



## 2023 CHL Annual Meeting Notes - Day 1 Monday, July 31, 2023

1. Allow attendees to refine notes during the meeting sessions.
2. Leads can informally state the objectives and what sort of questions we want answered at the beginning of each session.

[Presentation Slides:](#)  2023 CHL Annual Meeting Day 1\_20230502

 CHL Annual Meeting 2023 Planning

<b>Session Date:</b>	Monday, July 31, 2023
<b>Session Time:</b>	8:30-11:30
<b>Session:</b>	Welcome, Progress, Timeline, Milestones
<b>Objectives:</b>	Sustaining the CHL Center of Excellence Overall update on CHL Food Systems grant Establish plan of work for the next year
<b>Session Moderator:</b>	Rachel, Ashley, Jeannie
<b>Lead Recorder:</b>	Jordan (Jessie, Rica)
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning Day 1 attendees; not Erik, Fei
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 1_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
Welcome & Introductions	Aloha Circle Land (and Holiday) Acknowledgement Housekeeping	
CHL Food Systems progress and milestones	<ul style="list-style-type: none"> <li>● CHL Structure &amp; Impact</li> <li>● Review of CHL FS Approach &amp; Analytic Framework</li> <li>● Review of Intervention results               <ul style="list-style-type: none"> <li>○ Milk group only included dairy (no milk substitutes)</li> </ul> </li> <li>● Reference modes (HEI &amp; OWOB) as key indicators</li> <li>● Training Center Overview</li> <li>● Extension &amp; Outreach Center Overview</li> <li>● Milestones (Jeannie)</li> <li>● Data Group Progress &amp; Milestones               <ul style="list-style-type: none"> <li>○ Team contributions &amp; Publications</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>● GMB Timeline</li> <li>● CHL FSEO Milestones &amp; Progress</li> <li>● CHL FST Milestones &amp; Progress</li> <li>● Trainees progress</li> <li>● Evaluations progress</li> </ul> <p>BREAK @ 9:48</p>	
<p>CHL Food System timeline and milestones for next year</p>	<p>RETURN @ 10:03</p> <p>CHL FS Next Steps Slides 45-50</p> <p>CMT Data FSEO</p> <ul style="list-style-type: none"> <li>- Status: accepting proposals until the end of today; this week review and award</li> </ul> <p>FST</p> <ul style="list-style-type: none"> <li>- Status: OER development and collaboration</li> </ul> <p>Evaluation</p>	<p>DECISION Proposed Annual Meeting Date: July 15-19, 2024</p> <p>DECISION: Bimonthly CMT to Continue Jordan to email schedule &amp; track meetings</p> <p>Manual completion &amp; dissemination</p> <p>Data group to assist in FSEO projects</p> <p>OER Textbook planning</p> <ul style="list-style-type: none"> <li>- GOAL: to have draft complete by next year, but have wiggle room to complete later</li> </ul> <p>FSEO Awards planning</p> <ul style="list-style-type: none"> <li>- PLAN: To have check in meetings with Awardees (1-on-1 or group, still deciding)</li> <li>- PLAN: Option to have Awardees attend next year's annual meeting, or at least have a report on RFP completion</li> </ul> <p>Evaluation Planning</p> <ul style="list-style-type: none"> <li>- Karen to participate in all the FSEO application reviews and evaluation</li> <li>- Jessie to help with coding for workshop surveys</li> <li>- Manuscript on GMB workshops</li> <li>- Karen to provide consultation on FSEO projects as needed</li> </ul>

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		<p>SUGGESTION (Jeannie):</p> <ul style="list-style-type: none"> <li>- Childhood pre-school ??</li> <li>- Re-role model training proposal</li> </ul> <p>ACTION: Develop a Milestone document that can be edited by all investigators &amp; leads.</p>
CHL Website	Sabine reviews some highlights of website development	<p>SUGGESTION: Add DOI's to publications list</p> <p>SUGGESTION: Project members to offer feedback on how to improve the website</p> <p>SUGGESTION (Tanisha): Reference to SNAP-Ed toolkit; Intervention toolkit</p> <p>Suggestion: OER textbook reference into impact; Consider Pacific food guide; include information about the \$ impact of OER</p> <p>SUGGESTION: Resource section of the website?</p> <p>SUGGESTION: Add click here button to Extension &amp; Outreach figure.</p> <p>DECISION: Add CLD's?</p> <p>ACTION: Jurisdiction milestone progress and outlook for the next year?</p>
CHL Jurisdiction Milestones for Next Year Brainstorming	<p><u>Hawaii:</u></p> <ul style="list-style-type: none"> <li>● Work with LAC</li> <li>● Root Vegetables promotion</li> <li>● Noa Lincoln on agricultural production "map" for CLD intersection</li> <li>● OER textbook support</li> </ul>	

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	<ul style="list-style-type: none"> <li>● RFP FSEO Project support</li> <li>● Snacks - are there healthy snacks?</li> </ul> <p><u>Guam:</u></p> <ul style="list-style-type: none"> <li>● Conduct LAC meetings</li> <li>● Support CHL Trainee</li> <li>● Advance data request manuscript ideas</li> <li>● SNAP-Ed and EFNEP, using data (particularly environmental CX3) to determine impact</li> </ul> <p><u>CNMI:</u></p> <ul style="list-style-type: none"> <li>● Re-establish LAC, to include youth reps (consider student reps from Board of Education) from all 3 islands (Saipan, Tinian, and Rota)</li> <li>● Revise CNMI-wide CLD and work with broader community to review</li> <li>● Work with Public School System-Child Nutrition Program and PSS-CNP caterers to add more healthy, locally grown produce and products to the school meals menu</li> <li>● Continue building CNMI's capacity to grow and produce more healthy local food through Agroforestry (Jesse to share more on Friday CHLN meeting)</li> </ul> <p><u>American Samoa:</u></p> <ul style="list-style-type: none"> <li>● Reform LAC, work with Aupa'i to do this</li> <li>● Strategize to receive RFP application from AS</li> <li>● Incorporate Pauline's qualitative research study</li> </ul> <p><u>Alaska:</u></p> <ul style="list-style-type: none"> <li>● Talk to communities to collect information on to determine fitness and other pertinent data</li> <li>● "I Cook" 4-H program</li> <li>● Support OER text</li> <li>● Support for CHL Trainee</li> </ul>	

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<b>Session Date:</b>	Monday, July 31, 2023
<b>Session Time:</b>	1-2p
<b>Session:</b>	CHL FS Evaluation
<b>Objectives:</b>	Assess satisfaction with process; Provide feedback about process to inform subsequent workshops; Assess changes in systems thinking
<b>Session Moderator:</b>	Karen
<b>Lead Recorder:</b>	Jessie (Jordan, Ashley)
<b>Attendees:</b>	Day 1 attendees; not Erik, Fei, Ruben
<b>Docs related to this meeting:</b>	

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
GMB Workshop Surveys	<p>Measures (n=112)</p> <ul style="list-style-type: none"> <li>- Pre Survey (72 additional pre only)</li> <li>- Post Survey (29 post only; included in measures)</li> <li>- 83 matched (pre+post match)</li> </ul> <p>Demographic data:</p> <ul style="list-style-type: none"> <li>- Participants: Primarily Female (&gt;70%), Diverse (ie non white)</li> <li>- Organizations: College/Uni high number (35/80), Local &amp; State Gov't (14/80, 13/80)</li> </ul>	
Participant Evaluation	<p>Workshop satisfaction was high (&gt;% for majority of measures)</p> <p>Open-ended responses:</p> <p>Recurring theme: action oriented, eager to implement, invested participants wanting to expand involvement and partnerships</p>	<p>Most Valuable: Really liked coming together to collaborate and work together (45), followed by activities (25) and Action Ideas (13)</p> <p>More Time:</p> <ul style="list-style-type: none"> <li>- Activities</li> <li>- Action plans/next steps</li> </ul> <p>Improvements: not many</p> <ul style="list-style-type: none"> <li>- Suggestions for improvement: more time...more time to work together and for activities</li> </ul>

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		<ul style="list-style-type: none"> <li>- Not many (only 2) complained meaning it was accepted and enjoyed</li> </ul>
Statistics	<p>Understanding food systems is important to self and organizations</p> <ul style="list-style-type: none"> <li>- Observed a significant change from pre and post surveys</li> <li>- Change in systems thinking (STRS) from pre and post surveys</li> </ul>	<p>Planned actions: majority want to built partnerships and use the info to transform their work and what they do everyday</p> <ul style="list-style-type: none"> <li>- Participants want to themselves share info with their group; they want to bring back to their people what they learned from the GMB</li> <li>- Top 3 involved partnerships and working with others</li> <li>- CHL GMB vs other workshops               <ul style="list-style-type: none"> <li>- Partnershiping is not a high return</li> <li>- Other GMBs Peter has done: not so much action yield but more people's network changes to include "new" areas/topics</li> </ul> </li> </ul> <p>More community people indicative of...?</p>
Implications/Meaning	Planned actions = GMB follow up/LAC action items	<p>Peter: This information indicates an emphasis on forming network ties - any sense of how this compares to other workshops? Typically for GMB, the question is "does it lead to change?" This type of evaluation provides the potential for an avenue of opportunity for tracking networking analysis.</p> <p>Melissa: Social Ecological Model (SEM) can be used to explain and organize the data</p> <p>SUGGESTION: (Rachel) Would it be useful to use major (qualitative) outputs to be converted</p>

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		<p>into a quantitative measure for follow-up?</p> <ul style="list-style-type: none"> <li>- Used the results of the planned actions can be used to guide and direct LACs</li> </ul> <p>Peter: analyze over time; we have a starting place and this data can be very helpful</p>
Next steps	Participants valued the workshops and motivated to do something	<p>DECISION: Karen has now essentially completed GMB evaluation process, but will need to move forward to now with other supporting evaluations</p> <p>SUGGESTION: Evaluations for the LAC; with goal of tracking progress of CLD and actions</p> <ul style="list-style-type: none"> <li>- Guam meets quarterly               <ul style="list-style-type: none"> <li>- LAC members most of who were in the GMB need to be kept in touch with</li> </ul> </li> <li>- Hawaii meets biannually</li> <li>- Need to think of the goals of the LAC (ie use parts of the GMB)</li> </ul>



