CalFresh Healthy Living, UC Town Hall: Agenda

• Modified Safety Plan Addendum 3 Guidance (00:01:34)
• Youth Engagement: COVID-19 Activities + Annual Report (00:11:24)
• CHFL, UC in Action-UCCE Shasta (00:23:10)
• Promo Materials Workgroup (00:26:06)
• COVID-19 Garden Workgroup (00:33:04)
• Master Gardener Project (00:44:41)
• PA Break (00:52:00)
• Nutrition Spotlight (00:57:25)
• State Office Updates (01:09:13)
• No longer using Phase system utilizing Tier system (Widespread (purple), Substantial (red), Moderate (orange), Minimal (yellow))- all references to Phases removed
• Only 1 Training survey documentation: Employee training documentation survey
• For Staff Daily Contact Log – In-person contacts for 15 minutes or more
• Removed 48 hour hold for materials to be distributed – not how virus spreads
• Educator will coordinate with site contact to determine maximum class size and frequency of classes based on classroom space available and guidelines the site/school are following.

• Nutrition programs will also be offering distance learning lessons and materials to interested participating teachers and extenders regardless of whether schools are opened or closed.

• **Bottom line:** *We want staff to feel SAFE. Encourage staff to talk to supervisors or County Directors if they are uncomfortable with the county or site guidelines.*
  - Please send any feedback or questions on the new guidance to Katie Panarella, [khpanarella@ucanr.edu](mailto:khpanarella@ucanr.edu).
  - For exceptions, your County Director can connect with Brian Oatman.
Youth Engagement
COVID-19 Activities

• Youth-led Participatory Action Research (YPAR)
• Teens as Teachers (TAT)
• Student Nutrition Action/Advisory Council/Committee (SNAC)
• Other opportunities to incorporate youth engagement strategies
Youth Engagement

COVID-19 Activities

• Monthly Youth Engagement Leadership Calls and Office Hours
  • First Thursday of the month from 10:00-11:00am
• Technical assistance

NEW! Youth Engagement Workgroup

Kelley Brian
kmbrian@ucdavis.edu
Growing Capacity

Identifying professional development and organizational supports needed to facilitate YPAR in CFHL, UC Programming

FFY 2019 YPAR Documentation Report

Identifying professional development and organizational supports needed to facilitate YPAR in CFHL, UC Programming
Documenting the Work of 6 YPAR Projects

- **Marisa Neelon** - NFCS Advisor, Contra Costa
- **Charles Go** - 4-H YD Advisor, Contra Costa
- **Yu Meng** - YFC Advisor, Imperial
- **Cathryn Johnson** - NFCS Advisor, Central Sierra
Core Staff Capacities Needed for YPAR

• Comprehensive knowledge and skills related to effective nutrition education, positive youth development & PSEs

• Comprehensive knowledge about YPAR

• Skills to assess local settings & modify YPAR toolkits & other resources

• Skills related to basic research, relationship building, facilitation, technology & media production
Organizational Supports for YPAR

- In-person training workshops
- Consistent, individualized technical assistance & coaching
- Direct support from supervisors knowledgeable about YPAR
- Adequate staff time, resources & funding
- Peer support through a community of practice
Additional Professional Development Needs

• Expanded peer-to-peer connections & support (e.g., peer site visits, TA calls)

• YPAR training for supervisory staff

• Implementation of a train-the-trainer extender model for YPAR

• Cultivating stronger collaboration with the UC 4-H Youth Development Program

• Further guidance on PSE program sustainability goals & YPAR project deliverables & reporting
Staying Connected: Highlights from the Field

Shasta Cluster DE & PA

• **WHAT:** CATCH PA Lessons with 108 students ages 5-10
• **WHEN:** July 2020 4 different summer camps were served with weekly CATCH lessons
• **WHERE:** Redding Parks & Rec
Promotional Materials

Workgroup Purpose:

To create standardized or template materials highlighting services CFHL, UC/UCCE can provide during COVID-19.
Promotional Materials

Our Marketing Package Includes:

✓ Flyer for extenders/teachers/parents

✓ Flyer for school administrators

✓ Promotional Video- scripts

✓ Direct Education “Menu”
Promotional Materials

Flyer for extenders/teachers/parents

DON E
Promotional Materials

Flyer for school administrators

Promoting Healthy Communities through Distance Learning

WHO WE ARE

EDUCATE -- PARTNER -- BUILD CAPACITY -- TRANSFORM

CalFresh Healthy Living, the University of California, empowers SNAP-Ed eligible Californians to improve their health through education aligned with policy, systems, and environmental change initiatives which strengthen community partnerships, resulting in healthier eating and active living.

