

FFY 2020 Program Reporting Forms

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JQ:

- Welcome to FFY 2020 CalFresh Healthy Living, UC Reporting Forms and Data Cards overview and training.

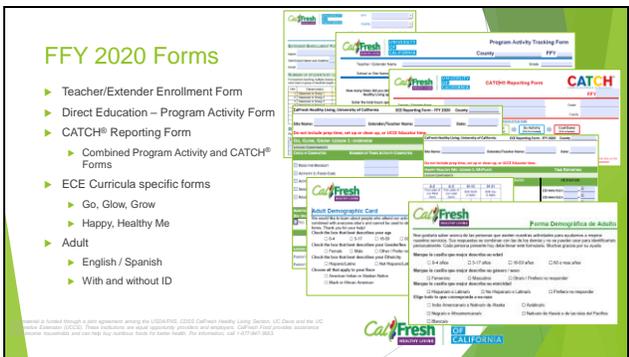
2.



JQ:

- We would like to acknowledge and thank all of the county advisors, supervisors, managers and staff that took the time to share with the State Office about how we can improve our Data Collection Processes. We appreciate your insightful feedback and hope that we can continue to improve.
- The result of these meetings have produced forms that represent a variety of perspectives on how the forms are used and what extenders have expressed based on past variations of this tool.
- Again thank you to all who contributed. Your desire to take time to work with the State Office and provide us with information that can only come from educators and staff delivering SNAP-Ed is invaluable.

3.



JQ

- For FFY2020 we have made changes and/or updates to all of our reporting forms. All forms have the New CalFresh Healthy Living, UC logo and are now ADA compliant as required by the SNAP-Ed Guidance. Here is a quick glance at the forms we will cover in this webinar.
 - Teacher/Extender Enrollment Form
 - Program Activity Tracking Form
 - CATCH Reporting Form
 - ECE Reporting Forms
 - Adult Demographics

FFY 2020 Program Reporting Forms

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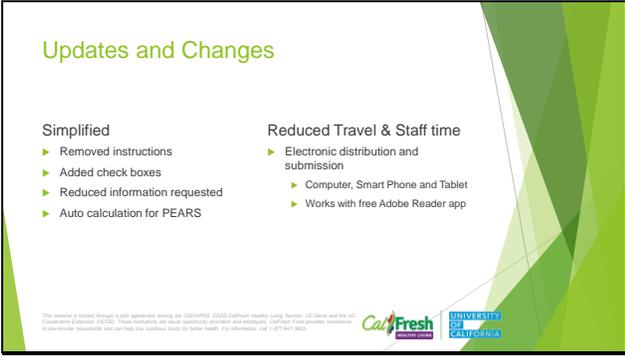
Updates & Changes

- ▶ Update Logo and ADA Compliance
- ▶ Consistency in data collection
- ▶ Accuracy in Data Reporting
- ▶ Electronic submission
- ▶ Reduce "Paperwork"
- ▶ Curriculum Fidelity
 - ▶ ECE
 - ▶ CATCH
- ▶ Computer, Smart Phone and tablet accessible

The material is funded through a joint agreement among the USDA/FNS, CDCS (CalFresh Healthy Living Division), UC Davis and the UC Cooperative Extension (UCCE). These individuals are equal opportunity advocates and employees. CalFresh does not discriminate on the basis of race, ethnicity, sex, or gender. For information, call 1-877-647-3633.

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- Some of the changes came about as a result of information we learned from our first full year inputting data into PEARS.
 - Other changes are driven by our new logo, colors and the need to align ourselves with ADA compliance.
 - To accomplish this list of revisions we convened two work groups from multiple CFHL-UC counties: one to focus on ECE forms and one to focus on all other program activity forms. These groups provided feedback and insight for changes to make to the forms, as well as shared feedback after the new forms were developed.
 - This list compiles the changes that surfaced to the top as priorities in developing new forms for enrollment and reporting.
 - The two biggest changes were with the ECE data collection and CATCH Forms.
 - By using the ECE curricula specific forms, we can reduce the inconsistency in data reporting into PEARS.
 - We will review in detail these forms designed to collect complete lessons.

5.



