

CalFresh Healthy Living, UC Town Hall: Agenda

- **“Extender Models in CalFresh Healthy Living, UC: A Best Practices Guide**
 - Anna Jones and Andra Nicoli, CFHL, UC State Office
 - (00:01:00)
- **A Year in Reflection: Challenges & Accomplishments During the COVID-19 Pandemic**
 - CFHL, UC State Office and CFHL, UC + UCCE Workgroups
 - (00:07:09)
- **Physical Activity Break (within the Year in Reflection presentation)**
 - (00:00:00)
- **A Tribute**
 - CFHL, UC State Office
 - (00:00:00)
- **State Office Updates**
 - (00:00:00)

Introducing the “Extender Models in CalFresh Healthy Living, UC: A Best Practices Guide”

Andra Nicoli and Anna Jones,
CFHL, UC State Office



Extender Models in CalFresh Healthy Living, University of California

A Best Practices Guide



Background

Why

- Addressing a long-standing need to provide a basic guide to extender models
- Introduction for new staff
- Fundamentals to CFHL, UC extender models
- Learning from peer experiences

How

- Extender model interviews with eight counties/clusters
- Document the variety of ways CHFL, UC extends programming to community

What

- Best Practices Guide
- Extensive list of resources
- Supplemental videos from two counties

Introduction

- What are extender models?
- Who are extenders?
- Where are extender models implemented?
- Why use an extender model?
- When might an extender model be useful?

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 implement programming. Extenders can deliver nutrition, gardening, or physical activity education in a variety of different settings, with both youth and adults, depending on what works best for the county program and community. Guidance and resources are provided such as curriculum, lesson materials, pacing guides or no-prep kits.

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.

Who are extenders?

Extenders are diverse groups of professionals and paraprofessionals delivering programming in the community. In schools, extenders are often classroom teachers or PE teachers. They may also be community volunteers, staff employed by a CFHL, UCCE educator, 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.

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.

Increased community engagement through extender programs empowers community members to take ownership of programming until a school or community is able to conduct the program with minimal CFHL, UCCE involvement.

"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

"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

"Participate in creating change within their community. By capacity building to extenders and ongoing program an extender model assists in eliciting local voices. Winning – a key aspect of building greater health allows community members the opportunity to best their community's needs can be addressed."

"Confidence and skill of community members is another long-term benefit to the extenders, as it opens their activity."

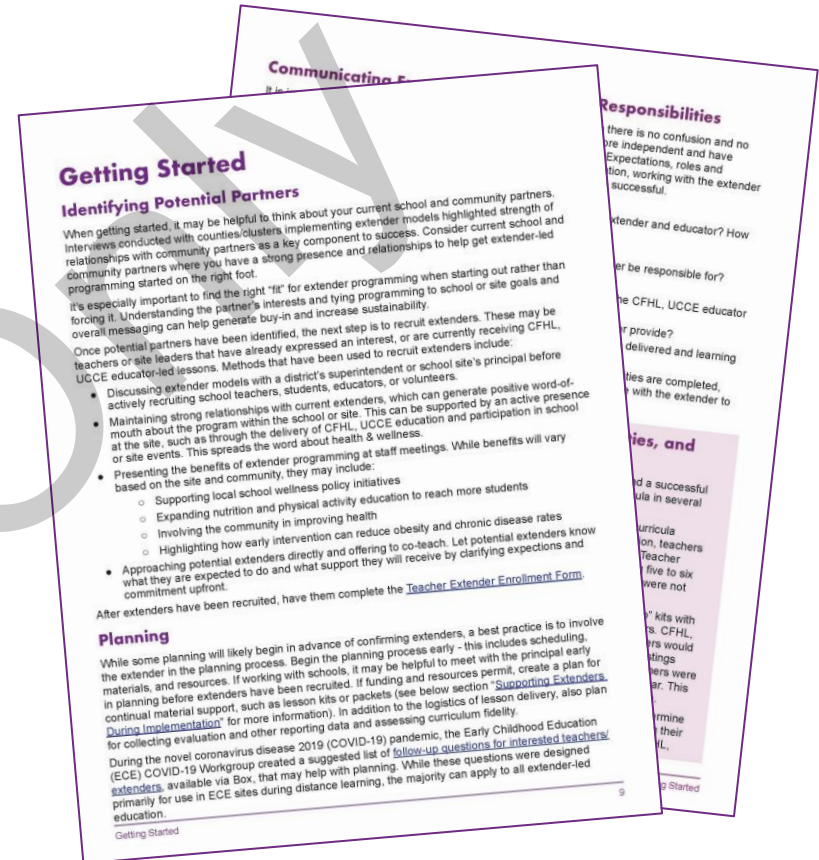
"It's also about making community people to create and supporting us on an expert. Our program is really designed to educate, engage, and co-lead with our participants, whether that is an extender, youth, parent, or teacher. We can have better health outcomes as a result of that."
- UCCE County Director

"... becomes a regular that become more 'mainstreamed' into their ongoing support to not have an

