CalFresh Healthy Living, UC Town Hall May 16th Agenda

***ANNOUNCEMENT* Summer Workshops: Rethinking Farm to School**
Jezra Thompson, Center for Ecoliteracy **(01:42)**

Extender Model Best Practices
Melanie Alexander, MA & Tammy McMurdo MS, RD CFHL, UC State Office **(05:22)**

PA Break:
Paul Tabarez, MS, M.Ed. CFHL, UC State Office PA Manager **(1:12:51)**

CFHL, UC Extender Model Best Practices Guide
Andra Nicoli, MA and Anna Jones, PhD CFHL, UC State Office **(1:16:45)**

State Office Updates (1:20:37)

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JOIN US!

Rethinking Farm to School Summer Workshops

The Center for Ecoliteracy is offering no-cost one-day professional development workshops designed to provide participants with the knowledge, skills, and resources needed to successfully implement farm to school strategies at their school sites. Join us for a day of peer-to-peer learning, individual reflections, small group work, and regional connections.



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JUNE 8 Davis | JUNE 13 Fresno | JULY 12 Los Angeles

REGISTER NOW

CalFresh Healthy Living | UC CE University of California Agriculture and Natural Resources | Center for Ecoliteracy



Best Practices: Extender Models in CFHL, UC Programs

Presented by the CFHL, UC Extender Workgroup

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Agenda

- Extender Model Overview
- County Highlights
  - Working with extenders in ECE & K-12 school settings
- Extender Model Resources
- Questions



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What is an extender model?

- Programming delivered by a trained person other than a CFHL, UC Educator
  - Nutrition, physical activity, garden or youth engagement programming
  - Guidance and resources provided by CFHL, UC staff to extenders

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Who are extenders and where do they provide services?

- Preschool teachers in early care and education centers
- Classroom or PE teachers in K-12 schools
- Program staff or “teens as teachers” in after-school and summer programs
- Professional or paraprofessional staff in community/home settings

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ECE Extenders

Adult Education

Annabelle Factura
San Joaquin County

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Recruiting Extenders

- Longstanding partnership with SUSD ECE Department
- Planning over the summer
- Invited to attend back-to-school staff meetings

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Training

- Monthly Staff Meetings
  - Example Schedule:
    - Fall
    - Winter
    - Spring
  - State teachers vs. Head Start

FORMS/EVALUATION	DUE DATES
Extender Enrollment Form	**September 23, 2022,** Email PDF to Joyce Bishop jbishop@ucanr.edu
GGG and CATCH reporting forms (Oct – Dec)	**January 17, 2023,** Email GGG PDF to Joyce Bishop jbishop@ucanr.edu and CATCH PDF to Annabelle Factura apfactura@ucanr.edu
GGG and CATCH reporting forms (Jan – March)	**April 18, 2023,** Email GGG PDF to Joyce Bishop jbishop@ucanr.edu and CATCH PDF to Annabelle Factura apfactura@ucanr.edu
GGG and CATCH reporting forms (April-May)	**May 16, 2023,** Email GGG PDF to Joyce Bishop jbishop@ucanr.edu and CATCH PDF to Annabelle Factura apfactura@ucanr.edu
Eat and Play Together- Demographics and ITC What Does Your Plate Look Like? (Training Nov. 15, 2022)	**January 17, 2023,** Bring to staff meeting
Eat and Play Together- Demographics and ITC Snacks, Make Them Healthy (Training Jan. 17, 2023)	**April 18, 2023,** Bring to staff meeting
Eat and Play Together- Demographics and ITC Beverages, No Added Sugar Required (Training Feb. 28, 2023)	**May 16, 2023,** Bring to staff meeting
TOT (Training April 18, 2023)	**May 16, 2023,** Bring to staff meeting
ITC- Intent to Change	**TOT**- Teacher Observation Survey

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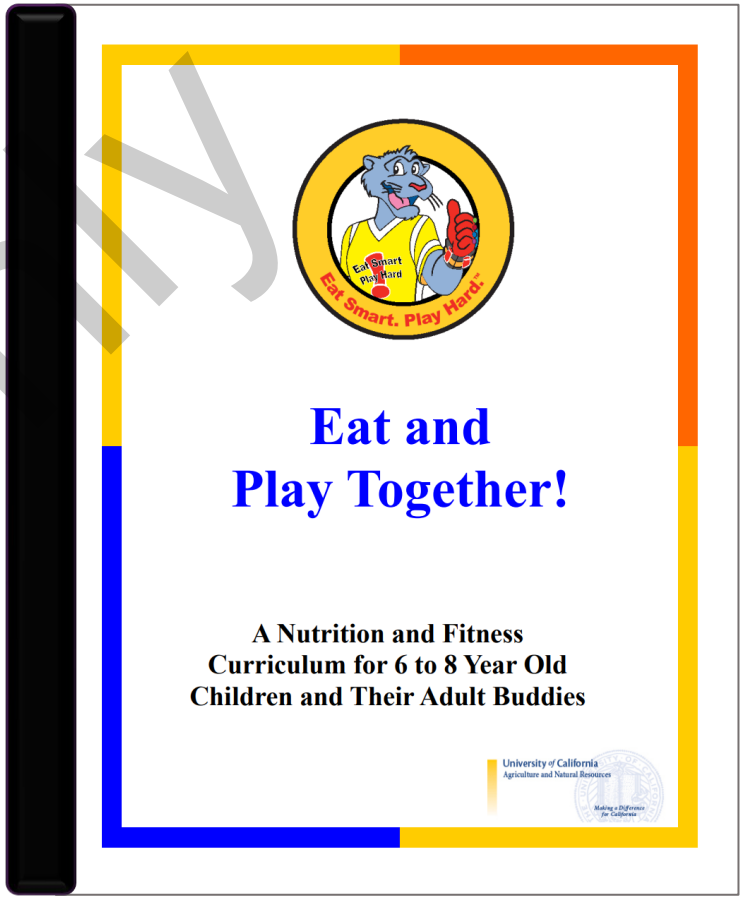
Training Cont.

- Single lesson
- Materials for lesson kits and curriculum binders
- Offer technical assistance



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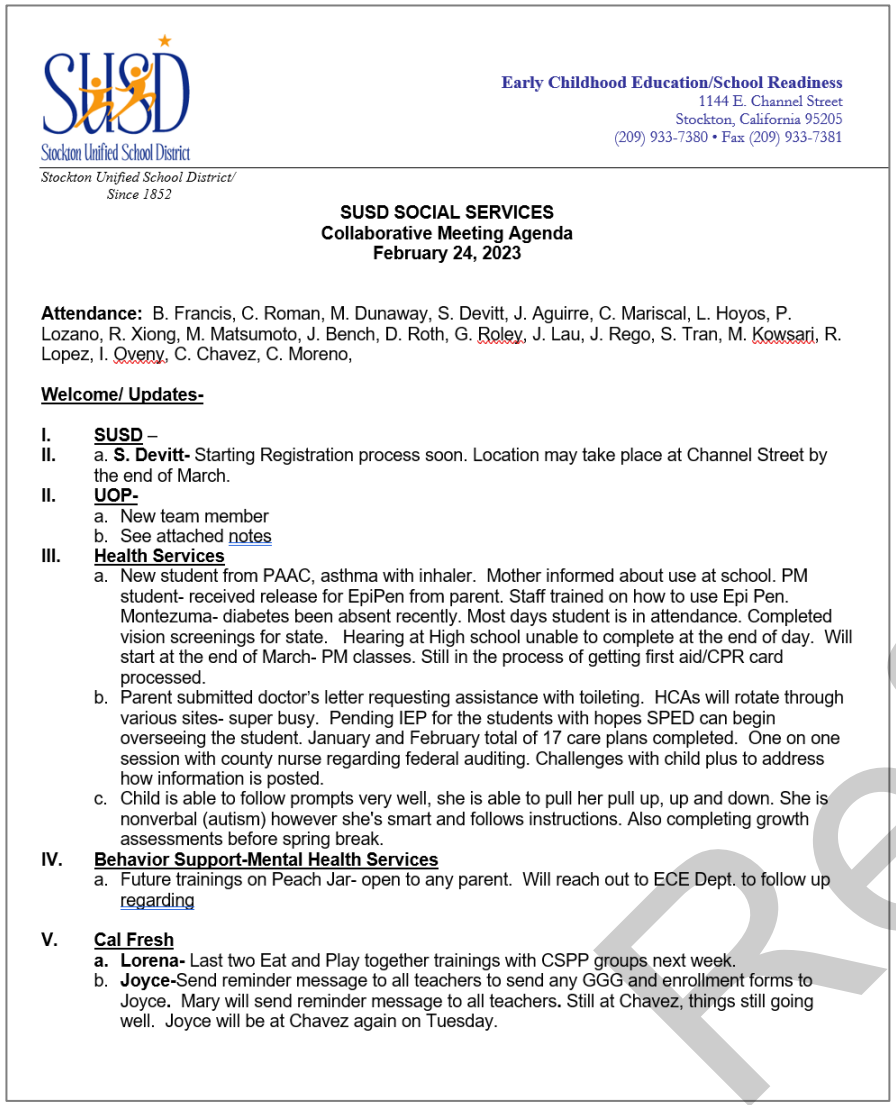

Stockton Unified School District
Stockton Unified School District/
Since 1852

Early Childhood Education/School Readiness
1144 E. Channel Street
Stockton, California 95205
(209) 933-7380 • Fax (209) 933-7381

SUSD SOCIAL SERVICES
Collaborative Meeting Agenda
February 24, 2023

Attendance: B. Francis, C. Roman, M. Dunaway, S. Devitt, J. Aguirre, C. Mariscal, L. Hoyos, P. Lozano, R. Xiong, M. Matsumoto, J. Bench, D. Roth, G. Roley, J. Lau, J. Rego, S. Tran, M. Kowsari, R. Lopez, I. Oveny, C. Chavez, C. Moreno,

Welcome/ Updates-

I. **SUSD** –
II. a. **S. Devitt-** Starting Registration process soon. Location may take place at Channel Street by the end of March.
II. **UOP-**
  a. New team member
  b. See attached notes
III. **Health Services**
  a. New student from PAAC, asthma with inhaler. Mother informed about use at school. PM student- received release for EpiPen from parent. Staff trained on how to use Epi Pen. Montezuma- diabetes been absent recently. Most days student is in attendance. Completed vision screenings for state. Hearing at High school unable to complete at the end of day. Will start at the end of March- PM classes. Still in the process of getting first aid/CPR card processed.
  b. Parent submitted doctor's letter requesting assistance with toileting. HCAs will rotate through various sites- super busy. Pending IEP for the students with hopes SPED can begin overseeing the student. January and February total of 17 care plans completed. One on one session with county nurse regarding federal auditing. Challenges with child plus to address how information is posted.
  c. Child is able to follow prompts very well, she is able to pull her pull up, up and down. She is nonverbal (autism) however she's smart and follows instructions. Also completing growth assessments before spring break.
IV. **Behavior Support-Mental Health Services**
  a. Future trainings on Peach Jar- open to any parent. Will reach out to ECE Dept. to follow up regarding

V. **Cal Fresh**
  a. **Lorena-** Last two Eat and Play together trainings with CSPP groups next week.
  b. **Joyce-**Send reminder message to all teachers to send any GGG and enrollment forms to Joyce. Mary will send reminder message to all teachers. Still at Chavez, things still going well. Joyce will be at Chavez again on Tuesday.

Tracking and Follow-Up

- Demographics and Intent to Change (ITC)
- Reminders at monthly Social Service Meetings
- State and Head Start Program Specialists

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Successes and Challenges

Successes

- Ongoing partnership
  - Invitation to join childcare council
- Programmatic expansion
  - Physical Activity
  - Gardening
  - Teens as Teachers



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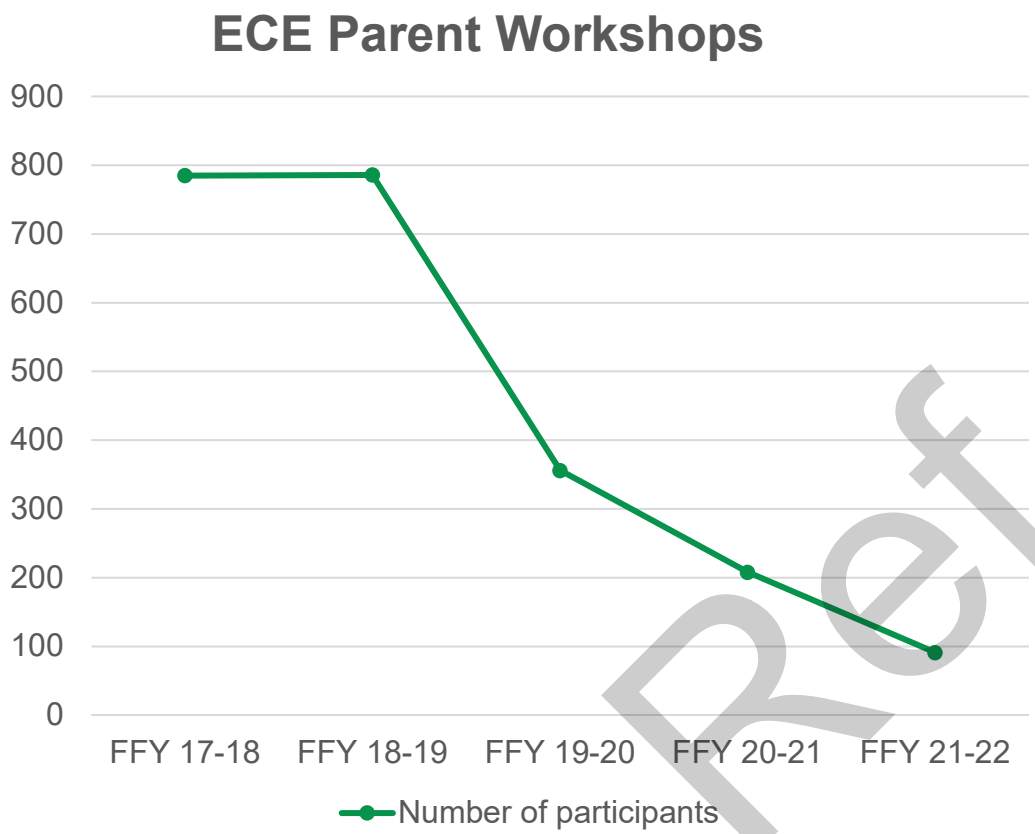
Successes and Challenges Cont.