Updates and Changes

<p>Simplified</p> <ul style="list-style-type: none"> ▶ Removed instructions ▶ Added check boxes ▶ Reduced information requested ▶ Auto calculation for PEARS 	<p>Reduced Travel & Staff time</p> <ul style="list-style-type: none"> ▶ Electronic distribution and submission ▶ Computer, Smart Phone and Tablet ▶ Works with free Adobe Reader app
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- In our efforts to make the forms less complicated and reporting simplified we were able to accomplish several other desirable outcomes,
 - For the ECE forms we are meeting a higher standard of Curriculum Fidelity with curricula specific forms for Go Glow Grow and Happy Healthy Me
 - The ability to distribute and collect forms electronically will reduce travel and staff time saving our programs much needed funding for delivery of our program.

FFY 2020 Program Reporting Forms

Curriculum Fidelity – Data Quality

- ▶ ECE forms: Curriculum specific to ensure fidelity
- ▶ CATCH® Specific forms to ensure CATCH® lesson fidelity
- ▶ Consistency for Data Reporting in PEARS
 - ▶ Sessions collected based on lesson
 - ▶ Additional time spent on lesson objectives can be added to ECE Forms

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- Curriculum fidelity was a common theme, specifically in the ECE workgroup, as we understand working with our ECE population, lesson delivery may look different to accommodate for the development stage of this age group. The top two ECE curriculum were identified (Go Glow Grow and Happy Healthy Me) as a starting point for curriculum-specific form development for ECE.
- In previous years, CATCH lessons were captured in the same program activity for an extender even if that extender was also delivering a nutrition or garden-based curriculum. Therefore, data for CATCH lesson delivery could not be teased out from nutrition and garden-based lesson delivery.
- This year we are piloting a separate reporting tool for CATCH lessons. We will go into more detail on how this will be collected and entered in PEARS.
- As you may recall in previous years, we have seen discrepancies on how lessons are reported as sessions in PEARS. These new forms provide a way to more consistently report data, as well as capture any additional time an extender spends addressing curriculum objectives, such as identifying food groups and nutrients on the school lunch menu, as well as physical activity breaks due to participating in CalFresh Healthy Living – UC programming.

Electronic Forms

- ▶ Send out as an email attachment to all of your teachers or just the new ones
- ▶ Distribute through Adobe Tracker Tools to collect all forms in one place
- ▶ Take a tablet to sites / schools / districts and meet with each teacher, complete form on tablet, save or submit, click clear and go to next teacher....

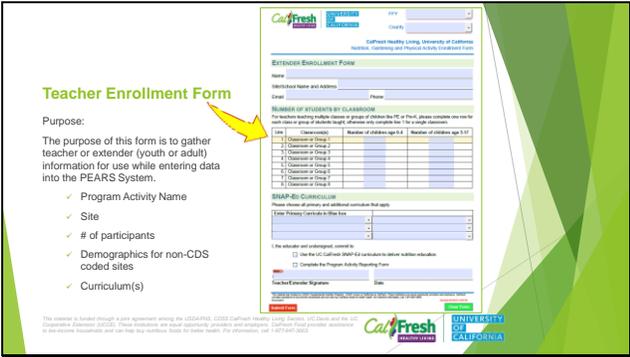
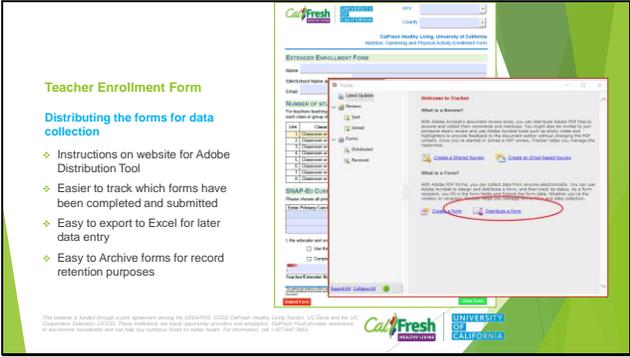
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JQ: There are several options for distributing the electronic forms:

- As an email attachment. The educator can complete any information such as the county, school or site name, teacher/extender name, grade, etc. that is applicable, prior to sending the form to the teacher to allow for more personalization.
- Optionally the forms can be distributed through Adobe Tracker Tools. This allows for collecting all forms in one place and can compile the data into an Excel document for ease in reviewing data for data entry into PEARS.
- For a more personal touch, a tablet can be physically taken to the site where the teacher can quickly enter the information, submit the form so it is emailed to the educator, and then clear the form for the next teacher to complete.

