

A. SNAP-Ed Program Overview

Progress in achieving overarching goals:

Describe projects implemented during the reporting year by identified primary approach (specify approach: Direct, Indirect, Social Marketing, Policy, Systems, or Environmental Change):

During Federal Fiscal Year (FFY) 2017, the UC CalFresh Nutrition Education Program of San Luis Obispo and Santa Barbara Counties (SLOSB) built on the comprehensive, school-based nutrition education program model started in FFY 2014. Primary goals of comprehensive school-based programming are to: 1) Increase consumption of healthy foods and beverages, 2) Increase physical activity, and 3) Create sustainable, evidence-based environmental changes that support wellness in surrounding school communities. Collaborative programming with the UC 4-H Youth Development Programs (4-H YDP), resulted in 1) Enhanced youth engagement efforts focused on creating systems and environmental changes and 2) Increased adult volunteer programming focused on creating and sustaining school gardens.

Outcomes related to Integrated Work Plan objectives for San Luis Obispo and Santa Barbara Counties include providing direct nutrition education services to 10,426 youth and 1,384 adults, and indirect education to over 543,000 participants. SLOSB partnered with qualifying schools to provide SNAP-Ed approved curricula aligned with CA state standards using an Educator Extender model, implemented through enrolled Educator Extenders (Extenders). Extenders received “No-Prep” Nutrition Education Curriculum Kits. UC educators provided technical assistance and support to Extenders through hands-on lesson delivery in the classroom, including a minimum of one introductory lesson and three food demonstrations throughout the school year. In addition, SLOSB completed the Shaping Healthy Choices (SHCP) pilot study, delivering all 28 lessons in four classrooms at one school site and providing Extender support for 11 classrooms at three school sites.

In San Luis Obispo County, related to the three-year Integrated Work Plan objective #1:

By September 30, 2019, 22 low-income pre-K-12 schools will make changes to school policies, physical environment, and/or systems to support improved nutrition and physical activity behaviors among students, parents, and teachers.

SLOSB focused on providing support for Policy, System and Environmental (PSE) changes through enhancing and reinvigorating school gardens at 9 SNAP-Ed qualifying schools and providing garden enhanced nutrition education services through the UC Garden Nutrition Extender (UC GNE) program. In FFY17, an additional 10 UC GNEs completed the 30-hour training in school garden nutrition education and support. In addition, SLOSB staff collaborated with the 4-H Youth Development program in San Luis Obispo county to provide integrated nutrition and healthy living youth engagement services through the Oceano 4-H Student Nutrition Advisory Council (SNAC) club.

In Santa Barbara County, related to the three-year Integrated Work Plan objective #1:

By September 30, 2019, with a focus on community and youth engagement strategies, work with applicable stakeholders and sectors to increase availability and accessibility of healthy foods,

beverages and physical activity and decrease availability of less healthy foods and beverages in a minimum of three eligible communities.

SLOSB provided comprehensive nutrition education services with a focus on youth engagement strategies in four SNAP-Ed eligible school communities through direct education, indirect education, and policy, systems and environmental (PSE) change supports in the garden and cafeteria. Using the comprehensive “schools as hubs” model, SLOSB supported curriculum implementation in 163 classrooms with teacher extenders providing an average of 14 hours of nutrition education for a total of 2,306 hours of education delivery. Three after school and one in school 4-H SNAC Clubs were supported through integrated UC CalFresh and 4-H Youth Development programming reaching 51 student leaders. In addition, three 4-H SNAC clubs completed the *PowerPlay Snapshots & Stories* photovoice project. Student leaders showcased their photos at the Santa Maria-Bonita School District (SMBSD) office, the SMBSD Wellness Committee and the Santa Barbara County fair. One 4-H SNAC leader received a first-place ribbon for their fair entry.

Lastly, SLOSB Physical Activity lead staff trained SMBSD P.E. Specialist in the CATCH P.E. curriculum. This training resulted in the adoption and purchase of the CATCH P.E. curriculum by the District reaching all 16 elementary schools and 3686 5th and 6th grade students in SMBSD and creating far-reaching systems change.

B. Summary Results from the Reporting Tools Workbook (RTW)

DIRECT EDUCATION PARTICIPANTS – SAN LUIS OBISPO & SANTA BARBARA COUNTIES		
<u>TOTAL PARTICIPANTS</u>	2017	2012-2017 TOTALS
0-4	185	425
5-17	10,241	41,572
18-59	1,350	2,988
60+	34	96
TOTAL-AGE	11,810	45,081
MALE	6,009	22,210
FEMALE	5,801	22,833
TOTAL-GENDER	12,694	45,927
HISPANIC-LATINO	5,087	32,350
NOT HISPANIC LATINO	7,964	13,953
TOTAL ETHNICITY	13,051	46,303
TOTAL DIRECT EDUCATION PARTICIPANTS	13,051	46,303

<u>Reach estimates</u>	2017	2012-2017

PSE REACH*	8,791	8,791
INDIRECT**	543,847	722,703
Total Reach Estimate***	560,897	773,004

<u>Cost per participant (CPP)</u>	2017	2012 – 2017 average
Salaries/Benefits	441,197	1,540,509
Supplies (incl. Equip, Materials Space & Maintenance)	50,594	228,439
Travel	10,230	50,117
Indirect Costs	125,506	435,833
Estimated Federal Funds Expended	627,526	2,254,892
Cost per participant (CPP)	1.12	16.75

i. SNAP-Ed Delivery by Site Type

List only the number of sites by type with delivery for your program, this can be found in the RTW Results Tab row 149. To add more rows simply tab at the end of last row and another row will appear.

SAN LUIS OBISPO & SANTA BARBARA	
Sites by setting and county	SITES PLANNED /SITES DELIVERED
Food Assistance Sites, Food Banks, and Food Pantries	1
Other places people go to learn:	1
Schools (K-12, elementary, middle, and high)	18/20
Grand Total	20
Sites Planned	22
Utilization %	91%
SITES WITH NO DELIVERY	2

C. Program Highlights and Accomplishments for FFY 2017

This section should be no more than 3-4 pages. Review what you selected in Section A SNAP-Ed Program Overview and describe in greater detail here.

- i. Ongoing and new projects that were operational during the reporting year identified by primary approach (specify approach: Direct, Indirect, Social Marketing, Policy, Systems, or Environmental Changes):

Describe progress in achieving in your FFY 2017 Integrated Work Plan (IWP). In addition to direct and indirect education provided, describe progress toward

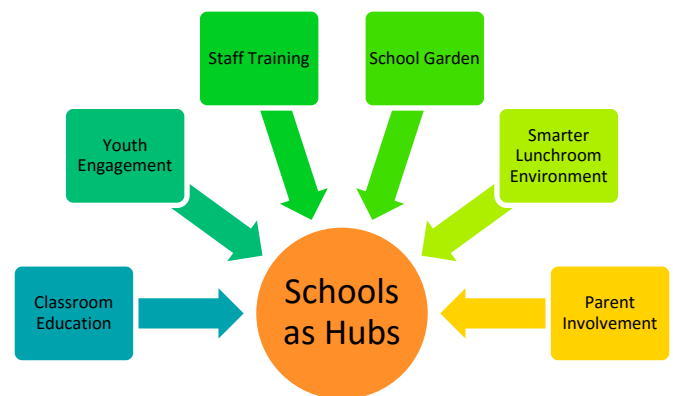
implementing more comprehensive programs and adding policy, systems and environmental strategies to sites where education is already being provided. Also describe progress made toward implementing physical activity related programming. Note activities that were new this year.

