh receives, over 106,332 hours of "extender" nutrition education was provided in-kind to youth (4.14 contacts per youth participant) using UC CalFresh evidence based curriculum. The most widely used youth evaluation tools are the Teacher Observation Tool (TOT) and Teacher Tasting Tool (TTT). In 2015, 1,404 teachers completed the retrospective TOT surveys on behalf of their 33,710 students. The TOT captures teachers' assessment of changes in students' behavior as well as the teachers' own behaviors to encourage positive nutrition and physical activity. In FFY15, there were 8,466 classroom tastings with 195,250 students. In addition to teacher observations, the Teacher Tasting Tool (TTT) documents students' exposure to healthy foods. This is particularly important for children in low-income households where there is limited availability of fruits and vegetables, and a lack of resources discourage parents from experimenting with new foods that their children might reject.

Many of these positive changes in teacher and child behaviors move beyond the individual factors of the Socio-Ecological Model (SEM) and are affecting environmental settings. More specifically, these findings are supported by county reports which highlight changes in the types of foods used as treats for rewards and parties, board recommendations for school functions and in the homes of children and teachers where the UCCE nutrition education has been provided.

Additionally, teachers and schools worked with UC CalFresh educators to link classroom curricula to the garden, cafeteria, and playground. Smarter Lunchrooms Movement (SLM) Self-Assessment Scorecards were conducted at 111 school sites collectively by the SLM partnership of California with 34 led by UC CalFresh programs. The SLM Scorecard helps schools assess their cafeteria



7 *UC CalFresh Educator teaching nutrition education with kindergarden class at Little Chico Elementary, Butte County*

environments to identify simple low and no cost changes which include: 1) focusing on fruit, 2) promoting vegetables and salad, 3) selling more white milk, 4) more expansive, healthy entrées of the day, 5) increasing sales/reimbursable meals, 6) creating school synergies, 7) improving the lunchroom atmosphere, 8) increasing student involvement, 9) offering recognition and support of school food. Approximately 51 school gardens were established or re-invigorated for nutrition education and used for food taste testings and hands on garden activities that supplement nutrition and garden based curricula in the classroom. The estimated **total size** of the 51 school gardens was: 42,130 square feet or almost an acre (1 acre=53,560 sq. feet) and the estimated total reach was just under 9,440 students who learned in, worked in, or ate from the gardens; with 6,435 being SNAP-Ed eligible. For additional SLM and edible garden data with the four priority indicators from the Western Region's SNAP-Ed Evaluation Framework (see Attachment 1).

Community engagement and partnership development is instrumental to the success and sustainability of the program. As mentioned earlier, UC CalFresh has taken a leadership role in the advancement of three initiatives that embrace community engagement and partnership through PSE approaches (for more detailed information on these initiatives, please see Policy Systems and Environmental Change and Case Studies in Attachment 3.

### **Smarter Lunchrooms Movement (SLM)**

UC CalFresh has acted as a lead agency in forming the Smarter Lunchrooms Movement (SLM) of California, a seven agency collaborative. SLM is a grassroots movement where changes are made within the school lunchroom environment that encourage students to make more healthful food choices. As a member of the SLM of CA Leadership Team, UC CalFresh has contributed to the expansion of SLM throughout the state of California. This has been accomplished through a series of 59 trainings (2013-2015), including introductory trainings for food service staff and in-depth trainings for local stakeholders to provide technical assistance (TAPS) to schools interested in implementing SLM. Over 248 school districts and 2,500 attendees have participated in trainings to date. In FFY15, UC CalFresh helped to facilitate a total of 19 trainings throughout California where a total of 576 individuals were trained. UC CalFresh has also taken the lead in training its nutrition educators to provide school food service staff with technical advising on implementing these SLM practices districtwide. During FFY15, a total of 32 UC CalFresh staff were trained to become certified Technical Advising Professionals (TAPs), more than any other agency in the state.

UC CalFresh has also played an integral role in the development, implementation and evaluation of the SLM of CA. Statewide data for 2015 indicates that SLM scorecards (lunchroom assessments) were completed in 111 schools. UC CalFresh administered assessments in forty-two schools. Additionally, UC CalFresh partnered with the California Department of Education in their successful bid for the Team Nutrition Grant to begin in FFY 16. Twenty-five school districts will be selected with 50 schools receiving funds to execute SLM. In this grant, UC CalFresh will serve on the school selection committee and UC CalFresh certified Technical Advising Professionals (TAPs) will provide guidance and support to the selected schools that qualify for SNAP-ED programming.

**To date, two counties have progressed from providing guidance to individual school sites, to supporting district-wide implementation and evaluation:**

**Fresno County**--has developed a roll out plan for districtwide SLM implementation over the next three years with middle schools (FFY16), high schools (FFY17), and elementary sites (FFY18-19). A dedicated staff person has been hired at the district level to focus on SLM implementation and evaluation. They have begun to impact policy, systems and environmental interventions in their schools through the following:

- USDA Undersecretary, Kevin Concannon, had the opportunity to visit Edison Computech Middle School, the first site where Smarter Lunchrooms was implemented. During his visit to highlight and observe the implementation community eligibility provision for universal meals offered in the district (under provision 2), Undersecretary Concannon expressed his appreciation for the efforts being made to improve the school cafeteria environment.
- UC CalFresh and the Dairy Council of California are providing technical assistance to Fresno Unified Food Service (FSUD) in revising their wellness policy.
- UC CalFresh staff have served as Technical Advising Professionals (TAPs) training the FUSD Nutrition Center Food Service staff to implement SLM in FUSD.
- UC CalFresh and Food Service Staff jointly completed an initial SLM Self-Assessment Scorecard and identified SLM strategies to implement.
- In FY15, four middle schools were reached, and were provided with in-depth technical assistance.
- A comprehensive system has been developed to work with the sites in three phases to introduce Smarter Lunchrooms, engage with students and staff, implement techniques and evaluate outcomes. This system will be used in FY16 to ensure all sites are provided technical assistance.

**Yuba County**--Smarter Lunchrooms Movement training and technical assistance was provided to one school and rapidly expanded to districtwide implementation reaching 19 school sites. The Smarter Lunchrooms Movement Self-Assessment Scorecard was used to monitor school district progress toward the overall goal of improving the lunch atmosphere and student involvement, referred to as “school synergy,” while decreasing waste.

- The Marysville Unified School District Wellness Committee members partnered on the development of a plan to improve school cafeterias through the implementation of SLM practices throughout the school district.
- UC CalFresh, the Dairy Council of California, and the Food Service Director worked together to create a plan that included training and technical assistance to school cafeteria managers and the dissemination of cafeteria promotion kits.
- MJUSD evaluation data from Johnson Park Elementary School indicated that improving the placement of white milk and increasing the number of servings offered has almost doubled white milk sales at breakfast.
- After implementing Smarter Lunchrooms strategies, Johnson Park Elementary School experienced a 69% increase in sales of reimbursable meals; a 44% increase in fruit displays; and a 31% improvement in promoting vegetables and salad.

### **Shaping Healthy Choices**

The second PSE initiative that UC CalFresh began implementing in FFY 15 was the Shaping Healthy Choices Program (SHCP). This multi-component program is a school-

based intervention that focuses on improving children's health. The program integrates five components: 1) nutrition education and promotion, 2) family and community partnerships, 3) regional agriculture, 4) foods available on the school campus, and 5) school wellness policies. In an effort to extend its reach beyond the classroom into school and home environments, UC CalFresh partnered with UC Davis Center for Nutrition in Schools and piloted this program within three counties in FFY15. A comprehensive professional development model with ongoing support was employed to train and support participating county teams. Due to the positive impact on students in these counties, the program was expanded to four additional counties and is being implemented in 11 schools.

The SHCP program was executed in schools in Butte, Placer, and Santa Barbara counties between January and May of 2015. Students from nine classrooms (n = 250) received direct nutrition education, which included inquiry-based, garden-enhanced nutrition education from the curriculum *Discovering Healthy Choices* as well as cooking demonstrations from *Cooking Up Healthy Choices*.

- Improvements to the school lunchroom were made based on the *Smarter Lunchrooms Movement* principles.
- Wellness Committees were established.
- Preliminary results have indicated significant improvements observed in Butte and Santa Barbara Counties. When combining scores for students across counties, there was a significant improvement between pre and post-implementation on the ability to identify vegetables.
- In Butte County, using a community-based approach to build an instructional garden allowed for the community to get involved and develop ownership of their garden. This project was successfully completed by volunteers using materials that were donated from local businesses.
- In Butte County, one school established a Garden Club as a result of teachers' interest in using the instructional garden for other lessons.



**Physical Activity Integration**

UC CalFresh has established a leading role in the integration of physical activity (PA) into SNAP Ed programming by developing a process for building capacity and technical knowledge for educators in each of the UC CalFresh counties. The first step included the development of a PA Leadership Committee that consists of 17 PA Leads identified and trained from each UC CalFresh county/county cluster. PA Leads provide direct communication to the State Office on PA related topics, activities, and/or needs while offering ongoing leadership and PA training to their county staff. After the committee was developed, an initial statewide training was provided to UC CalFresh staff on the evidence-based curriculum, Coordinated Approach To Child Health (CATCH) for grades K-8. CATCH is based on the CDC Whole School, Whole Community, and Whole Child model in which health education, school environment, and family/community involvement work together to support youth in developing a healthy lifestyle. A train-the-trainer model was used in order to build capacity and viable infrastructure for future development. Although the PA plan began late in FFY 15, environmental changes and supports that increase opportunities for physical activity have been implemented by UC CalFresh. This includes:

- working with a community coalition on implementing of Safe Routes to School;
- initiating walk to school programs;
- coordinating and completing playground stencils projects;



*UC CalFresh Educators and Local Health Dept. Representative Ann Dickman at Oakdale Heights Elementary Promoting Walk to School*



*Stencil Project at Oakdale Heights Elementary*

An example of a playground stencil project can be found in Butte County. UC CalFresh staff and two Oakdale Heights Elementary School kindergarten teachers organized, funded and coordinated a *playground stencil project*. Donations were provided from Home Depot and Sherman Williams and the Center for Healthy Communities provided

technical assistance and loaned a stencil kit. The stencil project reached a total of 45 students from two kindergarten classrooms. The school has witnessed improvements in students' physical activity and has plans to expand this project to their elementary playground.

In summary, UC CalFresh continues to build upon the momentum generated in the 2015 Local Implementing Agency Forum to fortify state level partnerships and engage strategies outlined in the five key areas of Collective Impact in order to develop greater capacity building and programmatic sustainability. By applying Policy Systems and Environmental objectives to programmatic activities, and continuing to build upon the community relationships and network of specialists provided through the UCCE, UC CalFresh is positioned to both embrace and advance a PSE framework in nutrition education throughout the state in FFY16 and beyond.

#### **4. Catholic Charities of California (CCC)**

In FFY 2015, Catholic Charities of California's (CCC) network consisted of eleven Catholic Charities Local Implementing Agencies (CC-LIAs) that delivered SNAP-Ed services to a diverse population of residents in 24 counties. Interventions used evidence-based messaging, activities, curriculum and materials to meet the following overarching goals:

1. Encourage the consumption of healthy food, particularly the increased intake of fruits and vegetables.
2. Replace the consumption of sugar sweetened beverages with water (or other healthy beverage alternatives).
3. Engage in physical activity required to maintain health and wellness.

CCC's network had an overall reach of 17,483 direct education participants with 8,312 unduplicated SNAP-Ed eligible individuals receiving services, and 38,036 indirect exposures within the 12-month contract period. Each Local CC Agency also widened reach to additional SNAP-Ed eligible participants through policy, systems, and environmental strategies in their communities. Outcome evaluations were performed at five CC-LIAs, all of which yielded statistically significant results in positive health outcomes among SNAP-Ed participants.

Evaluation documented Local CC Agencies' dedication and quality in service delivery as well as satisfaction and positive behavior change among participants consistent with SNAP-Ed goals.

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

CCC implemented new SNAP-Ed programming in 11 additional counties through the approval of a Mid-Year Amendment approved March 1, 2015. The four CC-LIAs new to

the SNAP-Ed program were successful in implementing indirect education, direct education and policy, systems and environmental strategies. Additionally, these new CC-LIAs focused on collaboration through participation in the Integrated County Work Plans and County Level (CNAP) meetings to avoid duplication of services and increase collective impact. At the state level, CCC has continued to collaborate with state level partners including participation in newly established work groups and strategic planning initiatives to further the improvement and development of a more impactful SNAP-Ed program statewide.

**b. 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):**

Ongoing projects include indirect education, direct education and policy, systems, and environmental strategies at each CC-LIA serving the 13 counties included in the original FFY 2015 State Plan. CC-LIAs delivered services at various sites including schools, community centers, food distribution sites, elderly service centers, local parishes and other low-income settings. These services reached a diverse population and utilized evidence-based strategies, curricula, and materials.

**c. Major achievements (not already addressed):**

Catholic Charities initiated programming in 11 new counties during FFY 2015, becoming an important local partner by successfully filling gaps in programming to reach diverse and low-income populations. At the state level, CCC has been an integral partner in SNAP-Ed strategic planning as well as preparation and development in anticipation of the shift toward a multi-year State Plan. As one of five SIA partners, CCC has been involved in the development of the statewide SNAP-Ed vision, mission, goals, objectives and business implementation plans as well as templates and processes for multi-year planning including the Integrated Work Plan template, Site Change Process and Targeting Spreadsheet, Integrated Curriculum List, Statewide Evaluation efforts, and Forum planning. More information on local level success stories are outlined in the qualitative results section of the Template 1 Section A Appendix.

**d. Major setbacks, if any:**

CCC did not experience any major setbacks. Upon approval of CCC's Mid-Year Amendment on March 1, 2015, CCC and CC-LIAs began program implementation to reach into communities and deliver services to over 46,000 eligible participants. Existing relationships with communities through complementary programs (CalFresh, health insurance enrollment, emergency food distribution, etc.) provided a wider framework on which to successfully continue to improve SNAP-Ed programming. More information on local level challenges and successful solutions are outlined in the qualitative results section of the Template 1 Section A Appendix.

**e. Overall assessment:**

CCC and CC-LIAs delivered a successful SNAP-Ed program in FFY 2015, effectively serving over 46,000 SNAP-Ed eligible individuals. CCC has successfully expanded its

role at the local level through program implementation in additional counties, as well as at the state level through continued and increased participation in state level work groups and strategic planning. Effective program delivery in FFY 2015 demonstrates the motivation and ability of CCC and CC-LIAs to provide impactful SNAP-Ed services with a continued commitment to improving outcomes for participants.

## **5. California Department of Aging (CDA)**

As a new SNAP-Ed State Implementing Agency (SIA), the California Department of Aging (CDA), with the support of the US Department of Agriculture, Food and Nutrition Service (USDA, FNS), California Department of Social Services, California Department of Public Health (CDPH), Catholic Charities of California, UC CalFresh, and CDA's 20 participating Area Agencies on Aging (AAA), has worked diligently to implement its first full-year of SNAP-Ed services in 20 Planning and Service Areas (PSA) throughout California.

During Federal Fiscal Year (FFY) 2015, CDA administered SNAP-Ed activities through 20 participating AAAs. In some cases, the AAAs' subcontractors implemented 36 direct and 21 indirect nutrition education, and obesity prevention activities based on USDA, FNS approved evidence-based nutrition education and obesity prevention programs at Older Americans Act (OAA) Title III-C Congregate Nutrition Program sites or other approved venues. These interventions are designed to increase low-income older adult participants to make healthier food choices within their limited budgets and increase physical activity. In addition, programs incorporated twenty-two (22) policy, systems, and environmental change (PSE) strategies designed to support the local program goals and objectives defined in their SNAP-Ed County Integrated Work Plans (IWP). In FFY 2015, seventeen (17) direct education, four (4) indirect education, and four (4) PSE interventions are continuing from FFY 2014.

CDA SNAP-Ed programming reached 5,973 unduplicated participants and made 19,888 SNAP-Ed participant contacts. 186,873 participants received indirect education. Sixteen of the 20 AAAs' programs implemented PSE strategies.

CDA's goals focused on improving participant fruit and vegetable consumption, physical activity, and environmental supports for nutrition education. A statewide evaluation using the Food Behavior Checklist (FBC) and/or the Fruit and Vegetable Checklist (FVC) identified that SNAP-Ed participants had significant increases (P-value <0.05) in daily fruit (0.46 cups per day) and vegetable consumption (0.88 cups per day). The Rapid Assessment of Physical Activity (RAPA) measured each SNAP-Ed participant's level of physical activity. RAPA data indicates that SNAP-Ed participants realized an eight (8) percent increase in overall aerobic physical activity (30 minutes or more of moderate physical activity on every or most days of the week or 20 minutes or more of vigorous physical activity three or more days per week post SNAP-Ed intervention) and an 11 percent increase in strength and flexibility.

AAAs were successful in implementing multiple PSE interventions such as developing edible gardens, supporting community engagement projects, conducted training and technical assistance to congregate nutrition site staff based on gaps identified in needs assessments. Many successfully implemented food policy efforts to reduce sodium use, increase the number of servings of fruit and vegetables, and incorporate “Harvest of the Month” featured fruits and vegetables into congregate nutrition program meals.

SNAP-Ed SIA’s collaboratively conducted four SNAP-Ed SIA webinars and conferences to prepare local implementing agencies (LIA) for the FFY 2016 IWP. CDA provided one in-person training and four webinars and/or teleconferences throughout the year to ensure AAAs were prepared to implement SNAP-Ed services and complete FFY 2015 County IWP goals and objectives. AAAs were provided additional opportunities to participate in USDA, FNS fiscal and program training and multiple webinars conducted by other SIAs. These opportunities helped AAAs to understand SNAP-Ed program and fiscal administration requirements and identify eligible SNAP-Ed sites, encouraged AAAs’ collaboration with other SNAP-Ed funded and non-funded entities, assisted AAAs in identifying SNAP-Ed approved evidence-based programming, provided AAAs with appropriate SNAP-Ed resources, and delivered training on data collection and evaluation. CDA SNAP-Ed staff also developed a Policy Memorandum (PM 15-06P) that extended the original grant term from June 30, 2015 to September 30, 2015, affording AAAs additional time to expend FFY 2015 SNAP-Ed funds.

CDA’s major achievements in FFY 2015 included implementation of the SNAP-Ed Program and development of partnerships among federal, state and local partners, implementation and development of statewide evaluation using the FBC, FVC and RAPA validated tools, and policy and procedure development.

AAAs’ major accomplishments included: establishing partnerships with other LIAs, low-income housing and food bank staff; successfully developing edible gardens which provide ongoing physical activity but also healthy supplemental produce; developing and implementing PSE approaches to overcoming barriers to physical activity and healthy food consumption such as the “Engaging Older Adults for Policy, System and Environment Changes to Improve Nutrition” manual; developing a cookbook with healthy versions of Guamanian recipes; collaboration and networking among participants leading to the development of health promotion programs; establishing a video interviewing satellite site at a senior center to conduct intakes for public benefits; developing procedures and materials; implementing the SNAP-Ed program, and leveraging social media for successful community engagement.

The learning curve associated with the SNAP-Ed Program has continued to be steep and challenging. The addition of two staff members who provide Program and Fiscal support has assisted with SNAP-Ed’s heavy administrative workload. Workload associated with participation in numerous meetings related to the upcoming three-year IWP, SNAP-Ed 2.0, SNAP-Ed 1:1s, Strategic Planning, and numerous partnership and

stakeholder workgroup meetings, makes it difficult to focus simultaneously on program management and evaluation and needed AAA training and technical assistance.

AAs have experienced a variety of challenges including: too little funding to reach all eligible sites; difficulty recruiting older adults and obtaining site managers' buy-in; low numbers of participants who complete all four sessions of the Eat Smart, Live Strong Program; participants' low rates of completion of program forms and evaluations arising from participants' physical and mental challenges, language barriers, and low literacy levels; and the time and effort needed to complete participant data cards and evaluation forms.

Overall, CDA is pleased with its SNAP-Ed Program evaluation results and the Program's demonstrated impact on improving older adults' fruit and vegetable consumption, levels of physical activity and strength, and the PSE intervention successes previously noted. CDA looks forward to sharing the results of FFY 2016's new and ongoing SNAP-Ed interventions.

## B. SNAP-ED ADMINISTRATIVE EXPENDITURES

Type of Administrative Expense:	Percent of Total Administrative Expenditures for each Implementing Agency by Type of Expense					
	CDSS		CDPH		UC CalFresh	
	%	\$	%	\$	%	\$
Administrative Salary	48.9%	\$793,235	69.7%	\$8,740,994.98	38.9%	\$1,218,965
Administrative Training Functions	0.3%	\$4,219	0.3%	\$36,734.31	5.3%	\$98,298
Reporting Costs	0%	\$0	0.3%	\$34,672.54	27.3% (15% EARS)	\$1,218,965
Equipment/Office Supplies	1.6%	\$25,647	0.8%	\$96,681.27	6.1%	\$111,303.18
Operating Costs	4.1%	\$66,937	0.6%	\$71,008.45	2.6%	\$47,328.63
Indirect Costs	28.4%	\$460,515	7.6%	\$949,370.42	18.9%	\$347,001.37
Overhead Charges	16.8%	\$271,866.24	20.9%	\$2,620,146.09	0.9%	\$16,934.21
<b>Total</b>		<b>\$1,622,419.24</b>		<b>\$12,549,608.06</b>		<b>\$1,839,831.21</b>

\* Percentages may not equal 100% due to rounding.

