



# Evaluation & Reporting 101

## November 2023

**Hosted by:**

Miranda Westfall

Carolyn Rider

Janice Kao

Amanda Linares

# Access this training



Find the webinar recording  
(and other past trainings) on  
our [YouTube Channel](#)



Find the webinar recording  
and this slide deck on our  
[LHD Evaluation Website](#)



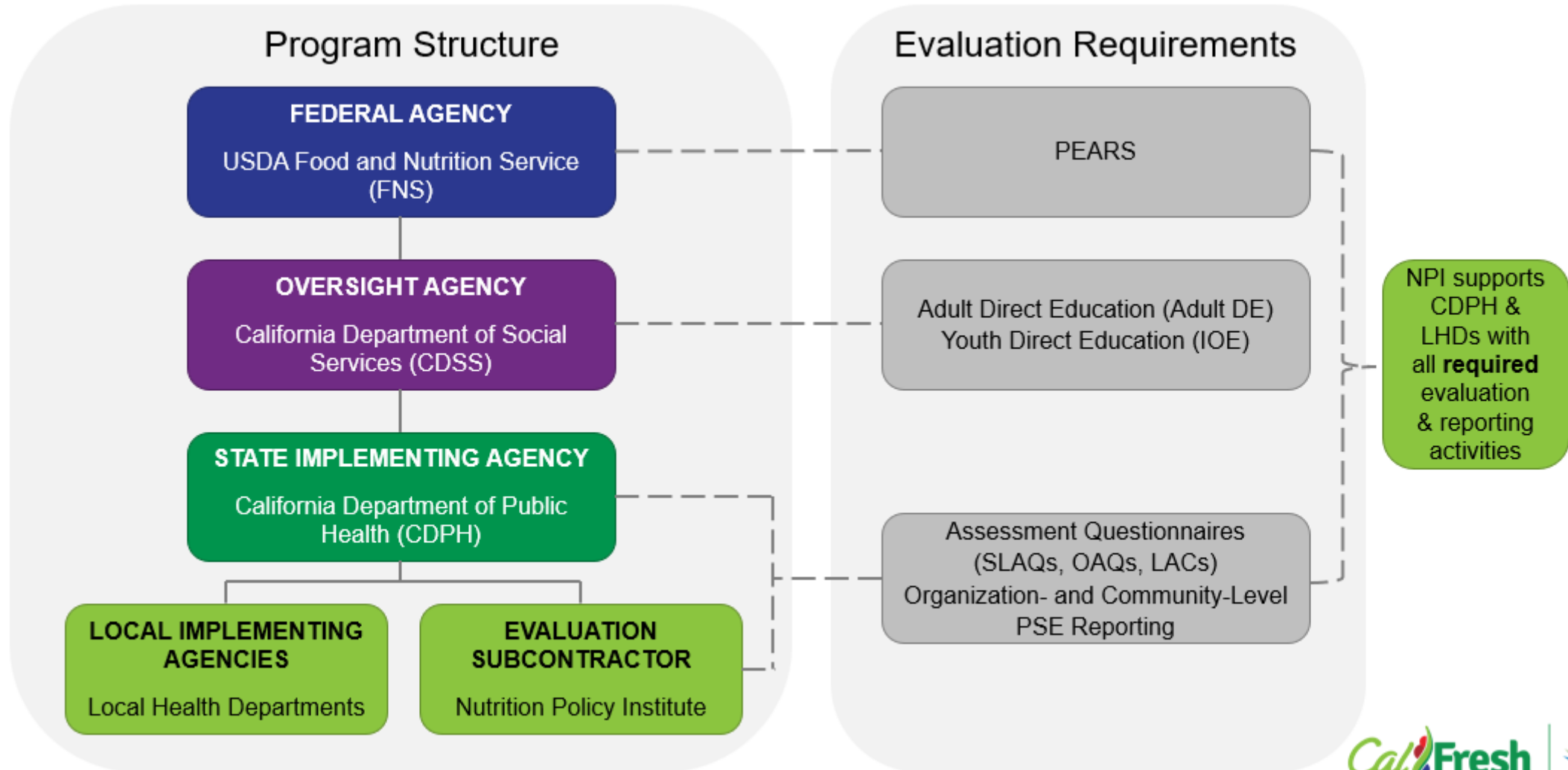
# Who is this training for?

Designed for LHD staff and subcontractors **new to CDPH-CFHL who will be engaged in evaluation.**

Learning objectives:

- Identify and describe required evaluation projects, as specified in the Funding Application Package (FAP)
- Plan to meet the typical annual timeline for required evaluation projects
- Find TA and training materials to support evaluation projects
- Identify how to get TA support from NPI staff for evaluation projects

# NPI's role in CFHL



# POs Support Program & Administrative Reporting

## NPI Supported Activities

- Program Evaluation and Reporting System (PEARS)
- Assessment Tools (SLAQs, OAQ, LACs)
- Impact Outcome Evaluation (Eating & Activity Tool for Students)
- Adult Direct Education Evaluation (CFHL Adult Survey)

## PO Supported Activities

- Biannual Progress Reports
  - Mid-Year Report
  - Year-End Report
- PEARS Success Stories

# Cross-Project Resources

- Project contact: [EvaluateSnapEd@ucanr.edu](mailto:EvaluateSnapEd@ucanr.edu)
- Project website: <https://ucanr.edu/sites/LHDEvaluation/>

# Website(s) structure

Our main [LHD Evaluation website](#) houses links to all project specific sites. There find project-specific evaluation tools, resources, training, etc.

**Pro-tip: bookmark this one!**



UNIVERSITY OF CALIFORNIA  
Agriculture and Natural Resources

Learn more about UC ANR Search

CalFresh Healthy Living Local Health Department  
Evaluation

Project Summaries Hub Pilot Evaluation Project Listserv Signup Evaluation Cross-project Office Hours More

LHD Evaluation

(Scroll) ↓

About the projects

**Impact Outcome Evaluation (IOE)**

Impact Outcome Evaluation, commonly referred to as IOE! This evaluation project is required for all local health departments conducting a minimum intervention of series-based direct education in school or school-based after school programs with grades 4-12.


IOE Project Lead and contact: [Amanda Linares](#)

Visit the [IOE Project Website](#) to access trainings, resources, and further project information.

Regular communication about the IOE project is sent via the IOE Newsletter and other listserv announcements. Please [complete this form](#) to subscribe.

# Stay up to date with our listservs!

Sign up through our LHD  
Evaluation website for timely  
announcements.


 **CalFresh Healthy Living Local Health Department Evaluation**


Project Summaries   Hub Pilot   Evaluation Project Listserv Signup   Evaluation Cross-project Office Hours   More

## Evaluation Project Listserv Signup

### Join our mailing lists

We'll send you news and updates about the CalFresh Healthy Living Adult Direct Education Evaluation, Impact Outcome Evaluation (IOE), Program Evaluation and Reporting System (PEARS) and the Site-Level Assessment Questionnaires (SLAQs). You may unsubscribe at any time.

