



Regional Networks

Training & Evaluation Plan

Scope of Work Deliverable

Regional Coordination & Training:

- **Objective 3, Activity 3**
- **Objective 6, Activity 1**

October 2011

Table of Contents

Introduction.....	3
Plan Components.....	4
Training Evaluation Do's & Don'ts.....	6
Training Plan Tips.....	7

Appendices

- Training Plan
- Training Evaluation
- Training Evaluation Follow-up Survey (*post-post*)

Introduction

One of the primary objectives of the *Regional Networks* is to help maintain a strong regional infrastructure for *Network*-funded projects; inclusive to this is the provision of training and technical assistance to maximize the impact and work of local projects within the region. Further, these opportunities should also be shared with partners and intermediaries serving both SNAP-Ed participants and those eligible.

To ensure that the planning and development of these training opportunities and events is purposeful, addresses regional and partner priorities and needs, and capitalizes on emerging opportunities within the local nutrition and physical activity environment, the *Regional Networks* are required to annually submit a training plan (Scope of Work Planning and Evaluation Objective 2, Activity 4a).

Ultimately, the training and evaluation tools will work to elevate the quality of trainings provided, increase the likelihood that participants will act on or engage in subject matter and material content provided, and assess the impact of regional trainings for intermediaries and partners.

It is envisioned that these tools and the evaluation outcomes of the trainings will also support statewide efforts to demonstrate the impact of the *Regional Networks* in enhancing the quality and effectiveness of nutrition education and physical activity promotion provided to SNAP-Ed participants and those SNAP-Ed eligibles.

These documents and tools are **required** for the following trainings within the *Regional Networks* scope of work under the Regional Coordination & Training tab.

- Objective 3, Activity 3: Region Specific-Provide two skills-based trainings that meets a region-specific need identified by the regional training needs assessment.
- Objective 6, Activity 1: Physical Activity Specialist Skills-based trainings: As per the scope of work, provide the designated number of skills-based trainings. Each training should last a minimum of 2 hours and reach a minimum of 15 participants. The focus of the trainings should be on existing physical activity resources that promote the integration of physical activity into nutrition education programs for *Regional Network* staff, partners serving SNAP-Ed eligible target audience and local projects.

Components

For the purpose of meeting the deliverables set forth in the scope of work, a training plan, training evaluations and an evaluation tracking form (ATF) have been developed to help with the planning and evaluation of these regional trainings.

Below are the three components and guidelines for completing each. Please note that all forms must be submitted to the state for prior approval.

1. TRAINING PLAN

The Training Plan form is designed to assist the regions in conceptualizing the development of the training. The form is most useful in the early planning stages, when regions are considering content ideas, contemplating presenters, and reviewing feedback provided from surveys and previous trainings.

Each training is **required** to increase the skill level of participants. The Training Plan will assist in the identification of the specific skills participants should acquire during the trainings, and, in this way, guide the training activities planned.

Training objectives should be written using language that includes action words that are potentially measurable. Some examples of word to use include: explain, demonstrate, analyze, formulate, discuss, compare, differentiate, identify, design, assess, evaluate, describe, name, define or list.

Once clear training objectives are determined, then develop trainings activities that will help participants learn the desired skills. Trainings activities are **required** and should support the outlined objectives. The purpose of the training activity is to allow time for participants to engage in hands on practical application of the skill desired. Training activities can be done in either small or large groups and can include problem-based learning, role playing, educational games and group discussion.

Below is an example of a training goal and objective, and complementary skill and activity:

- **Goal:** Participants will become familiar with low-cost and free nutrition education resources to incorporate into existing education opportunities.
- **Training Objective:** Upon completion of the training, the participant will be able to integrate components of the Harvest of the Month Toolkit into their existing educational programming.
- **Skill:** How to execute a successful and healthy food demonstration
- **Training Activity:** Recipe selection and ingredient preparation for a food demonstration that can be done quickly and easily.

2. TRAINING EVALUATION

The training evaluation will assess the impact of the skill-based trainings and allow for results to be observed across regions. The evaluation template is **required** for all regional skill-based trainings. The evaluation **must be customized** to match the specific training goals, objectives, and skills.

Questions cannot be removed from the template; however, additional questions can be added. In addition, a two month follow-up training survey template has been created via Survey Monkey and should be sent to all participants 60 days after the training date.

