CalFresh Healthy Living, UC Town Hall: February 20th Agenda

Introducing New Cooperative Extension Specialists in Nutrition at UC Davis

Cassandra Nguyen, Nutrition Specialist and Jennifer Smilowitz, Nutrition Specialist **(1:22)**

Garden + Curriculum Initiative

Karina Hathorn, CFHL, UC State Office Garden Project Manager and Tammy McMurdo, CFHL, UC State Office Curricula and Direct Education Lead **(16:33)**

County Highlights

Daniela Curiel, CFHL, UCCE Santa Clara Nutrition Educator and Max Fairbee, CFHL, UCCE Alameda Nutrition Educator

Physical Activity Break

Paul Tabarez, CFHL, UC State Office Physical Activity Project Manager **(1:13:54)**

State Office Updates **(1:17:35)**

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Introducing new Cooperative Extension Specialists in Nutrition at UC Davis

Int. Only

UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Background

- From Southern California
- Graduate training at UC Davis in Nutritional Biology
- Post-doctoral training at UC Davis in Food Science & Technology
- Expertise: clinical nutrition, human lactation, microbiome
- Primary interests:
  - Promoting breastfeeding
  - Supporting nutrition & lactation science in clinical settings

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Vision for programs

Overarching goal: to address food, health equity challenges affecting health of Californians with an emphasis on the first 1000 days

Extension

- Develop educational content for consumers
- Develop professional training for health care providers, community education specialists & health advocates

Research & other creative work

- Assess community needs, implement & test evidence-based nutrition interventions & educational programs

Approach

- Multi-disciplinary, multi-collaborative with stakeholder, key-informant engagement
- Mixed methods

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Projects in progress

BELOVEN

Problem: Prenatal morbidities affect millions of Californians with long-term health consequences in both parent & child

Objective: Develop hybrid, prenatal nutrition & lactation education program in different providers & parents

Approach: Multi-prong, multi-phase, mixed methods

Expected impact: Improve diet quality during pregnancy & breastfeeding outcomes

Current collaborators: CDPH-WIC, UCANR

NIFTY Study

Problem: WIC food package limited in #, diversity or cultural-appropriateness fermented foods

Objective: Assess needs, evaluate utilization of culturally-appropriate fermented dairy foods

Approach: Multi-phase, mixed-methods, 3 year

Expected impact: Diversify WIC food package

Current collaborators: CDPH-WIC

Funded: Dairy Council of CA

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Background

- From Washington state
- Graduate training at UIUC
- Collaborations with Illinois Extension on PSE work in charitable foods settings
- Primary interests:
  - Promoting food security
  - Supporting nutrition education and assistance programs

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Vision for Program as CE Specialist

- Projects that are in collaboration with **and respond to priorities of** community nutrition professionals
- Examples:
  - Documenting community needs
  - Exploring program implementation challenges
  - Developing tools and materials to support PSE work
- General approach:
  - Capitalize on existing data and/or efforts
  - Involve students to foster skill development
  - Integrate multiple peoples' perspectives throughout process

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Projects in Progress

Promoting uptake of best practices for CalFresh shoppers at farmers markets

- Collaboration with Shannon Klisch
- Multi-stage project to validate a tool that can support and evaluate PSE activities at farmers markets

Perceived inclusivity of CE nutrition education programming for LGBTQ+, neurodivergent, and disabled participants

- Collaboration with Katherine Soule
- Survey of 60 UC ANR professionals to understand perceptions and identify recommendations

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What Jenny and I hope to do together!

- Provide resources and the latest nutrition science information to professionals in the community and healthcare settings
  - Professional development opportunities (e.g., nutrition updates)
  - Resource navigation supports
  - Brief fact sheets
- Possible with support from colleagues in the Department of Nutrition, connections within other organizations, and professionals in the field
- **Important note**: We are at the planning stages and want to slowly and intentionally develop these efforts based on priorities and feedback

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Poll Question

Ref. Only

Thank you for your time!

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Garden-based Programming: Guidance, Curriculum and Resources

Tammy McMurdo
CFHL, UC State Office Curricula and Direct Education Lead

Karina Hathorn
CFHL, UC State Office Garden Project Manager

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Objectives:

- Describe SNAP-Ed guidance for garden-based nutrition education
- Identify curriculum that supports garden-based education for target audiences served by your county
- Become familiar with resources available to support garden-based education efforts

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Today's Agenda:

- Review SNAP-Ed Guidance
- County Highlights
  - Alameda County
  - Santa Clara Cluster
- Highlight garden resources, curricula, and evaluation tools available on CFHL,UC Garden and Curricula Webpages
- Explore Statewide Training and SNAC resources

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PSE Focus: FFY 24 SNAP- Ed Guidance

- *... seen as a consultant and technical advisor for creating PSE changes that benefit low-income households and communities, rather than the provider of services. (FFY 24 SNAP-ED Guidance Plan, p.20)*
- *... aids organizations so they can adopt, maintain, and enforce PSE changes themselves without continuous involvement from SNAP-Ed. (FFY 24 SNAP-ED Guidance Plan, p.20)*
- *This approach will also likely facilitate sustainable PSE changes as organizations take ownership of the PSE change. (FFY 24 SNAP-ED Guidance Plan, p.20)*

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Programmatic Focus: FFY 24 SNAP- Ed Guidance

- *...intended to serve schools and communities eligible for SNAP-Ed to teach food gardening and promote physical activity benefits of gardening.(FFY 24 SNAP-ED Guidance Plan, p.108)*
- *It is a requirement that all SNAP-Ed garden activities* ***include nutrition education at the gardening site.*** *This can include indirect education channels, but direct education at the gardening site is recommended.(FFY 24 SNAP-ED Guidance Plan, p.109)*
- *Nutrition education should be related to the produce being distributed from the garden.(FFY 24 SNAP-ED Guidance Plan, p.109)*

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County Highlights

Max Fairbee, Nutrition Educator

Alameda County

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South County Homeless Project

Growing New Life

Max Fairbee

CalFresh Healthy Living, UCCE – Alameda County

fhmax@ucanr.edu

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South County Homeless Project

- Temporary housing site
- Up to 24 residents, staying 3-12 months, age 18-58

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2017-2023

Nutrition Education classes:

- ReThink Your Drink
- Food Safety
- Making Every Dollar Count
- Eat Healthy Be Active Community Workshops
- Fresh From The Garden

rethink YOUR DRINK

UNIVERSITY OF CALIFORNIA, COOPERATIVE EXTENSION
Making Every Dollar Count

ChooseMyPlate.gov

Fresh from the Garden

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2024

- Plan, Shop, Save, & Cook

- Ongoing direct nutrition-ed classes (Fresh From The Garden, Eat Healthy Be Active Community Workshops, Making Every Dollar Count, etc.)