Type of Administrative Expense:	Percent of Total Administrative Expenditures for each Implementing Agency by Type of Expense			
	CCC		CDA	
	%	\$	%	\$
Administrative Salary	62%	\$178,739	84%	\$165,995.35
Administrative Training Functions	0%	\$0	0%	\$0
Reporting Costs	0%	\$0	0%	\$0
Equipment/Office Supplies	0%	\$0	0%	\$0

Operating Costs	3%	\$9,873	7%	\$13,165.43
Indirect Costs	6%	\$18,453	9%	\$18,603.52
Overhead Charges	29%	\$82,973	0%	\$0
<b>Total</b>		<b>\$290,038.00</b>		<b>\$197,764.30</b>

### C. SNAP-ED EVALUATION REPORTS COMPLETED FOR THIS REPORTING YEAR

Project Name	Key Project Objective(s)	Target Audience	Check all Evaluation Types for Which Reports Are Included			
			FE	PE	OE	IE
<b>California Department of Social Services</b>						
<b>Alameda County:</b> Cooking Matters Classes	Improve participants' knowledge of nutrition, healthy cooking, and effective shopping on a SNAP budget	SNAP recipients and SNAP-eligible individuals residing in public housing, attending public health centers or community centers, or using a food pantry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Alameda County:</b> Project E.A.T. (Educate. Act. Thrive.)	Train youth peer-to-peer educators in nutrition and gardening, improve their healthy eating and physical activity behaviors, and support them in conducting workshops, presentations, and grow fests	Youth in high schools where 50% or more of students receive free school lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Alameda County:</b> Making Healthy	Increase nutritionally optimal practices at local Food Bank partner agencies and work	Local Food Bank member agencies and, indirectly,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Changes	toward creation of written nutrition policies	SNAP recipients and SNAP-eligible and low-income individuals using Food Bank services				
<b>Colusa County:</b> Youth Peer Health Leader Trainings	a) Engage youth to further SNAP-Ed strategies in low-income schools and other eligible sites throughout the county  b) Understand the effects and perceived usefulness of peer health leaders providing nutrition education in a classroom setting.	Youth Peer Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Nevada County:</b> Nutrition Education Classes	-Decrease in consumption of sugar-sweetened beverages -Increase in consumption of healthy foods -Increase in consumption of water -Increase in physical activity	SNAP-Ed eligible individuals who participate in our classes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Nevada County:</b> Community Survey	-Identify barriers to healthy living and healthy choices - Compare the needs and perspectives of our target population to the larger community as a whole	SNAP-Ed eligible individuals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Riverside County:</b> Get Fresh Project	Knowledge/behavior change related to healthy eating on a budget	CalFresh-participants or CalFresh eligible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>San Francisco County:</b> Food Smarts Workshop Mini Series	To determine whether changes were made as a result of workshop attendance	SNAP-Ed Adults and Seniors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Santa Clara County:</b> Get Fresh	Partner Agencies will increase their ability to provide produce and associated nutrition education to their clients after attending a train-the-trainer	Partner agencies participants	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	class series.					
<b>Santa Clara County:</b> Get Fresh	Food bank clients will indicate a change in food behaviors, including choosing and preparing more produce, as a result of the in-line nutrition education at food distribution sites.	Food Bank pantry agency clients	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Santa Clara County:</b> Get Fresh	Vocational Services clients will indicate intent to choose healthier foods and increased knowledge about how to make healthy choices.	SSA clients	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Shasta County:</b> Get Fresh Breastfeeding Success Project	SNAP-Ed Breastfeeding IBCLC and CLE support staff provide one-on-one breastfeeding education and support for an average of 88 participants (unduplicated) each month and an average of 29 participants (duplicated) each month at Regional Offices throughout Shasta County, verified through ATF Tracking Forms completed at each intervention.	Ages 0-4, 18-59	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Shasta County:</b> Get Fresh Healthy Shopping Project	A DN/RD provides grocery store tours t for five participants twice monthly, verified through the participant completion of ATF tracking forms.	Ages 18-59, 60+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Shasta County:</b> Get Fresh Eat Healthy and Be Active Project	A RD/DN provides the Eat Healthy, Be Active nutrition education and physical activity promotion class for an average of fifteen participants monthly, verified by participant completion of ATF tracking forms.	Ages 18-59, 60+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Shasta County:</b> Get Fresh Thru Technology	The Get Fresh thru Technology Project provides multiple exposures to nutrition education and physical activity messaging to the SNAP-Ed	Ages 5-17,18-59, 60+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project	target population.					
<b>Shasta County:</b> Get Fresh in the Garden Project	The Get Fresh in the Garden Project provides one-to-one exposure to the benefits of gardening combined with fruit and vegetable consumption to the SNAP-Ed target population.	Ages 0-4, 5-17, 18-59, 60+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Shasta County:</b> Community Events	Community events provide increased visibility to SNAP-Ed nutrition education, food security and physical activity promotion messages.	Ages 0-4, 5-17, 18-59, 60+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tehama County:</b> Get Fresh	Provide two nutrition training activities and two co-facilitated workshops over four months to participants who are community nutrition educators for the purpose of conducting various nutrition education interventions to SNAP eligible individuals.	Agency staff serving SNAP-Ed eligible population (TCCAA and TCDSS employees)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tehama County:</b> Get Fresh – Six Week Nutrition Education Classes	1) Increase the number of healthy meals that eligible CalFresh recipients know how to prepare using a variety of nutritious foods, including ingredient substitutions  2) Increase physical activity  3) To increase awareness of gardening, growing a home or community garden and its health benefits  4) To increase understanding of healthy and safe exercises for elderly people in the community	CalFresh determined eligible and CalFresh potential eligible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Tehama County:</b> Get Fresh - One Session, Topic Specific Nutrition Education	1) Increase the number of healthy meals that eligible CalFresh recipients know how to prepare using a variety of nutritious foods, including ingredient substitutions	CalFresh determined eligible and CalFresh potential eligible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classes	<p>2) Increase physical activity</p> <p>3) To increase awareness of gardening, growing a home or community garden and its health benefits</p> <p>4) To increase understanding of healthy and safe exercises for elderly people in the community</p>					
<b>Yuba County:</b> Harvest of the Month	Increase access and knowledge of fruits and vegetables	4 <sup>th</sup> -6 <sup>th</sup> Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>California Department of Public Health</b>						
			<b>FE</b>	<b>PE</b>	<b>OE</b>	<b>IE</b>
Evaluation of policy, system, and environmental change efforts by NEOPB-funded local health departments	<p>Describe distribution of PSE activities among LHDs across CA</p> <p>Describe sites engaged and number of people reached through PSE efforts.</p> <p>Describe site assessment, adoption of PSE change, implementation of complementary strategies, and completion of effectiveness assessments.</p>	SNAP-Ed eligible population served by LHDs across CA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher Fruit and Vegetable and Reduced Fat Intake Among Low-Income Mothers Living in California Neighborhoods with Supplemental Nutrition Assistance Program-	By September 30, 2015, examine associations between levels of intervention reach and fruit and vegetable consumption, consumption of fast food and sugar-sweetened beverages, and physical activity.	Mothers from SNAP households	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Education (SNAP-Ed) Nutrition Education Interventions, 2014						
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>UC CalFresh: Evaluations by Key Topic and Demographic Focus</b>						
<b>Evaluation Tool</b>	<b>Key Goals of Evaluation</b>	<b>Target Audience</b>	<b>FE</b>	<b>PE</b>	<b>OE</b>	<b>IE</b>
Reporting Tools Workbook	Measure program goals to ensure reach, target audience, & intended approaches	Participating County Programs delivering on behalf of UC CalFresh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Adult – Dietary Guidelines</b>						
Intent to Change (ITC)	Measure readiness to change behavior	Adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult Taste Testing Tool	Assesses baseline exposure to healthy foods and willingness to either try again or ask for in future.	Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Food Behavior Checklist	Pre-/post- assessment of food and beverage behavior change and food security	Adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Adult – Food Insecurity</b>						
Making Every Dollar Count (MEDC)	Retrospective assessment of participant knowledge and behavior change	Adults and young adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Plan, Shop, \$ave, Cook (PSSC)	Pre-/post- assessment of behavior change around resource management and changes in food security both	Adults and young adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Policy, System, and Environment</b>						
Smarter Lunchrooms	Evaluate the lunchroom to identify areas for improvement	Food service staff and school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Movement (SLM) Self-Assessment Scorecard and Online Reporting	and to track change. An online survey collected county's scorecard data.	administrators				
Edible Garden Online Survey	Report county's garden activity for the WR's environmental level priority indicators.	Participating County Programs delivering on behalf of UC CalFresh	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Youth-Based Evaluations</b>						
Teacher Observation Tool (TOT)	Assessment of teacher's perceived behavior change of students	K-12 Grades Youth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher Tasting Tool (TTT)	Assessment of baseline exposure to various foods and willingness to either try again or ask for these foods in future.	K-12 Grades Youth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EatFit	Pre/post and retrospective surveys to measure knowledge and behavior change	5-6 Grades Youth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shaping Healthy Choices Pilot Evaluation Tools	Pre/post assessment of student knowledge, behavior, and height/weight changes; program fidelity measured by classroom observations	4-6 Grades Youth	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Catholic Charities of California</b>						
<b>Project Name</b>	<b>Key Project Objective(s)</b>	<b>Target Audience</b>	<b>FE</b>	<b>PE</b>	<b>OE</b>	<b>IE</b>
Catholic Charities Diocese of Monterey	<p><b>Objective:</b> By September 30, 2015, Catholic Charities Diocese of Monterey will provide direct education to a minimum of 200 SNAP-Ed eligible individuals in various community settings to encourage the consumption of healthy foods, particularly fruits and vegetables.</p> <p><b>Activity:</b> Conduct a series of three to five sessions of nutrition workshops at 45 minutes each utilizing evidence-based materials to low-income youth at Pajaro</p>	Middle and High School youth and Latino young adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Valley Unified School District. This intervention will directly reach 200 unduplicated youth in grades five through 12. Each unduplicated participant will receive one 45 minute exposure. This intervention will take place at schools and after-school programs.					
Catholic Charities Diocese of Monterey	<p><b>Objective:</b> By September 30, 2015, Catholic Charities Diocese of Monterey will provide direct education to a minimum of 125 SNAP-Ed eligible individuals and indirect nutrition education to a minimum of 50 SNAP-Ed eligible individuals in various community settings on the importance of daily physical activity, in conjunction with nutrition education.</p> <p><b>Activity:</b> Deliver nutrition and physical activity workshops utilizing evidence-based materials, on three to five occasions at one hour each, mostly in Spanish, to mostly Latino parents in Pajaro Valley Unified District. This direct intervention will reach approximately 125 unduplicated parents. Each unduplicated participant will receive one 1 hour exposure. This intervention will take place in schools.</p>	Mostly Latino parents in the Pajaro Valley Unified School District	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Catholic Charities Diocese of San Bernardino o/ Riverside Counties	<p><b>Objective:</b> By September 30, 2015, Catholic Charities of San Bernardino &amp; Riverside will provide direct nutrition education to a minimum of 1,465, and indirect education to a minimum of 5,000 SNAP-Ed eligible individuals in various community settings to increase consumption of water and decrease consumption of sugar-sweetened beverages.</p> <p><b>Activity:</b> Provide approximately 147 one-hour direct nutrition education seminars to an average of 10 participants each, utilizing evidence-based materials in Spanish and English, that will reach no less than 1,465 unduplicated low-income Latino, African-American, and White adults to</p>	Adults of diverse ethnicities & race, but mostly Latino men & women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	encourage consumption of water and healthy beverages, discourage consumption of sugar-sweetened beverages, and promote the consumption of fruits and vegetables. Each unduplicated participant will receive one one-hour exposure. This intervention will take place at emergency food assistance sites.					
Catholic Charities Diocese of San Diego	<p><b>Objective:</b> By September 30, 2015, Catholic Charities Diocese of San Diego will provide direct education to a minimum of 600 SNAP-Ed eligible individuals in various community settings on the importance of daily physical activity, in conjunction with nutrition education.</p> <p><b>Activity:</b> Catholic Charities Diocese of San Diego will conduct one-on-one education during the intake process (one 15-minute exposure per person), and conduct monthly health education classes at 30 minutes each, directly impacting no less than 600 SNAP-Ed eligible individuals. This intervention will focus on nutrition education topics, healthy beverage consumption and physical activity.</p>	Adults of diverse ethnicities & race, but mostly Latino men & women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Catholic Charities CYO Archdiocese of San Francisco	<p><b>Objective:</b> By September 30, 2015, Catholic Charities CYO will provide direct education to a minimum of 900 SNAP-eligible individuals in various community settings to encourage the consumption of healthy foods, particularly fruits and vegetables.</p> <p><b>Activity:</b> Through nutrition classes utilizing evidence-based materials, with no less than 45 exposures of one-hour each, in schools, and with parents, Catholic Charities CYO will provide a holistic approach to teaching about healthful eating. Classroom nutrition education lessons lay a secure groundwork for exploration and help students to discover food as an opportunity to connect with themselves and share with their community. Through</p>	K-12 youth	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	<p>this intervention Catholic Charities CYO expects to directly reach a diverse audience of 900 unduplicated African American, Latino, Native American, and Pacific Islander kindergarten through eighth grade (K-8) children. This intervention will take place at K-8 schools; and with parents.</p>					
Catholic Charities Diocese of Stockton	<p><b>Objective:</b> By September 30, 2015, Catholic Charities Diocese of Stockton will provide direct education to a minimum of 645 SNAP-Ed eligible individuals to encourage the consumption of healthy foods, particularly fruits and vegetables, as well as whole grains.</p> <p><b>Activity:</b> Catholic Charities Diocese of Stockton will provide nutrition education in Spanish and English as well as physical activity opportunities, comprising four exposures of 90 minutes each, to African American, Latino, and White men and women at community centers, churches, food distribution sites and other sites in low-income areas utilizing evidence-based curriculum and approved supporting materials. Each center will have at least one session directly impacting about 645 unduplicated adults.</p>	African American, Latino, and White men and women	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>California Department of Aging</b>						
Eat Smart, Live Strong	<ol style="list-style-type: none"> <li>Increase fruit and vegetable consumption by 10 percent above baseline as measured by the FVC and FBC.</li> <li>Increase engagement in at least 30 minutes of physical activity above baseline as measured by the RAPA.</li> </ol>	Older Adults 60+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## D. SNAP-ED PLANNED IMPROVEMENTS

### 1. California Department of Social Services (CDSS)

#### **Integrated SNAP-Ed State Plan**

For FFY 2016, California will repeat and improve upon the creation of the FFY 2015 Integrated SNAP-Ed State Plan. With FNS-USDA's approval, CDSS developed a SharePoint site to be administered by CDSS. This SharePoint site will be the hub for most of the required SNAP-Ed documentation, including the new Integrated SNAP-Ed State Plan, plan proposals, budget requests, and site change requests. SIAs and LIAs will also utilize the site for submittal of the EARS and Annual Reports as well as quarterly expenditure and progress reports. In past years, documentations were received through emails and housed within CDSS' dedicated file folders. The new SharePoint site will have the capacity to store these documents and have the functionality for search and find, keep historical records of the documents, perform data analysis, and compile simple reports from queries.

#### **Strategic Planning**

Under CDSS' leadership, the Strategic Planning Workgroup was developed during FFY 2015. This is a collaboration between all SIAs for the purpose of developing a multi-year (3-5yr) SNAP-Ed Strategic Plan for internal business processes. The multi-year Strategic Plan will focus on tasks such as improving the cohesion of California SNAP-Ed across agencies; developing an integrated evaluation plan and data collection system; and maximizing resources to best serve the SNAP-Ed eligible population. All SIAs will have clear and consistent goals and objectives to help improve SNAP-Ed services in California. New workgroups will be created to assign high priority projects that the Strategic Planning Workgroup has deemed critical to the future success of the program.

SNAP-Ed resources, materials, forms, and documents will be developed and utilized across the program by all SIAs and LIAs, including, budget templates, site request forms, expenditure and progress reports, evaluation tools and report, and plan proposal requests. CDSS will also continue to improve and enhance current SNAP-Ed forms and documents for consistent messaging and business practices amongst all SIAs and LIAs.

#### **Conference Services Project**

CDSS executed a multi-year contractual agreement with California State University, Sacramento (CSUS) to assist in the planning, coordination, management, execution and post event service for 6-8 CDSS CalFresh scheduled conferences and meetings for FFY 2016. As program requirements and CDSS' oversight responsibility have increased, the need for this type of services has become apparent. CSUS' facilitation will help to improve business processes and will keep planned conferences focused and outcome-driven.

## **Get Fresh Project**

In FFY 2016, CDSS will reduce the number of CWDs selected for the Get Fresh Project from 19 to 8. By reducing the number of CWDs, CDSS will focus on providing more in-depth technical assistance and training in areas of PSE, Evaluation, and Reporting. The CWDs selected have demonstrated effective program delivery within its jurisdiction in accordance to the work plan. The CWDs selected will enhance and expand current projects as well as implement new innovative ideas and methods to reach their target population.

## **2. California Department of Public Health (CDPH)**

### **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 (1<sup>st</sup> quarter),
2. Analyze results and compile a report for SIA-level planning meetings (2<sup>nd</sup> quarter),
3. Finalize plans for inclusion in the State Project Summary submission (3<sup>rd</sup> 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 primary 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
<b>Fiscal and Administrative</b>	“No Findings” LHD Management Evaluation	Los Angeles County
<b>Fiscal and Administrative</b>	100% Fiscal Expenditure Rate	San Diego County
<b>Programmatic</b>	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
<b>Media and Communications</b>	Most added value FYY 15	Kern County and Monterey County
<b>Media and Communications</b>	LHD that did the most Signature Events FFY 15	Marin County and Solano (Napa) County
<b>Research and Evaluation</b>	Most outstanding evaluation FFY 15	Small County – Imperial Large County - Orange
<b>Research and Evaluation</b>	Most improved evaluation from FFY14 to FFY15	Sacramento County

<b>Programmatic</b>	Integrated Work Plan Coordinator Recognition	Integrated Work Plan Coordinators in each County that NEOPB Local Health Department (received a standing recognition)
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## **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 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> 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](http://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.

### 3. UC CalFresh

With the accomplishments and program highlights stated in the FFY 15 report, UC CalFresh has begun to demonstrate an integrated approach towards establishing systems, environmental changes and some policies to support the evidenced based nutrition education and obesity prevention programs in the 31 UC CalFresh County programs. The planned improvements for FFY 16 will build upon this foundation and continue explore ways for further integration of PSE approaches. This accomplished through extender trainings, linking the classroom education to the environmental changes and establishing policies through implantation of Smarter Lunchroom Movement of California strategies. The multi sector reach designed in the Shaping Healthy Choices program will be expanded to include at least two additional county cluster programs and by focusing on the peer reviews of program delivery that evaluates curriculum fidelity.

Additional training for competency and for comprehensive school and community planning will be provided for the physical activity programming supported by murals and stencils to enhance the nutrition education and physical activities being delivered. Training will continue to focus on program integrity, core curriculum overviews and curriculum fidelity. UC will also work to strengthen its internal partnerships with sustainable gardens and youth engagement. The evaluation tools and feedback to counties will continue to be refined as well as the tools and processes to report of the priority indicators of the USDA Evaluation Framework.

UC CalFresh will work with the other state implementing agencies to coordinate evaluation of PSE's and look for ways to also measure the quality and depth of these indices. As an example, it is important to go beyond just the number of PSE's established, by measuring how they are used, what is taught and determining outcomes found from their establishment. This type of evaluation will be created for the evaluative work with SLM, gardens and for some of the youth engagement work.

Additionally the following items will continue to be a focus for ways to improve and refine UC CalFresh programmatic approaches:

- UC CalFresh will continue to focus delivery of programs that have a more integrated approach to nutrition education, including SLM and utilization of UCCE county assets (such as Master Gardener, sustainable agriculture, 4H) and coordination with the local partners through CNAP and the integrated county work plans
- The UC CalFresh state office will continue to provide county programs with strategies on how to integrate Policy, Systems and Environmental (PSE) changes into ongoing programs.
  - For schools, SLM, PA, SHCP, stencils and murals, youth engagement and support with school wellness policies will all be supported to enhance the current nutrition education provided.
  - The Smarter Lunchrooms Movement (SLM) has been introduced into 28 of the 30 UC CalFresh County Programs
  - All 30 counties with a youth program have been trained in the CATCH PA programming.
    - Partners will be introduced to help coordinate and enhance the PA efforts. Including, Safe Routes to Schools, Fuel Up to Play 60, Let's Move Active Schools
    - Adult programs will explore waling clubs and identification of community partnerships
  - Working with youth, by engaging them in youth participatory research to bring their focus, perspectives and leadership into the county programs. This will be accomplished through
    - Youth leadership and advisory councils
    - Peer led education program
    - Healthy Living Youth Ambassadors
    - Chef Club
- Continued focus on resource management and food security. By linking with retail, social media messaging, online modules and messaging (e.g. eatfresh.org), collaboration activities through CNAP's and other multi agency initiatives resource management curricula lessons can be reinforced.
  - For the adult education, explore ways to introduce resources and online modules from eatfresh.org
- Working to coordinate programs with partners and other related programs, the five principals of Collective Impact will continue to be the focus of partnership planning and work. This can assist with evaluation, program messaging, strategic planning and joint programming. The 5 principals are:
  - Common Agenda;
  - Shared Measurement Systems;
  - Mutually Reinforcing Activities;
  - Continuous Communications
  - Backbone Support Organizations
- Expand the state offices connection with the community programs by having state office staff increase programmatic visits to better learn program delivery successes and challenges so that these can be communicated and shared across other county programs addressed in local regional or statewide training and highlighted in the Monthly Town Hall webinars, UC CalFresh Weekly Update and other communication forums. Formal site visits, will take place with approximately 4 county programs.

- The State office will provide training and resources that will inform county programs and other staff on the changes to the USDA Guidance and the focus on evidenced/research based curricula and curricula review criteria.

#### **4. Catholic Charities of California (CCC)**

FFY 2015 evaluation results for each agency will be distributed and reviewed to address areas for improvement. Behavior change outcomes per objective will be reviewed to identify where greater focus on topics and messaging could improve program results and increase impact.

#### **5. California Department of Aging (CDA)**

CDA plans to make several adjustments and seek further technical assistance from CDSS and USDA, FNS in FFY 2016 as a result of feedback from AAAs.

##### Evaluation workgroup:

CDA will convene an evaluation workgroup to streamline survey use and distribution. The workgroup is slated to begin in February-March 2016. CDA has already discussed guidance regarding streamlining evaluation tools and the potential to identify other physical activity evaluation tools since many AAAs have expressed major concerns with implementing the RAPA tool with the low-income older adult audience.

##### Training:

CDA has successfully trained AAAs on the required areas of planning, data collection and evaluation. In addition, CDA is working with the CDPH, Nutrition Education and Obesity Prevention Branch, Training and Development Section to work on training support for AAAs on various topics such as PSE.

##### Contracts:

CDA has experienced delays in SNAP-Ed contract disbursement to AAAs as a result of delayed execution of the SNAP-Ed interagency agreement with CDSS. CDA is working with CDSS to ensure timely execution of the interagency agreement.

## **E. EARS FEEDBACK**

### **1. UC CalFresh**

#### Section 1b and b Participants and Contacts:

For FFY 15 the participant numbers have decreased slightly over the last three years. This decrease is in part due to UC CalFresh Programs providing a more comprehensive delivery of programs to a smaller audience. For instance at schools, traditionally the focus

was on direct education. Programs are now providing a more comprehensive delivery and spending additional time and staff resources to coordinate gardens, SLM strategies, stencils, wellness polices and Shaping Healthy Choices comprehensive school-based programming.

#### Section 4 Delivery Sites by Type of Setting:

The number of delivery sites has also decreased over the last three years indicating the UC CalFresh programs are focusing on providing a more comprehensive and concentrated delivery at fewer sites rather than trying to provide only direct education programs at many sites.

#### Section 5 Direct Education Programming Format:

Adult Education one time workshops have decreased significantly over the last three years giving way to more multiple session series based education. The push for series based education and family centered education over the last few years is showing results of a more comprehensive delivery to adult participants.

- a. Comments regarding any challenges you encountered in gathering and reporting data for EARS and actions taken to resolve or address these challenges: *Identify the section and item number when making comments.*

The challenges in collecting or reporting our EARS numbers for FFY 2014 were minimal. One challenge our programs did experience is that the EARS form does not allow for reporting of direct participants who declined to state their race or ethnicity. Information that is collected from SNAP-Ed participants is provided on a voluntary basis. A certain number of participants decline to self-identify a race. Some educators are not comfortable with assigning a race to participants based on visual estimates. To best respect SNAP-Ed participants' right to decline to self-identify, it is recommended that an additional row be included in the EARS form for "Declined to state". Currently, because such a row is not included, these participants are not counted if the nutrition educator is not comfortable assigning a race based on visual estimates. This recommendation was included in the public comments submitted by the California Department of Social Services (CDSS) to the Federal Registry posting of a revised EARS form.

Another challenge that is currently being addressed by USDA's FNS is that the current EARS form does not collect information on Policy, Systems and Environmental (PSE) change activities.

- b. Rationale for implementing agencies not reporting actual unduplicated data for EARS, if this is the case.

N/A—UC CalFresh reports unduplicated data

- c. A narrative description of data that the agency currently is not able to report. This information should be reflective of any new SNAP-Ed programming using public health or environmental approaches, multi-level interventions, partnerships, etc.

UC CalFresh reports all programmatic and evaluation data. For FFY 15, UC CalFresh had limited data collection or reporting tools to measure PSE. Still, for FFY2015, UC CalFresh has reported on the SNAP-Ed Evaluation Framework's 4 priority indicators at the environmental level focusing specifically on SLM and edible school gardens (see Attachment 1). We continue to work on developing our PSE reporting and hope to coordinate with the other SIAs on a common PSE reporting system.

- d. Ideas for new questions that could be added to the EARS form to capture relevant information that the agency is unable to report at this time.
  - o Three year data comparisons to show trends on program participation and the basic process data captured in EARS.
  - o Evidence based curriculum usage by youth or adult and number of hours or sessions curriculum is taught
  - o Number of hours extenders (non-SNAP-Ed funded teachers, afterschool staff and ECE staff) spend teaching evidence based curriculum
  - o Clearer description and definitions for PSE reporting and common PSE measurement instruments

**Supplemental Nutrition Assistance  
Program—Education**

**California Department of Social  
Services (CDSS):  
Success Stories**

# Get Fresh Alameda County Success Story Project E.A.T. Peer-to-Peer Nutrition and Gardening Educators

## Outcome Evaluation

ACOE's Project E.A.T. (Educate. Act. Thrive.) Get Fresh, Stay Healthy! Program trains teens to be peer-to-peer nutrition and gardening educators who give demonstrations, make presentations, and offer workshops at locations convenient to the target population, for example, schools, youth centers for high school and transition-age youth, and public housing sites for adults. Youth chosen for the project attend schools where 50% or more of students receive free school lunch. The project combines educating the public on how to grow food with USDA-approved garden and nutrition education materials. Youth attend a series of 8 classes that specifically integrate community gardening as a means of increasing access to healthy foods, physical activity, and overall health and wellness. After training, they conduct a 'Grow Festival' to recruit community members to the site for demonstration workshops. During the festival, youth survey potential participants for workshop topics for the community gardens. They then conduct a series of workshops with youth and adult members. At the workshops, youth use experiential techniques to share their knowledge with adult participants. Targeted CalFresh and low-income populations participate in nutrition classes, cooking and food-growing demonstrations, and taste tests. Youth-led nutrition education is experiential, focusing on purchasing, producing, and preparing fresh fruits and vegetables for a healthful diet within a CalFresh budget. Youth are paid for their participation in the project.

