

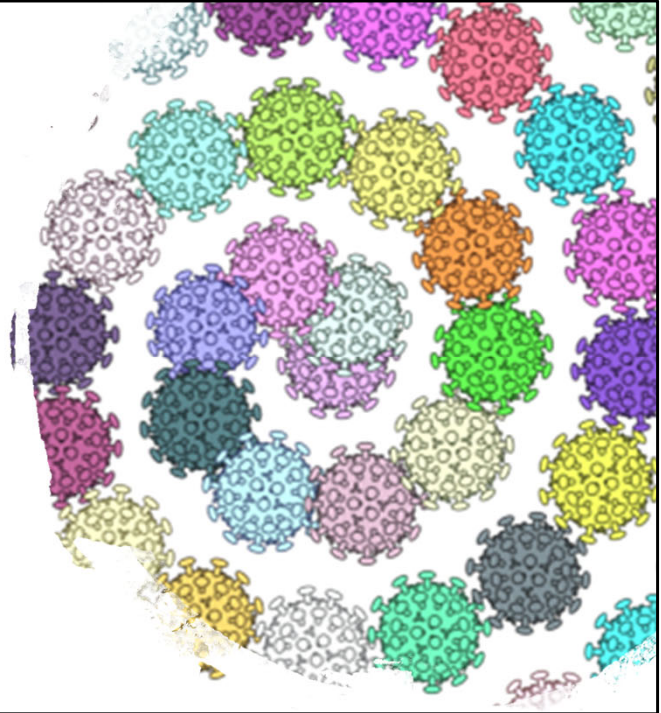
Today's webinar is hosted by the Nutrition Policy Institute's PEARS team, including Carolyn Rider, Janice Kao, Christina Becker, and Evan Talmage. We will be joined by Jennifer Murphy and Kylie Gacad from CSU Chico, presenting on their COVID experiences delivering CFHL in Colusa County. We are also joined by Anna Luciano from Orange County Health Care Agency and two of her colleagues, Jessica Bellow and Gaby Gregg, from Community Action Partnership of Orange County.

You may view a recording of this webinar at:

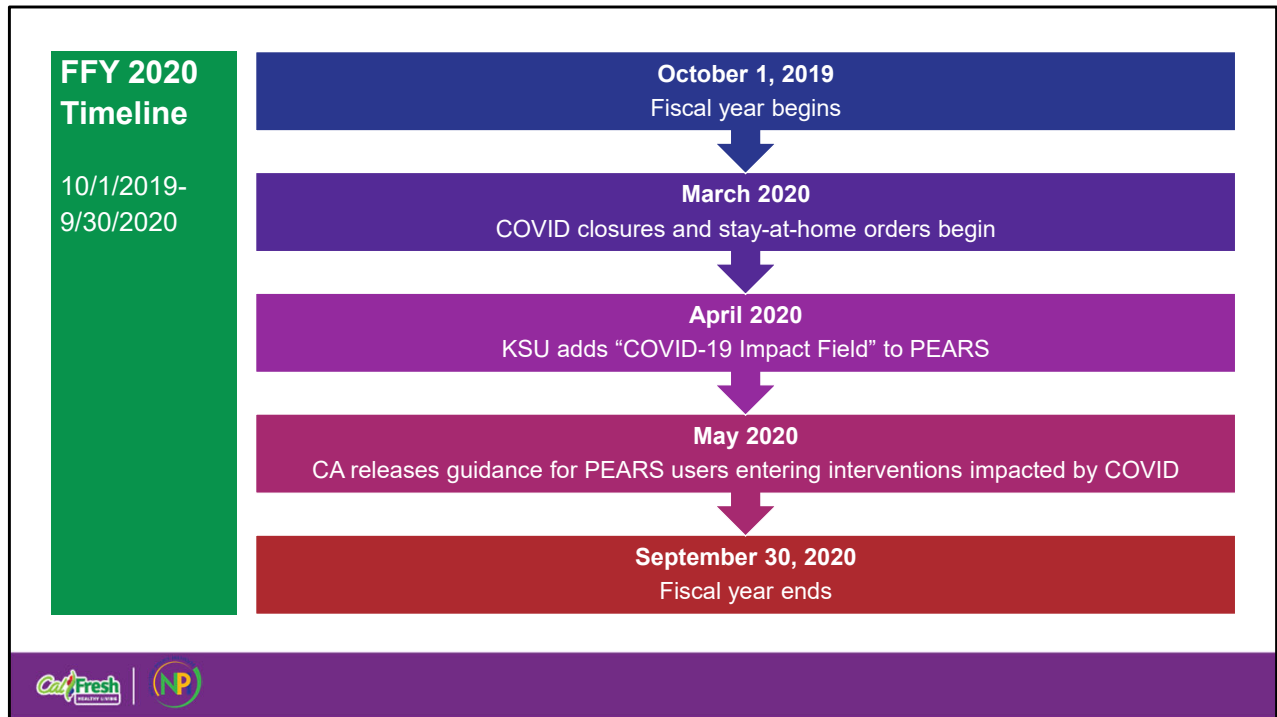
<https://youtu.be/rGdnmzHO1FY>

Today's Agenda


- Background
- Challenges
- Opportunities
- Stories from Colusa and Orange Counties
- Wrap up



