

Regional Evaluation Workshop

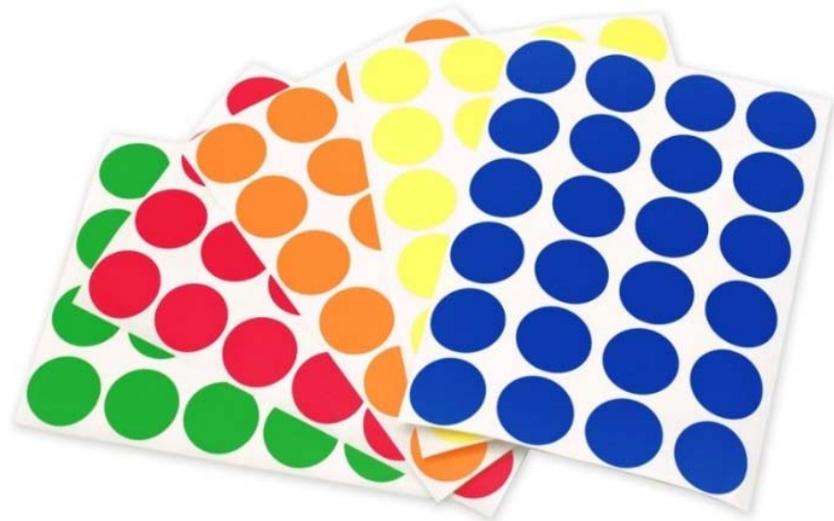
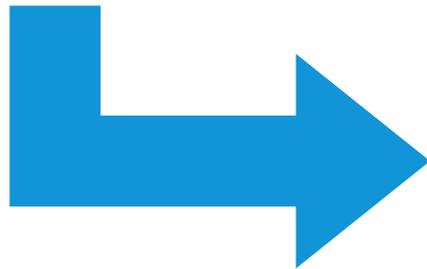
PEARS PSE Reporting for FFY 2017



Activity #1

- 🌱 *What policy, system, and environmental changes (PSEs) have you worked on in FY17?*

– Use the dots



Introductions



- 🍎 Please say your name
- 🍎 What county(ies) you work in
- 🍎 Which, if any, PSEs have you or your county worked on in FY17

Workshop Overview

- 🍌 Prepare for FY17 PEARS PSE Module roll out
 - Participate in live/recorded KSU webinar
- 🍌 Identify PSE activities for FY17 reporting
- 🍌 Select relevant PSE changes adopted
- 🍌 Explore approaches for estimating PSE reach
- 🍌 Review what needs assessment data to report

Bike Rack



Review Agenda



Why Transition PSE Reporting?

- 🌱 Tell a more complete story about PSEs
 - Capture changes adopted and reach
- 🌱 Consistent reporting system across CA SNAP-Ed SIAs



