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
Handout #1 summarizing PEARs reporting fields and drop down lists
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
   - UCCE Placer/Nevada works with students at Willo Jainberg Elementary School in Placer County to provide nutrition education using TMGS. They also began conducting fall and winter taste testing activities in the garden in FY21 2017. The UCCE team helped establish a school garden in FY21 2016 and wanted to maintain the garden and have additional classrooms work in the garden in FY21 2017.

2. Needs, Readiness & Effectiveness
   - No garden assessments were conducted in FY21 2017.

3. Strategy
   - Complementary activities include:
     - Evidence-based education - TMGS and
     - Staff training on continuous program and policy implementation - Master gardeners did a training for families.
   - PSE program or package or initiative: None
   - SNAP Ed/Foodlink: nox contributed to this garden in the following ways:
     - Least Impact:
       - Initiated the effort / brought stakeholders together
     - Supportive Role:
       - 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
   - Involvement: No youth groups were involved in shaping the garden in FY2017

4. Changes Adopted
   - Reimplanted or expanded an existing edible garden - actively maintained garden
   - Initiated or expanded use of the garden for nutrition education - two additional classrooms worked in the garden
LUNCH

Omnomnom!
RECAP

Morning – Overview of PSE Reporting

Afternoon – Focus on:
- Strategies/PSE changes adopted
- Estimating reach
- Reporting on environmental assessments
- Enter your FY17 PSE activity
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
Report Out

What did you find?

Are there PSE changes you are working on that you don’t find?
Handout #4 summarizing Common UC CalFresh PSEs by changes adopted

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**UC CalFresh PSE Reporting in PEARS**

### CHEAT SHEET

**Common UC CalFresh PSEs by CHANGES ADOPTED**

<table>
<thead>
<tr>
<th>PEARS Programs and Initiatives</th>
<th>What Changes Adopted to Report in PEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Now or Improved PA Breaks has been implemented (not in PEARs)</td>
<td>Incorporating physical activity into the school day or during classroom-based instruction</td>
</tr>
<tr>
<td>Now or Improved PA Breaks has been implemented (not in PEARs)</td>
<td>Increased or expanded incorporation of physical activity into the school day or during classroom-based instruction (e.g. recess/PE)</td>
</tr>
<tr>
<td>Improved quality of physical education</td>
<td></td>
</tr>
<tr>
<td>Improved quality of physical education</td>
<td></td>
</tr>
<tr>
<td>Improved access to structured physical activity programs</td>
<td></td>
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<tr>
<td>Increased access to structured physical activity programs</td>
<td></td>
</tr>
<tr>
<td>Increased access to physical activity during recess</td>
<td></td>
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<tr>
<td>Increased access to physical activity during recess</td>
<td></td>
</tr>
<tr>
<td>Increased opportunities for physical activity during recess</td>
<td></td>
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<tr>
<td>Increased opportunities for physical activity during recess</td>
<td></td>
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<tr>
<td>Increased school day/time spent in physical education</td>
<td></td>
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<tr>
<td>Increased school day/time spent in physical education</td>
<td></td>
</tr>
<tr>
<td><strong>Playground Stencils</strong></td>
<td></td>
</tr>
<tr>
<td>Initiated or improved playground markings/stencils to encourage physical activity</td>
<td></td>
</tr>
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<td>Initiated or improved playground markings/stencils to encourage physical activity</td>
<td></td>
</tr>
<tr>
<td>Improvements to the PA Environment – Improvements in access to safe walking or bicycling paths or Safe Routes to School programs</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Increased access to safe walking or bicycling paths (Safe Routes to School)</td>
<td></td>
</tr>
<tr>
<td>Increased access to safe walking or bicycling paths (Safe Routes to School)</td>
<td></td>
</tr>
<tr>
<td>Installed signage and prompts for use of walking and bicycle paths</td>
<td></td>
</tr>
<tr>
<td>Installed signage and prompts for use of walking and bicycle paths</td>
<td></td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td>Improved layout or display of school food/vending to encourage healthier selections (e.g. smarter lunchrooms)</td>
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</tr>
<tr>
<td>Improved or expanded kitchen/food preparation facilities</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Established or improved salad bar</td>
<td></td>
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<tr>
<td>Established or improved salad bar</td>
<td></td>
</tr>
<tr>
<td>Improved menus/recipes (e.g. vegetarian, gluten-free, allergen-friendly)</td>
<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
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 *
- Unknown
- Measured
- Estimated

Source of Data *
- Commercial market data on audience size
- Survey of target audience
- Visual estimate
- 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?

<table>
<thead>
<tr>
<th><strong>Community or School Gardens:</strong></th>
<th><strong>School Meals:</strong> Total school enrollment or average daily attendance for the reporting year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated number of persons who worked in, learned at, or ate from the garden during the year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Structured Physical Activity:</strong></th>
<th><strong>Physical Education:</strong> Number of students who participated during the reporting year in the classes that were added or changed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated number of people that participated during the reporting year in the structured physical activity classes or sessions that were added or changed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Safe Routes to School:</strong></th>
<th><strong>Written Policies:</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated number of students that walked/rolled to school or participated in the program during the reporting year.</td>
<td></td>
</tr>
</tbody>
</table>
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 each strategy 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

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663.
Report Out

Describe the scenario you worked on.

How did you calculate reach?
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 signages.
- 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.
Handout #5
Reporting Results for Needs Assessments/Environmental Scans Used by UC CalFresh County Programs

PSE Reporting in PEARs

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

Shaping Healthy Choices School Health Check (SHC®)
- 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
(+5% 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?**

<table>
<thead>
<tr>
<th>Section Name</th>
<th>Information to report</th>
</tr>
</thead>
</table>
| **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 | • 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 PSEARS 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 | • Assessments conducted – Yes or No  
• If yes, type, instrument used, approx. date, description or baseline results  
• If follow-up assessment used, approx. date, brief description of follow-up results |
| **Strategy** | • 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 | • 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 | • 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 | • 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 | • 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** | • 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 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?
Thank you!