Today we will start with some background on how COVID-19 has impacted CalFresh Healthy Living implementation by LHDs. Then we will look at what the data reported by all of you LHDs shows us about challenges to implementing CFHL during COVID-19, as well as opportunities you were able to pursue. This will be brought into focus by presentations from Chico State and Orange County sharing stories of successful pivoting. Finally, we'll do some wrap up, discussing how we can continue and build on successes from the last year with time for questions at the end.



Let's set some context for the pandemic within the framework of CFHL programming and reporting.



**KEEP
CALM
AND
STAY
HOME**

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COVID-19 Impact Field in PEARS

Optional drop-down for LHDs to select how COVID-19 impacted a specific intervention:

- New
- Modified
- Postponed
- Canceled / not completed

A few things to note about the COVID-19 impact field:
First, this field was only used when an activity was actually implemented, at least partially, because activities that never began should not have been entered in PEARS. Second, because this field was optional, we have no obvious way to tease apart activities where there was no impact of COVID from those where there was an impact but the user did not answer this question.

Number and percent of CFHL Activities Reported as Impacted by COVID-19, by type

	New	Modified or Postponed	Cancelled	No Impact Reported*
PSE Sites (n=662)	52 (8%)	348 (53%)	56 (8%)	206 (31%)
Direct Education (n=3492)	153 (4%)	262 (8%)	310 (9%)	2,677 (79%)
Indirect Education (n=3136)	522 (17%)	437 (14%)	73 (2%)	2,104 (67%)
Partnerships (n=620)	25 (4%)	127 (20%)	32 (5%)	436 (70%)
Coalitions (n=216)	5 (2%)	61 (28%)	6 (3%)	144 (67%)


*Activities counted in this category may reflect those with no COVID-19 impact or some for which this question was left unanswered.



When we look overall at how LHDs reported COVID-19 impact, we can see a few things that stand out.

Compared to other activity types, activities at PSE sites were more frequently reported to have been modified or postponed, while the opposite was true for direct education. Also, while the percentage of activities reported as “new due to COVID-19” was fairly low, it was noticeably higher for indirect education than other activity types.

In addition, the majority of activities had no response for the COVID-19 impact question, though this was not true of PSE entries. It is likely that, because PSE at any given site tends to last the whole fiscal year and beyond, most PSE work did have some impact from COVID-19. The more discrete activities of direct and indirect education may have been completed prior to the disruptions caused by COVID and also before the COVID impact field was added to PEARS. However, this is an incomplete picture because we know that many planned activities were never even begun and were therefore not entered into PEARS.



