



Extender Models in CalFresh Healthy Living, University of California

A Best Practices Guide



Acknowledgements

The authors would like to thank all the CalFresh Healthy Living, University of California Cooperative Extension staff that participated in the extender model interviews and shared their valuable expertise, insight, and experiences, which became the basis for this guide.

Principal Authors

Anna M. Jones, PhD
Andra Nicoli, MA

Case Study - Cultivating YPAR Extenders Through Co-Facilitation

Brandon Louie, MS
UC Davis Center for Regional Change

State Office Reviewers

Kelley Brian, MPH
Youth Engagement Lead

Tammy McMurdo, MS, RDN
Curricula and Direct Education Lead

MaryAnn Mills, MPH
Program Team Lead

Barbara McNelly, MS
Project Policy Analyst

Jennifer Quigley
Analyst

Kamaljeet Singh-Khaira, MS
Director

The authors would also like to thank the following individuals for sharing resources and experiences, creating videos about their extender model, or reviewing the guide and providing their feedback:

Tuline Baykal
Alameda County

Mary Blackburn, PhD, MPH
Alameda County

Shawnice Fisher
Shasta County Cluster

Chutima Ganthavorn, PhD
Riverside County

Lorena Hoyos, MEd
San Joaquin County

Katie (Cathryn) Johnson, MPH
Central Sierra Cluster

Paul Tabarez, MS
Imperial County

Rosa Vargas, MPA
San Luis Obispo/Santa Barbara Counties

California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit www.CalFreshHealthyLiving.org.

UC ANR is an equal opportunity provider and employer.

Table of Contents

Acknowledgements	2
About CalFresh Healthy Living, University of California	4
Introduction – The What, Who, Where, Why, When, and How of Extender Models	5
What are extender models?	5
Who are extenders?	5
Where are extender models implemented?	5
Why use an extender model?	5
When might extender models be helpful?	6
How are extender models implemented?	7
Getting Started	9
Identifying Potential Partners	9
Planning	9
Communicating Expectations, Roles, and Responsibilities	10
Case Study – Communicating Roles, Responsibilities, and Expectations with Extenders	10
Identifying Appropriate Curriculum	11
Training	13
Key Components of Extender Training	13
Common Training Methods	15
Supporting Extenders During Implementation	17
Resources	17
Curriculum and Program Support	18
Curriculum Fidelity	18
Case Study – Cultivating YPAR Extenders Through Co-Facilitation	19
Reporting and Evaluation	21
Program Activity Tracking	21
Evaluation	22
Appendices	23
Resources	23
Extender Checklist	25
Example - Shasta Cluster Extender Programming and Expectations	26

About CalFresh Healthy Living, University of California

The California SNAP-Ed Mission

To inspire and empower under-served Californians to improve their health by promoting awareness, education, and community change through diverse partnerships, resulting in healthy eating and active living.

Who We Are, How We Work

The federally funded Supplemental Nutrition Assistance Program - Education or SNAP-Ed is referred to as CalFresh Healthy Living in California. CalFresh Healthy Living is administered by the California Department of Social Services in partnership with the California Department of Public Health, University of California, the California Department of Aging, and Catholic Charities of California, Inc.

CalFresh Healthy Living, University of California (CFHL, UC) partners with UC Agriculture and Natural Resources Cooperative Extension (UCCE) offices to offer comprehensive, evidence-based nutrition, garden-enhanced learning and physical activity education as well as support for policy, systems, and environmental changes to local low resource communities throughout California. In addition, through our collaboration with UC Agriculture and Natural Resources (UC ANR) we are able to leverage programs such as Master Gardeners, 4-H, and Master Food Preservers to further enhance our educational offerings.

By working with local Cooperative Extension offices, CFHL, UC provides services to SNAP-Ed eligible individuals in 34 California counties. Our services include: evidence-based direct education provided by CFHL, UCCE educators or volunteer “extenders,” promotion of healthy behaviors, and policy, systems and environmental changes at eligible sites.

While the majority of CFHL, UC participants are preschool and school-aged youth and their families, the program also serves SNAP-Ed eligible adults and seniors.



Introduction – The What, Who, Where, Why, When, and How of Extender Models

What are extender models?

Put simply, an extender model is when trained individuals other than CFHL, UCCE staff, known as "extenders," implement programming. Extenders can deliver nutrition, gardening, or physical activity education in a variety of settings, with both youth and adults, depending on what works best for the county program and community. In addition to training, CFHL, UCCE staff provide guidance and resources are provided such as curriculum, lesson materials, pacing guides or no-prep kits to support extenders in their delivery of direct education.

Extender-led programming is also used outside of CFHL, UC. For example, in the Expanded Food and Nutrition Education Program (EFNEP) volunteer teachers provide education.

"An extender model is where we have another person... from a partnering agency, a school site, or after school program that delivers our approved curriculum"

- CFHL, UCCE supervisor

Who are extenders?

Extenders are diverse groups of professionals and paraprofessionals delivering programming in the community. In schools, extenders are often classroom or PE teachers. They may also be community volunteers, staff employed by community partners, or even youth participating in teens-as-teachers programs. A CFHL, UCCE educator may be working with one or more types of extenders, depending on what works best for the county program and community.

"We have PE extenders [employees of a municipal Parks and Recreation division in the county/cluster] that do CATCH at the park. We train their staff in the summer to do physical activity with students during the lunch feeding program."

- CFHL, UCCE educator

Where are extender models implemented?

Extender models are implemented in a variety of settings. As with other types of CFHL, UC education, schools are generally the most common setting. Due to the extensive teaching experience of classroom teachers as well as the built-in audience of students, schools are ideal environments for program implementation. However, schools are not the only location in which extender-led programming takes place. Other settings can be before or after-school programs, early-childhood education (ECE) sites, community settings, school or community gardens, or even home settings.

