

A. CalFresh Healthy Living, UC Program Overview

i. Key Integrated Work Plan activities

Across the Central Sierra (El Dorado, Amador, Calaveras, and Tuolumne Counties), in FFY20 the CFHL, UC program made **5,310 educational contacts** (5,076 youth and 234 adult), teaching 210 series of workshops and 53 single-session classes for a total of **1,127 instructional hours**. An additional **39,631 indirect education contacts** were also made, with a focus on promoting fruits and vegetables and normalizing healthy living during the first half of the year, and shifting to food access and physical activity during the second half of the year. Also, by working with 34 sites/organizations to implement 110 changes to their policies, systems, and physical environments, an estimated **13,579 people have greater opportunities** to make healthy choices in their lives. These activities were delivered and supported by **13 dedicated professionals** (10.6 FTE funded) and many volunteers who implemented dozens of different educational strategies and curriculum to improve the health of the most vulnerable Central Sierra residents.

- 1. Nutrition and Physical Activity Education in Schools:** CFHL UCCE's presence providing nutrition and physical activity education in Central Sierra schools continues to comprise the majority of the program's activities. In FFY20, 93% of the program's direct education contacts (4,953 contacts) were made with youth in K-12 schools. In FFY20, 23 school sites received direct education, indirect education, and/or PSE support, 9 in El Dorado, 3 in Amador, 5 in Calaveras, and 6 in Tuolumne. The most commonly used direct education curriculum were:

- Healthy, Happy Families
- Eating Healthy from Farm to Fork
- Learn! Grow! Eat! Go!
- Harvest of the Month
- Healthy Choices, Healthy Me!

Due to program changes in light of COVID-19, this year programming for youth included entirely virtual education for the first time, and also expanded to include educational kits to reinforce virtual education and provide hands-on activities. These kits reached more than 1,000 families and included a variety of nutrition education reinforcement items, hard-copy indirect education materials and/or other supplies to reinforce educational objectives, such as donated seeds to grow produce at home.



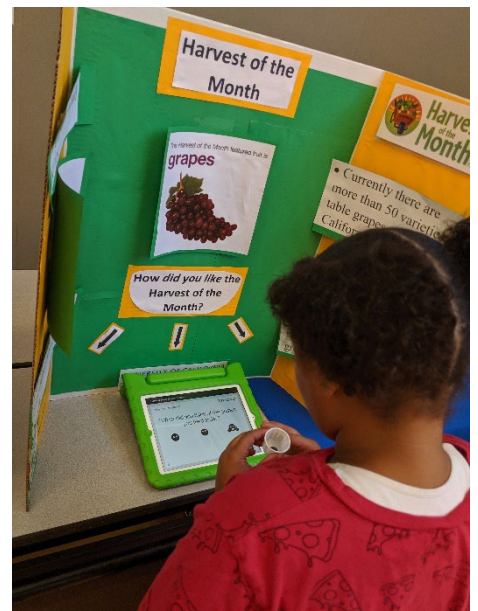
The CFHL UCCE Central Sierra program also developed and began using a flipped-classroom approach to delivering virtual nutrition education. This approach maximizes the use of synchronous, virtual time with classes, and required significant time and professional development to begin implementing.

2. **Gardens:** In the Central Sierra, much of CFHL UCCE’s education is enhanced by integration with gardens. School, community and ECE gardens continued to provide living laboratories for students to increase not just their nutrition knowledge, but also their food literacy. In FFY20, partnerships were strengthened between the CFHL UCCE program and the UCCE Master Gardener program, with significant collaboration in each of the four Central Sierra counties. Major programmatic activities in gardens include teaching in and helping to maintain school gardens; hosting classes and educational events for youth and adults in Master Gardener demonstration gardens; and creating take-home garden education kits for elementary schools, farmers markets, and community events. One of the CFHL UCCE Central Sierra staff members is an accredited Master Gardener, another staff member this past year was a professional farmer, and one of the program’s volunteer extenders also leads a local agricultural organization in the Central Sierra. Other major partnerships that support garden work in the Central Sierra include:



- Maintaining communications with a semi-formal network of garden educators in Calaveras County
- Convening the new Tuolumne County Garden Network
- Collaborating with Ag in the Classroom in El Dorado County

