UCSF California Oral Health Technical Assistance Center

California Department of Public Health
OFFICE OF ORAL HEALTH

Share & Learn: The Nuts and Bolts of Using Photovoice in Public Health

January 23, 2024

Speaker
Jennifer Felner, San Diego State University
Facilitator
Aubri Kottek, COHTAC at UCSF

Housekeeping

- Meeting is being recorded and will be posted on the COHTAC website and YouTube channel – follow up materials and recording link will be emailed
- Questions, comments, and resource sharing are welcomed in the chat box and will be answered at the end of the presentations – please stay muted until called on
- As always, we appreciate your feedback – please take a minute at the end to complete our evaluation survey
- **Disclaimer: The presentations today are the content of the speakers and do not necessarily represent the views or opinions of the California Department of Public Health, California Health and Human Services Agency, Office of Oral Health, or the California Oral Health Technical Assistance Center (COHTAC)**

Learning Objectives & Agenda

Objectives

- Learn about the photovoice technique
- Understand how to apply photovoice in public health practice
- Access resources to support use of photovoice
- Discuss how to incorporate photovoice into oral health success story dissemination

Agenda

- Welcome and overview – Aubri Kottek
- Photovoice in public health practice – Jennifer Felner
- Discussion – All
- Announcements and wrap up – Aubri

Photovoice

Success story deliverables in the LOHP work plan

Identify success stories and document them in an engaging format such as a photovoice to share with local programs, policymakers, stakeholders, and the general public to help sustain program efforts.

Activity	Deliverable
2.4.e (B)	Evidence-based oral health program success stories dissemination plan
3.1.i (B)	KOHA success stories dissemination plan
3.2.j (B)	Key partners success stories dissemination plan
4.2.f (B)	SSB reduction success stories dissemination plan
6.4.c (B)	Oral healthcare delivery and care coordination systems success stories dissemination plan

The Nuts & Bolts of Photovoice

Jennifer Felner

The Nuts & Bolts of Photovoice

Jennifer Felner, PhD, MPH
Associate Professor, School of Public Health
San Diego State University

Our Time Together

Photovoice Overview

- Who, What, Where, When, Why, How?

Photovoice in Motion

- Photovoice in the *Action for Health Study* — Community Health Assessment in San Diego, CA
- Photovoice in the *Asthma Mitigation Project* — Success stories across CA

Photovoice Processes & Resources

The History of “Photovoice”

“**Photo elicitation**” – photos as data in various forms of research

- Researcher/investigator-driven
- Photos gathered by researchers/investigators (or participants instructed to gather based on researcher/investigator guidance)

“**Photo novella**” / “**Photovoice**” – photos (& stories/narratives) as data & vehicles for change in *participatory action research & practice*

- Community -engaged & -driven
- Focus on action

“As a needs assessment tool, photo novella (aka photovoice) provided a creative and appealing method by which [community members] could document the health issues of greatest concern . . . providing an opportunity to document creatively and to discuss the community’s problems, concerns, and hopes, and communicate them with policymakers.”

Wang, C. C., & Burris, M. A. (1994). Empowerment through photo novella: Portraits of participation. *Health Education Quarterly, 21*(2), 171–186. https://doi.org/10.1177/109019819402100204

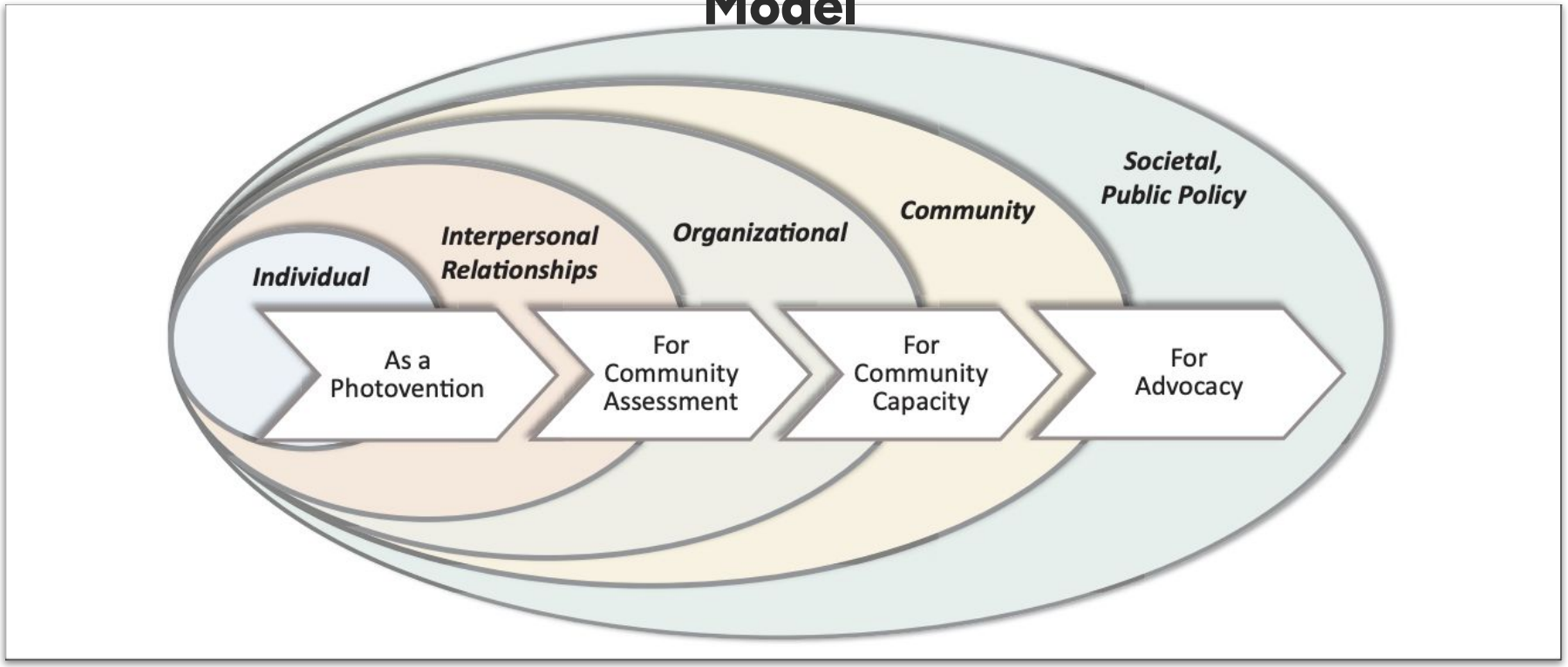
Photovoice Purpose & Goals

A process in which people/groups use photographs and/or video (*and narratives*) to document their social and physical environment and their experiences, and to express their thoughts about them.

