

# *Empowering Healthy Families*

*Church Coordinator Orientation  
Fall and Spring Cohorts*

**Baptist General Convention of Virginia**

**Virginia State University Cooperative Extension**

**Virginia Tech Cooperative Extension**

**Virginia Tech Center For Public Health Practice and Research**



**Virginia Tech  
Center for Public Health  
Practice and Research**



**Virginia  
Cooperative  
Extension**  
Virginia Tech • Virginia State University





# *Flow*

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- **Quick Review of HCHF and Money Smart**
- **Program Set-Up**
- **Roles & Responsibilities**
- **Q&A with Previous Church Coordinators**
- **Completing Background Check & W9**
- **In-person Educator Training**
- **Tentative Program Schedule**

FDIC



Money  
Smart

A vibrant, multi-colored rainbow arches across the upper right portion of the slide. Below the rainbow is a green rectangular banner with a decorative, floral border. The banner contains the text "HEALTHY CHILDREN, HEALTHY FAMILIES Parents Making a Difference!".

**HEALTHY CHILDREN, HEALTHY FAMILIES**  
**Parents Making a Difference!**

*What are the two main programs offered?*



**HEALTHY CHILDREN, HEALTHY FAMILIES**  
**Parents Making a Difference!**



Introductory

Webinar

# *Goal of HCHF*



We support families in making changes leading to healthier eating and activity patterns, one step at a time.



Through dialogue and collaborative action, we help families create healthier environments where children live, learn, and play.



# *What makes up the HCHF Program?*

- Three 1-hour data collection sessions (baseline, 6 & 12 month)
- One 1-hour pre-session
- Eight 2-hour sessions
- Each 2-hour session includes:
  - Healthy nutrition or active behavior
  - Paths to Success
  - Keys to Success
  - Active play break
  - Food tasting activity
  - “Take a Healthy Step” goal setting activity



