

CalFresh Healthy Living, UC Town Hall: Agenda

- SNAP-Ed Updates (01:24)
- Persuasive Storytelling (06:43)
- FFY19 Physical Activity Data: Highlights & Lessons Learned (24:28)
- CalFresh Healthy Living, UCCE Social Media Presence (01:13:24)
- “Making a Difference” Video (01:24:47)
- State Office Updates (01:27:49)

FNS Guidance on Program Delivery During COVID-19

- Emailed to all county staff on April 20th
- Addresses questions compiled nationally
- Posted to the CFHL, UC COVID-19 Resources Page:
<https://uccalfresh.ucdavis.edu/covid-19>

FNS Guidance on Program Delivery During COVID-19

Allowable Activities:

- Using CFHL social marketing channels to promote nutrition assistance sites, PSE activities, and online direct education
- Providing online activities remotely to participants
- Engaging in PSE activities that adhere to State, local, and institutional guidance
- Developing educational materials
- Planning for future activities
- Participating in online training
- Data entry and analysis, including PEARS
- Sharing success stories

FNS Guidance on Program Delivery During COVID-19

Unallowable Activities:

- Purchasing, packaging, preparing, and cleaning up in food service/distribution settings
- School-based food service activities, paying food service workers, or any efforts focused on implementing new meal patterns for reimbursable meals or snacks
- Ongoing snack or food service
- Meal sized portions or complete meal service
- Cost of food provided as groceries or supplemental food
- Training or development costs of food service workers or others not directly associated with delivery of SNAP-Ed; and
- Salaries for retail store staff, farmers market managers, or food service workers for service operations.

Make your next presentation

TED worthy



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 information, visit www.CalFreshHealthyLiving.org

