ADULT
DISTANCE LEARNING GUIDANCE

DEMOGRAPHICS | RECRUITMENT | TRACKING

VERSION 6.0

CALFRESH HEALTHY LIVING, UC

Table of Contents

Adult Demographics | Collection Methods

There are various options for how to collect adult demographics when delivering distance learning; however, the categories and questions used to collect demographics should not change. Additionally, the CFHL, UC state office recommends CFHL, UCCE LIAs work with their approved SNAP-Ed partner sites to recruit participants for distance learning to ensure reaching our SNAP-Ed eligible audience. Outlined below are the various options for collecting adult demographics. While all of these options are acceptable for collecting adult demographics, the CFHL, UC State Office recommends that whenever possible to use **Method 1 | PEARS Surveys.**

Method 1 | PEARS Surveys

Adult participants can be provided with a link or QR code to complete PEARS survey(s) online. The following surveys have been added to PEARS and each include the demographic questions needed to report direct education in PEARS.

- **Demographic Cards** – English and Spanish versions
- **Plan, Shop, Save & Cook pre-survey** – English and Spanish versions
- **Intent to Change surveys** (various topics) – English and Spanish versions

For additional information please see the **Tip Sheet** and **Video** posted on the CFHL, UC website for step-by-step instructions for generating a public survey link or QR code in PEARS and distributing the link or QR code to adult class participants via Zoom.

Method 2 | Electronic Survey Tool Alternatives

Surveys with demographic questions can be created in Google Forms, ANR Survey Tools or other electronic tools such as Zoom polls. However, the survey should be designed exactly like the paper forms found on the CalFresh Healthy Living PEARS User Resources and References page. The CFHL, UC State office has also created an Adobe fillable form which can be found here on the CFHL, UC website

Download these forms and save, open with Adobe Reader or other adobe software. Compatible with tablet, or smart Phone also.

English   Spanish

> *Note that none of the questions may be required unless the "**Prefer not to answer**" option is available for all responses. See section on Demographic Cards | Necessary Information for more details on allowable demographic survey questions.*

Method 3 | Paper Demographic Cards

Virtual delivery that occurs within an agency for a group. *(E.G., a residential agency that requests a class provided for residents but is not currently allowing outside visitors' access to the facility).* Paper demographic cards can be collected by the agency and sent either by mail, or electronically to the UCCE educator to aggregate and enter into PEARS.

Method 4 | Visual Estimates

As a last resort a visual estimate can be made. It is recommended that only a count of the total participants be completed and tallied. The age range can be estimated based on the target

Revised 5/5/2021

audience the series is designed for. All other demographics (sex, ethnicity and race) should be entered as **Unknown**.

There should not be a need to have a sign-in sheet or tracking sheet for participants. The demographic card is the only information collected from participants and is non-identifiable. See Tracking Distance Learning Participants.

Tracking participants to avoid duplication is not necessary. If a participant attends one series from one agency and attends another class, that person is counted as a participant for each series or workshop they attend.

Demographic Data Cards | Necessary information

As a reminder please refer to the Participant Contact Data Collection Policy and training for further instructions on allowable information that can be collected from participants and how to treat this information.

To download a copy of the most current Demographic Data Cards, please go the CalFresh Healthy Living PEARS User Resources and References page. There are several language options available (see below).

- English
- Chinese
- Tagalog
- Spanish
- Hmong
- Vietnamese

The opening paragraph used on the Demographic Data Cards (see below) should proceed all electronic versions that are created. This language was developed with all SIA's to provide assurances to our participants that the information provided is only used to improve our program and is not shared with any other agency.

> *Please Share a Little: We would like to learn about the people who attend our activities to help us improve our services. Your answers are combined with everyone else's and cannot be used to identify you.* **Thank you for your help.**

The questions asked on the Demographic Data Cards need to be asked in the same way on all electronic versions created in other survey tools or anonymous Zoom Polls. These questions were created along with all of the SIAs and should be asked in the same way each time with the same options available for answers.

1. **Check the box that best describes your age:**
   ☐0-4 years ☐5-17 years ☐18-59 years ☐60+ years ☐Prefer not to answer
   (Only add if all questions are required in an electronic survey)

2. **Check the box that best describes your sex:**
   ☐ Female ☐Male ☐ Other ☐Prefer not to answer

3. **Check the box that best describes your ethnicity:**
   ☐ Hispanic/Latino ☐NOT Hispanic/Latino ☐Prefer not to answer

4. **Check all boxes that apply to your race:**
   ☐ American Indian or Alaskan Native ☐ Native Hawaiian or Other Pacific Islander
   ☐ Asian ☐ White
   ☐ Black or African American ☐ Prefer not to answer

Section I

Adult Demographics Guidance

Participants CANNOT be required to answer the demographic questions. Therefore, if you are creating an electronic survey and all of the questions are set up as required, the "***Prefer not to answer***" option must be added to the age question in order for respondents to opt out of answering. This is currently not part of the paper Demographic Data Card versions as participants can leave the questions blank if they choose not to answer.

Adult Demographics | How to Collect

Use the following guidelines when collecting adult demographics

1. Let participants know that the information is used to learn about people who attend our activities to help us improve our services.
   a. The answers provide are combined with other data and cannot be used to identify an individual participant.
2. It is important that everyone fill out one of these forms, however for participants that are not comfortable or willing to complete the demographics, do not pressure them to do so. A visual estimate can be made or unknown can be used to account for the participant in PEARS.

Tracking Distance Learning Participants

Guidelines for tracking adult participants in a series-based course

For series-based curriculum, please collect one Demographic Data Card per participant. The total number of demographic cards, pre-surveys or poll responses will be the total participant count when adding your class summary data into the PEARS demographic section. If new participants join your class, please provide them with the demographic survey link or QR code, so you can capture demographic data from all class participants.

Participants that choose not to answer any of the survey questions should be entered in the "Unknown" or "Prefer not to respond" categories in PEARS. For participants who mark "Prefer not to answer" for age and sex, use the targeted age range for the class entering them into the "Unknown" column for sex. For example, if the series is for adults 18-59 years, use this age range for participants that do not answer the age question and mark them in the "Unknown" sex category (highlighted below).