 [Sign-up for the Adult Direct Education Evaluation and/or the Impact Outcome Evaluation \(IOE\) newsletters.](#)

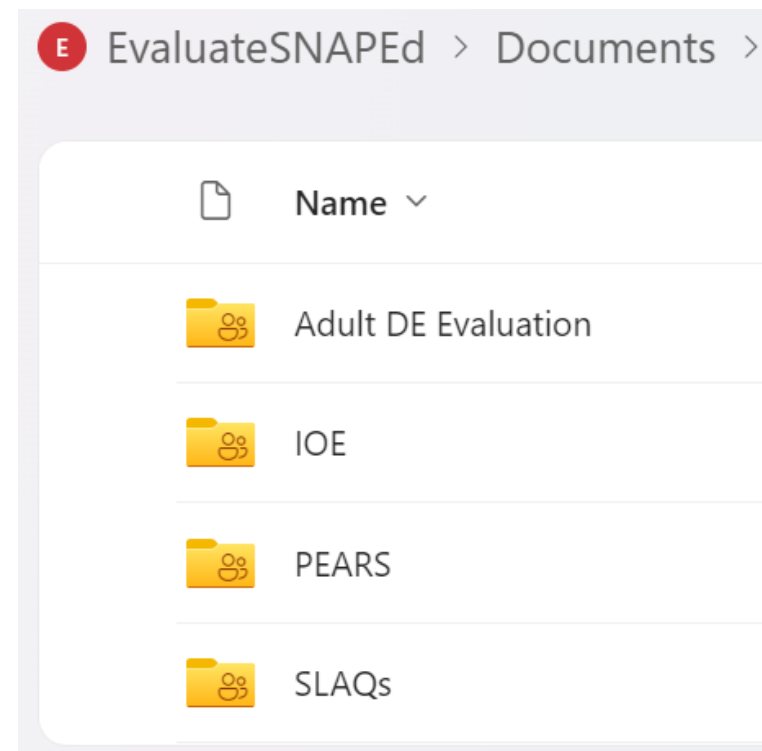
 [Sign-up for the Program Evaluation and Reporting System \(PEARS\) and/or the Site-Level Assessment Questionnaires \(SLAQs\) newsletters.](#)





# OneDrive Folders

- Each LHD has a private OneDrive folder where we share:
  - ✓ Cleaned data sets
  - ✓ Summary reports & infographics
  - ✓ QAQC issue files
- Access managed by Project Director



# Technical Assistance

## Email:

[EvaluateSNAPEd@ucanr.edu](mailto:EvaluateSNAPEd@ucanr.edu) email is monitored by:

- Reka Vasicsek (primary)
- Summer Cortez (backup)

Your email may be answered by Reka, Summer, or one of our Subject Matter Experts. We aim to respond within 2 business days

## Phone/Zoom:

When more in-depth TA is needed, we are happy to schedule the right subject matter expert to meet with you/your team.

Email [EvaluateSNAPEd@ucanr.edu](mailto:EvaluateSNAPEd@ucanr.edu) to schedule a call!

# Cross-Project Office Hours

What?

One hour to ask our team any of your burning questions about eval & reporting!

When?

Quarterly! Upcoming: December 14, 2023  
[Register in advance.](#)

What if I miss it?

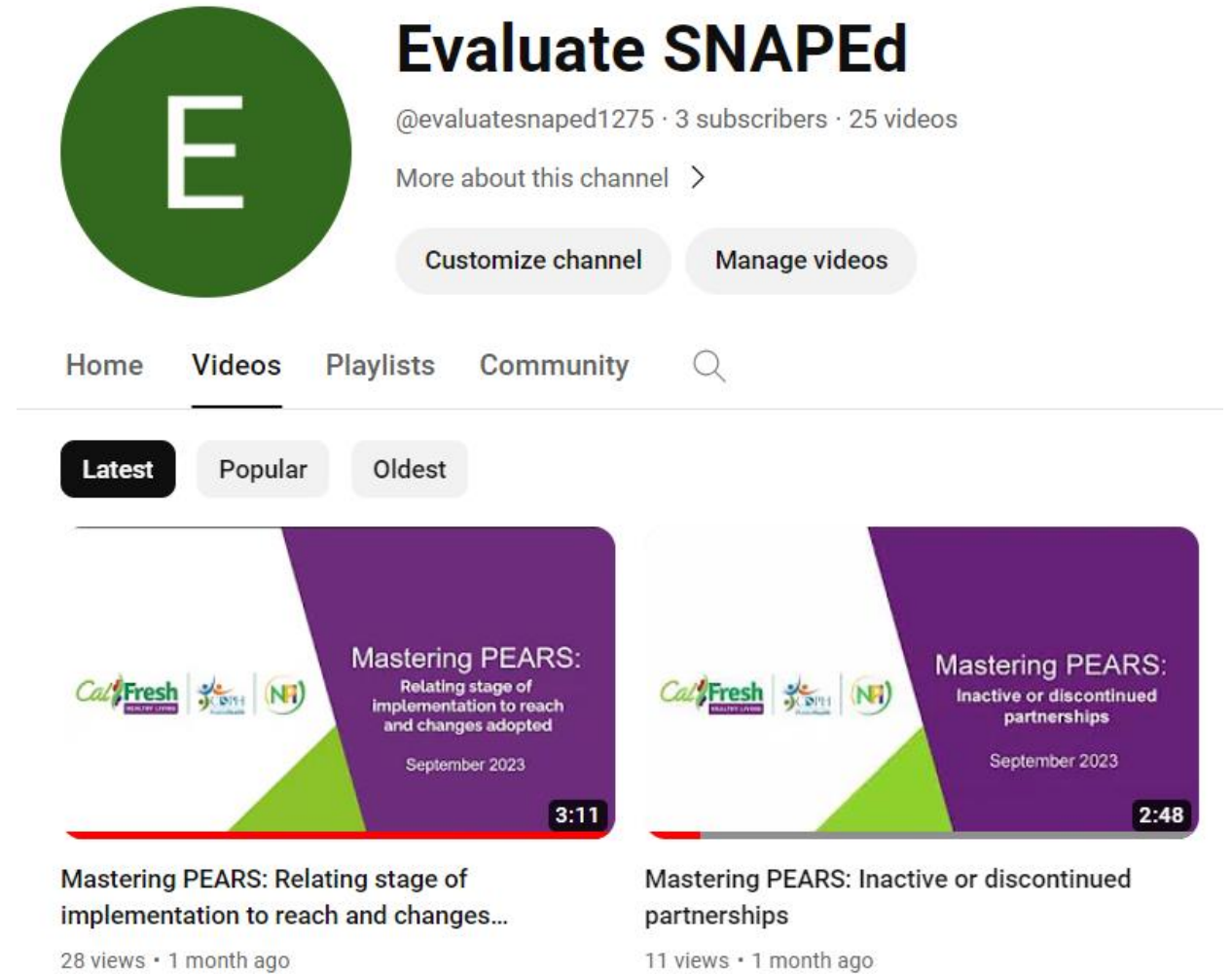
Q&A guide developed after each session and posted on our [website.](#)

# Video content

Find our video content, such as tutorials and previous webinars on our [YouTube Channel](#)

Videos of interest might include:

- OAQ training
- SLAQ site-level summary report template demo
- Mastering PEARS series



The screenshot shows the YouTube channel page for 'Evaluate SNAPeD'. The channel name is 'Evaluate SNAPeD' with the handle '@evaluatesnaped1275', 3 subscribers, and 25 videos. Below the channel name are buttons for 'Customize channel' and 'Manage videos'. The navigation menu includes 'Home', 'Videos', 'Playlists', and 'Community'. The video list is sorted by 'Latest' and shows two videos:

- Mastering PEARS: Relating stage of implementation to reach and changes adopted** (September 2023, 3:11 duration, 28 views, 1 month ago)
- Mastering PEARS: Inactive or discontinued partnerships** (September 2023, 2:48 duration, 11 views, 1 month ago)

Both video thumbnails feature logos for CalFresh, CDPH, and NPI.

