

A. SNAP-Ed Program Overview

- i. **Progress in achieving overarching goals:**
- ii. **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 2016 (FFY16) 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 and 2015. 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. Expanded partnerships and collaborative programming with the UC 4-H Youth Development Programs (4-H YDP), resulted in 1) Increased youth engagement efforts focused on creating environmental change and 2) New adult volunteer programming focused on creating and sustaining school gardens. Looking forward SLOSB, will be working to develop more sustainable program implementation models that involve school stakeholders, 4-H volunteers and UC Garden Nutrition Extenders.

Outcomes related to state level goals 1-3 and 5, include providing direct nutrition education services to 6,854 youth and 100 adults, and indirect education to over 27,500 participants. SLOSB partnered with qualifying schools to provide UC and CDPH 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 one introductory lesson and three food demonstrations throughout the school year. UC educators provided 713 hours of nutrition education, making 40,007 student contacts and reaching 169 Extenders. In addition, SLOSB continued the Shaping Healthy Choices (SHCP) pilot study, delivering all 28 lessons in 11 classrooms at three school sites in academic year 2015/16. In academic year 2016/17 the 11 classrooms moved into a SHCP Extender model and SLOSB staff expanded to a fourth school site, modelling all lessons in four classrooms.

SLOSB continued to find creative ways to involve families and reach parents with nutrition and physical activity interventions through 1) Sending home parent newsletters and recipes, 2) Offering Plan, Shop, Save, Cook four-class series and afterschool garden education at three school sites, 3) Providing monthly food demonstrations at the Healthy School Pantry food distribution, and 4) Providing family-centered physical activity programming at Summer Food Program sites. Additionally, SLOSB organized *Nutrition Nights* events at three schools in partnership with District Food Services, Santa Barbara County Public Health, and Dignity Health. *Nutrition Nights* taught families about the school meal program, the District Wellness Policy, and increased awareness of healthy snack options. SLOSB also piloted afterschool Family Garden Days in collaboration with school garden stakeholders and youth leaders. Family Garden Days focused on building support and awareness of the school garden while getting families active outside.

Outcomes related to state level goal 4 (Environmental supports for nutrition and physical activity) include 1) Reinvigoration and/or maintenance of six school gardens, reaching approximately 1100 students, staff and families; 2) Supporting Smarter Lunchroom Movement strategies in three school districts, with measured improvements and evaluations at three school sites; and 3) Support for school wellness policy committees.

In support of state level goals 1-5, in partnership with 4-H YDP, SLOSB developed 4-H Student Nutrition Advisory Councils (SNAC) Clubs at three school sites, engaging more than 40 student leaders. Student leaders, who were trained in nutrition, physical activity, cooking, presentation skills and leadership skills, conducted peer-to-peer and family education incorporating resource management, CATCH physical activity, and garden lessons.

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

i. SNAP-Ed Direct Education Participants FFY 2016

Using the UC CalFresh Reporting Tools Workbook, updated through September 30, 2016 for USDA EARS reporting, please briefly describe programmatic results.

0-4	5-17	18-59	60+	Total Age	Female	Male	Total Gender	Hispanic/Latino	Non-Hispanic Latino	Total Ethnicity	Indirect Participants	Total Participants
178	6676	98	2	6954	3713	3241	6954	2756	4198	6954	27502	34,456

ii. 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 EARS Data Tab 5.0. To add more rows simply tab at the end of last row and another row will appear.

Type of Site	# of Locations
Food Assistance Site	1
School K-12	7

iii. SNAP-Ed Direct Education Delivery by Programming Format

This can be found in the RTW EARS Results Tab Adult Education Row 140

PROGRAMMING		TOTALS & PERCENTAGES	
SINGLE SESSION WORKSHOPS		TOTAL SESSIONS	
2-4 SERIES	63	TOTAL SERIES BASED EDUCATION	63
5-9 SERIES		TOTAL WORKSHOPS	
10+ SERIES		% SERIES	100
		% WORKSHOPS	

C. Program Highlights and Accomplishments for FFY 2016

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.

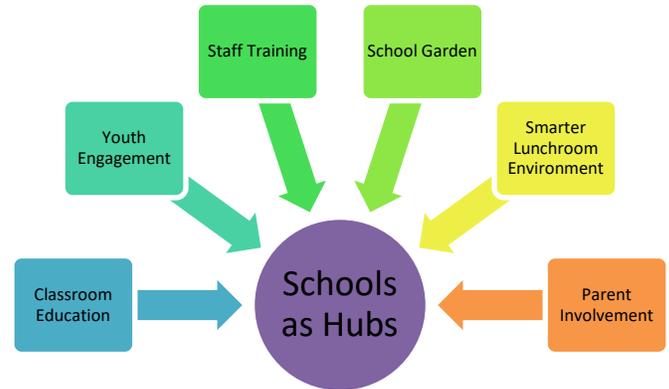
i. Ongoing and new projects that were operational during the reporting year identified by primary approach (specify approach: Direct, Indirect, Social Marketing, Policy, Systems, or Environmental Changes):

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 FFY16 SLOSB continued to develop and refine the “Schools as Hubs” model of comprehensive nutrition education program delivery. SLOSB implemented comprehensive nutrition education and obesity prevention services at four large school sites in Santa Barbara 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. SLOSB implemented year two of the three-year Shaping Healthy Choices Program pilot implementation with twelve classrooms at three school sites. In the last quarter of FFY16 SLOSB moved into the final academic year of the project, piloting an extender model (classroom educators deliver a majority of the lessons with UC Educator support for garden lessons and food demonstrations) in the 11 classrooms from year two, with a comparison UC Educator implementation model at one additional school and four 6th grade classrooms.



The youth engagement component (DE, IE, PSE) included a focus on developing youth leaders through lunchtime and afterschool Student Nutrition Advisory Councils (SNAC) clubs. In February of 2016, SLOSB and the 4-H YDP began to partner, bridging the youth development resources and expertise of 4-H YDP with the existing school relationships and nutrition education resources and expertise of the UC CalFresh Nutrition Education program. SNAC youth leaders were enrolled in 4-H SNAC clubs which provided insurance and policies for 4-H staff and volunteers to work with youth outside of the school day and away from the school campus. As a result of the collaborative programming, 41 youth in 4th, 5th, and 6th grades participated in ongoing in-depth youth engagement training that prepared them to provide direct peer-to-peer programming. Training included youth engagement, 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 addition youth were invited to participate in a Spring break culinary academy that was hosted in collaboration with the cafeteria manager at one of the school sites.

