

# *What's Up?* Wednesday

EFNEP and CFHL, UC Staff Check-In

November 18, 2020



# Today's Agenda

Guidelines for Online Education – *Updates!*

Recruiting participants and volunteer teachers

Increasing learner engagement during online classes

Distance learning – from the field

*Let's hear from Kamal and Katie...*

# Guidelines for Online Education – *Updates!*

Sharing resources with volunteer teachers and other extenders

Complete Excel spreadsheet and return to State Office

State Office will add permission for 'Resources for Extenders' folders

★ Extender e-mails – any e-mail will work (don't need to be G-mail)

Remind extenders not to share links/materials with others

Demonstration: how to add extenders to Google folder

# Eatfit Flyer Winners!



**Adan Osoria**  
**UCCE**  
**Contra Costa**

**Nancy Zumkeller**  
**UCCE**  
**Fresno/Madera**



UCCE Online Lesson Materials → Eatfit Resources for UCCE Educators

<https://drive.google.com/drive/u/0/folders/1oWXpVOIUkkgg3YqFIKosYkJHHERDfwaM>



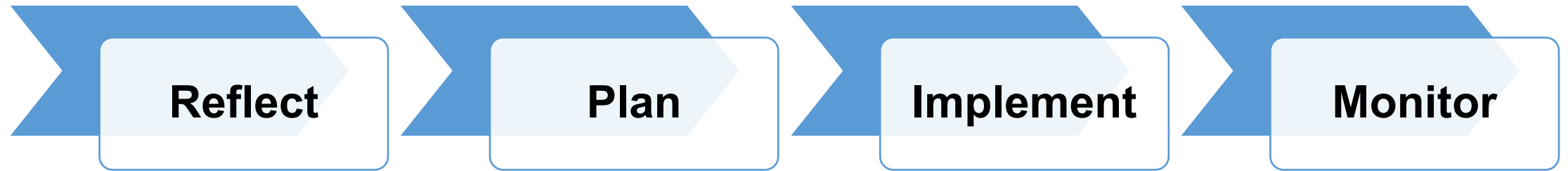
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# Recruiting Participants and Volunteer Teachers

Shyra Murrey and Tammy McMurdo



# Recruitment



# Recruitment: Reflect

Where are you now?

- Who are you successfully serving?
- Who are you having difficulty reaching?

# Recruitment: Plan

## Brainstorm

- Individual and County/Cluster level
  - Staff meeting
- Identify tools that can assist you with recruitment
  - Program and curriculum-specific flyers
  - Interest survey
  - Reaching out to colleagues, program partners
- Develop a plan of action
  - What will you do to move towards reaching your target audience?



# Recruitment: Plan

## Strengthen existing partnerships

- Reconnect with partners you haven't heard from

## Adhere to program-specific guidance provided by the State Offices

- **CFHL, UC:** Adult Distance Learning Guidance - [https://uccalfresh.ucdavis.edu/sites/g/files/dgvnsk2286/files/inline-files/ADULT%20Distance%20Learning%20Guidance%20V4.0\\_0.pdf](https://uccalfresh.ucdavis.edu/sites/g/files/dgvnsk2286/files/inline-files/ADULT%20Distance%20Learning%20Guidance%20V4.0_0.pdf)
- **EFNEP:** Distance Learning Guide (forthcoming)
- Contact your supervisor or State Office with any questions