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<b>Session Date:</b>	Monday, July 31, 2023
<b>Session Time:</b>	2pm (start at 1:40pm) End at 3:00pm
<b>Session:</b>	GMB Panel
<b>Objectives:</b>	<p>Goal: Since not everyone was part of all GMB (except for Rachel/Jeanne), we would like to have a chance to understand and learn from this experience</p> <ul style="list-style-type: none"> <li>- Success, Challenges and Lesson Learned</li> <li>- Key terms and commonalities</li> </ul>
<b>Session Moderator:</b>	Peter
<b>Lead Recorder:</b>	Jennifer (Rica, Jessie)
<b>Attendees:</b>	Day 1 attendees; not Erik, Fei, Ruben
<b>Docs related to this meeting:</b>	<p><a href="#">GMB Posters.</a></p> <ul style="list-style-type: none"> <li>📄 2023 CHL Annual Meeting Day 1_20230502</li> <li>🗨️ Panel discussion</li> </ul>

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<p>Peter: Brief Intro - What did you do? Why did you do it this way? And how did it go? Then move into questions and discussions.</p> <ul style="list-style-type: none"> <li>• Overall Question: What format did you land on for your GMB workshops? (e.g., number and length of sessions, number of participants, etc.)</li> </ul>			
Hawaii	<p>Panel Members: Monica, Claire</p> <ul style="list-style-type: none"> <li>• Hawai'i was first in the jurisdiction GMB workshops after the annual meeting. Thinking back to the early planning, what were some of the considerations that went into the planning and preparation for the first workshops?</li> <li>• What would you keep or change from the process if/when doing another</li> </ul>	<p><b>Responses:</b></p> <p>Participants wanted to do a good job; Hawaii had a practice run</p> <ul style="list-style-type: none"> <li>- <u>Overall:</u> participants were engaged; went well</li> </ul> <p>Started with an "internal GMB" using a CHL affiliated group</p> <p>The second and third workshops were incremental expansions (larger groups), allowed for fine tuning the process and improving transitions</p>	<p>Benefits to being in person; multiple sessions for facilitators/local team to practice and build skills</p>

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	<p align="center">GMB workshop?</p>	<p>At Annual Meeting 2022, GMB was one day; actual GMBs - post (CLD) sessions took place online. Having multiple sessions and time in between seemed like there was time to reflect and re-assess these CLDs. Curious if online or face to face had better evaluation outcomes.</p> <p><b>Successes, Challenges and Lessons Learned:</b></p> <p>In person sessions were more engaging, but it would be difficult to meet on multiple days.</p> <p>Due to subject matter expertise in the room, there was concern that it would impact the focus on specific themes/topic areas. (i.e., more emphasis on certain themes)</p>	
<p>Alaska</p>	<p>Panel Members: Leslie, Amelia</p> <ul style="list-style-type: none"> <li>Alaska was next with a January GMB workshop involving participants from across the state. What were some of the key issues you were trying to manage in the design and preparation for the workshop?</li> <li>What keep or change from the process if/when doing another GMB workshop?</li> </ul>	<p><b>Responses:</b></p> <p>“Alaska is a small state in a big state” - large geographic area with small population.</p> <p>Leslie, as a facilitator, has lots of community networks</p> <p>Anchorage served as a hub including for location of desired invitees</p> <p><i>Overall:</i> Participants thought it was a great process</p> <p><b>Successes, Challenges and Lessons Learned:</b></p> <p>Brought in wide range/variety of people with diverse background of food and</p>	<p>Diverse professionals and personalities; different culture than the rest of the jurisdictions; Action Ideas - future engagement and momentum for the project</p>

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		<p>child health related professionals and parents; invitees had good response rate for attending</p> <p>Multiple workshops may have been beneficial - one reason would be because of location. Fairbanks (where facilitators are from) would be another hub location.</p> <p>There was domination by certain people/groups of people during the workshop. Changing the location and invitees would have changed these dynamics, as well as the actual food options.</p> <p><b>Result:</b></p> <p>Dominated themes due to “dominant” individuals</p> <p><b>Extra Comments:</b> (Leslie) Knew most of the people in the room but had a hard time with knowing what was going on around the room. This made it hard to be confident in keeping all participants engaged.</p> <p>(Jeannie) Lots of independent thinkers and stronger opinions and managing it all. (Rachel) Trying to be true to the Manual - could have done more role sharing between Leslie and Claire. (Claire) Physical structure was different - a long room and rectangle versus circle or square. It worked out fine but informed physical movement and environment.</p> <p>(Leslie) With the Action Ideas, these could have been used to keep participants more engaged post-workshop.</p>	

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CNMI	<p>Panel Members: Tayna, Ashley, Jesse</p> <ul style="list-style-type: none"> <li>● For CNMI, you decided to do this across three islands? What were some of the reasons for doing this? How did you prepare participants for the workshops?</li> <li>● What keep or change from the process if/when doing another GMB workshop?</li> </ul>	<p><b>Peter:</b> “CNMI went all in. With 3 islands, and full media recording. How did that go?”</p> <p><b>Responses:</b>  Hosted a pre-workshop presentation to go over systems thinking.</p> <p>3 back-to-back workshops in 3 islands - Saipan (n=18), Tinian (n=13), Rota (n=13). Chose to conduct GMB at all 3 islands, since each island is unique and wanted to engage partners and capture these individual qualities from all. However, one session was a half-day.</p> <p>Invited: school dieticians; government; healthcare; Head Start; wholesaler; farmers; ranchers; nonprofits.</p> <p><b>Successes, Challenges and Lessons Learned:</b>  Beneficial to have Peter and CHL CMT (Jeannie, Rachel) - these were experts who helped to mentor the process. For example, Peter led the modeling on the big island (Saipan), which helped the local team build confidence to take on this task themselves. The local team looks forward to becoming experts in the same way and being able to mentor other interested parties in the jurisdiction in the future.</p> <p>Started to engage invitees early in the process. This prepped participants and their confidence in having all the information they needed for engagement in the workshops.</p> <p>Each workshop got better with each implementation on the different islands (i.e., conducting workshops got easier)</p>	<p>High level of preparedness for staff and participants; inclusive - workshops for all regions; local team capacity building with CMT leads providing support and mentorship</p>

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		<p>Planned ahead so we were prepared for traveling to other islands. Sent materials in advance to Tinian &amp; Rota.</p> <p>Learned to allow time for “Gems” to be caught - this was important and often happened outside of the planned timekeeping.</p> <p>However, the timekeeping role that Jeannie provided was valuable due to logistical challenges, so time was frequently recalculated to assist in tracking logistics.</p> <p>Learned that it would be preferable to do the GMB over a couple of days (i.e., return within a day or two) so participants can contribute to the map and engage with it, and this will ensure there is enough time to have a meaningful conversation.</p> <p>Manual was helpful to facilitators on the local team to keep track of tasks.</p>	
Guam	<p>Panel Members: Tanisha, Gabby</p> <p>Q1: In Guam, your team took an innovative approach to preparing for the workshop and practicing causal loop diagramming, and the strategy was more focused on building capacity with a small group of stakeholders at first. How has this translated or not into your current work on mapping food systems?</p> <ul style="list-style-type: none"> <li>• What keep or change from the process if/when doing another GMB workshop?</li> </ul>	<p><b>Responses:</b></p> <p>All team members reviewed the Manual, practiced together, and role played; this process contributed to creating the best agenda for the jurisdiction.</p> <p>A practice session was also held with Extension staff which helped gauge expertise in the room, and produced a draft CLD to serve as a tool to show people where the workshop was heading.</p>	<p>Practice/prepare dness; Stella (building CLD in real time); more time/more localization and Guam focus (identify unique drivers); small group</p>

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		<p>Started with a list of potential attendees. This included people with CHL experience/history.</p> <p><b>Successes, Challenges and Lessons Learned:</b></p> <p>In the future, it would be useful to send primer information and do pre-workshop activities, similar to CNMI.</p> <p>There were a few issues with availability challenges of the invitees, due to other important events (e.g., audit for SNAP-Ed) and personal leave.</p> <p>CNMI was the first jurisdiction to have CLDs built on Stella during the workshop, so were able to correct on the screen.</p> <p>Feedback from participants included needing more time to go deeper into very localized food system ideas/topics/issues. They (participants or facilitation team) observed that the CLD probably looked similar to other locations. They thought that the process should aim to allocate time to find more unique drivers for Guam specifically. Additional time would be preferred to understand the baseline of what is happening currently in the jurisdiction.</p> <p><b>Extra Comments:</b> (Tanisha in response to Leslie/Claire) On group size, Guam was one small group whereas others (Alaska) had multiple breakout groups. (Rachel) Networking took place within the small groups for larger participant pools. (Peter) Smaller groups are easier - 22-25 is a lot. People get tired, including facilitators, such as around the Action Ideas time. Important to think about</p>	

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		<p>energy level. With multiple groups, you only need one to be “spot on” whereas with only one small group, it is harder to get on track if the group is off. Yet in American Samoa there was trust built and discussions building upon prior discussions during the activities within the group.</p>	
<p>American Samoa</p>	<p>Panel Members: Pauline, Travis            Q1: Thoughts on design and your experience?            Q2:</p> <ul style="list-style-type: none"> <li>● In American Samoa, we had a lot of discussions leading up to the workshop about how this might work. What were some of the issues that concerned you most before the workshop?</li> <li>● What keep or change from the process if/when doing another GMB workshop?</li> </ul>	<p><b>Responses:</b></p> <p>Invitees included existing/past CHL partners, such as food policy council members and school food service staff. Invitations specifically requested the most appropriate people from each institution.</p> <p>Started the week by conducting a training workshop session with Extension agents. Group Model Building and food systems were new concepts for the group, since only Travis and Molly had any experience from the Annual Meeting. The concepts needed to be translated into local understanding and once this happened, people better understood what they were focusing on. Molly was the facilitator.</p> <p>A unique challenge and benefit: Logistics required flying in early and staying a long time, facilitation staff went early to assist and assess what was needed, to make plans, and to conduct training.</p> <p><b>Successes, Challenges and Lessons Learned:</b></p> <p>Some participants attended an additional day of Stella training.</p>	<p>Language/translation, important of local culture (frequent mentions); more time together</p>

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		<p>Director translated “food system” to “food forest” in Samoan for participants to better understand.</p> <p>An additional challenge or element was having to translate during the workshops. Translation took time (for example, one sentence in English could be a paragraph in Samoan.)</p> <p>Participants requested more time together. It might be helpful to have a two-day workshop. Some island locations were far (i.e., due to boat and flight time).</p> <p>A unique food system element included Fa’alavelave (aka, the “F” word), which has a significant meaning to the culture, and affects a lot of everything done in Am. Samoa.</p>	
Evaluation	<p>Panel Member: Karen What did you notice about variation between the jurisdictions?</p> <ul style="list-style-type: none"> <li>You were in a unique position getting the data from the evaluation surveys and able to share summaries after the workshops. As a facilitator, this was very reassuring to see.</li> <li>Reflecting on what others have shared and the evaluations, what do you see as some of the main insights we can take away and apply in future GMB workshops, either for this project or more generally?</li> </ul>	It was interesting to just see the variations come about.	Variations across the jurisdictions
Overall	Panel Members: Rachel, Jeannie	(Rachel)	Trust; building from existing