PSE Reporting in PEARS



Handout #1 summarizing PEARS reporting fields and drop down lists

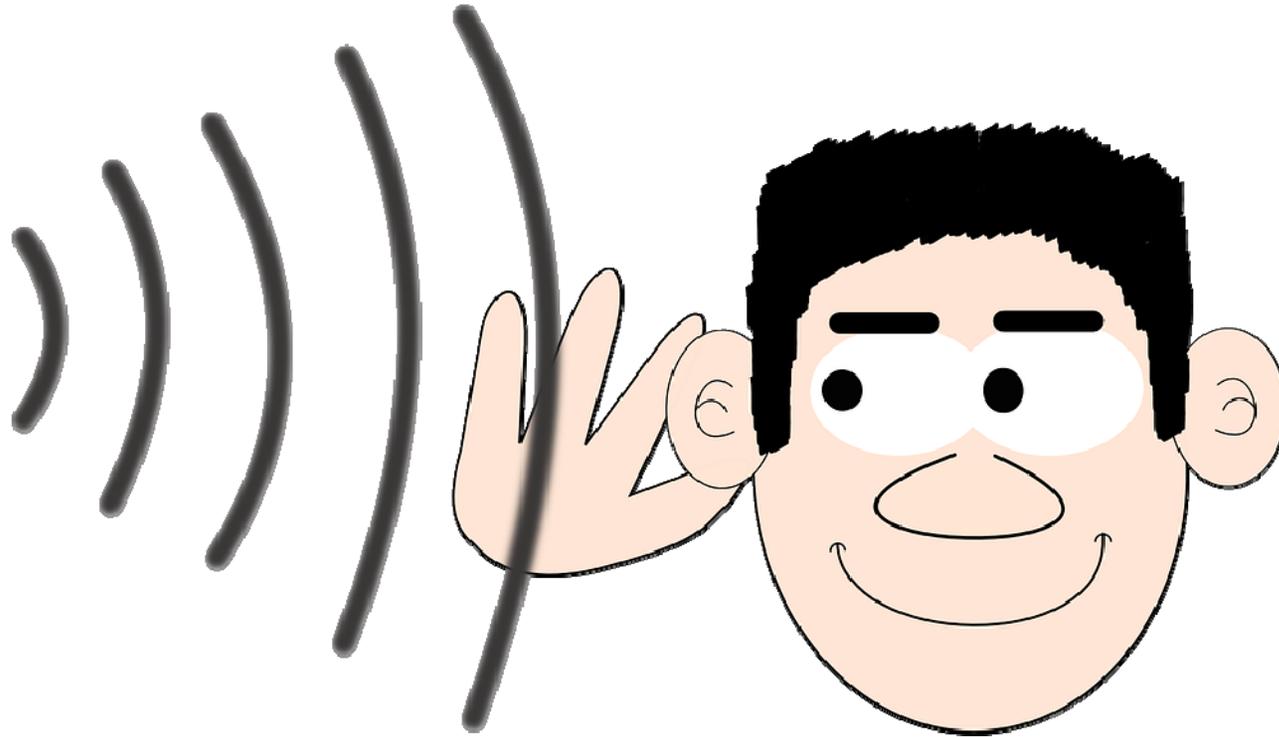
PEARS Policy Systems Environment (PSE) Module

Welcome to PEARS
The Program Evaluation And Reporting System (PEARS) greatly streamlines data collection, evaluation, and reporting of evidence-based Extension & 4-HNP education programs and interventions.

[Request A Demo](#)

Section Name	Information to report
*General Information – for sites or organizations where you are working to make policy, system, or environmental changes during the reporting year Oct 1 2016-Sept 30 2017	<ul style="list-style-type: none"> Site or organization – from a drop down list of sites Intervention name – for CA 15 different types of settings Unit – from drop down list of counties PSE setting - types of settings – (see attached I PEARS documentation for how to select settings) Intervention Topics – from a drop down list of topics Stages of Implementation – from a drop down list Attachments - optional
Needs, Readiness & Effectiveness – optional only if relevant	<ul style="list-style-type: none"> Assessments conducted – Yes or No If yes, type, instrument used, approx. date, description of baseline results If follow-up assessment used, approx. date, brief description of follow-up results
*Strategy	<ul style="list-style-type: none"> Complementary Activities – evidence-based education, marketing, community involvement, training Programs, Packages or Initiatives used as part of PSE SNAP-Ed Funding – role contributing to PSE efforts Youth Involvement – were youth involved in shaping PSE through an established group, if yes, number of youth
*Changes Adopted – for sites implementing, improving, expanding or maintaining at least one PSE change during the reporting year	<ul style="list-style-type: none"> PSE Changes – select all that apply from drop-down list Reach – estimated reach - # of people come in contact with one or more PSE changes at this site, how reach was determined Characteristics of those Reached (optional) – % gender, race, ethnicity, age, student status
Individual Effectiveness – optional, only if relevant	<ul style="list-style-type: none"> Tracking individual level effectiveness – Yes or No If yes, individual-level assessment tools being used, primary SNAP-Ed Evaluation Framework indicator, outcome measure and secondary Framework indicators
Recognition & Media Coverage – optional, only if relevant	<ul style="list-style-type: none"> Type – award, recognition, media coverage For awards – name, recognizing body, level, date received For Media coverage – type, brief description, link or reference, estimated reach, date of coverage
Sustainability optional, only if relevant	<ul style="list-style-type: none"> Efforts to sustain PSE changes – Yes or No If yes, which of specified efforts in place, in process or NA, level, stakeholders, sustainability assessment tool, results
*Reflection	<ul style="list-style-type: none"> Assets – top 5 assets to PSE work from a drop down list Barriers – top 5 barriers to PSE work from drop down list Open-ended questions about future PSE work at site

