

# IMPROVE NUTRITION AND FIGHT OBESITY WITH SNAP-ED FUNDS

Leveraging After School  
and Summer Programs

*A Guide for County Health Departments*

May 2013



**PARTNERSHIP FOR  
CHILDREN & YOUTH**

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## ACKNOWLEDGEMENTS

This paper was written by Deanna Niebuhr, Senior Director of Community School Initiatives at the Partnership for Children & Youth (PCY) and Kim McCoy Wade, founder of McCoy Wade Consultancy. PCY would also like to thank the many stakeholders who provided information and guidance in the preparation of this paper, including:

### Center for Collaborative Solutions

**A World Fit for Kids!**  
Los Angeles, CA

**Club Y.E.S.**  
Madera County Office of Education  
Rural Central Valley, CA

**Fitness 4 Life**  
Pajaro Valley Unified School District  
Rural Central Valley Coast, CA

**Mt. Diablo CARES**  
Mt. Diablo Unified School District and the City of Concord

**YMCA of Silicon Valley**  
Metropolitan San Jose, CA

This guide was developed through generous support from the **S.D. Bechtel, Jr. Foundation** - dedicated to advancing a productive, vibrant and sustainable California.

**Partnership for Children & Youth** is a California-based non-profit organization that supports communities, schools and government agencies to work together as unified systems ensuring all children have the learning, health and social supports they need to succeed in school and life.

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# Opportunities

The Healthy, Hunger-Free Kids Act of 2010 restructured Supplemental Nutrition Assistance Program-Education<sup>1</sup> (SNAP-Ed) from a local-match funding model to a capped grant. The focus of the funding was expanded from nutrition education to include obesity prevention and allow for broader social-environmental change activities. These changes present both challenges and opportunities.

The California Department of Public Health's (CDPH) Network for a Healthy California has responded to these changes by moving from contracting with a variety of local agencies to making formula-based allocations to Local (Public) Health Departments (LHDs), and basing allocations on populations in poverty. As a result, many school districts and after school programs will be losing their SNAP-Ed funding. This guide offers strategies for leveraging the experience and infrastructure that after school and summer programs offer.

Depending on funding levels, some LHD's will be required to work with schools and after school programs explicitly. Others will be required to contract out a substantial portion of their SNAP-Ed allocations to other organizations in the community, including schools. However, with or without these requirements, partnerships with schools – especially after school and summer programs – can bolster and amplify SNAP-Ed funded efforts.

**Changes to SNAP-Ed present both challenges and opportunities. This guide offers strategies for leveraging after school and summer programs.**

Across the state, just under 4,500 after school sites serve at least 450,000 children in SNAP-Ed's target population each school day,<sup>2</sup> as well as on holiday breaks and in the summer. In addition to their reach, after school and summer programs offer the flexibility to allow for deeper, more innovative work around nutrition education and family engagement. They also provide an effective entry point to the broader school arena. Essentially, after school and summer programs can be an important driver to effectively address the wide range of impact points encompassed in a social-ecological approach.

## More on What's Happening with SNAP-Ed

SNAP-Ed<sup>3</sup> was recently restructured by the federal Healthy, Hunger-Free Kids Act in December 2010. As a result:

- California's annual SNAP-Ed allocation will decrease by \$75 million over four years. SNAP-Ed funding is being re-allocated nationally based on target population and SNAP (formerly Food Stamps) participation rates. Based on these factors, California's overall SNAP-Ed allocation will go down each year from its highest level of \$165 million to \$90 million in 2017.

<sup>1</sup> Recent changes include a new name for SNAP-Ed. That is the Nutrition Education and Obesity Prevention (NEOP) Program.

<sup>2</sup> After School Education and Safety [ASES] and 21st Century Community Learning Center funded programs target schools where 50% or more of the student population is receiving free and reduced price school meals.

<sup>3</sup> SNAP-Ed is administered in California by the Department of Public Health (CDPH) as the Network for a Healthy California and funded by the U.S. Department of Agriculture (USDA).

