




# CALIFORNIA SNAP-ED ANNUAL REPORT



OCT. 1, 2017 - SEPT. 30, 2018

CDSS • CDPH • UC CALFRESH • CCC • CDA



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# EXECUTIVE SUMMARY

California's Supplemental Nutrition Assistance Program-Education (SNAP-Ed) improves the health of low-income Californians by providing education and leading healthy community interventions. These services are implemented by four organizations, under the oversight of the California Department of Social Services (CDSS). Together they serve Californians across the lifespan in the places where they work, learn, live, shop, eat, and play.

California's four SNAP-Ed State Implementing Agencies (SIAs) are the California Department of Public Health (CDPH), Catholic Charities of California, Inc. (CCC), the California Department of Aging (CDA), and the University of California CalFresh Nutrition Education Program (UC CalFresh). These organizations work through local implementers—such as health departments, extension offices, nonprofit organizations, and area agencies on aging—to make information and options for healthy eating and physical activity available to low-income Californians. SNAP-Ed also partners with state agencies that have non-SNAP-

Ed nutrition programs; such as CDSS CalFresh Food, the California Department of Education School Nutrition Unit, and the CDPH Women, Infants and Children Division; through the State Nutrition Action Council (SNAC).

## Statewide Leadership and Collaboration

Guided by CDSS's vision for an increasingly strategic and efficient program, SNAP-Ed has streamlined work processes, coordinating and unifying contributors, and increasing California's capacity to evaluate outcomes and make data-



driven decisions. This approach centers on a commitment to program effectiveness that unites California's SIAs. This guiding vision was reflected in California's work over the past year, including four achievements of note:

- » **Three years of results from the California Family Health Study indicated that low-income Californians' health behaviors appeared to be improving, so much so that they were, in some ways, nearly indistinguishable from Americans of all income levels** (Molitor, Doerr, Pugliese & Whetstone, 2019).
- » The use of the Program Evaluation And Reporting System (PEARS) database dramatically improved California's capacity to evaluate outcomes and make data-driven decisions.
- » California's SNAC developed the Get More at the Farmers Market initiative to increase low-income shoppers' knowledge and usage of their USDA Food and Nutrition Service (FNS) program benefits at their local farmers markets. In all, the initiative was estimated to have reached **23,187** low-income Californians.
- » CDSS worked with Rescue, the Behavior Change Agency, to develop a statewide consumer brand, CalFresh Healthy Living, to promote awareness of the CalFresh name as a trusted, reliable source of information on healthy living.

## Meeting California's Goals for Healthy Behavior Change

- » California's SIAs reported that policy, systems, and environmental change (PSE) interventions were delivered in 54 out of the 58 counties and reached SNAP-Ed-eligible Californians a total of **3,212,872** times. California's SIAs also reported a total of **103,281** adult and **434,891** child participants in their nutrition and physical activity direct-education classes. As such, the SIAs made substantive **progress toward all five of California's statewide goals.**

### California SNAP-Ed Statewide Goals FFYs 2017 - 2019

<b>Goal 1</b>	Increase consumption of healthy foods and beverages, and decrease consumption of unhealthy foods and beverages.
<b>Goal 2</b>	Increase physical activity.
<b>Goal 3</b>	Improve food resource management.
<b>Goal 4</b>	Increase access to and/or appeal of healthy dietary choices and decrease access to and/or appeal of unhealthy dietary choices where people eat, live, learn, work, play, or shop.
<b>Goal 5</b>	Increase access to and/or appeal of physical activity opportunities for SNAP-Ed-eligible populations.

FFY 2018 was a year of strengthened collaboration, successful progress toward program goals, improved coordination, and enhanced partnerships. Building on its successes and learnings from FFY 2018, California SNAP-Ed anticipates additional improvements in the year ahead, as well as the conclusion of its three-year goals.

- » California's SIAs reported a total of **2,779** PSE nutrition and **997** physical-activity-supportive improvements across all sites (California SNAP-shot: Policy, Systems, and Environmental Change).
- » The overall results for direct-education interventions were positive, showing **improvements across 12 behaviors** that included fruit and vegetable consumption

and food-resource management behaviors (California SNAP-shot: Direct Education).

- » SNAC will continue its focus on Get More at the Farmers Market, addressing the recommendations with renewed outreach, education, and local partnerships (State-Level Outcomes and Achievements).
- » Goals for the year ahead are to continue to standardize PEARS work processes and direct-education outcome evaluation (State-Level Outcomes and Achievements).

Only part of the story of California's healthy community changes can be understood from the numbers. We are inspired by the personal stories of SNAP-Ed successes that impact the lives of real Californians.

*"Prior to the exercise and nutrition program, I had high cholesterol and suffered from symptoms from anemia, like fatigue. I became sleepy frequently throughout the day. I had a blood test done after participating in the walking group and nutrition program for eight weeks, and the doctor*



*informed me that my cholesterol level lowered and was back to normal. The symptoms I experienced from anemia, like fatigue and low energy levels, also disappeared."*

*—Anonymous Direct-Education and Walking Group Participant, Los Angeles, CA*



# PROGRAM OVERVIEW

California's Supplemental Nutrition Assistance Program-Education (SNAP-Education) program directly served 538,172 low-income people and brought health-promoting community changes to 3,724 sites throughout the state. In doing so, California SNAP-Education made progress toward 8 of its 10 objectives for federal fiscal years (FFYs) 2017 through 2019.

*Table 1.1 California SNAP-Education Goals and Objectives*

**Goal 1: Increase consumption of healthy foods and beverages, and decrease consumption of unhealthy foods and beverages.**

**Objective 1a**

By September 30, 2019, improve the dietary quality of meals and snacks consumed by the SNAP-Education-eligible population by 3%.

**Objective 1b**

By September 30, 2019, increase consumption of fruits and vegetables among the SNAP-Education-eligible population by 3%.

**Objective 1c**

By September 30, 2019, decrease consumption of added sugar from food and beverages among the SNAP-Education-eligible population by 3%.

*Table 1.1 California SNAP-Ed Goals and Objectives*

**Goal 2: Increase physical activity.**

**Objective 2**

By September 30, 2019, increase time spent in physical activity among the SNAP-Ed-eligible population by 3%.

**Goal 3: Improve food resource management.**

**Objective 3a**

Annually at least 80% of surveyed SNAP-Ed adult participants report im-proving at least one resource management behavior.

**Objective 3b**

Annually at least 30% of surveyed SNAP-Ed adult resource management participants report increased food security.

**Goal 4: Increase access to and/or appeal of healthy dietary choices and de-crease access to and/or appeal of unhealthy dietary choices where people eat, live, learn, work, play, or shop.**

**Objective 4a**

Annually improve food environments in at least 500 new and continuing SNAP-Ed-eligible sites or organizations.

**Objective 4b**

By September 30, 2019, at least 75% of SNAP-Ed jurisdictions (counties/cities) will increase the number of SNAP-Ed-eligible sites or organizations with improved food environments.

**Goal 5: Increase access to and/or appeal of physical activity opportunities for SNAP-Ed-eligible populations.**

**Objective 5a**

Annually improve environments and opportunities for physical activity in at least 200 new and continuing SNAP-Ed-eligible sites or organizations.

**Objective 5b**

By September 30, 2019, at least 75% of SNAP-Ed jurisdictions (counties/cities) will increase the number of SNAP-Ed-eligible sites or organizations with improved environments and opportunities for physical activity.





*"Waters have been selling. Appreciate the assistance I received in stocking healthier foods and beverages."*

*—Joe, Rivera Mart Business Owner, Sacramento, CA*

*"It's important to have healthy food options for reasonable prices in our local ethnic markets."*

*—Kafisa, Tawakal Food Market Shopper, San Diego, CA*

## What We Do

California's SNAP-Ed directly provides low-income Californians with in-person or interactive-multimedia education on nutrition and physical activity. The program also implements policy, systems, and environmental (PSE) changes, which are intended to help make the healthy choice the easy choice for low-income families and individuals. These PSE changes and direct-education approaches are complemented and supported by social marketing efforts and indirect education, which includes the distribution of educational materials.

These services are implemented by four state implementing agencies (SIAs)—two State of California government agencies, a university-affiliated program, and a faith-based charitable organization—under the leadership and oversight of the California Department of Social Services (CDSS). These organizations work through a network of local health departments (LHDs),

cooperative extension county offices, nonprofit organizations, area agencies on aging, and other local implementing agencies (LIAs), educators, and volunteers. Together, the SIAs and LIAs serve low-income Californians across the lifespan—in the places where they work, learn, live, shop, eat, and play—educating participants about healthful behavior changes and promoting healthier foods and active living.

*"I like coming to Catholic Charities (Riverside) every day during the week to help out with the yard, the garden, and whatever staff needs me to do."*

*—Charlie, Catholic Charities Volunteer*

## California's SNAP-Ed Oversight Agency

The California Department of Social Services (CDSS) oversees and collaborates with four SIAs that contract with their LIAs and ensure the quality of evidence-based SNAP-Ed programs and services (CDSS, 2018).

CDSS additionally oversees contracts for statewide work and implements pilot projects and emerging, innovative approaches at the local level. CDSS oversees a contract with Leah's Pantry, a California nonprofit, for PSE and direct education. Leah's Pantry created EatFresh.org, an online nutrition-education project that provides SNAP-Ed resources, recipes, nutrition messages, local county resources, and training. In 2018, Leah's Pantry worked with various SIAs and in 2019 CDSS will intensify this effort by working with Leah's Pantry to support California's SNAP-Ed work with interactive, Web-based direct education.

CDSS also oversees contracts with the nonprofit Public Health Institute Center for Wellness and Nutrition, and California State University, Sacramento for state-level evaluation services, and a subcontract with Rescue, the Behavior Change Agency, for statewide brand development. For FFY 2018, the brand messaging and communication system for SNAP and SNAP-Ed programs and services was a priority. CalFresh Healthy Living is now the new California SNAP-Ed brand, beginning in FFY 2019.

## California's SNAP-Ed State Implementing Agencies (SIAs)

### *THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH (CDPH)*

The Nutrition Education and Obesity Prevention Branch of CDPH delivers obesity prevention interventions that include nutrition education, physical activity, and PSE support strategies. In FFY 2018, CDPH worked in partnership with 60 LHDs as LIAs. The LHDs subcontract and engage with a broad set of partners, including community-based organizations, school districts, health care agencies, business, worksite partners, and other government entities.

### *THE UNIVERSITY OF CALIFORNIA CALFRESH NUTRITION EDUCATION (UC CALFRESH)*

UC CalFresh strives to improve the health of Californians by providing nutrition education and physical activity aligned with PSE initiatives that transform the way people in communities learn, live, work, shop, eat, and play. The UC CalFresh State Office provides training, technical assistance, and oversight for 17 UC Cooperative Extension programs that operate in 32 counties. UC CalFresh partners with like-minded, university-based centers, state agencies, and nonprofits.

### *THE CALIFORNIA DEPARTMENT OF AGING (CDA)*

A relative newcomer among California's SNAP-Ed implementers, CDA worked with 16 participating Area Agencies on Aging (AAAs) as its LIAs in 2018, completing their fourth full year of delivering SNAP-Ed services. The





evidence-based services CDA offers are designed to increase low-income older adults' adoption of informed food choices and healthier, more physically active lifestyles, with consideration for their limited financial resources. In FFY 2018, CDA completed a gap analysis to determine the level of funding required for the AAAs to fully operate the SNAP-Ed program. Results of the analysis will help CDA ensure efficient utilization of funding and stabilization of the program in FFY 2019 and onward.

### **CATHOLIC CHARITIES OF CALIFORNIA, INC. (CCC)**

In FFY 2018, CCC and its 12 LIAs delivered SNAP-Ed in 25 counties across California with focus on three priorities: increased access to/appeal for healthy foods and beverages, increased food security and food resource management, and increased access to/appeal for physical activity.

## **Who We Serve**

California SNAP-Ed services are targeted to Californians of all ages who live in households with incomes at or below 185% of the Federal Poverty Level (FPL). More than a third of Californians are eligible for SNAP-Ed services (UCLA Center for Health Policy Research, 2017a). This represents more than 12.7 million adults, adolescents, and children throughout the state, a number roughly comparable to the total population of Illinois (U.S. Census Bureau, 2017).

**Table 1.2 Estimated Populations of Californians  
and SNAP-Ed-Eligible Californians**

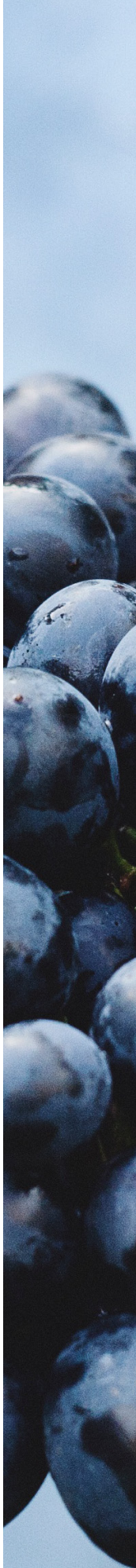
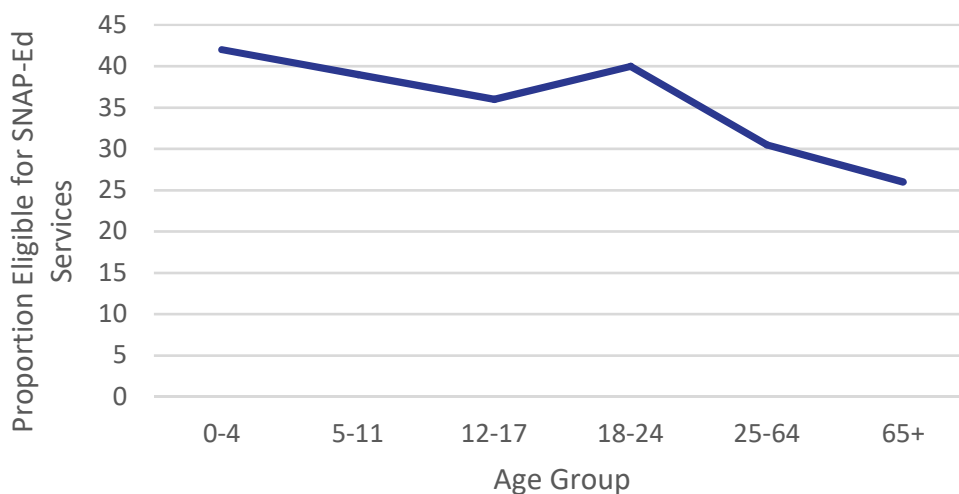
<b>Age Group</b>	<b>Estimated Total Population</b>	<b>Estimated Eligible Population</b>
Children 0-4	2,568,000	1,077,000
Children 5-11	3,520,000	1,379,000
Adolescents 12-17	3,137,000	1,145,000
Adults 18-24	4,094,000	1,616,000
Adults 25-64	19,865,000	6,128,000
Adults 65+	5,496,000	1,449,000
<b>Total</b>	<b>38,680,000</b>	<b>12,794,000</b>

The population with the largest proportion of SNAP-Ed-eligible individuals is children under the age of 5 (41.9%). Well over a third of children aged 5 to 11 years (39.2%), adolescents 12-17 years old (36.5%), and young adults aged 18 to 24 years (39.5%) are SNAP-Ed eligible. Among adults 25 to 64 years of age, 30.8% are SNAP-Ed eligible. Adults aged 65 years and older have the smallest proportion, although more than a quarter of older adults (26.4%) meet the low-income SNAP-Ed eligibility criterion.

It is not always possible to determine the number and characteristics of individual community members who benefit from PSEs, thus demographic data are not available for SNAP-Ed eligibles who are served by PSE services. Demographic characteristics of FFY 2018 direct-education participants are presented in the California SNAP-shot: Direct Education section of this report.

The majority (54.9%) of California's SNAP-Ed-eligible adults are members of California's workforce (UCLA Center for Health Policy Research, 2015-2017), with an estimated 4.2 million who work at least 21 hours per week. An additional 1.1 million Californians work 20 hours or fewer. Among those Californians who are not employed and not looking for work, 40.2% are retired or disabled. Workers in low-wage jobs are overrepresented among California's low-income residents. Whereas 15.8% of California workers live in families with incomes at or below 150% of the FPL, that number is 38.2% among low-wage workers; 21% live in families with incomes below the FPL (UC Berkeley Labor Center, 2017a). The California industry with the highest rate of low-wage work is agriculture, fishing, and forestry, in which 70.5% of jobs are low wage. This is followed by food service, in which 65.7% of jobs are low wage (UC Berkeley Labor Center, 2017b). Thus, the workers who feed California are especially likely to face economic barriers in providing healthy food for their families.

**Figure 1.1 Proportions of SNAP-Ed Eligibles by Age**



## Why California SNAP-Ed Matters

SNAP-Ed is an evidence-based program that helps people live healthier lives. SNAP-Ed addresses nutrition education and food insecurity, and is central to CDSS's and the United States Department of Agriculture's efforts to improve nutrition and prevent or reduce diet-related chronic disease among CalFresh recipients (participants in California's SNAP nutrition assistance program) and other low-income populations. Low-income Californians are at risk for costly, preventable health conditions (CDPH & Nutrition Policy Institute, 2016). Among SNAP-Ed-eligible adults, 15.2% have been diagnosed with diabetes, compared with 10.7% of non-eligible adults (UCLA Center for Health Policy Research, 2016a). An estimated 32.7% of SNAP-Ed-eligible adults in California are obese, compared with 26.4% of Californians with higher incomes (UCLA Center for Health Policy Research, 2017b). Although recent estimates of heart disease prevalence are relatively similar for Californians with low incomes (7.0%) and higher incomes (6.6%), low-income Californians still have a 6% greater risk of receiving a heart disease diagnosis than their higher-income counterparts (UCLA Center for Health Policy Research, 2016c).