KSU/NPI PEARS PSE Module Webinar



KSU/NPI Webinar

- 🌱 *Does anyone have any questions or items for clarification?*
- 🌱 *What else do you need to know to report your PSEs in PEARS?*



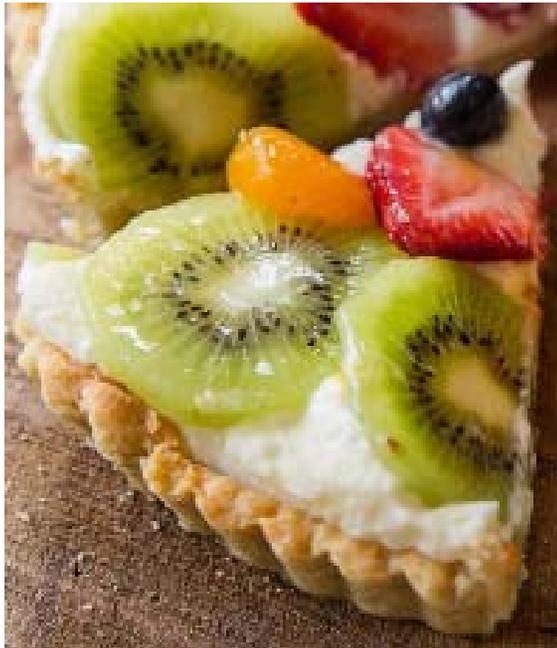
Pose questions on post-its or ask presenters during the workshop

Morning Break (back at 11:40am)



Review Handout Summarizing PSE Module

What parts will be relatively easy to complete for FY17 reporting?



What, if any, parts will be more challenging to complete?



Activity #2: Enter Garden Scenario into PEARS

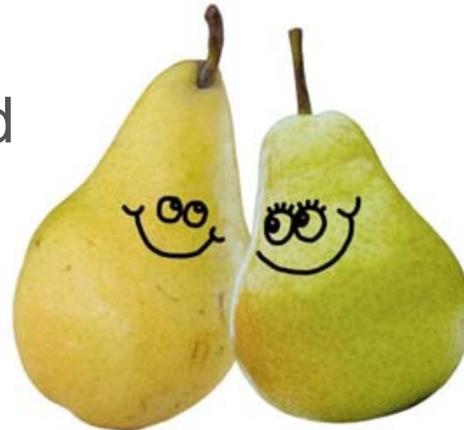
🍌 Find a partner and sign into PEARS

– <https://pears.oeie.org/accounts/signin/>

🍌 Work together to enter Handout #2

Garden Scenario into PEARS

1. General Information
2. Needs, Readiness & Effectiveness
3. Strategy
4. Changes Adopted



Handout #2: Garden Scenario

Please work in pairs to enter the following PSE Site Activity into PEARS:

- 1. General Information**
 - o UCCE Placer/Nevada works with students at **William Kaseberg Elementary School** in Placer County to provide nutrition education using TWIGS. They also began conducting **fruit and vegetable** taste testing activities in the garden in FFY 2017. The UCCE team helped establish a school garden in FFY 2016 and **worked to maintain the garden** and two additional classrooms worked in the garden in FFY 2017.
- 2. Needs, Readiness & Effectiveness**
 - o No garden assessments were conducted in FFY 2017.
- 3. Strategy**
 - o Complementary activities include:
 - **Evidenced-based education** – TWIGS and
 - **Staff training on continuous program and policy implementation** – Master gardeners did a training for parents
 - o PSE programs, packages or initiatives: **None**
 - o **SNAP-Ed Funding** or people contributed to this garden in the following ways
 - **Lead/Major Role**
 - Initiated the effort / brought stakeholders together
 - Funded or provided planning / advice / guidance
 - **Supportive Roles**
 - Fostered community / resident / parent support or engagement
 - Funded or provided training related to PSE efforts
 - Funded or conducted implementation of PSE changes
 - Funded or provided evaluation or monitoring of PSE efforts
 - o **Involvement**: No youth groups were involved in shaping the garden in FFY 2017
- 4. Changes Adopted**
 - o **Reinvigorated or expanded an existing edible garden** – actively maintained garden
 - o **Initiated or expanded use of the garden for nutrition education** – two additional classrooms worked in the garden

