CalFresh Healthy Living, UC Town Hall: Agenda

• Welcome to 2021! (00:01:11)

• The What, Where, and How of Promoting CalFresh Healthy Living Virtual Education (00:09:31)

• State Office Updates
  • PEAR-S-Adult Distance Learning (00:45:47)
  • Virtual Meeting Guidance for Connecting with Youth (00:50:37)
  • New Youth Evaluation Tools (00:57:30)
  • CDSS LIA COVID-19 Staff Redirection Survey Table (01:22:20)
  • IWP Revision Process Guidance (01:23:15)
  • Equity & Access Workgroup Update (01:28:51)
Welcome to 2021!
HOPE

• Using the link provided in the chat box, enter one word or a short phrase that gives you hope in 2021.
The *What*, *Where* and *How* of Promoting Virtual Direct Education
Materials to promote virtual education to community agencies and schools

1. Master List of Virtual Curriculum Materials
2. Virtual Education Checklist
3. Curriculum Promotional Flyers
4. Curriculum Website template for counties
Master List of Virtual Curriculum Materials

• **What is it?** List of materials for virtual lesson delivery
  • Organized by curriculum and grade level
  • Provides an update on status and availability

• **How to use it -**
  • *Internal document* for supervisor/educator reference
  • Select curricula to best meet school/agencies needs

• **Where to find it -** Google Drive
  https://drive.google.com/drive/folders/1GpWRtmS0rZmpBGwnt_c9AbUTfLBHLy2r?usp=sharing
Master List of Virtual Curriculum Materials

```markdown
<table>
<thead>
<tr>
<th>Grade</th>
<th>1st - 3rd grades and After school</th>
<th>1st grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>1st - 3rd Grades (Levels 1 and 2)</th>
<th>K-3rd Grades</th>
<th>1st -2nd and 3rd Grades</th>
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<tr>
<td>Curriculum description</td>
<td>Nutrition &amp; physical activity focus</td>
<td>Nutrition &amp; physical activity focus</td>
<td>Nutrition &amp; physical activity focus</td>
<td>Nutrition &amp; physical activity focus</td>
<td>Nutrition &amp; physical activity focus</td>
<td>Nutrition and physical activity focus</td>
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<td></td>
<td>Educator-led lessons &amp; student activities</td>
<td>Student self-led components with educator follow-up</td>
<td>Student self-led components with educator follow-up</td>
<td>Student self-led components with educator follow-up</td>
<td>Student self-led components with educator follow-up</td>
<td>Student self-led components with educator follow-up</td>
<td>Student self-led components with educator follow-up</td>
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<tr>
<td>Number of lessons (Status)</td>
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<td>5 lessons (Complete)</td>
<td>5 lessons (Complete)</td>
<td>5 lessons (Complete)</td>
<td>3 lessons per level (Complete)</td>
<td>9 lessons (6 Completed)</td>
<td>1st-2nd - none</td>
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<tr>
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<td>Both</td>
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<td>Both</td>
<td>Both</td>
<td>Both</td>
<td>Hard copy</td>
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<td>Lesson kits</td>
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</tbody>
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https://drive.google.com/drive/folders/1GpWRtmS0rZmpBGwnt_c9AbUTfLBHLY2r?usp=sharing
```
Virtual Education Checklist

• What is it?
  A one page document that contains all the resources available to our extenders in a virtual setting.
  • Specific to one grade level.
  • Easily customizable.

• How to use it -
  Send it to your teacher extenders together with the CFHL Admin flyer.

• Where to find it – Google Drive
  https://drive.google.com/drive/folders/1GpWRtmS0rZmpBGwnt_c9AbUTfLBHLY2r
Virtual Education Checklist

• Pre K-K example:
  • Options currently approved by our program for this grade level.
  • To customize it, simply delete a row.

For more information contact: CalFresh Healthy Living, UCCE
County Educator Insert your name and email here
CalFresh Healthy Living, UCCE Disclosure

[Image of a checklist showing examples of options approved by the program for Pre K-K, including Happy Healthy Me, Go Glow Grow, Garden Enhanced Learning, and Physical Activity.]
Curriculum Promotional Flyers

• What is it?
  Standard curriculum flyer that can be used to promote any of our CFHL UCCE & EFNEP curriculums.