... residents to working and other

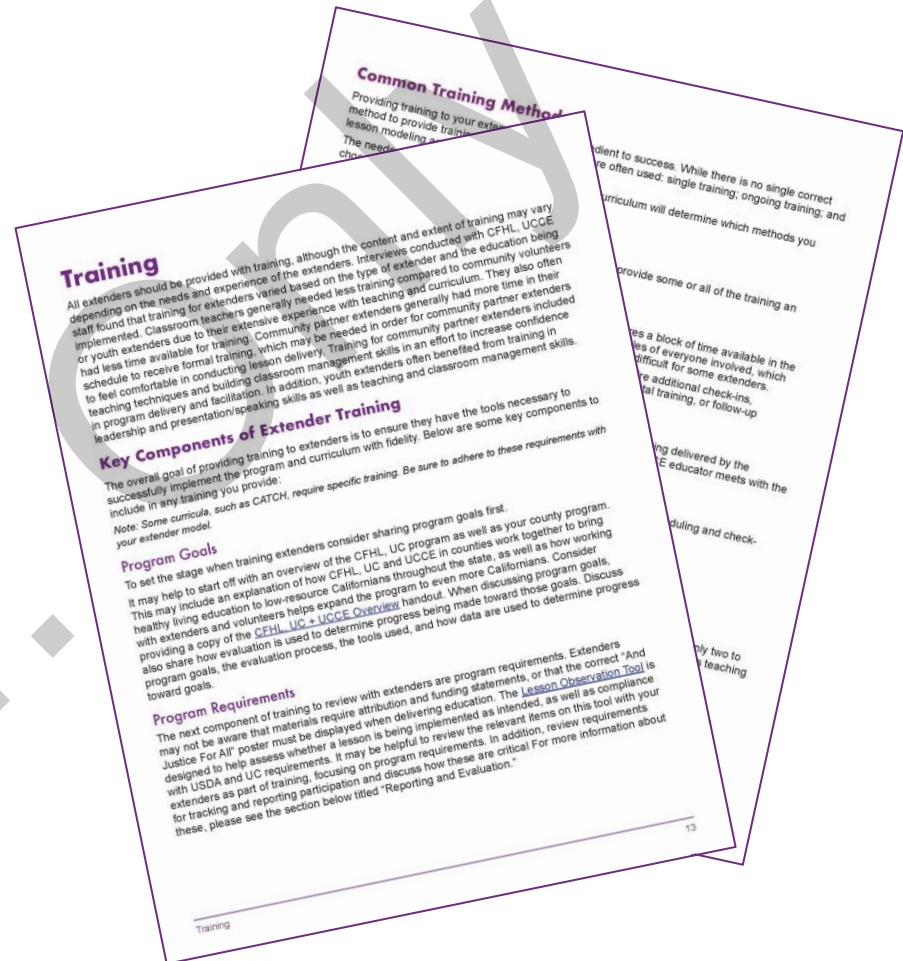
Getting Started

- Identifying Potential Partners
- Planning
- Communicating Expectations, Roles, and Responsibilities
 - Case Study - Communicating Roles, Responsibilities, and Expectations with Extenders
- Identifying Appropriate Curriculum



Training

- Key Components
 - Program Goals
 - Program Requirements
 - Curriculum Overview and Learning Objectives
 - Other Necessary Information
- Training Methods
 - Single Training
 - Ongoing Training
 - Lesson Modeling



Supporting Extenders During Implementation

- Resources
- Curriculum and Program Support
- Curriculum Fidelity
- Case Study - Cultivating YPAR Extenders Through Co-Facilitation

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.

Supporting Extenders During Implementation

Reporting and Evaluation

- Program Activity Tracking
- Evaluation

Reporting and Evaluation

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](#).

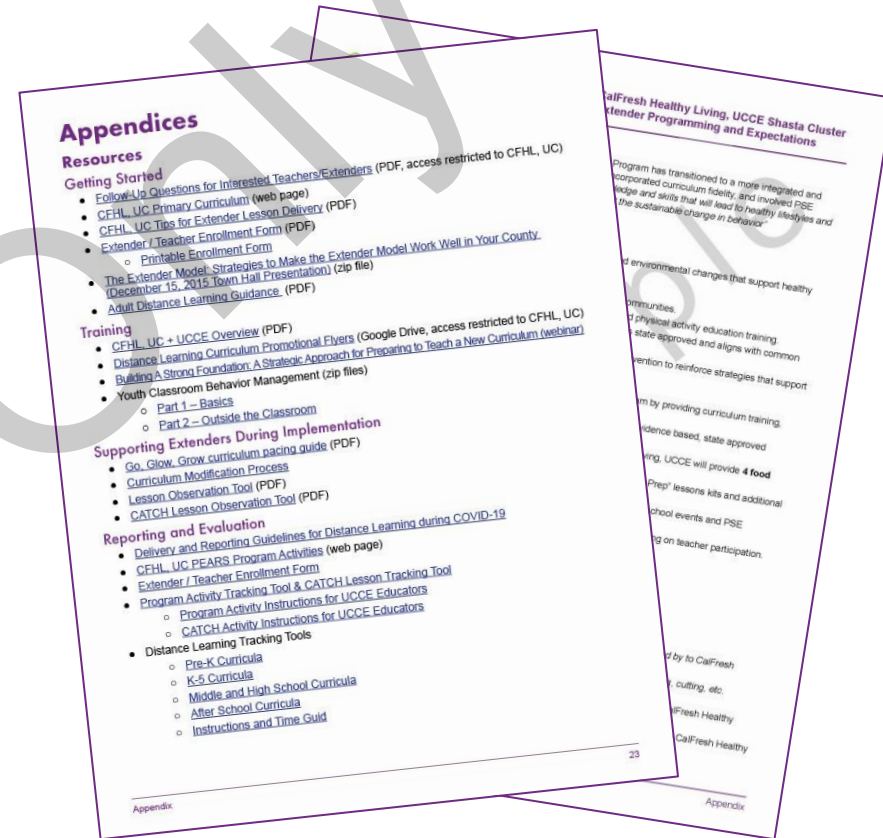
Before providing program activity tracking tools to extenders, CFHL, UC educators should review the form instructions (available as a separate document) and complete the fields for FFY, County, and curricula. Take some time to review the form with extenders and provide completed forms as an example. 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 jquigley@ucdavis.edu

Appendices

- Resources
- Extender Checklist
- Example – Shasta Cluster Extender Programming and Expectations



- **Brandon Louie**
Center for Regional Change
- **Tuline Baykal**
Alameda County
- **Mary Blackburn**
Alameda County
- **Shawnice Fisher**
Shasta County Cluster
- **Chutima Ganthavorn**
Riverside County
- **Lorena Hoyos**
San Joaquin County
- **Katie (Cathryn) Johnson,**
Central Sierra Cluster
- **Paul Tabarez**
Imperial County
- **Rosa Vargas**
San Luis Obispo/Santa Barbara
Counties
- **CFHL, UC State Office**
- **Extender Interview Participants**



Questions?