LUNCH



RECAP

- 🌱 **Morning** – Overview of PSE Reporting
- 🌱 **Afternoon** – Focus on:
 - Strategies/PSE changes adopted
 - Estimating reach
 - Reporting on environmental assessments
 - Enter your FY17 PSE activity

DIG IN



Activity #3: Exploring Changes Adopted

Review **Handout #3** the complete list of PSE changes

Pick 1 grouping that reflects PSE work you do and read PSE changes

Circle PSE changes you implemented this year

Handout #3: Complete List of PSE Changes Adopted in PEARS

PSE CHANGE	SETTINGS										TYPE OF CHANGE	
	ECE	School	Out of Sch ^a	L/S STORES	FRMRS MKT S ^b	RSTRNT S ^c	FOOD BNKS/ PNTRIES ^d	GARDENS	FAITH	WORK ^e		Res-ident
NEW VENUES - NUTRITION												
Took steps (policies, zoning, collaboration, promotion) to establish a completely new healthy retail outlet that was not there before				1	1		1					Nutrition
Established a completely new healthy retail outlet that was not there before				1	1		1					Nutrition
WELLNESS POLICIES												
Established or improved food/beverage, physical activity and/or wellness-related policies	1	1	1		1	1	1		1	1	1	Nutrition & PA
Established or improved a monitoring or reporting system for food/beverage, physical activity, and/or wellness related policy	1	1	1		1	1	1		1	1	1	Nutrition & PA
Established or improved policies for working parents										1		Nutrition & PA
Established new or strengthened limits on entertainment screen time	1	1	1									Nutrition & PA
NUTRITION--QUANTITY/QUALITY OF FOODS OFFERED												
Improved menus/recipes (variety, quality, etc.)	1	1	1	1		1			1	1	1	Nutrition
Initiated or expanded implementation of guidelines for meal foods/beverages	1	1	1									Nutrition
Initiated or expanded implementation of guidelines for foods/beverages served in cafeterias									1	1	1	Nutrition
Improved children's menus						1						Nutrition
Initiated or expanded implementation of guidelines for healthier snack options or healthier competitive food/beverage options	1	1	1								1	Nutrition
Established healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.)						1				1		Nutrition
Implemented nutrition standards for foods/beverages accepted and distributed							1					Nutrition



Report Out



What did you find?

Are there PSE
changes you are
working on that you
don't find?

UC CalFresh PSE Reporting in PEARS

CHEAT SHEET

 **Handout #4**
summarizing
Common UC
CalFresh
PSEs by
changes
adopted

Common UC CalFresh PSEs by CHANGES ADOPTED	
RTW PSEs/ PEARS Programs and Initiatives	What Changes Adopted to Report in PEARS
Physical Activity	
<p>New or improved PA Breaks have been implemented such as Instant Recess, Go Noodle or other classroom energizers</p> <p>CATCH or Other: specify</p>	<ul style="list-style-type: none"> Incorporating physical activity into the school day or during classroom-based instruction Initiated or expanded incorporation of physical activity into the school day or during classroom-based instruction (not recess/free play or PE)
<p>New or improved access to Structured PA such as Coordinated Approach to Child Health (CATCH), Sports Play Active Recreation for Kids (SPARK)</p>	<ul style="list-style-type: none"> Improved quality of physical education New or improved access to structured physical activity programs Increased access/opportunities for structured physical activity before/after school Increased or improved opportunities for physical activity during recess Increased or improved opportunities for unstructured physical activity time/free play (non-school) Increased school days/time spent in physical education
<p>Playground Stencils</p>	<ul style="list-style-type: none"> Initiated or improved playground markings/stencils to encourage physical activity
<p>Improvements to the PA Environment – improvements in access to safe walking or bicycling paths or Safe Routes to School programs</p>	<ul style="list-style-type: none"> Improved or expanded physical activity facilities, equipment, structures Increased access or safety of walking or bicycling paths (Safe Routes to School) Installed signage and prompts for use of walking and bicycle paths Added bike racks/storage
Nutrition	
<p>Smarter Lunchroom Movement (SLM) – implemented SLM activities, training, TA, scorecard, SLM changes to cafeteria</p>	<ul style="list-style-type: none"> Improved layout or display of <u>meal foods/beverages</u> to encourage healthier selections (e.g. Smarter Lunchrooms) Improved appeal, layout or display of snack or competitive foods to encourage healthier selections Improved or expanded kitchen/food preparation facilities Improved or expanded cafeteria/dining/service areas or facilities Established or improved salad bar Improved menus/recipes (variety, quality, offering lighter fares)

Reporting Reach

Reach

Reach may be calculated differently, depending on the setting. Please review our [documentation on calculating reach](#) for more information. Consider the reach of all PSE changes that were implemented, expanded, improved or maintained during the current reporting year of **October 1, 2016 - September 30, 2017**.