# Recruitment

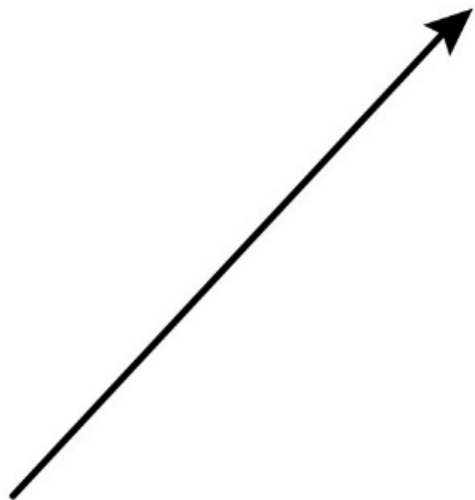
## Allowable Activities: Agency/Sites

Schools, afterschool programs, ECE sites	Community agencies and Programs serving qualifying participants
<ul style="list-style-type: none"><li>• Meet with extender/volunteer to schedule lessons or share a pre-determined lesson schedule (youth or adult)</li><li>• Flyers included with school meal pick-up, or student material pick-up (adult)</li><li>• Share upcoming lesson series in a school or parent newsletter (youth or adult)</li><li>• Ask partner to share information on the school website and/or social media account/s (adult)</li></ul>	<ul style="list-style-type: none"><li>• Share upcoming lesson series in an agency newsletter (adult)</li><li>• Ask partner to e-mail program participants with upcoming lesson series (youth or adult)</li><li>• Ask partner to post information on the agency website and/or social media account/s (youth or adult)</li></ul>

# Keep in mind:

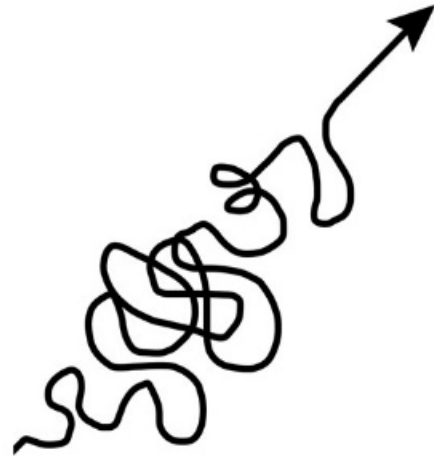
The path to success isn't always a straight line.

SUCCESS



what people think  
it looks like

SUCCESS



what it really  
looks like

# Keep in mind:

It's important to learn from your experiences and share your successes!

Ways to share

- Newsletter: EFNEP, Active NewsBeet
- UC Delivers
- Success stories: WebNEERS, PEARS
- CFHL, UC Annual Report

# Adult Recruitment tips

Overcoming challenges:

Follow social media sites for community agencies

Attend virtual meetings and look for names of attendees – those people are working!

Contact community agency staff any way possible - social media or What's App

# Teacher Outreach for Remote Delivery

EFNEP Alameda and Contra Costa Counties  
Leah Sourbeer, Program Supervisor



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Education Program

# Background

- Traditionally serve schools one at a time, one educator per school
- For SY 20-21, serve teachers by grade level rather than school
- For Fall, focus on grades 1, 2 and 3 and middle school
- For now, focus on enrolling past partner teachers rather than new recruitment

# Steps - Overview

- 1- Educator sends **outreach email**
- 2- Teacher completes **interest survey**
- 3- Teacher completes **enrollment form**
- 4- Educator and teacher **schedule live introductory lesson**
- 5- If needed, educator work with teacher to **administer student evaluations**
- 6- Educator **share video links** with teacher



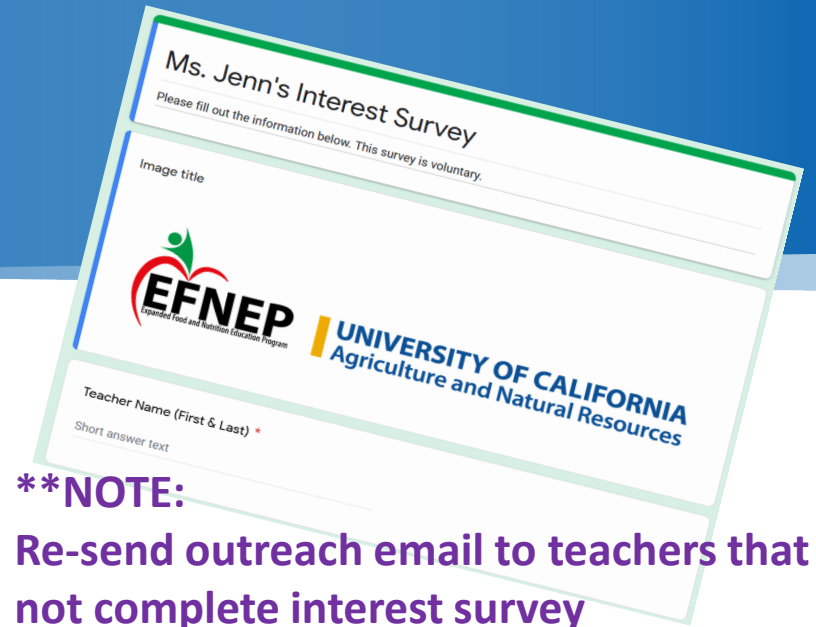
# Step 1: Initial outreach/ check in

- Each educator contact partner teachers via email
- Email includes:
  - Greeting and acknowledgement of new learning environment
  - Availability of remote learning materials/EFNEP readiness for remote nutrition education
  - Explanation of live/video lesson format
  - Options for timing of lessons and delivery of paper materials if desired
  - Consider including sample lesson video clip
  - [LINK TO INTEREST SURVEY](#)