- **SNAP-Ed funds will be redistributed more equitably across the state.** Because SNAP-Ed was based on local matching funds in the past, funding became concentrated in areas where the work was happening and local funding could be committed. Now that a local match is no longer required, SNAP-Ed funds will be redistributed across the state based on population numbers determined through poverty levels – to better and more equitably reach the target audience in California.
- **Funding will be shifted to LHDs.** Following the current transition year (2012 – 2013), a large portion of California’s SNAP-Ed funding will go directly to LHDs, rather than to a range of local organizations. Many SNAP-Ed contractors, including after school programs and school districts, will be losing their direct funding – starting October 1, 2013.
- **Allocations will be determined by population/poverty statistics.** The SNAP-Ed allocations to LHDs will be based on the total number of residents living at or below 185% of the federal poverty level. In this shift, some counties are gaining funds and some are losing.
- **Programmatic focuses for SNAP-Ed funded work are nutrition and physical activity.** Based on the 2010 California Obesity Prevention Plan which served as the foundation for California’s Three Year Implementation Plan,<sup>4</sup> there are three goals driving programmatic focus for SNAP-Ed funded work:
  - Increase access and consumption of healthy foods,
  - Decrease consumption of less healthy foods and beverages and increase consumption of water, and
  - Increase physical activity opportunities throughout the day.
- **Work funded by SNAP-Ed encompasses a social-ecological model.** LHDs are following a template Scope of Work comprised of activities that are evidence based. Depending on the size of their allocations, LHDs must work toward meeting up to seventeen objectives.
- **Large LHDs are required to work with schools and after school programs.** LHDs that receive more than \$400,000 are specifically required to work with schools and after school programs to complete their mandated scopes of work, under Objective 12. This requirement to partner does not include a requirement to sub-contract any funds. Smaller local health departments with a lower allocation can opt to work with schools and after school programs, but are not required to. The state’s scope of work also includes other objectives that schools and after school programs can help LHDs meet at the same time; such as Objective 13 on youth engagement, Objective 14 on worksites, and others.
- **LHDs receiving more than \$500,000 are required to sub-contract some of their funds to community partners.** Potential partners include schools and after school programs. Requests for applications for these subcontracts must be completed by April 2013.

<sup>4</sup> See California’s Three Year Implementation Plan on the Network for a Healthy California’s website at <http://www.cdph.ca.gov/programs/cpns/Documents/NEOP%20Three%20Year%20Implementation%20Plan.pdf>



## Why Partner with After School and Summer Programs

After school and summer programs have unique characteristics and strengths that make them especially effective partners to LHDs in improving nutrition and reducing obesity in low-income communities. Examples of how after school programs are already improving nutrition and addressing obesity can be found in the text boxes below.<sup>5</sup> These examples came from after school programs participating in the Center for Collaborative Solutions' Healthy Behaviors Initiative (HBI).

### Reach Large Numbers of SNAP-Ed's Target Population

Across the state, about 4,500 after school sites serve almost a million children in SNAP-Ed's target population each school day. A growing number of summer programs – linked to after school programs – continue to work with SNAP-Ed's target population in the summer. Publicly-funded programs, via the After School Education and Safety (ASES) and 21st Century Community Learning Centers programs (CCLC), target schools where 50% or more of the student population are receiving free and reduced price school meals.

### Deliver Strong "Dosages" to Children

With daily contact of up to three or more hours each day, after school programs provide the necessary dosage to make nutrition education and physical activity opportunities effective – successfully impacting lifestyle choices, improving healthy eating and physical activity. Summer programs provide between three and ten hours per day of effective programming.

#### Effective Dosages

**In A World Fit for Kids! programs, children apply what they learn about healthy eating in cooking classes taught in mobile kitchens. They visit local grocery stores and farmers' markets where they try new fruits and vegetables and comparison shop for the highest nutritional value.**

### Provide Innovative and Impactful Programming

The flexibility of the after school and summer sphere allows for deeper and more innovative work around nutrition. After school curricula provides hands-on opportunities for children to explore and learn about nutrition in ways that are engaging and relevant to their lives. For example, learning about the nutritional value of eating more vegetables takes on a whole new meaning when students plant and harvest their own. Participating in cooking classes and creating their own healthy recipes gives students the concrete practice to make good nutrition a real part of their lives. And physical activity is a regular part of after school and summer programs. Additionally, staff are trained to ensure activities are inclusive and engaging for all participants.

<sup>5</sup> Complete case studies can be downloaded at <http://www.ccscenter.org/afterschool/HBI%20Case%20Studies>

## Have Strong Connections to Parents

Most after school and summer programs have a strong connection to parents and can actively involve parents, siblings, and other family members in nutrition-related activities and can help families access information and resources regarding healthy eating and food security.