Age & Sex *	Female	Male	Unknown
Less than 5 years			
5 – 17 years			
18 – 59 years			
60 years or older			

Revised 5/5/2021

Example | Using the PEARS Demographic Card

Program Activity Demographics

PEARS can compute the demographic makeup of participants automatically. To use this tool, first enter survey response data, or ask your administrators about using site-wide demographics as estimates.

[Auto Calculate]

Report the total number of unique participants for this program activity. Also include the demographic makeup of participants.

Total *

0

Method used to determine demographic makeup of participants *

Source of Data *

Adult participants are recruited through an agency on the approved site list by providing information in the agency's newsletter. A Zoom class is conducted for participants that have registered. All participants are logging in from home.

After the first class of the series begins and all registered participants have logged on*, the UCCE Educator will provide a link in the chat box or QR code on the screen to the PEARS Adult Demographic Card survey, PEARS pre-survey or alternatively another electronic survey for participants to complete the Demographic Data Card.

*NOTE: This must be done once all registered participants are in the meeting. Participants who join late will not see the previous chat log and will not see the link or QR code. Some suggestions might be to provide the link or QR code again at the end for anyone who did not complete at the beginning.

For participants that join the series after the first lesson, the link can be provided to those participants only, via the chat, by selecting specific participants. The educator should ask participants that are new to the series to chat in the word "**NEW**". The educator can then chat directly back to the participant with the survey link to be completed.

If demographics are collected as part of a PEARS pre-survey and new participants join after the first class, you have two options.
1. To use the auto-calculate function, ask participants to only complete the first four demographic questions on the pre-survey and leave the rest of the pre-survey questions blank.
2. If the auto-calculate function will not be used, you can simply distribute a link or QR code to the Adult Demographic Card survey.

Count the total surveys received, this is the total number of participants that attended the series and will be entered into the PEARS Demographic section of the Program Activity (see below).

If a survey link or QR code was provided through PEARS, you can only select **one survey** (either the Adult Demographic Card survey or the PSSC pre-survey with demographics included) when using the auto-calculate function. Otherwise, the demographics must be tallied manually for the class and entered into PEARS.

For participants that **did not respond** to demographic questions or chose "**Prefer not to answer**", please enter the data into PEARS by:
- Estimating the **Age** range based on the target audience (e.g. 18-59 or 60+ years),
- Reporting **Sex** in the "Unknown" column for these as well as "Other" responses, and
- Entering "Prefer not to answer" → "Prefer not to respond" and no response → "Unknown" for **Ethnicity** and **Race**.

Revised 5/5/2021

Recruiting | SNAP-Ed Distance Learning (DL)

Recruiting **SNAP-Ed eligible individuals** for online distance learning workshops or series needs to ensure that the participants attending or accessing the online learning is part of the eligible target audience for CalFresh Healthy Living.

> *SNAP-Ed eligible individuals refer to the SNAP-Ed target audience, specifically SNAP participants and other low-income individuals who qualify to receive SNAP 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 CFHL, UC State Office recommends that LIAs work with their approved SNAP-Ed partner sites listed on the SharePoint Snap-Ed Site List to recruit participants for distance learning to ensure reaching our SNAP-Ed eligible audience. Please make sure that you are communicating with your CFHL partners to provide comprehensive delivery of program materials and messaging.

Participant recruitment at qualifying sites may include some of the examples from the table below. Please feel free to share other examples with the State Office that have worked in your community and we can add them to table to share with other counties.

If you have questions or concerns about recruiting adult participants please feel free to reach out to the CFHL, UC State Office county lead for you LIA. Please also follow all guidance included in the CFHL, UC Participant Contact Policy and Training.

Table | Site Settings and Recruiting Methods

SITE SETTING	METHOD OF RECRUITMENT
- Individual homes or public housing sites - Residential sites - Emergency Housing or other temporary shelters - Indian Reservations - Family Resource Centers	**Provide site administrators with:** - Lesson flyers for distribution to program participants or to be posted at sites. - Upcoming lesson and registration information to be shared in agency newsletters, posted to agency website, or sent by email to program participants
- Food pantries or other food assistance sites - FDPIR Distribution sites - Farmers Markets - Libraries	**Provide site administrators with:** - Lesson flyers to be included with food pick-ups. Consider adding a recipe or nutrition information to the flyer. - Upcoming lesson and registration information to be posted in site newsletters or webpages
- Schools | FRPM Distribution sites - USDA Summer Meal Sites - Before and After school sites - ECE Sites	**Provide food service administrators, principal, or school district administrator with:** - Flyers to be included with school meal pick-up. Consider adding a recipe or nutrition information to the flyer that promotes upcoming virtual DE lessons. - Upcoming virtual DE lessons and registration information to be posted in school newsletters targeting parents or school webpages directed at parents.
- Adult education and job training sites (TANF) - CalFresh Offices	**Connect with site administrators / educators:** - Schedule and provide live Zoom lessons during class time with adult students. - Provide registration information for upcoming virtual lessons held outside of normal class times.
- Social Media - CFHL, UC - Facebook Pages - County CFHL, UC websites	Using social media platforms to recruit participants does not automatically ensure that the SNAP-Ed target audience is being reached. Some methods that can be employed that may provide ways to verify eligibility. Including additional questions that can be added to a demographic or registration survey. *County programs with an interest in using social media to recruit program participants are encouraged to* **contact the state office***.*

Evaluation Changes to Support Distance Learning Strategies

Due to COVID-19, CalFresh Healthy Living UC, has adapted our evaluation data collection approaches to meet the new distance learning delivery methods. This section summarizes:

❖ Changes in recommended evaluation tools by target population and intervention type,

❖ Specific data collection approach, data entry portal and date available for online data collection, and

❖ Evaluation tools that are "on hold" or pending possible changes in the instrument.

Two additional documents found on the CFHL, UC Evaluation webpage to support these evaluation changes:

▪ Tip Sheet for Collecting Online Surveys in PEARS and

▪ FFY 2021 Recommended Evaluation Tools and SMART Objectives found on the CFHL, UC Evaluation page.

