

**Impact Outcome Evaluation Project:
Statewide Local Health Department Project Aggregated Data
FFY 2015**

*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 46 Projects	
Health Department	Site
Alameda County Health Care Services Agency	Schools, Churches, Community Centers, Elderly Service Centers, Libraries, Shelters, WIC Programs
Butte County Public Health Department	Schools
City and County of San Francisco Department of Public Health	After School Programs, Community Centers, Emergency Food Assistance Sites, Public/Community Health Centers, Public Housing, Children’s Council of San Francisco, VA Medical Center
City of Long Beach Department of Health and Human Services	Schools
City of Pasadena Public Health Department	Schools, Community Centers, Head Start Programs, Libraries, Public/Community Health Centers
Contra Costa Health Services	After School Program
County of Fresno	Schools, Churches, Community Centers, Elderly Service Centers, Emergency Food Assistance Sites, Head Start Programs, Public Housing, Family Resource Centers, Center for New American
County of Riverside, Department of Public Health	Schools, After School Programs
County of Sacramento Department of Health and Human Services	After School Programs, Churches, Community Centers, Emergency Food Assistance Sites, Head Start Programs
County of San Bernardino Department of Public Health	Schools
County of San Diego	Schools, Other Youth Education Sites
County of Sonoma, Department of Health Services	Schools
Health Education Council (Placer County)	Schools
Humboldt County Health Department	Schools, After School Programs
Imperial County Public Health Department	Schools
Kern County Public Health Department	After School Program
Kings Community Action Organization, Inc.	School
Los Angeles County Department of Public Health	Schools, After School Program, Churches, Community Centers, Emergency Food Assistance Sites, Head Start Programs, Libraries, Other Youth Education Sites, Social Justice Learning Institute, Mercado La Paloma, Police Department
Madera County Public Health Department	School

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

Project Goals

- 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

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

A total of 11,975 individuals from 46 evaluation projects completed pre and post surveys. Of these, 10,835 received the local health department-specific intervention and 1,140 were in a comparison group selected by the LHD.

Outcome evaluation was provided by 43 projects. Impact evaluation, which assesses the degree to which outcomes may be attributed to interventions, were conducted by only three.

Table 2 shows the individuals by age group who participated in outcome evaluation, and Table 3 shows the individuals by age group who participated in the impact evaluation.

Age Category	Intervention Group Participants
Youth, 8-13 years	6,898
High School, 14-17 years	1,039
Adult 18+ years	1,475
Total	9,412

Table 3. Individuals Participating in Impact Evaluation By Age at Post-Test		
Age Category	Intervention Group Participants	Comparison Group Participants
Youth, 8-13 years	929	724
Adult 18+ years	494	416
Total	1,423	1,140

Outcome Measures

Table 4 shows the tools used to measure the change in fruit and vegetable, sugary drink, and water consumption, the number of local projects that used the tool, and the number that showed a statistically significant change in the desired direction.

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

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

Quantitative Findings

Tests of Significance

For outcome evaluation, tests of significance were conducted using paired T-tests for continuous outcomes and McNemar tests for dichotomous outcomes. More complex analyses accounting for the grouping of individuals within classes are not reported here. For impact evaluation, independent samples t-tests were used to assess the difference in mean change between intervention and comparison groups, again adjustment for clustering is not reported here.

Fruit and Vegetable Consumption-Adults

The *Food Behavior Checklist (FBC)* and *Fruit and Vegetable Checklist (FVC)* were used to measure adult consumption of FV for 13 LHD projects. Both the FBC and the FVC use identical questions to measure FV-related behaviors. These surveys were validated with low-income populations in California making them an appropriate measure of consumption for this evaluation. Local projects provided outcome evaluation data using the *FBC* and *FVC* from 1,969 individuals from intervention groups. Impact evaluation was available for one local health department, including 494 individuals in the intervention group and 416 individuals in the comparison group. The following data address WRO individual level indicators MT1 and LT2. Results showed that individuals receiving an intervention reported an increase of 0.6 cups of total FV (Table 5). Fruit alone and vegetables alone increased by just under one-third of a cup each. The difference in the pre/post means for fruit, vegetables, and total consumption of FV combined were statistically significant ($p < 0.001$). Intervention participants also demonstrated increased variety in FV intake, reporting a 41.1% increase in “often” or “every day” eating more than one kind of fruit a day and a 36.9% increase in “often” or “every day” eating more than one kind of vegetable ($p < 0.001$).

