



UNIVERSITY
OF
CALIFORNIA

FFY2020-2022 County/Cluster Work Plan Expectations and Deliverables

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The CalFresh Healthy Living, University of California is funded through a joint agreement among the U.S. Department of Agriculture/Food and Nutrition Service (USDA/FNS), the California Department of Social Services (CDSS) CalFresh and Nutrition Branch, and the University of California Cooperative Extension (UCCE). These institutions are equal opportunity employers and providers.



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I. Introduction

This document provides the overall framework, general expectations and deliverables for CalFresh Healthy Living funding for UC Cooperative Extension (UCCE) county and cluster programs for the FFY2020-2022 period and guidance to assist UCCE teams with their Integrated Work Plan (IWP) development and planning. In California, the name for the federal Supplemental Nutrition Assistance Program Education (SNAP-Ed) is CalFresh Healthy Living. CalFresh Healthy Living, University of California (UC) is a partnership between the University of California, Davis and the University of California Cooperative Extension (UCCE). **Updates to this version are indicated in yellow highlight.**

II. General Information

A. SNAP-Ed Mission & Work

CalFresh Healthy Living's mission is to inspire and empower underserved Californians to improve their health through healthy eating and active living.¹ The UC program accomplishes this through:

- **Educating** - Increase nutrition and physical activity knowledge, skills, and practice
- **Partnering** - Encourage state and local partnerships in support of shared goals
- **Building Capacity** - Advance local priorities through training and technical assistance
- **Transforming** - Strengthen local policy, systems and environmental change initiatives that reinforce a healthy lifestyle

In these ways, we act as a catalyst for healthy lifestyles and positive health outcomes in the communities we serve.

Research indicates that low resource community members face an uphill battle to be and stay healthy. The focus of CalFresh Healthy Living is health promotion to enable the target audience(s) in establishing healthy eating habits and a physically active lifestyle, as well as primary prevention of disease.

The negative health effects of obesity and resulting chronic diseases, such as heart disease, high blood pressure, diabetes, arthritis, and some forms of cancer, are well documented. Obesity rates continue to rise and remain high among children, adolescents, and adults. The UC program uses effective, evidenced-based nutrition and physical activity education lessons aligned with policy, systems, and environmental (PSE) change strategies to help stimulate long lasting community change.

B. SNAP-Ed Administration

CalFresh Healthy Living is administered by the California Department of Social Services (CDSS) as the oversight agency. CDSS oversees implementation by the California Department of Public Health (CDPH), the University of California (UC), California Department of Aging (CDA), and Catholic Charities of California, Inc. (CCC). Collectively, these state-level agencies represent California's five SNAP-Ed State Implementing Agencies (SIAs). SIAs oversee the implementation of local programs and services by providing directives, support, and guidance to their respective Local Implementing Agencies (LIAs). As a result of California's state and local

¹ USDA's [SNAP-Ed Guidance document](#) provides policy guidance to States for SNAP-Ed operations.

structure for CalFresh Healthy Living, services are provided in all but one county in the state (57 of 58 counties). UC offers services in 32 counties. Authority for these grant agreements is vested in the Federal Healthy Hunger-Free Kids Act of 2010 which established the Nutrition Education and Obesity Prevention Grant Program for eligible low-income individuals which was reauthorized with the 2018 United States Farm Bill.

C. CalFresh Healthy Living: Approach & Target Audience

CalFresh Healthy Living offers a comprehensive public health approach that enables partners to work together to prevent obesity and serve California's low-income families.

The target audience is specifically low-income individuals who qualify to receive CalFresh benefits or other means-tested Federal assistance programs. It also includes individuals residing in communities with a significant (50 percent or greater) low-income population. The term "means-tested Federal assistance programs," for the purposes of this Guidance, is defined as Federal programs that require the income and/or assets of an individual or family to be at or below 185 percent of the Federal Poverty Guidelines in order to qualify for benefits.

D. FFY2020-2022 Integrated Work Plan (IWP) Design:

The Integrated Work Plan (IWP) is a three-year planning document for each county.

The intent of the FFY2020-2022 IWP is to generate positive health outcomes in California communities through impactful work. Therefore, the FFY2020-2022 IWP emphasizes the importance of complementing direct education with PSE strategies. At the site, organizational, or community level, the complementary PSE strategy might be implemented by UCCE or one of the other CalFresh Healthy Living funded LIAs.

This can include comprehensive or "layered" work across the funded LIAs in a county given that multiple agencies may deliver this work in a setting.²

- **Nine PSE strategies** with 35 sub-strategies were identified to focus California's CalFresh Healthy Living work. Quality nutrition education is included as a core strategy for each of the nine PSEs. (Reference: IWP FFY20-22 Strategy Planning Worksheet)
- **Comprehensive work** is "bundled" with specific pre-determined strategies and sub-strategies for several specific settings – early care and education settings, schools, and food banks/pantries.
- **Innovative strategies** offer the opportunity to build unique interventions with evidence-based strategies. Justifications for building these unique interventions must be provided and ongoing communication with the UC State Office is required.

² See [CDSS Program Directive 20-03](#) released February 26, 2019 that outlines site utilization policy and procedures for the new FFY2020-2022 Integrated Work Plan (IWP).

