

Attachment 1: Reporting SNAP-Ed Priority Outcome Indicators - SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators

States using the FNS's SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators are strongly encouraged to report their State outcomes for at least five out of seven national priority indicators using this Template. In FFY 2016, UC CalFresh measured all four core indicators and collected partial information for the partnership indicator ST7 from the FFY 2017 reporting template, as well as two additional priority indicators from the FFY 2016 template and a few outcomes for Smarter Lunchrooms Movement (SLM), gardens, and playground stencils (see summary below). Full adoption of the Program Evaluation and Reporting System (PEARS) will allow for more complete reporting in FFY 2017.

Four Core Indicators (measure these four)

Indicator Code	Indicator Name	UC CalFresh Measured
MT1	Healthy Eating Behaviors	Yes
MT2	Food Resource Management Behaviors	Yes
MT3	Physical Activity and Reduced Sedentary Behaviors	Yes
MT5	Nutrition Supports Adopted in Environmental Settings	Yes

Note: MT = medium-term

Two Partnerships and Coalition Indicators (measure at least one)

Indicator Code	Indicator Name	UC CalFresh Measured
ST7	Organizational Partnerships	Partial
ST8	Multi-Sector Partnerships and Planning	No

Note: ST = short-term

Population Results Indicator (measure, if possible)

Indicator Code	Indicator Name	UC CalFresh Measured
R2	Fruits and Vegetables	No

Note: R = population results

Additional FFY 2016 Priority Indicators from the SNAP-Ed Evaluation Framework

Indicator Code	Indicator Name	UC CalFresh Measured
ST5	Needs and Readiness	Yes
MT6	Physical Activity and Reduced Sedentary Behavior Supports Adopted in Environmental Settings	Yes

Note: ST = short-term, MT = medium-term

Additional SNAP-Ed Evaluation Framework indicators measured by UC CalFresh

Indicator Code	Indicator Name	UC CalFresh Measured
LT5	Nutrition Supports Implementation	Yes
LT6	Physical Activity Supports Implementation	Yes

Note: ST = short-term, LT = long-term

UC CalFresh Results

MT1 Healthy Eating Behaviors –

For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed: For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.

MT1c. Ate more than one kind of fruit

Survey: Visually-Enhanced Food Behavior Checklist (FBC)--16 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *Do you eat more than one kind of fruit each day?* (no; yes, sometimes; yes, often; yes, always)

Results:

- Of the 991 UC CalFresh adult participants who completed the FBC pre/post survey in 6 counties, **40% increased** their reported frequency for eating more than one kind of fruit each day from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the percent of participants reporting that they ate more than one kind of fruit each day “yes, often” or “yes, always”.

Ate More than One Kind of Fruit					
		% 'Yes, often' or 'Yes, always'			
	N	Pre	Post	Diff	p-value
UC CalFresh participants in 6 counties	991	31%	52%	21%	<.001

NOTE: Statistic=McNemar Test

MT1d. Ate more than one kind of vegetable

Survey: Visually-Enhanced Food Behavior Checklist--16 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *Do you eat more than one kind of vegetable each day?* (no; yes, sometimes; yes, often; yes, always)

Results:

- Of the 991 UC CalFresh adult participants who completed the FBC pre/post survey in 6 counties, **42% increased** their reported frequency for eating more than one kind of vegetable each day from the pre to post period.
- A statistically significant increase (**p<.001**) was seen in the percent of participants reporting that they ate more than one kind of vegetable each day “yes, often” or “yes, always” from the pre to post period.

Ate More than One Kind of Vegetable					
		% 'Yes, often' or 'Yes, always'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 6 counties	991	36%	58%	22%	<.001

NOTE: Statistic=McNemar Test

**MT1f.
Used
MyPlate
to make
food
choices**

Survey: Plan Shop Save Cook (PSSC)--7 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *How often do you use MyPlate to make food choices?* (never, seldom, sometimes, most of the time, almost always)

Results:

- Of the 1,062 UC CalFresh adult participants who completed the PSSC pre/post survey in 12 counties, **65% increased** their use of MyPlate to make food choices from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the percent of participants reporting that they use MyPlate “Almost always” or “Most of the Time” when making food choices.

Use of MyPlate to Make Food Choices						
		% 'Almost always' or 'Most of the time'				
		N	Pre	Post	Diff*	p-value
UC CalFresh adult participants in 12 counties		1062	18%	57%	39%	<.001

NOTE: Statistic=McNemar Test; *Differences are calculated based on whole numbers

MT1h. Drank fewer sugar-sweetened beverages (e.g., regular soda or sports drinks)

Survey: Visually-Enhanced Food Behavior Checklist--16 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *Do you drink regular soda?* (no; yes, sometimes; yes, often; yes, everyday)

Results:

- Of the 991 UC CalFresh adult participants who completed the FBC pre/post survey in 6 counties, **32% reduced** their reported frequency for drinking regular soda from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the percent of participants reporting either that they did not drink regular soda or they did so only sometimes.