Anna Jones
anajones@ucdavis.edu

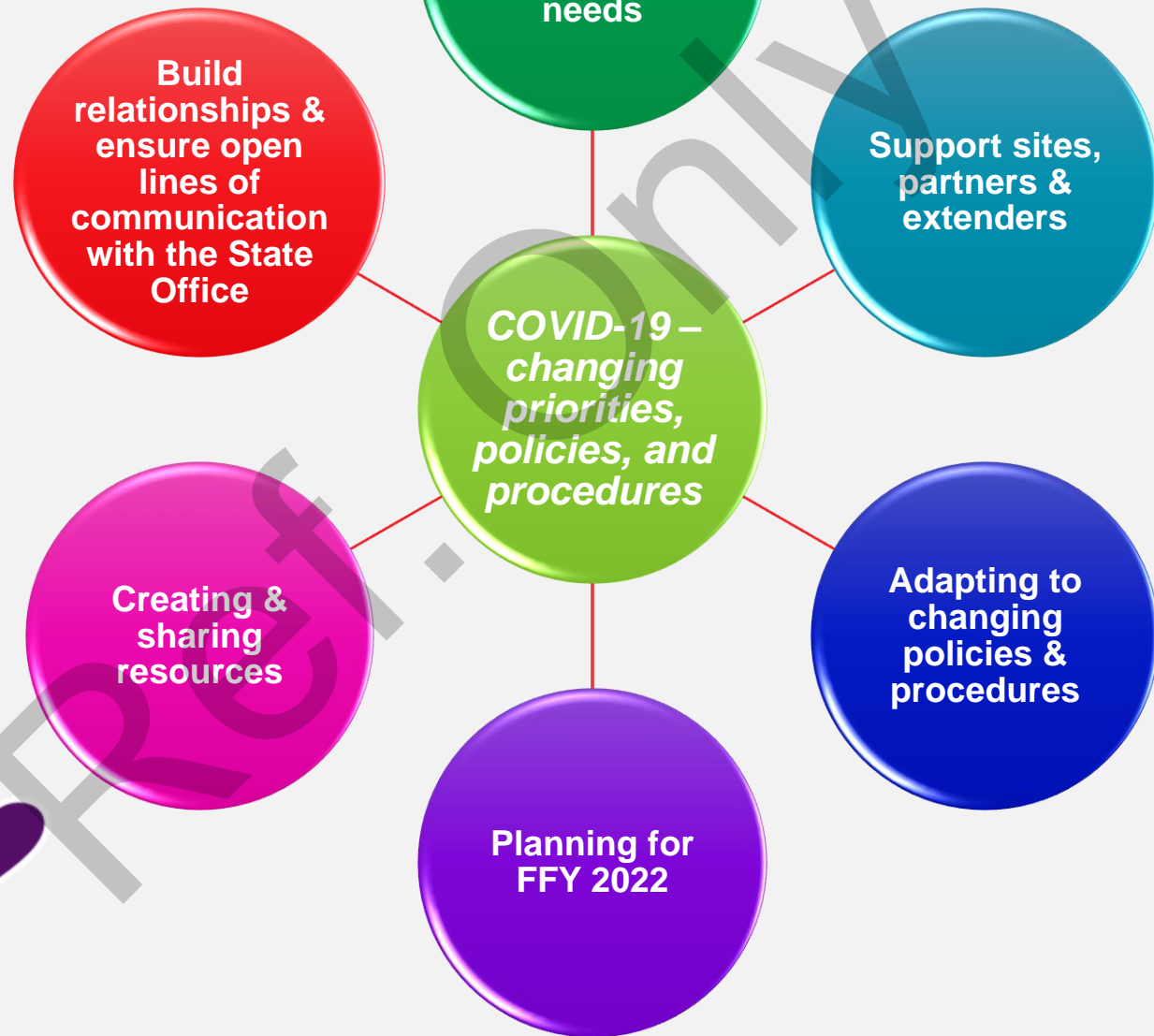
Andra Nicoli
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FFY 2021 Year in Review



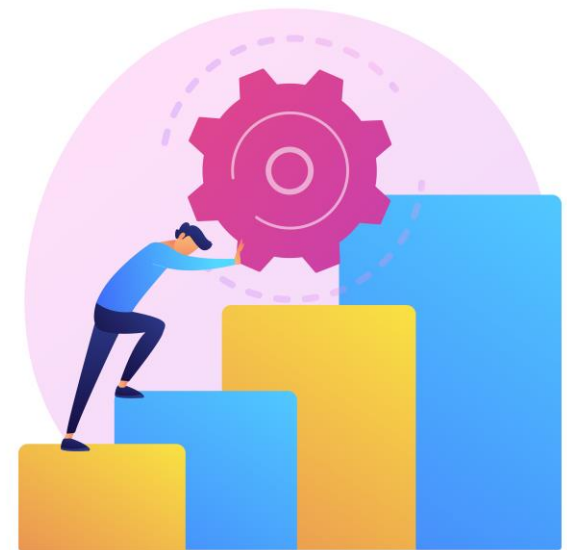
California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit www.CalFreshHealthyLiving.org.

CFHL, UC Fiscal & Administrative Team



FFY 21 Program Challenges

- Pivoting to virtual delivery
 - Direct Education
 - PSE work
- Supporting CFHL, UCCE teams
- Maintaining effective partnerships
- Recruiting and engaging participants
- Sharing resources



FFY21 Program Accomplishments



- 34 curricula available
 - 263 extenders granted access
- 12 COVID-19 Workgroups
 - Monthly meetings
- Trainings:
 - What's Up Wednesdays
 - Communities of Practice
 - Youth Engagement and PA Lead Calls
 - 2021 Forum Presentations

Program Gratitude!

- CFHL, UC State Office Team
- CFHL, UC COVID-19 Workgroup Leads
- CFHL, UCCE Advisors, Supervisors, and Managers
- Most of all, CFHL, UCCE educators



Evaluation Challenges – FFY21

- Need to pivot from in-person to online evaluation
- Logistical considerations- different online survey platforms
- How to best support UCCE teams to make pivot – tip sheets, office hours
- Participant challenges – feasibility of online, support needed, appropriateness
- Required some new approaches or tools



Evaluation Accomplishments – FFY21

- UCCE teams collected variety of evaluation surveys < than past years but impressive
- Already analyzed and sent out
 - **What Did You Learn (WDYL)** n=699 students from 10 Counties
 - **Teacher Feedback Survey** n=137 surveys from 12 Counties
 - **Teacher Observation Survey** n=203 surveys from 10 Counties
 - **Youth-ITC** – completed with 27 groups of students from 6 Counties
 - **EATS MS+HS** matched pre-posts n=146 all from Riverside County
 - **YPAR Retrospective Survey** n=54 youth researchers from 3 Counties



Adult Evaluation Surveys – just or soon to close

- Intent to Change (ITC) – many topics
- Food Behavior Checklist pre/post
- Plan, Shop, Save & Cook pre/post
- Making Every Dollar Count (MEDC)

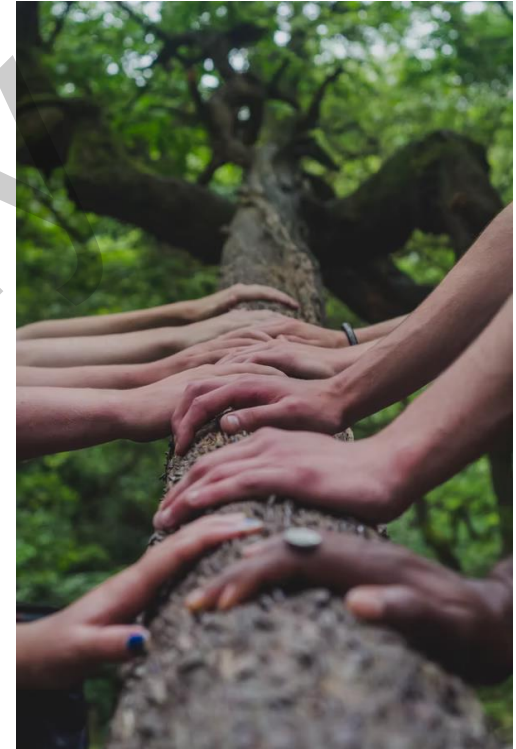
PSE Assessment Tools

- Site Level Assessment Questionnaires
- Smarter Meal Time Score cards

Evaluation Gratitude – FFY21

Tremendous collaboration

- **State Office** – Director, colleagues, evaluation team, Angie and New Analyst Lolita!
- **COVID-19 Evaluation Work Group** – invaluable input on needs, collaboratively develop new evaluation tools, improved communication, timeliness and evaluation quality
- **Larger CFHL, UCCE team** – Contacting us with eval issues and suggested solutions, generously shared experiences Eval Office Hours, widespread appreciation for the importance of evaluation
- **CFHL, UC participants and partners**