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	<p>Presenting background on CHL Jeannie facilitating continuation between jurisdictions</p>	<p>Proud of jurisdictions having expertise and authority in the community. Having a general and genuine relationships with communities translated into working from a place of trust.</p> <p>In four jurisdictions (excluding American Samoa), the facilitators had groups switch up across the activities to reduce any dynamics at play, such as domination by certain people or groups of people. However, having committed groups in AmSam meant that they could build upon the previous conversations. Of course, it is relevant in understanding the dynamics of the groups to understand balance. Molly had chief power to be able to understand and adjust groups to help make that work.</p> <p>There were variations in pace across jurisdictions and activities, and personal styles of facilitators/modelers. It took effort to find the right pace.</p> <p>In American Samoa, the activities stopped with Connection Circles and overnight the facilitation team worked on the CLD separately. Or Peter tried to work on the CLD from connection circles in real time. But allowing for building the CLD separately made it cleaner (Peter was essential to this). The product may have been more meaningful and less confusing upon review with the local team.</p> <p>(Jeannie) Working from the existing framework of CHL and the GMB workshop structure was beneficial. There were templates to serve as guides. Most activities/tasks had a foundation to them to be guided</p>	<p>relationships and history</p>

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		<p>from. The Manual helped keep structure and serve as an evolving/living guide.</p> <p>The learning was constant and everyone was learning from and with each other.</p> <p>Having a good timekeeper is essential and they must be able/willing to speak up. A facilitator needs a strong timekeeper.</p> <p>Jordan had a repository for storing all documentation in the aftermath of the workshops, which was important and useful.</p>	
	<p>Typically, how GMB sessions are conducted, there is only one variation with the same facilitator. So having this structure is relatively unusual and unique. What is the consequence?</p>	<p>Leslie: Being the facilitator and community “lead” made it difficult to engage in participants while facilitating the session is a challenge</p> <p>Group size??</p> <p>Logistics of the room setup and dynamics??</p> <p>Pro and cons to mixing up groups.</p> <p>Plus do more participants needed? What about just using extension teams at start? At guam, was it helpful?</p> <p>Melissa: how much does fidelity matter? How much flexibility between jurisdictions and workshops can you have to achieve goals? How important is it and how many people who represent resilient and sustainable food systems are important among the participants?</p>	


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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>	<b>Key Terms &amp; Themes</b>
		<ul style="list-style-type: none"> <li>● CNMI: Many people watched pre-video. Self-efficacy may have been increased due to higher confidence and level of understanding at the start due to prep work.</li> <li>● Health professionals among participants: (Leslie) Medical professionals can't come. There were RDs though. (Monica) Was asked by a pediatrician if they should take a PTO day to attend. (Chloe) How can you get medical providers involved? (Peter) A day long workshop is very long for them. A session can be specifically designed for certain participants but this does change the overall group and setup. You can do small key informant sessions. Posters serve as artifacts for people to refer to.</li> <li>● Fidelity: (Jeannie) This came from the set agenda of activities. (Peter) There was a heavy emphasis on capacity building (and collection of future training needs). CHL can create its own definition of and requirements for fidelity.</li> </ul> <p>Peter - there was possibility of GMB not being bought into, and no one wants to do it again. But there was buy-in.</p> <p>Can do key informant interviews with participants or individuals after the GMB workshops to review CLDs – form on member check.</p> <p>Lynne: Was there anything unique that came from a workshop/was put into a CLD or was there a lot of overlap?</p>	

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>	<b>Key Terms &amp; Themes</b>
		<ul style="list-style-type: none"> <li>● (Peter) As Guam eluded to, you could have a CLD homogeneity, and there tends to be more similarities than differences.</li> <li>● Different workshops focused on different parts of the story (i.e., greater density in particular parts). But perhaps across CHL, it provides a more complete model of the food system.</li> </ul> <p>Lynne: With her experience on a few interventions, noticed self-efficacy has gone down.</p>	

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<b>Session Date:</b>	Monday, July 31, 2023
<b>Session Time:</b>	3:30-4:30
<b>Session:</b>	GMB Next Steps, Process and Protocol
<b>Objectives:</b>	
<b>Session Moderator:</b>	Peter
<b>Lead Recorder:</b>	Jennifer (Rica, Jessie)
<b>Attendees:</b>	Day 1 attendees; not Erik, Fei, Ruben, Ivan
<b>Docs related to this meeting:</b>	 2023 CHL Annual Meeting Day 1_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
HI SNAP-Ed/EFN EP CLD	<p>Jeannie - Expanded Hawaii CLD with SNAP-Ed and EFNEP Activities</p> <ul style="list-style-type: none"> <li>Claire took the combined Hawaii CLD from 3 GMBs in Hawaii, and placed certain areas into categories, then marked relevant areas for SNAP-Ed and EFNEP initiatives</li> <li>Utilized Analytic Framework in creation of the CLD (Categorized topic areas as “buckets”, i.e., bringing streams of categories together to make it easier on the eye of the viewer)</li> </ul> <p>Relevant questions</p> <ul style="list-style-type: none"> <li>Identify gaps - how can we address the gaps?</li> <li>Why are we doing the activities we are doing?</li> <li>How can we increase the impact of the activities we do?</li> <li>How do we measure true impact? (BRFSS data, enrollment numbers, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>(Melissa) - USDA encouragement for WIC to collaborate with the programs <ul style="list-style-type: none"> <li>State Nutrition Action Council - working together and working through resistance issues within the programs</li> <li>Jeannie/Rachel used it as a member of a working group?</li> <li>Guam experienced WIC not seeing their role in the larger food system; GMB could help them think beyond the parameters of WIC to see the connections</li> </ul> </li> <li>(Tanisha) - Without upfront chance to share what is happening already, many proposed Action Ideas were already in motion</li> <li>(Jeannie) - Actively using the CLD to teach staff what PSE is</li> </ul>

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
		<ul style="list-style-type: none"> <li>● (Peter) - It is not unusual to see multiple groups working on a few areas of the system; can use it to create a Logic Model as a complementary tool</li> </ul>
Revising/iterating on jurisdiction CLDs	<ul style="list-style-type: none"> <li>● Choice of a Complex or Simple CLDs is a matter of preference or purpose</li> <li>● Certain versions will be more appropriate for different audiences for strategic reasons (e.g., policy makers)</li> <li>● Suggestion to hand draw - gives time for understanding the connections</li> <li>● Goal is to make complexity of the world into something manageable</li> <li>● Helpful to understand that CLD's are not "final", but that they reach some level of "saturation"</li> </ul>	<ul style="list-style-type: none"> <li>● (Tanisha) When do we call it quits on building the CLD?               <ul style="list-style-type: none"> <li>○ (Peter) Use Key Informant interviews OR 2nd or 3rd GMB sessions to improve confidence that CLD is complete</li> <li>○</li> </ul> </li> </ul>
Finding and illustrating different types of leverage points	<ul style="list-style-type: none"> <li>● A diagram helps visualize leverage points, e.g., for a funder - can use it to teach, illustrate, and identify</li> <li>● Use Action Ideas to plug into Logic Models for programs (e.g., grant projects)</li> <li>● Use diagram to pull out priorities (e.g., action ideas)</li> </ul>	<ul style="list-style-type: none"> <li>● (Rachel) - We will want to identify leverage points; should we push for that now or is it smarter to do something different first? (Peter) We should start now; there are some things that are low hanging fruit that you don't need a simulation model for to try it out. Typically there is more than one leverage point and they get combined.</li> <li>● (Jordan) - How do we determine things (e.g., leverage points, archetypes, subsystems) empirically versus subjectively?               <ul style="list-style-type: none"> <li>○ (Peter) CLDs reflect the mental models of the people in the room. So CLDs could be improved by expanding the pool of input.</li> <li>○ Good idea to compare CLD and links to what has been published in the literature - is our</li> </ul> </li> </ul>

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
		<p>collective mental model flawed? Conduct literature review based on the CLD</p> <ul style="list-style-type: none"> <li>○ Realistically, people aren't waiting around for simulation model results</li> <li>○ We are limited in that the structure of the system we are looking at is likely <i>already</i> changing</li> <li>○ Online CLD review sessions were challenging after having in-person workshops</li> <li>○ Regional CLD needs to speak to all the jurisdictions - can they tell their story within the regional version of the model???</li> </ul>
<p>Identifying and pulling out system archetypes</p>	<ul style="list-style-type: none"> <li>● “Here is what it looks like, here is what is going on”</li> <li>● Most managers don't have time to build models</li> <li>● Archetype example: “Success to the Successful” is about things that are going well get more resources and things that are not going well experience resource scarcity</li> <li>● Archetypes help to monitor dynamics across different food systems - they are relatively few patterns (archetypes) that cut across many situations; if you see it in multiple places/jurisdictions, it starts to become a generic structure to consider</li> </ul>	<p>DEFINE: System Archetype - a common pattern that occurs, represented in a CLD (e.g., tragedy of the commons).  Examples: Food imports vs. Local productions, “limits to growth” - community gardens experiencing limitations in resources or knowledge, Accountability trap</p>
<p>Pulling out subsystems for simulation modeling/deeping structure-behavior insights</p>	<ul style="list-style-type: none"> <li>● Use diagram to pull out small sub topics for additional modeling relevant to the jurisdiction <ul style="list-style-type: none"> <li>○ “Could we build a little model on XXX...”</li> </ul> </li> </ul>	<p>Example: Jesse using subsystems to evaluate agroforestry on Rota</p>

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
GMB with LACs	<ul style="list-style-type: none"><li data-bbox="380 317 956 422">• You can weave GMB into Steering Committee meetings/structure - <i>example from another project from Peter</i></li></ul>	



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**Monday, July 31, 2023**

<b>Session Date:</b>	Monday, July 31, 2023
<b>Session Time:</b>	4:30
<b>Session:</b>	Wrap-up & Reflections
<b>Objectives:</b>	
<b>Session Moderator:</b>	Jeannie & Karen
<b>Lead Recorder:</b>	
<b>Attendees:</b>	Day 1 attendees; not Erik, Fei, Ruben, Ivan
<b>Docs related to this meeting:</b>	 2023 CHL Annual Meeting Day 1_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
		Positives <ul style="list-style-type: none"> <li>● Lunch</li> <li>● Executing GMB</li> <li>● New Website</li> <li>● Meeting new people</li> <li>● Panel Discussion</li> <li>● Good Timing</li> </ul> Negative <ul style="list-style-type: none"> <li>- Move more</li> </ul>

## 2023 CHL Annual Meeting Notes - Day 2 Tuesday, August 1, 2023

1. Allow attendees to refine notes during the meeting sessions.
2. Leads can informally state the objectives and what sort of questions we want answered at the beginning of each session.

