

Evaluation Cross-Project Office Hours December 16, 2021:

Who to contact at NPI:

- For technical assistance on PEARS and SLAQs please email the Evaluate SNAP-Ed team: EvaluateSNAPEd@ucanr.edu
- For IOE and Adult Direct Education Evaluation, please email Amanda Linares: amlinares@ucanr.edu
- For questions or feedback about the Evaluation Cross-Project Office Hours please email Kaela Plank: krplank@ucanr.edu

Resources shared during office hours:

- CDSS PEARS resource page: <https://www.cdss.ca.gov/inforesources/pears>
- Virtual PPE training (fall 2020): <https://web.cvent.com/event/2ee22f3e-5cb5-4a38-9c65-3ba83a365026/summary>
- NPI SLAQ resource page: <https://ucanr.edu/sites/slaq/Resources/>
- Signup form for NPI PEARS and SLAQ newsletter: <https://ucanr.us19.list-manage.com/subscribe?u=15dba0290ab0574d79ae01676&id=4be8555357>
- Signup form for Adult Ed. and IOE Newsletter: https://ucanr.edu/sites/ioe/CFHL_Listserv_Sign-up/
- PEARS Custom questions training: https://ucanr.edu/sites/CDPH_PEARs/training/ and https://ucanr.edu/sites/CDPH_PEARs/Tools_Resources/

Q&A:

Question	NPI Answer
1. An LHD is working on wellness policy work with a school district and conducts a SLAQ in each of the district's schools. The LHD also works directly with one school in this district on PSE activities. Where should they report the SLAQ data in PEARS?	<p>For the school that this LHD is working directly with on PSE activities, the SLAQ should be reported in the school-level report, under "Needs, Readiness, & Effectiveness"</p> <p>For the SLAQs conducted as part of this LHDs District-level work and where the LHD is not working directly with schools, these SLAQs should be part of the District-Level report, under "Needs, Readiness, & Effectiveness"</p>
2. LHD is having a hard time explaining the purpose of the SLAQ to their ECE sites. Any advice on how to "sell" the purpose and importance of the SLAQ to sites?	<p><u>Tip 1:</u> Remind sites that the purpose of the SLAQ is not to "give them a bad grade." It is a self-assessment intended to show them their current situation and identify areas where</p>

	<p>their LHD partner can support them in making improvements.</p> <p><u>Tip 2:</u> Remind them that the COVID-19 pandemic has really disrupted everyone’s work and has been hard on sites. It is understandable given everything going on with COVID-19 that SLAQ scores are lower than desired at this time.</p> <p><u>Tip 3:</u> Let sites know it’s not really about the score. Ask them to look at the SLAQ as a menu of services. If the site sees anything they are interested in—or maybe they don’t know what an option entails—tell them to please ask about it. LHD partners can be a resource in helping provide some services the site may have not even known were possible.</p> <p><u>Tip 4:</u> Talk about how the SLAQ can help them meet their federal requirements for assessment.</p> <p><u>Tip 5:</u> For ECE sites, it’s helpful for staff to go onsite to complete the SLAQ.</p> <p>Other resources to help:</p> <p>Check out the SLAQ FAQ page on getting Buy-in or the Virtual PPE about assessments from fall 2021.</p>
<p>3. Are there plans to make it possible to copy entries from fiscal year to fiscal year? Our staff spends A LOT of time in October re-entering PSE, IA, Partnership, and Coalition entries that are the same as the previous year.</p>	<p>In PEARS, you should have the capability to copy past entries for Program Activities, PSE Site Activities, Partnerships, and Coalition entries.</p> <p>The indirect activities module currently does not have the copy function, but the PEARS Evaluation team will request that Canopy consider this function again.</p> <p>Step-by-step instructions on how to copy entries can be found in the Training Guides for each module: https://www.cdss.ca.gov/inforesources/pears</p>
<p>4. Is there guidance on how to encourage a district wellness committee to consider working on more than mental wellness in their wellness policy?</p>	<p><u>Tip 1:</u> Consider using a tool such as the WellSAT. Tools like this can highlight opportunities to improve nutrition and physical activity supports in the wellness policy.</p> <p><u>Tip 2:</u> Help them make the link between Social-Emotional Learning/mental health and nutrition education/physical activity, as well as the link between nutrition and physical</p>

	<p>activity with student performance, including attendance and discipline. Reach out to your Project Officer (PO) for resources.</p> <p><u>Tip 3:</u> Due to the pandemic, schools are focused on students' mental health. Keep up the good work promoting the importance of physical activity and nutrition and emphasize that both increase student learning and focus.</p>
<p>5. Is there a new aide for the updated Changes Adopted?</p>	<p>NPI is currently working on this job aid. An announcement will be sent out when it is released.</p> <p>To get PEARS and SLAQ updates from NPI sign-up for this newsletter.</p>
<p>6. When should the SLAQ Action Planning Tool be introduced to sites? Should this tool be shared at the beginning or should LHDs wait until there is SLAQ data?</p>	<p>LHDs can share the SLAQ Action Planning Tool at any time in the process, although it can be more helpful to introduce the Action Planning Tool before the SLAQ is completed. This can help sites understand how the SLAQ will be used once completed.</p> <p>For more SLAQ related resources go to the NPI SLAQ resource webpage.</p>
<p>7. What to do with paper Data cards after the information has been entered into PEARS?</p>	<p>We used to encourage sites to keep data cards for a few years for federal auditing purposes. However, data cards are not typically part of the auditing process.</p> <p>After entering data cards into PEARS, they can be recycled.</p> <p>Data cards must at least collect age of participants for PEARS entry.</p>
<p>8. Do I need to use data cards if we collect demographics information using the Adult Ed survey?</p>	<p><u>Yes, LHDs must still use data cards to collect participant demographics.</u></p> <p>There are two versions of the data cards: online in PEARS or a hard copy.</p> <p>The Adult Ed survey cannot replace data cards at this time. NPI is continuing to work on this issue.</p>

<p>9. Overview of reach for Indirect Activities: New reach vs. Unique Reach. What is the difference?</p>	<p>Unique reach: Estimated # of unique individuals reached field is asking for the unduplicated number of people who were reached by the indirect activity, regardless of whether they were exposed to a connected program activity, social marketing campaign, or PSE site activity.</p> <p>New reach: This is the estimated number of individuals not reached by a corresponding program activity, PSE site activity, or social marketing campaign, or another channel of indirect activity. When in doubt, contact evaluateSNAPed@ucanr.edu.</p> <p>This guidance can also be found in Lesson 3: Indirect Activities Training Guide on the CDSS PEARS resource page.</p>
<p>10. Recording for custom questions training</p>	<p>NPI hosted a training on how to answer PEARS custom questions. Find the training on the NPI PEARS website.</p>