

# CalFresh Healthy Living, UC Town Hall: January 17<sup>th</sup> Agenda

- **Advancing Community Nutrition and Health: Sharing Recent Survey Results**

Amira Resnick, Director, UC ANR Community Nutrition & Health

(0:01:14)

- **Social Media Updates**

UC ANR Social Media Strategist Dora Garay

(0:17:20)

**PA Break** – Paul Tabarez, CFHL, UC Physical Activity Lead

(0:34:44)

- **Defining CFHL, UCCE Community Engagement**

Community Engagement Workgroup

(0:42:38)

- **State Office Updates**

Evaluation Team & IWP Timelines

(1:06:17)



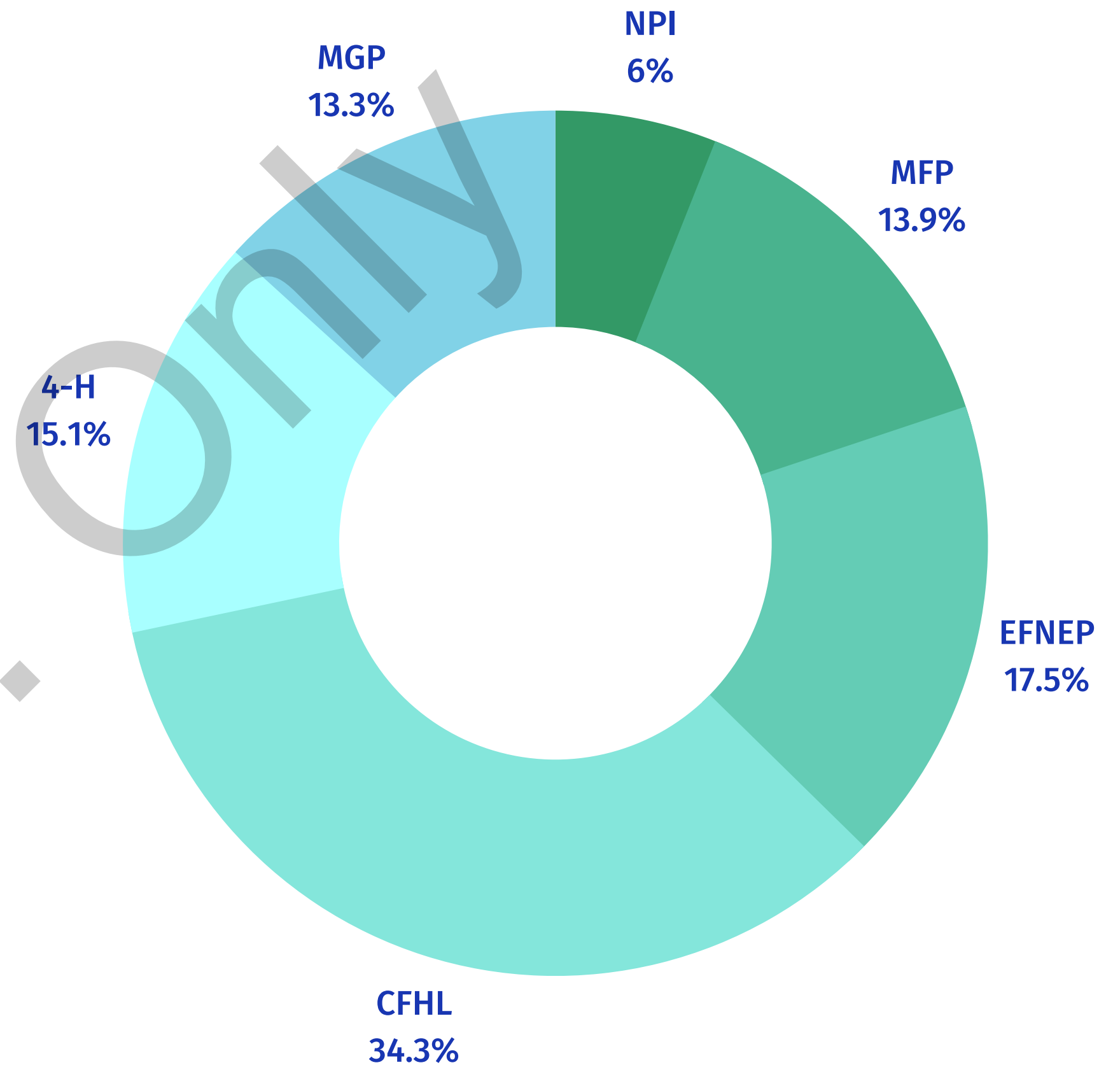
# Community Nutrition & Health

What you told us about  
moving forward with this  
expanded focus.

