

A. SNAP-Ed Program Overview – Executive Summary

i. Projects in Achieving Overreaching Goals/California State Level Objectives

- Objective 1-3: Increased consumption of healthy foods and beverages and increased physical activity
- Objective 4: Environmental supports for nutrition/physical activity
- Objective 5: Improved resource management and food security

ii. Projects Implemented and Primary Approaches

Progress in Achieving Goals at the Local Level:

Objectives 1-3: Increased consumption of healthy foods and beverages and increased physical activity

Objective 5: Improved resource management and food security

Ongoing Direct and Indirect Projects and Approaches

- The UC CalFresh Nutrition Education program has an active youth component that provides education to over 3850 students at 17 schools (K-12) in the four-county UCCE region. Our youth program combined a monthly, bimonthly or quarterly tasting activity, in-depth classroom lessons, nutrition messages at school events (e.g. science nights, jog-a-thons, Open House, health fairs), garden-enhanced nutrition education lessons, structured physical activities and messages promoted through bulletin boards, Nutrition Corners, and educational reinforcement items.
- Over 550 adults were reached with direct education via single workshops and series-based education. Resource management lessons continue to be the primary educational method.

New Direct and Indirect Projects and Approaches

- New approaches for direct education include expanding garden-enhanced nutrition education to two middle schools; peer-to-peer high school and community college students teaching elementary school students; resource management workshops with students in Independent Living Programs and a Farmer's Market at South Lake Tahoe Boys & Girls Club.
- New events where indirect education was provided included Walk to School in Placerville; Harvest Festival in San Andreas; school-wide cafeteria tastings and Fruit and Vegetable Festivals.

Progress in Achieving Goals at the Local Level:

Objective 4: Environmental supports for nutrition/physical activity

Ongoing Policy, Systems and Environmental Change and Approaches

- UC CalFresh UCCE-Central Sierra staff continued to work with school parent/teacher organizations, administrators, and committee members at 16 school sites to update School Wellness Policies.
- At Tuolumne County Behavior Health, a modification of the items available in the day room snack bar has promoted a systems change within the

organization. After agency staff began providing more nutritious snacks in FFY15, the client-run snack bar is following step by only serving healthy items ---replacing sugar-sweetened beverages and high sugar/fat snacks with healthier items.

- A total of 19 PSE interventions around physical activity have been implemented across four counties in FFY16. Access to structured PA has increased at 16 sites and three (3) sites installed murals and playground stencils to improve the PA environment.
- Three schools implemented extensive Farm to Table programs using produce from the school garden for salad bars, tastings in the cafeteria and community support agriculture (CSA) box sales.
- Shaping Health Choices (SHC) Pilot Program – this program was piloted in two elementary classes at two different schools and another elementary school class acted as a comparison group. This inquiry-based program integrates activities within four overlapping components all working together to sustain positive healthy outcomes.
- School gardens and garden-enhanced nutrition education continued to flourish with the assistance of UC CalFresh nutrition educators and UC Master Gardeners. Eleven (11) school gardens were renewed or revitalized and one new garden was developed.

New Policy, Systems and Environmental Change Activities and Approaches

- Curtis Creek Elementary School UCCE/UC CalFresh, in cooperation with the Tuolumne Food Bank and the Parent Association (PA), changed the snack items provided during the spring state testing week from chips and sweets to nutritious fruit and snack bars. Class party “prizes” were also redesigned to provide nutritious food for the students.
- New policies and systems are being implemented at the Calaveras Unified School District and at school sites. The CUSD Wellness Committee, which includes UC CalFresh staff, has identified four priorities for the 16/17 school year:
 1. Consistent and sequential garden-based nutrition education
 2. Healthy school food/beverage environment
 3. Increased opportunities for physical education and activity at each school site
 4. Exploring ways to improve mental health/mindfulness

Staff is working with the committee to identify implementation methods and assessment systems as work continues in these priority areas.

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

i. SNAP-Ed Direct Education Participants FFY 2016

County	0-4	5-17	18-59	60+	Total Age	Female	Male	Total Gender	Hispanic/Latino	Non-Hispanic Latino	Total Ethnicity	Indirect Participants	Total Participants
Calaveras	16	1248	19	3	1286	560	725	1285	319	967	1286	347	1633
Amador	48	537	19	13	617	423	376	799	223	576	799	4651	5450
El Dorado	-	1464	98	14	1576	815	729	1544	374	1202	1576	2753	4329
Tuolumne	-	597	104	71	772	373	399	772	172	601	773	456	1229
Total	64	3846	240	101	4251	2171	2229	4400	1088	3336	4424	8207	12,641

ii. SNAP-Ed Delivery by Site Type

Type of Site	# of Locations
Other Youth Education Site	1
Head Start Program	2
Community Health Center	4
Schools K-12	13
Adult Education & Job Training Site	3
CalFresh Office	2
Community Youth Organization	2
Emergency Food Assistance Site	2
Shelter/Temporary Housing	4
Adult Rehabilitation Center	1
Community Center	1
Public Housing	2
Elderly Service Center	1

iii. SNAP-Ed Direct Education Delivery by Programming Format

PROGRAMMING		TOTALS & PERCENTAGES	
SINGLE SESSION WORKSHOPS	829	TOTAL SESSIONS	1096
2-4 SERIES	211	TOTAL SERIES BASED EDUCATION	267
5-9 SERIES	56	TOTAL WORKSHOPS	829
10+ SERIES	-	% SERIES	24%
		% WORKSHOPS	76%

C. Program Highlights and Accomplishments for FFY 2016

In addition to direct and indirect education for youth and adults at 42 sites, the UCCE/UC CalFresh team has work hard implementing more comprehensive programs and adding policy, systems and environmental strategies. In fact, 68 policy, systems, and environmental interventions have moved forward in FFY16!