[Presentation Slides:](#) 📄 2023 CHL Annual Meeting Day 2\_20230502

📅 CHL Annual Meeting 2023 Planning

<b>Session Date:</b>	Tuesday, August 1, 2023
<b>Session Time:</b>	8:45am
<b>Session:</b>	Diet Scores: Performance and Association with Health Outcomes
<b>Objectives:</b>	Understand the goals, process, challenges, options, and results of diet quality indices.
<b>Session Moderator:</b>	Yurii
<b>Lead Recorder:</b>	Rica (Kristi, Pauline)
<b>Attendees:</b>	<span style="background-color: #e0e0e0; padding: 2px;">📅 CHL Annual Meeting 2023 Planning</span>
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a> <span style="background-color: #e0e0e0; padding: 2px;">📄 2023 CHL Annual Meeting Day 2_20230502</span>

Topic	Issues/Status	Plan/Suggestion/Action/ Decision
CHL Center 8:33am	<p>Welcome &amp; Agenda Review</p> <p>New measure of focus is diet, CHL looking at diet in additional ways – as dietary pattern, diet quality, how can we express diet with the CHL data.</p> <p>Lynne assessment of foods in the region.</p> <p>EFNEP data obtained on adult diet.</p>	DECISION: New Annual Meeting date is July 8-12, 2024.
Diet Intake Background	<p>Dietary intake is associated with several health outcomes.</p> <p>Dietary patterns formed, which were data driven. Patterns vary from study to study, based on different diets, so it is harder to interpret. Not robust.</p>	

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	<p>Dietary Indices (a priori) - diet quality measures where foods are preselected. Easy to compute &amp; interpret since computed in the exact same way.</p> <ul style="list-style-type: none"> <li>- 4 Types: HEI (2015), AHEI (2012), aMED (2005), &amp; DASH (2008)               <ul style="list-style-type: none"> <li>- Each has a different scoring method.                   <ul style="list-style-type: none"> <li>- Pre-defined (a priori) scoring cut points: HEI, AHEI</li> <li>- Data driven scoring cut points: aMED (medians), DASH (quintiles)                       <ul style="list-style-type: none"> <li>- Can reflect population well, but also difficult if deciding between timepoints in CHL, since each timepoint will have different scores that are not comparable if cut points are based on each timepoint.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p>Example from UHCC (UH Cancer center) analyzing</p> <ul style="list-style-type: none"> <li>- Diet &amp; Mortality - Does not matter which of the 4 scores you use, all show protective effects with a high diet score.</li> <li>- Diet &amp; Lung Cancer - similarly, protective effect seen with all scoring systems</li> </ul> <p>Challenges with Children's diet</p> <ul style="list-style-type: none"> <li>- Advantage of HEI is that it uses density, intake per 1000 kcal, but the existing HEI was developed for adults.</li> <li>- Should also consider dietary practices of different populations, diet in the pacific is somewhat different.</li> </ul> <p>Analysis Objectives;</p> <ol style="list-style-type: none"> <li>1. Validate HEI-2015 &amp; DASH for CHL study</li> <li>2. Assess association with outcomes (BMIz, OWOB, WC, AN)</li> </ol>	
<p>Results: Descriptives &amp; Means</p>	<p>Range &amp; Variation</p> <ul style="list-style-type: none"> <li>- Have a good range</li> <li>- DASH range 10-40</li> <li>- HEI range in theoretical range, 30-95</li> </ul> <p>Principle Components (of the diet)</p> <ul style="list-style-type: none"> <li>- DASH have 4 PCs (&gt;0.9)</li> <li>- HEI-2015 has 7 PCs (&gt;0.9)</li> </ul>	

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	<p>Total score means</p> <ul style="list-style-type: none"> <li>- Girl scores better</li> <li>- Younger kids score better</li> <li>- Alaska has the best scores, then Hawaii &amp; AS.</li> </ul> <p>Quintile comparisons (low, medium, high)</p> <ul style="list-style-type: none"> <li>- DASH has good differentiation, although it shows high quintile scores better, the scores are not high.</li> <li>- HEI-2015 is harder to differentiate, and greens &amp; beans are lower, which makes sense for children</li> <li>- DASH is better at differentiation, but DASH is based on quintiles by design, so this is inherent to design.</li> <li>- Not much difference by age group               <ul style="list-style-type: none"> <li>- DASH has more differences, see differences in sodium &amp; red. Older kids eat more vegetables.</li> </ul> </li> <li>- HEI-2015 component scores are also more similar by jurisdiction. (We must take into account differences in jurisdictions when evaluating)</li> </ul>	<p>Chloe Response to quintile radar graphs - HEI distribution is not commonly seen &amp; is interesting</p> <p>Values are adjusted for energy.</p>
<p>Results: Associations with health outcomes</p>	<p>Included intervention jurisdictions (Guam, CNMI, AS, Hawaii, Alaska) &amp; only Control communities. (Using intervention communities washed out the data)</p> <p>*Quintiles based on Time 1*</p> <p>Association with BMIz</p> <ul style="list-style-type: none"> <li>- See a little trend in the direction expected, but not statistically significant</li> <li>- By sex, see significant differences in boys (not sure why it is not the same for girls)</li> <li>- By age group, see more differences with HEI-2015 in both age groups, DASH has more differences in older age group.</li> </ul> <p>Waist Size</p> <ul style="list-style-type: none"> <li>- Trends more monotonic</li> <li>- By sex, see upward trend, which is opposite of overall trend</li> <li>- By age, DASH has downward trend, but HEI has downward trend then significant upward at Q5.</li> </ul> <p>OWOB</p> <ul style="list-style-type: none"> <li>- No statistical significance overall</li> </ul>	<p>(Pauline Question on locations consumed) Diet data was based on 2-day diet records that were averaged, did not address location consumed.</p>

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	<ul style="list-style-type: none"> <li>- By sex, see significant difference for boys between Q5 &amp; Q1</li> <li>- By age, more difference with older age group</li> </ul> <p>AN</p> <ul style="list-style-type: none"> <li>- Trend with DASH, but not significant</li> <li>- HEI has drop</li> <li>- By sex, wide CIs because there are very few cases of AN in sample. Boys saw low OR at Q5</li> </ul> <p>Diet components (COMPONENTS: green= adequacy, red=moderation; HIGHLIGHTS: red risk, green protective, yellow indicates U shape, golden indicates inverted U shape)</p> <ul style="list-style-type: none"> <li>- BMIz               <ul style="list-style-type: none"> <li>- DASH - U shape in red meat</li> <li>- HEI - U shape in sodium, Added sugar has inverted U shape trend</li> </ul> </li> <li>- Waist Size               <ul style="list-style-type: none"> <li>- DASH - whole grains is risk (borderline sig), less SSB is a risk for boys</li> <li>- HEI - similar trends to DASH, Less sodium is protective</li> </ul> </li> <li>- OWOB               <ul style="list-style-type: none"> <li>- HEI - Nuts, whole grains, &amp; dairy are protective among older boys</li> </ul> </li> <li>- AN               <ul style="list-style-type: none"> <li>- HEI - Dairy is protective, more components protective</li> </ul> </li> </ul> <p>HEI shows more than DASH overall. HEI-2015 is slightly better with the amount of information it adds &amp; it is more used. Recommend HEI-2015 to use in CHL.</p> <p>Should adjust for physical activity.</p> <p>Can modify scoring criteria, add cultural &amp; local foods, age-appropriate foods</p>	<p>(Travis question - difference btw whole grains &amp; refined grains) Whole grains are adequacy components, refined grains is moderation. (Yurii) Reverse causality may explain some of the trends seen here. (Rachel) Whole grains usually in sweet cereals.</p> <p>Lynne response to SSB trend, using cross sectional data, could be only older kids drinking SSBs</p> <p>RECOMMENDATION: Lynne recommends using log data, but the currently cleaned dataset is only for time 1, and Yurii uses all 3 timepoints</p>

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<b>Session Date:</b>	Tuesday, August 1, 2023
<b>Session Time:</b>	10:00
<b>Session:</b>	EFNEP & Signature Foods
<b>Objectives:</b>	To identify foods related to child health and could be leverage points for intervention in the CHL FS.
<b>Session Moderator:</b>	Lynne
<b>Lead Recorder:</b>	Rica (Kristi, Jessie)
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 2_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
EFNEP Data Plan	<p>CHL did not collect adult diet data.</p> <p>Time 1 &amp; 2 - have 3 questions on food security            Time 3 - 6 questions on food security.</p> <p>EFNEP Data includes adult diet HEI scores &amp; food security. Data also includes West VA &amp; Arizona.</p> <p>HEI-2005 Scores Child vs. Adult Data:</p> <ul style="list-style-type: none"> <li>- Mean scores of adults and children are comparable (but differ by component)</li> </ul> <p>Planned Approach:</p> <ul style="list-style-type: none"> <li>- Must recalculate HEI scores using 24 hr recall, but EFNEP uses FNDDS codes &amp; CHL uses USDA codes. So we will need to match the codes.</li> <li>- Determine methods to use food security measures, which use different questions along the same scale</li> <li>- Compare adult &amp; child HEI scores &amp; food security.</li> </ul> <p>How important is it to compare child vs. adults in the same year? Have EFNEP data for past years</p>	<p>SUGGESTION: Chloe has used FPEDs or components to calculate scores, but EFNEP did not provide components. Will discuss with Lynne more.</p>

