



## CalFresh Healthy Living, UC FFY 2020 Annual Report San Luis Obispo & Santa Barbara Counties

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### A. CalFresh Healthy Living, UC Program Overview

#### i. Key Integrated Work Plan activities

During FFY2020, CalFresh Healthy Living, UCCE in San Luis Obispo and Santa Barbara counties (SLO/SB) supported comprehensive, school-based nutrition and physical activity education and supports for policy, systems and environmental changes including:

- Direct education reaching 2824 youth and 80 adults. 88% of participants were identified as Hispanic/Latino. *COVID Impact on DE = 2466 fewer DE participants than planned/scheduled.*
- Indirect education reaching 508,911 community members, of whom 135,873 were estimated as new reach.
- Engaged 90 youth leaders in five 4-H Student Nutrition Advisory Council (SNAC) clubs in leadership training, health advocacy and teens-as-teachers activities around healthy eating and active living. Of the 109 Program Activities entered in PEARS, 46 had youth volunteers indicating that many DE lessons involved peer to peer lessons.
- Engaged 50 community partners in CalFresh Health Living programming including agricultural partners, schools, food banks, nonprofit organizations and public housing agencies.
- Participated in multi-sector coalitions across both counties to address food security and equitable access to policies, systems and environments supportive of health and wellness. Sectors represented on these coalitions included: agriculture, community design, education, food industry, government, community-based organizations and public health.
- PSE Supports implemented at 29 sites, reaching 50,587 low-income community members, including:
  - ✓ Supported adoption of 85 nutrition, 24 physical activity, and 3 healthy fundraiser changes across both counties for a total of 112 PSE changes adopted or actively maintained.
  - ✓ Conducted 28 needs assessments (4 SLAQ assessments, 1 WellSAT, 1 School Garden Assessment, plus additional environmental scans and staff readiness assessments).

- ✓ Delivered additional programs in support of PSEs including: CATCH, HOTM, Farm-to-Fork, Smarter Lunchrooms Movement, Rethink Your Drink, CA Thursdays, PowerPlay, EatFresh.org, and School Wellness Policy implementation.
- ✓ Of the sites implementing or maintaining PSE changes, a majority also offer complementary strategies such as evidence-based education (50% in SLO, 90% in SB), Parent/Community Involvement (94% in SLO, 90% in SB) and/or staff training (81% in SLO, 90% in SB).
- ✓ For sustainability of PSE changes, 100% in SLO and 90% in SB report at least one sustainability mechanism is planned, in process or already in place.

**ii. Major achievements/outcomes pre and post COVID-19 Stay-at-Home Order in March 2020**

**PRE COVID-19 Stay-at-Home Order**

- Direct Education: Strengthened our partnership with teacher extenders, staff, parents, and students at partnering elementary schools to provide comprehensive nutrition education and PSE supports on site up to March 2020.
- SLO/SB staff trained 30 P.E. Specialists, 9 afterschool program staff, and 30 high school students in CATCH Physical Activity lesson delivery to promote inclusive and fun moderate to vigorous physical activity reaching approximately 16,959 youth in school and an unreported number of youth in after school and summer program settings.
- Support and expansion of EBT at Farmers Markets and Market Match programming:
  - ✓ Lead the SLO County Food System Coalition EBT at Farmers Markets Workgroup in establishing annual goals, continuing community outreach, and advocating for improvements to CalFresh enrollment.
  - ✓ Hosted the November 2019 Food Systems Coalition quarterly meeting focused on EBT/CalFresh at Farmers Markets in San Luis Obispo County.
  - ✓ Partnered with the Statewide Nutrition Action Committees Farmers Market Initiative to distribute information and report back data.
- Supported the reinvigoration and/or maintenance of school garden PSE efforts through youth involvement in promoting garden-grown produce on the school food bar, providing and supporting garden enhanced nutrition education, training teachers and community volunteers in evidence-based GENE curricula, and supporting school garden extenders in locating resources, curricula and support for garden sustainability. See [PEARS Success Story here](#)