### **Project goals:**

The program targets four (4) service areas, with two focused population segments for CalFresh households. Segments are 1) youth (14-22 years of age) and 2) general CalFresh recipients (between 23 and 59 years of age) residing in four Alameda County regions. The Get Fresh, Stay Healthy! Program brings awareness to the issue of healthy eating, which directly impacts an individual's ability to maintain a healthy life style. CalFresh participants gain access to nutrition education as well as learn how to prepare healthy foods.

### **Evaluation design:**

The approved Network for a Healthy California Youth Survey was administered retrospectively to program participants after they had completed their classes and worked from 3 to 8 months making presentations, giving demonstrations, and offering workshops. The retrospective survey asks youth to assess changes in their behavior and attitudes from before the program and after significant involvement in the program. All measures were assessed by self-report alone.

### **Outcome measures:**

Changes were assessed in youth's reports of their attitudes and behaviors from before the program and at the time of the survey in response to the following statements regarding issues of health:

- I want to make a difference in making my school/community a healthier place.

- I understand how my surroundings affect my health.
- The snacks I choose are often fruits or vegetables.
- I generally stay away from sugary drinks (soda, juice, energy and sports drinks).
- I see myself as an active member of a community that cares about the future.
- Eating healthy is important to me.
- I feel confident in knowing what is healthy and not healthy to eat.
- I feel confident in knowing what is healthy and not healthy to drink.
- Doing physical activity is important to me.
- When I choose a drink, I choose water over sugar-sweetened beverages.
- I select foods based on their nutritional value.
- I know how much physical activity I need to be healthy. (Includes walking to school, sports, exercise, etc.)
- I am physically active at least 60 minutes a day. (Includes walking to school, sports, exercise, etc.)

In addition, youth were asked about their current attitudes and behaviors in regards to the following statements:

- I have learned that I can make a difference in my community.
- I plan to continue making my community a more healthy place.
- I will be able to apply the skills learned to other issues I am passionate about.
- I am more aware of healthy eating.
- I think I eat healthier.
- I can influence others to eat healthier.
- I am more aware of the importance of physical activity.
- I do more physical activity.
- I can influence others on the importance of physical activity.
- I drink fewer sugar-sweetened drinks.
- I am more aware of clean drinking water.
- I can influence others on the importance of drinking water.

### **Findings:**

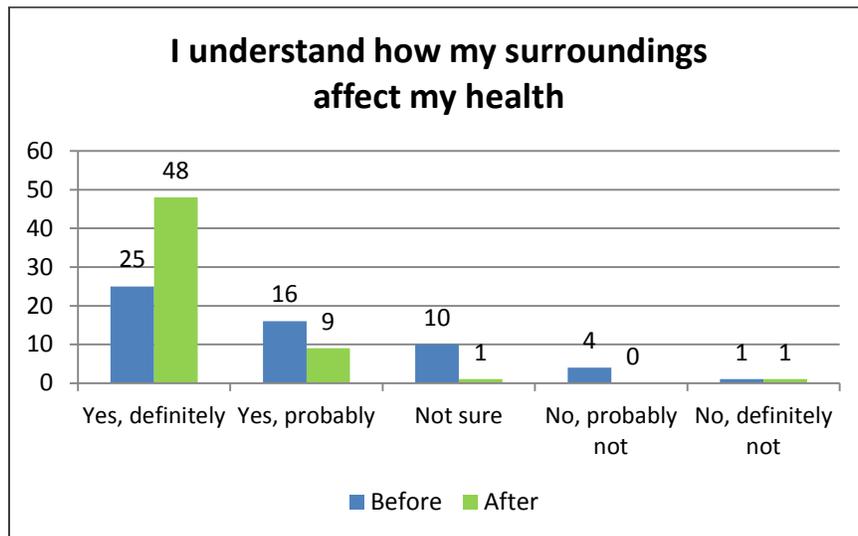
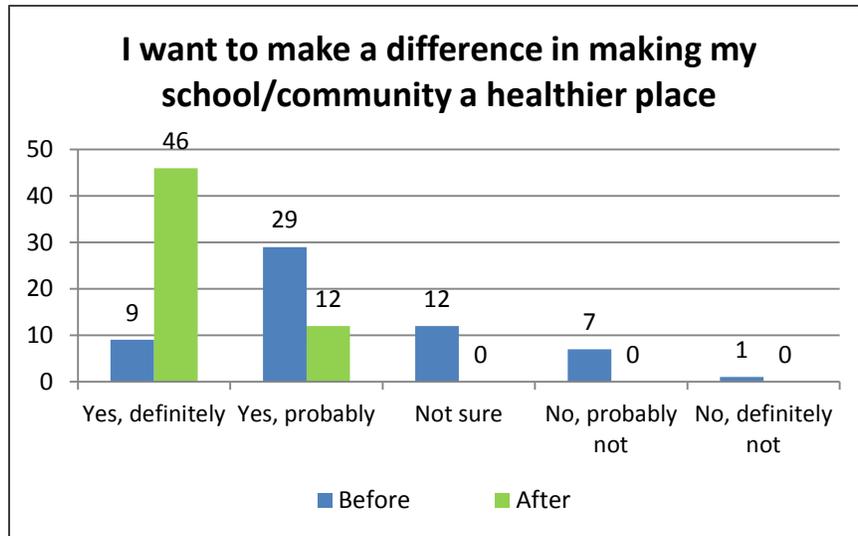
112 peer educators participated in the educational program, attending 8 classes each, with 103 peer educators continuing on to conduct workshops, make presentations, and put on a grow fest. Retrospective surveys were available for 59 students.

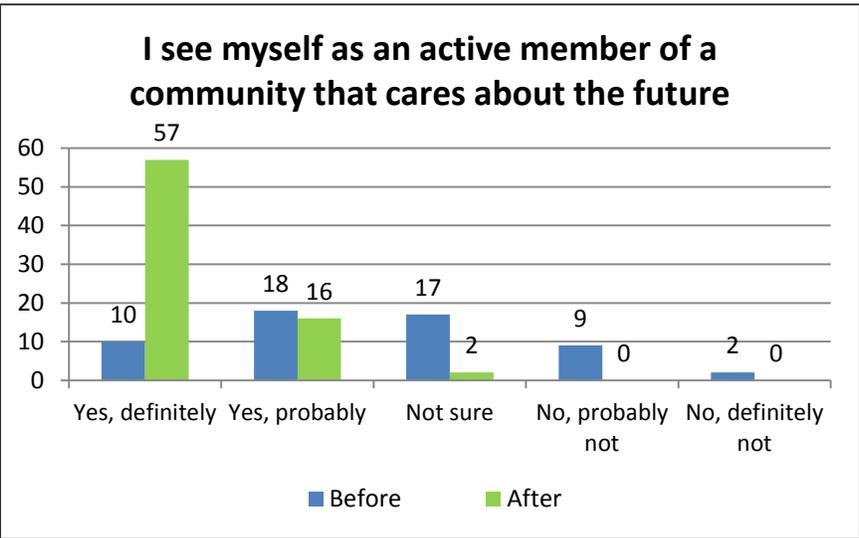
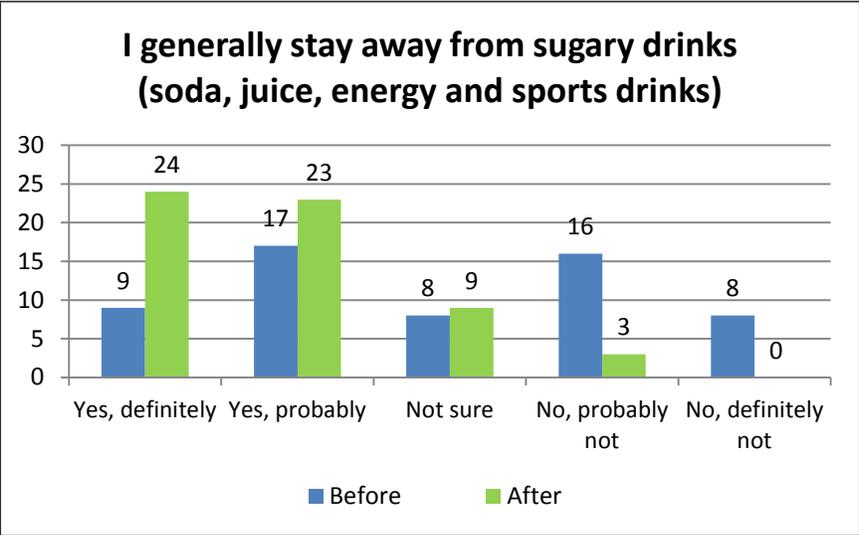
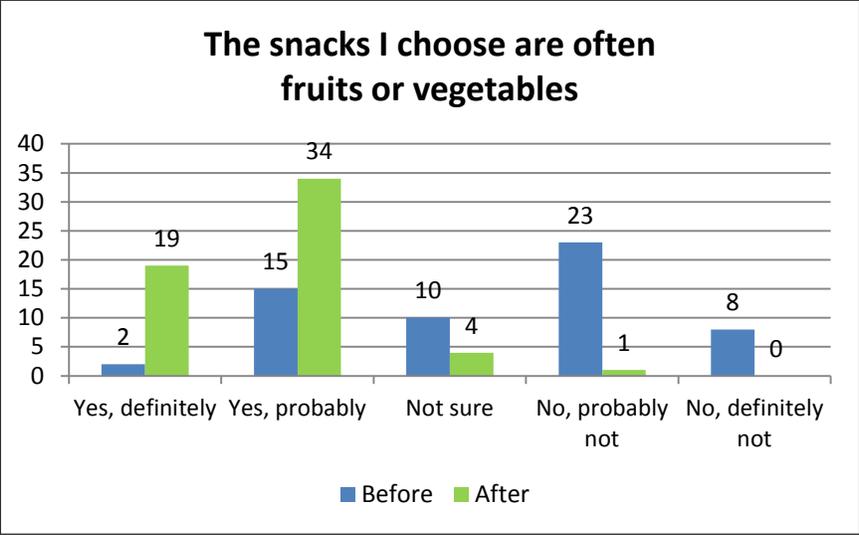
Youth reported dramatic improvements in food and physical activity attitudes and behaviors for all statements asking for previous and current reports.

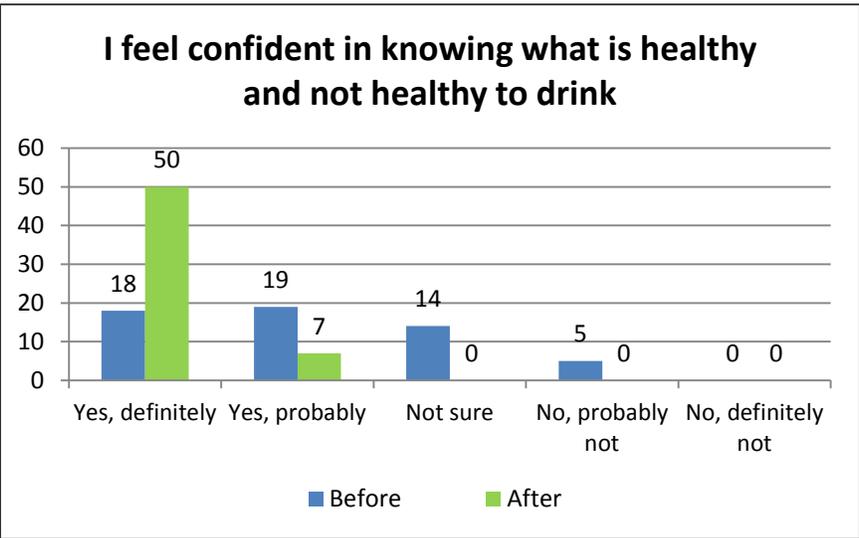
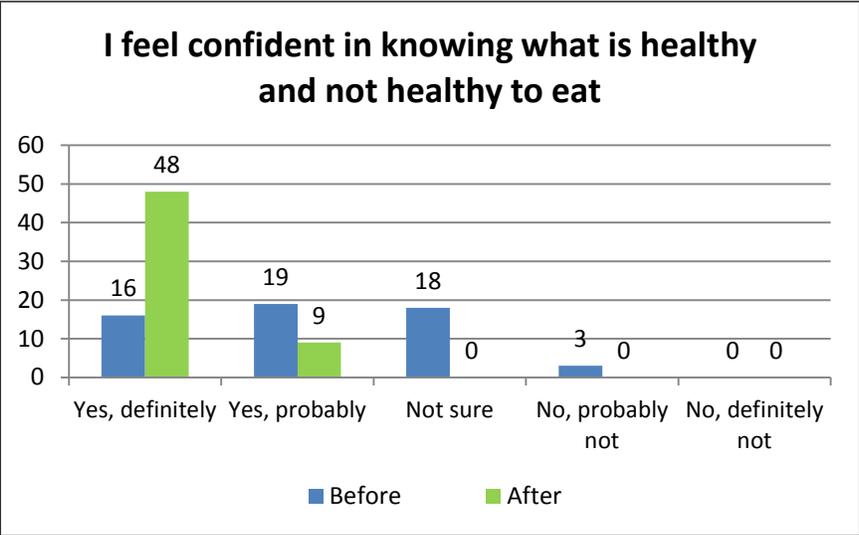
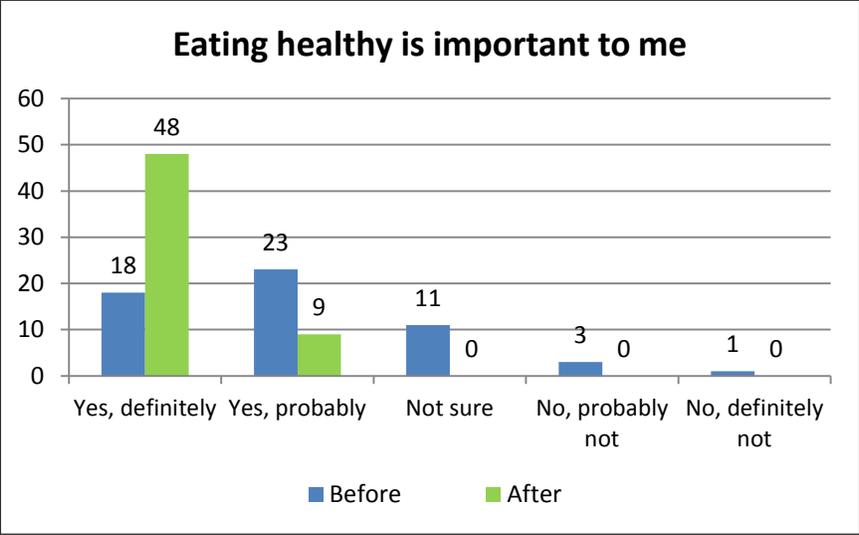
- 91% definitely or probably choose fruits or vegetables for snacks, compared to 29% initially.
- 80% definitely or probably stay away from sugary drinks, compared to 45% initially.
- 100% say eating healthy is definitely or probably important to them, compared to 73% initially.
- 100% definitely or probably feel confident that they know what is healthy and not healthy to eat, compared to 63% initially.
- 100% definitely or probably feel confident that they know what is healthy and not healthy to drink, compared to 66% initially.

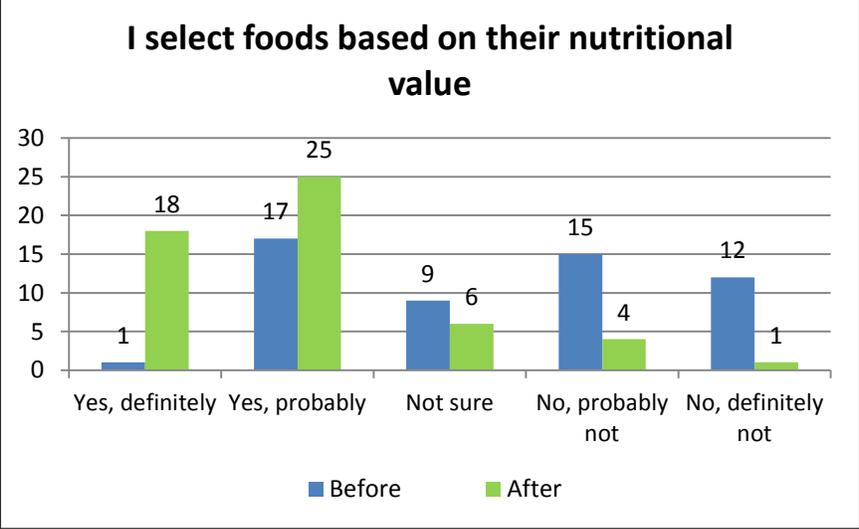
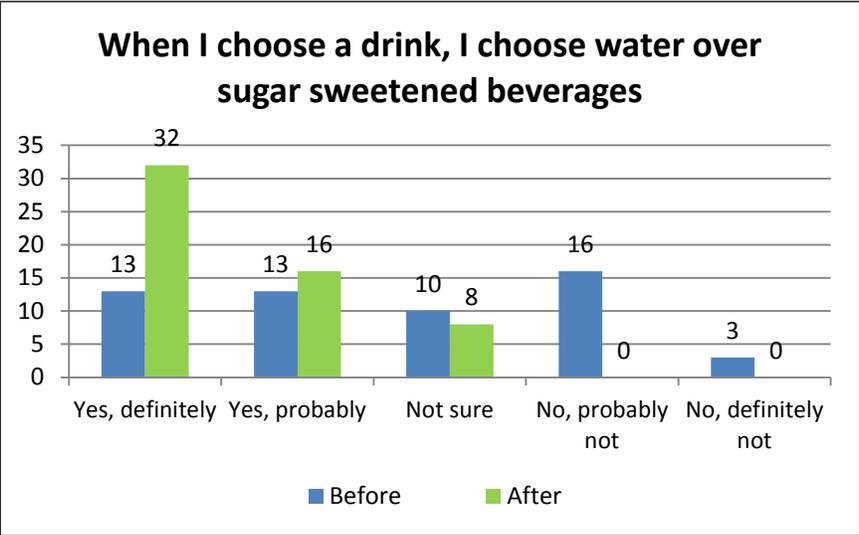
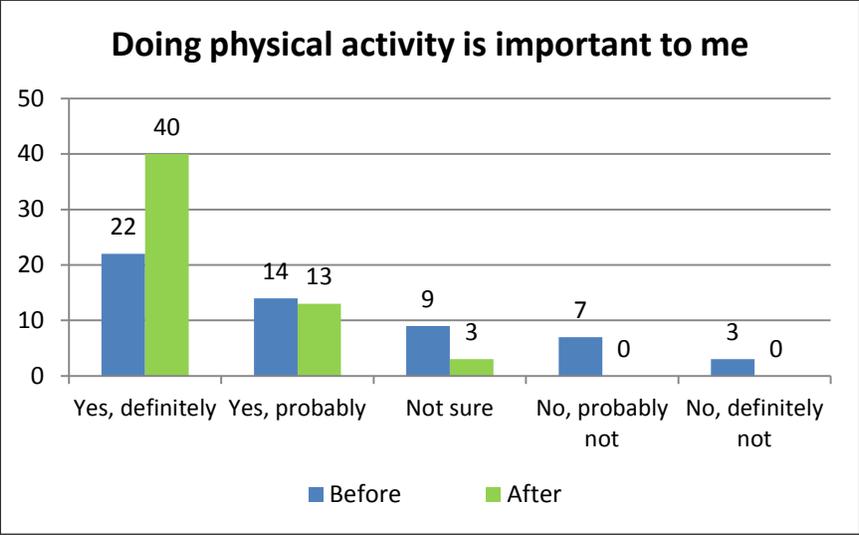
- 95% say that doing physical exercise is definitely or probably important to them, compared to 65% initially.
- 86% definitely or probably choose water over sugar sweetened beverages, compared to 47% initially.
- 80% definitely or probably select foods based on their nutritional value, compared to 33% initially.
- 91% definitely or probably are physically active at least 60 minutes a day, compared to 63% initially.

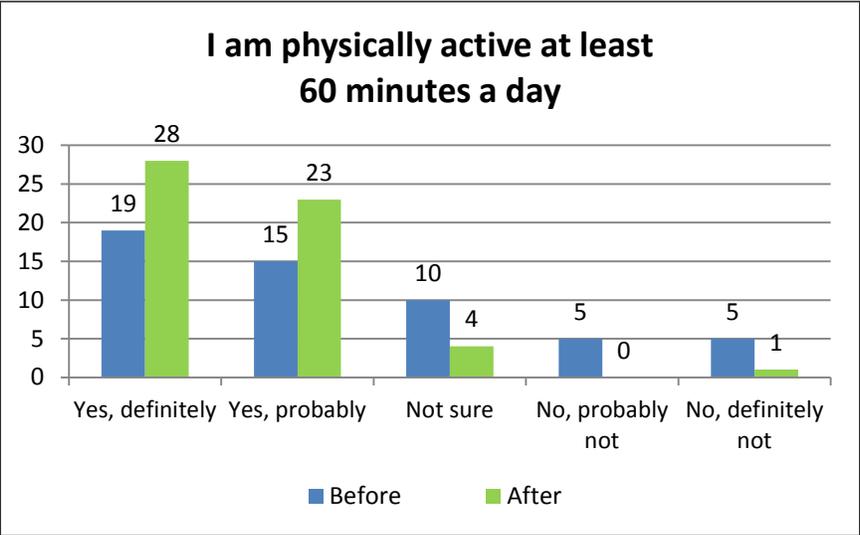
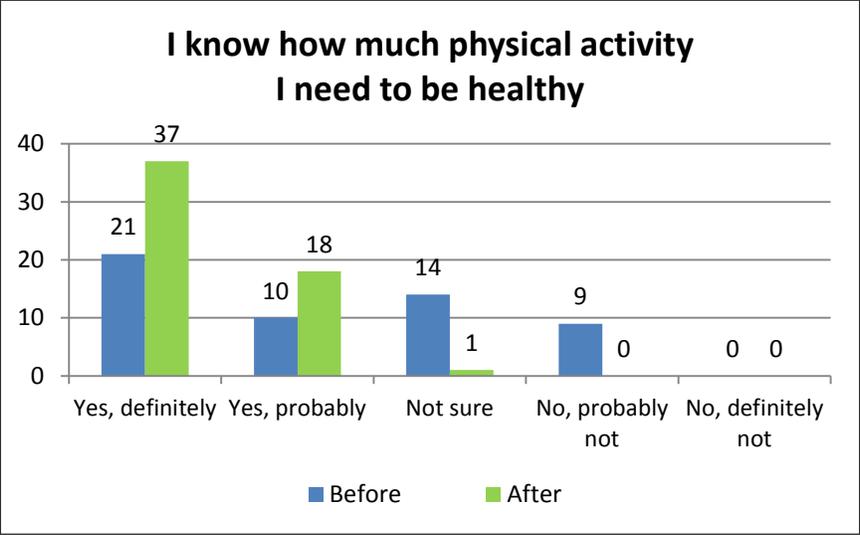
The graphs below illustrate the changes observed.