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	<p>and should compare using the same years. CHLN can use later dates.</p> <p>EFNEP data collection methods are not consistent. (e.g., lack of collection during COVID-19 pandemic period, or person vs. phone)</p> <p>Once Signature foods are determined, must differentiate btw adult vs. child foods too. Then can use EFNEP data to determine adult foods.</p>	
<p>Signature Foods: Background</p>	<p>Why assess Signature Foods? If we can find what foods are associated with health outcomes, we can find where in the food system they can be found and identify leverage points.</p> <p>Making recommendations on changing diet patterns is difficult, but specifying foods is easier and clearer</p> <p>Signature Foods Definition: Foods contributing to health outcomes (and somehow fit in the food systems)</p> <p>How do we know if we intervene on a sig food, how do we know if there is an effect? We should see an effect on diet quality, which would be shorter time frame than assessing a health outcome.</p> <p>Signature Foods are at individual level for diet, but in terms of food environment it is at the environmental level (e.g., supply, cost).</p> <p>Food environment data may be limited, CHL has some data with CX3 &amp; food cost surveys.</p> <p>Approach</p> <ul style="list-style-type: none"> <li>- uses the same food composition table for all 3 timepoints.</li> <li>- Food groups used from MPEDs and food types (food codes are very granular)</li> <li>- Completed association with health outcomes, next step is to assess positive outcomes (e.g. less screentime, sleep)</li> </ul>	



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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
<p>Top Source Foods Results</p>	<p>Nutrients that were significantly associated at <math>p &lt; 0.005</math></p> <ul style="list-style-type: none"> <li>- Protective: Calcium, Iron, Potassium, Riboflavin</li> <li>- Risk: Choline, Fiber, Magnesium, Nitrite, Pantothenic Acid, PUFA, Thiamin, Trans Fat</li> <li>- Important to remember analysis is cross-sectional</li> <li>- Relevant to note that nutrients are associated with specific foods</li> <li>- Note, different ways to assess AN based on OWOB status</li> </ul> <p>Assessed food category types as cross-sectional effect (risk v. protective) on health outcomes</p> <p>MPEDs Types:</p> <ul style="list-style-type: none"> <li>- Protective: Sugar, cheese, yogurt, fish &amp; seafood (OWOB)</li> <li>- Risk: whole grains, fish/seafood (AN)</li> </ul> <p>NSSR Food Types</p> <ul style="list-style-type: none"> <li>- Protective: fish (OWOB), other dairy, fruit juice</li> <li>- Risk: first (AN), rice, bread, popcorn, snacks.</li> </ul> <p>NSSR Food Class:</p> <ul style="list-style-type: none"> <li>- Shows water as a risk factor for AN.</li> </ul> <p>**Take these results with a grain of salt.</p>	
<p>Top Source Foods by Nutrients</p>	<p>Top foods are based on food codes, so will see multiple types of the same food (e.g. 2% milk, 1% milk)</p> <p><u>TOP SOURCES:</u></p> <p>Calcium:</p> <ul style="list-style-type: none"> <li>- Milks are top source</li> <li>- AS includes canned mackerel</li> <li>- Other includes bread</li> </ul> <p>Choline</p> <ul style="list-style-type: none"> <li>- Milks and eggs are top sources</li> <li>- HI includes spaghetti</li> </ul>	<p>Take away:</p> <p>There are nutrient predictor per CHL data</p> <ul style="list-style-type: none"> <li>- Nutrients are related to OB</li> <li>- Nutrients are related to healthy wt</li> <li>- Not enough fruits and veggies to do a good analysis</li> </ul>



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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
	<p>Fiber</p> <ul style="list-style-type: none"> <li>- Bananas, apples, taro, coconut</li> <li>- AS includes taro</li> <li>- GU &amp; CNMI includes rice</li> <li>- High fiber is related to BMI but not obesity (OB)</li> </ul> <p>Iron</p> <ul style="list-style-type: none"> <li>- Basically coming from grains (ie cereal, rice, breads)</li> <li>- AS includes papaya</li> </ul> <p>Magnesium</p> <ul style="list-style-type: none"> <li>- White rice &amp; other grains showing up</li> </ul> <p>Pantothenic Acid (B5)</p> <ul style="list-style-type: none"> <li>- Potato chips major contributor (ex: Guam)</li> </ul> <p>PUFA</p> <ul style="list-style-type: none"> <li>- Mayonnaise, cheese puffs</li> <li>- Related to OB (higher amounts related to OB)</li> <li>- These PUFA sources are also high in MUFA               <ul style="list-style-type: none"> <li>- PUFA:MUFA ratio</li> </ul> </li> </ul> <p>Potassium</p> <ul style="list-style-type: none"> <li>- Milk</li> <li>- AS includes taro</li> </ul> <p>Trans Fat</p> <ul style="list-style-type: none"> <li>- Snack foods (chips crackers, biscuits)</li> <li>- Current foods do not have trans fat due to policy, but previous foods did</li> </ul> <p>Take away: same foods show up over and over again = top contributors because they are top consumed</p> <ul style="list-style-type: none"> <li>- Ex: rice consumed largely everywhere except in Alaska</li> </ul> <p>Results showing that kids may not be eating enough of the nutrients, since the food sources these nutrients are coming from are not necessarily high in nutrients.</p>	

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
	Kids are not eating enough fruits and vegetables to show up in results as top food sources.	
Fact Sheet Concept	<p>Once signature foods are determined, our goal would be to create fact sheets of information about each food, including location consumed, average intake, local/imported, affordability, availability. (e.g., banana, milk, white rice)</p> <p>Alaska &amp; HI Big Island have dairy producers.</p> <ul style="list-style-type: none"> <li>- (Jennifer) In AK, most people not drinking local milk</li> <li>- AM Samoa does not</li> </ul> <p>Each jurisdiction has local foods of value.</p> <ul style="list-style-type: none"> <li>- CNMI: Red rice, sweet potato</li> <li>- Guam: Red rice</li> <li>- AK: Salmon, moose</li> <li>- HI: Poi</li> <li>- AS: Taro, papaya</li> </ul>	<p>Per tanisha:</p> <ul style="list-style-type: none"> <li>- Promote Pacific specific foods that are nutrient rich (ex. Pohnpei plantain campaign improved Vitamin A deficiency).</li> <li>- Need to consider affordability and acceptance and knowledge of the food</li> <li>- Realistically: we (ie most people) go for convenience</li> <li>- Need to re-think “valuable food” <ul style="list-style-type: none"> <li>- Ex: in Guam we do eat cooked unripe bananas we just don’t do it as often as AM samoa</li> </ul> </li> </ul> <p>Per Jeannie:</p> <ul style="list-style-type: none"> <li>- DOH in Hawaii: trying to add more local complex CHOs into school foods via reimbursements <ul style="list-style-type: none"> <li>- Local CHOs: kalo and ulu</li> </ul> </li> </ul>
Next Steps	<p>More stat models</p> <p>CHL-wide signature foods</p> <ul style="list-style-type: none"> <li>- Define per jurisdiction</li> <li>- Value per jurisdiction</li> </ul> <p>Analyze association to HEI</p>	(Chloe) PUFA is a ratio

**2023 CHL Annual Meeting Notes - Day 2**  
**Tuesday, August 1, 2023**

<b>Session Date:</b>	Tuesday, August 1, 2023
<b>Session Time:</b>	1:30pm
<b>Session:</b>	Synthesizing jurisdiction CLDs CHL FS Regional Model Pressure testing the CHL FS Regional Model
<b>Objectives:</b>	Objective: Overview of the working CHL FS Regional Model, preliminary analysis, and online interface Objective: Provide an overview of the CLD synthesis for the CHL FS Regional Model Objective: Hands-on introduction and testing of the online interface and discussion
<b>Session Moderator:</b>	Peter
<b>Lead Recorder:</b>	Jennifer (Session also being recorded by Peter)
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 2_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
Overview	[Recording] Context on GMB framework and related papers Opportunities for possible papers Foundations of system dynamics (SD) <ul style="list-style-type: none"> <li>- Behavior modes</li> <li>- Accumulations - stocks and flows</li> <li>- Reference modes</li> </ul> Generic structures and leverage points (part 1)	
Evolution of engaging stakeholders in system dynamics leading to CBSD	<ul style="list-style-type: none"> <li>● Spend time talking to people living in the system; ethnography, direct observation, key informant interviews, focus groups, workshops</li> <li>● Modelers gain insight as a result of the building process - this led to identifying that you need to bring others along with you in the modeling process, including (options): strategic forums, GMB Albany tradition, and GMB Nijmegen tradition               <ul style="list-style-type: none"> <li>○ <i>You don't need to build a simulation model for everything</i></li> </ul> </li> <li>● Network Effect (Affect?) - capacity building</li> </ul>	

**2023 CHL Annual Meeting Notes - Day 2  
Tuesday, August 1, 2023**

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	<ul style="list-style-type: none"> <li>● (Community Based System Dynamics) CBSD definition: approach to GMB for engaging communities in system dynamics that places the emphasis on developing a common language for understanding the endogenous XXX</li> <li>● Chosen language is important - “They saw her duck.” example (many meanings); context determines use of the word               <ul style="list-style-type: none"> <li>○ CHL is operating on both sides of the language theory which is challenging</li> <li>○ Boundary objects help to develop shared meaning and are word sparse</li> </ul> </li> <li>● Community based is key - need the community to be involved, which also builds capacity and capability with participants and lead agencies</li> <li>● GMB bridges Systems Science (System Dynamics) and CBSD               <ul style="list-style-type: none"> <li>○ “CHL took a CBSD approach to GMB”</li> <li>○ Regarding doing both Connection Circles and CLD (AK) - what do you get from one that you didn’t get from the other?</li> </ul> </li> </ul> <p>Understanding ways to use or examples of GMB and CBSD</p> <ul style="list-style-type: none"> <li>● RE-AIM framework used for CHL intervention (Implementation Science) - “this is gold!”</li> <li>● Concepts of epistemic uncertainty and linguistic ambiguity for addressing bias</li> <li>● CBSD approach is a big thing in public health management currently, including with federal funders</li> <li>● Food systems, sustainability, resilience and equity</li> </ul>	
Options for CHL GMB papers	<ul style="list-style-type: none"> <li>● Framework paper</li> <li>● Five case studies (one per jurisdiction) on process and content</li> <li>● Evaluation paper</li> <li>● Special edition ideas</li> </ul>	
System Dynamics	<ul style="list-style-type: none"> <li>● Reference modes, graphs over time</li> <li>● Accumulations and rates</li> <li>● Stocks and Flows               <ul style="list-style-type: none"> <li>○ Simulation models need stocks and flows</li> <li>○ Flow is the faucet/valve</li> <li>○ Sources and sinks</li> <li>○ Stocks - example: stock of frustration with a provider growing (fill the cup with water higher and higher)</li> </ul> </li> </ul>	