# Step 2: Interest survey

- Interest survey includes:

- ✓ Teacher name/school/grade
- ✓ IF teacher wants to participate this year
- ✓ If want to participate, WHEN this year they would like to participate.
- ✓ What platform they are using for live remote classes (Zoom, Google classroom, Microsoft Teams)
- ✓ Any other relevant information



Ms. Jenn's Interest Survey

Please fill out the information below. This survey is voluntary.

Image title

**EFNEP** Expanded Food and Nutrition Education Program

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Teacher Name (First & Last) \*

Short answer text

**\*\*NOTE:**  
Re-send outreach email to teachers that do not complete interest survey

# Step 3: Teacher Enrollment

- Send enrollment link to teacher
- Confirm teacher enrollment (send reminder if needed)
- Enter teacher in sampling plan
- Determine if teacher will use paper worksheets and arrange drop off
- Check for any other concerns/questions

# Step 4: Schedule live session #1


- Work with teacher to schedule live remote nutrition class session
- Set up practice session with teacher to confirm access to remote learning platform
- If needed, discuss options for administering student evaluations with teacher (complete with educator during intro, assign as homework, ask parents to assist students, etc.)

# Step 5: Share video links with teacher

- Share video links as agreed on with teacher
- For Alameda/Contra Costa, each teacher has a google document that includes video links and descriptions and asks teachers to record when the link was shared/assigned to students

Today you will...

- Learn about major and minor goals
- Examine your eating habits
- Set an eating goal



University of California  
Agreement and Special Services  
Nutrition Education

1:42 / 48:19

EatFit Ep.2

Mr Eli



Ms Jenn



0:18 / 5:42



8:16 / 14:59

Ms. Molica reads Picky Peggy

Ms Molica




Mr Adan




Lesson 2-15.pdf @ 66.7% (Monica met her friend Rachel, who taught her to eat well.)

HOW WAS THE PROBLEM SOLVED?



Monica met her friend Rachel, who taught her to eat well.

Did you like the book? Circle your answer.



# Teacher Outreach & Recruitment

San Bernardino County



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# Step 1:



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Section 1 of 3

## Youth Expanded Food and Nutrition Education Program (EFNEP) School Year 20-21 Interest Survey

Hello!

We are excited to offer a NEW virtual experience that teaches students about eating healthy and staying active!

Please fill out the following short survey if you are interested in learning more about Youth EFNEP's virtual delivery options.

Upon completion, one of our educators, Miss Dalila or Miss Princess, will be in contact with you within 1-3 business days.

Email address \*

Valid email address

This form is collecting email addresses. [Change settings](#)

- Collect any information needed before enrollment
- Check responses often!
- Respond as soon as possible.



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# Step 2:

The screenshot shows two parts of the survey form. The top part is for 'Teacher/Volunteer' and includes fields for Name, School, Contact Information (Phone Number and E-mail Address), Gender (Female, Male), Hispanic/Latino (Yes, No, Decline to state), and a 'Check one or more' section for race/ethnicity (Black or African American, Asian, Native American, Pacific Islander, White, Decline to state). It also has a commitment statement and fields for Typed Signature and Date. The bottom part is for 'Students' and includes a Gender section (Female, Male, Total) and a table for recording student data by Grade Level (KINDER to 8th) and Race/Ethnicity (Native American, Asian, Black or African American, Pacific Islander, White, Not Given, Multiple Races, Native American and White, Asian and White, Black and White, Native American and black, All others). The table has columns for Not Hispanic/Latino, Hispanic/Latino, and Not Provided.