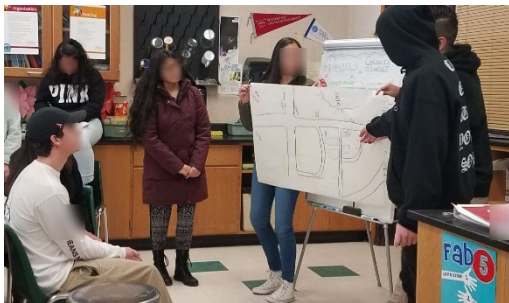
3. **Harvest of the Month (HOTM):** Delivered regularly by all educators across the Central Sierra, HOTM is one of the program’s main tools for promoting food literacy. In FFY20, the Central Sierra program expanded HOTM programming to include more PSE components and work closely with school partners. Prior to COVID-19, HOTM programming across the area included various components such as a school-wide cafeteria promotion, an experiential complement to in-class education, short videos featuring the seasonal item, and educational handouts sent home to parents or handed out at community gatherings. In El Dorado, Amador and Tuolumne counties during the first half of the year, HOTM messaging and produce tastings were offered in 13 school cafeterias to normalize eating fruits and vegetables and promote healthy eating on an institutional level; El Dorado also provides the HOTM tastings in 13 classrooms at one school, paired with a short video and an activity. In Calaveras County, HOTM tastings are paired with garden-enhanced nutrition education and are conducted widely with individual classes in 5 schools. HOTM has become an expected event in most of these schools, and



provides a good opportunity to reach a whole school population with the aim of changing norms and facilitating an event each month focused on healthy eating.

Building on the success of the HOTM videos created last year, work on additional videos became a key activity for the whole team during the initial COVID-19 shut-downs and have become an integral part of the current outreach and ongoing virtual education. Monthly newsletters sent to many partnering schools have also provided some continuity in the education during COVID-19.

4. **Youth Engagement:** In partnership with the UCCE 4-H program and the UC Davis Center for Regional Change, the CFHL UCCE program continued its efforts to move beyond serving youth and towards engaging youth in FFY20. In addition to continuing the existing YPAR project in El Dorado – West Slope, the Program Coordinator provided monthly TA assistance for youth engagement projects and collaborated on developing youth engagement trainings. A new project in El Dorado – South Lake Tahoe began planning activities this past year; funded partly by a grant from the USDA NIFA’s Children, Youth and Families at Risk program in collaboration with the CFHL UCCE and 4-H programs, this project aims to create Students Nutrition Action (SNAC) Clubs at two participating elementary schools. In these clubs, youth in grades 4th-6th will be empowered to look for ways to improve their school or community’s food environments, and to serve as peer educators and role models to other students.



Two teens-as-teachers projects were also continued in South Lake Tahoe, and a new project was launched in Calaveras County. These projects train youth to deliver CFHL UCCE curriculum in partnership with the 4-H program. COVID-19 hindered the delivery of the curriculum by the teens, but virtual training and delivery methods were developed to

encourage youth to stay involved with the project virtually. Substantial youth engagement work also continued in Calaveras High School, including providing education on nutrition and cooking skills to students as part of the school’s vocational Career and Technical Education Incentive Grant program.

5. **Community Activities Serving Adults:** In search of effective approaches to reach adults, the program focused on the following activities in FFY20.
- In El Dorado County – West Slope, the program began to expand nutrition education for a site serving adults with disabilities to include field trips to the UCCE demonstration garden, providing hands-on garden experiences to enhance education and Harvest of the Month tastings with this group.
 - In El Dorado County – South Lake Tahoe, CFHL UCCE provided nutrition education to parents of partnering elementary schools through the Cafecitos program. This education contributed to more comprehensive education at the school site, and reinforced education delivered to students at the schools.
 - In Amador County, the program delivered family-centered adult education to women in the perinatal phase of life at two sites in Amador County, reaching participants during a critical life stage during which they are more likely to adopt changes to their dietary patterns. Outreach also began at the county’s senior center for the first time, with the goal of expanding programming there in the future.

- In Calaveras County, the program partnered with a local church group that serves regular charitable community meals. CFHL UCCE was able to provide nutrition education for many of the church members preparing the meals, recipes and resources to support nutrition standards for the meals, and signage to encourage healthy eating and water consumption at the church.
- In Calaveras County, the program continued to work with The Resource Connection Food Bank to provide packets of recipes using all items in each month’s commodities distribution, including the printed EatFresh.org recipes for every bag that is distributed in the county. The program also supported the revitalization and maintenance of the food bank’s garden, which supplemented the food provided to approximately 2,400 clients with fresh produce.
- In Tuolumne County, the program continued an emphasis on serving the most vulnerable adults in the county. It began providing nutrition education at the senior center, provided significant technical assistance on the development of an organizational wellness policy for the local homeless shelter, and continued to work towards providing comprehensive programming for the county’s behavioral health program, including nutrition education, garden support, and facilitating staff support of a regular food distribution from the local food bank at the site. The program also began providing services for a non-profit residential and vocational support program for adults with disabilities.



ii. Major achievements/outcomes pre and post COVID-19 Stay-at-Home Order in March 2020

FFY20 evaluation outcomes for the CFHL UCCE Central Sierra program shows that overall the program activities were effective. Result highlights by county are summarized below.