“We got to exercise and meet new people. We also go to tell other people about SNAC and how it’s important and useful. It’s really fun being in SNAC because we get to do presentations, exercise, cook healthy & make healthy things.”
~ Zaira, SNAC Leader

The staff training component (DE, PSE) included trainings for classroom educators, cafeteria 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 PE training to 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 addition, SLOSB staff worked with school garden stakeholders to develop site level garden teams to focus on the sustainability and promotion of their school garden.

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. One SNAC club co-authored and starred in the *Get To Know Your Salad Bar* video in collaboration with National Extension. The video focuses on messages created by youth that encourage their peers to use the salad bar to make different combinations of food including adding lettuce or tomatoes to a sandwich and adding fruit to a salad. At another school site, SNAC leaders worked with the cafeteria manager to develop a system for youth to update the menu board in the morning before the start of school.

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 Plan, Shop, Save, Cook four-class series, after school garden nutrition education, and Nutrition Nights events at three school sites, (DE) 3) providing monthly food demonstrations at the Healthy School Pantry food distribution (DE, IE), and 4) providing family-centered physical activity programming at Summer Food Program sites (IE). SLOSB worked to support Garden Days at the three school sites where parents were invited to come work in the garden and take produce home with them (IE, PSE). This proved to be a successful program delivery model at two school sites where 10-25 parents would consistently show up to help support their school garden. Through our collaboration with 4-H YDP, families participated in a game-style resource management activity, The Price Tastes Right, during the Healthy School Pantry food distribution and also received ingredients to make two recipes at home.

*“It is so great to be out here today with our kids so they can see where our food comes from.”
– parent at Bruce Elementary school during a garden workday*

Additional physical activity programming included training high school students and Recreation and Parks staff in CATCH P.E. concepts and activities. High school students led P.E. classes 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. Lastly, going into academic year 16/17 SLOSB launched a new partnership with P.E. Specialists in the SMBSD. P.E. Specialists serve all 5th and 6th graders in the district and will be trained in UC curricula and CATCH concepts and activities.

ii. Program Successes and Major Achievements

Describe 2-3 program successes and/or achievements.
UC GNE, SNAC, SHCP

Within the comprehensive “schools as hubs” nutrition education model described above, SLOSB collaborated with community partners, UC programs and youth to create innovative and successful programming. The major program highlights and accomplishments for FFY16 include 1) the development of the UC Garden Nutrition Extender program, 2) youth engagement and enhanced collaboration with the 4-H YDP program, and 3) the Safe and Strong All Summer Long family centered nutrition and physical activity collaboration.

UC Garden Nutrition Extender Program

The UC Garden Nutrition Extender (UC GNE) program was developed to fill a need in school garden education and support local efforts to establish and sustain farm-to-school linkages through evidence-based garden nutrition curricula and service learning projects with youth. In June 2016, adult volunteers applied to the UC GNE program and committed to completing a 27-hour training focused on developing skills to conduct garden enhanced nutrition education including: planning and sustaining school gardens, planting with the seasons, safe food handling practices, tasting food from the garden, basic nutrition, presentation skills and connecting California state standards with outdoor education.



The first cohort of UC GNEs doing some hands-on learning in the garden.

The training program was developed by SLOSB and includes hands-on, experiential learning modules that engage participants to study lesson materials and present garden lessons from the Learn, Grow, Eat & Go! Curriculum. Several of the garden training modules were led by UC Master Gardeners, and UC Master Food Preservers. All UC GNEs became 4-H volunteers and were trained in UC policy and procedure. Certified UC GNE’s are expected to provide a minimum of 36 hours of garden nutrition education (4 of which must be in a low-income SNAP-Ed qualifying school site) and obtain 3 continuing education units each year in order to remain a UC GNE.

Since completion of the first training program in August 2016, 13 UC GNE volunteers have been developing relationships and plans to work in local school gardens. Through this new programming SLOSB is able to reach communities and schools that we would otherwise not have the staff to support. UC GNEs meet monthly with the SLOSB School Garden Sustainability Coordinator to problem solve, support each other and create a network of school garden experts.

“This program has inspired me to share my passion of garden and nutrition with the community. I can’t wait to certify the [students]!” – UC GNE

Youth Engagement Collaboration with UC 4-H Youth Development program

The SNAC club development and collaboration with the 4-H YDP program led to youth taking on leadership roles in their schools and opening career pathways in health and wellness. Participating youth leaders achieved a broad understanding of the meaning of leadership while practicing problem solving, teamwork, planning, implementation, and communication skills. After an initial phase of trainings and capacity building, SNAC leaders identified projects they wanted to work on related to health and wellness. Many of the students were eager to share their nutrition and physical activity information with their peers and the younger students at their schools. In order to do this, SNAC leaders led monthly food tastings in their school cafeterias and polled students on their preferences. Two of the SNAC clubs led Recess Activation events during break time using the CATCH activities to encourage students to be



Student leader practicing knife skills at the youth engagement training.

active and inclusive during recess. One of the SNAC clubs led food demonstrations to younger 5th grade students during their recess time. At each of the three SNAC sites, leaders taught nutrition lessons from their school garden. Students from one of the SNAC clubs co-authored and starred in a video production called “Get to Know Your Salad Bar.”

Beyond teaching in their own schools, the SNAC leaders worked to help their community. Many of the student leaders helped organize and conduct game-style nutrition activities at a local food pantry distribution to teach families about shopping for healthy foods on a limited budget. Other student leaders provided education and training to students at neighboring schools, encouraging them to become leaders as well. Additionally, through the collaboration with 4-H YDP, 1,696 youth took home all of the ingredients necessary to make two recipes with their families, including

Make Your Own Oatmeal and Water with a Twist.



SNAC Leaders setting up for the Food Smart Families healthy recipe food distribution.

Safe and Strong: Family Engagement During Summer

In a focus group conducted in June 2016 with parents from the Santa Maria-Bonita School District, parents commented that they would like more information and ideas about how and where to do physical activities as a family. Participants commented that they appreciated that their children were learning how to be physically active at school, but it would be helpful to have information on how to involve the whole family: parents, siblings and all of the family so they could get exercise and enjoy their time together.