Why use an extender model?

A primary reason to work with extenders is to **reach a wider audience**. By partnering with extenders, CFHL, UCCE staff can, for example, provide services to a greater number of sites or **focus their efforts in other programming areas, such as PSE work**.

Extender models can also **increase program sustainability**, by building community capacity for sites to take ownership of programming until a school or community is able to conduct the program with minimal CFHL, UCCE involvement.

"I think it provides more opportunity for the youth and adults to be receiving education because we have limited personnel. So, if we were to go out and do direct education there would be a lot smaller numbers receiving that education because we just wouldn't be able to do all of the classes and the hands-on and guest lessons that go on now with the teacher being the extender."

- CFHL, UCCE supervisor

Increased community engagement through extender programs empowers community members to directly participate in creating change within their community. By offering capacity building to extenders and ongoing program support, an extender model assists in eliciting local voices in programming – a key aspect of building greater health equity. It allows community members the opportunity to define how best their community's needs can be addressed.

Building the confidence and skill of community members

serving as extenders is another long-term benefit to the community. This is especially

true in the case of community

volunteers and youth extenders, as it

provides an opportunity to deepen their knowledge of nutrition and physical activity while also building skills in teaching and program delivery. This provides opportunities to serve as peer leaders and mentors.

"It's also about making community change and supporting people to co-create that with us, rather than us just coming in as an expert. Our program is really designed to educate, engage, and co-create with our participants, whether that is an extender, youth, parent, or teacher. We can have better health outcomes as a result of that."

- UCCE County Director

When might extender models be helpful?

Extender models can be helpful in a number of ways.

1. **Sustainable program advancement:** After building a strong relationship with the school or site over time, an educator can work with motivated teachers or community partners to begin to co-teach or solo teach the curriculum as part of their daily or weekly lesson plan. In this way, healthy diet and exercise becomes a regular and sustainable part of school or community educational practices.

An extender method can also allow educators to impact sites at a deeper level by freeing up time to focus on implementing policy, systems, and environmental changes.

2. **Opportunities to further impact multiple sites:** Extender programs that become more integrated into ongoing scheduling in the school or community are then "mainstreamed" into local knowledge and programming. This allows educators the ability to offer ongoing support but also frees educator's time to move into other sites that are eligible but do not have an ongoing CalFresh Healthy Living program.

"I think it works best with people that you've had a good long-standing relationship with and that you really trust their expertise and their skill, especially if they're really motivated about nutrition and helping their kids and doing extra."

- CFHL, UCCE educator

Once communities embrace healthy living practices, many residents change their living practices. Some become active in civic engagement to change their physical environment by working with local officials to create bike paths, exercise routes and other amenities that support health and wellness.

How are extender models implemented?

The remaining four sections of this guide will go into depth on how to implement an extender model that works for your county program:

Getting Started

- Identifying Potential Partners
- Planning
- Identifying Appropriate Curriculum

Training

- Key Components of Extender Training
- Common Methods of Providing Training

Supporting Extenders During Implementation

- Curriculum and Program Support
- Resources
- Curriculum Fidelity

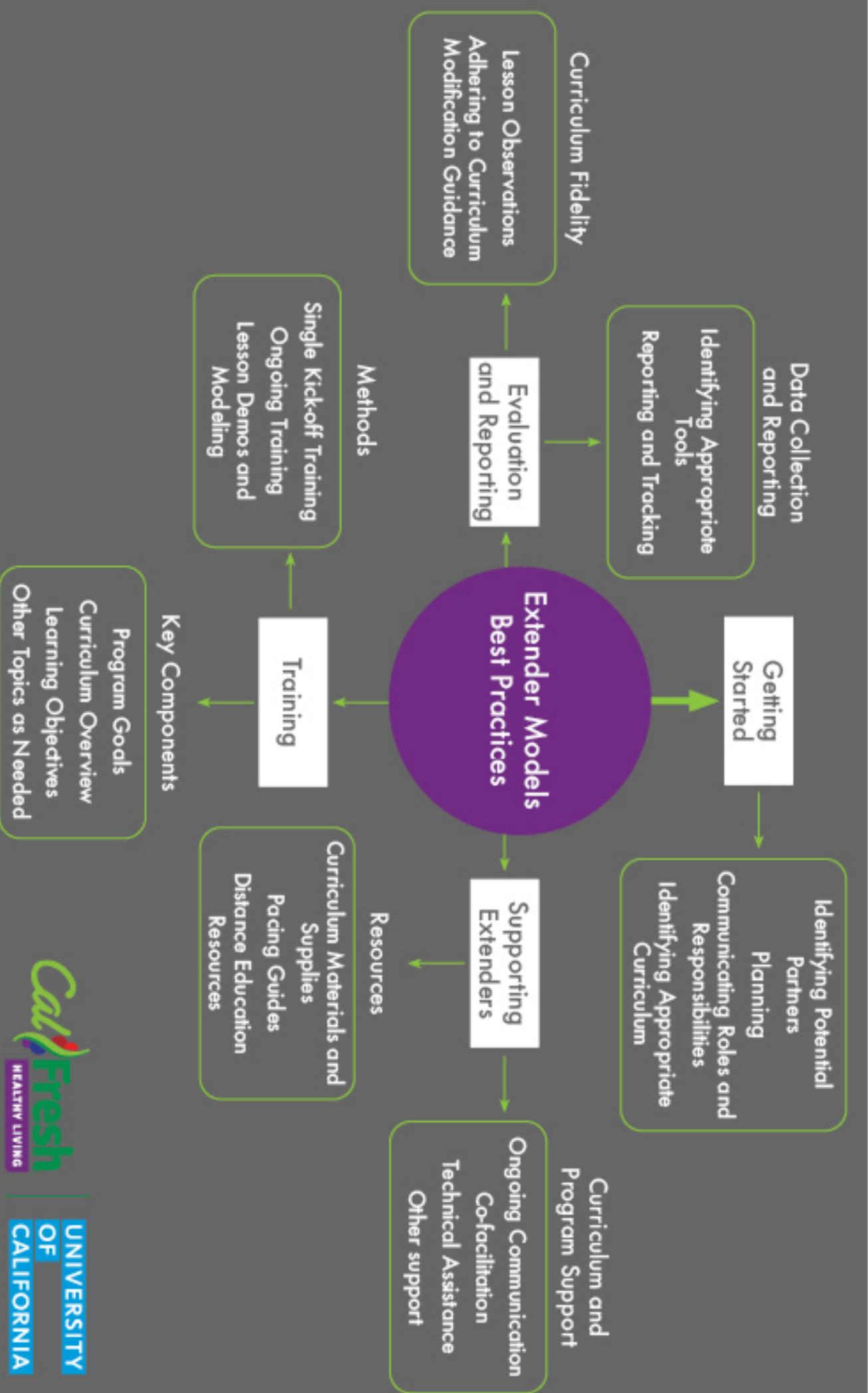
Reporting and Evaluation

- Program Activity Tracking
- Evaluation

In addition, an appendix of related resources has been compiled and can be found at the end of this guide. Included in the appendix is an [Extender Checklist](#) of items to consider when planning your extender model. While it is not an exhaustive list, it may provide a helpful starting point.

Extender Models in CFHL, UC

This infographic aligns with the Extender Models Best Practices Guide. For more information about any of the below topics, check out the Table of Contents in the Guide.



Getting Started

Identifying Potential Partners

When getting started, it may be helpful to think about your current school and community partners. Interviews conducted with counties/clusters implementing extender models highlighted strength of relationships with community partners as a key component to success. Consider current school and community partners where you have a strong presence and relationships to help get extender-led programming started on the right foot.

It's especially important to find the right "fit" for extender programming when starting out rather than forcing it. Understanding the partner's interests and tying programming to school or site goals and overall messaging can help generate buy-in and increase sustainability.

Once potential partners have been identified, the next step is to recruit extenders. These may be teachers or site leaders that have already expressed an interest, or are currently receiving CFHL, UCCE educator-led lessons. Methods that have been used to recruit extenders include:

- Discussing extender models with a district's superintendent or school site's principal before actively recruiting school teachers, students, educators, or volunteers.
- Maintaining strong relationships with current extenders, which can generate positive word-of-mouth about the program within the school or site. This can be supported by an active presence at the site, such as through the delivery of CFHL, UCCE education and participation in school or site events. This spreads the word about health & wellness.
- Presenting the benefits of extender programming at staff meetings. While benefits will vary based on the site and community, they may include:
 - Supporting local school wellness policy initiatives
 - Expanding nutrition and physical activity education to reach more students
 - Involving the community in improving health
 - Highlighting how early intervention can reduce obesity and chronic disease rates as well as reduce absenteeism and support academic achievement
- Approaching potential extenders directly and offering to co-teach. Let potential extenders know what they are expected to do and what support they will receive by clarifying expectations and commitment upfront.

After extenders have been recruited, have them complete the [Extender / Teacher Enrollment Form](#).

Planning

While some planning will likely begin in advance of confirming extenders, a best practice is to involve the extender in the planning process. Begin the planning process early - this includes scheduling, materials, and resources. If working with schools, it may be helpful to meet with the principal early in planning before extenders have been recruited. If funding and resources permit, create a plan for continual material support, such as lesson kits or packets (see below section "[Supporting Extenders During Implementation](#)" for more information). In addition to the logistics of lesson delivery, also plan for collecting evaluation and other reporting data and assessing curriculum fidelity.

During the novel coronavirus disease 2019 (COVID-19) pandemic, the Early Childhood Education (ECE) COVID-19 Workgroup created a suggested list of [follow-up questions for interested teachers/ extenders](#), available via Box, that may help with planning. While these questions were designed primarily for use in ECE sites during distance learning, the majority can apply to all extender-led

education.

Communicating Expectations, Roles, and Responsibilities

It is important to outline expectations for extenders from the start, so there is no confusion and no surprises over the course of implementation. Some extenders are more independent and have extensive experience, while some may need more support from you. Expectations, roles and responsibilities are going to vary on a case by case basis. In any situation, working with the extender to best fit their needs will make implementation much more likely to be successful.

Some questions to consider as you plan include:

- What will be the primary method of communication between the extender and educator? How often will you communicate?
- What will the extender be responsible for implementing?
- What type of lesson preparation will the educator versus the extender be responsible for?
- How should the extender prepare before each lesson?
- What types of evaluation, tracking or reporting will be conducted by the CFHL, UCCE educator versus the extender?
- What curriculum and resource materials will the CFHL, UCCE educator provide?
- How can we ensure fidelity to the curriculum so that key messages are delivered and learning objectives are achieved?

Once discussions and planning regarding expectations, roles, and responsibilities are completed, consider compiling all of this information in a single document or email to share with the extender to reduce any potential confusion or misunderstandings.

Case Study – Communicating Roles, Responsibilities, and Expectations with Extenders

The Shasta Cluster, which includes Shasta, Trinity, and Tehama counties, has had a successful extender program for many years, working with teachers to deliver multiple curricula in several different grade levels from pre-kindergarten through middle school.