In addition to direct and indirect education provided, describe progress toward implementing more comprehensive programs and adding policy, systems and environmental strategies to sites where education is already being provided. Also describe progress made toward implementing physical activity related programming. Note activities that were new this year.

During FFY17 SLOS continued to implement and institutionalize the “Schools as Hubs of Health” model of comprehensive nutrition education program delivery. SLOS implemented comprehensive nutrition education and obesity prevention services at four large school sites in Santa Barbara County and began building partnerships for comprehensive service delivery at one school site in San Luis Obispo County.

The components of the “schools as hubs” comprehensive model include direct education (DE) indirect education (IE) and support for Policy, Systems and Environmental changes (PSE).

The classroom education (DE) component of the “schools as hub” model includes K-6th nutrition and physical activity No-Prep curriculum kits provided to enrolled Extenders. SLOS implemented the third and final year of the Shaping Healthy Choices Program pilot project with direct UC led implementation in four classrooms, and extender-supported implementation in 11 classrooms at three school sites.



The youth engagement component (DE, IE, PSE) included a focus on developing youth leaders through one lunchtime and four afterschool 4-H Student Nutrition Advisory Councils (SNAC) clubs. As a result of the collaborative programming, 66 youth in 4th, 5th, and 6th grades participated in ongoing, in-depth youth engagement training and youth led projects that prepared them to provide direct peer-to-peer programming. Training included presentation skills, nutrition education delivery, food safety, and physical activity components (utilizing the CATCH curriculum) aimed at increasing youths’ capacity to lead lessons. These trainings occurred during weekly SNAC meetings (at lunch or afterschool) throughout the project period and over a 6-hour Saturday training in February 2017. In addition SNAC youth participated in Spring break culinary academies that were hosted in collaboration with 4-H and the SMBSD and Lucia Mar Unified School District cafeteria managers at three school sites.

The staff training component (DE, PSE) included trainings for classroom educators, P.E. Specialists, cafeteria staff, Parks & Recreation staff and high school students that deliver P.E. lessons to younger students. The trainings included 1) modelling curriculum delivery and food safety for classroom educators, 2) providing CATCH P.E. training to youth and adult extenders, 3) modelling garden enhanced nutrition education lesson and curriculum delivery and 4) providing Smarter Lunchroom Movement training and technical assistance for cafeteria staff.

The school garden component (DE, PSE) included 1) enlarging or enhancing existing school gardens, 2) delivering nutrition education from the garden, 3) providing curriculum kits for teachers to use in the garden and 4) supporting farm to fork connections between the garden and the cafeteria. In FFY17, SLOSB incorporated garden lessons at every grade level and hosted garden days for teachers to sign-up to bring their class out to the garden for a nutrition lesson. The goal of this procedural change was to increase teacher familiarity with their school garden and demonstrate how the classroom can be managed and instructional benefits can be seen out in the garden.

“We have been working in the garden for a few years now and there has been a gradual increase in participation. It is a slow process, but it is now starting to become part of some of the teacher’s curriculum.” – SLOSB Nutrition Education staff

The Smarter Lunchroom Movement (PSE) component included front line cafeteria staff training and working with SNAC leaders to promote school food and survey peers about different produce and menu items tasted in the cafeteria. The 4-H SNAC club at Bruce Elementary partners with the Cafeteria Manager to update their menu board on a daily basis. The Cafeteria Manager now expects students to be responsible for this role and is building relationships and communication with the youth leaders. In addition, all 4-H SNAC clubs work to promote monthly tastings and collect student feedback in partnership with food service.

The parent involvement component included 1) sending parent letters and recipes home with the students that relate to the nutrition topic discussed by the classroom teacher or UC Educator (IE), 2) offering after school garden nutrition education, and Family Nights, (DE) and 3) providing monthly food demonstrations at the Healthy School Pantry food distribution (DE, IE). SLOSB worked to support Garden Days at two school sites where parents were invited to come work in the garden and take produce home with them (IE, PSE).

A mi familia nos ha cambiado mucho la manera de como comer saludable y mas economico. Menos gastamos en comprar cosas malas. Mis hijos les gusta lo que les han enseñado en sus clases que se queda con este programa, y por eso me gusta porque mis hijos ya no les gusta comer cosas que no son saludables. Gracias por este programa, esta muy bien ayudando a nuestros hijos.

My family has changed a lot about the way we eat healthier and more economical. We spend less money on buying bad things. My children that are with your program, like what they have been learning in their classes. I like the program because my children no longer like to eat things that are not healthy. Thanks for this program, it’s very good and helps our children. -Parent at Healthy School Pantry

Additional physical activity programming included training high school students and Santa Maria City Recreation and Parks staff in CATCH P.E. concepts and activities. High school students led P.E. classes at Adam Elementary with a focus on inclusion and increasing moderate to vigorous physical activity. Recreation and Parks staff led summer fun physical activity events during the Summer Food Program in Santa Maria, CA.

ii. Program Successes and Major Achievements

Describe 2-3 program successes and/or achievements.

Within the “schools as hubs” nutrition education model described above, SLOSB collaborated with community partners, UC programs and youth to provide innovative and successful programming building on the foundations laid in previous years. The major program successes and accomplishments for FFY17 include: 1) improved comprehensive nutrition education delivery model and tools which institutionalized youth engagement and garden nutrition education services to support PSE changes 2) Adoption of the CATCH P.E. curriculum in the Santa Maria-Bonita School District and 3) Trained two new cohorts of the UC Garden Nutrition Extenders.

Improved on and Institutionalized Comprehensive Schools as Hubs Service Delivery Model

Since FFY14, SLOSB has been moving toward the comprehensive “schools as hubs” service delivery model described above. SLOSB has worked with school stakeholders, funders, youth, families, and internal and external partners to listen to programmatic concerns and barriers to implementation in order to modify service delivery tools and clarify communication methods. This focus on continuous quality improvement has allowed SLOSB to establish valuable partnerships with school and community stakeholders, retain staff, and begin to institutionalize this service delivery model which includes youth engagement and PSE change in the school garden and lunchroom.

In regards to Nutrition Education staff, SLOSB has developed individual work plans and goals, connected to the broader SNAP-Ed objectives. These work plans are realistic and achievable and allow staff to develop strong relationships with school stakeholders. Staff are seen as the nutrition and physical activity resource person on campus and teachers know who to contact when they have questions about the curriculum, garden nutrition education or would like more resources to promote healthy living. UC staff have commented that they enjoy being able to build relationships on the school campus as it makes them more effective at their work.

At the same time, SLOSB worked to ensure nutrition educators and extenders have the tools and time needed to implement evidence-based curriculum with fidelity. SLOSB has collected feedback on “No-Prep” Nutrition Education kits from extenders and made changes to simplify the kits and ensure that they align with the original curricula as designed. Teachers have been very positive about the changes we have made to make the kits simpler and easier to use.

Lastly, in institutionalizing youth engagement and PSE change efforts within the program delivery model, SLOSB has built numerous communication and planning tools that have proven valuable in implementing comprehensive programming. These tools include: 1) the Principal Interview which assesses stakeholder readiness to partner with UCCE, identifies site level goals for health and wellness, and communicates SLOSB partnership requirements for effective collaboration, and 2) Annual 4-H SNAC Club Planner which outlines the trainings and projects that will be completed by youth throughout the year while creating room for youth-led projects and ideas in support of PSE changes including improvements in the Smarter Lunchroom Scorecard, support for reinvigorating and maintaining the school garden, and promotion of the hydration station.