# Program Evaluation and Reporting System (PEARS)

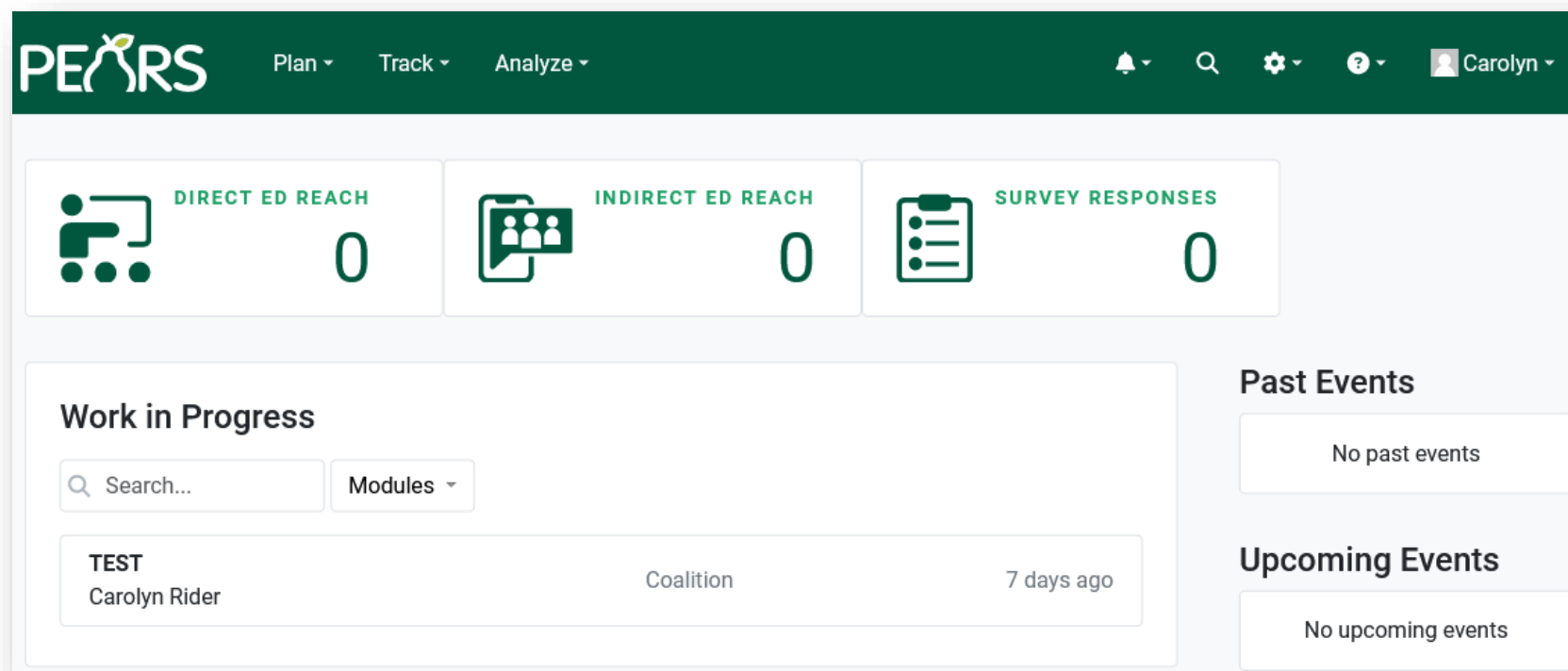
- Project lead: Carolyn Rider ([cdrider@ucanr.edu](mailto:cdrider@ucanr.edu))
- Project contact: [EvaluateSNAPEd@ucanr.edu](mailto:EvaluateSNAPEd@ucanr.edu)
- Project website: [https://ucanr.edu/sites/CDPH\\_PEARs/](https://ucanr.edu/sites/CDPH_PEARs/)

# Objectives: PEARS

- ✓ Understand **what activities to report** in PEARS
- ✓ Know **when** to complete PEARS reporting
- ✓ Find training and technical assistance **resources** to support you
- ✓ Know how to **get help** when you need it

# What is PEARS?

- Web-based reporting system for your CFHL interventions
- Used by SNAP-Ed programs in 42 states (and growing!)
- Used for mandatory USDA reporting and state-level evaluation



The screenshot shows the PEARS web application interface. At the top, there is a dark green header with the PEARS logo on the left and navigation links for 'Plan', 'Track', and 'Analyze' in the center. On the right side of the header, there are icons for a notification bell, search, settings, help, and a user profile for 'Carolyn'. Below the header, the main content area is divided into several sections. At the top, there are three large white cards with green icons and text: 'DIRECT ED REACH' with a value of 0, 'INDIRECT ED REACH' with a value of 0, and 'SURVEY RESPONSES' with a value of 0. Below these cards is a 'Work in Progress' section with a search bar and a 'Modules' dropdown menu. Underneath, there is a card for 'TEST' by 'Carolyn Rider' in a 'Coalition' category, dated '7 days ago'. To the right of the 'Work in Progress' section, there are two stacked boxes: 'Past Events' with 'No past events' and 'Upcoming Events' with 'No upcoming events'.

PEARS website: [pears.io](https://pears.io)

# How does PEARS data get used?

- Statewide reports of all SIA/LIA interventions
  - Mandatory reporting to USDA
  - Annual evaluation report by CDSS
- Statewide reports of LHD interventions
- Data dashboards available for SIAs and LIAs
- Research and evaluation related to SNAP-Ed/CFHL



The screenshot shows the top portion of a journal article page. At the top left is the Elsevier logo. To its right, it says 'Contents lists available at ScienceDirect'. The journal title 'SSM - Population Health' is centered, with the homepage URL 'www.elsevier.com/locate/ssmph' below it. On the far right is a yellow box with the journal's logo. The article title is 'Supplemental Nutrition Assistance Program Education reductions during COVID-19 may have exacerbated health inequities'. The authors listed are Gail Woodward-Lopez, Erin E. Esaryk, Sridharshi C. Hewawitharana, Janice Kao, Evan Talmage, and Carolyn D. Rider. Below the authors is their affiliation: 'University of California, Nutrition Policy Institute, Division of Agriculture and Natural Resources, 1111 Franklin Street, 11th Floor, Oakland, CA, 94607, USA'. The page is divided into two columns: 'ARTICLE INFO' on the left and 'ABSTRACT' on the right. The 'ARTICLE INFO' section lists keywords: Supplemental Nutrition Assistance Program, Education, COVID-19, Obesity prevention, Neighborhood conditions, Program equity, and Nutrition programs. The 'ABSTRACT' section contains the objective, design, analysis, results, and conclusions of the study.