Ongoing Direct and Indirect

The UC CalFresh Nutrition Education program has a youth component that provides **direct education** to over 3850 students at 17 schools (K-12) in the four-county UCCE region. Experiential components of the program (tasting activities, garden-enhanced learning, peer-to-peer learning, tabling at school events, and access to structured physical activities) reinforce classroom curricula and learning activities. By working from a platform of direct education in youth delivery and expanding out to the community, we are utilizing the school as a “health hub” for the larger community. This year, the Lake Tahoe Unified School District formally adopted four (4) UC CalFresh curricula for use in classrooms throughout the district. The school board adopted *Dig In! Shaping Healthy Choices*, *Farm to Fork* and *Nutrition to Grow On* for use in the K-6 classrooms. These curricula were identified to support the district's commitment to sequential garden-enhanced nutrition education to complement the current school garden programs. By teaching students where their food comes from and offering healthy food choices from garden to cafeteria, the district, teachers and local community are reinforcing classroom lessons to optimize behavior change.



We continue to **extend our messages and interventions throughout the Social Ecological Model**, as we teach adults and preschoolers in partnership with over 25 community-based organizations and agencies. The UC CalFresh/UCCE - Central Sierra program utilizes adult learning theory and research that highlights the importance of multiple exposures to key health messages. In the rural environment of the Central Sierra, this type of reinforced messaging is particularly important and takes place through augmenting school based curricula with take home materials for parents and community based money and food resource management lessons such as *Plan Shop Save and Cook* for adults.

New Direct and Indirect

We expanded our services to new Independent Living Programs (ILP) to **improve food security** through food budget management lessons. These clients are young adults, ages 17-21 that have aged-out of foster care or are living in transitional housing while solving legal problems and/or in continuation high schools. In FFY16, we served five ILP programs with classes from *Plan, Save, Shop and Cook* and *Eating Smart, Being Active* and *Hunger Attack!* curricula.

Ongoing Policy, Systems, and Environmental Change

A total of nineteen (19) physical activity PSE strategies were implemented across four counties in FFY16. Both **improved access to structured physical activity** utilizing CATCH (16 sites) and **improvements to the physical environment** using murals or stencils (3 sites) were implemented. See section C.i. “Program Successes and Major Achievements” for additional details about the efforts.



School gardens and garden-enhanced nutrition education continued to flourish with the assistance of UC CalFresh nutrition educators and UC Master Gardeners. Eleven (11) school gardens were renewed or revitalized and one new garden was developed in FFY16. The educators continue to support schools to implement sustainable school garden models and garden-enhanced nutrition education. To continue to build capacity in these areas, 30 extenders were trained by UC CalFresh/UCCE staff in FFY16. UC Master Gardeners also continue to offer technical advice to the garden programs.

The **Smarter Lunchroom Movement** (SLM) is going strong in the Central Sierra region! Ten (10) food service staff at eight sites received SLM training in FFY16. There are currently nine school sites implementing changes (e.g. “nudges” – naming entrees, improving salad bars, moving milk, lunchroom atmosphere, etc.). Pre-assessments were completed at two sites FFY16 and post-assessments will be completed in FFY17 on all sites first assessed in FFY15 and FFY16.

While working on the first SLM assessment with food service staff and the superintendent at Sonora High School, the Tuolumne County educator was asked to assist in designing the new cafeteria and kitchen using SLM strategies in anticipation of a summer remodel. The areas improved via the new design included the lunchroom atmosphere with café table, music, improved lighting, and a streamlined lunch serving area. Quick access meals at the “grab and go” windows will increase sales of reimbursable meals and upgraded kitchen equipment will support scratch cooking and innovative, new offerings.



Four schools implemented extensive **Farm to Table** programs using produce from the school garden for salad bars, tastings in the cafeteria and community support agriculture (CSA) box sales. Calaveras High School has tripled the size of the farm to increase CSA sales by 50%. Golden Sierra Junior High and Sierra House



Elementary provided spinach and kale for lunch salad bars and

offered school-wide tastings of watermelon and kale chips. Toyon Middle School began cooking classes using produce from the school garden and *Cooking Up Healthy Choices* UC CalFresh curriculum. Tastings were provided during school recess and lunch periods. Additional nutrition classes will be taught once per month for all 300 students in seven classes.

Shaping Health Choices (SHC) Pilot Program – this program was piloted in two elementary classes at two different schools plus an additional class acted as a comparison group. This inquiry-based program integrates activities within four overlapping components --- nutrition education, family and community partnerships, and food available on campus and school wellness policies --- all working together to sustain positive health outcomes. The connections with Common Core educational standards were excellent and appreciated by the classroom teachers involved in the pilot study. Using SHC in FFY16 at San Andreas Elementary School allowed UC CalFresh to expand GENE programs in FFY17 by giving us a “foot in the door”. Assessments of the project are currently being tabulated at UC Davis.