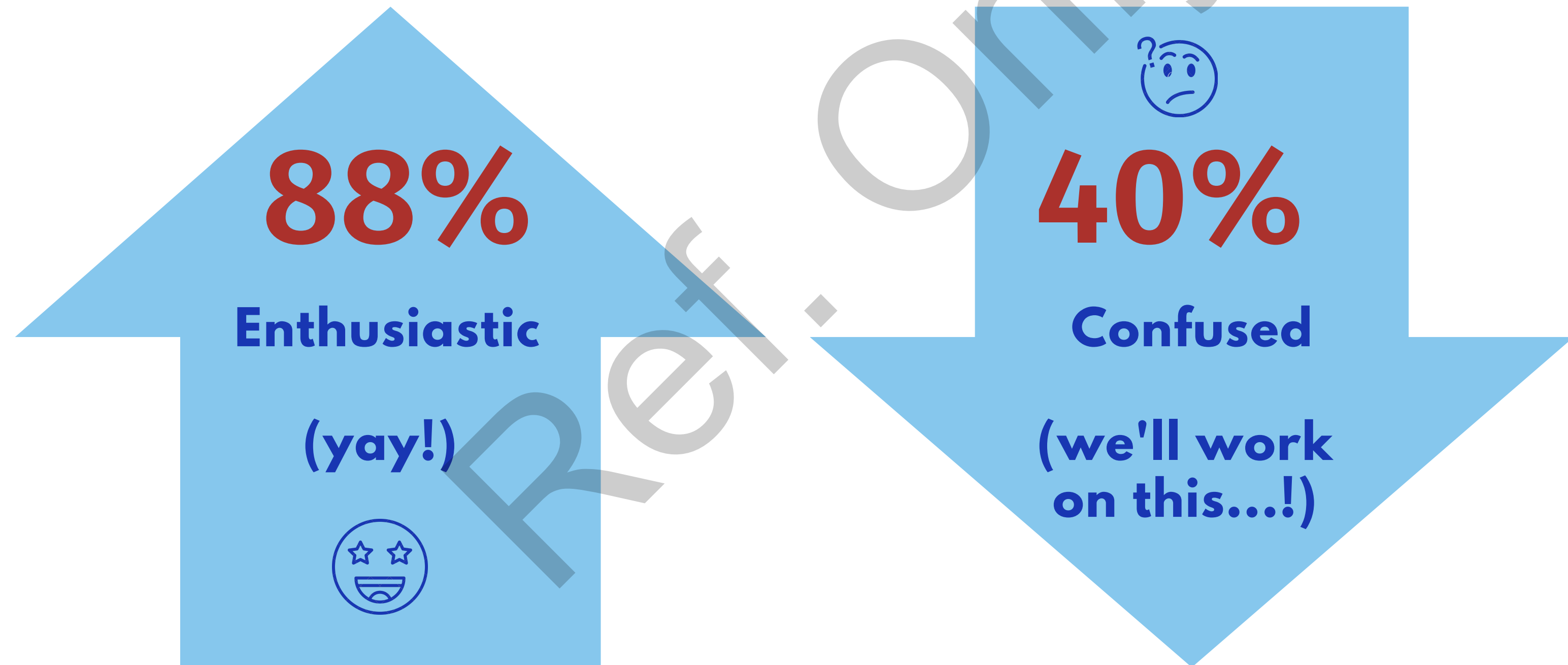


# 115 survey responses received!

Across several programs, with many people working across multiple programs



# How do you feel about expanding our programmatic focus?





# Lots of cross-program collaboration is already happening...mostly in:



**Networking**



**Sharing Resources**



**Co-hosting events**

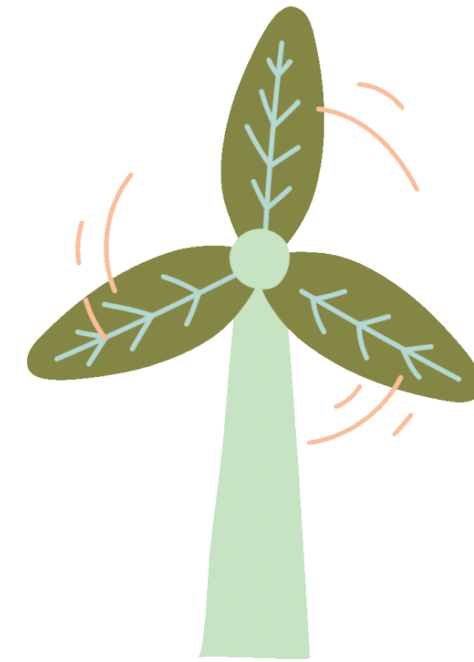
# Biggest Barriers to Collaboration are:




**Not enough  
time**



**Not sure how  
to begin**



**Not sure how to  
sustain activities**

The background of the slide features a map with several pushpins in various colors (green, yellow, blue, red) pinned to it. A large, semi-transparent blue triangle is positioned on the left side of the slide, containing the text. In the top right corner, there is a small logo consisting of three overlapping hexagons in purple, blue, and white. A large, faint watermark reading "Reliably" is oriented diagonally across the center of the slide.

**You shared what you want  
to focus on moving  
forward:**

# Top 5 Collaborative Activities to Prioritize:

01

**Sharing Program  
Resources**

02

**Networking &  
Learning about  
each other's  
work**

03

**Co-hosting  
public events**

04

**Cross-training  
between  
programs**

05

**Co-creating new  
curricula or  
approaches**

# Health Topics to Prioritize

## Physical health

Nutrition, food and water security

Physical activity

## Psychosocial health

Positive youth and family development

Social-emotional health

## Economic health

Economic security

Financial literacy

## Environmental health

Healthy food affordability

Sustainable food systems



# Topics for Professional Development:

## Physical health

**Nutrition, food and water security**

**Sleep quality**

## Psychosocial health

**Positive youth and family development**

**Social-emotional health**

## Economic health

**Economic security**

**Financial literacy**

## Environmental health

**Healthy food affordability**

**Sustainable food systems**

# Broadening our direction can mean many things



- Communicating intentionally about the variety of work we're doing
- Looking for ways to work differently within and across our current programs
- Building new program teams to add to our collective capacity

# Next Steps:

The Food Literacy and Healthy Lifestyles Program Team members had a "data party" to discuss survey results

