

CalFresh Healthy Living, UC Town Hall: Agenda

- **Welcome to 2021!** (00:01:11)
- **The What, Where, and How of Promoting CalFresh Healthy Living Virtual Education** (00:09:31)
- **State Office Updates**
 - PEARS-Adult Distance Learning (00:45:47)
 - Virtual Meeting Guidance for Connecting with Youth (00:50:37)
 - New Youth Evaluation Tools (00:57:30)
 - CDSS LIA COVID-19 Staff Redirection Survey Table (01:22:20)
 - IWP Revision Process Guidance (01:23:15)
 - Equity & Access Workgroup Update (01:28:51)

Welcome to 2021!



HOPE

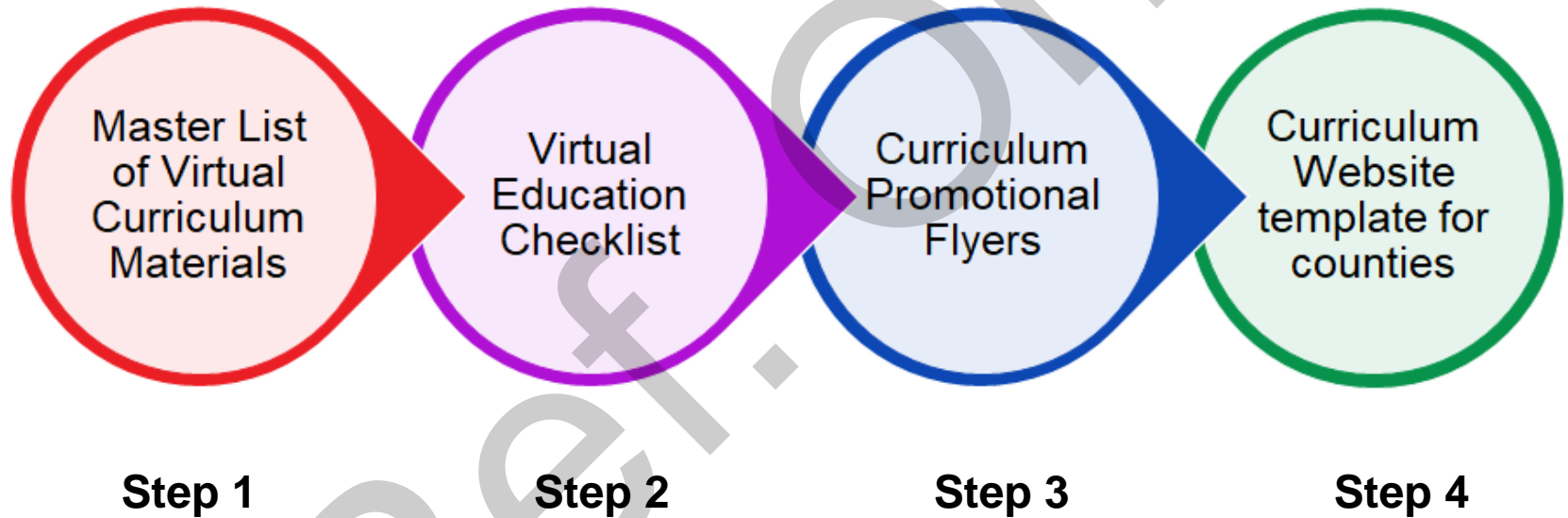


- Using the link provided in the chat box, enter one word or a short phrase that gives you hope in 2021.

The *What, Where* and *How* of Promoting Virtual Direct Education



Materials to promote virtual education to community agencies and schools



Master List of Virtual Curriculum Materials

- **What is it?** List of materials for virtual lesson delivery
 - Organized by curriculum and grade level
 - Provides an update on status and availability
- **How to use it -**
 - **Internal document** for supervisor/educator reference
 - Select curricula to best meet school/agencies needs
- **Where to find it -** Google Drive

https://drive.google.com/drive/folders/1GpWRtmS0rZmpBGwnt_c9AbUTfLBHLY2r?usp=sharing

Master List of Virtual Curriculum Materials

1st - 3rd Grade Curricula - Materials Available for Virtual Delivery

	Eat and Play Together	My Amazing Body	Good for Me and You	It's My Choice.... Eat Right! Be Active!	Serving Up MyPlate	TWIGS: Teams with Intergenerational Support	CATCH PE
Grade	1 st – 3 rd grades and After school	1 st grade	2 nd Grade	3 rd Grade	1 st – 3 rd Grades (Levels 1 and 2)	K-3 rd Grades	1 st -2 nd and 3 rd Grades
Curriculum description	<ul style="list-style-type: none"> Nutrition & physical activity focus Educator-led lessons & student activities Target audience is student and adult caregiver 	<ul style="list-style-type: none"> Nutrition & physical activity focus Student self-led components with educator follow-up 	<ul style="list-style-type: none"> Nutrition & physical activity focus Student self-led components with educator follow-up 	<ul style="list-style-type: none"> Nutrition & physical activity focus Student self-led components with educator follow-up 	<ul style="list-style-type: none"> Nutrition education focus Student self-led components with educator follow-up 	<ul style="list-style-type: none"> Garden-based nutrition education Educator-led lessons Student self-led components with educator follow-up Narrated PowerPoints for teacher-led delivery 	<ul style="list-style-type: none"> Physical activity focus For use with trained teachers Educator-led lesson demonstration videos to support live lesson delivery
Number of lessons (Status)	4 lessons (Lessons 1-3 complete, Lessons 4 in progress)	5 lessons (Complete)	5 lessons (Complete)	5 lessons (Complete)	3 lessons per level (Complete)	9 lessons (6 Completed)	<ul style="list-style-type: none"> 1st-2nd - none 3rd – 4 lesson demos
Curriculum – electronic/hard copy	Both	Both	Both	Both	Both	Both	Hard copy
Lesson plans			X		Lesson delivery outline	X	Lesson Pacing Guides
Lesson PowerPoints	X	X	X		X	X	
Presenter notes	X		X		X	X	
Lesson Videos	Videos include in some lesson PowerPoints	X	X	X	X	Videos include in some lesson PowerPoints	X – for live virtual lessons
Book reading videos		X	X	X			
Virtual Worksheets		Interactive worksheets	Interactive worksheets	Interactive worksheets	X		
Recipes		In family newsletter	In family newsletter	In family newsletter	X		
Lesson kits							

