WEBVTT

1

00:00:00.000 --> 00:00:03.369

Miranda Westfall: Great. It looks like our

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00:00:04.080 --> 00:00:17.090

Miranda Westfall: It looks like guests joining is slowing down. So I think we'll get started for those of you who just joined. And please go ahead and drop your name and your local health department in the chat.

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00:00:17.300 --> 00:00:42.309

Miranda Westfall: And thank you all so much for being here, and welcome to our calfresh healthy, living evaluation and reporting 101 Webinar! My name is Miranda Westfall. For those who I haven't had the pleasure of meeting, and I'm the director of the Cfl evaluation unit at the Nutrition Policy Institute, which we will refer to as Npi. From here on out, and I'll be starting us off this morning next slide

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00:00:46.300 --> 00:01:02.329

Miranda Westfall: before we jump in. I did want to note that we will share the slide deck and the Webinar recording next week on our Youtube channel and website. So no need to try to capture all of the content in your notes. We'll also have time for questions at the end

5

00:01:02.820 --> 00:01:03.970

Miranda Westfall: next slide.

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00:01:05.600 --> 00:01:21.569

Miranda Westfall: So this training today is really meant for staff who are new to the Cdph. CFHL program and are really looking for a basic introduction to the requirements of the Npi supported evaluation projects.

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00:01:21.680 --> 00:01:43.349

Miranda Westfall: By the end of our training today, our goal is for you to be able to identify and describe the required evaluation projects. Plan to meet the typical annual timeline for completing these projects, find training materials and resources and identify how to get technical assistance from our team to support your evaluation efforts. Next slide.

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00:01:44.500 --> 00:01:55.130

Miranda Westfall: We want to orient you quickly to where Npi fits into the Cfl structure in California. Since there are many agencies involved in administering the program.

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00:01:55.140 --> 00:02:10.809

Miranda Westfall: so you may know that Snap Ed is a federally funded program and funding is distributed to every State from Usda's food and nutrition service in California. These funds are distributed to Cdss, which acts as the oversight agency.

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00:02:10.900 --> 00:02:17.559

Miranda Westfall: Cdss. Then distributes funds to 4 state implementing agencies, one of which is Cdph

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00:02:17.630 --> 00:02:31.660

Miranda Westfall: and Cdph sum subcontracts with local health departments to plan and implement Cfl programs locally. Similarly, Cdph subcontracts with us and Npi to support with reporting and evaluation.

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00:02:33.690 --> 00:02:40.619

Miranda Westfall: It's also helpful to understand that specific reporting and evaluation requirements come from different agencies.

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00:02:40.660 --> 00:02:49.299

Miranda Westfall: So, for example, pairs is the reporting system used nationally to collect program data that is required by fns.

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00:02:49.660 --> 00:02:57.740

Miranda Westfall: The adult direct and and youth direct education. Evaluation requirements are established by Cdss.

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00:02:57.910 --> 00:03:12.779

Miranda Westfall: And Npi and Cdph. Then work together to plan evaluation activities that measure outcomes that aren't captured by those other evaluation projects or capture outcomes that are really unique to the work being implemented by local health departments.

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00:03:15.320 --> 00:03:36.749

Miranda Westfall: Npi supports local health departments and Cdph, with all of these required reporting activities, and we mentioned required, because sometimes the local health departments are interested in conducting additional evaluation activities and our ability to support those may be limited or really outside of the scope of our contract with Cdph.

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00:03:38.910 --> 00:04:03.300

Miranda Westfall: So the specific evaluation reporting activities that we support which will be going into detail about today include pairs, the program evaluation and reporting system site and organization level assessment tools like slacks and oaks impact outcome evaluation which is tied to your school-based intervention and evaluation of adult direct education activities.

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00:04:03.820 --> 00:04:18.300

Miranda Westfall: We wanted to highlight that one reporting element that's not supported by Npi is program and administrative reporting. So that includes things like the Biannual progress reports and success stories that are submitted via pairs.

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00:04:18.459 --> 00:04:26.960

Miranda Westfall: So any questions that you have about those particular program and administrative reporting activities can be directed to your project officers

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00:04:29.200 --> 00:04:38.559

Miranda Westfall: before we jump into the specific evaluation projects. We wanted to highlight some resources that are relevant to all of your evaluation projects.

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00:04:39.950 --> 00:04:41.270

Miranda Westfall: Next slide.

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00:04:42.280 --> 00:05:07.439

Miranda Westfall: The first is our website and this is a really wonderful resource where you can find all of the evaluation project descriptions. Any of the evaluation tools we discuss today training and other resources. So we highly recommend that you bookmark this Lhd evaluation homepage that you see here will share a link to this site at the end.

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00:05:07.440 --> 00:05:14.889

Miranda Westfall: And from this homepage you'll be able to access each of the project specific sites which will go into more detail about today.

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00:05:17.800 --> 00:05:34.179

Miranda Westfall: The next resource we wanna emphasize is our newsletters. And these play a really important role in communicating with you. We use the newsletters to remind you of upcoming deadlines, share new resources, we develop and make other important announcements.

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00:05:34.470 --> 00:05:41.240

Miranda Westfall: and you do need to join our listservs to receive the newsletters which you can do through our website.

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00:05:41.360 --> 00:06:01.430

Miranda Westfall: And, as you can see in the image here, we have 2 different sign up channels, one for adult direct education and impact outcome evaluation, and then one for pairs and assessment questionnaires. So you can sign up for the lists and use letters that are relevant to the evaluation activities you do in your county.

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00:06:03.160 --> 00:06:20.870

Miranda Westfall: Next, we wanted to highlight that each local health department has a private onedrive folder, and this is where we share claims, data sets, we share summary reports and infographics, and we share issue files after we complete our quarterly quality assurance.

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00:06:21.760 --> 00:06:50.109

Miranda Westfall: Access to these files for Lhd. Staff is managed locally, so the project directors have access and they can then grant access to other staff in the Local Health Department. But if any project directors are having trouble managing permissions, we're happy to help. Please reach out to us, and we also wanted to note that anytime something new has been added to these folders. We do send out a notification through the applicable newsletter. So again, make sure you're signed up for the newsletters.

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00:06:52.470 --> 00:07:15.009

Miranda Westfall: We have a centralized technical assistance email. Evaluate Snap ed@ucanr.edu. And you can really think of this inbox as your first line of support for evaluation and reporting questions for any of the projects that we cover. Today. We have staff monitoring the inbox every day, and we aim to respond to you within 2 business days.

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00:07:15.610 --> 00:07:32.989

Miranda Westfall: There may be cases where more in depth support is needed, and we're happy to schedule a phone or zoom call. Those meetings can also be arranged by by emailing us at this evaluate snap Ed email account. So we can get you connected with the appropriate subject matter expert.

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00:07:35.040 --> 00:07:48.120

Miranda Westfall: Next are our cross project office hours. This is a 1Â h open forum that we host Quarterly, where all of our subject matter experts are on the call to answer any of your evaluation questions.

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00:07:48.200 --> 00:07:56.359

and even if you don't have questions, we really welcome and encourage you to join, because you might be able to learn from others experiences and questions.

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00:07:56.460 --> 00:08:01.670

Miranda Westfall: We also document all of the Q&A's and post them to our website for you to reference.

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00:08:03.160 --> 00:08:20.060

Miranda Westfall: And finally, we want to highlight that we do have a Youtube channel where we post all of our video content, including past webinars, as well as tutorials that we develop to help you. Such as these mastering pairs video series that you see on the slides here.