Goals:

- To enable people to record and reflect their community's strengths and concerns
- To promote critical dialogue and knowledge about important issues
- To influence policy (big “P” or little “p” policy) and/or social change

Photovoice Across the Levels of the Social Ecological Model



Strack et al. (2022). Revisiting the Roots and Aims of Photovoice. *Health Promotion Practice, 23*, 221-229. https://doi.org/10.1177/15248399211061710

Aims and Outcomes	*Photovoice as individual-level intervention (photovention)*	*Photovoice as community assessment*	*Photovoice as community capacity building*	*Photovoice as advocacy for change*
Example aims	• Increase of self-esteem, cultural identity, efficacy for change • Enhancement of individual knowledge, skills, attitudes, behaviors, and health	• Co-identification of problems and strengths • Baseline evaluation, needs assessment, and asset mapping	• Increase local voice, collective efficacy, internal community network, and advocacy capacity • Expand external networks and connections to power and influence	• Reach policy and decision-makers • Agenda setting • Sustainable changes within an organization or system • Policy, systems, environmental (PSE) change • Gain access to and add agenda items to decision-making body; persuasive messaging that results in some form of (large or small) sustainable change
Example outcomes	• Participant self-efficacy as a change agent	• Prioritized list of key issues and their root causes identified as most essential for change	• Emergence of new leaders on key issues and the growth of new partners enlisted to promote change efforts	

Strack et al. (2022). Revisiting the Roots and Aims of Photovoice. *Health Promotion Practice, 23*, 221-229. https://doi.org/10.1177/15248399211061710

Photovoice Applications

- Community health assessment (CHA) / community health improvement planning (CHIP)
- Implementation & dissemination efforts
- ***Other applications?***

Pictures of Health: Photos Help East Point Show Community's Challenges, But Also Joys

Morehouse School of Medicine and the City of East Point collaborate on exhibit illustrating how residents view health in their community.

www.msm.edu/RSSFeedArticles/2024/September/EastPoint-Exhibit.php

Why Photovoice?

- Photography is accessible, even for those with few resources
- Photography is fun and creative; rewards of photography (especially digital) are immediate
- Minimal training needed
- “A picture is worth a thousand words.”

Why Photovoice?

- Images can be understood regardless of language, culture, etc.
- Difficult to deny reality when it's staring them in the face…
- Photos (& narratives) can be used for accountability
- Photography can facilitate communication without requiring people to present/speak in real time or be present in a certain place/time

Who can use Photovoice (groups)?

- Youth
- Seniors
- People experiencing homelessness and/or material deprivation
- People with physical and mental disabilities or mental health issues.
- People with chronic diseases or medical conditions.
- Members of minoritized groups, e.g., racial & ethnically minoritized
- People in rural communities
- Groups who want to share their efforts, learnings
- ***Who else? (share your ideas in the chat)***

Who can use Photovoice (orgs)?

- Schools, organizations that work with youth.
- Group homes, shelters, and other living situations for those who need care.
- Orgs that work with people whose needs and humanity are ignored.
- Community health centers and community-based health providers (including local & county health depts)
- Advocacy organizations or health and human service organizations that include advocacy in their mission.
- International aid and refugee organizations
- ***Who else? Specific orgs/examples? (share your ideas in the chat)***

When to use Photovoice?

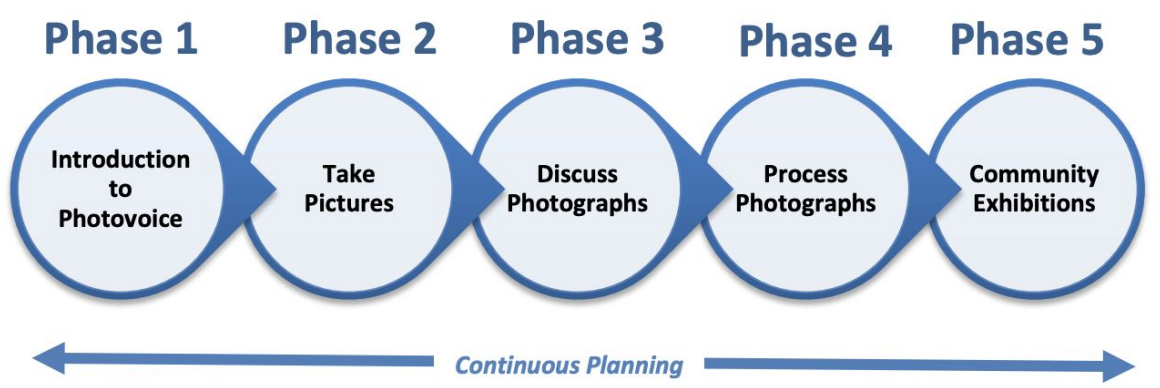
- When photovoice can change people's opinions
- When a situation needs to be publicized.
- When a community assessment is needed or in-progress.
- When you need to document the process of, or gather data for, an evaluation of an intervention or program.
- When you need to document a site, an event, or a way of life that is marginalized, minoritized, or otherwise threatened
- To drive Policy or policy change (& hold policy makers accountable!)
- ***When else?*** *(share your ideas in the chat)*

How-to Photovoice – General Guidelines

- Photovoice should be a participatory, collaborative process **from the beginning**.
- Participants and staff need **training** (but training can be simple, straightforward)
- Participants need **support, resources**.
- A photovoice project should result in some ***action***.

The (Basic) Photovoice Process

- Planning: Identify purpose & stakeholders, secure resources/supports ($$)
- Phase 1: Recruit & train partners/participants
- Phase 2: Take/gather photos
- Phase 3: Analyze photos (using the SHOWeD or another approach) & actions
- Phase 4: Select, process photos & narratives
- Phase 5: Exhibition of photos/narratives



How-to Photovoice – Planning & Phase 1

Build the team (Recruit participants/partners; identify project facilitator & staff)

Plan the project (collaborative process!)

Train staff/volunteers & partners in:

- Ethical photography (+consent for photos, photo release)
- Best practices of photography
- Structure & aims of the project
- Overall process for project (e.g., when, where, how to share photos & narratives)
- Group collaboration strategies
- Group facilitation (*for staff/volunteers*)

How-to Photovoice – Phases 2-3

Take pictures – planned/structured "outings" w/pre-identified prompts &/or free-form approach; individual or group-based outings

- *On an average day, where can someone without stable housing get sanitation & hygiene resources?*
- *What features of campus promote or threaten students' health?*
- *What strategies helped our project be successful in addressing XYZ?*

Work in small groups to **analyze the photos**

- Consider using the **SHOWeD method** to identify root causes & actionable opportunities

The SHOWeD Analysis Technique

What do we **See** here?

What is *really* **Happening** here?

How does this relate to **Our** lives?

Why does this situation, strength, or concern **Exist**?

[Alt "E":] How can we become **Empowered** through our new understanding?

What can we **Do** about it?