Contents lists available at [ScienceDirect](#)

ELSEVIER

SSM - POPULATION HEALTH

journal homepage: [www.elsevier.com/locate/ssmph](http://www.elsevier.com/locate/ssmph)

Supplemental Nutrition Assistance Program Education reductions during COVID-19 may have exacerbated health inequities

Gail Woodward-Lopez<sup>a,\*</sup>, Erin E. Esaryk<sup>a</sup>, Sridharshi C. Hewawitharana<sup>a</sup>, Janice Kao<sup>a</sup>, Evan Talmage<sup>a</sup>, Carolyn D. Rider<sup>a</sup>

<sup>a</sup> University of California, Nutrition Policy Institute, Division of Agriculture and Natural Resources, 1111 Franklin Street, 11th Floor, Oakland, CA, 94607, USA

ARTICLE INFO

ABSTRACT

**Keywords:**  
Supplemental Nutrition Assistance Program  
Education  
COVID-19  
Obesity prevention  
Neighborhood conditions  
Program equity  
Nutrition programs

**Objective:** Describe, and assess disparities in, the changes in Supplemental Nutrition Assistance Program Education (SNAP-Ed) that occurred the year before vs. the year when COVID-19 restrictions were implemented.

**Design:** Observational study comparing reach, intensity, and dose of California Local Health Department (LHD) SNAP-Ed interventions in Federal Fiscal years 2019 and 2020 (FFY19, FFY20).

**Analysis:** Student t-tests determined significance of differences in the number of Direct Education (DE) programs, Policy, Systems and Environmental change (PSE) sites, people reached, and intervention intensity and dose between FFY19 and FFY20 using data reported online by LHDs. Linear regression assessed associations between census tract-level characteristics (urbanicity; percentages of population with income <185% of federal poverty level, under 18 years of age, and belonging to various racial/ethnic groups; and California Healthy Places Index) and changes in number of DE programs, PSE sites, people reached, and intervention dose between FFY19 and FFY20.

**Results:** From FFY19 to FFY20, the number of DE programs, PSE sites, people reached, and census tract-level intervention intensity and dose decreased. Higher census tract poverty, higher proportions of Black and Latino residents, and less healthy neighborhood conditions were associated with greater decreases in some intervention characteristics including PSE sites, PSE reach, DE programs, and DE dose.

**Conclusions and implications:** These reductions in LHD SNAP-Ed interventions indicate reduced access to education and environments that support healthy eating and obesity prevention during a time when this support was especially needed to reduce risk of COVID-19 infection and complications. Disproportionately reduced access, may have worsened health disparities in already-disadvantaged communities. Assuring maintenance of SNAP-Ed interventions, especially in disadvantaged communities, should be a priority during public health emergencies.



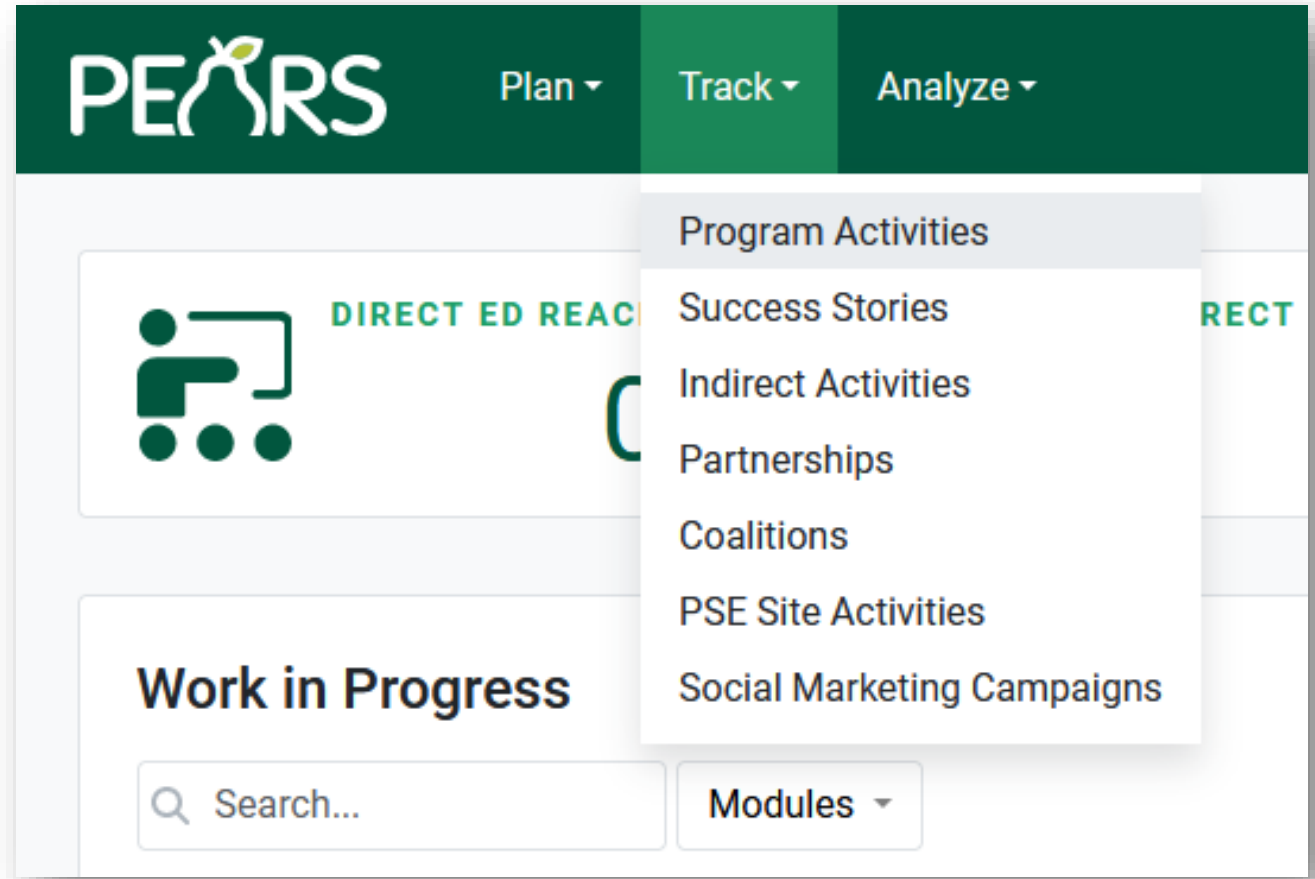
# PEARS Modules

CFHL interventions and activities are entered into PEARs by **module**.