Challenges

- Staffing changes
- Restructuring
  - Creating Consistency

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THANK YOU!



Lorena Hoyos

Program Supervisor

CalFresh Healthy Living, UC

(209) 953-6123

lhoyos@ucdavis.edu



Joyce Bishop

Nutrition Educator

CalFresh Healthy Living, UC

(209) 953-6123

jbishop@ucdavis.edu



Annabelle Factura

Nutrition Educator

CalFresh Healthy Living, UC

(209) 953-6059

apfactura@ucdavis.edu

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ECE Extenders

Teacher Training and Support

Tuline Baykal

Alameda County

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Building Long Lasting Partnerships

CFHL, UCCE Alameda has been providing programming for OUSD ECE Department for over 25 years.

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Recruiting and Training Extenders

Each summer, we are invited to present to all teacher during their scheduled Professional Development Day

(typically via Zoom now)

We provide:

1. Program Overview
2. Program Impact
3. Expectations and support



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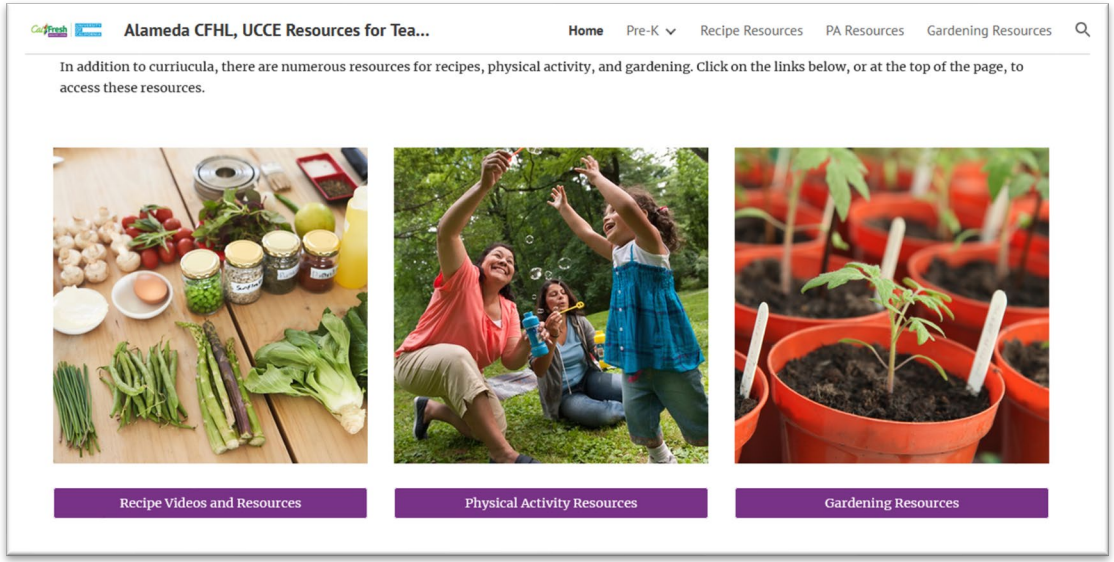

Go Glow Grow- SEE OUSD Big Day/GGG School Year Calendar

- 1 Lesson (including 2 activities) per MONTH starting in October
- See links to DRDP

Contact: Mariela Wajler
510-735-5036
mwajler@ucanr.edu

CATCH Physical Activity

- 1 Activity per WEEK (pacing guide for the year will be coming)
- See Links to DRDP

Contact: Leticia Christian, Nutrition Educator
510-712-6581
ldchristian@ucanr.edu

Parent Education

Offered to each site upon request

Contact: Leticia Christian, Nutrition Educator
510-670-5632
ldchristian@ucanr.edu

Garden

Contact: Yolanda Silva
Nutrition Educator
415-200-5083
ysilva@ucanr.edu

Playground Stencils

2 schools be awarded

Contact: Tuline Baykal
Program Manager
510-295-3501
tnbaykal@ucanr.edu

At the beginning of each year all teachers are invited to enroll via a Google Survey and in person via educator site visits.

Once enrolled, they receive a Welcome Email that includes:

1. Teacher Orientation Packet
   - Lists expectations
   - Pacing Guides
   - DRDP standards for each curriculum
   - Link to CFHL, UCCE Alameda Extender Website
2. Name and contact info for educators
3. Sign up link to pick up teacher support materials
   - Curriculum and reader
   - Teacher Orientation Packet
   - Classroom materials: wooden fruits and veggies, playdough, PA equipment and other teaching props to support curriculum implementation

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Tracking Extender Work

Each quarter Teacher are provided with a pre-filled hard copy and electronic link to the PARF (Program Activity Reporting Form)

Whoever does not turn in electronically is then visited in person to collect hours

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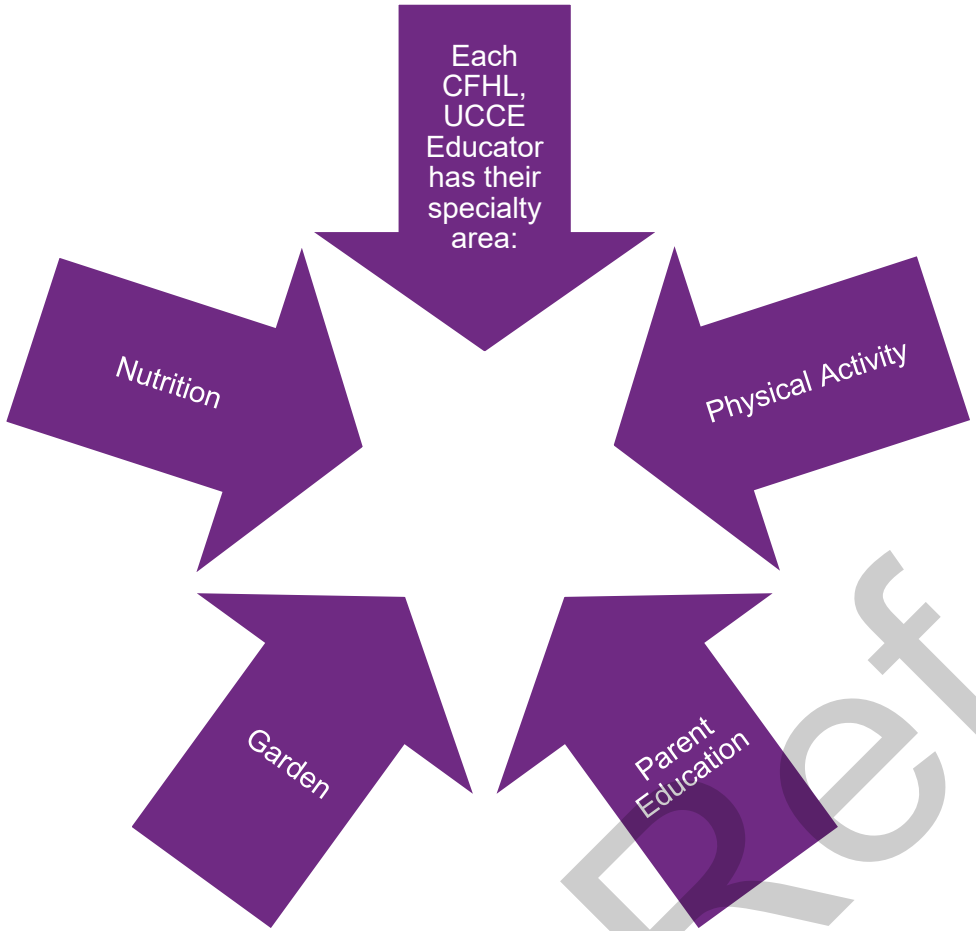
Providing Teacher Support is KEY to Success!











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TEAMWORK MAKES THE DREAM WORK

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Be FLEXIBLE, LISTEN and Promote Success!

- Teachers know what works for them, our goal is to meet them where they're at.
- Set them up for success with clear expectations and tools to support their efforts
- Praise teachers! A kind word goes a LONG way!
- Provide incentives! Teachers LOVE goodies!
- Highlight their efforts in a Teacher Newsletter. Incentives other teachers to step up their game!

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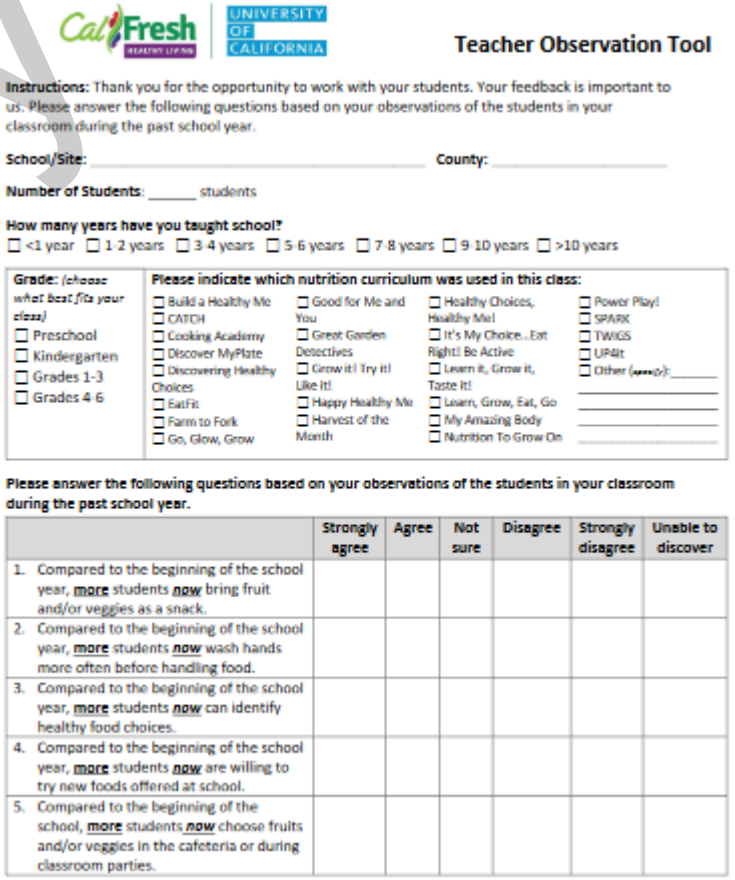
Evaluation and Feedback

- Annually we ask teachers for feedback in order to help guide program improvement using the Teacher Observation Survey (TOT)

"I feel that it helps the teachers as well as the students continue their awareness of healthy eating, exercise and lifestyle."



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Teacher Observation Tool

Instructions: Thank you for the opportunity to work with your students. Your feedback is important to us. Please answer the following questions based on your observations of the students in your classroom during the past school year.

School/Site: _____ **County:** _____

Number of Students: _____ students

How many years have you taught school?

☐ <1 year ☐ 1-2 years ☐ 3-4 years ☐ 5-6 years ☐ 7-8 years ☐ 9-10 years ☐ >10 years

Grade: *(choose what best fits your class)*

☐ Preschool
☐ Kindergarten
☐ Grades 1-3
☐ Grades 4-6

Please indicate which nutrition curriculum was used in this class:

☐ Build a Healthy Me
☐ CATCH
☐ Cooking Academy
☐ Discover MyPlate
☐ Discovering Healthy Choices
☐ EatFit
☐ Farm to Fork
☐ Go, Glow, Grow
☐ Good for Me and You
☐ Great Garden Detectives
☐ Grow it! Try it! Like it!
☐ Happy Healthy Me
☐ Harvest of the Month
☐ Healthy Choices, Healthy Me!
☐ It's My Choice...Eat Right! Be Active
☐ Learn it, Grow it, Taste it!
☐ Learn, Grow, Eat, Go
☐ My Amazing Body
☐ Nutrition To Grow On
☐ Power Play!
☐ SPARK
☐ TWIGS
☐ UP4it
☐ Other (specify): _____

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

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Unable to discover
1. Compared to the beginning of the school year, **more** students ***now*** bring fruit and/or veggies as a snack.						
2. Compared to the beginning of the school year, **more** students ***now*** wash hands more often before handling food.						
3. Compared to the beginning of the school year, **more** students ***now*** can identify healthy food choices.						
4. Compared to the beginning of the school year, **more** students ***now*** are willing to try new foods offered at school.						
5. Compared to the beginning of the school, **more** students ***now*** choose fruits and/or veggies in the cafeteria or during classroom parties.						