## Power School-Wide Change

After school and summer programs can drive environmental and policy changes school-wide. After school and summer programs can also serve as pilots for comprehensive nutrition education programs and more assertive school wellness policies. The programs act as drivers of school-wide events and initiatives, and as teachers of youth leadership and community service in promotion of good nutrition. For example, the school gardens often established through summer programs are utilized throughout the school year.

## Power Connections to the Wider Community

After school and summer programs actively participate in community efforts, such as health fairs and “soda-free summer” campaigns. In addition, many after school programs are connected to community efforts around food security, linking families to the Women, Infant, Children (WIC) and CalFresh programs, hosting farmers’ markets, serving as distribution points for their local food bank and increasing access to fresh produce for the program and its families via Farm-to-School relationships.

## Reaching Families

Engaging families is a core part of all five of the after school programs highlighted in the HBI case studies. Each program brings families together via a variety of events featuring healthy meals and fun physical activities and where children have an opportunity to demonstrate what they have learned.

## School/After School Connection

Fitness 4 Life at Pajaro Valley Unified School District partnered with the District’s nutrition services department and won fresh fruit and vegetable grants for six school sites. The result was an additional 18,000 pounds of fresh produce served each year!

## Creating Access to Healthy Food

Through partnerships with farmers markets and the Farm-to School Program, Club Y.E.S. (Madera County Office of Education) provides fresh fruits and vegetables to students both during the program as well as to take home to their families. This significantly improves access to fresh produce.

## Meet Multiple Objectives in the SNAP-Ed Scope of Work

To reach all the goals and objectives in the scope of work, LHDs need partners whose activities achieve multiple objectives. After school and summer programs clearly meet Objective 12, which is focused on site-based education and interventions to increase consumption of healthy food and beverages. Other objectives that after school and summer programs can help meet include:

- Objective 6 - Public Relations Events/Media: after school and summer public events
- Objective 8 - Rethink Your Drink: after school, summer, and school-based campaigns
- Objective 10 - Peer to Peer Education: programs with older youth and with parents
- Objective 13 - Youth Engagement: youth-led programs at schools, after school and summer sites
- Objective 14 - Worksite: school, after school and summer employee fitness and nutrition initiatives

### Providing Youth Development Opportunities is a Best Practice in After School

Through Mt. Diablo CARES' Teen Garden Corps, middle and high school students build real job skills and act as peer educators to the elementary students that make up the bulk of the program's participants. Many of these students go on to work for the program as paid staff.

### Getting the Word Out

Children from the YMCA of Silicon Valley's program wrote and starred in a series of public service announcements targeting the Latino community addressing childhood obesity.

## Fill the Gap in Summer

While after school programming in California is very robust, the summer months look really different. A study of five California cities revealed that nearly 75% of children and youth do not have access to publically funded or subsidized programming during the summer.<sup>6</sup> Moreover, research shows that most children gain weight more rapidly when they are out of school during summer break.<sup>7</sup> By partnering to provide resources for summer programming, LHDs would further leverage the reach, infrastructure and experience of after school programs, while addressing a critical nutrition and health gap directly and concretely impacting the SNAP-Ed target audience.

### Why is summer critical?

Research<sup>8</sup> shows that:

- Children gain body mass index nearly twice as fast during the summer as during the school year.
- This acceleration is particularly intense for Black and Hispanic children, and for children who are already overweight.
- Summer weight gain undermines otherwise effective obesity treatments during the school year.

<sup>6</sup> See Investments in Summer Learning: A Scan of Public Funding for Summer Programming in California by the National Summer Learning Association (2009) on the Summer Matters Campaign website at [http://partnerforchildren.org/storage/documents/downloads/summer/reference\\_summer/CASummerResourceScan\\_NSLA2009.pdf](http://partnerforchildren.org/storage/documents/downloads/summer/reference_summer/CASummerResourceScan_NSLA2009.pdf)

<sup>7</sup> See the National Summer Learning Association's Research in Brief: Summertime and Weight Gain at [http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research\\_Brief\\_01\\_-\\_von\\_Hippel.pdf](http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_01_-_von_Hippel.pdf)

<sup>8</sup> For references, please see NSLA's Research in Brief: Summertime and Weight and Gain at <http://www.summerlearning.org/>



## Improve Nutrition and Decrease Obesity Rates

The most effective and comprehensive after school efforts associated with the statewide Healthy Behaviors Initiative have concrete positive outcomes regarding children's nutrition and reducing obesity rates:

- **A World Fit for Kids!**, serving over 200,000 kids in inner city Los Angeles over the past 18 years, reported that one third of students lowered their BMI; two-thirds of 5th graders increased the percentage of Fitnessgram® tests in which they met the Healthy Fitness Zone; 83% of WFIT team members made changes to their nutrition and fitness habits; and consumption of water, fruits, and vegetables all rose with students and staff members.
- The **YMCA of Silicon Valley**, serving 20,000 kids in metropolitan San Jose over the past 10 years, reported that nearly half of parents of kids in their programs had changed their shopping patterns to purchase healthier foods and over one-third were preparing healthier meals. In addition, 81% of the students in the program who could not previously pass a portion of the Fitnessgram® test passed all five of the six elements that YMCA tested for by the end of the year.
- **Mt. Diablo CARES**, serving sixteen elementary and middle school sites in Bay Point, Concord and Pleasant Hill communities, reported that 59% of the seventh graders at one of its middle school sites reached the healthy fitness zone in all of the state-mandated Fitnessgram® categories.

By partnering with and leveraging after school and summer programs, LHDs ensure that SNAP-Ed funding is maximized and used effectively to improve nutrition and health outcomes for the low-income children, families, schools, and communities in their service areas.

## Tips and Tools for LHD and After School/Summer Partnerships

All LHDs are experiencing changes in 2013 as everyone responds to the restructuring of the federal SNAP-Ed funding and the resulting changes in CDPH management of those funds. Experienced LHDs have shared several tips for reaching out to after school programs and schools in this time of change and opportunity.

### Understanding the Opportunities in Your Community

There are about 4,500 publicly-funded after school sites across California, providing a well-developed infrastructure and a starting place for reaching low-income children and families. Locations of after school programs by community can be found at the California Afterschool Network (CAN) website. Access their database of after school programs by region, then county, school district and site. Many of these after school providers also offer summer programs.

- You can access the database from CAN's Nutrition Education Obesity Prevention (NEOP) page at <http://www.afterschoolnetwork.org/neop>

- Choose “Search for after school programs by Region, County and School District.” To get to data for your county, you will first need to determine what region you are in. At the top of the webpage, click on “What region am I in?”
- Once you’ve determined what region you’re in, choose that region at the bottom of the original page. Proceed to choose your county, school district and your final result should return a list of site/school names. The page will refresh after each selection where you should find an updated table at the bottom of the page.
- If you have not chosen to limit your search by funding site, the lists your search produces will include all state and federally funded after school programs in your community – i.e. After School Education and Safety (ASES), 21st Century Community Learning Centers (21st CCLC) and ASSETs (the high school 21st CCLC programs). ASES funding is prioritized to schools with 50% or greater free/reduced price lunch participation. The cut-off point for 21st CCLC funding is 40% or greater. However, because of the great need and how competitive these grants are, the vast majority of 21st CCLC sites are at 50% or greater.

Some eligible school sites in California do not have an after school program funded by ASES or 21st CCLC. To get a fuller understanding of all eligible school sites and which districts serve specific target audiences, use the California Department of Education’s database of free/reduced price lunch eligibility and participation rates.

- Go to the “Nutrition” page on the CDE website: <http://www.cde.ca.gov/ls/nu/> and click on “Food Program Data.” From this page, scroll to the bottom and under “Free and Reduced-Price Data for California Schools” choose the link that reads “Student Poverty-FRPM Data.” A page with a list of excel files will come up. Choose the most recent year. In that Excel file, school sites with their FRPM participation rates (last column) will be listed by county and then district in alphabetical order. (This data is updated every year.)

## Making Contact

Where to start? The first point of contact for most LHDs will be at the local school district level – starting either with the Superintendent or with the person responsible for the District’s after school and summer programs. Most school districts have a director for after school and summer programming given the scale of the funding and efforts. In small districts, the Student Services Director may oversee the after school and summer program. This leader is able to have both the district-wide view necessary for a coordinated and strategic effort, yet also remains close enough to the programs on the ground to ensure funds directly impact kids, families, and schools and achieve outcomes. A school district may also contract out to a non-profit community-based organization (CBO) to provide and even direct the after school and summer effort.

The California Department of Education offers technical assistance to its publicly-funded after school programs through the Regional Leads system. The Regional Lead for each region can help identify contacts for school districts or community-based after school providers. A list of Regional Leads with their contact information can be found at CDE's website: <http://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp> or see Appendix A for a list of After School Regional Leads by region/ county.