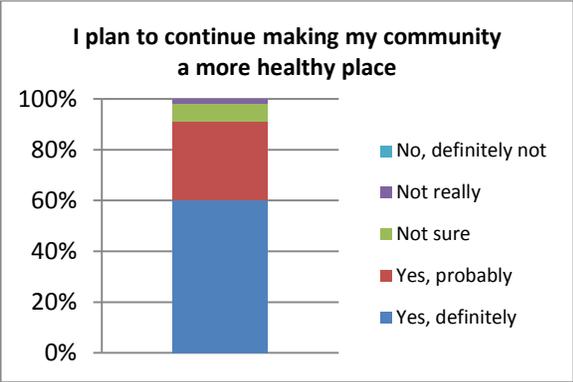
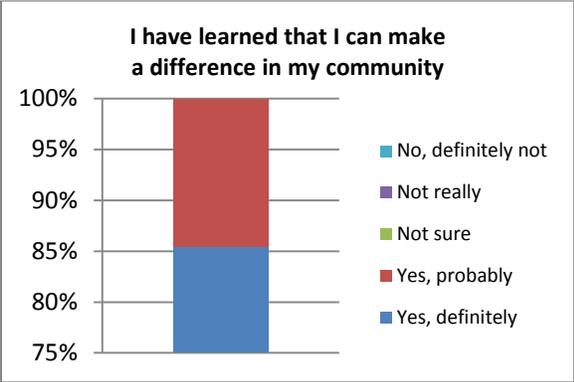


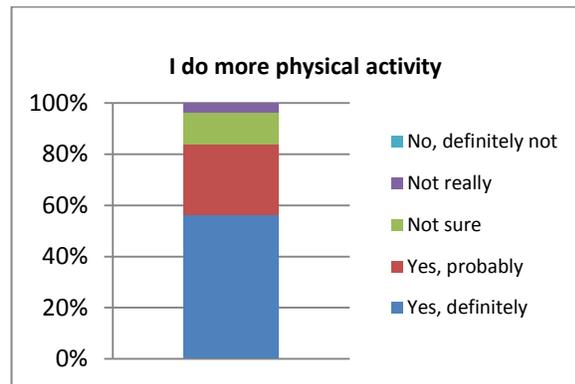
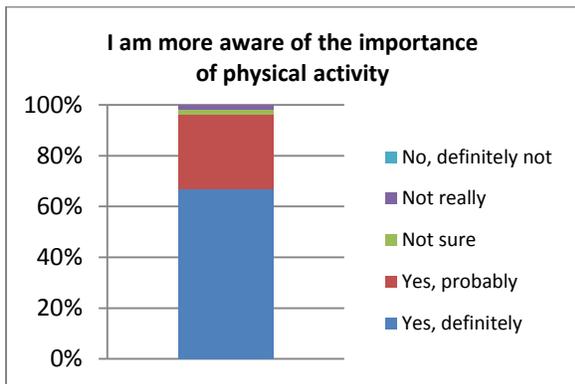
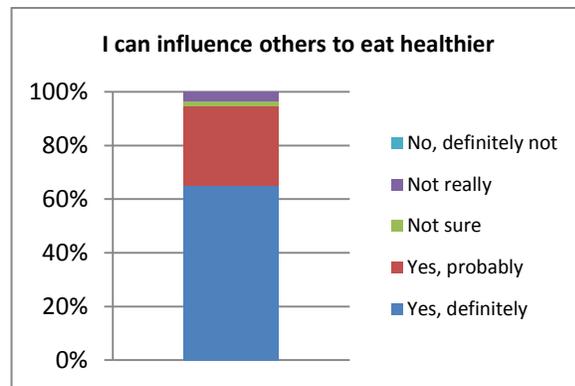
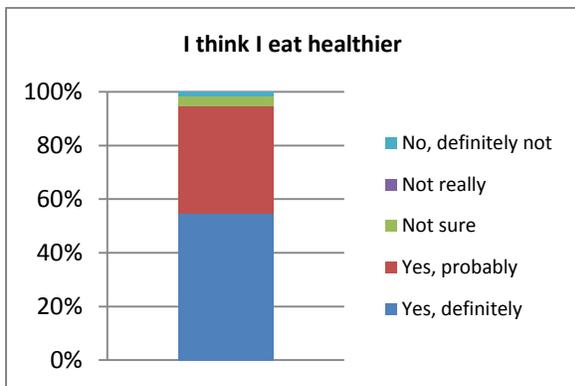
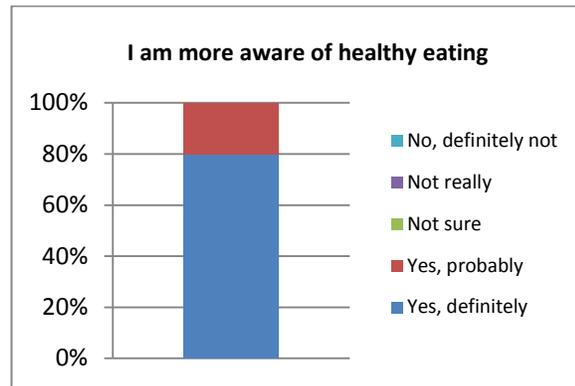
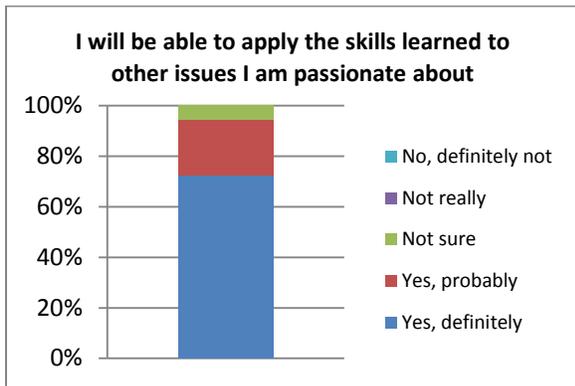


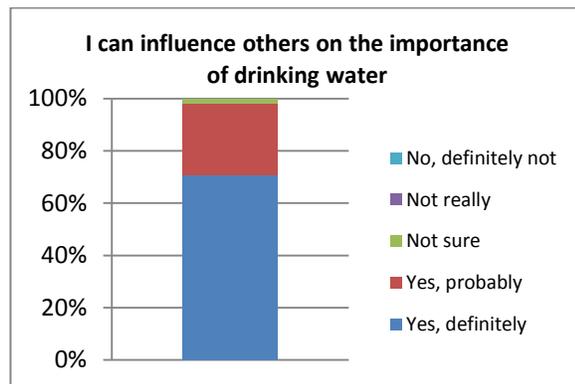
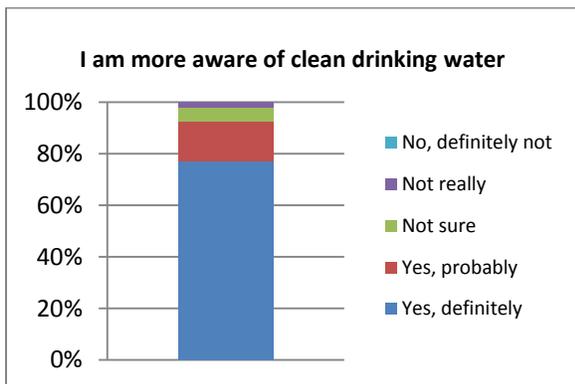
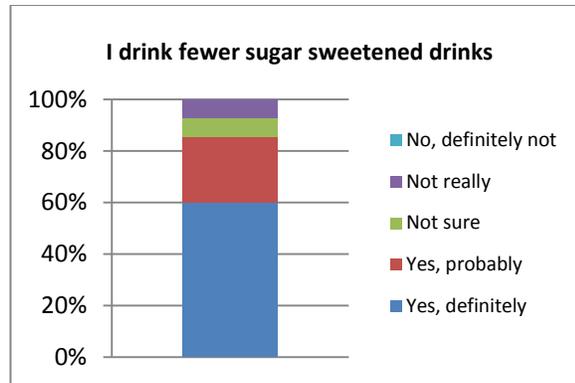
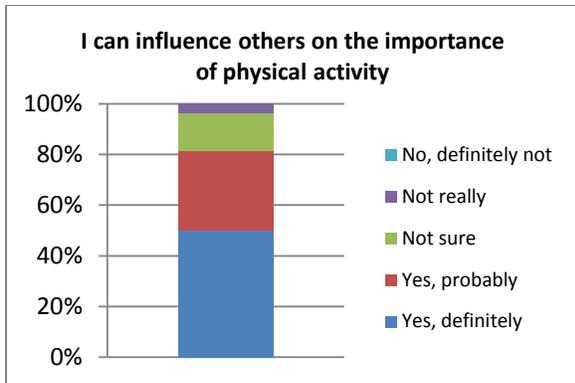




In addition, participants not only reported that their own eating and exercise practices had improved, they also expressed confidence that they could influence others to have more healthy eating habits, drink more water, and engage in physical activity. All or nearly all respondents answered “definitely” or “probably” to each of these questions.







**Summary:**

Participants in the Project E.A.T. peer-to-peer educator program reported dramatic changes in their knowledge of and attitudes toward nutrition and healthy lifestyles between the beginning of the program and the time of survey. In addition, they reported positive shifts in their own nutrition and exercise behaviors since beginning the program. Most also reported that they are able to influence the nutrition, drinking, and exercise practices of others, extending the reach of the program beyond the direct participants. Project E.A.T. appears to have been a very effective intervention for these young people.

Limitations of this study include that it relies solely on self-report and that many of the questions are retrospective rather than incorporating a true pre-post design.

**Point of contact:**

Brenda Lorentzen, MSW, PhD  
 Planning, Evaluation and Research Unit  
 Alameda County Social Services Agency  
 2000 San Pablo Avenue, QIC 20203  
 Oakland, CA 94612  
 (510) 271-9195, [lorenb@acgov.org](mailto:lorenb@acgov.org)

# Get Fresh Shasta County Success Stories

## SNAP-Ed Program Overview-Achievements and Progress

**GET FRESH BREASTFEEDING SUCCESS PROJECT:** We are proud to share we are experiencing a heightened awareness that breastfeeding is normal nutrition for infants via anecdotal report from moms visiting the Breastfeeding Walk-In Clinic and from interaction with area medical providers. In reviewing exclusive breastfeeding rates, we continue to see not only continuance of breastfeeding in our families but increasing rates of exclusive breastfeeding up to 11 months of age for infants (41.3% at 2 months of age, 37.3% at 4 months of age, 36.4% at 6 months of age and 22.9% at 11 months of age). This trend data demonstrates the commitment of mothers to provide the best nutrition for their infants. From a food security stand point, exclusive breastfeeding provides greater food dollar resources for families of breastfeeding infants as well. We provide these services at five Shasta County regional CalFresh offices with one-to-one education with certificated breastfeeding professional and paraprofessional staff. SNAP-Ed funds have been instrumental in allowing us to expand breastfeeding support to low income mothers who are not on the WIC Breastfeeding Peer Counselor Program. All of these services provide mother and infant with many long-term health and financial benefits and ultimately increase the duration of exclusive breastfeeding for infants.

**GET FRESH HEALTHY SHOPPING PROJECT:** Utilizing the evidence-based Share Our Strength's "Cooking Matters at the Store" curriculum, a Degreed Nutritionist (DN) leads participants on a grocery store tour while providing education on how to maximize their CalFresh benefits by purchasing highly-nutritious, affordable foods. Those who attended the shopping tours demonstrate increased knowledge and skills. By indicating that they will plan their meals in advance, they will avoid impulse buying and thereby increase their food security.

**GET FRESH IN THE GARDEN PROJECT:** We had a soft launch of our Get Fresh in the Garden project due to the ongoing drought conditions in California. We focused on container gardening as the most efficient and drought tolerant method to use for gardening. We strategically distributed the container garden seed kits at area certified Farmers Markets and community events. Our intervention at the area certified Farmers Markets partnered with Shasta County WIC Program Farmers Market Nutrition Program (FMNP) onsite voucher distribution. One of the most revealing comments received from a family who received the garden kit combined with the WIC FMNP vouchers was "now I can teach my children to grow the vegetables that we just tasted and got at the market today. I am able to increase the nutritious food for my family with the seeds I got today."

**GET FRESH THROUGH TECHNOLOGY PROJECT:** Our contributions to [www.eatfresh.org](http://www.eatfresh.org) have helped to strengthen the site as a resource not only throughout the state but now around the country. Shasta County Get Fresh lactation support professional staff are the subject matter experts for breastfeeding promotion, support and education on this site. We continue to indirectly impact thousands of CalFresh current recipients and potential recipients via the County's Interactive Voice Response for our multi county CalFresh Call Center. We continue to indirectly impact CalFresh current recipients via C-IV mailer inserts, interactive nutrition education bulletin board messages, looped slide video and placement of nutrition education materials at CalFresh interview booth locations. Using the adult learning theory of multiple venue messaging, we educate Eligibility and Employment Services CalFresh and CalWORKs Staff via in-person presentations and GoToMeeting presentations to support our quarterly messages to clients.

**GET FRESH EAT HEALTHY AND BE ACTIVE PROJECT:** The project incorporates nutrition and physical activity education into a two hour “Steps Toward Earnings Potential Success” (STEPS) class for Welfare to Work recipients. Classes utilize the evidence based “Eat Healthy, Be Active” curriculum and are taught by a Degreed Nutritionist (DN) and/or Registered Dietitian (RD), who provides a healthy snack for participants while promoting the concept of preplanning meals, purchasing meals on a budget and planning meals to meet the guidelines of MyPlate. The instruction also includes an exercise on label reading and portion control. The instruction wraps up with a physical activity break to encourage class participants in “moving it or losing it”.

### Project Healthy Community



- SNAP-Ed booth and garden-in-a cup handouts



- Shasta County SNAP-Ed analyst and Project Healthy Community participant featured on KRCR TV News

## SNAP-Ed Display Board

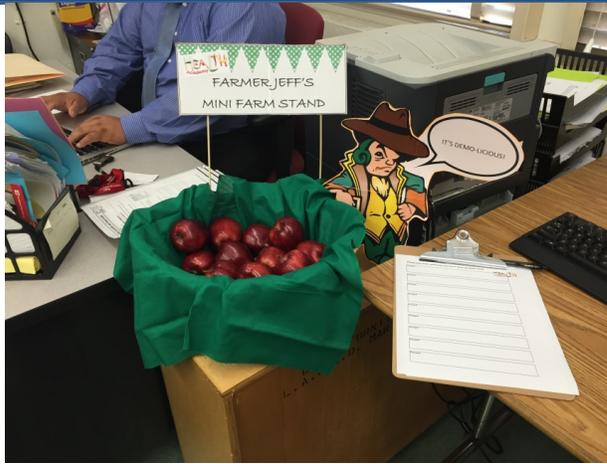


## World Breastfeeding Week Event – Physical Activity Promotion



**Supplemental Nutrition Assistance  
Program—Education**

**California Department of Public Health,  
Nutrition Education and Obesity  
Prevention Branch (CDPH, NEOPB):  
Success Stories**



## 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 program's 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.

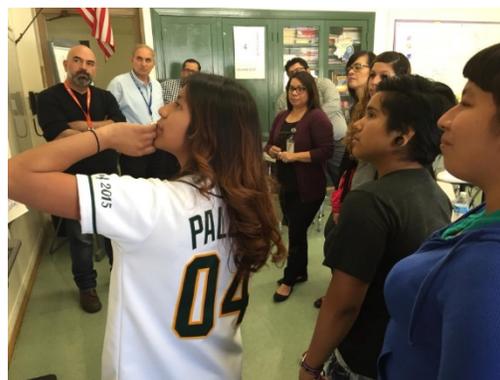
## Description of Barriers Encountered and Identified or Proposed Solutions

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.



<sup>1</sup> '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>

<sup>2</sup> 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](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](mailto:dshah@ph.lacounty.gov)



## Monterey County - 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](mailto: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](http://www.CaChampionsForChange.net).

**Supplemental Nutrition Assistance  
Program—Education**

**University of California, CalFresh Nutrition  
Education Program (UC CalFresh):  
Success Stories**

**Reporting SNAP-Ed Priority Outcome Indicators - Western Region’s SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Outcomes**

States that are using the *Western Region’s SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Outcomes* are strongly encouraged to report their state outcomes for seven priority indicators using this Template. States may also complete and submit this Template as an attachment to their FFY 2015 Annual Report due on November 30, 2015.

The Western Region SNAP-Ed Evaluation Committee identified these seven indicators in collaboration with national representatives from the Association of SNAP-Ed Nutrition Networks and other Implementing Agencies’ (ASNNA) Evaluation Sub-Committee. Reporting these outcomes is a meaningful way to demonstrate SNAP-Ed effectiveness across multiple levels of the social-ecological model and inform continuous program improvement. FFY 2016 priority indicator definitions and instructions are available on the SNAP-Ed Connection under the [SNAP-Ed Plan Guidance and Templates](#). Reporting additional outcomes beyond these seven is also encouraged

Indicator Code	Indicator Name
MT1	MyPlate Behaviors
MT2	Shopping Behaviors
MT3	Physical Activity Behaviors
ST4	Identification of Opportunities
ST6	Partnerships
MT4	Nutrition Supports Adopted
MT5	Physical Activity Supports Adopted

ST=short-term; MT=medium-term

MT1 MyPlate Behaviors																												
MT1. Use of MyPlate to make food choice	<p><b>Survey:</b> Plan Shop Save Cook--7 items (pre/post, matched pairs)  <b>Age:</b> Adults 18+ years  <b>Question:</b> How often do you use MyPlate to make food choices? (never, seldom, sometimes, most of the time, almost always)  <b>Results:</b></p> <ul style="list-style-type: none"> <li>Of the 1,434 UC CalFresh adult participants who completed the PSSC pre/post survey in 13 counties, 63% increased their use of MyPlate to make food choices from the pre to post period.</li> <li>A statistically significant increase (<math>p &lt; .001</math>) was seen from the pre to post period in the percent of participants reporting that they use MyPlate “Almost always” or “Most of the Time” when making food choices.</li> </ul>																											
	<table border="1"> <thead> <tr> <th></th> <th colspan="5">Use of MyPlate to Make Food Choices</th> </tr> <tr> <th></th> <th colspan="5">% 'Almost always' or 'Most of the time'</th> </tr> <tr> <th></th> <th>N</th> <th>Pre</th> <th>Post</th> <th>Diff</th> <th>p-value</th> </tr> </thead> <tbody> <tr> <td>UC CalFresh adult participants in 13 counties</td> <td>1434</td> <td>18%</td> <td>46%</td> <td>28%</td> <td>&lt;.001</td> </tr> </tbody> </table> <p>NOTE: Statistic=McNemar Test</p>						Use of MyPlate to Make Food Choices						% 'Almost always' or 'Most of the time'						N	Pre	Post	Diff	p-value	UC CalFresh adult participants in 13 counties	1434	18%	46%	28%
	Use of MyPlate to Make Food Choices																											
	% 'Almost always' or 'Most of the time'																											
	N	Pre	Post	Diff	p-value																							
UC CalFresh adult participants in 13 counties	1434	18%	46%	28%	<.001																							

MT1c. Ate more than one kind of fruit

**Survey:** Visually-Enhanced Food Behavior Checklist--13 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** Do you eat more than one kind of fruit each day? (no; yes, sometimes; yes, often; yes, always)

**Results:**

- Of the 483 UC CalFresh adult participants who completed the FBC pre/post survey in 7 counties, 47% increase the frequency that they reported eating more than one kind of fruit each day from the pre to post period.
- A statistically significant increase ( $p < .001$ ) was seen from the pre to post period in the percent of participants reporting that they ate more than one kind of fruit each day “yes, often” or “yes, always”.

		Ate More than One Kind of Fruit			
		% 'Yes, often' or 'Yes, always'			
	N	Pre	Post	Diff	p-value
UC CalFresh participants in 7 counties	483	27%	56%	29%	<.001

NOTE: Statistic=McNemar Test

**Survey:** Visually-Enhanced Food Behavior Checklist--13 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** Fruits: How much do you eat each day? (none, ½ cup, 1 cup, 1½ cups, 2 cups, 2½ cups, 3 cups or more)

**Results:**

- A statistically significant increase ( $p < .001$ ) was seen in the mean number of cups of fruit participants reported eating each day from the pre to post period.

		Fruit Intake (cups/d)			
		Mean (cups/day)			
	N	Pre	Post	Diff	p-value
UC CalFresh participants in 7 counties	483	1.2	1.8	0.6	<.001

NOTE: Statistic=Paired T-Test

MT1d. Ate more than one kind of vegetable

**Survey:** Visually-Enhanced Food Behavior Checklist--13 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** Do you eat more than one kind of vegetable each day? (no; yes, sometimes; yes, often; yes, always)

**Results:**

- Of the 483 UC CalFresh adult participants who completed the FBC pre/post survey in 7 counties, 44% increase the frequency that they reported eating more than one kind of vegetable each day from the pre to post period.
- A statistically significant increase ( $p < .001$ ) was seen in the percent of participants reporting that they ate more than one kind of vegetable each day “yes, often” or “yes, always” from the pre to post period.

	Ate More than One Kind of Vegetable				
	% 'Yes, often' or 'Yes, always'				
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 7 counties	483	30%	56%	26%	<.001

NOTE: Statistic=McNemar Test

**Survey:** Visually-Enhanced Food Behavior Checklist--13 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** Vegetables: How much do you eat each day? (none, ½ cup, 1 cup, 1½ cups, 2 cups, 2½ cups, 3 cups or more)

**Results:**

- A statistically significant increase ( $p < .001$ ) was seen from the pre to post period in the mean number of cups of vegetables participants reported eating each day.

	Vegetable Intake				
	Mean (cups/day)				
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 7 counties	483	1.3	1.8	0.5	<.001

NOTE: Statistic=Paired T-Test

MT1f. Drank fewer sugary beverages (e.g., regular soda or sports drinks)

**Survey:** Visually-Enhanced Food Behavior Checklist--13 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** Do you drink regular soda? (no; yes, sometimes; yes, often; yes, everyday)

**Results:**

- Of the 483 UC CalFresh adult participants who completed the FBC pre/post survey in 7 counties, 29% reduced the frequency that they reported drinking regular soda from the pre to post period.
- A statistically significant increase ( $p < .001$ ) was seen from the pre to post period in the percent of participants reporting either that they did not drink regular soda or they did so only sometimes.

	Drink Regular Soda				
	% 'No' or 'Yes, sometimes'				
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 7 counties	483	74%	88%	14%	<.001

NOTE: Statistic=McNemar Test

**Survey:** Visually-Enhanced Food Behavior Checklist--13 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** Do you drink fruit drinks, sports drinks or punch? (no; yes, sometimes; yes, often; yes, everyday)

**Results:**

- Of the 483 UC CalFresh adult participants who completed the FBC pre/post survey in 7 counties, 31% reduced the frequency that they reported drinking fruits drinks, sport drinks or punch from the pre to post period.
- A statistically significant increase ( $p < .001$ ) was seen from the pre to post period in the percent of participants reporting either that they did not drink fruits drinks, sport drinks or punch or they did so only sometimes.

	Drink Fruit Drinks, Sports Drinks or Punch				
	% 'No' or 'Yes, sometimes'				
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 7 counties	483	69%	79%	10%	<.001

NOTE: Statistic=McNemar Test

MT1f. Drank fewer sugary beverages (e.g., regular soda or sports drinks)

**Survey:** EatFit--19 items (pre/post, independent groups)

**Age:** Adolescents 7<sup>th</sup>/8<sup>th</sup> grade

**Questions:** Which type of drink do you usually get when eating out? (regular cola like Pepsi/Coke/Dr. Pepper; regular lemon-lime soda like 7-Up/Sprite/Mountain Dew; diet soda, juice, milk, or water)

**Results:**

- A statistically significant increase ( $p < .05$ ) was seen from the pre to post period in the percent of participants reporting that they usually get soda, juice, milk or water when they eat out.

		Select Fewer Sugary Drinks when Eating Out				
		% 'Diet soda, juice, milk, or water'				
		N	Pre	Post	Diff	p-value
UC CalFresh youth participants in 1 county		151	28%	41%	13%	.05

NOTE: Statistic=Pearson Chi-Square Test

**MT2 Shopping Behaviors**

MT2b. Read nutrition facts or nutrition ingredients lists

**Survey:** Plan Shop Save Cook--7 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** How often do you use the "Nutrition Facts" on the food label to make food choices? (never, seldom, sometimes, most of the time, almost always)

**Results:**

- Of the 1,678 UC CalFresh adult participants who completed the PSSC pre/post survey in 16 counties, 51% increased their use of the "Nutrition Facts" on the food label when making food choices from the pre to post period.
- A statistically significant increase ( $p < .001$ ) was seen from the pre to post period in the percent of participants reporting that they use the "Nutrition Facts" "Almost always" or "Most of the Time" when making food choices.