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Thank you

Feel free to reach out with any questions

Tuline Baykal

CFHL, UCCE Alameda Supervisor

tnbaykal@ucanr.edu

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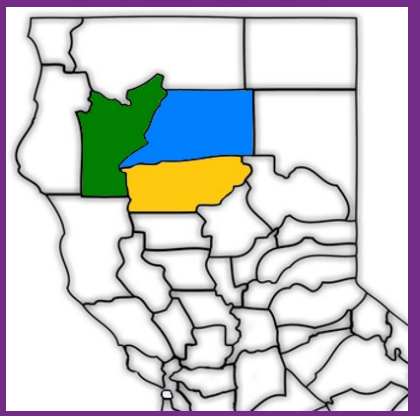
Extender Best Practices

Shawnice Fisher

CE Supervisor 2

Shasta Cluster



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Recruiting the Extenders

- Principal/Administration Meetings
- Teacher Enrollment Meetings
- Extender Expectations Doc.





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CalFresh Healthy Living, UCCE Shasta Cluster Extender Programming and Expectations

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.

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Training extenders

- CFHL, UCCE staff deliver 1st Lesson as a “Lesson Demonstration” or “Coaching Session”
- 1:1 Training and Technical Assistance as needed
- Offering “Office Hours”









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Tracking extender work and follow up

- Lesson Schedule and Calendar
- Check-in during tasting deliveries
- Collect PARF hours



CalFresh Healthy Living, UCCE

UC CalFresh Nutrition Education Program- It's My Choice

Date	Lessons	Additional Curriculum Lessons
	LESSON 1: MyPlate and Exercise for Heath	
	LESSON 2: Fruits and Vegetables Every Day	
	LESSON 3: Whole Grains Every Day	
	LESSON 4: Vary the Protein	
	LESSON 5: Choosing Healthy Beverages	

**Online materials, and virtual lessons available, please reach out to your CalFresh Healthy Living, UC Representative*

Please record the dates you deliver lessons as you will need to complete a

***PARF* (Program Activity Reporting Form).**

	PK-TK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Curriculum	**Go, Glow Grow**	**Let's Eat Healthy Kindergarten**	**My Amazing Body**	**Good for Me and You**	**It's My Choice**	**Up4it Level 1**	**Up4it Level 2**
October	**LESSON 1- CALFRESH UCCE**	**LESSON 1 CALFRESH UCCE**	**LESSON 1 CALFRESH UCCE**	**LESSON 1 CALFRESH UCCE**	**LESSON 1 CALFRESH UCCE**	**ACTIVITY 1 CALFRESH UCCE**	**ACTIVITY 11 CALFRESH UCCE**
November	LESSON 6- Handwashing	LESSON 2- Food Group Explorers	Lesson 5- Keeping My Amazing Body Clean	LESSON 2- Breakfast is Good for Me and You	LESSON 2 Fruits and Vegetables Every Day	ACTIVITY OF YOUR CHOICE	ACTIVITY OF YOUR CHOICE
December	NO LESSONS	NO LESSONS	NO LESSONS	NO LESSONS	NO LESSONS	ACTIVITY OF YOUR CHOICE	ACTIVITY OF YOUR CHOICE
January	LESSON 2- GO	LESSON 4- Better with Breakfast	LESSON 3 Keeping My Amazing Body Active	LESSON 3- Healthy Snacks and Beverages are Good for Me and You	LESSON 4 Vary the Protein	ACTIVITY OF YOUR CHOICE	ACTIVITY OF YOUR CHOICE
February	**LESSON 3- GLOW CALFRESH UCCE**	**LESSON 3- CALFRESH UCCE**	**LESSON 2- Feeding My Amazing Body CALFRESH UCCE**	**LESSON 5- Keeping Food Safe for Me and You CALFRESH UCCE**	**LESSON 3 Whole Grains Everyday CALFRESH UCCE**	**ACTIVITY 9A & 9B CALFRESH UCCE**	**ACTIVITY 5 CALFRESH UCCE**
March	LESSON 4- GROW	LESSON 5- Exploring Foods	Lesson 4- Keeping My Amazing Body Rested	Lesson 4- Exercise is Good for Me and You	Lesson 5- Choosing Healthy Beverages	ACTIVITY OF YOUR CHOICE	ACTIVITY OF YOUR CHOICE
April	LESSON 5- CALFRESH UCCE	NO LESSONS	NO LESSONS	NO LESSONS	NO LESSONS	**ACTIVITY 13 CALFRESH UCCE**	**ACTIVITY 12 CALFRESH UCCE**

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How successful are your efforts to sustain work with extenders?

- Increasing success Post-COVID as compared to ’21-22 SY
  - Burn out, “overwhelmed”, new teachers/staff common themes
- Opportunities to build more sustainability
  - Better “sales pitch” and marketing approach
  - Offering more “lesson demonstrations” or “coaching sessions”
  - Continuing “Office Hours”
  - Being present at sites more frequently for chats and check-ins
  - Ensuring proper curricula selection during enrollment
  - Adapting as needed

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K-12 Schools & Extender Tracking

Nancy Zumkeller
Fresno/Madera Counties

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Site Recruitment

Extenders are recruited through initial introductory email to principal requesting permission to serve their site and including this flyer



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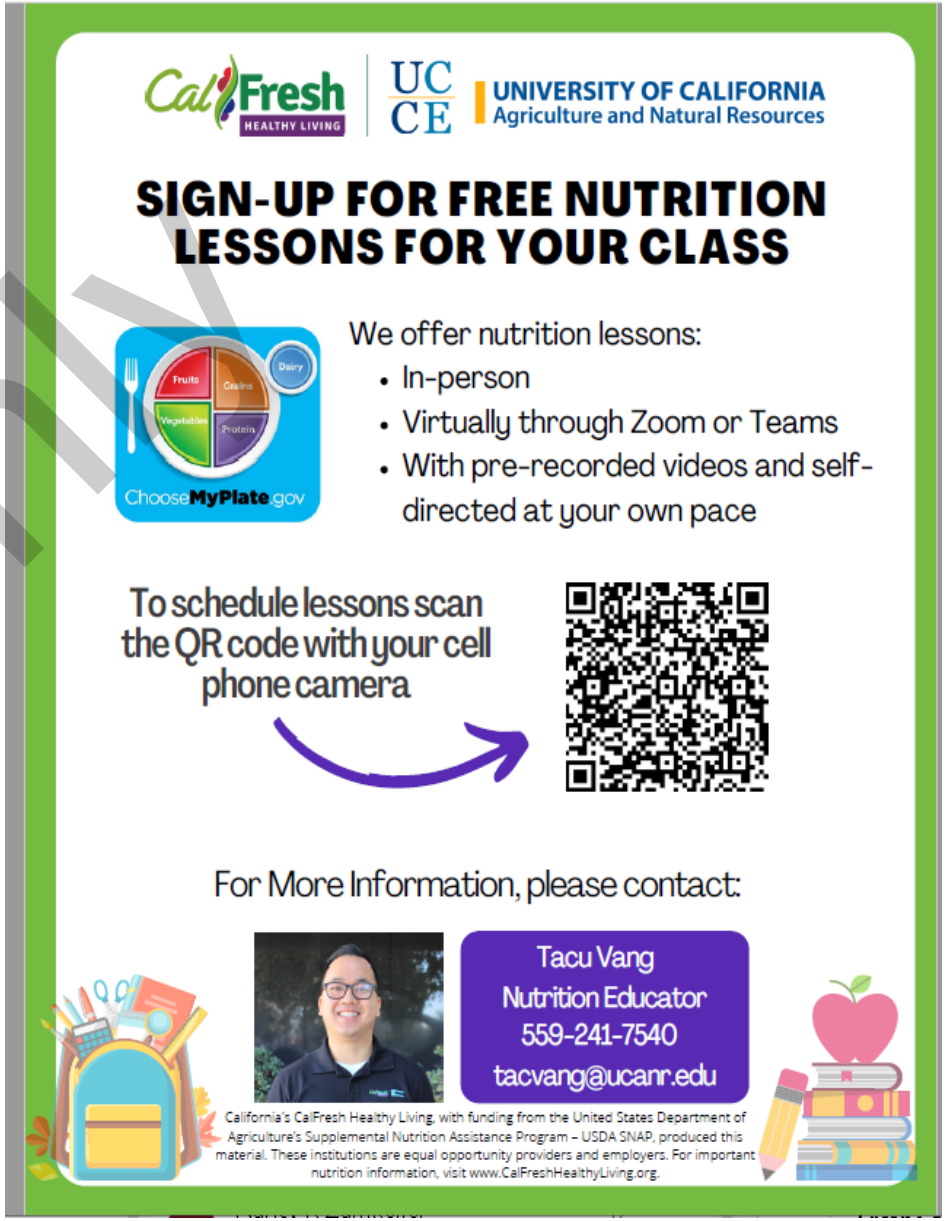
Extender Recruitment

Once permission is secured, QR code flyers are emailed and/or placed in teacher mailboxes at school site connecting code to educator's calendar



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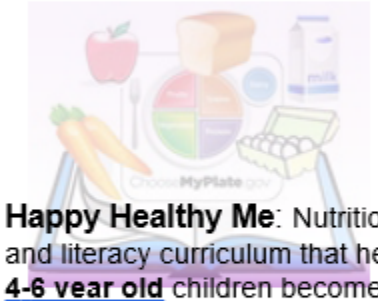
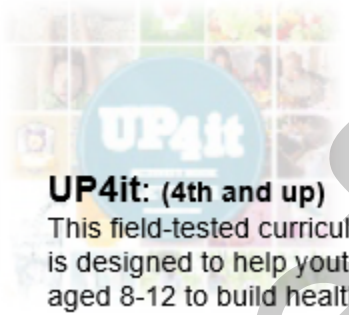


Happy Healthy Me: Nutrition and literacy curriculum that helps **4-6 year old** children become aware of food and nutrition by reading storybooks with food-related themes and then participating in hands-on nutrition education and physical activities.



My Amazing Body: **(1st gr.)** Nutrition curriculum for students to learn about the amazing things their body can do and explore how they can keep their amazing bodies healthy through eating nutrient-rich foods, getting plenty of exercise and sleep, and practicing good hygiene.



UP4it: **(4th and up)** This field-tested curriculum is designed to help youth aged 8-12 to build healthy habits for life.

Good For Me and You: **(2nd gr.)** Nutrition curriculum that allows students to explore what is good for a healthy body and lifestyle, study My Plate, and introduce the concept of nutrients and what they do for their bodies. They learn that eating breakfast every day, drinking healthy beverages, exercising and keeping food safe to eat all are good for their body.



TWIGS: Teams With Inter-Generational Support **(K-8)** focuses on gardening and how the foods we grow are used in our bodies as building blocks and energy providers.

It's My Choice: **(3rd gr.)** Nutrition curriculum where students examine the key nutrients provided by each of the five food groups of MyPlate and learn how to make healthy choices. They identify how vitamins, minerals, carbohydrates, and proteins provide the essential building blocks needed for good health.

Ref. Only

Extenders are trained through demonstration of 1st lesson by CFHL educator and review of grade level curriculum during the initial school site visit