Most LHDs will have entries for:

- Program Activities
- Success Stories
- Indirect Activities
- Partnerships
- Coalitions
- PSE Site Activities

LHDs *do not* report in the Social Marketing Campaigns module.



The screenshot displays the PEARs web application interface. At the top, there is a dark green header with the PEARs logo on the left and three navigation tabs: 'Plan', 'Track', and 'Analyze'. The 'Track' tab is currently selected and highlighted. Below the header, the main content area is divided into sections. On the left, there is a card titled 'DIRECT ED REAC' with a green icon of a person at a computer. To the right of this card, a dropdown menu is open, listing the following modules: 'Program Activities', 'Success Stories', 'Indirect Activities', 'Partnerships', 'Coalitions', 'PSE Site Activities', and 'Social Marketing Campaigns'. Below the dropdown menu, there is a search bar with the text 'Search...' and a 'Modules' dropdown menu.

# What to report in each PEARS module

Activity	Which module to report it in
PSE (site-level) <sup>1</sup>	PSE Site Activities module
PSE (organization-level) <sup>1</sup>	PSE Site Activities module + organization-level supplemental survey
PSE (community-level) <sup>1</sup>	PSE Site Activities module + community-level supplemental survey
Direct education (DE)	Program Activities
Indirect education (IE)	Indirect Activities
Partnerships (site/org-level)	Partnerships
Coalitions (community-level)	Coalitions
Success Stories (1 per year) <sup>2</sup>	Success Stories

<sup>1</sup>The FAP requires **all LHDs** to plan and carry out PSE interventions at 2 or 3 of these levels, depending on funding tier.

<sup>2</sup>Success story reporting is supported by your CDPH Project Officer and not our NPI PEARS team.

# What doesn't go into PEARS?

- X PSE, DE, IE interventions when they:
  - X Are unallowable
  - X Do not reach participants who are SNAP-Ed eligible
- X Sites that aren't SNAP-Ed eligible and approved
- X IWP/FAP requirements like trainings, meetings, or participant recruitment



# Annual PEARS Reporting Cycle

Interventions are reported based on FFY of implementation (10/1-9/30 annually).

The PEARS “reporting year” lags behind the FFY.

- Typically starts and ends in mid-October
- This year we **completed FFY23 reporting on 10/15** and **began FFY24 reporting on 10/16**

OCTOBER 2023						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 ★	2	3	4	5	6	7
8	9	10	11	12	13	14
15 ★	16 ★	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

# Can I just report everything at the end of the year?

**No! Best practice: report as you go.**

## DE and IE:

- Create each entry when you begin delivering the intervention.
- Update when it is complete.

## PSE:

- Create each entry as soon as you know you'll be working with a site (or org/community).
- Update before year-end deadline.

## Partnerships & Coalitions:

- Create new collaborations when they are established. Copy ongoing collabs at beginning of year.
- Update before year-end deadline.

## Success Stories:

- Create at least one PSE-related success story entry by the end of the FFY.

# Who supports PEARS and its users?



**Canopy** created and manages PEARS for all 42 states that use it. Email: [support@pears.io](mailto:support@pears.io)



**CDSS** is responsible for training all CFHL LIAs to use PEARS. Email: [PEARS@dss.ca.gov](mailto:PEARS@dss.ca.gov)



**UNIVERSITY OF CALIFORNIA**  
Agriculture and Natural Resources

Nutrition Policy Institute

**NPI** supports CDPH and 61 LHDs (plus subs!) with technical assistance, data quality assurance, and data reporting.

Email: [EvaluateSNAPEd@ucanr.edu](mailto:EvaluateSNAPEd@ucanr.edu)



# NPI PEARS Project Staff

## Subject Matter Experts:



**PSE**

Janice Kao,  
Nicole Vital



**Direct Education**  
**Indirect Education**

Evan Talmage



**Partnerships**  
**Coalitions**

Carolyn Rider

## Technical Assistance:

[EvaluateSNAPEd@ucanr.edu](mailto:EvaluateSNAPEd@ucanr.edu) email  
is monitored by:

- Reka Vasicsek (primary)
- Summer Cortez (backup)

Your email may be answered by Reka, Summer, or one of our Subject Matter Experts. We aim to respond within 2 business days.

# How does NPI support LHDs' PEARS reporting?

- Technical assistance – email, phone, office hours
- Data quality assurance (quarterly, year-end)
- Managing PEARS user accounts
- Adding/maintaining PEARS sites
- Monthly newsletter/listserv
- Website – job aids, training links, data summaries, and other resources
- YouTube – training and tutorials, data summaries



# PEARS Data Quality Assurance

Our PEARS team reviews LHD data periodically to ensure high quality reporting. What we do:

## Quarterly:

Review entries created to date and flag issues in “issue files”. Issue files are shared via LHD-specific OneDrive folders so that LHD users can make corrections. *Quarterly reviews happen in: January, April, July, September.*

## Year-end:

Review all of the year’s entries and flag issues. Make corrections, sometimes after reaching out to an LHD or specific PEARS user. *Year-end data cleaning happens in October, after LHDs have finalized their reporting.*

# PEARS User Accounts

To **add** a new PEARs user, complete our [PEARS Account Request Form](#)

To **update** user permissions or make other user changes, contact us: [EvaluateSNAPEd@ucanr.edu](mailto:EvaluateSNAPEd@ucanr.edu)

# PEARS Site Management

Add or update PEARs sites with our [PEARS Site Management Form](#)

- Add 1-3 new sites to PEARs
- Add 4 or more sites to PEARs (will be prompted to download and fill out spreadsheet with site information)
- Activate a current PEARs site that is marked inactive
- Inactivate a currently active PEARs site
- Change the name of a currently active PEARs site
- Merge duplicate PEARs sites

# PEARS Newsletter and Listserv

We communicate PEARs updates, new resources, reminders, etc. via Mailchimp

- Monthly newsletter (~10 months/year)
- Listserv announcements as needed (often at year-end)

[Subscribe to the PEARs Newsletter](#)

Access recent content in our [Newsletter Archive](#)

# PEARS Project Website



CA Local Health Department PEARS



Home

Tools and Resources

Training

Newsletters

Publications & Data  
Summaries

## PEARS for California Local Health Departments

### PEARS in California

California, along with many other states nationwide, uses the Program Evaluation and Reporting System (PEARS) to gather CalFresh Healthy Living (CFHL) evaluation data.