Initially, CFHL, UCCE educators would deliver three lessons from the five-lesson curricula being implemented, with classroom teachers responsible for the other two. In addition, teachers conducted tastings with the produce provided by CFHL, UCCE, and completed the Teacher Observation Tool. Over time, the popularity of the program led to educators teaching five to six lessons per day, which became difficult to maintain. Teachers that did teach lessons were not consistently implementing the lessons they had committed to.

This resulted in a new system being devised in which teachers would receive “no-prep” kits with all the materials they needed for the lessons to help streamline the process for teachers. CFHL, UCCE educators would deliver two lessons (first and last) rather than three, and teachers would deliver the three middle lessons. In addition, educators dropped off monthly produce tastings with instructions for the teachers to conduct with their students. Despite this, some teachers were returning the lesson materials, including the produce, unused at the end of the school year. This caused concerns among the Shasta Cluster staff about curriculum fidelity and food waste.

To address these concerns, the supervisors in the Shasta Cluster convened a meeting to

determine a clear and succinct way to communicate commitments. Starting from scratch and bringing their different perspectives, they set out to create a document that very clearly laid out what CFHL, UCCE would provide and what teachers were signing-on to do. The overview that was developed is titled “[CFHL, UCCE Shasta Cluster Extender Programming and Expectations](#)”.

This document includes:

- Program basics —the “what,” the “why,” and the “who”;
- Benefits for schools that participate;
- A checklist of what CFHL, UCCE educators will provide, including the lessons they will teach and other related details; and
- What the classroom teacher will be responsible for completing including the nutrition lesson in the monthly no-prep kit, the monthly tasting, as well evaluation and reporting.

The CFHL, UCCE Shasta Cluster Extender Programming and Expectations helped teachers who weren’t familiar with the extender program learn about the program and extender process. It also explained the evolution of the program to teachers who had been working as extenders for some time and identified ways in which the partnership had changed to better ensure curriculum fidelity. Since then, teacher extenders have had a better understanding of what CFHL, UCCE does, as well as increased confidence when delivering lessons. With the COVID-19 pandemic and shift to distance and hybrid learning, there are plans to update the overview to incorporate new models of education and reflect new options for teacher extenders.

Identifying Appropriate Curriculum

When choosing curricula, there are two minimum requirements. It must be:

1. CFHL, UC-approved
2. Age-appropriate or appropriate for developmental stage

For a complete list of approved curricula, visit the [CFHL, UC Primary Curriculum](#) webpage.

Beyond the minimum requirements, there are other considerations to keep in mind in order to best support your extenders.

Extender Skills and Interests

Another factor to keep in mind are the skills and interests of the extender. There are many CFHL, UC-approved curricula that include physical activity, gardening, or cooking. If your extender has interests or skills in one of those areas, they may be interested in curricula that incorporate one or more of these. Conversely, if an extender has little experience in gardening or cooking, a curriculum that emphasizes these may require additional educator support.

Another factor to keep in mind is comfort level with nutrition topics. Consider the level of experience or background knowledge your extenders have and whether it is a good match for the curriculum. Also consider: What resources does this curriculum provide for educators? Are you able to provide additional training for extenders on nutrition to help boost their knowledge and confidence level? (This will be covered in more depth in the “[Training](#)” section of this guide.)

Time Constraints

When choosing a curricula, there are two ways time-constraints may be important:

1. Time frame for curriculum delivery
2. Average length of educational session

The first is the time frame in which the curricula will be delivered. For example, will the curriculum be delivered over a full school year? Or in a week-long day camp during the summer? The curriculum delivered over an entire school year will likely have many more lessons or sessions than a curriculum delivered over the course of a week. It's important that the curriculum chosen will work well over the time frame available. Using a curriculum that has more lessons than can be delivered may mean being unable to achieve all of the learning objectives. This may also not meet curriculum fidelity requirements.

The amount of time an extender has consistently to deliver lessons determines the average length of an educational session. A curriculum with lessons that routinely take 60 minutes may not be the best choice for a situation where only 45 minutes are consistently available. However, the curriculum doesn't necessarily need to be an exact match for the education session length. If a planned lesson doesn't fill all the time allocated, this provides an opportunity to include additional activities, such as physical activity breaks or garden activities. (See Curriculum Modification Process, a guide to modifying curriculum under [Resources](#).)



Distance Learning

During the COVID-19 pandemic, 24 CFHL, UC curricula were adapted for distance learning. Choosing curricula for distance learning involves the same considerations as in-person curricula apply, with a few additional things to keep in mind.

- Asynchronous versus synchronous: Some curricula are designed to be delivered with live (synchronous) sessions over a conferencing platform such as Zoom or Google Meet, while others can be viewed online at any time (asynchronous).
- Distance learning tools for engagement: Several curricula include enhancements such as Nearpod modules or Kahoot quizzes to increase engagement. These may present an added bonus to extenders who are already familiar with the tools being used, but it may also be an added barrier for those with less experience with the tools.

When discussing distance learning with extenders, you may want to emphasize strategies for increasing engagement and applying a learner-centered approach. Several UCCE curricula that have been adapted for distance learning include activities that align with suggestions by the Next Generation Science Standards (NGSS), such as activities that leverage home connections by involving family members, include discussion questions, or connect to previous activities. Other strategies are to include multiple ways for students to share ideas, such as through conversations or written prompts, providing independent time to reflect, and generate questions or ideas, and include activities that allow for direct experience and exploration.

Finally, please reference the CFHL, UC distance learning guidance when using distance learning platforms with extenders:

- [Delivery and Reporting Guidelines for Distance Learning during COVID-19](#)
- [Adult Distance Learning Guidance](#)

Training

All extenders should be provided with training, although the content and extent of training may vary depending on the needs and experience of the extenders. Interviews conducted with CFHL, UCCE staff found that training for extenders varied based on the type of extender and the education being implemented. Classroom teachers generally needed less training compared to community volunteers or youth extenders due to their extensive experience with teaching and curriculum. They also often had less time available for training. Community partner extenders generally had more time in their schedule to receive formal training, which may be needed in order for community partner extenders to feel comfortable in conducting lesson delivery. Training for community partner extenders included teaching techniques and building classroom management skills in an effort to increase confidence in program delivery and facilitation. In addition, youth extenders often benefited from training in leadership and presentation/speaking skills as well as teaching and classroom management skills.

