

SNAP-Ed Webinar Series

Webinar #1

Adapting SNAP-Ed Programming to Remote Delivery

July 28, 2020

University of Georgia SNAP-Ed:

Can you please talk about the participant incentives used with Food eTalk?

We offer the participants a sample of the extenders we use for the face-to-face classes. Only the participants completing all modules will be eligible for requesting extenders.

How do you maintain curriculum fidelity and meet direct education requirements with shorter lessons?

Program fidelity by definition is the degree to which a program is delivered in the way it was originally designed to be delivered. We designed both Food eTalk and Food eTalk:Better U to be self-directed (meaning participants can start at any lesson and there is not a prescriptive "order" of the lessons) and with start-stop features (to accommodate requests by our learners who were frequently interrupted by children, etc and wanted a way to easily start-and-stop-and-restart where one left off). Because of this original design, the program is delivered with fidelity (congruent to how it was designed) nearly every time a participant engages in the program. Breaches in fidelity would primarily be due to connectivity issues where a participant loses Internet or WiFi connection while s/he is in the program. See our "direct education" explanation below.

Under SNAP Ed with the 20 minute standard in order to be counted as Direct Ed delivery, how does eTalk count the interaction in EARS since the average session length is 8 - 12 minutes?

We answered this question during the call, but we want to provide some more information here. Our Regional SNAP-Ed Coordinator directed us to the updated EARS FAQ document ([2019 EARS Q&As](#)) which clarifies how interventions are classified as direct education. Specifically, that "Single sessions not part of a series must be at least 20 minutes in length or have demonstrated successful outcomes for SNAP-Ed Evaluation Framework indicators in order to be considered a direct education intervention. Interventions less than 20 minutes require Regional Coordinator approval to be considered direct education." Since Food eTalk lessons are part of a series totaling more than 20 minutes in length, the intervention meets the above time requirement. We have also demonstrated successful outcomes for SNAP-Ed Evaluation Framework indicators, and the program was accepted into the SNAP-Ed Toolkit of evidence-based interventions. Furthermore, Food eTalk meets other direct education criteria designated for multimedia interventions.

For example:

- The program is evidence based
- It integrates text, audio, video, etc. into one computer controlled, multimedia product
- The lessons are interactive
- Participants can ask or answer questions
- We collect demographic and evaluation data on all participants

According to the new EARS guidance, single/standalone sessions less than 20 minutes *could* be considered direct education if they meet the above criteria and if the Regional Coordinator has approved the classification. If you have questions about whether or not your intervention qualifies as direct education, you can reach out to your Regional Coordinator for guidance.

Do you do pre and post evaluation with your Food eTalk?

We do have a pre-test/post-test survey incorporated into the Food eTalk original 6 series and we report on these data when we have partners who take a more prescribed approach to promoting eLearning such that participants complete lessons over several weeks. In these cases, we can get a true pre/post response. However, many of our participants have time (an hour or more) to complete the program in one sitting. In these cases a pre/post design to assess behavior change does not make sense and is not valid. That's why we also have short post-lesson surveys after each module to assess changes in knowledge, intention, and self-efficacy related to our targeted behavioral outcomes.

Do these lessons meet the SNAP Employment & Training requirements?

We have discussed offering Food eTalk for this program with our state agency. There is no current update.

What program did you use for the drag and drop interactive feature?

The program is called Articulate Storyline (<https://articulate.com/360/storyline>) . But we highly recommend hiring a professional eLearning designer such as Yukon Learning (<https://www.yukonlearning.com>)

Could you go back to the slide on the iterative process and participants and speak to the process and the participants needed at the table...speak to cycles and timelines. Thank you.

This published journal article answers all of these questions:
[https://www.jneb.org/article/S1499-4046\(16\)30962-9/fulltext](https://www.jneb.org/article/S1499-4046(16)30962-9/fulltext)

How much did the development of Food eTalk cost?

During the years, we have been fortunate to have a great group of team members who have been or are passionate about this project. The main components of the cost include salaries for the web developer, the graphic designer, the evaluation team, and content experts,

contractors, social marketing, and the leadership team. Another key aspect to consider is the cost of computer servers, technical support and safety measures. We have shared a proposal for the expansion of Food eTalk outside GA with our regional FNS coordinator for her review and consideration.