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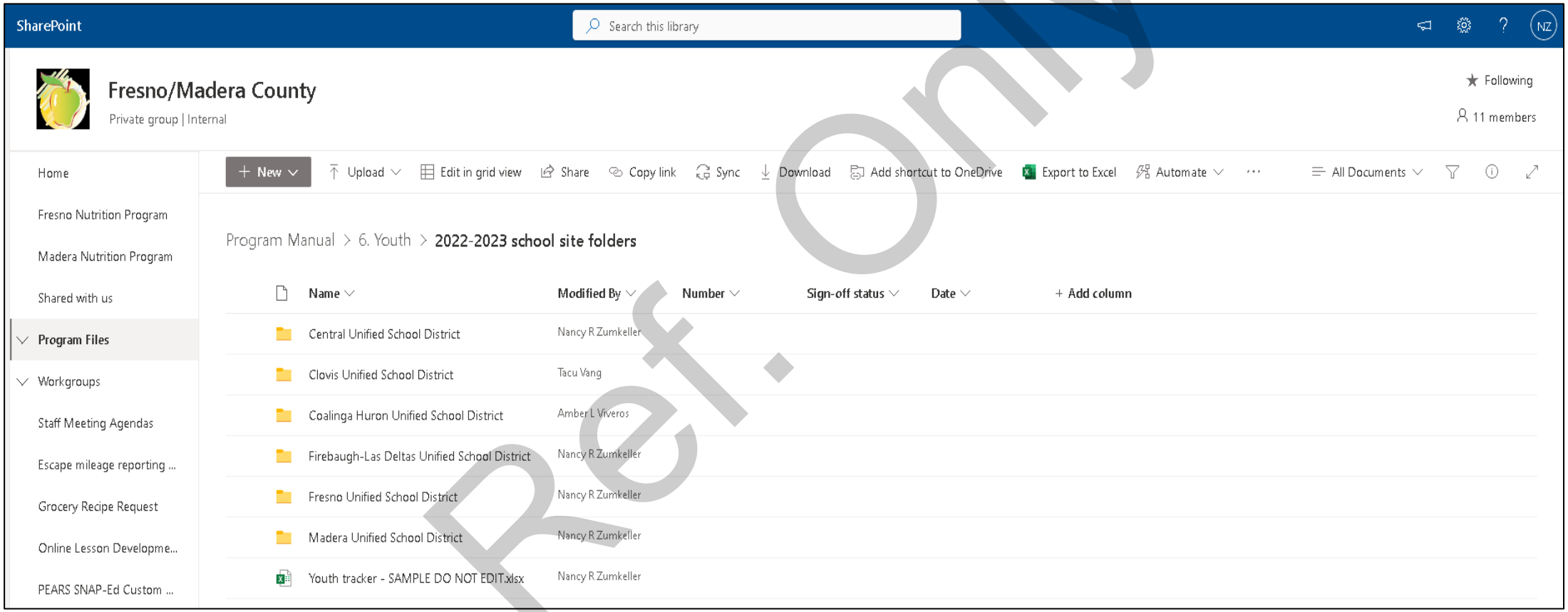
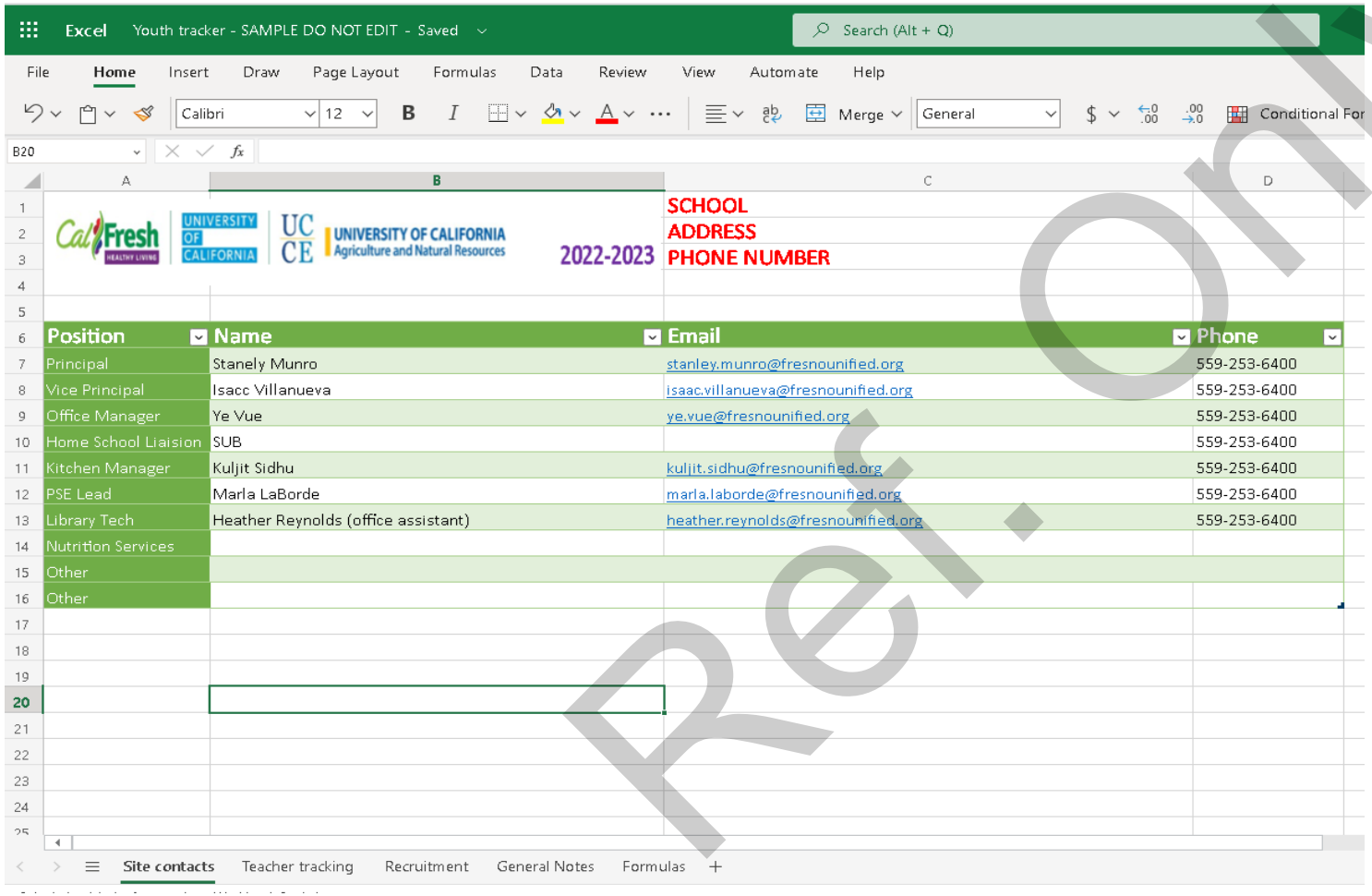
Extender work is tracked through internal UC secured Microsoft SharePoint folders



Ref. Only

Extender work is tracked through internal UC secured Microsoft SharePoint folders (Slide 1)



- Every school site folder has the same templated tabs
- Each educator maintains their assigned school site's folder and all information is accessible to the entire team
- Site Contacts tab: Contains all school site, administration, and staff contact information

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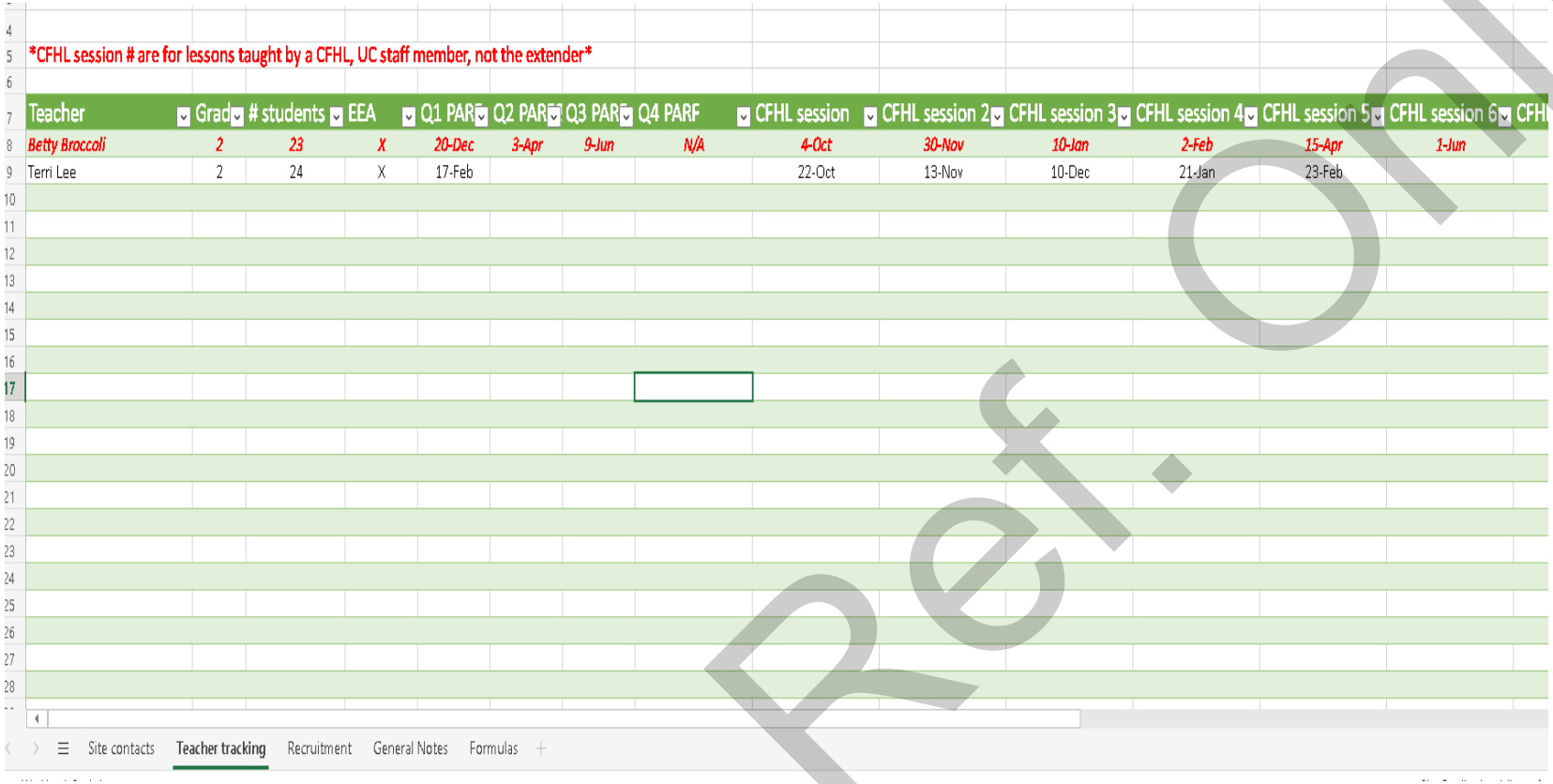

CFHL session # are for lessons taught by a CFHL, UC staff member, not the extender

Teacher	Grad	# students	EEA	Q1 PARF	Q2 PARF	Q3 PARF	Q4 PARF	CFHL session	CFHL session 2	CFHL session 3	CFHL session 4	CFHL session 5	CFHL session 6	CFHL
Betty Broccoli	*2*	*23*	*X*	*20-Dec*	*3-Apr*	*9-Jun*	*N/A*	*4-Oct*	*30-Nov*	*10-Jan*	*2-Feb*	*15-Apr*	*1-Jun*	
Terri Lee	2	24	X	17-Feb				22-Oct	13-Nov	10-Dec	21-Jan	23-Feb		

Site contacts | Teacher tracking | Recruitment | General Notes | Formulas

- Teacher Tracking tab: includes all enrolled extenders with completed EEA and CFHL, UCCE educator taught lessons.

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Extender work is tracked through internal UC secured Microsoft SharePoint folders (Slide 3)

Dat	Communicatio	Type of recruitment	Contact	Response	Notes
7-Sep	Email	Initial contact - returning teachers	17 teachers	10 no response, 4 interested, 3 not interested	
3-Oct	Email	Follow up to no response - returning teachers	10 teachers	4 no response, 3 interested, 3 not interested	
14-Aug	Email	Initial contact - returning teachers	10 teachers, 2 admin	11 no response, 1 interested	
1-Sep	Email	Confirming enrollment - any teacher	1 teacher	1 confirmed	
16-Oct	Email	Follow up to no response - returning teachers	9 teachers, 1 admin	10 no response	
13-Nov	Email	Follow up to no response - admin approval	1 admin	Checking in w/ why interest is so low this year	
4-Jan	Email	Follow up to no response - admin approval	1 admin	Admin asking if teachers enrolled	Sent resources for him to share
8-Feb	Email	Initial contact - admin approval	2 admin, 1 staff	3 no response	Asked if they were interested in parent classes

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- Recruitment tab: includes all contact attempts for recruitment with dates, follow-up and results.

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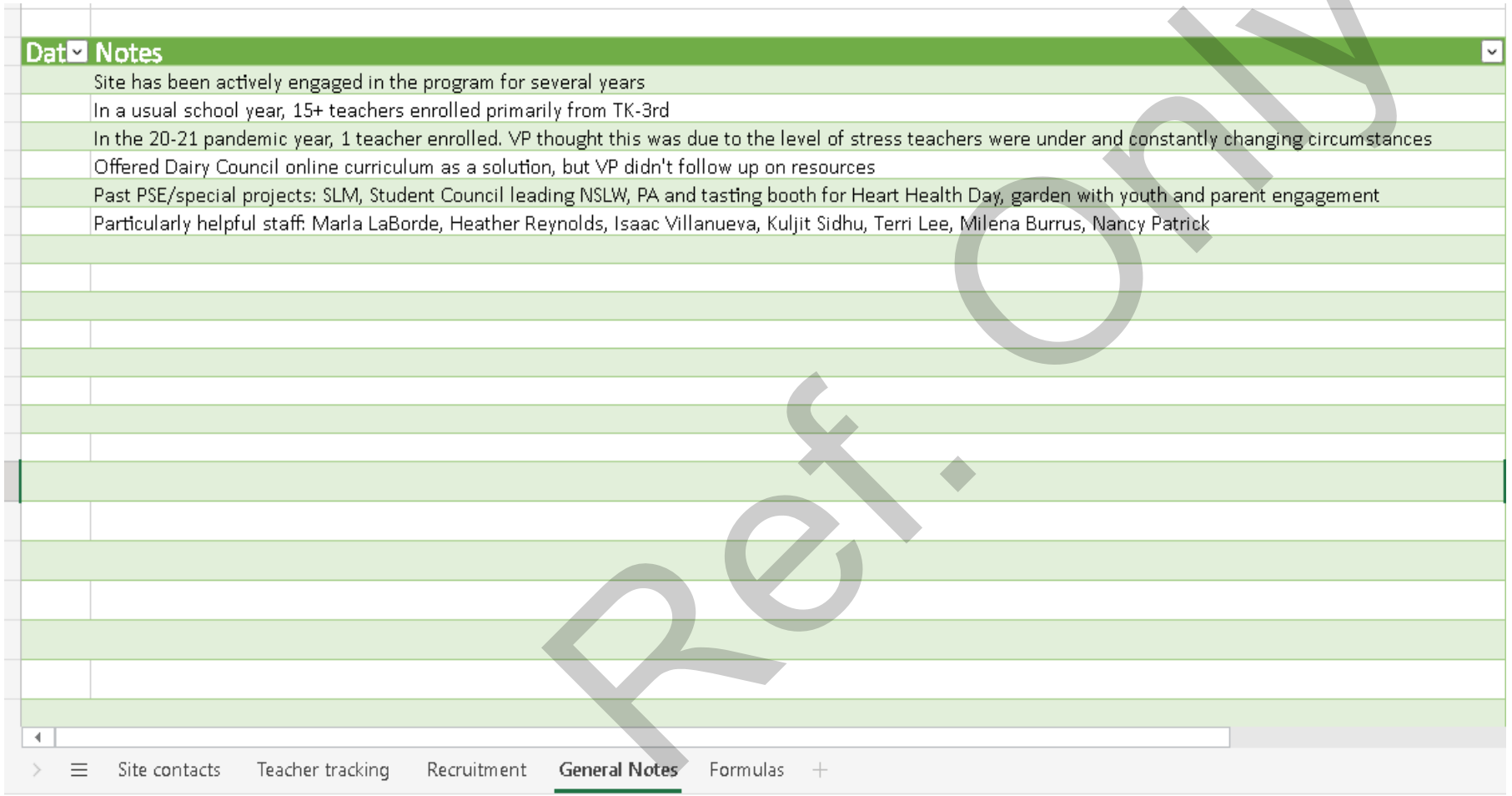
Extender work is tracked through internal UC secured Microsoft SharePoint folders (Slide 4)



