



CALIFORNIA DEPARTMENT OF PUBLIC HEALTH, CALFRESH HEALTHY LIVING Virtual Education Guidance

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Overview

The COVID-19 pandemic restrictions forced CalFresh Healthy Living (CFHL) implementers to explore creative ways to modify and implement evidence-based activities, including participant education. We recognize the shift from in-person to virtual education has been very challenging. At the same time, it has presented many new opportunities. We imagine that even after COVID-19 has been controlled enough to lift current limitations, many participants will prefer virtual education.

This guidance provides various tools and resources to assist Local Health Departments (LHD) in making the shift to virtual education. For specific questions contact your California Department of Public Health (CDPH), CFHL Project Officer.

Direct and Indirect Education

When planning to convert CalFresh Healthy Living nutrition education from in-person to online you need to consider how the changes affect the method of education, specifically direct or indirect education.

Direct Education

Direct education (DE) are learning opportunities where the participant is actively engaged with an educator and/or interactive media within an evidence-based intervention.

Examples of virtual DE

- Live webinars - through Zoom or other platforms where the participant is engaged with an educator (e.g., through chat, Q&A, etc.)
- Prerecorded or self-paced learning module - such as PowerPoint or video clips that included an interactive component. The engagement with an educator can a brief Q&A and/or a group activity reinforcing what was learned in the lesson
- Interactive multimedia (IM). This format integrates text, audio, graphics, still images, and moving pictures into one computer-controlled, multimedia product. To qualify as DE, it must provide an individualized educational experience based on a participant's input. An example is [Leah's Pantry EatFresh.org Mini-Course](#).

Indirect Education

Indirect education (IE) are learning opportunities which involve no participant interaction with an educator or multimedia within an evidence-based intervention.

Examples of IE

- Distributing or displaying information and resources at public events, including health fairs
- Distributing or displaying information at other venues
- Mass communications

For additional guidance on DE and IE definitions see the [Guidelines to Entering Interventions Impacted by COVID-19 in PEARS](#).

Models of Virtual Education

The following section provides an overview of the three models to deliver virtual education including advantages and disadvantages to each model.

Live Virtual: This takes place in real time and generally uses a videoconferencing platform (e.g., Zoom, Facebook Live, etc.).

Considerations for Live Virtual Education Models:

- The educator can interact with participants face-to-face and allow participants to interact with each other
- There are several tools within these platforms such as chats, polling, whiteboard, and reactions that can make the lesson interactive.
- This method easily meets DE requirements
- The educator and participant must have access to reliable internet connection
- The session time is not flexible which may be less convenient for some participants
- Your County/jurisdiction may have limitations on the types of platforms that may be used.

Self-paced/Prerecorded: The virtual education lesson is delivered via a recorded lesson or could include lesson materials read by the participant

- This model allows participant flexibility to complete lessons at their own pace and a time at their own choosing.
- These types of lessons can include interactive multimedia which meets DE.
- The delivery of these learning opportunities take place through a variety of modalities both online and may include hardcopy format

Examples include:

- Interactive Media
- PowerPoint slides
- Videos
- Online games
- Recorded webinars with handouts/ workbooks emailed out
- Educational materials posted on a website
- Handouts packaged with school meal distribution

Considerations for Self-paced/Prerecorded Models:

- The participant can access these materials on demand and allows flexibility to accommodate a participant's schedule
- Some forms can be highly engaging and help support efforts to help participants explore food and physical activity related behavior change
- Most forms, other than Interactive Media, must be in combination with some other virtual delivery model to be considered DE
- Consider the needs of the target population when choosing/modifying activities, resources, curriculum, virtual platforms, accessibility, etc.

Hybrid or Flipped: Combines elements of self-paced/recorded learning with live learning (e.g., educators engage with participants after sharing a recorded lesson)

Considerations for the Hybrid or Flipped Models:

- Can be easier to make interactive than pure self-paced or recorded
- To qualify as direct education there must be opportunities where the participant is actively engaged with an educator or includes interactive media

Identifying CalFresh Healthy Living Virtual Education

CalFresh Healthy Living has the following resources to assist local implementing agencies (LIA) in identifying virtual curriculum.