III. IWP Planning Guidance

A. General Planning Guidance

When planning your UCCE work, consider the following successful planning pathways:

- Review the extent of local need
- Consider the commitment of local stakeholders to sustain this work over time
- Review your staff capacity, expertise, and funding
- Work with your partners to develop a plan that meets need, leverages stakeholder engagement, and considers all available resources
- Work with intention & purpose

Strategic planning requires working with intention. This means that work is not random or haphazard. It comes through planning and documenting your work with your team and county partners in the IWP. It is intended to build momentum to accelerate positive health outcomes in the areas you serve over time.

B. Specific Planning Guidance

Attachment 1 summarizes the specific expectations for UCCE county/cluster programs by funding tier. Four funding tiers have been determined on the basis of previous years' federal funding allocations (see Attachment 2).³ Additional background and detail are provided below for these expectations by intervention area.

1. Direct Education

The following outlines the basic **expectations for direct education delivery (see also Attachment 1)**:

- All UCCE county/cluster programs receiving \$60,000 or more in annual federal funding allocations are expected to deliver direct education using evidence-based approved curricula.
- Counties receiving \$200,000 or more are expected to provide direct education both to adults (18+ years) and youth (<18 years) using approved curricula. Cluster programs providing services in multiple counties are not required to reach both adult and youth audiences in every county; however, across their "cluster counties" they should provide direct education to both youth and adults.
- Counties will focus on providing youth and adult direct education through multi-session rather than single session format
- UC values the training and support of extenders in order to expand reach and potentially institutionalize and sustain education services, especially for youth direct education. An example of a new type of extender model is Teens as Teachers. This model, delivered by a number of county/cluster programs, highlights youth leadership and skills development benefits.

³ Additional funding is also provided based on the availability of "carry-in" dollars from the previous year. However, for simplicity, the funding tiers have been set based on annual federal funding allocations alone with the exception of two programs – see Attachment 2.

2. Policy, Systems and Environmental (PSE) Change

Over the last several years, the UC State Office in partnership with UCCE county/cluster programs have augmented high quality nutrition education by integrating physical activity efforts and PSE change initiatives. UC programs illustrate a more comprehensive approach through this integration. The focus areas for UC comprehensive programming have been:

- Farm-to-School and Farm-to-ECE including gardens, garden-based nutrition education, as well as partnerships to support local food procurement and cafeteria promotion.
- Behavioral economic-inspired strategies such as Smarter Lunchrooms Movement in schools and Smarter Meal Times in ECE settings coupled with direct nutrition education and taste testing in the classroom or cafeteria.
- Physical activity integration especially through the adoption of CATCH activity boxes for use during the school day, with afterschool programs or in ECE settings for improving access to, and the quality of, physical activity. Playground stencils have been a complementary strategy at some sites. Increasing opportunities for physical activity through activity/brain breaks during the school day/classroom instruction, improved facilities and equipment, and walking clubs are also a priority.
- Shaping Healthy Choices Program (SHCP), a comprehensive intervention combining inquiry-based education, food demonstrations, gardening, cafeteria changes, school wellness policy and assessment, community events and parent outreach.
- Youth Participatory Action Research (YPAR) projects that engage youth researchers in the selection of a nutrition or physical activity issue to further study and develop strategies to address.
- School Wellness Policy (SWP) improvement, assessment, and/or implementation at either the district or the school site level.

The FFY2020-2022 IWP is an opportunity to continue to implement, as well as further expand, these and possibly other comprehensive strategies. Areas with high potential for additional “growth” include but are not limited to the following:

- More intentional work to assess and implement School Wellness policies at the school district and site level especially in areas related to supporting nutrition standards and/or meeting physical activity and physical education requirements.
- More intentional work to assess and implement food, beverage, and physical activity practices and policies in ECE and/or afterschool settings.
- Closer collaboration and coordination with Food Service Programs through strategies such as cafeteria menu item promotions, youth engagement, and/or partnership with California Thursdays, which can also be part of a larger Smarter Lunchrooms Movement or Farm to School Initiative.
- Integration of physical activity into adult education delivery or sites through activities such as aerobic/dance (Bailaterapia, Zumba) or balance/movement (Matter of Balance, Tai Chi) classes and/or walking groups.
- More intentional work to assess and implement food, beverage, and physical activity practices and policies in settings where adult education is provided.

The FFY2020-2022 IWP is structured with nine overarching PSE Strategies (see Table 1).

Table 1: PSE Strategies (overarching) in the FFY2020-22 IWP

NUTRITION/FOOD OR BEVERAGE FOCUS	PHYSICAL ACTIVITY FOCUS
<ul style="list-style-type: none"> • Nutrition Standards • Behavioral Economics • Access to Healthy Food • Increasing Access to and Utilization of Farmers Markets • Portion Size Limits • Healthy Default 	<ul style="list-style-type: none"> • Daily Quality Physical Activity • Access to Physical Activity Opportunities • Active Transport

These nine PSE strategies are further broken down into core and complementary sub-strategies — with the later noted with an asterisk* in Table 2. PSE sub-strategies that have already been a focus for UC programming are listed first in bold font.