At Tuolumne County Behavior Health a **systems change** in the day room snack bar has added integration to the direct education classes that began FFY15. UC CalFresh offers bi-weekly nutrition education classes for adult clients. Whenever possible food tastings, cooking demonstrations, recipes, and nutritional messages are tied to the food items that they receive via the Tuolumne Food Bank at the sessions. New this year, the client-run snack bar is only serving healthy food items by replacing sugar-sweetened beverages and high sugar/fat snacks.

The UC CalFresh/UCCE-Central Sierra staff continues to assist in updating and implementing district and site **School Wellness Policies** at 16 school sites. The educators took on roles related to rejuvenating Wellness Committees, reviewing, and revising school wellness policies and implementation of policies at the site level. In South Lake Tahoe, via district wellness committee efforts, the UC CalFresh nutrition curricula have been adopted district-wide. New policies and systems are being implemented at the Calaveras Unified School District (CUSD) and at school sites. The CUSD Wellness Committee, which includes UC CalFresh staff, has identified four priorities for the 16/17 school year:

1. Consistent and sequential garden-based nutrition education
2. Healthy school food/beverage environment
3. Increased opportunities for physical education and activity at each school site
4. Exploring ways to improve mental health/mindfulness

Staff is working with the committee to identify implementation methods and assessment systems as work continues in these priority areas.

FFY16 saw the beginning of a **youth engagement** project with UC CalFresh, the Public Health Institute for Wellness and Nutrition, UC CalFresh and the Georgetown Elementary School 5th and 6th grades. Students are embarking on a PhotoVoice project.



The project's goals are to build skills within disadvantaged and marginalized communities. To achieve this, we utilize innovative participatory photography and digital storytelling methods. These skills enable individuals to represent themselves and create tools for advocacy and communication around health issues in their community. In partnership with the UC Master Gardeners (MG) of El Dorado County, UC Master Food Preservers, and the American River Conservancy, a field trip was held at the MG demonstration garden and a local community farm. Learning stations included PhotoVoice training, making grape juice and nutrition, and edible and native plant gardening. Students began taking photos for their community PhotoVoice health project.

New Policy, Systems, and Environmental Change Activities

How do you **change a system at school** that provides snacks and prize parties featuring low-nutrient foods to students during state testing week? As educator Gretchen Birtwhistle has proven, you attend years of parent/teacher organization meetings, talk to teachers and administrators and never give up! Gretchen reports:

"This is my sixth year teaching nutrition and physical education at Curtis Creek Elementary School and the students have been a joy --- but the adults have been more challenging. There has been heavy resistance against changing the pizza, popsicles, and root beer float parties to offering foods that are more healthful or a fun activity. Each year I offer to get healthy snacks for state testing week with the condition that they do not host "prize parties" that are built around junk "sometimes" foods. Slowly they have been coming around e.g. for the fall Jog-a-Thon 100% juice pops where changed out for sugar-laden ice pops.

This year when it was time to talk about snacks for testing week I spoke with the teacher that was in charge of the "prize parties" to work with him on options that are more nutritious. No go --- "that's what the kids like!" --- was his response. At the Parent Association meeting later that week, the agenda included authorizing funds for the teacher to buy food for the prize parties. I again offered to provide health snacks for the students. By the end of the conversation, the association gave the teacher funds to provide nonfood or healthy food prizes exclusively!"

The Tuolumne Foodbank provided over 2000 snacks including fresh fruit and healthy snack bars. Not only was the program a success but the teachers and parents noted how excited the kids were to have daily healthy snacks. The parties at the end of testing week included yogurt and fresh fruit, veggie sub sandwiches and there will be no more root beer float parties! Thank you notes poured in from the students AND from the teacher who made the prize party changes. At the school board meeting in June 2016, the UCCE/UC CalFresh Nutrition Education Program received a formal letter of thanks.”

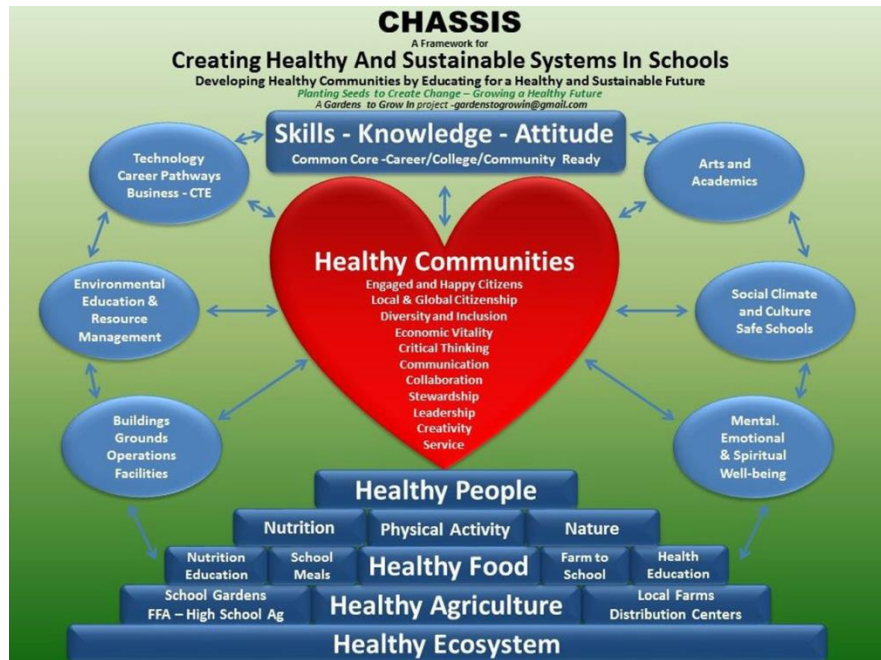
ii. Program Successes and Major Achievements

