

## Evaluation Cross-Project Office Hours September 22, 2022:

### Who to contact at NPI:

- For technical assistance on Program Evaluation and Reporting System (PEARS) and Site-Level Assessment Questionnaires (SLAQs) please email the Evaluate SNAP-Ed team: EvaluateSNAPEd@ucanr.edu
- For Impact Outcome Evaluation (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:

- Sign-up forms for evaluation project listservs:  
[https://ucanr.edu/sites/LHDEvaluation/Evaluation Project Listserv Signup/](https://ucanr.edu/sites/LHDEvaluation/Evaluation%20Project%20Listserv%20Signup/)
- Adult Direct Education Evaluation resources:  
[https://ucanr.edu/sites/http://ucanredu\\_sites\\_adultDE/Evaluation Resources/](https://ucanr.edu/sites/http://ucanredu_sites_adultDE/Evaluation%20Resources/)
- Evaluation Cross-Project OHs website: [https://ucanr.edu/sites/LHDEvaluation/Evaluation Cross-Project Office Hours 939/](https://ucanr.edu/sites/LHDEvaluation/Evaluation%20Cross-Project%20Office%20Hours%20939/)
- CDSS PEAR reporting job aids: <https://www.cdss.ca.gov/inforesources/pears>

### Q&A:

Question	NPI Answer
1. In PEARS, how do I report a lactation consultant training that my team did for healthcare professionals. The training was intended to build breastfeeding capacity in the community.	<p>Trainings are only entered into PEARS if they complement or result in PSE change. Furthermore, not all work in your IWP will be reported in a PEARS module. You could report trainings in PEARS under:</p> <ul style="list-style-type: none"><li>- PSE module, Strategy section:<ul style="list-style-type: none"><li>o complementary activity: “staff training”</li><li>o Changes adopted: initiated, improved or expanded professional development opportunities on nutrition (there is also a parallel physical activity option)</li><li>o Also consider the breastfeeding-related changes adopted if the PSE change that resulted from this training has already occurred</li></ul></li></ul> <p>Staff meetings and trainings that are part of CFHL work, but if not related to directly implementing a PSE strategy, should not be entered into PEARS. Some examples of trainings and meetings that would not go into PEARS are teacher trainings on MyPlate or monthly staff meetings to discuss Harvest of the Month produce distribution.</p>

<p>2. Our LHD funded a subcontractor to create a food access guide. We have posted this guide on our website and we plan to use the guide in work we will be conducting with food pantries. How would I report on this work in PEARS? Would the subcontractor be reported as a collaborator in PEARS?</p>	<ol style="list-style-type: none"> <li>1. In PEARS, collaborators are staff that participated in the event and have a PEARS user account. When a PEARS user adds a collaborator, the collaborator will receive an email that they have been added to a PEARS entry and a link to edit the entry. Not all subcontractors and volunteers will have a PEARS account. The collaborator field is optional, so you do not have to make a PEARS account for all subcontractors and volunteers that participate in SNAP-Ed. If an educator does not have a PEARS account, you could report any Direct Education or Indirect Education work they conduct for them. We suggest that you put the subcontractor name in the title or description of your PEARS reports so that their work is easy to identify.</li> <li>2. Posting the food access guide online would count as an <b>Indirect Activity</b> and should be reported as its own PEARS Indirect Activity entry.</li> <li>3. If you are working with food pantries to help them incorporate this guide into their work, any PSE changes that result from the Food Access guide would require a <b>PSE report</b>. The guide itself would not be considered a PSE change but could be a complementary activity or part of the planning and preparation for implementing PSE change.</li> <li>4. If the guide is being used in direct education or classes, that work would be entered as a <b>program activity</b>.</li> </ol> <p>It's possible that you will have multiple PEARS reports (indirect, PSE and a program activity) that stem from the creation of this guide.</p>
<p>3. We have been working with a waste management company to implement SB1383. This site is not located within a SNAP-Ed eligible census tract and therefore we cannot report this work in PEARS. Will there be any changes to the eligibility rules to allow reporting of this sort of work in the future?</p>	<p>We have not heard of any changes to the census tract eligibility rules. However, we update the alternative methodologies for qualifying sites every few years. With the next IWP, this might be a good opportunity to have a conversation about updating the methodologies. We encourage you to reach out to CDPH and USDA about this need and how the rules should be updated to accommodate implementation of SB1383.</p> <p>If the work that comes out of this project is intended to reach SNAP-eligible populations, for example, if it's city-wide or will affect a SNAP-Ed eligible census tract or neighborhood, you could report this as an area-wide PSE. Here are instructions on how to do this:  <a href="https://ucanr.edu/sites/CDPH_PEARSToolsResources/#area">https://ucanr.edu/sites/CDPH_PEARSToolsResources/#area</a></p> <p>If this project benefits any SNAP-Ed eligible site, you can report the work in the Partnerships module. In this case, you would report the site for the partnership as any approved, eligible site that benefits from the work.</p> <p>For areas that do not have eligible tracts or block groups, alternate administrative boundaries can be used to calculate the population under 185%FPL. For example, the population of a city or zip code might be used to calculate the SNAP-Ed eligibility instead of tracts and block groups.</p>