- ✓ Supported two school district food service departments (SMBSD and LUSD) reaching over 27,000 low-income students, in developing and implementing written protocols for the safe harvest and use of school grown produce in the school meals program.
- Engaged 90 5th and 6th grade youth at five school sites in increasing their skills in health, nutrition and leadership through SNAC. Prior to COVID, youth had started to implement peer to peer education. SNAC youth at Oceano Elementary were in the process of advocating for healthier after school snack/fundraiser options on their school campus, and SNAC leaders at Rice had worked to increase awareness of school garden grown produce on their food bar.
  - ✓ Hosted 37 SNAC Youth Leaders in a 6-hour nutrition leadership training (Dec 2019) where students learned new skills, learned about careers in health and were able to teach MyPlate to their families. 27 of 31 youth who completed an evaluation after the event reported that they will use the information and/or skills they learned at the training in the next 6-24 months.
  - ✓ Trained CYFAR grant recipients across the country in the 4-H SNAC program and youth engagement implementation in January 2020. Participants visited SNAC sites, spoke with program implementers and learned about youth engagement tools and curricula used in the SLO/SB SNAC program.
- Successfully completed our CalFresh State Office Site Visit in March 2020. State-level reviewers noted: *“Quality direct education and policy, systems and environmental programming within San Luis Obispo and Santa Barbara (SLO/SB) Counties continues to be delivered by the CFHL, UCCE SLO/SB County Cluster Program. This program has a longstanding history within the community and is considered a CFHL, UC model program for youth engagement and garden programming. During the site visit, CFHL, UC State Office staff identified several best practices and noteworthy initiatives.”*

#### **POST COVID-19 Stay-at-Home Order**

- Conducted virtual SNAC club meetings with two elementary school clubs to continue direct nutrition education and reach students and families at home. UCCE staff collected data through anonymous surveys to see how the direct education had a larger impact on families. 18 youth leaders provided 117 nutrition lessons or tastings with their families as a result of participating in the virtual SNAC Club. See [PEARS Success Story](#)
- Developed videos for Direct and Indirect Education (i.e. exercise videos for brain breaks, affordable cooking series, etc.), school garden support, food resources and food security based on needs of low-income community members and partners, reaching approximately 14,668 viewers based on YouTube analytics. See YouTube channel in [Spanish](#) and [English](#).

- Collaborated with local and statewide UC staff to adapt programming, communication tools, curricula, and evaluation tools to be effective in the virtual setting and prepare for program delivery during AY20/21.
- Started a healthy recipes blog to reach low-income Spanish-speakers: <https://el-exito-es-salud.constantcontactsites.com/blog>
- Collaborated with SMBSD Food Services to distribute nutrition education materials and nutrition education reinforcement items to reach over 2000 low-income youth and family members.
- Continued to maintain, plant and harvest school gardens. This resulted in the donation of 1000 pounds of fresh produce to school meal programs and local pantries. See [PEARS Success Story here](#) (produce continued to be donated after this story was published).
- Responded to community and school partner needs with essential resources and information including: how to apply for CalFresh Food benefits, how to use CalFresh benefits, access to food while school is closed, activities for families at home to reduce stress and increase physical activity, resources for cooking with kids during the Stay at Home order, and food security resources for undocumented community members.
- EBT at Farmers Markets -SLOSB continued to chair and provide staff support for the EBT at Farmers Markets working group of the San Luis Obispo County Food System Coalition. Efforts post-COVID included:
  - ✓ Earning radio ads, news [media](#) coverage, and distributing flyers to a database of 84 community agency partners. Efforts culminated during National Farmers Market week in August where staff developed materials for market managers and staffed socially-distanced nutrition education booths.
  - ✓ Enhanced market signage at partnering markets.
  - ✓ Distributed bilingual flyers, bookmarks, shopping bags to client-serving organizations such as Food Bank distributions.
  - ✓ Partnered with the Statewide SNAC Farmers Market Initiative.
  - ✓ Collaborated with market managers and county COVID response to provide County Disaster Service Workers during the initial phases of stay at home orders in order to support markets in staying open. See [published article here](#).
  - ✓ Collaborated with the Promotores Collaborative to develop a grant proposal for a Farmers Market Navigator program – unfunded due to COVID.
  - ✓ Became a founding member of FRESA - a Santa Barbara county work group focused on bringing EBT/CalFresh and Market Match to communities in Santa Maria.