Dat	Notes
	Site has been actively engaged in the program for several years
	In a usual school year, 15+ teachers enrolled primarily from TK-3rd
	In the 20-21 pandemic year, 1 teacher enrolled. VP thought this was due to the level of stress teachers were under and constantly changing circumstances
	Offered Dairy Council online curriculum as a solution, but VP didn't follow up on resources
	Past PSE/special projects: SLM, Student Council leading NSLW, PA and tasting booth for Heart Health Day, garden with youth and parent engagement
	Particularly helpful staff: Marla LaBorde, Heather Reynolds, Isaac Villanueva, Kuljit Sidhu, Terri Lee, Milena Burrus, Nancy Patrick

Site contacts | Teacher tracking | Recruitment | General Notes | Formulas

Ref. Only

- General Notes tab: includes any notes on PSE, projects, future plans, best contact person, etc..

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Establishing and maintaining a collaborative partnership with each extender sustains successful, comprehensive programming at our school sites.

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Working with Youth Extenders

Bambi Baechler
Calaveras County,
Central Sierra Cluster

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Calaveras County - San Andreas Community

- Recruitment
  - Calaveras High School
  - Toyon Middle School
  - Valley Springs Elementary
  - Mark Twain Elementary



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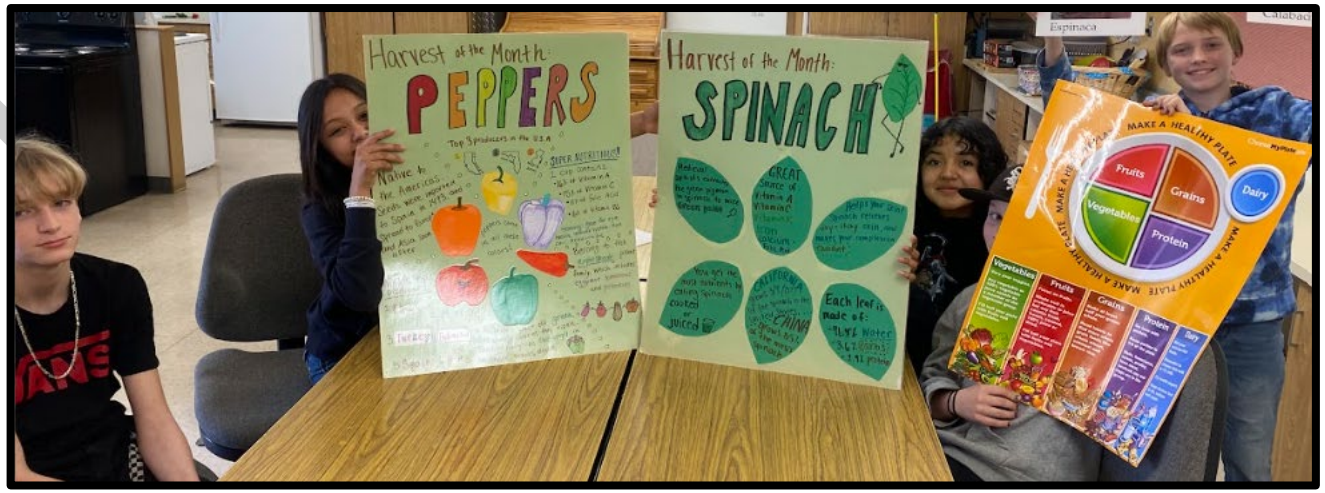
Recruiting youth in Calaveras County

- Beginning of school year
  - Program presentations
  - Nutrition, physical activity, and gardening
- Try it out!
  - Opportunities for experiential learning
  - Do you want to be an extender?
  - Different opportunities





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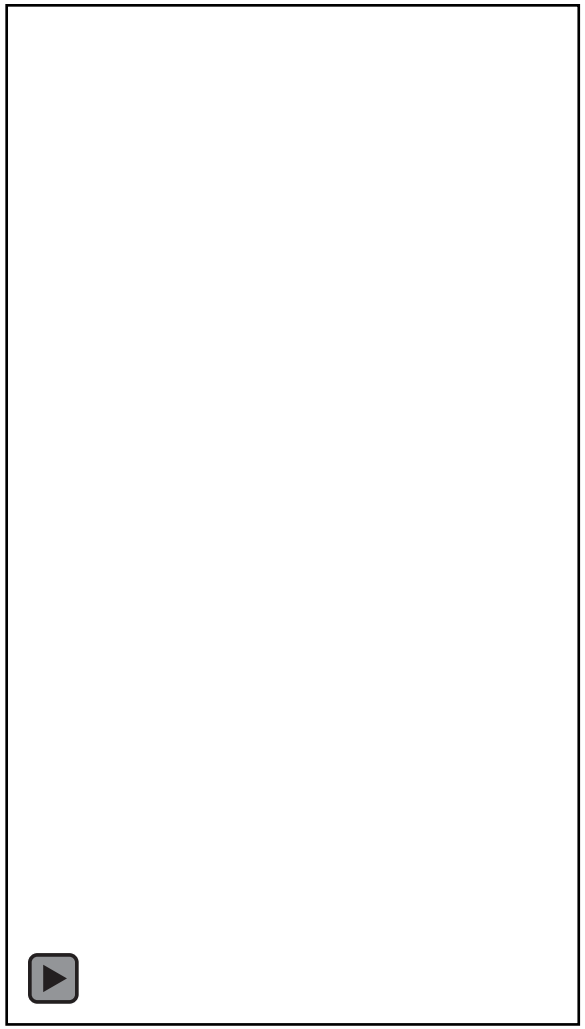
Training Depends on Program

- Cooking Lessons: Cooking Academy or CUHC
  - High School- Practice teaching skills with nutrition educator or other students first
  - Middle School- Nutrition educator and teen teacher tag team
- Gardening Lessons: LGEG
  - Put together lesson kits with supplies
  - 2 lessons per training session
  - When ready, students teach



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Training to Teaching

- Set up with younger students or peers
  - High School → Elementary (High School Ag Day)
  - Middle School → Elementary





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Tracking Extender Work

- Cooking Program
  - COVID-19 Impact: Can’t visit other sites
  - High School and Middle School students extend to their own peers with HOTM tastings
  - Have weekly lessons/meetings



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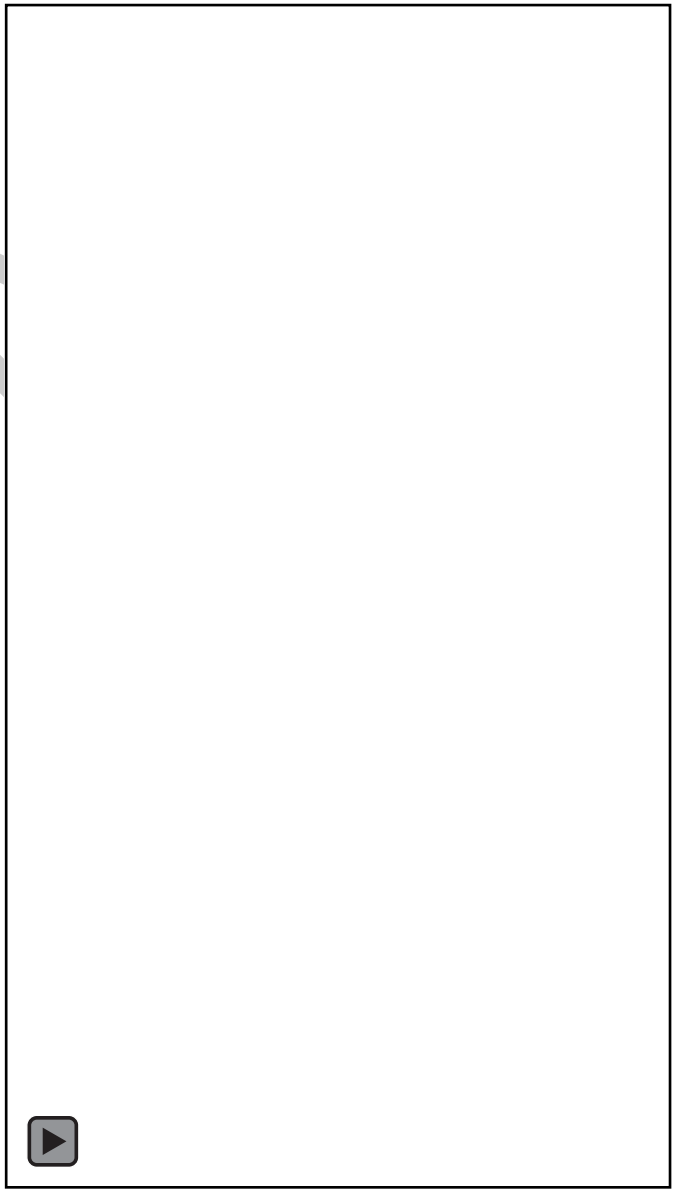
Tracking Extender Work Cont.

- Gardening program
  - Frequent check-ins
  - Master Gardner volunteers help in the garden



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Sustainability- Building Relationships

- Staff, counselors, teachers, and students
  - 3 years in the making
  - Train adult extenders to assist and continue youth projects
  - Word gets out: This is FUN!
- Students having fun encourages them to continue onto upper grade levels.



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Thank you

- Cristina Luquin, Interim Program Supervisor
  - cnluquin@ucanr.edu

- Bambi Baechler- Nutrition Educator
  - bbaechler@ucanr.edu

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Best Practices For Extenders in Stanislaus County

Elizabeth Miranda



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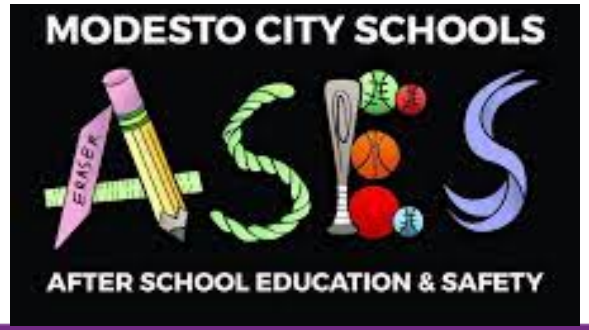
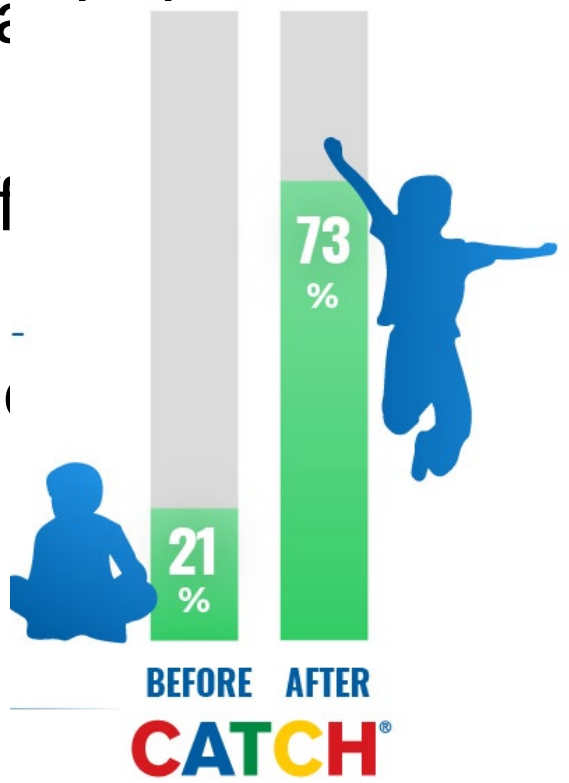
Describe how you recruit your extenders

- Site coordinator for ASES after school program contra[illegible] us
- 3 sites in Modesto Unified School District and 40 staff members needed to be trained in CATCH
- Held training on a Holiday there was no school but the district was open





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Describe how you recruit your extenders (cont.)