01

Further  
prioritizing  
shared goal  
areas

02

Explore  
pathways to  
pursue goals

03

Connect on goal  
areas across  
teams

04

Plan for the UC  
ANR Conference  
in April



# SOCIAL MEDIA

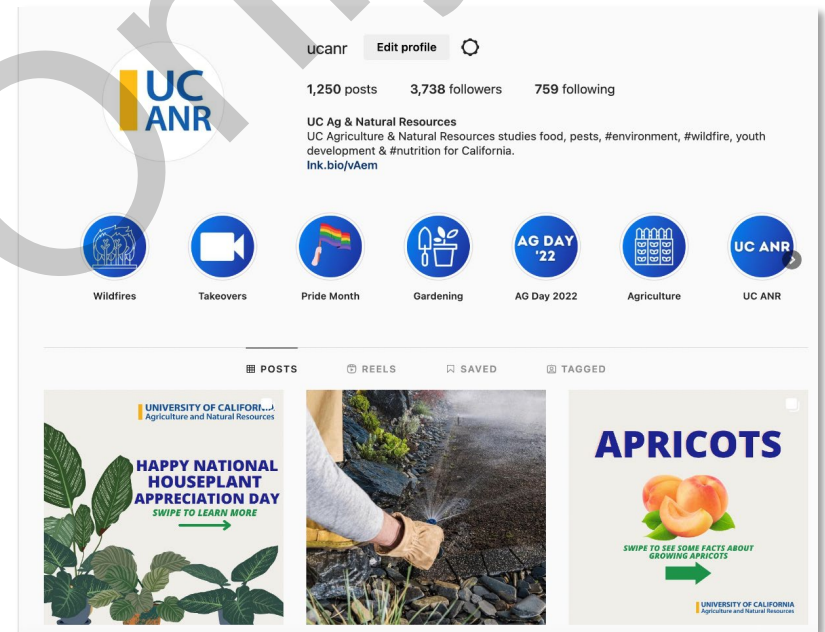
## RESOURCES

Doralicia Garay  
Social Media Strategist

Date 1/17/23

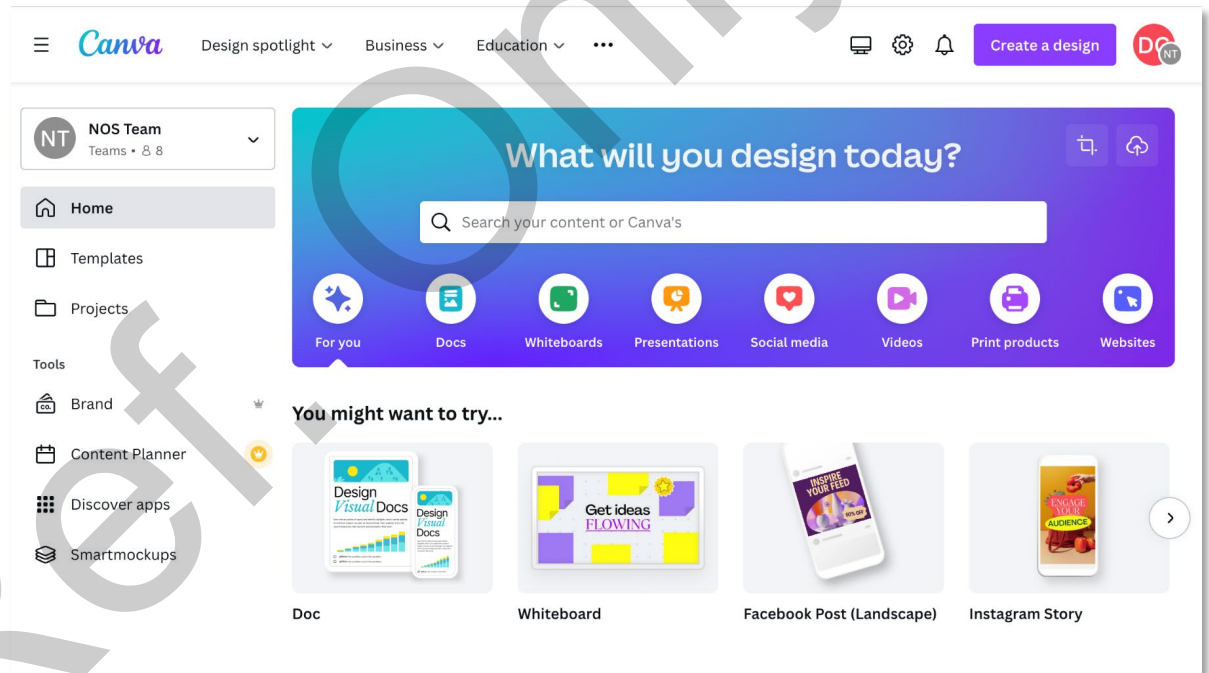
# HOUSEKEEPING

- Check your bios
- Archive old content on Instagram
- Get a link sharing service such as Linktree
- Principles of Community on Facebook



# MANAGEMENT PLATFORMS

- Linktree
- Canva
- Buffer
- TeamUp



# SOCIAL MEDIA TOOLKIT

## Social Media Training

### Short training videos

[Improving Video Discoverability on YouTube](#)

[Instagram Live](#)

[Facebook Live](#)

[Optimizing LinkedIn](#)



