**PEARS Data Entry Checklist – Region 3 – FFY21**

**\*\*All PEARS modules are required in FFY21\*\***

If a local agency does not do any direct education work, they may skip the Program Activities Module. Similarly, if a local agency does not do any PSE work, they may skip the PSE Module.

**\*\*New Feature in PEARS\*\***

In order to better help you track collaboration in various modules throughout PEARS, the PEARS team has added a new section to most modules titled “Collaborators”. This will replace Program Activity Delivery People and Action Plan Contacts and add the ability to grant permissions to see or edit data on a per-record basis. Please contact Amber Noskoff with any questions and/or support.

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| **Program Activities:** |
| * **All direct education series and single events that are more than 20 minutes long, follow an approved SNAP-Ed curriculum, and are taught in-person or virtually with interactive participation are required to be entered into PEARS**
* All program activity series participants must complete pre- and post-surveys

(see Amber Noskoff if you’re unsure which survey to use)* Please submit paper surveys using the following guidance:
1. All program activity information and demographics should be entered into PEARS *before* surveys are submitted for processing
2. Match all pre- and post- surveys and assign unique IDs to each participant. See Amber Noskoff for questions and/or support
3. Attach a copy of the demographics sheet for each class to each complete packet of surveys. Complete surveys will include coded, matched and unmatched pre- and post-surveys from all series participants
* *Guidance on virtual direct education will be added as soon as it becomes available!*
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| **Success Stories:** |
| * **Add at least one success story into PEARS each quarter**
* Enrich your success stories in PEARS with photos and attachments!
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| **Indirect Activities:** |
| * **All indirect activities are required to be entered into PEARS**
* Indirect activities include: **pre-recorded virtual direct education lessons and activities**, **live virtual events that are not part of an approved virtual education series,** community events/fairs participation, bulletin boards, supporting SNAP-Ed goals, parent newsletters, newspaper articles, calendars, billboards and signage, electronic materials, hardcopy materials, nutrition education reinforcement items, radio interviews, social media, videos, websites…etc.
* Identify # of individuals reached:
1. Estimated # of unique individuals reached: participants already reached by SNAP-Ed in corresponding program activities, PSE site activities, or social marketing campaign
2. Estimated # of new individuals reached: participants ***not*** reached by a corresponding SNAP-Ed activity. Should be less than or equal to the total # of individuals reached
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| **Partnerships:** |
| * **Track all SNAP-Ed program champions and agency partnerships in PEARS**
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| **Coalitions:** |
| * **Track all SNAP-Ed coalition participation in PEARS**
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| **PSE Site Activities:** |
| * **All Policy, Systems, and Environment outreach and strategies are required to be entered in PEARS by site**
* Create ***one entry per site*** and fill in as many details as you can about the PSE approaches implemented at each site
* As this module is undergoing regular changes, please see Amber Noskoff regarding data entry questions and how to correctly document PSE reach, demographics, and/or strategies
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| **Social Marketing Campaigns:** |
| * **Track social marketing campaigns in PEARS**
* **As this type of programming has specific requirements, please see Amber Noskoff *before* entering data in this module.**
* Individual social media campaigns should be entered as indirect activities (see above)
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| **Notes:** |
| * **Remember to enhance your reporting by attaching files to your programming entries in each PEARS module, including photos, newspaper articles, newsletters, flyers and marketing, media recognition…etc.**
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