		Use 'Nutrition Facts' Label to Make Food Choices				
		% 'Almost always' or 'Most of the time'				
		N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 16 counties	1,678	30%	53%	22%	<.001	

NOTE: Statistic=McNemar Test

**Survey:** Visually-Enhanced Food Behavior Checklist--13 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** Do you use this label [image of Nutrition Facts panel] when food shopping? (no; yes, sometimes; yes, often; yes, always)

**Results:**

- Of the 483 UC CalFresh adult participants who completed the FBC pre/post survey in 7 counties, 51% of participants increased the frequency of using the Nutrition Facts Label when shopping from the pre to post period.
- A statistically significant increase ( $p < .001$ ) was seen from the pre to post period in the percent of participants reporting they "Yes, often" or "Yes, always" use the nutrition facts label when shopping.

		Used Nutrition Facts Label when Shopping				
		% 'Yes, often' or 'Yes, always'				
		N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 7 counties	483	27%	54%	27%	<.001	

NOTE: Statistic=McNemar Test

MT2f. Not run out of food before month's end

**Survey:** Plan Shop Save Cook--7 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** How often do you run out of food before the end of the month? (never, seldom, sometimes, most of the time, almost always)

**Results:**

- Of the 1,678 UC CalFresh adult participants who completed the PSSC pre/post survey in 16 counties, 32% reduced the frequency that they reported running out of food before the end of the month from the pre to post period.
- A statistically significant increase ( $p < .001$ ) was seen from the pre to post period in the percent of participants reporting that they "Never" or "Seldom" run out of food before the end of the month.

		Do NOT Run Out of Food as Often (more food secure)			
		% 'Never' or 'Seldom'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 16 counties	1678	44%	51%	7%	<.001

NOTE: Statistic=McNemar Test

**Survey:** Visually-Enhanced Food Behavior Checklist--13 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** Do you run out of food before the end of the month? (no; yes, sometimes; yes, often; yes, always)

**Results:**

- Of the 483 UC CalFresh adult participants who completed the FBC pre/post survey in 7 counties, 26% reduced the frequency that they reported running out of food before the end of the month from the pre to post period.
- A statistically significant increase ( $p < .001$ ) was seen from the pre to post period in the percent of participants reporting either they did not run out of food before the end of the month or they did so only sometimes.

		Run Out of Food Less Often (more food secure)			
		% 'No' or 'Yes, sometimes'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 7 counties	483	83%	90%	7%	<.001

NOTE: Statistic=McNemar Test

MT2g. Compare prices before buying foods

**Survey:** Plan Shop Save Cook--7 items (pre/post, matched pairs)

**Age:** Adults 18+ years

**Questions:** How often do you compare unit prices before buying food? (never, seldom, sometimes, most of the time, almost always)

**Results:**

- Of the 1,678 UC CalFresh adult participants who completed the PSSC pre/post survey in 16 counties, 39% increased their frequency in comparing unit prices before buying food from the pre to post period.
- A statistically significant different ( $p < .001$ ) was seen from the pre to post period in the percent of participants reporting they compare unit prices “Almost always” or “Most of the time” before buying food.

		Compare Unit Prices before Buying Food			
		% 'Almost always' or 'Most of the time'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 16 counties	1678	51%	65%	14%	<.001

NOTE: Statistic=McNemar Test

MT2h. Identify foods on sale or use coupons

**Survey:** Making Every Dollar Count (MEDC)--21 items (retrospective)

**Age:** Adults 18+ years

**Questions:** Because of the MEDC program, have you determined if using a coupon is better than buying the store brand? (no, plan to, yes)

**Results:**

- Of the 570 UC CalFresh adult participants who completed the MEDC retrospective survey in 7 counties, 71% reported that they had already determined if using a coupon was better than buying a store brand because of the MEDC program.

		Determined if Using a Coupon Is Better than Buying Store Brand		
	N	No	Plan to	Yes
UC CalFresh adult participants in 7 counties	570	6%	23%	71%

<p>MT2i. Shop with a list</p>	<p><b>Survey:</b> Plan Shop Save Cook--7 items (pre/post, matched pairs)  <b>Age:</b> Adults 18+ years  <b>Questions:</b> How often do you shop with a grocery list? (never, seldom, sometimes, most of the time, almost always)  <b>Results:</b></p> <ul style="list-style-type: none"> <li>• Of the 1,678 UC CalFresh adult participants who completed the PSSC pre/post survey in 16 counties, 43% increased their use of a grocery list when shopping from the pre to post period.</li> <li>• A statistically significant difference (p&lt;.001) was seen from the pre to post period in the percent of participants reporting that they use a grocery list “almost always” or “most of the time” when shopping.</li> </ul> <table border="1" data-bbox="472 562 1388 848"> <thead> <tr> <th></th> <th colspan="5">Shop with a Grocery List</th> </tr> <tr> <th></th> <th colspan="5">% 'Almost always' or 'Most of the time'</th> </tr> <tr> <th></th> <th>N</th> <th>Pre</th> <th>Post</th> <th>Diff</th> <th>p-value</th> </tr> </thead> <tbody> <tr> <td>UC CalFresh adult participants in 16 counties</td> <td>1678</td> <td>45%</td> <td>62%</td> <td>17%</td> <td>&lt;.001</td> </tr> </tbody> </table> <p>NOTE: Statistic=McNemar Test</p>		Shop with a Grocery List						% 'Almost always' or 'Most of the time'						N	Pre	Post	Diff	p-value	UC CalFresh adult participants in 16 counties	1678	45%	62%	17%	<.001
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ST4 Identification of Opportunities	
<p><b>Learn</b></p>	<p><b>Edible Gardens:</b> In total, 74 SNAP-Ed eligible sites were identified as needing an edible garden – either a new garden or reinvigorating or maintaining a previously established garden. At the various garden sites where UC CalFresh was working, the need for the garden was identified by various sources – teachers, principals, after school program staff, parents, food service, superintendent, student interest and an executive director of a nonprofit. Most often the need was established by teachers – either teachers voiced a need for a garden or the garden was established when a teacher became involved. At several sites, the garden area or existing garden resources were available but the site did not have the resources or knowledge to start or reinvigorate an existing garden and so they sought UC CalFresh assistance. Two gardens were established as a required component of the Shaping Healthy Choices Pilot (SHCP). In one case, surveys of school gardens across the County helped establish the need.</p> <p><b>Smarter Lunchrooms Movement (SLM)</b>  <b>UC CalFresh only</b>  In total, UC CalFresh programs reported 42 schools (30 elementary, 10 middle, and 2 high) in 16 counties with 50% or more of the students receiving free or reduced price school meals (FRPM) completed the Smarter Lunchrooms Self-Assessment Scorecard. The SLM Scorecard helps schools assess their cafeteria environments to identify simple low and no cost changes which include 1) focusing on fruit, 2) promoting vegetables and salad, 3) moving more white milk, 4) entrée of the day, 5) increasing sales/reimbursable meals, 6) creating school synergies, 7) lunchroom atmosphere, 8) student involvement, 9) recognition and support of school food, and 10) a la carte.</p> <p><b>California Smarter Lunchrooms Movement (SLM) Partners</b>  UC CalFresh is part of the California Smarter Lunchrooms Movement together with the Dairy Council, California Department of Education (CDE) and California Department of Public Health (CDPH). Trained UC CalFresh and Dairy Council SLM Technical Assistance Providers (TAPs) report SLM scorecard data into a single online portal. In addition, NEOPB collects SLM data through their PSE</p>

	<p>ACCESS reporting system. In total, the SLM of CA partners reported that that 111 schools (65 elementary, 29 middle, 16 high and 1 other (K-12 school) in 25 counties completed the Smarter Lunchrooms Self-Assessment Scorecard. Of these 111 schools all but 11 or a total of 100 (90%) were SNAP-Ed eligible (50% or more of the students receiving free or reduced price school meals (FRPM)). Note: Dairy Council is not limited to working only in low-resource schools although the majority of sites where their TAPs were working were low-resource, SNAP-Ed eligible schools. However, it must be noted that this figure is likely underestimated since there are food service staff who participated in SLM trainings during FFY2015 who might have conducted the SLM scorecard but not reported this information into the UC CalFresh/Dairy Council web portal or NEOPBs PSE annual reporting.</p>
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<b>ST6 Partnerships</b>	
<b>Learn</b>	<p><b>Edible Garden:</b> All ten UC CalFresh county or county cluster programs that reported on edible garden PSE activity described working with partners. While partners and their specific roles varied by site, some commonly mentioned partners included the following:</p> <ul style="list-style-type: none"> <li>• Teachers, principals, Parent Teacher Organization (PTO), parents and a variety of community groups and partners such as the Boy Scouts, 4-H volunteers, Food Corps volunteers, the American Indian Cultural Center, and the local health department were mentioned as helping to build, plant, harvest and/or maintain the garden</li> <li>• In several counties, UC Cooperative Extension Master Gardeners provided expertise in planting and gardening information to school staff and students as well as garden resources and assistance with maintenance in some counties</li> <li>• Teachers, after school program staff and UCCE educators provided direct education in gardens.</li> <li>• In several counties, either private businesses especially hardware stores acted as partners by donating garden supplies or non-profit organizations provided non-SNAP funding.</li> </ul> <p><b>Smarter Lunchrooms Movement (SLM): UC CalFresh only</b> Based on the 2015 SLM reporting, it was not possible to generate a summary of the number of partnerships developed to support county PSE efforts. However, as SLM Technical Assistance Providers (TAPs), UC CalFresh educators are encouraged to support food service staff to make SLM changes. As a result, it can be assumed that in virtually all 42 sites where the SLM Scorecard was conducted, the assessment results were reviewed in partnership with at minimum food service staff with the intent of identifying areas for improvement. Additionally, three of the nine schools (33%) with follow-up assessments reported improvement in student involvement that indicates partnerships with youth to make this PSE changes.</p>

<b>LEARN</b>	<b>MT4 Nutrition Supports Adopted</b>
<b>Number of settings in ST4</b>	<p><b>Edible Gardens:</b> 74 SNAP-Ed eligible sites  <b>Smarter Lunchrooms Movement (SLM):</b>            UC CalFresh only - 42 schools in 16 counties            SLM of CA Partners – 111 schools in 25 counties</p>
<b>Number of settings with changes adopted</b>	<p><b>Edible Gardens:</b> 51 SNAP-Ed eligible sites (69%) had gardens established, reinvigorated or maintained</p> <p><b>Smarter Lunchrooms Movement (SLM):</b>  <u>UC CalFresh only</u>            UC CalFresh programs reported 9 schools (21%) in 5 counties adopted SLM strategies; however,</p>

	<p>the actual number of sites adopting changes is likely much higher. With the FFY2015 reporting, the specific changes adopted are only systematically known for the 9 school sites that conducted follow-up SLM Scorecard assessments. However, many of the school sites that conducted an initial SLM assessment also adopted changes even though a follow-up score card was not yet conducted. Future planned improvements in the reporting system will address this weakness in FFY2016.</p> <p><b><u>SLM of CA Partners</u></b>  In total, the SLM of CA partners reported 41 schools (37%) in 25 counties adopted SLM strategies; however, the actual number of sites adopting changes is likely much higher. With the FFY2015 reporting, the specific changes adopted are only systematically known for the 41 school sites that conducted follow-up SLM Scorecard assessments. Of these 41 schools all but 4 or a total of 37 (90%) were SNAP-Ed eligible since Dairy Council predominately but not exclusively conducted SLM with low-resource schools. Again, it must be noted that this figure is likely underestimated since there are food service staff who participated in SLM trainings during FFY2015 who might have conducted the SLM scorecard but not reported this information into the UC CalFresh/Dairy Council web portal or NEOPBs PSE annual reporting.</p>
<b>SNAP-Ed Population Reached</b>	<p><b>Gardens:</b> At least, 6,435 SNAP-Ed eligible students (FRPM) learned in, worked in, or ate from the gardens. (Reach estimates were reported for 50 gardens.)</p> <p><b>Smarter Lunchrooms Movement (SLM):</b>  <b><u>UC CalFresh only:</u></b> UC CalFresh programs reached at least 4,694 SNAP-Ed eligible students (FRPM). This was the estimated SNAP-Ed reach at the 9 schools reporting follow-up SLM scorecard assessments.  <b><u>SLM of CA Partners:</u></b> In total, the SLM of CA partners reached at least 23,383 SNAP-Ed eligible students (FRPM) with SLM. This was the estimated SNAP-Ed reach at the 41 schools reporting SLM strategies adopted and/or follow-up SLM scorecard assessments. Again, this reach estimate is likely an underestimate.</p>
<b>Total Population Reached</b>	<p><b>Gardens:</b> At least, 9,440 students learned in, worked in, or ate from the gardens. (Reach estimates were reported for 50 gardens.)</p> <p><b>Smarter Lunchrooms Movement (SLM):</b>  <b><u>UC CalFresh only:</u></b> UC CalFresh programs reached at least 5,750 total students with SLM. This was the estimated total reach at the 9 schools reporting follow-up SLM scorecard assessments.  <b><u>SLM of CA Partners:</u></b> In total, the SLM of CA partners reached at least 33,418 students with SLM. This was the estimated SNAP-Ed reach at the 41 schools reporting SLM strategies adopted and/or follow-up SLM scorecard assessments. Again, this reach estimate is likely an underestimate.</p>
<b>Policy, systems, or environmental (PSE) changes adopted</b>	
<b>PSE change 1</b>	<p><b>Edible Gardens:</b> Establishing, reinvigorating or maintaining the edible garden is the environmental change that was adopted at 51 sites.</p>
<b>PSE change 2</b>	<p><b>SLM:</b> As described above, the FFY2015 SLM reporting system is inadequate to report systematically all the SLM changes adopted. However, examples of the types of SLM changes made were excerpted from the counties' annual reports:</p> <ul style="list-style-type: none"> <li>• <b>San Luis Obispo and Santa Barbara school sites</b> made the cafeteria more inviting with a welcome sign, a welcoming atmosphere, music to calm the kids, and by training the staff in positive communication. The lunchroom appeal was also improved by cleaning up trash cans and miscellaneous items and placing the buckets out of sight. School sites also made improved lunchroom signage by including signs for the featured item, ready-to-eat items, salad bar, utensil baskets, cool names for vegetables, and highlighting scratch-cooked items</li> </ul>



	<p>watermelon (2), arugula, avocado, bell peppers, chamomile, cherry tomatoes, chives, corn, edible flowers, fava beans, fig tree, garbanzo, gooseberries, green peppers, herbs, huckleberries, jalapenos, lemon, melons, mint, peaches, raspberries, snap peas, string beans, sunflower, tomatillos and Yerba Buena</p> <ul style="list-style-type: none"> <li>○ <b>Reliable water source:</b> 44 of the 51 gardens</li> <li>○ <b>Formal approval for the land:</b> 37 of the 51 gardens</li> <li>○ <b>Composting area:</b> 25 of the 51 gardens</li> <li>○ <b>Play area:</b> 24 of the 51 gardens</li> </ul> <p><b>Smarter Lunchrooms Movement (SLM) – Measures of Effectiveness</b></p> <p><b>UC CalFresh only:</b> A total of 9 UC CalFresh sites conducted follow-up assessments using the SLM scorecards. All 9 sites reported improvements in the SLM scores with an average increase of 12 percentage points.</p> <p><b>SLM of CA Partners:</b> In total, the SLM of CA partners reported that they had conducted follow-up assessments at 40 sites using the SLM scorecards. Of the 34 sites reporting their specific follow-up scores the increase was an average 13 percentage points.</p>
<p><b>I3: Resources: Institutional and community resources invested</b></p>	<p><b>Edible Gardens:</b> <i>Estimate the non-SNAP-Ed resources invested in the gardens</i></p> <p>Total for all Garden Survey respondents: <b>\$107, 450</b></p> <ul style="list-style-type: none"> <li>● <b>Alameda:</b> \$100: Parents, friends and family donated soil and plant starts.</li> <li>● <b>Butte County Cluster:</b> \$2,700: rototiller (8 hours), soil donations, lumber donations, irrigation timers from little red hen, food donations for garden work days, irrigation supplies, labor for installing irrigation systems and seedlings and plant starts</li> <li>● <b>Central Sierra Cluster:</b> Parents and other community members raised \$80,000 for construction of two garden domes.</li> <li>● <b>Fresno:</b> \$50: 7-10 plants were donated by the Master Gardeners for the students to plant in their garden</li> <li>● <b>Imperial:</b> \$1,000: This refers to the cost of the garden boxes, soil, fertilizer, transplants and seeds with items being purchased at Home Depot</li> <li>● <b>San Joaquin:</b> \$6,000: small grants, labor, in-kind donations</li> <li>● <b>San Mateo:</b> \$5,100: Salaries of 4-H staff, officer manager, and county director and additional plants donated to the garden at Fair Oaks Elementary School</li> <li>● <b>San Luis Obispo and Santa Barbara Counties:</b> \$2,500: materials – outdoor shed, fencing, stumps for sitting, murals, tires for planters, soil, pergola shade, seeds, starters and \$10,000: labor – teacher hours maintaining and teaching in the garden, volunteer hours establishing or maintaining garden and watering</li> </ul>
<p><b>I4: Sustainability Plan for environmental changes</b></p>	<p>Of the 51 garden sites reported, 36 sites have sustainability plans. For example,</p> <ul style="list-style-type: none"> <li>● <b>Alameda:</b> All six sites have a sustainability plan - each site will start a new planting cycle in October, UCCE will provide technical assistance as needed and lesson demonstrations, the teachers will use curriculum and pacing guide and planting schedule. Each teacher will complete a Taste Testing Tool (TTT) for any produce tasted from the garden and each will complete a Teacher Observation Tool (TOT) evaluation at the end of the school year</li> <li>● <b>Central Sierra:</b> Seven sites have a sustainability plan which include training additional parent volunteers, adding more outdoor boxes, using UC CalFresh evaluation tools, hiring a garden coordinator, continue fundraising, sponsor volunteers to become Master Gardeners, utilize GENE curriculum and UC CalFresh evaluation tools and sustain by selling CSA boxes to fund improvements.</li> </ul>

## **Summary of the Preliminary Results from the Implementation of the Shaping Healthy Choices Program through UC CalFresh 2014-2015**

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### **Program Overview**

The Shaping Healthy Choices Program (SHCP) is a multi-component, school-based, and research-tested intervention based upon the Social Cognitive Theory and the Social Ecological Model to improve children's health and nutrition-related behaviors with a long-term goal of reducing childhood obesity. UC CalFresh piloted it for efficacy during the 2014-2015 academic year in four schools in Butte, Placer, and Santa Barbara Counties in California.

### **Comprehensive Professional Development Approach Used to Ensure High Program Fidelity & Quality of Implementation**

All staff in participating counties implementing the program attended comprehensive training through a series of workshops and webinars. The first workshop was eight hours and included an overview of the program components and provided time for county teams to work together to generate ideas of how to implement in their communities. The second workshop was 20 hours of training on delivering nutrition education, which included modeling of activities, opportunities to practice facilitating, and targeted the development of skills in applying the learner-centered, inquiry-based pedagogy. Throughout the duration of the 2014-2015 implementation period, county teams received ongoing support through weekly meetings and discussion-based webinars.

### **Implementation**

The SHCP was implemented through UC CalFresh between January and May 2015. The program was implemented in two schools in Butte County, one school in Placer County, and one school in Santa Barbara County. Students from nine classrooms (n = 250) received direct nutrition education, which included inquiry-based, garden-enhanced nutrition education from the curriculum *Discovering Healthy Choices* as well as cooking demonstrations from *Cooking Up Healthy Choices*. Improvements to the school lunchroom were made based on the *Smarter Lunchrooms Movement* principles. Wellness committees were established. Table 1 includes information about the level of implementation within each county.

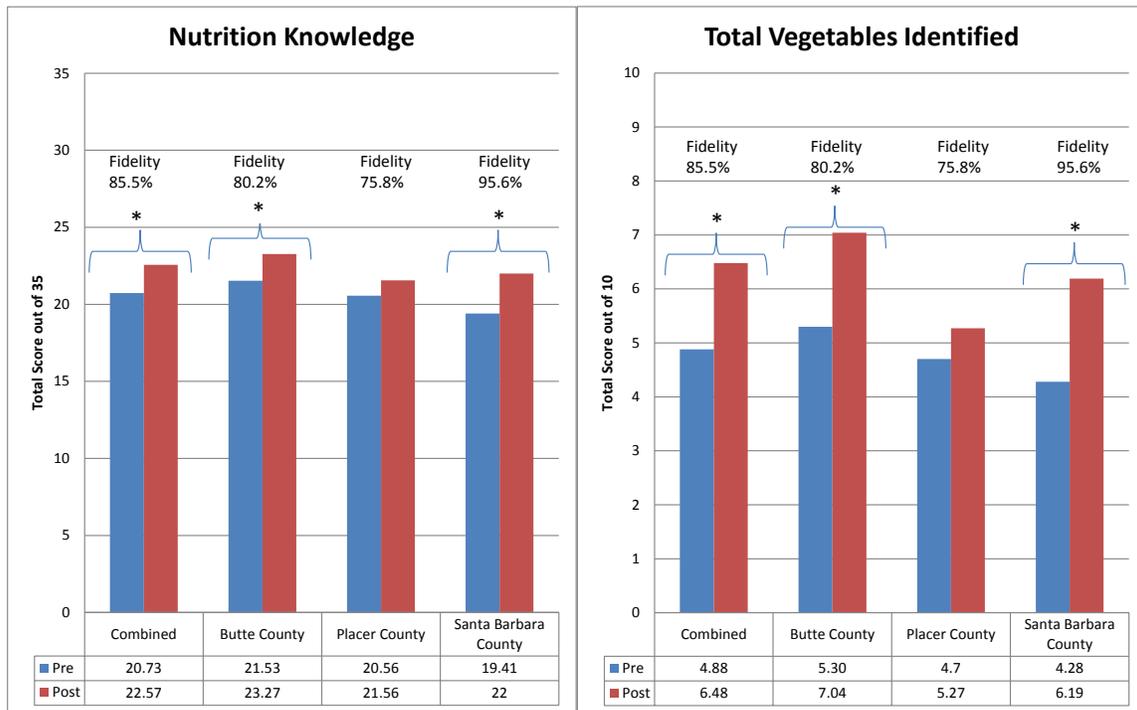
### **Evaluation**

Program evaluations included student outcomes and classroom observations. Student outcomes included nutrition knowledge; vegetable identification; anthropometrics (height and weight); and reported fruit and vegetable intake. County teams reported how the program was implemented in each school. Classroom observations were conducted by county Advisors and Supervisors. Classroom observations were used to calculate fidelity to the curriculum (i.e., the extent to which nutrition educators completed all procedures). Feedback from county teams of feasibility of implementation was collected at the Focused Feedback Forum in June 2015. A paired-samples t-test was conducted to compare student outcomes before and after program implementation.

### **Preliminary Results**

Fidelity to the SHCP curriculum (i.e., the extent to which nutrition educators completed all procedures) is shown in Table 2. Combined results from all counties was 85.5%±18.27 fidelity, with variation among them (Butte=80.2%±21.4; Placer=75.8%±21.7; Santa Barbara=95.5%±6.8). Student outcomes are presented in detail in Table 3. The analysis of nutrition knowledge when combining students in all counties demonstrated a significant improvement from pre-implementation (20.7 ±4.2) to post-implementation (22.6 ±4.2). In analysis by county, significant improvements were observed in Butte and Santa Barbara Counties, but not in Placer. For the ability to identify vegetables, when combining scores for students across counties, there was a significant improvement between pre-implementation (4.9 ±1.6) and post-implementation (6.5 ±1.9; p=0.001). When analyzing these data by county, students in Butte and Santa Barbara significantly increased their ability to identify vegetables, however, this was not observed in Placer. No significant changes in BMI percentile were observed over the ~4 months implementation period. Input gathered from the Focused Feedback Forum informed the expansion of the

SHCP into more counties during the 2015-2016 academic year. The fruit and vegetable intake data were not analyzed due to the low return rate of forms at pre and post time-points.



\* indicate significant difference between pre and post scores ( $P < 0.05$ )

### Feedback from County Teams

Through discussions at the Focused Feedback Forum in June 2015, county team members shared their experiences, including barriers and successes. This information was used to improve the “Best Practices Guide,” as well as to enhance professional development workshops and ongoing support. The following are some examples of the successes during the implementation.

#### Butte County Success:

Using a community-based approach to build an instructional garden allowed the community to get involved and develop ownership of their garden. This project was successfully completed by volunteers using materials that were donated from local businesses. The contributions of members across the school community also sparked interest among teachers in using the instructional garden for other lessons. To support and maintain the garden, the school established a Garden Club.