These recommendations are as of September 2020 and will affect FFY2021. Updated information will be shared as it becomes available. These updates will appear in **purple bold font.**

Please contact the state office evaluation team to clarify any questions you have about evaluation tools and approaches. *bmknelly@ucdavis.edu or akeihner@ucdavis.edu.*

Evaluation | Adult Nutrition Education & Physical Activity

The following evaluation tools, previously collected using paper and pen with participants in person, are now available online for completion by participants in either English or Spanish.

PEARS surveys do not currently have the functionality to include photos or images. For this reason, surveys such as the FBC which rely upon photos to clarify survey questions will be collected in Qualtrics.

Additionally, beginning in FFY 2021, the three questions from the Adult Physical Activity Survey (APAS) with the Food Behavior Checklist (FBC) will be combined since the curricula for which the FBC is used also promote physical activity.

The following evaluation tool **will not** be transitioned to online participant completion and is on-hold until in person taste tests are possible.

- **Adult Taste Test Tool (Adult TTT) - ON HOLD** - FOR AT LEAST QTR. #1 of FY21

Adult Online Evaluation Tools

Tool Name	Tool Type	FFY21 Data Collection Approach	FFY21 Data Entry Portal	FFY21 Portals available
Intent to Change (ITC) Surveys - Multiple topics	single session assessment	participant survey link or QR code	PEARS	October 15th
Adult Physical Activity Survey (APAS) Eng./Spanish	pre/post*	participant survey link or QR code	PEARS	October 15th
Plan Shop Save and Cook (PSSC)	pre/post*	participant survey link or QR code	PEARS	October 15th
Food Behavior Checklist combined with APAS (FBC+PA)	pre/post*	participant survey link	Qualtrics	October 1st
Healthy Happy Families (HHF)	pre/post*	participant survey link	Qualtrics	October 5th
Making Every Dollar Count (MEDC)	retrospective	participant survey link	Qualtrics	October 1st

*Participant ID code resources are available to support you in collecting ID codes from class participants when administering pre/post surveys. See ID code instructions and PPT slides for **in-person** survey administration English/Spanish, **online** survey administration in **PEARS** English/Spanish, and **online** survey administration in **Qualtrics** English/Spanish)*

With many participants completing pre/post surveys online in FFY2021, the state office recognizes that our pre/post survey data will include unmatched surveys. Please note that we don't want county teams to delete any unmatched surveys in PEARS, because this could result in the loss of demographic data entered by participants in their pre-surveys. However, if/when you resume collecting surveys in-person, please continue to only enter survey data into Qualtrics and/or PEARS for matched pre/post surveys.

Note: Most PEARS surveys are currently available for online data collection in **English and **Spanish**. The adult demographic card is available in **English, Spanish** and **Chinese** with auto-calculate as well as **Hmong** without auto-calculate.*

Note: All PEARS surveys collect the adult demographics necessary for reporting direct education. However, Spanish-language evaluation surveys cannot be used to auto-generate adult participants' demographics for Program Activities. Class demographics from participants using Spanish-language evaluation surveys need to be **hand tallied and entered into the **Demographics** reporting page of the Program Activity.*

Note: See KSU instructions here for how adult demographics can be **Auto Calculated using more than one attached survey (e.g., class demo cards/evaluation surveys in English and Spanish).*

Please contact the state office evaluation team to clarify any questions you have about evaluation tools and approaches. *bmknelly@ucdavis.edu or akeihner@ucdavis.edu.*

Distance learning during COVID-19

Direct Education | Definition and Guidelines

Direct education (DE) takes place when a participant is **actively engaged** in the learning process **with an educator** and/**or interactive media** within an evidence-based intervention. *

Key Components

❖ Actively engaged in learning with an educator o Interactive component
❖ Individualized educational experience based on participant input
❖ To the extent possible Curriculum Fidelity is assured, if you are unsure of modifications being made please contact Tammy McMurdo
  • Content covers the curriculum's core components
  • Curriculum objectives are met

Interactive multimedia (IM) integrates text, audio, graphics, still images, and moving pictures into one computer-controlled, multimedia product that provides an **individualized educational experience** based on a **participant's input**. *

Key Components

❖ Interactive component
❖ Individualized educational experience based on participant input

Indirect Education | Definition and Guidelines

Indirect education (IE) is defined as the distribution or display of information and resources, including any mass communications, public events (such as health fairs), and materials distribution, which involve no participant interaction with an instructor or multimedia. Distribution of educational materials alone does not constitute an evidence-based intervention. Indirect education activities, or distribution of educational materials through indirect intervention channels, needs to take place within an evidence-based intervention. *

Key Components

❖ Involves no participant interaction with instructor or multimedia
❖ To the extent possible IE should be part of an evidence-based intervention
❖ Content appropriate SNAP-Ed or CFHL materials/topics
  ▪ *Due to COVID-19 we understand that in many cases IE is the only option to stay in touch with our partners and participants and there are limited options to connect to a DE or PSE intervention.*

* SNAP-Ed Glossary and FAQ's USDA-FNS SNAP-Ed Education and Reporting System (EARS) webpage Delivery & Reporting Guidelines

Table | Distance Learning Strategies

Direct Education	Direct Education	Indirect Education Strategies
Direct education activities are reported in the Program Activities module in PEARS	*Direct education activities are reported in the Program Activities module in PEARS*	*Indirect education activities are reported in the Indirect Activities module in PEARS*
Direct education through webinars	**Direct education through Interactive Media**	**Indirect Education**

EXAMPLES
 	
• Live webinar with actively engaged participants
 	
   o Community Educator or Extender delivers content in real time and follows up with activities designed to reinforce the lesson objectives during live webinar class.
 	
      ▪ Live lesson may include the use of recorded videos
 	
• Flipped classroom
 	
   o Online content provided to participant for self-study.
 	
   o Classroom webinar follow-up with extender or community educator during a live, interactive session to reinforce lesson objectives.
	EXAMPLES
	
	• PowerPoint with an interactive component
	
	   o Allows the viewer to view a self-paced PowerPoint lesson.
	
	   o Following a section there may be a Q&A section allowing the user to branch into other parts of the lesson or review content.
	
	   o Normally there is Home Button to return to a main menu area. Very much like a website or app experience.
	