Drink Regular Soda					
		% 'No' or 'Yes, sometimes'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 6 counties	991	72%	85%	13%	<.001

NOTE: Statistic=McNemar Test

Survey: Visually-Enhanced Food Behavior Checklist--16 items (pre/post, matched pairs)

Age: Adults 18+ years

Questions: *Do you drink fruit drinks, sports drinks or punch?* (no; yes, sometimes; yes, often; yes, everyday)

Results:

- Of the 991 UC CalFresh adult participants who completed the FBC pre/post survey in 6 counties, **30% reduced** their reported frequency for drinking fruits drinks, sport drinks or punch from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the percent of participants reporting either that they did not drink fruits drinks, sport drinks or punch or they did so only sometimes.

Drink Fruit Drinks, Sports Drinks, or Punch					
		% 'No' or 'Yes, sometimes'			
	N	Pre	Post	Diff*	p-value
UC CalFresh adult participants in 6 counties	991	70%	80%	10%	<.001

NOTE: Statistic=McNemar Test; *Differences are calculated based on whole numbers

MT1h. Drink fewer sugar-sweetened beverages (e.g., regular soda or sports drinks)
(continued)

Survey: EatFit--19 items (pre/post, matched pairs)
Age: Adolescents 6th-8th grades
Question: *Mark how often you drank fruit flavored beverages or drink mixes (such as Kool Aid, Capri sun, Hi-C, Gatorade, Fruitopia, or Snapple). (never, rarely, sometimes, often, always)*

- Results:**
- Of the 1,077 UC CalFresh adolescent participants who completed the EatFit pre/post survey in Riverside County, **41% reduced** their reported frequency for drinking fruit flavored beverages or drink mixes from the pre to post period.
 - A statistically significant increase (**p<.001**) was seen from the pre to post period in the percent of participants reporting either that they “Never” or “Rarely” drank fruit flavored beverages or drink mixes, such as Kool Aid, Capri sun, Hi-C, Gatorade, Fruitopia, or Snapple.

Drank Fruit Flavored Beverages or Drink Mixes					
		% 'Never' or 'Rarely'			
	N	Pre	Post	Diff	p-value
UC CalFresh youth participants in 1 county	1077	22%	31%	9%	<.001

NOTE: Statistic=McNemar Test

Survey: EatFit--19 items (pre/post, matched pairs)
Age: Adolescents 6th-8th grades
Question: *Mark how often you drank regular soda (not sugar free/diet). (never, rarely, sometimes, often, always)*

- Results:**
- Of the 1,077 UC CalFresh adolescent participants who completed the EatFit pre/post survey in Riverside County, **33% reduced** their reported frequency for drinking regular soda from the pre to post period.
 - A statistically significant increase (**p<.01**) was seen from the pre to post period in the percent of participants reporting either that they “Never” or “Rarely” drank regular soda (not sugar free/diet soda).

Drank Regular Soda					
		% 'Never' or 'Rarely'			
	N	Pre	Post	Diff	p-value
UC CalFresh youth participants in 1 county	1077	44%	50%	6%	<.01

NOTE: Statistic=McNemar Test; *Differences are calculated based on whole numbers

MT1l.
Cups of fruit consumed per day

Survey: Visually-Enhanced Food Behavior Checklist--16 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *Fruits: How much do you eat each day?* (none, ½ cup, 1 cup, 1½ cups, 2 cups, 2½ cups, 3 cups or more)

Results:

- Of the 991 UC CalFresh adult participants who completed the FBC pre/post survey in 6 counties, **52% increased** the amount of fruit that they reported eating each day from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the mean number of cups of fruit participants reported eating each day.

Fruit Intake					
		Mean (cups/day)			
	N	Pre	Post	Diff*	p-value
UC CalFresh adult participants in 6 counties	991	1.13	1.47	0.34	<.001

NOTE: Statistic=Paired T-Test; *Differences are calculated based on the mean values presented

MT1m.
Cups of vegetables consumed per day

Survey: Visually-Enhanced Food Behavior Checklist--16 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *Vegetables: How much do you eat each day?* (none, ½ cup, 1 cup, 1½ cups, 2 cups, 2½ cups, 3 cups or more)

Results:

- Of the 991 UC CalFresh adult participants who completed the FBC pre/post survey in 6 counties, **53% increased** the amount of vegetables that they reported eating each day from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the mean number of cups of vegetables participants reported eating each day.

Vegetable Intake					
		Mean (cups/day)			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 6 counties	991	1.15	1.53	0.38	<.001

NOTE: Statistic=Paired T-Test

MT2 Food Resource Management Behaviors

For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed: For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.

MT2b. Read nutrition facts or nutrition ingredients lists

Survey: Plan Shop Save Cook--7 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *How often do you use the "Nutrition Facts" on the food label to make food choices?* (never, seldom, sometimes, most of the time, almost always)

Results:

- Of the 1,062 UC CalFresh adult participants who completed the PSSC pre/post survey in 12 counties, **56% increased** their use of the "Nutrition Facts" on the food label when making food choices from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the percent of participants reporting that they use the "Nutrition Facts" "Almost always" or "Most of the Time" when making food choices.