LHDs may consider reaching out to your County Office of Education (COE). In some counties, the COE is the after school program lead. This is more likely to be the case in the smaller, rural counties. If the COE is not involved in after school programming, the COE is not the place to start. Each county will be different. The important point is to connect with the entity – whether individual school districts or your COE – that gives you access to the existing after school infrastructure.

**Building an infrastructure for this partnership is essential to maximize your SNAP-Ed resources getting to the ground level and to scale.**

Building on and building up an infrastructure for this partnership is essential to maximize your SNAP-Ed resources getting to the ground level and getting to scale. Therefore, starting with eligible school sites is usually not advisable. Individual principals have a lot on their plates and going from site to site can be hard, if not impossible, to manage and take to scale.

Beyond schools and after school programs, CDPH can provide a list of all past SNAP-Ed contracts in your county. Check with your SNAP-Ed program manager. Developing an understanding of the history, current status, and lessons learned from these nutrition education programs can be invaluable in formulating a successful plan going forward.

## **Coming Together**

Once the right contacts are identified, the next step is to invite them to the table where planning with community partners for nutrition education is happening. To meet SNAP-Ed requirements, counties must have County Nutrition Action Plan workgroups, where all stakeholders already are or can easily be around the table. It is not unusual that an after school program or school district may not be aware of these LHD forums or their potential for participation, so an invitation from the LHD to the right after school and summer contacts to join the conversation at the right time can jump-start collaboration.

Coordination is important. For example, in larger counties, with multiple or very large school districts, it may be necessary to bring districts together to brainstorm possibilities and do some strategic planning before bringing a school-based strategy to a larger planning table. It's also worth remembering that the level of coordination between a school and its after school/summer program may vary. To maximize efforts, planning with after school and summer programs should be integrated into the overall school-based strategy, as opposed to working on two separate efforts.

## Building a Partnership

Finally, even though LHDs, after school programs, summer programs and schools share the goal of healthy children and families, it is also true that each group can have its own expertise, speak its own language, and experience its own pressures. Taking the time to understand different perspectives and affirm common ground will form a solid foundation for an effective partnership and plan.

LHDs, for example, may need reassurance that after school programs, summer programs and schools embrace the “socio-ecological model of change” that is the basis of high-quality nutrition education. Some school districts and/or after school and summer programs have a great deal of experience with nutrition education and can share lessons learned from previous efforts; help design new programs and plan for the broader targeted area; and provide training and assistance to peers at schools and after school/summer programs.

Similarly, schools, while committed to improving nutritional, health, and academic outcomes for their students, may feel overwhelmed and even skeptical of requests from outside partners to “target” the schools’ “audience” of children. This is especially true for districts serving very low-income communities – they often have too many potential partners to field and vet them all in a sensible way. The pressures on school districts and the school day programs are enormous. More importantly, these pressures make piloting programming in the after school and summer arena a really strategic way to get started.

## Taking Advantage of the New Tools

The good news is there are many tools emerging, often supported by technical assistance, to help LHDs, schools, after school and summer programs develop partnerships for nutrition education and obesity prevention. More resources can be found in the box below.

### Tools for Building LHD / After-School and Summer Partnerships

- “Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs”  
Source: Healthy Behaviors Initiative, at the Center for Collaborative Solutions  
<http://www.ccscenter.org/afterschool/Step-By-Step%20Guide>  
Contact: Kathy B. Lewis, Center for Collaborative Solutions, [kathyblewis@ccscenter.org](mailto:kathyblewis@ccscenter.org)
- Guidance Document: “Strategies for Improving Communication & Collaboration Between LEAs and LHDs”  
Source: California Department of Public Health  
<http://www.cdph.ca.gov/programs/schoolhealth/Documents/CSH%20Guidance%20Doc%20Improve%20LHD-LEA%20Collab-Commun%2006-23-11A.pdf>
- Webinar: “Connecting Schools and Public Health: What CDE is Doing to Promote Healthy School Environments”  
Source: California Department of Education  
<http://calpact.ucdavis.edu/webinars/Connecting%20Schools%20and%20Public%20Health/lib/playback.html>
- PowerPoint: School Overview  
Source: California Department of Public Health  
<http://www.cdph.ca.gov/programs/cpns/Pages/ProgramTraining.aspx>

## Conclusion: Challenges and Opportunities

The challenges of combating poor nutrition, hunger, and lack of physical activity are not small. SNAP-Ed funds can make a real impact if they are used strategically. Local public health departments confronting these challenges can find one of the most effective partners available in after school and summer programs. These programs work with low-income children, families, and communities; they go in depth, with some programs all year-round, all along the socio-ecological continuum. They have experience leveraging funds and meeting multiple objectives. And, after school and summer programs know how to get results. With the creative and committed leadership of LHDs and after school and summer programs, these partnerships can build better program models and ultimately more healthy, well-nurtured, and active children, families, and communities.