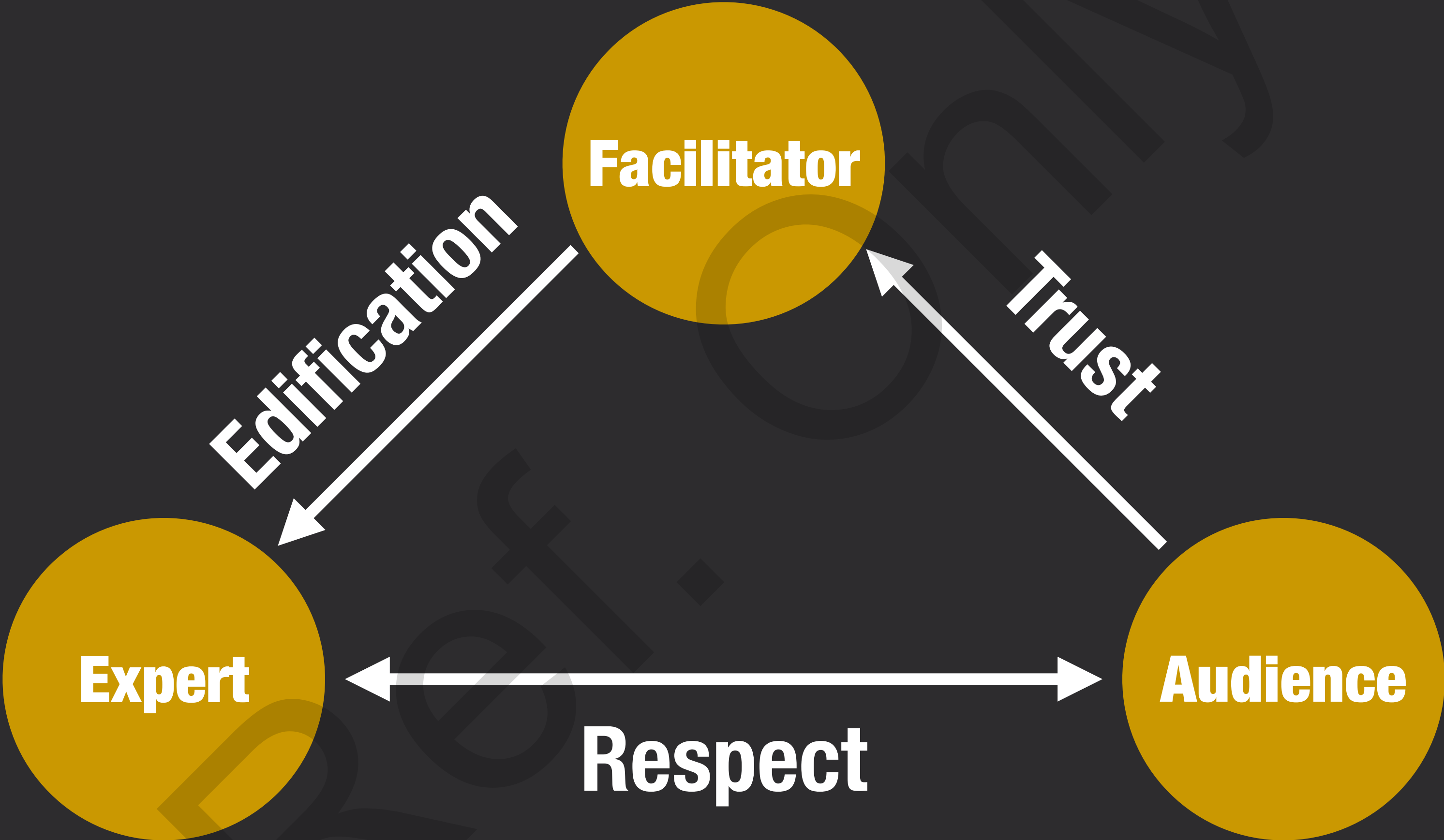


Adam Napolitan

HELLO

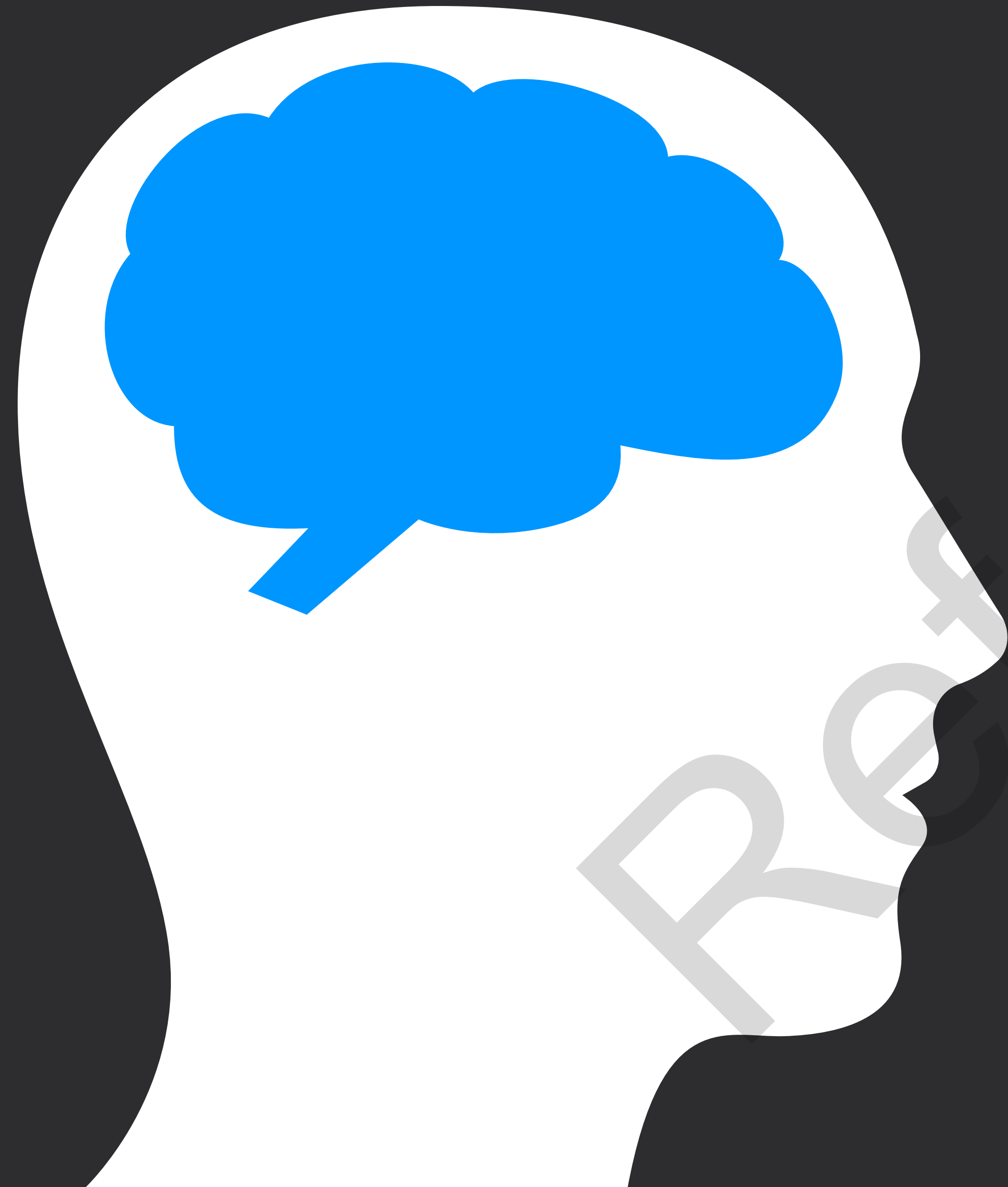
my name is

It all begins with
an introduction...



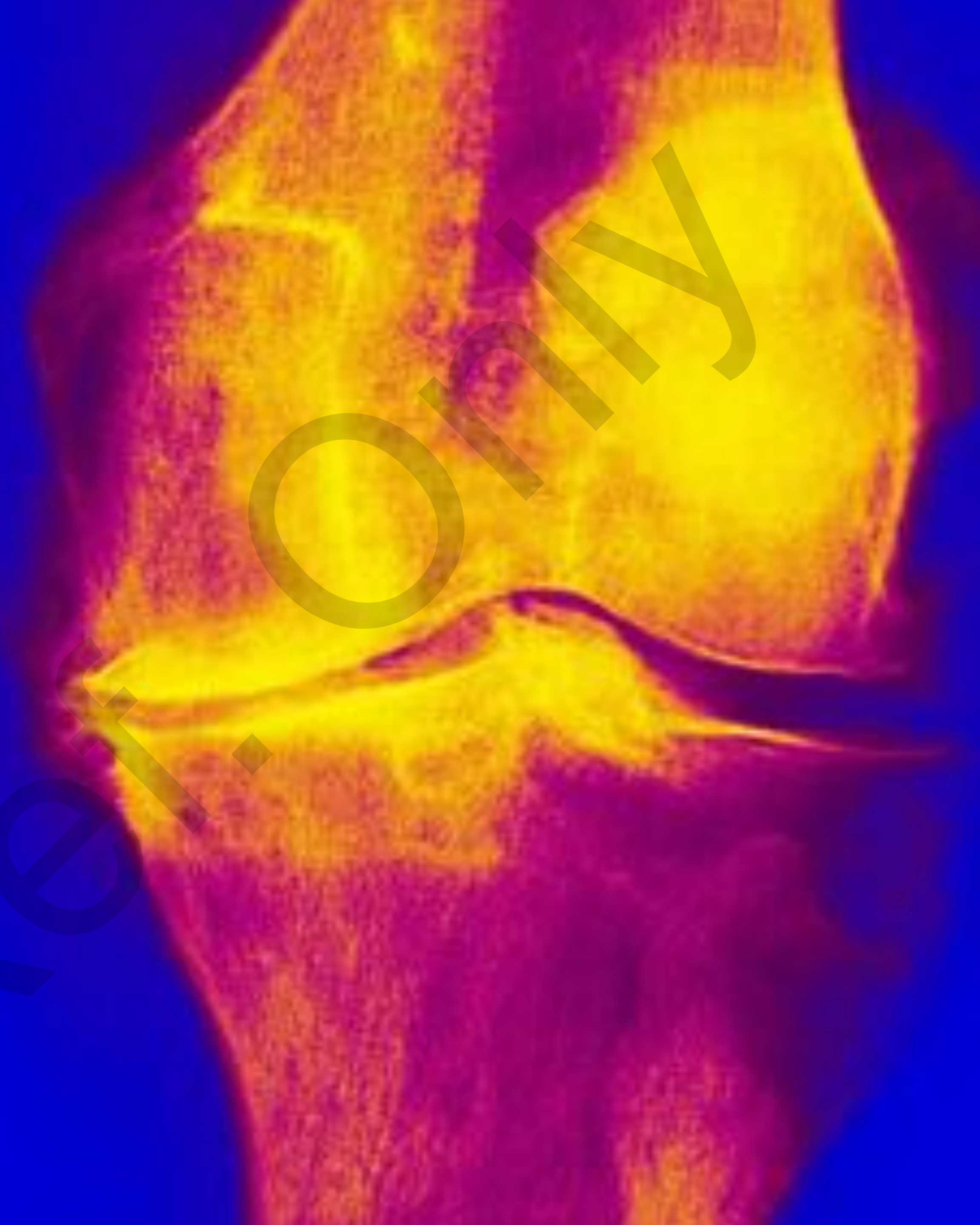
Tell a story





Disarm &
open **minds**

**Touch a
pain point**



A photograph of two young boys in a forest. The boy in the foreground is lying on the ground, looking directly at the camera with a serious expression. He has dark, curly hair and is wearing a dark green jacket. The boy in the background is sitting up, looking slightly to the side. He has light brown hair and is wearing a similar dark green jacket. The forest floor is covered in dry leaves and twigs. The background shows green trees and a clear sky.