Use 'Nutrition Facts' Label to Make Food Choices					
		% 'Almost always' or 'Most of the time'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 12 counties	1062	30%	64%	34%	<.001

NOTE: Statistic=McNemar Test

Survey: Visually-Enhanced Food Behavior Checklist--16 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *Do you use this label [image of Nutrition Facts panel] when food shopping?* (no; yes, sometimes; yes, often; yes, always)

Results:

- Of the 991 UC CalFresh adult participants who completed the FBC pre/post survey in 6 counties, **50% increased** their frequency of using the Nutrition Facts Label when shopping from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the percent of participants reporting they "Yes, often" or "Yes, always" use the nutrition facts label when shopping.

Used Nutrition Facts Label when Shopping					
		% 'Yes, often' or 'Yes, always'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 6 counties	991	24%	53%	29%	<.001

NOTE: Statistic=McNemar Test

MT2g. Not run out of food before month's end

Survey: Plan Shop Save Cook--7 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *How often do you run out of food before the end of the month?* (never, seldom, sometimes, most of the time, almost always)

Results:

- Of the 1,062 UC CalFresh adult participants who completed the PSSC pre/post survey in 12 counties, **41% reduced** their reported frequency of running out of food before the end of the month from the pre to post period.
- A statistically significant increase (**p<.001**) was seen from the pre to post period in the percent of participants reporting that they "Never" or "Seldom" run out of food before the end of the month, indicating an improvement in the food security reported by adults participating in the PSSC curriculum.

Run Out of Food Less Often (more food secure)					
		% 'Never' or 'Seldom'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 12 counties	1062	40%	54%	14%	<.001

NOTE: Statistic=McNemar Test

Survey: Visually-Enhanced Food Behavior Checklist--16 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: Do you run out of food before the end of the month? (no; yes, sometimes; yes, often; yes, always)

Results:

- Of the 991 UC CalFresh adult participants who completed the FBC pre/post survey in 6 counties, **21% reduced** their reported frequency of running out of food before the end of the month from the pre to post period.
- Although a significant gain was not observed between pre and post in the percent of participants reporting the desired responses (did not run out of food before the end of the month or did so only sometimes), a statistically significant increase (**p<.01**) was seen from the pre to post period in the mean score for running out of food, indicating that on average adult participants were more food secure.

Run Out of Food Less Often (more food secure)					
		% 'No' or 'Yes, sometimes'			
	N	Pre	Post	Diff*	p-value
UC CalFresh adult participants in 6 counties	991	86%	89%	3%	ns

NOTE: Statistic=McNemar Test; *Differences are calculated based on whole numbers

Run Out of Food Less Often (more food secure)					
		Mean Value Pre & Post Scores (0-3 Scale)			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 6 counties	991	2.36	2.43	0.07	<.01

NOTE: Statistic=Paired T-Test

**MT2h.
Compare
prices
before
buying
foods**

Survey: Plan Shop Save Cook--7 items (pre/post, matched pairs)
Age: Adults 18+ years
Question: *How often do you compare unit prices before buying food?* (never, seldom, sometimes, most of the time, almost always)

- Results:**
- Of the 1,062 UC CalFresh adult participants who completed the PSSC pre/post survey in 12 counties, **45% increased** their frequency in comparing unit prices before buying food from the pre to post period.
 - A statistically significant different (**p<.001**) was seen from the pre to post period in the percent of participants reporting they compare unit prices “Almost always” or “Most of the time” before buying food.

Compare Unit Prices before Buying Food					
		% 'Almost always' or 'Most of the time'			
	N	Pre	Post	Diff*	p-value
UC CalFresh adult participants in 12 counties	1062	50%	68%	18%	<.001

NOTE: Statistic=McNemar Test; *Differences are calculated based on whole numbers

**MT2i.
Identify
foods on
sale or use
coupons to
save
money**

Survey: Making Every Dollar Count (MEDC)--21 items (retrospective)
Age: Adults 18+ years
Question: *Because of the MEDC program, have you determined if using a coupon is better than buying the store brand?* (no, plan to, yes)

- Results:**
- Of the 789 UC CalFresh adult participants who completed the MEDC retrospective survey in 8 counties, 66% reported that they had already determined if using a coupon was better than buying a store brand because of the MEDC program.

Determined if Using a Coupon Is Better than Buying Store Brand				
	N	No	Plan to	Yes
UC CalFresh adult participants in 8 counties	789	7%	28%	66%

MT2j. Shop with a list

Survey: Plan Shop Save Cook--7 items (pre/post, matched pairs)

Age: Adults 18+ years

Question: *How often do you shop with a grocery list?* (never, seldom, sometimes, most of the time, almost always)

Results:

- Of the 1,062 UC CalFresh adult participants who completed the PSSC pre/post survey in 12 counties, **49% increased** their use of a grocery list when shopping from the pre to post period.
- A statistically significant difference (**p<.001**) was seen from the pre to post period in the percent of participants reporting that they use a grocery list “almost always” or “most of the time” when shopping.

Shop with a Grocery List					
		% 'Almost always' or 'Most of the time'			
	N	Pre	Post	Diff	p-value
UC CalFresh adult participants in 12 counties	1062	44%	69%	25%	<.001

NOTE: Statistic=McNemar Test

MT3 Physical Activity and Reduced Sedentary Behaviors

For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed: For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.