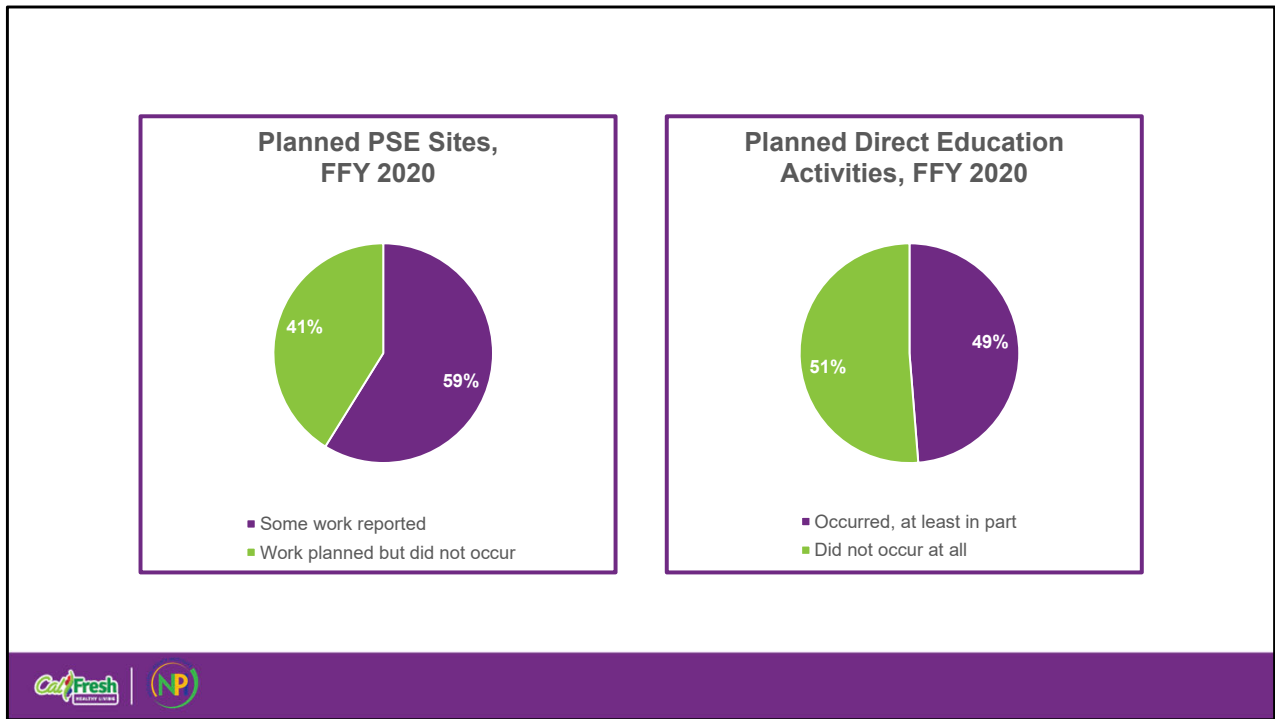
COVID-19 Survey of LHDs

LHDs were surveyed in October 2020 about how COVID impacted their programs in FFY 2020:

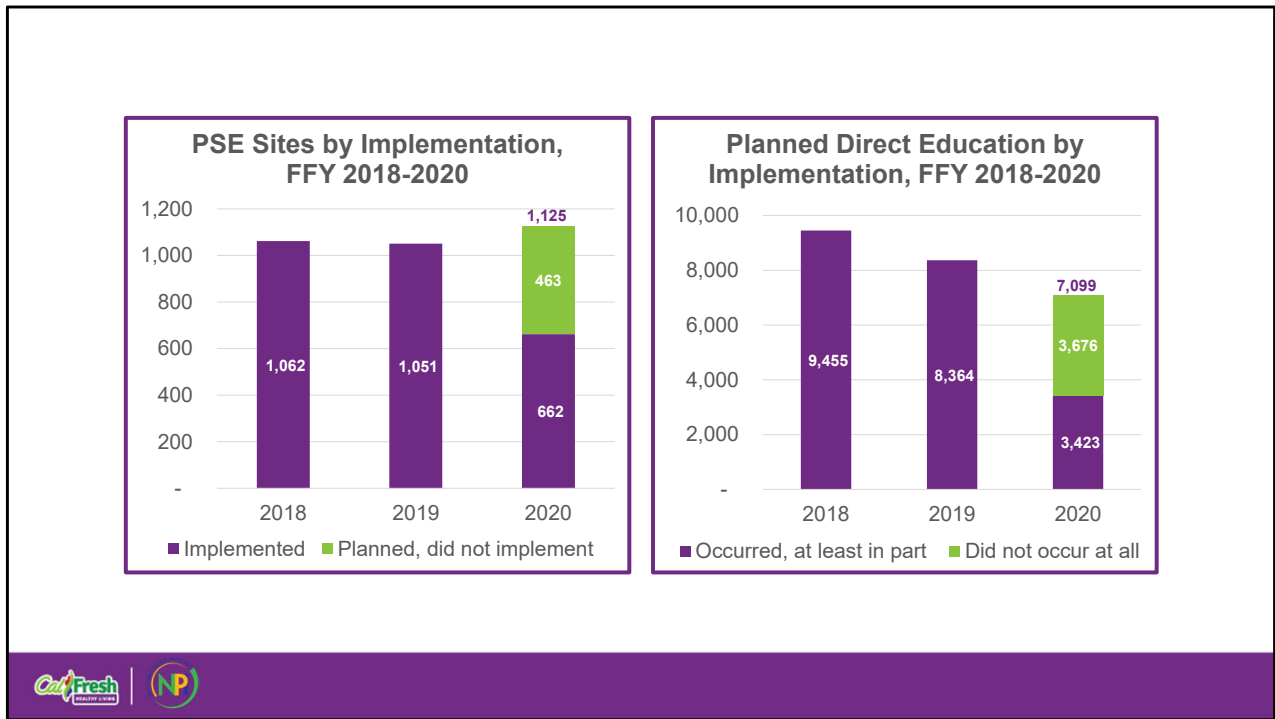
- Planned direct education that did not happen
- Planned PSE sites where no work happened
- Settings where activities could not be implemented

54 LHDs (90%) responded to the survey.

In order to quantify just how many activities could not even begin, we surveyed LHDs at the end of the fiscal year. 54 of the 60 LHDs responded, or 90%. While this is an excellent response rate for most surveys, the information from 6 LHDs is missing, and it is likely that the numbers we'll look at in a moment are lower than they are in reality.