SNAP-Ed interventions address three of the top six behavioral risk factors for all preventable cancers in American adults: low fruit and vegetable consumption, physical inactivity, and excess body weight (Molitor, Doerr, Pugliese & Whetstone, 2019; Islami et al., 2018). Increased fruit and vegetable intake also decreases the risk of developing type 2 diabetes (Wang,

Fang, Gao, Zhang, & Xie, 2016) and the risk of dying from cardiovascular disease (Wang et al., 2014). For each serving of fruit and vegetables a person consumes daily, his or her risk of mortality from cardiovascular diseases is decreased by 4%. Thus, eating more fruits and vegetables appears to have a protective effect on the most common, costly, and preventable chronic diseases.

Physical activity also reduces the risk of a range of health conditions, including obesity, gestational diabetes, some cancers, dementia, and, for older adults, fall-related injuries (2018 Physical Activity Guidelines Advisory Committee, 2018). California SNAP-Ed improves low-income Californians' health by promoting the evidence-based recommendations of the Dietary Guidelines for Americans (U.S. Department of Health and Human Services and U.S. Department of Agriculture, 2015) and Physical Activity Guidelines for Americans (2018 Physical Activity Guidelines Advisory Committee, 2018) and by improving the availability of healthier options for low-income families living in California communities.



# STATE-LEVEL OUTCOMES AND ACHIEVEMENTS

Low-income Californians' health behaviors appear to be improving, so much so that they are, in some ways, virtually indistinguishable from Americans of all income levels (Molitor, Doerr, Pugliese & Whetstone, 2019). The California Department of Social Services (CDSS) oversees four state-level Supplemental Nutrition Assistance Program-Education (SNAP-Ed) projects to support good nutrition and assess outcomes relevant to SNAP-Ed programming. This state-level work includes a population study of low-income Californians, the expanded use of a program reporting database, a statewide social marketing campaign that is complemented by smaller campaigns, and an active and thriving State Nutrition Action Committee (SNAC), comprised of representatives from all United States Department of Agriculture (USDA) Food and Nutrition Services (FNS) programs.



## State-level Outcomes

In Federal Fiscal Year (FFY) 2018, California conducted a three-year retrospective study of dietary and physical activity behaviors among low-income mothers and their teens and children. This work was a collaboration between CDSS and California Department of Public Health (CDPH), with support from California State University, Sacramento (CSUS), and the Public Health Institute Center for Wellness and Nutrition (PHI CWN). The study revealed significant improvements relevant to Goal 1 of California SNAP-Ed's Goals and Objectives: Increase the consumption of healthy foods and beverages, and decrease the consumption of unhealthy foods and beverages.

California SNAP-Ed researchers analyzed data from the California Family Health Study for FFY 2015 through FFY 2017. This large-scale telephone survey of low-income Californians involved administering a validated 24-hour dietary recall assessment to record all food and beverages consumed in the previous 24 hours, then converted responses to standardized quantities

such as cups for fruits, vegetables, and 100% juice, water, and sugar-sweetened beverages (SSBs). Responses were used to calculate Healthy Eating Index scores, a measure of overall dietary quality. Trained interviewers also asked a series of questions to assess physical activity among mothers, teenagers, and children. Statistical models were developed to examine significant changes from 2015 to 2017 for seven selected outcome variables.

As summarized in Table 2.1, mothers, teens, and children all showed improvements between 2015 and 2017 for overall dietary quality and for fruit and vegetable intake relevant to California's Goal 1. Although mothers, teenagers, and children did not decrease their overall intake of SSBs, the proportion of mothers who drank one or more sugary beverages decreased between 2015 and 2017. Finally, although it is not a separate objective, water consumption is relevant to the overall goal of increasing intake of healthy foods and beverages. All three groups—mothers, teens, and children—significantly improved their water intake between 2015 and 2017.

**Table 2.1 Key Goal 1 Findings for Low-Income Mothers, Teens, and Children**

**Goal 1: Increase consumption of healthy foods and beverages and decrease consumption of unhealthy foods and beverages.**

Objective	Mothers	Teenagers	Children
<p><i>1a. By September 30, 2019, improve the dietary quality of meals and snacks consumed by the SNAP-Ed-eligible population (consistent with the current Dietary Guidelines for Americans) by 3%.</i></p>	<p>Improved overall dietary quality as measured by the Healthy Eating Index.</p> <p>Healthy Eating Index scores for mothers rose to levels similar to the average for adults of all income levels in the United States.</p> <p>The increase in the proportion of mothers meeting the USDA MyPlate recommendation for fruit, vegetables, and 100% juice exceeded 5 percentage points.</p>	<p>Improved overall dietary quality as measured by the Healthy Eating Index.</p> <p>The average Healthy Eating Index score for teenagers in 2017 was nearly identical to the all-income national average.</p>	<p>Improved overall dietary quality as measured by the Healthy Eating Index.</p> <p>The average Healthy Eating Index score for teenagers in 2017 was nearly identical to the all-income national average.</p>
<p><i>1b. By September 30, 2019, increase consumption of fruits and vegetables among the SNAP-Ed-eligible population by 3%.</i></p>	<p>Mothers increased consumption of fruit, 100% juice, and vegetables by nearly a third of a cup per day.</p> <p>Greater proportions of SNAP-Ed-eligible California mothers met the MyPlate recommendation for fruit intake, for all three years of the survey, than did adults of all income levels across the United States.</p>	<p>Teens increased consumption of fruit, 100% juice, and vegetables by more than a third of a cup per day.</p>	<p>Children increased consumption of fruit, 100% juice, and vegetables by more than a third of a cup per day.</p>





**Table 2.1 Key Goal 1 Findings for Low-Income Mothers, Teens, and Children**

<b>Goal 1: Increase consumption of healthy foods and beverages and decrease consumption of unhealthy foods and beverages.</b>			
<b>Objective</b>	<b>Mothers</b>	<b>Teenagers</b>	<b>Children</b>
<i>1c. By September 30, 2019, decrease consumption of added sugar from food and beverages among the SNAP-Ed-eligible population by 3%.</i>	Fewer mothers drank one or more cups of SSBs in 2017, compared with 2015.		
<i>No applicable objective</i>	Mothers increased water consumption, adding more than one cup of water per day by 2017.	Teens increased water consumption, adding more than two cups of water a day by 2017.	Children increased water consumption, adding more than one cup of water a day by 2017.

Significant improvements were not found for Goal 2: Increase physical activity among the SNAP-Ed population. It is worth noting that SNAP-Ed-eligible mothers, on average, met or exceeded the recommended 150 minutes of weekly physical activity for all three survey years (2018 Physical Activity Guidelines Advisory Committee, 2018). However, in 2017, 41.3% of mothers did not meet the 150-minutes criterion for moderate or vigorous physical activity in accordance with the Physical Activity Guidelines for Americans (2018 Physical Activity Guidelines Advisory Committee, 2018).

Notably, the improvements found in 2017, relative to 2015, set a high bar for

continued improvement in the current three-year funding cycle. The California SNAP-Ed Goals and Objectives set FFY 2017 as a reference year and established targets for substantial improvements for FFY 2019. In light of the already-improved population-level outcomes observed in the three-year study, the California SNAP-Ed Goals and Objectives are ambitious. This is especially true in a climate of decreased funding for California's SNAP-Ed programming. However, the SIAs' success in maintaining existing programming, and even implementing new programs, during FFY 2018 provides a basis for optimism (Appendix D).

The report, "Three-Year Comparisons of Healthful and Unhealthful Dietary Behaviors, Physical Activity, and Obesity Prevalence among Mothers, Teenagers, and Children from SNAP-Ed Eligible California Households," is included among the appendices of this annual report. It contains a description of the study methodology and detailed results of analyses.

## Program Evaluation And Reporting System (PEARS)


California expanded its use of the PEARS online database for recording SNAP-Ed activities in FFY 2018. In the first year of use, FFY 2017, SIAs only reported their PSE activities in PEARS. In FFY 2018, California's use of PEARS expanded to include direct-education program delivery information (i.e., process-evaluation data). One SIA, UC CalFresh, additionally used PEARS to record pre-post questionnaire responses in FFY 2018. These responses were used to assess targeted outcomes among participants in direct-education classes. The other three SIAs also gathered pre-post responses from participants in their direct-education classes, but they used separate Excel spreadsheets for storing and managing data.

The use of the PEARS database has already dramatically improved California's capacity for data management, data analysis, and process evaluation. All process-evaluation data for California can now be combined and reported at the state level. As a result, this annual report represents the state's first truly integrated reporting of statewide PSE and direct-education activities. Because only one SIA used PEARS for direct-education pre-post

questionnaire responses, and because California has not standardized its use of questionnaires across SIAs, only some outcome data could be combined for the current report. This points the way for continued improvements for FFY 2019.

The steps California took to adopt the PEARS database for process evaluation, along with recent advancements in the database's features, provide the capacity for improved outcome evaluation in the years ahead. The goals for FFY 2019 are to continue California's work to standardize work processes for using PEARS and standardize data collection and reporting for direct-education outcome evaluation. To meet the first goal, the PEARS Database Coordination project team was convened in FFY 2018 and charged with establishing coordinated processes and procedures. This project is led by CDSS and CSUS, with substantive contributions from the California SNAP-Ed Evaluation Work Group and PHI CWN. The project team's charge is to develop and document work processes, including data quality assurance, PEARS training, and technical assistance procedures. The project's ultimate aim is to streamline work processes, supporting and improving program efficiency and effectiveness. One of this project team's work products in FFY 2018 was a set of guidelines outlining a minimum shared set of standards for data quality assurance. These guidelines, developed with substantive input from all SIAs, set a standard for all information that is entered into PEARS to be validated and managed using the same methods. In January 2019, the PEARS Database Coordination team will introduce a training implementation plan, with





a full training manual to follow during the current fiscal year. The training manual will provide detailed information on how to use the PEARS system consistently within California and will facilitate consistent knowledge transfer for new LIA and SIA staff.

To standardize data collection and reporting for direct-education outcome evaluation, California SNAP-Ed Evaluation Work Group will meet in January and February 2019. CDSS and the SIAs will pilot test standardization during FFY 2019. This will allow for a wider range of outcome analyses for direct-education interventions and help to inform program development for CDSS and the SIAs. The standardization effort will feed into a broader FFY 2019 effort to draft and adopt a statewide evaluation plan for the next three-year funding cycle, which begins in FFY 2020. The statewide evaluation plan will be the first of its type for California SNAP-Ed and will detail a unified evaluation strategy for the next three-year plan (FFYs 2020 through 2022).

The PEARS database coordination, standardization effort, and evaluation plan all fall under the purview of the California SNAP-Ed Evaluation Work Group. This work group is led by CDSS and includes evaluators from all SIAs and SNAP-Ed researchers from CSUS and PHI CWN. The Evaluation Work Group's FFY 2019 work plan is included among the appendices of this report.

## California SNAP-Ed Social Marketing

SNAP-Ed defines social marketing as multi-level, coordinated initiatives that combine education, marketing, and public health approaches. SNAP-

Ed uses commercial marketing technologies to deliver messages about nutrition and physical activity, such as public service announcements, social media, and advertising campaigns (USDA, 2019). In FFY 2018, the major social marketing effort in California was the Be Better media campaign, implemented by CDPH. Be Better is a multicultural campaign, with advertisements in English and Spanish. CDPH placed Be Better ads in media that included television, digital, radio, and out of home (e.g., billboards) from April through September 2018.

CDPH conducted an evaluation of the 2018 Be Better campaign to assess unaided campaign awareness and examine differences in nutrition and physical activity behaviors between California mothers who recalled the campaign and those who did not. Unaided campaign awareness refers to recalling substantial details of the campaign without being prompted by a description or image. Data analysis for the 2018 Be Better Media Campaign Evaluation was ongoing at the time of this report. Preliminary analyses revealed that, among the 816 low-income mothers who were interviewed for the evaluation, 21.6% recalled the campaign unaided.

Including the Be Better campaign, California's SIAs reported that they implemented and maintained four social marketing campaigns in FFY 2018. California's social marketing activities include smaller-scale and local social marketing efforts focused on specific action during a very limited timeframe of exposure. Table 2.3 outlines each new and ongoing FFY 2018 social marketing campaign, as reported by the SIAs.

**Table 2.3 California SNAP-Ed Social Marketing Campaigns**

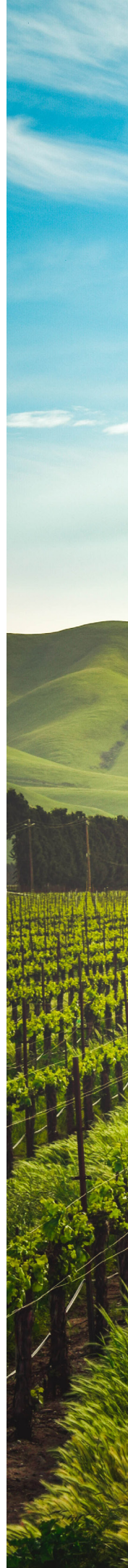
Campaign	New or Ongoing	SIAs	Description
<i>Be Better Campaign</i>	Ongoing	CDPH	Media campaign in Spanish, English, and Asian languages.
<i>Food Waste Prevention Week</i>	New	UC CalFresh	Statewide day of action; county programs received marketing materials and were prepared to participate in the event through a UC CalFresh Town Hall webinar.
<i>Healthy Snack Day</i>	New	CDPH, UC CalFresh	Statewide day of action with 369 organizations participating.
<i>Rethink Your Drink Day</i>	New	CDPH, UC CalFresh	Statewide day of action with 333 organizations participating.

California's social marketing efforts in FFY 2019 will be enhanced by an increasingly consistent brand image for California SNAP-Ed. In FFY 2018 and prior years, social marketing efforts and SNAP-Ed services, at the state and local levels, were characterized by a variety of logos and program names. This made it difficult for Californians to recognize SNAP-Ed services and messages as coming from a single source. CDSS is working with Rescue, the Behavior Change Agency, to develop a cohesive and comprehensive statewide consumer brand and communication system for SNAP and SNAP-Ed programs and services. The first result of this effort is the new California SNAP-Ed logo, which is being used for the first time to identify California SNAP-Ed by its new name, CalFresh Healthy Living, on the cover of this annual report. This new CalFresh Healthy Living name will be used consistently in FFY 2019

and onward by California's SNAP-Ed implementers. With the new brand, low-income consumers will be able to readily recognize CalFresh Healthy Living implementers in the field as credible, helpful allies in finding ways to live healthfully on a budget.

### **California's State Nutrition Action Committee**

Formed in FFY 2016 under the leadership of CDSS, California's SNAC is a state-level collaborative with active representation from all state agencies and nonprofits that implement USDA-FNS programs. CDSS contracts with the PHI CWN, which works with Brown•Miller Communications, Inc. (BMC) to coordinate meetings, develop resources, and provide evaluation for SNAC and its initiative.





The SNAC partnering organizations include:

- » CDSS
- » Catholic Charities of California, Inc. (CCC)
- » California Department of Aging (CDA)
- » CDPH Nutrition Education and Obesity Prevention Branch
- » CDPH Women, Infants, and Children Division (WIC)
- » California Department of Education
- » California Department of Food and Agriculture
- » California Department of Health Care Services
- » UC CalFresh

In FFY 2018, SNAC developed the *Get More at the Farmers Market* initiative to appeal to low-income shoppers to spend their USDA-FNS program benefits at their local farmers markets. The SNAC partners led a pilot project to evaluate the effectiveness of the planned initiative. CDSS developed an interactive GIS map from data submitted by the different SNAC agencies. This tool was used to select four pilot counties for the SNAC Farmers Market Initiative: Fresno, Riverside, San Bernardino, and Tulare.

PHI CWN and BMC presented a draft communication plan and gathered feedback from the SNAC members to prioritize the types of marketing and promotional materials that would be developed. The messaging and concepts for materials were field-tested with WIC participants in a Stockton WIC clinic, in both English and Spanish. Materials were refined, and the *Get More at the Farmers Market* initiative launched in June 2018 and lasted through August 2018.

The initiative involved outreach to markets, including coordination and support from local agencies, and creation and distribution of promotional materials. A total of 150 local events in the summer of 2018 incorporated *Get More at the Farmers Market* materials (DeLisio, Gallington, Ryan-Ibarra, & Vitulli, 2018). Local partners distributed materials to educate farmers market shoppers about using USDA food benefits at the farmers market to increase their buying power. Four USDA programs were promoted: CalFresh, Market Match (FINI), WIC Fruits and Vegetables Checks, and the Senior and WIC Farmers' Market Nutrition Programs.

**Table 2.4. Promotional Materials Distributed by Local Partners**

Promotional Material	Total Materials Distributed
<i>Brochures</i>	1,454
<i>Posters</i>	73
<i>Flyers</i>	2,145
<i>Postcards</i>	25
<i>Tote Bags</i>	275
<i>Taste Tests</i>	370
<i>Social Media Posts</i>	15

A total of 11 farmers markets participated in the pilot initiative. In all, the initiative was estimated to have reached 23,187 low-income Californians.

**Table 2.5. Get More at the Farmers Market Pilot Estimated Reach**

County	Estimated Reach
<i>Fresno</i>	2,735
<i>Riverside</i>	7,488
<i>San Bernardino</i>	3,598
<i>Tulare</i>	9,366
<b>Total</b>	<b>23,187</b>

Local agencies and farmers market managers reported the following perceived benefits of the program:

- » Fostered new partnerships.
- » Widespread distribution of resources.
- » Positive feedback received from consumers.
- » Increase in benefits awareness.
- » Perceived increase in EBT usage.