SLOS staff leading CATCH activities during the Summer Food Program

In response to this request, SLOS staff partnered with the City of Santa Maria Recreation and Parks Department's Safe and Strong All Summer Long summer food program to provide physical activity, nutrition education and other summer enrichment programming at local city parks. SLOS kicked off the summer collaboration by leading a full day CATCH training for over 20 Recreation & Parks staff. SLOS staff participated weekly at two summer meal sites encouraging youth and their families to get physically active, drink water and eat healthy. SLOS staff continued to provide guidance and training onsite to Recreation & Parks staff on how to engage participants of all ages in fun physical activities including CATCH, Zumba dance fitness, and Yoga. By providing free drop-in programming at local parks, in conjunction with free meals for youth, SLOS and the Safe and Strong All Summer Long partnership were able to provide access to safe spaces and activities for families to

come together during the summer to be physically active and reduce food insecurity.

iii. Partnership Activities & Collaboration Efforts

Please describe your key partnership and collaboration activities. They may pertain to:

- *Relationship with other SNAP-Ed 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 partnerships or coalitions working on nutrition and obesity prevention efforts at the **community or jurisdiction level** (e.g. district, city, county or region).*

SLOS programming is possible only through strong school, community and UC partners.

Organizational Level – School Partners

At the organizational level, the work and success of SLOS would not be possible without our school partners. At our comprehensive program delivery sites, SLOS works with between 80%-90% of classroom teachers, food service staff, maintenance and operations staff, administration staff, and P.E. Specialists to create sustainable nutrition education and obesity prevention interventions. SLOS is regularly coordinating and collaborating with over 100 school based partners. Classroom educator extenders (teachers and P.E. Specialists) sign-up to teach evidence-based nutrition education using UC "No-Prep" Nutrition Education kits and schedule UC Educators to come into their classrooms a minimum of four times per year to cook and sample new foods with their students. Food Service staff work with

student leaders mentored by UC educators, to make changes to the school menu, implement Smarter Lunchroom Movement interventions, and order and prepare samples for schoolwide tastings of produce items and recipes during lunchtime. Maintenance staff work with SLOSB to problem-solve irrigation problems in the garden and ensure school facilities are open and clean when needed. Administration staff promote our programs, encourage classroom teachers to participate, notify parents of events, and support through scheduling and facilities requests. In addition, several lead teachers support garden and youth engagement efforts through their time and enthusiasm for our work with the students.

Key UC Cooperative Extension Partners

Key partnerships within the UC system include the 4-H Youth Development program (YDP), UC Master Food Preservers and the UC Master Gardener program. The collaboration with these Cooperative Extension programs provide added value and expertise to SLOSB programming that would not otherwise be possible.

4-H YDP Partnership

In FFY16, collaboration with 4-H YDP expanded rapidly in both San Luis Obispo and Santa Barbara counties.

In Santa Barbara County, SLOSB partnered with 4-H YDP to implement the Food Smart Families project. This project connected the active UC CalFresh Nutrition Education Program in Santa Maria with new 4-H YDP programming in order to support, facilitate, and improve healthy food choices on a budget starting at point of receipt from Food Bank Distributions (and other points of purchase) and to provide more nutritious food through utilization of proper cooking techniques. Youth leadership through youth-adult partnerships and collaboration between 4-H and UC CalFresh Nutrition Education, along with a family and community engagement event reinforced learning program concepts within participant families as well as strengthened community partnerships. Participating youth leaders achieved a broad understanding of the meaning of leadership and the qualities of a leader while practicing leadership skills, including problem solving, teamwork, planning, implementation, and communication skills. In total the Food Smart Families project reached more than 2,300 youth from low-income families, who attend elementary schools in the Santa Maria-Bonita School District. On-site 4-H programming occurred during school and afterschool hours. Through this project, 3 new in-school 4-H clubs were created with 1,696 members group enrolled and 47 youth members individually enrolled. In the 2016/2017 school year, SLOSB is leading 4-H SNAC Clubs at each of these school sites, building on lessons learned from the Food Smart Families project.

In San Luis Obispo County, SLOSB partnered with 4-H YDP to administer and provide structure to the newly created UC Garden Nutrition Extender (GNE) volunteer training program. UC GNE's register and become 4-H volunteers which allows them to develop school site chartered 4-H clubs. Youth that are in the 4-H club are either group or individually enrolled in 4-H as appropriate to the volunteers plan of work. UC GNEs deliver the Learn, Grow, Eat, Go! curriculum and engage youth in a service learning project to get a Jr Master Gardener certificate. In 2016/2017, 10 new in-school 4-H Clubs are being chartered through this collaboration. While many of these new clubs are occurring at schools that do not qualify for SNAP-Ed services, SLOSB is excited that the collective impact around the county will increase awareness for a shared vision of garden-based nutrition education and mutually reinforcing activities across school districts, which can improve health and wellness outcomes for all youth in San Luis Obispo County.

UC Master Gardeners

The UC Master Gardeners provided training and technical assistance to SLOSB staff and UC GNEs on establishing and maintaining edible gardens. UC Master Gardeners co-taught two UC GNE training sessions and provide ongoing technical assistance as gardening questions arise from volunteers and staff.

UC Master Food Preservers

The UC Master Food Preservers provided training and technical assistance to SLOSB staff and 4-H youth and families on home food preservation practices, as well as food safety.

iv. Major setbacks and / or challenges

Describe barriers or difficulties in implementation of your program.

During FFY16 SLOSB hired four staff to add new positions (2) or replace positions that were vacated (2) to meet our program goals and commitments. Onboarding new staff is a timely and resource intensive endeavor and we have encountered difficulty creating cohesion and a sense of team among staff. We have also faced difficulty training staff in time reporting as there is little training on this topic for supervisors and advisors to ensure we are following UC policies.

In addition, all Community Education Specialist (CES) 1 positions were transferred to CES 2s to more accurately reflect the level of responsibility and skills needed to do comprehensive nutrition education program delivery. Going into FFY16, we hired CES 1s who met the qualifications of that job description. Unfortunately, the job requirements did not adequately address the skills needed to do the job. As we transition to this service delivery model, staff are being asked to rapidly develop skills and expertise in nutrition, physical activity, youth development, communicating with partners, food service, etc. While we have found that staff are more interested and engaged in this type of diverse and skilled work, not having an accurate job description or classification with competitive compensation makes it difficult to retain staff for the long term.