MT3a.
Physical activity and leisure sport (general physical activity or leisure sport)

Survey: EatFit--19 items (pre/post, matched pairs)
Age: Adolescents 6th-8th grades
Question: Mark how often you participated in lifestyle activities (such as walking your pet, bicycling to school, taking the stairs, playing ping pong, or doing housework). (never, rarely, sometimes, often, always)
Results:

- Of the 1,077 UC CalFresh adolescent participants who completed the EatFit pre/post survey in Riverside County, **25% increased** their frequency of participating in lifestyle activities from the pre to post period.
- With the majority (75%) of adolescents already reporting participation in lifestyle activities during the pre-test, a statistically significant gain was not observed between pre and post in the percent of participants reporting either that they "Often" or "Always" participated in lifestyle activities.

Participated in Lifestyle Activities					
		% 'Often' or 'Always'			
	N	Pre	Post	Diff	p-value
UC CalFresh youth participants in 1 county	1077	75%	73%	-2%	ns

NOTE: Statistic=McNemar Test

MT3b.
Physical activity when you breathed harder than normal (moderate-vigorous physical activity)

Survey: EatFit--19 items (pre/post, matched pairs)
Age: Adolescents 6th-8th grades
Question: Mark how often you participated in sports/physical activities for at least 20 minutes that made you sweat and breathe hard (such as jogging, tennis, basketball). (never, rarely, sometimes, often, always)
Results:

- Of the 1,077 UC CalFresh adolescent participants who completed the EatFit pre/post survey in Riverside County, **29% increased** their frequency of participating in sports or physical activities for at least 20 minutes that made them sweat and breathe hard from the pre to post period.
- A statistically significant increase (**p=.01**) was seen from the pre to post period in the percent of participants reporting either that they "Often" or "Always" participated in sports or physical activities for at least 20 minutes that made them sweat and breathe hard.

Participated in Sports or Physical Activities for at Least 20 Minutes					
		% 'Often' or 'Always'			
	N	Pre	Post	Diff	p-value
UC CalFresh youth participants in 1 county	1077	70%	74%	4%	.01

NOTE: Statistic=McNemar Test

MT5 Nutrition Supports Adopted in Environmental Settings

Adoption takes place when SNAP-Ed sites or settings put into effect an evidence-based policy, systems, environmental change, or associated promotion. Nutrition supports can include one or more PSE changes, often including favorable procurement or meal preparation activities or others that expand access and promote healthy eating. Documentation (direct observation, photographic evidence, repeated self-assessments or surveys) or interviews with key informants to 1) confirm the uptake of the PSE change in the setting, 2) learn of unexpected benefits or spinoffs, or 3) learn of challenges, course-correct, and improve the intervention if needed.

<p>Nutrition Supports</p>	<p>University of California Cooperative Extension (UCCE) county/cluster programs reported working on a number of specific evidence-based nutrition supports at a total of 252 SNAP-Ed sites across 27 counties e.g. edible gardens (123 sites), SLM strategies (119 sites), Wellness Policies (107 sites), Farm-to-Table (n=43), murals (n=8) and working on “other” (n=14) nutrition related supports including community produce stands, farmers markets accepting EBT, WIC and Senior Vouchers, new hydration station, a food bank at a community center and improvements in vending.</p> <p><i>NOTES: County Program staff were only asked to indicate if they were working on these evidence-based strategies at specific SNAP-Ed sites, so it is not always possible to report if at least one nutrition support was adopted at the site for each of these areas. However, the available data does allow for the conservative reporting of nutrition supports adopted for the following evidence-based environmental settings changes.</i></p>
<p>Policy, systems, or environmental (PSE) changes adopted</p>	
<p>PSE Change #1 Edible Gardens</p>	<p>Edible Gardens: Establishing, reinvigorating or maintaining an edible garden.</p>
<p>MT5a. # and % of sites or orgs that make at least one change</p>	<p>Edible Gardens: Across 25 counties, UC CalFresh programs reported establishing, reinvigorating or maintaining a total of 123 edible gardens at SNAP-Ed sites.</p> <p>Most of these gardens were located at public school sites; however, gardens were also established or maintained at early childhood care and education sites and community centers. In some cases, a single garden would be used by two distinct settings both receiving SNAP-Ed education for example school classrooms and an afterschool program located at the physical location.</p>
<p>MT5f. Total Population Reached</p>	<p>Edible Gardens: An estimated 15,317 people learned in, worked in, or ate from the gardens. The actual reach of the gardens is likely underestimated since reach estimates were only reported for 105 of the 123 gardens.</p>