	• Interactive multimedia *(i.e. Leah's Pantry EatFresh.org Mini-Course)*
	
	   o Individualized educational experience based on participant input with no engagement with an instructor.
		EXAMPLES
		
		Traditional
		
		• Newsletters, flyers either hardcopy or electronic
		
		• Tastings, not part of a lesson
		
		More robust efforts during CV19
		
		• Handouts/ workbooks emailed out or posted to a website
		
		• Educational materials emailed out or posted to a website for self-taught lessons
		
		• Handouts packaged with school meal distribution or other food distribution sites (i.e., providing materials and resource to be included with the food that others distribute)
		
		• Recorded video/webinars with no participant interaction with educator or extender.

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Table| Direct Education vs Indirect education Checklist

R = Required component | O = Optional component examples | --- = Not Applicable

Components of Lesson/Sessions	Direct Education (DE)	Interactive Media (DE)	Indirect Education (IE)
Are the materials and intervention evidence based	R	R	R
Is the curriculum / material approved by CFHL	R	R	R
To the extent possible Curriculum Fidelity is assured See Page 10 for more information	R	R	---
Are participants actively engaged with an instructor	R	R	---
To the extent possible IE should be part of an evidence-based intervention *See Page 10 for more information*	---	---	R
Can participants ask OR answer questions *For example, after viewing videos either as part of class or on own using interactive media*	O	O	---
Can participants share	O	O	---
Can participants complete activities	O	O	O
Can the instructor see the progress of completed activities	O	O	---
Can participants receive / follow instructions that are provided by an instructor	O	O	---
Can the instructor see that participants are following along	O	O	---
Is this a recorded video followed up by educator review of materials with participants and has them apply what they learned in the video *(Flipped Classroom)*	O	O	---
Does **interactive media** integrate text, audio, graphics, still images, or moving pictures into one computer-controlled, multimedia product?	---	R	---
Does the digital lesson respond to the user's actions? *I.e., taking a quiz or submitting answers through a progress checkpoint*	---	R	---
Is the self-paced lesson individualized for each person based on user navigation?	---	R	---
Is a link to interactive media posted to a website or other social media page	---	O	---
Is the video a standalone lesson with no follow-up	---	---	O
Are these handouts or posted electronic materials with no interactive follow-up	---	---	O
Is this a newsletter or flyer	---	---	O
Is this NERI or other reinforcement material(s)	---	---	O

PEARS Data Entry Instructions | UCCE C2U – 100% at Home

Add Program Activity data based on the delivery method used

Method I | Contact by vchat or phone 1:1

- Enter one program activity for each participant.

Method II | Zoom check in for a group of participants

- Enter one program activity for each group receiving the same series of sessions.

Method III: Zoom class for a group of participants

- Enter one program activity for each group receiving the same series of sessions.

Program Activity Fields

- **Program activity name**: <u>**C2U-Site Name**</u> (or other identifiers so you can easily locate this entry later. Note do not use the participants name in the Program Naming)

- **Site name:** The site where the participants are recruited from should be used whenever possible. If participants are recruited using another method, please contact the State Office

  - <u>**Select from the dropdown site list**</u> in PEARS otherwise please contact <u>state office</u> for guidance.

- **Method used to deliver this program**

  - **Method I:** Choose **Other** and add description "100% At-Home 1:1,**phone** or **vchat"**
  - **Method II:** Choose **Other** and add description "100% At-Home Zoom check-in"
  - **Method III:** Choose **Other** and add description "100% At-Home Zoom class"

- **Session start date**
  - Enter the date of the call/zoom check in/zoom class

- **Session length**
  - **Method I: 100% At-Home 1:1** phone or vchat
    - <u>Lessons 1-3</u> (3 lessons by mail/call)
      - 2 hours + additional phone time exceeding 15 min *[Minimum of 135 minutes]*
    - <u>Lessons 4-6</u> (3 lessons by mail/call)
      - 2 hours + additional phone time exceeding 15 min *[Minimum of 135 minutes]*
    - <u>Lesson 7</u> (part 1-3) & Lesson 8 (4 lessons by mail/call)
      - 3 hours + additional phone time exceeding 15 min *[Minimum of 195 minutes]*

- o **For Method II: 100% At-Home Zoom check-in**
    - ▪ <u>Lessons 1-3 </u>(3 lessons by mail/Zoom check in)
        - 2 hours *[120 minutes]* + Zoom time
    - ▪ <u>Lessons 4-6</u> (3 lessons by mail/Zoom check in)
        - 2 hours *[120 minutes]* + Zoom time
    - ▪ <u>Lesson 7 (part 1-3) & Lesson 8 (4 lessons by mail/Zoom check in)</u>
        - 2 hours *[120 minutes]* + Zoom time

- o **For Method III: 100% At-Home Zoom class**
    - ▪ Lessons 1-2 (Zoom class)
        - Zoom time (1½-2 hours) *[90-120 minutes]*
    - ▪ Lessons 3-4 (Zoom class)
        - Zoom time (1½-2 hours) *[90-120 minutes]*
    - ▪ Lessons 5-6 (Zoom class)
        - Zoom time (1½-2 hours) *[90-120 minutes]*
    - ▪ Lessons 7 (parts 1, 2 & 3) (Zoom class)
        - Zoom time (1½-2 hours) *[90-120 minutes]*
    - ▪ Lesson 8 (Zoom class)
        - Zoom time (1½-2 hours) *[90-120 minutes]*

- **SNAP-Ed Custom Data**
    - o Intervention name: **<u>Residential Sites</u>**
    - o Priority indicators: <u>Select all of the following</u>
        - ▪ **MT1** Healthy Eating Behaviors
        - ▪ **MT2** Food Resource Management Behaviors
        - ▪ **MT3** Physical Activity & Reduced Sedentary Behavior
        - ▪ **ST1** Healthy Eating
        - ▪ **ST2** Food Resource Management
        - ▪ **ST3** Physical Activity & Reduced Sedentary Behavior
    - o Target Audience: (Please skip this Field)
    - o Setting: **Individual Homes or Public Housing Sites**
    - o Primary curriculum: **PILOT – UCCE Connects to You! (previously called Learn at Home)**

o **Objectives** | Please select all of the following:

- **Individual Health Behaviors: Demonstrate significant improvements in one or** more of the following healthy eating behaviors for 70% of the program activities evaluated: MT1c, MT1d, MT1g, MT1h, MT1l and MT1m.