Presenter

Audience



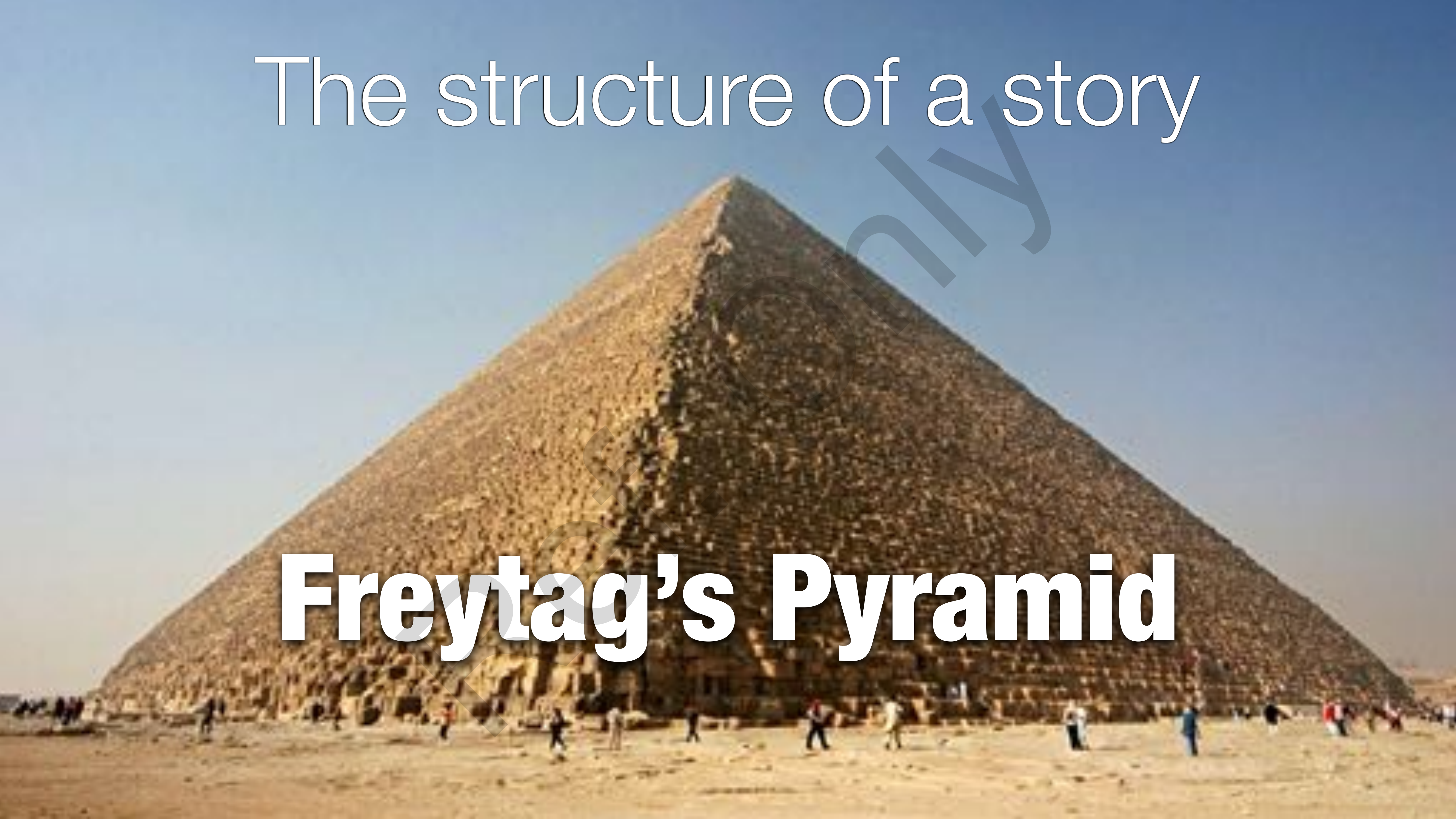
Presenter

Troll

Audience

The structure of a story

Freytag's Pyramid



Climax

Rising action

Falling action

Exposition

Denouement

Story Structure



Climax (Overcome Obstacle)

Minor Victory

+Tension

Relief

Sidekick

Love Interest

Lesson Learned

Villain

Worse

Get's the Love Interest

Worse

Inciting Incident

Obstacle

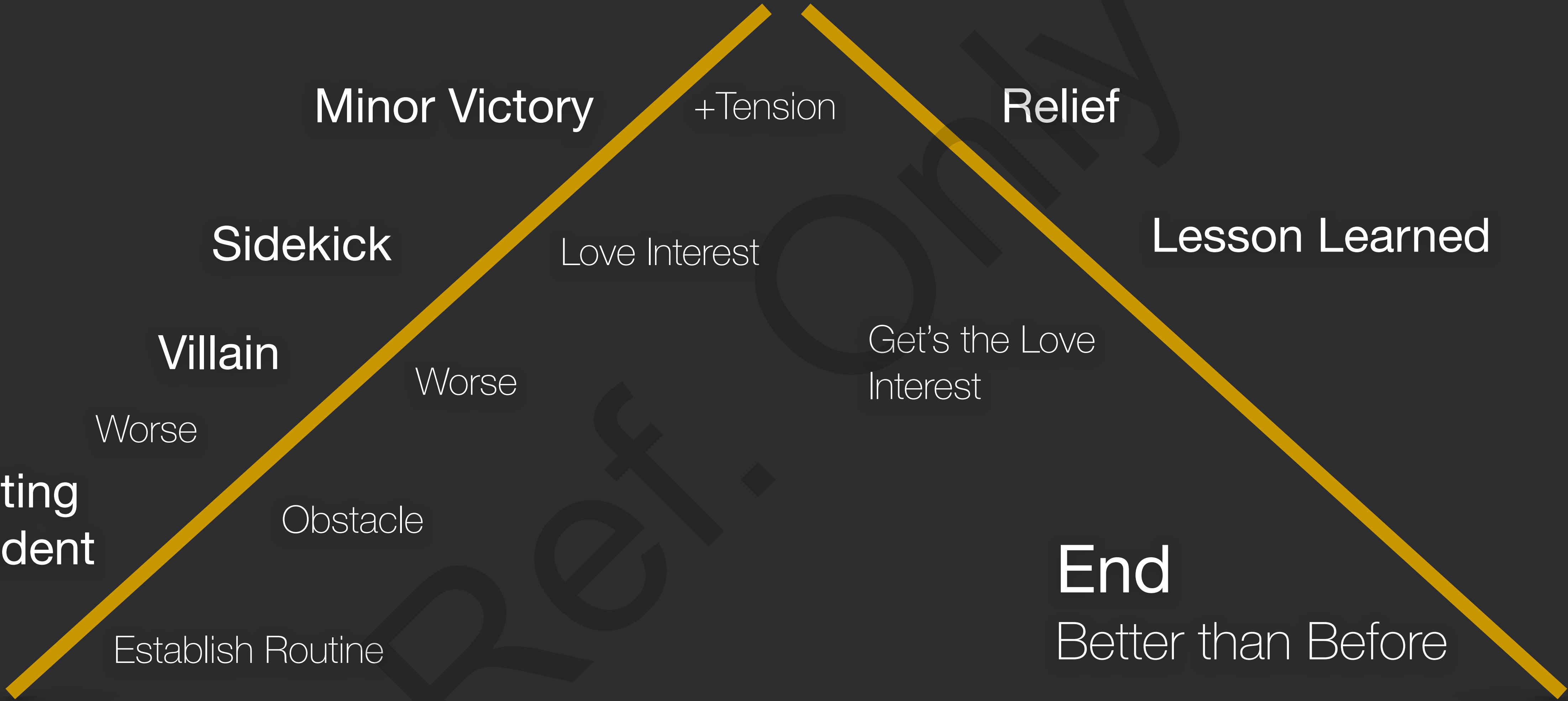
End

Establish Routine

Better than Before

Start

The Story Formula





Nancy Duarte

Story Structure

What could be...

Close

Open

What is...