Adoption of CATCH P.E. Curriculum in Santa Maria-Bonita School District Schools

At the start of academic year 2016-17, SLOSB staff initiated a partnership with District P.E. Specialists that serve all 5th and 6th grade students in all 16 elementary schools to provide “No-Prep” Nutrition

Education kits and staff training in CATCH P.E. curriculum. The curriculum kits included the Discovering Healthy Choices curriculum and 5th grade Children’s PowerPlay. The trainings occurred over three days for 2 hours each. At the conclusion of the training, the Curriculum Specialist notified SLOSB that they were investing in CATCH P.E. for all of their school sites. This curriculum adoption reached over 3600 5th and 6th grade students in the district, increasing the quality of P.E. instruction. In academic year 2017-18, the reach will grow to 4th grade as P.E. Specialists received local school funding to expand the number of grades served.

In addition, SLOSB staff trained 30 Santa Maria High School students to deliver CATCH P.E. curricula to over 300 first grade students at Adam Elementary. High school students receive 2 weeks of training in CATCH concepts, activities and outdoor classroom management. Students walk to the Elementary School to lead first grade P.E. on a weekly basis, serving as positive role models while building their own skills and physical activity level.

My students get so much from [the CATCH] training, I am excited to see them use some of the skills they have learned with the elementary school students. I am happy we are partnering together with these students. – Santa Maria High School Teacher

Expansion of the UC Garden Nutrition Extender Program

FFY17 was the first complete year of the UC Garden Nutrition Extender program (UC GNE). UC GNE is a collaboration between UC CalFresh and the 4-H Youth Development program to train adult volunteers in garden enhanced nutrition education through a rigorous 30 hour training. Training components include food safety, nutrition, planting with the seasons, outdoor classroom management, school garden management and partnering with classroom teachers. Sessions are delivered by a broad base of UC partners including UC CalFresh, 4-H, Master Food Preserve, and Master Gardeners, graduated UC GNEs and a local community based organization. In FFY17 SLOSB graduated two new classes of UC GNEs with a total of ten new graduates. With attrition due to relocation or life circumstances, there are a total of 17 active UC GNEs. UC GNEs work to establish, reinvigorate or maintain school gardens throughout San Luis Obispo and Santa Barbara counties and partner with classroom teachers to implement the Learn, Grow, Eat Go! Jr. Master Gardener curriculum and support for farm to school activities. UC GNEs worked and taught in five SNAP-Ed qualifying school gardens in FFY17 and are slowly becoming an integral part of the school garden support network in San Luis Obispo and Santa Barbara counties.

One innovative and inspiring collaboration that came about through the UC GNE program is a partnership between Oceano Elementary and the nearby Rutiz Farms. A Rutiz Farms staff person graduated from the UC GNE training and proposed using space on the farm to teach elementary school students about nutrition and growing food. This partnership launched in AY 1718, with Oceano students attending weekly classes with the UC GNE at the farm. Many students ride their bikes from the school to the farm where they have worked with the UC GNE and SLOSB staff to learn about farm operations and taste local foods grown on the farm.

iii. Partnership Activities & Collaboration Efforts

Please describe your key partnership and collaboration activities. You may use language that is described in the SNAP-Ed Evaluation Framework see: <https://snapedtoolkit.org/framework/components/st7/> reference section “Depth of Organizational Relationship” for terminology. Your description may pertain to:

- *Relationship with other SNAP-Ed funded and non-funded programs has evolved during this year e.g. improved coordination*
- *Key partnerships at the **organizational level** within SNAP-Ed sites or organizations e.g. family resource centers, schools or district wellness committees who are important collaborators and local champions for implementing SNAP-Ed activities.*
- *Key **multi-sector** partnerships or coalitions working on nutrition and obesity prevention efforts at the **community or jurisdiction level** (e.g. district, city, county or region).*
- *Joint accomplishments or outcomes from partnership/coalition planning and activities.*

All of the SLOSB work plan goals and achievements are dependent upon strong partnerships and collaborations both within UCCE and with external organizational partners. Within UCCE, the partnership with the 4-H Youth Development program has allowed SLOSB to expand youth engagement efforts while using the structure and organizational history of an established youth engagement program. In FFY17 SLOSB and 4-H staff met on a regular basis to exchange information and expertise, plan programs, and implement mutually reinforcing activities that resulted in environmental level changes at five school sites. This partnership resulted in the creation of integrated nutrition and youth engagement programming reaching 66 youth leaders from five SNAP-Ed qualifying schools. The impact of this programming reaches much further than those 66 youth leaders with PSE changes and peer-peer nutrition education services provided by SNAC leaders reaching over 4300 students. Other internal partners include the UC Master Gardeners and Master Food Preservers that have provided training support and technical assistance to staff, youth, and the UC GNE volunteer program.

Key external organizational partners include schools and school districts. Comprehensive nutrition education service delivery models require new and more intensive partnerships with school sites. In FFY17 SLOSB initiated a principal interview questionnaire as part of our initial screening of potential and continuing school partners. The principal interview seeks to identify stakeholder goals around nutrition and physical activity and assists in providing clear communication about the goals of SLOSB and 4-H. One new partnership included working with the SMBSD Curriculum Specialists and P.E. Specialist program to provide CATCH and nutrition curriculum training to staff. This partnership resulted in the adoption of CATCH P.E. program at 16 school sites and enhanced P.E. classes for 5th and 6th grade students across the district. Another component of this collaboration included enrolling P.E. specialists as educator extenders and providing “No-Prep” Nutrition Education kits aligned with enrolled classroom education extenders. Classroom teachers had requested that we collaborate with their P.E. Specialist to ensure students were receiving streamlined nutrition education messaging.

*The students really enjoy the cooking opportunities and they also enjoyed the nutrition presentations from our PE Teacher. Great collaboration!
-4th-6th grade teacher*

iv. Major setbacks and / or challenges

Describe barriers or difficulties in implementation of your program.

Major barriers to implementing nutrition education programming includes the perceived competition with core classroom subjects, and the geographical distance between program sites and the UCCE office. The impacts of competing curriculum priorities were most keenly felt at the end of FFY17 when SLOSB began recruiting for AY1718 school partners and extenders. Many school partners and extenders reported that they were overwhelmed with new curriculum implementation and unable to fulfill the

requirements of an enrolled extender for the new school year. After several years of growth and increases in the percentage of teachers participating in SLOSB services, the first part of AY1718 saw a decline in percentage of teachers enrolling in services per school site. In addition, school partners are hesitant to allow 4-H SNAC youth leaders out of class time to conduct peer education and support for nutrition education services.

To overcome this difficulty, SLOSB has developed several strategies including a pacing guide for teachers and increased communication with district leadership. The pacing guides allow teachers to quickly review their time commitment when signing up as an educator extender. In general, the curricula do not require a significant amount of class time to implement and SLOSB has included grade level standards connections as appropriate. Also, to improve our communication with district leadership we have developed school and district specific infographics to communicate information about the resources SLOSB invests in these sites, as well as the impacts and outcomes resulting from our partnerships. SLOSB has began inviting the superintendent, school principals and teachers to our 4-H SNAC events so that they can continue to see the benefit to their students and school communities.