PRE COVID-19 Stay-at-Home Order

El Dorado:

- *Youth Taste Test Tool* (n=5,804, 284 tastings) found 77% were willing to eat the item again and 74% were willing to ask for the item at home.
- *Adult Taste Test Tool* (n=52, 7 tastings) found 96% were willing to eat the item again and 93% were willing to serve the item at home.
- *Intent to Change Tool* (n=13) found 54% of participants did not make a list before going to the store the last time they bought food. Among those participants that did not previously make a list, 100% of them intended to make a list before going to the store the next time they buy food.

Amador:

- *Youth Taste Test Tool* (n=2,207, 106 tastings) found 68% were willing to eat the item again and 67% were willing to ask for the item at home.
- *Adult Taste Test Tool* (n=32, 1 tasting) found 72% were willing to eat the item again and 38% were willing to serve the item at home.

Calaveras:

- *Youth Taste Test Tool* (n=1,731, 72 tastings) found 80% were willing to eat the item again and 79% were willing to ask for the item at home.

Tuolumne:

- *Food Behavior Checklist* (n=11) found that 55% of participants reported an increase in the amount of both fruits and vegetables they ate daily after attending an educational series as compared with before the series.

El Dorado and Tuolumne Counties – Aggregated evaluation of Central Sierra activities using matched pre-post Eating and Activity Tool for Students (EATS) surveys:

- n=130 students in grades 4th-6th
- After receiving CFHL UCCE education, a statistically significant improvement was found in:
 - The number of times students reported they drank sugar sweetened beverages on the previous day (2.95 pre, 2.73 post)
 - The number of students who reported drinking more water (27% increase)
 - The mean number of times that students drank 100% orange juice the previous day (0.76 pre, 0.99 post).
 - The mean number of days of PE that students reported having the previous week (1.78 pre, 2.08 post)
- After receiving CFHL UCCE education, a statistically significant decrease was found in:
 - The mean number of hours spent doing physical activities during PE the previous week (2.46 pre, 2.22 post).

El Dorado, Amador and Tuolumne Counties – Aggregated evaluation of taste preferences as part of Harvest of the Month programming in school cafeterias (selected Large Group Taste Test Tools):

- 58 cafeteria tasting events were held in 13 schools in these 3 counties
- Approximately 3,621 students in grades K-8 participated
- 13,653 tastes of fresh produce were served featuring nine different seasonal items (n=13,653)
- Overall, 64% voted “Loved it,” 18% voted “Liked it,” and 18% voted “Not Today”
 - Students who chose to participate were very positive about the fruits and vegetables in this setting.
- Comparing fruit items vs. vegetable items, students were more likely to vote positively if the item was a fruit rather than a vegetable.
 - Proportion of Not Today votes: 27.88% among vegetable items, 9.33% among fruit items, $X^2(1)=796.136$, $p=0.000$
- Comparing items prepared in a simple or raw preparation vs. items prepared in a mixed recipe, students were more likely to vote positively if the item was plain/raw.



- Proportion of Not Today votes: 23.78% among mixed items, 14.65% among plain items, $X^2(1)=175.899$, $p=0.000$
- Comparing local sourced items vs. items sources from standard procurement outlets, students were slightly less likely to vote positively if the item was locally sourced.
 - Proportion of Not Today votes: 15.04% among standard procurement items, 21.23% among locally sourced items, $X^2(1)=88.250$, $p=0.000$
 - More education and exposure may be necessary when serving local produce, which may be less familiar-looking with non-standard varieties, variation in size, or imperfections.