A. Calaveras County and Calaveras Unified School District: *Unifying Community Assets - Creating Long-lasting Change*

Calaveras County residents face many obstacles to sustaining a healthy lifestyle. Dogged by high unemployment, the overall food insecurity rate is over 15%, with a rate among children as high as 23%. Other challenges include isolated residential areas with limited public transportation and infrastructure. In addition, the community experienced a natural disaster with the 2015 Butte Fire, affecting over 12,000 people in the Sierra foothills.

Local implementing partners UC CalFresh/UCCE - Central Sierra and Calaveras Public Health, have worked shoulder to shoulder in order to build a “collective impact” approach that promotes increased consumption of fruits, vegetables and physical activity. This framework facilitates collaboration to attain common local goals. In preparing the SNAP-Ed FFY17-19 Integrated Work Plan, programs were developed using geographic centers within the county to streamline implementation. In addition, by offering interventions along the Social Ecological Model in each rural community, health impacts can be magnified.

UC CalFresh and the local health department's work with Calaveras Unified School District (CUSD), FoodCorps, and Gardens to Grow In, a local non-profit, have led to a collective impact. Together these organizations have imparted greater sustainability within the community by sharing a common goal, mutually reinforcing activities, and communicating clearly. Through regular meetings, the common goal of "Creating Healthy and Sustainable Systems in Schools" (CHASSIS) was developed to guide decision-making, board policy, and programs. Over the past 3 years, this partnership has implemented garden and nutrition education in all nine CUSD schools to over 2,000 students and their families. This has resulted in the improvement and expansion of eight existing school gardens and the construction of two new gardens. Additionally, a high school farm has become a productive learning lab.



Ongoing and new interventions with CUSD schools and rural community centers:

- Last school year at San Andreas Elementary School, UC CalFresh piloted *Shaping Healthy Choices*, garden-enhanced nutrition education (GENE) curricula with one 5th/6th grade class. GENE has continued to expand in 2016-17 with two volunteer garden coordinators providing services to all K-5 students;
- In partnership with FoodCorps, FFA and Gardens to Grow In, the Calaveras High School Farm has tripled production and added a Community Supported Agriculture (CSA) marketing and sales program. With UC CalFresh, student extenders are now teaching nutrition education at nearby San Andreas Elementary School, as part of monthly garden/health “mini-fairs”. The high school students will continue to expand the peer-teaching model by providing field trips in fall 2016 and spring 2017 featuring students rotating through learning stations while visiting the farm.
- Calaveras High School hosted a Harvest Festival for the San Andreas community to promote consumption of healthy foods, including fruits and vegetables raised on the farm. UC CalFresh participated with indirect education and a tasting at the festival.



- At Valley Spring (VS) Elementary School UC CalFresh and the FoodCorp Service Members have long supported the nutrition education and garden programs by delivering direct education and training extenders. FFY16 brought expansion of the structured physical activity programs at VS with the training of extenders and adoption of the CATCH program. CATCH is being utilized across the three to 11 year-old spectrum at the Head Start Preschool, the elementary school and in the afterschool program.
- Community Access and Education Program: Working in partnership with Mark Twain Medical Center, The Arc of Amador and Calaveras, Creative Support Alternatives (both special needs adult education agencies) and Common Ground Senior Services, UC CalFresh conducted nutrition education workshops. While workshops were open to the public, the partners targeted those with disabilities and older adults who have ongoing health conditions such as diabetes, depression, obesity, hypertension, heart or lung disease, and gastrointestinal disorders. Family, friends, and caregivers also attended the workshops in an effort to learn new skills aimed at caring for a loved one. The final workshop included a field trip to a Metzger farms to highlight the availability of local fruits and vegetables in Calaveras County.
- Two adult nutrition workshops were also conducted at low-income apartments. Plans are underway to expand the adult and family education within the faith-based community and at congregate meal sites at three senior centers.
- All nutrition, garden, and physical education efforts in Calaveras County are coordinated through three partnerships: 1) the Calaveras County Nutrition/Physical Education Collaborative consisting of LIA nutrition educators and managers, FoodCorp service members and key teachers; 2) Calaveras Unified School District School Wellness Committee (teachers, administrators, parents and agency staff) and 3) the Health Sector subcommittee of the CUSD Resilient Schools Initiative, a grant funded program to identify community assets and needs, with schools acting as the community “hubs”.

B. Increased Access to Structured PA and Environmental Improvements

Across the Entire Central Sierra Region!

A total of nineteen (19) policy, systems and environmental interventions around physical activity have been introduced across four counties in FFY16. Students, teachers and parents are thrilled to learn and practice skills that promote lifestyle changes for better health.