FFY 2020 Program Reporting Forms

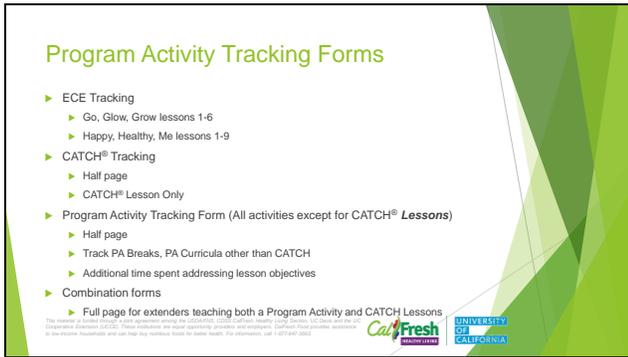
<p>8. </p> <p>Teacher / Extender Enrollment Form All youth and adult extenders or peer educators</p> <p>The material is funded through a joint agreement among the USDA-FNS, CDC's CalFresh Healthy Living Division, UC Davis and the UC Cooperative Extension (CCE). These individuals are listed approximately clockwise and clockwise. CalFresh Healthy Living Division is the primary funder and can help by providing funds for labor needs. For information, call 1-877-947-3022.</p>	<p>JQ</p> <ul style="list-style-type: none"> First, let us look at our New Enrollment form.
<p>9. </p> <p>Teacher Enrollment Form</p> <p>Purpose: The purpose of this form is to gather teacher or extender (youth or adult) information for use while entering data into the PEARs System.</p> <ul style="list-style-type: none"> Program Activity Name Site # of participants Demographics for non-CDS coded sites Curriculum(s) <p>The material is funded through a joint agreement among the USDA-FNS, CDC's CalFresh Healthy Living Division, UC Davis and the UC Cooperative Extension (CCE). These individuals are listed approximately clockwise and clockwise. CalFresh Healthy Living Division is the primary funder and can help by providing funds for labor needs. For information, call 1-877-947-3022.</p>	<p>JQ</p> <ul style="list-style-type: none"> The enrollment form was only changed to simplify how the number of classes or groups is collected There is now only one chart to complete. If the teachers only has one class or group of students, they will only complete the top row in yellow. For teachers with multiple classes or groups of students they will complete a row for each class.
<p>10. </p> <p>Teacher Enrollment Form</p> <p>Distributing the forms for data collection</p> <ul style="list-style-type: none"> Instructions on website for Adobe Distribution Tool Easier to track which forms have been completed and submitted Easy to export to Excel for later data entry Easy to Archive forms for record retention purposes <p>The material is funded through a joint agreement among the USDA-FNS, CDC's CalFresh Healthy Living Division, UC Davis and the UC Cooperative Extension (CCE). These individuals are listed approximately clockwise and clockwise. CalFresh Healthy Living Division is the primary funder and can help by providing funds for labor needs. For information, call 1-877-947-3022.</p>	<p>JQ</p> <ul style="list-style-type: none"> Distributing and customizing the forms requires Adobe DC. Please contact your computer support team at ANR to find out more about how to get Adobe DC.

FFY 2020 Program Reporting Forms

<p>11.</p> <p>Enrollment Form Anatomy</p> <ul style="list-style-type: none"> Dropdown listings Simplified teacher information One chart for single class or multiple groups Electronic signature Electronic submission 	<p>JQ:</p> <ul style="list-style-type: none"> Let us review each piece of the enrolment form. The dropdowns for FFY and County and curricula can be completed by the educator prior to having the teacher complete the other portions of the form. The teacher information is now limited to name, site and contact information The single chart allows for single class size or multiple class sizes to be tracked for one teacher The electronic signature and date makes completing and submitting the form easy with the Free Adobe Reader App for PC's, Tablets or Smart Phones. Once complete the form can be submitted directly to the educator.
<p>12.</p> <p>Extender Enrollment Form</p> <p>Guidance/Instructions for Extender</p> <ul style="list-style-type: none"> Every teacher or extender should complete the enrollment form If the teacher continues from fiscal year to fiscal year most teachers will end up completing two – one for each academic calendar year or school year. For sites that are not a public school site (K-12) the demographic sections needs to be completed by the educator – estimates are ok 	<p>JQ</p> <ul style="list-style-type: none"> The instructions are now separate from the form allowing the educator to provide guidance on what needs to be completed. The demographic chart for sites that do not have CDE Demographics associated with it should be completed. These demographics can be completed with a visual estimate by the educator.
<p>13.</p> <p>Program Activity Tracking Forms</p> <p>ECE, CATCH®, Program Activities</p>	<p>KB</p> <ul style="list-style-type: none"> Now let us look at the Program Activity Tracking Forms.