In addition, though we continue to receive requests for services and have identified a need for more staff, we are currently at maximum capacity in our office and are unable to accommodate additional staff or program materials. A further challenge is the geographic location of the office in San Luis Obispo and the distance from much of the program delivery in Santa Maria (approximately 30 miles away). Staff that live in Santa Maria drive to the office to pick-up program supplies or prepare food for classroom demonstrations without being able to claim mileage compensation. Staff are often transporting large quantities of program materials in their personal vehicles, adding to wear and tear without receiving compensation. Lastly, due to a lack of space in the office, program materials are located across town at the closest mini-storage site. The location of materials, office, and program delivery sites, creates difficulty for staff and inefficiencies in programming since many hours are spent in transit.

Another challenge is improving communication with school level stakeholders about the level and type of services provided on their campuses by UC staff. We currently have no mechanism for giving stakeholders their own data back to them. Often data is returned to our office late into the new school year. By that time, we have already met with Principals, teachers and other school stakeholders. School administrators are very busy, with many stakeholders asking for their time and attention. While each individual understands the scope of services provided directly to them, we have found that they are not necessarily aware of the comprehensive nature of the other services provided and how they contribute

to overall school wellness. Having a templated infographic or brief one-page annual report that shows the school level impact, quantifies the resources expended at each site and demonstrates the impact on overall student learning as we approach schools in August at the beginning of the school year, would greatly assist our efforts to promote our comprehensive program delivery.

Additionally, as our program delivery model intensified and grew to include more youth leadership, there were communication challenges and competing priorities that we needed to work through. Students are often pulled from class to do a variety of activities including music, P.E., student council, etc. This left little time for them to conduct peer-peer education during their class time and necessitated a shift to using their recess time for education delivery. As we work through the planning and prepare our student leaders to lead classes, we will be more prepared to overcome these barriers in the future and have shifted some of our efforts to afterschool time.

Lastly, confusion surrounding LIA SNAP-Ed site duplication and how it applies to PSE and/or direct education has led to strained relations and the inability to provide or fully report services delivered at specific sites. For example, information given at the LIA Conference and feedback provided on the FFY17-19 Integrated Work Plan inconsistently discussed site duplication in locations where both implementing agencies were planning to provide PSE support services. Locally, both UC CalFresh and NEOPB, work with district level committees to promote and support school wellness policies. In addition, both agencies collaborate on the CNAP (Live Well Santa Barbara County), which is focused on PSE change and support. Uncertainty surrounding duplication issues has led to a circumstance where LIA partners are not fully able to collaborate and engage on support-intensive PSE projects. One such instance is on the Santa Barbara County Wellness Committee. UC CalFresh staff have had difficulty gaining representation on this council, perhaps due to fears regarding duplication of services. Site duplication has also impacted the way UC CalFresh reports on trainings and No-Prep curriculum kits provided to Extenders. During the last part of FFY16, SLOSB developed a partnership with the SMBSD P.E. Specialist staff to collaborate on nutrition education delivery and provide both nutrition education and CATCH P.E. training. While SLOSB has provided training, support and “No-Prep” kits to the P.E. Specialists who serve all 19 schools in SMBSD (a total of 137 5th & 6th grade classes with 4700 students), we are unable to capture their nutrition education hours delivered at schools where our LIA partners deliver direct education to parents only.

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 and we are the only comprehensive nutrition education program that provides direct SNAP-Ed services to Santa Barbara County school children. 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 addition, as reported in the sections above, we did not provide technical assistance or follow-up Smarter Lunchroom Movement assessments at all schools that requested support or were trained due to lack of staffing.

San Luis Obispo County – In FFY15 SLOSB reported on the difficulty of finding school partners for comprehensive nutrition education service delivery. Based on community feedback, SLOSB redesigned the service delivery model in order to meet the unique needs of this county and the request for more school garden technical assistance and support. In response, one CES2 transitioned into the School Garden Sustainability Project Coordinator and developed the UC Garden Nutrition Extender (UC GNE) Program. Since the first cohort of UC GNEs has graduated, the requests for services and support have been consistently coming in. While SLOSB plans to graduate another class of UC GNEs in FFY17 in order to meet the needs of potential school partners, we currently do not have the staff and/or program budget to support all of the requests received. In addition, UCCE currently has 4-H staff working at two qualifying school sites in San Luis Obispo County and UC CalFresh is unable to partner at these sites for comprehensive programming due to lack of staffing.

Program Requests to Address Unmet Needs

In order to expand the UC CalFresh Program into additional schools, we believe that we would need the following:

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

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

Training	Purpose	Duration	Times offered	Number of participants
CATCH Physical Activity Training – Santa Maria Recreation & Parks	To train Recreation & Parks staff on CATCH concepts for the Summer Food Service Program activities delivered at local parks.	6 hours	1	20
CATCH Physical Activity Training – High School students	To train high school students in CATCH concepts and activities in order to lead lessons at local elementary schools.	1-2 hours	2	3-15
Make It Safe, Keep It Safe training	To train agency partners and educators working with preschool age children on Food Safety skills	3 hours	2	2-15
UC Garden Nutrition Extender (GNE) Training	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.	27 hours	1	13
Classroom Management for Guest Presenters	To train CNAP partners on classroom management strategies for successful lesson delivery.	2 hours	1	13
Smarter Lunchrooms Movement trainings*	To train nutrition services staff on SLM concepts, provide assistance with prioritizing site changes and implementing, and evaluating progress.	6 hours	1	28