Almost all SNAC members felt that the farmers market initiative was successful and provided a good opportunity for

SNAC members to work together on a common goal. In all, 80% of respondents agreed that the initiative was a good match for their organizations and that they played a contributing role in the initiative's execution. Findings of an evaluation by PHI CWN and BMC supported the recommendation to continue the Get More at the Farmers Market initiative.

Specific recommendations included early preparation for campaign launch, an extended campaign duration, and increased SNAC member coordination to improve support to local partners. Additional details of the evaluation and recommendations are included in "California's State Nutrition Action Committee 2018 Report: The Get More at the Farmers Market Initiative," which is within the appendices of this annual report. In 2019, SNAC will continue the initiative addressing these recommendations with renewed outreach, education, and local partnerships.





# CALIFORNIA SNAP-SHOT: POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGE

California Supplemental Nutrition Assistance Program-Education (SNAP-Education) programming delivers quality, evidence-based policy, systems, and environmental change (PSE) interventions and strategies. SNAP-Education PSEs improve health in communities by changing the environment to increase access to healthier choices such as fruits and vegetables, water, and safe places to be active. SNAP-Education recognizes that multi-level interventions, such as social marketing, community and public health approaches, and PSE efforts, in addition to direct-education strategies, are necessary to have an impact on nutrition and physical activity behaviors. While direct education focuses on teaching skills and knowledge, PSE interventions focus on making community changes that improve the context in which an individual uses her or his skills and chooses between healthful and unhealthful options.

Policy changes refer to the establishment or improvement of written, health-related rules, regulations, ordinances, and procedures designed to guide behaviors. Systems changes are defined as modifications to the ways in which business is done across a network of agencies, organizations, or institutions, rather than through policy. Environmental interventions are direct modifications to the physical, economic or social environment.

California's state and local implementing agencies work collaboratively to implement healthy community changes where people live, learn, eat, work, play,

and shop. In this section, California's SNAP-Ed presents an overview of its FFY 2018 PSE change strategies, focused on improving nutrition and physical activity behaviors for low-income Californians.

California SNAP-Ed implemented or maintained PSE changes at 1,566 sites throughout the state (Table 3.1). These interventions were delivered in 54 of California's 58 counties. California SNAP-Ed Implementing Agencies (SIAs) estimated that their healthy community changes reached SNAP-Ed-eligible Californians a total of 3,212,872 times.



**Table 3.1**  
PSE Sites reported per county

County	PSE Sites Reported
<i>Alameda</i>	139
<i>Alpine</i>	3
<i>Amador</i>	8
<i>Butte</i>	16
<i>Calaveras</i>	10
<i>Colusa</i>	9
<i>Contra Costa</i>	13
<i>Del Norte</i>	6
<i>El Dorado</i>	19
<i>Fresno</i>	72
<i>Glenn</i>	5
<i>Humboldt</i>	3
<i>Imperial</i>	29
<i>Kern</i>	29
<i>Kings</i>	35
<i>Lake</i>	5
<i>Los Angeles</i>	267
<i>Madera</i>	27
<i>Marin</i>	4
<i>Mariposa</i>	2
<i>Mendocino</i>	3
<i>Merced</i>	37
<i>Mono</i>	5
<i>Monterey</i>	7
<i>Napa</i>	6
<i>Nevada</i>	1
<i>Orange</i>	137
<i>Placer</i>	9

**Table 3.1**  
PSE Sites reported per county

County	PSE Sites Reported
<i>Plumas</i>	3
<i>Riverside</i>	84
<i>Sacramento</i>	22
<i>San Benito</i>	2
<i>San Bernardino</i>	13
<i>San Diego</i>	73
<i>San Francisco</i>	34
<i>San Joaquin</i>	52
<i>San Luis Obispo</i>	12
<i>San Mateo</i>	29
<i>Santa Barbara</i>	14
<i>Santa Clara</i>	65
<i>Santa Cruz</i>	8
<i>Shasta</i>	23
<i>Siskiyou</i>	3
<i>Solano</i>	7
<i>Sonoma</i>	22
<i>Stanislaus</i>	50
<i>Sutter</i>	13
<i>Tehama</i>	10
<i>Trinity</i>	10
<i>Tulare</i>	38
<i>Tuolumne</i>	14
<i>Ventura</i>	12
<i>Yolo</i>	18
<i>Yuba</i>	29
<b>Total</b>	<b>1,566</b>

## California's PSE Goals

California had two main goals regarding PSEs for Federal Fiscal Years (FFYs) 2017 – 2019. These goals and their accompanying objectives are described in Table 3.2.

**Table 3.2 California Goals and Objectives for PSE activity**

<b>Goal 4: Increase access to and/or appeal of healthy dietary choices, and decrease access to and/or appeal of unhealthy dietary choices where people eat, live, learn, work, play, or shop.</b>	
<i>Objective 4a</i>	Annually improve food environments in at least 500 new and continuing SNAP-Ed-eligible sites or organizations (includes multiple sites/physical locations).
<i>Objective 4b</i>	By September 30, 2019, at least 75% of SNAP-Ed jurisdictions (counties/cities) will increase the number of SNAP-Ed-eligible sites or organizations (includes multiple sites/physical locations) with improved food environments.
<b>Goal 5: Increase access to and/or appeal of physical activity opportunities for SNAP-Ed-eligible populations.</b>	
<i>Objective 5a</i>	Annually improve environments and opportunities for physical activity in at least 200 new and continuing SNAP-Ed-eligible sites or organizations (includes multiple sites/physical locations).
<i>Objective 5b</i>	By September 30, 2019, at least 75% of SNAP-Ed jurisdictions (counties/cities) will increase the number of SNAP-Ed-eligible sites or organizations (includes multiple sites/physical locations) with improved environments and opportunities for physical activity.

*“Produce sales have increased and patrons are mentioning how they like the new look with the healthier advertising. Our patrons already know the unhealthy stuff is in our store so why advertise the unhealthy stuff like tobacco and alcohol? We are happy to only have healthy advertising.”*

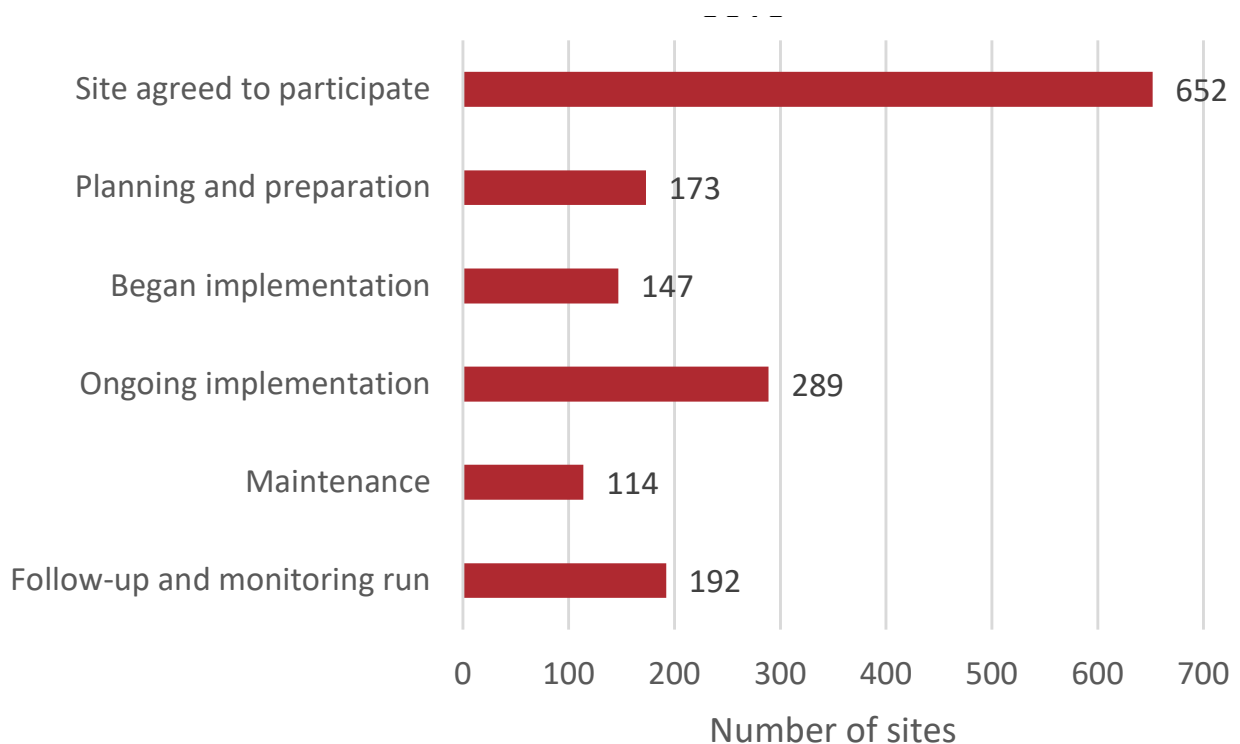
*—Jo and Mike, Drive-In Market Business Owners, Shasta County, CA*



## Planning Stages of FFY 2018 PSE Sites

California's SIAs reported the stage of implementation each PSE site was in during FFY 2018. A total of 652 were new sites, had agreed to participate, and had not yet implemented healthy community changes. This represents a large increase from FFY 2017, in which the SIAs reported 153 new sites. This is in keeping with a general focus on increasing PSE activity that has been building over several years. A total of 173 sites were planning with SNAP-Ed implementers to begin making improvements. A total of 825 sites showed an identified need for improving access or creating appeal for nutrition and physical activity. The remaining 742 sites were undergoing implementation, maintenance, and monitoring of their PSE changes during FFY 2018 (Figure 3.1).

Figure 3.1 PSE Planning Stages of PSE Sites in FFY 2018

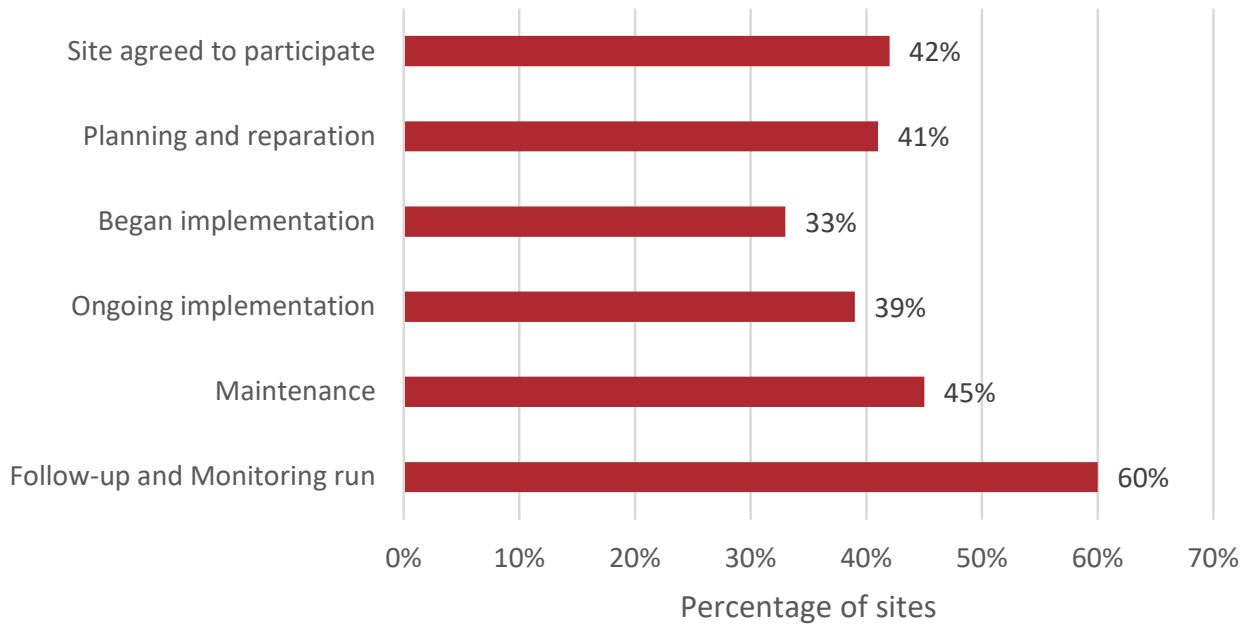


## Proportion of Sites with Community Involvement, by Implementation Stage

The SIAs reported whether community members or parents were involved as part of their activities at each site. Community involvement was a common element at California's 2018 PSE sites. From 2017 to 2018, there was a 5% increase in community involvement at sites where PSE changes were planned or implemented. Overall, 43.1% of sites reported that they had involved the community in planning, implementing, or maintaining PSE interventions (compared with 37.8% in FFY 2017). Community

involvement varied according to the stage of implementation in which the site was engaged. In the two earliest stages, more than 40% of sites involved the community. For those sites that had begun implementation, 33% had community involvement. For the remaining, ongoing implementation, maintenance, follow-up, and monitoring stages, each had at least a third of sites reporting community involvement (Figure 3.2).

**Figure 3.2 Proportion of PSE Sites with Community Involvement, by Implementation Stage**



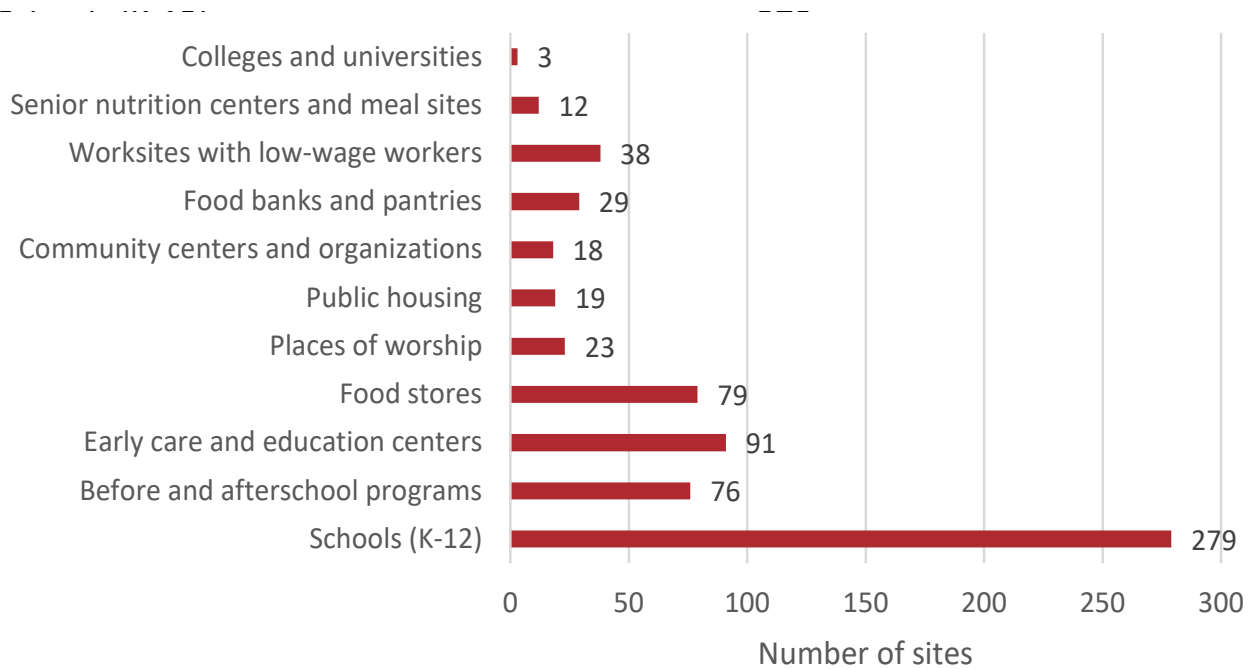
The top three facilitators of PSE work that were reported by the SIAs were the buy-in or motivation of partners such as administration, staff, teachers, farmers, or retailers (62% of sites), buy-in from the community and/or parents (26% of sites), and having leaders or champions (26% of sites). The top three barriers to PSE work as reported by SIAs were time (on the part of teachers, staff, etc.; 38% of sites), competition from unhealthy options (21% of sites), and the cost of developing or maintaining a program (19% of sites).



## PSEs by Setting

The most common settings for PSEs in FFY 2018 were schools (K-12), followed by early education programs and food stores. Before- and after-school programs were also frequent targets for PSE interventions. California SNAP-Ed PSEs primarily served children of all ages. California SNAP-Ed also benefited low-income workers in their worksites, people in their places of worship, and seniors visiting nutrition centers and congregate meal sites (Figure 3.3).

Figure 3.3 PSEs by Setting



*\*Not all settings are depicted on graph (total settings = 742).*

# Success Story

## Cano's Market, Riverside, CA



Small food stores typically sell convenient snacks and beverages that are high in calories, sugar, salt, and fat. For low-income families, access to healthier foods may not be available in their community, especially fresh fruits and vegetables. Cano's Market is a small retail store surrounded by several thrift and antique stores in the City of Riverside. What makes Cano's Market unique from other small stores is that alcohol and tobacco products are not sold. The store also accepts Supplemental Nutrition Assistance Program (SNAP), formerly the Food Stamp Program.

Cano's Market was ideal for the Shop Healthy Here (SHH) pilot because a large selection of fresh produce was already available in the store prior to the project. The one element missing at Cano's Market was healthy messages to promote the abundance

of fresh fruits, vegetables, and other healthy foods sold. The SNAP-Ed staff began their mission by placing the large 5'x10' "Fruits and Vegetables Sold Here" banner provided by the SHH pilot at the front entrance of the store. With the support of the store owner, the SNAP-Ed staff overcame their biggest challenge, to display healthy products prominently in a store where an overwhelming amount of soda, candy, and baked goods occupy every square inch of space throughout the store.