- Resources
- Best practices
- UC ANR statewide social media accounts

# TWITTER

***STAYING OR  
LEAVING?***



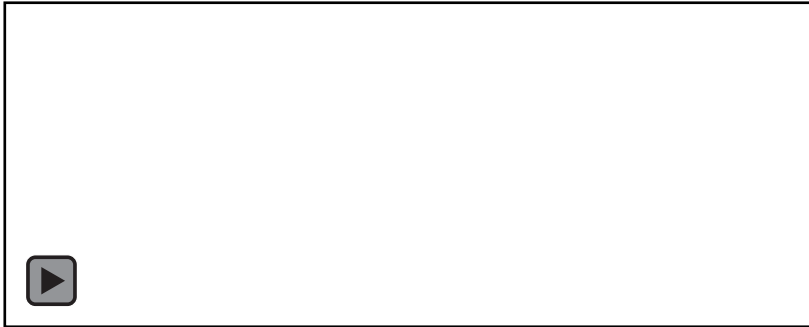
# UC ANR SOCIAL MEDIA

- Employee Facebook Group
- Tik Tok **@uc\_anr**

**FOLLOW US**

**@ucanr**

# OFFICE HOURS



- **Wednesdays**  
**11 a.m – 12 p.m.**



UNIVERSITY  
OF  
CALIFORNIA

# THANK YOU! QUESTIONS?

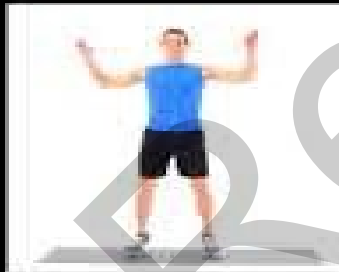


# Phases of Intensity – Moon Phase Review

**Full**



**100% showing - ALL of your energy**





# Community Engagement

# Community Engagement Workgroup



Elaine Silver  
San Francisco &  
San Mateo



Carmen Simmons  
Santa Clara



Arianna Nava  
Kings



Daisy Valdez  
Los Angeles



Maricarmen Anaya-  
Rodriguez  
San Joaquin



Teresa Spicer  
Kings & Tulare



Leticia Christian  
Alameda



Andra Nicoli  
State Office



Kelley Brian  
State Office

# Learning Objectives

- Define Community Engagement (CE)
- Explain the importance of CE
- Describe different stages of CE, including examples of how it applies to CFHL, UCCE
- Connect local CE efforts to the Integrated Work Plan (IWP)
- Document CE efforts

# What is Community Engagement?

**...the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the wellbeing of those people.** It is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health of the community and its members. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices (CDC, 1997, *Principles* p. 9).

(CDC, 1997; Shore, 2006; Wallerstein, 2002).

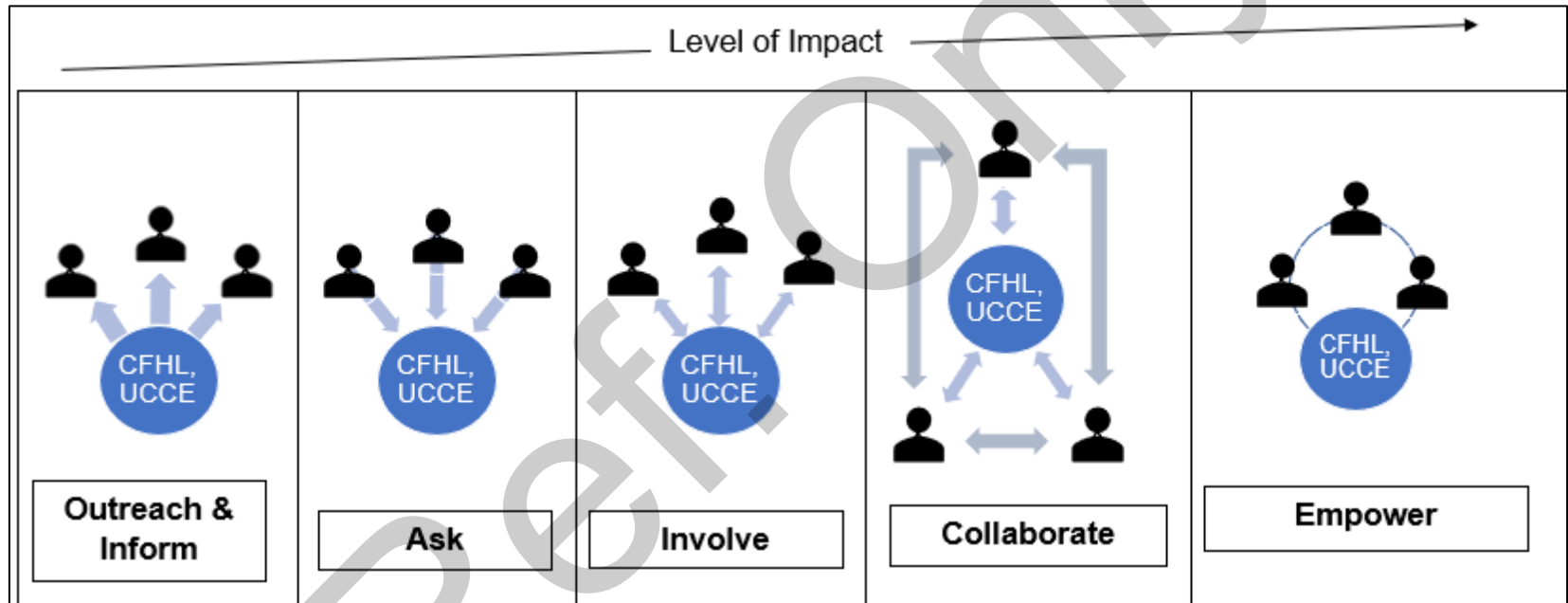
# Why Community Engagement?