- [CA CalFresh Healthy Living Integrated Curricula List \(Curricula List\)](#): CalFresh Healthy Living LIAs must use approved curriculum from the Curricula List when developing and delivering virtual education. So it is important to know how to identify curriculum with virtual, online or telephone-based components. Under each target population tab, the Curricula List now includes a Source/Virtual Contact Information column and in the Description column, notes are included for curriculum with virtual/online or telephone-based components. Additionally, the Topic and Delivery tab has been updated to include the addition of the Virtual Delivery/Modification (Yes or No) column.
- [Curriculum Modification Sharing Site \(Sharing Site\)](#) and [Curriculum Modification Updates Log \(Log\)](#): The Sharing Site allows LIAs to share and document approved curriculum modifications. Check this list for approved curriculum for virtual use. The Sharing Site has limited user access, however a summary of all documented modifications are available via the Curriculum Modification Updates Log. For more information on the Curriculum Modification section of this Guidance.
- [CDPH, Virtual Education Sharing Platform](#): CDPH, CFHL has designed a Virtual Education Sharing Platform. The purpose of the Virtual Education Sharing Platform is to provide a space for Local Health Departments (LHD)/jurisdictions to share modified virtual education curriculum and resource documents. The platform is available to all LIAs to post virtual education curriculum resources. The following resources will assist users in accessing the Virtual Education Sharing Platform and Virtual Education Material Submission webpages and the process.
 - [Virtual Education Sharing Platform](#)
 - [Virtual Education Material Submission](#)
 - [Virtual Education Sharing Platform and Materials Submission Process \(pdf\)](#)
 - [CalFresh Healthy Living Virtual Education Sharing Platform Video](#) explains what the California Department of Public Health's Virtual Education Sharing Platform Video is and how to use it.

For specific questions regarding identifying CalFresh Healthy Living Virtual Education please reach out to your assigned Project Officer.

Curriculum Modification

In some cases you can alter curriculum to adapt to the online environment. However, it is essential to maintain fidelity to the original design. The following tools explain if, when, and how to modify existing [CA CalFresh Healthy Living Integrated Curricula List](#).

- [Curriculum Modification Tools](#)
- [Curriculum Modification Guidance Table](#)
- [Curriculum Modification Log](#)
- [Curriculum Modification Sharing Site](#) (must have user access – see Curriculum Modification Guidance Log above)
- [CalFresh Healthy Living Curriculum Fidelity and Modification Training Video](#) reviews the concepts of curriculum fidelity and various tools to support curriculum modification.

For specific questions regarding curriculum modification please reach out to your assigned Project Officer.

CalFresh Healthy Living requirements for modified virtual classes

All modified virtual classes must follow these guidelines:

Most forms, other than Interactive Media, must be delivered in combination with some other virtual delivery model and include interaction between the participant and the educator to be considered direct education. See hybrid or flipped model above.

- Use approved curriculum on the [CalFresh Healthy Living Integrated Curricula List](#)
- Follow [CalFresh Healthy Living Branding Guidelines](#)
- Post or display the [And Justice for All poster](#). During virtual events, the California Department of Social Services (CDSS) requires the And Justice for All poster to be displayed at the beginning and end of the session or shared through the chat box or email attachment.
- Include SNAP-Ed funding and non-discrimination statements
- If recorded, include closed captioning
- Meet American Disabilities Act compliance
- Document sources appropriately
- Follow [CalFresh Healthy Living Brand Guidelines](#), as appropriate and incorporate approved [CalFresh Healthy Living templates](#), where possible
- Follow copyright laws. Here are some [general guidelines](#) for using images, videos or sound files. However, you also must consult with your county officials about any regulations specific to your jurisdiction

Single Session versus Series of Classes

- When adapting from in person to virtual nutrition education you still need to use the delivery method designated for that specific lesson plan or curriculum
Note: You can't change a curriculum designed as a series to a single session, unless the curriculum indicates this is allowable
- You can use the Ctrl+F command to search the [CalFresh Healthy Living Integrated Curricula List](#) to see which curriculum are sessions, series-based or both

Minimum Number of Minutes for DE

A single session that is not part of a series must last 20 minutes. However, LHD programs should report all activities that qualify as DE in Program Evaluation and Reporting System (PEARS) regardless of the time/duration of the activity.