<p><u>PSE Change #2</u> Smarter Lunchrooms Movement (SLM)</p>	<p>Smarter Lunchrooms Movement: SLM provides schools with low-cost and no-cost lunchroom changes that encourage students to make healthier food choices. SLM strategies can be adopted in school (K-12) but also pre-school settings.</p>
<p>MT5a. # and % of sites or orgs that make at least one change</p>	<p>Smarter Lunchrooms Movement: For the 2015-2016 School Year, UC CalFresh SLM Technical Assistance Providers (TAPs) reported specific SLM strategies adopted at 22 schools that had conducted both initial and follow-up SLM Self-Assessment Scorecards.</p> <p><i>NOTES: UC CalFresh county/cluster programs reported implementing SLM activity(ies) at 119 SNAP-Ed sites across 23 counties. However, it cannot be assumed that at least one SLM change was adopted at each of these sites since implementing SLM was defined more broadly as providing training or technical assistance, conducting an SLM Scorecard Self-Assessment and/or working with food service staff to make SLM changes to the cafeteria. However, the 22 sites reported here is likely a very conservative estimate since specific changes adopted are only systematically known for school sites that conducted follow-up SLM Scorecard assessments. Many of the school sites that conducted an initial SLM assessment also adopted changes even though a follow-up score card was not yet conducted. Full implementation of the PEARS PSE reporting system will address these challenges in FFY2017.</i></p> <p><u>Types of Changes Adopted</u> For these 22 school sites, on average 3.8 SLM changes were reported. The most commonly adopted strategies pertained to three of the SLM Scorecard categories and are ranked below with the most frequently reported changes listed first:</p> <ul style="list-style-type: none"> • <u>Signage, Priming & Communication</u> <ul style="list-style-type: none"> ○ adding posters - 18 (82%), ○ adding or updating menu boards - 17 (77%), ○ adding food labels and creative names for menu items - 9 (41%) ○ branding the dining space to reflect the student body - 3 (14%) • <u>Moving More White Milk</u> <ul style="list-style-type: none"> ○ placing white milk first (in line/cooler) rather than chocolate milk - 9 (41%) • <u>Focusing on Fruit</u> <ul style="list-style-type: none"> ○ improving the display of fruit by putting it in bowls or baskets - 7 (32%) <p>Also mentioned, but less frequently, were changes that can be categorized as promoting vegetables and salad (e.g. displaying CDE fruit and vegetable cards), lunchroom atmosphere (e.g. staff being friendly, removing physical obstacles and/or cleaning supplies in the cafeteria), student involvement (e.g. students making school announcements promoting lunch and breakfast, student surveys and students actively involved in lunchroom tastings), entrée of the day (e.g. descriptive names for entrée of the day), increasing reimbursable meals (e.g. adding grab and go meals).</p>

<p>MT5f. Total Population Reached</p>	<p>Smarter Lunchrooms Movement: A total of 14,201 enrolled students were reached at the 22 school sites with TAPS reporting at least one SLM strategy was adopted since the previous SLM Self-Assessment Scorecard.</p> <p><i>NOTES: Again, this is a very conservative and likely underestimates of the number of people reached by UC CalFresh SLM changes since it only includes school sites assessed more than 1 time.</i></p>
<p><u>PSE Change #3</u> Wellness Policy</p>	<p>Wellness Policies (WP): At 107 SNAP-Ed sites across 17 counties, UCCE county/cluster programs reported being involved in Wellness Policies. For the great majority of sites this refers to School Wellness Policies (SWP); but, in some cases, pertains to wellness polices for an Early Care and Education (ECE) facility or even community resource centers. Most often, UC CalFresh Program Supervisors or Educators were actively participating in either a school site or district wellness committee. Examples of the type of work UCCE staff are doing in the area of SWP, or Wellness Policies in general, include the following:</p> <ul style="list-style-type: none"> • Alameda County – The UC CalFresh Program Supervisor participates on the school wellness committee and arranges for all the teachers to be trained in the district wellness policies at 28 school and pre-school sites. • Calaveras County – UC CalFresh staff sit on the district wellness committee and work to implement the wellness goals at the specific SNAP-Ed sites. • El Dorado County– UC CalFresh staff are working with a SNAP-Ed eligible resource center to develop an organizational wellness policy (healthy snacks, water access, healthy food available at their food bank). • Tulare County – UCCE representatives participate on three District SWP committees. They are currently working closely with the Food Service Directors in two school districts to update the wellness policy and they attend meetings, make presentations and provide resources to the third district. <p><i>NOTES: However, with the current RTW information, it is not possible to accurately report the number of settings that made at least one change in their Wellness Policy or the reach to SNAP-Ed individuals for this nutrition support. Using the PEARS PSE reporting module would address this limitation in FFY2017.</i></p>

PSE Change #4
Farm-to-Table

Farm-to-Table: At 43 SNAP-Ed sites across 9 counties UCCE county/cluster programs also reported being involved with Farm-to-Table meaning changes in procurement for greater access to local healthy food items (including) sourcing from onsite garden(s). Most were school sites although a community resource and a behavioral health center were also mentioned. An example of the type of work UCCE programs are doing in this area include the following:

- Santa Clara County - The UC CalFresh Program Supervisor serves on a Farm-to-School Committee with the District's Food Service Director, the Community Alliance with Family Farmers (CAFF) and other partners. The school district includes preference for local purchases. At several school and preschool sites, UCCE CalFresh educators held cafeteria promotions and taste tests of local foods to promote consumption and appeal of locally grown produce.

NOTES: Again, with the current RTW information, it is not possible to accurately report the number of settings that made at least one Farm-to-Table change or the reach to SNAP-Ed individuals for this nutrition support. For FFY2017, the PEARS PSE reporting module would address this limitation.