- 3 additional colleagues wanted staff trained in CATCH as well
- 3 months later a Saturday training was held for 20 staff
- 3 new sites added all in the same district totaling 6 schools 1-6

CATCH®
COORDINATED APPROACH TO CHILD HEALTH



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Describe how you train your extenders

- Constant communication with coordinators in order to meet their needs
- Held on days ASES had scheduled for staff training
- Made folders with forms and Power Point slides ahead of time
- 3 Hour Training
- Communicated with coordinator in making sure there was a space for activities and a space for the presentation



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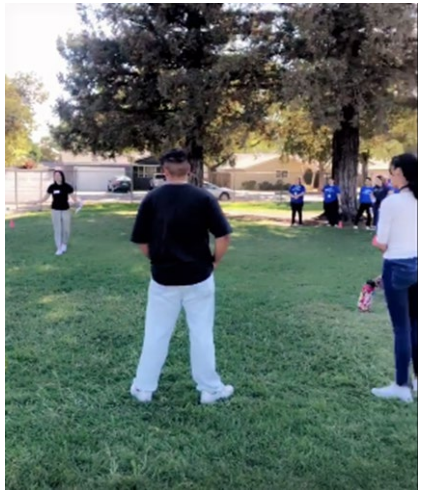
Describe how you train your extenders (cont.)











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How do you track extender work and follow up with them?

- The goal is to make it easy on the Extender/Coordinator
- Held meetings before the trainings to explain the importance of data collection and process
- Emailed **Extender Teacher Enrollment Forms** to each coordinator with clear concise instructions



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How do you track extender work and follow up with them? (Cont.)

- Currently meeting with extenders quarterly to collect minutes via phone call or email in order to fill out the **CATCH Reporting Form**
- Cross check school district calendar to make sure lessons, dates, and minutes are corre



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How successful are your efforts to sustain work with extenders?



- Overall staff has been adopting curriculum well participating in CATCH at least 3 times a week enhancing curriculum competence
- Having an organized a system that makes data collection easy and straightforward
- Provide future trainings for new staff regardless of high turnover on days that work for all sites involved

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Thank You Very Much

- emiranda@ucdavis.edu

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CATCH®
COORDINATED APPROACH TO CHILD HEALTH

ASES AFTER SCHOOL EDUCATION & SAFETY PROGRAM
Modesto City Schools' ASES program provides enrichment activities, **field trips**, physical activity, athletic competitions, **healthy snacks** and more, all at **NO COST**!

CalFresh HEALTHY LIVING | UNIVERSITY OF CALIFORNIA

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What are the benefits of using an extender model?

- Creates program sustainability
- Extends the reach of CFHL, UC programming



Remember: Each county is different, and flexibility is key!

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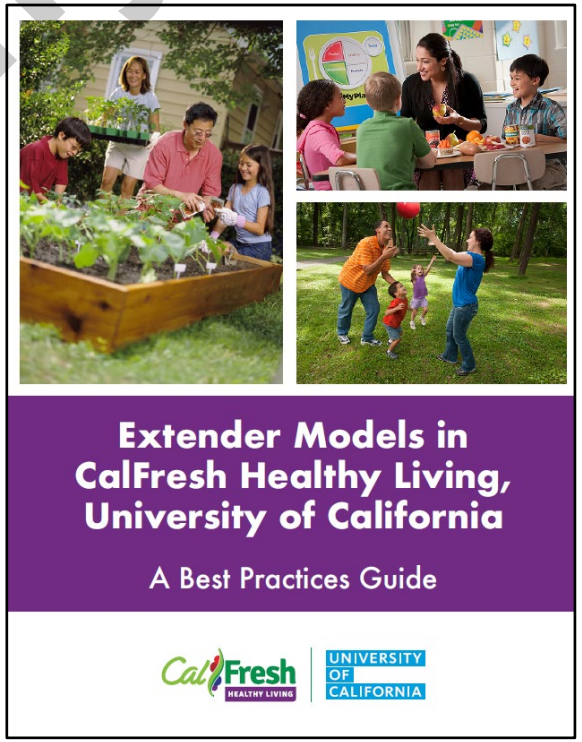
Extender Models in CFHL, UC
A Best Practices Guide

Extender Recruitment
Frequently Asked Questions

Extender Tips and Reminders
for Lesson Delivery



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Curriculum → Resources & Support Materials → Extender Model Resources

What are your questions?



Reproduction

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Physical Activity Break
“Exercise Snack”

Paul Tabarez, MS, M.Ed.
CFHL, UC State Office
Physical Activity Project Manger



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Exercise Snack



https://www.youtube.com/watch?v=Yg08myJl7Yg&t=40s

For Review Only

Extender Models in CalFresh Healthy Living, UC: A Best Practices Guide

Anna Jones and Andra Nicoli
CFHL, UC State Office

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What is this guide? What's in it?

- Share the variety of ways CHFL, UC extends programming to community
- Developed based on a series of interviews with counties about how they implement extender programs
- Covers how to get started, training, supporting extenders during implementation, and reporting and evaluation



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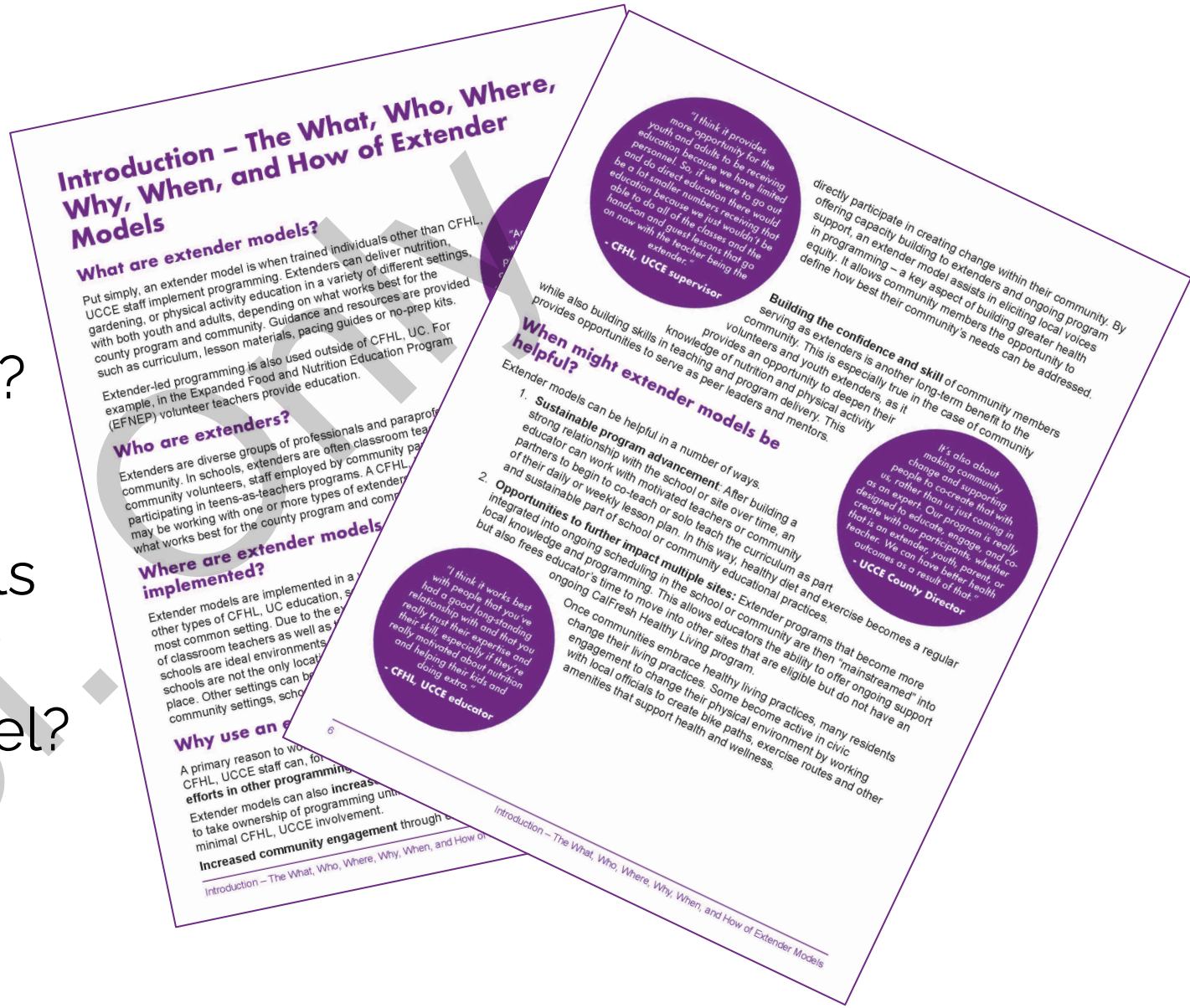
Introduction

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



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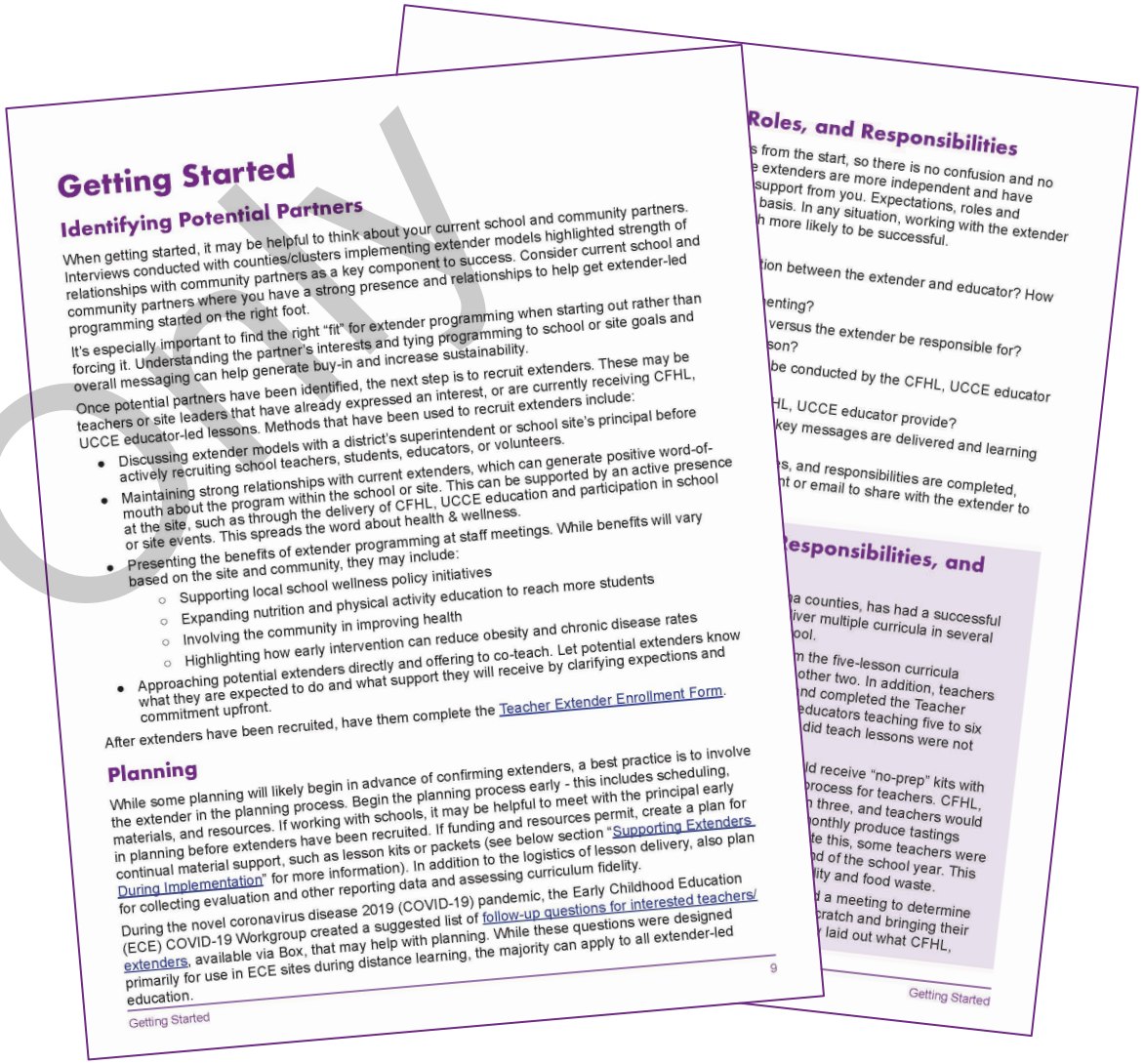
Getting Started

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



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
- 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 expections and commitment upfront.

After extenders have been recruited, have them complete the Teacher Extender 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.