Recruitment/Targeting

The following are ways to target CalFresh Healthy Living eligible participants for online education

- Consider starting with approved sites or other sites that serve CalFresh Healthy Living eligible participants
- All activities must be consistent with the current approved Integrated Work Plan (IWP)

Here are ways other Local Implementing Agencies have targeted CalFresh eligible participants

Specific to school setting:

- Distribute monthly newsletter to teachers, students, and parents at eligible schools
- Target school grab-n-go sites in coordination with school lunch distribution at eligible sites
- Consider promotional outreach to:
 - Teachers you already have a relationship to Parent teacher organizations and meetings
 - Principals or other champions
 - School boards
 - Eligible preschools
- Access district follow-up with auto dialer calls, and in-person calls, social media, or texts

Applicable to all settings:

- Promote on LHD subcontractor and partner social media pages
- Connect with social media, YouTube and or texts/phones of community partners that serve CalFresh populations
- Distribute flyers via food distribution sites (church, healthcare district, food pantries)
- Send out email/text reminders
- Create a short video detailing the program's activities
- Try surveys of target population about interest, access, best times, etc.

NOTE: Please send specific questions to your assigned Project Officer or to EvaluateSNAPEd@ucanr.edu for additional questions regarding targeting.

Evaluation

Consistent PEARS reporting is crucial to our ability to assess the impact of COVID-19 on CalFresh Healthy Living activities. The following resources explain how to report interventions into PEARS in a consistent manner, and in accordance with SNAP-Ed guidance:

- [Guidelines to Entering Interventions Impacted by COVID-19 in PEARS](#)
- For some kinds of modifications, you may need to do additional evaluation. Consult the [Curriculum Modification Guidance Table](#) for evaluation recommendations.
- Please send specific questions to EvaluateSNAPEd@ucanr.edu and your CDPH, CalFresh Healthy Living Project Officer

Additional Resources

The following COVID-19 virtual resources are available to support CalFresh Healthy Living Implementing Agencies and their partners. (see [Program Guidance section](#) and [Frequently Asked Questions \(FAQ\)](#))

USDA's [SNAP-Ed Toolkit Online Resources](#)

Leah's Pantry – Virtual Education Resources

- [Planning Tips + Resource Guide](#)
- [Partner Bright Spots](#)
- [Best Practices for Filming and Streaming](#)
- [Q&A Document](#)
- [Virtual Direct Ed Community Group – Facebook](#): As nutrition education pivots to virtual platforms, this group provides an opportunity to share with and learn from one another. Use this space to ask questions, share best practices and discuss lessons learned.

[Common Sense Education](#) - This resource provides a library of tech tools to help improve your knowledge of apps. Includes reviews of apps, website and games includes lesson plans and activities and videos and advice for implementing in the classroom. Check out [Video Editing and Remixing Tools](#)

Training and Webinars

[2021 CalFresh Healthy Living Virtual Forum – Improving Health Equity in a Virtual World](#) – various on demand sessions relating to virtual delivery. Available until July 30, 2021

[CalFresh Healthy Living Curriculum List Video](#) explains what the Curricula List is and how to use it.

[CalFresh Healthy Living Curriculum Fidelity and Modification Training Video](#) reviews the concepts of curriculum fidelity and various tools to support curriculum modification.

[CalFresh Healthy Living Virtual Education Sharing Platform Video](#) explains what the California Department of Public Health’s Virtual Education Sharing Platform Video is and how to use it.

[CalFresh Healthy Living Virtual Promising Practice Exchanges 2020](#) - Several sessions focused on virtual direct education, including:

Virtual Direct Education – State overview on direct and indirect education and acceptable modifications to maintain fidelity

- [Recording and materials](#)

Recreating Direct Education Delivery Methods for the CalFresh Healthy Living Community– A panel of Local Implementing Agency staff share the ways they have adapted to online education

- [Recording and materials](#)

Virtual Direct Education Roundtable Session– Local Implementing Agency staff share best practices and challenges related to virtual education including recruitment and equity

- [Recording and materials](#)

[Leah’s Pantry – Virtual Direct Education 3 part series on Planning, Marketing/Promotion and Implementation](#)

Part 1: Planning

- [Recording](#)
- [Slides](#)

Part 2: Marketing/Promotion

- [Recording](#)
- [Slides](#)

Part 3: Implementation

- [Recording](#)
- [Slides](#)

[USDA, FNS: Adapting SNAP-Ed to COVID-19](#) - The SNAP-Ed Toolkit and SNAP-Ed Connection partnered a three-part webinar series on the following:

- [Adapting SNAP-Ed Programming to Remote Delivery](#)
- [Measuring and Evaluating Impact](#)
- [Collecting and Reporting Data](#)

Webinar on Hosting Virtual Days of Action

- [Hosting a Virtual Day of Action in 2021](#)
- [2020 Step by Step Guide – Hosting a Virtual Day of Action](#)

How to Resources

Video Ventures

The links below are hour long training videos about the basics of using video. Amy Rhodes, University of Maryland Extension, produced the series to help people new to online teaching feel comfortable with technology.