2021 Year in Review-Workgroups





Promotional Materials Workgroup & K-12 Schools Workgroup

Highest Level Accomplishments

1. Quality Deliverables

- Flyers, Videos, Templates, and Guidance (Promotional Workgroup)
- Needs Assessment Survey and Email used to reconnect county programs with teachers/extenders (K-12 Schools Workgroup)

2. Collaboration

- Curriculum Bundles (Joint effort between both Workgroups)



One word to describe the Promotional Materials Workgroup

Efficient

Short-term workgroup needed to generate creative deliverables quickly that resonated with target audiences.

One word to describe the K-12 Schools Workgroup

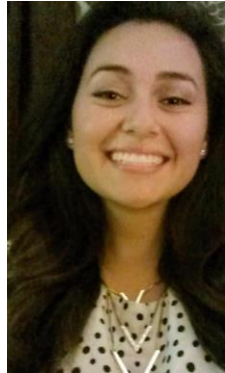
Perseverance

Medium/long-term workgroup which developed materials to help county programs stay connected with and provide needed resources to teachers and schools during the pandemic.

Promotional Materials Workgroup



Andra Nicoli
State Office



Itzel Palacios
Riverside County



Rosalinda Ruiz
Stanislaus County



Nicole Ogosi
Riverside County



Maria Gutierrez
Tulare/Kings Counties



Shawnice Fisher
Shasta Cluster



Deanna Cruz-Ortiz
San Joaquin County



Alejandra Giron
El Dorado County

K-12 Schools Workgroup



Nancy
Zumkeller
Fresno County



Jaci
Westbrook
Stanislaus County



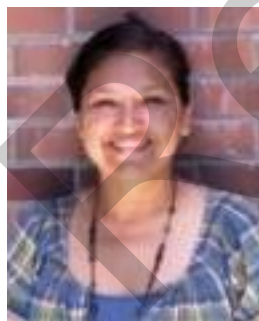
Chanelle
Vincelli
Shasta Cluster



Melissa
Rorabough
SLO/SB Counties



Samantha
Macomber
Butte Cluster



Grilda Gomez
Tulare County



Rigoberto
Ponce
Imperial County



Esmeralda
Nunez
Riverside County



Conner
Thompson
Butte Cluster



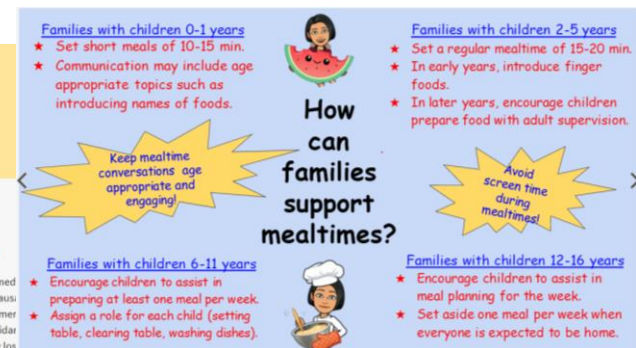
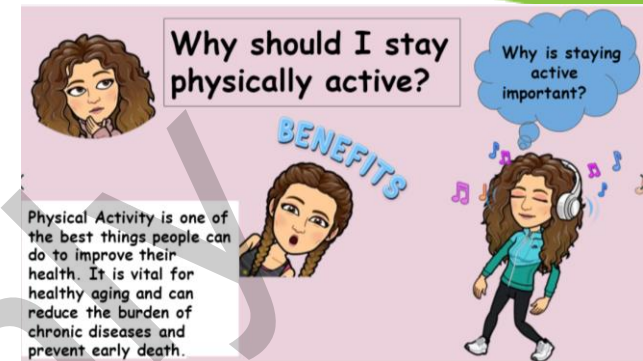
Parent Engagement Workgroup

Workgroup Highlights

1. Interactive slideshow presentation
2. PDF of content from slideshow
3. ADA Compliant
4. 5 Topics in Spanish and English
 - Physical Activity
 - MyPlate
 - Healthy Beverages
 - Family Mealtime
 - Food Safety

One word to summarize:

Talent



*Thank you to all the
workgroup members!*

Kelley Brian

Kelly Hong

Patricia Amezcua

Deepa Srivastava

Amanda Colegrove

Javier Miramontes

Leticia Christian

Alejandra Gonzales

Maricarmen Anaya-
Rodriguez



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Educator Self-Assessment Work Group

Accomplished to date:

1. Completed first draft
2. Submitted to experts for feedback – THANK YOU!
3. Working to revise and incorporate



THE WORK GROUP

Jona Pressman



Chanelle Vincelli



Carmela Padilla



Tammy McMurdo



Karina Macias



Lyn Brock

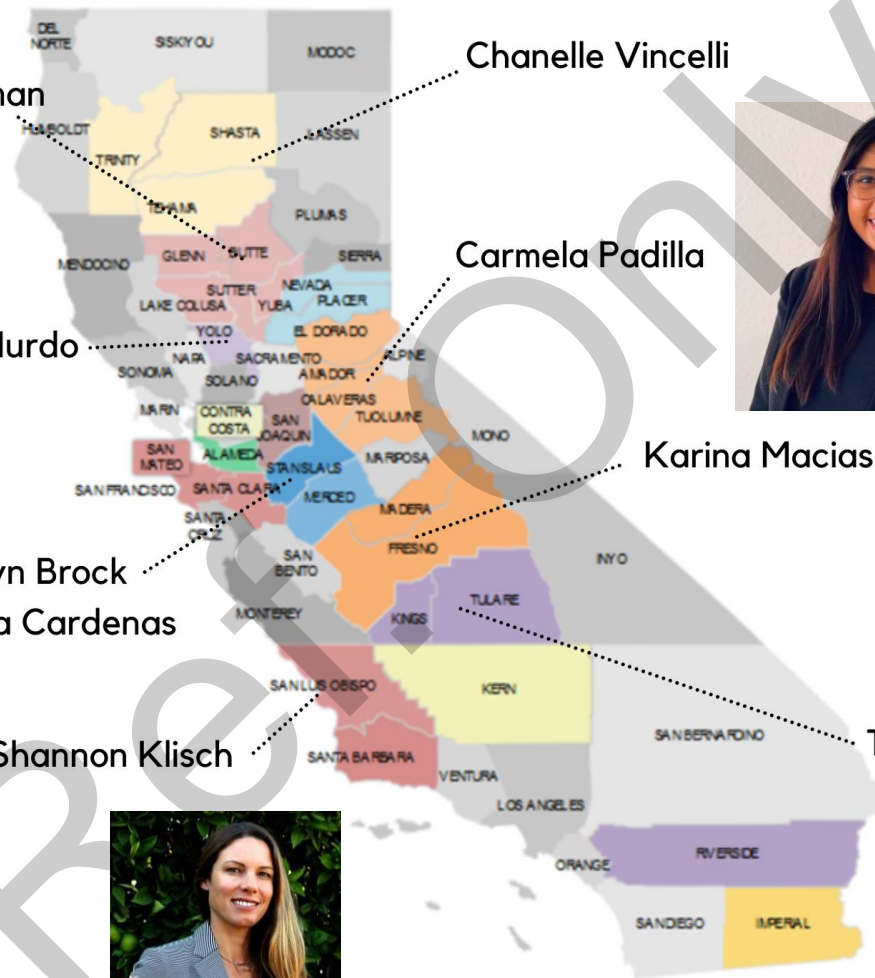
Diana Cardenas



Shannon Klisch



Teresa Rios-Spicer





Social Media Workgroup



Why was this group established?

To increase CalFresh Healthy Living, UCCE visibility in our local communities through Social Media.



Social Media Workgroup



Major Accomplishments

- Key messages
- Attractive visuals
- Thematic monthly content
- Updating of social media guidance
- Created social media checklist
- Reinforced social media campaigns with additional graphics

The Social Media Workgroup is...

Dynamic



The Dream Team

Andra Nicoli

Rosalinda Ruiz

Daisy Valdez

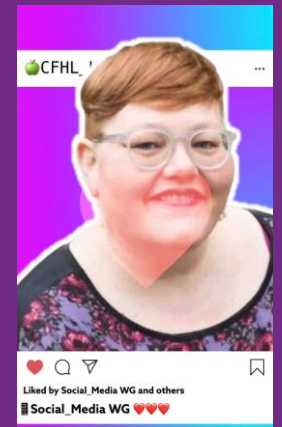
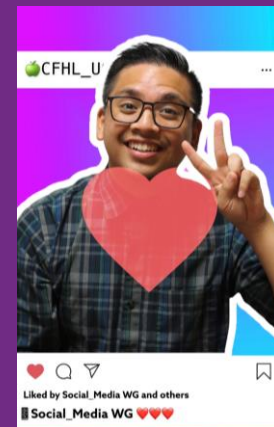
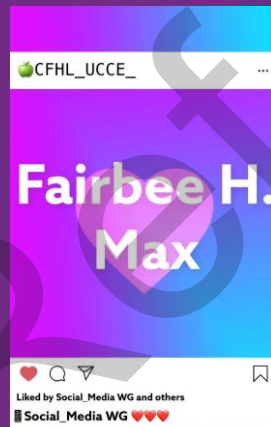
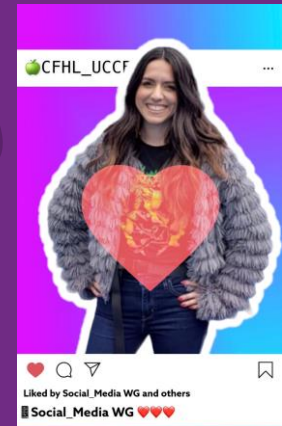
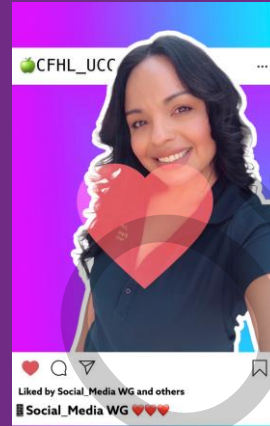
Aileen Trujillo

Max Fairbee

Esmeralda Nunez

Eldon Bueno

Maragaret Purdy



COVID-19 ECE Workgroup



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Accomplishments

- **Created a welcome letter for ECE teachers/extenders**
- **Space to share best practices**
 - Promotional flyers
 - Home garden and nutrition kits
 - Brainstorm how to improve data collection tools
- **One fun fact: teamwork**

ECE Welcome Email Template

Educator Instructions:

Please feel free to use this email and modify to best suit your county's needs. The highlighted sections are areas that you will need to fill out. Remember to include a *Respond by Date* for your extenders to help prevent future scheduling conflicts. Be sure to be flexible, every Educator's schedule is different in this new situation and it is important to determine how we can best help them. |

Hello [redacted].

Thank you for your continued support and participation in the CalFresh Healthy Living, UCCE program. As the new school year ramps up, the CalFresh Healthy Living nutrition staff is still here to support you! During this unprecedented time, we are still available to provide evidence based curriculum resources and support. Our new distance learning model can be tailored to meet your needs and provide valuable nutrition, physical activity education, garden resources, and overall wellness promotion for your students and their families.

We offer [no-prep lesson kits] that allow you to work at your own pace. Along with virtual or hybrid learning formats that consist of live video lesson demonstrations to your students and provide you with lesson recordings from our Desired Results Developmental Profile (DRDP) aligned [pre-school, TK, K] curriculum.

Our team is following CDC guidelines to ensure safety for you and your participants. Please contact us to see how we can support your educational and healthy living goals by [redacted] [date] !