9

Getting Started

Roles, and Responsibilities

s from the start, so there is no confusion and no
e extenders are more independent and have
support from you. Expectations, roles and
basis. In any situation, working with the extender
h more likely to be successful.

tion between the extender and educator? How

enting?

versus the extender be responsible for?
son?

be conducted by the CFHL, UCCE educator

HL, UCCE educator provide?

key messages are delivered and learning

s, and responsibilities are completed,
nt or email to share with the extender to

esponsibilities, and

a counties, has had a successful
iver multiple curricula in several
ool.

m the five-lesson curricula
other two. In addition, teachers
nd completed the Teacher
educators teaching five to six
did teach lessons were not

ld receive "no-prep" kits with
rocess for teachers. CFHL,
three, and teachers would
onthly produce tastings
te this, some teachers were
d of the school year. This
lity and food waste.

a meeting to determine
cratch and bringing their
laid out what CFHL,

Getting Started

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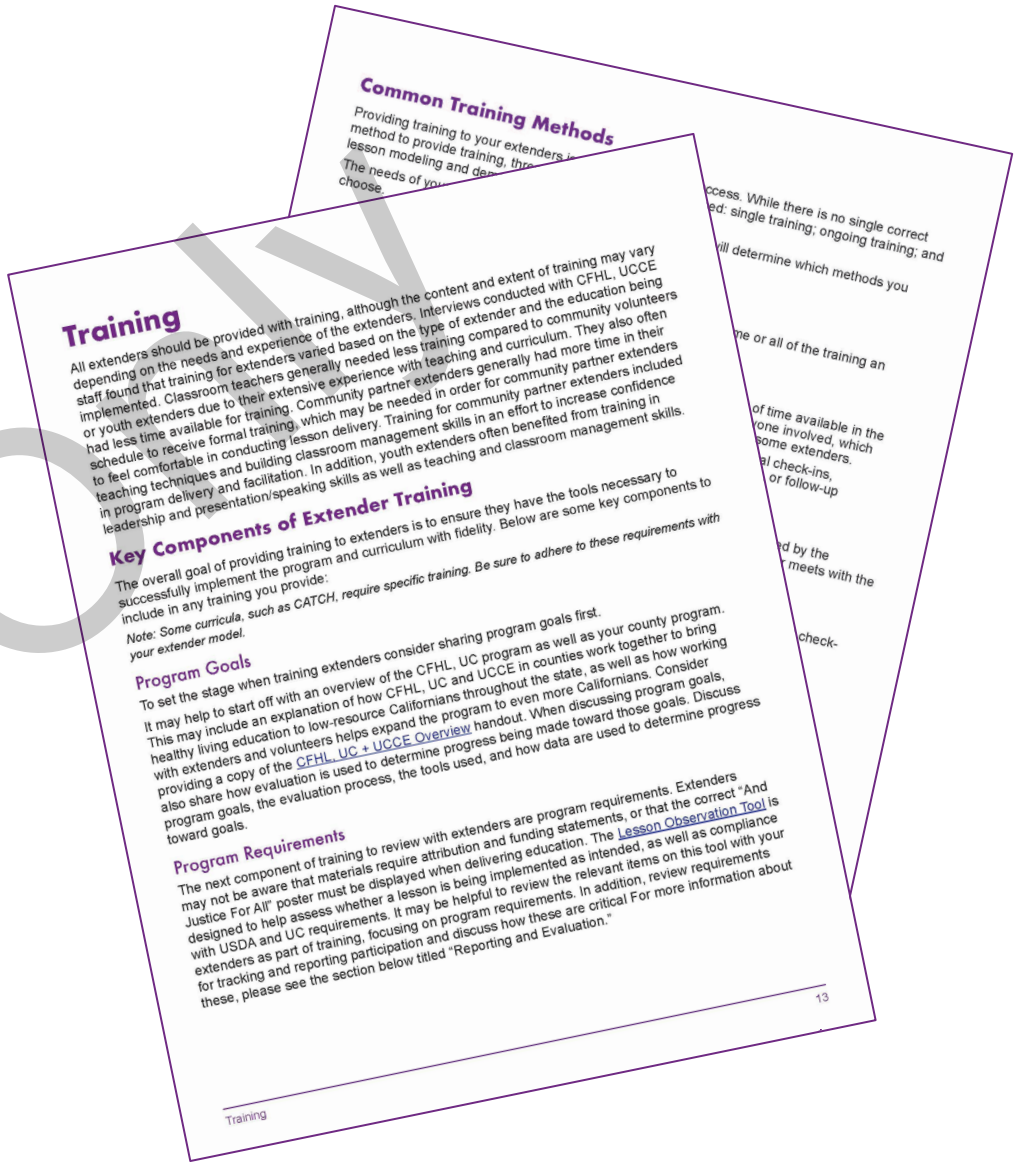
Extender Training

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



Common Training Methods

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."

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Training

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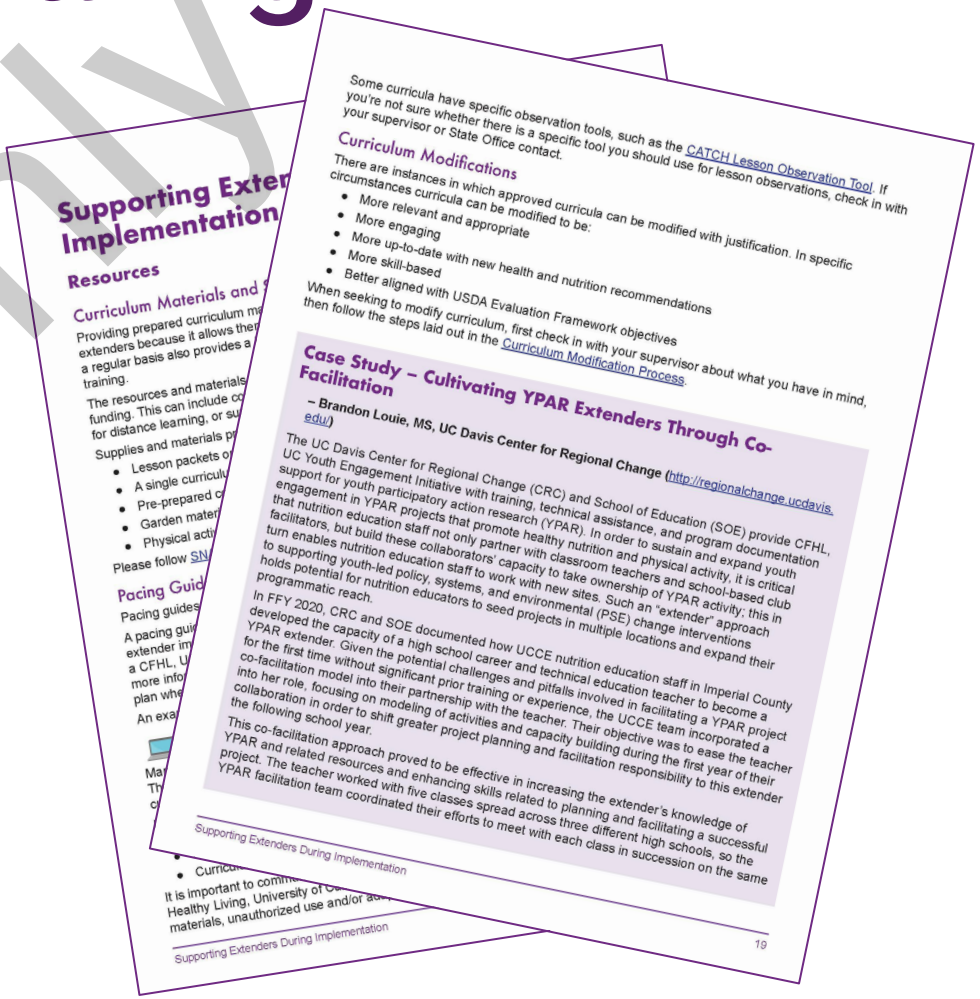
Supporting Extenders During Implementation

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



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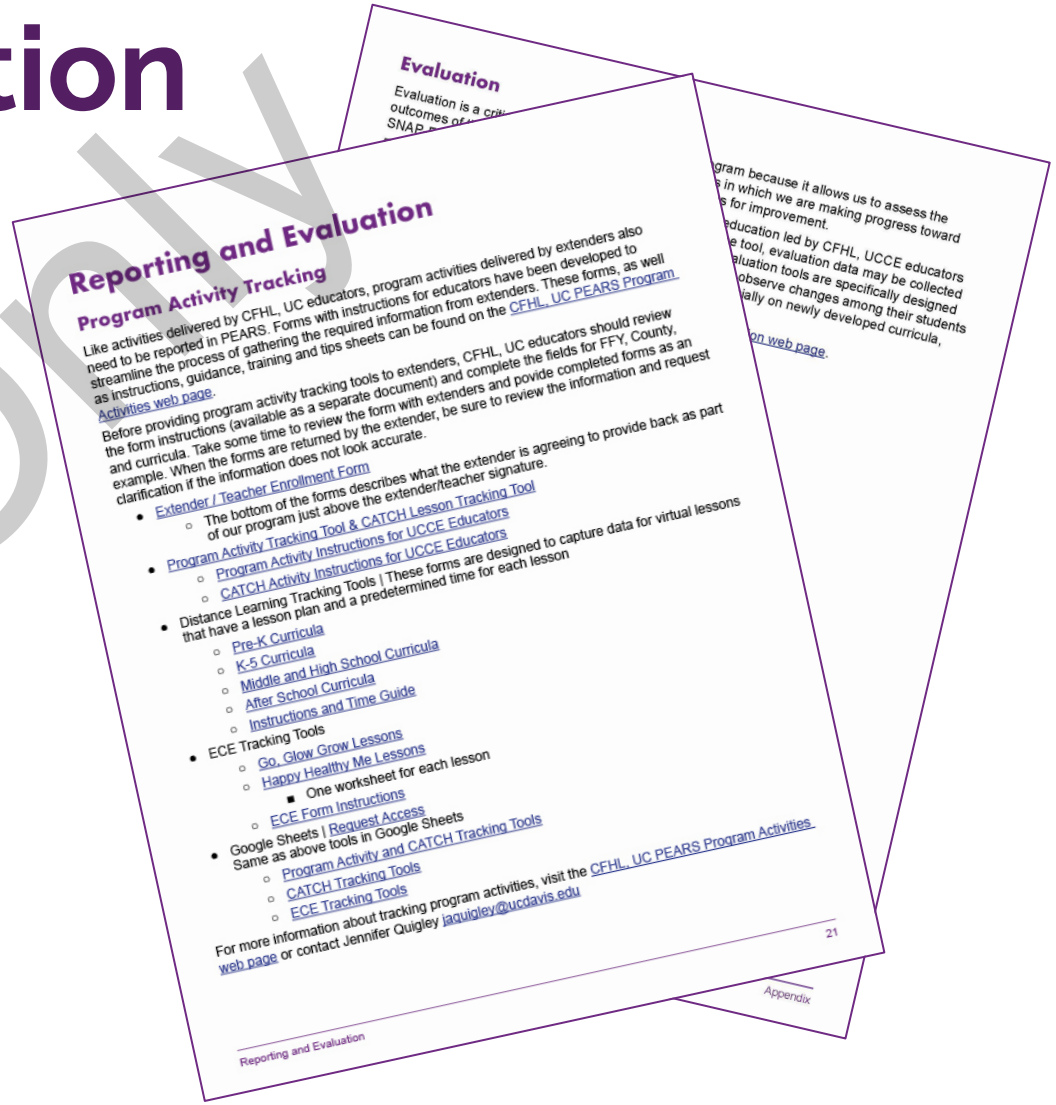
Reporting and Evaluation

- Program Activity Tracking
- Evaluation



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 povide 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

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Appendix

Reporting and Evaluation

Evaluation

gram because it allows us to assess the
s in which we are making progress toward
s for improvement.
ducation led by CFHL, UCCE educators
e tool, evaluation data may be collected
aluation tools are specifically designed
observe changes among their students
ially on newly developed curricula,
on web page.