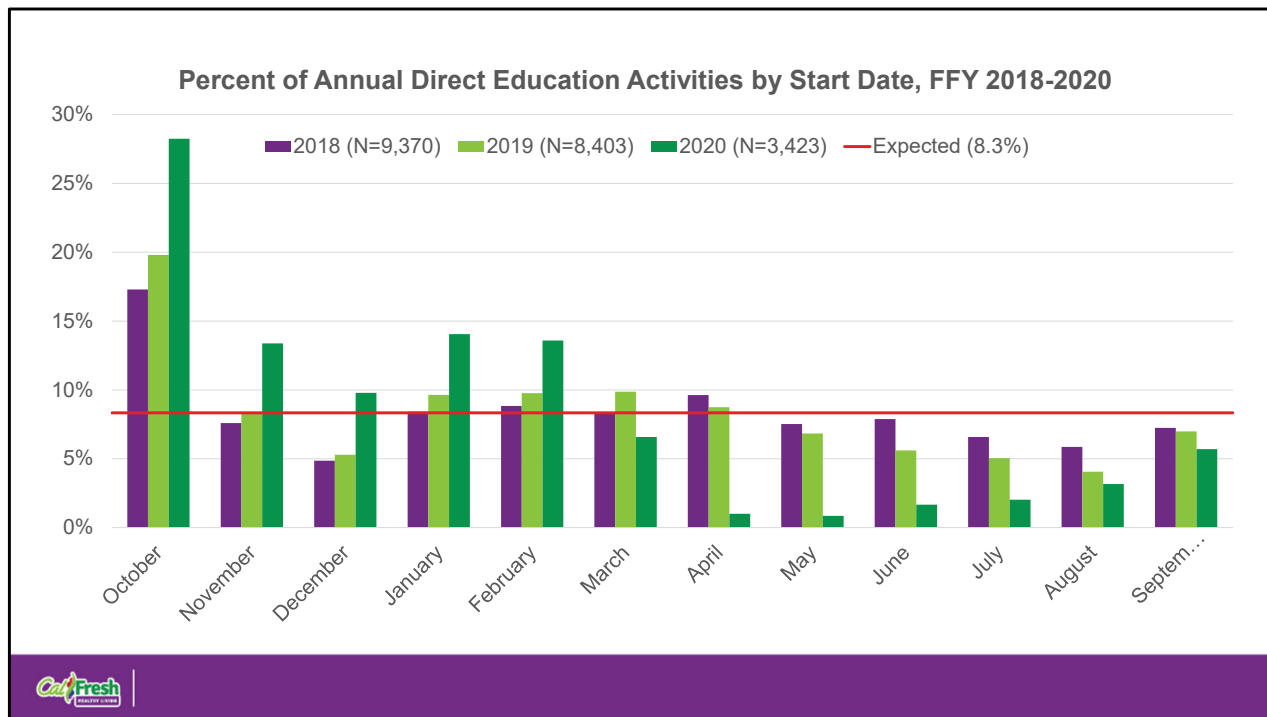


Here we see the percent of PSE sites and the percent of DE that was planned with some work vs. planned and did not occur, with purple representing activities that were at least partly implemented. Among planned PSE sites, 59% were able to complete some work during the year. The picture is a little less promising for direct education, where roughly half of planned activities were never begun. Again, we should consider that 6 LHDs are not represented in the data making up the green segments, so it is likely that the real percent is higher.



These graphs show the same data as on the previous slide for 2020, with the added context of the two years prior.

If we look just at the purple bars, we see actual implementation of PSE sites on the left and direct education classes on the right, with a steep decline for both in 2020. Looking at the full 2020 bar, with purple and green combined, we can get a sense of what 2020 might have looked like without COVID. It is interesting to note that, had all the planned activities been implemented, there would have been a small uptick in PSE sites, though 52 of these sites were reported as “new due to COVID” and may never have had PSE work done there without COVID. In contrast, it looks like there is a slow and steady decline in planned direct education activities over the last three years. Given the new IWP guidance in 2020 and the overall direction of CFHL over the last several years, it makes sense that we saw a small increase in PSE sites and a decline in DE.



Although PSE data is generally for a full year, we are able to break down direct education by the month it started in to get more detailed look at trends over time. On this graph, each bar represents the percent of that year’s DE that started in a given month. The red line shows the percent we would expect in any month if there was an equal distribution throughout the year, which is 8.3% (1/12). We can see from the purple and light green bars, representing 2018 and 19, that most months are pretty close to that line, except that more activities tend to be reported as beginning in October. Now let’s shift our focus to the dark green bars of 2020. If we look at October, we see that 28% of the direct education reported for 2020 began in October. By comparison, the tiny dark green bars in April and May represent only 1% each of 2020’s DE. Big picture: from October 2019 through February 2020, there was a higher proportion of DE happening, from March through August 2020 it was low, and by September 2020 it had almost come back to normal.