## B. Summary FFY2020 Program Activities from PEARS

- i. FFY 2020 Direct Education Participants Reached by Age Group and Setting – tables to be provided by the State Office based on PEARS data

TOTAL DE PARTICIPANTS	0-4	5-17	TOTAL YOUTH	18-59	60+	TOTAL ADULT	TOTAL PARTICIPANTS
SAN LUIS OBISPO	40	406	446	-	-	-	446
SANTA BARBARA	-	2,378	2,378	80	-	80	2,458

PARTICIPANTS BY SETTING	Schools (K-12)				After School				Early Childhood				Community			
	0-4	5-17	18-59	60+	0-4	5-17	18-59	60+	0-4	5-17	18-59	60+	0-4	5-17	18-59	60+
SAN LUIS OBISPO	-	389	-	-	-	17	-	-	40	-	-	-	-	-	-	-
SITES   SESSIONS   EXTENDERS   TIME	Sites	Sessions	Volunteers	Hours	Sites	Sessions	Volunteers	Hours	Sites	Sessions	Volunteers	Hours	Sites	Sessions	Volunteers	Hours
SAN LUIS OBISPO	3	107	16	99	2	21	3	3	1	5	1	7	-	-	-	-
SANTA BARBARA	6	815	208	816	-	-	-	-	-	-	-	-	2	7	4	48

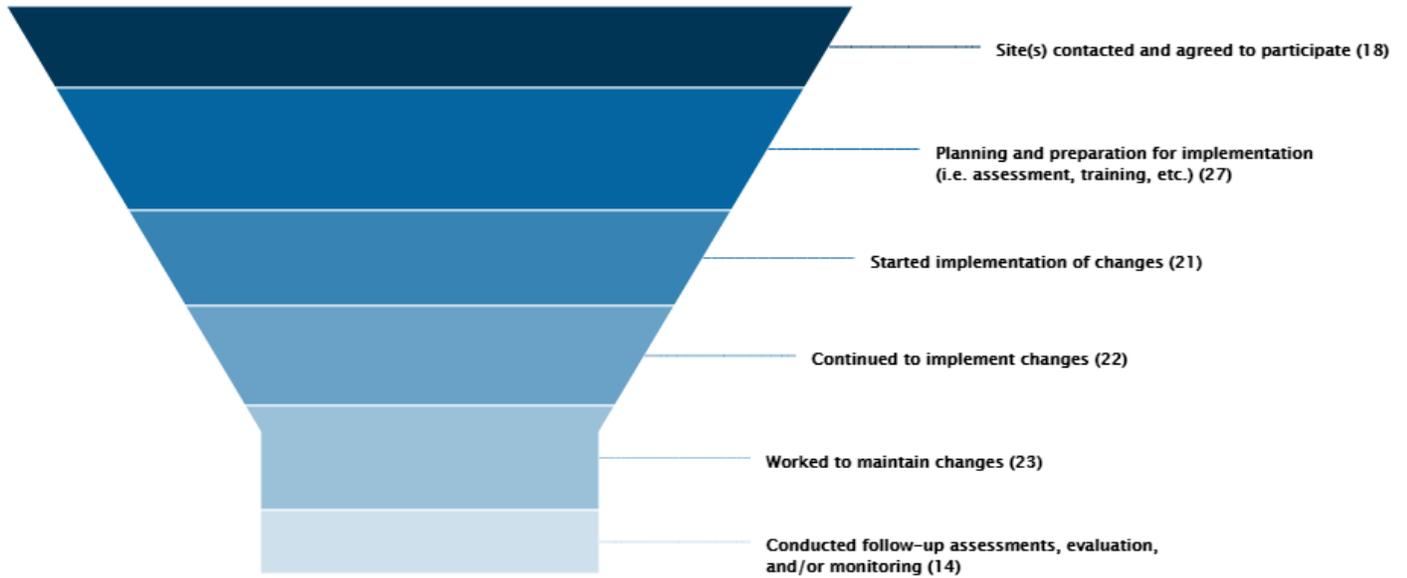
*Volunteers will not accurately account for the number of Extenders, These numbers are from PEARS and may include duplicates*

- ii. Indirect Education channels and reach (total and new) – to be provided by State Office

INDIRECT ACTIVITIES REACH	SAN LUIS OBISPO	SANTA BARBARA
Total Reach	377,475	131,436
New Reach	90,446	45,427
INDIRECT ACTIVITIES BY		
Articles	3	-
Billboards, bus/van wraps, or other signage	6	1
Blog	1	1
Community events / fairs - participated	6	5
Electronic materials	1	-
Hard copy materials	2	11
NERI	1	7
Radio interview	1	1
Social media	2	2
TV public service announcements	1	1
Videos	2	3
Food Demos	6	23