POST COVID-19 Stay-at-Home Order

Nearly all of the evaluation data for FFY20 was collected prior to the COVID-19 pandemic. This is a result of both the change in activity type and the move to largely virtual delivery due to stay-at-home orders. As there were no programmatic standard methods in place to evaluate outcomes of virtual education or indirect education at that time, there are no significant quantitative findings to report for the second half of the year. Of the 746 EATS pre-surveys collected, 616 were unpaired as staff were not able to collect the post-surveys, representing a significant loss of anticipated data. However, there were significant achievements during this time, summarized below and also in part C of this report below.

- In El Dorado County – West Slope, the Serving Up MyPlate virtual, flipped classroom educational series was successfully delivered to a 1st grade class at Georgetown Elementary. The participating 1st grade teacher shared, *“The nutrition classes tied in nicely with our Mind and Body unit. It was a lot of fun to have a guest presenter (and a familiar face) in our virtual classroom! We made FlipGrids of what healthy means- and all my students mentioned “MyPlate” in their videos. Thanks for the fun lessons!”*
- In El Dorado County – South Lake Tahoe, a virtual newsletter that was developed for one teacher expanded to include the entire school. From that point, the popularity of the newsletter spread by word of mouth among school staff, and two other schools requested to receive it. The information in these newsletters now reaches the majority of the elementary students in the entire South Lake Tahoe region every week.
- In Amador County, a detailed, regular virtual newsletter and Harvest of the Month indirect education was sent regularly to contacts at three partnering schools.
- In Calaveras County, strong partnerships allowed for the quick creation of a new initiative to support food security and provide continuation of established district-wide garden-enhanced nutrition education during COVID-19. The “Garden in Every Home” initiative convened partners to create kits with soil, seeds, and planting instructions along with a dedicated website of how-to videos from teachers and community members. These kits were offered to all students in the district, and sent out from each school’s meal distribution to those who signed up to receive them. Donations from the non-profit organization Gardens to Grow In were secured to provide seeds, plants starts, soil, supplies from local hardware and soil companies for interested families to build a raised bed for a more extensive home garden at no cost. CFHL UCCE efforts for this project included helping to advise and form the

program, helping to develop educational videos, and helping to disseminate kits at approved school sites.

- In Tuolumne County, the program coordinated the 4th annual Step It Up Challenge, a walking challenge for school staff throughout Tuolumne County. This year, the very popular team challenge was expanded to include participation from other counties in the Central Sierra, and to include youth. Since the event had been scheduled to occur after stay-at-home orders were in place, the event went entirely online. Participants were able to register virtually, report progress, and share pictures and updates on social media. They were also provided with guidance on safely walking outdoors during COVID, and with weekly messaging to encourage them to set goals and develop healthy habits. In total, 73 participants walked 8,224 miles over the course of the challenge. Participants expressed that they enjoyed the weekly emails and camaraderie with their team.

B. Summary FFY2020 Program Activities from PEARS

All tables provided by the CFHL, UC State Office based on PEARS data.

i. FFY 2020 Direct Education Participants Reached by Age Group and Setting.

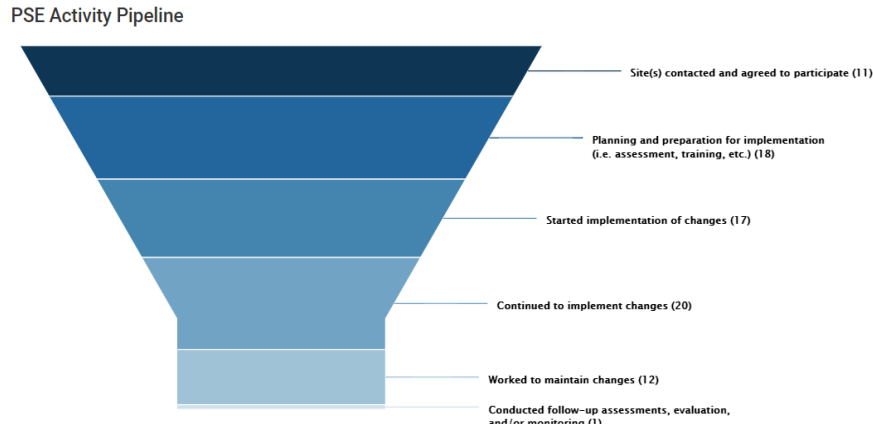
TOTAL DE PARTICIPANTS	0-4	5-17	TOTAL YOUTH	18-59	60+	TOTAL ADULT	TOTAL PARTICIPANTS
AMADOR	-	545	545	21	-	21	566
CALAVERAS	56	2,167	2,223	84	6	90	2,313
EL DORADO	1	1,882	1,883	30	2	32	1,915
TUOLUMNE	2	423	425	18	73	91	516