Method used to determine total reach *

Measured

Unknown

Measured

Estimated

Commercial market data on audience size

Survey of target audience

Visual estimate

Other

Source of Data *

Other

Total number of people reached by PSE work at this site or organization *

360

Method Used to Determine PSE Reach

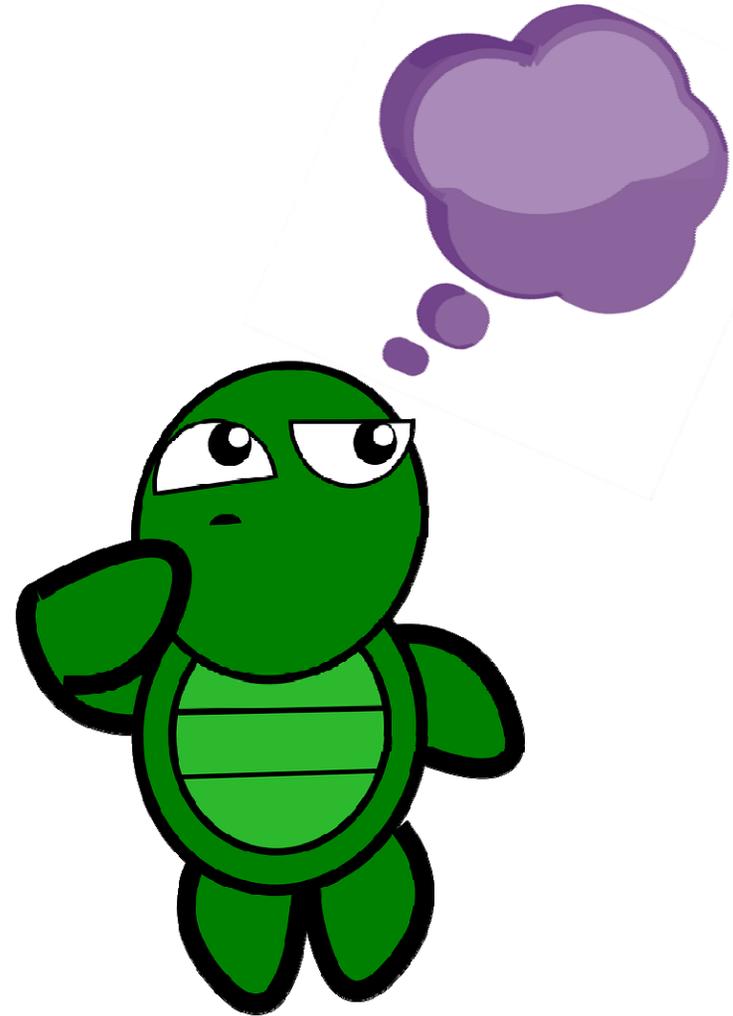
- 🌱 **Measured:** Actual figures from a reliable source
- 🌱 **Estimate:** Some reasonable basis/data to base an estimate
- 🌱 **Unknown:** You have no data/basis for making an estimate
 - *Thinking of the PSEs that you work on, what are some example of measured, estimated, and unknown reach?*

Activity #4: Explore the Guidelines for Reach across Different PSEs

🌱 Walk around the room and review the different guidelines for calculating PSE reach

🌱 Think about:

What common elements are included in these reach guidelines across PSEs?



Report Out

Who? What?
When? Where?
How many?