<p>4. In the partnerships and coalition module, when do you mark a partner as receiving funding?</p>	<p>Based on PEARS support guides for the Partnership and Coalitions module, “If the partner is the recipient of SNAP-Ed funding on any type, indicate as such in the field labeled <b>Does this partner receive any direct SNAP-Ed funding</b>. The guide also instructs you to not include subgrantees: “Subgrantees are not considered recipients of direct SNAP-Ed funding.” Based on the combination of these two instructions, we recommend you mark yes for the question: <b>Does this partner receive any direct SNAP-Ed funding</b> when the partner receives funding from you (but not in-kind donations of goods or services) that is not part of a subcontract or grant.</p> <p>See item 12 in the PEARS support guide for creating a partnership:  <a href="https://support.pears.io/create-a-partnership/">https://support.pears.io/create-a-partnership/</a></p> <p>For further help on reporting in the partnerships and coalition module, please review CDSS job aids on reporting in PEARS:  <a href="https://www.cdss.ca.gov/inforesources/pears">https://www.cdss.ca.gov/inforesources/pears</a></p>
<p>5. We have two organizations that implement the CATCH curriculum in the same site. How do you report this in PEARS? One organization had been working on food offering changes and Physical activity to certain groups at the site. The other organization is only working with a specific population at the site.</p>	<p>Report any direct education that each site is conducting separately in PEARS.</p> <p>For PSE reporting, if there are multiple agencies implementing PSEs at a single site, you would complete a single PSE report to report all of the changes implemented.</p> <p>If an agency is working at a site and also with the parent organization more broadly (for example, working on site-based PSE work at a single recreation center but also working more broadly with Parks &amp; Rec for the whole city), then you would complete a separate PSE organizational level report and site-level PSE report.  <a href="https://ucanr.edu/sites/CDPH_PEARs/Tools_Resources/#org">https://ucanr.edu/sites/CDPH_PEARs/Tools_Resources/#org</a></p>
<p>6. Clarify the difference between “Sports and Recreation” vs “Other PA” intervention topics on the PSE report. Which would you use for the CATCH curriculum?</p>	<p>Depending on the topics of the curriculum, multiple physical activity topics can be selected. In general, we ask that users try to use “Other” as little as possible. If none of the PA options (Sports and recreation, reduced sedentary time, and active commuting) match your curricula, then you can use “Other engagement in physical activity” and specify the topics that you covered. When filling out the other-specify field, make sure to include the learning topic rather than the sport or curricula name.</p>

<p>7. We conducted google form feedback surveys in a class. Do those need to be reported in PEARS?</p>	<p>These forms should not be entered into PEARS.</p>
<p>8. What do you mean by “data dissemination”</p>	<p>When we refer to “data dissemination” we are talking about the data our team at NPI returns to Local Health Departments. We aim to disseminate all evaluation data you help us collect back to your teams!</p>
<p>9. We conducted a MyPlate curriculum with adults. We have pre/post Food Behavior Checklist surveys. Do we report those in PEARS?</p>	<p>If the intervention you were conducting with Adults was 4+ sessions long and goes over nutrition and food resource management topics, you will need to participate in the <b>Adult Direct Education (DE) Evaluation</b>. Your class participants will need to complete the pre/post Adult DE survey. For more information about this evaluation, see the Adult DE Evaluation website: <a href="https://ucanr.edu/sites/http_ ucanredu_sites_adultDE/">https://ucanr.edu/sites/http_ ucanredu_sites_adultDE/</a></p>
<p>10. How do I access my PEARS QA/QC file on SharePoint?</p>	<p>Each LHD has a unique link that gives them permission to access their LHD’s folder. Once you enter your LHD’s main SharePoint folder, navigate to the PEARS folder, then the fiscal year folder (e.g. “FFY 22”), then the folder labeled “QA/QC”. In that folder, there is an Excel file where all QA/QC issues are tracked. NPI posted issue files to LHD QA/QC folders on <b>September 28, 2022</b>.</p> <p>If you do not have an access link to your LHD’s SharePoint folder, contact us at: <a href="mailto:EvaluateSNAPEd@ucanr.edu">EvaluateSNAPEd@ucanr.edu</a></p> <p>Once you receive your unique link, bookmark it!</p>
<p>11. How to we report the race/ethnicity of a student who is Indian on Data Cards?</p>	<p>If the student is participating in work conducted at a school site, you can use the auto-populate feature in PEARS.</p> <p>If the student is participating in work that is not school related, do the following:</p> <ul style="list-style-type: none"> <li>• For online data cards, you can ask the participants to mark their race as Asian, or “Prefer not to answer”.</li> <li>• For paper data cards, you can ask the participants to mark their race as Asian, or “Prefer not to answer”. You can also add “Indian” as a choice on the data card but you will need to recode their response to the Asian category when entering in PEARS. Please contact <a href="mailto:evaulateSNAPEd@ucanr.edu">evaulateSNAPEd@ucanr.edu</a> or your Project Officer before making changes to the official CFHL data cards.</li> </ul>