## About My Class Survey for Teachers and Volunteers

We are pleased to be working with you and appreciate your interest in the Expanded Food and Nutrition Education Program. This is a program offered to low-income schools and community groups. The About My Class survey provides EFNEP with basic information about the youth we serve. All information you provide will be kept confidential. Please email your questions to our State Office at: [caefnep@ucanr.edu](mailto:caefnep@ucanr.edu).

We encourage you to have your class roster on-hand to assist with answering questions.

This survey will take about 10 minutes to complete.

- In an email:
  - Finalize enrollment.
    - Include your specified Qualtrics enrollment questionnaire link
    - or
    - Fillable PDF About My Class form
      - For both, assign a DEADLINE.
- Upon receipt of enrollment:
  - Confirm that all information is correct.
  - Enter the group into its appropriate Sampling Plan.

# Step 3:

- Set up a virtual meeting with any teacher who has finalized their enrollment to discuss pertinent details


\* Schedule your meeting for 15 - 30 minutes.



# Step 4:

Eat Well and Move / ¡Come bien! y ¡Muévete!

Eat Well  
+ Move



Teacher's Name / Nombre del maestro

Your answer \_\_\_\_\_

Date / Fecha

Date

mm/dd/yyyy 📅

Student's Name or ID / Nombre O ID

Your answer \_\_\_\_\_

- In an email:
  - Share youth materials as directed by the State Office.
  - If the group is a sample group:
    - Share the Pre/Post Survey link  
*and*
    - Share the 'How-to' video with a deadline for completion.

# Increasing Learner Engagement During Online Classes

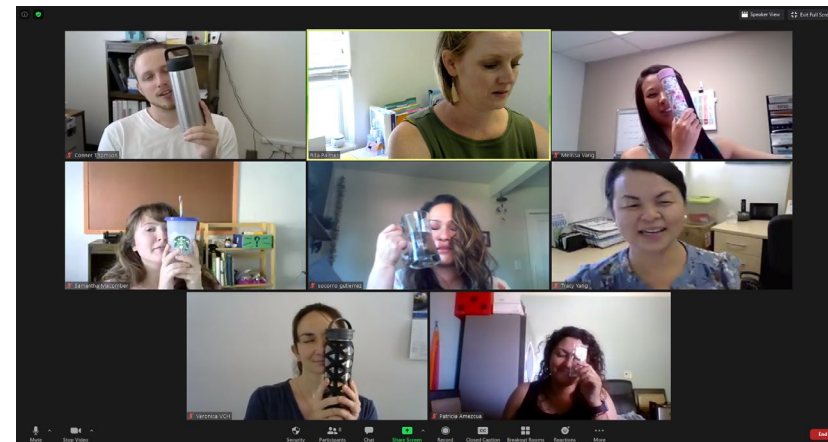
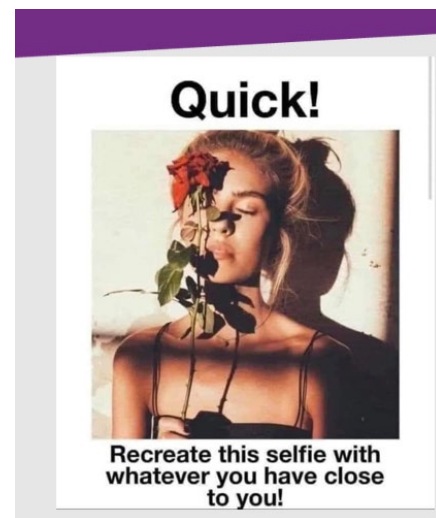
Rita Palmer – CFHL, UC Butte Cluster

Nelly Camacho – EFNEP Alameda



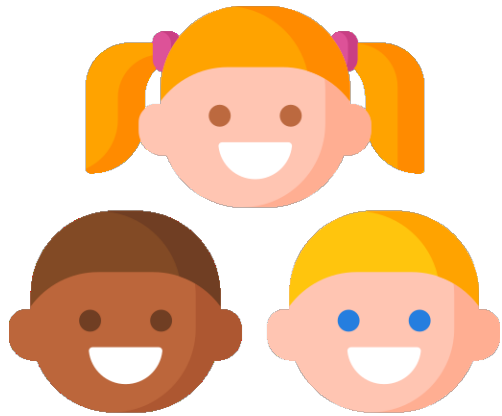
# Increasing Learner Engagement During Online Classes