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00:08:20.640 --> 00:08:23.679

Miranda Westfall: And with that I will pass it over to Carolyn.

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00:08:25.240 --> 00:08:44.879

Carolyn Rider: Thanks, Miranda. So Hi, everybody. My name is Carolyn Ryder, and I lead the Paris project, which is the only evaluation reporting project we're talking about today. That is truly universal for all Lhds, meaning that if you are implementing calfresh healthy living activities in your county, then you must report it in Paris

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00:08:45.020 --> 00:08:45.950

Carolyn Rider: next slide.

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00:08:47.470 --> 00:09:02.779

Carolyn Rider: So just very briefly, today, we are hoping at the end of this training, you will understand what you need to report in pairs when you need to report it and be able to find training technical assistance resources and know how to get help with pairs when you need it

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00:09:03.420 --> 00:09:04.520

Carolyn Rider: next slide.

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00:09:05.460 --> 00:09:12.470

Carolyn Rider: Okay? So pairs is a web-based reporting system for your calfresh, healthy living interventions.

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00:09:12.680 --> 00:09:20.559

Carolyn Rider: It's used by California as well as 41 other States for mandatory Usda reporting and State level evaluation as well.

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00:09:20.980 --> 00:09:30.410

Carolyn Rider: The structure and content of pairs is primarily designed to meet Usda's annual reporting requirements, as well as to address indicators in the Snap Ed evaluation framework

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00:09:30.900 --> 00:09:31.830

Carolyn Rider: next slide.

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00:09:33.830 --> 00:09:43.339

Carolyn Rider: So in addition to that mandatory reporting to Usda. Cdss and Npi publish State level data summaries that can be used to promote and improve our programs

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00:09:43.690 --> 00:09:57.860

Carolyn Rider: within pairs. Lxgs can access dashboard style data summaries and you can use these to share with stakeholders include in applications for additional funding. Or just to better understand your program's reach and potential areas for improvement.

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00:09:58.470 --> 00:10:04.830

Carolyn Rider: Npi and others also use pairs data to answer important research and evaluation questions about program effectiveness.

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00:10:04.880 --> 00:10:16.189

Carolyn Rider: The screenshot shown here is from a recent Npi publication that invested investigated geographic associations with the reductions in snap Ed programming during the early part of the Covid pandemic.

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00:10:16.690 --> 00:10:29.789

Carolyn Rider: So although these products are not the focus of today's webinar, I did want to just highlight them to help. You understand the context of your pairs reporting and how high quality reporting it can really make a difference in the program locally as well as at state and national levels.

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00:10:30.870 --> 00:10:31.980

Carolyn Rider: Next slide.

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00:10:33.630 --> 00:10:43.099

Carolyn Rider: Okay? So pairs is divided into 7 modules and most Lhds will have entries in 6 of those 7.

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00:10:43.250 --> 00:10:50.259

Carolyn Rider: The Seventh Module social marketing campaigns is only used by Cdph and Lhds should not enter data there.

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00:10:50.590 --> 00:10:56.210

Carolyn Rider: Each module is associated with a specific type of intervention or activity. Next slide.

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00:10:58.620 --> 00:11:10.430

Carolyn Rider: Okay? So to start the Psc site activities module is used to report all Psc interventions starting from Winnipeg first agrees to participate all the way through to implementation and maintenance.

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00:11:10.530 --> 00:11:16.210

Carolyn Rider: This includes interventions at the site level as well as those happening at organization or community levels.

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00:11:16.490 --> 00:11:28.660

Carolyn Rider: because the pairs. Psc module was designed to capture site level work. When your Psc intervention happens at the organization or at the community level, you'll complete the Psc site activities module plus a supplemental survey.

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00:11:29.090 --> 00:11:46.420

Carolyn Rider: We have more information on our website on how to know when these supplemental surveys are relevant and job based to help you with the process. And just as a reminder the Lhd Funding application requires all Lhds to plan and carry out Psc interventions at at least 2 of these levels.

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00:11:47.740 --> 00:11:57.000

Carolyn Rider: So in addition to pse, direct and indirect education activities should be reported in those appropriate modules which would be program activities for de

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00:11:57.010 --> 00:12:04.649

Carolyn Rider: and indirect activities for ie. And then you should also be reporting on collaborations that support your program implementation.

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00:12:04.820 --> 00:12:22.789

Carolyn Rider: The partnerships module should be used when these collaborations involve one or 2 other organizations, generally with a focus on site or organization level programs. And when you have a larger group of organizations typically with a focus on broader community level impacts. You should report that work in the coalitions module.

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00:12:23.820 --> 00:12:32.780

Carolyn Rider: Finally, the success stories module is exactly what it sounds like, and each year. Cdph asks that you report at least one Psc. Related success story.

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00:12:33.170 --> 00:12:38.700

Carolyn Rider: If you have any questions about success story reporting, you should contact your Cdph Project officer

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00:12:39.720 --> 00:12:40.899

Carolyn Rider: next slide.

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00:12:44.350 --> 00:12:50.930

Carolyn Rider: Well, there is a lot of information that you do need to report in pairs. There are definitely things that you should not be reporting there.

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00:12:51.460 --> 00:12:59.059

Carolyn Rider: Please do not report any unallowable activities, including activities that aren't targeted at snap at eligible participants or sites.

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00:12:59.080 --> 00:13:03.749

Carolyn Rider: And if you are ever in doubt about allowability. Your project officer can help you with those questions.

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00:13:04.440 --> 00:13:14.490

Carolyn Rider: A category of activities we are often asked about, and sometimes we do seem mistakenly reported in pairs. Our activities that meet Iwp or Fap deliverables.

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00:13:14.500 --> 00:13:21.510

Carolyn Rider: Most often these are various meetings or trainings. and sometimes it might be something like efforts to recruit participants.

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00:13:21.520 --> 00:13:30.349

Carolyn Rider: These are, of course, important activities. And you will still report them. But those go in the reports you sent to your project officer, not in pairs

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00:13:31.540 --> 00:13:32.540

Carolyn Rider: next slide.

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00:13:33.930 --> 00:13:37.459

Carolyn Rider: Okay? So now that you know what you need to report, how about when

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00:13:37.920 --> 00:13:46.149

Carolyn Rider: pairs reporting does follow the fiscal year, the Federal fiscal year, and you should report interventions according to the fiscal year in which they were implemented.

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00:13:46.510 --> 00:13:55.929

Carolyn Rider: So the most recent fiscal year ended on September thirtieth the current year began on October first. And that's reflected here on this calendar with the purple star.

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00:13:56.140 --> 00:14:07.130

Carolyn Rider: If you delivered an nutrition education class on September 30, you would report it as happening in Ffy. 23, and if you delivered the class on October first, you would report it as happening in Ffy 24,

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00:14:07.620 --> 00:14:19.380

Carolyn Rider: where this gets slightly tricky is that our actual reporting deadlines lag a bit behind the fiscal year, and that's intentional to give you time to enter, edit and finalize activities that happen at the end of the year.

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00:14:19.770 --> 00:14:25.800

Carolyn Rider: This year Lhds had up until October fifteenth to finalize their Ffy 23 data.

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00:14:26.210 --> 00:14:32.940

Carolyn Rider: But that also means that. Oh, she's could not begin entering Ffy. 24 data until October sixteenth.