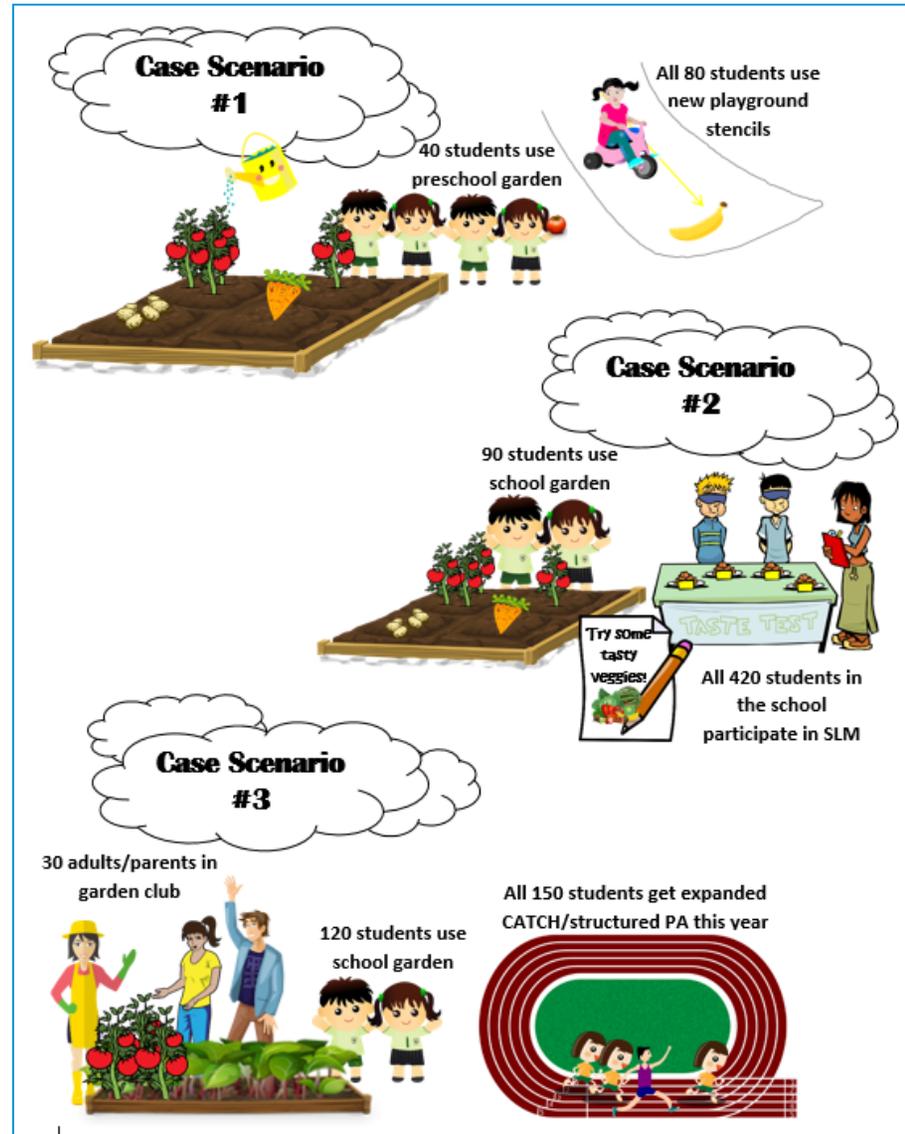
<p><u>Community or School Gardens:</u> Unduplicated number of persons who worked in, learned at, or ate from the garden during the year.</p>	<p><u>School Meals:</u> Total school enrollment or average daily attendance for the reporting year.</p>
<p><u>Structured Physical Activity:</u> Unduplicated number of people that participated during the reporting year in the structured physical activity classes or sessions that were added or changed.</p>	<p><u>Physical Education:</u> Number of students who participated during the reporting year in the classes that were added or changed.</p>
<p><u>Safe Routes to School:</u> Unduplicated number of students that walked/rolled to school or participated in the program during the reporting year.</p>	<p><u>Written Policies:</u> Written policies that have not yet been implemented have a reach of 0; once implemented the reach is the number who come in direct contact with the practice, program or environmental change that resulted from the policy.</p>

Calculating Reach for PSE Changes Adopted

- 🌱 **Reach** is the unduplicated # of people who come in direct contact with one or more PSE changes at a site over the course of a year
 - Multiple strategies not to exceed total priority population at site
 - Exclude people delivering intervention
 - For multiple strategies reaching different population segments at a site, add unduplicated reach for the each strategies and report total

Activity #5: Case Studies for Calculating Reach

- 🍅 Break into small groups
- 🍅 Review and discuss the case studies
- 🍅 Calculate reach for 1+ case studies, as time allows



Report Out

Describe the scenario you worked on.
How did you calculate reach?