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**Tuesday, August 1, 2023**

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	<ul style="list-style-type: none"> <li>○ In a Dynamic System: Behavior is a consequence of all inputs and the accumulations</li> <li>● Peter gave graphing examples of behavior patterns (7 basic patterns) using Facebook user (e.g., relationships between changes are derivatives or integrations of each other) <ul style="list-style-type: none"> <li>○ Equilibrium, linear growth, XXX</li> <li>○ In all situations over time, the 7 behavior patterns can be found (a situation may contain multiple patterns over a given time)</li> </ul> </li> <li>● Reference Modes - a description of a dynamic problem <ul style="list-style-type: none"> <li>○ It is an abstraction of the dynamic problem</li> <li>○ Data can be used to support it - but data is not the reference mode</li> <li>○ Behavior can be shown on Graphs Over Time</li> <li>○ A problem can have multiple reference modes</li> <li>○ Problems are differentiated via time periods - stocks can become constants; only one time horizon in a model is possible</li> </ul> </li> </ul>	
Generic Structures	<ul style="list-style-type: none"> <li>● Go from conceptualization of a system to formulation of a simulation model <ul style="list-style-type: none"> <li>○ (it is like starting with a set of recipes and building out from there)</li> </ul> </li> <li>● There are different types of generic structures: Canonical situation model (e.g., Urban Dynamics, CHL FS regional model), abstracted micro-structures molecules (e.g. aging, chains, co-flows - “harvesting” structure to form...), system archetypes <ul style="list-style-type: none"> <li>○ The generic structures can be evaluated via PRoM, AQ, and PEI</li> </ul> </li> <li>● <u>10 system archetypes</u>: limits to growth, shifting the burden, eroding goals, escalation, success to the successful, tragedy of the commons XXX</li> </ul> <p>Applying generic structures to building a simulation model using simulation software (e.g., Stella)</p> <ul style="list-style-type: none"> <li>● Peter’s hypothesis (for CHL?) - Reinforcing loop and then a balancing loop</li> <li>● Simulation can help to show behind the scenes influences within a model/graph</li> <li>● Loops can be turned on and off; it is like holding a value constant and thus removing the feedback</li> </ul>	

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Topic	Issues/Status	Plan/Suggestion/Action/ Decision
	<p>effect of the loop; however, it does not alter the behavior pattern</p> <ul style="list-style-type: none"> <li>Stella is a tool that makes very complex and tedious steps very available and usable</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>System Dynamics Society Summer School</li> <li>Systems Science for Social Impact</li> <li>Isee Systems webinars on Stella</li> <li>Two-week conference in Singapore</li> <li>Asia-Pacific System Dynamics Conference</li> </ul>	Hawaii as possible host for a conference
CHL FS Reference Modes	<ul style="list-style-type: none"> <li>Key data patterns (graphs) for the 3 timepoints of the CHL Interventions can be translated into idealized reference modes (i.e., simplified abstractions of the original graphs) <ul style="list-style-type: none"> <li>Hei2015_mean and owob_prev</li> <li>For each jurisdiction</li> <li>For control, intervention, and temporal communities</li> </ul> </li> <li>Typically, simulation modeling looks prospectively versus historically (predicting potential interventions rather than explaining CHL data)</li> <li>(Melissa) - can we drill down and down in the simulation to explain weirdness in the data analysis results? (Peter) Building the model in order to explore; generate hypotheses</li> <li>Simulation model can be used to test a variety of events that may influence behavior over time</li> <li>(Matt) - How to filter out sustainability factors?</li> </ul>	
BREAK 2:35pm		
[2:54 pm] Draft summary of CLDs	<ul style="list-style-type: none"> <li>Peter presented a list of variables and the CLDs that they appeared on (Annual Meeting 2022 GMB and all five jurisdiction GMBs)</li> <li>Terminology needed to be slightly revised/generalized to streamline variables across all CLDs (i.e., there may be variation in use of terms across jurisdictions)</li> <li>R = reinforcing loop, e.g., health outcomes improve mental health, mental health improves health outcomes</li> <li>Dashed lines are possible intervention areas (e.g., using local food production to influence nutritional knowledge and cultural norms)</li> </ul>	<p><b>Additions:</b></p> <ul style="list-style-type: none"> <li>Universal health care (Jeannie, Leslie)</li> <li>Multi-generational Households (Lynne)</li> <li>Dental health (Matt)</li> <li>Civilian Economy (Amelia)</li> </ul> <p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li>Nutritional Knowledge and Cultural Norms to Healthy Nutritional</li> </ul>

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Topic	Issues/Status	Plan/Suggestion/Action/ Decision
	<ul style="list-style-type: none"> <li>• Military showed multiple times in different jurisdictions, as did land use, and had a variety of connections, such as military and food storage and distribution, and military and trauma (pre-enlistment versus while on duty)</li> <li>• Balancing loops =</li> <li>• Climate change, environment, weather - It may be reasonable to predict that there is not much that CHL jurisdictions can change to impact climate change within a 10 year period</li> <li>• <i>There is nothing sacred about it (the draft CLD) - can be changed. What is missing? What isn't reflected? Peter will draw during audience feedback.</i></li> <li>• There was discussion about the rollup of health outcomes versus unpacking very specific examples; the definitions of each variable might be different to different people or also vague, e.g., what is Household Resources referring to exactly?</li> <li>• This draft CLD is a high level summary of all jurisdictions into one. We can go detailed as needed but don't necessarily want to do so right now. The CLD will evolve and this discussion/revision process should just be getting us started.</li> <li>• (Leslie) It is hard to see what is going on when there are certain stories [from individual GMB discussions] not on there [the CLD], but our goal is to try and find leverage points which is easier to identify by simplifying the subsystems and terminology.</li> <li>• "The model is not complete if we can't take all the Action Ideas and put them in here." This can be used as a tool to test the model - finding a place on the model for each Action Item.</li> <li>• (Melissa) Has Peter already said the hypothesis? <ul style="list-style-type: none"> <li>○ "This structure produced this behavior. <b>These</b> CLD behaviors are responsible for the healthy eating and obesity prevalence in the Pacific." (i.e., the determinants in this CLD represent the dynamic behaviors of healthy eating and obesity prevalence in the USAP.)</li> </ul> </li> <li>• Confusion between using historical CHL data and acting in a prospective way</li> </ul>	<p style="text-align: center;"><b>Knowledge and Cultural Norms</b></p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Is social media a "bug bucket"? <i>It did show up for all five jurisdictions, including marketing, Youtube, etc.</i> (Jeannie)</li> <li>• Where are religious beliefs? <i>Under Nutritional knowledge and cultural norms?</i> (Melissa)</li> <li>• How do you know when you need to break something out? <i>If you had a variable but also add the same feedback loops, it is an argument for collapsing. You don't always need to detangle the diagram, but instead make one specific to the individual jurisdiction. We are more worried about missing feedback loops.</i> (Jordan)</li> <li>• What does cultural norms mean - new old, etc.? <i>What are we modeling - obesity or a cultural system? Cultural system could be as complex a diagram on its own.</i> (Jeannie)</li> <li>• We have healthy traditions and fractured systems/people (parents,</li> </ul>



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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	<ul style="list-style-type: none"> <li>● (Rachel) We don't want to limit ourselves to all the things we have in common.</li> <li>● (Peter) Variables might be working in positive or negative ways in different jurisdictions and those are hard conversations to have.</li> <li>● (Peter) It is possible that we cannot have one regional model/it is okay if this doesn't work. The models are different if the feedback structures are different for the same variables.</li> <li>● Step changes - how long will it take to see differences in the feedback loop - days, years? For example, supply and demand happen quickly and reach a dynamic equilibrium so you wouldn't make a new model for supply and demand.</li> <li>● Different learning styles - might be beneficial to always have the variable table <i>and</i> the CLD on hand.</li> <li>● <u>Peter check-in on where we are currently:</u> <ul style="list-style-type: none"> <li>○ We've got reference modes that we are trying to explain retroactively</li> <li>○ Placing Action Ideas into CLD</li> <li>○ What doesn't fit into the model/what doesn't work</li> <li>○ See structure behavior relationships</li> <li>○ Start getting a feel for leverage points</li> <li>○ "The system is XXX[probably?] resistant to change"</li> <li>○ Pilot studies/projects - future data collection to use in the modeling; pilot project as an Action Idea as well</li> <li>○ (Rachel) TERMINOLOGY of variables</li> </ul> </li> </ul>	<p>grandparents (Leslie)  <i>Comments on victim blaming</i></p> <ul style="list-style-type: none"> <li>● Is there enough on here about subsistence/wild foods (AK) and various connections? (Leslie, Amelia)</li> </ul> <p>ACTION: Create document with description of each variable (blue text) and what indicators to include in each.</p> <ul style="list-style-type: none"> <li>- Activity on Day 3 for CMT (part of Missing Data &amp; Timeline discussion)</li> </ul> <p>ACTION: Data Group to review what CHL data has to include in the regional model.</p>
<p>REFLECTIONS &amp; WRAP-UP</p>	<p>POSITIVES</p> <ul style="list-style-type: none"> <li>+ Small group activities</li> <li>+ Stretching brains</li> <li>+ Time to walk (to the marketplace)</li> <li>+ Leftovers</li> <li>+ Flexibility-love babies</li> <li>+ Interesting sessions</li> <li>+ Timing flowed well</li> <li>+ Mayonnaise =(</li> <li>+ Work - Data team!</li> <li>+ ideas/work coming together</li> <li>+ Everyone behind the scenes making it work</li> </ul> <p>NEGATIVES</p>	


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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	<ul style="list-style-type: none"><li>- Hawaii champions - hard to think about Hawaii perspective; identity crisis; we need a dedicated person</li><li>- Tie info to next steps → designated time to use the info → how to apply, and leverage the momentum (Working into milestones and planning better)</li><li>-</li></ul>	

**2023 CHL Annual Meeting Notes - Day 3**  
**Wednesday, August 2, 2023**

1. Allow attendees to refine notes during the meeting sessions.
2. Leads can informally state the objectives and what sort of questions we want answered at the beginning of each session.