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00:14:33.120 --> 00:14:43.000

Carolyn Rider: So if you did deliver that October first de class, you would need to wait to enter it until October sixteenth. or else it would be mistakenly counted as happening during Ffy 23

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00:14:44.310 --> 00:14:45.340

Carolyn Rider: next slide.

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00:14:47.330 --> 00:14:53.530

Carolyn Rider: Okay, so we do know that some folks prefer to enter everything at one time and just get it all done.

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00:14:53.740 --> 00:14:59.509

Carolyn Rider: We discourage this practice, and instead, we recommend that you report as you go throughout the year?

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00:15:00.000 --> 00:15:13.470

Carolyn Rider: So depending on the module that looks a little bit different, and for de and ie. It generally means creating a new entry. Each time you begin a new intervention or activity, then update it and finalize it. When it's complete

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00:15:13.900 --> 00:15:21.590

Carolyn Rider: in pse partnerships and coalitions modules, you'll start at the beginning of the year by copying any ongoing work from the prior year.

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00:15:21.720 --> 00:15:29.870

Carolyn Rider: Then throughout the year you'll create new entries for any new activities and make updates to existing ones and check and finalize them at the end of the year

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00:15:30.920 --> 00:15:31.890

Carolyn Rider: next slide.

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00:15:34.500 --> 00:15:36.320

Carolyn Rider: Okay? So

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00:15:36.710 --> 00:15:59.250

Carolyn Rider: as Miranda and I have both mentioned. This is, the system is designed to handle your mandatory Usda reporting, and it's used across the country. So we don't actually maintain the system itself. That is, an organization called Canopy, who created the system and maintains it for all of the 42 states that use it.

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00:15:59.430 --> 00:16:15.430

Carolyn Rider: If you run into any tech technical difficulties using the pairs site, you should reach out directly to canopy Cdss coordinates, pairs across all of California's implementing agencies, and in particular they take the lead for training of all La's.

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00:16:15.870 --> 00:16:25.810

Carolyn Rider: and then, because Npi is contracted by Cdph, we work directly with Lhds as well as coordinating with Cdss. Other California saas and canopy

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00:16:26.770 --> 00:16:28.110

Carolyn Rider: next slide, please.

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00:16:29.860 --> 00:16:41.379

Carolyn Rider: So our team, our pairs project team does include several subject matter experts as well as our support technical assistance email folks

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00:16:41.590 --> 00:16:51.500

Carolyn Rider: and I just wanted to mention that although Rika and Summer do really a fabulous job of ensuring the right person handles your ta emails. If you ever

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00:16:51.590 --> 00:17:02.430

Carolyn Rider: feel like it, it would be helpful to CC me as the pairs Project lead, or one of our subject matter experts on an email that you send to our mailbox. You're certainly welcome to do that

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00:17:03.530 --> 00:17:04.790

Carolyn Rider: next slide, please.

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00:17:06.530 --> 00:17:11.500

Carolyn Rider: Okay, so now let's get into what Npi does to support your repairs, reporting

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00:17:11.670 --> 00:17:18.620

Carolyn Rider: in addition to technical assistance, we provide support via data quality assurance, managing your pairs, user accounts.

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00:17:18.680 --> 00:17:29.309

Carolyn Rider: adding and maintaining pairs, sites, maintaining a list serve and producing regular newsletters and hosting content available to you. 24, 7 on both our pairs project website and Youtube

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00:17:30.170 --> 00:17:31.410

Carolyn Rider: next slide, please.

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00:17:33.140 --> 00:17:46.060

Carolyn Rider: So each quarter we follow protocols to review all pairs, entries and flag issues, and what we call issue files that we update or excuse me upload to your onedrive folders for you to review and resolve.

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00:17:46.520 --> 00:17:53.949

Carolyn Rider: Sometimes the issues we flag look concerning to us, but they're not actually errors, and you simply need to confirm that your entry is correct.

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00:17:54.210 --> 00:18:14.659

Carolyn Rider: So whether you are actually making a change to your data or confirming that it is correct, there's a place within the issue files where you can make some notes and these notes are especially helpful for us when no change is made so that we can understand what the situation is, why it's correct, and why we should not continue to flag it in the future

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00:18:15.500 --> 00:18:28.139

Carolyn Rider: ideally, to make this process as efficient as possible for all of us. Lhds will review and resolve. Flag issues before the next Quarterly Review and definitely before the reporting deadline for the year.

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00:18:28.690 --> 00:18:43.059

Carolyn Rider: At the end of the year, after reporting has been closed. Lx. Are no longer able to make any changes. Mpi. Does one final review, and makes necessary corrections, and at this time we might reach out to you to clarify something or get more information before making a change.

103

00:18:44.080 --> 00:18:45.069

Carolyn Rider: Next slide.

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00:18:46.470 --> 00:18:54.700

Carolyn Rider: If you need help setting up a new pairs. User account for you or for your staff. Our new user setup form is the best way to get that done.

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00:18:54.940 --> 00:18:59.910

Carolyn Rider: And other questions about your user account can be sent to us by email

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00:19:00.850 --> 00:19:01.900

Carolyn Rider: next slide.

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00:19:03.140 --> 00:19:11.700

Carolyn Rider: We also have a form to submit new pair sites or sites that need to be updated. In addition to creating new sites updates, you can request

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00:19:11.770 --> 00:19:18.979

Carolyn Rider: via this forum include making a site active or inactive, changing its name or merging, merging 2 sites that are duplicates.

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00:19:19.860 --> 00:19:20.860

Carolyn Rider: Next slide.

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00:19:22.340 --> 00:19:33.520

Carolyn Rider: as Miranda and I have both mentioned, we maintain a list serve, and our primary method of communicating pairs, updates, resources and reminders is via this listserv.

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00:19:33.590 --> 00:19:38.159

Carolyn Rider: We compile these updates monthly in a newsletter that goes out almost every month.

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00:19:38.320 --> 00:19:46.770

Carolyn Rider: And we also use this mailing list to send out time. Sensitive announcements, like reminders around here and deadlines next slide.

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00:19:48.180 --> 00:19:58.749

Carolyn Rider: We definitely encourage you to check our website first before sending us a question, because often you'll find your answer here and you'll get it quicker than if you have to wait for a reply to your email.

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00:19:59.050 --> 00:20:04.669

Carolyn Rider: the screenshot on the right side of the screen shows in detail the different sections of our website.

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00:20:04.740 --> 00:20:30.379

Carolyn Rider: At the top as well as external links at the bottom, and that includes Cdss, pairs, resources, and those new account forms, for example. our tools and resources, page houses, various job aids and other tools. Our training page shares links to pairs training available from Cdss. For all Las as well as training and tutorials that our team has created specifically for Lhds.

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00:20:30.790 --> 00:20:35.629

Carolyn Rider: The Newsletter Page shares recently published newsletters and a sign-up form to subscribe.

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00:20:36.020 --> 00:20:45.930

Carolyn Rider: And finally, the publications and data summaries. Page includes products. Npi has produced using pairsdata, including data, briefs, video data, summaries, webinars and peer reviewed publications.

118

00:20:47.110 --> 00:20:48.320

Carolyn Rider: Next slide, please.

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00:20:49.790 --> 00:20:55.049

Carolyn Rider: Okay, so just to dig in a little more about training which I know is a very important subject.