- **Food Resource Management**: Demonstrate significant improvements in one or more of the following behaviors among 70% of the program activities evaluated: MT2b, MT2g, MT2h, and MT2j.

- **Individual Physical Activity Behaviors**: Demonstrate significant improvements in one or more of the following physical activity behaviors for 70% of the program activities evaluated: MT3a and MT3b.

o **Intervention topics** | Please select all of the following

- **Dairy** (including low-fat/fat-free milk and/or fortified soy beverages)

- **Food preparation**/cooking and food safety

- **Food shopping** and resource management

- **Fruits** and **vegetables**

- **Healthy fats and oils**

- **Limiting added sugars**

- **MyPlate food groups** and portions for a healthy eating pattern

- **Protein foods** (including seafood; lean meats and poultry; eggs; nuts; seeds; and soy products)

- **Reducing sedentary activities** ad screen time

- **Whole grains**

UCCE C2U – 100% at Home | Evaluation

When delivering UCCE C2U use the PEARS survey link/QR code to collect demographics from all participants and the Qualtrics survey link to collect the pre/post Food Behavior Checklist + Physical Activity (FBC+PA) in *__English__* and/or *__Spanish__* from participants engaged in programming <u>over at least 4 weeks</u>. See step-by-step instructions below or you can access the Online Adult Survey Links Tip Sheet here (see pages 5-6).

Using Survey Links to Collecting Adult Demographics & Food Behavior Checklist + Physical Activity

PEARS

QUALTRICS

- PEARS surveys **cannot** include photos so surveys like the Food Behavior Checklist are better collected in **Qualtrics**

- For web-based classes, you can use online survey links to collect adult participants' demographics and the Food Behavior Checklist + Physical Activity pre/post survey.

- **You will access the online**:
  - Demographic Card in PEARS and
  - Food Behavior Checklist **+** Physical Activity (**FBC+PA**) pre/post survey via a link **Qualtrics**.

*Note: Most PEARS surveys are currently available for online data collection in **English** and **Spanish**. The adult demographic card is available in **English**, **Spanish** and **Chinese** <u>with</u> auto-calculate as well as **Hmong** <u>without</u> auto-calculate.

*Note: All PEARS surveys collect the adult demographics necessary for reporting direct education. However, **Spanish-language evaluation surveys cannot be used to auto-generate adult participants' demographics for Program Activities.** Class demographics from participants using Spanish-language evaluation surveys need to be **hand tallied** and entered into the **Demographics** reporting page of the Program Activity.

*Note: See KSU instructions here for how adult demographics can be **Auto Calculated** using <u>more than one attached survey</u> (e.g., class demo cards/evaluation surveys in English and Spanish).

Please contact the state office evaluation team to clarify any questions you have about evaluation tools and approaches. *bmknelly@ucdavis.edu* *or* *akeihner@ucdavis.edu*

To collect the Adult Demographic Card:
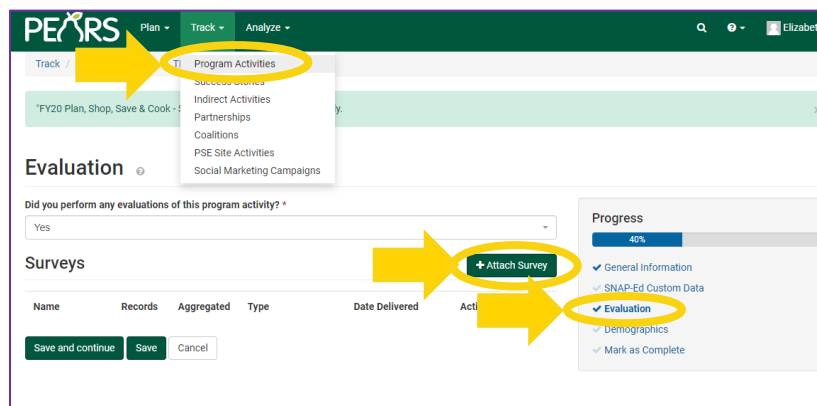
- Create a Program Activity for the online nutrition education session/series being delivered.
- Click **Attach Survey** on the **Evaluation** reporting page in your Program Activity.
- Then, complete the required fields which include:
  - Selecting the survey (e.g. Adult Demographic Card)
  - Survey type (e.g. Pre)
  - Estimated delivery date
 - Save the default survey name
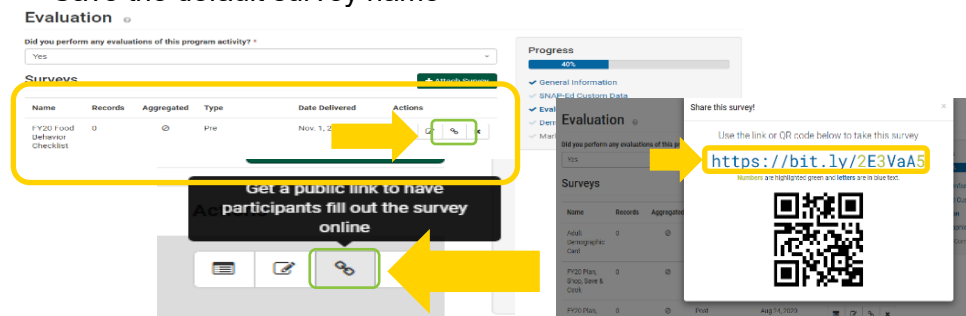
- In the **Surveys** table, click on the chain link icon under Actions to get a public link so participants can fill out the survey online. (see example)