PARTICIPANTS BY SETTING	Schools (K-12)				After School				Early Childhood				Community				
	0-4	5-17	18-59	60+	0-4	5-17	18-59	60+	0-4	5-17	18-59	60+	0-4	5-17	18-59	60+	
AMADOR	-	545	-	-	-	-	-	-	-	-	-	-	-	-	-	21	-
CALAVERAS	-	2,142	-	-	-	-	-	-	56	25	80	-	-	-	-	4	6
EL DORADO	1	1,862	20	2	-	20	-	-	-	-	-	-	-	-	-	10	-
TUOLUMNE	-	403	-	-	-	-	-	-	-	-	-	-	2	20	18	73	-

ii. Indirect Education channels and reach (total and new).

INDIRECT ACTIVITIES REACH	AMADOR	CALAVERAS	EL DORADO	TUOLUMNE
Total Reach	4,303	7,611	23,234	8,205
New Reach	388	549	115	807
INDIRECT ACTIVITIES BY CHANNEL				
Community events / fairs - participated	-	-	1	4
Electronic materials	3	2	48	-
Fact sheet	-	-	1	1
Hard copy materials	16	15	4	20
NERI	-	-	1	-
Other, please specify	29	1	22	24
Videos	14	7	26	-
Food Demos	30	6	59	48

iii. PSE sites by stages, needs assessments conducted, reach by settings, changes adopted.



NEEDS ASSESSMENTS

	Amador	Calaveras		El Dorado		Tuolumne
Number of Assessments and PSE Sites/Organizations with Assessments*	Number of Sites (n=4)	Number of Assessments (n=1)	Number of Sites (n=9)	Number of Assessments (n=5)	Number of Sites (n=13)	Number of Sites (n=8)
Total Needs Assessments / Environmental Scans	0	1	1	5	5	0
Smarter Lunchrooms Self-Assessment Scorecard		1	1	4	4	
Other - YPAR Pre-Assessment				1	1	
Total Staff Readiness Assessments	0	0	0	0	0	0
Total Organizational Readiness Assessments	0	0	0	0	0	0

*Reported for all PSE stages.

Total PSE Sites/Org and Number with One or More PSE Change Adopted and Reach*

COUNTY	All Stages of Implementation	Only Implementation and Maintenance Stages					COUNTY REACH TOTALS
	Number of PSE Sites/ Orgs	Schools (elementary, middle, and high)	Early care and education (ECE)	Before/ afterschool programs	Other**	Number of PSE Sites/ Orgs with Changes Adopted	
Amador (County)	4	2	0	0	0	2	222
Calaveras (County)	9	6	1	0	2	9	8,377
El Dorado (County)	13	7	0	1	1	9	2,289
Tuolumne (County)	8	5	0	0	3	8	2,691

*Summary statistics provided for PSEs in all stages of implementation and for those in the implementation and maintenance stages only.

**Other includes Farmers markets, Family resource centers, Food assistance sites, food banks, and food pantries, Faith-based centers/places of worship, Emergency shelters and temporary housing sites

Number of PSE Sites and Reach by Setting for *Implementation and Maintenance Stages* *

COUNTY	Schools (K-12, elementary, middle, and high)		Early care and education facilities		Before and after-school programs		Farmers markets	
	PSE Sites	Reach	PSE Sites	Reach	PSE Sites	Reach	PSE Sites	Reach
Amador (County)	2	222						
Calaveras (County)	6	5,397	1	80				
El Dorado (County)	7	2,224			1	25		
Tuolumne (County)	5	2,131					1	400

*Summary statistics include only those PSEs in the implementation and maintenance stages.

Number of PSE Sites and Reach by Setting for *Implementation and Maintenance Stages* * (continued)

COUNTY	Family resource centers		Food assistance sites, food banks, and food pantries		Faith-based centers/places of worship		Emergency shelters and temporary housing sites	
	PSE Sites	Reach	PSE Sites	Reach	PSE Sites	Reach	PSE Sites	Reach
Amador (County)								
Calaveras (County)			1	2,400	1	500		
El Dorado (County)	1	40						
Tuolumne (County)			1	10			1	150

*Summary statistics include only those PSEs in the implementation and maintenance stages.

Number of PSE Sites and Reach by Setting for *Implementation and Maintenance Stages* * (continued)

COUNTY	Total	
	PSE Sites	Reach
Amador (County)	2	222
Calaveras (County)	9	8,377
El Dorado (County)	9	2,289
Tuolumne (County)	8	2,691

*Summary statistics include only those PSEs in the implementation and maintenance stages.

