

**Impact Outcome Evaluation Project:
Statewide Local Health Department Project Aggregated Data
FFY 2014**

*California Department of Public Health
Nutrition Education and Obesity Prevention Branch
Research and Evaluation*

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Table 1. Statewide Local Health Department Project Aggregated Data for 33 Projects	
Health Department	Site
Alameda County Health Care Services Agency	Schools, Adult Education & Job Training, Churches, Adult Rehabilitation Centers, Community Centers, Individual Homes, Elderly Service Centers, Head Start Programs, Libraries, Shelters
Butte County Public Health Department	Schools
City and County of San Francisco Department of Public Health	Schools, Adult Rehabilitation Centers, Emergency Food Assistance Sites, Public/Community Health Centers
City of Long Beach Department of Health and Human Services	Schools
City of Pasadena Public Health Department	Schools, Community Centers, Head Start Programs, Libraries, Public/Community Health Centers, WIC Programs
Contra Costa Health Services	Schools
County of Fresno	Schools, Other Youth Education Sites, Public Housing
County of Riverside, Department of Public Health	Schools
County of Sacramento Department of Health and Human Services	Adult Rehabilitation Centers, Head Start Programs, Job Corps
County of San Bernardino Department of Public Health	School
County of San Diego	Schools, Other Youth Education Sites
County of Sonoma, Department of Health Services	School
Humboldt County Health Department	Schools
Imperial County Public Health Department	Schools
Kern County Public Health Department	School
Kings Community Action Organization, Inc.	Other Summer Youth Programs
Los Angeles County Department of Public Health	Schools, Churches, Community Centers, Emergency Food Assistance Sites, Farmers' Markets, Public/Community Health Centers, Public Housing
Madera County Public Health Department	School
Marin County Health and Human Services	Schools
Monterey County Health Department	Schools
Orange County Health Care Agency	Community Centers, Emergency Food Assistance Sites, Libraries, Public Housing, Shelters
San Joaquin County Public Health Services	Schools
San Luis Obispo County Public Health Department	Schools

Table 1. Statewide Local Health Department Project Aggregated Data for 33 Projects	
Health Department	Site
San Mateo County Health Systems	Schools
Santa Barbara County Public Health Department	Schools, Community Centers
Santa Clara County Public Health Department	School, Family Resource Center
Santa Cruz County Health Services Agency	Schools
Shasta County Health and Human Services Agency	Schools
Solano County Health and Social Services	Schools
Stanislaus County Health Services Agency	TANF Job Readiness
Tulare County Health and Human Services Agency	Schools
Ventura County Public Health Department	Schools, Adult Education & Job Training, Public Housing, Rainbow Connection Family Resource Centers, Project Access Family Resource Center
Yolo County Department of Health Services	Adult Education & Job Training, Extension Offices, Centers for Families

Project Goals

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

Evaluation Design

Five of the 39 impact/outcome local evaluations used a comparison group. In each case both the intervention and comparison groups were convenience samples.

A total of 9,875 individuals participated in the 39 evaluations. Of these, 9,006 received the local health department-specific intervention and 869 were in a control group selected by the LHD.

Table 2 shows the individuals by age group.

- Intervention: 9,006 (91.2%)
- Control: 869 (8.8%)

Age Category	Intervention Group Participants	Control Group Participants	Total
Youth, 8-13 years	6,106	709	6,815
High School, 14-17 years	1,178	0	1,178
Adult 18+ years	1,722	160	1,882
Total	9,006	869	9,875

Impact Measures

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

Table 3. Measures of Fruit and Vegetable and Sugar-Sweetened Beverage Consumption for Adults, Teens, and Youth	
Measures of Fruit and Vegetable and Sugar-Sweetened Beverage Consumption¹	Number of Local Projects Using the Tool (Number with Significant Results for Fruits, Vegetables, Both Combined, and/or Sugar-Sweetened Beverages and/or Water)
• <i>Food Behavior Checklist (FBC)</i> ^{1,2,3}	11 (10)
• <i>Fruit and Vegetable Checklist (FVC)</i> ⁴	1 (1)
• <i>Network High School Survey (i.e. Youth Risk Behavior Survey (YRBS))</i> ^{6,7,8,9,10}	4 (1)
• <i>Network Youth Survey (i.e. SPAN, but coded differently)</i> ^{5,6,7,8,9}	20 (14)

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

Quantitative Findings

Tests of Significance

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

¹ The number of local projects in Table 3 does not add to 39 because some local projects pool resources and perform one combined evaluation, while others conduct evaluations with multiple age groups.

Fruit and Vegetable Consumption-Adults

The *Food Behavior Checklist (FBC)* and *Fruit and Vegetable Checklist (FVC)* were used to measure adult consumption of FV for 12 LHD projects. Both the FBC and the FVC use identical questions to measure FV-related behaviors. These surveys were validated with low-income populations in California making them a fitting measure of consumption for this evaluation. Local projects provided data using the *FBC* and *FVC* from 1,634 individuals from intervention groups and 129 from comparison groups. Results showed that 1,634 individuals receiving an intervention reported an increase of 0.93 cups of total FV (Table 4). Fruit alone and vegetables alone increased by just under one-third and just over one-third of a cup, respectively. The increase in each fruit and vegetables alone, and total consumption of FV combined were statistically significant ($p < 0.001$). Intervention participants also demonstrated increased variety in FV intake, with a 54.3% increase in eating more than one kind of fruit a day and a 47.5% increase in eating more than one kind of vegetable a day “often” or “every day” rather than “sometimes” or “no” ($p < 0.001$). Control participants show no statistically significant improvements in FV consumption or variety.

Table 4. Pre- and Post-Test Results for Fruit and Vegetable Consumption and Variety - Adults					
	N	Pre-test	Post-test	% Change	P-value
Intervention Adult					
Total Fruit & Vegetables, Cups (Mean)	1,606	2.14	3.07	43.16	<0.001
Fruit, Cups (Mean)	1,634	1.21	1.50	23.89	<0.001
Vegetables, Cups (Mean)	1,612	1.20	1.55	29.54	<0.001
Eat >1 Kind of Fruit Each Day (%)	1,622	38.30	59.10	54.31	<0.001
Eat >1 Kind of Vegetable Each Day (%)	1,610	42.50	62.70	47.53	<0.001

	N	Pre-test	Post-test	% Change	P-value
Control Adult					
Total Fruit & Vegetables, Cups (Mean)	129	2.84	2.89	1.78	0.580
Fruit, Cups (Mean)	129	1.40	1.44	2.49	0.517
Vegetables, Cups (Mean)	129	1.43	1.45	1.12	0.764
Eat >1 Kind of Fruit Each Day (%)	129	54.30	52.70	-2.95	0.864
Eat >1 Kind of Vegetable Each Day (%)	128	50.80	55.50	9.25	0.345

Fruit and Vegetable Consumption-Youth & High School

A total of 20 local projects collected FV consumption data from 5,206 youth receiving an intervention and 555 youth from a control group using the *Network Youth Survey*. Three local projects collected FV consumption data using the *Network High School Survey*

from 1,047 teens receiving an intervention, but were unable to field any comparison respondents.

Results from the *Network Youth Survey* show that youth receiving an intervention had a 0.49 increase in times per day they ate FV ($p < 0.001$) (Table 5). Increases in fruit alone went up nearly .3 time/day and vegetables alone increased .2/day ($p < 0.001$). They showed a 17.07% increase in consumption of fruit two or more times/day and a 28.21% increase in consumption of vegetables three or more times/day. Results for youth in the control group showed no change in FV consumption.

Table 5. Pre- and Post-Test Results for Fruit and Vegetable Consumption - Youth					
	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Total Fruit & Vegetables Times/Day (Mean)	5,195	3.38	3.87	14.57	<.001
Fruit, Times/Day (Mean)	5,206	1.81	2.09	15.40	<.001
Vegetables, Times/Day (Mean)	5,200	1.57	1.78	13.59	<.001
Fruit \geq 2 Times/Day (%)	5,206	49.20	57.60	17.07	<.001
Vegetables \geq 3 Times/Day (%)	5,200	23.40	30.00	28.21	<.001

	N	Pre-test	Post-test	% Change	P-value
Control- Youth					
Total Fruit & Vegetables Times/Day (Mean)	554	3.04	3.15	3.50	.253
Fruit, Times/Day (Mean)	554	1.55	1.59	2.44	.507
Vegetables, Times/Day (Mean)	555	1.49	1.55	4.48	.296
Fruit \geq 2 Times/Day (%)	554	44.00	45.10	2.50	.695
Vegetables \geq 3 Times/Day (%)	555	19.80	22.90	15.66	.152

The *Network High School Survey* utilizes six FV consumption questions from the *Youth Risk Behavior Survey (YRBS)*. Only five questions were used for these analyses because one question asks about 100% juice consumption. With an increasing emphasis on healthy beverage consumption, in FFY 12, it was deemed no longer appropriate to include juice in the FV analyses. In FFY 14 there were no significant changes for fruit or vegetables among high school students (Table 6).

Table 6. Pre- and Post-Test Results for Fruit and Vegetable Consumption - Teen					
	N	Pre-test	Post-test	% Change	P-value
Intervention- High School					
Total Fruit & Vegetables Times/Day (Mean)	1,037	2.36	2.40	1.59	.583
Fruit, Times/Day (Mean)	1,047	0.94	0.93	-1.28	.717
Vegetables, Times/Day (Mean)	1,041	1.42	1.48	4.13	.263
Fruit ≥ 2 Times/Day (%)	1,047	20.80	19.70	-5.29	.450
Vegetables ≥ 3 Times/Day (%)	1,041	11.60	11.60	0.00	1.000

Sugar-Sweetened Beverage Consumption--Adults

In FFY 13, in addition to the long-standing goal of increasing FV consumption, *NEOPB* formally adopted a new goal of lowering consumption of SSBs so this is the second year of its efforts in this direction. Two of the three age groups showed success in this area.

Only the single local project using the *FVC*, a subset of questions from the *FBC*, did not evaluate changes in SSBs for adults. The *FBC* uses two questions to capture SSB consumption, one about (non-100% juice) fruit drinks, sports drinks, and punch, and the other about non-diet soda. For each, the question is worded “Do you drink...?” and the answer choices are “no, yes sometimes, yes often, and yes every day”. For scoring purposes, a positive answer of “yes, often” or “yes, every day” to either or both questions categorized a respondent as “drinks sugar sweetened beverages.” Data from intervention adults showed a significant decrease in SSB consumption while the control group did not ($p<.001$) (Table 7).

Table 7. Pre- and Post-Test Results for Sugar Sweetened Beverage Consumption - Adult					
	N	Pre-test	Post-test	% Change	P-value
Intervention Adult					
Sugary Drinks (%)	1,507	29.60	19.00	-35.81	<0.001

	N	Pre-test	Post-test	% Change	P-value
Control - Adult					
Sugary Drinks (%)	128	17.20	21.10	22.67	0.648

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

In FFY 14, consumption of SSB did not decrease significantly among youth, however, that of water increased ($p < 0.001$). For control subjects, consumption of both remained unchanged (Table 8).

Table 8. Pre- and Post-Test Results for Sugar Sweetened Beverage and Water Consumption - Youth					
	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Sugary Drinks (Mean)	5,096	1.34	1.30	-2.53	.154
Water, Times/Day (Mean)	5,417	3.41	3.56	4.50	<.001

	N	Pre-test	Post-test	% Change	P-value
Control- Youth					
Sugary Drinks (Mean)	534	1.74	1.80	3.77	0.317
Water, Times/Day (Mean)	547	3.18	3.22	1.15	0.565

Among high school students receiving the intervention, decreased SSB consumption was their only area of success in terms of large scale aggregated data ($p < 0.001$) (Table 9). Water consumption was unchanged.