Despite the challenge, the sales of nuts and seeds have improved by simply moving the items from a bottom shelf and placing them at eye level in new wire baskets to prominently display the items in the front area of the store. The mini-refrigerator unit also provided by the SHH pilot, was used to store bottled water. Other display units were used to store unsweetened herbal teas. The redesign strategy to place healthier foods and beverages near the front register encourages healthier impulse purchases instead of chips and candy. Another key success during the SHH pilot occurred when the customers requested more fruits to be sold at the store. The store owner noticed an increase in produce sales at the market and plans to continue adding new seasonal fruits and vegetables.

Overall, the technical assistance and support provided to Cano's Market will continue to sustain the environmental changes adopted by the store owner.



## PSE Changes by Topic: Nutrition and Physical Activity

### Nutrition Supports

For FFY 2018, California's SIAs reported a total of 2,779 nutrition-supportive changes across all sites, a 47% increase from FFY 2017. These changes came across 1,291 sites, indicating that California exceeded its target of 500 sites or organizations (Goal 4, Objective 4a). Thus, in FFY 2018, California SNAP-Ed exceeded Goal 4 for nutrition improvements by 160%. This increase may be due to the sites that were in the early planning stages in FFY 2017. There was also a 45% increase of nutrition support sites compared to FFY 2017. Table 3.3 shows the top five nutrition PSEs for FFY 2018.

**Table 3.3**  
**Top Five Nutrition PSEs in FFY 2018**

Top 5 Nutrition PSEs	
1.	Edible gardens (establish, reinvigorate, or maintain food gardens)
2.	Initiated or expanded farm-to-table and use of fresh local produce
3.	Improved layout or display of meal foods and beverages to encourage healthier selections (e.g., Smarter Lunchrooms)
4.	Improved menus and recipes (variety, quality, offering lighter fares)
5.	Initiated or expanded use of onsite garden produce for meals and/or snacks provided on-site

### Physical Activity Supports

For FFY 2018, California's SIAs reported a total of 997 physical-activity-supportive changes across all sites, a 35% increase compared to FFY 2017. These changes occurred across 699 sites, exceeding the annual target of 200 sites (Goal 5, Objective 5a). Thus, in FFY 2018, California SNAP-Ed exceeded Goal 5 for physical activity improvements by 40%. Similarly to the increase of nutrition PSE sites, this increase may be due to sites that were in the early planning stages in FFY 2017. There was also a 67% increase of physical activity support sites, compared to FFY 2017. Table 3.4 shows the top five physical activity PSEs for FFY 2018.

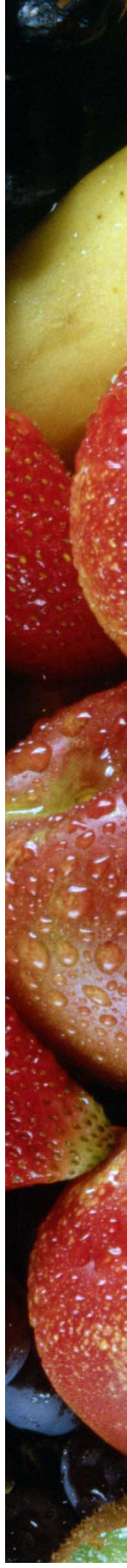
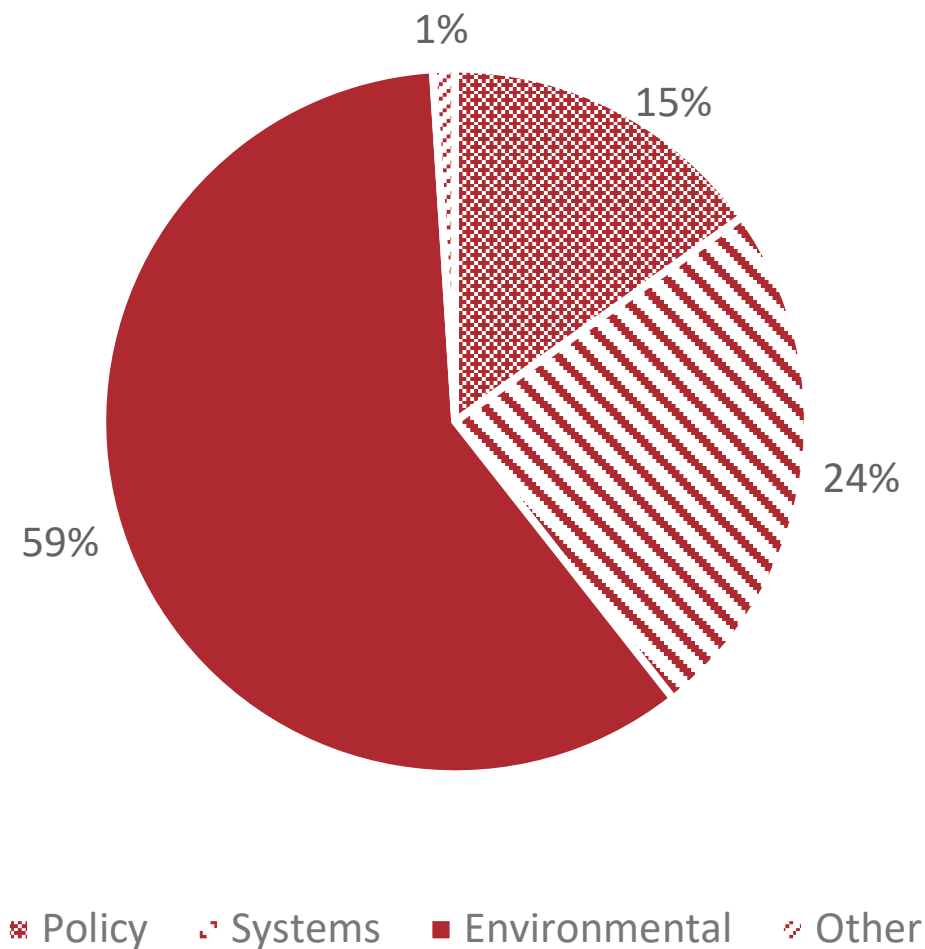
**Table 3.4**  
**Top Five Physical Activity PSEs for FFY 2018**

Top 5 Physical Activity PSEs	
1.	Increased access/opportunities for structured physical activity on-site
2.	Improved or expanded physical activity facilities, equipment, and structures
3.	Improved quality of structured physical activity
4.	Improved or initiated playground marking/stencils to encourage physical activity
5.	Improved or increased opportunities for unstructured physical activity time/free play

## PSE Approaches: Policy, Systems and Environmental

Statewide a total of 2,281 environmental changes, 924 system changes and 562 policies were reported (Figure 3.4). A total of 55 activities were not categorized as policy, systems, or environmental activity but nonetheless contributed to improved environments for nutrition, physical activity, or both.

Figure 3.4 PSE Changes by Type of Approach: Policy, Systems, and Environmental



## Success Story

### Fresh Produce at PepperTree Apartments, Ventura County, CA

*As part of our PSE work in Federal Fiscal Year 2018, California Department of Aging focused on implementing a systems change at qualified sites by partnering with Food Forward to help increase fruit and vegetable access among eligible seniors throughout Ventura County. Food Forward is a non-profit produce distribution organization. One of our newer SNAP-Ed sites, PepperTree Apartments, had never had any type of senior activity take place on site prior to becoming a SNAP-Ed PSE site. The seniors were very excited to find out they were going to receive SNAP-Ed classes (Eat Healthy, Be Active Community Workshops) and a monthly delivery of fresh produce.*



*Eating the daily recommended amounts of fruits and vegetables is a challenge for many low-income seniors. Recovering produce that would otherwise not be picked from farmers' fields provides an opportunity to change the way the community gains access to fresh fruits and vegetables. Food Forward delivered produce bags, which were distributed at community workshops. The seniors at PepperTree Apartments were grateful and excited to share and exchange recipes using the produce they received.*

*"It's hard for me to get around town. I'm so thankful to have fruits and vegetables delivered on site."*

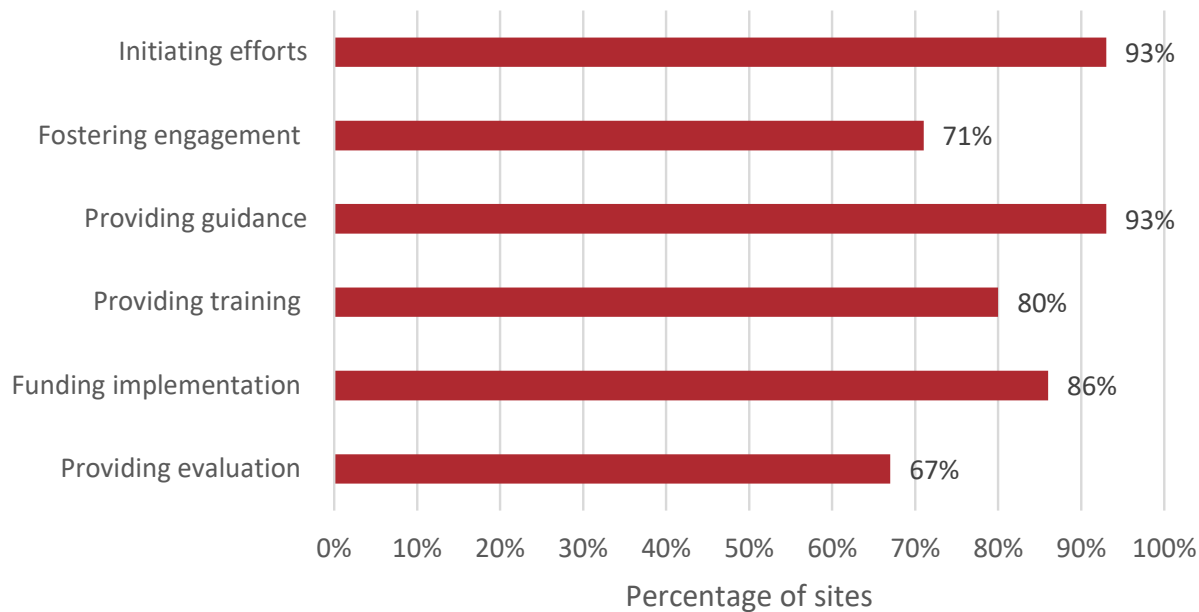
*—Anonymous PepperTree Apartments Resident*

## Looking Ahead

### *Funding and Sustainability*

In FFY 2018, SNAP-Ed funds contributed substantially to PSE efforts in several ways. SNAP-Ed played a lead role or a major role in initiating efforts (93% of sites), fostering engagement (71% of sites), providing guidance (93% of sites), providing training (80%), funding implementation (86%), and providing evaluation (67%; Figure 3.5).

**Figure 3.5 PSE Efforts in Which SNAP-Ed Had a Lead or Major Role, by Proportion of Sites**



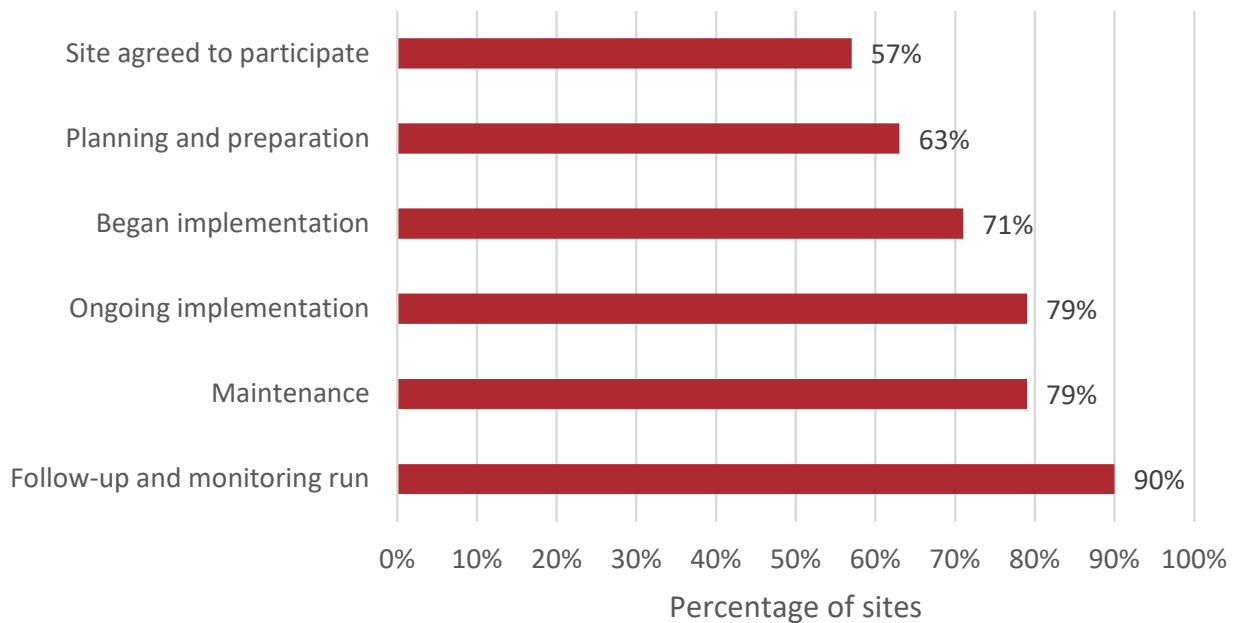
SNAP-Ed PSEs involve many entities, with partnerships between SNAP-Ed implementers and community leaders, community members, businesses, and other individuals and organizations. This setup creates the intention of sustainability of healthy community changes over time, with input from the people and organizations they benefit.

Among PSE sites in all stages of implementation, more than 70% had a sustainability plan, compared to 66% of sites in FFY 2017. Among the sites that were either in the maintenance stage or the follow-up and monitoring stage, more than 79% had a sustainability plan. Sites that were in the early stages also had sustainability plans in place (Figure 3.6).



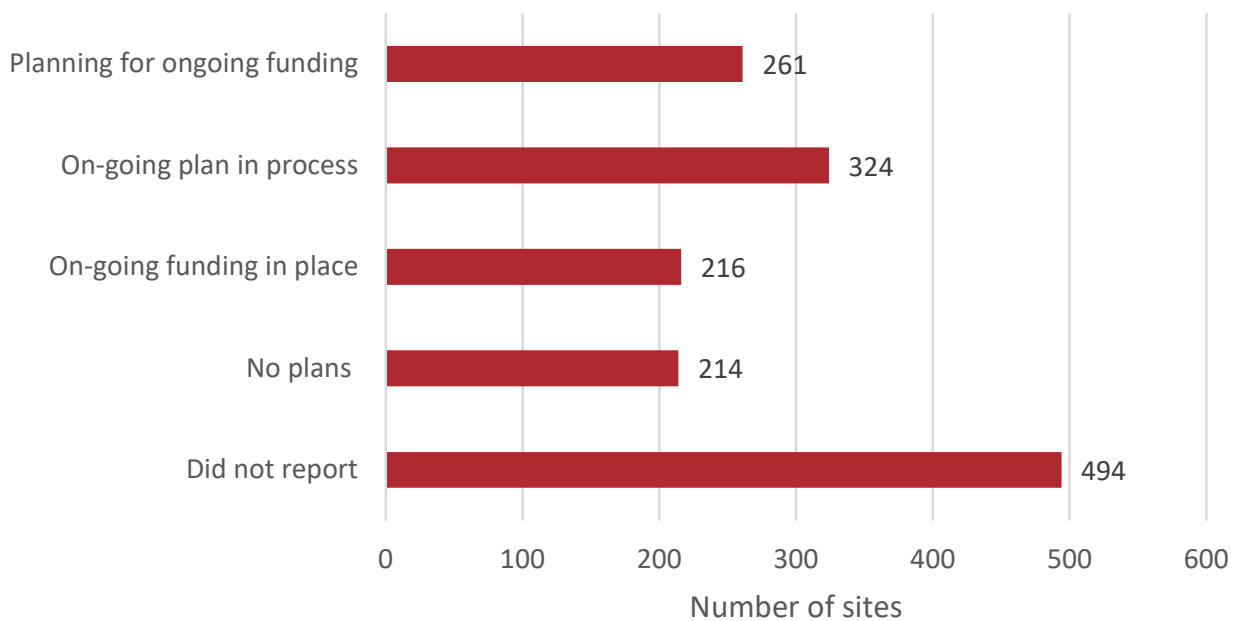


**Figure 3.6 Proportion of PSE Sites with a Sustainability Plan, by Implementation Stage**



A total of 801 sites reported that they had identified a dependable, ongoing source of funding or support, other than SNAP-Ed funding to sustain healthy changes. Of these, 216 already had ongoing funding in place during FFY 2018. Among the rest, 324 had an ongoing plan underway (Figure 3.7). It is worth noting that not all PSE changes require funding to sustain. For example, a change to a classroom wellness policy to require healthy foods at celebrations can result in healthier options being available to students without any ongoing financial commitment.

**Figure 3.7 Number of PSE Sites with Identified Funding Sources for Sustainability**



## Assessing Expansion of PSEs in California's SNAP-Ed Jurisdictions

California SNAP-Ed has two statewide objectives that focus on increasing the number of PSE sites across local implementing areas or jurisdictions. Because California is large and diverse, both geographically and demographically, these objectives encourage California SNAP-Ed to ensure that its increased PSE programming serves low-income people throughout the state. California's LIAs represent 60 SNAP-Ed jurisdictions. In most cases a jurisdiction is one of California's 57 counties, however there are three exceptions, which are city health jurisdictions (Long Beach, Pasadena, and Berkeley).

For FFYs 2017-2019, the objectives for Goals 4 and 5 focus on increasing the number of SNAP-Ed-eligible sites with improved environments and

opportunities, for both nutrition and physical activity efforts. California SNAP-Ed's statewide evaluations are relatively new. The first combined analysis of SNAP-Ed outcomes took place in FFY 2017, with the combined reporting of PSE activities across all four SIAs in that year's annual report. In FFY 2018, the focus of improved reporting was direct education. The Statewide Goals and Objectives described in this annual report represent the work started in FFY 2017. Federal Fiscal Year 2019 represents the end of a three-year funding and evaluation cycle, in which California will need to report on Goal 4, Objective b and Goal 5, Objective b to assess whether goals have been met. These objectives were not directly evaluable in FFY 2018. To facilitate reporting on Statewide Goals and Objectives, PSEs will once again become a focus of improved evaluation for FFY 2019.