How-to Photovoice – Phases 4-5

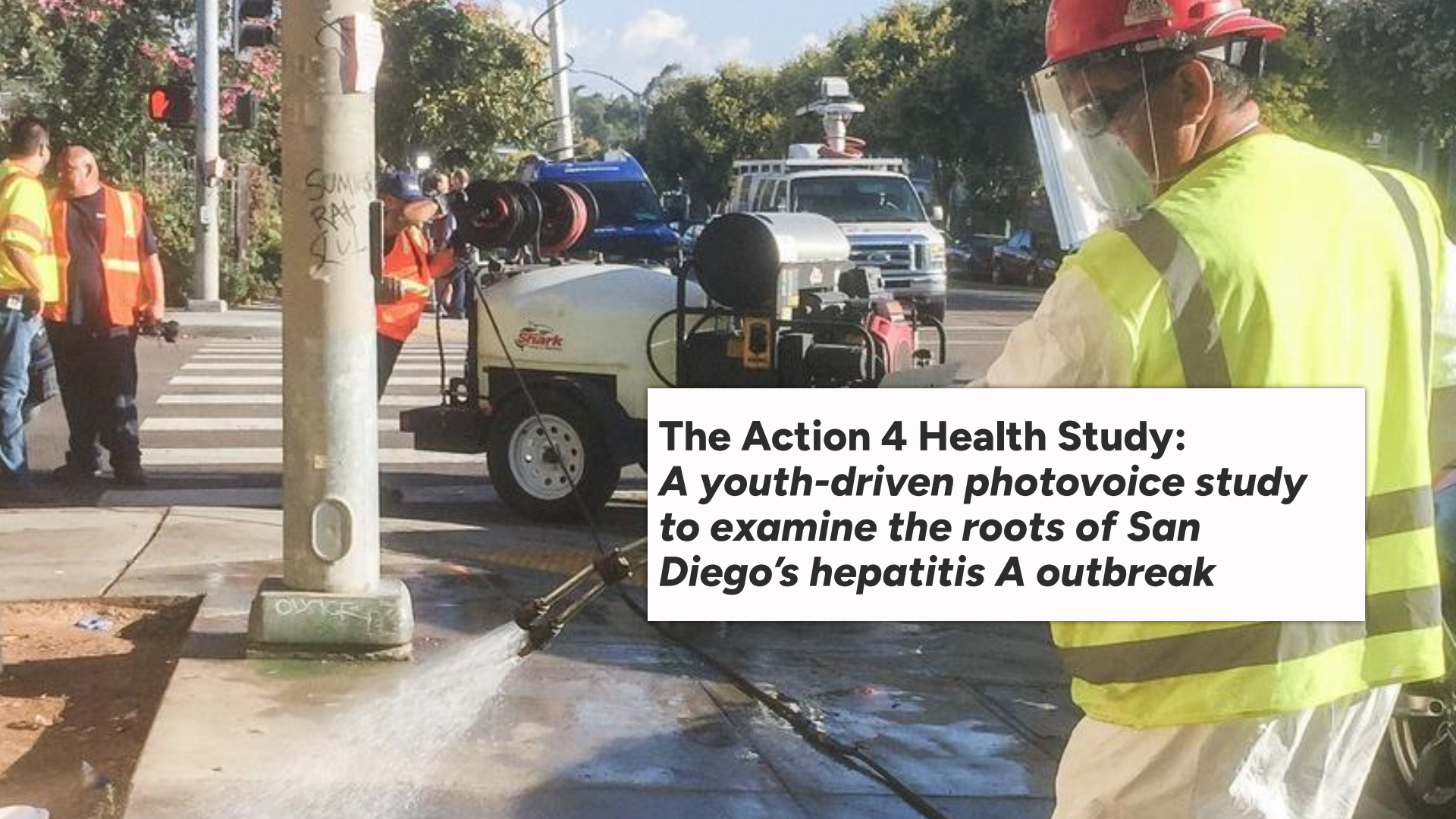
Choose the “best” photos & narratives for your goals & target audience(s)

- Create captions, edit/refine narratives as-needed
- Process photos (e.g., printing or prepping for online)

Host an exhibition

- Include opportunities for interaction / discussion with stakeholders

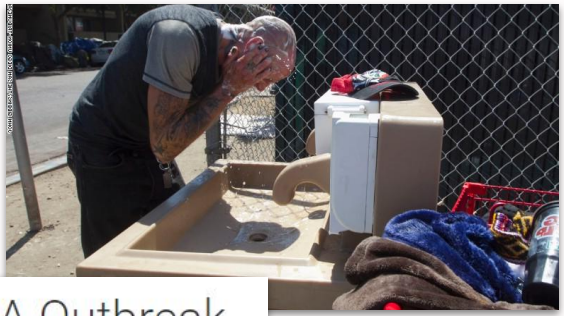
Photovoice in Motion



The Action 4 Health Study:
A youth-driven photovoice study to examine the roots of San Diego's hepatitis A outbreak

San Diego's Unprecedented Hep A Outbreak, 2016-2018

- San Diego 4th-5th highest rate of homelessness in U.S.
- Unprecedented hepatitis A outbreak 2016-2018
  - Disproportionately affected people experiencing homelessness (~600 sickened, 20 died)
  - Tied to inadequate sanitation and related resources
  - Outbreaks across CA, then other U.S. cities
- Public health response: Handwashing stations, porta-potties, power-washing streets, vaccines