Choose your battles

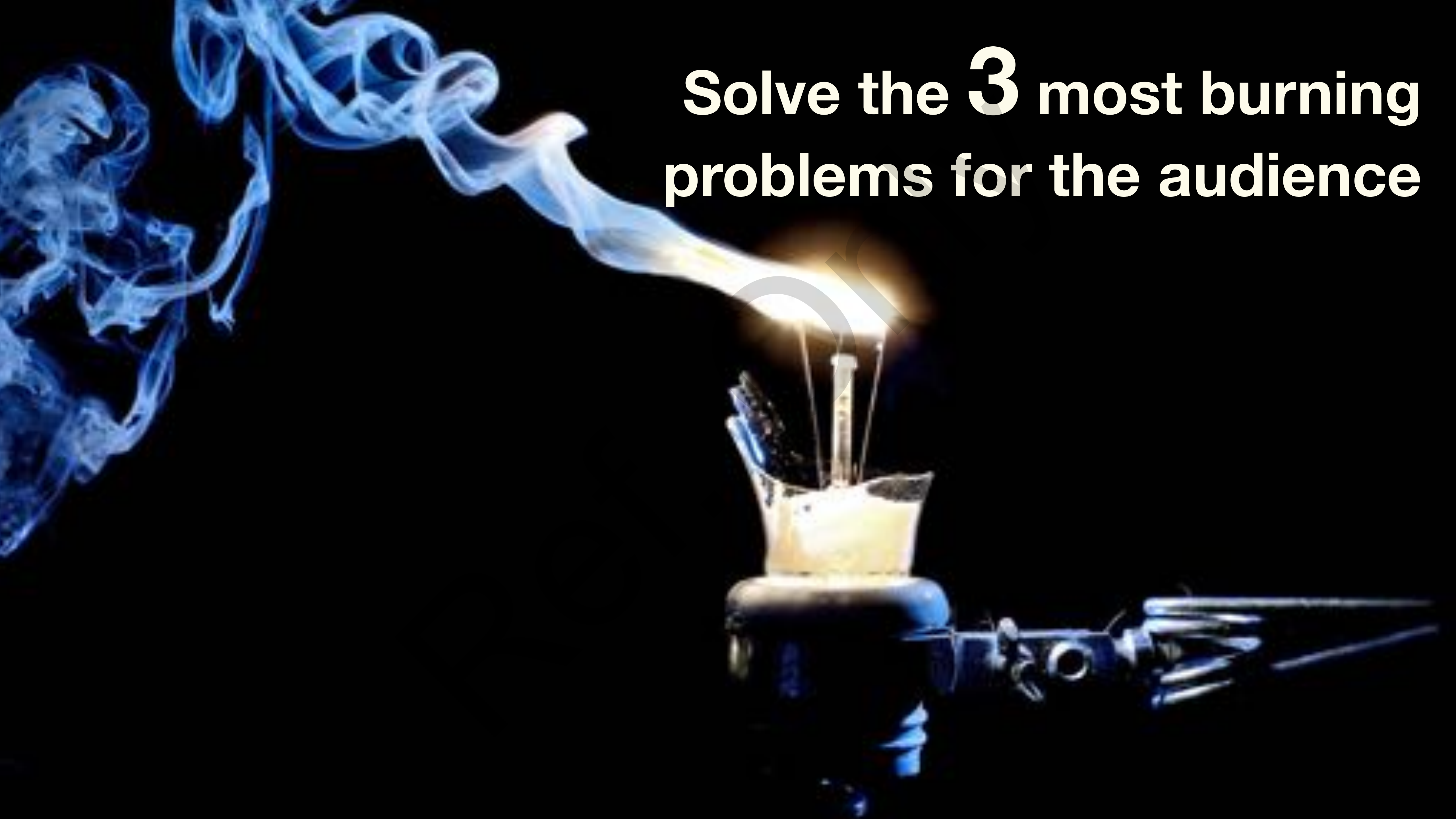
1

2

3



**Solve the 3 most burning
problems for the audience**



Visualize your story



Don't kill yourself and us too.

Call to action

1



2



3

Develop a visual story

Simple reasons marketing **fails**?

Wrong **message**

Wrong **time/place**

Wrong **person**

Know Your Audience

A large, diverse crowd of people is shown from a high-angle, slightly blurred perspective, suggesting a large outdoor gathering or festival. The people are wearing various casual clothing and hats, including a prominent white straw hat in the foreground. The text "Know Your Audience" is overlaid in a bold, white, sans-serif font at the top center of the image. A faint, large watermark "Only" is visible across the middle of the crowd.

Know Your Audience

Who Are They?

What Are Their **Concerns/Interests?**

What **Method of Communication?**



Method #1

Show something

useful



Method #2

Show something

shocking

Method #3

Evoked emotions
to evoke

action







People may not remember exactly what you did, or what you said, but **they will always remember how you made them feel.**

- Dr. Maya Angelou

Story Structure

What could be...

Close

Open

What is...



Make your next presentation

TED worthy



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 information, visit www.CalFreshHealthyLiving.org






Adam Napolitan

FFY2019 Physical Activity Data: Highlights and Lessons Learned

Overview

- Physical Activity Teacher Observation Tool (PA TOT)
- CATCH Lesson Observation Tool (CATCH LOT)
- Playground Stencil Pre/Post Assessment
- Adult Physical Activity Survey (APAS)
- Physical Activity Intent to Change Surveys (PA ITCs)

Physical Activity Teacher Observation Tool (PA TOT)

Physical Activity – Teacher Observation Tool

The UC CalFresh program staff thank you for contributing to our evaluation efforts. Your feedback is important to us and will be used to improve our program. Please answer the following questions based on your observations of the students in your class during the past school year.

School/Site: _____ County: _____

Number of students in class today: _____ students
(Enter number in digits as in ID)

<p>Grade: (Please what best fits your class)</p> <input type="checkbox"/> Preschool <input type="checkbox"/> Grades K-2 <input type="checkbox"/> Grades 3-5 <input type="checkbox"/> Grades 6-8 <input type="checkbox"/> Multiple/mixed grades	<p>Please mark all curricula used this year:</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Go, Glow, Grow</td> <td><input type="checkbox"/> My Amazing Body</td> <td><input type="checkbox"/> EatFit</td> </tr> <tr> <td><input type="checkbox"/> Good for Me and You</td> <td><input type="checkbox"/> TWIGS</td> <td><input type="checkbox"/> Hunger Attacks</td> </tr> <tr> <td><input type="checkbox"/> Grow It! Try It! Like It!</td> <td><input type="checkbox"/> Power Play</td> <td><input type="checkbox"/> CATCH</td> </tr> <tr> <td><input type="checkbox"/> Happy Healthy Me</td> <td><input type="checkbox"/> Nutrition to Grow On</td> <td><input type="checkbox"/> Other (specify): _____</td> </tr> <tr> <td><input type="checkbox"/> Farm to Fork</td> <td><input type="checkbox"/> Discovering Healthy Choices</td> <td></td> </tr> <tr> <td><input type="checkbox"/> It's My Choice...Eat Right! Be Active</td> <td><input type="checkbox"/> Cooking up Healthy Choices</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Healthy Choices in Motion</td> <td></td> </tr> </table>	<input type="checkbox"/> Go, Glow, Grow	<input type="checkbox"/> My Amazing Body	<input type="checkbox"/> EatFit	<input type="checkbox"/> Good for Me and You	<input type="checkbox"/> TWIGS	<input type="checkbox"/> Hunger Attacks	<input type="checkbox"/> Grow It! Try It! Like It!	<input type="checkbox"/> Power Play	<input type="checkbox"/> CATCH	<input type="checkbox"/> Happy Healthy Me	<input type="checkbox"/> Nutrition to Grow On	<input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Farm to Fork	<input type="checkbox"/> Discovering Healthy Choices		<input type="checkbox"/> It's My Choice...Eat Right! Be Active	<input type="checkbox"/> Cooking up Healthy Choices			<input type="checkbox"/> Healthy Choices in Motion	
<input type="checkbox"/> Go, Glow, Grow	<input type="checkbox"/> My Amazing Body	<input type="checkbox"/> EatFit																				
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	<input type="checkbox"/> Healthy Choices in Motion																					

<p>(For schools, not ECEs/after-school sites) I am responsible for providing physical education (PE) for my class:</p> <input type="checkbox"/> Yes, all of the PE <input type="checkbox"/> Yes, some of the PE <input type="checkbox"/> No / never	<p>I am responsible for supervising students during outdoor play times (recess, am/pm breaks, lunch, etc.):</p> <input type="checkbox"/> Yes, regularly <input type="checkbox"/> Yes, occasionally <input type="checkbox"/> No / never
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Please answer the following questions based on your observations of the students in your class during the past school year.

Compared to the beginning of the school year, more students now...	Examples/Notes	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Unable to discover or N/A
1. ...enjoy doing physical activities.							
2. ...ask or repeat specific physical activities introduced during the year.	CATCH activities, Dr. Rowley, etc.						
3. ...ask for additional opportunities for physical activity.							
4. ...participate in physical activity.							
5. ...spend at least 50% of PE time in moderate to vigorous physical activity.	N/A for ECE/after-school sites						
6. ...meet the State PE or DRDP physical activity standards.	ACE DRDP - Desired Results Developmental Profile, N/A for after-school sites						