Survey Monkey Template: <https://www.surveymonkey.com/s/LZPDN3W>

3. CRITICAL ANALYSIS & EVALUATION ACTIVITY TRACKING FORM (ATF)

All evaluations will be analyzed and summarized by the region. A critical analysis of the evaluation results is required for each training conducted. The analysis should include a summary of the survey results, both post and post-post, and a brief discussion on how the results will inform future trainings and activities. In addition, an Evaluation Activity Tracking Form (ATF) has been developed to assist with the data collection process. All training evaluations should be entered into the evaluation ATF. The Evaluation ATF has been added as an additional worksheet to the FFY10 Regional Operations ATF and the Physical Activity ATF, see ATF instructions for data entry procedures.

Submission

The following documents are due, at minimum, **15 working days prior to the training**.
Note: 4-6 weeks lead time is recommended for the Region-specific skills-based training.

- Training Plan
- Training Evaluation

Please note, the critical analysis summary will be submitted as attachments with the regional year end final report. The Evaluation ATF will be submitted as part of the Regional Operations ATF and Physical Activity ATF in accordance to the dates indicated in the Regional Guidelines Manual.

Training Evaluation Do's & Don'ts

Please keep in mind the following list of do's and don'ts as you create the training evaluations. The table below provides an overview of the instructions provided for both the training evaluation and the follow-up (*post-post*) Survey Monkey.

Things to Do:	Things Not to Do:
<ul style="list-style-type: none">• Customize the objectives and skills for each evaluation• Add the title to each evaluation- this is the identifier• Remove all red text- intended only as instructions for the regions• Enter all training evaluations into the Evaluation ATF• Copy the Survey Monkey template to create your follow up-evaluation	<ul style="list-style-type: none">• Remove questions• Renumber questions• Reword questions• Reformat questions (i.e. change yes/no to rating-scale)

Training Plan Tips

The following information will assist you with developing the training plan objectives and activities.

Training Objectives: The chart below provides a few examples of the type of action words to use when describing your training learning objectives.

If you want participants to....	Use one of these action words
Know and/or Comprehend	Define, Explain, List
Apply	Demonstrate, Use, Implement
Analyze and/or Synthesize	Integrate, Discuss, Identify

Adapted from the following source: <http://www.ukcle.ac.uk/resources/reflection/table.html>

Training Activities: Below are different types of learning activities that can be used to evoke active learning. Remember, training activities are a **required** part of the training. If you invite a speaker to conduct the training, it may be helpful to provide them with the following list of examples of what they can do to meet this criterion.

- ❖ **Problem-Based Learning** encourages critical thinking and problem-solving skills. Participants confront contextualized, and strive to find solutions ("PBL Insight," 1998). The trainer is in the role of a facilitator to stimulate, guide, integrate, and summarize discussions.
- ❖ **Educational Games** involve competition or achievement in relationship to a goal; the game teaches and is fun (McKeachie, 2002).
- ❖ **Role Play** can assist participants in experiencing feelings and practicing skills (Silberman & Auerbach, 1998). Role play is defined as an experience around a specific situation that contains two or more different viewpoints or perspectives. Situations can be written and prepared ahead of time, and different perspectives or roles are handed out to different people who discuss the situation.
- ❖ **Discussion** allows learners to be active and experience personal contact (Indiana University Teaching Handbook, 2004; McKeachie, 2002). Trainers using discussion foster information retention; transfer of knowledge to new situations; problem solving, thinking, or attitude change; and motivation for further learning (McKeachie, Pintrich, Lin, & Smith, 1986).



Training Evaluation Plan Appendices

- **Training Plan**
- **Training Evaluation**
- **Training Evaluation Follow-up Survey (*post-post*)**



Network for a Healthy California

Regional Networks

Required

FFY 2012 Training Plan

For each of the required Skills-based Trainings, complete and submit at least 15 working days prior to the training (inclusive of evaluation); four to six weeks lead time is recommended.

Note: Upon review and approval by the State PA Lead or PM, complete and submit the evaluation component of the plan for review and approval.

Regional Coordination & Training:

- Objective 3 Activity 3
- Objective 6 Activity 1

1. Proposed topic: _____

2. Briefly discuss why this topic was chosen, citing specific results and/or feedback from the Needs Assessment that supports this decision:

3. Please identify target audience for the training?

	Schools / School Staff		Worksite
	Community-Based Organization Staff		Retail
	Community Youth Organization Staff		Direct Service Providers (DSPs)
	Faith Staff		USDA sister (WIC, Summer lunch)
	Community Health Leaders		Emergency Food Assistance Site Staff
	Network funded projects		Other _____

4. Projected number of participants: _____

5. Training Goal(s):

- ◆
- ◆
- ◆

6. Training Objectives, Activities & Skills:

- Identify each training objective that supports the goals of the training.
- Develop a training activity that will support the objective; allow for hands on practical application of the skill that participant will acquire.
- List the skills that participants will gain from attending the training.
 - One skill per Objective

Training Objective #1	
Training Activity	
Skill	

Training Objective #2	
Training Activity	
Skill	

Training Objective #3	
Training Activity	
Skill	

7. Key Concepts/Topics & Potential Presenters

Key Concept/Topic	Potential Presenter(s)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

8. List of suggested instructional /educational materials:

Name of Material(s)	Source
1.	
2.	
3.	