In addition, while a majority of our comprehensive nutrition education services sites are located in Santa Maria, the UCCE office is in San Luis Obispo – an approximately 30 mile drive. This creates difficulties for staff needing to transport items that require refrigeration and adds inefficiency in program delivery. This problem was proposed to be solved by leasing an office space in Santa Maria, however, administrative difficulties and larger staff planning issues within UCANR have put a hold on the efforts to lease an office and ease this difficulty.

Other difficulties in implementing comprehensive and integrated programming with our 4-H partner include staff turn-over in the 4-H program and missing institutional policies and frameworks for integrated programming. SLOSB has lead the way on UC CalFresh and 4-H integrated programming and has had to learn from trial and error how to navigate the policies, procedures, goals and requirement of each of these programs. In addition, the 4-H program continues to be understaffed which creates problems building consistent youth-adult partnerships and follow-through on program commitments and lesson plans.

Another barrier or difficulty in implementing comprehensive nutrition education services is that staff have to be experts in a broad cross-section of information and skills. Classroom nutrition education requires staff to be proficient in community nutrition and USDA Dietary Guidelines along with classroom management, food safety, culinary skills and food shopping. With the addition of PSE change work, staff also need to have skills in community or youth engagement, advocacy, training, community assessment, communication with partners, etc. Staff have communicated that they are often overwhelmed with the wide range of site-level responsibilities. Currently the Community Education Specialist 2 position description requires only an Associate's Degree or equivalent training or experience. All CES IIs in SLOSB have at least a bachelor's degree. Previously, when we have hired staff that met only the minimum educational requirements, these employees were not able to successfully fulfill job duties including implementing complex nutrition curricula, such as the Shaping Healthy Choices Program. Given that CES IIs are required to 1) provide classroom education and training to teachers with a minimum of a Bachelor's degree plus teaching credential; and 2) that they are also required to implement complex public health programming in community settings, the job classification and level of pay may not currently match the knowledge, skill and experience required to successfully implement comprehensive programming. The impact of this on SLOSB programming is staff turnover, resulting in reduced and lower quality programming. CES IIs do not see their position as a career path and have told their

supervisor that they love their job and would stay forever if it paid compensated adequately for their educational and professional experience. Currently, two SLOSB CES 2 staff are in the process of getting their teaching credential and/or working to get a teaching position, including one who has resigned as of January 12th. Two additional staff are looking into graduate programs in order to progress in their careers. Looking to the future, we anticipate SLOSB will have difficulty maintaining high-quality programming as we continue to lose experienced CES 2s.

Possible solutions to these complex issues include reclassifying the CES I/II positions to increase minimum education requirements and salaries, while creating a more complex and appealing career ladder for Nutrition Educators. A move in the right direction includes the creation of the CES I/II positions so that staff can start as a CES 1 and then promote to a CES 2 when they are ready to lead comprehensive services at a site. The possibility of expanding that to a CES 3 and 4 would create more opportunities for promoting within UCCE and retaining our top talent whom we have invested a lot of resources and training. Strategies that SLOSB has proposed include the CE Manager and CE Supervisor positions (currently given a one-year approval by UCANR pending analysis of a statewide staffing plan). If these positions become a permanent part of the UCCE career ladder, opportunities for internal career advancement would be expanded. In addition, these additional positions will provide more support for high-quality UC CalFresh programming and opportunity for the UCCE Advisor to move into an academic role in the programming while high-level staff positions take over responsibilities for program management.

v. Program needs not addressed and why

Please describe unmet needs or requests you were not able to support and why. Consider the number and nature of requests to provide services which you were unable to meet due to lack of staff, bilingual capacity, funding or for other resources.

Santa Barbara County - Sixty-eight schools in Santa Barbara County, including 19 in the Santa Maria-Bonita School District (SMBSD) qualify for SNAP-Ed services; however, we currently only serve four of those schools with direct education. UCCE is the only comprehensive nutrition education program that provides direct SNAP-Ed services to Santa Barbara County school children. Our LHD partner (the only other LIA in SB County) does not have staff to provide direct nutrition education to youth and are focused on adult education and higher-level PSE work in the county. Staff from many of the SMBSD schools have specifically requested services that we are not currently able to provide including support for on-site Smarter Lunchrooms Movement work and garden nutrition education. While we are limited by our lack of staff, we also lack the room to add additional staff in our current office space.

In the past, SLOSB has provided training to Dignity Health promotores and LHD partners to implement the Healthalicious Cooking curriculum. Dignity Health has used the curriculum extensively in after school programs throughout both counties and we regularly run into flyers announcing a new Healthalicious class sponsored by Dignity. LHD staff were told that they could not use our curriculum after they went through the training which has resulted in barriers to broader reach and impact.

San Luis Obispo County – Starting in FFY17, SLOSB redesigned the service delivery model for SLO in order to meet the unique needs of this county and the request for more school garden technical assistance and

support. The UC Garden Nutrition Extender (UC GNE) Program was developed in response and has created new opportunities and inroads in several SNAP-Ed qualifying schools. Currently SLOSB partially serves one school and has received requests for support at an additional three schools that we have not been able to accommodate due to lack of staffing. In addition, UCCE currently has 4-H staff working at two qualifying school sites in San Luis Obispo County and UC GNEs at four additional school sites and UC CalFresh is unable to partner at these sites for comprehensive programming due to lack of staffing. There may be potential opportunities to work with LIAs (LHD) in the future as there has been some staff turnover and reorganization of priorities. However, in general, when SLOSB trains partners and provides curriculum resources with SNAP-Ed funding trainees enroll as extenders and report nutrition education hours on the Nutrition Activity Reporting Form. Given that SNAP-Ed does not allow duplication of Direct Education activities, there is no mechanism for SLOSB or LIA partners to meaningfully report this type of collaboration activity and partners have been unsure whether this type of work was an allowed use of SNAP-Ed funds and staff time.

Multi-county Adult Education –

While SLOSB has taken on additional youth engagement efforts, this has led to a lack of staff availability to provide series-based nutrition education services to parents. At least four school partners and three community partners have requested series-based classes for their parents which staff are currently unable to provide due to current workloads. In addition, SLOSB was recently approached by a public housing agency looking to partner with the UC GNE program to provide bilingual training to residents living at sites where they will be installing gardens. Due to lack of staffing and bilingual resources for this program SLOSB is currently unable to provide those services. Upon request, SLOSB would be willing to provide training in UC Adult curriculum (specifically Plan, Shop, Save, Cook) to other LIA partners, pending author and UCANR approval.