Last Revised: October 2008
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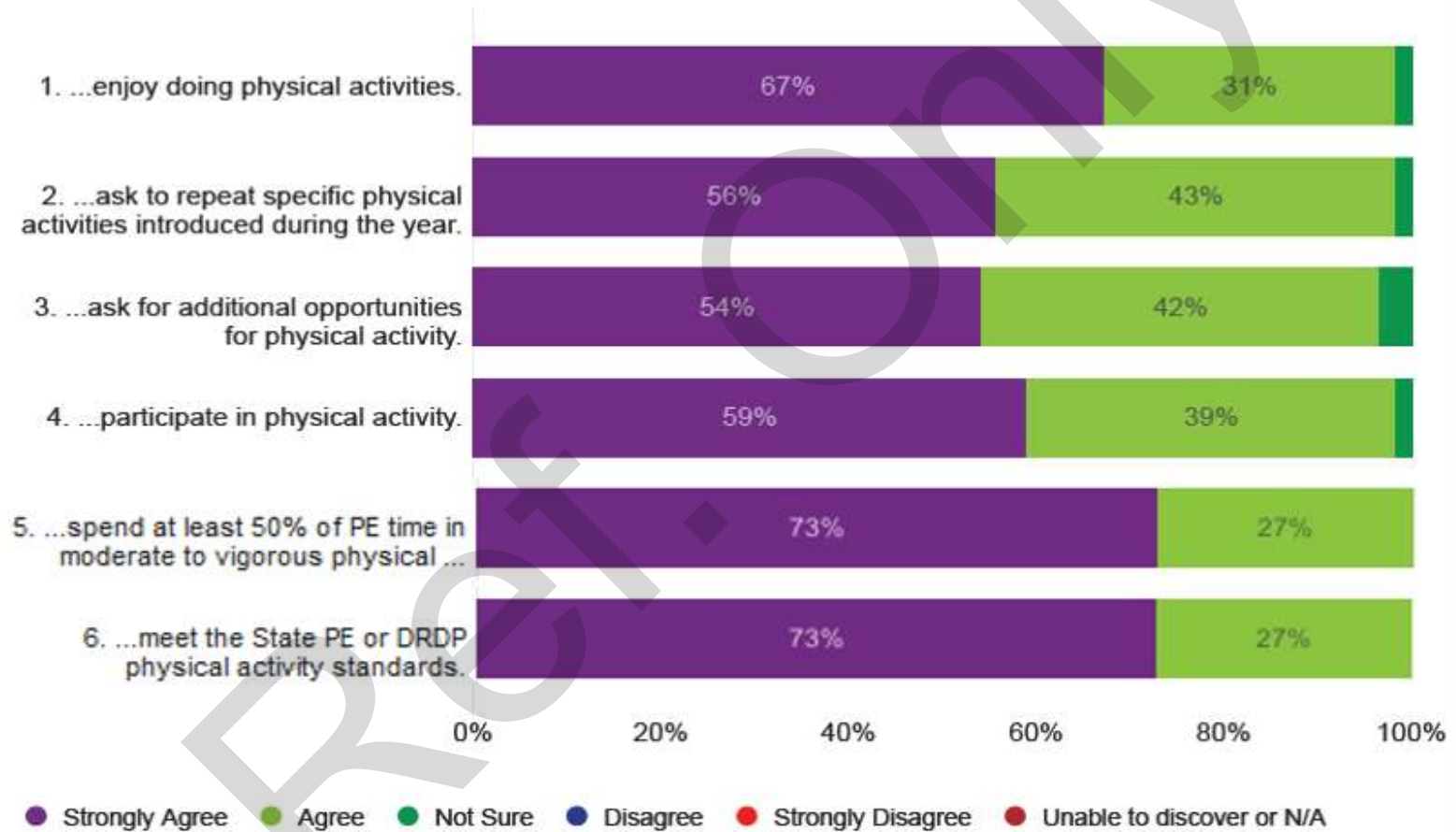
Percentage of teachers responding that they are responsible for providing physical education (PE) for their class (out of school sites)



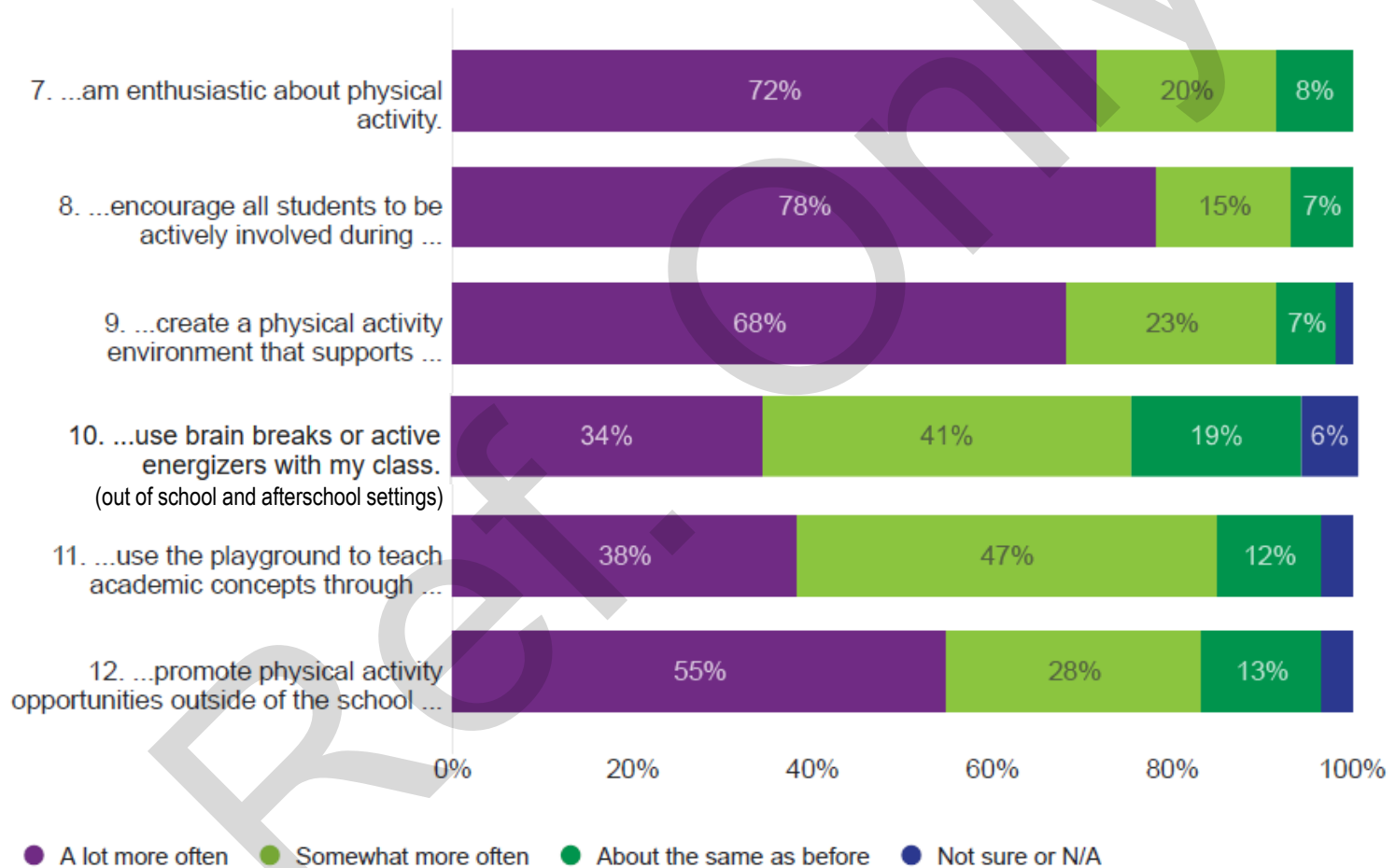
Percentage of teachers responding that they are responsible for supervising students during outdoor play times (recess, am/pm breaks, lunch, etc)



Compared to the beginning of the school year, more students now...



Compared to the beginning of the school year, I (the teacher) now...



PA TOT:

Compared to the beginning of the school year, I (the teacher) <i>now</i> ...	Examples / Notes	A lot more often	Somewhat more often	About the same as before	Not sure or N/A
--	------------------	------------------	---------------------	--------------------------	-----------------

“...use the playground to teach academic concepts through movement.”

POLL: Is this question relevant in afterschool programs, ECE sites, both, or none of the above?

PA TOT:

Compared to the beginning of the school year, I (the teacher) <i>now</i> ...	<i>Examples / Notes</i>	A lot more often	Somewhat more often	About the same as before	Not sure or N/A
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“...use brain breaks or active energizers with my class”

Is this relevant for afterschool settings?