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In the Classroom

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In the Garden

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Recipes & Tastings

GAZPACHO

(6 - 8 SERVINGS)
FROM UCCE MASTER GARDENERS, LOS ANGELES COUNTY

INGREDIENTS

- 9 ripe tomatoes, chopped (save the juice)
- 1 small jalapeno or serrano chili, chopped
- Handful of cilantro leaves
- 2 cloves garlic, minced
- 2 tablespoons red wine vinegar
- ¼ cup olive oil
- 1 teaspoon salt (or to taste)
- ¼ teaspoon black pepper

DIRECTIONS

1. Wash hands with soap and warm water and dry thoroughly.
2. Wash tomatoes, jalapeno, and cilantro. Put washed ingredients on a paper towel to drai
3. Put all the ingredients into a blender and puree until the mixture is completely smooth.
4. Check for seasoning.
5. Refrigerate and serve very cold.

NOTES

- Garnish with optional herbs.

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Lesson Delivery

- Monthly Nutrition Workshops
- Gardening Activities 1-4x per month as needed

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Garden Workdays

Preview

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Other helpful resources

- UC Master Gardeners of Alameda County
- UC IPM Website & Pestnotes
- EatFresh.Org
- UC Master Food Preservers of San Francisco & San Mateo Counties

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Thank you!

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Thyme to recall:

Type in to CHAT:

- Audience
- Setting
- Curriculum
- Engagement Techniques

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County Highlights

Daniela Curiel, Nutrition Educator

Santa Clara Cluster

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Garden-Based Education in Santa Clara

Presented By: Daniela Curiel, MPH

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Background Information

- Working at 11 school sites, across 6 school districts
- Preschool, elementary, and middle school gardens
- 9 sites with extenders

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Curriculum Used

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Direct Education Delivery

Fall: Second Grade

	Lesson Name	Activity
Lesson 1	G5- Start with Seeds	Seed greenhouse
Lesson 2	G6- Ready, Set, Grow!	Planting seedlings, Part 1 growth worksheet
Lesson 3	N1- Vitamin Values	Tasting (pomegranate or fig)
Lesson 4	G-13- Pest or Pal	Bingo sheet
Lesson 5	N3- Eat Your Plants	Mini harvest, Part 2 growth worksheet
Post-Lessons	PSE Garden Maintenance	Water, weed, harvest, Part 3-4 growth worksheet (optional)

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Direct Education Delivery

Spring: Third Grade

	Lesson Name	Activity
Lesson 1	G16 & G7- Garden Workout, Cool Tools	Garden clean-up
Lesson 2	G6- Ready, Set, Grow!	Planting seedlings, Part 1 growth worksheet
Lesson 3	G9- Edible Flowers	Planting approved flower seeds
Lesson 4	G10 & G14- Compost, Worms (Guest)	Exploring the worm bin
Lesson 5	N11- MyPlate	Tasting (tbd), Part 2 growth worksheet
Post-Lessons	PSE Garden Maintenance	Water, weed, harvest, Part 3-4 growth worksheet (optional)

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Extenders- They are everywhere!

- Classroom teachers
- PE teachers
- After-school leaders
- Outdoor Education Coordinators
- Parent volunteers
- Community leaders

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Establishing Strong Extender Relationships

- CalFresh Healthy Living School Garden Assessment
- Organization and Expectations from the Start!
  - Clear expectations
  - Come prepared with all paperwork needed
  - Have Allowable Garden Chart on hand
- Offer "Book-end" Lessons
- Follow Through!

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Terrell Extender Reporting Sheet

Month/Site	3rd/4th combo (M)	4th grade (W)	4th/5th Special (T)	5th grade (R)	YMCA (T)
October	7 Cool Tools-50 min 6 Ready Set Grow- 50 min	7 Cool Tools-50 min 6 Ready Set Grow- 50 min	7 Cool Tools-50 min 6 Ready Set Grow-50 min PSE- continued cool tool and discussed watering- 50 min	7 Cool Tools-50 min 6 Ready Set Grow-50 min PSE garden work-30 min	7 Cool Tools-50 min 6 Ready Set Grow-50 min 16 Garden Workout-50 min 2 Soil- 50 min 10 Compost- 50 min 12.5 hours planting and prepping beds, watering plants, trimming plants, laying straw, removing/trimming weeds, removing parts of the underlayer placed to keep out weeds/gophers, digging out the pond, tool safety, composting. -2 hrs. digging pond

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THANK YOU!

Daniela Curiel, MPH
she/her/ella
Community Nutrition Educator
CalFresh Healthy Living | University of California Cooperative Extension (UCCE)

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Thyme to recall:

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Type in to CHAT:

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Locating Garden-based resources:

- **CalFresh Healthy Living, UC Website**
  - Garden Initiative Webpage
  - Curriculum Webpage

- **Statewide Training Website**

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CalFresh Healthy Living, UC Garden Initiative Webpage

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- Garden Purchases
- Garden-based nutrition education curricula
- Resources from the SNAP-Ed Connection

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Garden Purchases

CalFresh Healthy Living, University of California SNAP-Ed Allowable Garden Expenditure Chart

(Based on the FY 2024 SNAP-Ed Guidance)

**Note: This two-page list has been provided as a guide and is not intended to be an exhaustive list. You may not need all of the items listed below to complete your project. CalFresh Healthy Living, UC programs should consider supplies that are available within your UCCE County; working with local partners and vendors; and consider how to leverage resources of non-SNAP-Ed funds or partners. Please follow-up with your CalFresh Healthy Living, UC State Office contact if you have any questions.*

Allowable Expenditures	Need Prior Approval from State Office	Unallowable Expenditures

• CFHL, UC approved garden curricula
• Soil, compost, organic fertilizer
• Mulch, straw, bark (for beds)
• Seeds
• Seedlings/plant starts
• Seed starter kits
• Pots/grow bags
• Hand tools
  ○ Gloves (recommend buying children's gloves for younger students)
  ○ Trowels
  ○ Hand rakes
  ○ Watering cans
• Hand tool storage
  ○ Bucket, tub or box
• Large tools
  ○ Shovel
  ○ Spade
  ○ Pick
  ○ Hoe
	• Materials to build garden beds or compost bins including:
	  ○ Lumber
	  ○ Pre-fabricated garden beds/boxes,
	  ○ Ground covering (gopher barriers), weed block cloth, cinder blocks
	  ○ Gravel for drainage
	  ○ Materials for hoop gardens:
	  • PVC Pipe
	  • Netting
	• Irrigation supplies
	  ○ Drip Lines
	  ○ Timers
	• Wheel barrows
	• Staff salaries to establish and maintain community gardens
	• Delivery of materials including:
	  ○ Soil
	  ○ Lumber
	  ○ Etc.
		• Established plants or fruit trees
		• Established irrigation
		• Rental or purchase of land
		• Rental or purchase of tractors or other land or garden preparation equipment
		• Garden pavers
		• Bark or gravel as ground cover
		• Line trimmers
		• Tool sheds
		• Fencing materials