• How to use it -
  Fill in the sections with the corresponding curriculum information.

• Where to find it -
  Google Drive
  https://drive.google.com/drive/folders/1GpWRtmS0rZmpBGwnt_c9AbUTfLBHLY2r
Curriculum Promotional Flyer

Pre K-K example:
Go, Glow, Grow curriculum
Curriculum Website Template for Counties

• **What it is?** Website of materials for virtual lesson delivery using Google Sites
  • Organized by grade level and curriculum
  • Links to Final UCCE Online Lesson Materials Google Drive folders
  • Provides links to indirect PA, gardening, and cooking resources
  • Can be customized by county programs

• **How to use it –**
  • Share with teacher extenders for a user-friendly way to access materials

• **Where to find it –**
  • More information coming soon!
Welcome

The CalFresh Healthy Living, University of California (CFHL, UC) offers comprehensive evidence-based nutrition and physical activity education, aligned with Common Core state standards. Staff and volunteers use one of several CFHL, UC approved curricula. We provide our curricula and support at no cost to schools, organizations or programs where 50% or more of youth are eligible to receive free or reduced-price school meals.

How to Use this Site

Hover your mouse over the grade level you are interested in and a list of available curricula will appear. Just click on the one you'd like to access to go its page! Each curriculum page includes a description of the curriculum, links to distance learning resources, and links to additional resources for teachers.
Curriculum Example – Go Glow Grow

Lessons and Materials

English Language Materials

- **Lesson 1**
  - [Lesson 1 Video](#) (for live presentation)
  - [Lesson 1 Presenter Guide](#)
  - [Lesson 1 PowerPoint Presentation](#)

- **Lesson 2**
  - [Lesson 2 Video](#) (for live presentation)
  - [Lesson 2 Presenter Guide](#)
  - [Lesson 2 PowerPoint Presentation](#)

- **Lesson 3**
  - [Lesson 3 Video](#) (for live presentation)
  - [Lesson 3 Presenter Guide](#)
  - [Lesson 3 PowerPoint Presentation](#)
Customization Options

Welcome
The CalFresh Healthy Living, University of California (CFHL, UC) offers comprehensive evidence-based nutrition and physical activity education, aligned with Common Core state standards. Staff and volunteers use one of several CFHL, UC approved curricula. We provide our curricula and support at no cost to schools, organizations or programs where 50% or more of youth are eligible to receive free or reduced-price school meals.

How to Use this Site
Hover your mouse over the grade level you are interested in and a list of available curricula will appear. Just click on the one you’d like to access to go its page! Each curriculum page includes a description of the curriculum, links to distance learning resources, and links to additional resources for teachers.
Recap -

Steps for using curriculum promotional materials

1. Download and review the Master List of Virtual Curriculum Materials. Use this list to select curriculum when preparing to meet with schools/agencies.

2. Include the Virtual Education Checklist when emailing teachers or agency contacts about our new virtual education programming. Have them select the curriculum they are interested in using with their school/program.

3. Email teachers/agency contacts the Curriculum Promotional Flyers or printing them off to include in promotional packets.

4. Use the Curriculum Website Template to organize virtual education materials your county uses. Direct teachers and other extenders to this webpage to download our virtual lesson materials.

For more information about these promotional materials – where to find them and/or how to use them, contact Tammy MoMurdo at mcmurdo@ucdavis.edu or Andra Nicoli at anicoli@ucdavis.edu.
Please Chat - What else might be helpful?

• If there are other resources or materials that would be helpful to include, please share in the chat.
Questions?

Tammy McMurdо
tjmcmurdo@ucdavis.edu

Andra Nicoli
amnicoli@ucdavis.edu

Anna Jones
annajones@ucdavis.edu

Rosalinda Ruiz
rlruiz@ucanr.edu

Rita Palmer
rjpalmer@ucanr.edu

Maria Guiterrez
mggutierrez@ucanr.edu
State Office Updates
Adult Distance Learning
Demographics Question

• We’ve had several adult classes but not all participants are filling out the ITC Survey or adult demographics card, and we are not getting all of the demographic information for all participants who attend a session.