- iii. PSE sites by stages, needs assessments conducted, reach by settings, changes adopted – information either provided by the State Office or available from PEARS Impact Dashboard

PSE Activity Pipeline



Total Changes Adopted

121

Top Nutrition Changes

- 15** Edible gardens (establish, reinvigorate or maintain food gardens)
- 12** Initiated or expanded use of the garden for nutrition education
- 10** Initiated or expanded a mechanism for distributing onsite garden produce to families or communities
- 10** Initiated, improved or expanded opportunities for parents/students/community to work in the garden
- 9** Began, expanded, or promoted acceptance and use of SNAP/EBT/WIC

Top Physical Activity Changes

- 6** Incorporated physical activity into the school day or during classroom-based instruction (not recess/free play or PE)
- 6** Improved quality of physical education
- 6** Initiated, improved or expanded professional development opportunities on physical activity
- 3** Implemented, improved or expanded healthy fundraisers
- 3** Increased or improved opportunities for structured physical activity

**Policy, Systems and Environment (PSE) Summary Tables**

**SAN LUIS OBISPO (SLO) / SANTA BARBARA (SB)**

**NEEDS ASSESSMENTS**

Number of Assessments and PSE Sites/Organizations with Assessments*	San Luis Obispo		Santa Barbara	
	# of Assessments (n=15)	# of Sites (n=18)	# of Assessments (n=13)	# of Sites (n=11)
<b>Total Needs Assessments / Environmental Scans</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>5</b>
SLAQ – Elementary School Site-level Assessment	1	1	3	3
Wellness School Assessment Tool (WellsAT 3.0)	1	1		
School Garden Assessment tool			1	1
Others (Market Managers and Farmers Interviews, Interview with Site Mangers, SNAC School Environmental Scan, Participatory Analysis for Community Action, Principal Interview, Principal Meeting, Interview with Market Mangers)	11	11	5	4
<b>Total Staff Readiness</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>
Principal Interview or Principal Meeting	2	2	3	3
Interview with Principal and Food Service Director			1	1
<b>Total Organizational Readiness</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*Reported for all PSE stages.

**POLICY, SYSTEMS, AND ENVIROMNMENTAL (PSE) SITES AND REACH**

**Total PSE Sites/Org and Number with One or More PSE Change Adopted and Reach\***

COUNTY	All Stages of Implementation	Only Implementation and Maintenance Stages					Number of PSE Sites/Orgs with Changes Adopted	COUNTY REACH TOTALS
	Number of PSE Sites/ Orgs	Schools (elementary, middle, and high)	Early care and education (ECE)	Before/ afterschool programs	Other**			
<b>San Luis Obispo</b>	18	8	0	0	8	<b>16</b>	<b>18,193</b>	
<b>Santa Barbara</b>	11	9	0	0	1	<b>10</b>	<b>32,394</b>	

\*Summary statistics provided for PSEs in all stages of implementation and for those in the implementation and maintenance stages only.

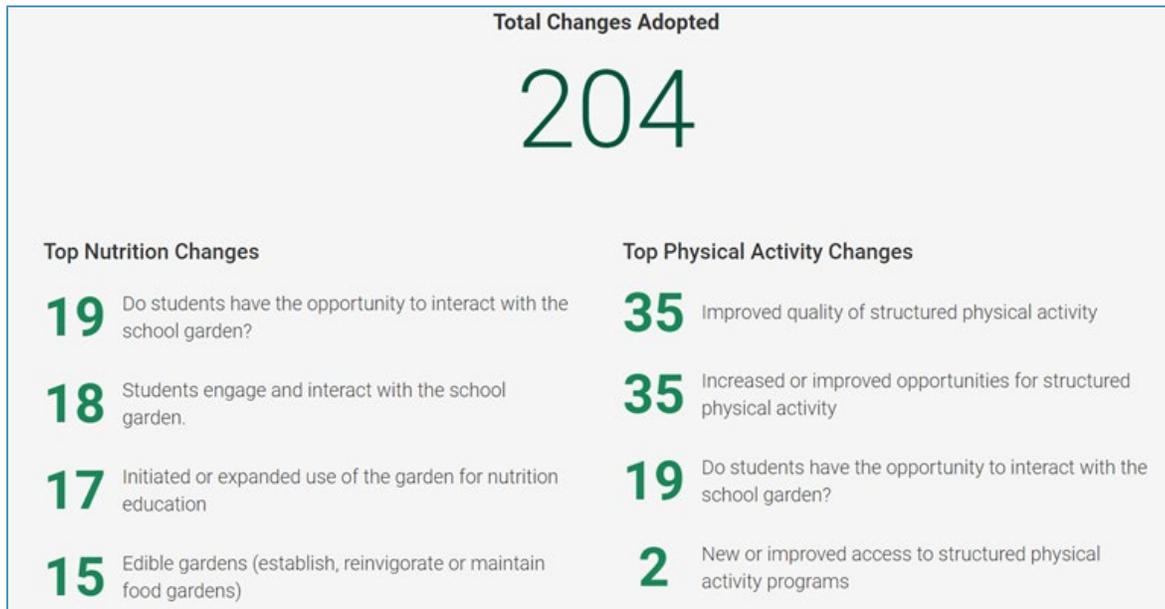
\*\*Other includes Farmers markets.