[Presentation Slides:](#)  2023 CHL Annual Meeting Day 3\_20230502

 CHL Annual Meeting 2023 Planning

<b>Session Date:</b>	<b>Wednesday, August 2, 2023</b>
<b>Session Time:</b>	8:37 am
<b>Session:</b>	Missing Data, Timeline
<b>Objectives:</b>	Discuss data for modeling & develop timeline for modeling Update Milestones and Timeline for System Dynamics
<b>Session Moderator:</b>	Peter
<b>Lead Recorder:</b>	Rica (Jessie)
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 3_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
Welcome and update on Signature Foods	Rica shared Signature Foods Activity results	ACTION: Rica to share updates and utilize with data team
Closing of System Dynamics review and Planning	<ul style="list-style-type: none"> <li>● Systems Dynamics (SD) looks at the structures and systems, not the individual.</li> <li>● Understand the behavior of the system, in this case OWOB, eating, and PA behaviors of children.</li> <li>● Worse to have such a complex model because just replacing 1 complex system with another complex system.</li> <li>● Input on the regional model draft was good.</li> <li>● GOAL: Peter will learn about the data &amp; CHL will learn about SD!</li> </ul>	



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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	<p>Transition from data thinking to systems thinking. Start with graphs over time, data, etc. and then move into dynamic modeling as the model is built.</p> <p>NOTE: changes can always be made with hand drawn and send to Peter</p>	
<p>Activity (30 minutes)</p>	<p>Break up into the same groups from Signature Activity groups.</p> <p>Data group will be their own group which will add CHL measures to the table.</p> <p>Participant Feedback:</p> <ul style="list-style-type: none"> <li>- (Tanisha) Difficult to decide on all encompassing term for the systems terms since working with multiple variables</li> <li>- (Jordan) Is there an actual difference, hard to get consensus between jurisdictions. Uncertainty and hesitation to revise variables. <ul style="list-style-type: none"> <li>- Peter SUGGESTION: Can translate variables into jurisdiction specific languages to check if the variable terms make sense. <ul style="list-style-type: none"> <li>- (Aifili) Many terms in CLD that you cannot translate directly.</li> </ul> </li> </ul> </li> <li>- (Leslie) Diagram cannot be understood without knowing what is behind it.</li> <li>- (Melissa) Fear in the hesitation in deciding common variable terms between jurisdictions. What did each jurisdiction mean for variables?</li> <li>- (Jesse) Is it appropriate to have a regional model? If there is fear and hesitation on changing things based on not wanting to change meaning for other jurisdictions. <ul style="list-style-type: none"> <li>- Peter SUGGESTION: If it doesn't feel right, then don't have to have a regional model. But hope there is something that can be gained about food systems that cut across</li> </ul> </li> <li>- (Jennifer) Likes having a regional model to see commonalities, but also have the jurisdiction models to see the specific details.</li> <li>- (Rachel) CHL has always worked as a region and it did work.</li> <li>- (Jeannie) Underlying of all of this is colonialism.</li> </ul>	

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
	Data Group: <ul style="list-style-type: none"> <li>- CHL has some of the data for each variable, but there also is Census track level data available for each jurisdiction.               <ul style="list-style-type: none"> <li>- Territories have census track level data from local agencies.</li> </ul> </li> </ul>	
Next Steps	ACTION: Have quarterly CMT/model review meetings <ul style="list-style-type: none"> <li>- Smaller CMT meetings with focus of each jurisdiction with larger meetings. Can also have breakout rooms to have smaller groups for better engagement.</li> </ul>	

**2023 CHL Annual Meeting Notes - Day 3**  
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<b>Session Date:</b>	<b>Wednesday, August 2, 2023</b>
<b>Session Time:</b>	9:30 am
<b>Session:</b>	CHL RFP rubrics and proposals
<b>Objectives:</b>	Present Thursday's Activity
<b>Session Moderator:</b>	Monica
<b>Lead Recorder:</b>	Jessie & Hannah, Jordan
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 3_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
Next Steps	See slides for Proposed Timeline.  Activity - Review Proposals	
Feedback from CHL	See CHL FSEO email on scoring practice	<p>Suggestions:</p> <ul style="list-style-type: none"> <li>- Should external reviewers use this?</li> <li>- Use a sliding scale rather than clear numbers</li> <li>- Use a reference point to clarify how it aligns with CHL objectives, so you don't have to go back and forth. (e.g., the HH food insecurity wasn't clear)</li> <li>- What CHL tools did they have to use? Not sure how to assess this. Perhaps use a checkbox to make it clear</li> <li>- Wasn't sure if there was a logic model feedback method</li> <li>- Clarifying the meaning of "outcome" - we meant research outcome like food insecurity etc, but for the applicants "outcome" means receiving money or completing the task <ul style="list-style-type: none"> <li>- Is it based on success? Or doing what they said they were do?</li> </ul> </li> <li>- Be more explicit and call out "what is the tool you are using to measure food insecurity?" - name exactly what we want</li> </ul>

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
		<ul style="list-style-type: none"> <li>- Number of characters? Did applicants maximize their count or did they only wrote what they wanted?</li> <li>- Sharing comments?</li> <li>- Unfair scoring based on not knowing the whole application process               <ul style="list-style-type: none"> <li>- Scorer did not go through the modules and so did not know what was offered to applicants</li> <li>- Reviewer materials “background materials”: RFP; modules; blank application; copy of reports (mid-project and final)</li> </ul> </li> <li>- Sound we ask projects to collect data given the data we need for CLDs- and simulation modeling? Might be a missed opportunity</li> <li>- Provide a template of the reports CHL will expect from them</li> <li>- Should there be more instructions for reviewer comments? This may be relevant for ensuring capacity building and evaluation.</li> <li>- Be sustainable (tools used to measure) and resilient for when the grant ends</li> </ul>



**2023 CHL Annual Meeting Notes - Day 3**  
**Wednesday, August 2, 2023**

<b>Session Date:</b>	<b>Wednesday, August 2, 2023</b>
<b>Session Time:</b>	10:40 am
<b>Session:</b>	Training Center Updates
<b>Objectives:</b>	Present Wednesday's Activity
<b>Session Moderator:</b>	Marie
<b>Lead Recorder:</b>	Jordan
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 3_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
	Land Acknowledgements Rooting the Training Center in this space and role-modeling Giving the space for land acknowledgement	Cultural sensitivity training similar to Guam see Tanisha, provided by East West Center (James Viernes and Mary Hattori (twin of Margaret Hattori) from Guam)
Trainee Seminar Overview	Highlights Themes: Pilina (relationships), Aloha 'Aina (land and cultural context... of research), research proposal development Ho'ike, Evaluations/Feedback, Advisor feedback	
Plans	Fall Theme: Aloha i kekahi i kekahi (love one another), OER textbook writing, A'o Aku A'o Mai CHL SI, Trainee check-ins	Training for the trainees on stella and CLDs because the trainees know their jurisdiction and the context and will build capacity



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<b>Session Date:</b>	<b>Wednesday, August 2, 2023</b>
<b>Session Time:</b>	11:30 am
<b>Session:</b>	Trainee Research Elevator Pitch
<b>Objectives:</b>	Trainees will refine their presentation skills through completing a 3-minute elevator pitch related to their research proposal and develop confidence to answer questions related to their research proposal from an audience; Q + A to follow
<b>Session Moderator:</b>	Marie
<b>Lead Recorder:</b>	Rica
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 3_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
Pauline	Understanding Dietary Intake of Young American Samoan Children	Q: Why talk to T1 parents? A: Using T1 CHL participants. Asking “How have perceptions changed over time?”
Kristi	Where do ultra-processed foods (UPFs) fit within the food system?	Q: How are you thinking about measuring food waste? A: Possible Plate Waste app or photographic diaries, also weighing. Explore CHL wrappers, labels data for introduction.
Jennifer	Food Security & Insecurity in Alaska	Tanisha SUGGESTION: Consider in CHL data, cultural affiliation.
Hannah	Water Promotion & Sugar-Sweetened Beverage Taxation	Q: What are you envisioning the method or data to the policy? A: Lack of conversion in the community and lack of knowledge on community perspective. Meet with the Legislative House committee.  Q: Was social marketing a campaign? A Yes.  Q: What is the main kickback for taxing? A: Push back from commerce. Community pushback due to added taxes from cost of living.

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<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/ Decision</b>
		<p>Q: If tax is passed where would funds go?  A: Prior, funds were planned to go to Public Health, but now funding medical referral program.</p> <p>Tanisha SUGGESTION: Guam introduced SSB tax recently, quickly introduced but got squashed. Current tobacco tax funds cancer registry.</p>
Christina	Healthy Early Infant Feeding Practices	
Other Questions/ Comments		Lynne: People go to presentations to learn from you, not for you to entertain them.

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**Wednesday, August 2, 2023**



<b>Session Date:</b>	<b>Wednesday, August 2, 2023</b>
<b>Session Time:</b>	1:30 pm
<b>Session:</b>	OER Working Session
<b>Objectives:</b>	Refine the outline that will guide the content development for the CHL Food System OER, identify subject matter experts, clarify the timeline and logistics for developing the OER, identify opportunities to align with other CHL related activities
<b>Session Moderator:</b>	Marie
<b>Lead Recorder:</b>	Jessie,
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning Over Zoom: Noa Lincoln, CTAHR. In-person: Kellie Taguchi, CTAHR
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 3_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
Welcome	Most do not have experience with OER but after today we will	Excited to start this new endeavor
OERs	<p>Case study and textbook  Platform examples: Wordpress or Pressbooks  Goal: develop OER textbook and associated curriculum (instructor materials) following the guidelines for making OER</p> <p>WHY?  As publicly funded university employees, we hope to have more control and more equal access to local students.</p> <p><u>RECAP</u>  NEED OERs on food systems - there are none in circulation  Reviewed and summarized existing resources, including Jeannie's course syllabus  Decisions: Concise (e.g., case studies, toolkit sections)</p>	<p>UPCOMING: Noa Lincoln will be teaching a food system course in CTAHR; Abbie Miles also teaching food system course @ UH West</p> <p>PLAN: more OERs are in the making (ie maternal and child OER; lifespan)</p> <p>Noa: What if there needs to be a change?  A: MK/Kellie</p> <ul style="list-style-type: none"> <li>- Annually can have updates to the OER content: there's a process to submitting and publishing such updates</li> <li>- Including a revision history</li> </ul>

**2023 CHL Annual Meeting Notes - Day 3**  
**Wednesday, August 2, 2023**

OER#1: Food Systems through a Pacific Lens	Shared documents Outline Kukakuka time!(see notes <a href="#">here</a> )	Start with the FAO framework or similar model of setting context  → use case studies to go into detail

**2023 CHL Annual Meeting Notes - Day 3**  
**Wednesday, August 2, 2023**

<b>Session Date:</b>	<b>Wednesday, August 2, 2023</b>
<b>Session Time:</b>	4:00 pm
<b>Session:</b>	Closing Reflections & Wrap Up (+/Delta)
<b>Objectives:</b>	
<b>Session Moderator:</b>	Jeannie/Karen
<b>Lead Recorder:</b>	
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 3_20230502


<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
Positives & Negatives	<ul style="list-style-type: none"> <li>+ Travis' Activity</li> <li>+ Elevator pitches</li> <li>+ Networking with Trainees</li> <li>+ OER textbook discussion time</li> <li>+ Safe space to share</li> <li>+ Land Acknowledgement discussion</li> <li>+ Lunch and Snacks</li> <li>+ Prizes</li> <li>+ Noa on Zoom</li> <li>+ Mothers and childcare</li> <li>+ Small group activity to work on CLD - All jurisdictions represented</li> <li>+ Rica's compilation of Signature Foods</li> <li>+ Reading the RFP application</li> <li>+ Learned more from more people</li> <li>+ </li> <li>- Land Acknowledgement preparation</li> <li>- Dealing/having more time in small group activities</li> <li>- Clear roles and responsibilities, and allowing space for that to be carried through</li> <li>- Make time for administrative updates/work and include project managers</li> <li>- Having a planning committee?</li> <li>- Using the 3-Minute Pitch (short) for didactic</li> </ul>	



**2023 CHL Annual Meeting Notes - Day 3**  
**Wednesday, August 2, 2023**


**2023 CHL Annual Meeting Notes - Day 4**  
**Thursday, August 3, 2023**

1. Allow attendees to refine notes during the meeting sessions.
2. Leads can informally state the objectives and what sort of questions we want answered at the beginning of each session.