PSE Changes Adopted:

Total Changes Adopted

110

Top Nutrition Changes

- 11** Initiated or expanded farm-to-table/use of fresh or local produce
- 9** Edible gardens (establish, reinvigorate or maintain food gardens)
- 7** Improved menus/recipes (variety, quality, etc.)
- 6** Initiated or expanded use of the garden for nutrition education
- 5** Initiated, improved or expanded opportunities for parents/students/community to work in the garden

Top Physical Activity Changes

- 3** Improved quality of physical education
- 2** Increased or improved opportunities for physical activity during recess
- 2** Increased or improved opportunities for structured physical activity
- 1** Implemented recess before lunch policy
- 1** Improved or expanded physical activity facilities, equipment, structures, or outdoor space

iv. Total Partners and Partners by Type and Number of Coalitions and Members by Sectors of Influence)

Partnerships by type	AMADOR	CALAVERAS	EL DORADO	TUOLUMNE
Agricultural organizations (includes farmers markets)	-	2	1	-
Community members/individuals	-	1	-	-
Early care and education facilities	-	-	-	-
Food banks/food pantries	-	-	-	1
Foundations/philanthropy organizations/nonprofits	-	-	2	-
Government program/agency (Fed., St., local, etc.)	1	2	-	-
Hospitals/healthcare organizations	-	-	1	-
Human services organizations	-	1	-	-
Local governments/agencies	-	-	1	-
Public health organizations	-	1	-	-
Schools (colleges and universities)	-	-	-	-
Schools (PK, K-12)	2	2	6	2

Coalitions by Sector	AMADOR	CALAVERAS	EL DORADO	TUOLUMNE
Agriculture	-	2	-	1
Community design	-	-	1	1
Education	2	4	6	2
Government	2	-	1	-
Public health/health care	6	1	5	3
Public safety	-	1	1	-

C. Success Stories, Challenges and Planned Improvements for FFY 2021

I. Success – See PEARS Success Story entries

16149	The Flipped Classroom Model in the Central Sierra for SNAP-Ed schools	Amador / All Central Sierra
16239	Partnership Brings a Taste of Local Produce to Students	El Dorado
17708	Intergenerational Learning in the Garden	Calaveras
17721	Central Sierra Steps Towards Fitness	Tuolumne

II. Responding to the COVID-19 Challenge

The CFHL UCCE Central Sierra team responded to the challenge of COVID-19 by largely moving to virtual delivery of nutrition education, and by creating take-home nutrition and gardening education kits that have reached over 1,000 families.

Virtual Education

Working from home, educators created county-specific newsletters and 31 short, engaging videos about produce, gardening and physical activity. Reaching remote and hybrid learners throughout entire school districts, these virtual resources included nutrition facts, recipes, and activities to do at home. The team also adapted the entire USDA Serving Up MyPlate curriculum for virtual delivery to 1st-6th grades using a flipped-classroom approach and creating 20-30 minute videos to augment all nine lessons. This approach aims to make efficient use of highly limited virtual class time with students. The first series using this new delivery format was delivered at the end of FFY20. The delivery of more educational series and a new evaluation tool are planned for FFY21.

In order to accomplish these goals, the entire team dedicated themselves to learning how to produce quality videos from their homes. Within a matter of just a few weeks and using only their existing tools of Zoom, PowerPoint, and their laptops in most cases, staff were able to create educational videos. Educators learned techniques for video production and filming, while administrative support staff learned how to close-caption videos and support their accessibility. Supervisors managed the overall project, helped edit videos, oversaw content and curriculum fidelity, and provided significant support to staff as they transitioned to working on these new tasks. The entire team also learned advanced techniques for using more than a dozen different online tools and platforms in order to effectively delivery virtual education and collaborate with each other.

Take-Home Educational Kits

Creating take-home kits allowed the team to supplement their virtual education with hands-on activities and materials for continued at-home learning, using a distribution method that is appealing and convenient for participants. These kits reinforced virtual direct education and PSE projects by providing an experiential component that would otherwise be absent from virtual programming. In many cases, staff worked with partnering organizations to help fund and distribute these kits, allowing the program to reach far more participants than they would have been able to otherwise.

