Adding Partnerships to PEARS

- Navigate to the Partnerships page (Track/Partnerships) [https://pears.oeie.org/track/partnerships/](https://pears.oeie.org/track/partnerships/).
- Click on the Add button to report on a partnership.
- Note: Partnership entries can be copied in subsequent years for those that continue.

When deciding partnerships to report consider the following:

- A partnership refers to an entity that is involved in SNAP-Ed programming but which your agency is not funding (i.e. not a subcontractor).
- Partners may have a formal or informal agreement, which may include the use of services, locations, advice or other financial or non-financial contributions.
- A site always implies a partnership but a partnership does not necessarily involve a site. Partners may contribute resources other than sites for interventions, such as volunteers or physical materials such as retail food displays. ([source EARS FAQs](https://www.oeie.org/ears/))
- Report a partnership that includes two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place.
- Only report partners active during the current reporting year.

Partners are entities that receive no direct funding, but are involved in the program. Active partnerships include two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place. Use this module to report any site level (e.g., elementary school, organization (e.g., school district), or complementary site partnerships active during the current reporting year of October 1, 2017 - September 30, 2018. Please do not report coalitions, SNAP-Ed Nutrition Action Councils (SNACs) or other relevant collective impact initiatives here. Instead, report those in Coalitions.
The first page is for the **General Information**: Complete the fields with the red asterisk *. **Partnership – General Information**

<table>
<thead>
<tr>
<th>Partnership name</th>
<th>Site or organization</th>
<th>Jurisdiction level</th>
<th>Type of partnership</th>
<th>Assistance received from this partner</th>
<th>Assistance provided to this partner</th>
<th>Does this partner receive any direct SNAP-Ed funding?</th>
<th>In which of the following intervention types is this partner involved during the current reporting year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. P.E.A.R.S. Elementary School Leadership or P.E.A.R.S. Advisory Committee</td>
<td>Select or add the primary site or organization where the partner is located. What are inactive sites?</td>
<td>Level at which this partnership seeks to make changes.</td>
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<td>Unit</td>
<td>Jurisdiction level</td>
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</tbody>
</table>

**Partnership name**
- This is the name you give the Partnership. It should be something that helps you to refer back to the entry.
- If the partnership does not really have a “name”, you can also simply enter the partner’s name or site name.
- Note: Only one partner can be entered at a time. Partnership name can be used to “link” or identify several partners in the same partnership e.g. Birch Lane School Wellness Committee – parents, Birch Lane School Wellness Committee – food service staff.

**Site or organization**:
- The PEARs instructions refer to “select or add site or organization where this partner is located”.
- The drop down is the list of approved SNAP-Ed sites. If the partner is not located at an approved SNAP-Ed site, please select a SNAP-Ed site that is benefiting from this partnership.
- Do not add non-eligible, un-approved sites into the PEARs SNAP-Ed site list.
- If more than one SNAP-Ed site is benefiting from this partner, please report just one site (the one benefiting the most from the partnership), so that we are not double counting this same partner multiple times in the EARS report.
- You may add additional information for the other site(s) in the “accomplishments” and “challenges” section of the module.

**Unit**
- The PEARs instructions refer to “unit where the partner is located”.
- However, please enter the “unit” or county where the SNAP-Ed site benefiting from the partnership is located.
- Do not select the cluster option if you are part of a program with multiple counties.

**Jurisdictional level**
- Select the level at which this partnership seeks to make changes, choosing from the following jurisdiction levels:
  - Local (Community, District, Parish, City, Town, County, Borough or region),
**Partnership Tip Sheet**

<table>
<thead>
<tr>
<th>Type of partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural organizations (includes farmers markets)</td>
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<tr>
<td>Chefs/culinary institutes</td>
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<tr>
<td>City and regional planning groups</td>
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<tr>
<td>Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)</td>
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<tr>
<td>Faith-based groups</td>
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<tr>
<td>Food banks/food pantries</td>
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<tr>
<td>Food stores (convenience stores, grocery stores, supermarkets, etc.)</td>
</tr>
<tr>
<td>Foundations/philanthropy organizations/nonprofits</td>
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<tr>
<td>Government program/agency (Federal, State, local, etc.)</td>
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<tr>
<td>Hospitals/healthcare organizations (includes health insurance companies)</td>
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<tr>
<td>Human services</td>
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<tr>
<td>Indian Tribal Organizations</td>
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<tr>
<td>Labor/workforce development groups</td>
</tr>
<tr>
<td>Media/advertising groups</td>
</tr>
<tr>
<td>Parks and recreation centers</td>
</tr>
<tr>
<td>Public health organizations</td>
</tr>
<tr>
<td>Restaurants</td>
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<tr>
<td>Schools (preschools, K-12, elementary, middle, and high)</td>
</tr>
</tbody>
</table>

**Type of partnership**

- From the drop-down list, choose the option which best encompasses the partner with which you are collaborating.
- If difficult to select, consider who is the decision-making body for policies/practices/programming within that partnership.
- If you are truly unable to place a partnership under an existing option, choose “Other (please specify)”. Please limit the use of the Other category, as most partners should fit within one of the options.