Table 9. Pre- and Post-Test Results for Sugar Sweetened Beverage and Water Consumption -Teens					
	N	Pre-test	Post-test	% Change	P-value
Intervention- High School					
Sugary Drinks, Times/Day (Mean)	982	1.42	1.22	-14.33	<0.001
Water, Times/Day (Mean)	1,004	3.38	3.29	-2.68	0.121

Shopping Habits and Food Security - Adults

One goal of nutrition education is to improve the quality of the diet of SNAP participants. A second, is to reduce the chances that the SNAP participant will not have sufficient resources to provide food for self and family throughout the month. The *FBC* measures dietary practices other than consumption of food. Adults receiving an intervention showed improvement in two key areas that suggest the interventions NEOPB’s SNAP-Ed participants have been receiving may be helping them meet these goals. Two-thirds

more intervention participants reported becoming nutrition label readers while shopping post intervention, and 9.34% fewer intervention participants reported having run out of food by the end of the month ($p < 0.001$, $p, 0.05$). Control participants did not demonstrate the same effects (Table 10).

Table 10. Pre- and Post-Test Results for Shopping Habits and Food Security - Adults					
	N	Pre-test	Post-test	% Change	P-value
Intervention					
Use Food Labels (%)	1,494	31.90	53.30	67.08	<0.001
Run Out of Food by End of Month (%)	1486	28.90	26.20	-9.34	<0.05
Control					
Use Food Labels (%)	124	49.20	49.20	0.00	1.000
Run Out of Food by End of Month (%)	125	25.60	25.60	0.00	1.000

Physical Activity

One of the items on the *Network Youth Survey* and *Network High School Survey* asked: ‘Check the days you exercised or took part in physical activity that made your heart beat fast and made you breathe hard for at least 60 minutes.’ Response categories ranged from 0-7. At pre-test, intervention youth respondents receiving interventions reported being physically active for 60 minutes 3.34 days this past week, and 3.86 days at post-test ($p < 0.001$). This is the only area in which control youth participants also showed improvement at post-test, increasing from 3.41 to 3.68 days. It is possible that there is some seasonality effect since many of the youth interventions are tied to the school year and spring may bring more activity. There was no change pre- to post-intervention among high school age participants (Table 11).

Table 11. Pre- and Post-Test Results for Physical Activity – Youth and Teens					
	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Days Physically Active for \geq 60 Min (Mean)	5,021	3.34	3.86	15.37	<.001
Control- Youth					
Days Physically Active for \geq 60 Min (Mean)	546	3.41	3.68	7.84	<.01
Intervention- High School					
Days Physically Active for \geq 60 Min (Mean)	977	3.58	3.59	0.34	0.885

See Appendix for Qualitative Findings by Local Contractor

How Evaluation Results Will Be Used

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

Point of Contact

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Appendix

Qualitative Findings: Local Health Department Outstanding Accomplishments and Challenges

Nutrition Education and Obesity Prevention Branch Statewide Aggregated Data, FFY 2014

Alameda County Health Care Services, Nutrition Services

Community Health Champions Peer Educator Program

Outstanding accomplishment:

One of the outstanding moments of the intervention is seeing program participants share the importance of healthy living with their communities. For example, several mothers who participated in the program have started a walking group in their community. This suggests peer educators have engaged and connected with participants on a deep level: participants have not only made healthier changes in their lives, they are inspired to help others do the same.

Challenge:

One of the major challenges to implementing this program was retention of both participants and peer educators. Peer educators are required to have at least 20 of their 60 participants attend at least 5 of the 6 nutrition lessons. Finding participants who can attend at least 5 sessions has been challenging. Similarly, attrition is a problem for some of the peer educators. This year 12 peer educators were hired and trained, but 3 of these 12 did not finish the program. One factor that led to peer educator frustration was the delay in getting started due to the lengthy process for obtaining state and federal approval for nutrition education sites. Peer educators had identified groups and chose locations, wanted to get started, and did not understand why it took almost three months for approval to work at the sites. In our model, the peers select the sites so they are unknown to us at the time of plan submittal in June.

Alameda County Health Care Services, Nutrition Services

Cooking for Health Academy

Outstanding accomplishment:

At the Kingdom Church series, more community members are becoming engaged in learning and sharing nutrition information with peers, who in turn are becoming interested in sharing healthy eating information. The pastor of the church is committed to partnering with our program to continue offering the “series” to not only his congregation, but also to the community in which the church serves. We will be conducting a series in Chinese and a series in Spanish to meet the needs of the community. The church has embraced health and wellness as a goal.

At the LightHouse Elementary School series, more community members are becoming engaged in learning and sharing nutrition information to peers, who in turn are becoming interested in sharing healthy eating information. The school staff is committed to partnering with our program to continue offering the “series”. Some of the student’s quotes were: *“I love the recipes, and I’ve started cooking them at my home”*; *“My family enjoyed the recipes, and I’m going to cook more often”*; *“I’m now more motivated to make healthy eating changes”*; *We want you to come back every year, and teach us more about nutrition”*; *“I’ve started separating foods into plastic bags while shopping, and I don’t leave foods outside at room temperature for more than two hours”*.

Overall participants enjoy the classes, stating they learned new information about health and nutrition, how to prepare healthy recipes, and plan to continue to use the recipes.

Challenge:

The Cooking for Health Academy was piloted during the FFY 2012-2013. The program was revised based on evaluation results and rolled out in October 2013. One challenge we had is that newly assigned staff began teaching in 2013-2014 and there was a learning curve we had to adjust to in the first couple of series.

Other challenges were faced at specific site locations:

At LightHouse Elementary School, the biggest challenge faced in implementing the program was that the instructors didn’t have an easy access to kitchen facilities while implementing the course, which ended up constraining the series in terms of time.

Our first session at the YMCA was met with a police stake out. While staff arrived early to set up, participants were not allowed to enter the building due to police action in the neighborhood. This caused our first session to be cancelled with potential loss of participation at future sessions. We had recruited over 30 people, but only seven people

attended the series. On a positive note, however, this challenge indirectly enabled those participating to build rapport with each other and have a higher quality experience.

The Civicorp series had several challenges.

1. The Civicorp organization –a job skills development program—requested our series upon very short notice. Because of the structure of the Civicorp programming, we needed to attend when they could fit us into the schedule of activities, and had to “patch together” staff schedules to make the classes happen, meaning there was a different pair of instructors at each class. This was not ideal for consistency in teaching styles or building relationships with participants.
2. As planning progressed Civicorp cut back on the time originally allotted for our classes, requiring us to condense the curriculum to fit it into a shorter time frame. There was also a two-week break in our succession of classes—the first four classes were provided, a two-week break occurred, and then classes 5/6 were conducted. This was not ideal as it broke the consistency of the series.
3. Retention of participants was difficult, as participants had other activity options provided at the Civicorp center at the same time as our classes.
4. On a practical note, a limited number of electrical circuits in the classroom made it difficult to use multiple skillets—the circuit breaker was overloaded, so we needed to pair up the participants and not everyone had hands-on experience.

The Kingdom Builders Church series was held in the evening to accommodate participant schedules. The church is located in an unsafe neighborhood, and amount of daylight may have limited attendance by those who tend to not go out in the evening.

The series that was held at an individual’s house in the community was well received. The main challenge at an individual’s home is not having sufficient access to electrical outlets. If classes are held at an individual’s house in the future we will need to alter how we teach the two classes that require use of electricity, or change the recipe.

In regards to program evaluation, the biggest challenge was allowing sufficient time for completion of the two pre/post surveys (Food Behavior Checklist, and Cooking Attitude & Self Efficacy Survey). Time spent completing the surveys cuts down on lesson time. It also requires educators to be meticulous on checking the completeness of each survey. Since educators didn’t have much time to do so, some participants didn’t completely fill out the surveys. When this was discussed, midway through the intervention, the survey protocol was reviewed with staff to improve the accuracy of the data collected at future series.

Neither the Food Behavior Checklist, nor the Cooking Attitudes and Self Efficacy Survey are ideal for this intervention, which is why we decided to try using both surveys. This

proved very time consuming, so the Cooking for Health Academy team will discuss how best to evaluate future interventions.

Alameda County Health Care Services, Nutrition Services

Alameda County Office of Education

Outstanding accomplishment:

The results are affirming that intake of fruits and vegetables and water increased as a result of the intervention. Our student interns from our Get Fresh Stay Healthy program provided Rethink Your Drink activities at participating school events and were a big hit. It built their confidence about becoming nutrition educators and built awareness throughout the community around unhealthy and healthy ways to hydrate. It's a great fit that we will continue in the 2014-2015 school year.

We are constantly reinforcing messages around eating fruits and vegetables with our elementary school youth and this has a lasting impact. The consumption of fruits and vegetables is visible in every school cafeteria. Any teacher who participates in the program upon entering our cafeterias will have their students approach them gleefully showing them that they're eating a vegetable in their lunch that day. Fruits and vegetables are highly revered and a source of pride.

Here are a few quotes from students/teachers:

Harvest of the Month at Monroe Elementary –

“Students began to get produce in March with snap peas. Many students were surprised to find out that they liked the taste. They were equally excited to get to try spinach in April. Ms. Bender's kindergarten students combined strawberries and math when they created a bar graph based on their taste findings. We loved getting produce and are hoping it will continue next year!” Submitted by Lynette Watkins HOTM Liaison at Monroe Elementary

“We're doing more than tasting at Jefferson Elementary ... we're thinking, learning, singing, dancing, reading, writing, and reciting poems about fresh fruits and vegetables. In the classroom, Jefferson Jaguars thought deeply about fresh fruits and vegetables as they used their five senses to write descriptions about peas; located where spinach is grown in state, country, and world maps; and read poems about strawberries.”

New Buzz in the Hallways at Wilson Elementary School in San Leandro May 28, 2014 by Project EAT Staff, *“This is our first year adopting the Harvest of the Month program at Wilson Elementary School in San Leandro, and both teachers and students are so excited about trying each month’s harvest! The kids are saying: -“I love spinach!” -“It’s bitter, but it’s sooooo good!” -“Can I have more?”*

Challenge:

This was the first year our program used the subcontractor model, removing staff from having a direct line of contact and follow through with teachers at ACOE schools, especially those participating in the IOE. Additionally, we have not worked in Hayward, San Lorenzo, or San Leandro school districts prior to this year. Our main point of contact was the coordinator. That coordinator had the primary responsibility to train Wellness Liaisons at each school. The Wellness Liaison at each school then trained fellow teachers how to use the materials and conduct the IOE. This new model may take a few years to streamline.

Starting the subcontract so late in the federal fiscal year was definitely one of the biggest challenges. We had negotiated for all pre-surveys to be conducted in October, and to launch the first HOTM taste test in November, but the delay at USDA in approving subcontracts dragged out our ability to start the first month’s intervention on time. Our school-based subcontractor could not start work until after November 20th and the delay cut our subcontractor’s intervention duration greatly.

The surveys were administered by Wellness Liaisons over a six week period which proved to be a challenge for data collection. Not all pre/post surveys were received by Wellness Liaisons within the requested time frame. We did not receive Pre-tests from four teachers and Post-tests from eighteen teachers.