Chat in: “Yes” or “No”

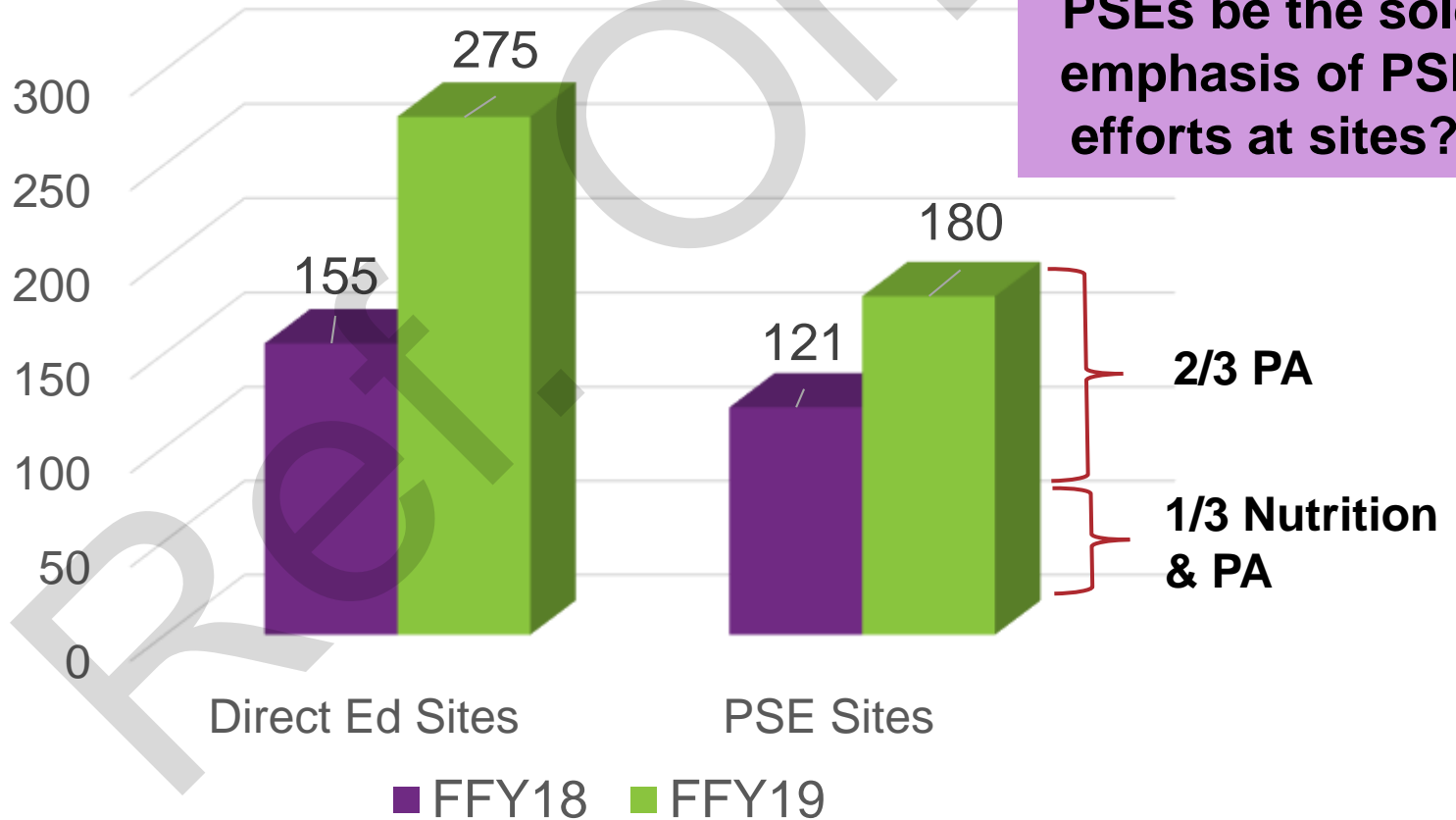
Lessons Learned






- **↑** use of **PA TOT** when implementing CATCH
 - 26 counties implemented CATCH
 - 7 counties used PA TOT tool to capture outcomes
- **Use county/cluster feedback** to make sure questions are a good fit for setting

CATCH Implementation Expands

CATCH Expansion FFY18-19



CATCH Lesson Observation Tool (CATCH LOT)

CATCH Lesson Observation Tool

Site:		Date:	
All Grades Served at Site: <input type="checkbox"/> Pre-K <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12			
Setting: <input type="checkbox"/> School <input type="checkbox"/> Early Care and Education (ECE) <input type="checkbox"/> Before/After School <input type="checkbox"/> Other: _____			
Lesson Delivered By:		<input type="checkbox"/> Educator or <input type="checkbox"/> Extender	
Date received CATCH training (mm/dd/yyyy): Click here to enter a date.		Form Completed By:	
How long has the educator/extender been implementing CATCH: _____ months or _____ years		Length of CATCH Lesson Observed: _____ minutes	
CATCH Cards Used (specify numbers): <small>(Verify the Card numbers with the instructor either before or after the lesson)</small>		Number of Students: _____ students	
Grade(s) Observed: <input type="checkbox"/> Pre-K <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12			

INSTRUCTIONS: This checklist was designed to assess the delivery of facilitated CATCH lessons and identifies useful feedback for CATCH Champions to help build capacity and support high quality physical activity education practices. *Note: This tool can be used by teachers to conduct self-assessments following CATCH training, by supervisors or educators to observe CATCH champions in order to support professional development, and by the UC CalFresh State Office during site visits.*

Question	Description	Yes	No	Comments
1. Did students participate in a warm-up activity?	Score "Yes" for warm-up if at least 2-minute preparation period was allocated to students before they were required to do vigorous movements during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Were students active right from the start?	Students begin being physically active at the start of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Were the boundaries well established?	Activity area was clearly defined and students played within the designated space.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Was the start/stop signal clear?	Students understood and could follow management and instruction tasks.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Were the instructions clear and concise?	Students understood and could follow management and instruction tasks.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Was equipment distributed efficiently?	Students are active and engaged while equipment is distributed and collected.	<input type="checkbox"/>	<input type="checkbox"/>	
7. Was the student: equipment ratio adequate?	The provision of adequate amounts of equipment provided students with opportunities to be active and learn skills. Preferably, the student:equipment ratio should not exceed 2 to 1 during skill practice and 10 to 1 during game play.	<input type="checkbox"/>	<input type="checkbox"/>	
8. Were management and transition times minimal?	Students are active and engaged such as "hitting the track" during management and transition times.	<input type="checkbox"/>	<input type="checkbox"/>	
9. Students appeared to enjoy the activities?	Students laughed, smiled, and appeared happy while engaging in lesson activities.	<input type="checkbox"/>	<input type="checkbox"/>	

W:\FRESHing\Angie\Fresh CATCH Eval Tool\CATCH Lesson Obs Tool\CATCH Lesson Observation Tool_FF19.
Last Revised: May 2019

1

Results from the CATCH LOT indicate high fidelity and areas to emphasize:

Most **core components of CATCH** were observed at **every site – TERRIFIC!**

Areas of improvement for teaching staff:

- ✓ **Encouraging students** to participate in a variety of PA **during non-PE class time**
- ✓ **Prompting students** to up their PA game during lesson
- ✓ Give positive feedback **highlighting and reinforcing student progress**

Lessons Learned




- **↑** promotion of the CATCH LOT (2 of 26 counties used tool)
- CATCH PSE sites tend to focus solely on PA PSEs – not PA and nutrition PSE efforts
 - Opportunity for future PSEs

IMPROVED REPORTING - Great work Team!

- ✓ Educators deliver CATCH - report DE as PEARS Program Activity.
- ✓ Teachers deliver CATCH - report DE as PEARS Program Activity and PSE Site Activity.