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Revised: 1/23/2024

Allowable Expenditures	Need Prior Approval from State Office	Unallowable Expenditures
○ Hula hoe • Staff salaries to provide garden-enhanced nutrition education • Biodegradable and/or clay pots • Twine and stakes for plotting • Tomato cages or trellises for vine plants • Soil test kits • Garden hoses	• Worms and other beneficial insects • Berry bushes • Grow pads and grow lights for indoor growing **** State office would be need to understand the scope of the project to approve purchasing the items listed above. Please complete the Garden Supply Purchase Form to request approval to purchase the items listed above.**	

**** Link to USDA SNAP-Ed Guidance:**
https://snaped.fns.usda.gov/sites/default/files/documents/FY2024SNAPEdGuidanceNutritionEducationandObesityPreventionProgramUpdatedMay2023.pdf **Gardening listed on page 108**

Garden Supply Purchase Request Form

Instructions:
Please review the SNAP-Ed Allowable Garden Expenditure Chart and refer to the SNAP-Ed Guidance (page108) to determine if you need to complete this form. If the item(s) you are planning to purchase are listed in the yellow column of the SNAP-Ed Allowable Garden Expenditure Chart, or are not listed on the chart at all, please complete this form and submit it to the appropriate contacts (outlined below) to determine if your purchase is reasonable and allowable. Before submitting this form, ensure that your request has been discussed and approved by your supervisor.

Contacts:
- UCCE:
  - Your supervisor
- State Office:
  - Your county contact
  - Karina Hathorn – karhathorn@ucdavis.edu
  - Lindsay Hamasaki- lmhamasaki@ucdavis.edu

County Contact Information:

County:	
Name of Person Submitting Request:	
Email Address:	
Phone Number:	

Site Information: (if not applicable, please write N/A in the column)

Site Name:	
Has this site been added to your site list?	
Is this site included in your IWP?	
Do you have funds in your budget to cover this expense?	

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Food and Nutrition Service
U.S. DEPARTMENT OF AGRICULTURE

FY 2024
Supplemental Nutrition Assistance Program Education (SNAP-Ed) Plan Guidance

Nutrition Education and Obesity Prevention Grant Program

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Garden Supply Purchase Form

Garden Supply Purchase Request Form

Instructions:
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Contacts:
- UCCE:
  - Your supervisor
- State Office:
  - Your county contact
  - Karina Hallorn – karhallorn@ucdavis.edu
  - Lindsay Hamasaki- lmhamasaki@ucdavis.edu

County Contact Information:
County:
Name of Person Submitting Request:
Email Address:
Phone Number:

Site Information: (if not applicable, please write N/A in the column)
Site Name:

Has this site been added to your site list?
Is this site included in your IWP?
Do you have funds in your budget to cover this expense?
Number of SNAP-Ed participants reached through this garden:
Description of garden work at this site:
Nutrition and/or Garden Enhanced Nutrition Education Curriculum utilized at this site:

Use the following rows to provide a description of what or how the site will contribute garden.

Reminder from SNAP-Ed Guidance:

"The purchase of seeds, plants, small gardening tools, and supplies such as fertilizer and pottin assist in developing school and community food gardening projects are allowable SNAP-Ed co costs should be incurred in partnership with other funding mechanisms to ensure sustainabilit project".

Description of plan to ensure garden sustainability:
Description of connecting the garden to the school and/or community:
Description of community, parent, or youth involvement in the garden:
Description of garden maintenance plan at this site:
Description of how garden produce will be used:

Supply List: (add new rows if needed)

Item Name	Brief Description and/or Item Hyperlink	Brief Justification for Item Requested*	Estimated Cost
		TOTAL:	

*Garden purchase justifications need to connect back to SNAP-Ed Guidance and our programming specifically. Things to consider: What curriculum does this purchase support? What behavior change? Does this purchase improve safety for our educators and participants?

Cost Comparison: (add new rows if needed)
For items such as pre-fabricated garden beds/boxes, wheelbarrows, or other items of higher value, please provide a cost comparison using the chart below.

Requested Item	Comparison one		Comparison two		Comparison three	
	Item (include link)	Estimated Cost	Item (include link)	Estimated Cost	Item (include link)	Estimated Cost

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- Updated, now includes:
  - Guidance to discuss and include your supervisor in email when submitting the form
  - Reminder of the SNAP-Ed Guidance – the costs should be incurred in partnership with other funding mechanisms to ensure sustainability of the project
  - Cost Comparison Chart

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Reasonable Costs:

- *Did the agency receive a program benefit that reflects the dollar amount incurred?*
- *Is the cost similar to market prices for comparable goods or services in that geographic area?*
- *What is the priority of the purchase as compared with competing demands on limited resources?*

Necessary Costs:

- *Is the good or service necessary to carry out essential functions of the program*
- *Can the purchase be avoided without adversely affecting the program's operations?*
- *Has the agency performed an inventory of current items prior to new purchases? This may be the case with Nutrition Education Reinforcement Items (NERI)*
- *Has the agency significantly deviated from established practices and policies regarding the purchase?*
- *Does this purchase duplicate existing nutrition education and obesity prevention activities in the area?*

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Listing of Garden-Based Curriculum

Gardening Curriculum

The list below contains commonly used curricula supported by the CalFresh Healthy Living, UC Program. For a complete list of approved curricula that fall into garden-based curriculum category click here.

Youth

Preschool

- CATCH Early Childhood Nutrition
- Early Childhood Learn, Grow, Eat Go!

Elementary

- CATCH Nutrition Curriculum
- Discovering Healthy Choices
- Eating Healthy from Farm to Fork
- The Great Garden Detective Adventure
- Learn, Grow, Eat, Go!
- Nutrition to Grow On
- Teams With Intergenerational Support (TWIGS)

After School

- CATCH
- Learn, Grow, Eat, Go!
- Nutrition to Grow On
- Teams With Intergenerational Support (TWIGS)

Middle School

- CATCH Nutrition Curriculum
- Teams With Intergenerational Support (TWIGS)
- YPAR (use if garden focus project is chosen)

High School

- Nourish
- YPAR (use if garden focus project is chosen)

Adult

- Fresh From The Garden

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Evaluation Resources

PSE Evaluation

School Garden Assessment Tool

Instructions:

The School Garden Assessment Tool should be used identify and track areas of improvement in school garden programming. This Tool should be used by Programs who are currently implementing school garden projects and are ready to assess the current state of the garden in order to expand and/or improve garden-related programming, as well as to track efforts through reassessment.

