Evaluation Cross-Project Office Hours September 21, 2023:

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 Summer Cortez: sjcortez@ucanr.edu

Resources shared during office hours:

- Sign-up forms for evaluation project listservs: https://ucanr.edu/sites/LHDEvaluation/Evaluation_Project_Listserv_Signup/

- Evaluation Cross-Project OHs website: https://ucanr.edu/sites/LHDEvaluation/Evaluation_Cross-Project_Office_Hours_939/

- SLAQ FAQs: https://ucanr.edu/sites/SLAQ/FAQ/SLAQ_Data_Collection/

- Naming conventions: https://www.cdss.ca.gov/Portals/9/CAFSP/CalFresh/PEARS/PEARS%20Guidelines%20for%20Program%20Activity%20Naming%20Job%20Aid.pdf

- NPI publications: https://npi.ucanr.edu/Publications/

- CDSS PEARS Training Guides: https://www.cdss.ca.gov/inforesources/pears

- PEARS Reporting Job Aids: https://ucanr.edu/sites/CDPH_PEARS/Tools_Resources/JobAids/

- Mastering PEARS video series: https://tinyurl.com/MasteringPEARSPlaylist

Q&A:

Question	NPI Answer
1. Should FY24 SLAQs completed at the end of FY23 be entered in PEARS for FY23 or FY24?	FY24 SLAQs should be entered into PEARS for FY24. Be sure to wait until FY24 reporting opens 10/16, at 12:00am. For more detail about timing your SLAQ data collection, visit our Questionnaires FAQ page: https://ucanr.edu/sites/SLAQ/FAQ/SLAQ_Data_Collection/
2. I just noticed one of my entries was incorrectly categorized—how can I change an entry from Indirect Education to Direct Education?	There is no PEARS function to switch activities into different modules; you will need to manually copy the information from your IE entry into a new DE (program activity) entry, then delete the original IE entry.
3. Do I need to scan the original demographic surveys from my program activity and include them in the PEARS entry?	No, inputting those details in the program demographic section of the program activity module will suffice.

4.	How can I delete unneeded copies of entries in PEARS when I am not the original author?	The team at NPI has permission to delete entries for anyone. You can send us a list of entries you need help deleting at EvaluateSnapEd@ucanr.edu. Your list can include either: 1. Direct links to the entries—the links from the top of your browser window when you're in each entry 2. PEARS entry ID—the unique number associated with each entry; this will be called something different in each module (e.g. PSE ID)
5.	Do we have to enter LACs in PEARS?	No, not at this time.
6.	I am doing multi-session taste testing activities. Is it alright that I input all of the recipes in the same field (with dates and the recipe source)?	Yes, that's fine. Recipe reporting is largely for your record-keeping purposes. We don't pull much data from the recipe section. Feel free to include as much or as little information as you prefer.
7.	What is best practice for including acronyms in our entries?	Common SNAP-Ed acronyms like DE (Direct Education), or IE (Indirect Education) are always fine to use. Common acronyms used in program activity entries include AE (Adult Education) and YE (Youth Education). Please refer to our recommended program activity naming convention here: https://www.cdss.ca.gov/Portals/9/CAFSP/CalFresh/PEARS/PEARS%20Guidelines%20for%20Program%20Activity%20Naming%20Job%20Aid.pdf Please opt to write out acronyms which would not be considered common within SNAP-Ed. When in doubt, write it out!
8.	Should 'train the trainers' activities be entered as DE?	Usually no. Most 'train the trainers' activities will not be entered into PEARS. You should only input this information into PEARS if the trainers are the intended target audience of the curriculum. So, if you're teaching youth to facilitate curricula with other youth, and both groups are SNAP-Ed eligible, this training can be entered into PEARS as DE because those trainers are experiencing curriculum for which they are the intended audience. You would also enter lessons the youth educators deliver to other SNAP-Ed eligible youth. If you're teaching adults how to facilitate preschool lessons, you could not enter this training into PEARS as DE. You are working with those adults on curriculum not intended for them (i.e., it was intended for preschoolers). You would only input the lessons that those trainers delivered to preschoolers as DE. There are some instances where you will input 'train the trainer' activities in the PSE module. For example, if a school, ECE program, school district or another site is implementing CATCH, and your