https://drive.google.com/drive/folders/1GpWRtmS0rZmpBGwnt_c9AbUTfLBHly2r?usp=sharing

Virtual Education Checklist



• What is it?

A one page document that contains all the resources available to our extenders in a virtual setting.

- Specific to one grade level.
- Easily customizable.

• How to use it -

Send it to your teacher extenders together with the CFHL Admin flyer.




• Where to find it – Google Drive

https://drive.google.com/drive/folders/1GpWRtmS0rZmpBGwnt_c9AbUTfLBHLY2r

Virtual Education Checklist



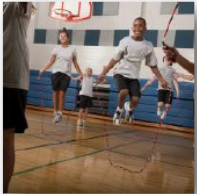
- **Pre K-K example:**

- Options currently approved by our program for this grade level.
- To customize it, simply delete a row.

Pre K & K

Please select the materials you are interested in discussing with your CalFresh Healthy Living, UCCE educator:

Nutrition Education

Curricula/Resources	Number of lessons	Lesson Power-Point Slides	Presenter notes	Student Work-books	Virtual Work-sheets	Lesson Videos	Book Reading Videos
Happy Healthy Me	9	x	X			X	X
Go Glow Grow	6	x	X			X	X

Garden Enhanced Learning

TWIGS	9	X	X			X	
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Physical Activity

CATCH	9					X	
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NOTE: All curriculum listed are available for in-person or distance learning.

For more information contact: CalFresh Healthy Living, UCCE _____
 County Educator Insert your name and email here.
 CalFresh Healthy Living, UCCE Disclosure

Curriculum Promotional Flyers

• What is it?

Standard curriculum flyer that can be used to promote any of our CFHL UCCE & EFNEP curriculums.

• How to use it -

Fill in the sections with the corresponding curriculum information.

• Where to find it -

Google Drive

https://drive.google.com/drive/folders/1GpWRtmS0rZmpBGwnt_c9AbUTfLBHLy2r

CalFresh UNIVERSITY OF CALIFORNIA UCCE UNIVERSITY OF CALIFORNIA Agriculture and Natural Resources

[Grade Level]
Grade
Curriculum

CURRICULUM TITLE
Curriculum Subtitle
Curriculum Statement: 1-3 sentence overview

At The End of this Lesson Series, Students Will...

What the Data Says

Curriculum Highlights:

- ✓ 6 Lessons
- ✓ English & Spanish Language
- ✓ Virtual Lesson Videos
- ✓ Presenter Notes
- ✓ Lesson PowerPoint Slides
- ✓ Book Reading Videos
- ✓ Lesson Kits
- ✓ Curriculum Standards Met (list)

What Teachers are Saying...

For Enrollment and More Information, please contact
Educator Name or Program Name | Email Address | Phone Number

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.

Curriculum Promotional Flyer

Pre K-K example:
Go, Glow, Grow
curriculum

CalFresh **UNIVERSITY OF CALIFORNIA** **UC CE** UNIVERSITY OF CALIFORNIA Agriculture and Natural Resources

Preschool
3-5 years old

GO GLOW GROW

Foods for You

The goal of the curriculum is to help children establish healthy eating and physical activity habits that will last a lifetime.

At the End of this Lesson Series, Students Will...

- Recognize MyPlate and know that it is a guide to healthy eating.
- Identify Go, Glow, and Grow foods.
- Know that children need physical activity every day.
- Know when and how to appropriately wash their hands.

The Go Glow Grow Nutrition Curriculum for Preschoolers simplifies the USDA's MyPlate into just three categories labeled - Go, Glow, and Grow. Each of the sections corresponds to the affect that these food groups have on the body.

Curriculum Highlights:

- ✓ 6 Lessons
- ✓ English & Spanish Language
- ✓ Virtual Lesson Videos
- ✓ Presenter Notes
- ✓ Lesson PowerPoint Slides
- ✓ Book Reading Videos
- ✓ Lesson Kits
- ✓ Curriculum Standards Met (list)

What Teachers are Saying...