Home

Tools and Resources

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Summaries

[Go to PEARS](#)

[CDSS PEARS Resources](#)

[PEARS New User Account  
Form](#)

[PEARS Site Management Form](#)

[PEARS Site Search Tool](#)

[Email Us](#)

**Website:** [https://ucanr.edu/sites/CDPH\\_PEARs/](https://ucanr.edu/sites/CDPH_PEARs/)



# PEARS Training

**CDSS** provides statewide PEARs training for **all LIAs**

- [PEARS training course](#)
- [Training participant guides](#)

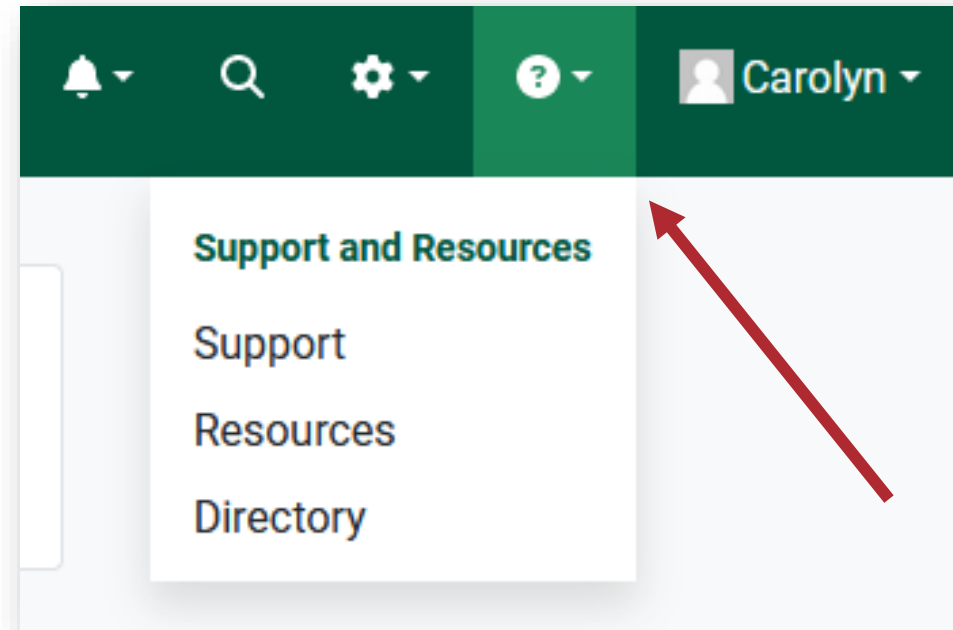
**NPI** creates supplemental training content for **LHDs**

- [Tutorials for custom questions, org-level reporting, community-level reporting](#)
- [Mastering PEARs video series](#)
- [Mastering PEARs with audio description](#)

# Built-in PEARS Support Resources

The PEARS site (pears.io) also has built-in support resources:

- Support menu
- Help text and “question” icons in modules
- Dashboards



## Need Help?

Browse by topic or search by keyword.



## Contact PEARS Support

**Email:** [support@pears.io](mailto:support@pears.io)

**Phone:** (785) 789-3199

**Hours:** Mon – Fri, 8am – 5pm (CST)

# PEARS Support Documentation



## Getting Started

General information to help you get started in PEARS



## Updates & Announcements



# Section Summaries & Question Icons

PEERS Plan ▾ Track ▾ Analyze ▾

Track / Coalitions / TEST / General Information

## General Information ?

Report a coalition, SNAP-Ed Nutrition Action Council (SNAC), or other relevant collective impacts initiative that is planning for community-level changes in policies or practices. Only report those active during the **current reporting year of October 1, 2023 - September 30, 2024 (SNAP-Ed)**.

## General Information ?

Need help with Coalitions, SNAP-Ed Nutrition General Information?

Report a coalition, SNAP-Ed Nutrition General Information? (SNAC), or other relevant collective impacts initiative that is planning for community-level changes in policies or practices. Only report those active during the **current reporting year of October 1, 2023 - September 30, 2024 (SNAP-Ed)**.



# Help Text

## Site or organization \*

Search for a site

Choose the site of the PSE work you are reporting on. You may also select an organization that includes multiple sites (e.g. a school district or grocery chain). When choosing an "organization" please only report on PSEs implemented at the organization level; PSEs implemented at each of the sites governed by the organization should be reported on a site by site basis.

## PSE project or description

Optional. Short name or description for this PSE effort.



# User Dashboard

## Completion Status by Module

### Completion Status by Module

● Completed ● Collaborations Completed ● Incomplete

✓ Coalitions 0/2

Create a Program Activity →

Create a Success Story →

Create an Indirect Activity →

Create a Partnership →

Create a PSE Site Activity →

Create a Social Marketing Campaign →

### Work in Progress

Search... Modules ▾

TEST Carolyn Rider	Coalition	Today
TEST Carolyn Rider	Coalition	9 days ago

### Completion Status by Module

● Completed ● Collaborations Completed ● Incomplete

✓ Coalitions 0/2

Create a Program Activity →

Create a Success Story →





Create an Indirect Activity →

Create a Partnership →

Create a PSE Site Activity →

Create a Social Marketing Campaign →

### Quick Links

 Program Activities	 User Directory
 Impact Dashboards	 Support Documentation



# User Dashboard

## Work in Progress



**Work in Progress**

Search... Modules ▾

<b>TEST</b> Carolyn Rider	Coalition	Today
<b>TEST</b> Carolyn Rider	Coalition	9 days ago

**Completion Status by Module**

**Quick Links**

- Program Activities
- User Directory
- Impact Dashboards
- Support Documentation

Create a Social Marketing Campaign →

**Work in Progress**

Search... Modules ▾

<b>TEST</b> Carolyn Rider	Coalition	Today
<b>TEST</b> Carolyn Rider	Coalition	9 days ago



# Assessment tools: SLAQs, School District OAQ, and LACs

- Project lead: Janice Kao
- Project contact: [jankao@ucanr.edu](mailto:jankao@ucanr.edu)
- Project website: <https://ucanr.edu/sites/SLAQ>

# Objectives

- ✓ Identify the different assessment questionnaires
- ✓ Understand the purpose of each type of questionnaire
- ✓ Determine who needs to conduct each type of questionnaire and when

# What are the different types of NPI-created assessment questionnaires?

Questionnaire Name	Settings Available
<b>SLAQ</b> Site-Level Assessment Questionnaire	<ul style="list-style-type: none"><li>• K-12 Schools (elementary and secondary versions)</li><li>• Early Care and Education (ECE)</li><li>• Out-of-School Time (OST)</li><li>• Food Retail Stores (small and large stores use same version)</li></ul>
<b>OAQ</b> Organizational Assessment Questionnaire	<ul style="list-style-type: none"><li>• K-12 Schools (school district version)</li></ul> <i>New for FFY 24!</i>
<b>LAC</b> LHD Activity Checklist	<ul style="list-style-type: none"><li>• Corresponds to each SLAQ/OAQ</li></ul>

# What does each tool do?

## SLAQ

- Assesses current *site-level* nutrition and physical activity practices

## OAQ

- Assesses current *organization-level* nutrition and physical activity practices

## LAC

- Captures CFHL intervention progress
- Provides more detail than PEARS



# Why were these created?

*Need for standardized, comprehensive assessment of healthy eating and physical activity practices in the settings LHDs work in most frequently.*