Table 2: PSE Sub-strategies – core and complementary* (bolded items are ones that UCCE County/Cluster Programs have been focusing on)

NUTRITION/FOOD OR BEVERAGE FOCUS	PHYSICAL ACTIVITY FOCUS
<ul style="list-style-type: none"> • Behavioral Economics in Places that Serve Food & Beverages: <ul style="list-style-type: none"> • Smarter Lunchrooms Movement (Schools) • Smarter Meal Times (ECE) • Gardens* • Healthy/ Locally Sourced Procurement* • Water Access and Appeal* • Nutrition Standards – Schools, ECE, Before/Afterschool, Community • Behavioral Economics in Places that Sell or Distribute Food & Beverages <ul style="list-style-type: none"> • Retail- healthy stores for a healthy community, interior signage and promotion, product placement, pricing strategies and incentives • External marketing/promotion, expanded/mobile distribution sites* • Default Beverages in Kids Meals • Default Food Sides in Kids Meals* • Creating New Farmers Markets – food environment, general plans, zoning • Improving Existing Farmers Markets – best practices, food environment, educational strategies • Portion Size • Vending* • Capacity Building for Food Distribution* • Local Agriculture and Jobs Development and Skill Building* • Nutrition Pantry Program* 	<ul style="list-style-type: none"> • Improving Physical Activity in Schools (non-PE) – school aged youth 5-17 yrs. • Physical Activity in ECE – preschoolers 0-4 yrs. • Improving Physical Education in Schools* • Stencils* • Safe Routes • Active Transportation Policy Supports* • Community Physical Activity Opportunities • Parks Physical Activity Programming • Shared Use Agreements
BOTH NUTRITION/FOOD & BEVERAGE AND/OR PHYSICAL ACTIVITY FOCUS	
<ul style="list-style-type: none"> • Wellness Policies – School or Site/Organizational* <ul style="list-style-type: none"> • General Plans* • Zoning* 	

The following outlines the basic **expectations for PSE related work (see also Attachment 1)**:

- All UCCE county/cluster programs are expected to implement, in collaboration with their partners, at least one PSE strategy from among the nine overarching strategies plus gardens. Although not a specific IWP overarching strategy, gardens have been a focus PSE strategy together with garden-based nutrition education and in some cases healthy/local procurement for UCCE SNAP-Ed programs; so, the garden sub-strategy is also being featured.
- County/clusters receiving \$200,000 or more per year are expected to work on at least two PSE strategies per year. It is highly encouraged that at least one of the two PSEs be focused on Physical Activity when possible and appropriate. Programs in this funding tier are also expected to be working on at least one PSE at a level higher than a single site e.g. school district, organization, community or multiple sites. Again, cluster programs providing services in multiple counties are not required to implement two PSE strategies in every county; but, rather, across their cluster.
- County/clusters receiving \$500,000 or more are expected to be working on **at least three PSE strategies by the third year (FFY2022)**⁴ and are also expected to be working on **at least two PSEs at a level higher than a single site** e.g. school district, organization-wide, or community-wide.

3. Indirect Education

Per USDA, Indirect Education (IE) should be linked to another intervention type such as Direct Education (DE), PSE, or Social Marketing (SM). IE can help reach important additional audiences not readily accessed at the delivery site, such as parents and families, through parent newsletters sent to the home. IE can also help to promote program messages and SNAP-Ed services through promotional events and referrals that can lead to more intensive interactions. Typically, though, IE are relatively “light touch” or “low strength” activities. While IE can help to supplement higher impact core activities, only relatively modest levels of program resources should be channeled to IE efforts. For a more detailed discussion of the layering of relatively higher and lower strength activities, see Kaiser Permanente article [Measuring and Increasing the “Dose” of Community Health Interventions](#).

4. Social Marketing

For California, the Statewide Media Campaigns such as CDPH’s Be Better Campaign implemented through television, radio, and billboards have been the only SNAP-Ed funded work categorized and reported in PEARS as Social Marketing. Beginning in FFY2018 all SNAP-Ed Local Implementing Agencies (LIA) were invited to participate in days of action on specific topics:

- ReThink Your Drink Day - held May 16, 2018
- Healthy Snack Day - held August 29, 2018

If additional days of action are organized during FFY2020-2022, UCCE county/cluster programs are expected to participate if possible and appropriate. The collective action of all

⁴ **Green shading** indicates the expectation is aspirational and the SO will be learning together with Tier 4 programs if this can be achieved.

LIAs promoting the same positive behavior across the state has excellent potential that should be supported.

CalFresh rebranding is another “social marketing” related initiative that will be underway during FFY20-22. UCCE county/cluster program will be expected to use the new branding guidelines and transition over time to materials with the new logo.

5. Strategic Initiatives

During the FFY2017-2019 three-year Integrated Work Plan, UC initiated several strategies to further improve SNAP-Ed services and outcomes, which build upon the inherent values and assets of the University of California and UCCE. The UC State Office plans to continue the following initiatives through collaboration and partnership with UCCE county/cluster programs.