[Presentation Slides:](#)  2023 CHL Annual Meeting Day 4\_20230502

 CHL Annual Meeting 2023 Planning

<b>Session Date:</b>	<b>Thursday, August 3, 2023</b>
<b>Session Time:</b>	8:30 am
<b>Session:</b>	Outreach and Extension: RFP
<b>Objectives:</b>	Review RFP criteria, jurisdiction review teams, timeline; Review RFP scoring results; Next steps for RFP scoring and awards
<b>Session Moderator:</b>	Monica
<b>Lead Recorder:</b>	Rica (Kristi, Jordan)
<b>Attendees:</b>	 CHL Annual Meeting 2023 Planning
<b>Docs related to this meeting:</b>	<a href="#">Presentation Slides:</a>  2023 CHL Annual Meeting Day 4_20230502

<b>Topic</b>	<b>Issues/Status</b>	<b>Plan/Suggestion/Action/Decision</b>
Welcome & Agenda	<p>Congratulations to Jeannie, now officially the full-time UH Extension SNAP-Ed director, tenure track.</p> <ul style="list-style-type: none"> <li>- Will stay on as CHL Hawaii lead</li> <li>- Most of her tasks will transition to Ashley Yamanaka</li> </ul> <p>GMB - Peter has provided a method, so jurisdictions can continue to revise models.</p>	<p>ACTION: Email any changes to Peter, with revision date included in saved file !</p>
RFP Review	<p>Applications in, deadline was July 31. Aiming to send award letters by Sept 30.</p> <p>Initial intent of RFP: Fund action ideas of GMB. Objective: Support communities help support CHL goals.</p>	<p>COMMENT: the prompts need to be more helpful...need to be more detailed and provide instructions clearer</p>

**2023 CHL Annual Meeting Notes - Day 4**  
**Thursday, August 3, 2023**

	<p>When scoring RFPs, keep in mind we're only providing \$20,000</p> <p>Lesson of 2 funders - be supportive of community programs that CHL funds. Have faith that they know what they are doing. Trust yourself that you picked the right people.</p> <p>Quarterly meetings, hands-off support are beneficial - Example Marie &amp; Monica's grant from Kamehameha &amp; other grant.</p> <p>Total of 10 RFPs received and final.</p>	<p>SUGGESTION: Do not have too high expectations with funding amount provided</p>
<p>Activity: Review of Test Application #1</p>	<p>Criteria includes Feasibility &amp; Budget, but not included in this test.</p> <p>Most criteria scored 2 or 3, but Approach score mostly 1.</p> <p>We happen to know more about the major impact and reach of the program, but the application does not fully describe everything it does</p> <p>Local perspective - Test program has a lot of money already and well established, so is this providing a need.</p> <p>Defining Innovation: Either new program/approach vs new audience/impact</p> <p>Challenge to select between innovation vs. capability &amp; sustainability.</p> <p>What criteria should we weight? (Melissa, Tanisha agree) Weight alignment with CHL higher.</p> <p>(Karen) Not enough information that shows sustainability. Also lacks innovation. What will they do when this money goes away?</p> <p>(Melanie) Communities are not looking for innovation, they are not academic.</p> <p>(Rachel) What kind of expectation does CHL want to set?  <ul style="list-style-type: none"> <li>- What kind of partnership is possible? Partnership with CHL?</li> </ul> </p>	<p>SUGGESTION: Can weigh different criteria differently. Prioritize innovation not as high.</p> <p>DECISION: Consensus on weighting alignment with CHL; ideally providing data on assessing influence of intervention</p> <p>SUGGESTION: Provide feedback to applications.</p> <p>SUGGESTION: CHL can work with programs to collect needed variables.</p>



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**Thursday, August 3, 2023**

	<p>(Monica) Is this a partner the jurisdiction (of CHL) wants to work with? Whats to be involved with?</p> <ul style="list-style-type: none"> <li>- Perhaps “alignment with CHL” means identifying someone who could be a good partner with CHL</li> <li>- This could address the sustainability/long term and innovation we are searching for</li> </ul>	
<p>RFP Scoring Criteria Activity</p>	<p>What parts do you use to score Innovation? Approach and Project Objectives</p> <p><u>How would you score the statement based on:</u></p> <p>Innovation</p> <ul style="list-style-type: none"> <li>- Scored lower, mostly 2 &amp; 1</li> <li>- Pretty innovative using CBPR so it is beneficial to get community input. But it seems like that this is a baseline expectation. And no statement claims that no feedback was given, so its value is questionable. Although within CHL, it is a shared expectation, this may not be the case for others.</li> <li>- (Peter) Something that is innovative is a new approach that can be tested and potentially scaled up.</li> </ul> <p>Need</p> <ul style="list-style-type: none"> <li>- Scored higher, mostly 2 &amp; 3.</li> <li>- (Jennifer) No example, evidence, or supporting info of need.</li> <li>- (Tanisha) Not enough information on population or intent of need.</li> <li>- (Jeannie) Didn't say they got enough feedback in the previous statement so how do they know the need in this statement.</li> </ul> <p>Alignment with CHL Food System:</p> <ul style="list-style-type: none"> <li>- Parts used in app were objectives, audience</li> <li>- Scored mostly 2.</li> <li>- Strengths: Family focused with strong focus on children</li> <li>- Weakness: No CHL objectives presented</li> </ul> <p>Feasibility:</p> <ul style="list-style-type: none"> <li>- Parts used were mainly budget &amp; approach</li> </ul>	<p>PLAN: Meet with awardees to have discussion of expectations prior to service agreement.</p> <p>(Peter) SUGGESTION: Interview for selection process.</p> <p>(Jeannie) SUGGESTION: Remember do not have many applications.</p> <p>ACTION: Review Request For Proposal Guide to see what applicants were asked to include in each section.</p> <p><b>COMMENT: this is hard...</b></p>

**2023 CHL Annual Meeting Notes - Day 4  
Thursday, August 3, 2023**

	<ul style="list-style-type: none"> <li>- Scored mostly 2, followed by 1.</li> <li>- Positives: Have an understanding of what it takes to complete the project, but do not know what part of budget will be applied to project. Sharing resources and have collaboration with other partners.</li> <li>- Negative: Plan to do a lot in 1 year, No plan/timeline in recruitment and achieve commitment of participants, "External" is not descriptive, Need more info on staffing and location of program (e.g. church, community center).</li> </ul> <p>Approach:</p> <ul style="list-style-type: none"> <li>- Parts used mainly Approach &amp; Logic Model             <ul style="list-style-type: none"> <li>- Important to look at budget to make sure "it" all matches up</li> </ul> </li> <li>- Scored mostly 2, followed by 3</li> <li>- Strengths: External evaluator to be used</li> <li>- Weakness: Execution of evaluation not detailed, Not enough info on recruitment &amp; implementation of program/curriculum.</li> </ul> <p>Budget &amp; Budget Justification:</p> <ul style="list-style-type: none"> <li>- Parts used mainly Budget/Budget Justification &amp; Approach</li> <li>- Scored mostly 1, followed by 2</li> <li>- Strengths: Does not exceed award amount, No additional staff needed and have partnership with program already</li> <li>- Weakness: How is the evaluator being funded? Compensating current staff for additional time with majority of the budget, Budget is not aligning with other parts of application, What is other 40% being used for?</li> </ul>	
<p>Jurisdiction Review</p>	<p>Form review teams of 3-5 reviewers for each jurisdiction</p> <ul style="list-style-type: none"> <li>- Will have an external reviewer: Karen Frank</li> <li>- Consider if any member has conflict of interest with applicants</li> </ul> <p>Each jurisdiction has a different Scoring Survey link.</p>	

**2023 CHL Annual Meeting Notes - Day 4  
Thursday, August 3, 2023**

<p>Timeline</p>	<p>Initial RFP scores due Aug 30.</p> <p>If RFP reopens, new deadline will be Aug 15</p> <ul style="list-style-type: none"> <li>• 2nd Round Proposal scores due September 8th</li> </ul> <p>September 30th: Award letters sent (with service agreement) to awardees</p> <p>All projects need to start by March 2024</p> <p>One link per jurisdiction</p> <ul style="list-style-type: none"> <li>- All projects will be reviewed and evaluated on the same survey</li> </ul> <p>(Jennifer) how do we know who should be removed/recused due to COI?</p>	<p>DECISION: Have sliding scale scoring</p> <ul style="list-style-type: none"> <li>- Half point integers (0; 0.5; 1; 1.5; 2; 2.5; 3)</li> <li>- 7 point scale</li> <li>- Good to have a middle number</li> </ul> <p>DECISION: In budget, equipment over \$5,000 is not allowed.</p> <ul style="list-style-type: none"> <li>- This is the most important budget review aspect</li> <li>- Committees will be able to tell projects this is allowable and acceptable but this is not and so make your adjustments</li> </ul> <p>DECISION on who make the review team</p> <ul style="list-style-type: none"> <li>- Its on your honor, person has to ask themselves “do i have a vested interest in this project?” “will I give a lot of bias?”</li> </ul> <p>DECISION on giving feedback to applicants</p> <ul style="list-style-type: none"> <li>- Those who made the deadline, this is their benefit of making it on time             <ul style="list-style-type: none"> <li>- They get to have feedback and the chance re-submit to make it better</li> </ul> </li> </ul> <p>DECISION: RFP will reopen. And is open now, so people can access application.</p>
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