Other challenges included difficulty in matching Pre and Post-tests for two reasons: for seven classes, youth put their ID number on the Pre-test, but their name on the Post-test; or vice versa. This required obtaining school listings to identify and match surveys, which took considerable time, and resulted in many surveys being unidentifiable. In five classes there was no identifier provided (no ID number or name)?

Lack of evaluation staff contributed to a reduction in surveys received. We anticipated close to 1,500 pre/post surveys, but in the end, received 1,370 Pre-tests, 946 Post-tests, and only had 650 matched surveys. Matching surveys was difficult because of the discrepancy in identifier provided by the students between the Pre-test and the Post-test. The identifier issue will need to be remedied in future evaluations to maximize matching potential.

Getting teachers to attend professional developments after the school day and on the weekends was a challenge. There was ample communication, but little attendance. We recommend that the teachers who attend professional development trainings receive a stipend for participating and for the time spent sharing their knowledge with their colleagues at their sites. We also think that videos on our website should be used as a means of transmitting information to teachers with busy schedules.

Alameda County Health Care Services, Nutrition Services

Nutrition Education in Schools through Oakland Unified School District

Outstanding accomplishment:

As a result of our nutrition education in schools through OUSD intervention more classrooms and schools are taking steps towards a healthier environment, making our work more sustainable. The Wellness Champions have engaged at several levels at the school to encourage healthier eating and more physical activity with results that show for it. More students are engaging in physical activity indoors and outdoors than before.

Harvest of the Month has had a big impact with introducing new produce. One teacher commented, "There was some left over broccoli from my classroom taste test. I found the After School Program students fighting over the last bits of broccoli from my classroom taste test." Other teacher comments included: "Students enjoyed the spinach with the raisins, and parents kept asking what the students had because [parents] were being asked to buy them more"; "I asked students to make posters to hand around the school. I told them that their poster needs to communicate why water/100% juice are better than sugary beverages. These students are SO creative. My highlight is seeing how they think and communicate to each other. Way more effective than if I made posters myself!"

Wellness Champions observed that students “loved being introduced to healthy produce and trying new things.” On a policy, systems, and environmental level, at one school there has been the implementation of a salad bar, increasing the availability of fruits and vegetables to students, and reducing usage of outside vendors. Additionally, whole school events are now providing healthy food.

The RTYD intervention also had a really positive impact at the school level. Wellness Champions noted that more students were drinking water. And one teacher stated, “Using the [RTYD] materials helped [students] make connections and understand better the food policies we’ve been talking to them about this year.” Hopefully, this class of students can have a role in any PSE changes at that school.

Challenge:

This was the first year our program used the subcontractor model, removing staff from having a direct line of contact and follow through with teachers at OUSD schools, especially those participating in the IOE. Prior to this year we had direct contact with each teacher, to educate, model, and follow up. We could put priority on the evaluation process, ensuring that teachers conduct the pre/post surveys in a timely manner and were collected. This year we had one main point of contact with the coordinator. That coordinator had the primary responsibility to train Wellness Champions at each school. The Wellness Champion at each school then trained fellow teachers how to use the materials and conduct the IOE. This new model may take a few years to streamline.

Starting the subcontract so late in the federal fiscal year was definitely one of the biggest challenges. We had negotiated for all pre-surveys to be conducted in October, and to launch the first HOTM taste test in November, but the delay at USDA in approving subcontracts dragged out our ability to start the first month’s intervention on time. Our school-based subcontractor could not officially start work until after November 20th and the delay cut our subcontractor’s intervention duration.

The surveys were administered by Wellness Champions over a three week window which proved to be a challenge for data collection. Not all pre/post surveys were received by Wellness Champions within the requested time frame, during the year some

Wellness Champions had left their position, so we were not able to obtain surveys from some schools, and some Post-tests were completed prior to the end date of the intervention, which may have skewed our final results.

Other challenges included difficulty in matching Pre and Post-tests for two reasons: for eight classes, youth put their ID number on the Pre-test, but their name on the Post-test; or vice versa. This required obtaining school listings to identify and match surveys, which took considerable time, and resulted in many surveys being unidentifiable. In four classes there was no identifier provided (no ID number or name).

Challenges faced during the HOTM intervention, again were primarily related to working out the logistics connected with our new subcontractor model, and included: teachers not having the HOTM work books and newsletters on time, there were first timers who had not done a taste test before with their class and did not feel prepared, ensuring monthly HOTM tastings are received by teachers in time for their classroom intervention, not having enough written materials, teachers finding time during the day to fit in the HOTM teaching materials, poor role modeling by teachers (i.e., some teachers who personally do not care for the HOTM item being tested did not show enthusiasm with the students; hence, more students were resistant to trying it), reminding teachers to distribute the taste test item, confusion on the delivery of HOTM, and getting some students to try the taste test. In the coming school year these challenges will need to be addressed for optimal outcomes.

Two primary challenges faced when conducting the Rethink Your Drink (RTYD) intervention were that teachers found it difficult to fit the intervention into their instruction time, as it was held in spring, when teachers are busy fitting in assessments and conducting testing, and some felt inexperienced at conducting the curriculum. We may consider conducting the RTYD earlier in the school year and improving the training of the curriculum.

Butte County Public Health Department

Outstanding accomplishment:

Thank you notes were received from two of the classes. The presentations resulted in deeper discussions about food and family traditions and an increased awareness of local seasonal foods. The students displayed increased receptiveness to tasting new foods and were greatly impacted by the taste comparison between locally grown and “store bought” foods.

Challenge:

One challenge was obtaining a pre and post-test from every student. Due to absences, there were some pre-tests with no post-test and some post-tests with no pre-test. The second challenge was classroom management. Some teachers left the classroom, had substitutes, or were not engaged in the subject matter being presented. This made it difficult for our instructor to maintain control and keep the attention of the students. Some classrooms were combined and there was an overabundance of students. Some locations were challenging, such as the gymnasium. Moving students to a different location was helpful. Integrating into a PE class was also challenging because the students missed out on their scheduled PE time. Furthermore, the NEOP templated survey did not capture/measure some of the concepts that the Nourish curriculum focused on.

Contra Costa Health Services

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

Outstanding accomplishment:

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

deliver with fidelity. A CCHS Nutrition Program Manager will train site staff to deliver the curriculum and several observations per site will be conducted to help ensure fidelity to the plan. Next year's plan is designed to address the opportunities and challenges identified this past year. (See challenges section.)

Challenge:

A key challenge with program implementation, which surfaced during the observations conducted by CCHS Nutrition Program staff, was some lack of consistency in implementation – particularly with the food prep/cooking activities. Observations were conducted by Contra Costa Health Services (CCHS) Nutrition Program staff on Feb 24-26, 2014 at the 3 sites to assess whether the program was being implemented as planned. The lesson plan for the week included the following: CATCH “Fast Food Snack” nutrition education activities (veggie-cheese kabob snack recipe, fast food tip sheet, and strategies for eating out activity), HOTM monthly grapefruit lesson activities (delivered throughout the month of February) and an avocado grapefruit salad food prep/cooking activity. These activities were intended to last 60 minutes total: nutrition education (30 min) and food prep/cooking (30 min). Key findings were as follows: Two of the three schools completed all of the planned activities. These schools spent more time overall on the planned nutrition education and food prep activities: Total (70 & 80 minutes); nutrition education (40 and 55 minutes); food prep (30 and 25 minutes). The third school completed two of the three planned nutrition education activities, and as a result spent only 20 minutes on the planned nutrition education content. This school delivered the food prep activity for 30 minutes, as intended; overall this school implemented the planned curriculum for 50 minutes total. There were also several differences between the sites with respect to implementation of the food prep activity. At the first 2 sites, all students participated in food prep; at one of these sites there were lively discussions about flavors, healthy alternatives etc. and the teacher answered questions one-on-one from students. At the 3rd site, only some students participated in the food prep activity. Other differences were as follows: one school used mango versus papaya in the salad due to lack of papaya availability from the local vendor, and some items were pre-cut for students at some sites but not others. In prior years, the afterschool program employed staff focused on cooking. These staff were better equipped and more engaged in delivering food prep activities than the recreation leaders who were charged with implementing this content for the 2013-14 school year. A key challenge specific to the evaluation was the limited number of matched tests collected as a result of program attrition over the 7-month intervention period.

County of Fresno

Outstanding accomplishment:

Sanger Family Resource Center IOE Participant Success Story: Sanger Family Resource Center (SFRC) IOE participants were eager to learn, and excited to continue learning and applying their new found skills after the 5 classes had ended. Participants were ecstatic to hear the program director wanted to start a walking group after the IOE series ended for them to continue their efforts. Many of the ladies, including the program director, lost between 5 to 30 pounds since the start of the classes. The Educator continued as tech support and walking partner in their walking group. Additionally the Educator, in partnership with NEOP subcontractor, facilitated a 4 week, Monday morning informational segment with various topics the participants were interested in. NEOP offered additional approved nutrition and physical activity information, including an "Ask the RD" session. Participants asked the NEOP Nutrition Education Coordinator questions regarding the health of their children and how they could help them choose a healthy option rather than buying junk food at their nearby convenience store. The outcome for this IOE series was very successful: weight loss, increase in fruit and vegetable consumption and an increase in physical activity for the whole family. The whole family would attend the walking group and all members of the family made changes because of the commitment of their mothers to make the family healthy. Through their participation in the IOE Series, which led to a walking group and additional nutrition education and physical activity sessions, the ladies were interested in being community champions for the NEOP Program. The Educator continued efforts by linking the participants to another NEOP subcontractor to participate in a peer-led training. Sanger Family Resource Center participants are not only Champion moms; the whole SFRC CYS Program is a Champion organization for supporting their participants and going the extra mile for them.

Parlier Participants IOE Success Story: The Parlier Housing Authority group of mothers and grandmothers made the IOE 5-class series a great learning experience for all participants. Participants continually shared how to change up recipes to make them healthy by including more fruits and vegetables and joining their local Zumba classes. One of our participating mothers attended Zumba classes for increased physical activities and invited the other participating mothers in the class to attend. After the series ended, a few of the mothers created a Zumba support group in which they would support each other to attend Zumba regularly. The most vocal participant, who is a grandmother, shared many tips with the class on how to include more fruits and vegetables to their meals. During one class session, she shared that if she has any vegetables like tomatoes or small squash, she adds it to her rice recipe. She stated she

is not one to waste food so she is always innovative with her recipes and often includes many veggies to most of her meals. She was a great participant in the series and shared many personal stories and ideas with the group. She definitely made some healthy changes and is a champion mom and grandmother. She will continue to help her community make healthy changes through participation in the NEOP Peer-led training program led by one of the NEOP subcontractors.

Challenge:

The biggest challenges faced by our staff were 1) delay in implementation of IOE due to change in intervention strategy and revision of the IOE plan that was submitted for FFY 14, 2) difficulties in recruitment, 3) retention of participants to attend every class within the series; 3) follow up with participants by some of the community partners to maintain consistent recruitment and retention of participants; 4) canceling of series due to lack of recruitment by host agency, 5) being down one educator and 6) food insecurity and participants expecting to receive incentives for attending the series (i.e. raffle items, community service hours, etc.).

Humboldt County Local Health Department

Humboldt County Office of Education

Outstanding accomplishment:

The Arcata High School teachers were very pleased to have “experts” come in and teach about nutrition. They have already stated they would like us to come back next school year. Hoopa Valley High teachers were also very willing and eager to have us teach these lessons, as they see the importance of addressing sugary beverages with their students.