• Our site partners or educator are able to confirm the number of adults in attendance.

• How do I enter this into PEARS?
Adult Distance Learning
Demographics Question

• For participants that did not respond to demographic questions or chose “Prefer not to answer”, please enter the data into PEARS following this guidance:
  • Estimate the Age range based on the target audience the session is for (e.g. 18-59 or 60+ years)
  • Reporting Sex in the “Unknown” column for data that is incomplete or for “Other” or “Prefer not to respond” responses.
  • For race and Ethnicity that is blank ‘Unknown”.

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.
Adult Distance Learning
Demographics Question

- If not all participants completed the demographic card or evaluation survey using the survey link from PEARs do the following:
  1. Use the auto calculate function for the participants that completed a survey.
  2. Update the total number of participants with the “Known” number of participants provided to you by the agency or educator.
  3. Add to the demographics in the Unknown field for the number of participants that did not complete a survey or left the demographic section blank.
1. Use the auto calculate function for the participants that completed a survey.

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.

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

**Total**

3
2. Update the total number of participants with the “Known” number of participants provided to you by the agency or educator.

3. Add to the demographics in the Unknown field for the number of participants that did not complete a survey or left the demographic section blank.
Virtual Meeting Guidance for Connecting with Youth

Document Outlines Recommendations

• for conducting a virtual CFHL, UC program activity with youth
• related to communication and use of Zoom (or other virtual platform) features

https://ucdavis.box.com/s/cihgkaw8ror48il91wds1s6rsq68ek0r
Virtual Meeting Guidance for Connecting with Youth

Recommendations

• Ensure two adults are present for virtual activities.
• Ensure parents/caregivers are aware of meeting if partnering agency staff is not present.
• Ask youth to identify themselves by first name only.
• Turn off “private chat” and use “group chat” only.
• Do not record the virtual activity.
• Turn off “screen sharing” for participants.
• Use break out rooms only when sufficient adults are present.
EVALUATION UPDATES – FFY21

• Website content streamlined to only include recommended FFY21 evaluation tools
  o See FFY21 Evaluation Changes due to COVID-19 – Updated

• New FFY21 youth evaluation tools
  o Available – What Did You Learn (WDYLY)
  o Available – EATS-MS/HS
  o Coming soon – Youth-ITC

• Evaluation Office Hours
New Youth Evaluation Tools

What Did You Learn? (WDYL)

- 2 open-ended questions (one thing you learned/do differently) administered during last session using online survey; consent required
- Use to evaluate at least 2 DE sessions (but ideally more) with students in Grades 4+

Pros: Brief survey, Immediate feedback for program, Direct quotes from students

Cons: Navigate to online platform, Takes time to review open-ended responses
What Did You Learn? (WDYL)

Administration Protocol

I. Purpose
The purpose of the What Did You Learn? qualitative retrospective survey is to collect information about any changes in dietary and physical activity knowledge and behaviors from students in grades 4th and higher. You can use this survey in schools or other settings where two or more sessions of direct education are delivered virtually using approved CalFresh Healthy Living (CFHL) curricula.

II. Who Should Administer
CFHL UCCE staff who have delivered all or part of the curricula should administer the What Did You Learn? Survey. Currently, this survey is not intended to be used by extension. The State Office will review these procedures annually with UCCE staff input.

III. When to Administer
The What Did You Learn? qualitative retrospective survey should be administered to an entire class immediately following the series-based delivery after all of the planned lessons have been completed. When possible, administer the survey immediately after the conclusion of the last class in the series. If that is not possible, administer the survey as soon as possible after concluding the series, but not more than two weeks after its completion.

IV. Materials Needed
- PDF copy of the student consent page to read aloud and provide to students with the UCCE local contact information added (see VI. Student Consent).
- Electronic or printed copy of this administration protocol.
- Electronic copy of survey administration PowerPoint (PPT) slides that include:
  - Link to the What Did You Learn? survey in Qualtrics (see also Review To Show)
  - Entire text of the CFHL UC youth consent memo (REQUIRED by IRB)
  - Responses to the required survey questions (PARES Program Activity ID, County, and School/Site Name) for students to enter on their surveys.
- Slide showing the two open-ended questions from the What Did You Learn? survey to display while students respond.