- GT School of Innovation: Nutrition kits were distributed to all 220 students at this El Dorado County elementary school. Kits contained MyPlate handouts, cookbooks, measuring cups, seeds for at-home gardening, information about applying for the SNAP/CalFresh program and invitations for parents to sign up for virtual nutrition education.
- Kids Day at Home: Kits were distributed to 500 families with young children in Calaveras County in a drive-by event. In



partnership with First 5 Calaveras and other community organizations, the kit contained garden related items and activities to take home.

- Kids Day at the Market: In partnership with the Tuolumne County Public Health Department, UCCE Master Gardeners, and other community partners, over 200 families received kits containing seeds, soil, and nutrition information and activities at a Tuolumne County farmers market. A donation of \$1,000 to the Peaceful Valley Farmers Market also provided kids \$4-\$6 in “veggie bucks” to spend at the market, offering families new to the market the experience of shopping for local, healthy produce items.

Together, virtual education and take-home kits comprise a more comprehensive approach to providing SNAP-Ed services at a physical distance. While staff look forward to resuming in-person educational activities, many of the skills and techniques gained during this time will facilitate program implementation long-term.

III. Data to show COVID-19 Impact - Tables provided by the CFHL, UC State Office.

These are activities that had sessions delivered prior to 3/16/20, and reported into PEARS but were impacted in some way by the shut down

COVID-19 Impact on DE	AMADOR		CALAVERAS		EL DORADO		TUOLUMNE	
	# of Activities	Reach	# of Activities	Reach	# of Activities	Reach	# of Activities	Reach
Cancelled not completed Activities	22	477	116	2,178	54	1,115	1	32
Modified Activities	-	-	1	27	11	218	4	71
New Activities	-	-	1	24	1	18	1	4
Postponed Activities	-	-	-	-	-	-	-	-

These are activities that were planned for FFY20, but never occurred due to COVID-19, no delivery occurred and nothing was reported into PEARS

COVID-19 IMPACT ACTIVITIES THAT NEVER OCCURRED					
# Activities completely Canceled/never started		1	107	96	26
Est Reach of DE Activities Canceled/never started		3	3,961	1,508	547
# of PSE Activities Canceled/never started		4	23	12	1
Est Reach of PSE Activities Canceled/never started		955	5,684	2,896	200

IV. Optional Describe any additional Challenge(s)

The program’s major challenge this year was adapting to the COVID-19 pandemic. Throughout the pandemic, the uncertainty and constant changes to safety regulations made planning activities incredibly difficult. Initially, the primary challenges were how to transition staff to suddenly working from home, how to ensure staff had the skills and professional development opportunities they needed in their new virtual work environment, and how to identify and implement programming that was allowable, feasible, and addressed community needs during a time of crisis. Not only did the pandemic and shelter-at-home orders affect the program’s ability to deliver its traditional programming and accomplish basic functions, it presented the same challenges to many school and community partners as well. As time passed, the program’s challenges shifted to a need to recruit participants and maintain relationships with partners. Staff have consistently received the message that school teachers and community partners are overwhelmed and reluctant to take on anything they perceive as extra or not required, which has often included the program’s nutrition education and PSE projects. This has meant that even some of the strongest partnerships have become dormant, and staff have needed to invest much more time in recruitment than they did previously.

Also, without a programmatic waiver allowing for flexibility in SNAP-Ed activities during COVID-19, some staff felt that they were not able to engage in meaningful and urgently needed work to improve community food security. Particularly early in the pandemic, CFHL UCCE Central Sierra staff watched their partners in

other local agencies struggle to keep up with the workload of providing direct services during a crisis, and were not able to offer their time to assist in ways that met their community's immediate, pressing needs. This did not help to build relationships on a local level, and also harmed some staff member's morale and workplace satisfaction at the time.

Other major challenges this year included staff turnover and the difficulty of hiring new staff. While the Central Sierra program was funded for 10.6 FTE in FFY20, a combination of staff departures, a hiring freeze, staff leaves due to COVID-related illness and/or childcare, staff maternity and parental bonding leave, and the nearly year-long duration to fill the key Program Supervisor role meant that in practice, the program was only staffed at a level of approximately 8.4 FTE over the course of the year.

Finally, an ongoing challenge for the program is the breadth of the many different agencies and systems under which it operates. Navigating the systems, regulations, and procedures from USDA, CDSS, the CFHL, UC State Office, UC ANR, and UCCE Central Sierra requires a significant investment of time. In the Central Sierra, the work must also be done across four counties, including managing four integrated work plans, four site lists, and four sets of community partners within one administrative area and one budget. The scope of administrative work necessary to learn how to effectively operate the program, and train staff how to work within such a large and decentralized system, reduces the time available for other more strategic activities.