	N	Pre-test	Post-test	% Change	P-value
Intervention Adult					
Total Fruit & Vegetables, Cups (Mean)	1,903	2.5	3.1	24.8	<0.001
Fruit, Cups (Mean) (LT2)	1,939	1.2	1.5	24.0	<0.001
Vegetables, Cups (Mean) (LT2)	1,915	1.3	1.6	24.8	<0.001
Eat >1 Kind of Fruit Each Day (%) (MT1)	1,919	38.9	54.9	41.1	<0.001
Eat >1 Kind of Vegetable Each Day (%) (MT1)	1,913	43.6	59.7	36.9	<0.001

Impact evaluation comparing the differences in change between intervention and comparison groups was conducted in 42 intervention sites and 33 comparison sites within one LHD. This included 494 individuals in the intervention group and 416 individuals in the comparison group. For all five FV-related outcomes, the difference in mean change between the intervention and comparison group was significant ($p < 0.001$). This indicates the outcomes may be attributed to the intervention.

Fruit and Vegetable Consumption-Youth & High School

A total of 30 local projects collected FV consumption data using the *Youth Nutrition and Physical Activity Survey* from 7,700 youth receiving an intervention. Additionally, two local projects collected data from 724 youth not receiving a SNAP-Ed intervention. Three local projects collected FV consumption data using the *High School Nutrition and Physical Activity Survey* from 1,026 teens receiving an intervention. No comparison teens were able to be recruited. The following data address WRO individual level indicator LT2.

Results from the *Youth Nutrition and Physical Activity Survey* show that youth receiving an intervention reported eating fruit an average of 0.2 more times per day ($p < 0.001$) (Table 6). Between the pre- and post- reporting periods, 6% more youth reported consuming fruit two or more times/day, a 12.9% change ($p < 0.001$). There was no reported change in mean number of times per day youth reported consuming vegetables and a very small and not significant increase in the percent of students reporting they consume vegetables 3 or more times per day.

Table 6. Pre- and Post-Test Results for Fruit and Vegetable Consumption - Youth					
	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Total Fruit & Vegetables Times/Day (Mean)	7,656	3.5	3.6	4.6	<0.001
Fruit, Times/Day (Mean) (LT2)	7,676	1.8	2.0	8.8	<0.001
Vegetables, Times/Day (Mean) (LT2)	7,700	1.7	1.7	0.0	0.757
Fruit \geq 2 Times/Day (%) (LT2)	7,676	48.1	54.3	12.9	<0.001
Vegetables \geq 3 Times/Day (%) (LT2)	7,700	26.8	27.8	3.7	0.163

A youth impact evaluation was conducted in two local projects. One project included data from 772 intervention and 625 comparison students. The second included data from 157 intervention and 95 comparison students. No statistically significant differences in change were found between the intervention and comparison groups for any of the fruit and vegetable outcomes examined.

The *High School Nutrition and Physical Activity Survey* utilizes six FV consumption questions from the *Youth Risk Behavior Survey (YRBS)*. Only five questions were used for these analyses because one question asks about 100% juice consumption. With an increasing emphasis on healthy beverage consumption, in FFY 12, it was deemed no longer appropriate to include juice in the FV analyses. In FFY 15, high school students receiving an intervention reported a small but statistically significant change in vegetable consumption and combined FV consumption (Table 7). Vegetable consumption increased by 0.1 times per day and total FV consumption by 0.2 times per day ($p < .05$ and $p < .02$, respectively).