ST7 Organizational Partnerships

Report the number of organizational partnerships, councils, or collaboratives in qualified SNAP-Ed settings that organize themselves around a common agenda, mission, or strategic plan to adopt nutrition or physical activity practices, supports and/or standards. For selected partnerships, describe the partnership maturity levels, partnership accomplishments and lessons learned.

ST7 Organizational Partnerships Summarized by PSE

ST7a. # of active partnerships in SNAP-Ed qualified sites or organizations (regularly meet, exchange information, and identify and implement mutually reinforcing activities that will contribute to adoption of one or more organizational changes or policies)

ST7b. Description of the depth of the relationship (network, cooperator, coordination, coalition, collaboration)

ST7c. Description of partnership accomplishments and lessons learned

Information was not systematically gathered across the UCCE UC CalFresh programs to allow for an accurate count of active partnerships at SNAP-Ed qualified sites or organizations that meet regularly to support the adoption of at least one or more organization changes or policies. However, implementing the nutrition and physical activity supports reported by UCCE programs depend on these types of partnerships. For example:

- **Edible Garden:** In previous years (FFY2015), UCCE programs implementing edible gardens reported working with a range of partners including teachers, principals, Parent Teacher Organization (PTO), parents and a variety of community groups and partners such as the Boy Scouts, 4-H volunteers, Food Corps volunteers, the American Indian Cultural Center, and the local health department were mentioned as helping to build, plant, harvest and/or maintain the garden. For FFY2016, for UCCE garden sites with additional details reported, parents and/or other community members were involved in 60 of the gardens reporting and UCCE Master Gardeners assisted with 36 gardens.
- **Smarter Lunchrooms Movement:** Based on the 2016 SLM reporting, it was not possible to generate a summary of the number of partnerships developed to support county PSE efforts. However, as SLM Technical Assistance Providers (TAPs), UC CalFresh educators are encouraged to support food service staff to make SLM changes. As a result, it can be assumed that in virtually all 57 sites where the SLM Scorecard was conducted, the assessment results were reviewed in partnership with at minimum food service staff with the intent of identifying areas for improvement.
- **Wellness Policies (WP):** Again, while not possible to accurately quantify, the focus of UCCE effort in the area of wellness policy is partnership. In FFY2016, UC CalFresh Program Supervisors or Educators were actively participating in either school site or district wellness committees associated with 107 SNAP-Ed sites across 17 counties. For the great majority of sites this refers to School Wellness Policies (SWP); but, in some cases, pertains to wellness polices for a ECE or even community resource centers.
- **New or Improved Physical Activity Breaks:** Again, while not possible to accurately quantify, implementing new or improved physical activity breaks at a reported 100 SNAP-Ed sites across 14 counties requires active partnerships with classroom teachers and school administrators.
- **Improved Access to Structured Physical Activity:** Similarly, implementing improved access to structured physical activity at 85 SNAP-Ed sites across 14 counties requires strong partnerships with teachers, administrators and physical activity instructors.

FFY 2016 Priority Indicators from the *SNAP-Ed Evaluation Framework*

ST5 Need and Readiness

**ST5 Need and Readiness
Summarized by PSE**

While establishing the need and readiness of a site for environmental setting changes is an important early step for all the UCCE programs working in this area, few use a structured assessment tool with the exception of SLM.

ST5b. # of sites or orgs with an identified need for improving access or creating appeal for nutrition and physical activity supports

Smarter Lunchrooms Movement – UC CalFresh Only:

During the 2015-16 School Year, UC CalFresh programs reported conducting SLM Self-Assessment Scorecard at 57 schools with a total student enrollment of 36,486 students. The SLM Scorecard helps schools assess their cafeteria environments to identify simple low and no cost changes which include 1) focusing on fruit, 2) promoting vegetables and salad, 3) moving more white milk, 4) entrée of the day, 5) increasing sales/reimbursable meals, 6) creating school synergies, 7) lunchroom atmosphere, 8) student involvement, 9) recognition and support of school food, and 10) a la carte.

MT6 Physical Activity and Reduced Sedentary Behavior Supports Adopted in Environmental Settings

Adoption takes place when SNAP-Ed sites or settings put into effect an evidence-based policy, systems, environmental change, or associated promotion. Physical Activity and Reduced Sedentary Behavior supports can include one or more PSE changes that expand access and promote physical activity and reduced time spent being sedentary. Documentation (direct observation, photographic evidence, repeated self-assessments or surveys) or interviews with key informants to confirm the uptake of the PSE change in the site or organization. Physical activity–related changes can include one or more of the following PSE changes, often including policies, practices, and programs that make physical activity more convenient and desirable.