Healthy Regards,

[redacted]

(Contact information)



Jackie Barahona
Riverside County



Christie Hedrick
Yolo County



Michele Tabor
SO Lead



Lorena Hoyos
San Joaquin County



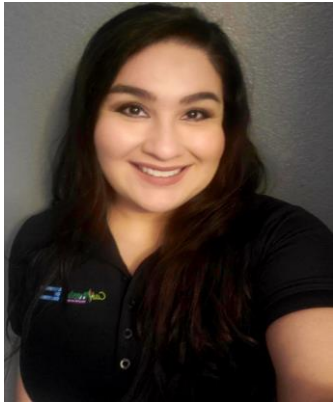
Lauren Borges
Calaveras County



Haley Kerr
Alameda County



Tuline Baykal
Alameda County



Marina Aguilera
Tulare/Kings Counties



Marisela Ceron
SF/SM/SC Counties



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Evaluation Work Group

Evaluations Work Group

Not Pictured:
Willow Thorpe
Deepa Srivastava



Barbara MKNelly
State Office



Angie Keihner
(& Meg the Mule)
State Office



Lolita Quintero
(& Zoe the Frenchie)
State Office



Karina Macias
Fresno Madera



Claudia Carlos
Riverside County



Shannon Klisch(& Bernie)
San Luis Obispo County



Shawnice Fisher
Shasta Cluster



Elizabeth Miranda
Stanislaus County



Mary Vollinger
Santa Clara/San
Mateo/SF Counties

One word that describe the Evaluation Workgroup

Investment

Essential

Teamwork

Synergy

Efficient

Valuable

Evaluation Work Group Benefits and Accomplishments

Benefits

Helped State Office Evaluation Team understand evaluations needs

Assisted with clear and timely communication between State Office and counties

Provided team building and sharing opportunities across county programs

New Evaluation Tools

Teacher Feedback Survey (TFS)

Teacher Observation Survey (TOS)

What Did You Learn? (WDYL)

Youth Intent to Change (Y-ITC)

Adult & Community Workgroup

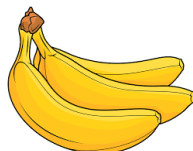


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Synergy, Cohesive, Productive,



Leticia
Christian



Soccoro
Guterrez



Beatriz Rojas



Lori Coker



Max Fairbee



Elizabeth
Miranda



Martha
Lopez



Alex Escalante



Beatriz
Ramirez



Deanna Cruz-
Ortiz



Miguel Diaz



Alicia
Escalate

Workgroup Accomplishments

- Created an Initial contact Email to help educators reconnect with partners and agencies.
- Created agency support survey to help educators determine how to best serve partners & agencies
- Designed follow up questions to use when scheduling lessons with agencies

Workgroup Benefits

- Worked as a team with and built repour with staff from throughout the state.
- Provided feedback on the needs of educators that work with adult program participants.
- Collectively worked based off our strengths.



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Smarter Lunchroom Movement Workgroup

SLM Workgroup Accomplishments

- Identified opportunities to continue to support SLM and School Nutrition Services Staff (SNS) during COVID-19.
 - Survey/Needs Assessment with FSD
- Modified and created materials for Harvest of the Month to engage with schools and SNS.



The Smarter Lunchroom Movement Workgroup

ADAPTABLE

Purpose: identify opportunities to continue to support SLM and School Nutrition Services during COVID-19.



MaryAnn Mills
State Office



Dr. Anna Jones
State Office



Jaci Westbrook
Stanislaus/Merced



Julie Lefko
Santa Clara County



Martha Lopez
Imperial County



Elaine Silver
San Mateo/San Francisco



Wylie Skillman
Tuolumne County



Nicole Ogosi
Riverside County



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Equity & Access Workgroup

Highest Level Accomplishments

1. Quality Deliverables

The purpose of the COVID-19 Equity and Access workgroup was to identify strategies and best practices to ensure all SNAP-Ed eligible communities in our counties have access to the resources we develop. Use these checklists as an "internal" tool to guide your conversations with your stakeholders to assess their needs and ways that CFHL, UCCE can support them.

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COVID-19 Equity and Access Checklist

The purpose of the COVID-19 Equity and Access workgroup was to identify strategies and best practices to ensure all SNAP-Ed eligible communities in our counties have access to the resources we develop. Use these checklists as an "internal" tool to guide your conversations with your stakeholders to assess their needs and ways that CFHL, UCCE can support them.

Checklist for the Pre-K-12 Schools – Includes School Administrators, Teachers, Students, Parents

School Administrators (Use these questions as guides in your conversation with School Administrators)

1. What steps, if any, have your school district and your school specifically been able to take to help ensure that all students have access to devices and internet to enable a positive experience with distance learning?
 - Was an assessment of students' access to devices and internet conducted? If yes, what were the results?
 - Is there a dedicated group in your school district or school that is considering and making recommendations related to equity and access during distance learning? If yes, please describe. How are parents and/or community organizations voices being heard and actively sought out?
 - Have students who lack access been provided with devices? What devices and how is internet access? If yes, what was done?
 - For students who lack internet access, have steps been taken to provide hot-spots or expand internet access? If yes, what was done?
 - What, if any, specific strategies are being adopted to reach/support non-English speaking parents/guardians/students?
 - What, if any, specific strategies are being adopted to reach/support students with special needs?
 - Are there any longer-term strategic initiatives, partnerships, funding, etc. that will support students with focused efforts to address the digital divide in terms of strategic initiatives, partnerships, funding, etc.
2. What platforms will your school district or school use for distance learning?
 - If CalFresh Healthy Living, UCCE were to develop nutrition and physical activity education materials, what platform(s) should we use, and what systems compatibility considerations and design take into account regarding material development and design?
3. What do school administrators suggest, as the best way(s) our CalFresh Healthy Living, UCCE program could support teacher and students?
4. What security protocols have been established to protect the ?

Checklist for the Adult and Community – Includes Community Based Organizations (CBOs), Adults and Seniors

Community Based Organization (CBO)

(Use these questions as guides in your conversation with CBO's to plan your work)

Digital Divide	Health & Well-being
<ol style="list-style-type: none">1. How have you been able to stay in contact with members? (Email, Text, Hard Copy Material with Safe Dropoff, Robo calls)2. Do members have access to smartphones or computers?3. Are members comfortable using conference calls on phone or v-calls?4. Do members engage in social media?<ul style="list-style-type: none">• If so which platforms?5. Has CBO had success hosting virtual events on platforms such as Facebook, Instagram, Zoom, or Google Meets?6. What security protocols have been established to protect the participants during virtual learning? (Provide suggestions if needed i.e. no screenshots, no public sharing, unique meeting ID, require password or registration, ensure software is always up to date, etc.)<ul style="list-style-type: none">• If CalFresh Healthy Living, UCCE were to develop materials, what safety measures will we be required to uphold?	<ol style="list-style-type: none">1. What precautions are being taken to keep the facilities and employees safe from COVID-19?2. Have you conducted a needs assessment to identify inequities or other needs amongst your members during COVID-19?<ul style="list-style-type: none">• Food insecurity• Housing insecurity• Transportation• Language barriers• Technology3. How can CalFresh Healthy Living, UCCE support your CBO needs? Or the various Nutrition Education/Physical Activity/Garden curricula and resources we provide, which are of the greatest interest to your organization and members?5. Which, if any, of the following would be of interest to your organization and members?<ul style="list-style-type: none">• Translation material• Educational resources for COVID-19 information• Market Match information• PEBT information

CFHL, UC Implications/Strategies

- If CBO has been successful in communicating with members, CalFresh Healthy Living, UCCE can utilize the same method and contact list to outreach and provide resources to

Checklist for the Adult and Community – Includes Community Based Organizations (CBOs), Adults and Seniors

Seniors

(Use these questions as guides in your conversation with CBO's to plan your work)

sure to understand CalFresh Healthy Living, UCCE security measures and where they coincide or overlap with district/administrator standards.