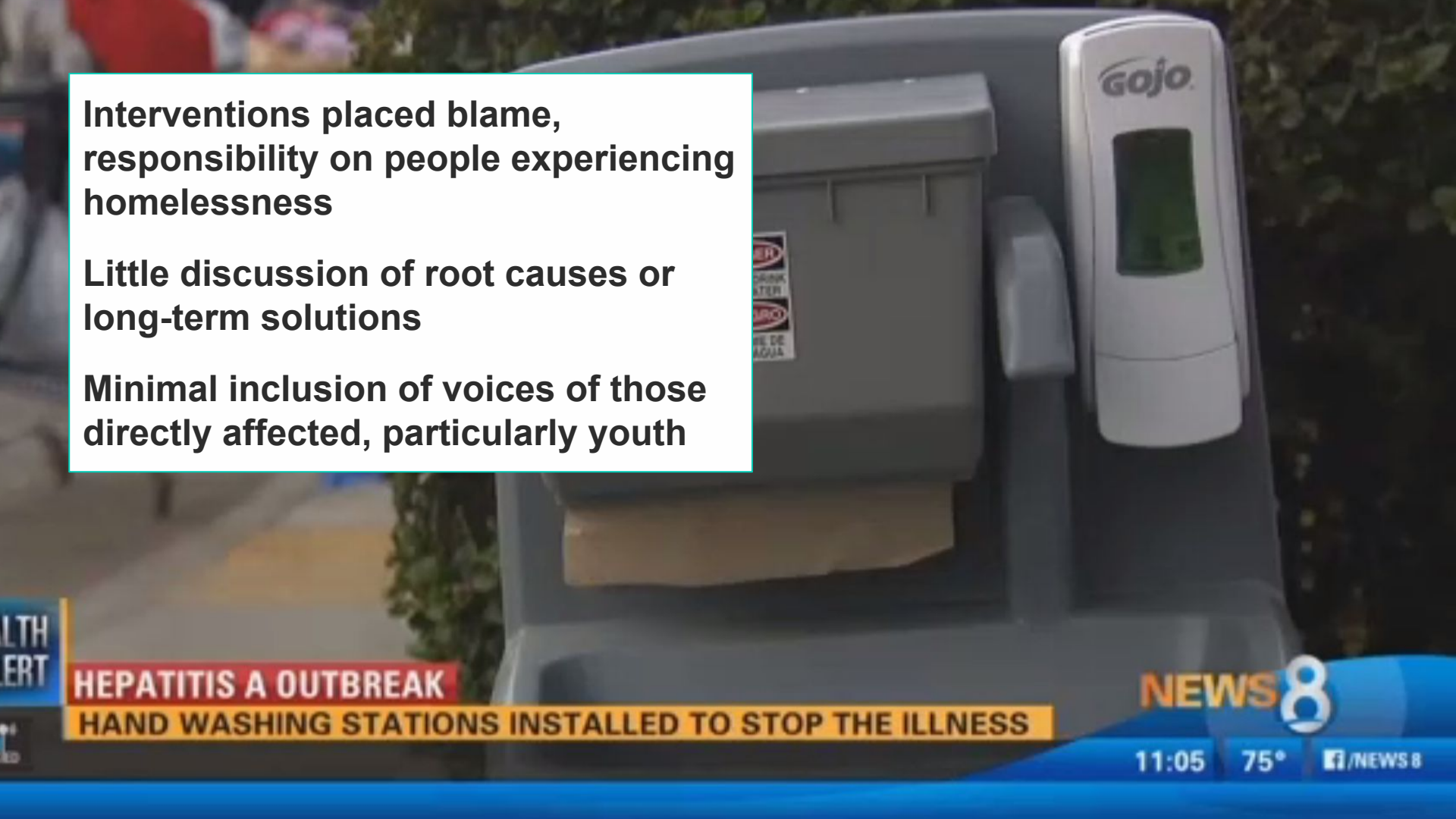


Death Toll Rises to 20 in San Diego's Hepatitis A Outbreak

Cases in Colorado and Arizona have also been linked to the San Diego County Outbreak

By Samantha Tatro

Published Oct 31, 2017 at 5:02 PM | Updated at 8:58 PM PDT on Oct 31, 2017



Interventions placed blame, responsibility on people experiencing homelessness

Little discussion of root causes or long-term solutions

Minimal inclusion of voices of those directly affected, particularly youth

The Action for Health Team

Examining the Outbreak from the Perspective of Youth

Guiding Questions:

- *How did youth **experience** the outbreak & interventions?*
- *What were the **social determinants** of the outbreak?*
- *How can policy makers and public health professionals **respond differently in the future**?*

Project Partners:

- 2 adult/academic partners, 4 youth research partners, & 4+ student partners
    - Youth engaged in all study processes

Examining the Outbreak from the Perspective of Youth

Assessment/Research Methods:

- **Primary:**
  - **Photovoice**
    - **+ Go-along interviews with youth *(embedded within photovoice process)***
- **Secondary/Supporting:**
  - Stakeholder interviews
  - Mapping resources & county interventions (e.g., handwashing stations)
  - Member checking/reflections

Our Project Process

Issue Selection/
Clarification with TAY

Question
Identification

Methods
Selection

Data
Collection and
Analysis

Member
Checking/
Reflections

Share Findings &
Action

Photovoice

- **Collect photos** (n=250+) across San Diego – *sometimes w/prompts, sometimes free form*
- **Analyze** selected photos (dialogue + written narratives) – *as a group*
    - What do we **S**ee here?
    - What is really **H**appening here?
    - How does this relate to **O**ur lives?
    - **W**hy does this situation **e**xist?
    - What can we **D**o about it?
- **Member-check** findings, gather **additional data** (iterative process)
- Leverage photos, narratives are catalysts for policy change: **Public exhibition/forum** (n~100 attendees)

Key Theme: Bathrooms (In)Access is a Social Determinant of Health

Being clean, it doesn't sound like a ***basic human right****, but I feel like it is. You know what I mean? Being able to be* ***sanitary and clean****...*