Challenge:

The biggest challenge faced may have been getting matched surveys due to absenteeism at one of the high schools. There were challenges inherent in being a guest speaker teaching to 9th grade high schoolers. In addition, there was a challenge of working cross-culturally with the native community at Hoopa Valley High School, on the Hoopa reservation. A couple of the days were particularly challenging and much of the classroom time was spent on classroom management. An additional challenge was the person who implemented all but two of the 18 lessons left midway through the year and was not available to provide details for this report.

It has been suggested we avoid offering the lessons on consecutive days as this does not allow time for students to integrate the information and make desired behavior changes. The possible difficulty with offering the lessons nonconsecutively is that the teachers cover a topic as a module then move on. It was not possible to deliver every lesson in the full High School RYD curriculum, as there are more lessons than the 6 consecutive days would allow.

Imperial County Public Health Department

Imperial Valley Food Bank

Outstanding accomplishment:

Students seemed very engaged in the sessions that were presented. One student shared that his sister makes smoothies at home with fruits and vegetables and that his favorite was spinach. This comment made other students want to ask him if it was tasty. During the session that a Mango Smoothie was prepared for the students to sample, students seemed reluctant to try it because non-fat milk was used to prepare it; but once they tried it they came back for seconds and even thirds! During the Open House, NEOPB staff positioned a resource table in the school gymnasium. Approximately 35 parents, 50 students and 5 school staff visited the booth. One student who visited the resource table was able to teach her parents nutrition concepts based on what she learned in the previous IOE sessions, using the exhibit boards and resources that were on display.

Challenge:

A few of the challenges that were faced are as follows: a) there was a mismatch between some of the students and the survey. There were some students who were monolingual Spanish-speaking, however the survey was administered in English only (school policy?). It was noted that some of the students copied other students' answers because they were unable to complete the survey on their own. A second challenge that was encountered was that some of the sessions were large groups of students (60-70 students). At times, it was difficult to keep the students' attention focused and on task. A third challenge that was noted is that classes following lunch were the most challenging to teach. Lastly, mandatory testing was scheduled the same day as the post-test. This was an unexpected event, administrators did not notice that they had scheduled our last session with their testing. The session was conducted the following day.

Kern County Public Health Department

Lamont School District

Outstanding accomplishment:

It was great to hear students who were hesitant to try a new fruit or vegetable say they now liked the item and wanted to eat it again. Students were excited to learn about Rethink Your Drink and intrigued by flavored waters as a healthy option. On a broader level, parents have expressed that their students are now asking them to buy fruit and vegetables they do not normally purchase. This has encouraged parents to take a greater interest in the nutrition program.

Challenge:

The biggest challenge was coordinating with after school activities. Students often exit their classrooms to participate in other activities. We worked closely with after school staff to schedule nutrition interventions.

Kings Community Action Organization, Inc.

Outstanding accomplishment:

Site leads informed our staff that many youth often asked if they were going to see the nutrition educators this week, and seemed disappointed when the educator informed the youth at last session that there will not be another session for a while. Site leads told educators that even the “cool” older kids would show up to listen and participate when it wasn’t required. Educators were impressed at how much youth knew about specific fruits and/or vegetables. It was also encouraging to the educators when youth did not want to try an unfamiliar fruit and/or vegetable at first, but with a little “push” from an educator, decided to give it a try; in some cases, the youth were pleasantly surprised that they liked them.

Challenge:

One of the challenges faced was the short implementation time. All four of the implementation sites were held during the summer youth programs, which only ran during a month or two over the summer. Since the programs were optional for the participants, we also faced high attrition with some youths attending only the first couple of sessions. New participants also enrolled in the summer youth programs after the first session, so they did not have a pre-survey score to match with their post-survey. While evaluating the outcomes, we also noted some limitations. Albeit participants showed interest and willingness to try new fruits and vegetables—a significant finding—many youth at this age, between 4th-7th grades, may not have the control in terms of what foods to purchase, which may have attributed to the results related to healthy dietary behaviors (at home). Recalling what foods they ate the day before (recall bias) may also be a challenge for individuals.

City of Long Beach Department of Health and Human Services

Long Beach Unified School District

Outstanding accomplishment:

Outstanding moments continue to occur throughout the year as we hear from teachers, parents, and students about what they were learning. Teachers and parents share what they are doing to help their students choose healthy foods and increase physical activity. Feedback on the Harvest of the Month program was truly exciting; comments from teachers via SurveyMonkey gave us positive feedback on program materials, collaboration with the cafeteria staff, and impact on student behaviors, and provide suggestions for consideration on the next year's implementation. These moments are extremely meaningful to us and guide us in program improvements.

Challenge:

Nutrition education in the Long Beach USD is multi-dimensional. The most challenging aspect of the comprehensive program is ensuring that all eligible sites, classrooms, and teachers are aware of the program components and are able to take advantage of them. As much time as is spent in communications, we still find teachers that do not know about the variety of opportunities in which they can participate to enhance what they already provide related to nutrition education. In regards to the evaluation of

Harvest of the Month, one component of the district's program, the greatest challenge seems to be in ensuring good data collection and consistent program implementation. We have reviewed all the activities of the year, the feedback from teachers, the results of the Impact Evaluation and will continue to make additional enhancements to our program. We will be working even more closely with Nutrition Education Site Coordinators to enhance communication; we will continue to email all teachers at eligible school sites. We will continue to email all teachers involved in the HOTM with monthly implementation tips. We will continue to have LBUSD staff administer the Youth Survey in selected classrooms. LBUSD staff will work more closely with participating Impact Evaluation teachers to better document the implementation of nutrition education throughout the year. We hope that increased communication and enhanced standardization of selected program components will strengthen our efforts.

Los Angeles County Public Health

Adult IOE (Faith and Peer-to-Peer Channels)

Outstanding accomplishment:

The educators noted increased interest and improvement in knowledge and awareness as the class evolved. They received a number of comments from participants stating they were practicing some of the healthy eating principles taught in class. For instance, participants began experimenting with different fruits to make their own spa water after the Rethink Your Drink demonstration. Additionally, all of the participants at one particular setting enjoyed the cookbook recipes and have expressed a desire to have healthy food and beverages available after Sunday mass. As a result, the participants supported the Food and Beverage standard PSE in the church setting. Another site had a healthy potluck after the completion of the nutrition series where the participants cooked recipes from the cookbooks. The potluck celebration helped participants practice what they had learned in class and after cooking the dishes they realized small changes were very easy to make.

There was a sense of unity between the participants and educators. In addition to the IOE lessons, participants and educators discussed where to purchase cheap fruits and vegetables in their community, how to modify recipes to make them healthier, how to increase their children's vegetable and fruit consumption, and ideas for safe and

affordable physical activity. Additionally, participants and educators discussed nutrition related issues within their community and solutions for these issues.

Many of the participants in the IOE series expressed their joy at having had the opportunity to participate in such an informative and interactive process. Several have committed to participate in future classes at the site. Ultimately, the classes brought together neighbors and families to learn about healthy eating and for this reason participants felt that their community became united through this process.

Quotes

“I was glad to hear about the positive comments and feedback I received about the class and how they learned new healthy ways to cook, how to read labels, about calcium, sugar and fat but what most made me happy was that they were actually taking action and using to practice what they had learned which was great.” –Peer educator

“People are so thirsty for the information; they want more and more nutrition classes. Some of them shared that they are making changes at home and buying healthier foods.”—Peer educator

“ReThink Your Drink is my favorite, because people see how much sugar is in different drinks they consume and the expression on their face is of shock. People can’t believe how much sugar is in some of the common beverages people drink all the time.” –Peer Educator

“Some of the older participants shared that they eat purslane, which some people consider as weeds. But, when I researched it, I found that it has omega 3 in it. These type of sharing become an enriching experience. We are not only teaching them, but are learning from the people we are presenting the nutrition information to.” –Peer educator

“Your nutrition class has helped me find ways to cook these healthy foods in a way that my WHOLE family likes!” –participant

“The recipe cookbook such as the one given to us has made me able to cook tofu in many new ways for my family!” – Participant (referring to Flavors of My Kitchen Cookbook)

Challenge:

Retention and outreach: Encouraging participants to attend and complete 5 classes was a challenge for many agencies. Allowable incentives were limited and were not desirable enough to encourage ongoing participation.

Curriculum: The Orange County 5 Class Nutrition series was extremely dense for the agencies, containing too much information for the suggested time breakdown. In addition, the curriculum was beyond the education level of some of the peer educators, and with a short training timeframe this posed a challenge. Furthermore, several of the referenced handouts were not provided or available and had to be located using an exhaustive search of internet resources with many not being found. Lack of materials and other visual equipment resulted in difficulty executing specific lesson plans.

Administering surveys: One of the biggest challenges reported was administering the surveys which were both lengthy and time consuming. For one agency it took an average of one hour for all of their participants to complete the surveys. Many of the participants were not able to read or write and for this reason extra staff was needed to provide one-on-one instruction. In addition, many of the control subjects refused to complete the post survey reporting it was too long and time consuming. The Food Behavior Checklist was by far easier for the participants, mostly because of the length and the pictures.

Low literacy and education levels: Many of the participants had very low literacy and education levels. Several participants struggled when a lesson involved basic arithmetic such as dividing in Rethink Your Drink. This also had an impact on accurately completing the pre and post-surveys.

Los Angeles County Public Health

Los Angeles County Office of Education and Los Angeles Unified School District

Outstanding accomplishment:

Many of our subcontracted agencies mentioned that students were fully engaged in the Harvest of the Month lessons. Students would ask about upcoming produce and were eager for the hands-on experience. At one site, the NEOP-funded staff worked closely with the School Nutrition Services to feature Harvest of the Month Produce on the school menu to increase exposure and consumption of fruits and vegetables. Teachers also shared enthusiasm about participating in next year's Harvest of the Month program.

Furthermore, schools have observed great collaborative work and strong partnerships form as a result of the interventions. In many schools, changes have been made in regards to the school and classroom environment with the adoption of healthier classroom parties and school fundraisers.

Quotes from students:

“I need 60 minutes of physical activity a day. I try to get my family to do things outside on the weekends.”

“I told my friends and parents that soda have a lot of sugar in them and that we should drink water.”

“Playing sports is good for me.”

Quotes from educators:

“The taste test and lesson is going wonderful so far today as well. It seems to interest the students with the knowledge that they are going to try the food. I’ve made connections to the food with performance in activity for our PE classes also. Having fun!”

“My students are creating a Harvest of the Month fact file. I am really excited because I am also using some of their projects for the GATE showcase!”

A teacher reported that after she conducted the taste test demonstrations and nutrition education lessons with her students that the cafeteria served dried fruit for breakfast the next day and that her students were really excited to have them for breakfast after having been exposed to them just the day before. This is what she shared, “They really liked the samples and it carried over to them being excited about that being served for breakfast. That is a great thing!”

Challenge:

Time: One of the biggest challenges for the youth subcontracted agencies was the short time period for the intervention which restricted relationship building with school partners, created scheduling conflicts, and didn’t appropriately allow the recruitment and training of participating teachers.

Youth Nutrition and Physical Activity Survey: Another commonly mentioned barrier was the Youth Nutrition and Physical Activity Survey tool. For many of the students, the questions in the survey have limited cultural relevance and the students are not able to connect what’s listed on the survey to their cultural food choices. For example, not

many of the Hispanic students eat pie or the other items listed in the question about sweets, leaving them unable to adequately respond even if they consume pan dulce or churros. In addition, a huge portion of the target audience speaks English as a second language, which restricts their comprehension of the questions and answers. Furthermore, many 5th graders have great difficulty filling out the Physical Activity/Food Log and then translating the results accurately to the survey. Even though the logs are meant to improve accuracy, they still leave room for error.