Challenges



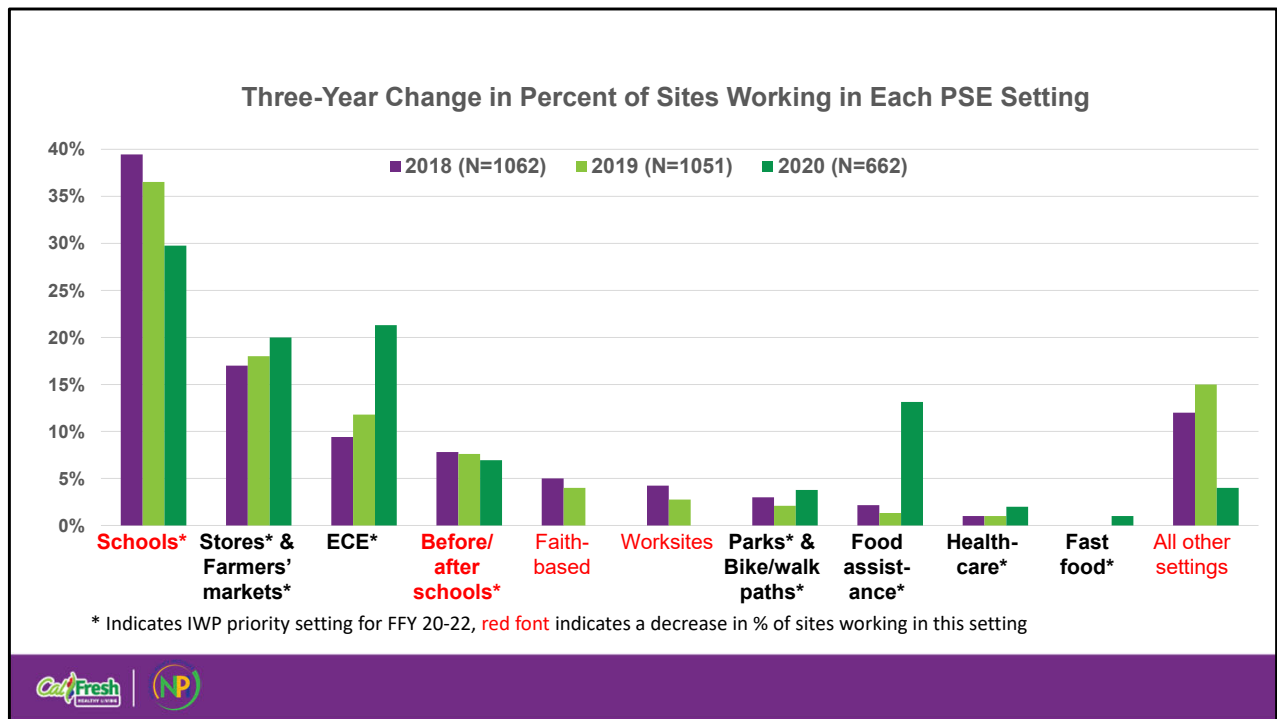
Which settings faced challenges?

Settings where LHDs (N=53) reported they were unable to carry out planned work as a result of COVID-19

Setting	# (%) of LHDs
Schools (K-12)	41 (77%)
Before and After School	24 (45%)
Early Childcare and Education	19 (36%)
Food Assistance Sites (Banks or Pantries)	16 (30%)
Farmers Markets	12 (23%)
Parks and Open Spaces	12 (23%)
Healthcare Clinics and Hospitals	11 (21%)
Bicycle and Walking Paths	8 (15%)
Retail (Small and Large)	7 (13%)
Restaurants	5 (9%)



We asked local health departments in which settings were planned PSE and DE activities not implemented because of COVID-19. As you can see, Schools, Before and After School and ECE were some of the top settings affected. 77% of the LHDs that responded to our survey could not implement planned DE and PSE activities in schools, 45% could not implement their activities at Before/After school sites and 36% could not implement their activities at ECE sites.