**The SLAQs and OAQ can be used to:**

Meet federal triennial assessment requirements

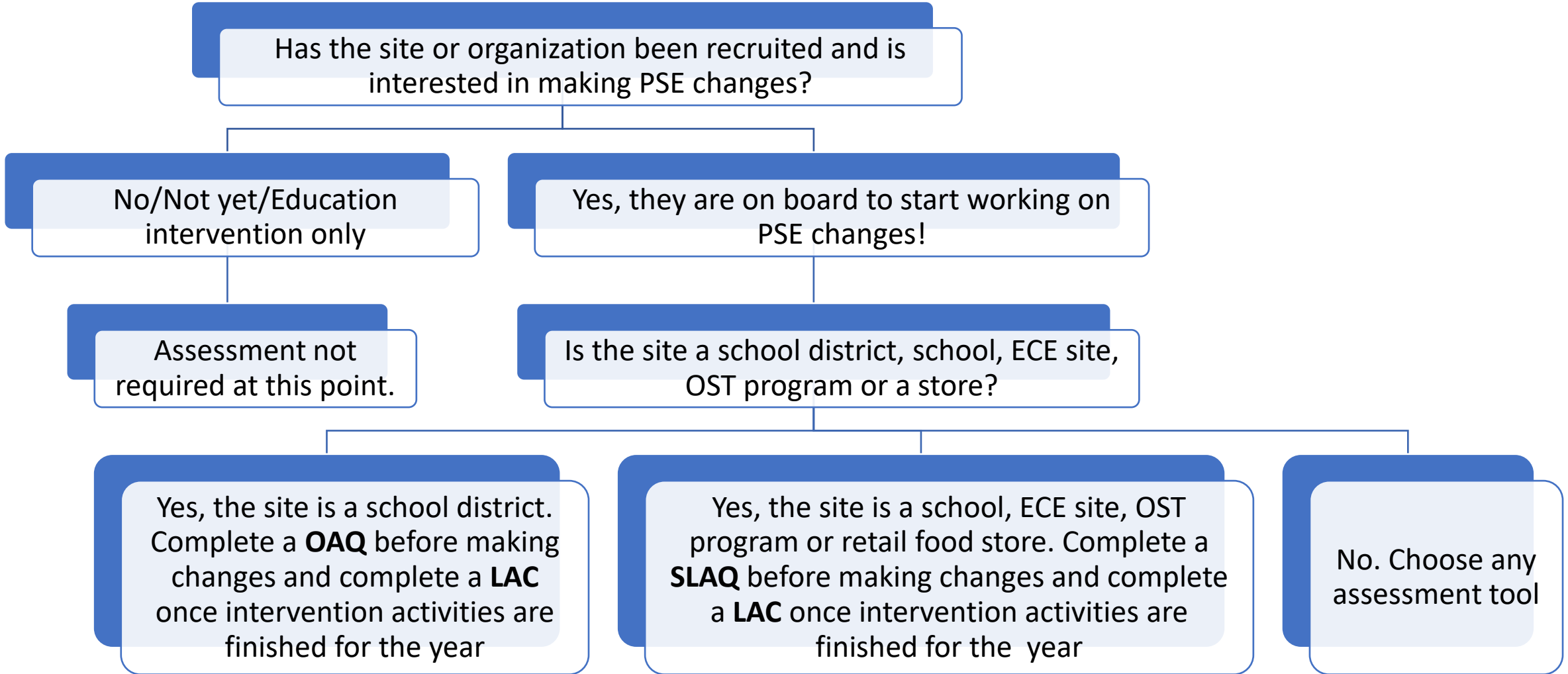
Assess areas of opportunity for CFHL program delivery

Track changes in nutrition and PA practices over time

Aggregate data for state-level program evaluation

# Who does this apply to?

Assessment requirement decision tree (*ask yourself these questions each year*):



# Who completes these?

## **SLAQ/OAQ:**

- Completed by the site or organization
- May involve more than 1 person
- Before PSE implementation begins (for the year)

## **LAC:**

- Completed by LHD/sub-contractor
- After PSE implementation is over (for the year)

*Make sure to review FAQs and data collection protocols available on the SLAQs website!*

# How are the questionnaires conducted?

- Each questionnaire has a paper/printable version (i.e., word doc, pdf) and an online version (Survey 123)
- If you/your sites complete a word doc/pdf version, it still needs to be entered into the online survey to be automatically **scored** and officially **submitted**
- Once submitted into the online platform, a “feature report” (copy of your responses & scores) will be auto-generated and emailed to designated people

# Evaluation Timeline – Key Dates!

- July: NPI releases the SLAQs/OAQ for the next year
- Oct: Last month to make sure all questionnaires (SLAQ/OAQ/LAC are entered and submitted for fiscal year that just ended
  - *Best practice: enter SLAQs and OAQ as soon as they are received so that you can use the data and scores to adjust plans*
- Jan: LACs are released for the current year
- Quarterly: data are exported and added to LHD OneDrive folders

# Resources

**Website:** <https://ucanr.edu/sites/SLAQ>

- ✓ Download questionnaires and protocols
- ✓ Submit completed questionnaires or complete them online
- ✓ FAQs
- ✓ Evaluation and planning resources
- ✓ Training materials

## Listserv Sign-up

**Email TA:** [evaluateSNAPEd@ucanr.edu](mailto:evaluateSNAPEd@ucanr.edu)

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**NPI** NPI Assessment Questionnaires

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Publications

### Welcome!

#### Site-Level Assessment Questionnaires(SLAQs) Project Overview

The SLAQs were developed in 2018-2019 and revised in 2019-2020 by the [Nutrition Policy Institute \(NPI\)](#) for use by [CalFresh Healthy Living programs](#) at [California Department of Public Health \(CDPH\)](#) and local health departments. SLAQs are designed to provide comprehensive

# Impact Outcome Evaluation (IOE)

- Project lead: Amanda Linares
- Project contact: [amlinares@ucanr.edu](mailto:amlinares@ucanr.edu)
- Project website: <https://ucanr.edu/sites/ioe/>

# Objectives

- ✓ Define **outcome** evaluation
- ✓ Understand **why we evaluate** via IOE
- ✓ Identify **if your LHD needs to participate** in IOE
  - ✓ If so, understand **how to participate** in IOE



# Definitions: Impact vs. Outcome

From USDA's Principles of Sound Impact Evaluation...

*Outcome evaluation addresses the question of whether or not anticipated group changes or differences occur in conjunction with an intervention. Such research indicates the degree to which the intended outcomes occur among the target population.*

***Outcome evaluation does not provide definitive evidence that the observed outcomes are due to the intervention. We cannot eliminate alternative explanations because there is no control group.***

# Why evaluate?

1. **Continuous (local) improvement:** Evaluate the effectiveness of your unique programming so you can determine its effectiveness and make changes as needed throughout the IWP cycle.
2. **Determine (statewide) impact:** Evaluate the collective impact of our youth-focused, school-based statewide efforts.