"I appreciate the fruits and vegetables especially those the children are familiar with. The children used the new curriculum, and the information is regularly discussed." -Teacher

"We talk about our snacks daily and now the children say this is a 'glow' food while eating vegetables." -Teacher

Curriculum Highlights:

What the Data Says

Teachers who delivered Go, Glow, Grow reported that more students... (Strongly Agree/Agree Responses)

Response	Percentage
Bring fruit and/or veggies to the cafeteria or during classroom games	87%
Bring fruit and/or veggies as a snack	84%
Willing to try new foods	81%
Have identified healthy food choices	80%

For Enrollment and More Information, please contact
Educator Name or Program Name | Email Address | Phone Number

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Curriculum Website Template for Counties

- **What it is?** Website of materials for virtual lesson delivery using Google Sites
 - Organized by grade level and curriculum
 - Links to Final UCCE Online Lesson Materials Google Drive folders
 - Provides links to indirect PA, gardening, and cooking resources
 - Can be customized by county programs
- **How to use it –**
 - Share with teacher extenders for a user-friendly way to access materials
- **Where to find it –**
 - More information coming soon!

Curriculum Website



Resources for Teachers Home Pre-K ▾ Kindergarten ▾ First Grade ▾ Second Grade ▾ Third Grade Fourth Grade ▾ More ▾ 🔍

CalFresh Healthy Living, UC Distance Learning Resources for Teachers

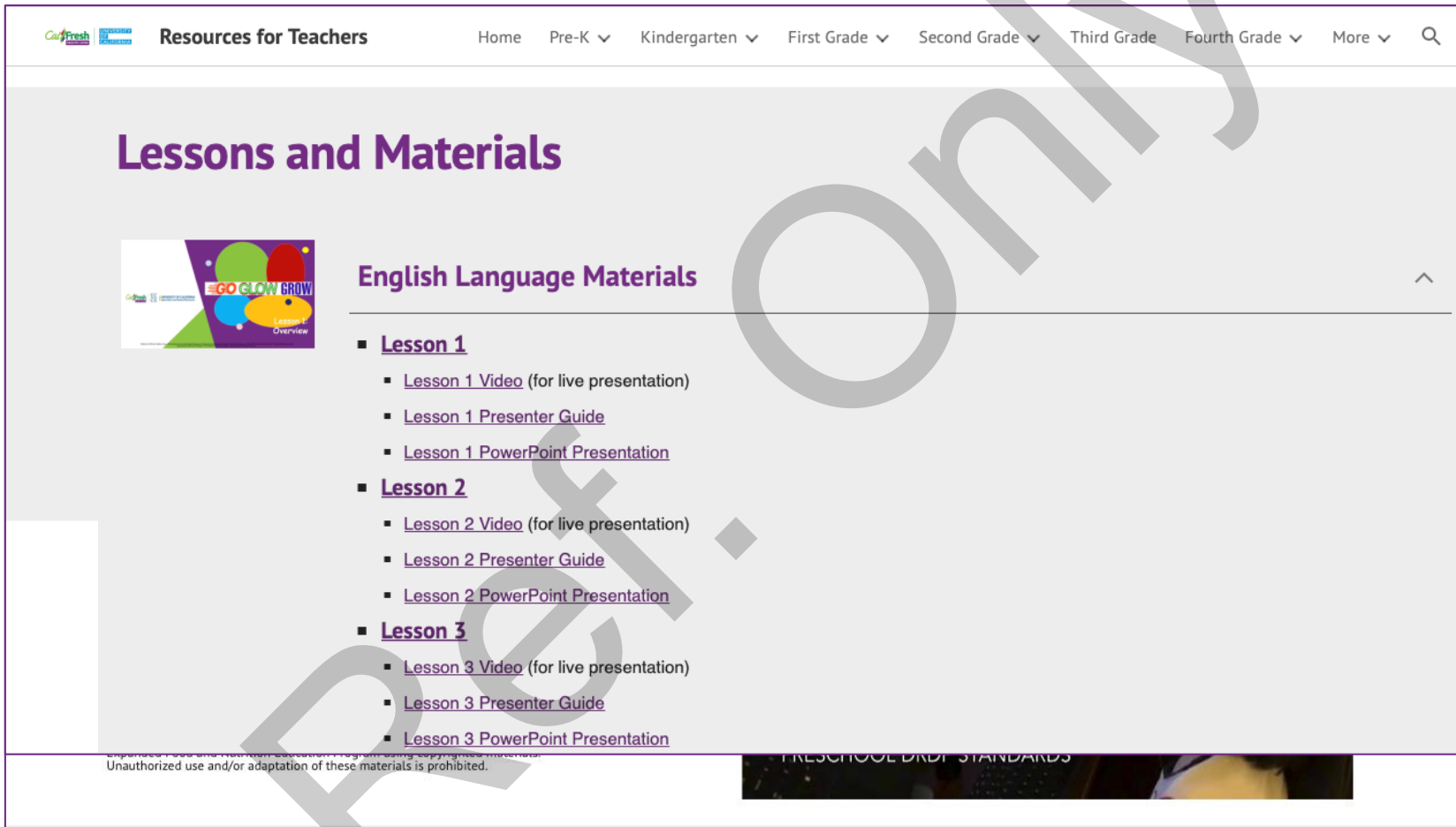
Welcome

The CalFresh Healthy Living, University of California (CFHL, UC) offers comprehensive evidence-based nutrition and physical activity education, aligned with Common Core state standards. Staff and volunteers use one of several CFHL, UC approved curricula. We provide our curricula and support at no cost to schools, organizations or programs where 50% or more of youth are eligible to receive free or reduced-price school meals.

How to Use this Site


Hover your mouse over the grade level you are interested in and a list of available curricula will appear. Just click on the one you'd like to access to go its page! Each curriculum page includes a description of the curriculum, links to distance learning resources, and links to additional resources for teachers.