Table 7. Pre- and Post-Test Results for Fruit and Vegetable Consumption - Teen					
	N	Pre-test	Post-test	% Change	P-value
Intervention- High School					
Total Fruit & Vegetables Times/Day (Mean)	1,004	2.4	2.6	8.1	0.017
Fruit, Times/Day (Mean) (LT2)	1,026	0.9	1.0	6.7	0.091
Vegetables, Times/Day (Mean) (LT2)	1,010	1.5	1.6	8.2	0.047
Fruit ≥ 2 Times/Day (%) (LT2)	1,026	19.8	21.2	7.1	0.346
Vegetables ≥ 3 Times/Day (%) (LT2)	1,010	11.9	13.7	15.1	0.197

Sugar-Sweetened Beverage Consumption--Adults

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

Twelve local projects assessed change in SSB consumption using the *FBC*. The *FBC* uses two questions to capture SSB consumption, one about fruit drinks (excluding 100% juice), 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.” Intervention adults reported a significant decrease in SSB consumption ($p < .001$) (Table 8).

Table 8. Pre- and Post-Test Results for Sugar Sweetened Beverage Consumption - Adult					
	N	Pre-test	Post-test	% Change	P-value
Intervention Adult					
Sugary Drinks, Often/Everyday (%) (MT1, LT5)	1,765	30.4	18.2	-40.1	<0.001

For the single local project reporting results for both intervention and comparison groups, the difference in mean change between the intervention and comparison group was significant ($p < .001$), which indicates the outcomes may be attributed to the intervention.

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

In FFY 15, youth participating in the interventions reported a small decrease in their consumption of sugary beverages ($p < .01$). Water consumption also decreased very slightly but statistically significantly among this group ($p < .05$) (Table 9).

Table 9. Pre- and Post-Test Results for Sugar Sweetened Beverage and Water Consumption - Youth					
	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Sugary Drinks, Time/Day (Mean) (MT1, LT5)	7,495	1.3	1.2	-5.5	0.001
Water, Times/Day (Mean)	7,606	3.5	3.5	-1.4	0.010

Analysis of the SSB and water data for the two local projects that included a comparison group found no statistically significant differences in change between the intervention and comparison groups for SSB or water consumption.

Similar to the youth population, high school students receiving the intervention decreased both sugary drink and water consumption ($p < 0.001$ and $p < 0.001$) (Table 10).

Table 10. Pre- and Post-Test Results for Sugar Sweetened Beverage and Water Consumption -Teens					
	N	Pre-test	Post-test	% Change	P-value
Intervention- High School					
Sugary Drinks, Times/Day (Mean) (MT1, LT5)	1,018	1.3	1.1	-17.3	<0.001
Water, Times/Day (Mean)	1,038	3.8	3.5	-9.0	<0.001

Shopping Habits and Food Security - Adults

One goal of nutrition education is to improve the quality of the diet of SNAP participants. A second goal is to reduce the chances that the SNAP participant will not have sufficient resources to provide food for self and family throughout the month. The *FBC* measures dietary practices other than consumption of food. Adults receiving an intervention showed improvement in both key areas assessed. The following data address WRO individual level indicators MT2 and LT6. Nearly two-thirds more intervention participants reported becoming nutrition label readers while shopping post intervention, and 12.5% fewer intervention participants reported having run out of food by the end of the month ($p < 0.001$, $p = 0.005$) (Table 11).

Table 11. Pre- and Post-Test Results for Shopping Habits and Food Security - Adults					
	N	Pre-test	Post-test	% Change	P-value
Intervention					
Use Food Labels (%) (MT2)	1,781	34.5	56.9	64.9	<0.001
Run Out of Food by End of Month (%) (LT6)	1,773	25.7	22.5	-12.5	0.005

For the single local project reporting results for both intervention and comparison groups, the difference in mean change between the intervention and comparison group was significant ($p < 0.001$) for both outcomes, which indicates the change may be attributed to the intervention.