- Health Equity
  - Local voices are part of decision-making
  - Voice for underserved communities
  - Local leadership
- Improve health promotion and health outcomes
  - Community involvement, community relevance
  - Empowering the community with UCCE support to take action on nutrition and physical activity issues
- Identify new collaboration opportunities
- Sustainability
  - Community members and organizations invested in healthy living efforts
  - Community unity and trust

# September 2022 CFHL, UC Town Hall

- Our Voice Project in Imperial County
- Creating Dynamic Virtual Engagement in Madera County

# Community Engagement Stages



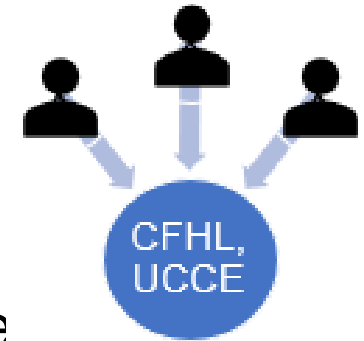


# Outreach & Inform

- Setting the Stage: “This is what’s happening in the community.”
- Strategies: website, flyer, mailer
- Examples:
  - Distribute flyers at a school district about curriculum options available for nutrition and physical activity education.



# Ask



- Setting the Stage: “What do you think of these ideas?”
- Strategies: meeting
- Examples:
  - Present to school PTA/PTO and facilitate a discussion to seek parent feedback on ideas for a school-wide physical activity event.

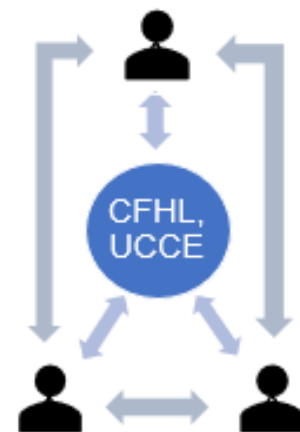
# Involve



- Setting the Stage: “What ideas do you have to address this community issue?”
- Strategies: workgroup, workshop
- Examples:
  - Convene a group of youth and adults and facilitate a discussion about the unused school garden and seek ideas for what to do with the space.

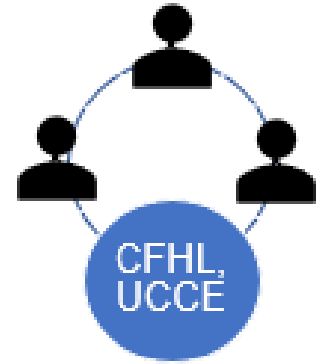
# Collaborate

- “Let’s work together to find solutions to this community issue.”
- Strategies: community-based committee
- Examples:
  - Work jointly with school district wellness committee to generate ideas for healthy school celebrations to incorporate into the district wellness policy.



# Empower

- “The community cares about this issue and community members are leading an initiative; how can we support you?”
- Strategies: community-led group
- Examples:
  - A group of adults who have been participating in nutrition education sessions express concerns over walkability in their neighborhood. Support them in making the change.