Curriculum Example – Go Glow Grow



CalFresh Healthy Living **Resources for Teachers** Home Pre-K ▾ Kindergarten ▾ First Grade ▾ Second Grade ▾ Third Grade Fourth Grade ▾ More ▾ 🔍

Lessons and Materials



English Language Materials

- **Lesson 1**
 - [Lesson 1 Video](#) (for live presentation)
 - [Lesson 1 Presenter Guide](#)
 - [Lesson 1 PowerPoint Presentation](#)
- **Lesson 2**
 - [Lesson 2 Video](#) (for live presentation)
 - [Lesson 2 Presenter Guide](#)
 - [Lesson 2 PowerPoint Presentation](#)
- **Lesson 3**
 - [Lesson 3 Video](#) (for live presentation)
 - [Lesson 3 Presenter Guide](#)
 - [Lesson 3 PowerPoint Presentation](#)

Unauthorized use and/or adaptation of these materials is prohibited.

Customization Options

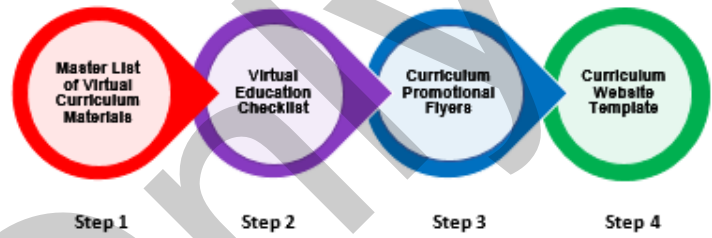
The screenshot shows a Google Sites editor interface. The main content area displays a page with a header image of fresh produce and the title "CalFresh Healthy Living, UC Distance Learning Resources for Teachers". Below the header is a purple "Welcome" section and a "How to Use this Site" section. The right-hand sidebar shows the "Pages" menu, which is open to reveal options for the "Pre-K" page: "Make homepage", "Duplicate page", "Properties", "Add subpage", "Hide from navigation", and "Delete". The "Cooking" page is also visible with a plus sign, and "PA Resources" is at the bottom. The top of the editor shows the title "CFHL, UC Resources for Teach...", a "Publish" button, and a user profile icon.

Recap - Steps for using curriculum promotional materials

Ref



Guide to Using Virtual Education Promotional Materials



Step 1: Download and review the *Master List of Virtual Curriculum Materials*. Use this list to select curriculum when preparing to meet with schools/agencies.

Step 2: Include the *Virtual Education Checklist* when emailing teachers or agency contacts about our new virtual education programming. Have them select the curriculum they are interested in using with their school/program.

Step 3: Email teachers/agency contacts the *Curriculum Promotional Flyers* or printing them off to include in promotional packets.

Step 4: Use the *Curriculum Website Template* to organize virtual education materials your county uses. Direct teachers and other extenders to this webpage to download our virtual lesson materials.

For more information about these promotional materials – where to find them and/or how to use them, contact Tammy McMurdo at tjmcmurdo@ucdavis.edu or Andra Nicoli at amnicoli@ucdavis.edu.

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.

This work is supported by the Expanded Student Nutrition Education Program from the USDA National Institute of Food and Agriculture. USDA is an equal opportunity provider. It is the policy of the United State of California (UC) and the UC Office of Agriculture & Natural Resources not to engage in discrimination against or harassment of anyone in any of its programs or activities. Complete nondiscrimination policy statement can be found at <http://ucanr.edu/directory/7567/25224.pdf>. Inquiries regarding ANR's nondiscrimination policy may be directed to UCANR, Alternative Action Compliance & Title IX Office, United State of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95616, (530) 750-1363.

Please Chat - What else might be helpful?

- If there are other resources or materials that would be helpful to include, please share in the chat.

Ref. Only

Questions?



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State Office Updates



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.

Adult Distance Learning

Demographics Question

- We've had several adult classes but not all participants are filling out the ITC Survey or adult demographics card, and we are not getting all of the demographic information for all participants who attend a session.
- Our site partners or educator are able to confirm the number of adults in attendance.
- How do I enter this into PEARS?

Adult Distance Learning

Demographics Question

- For participants that did not respond to demographic questions or chose “Prefer not to answer”, please enter the data into PEARS following this guidance:
 - Estimate the **Age** range based on the target audience the session is for (e.g. 18-59 or 60+ years)
 - Reporting **Sex** in the “Unknown” column for data that is incomplete or for “Other” or “Prefer not to respond” responses.
 - For race and Ethnicity that is blank ‘Unknown’.

Adult Distance Learning

Demographics Question

- If not all participants completed the demographic card or evaluation survey using the survey link from PEARS do the following:
 1. Use the auto calculate function for the participants that completed a survey.
 2. Update the total number of participants with the “Known” number of participants provided to you by the agency or educator.
 3. Add to the demographics in the Unknown field for the number of participants that did not complete a survey or left the demographic section blank.

1. Use the auto calculate function for the participants that completed a survey.

Program Activity Demographics ?