Physical Activity and Screen Time

The *Youth Nutrition and Physical Activity Survey* and *High School Nutrition and Physical Activity Survey* asked: ‘Check the days you exercised or took part in physical activity that made your heart beat fast and made you breathe hard for at least 60 minutes.’ Response categories ranged from 0-7. The surveys also asked: ‘Think about the time you spend mostly sitting when you are not in school or doing homework. During the week days, about how much time do you spend on a typical or usual school day sitting and watching TV, playing video games, or on a computer?’ Response categories ranged from ‘less than one hour’ to ‘five or more hours per day.’ The following data address WRO individual level indicators LT7 and LT8. Intervention youth respondents receiving interventions reported being physically active for 60 minutes 3.6 days this past week at pretest, and 4.0 days at post-test ($p < 0.001$) (Table 12). Screen time increased by almost 5 minutes for the intervention group ($p < 0.001$).

Analysis of the physical activity and screen time data for the two local projects that included a comparison group found no statistically significant difference in change between the intervention and comparison groups for either outcome.

High school students showed significant desirable results for both physical activity and screen time. Physical activity was 3.6 at pre-test and 3.9 at post-test ($p < 0.001$). Screen time decreased by nearly 7 minutes at post-test ($p < 0.05$).

Table 12. Pre- and Post-Test Results for Physical Activity – Youth and Teens					
	N	Pre-test	Post-test	% Change	P-value
Intervention- Youth					
Days Physically Active for ≥ 60 Min (Mean) (LT7)	7,509	3.6	4.0	10.2	<0.001
Screen Time, Hours/Day (Mean) (LT8)	7,538	2.1	2.2	3.8	<0.001
Intervention- High School					
Days Physically Active for ≥ 60 Min (Mean) (LT7)	1,039	3.6	3.9	8.4	<0.001
Screen Time, Hours/Day (Mean) (LT8)	1,039	2.7	2.6	-4.1	0.016

See Appendix for Qualitative Findings by Local Contractor

The primary purpose of the individual LHD IOEs is to provide guidance to the LHD regarding project improvement. NEOPB Research and Evaluation staff meets with LHD staff at the end of each contract year to review findings to see whether 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 evaluation. 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.

Summary

In FFY 15, as part of IOE nearly 11,000 adults, teens, and youth received a direct education intervention that was subsequently evaluated by their LHD. The interventions implemented could reasonably be expected to change only some of the factors that were measured by the *FBC*, *FVC*, and the *Youth and High School Nutrition and Physical Activity Surveys*. The outcomes addressing the WRO individual-level priority indicators are presented in this report. Most notably, adults saw significant improvements for all of the priority indicators measured by the *FBC* and *FVC*. For both the youth and teen populations, results showed desired statistically significant change for five of the nine indicators included on the survey.

As in recent years, we continued to see few LHDs provide comparison groups. One of the primary objectives has been to build evaluation capacity with the goal of increasing rigor; however, LHDs often shy away from adding comparison groups because they wish to target all income-eligible classrooms, or report it is not feasible or too burdensome. Despite this, adding income-eligible comparisons will continue to be a priority as they provide valuable information. This year, data from youth projects that included a comparison found no difference between intervention and comparison groups—both showed improvement in many of the outcomes of interest. This may be due to a variety of factors, including non-NEOPB funded interventions being conducted in the comparison schools, secular changes not related to nutrition education that led to real changes in youth behaviors, social desirability bias, or other factors. In contrast, results from the adult-focused LHD that included a comparison showed more promising effects of the intervention. Adult education series generally attract a more select group of adults, interested in the topics and willing to attend a series of at least 5 classes. Thus, this may be a group more ready and willing to make change. However, we would like to measure longer-term follow up to assess whether real change is made and sustained over time.