What are the recommendations for technical support? A web developer?

Check out the following paper for more details about tech support:

Stotz S, Lee JS. Development of an Online Smartphone-Based eLearning Nutrition Education Program for Low-Income Individuals. *J Nutr Educ Behav.* 2018;50(1):90-95.e1.
doi:10.1016/j.jneb.2016.12.008

What a wonderful program! I am actually a little intimidated by the complexity, as a person who is NOT tech savvy. So my question: what was your starting point?

Our starting point should not be your starting point -- because you can learn from us. 😊 I would recommend deciding if there is an existing in-person curriculum that you'd like to model after (evidence-based and research tested would give you a head start). I would then recommend bringing ALL key players (nutrition content experts, evaluation experts, eLearning designers, and web/tech support) together to establish goals, timeline (development). Taking this time up front will save you a lot of time over the long run - as the timeline and needs of each key team members is essential to establish up front. Strongly recommend referring to the paper:

Stotz S, Lee JS. Development of an Online Smartphone-Based eLearning Nutrition Education Program for Low-Income Individuals. *J Nutr Educ Behav.* 2018;50(1):90-95.e1.
doi:10.1016/j.jneb.2016.12.008

Who did you bring to the table for initial conversations to build this?

Please refer to this paper:

Stotz S, Lee JS. Development of an Online Smartphone-Based eLearning Nutrition Education Program for Low-Income Individuals. *J Nutr Educ Behav.* 2018;50(1):90-95.e1.
doi:10.1016/j.jneb.2016.12.008

In short - key players should be: content experts (registered dietitians); evaluation experts; eLearning design experts; and technical experts. The technical and evaluation experts should be INTERNAL to your organization so they understand all of the existing resources you have/and don't have tech-wise - and all of your evaluation requirements as stated through your funding agency. This will help design the program in a way that has integrity evaluation/content-wise and is financially prudent with the tech resources you already have (or don't have).

Can you recommend strategies to spread the word of online educational resources during this pandemic while making sure we reach SNAP-Ed eligible participants? / What are the best recruitment methods?

Participants come to our website via multiple venues: a promotional flier or post card, a social media post or google ad, word of mouth, etc. The main challenge is having them complete the sign up process.

Can you talk about the hotspots? Do these get sent out to participants? How does this get done?

We used to have hot spots and data plans during previous years for all of our implementing counties. We currently have one hot spot and data monthly plan to be used by our statewide recruitment coordinator.

In regards to the translation to Spanish, are you considering cultural awareness and adaptability for prospect adoptability and improved access by such target population?

We only include a verbatim translation of both curricula. We are in the process of finishing an evaluation of the cultural adaptation and translation of our face-to-face Food eTalk: Better U program, and hope the results will inform the changes needed to the eLearning version. Some specific requirements require a faster alternative.

I have a question for the Food eTalk team. How did you get closed captioning and voice over for your videos? How'd you fund and what type of technology or expertise did you need? Did you offer Spanish translation for the closed captioning?

Our content experts (registered dietitians) wrote the script and eLearning design experts (Yukon Learning) used an eLearning design authoring tool called Articulate Storyline to add closed captioning to the eLearning lessons. We hired professional voice actors to read the scripts and that voice over was added to the Storyline modules by Yukon Learning team.

Yukon Learning:

<https://www.yukonlearning.com/>

Articulate Storyline:

<https://articulate.com/360/storyline>

Do participants have log-in information that tracks their cumulative engagement on the site?

Yes. The site tracks many user interactions including registration date and time, subsequent log-ins to the site, modules started and completed, eligibility status, demographics, and partner affiliations.

Question re: UGA SNAP-Ed eLearning & lessons: Have there been concerns/issues with the "sign in" process that might be prohibitive for eligible participants?

Yes, this is a big challenge for us. Many participants encounter our log-in process and do not go any further. We are constantly trying to make the process more streamlined and reduce barriers for potential eLearners.

Is there any way to sign onto Food eTalk as a guest?

We can provide information to access our website. Please send your request to:

snaped@uga.edu

How do people hear about the elearning program/how do you promote it so that people will use it?