Madera County Public Health Department

Outstanding accomplishment:

There were two students, one in fourth grade and one in fifth grade that stated they looked forward to the presentations and that they have been eating more fruits and vegetables at home and on the weekends. On a broader scale, Sierra Vista will be the location of a much larger intervention aimed at improving fruit and vegetable consumption, health related knowledge and increasing physical activity. These interventions will not only focus on students, but parents as well.

Challenge:

By far the biggest challenge was making sure the students filled out the code correctly on both the pre-test and the post-test. This proved to be way more difficult than previously expected. For example, in the 4th grade class, more than 20% of the class did not know the month or the day they were born. Several 4th grade students did not know how to correctly spell their last names. Equally, at least 20 minutes, in both pre and post-test, were spent assisting the students on correctly filling the code out. This barrier proved to be more detrimental than expected, with only 110 matches obtained out of 247 pre-test surveys. This was a frustrating find because we actually collected 246 post-test surveys, however, we could only match 110, which is a 54% loss. In light of this the IOE team is meeting to discuss strategies to remove or overcome this barrier. Another challenge was attempting to successfully engage the students during the presentations. The majority of the students did not seem the least bit interested in the nutrition education presentations. Sierra Vista is a very rowdy school and the educators spent a great deal of time disciplining the students. Towards the end of the school year the students would actually groan when the educators came to teach the lesson and really only seemed interested in eating the food (to note the students seemed to groan about everything they had to do towards the end of the year). Attempting to keep the students engaged was by far the biggest barrier to overcome and in my opinion we were not successful in discovering a method to accomplish that. At this point the educators are discussing what possible methods could be employed to improve

engagement. Some ideas are: different curriculum, more interactive power point, student participation in making the food demos, shorter presentation, and incentivizing.

Marin County HHS

Sausalito Marin City School District (SMCSD)

Outstanding accomplishment:

A surprise was how open and enthusiastically the kids ate all the healthy offerings; they enjoyed it.

Challenge:

Our biggest challenge is population size. The schools we serve are small, therefore ensuring matching tests and a critical mass is a challenge. In addition, there were several changes that happened this school year. Two schools merged and in the new school structure grades 6-8 were in a combined setting. This made it impossible for us to provide the pre/post surveys and nutrition classes planned for the 6th graders at Bayside/MLK school which in turn lowered our intervention size.

Monterey County Health Department

Outstanding accomplishment:

Being involved in a few different school districts can be difficult, however at times it can be beneficial (IE is in 3 different school districts). Network staff continues to provide education, technical assistance and training to food service workers, encouraging and supporting them in their efforts to provide more fruits/veggies in the school. We have partnered with the food service staff to provide taste testings in the cafeteria, provide nutrition education posters to further enhance healthy choices and encourage the kids at monthly HOTM education and tastings to try new fruits/veggies in the cafeteria at the salad bar. Network staff has also worked with the Food Service Directors to place HOTM produce on the salad bar 2-3 times a month so that the students are exposed more often. One of the teachers has continued to provide spa water during the year in her classroom.

Challenge:

One of our biggest challenges is time with the students in the classroom. School days are very prescribed and teachers have obligations to complete standards, follow time restrictions for core standards and work with students collectively. This next year we are planning to provide a detailed letter to teachers and principals participating in the IOE on what is required as part of the interventions.

Orange County Health Care Agency

Orange County 5 Class Nutrition Series

Outstanding accomplishment:

One woman residing in a shelter prepared recipes from the cookbook provided during class and posted the meals on Instagram. She also expressed interest in organizing a potluck using recipes from the cookbook with the other residents. Another woman and her adult daughter stated they had “revamped” their eating behaviors and were consuming more vegetables and whole grains, drinking more water and less soda, reading food labels and planning weekly meals and as a result they felt better and had more energy. At another shelter, one of the women used the information she learned in the planning meals and shopping on a budget classes to eat healthier and stated she was saving more money when shopping for food. One shelter that provides meals on site continues to prepare and serve items from the NEOP cookbooks. After presenting the class series at two different shelter locations, NEOP staff was approached by site counselors requesting the lessons be provided to their transitional living facilities. They were impressed by the quality of the information and felt the material was exactly what their residents needed. Classes were conducted at one site and classes will begin at the second site in the fall of FFY15.

Challenge:

As in the past, time and inconsistent attendance continue to be a challenge at many of the sites. Staff usually have one hour to administer the FBC as well as conduct one to two lessons and a food demonstration. At a few of the sites, participants were consistently late, cutting into class time. Multiple languages were spoken at two sites which made it difficult to conduct the class efficiently. Nutrition misinformation also continued to be a challenge. Many of the shelter participants get nutrition information from the internet, their friends and other sources that may not be reliable. Examples of the topics addressed during class include needing expensive supplements to be healthy, drinking “pH-balanced” water and thinking all carbohydrates or grain foods are

“bad”. Many participants have little experience in meal planning and food preparation and it can be challenging to teach these topics.

Orange County Health Care Agency

Huntington Beach Union High School District

Outstanding accomplishment:

The truly outstanding moments, as a result of our IOE intervention, are all related directly to the high school students and the stories we hear from them about the changes they're making due to this intervention. After the first lesson we provided the “What's on your Plate” handout and encouraged our students to take the information home and share it with their family. One of the main changes we hear about is that the students are trying to convince their families to change from higher fat milk to the lower fat or non-fat milk. As the series progressed, many of them reported their families had changed to lower fat or non-fat milk. In addition, after the series we received thank you notes from several of the classes. One student states, *“I am switching from white bread to whole wheat bread and cutting down on junk food”*. Another says, *“I tried to go on choosemyplate.gov and learn how to maintain my calories and I loved it”*. The students seemed engaged in the lessons but the cooking was their favorite part. Here's a couple comments regarding the cooking: *“I'm really happy that you can eat healthy and eat good food at the same time”*; another student states, *“I learned how to make new foods, thank you so much!”* As we always encourage the students to take the information home and share it with their families, one student wrote, *“My family has benefitted from the information you've provided by drinking less soda, trying out the new recipes and by looking at our portion sizes”*. These quotes demonstrate that the students are not only learning the information but are actually making specific changes. The true goal of nutrition education is to see behavior change. It's rewarding to hear the students talk about the changes they have made and to see them get excited about nutritious foods!

Challenge:

One of the biggest challenges in implementing the intervention was time. In the past our schools have been on a block schedule where the class times are almost 2 hours; this year they have gone back to a traditional schedule where the classes were about an hour. Getting all the information along with a cooking activity into one hour was challenging. Another challenge was convincing the students why this information should be important to them. We decided to start the first lesson by discussing the 6 leading causes of death in this country and explaining that 4 of them are diet related. We explain to the students that this means we can reduce our risk of getting these

diseases by making healthy lifestyle choices. Following this discussion we ask the students if they feel the lifestyle choices they make now will make a difference in their health later. The majority of the students agree that they do.

City of Pasadena Public Health Department (PPHD)

Pasadena Unified School District (PUSD)

Outstanding accomplishment:

The following is a story shared by a PUSD NEOP team member:

“Why Guadalupe became a Champion Parent”

Guadalupe participated in previous nutrition classes at Madison Elementary School and learned valuable information about nutrition. As a result, she began to eat healthier, exercise regularly and successfully lost weight. This personal achievement is a milestone that she is very proud of. Since she was a young girl, she always struggled to maintain a healthy weight. Family and friends constantly compared her to her slimmer sister, which affected her self-esteem. She stated that by attending nutrition classes through NEOP, it has strengthened her knowledge on nutrition and her overall personal confidence. She is grateful to have access to these classes and the opportunity to make change in her life to help prevent illness. These classes provide her with the tools to sustain her journey of a healthy life for her and her family. Guadalupe recognizes that there are serious health issues affecting many families, friends, and community members and wants to help and make a difference. She expressed a willingness to teach others how to achieve healthier lifestyle. Guadalupe was asked to become a Parent Champion for the Program and she responded excitedly, “Yes, I want to be a Parent Champion!”

Just like Guadalupe, many of our nutrition class attendees have their own story of struggling with their health or that of a loved one. Most recently in our classes, we experienced a young couple where the wife had health issues and was having a difficult time convincing her husband to attend the classes with her. He stated, “Why should I go? I am not the one who is having the problem.” As it turned out, he decided to attend. At the end of the series, he expressed gratitude for being a part of the classes, learning lifelong lessons and moreover for being able to support his wife. Another participant expressed her apprehension for the Physical Activity by stating, “I just do not like to exercise, not even a bit.” At the last class, she stated with contentment that she found a website that provides seven minute exercises on the internet and is now incorporating them into her daily routine. As a health advocate, it is rewarding to hear feedback from

our Program participants on how they now understand and acknowledge the importance of nutrition and physical activity as daily steps towards a healthier life.

Challenge:

As of January 6, 2014, Pasadena NEOP Team were administering IOE education interventions in the NW Pasadena community. This geographic area is limited to a number of qualifying sites to conduct SNAP-Ed interventions and posed a challenge to increase the number of unduplicated participants. As of March 2014, NEOP approved additional PUSD school sites based on 50% or more Free and Reduced Meal eligibility for school sites, from seven to 21 schools. Due to the time factors of: IOE/site assessments, approval process for including additional schools and an early end to the school year, May 31st, 69 of 100 surveys were matched and completed.

The Pasadena NEOP Team met to discuss findings and gathered suggestions on how to improve process for next year in order to reach our numbers. One of the changes will involve enhancements to the Nutrition Curriculum, which are being done with the help of our RD. The new curriculum will include more skills based activities and demos for participants to put their knowledge to practice. In doing this, we believe will help address attrition in classes provided outside of the school sites. We will continue to offer classes at PPHD and reach out to increase the number of qualifying community sites to provide classes.

Placer County via Health Education Council

Tahoe Truckee Unified School District

(Placer County students only had a single lesson exposure so their data were not included in the Quantitative aggregated findings or in the count of intervention participants)

Challenge:

The biggest challenge was the late start in the year, implementing it so close to year end. In addition, teachers reported computer problems logging into the online version of the survey, so they reverted to the paper version.

Outstanding accomplishment:

The student educators really like this project and they want to do it next year. They'd like to take over the entire HOTM program, making it 100% peer-to-peer vs. teachers or parent volunteers as done in the past. Another outstanding experience was in recruiting a teacher to provide support to the Nutrition Advocates. The Environmental Science

teacher volunteered to be the Adult Ally, discovering that her students were much more excited about participating in the Nutrition Advocates Program as an alternative to doing the required final project on their own. A focus group was conducted with student educators and the results are attached.

County of Riverside, Department of Public Health

City of Riverside: Alvord Unified School District, Riverside Unified School District

Outstanding accomplishment:

For AUSD there were several highlights during the intervention. Students at different school sites were actively engaged during IOE intervention, and repeatedly expressed their desire to eat healthier and exercise more. Nearing the end of the intervention students at Terrace Elementary School wrote letters communicating what they enjoyed most about the nutrition classes. Included were pictures of fruits and vegetables. This presentation showcased in detail each student's perspective on nutrition and health. In addition, it proved to be a source of highly effective feedback and reinforced confidence in the quality of this program.