The changes reported here resulted from varied interventions implemented in settings where local projects have limited control over conditions that may influence fruit, vegetable, and sugar-sweetened beverage consumption, and physical activity habits. Advertising, availability of high quality fruit and vegetables in schools and at home, and policies that favor the consumption of calorie-dense foods and beverages impact the effectiveness of nutrition

education delivered by *NEOP*-funded local projects. Looking forward, as health departments are encouraged to implement policy, systems, and environmental changes in conjunction with direct education, NEOP expects to find evidence of a synergistic effect. FFY 16 will bring a change to direct education. LHDs will no longer be allowed to piece together curricula to meet their 5 lesson, 30 minute IOE requirement. Rather, they will be required to choose an evidence-based curriculum and use it as intended in its entirety. We anticipate these changes will improve the efficacy of our interventions targeting low-income Californians, and hope to capture these outcomes through sound evaluation practices.

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Impact Evaluation: Appendix

Qualitative Findings: Local Health Department Outstanding Accomplishments and Challenges

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

Alameda County Health Care Services, Nutrition Services

Community Health Champions Peer Educator Program (Adult)

Outstanding accomplishment:

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

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

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

Challenge:

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

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

Alameda County Health Care Services, Nutrition Services

Alameda County Office of Education & Oakland Unified School District

Outstanding accomplishment:

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

Challenge:

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

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

Butte County Public Health Department

Outstanding accomplishment:

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

Challenge:

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

Contra Costa Health Services

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

Outstanding accomplishment:

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

ensure fidelity to the plan. Next year's plan is designed to address the opportunities and challenges identified this past year.

Challenge:

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

County of Fresno

Outstanding accomplishment:

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

Challenge:

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

Humboldt County Local Health Department

Humboldt County Office of Education

Outstanding accomplishment:

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

Challenge:

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

Imperial County Public Health Department

Outstanding accomplishment:

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

Challenge:

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

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

Kern County Public Health Department

Lamont School District

Outstanding accomplishment:

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

Challenge:

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

Kings Community Action Organization, Inc.

Outstanding accomplishment:

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

Challenge:

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

City of Long Beach Department of Health and Human Services

Long Beach Unified School District

Outstanding accomplishment:

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

Challenge:

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

Los Angeles County Public Health

Adult IOE (Faith Channel)

Outstanding accomplishment:

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

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

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

Challenge:

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

Los Angeles County Public Health

Adult IOE (Peer-to-Peer Channel)

Outstanding accomplishment:

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

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

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

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

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

Participant quotes:

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

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

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

Teacher quotes:

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

Challenge:

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

Los Angeles County Public Health

Los Angeles County Office of Education

Outstanding accomplishment:

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

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

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

Challenge:

LACOE didn't face any major challenges or barriers. Teachers were familiar with the impact evaluation process and excited to implement the lessons and taste testing activities. The only

challenge for the LACOE staff was not having enough time to observe the lessons and taste testing activities in the classroom.

Los Angeles County Public Health

Los Angeles Unified School District

Outstanding accomplishment:

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

Teacher quotes:

“My students had fun and learned a lot. I hope we can do it next year”

Student quotes:

“I like kale in my smoothies now. I understand that it’s important to get some greens in with the fruit.”

“I was finally chosen to plant in the outdoor gardens. All of us were happy with smiles on our faces”

“Check the back! To always know what I am exactly eating.”

Challenge

The following barriers were mentioned by LAUSD:

- The Dig In Curriculum did not include any PA activities. PowerPlay was used when possible to incorporate physical activity into the lessons.
 - The food logs serve the purpose of helping the students remember what they ate/drank. Yet, there often are errors when transferring the data from the food log to the actual survey.
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Madera County Public Health Department

Outstanding accomplishment:

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

elementary school is a supporter of nutrition education in the classroom and has much influence over the students and staff within the school. 4) Students sought physical activity as an opportunity to have fun while exercising. 5) The nutrition educators and the PE teachers reported seeing more positive responses from the students than in the past when they implemented a new physical activity or game that required physical movement. 6) One teacher incorporated the healthy snacks during the whole school year celebrations. This teacher requested copies of the recipes and copies of the Network Cookbooks to promote healthy lifestyle among the students.