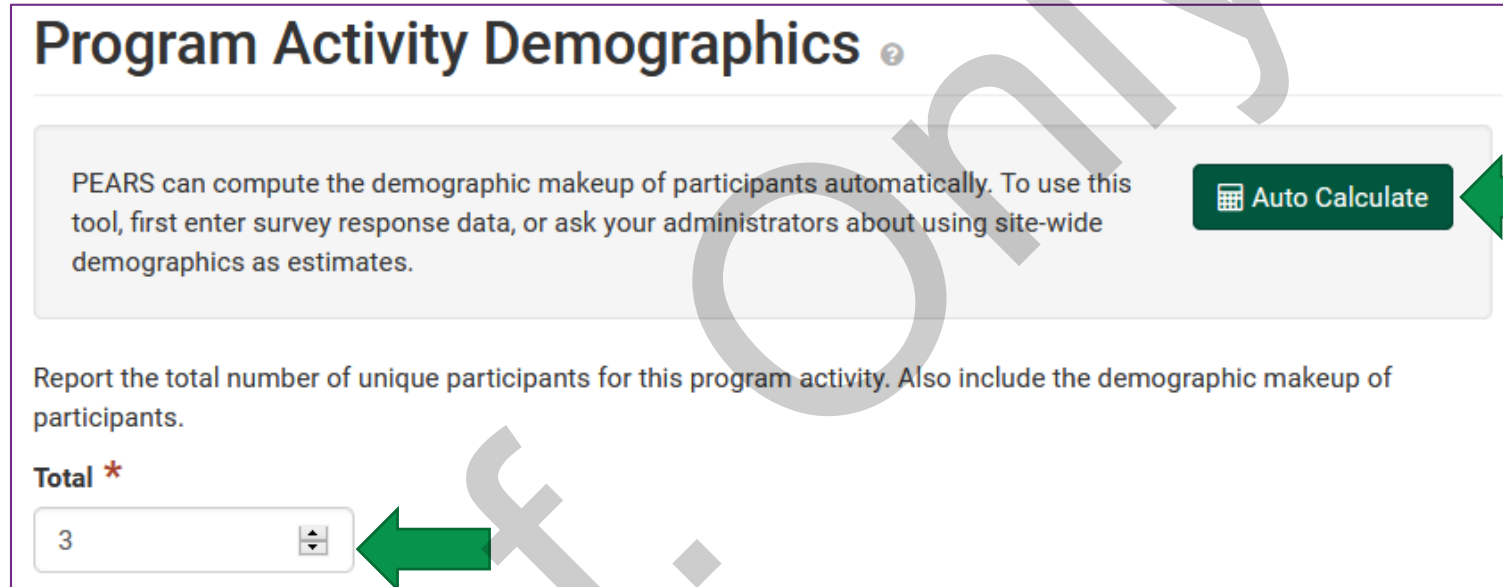
PEARS can compute the demographic makeup of participants automatically. To use this tool, first enter survey response data, or ask your administrators about using site-wide demographics as estimates.

Auto Calculate

Report the total number of unique participants for this program activity. Also include the demographic makeup of participants.

Total *

3



2. Update the total number of participants with the “*Known*” number of participants provided to you by the agency or educator.

3. Add to the demographics in the *Unknown* field for the number of participants that did not complete a survey or left the demographic section blank.

Total *

Method used to determine demographic makeup of participants *

Source of Data *

Source other *

Please specify the demographic makeup of these participants. The categories below are aligned with federal reporting requirements for SNAP-Ed.

Age & Sex *

	Female	Male	Unknown
Less than 5 years	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
5 – 17 years	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
18 – 59 years	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="8"/>
60 years or older	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Ethnicity *

Hispanic / Latino	<input type="text" value="1"/>
Non-Hispanic / Latino	<input type="text" value="1"/>
Prefer not to respond	<input type="text" value="1"/>
Unknown	<input type="text" value="7"/>

Race *

American Indian or Alaska Native	<input type="text" value="1"/>
Asian	<input type="text" value="0"/>
Black or African American	<input type="text" value="1"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
White	<input type="text" value="0"/>
Prefer not to respond	<input type="text" value="2"/>
Unknown	<input type="text" value="6"/>

Virtual Meeting Guidance for Connecting with Youth

Document Outlines Recommendations

- for conducting a virtual CFHL, UC program activity with youth
- related to communication and use of Zoom (or other virtual platform) features



<https://ucdavis.box.com/s/cihgkaw8ror48il91wds1s6rsq68ek0r>

Virtual Meeting Guidance for Connecting with Youth

Recommendations

- Ensure two adults are present for virtual activities.
- Ensure parents/caregivers are aware of meeting if partnering agency staff is not present.
- Ask youth to identify themselves by first name only.
- Turn off “private chat” and use “group chat” only.
- Do not record the virtual activity.
- Turn off “screen sharing” for participants.
- Use break out rooms only when sufficient adults are present.

EVALUATION UPDATES – FFY21

- Website content streamlined to only include recommended FFY21 evaluation tools
 - See [FFY21 Evaluation Changes due to COVID-19 – Updated](#)
- New FFY21 youth evaluation tools
 - Available – What Did You Learn (WDYL)
 - Available – EATS-MS/HS
 - Coming soon – Youth-ITC
- Evaluation Office Hours

New Youth Evaluation Tools

What Did You Learn? (WDYL)

- 2 open-ended questions (one thing you learned/do differently) administered during last session using online survey; **consent required**
- Use to evaluate at least **2 DE sessions** (**but ideally more**) with students in **Grades 4+**

Pros: Brief survey, Immediate feedback for program, Direct quotes from students

Cons: Navigate to online platform, Takes time to review open-ended responses

What Did You Learn? (WDYL)



What Did You Learn? Qualitative Retrospective Survey

Administration Protocol

I. Purpose

The purpose of the What Did You Learn? qualitative retrospective survey is to collect information about any changes in dietary and physical activity knowledge and behaviors from students in grades 4th and higher. You can use this survey in schools or other settings where two or more sessions of series based direct education are delivered virtually using approved CalFresh Healthy Living (CFHL) curricula.

