What’s Up? Wednesday

EFNEP and CFHL, UC Staff Check-In

November 18, 2020
Today’s Agenda

Guidelines for Online Education – Updates!
Recruiting participants and volunteer teachers
Increasing learner engagement during online classes
Distance learning – from the field

Let’s hear from Kamal and Katie…
Guidelines for Online Education – *Updates!*

Sharing resources with volunteer teachers and other extenders

Complete Excel spreadsheet and return to State Office

State Office will add permission for ‘Resources for Extenders’ folders

Extender e-mails – any e-mail will work (don’t need to be G-mail)

Remind extenders not to share links/materials with others

Demonstration: how to add extenders to Google folder
Eatfit Flyer Winners!

Adan Osoria  
UCCE  
Contra Costa

Nancy Zumkeller  
UCCE  
Fresno/Madera

UCCE Online Lesson Materials → Eatfit Resources for UCCE Educators
https://drive.google.com/drive/u/0/folders/1oWXpVOIUkgg3YqFKosYkJHHeRdfwaM
Recruiting Participants and Volunteer Teachers

Shyra Murrey and Tammy McMurdo
Recruitment

Reflect  Plan  Implement  Monitor
Recruitment: Reflect

Where are you now?
  • Who are you successfully serving?
  • Who are you having difficulty reaching?
Recruitment: Plan

Brainstorm

• Individual and County/Cluster level
  • Staff meeting

• Identify tools that can assist you with recruitment
  • Program and curriculum-specific flyers
  • Interest survey
  • Reaching out to colleagues, program partners

• Develop a plan of action
  • What will you do to move towards reaching your target audience?
Recruitment: Plan

Strengthen existing partnerships
  • Reconnect with partners you haven’t heard from

Adhere to program-specific guidance provided by the State Offices
  • **CFHL, UC**: Adult Distance Learning Guidance - https://uccalfresh.ucdavis.edu/sites/g/files/dgvnsk2286/files/inline-files/ADULT%20Distance%20Learning%20Guidance%20V4.0_0.pdf
  • **EFNEP**: Distance Learning Guide (forthcoming)
  • Contact your supervisor or State Office with any questions
**Recruitment**

<table>
<thead>
<tr>
<th>Allowable Activities: Agency/Sites</th>
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<tbody>
<tr>
<td>Schools, afterschool programs, ECE sites</td>
<td>Community agencies and Programs serving qualifying participants</td>
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<tr>
<td>• Meet with extender/volunteer to schedule lessons or share a pre-determined lesson schedule (youth or adult)</td>
<td>• Share upcoming lesson series in an agency newsletter (adult)</td>
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<tr>
<td>• Flyers included with school meal pick-up, or student material pick-up (adult)</td>
<td>• Ask partner to e-mail program participants with upcoming lesson series (youth or adult)</td>
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<tr>
<td>• Share upcoming lesson series in a school or parent newsletter (youth or adult)</td>
<td>• Ask partner to post information on the agency website and/or social media account/s (youth or adult)</td>
</tr>
<tr>
<td>• Ask partner to share information on the school website and/or social media account/s (adult)</td>
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Keep in mind:
The path to success isn’t always a straight line.

SUCCESS             SUCCESS

what people think it looks like      what it really looks like
Keep in mind:

It’s important to learn from your experiences and share your successes!

Ways to share

• Newsletter: EFNEP, Active NewsBeet
• UC Delivers
• Success stories: WebNEERS, PEARs
• CFHL, UC Annual Report
Adult Recruitment tips

Overcoming challenges:
Follow social media sites for community agencies
Attend virtual meetings and look for names of attendees – those people are working!
Contact community agency staff any way possible - social media or What’s App
Teacher Outreach for Remote Delivery

EFNEP Alameda and Contra Costa Counties
Leah Sourbeer, Program Supervisor
Background

• Traditionally serve schools one at a time, one educator per school

• For SY 20-21, serve teachers by grade level rather than school

• For Fall, focus on grades 1, 2 and 3 and middle school

• For now, focus on enrolling past partner teachers rather than new recruitment
Steps - Overview

1- Educator sends **outreach email**

2- Teacher completes **interest survey**

3- Teacher completes **enrollment form**

4- Educator and teacher **schedule live introductory lesson**

5- If needed, educator work with teacher to **administer student evaluations**

6- Educator **share video links** with teacher
Step 1: Initial outreach/ check in

• Each educator contact partner teachers via email

• Email includes:
  • Greeting and acknowledgement of new learning environment
  • Availability of remote learning materials/EFNEP readiness for remote nutrition education
  • Explanation of live/video lesson format
  • Options for timing of lessons and delivery of paper materials if desired
  • Consider including sample lesson video clip
  • LINK TO INTEREST SURVEY
Step 2: Interest survey