With a local office serving your county, CalFresh Healthy Living, University of California Cooperative Extension (UCCE) offers effective, evidence-based youth, adult, family centered and intergenerational lessons that are engaging and interactive.

Increase nutrition and physical activity knowledge, skills, and practice.

Encourage state and local partnerships in support of individual and community health.

Advance local priorities through training and technical assistance.

Act as a catalyst for healthy lifestyle change through policy, systems and environmental

MAKING A DIFFERENCE IN OUR COMMUNITY

In 20__, [# of extenders enrolled] of your teachers provided evidence-based nutrition education and physical activity classes, reaching [# of students].

In partnership with [insert campus/district partner], we have [insert accomplishments/highlights here].

WHAT WE ARE PROVIDING IN A VIRTUAL ENVIRONMENT

RESET -- REFOCUS -- RETHINK HEALTHY LIVING

Online and hybrid options have been added to our standard in-person delivery – offering a variety of platforms for dynamic, learner-centered, personalized instruction. Lessons are free, easy to use, and incorporate social emotional learning practices that can lead to lifelong positive health behaviors.

School Wellness Policy

Evidence-Based Nutrition Education

Physical Activity

Smarter Lunchroom Movement

Youth Engagement

Garden Enhanced Nutrition Education

Please join us as together we rethink and transform healthy living in our community.

CalFresh Healthy Living, UCCE XXX County

ADDRESS

CONTACT INFORMATION

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.
Promotional Materials

Promotional Video- Scripts

• School Administration
• Parents
• Adult Programming

DON E
Promotional Materials

Marketing Materials Guide

• Explains the materials developed and suggested use

DONE
Promotional Materials

Where Can I Find These Materials?

COVID-19 Promotional Materials including a along with existing marketing materials are now available on the state website.

Let’s take a look!
Promotional Materials-Next Phase

Direct Education Menu & Curriculum-Specific Promotional Flyers

IN PROGRESS

We are collaborating with K-12 workgroup and curriculum workgroups to source existing curriculum flyers.

Developing a flyer template and suggested language based on flyers received.
Promotional Materials-Next Phase

Interested in joining this workgroup?

Our next meeting is scheduled for Thursday, January 14 from 3:00—4:00pm

Contact Andra Nicoli for more information: amnicoli@ucdavis.edu
Thank You!

- **Rita Palmer**, Butte Cluster
- Martha Giron, El Dorado
- Rosalinda Ruiz, Merced/Stanislaus
- **Itzel Palacios**, Riverside
- Rosa Vargas, SB/SLO
- Shawnice Sellers, Shasta/Tehama/Trinity
- Maria Gutierrez, Tulare/Kings
- Andra Nicoli, State Office
- Ryan Keeler, State Office
COVID-19 Garden Workgroup Resources
Katy Munniks
Chris Wong
Resource Tour

• Garden Kit Guidance
• Regional Planting Guides
• Location in Box:
  • SO_COVID19_Resources → COVID-19_Workgroups → Garden Workgroup
  • https://ucdavis.box.com/s/3lgc1u4m7uwpb03ovmbqas78iai4nt8l
Garden Kit Guidelines

• Ensure gardening activities are in IWP
• Ensure the site is on site list
• Confirm county has money allocated in the budget to cover the cost of the garden kits
• Each individual kit cannot exceed $5.00
• Develop a plan for follow-up with students
• Try to connect the kits to virtual GENE delivery
Suggested Contents

- Seeds or seedlings
- Plant care instructions
- Pot or container
- Soil
- Paper bag
- Garden kit label
- Garden journal (optional)
- Mini magnifying glasses (optional)
## Recommended Products

Table of recommended products that *can* be used in the garden kit.