II. Who Should Administer

CFHL-UCCE staff who have delivered all or part of the curricula should administer the What Did You Learn? Survey. Currently, this survey is not intended to be used by extenders. The State Office will review these procedures annually with UCCE staff input.

III. When to Administer

The What Did You Learn? qualitative retrospective survey should be administered to an entire class immediately following series-based delivery after all of the planned lessons have been completed. When possible, administer the survey immediately after the conclusion of the last class in the series. If that is not possible, administer the survey as soon as possible after concluding the series, but not more than two weeks after its completion.

IV. Materials Needed

- PDF copy of the student consent page to read aloud and provide to students with the UCCE local contact information added (see VI. Student Consent).
- Electronic or printed copy of this administration protocol.
- Electronic copy of survey administration PowerPoint (PPT) slides that include:
 - Link to the [What Did You Learn?](#) survey in Qualtrics.
 - *Note: Advisors/Supervisors can review the survey data collected in Qualtrics (see [Data Review Tip Sheet](#)).*
 - Entire text of the CFHL-UC youth consent memo (REQUIRED by IRB).
 - Responses to the required survey questions (PEARS Program Activity ID, County, and School/Site Name) – for students to enter on their survey.
 - Slide showing the two open-ended questions from the What Did You Learn? survey to display while students respond.

V. Before You Begin

- Review consent page, add local UCCE contact, and create PDF to share with students.
- Create a Program Activity in PEARs for your direct education, so you have the PEARs Program Activity ID on hand to share with students.
 - *Note: If you are collecting surveys from mixed group of students with more than one PEARs Program Activity, you can select a single Program Activity ID to provide for all of these students to simplify data collection. Please just add the following note in the PEARs General Information Comments section: "The WDYL*



What Did You Learn?

Nutrition Educator

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.



New Youth Evaluation Tools

Eating and Activity Tool for Students – Middle/High School (EATS-MS/HS)

- Pre/post survey w/FV, SSB/water, and/or PA modules administered during first and last session using online survey link; **consent required**
- Use to evaluate **6+ DE sessions** over at least **4 weeks** with students in **grades 6+**

Pros: Select module(s), Capture behavior change

Cons: Navigate to online platform, Longer survey takes more time, need opportunity to administer pre-survey before sessions mid-year

Survey: EATS-MS/HS



Eating and Activity Tool
for Students (EATS-MS/HS)

Administration Protocol

I. Purpose

The purpose of the Eating and Activity Tool for Students (EATS) for middle and high school (MS/HS) is to collect information about dietary and physical activity behaviors from students in grades 6 and above using a simple and tested survey instrument. You can use EATS in schools or other settings where you are delivering six or more hours of direct education over at least four weeks.

II. Who Should Administer

We recommend that only UCCE staff who (1) attend the EATS webinar (or watch the recording) and (2) read the EATS administration protocol collect pre/post surveys. The State Office will review these procedures annually with UCCE staff input.

III. When to Administer

Pre: Administer the pre-survey at the beginning of the school year before intervention activities have begun. Ideally, the pre-survey should be completed as early as possible after the first full week of classes.

Post: Administer the post-survey towards the end of the year after you complete your intervention activities. Aim to avoid days/times around standardized test schedules to avoid testing fatigue.

General guidelines:

- Please collect EATS on a day following a regular school day (e.g. typically Tuesday through Friday).

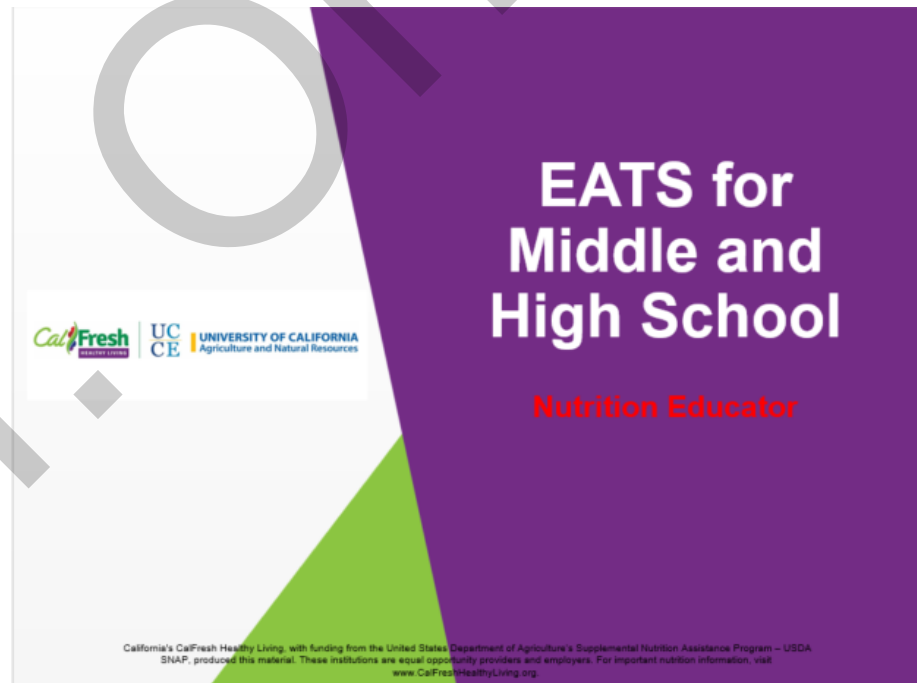
Note: Do NOT administer EATS on a Monday or following a holiday, for example, not on a Tuesday after a Monday holiday.