- Once you click on the icon a pop-up box will appear with the **survey link** and **QR code**.
  - Please use the **survey link** which can easily be shared with participants during web-based nutrition education classes.
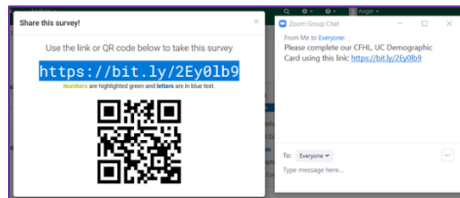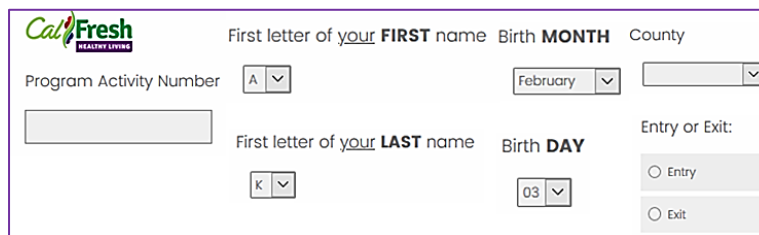
- You can distribute the Demographic Card by **copying and pasting** the link **into Zoom chat** or **sharing the QR code on the screen** and asking participants to complete the demographic card and FBC+PA survey during the webinar – similar to the administration practices used with face-to-face program delivery.

- That way, you can answer any questions that participants may have while completing the survey and help ensure that you get a better response rate.
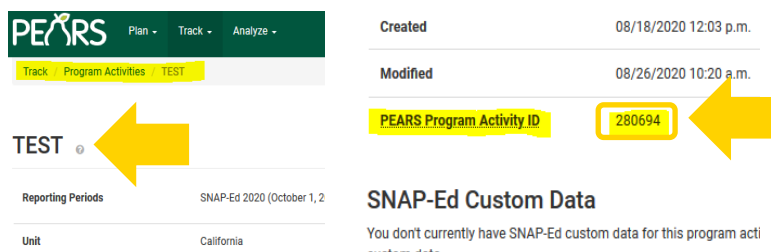
To collect the FBC+PA pre/post survey

- Copy/paste the following into the Zoom chat function:
  - *The **link to the Qualtrics FBC survey** (**English** or **Spanish**)*
  - *The PEARS **Program Activity Number** (see highlights in example)*
  - *The **County** where the class is occurring.*

- *Next, work with participants to enter:*
  - ***Program Activity Number** from the Zoom chat*
  - ***First/last initials***
  - ***Birth month/day** to create their <u>unique ID#</u>*
  - *UCCE **County**, and*
  - *Select either **Entry** (for the Pre-survey) or **Exit** (for the Post-survey)*
- *Then, they will advance to the FBC+PA survey questions.*

EatFresh.org | Overview

The EatFresh.org Mini Course, created by Leah's Pantry, is a fun, interactive web-based, direct education curriculum for adults and high school students that CHFL, UC program may be interested in offering to participants and/or approved delivery sites. This guide provides CHFL, UC programs with information regarding:

- Recruiting participants and promoting the course
- Using referral codes for tracking and reporting purposes, including codes for recruiting via the web and social media
- Using the Mini Course with high school students, and requesting site-specific referral codes
- Obtaining data for Mini Course participants who reported using specific county referral codes
- Entering Mini Course data into PEARS
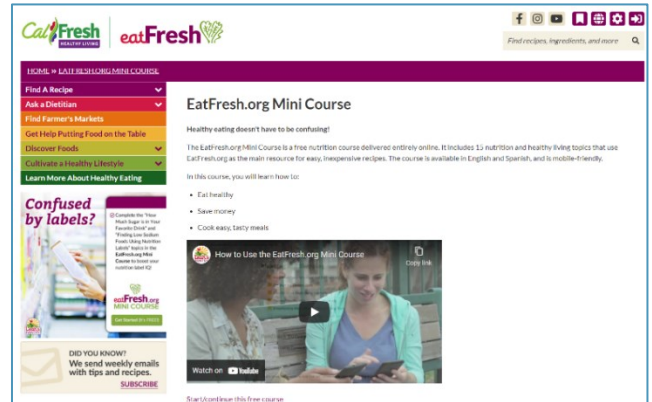
Curriculum Information

There are 15 total lessons, each five to ten minutes in length. Lessons are available in both English and Spanish and the course includes three sections:

- Nutrition Basics
- Creating Wholesome Meals
- Planning and Shopping

After creating an account, participants complete a short assessment quiz before gaining access to the Nutrition Basics lessons. Once all lessons from this section are completed, participants complete a follow-up survey and the remaining lessons are unlocked.

Learn more about the course by reviewing the webinar held for CFHL, UC in May, 2020.

- EatFresh.org Mini Course Webinar Slides
- EatFresh.org Mini Course Webinar Recording

For questions about the EatFresh.org Mini Course, please reach out to Anna Jones | anajones@ucdavis.edu

Educator Access

To view the course as a staff member, create a new account with your contact information. In the referral code field, enter "TEACH."

> If you were not given a referral code, leave this field blank.
> **Referral Code** | TEACH

Using this referral code allows you to access to the course as a staff member, bypassing the assessments while also keeping staff data separate from participant data. You will also gain access to other features, such as the EatFresh.org Mini Course for Educators, Frequently Asked Questions, and handouts.

Recruitment and Mini Course Promotion

Leah's Pantry has created a number of promotional materials for the Mini Course that can be found in the EatFresh.org Mini Course Promotion Materials. These include:

- Flyers in English and Spanish
- Phone and Email Scripts
- Social Media Toolkit
- Video on how to use Mini Course

Methods used for course promotion include:

- Sending flyers home with preschool/school meal pick-ups or classroom distributions
- Coordinating with school principals to have promotion materials approved and promoted through the school's communication channels
- Partnering with food banks to promote during distributions
- Promoting on social media
  - See below for more information regarding promotion of the EatFresh.org Mini Course via the web. If using this option, please contact Anna Jones (anajones@ucdavis.edu) at the State Office.

Partnering with SNAP-Ed eligible adult sites and schools through appropriate communication channels with eligible participants is encouraged. When recruiting SNAP-Ed eligible individuals for participation in the EatFresh.org Mini Course, adhere to the guidance found in Section II of the Adult Distance Learning Guidance.