### Recommended Products:

The table below includes products that can be used in your garden kit. Choose the supplies that work best for you and your students. *As a reminder, kits cannot exceed $5.00 each.*

<table>
<thead>
<tr>
<th>Item/Link</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeds/Seedlings</td>
<td>Purchase from your local hardware or gardening store. When possible, ask for donations</td>
<td>Varies</td>
</tr>
<tr>
<td>4&quot; Pots</td>
<td>100 reusable plastic pots</td>
<td>$9.99</td>
</tr>
<tr>
<td>6&quot; Pots</td>
<td>50 reusable plastic pots</td>
<td>$11.99</td>
</tr>
<tr>
<td>½ Gallon Grow Bags</td>
<td>50 heavy duty grow bags</td>
<td>$34.89</td>
</tr>
<tr>
<td>Magnifying Glasses</td>
<td>20 pack mini plastic handheld magnifying glasses (5x magnification)</td>
<td>$8.99</td>
</tr>
</tbody>
</table>
Assembly Instructions

• Step-by-step instructions for putting kits together for easy distribution

Assembly Instructions:

1. Print garden kit label and plant care instructions
2. Attach the garden kit label to the paper bag
3. Prepare the soil
   • Distribution:
     o Ziploc bags, for students to put into container
     o Each Ziploc bag needs ~1 lb. of soil
4. Add the planter/pot (if applicable)
5. Add the Seeds or Seedling
   • Seed Distribution:
     o Place seeds in an envelope or small Ziploc bag to distribute safely
     o Each student should receive a few of each seed, in case one does not germinate/sprout
       - Lettuce/Arugula seeds: 5-8 or 1 pinch of seeds
       - Bean/Peas seeds: 2-4 seeds
       - Radish/Kale/Broccoli: 3-5 seeds or 1 pinch of seeds
   • Seedling:
     o Carefully place the seedling in the bag. Make sure to keep the bag upright to avoid damage to the plant
6. Add the plant care instructions based on the seed/seedling included in the bag
Distribution Methods

• Provide information on different ways to distribute garden kits to students
Planting Instructions for Students

STEP 1
Make sure to have everything you need

Check your supply kit!

Reporting Garden Kits as a PSE in PEARS

• Report this PSE change in the “other” field in PEARS using the following language:
  “Initiated or expanded mechanism for distributing seedlings and/or other materials to families or communities for home gardening”
Regional Planting Guides

https://ucdavis.box.com/s/1ey9fpo384xpv7k2kbyq0af0w0hvja52
Questions?
Third Place
“Search for Excellence”
Statewide MG program

UC Master Gardner
Program of Santa Clara County

Aileen C. Trujillo
Santa Clara County Cluster
Background

Started Fall 2017

**Location:** Martial Cottle Park (MCP) in Santa Clara County

**Goal:** To promote food and science literacy by using edible gardens linked to California nutrition and science education standards through dynamic, outdoor lessons at the UC Master Gardener Community Education Center.
Partnership

CHFL consulted Master Gardeners on garden nutrition curriculum available to support MCP Field Trips

Educators supported qualifying schools on our site list by co-teaching stations
Garden Nutrition Education

**Curriculum:** TWIGS

**Four Stations:**
- Nutrition
- Plant Life Cycle
- Insect Anatomy
- Beneficial vs. Pest insects
Outcomes

**Total of students reached:** 600

Students in the span of two years

For some students their visit to Martial Cottle Park is their first time in a garden or hearing about how plants and food grow.

Introducing students to the wonders of science and horticulture.
Future Plans

Santa Clara Master Gardeners hope to continue to provide MCP Field Trips.

Currently in the process of making YouTube videos for each MCP teaching stations.

CalFresh Healthy Living and Master Gardeners continue to collaborate on school garden projects.
Thank You
PA Break

- https://youtu.be/yQ-Dlb3ikOk
Nutrition Spotlight: Protein Requirements

Anna Jones, PhD
Assistant Project Scientist
CalFresh Healthy Living, UC State Office
What is protein?

- Nutrient that provides the body with amino acid building blocks used for many biological roles
- Broken down into amino acids and absorbed into the body, where it is used to create new proteins
- Amino acids that must be eaten are **essential amino acids**
- Amino acids that the body can make are **non-essential amino acids**
- Complete proteins contain all 9 essential amino acids in quantities to sustain the body’s need
Why does the body need protein?