# Integrated Work Plan (IWP)

## IWP Blueprint Structure

Foundational SNAP-Ed Objectives		Quality Direct Education								
		Partnership/Coalition Work and Support								
		Community Engagement Groundwork and Sustainability								
PSE Strategies		Nutrition Standards	Behavioral Economics	Healthy Default	Active Transportation	Daily Quality Physical Activity	Increasing Access to and Utilization of Farmers Markets	Access to Physical Activity Opportunities	Portion Size Limits	Access to Healthy Food
DOMAIN	PSE Settings									
LEARN	Early Childcare and Education*	X	X		X	X		X		X
	Schools (K-12)*	X	X		X	X		X		X
	Before- and After-School*	X	X		X	X		X	X	X
	Family Resource Centers	X			X	X		X		X
EAT	Restaurants*			X					X	
	Congregate Meal Sites/ Senior Nutrition Center	X				X		X		X
SHOP	Retail (Small and Large)*		X							X
	Food Assistance Sites (Banks or Pantries)*	X	X		X		X	X		X
	Farmers Markets*		X		X		X			
	FDPIR Distribution Sites					X				X
PLAY	Parks and Open Spaces*	X	X			X		X		
	Bicycle and Walking Paths*				X	X		X		

# Documenting CE Efforts

## PEARS Partnership Module

Type of partnership \*

Community members/individuals

## PEARS Success Stories

## PEARS PSE Module

Which of the following complementary activities were implemented at this site or organization during the current reporting year of October 1, 2021 - September 30, 2022 (SNAP-Ed)?

- ☐ Evidence-based education
- ☐ Marketing (Advertising, Promotion, etc.)
- ☐ Parent / community involvement ←
- ☐ Staff training on continuous program and policy implementation

### Sustainability Mechanisms

Which of the following are in place to ensure the sustainability of this PSE work in future years? \*

	No Plans to Adopt	Plan to Adopt	In Process / Partially Adopted	Fully in Place
An organization or group that is not dependent on SNAP-Ed funding has assumed responsibility for sustaining the efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A dependable, on-going source of funding and/or support (other than SNAP-Ed) has been identified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One or more policies was adopted, requiring the changes to be maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A monitoring and reporting system has been implemented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from stakeholders ←	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# An Evolving Resource

- Ongoing feedback beyond today is welcomed

To share additional examples and ideas:

- Add to [Google doc](#)
- Email Andra at [amnicoli@ucdavis.edu](mailto:amnicoli@ucdavis.edu)
- Email Kelley at [kmbrian@ucdavis.edu](mailto:kmbrian@ucdavis.edu)





- Principles of Community Engagement: CDC: <https://www.atsdr.cdc.gov/communityengagement/>
- International Association for Public Participation: Spectrum of Public Participation: <https://www.iap2.org/page/pillars>
- The Spectrum of Community Engagement: <https://movementstrategy.org/wp-content/uploads/2021/08/The-Spectrum-of-Community-Engagement-to-Ownership.pdf>
- Public Health Institute Center for Wellness and Nutrition, [\*A Participatory Action Approach Towards Health Equity and Justice\*](#). Community Engagement Toolkit.
- ChangeLab Solutions:
  - [The Planner's Playbook](#)
  - [Long-Range Planning for Health, Equity & Prosperity](#)
- Regional Nutrition Education and Obesity Prevention Centers of Excellence, PSE Change Center at the University of Tennessee's [Collaboration Readiness Workshop](#)
- [The University of Kansas Community Tool Box](#)
- [Community Readiness for Community Change](#)

# Thank you!

## Questions?





# State Office Updates

# FFY 2022 Statewide Evaluation Survey Results Report

- **Statewide evaluation survey results** for FFY 2022 found in Box [here](#).

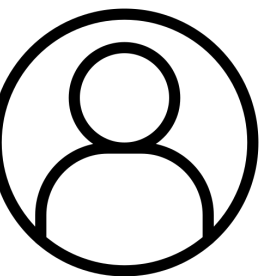


CalFresh Counties	SO-Eval_Statewide_Evaluation_Results	FFY22
Name		
ad		
Eval Report 1 FFY22 PEARS Summary		
Eval Report 2 FFY22 Statewide Survey Results_ADA		