Once you have completed the School Garden Assessment Tool, your data should be entered into the Excel document located on the CalFresh Healthy Living, University of California State Office's website - https://uccalfresh.ucdavis.edu/initiatives/gardening

The last tab of the Excel document, "Results and Planning" should be submitted to the State Office. Instructions for doing so are on the website at the above link.

Sections:

- Site Information
- Institutional Support and Partnerships
- Garden Planning, Maintenance, and Support
- Student Experience
- Parent and Community Engagement and Support
- Results and Planning

Programmatic Evaluation

Evaluation

UC CalFresh Nutrition Education » Evaluation

Recommended Evaluation Tools and SMART Objectives

SMART is a mnemonic which stands for Specific Measurable Achievable Realistic Time. It is a way of developing specific goals for a project. Each of the CalFresh Healthy Living, University of California program's curricula have a specific set of SMART objectives. Ideally, participants taught with each curriculum will achieve the goals listed in that curriculum's SMART objective. A listing of adult, family-centered and youth curricula, youth engagement approaches, and PSE strategies is included in the file below with the recommended evaluation tool. Please use this resource in combination with the Evaluation Changes summary also included below.

- FFY 2022 Evaluation Changes
- FFY 2024 Recommended Evaluation Tools and SMART Objectives

- FFY 2024 Recommended Evaluation Tool and Smart Objectives
- Garden-based Curriculum List

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Resources from:
SNAP-Ed Connection and Garden Workgroup

Resources from CalFresh Healthy Living, UC Garden Workgroup:

- Vegetable Fact Sheet

Register for Monthly Garden Meetings for CFHL, UC Staff:

- Garden group descriptions and registration links
- Schedule for FFY 2024 garden meetings

Resources from the SNAP-Ed Connection

- Using SNAP benefits to grow your own food - USDA
- Using SNAP benefits to buy seeds and plants - SNAP Gardens
- National Ag in the Classroom
- Collective School Garden Network
- Start a School Garden - Let's Move
- Teach Kids the FUNdamentals of Gardening - University of Illinois Extension
- Create an Indoor Salad Garden with your Children - Douglas County Health Department

Other Resources

- Establishing Protections for Community Gardens by NPLAN and ChangeLab Solutions

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CalFresh Healthy Living, UC Curricula Webpage

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CFHL Approved Curricula Lists

- CalFresh Healthy Living, University of California Approved Curricula List - This list contains curriculum approved for use with CFHL, UCCE Programs and its use is supported by the State Office. Select curriculum from this list to use with your direct education efforts and when drafting your Integrated Work Plan.
- Garden-Based Curriculum List - This list outlines curricula for use by CFHL, UCCE programs with their garden based education efforts.
- California CalFresh Healthy Living Integrated Curricula List - If additional curriculum is needed to support specific target populations or community agencies, curriculum may be selected from this list by CFHL, UCCE Programs. Check in with the State Office to obtain approval to use curriculum from this Curricula List.

Curriculum	Source	Link	Description	Number of Lessons	Length of Lesson	Delivery Method	Languages	Evidence Based Category	Evaluation Tool (see Rec Eval Tools and Smart Objectives)
Coordinated Approach to Child Health (CATCH) - Nutrition Curricula (K,1,2,3,4,or 5) and (6,7,8)	CATCH	https://catchinfo.org/programs/	Health education, school environment, family/community involvement work together. Aimed at improving school nutrition, physical activity, food service. Kit available for purchase. Includes classroom curriculum.	Varies by grade (K-2) -10 lessons 3rd - 14 lessons 4th - 13 lessons 5th - 12 lessons	Varies by grade (K-2) - 25 minutes (3rd-5th) - 40 minutes	Both	English Spanish	RT	Grade K-3: Nutrition curricula-Teacher Observation Tool (TOT); Activity box-Physical Activity Teacher Observation Tool (PA TOT); Grade 4+: 2+ lessons-What Did You Learn? (WDYL), 6+ lessons-Eating and Activity Tool for Students (EATS-FV and PA modules); All: Teacher Tasting Tool
Dig In! (5-6)	USDA Team Nutrition	http://www.fns.usda.gov/tn/dig-standards-based-nutrition-education-ground	10 lessons connect garden, nutrition and health. Each lesson includes 3 sessions that range from 20 to 60 minutes each (total lesson time of 95-190 minutes). Includes teacher's guide, parent booklets, posters, handouts.	10 lessons with 3 session per lesson	90-190 minutes per lesson. Each session 20-60 minutes each	Both	English Spanish	PT	Grade 4+: 2+ lessons-What Did You Learn? (WDYL), 6+ lessons-Eating and Activity Tool for Students (EATS-FV module); All: Teacher Tasting Tool
Discovering Healthy Choices (4-6)	Center for Nutrition in Schools, UC Davis	https://cns.ucdavis.edu/shcp/curriculum	A learner-centered, garden-enhanced nutrition curriculum developed for the Nutrition Education and Promotion component of the Shaping Healthy Choices Program. 8 modules, each with several activities (implementation times vary).	8 modules; multiple activities per module	Activities range from 5-75 minutes	Series	English Spanish	RT	Grade 4+: 2+ lessons-What Did You Learn? (WDYL), 6+ lessons-Eating and Activity Tool for Students (EATS-FV and PA modules); All: Teacher Tasting Tool
Eagle Adventure (1,2,3)	Oklahoma Tribal Engagement Partners, LLC	https://oktep.com/eagleadventure/	The Eagle Adventure is a type 2 diabetes education and prevention program for students in 1st-3rd grades. The program is made up of seven visits to the school throughout the semester (six are in-class and one assembly where Eagle Play is presented). Lessons incorporate Native American culture and	4 lessons	35 minutes	Series	English	PT	All: Teacher Tasting Tool

Preschool | Elementary | Middle School | High School | After School | Adult & Older Adult | Family Centered

- Approved Curricula List
  - *NEW* *Garden-based Curricula List*

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TWIGS

- **(Grades K-8)** Teams With Inter-Generational Support focuses on gardening and how the foods we grow are used in our bodies as building blocks and energy providers. Students from kindergarten through eighth grade are given the tools to plant and care for a garden. This curriculum is flexible and the lessons can easily be used in a classroom, after-school program, or club. Virtual education materials are available for this curriculum.