V. Before You Begin
- Review consent page, add local UCCE contact, and create PDF to share with students.
- Create a Program Activity in PARES for your direct education, so you have the PARES Program Activity ID on hand to share with students.
- Note: If you are collecting surveying from a new group of students with more than one PARES Program Activity, you can enter a separate Program Activity ID to provide for all of these students in a simple data collection. Please just add the following note in the PARES General Information Comments section: "The WDYL..."
New Youth Evaluation Tools

Eating and Activity Tool for Students – Middle/High School (EATS-MS/HS)

- Pre/post survey w/FV, SSB/water, and/or PA modules administered during first and last session using online survey link; consent required
- Use to evaluate 6+ DE sessions over at least 4 weeks with students in grades 6+

Pros: Select module(s), Capture behavior change

Cons: Navigate to online platform, Longer survey takes more time, need opportunity to administer pre-survey before sessions mid-year
Administration Protocol

I. Purpose
The purpose of the Eating and Activity Tool for Students (EATS) for middle and high school (MS/HS) is to collect information about dietary and physical activity behaviors from students in grades 6 and above using a simple and tested survey instrument. You can use EATS in schools or other settings where you are delivering 10 or more hours of direct education over at least four weeks.

II. Who Should Administer
We recommend that only UCCE staff who (1) attend the EATS webinar (or watch the recording) and (2) read the EATS administration protocol collect pre/post surveys. The State Office will review these procedures annually with UCCE staff input.

III. When to Administer
Pre-Administer the pre-survey at the beginning of the school year before intervention activities have begun. Ideally, the pre-survey should be completed as early as possible after the first week of classes.
Post-Administer the post-survey towards the end of the year after you complete your intervention activities. Aim to avoid days/times around standardized test schedules to avoid testing fatigue.

General guidelines:
- Please collect EATS on a day following a regular school day (e.g., typically Tuesday through Friday).

Note: Do NOT administer EATS on a Monday or following a holiday, for example, not on a Tuesday after a Monday holiday.

- You can administer EATS at any time during the day.
- To the extent possible, both pre and post surveys should be administered on the same day, at the same time, with the same staff. For example, if the pre-survey is administered by an educator Tuesday before lunch, the same educator should administer the post-survey before lunch on a Tuesday (if possible).

IV. Materials Needed
Form person administration:
- Surveys with consent cover page – printed in color, on white paper.
- Extra copy of the survey and consent cover page for your reference.
- Pencils - one per student plus extras (needed).
- Survey administration protocol, and
- School breakfast and lunch menus from the previous day.
New Youth Evaluation Tools

Youth Intent to Change (Youth-ITC)

• 6 retrospective questions (frt, veg, sometimes foods, SSB, water, PA) administered during last session through virtual platform; consent required
• Use to evaluate at least 4 DE sessions (but ideally more) with students in Grades 4-6 or middle/high school

Pros: Select question(s), Flexible data collection, Immediate feedback for program, Response can prompt action

Cons: Make time to compile/enter aggregate data
Youth Intent to Change (Youth-ITC)

FRUIT:

1a. One type of food that we’ve talked about was **fruit** – this is one of the food groups with lots of vitamins and natural sugars. Can anyone remember any examples of fruits that we talked about? Let students volunteer examples. If not too many examples given, mention some that have been discussed during the lessons.

1b. Thinking about **fruit**, I have a question for you.

<table>
<thead>
<tr>
<th>When I have a choice,</th>
<th>NO, I don’t think so</th>
<th>MAYBE, I’m not sure</th>
<th>YES, I think so</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. I will try to eat <strong>MORE</strong> fruits</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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Evaluation Office Hours

• **Qualtrics Capacity Building** for CFHL, UCCE Advisors and Supervisors User Group
• **February 9th & 11th from 1-2pm**
• Review tip sheets and watch demo videos (coming soon – 1/22) before office hours
  o [Qualtrics Data Review Tip Sheet](#)
  o [Qualtrics Report Tip Sheet](#)
• Come with Qualtrics questions
Evaluation Office Hours - POLL

What topics would you like us to cover in future Evaluation Office Hours?