Smarter Lunchrooms Movement training	To train nutrition services staff on SLM concepts, provide assistance with prioritizing site changes and implementing, and evaluating progress	1-2 hours	3	10-25
Shaping Healthy Choices Program – Feedback Forum	To provide feedback to Center for Nutrition in Schools staff and assist new implementing counties in problem-solving implementation challenges.	15 minutes	1	20
Youth Engagement Training**	To learn sustainable strategies in building capacity of youth to create youth-led PSE changes that support and promote healthy lifestyles in their community	3 hours	1	13
Integrating PA into nutrition education programming	To demonstrate several ways SLOSB is integrating PA into nutrition education programming.	15 minutes	1	PA Leads
Partnerships & Strategies for Youth Engagement in Smarter Lunchroom Movement	To demonstrate how UC CalFresh & UC 4-H can collaborate on youth engagement programming in support of Smarter Lunchroom Movement strategies.	15 minutes	online	50 - SLM of CA TAPs webinar
“No-Prep” Nutrition Education kits in SLOSB	To demonstrate how SLOSB uses nutrition curricula kits to work with Educator Extenders.	15 minutes	1	UC CalFresh TownHall
Implementing Shaping Healthy Choices	To show the successes and challenges of implementing the SHCP to new counties considering piloting the program	15 minutes	1	Webinar to new counties
SNAC Training	To bring Student Nutrition Advisors from 3 schools in Santa Maria together for a day of skill building around: leadership, cooking, presentation skills, gardening and CATCH	6 hours	1	33 youth

*Training provided in partnership with UC CalFresh State Office

**Training provided in partnership with Public Health Institute

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.

Publications:

Soule, K.E., Klisch, S. (July 2016). *Schools as Hubs of Health: A Case Study of Comprehensive Nutrition Education Program Delivery*. Journal of Nutrition Education & Behavior. V.48Number 7S, 2016. Poster abstract S31. P57.

Klisch, S. & Soule, K. E. (October 2015) *Garden-based nutrition education in Santa Maria, CA*. UC Delivers <http://ucanr.edu/delivers/?impact=980&a=0>

Bergman, J., Linnell, J., Ginsburg, D., Scherr, R., Brian, K., Carter, R., Donohue, S., Hoyos, L., Klisch, S., Lawry-Hall, S., Martin, A., Pressman, J., Soule, K., West, W., Zidenberg-Cherr, S. (April 2016) *Adapting, Implementing, and Assessing the Impact of the Shaping Healthy Choices Program through UC CalFresh Partnerships*. The FASEB Journal vol. 30 no. 1 Supplement 897.1. http://www.fasebj.org/content/30/1_Supplement/897.1

Edited & Contributed to:

Bergman, J., Linnell, J., Scherr, R., Zidenberg-Cherr, S., (2016) *Shaping Healthy Choices Program in Action: A Best Practices Guide* <http://cns.ucdavis.edu/content/shcp/bestpractices/bestpractices.pdf>

Poster Presentations:

Soule, K.E., Klisch, S., Linnell, J.D., Scherr, R., Bergman, J.J., Ginsburg, D.C., Zidenberg-Cherr, S. (June 2016) *Schools as Hubs of Health: A Case Study of Comprehensive Nutrition Education Program Delivery*. Poster presented at the Society of Nutrition Education and Behavior Conference in San Diego.

Paniagua, L. (October 2015) *Pumpkin Kits in the Garden*. Display table at Growing Edible Education Symposium in Santa Barbara. (not peer reviewed)

Bergman, J.J., Linnell, J.D., Ginsburg, D.C., Scherr, R., Brian, K., Carter, R., Donahue, S., Klisch, S., Lawry-Hall, S., Martin, M., Pressman, J., Soule, K., West, W., Zidenberg-Cherr, S. (October 2016) *Expanding, Implementing, And Assessing the Efficacy of the Shaping Healthy Choices Program Through UC CalFresh Partnerships*. Poster presented at the UCANR Strategic Initiatives Conference.

Conference Presentations:

Klisch, S. (October 2015) *Comprehensive Nutrition Education Programming: UC CalFresh San Luis Obispo & Santa Barbara counties*. Presentation at the Cal Poly STRIDE – UC Berkeley School of Public Health Joint Obesity Symposium.

Roundtable Discussion:

Discussion Table Host for Collaborative Community Assessment discussion table at the Local Implementing Agencies SNAP-Ed Forum. February 2016.

Reports

UC Cooperative Extension Santa Barbara County Quarterly Reports
http://cesantabarbara.ucanr.edu/Quarterly_Reports/

Online Articles / Publications

May 2016 – Paniagua, L., Klisch, S., Soule, K.E. *Inspiring Youth Leaders to Cultivate Health*. UCANR Food Blog <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=21119>

December 2015 – LaFreniere, M., Klisch, S., Soule, K.E. *Planting the seeds for garden-based education*. UCANR Food Blog <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=19684>

June 2016 – Paniagua, L., Klisch, S., Soule, K.E. *Inspirando a lideres juveniles a cultivar buena salud*. <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=21203>

December 2015 – LaFreniere, M., Klisch, S., Soule, K.E. *Plantando la semilla de una educacion con base en el huerto escolar*. UCANR Food Blog
<http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=19748>

Klisch, S., Soule, K.E. (June 2016) *Partnering with School Food Service*. Healthy Food Choices in Schools, National Extension. <http://articles.extension.org/pages/73625/partnering-with-schools-on-healthy-food-initiatives:-how-weve-made-it-work>

Media Coverage:

Mary Buren Elementary School holds Food Day to teach students about food diversity. Santa Maria Sun article on October 27, 2015 volume 16, issue 34. <http://www.santamariasun.com/school-scene/13827/mary-buren-elementary-school-in-guadalupe-holds-food-day-to-teach-students-about-food-diversity/>

High Profile with David Ryal – San Luis Obispo County Cable Access Show – Interview with Dr. Katherine Soule and Shannon Klisch on UC CalFresh and Youth, Families & Communities programming.