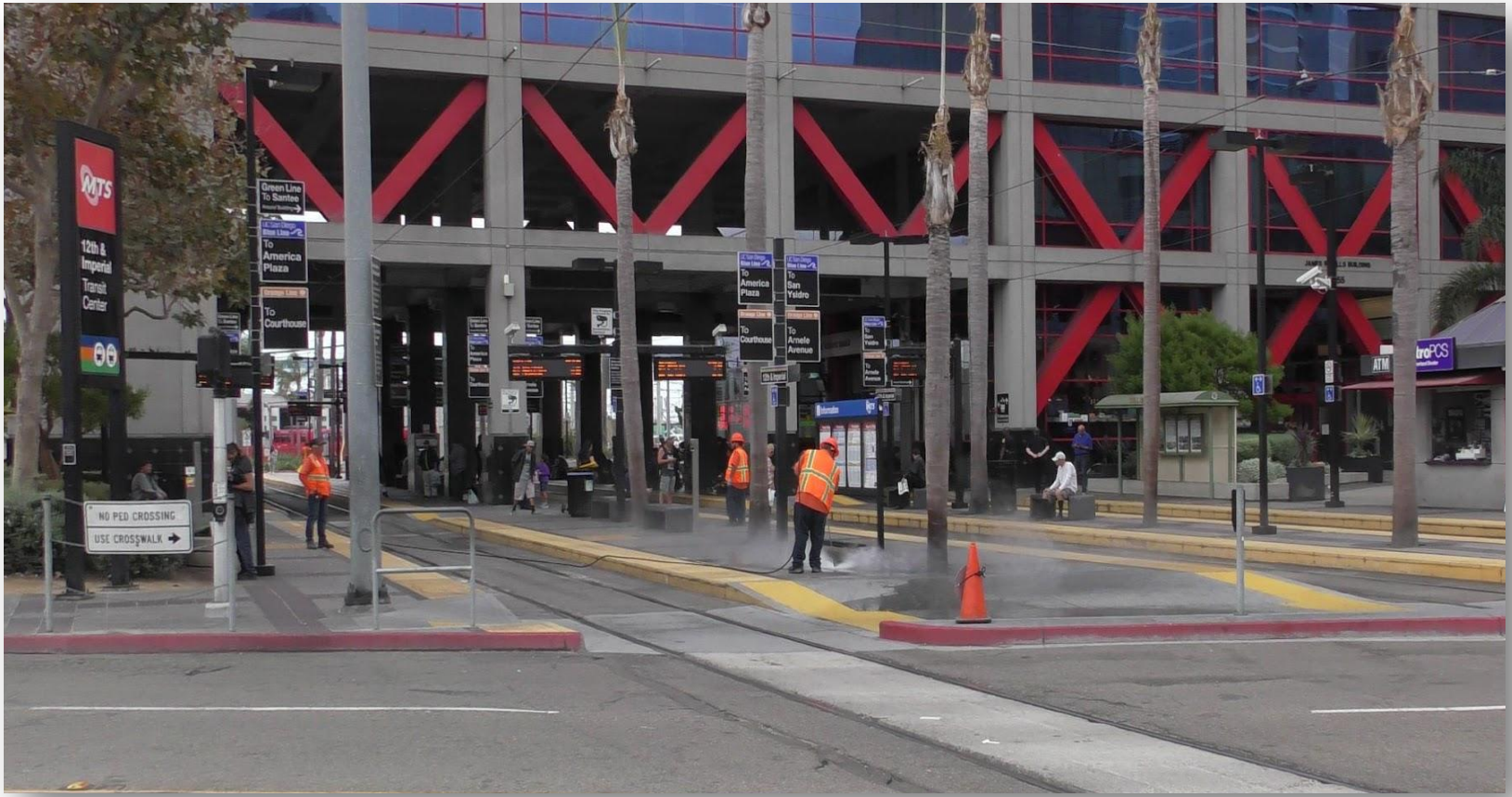
Solutions

- Frame bathroom access as basic human right
- Increase the number of clean, safe bathrooms
  - Novel solutions, e.g., “Portland loo”
- Counter NIMBY attitude / “problem that affects us all”

Key Theme: Interventions did not Address Root Causes, Performative

*It's not helping. **It's just a Band-Aid** on something that no one really wants to see or acknowledge.*

"Let's give them handwashing stations, power-wash the streets, and then send the police to clean it up." This is what the mayor did.



Solutions

- Attend to immediate & long-term needs of people experiencing homelessness in the wake of infectious disease outbreaks
- Involve community in intervention planning, roll out
- Prioritize needs of affected communities over comfort of those with more power

Key Theme: Youth Housing Programs Help Youth Survive, Not Thrive

*The shelter is a pro and a con. You get a shower, food, clothing, but you **only get it for a short time**.*

*You have to be a **dog & pony-show** to access resources.*

Solutions

- Decrease barriers to youth participation in housing programs
- Eliminate criteria related to specific need – in need of housing should be enough
- Focus on thriving and stability, not on merely surviving in the short-term
- Address multi-level racism and discrimination within programs

Community Forum to Raise Awareness & Generate Feedback + Ideas for Action

- Focused on engaging changemakers, local leaders, service providers, young folks, academics
- 30 minutes: Exhibition of photos + narratives
- 1 hour: Presentation + Discussion
- 30 minutes: Networking/mingling
- Invited partners working on similar issues to share their work
- Invited press [& policymakers]
- Food!

Community Forum to Raise Awareness & Generate Feedback + Ideas for Action

Asthma Mitigation Project
Stories from the Field

A collaboration of 28 funded partner organizations who provide culturally and linguistically appropriate home-based asthma remediation services to Medi-Cal populations with disproportionately high rates of asthma across California.

Photovoice used to highlight how the Asthma Mitigation Project has supported people with asthma.

Project included reflections from home visitors and program participants from ten funded partners who participated in the Photovoice project between December 2022 and April 2023.

Asthma Mitigation Project Stories from the Field - The Center at Sierra Health Foundation

The Jakara Movement

Sutter County

View the gallery

ਗੈਲਰੀ ਦੇਖੋ

The Judahh Project

Sacramento County

View the gallery

Ver la galería

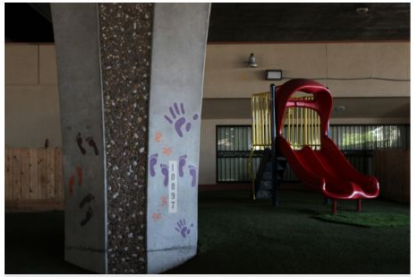
La Maestra Family Clinic

San Diego County

View the gallery

Ver la galería

عرض معرض الصور



Little Manila Rising

San Joaquin County

View the gallery

Ver la galería

Example Project: Little Manila Rising project

“At the community farm, this highlights the proximity of the railway and the train to the actual farm itself. Not just community members are being affected, all organisms...are negatively affected by the bad air. This is going to affect the ecosystem.”

– Arshdeep Gill, D.A.W.N. Youth Advocate

“En la granja comunitaria, esto pone de relieve la proximidad del ferrocarril y el tren con la granja misma. Esto no solo afecta a los miembros de la comunidad, sino también a todos los organismos que reciben el impacto negativo del aire contaminado. Esto afectará al ecosistema.”

– Arshdeep Gill, D.A.W.N. Youth Advocate

“This medical clinic in South Stockton sits under a bustling freeway and sits next to the port of Stockton. This image captures a stark contrast between a place meant for healing and the catalyst that releases harmful toxins for anyone to breathe in.”

– Marisa Flores, D.A.W.N. Youth Advocate

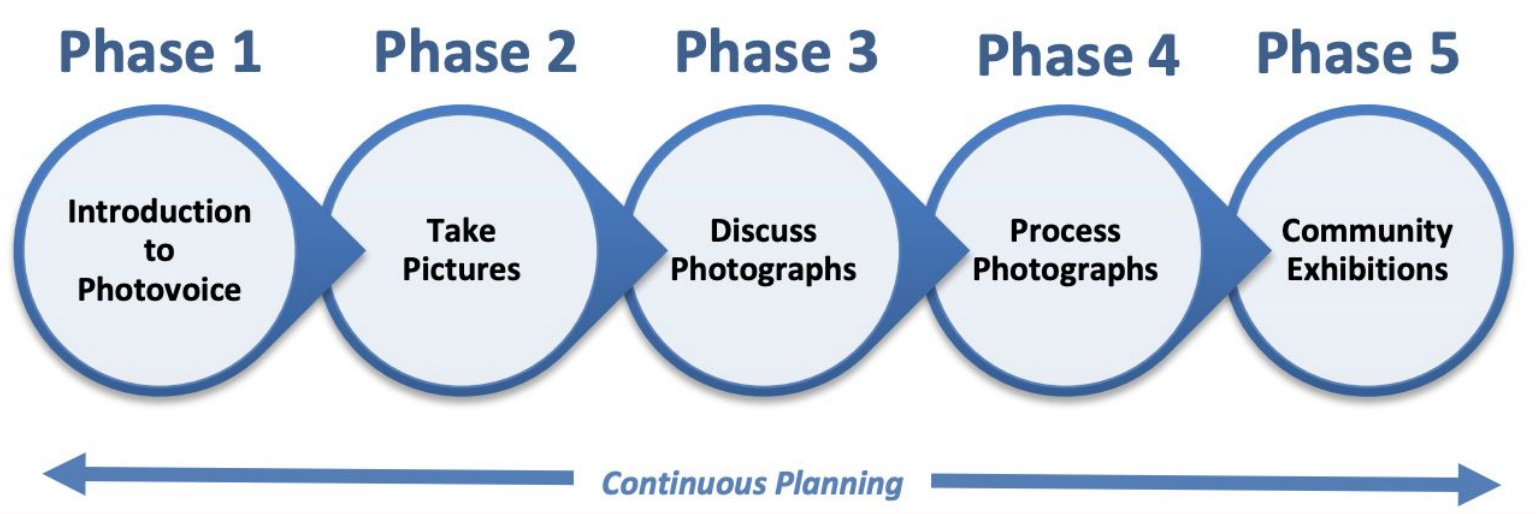
“Esta clínica médica en el sur de Stockton se ubica debajo de una ruidosa autopista, junto a la entrada de la ciudad. Esta imagen captura el marcado contraste entre un lugar pensado para sanar y un catalizador de toxinas que dañan a cualquier persona que las inhala.”

