

## FFY 2015 UC CalFresh Annual Report Results

### SAN LUIS OBISPO & SANTA BARBARA COUNTIES

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#### **Section A: SNAP-Ed Narrative Annual Report**

In Federal Fiscal Year 2015 (FFY15), UC CalFresh San Luis Obispo and Santa Barbara counties (SLOSB) grew substantially from a program focusing exclusively on direct nutrition education to a program that provides comprehensive nutrition education services with environmental supports. This transition reflects a movement toward the Social Ecological Model for nutrition and physical activity behavior change. SLOSB narrowed the number of schools served and increased services provided within each school community. With support from state and local-level leadership, SLOSB hired a full-time program supervisor, expanded relationships with community partners, focused on continuous quality control, and collaborated with the Center for Nutrition in Schools at UC Davis to pilot the Shaping Healthy Choices Program.

Primary program outcomes related to state level goals 1 & 2 include providing direct nutrition education services to 4897 youth and 154 adults, and indirect education to over 131,000 participants. SLOSB partnered with qualifying schools to provide UC curricula aligned with CA state standards using an Educator Extender model, which is implemented through Enrolled Educator Extenders (Extenders). Extenders received 1-3 No-Prep Nutrition Education curriculum kits depending on grade level and curriculum. Extenders received 1 introductory lesson and 3 food demonstrations by UC CalFresh Nutrition Educators. These lessons 1) introduced teachers to curriculum kits and their use, 2) modeled classroom food demonstration using safe food handling techniques, and 3) provided check-ins with Extenders on progress through the nutrition curricula. UC educators provided 267 hours of direct nutrition education in the classroom, reaching 4380 students and 146 Extenders from 3/1/15-9/30/15. SLOSB piloted Discovering Healthy Choices, partnering with 2 classrooms at one school site.

SLOSB continued to address parental and family health, sending parent letters home with students and offering series classes and workshops in the evenings. Series classes offered in FFY15 included Making Every Dollar Count, Plan Shop Save Cook, Eating Smart Being Active, and Cooking Matters. Parent education was primarily conducted at the Healthy School Pantry event in Santa Maria, where SLOSB provides monthly healthy food demonstrations using the foods that are included in the food distribution so families learn how to prepare healthy foods that they may not be familiar with.

Primary outcomes in support of state level goal 3, include partnering with UC programs including 1) UC Davis Center for Nutrition in Schools to pilot the Shaping Healthy Choices Program, 2) Master Gardeners to develop a school demonstration plot and provide training and technical assistance during Garden Enhanced Nutrition Education training, and 3) 4-H Youth Development program to provide youth programming during parent education events. Additionally, SLOSB partnered with non-UC agencies to provide more comprehensive programming including partnering with 1) Food Service staff at two school districts to train in Smarter Lunchrooms Movement strategies 2) the school community and local businesses to establish or reinvigorate four school gardens encompassing a total of 18,558 square feet, and 3) Public Health departments to develop integrated work plans that leverage resources for improving community health.

#### **1. SNAP-Ed Program Overview**

##### **UC CalFresh State Level Goals:**

**GOAL 1:** Improve the health of families through Family-Centered or Adult/Youth Nutrition Education and Physical Activity grounded in the Dietary Guidelines for Americans

**GOAL 2:** Reduce food insecurity through Money/Food Resource Management, Education and Training for Teens and Adults

**GOAL 3:** Build key University of California Cooperative Extension (UCCE) and Community Partnerships for more comprehensive approaches

**A. Provide a one-page (no more than 500 words) executive summary of your SNAP-Ed activities and outcomes during the reporting fiscal year (FFY 2015).**

*Explain how your county's program has progressed in achieving the overarching Goals included within UC CalFresh FFY 2015 Plan.*

- *For Goals 1 and 2 specify the a) direct and indirect education approaches used during the reporting year and b) noting those that were ongoing from previous years and those that were new this year.*
- *For Goal 3, if possible and as appropriate, a) describe activities and partnerships undertaken for more comprehensive approaches. More comprehensive approaches might include piloting the Shaping Healthy Choices Program or making changes to organizational policies or environments such as Smarter Lunchrooms Movement (SLM) strategies or establishing/maintaining an edible garden at SNAP-Ed sites where nutrition education is already being offered. Again, b) note which activities were ongoing from previous years and those that were new this year.*

**\*\*See the Attachment #1: Example Policy, Systems and Environment (PSE) Change Activities.**

**B. Programmatic Results**

*Using the UC CalFresh Reporting Tools Workbook, updated through September 30, 2015 for USDA EARS reporting, please briefly describe programmatic results.*

<b>Participants</b>	<b>FFY 2013 RESULTS</b>	<b>FFY 2014 RESULTS</b>	<b>FFY 2015 GOALS</b>	<b>FFY 2015 RESULTS</b>	<b>% to FFY 2015 GOALS</b>
<b>YOUTH</b>					
<b>0-4</b>	32	30		0	0.00%
<b>5-17</b>	7,129	5868		4897	0.00%
<b>TOTAL YOUTH</b>	<b>7,161</b>	<b>5898</b>	<b>0</b>	<b>4897</b>	<b>0.00%</b>
<b>ADULTS</b>					
<b>18-59</b>	466	306		152	0.00%
<b>60+</b>	12	15		2	0.00%
<b>TOTAL ADULTS</b>	<b>478</b>	<b>321</b>	<b>0</b>	<b>154</b>	<b>0.00%</b>
<b>TOTAL PARTICIPANTS</b>	<b>7639</b>	<b>6219</b>	<b>0</b>	<b>5051</b>	<b>0.00%</b>
<b>Indirect Participants</b>		1260		131,070	0.00%

<u>Participants</u>	FFY 2013 RESULTS	FFY 2014 RESULTS	FFY 2015 GOALS	FFY 2015 RESULTS	% to FFY 2015 GOALS
<b>TOTAL PARTICIPANTS</b> <i>(including Indirect Participants)</i>	0	0	0	135,967	0.00%

<u>Gender</u>	Female	Male	TOTAL
SNAP Recipients	2434	2618	5052
Other Participants	4282	3101	7383
<b>TOTAL</b>	<b>6,716</b>	<b>5,719</b>	<b>12,585</b>

<u>Race/Ethnicity</u>	Hispanic / Latino	Not Hispanic / Latino	TOTAL
Black or African American		292	292
Asian		2	2
American Indian / Alaskan Native		292	292
Native Hawaiian / Other Pacific Isl.		50	50
White	4121		4121
Multiple	2	146	148
<b>TOTAL</b>	<b>4123</b>	<b>782</b>	<b>4905</b>

### C. Program Highlights and Accomplishments for FFY 2015

*This section should be no more than 3-4 pages. Review what you selected in Section A and write about it in greater detail here.*