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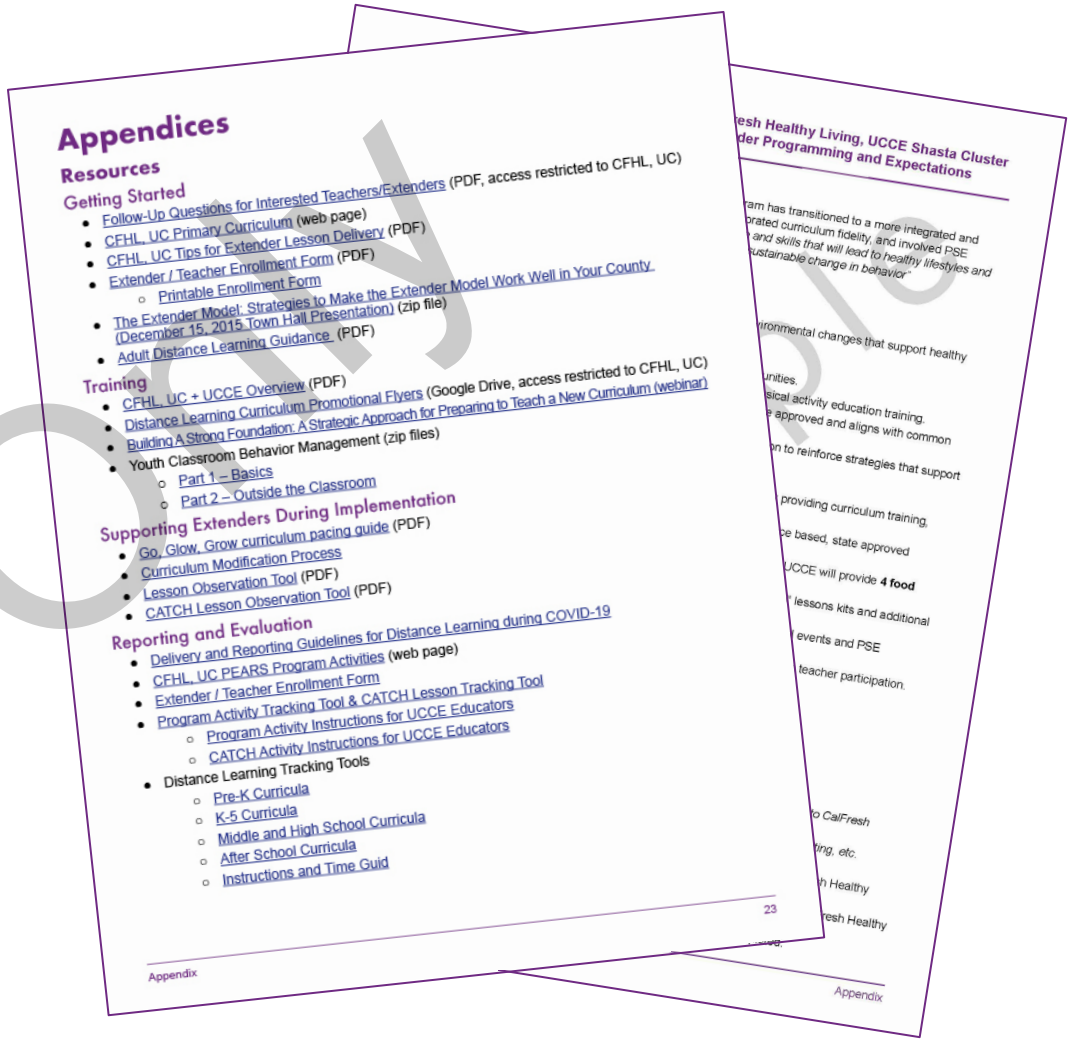
Appendices

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



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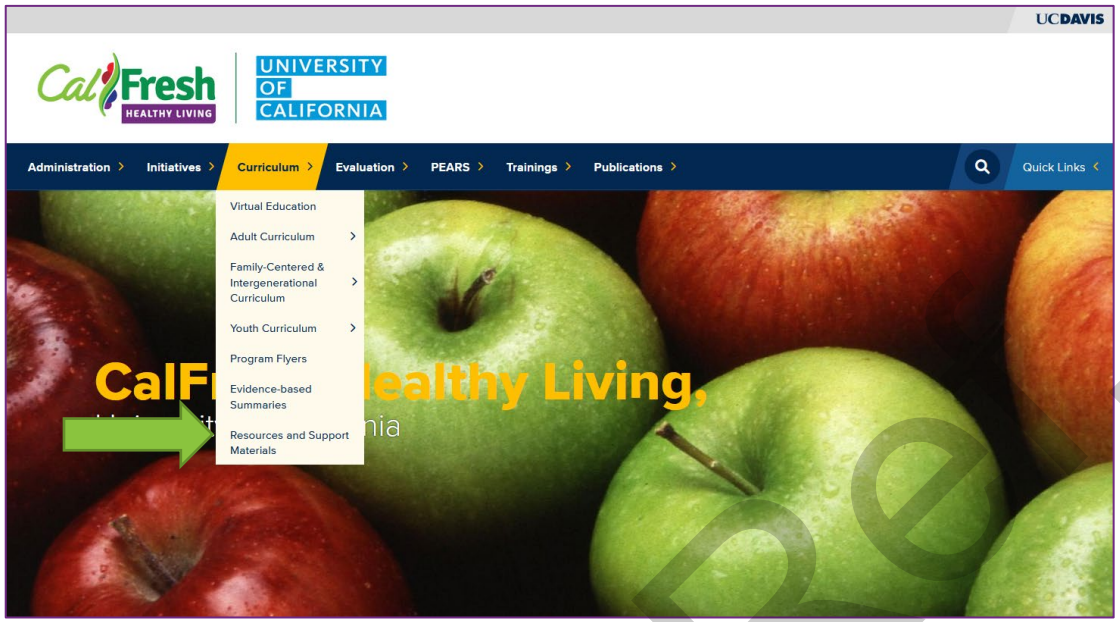
Where can I find it?



Administration › Initiatives › Curriculum › Evaluation › PEARS › Trainings › Publications ›

Extender Model Resources

- Extender Models in CalFresh Healthy Living, UC-A Best Practices Guide
  - *This guide, based on interviews with county programs, contains information on how to get started with an extender model, key components of training, supporting extenders, and reporting and evaluation. In addition, case studies and examples illustrate implementation in the field and an extensive list of resources are included.*
- Extender Tips and Reminders for Lesson Delivery
  - *The Extender Tips and Reminders for Lesson Delivery is an easy tool to use as an accompanying piece when providing curriculum to an extender. It is a reminder to nudge teachers, after school and other extenders to be mindful of the importance of curriculum fidelity in generating positive behavioral outcomes. Please consider walking through this tip sheet with your extender.*

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State Office Updates

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Site List Requalification for IWP Period FFY24-26

- For Managers, Supervisors, and Advisors:
  - Melanie will reach out to check on your progress

- Technical assistance will span full period of requalification
  - April 17th – June 2nd
  - Office Hours every Monday, Thursday, and Friday!

- If you have any questions or concerns, please email Melanie Alexander at magerdes@ucdavis.edu

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Curriculum Overview Webinars





May 17
1:00-2:30 PM

Part 1: June 14
1:00-4:00 PM

Part 2: June 15
9:00AM -12:00 PM

Registration links on CFHL, UC Training Calendar

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2023 CFHL LIA Forum: Showcase your work!

- **Training Session & Pre-Forum Workshop proposals** – due on Friday, June 2nd
- **Poster Abstracts** – due on June 16th
- **Networking Tables -** More information to come!

For more information, contact Tammy McMurdo (tjmcmurdo@ucdavis.edu) or Lyn Brock (rlbrock@ucdavis.edu)

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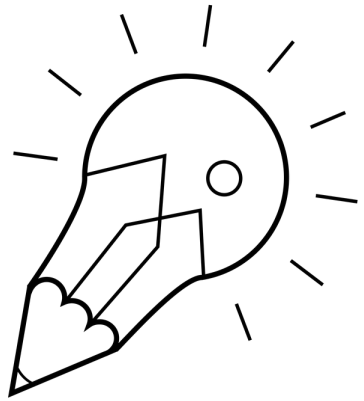
Registration Available!



Building Capacity in School Wellness & Youth Engagement Trainings

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Fresno
June 27 & 28

Davis
August 15 & 16

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Evaluation Updates (Slide 1)

- **FFY23 Mid-Year Evaluation Survey Counts**
  - Mid-Year Counts are now available in Box here
  - Please review your county specific Mid-Year Counts and let us know if you have any questions or if you would like to review any information together

If you have any questions, please contact Lolita Quintero lcquintero@ucdavis.edu

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Evaluation Updates (Slide 2)

- **Theory of Change** (ToC)**: How CFHL Programming Leads to Healthy Outcomes** (4/19)
  - Describes CFHL ToC logic model
  - Shares examples of CFHL program outcomes
  - Recorded webinar/resources here

If you have any questions, please contact Angie Keihner akeihner@ucdavis.edu

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Evaluation Updates (Slide 3)

- **Please pause ALL evaluation of individuals with developmental disabilities**
  - Continue providing this important programming and collecting adult demographic cards
  - However, **no IRB approval to evaluate** adults/youth with developmental disabilities (*see 5/5 email*)
  - Please follow-up with Angie to share your work - if you haven't already

If you have any questions, please contact Angie Keihner akeihner@ucdavis.edu

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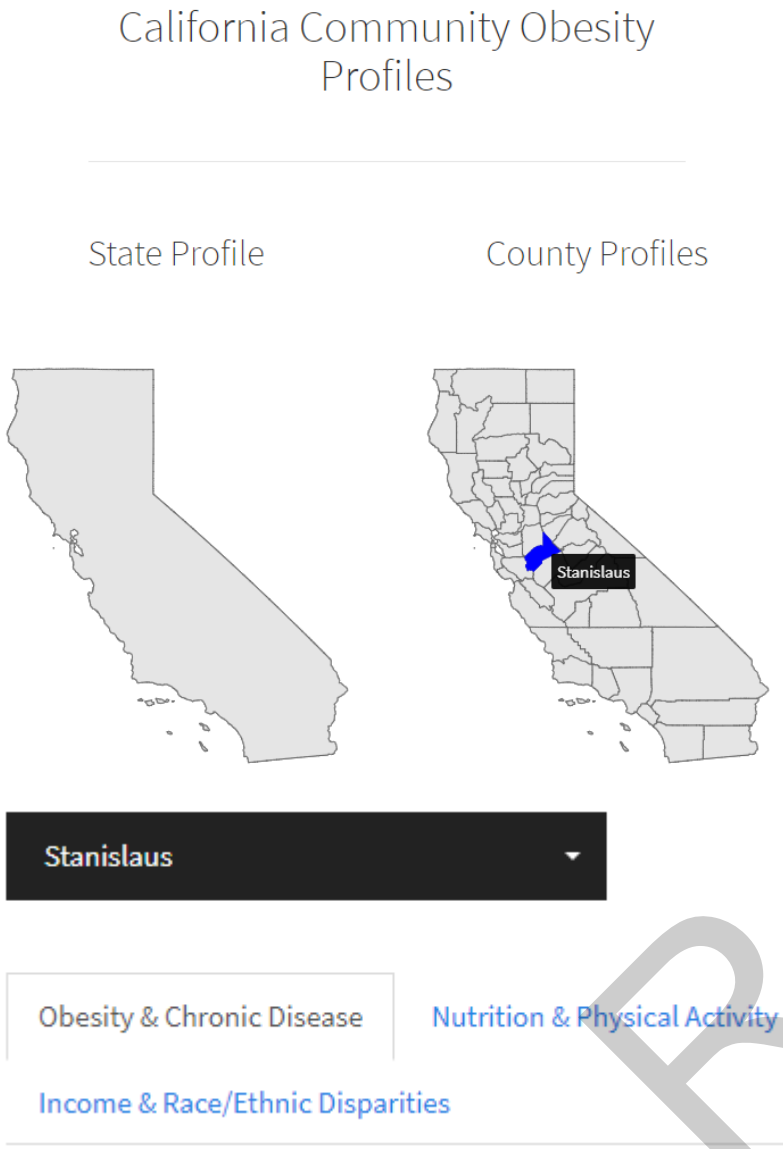


NEOPB – California Community Obesity Profiles

Lots of relevant State and County specific data

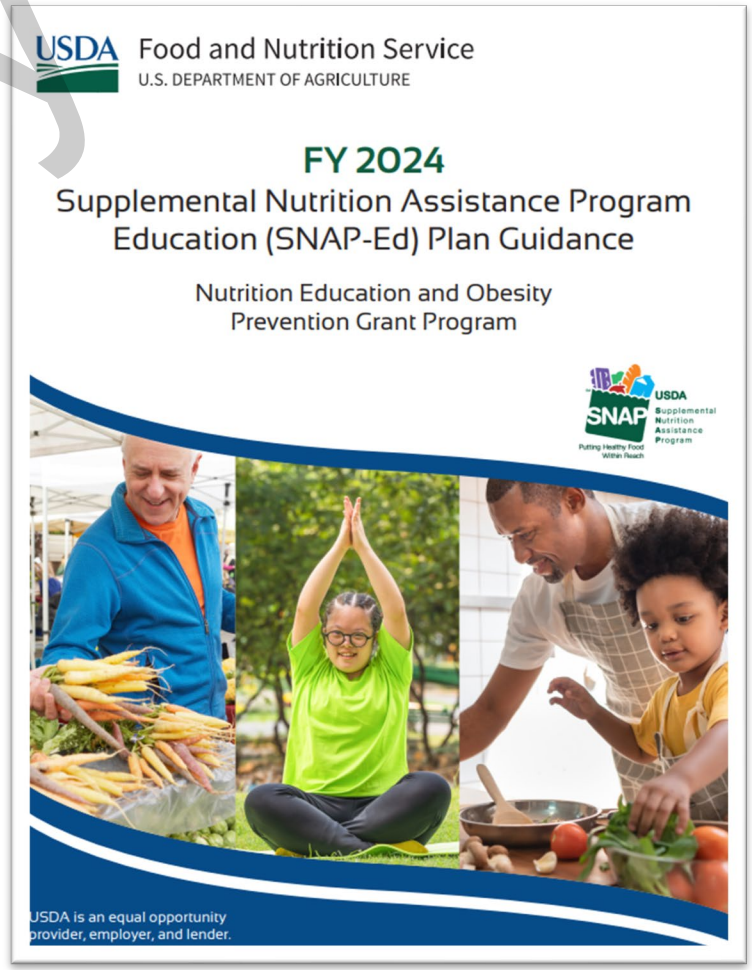
- Obesity
- Nutrition & Physical Activity
- Food Environment, Security, Access
- SNAP-Ed Eligibility
- Income & Race/Ethnic Disparities

Dashboard on NEOPB website

Ref Only

FFY24 SNAP-Ed Program Plan Guidance

- FFY24 SNAP-Ed Guidance has been released by USDA
- CDSS shared via email 5/11/2023
- Link: https://snaped.fns.usda.gov/program-administration/snap-ed-plan-guidance-and-templates
- CFHL, UCCE staff should download and review the guidance
- Additions are indicated using **“New”**



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Thank you!

Next Town Hall:
Tuesday
June 20, 2023



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