#### Placer County Success:

Utilizing community partnerships, the Placer County team worked with local organizations and businesses to host a health fair. This included the BelAir grocery store, Health Education Council, Walgreens, teachers, UC Cooperative Extension Farm Advisors, and 4-H. Students and families who attended the health fair expressed appreciation that these community stakeholders showed interest in supporting their health and wellbeing by contributing their time, funding, and materials.

#### Santa Barbara Success:

This team successfully formed of an active Student Nutrition Advisory Council (SNAC). Members of the SNAC participated in the assessment of the school environment using the Shaping Healthy Choices Program Self Health Check (SHC<sup>2</sup>) that they used to set goals for making improvements to the school environment. One example is that they created signage for the lunchroom to promote healthy lunch

menu items. In addition, they helped the school district's Food and Nutrition Services Director to organize "Try-it Tuesdays," an effort to encourage students to try new foods.

### **Conclusions and Implications**

The implementation of the SHCP in Butte, Placer, and Santa Barbara Counties resulted in positive outcomes, and these results varied based on a variety of factors. The following are the key findings to consider for future implementation of this program through UC CalFresh:

#### **Emphasize fidelity to the curriculum**

Variation in student outcomes between counties is tied to the level of fidelity of implementation of *Discovering Healthy Choices* (i.e., the extent to which nutrition educators followed curriculum procedures). Fidelity to curriculum procedures appears to be a critical component to the success of this program. Training should emphasize the importance of adherence to curriculum procedures.

#### **Focus on multi-component strategy**

Variation in student outcomes between counties is consistent with the level of program implementation. For example, when cooking demonstrations were not implemented as part of the nutrition education, vegetable identification did not increase significantly. This may indicate that cooking demonstrations are an important component of SHCP to cultivate student recognition of vegetables. Additionally, it is important that the implementation focuses not only on direct nutrition education, but also places an emphasis on enhancing foods available on the school campus, establishing family and community partnerships, and empowering school stakeholders to apply the school district's wellness policies through the formation of school-site wellness policy committees. Training and ongoing support should underscore the importance that when implemented together, all program activities form an infrastructure that promotes healthy diet and lifestyle choices while fostering a healthy school environment.

#### **Build strong relationships**

Greater improvements in student outcomes appear to be linked to the existence of strong relationships between program staff and multiple stakeholders including administrators, Food and Nutrition Services staff, teachers and other members of the school community. Establishing these partnerships is critical so that participating school community members can support and participate in the implementation of program activities. As a result, they are more likely to engage in improving the social norms and cultural values to support a healthy school environment.

Based on the results from the Focused Feedback Forum, it is feasible for county teams to implement all components of the SHCP, including direct nutrition education, environmental improvements in the school lunchroom and instructional gardens, while engaging multiple stakeholders within the school community to sustain the positive changes.

**Table 1. Reported Program Implementation**

Component	Activity	Butte County		Placer County	Santa Barbara	Combined
		School 1	School 2			
Nutrition Education and Promotion	<i>Discovering Healthy Choices</i> Curriculum (% completed)	100 %	100 %	100 %	100 %	100 % (SD = 0)
	<i>Cooking Up Healthy Choices</i> Cooking Demos (% completed)	100 %	100 %	0 %	100 %	66.7% (SD = 0.58)
	Garden (Type; Description)	Raised Beds; expansion of existing garden space, community build	Raised Beds; expansion of existing garden space, community build, garden club	Raised Beds; used well-established pre-existing garden, students helped prepare one bed for the SHCP	Raised Beds; enhanced recently community-built garden for the SHCP	N/A
Family and Community Partnerships	<i>Team Up for Families</i> Newsletters (% distributed)	100 %	100 %	100 %	100 %	100 %
	Community Event (Yes/No; Type)	Yes; three school-based events with farm stands	Yes; county-based event	Yes; school-based event hosted with community partners	Yes; student-run physical activity fair	N/A
Foods Available on the School Campus	Salad Bar (Yes/No; Description)	Yes; pre-existing Salad Bar	No	Yes; pre-existing Salad Bar	Yes; pre-existing Salad Bar	N/A
	Regional Produce (Yes/No)	Yes; pre-existing regional procurement plan	Yes; pre-existing regional procurement plan	Yes; pre-existing regional procurement plan	Yes; pre-existing regional procurement plan	N/A
	Other Lunchroom Activities (Description)	<i>Smarter Lunchrooms Movement</i> Principles	<i>Smarter Lunchrooms Movement</i> Principles	N/A	<i>Smarter Lunchrooms Movement</i> Principles	N/A
School Wellness Policies	School-Site Committee (Yes/No; Type)	No	Yes; garden club	No	Yes; Student Nutrition Advisory Council	N/A
	School-Site Wellness Policy Committee (Yes/No; Type)	No	No	No	No	N/A

**Table 2.** Fidelity to curriculum procedures

	Combined		Butte (observations=4)		Placer (observations=10)		Santa Barbara (observations=12)	
	Total Score <sup>b</sup> (SD)	Percent (SD)	Total Score <sup>b</sup> (SD)	Percent (SD)	Total Score <sup>b</sup> (SD)	Percent (SD)	Total Score <sup>b</sup> (SD)	Percent (SD)
Total Fidelity <sup>a</sup>	6.7 (1.6)	85.6 (18.3)	6.0 (1.8)	80.21 (21.4)	6.00 (1.9)	75.83 (21.7)	7.50(0.9)	95.5 (6.8)
Opening Questions	1.9 (0.3)	96.2 (13.6)	1.75 (0.5)	87.50 (25.0)	1.90 (0.3)	95.00 (15.8)	2.0 (0.0)	100.0 (0.0)
Experience	1.6 (0.5)	80.8 (24.8)	1.75 (0.5)	87.50 (25.0)	1.30 (0.5)	65.00 (24.2)	1.8 (0.4)	91.7 (19.5)
Sharing, Processing, Generalizing	1.6 (0.6)	80.8 (28.6)	1.50 (0.6)	75.00 (28.9)	1.40 (0.7)	70.00 (35.0)	1.8 (0.4)	91.7 (19.5)
Concept/Term Discovery	1.7 (0.5)	87.0 (22.5)	1.33 (0.6)	66.67 (28.9)	1.56 (0.5)	77.78 (26.4)	2.0 (0.0)	100.00 (0.0)
<p>Observations of fidelity were scored 0=not completed; 1=partially completed; 2=fully completed according to curriculum procedures.</p> <p><sup>a</sup>Total fidelity represents the fidelity of following curriculum procedures for each activity observed which includes all phases: Opening Questions, Experience, Sharing, Processing and Generalizing, and Concept/Term Discovery</p> <p><sup>b</sup>Total score for total fidelity is out of eight total points. For each individual phase, the total score was out of two points.</p>								

**Table 3. Summary of 2014-2015 Student Outcomes.**

	Pre	Post	P-Value	Pre	Post	P-Value	Pre	Post	P-Value	Pre	Post	P-Value
Knowledge <sup>a</sup>	20.73 ±4.24	22.57 ±4.17	<b>0.001*</b>	21.53 ±3.74	23.27 ±4.27	<b>0.003*</b>	20.56 ±4.08	21.56 ±3.39	0.051	19.41 ±4.90	22 ±4.33	<b>0.009*</b>
Vegetable ID												
Total (Sum Veg 1-10) <sup>b</sup>	4.88 ±1.60	6.48 ±1.85	<b>0.001*</b>	5.30 ±1.55	7.04 ±1.73	<b>0.001*</b>	4.7 ±1.21	5.27 ±1.58	0.110	4.28 ±1.65	6.19 ±1.86	<b>0.001*</b>
Carrot (% correct)	98.86	98.29	0.570	98.91	97.83	0.312	93.55	93.55	1	98.15	98.15	1
Squash (% correct)	54.86	53.14	0.670	68.48	75	0.276	41.94	41.94	1	37.04	20.37	<b>0.019*</b>
Kohlrabi (% correct)	0	16.57	<b>0.001*</b>	0	4.35	<b>0.044*</b>	0	0	1	0	46.30	<b>0.001*</b>
Snap Peas (% correct)	55.43	84.57	<b>0.001*</b>	58.70	92.39	<b>0.001*</b>	74.19	87.10	<b>0.043*</b>	37.04	66.67	<b>0.001*</b>
Swiss Chard / Chard (% correct)	0.57	49.14	<b>0.001*</b>	1.09	82.61	<b>0.001*</b>	0	12.90	<b>0.043*</b>	0	11.11	<b>0.013*</b>
Broccoli (% correct)	94.29	97.71	<b>0.034*</b>	95.65	97.83	0.341	90.32	93.55	0.573	90.74	96.30	0.182
Beet (% correct)	82.29	45.71	0.521	35.87	40.22	0.483	0	12.90	<b>0.043*</b>	22.22	72.22	<b>0.001*</b>
Radish (% correct)	63.43	78.86	<b>0.000*</b>	63.04	72.83	0.072	74.19	83.87	0.264	55.56	83.33	<b>0.001*</b>
Spinach (% correct)	58.86	73.71	<b>0.001*</b>	59.78	72.83	<b>0.009*</b>	54.84	61.29	0.602	57.41	79.63	<b>0.001*</b>
Green Onion (% correct)	33.71	46.29	<b>0.002*</b>	42.39	60.87	<b>0.001*</b>	25.81	22.58	0.712	22.22	33.33	0.135
BMI Percentile	77.10	77.42	0.490	N/A	N/A	N/A	77.64	78.81	0.158	76.74	76.48	0.634

Note: results that are bold and have asterisk (\*) indicate significant difference between pre and post scores ( $P < 0.05$ )

a. Total score of knowledge from Nutrition Knowledge Questionnaire

b. Total score of correctly identified vegetables

## **Policy, Systems and Environmental Interventions and Case Studies**

SNAP-Ed uses a comprehensive approach to affect a large segment of the population rather than solely targeting the individual or a small group by pairing nutrition education with policy, systems and environment (PSE) interventions and approaches. The UC CalFresh state office focused on three primary areas in FFY 15 to incorporate comprehensive PSE strategies into already existing nutrition education efforts throughout California that are described below.

### **Smarter Lunchrooms Movement of California**

The Smarter Lunchrooms Movement is a grassroots initiative developed by the Cornell Behavioral Economics and Nutrition Center (BEN Center) that utilizes no and low-cost strategies to change the school lunchroom environment to “nudge” students to make more healthful food choices. The UC CalFresh Nutrition Education Program identified the Smarter Lunchrooms Movement (SLM) as one of its targeted PSE approaches in FFY14 and expanded its implementation during FFY15. UC CalFresh established itself as one of the lead agencies on the Smarter Lunchrooms Movement of California (SLM of CA) Leadership Team. The SLM of CA was developed through partnerships with the Dairy Council of California, the California Department of Education and the BEN Center.

While the SLM of CA is modeled after the National Smarter Lunchrooms Movement, the SLM of CA differentiated its approach from the rest of the nation by developing a delivery model with a focus on connecting food service staff to certified Technical Advising Professionals (TAPs) and to the nutrition education programs being provided in the classrooms. The SLM of CA delivery model is based on the philosophy that a single training is not enough to help food service staff navigate the challenges they face in making changes to their lunch lines. To increase the likelihood that food service staff will implement SLM techniques in their lunchrooms, TAPs provide needs-based support. TAPs receive in-depth training from the SLM of CA to become certified. The success of the TAPs model has inspired Cornell to propose a National TAPs Model to be implemented across the country. Through this delivery model, the SLM of CA has expanded its reach exponentially over the last year.

In FFY15, UC CalFresh helped to facilitate a total of 19 trainings throughout California where a total of 576 individuals were trained. UC CalFresh has also taken the lead in training its nutrition educators to provide school food service staff with technical advising on implementing these SLM practices districtwide. During FFY15, a total of 32 UC CalFresh staff were trained to become certified TAPs, more than any other agency in the state.

In addition to assisting in the facilitation of trainings, UC CalFresh worked to expand the reach of the SLM of CA by providing the following:

- Quarterly TAPs Webinars
- 2 Published Articles on SLM
- 4 Conference Presentations
- The SLM of California” Monthly Nudge Newsletter”

In FFY15, UC CalFresh utilized the research-based Smarter Lunchrooms Self-Assessment Scorecard developed by Cornell University to evaluate SLM interventions. The Smarter Lunchrooms Scorecard is a tool used to assess the lunchroom environment. The total possible points a lunchroom can score using the assessment is 100. Food Service Staff and Technical Advising Professionals were trained by the SLM of CA in utilizing the SLM Scorecard before and after interventions. UC CalFresh TAPs provided technical advice and support to approximately 42 schools. Statewide scorecards were completed by the SLM Partnership at 11 1 school sites; UC CalFresh **completed** SLM Self-Assessment Scorecards at 42 school sites, 21% of which received a pre and follow-up assessment. Overall, the Total Score for the scorecard increased by 12% from pre to follow-up.

## **Smarter Lunchroom Movement Case Studies**

**Butte County** - Smarter Lunchrooms Movement training and technical assistance was provided to three school districts and ramped up quickly into the implementation of SLM activities in 19 school sites. The Marysville Unified School District Wellness Committee members partnered on the development of a plan to improve school cafeterias through the implementation of SLM practices throughout the school district. UC CalFresh, the Dairy Council of California, and the Food Service Director created a plan that included training and technical assistance to school cafeteria managers and the dissemination of cafeteria promotion kits. Monthly thematic posters, creative name labels for salad bars; and school Lunch Hero name tags, accompanied by monthly talking points help cafeteria staff make improvements to school lunchrooms. MJUSD evaluation data from Johnson Park Elementary School indicated that improving the placement of white milk and increasing the number of servings offered has almost doubled sales at breakfast. The Smarter Lunchrooms Movement Self-Assessment Scorecard was used to monitor school district progress toward the overall goal of improving the lunch atmosphere and student involvement, referred to as “school synergy,” while decreasing waste. After executing Smarter Lunchrooms strategies, Johnson Park Elementary School experienced a 69% increase in sales of reimbursable meals; a 44% increase in fruit displays; and a 31% improvement in promoting vegetables and salad.

***UC CalFresh offices in Fresno and Yuba Counties have provided training and technical assistance that led to Smarter Lunchroom Movement (SLM) integration districtwide.***

**Fresno County** - An SLM workgroup was developed in December 2014 and included staff from Fresno Unified School District and UC CalFresh. UC CalFresh provided training to Fresno Unified Food Service District Supervisors to equip them to administer scorecards and administer behavioral economics techniques. Training on the US Healthier School Challenge was also provided. The DCC joined the local movement in March 2015, and a three-year plan to roll out SLM beginning in middle schools during FFY16, high schools during FYY17, and elementary sites FFY18-19 was developed. A total of 16 middle schools will be reached by the joint efforts of the work group in FFY16. In FY15, four middle schools were reached, and Computech, Tenaya and Baird were provided with the most in-depth technical assistance. A comprehensive system has been developed to work with the sites in three phases to introduce Smarter Lunchrooms, engage with students and staff, implement techniques and evaluate outcomes. This system will be used in FY16 to ensure all sites are provided technical assistance. Fresno Unified plans to apply for the U.S. Healthier School Challenge for sites that are eligible based on their scorecard results every year.

Undersecretary for the USDA, Kevin Concannon, had the opportunity to visit Edison Computech Middle School, the first site where Smarter Lunchrooms was implemented. During his visit to observe the implementation of universal meals offered in the district (under provision 2), Undersecretary Concannon expressed his appreciation for the efforts being made to improve the school cafeteria environment.

We piloted the Smarter Lunchrooms Movement (SLM) in Spring 2015 in four schools within Fresno Unified School District (FUSD): Computech, Tenaya, Baird and Scandinavian. UC CalFresh staff served as Technical Advising Professionals (TAPs) who trained the FUSD Nutrition Center Food Service staff to implement SLM in FUSD. In a joint effort, UC CalFresh and Food Service Staff completed an initial SLM Self-Assessment Scorecard and identified SLM strategies to implement. Fresno Unified Staff assisted with administering student engagement surveys to gather input from students about what they wanted their school cafeteria environment to look like. UC CalFresh TAPs provided resources and developed materials and visuals for the cafeterias to enhance the overall look and feel of the lunchrooms while providing indirect nutrition education. These included Chef’s Special menu boards, menu cards and nutrition corners. UC CalFresh and Food Service Staff measured our successes utilizing the SLM Self-Assessment Scorecards. A pre and a post scorecard assessment, completed at Computech, show a 33% point increase after the

implementation of SLM Strategies. Partnerships with the FUSD Nutrition Center and the DCC were developed for the implementation of SLM for the 2015-2016 school year.

These practices will be used in FFY16 to ensure all sites receive technical advising. Each year Fresno Unified plans to apply for the Healthier U.S. School Challenge for sites that are eligible based on their scorecard results. Fresno Unified has demonstrated its commitment to SLM by hiring a full-time staff dedicated solely to monitoring and implementing SLM at every school site throughout the district.

***UC CalFresh is leading collaborative partnerships and trainings in the following counties that are working diligently to build momentum for districtwide SLM integration.***

**Amador County** - Through collaboration with the Calaveras Unified School District Food Service and CA Dairy Council, SLM Assessment Scorecards were completed at five cafeteria sites. These pre-assessments, conducted prior to implementing the SLM program, revealed an average score of 30 of 100 SLM choices available at the cafeterias. These pre-assessment scores align directly with statewide SLM averages. The district, with the assistance of UC CalFresh/UCCE-CS, is applying for a grant from the CA Department of Social Services to fund supplies and equipment for the implementation of the SLM program in 2015-2016. We will continue to provide technical assistance for this program as it moves forward.

In Tuolumne County SLM training, co-hosted by the Tuolumne County Office of Education, was conducted for 15 food service directors in August. This was a major breakthrough in promoting the SLM program, as there are 12 different districts in this rural county that has been very difficult to connect with. From that training, Sonora High School is planning to implement a variety of SLM elements as they design a full remodel of the cafeteria. Educator Gretchen Birtwhistle has been asked for extensive technical assistance (TA) in planning the new cafeteria, especially in the areas of designing speed lines with fully reimbursable meals, grab and go offerings and improving the environment in the eating area. We will be continuing to provide TA to the high school while following up with the other schools districts to begin assessments and SLM implementation with newly trained directors and staff.

**San Joaquin County** - UC CalFresh partnered with the regional Dairy Council Representative; Public Health Services NEOP, and Lodi USD School Food Service to conduct SLM assessments at 4 Lodi USD schools. UC CalFresh worked specifically with Parklane Elementary Food Service staff to assess their lunchroom and provide technical assistance/suggestions as requested. Parklane is home to 527 PreK-3<sup>rd</sup> grade students and with 97% enrollment in Free or Reduced Price Meals (FRPM). The only services provided have been either UC CalFresh or EFNEP workshops for preschool parents. As evidenced in Table 16 below, the Parklane scorecard reflected a total average percent-point change of 29%, with the most change (64%) in "Creating School Synergies: Signage, Printing & Communication" followed by "student involvement" (40%). Examples of changes from pre to post were: 1) posting the breakfast and lunch menus in multiple places for both the current day and the next day; 2) as you walk in the cafeteria, the stage has the projection screen down and there's an encouraging quote for the students; 3) students' artwork was displayed in the cafeteria, and 4) the daily meals were announced in the daily announcements. Notably, all but two of the areas had average percent-point changes greater than the statewide averages. FFY16 Modifications: UC CalFresh has met with the Lodi USD School Food Service Director and her staff to plan integrating SLM into the UC CalFresh pilot program, Shaping Healthy Choices, at Westwood Elementary.

**Santa Barbara San Luis Obispo Counties** - The SLOS Advisor and Program Supervisor provided SLM support and training to two school districts. SLM assessments were conducted at six schools. Two of the schools (both in SLO County) did not receive follow-up assessments during FFY15 because the intervention work did not begin until after Sept 30, 2015. All of the SLM data presented here relates to the four schools in the Santa Maria-Bonita School District where the Program Supervisor and Advisor conducted an hour-long SLM training for 12 Cafeteria Managers and two Food Service Supervisors. At the

training, Cafeteria Managers identified 1-2 changes they would like to make to their cafeteria environment. Changes identified (ST4) included:

- Signage (about featured item, ready-to-eat items, salad bar, utensil baskets, cool names for vegetables, highlight scratched cooked items with recipes)
- Make cafeteria more inviting (welcome sign, welcoming atmosphere, music to calm the kids, train the staff in positive communication)
- Branding cafeteria (develop branding material, get the parents to know what we are doing)
- Clean-up trash cans and misc. items, put buckets out of site

After the training, SLOSB staff provided technical assistance and support to schools. Results from pre and post assessments from our four priority schools (MT4) show the greatest improvement in our Shaping Healthy Choices pilot school (Bruce Elementary) where staff worked with a Student Nutrition Advisory Council (ST5) to promote school food. SLOSB had the greatest percentage change in the areas of *Entrée of the Day (50% @ Bruce, 38% Rice)*, *Creating School Synergies: Signage, Priming, and Communication (45% @ Bruce, 18% at Bonita)* and *Recognition & Support of School Food (33% at Bonita)*.

In addition, SLOSB had schools with a greater percentage change than the state average in every category except: 1) *Increasing Sales: Reimbursable Meals*, 2) *Moving More White Milk*, 3) *A la Carte*, and 4) *Lunchroom Atmosphere*. Regarding improvements in categories 1-3 above, the school district is a “community eligibility” school so all students receive free school meals, the district only offers white milk, and they do not currently offer a la carte items for sale. Using this data and feedback from food service and student leaders, SLOSB will be focusing on improving the lunchroom eating environment during FFY16. In particular, students and staff have identified increased access to water and more relaxed eating environment as change priorities.

## **Physical Activity**

UC CalFresh initiated the development of a process and vision for PA integration that included:

1. a statewide needs assessment to determine resource and training needs to build capacity at the county level;
2. an initial focus on youth for year one;
3. identification of PA Leads within each county forming the PA Leadership Committee for UC CalFresh;
4. the purchase of PA activity resources and materials in order to provide counties with necessary tools to provide physical activity education and instruction; and
5. the first statewide train-the-trainer for CATCH curriculum.

This Physical Education (PE) K-8 grade training was provided to 39 UC CalFresh staff, including all 17 PA Leads. The 17 PA Leads were trained over three days in order to become certified CATCH Trainers, equipped to train other staff members and provide technical assistance when appropriate.

In early FFY16, two additional trainings were planned: a train-the-trainer Early Childhood CATCH training and a one-day CATCH PE training that accommodated newly hired staff. These training provide all appropriate UC CalFresh staff competency to provide CATCH as an evidence-based curriculum that assists schools and afterschool sites in the adoption of PE and PA programs, providing a more comprehensive approach to school health.

In addition, environmental changes and supports have been implemented such as playground stencils and Safe Routes to School Program that encourage physical activity, learning and play.

### ***Physical Activity Case Study***

***Butte County*** - UC CalFresh staff and two Oakdale Heights Elementary School kindergarten teachers organized, funded and coordinated a ***playground stencil project***. Donations from Home Depot and

Sherman Williams assisted in the effort. The Center for Healthy Communities provided technical assistance and loaned a stencil kit. The stencil project reached a total of 45 students from two kindergarten classrooms. The school has seen improvements in students' physical activity and has plans to expand this project to their elementary playground.

## Oakdale Heights



Pre-construction

Post-construction



Butte County Public Health (BCPH), UC CalFresh and Oakdale Heights Elementary have collaborated to increase participation in the **Walk to School Program** as well as other schoolwide fitness and health events. BCPH and UC CalFresh have a history of collaboration and support for health related programming and environmental improvements in the Oakdale Heights Elementary neighborhood and school. The acquisition of the Safe Routes to School grant awarded to BCPH three years ago has brought improvements to the structural environment in the Oakdale Heights neighborhood. Butte County Public Works began the first phase of sidewalk construction and infrastructure enhancements in August. Improvements to the physical environment around Oakdale Heights Elementary have improved the safety and accessibility for 433 students getting to school each day.