Program Requests to Address Unmet Needs

In FFY16 we asked for the following in order to expand the UC CalFresh Program:

1. Satellite office space in Santa Maria, with on-site storage
2. Additional Community Education Specialists
3. UC CalFresh Program Manager

For FFY18, SLOSB received USDA approval and funding for additional staff and office space to accommodate this expansion. We recently received UCANR approval to provide a one-year stipend for a Nutrition Education Manager while NFCS leadership develops a statewide staffing plan. Due to the uncertainty of administrative support, SLOSB will not execute a contract for an office lease until we are sure we have the necessary supervisory structure in place. The plan for this interim year is to begin the lengthy process of leasing additional office space, recruit an internal CES 2 to serve as the CE Supervisor with a temporary stipend, hire a career track CES 1 or 2 to begin to train and take on the nutrition education functions of the acting CE Supervisor. The acting UC CalFresh Program Manager will work to expand programming with partners, media and policy level stakeholders while looking into lease requirements and regulations and working with the Advisor to evaluate and disseminate programmatic outcomes and findings. The acting CE Supervisor will supervise Nutrition Education staff (not including UC GNE Coordinator or the Nutrition Education Assistant) and take on enhanced training and support capacities in the field in support of classroom nutrition education, fidelity observations, youth engagement, and PSE changes in support of new and experienced CES staff. The goal of this interim year

is to test the feasibility and acceptability of this programmatic structure including the impacts on programming efficacy and efficiency.

vi. Trainings

a. Trainings UC CalFresh/UCCE staff provided to partners to enhance SNAP-Ed interventions in your community

i. Purpose of training

ii. Estimated number of participants trained – if available

<i>Training Title</i>	<i>Purpose</i>	<i>Number in attendance</i>
<i>Trainings provided to local partners, extenders and SNAP-Ed participants</i>		
<i>CATCH PE Training – 6 hours</i>	<i>To train summer food program Parks and Recreation staff in CATCH PE concepts and activities</i>	<i>17</i>
<i>CATCH PE & Nutrition Curriculum Training (4 hours)</i>	<i>To train SMBSD PE Specialists in CATCH PE, SHCP and PowerPlay lessons</i>	<i>12</i>
<i>CATCH Physical Activity Training</i>	<i>To train High School students in the CATCH curriculum, activities and concepts</i>	<i>28</i>
<i>UC Garden Nutrition Extender (GNE) Training – 30 hours</i>	<i>To train UC GNE volunteers to deliver the Learn, Grow, Eat, Go! Curriculum; support the establishment/maintenance of school gardens; and advocate for Farm to School activities in their communities.</i>	<i>11</i>
<i>Classroom Management for Guest Presenters – 2 hours</i>	<i>To train staff, volunteers and partners on classroom management strategies for successful lesson delivery.</i>	<i>13</i>
<i>SNAC Youth Leader Training – 6 hours</i>	<i>To bring Student Nutrition Advisors from 5 schools together for a day of skill building around: leadership, cooking, presentation skills, gardening and CATCH</i>	<i>120 total (family) 43 students</i>
<i>SNAC Youth Leader – Culinary Academies (3)</i>	<i>To train SNAC youth leaders in cooking skills, recipe preparation and nutrition</i>	<i>16</i>
<i>It's not nutrition until it's eaten: Smarter Lunchrooms Movement Introduction to Food Service Staff</i>	<i>To provide a basic overview of SLM concepts to frontline cafeteria staff</i>	<i>160</i>
<i>UC CalFresh Nutrition Education Program in San Luis Obispo & Santa Barbara Counties</i>	<i>To give an overview of the UC CalFresh Nutrition Education program to HEAL-SLO partners</i>	<i>25</i>
<i>Trainings provided to statewide partners</i>		
<i>Engaging youth in Farm to School – 90 minutes (CA Farm to School Conference)</i>	<i>To provide tools and best practices for youth engagement in nutrition education and farm to school programming</i>	
<i>Nutrition Education and 4-H YDP Collaboration – (Annual 4-H Retreat)</i>	<i>To provide tools and strategies for integrating 4-H Youth Development and UC CalFresh Nutrition Education programming</i>	<i>20</i>

<i>Implementing Shaping Healthy Choices in Santa Barbara County Recruiting for the Shaping Healthy Choices Program (SHCP Workshop)</i>	To provide information and share best practices related to SHCP implementation and recruitment.	35
Health Fairs and Community events -Shaping Healthy Choices webinar	To discuss best practices for planning and implementing school-based health fairs as part of the Shaping Healthy Choices Program	
<i>Creating Structures for Parent Participation in School Wellness – SNAP-Ed Promising Practices Exchange</i>	To share information and best practices for engaging parents in School Wellness Policy development and implementation	38
<i>Trainings provided to nationwide partners</i>		
<i>Strategies for Youth Engagement in Nutrition Education - webinar</i>	National eXtension webinar to provide information and skills related to youth development in nutrition education through the Healthy Food in Schools Community of Practice https://learn.extension.org/events/3187	56

vii. 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.

Peer-reviewed

1. Klisch, S., Soule, K., (November 2016). *A Case Study in Moving Beyond the Nutrition and Youth Development Silos*. Abstract and Oral Presentation at March 2017 Society of Public Health Educators conference. Abstract ID 21229

Non Peer-reviewed

Technical Reports & Curricula

2. Klisch, S., Soule, K., (January 2017) 4-H Project Sheet: *Building Health Advocacy Skills*.
http://4h.ucanr.edu/Projects/Project_Sheets/#78_Health

Blogs & Online Articles

3. Willis, J., Klisch, S., Soule, K., (September 22, 2017). *Youth leaders find their photo-voice*. UCANR Healthy Communities blog <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=25201>
4. Warnert, J.E. (July 25, 2017). *Los huertos escolares resurgen a manos de voluntaries de Extension Cooperativa de la UC*. –UCANR Food Blog
<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=24604>
5. Warnert, J.E. (July 13, 2017). *School gardens get new life from UC Cooperative Extension volunteers*. –UCANR Food Blog
<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=24604>
6. Diaz, M., Klisch, S., Soule, K., (April 11, 2017). *With nutrition education, a conversation may be more fruitful than a lecture*. – UCANR Food Blog
<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=23769>
7. Klisch, S., Soule, K. (October 25, 2016). *Partnering for a Safe and Strong Summer - UCANR Food Blog* <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=22424>

8. Burrell, K., Marchbanks, A., Klisch, S., Carlson, C., (2016). *Did You Know? Lesser known facts about school meals*. Healthy Food Choices in Schools, eXtension.
<http://articles.extension.org/pages/74030/did-you-know-lesser-known-facts-about-school-meals>

UC Delivers

9. Klisch, S., Soule, K., (January 2017). *Engaging Youth to Increase Positive Social Determinants of Health in School Communities*. UC Delivers. <http://ucanr.edu/delivers/?impact=1012&delivers=1>
10. Scherr, R., Zidenberg-Cherr, S., Linnell, J., Bergman, J., (October 2016). *Expansion of the Shaping Healthy Choices Program through UC CalFresh*. UC Delivers
<http://ucanr.edu/delivers/?impact=999&delivers=1>