# CALIFORNIA SNAP-SHOT: DIRECT EDUCATION

As part of the Supplemental Nutrition Assistance Program-Education (SNAP-Education) work for federal fiscal year (FFY) 2018, state implementing agencies (SIAs) conducted a total of 16,293 interventions across 3,724 sites and reached a total of 538,172 men, women, teens, and children (Table 4.1). Direct education uses evidence-based interventions with the goal of improving nutrition and physical activity among the SNAP-Education-eligible population (USDA-FNS, 2016). Direct-education instructors lead classes that teach skills and knowledge for eating healthfully and staying physically active on a limited budget.

Table 4.1: Participant Ages

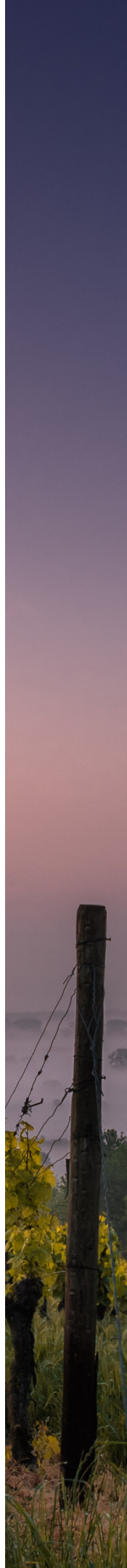
Age	Total
0-4 years	25,774
5-17 years	409,117
18-59 years	76,548
60+ years	26,733

Direct-education interventions are defined as classroom sessions in which an instructor actively engages participants in learning about nutrition, physical activity, or both. An intervention can consist of one session or a series of sessions and can focus on one or more lesson topics. In FFY 2018, 12 of the 17 direct-education lesson topics directly addressed California

SNAP-Ed goals and objectives. All SIAs used each of the 17 topics. Table 4.2 shows the lesson topics and corresponding state objectives with total numbers of interventions and the percentages. There was a total of 46,922 interventions that used an intervention topic aligned with state goals and objectives.

**Table 4.2 Direct-education Intervention Lesson Topics**

Objective	Lesson Topic	Total interventions	Percent of all interventions*
<b>Goal 1: Increase consumption of healthy foods and beverages and decrease consumption of unhealthy foods and beverages.</b>			
<i>1a, 1b</i>	Fruits and vegetables	10,533	67.88
<i>1a, 1b</i>	MyPlate food groups and portions for a healthy eating pattern	8,678	55.93
<i>1a</i>	Dairy, including low fat, fat-free milk, and/or fortified soy beverages	3,210	20.69
<i>1a</i>	Protein foods, including seafood, lean meats, poultry, eggs, nuts, seeds, and soy products	2,753	17.74
<i>1a</i>	Whole grains	2,739	17.65
<i>1a</i>	Limiting sodium	1,870	12.05
<i>1a</i>	Healthy fats and oils	1,587	10.23
<i>1a</i>	Limiting saturated fats	1,488	9.59
<i>1a</i>	Fiber rich foods	1,190	7.67
<i>1c</i>	Limiting added sugars	5,413	35.06
<b>Goal 2: Increase physical activity.</b>			
<i>2</i>	Participation in sports and recreational activities	4,359	28.09
<b>Goal 3: Improve food resource management.</b>			
<i>3a</i>	Food shopping and resource management	3,075	19.82



**Table 4.2 Direct-education Intervention Lesson Topics**

Objective	Lesson Topic	Total interventions	Percent of all interventions*
<b>Intervention lesson topics that do not cover state goals or objectives.</b>			
	Reducing sedentary activities and screen time	5,717	36.81
	Water	3,432	22.12
	Food preparation cooking and food safety	3,009	19.39
	Promoting and maintaining a healthy weight	1,373	8.85
	Prevention of obesity diabetes and other chronic diseases	1,071	6.90
<b>Total interventions used</b>		<b>61,497</b>	

*\*More than one topic can be used for an intervention, so the total percent of all interventions is greater than 100%.*

## Measuring Priority Indicators

The Food and Nutrition Service’s (FNS) SNAP-Ed Evaluation Framework (USDA-FNS, 2016) outlines four core indicators that are used to measure outcomes from SNAP-Ed activities. These four indicators have been identified as a priority for reporting and FNS encourages states to measure these indicators. For direct education, California SNAP-Ed collected data on three of the core indicators of change: MT1, MT2, and MT3. The MT1 indicators (USDA-FNS, 2016)

represent changes in individual and family healthy eating behaviors on the pathway to achieving the current Dietary Guidelines for Americans recommendations (U.S. Department of Health and Human Services and USDA, 2015). The MT2 indicators represent changes in smarter shopping and food resource management. The MT3 indicators represent changes in physical activity and reductions in sedentary behaviors. In FFY 2018, California SNAP-Ed collected data and evaluated the following priority indicators:

### Table 4.3 SNAP-Ed Priority Indicators

#### MT1: Healthy Eating Behaviors

##### During main meals:

*MT1a.* Protein foods prepared without solid fats or fresh poultry, pork, and lean meat, rather than processed meat and poultry

*MT1c.* Ate more than one kind of fruit

##### Throughout the day or week:

*MT1d.* Ate more than one kind of vegetable

*MT1f.* Used MyPlate to make food choices

##### Frequency:

*MT1g.* Drinking water

*MT1h.* Drinking fewer sugar-sweetened beverages

*MT1k.* Eating fewer sweets

##### Servings:

*MT1l.* Cups of fruit consumed per day

*MT1m.* Cups of vegetables consumed per day

#### MT2: Food Resource Management

##### Stretch food dollars:

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

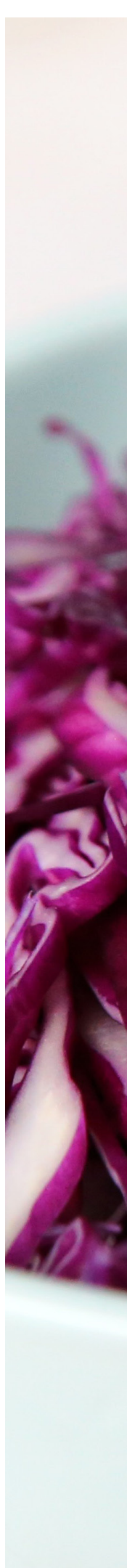
#### MT3: Physical Activity & Reduced Sedentary Behavior

##### Increased physical activity, fitness, and leisure sport:

*MT3a.* Physical activity and leisure sport

As part of the interventions, SIAs provided participants with surveys to gather self-reported information on participant nutrition and physical activity behaviors. Participants were asked to complete the surveys at the first and last sessions of the intervention. Seven different survey instruments were used by the four SIAs. Of these seven survey instruments, three contained questions that were used by all of the SIAs and thus were able to be combined for analysis. The Food Behavior Checklist and Fruit and Vegetable Checklist were used with adults. The Youth Nutrition and Physical Activity Survey was used with children.

SIAs collected a total of 12,173 surveys from participants across the seven different surveys. A total of 7,629 of these responses were able to be combined for analysis. For all analyses, only questions for which participants provided answers on both the pre- and post-intervention surveys were used. The results of the combined analyses for adults and for children and teens, presented below, illustrate the combined effectiveness of California's direct-education SNAP-Ed programming in making progress toward four state objectives in FFY 2018.



## Adult Program Participant Results

All SIAs used the Food Behavior Checklist and the responses to this survey were combined. The Food Behavior Checklist had 16 questions that addressed healthy eating behaviors and food resource management for adults 18 years and older. Of the 16 questions on the survey, 11 questions addressed SNAP-Ed priority indicators. Those 11 questions were included in the aggregated analyses. Two of the SIAs used the Fruit and Vegetable Checklist, which consisted of seven questions that are the same as seven of the Food Behavior Checklist questions. Responses to the Fruit and Vegetable Checklist were combined with the Food Behavior Checklist to be analyzed together. A total of 3,641 survey responses were analyzed, addressing eight priority indicators.

### Objective 1a. Improve the dietary quality of meals and snacks consumed by the SNAP-Ed-eligible population.

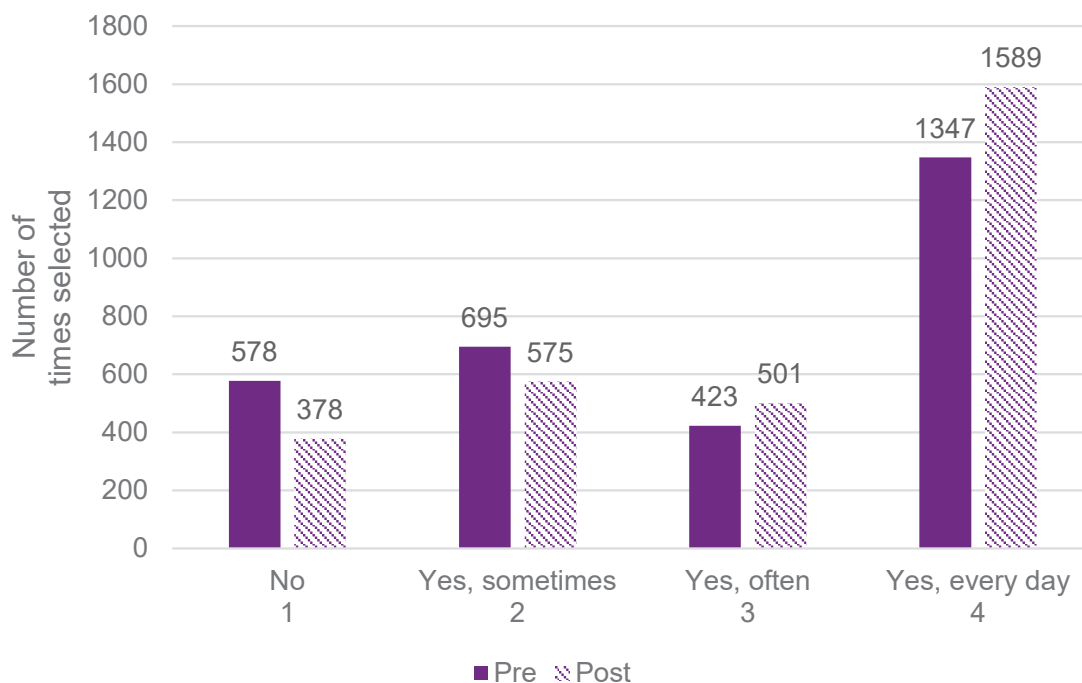
#### *MT1a. Protein Foods Prepared Without Solid Fats*

Two Food Behavior Checklist questions addressed this indicator. The first asked whether participants removed the skin from chicken before eating it. Figure 4.1 shows a slight increase for the “yes, often” response and a larger increase for “yes, every day.” Results showed a significant increase in adults removing the skin from chicken as measured from pre to post.

Table 4.4 Primary Indicators by State Goals and Objectives

State Objective	Priority Indicators
<b>Goal 1: Increase consumption of healthy foods and beverages and decrease consumption of unhealthy foods and beverages.</b>	
<i>Objective 1a</i>	MT1a, MT1c, MT1d, MT1h, MT1l, MT1m
<i>Objective 1b</i>	MT1l, MT1m
<b>Goal 3: Improve food resource management.</b>	
<i>Objective 3a</i>	MT2b
<i>Objective 3b</i>	MT2g

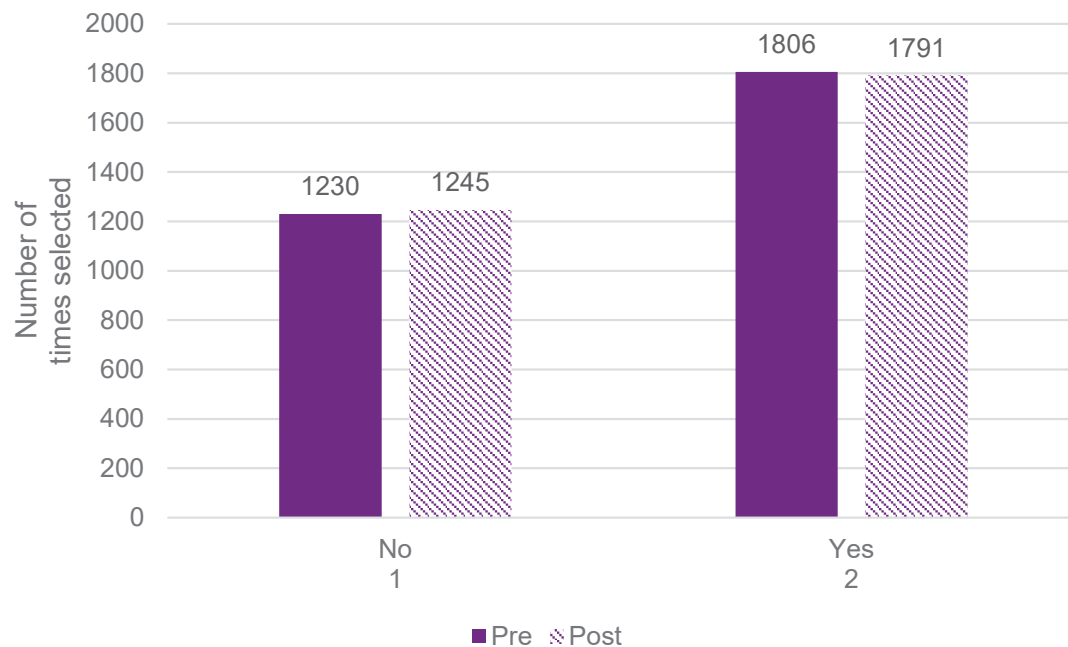
**Figure 4.1 "Do you take the skin off chicken?" (Adults)**



A Wilcoxon signed-rank test detected a significant increase in reports of removing skin from chicken ( $z = 14.65, p < .001, r = 0.27$ ).

The second question asked whether participants consumed fish during the past week. As shown in Figure 4.2, there was no change between the pre- and post-survey.

**Figure 4.2 "Did you have fish during the past week?" (Adults)**



A Wilcoxon signed-rank test detected a significant increase in reports of removing skin from chicken ( $z = 14.65, p < .001, r = 0.27$ ).

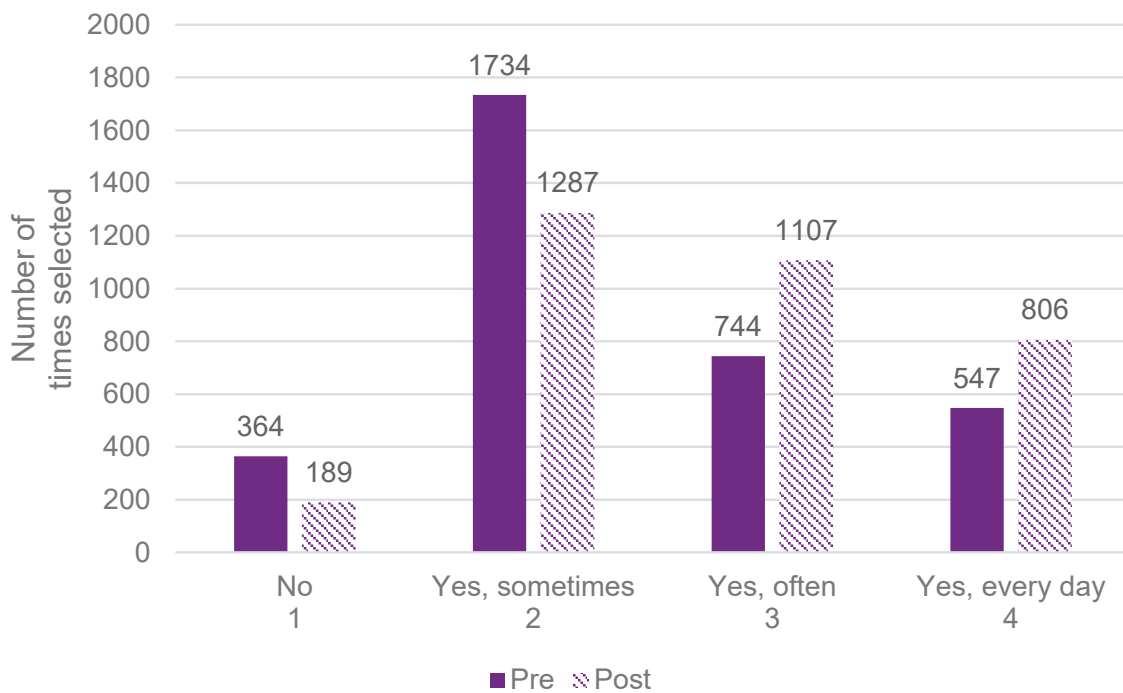




### MT1c. Ate More Than One Kind of Fruit

Only one question addressed this indicator. The question asked whether participants ate more than one kind of fruit each day. Figure 4.3 shows a large decrease in the number of participants indicating "yes, sometimes" and a large increase for "yes, often." Results showed a significant increase in adults consuming more than one kind of fruit as measured from pre to post.