We have used multiple approaches to promote the eLearning program. Our program assistants talk about the program during the last session of the face to face lessons and during outreach events. Our statewide recruitment coordinator promotes it with community partners including: Food Banks, Food Pantries, churches, during outreach events and with county wide health initiative projects. Extension staff will promote, and banner ads are featured in every county extension office's website. We also promote the website at all of our social media platforms as a way to increase traffic to the site. Another strategy included the creation of a dedicated website landing page for some agencies/partners.

Was there any training on computer literacy with participants? That is a lot of steps for people to complete?

One of the main considerations for the development of the Food eTalk program was to respond to the needs of potential participants who can't attend a class, but own a device that can facilitate the elearning experience. We are aware of the many steps the participant needs to complete, and we are always looking for ways to streamline the experience based on many factors like literacy, data plans, etc. We have shared our concerns with our state agency and FNS and continue to look for ways to be in compliance while considering the user's experience. A few groups have had an opportunity to attend a group session where they can access the program using some of the few devices we have on hand, and receive the assistance of our recruitment coordinator. One of the safety net clinics, dedicates a staff member or an intern to help patients navigate the program if needed.

What census data year do you use to determine zip code eligibility?

2017 for ACS and ZCTA and 2018 for Georgia Dept. of Ed

In order to ensure that you are delivering Food-E Talks to intended audiences, it sounds like you ask participants to make a user account and self-identify as a recipient of SNAP benefits. Is that correct? For those who don't have access to internet?

Eligibility is determined by the residential zip code of the participant and/or their participation on a federally funded program. The information is self-reported. Face to face classes are still available to those who do not have access to the internet. This is definitely an area that needs our collective effort to find ways to serve this sector of our priority audience. Participants

outside of our reach are encourage to connect with their local UGA and Extension programming.

Can you mention again how SNAP-Ed eligibility is determined?

Eligibility is determined by the residential zip code of the participant and/or their participation on a federally funded program. (It is self-reported). The program is voluntary.

Cooking with Kids (CWK)

What did you have to do to make the hands-on lessons digital lessons?

We used “Google Slides” as the format, and tried to stick as close as possible to our in-person lessons. Replacing the hands-on food parts with other active learning parts (e.g., a scavenger hunt or reading a story that includes the kids moving around). Also, it was important for us to keep the lessons super engaging, so the kids aren’t disappointed about not having “regular CWK.”

Can you just briefly talk about some examples of PSE work you do in your program?

We do a lot of work at the district and state level around farm to school and scratch cooking in cafeterias, supporting healthier school food environments, etc. We work to get our districts to support policies that provide for school-day time for nutrition ed, dedicated kitchen classrooms, and financial support of groups like CWK (money from their budgets).

What was the best way you advertised for your classes? We are having a hard time only advertising virtually (during COVID).

Luckily, we don’t have to recruit participants. All kids in our 19 schools have CWK as part of their regular school schedules. We schedule directly with classroom teachers.

What do you do for the "interactive" portion of your nutrition education lessons?

This is challenging! In the full virtual world, we’re asking kids to use food they have at home, more of a food exploration than hands-on cooking. But then that brings up the issue that many of our kids won’t have access to the types of foods we want to use. So we need to provide some other option for them to participate. If kids are allowed back to schools in a hybrid model, then we can work virtually with the kids in their classrooms/homes and get the food to them through their classroom teachers or student nutrition folks. But we will not be doing any active cooking with the kids, for safety reasons. Tasting lessons, etc, instead. The Virtual Family Cooking Nights will be our chance to do actual cooking, because we can be sure that kids will have adult supervision.

This in-home Home economics cooking approach seems exciting and the classes seem to be designed to capture attention and encourage engagement.

That’s what we’re hoping for!

Are the digital lessons for Cooking with Kids available for other programs to use? Not yet. We're still working on them and don't feel like they are ready for public debut! We have lots of stuff that can be adapted though, on our website.

That is so creative about using the books as visuals. Love the idea!!

Thanks!

How have your schools been responding to utilizing your program among everything else they are dealing with? It can sometimes seem difficult to really push to connect with schools when they have a lot more than a health program to address.