Case Scenario #1
40 students use preschool garden
40 students use preschool garden
All 80 students use new playground stencils

Case Scenario #2
90 students use school garden
90 students use school garden
All 420 students in the school participate in SLM

Case Scenario #3
30 adults/parents in garden club
120 students use school garden
All 150 students get expanded CATCH/structured PA this year

Reporting PSE Needs Assessment/ Environmental scan

Needs assessment/environmental scan

Survey instrument *

Smarter Lunchrooms Self-Assessment Scorecard

Approximate date baseline assessment administered

10/17/2016

Brief description of baseline assessment results

Total Score: 44/100 max

Areas Identified for Improvement: 1) Promoting Vegetables – Offering individual salads or a salad bar to all students, 2) Signage – use creative and descriptive names, 3) Student Involvement – will involve students in naming and signage.

Approximate date follow-up assessment administered

04/20/2017

Brief description of follow-up assessment results

Total Score: 54/100 max

Changes Made to Cafeteria: 1) a salad bar was offered two days a week, 2) creative names were added to fruit and vegetable items, 3) the 5th grade art classes were involved in the selection of creative names and making posters for display in the cafeteria.

PSE Reporting in PEARS

Handout #5 Reporting Results for Needs Assessments/ Environmental Scans Used by UC CalFresh County Programs

Reporting Results for Needs Assessments/Environmental Scans Used by UC CalFresh County Programs

Shaping Healthy Choices School Health Check (SHC²)



- **Brief Description of baseline assessment results:**
Total Score 2016: 66/108 max
- **Brief Description of follow-up assessment results:**
Total Score 2017: 100/108 max
Area Most Improved: Nutrition Education and Promotion (+19 2016 to 2017 improvement); 1) A garden coordinator is trained in garden-enhanced education, 2) Garden-enhanced instruction is used in the classroom, 3) Students are required to receive and adequate amount of years of PE.

Playground Stencil Assessment



- **Brief Description of baseline assessment results:**
Pre Score for Pre/Post Teacher Training/Reinforcement Items (YES): 1/5 max
Total Stencils: 0
- **Brief Description of follow-up assessment results:**
Post Score for Pre/Post Teacher Training/Reinforcement Items (YES): 4/5 max (+3 pre to post improvement)
Score for Post-Only Stencil Use/Reinforcement Items (YES): 4/5 max
Total New Stencils: +10

Smarter Lunchroom Self-Assessment Scorecard



- **Brief Description of baseline assessment results:**
Total Score: 44/100 max
Areas Identified for Improvement: 1) Promoting Vegetables – Offering individual salads or a salad bar to all students, 2) Signage – use creative and descriptive names, 3) Student Involvement – will involve students in naming and signage.
- **Brief Description of follow-up assessment results:**
Total Score: 54/100 max
Changes Made to Cafeteria: 1) a salad bar was offered two days a week, 2) creative names were added to fruit and vegetable items, 3) the 5th grade art classes were involved in the selection of creative names and making posters for display in the cafeteria.

Afternoon Break

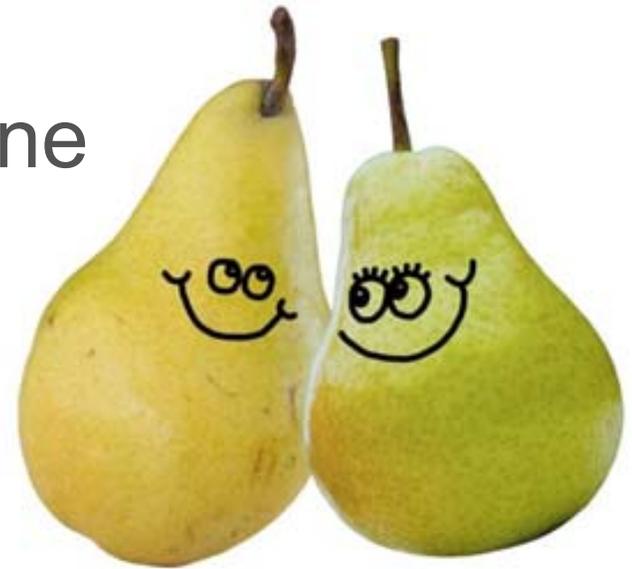
🍌 Physical
Activity
Break

🍌 Back at
2:35pm



Activity #6: Enter FY17 PSE Site Data

- 🍌 Find a partner and sign into PEARS
 - <https://pears.oeie.org/accounts/signin/>
- 🍌 Select a PSEs you worked on in FY17 to enter into PEARS
- 🍌 Work together to complete one PSE Site Activity
 - Handouts #1 & #4



Report Out

What went well?
What questions do you have?