- Most used curriculum organized by target audience

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- Resources and Support Materials

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Statewide Training Webpage

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What is Statewide Training?

- CDSS contracts with a partner organization to provide necessary training to all CFHL staff
- Deliver virtual and in-person trainings based on LIA needs
- Leah's Pantry is responsible for statewide training

Ref. Only

Garden Programming Resources Statewide Training Webpage

- CFHL Integrated Curriculum List
- Curriculum Fidelity Toolkit
- Resources for Garden Programming

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Home > Curriculum

Curriculum List

Search...

Filters | Sort by: Most Visited | Card view: Large Cards

Content Filters

Audience
Select Audience

Changed
Select Changed

Delivery Method
Select Delivery Method

Evidence Base
Select Evidence Base

Curriculum Language
Select Curriculum Language

Length of Lesson
Select Length of Lesson

Number of Lessons
Select Number of Lessons

Source
Select Source

State Implementing Agencies
CalFresh Healthy Living, UC ✕ 1

Topics
Gardening ✕ 1

APPLY CLEAR CANCEL

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Home > Curriculum

Curriculum List

Search...

Filters | Sort by: Newest First | Card view: Large Cards

State Implementing Agencies: CalFresh Healthy Living, UC | Topics: Gardening

26 results in search

Learn! Grow! Eat! Go! (2-5)

An interdisciplinary program combining academic achievement, gardening, nutrition experiences, physical activity, and school and family…

Before/After School | Elementary School

Junior Master Gardener/ Texas A&M AgriLife Extension
Published Oct 16th, 2022

Jr Master Gardeners - Level 2 (6-8)

Teaches the world of gardening with hands-on activities, worksheets, rhythms, and reading passages formatted for standardized tests.…

Middle School

National Jr Master Gardener Program
Published Feb 15th, 2023

CATCH Early Childhood Curriculum & Teacher's Manual

Health education, school environment, family/ community involvement work together. Aimed at improving school nutrition, physical activity, foo…

Preschool

CATCH
Published Oct 20th, 2022

Grow It, Try It, Like It

Garden-themed curriculum for preschools and daycare settings. Introduces children to fruits and vegetables. Hands-on activities, nutrition

4-H Garden Helper's Guide - Level C: 14-16 year olds and…

This interactive garden based curriculum is

Fuel their Minds (pre-K)

This literacy-based health, nutrition, and physical activity curriculum employs a "learn by doing" approach with preschoolers. Lessons center

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Curriculum Fidelity

Curriculum Modification Guidance Table
Green Light Modifications

In general, Green Light Modifications do not require specific testing or evaluation except where noted in the table below. LIAs are encouraged to evaluate the effectiveness of their direct education interventions. Evaluation guidance is available from your SIA Representative.

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
G1. Using a curriculum as is for different age, grade level, setting, lifecycle stage or learning & developmental need of the intended audience	Contact the curriculum developer to request approval. After receiving a written response, contact your SIA representative to report the outcome. This information will be added to the Integrated Curricula List quarterly. Persons with disabilities - Consult with experts such as special education instructors to identify appropriate learning and developmental need prior to curriculum selection.	Using a middle school curriculum in a high school Using an adult curriculum with groups such as pregnant or parenting teens Using a youth curriculum with 19 year old high school students Using a high school curriculum with young adults Persons with disabilities - Using a curriculum intended for a lower grade level to meet the learning and developmental needs of the individual.	TBD based on conversation with curriculum developer and SIA	Strongly encouraged

Curriculum Modification Guidance Table
Yellow Light Modifications

Specific guidelines for each Yellow Light Modification are described in the table below. In addition, LIAs implementing Yellow Light modifications are encouraged to test the efficacy of the modified curriculum using outcome or impact evaluation. Evaluation guidance is available from your SIA. Documentation is mandatory

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements	Suggested Documentation in the Curriculum Fidelity Sharing Site
Y1. Making major changes in the order of activities/content within a lesson, or lessons within a curriculum	Sequence should be appropriate to meet learning objectives, activities/content that build should remain in the order specified in the lesson plan, and core components of curriculum should remain intact.	Changing the lesson order of a sequentially building curriculum	Formative or outcome evaluation is likely to be necessary (and possibly both). TBD based on conversation with SIA	Required
Y2. Making major modifications or adapting curriculum for different age, grade level, lifecycle stage, or setting from intended audience	Contact the curriculum developer to request approval. After receiving a written response, contact your SIA representative to report the outcome. This information will be added to the Integrated Curricula List quarterly.	Modifying a high school curriculum for use with middle school students Modifying an adult curriculum for use with foster youth transitioning out of the foster system	Formative or outcome evaluation is likely to be necessary (and possibly both). TBD based on conversation with curriculum developer and SIA	Required

Curriculum Modification Guidance Table
Red Light Modifications

Red Light modifications are described in the table below. These specific types of curriculum modifications are NOT allowed for direct education. Please contact your SIA for further guidance.

Types of Modification	Guidance for Modification	Examples	Evaluation Requirements
R1. Deleting content and/or activities that are essential to achieving a learning objective	NOT allowed.	Deleting a label reading activity that is a core component of a lesson. Omitting essential content to shorten a lesson	NA
R2. Rearranging the order of activities so that the class no longer supports the learning objectives	NOT allowed.	Moving a summative activity from the end of a lesson to earlier in the lesson	NA
R3. Modifying an adult curriculum to make it family-oriented	NOT allowed	Revising activities to allow for children to learn basic age-appropriate skills, such as literacy. This would change the core components	NA
R4. Inserting additional lessons into a curriculum that are not from reliable sources or contradict the Dietary Guidelines for Americans	NOT allowed	Adding lesson plans that encourage learners to consume ***whole milk*** products, citing evidence suggests increasing dairy fat may have added health benefits. This contradicts the current DGA recommendations	NA

Note: If an LIA identifies a curriculum or a resource that could be a useful addition to the Integrated Curricula List or the SIA Approved Materials/Resources List, they may work with their SIA to propose this addition.

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Greenlight Modifications

(State Office approval not needed, check with supervisor)

- Switching recipe
- Including handouts
- Picking food from garden to be used in tasting during the lesson
- Additional activity that supports learning
  - Using the garden as an outdoor classroom
  - Classroom management activity to enhance lesson (Dirty Dirt and Super Soil Ag. In the classroom)

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Example of a Greenlight Modification

- National Ag. In the Classroom: *Dirty Dirt and Super Soil*
- TWIGS Curriculum
  - Soil Garden Activity
  - Compost Garden Activity
  - Worms Garden Activity
- Supplies classroom should have
- Lesson teaches about importance of clean soil
- Easily handed-off to extender

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Statewide Training Resources

CalFresh HEALTHY LIVING

Learning Platform | Trainings | Curriculum List | Resources | Toolkits | Peer Exchange Program Application

Welcome to the Statewide Training Resource Site

Here you can find resources, curriculum, and training opportunities to support your CalFresh Healthy Living work.