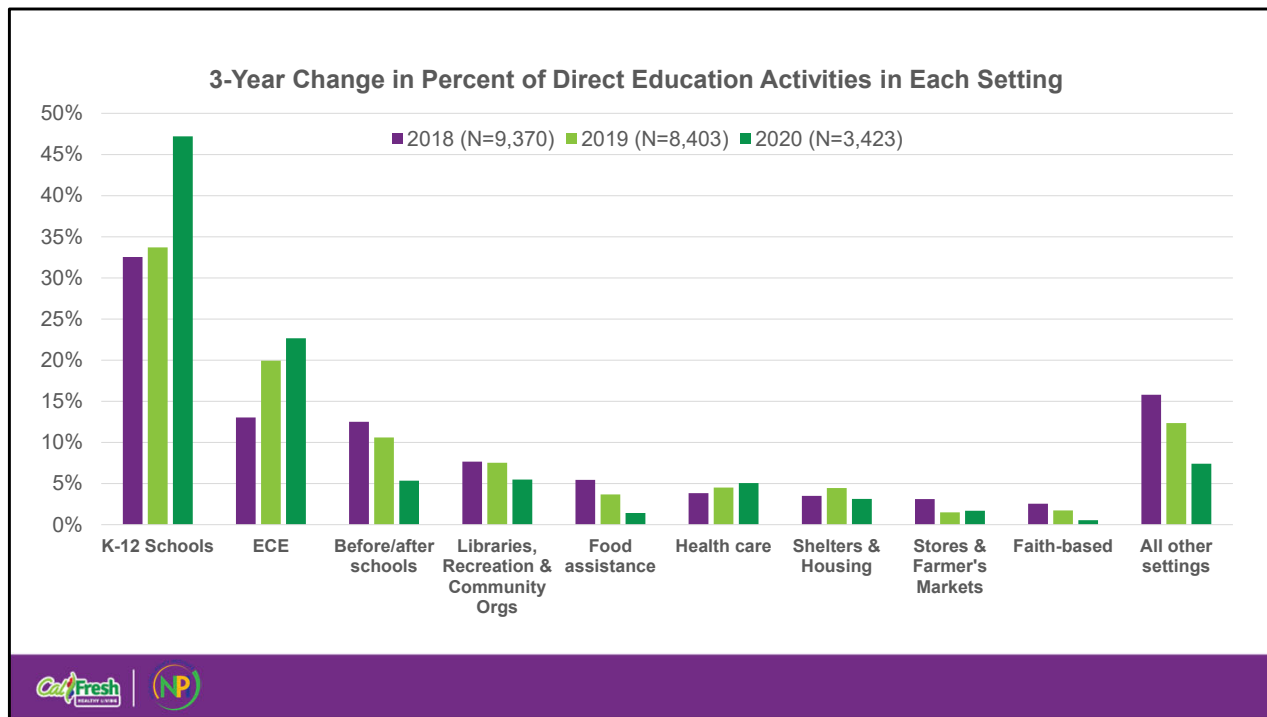
- Read title, explain how to interpret bar graph
 - We are looking at what % of sites worked in each PSE setting, for FFY 18, 19, 20, moving from left to right; if a bar is missing, that means it was “0” that year
 - (if not mentioned yet), FY 20 was also first year of new IWPs, with an emphasis on PSE activities
 - IWP priority settings are asterisked and bolded, settings with decreases in % of sites are in red font

- One major challenge is being able to make any kind of PSE progress at all; compared to 2018, we are looking at a 37% decrease in PSE reporting overall (decrease from 1062 to 662 in total number of PSE sites)
 - Add to that the 8% of PSE sites who had to cancel their PSE activities that we saw a few slides earlier

- Some settings were disproportionately affected
 - It’s hard to tease out impacts of Covid vs change in IWP guidance, but if it had been a “normal” year, would have expected to see same or increases in % of sites working in priority settings

- Instead, amongst the priority settings, we see decreases in schools and before/after schools (which makes sense given the timing of shelter-in-place orders)
- Decrease in faith-based and worksites is more likely due to those no longer being priority settings

Note: PSE setting data by CV field is similar to what's presented in previous slides. If anyone has a question about PSE setting x CV impact frequencies, we can send to them



This graph is similar to the previous one, just for direct education. The bars represent the percentage of a direct education activities each year that were delivered in each setting. It is important to note that in absolute numbers, direct education declined across all settings. Between 2018 and 2020, there were 5947 fewer DE activities reported. Relative to other settings t, K-12 schools had an increase in direct education, as did ECE and health care settings, while all other settings declined. .

What caused cancellations of PSE and DE?

- Most common reasons given were stay-at-home orders, site closures, physical distancing
 - Staff redirection also caused cancellations of DE in schools and ECE

Opportunities



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Which PSE Settings had new activities?