FFY 2020 Program Reporting Forms

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- There are three different Tracking Forms:
- ECE Tracking: As mentioned earlier, GGG and HHM were selected as the two primary ECE curricula based on PEARS data and ECE workgroup feedback. Other ECE curricula used can utilize the half page Program Activity Tracking form.
- CATCH Lesson Reporting: The CATCH form will collect data only for CATCH lessons delivered. This form is NOT to be used when a CATCH card is only used as a brain break.
- Program Activity Tracking: This includes all other direct education program activities (nutrition, gardening, cooking, etc. direct education program activities) except for CATCH.
- Last, there is a full-page form with both the CATCH form and the Program Activity form – it combines the two. For extenders who only need one or the other, the half-sheet can be used.

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- The ECE forms are designed to collect one session based on the varying components of each lesson in the curriculum.
- The forms list out the components and allow for each part of the lesson to be tracked as a single exposure or multiple exposures.
- Reinforcement activities that may not be directly part of the lesson, but address the objectives of the lesson can be added as additional time spent and will be folded into the overall time.
- Indirect Activities such as parent handouts can also be tracked with these forms.

FFY 2020 Program Reporting Forms

16.

- ▶ Simplified teacher information
- ▶ Check boxes and number of times completed
- ▶ Auto calculate time based on # of times
- ▶ Additional time is part of total lesson
- ▶ Completed form
 - ▶ Enter one session for 110 minutes

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- Let us look at the different part of this form.
- Here you can see where the simplified teacher information is asking for teacher name and site, and the date the form was completed.
- Next, you will see the check boxes that can be checked for each activity completed, as well as space to enter the number of times those activities were delivered.
- The section on the right side will auto-calculate once the number of times the activity was completed is filled in. Please note that 15 minutes is the average amount of time these activities take to complete with the 0-4 audience. We are not asking for ECE teachers or extenders to track actual time any longer if Go Glow Grow or Happy Healthy Me are being delivered.
- The extender can indicate if additional time is spent reinforcing lesson objectives, such as discussing nutrition during snack time and/or physical activity breaks.
- Note that if CATCH Lessons are being delivered, not just PA breaks the extender will need to complete a CATCH Reporting Form.
- Finally, there are check boxes for indirect materials. i.e., parent information and snack sheets that go home to families.
- Here you can see a completed form, with auto-calculations completed including adding the additional time spent addressing curriculum objectives to see the total time spent for one session of GGG.

FFY 2020 Program Reporting Forms

Guidance/Instructions for Extender

- ▶ ECE Forms
 - ▶ There is one PDF document per lesson of the curriculum.
 - ▶ If you completed the activity listed, check the box.
 - ▶ Indicate the number of times you taught that activity.
 - ▶ Did you spend any additional time (not doing an activity from the lesson) addressing the curriculum objectives?
 - ▶ Check whether lesson support materials were used and/or distributed.
 - ▶ Add any comments.
 - ▶ **UC Staff Use section will auto-calculate, so you will not need to fill in this section.**

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- The instructions are separated out for the educator to provide guidance to the extender on how to complete. ****Note: PDF can be completed on smartphone or tablet with the FREE Adobe Reader App.**
- **Additional time** may include discussing food groups; go, glow, and grow foods; nutrients; etc. – as it relates to the curriculum. If so, select “yes” and indicate the total additional time conducting activities reinforcing the curriculum.
- Once completed, click the “**SUBMIT**” button in the lower right hand corner. It should prompt you to proceed with sending the form as an email to the UCCE Educator. The form does not need to be saved prior to submitting/emailing to the UCCE Educator.

Program Activity Reporting Form

County: FFY:

Teacher / Extender Name: Grade:

School or Site Name:

Enter the reporting Month:

How many times did you deliver a lesson from a CalFresh Healthy Living approved curricula this month?

Enter the total hours spent teaching CalFresh Healthy Living UC Curricula:

Additional Time (Hours) Addressing Curriculum Objectives (Physical Activity breaks, etc.):

For Office Use Only (do not enter):