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00:20:55.160 --> 00:21:02.329

Carolyn Rider: There is a Paris training course that was created by Cdss. In collaboration with all of the state agencies.

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00:21:02.530 --> 00:21:14.620

Carolyn Rider: And it consists of 8 lessons typically delivered as a set of 5 webinars, and each webinar lasts around 3Â h. So that's a total of a 15Â h training course. If you take the whole thing

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00:21:15.010 --> 00:21:19.759

Carolyn Rider: the training gives you in depth how to information about what to report, where

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00:21:19.850 --> 00:21:31.810

Carolyn Rider: and how as well as how to access your raw data and data summaries. So currently, Cdss is planning their next live webinars for February, and likely another round happening around July or August.

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00:21:31.980 --> 00:21:47.970

Carolyn Rider: But if you don't want to wait until February, you can access recorded webinars and training participate guides online. This training is where we recommend all new staff learning pairs should begin. In addition to this, the Npi team has created supplemental training content targeting Lhds.

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00:21:47.990 --> 00:21:58.849

Carolyn Rider: These videos are designed to help with reporting that's required specifically of Lhds. But not necessarily other la's, and to help you to avoid common errors we found in Lhds prayers reporting

126

00:21:59.850 --> 00:22:01.000

Carolyn Rider: next slide, please.

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00:22:02.590 --> 00:22:12.429

Carolyn Rider: Okay. So one final tip I have for you is to look for help and support features built into the pair system itself, like the support and resources menu shown here. Next slide.

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00:22:14.010 --> 00:22:28.100

Carolyn Rider: When you access the support section, you'll be able to browse or search various topics as well as get information on how to contact canopy for support. Depending on the support article. It might give you a general overview of a topic or a step-by-step, how to instructions

129

00:22:29.210 --> 00:22:30.279

Carolyn Rider: next slide.

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00:22:31.410 --> 00:22:40.259

Carolyn Rider: There's also help. What? While you're in the middle of your reporting. So every page of every module has a brief summary help text at the top.

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00:22:40.620 --> 00:22:43.999

Carolyn Rider: And you'll also notice a little question. Mark icon. Here.

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00:22:44.180 --> 00:22:48.899

Carolyn Rider: anywhere in pairs where you see this question, mark it provides a link to a support article.

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00:22:49.100 --> 00:22:58.090

Carolyn Rider: And those are the same articles available on that pear support documentation page. I just showed you so hover over the question, mark and a pop-up will appear that you can click on

134

00:23:00.620 --> 00:23:02.400

Carolyn Rider: and

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00:23:02.870 --> 00:23:05.270

Carolyn Rider: just one other kind of help. Text.

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00:23:05.620 --> 00:23:11.729

Carolyn Rider: yes, here we go. That appears for some specific questions, but not all of them.

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00:23:11.830 --> 00:23:18.930

Carolyn Rider: So you can see here, for example, the gray text below the question that gives you more information about how to report in that field.

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00:23:19.440 --> 00:23:24.800

Carolyn Rider: Also, just note on the screen that one question is marked with a red asterisk while the other is not.

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00:23:24.830 --> 00:23:44.949

Carolyn Rider: and that red asterisk tells you that an item is required, meaning that if you do not enter information in that field you'll be unable to save your pairs entry. generally speaking, Cdp and Npi consider most optional pairs fields to truly be optional. But we do have a few exceptions where we want complete information, even though the system doesn't require it.

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00:23:45.040 --> 00:23:49.469

Carolyn Rider: and you can find those exceptions outlined in the Cdss Pairs training course.

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00:23:51.310 --> 00:23:56.750

Carolyn Rider: and I had a couple of other slides. But I am going to skip past them because we're

142

00:23:56.830 --> 00:24:00.719

Carolyn Rider: starting to run just slightly behind. But these are things that you can

143

00:24:00.770 --> 00:24:12.099

Carolyn Rider: take a look at for yourself later on in the user dashboard. which just helps you to see sort of your status, your overall status with what you've reported and what is complete or incomplete.

144

00:24:12.640 --> 00:24:16.809

Carolyn Rider: And with that I will pass over to Janice. Cao.

145

00:24:17.270 --> 00:24:22.259

Janice Kao: Thank you. Good morning. Everyone. Thanks. So much for being here.

146

00:24:22.320 --> 00:24:35.720

Janice Kao: yeah. Can you all hear me? Okay. okay, good. Should have checked. Should have checked that first. so my name is Janice. Cao and I lead our assessment tools, projects, and that includes slacks.

147

00:24:35.750 --> 00:24:48.790

Janice Kao: the school district oak and the lax. And don't worry. We'll get into all those acronyms in the alphabet soup in just a little bit. There's my email address, if you ever need to contact me directly and

148

00:24:48.850 --> 00:24:59.049

Janice Kao: probably sound like a broken record. But we have, you know, lots of different websites. And so the one you see on the screen right now is one specific to the assessment tools projects next slide, please.

149

00:25:03.940 --> 00:25:13.739

Janice Kao: So today I'm planning to cover what the different types of assessment questionnaires are. The Npi created assessment questionnaires?

150

00:25:15.960 --> 00:25:20.950

Janice Kao: Thanks. And then we'll go through and

151

00:25:20.970 --> 00:25:24.349

Janice Kao: cover the purpose of each of these types of questionnaires?

152

00:25:24.710 --> 00:25:26.010

Finally.

153

00:25:27.900 --> 00:25:30.250

we'll go through and determine

154

00:25:30.530 --> 00:25:37.489

Janice Kao: who needs to conduct each of the questionnaires and the ideal timing for conducting them next slide.

155

00:25:38.400 --> 00:25:43.910

Janice Kao: Okay? So this slide kind of serves as an acronym glossary and

156

00:25:44.030 --> 00:25:48.230

Janice Kao: as well as just an overview of the different types of tools

157

00:25:48.320 --> 00:25:50.929

that we have that Npi is created.

158

00:25:51.170 --> 00:26:04.340

Janice Kao: The slack stands for a site level assessment questionnaire, and the settings where we have the slack available are K to 12 schools. That includes an elementary and secondary version.

159

00:26:04.510 --> 00:26:20.319

Janice Kao: one for early care and education, which we often refer to as Ece one for out of school time, which is referred to as Ost, and that's kind of like your typical before and after school programs that run year round or school year.

160

00:26:21.220 --> 00:26:35.530

Janice Kao: And then we have one for food, retail stores, and in pairs this is split into 2 different settings. There's the small store setting in the large store setting, but we just have the same slack for both of those store settings.

161

00:26:35.990 --> 00:26:42.190

Janice Kao: Then we have the oak which stands for organizational assessment questionnaire. And

162

00:26:42.220 --> 00:26:48.389

Janice Kao: currently we have just a school district version. So that is for the K 12 school setting.

163

00:26:49.130 --> 00:27:00.780

Janice Kao: And then, lastly, we have what we call the Lac. Which stands for the Lhd activity checklist, and there will be a lack for each of our slacks

164

00:27:00.980 --> 00:27:03.240

Janice Kao: and books. So there's

165

00:27:03.600 --> 00:27:13.730

Janice Kao: one for the elementary one for the secondary one for e ce. One for Oste, one for the food, retail stores and one for the school district book next slide, please.

