ANNOUNCEMENT Summer Workshops: Rethinking Farm to School
Jezra Thompson, Center for Ecoliteracy (01:42)

Extender Model Best Practices
Melanie Alexander, MA & Tammy McMordo MS, RD CFHL, UC State Office (05:22)

PA Break:
Paul Tabarez, MS, M.Ed. CFHL, UC State Office PA Manager (1:12:51)

CFHL, UC Extender Model Best Practices Guide
Andra Nicoli, MA and Anna Jones, PhD CFHL, UC State Office (1:16:45)

State Office Updates (1:20:37)
Rethinking Farm to School Summer Workshops

The Center for Ecoliteracy is offering no-cost one-day professional development workshops designed to provide participants with the knowledge, skills, and resources needed to successfully implement farm to school strategies at their school sites. Join us for a day of peer-to-peer learning, individual reflections, small group work, and regional connections.

JUNE 8 Davis | JUNE 13 Fresno | JULY 12 Los Angeles

REGISTER NOW
Best Practices: Extender Models in CFHL, UC Programs

Presented by the CFHL, UC Extender Workgroup

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.
Agenda

• Extender Model Overview
• County Highlights
  • Working with extenders in ECE & K-12 school settings
• Extender Model Resources
• Questions
What is an extender model?

• Programming delivered by a trained person other than a CFHL, UC Educator
  • Nutrition, physical activity, garden or youth engagement programming
  • Guidance and resources provided by CFHL, UC staff to extenders
Who are extenders and where do they provide services?

- Preschool teachers in early care and education centers
- Classroom or PE teachers in K-12 schools
- Program staff or “teens as teachers” in after-school and summer programs
- Professional or paraprofessional staff in community/home settings
Recruiting Extenders

• Longstanding partnership with SUSD ECE Department
• Planning over the summer
• Invited to attend back-to-school staff meetings
Training

• Monthly Staff Meetings
  • Example Schedule:
    • Fall
    • Winter
    • Spring
  • State teachers vs. Head Start

<table>
<thead>
<tr>
<th>FORMS/EVALUATION</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>Extender Enrollment Form</td>
<td>September 23, 2022, Email PDF to Joyce Bishop <a href="mailto:jbishop@ucanr.edu">jbishop@ucanr.edu</a></td>
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<td>GGG and CATCH reporting forms (Oct – Dec)</td>
<td>January 17, 2023, Email GGG PDF to Joyce Bishop <a href="mailto:jbishop@ucanr.edu">jbishop@ucanr.edu</a> and CATCH PDF to Annabelle Factura <a href="mailto:apfactura@ucanr.edu">apfactura@ucanr.edu</a></td>
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<tr>
<td>GGG and CATCH reporting forms (Jan – March)</td>
<td>April 18, 2023, Email GGG PDF to Joyce Bishop <a href="mailto:jbishop@ucanr.edu">jbishop@ucanr.edu</a> and CATCH PDF to Annabelle Factura <a href="mailto:apfactura@ucanr.edu">apfactura@ucanr.edu</a></td>
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<td>GGG and CATCH reporting forms (April-May)</td>
<td>May 16, 2023, Email GGG PDF to Joyce Bishop <a href="mailto:jbishop@ucanr.edu">jbishop@ucanr.edu</a> and CATCH PDF to Annabelle Factura <a href="mailto:apfactura@ucanr.edu">apfactura@ucanr.edu</a></td>
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<tr>
<td>Eat and Play Together- Demographics and ITC What Does Your Plate Look Like? (Training Nov. 15, 2022)</td>
<td>January 17, 2023, Bring to staff meeting</td>
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<tr>
<td>Eat and Play Together- Demographics and ITC Snacks, Make Them Healthy (Training Jan. 17, 2023)</td>
<td>April 18, 2023, Bring to staff meeting</td>
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<tr>
<td>Eat and Play Together- Demographics and ITC Beverages, No Added Sugar Required (Training Feb. 28, 2023)</td>
<td>May 16, 2023, Bring to staff meeting</td>
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<td>TOT (Training April 18, 2023)</td>
<td>May 16, 2023, Bring to staff meeting</td>
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<tr>
<td>ITC-Intent to Change</td>
<td>TOT-Teacher Observation Survey</td>
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Training