- You can administer EATS at any time during the day.
- To the extent possible, both pre and post surveys should be administered on the same day, at the same time, in the same way, with the same staff. For example, if the pre-survey is administered by an educator Tuesday before lunch, the same educator should administer the post-survey before lunch on a Tuesday (if possible).

IV. Materials Needed

For in-person administration:

- Surveys with consent cover page - printed in color, on white paper,
- Extra copy of the survey and consent cover page for your reference,
- Pencils - one per student plus extras (if needed),
- Survey administration protocol, and
- School breakfast and lunch menus from the previous day.



New Youth Evaluation Tools

Youth Intent to Change (Youth-ITC)

- 6 retrospective questions (frt, veg, sometimes foods, SSB, water, PA) administered during last session through virtual platform; **consent required**
- Use to evaluate at least **4 DE sessions** (**but ideally more**) with students in **Grades 4-6** or **middle/high school**

Pros: Select question(s), Flexible data collection, Immediate feedback for program, Response can prompt action


Cons: Make time to compile/enter aggregate data

Youth Intent to Change (Youth-ITC)

FRUIT:

1a. One type of food that we've talked about was **fruit** – this is one of the food groups with lots of vitamins and natural sugars. Can anyone remember any examples of fruits that we talked about? Let students volunteer examples. If not too many examples given, mention some that have been discussed during the lessons.

1b. Thinking about **fruit**, I have a question for you.

When I have a choice,	NO, I don't think so	MAYBE, I'm not sure	YES, I think so
<p>1b. I will try to eat <u>MORE</u> fruits</p> 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation Office Hours

- **Qualtrics Capacity Building** for CFHL, UCCE Advisors and Supervisors User Group
- **February 9th & 11th from 1-2pm**
- Review tip sheets and watch demo videos (coming soon – 1/22) before office hours
 - [Qualtrics Data Review Tip Sheet](#)
 - [Qualtrics Report Tip Sheet](#)
- Come with Qualtrics questions

Evaluation Office Hours - POLL

What topics would you like us to cover in future Evaluation Office Hours?

- FFY20 EATS Results Files
- Other FFY20 Evaluation Results
- Networking on Best Practices for Online Data Collection
- Review FFY21 Evaluation Tools
- Other? ***Please chat in suggested topic***

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.

COVID-19 Reporting Periods		2021 Due Dates
FFY 2021 Q1	OCT 1–DEC 31	JAN 29
FFY 2021 Q2	JAN 1–MAR 31	APRIL 30
FFY 2021 Q3	APR 1–JUN 30	JULY 30
FFY 2021 Q4	JUL 1–SEP 30	OCT 29

- **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

IWP Revision Process Guidance

- Please complete the 1/12/21 State Office IWP Revision Survey and send in your response **by or before Friday, January 22.**
- Communication is key: Contact your County Lead with any questions or concerns; email with brief bullet points changes to IWP.
- An FAQ document will be developed and posted to the website with county questions and answers as they are collected.
- LIAs can make changes to the *current fiscal year* plan due to COVID-19

FFY 2021 IWP Revision Process

- Below are the deadlines and steps for submitting FFY 2021 revisions for significant changes to your IWP.
- [LIA IWP Revision Process Guide](#)

CFHL, UCCE Revision Process Dates	3 Step IWP Revision Process
LIA Revision period began Nov 16 th	1. LIA's may request a significant change to their IWP Significant change alters intent, reach and outcome of workplan
LIA Revision period ends March 26 th	2. Communicate with County Lead suggested changes; coordinate and collaborate with other LIA's if others are affected
SIA Revision Review March 29-May 14	3. Once steps 1 & 2 are complete – place changes into the IWP automation. Reminder: Use strikethrough and spotlight system. Use comment tool to explain changes; do not delete work.

Stop Light System

- 3 categories for revisions:
 1. **MINOR:** LIA review and consensus
 2. **SIGNIFICANT:** SIA review and approval
 3. **MAJOR:** USDA review and approval



<div>Icons made by Freepik from www.flaticon.com</div>

IWP Revision Process

- Highlight revisions:
 - Minor= **GREEN**
 - Significant= **YELLOW**
 - Major= **RED**
- All revisions must include a justification comment
- No deletions
 - Use strikethrough for deleting text
 - Use comment tool when deleting Settings, Strategies and Sub-Strategies
- After making revisions, email your county lead a summary of the changes you made
- Please contact Mary Ann Mills mamills@ucdavis.edu and Andra Nicoli amnicoli@ucdavis.edu with any questions on the IWP process. Contact your County Lead with your specific county questions.

COVID-19 Equity & Access Workgroup Equity and Access in Distance Learning Checklist

COVID-19 Equity and Access Checklist

The purpose of the COVID-19 Equity and Access workgroup was to identify strategies and best practices to ensure all SNAP-Ed eligible communities in our counties have access to the resources we develop. Use these checklists as an "internal" tool to guide your conversations with your stakeholders to assess their needs and ways that CFHL, UCCE can support them.