Figure 4.3 "Do you eat more than one kind of fruit each day?" (Adults)

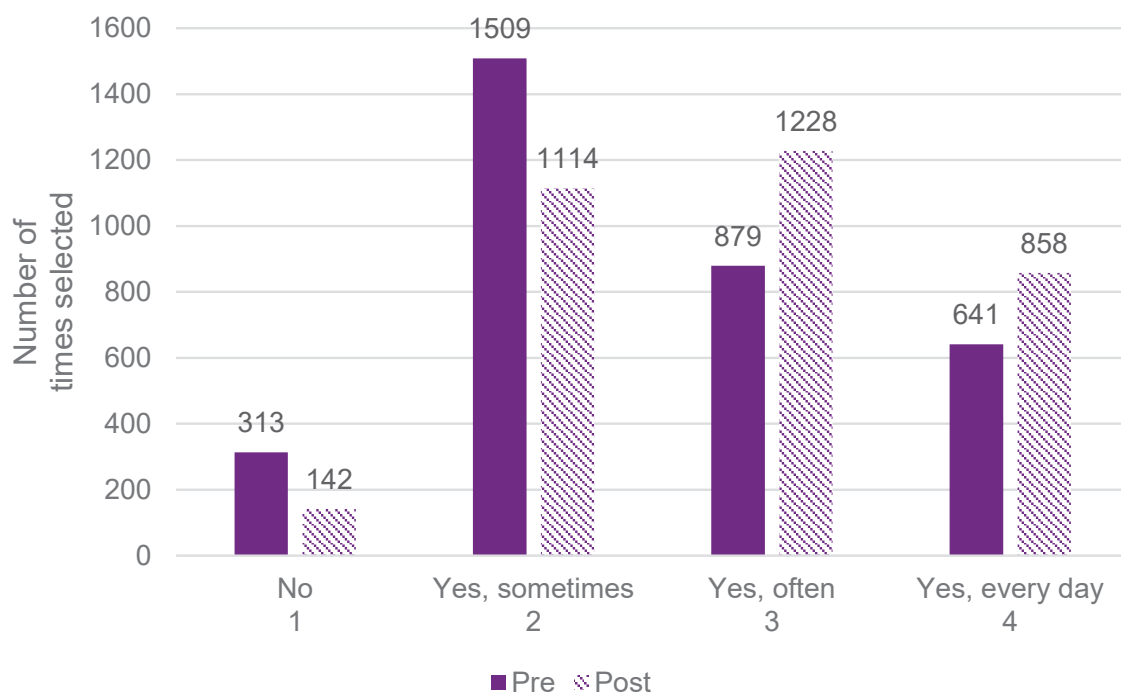


A Wilcoxon signed-rank test revealed a significant increase in reports of eating more than one kind of fruit each day, ( $z = 18.40, p < .001, r = 0.32$ ).

### MT1d. Eating More Than One Kind of Vegetable

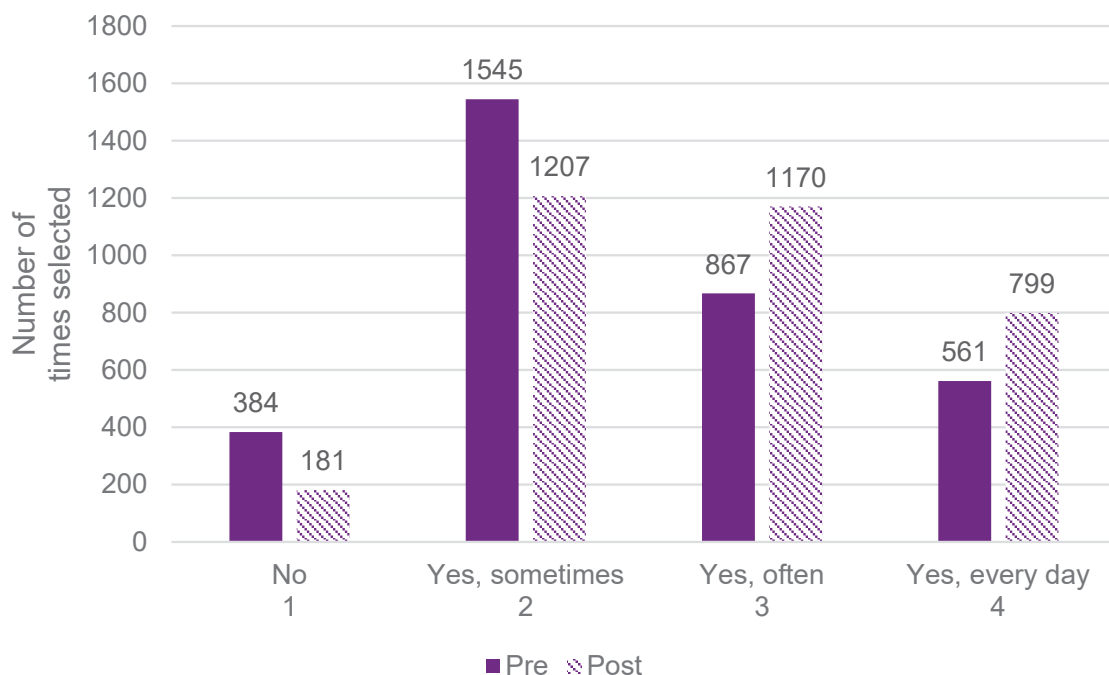
Two questions addressed this indicator. The first question asked whether participants ate more than one kind of vegetable each day (Figure 4.4). The second question asked whether participants ate two or more vegetables at their main meal (Figure 4.5). Results showed a significant increase in adults consuming more than one kind of vegetable as measured from pre to post.

Figure 4.4 "Do you eat more than one kind of vegetable each day?" (Adults)



A Wilcoxon signed-rank test revealed a significant increase in reports of eating more than one kind of vegetable ( $z = 16.79, p < .001, r = 0.29$ ).

Figure 4.5 "Do you eat two or more vegetables at your main meal?" (Adults)



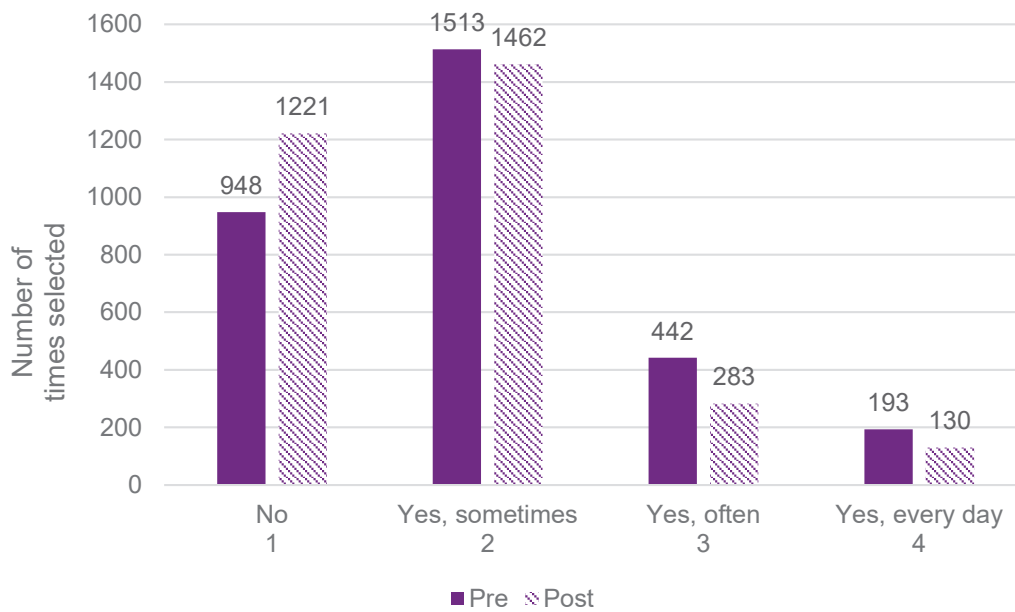
A Wilcoxon signed-rank test showed a significant increase in reports of eating two or more vegetables at one's main meal ( $z = 17.50, p < .001, r = 0.30$ ).



### MT1h. Drinking Fewer Sugar-sweetened Beverages

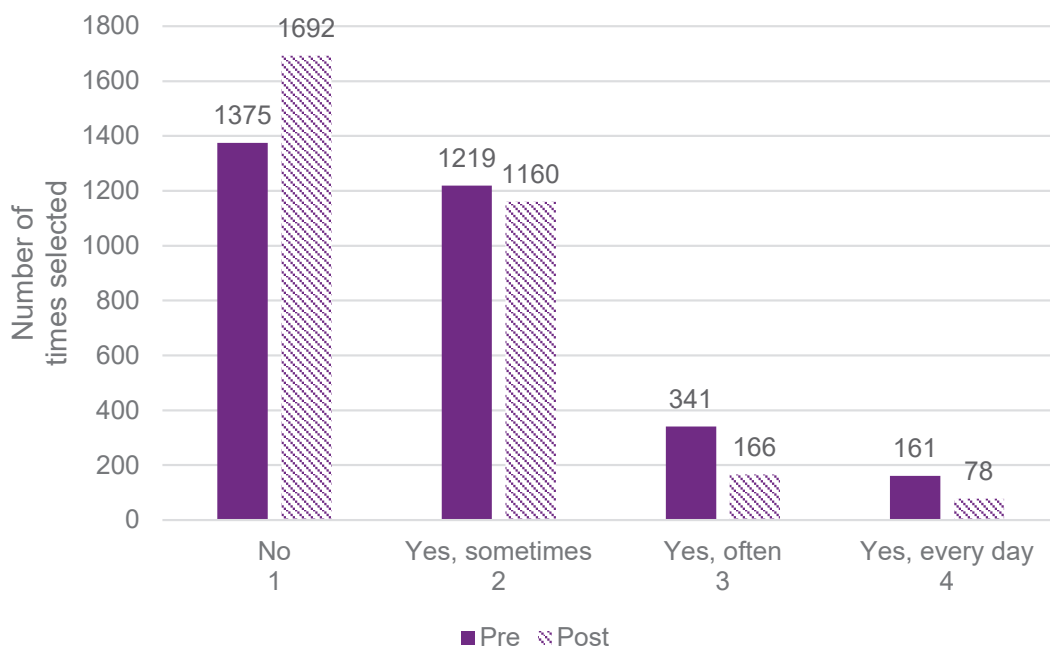
Two questions addressed this indicator. The first question asked whether participants drank fruit drinks, sports drinks, or punch (Figure 4.6). The second question asked whether participants drank regular soda (Figure 4.7). Both questions showed a slight decrease in the number of participants indicating "yes, sometimes" from pre to post. However, the results for both questions showed that there was a significant decrease in the frequency with which adults reported consuming these sugar sweetened beverages from pre to post.

Figure 4.6 "Do you drink fruit drinks, sports drinks, or punch?" (Adults)

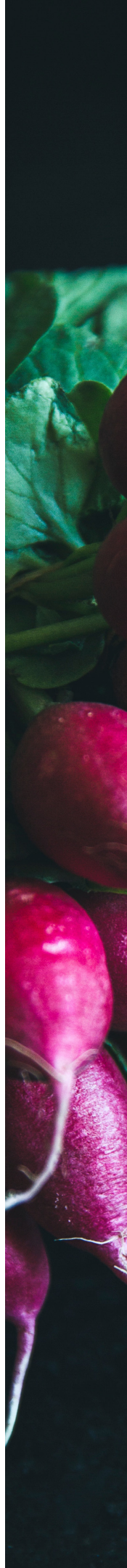


A Wilcoxon signed-rank test revealed a significant decrease in reports of drinking fruit drinks, sports drinks, or punch ( $z = -11.48$ ,  $p < .001$ ,  $r = 0.21$ ).

Figure 4.7 "Do you drink regular soda?" (Adults)



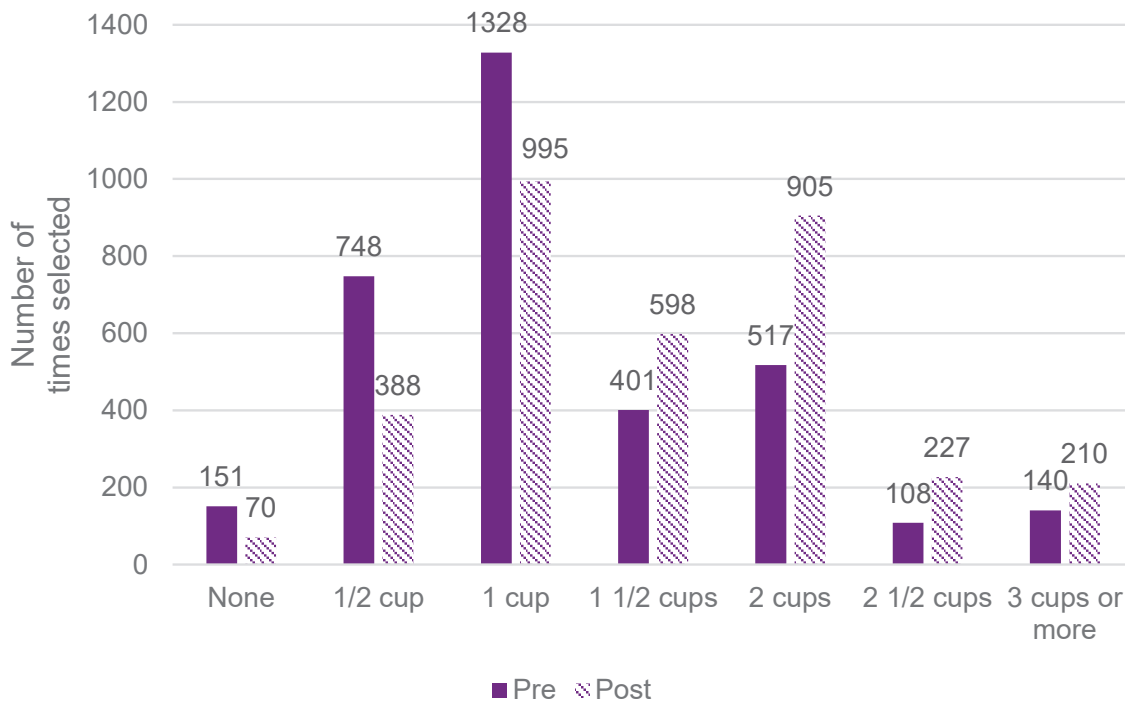
A Wilcoxon signed-rank test revealed a significant decrease in reports of drinking regular soda ( $z = -15.58, p < .001, r = 0.28$ ).



### MT1L. Cups of Fruit Consumed Per Day.

One question addressed this indicator. The question asked participants to indicate how much fruit the participant ate each day. As depicted in Figure 4.8, there was a significant increase in the number of cups of fruit participants reported consuming.

Figure 4.8 "Fruit: How much do you eat each day?" (Adults)

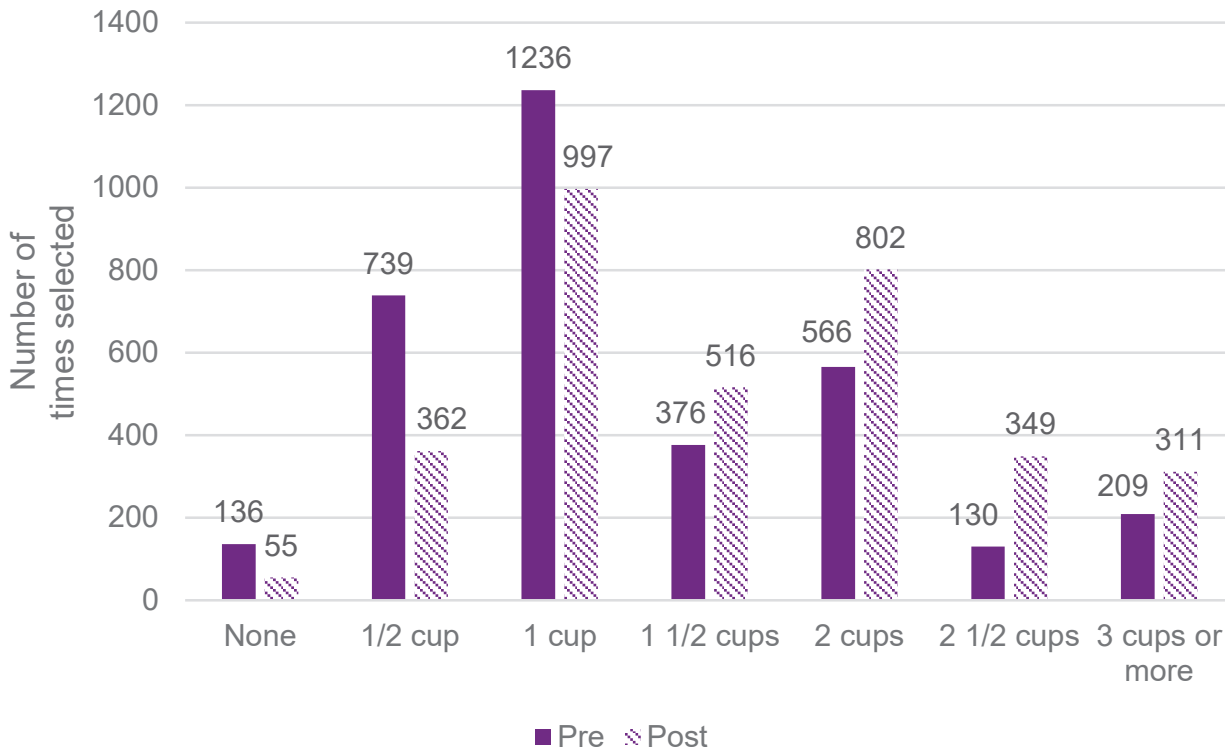


A paired-samples *t*-test revealed a significant increase from the pre-survey ( $M = 1.18$ ,  $SD = 0.69$ ) to the post-survey [ $M = 1.52$ ,  $SD = 0.70$ ;  $t(2999) = 25.46$ ,  $p < .001$ ,  $d = 0.49$ ].

MT1m. Cups of Vegetables Consumed Per Day

One question addressed this indicator. The question asked participants to indicate how much vegetables the participant ate each day. As shown in Figure 4.9, there was a significant increase in the number of cups of fruit participants reported consuming.