<p>Physical Activity Supports</p>	<p>UCCE county/cluster programs reported working on a number of specific evidence-based physical activity supports at a total of 149 SNAP-Ed sites across 21 counties e.g. new or improved physical activity breaks (100 sites), new or improved access to structured physical activity (85 sites), improvements in physical activity environments (14 sites) and stencils (n=13).</p> <p><i>NOTES: County Program staff were only asked to indicate if they were working on these evidence-based strategies at specific SNAP-Ed sites so it is not always possible to report if at least one physical activity support was adopted at the site for each of these areas. However, the available data does allow for the partial reporting of physical activity supports adopted for the following evidence-based environmental settings changes.</i></p>
<p><u>PSE Change #1</u> New or Improved Physical Activity Breaks</p>	<p>New or Improved Physical Activity Breaks: PA breaks are defined as relatively short energizers of approximately 5-10 minutes in length often conducted in the classroom.</p>
<p>MT6a. # and % of sites or orgs that make at least one change</p> <p>MT6f. Total Population Reached</p>	<p>At 100 SNAP-Ed sites across 14 counties, UCCE county/cluster programs reported working on new or improved PA breaks. A wide variety of physical activities and materials were used to support these PA breaks but County programs most often reported using CATCH activities although Go-Noodle and Instant Recess activities were also mentioned.</p> <p><i>NOTES: However, with the current RTW information, it is not possible to accurately report the number of settings that made at least one change in new or improved physical activity breaks or the reach to SNAP-Ed individuals for this physical activity support. Using the PEARS PSE reporting module would address this limitation in FFY2017.</i></p>
<p><u>PSE Change #2</u> New or Improved Access to Structured Physical Activity</p>	<p>New or Improved Access to Structured Physical Activity: Structured PA defined as at least moderate duration – at least 20 minutes – organized physical activities.</p>
<p>MT6a. # and % of sites or orgs that make at least one change</p> <p>MT6f. Total Population Reached</p>	<p>At 85 SNAP-Ed sites across 14 counties, UCCE county/cluster programs reported working on offering new or improved access to structured PA programs such as CATCH, SPARK or Walking Programs. County programs most frequently referred to implementing CATCH at Early Childhood and Care locations, schools or afterschool programs or training extenders to offer CATCH Structured PA.</p> <p><i>NOTES: However, with the current RTW information, it is not possible to accurately report the number of settings that made at least one change to improve the PA environment or the reach to SNAP-Ed individuals for this</i></p>

	<i>physical activity support. Using the PEARS PSE reporting module would address this limitation in FFY2017.</i>
<u>PSE Change #3</u> Improvements in Physical Activity Environments	Improvements in the physical activity environments: Defined as improvements in access to safe walking or bicycling paths or Safe Routes to School or work programs
MT6a. # and % of sites or orgs that make at least one change MT6f. Total Population Reached	At 17 SNAP-Ed sites, UCCE county/cluster programs reported working on improvements in physical activity environments. For example, in Butte County, UCCE staff reported continuing to support Walk-to-School efforts with the local public health department including monthly Walk-to-School Day promotions and integrating Walk to School Safety messages into the newly painted playground. <i>NOTES: However, with the current RTW information, it is not possible to accurately report the number of settings that made at least one change to improve the PA environment or the reach to SNAP-Ed individuals for this physical activity support. Using the PEARS PSE reporting module would address this limitation in FFY2017.</i>
<u>PSE Change #4</u> Stencils	Stencils: The UC CalFresh state office has developed a stencil application to ensure that any SNAP-Ed funding of a playground stencil project is well thought out, behaviorally focused and clearly linked to a larger nutrition education and physical activity promotion effort. Sites must also receive pre-approval for designs and are strongly encouraged to use the pre-made stencils promoted by CDPH's Prevention First program and the Nutrition Education and Obesity Prevention Program (NEOP). UC CalFresh evaluation staff have collaborated with UCCE programs to develop and test an assessment tool to measure changes in the physical environmental, students' behaviors, and teaching staffs' training/practices, and promotion of physical activity before and after the addition of stencils to a playground or play area. A subset of sites (N=4) who completed a stencil project pilot tested the assessment tool in FFY2016. The results are presented below.
MT6a. # and % of sites or orgs that make at least one change	Stencils: UC CalFresh programs also reported working to add stencils at 13 SNAP-Ed sites in seven different counties. Four sites (3 preschools and 1 elementary school) across four counties completed the stencil assessment and reported making at least one change from the pre to post assessment. In this subset of sites, 32 new stencils were painted on the playground or play area. The types of stencils most commonly applied were: hopscotch with numbers, shapes (circle, square, diamond, pentagon, heart, star), footprints, and traffic markers (bike, cross walk, yield, stop, speed limit). <i>NOTES: However, with the current RTW information, it is not possible to accurately report the total number of settings that added at least one stencil or the reach to SNAP-Ed individuals for this physical activity support. Using the PEARS PSE reporting module would address this limitation in FFY2017.</i>
MT6f. Total Population Reached	With the current RTW information, it is not possible to accurately report the total population reached by the stencils. Using the PEARS PSE reporting module would address this limitation in FFY2017. For the subset of sites completing the pre/post stencil assessment, the reach was 227 students. This is likely an underestimate because the observations were conducted during a single recess and therefore did not capture the total students using the playground space throughout the day.