LHD (or sub-contractor) is training all of their teachers as part of the CATCH-related PSE to improve physical activity , here are two places in the PSE module to capture the training effort:

Track / PSE Site Activities / TEST SITE / Strategy

Strategy ⊙

Organizational changes are not intended to replace direct education or social marketing initiatives. In order to maximize the overall reach and effectiveness of your PSE work, it is suggested organizational policy changes and environmental supports be made as part of multi-component and multi-level interventions to sustain the new changes or standards over time.

Which of the following complementary activities were implemented at this site or organization during the current reporting year of October 1, 2022 - September 30, 2023 (SNAP-Ed)?

- ☐ Evidence-based education
- ☑ Marketing (Advertising, Promotion, etc.)
- ☑ Parent / community involvement
- ☑ Staff training on continuous program and policy implementation

Changes Adopted

Q profe ✕ | Topic ▾ | Reset

Name

🟢 Professional development opportunities on nutrition (e.g. nutrition standards, gardening, breast etc.)

🟢 Professional development opportunities on physical activity

9. How do I input direct education we perform on a recurring basis, at multiple sites, such as Harvest of the Month?	There should be at least one program activity entry for each site you deliver direct education at. For Harvest of the Month, each month you facilitate the activity at a site will be a new 'session' for that activity. If you work with many classes or groups of students at a school during one visit, you should aggregate these interactions together into that one session.
10. When will English demographic data cards be updated to reflect new changes on PEARS for FFY24?	English demographic data cards are available now! We are still waiting for translations. Find them here: https://www.cdss.ca.gov/inforesources/pears
11. Why doesn't PEARS match the data cards?	In FFY23, the data cards in PEARS were updated before California released an update to align with these changes. The newly released data cards now align with PEARS. You can begin using the new cards immediately.

12. Is there any way to attribute reduction of disease rates to our work?	This question goes beyond the scope of what we can cover here today, but the short answer is that there is published research connecting SNAP-Ed programs with health outcomes. You may want to start your search with Nutrition Policy Institute Publications: https://npi.ucanr.edu/CFHL/ Here is a new searchable database that includes outcome evaluations from SNAP-Ed projects throughout the nation: https://snapedtoolkit.org/literature-review/about-the-literature-review-database/
13. What is recommended in evaluating policy change work? (Other than adoption of policy.)	This would fall under area-wide PSE work (community level PSE work as of FFY24). In your PSE report, mark 'yes' that you are doing area wide work (in custom data section). The next question will prompt you to go to a separate survey that we created to be able to better capture work in progress. There you will be able to provide more nuanced information about your work, including what jurisdiction you are working with (city, county, region, etc.) and the type of policies you're working to implement. We also encourage everyone to provide information about their PSE progress in the 'comments' field at the bottom of the general information page in the PSE module.
14. We are conducting single session food waste reduction classes and plan to measure intent to change at the end of classes. What would you recommend for collecting behavior change data?	For series-based adult DE, you would want to measure behavior change with the CFHL Adult Survey. For single session classes, we typically do not measure behavior change as we don't expect to see it from a single session class.
15. Where can I find more information about using/reporting in PEARS?	CDSS provides PEARS trainings on a rolling basis. We anticipate there being multiple dates available in FFY24, and CDSS will share an announcement with all LIAs when they are. While recordings of past trainings are not available, training guides based on the trainings can be found here: https://www.cdss.ca.gov/inforesources/pears We also have a number of training resources on our PEARS site: https://ucanr.edu/sites/CDPH_PEARS/training/ Check out our new 'Mastering PEARS' video series to learn how to avoid common reporting mistakes: https://tinyurl.com/MasteringPEARSPlaylist