#### a. Program Successes and Accomplishments

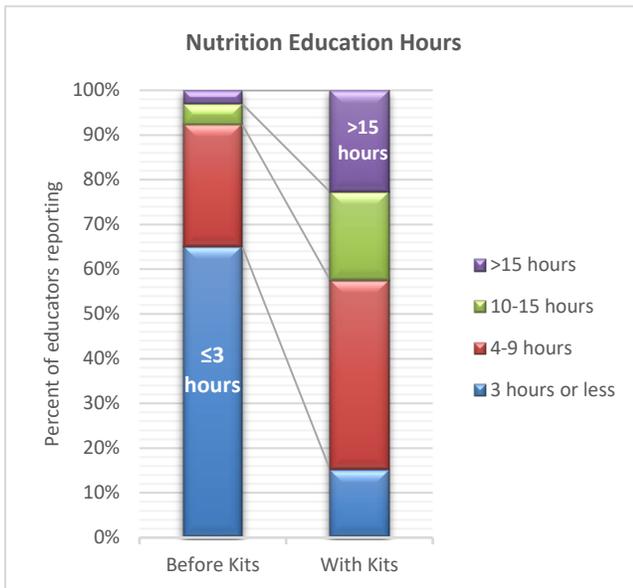
During FFY15, SLOS focused on a smaller number of schools where there was a high rate of teacher participation in UC CalFresh programming, principal support for nutrition education interventions and a large number of SNAP-Ed eligible students. The major successes for FFY15 included the successful completion of the first Shaping Healthy Choices pilot in Santa Barbara county, completing the first phase of the transition to a more comprehensive service provision model, and developing support for system and environmental changes including school gardens and Smarter Lunchroom Movement strategies.

In February 2015, SLOS initiated Shaping Healthy Choices Program (SHCP) interventions in two classrooms at one school site in partnership with the UC Davis Center for Nutrition in Schools. This intensive pilot focused many resources on one school site while staff were trained in implementing all the components of the SHCP.

During the later part of FFY15 and the start of the new school year, SLOS B expanded the pilot to a total of three schools and 12 classrooms. Components piloted during FFY15 include: Discovering Healthy Choices classroom education, Cooking Up Healthy Choices food demonstrations, working with school wellness committees (including student leaders and District Wellness Committees), partnering with food service and providing support for a school health fair.

Academic year 2014/15 pilot activities focused on evaluating outcomes and building staff capacity to deliver the Discovering Healthy Choices, inquiry-based learning modules. This represented a large shift in activities historically provided by SLOS B through moving from an Educator Extender model where the UC Educator was in the classroom four times per year, to becoming the primary deliverer of the nutrition education curricula and being in the classroom 21 times during the school year. Nutrition education staff involved in SHCP delivery commented that they really enjoyed being in the classroom more often because it allowed them to develop better rapport with the teacher and the students, they also became a part of the school community and were featured in the school yearbook and at a schoolwide assembly.

Beyond the SHCP pilot, SLOS B continued to provide No-Prep Nutrition Education kits to enrolled educators in grades K-6<sup>th</sup>. In May 2015, SLOS B surveyed participating teachers on their use of and satisfaction with the No-Prep Nutrition Education kits. In the survey, 100% of extenders ( $n = 66$ ) agreed or strongly agreed that *No-Prep Nutrition Education Kits* are an essential component to the UC CalFresh Nutrition Education Program, 100% agreed or strongly agreed with the statement: “*No-Prep Nutrition Education Kits* make it possible for me to fit nutrition lessons into our busy schedule”, 98% agreed or strongly agreed with the statement: “I wish I had *No-Prep Nutrition Education Kits* for other subject areas,” 97% agreed or strongly agreed with the statement: “*Nutrition Education Kits* contain everything I need to conduct a high-quality nutrition lesson.” In addition, extenders indicated an increase in the hours spent on nutrition education as a result of receiving *No-Prep Nutrition Education Kits* (see chart to the left).

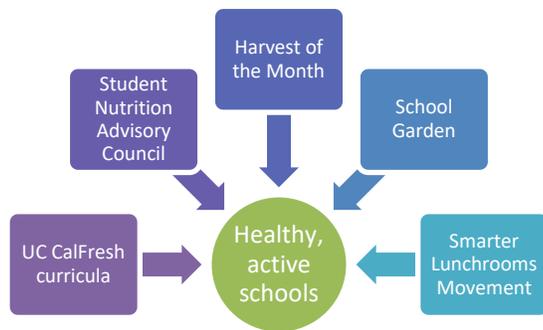


Lastly, one major program accomplishment toward meeting program goals included the hiring of two bilingual Nutrition Educators that will be trained in

delivering both youth and adult nutrition education. During FFY15 they focused on learning the youth curricula, however, they will start implementing parent nutrition education classes in FFY16.

### b. Policy, Systems and Environmental (PSE) strategies

A large focus of SLOS B effort during FFY15 was on building staff capacity and gathering community support for environmental and systems change strategies modeled after the Social Ecological Model for food and physical activity behavior change. SLOS B developed strong relationships and allies within three school communities in order to gain access to and buy in from principals, students and staff for healthy school changes. With feedback from school stakeholders SLOS B focused system and environmental support work on partnering with Food Service to create Smarter Lunchroom Movement intervention strategies and the entire school community to develop support for school gardens.



The diagram to the left shows the primary interventions piloted in full at one school site and partially at two others. While UC curricula continued to be the primary foundation for SLOSBS environmental change strategies, staff added supporting components including the development of a Student Nutrition Advisory Council, partnering with Food Service to promote Smarter Lunchroom strategies and Harvest of the Month cafeteria tastings, and the establishment or reinvigoration of school gardens at four school sites in order to offer schoolwide educational enhancements and increase the likelihood that

students and their families would have access to healthy, active choices.

During FFY15 the Student Nutrition Advisory Council was piloted at one school from March-June 2015 in an effort to connect cafeteria, curriculum, garden and school wellness efforts in a meaningful and relevant way for students. The purpose of SNAC was to empower youth to advocate for nutrition and physical activity supports at their school and to close the gap between student advocacy and engagement in nutrition and physical activity decisions. SNAC was modeled after the Smarter Lunchrooms Movement best practices toolkit to involve youth in healthy site changes in their cafeteria and connect the lines of communication between food service staff and their primary clientele: students. SNAC involved a core group of 10 students that started out learning basic nutrition and cooking techniques and evolved into student leaders, who made decisions about what produce items would be featured in the Harvest of the Month cafeteria tastings, made posters to encourage other students to try featured items, and led a physical activity health fair on their school campus. In addition, SNAC students were involved in the maintenance of the newly established school garden. Student leaders signed up to water the garden, pull weeds and assist with lower grade classrooms during garden lessons. The following is a list of the type of activities that SLOSBS and partners participated in in order to build more comprehensive approaches:

**School Garden**

- Established a new school garden (1) and reinvigorated or maintained a previously established edible garden (3).
- Worked with school garden committees, other community partners and parent volunteers
- Utilized UC curricula to teach nutrition from the garden

**Foodservice and/or Smarter Lunchrooms Movement (SLM):**

- Met with food service directors and food service staff to discuss SLM and cafeteria tastings
- UC CalFresh staff trained food service staff at 2 school districts on implementing SLM
- Provides Technical Advice to Food Service implementing SLM
- Conducted SLM self-assessment scorecard (together with food service staff) at 5 schools
- Partnered with student leaders to make and post nutrition messages/posters in the lunchroom
- Conducted reassessment using the SLM scorecard at 3 schools