- Interest survey includes:
  - Teacher name/school/grade
  - IF teacher wants to participate this year
  - If want to participate, WHEN this year they would like to participate.
  - What platform they are using for live remote classes (Zoom, Google classroom, Microsoft Teams)
  - Any other relevant information

**NOTE:**
Re-send outreach email to teachers that do not complete interest survey
Step 3: Teacher Enrollment

• Send enrollment link to teacher

• Confirm teacher enrollment (send reminder if needed)

• Enter teacher in sampling plan

• Determine if teacher will use paper worksheets and arrange drop off

• Check for any other concerns/questions
Step 4: Schedule live session #1

• Work with teacher to schedule live remote nutrition class session

• Set up practice session with teacher to confirm access to remote learning platform

• If needed, discuss options for administering student evaluations with teacher (complete with educator during intro, assign as homework, ask parents to assist students, etc.)
Step 5: Share video links with teacher

• Share video links as agreed on with teacher

• For Alameda/Contra Costa, each teacher has a google document that includes video links and descriptions and asks teachers to record when the link was shared/assigned to students
Today you will...

- Learn about major and minor goals
- Examine your eating habits
- Set an eating goal

Lesson 2: Episode 2

Ms. Molica

Mr. Adan

Ms. Jenn

Mr. Eli
Teacher Outreach & Recruitment

San Bernardino County
Step 1:

- Collect any information needed before enrollment
- Check responses often!
- Respond as soon as possible.

Youth Expanded Food and Nutrition Education Program (EFNEP) School Year 20-21 Interest Survey

Hello!

We are excited to offer a NEW virtual experience that teaches students about eating healthy and staying active!

Please fill out the following short survey if you are interested in learning more about Youth EFNEP’s virtual delivery options.

Upon completion, one of our educators, Miss Dailla or Miss Princess, will be in contact with you within 1-3 business days.

Email address *

Valid email address

This form is collecting email addresses. Change settings
Step 2:

- In an email:
  - Finalize enrollment.
    - Include your specified Qualtrics enrollment questionnaire link or Fillable PDF About My Class form
  - For both, assign a DEADLINE.

- Upon receipt of enrollment:
  - Confirm that all information is correct.
  - Enter the group into its appropriate Sampling Plan.
Step 3:

- Set up a virtual meeting with any teacher who has finalized their enrollment to discuss pertinent details

  * Schedule your meeting for 15 - 30 minutes.
Step 4:

- In an email:
  - Share youth materials as directed by the State Office.
  - If the group is a sample group:
    - Share the Pre/Post Survey link
    - Share the ‘How-to’ video with a deadline for completion.
Increasing Learner Engagement During Online Classes

Rita Palmer – CFHL, UC Butte Cluster
Nelly Camacho – EFNEP Alameda
Increasing Learner Engagement During Online Classes

Presented By:
Rita Palmer
Program Supervisor
CFHL, UCCE Butte
Step 1: Identify Your Audience

Understand, enrich, engage, and impress your audience!

Youth = entertainment

Adults = belonging
Step 2: Who is Your Character?

Your audience wants to hang out with someone that they like.
• Check your lesson delivery style

Model expected behavior.
• Would you like participants to smile?
  Smile with them.
• Yes, it is okay to have fun!
Step 3: Study Your Lesson Outline

What are 2—3 key terms, phrases, or key points that you want your audience to take away from your lesson?

How would you describe or rephrase those key points/lesson objectives in YOUR OWN words?

What tools can you give your audience to use in real life?
Step 4: Identify segments in the lesson that invite interaction

Go beyond the screen!

Build time into your presentation for interaction.

Are there components of the lesson that invite interaction?
• Yes= how can you elevate that?
• No= how can you create that?
Types of Interactions

- Get Moving
- Make Stuff
- Test Stuff
- Talk Back
- Find Stuff
Step 5: Put it All Together and Get into Action!

Image source: flaticon.com  Content Support: YouTube Kids Field Guide
Increasing Engagement with Adults

Meet participants’ needs
  Learn location/schedules for food distribution sites
  Assist with setting up Zoom
  Call and/or text participants to check in and ask about needs

Be flexible – classes possibly in late afternoon or early evening

Be the ‘bright spot’ in the participant’s day
  Rev up your energy level
  Look good and decorate your space
Increasing Engagement with Adults

Be extra sensitive and build relationships
  Start with a ‘check-in’ – how are you?
  Refer to participants by name
  Allow some ‘social time’
  Turn off screen sharing periodically

Be mindful - we are visiting the participants homes
  Integrate the participant’s home and their family
  Participants may not have a home or not want to show their home