Community partners made Safe and Strong program stronger. Santa Maria Times article on August 9, 2016. http://santamariatimes.com/news/local/community-partners-made-safe-and-strong-programstronger/article_049862ee-945e-5ed5-8793-f03c50de1e2e.html

Press Releases Distributed:

All can be viewed at: http://cesanluisobispo.ucanr.edu/uccalfreshslosb/Media_and_Press/

June 8, 2016: **Health news, events and information now available to Spanish speakers in San Luis Obispo and Santa Barbara counties**

February 18, 2016: **Engaging parents in their school wellness programs: *Nutrition Nights* happening at three schools in the Santa Maria-Bonita School District**

April 27, 2016: **Community comes together to reinvigorate garden at Santa Rosa Academic Academy - Atascadero**

April 22, 2016: **Tasty Thursdays! Students decide what’s on the menu at San Luis Coastal Unified School District**

Featured in UC CalFresh Weekly Update (22 weeks)

Articles in the UC CalFresh Weekly Updates (topic)	Author	Date
Garden-based nutrition education in Santa Maria, CA, UCCE San Luis Obispo/Santa Barbara Counties	Klisch, Soule	10-12-15
Garden Work Day at Robert Bruce Elementary, UCCE San Luis Obispo/Santa Barbara Counties	Klisch, Paniagua	11-2-15
JaNessa Willis, Community Education Specialist 1, UCCE San Luis Obispo/Santa Barbara Counties	Klisch, Willis	11-9-15
Students have to try it to like it!, UCCE San Luis Obispo/Santa Barbara Counties	Klisch, LaFreniere	11-23-15
Encouraging Students to Eat Their Vegetables	Klisch, Paniagua, LaFreniere	12-7-15

UC CalFresh Teacher Extends Curriculum in a “Walk to Learn” Project, UCCE San Luis Obispo/Santa Barbara Counties	Klisch, Paniagua	1-25-16
CATCH Success Story from San Luis Obispo/Santa Barbara Counties	Klisch, LaFreniere, Diaz	2-8-16
Student leaders try out recess activation as a way to inspire their peers to move more during the school day, UCCE San Luis Obispo/Santa Barbara Counties	Klisch, Willis	4-11-16
Youth leader training builds capacity to lead healthy cooking demonstrations and make recess more active, UCCE San Luis Obispo/Santa Barbara Counties	Klisch	4-18-16
UC CalFresh in San Luis Obispo and Santa Barbara counties welcomes collaborating partner, Julie Fallon, Community Education Specialist 2 with the Youth, Families and Communities team	Fallon, Klisch, Soule	4-18-16
June Mendoza, Community Education Specialist 1, UCCE San Luis Obispo/Santa Barbara Counties	Mendoza, Klisch	4-18-16
Maria Rosalba Torres, Community Education Specialist 2, UCCE San Luis Obispo/Santa Barbara Counties	Torres, Klisch	5-23-16
Inspiring youth leaders to cultivate health, UCCE San Luis Obispo/Santa Barbara Counties	Paniagua, Klisch, Soule	5-24-16
Student Nutrition Advisors teaching and tasting in the garden, UCCE San Luis Obispo/Santa Barbara Counties	Willis, Klisch	7-5-16
Betsy Plascencia, Nutrition Education Assistant 1, UCCE San Luis Obispo/Santa Barbara Counties	Plascencia, Klisch	9-6-16
Partnering with Safe and Strong All Summer Long Summer Food Program, UCCE San Luis Obispo/Santa Barbara Counties	Klisch	9-6-16

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.

Facebook:

SLOSB hosts both an English and Spanish language Facebook page.

The purpose of the English language page (www.facebook.com/uccalfreshslob) 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. This page currently has 210 followers and is updated between 2 and 8 times per week.

The purpose of the Spanish language El Éxito Es Salud facebook page

(www.facebook.com/elexitoessalud) is:

- To educate SNAP-Ed eligible residents in SLO/SB counties about low cost nutrition education obesity prevention services, recipes, information and tips.
- To promote nutrition and physical activity events hosted by partnering agencies in the community.
- To increase community awareness of SNAP-Ed and partner agency brands and services.



El Éxito Es Salud is a collaboration between SLOSB, Dignity Health Community Education and NEOPB Santa Barbara. All agencies have representatives that can administer, edit and post on the page any upcoming events and/or tips in Spanish. El Éxito Es Salud was launched in February 2016 and has over 250 Spanish language followers. It is the fastest growing facebook page across all UCCE programs in SLOSB.

County Profiles

SLOSB distributed the county profile to potential educator extenders and school administrators during initial school staff recruitment meetings.

School Salad Bar Video

In collaboration with 4-H YDP, National Extension and Adam Elementary school staff, SLOSB SNAC leaders co-authored and starred in a salad bar video: <http://articles.extension.org/pages/73810/get-to-know-your-salad-bar-video>

ix. Awards Received

- *Safe and Strong All Summer Long – partnership plaque*
- *Staff Acknowledgement and Recognition Award (UCANR STAR Award) – Melissa LaFreniere*

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.*

For PSE-related activities, please describe

- *The number of SNAP-Ed sites with an identified need for improving access or creating appeal for nutrition and physical activity supports. For example, for counties implementing **Smarter Lunchrooms Movement (SLM)**: number of sites where an SLM score card was completed and the types of changes that were identified*

- *The number of sites where at least one change is made in writing or practice to expand access or improve appeal for healthy eating or for physical activity. For example, the number of sites **establishing or maintaining a garden, adopting SLM changes and, if available, changes in SLM scores, adding murals or stencils, institutionalizing CATCH or physical activity breaks, etc.***

*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.*

Youth Programming

SOSB partnered with 169 Educator Extenders reaching 6,854 students with 1,460 hours of nutrition education. Primary evaluation tools used to assess the nutrition education curricula for a majority of our participants include the Teacher Tasting Tool, Teacher Observation Tool, the 4-H Common Measures evaluation tool and the Shaping Healthy Choices evaluation tools.

Teacher Tasting Tool (TTT)

The TTT was collected with 48 classes representing 1357 students. SOSB tested foods from all food groups, with vegetables making up 45% of the tested foods. SOSB met state level SMART objectives for all three criteria. Results show 35% of the students had never tasted the food before (SMART objective = 40% or less), 79% were willing to eat the food again (SMART objective = 75% or more) and 71% were willing to ask for the food at home (SMART objective = 60% or more). The following qualitative data is from the teacher tasting tool:

Student comments:

*I'm going to make it at my home.
It's so good that my mind is going to explode.
Needs more....(strawberry. more watermelon, more lime, less lime).
I didn't like the mint.
I liked the mint.
Smells strong but pretty good*

Teacher comments:

*The students loved trying the beets in a smoothie. Mixing it with fruit in a smoothie challenged them to try new things.
Today in class we tasted fruits and vegetables some of them we like and some we didn't. We made a veggie stir fry it tasted delicious.*

Teacher Observation Tool (TOT)

The TOT was collected for 44 classes, representing 1,371 students in grades K-6th. SOSB met the state level SMART Objectives for both areas as detailed below.