# FFY 2022 Statewide PEARS Summary

## Report in Box [here](#)



### Direct Education

Over 58,000 direct ed participants

4,725 preschoolers  
49,972 school aged  
3,761 adults  
495 seniors

Over 650 unique sites

257 schools  
193 ECE  
84 afterschool  
130 community

### Policy, Systems & Environmental

Estimated reach 108,442 people at sites adopting PSE changes

308 sites working on PSEs

286 sites adopted PSE changes

# Adult Demo Card With ID# - **UPDATED!**

- **PEARS → Program Activities**

- English version – no “White” race
- Brought in line with CDSS adult demo cards
- **Delete old versions saved on your computer**
- Download and use newly posted FFY23 **Adult Demo Cards With ID#**

## Adult Demographic Cards

• • • • •

### **Without ID#**

[English](#) | [Spanish](#) | [Chinese-Traditional](#) | [Hmong](#) | [Tagalog](#)

### **With ID#**

[English](#)  | [Spanish](#) 

# Evaluation Office Hours

## Reviewing Evaluation Results:

- **Jan 24<sup>th</sup> at 2pm:**  
Adult - FBC, ITC
- **Feb 7<sup>th</sup> at 2pm:**  
Youth - EATS



Please take time to review your FFY22 results tables with your team and bring your questions!

# FFY2023 PEARS Updates

- CDSS is holding a webinar on January 23<sup>rd</sup>
  - Topics were already covered in our October PEARS Office Hour which is posted to our website
- Pathway: *PEARS -> Program Activities*
  - **FFY 2023 PEARS Updates/Changes (mostly in Program Activities module)**
    - [Handout](#)- Summary of FFY2023 Updates/Changes
    - [Slides](#) – Oct 25th and 27th Office Hour(s)
    - [Recording](#) – Oct 25th Office Hour



# Reminder:

## Food Behavior Checklist (FBC) pre/post

- Continuing in FFY 2023, all SIAs and LIAs are **required** to use the FBC pre/post survey to evaluate:
  - adult **nutrition** education series
  - in **any** settings
  - when delivering **4+ sessions** over **at least 4 weeks**
    - e.g. Eating Smart Being Active, Eat Healthy Be Active Community Workshops, Eat Smart, Live Strong, MyPlate for My Family, Food Smarts, and, UCCE Connects to You!.



- [Adult Evaluation Tools](#) webpage with resources supporting the FBC administration requirement

## Poll question:

During FFY 2023, is your UCCE county/cluster program currently - or do you have plans to - deliver adult nutrition series curricula for which the FBC pre/post survey is used (e.g., 4+ DE lessons over 4+ weeks)?

- Yes
- No
- Maybe

# Integrated Workplan (IWP): Timelines

## FFY23 IWP Revisions:

- **Revision Period: January 11<sup>th</sup>- February 10<sup>th</sup>, 2023**
- LIAs can make **minor** or **significant** revisions related to COVID-19. Please consult the [IWP Revision Process Guide](#) table (page 4) on revision definitions.
- The **State Office is recommending UCCE's avoid making revisions to FFY23 IWPs**, unless one of the following circumstances applies:
  - Work you were doing or planning to do before COVID is no longer a possibility now or in the future (through FFY23)
  - You are doing *new* work as a result of COVID (e.g. working in a new setting or implementing new PSE strategies)
- If you plan to make **significant revisions**, please contact your County Contact and include Andra-[amnicoli@ucdavis.edu](mailto:amnicoli@ucdavis.edu) and MaryAnn- [mamills@ucdavis.edu](mailto:mamills@ucdavis.edu) to discuss next steps.

## FFY24-26 IWP Development:

- **Development Period: March 27<sup>th</sup>- April 28<sup>th</sup>, 2023**
- **CDSS will copy SECTION B of FFY20-23 IWP** into the new three-year automation system. LIAs will revise Section B to reflect changes in their planned work over the three year period.
- CFHL, UCCEs will work collaboratively with their LIA partners to build out **Section A**

## General IWP Revision Resources:

- For detailed instructions on how to make revisions, review the [FFY23 IWP Revision Process Guide for LIAs](#)
- CalFresh Healthy Living Statewide Training website: IWP Basics (recorded); Advanced IWP Training - Jan 18<sup>th</sup> 10-12pm (will be recorded)



# Thank you!

## Next Town Hall: Tuesday February 21, 2023



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