Youth Engagement

Youth engagement efforts to foster youth development and leadership align well with the fundamental goals of both the University of California and Cooperative Extension. Middle school, high school, and even older elementary low-income youth can play an active role in the shaping and delivery of high quality CalFresh Healthy Living services. Through a variety of youth engagement strategies such as Teens as Teachers, Student Nutrition Action Committees, Healthy Living Ambassadors, and Youth Participatory Action Research – young people have the opportunity to develop skills and experience while at the same time contributing to the improvement of their community’s health and nutrition. Wherever possible, UCCE county/cluster programs are encouraged to collaborate with UC 4-H programs, staff, and/or volunteers for their youth development/engagement efforts.

- County/clusters receiving \$200,000 or more are also expected to implement at least one youth engagement/develop project over the course of the three-year IWP through the formation and support of at least one group of youth educators, researchers, committee members, or interns by FFY2022.
 - Note: UCCE county/cluster programs can request of the UC State Office that this expectation be waived if they are leading the piloting of a new initiative during FFY2020-2022 ultimately intended to benefit other program areas.

Shaping Healthy Choices

Nine county/cluster programs have participated in the Shaping Healthy Choices Program (SHCP) pilot during FFY2017-2019. Support will still be provided to programs wanting to implement the SHCP components – inquiry-based education, cooking, gardening and changes to the cafeteria. The SHCP intervention is one of the pre-defined comprehensive strategies included in the FFY2020-2022 IWP. UCD’s Center for Nutrition in Schools (CNS) will also be providing technical assistance more broadly to UCCE county/cluster programs working to integrate quality nutrition education using a variety of evidence-based curricula with additional PSE changes in the school setting. Additional details will follow regarding the technical assistance and support to be offered in FFY2020 and subsequent years.

Collaboration with other UC ANR programs

A number of UC ANR sister programs have the potential to further strengthen and improve CalFresh Healthy Living, UC county/cluster programs. The most notable opportunities for joint benefit are through collaboration with the Expanded Food and Nutrition Program (EFNEP), Master Gardeners (MG), 4-H Program, and Master Food Preservers (MFP).

- All UCCE county/cluster programs will be asked to describe on an annual basis their plans for collaboration with one or more of these sister UC ANR programs – see Section III Deliverables, Item 2 SNAPshot.

6. Reporting – Process Evaluation:⁵

UCCE county/cluster programs will use the online Program Evaluation and Reporting System (PEARS) to provide information necessary to complete the federally required Education and Administrative Reporting System (EARS) annual reporting, as well as to report additional program and evaluation activities and some of the outcomes of interest to California SNAP-Ed. PEARS is designed to link data with local, state, and national objectives, allowing the UC State Office and UCCE to more effectively measure and report program activities and outcomes.

The following PEARS modules will be used:

- **Program Activities** – all direct education activities are reported in the Program Activities module. Direct education takes place when a participant is actively engaged in the learning process with an educator/extender and/or interactive media within an evidence-based intervention. Program Activities entries require session details and length, participant demographics, and information about program objectives.
- **Indirect Activities** – distribution of information and resources, including any mass communications, community events, interviews, advertisements, and materials distributions that are not considered direct education or social marketing are included in the Indirect Activities module.
- **PSE** – the PSE module tracks efforts to make PSE changes at all stages from planning to maintenance. This module should be completed for all sites and organizations that are involved in SNAP-Ed supported PSE efforts.
- **Partnerships** – UCCE county/cluster programs will use this module to report any site level (e.g., elementary school), organization (e.g., school district), or complementary site partnerships active during a reporting year. Active partnerships may include two or more individuals or organizations who regularly meet, exchange information, and identify and implement mutually reinforcing activities that will contribute to organizational changes or policies including sites or organizations where direct education is taking place.
- **Coalitions** – UCCE county/cluster programs will use this module to report any multi-sector coalitions active during a reporting year. This may include County Nutrition Action Partnerships (CNAPs) or other relevant collective impact initiatives.
- **Success Stories** – UCCE county program Success Story submittal is based upon funding tier. All UCCE county programs under Tier 4 will submit **at least one PSE-related Success Story annually**. It is expected that cluster/county programs receiving Tier 4 funding will submit 3 stories annually with a focus on quarterly review for potential submittal. The story should relate to PSE efforts that happened during the Federal Fiscal Year in which it took place and follow the Success Story Instructions provided.

Expectations regarding PEARS reporting of program activities are summarized below:

⁵ This section on PEARS reporting draws upon the description included in CDPH'S SNAP-Ed Funding Application FFY20-22 for LHDs.

- All PEARS reporting must be completed during the Federal Fiscal Year (October 1 – September 30) to which it relates.
- UCCE county/cluster programs will report into PEARS on an ongoing basis with quarterly deadlines that will be posted to the CalFresh Healthy Living, UC Website. All program activities (direct education), indirect activities and partnerships that begin or occur within a specific quarter should be complete and up-to-date no later than 30 days after the end of the quarter. Thirty days after the end of Q3 PSE activities, partnerships and coalition reporting should be complete and up-to-date.
- Program Managers/Supervisors are expected to review PEARS entries on a quarterly basis for completeness and accuracy. The UC State Office will provide a checklist of quality assurance items to review as well as instructions for how to review program activity delivery by community educator.
- The UC State Office will also review PEARS entries for quality assurance and provide feedback about any inconsistencies. The State Office will provide quarterly reviews beginning in January of the fiscal year. These reviews will focus on quantity of data entered, quality of data entered and completeness of data. Any and all issues included in the quarterly reports must be resolved prior to the close of the fiscal year so that the required EARS form generated from the entered data is accurate and complete.