- Most settings showed few or no new PSE activities due to COVID-19
- Exception: food assistance settings
 - 45 of 52 "new" sites were food assistance
 - 45 of 87 food assistance sites were new PSE sites



Percent of sites in FY 20 working in each category of PSE change, from most to least reported (n=485)

Category of PSE Change	% of Sites	Main Settings
1. Behavioral Economics/Marketing	34%	schools, stores
2. Food Quality	33%	schools, ECE, stores
3. ↑ Policies	27%	ECE , schools
4. ↓ Gardens	25%	schools, ECE , before/after schools
5. ↑ Food Access	24%	food assistance, stores, farmers markets , schools
6. PA (quantity or quality)	22%	ECE , schools, before/after schools
7. PA Facilities	13%	ECE , schools, before/after schools
8. ↑ Child Feeding Practices	8%	ECE
9. Active Transport	6%	schools, before/after schools
10. ↓ Food Procurement	5%	stores , schools, ECE, farmers' markets
11. Competitive Foods	4%	schools, stores
12. Wellness Committees	3%	schools
13. Fundraisers	1%	schools



General slide notes/explanations:

- Collapsed the list of changes adopted into 13 broad categories to make it easier to summarize and compare
- The main setting(s) implementing each category of change are shown in the right-hand column; the ones in bold correspond to the settings where we saw growth compared to last two years (correspond to slide 12)
- Fewer sites (73%) reported changes adopted compared to 2018 (78%) or 2019 (89%)
- However, of the sites that reported PSEs, similar types and # of PSE categories implemented were reported compared to previous years:
 - Average # of categories of change worked in per site: 1.98, 1.82, 2.05 (2018, 19, 20, respectively)
 - Types of PSEs that sites worked in were pretty similar across the last 3 years, with exceptions noted in green and red
 - Green font and up arrow: increased 5 or more percentage points compared to 2019
 - Red font and down arrow: decreased 5 or more percentage points compared to 2019

So, to answer the question of what kinds of PSE opportunities are there in spite of pandemic, take a look at:

1) The first 6 categories listed: about a quarter to a third of sites implemented changes in these categories

- These categories may be less likely to be affected by stay-at-home orders

2) Green categories

Some categories are setting-dependent (e.g. policies don't apply as easily to all settings, child feeding practices is ECE oriented); while other categories (e.g. food quality, food access) could apply to a broad range of settings

Examples of food access changes:

Began, expanded, or promoted acceptance and use of SNAP/EBT/WIC

Established a new food bank, pantry or distribution site

Initiated, improved or expanded use of federal food programs (CACFP, TEFAP, summer meals, NSLBP, etc.) including improvements in enrollment procedures

Examples of procurement changes:

Initiated or expanded farm-to-table/use of fresh or local produce

Change in food purchasing specification towards healthier food(s)

Where were new DE activities?

- Generally online (128 online out of 153 “new” classes)
- Nearly all DE activities at summer meal sites were labeled “New due to COVID-19” (13 of 14)
- Community and youth settings (e.g. rec centers, parks) were also over-represented in “New due to COVID-19”



Data for new, modified, postponed, and cancelled direct education classes were entered by local implementing agencies.

Almost all (128 out of 153) of the classes labeled "new" utilized online methods for delivery. The other 25 “new” classes included face-to-face interactions using social distancing during food distributions, and a handful of data entry errors related to face-to-face being the default choice of delivery method in PEARS.

For food distribution at summer meal sites, almost all activities were labeled new. All of the activities at school meal pick-up sites were new labeled new.

What were new DE activities?

Activities labeled “New due to COVID-19” were:

- More common for **mixed-age groups** (14% of mixed age classes vs 4% for all DE)
- **Higher reach/class** when targeting adults (mean = 141 participants) compared to adult classes not new due to COVID (mean = 11-16 participants)
- In **rural areas** and **small schools** (<100 students)
 - Rural areas, but not small schools, also had higher rates of activities cancelled due to COVID-10



14% of all classes for mixed-age groups were labeled new, compared to 4% for youth-only and 5% for adult-only classes.

New activities had a higher reach per class when targeting adults when compared to adult classes that were modified, postponed, cancelled, or had no COVID impact. When targeting adults, the mean for new classes was 141 participants compared to a mean of 11-16 participants for the other COVID impact categories.

Rural areas, in general, also had a higher rate of cancelled activities. 16% of all activities were cancelled in rural areas, 10% were cancelled in suburban areas, and 7% were cancelled in urban areas. However, small schools, regardless of urbanicity, did not see higher rates of cancelled activities when compared to other schools.

Indirect Education as an Opportunity

Overall, 17% of IE was reported as “new” due to COVID-19. Some channels were more likely to be new than others:

Channel	# Reported as “New”	New % within channel
Blogs	56	98
Videos	435	95
Websites	19	73
Software	5	56
Social media	366	31
NERI	25	26
Fact sheet	11	22
Electronic materials	76	21



Many direct education classes transitioned into indirect education during FFY20. The top 3 channels were made up almost entirely of new activities, with almost all blogs being reported as new due to COVID. Another indirect channel that had a big increase due to COVID was software applications. Out of the top 8 growing channels, 6 of were online.