<p>12. We have a health fair event on September 30, 2022. Should we add a report in PEARS now as a placeholder?</p>	<p>Yes! Create a report for this event and fill out all information you already know. After the event occurs, you can complete the entry and mark as complete. Enter all events before October 3, 2022.</p> <p>Any entries that are not marked as complete in PEARS by October 11, 2022 will not be included in FY 2022 reporting.</p>
<p>13. Will IOE work in comparison sites continue in FFY 2023? If we want to add new sites to IOE in FFY 2023, how would we do that?</p>	<p>All work in comparison sites will not be continued in FFY 2023. However, you are more than welcome to add these sites as IOE intervention sites in FFY 2023.</p> <p>New sites would join the IOE evaluation being conducted by Tier 1 and 2 LHDs. For more information on the requirements for this evaluation, check out the slide deck and recording from our August 2, 2022 training: <a href="https://ucanr.edu/sites/joe/Quarterly_Calls/">https://ucanr.edu/sites/joe/Quarterly_Calls/</a></p>
<p>14. How should I report PSE or Direct Education work that happens across two fiscal years (e.g. FFY 2022 and FFY 2023)</p>	<p>For PSE work, mark as complete at the end of this year, and then copy the report to start a PSE entry for next year. Each fiscal year will always have its own “complete” report, even when the work is on-going. You can think of it as being “complete” for fiscal year reporting.</p> <p>For Direct Education work, you would need two reports. One report would cover classes conducted in FFY 2022 and would be marked complete at the end of the fiscal year. You would then create a new report for FFY 2023 where you report the remaining classes from the intervention.</p>
<p>15. How can I check in PEARS that photos I uploaded into a report were actually uploaded?</p>	<p>In PEARS, under track, you can filter your reports by those that contain attachments by using the More button and selecting “photo attachments” under the file attachments filter (photo below):</p>

in the learning process through the delivery of an evidence-based intervention.  
 Reporting year of October 1, 2021 - September 30, 2022 (SNAP-Ed).

Site By Name/Id ▾ 1 More ✕ Reset

Completed	I/R	Created	Zip	Primary Curriculum	Unit	Project name	Intervention name	Indicators	File Attachments	End Date	Last Modified
✓	2/35	Daniela							Image/Photo ✕	1/10/2022	1/15/2022
✓	1/28	Daniela							Image/Photo	1/11/2022	1/15/2022
✓	1/2	Ofelia T Prieto								3/25/2022	9/20/2022
✓	1/7	Alicia T								4/19/2022	8/17/2022
✓	0/0	Adriana								3/23/2022	6/23/2022
✓	1/1	Jennie Y								3/31/2022	5/26/2022
✓	1/6	Jennie Y								3/24/2022	5/26/2022
✓	1/2	Alicia T								3/9/2022	7/20/2022
✓	1/2	Alicia T								4/4/2022	7/21/2022
✓	0/0	Jerry Fr								6/22/2022	9/2/2022
✓	0/0	Jerry Fr								7/15/2022	9/2/2022
✓	0/0	Jerry Fr								8/17/2022	9/2/2022
✓	2/22	Jerry Fr								4/29/2022	8/22/2022
✓	1/10	Alicia T								4/19/2022	5/27/2022

Once can also confirm that attachments are in a PEARS report by clicking into your report and scrolling down to the uploads section on the report summary page. Any uploaded files will be listed there. (photo below)

<b>Has Youth Volunteers</b>	No				
<b>Number of Volunteers</b>	<i>Not Specified</i>				
<b>Total Volunteer Hours</b>	<i>Not Specified</i>				
<b>Uploads</b>	RSVPS 35pt 1-10-22.jpg				
<b>Sessions</b>	<table border="1"> <thead> <tr> <th>Start</th> <th>Length (min)</th> </tr> </thead> <tbody> <tr> <td>Jan. 10, 2022, 3 p.m.</td> <td>60</td> </tr> </tbody> </table>	Start	Length (min)	Jan. 10, 2022, 3 p.m.	60
Start	Length (min)				
Jan. 10, 2022, 3 p.m.	60				

16. We are implementing the Leah’s Pantry curriculum with adults do we need to participate in Adult Direct Education Evaluation?

You should participate in the Adult Direct Education Evaluation **any time** you are implementing curriculum that covers nutrition and food resource management and is taught over **4+ sessions**. Curriculum that only covers physical activity practices do not need to be evaluated in FFY 2023.

Go to the Adult Direct Education Evaluation website to access all materials to conduct the evaluation: [https://ucanr.edu/sites/http\\_ ucanredu\\_sites\\_adultDE/](https://ucanr.edu/sites/http_ ucanredu_sites_adultDE/)