Figure 4.9 “Vegetables: How much do you eat each day?” (Adults)



A paired-samples t-test revealed a significant increase from the pre-survey ( $M = 1.25$ ,  $SD = 0.75$ ) to the post-survey [ $M=1.58$ ,  $SD = 0.76$ ;  $t(3391) = 24.50$ ,  $p < .001$ ,  $d = 0.44$ ].



## Success Story

### St. Margaret's Center Food Pantry

Los Angeles, CA

*St. Margaret's Center focused their efforts this year on implementing both direct-education and PSE interventions to create an environment that reinforces healthy behaviors. St. Margaret's Center participated in the Food Smarts and Food Pantries training offered by Leah's Pantry. Food Smarts is a nutrition education and cooking curriculum that teaches cooking and meal planning skills along with basic nutrition and chronic disease prevention. Leah's Pantry is a nonprofit that offers a program to help food pantries provide health-focused services.*

*The food pantry demonstrations have really made a positive impact on our clients. One success was the demonstration of how to cook brown rice. Many of the food pantry volunteers had expressed that brown rice was a very unpopular item that many clients disliked or refused to take home. The nutrition educator decided to take on the challenge to change clients' perspectives on brown rice. She set up an area in the food pantry to do a live food demonstration with a display of all the ingredients needed and the nutritional contents and benefits of brown rice. She shared her own recipe with easy steps to follow, available in both English and Spanish for clients to take home. As clients came in, she welcomed them and invited them to try the rice. For those who were skeptical of trying the rice, she verbally shared and invited them to look at the benefits, which helped ease them into trying it.*



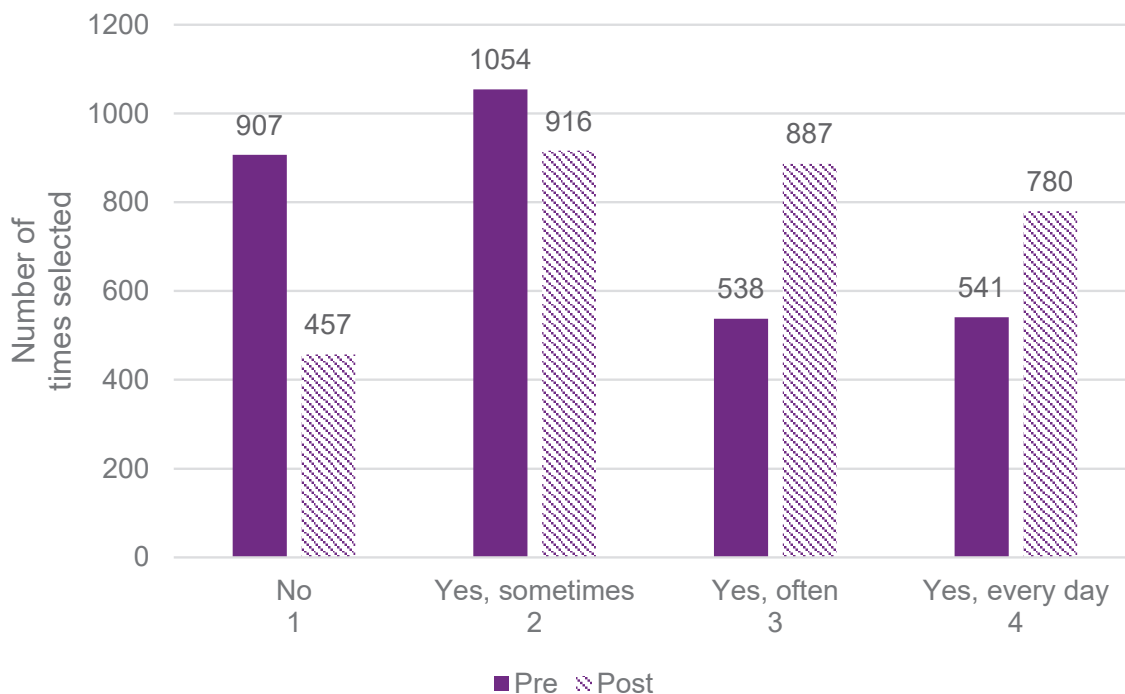
*This food demonstration was so successful that many clients began to switch their white rice to brown rice. The brown rice became so popular the food pantry ran out of it faster than ever before.*

**Objective 3a. Annually at least 80% of surveyed SNAP-Ed adult participants report improving at least one resource management behavior.**

*MT2b. Read Nutrition Facts Labels or Nutrition Ingredients Lists*

One question addressed this indicator. The question asked whether participants used the nutrition label on food items when shopping. As shown in Figure 4.10, there was a significant increase in the number of adults who reported that they used the nutrition label when shopping.

**Figure 4.10 “Nutrition Label: Do you use this label when shopping?” (Adults)**



A Wilcoxon signed-rank test showed a significant increase in reports of using the nutrition label when shopping ( $z = 20.63, p < .001, r = 0.37$ ).

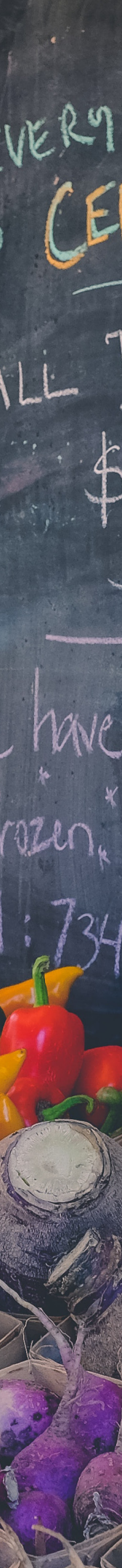
**Objective 3b. Annually, at least 30% of surveyed SNAP-Ed adult resource management participants report increased food security.**

*MT2g. Not Running Out of Food Before Month's End*

One question addressed this indicator. The question asked whether participants ran out of food before the end of the month. Figure 4.11 shows only slight changes among answers to the four response options. However, results indicated a significant decrease in adults reporting that they ran out of food before the end of the month.

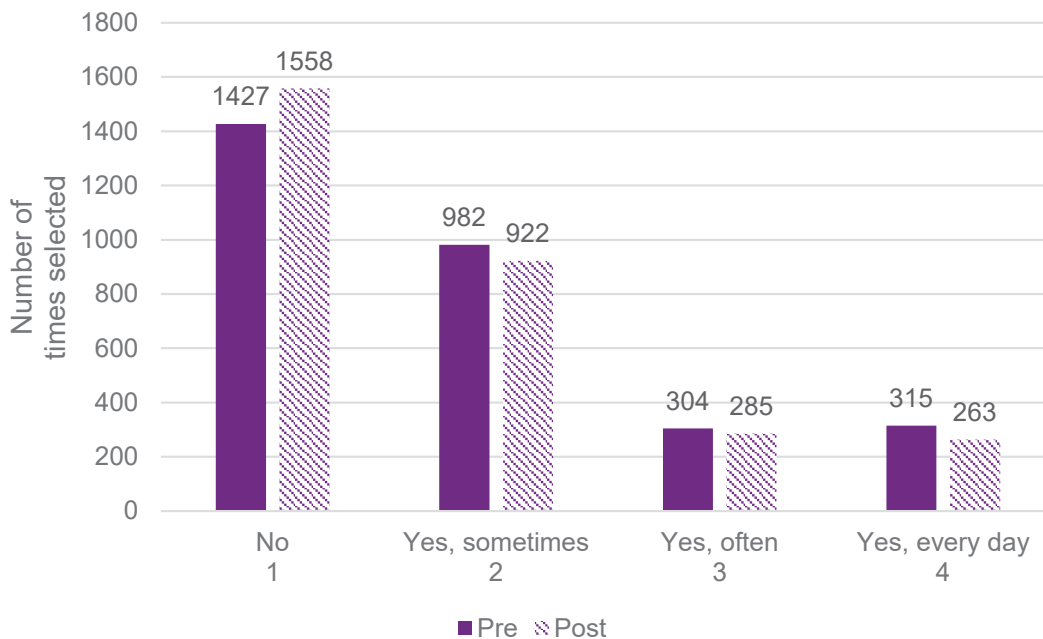
While these results are statistically significant, the analysis showed a very small effect size which is the measure of the size of the change between two groups. The small effect size, or change, could be the result of this question being on a questionnaire that is largely meant to assess healthy eating behaviors. This means that food resource management may not be a topic that is covered in the depth necessary, in all sessions





for which the questionnaire was used, to elicit a larger change between pre and post. For example, Table 4.2 shows the intervention topic “fruit and vegetables” was used in 10,533 interventions, while “food shopping and resource management” was used only 3,075 times as an intervention topic. Including “food shopping and resource management” as a topic in more interventions that use the Food Behavior Checklist may result in an increase in the effect size.

**Figure 4.11 “Do you run out of food before the end of the month?” (Adults)**



A Wilcoxon signed-rank test revealed a significant decrease in reports of running out of food before the end of the month ( $z = -5.17, p < .001, r = 0.09$ )

## Child Results

The Youth Nutrition and Physical Activity survey consisted of 24 questions used to assess the healthy eating behaviors and levels of physical activity among children aged 6 to 15 years. Of the 24 questions on the survey, five questions addressed priority indicators and were included in the combined analyses.

Once combined, a total of 3,988 survey responses were analyzed, addressing four priority indicators. The priority indicators that are measured by the Youth Nutrition and Physical Activity Survey also addressed two of the State’s 2017-2019 goals and objectives (Table 4.5).

**Table 4.5 Priority Indicator by State Goals and Objectives**

State Objective	Priority Indicators
<b>Goal 1: Increase consumption of healthy foods and beverages, and decrease consumption of unhealthy foods and beverages.</b>	
<i>Objective 1a</i>	MT1g, MT1h, MT1k
<b>Goal 2: Increase physical activity.</b>	
<i>Objective 2</i>	MT3a

**Objective 1a. Improve the dietary quality of meals and snacks consumed by the SNAP-Ed-eligible population.**

*MT1g. Drinking Water*

One question addressed this indicator. The question asked participants to indicate the number of times they drank water the previous day. As depicted in Figure 4.12, the results showed that there was no significant change in the number of times children reported drinking water.

**Figure 4.12 “Yesterday, did you drink any water, such as from a glass, a bottle, or a water fountain?” (Children)**

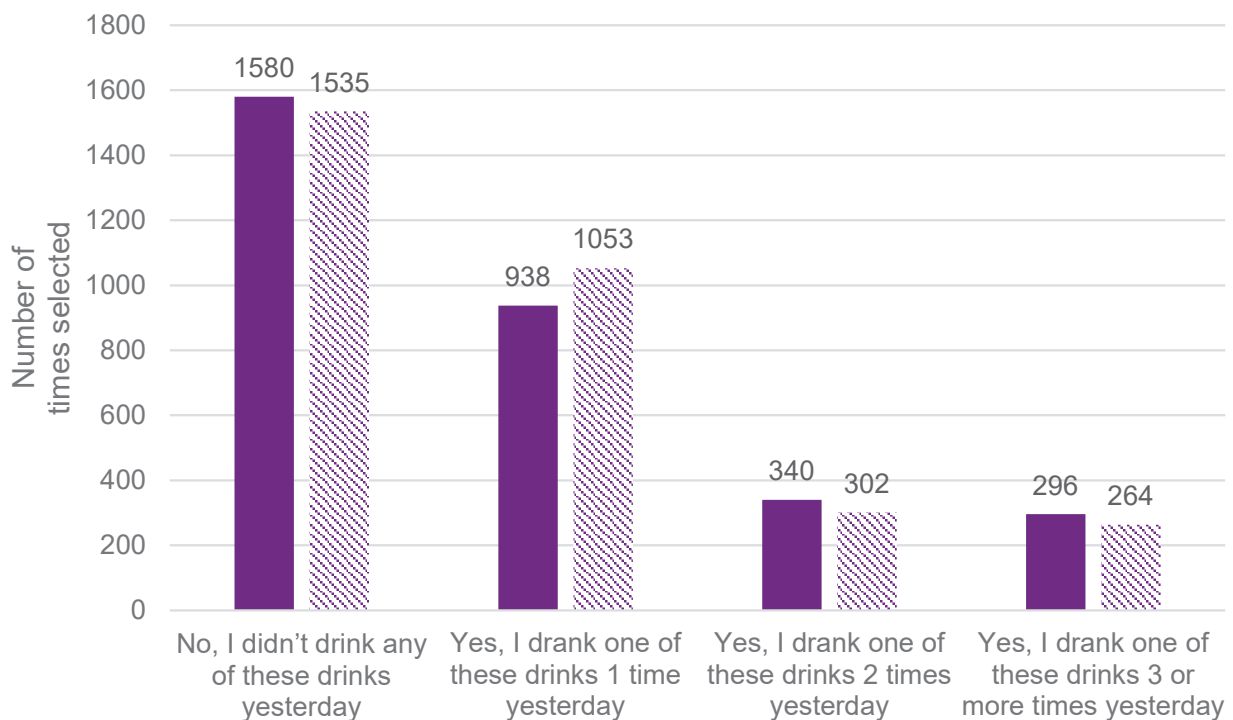


Paired t-test showed no significant change from the pre-survey ( $M = 3.55, SD = 1.58$ ) to the post-survey ( $M=3.51, SD = 1.60; t(3462)=-1.35, p = .176$ ).

### MT1h. Drinking Fewer Sugar-sweetened Beverages

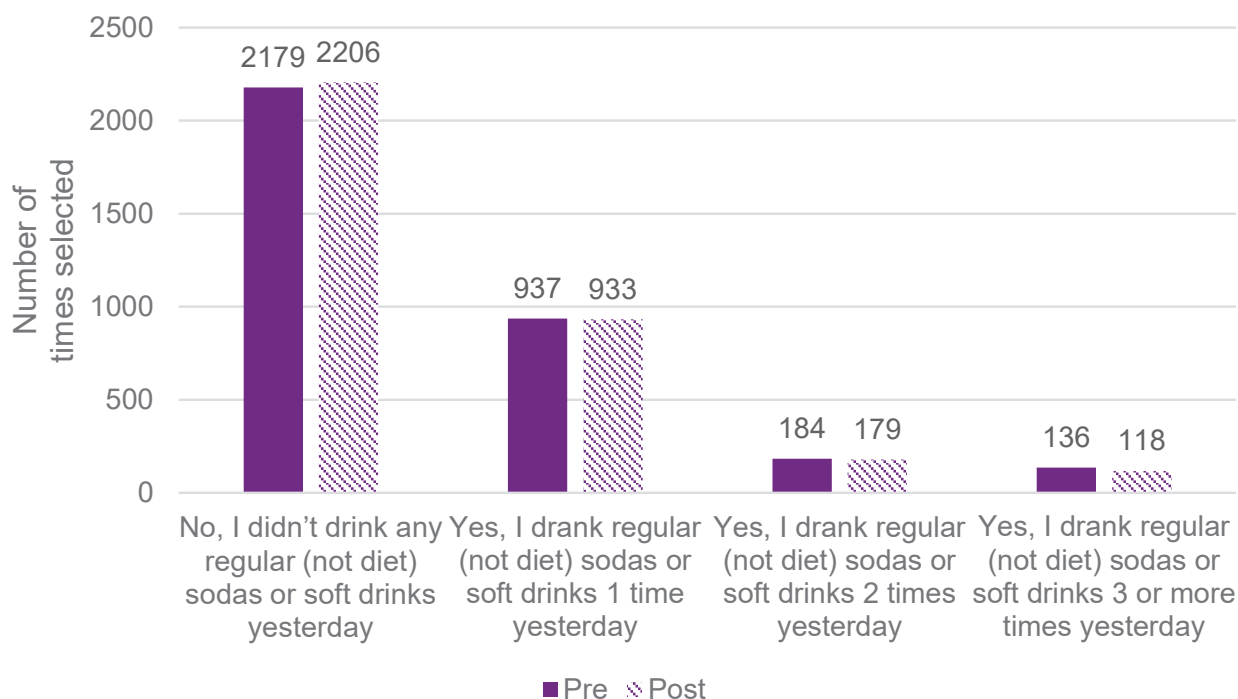
Two questions addressed this indicator. The first question asked participants whether they drank any punch, sports drinks, or other fruit flavored drinks (Figure 4.13). The second question asked about the consumption of regular soda (Figure 4.14). Results for both questions showed that there was no significant change in the number of times participants reported drinking sugar sweetened beverages. A follow-up analysis, in which responses to both questions were combined to assess overall sugar-sweetened beverage consumption, also showed no significant change.

**Figure 4.13 "Yesterday, did you drink any punch, sports drinks, or other fruit-flavored drinks?" (Children)**



A paired *t*-test showed no significant change from the pre-survey ( $M = 0.79$ ,  $SD = 0.97$ ) to the post-survey ( $M=0.78$ ,  $SD = 0.93$ ;  $t(3153) = -0.89$ ,  $p = .37$ ).

Figure 4.14 “Yesterday did you drink any regular (not diet) sodas or soft drinks?” (Children)



A paired *t*-test showed no significant change from the pre-survey ( $M = 0.47, SD = 0.73$ ) to the post-survey [ $M = 0.45, SD = 0.71; t(3402) = -1.30, p = .176$ ].