- Blogs (56 new, 98%)
- Videos (435 new, 95%)
- Websites (19 new, 73%)
- Software (5 new, 56%)
- Social media (366 new, 31%)
- NERI (25 new, 26%)
- Fact sheet (11 new, 22%)
- Electronic materials (76 new, 21%)

IE Settings with Increases in FFY 2020

When comparing Q1-2 with Q3-4, IE increased in:

- Mass media (activities: ↑264%, reach: 113%)
- Farmers markets (activities: ↑66%; reach: 1,752%)
- Food distribution (activities: ↑30%)
- Stores (reach: ↑248%)
- Places people play: (reach: ↑242%)
- Senior services (reach: ↑213%)



This slide shows a selection of indirect education settings that had higher than normal increases in reach and/or the number of activities in the second half of FFY20. Mass-media, which include the 6 channels used for virtual learning in the previous slide, saw the biggest increase in activities. The stay-at-home orders moved a lot of nutrition education online. Senior services saw a large increase in reach thanks to online information. In the first half of FFY20 many of the indirect education activities directed at seniors were physical handouts during in-person events. These efforts had an average reach of 75 participants per activity. In the second half of FFY20, almost all indirect education transitioned online and the average reach per activity went up to 380. The same was seen in parks and recreation sites, where online classes reached 6 times the number of participants per event, than traditional in-person events.

The stay-at-home orders also provided for opportunities to engage participants in new physical settings. Food distribution activities increased 30% due to the rise in summer feeding sites and school meal pick-up sites.

Not all indirect education changes were COVID related. There was a large increase in the reach of farmers markets and stores which may have been attributed to seasonal changes and planned integrated workplan activities, rather than COVID impacts.

Opportunities for CFHL during COVID

- Coded “write-in” data for what activities started due to COVID
- Primarily started working on:
 - Food distribution or delivery
 - Providing resources to facilitate remote nutrition and PA ed
 - Providing resources to facilitate food distribution/access
 - Remote programming (nutrition ed, food demos, exercise ed)

Main reason why they were able to pivot? ***Community Support and Partnerships***



- Coded the written explanations of how covid impacted their PSE work as reported in PSE module
- Can see the new or modified activities listed were a mix of PSE changes (food distro/delivery) but also direct and indirect education activities, which may have been more feasible during stay-at-home periods

Carrying Success into the Future



Building on COVID Strengths

Strengths:

- New sites and partners
- New technology and skills
- New procurement and distribution mechanisms

Application:

- Increase reach (incl. new audiences)
- Increase quality/strength
- Decrease cost



As we just saw from PEARS data, and especially from our local success stories, LHDs found new ways to deliver CFHL interventions during COVID-19, building on existing capacity and branching out into new areas. Some of the strengths we can see that were developed during COVID include new sites and partners. For example, we just heard from Chico State about how their partnership with Colusa County Office of Education facilitated their great work with distributing grow kits to a large segment of their audience. With stay-at-home orders in place for much of the pandemic, programs have done a fantastic job of developing the skills to utilize new technology to deliver programs virtually, and virtual delivery has become more accessible and acceptable to much of the target audience as well. Food distribution has been a significant focus during COVID, and many LHDs worked with new partners, new sites, or adapted their procurement and distribution mechanisms.

As we move into what we hope will be the final stages of the pandemic, and beyond it, these developments can continue to be used to strengthen CFHL implementation by increasing reach or quality of interventions, as well as decreasing cost. Virtual delivery of nutrition education can reach a larger audience, and potentially new audiences, at less expense than traditional face-to-face delivery, which requires space, travel, and more. New programming that incorporates nutrition education

with food distribution can be continued after COVID to reach food distribution clients with information that helps them to take advantage of the healthy food items they receive.

Recommendations for crisis preparedness and response

Preparation:

- Build and maintain community support, including partnerships

Response:

- Identify areas of need and areas of opportunity
 - Create synergy between these areas



We can take lessons from the current pandemic and apply them to preparation for and response to future crises. Efforts to pivot during COVID cited community support, including partnerships, as a major factor in their success. LHDs should continue to focus on building and maintaining community support and should consider sustainability of this support in the long term.

Successful efforts to respond to COVID were those that identified areas of need as well as areas of opportunity and created synergy between them.

Area of need example:

With unemployment and other economic challenges skyrocketing, more people than ever need assistance obtaining enough food for their families and may also struggle to find or use healthy food.

Area of opportunity example:

An LHD was not previously able to serve segments of their audience in person due to travel time. During COVID, virtual education delivery enabled the LHD to reach these previously unserved groups.

Synergy example:

A community partner hosts regular food distribution events to meet the need of an increasing client base to obtain healthy food to feed their families. The LHD participants in the distribution event to share educational materials and supplies with the clients, such as physical activity or garden kits.



Thank you to everyone for joining us, and especially our local partners for sharing their stories of success during COVID-19.

You may view a recording of this webinar at:

<https://youtu.be/rGdnmzHO1FY>

Please contact EvaluateSNAPed@ucanr.edu with questions about this presentation.