• Single lesson
• Materials for lesson kits and curriculum binders
• Offer technical assistance

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Tracking and Follow-Up

• Demographics and Intent to Change (ITC)
• Reminders at monthly Social Service Meetings
• State and Head Start Program Specialists
Successes and Challenges

Successes

• Ongoing partnership
  • Invitation to join childcare council
• Programmatic expansion
  • Physical Activity
  • Gardening
  • Teens as Teachers

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Successes and Challenges

ECE Parent Workshops

Challenges
- Staffing changes
- Restructuring
  - Creating Consistency
THANK YOU!

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ECE Extenders
Teacher Training and Support

Tuline Baykal
Alameda County
CFHL, UCCE Alameda has been providing programming for OUSD ECE Department for over 25 years.
Recruiting and Training Extenders

Each summer, we are invited to present to all teacher during their scheduled Professional Development Day
(typically via Zoom now)

We provide:
1. Program Overview
2. Program Impact
3. Expectations and support
At the beginning of each year all teachers are invited to enroll via a Google Survey and in person via educator site visits.

Once enrolled, they receive a Welcome Email that includes:

1. Teacher Orientation Packet
   - Lists expectations
   - Pacing Guides
   - DRDP standards for each curriculum
   - Link to CFHL, UCCE Alameda Extender Website

2. Name and contact info for educators

3. Sign up link to pick up teacher support materials
   - Curriculum and reader
   - Teacher Orientation Packet
   - Classroom materials: wooden fruits and veggies, playdough, PA equipment and other teaching props to support curriculum implementation
Tracking Extender Work

Each quarter Teacher are provided with a pre-filled hard copy and electronic link to the PARF (Program Activity Reporting Form).

Whoever does not turn in electronically is then visited in person to collect hours.

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Providing Teacher Support is KEY to Success!

Each CFHL, UCCE Educator has their specialty area:

- Nutrition
- Physical Activity
- Parent Education
- Garden

TEAMWORK MAKES THE DREAM WORK

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Be FLEXIBLE, LISTEN and Promote Success!

Teachers know what works for them, our goal is to meet them where they’re at.

Set them up for success with clear expectations and tools to support their efforts.

Praise teachers! A kind word goes a LONG way!

Provide incentives! Teachers LOVE goodies!

Highlight their efforts in a Teacher Newsletter. Incentives other teachers to step up their game!

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Evaluation and Feedback

- Annually we ask teachers for feedback in order to help guide program improvement using the Teacher Observation Survey (TOT)

“I feel that it helps the teachers as well as the students continue their awareness of healthy eating, exercise and lifestyle.”
Thank you

Feel free to reach out with any questions
Tuline Baykal
CFHL, UCCE Alameda Supervisor
tnbaykal@ucanr.edu
Extender
Best Practices

Shawnice Fisher
CE Supervisor 2
Shasta Cluster
Recruiting Extenders

- Principal/Administration Meetings
- Teacher Enrollment Meetings
- Extender Expectations Doc.

Extender Program Overview:
- The CalFresh Healthy Living, UCCE Shasta Cluster School Program has transitioned to a more integrated and comprehensive approach that has increased sustainability, incorporated curriculum flexibility, and infused PSE activities in order to achieve our goal to "Build essential knowledge and skills that will lead to healthy habits and promote policy, system, and environmental changes to support the sustainable change in behavior."
- CalFresh Healthy Living, UCCE Objectives:
  - Increase consumption of healthy foods and beverages
  - Increase physical activity
  - Support sustainable, evidence-based policy, systems, and environmental changes that support healthy diets and community wellness

Benefits for Schools:
- Empowers Teachers to be the health advocates in classrooms and communities.
- Builds capacity for Teachers and Staff by providing PSE nutrition and physical activity education training.
- Provides Teachers with research and evidence-based curricula that are state approved and align with common core, math and science standards.
- Program will include a sustainable multi-level and multi-component intervention to reinforce strategies that support healthy youth and adult lifestyles and community wellness.