166

00:27:14.620 --> 00:27:17.819

Janice Kao: So what do each of these types of tools do

167

00:27:17.940 --> 00:27:41.749

Janice Kao: I have intentionally, color coded these. So the slack and the oak are, are similar to each other. The slack assesses, the current site, level, nutrition and physical activity practices that are in place at the site that you're working with. And the oak is the organizational version. So it assesses the current organization, level nutrition and physical activity practices

168

00:27:41.860 --> 00:27:49.039

Janice Kao: the lack. On the other hand, captures your work from Lhds and from Lhd subcontractors.

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00:27:49.400 --> 00:27:54.749

Janice Kao: and it's a little bit more similar to pairs in that way, but it provides more detail

170

00:27:55.150 --> 00:28:06.189

Janice Kao: and what we can cover in the Paris Psc module, and we created the Lac to correspond pretty much one to one with the slack and oak questions

171

00:28:07.000 --> 00:28:08.029

Janice Kao: next slide, please.

172

00:28:09.270 --> 00:28:19.520

Janice Kao: Okay, so there are a lot of assessment tools out there in the universe already, and a lot of really good ones. So why? Why did we go and create this whole new suite of assessment tools

173

00:28:20.070 --> 00:28:38.999

Janice Kao: back in? I want to say 2017, maybe Npi. And Cdph realized that. To be able to evaluate all of the amazing things that Lhds are doing. We needed a set of standardized, comprehensive assessments of the different healthy eating and physical activity practices

174

00:28:39.280 --> 00:28:42.679

Janice Kao: that that may be covered by snap at work.

175

00:28:42.780 --> 00:28:58.519

Janice Kao: And we focused on creating these for the settings that the Lhds work in most frequently. So the different settings that we listed just a few slides ago cover over 90% of the Lhds Pse interventions.

176

00:28:58.870 --> 00:29:05.290

Janice Kao: That's really kind of the impetus of why we created these slacks. and

177

00:29:05.300 --> 00:29:10.269

Janice Kao: we wanted to make sure that the slack and the oak could also be used

178

00:29:10.330 --> 00:29:14.159

Janice Kao: to cover a lot of the other important things that assessment tools do

179

00:29:14.390 --> 00:29:29.640

Janice Kao: for the K to 12 settings. Specifically, these tools can be used to meet the Federal triennial assessment requirements. All of the tools can be used to assess areas of opportunity for Cfl program delivery.

180

00:29:30.160 --> 00:29:37.010

Janice Kao: We can use these to track changes in nutrition and physical activity practices over time. And then.

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00:29:37.270 --> 00:29:44.650

Janice Kao: as I kind of alluded to above, we use these to aggregate data for State level program evaluation

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00:29:45.010 --> 00:29:46.160

Janice Kao: next slide, please.

183

00:29:47.420 --> 00:30:03.489

Janice Kao: Okay, so probably wondering, do I need to complete a slack or an oak? And do I need to do this every year. This is a decision tree that I pulled from the funding application package.

184

00:30:04.110 --> 00:30:14.069

Janice Kao: And it's a nice decision tree to you that you can kind of take yourself through at the beginning of each year. Just do a little time check.

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00:30:15.470 --> 00:30:19.289

Janice Kao: Okay, I think I have time to go through this. So you can ask yourself.

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00:30:19.490 --> 00:30:30.749

Janice Kao: has the site or the organization been recruited and is interested in making pse changes? So these tools, because they are comprehensive. They can be somewhat lengthy. So we

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00:30:30.860 --> 00:30:43.170

Janice Kao: we don't expect you to complete any of this flax or the oak with tools that you don't have on board already. So this is this is an important step to make sure that they are recruited and

188

00:30:43.210 --> 00:30:55.540

Janice Kao: are working, and are have agreed to work on implementing pse, change this fiscal year. So yes, they are on board. and they want to start working on Psu changes.

189

00:30:55.970 --> 00:30:58.419

Janice Kao: So then the next question is.

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00:30:58.440 --> 00:31:15.260

Janice Kao: is the site, a school district, a school, and you see E site, an Ost program or a store. So it gets into the different settings where we have the tool available. and if it's a school district, then you complete an oak before making any of the changes for the year and you complete a lack

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00:31:15.380 --> 00:31:20.460

Janice Kao: when your activities are over for the year. Similarly,

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00:31:21.000 --> 00:31:32.520

Janice Kao: or if it's if it's a site like a school, an Ec site, and it was to program more retail food store. Then you complete a slack before making any pse changes for the year, and then you complete the Lac.

193

00:31:32.540 --> 00:31:55.710

Janice Kao: Once your activities are over for the year, and if it's not any of these things, if it's not a school district in any of these sites, in these settings that are listed here, then you can choose any kind of assessment tool. But assessment is a really important part. I'm sure you all remember from the Iwp blueprint and completing those activity tables. Assessments is a big is a core activity.

194

00:31:56.310 --> 00:32:01.270

Janice Kao: Thank you. Okay. Next slide alright.

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00:32:01.880 --> 00:32:15.609

Janice Kao: So who completes these? The slack and the oak is completed by the site or the organization depending on the different sections in these tools, it may involve more than one person.

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00:32:15.810 --> 00:32:20.670

Janice Kao: and, as I mentioned earlier. You want to do these before pse implementation begins.

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00:32:20.830 --> 00:32:32.750

Janice Kao: The lack, on the other hand, is completed by the Lhd. Or their subcontractors, and you don't need to consult anyone at the site. This really is meant to be a checklist of the activities that your agencies

198

00:32:33.200 --> 00:32:38.859

Janice Kao: worked on with the sites. So this is done at the end of the year.

199

00:32:40.360 --> 00:32:52.280

Janice Kao: and oh, that's fine. I there's just a little note at the bottom that we also have lots of Faqs and data collection protocols on the website. So you'll want to check those out. And there are data collection protocols

200

00:32:52.290 --> 00:32:57.220

Janice Kao: for the Lhd, and then for also that ones that you can give to the site.

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00:32:57.930 --> 00:32:58.610

Janice Kao: Thanks.

202

00:32:59.580 --> 00:33:12.039

Janice Kao: Okay. So how are the questioners conducted for each tool? We have a paper printable version, kind of like a word Doc or a Pdf, and then there's also an online version. So if you or your sites decide to complete the

203

00:33:12.230 --> 00:33:29.860

Janice Kao: the word docker the Pdf version, you still need to enter it into the online survey. And this step is really important, because that is how you get a set of scores based on the responses put into the slack or the oak, and that's also how it gets officially submitted.

204

00:33:30.520 --> 00:33:34.750

Janice Kao: and logged into our survey. 1, 2, 3 platform.

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00:33:34.920 --> 00:33:47.880

Janice Kao: Once it's submitted into the online platform, a feature report which is a copy of your responses and scores will be automatically generated and will be emailed to the people you've designated when you complete the online survey

206

00:33:48.440 --> 00:33:49.479

Janice Kao: next slide, please.

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00:33:51.630 --> 00:34:01.349

Janice Kao: And here are just some key dates in July is when we will release the slacks and the oak for the next year. So this past July

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00:34:01.360 --> 00:34:29.280

Janice Kao: we released slacks in the oak, for that's helpful for those of you on the school year cycle, so that you can start working with your sites to complete them. And then in October that is the last month to make sure that all of your questionnaires for that fiscal year that just ended are submitted and entered into survey 1, 2, 3. It's best to enter them as soon as you receive them, if you are doing them on paper, so that you can use the data and the scores to adjust any plans.