In addition to providing the necessary information required for the EARS report, Table 3 summarizes some of the program performance indicators and measures that will be tracked through PEARS. Items that are summarized in the PEARS auto-generated Indicator Metrics report are indicated with an * asterisk. The reference to ST (Short Term), MT (Medium Term) and LT (Long Term) indicate the measure is a SNAP-Ed Evaluation Framework indicator.

Table 3: Performance Measures Tracked and Summarized in PEARS

PEARS Module	Example Performance Measures
Program Activity (Direct Education)	<ul style="list-style-type: none"> • Number of direct education participants reached by age group and sex and by race/ethnicity • Number of single and multi-session series delivered and session duration • Number of volunteers helping to deliver direct education • Estimated number of volunteer hours delivering direct education
Policy, Systems and Environmental Site Activities	<ul style="list-style-type: none"> • ST5: Need and Readiness* • MT5: Nutrition Supports* (adopted/actively maintained and reach) • MT6: Physical Activity Supports* (adopted/actively maintained and reach) • LT5: Nutrition Supports Implementation* (effectiveness) • LT6: Physical Activity Supports Implementation* (effectiveness)* • LT7: Program Recognition* • LT8: Media Coverage* • LT10: Planned Sustainability*
Indirect Activities (Indirect Education)	<ul style="list-style-type: none"> • Indirect Intervention Channels used • Number of participants reached through indirect activities (unique reach) • Number of participants reached through indirect activities that were not also reached by DE or PSE activities. (new reach)
Partnership	<ul style="list-style-type: none"> • ST7: Organizational Partnerships*
Coalitions	<ul style="list-style-type: none"> • ST8: Multi-Sector Partnerships and Planning*

**Summarized in PEARS auto-generated Indicator Metrics Tables*

CalFresh Healthy Living, UC program performance will be assessed through a combination of data collected through PEARS, assessments, and Institutional Review Board (IRB) approved evaluation tools that will allow for reporting against the SNAP-Ed Evaluation Framework indicators as well as California's SNAP-Ed objectives. UC also applies the practitioner oriented RE-AIM evaluation approach described in the [SNAP-Ed Evaluation Framework Interpretive Guide](#) that considers performance pertaining to Reach (to people), Effectiveness, Adoption (measured in terms of sites), Implementation and Maintenance. As UCCE programs work with their partners to adopt PSEs at additional sites, their direct education reach might decrease, but overall reach increase, since PSEs typically affect larger numbers of people especially as changes are institutionalized.

7. Evaluation

Medium-Term (MT) SNAP-Ed Priority Indicators - Individual level

The UC State Office has recommended evaluation tools with [SMART objectives](#) for the commonly used adult, youth, and family-centered curricula. Additionally, USDA has a number of priority indicators from the [SNAP-Ed Evaluation Framework on which](#) it expects State Programs to report.

The following priority indicators have been incorporated into California's SNAP-Ed goals and objectives:⁶

- MT1 – Healthy Eating Behaviors
- MT2 – Food Resource Management Behaviors
- MT3 – Physical Activity and Reduced Sedentary Behaviors

For **adults**, the following UC State Office approved evaluation tools provide individual-level outcome evaluation data for these three priority indicators, which reflect behavioral outcomes.

- **Food Behavior Checklist pre/post** collects outcome data on a number of MT1 Healthy Eating Behaviors - eating more than one kind of fruit and one kind of vegetable each day, cups of fruits and vegetables consumed daily, reduced consumption of sugar sweetened beverages and one MT2 Food Resource Management Behavior – using Nutrition Facts label – and food security condition – running out of food at the end of the month.
- **Physical Activity Questions (PAQ) pre/post** collects outcome data on a number of MT3 – Physical Activity and Reduced Sedentary Behaviors – increase in exercise frequency (30+ minutes [MT3b], build and strengthen muscles [MT3c]). This tool also provides information on the proportion of adult participants meeting the Physical Activity Guidelines for Americans (% 5+ days MVPA for 30 min., % 2+ days muscle building), as well as capturing incremental improvements (% improved in MVPA and muscle building) and small intentional changes to incorporate PA. **Beginning in FFY2020, the State Office recommends adding these three physical activity questions to the FBC pre/post if the curricula includes promotion of physical activity.**
- **Plan, Shop, Save and Cook pre/post** collects outcome data on a number of MT2 Food Resource Management Behaviors – planning meals, shopping with a list, using Nutrition

⁶ Additional USDA priority indicators at the environmental level (ST7, MT5 and MT6) and at the sectors of influence level (ST8) are collected by PEARS.

Facts label, comparing unit prices and food security condition – running out of food at the end of the month.

For **youth**, CalFresh Healthy Living, UC has historically not been able to report individual level behavioral outcome evaluation data across multiple counties since much of the youth education occurs with the lower elementary grades (<4 grade) for whom self-reported behavior is not reliable. The Teacher Observation Tool (TOT) has provided useful evaluation information from the perspective of the classroom teacher, but this tool does not provide the type of individual-level behavior change data requested by USDA.