- Structural
- Enzymes
- Communication
- Transport
- Source of energy
- Storage
- Immune function

Ref. Only

Ref. Only
What are protein requirements for different ages and life stages?

<table>
<thead>
<tr>
<th>Age (yr)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>13 g</td>
<td>13 g</td>
</tr>
<tr>
<td>4-8</td>
<td>19 g</td>
<td>19 g</td>
</tr>
<tr>
<td>9-13</td>
<td>34 g</td>
<td>34 g</td>
</tr>
<tr>
<td>14-18</td>
<td>52 g</td>
<td>46 g</td>
</tr>
<tr>
<td>18&gt;</td>
<td>56 g</td>
<td>46 g</td>
</tr>
</tbody>
</table>

Table based on Appendix 7-1 of the 2015-2020 Dietary Guidelines for Americans
What are the potential consequences of consuming too little protein?

- Impaired development in infants and children
- Edema
- Intestinal problems
- Suppressed immune response
- Fatty liver
- Reduced muscle synthesis
What are the potential consequences of consuming too little protein?

- Enzymes
- Structural
- Communication
- Source of energy
- Transport
- Immune function
- Storage
Are there any groups as risk for low protein intake?

• Inefficient digestion/absorption of protein
• Increased need for protein
  • Growth
  • Pregnancy and lactation
  • Athletes
  • Older adults to prevent sarcopenia
    • Research suggests 1.5 g/kg may help maintain lean body mass

What are potential consequences of consuming too much protein?

- Overconsuming protein was associated with:
  - Disordered bone and calcium homeostasis
  - Disordered renal function
  - Increased cancer and coronary artery disease risk
  - Altered microbiome composition
- Increases demand on kidneys to excrete excess nitrogen
- Overconsumption of calories

Are the additional considerations for vegetarians and vegans?

- Most plant-based proteins do not contain all essential amino acids in concentrations required by the body
- Important to consume foods with complementary amino acid profiles
  - E.g. beans and rice; peanut butter and whole grain bread
- Dietary Guidelines for Americans 2015-2020 Healthy Vegetarian Eating Pattern emphasizes eggs, legumes, soy foods, and nuts and seeds.
How do protein needs differ for athletes?

- Athletes have an increased protein need
  - Strength and power athletes: 1.4-1.8 g/kg per day
  - Endurance athletes: 1.2-1.4 g/kg per day
- International Society of Sports Nutrition recommends healthy, exercising individuals consume protein:
  - Before and after resistance exercise
  - Evenly across the day
  - In whole foods and supplementation

Thank You

Adapted from *Protein Requirements Professional Nutrition and Health Information Sheet* by Kristen James, available at: [https://nutrition.ucdavis.edu/outreach/nutr-health-info-sheets/pro-protein-requirements](https://nutrition.ucdavis.edu/outreach/nutr-health-info-sheets/pro-protein-requirements)
State Office Updates
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1, 2020</td>
<td>First draft due to State Office</td>
</tr>
<tr>
<td></td>
<td>- FY20 Annual Report Narrative</td>
</tr>
<tr>
<td></td>
<td>- FY20 SNAP shot with Actuals added</td>
</tr>
<tr>
<td></td>
<td>- FY20 County/Cluster profile</td>
</tr>
<tr>
<td></td>
<td>Please save the file in Box in your county/cluster Annual Report Folder.</td>
</tr>
<tr>
<td>December 18, 2020</td>
<td>Feedback – State Office County Contacts provide feedback on versions by adding comments into the files saved in Box</td>
</tr>
<tr>
<td>January 20, 2021</td>
<td>Final version Due to State Office</td>
</tr>
<tr>
<td></td>
<td>- FY20 Annual County Report Narrative</td>
</tr>
<tr>
<td></td>
<td>- FY20 SNAP Shot with Actuals</td>
</tr>
<tr>
<td></td>
<td>- FY20 County/Cluster Profile</td>
</tr>
</tbody>
</table>
Section B: Summary FFY2020 Program Activities from PEARs

Per the instructions, you can paste directly into your report or include as an attachment the FFY2020 PEARs summary data provided by the State Office:

- Tables Direct Education, Indirect Education, Partnerships, Coalitions, and 3 of the PSE tables