Percent of teachers that agree or strongly agree with the statement:

- 100% - (Choice) *Compared to the beginning of the school year, more students now can identify healthy food choices.*
- 95% - (Willing) *Compared to the beginning of the school year, more students now are willing to try new foods offered at school.*

- 78% - 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:

- 71% - Compared to the beginning of the school year, **I (the teacher) now**: offer healthy food choices to the students (at parties, snacks, rewards).
- 73% - Compared to the beginning of the school year, **I (the teacher) now**: encourage the students to be physically active.

Quotes from teachers:

“Excellent program. Students are very motivated and enthusiastic to participate.”

“The program has definitely made our students more aware of alternate healthy choices.”

4-H Common Measures evaluation tool

As part of SLOSBS collaborative programming with UC 4-H YDP in Santa Barbara county, youth in 3rd-6th grade that had received a minimum of 10 hours of nutrition education programming were surveyed with the 4-H Common Measures evaluation tool. Surveys data were gathered with 1,129 students.

As a result of participating in Food Smart Families (collaborative UC CalFresh and 4-H YDP programming):

- 92.6% agree that they learned the foods they should eat everyday
- 91.4% agree that they learned how to make healthy food choices
- 89.2% agree that they eat more fruits and vegetables
- 72.4% agree that they eat less junk food
- 92.9% agree that they drink more water

Shaping Healthy Choices Pilot Program evaluation data

Pre and post data were collected during FFY16 including anthropometrics, Nutrition Knowledge Surveys, Food ID questionnaires and Food Frequency Questionnaires for 16 classrooms including and interventions and comparison school. While this represents a significant element of our evaluated programming, results are still pending.

Adult Programming

SLOSBS offered three parent nutrition class series (1 bilingual, 2 in Spanish) using the Plan, Shop, Save, Cook curriculum reaching 63 participants. Due to the hiring and training of new staff, there was not enough evaluation data collected to be summarized quantitatively for those recipients.

“Muchas gracias... me encantan aprendo algo nuevo y saludable para mi familia. Gracias por ayudar y ojala continuen (las clases). Thank you so much... I love learning new and healthful things for my family. Thank you for your help and I hope they continue (the classes).” – Plan, Shop, Save, Cook participant

PSE

In FFY16 SLOS B continued to focus PSE efforts around Smarter Lunchrooms Movement strategies and School Gardens. Ongoing support and technical assistance was also provided for School Wellness Policy committees in the Santa Maria-Bonita School District (SMBSD) and the San Luis Coastal Unified School District (SLCUSD).

Smarter Lunchrooms Movement

number of SNAP-Ed sites with an identified need

In FFY16 SLOS B partnered with 3 school districts on Smarter Lunchroom Movement (SLM) training and frontline staff development. These trainings ranged in time from 2 to 6 hours. SLOS B assisted with the completion of SLM scorecards at 7 (Evaluation Framework Indicator ST5) qualifying school sites (2 in San Luis Obispo County, 5 in Santa Barbara County) and provided ongoing technical assistance and programming at 3 of those school sites. At the three school sites where ongoing technical assistance was provided (Bruce, Adam, Rice) the results demonstrated positive changes in the lunchroom environment (see summary tables below). The greatest changes on average were detected in the areas of Student Involvement, Lunchroom Atmosphere, Creating School Synergies, and Entrée of the Day.



Sign at the entrance to the Rice Elementary cafeteria. "Fresh picked celery" (from Shaping Healthy Choices teachers)

The focus of this year's SLM ongoing technical assistance was to create sustainable changes in the lunchroom environment that connect the students and teachers with their cafeteria staff. For example, great efforts were made to bring the student leaders into the cafeteria environment, interacting with their food service staff as much as possible. Where in the past, students and SLOS B had conducted monthly produce sampling outside the cafeteria as students were waiting in line, this year we transitioned to a more visible partnership where student leaders were inside the cafeteria, working with the food service to sample produce and combination foods with students after they had already gone through the line. The success of this approach is evident in the results showing that both student involvement, school synergies and overall lunchroom environments changed positively. Further, at the start of the academic year 16/17, cafeteria managers were approaching SLOS B staff asking when the student leaders would start getting involved in the cafeteria, if students could come and write on the daily menu board and requesting to schedule kitchen tours for the student advisors.

SLM Summary Table

School	Total percentage improvement (1 st to last scorecard)	Comments
Adam Elementary	27%	<i>Students became more involved: created a video to promote the school lunch and salad bar, provided</i>

		<i>nutrition education and tastings at lunch, made signs to promote menu items.</i>
Bruce Elementary	51%	<i>Students voted for a name for a new recipe, students made signs and were actively involved in monthly food tastings, students made whole school announcements about monthly tastings and morning announcements about the healthy lunch and what was for breakfast the following day. Students this year are updating the menu board daily.</i>
Rice Elementary	53%	<i>6th grade Student Nutrition Advisory Council students were encouraged to give peer to peer nutrition education in the cafeteria during K-5th lunch times and even during 6th grade lunch times. Some of the younger grades were</i>

also encouraged to create artwork featuring the Harvest of the Month produce (i.e. persimmon pictures for the month of November).

SLM Table 2: Areas with the greatest %age change on average
Change from First to Most Recent Assessment

Scorecard Area	Total Items (max score)	Adam	Bruce	Rice	Total Change	Avg Change	% Change
Focusing on Fruit	12	2	4	1	7	2.33	19%
Promoting Vegetables & Salad	15	3	2	3	8	2.67	18%
Moving More White Milk	9	-1	2	-1	0	0.00	0%
Entrée of the Day	8	0	2	3	5	1.67	21%
Increasing Sales; Reimbursable Meals	16	0	2	5	7	2.33	15%
Creating School Synergies: Signage, Priming & Communication	11	3	3	2	8	2.67	24%
Lunchroom Atmosphere	18	3	3	7	13	4.33	24%
Student Involvement	5	4	4	3	11	3.67	73%
Recognition & Support of School Food	3	0	1	0	1	0.33	11%
A la Carte	3	0	0	0	0	0.00	0%
TOTAL SCORE	100						

SLOSB identified 7 school sites with an identified needs for PSE supports and assessed their readiness for change with the SLM scorecard. In addition SLOSB presented trainings in both counties with schools that were not provided ongoing technical assistance or a follow-up scorecard due to lack of SLOSB staffing availability. This includes training to on-site food service personnel at 20 SNAP-Eq qualifying school sites in the SMBSD, 2 SNAP-Eq qualifying schools in the Guadalupe Unified School District, and 5 SNAP-Eq qualifying schools

The things they learned are really sticking with them. They are reading nutrition labels and identifying healthier choices.