Newsletters

11. SLO County 4-H Youth Development Program News & Views:
 - a. February 2017 - *UC Garden Nutrition Extender program*
12. Santa Barbara County 4-H newsletter:
 - b. February 1, 2017 – *UC Garden Nutrition Extender program*
 - c. April 2017 – *UC CalFresh & 4-H SNAC Leader Training*
13. UC CalFresh Nutrition Education Weekly Update: 21 articles including introduction of new staff (5), quotes from participants (2), STAR Award (1), UC CalFresh In Action (13):
 - a. *Engaging Youth to Increase Positive Social Determinants of Health in School Communities, UCCE San Luis Obispo/Santa Barbara Counties*
 - b. *Teach, to learn—Santa Maria HS sophomores teach PE to Adam students, UCCE San Luis Obispo/Santa Barbara Counties*
 - c. *SNAC Youth Leadership Training, UCCE San Luis Obispo/Santa Barbara Counties*
 - d. *February Healthy Hearts Family Night at Adam Elementary, UCCE San Luis Obispo/Santa Barbara*
 - e. *Oceano Student Nutrition Advisory Council Participates at the Day of the Child Event, UCCE San Luis Obispo/Santa Barbara Counties*
 - f. *Rice Elementary students have reason to drink more water, promote student wellness, UCCE San Luis Obispo & Santa Barbara Counties (5-15-17)*
 - g. *School gardens get new life from UC Cooperative Extension volunteers, UCCE San Luis Obispo/Santa Barbara Counties (7-24-17)*
 - h. *Oceano Student Leaders Partner with SLO County Food Bank, UCCE San Luis Obispo/Santa Barbara Counties (8-21-17)*
 - i. *UC CalFresh & 4-H Youth Development Partnership, UCCE San Luis Obispo & Santa Barbara Counties (10-10-16)*
 - j. *Partnering for a safe and strong summer, UCCE San Luis Obispo/Santa Barbara Counties (10-31-16)*
 - k. *Expansion of the Shaping Healthy Choices Program through UC CalFresh (10-31-16)*
 - l. *UC Garden Nutrition Extenders (UC GNEs) in Action, UCCE San Luis Obispo/Santa Barbara Counties (11-21-16)*
 - m. *No place like omm: Schools are incorporating mindfulness as a way to help children develop better, UCCE San Luis Obispo/Santa Barbara (12-5-16)*
14. STRIDE – Cal Poly Newsletter: *Volunteer Opportunities – The University of California Cooperative Extension*
15. HEAL-SLO Newsletter – *Now Hiring UC CalFresh*
16. LiveWell Santa Barbara County Newsletter – *Now Hiring UC CalFresh*

17. CATCH March Newsletter: “Santa Maria sophomores teach PE to Adam students” – Santa Maria Times, Santa Maria, CA

viii. Use of Marketing Materials, Websites, Facebook, Blogs, etc.

Please describe use of County Tailored Marketing Materials, such as UC CalFresh County Profiles, websites, Facebook, Blogs, etc.

Social Media:

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

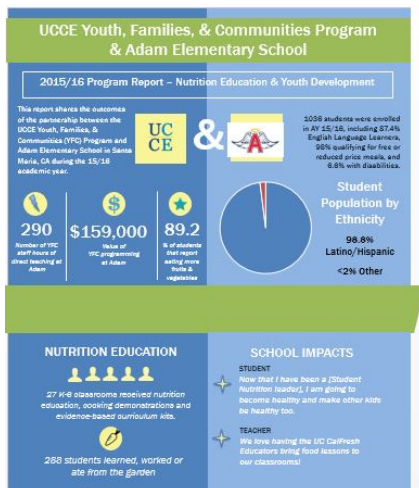
UC CalFresh Nutrition Education Program facebook page mission is to inspire our community to lead healthier lives through the promotion of evidence-based tips, recipes, and events related to health, nutrition, and physical activity; and to promote UC CalFresh SLOSb projects and successes to current and potential partners, educator extenders and funding agencies. The primary intended audience is educator extenders, community partners and SNAP-Ed eligible residents.

We currently have 227 followers – 83% are women and 63% are residents of San Luis Obispo, Santa Maria and surrounding communities.

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

The mission of the El Exito Es Salud facebook page is to educate Spanish speaking SNAP-Ed eligible residents in SLO/SB counties about low-cost nutrition education obesity prevention services, information and tips. To promote nutrition and physical activity events hosted by partner agencies. To increase community awareness of SNAP-Ed and partner agency brands and services. The primary intended audience are Spanish speaking SNAP-Ed eligible clients in SLO and Santa Barbara counties.

We currently have 282 followers – 81% are women and 75% are residents of San Luis Obispo, Santa Maria and surrounding communities. 52% are Spanish speaking



School & District Specific Infographics

For the 2017/18 school year recruitment meetings with Principals, SLOSb developed school and district specific infographics highlighting the amount of staff time, resources, and outcomes that were invested and realized as a product of

our partnership.

ix. Awards Received

Please list any awards received.

1. San Luis Obispo County SPOT Award – given to UC CalFresh Nutrition Education staff for flexibility and going above and beyond in creating a team atmosphere at UCCE.
2. UCANR Staff Appreciation and Recognition Award for Youth, Families & Communities Team

D. Key Evaluation Outcomes [no more than 1-2 pages]

*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

- *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.*

In order to evaluate progress toward achieving SNAP-Ed goals, SLOSB is reporting on key outcome indicators from the SNAP-Ed Evaluation Framework including individual short term (ST1) and medium term (MT1) outcomes related to healthy eating and environmental settings short term (ST5), medium term (MT5) and long term (LT 5&6) outcomes related to healthy eating and physical activity.

SLO/SB SNAP-ED EVALUATION FRAMEWORK

	Short Term	Medium Term	Long Term
Individual	ST1 Healthy Eating – Goals & Intentions	MT1 Healthy Eating - Changes	
	<p>Teacher Tasting Tool How many are willing to eat this food at school again? 69%</p> <p>How many of you are willing to ask for this food at home? 63%</p>	<p>Teacher Observation Tool Students now choose fruits or vegetables in the cafeteria. Students now bring fruit as a snack.</p> <p>Youth Engagement Healthy Living survey Youth now encourage their families to eat meals together, ask their families to buy fruits and vegetables, and to keep f/v in easy to reach places</p>	
Environmental Settings	ST5 Organizational Motivators- Need & Readiness	MT5 Organizational Adoption -Nutrition Supports	LT5 & LT6 Organizational Implementation & Effectiveness - Nutrition and PA Supports
	<p>SLM scorecards (5 sites)</p> <p>Shaping Healthy Choices Self-Health Check (4 sites)</p> <p>Stakeholder goals interview (5 sites)</p>	<ul style="list-style-type: none"> • 11 sites made PSE changes in support of nutrition • 4318 SNAP-Ed eligible youth reached 	<p>4 sites with multi-component implementation</p> <p>5 sites with improved environmental scan scores</p>

Youth Program Evaluation Outcomes

The primary evaluation tools used in FFY17 to measure the efficacy of youth nutrition education programming include the Teacher Observation Tool (TK-6th grades), and Teacher Tasting Tool (1st-6th grades). In 6th grade we also collected matched pre and post Nutrition Knowledge Surveys, Food

Identification Surveys, and Anthropometrics. For our more intensive Youth Engagement activities we used a 4-H Healthy Living Survey.

ST1 – Healthy eating goals & intentions

Indicator ST1 measures changes in *intentions and goals* resulting from nutrition education classes. The outcome measure for ST1 is the number or percentage of participants who set goals or intent to change behaviors related to the Dietary Guidelines. The most relevant data collected for ST1 include the Teacher Tasting Tool (TTT). In Santa Barbara County 39 classes representing 1067 students implemented the TTT. The TTT measures willingness to try and ask for new foods in different settings and is relevant to nutrition education because students need to try new foods many times before they decide whether or not they like them. Research has shown that low-income families are less likely to take risks on new foods because they do not have room in their budget for food waste if it is rejected by the child. Therefore, exposing students to new foods in a safe and low-risk environment like the school or classroom may increase their acceptance of new foods at home. In Santa Barbara County the TTT was implemented by both UC staff and extenders during food demonstrations and tastings. Foods included mostly fruits and vegetables (77% of foods sampled) in combination with other food items (i.e. in a recipe). Of the students surveyed, 36% said they had never tried the food, 69% reported they were willing to ask for the food at school again and 63% reported they were willing to ask for this food at home. While this evaluation does not directly assess *intent and goals* as indicated in ST1, willingness may provide a close approximation for the purposes of this evaluation.