Search Resources, Trainings and Events, Curriculum and more...

QUICK LINKS

- Curriculum Fidelity Resources Toolkit
- CalFresh Healthy Living – Building Blocks For Success
- The Peer Exchange Program

Chat

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Resources

SEARCH MATERIALS

Enter Keyword...

Categories (tags) (1 selected)

Filter list

- Garden (3)
- Budget (15)
- Evidence Based Summaries (15)
- CalFresh Healthy Living (8)
- Integrated Work Plan (IWP) (8)
- Community Gardens Initiative (5)

Resource Type

Showing 3 of **134** resources

Garden Tools and Supplies Fact Sheet

This fact sheet has been developed as an easy to use guide about tools used in the garden. This fact sheet is a summary of the wide range of information available. You may need to consult other materials for detailed information. This fact sheet should provide an introduction to hand tools for gardening, how to care for garden tools and tool safety....

Garden

CalFresh Healthy Living Garden Manual

The Garden Training Subgroup crafted this toolkit with the intention of making different basic garden fact sheets easily accessible to CalFresh Healthy Living implementers in various settings like gardens and classrooms.

Garden

Garden Bed Design Fact Sheet

This fact sheet has been developed as an easy to use guide to the Garden Bed Design. This fact sheet is a summary of the wide range of information available. You may need to consult

Garden

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Home > Resource > CalFresh Healthy Living Garden Manual

CalFresh Healthy Living Garden Manual

BOOKMARK

The Garden Training Subgroup crafted this toolkit with the intention of making different basic garden fact sheets easily accessible to CalFresh Healthy Living implementers in various settings like gardens and classrooms.

Garden Bed Design Fact Sheet

CalFresh HEALTHY LIVING | Learning Platform | Trainings | Curriculum List | Resources | Toolkits | Peer Exchange Program Application

Home > Resource > Garden Bed Design Fact Sheet

Garden Bed Design Fact Sheet

BOOKMARK

This fact sheet has been developed as an easy to use guide to the Garden Bed Design. This fact sheet is a summary of the wide range of information available. You may need to consult other materials for detailed information. This fact sheet should provide a starting point for the layout and design concepts.

Attachments

1 Documents — DOWNLOAD THESE FILES

DOCUMENTS

CFHL Garden Fact Sheet Example - Garden Bed Design.pptx (1).pdf

Attachments

1 Images — DOWNLOAD THESE FILES

IMAGES

Garden Bed Factsheet.png

CALFRESH HEALTHY LIVING GARDEN FACT SHEET

GARDEN BED DESIGN

Garden Bed Design

DID YOU KNOW?

This fact sheet has been developed as an easy to use guide to the Garden Bed Design. This fact sheet is a summary of the wide range of information available. You may need to consult other materials for detailed information. This fact sheet should provide a starting point for the layout and design concepts.

Concept 1: Plan a Garden Bed

Planning is the initial step in building a garden bed to avoid potential problems and make garden care easier during growing season. Things to consider:

Choose a site (place)

- Close to a water source for irrigation
- Decide what size garden you can easily manage; best to start with a small, visible space o Level, well-drained ground
- Orient bed rows oriented north to south.
- Sunlight throughout the day (sun tracking), most vegetables need at least six hours of direct sun.
- Avoid placement close to trees and shrubs, which compete for light, water, and nutrients.

Make a scale drawing of the planned garden bed

- Make a list of vegetables to grow
- Plan where to plant each vegetable
  **select vegetables according to growth requirement size and season
- Make changes necessary to fit everything in the space

Vocabulary Bank

Compost: Mixture of rotted plant material from kitchen and garden/yard waste that is rich in nutrients for plants; helps keep soil light and fluffy and can be used as mulch; soil amendment.
Composting: Combining organic materials under controlled conditions so the original raw ingredients change into a rich, dark brown or black complex (humus).
Cultivate: To dig the soil around plants to let air in and remove weeds.
Drainage: A way for water to move through the soil so a plant does not get too much water
Furrow: A narrow ditch for planting or watering.
Humus: The dark organic materials in soils produced by decaying vegetable or animal matter.
Irrigation: Watering with overhead sprinklers, plastic hoses, flooding, etc. to supply crops with moisture
Loam: The best kind of garden soil, made up of a balanced mix of sand, clay, and organic matter.

CALFRESH HEALTHY LIVING GARDEN FACT SHEET

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Increasing Inclusion in the School Garden

A resource packet for garden educators

Written by Amoreena Guerrero

With contributions by School Garden Project staff Elizabeth Goward, Lucy Miner, John Moriarty and Sarah Wheeler, as well as Lane County special education teachers Cindy Evans, Sandy Itzkowitz, Kathryn Johnson and April Paulson.

school garden project OF LANE COUNTY

This information packet was compiled and published thanks to the generosity of the Coeta and Donald Barker Foundation.

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Peer Learning Community

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SNAC Resources

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What is SNAC?

- California's **S**tate **N**utrition **A**ction **C**ouncil (SNAC)
- State-level collaboration with active representation from all state agencies and nonprofits that implement USDA programs
- Established to maximize nutrition education effots and improve coordination and cooperation amount the SNAP-Ed State Agencies

SNAC Members

SNACs were established to maximize nutrition education efforts and improve coordination and cooperation among the SNAP-Ed State agencies, FNS nutrition assistance programs, public health agencies, and the Expanded Food and Nutrition Education Program. The following list captures the active members of California's SNAC:

- California Department of Social Services
- Catholic Charities of California
- California Department of Aging
- California Department of Education
- California Department of Food and Agriculture's Office of Farm to Fork
- California Department of Public Health – Nutrition and Physical Activity Branch
- California Department of Public Health – Women, Infants & Children Program
- Leah's Pantry
- Public Health Institute, Center for Wellness and Nutrition
- CalFresh Healthy Living, University of California
- University of California, Division of Agriculture and Natural Resources

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SNAC Community Gardens Initiative Tool Kit: Fact Sheet

SNAC COMMUNITY GARDENS INITIATIVE

Growing Healthy Communities

UNDERSTANDING THE VALUE OF COMMUNITY GARDENS

GARDENS ARE ESSENTIAL TO YOUR COMMUNITY'S HEALTH.