For the month of Enter sessions at minutes each

For the month of Enter sessions at minutes each

For the month of Enter sessions at minutes each

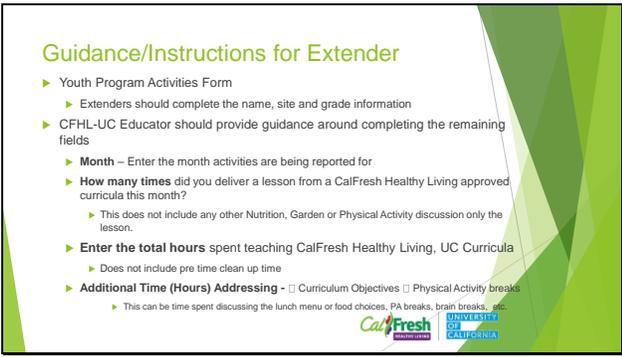
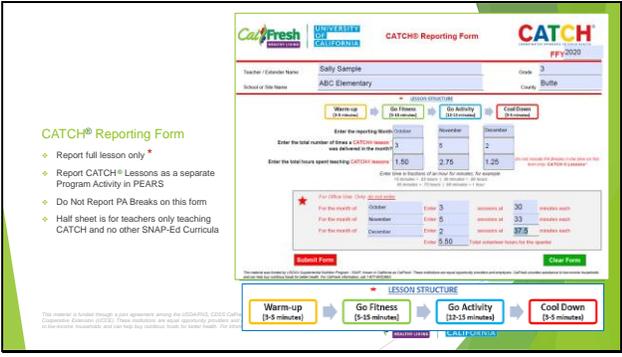
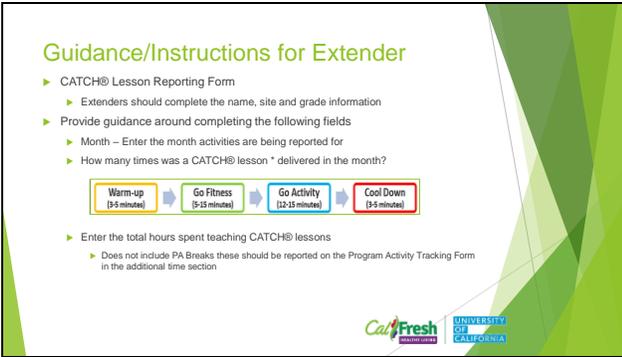
Total volunteer hours for the quarter:

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JQ

- Next we will cover the Program Activity Tracking Form
- Similar to our previous tool for reporting Program Activities the extenders will track the month, the total time in the month spent teaching lessons and the total number of times a lesson was taught.
- Any additional time spent reinforcing the lesson objectives, or doing PA breaks or brain breaks can be added to the additional time spent and will be calculated into the overall time.
- The gray section will calculate the information that will then be entered into PEARS.

FFY 2020 Program Reporting Forms

<p>19.</p>  <p>Guidance/Instructions for Extender</p> <ul style="list-style-type: none"> ▶ Youth Program Activities Form <ul style="list-style-type: none"> ▶ Extenders should complete the name, site and grade information ▶ CFHL-UC Educator should provide guidance around completing the remaining fields <ul style="list-style-type: none"> ▶ Month – Enter the month activities are being reported for ▶ How many times did you deliver a lesson from a CalFresh Healthy Living approved curricula this month? <ul style="list-style-type: none"> ▶ This does not include any other Nutrition, Garden or Physical Activity discussion only the lesson. ▶ Enter the total hours spent teaching CalFresh Healthy Living, UC Curricula <ul style="list-style-type: none"> ▶ Does not include pre time clean up time ▶ Additional Time (Hours) Addressing - <input type="checkbox"/> Curriculum Objectives <input type="checkbox"/> Physical Activity breaks <ul style="list-style-type: none"> ▶ This can be time spent discussing the lunch menu or food choices, PA breaks, brain breaks, etc. 	<p>JQ</p> <ul style="list-style-type: none"> • Based on feedback and discussion with each of the workgroups the instructions for all forms have been removed. • The recommendation from the workgroups was to simplify the instructions and task the educator with communicating the instructions to the extender, rather than directly providing the extender with the instructions. • Each form (ECE, CATCH, and Program Activity) includes one page on instructions the educator needs to communicate and share with the extender. This should ensure that the educators are familiar with what is being collected from the extenders so that reviewing the information submitted will allow for appropriate follow-up.
<p>20.</p>  <p>CATCH® Reporting Form</p> <ul style="list-style-type: none"> ◆ Report full lesson only * ◆ Report CATCH® Lessons as a separate Program Activity in PEARS ◆ Do Not Report PA Breaks on this form ◆ Half sheet is for teachers only teaching CATCH and no other SNAP-Ed Curricula 	<p>JQ:</p> <ul style="list-style-type: none"> • Next we will cover the CATCH Reporting Form • Do not use this form to report when a CATCH card is used as a brain break. This is for reporting full CATCH lessons only. • This form is only for collecting CATCH lesson Delivery. The data collected on these forms will be entered as a separate Program Activity in PEARS, meaning these lessons will not be added to an existing Program Activity as a separate session, but rather a specific program activity that will only capture the CATCH Lessons in the sessions delivered.
<p>21.</p>  <p>Guidance/Instructions for Extender</p> <ul style="list-style-type: none"> ▶ CATCH® Lesson Reporting Form <ul style="list-style-type: none"> ▶ Extenders should complete the name, site and grade information ▶ Provide guidance around completing the following fields <ul style="list-style-type: none"> ▶ Month – Enter the month activities are being reported for ▶ How many times was a CATCH® lesson * delivered in the month? ▶ Enter the total hours spent teaching CATCH® lessons <ul style="list-style-type: none"> ▶ Does not include PA Breaks these should be reported on the Program Activity Tracking Form in the additional time section 	<p>JQ</p> <ul style="list-style-type: none"> • The guidance and reporting for CATCH lessons is similar to a Program Activity for other curricula. • The graphic showing what a CATCH lesson is comprised of is part of the form to help extenders understand what a CATCH lesson is and that Brain Breaks or PA breaks should be captured in the additional time section on the PAT Form • This image shows what a lesson structure looks like for CATCH.