Referral Codes

Referral codes are used to identify the CalFresh Healthy Living, UC program and county of the participants for tracking and reporting purposes. These codes should be used with the promotional materials when recruiting participants. Participants accessing the course will be asked to enter the referral code registering for the EatFresh.org Mini Course.

Each CalFresh Healthy Living, UC LIAs have a unique referral code with **UC** followed by the county number.[1] (There are also EFNEP referral codes; codes that begin with UC are specific to CFHL, UC.)
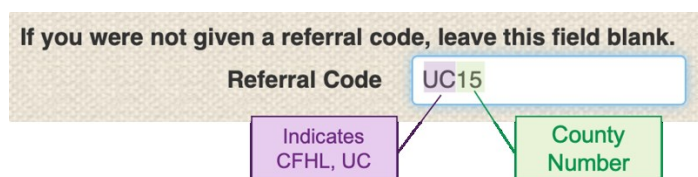
These codes should be added to promotional materials or flyers disseminated through the agency's communication channels. The **_Web Referral codes_** should be used if the LIA is promoting the courses through a website, Facebook or other social media to recruit more broadly.

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[1] The county number is the commonly used sequential number for each of the 58 California counties when listed alphabetically.

CFHL, UC | County/Cluster	Hard Copy Referral codes	Web Referral Codes
Alameda	UC1	UC01WEB
Central Sierra		
Amador	UC3	UC03WEB
Calaveras	UC5	UC05WEB
El Dorado	UC9	UC09WEB
Tuolumne	UC55	UC55WEB
Butte Cluster		
Butte	UC4	UC04WEB
Colusa	UC8	UC08WEB
Glenn	UC11	UC11WEB
Sutter	UC51	UC51WEB
Yuba	UC58	UC58WEB
Contra Costa	UC7	UC07WEB
Fresno/Madera		
Fresno	UC10	UC10WEB
Madera	UC20	UC20WEB
Imperial	UC13	UC13WEB
Kern	UC15	UC15WEB
Kings/Tulare		
Kings	UC16	UC16WEB
Tulare	UC54	UC54WEB
Merced/Stanislaus		
Merced	UC24	UC24WEB
Stanislaus	UC50	UC50WEB
Placer/Nevada		
Nevada	UC29	UC29WEB
Placer	UC31	UC31WEB
Riverside	UC33	UC33WEB
SF/SM/SC		
San Francisco	UC38	UC38WEB
San Mateo	UC41	UC41WEB
Santa Clara	UC43	UC43WEB
San Joaquin	UC39	UC39WEB
SLO/SB		
San Luis Obispo	UC40	UC40WEB
Santa Barbara	UC42	UC42WEB
Shasta Cluster		
Shasta	UC45	UC45WEB
Tehama	UC52	UC52WEB
Trinity	UC53	UC53WEB
Yolo	UC57	UC57WEB

Web-based Referral Codes

If recruiting via the web, such as a county website or social media platform, a web-specific referral code should be used. This is a new approach being requested for FFY2021. When EatFresh.org recruitment is done through a web posting or social media rather than in coordination with an approved SNAP-Ed delivery sites, the SNAP-Ed eligibility of potential participants cannot be verified. When recruitment is done in this manner, the State Office will use EatFresh.org registration information about participation in CalFresh and other means-tested programs to identify those participants that are SNAP-Ed eligible for inclusion in PEARS reporting. Web-based referrals need to have a specific code to identify participants that may have followed a link from a website or other social media platform.

If using this option, please contact Anna Jones (anajones@ucdavis.edu) at the State Office.
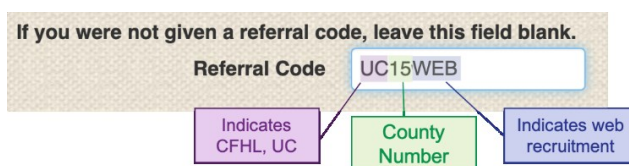
Using EatFresh.org Mini Course with High School Students

Site-Specific Referral Codes

The EatFresh.org Mini Course has been approved for use with high school students; while not required, CFHL, UC teams also have the option of using referral codes that identify participants recruited through SNAP-Ed approved delivery sites. When working with high schools to promote the course, being able to identify which school participants are from can allow for use of school-level demographic information. This can be accomplished with site-specific codes, such as the example below, which uses a high school abbreviation.
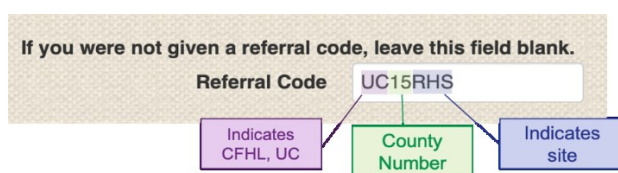
These codes are not created automatically when used by a participant registering for the EatFresh.org mini course. Please contact Anna Jones (anajones@ucdavis.edu) with the following information if you would like to use site-specific codes. It is important to ensure there are no duplicate codes.

- County
- Names of sites with suggested abbreviations
    - *Example: Regional High School (RHS)*

Please provide this information <u>10 business days in advance</u> of when the site-specific codes are needed.

A complete list of referral codes can be found on Box.

Firewall Issues

In some instances, students have encountered issues accessing the course due to firewalls on school-issued laptops. Check with your site contact if this may be an issue so that EatFresh.org can be added to the school's list of approved websites.

Mini Course Data and Reporting

The CFHL, UC State Office will provide county/clusters with an Excel file with Mini Course participants who reported using their specific county referral codes.

- Year-end data will be provided shortly after the end of the fiscal year for entry into PEARS.
- Interim data will be provided to counties on a quarterly basis as a courtesy for insight into the status of recruitment efforts
  - This data will not be cleaned or reviewed for accuracy by the State Office.
- Do not enter this interim data into PEARS. All data from the Mini Course is downloaded at the end of the year; entering interim data as it becomes available will increase the chance of duplicate entry for the same participants.