Playground Stencil Assessment



Playground Stencil Assessment

Observation: PRE POST Date: _____ County: _____

Site: _____ Form Completed By: _____

Setting: School Early Care and Education (ECE) Other (specify): _____

Day of the Week:	Time of the Day:	Number of Classes Observed:	Grade(s) Observed:
<input type="checkbox"/> Monday	<input type="checkbox"/> Early Morning (before 9am)	<input type="checkbox"/> 1 <input type="checkbox"/> 6	<input type="checkbox"/> Pre-K <input type="checkbox"/> 4
<input type="checkbox"/> Tuesday	<input type="checkbox"/> Late Morning (9am to 11am)	<input type="checkbox"/> 2 <input type="checkbox"/> 7	<input type="checkbox"/> K <input type="checkbox"/> 5
<input type="checkbox"/> Wednesday	<input type="checkbox"/> Midday (11am to 1pm)	<input type="checkbox"/> 3 <input type="checkbox"/> 8	<input type="checkbox"/> 1 <input type="checkbox"/> 6
<input type="checkbox"/> Thursday	<input type="checkbox"/> Afternoon (1pm to 3pm)	<input type="checkbox"/> 4 <input type="checkbox"/> 9	<input type="checkbox"/> 2 <input type="checkbox"/> 7
<input type="checkbox"/> Friday	<input type="checkbox"/> Late Afternoon (3pm to 5pm)	<input type="checkbox"/> 5 <input type="checkbox"/> 10	<input type="checkbox"/> 3 <input type="checkbox"/> 8

INSTRUCTIONS FOR UCCE STAFF ADMINISTRATION:
PLAYGROUND SCAN: For each stencil project, administer *one* PRE-SCAN 1-2 weeks before you paint the playground stencils and *one* POST-SCAN at least 2 weeks following but within two months of the unsealing of the painted stencil at the site. Choose the best observation day/time (am/pm outside play limits, recess, etc.) to capture the targeted student age/grades. Aim to administer the PRE and POST-SCANS during the same day/time. When counting students (Q1-Q3), always scan from LEFT to RIGHT. Observe each student in the play area *once*. If an observed student reappears in the scan area, do not record him/her a second time. Also, do not backtrack to count new children entering the scan area. Avoid days with extreme temperatures, poor weather conditions, or poor air quality limiting students' physical activity. **TEACHER SURVEY:** Aim for a minimum of two matched pre/post teacher surveys for each stencil project. Survey as many teaching staff as possible of those observing students on the playground before and after the stencils are painted. Try to engage the *SAME* teachers at pre and post to ensure you have matched surveys.

PRE and POST – PLAYGROUND SCAN

1. How many total students are in the play space? (Stand where you can see the entire play space.)	_____ STUDENTS
2a. How many students are actively playing in the play space? (Walking, running, dancing, playing sports/top, jumping rope, skipping, or other active play)	_____ STUDENTS
2b. How many students are actively playing in the playground space... <ul style="list-style-type: none"> • (PRE) ...where the stencils will be painted? • (POST) ...on the playground stencils? 	_____ STUDENTS
3. How many students are sedentary? (Sitting down, not walking, reading books, eating snacks, or very inactive)	_____ STUDENTS
4. Do teaching staff encourage students to be physically active? (this includes prompts or encouragement to be physically active (i.e. engage in high intensity activity or increase their physical activity levels) on the stencils.)	<input type="checkbox"/> YES <input type="checkbox"/> NO
5. Is playground equipment available for students to use? (balls, hoops, bikes, etc.)	<input type="checkbox"/> YES <input type="checkbox"/> NO
6. Are there any physical structures for students to play on? (play structures, swings, slides, monkey bars, etc.)	<input type="checkbox"/> YES <input type="checkbox"/> NO
7. Are there any creative play activities/structures set up for students? (playhouse, house/kitchen corner, blocks, coloring station, water play table, sand box, etc.)	<input type="checkbox"/> YES <input type="checkbox"/> NO
8. Please check the types of stencils painted on the playground:	
<input type="checkbox"/> None/NA	<input type="checkbox"/> Words (crawl, cross, hop, swim, walk, fly, etc.)
<input type="checkbox"/> Number Hopscotch	<input type="checkbox"/> Wall target toss
<input type="checkbox"/> Letter Hopscotch	<input type="checkbox"/> Footprints
<input type="checkbox"/> Bull's Eye Toss	<input type="checkbox"/> Fruits
<input type="checkbox"/> Shapes (circle, square, diamond, pentagon, heart, star)	<input type="checkbox"/> Vegetables
<input type="checkbox"/> Numbers 0-9	<input type="checkbox"/> Spanish letters (ll, ch, rr, and ñ)
<input type="checkbox"/> Letters A-Z	<input type="checkbox"/> Traffic (bike, cross walk, yield, stop, speed limit)
<input type="checkbox"/> Playground pond (frog, fly pad, dragonfly, duck, turtle, fish)	<input type="checkbox"/> Playground Paths
<input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> MyPlate (four square)
<input type="checkbox"/> Other (specify): _____	<input type="checkbox"/> Other (specify): _____

W: F21/E2P2ch Angle PA Playground Stencil Assessment Playground Stencil Assessment_F22C Last Revised: January 2020 1



14 new stencil projects, **40** total

Sites actively maintaining stencil projects
under-reported

82% both nutrition and PA related PSE changes




Improvements in:

- Physical **environments** (129 new stencils)
- Institutionalization of **social support** for student PA
- **Increase** in student **activity levels**
- **Decrease** in student **inactivity**





Lessons Learned



-  CATCH training for teaching staff
 - New requirement to approve stencil project request
 - Stencil assessment required
- Improve PEARS reporting for stencil projects
“actively maintained”

Adult Physical Activity Survey (APAS)

Adult Physical Activity Survey

Date: _____ Pre Post
ENGLISH VERSION

ID#:

Please mark the response that best describes how you usually do things.

1. In the past week, how many days did you exercise for at least 30 minutes?
This includes things like jogging, playing soccer, and doing fitness or dance classes, or exercise videos. This 30 minutes could be all at once or 10 minutes or more at a time. Do not count housework, taking care of your kids, or walking from place to place.

0 days 4 days
 1 day 5 days
 2 days 6 days
 3 days 7 days

2. In the past week, how many days did you do workouts to build and strengthen your muscles?
This includes things like lifting weights and doing push-ups, sit-ups or planks.

0 days 4 days
 1 day 5 days
 2 days 6 days
 3 days 7 days

3. How often do you make small changes on purpose to be more active?
This includes things like walking instead of driving, getting off the bus one stop early, doing a few minutes of exercise, or moving around instead of sitting while watching TV.

Never
 Rarely (about 20% of the time)
 Sometimes (about 40% of the time)
 Often (about 60% of the time)
 usually (about 80% of the time)
 Always

Source: Expanded Food and Nutrition Education Program, Food & Physical Activity Questionnaire. Last Revised: October 2018
\\s99237.124.s99\data\FNSEP\proj\01.S. EVALUATION\EVALUATION TOOLS\PA\CURRENT\ADULT\APAS\Adult PA Survey_Eng.docx

Participants reported improvements PA behaviors included:

- **63%** - Making small changes to be more active → **more often**
- **50%** - **↑** # of days built and strengthened muscles
- **47%** - **↑** # of days exercised for 30+ minutes


Lessons Learned



- Enable reporting on **Medium Term PA indicators (Behaviors)** in the SNAP-Ed Evaluation Framework
- **More intense interventions** may be needed to improve days of MVPA and muscle strengthening

Question: Add APAS to FBC – **Any concerns?**

Physical Activity Intent to Change (PA ITC)





PHYSICAL ACTIVITY (mins)

1. During the past week, did you engage in moderate physical activity for at least 30 minutes on 5 or more days? Yes No
This includes activities that get your heart beating faster like brisk walking, jogging, playing soccer, and doing fitness or dance classes, or exercise videos. These 30 minutes could be all at once or a little at a time.