• FFY20 EATS Results Files
• Other FFY20 Evaluation Results
• Networking on Best Practices for Online Data Collection
• Review FFY21 Evaluation Tools
• Other? Please chat in suggested topic
CDSS LIA COVID-19 Staff Redirection Survey Table

- Completion of the CDSS LIA COVID-19 Staff Redirection Survey Table is still **required**, even if staff have not been redirected.
  - Moving forward, each LIA will be required to complete their respective section in the survey table on a **quarterly basis** and indicate the number of FTEs that have been redirected.

<table>
<thead>
<tr>
<th>COVID-19 Reporting Periods</th>
<th>2021 Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2021 Q1</td>
<td>OCT 1–DEC 31</td>
</tr>
<tr>
<td></td>
<td>JAN 29</td>
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<tr>
<td>FFY 2021 Q2</td>
<td>JAN 1–MAR 31</td>
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<td>APRIL 30</td>
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<td>FFY 2021 Q3</td>
<td>APR 1–JUN 30</td>
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<td>JULY 30</td>
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<tr>
<td>FFY 2021 Q4</td>
<td>JUL 1–SEP 30</td>
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<td></td>
<td>OCT 29</td>
</tr>
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</table>

- Indicate with a zero (0) if no FTEs have been redirected.
- Complete the October, November and December 2020 sections of the survey by Friday, January 29, 2021

**Questions? Contact:**
Kamal – kjkhaira@ucdavis.edu
Lindsay – lmhamasaki@ucdavis.edu
IWP Revision Process Guidance

• Please complete the 1/12/21 State Office IWP Revision Survey and send in your response by or before Friday, January 22.

• Communication is key: Contact your County Lead with any questions or concerns; email with brief bullet points changes to IWP.

• An FAQ document will be developed and posted to the website with county questions and answers as they are collected.

• LIAs can make changes to the current fiscal year plan due to COVID-19.
FFY 2021 IWP Revision Process

• Below are the deadlines and steps for submitting FFY 2021 revisions for significant changes to your IWP.
• [LIA IWP Revision Process Guide](#)

### CFHL, UCCE Revision Process Dates

<table>
<thead>
<tr>
<th>CFHL, UCCE Revision Process Dates</th>
<th>3 Step IWP Revision Process</th>
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</thead>
<tbody>
<tr>
<td>LIA Revision period began Nov 16(^{th})</td>
<td>1. LIA’s may request a significant change to their IWP Significant change alters intent, reach and outcome of workplan</td>
</tr>
<tr>
<td>LIA Revision period ends March 26(^{th})</td>
<td>2. Communicate with County Lead suggested changes; coordinate and collaborate with other LIA’s if others are affected</td>
</tr>
<tr>
<td>SIA Revision Review March 29-May 14</td>
<td>3. Once steps 1 &amp; 2 are complete – place changes into the IWP automation. Reminder: Use strikethrough and spotlight system. Use comment tool to explain changes; do not delete work.</td>
</tr>
</tbody>
</table>
Stop Light System

• 3 categories for revisions:

  1. MINOR: LIA review and consensus
  2. SIGNIFICANT: SIA review and approval
  3. MAJOR: USDA review and approval
IWP Revision Process

- Highlight revisions:
  - Minor = **GREEN**
  - Significant = **YELLOW**
  - Major = **RED**

- All revisions must include a justification comment

- No deletions
  - Use strikethrough for deleting text
  - Use comment tool when deleting Settings, Strategies and Sub-Strategies

- After making revisions, email your county lead a summary of the changes you made

- Please contact Mary Ann Mills mamills@ucdavis.edu and Andra Nicoli amnicoli@ucdavis.edu with any questions on the IWP process. Contact your County Lead with your specific county questions.
COVID-19 Equity & Access Workgroup Equity and Access in Distance Learning Checklist

The purpose of the COVID-19 Equity and Access Workgroup was to identify strategies and best practices to ensure that all K-12 students have equal access to resources and opportunities, regardless of their background or circumstances. The workgroup aimed to promote equity and access in distance learning, especially during the COVID-19 pandemic.