# Do I need to evaluate?

- **LHDs should participate in IOE if planning *at least* direct education in the school setting (including after school) with grades 4-12**
  - Minimum intervention for participation = Series-based DE with grades 4-12
  - At this time, PSE-only is not subject to evaluation via IOE
  - At this time, grades  $\leq 3$  are not subject to evaluation
  - No need to participate in IOE if your IWP does not include series-based DE in school/after school in grades 4-12

# Do I need to evaluate?



**CDPH encourages comprehensive, multi-component interventions in schools, but DE is the minimum entry point\* to IOE because it's easier to identify and engage intervention participants (and their teachers!) in the evaluation process.**

**\*IOE ≠ evaluation of DE**

**IOE = evaluation of school-based interventions**

# How do I conduct IOE?



1. Identify your site(s) and intervention(s)
2. Work with sites to plan an intervention and evaluation timeline and complete a **Planning Worksheet**
3. Pre- and post-test at least 2 classrooms/site at the beginning and end of the school year using the **Eating and Activity Tool for Students**
4. Wrap up all IOE deliverables by no later than **June 30<sup>th</sup>**
  - Turn in Planning Worksheet 2x per year
  - Surveys (online or paper, entered online)

# How do I conduct IOE?

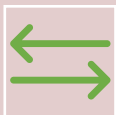


## Standardized evaluation timeline

Full school year evaluation, regardless of the timing of DE component  
Pre/post target is within 6 weeks of the first/last day of school  
Pre-test: Aug/Sep/Oct, Post-test: Apr/May/Jun,



## Number of sites required dictated by your LHD funding tier



## Can change schools annually

# Sites by LHD Funding Tier

Funding Tier	Number of Schools*	Students per school (Matched pre/post)		Students per after school (Matched pre/post)
5	5	30 (≥ 2 classrooms)	Or	30 (Max students, grades 4+)
4	4			
3	3			
2	2			
1	1			

\* If you do not plan to conduct a minimum of series-based DE in the number of schools required by your funding tier, you can evaluate in the max number of schools in which you do have applicable intervention.



# IOE Resources

- ✓ **Listserv:** [https://ucanr.edu/sites/ioe/CFHL\\_Listserv\\_Sign-up/](https://ucanr.edu/sites/ioe/CFHL_Listserv_Sign-up/)
- ✓ **1:1 planning call:** [amlinares@ucanr.edu](mailto:amlinares@ucanr.edu)
- ✓ **Quarterly calls:** 3rd Tuesday in Oct, Jan, Apr, Jul
  - ✓ Pre-registration: <https://tinyurl.com/Jan16IOE>
- ✓ **Website:** <https://ucanr.edu/sites/ioe//>



# IOE Website

- ✓ Detailed project description
- ✓ Suggested timeline
- ✓ Requirements
- ✓ Planning Worksheet
- ✓ Survey instruments (paper)
- ✓ Administration protocols
- ✓ Recorded calls and trainings



The screenshot shows the homepage of the NPI Impact Outcome Evaluation website. At the top, it features the University of California Agriculture and Natural Resources logo and a search bar. Below the header is the NPI logo and the title "NPI Impact Outcome Evaluation". A banner image shows a woman in a classroom with her hands raised. The main content area includes a navigation menu on the left with links to Home, NPI's Role in Impact Outcome Evaluation, FFY 24-26 Resources, Eating and Activity Tool For Students (EATS), Training Modules, Quarterly Calls, Presentations & Publications, CFHL Evaluation Listserv Sign-up, and Get Help. The main heading is "Impact Outcome Evaluation", followed by a welcome message stating that the evaluation is required for all local health departments conducting a minimum intervention of series-based direct education in school or school-based after school programs with grades 4-12. The "Study Design" section describes a pre/post-test design using the EATS survey tool. The "Timeline" section features a horizontal timeline from January to December with key milestones: Engage school(s) for next FY (Plan intervention) in April, Identify outcomes, Train Evaluators, Complete Planning Worksheet in June, Train in Planning Worksheet (Pre-test students, Begin intervention) in September, and Conduct intervention in November.



# Adult Direct Education Evaluation (Adult DE Eval)

- Project lead: Amanda Linares
- Project contact: [amlinares@ucanr.edu](mailto:amlinares@ucanr.edu)
- Project website: [https://ucanr.edu/sites/http\\_\\_\\_ucanredu\\_sites\\_adultDE/](https://ucanr.edu/sites/http___ucanredu_sites_adultDE/)

# Objectives

- ✓ Identify when your direct education intervention needs to be evaluated
- ✓ When it does require evaluation, understand how to do it

# Evaluation Requirement

- CDSS requires evaluation of all adult direct education series of 4+ sessions
- Required core set of questions used by all CFHL state implementing agencies
- CCC modular survey validation is still in progress

# Do I need to evaluate?

*Are you delivering curricula that has at least 4 sessions?*

If yes, evaluate all 4+ session program activities delivered, i.e., not a sample.

# How do I evaluate?

- Administer a *pre-test* before any DE occurs
- Administer a *post-test* after all DE is complete
- Do this for in-person or virtual classes
- Use the online or paper surveys
- Evaluate all applicable DE series

# FFY 24 CFHL Adult Survey\*

	Pre	Post
8 questions from the validated Food Behavior Checklist	X	X
3 questions from the validated EFNEP Food & Physical Activity Questionnaire	X	X
3 questions to inform your interventions (food shopping, child attendance school/OST/ECE, zip code)	X	
4 demographic questions (age range, sex, race/eth)	X	X

\* Currently available in 13 languages

# Evaluation Timeline

- In FFY 24, the online survey opened on Monday, **October 16<sup>th</sup>**, coinciding with the opening of PEARS
- Data collection closes on **August 31<sup>st</sup>** (annually)

**OCTOBER 2023**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



# Adult DE Eval Resources

- ✓ **Listserv:**  
[https://ucanr.edu/sites/LHDEvaluation/Evaluation\\_Project\\_Listserv\\_Signup/](https://ucanr.edu/sites/LHDEvaluation/Evaluation_Project_Listserv_Signup/)
- ✓ **1:1 call:** [amlinares@ucanr.edu](mailto:amlinares@ucanr.edu)
- ✓ **Survey Administration Training & Mid-Year Check-in:** Sep and Mar
- ✓ **Website:** [https://ucanr.edu/sites/http\\_\\_\\_ucanredu\\_sites\\_adultDE/](https://ucanr.edu/sites/http___ucanredu_sites_adultDE/)
  - ✓ Survey instruments/links
  - ✓ Administration protocol
  - ✓ Training materials

# Link Wrap-up (1/2)

- Find the recording of this training, and all project-specific websites linked on our main [LHD Evaluation Website](#)
- Sign up for our [newsletters](#)
- [Questionnaires Website](#) (SLAQs, LACs, OAQ)
- [IOE Website](#)
  - Pre-Register for the [Jan 16 Quarterly Call](#)
- [Adult DE Website](#)



# Link Wrap-up (2/2)

- [NPI PEARS Website](#)
  - [PEARS.io website](#)
  - [PEARS Account Request Form](#)
  - [PEARS Site Management Form](#)
  - [PEARS training course](#)
  - [Training participant guides](#)
  - [Tutorials for custom questions, org-level reporting, community-level reporting](#)
  - [Mastering PEARS video series](#)
  - [Mastering PEARS with audio description](#)

# Questions?

Contact us at [EvaluateSnapEd@ucanr.edu](mailto:EvaluateSnapEd@ucanr.edu)