*Describe progress made toward implementing more comprehensive programs and adding policy, systems and environmental strategies to sites where nutrition and physical activity education is already being provided. Note activities that were new this year.*

**\*\*See the Attachment #1: Example Policy, Systems and Environment (PSE) Change Activities.**

**c. Physical Activity related programming**

New physical activity related programming implemented during FFY15 included incorporation of garden enhanced nutrition education at all school sites, increasing physical activity support during classroom lessons and training of UC CalFresh Physical Activity Program Leads. During August 2015, SLOS staff conducted GoNoodle physical activity demonstrations at all beginning of the year teacher meetings reaching approximately 105 classroom teachers. Since the demonstrations, staff have observed or received feedback from teachers that they are incorporating GoNoodle into their daily routine. In addition SLOS designated two physical activity lead staff that attended CATCH training in August. Physical Activity leads are planning to conduct CATCH trainings during FFY16 and are working to incorporate more physical activity demonstrations in our classroom lessons. Also, one SLOS staff is a Zumba certified instructor and has trained other staff members, teachers and hosting a class at the Santa Maria Boys and Girls club in conjunction with nutrition curricula in order to train students to be able to develop their own choreography and teach the dance fitness to their peers.

Continuing from last year, SLOS partnered with Public Health in San Luis Obispo and Santa Barbara counties to provide summer nutrition and physical activity events in their respective counties. In San Luis Obispo County in an effort to encourage families to increase physical activity over the summer, UC CalFresh, San Luis Obispo County Public Health Department, the Food Bank Coalition of San Luis Obispo County, One Cool Earth, and Community Action Partnership collaborated to plan and implement four Summer Fun Day events during June and July 2015. Summer Fun Days included seven physical activity stations and two nutrition education stations where kids and adults learned fun, inexpensive activities to encourage a more active lifestyle and healthy eating. Physical activity stations included games with hula hoops, Zumba dance fitness, yoga, an obstacle course, and a garden demonstration. Participants earned stickers for completing each station. At the culmination of the event the Food Bank hosted a Children’s Farmer’s Market where participants could cash in their earned sticker for “Food Bank Bucks” used to purchase fresh produce. More than 500 participants attended the Summer Fun Day events. Many participants were from summer school programs and preschools located within walking distance of the events. At the end of each Summer Fun Day, participants were asked to vote on their favorite station and provide a brief comment on the event. Overall, 90% of participants reported that they would be more active this summer because of what they learned at Summer Fun Days.

In Santa Barbara County, SLOS partnered with Santa Barbara Public Health and Mary Buren Elementary to provide a Summer Fun Physical Activity Day. Over 800 students in the Mary Buren summer school program participated in seven nutrition and physical activity stations including an obstacle course, Zumba dance fitness, a bike blender, a food demonstration and a garden activity station. The event encouraged students to find fun ways to get at least 60 minutes of physical activity everyday. The Principal was very excited about the event and commented:

*“I wanted to thank you and the staff for making our last day of Summer School so enjoyable. The teachers and students had a wonderful time at each of the stations. I’m so glad that we were able to work together again this summer to provide a fun, educational learning experience for our students.” – Elsa Ross, Mary Buren Summer School Principal*

**d. Setbacks and Challenges**

During FFY15, SLOS hired and trained four new staff (one Program Supervisor and three CES 1s to replace staff). At the same time, San Luis Obispo County lost their experienced Office Manager to a relocation and the BOC was between contracts for a background check company. All of this made navigating the hiring and onboarding process difficult and lengthy. The lack of a background check company led to a high-level of disruption in services as new staff were not allowed to work with youth without a SLOS staff present. This

lead to duplication of efforts, minimized use of programmatic resources, and led to high-levels of staff frustration.

Another challenge has been difficulty finding committed partner schools in San Luis Obispo County that are interested in receiving the comprehensive programming that SLOSB is now offering. Realizing this challenge, SLOSB is changing strategies in San Luis Obispo county to focus on addressing needs identified by qualifying school through supporting garden enhanced nutrition education and developing a Master Nutrition Educator program with a food system and garden focus.

Finally, due to changes in programming, SLOSB staff have had to travel out of the area a lot in the last year for valuable trainings and technical assistance. While this training is very necessary to building our program capacity and expertise, it causes difficulty in scheduling, educator availability, and impacted staff morale.

**e. Requests and Program Needs Not Addressed and Why**

**Santa Barbara County** - Narrowing our reach in order to provide more comprehensive programming has led to an increased demand for our programs. Sixty-eight schools in Santa Barbara County, including 19 in the Santa Maria-Bonita School District qualify for SNAP-Ed services; however, we are currently only serving three of those schools and we are the only comprehensive nutrition education program that provides direct services to Santa Barbara County school children. Principals and/or teachers from at least four of our former schools have specifically requested services that we are not currently able to provide. In addition, schools in the outlying areas of Northern Santa Barbara County are not currently being served by K-6<sup>th</sup> programming. These schools in Lompoc and Guadalupe currently receive little to no nutrition education support for youth.

In addition, during FFY15 we experienced a lapse in our ability to provide bilingual nutrition education to parents due to the resignation of our bilingual Community Education Specialist II. In July 2015, we hired two entry level, bilingual, bicultural Community Education Specialists who will be trained in both youth and adult education services. The addition of these two staff, once fully trained, will greatly support our work in creating accessible and culturally appropriate nutrition education interventions for both students and their families.

**In San Luis Obispo county** 38 school sites qualify for SNAP-Ed services. All SNAP-Ed implementing agencies are currently only providing comprehensive services at four school sites. In addition, SLOSB has received requests for garden support from at least five SNAP-Ed qualifying schools. With the addition of one new full-time staff member during FFY16, we are focusing our efforts in SLO County on providing training, technical assistance and support for school-based garden enhanced nutrition education in order to better meet the programming needs and expand our reach in San Luis Obispo county.

**In order to expand our programming to meet the needs of our communities in both counties**, SLOSB would require increased staffing and office space. In the last year, we reorganized our office space to make room for two additional staff. However, we have maximized our office space and do not have room to house additional staff in the Cooperative Extension office. In order to expand our programming to meet the needs of our communities in SLOSB, we will need an office space for our program outside of the Cooperative Extension office.