V. Planned Improvements

During FFY21, the program will focus on continuing to adapt existing programming to virtual delivery methods for use during the COVID-19 pandemic, and also to create evergreen materials that will continue to be useful once in-person programming is allowed to fully resume. New materials will continue to be developed as needed in order to meet community needs as best as possible, while aligning with the area's IWPs, and new approaches to deliver effective PSEs virtually. A more dedicated and coordinated emphasis on recruitment and invitations to participate in virtual programming will also be extended to both school teachers and adult participants.

Two new approaches to reaching adults virtually will be piloted. One is to engage groups of adult champions in community assessments and PSE programming, using a framework similar to Youth Participatory Action Research, but adapted for adults. Another will be promoting a single-session lesson as an introduction to participate in the full EatFresh.org mini-course online, with an emphasis on serving households newly enrolled in the SNAP/CalFresh program whenever possible. Potential agreements with local agencies to refer their clients to these lessons will be pursued.

Administratively, the focus will be on staff capacity building and training to implement virtual education. With the critical Program Supervisor position now filled, much more administrative time will be available to support staff development, facilitate community connections, and increase staff effectiveness of program implementation.

The program's evaluation focus will be on finding new ways to assess the impact of virtual programming. In particular, a dedicated evaluation of the flipped-classroom approach to delivering the Serving Up MyPlate curriculum will be completed, assessing outcomes among grade 4th-6th students and the process of implementing this new format among staff and participating school teachers.

D. Presentations, Publications and Awards

i. Conference Presentations and Posters, Publications

Conference Presentations:

- Padilla, C. (February, 2020). Beyond Food and Shelter: County Highlight: Intergenerational Efforts in Calaveras County. Oral presentation at the 2020 California SNAP-Ed Local Implementing Agency Forum, Anaheim, CA.

Posters:

- Johnson, C., Yu, M., Neelon, M., Go, C., Louie, B., Chao, D., Erbstein, N. (July, 2020). California Youth Participatory Action Research Projects Illustrate the Need for Nutrition Staff Professional Development. Poster presentation at the Society for Nutrition Education and Behavior 2020 Annual Conference, virtual. [https://www.jneb.org/article/S1499-4046\(20\)30360-2/fulltext](https://www.jneb.org/article/S1499-4046(20)30360-2/fulltext)
- Skillman, W., Johnson, C. (February, 2020). Beyond Food and Shelter: Wellness Policies in the Community. Poster presentation at the 2020 California SNAP-Ed Local Implementing Agency Forum, Anaheim, CA.

Publications:

- Louie, B., Chao, D., Rodriguez, S., Capriotti, M., Figueroa, E., Luquin, C., Padilla, C., Ruiz, R., Tabarez, P., Gomez Wong, C., Erbstein, N., Go, C., Johnson, C., Yu, M., Neelon, M., and Singh-Khaira, K. (November, 2020). Growing Capacity: Identifying professional development and organizational supports needed to facilitate youth participatory action research (YPAR) in CalFresh Healthy Living, University of California Programming. 2019 project documentation summary report.

UC ANR Blogs:

- Borges, L., Padilla, C., Johnson, C. (September, 2020). Intergenerational Learning in the Garden. Blog post on UC ANR Healthy Central Sierra. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=43798>
- Vilas, M., Johnson, C. (May, 2020). Partnership Brings a Taste of Local Produce to Students. Blog post on UC ANR Healthy Central Sierra. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=41477>
- Johnson, C. (April, 2020). Nutrition Education Spotlight: Serving Up MyPlate Online. Blog post on UC ANR Healthy Central Sierra. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=41340>
- Johnson, C. (February, 2020). Central Sierra CFHL-UC 2019 Annual Report. Blog post on UC ANR Healthy Central Sierra. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=39543>
- Lewis, A., Johnson, C. (December, 2019). Teens Making a Difference in Amador County. Blog post on UC ANR Healthy Central Sierra. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=39043>

- Johnson, C. (November, 2019). Veg the Vote! Blog post on UC ANR Healthy Central Sierra. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=38851>
- Capriotti, M., Johnson, C. (October, 2019). Farm to Camino Elementary. Blog post on UC ANR Healthy Central Sierra. <https://ucanr.edu/blogs/blogcore/postdetail.cfm?postnum=38618>

ii. Awards Received

N/A