The **structured physical activity programs** have grown exponentially over the past year across the four county region. Twenty-seven (27) teachers and staff were trained on CATCH and are implementing the program at 13 sites. This is a dramatic increase over FFY15 with four teachers trained in CATCH at eight sites. All educators are now trained as CATCH trainers to continue to build capacity for this important work. We look forward to assisting in a CATCH evaluation tool pilot, with the UC CalFresh evaluation team in FFY17 to better assess health outcomes.

A teacher complimented Gretchen Birtwhistle in Tuolumne County after a throwing and catching lesson with elementary school students:

“That was great! We forget to do things like that where we teach them basic motor skills of throwing and catching!” Gretchen added, “These are the early skills of most sports and life-long exercise opportunities, especially basketball. Often kids throw the ball not even thinking that their teammate needs to be able to catch it. We worked on eye contact in several different group configurations e.g. groups of two, three, and four.”

Improvements to physical activity and cafeteria environments have been completed at three sites. Playground stencils have been added at Curtis Creek Elementary and the Family Resource Center in South Lake Tahoe. A mural, highlighting both healthy foods and physical activity, has been completed at Sierra House Elementary. The mural is one more piece of the



school's comprehensive wellness program that includes garden grow domes, extenders teaching UC CalFresh curricula, food from the garden used in the cafeteria and an annual Farmer's Market.

Sierra House will be using the mural as a visual tool to educate students, teachers, and parents (515+) about nutrition, health, and fitness. All classes have taken part in “mural” lessons and the school garden programs will complete “Pollination and Pollinator” lessons using the mural.

From Sierra House Elementary's Principal and the School Garden Coordinator:

“Thank you for funding our beautiful mural, which highlights the importance of healthy food, nutrition, and fitness in our daily lives, and for allowing us to create such an inspiring vision for our school community.”

C. Building a New Program from the Garden Up! Western Slope of El Dorado County

Beginning during the 2015-16 school year, efforts were expanded around nutrition, farm to table and gardening education in the western areas of El Dorado County via the work of a FoodCorps (FC) service member, in partnership with UC Cooperative Extension and the UC CalFresh nutrition education program. The FC service member quickly

connected with the local community and was instrumental in starting or rejuvenating garden programs at five SNAP-Ed eligible schools. As FC continued to work with the Western Slope community, from Pollock Pines west to the El Dorado/Sacramento County line, it was evident that the needs for additional SNAP-Ed services were great. In discussing capacity with the El Dorado County Public Health (EDCPH), our only other Local Implementing Agency partner, we agreed that another educator was needed, as EDCPH was unable to cover school garden and other youth programs. UCCE-Central Sierra was granted funding in FFY16 for an additional educator to serve this area.

FFY16 proved to be a banner year with the new educator providing services to the Georgetown, Placerville and Camino schools and communities on the Western Slope. Accomplishments include:

- Ten or more GENE lessons at five elementary schools reaching 1620 students
- Used *Plan, Save, Shop and Cook* curriculum with Independent Living Programs (foster youth, transitional housing, continuation schools)
- Delivered ten lessons at the Foothill Indian Education Alliance afterschool program. The *Eagle Book Series* curriculum was evaluated and approved for use, ensuring the lessons were culturally appropriate and would promote food sovereignty for native population
- Provided three lessons to elementary school students English as a Second Language (ESL) classes, at a summer enrichment program
- Trained 10 extenders to use *Eat Smart, Be Active* curricula at MORE, a training program for developmentally disabled adults
- Initiated a Farm to Table event with 25 high school students for a school-wide cafeteria tasting for 500 students
- Trained nine teachers in *Dig In!*, *Nutrition to Grow On!*, and Junior Master Gardener's *Learn, Grow, Eat, Go* curricula
- In partnership with the El Dorado County Transportation Commission, co-hosted a Walk to School event in Placerville with 300 community participants
- Trained school and emergency shelter staff on *Movement* strategies
- Promoted physical activity environmental change successfully convincing three schools to redesign their playgrounds using Painting Preschool Playground stencils
- Continuing to actively recruit additional partners: El Dorado County Food Bank, Indian Creek Elementary, Schnell Elementary, Otter Creek Elementary, and Golden Sierra Junior Senior High School
- Piloting a youth engagement project with UC CalFresh and the Public Health Center for Wellness and Nutrition with the Georgetown Elementary School 5th and 6th Grade with a Photo Voice project. In partnership with the UC Master Gardeners (MG) of El Dorado County, UC Master Food Preservers, and the American River Conservancy, a field trip was arranged to the MG demonstration garden and a local community farm. An article (portions copied below) was published in the Windfall newspaper describing the highly successful field trip:



Smarter Lunchroom

Georgetown Students Experience Healthy Living with Experts

Windfall

Several dozen fifth and sixth-grade students made the trip from Georgetown to visit the Sherwood Demonstration Garden and Wakamatsu Tea and Silk Colony Farm in Placerville for a day of unique healthy living lessons. At the demonstration garden, children learned about native plants, crushed grapes in their hands to make grape juice, and took interesting pictures to express themselves in a Photo Voice project. The trip was facilitated by teacher, Annie Brown and Monica Drazba of UC CalFresh. *“It is great for them to gain this type of knowledge outdoors and with their hands. Students have been working on their photo projects and are using tablets to capture images of their ideas on healthy choices,”* said Brown. Robin Stanley, Sherwood Demonstration Garden publicity coordinator, said, “Tours are tailored to the age of our visitors but we believe that all kids leave the garden with a better understanding of their food, their backyards and their environment.



iii. Partnership Activities & Collaboration Efforts

Relationship with other SNAP-Ed funded programs:

The relationships and collaborative efforts with the four LHDs in the region continue to mature and expand. In particular, the efforts in developing truly integrated work plans have advanced at an exponential rate over the past three years. All four of the FFY16 work plans received positive reviews from USDA, e.g. the Calaveras plan:

“Nice job in delineating activities between UCCE and LHD. Great to see the LHD focus on retail stores and the UCCE focus on schools/SLM. Excellent detail of partnerships. Appreciate the linkage with the Motherlode F2S Network. This is a really nice project write-up. The intervention summary was very clear and informative. Great job with partnerships, particularly with Farm to School”.