**f. Trainings**

**f.1 Trainings staff participated in**

Training	Purpose	Attendees	Date
School Wellness Policy training	To learn and use tools to assess school wellness policies.	CNAP partners in SLO & SB Counties, Shannon Klisch	May 12, 2015

<b>CATCH Training</b>	To become a CATCH certified trainer.	Melissa LaFreniere, Miguel Diaz	August 24, 2015
<b>Shaping Healthy Choices Workshops (3)</b>	To learn how to deliver the Shaping Healthy Choices program and curricula; To participate at peer mentors for counties entering into their first year of the program.	Melissa LaFreniere, Lisa Paniagua, Shannon Klisch, CR Taylor-Burns, Katherine Soule, Miguel Diaz, Mariely Renteria	January, August, September 2015
<b>Master Gardener SLO workshops</b>	To learn gardening basics applicable to edible school gardens. Topic included: edible planting, irrigation, pest management, fruit trees	Melissa LaFreniere, Lisa Paniagua, Shannon Klisch, Virginia Conrad	June – July 2015
<b>Food System Advocacy Training</b>	Learn the basic principles and skills to educate the public and policy makers on food system concepts applicable to food security. Understand the difference between lobbying, advocacy and education.	Food System Coalition partners, Shannon Klisch, Lisa Paniagua	June 9, 2015
<b>Make It Safe, Keep It Safe training</b>	Increase understanding and application of best food safety practices.	SB County 4-H program, SLO County Master Food Preservers, Shannon Klisch, Yezenia Romero	Aug 2015
<b>Zumba Re-certification training</b>	Renew Zumba certification, increase capacity to provide dance fitness as part of nutrition education classes and outreach.	Lisa Paniagua	May 17, 2015
<b>Controversies in Nutrition – Sheri Zidenberg-Cher</b>	Understand difference between myths and facts in popular nutrition.	CNAP partners, Lisa Paniagua, Melissa LaFreniere, CR Taylor-Burns	October 16, 2015
<b>Program Supervisors Training</b>	Support new program supervisors and advisors in managing nutrition education programs for UCANR.	Katherine Soule, Shannon Klisch	January 12, 2015
<b>Collective Impact Training</b>	Understand the basics of coalition building with the purpose of impacting health outcomes.	SB County CNAP, Shannon Klisch	June 2015

## f.2 Trainings staff provided

Training	Purpose	Duration	Times offered	Number of participants
<b>Healthalicious curriculum</b>	To train agency partners in delivering a hands-on nutrition education curriculum to youth.	2 – 4 hours	2	20
<b>Make It Safe, Keep It Safe training</b>	To train agency partners and educators working with preschool age children on Food Safety skills	4 hours	2	45
<b>Garden Enhanced Nutrition Education work shop for Educators</b>	To train classroom educators on garden planning, planting and teaching nutrition education from the garden.	8 hours	1 (May 30, 2015)	10
<b>School Wellness Policy Training for SLO CNAP partners</b>	To train CNAP partners on school wellness policy, background, requirements, and assessments. Discuss with partners how to advocate for strong wellness policies.	1 hour	1	13
<b>Smarter Lunchrooms Movement trainings</b>	To train nutrition services staff on SLM concepts, provide assistance with prioritizing site changes and implementing, and evaluating progress.	1-2 hours	2 (3/10)	29

**f.1 Please list trainings your staff participated in specific to UC CalFresh and trainings involving SNAP-Ed and/or other funded partners. Include who participated and the purpose of the trainings. (Please do not include ongoing or regular staff/program meetings).**

**f.2 Please list trainings your staff provided to partners such as classroom teachers, food service staff or others briefly describe the purpose of the training, the duration, number of times offered and estimated number of participants.**

**g. Conference Presentations & Publications**

*Please list conference presentations and publications, including journal publications, case studies, food or local blogs, UC Delivers, news coverage (print, broadcast and electronic media), etc. and include links when possible.*

**UC Delivers:**

Klisch, S. & Soule, K.E. (2015, September). Garden based nutrition education in Santa Maria, CA. *UC Delivers*.  
<http://ucanr.edu/delivers/?impact=967&delivers=1>

Klisch, S. & Soule, K. E. (2015, April). Increasing Families' Physical Activity through Family Fun Days. *UC Delivers*.  
<http://ucanr.edu/delivers/?impact=980&delivers=1>

**Poster Presentations:**

Bergman, J., Linnell, J., Ginsburg D., Scherr R., Brian K., Carter R., Donahue S., Hoyos L., Klisch S., Lawry-Hall, S., Martin, A., Pressman, J., Soule K., West, W., Zidenberg-Cherr, S. (2015). *Expanding, Implementing, And Assessing The Efficacy Of The Shaping Healthy Choices Program Through UC CalFresh Partnerships*. Poster presented at the University of California Agriculture and Natural Resources Strategic Initiative Conference in Sacramento, CA.

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

**Blogs:**

July 2015 - Klisch, S., Paniagua, L., & LaFreniere, M. *Encouraging students to eat their vegetables*.  
<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=18321>

Re-posted at Smarter Lunchrooms Movement News: <http://smarterlunchrooms.org/news/encouraging-students-eat-their-vegetables>

**UCANR Agricultura y Recursos Naturales - Noticias**

La actividad física y la salud (Physical activity and health)  
<http://ucanr.edu/sites/spanish/noticias/radio/?uid=6299&ds=199>

**Featured in UC CalFresh Weekly Update (16)**

October 27, 2014; October 20, 2014; February 2, 2015; February 9, 2015; February 17, 2015; April 6, 2015; April 27, 2015; May 12, 2015; May 18, 2015; May 23, 2015; July 13, 2015; August 3, 2015; August 10, 2015; August 17, 2015; September 14, 2015; September 28, 2015

#### **h. Use of Marketing Materials, Websites, Facebook, Blogs, etc.**

##### **Media Release picked up by:**

Santa Maria Sun <http://www.santamariasun.com/school-scene/13171/uc-brings-healthy-habits-to-local-school-district/>

Santa Maria Times: Pepper tasting part of healthier school menus (May 23)

KCOY <http://www.keyt.com/news/students-taste-testing-unfamiliar-vegetables/32988396?view=print>

Whole Child Action <http://wholechildaction.org/school-food-partners-in-the-news/>

##### **Social Media:**

Facebook: SLOSB currently manages two facebook pages.

<https://www.facebook.com/uccalfreshslosb>

The primary audience for this page is our Educator Extenders and Community Partners. The primary goals of this page are to:

- Communicate reliable, scientific nutrition education information and interventions to Educator Extenders and Community Partners in order to inform their work in the community
- Promote our work, training and nutrition education events among extenders and community partners

FFY15 Facebook highlights:

- Increased page followers (“likes”) by 87% (from 67 to 125)
- Increased number of weekly posts from a low of 1 per month to at least 2 per week

<https://www.facebook.com/uccalfreshslosbESP/>

SLOSB’s Spanish language facebook page was newly introduced in August 2015. It is currently in pilot mode and we will be working with collaborative partners to develop it into a place where Spanish speaking community members can get culturally appropriate, evidence-based information about nutrition, physical activity and local events.

#### **i. Partnership Activities & Collaboration**

##### **Santa Barbara County:**

The Local Health Department (LHD) is the only other SNAP-Ed funded partner in the county besides UC CalFresh. The LHD has historically convened the County Nutrition Action Plan (CNAP) group. CNAP underwent a name change during FFY15 from Partners for Fit Youth to Live Well Santa Barbara County (LiveWellsBC). During FFY15, the UC CalFresh Supervisor was invited to sit on the LiveWellsBC Steering Committee and contributed to leading the name and logo change, setting coalition meeting agendas, and revising operating guidelines and mission statement. Having a UC CalFresh presence on the LiveWellsBC Steering Committee marked a positive transition in operating procedures and partnership between UC CalFresh and the LHD.