Extender Program:
- Support Teachers that have a strong desire to learn and teach our curriculum by providing curriculum training, technical support, and lesson modeling.
- CalFresh Healthy Living, UCCE provides teachers with grade appropriate, evidence based, state approved nutrition curriculum (program flyers available upon request).
- Depending on curriculum length and teacher involvement, CalFresh Healthy Living, UCCE will provide 4 food tastings and 2 lessons demonstrations.
- For all other lessons, CalFresh Healthy Living, UCCE Educator will drop off "No-Prep" lessons kits and additional food tastings that will be delivered by teacher.
- Educators will support ongoing nutrition and physical activity initiatives/priorities, school events and PSE approaches that align with our program goals.
- We call enroll (and dis-enroll) a teacher at any time during the school year depending on teacher participation.

No-Prep Lesson Kits:
- 1 drop per teacher, per month, standardized across program
- Kits contain:
  - Lesson Materials and Step-by-Step Instructions (will vary per grade level)
  - Tasting, Teacher Tasting Tool, Harvest of the Month
  - Take-home activity/Family Newsletter

Extender Expectations:
- Completion of the monthly No-Prep Lessons Kits (Training and Technical Assistance offered by CalFresh Healthy Living, UCCE Educators)
- Completion of the monthly tastings (This will require minor preparation of the food i.e.: mixing, cutting, etc. instructions will be provided)
- Completion of the Teacher Tasting Tool (TTT) alongside the monthly tasting and returned to CalFresh Healthy Living, UCCE Educator
- Completion of the Teacher Observation Tool (TOT). This is only done in May and collected by CalFresh Healthy Living, UCCE Educator
- Completion of the Program Activity Tracking Tool. This is done after every lesson is completed.

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Training extenders

• CFHL, UCCE staff deliver 1st Lesson as a “Lesson Demonstration” or “Coaching Session”
• 1:1 Training and Technical Assistance as needed
• Offering “Office Hours”
Tracking extender work and follow up

- Lesson Schedule and Calendar
- Check-in during tasting deliveries
- Collect PARF hours

CalFresh Healthy Living, UCCE
UC CalFresh Nutrition Education Program - It's My Choice

<table>
<thead>
<tr>
<th>PK-TK</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
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<tbody>
<tr>
<td>Go, Glow Grow</td>
<td>Let's Eat Healthy Kindergarten</td>
<td>My Amazing Body</td>
<td>Good for Me and You</td>
<td>It's My Choice</td>
<td>Uplift Level 1</td>
<td>Uplift Level 2</td>
</tr>
</tbody>
</table>

- October
  - LESSON 1: CALFRESH UCCE
  - LESSON 1: CALFRESH UCCE
  - LESSON 1: CALFRESH UCCE
  - LESSON 1: CALFRESH UCCE
  - LESSON 1: CALFRESH UCCE
  - ACTIVITY 1: CALFRESH UCCE
  - ACTIVITY 11: CALFRESH UCCE

- November
  - LESSON 4: Handwashing
  - LESSON 5: Keeping My Body Clean
  - LESSON 6: Breakfast is Good for Me and You
  - LESSON 7: Fruits and Vegetables Every Day
  - LESSON 8: Activity of Your Choice
  - LESSON 9: Activity of Your Choice
  - LESSON 10: Activity of Your Choice
  - LESSON 11: Activity of Your Choice

- December
  - NO LESSONS
  - NO LESSONS
  - NO LESSONS
  - NO LESSONS
  - NO LESSONS
  - ACTIVITY OF YOUR CHOICE
  - ACTIVITY OF YOUR CHOICE
  - ACTIVITY OF YOUR CHOICE