MT1 – Healthy eating changes

Indicator MT1 measures healthy eating behavior changes reported by SNAP-Ed participants.

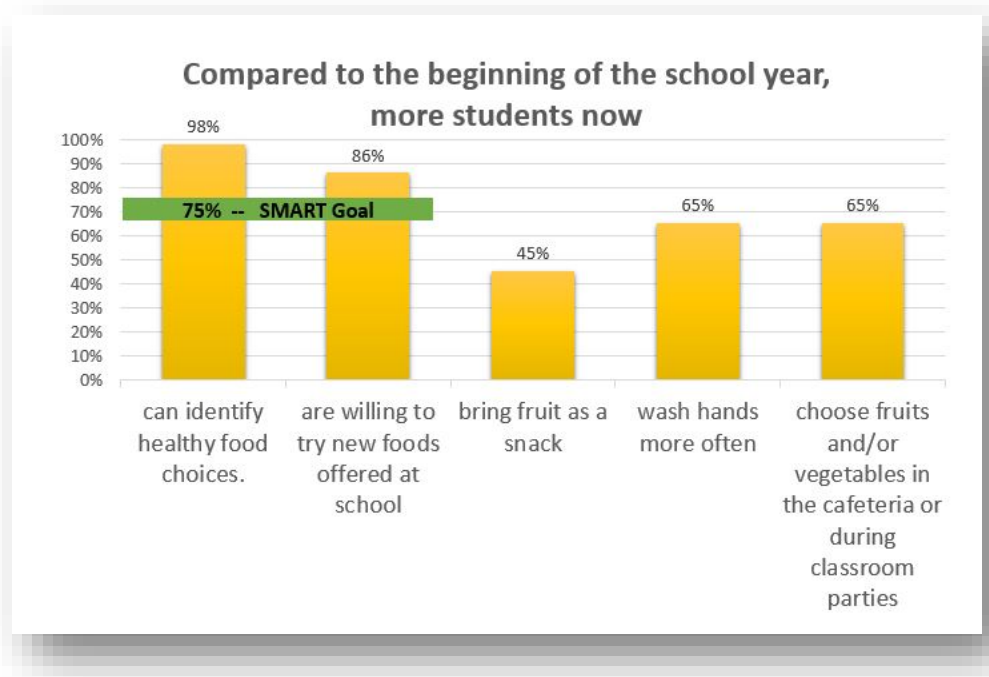
Teacher Observation Tool

SLOSB does not collect data regarding SNAP-Ed youth participant eating behaviors. However, the Teacher Observation Tool (TOT) is distributed to all SLOSB educator extenders with the goal of collecting observational data from teachers about changes they identify in their students over the course of the academic year. The TOT also collects data about behavior changes made by the extender. This is significant because teachers serve as role models to their students and their behaviors, nudges and actions can have an effect on the health behaviors of their pupils.

I notice that more students are eating the healthy choice. [UC CalFresh] is making a difference on our campus. –Elementary School Teacher

In Santa Barbara County, SLOSB exceeded both SMART objectives for the Teacher Observation Tool. 98% of surveyed teachers (n=51) agreed or strongly agreed with the statement *Compared to the beginning of the school year, more students now can identify healthy food choices (change in knowledge)* and 86% agreed or strongly agreed that *Compared to the beginning of the school year, more students now are willing to try new foods offered at school (change in healthy eating – MT1)*.

Additionally, related to MT1, teachers reported that students now bring fruit as a snack (45%), wash hands more often (65%) and choose fruits and/or vegetables in the cafeteria (65%).



In relation to their own behaviors, 66% of teachers report that *Compared to the beginning of the school year, I (the teacher) now make healthier personal food choices* and 61% agree that, *Compared to the beginning of the school year, I (the teacher) now encourage the students to be physically active*.

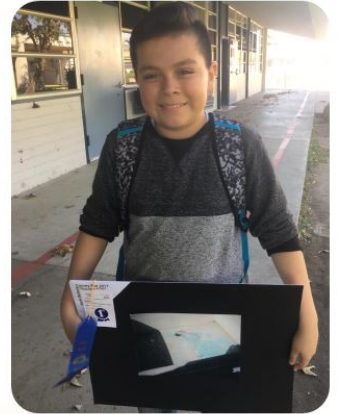
CalFresh has done another outstanding job this year. Our students benefit SO much from the program. –Elementary School Teacher

4-H Healthy Living Survey

For SNAC youth leaders, an additional healthy living survey was conducted at pre and post intervention. The survey was given to all SNAC youth leaders in five school sites. Matched pre and post youth surveys ($n = 30$) showed that after participating in 4-H Student Nutrition Advisory Council (SNAC) Clubs for an entire school year, youth leaders found it easier to engage in healthy behaviors (e.g. choosing smaller servings of high fat foods, drinking less sugary drinks, choosing healthier snacks, eating breakfast, and engaging in moderate physical activities). At the end of the 16/17 program year, 56% of 4-H SNAC Club youth leaders indicated that they felt it was “not at all hard” to eat smaller servings of high fat foods like french fries, chips, and snacks (compared to 49% of 4-H youth statewide).

Outcomes for SNAC Youth Leaders (n=30)

- ✿ Found it easier to engage in healthy behaviors (56% vs 49% statewide)
- ✿ Increase in youth engaging families in healthy behaviors (96% vs 83% statewide)
- ✿ Reported positive youth development, citizenship, leadership outcomes.



Healthy Communities Healthy Food Systems Healthy Environments
UNIVERSITY of CALIFORNIA
Healthy Californians

University of California
Agriculture and Natural Resources



After program participation, a higher percentage of youth

indicated that they engage their families in healthy behaviors, including encouraging their families to eat meals together, asking their families to buy fruits and vegetables, and to keep fruits and vegetables in easy to reach places (change in healthy eating - MT1). At the end of the 16/17 program year, 96% of 4-H SNAC Club youth leaders agreed or strongly agreed that “I encourage my family to eat meals together” compared to 83% of 4-H youth statewide.

Shaping Healthy Choices Program Evaluation

During FFY17 SLOSB implemented the Shaping Healthy Choices program in 15 classrooms at 4 school sites. Evaluation was conducted in eight 6th grade classrooms comparing UC staff implementation (4 classes), and extender implementation (4 classes). One additional classroom was provided minimal nutrition education support and served as a comparison classroom. Data analysis was conducted in partnership with the UC Davis Center for Nutrition in Schools.

Nutrition Knowledge Survey

A total of 147 students completed pre- and post- nutrition knowledge surveys. Students in both the UC staff implementation group and the extender implementation group showed a statistically significant increase in knowledge from pre- to post-implementation. Students in the comparison group did not demonstrate a significant improvement.

Anthropometrics - Number of percentage of youth at a healthy weight (R-9 from SNAP-Ed Evaluation Framework)

Anthropometric data were collected from a total of 138 students pre- and post-intervention. A statistically significant decrease in BMI percentile was observed in the UC staff implementation group but not in the extender implementation group or comparison group.

Vegetable Identification

A total of 136 students completed pre- and post-assessments using the vegetable identification survey. Students in the extender implementation group showed a statistically significant increase in overall vegetable identification, however, students in the UC implementation and comparison groups did not show statistically significant increases.