*Communication:* Through LiveWellsBC coalition meetings (bi-monthly), Steering Committee conference calls (monthly), joint UC CalFresh and LHD collaboration meetings (quarterly), and Program Supervisor meetings (as needed), SNAP-Ed funded partners were able to gain a greater understanding of the expertise of each of the partnering organizations, resources available and scope of work. Both agencies continue to work toward creating a more collaborative approach to meeting the needs of our communities, using the Intergrated Work Plan as a guide and framework.

*Advancing SNAP-Ed Goals through Integrated activities:*

UC CalFresh and LHD are working toward a more strategic planning process and integrating services to better meet the needs of our community. During FFY15, we developed the Integrated Work Plan which includes much more collaborative and integrated work than was present in the FFY15 work plan. We hope to continue to build on this momentum and increase our strategic and collaborative capacity with each new work plan that is developed. In FFY15, we collaborated on the following activities:

- Summer Fun Day physical activity promotion event at Mary Buren Elementary in Guadalupe. Working collaboratively, SNAP-Ed funded agencies were able to plan and implement a more comprehensive and meaningful event than either would have been able to implement on their own given staffing limitations and areas of expertise.
- Youth curriculum training and support: UC CalFresh hosted a training for LHD staff, local Promotores and other community partners on implementing the Healthalicious curriculum. While the LHD is not currently using the Healthalicious curriculum (due to state level restrictions), they were able to see how UC CalFresh teaches youth about nutrition through hands-on food demonstrations and activities.
- General coordination of services: During FFY15, both programs worked together to develop the FFY16 Integrated Work Plan. This process continues to provide a template for more integrated and coordinated services. In addition, during FFY15, two collaboration meetings were held with all program staff. During these meetings information and insights were shared between programs about our work at various sites and within communities.
- LiveWell Santa Barbara County community coalition – during FFY15 UC CalFresh took on a greater leadership role in convening LiveWellsBC and it’s partners.

**San Luis Obispo County**

In San Luis Obispo (SLO) County the CNAP is a sub-group of the Healthy Eating Active Living San Luis Obispo community coalition (HEAL-SLO). CNAP is convened quarterly and is made up mostly of SNAP-Ed funded partners which include UC CalFresh, LHD and sub-contractors (Food Bank Coalition, Cal Poly STRIDE, One Cool Earth, Lucia Mar Unified School District, Community Action Partnership). During one of the quarterly CNAP meetings UC CalFresh was asked to present a training on Local School Wellness Policies with a LHD sub-contractor, One Cool Earth. That presentation sparked further discussion about CNAPs role in school wellness policies and how to provide support to local school districts. CNAP meetings are generally places where information is shared and/or trainings are provided to local partners.

*Communication:* Most of the communication and collaboration during FFY15 took place at CNAP, over e-mail and/or at event planning meetings. During FFY15 the LHD was in the process of deciding which sub-contractors to continue funding. Because of the uncertainty around which agencies would be participating in the FFY16 Integrated Work Plan, this created some difficulty with setting up collaborative meetings among funded partners. However, all program staff continue to work toward more open communication. One indicator of this progress is the two-way flow of communication that occurred during the evaluation phase of our Summer Fun Day events. UC CalFresh and LHD staff both expressed frustration around the level of communication and

coordination of the events. Both program supervisors worked together to set-up a mechanism for communicating more effectively among a broad range of diverse staff.

*Advancing SNAP-Ed Goals through Integrated activities:* During FFY15, UC CalFresh and LHD partnered to bring four Summer Fun Days to two local schools. The breadth of expertise that was brought to each of these events included: Zumba, Garden, Early Childhood Education, Rethink Your Drink and a Children’s Farmer’s Market hosted by the Food Bank Coalition. It would not have been possible to conduct these events without the collaboration of all implementing agencies.

In addition, much like Santa Barbara County, SLO County partners are moving toward further coordination and integration of programming as evidence by the FFY16 Integrated Work Plan.

### Participation in State Meetings

The UC CalFresh Supervisor currently sits on the FFY16 SNAP-ED Local Implementing Agency SNAP-Ed Conference planning committee.

*Please describe how your relationship with other SNAP-Ed funded programs has evolved during this year. Under this section, please also include:*

- *Participation in community collaborative(s) or County Nutrition Action Plan (CNAP) working on community-wide nutrition and obesity prevention efforts*
- *Method(s), frequency and nature of communication with your partners (for example, describe County Nutrition Action Plan meetings)*
- *New partnership activities and how you are coordinating to reduce duplication and coordinate services*
- *Advancing SNAP-Ed goals in your community. For example, through strategic planning and establishing defined partner roles.*
- *Participation in regional, state or national meetings.*

#### j. Awards Received

None

*Please list any awards received.*

## 2. Annual Report Summary for Evaluations

*Please refer to the State-Level portion of the FFY 2015 Annual Report for a list of curriculum, SMART Objectives and evaluation tools.*

*The purpose of Section 2 is to summarize the evaluation results of your nutrition education program. Section 2 provides guidance on key information to include in the summary.*

### A. Key Evaluation Outcomes

#### Youth Programming

In FFY15 SLOSB worked with 164 Educator Extenders who delivered an average of 10 hours of nutrition education reaching a total of 4,897 youth with direct classroom nutrition education curricula. Primary evaluation tools used to assess the nutrition education curricula for a majority of our participants include the Teacher Tasting Tool and the Teacher Observation Tool.

*Teacher Tasting Tool (TTT)*

The TTT was collected with 117 classes representing 3420 students. SLOSB tested foods from all food groups, with vegetables making up 50% of the tested foods. SLOSB met state level SMART objectives for two of the three criteria. Results show the 39% of the students had never tasted the food before (SMART objective = 40% or less), 73% were willing to eat the food again (SMART objective = 75% or more) and 69% were willing to ask for the food at home (SMART objective = 60% or more). The following qualitative data is representative of teacher evaluation:

*“An overwhelming majority of students thoroughly enjoyed the spinach, as it was presented in the form of a salad, including corn, red peppers, mandarin oranges, raisins, and cilantro. The kids especially enjoyed the fact that they were given a recipe. They told me they were going to teach their moms to make it and that they were going to eat their spinach now that it tasted more delicious with the other ingredients.”*

*“Most of the kids said that they had only previously tasted white flour tortillas, not wheat tortillas. They were surprised that it tasted so good. The majority indicated that they would inform their parents as to the health benefits of choosing wheat tortillas over regular flour tortillas.”*

*“Kids loved the food activity. Most enjoyed the spinach and would ask their parents to buy it.”*

#### Teacher Observation Tool (TOT)

The TOT was collected for 79 classes, representing 2378 students in grades K-6<sup>th</sup>. SLOSB met the state level SMART Objectives for both areas as detailed below.

Percent of teachers that agree or strongly agree:

- 96% - (Choice) Compared to the beginning of the school year, more students now can identify healthy food choices.
- 96% - (Willing) Compared to the beginning of the school year, more students now are willing to try new foods offered at school.
- 75% - Compared to the beginning of the school year, **more** students **now**: Choose fruits and/or vegetables in the cafeteria or during classroom parties.

Percent of teachers that report they do the following *more* often:

- 59% - Compared to the beginning of the school year, **I (the teacher) now**: remind families to bring healthy snacks for school parties.
- 77% - Compared to the beginning of the school year, **I (the teacher) now**: encourage the students to be physically active.