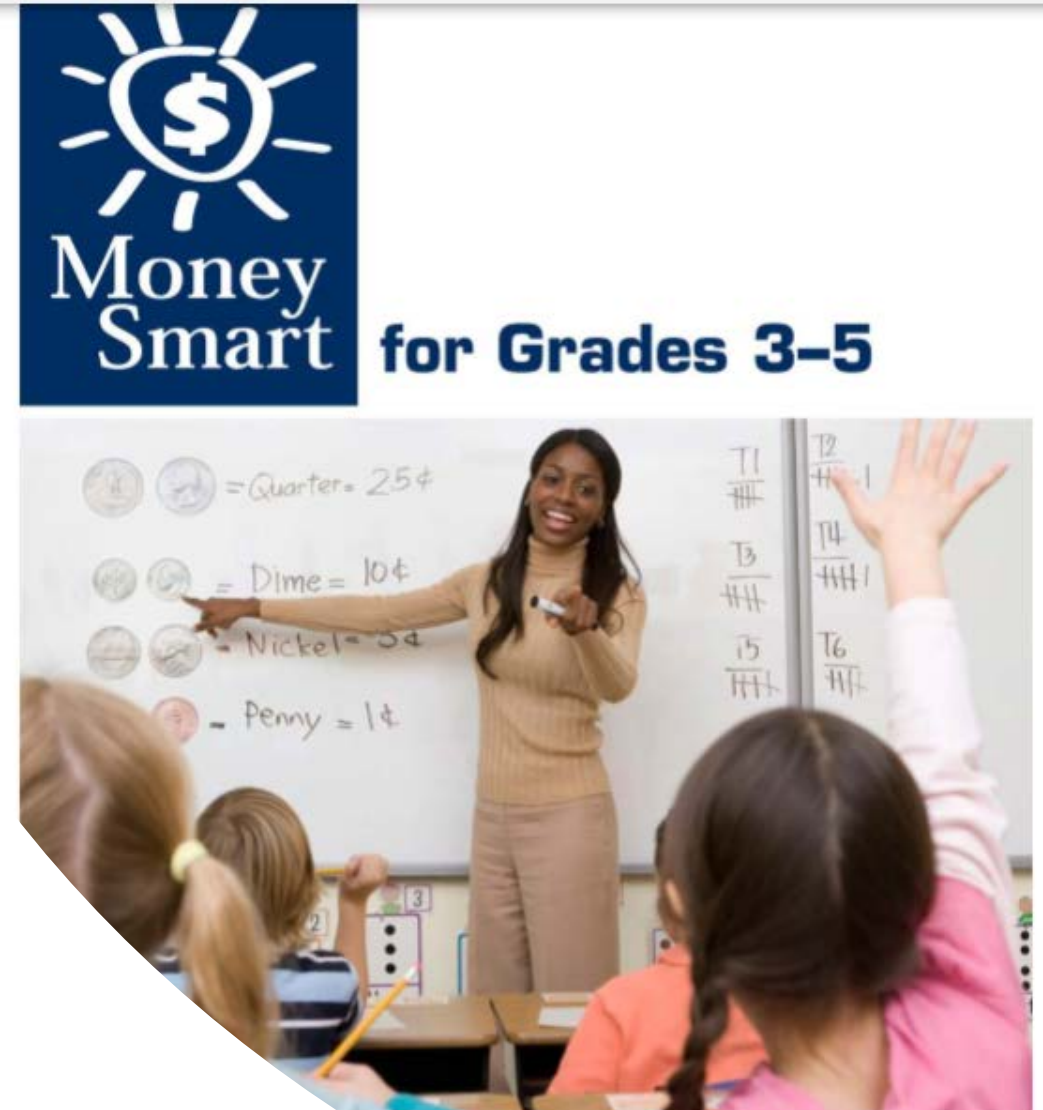
# Table of Contents

## Overview of Healthy Children, Healthy Families: Parents Making a Difference!

	Session	Path to Success	Key to Success	Active Play	Food Prep/Tasting**
PS.	Pre-Session	Over the Rainbow: Paths to Success	Over the Rainbow: Keys to Success	Fruit and Vegetable Toss	<i>MyPlate Mexican Salad</i>
S1.	Introduction to <i>Healthy Children, Healthy Families*</i>	Overview of recommended nutrition and activity practices	<b>Firm &amp; responsive</b> parenting; <b>Supporting: encouraging</b> children; Overview of parenting skills in curriculum	Big Wind Blows	<b>Get Fresh!</b> Apple Cinnamon Wrap & Rolls
S2.	Think Your Drink	Drinking water or milk instead of sweetened drinks	<b>Guiding: Can do</b>	Group Juggling	Water w/ a Twist, Pineapple Fizz
S3.	Eating More Fruits and Vegetables	Eating more vegetables and fruits	<b>Showing: Teach by example,</b> <b>Supporting: respect feelings</b>	Vegetable Toss	Veggie and Fruit Dips
S4.	Playing actively	Playing actively	<b>Guiding: Divide responsibility for eating, Divide responsibility for active play</b>	Balloon Race	Make-Your-Own Salad
S5.	Making Healthy Choices Easier (Eating Fewer High-Fat, High-Sugar Foods)	Eating fewer high-fat high-sugar foods	<b>Shaping: Find solutions with others</b>	Fast Food Relay	<b>Get Fresh!</b> Broccoli Black Bean (or Spinach) Quesadilla
S6.	Sit Less – Reducing Screen Time	Limiting TV and computer time	<b>Shaping: Create family routines</b>	Balloon Toss	Veggie & Fruit Salads
S7.	Having Sensible Servings & Family Meals	Having smaller servings	<b>Guiding: Decide together</b>	Sun Salutations or Chair Stretches	Mini Pizzas or Taco Salad
S8.	Celebrate!	Review	<b>Shaping:</b> Changing environments outside the home	Macarena Dance	Fruit Parfait

# *Goal of Money Smart*


Designed to promote financial understanding in children and build a foundation to become financially responsible adults.