For the FFY2020-2022 IWP, the UC State Office will be introducing a youth nutrition and physical activity survey for use with upper elementary (4-6th grade), **middle and high school** students. CalFresh Healthy Living funded Local Health Departments (LHDs) and their contractors will use this same youth evaluation tool in the elementary school setting. The UC State Office will be coordinating with UCCE county/cluster programs to **identify appropriate opportunities for administering this new youth evaluation tool called the Eating and Activity Tool for Students (EATS)** ~~or using other approved tools such as EatFit to measure behavioral outcomes.~~

So that the UC State Office has sufficient outcome evaluation data to contribute to the tracking of progress toward the California SNAP-Ed objectives, targets have been set for the collection and submission of individual-level pre/post evaluation data (see Attachment 1).

- All UCCE county/cluster programs are expected to administer at least one individual-level evaluation survey measuring either short-term (ST) goals and intention or medium-term (MT) behavioral outcomes, as appropriate for program being delivered.
- All UCCE county/cluster programs receiving \$60,000 or more in annual SNAP-Ed funding are expected to administer **at least one** pre/post survey with adults or youth (4th-6th grade) that collects information pertaining to MT1, MT2 or MT3. A minimum of 60 matched pre/post surveys need to be submitted each year. Programs are encouraged to submit more than this minimum, if possible. The UC State Office will also be exploring the possibility of establishing comparison groups, which would greater enhance the rigor of evaluation findings.
- **With CDSS's encouragement beginning in FFY2022, a new state-wide evaluation of adult direct education will be implemented across the four California SIAs (CFHL, UC, CDPH, CCC and CDA). Pre/post surveys will be collected in FFY2022 at all sites with adult nutrition class series that consist of a minimum of four sessions overall delivered over at least four weeks. It is currently anticipated that the FBC pre/post will be the pre/post survey used in FFY2022. A revised version of the FBC that better aligns with the SNAP-Ed Evaluation Framework may be adopted across SIAs in FFY2023. All UCCE county/cluster programs implementing adult series nutrition education meeting this criteria will need to plan to participate.**⁷
- All UCCE county/cluster programs receiving \$500,000 or more in annual SNAP-Ed funding are expected to administer **at least two pre/post surveys with adults or youth**⁸ (4th

⁷ This adult evaluation focuses on nutrition rather than food resource management curricula so it excludes the Plan, Shop, Save and Cook and Making Every Dollar Count adult series.

⁸ **Green shading** indicates the expectation is aspirational and the SO will be learning together with Tier 4 programs if this can be achieved.

- 6th Grade) that collects information pertaining to MT1, MT2 or MT3. A minimum of 60 matched pre/post surveys need to be submitted each year for each evaluation survey, although programs are encouraged to submit more than this number if possible.
- Note: UCCE county/cluster programs who anticipate a problem meeting these expectations, such as those primarily working at ECE sites, are encouraged to work with the UC State Office Evaluation team members to determine an appropriate alternative plan for evaluation targets.

Short-term (ST) SNAP-Ed Evaluation Indicators – Individual level

Short-term SNAP-Ed Evaluation Indicators at the individual level pertain to goals and intentions. Three of the approved UC evaluation instruments collect this type of data:

- For adults, the Intent to Change (ITC) and Adult Taste Test Tool (TTT) surveys collect information on intent.
- For youth, the Teacher Taste Test Tool (TTT) collects information on student intentions.

All UCCE county/cluster programs receiving \$60,000 or more in annual SNAP-Ed funding are expected to administer **at least one** intent to change survey with adults or youth that collects information pertaining to ST1 – Healthy Eating, ST2 Food Resource Management, or ST3 – Physical Activity. A minimum of 30 ITCs on a specific behavior or a minimum of 10 TTT surveys per county/cluster need to be submitted each year. Programs are encouraged to submit more than this minimum, if possible.

- Note: UCCE county/cluster programs may substitute the short-term survey data requirement by collecting **at least one additional** pre/post survey with adults or youth (4th – 6th Grade) that collects information pertaining to MT1, MT2, or MT3. Please work with the UC State Office Evaluation team members to approve alternative data collection plans.

The UC State Office will continue to provide analysis support for other evaluation tools referenced in the [Core Curriculum and Evaluation Tools with SMART Objectives](#) not specified here e.g. Teacher Observation Tool (TOT), Healthy Happy Families pre/post. However, these evaluation surveys collect information that does not directly align with the SNAP-Ed Evaluation Framework indicators.

Assessment Tools – Environmental Setting Level

Environmental assessments and scans can be useful for identifying PSE change needs (ST5) as well as tracking improvements and effectiveness (LT5 Nutrition Supports and LT6 Physical Activity Supports). Assessments are also one of the IWP core activities. To date, the Smarter Lunchrooms Movement (SLM) Scorecard is the assessment tool used by the largest number of UCCE county/cluster program, but this is specifically related to just the Behavioral Economics PSE strategy. The Nutrition Policy Institute (NPI) has developed standard nutrition and physical activity assessment tools for the school, afterschool, and ECE setting. Additionally, a garden assessment tool has been adapted by CalFresh Healthy Living, UC based on existing tools. For FFY2020, the UC State Office would like to work with interested county/cluster programs to pilot one or more of the NPI developed tools as well as establish a working group of advisors or program managers/supervisors to provide input on the possible broader adoption of one or more of these assessment tools.