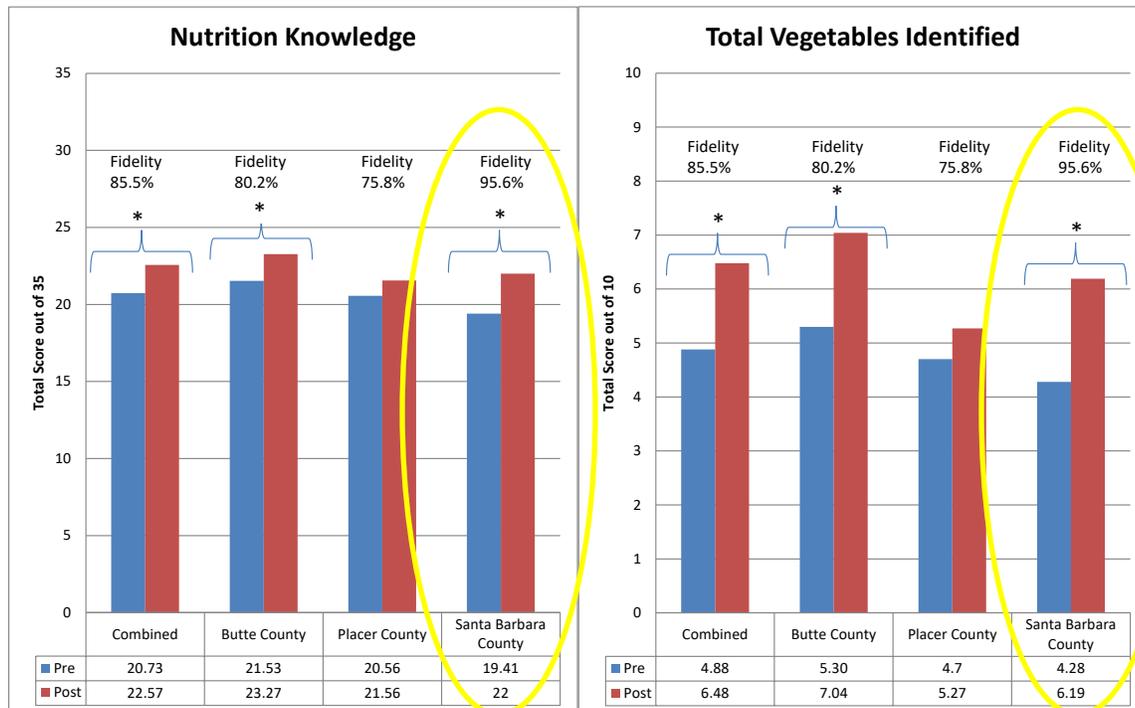
Additional Quotes from students about the nutrition education activities:

*“Thank you for letting us try the garbanzo beans on their own, I never knew I would like them so much by themselves with nothing on them. I am going to look for them on the salad bar next time!”*

*“I loved (the Brussels Sprouts) so much I'm going to go ask the (Lunch Staff) if we can have these on our lunch line so I can eat them again!”*

*Shaping Healthy Choices – Pre/Post Evaluations*

In addition, SLOSb partnered with the Center for Nutrition in Schools to implement and evaluate the efficacy of the Shaping Healthy Choices Program in two classrooms (4<sup>th</sup> and 6<sup>th</sup> grades) between February and May 2015. Program evaluation included both student outcomes and classroom observations. Pre and post assessment were conducted to measure student outcomes related to nutrition knowledge, vegetable identification, anthropometrics and vegetable intake. Preliminary results were both positive and significant for SLOSb programming. Results revealed a significant increase in students’ nutrition knowledge, as well as student ability to identify vegetables. Detailed results are provided in the tables below.



\*Data tables provided by the Center for Nutrition in Schools.

As expected, no significant changes in BMI were measured during the ~4 month period. Additionally, observations of SLOSb educator led-lessons were conducted by the Program Supervisor in order to calculate fidelity to the curriculum. SLOSb received a high curriculum fidelity score (95.5%±6.8), meaning that SLOSb educators were able to reliably implement the Discovering Healthy Choices lessons as designed and tested.

**Adult Programming**

During FFY15, SLOSb offered seven 4-series classes to parents at Adam, Rice and Bruce Elementary to a total of 50 participants. Classes were primarily delivered in Spanish and included Making Every Dollar Count, Plan Shop Save Cook, Eating Smart Being Active and Cooking Matters. In addition to series classes, SLOSb also offered nutrition education workshops at the Healthy School Pantry event. Evaluation data collected include the Adult Food Tasting Tool, the Food Behavior Checklist, the Making Every Dollar Count pre and post assessments.

*Adult Food Taste Testing Tool (AFTT)*

SLOSb staff collected data on 106 participants on 10 separate occasions. Overall 14% of participants had tried the food before (compared to 25% statewide), 98% were willing to try the food again and 96% were willing to

serve the food at home (compared to 88% and 87%, respectively statewide). The following qualitative data is representative of adult evaluation:

*“I like how it tastes and I would make this for my family.” – Adult participant*

*Other quotes from Adult Nutrition Education participants:*

*“I've changed many things at home. My children found it fun when I shared how to properly clean hands, fruit, and counter tops. Everything was fun. Some of my favorite techniques that I learned: how to prevent spread of bacteria, how to organize the fridge, use different cutting boards. I enjoyed learning how to take care of my home and family. Thank you!” – Make It Safe, Keep It Safe participant*

*“I have learned to pay more attention to what I'm eating and what I'm feeding my son. There is a variety of foods that I like that are healthy for me so now I substitute those foods with the unhealthy foods I like.” – Eating Smart, Being Active Participant*

### **Environmental level supports**

In FFY15 SLOSB focused on building capacity for and providing support to school sites based on priorities identified by participants and partners within the school community. These priorities were identified through meetings with Principals and school staff and, later in the year, work with student leaders. The primary environmental level support services provided included support for Smarter Lunchroom Movement strategies and school gardens addressing priority indicators ST4, ST5, MT4 and ST5 (see below).

*Identification of Opportunities (ST4): number of SNAP-Ed sites with an identified need for improving access or creating appeal for nutrition and physical activity supports*

*Partnerships (ST5): Number of organizational partnerships or collaboratives that organize themselves around a common agenda to adopt nutrition or physical activity practices or standards in settings where nutrition education is provided.*

*Nutrition Supports (MT4): Number of sites where at least one change is made in writing or practice to expand access or improve appeal for healthy eating.*

*Physical activity supports (MT5): Number of sites where at least one change is made in writing or practice to expand access or improve appeal for physical activity.*

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

The SLOSB Advisor and Program Supervisor provided SLM support and training to two school districts. SLM assessments were conducted at six schools. Two of the schools (both in SLO County) did not receive follow-up assessments during FFY15 because the intervention work did not begin until after Sept 30, 2015. All of the SLM data presented here relates to the four schools in the Santa Maria-Bonita School District where the Program Supervisor and Advisor conducted one, hour-long SLM training for 12 Cafeteria Managers and two Food Service Supervisors. At the training, Cafeteria Managers identified 1-2 changes they would like to make to their cafeteria environment. Changes identified (ST4) included:



Signs promoting featured menu items.