Presented By:  
Rita Palmer  
Program Supervisor  
CFHL, UCCE Butte

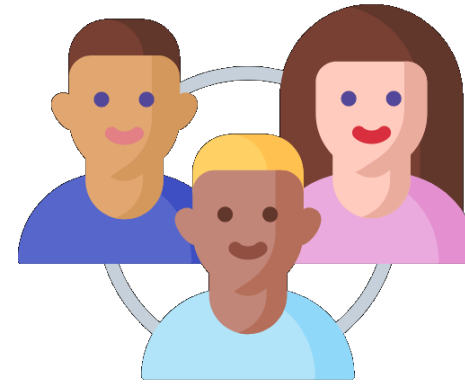


# Step 1: Identify Your Audience

Understand, enrich, engage, and impress your audience!



**Youth = entertainment**



**Adults = belonging**

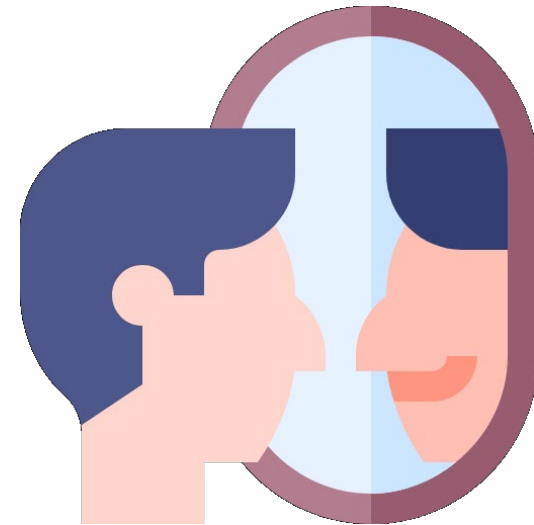
# Step 2: Who is Your Character?

**Your audience wants to hang out with someone that they like.**

- Check your lesson delivery style

**Model expected behavior.**

- Would you like participants to smile? Smile with them.
- Yes, it is okay to have fun!

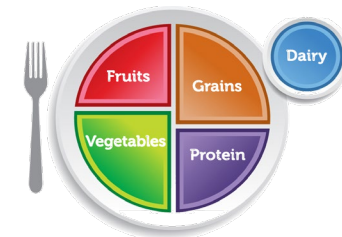


# Step 3: Study Your Lesson Outline

What are 2—3 key terms, phrases, or key points that you want your audience to take away from your lesson?

How would you describe or rephrase those key points/lesson objectives in YOUR OWN words?

What tools can you give your audience to use in real life?





# Step 4: Identify segments in the lesson that invite interaction

Go beyond the screen!

Build time into your presentation for interaction.

Are there components of the lesson that invite interaction?

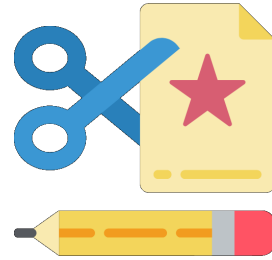
- Yes= how can you elevate that?
- No= how can you create that?



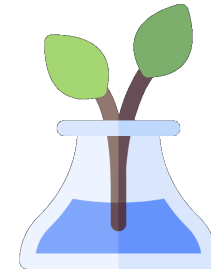
# Types of Interactions



**Get Moving**



**Make Stuff**



**Test Stuff**



**Talk Back**



**Find Stuff**

# Step 5: Put it All Together and Get into Action!



**Image source:** flaticon.com **Content Support:** *YouTube Kids Field Guide*

<https://static.googleusercontent.com/media/www.youtube.com/en//yt/family/media/pdfs/creating-for-youtube-kids-fieldguide.pdf>

# Increasing Engagement with Adults

Meet participants' needs

- Learn location/schedules for food distribution sites

- Assist with setting up Zoom

- Call and/or text participants to check in and ask about needs

Be flexible – classes possibly in late afternoon or early evening

Be the 'bright spot' in the participant's day

- Rev up your energy level

- Look good and decorate your space



# Increasing Engagement with Adults

Be extra sensitive and build relationships

Start with a 'check-in' – how are you?

Refer to participants by name

Allow some 'social time'

Turn off screen sharing periodically

Be mindful - we are visiting the participants homes

Integrate the participant's home and their family

Participants may not have a home or not want to show their home