# *What makes up the Money Smart Program?*

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- Three 1-hour data collection sessions (baseline, 6 & 12 month)
  - Eight 2-hour sessions
  - Each 2-hour session includes:
    - **Warm Up:** introduces students to the topic and sparks inquiry
    - **Guided Exploration:** Learning activities that focus on key financial literacy learning objectives
    - **Wrap Up:** Reflection activities to review lesson concepts and demonstrate understanding

## LESSONS AT-A-GLANCE

Lesson Title	Topic	Learning Objectives	Time Required
<b>1 Money Matters</b>	Buying Decisions	<ul style="list-style-type: none"><li>• Explain the difference between needs and wants, and identify examples of each</li><li>• Compare and prioritize needs and wants</li><li>• Evaluate different choices when making a purchase</li><li>• Discuss impulse buying</li><li>• Discuss and explain opportunity cost</li></ul>	60 min
<b>2 Get Set for Goals</b>	Setting Goals	<ul style="list-style-type: none"><li>• Identify and develop ways to set short-term and long-term goals for saving</li><li>• Explain the importance of setting goals for saving</li><li>• Identify things that might affect decisions to spend or save money</li></ul>	60 min
<b>3 Make a Plan</b>	Budgeting	<ul style="list-style-type: none"><li>• Explain the term "budget"</li><li>• Identify categories of a budget (income, expenses, savings)</li><li>• Create a budget</li><li>• Apply budgeting skills to real-world scenarios</li><li>• Understand the concept of "pay yourself first"</li></ul>	60 min
<b>4 Save Your Money</b>	Saving	<ul style="list-style-type: none"><li>• Explain what banks do and what interest is</li><li>• Name benefits of saving money in a bank versus at home</li><li>• Understand risks and why it's important to save for emergencies</li><li>• Evaluate real-world scenarios that focus on saving for emergencies, unexpected</li></ul>	60 min

## LESSONS AT-A-GLANCE (continued)

Lesson Title	Topic	Learning Objectives	Time Required
<b>5 Which Way to Pay?</b>	Payment Options	<ul style="list-style-type: none"><li>• Explain the concept of credit and debit (including checks and money orders)</li><li>• Compare and contrast various payment methods (cash, credit, and debit)</li><li>• Apply knowledge of payment options to real-world scenarios</li><li>• Discuss the consequences of paying back credit past the due date</li><li>• Discuss identity theft and types of personal information that should not be shared</li></ul>	60 min
<b>6 Get Invested</b>	Introduction to Investing	<ul style="list-style-type: none"><li>• Explore the basic concepts of investing, including risk and return</li><li>• Compare and contrast several kinds of investments</li><li>• Analyze the savings outcome of several investment options</li><li>• Explain the value of long-term financial planning</li></ul>	60 min
<b>7 It's Great to Donate!</b>	Charitable Giving	<ul style="list-style-type: none"><li>• Explain the meaning of charitable giving, and its rewards</li><li>• Create a plan to raise money for a charitable cause</li><li>• Research various charitable causes</li><li>• Organize a charity drive</li></ul>	60 min
<b>8 Career Choices</b>	Exploring Careers and Income	<ul style="list-style-type: none"><li>• Identify and explore different types of jobs</li><li>• Evaluate personal interests related to careers</li><li>• Explain how money is earned and why it is taxed</li></ul>	60 min



# *Program Set-Up*



# *Baseline*



- **Baseline**
  - 2 hours
  - Families with at least 1 adult and child/children in elementary schools
  - Adults and children complete questionnaires
    - Children complete questionnaires in a separate from adults
    - Children church staff assist children with questionnaires
  - Height and weight after completion of questionnaires
  - Project Director provides compensation

# Family Participants Research Compensation

- **(Baseline):** assessments for research study (*optional*)
  - Involves a questionnaire, height and weight measurements
  - Can participate in both programs - EHF and MoneySmart.
- Before the program starts: \$10 child / \$20 adult
- 6 months after the program: \$10 child / \$25 adult
- 12 months after the program: \$10 child / \$40 adult
- Total \$30 for children and \$85 for adults
  - \$60 for children and \$170 for adults if participate in both programs



# *Program Day*



- 2 hours
- Families start together in fellowship hall
  - Families are welcomed and brief announcements are made (if needed)
- Adults and children then go to their specific class-rooms
- Families come back together to discuss what they learned
- Dismissal and support tools handed out



# *Roles & Responsibilities*



# *Roles and Responsibilities: Church Coordinator*

- Church Coordinator
  - Engage families to participate in the program
  - Assist program coordinator, Virginia Tech and Extension staff to coordinate program
  - When church is involved in Healthy Children, Healthy Families:
    - Establish and co-lead a committee of congregation members who will complete an assessment of the church health environment and implement one small project to improve the church health environment.
    - Work with 4-H staff to identify possible opportunities for 4-H involvement.