PSE Changes Adopted

**Number of PSE Sites and Reach by Setting for *Implementation and Maintenance Stages* \***

COUNTY	Schools (K-12, elementary, middle, and high)		Farmers markets		Total	
	PSE Sites	Reach	PSE Sites	Reach	PSE Sites	Reach
San Luis Obispo	8	7,987	8	10,206	16	18,193
Santa Barbara	9	31,894	1	500	10	32,394

\*Summary statistics include only those PSEs in the implementation and maintenance stages.



- iv. Total Partners and Partners by Type and Number of Coalitions and Members by Sectors of Influence) – Tables to be provided by the State Office

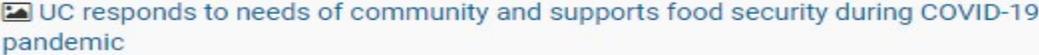
Partnerships by type	SAN LUIS OBISPO	SANTA BARBARA
Agricultural organizations (includes farmers markets)	8	2
Community members/individuals	-	-
Early care and education facilities	1	-
Faith-based groups	-	-
Food banks/food pantries	1	3
Food stores	-	-
Foundations/philanthropy organizations/nonprofits	5	1
Government program/agency (Fed., St., local, etc.)	2	1
Hospitals/healthcare organizations	-	-
Human services organizations	1	-
Parks and recreation centers	1	1
Public health organizations	1	-
Public/low-income housing groups	2	1
Schools (colleges and universities)	1	-
Schools (PK, K-12)	9	9

Coalitions by Sector	SAN LUIS OBISPO	SANTA BARBARA
Agriculture	5	2
Community design	-	1
Education	8	5
Food industry	3	1
Government	8	4
Other: Community Based Org.; Foundation Funder	1	1
Public health/health care	1	1
Public safety	-	-

C. Success Stories, Challenges and Planned Improvements for FFY 2021

I. Success – See PEARS Success Story entry

Title


Adapting services to keep healthy eating active living curricula in schools
Partnering to increase access to healthy, local food - CalFresh at Farmers' Markets


In addition to the PEARS Success Stories above, SLOSB worked with the CalFresh State Office to submit 1 success story to CDSS and 1 to USDA.

**II. Responding to the COVID-19 Challenge**

**Describe how your program responded to COVID-19 challenges. What were the major areas of focus to adapt programming and build capacity to continue to contribute to CalFresh Healthy Living, University of California goals and objectives. Suggested maximum length: 500 words**

SLO/SB adapted to the challenges of COVID-19 by listening to the needs of our community members and partners. In the beginning, we strengthened our social media presence, created virtual indirect educational materials (ie. Videos on food resource management, food safety, physical activity; infographics on cooking with kids, etc.), supported farmers markets through outreach, and continued to support school sites however we could (virtual SNAC, sustaining school gardens, distributing nutrition education materials with the school meal program).

As the weeks went by, SLO/SB started to plan for the summer and the next school year. We used a planning table to think through three different scenarios that our school partners were facing, including 1) all in-person with no outside visitors, 2) hybrid schedule of some in person and some virtual and 3) all virtual. As a team (both local and statewide) we developed modifications to our program to be able to meet the needs of our students once a school district decided on their model for the Fall. In addition, staff worked to plan a small group high school cooking camp co-hosted with the Parks and Recreation Department and another with a Boys and Girls Club program. Both eventually were cancelled due to COVID-19 community spread and logistical issues with conducting online programming by our co-hosts.