*MT1k. Eating fewer sweets (e.g., cookies or cake).*

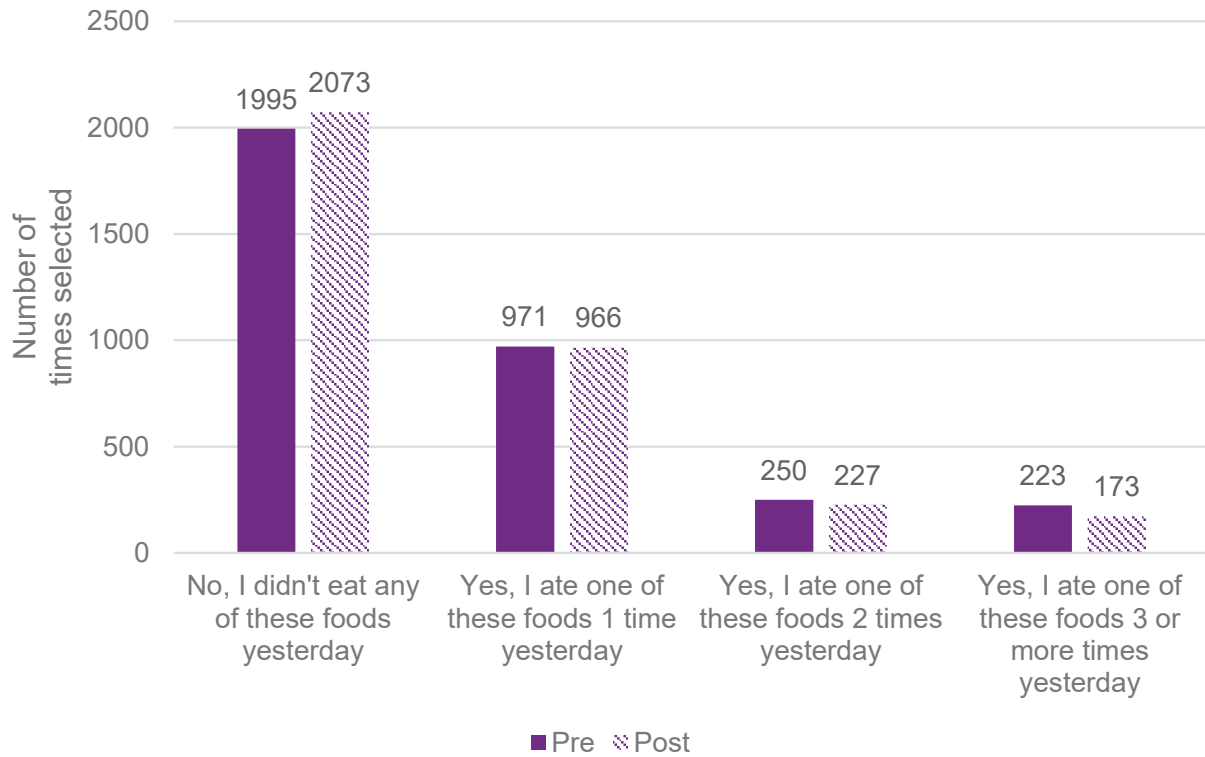
One question addressed this indicator. The question asked participants whether the participant ate a number of different sweets for the day prior. Figure 4.15 does not depict much change from pre to post. However, the results showed a significant decrease in the number of sweets children reported eating.

While these results are statistically significant, the analysis showed a very small effect size which is the measure of the size of change between two groups. It is unclear from the data what may be causing the small effect size. It is not possible from the available data to tell how much of the topic “limiting added sugars” is devoted to the reduction of eating fewer sweets. Additionally, the data does not indicate what lesson topics were covered when participants filled out the survey.





Figure 4.15 "Yesterday, did you eat sweet rolls, doughnuts, cookies, brownies, pies, or cake?" (Children)



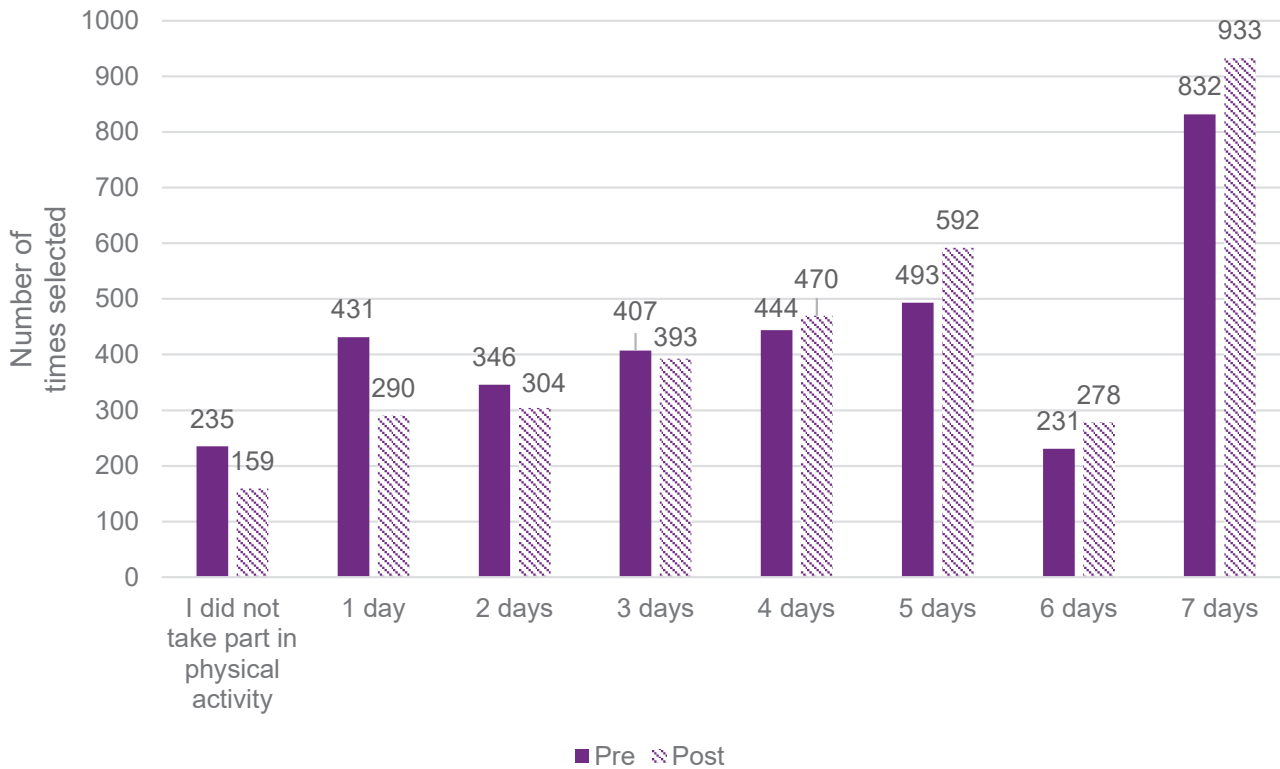
Paired *t*-test showed no significant change from the pre-survey ( $M = 0.62, SD = 0.88$ ) to the post-survey ( $M=0.56, SD = 0.83; t(3438) = -3.29, p = .001, d = 0.04$ ).

## Objective 2. Increase physical activity.

### MT3a. Physical Activity and Leisure Sport

One question addressed this indicator. The question asked participants to indicate the number of days they took part in physical activity. The results indicated that there was a significant increase in the number of days that children reported participating in physical activity.

Figure 4.16 “How many days did you take part in physical activity?” (Children)



A paired *t*-test showed no significant change from the pre-survey ( $M = 4.03, SD = 2.32$ ) to the post-survey [ $M=4.42, SD = 2.18; t(3418) = 9.315, p < .001, d = .17$ ].





## Summary of Results

The overall results for direct-education interventions were positive with a total of 16 analyses conducted, 12 of which were statistically significant. For those analyses that were statistically significant, effect size was calculated and nine of the analyses showed a medium or small effect size, indicating a meaningful magnitude of change from pre to post. The effect size for each analysis can be thought of as a measure of practical importance or clinical relevance. This means that an analysis that resulted in a larger effect size indicates a larger and more meaningful change in the behaviors direct-education participants reported. The fact that nine of 12 analyses came back with a medium or small effect size illustrates the capacity for SNAP-Ed direct education to promote meaningful change for participants. Furthermore, these results help reinforce the efficacy of current curricula.

Two measures of effect size were used, based on the analyses that were performed. The first measure of effect size, the *d* statistic, is used when looking at the mean difference between two groups. The suggested interpretation is that 0.2 be considered a "small" effect size; a *d* of 0.5 represents a "medium" effect size and a *d* of 0.8 is a "large" effect size (Cohen, 1988). To assess effect size for Wilcoxon tests, an *r* statistic was used. The suggested interpretation of *r* is that 0.1 be considered a "small" effect size; 0.3 represents a "medium" effect size and 0.5 is a "large" effect size (Cohen, 1988). Using these criteria, the direct-education outcomes can be summarized as follows.

### *MEDIUM EFFECTS:*

- » More than one kind of fruit (adults,  $r = 0.32$ ).
- » Two or more vegetables at your main meal (adults,  $r = 0.30$ ).
- » Reading nutrition labels (adults,  $r = 0.37$ ).

### *SMALL EFFECTS*

- » Cups of fruit per day (adults,  $d = 0.49$ ).
- » Cups of vegetables per day (adults,  $d = 0.44$ ).
- » Removing skin from chicken (adults,  $r = 0.27$ ).
- » More than one kind of vegetable (adults,  $r = 0.29$ ).
- » Fruit and sports drinks (adults,  $r = 0.21$ ).
- » Regular soda (adults,  $r = 0.28$ ).

The following results were statistically significant, however, they did not meet the criteria for a small effect. Therefore, while these results are statistically significant, their impact should be interpreted cautiously.

### *EFFECTS OF LIMITED PRACTICAL SIGNIFICANCE*

- » Not running out of food (adults,  $r = 0.09$ ).
- » Frequency of eating sweets (children,  $d = 0.04$ ).
- » Physical activity (children,  $d = 0.17$ ).

This, however, is not bad news. These results are a great step toward ensuring that all areas of focus elicit meaningful change for participants. The ability to identify the magnitude of change, in addition to statistical significance, is helpful for identifying content areas that might benefit from increased

coverage in direct-education classes, greater support, or improved measurement methodologies. For example, it is possible that some participants responded to questions about lesson topics that were not covered in the direct-education classes in which they participated. In that case, it would be unsurprising that behaviors not covered in classes were not strongly affected. It is also possible that smaller effect sizes were due to characteristics of the participants who were sampled. Sampling methodologies were not specified and may have varied across California implementing agencies, so there is no way to rule this out as a possibility. As mentioned previously

in this report, it is not possible to tell for certain what caused the small effect sizes for these questions. Results of effect size calculations in future years would no doubt illuminate the current findings.

Finally, SIAs conducted their own analyses for their individual work over the 2017-2018 federal fiscal year. The results of those analyses for priority indicators are presented, as they were reported to the California Department of Social Services by each SIA, in Appendix H.

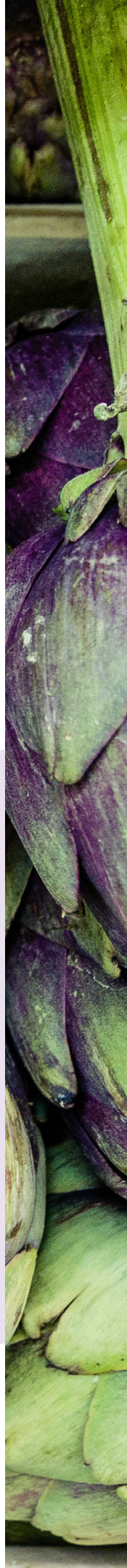


*"These classes are better than those that I pay for."*

*—Cathie, Direct-Education Participant, San Diego, CA*

*"Thank you so much for your classes. They were very informative, and you always empowered me to strive to achieve my health goals."*

*—Ana, Direct-Education Participant, San Diego, CA*



## Looking Ahead

In FFY 2017, California SNAP-Ed fully implemented the Program Evaluation And Reporting System (PEARS) and was able to use the information entered into the PEARS database for reporting PSE activity. However, PEARS was not used to report direct-education pre/post questionnaire responses. In FFY 2018, only one SIA reported their direct-education questionnaire data in PEARS. This limited the types of analyses that could be conducted on direct-education outcomes.

In FFY 2020, the goal will be for all SIAs to enter direct-education data into PEARS. This will allow more—and more detailed—analyses of direct-education

outcomes. For example, it would be possible to connect intervention lesson topics to survey responses, allowing insight into the relative effectiveness of different intervention lesson topics. Additional efforts to standardize California's evaluation processes will improve the capacity for coordinated and comprehensive outcome evaluations. Improvements for FFY 2019 include streamlined work processes for PEARS and increased standardization. As described in the State-level Outcomes and Achievements section of this report, these improvements will rely on the efforts of CDSS's PEARS Database Coordination project team and California's SNAP-Ed Evaluation Work Group.




# CONCLUSION

Results of the California Family Health Study analyses, presented in the State-level Outcomes and Achievements section, indicated that low-income Californians appeared to be doing especially well in FFY 2017 with regard to their dietary behaviors. California mothers, teens, and children improved on a range of 24-hour dietary recall outcomes between 2015 and 2017. While this is encouraging news, it is worth noting that the results observed for 2017 set a high bar for continued improvement in the current three-year funding cycle. A three-year report of findings is included in the appendices of this annual report and a manuscript, describing the findings for a scholarly audience, is currently in development.

Importantly, California Supplemental Nutrition Assistance Program-Education (SNAP-Ed) made progress toward its goals and objectives for the three-year funding cycle that began in FFY 2017 and will end in FFY 2019. California's Goal 4 and Goal 5 set annual targets of 500 nutrition-related healthy community changes and 200 changes to support physical activity. The analyses reported

in the California SNAP-shot: Policy, Systems, and Environmental Change section of this report revealed that California SNAP-Ed state implementing agencies (SIAs) reported 2,779 nutrition-related PSE changes at 1,291 sites and 997 physical-activity-supportive improvements at 699 sites, far exceeding the Goal 4 and Goal 5 targets.



Two objectives for Goal 4 and Goal 5 were not evaluable in FFY 2018. Goal 4, Objective b and Goal 5, Objective b set targets for September 30, 2019. California SNAP-Ed will prepare to assess these objectives in the year ahead. We anticipate delivering an expanded report for FFY 2019, reporting against the FFY 2017 - 2019 Statewide Goals and Objectives.

As indicated in the California SNAP-shot: Direct Education section of this report, statistically significant results were found for the following nine direct-education outcomes relevant to Goal 1, "Increase consumption of healthy foods and beverages, and decrease consumption of unhealthy foods and beverages."

- » Removing skin from chicken (adults).
- » More than one kind of fruit (adults).
- » More than one kind of vegetable (adults).
- » Two or more vegetables at your main meal (adults).
- » Fruit and sports drinks (adults).
- » Regular soda (adults).
- » Cups of fruit per day (adults).
- » Cups of vegetables per day (adults).
- » Frequency of eating sweets (children).

Direct-education outcome analyses also revealed three significant results relevant to Goal 2, "Increase physical activity," and Goal 3, "Improve food resource management."

- » Reading nutrition labels (adults).
- » Not running out of food (adults).
- » Physical activity (children).

Looking toward FFY 2019 as the end of a three-year funding cycle, California SNAP-Ed has improvements planned for the next three-year cycle. In preparation, California SNAP-Ed has already drafted, vetted, and adopted a new set of 2020 - 2022 Statewide Goals and Objectives (Appendix J). A statewide evaluation plan, to be developed in FFY 2019, will provide a roadmap for assessment of California's progress toward the new goals and objectives, and facilitate the tracking of our progress. In addition, although the PEARS database has already dramatically improved California's reporting capabilities, procedural improvements in 2019 will promote efficient use of time for reporting as well as protecting and enhancing the quality of information for California's data-driven decision making.

## Success Story

### 4-H Student Nutrition Advisory Council, Santa Barbara County, CA

To support youth leadership in creating and promoting healthy schools and communities, the 4-H Youth Development Program, UC CalFresh Nutrition Education Program, and several school districts in San Luis Obispo and Santa Barbara counties collaborate to offer the after-school 4-H Student Nutrition Advisory Council (4-H SNAC). Student Leaders offer the after-school 4-H SNAC program. The 4-H SNAC clubs bring together 5th and 6th graders for one to two hours per week to develop skills for nutrition, leadership, and healthy living. In the beginning, 4-H SNAC adult facilitators worked on building knowledge and skills with youth, developing club procedures and structures so the youth could eventually take ownership of and run the SNAC meetings.

At Adam Elementary School, UC staff facilitated a 4-H SNAC club with 40 students. In the fall, students worked on Harvest of the Month tastings in the cafeteria in collaboration with food service. These first projects were initiated by the adult facilitators, except for one. A 6th grader and third-year member of 4-H SNAC approached UC Nutrition Educator and SNAC facilitator Melissa during a brainstorming session. The student wanted to fundraise food to give to hungry people. With the help of UC staff, she researched the issue of hunger further and brought information to the next 4-H SNAC meeting. The 4-H SNAC club worked together to identify the issues and generate ideas for what they could do to help. After the discussion, the students decided to host a canned food drive at their school for the Santa Barbara County Food Bank.



Students created grade-level competitions to encourage other students to bring in food items. The winning class in each grade would get a food demonstration led by 4-H SNAC students. SNAC also got their student council to help by offering a reduced rate for the school dance and a free glow stick with a donated food item.

While the canned food drive was in full swing, the 4-H SNAC students were busy collecting and counting the food items from each class. The students were also busy learning 4-H presentation and demonstration skills. The students sharpened up on these skills to present for the winning classrooms. They created presentation boards and worked on how to present in front of their peers. By the end of the week, 4-H SNAC students had brought in 1,720 items, weighing over 1700 lbs. All 1,700 lbs. of food were donated to the Food Bank of Santa Barbara County at a time of very high need.

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# APPENDICES

Appendices to the California SNAP-Ed Federal Fiscal Year 2018 Annual Report are available by request. To obtain copies of the appendices please contact [CalFreshSNAP-Ed@dss.ca.gov](mailto:CalFreshSNAP-Ed@dss.ca.gov).

- A. Administrative Expenditures – SNAP-Ed Annual Report Template 7A
- B. Inventory of Awards and Publications
- C. State Implementing Agencies Awards and Publications
- D. Major Achievements
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- J. California State Goals and Objectives FFYs 2020 - 2022
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