Checklist for the K-12 Schools – includes School Administrators, Teachers, Students, Parents

School Administrator	
Digital Divide	<p>Needs assessment questions</p> <ol style="list-style-type: none"> What steps, if any, has your school district and your school specifically been able to take to help ensure that all students have access to devices and internet to enable a positive experience with distance learning? <ul style="list-style-type: none"> Was an assessment of students' access to devices and internet conducted? If yes, what were the results? Is there a dedicated group in your school district or school that is considering and making recommendations related to equity and access during distance learning? If yes, please describe. How are parents and/or community organizations voices being heard? Have students who lack access been provided with devices? What and how was this done? For students who lack internet access, have steps been taken to provide hot-spots or expand internet access? If yes, what was done? What, if any, specific strategies are being adopted to reach/support non-English speaking households/parents/guardians/students? What, if any, specific strategies are being adopted to reach/support students with special needs? Are there any longer-term focused efforts to address the digital divide in terms of strategic initiatives, partnerships, funding, etc. What platforms will your school district or school use for distance learning? <ul style="list-style-type: none"> If Cooperative Extension were to develop nutrition and physical activity education materials, what platform(s) should UCCE use, and what systems compatibility considerations should we take into account regarding material development and design? What do school administrators suggest is/are the best way(s) our CalFresh Healthy Living, UC program could support teachers? What security protocols have been established to protect the students and teachers during virtual learning? <ul style="list-style-type: none"> If Cooperative Extension were to develop materials, what safety measures will we be required to uphold?
Health Wellbeing	<p>Needs assessment questions - How best to support students and families' health, emotional and physical well-being and economic/food security during COVID</p> <ol style="list-style-type: none"> Does the school district/school have a sense of how much additional trauma the COVID-19 pandemic is causing students and communities who already had high levels of ACEs? Have these needs been assessed, and if so, what are the results?

reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff?

CFHL, UC Implications/Strategies

Digital Divide

- Determine whether your school district or school partners have done a needs assessment of students' access to devices and internet service which are necessary for distance learning.
 - If the needs assessment indicates that significant proportions of students will not have reliable access to devices and/or internet, consider cost-effective alternative strategies for delivering lessons and reinforcing distance education, e.g. distribution of hard-copy educational materials together with meal pick-ups.
 - CFHL should ask the School/District Administrators whether there are English-language learners (ELLs), and create or provide non-English language materials where relevant. Important questions to ask include:
 - What percentage of students are ELLs?
 - What languages are spoken/written by students, guardians, and families?
 - Include best practice recommendations for engaging and supporting students who have special needs into program planning and materials
 - One of the best ways to do this is to plan lesson from the start using Universal Design for Learning (UDL) Guidelines; the guidelines support students with special education needs and support all learners with different learning styles (see CAST UDL guidelines in Key References & Resources section)
- Determine what security measures are required at the district level or by administrators and ensure that all materials and platforms are in compliance before delivering any lessons. Additionally, be sure to understand UCCE security measures and where they coincide or overlap with district/administrator standards.
- Assess what immediate and longer-term efforts are underway to address the digital divide in the school district.
 - Consider how your program, your county office, or UC ANR as a larger institution might advocate for support of these efforts. If a dedicated group is considering equity and access issues, explore how UCCE might participate in and/or support these efforts.
 - Support and help to amplify parent/guardian voices and the participation of trusted community-based organizations to bring to the surface the needs and recommendations for distance learning equity and access improvement.
 - Whenever possible, within institutions are assessing the digital divide, advocate to have members on the assessment team who are representative of the diversity found within the community

Learning Systems/Platforms

- Ask which learning systems/platforms the school district or school site will be using for distance learning, so that CFHL UC staff can create materials with respect to compatibility.
 - When developing/selecting distance learning materials and what to offer, ensure that it will be compatible with the learning system/platform being used.
- Determine how to incorporate diverse learning styles (e.g. visual, auditory, kinesthetic), and methods of instruction (which has been shown to increase equity in education), when in a digital learning environment.

• Use this "internal" tool as a guide for your conversations with your stakeholders to assess their needs and ways that CFHL, UCCE can support them.

• Checklist will be available in WG Box:

<https://ucdavis.box.com/s/eir2xt2ibffhapuhbk62wnnpmesxurf6>

COVID-19 Equity & Access Workgroup Members



Jen Swanstrom
Butte Cluster



Haley Kerr
Alameda County

Co-chair



Nancy Zumkeller
Fresno/Madera MCP

Co-chair



Tuline Baykal
Alameda County



Amanda Colegrove
Trinity County



Barbara MKNelly
State Office



Chris Wong
Imperial County



Daisy Valdez
Riverside County



Betsy Plascencia
San Luis Obispo/Santa Barbara

Reminder to Register!

Introducing the Let's Eat Healthy: Teens Curriculum

- **When:** Thursday, February 4, 2021 from 2-3pm
- **Presented by:** The Dairy Council of California
- **Webinar description:** This webinar will cover how to deliver the LEH Teens curriculum virtually and how this newly updated lesson series can support your direct education work.

Register in advance for this webinar:

<https://ucdavis.zoom.us/meeting/register/tJAudO-tqjlqEtCbcplLxU7J6P2M-BKDzAU1>

For more information, contact Tammy McMurdo at tjmcmurdo@ucdavis.edu

Thank you!

Next Town Hall: February 16, 2021



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