- January
  - LESSON 2: GO
  - LESSON 3: Keeping My Body Active
  - LESSON 4: Keeping Healthy Beverages are Good for Me and You
  - LESSON 5: Vary the Protein
  - LESSON 6: Activity of Your Choice
  - LESSON 7: Activity of Your Choice
  - LESSON 8: Activity of Your Choice

- February
  - LESSON 3: GLOW CALFRESH UCCE
  - LESSON 4: Feeding My Amazing Body CALFRESH UCCE
  - LESSON 5: Keeping Food Safe for Me and You CALFRESH UCCE
  - LESSON 6: Whole Grains Everyday CALFRESH UCCE
  - LESSON 7: Activity of Your Choice
  - LESSON 8: Activity of Your Choice

- March
  - LESSON 4: GROW
  - LESSON 5: Exploring Foods
  - LESSON 6: Exercise is Good for Me and You
  - LESSON 7: Choosing Healthy Beverages

- April
  - LESSON 5: CALFRESH UCCE
  - NO LESSONS
  - NO LESSONS
  - NO LESSONS
  - ACTIVITY 13: CALFRESH UCCE
  - ACTIVITY 12: CALFRESH UCCE

*Online materials and virtual lessons available, please reach out to your CalFresh Healthy Living, UC Representative.

Please record the dates you deliver lessons as you will need to complete a PARF (Program Activity Reporting Form).
How successful are your efforts to sustain work with extenders?

• Increasing success Post-COVID as compared to ’21-22 SY
  o Burn out, “overwhelmed”, new teachers/staff common themes

• Opportunities to build more sustainability
  o Better “sales pitch” and marketing approach
  o Offering more “lesson demonstrations” or “coaching sessions”
  o Continuing “Office Hours”
  o Being present at sites more frequently for chats and check-ins
  o Ensuring proper curricula selection during enrollment
  o Adapting as needed
K-12 Schools & Extender Tracking

Nancy Zumkeller
Fresno/Madera Counties
Site Recruitment

Extenders are recruited through initial introductory email to principal requesting permission to serve their site and including this flyer.
Extender Recruitment

Once permission is secured, QR code flyers are emailed and/or placed in teacher mailboxes at school site connecting code to educator’s calendar.
Happy Healthy Me: Nutrition and literacy curriculum that helps 4-6 year old children become aware of food and nutrition by reading storybooks with food-related themes and then participating in hands-on nutrition education and physical activities.

My Amazing Body: (1st gr.) Nutrition curriculum for students to learn about the amazing things their body can do and explore how they can keep their amazing bodies healthy through eating nutrient-rich foods, getting plenty of exercise and sleep, and practicing good hygiene.

UP4it: (4th and up) This field-tested curriculum is designed to help youth aged 8-12 to build healthy habits for life.

Good For Me and You: (2nd gr.) Nutrition curriculum that allows students to explore what is good for a healthy body and lifestyle, study My Plate, and introduce the concept of nutrients and what they do for their bodies. They learn that eating breakfast every day, drinking healthy beverages, exercising and keeping food safe to eat all are good for their body.

TWIGS: Teams With Inter-Generational Support (K-8) focuses on gardening and how the foods we grow are used in our bodies as building blocks and energy providers.

It’s My Choice: (3rd gr.) Nutrition curriculum where students examine the key nutrients provided by each of the five food groups of MyPlate and learn how to make healthy choices. They identify how vitamins, minerals, carbohydrates, and proteins provide the essential building blocks needed for good health.