Additional SNAP-Ed Evaluation Framework indicators measured by UC CalFresh

LEARN	LT5 Nutrition Supports Implementation
<p><u>LT5 Nutrition Supports Implementation Summarized by PSE</u></p> <p><u>Implementation:</u></p> <p>LT5a. Total # of sites or orgs that implemented a multi-component and multi-level intervention with one or more PSE change (MT5) and one or more of the following:</p> <ul style="list-style-type: none"> • Evidence-based education • Marketing • Parent/community involvement • Staff training on continuous program and policy implementation 	<p>Across the Policy, Systems and Environmental (PSE) change related work UCCE programs are undertaking, whether a multi-component intervention was being implemented at sites was most systematically assessed for the edible gardens. Additional implementation detail was reported for 111 of the 123 new, reinvigorated or maintained gardens UCCE programs reported for FFY2016.</p> <p>Edible Gardens</p> <ul style="list-style-type: none"> • Evidence-based education: UCCE county programs reported implementing evidence-based education at 96 gardens. The most commonly reported curricula used included: <i>TWIGS, Grow it! Try it! Like it!, Learn, Grow, Eat, & Go!, Eating Healthy From Farm to Fork, Go, Glow, Grow, USDA's Dig In!, Discovering Healthy Choices, Nutrition to Grow On,</i> • Training: UC CalFresh was involved in providing or organizing trainings to build local capacity at 55 gardens. UCCE Master Gardeners specifically assisted with 36 of the gardens. • Parent/community engagement: Parents or other community members were involved in 60 of the gardens.
<p><u>Effectiveness:</u></p> <p>LT5c. # of sites or orgs that made at least one PSE change (MT5) and show improved food environment assessment scores (using a reliable and, if possible, valid environmental assessment tool)</p>	<p><i>NOTES: Few of the nutrition supports that UCCE programs are implementing as part of their SNAP-Ed programs use an environmental assessment with the exception of SLM.</i></p> <p>Smarter Lunchrooms Movement: The SLM Self-Assessment Scorecard is a reliable and valid environmental assessment tool. UCCE SLM Technical Assistance Providers (TAPs) reported assessing for their 2nd or later time 28 schools. Twenty-six (93%) of these schools had an increase in their score from the first to their most recent assessment. On average their SLM scores increased by 18 points from 44 to 62 or by 41%.</p>

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LT6 Physical Activity Supports Implementation

LT6 Physical Activity Supports Implementation Summarized by PSE

NOTES: Few of the physical activity (PA) supports that UCCE programs are implementing as part of their SNAP-Ed programs use an environmental assessment with the exception of the stencil assessment pilot. Additional PA assessment tools for CATCH and Active Schools were developed in FFY2016 and will be reported on if/when used in FFY2017.

Implementation:

LT6a. Total # of sites or orgs that implemented a multi-component and multi-level intervention with one or more PSE change (MT6) and one or more of the following:

- Evidence-based education
- Marketing
- Parent/community involvement
- Staff training on continuous program and policy implementation

Stencils

- **Evidence-based education:** While reporting was incomplete in FFY2016, UCCE county programs reported implementing evidence-based education at all four sites who completed the pre/post stencil assessment.
- **Parent/community involvement:** At these four sites parents, teaching staff, school administrators, and in some cases community members were actively involved in supporting the stenciling projects. UC CalFresh county programs engaged stakeholders in the project design; recruited volunteers for the playground preparation and painting days; coordinated nutrition education, physical activity (PA) promotion, and community events using the stencils; and hosted a stenciling unveiling ceremony.
- **Staff training:** Results from the stencil assessment indicated that two teaching staff at one of the preschool sites received training on how to facilitate PA for students using the playground stencils between the pre and post assessment. While others were provided with support materials explaining how teaching staff can engage preschool students in age-appropriate physical activities using the stencils and linked to ECE standards. For example, in Alameda County, teachers were provided with the "Painted Playground Activities: A Guide for Grown-ups," adapted from the Orange County Department of Education. This guide offers age-appropriate games and activity prompts. California Department of Education information highlighting how stencils can meet certain Pre-K learning standards is also included. In addition, some teaching staff requested training on CATCH to support student engagement in physical activity. Additional PA training will be provided to teaching staff in FFY2017.

Effectiveness:

LT6c. # of sites or orgs that made at least one PSE change (MT6) and show improved physical activity environment assessment scores (using a reliable and, if possible, valid environmental assessment tool)

Stencils

Of the four sites that completed the stencil assessment and made at least one physical activity supports change (MT6):

- Increases in the percentage of students playing on the playground stencils or play space from the pre to post assessment were observed at all four sites.
 - On average across the four sites, 36% more students were observed playing on the playground stencils or play space.
- One site also showed a reduction in sedentary behavior from the pre to post period with 8% fewer students observed sitting down, not walking, or very inactive.

Surveys with teaching staff (N=5) captured additional improvements:

- 80% of the teaching staff reported encouraging students to be physically active (up from 60%-PRE),

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| | <ul style="list-style-type: none">• 80% of the teaching staff use the playground to teach academic concepts through movement (up from 40%-PRE)• All teaching staff reported encouraging students to use the playground stencils• 80% of the teaching staff reported facilitating physical activities for students using the playground stencils and participating in physical activities with students using the playground stencils.• At one the one elementary site, Kindergarten and 1st grade teachers use the playground stencils to infuse physical activity into the school day outside of recess and lunch breaks.• All teaching staff reported seeing changes in students' physical activity since the playground stencils were painted. |
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