209

00:34:29.590 --> 00:34:41.000

Janice Kao: And then in January we'll release the lack so that you can begin to record your activities for the current year. Quarterly. We download the data from survey 1, 2, 3, and export excel data files

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00:34:41.060 --> 00:34:45.300

Janice Kao: into your Lhd, one drive folders next slide.

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00:34:45.909 --> 00:34:57.049

Janice Kao: and this I think we've already covered. We have a website which I encourage everyone to look at when you have a chance. There's lots of information there, and training videos

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00:34:57.200 --> 00:34:59.980

Janice Kao: as well as evaluation and planning resources.

213

00:35:00.090 --> 00:35:07.839

Janice Kao: Please sign up for a list, sir. You get all the our announcements, and then that's just our general email. Ta.

214

00:35:08.020 --> 00:35:10.790

Janice Kao: once more I'll turn it over to Amanda.

215

00:35:13.840 --> 00:35:27.410

Amanda Linares: Alright. Thank you, Janice. Good morning, everyone. My name's Amanda Lnaris. and I am our lead for both impact outcome, evaluation, or Ioe and adults. Direct education evaluation. First we will talk a little bit about Iowa

216

00:35:27.950 --> 00:35:29.629

Amanda Linares: next slide, please.

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00:35:29.980 --> 00:35:39.650

Amanda Linares: So our objectives for this part of the call. First, we're going to define outcome evaluation. Then we're going to understand why we evaluate. VIO,

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00:35:39.860 --> 00:35:46.560

Amanda Linares: then identify. If your local Health Department needs to participate in Ioe. And if you do understand how to go about doing that.

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00:35:49.270 --> 00:36:00.059

Amanda Linares: So presently we are conducting outcome evaluation. So from Usda's principles of sound impact, evaluation, outcome evaluation addresses the question of whether or not

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00:36:00.140 --> 00:36:21.309

Amanda Linares: anticipated group changes or differences occur in conjunction with an intervention. Such research indicates that the the degree to which the intended outcomes occur among the target population so outcome evaluation does not provide definitive evidence that the observed outcomes are due to the intervention, and we cannot eliminate alternative explanations because there is no control group.

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00:36:21.350 --> 00:36:32.810

Amanda Linares: So whereas in the previous 3 year cycle or four-year cycle, I guess we were conducting impact evaluation because we had comparison groups. In the next 3 year cycle, we will be conducting outcome, evaluation.

222

00:36:34.860 --> 00:36:49.429

Amanda Linares: So why do we do this? So? First and foremost, we do this for continuous local level improvements. So we evaluate the effectiveness of your unique programming so that you can determine the effectiveness and make changes as needed throughout your Iwp cycle.

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00:36:49.750 --> 00:36:59.490

Amanda Linares: And then, second, we just determine the statewide impact of our school-based work so evaluating the collective impact of all of our youth focused school-based statewide efforts.

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00:37:02.050 --> 00:37:19.170

Amanda Linares: So you're probably asking yourself, do I need to do this? So Lhd should participate in Ioe. If planning at least direct education, series-based direct education in the school setting with grades 4 through 12. The school setting also includes school-based after-school sites.

225

00:37:19.610 --> 00:37:31.559

Amanda Linares: So the minimum intervention for participation in Ioe is that series based directed with grades, 4 through 12 at this time Psc. Only interventions are not subject to evaluation via ioe.

226

00:37:31.690 --> 00:37:47.730

Amanda Linares: And also at this time we don't conduct, ie. With third grade and below. And note, there is no need to participate in, ie. If your Iwp does not include series-based directed in school or after school sites in grades 4 through 12.

227

00:37:50.430 --> 00:38:06.779

Amanda Linares: So we all know that Cdph really encourages comprehensive multi component interventions, because that's what we know works best in schools. But we use directed as the minimum entry point at this point, for ie. Because it's easier to identify and engage intervention participants and their teachers

228

00:38:06.780 --> 00:38:24.270

Amanda Linares: in the evaluation process. So it's important to note that ie. Is not evaluation of direct education. It's evaluation of full school year school based interventions. There are times when that intervention only includes directed. But we still evaluate on that full school year, timeline

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00:38:25.260 --> 00:38:26.400

Amanda Linares: next slide, please.

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00:38:27.150 --> 00:38:43.839

Amanda Linares: So how do you conduct? Ioe. So first you would identify the sites that you'll be working with, and what the interventions will look like in those sites. You'll work with your sites to plan an intervention and evaluation, timeline, and when you've done that you'll complete a planning worksheet and turn it into me.

231

00:38:44.430 --> 00:38:52.210

You'll then pre and post test at least 2 classrooms per site at the beginning and end of the school year, using the eating and activity tool for students.

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00:38:52.720 --> 00:39:09.420

Amanda Linares: You'll then wrap up all of your Iv. Deliverables by no later than June thirtieth annually. Those deliverables are the planning worksheet which you will turn in before you begin any of your intervention or evaluation work, and then you'll update that throughout the year and turn it in again to me at the end of the year

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00:39:09.730 --> 00:39:12.029

Amanda Linares: the second deliverable are your surveys.

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00:39:12.090 --> 00:39:28.000

Amanda Linares: So the eating activity tool for students is available both online and in paper form. The paper surveys are entered online. So if you do, have your students complete the online survey in lieu of the paper survey. There's no additional work on your end. There is no data entry. Once a student turns in the survey

235

00:39:30.320 --> 00:39:41.840

Amanda Linares: so a few other details as I mentioned that standardized evaluation timeline. This is a full intended to be a full school year evaluation, regardless of the timing of the direct ed component of your

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00:39:41.860 --> 00:39:43.630

Amanda Linares: larger intervention.

237

00:39:43.760 --> 00:39:49.469

The Pre post target is really within 6 weeks of the first and last day of school.

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00:39:49.680 --> 00:40:03.920

Amanda Linares: obviously, that's that's sort of the ideal we do leave the pre-test open september August through October this year. The first year the Iwp. Will probably be leaving the survey open into the new calendar year.

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00:40:03.950 --> 00:40:10.159

Amanda Linares: And then the post test opens annually, starting April first, and is and is open through June.

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00:40:10.810 --> 00:40:23.640

Amanda Linares: The number of sites that you're required to have in the project is dictated by your Lhd Funding tier, and we'll look at that in just a second. And currently, in this 3 year cycle, you are free to change schools annually.

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00:40:25.630 --> 00:40:50.039

Amanda Linares: So this table is just showing the site requirements by funding tier. So it's just a one to one ratio. But note if you do not plan to conduct a minimum of that series based directed in the number of schools required by your funding tier. You can just evaluate in the maximum number of schools where you do have that applicable intervention. We don't want you creating intervention for the sake of evaluating it via ioe

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00:40:50.910 --> 00:41:15.260

Amanda Linares: so another important component is how many match pre and post surveys you need per school site. So what a matched match! Pre and post surveys are a student where they have a pre test that we can then match a post test to it. That's a matched pair. So we need about 30 matched pairs per site. In most schools. If you're working during the school day. That means at least 2 classrooms.

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00:41:15.420 --> 00:41:23.149

Amanda Linares: If you are working in rural sites, or you are working in a school with particularly small class sizes that may be more than 2 classrooms.

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00:41:23.610 --> 00:41:37.569

Amanda Linares: It's usually much more difficult to achieve those 30 matched pairs in an after school setting. So we do advise that in those settings you survey the maximum number of students receiving interventions in grades 4. And above

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00:41:41.780 --> 00:41:52.650

Amanda Linares: so, just like all the other projects, Ioe has our listserv we have one to one planning calls, if you need it, just reach out to me, and always happy to provide the one on one technical assistance.