The FFY17-19 work plans continued to improve and reflect the collaborative efforts as noted by the Western Regional Office USDA on the Tuolumne County plan:

“Thank you for a comprehensive and integrated work plan! We acknowledge your successes at numerous intervention sites. Please continue...to keep challenges in mind when administering your impactful programs.”

Key partnerships at the organizational level

- Family Resource Center - summer youth enrichment program; community garden, adult and family workshops; partnerships with Bijou Elementary School
- Boys & Girls Clubs – structured physical activity; farm to school/farmer's market; nutrition education via extenders
- Head Start Early Childhood Education – garden-enhanced nutrition education, structured PA with CATCH
- District School Wellness Committees – development and implementation of annual priorities, implementation of policies at the school site level
- Food Banks – resource management and cooking classes which will be mandatory for those applying at the Tuolumne Food Bank FFY17; UC CalFresh/UCCE led food distributions in conjunction with classes; providing nutritious snacks for elementary and high school students during state testing periods; indirect education at fruit and vegetable distributions.
- Lake Tahoe Community College and South Lake Tahoe High School AVID students – as part of a career path program, students were trained as volunteer extenders

Key partnerships at the community or jurisdiction level

- County Health and Human Services – resource management classes, food distribution in partnership with the Tuolumne Food Bank.
- Tuolumne County Office of Education/Superintendent of Schools – partnership to host “Smarter Lunchroom Movement” trainings for food service directors and staff from twelve (12) school districts in the county.
- UC Master Gardener Programs El Dorado & Calaveras Counties - field trips to demonstration gardens with learning stations in support of Youth Engagement projects; trained extenders of UC CalFresh educational materials; field trips for early childhood education programs; technical advice and volunteers at school garden sites; summer enrichment camps for elementary students
- County Nutrition Action Program (CNAP) – three groups in the region
- Calaveras Unified School District – School Wellness Committee, Health Sector sub-committee of the Resilient Schools Program, Nutrition/Physical Activity Collaborative
- Foothill Indian Educational Alliance and Amador Tribal Temporary Assistance for Needy Families (TANF) – traditional foods gardening and cooking classes;
- The Motherlode Farm to School Network – this network is made up of 30 non-government organizations, nonprofits organizations, agencies, schools, community-based organizations, and farmers. The regional group hosts a gathering each spring with trainings, mini-workshops, and roundtable discussions. Members are committed to building and promoting farm to school relationships in the Sierra foothills region.

iv. Major setbacks and/or challenges

Staff turnover continues to be the greatest challenge in sustaining and growing programs in the four county area. The number of clients we were able to service with direct education declined due to vacancies while hiring and training new educators. The vacancies were equivalent to losing 2.5 FTE staff members for the entire year.

Because of the rural nature of our four counties, transportation for our clients to workshop venues can be limited. We continue to try to identify means-tested sites/agencies to host workshops in these rural communities. There are no qualifying census tracts in any of our four counties, which can complicate locating workshop/class sites near our client base.

As PSE opportunities are cultivated and expand, there is the constant challenge of balancing the direct education reach and the work in the PSE arenas. As a team, we all agree that the use of PSE interventions and strategies are hugely important in our communities and we truly love the work. The UCCE UC CalFresh Program Manager continues to work to balance the workload for staff.

The El Dorado County – West Slope UC CalFresh nutrition education program has taken off after just one year of implementation. The program is in fact SO successful, an additional educator is needed to reach all of the agencies and organizations requesting service and increase comprehensive work in the areas of Policy, Systems, and Environment. We have had unmet service requests from Early Childhood Education Centers for GENE, six (6) schools would like Smarter Lunchroom assessments completed, childcare providers serving federally subsidized meals have requested extender training, and we have been unable to serve four (4) qualifying schools.

There are no qualified census tract within our combined four-county area; therefore, we use means-tested sites or schools as primary adult and family workshop venues. We will continue to work with the faith-based community, congregate meal sites, and emergency food distribution sites to add service locations.

v. Program needs not addressed and why?