With Riverside Unified School District there were some outstanding moments as well. Teachers from outside of the intervention schools began requesting in-class nutrition education lessons after hearing about the great things that were being done through the afterschool program. In order to meet the demand of the IOE intervention and non-IOE nutrition education requests, partnerships were made and strengthened with the local universities. A contract was signed to establish an internship program between Cal Baptist University (CBU) nutrition students and RUSD Nutrition Services. With this contract in place, students in the CBU nutrition program will be assigned the task of providing nutrition education in RUSD schools. This IOE has opened the door for many unconventional partnerships with the hospitals and non-profits in the area that can be leveraged to further support nutrition education efforts in RUSD schools. The most rewarding experience was hearing the students still talking at the end of the series about taste testings. All around the students thoroughly enjoyed the IOE experience.

Challenge:

AUSD experienced the biggest challenge in the beginning of the program late due to recruitment of the project coordinator. A secondary challenge was not having the opportunity to present the IOE project to the principals of intervention and control schools. As a result, not all facilitators (afterschool coordinators) were on board with the program which resulted in decreased class time to cover all the material of the SNAP-

Ed curriculum. Another challenge was lack of adequate help. Due to starting the IOE project late, lack of adequate time in recruiting interns to assist since most student interns in nearby universities had already enrolled in other programs. Although there was staff on hand at the school sites, they were not qualified as nutrition and dietetics students to assist in answering questions during workbook activities and handling food samples while nutrition education was taking place.

In the case of RUSD schools the biggest challenge was the amount of time that was actually permitted. Every school's afterschool program operated differently and it was difficult to ensure a 60 minute time slot for the lessons. The RUSD Project Coordinator and student interns had to work around each school's schedule and adapt the lessons accordingly. A secondary challenge was the class size. In order to reach target intervention numbers in RUSD, the class sizes ranged anywhere from 25 to 60 students. More student interns were recruited to accommodate the increased size, but lessons had to be adapted to educate all students in a quality manner.

County of Riverside, Department of Public Health

City of Perris, THINK Together afterschool program

Outstanding accomplishment:

We received positive feedback from the THINK Together staff members (particularly the Site Coordinators and Program Leaders), stating that students were eager to attend their education sessions each week and constantly asked when the Chef would be able to come back to teach them more about healthy foods. We also received consistently positive feedback regarding the Chef's ability to engage the students and get the students excited about his teaching of the NEOPB-approved materials. Students asked for more newsletters (as four of the five classes were HOTM) and more copies of other recipes that they would be able to share with their parents to make at home. One outstanding moment that came from the IOE program was at an Open House at Palms Elementary, when a parent had expressed that his children wanted more fruits and vegetables served in lieu of fast food as a result of what they had learned from the nutrition lessons and taste testing with Chef Lee.

Challenge:

The biggest challenge we faced in implementing our intervention was working with the learning curves of this being our first year under the NEOPB funding. We were not completely knowledgeable at the start of the IOE program. We received the training, and in turn trained our subcontractor to deliver the nutrition education; however to some extent, we learned throughout the process each week along with the students. So the intervention may not have been as strong in the first few weeks as it was in the last

couple weeks. This is something that we are able to address going forward, planning for future IOE processes. Another substantial challenge we faced on the evaluation side was the inconsistent attendance of the afterschool program. Attendance varied more so than during the school day, and we also did not have direct access to information regarding school wellness, where the students spend more time relative to the after school program.

County of Sacramento DHHS

Outstanding accomplishment:

Participants who attended the classes showed a strong interest in the topics being discussed. The class sessions had active participation throughout. The adults asked relevant questions and showed genuine interest in learning. The adults at the AOD site recognized that healthy eating and physical activity needed to still be a priority during their recovery. The youth at Job Corps became more aware of their food options after the start of the workshops and voluntarily brought in food packages and labels from the items they were eating to discuss the nutrition label and ingredients list. Some of the women at one Head Start location planned a potluck using recipes from the cookbooks they received and invited friends to join the class as well.

Challenge:

The greatest challenge the LHD staff faced while implementing the Eat Healthy, Be Active Community Workshops was participant retention. LHD staff conducted classes at three different approved means-tested sites and each site presented unique challenges to attendance. The participants at each site had various scheduling conflicts. Parent participants at the Head Start locations reported appointments or family demands that overlapped with class schedules. AOD participants had court appearances or supervised visitations scheduled during the class period because it was the only time the participants were allowed to leave with permission. The young adults at Job Corps reported being tired and hungry after a full day of mandatory classes and work to attend the Eat Healthy, Be Active Community Workshops regularly. Even though participants expressed interest in the workshop series and were provided with nutrition education reinforcement items for attending, personal conflicts still interfered with attendance.

Another challenge the LHD staff faced was finding approved community sites that had both the space and staff time to coordinate, recruit, and host the Eat Healthy, Be Active

Community Workshops. When a site was willing to commit to the series, a stronger emphasis should have been made on active promotion and advertising of the classes. Sites that had a non-LHD staff member actively helping to promote the classes seemed to have the best participation and retention.

Based upon the results of participant numbers and completion rate, in order to obtain 100 matched pre- and post-tests, over 300 participants need to be recruited for more than 18 sets of workshops. With the LHD being understaffed, it was not feasible for staff to reach the oversampling goals. Interns from a local university assisted with the workshop series, which alleviated some time restraints, but trained LHD health educators still needed to implement and teach the class sessions.

LHD staff is currently seeking out technical assistance in the areas of participant retention and site selection to improve these areas for the FFY15 IOE intervention implementation.

County of San Bernardino Department of Public Health Nutrition Program

San Bernardino County Superintendent of Schools

Outstanding accomplishment:

Teacher: I enjoy how excited my students are to find out what we are tasting each month. They love these “snacks,” even though they’re healthy! I especially loved how shocked they were to find out, in this month’s lesson, how much sugar is in soda and sports drinks. One of my students even exclaimed, “I’m not drinking soda anymore!”

Challenge:

There were several challenges faced during the implementation of this intervention. The main issue was teacher compliance and fidelity in implementing the lessons as prescribed. Additionally because the teachers do not necessarily have nutrition backgrounds their ability to respond to questions and expound, know what to reinforce to students and to enhance the materials provided may have been limited. Time constraints were another factor influencing HOTM implementation. As a result, in an effort to be efficient, teachers may have used the produce items as the subject matter to teach other studies (i.e. language arts) instead of using the fruits and vegetables as

designed, to teach nutrition education and improve skills (knowledge based vs. skills based).

Another challenge inherent in schools included the unexpected and competing events. For example, as a result of the current preparation to transition from content standards to common core, teachers were pulled from the classrooms to trainings and substitute teachers were left (ill-prepared) to deliver the lessons. And as was already mentioned, a candy fundraiser overlapped with the intervention, sending mixed messages to the youth.

County of San Diego

Family Self-Sufficiency (FSS)

Outstanding accomplishment:

The RD was able to meet with the ASB students and advisor at one high school, to align their competitive fund raising food options with the District Wellness Policy. The students quickly changed their offerings to healthier nutritional choices. At the same school, the RD has been working with the Farm to School Specialist in the school district to potentially change the entrée offerings at the school – after student input - as well as move the school up in the delivery route to allow for fresher meals. At another high school, the PE instructor followed through with taking field trips with his students to an adjacent college cafeteria, to reinforce the lessons and “test” the students’ knowledge of menu assessment. The nutrition educators noted the healthy changes students said they made both at school and at home. According to one educator, “...some students paid attention to the importance of making a healthier choice when selecting their meals. For example, instead of ordering a hamburger and fries they ordered a salad or yogurt. Instead of ordering a soda, they chose to purchase 100% juice.” Another educator mentioned how receptive the students were to the healthy recipes: “I had lots of feedback from students that they loved the recipes. I also heard from one student that she had made a recipe from the cookbook at home and loved it.” The classes not only helped to change the students’ choices and behaviors, but also those of their families. One educator noted, “By the end of the series some students came to me and shared some of the changes they had already started to do: ‘I talked to my mom and we are going to stop eating at fast food restaurants.’ ‘I talked to my parents about sugary drinks and we decided to not buy any more sodas and have more water or ‘aguas frescas’ with fresh fruits.’”

Challenge:

There were several challenges and barriers that emerged during this year's implementation of the 5-class series. Although the NEOPB directive was to avoid conducting IOE classes on Mondays as some of the questions address the previous day's intake, this was not practical in scheduling with some schools and schools on a block schedule. In order to conduct the 5-class series in these schools, some pre-surveys (38%) and post-surveys (23%) had to be administered on Mondays. As a result, the data from these surveys reflected eating habits from the home environment versus the school environment. At a Boys and Girls Club intervention, many of the Arabic speaking students had difficulty understanding the educational workshop. There was no translator and the materials may not have been culturally appropriate for this group. At one school's intervention, all teen participants were selectively called out of the class for health-related screenings at some point throughout the 5-class series thereby missing parts of lessons. Nutrition educators also noted the presence of unhealthy foods available at the school, the attitudes of the students, and the classroom environment as challenges to teaching the classes. As high school teens are target demographics for advertising, social media and peer pressure, these issues and other distractions inhibited class engagement and the learning experience. Although the weekly "homework/extra credit" activities utilized social media, school instructors did not follow through on encouraging this piece of the lessons. Some students took the pre/post surveys lightly, and asked other students for input on their surveys. It was also difficult to administer follow-up surveys as students forgot their ID numbers and fewer students were present at the youth centers.

City and County of San Francisco Department of Public Health

18 Reasons

Outstanding accomplishment:

We experience outstanding moments in Cooking Matters classes nearly every day as we interact with participants. Participants who have never cooked or eaten vegetables find that they actually enjoy cooking, like the taste of vegetables, and feel better overall as a result of the classes. Participants tell us that they have lost weight, changed their family's eating habits, quit drinking soda, reduced their dependence on diabetes medication, and many other impressive outcomes. Here are some sample quotes:

“I read food labels often, which in a way makes shopping a little more difficult but more satisfying.”

“I feel more confident feeding my family healthy food. I also feel better personally and my family has enjoyed my cooking. “

Challenge:

The extremely compressed timeline of the evaluation was our biggest challenge. Our contract started on January 1st instead of October 1st, and our evaluation plan wasn't approved until March 3rd. Between January 1st and March 3rd we had 31 adult graduates who could have been included in the evaluation. We managed to collect exactly 100 pre and post-tests in the limited time we had, and are glad that we will have more than twice as much time in the next fiscal year. The second challenge we had is that our existing pre- and post-survey is fairly long and complex, and adding the Fruit and Vegetable Checklist on top of it meant more paperwork and more class time taken up with administration instead of education. As the FVC is short, however, this wasn't a major challenge.

San Joaquin County Public Health Services (SJCPHS)

The Sarah Samuels Center

Outstanding accomplishment:

Some staff quotes include:

“Students were excited to see what they were going to taste and learn more about with each HOTM food(s) item.”

“It was absolutely amazing!!”

“The kids loved it!”

“To the majority of the students it was an eye opener to tasting and learning about new fruits and vegetables.”

Challenge:

An online survey was administered to the adult staff who administered HOTM (teachers and food service nutrition staff) between May 27 and June 14, 2014. NEOP staff received responses from 96 adult staff. Over half of the responses came from staff for grades 3 through 5 (including a small number of staff whose mixed-grade classrooms encompass those grades).

Staff were asked about their implementation of the curriculum in general and about specific aspects such as the ease of conducting the taste tests, their use of HOTM resources (e.g., the student workbook and family newsletter), and their interest in using the curriculum in subsequent years. Staff who administered the pre- and post-surveys to their students were also asked a set of questions about how that went.