Key Components of Extender Training

The overall goal of providing training to extenders is to ensure they have the tools necessary to successfully implement the program and curriculum with fidelity. Below are some key components to include in any training you provide:

Note: Some curricula, such as CATCH, require specific training. Be sure to adhere to these requirements with your extender model.

Program Goals

To set the stage when training extenders consider sharing program goals first.

It may help to start off with an overview of the CFHL, UC program as well as your county program. This may include an explanation of how CFHL, UC and UCCE in counties work together to bring healthy living education to low-resource Californians throughout the state, as well as how working with extenders and volunteers helps expand the program to even more Californians. Consider providing a copy of the [CFHL, UC + UCCE Overview](#) handout. When discussing program goals, also share how evaluation is used to determine progress being made toward those goals. Discuss program goals, the evaluation process, the tools used, and how data are used to determine progress toward goals.

Program Requirements

The next component of training to review with extenders are program requirements. Extenders may not be aware that materials require attribution and funding statements, or that the correct “And Justice For All” poster must be displayed when delivering education. The [Lesson Observation Tool](#) is designed to help assess whether a lesson is being implemented as intended, as well as compliance with USDA and UC requirements. It may be helpful to review the relevant items on this tool with your extenders as part of training, focusing on program requirements. In addition, review requirements for tracking and reporting participation and discuss how these are critical. For more information about these, please see the section below titled “Reporting and Evaluation.”

Curriculum Overview and Learning Objectives

In your training, provide a broad overview of the curriculum that will be used. Include information about the key learning objectives, the general structure of the curriculum, the number of lessons or activities, and lesson flow. Many of the [promotional flyers available to CFHL, UC educators](#) (access restricted to CFHL, UC) provide an overview of this information. It is also important to state that curriculum materials are copyrighted and should not be duplicated or shared.

Depending on the extender and/or the curriculum, you may wish to provide more detailed information or demonstrations of individual lessons. This can be especially helpful if lesson activities have several components that can be difficult to visualize without seeing in person. This tool can also be used for curriculum fidelity. Use a lesson from the curriculum as an example, explaining what curriculum fidelity entails and suggestions for how to adhere to the lesson plan. (See the section below titled "[Curriculum Fidelity](#)" for more information.)

Other Necessary or Helpful Information

Other necessary or helpful information should be included in training as needed. There are a variety of different topics you may want to incorporate to support your extenders. Below, a few topics are highlighted you may want to consider including in your extender training:

Teaching and Classroom Management Skills

When working with those with limited experience teaching, such as community members or teens-as-teachers, consider including training on teaching skills and classroom management techniques. Webinars are available on the CFHL, UC website that cover some of these topics, including:

- [Building A Strong Foundation: A Strategic Approach for Preparing to Teach a New Curriculum \(webinar\)](#)
- Youth Classroom Behavior Management (zip files)
 - [Part 1 – Basics](#)
 - [Part 2 – Outside the Classroom](#)

Nutrition Concepts

Providing training on key nutrition concepts may help build the knowledge and confidence of the extenders with whom you work.

Food Safety

If extenders will be conducting cooking demos or tastings, training should include key food safety principles and demonstrate proper food handling and hand-washing techniques.



Distance Learning

With the COVID-19 pandemic, many educators and teachers ventured into distance learning for the first time. When working with extenders newer to distance learning, consider allocating time to provide a walkthrough of distance learning materials and demonstrate tools that will be used with the curriculum, such as polls in Zoom or engagement tools such as Kahoot, Nearpod, or Flipgrid.

Common Training Methods

Providing training to your extenders is a key ingredient to success. While there is no single correct method to provide training, three main strategies are often used: single training; ongoing training; and lesson modeling and demonstration.

The needs of your program, your extender, and the curriculum will determine which methods you choose.

Single Training Before Implementation

A single training before the lessons begin is a great way to provide some or all of the training an extender needs to be successful.

Pros

- All or a majority of the training provided at the beginning
- Works well when training a group of extenders

Cons

- Requires a block of time available in the schedules of everyone involved, which may be difficult for some extenders.
- May require additional check-ins, supplemental training, or follow-up

Ongoing Training

Ongoing training is simply training that takes place as the curriculum is being delivered by the extender. This can be monthly or weekly meetings in which the CFHL, UCCE educator meets with the extender to review the upcoming lessons.

Pros

- Can provide an opportunity to deliver lesson kits or curriculum supplies
- Works well with co-teaching with extenders to help them build confidence in the material and their delivery over time

Cons

- Requires regular scheduling and check-ins to be successful

Lesson Modeling and Demonstration

Lesson modeling and demonstration can be implemented in a variety of ways. It is commonly two to three lessons that are demonstrated by a CFHL, UCCE educator before the extender begins teaching the curriculum, but may involve modeling all lessons, depending on the curriculum and the extender.

Pros

- Allows extender to see lessons in action
- Provides an opportunity to demonstrate a lesson with best practices

Cons

- May require additional training in order to review key training topics, such as program goals and requirements

A few examples from county programs include:

- During the first year, the CFHL, UCCE educator delivered lessons while the classroom teacher completed formal lesson observations to become familiar with the curriculum. The teacher-extender then taught the lessons the following year.
- In a middle school in which two class periods participated in CFHL, UCCE education, the CHFL, UCCE educator provided the lesson in the earlier class period, with the classroom teacher observing. The teacher-extender then facilitated the lesson in the later class period.