Extenders are trained through demonstration of 1st lesson by CFHL educator and review of grade level curriculum during the initial school site visit.
Extender work is tracked through internal UC secured Microsoft SharePoint folders.
Extender work is tracked through internal UC secured Microsoft SharePoint folders

- Every school site folder has the same templated tabs
- Each educator maintains their assigned school site’s folder and all information is accessible to the entire team
- Site Contacts tab: Contains all school site, administration, and staff contact information
Extender work is tracked through internal UC secured Microsoft SharePoint folders

- Teacher Tracking tab: includes all enrolled extenders with completed EEA and CFHL, UCCE educator taught lessons.
Extender work is tracked through internal UC secured Microsoft SharePoint folders

<table>
<thead>
<tr>
<th>Date</th>
<th>Communication Type of recruitment</th>
<th>Contact</th>
<th>Response</th>
<th>Notes</th>
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<tbody>
<tr>
<td>7-Sep</td>
<td>Email</td>
<td>Initial contact - returning teachers</td>
<td>17 teachers</td>
<td>10 no response, 4 interested, 3 not interested</td>
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<tr>
<td>3-Oct</td>
<td>Email</td>
<td>Follow up to no response - returning teachers</td>
<td>10 teachers</td>
<td>4 no response, 3 interested, 3 not interested</td>
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<tr>
<td>14-Aug</td>
<td>Email</td>
<td>Initial contact - returning teachers</td>
<td>10 teachers, 2 admin</td>
<td>11 no response, 1 interested</td>
</tr>
<tr>
<td>1-Sep</td>
<td>Email</td>
<td>Confirming enrollment - any teacher</td>
<td>1 teacher</td>
<td>1 confirmed</td>
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<tr>
<td>16-Oct</td>
<td>Email</td>
<td>Follow up to no response - returning teachers</td>
<td>9 teachers, 1 admin</td>
<td>10 no response</td>
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<tr>
<td>13-Nov</td>
<td>Email</td>
<td>Follow up to no response - admin approval</td>
<td>1 admin</td>
<td>Checking in w/ why interest is so low this year</td>
</tr>
<tr>
<td>4-Jan</td>
<td>Email</td>
<td>Follow up to no response - admin approval</td>
<td>1 admin</td>
<td>Admin asking if teachers enrolled</td>
</tr>
<tr>
<td>8-Feb</td>
<td>Email</td>
<td>Initial contact - admin approval</td>
<td>2 admin, 1 staff</td>
<td>3 no response</td>
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</table>

- Recruitment tab: includes all contact attempts for recruitment with dates, follow-up and results.
Extender work is tracked through internal UC secured Microsoft SharePoint folders

- **General Notes** tab: includes any notes on PSE, projects, future plans, best contact person, etc..

<table>
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<tr>
<th>Data Notes</th>
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<tbody>
<tr>
<td>Site has been actively engaged in the program for several years</td>
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<tr>
<td>In a usual school year, 15+ teachers enrolled primarily from TK-3rd</td>
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<td>In the 20-21 pandemic year, 1 teacher enrolled. VP thought this was due to the level of stress teachers were under and constantly changing circumstances</td>
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<td>Offered Dairy Council online curriculum as a solution, but VP didn’t follow up on resources</td>
</tr>
<tr>
<td>Past PSE/special projects: SLM, Student Council leading NSLW, PA and tasting booth for Heart Health Day, garden with youth and parent engagement</td>
</tr>
<tr>
<td>Particularly helpful staff: Maria Laborde, Heather Reynolds, Isaac Villanueva, Kuljit Sidhu, Terri Lee, Milena Burnes, Nancy Patrick</td>
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</table>

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Establishing and maintaining a collaborative partnership with each extender sustains successful, comprehensive programming at our school sites.
Working with Youth Extenders

Bambi Baechler
Calaveras County, Central Sierra Cluster
Calaveras County - San Andreas Community

• Recruitment
  • Calaveras High School
  • Toyon Middle School
  • Valley Springs Elementary
  • Mark Twain Elementary

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Recruiting youth in Calaveras County

• Beginning of school year
  • Program presentations
  • Nutrition, physical activity, and gardening

• Try it out!
  • Opportunities for experiential learning
  • Do you want to be an extender?
  • Different opportunities

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Training Depends on Program

• Cooking Lessons: Cooking Academy or CUHC
  • High School- Practice teaching skills with nutrition educator or other students first
  • Middle School- Nutrition educator and teen teacher tag team

