CalFresh Healthy Living, UC Town Hall: Agenda

• SNAP-Ed Updates (01:24)
• Persuasive Storytelling (06:43)
• FFY19 Physical Activity Data: Highlights & Lessons Learned (24:28)
• CalFresh Healthy Living, UCCE Social Media Presence (01:13:24)
• “Making a Difference” Video (01:24:47)
• State Office Updates (01:27:49)
FNS Guidance on Program Delivery During COVID-19

- Emailed to all county staff on April 20th
- Addresses questions compiled nationally
- Posted to the CFHL, UC COVID-19 Resources Page: https://uccalfresh.ucdavis.edu/covid-19
FNS Guidance on Program Delivery During COVID-19

Allowable Activities:

- Using CFHL social marketing channels to promote nutrition assistance sites, PSE activities, and online direct education
- Providing online activities remotely to participants
- Engaging in PSE activities that adhere to State, local, and institutional guidance
- Developing educational materials
- Planning for future activities
- Participating in online training
- Data entry and analysis, including PEARS
- Sharing success stories
FNS Guidance on Program Delivery During COVID-19

Unallowable Activities:

• Purchasing, packaging, preparing, and cleaning up in food service/distribution settings

• School-based food service activities, paying food service workers, or any efforts focused on implementing new meal patterns for reimbursable meals or snacks

• Ongoing snack or food service

• Meal sized portions or complete meal service

• Cost of food provided as groceries or supplemental food

• Training or development costs of food service workers or others not directly associated with delivery of SNAP-Ed; and

• Salaries for retail store staff, farmers market managers, or food service workers for service operations.
Make your next presentation TED worthy

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 information, visit www.CalFreshHealthyLiving.org
HELLO
my name is

It all begins with an introduction...
Facilitator

Edification

Trust

Respect

Expert

Audience
Tell a story
Disarm & open minds
Touch a pain point
The structure of a story

Freytag’s Pyramid
The Story Formula

**Start**
- Establish Routine
- Inciting Incident
- Villain

**Climax** (Overcome Obstacle)
- Minor Victory
- Obstacle
- Sidekick

**Relief**
- +Tension
- Love Interest
- Get's the Love Interest

**Lesson Learned**
- Worse
- End
- Better than Before

**End**
- Minor Victory
- Relief
- Lesson Learned

**The Story Formula**
Story Structure

Open

What is...

What could be...

Close
Choose your battles
Solve the 3 most burning problems for the audience.
Visualize your story

Don’t kill yourself and us too.
Develop a visual story

Call to action
Simple reasons marketing fails?

Wrong message

Wrong time/place

Wrong person
Know Your Audience
Know Your Audience

Who Are They?

What Are Their Concerns/Interests?

What Method of Communication?
Method #1
Show something useful
Method #2

Show something shocking
Method #3
Evoke emotions to evoke action
People may not remember exactly what you did, or what you said, but they will always remember how you made them feel.

- Dr. Maya Angelou
Story Structure

Open

What is...

What could be...

Close
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FFY2019 Physical Activity Data: Highlights and Lessons Learned
Overview

• Physical Activity Teacher Observation Tool (PA TOT)
• CATCH Lesson Observation Tool (CATCH LOT)
• Playground Stencil Pre/Post Assessment
• Adult Physical Activity Survey (APAS)
• Physical Activity Intent to Change Surveys (PA ITCs)
Physical Activity Teacher Observation Tool (PA TOT)

Physical Activity – Teacher Observation Tool

The UC CalFresh program staff thank you for contributing to our evaluation efforts. Your feedback is important to us and will be used to improve our program. Please answer the following questions based on your observations of the students in your class during the past school year.

School/Site: ____________________________
Number of students in class today: ______ students
(reflect number in digits as in box)
County: ________________________________

<table>
<thead>
<tr>
<th>Grade</th>
<th>Please mark all curricula used this year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>Go, Glow, Grow</td>
</tr>
<tr>
<td>Grades K-5</td>
<td>My Amazing Body</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>Good for Me and You</td>
</tr>
<tr>
<td>Multiple/graded</td>
<td>Grow in 5 or 10 after 10</td>
</tr>
<tr>
<td></td>
<td>Happy Healthy Me</td>
</tr>
<tr>
<td></td>
<td>Farms to Fork</td>
</tr>
<tr>
<td></td>
<td>It’s My Choice... Eat Right Be Active</td>
</tr>
<tr>
<td></td>
<td>CaliFit:</td>
</tr>
<tr>
<td></td>
<td>Hunger Attacks</td>
</tr>
<tr>
<td></td>
<td>ACES</td>
</tr>
<tr>
<td></td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am responsible for providing physical education (PE) for my class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, all of the PE</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Please answer the following questions based on your observations of the students in your class during the past school year:

<table>
<thead>
<tr>
<th>Compared to the beginning of the school year, more students now...</th>
<th>Example/Note</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Unable to discover or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ...enjoy doing physical activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ...ask to repeat specific physical activities introduced during the year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ...ask for additional opportunities for physical activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ...participate in physical activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ...spend at least 50% of PE time in moderate to vigorous physical activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. ...meet the State PE or OSEP physical activity standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last Revised: October 2021
For more information and tools, please visit: https://www.catch.org

This material is funded through a joint agreement among the USDA/FNS, CDSS CalFresh Healthy Living Section, UC Davis and the UC Cooperative Extension (UCCE). These institutions are equal opportunity providers and employers. CalFresh Food provides assistance to low-income households and can help buy nutritious foods for better health. For information, call 1-877-847-3663.
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Compared to the beginning of the school year, more students now...

1. ...enjoy doing physical activities.
   - Strongly Agree: 67%
   - Agree: 31%

2. ...ask to repeat specific physical activities introduced during the year.
   - Strongly Agree: 56%
   - Agree: 43%

3. ...ask for additional opportunities for physical activity.
   - Strongly Agree: 54%
   - Agree: 42%

4. ...participate in physical activity.
   - Strongly Agree: 59%
   - Agree: 39%

5. ...spend at least 50% of PE time in moderate to vigorous physical... 
   - Strongly Agree: 73%
   - Agree: 27%

6. ...meet the State PE or DRDP physical activity standards.
   - Strongly Agree: 73%
   - Agree: 27%
### Compared to the beginning of the school year, I (the teacher) now...

<table>
<thead>
<tr>
<th>Question</th>
<th>A lot more often</th>
<th>Somewhat more often</th>
<th>About the same as before</th>
<th>Not sure or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. ...am enthusiastic about physical activity.</td>
<td>72%</td>
<td>20%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>8. ...encourage all students to be actively involved during ...</td>
<td>78%</td>
<td>15%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>9. ...create a physical activity environment that supports ...</td>
<td>68%</td>
<td>23%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>10. ...use brain breaks or active energizers with my class. (out of school and afterschool settings)</td>
<td>34%</td>
<td>41%</td>
<td>19%</td>
<td>6%</td>
</tr>
<tr>
<td>11. ...use the playground to teach academic concepts through ...</td>
<td>38%</td>
<td>47%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>12. ...promote physical activity opportunities outside of the school ...</td>
<td>55%</td>
<td>28%</td>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>

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**PA TOT:**

<table>
<thead>
<tr>
<th>Compared to the beginning of the school year, I (the teacher) <strong>now</strong>...</th>
<th><strong>Examples / Notes</strong></th>
<th>A lot more often</th>
<th>Somewhat more often</th>
<th>About the same as before</th>
<th>Not sure or N/A</th>
</tr>
</thead>
</table>

“...use the playground to teach academic concepts through movement.”

**POLL:** Is this question relevant in afterschool programs, ECE sites, both, or none of the above?
PA TOT:

<table>
<thead>
<tr>
<th>Compared to the beginning of the school year, I (the teacher) now...</th>
<th>Examples / Notes</th>
<th>A lot more often</th>
<th>Somewhat more often</th>
<th>About the same as before</th>
<th>Not sure or N/A</th>
</tr>
</thead>
</table>

“...use brain breaks or active energizers with my class”

Is this relevant for afterschool settings?

Chat in: “Yes” or “No”
Lessons Learned

• ↑ use of **PA TOT** when implementing CATCH
  o 26 counties implemented CATCH
  o 7 counties used PA TOT tool to capture outcomes

• **Use county/cluster feedback** to make sure questions are a good fit for setting
CATCH Implementation Expands

Why might PA PSEs be the sole emphasis of PSE efforts at sites?

CATCH Expansion FFY18-19

Direct Ed Sites PSE Sites

Why might PA PSEs be the sole emphasis of PSE efforts at sites?

1/3 Nutrition & PA

2/3 PA

FFY18 FFY19

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CATCH Lesson Observation Tool (CATCH LOT)

INSTRUCTIONS: This checklist was designed to assess the delivery of facilitated CATCH lessons and provides useful feedback for CDSS CalFresh champions to help build capacity and support high quality physical activity education practices. Note: This tool can be used by teachers to conduct self-assessments following CATCH training, by supervisors or educators to observe CATCH champions in order to support professional development, and by the UC CalFresh State Office during site visits.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did students participate in a warm-up activity?</td>
<td>Some “Yes&quot; for correct. No less than 3 minutes of warm-up activity was observed as students entered the classroom.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Were students active right from the start?</td>
<td>Students begin being physically active at the start of the session.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Was the principal signal clear?</td>
<td>Activity was clearly defined and under the supervision of the instructor.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Were the instructions clear and concise?</td>
<td>Students understood and could follow management and instruction tasks.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Was equipment distributed efficiently?</td>
<td>Students were active and engaged while equipment was distributed and collected.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Was the student participation ratio adequate?</td>
<td>The proportion of adequate amounts of equipment provided for students with opportunities for active and learn skills.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Were management and transition times minimized?</td>
<td>Students were active and engaged such as taking the lead during management and transition times.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Students appear to enjoy the activities?</td>
<td>Students were active and engaged while engaging in lesson activities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Results from the CATCH LOT indicate high fidelity and areas to emphasize:

Most core components of CATCH were observed at every site – TERRIFIC!