# *Q&A with Previous Coordinators*




- How did you prepare to teach the lessons?
  - What's the hardest part about preparing for the program?
  - How did you keep families interested and attendance strong?
  - What are some tips to reaching out and recruiting families?
  - How many weeks are the program
- Did you have to reschedule any classes?
  - Were families that missed multiple classes able to come back?
  - How long did program set-up and breakdown take?
  - Were there any challenges with the families?
  - Do I have to purchase any materials or supplies?



# *Completing Background Check & W9*



# W9

- <https://www.irs.gov/pub/irs-pdf/fw9.pdf>
  - Please follow along with your background check handout
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# Background Check

- <https://vspapps.vsp.virginia.gov/catspublic/public/publicHome.html>
- Please follow along with your background check handout
- Finger print also needed
  - <http://www.vsp.virginia.gov/Fingerprints-NonCriminal.shtm>
  - \$10 (reimbursed)
  - 2 approved forms of ID needed
  - Local Police Station or Sheriff's Office

# *Notary, Payment & Nerves*

- Background check form must be notarized
  - Official identification: The notary will ask for identification to verify that you really are who you say you are. ...
  - Wait to sign: Be sure to bring an unsigned document to the notary—don't sign it ahead of time.
- Where to notarize document
  - Church notary
    - Notary must include date, signature, stamp/seal, and date became certified notary on document
  - Local bank will usually notarize for free

# *It's Okay to Be Nervous*

- We're here to support
  - Let Church Coordinator or EHF Coordinator (Ms. Tonia) know if you'd like a companion to go with you
  - Ask for assistance completing documents. They are confusing and we got help completing them as well
  - We know life happens, so if you're nervous and would like to chat, let us know. We will keep all conversations confidential and we are happy to help







# *Technical Support*

- Feel free to schedule appoint with Monica or Ms. Tonia to help complete forms
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# *In-person Educator Training*

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- Length of training?
  - What to bring to the training?
  - Need availability for training prior to Program 1 start day



# *Tentative Program Schedule*

# Fall Cohorts

## Program Schedule

- **EHF Orientation Presentation:** *July*
- **EHF Baseline Data:** *September*
- **EHF Program 1 Start:** *October*
- **EHF Program 1 End:** *December*
- **EHF Program 2 Starts one year later after baseline date**

# *Immediate Next Steps: 90-Day Onboarding Checklist*

## **July**

- Complete all on-boarding orientations (Church, Church coordinator, and Child Educators)
- Step 1: Identify Church Coordinator and get support of church leadership
- Step 2: Confirm Church Coordinator & 1st attempt to identify 2 Child Educators & 1 Childcare Provider
- Step 3: Organize handouts and flyers for the Clergy and Coordinator to share with the congregation

## **August**

- Host in person Church Orientation Meeting (if needed)

## **September**

- Host baseline assessment

## **October**

- **Launch Program!**

# Spring Cohorts

## Program Schedule

- **EHF Orientation Presentation:** *December*
- **EHF Baseline Data:** *February*
- **EHF Program 1 Start:** *March*
- **EHF Program 1 End:** *May*
- **EHF Program 2 Starts one year after baseline date**

# *Immediate Next Steps: 90-Day Onboarding Checklist*

## **December**

- Complete all on-boarding orientations (Church, Church coordinator, and Child Educators)
- Step 1: Identify Church Coordinator and get support of church leadership
- Step 2: Confirm Church Coordinator & 1st attempt to identify 2 Child Educators & 1 Childcare Provider
- Step 3: Organize handouts and flyers for the Clergy and Coordinator to share with the congregation

## **January**

- Host in person Church Orientation Meeting (if needed)

## **February**

- Host baseline assessment

## **March**

- **Launch Program!**



# *Questions and Thoughts*