*(source EARS FAQs)*

Note: Territorial/Commonwealth is listed in the drop down list but does not apply for California.

See list of options from the drop-down displayed in the gray box below.
Partnership Tip Sheet

| Schools (colleges and universities) | Transportation groups | Worksites | Other (please specify) |

See list of options and definitions from the EARS Glossary in the gray box below.

| Assistance received from this partner (choose all that apply) * |

Select one or more options that describe the type of assistance received from partner entities.
- The same partner can both receive and provide assistance, but the type of assistance would differ based on the partner’s role in implementing the intervention(s).
- If you do not receive assistance from this partner, please select other and write in “none”.

| Assistance provided to this partner (choose all that apply) * |

Select one or more options that describe the type of assistance provided to partner entities.
- The same partner can both receive and provide assistance, but the type of assistance would differ based on the partner’s role.
- If you do not provide assistance to this partner, please select other and write in “none”.

Types of assistance received/provided in the drop-down list:
- **Advertising** (includes marketing): A commercial message promoting a specific behavior or product. Advertisements can appear in print or electronic publications, broadcast media, other electronic distribution (e.g., podcasts) and public media (e.g., billboards and signage in public areas).
- **Consulting**: For SNAP-Ed purposes, is the provision of expert advice related to a specific SNAP-Ed activity. For instance, a former hospital administrator may provide consulting services to an Implementing Agency that is developing partnerships with community clinics to provide nutrition education to patients.
- **Development**: Development refers to intervention or project development activities, such as curriculum adaptation.
- **Evaluation and tracking**: Evaluation and tracking assistance refers to services which facilitate the evaluation of programs and/or the tracking of participants engaged in them.
- **Funding**:  
  - Funding assistance received for SNAP-Ed activities describes financial support of activities or materials for which SNAP-Ed funds are not allowable, such as store shelving, or for which an agency does not have sufficient SNAP-Ed funding to purchase.
  - Funding assistance provided to SNAP-Ed partners describes the use of SNAP-Ed funds for the support and implementation of SNAP-Ed activities.
- **Human Resources** (*Staff or staff time): for SNAP-Ed refers specifically to the use of staff or staff time for a specific activity.
- **Program Implementation** (e.g., food and beverage standards): Implementation, for the purposes of EARS, is the process of putting a SNAP-Ed plan’s activities into action through programs or interventions within the Eat, Learn, Live, Play, Shop, and/or Work domains.
- **Materials** (publications, supplies, etc): Materials assistance refers to the provision of deliverable materials, publications, or supplies which will be used in SNAP-Ed activities. Examples include printed signage for retail stores or food for cooking demonstrations.
- **Planning**: Planning assistance refers to activities related to planning SNAP-Ed interventions, such as design and content development for social marketing campaigns.
- **Recruitment** (includes program outreach): Recruitment assistance in SNAP-Ed refers to the recruitment of participants or partners to engage in SNAP-Ed. For instance, a food bank may help an Implementing Agency recruit pantries for participation in a healthy pantry PSE project. In the field, practitioners may refer to recruitment activities as program outreach.
- **Space** (e.g., facility or room where programs take place): Space, for partnership assistance reporting, refers to the physical space where an activity is held, such as a meeting room.
- **Technical services** (e.g., a videographer producing videos for local SNAP offices): Technical services in SNAP-Ed refer to the provision of services for specific technologies. An example is a videographer producing videos for local SNAP offices.
- **Other** (please describe)

### Does this partner receive any direct SNAP-Ed funding?

- **Yes**
- **No**

**Note:** Only partners not receiving direct SNAP-Ed funding are included in the EARS reporting form.

### Intervention Types with Partner Involvement

- Choose one or more intervention types that this partner was involved in **during the current reporting year**.