Environmental Settings

ST5 Organizational Motivators & MT5 Organizational Adoption

ST5 measures the number of sites with an identified need for improving access or creating appeal for nutrition and physical activity supports while MT5 measures the number of sites that made changes and the number of participants that were reached by those changes.

PEARS Summary Data

PSE data reported in the PEARs system show that during FFY17 SLOSB supported PSE changes at 13 sites (2 organizational level, 11 school site level). Of the 11 school sites, 9 included support for establishing, maintaining or reinvigorating edible gardens, 5 included Smarter Lunchrooms Movement including providing staff training, conducting pre and post assessments to identify changes, working with youth to improve the appeal of healthier foods or beverages, providing technical assistance to improve point of decision prompts, and evaluating changes. One site installed and promoted a hydration station with SLOSB and 4-H SNAC technical assistance and support to increase access to and appeal of drinking water. Five sites incorporated multi-component interventions including evidence-based education, support for at least two PSE changes and youth engagement. Statewide programs implemented at these sites include: Shaping Healthy Choices Program, Children's PowerPlay Campaign, Harvest of the Month, CATCH, Rethink Your Drink and Smarter Lunchrooms Movement reaching 4318 youth.

I am very grateful because I have had so much support through [the UC GNE] program for the Teach garden. The support has been the difference between a struggling garden program and a thriving one. – UC Garden Nutrition Extender Volunteer

Two organizations (School Districts) were identified with PSE change supports during FFY17. PSE strategies at the District Level included:

Support for School Wellness Policy –

- At one school district SLOSB provided technical assistance and site level implementation and promotion of the Wellness Policy.
- At one District – SLOSB provide technical assistance for revision of the Local School Wellness Policy, fostered community participation and support by promoting LSWP to staff, students and parents and even bringing youth to LSWP meetings.
- In addition SLOSB provided staff training in CATCH P.E. which led to the District-wide adoption of the CATCH curriculum and improved quality of physical education and reaching 3686 5th & 6th grade students in FFY18

- SLOSB also provided District level training on Smarter Lunchrooms Movement implementation, however no evaluation was conducted to see if that resulted in site-level changes

Environmental Scan data

SLOSB completed Smarter Lunchroom Scorecard (SLM) assessments at five school sites and Shaping Healthy Choices Self Health Check (SHC2) assessments at four school sites (ST5). In each of these assessments changes were identified to improve access to or create more appeal for nutrition and physical activity supports. Follow-up SLM assessments were completed at three school sites and each demonstrated positive changes (MT5) in the lunchroom environment when compared to the first scorecard completed (from 2% to 37% improvement). In addition, data from the SHC2 show that, of the four school sites that were assessed, three showed improvements in their overall scores.

The most significant system or environmental outcomes during FFY17 included the addition of a hydration station at one school site. Site staff worked with SLOSB to apply for and install the hydration station.

4-H SNAC Youth leaders worked to promote the hydration station through student interviews about the importance of drinking water and through creating posters promoting the use of the hydration station. In addition, SLOSB staff circulated a brief survey to teachers after the installation to assess their awareness of receptiveness to the new hydration station.

In addition, SLOSB supported the installation, maintenance or reinvigoration of school gardens at 8 SNAP-Ed qualifying school sites through both UC staff led programming and UC GNE volunteer led programming.

Social Determinants of Health – Impacts

HYDRATION STATION AT RICE ELEMENTARY



4-H SNAC Leaders promoting the hydration station

Addressing the social determinants of health - such as social and economic opportunities, high-quality education, and access to nutritious food - was identified in Healthy People 2020 as a priority for improving the nation's health. Differences in social determinants are major contributors to health disparities among communities. Environmental factors, including adverse experiences and economic stresses, have been found to disrupt adolescents' social-emotional foundation and can impact their future wellbeing. Conversely, successful implementation of youth engagement strategies can increase adolescents' positive social and emotional development; leadership, problem solving, and decision making skills; sense of belonging; and sense of purpose, while decreasing adolescent engagement in high-risk behaviors. Engaging adolescents in identifying and addressing the social determinants of health in their communities can have a compounding impact on adolescent and community wellness.

Data from the SNAC Healthy Living survey show that at the end of the 16/17 program year a higher percentage of 4-H SNAC Club youth leaders indicated that they endorsed the following program outcomes: citizenship, leadership, and positive youth development. For example, in the post surveys a higher percentage of youth indicated they (behavior changes) like to learn about new things, make good decision, manage their emotions, think it is important to be a role model of others, take an active role in their community, like to work with others to solve problems, treat everyone equally and fairly when they are in charge of a group, and gained skills through serving their community that will help them in the future.

Further, integrated programming between UC CalFresh and 4-H has increased access to 4-H Youth Development programming in underserved communities. This represents significant systems and programmatic change that may have implication for state and nationwide programming. Students from 4-H SNAC clubs are beginning to interact and integrate with larger 4-H community club system. For example in FFY17 five SNAC youth entered 4-H competitions at the County Fair or in the Annual Food and Arts Celebration. Two of these youth leaders won awards for their work in photography or healthy food demonstrations for their divisions. This experience will have positive impacts in these youth's lives beyond what is measurable in a healthy living or nutrition knowledge survey as this integrated programming works to create more equitable access to UC and government resources.

E. Overall Assessment

*In 1-2 paragraphs, please provide **your** overall impression and perspective about your program's performance for FFY 2017.*

Overall SLOSB continues to make progress and improve on the comprehensive nutrition education service delivery model. SLOSB has been recognized statewide as a leader in youth engagement in nutrition education and innovative, integrated program delivery. Many counties have requested information, presentations and site visits to SLOSB to learn from our talented staff.

Outcomes from FFY17 demonstrate that SLOSB is contributing to healthier food and physical activity environments in the school communities where SLOSB provides services which in turn leads to behavior changes and positive health outcomes. Through comprehensive nutrition education programming, youth are reporting an increased willingness to try new foods, positive changes in health behaviors and increased willingness to engage their family members in healthy eating behaviors. Schools and school staff are being impacted by comprehensive programming through increased awareness of nutrition and physical activity issues and site level changes like improved school food marketing and access to drinking water. Lastly, SLOSB is working to develop healthy living advocates

that will have the knowledge and skills needed to create environments and communities where people can be healthy.

F. 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.

SLOSB engages in continuous quality improvement practices, allowing UC staff and partners to provide feedback on services and, when possible, make modifications and changes in service delivery. Examples of this include expanding SNAC meeting times from 1-hour to 90-minutes at schools where this is feasible. This change was made based on UC staff feedback that there was not enough time to get through all of the material and provide space for students to take on lead roles in their 4-H SNAC clubs. In addition, planning tools and processes for communicating with 4-H partners has also been updated to reflect staff needs for more time to collaborate and plan joint activities.

In addition, SLOSB is modifying “No-Prep” Nutrition Education kits based on feedback from extenders about usability. The No-Prep kits are migrating toward a more user- and staff friendly process. They are being simplified to improve fidelity implementation and streamline kit building. Moving forward, kits will include a pacing guide that briefly outlines lessons that should be delivered in between UC Educator visits in order to maximize learning. The pacing guide includes more information on the “Go Further” sections and opportunities to request extra items and nutrition supplies from UC Educators in order to enhance student learning.

SLOSB has plans to implement a more organized volunteer leadership structure to meet the needs of the UC Garden Nutrition Extenders. This leadership structure will provide opportunities for UC GNEs to enhance their community of practice and create a more supportive and cohesive environment.