-Teacher at Bruce Elementary on effect of school synergies

in SLCUSD. At these sites, food service staff were provided training and reinforcement items to support their independent SLM work. Though SLOSB staff were not able to follow-up with these schools, there is evidence that the training and support provided led to site level environmental changes. For example, at a follow-up training provided to staff in the San Luis Coastal Unified School District (SLCUSD), the Food Service Director brought her own samples of menu boards, table cloths and fruit baskets for her staff to take and use at their sites to enhance the lunchroom atmosphere. Lastly, the Food Service Director in SLCUSD completed training and certification to become a UC GNE.

School Gardens

number of sites where at least one change is made in writing or practice to expand access or improve appeal for healthy eating or for physical activity

The development, reinvigoration and/or maintenance of school gardens continued to be a major focus of SLOSB staff time and efforts. Overall SLOSB developed, reinvigorated or maintained school gardens at 6 SNAP-Ed qualifying school sites, reaching 1,100 students. In addition, SLOSB worked to enhance

PSE Implementation	SLO	SB
<i>Summary Table from Reporting Tools Workbook</i>		
# of sites with PSE's	4	8
Total PSE's Implemented	5	20
Total Youth reached with DE at Sites	130	7,566
Total Adults reached with DE at Sites	-	59
Total DE Reach at sites with PSE	130	7,625
Total IE Reach	155	29,387
Total SNAP-Ed Population Reached	285	37,012
Garden	2	5
SLM	2	5
Farm to Table	-	3
LSWP	-	1
Stencil	-	-
Mural	-	-
New or Improved PA Breaks	1	3
Improvements in PA Environments	-	-
New or Improved access to structured PA	-	3
Other		

community capacity to develop, sustain and provide education from the garden through the development of the UC Garden Nutrition Extender volunteer training program.

School Wellness Policies

SLOSB staff met with district level stakeholders in two school districts across both counties. While not a major focus of staff time, participation on these wellness committees has been crucial to linking the site level efforts to broader district level decisions and policies. The successes achieved as a result of SLOSB presence at the

Wellness Committee meetings include:

- Broader inclusion of students, teachers and Principals at SMBSD – starting with the inclusion of Student Nutrition Advisors at Bruce Elementary, meetings are now held at school campuses in the district. Student council, staff and Principals are encouraged to attend. Students are able to voice their opinions about school food and discuss health and wellness issues that are important to them.
- Development and building stakeholder support for a Salad Bar Ambassador pilot project supported by Food Service, SLOSB and Alvin Elementary staff.
- Greater awareness among school staff and stakeholders about the wellness policy and committee:
 - In SLCUSD – a one-page flyer was developed about the main points of the wellness policy including foods available on school campuses, classroom celebrations and school gardens. This was distributed to all school sites.

- In SMBSD – SLOSB distributed one-page school wellness policy flyer developed by the committee to all teachers at SLOSB partner schools. Parents that were complaining about the school meals were referred to the Wellness Committee meeting and were able to voice their concerns. The parents were invited to eat with their children at their school site in order to learn more about the meal program.

New or improved PA breaks

SLOSB put a lot of effort into emphasizing the importance of physical activity during FFY16. During initial extender enrollment meetings SLOSB staff demonstrated how to sign-up for and implement GoNoodle brain breaks with their classrooms. Staff also included brief breaks into classroom food demonstrations. Lastly, SNAC youth led recess activation with peers to promote the importance of physical activity during non-class time.

E. Overall Assessment

*In 1-2 paragraphs, please provide **your** overall impression and perspective about your program's performance for FFY 2016.*

During FFY16 SLOSB expanded partnerships and created new, innovative programming developed to meet the needs of the individual communities in San Luis Obispo and Santa Barbara counties. With a focus on youth and community engagement in school gardens, school cafeterias and summer food programs SLOSB has developed successful programming capable of adapting to the needs of partners and clients. While the comprehensive school based nutrition education service delivery model is continuing to be enhanced and improved, SLOSB will continue to report on successes and challenges with implementing this type of programming. Overall, SLOSB continues to be an innovator focused on problem-solving to meet the needs of our communities and clients.

The UC CalFresh San Luis Obispo/Santa Barbara County program is one of our strongest county programs. Throughout the site visit, state office staff observed numerous best practices that were truly impressive. Of particular interest was their quality direct education delivery, school garden work, the Student Nutrition Advisory Council (SNAC) and collaboration with the 4-H program. –Comments from the UC CalFresh Nutrition Education Program State Office Site Visit Report

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.

SLOSBS engages in continuous quality improvement and strives to offer community members and partners ample opportunities to give feedback on services. Working with a variety of stakeholders and partners, it is very difficult to make changes to one aspect of programming without affecting something or someone inadvertently. For instance, working with food service and their schedule to implement a cafeteria tasting, may impact the school principal and a planned school assembly or vice versa. In order to enhance communication among a wide range of partners and stakeholders SLOSBS has implemented several new systems going into academic year 2016/17 including: 1) Contact mapping, 2) School stakeholder assessments, and 3) Assigning Community Education Specialist leads to specific school sites.

Contact mapping includes gathering all school contact information in one central location. This way, if a UC staff member is ill or on vacation, another staff can pick up where he or she left off. School stakeholder assessments include a beginning of the year interview with school administrators regarding their priorities for health and wellness, services they would like to see at their school, ways UC can partner with other community based organizations, etc.

Also, in order to address miscommunication issues or lack of understanding surrounding UC CalFresh programming, SLOSBS staff and the Youth, Families & Communities Advisor will be working on developing a communication infographic detailing the time and resource investment and major school wellness services offered at comprehensive school partner sites.

Lastly, assigning Community Education Specialists to be the lead CES2 at a specific school site allows the staff to build relationships and enhance communication with all of the school stakeholders and to be the recognizable face for UC programming.