This data will include the following information:

- Number of unique participants who used the county referral code(s)
- Gender, race and ethnicity reported by participants
- Total number of lessons viewed
- Which lessons were viewed and in what order

Reporting the EatFresh Mini course in PEARS

1. For technical assistance with reporting Program Activities into PEARS, please contact Jennifer Quigley jaquigley@ucdavis.edu The CalFresh Healthy Living, UC State Office will provide counties with an excel file with **all** EatFresh Mini Course participants who reported using one of the specific CFHL, UC county referral codes. Worksheets will be labeled as follows:

   - **ALL** | Original data provided by Leah's Pantry. Each row is a participant.

   - **REMOVED** | participants removed *e.g., did not view a lesson*.

     - **These participants may have registered to view the course but did not view any of the lessons.**

   - **CLEANED** | Listing of participants to report in PEARS.

     - **These participants registered and viewed at least one lesson.**

   - **CLEAN PEARS** | Demographic summary tables based on the "CLEANED" worksheet formatted to easily report PEARS demographics.

     - **Since Demographics are not required when registering for the EF mini course not all participants will have demographics, there will be a significant number of participants in the unknown field. This is expected.**

- When working in youth settings such as schools and site-specific codes are used, site-level demographic data in PEARS should be used in lieu demographic data collected by the EatFresh.org Mini Course.

  - Using the total LP data provided by the CFHL, UC State Office enter in the total number of school age participants by site as one program activity.

  - If the online LP course was provided to more than one school, each site should be entered separately as one program activity per school.

  - In the *demographic* section using the *auto calc* function, enter the total number of participants from the school site.

  - This will automatically calculate the demographics for sex, ethnicity and race into the 5-17 age category.

  o **PEARS Custom Data** | Please follow the guidance provided in the Curriculum Job aid found on the PEARS User Resources and References web page.
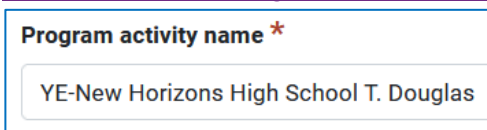
PEARS reporting instructions

1. Login to PEARS https://pears.oeie.org/accounts/signin/

2. Under Track, select Program Activities
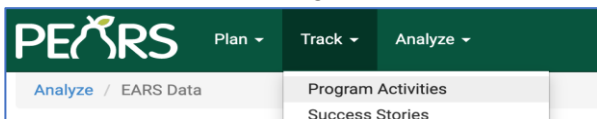
3. Click on "Add" [+ Add]
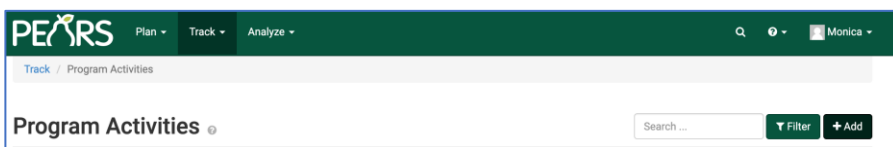
4. In the Program Activity Name* field, enter the User-Defined Program Name. See https://www.cdss.ca.gov/inforesources/pears for Naming Guidelines.

Program activity name *

YE-New Horizons High School T. Douglas

5. Add one Program Activity for the county unless have site specific or web/social media recruited participants or otherwise instructed.

  o The exception would be if a code for a High School were used to differentiate groups of participants form different schools. Each group of students from each school should be

entered as one Program Activity for the site with the total number of participants entered that used the site-specific code.

- o Use a site where your team promoted the mini-course to report, **Select the site from your site list.**

  Site *

  Daly City Youth Health Center   ID: 76985 ▾

  Choose the site where this program was delivered. You may also select an organization that includes multiple sites (e.g. a school district or grocery chain). What are inactive sites?

- o **Do not add any** generalized **sites to PEARS**. If you recruited from an organization (more than one site), please contact the CFHL, UC State Office for further assistance.

- o If web promotion was used, please contact the CFHL, UC State Office for assistance with site selection.

6. In the UNIT* field Select the county where the program activity occurred from the dropdown menu do use the cluster option choose only one county.

   Unit *

   San Mateo (County)   ▾

   This is the unit where the program activity was delivered.

7. In the **METHOD USED TO DELIVER THIS PROGRAM*** select "Webinar / online".

   Method used to deliver this program *

   Webinar / online

8. CFHL, UC requests that the start date be the earliest login date for the participants who used your county referral code.

   - o Use the start date provided in the Mini Course data for the **first date a participant logged into** the system. The end date will be 9/29 for when the exported from the Mini Course system is completed.

9. For the LENGTH Field enter 15 minutes and select **Using IM** *(Interactive Media)*.

Start Date *	Start Time	Length (min) *	# Participants	Using IM
11/04/2020 📅	3:30 pm	15 ⬍	⬍	⬛

10. For the SNAP-Ed Custom data use the Curriculum Job aid found on the CDSS PEARS User Resources and References website

11. Count all participants that completed at least one topic. This will be the TOTAL number of participants entered on the demographics page.
    - o Data will be cleaned to show those who will be reported in PEARS *(e.g. they viewed at least one lesson)*.

- o The data will provide summary demographic tables.
    - Add the demographic information for the total ***unduplicated*** number of users.

    - The State Office will provide you with Pivot tables that summarize the demographic data in three tables that align with PEARS demographic reporting.

- o For school sites that have demographics available in PEARS use the Auto Calculate Function in pears to determine the demographics of the total participants by site.

PEARS can compute the demographic makeup of participants automatically. To use this tool, first enter survey response data, or ask your administrators about using site-wide demographics as estimates.

▦ Auto Calculate

Auto Calculate Using Site-wide Demographics ✕

This method computes participant demographics based on the overall demographic makeup of the site Abraham Lincoln High. Please enter the total number of participants.

Total Participants *

542

This will replace existing demographic values. Are you sure?

Yes   No

Age & Sex *

	Female	Male	Unknown
Less than 5 years	0	0	0
5 – 17 years	288	254	0
18 – 59 years	0	0	0
60 years or older	0	0	0

Ethnicity *

Hispanic / Latino	402
Non-Hispanic / Latino	134
Prefer not to respond	0
Unknown	6

Race *

American Indian or Alaska Native	1
Asian	23
Black or African American	14
Native Hawaiian or Other Pacific Islander	10
White	71
Prefer not to respond	0
Unknown	423