Supporting Extenders During Implementation

Resources

Curriculum Materials and Supplies

Providing prepared curriculum materials and supplies is a way to reduce some of the burden on extenders because it allows them to focus on teaching. Delivering curriculum materials or supplies on a regular basis also provides a built-in opportunity to check-in with extenders or to provide ongoing training.

The resources and materials provided will depend on the curriculum, needs of the extender, and funding. This can include copies of the curriculum, workbooks, and handouts, including digital versions for distance learning, or supplies necessary for lesson completion, such as markers or beanbags.

Supplies and materials provided may include:

- Lesson packets or kits delivered on a regular basis, including worksheets, handouts, or supplies
- A single curriculum kit or “no-prep kit” that includes all materials and supplies needed
- Pre-prepared cooking demonstration or tasting supplies
- Garden materials and supplies
- Physical activity materials

Please follow [SNAP-Ed Guidance](#) when purchasing and distributing extender materials and supplies.

Pacing Guides

Pacing guides help extenders implement a curriculum in the appropriate time.

A pacing guide provides detailed information about when lessons should be delivered to help the extender implement a curriculum in the appropriate time period. This can be especially helpful when a CFHL, UCCE educator provides some of the education, either through co-facilitation (see below for more information), or delivering a wrap-up lesson at the end of the series. This can also be helpful to plan when an educator will conduct post evaluation.

An example of this the [Go, Glow, Grow curriculum pacing guide](#).



Distance Education Materials

Many distance education materials, created by CFHL, UC staff are available to be used by extenders. These include videos, PowerPoint slides, virtual worksheets, and other resources, depending on the curriculum.

In order for extenders to be able to access the Google Drive in which distance education materials have been stored, please work with your supervisor to provide the following to the State Office:

- Names and email addresses of extenders
- Curriculum they will be using

It is important to communicate with your extenders that these materials were developed by the CalFresh Healthy Living, University of California program using copyrighted materials. As with any copyrighted materials, unauthorized use and/or adaptation of these materials is prohibited.

Curriculum and Program Support

Ongoing Communication

Regular communication with extenders helps them feel supported, and provides a means to identify issues and ongoing technical assistance needed to ensure high quality delivery. Communication methods depend on the preferences and needs of the extender, and be accomplished through scheduled phone calls, text messages, or emails on a weekly, biweekly, or monthly basis. Some may want more frequent check-ins, especially in the initial stages of implementation.

Some topics that you may want to communicate about regularly include:

- Upcoming lessons
- Debriefing on past lessons
- Schedule for material drop-off
- New resources

Co-Facilitation

Co-facilitation involves the CFHL, UCCE educator delivering part of the curriculum or supplementing the curriculum delivered by the extender. A few common methods in which co-facilitation is used include extender delivery of nutrition lessons while the CFHL, UCCE educator teaches garden lessons, or the CFHL, UCCE educator delivers cooking demos or taste tests to enhance the curriculum. It can also be used as a method for training when modeling lessons for an extender or to transition from education primarily led by a CFHL, UCCE educator to education led by the extender.

Technical Assistance

Technical assistance can be provided in a variety ways, such as phone, email, text messages, Zoom or other web options, or in-person meetings¹, and can cover a number of topics. It is important to be available to extenders when they have questions or need assistance.

Other Support

Other instances in which extenders may require assistance can range from participation in a school event or expertise when building new garden beds. When providing other types of support, make sure that they are allowable under [SNAP-Ed Guidance](#).

Curriculum Fidelity

Curriculum fidelity concerns the extent to which a curriculum or program is delivered as designed and intended. In order to meet the SNAP-Ed requirements for evidence-based programming, curricula must be implemented with fidelity. Evidence-based curricula are tested to ensure they achieve learning objectives; learners may not achieve stated objectives if curriculum delivery varies too far from how it was designed and tested.

If possible, conduct at least one [lesson observation](#) when the extender is delivering a lesson. Use a copy of the lesson plan to accurately assess whether the lesson is being delivered with fidelity.

¹ During the COVID-19 pandemic, in-person support may not possible. Adhere to all state, local, and UC ANR safety requirements.

Some curricula have specific observation tools, such as the [CATCH Lesson Observation Tool](#). If you're not sure whether there is a specific tool you should use for lesson observations, check in with your supervisor or State Office contact.

Curriculum Modifications

There are instances in which approved curricula can be modified with justification. In specific circumstances curricula can be modified to be:

- More relevant and appropriate
- More engaging
- More up-to-date with new health and nutrition recommendations
- More skill-based
- Better aligned with USDA Evaluation Framework objectives

When seeking to modify curriculum, first check in with your supervisor about what you have in mind, then follow the steps laid out in the [Curriculum Modification Process](#).

Case Study – Cultivating YPAR Extenders Through Co-Facilitation

– **Brandon Louie, MS, UC Davis Center for Regional Change** (<http://regionalchange.ucdavis.edu/>)

The UC Davis Center for Regional Change (CRC) and School of Education (SOE) provide the CFHL, UC Youth Engagement Initiative with training, technical assistance, and program documentation support for youth-led participatory action research (YPAR). In order to sustain and expand youth engagement in YPAR projects that promote healthy nutrition and physical activity, it is critical that CFHL, UCCE staff not only partner with classroom teachers and school-based club facilitators, but build these collaborators' capacity to take ownership of YPAR activity; this in turn enables CFHL, UCCE staff to work with new sites. Such an "extender" approach to supporting youth-led policy, systems, and environmental (PSE) change interventions holds potential for CFHL, UCCE staff to seed projects in multiple locations and expand their programmatic reach.