## APPENDIX A

### After School Regional Leads

#### **Region 1 - Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties**

- Susan McConnell, Director: susan\_mcconnell@mcoe.us  
(707) 467-5141
- Mendocino County Office of Education  
2240 Old River Road Ukiah, CA 95482

#### **Region 2 - Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties**

- Gloria Halley: ghalley@bcoe.org  
(530) 532-5705
- Butte County Office of Education  
1859 Bird Street Oroville, CA 95965

#### **Region 3 - Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo and Yuba Counties**

- Moncia Gonzalez-Williams: mgonzalez@scoe.net  
(916) 228-2715
- Mark Drewes: mdrewes@scoe.net  
(916) 228-2518
- Sacramento County Office of Education  
10461 Old Placerville Road, Suite 130 Sacramento, CA 95827

#### **Region 4 - Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo and Solano Counties**

- Joe Hudson: Jhudson@acoe.org  
(510) 670-7732
- Jackie Shoner: jshoner@acoe.org  
(510) 670-4137
- Alameda County Office of Education  
313 W. Winton Avenue Hayward, CA 94544-1198

#### **Region 5 - Monterey, San Benito, Santa Clara, and Santa Cruz Counties**

- Mara Wold: mwold@monterey.k12.ca.us  
(408) 313-6059
- Monterey County Office of Education  
901 Blanco Cir. P.O. Box 80851 Salinas, CA 93912-0851  
916-831-755-0369

#### **Region 6 - Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties**

- Julie Sesser: jsesser@stancoe.org  
(209) 238-1377
- Stanislaus County Office of Education  
1100 H Street Modesto, CA 95354

<sup>1</sup> Source is <http://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>

**Region 7 - Fresno, Kings, Madera, Mariposa, Merced and Tulare Counties**

- Diane Wilcock: dianew@tcoe.org  
(559) 651-0155, ext. 3612
- Tulare County Office of Education  
7000 Doe Avenue, Bldg. 300 Visalia, CA 93291

**Region 8 - Kern, San Luis Obispo, Santa Barbra and Ventura Counties**

- Roger Adams: radams@vcoe.org  
(805) 437-1379
- Ventura County Office of Education  
5100 Adolfo Road Camarillo, CA 93012

**Region 9 - Imperial, Orange, and San Diego Counties**

- Helen Gonzales: hgonzales@sdcoe.net  
(858) 569-3140
- Daymon Beach, Admisitrative Support Center Coordinator: dbeach@sdcoe.net  
(858) 569-3133
- Jess Martines, Director: Jess.martines@sdcoe.net  
(858) 569-3144
- San Diego County Office of Education  
6401 Linda Vista Road, Room 321-S San Diego, CA 92111
- Jeanne Awrey, Orange County Team Lead: jawrey@ocde.us  
(714) 966-4093
- Brenda San Ramon, Imperial County Team Lead: bcs44@icoe.org

**Region 10 - Inyo, Mono, Riverside and San Bernardino Counties**

- Martha Lilia Hall: martha\_hall@sbcss.k12.ca.us  
(909) 777-0882
- Irma Laquinta: irma\_laquinta@sbcss.k12.ca.us
- San Bernadino County Superintendent of Schools Education and Support Services  
1020 East Cooley Drive Colton, CA 92324
- Allison Haynes, Riverside County Team Lead: ahaynes@rcoe.us  
(951) 826-6246
- Tammy Bennett-Nguyen, Mono County Team Lead: tnguyen@monocoe.org  
(760) 934-0031

**Region 11 - Los Angeles County**

- Martha Jo Ginty: ginty\_maryjo@lacoed.edu  
(562) 803-8336
- Los Angeles County Office of Education  
9300 Imperial Hwy Clark Bld. Rm 273 Downey, CA 90242-2890



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