The mean level of satisfaction with the program overall was 4.61 on a scale from 1 to 5, indicating that most of the staff (67%) were very satisfied, and nearly all of the rest (28%) were somewhat satisfied. Overall satisfaction with the selection of produce ran similarly high, with a mean satisfaction of 4.60 on the same 5 point scale. Several staff recommended that fruits and vegetables that are less familiar to the students be used (e.g., most students already know broccoli from home or school), and there were a few comments that the freshness of the produce – in some cases – left something to be desired. About 25 teachers commented that one or more expected foods (e.g., avocados, peas) did not arrive for tasting. For the most part, staff used HOTM as a stand-alone activity, but 23 staff did incorporate the curriculum into lesson plans.

Ninety of the 96 staff would like to use the HOTM program next year, with 20 of the 90 saying that they would prefer to use it with some modifications. About 37 percent of staff believe that the program was very effective in increasing their students' consumption of healthy food and drink, with the remaining staff believing it was somewhat effective (48%), neither effective nor ineffective (13%), or somewhat ineffective (2%). One staff member's comment was positive but cautioned against concluding that the curriculum was adequate, by itself, to effect behavior change: "I think the children were surprised that they enjoyed the fruits/vegetables. They liked new foods. They still brought Takis and Hot Cheetos for snacks at recess."

Regarding the resources that accompanied the curriculum, 80% used the student workbook, 84% used the education newsletter, 76% used the family newsletter, and 39% communicated with public health staff about the curriculum. Sixty percent of the staff who used the student workbook were very satisfied with it; 63% of those who used the educator newsletter were very satisfied with it; 40% of those who used the family newsletter were very satisfied with it, and 80% of those who communicated with Public Health Department staff about the curriculum were very satisfied with that communication. While these percentages are impressive, they also imply areas in which there is room for growth.

A little over one-third (35%) of those responding to the survey incorporated the student pre- and post-survey into HOTM. Of those, most reported that the surveys were very easy to administer. Twenty-two of the 33 that responded to a question about matching

student IDs pre to post said that they were able to do so; the remaining were either not sure (n=9) or had not been able to do so (n=2). While the staff that responded to the survey included several of the staff whose student surveys were analyzed, we do know that among the surveys submitted for analysis, matching IDs pre to post was problematic. The process could be reevaluated for next year in order to minimize the amount of mismatched student data that is not analyzable.

San Luis Obispo County Public Health Department

Del Mar Elementary Harvest of the Month School Based Nutrition Education Intervention

Outstanding accomplishment:

As a result of our intervention, Food Service has observed that students are more likely to take fruits and vegetables and the staff are encouraging students to eat healthier through prompting them in line. 75% of teachers report they are more likely to teach nutrition concepts in their classroom and 50% stated that a parent has told them they are more likely to purchase fruits or vegetable at home.

Teacher comments about the intervention:

“This program was wonderful! I have many students that would not have had the opportunity or inclination to try these foods without support and encouragement from their peers.” “Several students are making the recipes at home.” “I tied whatever we were sampling into whatever we were studying at the time - it was very easy to do!” “We organized an in-depth standards based exercise program to go with each Harvest activity.”

Challenge:

No significant barriers, however, we had to throw out 28 post-tests because they were administered on a day following a school holiday. The results were quite different without those post-tests (significant increase in total healthy foods, trying new fruits and drinking sugary beverages – the holiday was Memorial Day).

San Luis Obispo County Public Health Department

Santa Lucia Middle School Nutrition Education Intervention

Outstanding accomplishment:

Students established a connection with the LHD Health Educators, looking forward to their monthly presence and the Cafeteria tastings featuring different fruits and vegetables. During several of the Cafeteria tastings students would come back over and over to get another sample. During the last class nutrition education presentation where the focus was on physical activity, students were tasked with developing and teaching their classmates their own physical activity in groups. The students were really engaged and excited to teach the class. Finally, during the Rethink Your Drink presentation, students commented on how surprised they were at the amount of sugar in some of their favorite drinks.

Challenge:

The intervention was spread out over the course of the school year so it was difficult to develop a rapport with the students at first. Once they were used to the educators, things went more smoothly and students were able to interact with the educators and the content.

San Mateo County Health System

Outstanding accomplishment:

At the end of the semester each group of students who participated in the classroom series of Teen Health Spa participate in a WOW event. The WOW event is an opportunity for students to showcase what they have learned to other students and parents. Students are eager to share recipes, educate other on the dangers of sugar and have a zest for nutrition that we hadn't previously seen. The following was shared by our sub-contractor Citizen Schools: One afternoon our Citizen Teacher Natalie, a friendly and engaging lawyer with a background in the beauty product industry, was leading our opening ritual of relaxation and yoga. This ritual gets the girls calm and ready to learn about their bodies, minds, and personal goals. As the girls leaned back with cucumber slices on their eyes, quiet music playing in the background as Natalie guided them through a relaxation exercise, one particular student named Serina could not stop smiling. I noticed how excited she was from the moment we walked into the

room, and her excitement continued all through the ritual. Finally, as Natalie brought class to attention to review this week's lesson objectives, Serina's hand shot up.

Natalie called on Serina to share with the class. Serina, a student who typically has a difficult time staying focused in class, was more engaged than we had ever seen her. She exclaimed excitedly, "Miss Natalie! This weekend I took home the recipe packet you gave us, and my mom and I went shopping at the grocery store for some of the healthy ingredients. We made fruit smoothies for breakfast and my mom loved them! I also made an oatmeal banana face mask that we put on together, and I brought it here." In her hand, she was holding a small container of the face mask she had made that weekend with her family from healthy, natural foods. Natalie beamed from ear to ear as she congratulated Serina for her efforts and creativity. For Natalie, this was the moment she had been waiting for when she signed up to teach with Citizen Schools. Though Serina's weekend shopping with her mom may seem like a small, routine event, her excitement telling the story demonstrated that this shopping trip had meant much more. Not only was Serina able to take what she had learned in Teen Health Spa about healthy choices and apply it to her own life, but she was able to teach this information to her family and inspire them to make healthier choices in their household. The impact of Natalie's teaching spread beyond the classroom and into the future of her students and their community.

Cesar Chavez Academy:

Even through the difficulty of some behaviors derailing the lesson sporadically, many of the girls have been very keen on doing their best in the apprenticeship. They understand the objective of THS is to change a daily behavior to become healthier.

One student in particular that is really determined to make a change and has been working towards this goal is Yadira Alcantar. To track behavior changes students fill out a Mini Max plan where they reflect about how well they stuck to their plan. Yadira wants to drink less pop and sugars. She has been truthfully reflecting on her progress, and is honest about the times she has not done her best and given into the sugary temptation. She expressed that she really wants to stick with her plan because she wants to be healthier and pretty inside and out. She also wants to learn to be healthy so she can help her family be healthier. She worries about her mother and her family and wants to be able to help them be healthy.

Challenge:

Due to the after school setting of our interventions, many students do not consistently participate in the program. Consequently, they miss key components of the curriculum which is likely reflected in the pre/post-test. Additionally, the curriculum calls for the purchasing of fruits/vegetables and other perishable goods on a weekly basis. This is

very inconvenient for the teachers and volunteers (many of whom are on food stamps) and cannot afford to be reimbursed.

Santa Barbara County Public Health Department

Outstanding accomplishment:

A Champion Mom shared her story of why she participated in the H4L classes and what has happened since then. She attended the very first collaborative series at Sanchez Elementary and since has joined the CX3 Community of Excellence group in the North West area of Santa Maria. For story purpose we will call her Carmen. Carmen came into the first class of the series accompanied by her three children. She asked for her children to remain with her and not join the children group in another room so that they could also hear the information. It was evident that she had just come in from work and was embarrassed about her muddy shoes. Later we learned that she was an agricultural field worker. As we conducted the first food demonstration and distributed the recipe for tasting, we saw her face light up as she tasted the food. Rapidly she raised her hand and asked about the ingredients and how was it possible to make healthy food taste so good. She attended all six classes accompanied by her daughters and asked more questions than anyone else. Her participation in all activities and role plays was stellar and consistent. At the end of the last class she asked us if she could stay and ask some questions. When the class finally ended she came up to the educators and rather than asking questions, she thanked us for the class. She continued to tell us her motivation and reason for being in the class. She shared that at her last physical exam her older daughter age 11 was diagnosed as obese and lab work showed that her cholesterol levels were very high. This was the reason she attended the classes and why she wanted her daughters to be in the class with her. She also shared that the whole family changed their diet and that now, they included fruit and vegetable in all meals as well as physical activity every day. In the six weeks of the classes they consistently made changes to their lifestyle and proudly stated that they could feel the difference from the healthy changes. The outstanding moment came eight months later when she came into one of the CX3 group meetings and proudly shared that her daughter's doctor had given her the good news that her daughter's cholesterol level had returned to normal levels and that her weight was within the normal range for her age. She stated that all this happened because of the participation in the Healthy for Life classes and the fact that the whole family applied what they learned to their lives.

Challenge:

Outreach to communities that qualify under NEOP guidelines was challenging. The series requires attendance to all classes. This presented a significant challenge to achieve. We spent an important amount of time outreaching to community partners, schools, afterschool programs, Head Start parents, state preschools and WIC program participants. In addition, we incorporated sign up lists that were presented to interested individuals at health fairs and community events. We gathered a significant amount of interested individuals and then we followed up with telephone calls in preparation for each series. We learned that of every 10 individuals contacted via phone follow up, there were 3 that would attend the class. At the same time, we learned that constant attendance was directly related to reminder phone calls made the day before each class of the series.

Implementation of Healthy for Life (H4L) class series required specific logistical preparations that at times became challenging to accommodate. Each series needed a large classroom for the participants and a smaller room for children ages 6+ who were supervised by recreation and parks staff. The rec leaders conducted fun physical activity games with the children while their parents were in the H4L class. We also needed a community kitchen to prepare the healthy recipes for each class. It was challenging to find a facility that could accommodate this due to two main factors: finding a facility in a SNAP-Ed approved site and finding a facility that wasn't already reserved.

Network staff trained Marian Medical Center Promotores to teach the classes. It was a challenge that required continuous teaching, modeling, and process evaluation to ensure consistency of program delivery among all Promotores. This process became very time consuming.

Some of the class participants could not read or write Spanish. This posed a challenge with the written evaluation tool. In order to address this more time was needed during the evaluation to provide group instruction in oral Spanish. The educators would read each evaluation question and answer choices aloud. This took a lot more time and the training agenda needed to be amended to accommodate this.

Outstanding accomplishment:

By combining education with hands on activities and taste tests, participants were able to learn how to apply the information they were taught in the classes. One educator stated that, “at the end of each class when the class was sampling the taste testing items, I could see that they were interested in making those items at home.” In addition to changing participants’ behavior, systems changes were noted by an LHD educators at one of the sites. At the first class, cookies and juice were available, however, by the second class, the cookies were removed and water and healthy snacks were available.

Challenge:

This fiscal year, we had many staffing changes, so our staff needed to spend time getting to know the neighborhoods they were working in prior to implementing our interventions. This delayed the scheduling of classes for our IOE series. It was also very challenging finding intervention sites that would allow us to come in for five class sessions, as well as have the participants at those sites attend all five sessions. An additional challenge for one of the class series was that some participants seemed to be hesitant in filling out the forms correctly at the first class, leading to unmatched pre and post-tests.