• Gardening Lessons: LGEG
  • Put together lesson kits with supplies
  • 2 lessons per training session
  • When ready, students teach

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Training to Teaching

• Set up with younger students or peers
  • High School → Elementary (High School Ag Day)
  • Middle School → Elementary

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Tracking Extender Work

• Cooking Program
  • COVID-19 Impact: Can’t visit other sites
  • High School and Middle School students extend to their own peers with HOTM tastings
  • Have weekly lessons/meetings
Tracking Extender Work

• Gardening program
  • Frequent check-ins
  • Master Gardener volunteers help in the garden
Sustainability - Building Relationships

• Staff, counselors, teachers, and students
  • 3 years in the making
  • Train adult extenders to assist and continue youth projects
  • Word gets out: This is FUN!
• Students having fun encourages them to continue onto upper grade levels.

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Thank you!

• Cristina Luquin, Interim Program Supervisor
  • cnluquin@ucanr.edu

• Bambi Baechler- Nutrition Educator
  • bbaechler@ucanr.edu
Describe how you recruit your extenders

• Site coordinator for ASES after school program contracted with us

• 3 sites in Modesto Unified School District and 40 staff members needed to be trained in CATCH

• Held training on a Holiday there was no school but the district was open
Describe how you recruit your extenders

• 3 additional colleagues wanted staff trained in CATCH as well
• 3 months later a Saturday training was held for 20 staff
• 3 new sites added all in the same district totaling 6 schools 1-6
Describe how you train your extenders

• Constant communication with coordinators in order to meet their needs
• Held on days ASES had scheduled for staff training
• Made folders with forms and Power Point slides ahead of time
• 3 Hour Training
• Communicated with coordinator in making sure there was a space for activities and a space for the presentation
Describe how you train your extenders
How do you track extender work and follow up with them?

• The goal is to make it easy on the Extender/Coordinator

• Held meetings before the trainings to explain the importance of data collection and process

• Emailed Extender Teacher Enrollment Forms to each coordinator with clear concise instructions
How do you track extender work and follow up with them?

• Currently meeting with extenders quarterly to collect minutes via phone call or email in order to fill out the CATCH Reporting Form

• Cross check school district calendar to make sure lessons, dates, and minutes are correct.
How successful are your efforts to sustain work with extenders?

• Overall staff has been adopting curriculum well participating in CATCH at least 3 times a week enhancing curriculum competence
• Having an organized a system that makes data collection easy and straightforward
• Provide future trainings for new staff regardless of high turnover on days that work for all sites involved
Thank You Very Much

- emiranda@ucdavis.edu
What are the benefits of using an extender model?

• Creates program sustainability
• Extends the reach of CFHL, UC programming

Remember: Each county is different, and flexibility is key!
What are your questions?

Thank you!
Exercise Snack

https://www.youtube.com/watch?v=Yg08myJl7Yg&t=40s
Extender Models in CalFresh Healthy Living, UC: A Best Practices Guide

Anna Jones and Andra Nicoli
CFHL, UC State Office
What is this guide? What’s in it?

• Share the variety of ways CHFL, UC extends programming to community

• Developed based on a series of interviews with counties about how they implement extender programs

• Covers how to get started, training, supporting extenders during implementation, and reporting and evaluation
Introduction

• What are extender models?
• Who are extenders?
• Where are extender models implemented?
• Why use an extender model?
• When might an extender model be useful?

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Getting Started

- Identifying Potential Partners
- Planning
- Communicating Expectations, Roles, and Responsibilities

Case Study - Communicating Roles, Responsibilities, and Expectations with Extenders

- Identifying Appropriate Curriculum

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Training

- Key Components
- Program Goals
- Program Requirements
- Curriculum Overview and Learning Objectives
- Other Necessary Information

Training Methods
- Single Training
- Ongoing Training
- Lesson Modeling

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Supporting Extenders During Implementation

- Resources
- Curriculum and Program Support
- Curriculum Fidelity
- Case Study - Cultivating YPAR Extenders Through Co-Facilitation
Reporting and Evaluation

- Program Activity Tracking
- Evaluation

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Appendices

- Resources
- Extender Checklist
- Example – Shasta Cluster Extender Programming and Expectations
Where can I find it?