– Marisa Flores, D.A.W.N. Youth Advocate

Photovoice Processes & Resources

Planning Your Project – Consider:

- What are some successes you want to highlight through photovoice?
- Who would you invite to be “participants”/“partners” in your photovoice project? How would you engage these people/groups?
- What are some prompts or strategies that you might use to guide photography and analysis?
- Who is the audience for your project?
- What impact do you want your project to have?
- How much time do you have?
- What resources are available to support the project?



Facilitator's Toolkit for a Photovoice Project

www.countyhealthrankings.org/resources/facilitators-toolkit-for-a-photovoice-project

**See detailed guidance + sample consents, photo releases*

14-Week Project w/ 1 Analysis Phase

	Week 1-4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Phase 1: Introduction to Photovoice		X									
Phase 2: Take Pictures			X	X							
Phase 3: Discuss Photographs & Develop Narratives					X						
Phase 4: Process Photographs						X	X	X			
Phase 5: Community Exhibitions										X	X
Continuous Planning	X	X	X	X	X	X	X	X	X	X	X

Session-by-Session for *Iterative* Data Collection + Analysis Approach

1	Ice breaker; discuss project purpose/goals (may be pre-planned or determined at mtg); create community agreements; photography & ethics training
2	Ice breaker; re-visit community agreements + **photography & ethics; determine photography strategy, including places & photo prompts; take photos; select & analyze photos (e.g., SHOWeD Analysis)**
3	Ice breaker; review discussions from prior meeting; **take additional photos in new locations** as-needed (determined by group); select & analyze photos
4	Ice breaker, review discussions from prior meeting; take additional photos in new locations as-needed (determined by group); select & analyze photos
5	Ice breaker; review discussions from prior meeting; **identify actionable solutions; plan for exhibition – photos to present, overall goals, participants' roles, invitees, etc.**
6	Ice breaker; review discussions from prior meeting; continue to prepare for photo exhibition & including finalization of solutions/priorities

Photovoice Session Materials

- White board or large post-its, markers; laptop & projector
  - *If virtual:* Meeting platform; online tools for real-time notes
- Training slides & handouts (e.g., photography basics & ethics; project purpose, goals, contacts)
- Consent forms; photo release forms
- Cameras & batteries (if not using personal phones)
- Snacks/meals & drinks
- Incentives & receipts
- Analysis session(s):
  - Provide SHOWeD handouts with space for free-writing (Virtual: live Google Doc[s])
  - Consider: record discussion or have a note taker
- ***What else?***

Publically Available Photovoice Resources

Facilitator's Toolkit for a Photovoice Project *(we used this in Action for Health!)*
www.countyhealthrankings.org/resources/facilitators-toolkit-for-a-photovoice-project

Manual and Resource Kit: Photovoice
www.naccho.org/uploads/downloadable-resources/Programs/Public-Health-Infrastructure/Photovoice-Manual.pdf

Implementing Photovoice in Your Community
ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice

SELPh Toolkit: Talking Through Photography
heronnetwork.com/wp-content/uploads/2024/06/SELPh-Toolkit-final.pdf

Photovoice - Arts and Planning Toolkit
https://artsandplanning.mapc.org/photovoice/

A final word of encouragement:
You got this...I am self-taught!

BIG Thank You!

Let's connect! Find me on LinkedIn (JKFelner) or via email (JFelner@sdsu.edu)

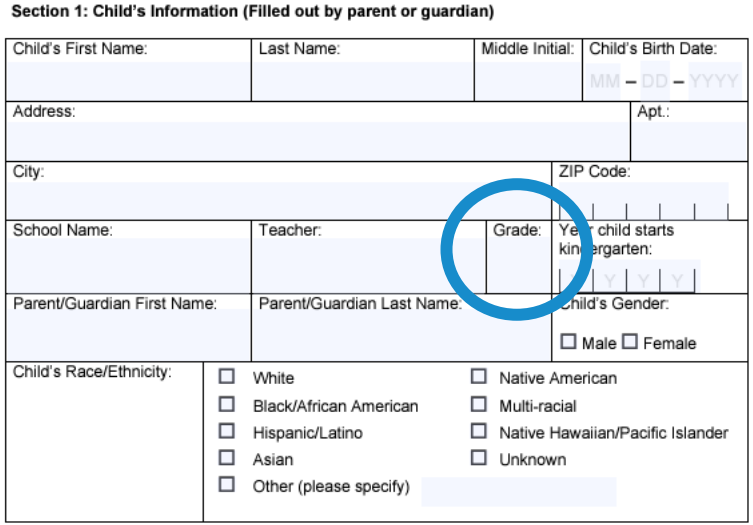
Q & A

Announcements

AB 2630 Guidance

Adding TK to KOHA

- Proof of assessment required only once during the two-year (TK+K) timeframe
- Count TK with K in SCOHR – will not report separately
- Indicate grade level on KOHA form (TK, K, or 1st)



Section 1: Child's Information (Filled out by parent or guardian)

Child's First Name:	Last Name:	Middle Initial:	Child's Birth Date: MM – DD – YYYY
Address:			Apt.:
City:			ZIP Code:
School Name:	Teacher:	Grade:	Year child starts kindergarten: Y Y Y Y
Parent/Guardian First Name:	Parent/Guardian Last Name:		Child's Gender: ☐ Male ☐ Female

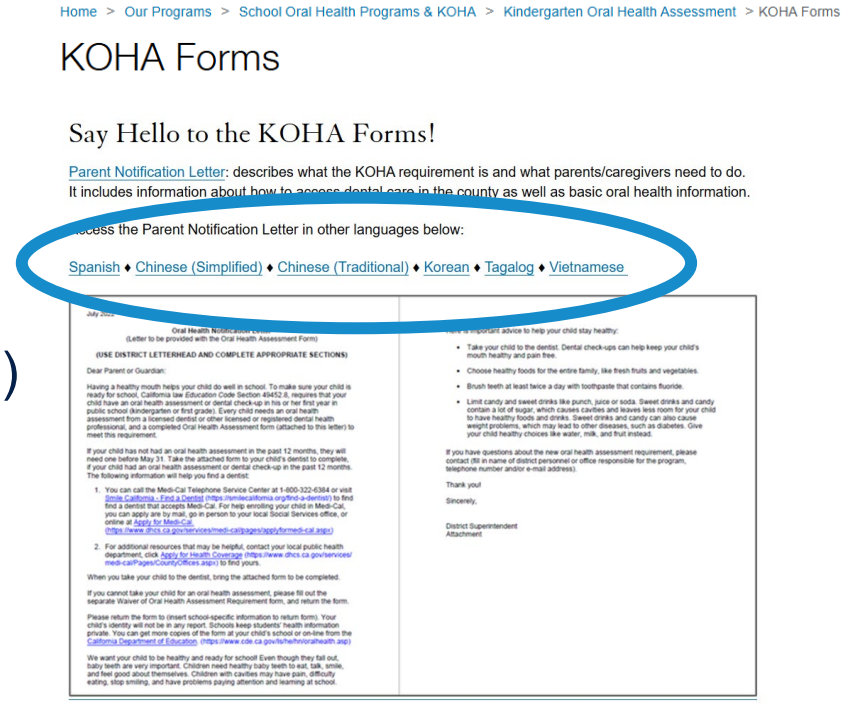
Child's Race/Ethnicity:		
	☐ White	☐ Native American
	☐ Black/African American	☐ Multi-racial
	☐ Hispanic/Latino	☐ Native Hawaiian/Pacific Islander
	☐ Asian	☐ Unknown
	☐ Other (please specify)	