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

After the training, SLOSB staff provided technical assistance and support to schools. Results from pre and post assessments from our four priority schools (MT4) show the greatest improvement in our Shaping Healthy Choices pilot school (Bruce Elementary) where staff worked with a Student Nutrition Advisory Council (ST5) to promote school food. SLOSB had the

greatest percentage change in the areas of *Entrée of the Day* (50% @ Bruce, 38% Rice), *Creating School Synergies: Signage, Priming, and Communication* (45% @ Bruce, 18% at Bonita) and *Recognition & Support of School Food* (33% at Bonita).

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



Farm stand promoting featured monthly produce item with student artwork

Scorecard Information - Area Scored	Statewide Average Percent-Point Change*	Adam	Bonita	Bruce	Rice
		Elementary	El.	El.	El.
Focusing on Fruit	14%	17%	0%	8%	-8%
Promoting Vegetables and Salad	10%	0	13%	7%	13%
Moving More White Milk	18%	11%	11%	0%	11%
Entrée of the Day	20%	0%	13%	50%	38%
Increasing Sales; Reimbursable Meals	7%	-25%	0%	0%	-6%
Creating School Synergies: Signage, Priming, and Communication	20%	9%	18%	45%	0%
Lunchroom Atmosphere	17%	11%	6%	17%	6%
Student Involvement	9%	0%	0%	20%	0%
Recognition & Support of School Food	5%	0%	33%	0%	0%

A la Carte	8%	0%	0%	0%	0%
<b>TOTAL AVERAGE PERCENT-POINT CHANGE</b>	<b>13%</b>	<b>2%</b>	<b>8%</b>	<b>15%</b>	<b>5%</b>

### School Gardens



Parent breaks ground on the Bruce school garden. (October 2014)

School gardens were also identified as a priority intervention in seven schools during FFY15 (ST4). School gardens were prioritized through conversations with principals and teachers who saw that gardens were a way to beautify the school campus, instill pride in their school, teach students about where their food comes from, and to increase students’ physical activity. SLOSb partnered with four school sites to establish or reinvigorate their school gardens reaching 1,004 SNAP-Ed eligible children (MT4). Edible garden activities were conducted in conjunction with the Shaping Healthy Choices curriculum and USDA’s DigIn! curriculum.



Bruce garden after a summer of growing. (August 2015)

In addition, staff at all four school sites received training and support for using their garden to conduct nutrition education lessons. SLOSb Staff modeled activities in the garden with classrooms and conducted one day long training in the garden without students (LT9). Parents were involved in community work days at two of the four gardens.

An average of nine different edibles were grown in each of the four gardens including: basil, cabbage, carrots, chard, cilantro, eggplant, lettuce, kale, potato, radishes, etc. As a result of SLOSb’s work in supporting school gardens, one school applied for and received a Farm to Fork mini-grant through the Santa Barbara county School Wellness Summit to expand their garden and begin selling leafy greens to the school cafeteria in FFY16. In addition, produce harvested from the Bruce Elementary school garden was used in classroom tastings and food demonstrations.

Quotes from teachers about the garden:



Vegetables harvested from the garden for a stir fry food demonstration.

*“The program has been awesome. They incorporated math, science, social studies into lessons. Students were excited and engaged. Many tried new vegetables they’d never had before and liked them! Kids learned responsibility and pride in designing and choosing plants, maintaining and harvesting in their school garden.”*

*“The garden has promoted our school culture in many positive ways. Students are excited to work in the garden and see their plants grow. They love to water and weed and harvest. Their parents have enjoyed coming and preparing the garden as a family activity. It has helped with school-parent communication and working together*

*in a community partnership. Students are learning to make healthier choices and how food gets to our table. It has been a wonderful experience so far!” - 4th grade teacher*

In May 2015, SLOSB conducted a brief garden survey of teachers at one school site to inform future work and technical assistance. Teachers reported that the primary barriers to using the school garden included that they felt there was not enough instructional time in their schedule to fit in garden lessons, that they did not have curriculum or activities to use in the garden, they did not have time to prepare a new lesson, and they felt there were too many kids in their class to bring out to the garden with just one adult.

Using this data, SLOSB plans to continue to provide support, training and technical assistance related to garden enhanced nutrition education to teachers during FFY16. SLOSB plans to host regular garden “Open House” days where teachers can bring their student to work on a planned activity or to lead their own nutrition-related activity with SLOSB support. SLOSB also plans to incorporate more garden connections in the No-Prep Nutrition Education kits, highlight Common Core connections with garden nutrition lessons, and to try out moving some classroom activities out to the garden when possible to increase teacher familiarity with and support for their school garden.

*Please summarize key findings from your evaluations and how evaluation results will be used. These can (and ideally should) be both quantitative and qualitative findings. For example, a **quantitative finding** is the percentage improvement in participants comparing prices when they shop for food; a **qualitative finding** could be a quote or comments from your participants describing a positive change in their life that resulted from your nutrition education program. Please include:*

- *Use of subheadings to organize your evaluation summary into sections such as: Adult Program, Youth Program, or Family-Centered Program*
- *Brief description of the population being evaluated (sample size, age group or grade levels, ethnicity, languages spoken, etc). For example, “all (1200) kindergarten students at public schools in one school district”. Much of this information is included in the evaluation results summary page provided to you by the State Office.*
- *The name of the evaluation tools used (Teacher Observation Tool, Plan Shop Save Cook, etc). For each tool **summarize your findings, interpretations and how these inform your plans for future programming.***

#### **NEW for PSE-related evaluation outcomes**

- *Smarter Lunchrooms Movement (SLM): For counties that entered [SLM self-assessment scorecard data into the online survey](#), please use the summary information provided to you by the state office to report*

- *number of sites where an SLM score card was completed*
- *if available, the change in scores between the pre to post SLM scorecard measurement*

*Please add additional detail on the following:*

- *partners involved in the SLM work e.g. food service directors and staff*
- *changes food service staff have adopted or are considering adopting based on SLM scorecard results and discussions.*

- **Gardens:** For counties that completed the [garden online survey](#), use the summary information provided to you by the UC CalFresh State Office to report the number of sites where an edible garden was either newly established or maintained, description of what was grown in the garden, curriculum linked to the garden, types of learning activities implemented and please describe if produce was used for tastings or in the cafeteria.
- **Murals or Stencils:** For counties that undertook either stencil projects to create a more active environment and/or murals projects to create an environment that promotes nutrition and health, record the number of sites where these environmental changes were made, list the partners involved and describe their role.

If possible, **please include photos** (that have the necessary photo releases) in your annual report that capture the types of environmental changes that support the goals of the evidence-based nutrition and physical activity education being delivered e.g. photos of changes in the cafeteria, school gardens and/or murals and stencils.

**Note: The UC CalFresh state office will be using the information provided to report to USDA on the following four environmental level priority indicators**

- **Identification of Opportunities (ST4):** number of SNAP-Ed sites with an identified need for improving access or creating appeal for nutrition and physical activity supports.
- **Partnerships (ST5):** Number of organizational partnerships or collaborative that organize themselves around a common agenda to adopt nutrition or physical activity practices or standards in settings where nutrition education is provided.
- **Nutrition Supports (MT4):** Number of sites where at least one change is made in writing or practice to expand access or improve appeal for healthy eating.
- **Physical Activity Supports (MT5):** Number of sites where at least one change is made in writing or practice to expand access or improve appeal for physical activity.