9. Training Logistics:

- a. Title:
- b. Location:
- c. Date & Time:

10. Training Cost Projection:

- a. Facility Rental:
- b. Speakers:
- c. Materials:
- d. TOTAL:



Network for a Healthy California-Insert Region
Training Evaluation

Insert Title and Date:

Your input will help us improve future *Network* trainings. Thank you!

1.0 Overall, how would you rate the quality of the presentations today?

		Very Good	Good	Average	Poor	Very Poor
1.1	<i>Insert Objective 1</i>					
1.2	<i>Insert Objective 2</i>					
1.3	<i>Insert Objective 3</i>					

2.0 Please check the response that best reflects how you feel.

	Today, I have learned to <i>Insert skill from each objective below</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
2.1	<i>Insert skill from Objective 1</i>				
2.2	<i>Insert skill from Objective 2</i>				
2.3	<i>Insert skill from Objective 3</i>				

3.0 Please check the response that best reflects your confidence level.

	I can teach others to <i>Insert skill from each objective below</i>	Very Confident	Confident	Somewhat Confident	Not Confident
3.1	<i>Insert skill from Objective 1</i>				
3.2	<i>Insert skill from Objective 2</i>				
3.3	<i>Insert skill from Objective 3</i>				

4. You may train others to use the skills you learned today. Please place a check (X) next to the type of partner(s) you plan to train. Check all that apply.

	School Staff		Network funded Staff (LIA, NIA, LFNE)
	Community-Based Organizations Staff (CBOs)		Worksite Program Leads
	Community Youth Organizations Staff (CYOs)		Retail Program Staff
	Faith Staff		USDA sister (WIC, Summer lunch)
	Community Health Leaders		Other: <i>please specify</i>
	Emergency Food Assistance Site Staff		

5. You may teach individuals in the community the skills you learned today. Please check (X) the type of community members you plan to teach on the resources learned from this training. Check all that apply.

	Preschool children <5 years		Worksite workers
	School children Grade K-12 (5-17 years)		Emergency Food Assistance Sites
	Adults (18-59 years)		Seniors (60 years or older)
	Church participants		Other: <i>please specify</i>

6. What is the most valuable skill, tool or information you learned at this training?

7. What, if anything, could have been done differently to improve the quality of this training?

Insert updated funding statement into footer:

This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.

Network for a Healthy California

Insert Region Name

30 Day Training Follow-up

[Exit this survey](#)

Insert Training Title and Date

Thank you for attending a *Network for a Healthy California* Skills-Based Training. We hope you have been able to apply the information and skills learned in your current work. Please take the time to share what you learned and how you have applied the information.

Name:

Organization:

Email address:

Phone #:

1. What did you retain? Please check the response that best reflects your skills today. After attending the *Regional Network* Training, I learned to *(insert Training skill from Objective 1)*

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**2-3. REPEAT THIS QUESTION FOR EACH TRAINING OBJECTIVE/
SKILL**

4. Please check the response that best reflects how you feel. After attending the *Regional Network Training*, I have trained or taught others to (*insert Training skill from Objective 1*)

Yes

No

**5-6. REPEAT THIS QUESTION FOR EACH TRAINING OBJECTIVE/
SKILL**

7. You may have trained other partners to use the skills you learned at this training. Indicate below how many (#) of each you have trained based on the resources learned from this training.

School Staff

Community-Based Organization Staff (CBOs)

Community Youth Organization Staff (CYOs)

Faith Staff

Community Health Leaders

Emergency Food Assistance Site Staff

Network Funded Staff (LIAs, NIA, LFNE)

Worksite Program Leads

Retail Program Leads

USDA Sister Program Staff (WIC, Summer Lunch, etc)

Other please specify _____

8. You may have taught individuals in the community the skills you learned at the training. Please indicate below approximately how many (#) of each you have taught based on the resources learned from this training.

- Preschool Children (<5 years)
- School Children Grade K-12 (6-17 years)
- Adults (18-59 years)
- Seniors (60 years and older)
- Church Participants
- Emergency Food Assistance Recipients
- Worksite Workers

9. What is the most valuable skill, tool or information you learned at the training?

10. What additional resources or technical assistance would help you in implementing what was taught at the training?

Make sure to use the most updated acknowledgement statement:

This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.