## **Shaping Healthy Choices Program**

The third PSE approach that UC CalFresh began implementing in FFY 15 was the Shaping Healthy Choices Program. The Shaping Healthy Choices Program (SHCP) is a school-based, and research-tested intervention based upon the Social Cognitive Theory and the Social Ecological Model to improve children's health and nutrition-related behaviors with a long-term goal of reducing childhood obesity. The program integrates five components: 1) nutrition education and promotion, 2) family and community partnerships, 3) integration of regional agriculture, 4) foods available on the school campus, and 5) school wellness policies. In an effort to extend its reach beyond the classroom into school and home environments, UC CalFresh partnered with UC Davis Center for Nutrition in Schools and began the planning and organization of piloting this program in Butte, Placer, and Santa Barbara counties in FFY15. Other areas that this program is expected to impact include school wellness policies and food systems by way of local produce procurement. In these counties, improvements were made to the school environments including the school lunchroom using SLM, community-driven health-fairs to promote health messages, establishment of student-led nutrition advisory committees, and community-supported instructional gardens. This multi-component approach resulted in improvements in students' knowledge about nutrition and increased familiarity with vegetables. Classroom observations of fidelity to nutrition curriculum procedures resulted in observations that higher fidelity was tied to greater improvements in student outcomes.

### ***Shaping Healthy Choices Case Studies***

**Butte County:** Using a community-based approach to build an instructional garden allowed the community to get involved and develop ownership of their garden. This project was successfully completed by volunteers using materials that were donated from local businesses. The contributions of members across the school community also sparked interest among teachers in using the instructional garden for other lessons. To support and maintain the garden, the school established a Garden Club.

**Placer County:** Utilizing community partnerships, the Placer County team worked with local organizations and businesses to host a health fair. This included the BelAir grocery store, Health Education Council, Walgreens, teachers, UC Cooperative Extension Farm Advisors, and 4-H. Students and families who attended the health fair expressed appreciation that these community stakeholders showed interest in supporting their health and wellbeing by contributing their time, funding, and materials.

## **Partnerships**

### **Enhancement of Community Partnerships, In-kind Resources, and Community Linkages**

In FFY 15, community partnerships integration of UCCE programs continued to expand. We continue to work with UC Specialists and faculty, benefiting from externally funded projects that support, expand and test new approaches to making both individual and community changes. This year work continued with the Family Centered - Niños Sanos project (overweight/obese intervention) in the Central Valley. Extension Specialist Dr. Lucia Kaiser who is one of the principal investigators for the Niños Sanos project helped to connect one of her UC Davis Masters of Public Health (MPH) students with the UC CalFresh program. This MPH student assisted the UC CalFresh state office evaluation staff to compile a diverse range of school, afterschool and early care environment and policy scans as well as to pilot two of these with schools in the Niños Sanos study communities.

During FFY15, UC CalFresh also developed partnerships and linkages with the U.S. Territory of Guam and 3 state-level SNAP-Education funded programs in Washington and Oregon states by providing training and technical assistance on the UC developed curriculum *Plan, Shop, Save and Cook*. Upon request from the USDA Western Region Office, UC CalFresh began working with the newly funded Guam SNAP-Education Program in December 2014. The Guam SNAP-Education program was searching for an adult curriculum to use with their program. Guam's EFNEP program was using *Eating Smart Being Active* curriculum and they were looking for a curriculum that contained fewer lessons than ESBA and was more focused on reducing food insecurity by stretching food dollars through meal planning and smart shopping practices. PSSC was selected and in February 2015 the UC CalFresh State office remotely provided Guam's SNAP-Education adult program educators with PSSC training on the use of PSSC. Both state offices stayed in contact over the following months and technical assistance was provided by the UC CalFresh State Office as

needed. Later in the year, the Guam SNAP-Education program confirmed that educators were doing well with implementing the curriculum and it was well received by their participants.

In the following months, the UC CalFresh State Office was contacted by the SNAP-Education programs from Oregon State Extension, Washington State Extension and Washington State Department of Health. Discussions followed on the sharing of the PSSC curriculum along with best methods of introducing the curriculum to program educators and training on the use of the curriculum and materials so that curriculum fidelity would be maintained. Access to the curriculum and necessary materials for program delivery was provided to all programs along with curriculum and best practice trainings by webinar to Oregon State Extension and Washington State Extension educators during August and September 2015. A webinar-based training was also scheduled for Washington State Department of Health Educators at the beginning of the new fiscal year. Additional training and technical assistance will be provided upon request to all 4 out of state SNAP-Education programs in the upcoming year.

Planning also began to introduce the successful Shaping Healthy Choices Program by identifying three counties to pilot the program prior to expansion statewide. Comprehensive professional development was implemented to support the counties with this multi-component program that integrates classroom education, with gardening, procurement, parent involvement, cafeteria strategies and school wellness policies. Participating counties reported that this approach was helpful to support the efforts of the implementation of the program.

During FFY15, UC CalFresh strengthened its partnership with the seven-agency collaborative that comprises the Smarter Lunchrooms Movement of California Collaborative (SLM of CA). Specifically, UC CalFresh partnered with the California Department of Education (CDE) and the Dairy Council of California to form the SLM of CA Leadership Team. Drawing from the expertise from each of the three agencies, the leadership team collaborated to provide support to local stakeholders implementing SLM and expanded the reach of SLM throughout the state of California. In FFY15, the SLM of CA Leadership Team developed and implemented SLM trainings and webinars, created resources for SLM implementation, and collected and evaluated pertinent data. The leadership team presented at the Cornell BEN Center SLM symposium and provide a pre-session at the Childhood Obesity Conference. Other state programs have been added to our distribution lists and resources including the "Quick Start Guide" was provided to other state SNAP Education Programs.

The partnership between UC CalFresh, CDE, and the Dairy Council at the state level extended to local-level collaboration. UC CalFresh Nutrition Education Coordinators worked collaboratively with Community Nutrition Advisors from the Dairy Council and Food Service Directors to provide technical guidance and support to local schools implementing SLM in multiple counties throughout the state. In Fresno and Yuba County, these partnerships resulted in the district-wide implementation of SLM.

## **Training**

The overall goal for training was to increase staff capacity and competency and provide professional development to ensure quality nutrition education is being delivered. The training objective was to increase knowledge and skills in program planning and delivery and in integrating comprehensive nutrition education through webinars, town halls, regional trainings and statewide training conferences.

### **Regional Trainings**

#### Shaping Healthy Choices Trainings (SHCP)

UC CalFresh Staffs from five counties were trained to implement the Shaping Healthy Choices program. The training was conducted by faculty from the UC Davis Center for Nutrition in Schools. The training included the two inquiry-based curricula used in the SHCP, Discovering Healthy Choices and Cooking Up Healthy Choices. The training also included other aspects of SHCP such as garden programs, local procurement of vegetables and fruits by school foodservice, parent newsletters, school wellness policies, and a community health fair. Staffs were also trained in SHCP evaluation methods.

Two in-person training sessions of three days each were completed. A one-day follow-up meeting was conducted with the initial three counties who implemented the program. Staffs were supported in SHCP implementation by monthly check-in webinars.

- January 2015: Butte/Sutter/Yuba, Placer/Nevada, and San Luis Obispo/Santa Barbara Counties trained.
- June 2015: Follow-up training with Butte, Placer, and SLO/SB Counties
- August-September 2015: Central Sierra MCP and San Joaquin Counties trained. New staff from Butte, Placer, and SLO/SB Counties trained.

#### Food Safety Trainings (ServSafe®)

Continuing from the previous year, ServSafe® ‘Food Protection Manager’ training and certification exams were conducted for newly hired staff, and staff requiring re-testing. 24 UC CalFresh staff members completed this training. Staff completed six weeks of pre-training study guides and two pre-training webinars. Four one-day regional trainings were conducted by the UC CalFresh-EFNEP Joint Professional Development Coordinator, who is a ServSafe® Certified Instructor and Registered Exam Proctor. 22 of 24 staff trained passed the ServSafe® certification exam on the initial attempt. One staff member was re-tested and passed. Re-testing is pending for the remaining staff member.

Date	County Program Staff Trained	Number of Staff
1/12/15	Fresno, Stanislaus-Merced, San Luis Obispo-Santa Barbara	11
3/19/15	Shasta-Tehama-Trinity	2
3/26/15	Placer-Nevada, Central Sierra	6
8/10/15	San Francisco-San Mateo-Santa Clara	5

#### Smarter Lunchrooms Regional Trainings (UC CalFresh led)

UC CalFresh helped lead the implementation of 19 regional trainings throughout the state on the Smarter Lunchrooms Movement in March and April of 2015. The total number of trainings included 10 introductory trainings and 9 Technical Advising Professional (TAPs) trainings and reached approximately 576 individuals.

The introductory trainings were provided for food service staff interested in implementing SLM in their lunchrooms and provided in-depth training on the basic principles and practices of SLM. It also offered interactive sessions to increase participants’ skills in the implementation and evaluation of SLM. The TAPs trainings were provided for community nutrition educators, including local UC CalFresh staff, in providing guidance and advice to food service staff implementing SLM.

As a result of attending the TAPs training, local Dairy Council and UC CalFresh TAPs provided technical advising and support to schools. During FFY2015, TAPS reported completing Self-Assessment Scorecards at 104 schools. All but 11 of these schools or 93 (89%) were SNAP-Ed eligible (>50%FPRM). Dairy Council TAPS, although they can support all schools, predominately worked with low-resource schools to implement SLM. Follow-up assessments were reported for 34 schools with all schools showing an increased SLM score. Overall, on average total score for the scorecards increase by 13 percentage points from pre to post.

Scorecard Information - Area Scored	Percent-Point Change
Focusing on Fruit	14%
Promoting Vegetables and Salad	7%
Moving More White Milk	18%
Entrée of the Day	19%
Increasing Sales; Reimbursable Meals	6%
Creating School Synergies: Signage, Priming, and Communication	21%

Lunchroom Atmosphere	16%
Student Involvement	8%
Recognition & Support of School Food	5%
A la Carte	7%
<b>TOTAL AVERAGE PERCENT-POINT CHANGE</b>	<b>13%</b>

## Local Trainings

UC CalFresh programs in several counties participated in joint trainings with other SNAP-Ed Local Implementing Agencies and other community partners.

Date	UC CalFresh Program	Agency Sponsoring Training	Other SNAP-Ed LIA or Community Partners Attended	Training Topic/Presenter(s)
1/20/15	Central Sierra MCP	HEAL Collective		Harvest of the Month - HEAL
1/23/15	Central Sierra MCP	El Dorado County CNAP	EDC Dept. of Public Health, Mercy Housing, Marshall Hospital, EDC Dept. of Social Services, Vision Coalition of El Dorado Hills (LIA), EDC Food Bank, EDC Office of Education, Tribal Health, First 5 El Dorado County, WIC, EDC Farm Bureau Ag in the Classroom, CalFresh Office EDC, UC CalFresh	"Recruiting Champions" by Kayla Aquion Irving – Health Education Council
5/15/15	Central Sierra MCP	El Dorado County CNAP	(same as above)	"Features of the EatFresh.org Website" Erin Franey – Leah's Pantry
1/9/15	Fresno		Fresno County Department of Public Health, California Health Collaborative, Community Food Bank, Central California Regional Obesity Prevention Program, Fresno County Office of Education, UC CalFresh.	From lesson demonstrations to sharing community impacts, the gathering provided a forum for all to learn more about the collective work being done to impact the health of Fresno County residents.
5/1/15	Riverside	UC CalFresh	Riverside County Department of Public Health (NEOP & Get Fresh) TELACU Residential Management, Inc. Riverside Unified School District Nutrition Services Loma Linda University School of Public Health	Current Issues & Controversies in Nutrition - Sheri Zidenberg-Cherr and Rachel Scherr Sheri discussed a number of popular nutrition controversies and made science-based recommendations. Rachel presented research on the Shaping Healthy Choices Program.
3/26/15	San Joaquin	Health Education Council		Promising Practices Exchange Health Education Council
4/8/15	Sutter and	Health	Local Health Department staff and	School Wellness Policies

Date	UC CalFresh Program	Agency Sponsoring Training	Other SNAP-Ed LIA or Community Partners Attended	Training Topic/Presenter(s)
	Stanislaus	Education Council	subcontractors, Dairy Council of California	
5/12/15	San Luis Obispo-Santa Barbara	SLO County Dept. of Public Health	CNAP partners in SLO and SB Counties	School Wellness Policies NEOPB Regional Training Center
5/30/15	San Luis Obispo-Santa Barbara	UC CalFresh	Santa Maria Bonita School District educators and staff, SB County Dept. of Public Health, SB Boys & Girls Club	Garden Enhanced Nutrition Education (GENE)
6/9/15	San Luis Obispo-Santa Barbara	Food System Coalition of SLO County	Food System Coalition of SLO County partners	"Advocacy vs. Lobbying"

### Statewide Trainings/Conferences

#### Program Supervisor and New Advisor Training

Program Supervisors (23) from UC CalFresh and the EFNEP Program along with four NFCS/YFC Advisors attended a two-day statewide training in February 2015. The major learning objectives for this training was to introduce and review standardized management tools that can be used to improve program quality. Training topics included:

- CQI model
- Comprehensive programming, incorporating direct education with PSE approaches
- Program evaluation, including RE-AIM
- Comprehensive orientation and initial training checklist for nutrition educators
- Nutrition education lesson observations, including an observation checklist

#### Coordinated Approach To Child Health (CATCH) Physical Education Training: August 25-27, 2015

The CATCH Physical Education Training was conducted to equip UC CalFresh staff with the knowledge and skills to implement the CATCH curriculum with youth in grades K-8. All 30 counties doing youth programming participated and 39 UC CalFresh staff were trained. Eighteen of the 39 UC CalFresh participants were certified as CATCH Trainers after completing two additional days of training.

### FFY 2015 Town Hall Meetings

UC CalFresh hosted eleven Town Halls on a variety of topics; including the RE-AIM Evaluation Framework and online interventions with SNAP-Ed eligible audiences (See Table A for complete listing). Town Hall recordings are available on the UC CalFresh website. The Town Halls were also offered to the other State Implementing Agencies. UC Partners, SIA's and other states were often invited to participate in the Town Halls. There were a total of 456 participants who logged into the webinars. Since we found multiple participants view the webinars at the county offices as a group, the number of webinar participants is actually higher than the reported numbers.

**Table A: List of UC CalFresh Hosted Town Halls, Fiscal Year 2015**

Date	Topic	Speaker(s)	# of Participants
October 14, 2014	Implementation FFY 2015	UC CalFresh State Office	30
November 18, 2014	Follow-Up to the UC CalFresh Skills Based Training	UC CalFresh State Office Staff	69
December 16, 2014	Stress and How it Relates to Healthy Eating	Kevin Laugero	38
January 20, 2015	FFY14 Final Report Highlights and Program	UC CalFresh State Office	43

Date	Topic	Speaker(s)	# of Participants
	Updates		
February 17, 2015	Debrief on Pre-Forum Webinar 1 & Preparation for LIA Forum	UC CalFresh State Office	30
March 31, 2015	Planning for FFY16	UC CalFresh State Office	45
May 19, 2015	An Introduction to CATCH PE CATCH 3-5: Physical Education Kit and Teacher's Guide	Eileen Avato	43
June 16, 2015	Eatfresh.org: How to Engage the SNAP-Ed Eligible Audience with Online Interventions	Adrienne Markworth	42
July 21, 2015	Introduction to the RE-AIM Evaluation Framework for Planning and Evaluating Policy, Systems, and Environmental (PSE) Change	Barbara MKNelly	46
August 18, 2015	Youth Engagement	Kamaljeet Khaira	48
September, 15, 2015	2015 Annual Report Overview and Introduction to Healthy Happy Families Curriculum	UC CalFresh State Office and Lenna Ontai	52
<b>Total: 11 Town Halls</b>			<b>456*</b>

*\*This number reflects number of computers logged in so number of participants is most likely higher.*

Regional Meetings and Town Hall Webinars will continue to be held during FFY 2016. The Regional Meetings were scheduled to focus on the evaluation tools and education implementation methodologies based on curriculum theories and learning objectives. Planned regional meetings for FFY16 include youth and family-centered curriculum trainings along with nutrition content training focused on the Science of Nutrition. The Town Halls are designed to review programmatic requirements and foster the exchange of information and innovation occurring in the county programs. Additionally, they reinforce ensure both administrative adherence to USDA guidelines and improvement of programmatic quality. All the webinars are recorded to allow for 'on demand' trainings for future use and reference. Tutorials will be used to train and orient new staff, provide refreshers for existing staff, and improve quality of nutrition education delivered by staff and teacher extenders. See Table B: Summary of training provided by UC CalFresh during FFY 15.

**Table B: Summary of Training Activities, Fiscal Year 2015**

Activity	Number Training Events	Number Participated
Regional Trainings*	3	622
Town Halls	11	456
Webinars with Counties**	36	n/a
Webinars	7	n/a
Statewide Trainings	2	66
<b>Total</b>	<b>54</b>	<b>756</b>

*\*Regional trainings included Shaping Healthy Choices, ServSafe® and Smarter Lunchrooms.*

*\*\*This includes webinars by State Office staff providing technical assistance to counties.*

UC CalFresh will continue to look towards CDSS, CDPH, CDA and CCC for greater opportunities to integrate training and support to the county programs. Meetings have taken place for joint training to be provided during FFY 16.

## **Webinars**

Webinars were hosted by the State Office for statewide partners, SNAP-Ed program staff from other states and territories, and SNAP-Ed Providers in California. Additionally webinars offered by other programs and partners

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were coordinated by the state office for greater local participation. County staff also took lead roles in some of the skills training webinars that were presented to other states. Partnerships were developed between national SNAP-Ed providers and UC CalFresh.

The State Office hosted webinars to support other states, US Territories and other SNAP Ed related programs. The webinars provided focused on the Smarter Lunchrooms Movement principles, PSE strategies listed in the SNAP-ED Interventions Toolkit. These webinars provided curriculum training and review of best practices in order to assist SNAP-Ed providers from other states and territory with implementing the Plan, Shop and Save Curriculum.

See Table D: PSSC Webinars hosted by and participated in by UC CalFresh, Fiscal Year 2015. During FFY 16, the UC CalFresh State Office plans to follow up with these states and territory to provide technical assistance as they begin implementing this curriculum. The State Office also partnered with the EFNEP (Expanded Food and Nutrition Education Program).

Table E: summarizes the Partner Hosted Webinars Attended by UC CalFresh.

**Table C: UC CalFresh Hosted Webinars, Fiscal Year 2015**

Date	Topic	Presenter(s)	Number of Participants
April 30, 2014	2015 SNAP-Ed Work Plan Technical Assistance Call	UC CalFresh State Office	69
January 22, 2015	Technical Advising Professionals Webinar: The Self-Assessment Scorecard	California Department of Education; Dairy Council of California; Cornell Center for Behavioral Economics; Smarter Lunchrooms Movement; UC CalFresh Nutrition Education Program	33
July 16, 2015	Technical Advising Professionals Webinar: How Collective Impact Results in a National Movement	California Department of Education; Dairy Council of California; Cornell Center for Behavioral Economics; Smarter Lunchrooms Movement; UC CalFresh Nutrition Education Program	36
<b>Total: 2 webinars</b>			<b>122*</b>

*\*The number of participants may be underestimated since some locations had multiple participants viewing together. These numbers do not include those who viewed the recorded sessions.*

**Table D: PSSC Webinars hosted by and participated in by UC CalFresh, Fiscal Year 2015**

Date	Topic	Presenter(s)
February 11, 2015	Plan, Shop, Save and Cook Curriculum: Making Healthy Choices Within a Limited Budget	UC CalFresh State office staff for the Guam SNAP-Ed Program
August 24, 2015	Plan, Shop, Save and Cook Curriculum: Making Healthy Choices Within a Limited Budget	UC CalFresh State office staff for the Oregon State Extension SNAP-Ed Program
September 23, 2015	Plan, Shop, Save and Cook	Catalina Aragón and Kathleen Manenica (Washington State Extension SNAP-ED)
<b>Total: 3 webinars</b>		

**Table E: Joint UC CalFresh-EFNEP Webinars, Fiscal Year 2015**

Date	Topic	Presenter(s)
January 9, 2015	EatFit Curriculum Training	Marilyn Townsend
September 10, 2015	Using an Interactive PowerPoint for Teaching Youth Curricula	Sharon Junge
<b>Total: 2 webinars</b>		

## **Other**

### ***Weekly Update***

While not specifically a training activity, communication via a Weekly Update disseminated a compilation of UC CalFresh news and success stories, articles and resources that would be of interest to SNAP-Ed providers. Excluding holidays, the Weekly Update was compiled and sent out on a weekly basis. Electronic copies of the Weekly Updates were also posted on the UC CalFresh website.

Since revamping the look of the Weekly Update in July 2013, the listserv for the UC CalFresh Weekly Update has expanded to include California’s SNAP-Ed State Implementing Agency partners (CDSS, CDA, and CCC), USDA FNS/WRO and other partners. Some of the counties continue to share the Weekly Update (minus UC CalFresh specific information) with their local partners and collaborative participants. Although no official evaluation of the Weekly Update has been conducted, program staff and partners continue to request to be added to the mailing list and share success stories and resources with the State Office to be included in the Weekly Updates.

### ***Website***

The UC CalFresh website continues to be the go-to source for curricula, evaluation tools, UC CalFresh directives and resources. The website is also frequently updated to include links for informational sites, publications, recorded webinars, etc. The UC CalFresh State Office also receives inquiries from other in-state and out of state partners, programs and organizations visiting our website regarding the materials available. The state office continues to receive positive comments from program staff and partners noting the website improvements and information available.

### ***Nutrition and Food Questions Web Page***

The Nutrition and Food Questions web page was launched in May 2015. The UC CalFresh nutrition educators are often asked nutrition and food related questions by program participants which fall outside the material covered in the nutrition education curriculum. The Nutrition and Food Questions web page was developed and implemented jointly by the UC CalFresh and EFNEP programs as a resource to help nutrition educators address these questions. The web page includes a survey tool for educators to submit questions. Responses to the questions are developed by UC CalFresh/EFNEP state office staff, and reviewed by faculty from the UC Davis Department of Nutrition before being posted to the web page. The web page houses a database of responses to all questions that have been received organized by topic.

## ***Curriculum Adaption***

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During FFY15, there were some revisions to the handouts used with the **Plan, Shop, Save & Cook** curriculum. Updated versions of handouts from outside sources such as USDA were added to the curriculum. One handout was replaced with a newly created handout which was developed to more closely address the lesson objectives. Spanish versions of all materials and lessons were finalized.