The information for two of the graphics (PSE stages and PSE changes adopted) can be obtained from the PEARs Impact Dashboard found under the Reports drop down.
Playground Stencil Project Requests during 2020-21 School Year

Required: Site must be trained in CATCH before request will be considered

State Office questions during 2020-21 school year:

• Have any teachers at this site been CATCH trained?
• Have CFHL, UCCE staff received approval from their County Director/Leadership to provide in-person services?
• What type of safety measures/protocols will be put in place for CFHL, UCCE when completing this stencil project at the site?
• When students return on-campus, what are the plans to conduct PE/recess while following state and local guidelines for social distancing?
Questions continued…

- When is the school anticipating students will return to campus?

- What is the school requesting assistance with? Labor, supplies, paint?

- What can the school contribute (volunteers if allowable with COVID-19 protocols, supplies, etc.)?

- How will the stencil project support nutrition and PA programming?

- Any thoughts around how this stencil project can assist with any new protocols that may be put in place upon student’s return such as physical distancing and no sharing of equipment?
K-12 Teacher Needs Assessment
Email Template and Survey

Created by COVID-19 Schools Workgroup

Email Purpose: suggested language to teacher extenders letting them know that CFHL, UC is continuing to offer nutrition and physical activity education including new distance learning lessons.
   • link to a teacher support survey (11 questions)

Survey Purpose: help determine how we can best serve teachers and their students in this new distance learning environment.
FFY 2021 Budget Adjustment Request (BAR) Submission Dates

• Below are the deadlines for submitting BARs to the CFHL, UC State Office for the FFY 2021 year:

<table>
<thead>
<tr>
<th>BAR due to CFHL, UC State Office</th>
<th>BAR due to CDSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COB Thursday, January 7, 2021</td>
<td>COB Thursday, January 21, 2021</td>
</tr>
<tr>
<td>COB Friday, May 7, 2021</td>
<td>COB Friday, May 21, 2021</td>
</tr>
<tr>
<td>Submit as soon as possible</td>
<td>Immediate Need</td>
</tr>
</tbody>
</table>

• Virtual Equipment Needs during COVID-19 – CFHL, UCCE counties may submit BARs to purchase equipment and supplies to support program delivery and virtual learning. These items must be approved in advance by CDSS through the BAR process.

Questions? Contact: Lindsay – lmhamasaki@ucdavis.edu
Your CFHL, UC State Office County Contact
FFY 2021 Budget Automation Feedback Survey

• The CalFresh Healthy Living Team at CDSS has created a feedback survey for the Automated Budget Form experience for FFY 2021.

• Estimated time: 10 minutes

• Responses requested by COB on Friday, November 20, 2020.

• Survey Link: https://www.surveymonkey.com/r/W9D3TL3

Questions? Contact: CDSS CalFresh Healthy Living Team – CalFreshHealthyLiving@dss.ca.gov.
CDSS LIA COVID-19 Staff Redirection Survey Table

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

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

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

Questions? Contact:
Kamal – kjkhaira@ucdavis.edu
Lindsay – lmhamasaki@ucdavis.edu
What’s Up? Wednesday – tomorrow!

November 18, 2020
10-11 AM

Guidelines for Online Education – Updates!
Recruiting participants and volunteer teachers
Increasing learner engagement during online classes
Distance learning – stories from the field

Log-in information sent by e-mail –
and on the CFHL, UC online Training Calendar
IWP Revision Process Guidance

The CFHL, UC State Office is recommending waiting to make any revisions to the IWP until the official revision period opens in early January.

- Counties will be able to make changes to their IWPs for FFY21 and FFY22. The FFY21 changes will reflect COVID-19 impacts, but should remain significant - high-level. **Do not delete work.**

- Begin considering the type of revisions you will make to your IWP.

- The SO will be sending out a survey to county programs to gain an understanding of what types of revisions counties are planning; FAQ document will be developed and posted to the website.

- **LIA IWP Revision Process Guide**

Please contact Mary Ann Mills mamills@ucdavis.edu and Andra Nicoli amnicoli@ucdavis.edu with any questions.
CFHL, UC in Action! Timeline


Direct Link to the Timeline
Thank you!

Next Town Hall:
January 19, 2021