Throughout the summer, SLO/SB prepared to support teacher extenders and partners for the upcoming school year. Innovations include the development of a controlled website for enrolled extenders to access grade level curricula and materials developed by SLO/SB and other CalFresh Healthy Living, UC and EFNEP programs across the state, and creating videos to support physical activity and CATCH curricula.

Additionally, SLO/SB participated in professional development and worked on enhancing educators' skills and abilities to accurately and systematically report PSE and DE work in PEARS. When our UCCE educators were asked about our response to COVID-19, this is what some had to say:

"I appreciate we had some time over the summer to improve our reporting processes, reflect on our work from the past year and share best practices, develop ideas for our approach to working with school sites, and build skills through professional development opportunities. I feel that I have become a stronger educator and have many tools to respond to our community's needs." SLO/SB Community Educator

"We immediately jumped in and began videos and reaching out to our community. We learned quickly new technology and a new way to work. We have come up with innovative ways to reach our community and partners. Although this is not an ideal year, we have found ways to reach clients that we have struggled to get and are working at ways to make our program more family centered. It has also allowed us to make our curriculum more easily used." – SLO/SB Community Educator

"We began creating videos, putting information out on Facebook. Our work in person may have decreased but we never stopped putting content out. We kept thinking of ways to reach our community while still being safe. We did distributions out at school sites, farmers market work, our team did a fantastic job of adapting to the COVID-19 challenges and restrictions." - SLO/SB Community Educator

"We found creative and innovative ways to reach youth/adults and several times we stepped out of our box to do things we never imagined. We were strong and willing to do what was needed to make our ideas happen. Always found ways to overcome roadblocks set because of COVID19." - SLO/SB Community Educator

Lastly, COVID-19 has helped SLO/SB to develop or enhance at least two new partnerships that will allow us to continue to reach new clientele. We are partnering with Santa Barbara Food Bank to provide them curriculum and nutrition education support for an afterschool program that they are running. In addition they will be helping to put together food bags for a parent nutrition education series that we will be conducting in December. Also, we initiated work with three group living sites for adults with disabilities. This opportunity came about because of our UC Garden Nutrition Extender (UC GNE) program. Working together we were able to start building a garden bed at each site and our UC GNE volunteer will train staff to deliver the Learn It, Grow It, Taste It, Like It curriculum at each site.

- III. **Optional Data to show COVID-19 Impact** - Tables to be provided by the State Office and can be incorporated if desired.

*These are activities that had sessions delivered prior to 3/16/20, and reported into PEARS but were impacted in some way by the shut down*

COVID-19 Impact on DE	SAN LUIS OBISPO		SANTA BARBARA	
	# of Activities	Reach	# of Activities	Reach
Cancelled not completed Activities	16	362	74	2,045
Modified Activities	-	-	2	51
New Activities	-	-	1	8
Postponed Activities	-	-	-	-

*These are activities that were planned for FFY20, but never occurred due to COVID-19, no delivery occurred and nothing was reported into PEARS*

COVID-19 IMPACT ACTIVITIES THAT NEVER OCCURRED			
# Activities completely Canceled/never started	14	63	
Est Reach of DE Activities Canceled/never started	211	1,586	
# of PSE Activities Canceled/never started	6	8	
Est Reach of PSE Activities Canceled/never started	2,209	1,186	

**IV. Optional Describe any additional Challenge(s)**

It is difficult to think beyond the challenges we have faced due to COVID-19 and the stay at home order. In the last six months we have had to modify and adapt almost everything we do. Our team has worked together and with our colleagues across the state to rise to the challenge and continue to problem-solve issues as we go. Everything is new, and everything is a “pilot” right now. We are pushing forward in this virtual world, trying to serve the most vulnerable members of our community. As we do this work, we innovate, we overcome challenges, and we recognize that there are some challenges that we cannot address alone. So far, these ongoing challenges include:

- ✓ The communities we serve experience inequitable access to housing, food, childcare, and work that provides a livable wage and sick leave. Many of the families we serve have been the hardest hit by COVID-19 and the economic, social, and health impacts. This takes a toll on Community Education staff who feel helpless to address underlying causes and inequities. It is impossible to teach nutrition when people do not have enough food, cannot access healthy food, or do not have their basic needs met. On a national level, we require public policies that prioritize food security for all especially underserved communities and communities of color, the safety and health of agricultural workers regardless of immigration status, and a safe and healthy food system that supports small and mid-size farmers that grow fruits and vegetables for human consumption. In the most recent [State of Obesity Report](#), rates of adults and childhood obesity continue to rise. The report authors state that is in part due to a failure to create a coordinated and comprehensive response in the United States that includes “bolder policies and more investment in long-term, evidence-based programs... more collaboration across public and private sectors;.. and more action on addressing structural and systemic inequities” (page 5).
- ✓ Disparate requirements from federal food benefit programs offered at the farmers market. Currently programs like SNAP, WIC, GusNIP (Market Match), etc. all have differing requirements regarding where and how they can be accepted at farmers markets. This poses an unrealistic burden for farmers, market managers and all but the most determined and informed consumers. Streamlining these programs could potentially reduce the administrative burden and drastically increase participation so that community members have access to local foods and local farmers have access to all of the food dollars in a community.

- ✓ Inequitable access to technology and internet. We currently cannot regularly serve people that do not have access to the internet. For our youth, we can access them reliably only through school-issued chrome books and we lack permissions to be able to teach youth outside of the school day.
- ✓ Nutrition curricula that is not culturally appropriate/affirming and/or that uses literature that is fat shaming. We have brought this to the attention of the State Office, however, we have not had time to do the work to research culturally affirming alternatives and these curricula authors have already completed peer review and SNAP-Ed approval. I think this will continue to be an ongoing challenge and we will be looking to find SNAP-Ed approved curricula that is more inclusive of different food cultures represented in our counties and in our country.
- ✓ New software purchasing processes at UC ANR that are lengthy and difficult to navigate. We needed to request the purchase of a polling application and screen recording software. Though this was eventually approved, it took almost 30 days to get the purchase approved. This makes it difficult to innovate and utilize up-to-date tools to engage youth in an online environment.
- ✓ Lack of MOU agreements in place with school partners that address online classroom and district account access.
- ✓ School staff and teachers that are overwhelmed and unable to reach out or answer emails. Teachers have had to take on a whole new set of responsibilities. Though many of our partners are supportive of our programming, they are unable to read one more email or schedule one more meeting. As long as Health is not considered a core subject, this will remain an ongoing issue of competing priorities.

## V. Planned Improvements

Describe any modifications you plan to make in the next fiscal year to improve the effectiveness of your program based on program findings and feedback and/or to address problems experienced during the past year. **Suggested maximum length: 250**

Over the last several months we have completely modified and improved our programming to attempt to meet the needs of the youth, families, teachers and community partners that we serve. Our hope is, that the tools and professional skills we are developing will continue to be useful after the pandemic has past. Improvements we are in the process of making and/or refining include:

- ✓ Investing in new technological equipment, software and professional development to effectively deliver both direct and indirect education while working remotely.
- ✓ Develop and pilot a new system of sharing approved-curricula with extenders online (website).
- ✓ Piloting new ways to engage families at home through produce distributions from school-gardens, and food banks; hosting family cook nights, and adult education using family-centered curriculum.
- ✓ Create a more streamlined system for tracking our Farmers' Market EBT PSE work (now that staff have been trained in entering PSE PEARS data).
- ✓ Work with teacher extenders in new ways to facilitate cooking from home activities with students and families.
- ✓ Pilot nutrition education with PE teacher extenders in order to reach more students.
- ✓ Secure an office space in Santa Maria!
- ✓ Continue to build relationships with existing and new clients and partners.

- ✓ Developed a new Diversity, Equity and Inclusion team in order to discuss and address equity within our program and curricula.

## D. Presentations, Publications and Awards

### i. Conference Presentations and Posters, Publications

Please list publications in the following sub-categories with links.

APA format is preferred for publications. Example: Last name, First name. (Year). Title. Publication. DOI or website link.

#### Peer Reviewed Journal Articles

Klisch, S., & Soule, K. (2020). Farmers Markets: Working with Community Partners to Provide Essential Services during COVID-19. *Journal of Agriculture, Food Systems, and Community Development*, 9(4), 1–5. <https://doi.org/10.5304/jafscd.2020.094.035>

Scherr, R. E., Jones PhD, A. M., Colorafi, R., Klisch, S., Linnell, J. D., & Soule, K. E. (2020). Assessing the Effectiveness of an Extender Model Partnership in Implementing a Multicomponent, School-Based Nutrition Intervention. *Health Promotion Practice*, 152483992092030. <https://doi.org/10.1177/1524839920920305>

Klisch, S., & Soule, K.E. (submitted for review). 4-H Student Nutrition Advisory Councils Show Positive Youth Development and Health Outcomes. *Journal of Extension*.