FFY 2020 Program Reporting Forms

22.

Program Activity Tracking / CATCH® Reporting Form

- For teachers teaching other approved SNAP-Ed curricula and CATCH®
- Complete teacher name and site once
- PEARS Data is calculated separately for the CATCH Program Activity and the other Program Activity
 - Enter two separate program activities into PEARS
- Teachers can capture PA Breaks on the top portion of the form in "Additional time"

- This is the combined Program Activity Tracking Form and the CATCH Lesson Reporting Form.
- Use this if you have an extender teaching both a Nutrition/Garden Curricula and CATCH Lessons

23.

Instructions for CFHL-UC Staff

- How to use the forms
 - *NOTE: The instructions document is not for the extender. It is for the CFHL-UC staff.
- How to edit the submit button so the form sends to the appropriate advisor, supervisor, and/or educator
- Guidance for working with extenders
- How to use the form to enter data into PEARS
- Frequently asked questions

JQ

- As previously discussed, workgroups shared the instructions were too lengthy for extenders in previous forms, and the preference was for educators and/or supervisors to be responsible for sharing with extenders how to complete the form. The instructions document is not intended for the extender – it is for the CFHL-UC staff to help in communicating directions to the extender.
- Each form (ECE, CATCH, and Program Activity) also includes directions for the educator in how to use the form to enter data into PEARS.
- The CATCH form instructions already include some Frequently Asked Questions. We will be compiling a list of additional Frequently Asked Questions regarding the forms and will post this on the website.

24.

Instructions for Forms CFHL-UC Staff

- Edit the "Submit" button
 - Optional use the tracking tool to distribute your forms to teachers
 - Instructions are included for this process

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- Depending on the version of Adobe your office has you may be able to edit the actual document text by using the edit tool within Adobe DC. Otherwise you will need to use an address label to add county specific contact information to your form
- Edit the "SUBMIT" button on the PDF so the document will be emailed directly to the appropriate individual. *Note: Please confirm with your supervisor and/or advisor who should receive the PDFs in order to know the appropriate email address to include.*
- *Note: Please contact the State Office if you have any issues editing the form. We are happy to assist you.

FFY 2020 Program Reporting Forms

<p>25.</p>	<p>KB</p>
<p>26.</p>	<p>KB</p>
<p>27.</p>	<p>KB</p> <ul style="list-style-type: none"> • For extenders who teach both CATCH lessons and other nutrition or garden-based education, they will need to complete both the CATCH form and the Program Activity form or ECE form. For those extenders, TWO Program Activities will be entered into PEARS. <ul style="list-style-type: none"> ○ One Program Activity in PEARS will capture lesson delivery for nutrition, gardening, and other SNAP-Ed approved curricula documented on the Program Activity form. ○ The second Program Activity in PEARS will capture CATCH lessons documented on the CATCH form.

FFY 2020 Program Reporting Forms

Q&A

28.

Questions

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This material is funded through a joint agreement among the UC/AFRC, CDSS, CalFresh Healthy Living Division, UC Davis and the UC Cooperative Extension (UCCE). These initiatives are based on scientific research and evidence. CalFresh Food provides assistance in the economic development and can help buy nutritious foods for better health. For information, call 1-877-687-3623.

CalFresh
HEALTHY LIVING

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