Extender Model Resources

- **Extender Models in CalFresh Healthy Living, UC-A Best Practices Guide**
  - This guide, based on interviews with county programs, contains information on how to get started with an extender model, key components of training, supporting extenders, and reporting and evaluation. In addition, case studies and examples illustrate implementation in the field and an extensive list of resources are included.

- **Extender Tips and Reminders for Lesson Delivery**
  - The Extender Tips and Reminders for Lesson Delivery is an easy tool to use as an accompanying piece when providing curriculum to an extender. It is a reminder to nudge teachers, other school and other extenders to be mindful of the importance of curriculum fidelity in generating positive behavioral outcomes. Please consider walking through this tip sheet with your extender.
Site List Requalification for IWP Period FFY24-26

• For Managers, Supervisors, and Advisors:
  • Melanie will reach out to check on your progress

• Technical assistance will span full period of requalification
  • April 17th – June 2nd
  • Office Hours every Monday, Thursday, and Friday!

• If you have any questions or concerns, please email Melanie Alexander at magerdes@ucdavis.edu
Curriculum Overview Webinars

May 17
1:00-2:30 PM

Part 1: June 14
1:00-4:00 PM

Part 2: June 15
9:00AM -12:00 PM

Registration links on CFHL, UC Training Calendar

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.
2023 CFHL LIA Forum: Showcase your work!

- **Training Session & Pre-Forum Workshop proposals** – due on Friday, June 2\textsuperscript{nd}

- **Poster Abstracts** – due on June 16\textsuperscript{th}

- **Networking Tables** - More information to come!

For more information, contact Tammy McMurd (tjcmcmurdo@ucdavis.edu) or Lyn Brock (rlbrock@ucdavis.edu)
Registration Available!

Building Capacity in School Wellness & Youth Engagement Trainings

Fresno
June 27 & 28

Davis
August 15 & 16

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.
Evaluation Updates

- **FFY23 Mid-Year Evaluation Survey Counts**
  - Mid-Year Counts are now available in Box [here](#)
  - Please review your county specific Mid-Year Counts and let us know if you have any questions or if you would like to review any information together

If you have any questions, please contact Lolita Quintero
lcquintero@ucdavis.edu
Evaluation Updates

• **Theory of Change (ToC): How CFHL Programming Leads to Healthy Outcomes (4/19)**
  - Describes CFHL ToC logic model
  - Shares examples of CFHL program outcomes
  - Recorded webinar/resources [here](#)

If you have any questions, please contact Angie Keihner [akeihner@ucdavis.edu](mailto:akeihner@ucdavis.edu)
Evaluation Updates

• Please pause ALL evaluation of individuals with developmental disabilities
  • Continue providing this important programming and collecting adult demographic cards
  • However, no IRB approval to evaluate adults/youth with developmental disabilities (see 5/5 email)
• Please follow-up with Angie to share your work - if you haven’t already

If you have any questions, please contact Angie Keihner akeihner@ucdavis.edu
NEOPB – California Community Obesity Profiles

Lots of relevant State and County specific data
- Obesity
- Nutrition & Physical Activity
- Food Environment, Security, Access
- SNAP-Ed Eligibility
- Income & Race/Ethnic Disparities

Dashboard on NEOPB website
FFY24 SNAP-Ed Program Plan Guidance

• FFY24 SNAP-Ed Guidance has been released by USDA
• CDSS shared via email 5/11/2023
• Link: https://snaped.fns.usda.gov/program-administration/snap-ed-plan-guidance-and-templates
• CFHL, UCCE staff should download and review the guidance
• Additions are indicated using “New”
Thank you!

Next Town Hall: Tuesday
June 20, 2023

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