#### Conference Presentations

Klisch, S., MKNelly, B., & Soule, K.E. (February 2020). The 4-H SNAC program: youth engagement in nutrition education shows potential for increasing healthy behaviors, connectedness and self-confidence. Abstract presented at the *2020 American Public Health Association* conference.

Klisch, S., & Soule, K.E. (August 2020). Supporting Positive Youth Development and Improved Health Outcomes in Marginalized Communities. Abstract accepted for presentation at the *2021 Hawaii International Conference on Education*.

#### Conference Posters

Plascencia, B., Vargas, R., Hong, K., Klisch, S., Soule, K.E. (December 2019) Students Today, Teachers Tomorrow! Presented at the *2020 SNAP-Ed Local Implementing Agency Forum*.

Klisch, S., Miller, J.E., Soule, K.E. (December 2019) Increasing equitable access to healthy local food: EBT at Farmers' Market. *2020 SNAP-Ed Local Implementing Agency Forum*.

#### UC Delivers, UCANR Food Blog

Klisch, S., Dimond, E., Vargas, R., & Soule, K.E. (August 2020). CalFresh Healthy Living, UCCE develop culinary skills and contributes to community health during COVID-19 pandemic. UC Delivers. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=43469>

Klisch, S., & Soule, K.E. (January 2020). UCCE Promotes CalFresh to increase access to healthy, local food. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=39159>

Klisch, S., & Soule, K.E. (April 21, 2020). CalFresh Healthy Living, UC supports safe, healthy food access during the COVID-19 pandemic. UC Delivers  
<https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=41215>

Thomas, L., & Klisch, S. *Smarter snacks for schools*. UCANR Food Blog. December 16, 2019  
<https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=38956>

Klisch, S., & Soule, K.E. *Homeschooling during the shelter at home order: Kids in the Kitchen*. UCANR Food Blog. May 2020 <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=41427>

**News Coverage**

Dates	Interviewed/ Written By	Topic
February 2020	Veronica Macias	<i>SOMOS Magazine (Spanish) – Habitos Saludables – Healthy Habits interview with Miguel Diaz</i>
August 4, 2020	Gina Avalos	KSBY – Paso Robles Farmers Market <a href="https://www.ksby.com/news/local-news/paso-robles-celebrates-national-farmers-market-week?fbclid=IwAR26hlcDzO378nk06-5nXQ-kDmtM3PZCI2OY0ij67vm5XwK7M_DqhFr55D4">https://www.ksby.com/news/local-news/paso-robles-celebrates-national-farmers-market-week?fbclid=IwAR26hlcDzO378nk06-5nXQ-kDmtM3PZCI2OY0ij67vm5XwK7M_DqhFr55D4</a>
July 30, 2020	News Staff	Paso Robles Press – Paso Farmers Markets  <a href="https://pasoroblesdailynews.com/paso-robles-farmers-markets-celebrate-resiliency-for-national-farmers-market-week/112435/?fbclid=IwAR2JnnfddPeZH3sy-cLMvIgt9i3vtmY13Tiv10QU_HvdKMGkHWdY3SUzY1U">https://pasoroblesdailynews.com/paso-robles-farmers-markets-celebrate-resiliency-for-national-farmers-market-week/112435/?fbclid=IwAR2JnnfddPeZH3sy-cLMvIgt9i3vtmY13Tiv10QU_HvdKMGkHWdY3SUzY1U</a>
April 18, 2020	KSBY Staff	KSBY Central Coast Farmers Markets provide affordable produce for CalFresh recipients <a href="https://www.ksby.com/news/local-news/central-coast-farmers-markets-provide-affordable-produce-for-cal-fresh-participants">https://www.ksby.com/news/local-news/central-coast-farmers-markets-provide-affordable-produce-for-cal-fresh-participants</a>
April 20, 2020	Telemundo Costa Central	Telemundo coverage of Central Coast Farmers Markets that accept EBT (link no longer works)
February 5 and 19, 2020	Salvador Ponce	La Mejor Radio Station – Information and interview with Miguel Diaz about Nutrition Classes happening in Santa Maria

**ii. Awards Received**

Please list any external awards received. Do not include UCD or UC ANR internal staff awards. If none, note "N/A". Ex: "Award Name" - Presented to Persona Fake - 2/2020