That is so true. We're lucky to have long-standing relationships with schools, and they consider CWK as part of their school communities. But we also know these are crazy times and don't take that for granted. So far, it's seeming that teachers/schools are looking for help, but want it to be easy to access. Also, the fact that our lessons are aligned with various academic standards helps a lot.

Do all your schools use the same platform? If not is it easy to bring your lessons to different platforms?

Yes-our schools use the same platforms--phew!

Did using Chromebooks make it easier for the district to give your staff permission to join their google classrooms? Or did your partnership with the schools play a bigger role in the schools allowing you to join google classrooms?

The Chromebooks made it *easier for our staff* to all be on the same devices and platform. Yes, the partnerships were more important.

Are the virtual field trips pre-recorded?

Yes.

What has the participation been like (estimated count) for Cooking with Kids.

5,000+ kids and 1,000+ family volunteers. We're hoping for the same number of kids in the coming virtual school year.

Are the lessons offered in English and Spanish - for family nights?

Yes

Do families provide their own food for the virtual family cooking nights?

For now, yes. But we're hoping to partner with a food provider (grant or in-kind donations) to get food for families that can use it.

For Cooking with Kids, do the participants have challenges with getting the ingredients?

For the few Virtual Family Nights we did in the spring, didn't seem like it. But, see above about donations we're hoping to get. For school day programming (which is still the bulk of what we

do), we know there would be big challenges, so the virtual classes will not include specific food or ingredients.

Love the Family Nights! Did parents pick up ingredients from school ahead of time?

See above!

Did you send out ingredients list ahead of time for virtual family night?

Yes.

Do you consider the cost of ingredients in the cooking at home recipes you share with families? The watermelon pizza with berries and coconut would likely be quite expensive for families to purchase all the ingredients. Any ideas for promoting equity?

Yes. We always give substitution ideas, and in general, ingredients we use are inexpensive and easy to find.

Were you able to fund the groceries families would need to participate? If not, did the families have the resources to purchase the items?

See above.

Question: Teachers deliver these digital lessons? Are program staff able to view or participate during these online lessons?

CWK educators deliver the lessons. The school teacher must be online as well (child protection rules).

With asynchronous classes, how are you tracking the number and types of lessons that individuals are taking?

We're only doing synchronous classes.

How are you measuring behavior change and tracking participation?

This year, it will likely be through parent and teacher surveys. We work with schools for number of students, etc.

How were recipes sent home ahead of time? Digital or paper?

Yes, digitally.

Can you share a little more about the type of privacy issues your program needed to navigate?

Virtual school classrooms are set up for the protection of students. Any "visitor" has to be granted access, and the classroom teacher must be present. For the Family Nights, the parent must be present. We're leaving this to the schools to set up, and they just let in the CWK educator as a guest. Also, we don't have direct access to kids and families, as schools don't share that info.

Will anyone be sharing PSE examples? Anna, can you please talk about how you are continuing PSE in schools (at site, district or county level)?

Farm to school work is continuing as student nutrition departments are as busy as ever. We continue to work with our NM Public Education Dept and Dept of Agriculture on bigger picture projects. One thing we are doing this summer is connecting local farmers to school buyers. More info about PSE above.

Was Virtual family night direct education? How did you get demographics and record participants?

Yes, it is direct education. All participants were members of a given school community, and we use the demographic info from that school. For recording participants, we're planning to get a post-event report from the school host (principal or teacher), but for now we're using the "Participant" screen on Google Meet!

Do you have to have special permission to read a book or no, because it isn't a recording?

We're going with "no." Here's a bit more detail:

Fair use is the right to use a copyrighted work under certain conditions without permission of the copyright owner. We pulled info from here: From "Copyright and Fair Use." Harvard University, Office of the General Counsel: <https://ogc.harvard.edu/pages/copyright-and-fair-use>

Cooking with Kids has purchased copies of many storybooks to be used with students during nutrition education classes. These stories are read aloud to students as a literacy and enrichment activity. In an effort to accommodate issues of access in our classrooms, Cooking with Kids has created digitized presentations of these books that include English and Spanish text. These presentations allow students to more easily view the illustrations and follow along with the text while the teacher is reading aloud. These presentations were created for noncommercial, nonprofit educational use ONLY in Cooking with Kids classrooms. They are not for sale and cannot be shared with teachers, students, or family members outside "live" viewing of read aloud sessions that take place during Cooking with Kids lessons.