The workgroup developed a checklist to guide conversations with stakeholders to assess their needs and ways that CFHL, UCCE can support them.

Use this "internal" tool as a guide for your conversations with your stakeholders to assess their needs and ways that CFHL, UCCE can support them.

Checklist will be available in WG Box:

1. Needs assessment questions
   - What steps, if any, has your school district or school specifically been taking to help students access to devices and internet? Has your school district or school made significant investments in this area? If no, what are the reasons?

2. Check the box to indicate the school district or school that is assessing:
   - Does the school district or school have a dedicated group in your school district or school that is considering and making recommendations related to equity? How was this group formed?

3. Are there any identified needs or gaps that have been identified in the district or school that is assessing?
   - What needs assessment questions have been identified by the school district or school that is assessing?

4. Check the box to indicate the school district or school that is assessing:
   - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

5. What platform(s) will your school district or school use for distance learning?
   - If Cooperative Extension or another community-based organization is providing digital materials, what platform(s) should CFHL use, and what frameworks will be used to assess their effectiveness?

6. What security measures are required at the district and school levels to ensure that students and teachers can access digital resources?
   - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

7. What platforms are being used to support distance learning?
   - If Cooperative Extension is using a learning management system (LMS), what platform(s) should be used to assess their effectiveness?

8. What security measures are required at the district and school levels to ensure that students and teachers can access digital resources?
   - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

9. Check the box to indicate the school district or school that is assessing:
   - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

10. What platform(s) will your school district or school use for distance learning?
    - If Cooperative Extension is using a learning management system (LMS), what platform(s) should be used to assess their effectiveness?

11. What security measures are required at the district and school levels to ensure that students and teachers can access digital resources?
    - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

12. What platform(s) will your school district or school use for distance learning?
    - If Cooperative Extension is using a learning management system (LMS), what platform(s) should be used to assess their effectiveness?

13. What security measures are required at the district and school levels to ensure that students and teachers can access digital resources?
    - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

14. What platform(s) will your school district or school use for distance learning?
    - If Cooperative Extension is using a learning management system (LMS), what platform(s) should be used to assess their effectiveness?

15. What security measures are required at the district and school levels to ensure that students and teachers can access digital resources?
    - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

16. What platform(s) will your school district or school use for distance learning?
    - If Cooperative Extension is using a learning management system (LMS), what platform(s) should be used to assess their effectiveness?

17. What security measures are required at the district and school levels to ensure that students and teachers can access digital resources?
    - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

18. What platform(s) will your school district or school use for distance learning?
    - If Cooperative Extension is using a learning management system (LMS), what platform(s) should be used to assess their effectiveness?

19. What security measures are required at the district and school levels to ensure that students and teachers can access digital resources?
    - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

20. What platform(s) will your school district or school use for distance learning?
    - If Cooperative Extension is using a learning management system (LMS), what platform(s) should be used to assess their effectiveness?

21. What security measures are required at the district and school levels to ensure that students and teachers can access digital resources?
    - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?

22. What platform(s) will your school district or school use for distance learning?
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    - Are there any identified needs or gaps that have been identified in the school district or school that is assessing?
COVID-19 Equity & Access Workgroup Members

Jen Swanstrom
Butte Cluster

Haley Kerr
Alameda County

Nancy Zumkeller
Fresno/Madera MCP

Tuline Baykal
Alameda County

Amanda Colegrove
Trinity County

Barbara MkNelly
State Office

Chris Wong
Imperial County

Daisy Valdez
Riverside County

Betsy Plascencia
San Luis Obispo/Santa Barbara
Reminder to Register!

Introducing the Let’s Eat Healthy: Teens Curriculum

- **When:** Thursday, February 4, 2021 from 2-3pm
- **Presented by:** The Dairy Council of California
- **Webinar description:** This webinar will cover how to deliver the LEH Teens curriculum virtually and how this newly updated lesson series can support your direct education work.

Register in advance for this webinar:
https://ucdavis.zoom.us/meeting/register/tJAudO-tqjIqEtCbcpILxU7J6P2M-BkDzAU1

For more information, contact Tammy McMurdco at tjmcmurdo@ucdavis.edu
Thank you!

Next Town Hall:
February 16, 2021