In FFY 2020, CRC and SOE documented how UCCE nutrition education staff in Imperial County developed the capacity of a high school career and technical education teacher to become a YPAR extender. Given the potential challenges and pitfalls involved in facilitating a YPAR project for the first time without significant prior training or experience, the CFHL, UCCE team incorporated a co-facilitation model into their partnership with the teacher. Their objective was to ease the teacher into her role, focusing on modeling of activities and capacity building during the first year of their collaboration in order to shift greater project planning and facilitation responsibility to this extender the following school year.

This co-facilitation approach proved to be effective in increasing the extender's knowledge of YPAR and related resources and enhancing skills related to planning and facilitating a successful project. The teacher worked with five classes spread across three different high schools, so the YPAR facilitation team coordinated their efforts to meet with each class in succession on the same day of the week. By meeting with all five classes in one day and keeping them all on roughly

the same project timeline, UCCE staff were able to lead and model activities during the morning classes and allow the extender to take on a greater leadership role during the afternoon classes. This allowed UCCE staff and the extender to collectively reflect on, modify, and improve lessons as they were repeated throughout the day. The extender also helped document their activities while supporting student engagement and accountability during each session.

In addition to this co-facilitation model, other factors that supported extender success included adequate training and ongoing technical assistance and coaching from nutrition educators with extensive YPAR facilitation experience. In particular, guidance, training and support for extenders may be especially important during the issue identification phase of a YPAR project—to ensure the project focus is allowable within SNAP-Ed guidelines—as well as the research design and data collection phases. Access to additional YPAR curricular resources was also recognized as essential for success, and the Imperial County team utilized the Stepping Stones framework—a SNAP-Ed approved curriculum derived from tools available through the CRC and SOE Community Futures, Community Lore website: <https://regionalchange.ucdavis.edu/articles/community-futures-community-lore>.

Although their FFY 2020 YPAR efforts were disrupted at the end of the school year due to the COVID-19 pandemic, the extender was able to experience almost the entire trajectory of a YPAR project with the support and guidance of highly experienced UCCE nutrition educators and continued to pursue remote YPAR facilitation in FFY 2021. Reflecting upon this experience, the extender noted, “I learned with my students. This was a learning experience for me, too.”

Reporting and Evaluation

Program Activity Tracking

Like activities delivered by CFHL, UC educators, program activities delivered by extenders also need to be reported in PEARS. Forms with instructions for educators have been developed to streamline the process of gathering the required information from extenders. These forms, as well as instructions, guidance, training and tips sheets can be found on the [CFHL, UC PEARS Program Activities web page](#).

Before providing program activity tracking tools to extenders, CFHL, UC educators should review the form instructions (available as a separate document) and complete the fields for FFY, County, and curricula. Take some time to review the form with extenders and provide completed forms as an example. When the forms are returned by the extender, be sure to review the information and request clarification if the information does not look accurate.

- [Extender / Teacher Enrollment Form](#)
 - The bottom of the forms describes what the extender is agreeing to provide back as part of our program just above the extender/teacher signature.
- [Program Activity Tracking Tool & CATCH Lesson Tracking Tool](#)
 - [Program Activity Instructions for UCCE Educators](#)
 - [CATCH Activity Instructions for UCCE Educators](#)
- Distance Learning Tracking Tools | These forms are designed to capture data for virtual lessons that have a lesson plan and a predetermined time for each lesson
 - [Pre-K Curricula](#)
 - [K-5 Curricula](#)
 - [Middle and High School Curricula](#)
 - [After School Curricula](#)
 - [Instructions and Time Guide](#)
- ECE Tracking Tools
 - [Go, Glow Grow Lessons](#)
 - [Happy Healthy Me Lessons](#)
 - One worksheet for each lesson
 - [ECE Form Instructions](#)
- Google Sheets | [Request Access](#)
Same as above tools in Google Sheets
 - [Program Activity and CATCH Tracking Tools](#)
 - [CATCH Tracking Tools](#)
 - [ECE Tracking Tools](#)

For more information about tracking program activities, visit the [CFHL, UC PEARS Program Activities web page](#) or contact Jennifer Quigley jaquigley@ucdavis.edu

Evaluation

Evaluation is a critical component of the CFHL, UC program because it allows us to assess the outcomes of the work that we do. It helps highlight areas in which we are making progress toward SNAP-Ed goals, but as importantly can help identify areas for improvement.

Extender-led education benefits from evaluation similar to education led by CFHL, UCCE educators and in some cases will use the same tools. Depending on the tool, evaluation data may be collected by the CHFL, UCCE educator, or by the extender. Several evaluation tools are specifically designed for completion by extenders since they have the opportunity to observe changes among their students and themselves and they can provide important feedback especially on newly developed curricula, activities or approaches.

For more information about evaluation, visit the [CFHL, UC Evaluation web page](#).

Appendices

Resources

Getting Started

- [Follow-Up Questions for Interested Teachers/Extenders](#) (PDF, access restricted to CFHL, UC)
- [CFHL, UC Primary Curriculum](#) (web page)
- [CFHL, UC Tips for Extender Lesson Delivery](#) (PDF)
- [Extender / Teacher Enrollment Form](#) (PDF)
 - [Printable Enrollment Form](#)
- [The Extender Model: Strategies to Make the Extender Model Work Well in Your County \(December 15, 2015 Town Hall Presentation\)](#) (zip file)
- [Adult Distance Learning Guidance](#) (PDF)

Training

- [CFHL, UC + UCCE Overview](#) (PDF)
- [Distance Learning Curriculum Promotional Flyers](#) (Google Drive, access restricted to CFHL, UC)
- [Building A Strong Foundation: A Strategic Approach for Preparing to Teach a New Curriculum \(webinar\)](#)
- Youth Classroom Behavior Management (zip files)
 - [Part 1 – Basics](#)
 - [Part 2 – Outside the Classroom](#)