	Section Name	Information to report
1 st	*General Information – for sites or organizations where you are working to make policy, system, or environmental changes during the reporting year Oct 1 2016-Sept 30 2017	<ul style="list-style-type: none"> • Site or organization – from a drop down list of sites • Intervention name – for CA 15 different types of settings • Unit – from drop down list of counties • PSE setting - types of settings – (see attached I PEARS documentation for how to select settings) • Intervention Topics – from a drop down list of topics • Stages of Implementation – from a drop down list • Attachments - optional
	Needs, Readiness & Effectiveness – optional only if relevant	<ul style="list-style-type: none"> • Assessments conducted – Yes or No • If yes, type, instrument used, approx. date, description of baseline results • If follow-up assessment used, approx. date, brief description of follow-up results
2 nd	*Strategy	<ul style="list-style-type: none"> • Complementary Activities – evidence-based education, marketing, community involvement, training • Programs, Packages or Initiatives used as part of PSE • SNAP-Ed Funding – role contributing to PSE efforts • Youth Involvement – were youth involved in shaping PSE through an established group, if yes, number of youth
	*Changes Adopted – for sites implementing, improving, expanding or maintaining at least one PSE change during the reporting year	<ul style="list-style-type: none"> • PSE Changes – select all that apply from drop-down list • Reach – estimated reach - # of people come in contact with one or more PSE changes at this site, how reach was determined • Characteristics of those Reached (optional) – % gender, race, ethnicity, age, student status
3 rd	Individual Effectiveness – optional, only if relevant	<ul style="list-style-type: none"> • Tracking individual level effectiveness – Yes or No • If yes, individual-level assessment tools being used, primary SNAP-Ed Evaluation Framework indicator, outcome measure and secondary Framework indicators
	Recognition & Media Coverage – optional, only if relevant	<ul style="list-style-type: none"> • Type – award, recognition, media coverage • For awards – name, recognizing body, level, date received • For Media coverage – type, brief description, link or reference, estimated reach, date of coverage
	Sustainability optional, only if relevant	<ul style="list-style-type: none"> • Efforts to sustain PSE changes – Yes or No • If yes, which of specified efforts in place, in process or NA, level, stakeholders, sustainability assessment tool, results
	*Reflection	<ul style="list-style-type: none"> • Assets – top 5 assets to PSE work from a drop down list • Barriers – top 5 barriers to PSE work from drop down list • Open-ended questions about future PSE work at site

Deadline for FFY2017 PEARS PSE Reporting

October 2017

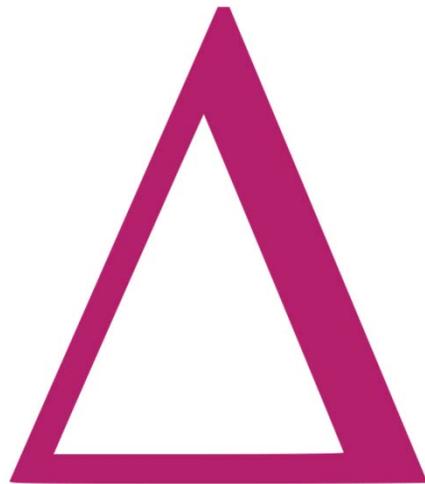
Calendarpedia
Your source for calendars

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7

- **October 6th** – Hard deadline
- PEARS system switched to FFY2018 reporting the following week

Group Activity: Wrap up

What worked well?
Most valuable for you?



What changes or
improvements can you
suggest?

UC CalFresh State Office Evaluation Staff

 **Barbara McKnelly, MS**
Evaluation Analyst
(530) 754-7794
bmknelly@ucdavis.edu

 **Angie Keihner, MS**
Evaluation Analyst
(530) 752-8813
akeihner@ucdavis.edu

Thank you!