**Note:** Social media ≠ social marketing. As described in the PEARs Social Marketing module social marketing campaigns are defined as being multi-level, coordinated initiatives that combine education, marketing, and public health approaches, including PSEs. Campaigns may be designed for statewide implementation or for locally defined priorities. They use specific, action-oriented messaging with a unified look and feel, memorable taglines or calls to action, and distinctive logos. They are delivered in multiple channels and include objectives for population and community goals, not solely individual behavior change.
PARTNER Social Network Analysis: The Program to Analyze, Record, and Track Networks to Enhance Relationships is a social network analysis tool that can be used to demonstrate how partners are connected, how resources are leveraged, and perceptions of partner characteristics. The tool includes an online survey tool and a social network analysis tool.

Other - Qualitative Methods: Focus groups and one on one interviews with coalition members can provide rich descriptive data about partners’ perceptions of the functions, effectiveness, and characteristics of a collaboration. Content analysis of coalition communication and/or proceedings (such as meeting notes, member emails, or coalition policies) can also be used to describe and analyze the coalition’s characteristics. Coupled with quantitative assessments or used on their own, qualitative techniques can be used to better understand the context, strengths, and challenges of a collaboration as perceived by its members.
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Partnership is important to assess health of the relationship and identify areas for improvement. Please review the list of recommended partnership evaluation tools. If using an assessment tool, specify below and provide a brief description of results. Note that formal assessments are not recommended until a partnership has been in place for at least six months.</th>
</tr>
</thead>
</table>
|  | Depth of relationship
- Select the option that most accurately describes this partnership as outlined in the Evaluation Interpretative Guide. |
|  | Assessment tool used
- Specify the tool used (if any) to evaluate this partnership. |
|  | Briefly describe any partnership accomplishments for the current reporting period. |
|  | Briefly describe any lessons learned from this partnership during the current reporting period. Include barriers or challenges you may have encountered. |
Select the option that most accurately describes this partnership as outlined in the SNAP-Ed Evaluation Interpretive Guide.

See list of options and definitions in the gray box below.

### Depth of Organizational Relationship

- **Network**: Organization has signed on as a member of a formalized nutrition education network, such as those supported by SNAP-Ed. There is ongoing dialogue and information sharing.
- **Cooperator**: Organization assists with information such as referrals, providing space, distributing marketing and client education materials, and hosting events open to the clients and community members.
- **Coordination**: Organization maintains autonomous leadership, but there is a common focus on group decision-making; emphasizes sharing resources to aid in the adoption of policy, systems, environmental changes, and associated promotion listed in MT5 and MT6.
- **Coalition**: Organization has longer-term commitment to joint action in adopting nutrition or physical activity practices, supports and/or standards. Key characteristics include shared leadership, definition of roles, and generation of new resources.
- **Collaboration**: Organization contributes to joint activities and has identified personnel who help advise and make decisions about effective strategies and interventions. Key characteristics include a system with shared impacts, a consensus-decision making process, and formal role assignments.

### Assessment Tool Used

If using an assessment tool, specify the tool and provide a brief description of results. **If no tool is used, simply select “None”**.

- None
- Wilder Collaboration Factors Inventory
- Butterfoss Coalition Effectiveness Inventory
- Coalitions Work Evaluability Assessment Tool
- PARTNER Social Network Analysis
- Other - Qualitative Methods
<table>
<thead>
<tr>
<th><strong>Brief description of results</strong></th>
<th>• If an assessment tool is used an additional field will appear to describe the evaluation results.</th>
</tr>
</thead>
</table>
| **Briefly describe any partnership accomplishments for the current reporting period** | • Briefly describe the accomplishments of this partnership for the current reporting period.  
• Reminder” these are accomplishments that were a result of the partnership not just the partner’s accomplishment. For example, if your partner won an award but it is not related to your partnership, this would not be relevant to report. However, if as a result of your partnership the program received an award or media attention or implementation success this would be reported. |
| **Briefly describe any lessons learned from this partnership during the current reporting period. Include barriers or challenges you may have encountered** | • Briefly describe and barriers or challenges and/or lessons learned from this partnership.  
• Click save and continue.  
• Reminder” these are challenges or lesson learned as a result of the partnership not challenges that each partner faced. |

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10
Meetings and Events – (Optional)

- Optionally, you can track past or upcoming meetings or events involving this partner during the **current reporting period**.

**Note:** Do not include direct education interventions taking place at this partner’s site. Instead, report those in **program activities**.

- This is not a requirement for reporting partnerships in CA and therefore may be left as “no”.
- Click save and continue.
- Mark as complete.
- If you choose to track meetings and or events held with the partner, a pop-up box will appear for you to add in this information. (See sample of information below)
- Meetings can also refer to conference calls done with your partner; you do not have to have a formal meeting in order to report this.

### Optional Section

Fields marked with a **red asterisk**  * are required if select option “Yes” to question “Do you wish to report meetings and events related to this partnership?”