The Western Slope UC CalFresh Nutrition Education program is in need of a second nutrition educator. The educator is needed to reach all of the agencies and organization requesting services, which include Choices for Children, four elementary and middle schools, El Dorado High School, Tahoe Turning Point, Sierra Middle School, Miwok Bank of Shingle Springs Preschool, Placerville Boys and Girls Club and five Head Starts Early Childhood Education Centers. In addition, by adding another educator, we could increase capacity around PSE efforts, including Smarter Lunchroom Movement, School Wellness Policy work, Farm to Table and Improved PA Environments. The Spanish speaking community on the Western Slope is underserved by the SNAP-Ed programs and would benefit from the addition of a bilingual educator.

vi. Trainings Provided

Training	Purpose	Date	Number attended
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Motherlode Farm to School Spring Gathering	Share SLM implementation strategies with food service staff	April 2016	6
CATCH	Increase access to structured PA at 13 school sites	October 2015 – September 2016	27
<i>Farm to Fork</i>	Train extenders to deliver curricula at three sites	October 2015	11
Smarter Lunchroom Movement	Train staff at one site to implement low-cost changes in the cafeteria	January 2016	10
<i>Eat Smart, Being Active</i>	Train staff at one site to deliver curricula	November 2015	10
<i>It's My Choice, Eat Right, Be Active</i>	Train extender at one site to deliver curricula	January 2016	1
<i>Dig In!, Learn, Grow, Eat and Go! Nutrition to Grow On and CATCH</i>	Train extenders to deliver curricula at two sites	February 2016	9

vii. **Conference Presentations & Publications**

UC Delivers:

“Collective Impact: The Calaveras County Experience”

<http://ucanr.edu/delivers/?impact=986&delivers=1>

Poster: “FoodCorps & UC CalFresh Nutrition Education Partnership: Garden-enhanced Nutrition Education, Healthy Cafeterias, Healthy Schools”

- ANR Strategic Initiatives Conference, Sacramento, CA October 2015
- National Farm to Cafeteria Conference, Madison, WI June 2016

Blogs:

- Tales from the Field – CA Department of Food and Agriculture
“Secretary Ross visits dynamic school Ag programs in Calaveras County”
June 2016 <http://blogs.cdфа.ca.gov/TalesFromTheField/?paged=3>
- Food Blog – UC Ag and Natural Resources Division
“Tackling childhood obesity: A systems change approach”
July 13, 2016 <http://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=21460>

News Coverage:

- UCCE – Central Sierra Newsletter
http://cecentralsierra.ucanr.edu/Newsletters_280/UCCE_Central_Sierra_News/
 - November 2015 “FoodCorps and School Gardens Help with Butte Fire
 - December 2015 “New Garden and Nutritional Education Programs”
 - January 2016 “The Magic of Meatless Mondays”

- February 2016 “CATCH Physical Activity”
 - March 2016 “March is National Nutrition Month”
 - April 2016 “Sierra House Mural”
 - May 2016 “Georgetown Elementary – Garden-Enhanced Nutrition Ed”
 - July 2016 “Changes in Nutrition Facts Label”
 - August 2016 “Eating to Boost Energy”
 - September 2016 “Teach Your Teen About Food Labels”
 - Windfall – El Dorado County
 - September 2016 “Georgetown Students Experience Healthy Living with Experts”
- http://cecentralsierra.ucanr.edu/Nutrition_Family_and_Consumer_Science/Monthly_Nutrition_News/

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

- Distributed 35 El Dorado County Profiles at El Dorado County CNAP Meeting January 2016
- UCCE-Central Sierra (CS) Facebook page – 15 nutrition/PA posts
- UCCE-CS UC CalFresh Nutrition newsletters – 6 editions
- UCCE-CS Newsletter – 12 articles, one in each monthly newsletter

ix. Awards Received

2015-16 UC ANR Staff Appreciation and Recognition (STAR) Award –Team
 UC CalFresh Nutrition Education Program /UCCE Central Sierra --- demonstration of exceptional performance, creativity, organizational abilities, work success and teamwork. <http://ucanr.edu/blogs/anrreport/index.cfm?tagname=June%202016>

CA Department of Social Services Recognition of Excellence
 For developing a strongly coordinated and evidence-based SNAP-Ed Integrated Work Plan FFY16 Calaveras County

CA Department of Food and Agriculture, Secretary Karen Ross – Certificate of Achievement
 Partnership and support of CalAgPlate programs in Calaveras County 2015-2016

D. Key Evaluation Outcomes

Youth Programs

Teacher Tasting Tool

All four SMART Objectives were met in evaluating 449 K-12 classes representing 3,586 total students across the four county area:

- “Before today in class, how many of you have tasted this food before?”
 38% had tried the food; state objective <40%

- “How many of you are willing to eat the food at school again?”
78% of the students would try at school again; state objective >75%
- “How many of you are willing to ask for this food at home?”
77% of the students would ask for the food at home; state objective >60%

These findings acknowledge a commitment to presenting new foods to the students for classroom and cafeteria tastings. The items served included a wide range of “new” foods --- mustard greens, roasted chickpeas, persimmon, pomegranate, red cabbage, and whole-wheat pancakes.

In order for behavior to change students must be the conduit for nutrition information from school to home. When students share their school tasting activities, many parents are willing to offer the food at home. We continue to look for opportunities to involve the entire family in our education activities and believe that this type of intervention can be the most influential.

Qualitative Data - Youth

“Such a useful program that has truly impacted my students and their ability to make good nutrition choices” – 5th grade teacher

“This is bomb.” – Middle School student, Golden Sierra School

“Students loved the jicama. They even asked if it’s something they can grow in their school garden.” – 3rd grade teacher

“I love it when you bring in foods ---the blood orange, celery, and other stuff. I’ve tried a lot of things I haven’t had at home.” – 6th grade student *The Great Garden Detective* curriculum

How does the youth evaluation data inform plans for future programing?