Items 3B.-3D. are only for those programs who are conducting **Impact Evaluations:**

#### **B. Assignment to Intervention and Control or Comparison Conditions**

An impact evaluation requires comparing those who receive the nutrition education being evaluated (i.e., referred to as the treatment or intervention group) to those who do not receive any nutrition education (i.e., the control group) and/or those who receive another kind of nutrition education (i.e., the comparison group).

#### **C. Impact Measure(s)**

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior, or something else. Each measure should be characterized in terms of its nutritional focus, e.g., low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally, indicate if impact data were collected through observation, self-report or another method.

#### **D. Results**

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results. Describe how the evaluation results will be used and any relevant journal references.

### **3. Overall Assessment**

*In 1-2 paragraphs, please provide **your** overall assessment about your program's performance for FFY 2015.*

FFY15 was an exciting and pivotal year for SLOS. Key programmatic changes were implemented that lead to the expansion of our program and laid the foundation for a strong implementation model with the potential to have sustainable community impact. Major program improvements included the hiring of a Program Supervisor to provide program structure, vision, and quality control; and support from state level leadership to pilot comprehensive nutrition education interventions, such as the Shaping Healthy Choices Program.

SLOS depends on quality staffing to deliver accurate and relevant nutrition education support services to our Educator Extenders and school families. During FFY15 SLOS received significant support locally from UC and non-UC partners and at the state level to provide high-quality and evidence-based programming. Comments from our participating teachers have been overwhelmingly positive and we regularly receive requests to expand our reach to school sites we are not currently serving. The following are representative quotes received from participating teachers during FFY15:

*"As a school community we have really observed the value of the nutrition program and its influence on our student's food choices"*

*"UC CalFresh staff has been very helpful and have given good lessons. They are seen around campus weekly. The lessons are easy to follow"*

*"Your program continues to get better every year and it is so important for our students to get this information and hands-on experiences"*

#### 4. SNAP-Ed 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.*

*This section should be no more than **1-2 pages**.*

Planned improvements for FFY16 are based on evaluation data summarized above, increased staffing support through the hiring of one new CES 1, changes in staff function resulting in shifting expertise, feedback from community partners and program participants, and the FFY16 Integrated Work Plan development process with collaborating partners. These improvements include:

- Expansion of the Shaping Healthy Choice program with an increased focus on school wellness and youth development.
- Increased parent outreach in collaboration with Santa Barbara Public Health, Dignity Health, Santa Maria-Bonita School District staff and Food Service, and the UC ANR 4-H Youth Development Program in Santa Barbara County.
- Increased support for school gardens and garden enhanced nutrition education with a focus on partnering with the UC ANR 4-H Youth Development Program in San Luis Obispo County and Nutrition Education programs.
- Enhanced program evaluation in collaboration with the Center for Nutrition in Schools. In FFY16 we are expanding our SHCP pilot and including a comparison school. In FFY17, SLOS plans to

move SHCP teachers to an Educator Extender model and evaluate outcomes compared to the more resource-intensive UC Educator delivery model (see chart below).



## Shaping Healthy Choices Program (SHCP) Training Plan & Pilot Study Santa Barbara County

Year 1: Comparison School	
UC CalFresh	School
<ul style="list-style-type: none"> <li>• Provide pre/post assessment tools and surveys</li> <li>• May/June provide schoolwide food tasting</li> <li>• May/June provide food demonstration in participating classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Administer pre/post evaluations in participating classrooms</li> <li>• Schedule April/May activities with UC CalFresh</li> </ul>
Year 2: UC staff model <u>all</u> Lessons (6 <sup>th</sup> grade)	
UC CalFresh	School
<ul style="list-style-type: none"> <li>• Model &amp; conduct all classroom (8) garden (8) and cooking (5) lessons</li> <li>• Provide No-Prep curriculum kits including all supplies needed for lessons and evaluation activities</li> <li>• Provide training and background materials</li> </ul>	<ul style="list-style-type: none"> <li>• Assist CalFresh Educator with all lesson delivery</li> <li>• Assign and collect homework</li> <li>• Administer pre/post evaluation surveys</li> <li>• Communicate with CalFresh Educator any schedule changes, difficulties, etc.</li> </ul>
Year 3: Educator Extender model (all grades)	
UC CalFresh	School
<ul style="list-style-type: none"> <li>• Provide No-Prep curriculum kits including all supplies needed for lessons and evaluation activities</li> <li>• Conduct cooking (5) and some garden (6) lessons</li> <li>• Provide ongoing technical assistance as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct all classroom lessons (8) and 2 garden lessons</li> <li>• Schedule lesson observations with UC CalFresh staff for evaluation of curriculum fidelity purposes</li> <li>• All above from year 2</li> </ul>
Beyond: Teacher to serve as SHCP master teacher, provide technical assistance and support to new teachers as needed and available	

## ATTACHMENT – 1: Example Policy, Systems and Environment (PSE) Change Activities

In FFY2015, the most common PSE strategies UCCE SNAP-ED programs have undertaken and integrated into their ongoing nutrition and physical activity education include: Smarter Lunchrooms Movement (SLM), establishing a new school garden or reinvigorating or maintaining a previously established garden, and piloting the Shaping Healthy Choices Program. The following is a list of the type of activities that reflect a more comprehensive approach or PSE efforts.

### School Garden

- Establishing a new school garden or reinvigorating or maintaining a previously established edible garden
- Working with school garden committees, other partners and volunteers
- Activities that help students link nutrition education to the environment/their community/garden

### Foodservice and/or Smarter Lunchrooms Movement (SLM):

- UC CalFresh staff participate in SLM trainings
- Meet with food service directors or food service staff
- UC CalFresh staff train and food service staff on implementing SLM
- Provide Technical Advice to Food Service implementing SLM
- Conduct SLM self-assessment scorecard (together with food service staff)
- Use of nutrition messages/posters in the lunchroom
- Linking the food students eat to nutrition messages from MyPlate (creative/descriptive names and displays, e.g. “makes hair shiny” food, etc.)
- Incorporating SLM principles into the lunchroom
- Conduct reassessment using the SLM scorecard
- Increased procurement of “local” foods

### School Wellness Policies

- Participation in School District Wellness Committees
- Participating in a school site wellness committee
- Monitoring and/or implementing wellness policies at a school site
- Integrating physical activity standards into School Wellness Policy
- Integrating Smarter Lunchrooms Movement language into School Wellness Policy

### Physical Activity

- UC CalFresh efforts to stimulate Safe Routes to School programs, walking school buses, or other walking/biking programs
- Assisting schools in the adoption of physical education programs with training and resources (i.e. CATCH)
- Facilitating stencil projects that provide a more active environment in designated play areas

### Preschool Setting

- Improvement in the environments or practices at child care settings that support healthy eating and physical activity (for example, through partnership with First 5).