Challenge:

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

Marin County HHS

Sausalito Marin City School District (SMCSD)

Outstanding accomplishment:

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

Challenge:

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

Merced County DPH

Challenge:

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

Monterey County Health Department

Outstanding accomplishment:

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

Challenge:

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

Orange County Health Care Agency

Adult

Outstanding accomplishment:

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

Challenge:

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

Orange County Health Care Agency

Huntington Beach Union High School District

Outstanding accomplishment:

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

Challenge:

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

City of Pasadena Public Health Department

Pasadena Unified School District

Outstanding accomplishment:

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

Challenge:

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

Placer County via Health Education Council

Tahoe Truckee Unified School District

Outstanding accomplishment:

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

Challenge:

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

County of Riverside, Department of Public Health

Alvord Unified School District

Outstanding accomplishment:

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

Challenge:

The greatest implementation challenge was the number of students per site. For example, some sites had an average of 60-80 students per class. This number of students per class made it challenging for educators to transition between the different planned class activities. The biggest evaluation challenges included: a) the survey tool was designed to detect the longer-

term outcomes (i.e., increased physical activity levels and dietary behaviors), not the shorter-term curriculum-specific outcome such as dietary and physical activity knowledge and self-efficacy; and b) several students wrote their names on the survey instead of their lunch numbers which made it more time consuming to identify and match some of the pairs.

County of Riverside, Department of Public Health

Desert Healthcare District

Outstanding accomplishment:

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

Challenge:

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

County of Riverside, Department of Public Health

City of Perris, Perris Unified School District

Outstanding accomplishment:

Responses to the program as a whole were very positive. We have requests for food demonstrations with the Chef, and more physical activity. Students were especially eager to

learn more about the benefits of eating more fruits and vegetables. Students wrote letters at the end of the program to our Health Educator thanking her for the program and for teaching them how to be healthy. Many of them named recipes that they will be trying at home, and even went as far as to say that they will be making their parents eat healthier as well.

Challenge:

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

County of Riverside, Department of Public Health

Reach Out, Jurupa Unified School District

Outstanding accomplishment:

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

Challenge:

During our intervention, we had inconsistent attendance and late enrollment of youth, which limited our reassurance of meeting our 100 matched pairs for the intervention and control groups for the IOE project. A lack of supportive Think Together staff hindered our ability to captivate our audience as well. Some of the staff provided direct instructions before the sessions started, but there were days where there wasn’t enough participation from the staff. In some cases, NEOP staff spent time managing the class while teaching the lessons. Youth often imitate the habits and behaviors of adults, and we came across the issue of Think Together staff modeling unhealthy eating behaviors that distracted from key messages, which

could have led to poor results. For instance, Think Together had a camping program that included lessons where the youth ate unhealthy food such as marshmallows that may have contributed to poor eating habits.

County of Riverside, Department of Public Health

Riverside Unified School District

Outstanding accomplishment:

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

Challenge:

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

County of Sacramento DHHS

Outstanding accomplishment:

In general, the participants that attended the classes showed a strong interest in the topics being discussed. The class sessions had active participation throughout. The adults asked relevant questions and showed genuine interest in learning. There were also many outstanding moments as a result of the IOE intervention. The CHOWs/CHLs that were hired by both subcontractors have personal success stories. Three educators have lost weight, (10, 40+, 70 lbs.), are physically active every day and have gotten their families to start making positive changes at home by eating more fruits and vegetables, no sugary beverages, and being physically active together. All of the CHOWs/CHLs enjoyed teaching the classes and realized

that making positive changes to your behaviors is not difficult but takes time and are long-term changes so not everything needs to change at once. The CHOWs/CHLs would ask about changes the participants were making during the time of the intervention and the participants shared the following: a few participants started walking to the classes and making spa water at home for their children, one participant decided to pursue her dream of becoming a body-builder and lost 10 lbs., one participant gave up drinking sugary beverages and started walking and lost 15 lbs. One group of participants enjoyed the classes so much they decided to coordinate a potluck for the last class that included only healthy foods and recipes from the NEOPB-approved cookbooks they received during the class.