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00:41:52.680 --> 00:42:03.690

We have quarterly calls the third Tuesday in October, January, April, and July. Sometimes that summer call doesn't always happen on the third Tuesday we sort of shift that one around as needed.

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00:42:03.840 --> 00:42:11.930

Amanda Linares: And I've included the preregistration link for our next upcoming call in January. We also have our website

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00:42:13.050 --> 00:42:14.080

Amanda Linares: next slide.

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00:42:17.010 --> 00:42:45.479

Amanda Linares: So on our Iowa website. It's really pretty well built out with everything you need to complete the project. So it's got a detailed project description, a suggested timeline. It outlines all of the requirements. That's where you'll where you'll find your planning worksheets. That is where the paper survey instruments live notes. The online survey links are custom to your site. So in order to get those from me, you need to turn in a planning worksheet, and I will return those custom links to you.

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00:42:45.740 --> 00:42:51.060

Amanda Linares: And that is also where we have administration protocols and all of our recorded calls and trainees.

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00:42:54.580 --> 00:42:59.780

Amanda Linares: Okay, so let's move into adult direct education evaluation.

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00:43:02.120 --> 00:43:12.019

Amanda Linares: So our objectives here we want to identify when your direct education interventions need to be evaluated, and when it does require evaluation, understand how to go about doing that.

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00:43:15.150 --> 00:43:26.230

Amanda Linares: So as it was mentioned. This is a Cdss level requirement. So Cdss requires evaluation of all adult direct education series that have at least 4 sessions.

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00:43:26.350 --> 00:43:33.340

There is a required course set of questions that are used by all calfresh, healthy living state implementing agencies.

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00:43:33.910 --> 00:43:50.370

Amanda Linares: and then Catholic charities of California who is one of those state implementing agencies, is currently in the process of validating a modular survey. This is still in in progress, and we don't know when it will be ready for use. But there may be some changes coming to the survey in the next few years.

256

00:43:53.190 --> 00:44:10.300

Amanda Linares: so do you need to evaluate. So you should ask yourself, are you delivering curricula that has at least 4 sessions to adults? If you are, you need to evaluate all 4 plus session program activities that are delivered. So, in other words, not a sample. You need to evaluate all of them

257

00:44:10.990 --> 00:44:12.020

Amanda Linares: next slide.

258

00:44:12.480 --> 00:44:27.199

Amanda Linares: So it's really pretty simple. You administer a pre-test before any direct education occurs. Typically, that's on the very first day of the class, and then you'll administer a post test. After all, the direct education is complete, that is often on the the day of the final class.

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00:44:27.360 --> 00:44:30.949

Amanda Linares: You will need to do this for any in-person or virtual classes.

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00:44:31.140 --> 00:44:38.539

And again, we have online and paper surveys. You can use either. But if you use the paper surveys, those will need to be entered online.

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00:44:38.820 --> 00:44:42.630

Amanda Linares: And then, again, you'll need to evaluate all applicable direct Education series.

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00:44:46.290 --> 00:44:47.679

Amanda Linares: So

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00:44:47.850 --> 00:45:05.309

Amanda Linares: we Npi and Cdph call our survey the Calfresh. Healthy living adult survey. It includes 8 questions from the validated food behavior checklist. Those are some of those core questions that all the essays are using. Those 8 questions are on the pre test and post test.

264

00:45:05.740 --> 00:45:15.330

Amanda Linares: Also on the core. Survey instrument are the 3 questions from the validated fnet, food and physical activity questionnaire. Those are also on pre and post test.

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00:45:15.670 --> 00:45:36.240

Amanda Linares: Npi adds 3 questions that we hope will inform your interventions on these questions. In 24 pertain to food, shopping, child attendance in school. Out of school time and Ec programs. And then we ask for participant Zip code. We only need to know these question. The answers to these questions at one time point. So they're only on the pre-test.

266

00:45:36.890 --> 00:45:50.319

Amanda Linares: And then we have 4 demographic questions. These are the demographic questions straight from the adults. Data card. These are asked on pre-end post and currently, in 24 the survey is available in 13 languages.

267

00:45:53.780 --> 00:46:20.150

Amanda Linares: So the evaluation timeline for this project runs in conjunction with pairs. So in Ffy. 24, the online survey opened on Monday, October sixteenth, part of the reason for this is that in order to utilize the online survey, you need to have generated a program activity Id in pairs to sort of attach your surveys to. So pairs has to be open for the year for you to generate that program activity. Id.

268

00:46:20.510 --> 00:46:28.979

Amanda Linares: data collection closes annually on August 30. First, this is to allow us enough time to work with the data before it needs to be turned in.

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00:46:29.190 --> 00:46:35.790

Amanda Linares: So really, there ends up being about a 2 month or so sort of dead period where you don't need to evaluate

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00:46:36.080 --> 00:46:54.299

Amanda Linares: that said, if you do have interventions happening during these times that you do want to evaluate as long as we have survey instruments and stuff ready to go for the next year. Paper survey instruments, we can often support your evaluation during that sort of 2 month window. If you would like to do that

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00:46:55.800 --> 00:46:56.950

Amanda Linares: next slide

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00:46:58.210 --> 00:47:20.530

Amanda Linares: and adult strict education evaluation also has a listserv again reach out to me directly for any one to one help. While we don't have quarterly calls for this project, we do have 2 calls a year. So in September we have a survey administration training and new. Last year we implemented a midyear check in in March.

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00:47:21.150 --> 00:47:31.259

Amanda Linares: We also have our website, where we have all of our survey instruments. Here we do post the online link because you don't need a custom link for this particular project.

274

00:47:31.600 --> 00:47:36.029

Amanda Linares: And then we have our administration protocols and all of our training materials.

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00:47:41.520 --> 00:47:53.689

Miranda Westfall: Thank you so much, Amanda. We have a couple of slides at the end here, where we've compiled all of the links that we shared with you. So when you download these slides from our website.

276

00:47:53.690 --> 00:48:18.049

Miranda Westfall: you will. All of these are hyperlinked, and you'll be able to access all of the resources we shared with you. Right now, we're gonna drop a few in the chat that we really wanted to highlight and and have you interact with right away. So Rika will be sharing the link to our Lhd evaluation website, homepage that we suggested you bookmark. And from there you can access any of these project specific sites.

277

00:48:18.140 --> 00:48:27.680

Miranda Westfall: we're also sharing the link to sign up for our listserv. So you can be sure you access those newsletters. And we are sharing our

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00:48:27.760 --> 00:48:31.909

Miranda Westfall: technical assistance email address for you to reach out to us at any time.

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00:48:32.360 --> 00:48:56.149

Miranda Westfall: Now, as we transition into questions. We want to get your feedback on these trainings. We always want to make sure we're modifying our trainings to give you what you need. So we have a quick in session poll for you to complete, and then when you leave this session, you'll get an additional link to be able to provide additional feedback about the content and what else you might need from us.

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00:48:56.900 --> 00:49:00.920

Miranda Westfall: So you should be having a poll pop up

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00:49:08.570 --> 00:49:26.699

Miranda Westfall: great. So please go ahead and just let us know the quality of the training, and then, Rico, we can transition into questions. So if anybody has questions, please feel free to either. Come up off of chat, or drop your question in the in the chat.