****This webinar series received many questions like this one. Agencies are encouraged to work with their organization to determine their interpretation of fair use and copyright rules depending on how books will be incorporated into programming.****

Thanks for sharing your experiences adapting CWK into a virtual format. This is SO useful!

You're so welcome!

Text2LiveHealthy:

How do folks sign up? Is there a screening to find SNAP Eligible?

We have used in-person school events (e.g. back-to-school, parent coffees etc.) for recruitment prior to COVID-19. Post COVID-19, we have worked with our classroom teachers and school staff to share flyers with opt-in information to be sent home to parents.

Our program works with schools and preschools in areas that are higher needs. We use free-and-reduced lunch rates as a proxy for income and eligibility. We only recruit for this program at schools that are receiving our nutrition education programming as part of our multi-level intervention.

What platform is used for the text-messaging program?

We are using Upland's Mobile Messaging platform.

How do you track who clicks the links and how do you personalize the texts and go about HIPPA?

Our platform allows us to track unique and cumulative clicks on any links sent out via our texting program.

We personalize texts by using the participant's first name, branching logic and interactive texts.

Are you doing your own data collection and analysis (Julie and Div), or if you have some tech and/or analysts' support?

We have doctoral students and a biostatistician who helps us with data analysis and evaluation plan.

How did you recruit subscribers?

We have used in-person school events (e.g. back-to-school, parent coffees etc.) for recruitment prior to COVID-19. Post COVID-19, we have worked with our classroom teachers and school staff to share flyers with opt-in information to be sent home to parents.

Our program works with schools and preschools in areas that are higher needs. We use free-and-reduced lunch rates as a proxy for income and eligibility. We only recruit for this program at schools that are receiving our nutrition education programming as part of our multi-level intervention.

Did I understand correctly that only 5-10% of subscribers are opening links in the texting service? If that is the case, how do you know that the other 90-95% are engaging (using) the service? How it is successful from that point of view?

When we have sent out links, we get a wide variety of number of clicks. This depends on the content of the text, time it has been sent etc. We try to include all information in the body of the text so participants who do not click on the link are not missing out on any necessary education/information. We have also conducted some phone interviews, with some of these

being participants who are not clicking on links, and they report reading and using the texts. We also are going on 3 years now of many of our participants continuing to participate in our program, even knowing they can opt out at any time.

For T2LH how is this reported? Indirect?

We are not reporting T2LH in the PEARS system. We are counting T2LH as adults reach but it is not counted as direct-education. We do provide quarterly reports to our state agency and in our final report.

Did your subscribers increase more than usual during COVID-19?

As our recruitment efforts decreased post COVID-19, our subscriber reach did not increase. Traditionally we recruit via in-person school events and post COVID-19 we have not had those opportunities. We are discussing new ways to try to recruit as COVID times continue.

You have been researching/planning these programs for years. How can we adopt virtual teaching effectively in a shorter time span? How are the SNAP-Ed educators in the counties involved in Text2LiveHealthy? Is it mostly with just recruiting participants to sign up?

Our school and preschool-based programming partners with schools and districts across Colorado where teachers teach our curriculum at qualifying schools and preschools. Our staff facilitate this by providing all the food, paper items, training to facilitate this.

Our staff are involved with T2LH in a variety of ways: recruitment, creating content, helping with evaluation etc. Our entire team is involved in one way or another and we make sure to provide reports, feedback and brainstorming on a regular basis.

Curious how successful the QR codes were and what additional instructions you provided to the users?

We added in a sentence asking participants to use their phone cameras to scan the QR codes. We are still in the process of making sure this is an effective tool for us and working with our schools and preschools to share these flyers with the QR codes.

Can you touch bases on the back work done with IT department to help implement the text tool for participants? Challenges faced etc....

Our initial challenge had been with recruiting participants using the Opt-in Code as many parents were new to opting in to this platform using a short code and keyword. We created recruitment materials that had step-by-step instructions and pictures with using the opt-in codes to recruit. We also worked one-on-one with parents and used sign-up sheets for recruitment and then we would do the data entry ourselves.