Challenge:

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

County of San Bernardino Department of Public Health Nutrition Program

San Bernardino County Superintendent of Schools

Outstanding accomplishment:

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

produce were awesome. It gave students a better idea how and where the fruit/vegetables grow.”

Challenge:

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

County of San Diego

Family Self-Sufficiency (FSS)

Outstanding accomplishment:

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

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

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

Challenge:

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

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

City and County of San Francisco Department of Public Health

18 Reasons

Outstanding accomplishment:

A participant recently told us, "I'm going to live longer because of this class." This is just one of the many inspiring quotes and stories we hear on a daily basis. Our graduates are eating

healthier, exercising more, cooking more, saving money at the grocery store, and inspiring their families to get healthy, too.

Challenge:

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

San Joaquin County Public Health Services (SJCPHS)

The Sarah Samuels Center

Outstanding accomplishment:

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

Challenge:

For SJCPHS, there were challenges in ensuring all the different types of instructors (teachers, food service workers, and after school program staff) were implementing HOTM were doing so in the same way. The general communication with the team of staff implementing HOTM was also challenging at times, and SJCPHS would have liked improved communication to get regular feedback on the quality of produce received, how the produce was used, and reports of challenges or implementation issues the staff were having (described next). Finally, some of the staff implementing HOTM failed to clearly read the instructions of how to administer the pre

and post surveys, which resulted in incorrect student ID codes at one or both points in time, and prevented matching and including those surveys in the final evaluation. An online survey was administered at the end of the 2014/2015 school year to the staff who administered the HOTM survey in their classrooms. A total of 45 teachers completed survey that asked about implementation, ease of conducting the program, use of resources, and challenges and successes. Some teachers reported the allotted 30 minutes for the program was more time than they needed to complete lessons, and a few felt it was difficult to balance a full 30 minute lesson with the rest of their scheduled lesson plans. Many of the staff said that it was difficult to plan for and conduct the tasting because they did not know exactly when the shipments would arrive. Others were not able to conduct taste tests because they did not receive the produce. Another challenge mentioned by many of the staff was getting students to try/taste each of the new items, especially those that were unknown and very new to the students.

San Luis Obispo County Public Health Department

Outstanding accomplishment:

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

Challenge:

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

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

Outstanding accomplishment:

At the end of the semester each group of students who participated in the classroom series of Spring Training participate in a WOW event. The WOW event is an opportunity for students to showcase what they have learned to other students and parents. Students are eager to share recipes, educate other on the dangers of sugar and have a zest for nutrition that we hadn't previously seen. Quotes from students and family are below.

Daniel, 6th grade at Cesar Chavez: At the beginning of the class Daniel approached me and shared about a school event he attended. He described the dinner he was given and said, "That

is too much food for one person“. He was reflecting on the lesson about portions and how much of each food group a youth/person should eat.

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

Challenge:

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

Santa Barbara County Public Health Department

Outstanding accomplishment:

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

Challenge:

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

Santa Clara County Public Health Department

Outstanding accomplishment:

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

zucchini. The students enjoyed the recipe and were excited to look through their new cookbooks and talk about the recipes they were going to make for their families.