Supporting Extenders During Implementation

- [Go, Glow, Grow curriculum pacing guide](#) (PDF)
- [Curriculum Modification Process](#)
- [Lesson Observation Tool](#) (PDF)
- [CATCH Lesson Observation Tool](#) (PDF)

Reporting and Evaluation

- [Delivery and Reporting Guidelines for Distance Learning during COVID-19](#)
- [CFHL, UC PEARS Program Activities](#) (web page)
- [Extender / Teacher Enrollment Form](#)
- [Program Activity Tracking Tool & CATCH Lesson Tracking Tool](#)
 - [Program Activity Instructions for UCCE Educators](#)
 - [CATCH Activity Instructions for UCCE Educators](#)
- Distance Learning Tracking Tools
 - [Pre-K Curricula](#)
 - [K-5 Curricula](#)
 - [Middle and High School Curricula](#)
 - [After School Curricula](#)
 - [Instructions and Time Guide](#)

Reporting and Evaluation Resources, continued

- ECE Tracking Tools
 - [Go, Glow Grow Lessons](#)
 - [Happy Healthy Me Lessons](#)
 - One worksheet for each lesson
 - [ECE Form Instructions](#)
- Google Sheets | [Request Access](#)
 - [Program Activity and CATCH Tracking Tools](#)
 - [CATCH Tracking Tools](#)
 - [ECE Tracking Tools](#)
- [CFHL, UC Evaluation](#) (web page)

Extender Checklist

The below checklist provides a list of items to consider when implementing an extender models. This checklist is not intended to be an exhaustive list, but rather a starting point for planning.

- ☐ Complete extender enrollment form
- ☐ Complete initial planning with extender
 - ☐ Communication plan – preferred method, frequency
 - ☐ Number of lessons extender will deliver
 - ☐ Number of lessons CFHL, UCCE educator will deliver (if any)
 - ☐ Time frame for lesson delivery
 - ☐ Materials CFHL, UCCE will provide
 - ☐ Evaluation and data collection, including what the extender and the CFHL, UCCE educator will be responsible for completing
- ☐ Compile schedule, roles, responsibilities, expectations and other decisions made while planning into a single document and share with the extender
- ☐ Provide initial training
 - ☐ Program overview and objectives
 - ☐ Curriculum overview and learning objectives
 - ☐ Curriculum fidelity
 - ☐ Other topics (include as needed):
 - ☐ Teaching skills
 - ☐ Classroom management
 - ☐ Nutrition concepts
 - ☐ Food safety
 - ☐ Distance learning
- ☐ Conduct initial evaluation data collection (if applicable)
- ☐ Conduct at least one lesson observation for curriculum fidelity
- ☐ Conduct final evaluation data collection (if applicable)
- ☐ Meet with extender after education has concluded to discuss what worked, what could be improved, and plan for the next year or set of lessons.

Extender Program Overview:

- The CalFresh Healthy Living, UCCE Shasta Cluster School Program has transitioned to a more integrated and comprehensive approach that has increased sustainability, incorporated curriculum fidelity, and involved PSE activities in order to achieve our goal to *“Build essential knowledge and skills that will lead to healthy lifestyles and promote policy, system and environmental changes to support the sustainable change in behavior”*
- CalFresh Healthy Living, UCCE Objectives:
 - Increase consumption of healthy foods and beverages
 - Increase physical activity
 - Support sustainable, evidence-based policy, systems, and environmental changes that support healthy lifestyles and community wellness

Benefits for Schools:

- Empowers Teachers to be the health advocates in classrooms and communities.
- Builds capacity for Teachers and Staff by providing **FREE** nutrition and physical activity education training.
- Provides Teachers with research and evidenced-based curricula that is state approved and aligns with common core, math and science standards.
- Program will include a sustainable multi-level and multi-component intervention to reinforce strategies that support healthy youth and adult lifestyles and community wellness.

Extender Program:

- Support Teachers that have a strong desire to learn and teach our curriculum by providing curriculum training, technical support, and lesson modeling.
- CalFresh Healthy Living, UCCE provides teachers with grade appropriate, evidence based, state approved nutrition curriculum (program flyers available upon request).
- Depending on curriculum length and teacher involvement CalFresh Healthy Living, UCCE will provide **4 food tastings** and **2 lessons demonstrations**.
- For all other lessons, CalFresh Healthy Living, UCCE Educator will drop off “No-Prep” lessons kits and additional food tastings that will be delivered by extender.
- Educators will support ongoing nutrition and physical activity initiatives/priorities, school events and PSE approaches that align with our program goals.
- We can enroll (and dis-enroll) a teacher at any time during the school year depending on teacher participation.

No-Prep Lesson Kits:

- 1 drop off per teacher, per month, standardized across program
- Kits Contain:
 - Lesson Materials and Step-by-Step Instructions (will vary per grade level)
 - Tasting, Teacher Tasting Tool, Harvest of the Month
 - Take-home activity/Family Newsletter

Extender Expectations:

- Completion of the monthly No-Prep Lessons Kits (*Training and Technical Assistance offered by to CalFresh Healthy Living, UCCE Educators*)
- Completion of the monthly tastings (*This will require minor preparation of the food i.e.: rinsing, cutting, etc. instructions will be provided*)
- Completion of the Teacher Tasting Tool (TTT) alongside the monthly tasting and returned to CalFresh Healthy Living, UCCE Educator
- Completion of the Teacher Observation Tool (TOT). This is only done in May and collected by to CalFresh Healthy Living, UCCE Educator
- Completion of the Program Activity Tracking Tool. This is done after every lesson is completed.