In all cases of materials being dropped off, any and all COVID prevention measures will be taken in accordance with the county health department directives

Seniors
It is not intended that UCCE teams will necessarily ask seniors these questions. However, they can be used as a guide in your work with seniors and CBO partners to assess the senior's needs, access and potential barriers, to help guide your work.

Digital Divide
<ol style="list-style-type: none">1. Do you have a computer or access to a computer in your home?2. If yes, how comfortable are you using it?3. Do you have an iPad or tablet?4. Do you have a computer or tablet?5. Do you have Word and PowerPoint on your computer (for opening PDF files)?6. Do you have Acrobat or Acrobat Reader (for opening PDF files)?7. Do you know how to Zoom? Or are you willing to learn?8. Do you have high-speed internet access? For streaming video, music and movies?9. Do you have a smartphone?10. Do you have an email address?11. Do you use YouTube?12. Do you use Facebook?13. Do you use Instagram?14. Do you use Twitter?15. Are you interested in an online classes?16. Would you like:<ul style="list-style-type: none">• Videos?• Interactive learning courses?• Live class with instructor plus Q&A?• Reading assignments with homework and email/phone check-ins?17. Do you live in a housing community with a site coordinator?18. Do you live in a housing community with a resident meeting hall?19. Do you have access to safe, clean space outdoors?20. What security protocols have been established to protect you during virtual learning? (Provide suggestions if needed i.e. no screenshots,

One word to describe the Equity & Access Workgroup

EFFICIENT

very compatible, efficient team that made
so much progress in such a short amount
of time

COVID-19 Equity & Access Workgroup Members

Co-chair



Nancy Zumkeller
Fresno/Madera MCP

Co-chair



Tuline Baykal
Alameda County



Jen Swanstrom
Butte Cluster



Haley Kerr
Alameda County



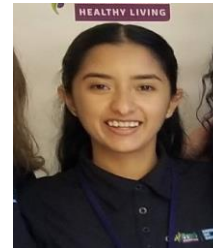
Amanda
Colegrove
Fresno County



Barbara
McNelly
State Office



Chris Wong
Imperial County



Daisy Valdez
Riverside County



Betsy Plascencia San Luis
Obispo/ Santa Barbara



Lesson Demo Videos

ECE (pre/K): **15 lessons**

K-2 grade PE: **6 lesson**

3-5 grade PE: **10 lessons**

Kids Club (afterschool): **11 lessons**

>170 single activities developed!!!

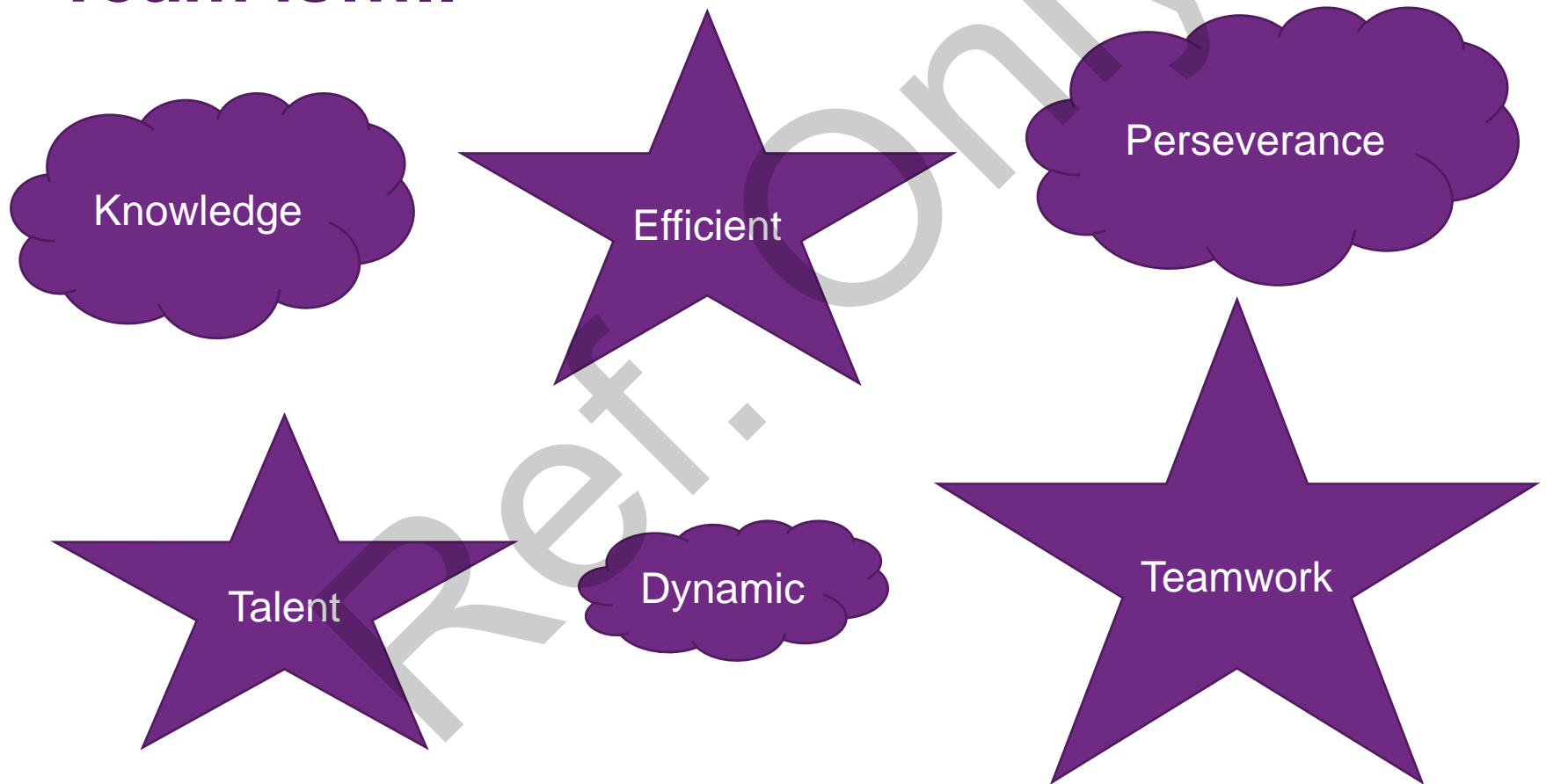


This material was funded by USDA's Supplemental Nutrition Program - SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663.