Challenge:

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

Santa Cruz County Health Services Agency

Outstanding accomplishment:

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

Challenge:

Having one health educator deliver programming at both sites promoted fidelity with evaluation and implementation, however it also provided scheduling challenges and limited coverage. For example the timeline when the students received classes at the two sites differed (mid-year at one school and end of the school year at the other site). It was also challenging to start the nutrition education project in November – December due to proximity to holidays and

school breaks. Implementing the lessons with fidelity was also challenged by the length of lessons in the curriculum selected. Nutrition to Grow on (2013) was selected because of school setting compatibility and teacher buy in (it was developed by the California Department of Education and incorporates standards for school-based nutrition education). The curriculum was also selected because of the inclusion of gardening components, which were perceived to compliment the garden-based life lab program setting of our intervention. However, the curriculum in total consists of 9 lessons with 60 minutes of nutrition education and 30 minutes of garden-based activity. Lessons needed to be adapted to fit the 45 minute class period and were cut to 5 lessons due to the limited program timeline and scheduling feasibility. One barrier to program evaluation accuracy relates to the level of saturation with nutrition education received by the students at the two program sites. 4th and 5th grade students, participating in the IOE, have received nutrition education programming at their schools from kindergarten on, therefore we can only assess the behavioral change impact of the addition of the 5 class series in FY15.

Shasta County Health and Human Services Agency-Public Health

Outstanding accomplishment:

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

Challenge:

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

Solano County Health and Social Services

Vallejo City Unified School District

Outstanding accomplishment:

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

Challenge:

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

County of Sonoma, Department of Health Services

Outstanding accomplishment:

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

Challenge:

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

Stanislaus County Health Services Agency

Outstanding accomplishment:

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

Challenge:

Similar to the previous year's intervention, some participants had a difficult time understanding why they were being provided nutrition education within a job readiness program and how that would benefit them economically. Making the connection between productivity, job retention and health was essential to motivating our participants to not only want to improve their health behavior, but also to keep some participants from disrupting the learning environment for other participants. There were still participants who, regardless of the strength of any connection or example made, had no desire to improve any health habits, whether nutrition-, physical activity-, or lifestyle-related, and imposed a negative atmosphere in the class which made it difficult to hold the attention of other participants during those lessons. Participant retention strategies were inadequate, and have not been improved since the prior year, but are still out of the control of NEOP staff due to the structuring of the classes being part of a curriculum of the larger TANF program; participants were regularly late or absent in random intervals making it difficult to obtain matched surveys. Also, many of the participants may not have attended all 5 sessions, reducing the number of exposures to the messages and therefore reducing the impact of the intervention. It is unclear from the information at hand, but this may present a skewing factor on the overall data because all participants who completed the surveys both before the first lesson and immediately following the last lesson were included as paired surveys, whether they attended all sessions or not, giving varying degrees of intervention strengths among participants. The short duration of each intervention group (three weeks) may have limited the impact of the lessons on any resulting behavior change; however, this logistical issue is not likely to be overcome unless another sample group is obtained from classes outside of the TANF program. And although the sample size collected was large enough to allow for fairly thorough evaluation, the lack of follow-up leaves much to be determined about the long-term effectiveness of the lessons. The TANF Job Readiness curriculum and program structure was amended half way through the fiscal year, impacting our ability to effectively conduct nutrition education classes with these participants. This created barriers to completing all five lessons, and acquiring the minimum number of participants for significant evaluation. Due to these changes, we have determined that this is no longer an effective partnership and will be restructuring the Impact/Outcome Evaluation for Federal Fiscal year 2016 to conduct the nutrition education evaluation with a different population more aligned with the Integrated Work Plan and the efforts being put forth by NEOP staff.

Tulare County Health and Human Services Agency

Tulare County Office of Education

Outstanding accomplishment:

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

Challenge:

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

Ventura County Public Health Department

Outstanding accomplishment:

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

Challenge:

One of the biggest challenges is managing continues to be the different cognitive levels and reading abilities of participants when administering the survey. This can vary greatly within a group of participants, and can require extra time, explanation of items and general support.

Time becomes a factor, at time, which can interfere with the delivery of the intervention, and staff need to be aware and be prepared to manage time spent conducting this activity.

Yolo County Department of Health Services

Outstanding accomplishment:

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

Challenge:

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

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

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