The development of additional support materials for widely used youth curriculum also began during FFY15. These materials included curriculum promotional flyers and interactive PowerPoints for use with the My Amazing Body, Good for Me and You and It’s My Choice curriculum. As noted above in Table E, training was also provided to county level educators via webinar *on Using Interactive PowerPoints to Teach the Youth Curricula* in September 2015

## **Journal Publications, Conference Posters, Blog Postings, Presentations & Media**

### **Journal Publications (10)**

- Algert, S. J., & Renvall, M. J. (2015). Food Inventories Document Behavior Change in Hispanic Women Participating in SNAP Nutrition Education Classes: A Pilot Study. *Journal of Hunger & Environmental Nutrition, 10*(2), 163-175. doi:10.1080/19320248.2014.955935.
- French, C., Kaiser, L., Gomez-Camacho, R., Lamp, C., & de la Torre, A (2014). Improve Water Quality in Rural Immigrant Communities. *Policy Brief Center for Poverty Research, 3*(3).
- Kaiser, L., Aguilera, A., Horowitz, M., Lamp, C., Johns, M., Gomez-Camacho, R., Ontai, L., & de la Torre, A. (2015). Correlates of food patterns in young Latino children at high-risk of obesity. *J. Public Health Nutrition, 18*(16).
- Kaiser, L., Chaidez, V., Algert, S., Horowitz, M., Martin, A., Mendoza, C., Neelon, M., & Ginsburg, D. C. (2015). Food Resource Management Education With SNAP Participation Improves Food Security. *J Nutr Educ Behav, 47*(4), 374-378 e371. doi:10.1016/j.jneb.2015.01.012.
- Kaiser, L., Martinez, J., Horowitz, M., Lamp, C., Johns, M., Espinoza, D., Byrnes, M., Gomez, M.M., Aguilera, A., & de la Torre, A. (May 2015). Adaptation of a Culturally Relevant Nutrition and Physical Activity Program for Low-Income, Mexican-Origin Parents with Young Children. *Preventing Chronic Disease, 12*(E72). doi:10.5888/pcd12.140591.
- Linnell, J., Smith, M., Brian, K., Scherr, R., & Zidenberg-Cherr, S. (2015). Teachers Don't Know What They Don't Know About Nutrition: A Case for Improving Professional Development. *The Journal of the Federation of American Societies for Experimental Biology*.
- Schaefer, S. E., Camacho-Gomez, R., Sadeghi, B., Kaiser, L., German, J. B., & de la Torre, A. (July 2015). Assessing Child Obesity and Physical Activity in a Hard-to-Reach Population in California's Central Valley, 2012-2013. *Preventing Chronic Disease, 12*(E117).
- Scherr, R. E., Dharmar, M., Linnell, J. D., Bergman, J. J., Brian, K. M., Briggs, M., Feenstra, G., Hillhouse, J., Keen, C., Nguyen, L., Ontai, L., Schaefer, S., Smith, M., Spezzano, T., Steinberg, F., Sutter, C., Young, H., & Zidenberg-Cherr, S. (2015). The Shaping Healthy Choices Program Intervention Had a Sustained Positive Impact on BMI Percentiles. *The Federation of American Societies for Experimental Biology*.
- Scherr, R. E., Linnell, J. D., Smith, M. H., Briggs, M., Bergman, J., Brian, K. M., Dharmar, M., Feenstra, G., Hillhouse, C., Keen, C., Nguyen, L., Nicholson, Y., Ontai, L., Schaefer, S.E., Spezzano, T., Steinberg, F.M., Sutters, C., Wright, J.E., Young, H.M., & Zidenberg-Cherr, S. (November 2014). The Shaping Healthy Choices Program: Design and Implementation Methodologies for a Multicomponent, School-Based Nutrition Education Intervention. *Journal of Nutrition Education and Behavior, 46*(6), e13-e21.
- Young, J. C., Manton, L. M., Worker, S. M., & Martin, A. C. (Fall 2014). Effective, Efficient Online Training in Cooperative Extension. *Journal of Youth Development, 9*(3), 58-65.

### **Conference Posters/Presentations (19)**

- Bergman, J., Linnell, J., Ginsburg, D., Scherr, R., Brian, K., Carter, R., Donahue, S., Hoyos, L., Klisch, S., Lawry-Hall, S., Martin, A., Pressman, J., Soule, K., West, W., & Zidenberg-Cherr, S. (2015). *Expanding, Implementing, And Assessing The Efficacy Of The Shaping Healthy Choices Program*

*Through UC CalFresh Partnerships.* Poster presented at the University of California Agriculture and Natural Resources Strategic Initiative Conference, Sacramento, CA.

- Blackburn, M., & Baykal, T. (2015). *Early Childhood Obesity Prevention in Multiple Spheres of the Socio-Ecological Model.* Poster presented at the 8th Biennial Childhood Obesity Conference, San Diego, CA.
- Brian, K. M. (December 2014). *Farm to School and the Common Core: A look at Discovering Healthy Choices, a garden-enhanced nutrition curriculum from the Shaping Healthy Choices Program, and the Common Core State Standards.* Poster presented at the Growing Farm to School in California's Central Valley: A Regional Convening Conference, Tulare, CA.
- Byrnes, M., Ginsburg, D., Hoy, K., Reed, H., Young, S., Headrick, L., Orlowski, M., Sainz, C., & Tamannaie, D. (2015). *How Collective Impact Results in a National Movement.* Oral presentation at the 8<sup>th</sup> Biennial Childhood Obesity Conference, San Diego, CA.
- Byrnes, M., Ginsburg, D., Reed, H., & Young, S. (May 2015). *Smarter Lunchrooms Movement of California.* Oral presentation at the 2015 Cornell BEN Center Smarter Lunchrooms Movement Symposium, Ithaca, NY.
- Byrnes, M., Young, S., Ginsburg, D., Reed, H., McMurdo, T., & Warshaw, C. (2015). *Smarter Lunchrooms Movement of California.* Poster presented at the 8<sup>th</sup> Biennial Childhood Obesity Conference, San Diego, CA.
- Ginsburg, D., Mknelly, B. (2015). *How nutrition education can help CalFresh reduce food insecurity and prevent obesity.* Oral Presentation at the CDSS Research Series Seminar.
- Ginsburg, D., Scheer, R. (2015). *USDA Western Region Office SNAP-Ed Evidence Based Program Summit* Oral Presentation at the USDA Western Region Office Program Summit April, 2105.
- Gomez, M., Aguilera, A., Kaiser, L., Horowitz, M., Johns, M., lamp, C., & de la Torre, A. (July 2015). *The Drought's Effect on Food Security among Farmworkers.* Poster presented at the Society for Nutrition Education and Behavior Annual Conference.
- Jones, A., & Brian, K. M. ( November 2014). *Focus on Food: A Nutrition Curriculum for School Nutrition Staff.* Poster presented at the California School Nutrition Association Conference, Sacramento, CA.
- Kaiser, L., Horowitz, M., Johns, M., Espinosa, D., Ontai, L., Diaz Rios, K., et al (October 2015). UC ANR addresses childhood obesity in a rural Central Valley Community. UC ANR Conference Poster.
- Mendoza, C., Ganthavorn, C., Neelon, M., Lamp, C., & Wooten-Swanson, P. (Jun29-July 2, 2015). *Can Home-based Education Fill the Gap When In-Class Education is Not an Option?* Poster presented at the 8th Biennial Childhood Obesity Conference, San Diego.
- Munoz-Gomez, M., Kaiser, L., Shaefer, S., Lamp, C., Horowitz, M., & de la Torre, A. (June 2015). *Association Between Sleep Trends and Obesity in Mexican Origin Children.* Poster presented at the 8th Biennial Childhood Obesity Conference, San Diego, CA.
- Neelon, M., Kaiser, L., Horowitz, M. Martin, A., Ganthavorn, C., Mendoza, C., Nicoli, A., Ginsburg, D. (October 2015) *Plan Shop Save and Cook: Helping California Families Increase Food Security.* UC ANR Conference Poster.

Nicoli, A., MacNab S. (June 2015) *Leveraging Community Partnerships for Comprehensive Nutrition Education*. Poster presented at the 8th Biennial Childhood Obesity Conference, San Diego, CA.

Scherr, R. E., Linnell, J. D., Smith, M. H., Briggs, M., Bergman, J., Brian, K., Dharmar, M., Feenstra, G., Hillhouse, J.C., Keen, C.L., Nguyen, L.M., Ontai, L.L., Schaefer, S.E., Spezzano, T., Steinberg, F.M., Sutter, C., Young, H.M., & Zidenberg-Cherr, S. (2015). *The Shaping Healthy Choices Program Aims to Prevent Childhood Obesity*. Poster presented at the Childhood Obesity Conference, San Diego.

Soule, K. E., & Klisch, S. A. (2015). *Facilitating Educator Participation in Nutrition Education: No-Prep Nutrition Education Kits*. Poster presented at the 8th Biennial Childhood Obesity Conference, San Diego, CA.

Zidenberg-Cherr, S., & Brian, K. M. (April 2015). *Collaborating to Strengthen Nutrition Approaches in Healthy Living*. Poster presented at the California 4-H Association Retreat, Marina, CA.

### **University of California Food Blog – UC information on the creation and consumption of food (20)**

(<http://ucanr.edu/blogs/food/>)

The UC ANR Food Blog is accessed by the general public and is produced by a team of writers in a wide range of departments and programs affiliated with the UC Division of Agriculture and Natural Resources (ANR) and are connected with UC Cooperative Extension, UC Davis, UC Riverside and UC Office of the President. The blog reports food-related information generated by UC programs where advisors and specialists conduct research and deliver results on nutrition, food, production and safety. It provides consumers and the public with information and tips about eating for better health. Topics addressed in the blog include nutrition, gardening for food, food safety, obesity, pesticide-residue issues, local food, farmers markets, slow food, home food handling, organic food, food production, food policy and more.

#### ***The following are selected articles published on the UC Food Blog:***

One-stop shopping for healthy food and nutrition education. (15 May 2015). UC ANR Food Blog.

Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=17741>

Kan-Rice, P. (28 Jan. 2015). Shaping Healthy Choices combines approaches to make a lasting impression on kids. UC ANR Food Blog. Retrieved from

<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16615>

Kan-Rice, P. (20 Nov. 2014). Parents can make healthful eating fun for kids. UC ANR Food Blog. Retrieved from

<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=15970>

Kan-Rice, P. (14 Jan. 2015). Picture this: UCCE focuses on healthy meals for Healthy Weight Week (Jan. 18-24). UC ANR Food Blog. Retrieved from

<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16451>

Kan-Rice, P. (4 Dec. 2014). Gardens contribute vegetables, ease hunger among San Jose residents. UC ANR Food Blog. Retrieved from

<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16074>

Klisch, S., Paniagua, L., & LaFreniere, M. (14 July 2015). Encouraging studentst to eat their vegetables. UC ANR Food Blog. Retrieved from

<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=18321>

- Warnert, J. E. (7 July 2015). Food assistance and education combine to ease food insecurity. UC ANR Food Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=18263>
- Warnert, J. E. (12 Feb. 2015). New Valentine's Day trends are good for kids. UC ANR Food Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16688>
- Warnert, J. E. (11 Feb. 2015). Tomatillos add Mexican flavor to California gardens. UC ANR Food Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16699>
- Warnert, J. E., & Vega, N. D. I. (24 Oct. 2014). Date label confusion leads to food waste. UC ANR Food Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=15680>

***The UC Food Blog also produces separate articles in Spanish at the following web link: <http://ucanr.org/sites/Spanish/>. The Spanish posts have also been included below.***

- Grajales-Hall, M. (2014). Los padres pueden hacer del comer saludablemente algo divertido. Noticias - Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/capsulas/?uid=6092&ds=199>
- Grajales-Hall, M. (2015). Los tomatillos agregan sabor mexicano a huertos en California. Noticias - Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/capsulas/?uid=6211&ds=199>
- Grajales-Hall, M. (2015). Manténgase activo durante los meses del verano. Noticias - Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/capsulas/?uid=6398&ds=199>
- Hauffen, A. (1 May 2015). Cultivando salud en huertos escolares. Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/radio/?uid=6303&ds=199>
- Hauffen, A. (14 Sept. 2015). La actividad física y la obesidad infantil en comunidades latinas del Valle Central. Agricultura y recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/boletines/?uid=6478&ds=199>
- Hauffen, A. (2014). Enseñando buenos hábitos alimenticios. Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/radio/?uid=6065&ds=199>
- Hauffen, A. (2015). Enseñanza de nutrición enfocada en los niños. Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/radio/?uid=6258&ds=199>
- Hauffen, A. (2015). La actividad física en las clases de nutrición. Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/spanish/noticias/radio/index.cfm?uid=6526&ds=199>
- Hauffen, A. (2015). La selección de productos alimenticios. Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/radio/?uid=6181&ds=199>
- Vega, N. D. I. (2 July 2015). Ayuda para familias de trabajadores agrícolas que sufren inseguridad alimentaria. Agricultura y Recursos Naturales. Retrieved from <http://ucanr.edu/sites/Spanish/Noticias/boletines/?uid=6365&ds=199>

***The following articles are published in the UC CalFresh county blogs (20):***

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- Byrd, A. (4 Feb. 2015). Young World Preschool is Learning About Plant Parts! UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=15992>
- Enriquez, M. (5 Nov. 2014). Healthy Hands. UC CalFresh Fresno County Blogs. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=15699>
- Enriquez, M. (16 June 2015). Fun & Teamwork at the CATCH Training. UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=18058>
- Enriquez, M. (24 July 2015). #Flashback Friday: Fruit and Veggie Fest. UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=18078>
- Ganthavorn, C. (29 Jan. 2015). UC CalFresh - Community Settlement Association. UCCE Riverside County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16638>
- Juarez, N. (8 Oct. 2014). DIY Healthy Halloween Classroom Party Snacks. UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=15452>
- Lopez, N. R. (27 July 2015). School garden Off and Growing! UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=18109>
- Lopez, Y. S., & Lopez, N. (7 Aug. 2015). UC CalFresh Celebrates National Farmers' Market Week: August 2-8th, 2015. UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=18585>
- MacNab, S. (12 Dec. 2014). Taco Tuesday @ Computech Middle School. UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16180>
- MacNab, S. (16 Dec. 2014). Behind the Scenes! Images from the Undersecretary's Visit. UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16253>
- MacNab, S., & Brewer, L. (11 Dec. 2014). Fresno Unified Food Service Recognized by the USDA. UC CalFresh Fresno County Blog. Retrieved from <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=16166>
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## **Awards**

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### Riverside

- **USDA SNAP-Ed Get Fresh Project Grant (FFY15)**  
Project lead: Riverside County Department of Public Social Services  
Sub-award to UCCE \$44,707 for evaluation of project
- UC CalFresh wrote a proposal for Kaiser Permanente Heal Zone Project funding for garden expansion on the behalf of Community Settlement Association. \$10,000 is awarded to create the Bermuda garden.

## **County-Based Evaluation Findings and County Profiles**

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County profiles were created for each program to highlight some of the top-level contributions, findings, partnerships and successes. These along with the county year-end reports are included in the appendices.

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|--|---|
| <ul style="list-style-type: none"><li>• Alameda County</li><li>• Amador, Calaveras, El Dorado, and Tuolumne Counties</li><li>• Butte, Colusa, Glenn, Sutter, and Yuba Counties</li><li>• Fresno County</li><li>• Imperial County</li><li>• Kern County</li><li>• Placer and Nevada Counties</li><li>• Riverside County</li></ul> | <ul style="list-style-type: none"><li>• San Joaquin County</li><li>• San Luis Obispo and Northern Santa Barbara Counties</li><li>• Santa Clara, San Mateo, and San Francisco Counties</li><li>• Shasta, Trinity, and Tehama Counties</li><li>• Stanislaus and Merced Counties</li><li>• Tulare and Kings Counties</li><li>• Yolo County</li></ul> |
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**Supplemental Nutrition Assistance  
Program—Education**

**Catholic Charities of California (CCC):  
Success Stories**

## ***Catholic Charities of California - Program Successes***

Stockton, San Bernardino, and the Monterey nutrition educators all reported improved attendance in their adult classes to be their greatest success this year. Stockton found that adding a cooking element to the nutrition classes led to greater numbers of participants and a better retention rate. The key informant from San Bernardino said that their staff did an excellent job recruiting, and consequently they had a very positive community response. Often, participants in the San Bernardino class would recommend the sessions to family and friends. Monterey reported that a parish priest had promoted the series and consequently they had their largest class yet. Many of the sessions would grow over time as participants brought friends and family back to class with them. Monterey also reported a success in the redesign of their website that highlights nutrition education and provides resources for people looking for advice on eating healthier.

### ***Client Success Stories***

Monterey: This story was collected from Maria Vasquez, youth nutrition educator

“This year was the first year we worked with 4<sup>th</sup> graders. They really enjoyed the physical activity. The other success at the end of the session they were able to identify all the food groups and the benefits. They had trouble with knowing the food groups at the beginning, but they were able to capture the material by the end.”

Monterey: This story was collected from Juanita Velasco, adult nutrition educator

“One time one man made a comment that they don’t eat ranch dressing. But one of my demonstrations is making ranch dressing with plain nonfat yogurt. He didn’t know why the other kind was bad, but when you do it with yogurt you get the protein and calcium without the fatty stuff: Low calorie. People will ask questions like that. They know what they should do but they don’t know why.”

San Bernardino: This story was collected from Tonna Lee, Collaborative Programs Administrator

“We had a client whose high school daughter was about 50 pounds overweight. The doctor was concerned for the daughter’s health and advised the mom that she had to put her daughter on a diet. The mother made several attempts with little success. The mom reported that her daughter did not like vegetables and rarely ate them. The mom first came to one of our classes as a guest, attending with a friend of hers, after the completion of the class she asked if she could come back and bring her daughter to the next class. I told her that she was welcome to. It took two weeks for the mom to convince her daughter to come. When the daughter finally came, she sat quietly through the class and was the last one to leave. She shared how awful she felt at school, and how her weight has affected her socially, it kept her from joining clubs, playing sports and even going to places most teens her age can’t wait to go to. I encouraged her to take little steps of faith and discipline. I challenged her to start replacing some of the bad habits with good habits, under the guidance of her physician, and she would see results. Two months later, the daughter came back and shared with me how motivated she was when she left our office

and how after she went home, she talked to her mom and they both decided to join the gym and start eating healthier. She lost 27 pounds in two months and she said she never felt better and also brought two other friends with her. She looked great, but more importantly she felt great inside and out”

San Diego: These stories were collected from Allison Kielhold, SNAP-Ed Program Coordinator

“There was a woman who participated in our 4 session series and would bring her two children with her to the classes. At the final session, we did a cooking demonstration on how to make an easy turkey skillet dinner with vegetables. The participant was astounded when her children ate the entire dish vegetables and all. She said that she was never able to get them to eat vegetables, no matter how she prepared them. She was so surprised that the dish was so simple but the spices made all the difference in getting her children to eat a healthy meal. She shared how she only used bouillon to flavor food (which is very high in sodium!) but the spices we used made the dish not only taste better but healthier as well. Her children also were excited about the food and boasted how they even ate the tomatoes. It is amazing that such a simple change in seasoning can be the difference between a family eating vegetables or not.”

“Many participants in El Centro and at the Senior Residential Sites really enjoyed the low impact stretching and weight lifting demonstrations. Teaching the different groups how to use household objects to do simple stretches always resulted in participants being surprised that water bottles, cans, etc. could provide such a good workout and the recommended time spent for physical activity really did not take up too much of their schedule.”

Stockton: This story was collected from Jessica Ceja, nutrition educator

“There was one client who after the 3<sup>rd</sup> class said she lost weight. After the whole series she announced that her doctor told her that she was no longer pre-diabetic and her sugar levels were normal.”

**Supplemental Nutrition Assistance  
Program—Education**

**California Department of Aging (CDA):  
Success Stories**

## California Department of Aging Successes:

### Eat Smart, Live Strong Program Among Community-based Low-Income Older Adults.

#### AAA Conference Presentations:

#### Community and Senior Services (CSS) AAA (PSA 19):

- November 2014: Presentation on “Best Practices for Increasing Participation in SNAP-Ed” at the California Association of Area Agencies on Aging (C4A) Annual Meeting and Allied Conference in Los Angeles featuring the PSA 19 CSS AAA video on the SNAP-Ed “Eat Smart, Live Strong” Program. The video provided information regarding SNAP-Ed, shared testimonials from participants, and received accolades from a number of agencies that serve the senior population. The video can be accessed at <http://www.youtube.com/watch?v=lld9W8KY3YM&feature=youtu.be>.
- February 2015: Presentation of PSA 19 CSS AAA SNAP-Ed “Eat Smart, Live Strong” Program at the SNAP-Ed Forum in Sacramento, California.
- March 2015: Presentation on “Best Practices for Increasing Participation in SNAP-Ed” at the 2015 American Society on Aging (ASA) Aging in America Conference in Chicago, Illinois, featuring the Los Angeles County PSA 19 CSS AAA video on the SNAP-Ed “Eat Smart, Live Strong” Program.
- September 2015: Presentation of PSA 19 CSS AAA SNAP-Ed “Eat Smart, Live Strong” Best Case Practices at the C4A September Retreat in Sacramento, California

#### CDA Presentations:

- February 2015: Presentation at the FFY 2016 SNAP-Ed Forum, CDA SNAP-Ed Direct Education in Sacramento, California
- June 2015: Presentation at CDA All Staff of CDA SNAP-Ed Overview for FFY 2015 in Sacramento, California

## Curriculum Development:

### County of San Diego Aging and Independence Services (PSA 23):

- **Sons and Daughters of Guam Club:** This group of approximately 15 seniors decided to call themselves “Chamorro,” after the name and language of the Guamanian people. After learning more about how PSE projects impact health, some Chamorro members wanted to institute a policy that fresh fruits and vegetables would need to be included at every Guam Club fiesta buffet (these are rentals where a group rents the Club for a party). This turned out to be a very controversial idea. At one fiesta, a Chamorro member tried putting the rice at the end of buffet line to encourage more vegetable consumption (the vegetables were at the beginning of the line). More vegetables were eaten...but there was uproar about not having the rice more accessible. It was clear that there would be a lot of resistance to creating a healthy food policy.

Because of this resistance, the group continued to explore other PSE project possibilities. The facilitator had the idea that a cookbook with healthy Guamanian recipes would be a way to honor their cultural traditions. He presented the idea to Chamorro and they loved it. The group took ownership of the project and gathered recipes. They had the recipes reviewed by the registered dietitian, and adapted them where necessary. They cooked the recipes and the facilitator made book-quality photographs of the dishes. Another student worker formatted the recipes and pictures to create the cookbook. Our agency identified outside (non-SNAP-Ed) funding to print the cookbooks. The Chamorro group held a festive event at the Guam Club for the debut of the cookbooks on August 28<sup>th</sup> 2015. There was a band to play ukulele music and the group wore their “SNAP-Ed for Seniors” T-shirts, and one cookbook was distributed to each verified client of the site’s lunch program. The Chamorro members each got five cookbooks to distribute as they wished.

## Partnership activities:

### PSA 23

- **Elder Multicultural Access and Support Services (EMASS):** EMASS is a program of Union of Pan Asian Communities (UPAC). UPAC was the partner/contractor for this project, and the congregate meal site is at the program site of EMASS. This cohort named themselves “UNIDOS.” This group was conducted in Spanish and English, and led by our graduate student worker-facilitator, and UPAC assistant – translator. After learning about PSE concepts, the seniors decided that in their community, a helpful PSE change would be to gain more access to healthy food via the charitable organization, Feeding America. They worked with EMASS staff and convinced UPAC - EMASS to become an official partner of Feeding America. They had the Feeding

America staff present to the group to explain the process to become a partner. The UNIDOS members helped to complete the application, describing the benefits to their community that would be realized if they had access to healthy food via Feeding America. The application was approved in the spring of 2015 and they are now working on the first steps of the partnership.

#### **City of Los Angeles Department of Aging (PSA 25)**

- Partnership with former Councilmember District 8, Bernard Parks provided \$30,000 of additional funding for SNAP-Ed programming. The funds were used to increase indirect services to 600 plus low-income older adults at various senior centers and senior housing within the council district.

#### **Case studies:**

##### **San Joaquin County Human Aging and Community Services (PSA 11)**

- **San Joaquin County Aging and Community Services 2015 SNAP-Ed Food Provider Survey Analysis**

PSA 11 assessed the type of foods currently distributed to charitable food system (CFS) recipients in San Joaquin County. The San Joaquin County Human Aging and Community Services proposed to survey up to five key food providers in the county (e.g., food banks – County-operated and independent,, food pantries, community centers, and other emergency food assistance programs). In addition to obtaining knowledge of the type of foods that are being distributed, the ultimate goal of the survey was to identify options for:

- Increasing the proportion of foods distributed that are aligned with MyPlate guidelines;
- Significantly reducing or eliminating the distribution of sugar and fat-enriched foods;
- Promoting that healthier foods overall be distributed to recipients.

This study focuses on two main food providers, the San Joaquin County Commodity Program and the Emergency Food Bank of Stockton/San Joaquin, and the types of food that they distribute in San Joaquin County. Results of the study will be used to work with other providers on policy to further enhance the distribution of healthy foods to individuals and families in need in San Joaquin County.

## Recognition and Awards:

### Contra Costa County Employment and Human Services Department Area Agency on Aging (PSA 7):

- Meals on Wheels and Senior Outreach Services (MOWSOS)

The National Council on Aging awarded MOWSOS first prize in its photography contest for MOWSOS' photo of its Tai Chi class in San Pablo. The photo can be accessed at <http://sfbay.ca/2015/09/20/meals-on-wheels-nabs-first-prize-in-photo-contest/>.

### PSA 19:

- June 2015: PSA 19 CSS AAA received a National Association of Counties (NACo) Award in the Human Services Category for the SNAP-Ed “Eat Smart, Live Strong” Program.
- July 2015: PSA 19 CSS AAA submitted the SNAP-Ed “Eat Smart, Live Strong” Program for a Los Angeles County Quality and Productivity Award as a “Healthy Lifestyle for Older Adults.” PSA 19 CSS AAA was awarded a “Traditional” plaque at the 29th Annual Productivity and Quality Awards Ceremony in October 2015.