25 Talented CATCH Video Development Workgroup Members

- Annabelle Factura
- Haley Kerr
- Maria Gutierrez-Lopez
- Melissa Rorabough
- Rigo Ponce
- Melissa Vang
- Ruth Salazar
- Amber Viveros
- Elizabeth Lopez
- Paul Tabarez
- Kay Oghoghorie
- Nora Lopez
- Marisela Ceron
- Chanelle Vincelli
- Greg Trevino
- Kelly Hong
- Melissa Vang
- Tian Wang
- Laura Quinones-Neri
- Coraima Linares
- Amanda Colegrove
- Conner Thomson
- Chris Wong
- Kitzya Herrera Alcocer
- Patricia Ceja Amezcua

CalFresh Healthy Living, UC + UCCE Team is.....



Michele Tabor Tribute





Thank you, Michele!!!!





State Office Updates



Success Story PEARS Entry

- Stories due in PEARS by COB September 30
- Contact Andra Nicoli (amnicolid@ucdavis.edu) for any story reviews or questions.

Ref.

FFY 2021 Evaluation Survey Results and Portal Closures

- FFY2021 evaluation survey portal closure
 - ✓ **Youth** surveys in **Qualtrics** – 8/10
 - ✓ **Teacher** surveys in **PEARS** – 8/10
 - ✓ **Adult** surveys in **Qualtrics** – COB 9/17
 - ✓ **Adult** surveys in **PEARS** – COB 9/30
- Will send email when FFY21 **adult survey results** are posted in Box.



Gearing up for FFY 2022 Evaluation

- Held 9/14 training on new approaches for adult nutrition series evaluation – materials and recording posted in Box [here](#).
- Working on updating evaluation data collection portals and recommendations for FFY 2022 to be ready by October 1
- Will send email when Evaluation webpages are updated for FFY2022
- **Sept 28th Evaluation Office hours** – review evaluation recommendations for FFY2022. Outlook invite sent - *OPTIONAL*





FFY 2021 PEARS Close Dates

- **October 4, 2021**

- PEARS "Closed" for all CFHL, UC LIA's | Complete FY21 PEARS Data Entry
 - State Office conducts final review of data and posts requested updates in county/cluster Box folders COB **October 6, 2021** NEW

- **October 8, 2021** NEW

- County/Clusters to complete requested final corrections or feedback for final cleaning

- **October 11, 2021** NEW

- PEARS Will open for FFY 2022 data entry

- **October 11- October 14, 2021**

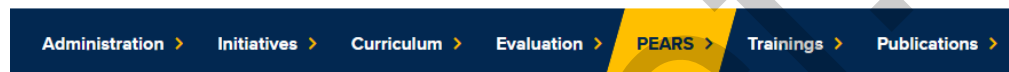
- FFY21 PEARS Data Cleaning | State Office data managers will communicate with CFHL, UC LIA's to finalize data

Program & Indirect Activities	PSE Activities	Partnerships and Coalitions	Success Stories
Jennifer Quigley jaquigley@ucdavis.edu	Angie Keihner akeihner@ucdavis.edu	Barbara MkNelly bmknelly@ucdavis.edu	Andra Nicoli amnicoli@ucdavis.edu

NEW

Reporting Facebook Post Reach

- Facebook Post Reach Reporting Template and Instructions
 - Posted on the [CFHL, UC Indirect Education webpage](#)



Indirect Activities

UC CalFresh Nutrition Education • PEARS • **Indirect Activities**

Program Activities

Indirect Activities

PSE Activities

Partnerships and Coalitions

Social Media Reporting



- [Facebook Post Reach Reporting Tools](#)
 - Excel Template for aggregating Post Reach
 - Instructions for using template and reporting into PEARS



Just add Data

Choose Month

Apr

May

Jun

Jan

Type

Link

Photo

Video

(blank)

By Month	Total Posts	Total Post "New" Reach	Total Post Unique Reach	Total Shared
Jun	18	33	328	10
Photo	10	33	203	6
Link	7	23	113	3
Video	1	7	12	1
May	20	40	323	13
Photo	14	40	255	12
Link	5	16	59	1
Video	1	9	9	0
Apr	18	44	369	11
Photo	7	44	153	6
Link	10	35	206	5
Video	1	9	10	0
Grand Total	56	44	1020	34

By Type	Total Posts	Total Post "New" Reach	Total Post Unique Reach	Total Shared
Link	22	35	378	9
Apr	10	35	206	5
May	5	16	59	1
Jun	7	23	113	3
Photo	31	44	611	24
Apr	7	44	153	6
May	14	40	255	12
Jun	10	33	203	6
Video	3	9	31	1
Apr	1	9	10	0
May	1	9	9	0
Jun	1	7	12	1
(blank)				
Grand Total	56	44	1020	34

FFY 2021 Fiscal Close Schedule

To ensure all appropriate expenditures post to the September 2021 ledger, please follow the deadlines below:

- Submit invoices for approved Purchase Orders/Purchase Agreements by **Wednesday, 9/22/2021**.
- Submit Pcard expense reports and travel expense reports in AggieTravel as soon as possible, but no later than **Wednesday, 9/22/2021**.
- Submit purchases in AggieBuy as soon as possible, but no later than **Wednesday, 9/22/2021**.
- For County Directors, Principal Investigators, and other Supervisors – approve Pcard expense reports, travel expense reports (in AggieTravel) and requisitions (in AggieBuy) no later than **Friday, 9/24/2021**.
 - For travel that may occur in late September, submit expense reports in AggieTravel **no later than Friday, 10/1/2021**.

FFY 2021 Fiscal Close Schedule (cont.)

- Biweekly-paid employee timesheets submitted in the Time Reporting System by **5pm on Friday, 10/1/2021** per UCPATH timelines.
 - Supervisor approvals needed by **12pm on Monday, 10/4/2021**.
- Monthly-paid employees submit September timesheets per UCPATH schedules.
 - Supervisor approvals are needed ASAP as well.

Questions?

Contact your Business Partner at the BOC

Team 1: boc-uccepartner1@ucanr.edu

Team 2: boc-uccepartner2@ucanr.edu

Team 3: boc-uccepartner3@ucanr.edu

Team 4: boc-uccepartner4@ucanr.edu

Thank you!

Next Town Hall: Tuesday, October 19



Image Source: [Gellinger](#) via Pixabay/ CC0