Community gardens serve as powerful models for wellness. Individual and community health can be positively impacted by integrating shared green spaces into neighborhoods, as seen in the graphic to the right.

Fresh food can be grown in unexpected places, in any community. When designed around an area's unique character and capabilities, a garden can provide:

- Increased access to fresh, healthy food
- A stronger local economy, boosted by the sale of produce
- Improved air quality, biodiversity, and rainwater drainage
- Nurturing, more connected communities

Few other public health programs have the transformative potential, wide-reaching value and enduring impact of community gardens. By supporting these spaces, you can strengthen social bonds and improve the collective well-being of your community.

Reasons to Invest in Community Gardens

For benefits and success stories supporting these reasons, see our Issue Brief.

bit.ly/3XvopeC

SNAC COMMUNITY GARDENS INITIATIVE

Growing Healthy Communities

DIGGING INTO THE CHALLENGE

SUCCESSFUL COMMUNITY GARDENS HINGE ON LOCAL SUPPORT AND POLICY.

Many California residents are from cultures and backgrounds that value gardening, but they lack access to spaces where they can grow food. Further, many neighborhoods have limited availability of fresh, healthy foods. Decision-makers like you are in a unique position to promote healthy eating, physical activity, social connections, and overall wellness in local communities by investing in the development and sustainability of community gardens.

Actions you can take to support gardens in your community:

- Incorporating community gardens into local zoning codes
- Including community gardens in general plans and budgets
- Creating an accessible inventory of vacant public spaces
- Planting fruit trees and edible landscapes
- Establishing community garden advisory boards

For a detailed breakdown of policy recommendations and model policies, see our Planning Guide.

bit.ly/3YxxatV

TAPPING INTO RESOURCES

SNAC IS A KEY PARTNER IN THIS EFFORT.

The State Nutrition Action Council (SNAC) is committed to working with local communities and decision-makers to sustain community garden programs. SNAC partners have expertise working in urban, rural and suburban settings to advance community engagement, develop gardens, and promote nutrition education programs. SNAC partners are ready and willing to lend their gardening experience and insights to help create and maintain community gardens across California.

CALIFORNIA STATE NUTRITION ACTION COUNCIL

bit.ly/3JwoazK

For personalized assistance with getting started, email CaliforniaSNAC@dss.ca.gov and tap into resources that match your needs by visiting the State Nutrition Action Council webpage on the CalFresh Healthy Living website.

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SNAC Community Gardens Initiative Tool Kit: Issue Brief

SNAC COMMUNITY GARDENS INITIATIVE

Issue Brief

GROWING HEALTHY COMMUNITIES

Community Leaders and Policymakers Can Play a Vital Role in Helping Community Gardens Grow.

This issue brief is designed to help community leaders cut through red tape, select proven policy models and deliver the significant benefits of community gardens to residents living in areas that have historically been underserved.

Too often dismissed as a mere hobby, community gardening in fact delivers substantial, proven benefits. Community gardens not only offer residents nutritious foods and opportunities for physical activity, they also provide mental health improvements, enhanced social bonds, and a greener, more connected community setting.[1] They serve as powerful models for community wellness, significantly improving health at the individual, environmental, and community levels. And, they are adaptable to all situations—urban, rural or suburban and settings as diverse as deserts to forests.

Given their immense value, why aren't community gardens seen everywhere? A community garden's success is determined by a range of local and state laws and policies that govern:

- Zoning
- Land use
- Garden structures and activities
- The sale and distribution of garden produce

The policy system can be complex and hard to navigate—thereby reducing community involvement.

Many of these policies restrict or indirectly undermine the impact of community gardens, requiring workarounds or new policies. In some cases, existing policies that benefit community gardens are vague and convoluted, preventing leaders from recognizing them as opportunities.

Local policymakers can emerge as key champions for community gardens. They can serve as advocates by:

- Lending their expertise
- Leveraging vast local stakeholder connections
- Catalyzing initial garden planning

This issue brief outlines the various ways that local leaders can be integral to the development of a garden in their community.

The State Nutrition Action Council (SNAC) is an eager partner in this effort. Pooling the collective resources of over a dozen leading statewide nutrition education and health organizations, SNAC lends insight into all the aspects of creating and maintaining community gardens in low-resourced communities. SNAC equips community leaders with the tools they need to enact lasting and positive change in their community.

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SNAC Community Gardens Initiative Tool Kit: Planning Guide

SNAC COMMUNITY GARDENS INITIATIVE

Planning Guide

This guide provides a road map for creating and sustaining robust community gardens, with an emphasis on utilizing existing laws and crafting new policies that support these enriching spaces.

A community garden's success is determined by a range of local and state laws and policies that govern zoning, land use, garden structures and activities, and the sale and distribution of garden produce. This policy system can be complex and difficult to navigate, often reducing community involvement.

In the face of these policy obstacles, community gardens need committed advocates. The State Nutrition Action Council (SNAC) recognizes that local policymakers, community leaders and key decision-makers are essential to a community garden's success.

SNAC developed this planning guide to support advocates like you in creating and sustaining gardens in your community. It outlines best practices, identifies policy opportunities, shares success stories from throughout the state and compiles model policies. By adapting the models discussed in this guide to your community's unique needs, you can play a fundamental role in building a healthier, greener and happier community.

CALIFORNIA STATE NUTRITION ACTION COUNCIL

Committed to nutrition and nutrition education, SNAC helps communities reap the benefits of community gardens. The SNAC network brings together knowledge and expertise to provide technical workshops, ongoing nutrition education programs and partnerships for the development of sustainable community gardens. Individually, partners are available to guide efforts with their unique perspective and specialized expertise.

For personalized assistance getting started, email CaliforniaSNAC@dss.ca.gov and tap into resources that match your needs by visiting the State Nutrition Action Council webpage on the CalFresh Healthy Living website.

***Disclaimer:** The information provided in this guide does not, and is not intended to, constitute legal advice. All information and content contained herein are for general informational purposes only. This guide contains links to third-party websites; SNAC does not recommend or endorse the contents of the third-party sites. This guide and any third-party websites linked herein may not contain the most up-to-date legal or other information.*

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SNAC Community Gardens Initiative Tool Kit: Dissemination Tools

SNAC COMMUNITY GARDEN INITIATIVE

Tools to Support the Dissemination of Materials

Newsletter Insert

Calling all garden enthusiasts! California's State Nutrition Action Council (SNAC) has developed a comprehensive suite of free materials to support local advocates in the development of community gardens.

SNAC recognizes that navigating the policies and systems governing community gardens can be challenging, which is why its members have combined their community engagement and nutrition education expertise to develop three critical tools. The SNAC Community Gardens Initiative Fact Sheet lists the proven benefits of community gardens, the Issue Brief discusses the role of local and state policies in governing them, and the Planning Guide details key considerations for creating and sustaining these spaces.