All UCCE county/cluster programs receiving \$200,000 or more in annual SNAP-Ed funding are expected to administer **at least one** type of environmental assessments or scan for

assessing nutrition and/or physical activity related policies, practices, and environments. The target number of assessments to be completed should be based on resource availability and partner interest and need.

To assist UCCE county/cluster programs to complete the evaluation section of the FFY20-22 IWP, the evaluation team has [posted a document](#) describing the different types of SNAP-Ed Evaluation and categorizing commonly used UC evaluation tools by target audience and evaluation type.

IV. Deliverables

A number of deliverables are expected from each UCCE county/cluster program each year.

Deliverable #1: FFY 2020-2022 Three-year Integrated Work Plan (IWP)

The UCCE component of the IWP must be updated annually if significant changes are made to it. The IWP must describe nutrition education and obesity prevention and evaluation strategies to improve the health of the eligible population based on the Social Ecological Model (SEM) and an assessment using ethnicity, obesity, chronic disease, and related data for the jurisdiction. Using the Attachment 2 funding tiers, the UCCE specific components of the IWP should align with the expectations described in this document.

Deliverable #2: UC CalFresh SNAPshot

The CalFresh Healthy Living, UC SNAPshot summarizes targets, planned curricula, PSEs, and evaluations planned by UCCE for the county. The SNAPshot is intended to assist with the completion of the IWP. The SNAPshot is due to the UC State Office ~~in~~ September-3rd.

Deliverable #3: Project Reporting

As described in the reporting section above, all UCCE county/cluster programs are required to report their SNAP-Ed work into PEARS. All PEARS reporting needs be completed during the Federal Fiscal Year (October 1 – September 30). UCCE county/cluster programs should maintain documentation in sufficient detail to support the reported activities e.g. extenders' reports of time spent delivering nutrition and physical activity education.

In addition, funded projects will be required to submit Year End Report and County/Cluster Profile at the end of each Federal Fiscal Year due in November for each year of the three-year grant period. The UC State Office will provide templates for the annual report and the County/Cluster profile. Photo releases should be maintained on file for individuals' whose identity is evident in programmatic photos included in reports and success stories.

Deliverable #4: Evaluation: Surveys, Assessments, and Brief Evaluation Plan

As described in the evaluation section above (see also Attachment 1):

- All UCCE county/cluster programs are expected to administer at least one individual-level evaluation survey measuring either short-term (ST) goals and intention or medium-term (MT) behavioral outcomes as appropriate for program being delivered.
- Beginning in FFY2022 to meet the requirements of the all SIA adult direct education evaluation, pre/post surveys will need to be collected at all sites with adult nutrition class series that consist of a minimum of four sessions delivered over at least four weeks regardless of county/cluster funding level.
- All UCCE county/cluster programs receiving \$60,000 or more are expected to administer **at least one pre/post evaluation survey** and submit at least 60 matched pre/post surveys collecting data

for reporting against at least one of the individual-level priority indicators – MT1: Healthy Eating, MT2: Food Resource Management and MT3: Physical Activity. County/cluster programs are encouraged to collect and submit additional surveys.

- UCCE county/cluster programs receiving \$500,000 or more are expected to administer **at least two pre/post evaluation surveys** and submit at least 60 matched pre/post responses per survey. County/cluster programs are encouraged to collect and submit additional pre/post responses per survey.
- All UCCE county/cluster programs receiving \$60,000 or more in annual SNAP-Ed funding are expected to administer **at least one** intent to change survey with adults or youth that collects information pertaining to ST1 – Healthy Eating, ST2 Food Resource Management or ST3 – Physical Activity. A minimum of 30 ITCs on a specific behavior or a minimum of 10 TTT surveys per county/cluster need to be submitted each year although programs are encouraged to submit more, if possible.
- All UCCE county/cluster programs receiving \$200,000 or more in annual SNAP-Ed funding are expected to administer **at least one** type of environmental assessments or scan for assessing nutrition and/or physical activity related policies, practices, and environments. The target number of assessments to be completed should be based on resource availability and partner interest and need. Additional expectations for this type of evaluation tool are expected to be developed for FFY21 based on UCCE county/cluster program piloting and input in FFY20.

A brief evaluation plan listing the specific evaluation surveys and assessment tools as well as target sample sizes will be due together with the final version of the county SNAPshot. The UC State Office Evaluation team will provide the evaluation plan template by July 1 of each year and will organize at the program's convenience at least one consultation call in July or August to jointly review evaluation plans for the upcoming fiscal year.