We will continue providing tasting of foods that may be new to students and families. The Teacher Tasting Tool is not ideal for measuring impact but it does provide valuable information regarding a students’ willingness to try new foods AND share the experience with parents and family. To better understand and measure impact, staff has committed to using the Teacher Observation Tool with a goal of a 50% survey completion rate.

Adult and Family Programs

Intent to Change Evaluation Tool

The UC CalFresh Central Sierra team collected a 631 ITC surveys from 341 adult participants. The total number of ITC collected could include more than one ITC per person, as participants may fill out a form for each class attended. This evaluation tool provides valuable information about our participants’ readiness to change.

Within the Central Sierra region, four ITC evaluation questions illustrated a high percentage of participants intending to change their behavior after attending a workshop session.

Food Groups

Current Practice: Of the 142 respondents, 28% reported not eating foods from all five food groups every day during the past week.

Intent to Change: of the 42 respondents who had not eaten foods from all five food groups each day, 21, or 50%, reported they would eat foods from all five food groups each day more often within the next week.

Sweet Beverage

Current Practice: 36 respondents reported drinking a sweet beverage every day in the past week.

Intent to Change: Of the respondents who had drank a sweet beverage every day during the past week, 31% intended to drink a sweetened beverage less often the next week.

Grains

Current Practice: Of the 84 respondents, 28 reported not eating whole grains or whole grain products every day in the past week.

Intent to Change: Of the 28 respondents who had not eaten whole grains or whole grain products every day in the past week, 68% reported that they would eat whole grains or whole grain products more often in the next week.

Qualitative Data – Adults

“This class was super helpful. I learned how to read the nutrition facts and to shop with a small amount of money. I’m happy I had this class. It taught me how to cook lots of different foods.” – Continuation High School Student, Divide High School

“(This class will) help focus on more of family dinners with no distractions. No TV, radio, etc.” – Participant, “Healthy, Happy Families” series

“I learned to give my family more than one serving of vegetables a day.” – Participant *Healthy, Happy Families* series

“This workshop will help to save money and make sure to have food all month.” – Participant, *Plan, Save, Shop and Cook* series

“(I learned) ...the difference between sweetened drinks and natural drinks, ways to be more active with our children.” – Participant, *Eat Smart, Be Active*”

“Homeless, it will help more than you know, thanks,” – Participant, Tuolumne County Behavioral Health Department, Grains Workshop

“One participant came back for more four times, they said it was delicious and a perfect way to reintroduce native foods into their lives” – Teacher, Tribal Education Center

How does the adult evaluation data inform plans for future programing?

Based on the “current practice” results of two ITC topics, Food Groups and Vegetables, it was shown that the promoted practice was already widely adopted by participants. This shows that other topics may be of a greater need and interest for future workshops.

While the ITC surveys are not designed to measure change in behavioral outcomes, the results do provide valuable information about SNAP-Ed participants’ current practices and their readiness to change behaviors addressed during the education session/workshop. The Central Sierra education team intends to utilize the Food

Behavior Checklist more often during the next year to maximize data collection to improve measurement of impact and behavior change.

Policy, Systems and Environmental Related Activities

PSE	# with Identified Need	# Making Changes
School Gardens	15	11
Smarter Lunchroom Movement	18	10
Farm to Table	9	9
School Wellness Policies	22	16
Stencils	5	2
Murals	3	1
Improvements in PA Breaks	-	-
Improvement in PA Environment	6	3
Increased Access to Structured PA	20	16
Youth Engagement	4	1

E. Overall Assessment

The program in the four-county Central Sierra region is a strong, unique program that provides nutrition education in a variety of settings that meet the needs of our target rural population. We are seeing significant progress in change and improved behavior not only through our education activities but also through our policy and advocacy work. Our communities know the UC CalFresh educators and look to them as experts on nutrition education. We have become an essential part of our school wellness committees and communities agencies turn to us for advice and support on a variety of projects.

Although our numbers may not be as large as our colleagues, our impact and reach are equal. We continue to look for ways to offer nutrition education that is meaningful and enjoyable. We look for creative ways to help our families make change that is realistic and sustainable. We are making a difference in our communities!

F. SNAP-Ed Planned Improvements

In order to reach more SNAP-Ed qualified participants in our rural communities (with minimum public transportation), we are anxious to have a “home lesson” curriculum approved by UC CalFresh. There is a curriculum in the works and we look forward to utilizing it in our communities.

The team will evaluate more classes and workshops with the Teacher Observation Tool and the Food Behavior Checklist. These evaluation tools can give us a much clearer picture of actual behavior change over time.

Other areas of improvement for FFY17 include:

- ❖ Balance educator workload between direct/indirect education and PSE programs
- ❖ Cultivate professional development and training opportunities for staff to help increase job satisfaction and reduce turnover; identify areas of personal interest to match staff with specific projects; encourage educators to not leave UCCE for graduate school, but instead pursue additional education via online degree programs.
- ❖ Increase direct and indirect adult education at congregate meal sites to increase education to our senior population
- ❖ Work with staff and administration at five new school cafeteria sites with the Smarter Lunchroom Movement program; continue providing TA at current cafeteria sites and complete at least six post-assessments
- ❖ Convert to direct education utilizing an extender model at one school site with UC CalFresh approved curricula