Together, these tools help community leaders cut through red tape, select proven policy models, and deliver health benefits to residents living in areas that have historically been underserved.

A newly developed SNAC Community Gardens Initiative webpage houses these tools. Updated regularly, the site is a living resource for community gardens champions. Get growing today with the SNAC Community Gardens Initiative!

Email to Partners

Dear ___,

California's State Nutrition Action Council (SNAC) has developed a comprehensive suite of free materials to support community leaders in the development of community gardens. I'm thrilled to share these tools with you and hope that you will, in turn, share them throughout your networks.

SNAC understands that the policies and systems governing community gardens can be challenging to navigate, so its members pooled their community engagement and nutrition education expertise to develop three key tools—a concise Fact Sheet, an expanded Issue Brief, and a comprehensive Planning Guide. Collectively, the tools help community leaders cut through red tape, select proven policy models and deliver health benefits to residents living in areas that historically have been underserved.

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Questions?

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Garden and Garden-based Curricula Trainings

- Light Bulbs to Garden Bulbs
    - April 16-17, Shasta College in Redding
    - June 25-26, UC ANR Davis
- TWIGS Curriculum Training
    - April 24-25, UCCE Riverside
    - June 25-26, UC ANR Davis
- Online, self-paced
    - Learn, Grow, Eat, Go!
    - Early Childhood Learn, Grow, Eat Go!
- Fresh From the Garden

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Are you experienced with the Early Childhood Learn, Grow, Eat, Go! Curriculum?

If you are willing to meet with colleagues to share resources and discuss the implementation of the Early Childhood Learn, Grow, Eat, Go! Curriculum – put your name in the CHAT box.

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Garden Meetings

- **Garden Workgroup** – third Friday of each month 2:30pm - 3:30pm
- **Gardening Support Group** – first Monday of each month 3:00pm-4:00pm
- **Growing Together Community of Practice** – fourth Monday of each month 3:00pm-4:00pm

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Thank you!

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PA Break

https://www.youtube.com/watch?v=Q5sjTRr_YF

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State Office Updates

Refresh

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Save the Date!

Working with Participants with Disabilities Workgroup

- **Purpose:** collaborate, share best practices, develop innovative resources, and explore training opportunities focused on working with participants with disabilities.
- **First Meeting:** Friday, March 15th from 10:00-11:00am

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IWP Revisions

- Significant and major revisions must be made by March 1st, 2024
- FFY 24-26 IWP Revision Process Guide for LIAs provides clear instructions for making revisions
- Reach out your County Contact with any questions

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Evaluation Updates

- Please visit the main Evaluation page of the CFHL, UC website to find the FFY 2023 Statewide Survey Results Evaluation Report.

New!

Statewide Survey Evaluation Reports

- FFY 2023 Statewide Survey Results Evaluation Report

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Quarter 1 Reports Coming Late February!

- Summary of Program & Indirect Activities
  - Reported in PEARS October 1, 2023 – February 6th, 2024
- Q1 Errors Worksheet will be sent with Q1 Report
  - Correct Errors and Update Errors Worksheet for SO with comments, questions, and concerns
- Please contact Melanie Alexander with questions

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Smarter Mealtimes Movement: An Early Start to Healthy Eating Webinar

Join the Smarter Mealtimes Movement of California for a webinar sharing experiences and best practices from Smarter Mealtimes implementors, followed by a panel discussion.

Date:
March 20, 2024, 9:30 – 11:00 am

Registration:
To register, please visit
https://us02web.zoom.us/meeting/register/tZUrce2uqDwoGNIqbGZXWstkn6zL_6Gm0Twe#/registration

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Save the Dates!

UC ANR Conference Center, Davis

Building Capacity in School Wellness

Tuesday, April 30, 2024

Centering Youth Voice in CFHL, UCCE Programming

Wednesday, May 1, 2024

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Our Voice Workshops

http://ourvoice.stanford.edu

Join us for a hands-on, two-part workshop to try using the Our Voice approach!

Thursday, March 7, 2024

1:00-2:30pm

- Our Voice Overview
- Connections to PSEs and community-level factors that impact health
- Data collection process

Thursday, March 21, 2024

1:00-2:30pm

- After trying the Discovery Tool app over the previous week+, experience the process of a community meeting to discuss findings
- Brainstorming and planning for an Our Voice project

Register!

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CFHL, UC and Statewide Training CATCH Training Academies

- **CFHL, UC**
  - CFHL, UC Master Trainer - hosts yearly CATCH Trainings for UCCE Staff
    - Tentative Dates for Summer 2024
  - PA Project Manager and SO Training Specialist

- **Statewide Training**
  - Coordinates trainings with CATCH Global for all LIA's
  - CFHL, UC will get a limited amount of slots

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Just Added! FY24 In-Person Training Calendar

UC CalFresh Nutrition Education • Trainings • Calendar

CalFresh Healthy Living, UC Training Calendar

Click on the event name below to see details.

CalFresh Healthy Living, UC Trainings and Meetings are typically reserved for CalFresh Healthy Living, UC Staff. The event details will indicate whether a particular training or meeting is open to others. If you are interested in one of our trainings please contact our support email at uccalfresh_support@ucdavis.edu

Today | Wednesday, February 14 | Print | Week | Month | Agenda

Tuesday, February 20

12:30pm Town Hall Webinar

Tuesday, February 27

In-Person Training Calendar

FFY 24 CFHL, UC In-Person Training Calendar

CFHL Statewide Training Resource Site

https://cfhlstatewidetraining.org/

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Updates to CalFresh Healthy Living, UC and UC ANR Branding Guide

- One-stop shop for branding when putting materials together for CFHL programming
  - **Communication Resources** > Guidelines > **CalFresh Healthy Living, UC + UC ANR Branding Guide**
- Updates
  - Funding and Nondiscrimination Statement Guidelines – available in multiple languages
  - CalFresh Healthy Living Branding Checklist

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New Virtual Backgrounds Available for CFHL, UC and CFHL, UCCE in Communication Resources

- CDSS released 6 virtual backgrounds, which have been updated for use with CFHL, UC and CFHL, UCCE staff
- **Communication Resources** > Virtual Backgrounds
  - Zip files include instructions for uploading to Zoom or MS Teams

Virtual Backgrounds

- CalFresh Healthy Living, UC Virtual Backgrounds
- CalFresh Healthy Living + UCCE Virtual Backgrounds

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Thank you!

Next Town Hall: Tuesday March 19, 2024

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