Deliverable #5: Expense Documentation

Documentation for all expenses incurred within each Federal Fiscal Year (FFY) must be kept on file and maintained by the UC State Office and UCCE programs. Per USDA SNAP-Ed Guidance, SNAP regulations require all records be retained for three (3) years from fiscal closure. This requirement applies to all fiscal records, reports, and client information. Any costs that cannot be substantiated by source documents will be disallowed as charges to SNAP-Ed. UCCE counties will provide sufficient back-up documentation, as requested, for SNAP-Ed expenses to allow the UC State Office to ascertain compliance with USDA grant rules for allowable, reasonable, and necessary expenses.

Attachment 1: UCCE County/Cluster Program Expectations by SNAP-Ed Funding Level⁹

	All UCCE County/Cluster Programs	\$60,000 or greater funding Tier 2	\$200,000 or greater funding Tier 3	\$500,000 or greater funding Tier 4
Direct Education (DE)	-	Implementing DE using approved curricula	Implementing both adult and youth DE	Implementing both adult and youth DE
Policy System and Environment (PSE) & Comprehensive Programs	In collaboration with partners implementing at least 1 PSE strategy (overarching or garden) each year	In collaboration with partners implementing at least 1 PSE strategy (overarching or garden) each year	at least 2 PSE strategies (overarching or garden) each year and working at level higher than single site ¹⁰ for at least 1 PSE ; encouraged at least 1 PSE strategy be PA related	at least 3 PSE strategies (overarching or garden) by the third year and working at level higher than single site 2 for at least 2 PSEs ; encouraged at least 1 PSE strategy be PA related
Youth Engagement	-	-	At least 1 youth engagement/develop project and group by third year	At least 1 youth engagement/develop project and group by third year
ANR collaboration	Description of collaboration plan	Description of collaboration plan	Description of collaboration plan	Description of collaboration plan
Indirect/Social Marketing Campaigns	CalFresh Healthy Living Rebranding & Participate in days of action as appropriate	CalFresh Healthy Living Rebranding & Participate in days of action as appropriate	CalFresh Healthy Living Rebranding & Participate in days of action as appropriate	CalFresh Healthy Living Rebranding & Participate in days of action as appropriate
Program Reporting		PEARS all modules and at least 1 Success Story annually , Annual Report, and County Profile per year	PEARS all modules and at least 1 Success Story annually , Annual Report, and County Profile per year	PEARS all modules and a minimum of 3 Success Stories annually , Annual Report, and County Profile per year
All SIA Adult DE Evaluation	Beginning FFY 2022, pre/post surveys will need to be collected at all sites with adult nutrition class series that consist of a minimum of four sessions delivered over at least four weeks regardless of county/cluster funding level.			
Evaluation – USDA priority individual level behaviors (MT)	At least one individual-level evaluation survey measuring either medium-term (MT) behavioral outcomes or short-term (ST) goals and intention	At least 1 pre/post survey with adults or youth collecting data on MT1, MT2 or MT3 behaviors with a minimum of 60 matched pre/post	At least 1 pre/post survey with adults or youth collecting data on MT1, MT2 or MT3 behaviors with a minimum of 60 matched pre/post	At least 2 pre/post survey with adults or youth collecting data on MT1, MT2 or MT3 behaviors with a minimum of 60 matched pre/post
Evaluation – individual level goals and intention¹¹ (ST)	See above	At least 1 survey with adults or youth collecting data on ST1, ST2 or ST3 with a minimum of 30 ITCs on a specific behavior or 10 TTT surveys	At least 1 survey with adults or youth collecting data on ST1, ST2 or ST3 with a minimum of 30 ITCs on a specific behavior or 10 TTT surveys	At least 1 survey with adults or youth collecting data on ST1, ST2 or ST3 with a minimum of 30 ITCs on a specific behavior or 10 TTT surveys
Environmental Assessment	-	-	At least 1 environmental assessment or scan (ST5 and LT5 & LT6)	At least 1 environmental assessment or scan (ST5 and LT5 & LT6)

⁹ Funding level groupings are based on FFY2018 federal SNAP-Ed funding allocations.

¹⁰ “Working at level higher than a single site” refers to working at the organizational, community or multi-site level.

Green shading indicates the expectation is aspirational and the SO will be learning together with Tier 4 programs if this can be achieved.

Attachment 2: Funding Level Tiers for UCCE County/Cluster Programs per year – based on FFY18 Federal Funding Allocations

Tier 1: Less than \$60,000	Tier 2: \$60,000-\$199,999 Funding	Tier 3: \$200,000 - \$499,999 funding	Tier 4: \$500,000 or greater funding
<ul style="list-style-type: none"> • Contra Costa^ 	<ul style="list-style-type: none"> • Kern 	<ul style="list-style-type: none"> • Imperial • Riverside • Placer/Nevada • Yolo • Alameda • San Joaquin • Merced/Stanislaus 	<ul style="list-style-type: none"> • Tulare/Kings • San Luis Obispo/Santa Barbara^ • Central Sierra Cluster – (Amador, Calaveras, El Dorado, Tuolumne Counties) • Shasta Cluster – (Shasta, Tehama, Trinity Counties) • Butte Cluster – (Butte, Colusa, Glenn, Sutter, Yuba) • Santa Clara Cluster – (Santa Clara, San Mateo, San Francisco Counties) • Fresno/Madera

^ UCCE county/cluster funding tier assignment also factored in previous year's carry-in funding.