282

00:49:33.110 --> 00:49:45.030

Leo Ontiveros: Hello! I have a question, Leo. From sounds so bispo with regards to the I/O Seems like it's we didn't do the the Pre survey just because I wasn't aware of it

283

00:49:45.100 --> 00:49:56.869

Leo Ontiveros: for fourth or fifth graders, and it seems. You know we're we're pretty much 3 lessons into our direct Ed, so the preservative would be a little skewed if we were to do it now. So what would you recommend? We do? Do we still do? The preservative

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00:49:58.620 --> 00:50:21.990

Amanda Linares: for this fiscal year would be too late, since you've started your intervention. But if you are working in any other schools where you haven't begun it yet, we can certainly bring them on board. Otherwise, I would say, if that's the only school you are working in. The best thing is just to be aware and prepared to participate in Ioe for the next fiscal year.

285

00:50:22.540 --> 00:50:23.730

Leo Ontiveros: Got it. Thank you.

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00:50:33.960 --> 00:50:37.090

Justin Watkins: Hi, this is Justin from San Mateo County.

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00:50:37.160 --> 00:50:54.980

Justin Watkins: we work in a district with Uc. Cooperative extension partners. We work in different schools, but we are considering doing a slack we both work with food service and cafeteria promotions and nutrition. Ed

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00:50:55.140 --> 00:50:59.709

Justin Watkins: does a slack make sense for the different sites that we're working with.

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00:50:59.930 --> 00:51:04.559

Justin Watkins: Could we do a slack with the district, or would it be a. OAQ. Oak

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00:51:04.640 --> 00:51:05.870

Justin Watkins: for that?

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00:51:06.880 --> 00:51:19.959

Janice Kao: Hi, Justin, thanks for that question. So are you working directly with those schools like you're working with people at the schools to implement your pse projects?

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00:51:20.100 --> 00:51:34.390

Justin Watkins: Yeah, it's primarily food service. But we are working with the District Food Service Coordinator, and then also food service staff as well as principals and teachers to a lesser extent at the school sites.

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00:51:35.030 --> 00:51:45.919

Janice Kao: So it sounds like you may want to complete an oak for your school district work, and then a slack for each of those schools that you have direct

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00:51:46.580 --> 00:51:47.660

checked with as well.

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00:51:48.350 --> 00:51:58.630

Justin Watkins: Okay. And then, I guess, with the oak still apply, even though there are some schools that don't qualify. So we're neither. Organization is working with them.

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00:51:58.790 --> 00:52:01.390

Justin Watkins: So yeah, just

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00:52:01.920 --> 00:52:04.860

Justin Watkins: last question, thanks for

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00:52:05.040 --> 00:52:22.010

Janice Kao: hmm. I might need to get more information on what type of district level work you are planning with the with the district, if it is meant to be, you know, implemented district wide, or if it's more like, you

299

00:52:22.110 --> 00:52:33.650

Janice Kao: are working with someone at the district. In order to then implement things at the specific schools. And that distinction is, you know it's it's subtle, but it makes the difference here.

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00:52:34.040 --> 00:52:35.890

Janice Kao: So you know.

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00:52:36.130 --> 00:52:46.490

Justin Watkins: yeah, you know, it's it's we're trying to make it district wide there. The district applied for a grant to supplement provide, you know, cafeteria promotions and

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00:52:46.880 --> 00:52:59.049

Justin Watkins: at school sites that don't qualify. So it is district wide efforts. But you, maybe I can follow up with you. We actually have a meeting scheduled. I think it's in

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00:52:59.060 --> 00:53:04.460

Justin Watkins: next in a couple of weeks with Uc. Extension to talk through this. So

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00:53:04.550 --> 00:53:07.260

Justin Watkins: we can, you know. Maybe they're

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00:53:07.410 --> 00:53:12.669

Justin Watkins: kind of sort of back with you after we have that meeting to cause. We're just kind of planning them.

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00:53:12.850 --> 00:53:14.830

Janice Kao: Yeah, yeah, that sounds great.

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00:53:14.920 --> 00:53:17.690

Janice Kao: Let's touch base afterwards.

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00:53:18.710 --> 00:53:19.640

Justin Watkins: Thank you.

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00:53:38.580 --> 00:53:44.630

Justin Watkins: I have one other question. If if there are others. this is with regards to pairs.

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00:53:44.650 --> 00:54:08.020

Justin Watkins: I think there was a little confusion our on our end. We were asked to clean up our our pairs entries, but with pairs should. So we have several kind of partnerships. Coalitions that meet throughout the year. Should those be each individual entries, or should there be one that kind of lists out those?

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00:54:09.330 --> 00:54:16.279

Carolyn Rider: So each specific collaboration, each partnership, or each coalition, should have one single entry for the year?

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00:54:16.520 --> 00:54:44.239

Carolyn Rider: And if it's important to you to track the meetings for those, there is a space within each of those 2 modules to record your meetings. That information's optional. We don't actually use it. But if it's important to you to have that information contained within the pairs entry, so you have it all together in one place. You're welcome to, then add, so let's say you have quarterly meetings. You would have one entry for that partnership, or for that coalition. And then in the meeting section, you could add each of your 4 quarterly meetings

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00:54:45.260 --> 00:54:52.810

Justin Watkins: sounds good. And then that was when I, when I got from the email exchange with you few weeks ago, Carolyn. So I appreciate the clarity.

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00:54:53.560 --> 00:55:00.280

Carolyn Rider: And just in case you felt bad about that, you're certainly not the first folks to make that mistake. It isn't uncommon.

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00:55:02.340 --> 00:55:07.269

Justin Watkins: Okay, I think. I think. Well, we're prepared going forward. Thanks.

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00:55:18.230 --> 00:55:20.530

Miranda Westfall: Any other questions.

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00:55:21.740 --> 00:55:39.809

Miranda Westfall: And I'll read this question from the chat from Stephania. We had once I complete the slack online, this Ffy, and never got a notification from Npi. But the site director sent me the file that they were sent. I just want to make sure that everything went through since this is my first year with the slack process.

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00:55:43.160 --> 00:56:00.730

Janice Kao: Stephanie. Could you send maybe some additional pieces of information to our evaluate snap Ed email address like the just the name of the site. And maybe, if you know, kind of around the date that

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00:56:01.380 --> 00:56:04.700

Janice Kao: the director entered,

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00:56:04.720 --> 00:56:08.009

Janice Kao: entered the slack so that we can, we can check for you.

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00:56:22.040 --> 00:56:23.409

Janice Kao: Awesome. Thank you

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00:56:24.210 --> 00:56:26.009

Miranda Westfall: any other questions.

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00:56:29.460 --> 00:56:34.030

Janice Kao: I'm happy to stay on a little past 11, too, if that's helpful for anyone.

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00:56:34.760 --> 00:57:03.840

Miranda Westfall: Yeah, we're happy to stay on. I also, if you're processing and thinking about your questions. Our next Cross Project office hour is December fourteenth. So I dropped the link to register for that office hour in the chat or you can always reach us at evaluate snap ed email account. But we so appreciate all of you taking the time to join today. And we really are here as a resource for you. So, Mcs, any questions you might have

325

00:57:03.840 --> 00:57:06.139

about your evaluation.

326

00:57:06.720 --> 00:57:10.759

Miranda Westfall: So we'll stay on for a couple of minutes, but feel free to hop off.