KOHA Forms

Newly translated forms are here 🎉

All four KOHA forms have been translated into 6 languages:

- Spanish
- Mandarin (simplified and traditional)
- Korean
- Tagalog
- Vietnamese



Home > Our Programs > School Oral Health Programs & KOHA > Kindergarten Oral Health Assessment > KOHA Forms

KOHA Forms

Say Hello to the KOHA Forms!

Parent Notification Letter: describes what the KOHA requirement is and what parents/caregivers need to do. It includes information about how to access dental care in the county as well as basic oral health information.

ccess the Parent Notification Letter in other languages below:

Spanish ♦ Chinese (Simplified) ♦ Chinese (Traditional) ♦ Korean ♦ Tagalog ♦ Vietnamese

July 2022

Oral Health Notification
(Letter to be provided with the Oral Health Assessment Form)

(USE DISTRICT LETTERHEAD AND COMPLETE APPROPRIATE SECTIONS)

Dear Parent or Guardian:

Having a healthy mouth helps your child do well in school. To make sure your child is ready for school, California law Education Code Section 49452.8, requires that your child have an oral health assessment or dental check-up in his or her first year in public school (kindergarten or first grade). Every child needs an oral health assessment from a licensed dentist or other licensed or registered dental health professional, and a completed Oral Health Assessment form (attached to this letter) to meet this requirement.

If your child has not had an oral health assessment in the past 12 months, they will need one before May 31. Take the attached form to your child's dentist to complete, if your child had an oral health assessment or dental check-up in the past 12 months. The following information will help you find a dentist:

1. You can call the Medi-Cal Telephone Service Center at 1-800-322-6384 or visit Smile California - Find a Dentist (https://smilecalifornia.org/find-a-dentist/) to find find a dentist that accepts Medi-Cal. For help enrolling your child in Medi-Cal, you can apply are by mail, go in person to your local Social Services office, or online at Apply for Medi-Cal (https://www.dhcs.ca.gov/services/medi-cal/pages/applyformedi-cal.aspx)
2. For additional resources that may be helpful, contact your local public health department, click Apply for Health Coverage (https://www.dhcs.ca.gov/services/medi-cal/Pages/CountyOffices.aspx) to find yours.

When you take your child to the dentist, bring the attached form to be completed.

If you cannot take your child for an oral health assessment, please fill out the separate Waiver of Oral Health Assessment Requirement form, and return the form.

Please return the form to (insert school-specific information to return form). Your child's identity will not be in any report. Schools keep students' health information private. You can get more copies of the form at your child's school or on-line from the California Department of Education. (https://www.cde.ca.gov/ls/he/hn/oralhealth.asp)

We want your child to be healthy and ready for school! Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school.

- Take your child to the dentist. Dental check-ups can help keep your child's mouth healthy and pain free.
- Choose healthy foods for the entire family, like fresh fruits and vegetables.
- Brush teeth at least twice a day with toothpaste that contains fluoride.
- Limit candy and sweet drinks like punch, juice or soda. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for your child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give your child healthy choices like water, milk, and fruit instead.

If you have questions about the new oral health assessment requirement, please contact (fill in name of district personnel or office responsible for the program, telephone number and/or e-mail address).

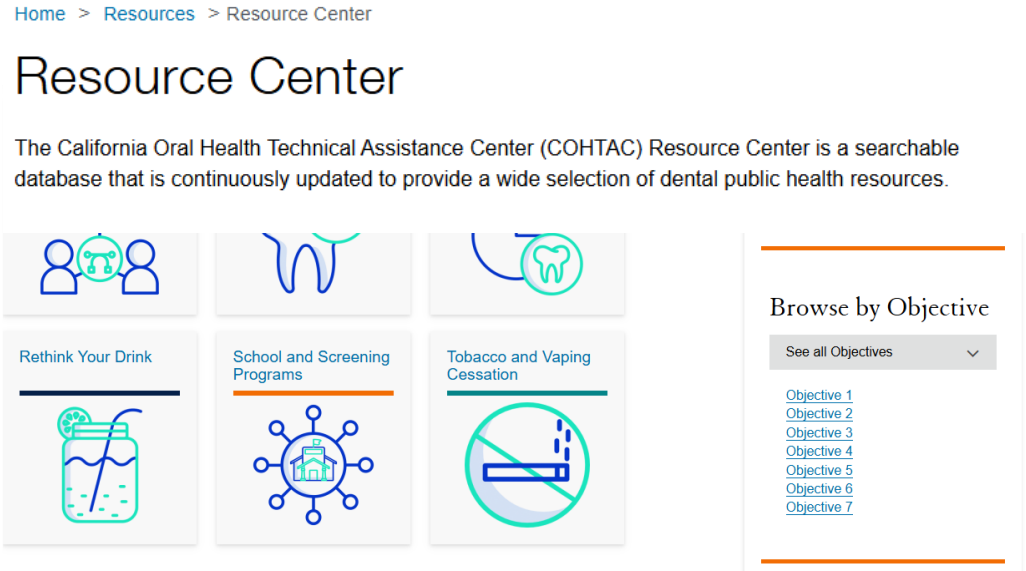
Thank you!