Areas of improvement for teaching staff:

- Encouraging students to participate in a variety of PA during non-PE class time
- Prompting students to up their PA game during lesson
- Give positive feedback highlighting and reinforcing student progress
Lessons Learned

• Up promotion of the CATCH LOT (2 of 26 counties used tool)
• CATCH PSE sites tend to focus solely on PA PSEs – not PA and nutrition PSE efforts
  • Opportunity for future PSEs

IMPROVED REPORTING - Great work Team!

✓ Educators deliver CATCH - report DE as PEARs Program Activity.
✓ Teachers deliver CATCH - report DE as PEARs Program Activity and PSE Site Activity.
Playground Stencil Assessment

Instructions for UCCE Staff Administration:

Playground Stencil Assessment: This is a self-administered paper survey that can be completed by the playground staff or a trained observer. It is designed to assess the condition and safety of playground equipment. The survey includes questions about the types of equipment, the condition of the equipment, and the overall safety of the playground. It is intended to help identify areas where improvements can be made to ensure the safety of children who use the playground.

PART I - PREPAREDNESS SURVEY

1. How many students are in the playground? __________

2. Are there any visible hazards, such as broken tiles, cracked pavement, or loose bark? __________

3. Are there any visible signs of neglect, such as broken equipment or missing parts? __________

4. Are there any visible signs of rust or corrosion? __________

5. Are there any visible signs of wear or tear? __________

6. Are there any visible signs of graffiti or other markings? __________

7. Are there any visible signs of damage, such as cracks or holes? __________

8. Are there any visible signs of wear, such as scratches or scuffs? __________

9. Are there any visible signs of paint, such as chipping or peeling? __________

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14 new stencil projects, 40 total

Sites actively maintaining stencil projects under-reported

82% both nutrition and PA related PSE changes
Improvements in:

- Physical environments (129 new stencils)
- Institutionalization of social support for student PA
- Increase in student activity levels
- Decrease in student inactivity
Lessons Learned

- **CATCH training for teaching staff**
  - New requirement to approve stencil project request
  - Stencil assessment required
- **Improve PEARLS reporting for stencil projects**
  - "actively maintained"
Adult Physical Activity Survey (APAS)

**Date:**

- Pre
- Post

*ENGLISH VERSION*

1. In the past week, how many days did you exercise for at least 30 minutes?
   - Includes things like jogging, playing soccer, and doing fitness or dance classes, or exercise videos. This 30 minutes could be all at once or 10 minutes or more at a time. Do not count household chores, caring for your kids, or walking from place to place.
   - 0 days
   - 1 day
   - 2 days
   - 3 days
   - 4 days
   - 5 days
   - 6 days
   - 7 days

2. In the past week, how many days did you do workouts to build and strengthen your muscles?
   - Includes things like lifting weights and doing push-ups, sit-ups or planks.
   - 0 days
   - 1 day
   - 2 days
   - 3 days
   - 4 days
   - 5 days
   - 6 days
   - 7 days

3. How often do you make small changes on purpose to be more active?
   - Includes things like walking instead of driving, getting off the bus one stop early, doing a few minutes of exercise, or moving around instead of sitting while watching TV.
   - Never
   - Rarely (about 20% of the time)
   - Sometimes (about 40% of the time)
   - Often (about 60% of the time)
   - Usually (about 80% of the time)
   - Always

Source: Expanded Food and Nutrition Education Programs, Food & Physical Activity Goalsetting. Last Revised: October 2010

"CalFresh Food provides assistance to low-income households and can help buy nutritious foods for better health. For information, call 1-877-847-3663."
Participants reported improvements

PA behaviors included:

• **63%** - Making small changes to be more active → more often
• **50%** - # of days built and strengthened muscles
• **47%** - # of days exercised for 30+ minutes
Lesson Learned

• Enable reporting on **Medium Term PA indicators (Behaviors)** in the SNAP-Ed Evaluation Framework

• **More intense interventions** may be needed to improve days of MVPA and muscle strengthening

**Question:** Add APAS to FBC – **Any concerns?**
Physical Activity Intent to Change (PA ITC)

1. During the past week, did you engage in moderate physical activity for at least 30 minutes on 5 or more days?  
   - Yes
   - No
   This includes activities that get your heart beating faster like brisk walking, jogging, playing soccer, and doing fitness or dance classes, or exercise videos. These 30 minutes could be all at once or a little at a time.