2. Within the next week, how often will you engage in moderate physical activity for at least 30 minutes a day? Same as before More often

Please share with us how this workshop will help you and your family:

(ITC FY20: physical activity/min)



PHYSICAL ACTIVITY (hours)

1. During the past week, did you engage in moderate physical activity for at least 2 ½ hours? Yes No
This includes activities that get your heart beating faster like brisk walking, jogging, playing soccer, and doing fitness or dance classes, or exercise videos. This could be all at once or a little at a time.

2. Within the next week, how often will you engage in moderate physical activity? Same as before More often

Please share with us how this workshop will help you and your family:

(ITC FY20: physical activity/hours)

Lessons Learned



- **↑** use of PA ITCs – only 2 counties used each ITC
- Enable reporting on **Short Term PA indicators** (goals and intentions) in the SNAP-Ed Evaluation Framework



Questions???



THANK YOU!

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Michele Byrnes, MPH

Physical Activity Program Manager

mnbyrnes@ucdavis.edu



Program Name

- State Office Program Name: CalFresh Healthy Living, UC



- County Program Name: CalFresh Healthy Living, UCCE (insert name) County



- UC ANR + CFHL Brand Guide link
 - **Pathway:** In the Administration dropdown menu select Program Administration, then select Branded Materials. Second section down on Branded Materials page is Co-branding, select CalFresh Healthy Living, UC + UC ANR Branding Guidelines and Toolkit.
 - **Direct Link:** <https://uccalfresh.ucdavis.edu/admin/program/brand/ucanrco-branding>
 - **For questions please contact: Andra Nicoli @ amnicoli@ucdavis.edu**

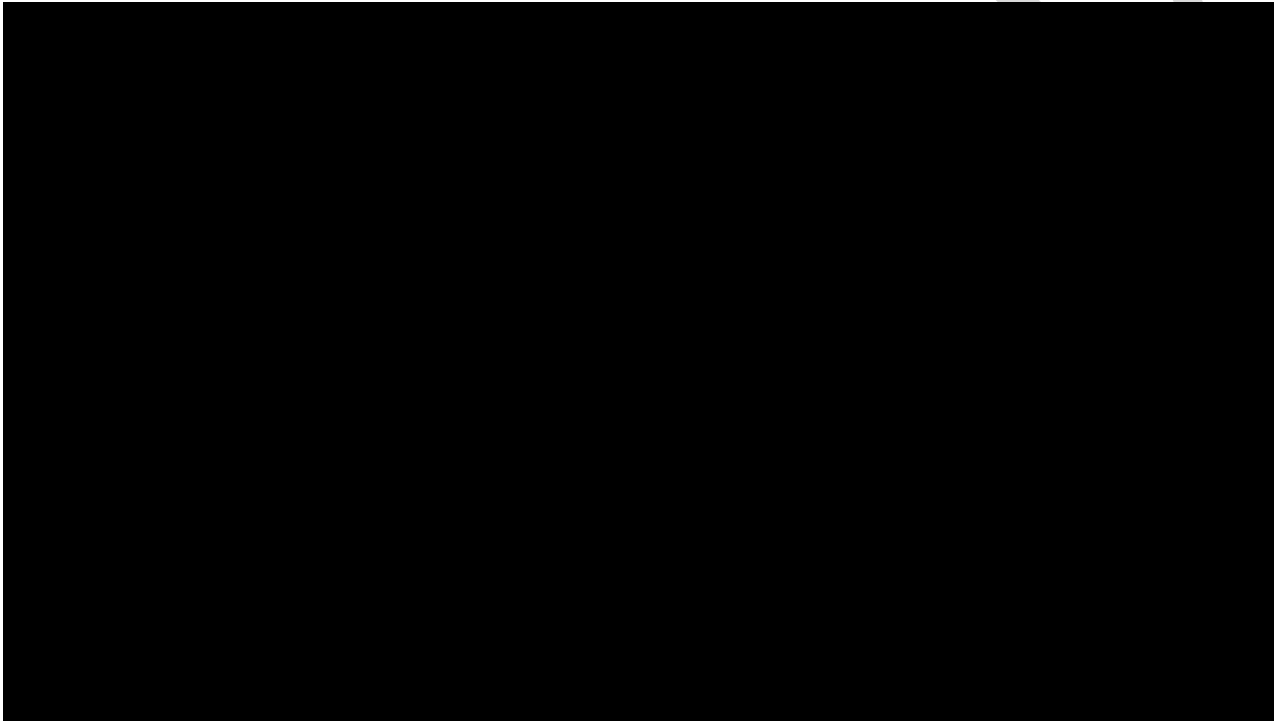
CFHL, UCCE Social Media Branding Guide and Toolkit

- The CalFresh Healthy Living, UCCE Social Media Branding Guide and Toolkit are available on the [State Office website](#) under Branding Materials and Templates.
- The Toolkit includes county-specific images that follow the branding guidelines.
- A special thanks to the Riverside County team who helped develop pilot social media platforms!

CFHL, UCCE Social Media Branding Guide and Toolkit

- A Social Media FAQ Document will be added to the branding folder.
- Please chat in your questions now or send them to me at miggalvan@ucdavis.edu and we will add them to the Social Media FAQ.
- If you would like to make an appointment to discuss your counties social media profile, please email miggalvan@ucdavis.edu.

“Making A Difference” Video Butte County



The link to this video is on the webpage directly below the link to these slides and the recording.



State Office Updates

Clarification: Documentation Required for Redirection of CFHL Staff

- Each LIA is to complete their respective section in the survey table on a monthly basis and indicate the number of FTEs that have been redirected.
- CDSS is requiring the [LIA COVID-19 Staff Redirection Survey Table](#) to be completed even if staff have not been redirected.
- **Indicate with a zero (0) if no FTEs have been redirected.**
- **Complete the March and April sections of the Survey no later than May 31, 2020.**

UCCE COVID-19 Staff Redirection Survey

Directions: Each UCCE is to complete the table below, by month, and indicate the number of FTEs that have been redirected. Indicate a 0 if no FTEs have been redirected.

UCCE	Mar-20	Apr-20	May-20	Jun-20	Jul-20
Alameda	0	0			
Butte/Colusa/Glenn/Sutter/Yuba					
Central Sierra (Amador/Calaveras/El Dorado/Tuolumne)					
Contra Costa					

Questions? Contact:

Kamal –

kjkhaira@ucdavis.edu

Lindsay –

lmhamasaki@ucdavis.edu

Guidelines for Developing Online Education for UCCE Nutrition Programs

- Updated regularly
 - Updates and additions indicated by red font
- Located in google drive:
<https://drive.google.com/open?id=1wzz4qwKCyt6xYEj2sDqeBSz1TZCt-Fja>
- Use ucdavis.edu email address to access files

Video Approval Process

All videos uploaded to YouTube must be Unlisted.

1. Submit your video for first round approval to your advisor or supervisor
2. Advisor or supervisor will review the video using the following checklists:
 - [CFHL, UC Direct Education Checklist](#)
 - [CFHL, UC Indirect Education Checklist](#)
3. Once video is approved by advisor or supervisor, submit to State Office for review and approval:
 - For specific curriculum - send to [State Office contact](#) for that curriculum
 - Other content –send to program lead for that content area:
 - General nutrition/ healthy eating- Tammy
 - Recipe demonstrations- Lyn
 - Garden, SLM/school meal program- MaryAnn
 - Physical Activity – Michele
4. State Office will review and approve as quickly as possible

County Promotional Materials

- [County Promotional Highlight Handout](#)
- This one page Handout can be found on the Resources page within the Publications Main Menu dropdown. Once on the Resources page, you will find the document at the top under the “Who We Are” section.

<https://uccalfresh.ucdavis.edu/publications/resources>



Closing Questions

(please use the chat box)

- What are the most important topics for you to hear about in June's Town Hall?
- Are you currently aware of summer school or afterschool programming scheduled to take place in your county? (Y/N and add county name)
- If yes, have you heard from your teacher or afterschool staff contacts regarding their level of interest in CFHL, UCCE specific resources during the summer? (Y/N and add county name)

Thank you!

Next Town Hall: June 16, 2020



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