Santa Cruz County Health Services Agency

Santa Cruz City Schools

Outstanding accomplishment:

Many students expressed pride in their role in the nutrition education program especially with hands-on cooking projects and expressed an intention to share skills and recipes learned with their families. Students also described enjoying trying new fruits and vegetables for the first time, especially when they helped grow and harvest these items in the garden. Students positively influenced each other’s perceptions regarding fruits and vegetables and often urged their classmates to try new things (i.e. “Try some—we made it together. It’s good”). At afterschool events several parents noted that they were impressed that their “picky” eaters were willing to try new foods. Nutrition educator Kim Gal witnessed a positive outcome in the community when she ran into a student with her family at the grocery store—the student was showing her parents which ingredients to get in order to prepare one of the recipes she had just made in our nutrition education class.

Challenge:

Challenges and barriers to intervention implementation included logistical considerations regarding working in outdoor classroom settings (i.e. weather, limited prep time, visual/auditory distractions etc.). Another barrier was English language comprehension differences among students. Also, holidays and class field trips were a challenge, as we would then need to coordinate make-up lessons with teachers. Coordinating with classroom teachers regarding survey administration also presented a challenge, as some teachers were confused about ID #s and some administered their surveys days or even weeks later than other teachers. One way to increase standardized administration of the data would be to have the nutrition educators (rather than the classroom teachers) implement the survey, which would ensure all surveys were implemented in the same manner and within the same timeframe. As previously noted, there was considerable variability in reading and English language comprehension among students which could have been a barrier to accurate survey data evaluation. **The dates of our intervention differed per group, due to classroom teachers administering surveys at different times. Our intervention began 2/18/14 for most groups. Some groups had yet to take their pre-tests, so their intervention began later. Likewise, our intervention ended at different times for some groups. Some groups completed the series of lessons before others, and therefore took their post-tests while we continued to complete the intervention with other groups. All groups took the pre-test before their intervention began, and took their post-test after their intervention was complete.

Shasta County Health and Human Services Agency-Public Health

Outstanding accomplishment:

The staff feels that it is truly outstanding that the school district values our work enough to allow us to collaborate with the teachers to provide the training, tools and support necessary to successfully use our program. Staff feels that teachers significantly influence decisions and attitudes of the students, and it's so outstanding to see the teachers encourage those healthy behaviors and demonstrate healthy lifestyles.

Challenge:

Sometimes the rigorous academic demands placed barriers on a teacher's time available to deliver lessons. This barrier may be alleviated by the new common core standard's emphasis on a whole child approach. In addition to this barrier, I also had one teacher 'forget' to complete the post-test youth survey. Next year staff will CC' principals in the reminders because they are very supportive of our programs.

Solano County Health and Social Services

Vallejo City Unified School District

Outstanding accomplishment:

- a) Students were very interested in and enjoyed the taste testing. Some of the students had not been introduced to these fruits and or vegetables prior to our intervention. Students loved the cucumber mint water that was provided to them during the classroom interventions and at our Full Service Community School Nights.
- b) It was wonderful to see the student engaging in describing fruits and vegetables they enjoyed while learning the importance of the nutrients in these fruits and vegetables and how important these nutrients are for them. The students were happily surprised to learn that fruits and vegetables can both taste great and be healthy for your body.

Challenge:

School schedule conflicts proved to be a challenge while implementing the intervention with the classrooms. There were times that the school site had to change the day of our classes in order to complete other activities last minute.

County of Sonoma, Department of Health Services

Outstanding accomplishment:

Teachers expressed in the focus groups enthusiasm for the HOTM program and relayed their students' excitement about the deliveries of fresh produce. "Harvest of the Month has been really key in my class – it opened up my mind and awareness about what fruits and produce that they've (the students) never heard of or seen before." A 3rd grade teacher discussed the changes she has seen in her classroom over the course of the school year after focusing on healthy eating and nutrition: "I was just talking to my students about the end-of-the year party. Instead of the normal cupcakes, they asked if they could do a Sandwich Party! They wanted to know about (preparing healthy food) over summer and so they wanted to have a healthy food cooking party." Another teacher noted that her students are taking their lessons home: "I've seen improvements in that healthier choices are being made – We used to see fast food every day for the kids. Since we've been talking about healthy food choices, I've seen the kids say "no mom" (we don't want fast food) ... now we're getting students bringing a lot of Subway, or saying "now I've got a home lunch". Students are making choices on their own and

not just to please us (the teachers). They want me to be proud of them, so of course in front of me they're making those choices, but I think they're making the same choices also behind closed doors."

Challenge:

Implementation: A key challenge in implementation was establishing consistent programming and dosage across the four participating school sites. For example, classroom teachers in both Roseland Elementary and Sheppard Elementary schools were responsible for implementing the curriculum, but during the focus group and interviews with the program coordinator, it was expressed that most teachers found it very difficult to integrate the lessons into their already impacted schedules which resulted in very few, if any, of the sessions being delivered. There were also some difficulties encountered due to the federal shut-down in the fall of 2013, which limited the amount of support and guidance the Department of Health Services could provide grantees in the implementation of their program activities.

Evaluation: The youth survey was administered at all schools, however Roseland Creek is the only site reporting data due to the variation across interventions. An additional challenge in evaluating the program was that the exact level of intervention (number and length of sessions) is largely unknown. Teachers were asked to complete an online survey to indicate the number of lessons taught in their classroom. However, the majority did not complete the survey. Because SSU students delivered the Yummy Curriculum to Roseland Creek Elementary, the Roseland program coordinator was confident that the school received the minimum dosage of intervention for this evaluation.

Stanislaus County Health Services Agency

Outstanding accomplishment:

TANF staff continue to be very involved in the promotion of the nutrition education and utilize personal anecdotes regarding nutrition behavior during TANF class material. They have been strong advocates for maintaining the relationship between TANF and NEOP so that TANF participants are exposed to various lifestyle skills, which may support job training skills and job retention rates. Many of the participants have been very excited to share changes they've made in their personal behavior, especially regarding new recipes they have tried or increased use of skills learned, such as nutrition label reading. Although the data does not necessarily support the change, many participants voiced behavior changes, particularly regarding reading nutrition labels while shopping. Many voiced that label reading strategies were helpful skills that

could be utilized and made a real difference when shopping, and that the information provided in the classes motivated them to want to use those skills.

Challenge:

Similar to the previous year's intervention, some participants had a difficult time understanding why they were being provided nutrition education within a job readiness program and how that would benefit them economically. Making the connection between productivity, job retention and health was essential to motivating our participants to not only want to improve their health behavior, but also to keep some participants from disrupting the learning environment for other participants. There were still participants who, regardless of the strength of any connection or example made, had no desire to improve any health habits, whether nutrition-, physical activity-, or lifestyle-related, and imposed a negative atmosphere in the class which made it difficult to hold the attention of other participants during those lessons.

Participant retention strategies were inadequate, and have not been improved since the prior year, but are still out of the control of NEOP staff due to the structuring of the classes being part of a curriculum of the larger TANF program; participants were regularly late or absent in random intervals making it difficult to obtain matched surveys. Also, many of the participants may not have attended all 5 sessions, reducing the number of exposures to the messages and therefore reducing the impact of the intervention. It is unclear from the information at hand, but this may present a skewing factor on the overall data because all participants who completed the surveys both before the first lesson and immediately following the last lesson were included as paired surveys, whether they attended all sessions or not, giving varying degrees of intervention strengths among participants.

The short duration of each intervention group (three weeks) may have limited the impact of the lessons on any resulting behavior change; however, this logistical issue is not likely to be overcome unless another sample group is obtained from classes outside of the TANF program. And although the sample size collected was large enough to allow for fairly thorough evaluation, the lack of follow-up leaves much to be determined about the long-term effectiveness of the lessons and the lack of a control makes it difficult to discern the direct impact of the intervention without controlling for confounding factors in the environment outside of the classroom that may have altered dietary behavior.

Tulare County Health and Human Services Agency

Tulare County Office of Education

Outstanding accomplishment:

Students and teachers alike loved the classes and looked forward to having the Dietitian present lessons in an interactive and meaningful way to the class. One third grade student said, “The small things count and easy changes can be made.” Students held teachers and their parents accountable for treats, meals and shopping decisions. “Don’t yuck my yum” was a phrase that helped students understand peer influence when trying new foods. By the month of May students in the Impact groups were excited to try new produce items being offered.

Challenge:

Implementing our intervention was simply a matter of coordination with teachers as to convenient days on which to make presentations to their classrooms.

Ventura County Public Health Department

Outstanding accomplishment:

The overall objective of the Nutrition Education and Obesity Prevention (NEOP) Program’s Live Well Nutrition Education Class Series is to educate and engage participants in a way that will motivate them to improve their food and beverage consumption, along with other related factors such as becoming more involved in changing the food environment at home and in their community. As a result of this work being done at the local level, and by studying the attached Report of Findings from Food Behavior Checklist, one can see that we are making positive progress in impacting lives and achieving this objective. More recently, a NEOP Program educator reported that a participant in her class-series, who had also participated in a previous NEOP class, has made positive progress toward changing her eating habits and those of her family. The woman proudly reported that she had lost 10 pounds, and eagerly shared that because of what she had learned in the nutrition classes, she has changed the way she does her shopping and what she puts on the table for her and her family on a daily basis. She reports eating more fruits, vegetables and whole grains. She engages in physical activity with her children more frequently, and she now encourages friends and neighbors to participate in the nutrition classes. In this example, the educator was impressed not only with the progress reported by this participant but also by how she became a champion for the nutrition classes.

Challenge:

One of the biggest challenges/barriers is managing the different cognitive levels and abilities of participants when administering the survey. This can vary greatly within a

group of participants, and can require extra time, explanation of items and general support. So, time becomes a factor as well, and staff need to be aware and be prepared to manage time spent conducting this activity.

Yolo County Department of Health Services

Outstanding accomplishment:

The most significant moment of our IOE interventions was the implementation of healthy foods in the classroom. The Adult Education ESL director was motivated to introduce a classroom policy stating that only healthy foods be served in their weekly Friday potluck. To even further encourage healthy foods, she challenged her students to only bring recipes from the “Flavors of My Kitchen” and “Everyday Healthy Meals” cookbooks for the remaining school year. In addition to implementing the classroom healthy food policy, she also decided to take it one step further. She introduced one of the recipes provided in our IOE classes to the ESL staff potluck and got a very positive response and was asked multiple times for the recipe. That encounter motivated other teachers to contact our NEOP program and schedule additional IOE series.

Challenge:

Initially, we started with four sites. After various attempts at trying to conduct IOE classes in two of our sites and being unsuccessful, we decided to focus on the other two sites and attempted to meet our sample size with the reduction to only two sites. However this made it challenging to obtain enrollment numbers that would satisfy our requirement for 100 matched pairs for data analysis. One of the main barriers we came across was the commitment to five classes with our participants, which led to the complicated task of trying to have matched pairs. Many participants dropped out along the way so we did not always get matched pair surveys from all participants who initially enrolled.

Another barrier we had was misinformation from our CDPH NEOPB IOE coordinators with our diverse selection of our adult IOE population. We received conflicting information as to whether or not we could work in rehabilitation centers, which we did not do. Because of this we were even more limited on the locations we could go to for IOE classes.

Our main barrier in evaluating the data was that our report was due before the completion of our scheduled IOE classes, thus we did not have 100 matched pairs by

the 7/31/14 deadline. We will continue to teach IOE classes until 9/29/14, but this data will not be counted towards our IOE report sent to USDA.

A final challenge that we noted only after entering survey data into the spreadsheet was that some participants did not complete the entire survey, thus the data set is not 100% complete.

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