2. Within the next week, how often will you engage in moderate physical activity for at least 30 minutes a day?  
   - Same as before
   - More often

Please share with us how this workshop will help you and your family:

__________________________________________________________________________

__________________________________________________________________________

(ITC-FV10: physical activity/hours)
Lessons Learned

- **use of PA ITCs** – only 2 counties used each ITC
- Enable reporting on **Short Term PA indicators** (goals and intentions) in the SNAP-Ed Evaluation Framework
Questions???
THANK YOU!

Angie Keihner, MS
Nutrition Ed and Evaluation Analyst
akeihner@ucdavis.edu

Michele Byrnes, MPH
Physical Activity Program Manager
mnbyrnes@ucdavis.edu
Program Name

• State Office Program Name: CalFresh Healthy Living, UC

• County Program Name: CalFresh Healthy Living, UCCE (insert name) County

• UC ANR + CFHL Brand Guide link
  • Pathway: In the Administration dropdown menu select Program Administration, then select Branded Materials. Second section down on Branded Materials page is Co-branding, select CalFresh Healthy Living, UC + UC ANR Branding Guidelines and Toolkit.
  • Direct Link: https://uccalfresh.ucdavis.edu/admin/program/brand/ucanrco-branding
  • For questions please contact: Andra Nicoli @ amnicoli@ucdavis.edu
CFHL, UCCE Social Media Branding Guide and Toolkit

- The CalFresh Healthy Living, UCCE Social Media Branding Guide and Toolkit are available on the [State Office website](https://www.ucdavis.edu) under Branding Materials and Templates.

- The Toolkit includes county-specific images that follow the branding guidelines.

- A special thanks to the Riverside County team who helped develop pilot social media platforms!
CFHL, UCCE Social Media Branding Guide and Toolkit

• A Social Media FAQ Document will be added to the branding folder.

• Please chat in your questions now or send them to me at miggalvan@ucdavis.edu and we will add them to the Social Media FAQ.

• If you would like to make an appointment to discuss your counties social media profile, please email miggalvan@ucdavis.edu.
“Making A Difference” Video
Butte County

The link to this video is on the webpage directly below the link to these slides and the recording.
State Office Updates
Clarification: Documentation Required for Redirection of CFHL Staff

• Each LIA is to complete their respective section in the survey table on a monthly basis and indicate the number of FTEs that have been redirected.
• CDSS is requiring the LIA COVID-19 Staff Redirection Survey Table to be completed even if staff have not been redirected.
• Indicate with a zero (0) if no FTEs have been redirected.
• Complete the March and April sections of the Survey no later than May 31, 2020.

Questions? Contact:
Kamal – kjkhaira@ucdavis.edu
Lindsay – lmhamasaki@ucdavis.edu
Guidelines for Developing Online Education for UCCE Nutrition Programs

• Updated regularly
  • Updates and additions indicated by red font

• Located in google drive: https://drive.google.com/open?id=1wzz4qwKCyT6xEj2sDqeBSz1TZCt-Fja

• Use ucdavis.edu email address to access files
Video Approval Process

All videos uploaded to YouTube must be Unlisted.

1. Submit your video for first round approval to your advisor or supervisor.
2. Advisor or supervisor will review the video using the following checklists:
   • CFHL, UC Direct Education Checklist
   • CFHL, UC Indirect Education Checklist
3. Once video is approved by advisor or supervisor, submit to State Office for review and approval:
   • For specific curriculum - send to State Office contact for that curriculum
   • Other content – send to program lead for that content area:
     • General nutrition/ healthy eating- Tammy
     • Recipe demonstrations- Lyn
     • Garden, SLM/school meal program- MaryAnn
     • Physical Activity – Michele
4. State Office will review and approve as quickly as possible.
County Promotional Materials

- County Promotional Highlight Handout

This one page Handout can be found on the Resources page within the Publications Main Menu dropdown. Once on the Resources page, you will find the document at the top under the “Who We Are” section.

https://uccalfresh.ucdavis.edu/publications/resources
Closing Questions
(please use the chat box)

• What are the most important topics for you to hear about in June’s Town Hall?

• Are you currently aware of summer school or afterschool programming scheduled to take place in your county? (Y/N and add county name)

• If yes, have you heard from your teacher or afterschool staff contacts regarding their level of interest in CFHL, UCCE specific resources during the summer? (Y/N and add county name)
Thank you!

Next Town Hall: June 16, 2020