- [Use the Tools you Have to Capture Video](#)
- [How to use Windows 10 Video Editor](#)
- [Teaching and Telling your Story to the Camera](#)
- [Tripods, Monopods, Selfie Sticks, OH MY](#)

Additional Resources on DIY video recording

- [Edutopia make your own videos](#)
- [USDA Visually-Interesting, Engaging, Educational Videos](#) using Camtasia

Power Point

PowerPoint presentations pair well with Zoom and other videoconferencing platforms. These links will give you tips on using Microsoft PowerPoint to its full capacity. While you can use PowerPoint for live presentations, the recording feature is also helpful for virtual education

- [PowerPoint Animation Explainer](#)
- [Recording a PowerPoint Presentation with Narration and Timing](#)

[Open Source Images, Sounds, and Video clips](#)

Tools to help make virtual education interactive

There are many apps and other programs that allow you to do polling, create games, make quizzes, use whiteboards, or allow learners to interact with each other or the educator in a variety of ways. Some can be used in a live session or may support self-paced learning. Many have free or low-cost versions. Among the more common ones are:

- [Kahoot](#)
- [Flipgrid](#)
- [Nearpod](#)
- [Quizlet](#)
- [Kids A-Z](#)
- [Slido](#)
- [Wordwall](#)
- [Mentimeter](#)
- [Jamboard](#)

Additional equipment

If needed you may purchase equipment for virtual direct education, including media equipment, telecommunications materials, and/or online platform access.

- Keep in mind that there are many low or no cost options, such as free video editing software, cameras on laptops, PCs, tablets, or phones
- Purchase requests must be submitted through a Budget Adjustment Request (BAR) and will be reviewed and approved by CDPH and CDSS.
- All purchases of equipment and supplies must adhere to the cost principles and deemed reasonable, allowable, necessary, and allocable.
- All equipment and supplies must be used 100% for CFHL purposes and allowable activities.
- A physical inventory of all purchases must be kept on record for review. The inventory list must be made available upon request.
- The spenddown of carry-in funds must be prioritized.
- Items purchased for media as a result of COVID-19 must be provided in your justification as such.

For additional information work with your assigned CDPH, CFHL Contract Manager.

Online Videoconferencing Platforms

You may use various online educational formats to provide direct education and indirect education using any approved curriculum available on the [CalFresh Healthy Living Integrated Curricula List](#).

They vary in some of the features they offer and cost. Most have several ways to make online education more engaging. Below are some links to these platforms that you may find helpful, and there are many more tools available.

Note: Prior to using online educational formats please check with your management to ensure compliance with your department's guidance.

Zoom

- [Get Started with Zoom](#)
- [Scheduling Meetings](#)
- [Audio and Video Sharing](#)
- [Managing Breakout Rooms](#)
- [Closed Captioning](#)
- [Polling for Meetings](#)
- [Language Interpretation](#)

WebEx

- [Get Started with WebEx](#)
- [Create an Online Training](#)
- [WebEx Meetings for Host](#)
- [Join a WebEx Meeting](#)
- [Record a WebEx Meeting](#)
- [Change Language](#)
- [Polling for Meetings](#)
- [WebEx Breakout Sessions](#)

GoToMeeting

- [Get Started with GoToMeeting](#)
- [Meeting Recording/Transcription](#)
- [GoToWebinar](#)
- [GoToConnections](#)
- [Meeting App](#)

Facebook

- [Facebook Live](#)
- [Zoom Facebook Webinar](#)
- [ClickMeeting Facebook Webinar](#)

Google Classroom

- [About Classroom](#)
- [Classroom Setup](#)
- [Classroom for Teachers](#)
- [Classroom for Students](#)
- [Communicating](#)

Instagram

- [Instagram posting and adding locations](#)

ClickMeeting

- [Get Started with ClickMeeting](#)
- [Screen Sharing Webinar](#)
- [Collect Test/Surveys](#)
- [Webinar Recording](#)

For specific questions please reach out to your assigned Project Officer or Contract Manager.

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