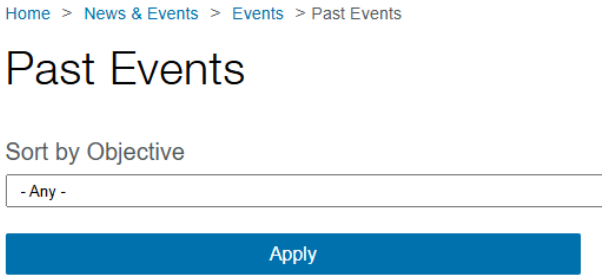
Sincerely,

District Superintendent
Attachment

COHTAC Website Upgrades

Filter resources and past events by work plan objective



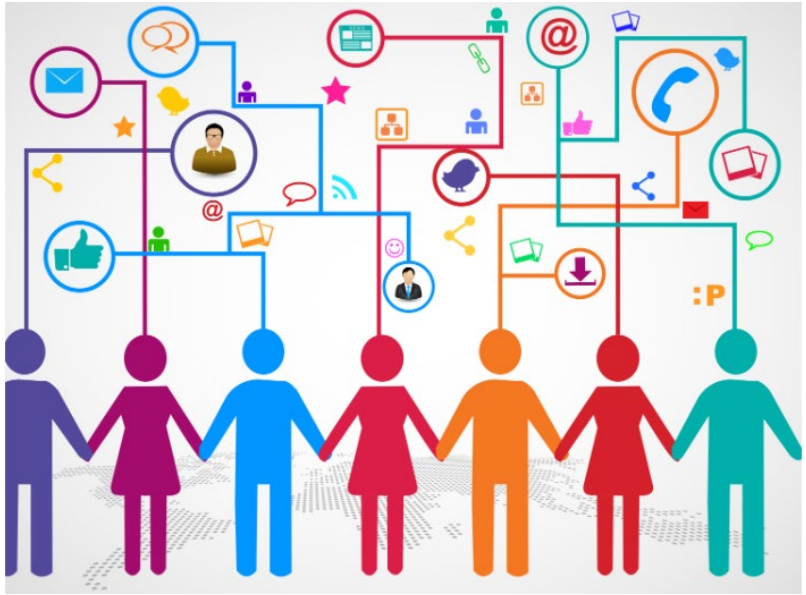


School Open Hours

- COHTAC is recruiting for new cohorts of **School Open Hours** starting in January or April 2025
- **What?** Small group learning to facilitate implementation of school dental programs
- **How?**
  - Fill out linked form if interested in joining either the January or April cohorts
  - January cohort starts next week: Thursdays from 2-3:30pm, 1/30, 2/20, 3/13, 410

RBA Learning Collaboratives

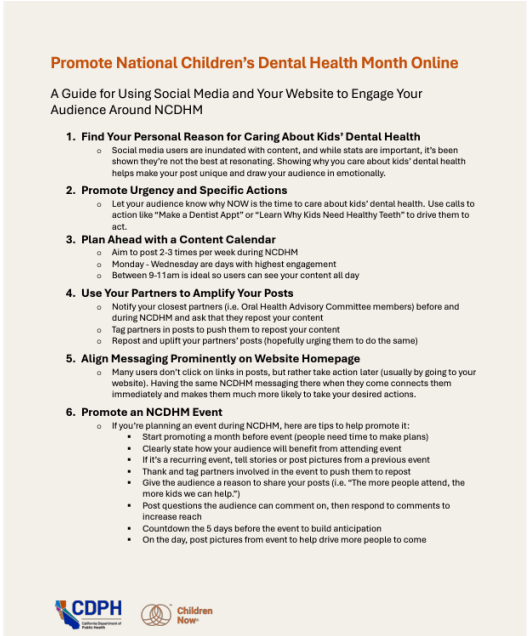
- Results-Based Accountability™ (RBA) is a data-driven, community-centered approach to decision-making and QI
- Fulfill objective 3.1.h (QI plan) and learn alongside a cohort of your peers with COHTAC & OOH
- **Interested in joining the next cohort in Feb/Mar? Learn more and sign up at the links in chat**



National Children's Dental Health Month

COHTAC, Children Now, and *Smile, California* resources

- https://oralhealthsupport.ucsf.edu/ncdhm
- https://oralhealthsupport.ucsf.edu/our-programs/education#dentalmonth



Promote National Children's Dental Health Month Online

A Guide for Using Social Media and Your Website to Engage Your Audience Around NCDHM

1. **Find Your Personal Reason for Caring About Kids' Dental Health**
   - Social media users are inundated with content, and while stats are important, it's been shown they're not the best at resonating. Showing why you care about kids' dental health helps make your post unique and draw your audience in emotionally.
2. **Promote Urgency and Specific Actions**
   - Let your audience know why NOW is the time to care about kids' dental health. Use calls to action like "Make a Dentist Appt" or "Learn Why Kids Need Healthy Teeth" to drive them to act.
3. **Plan Ahead with a Content Calendar**
   - Aim to post 2-3 times per week during NCDHM
   - Monday - Wednesday are days with highest engagement
   - Between 9-11am is ideal so users can see your content all day
4. **Use Your Partners to Amplify Your Posts**
   - Notify your closest partners (i.e. Oral Health Advisory Committee members) before and during NCDHM and ask that they repost your content
   - Tag partners in posts to push them to repost your content
   - Repost and uplift your partners' posts (hopefully urging them to do the same)
5. **Align Messaging Prominently on Website Homepage**
   - Many users don't click on links in posts, but rather take action later (usually by going to your website). Having the same NCDHM messaging there when they come connects them immediately and makes them much more likely to take your desired actions.
6. **Promote an NCDHM Event**
   - If you're planning an event during NCDHM, here are tips to help promote it:
     - Start promoting a month before event (people need time to make plans)
     - Clearly state how your audience will benefit from attending event
     - If it's a recurring event, tell stories or post pictures from a previous event
     - Thank and tag partners involved in the event to push them to repost
     - Give the audience a reason to share your posts (i.e. "The more people attend, the more kids we can help.")
     - Post questions the audience can comment on, then respond to comments to increase reach
     - Countdown the 5 days before the event to build anticipation
     - On the day, post pictures from event to help drive more people to come

CDPH Children Now

Join *Smile, California* on an Adventure through

HEALTHY SMILE LAND

Smile, California is redefining dental visits by making them fun, educational, and empowering. Join us on a journey to eliminate fear, overcome barriers, and inspire families to embrace the lifelong benefits of preventive dental care.

DATES: February 1 – 28, 2025

Medi-Cal Dental

smile, CALIFORNIA™
MEDI-CAL HAS DENTAL COVERED

Tools for Your Journey

Access free promotional materials, available in English and Spanish, to inspire healthy smiles in your community. Materials include flyers and posters, coloring sheets, social media posts, website and e-mail signature banners, and more!

NEW: COMING SOON

Follow us!

@SmileOnCalifornia

@SmileCalifornia

SmileCalifornia.org/NCDHM | SonrieCalifornia.org/MNSDI

Request Your NCDHM Event Kit

Bring the Healthy Smile Land Journey to Your Community

Partners can now request a free NCDHM Event Kit to enhance their local events!

Each package includes:

- **NEW** Healthy Smile Land Coloring Activity Sheet
- **NEW** *Smile, California* stickers
- **FREE** toothbrushes for adults and kids

How to request your kit:

- Fill out a short request form, including a quick survey about your community's needs.
- Scan the QR Code

Ready to Start the adventure?

ENGLISH

SPANISH

Visit SmileCalifornia.org/NCDHM or SonrieCalifornia.org/MNSDI today!

@SmileOnCalifornia @SmileCalifornia Hello@SmileCalifornia.org

Need assistance? Call the Telephone Service Center at 1-800-322-6384.

Medi-Cal Dental

smile, CALIFORNIA™

MEDI-CAL HAS DENTAL COVERED

Thank You