

# Washington SNAP-Ed Evaluation Guidance for Federal Fiscal Years 2021-2023

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Washington SNAP-Ed Statewide Evaluation Team

Research, Analysis and Evaluation Unit

Office of Nutrition Services

Prevention and Community Health Division

Washington State Department of Health

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Please note: Changes from previous versions of the Evaluation Guidance have been marked with

**NEW**

# SNAP-Ed Evaluation in Washington

The SNAP-Ed Evaluation will tell the statewide story of SNAP-Ed in Washington. Results from the statewide evaluation will inform annual reports and will be shared to inform continual improvement efforts.

**Evaluation Methods:** Washington’s SNAP-Ed Statewide Evaluation methods and tools focus on FNS priority indicators, and were either put through a rigorous validation study or selected from USDA-FNS’s SNAP-Ed Evaluation Framework. The SNAP-Ed evaluation will use pre/post-tests, PEARS modules, and report reviews to assess SNAP-Ed activities and programming throughout Washington.

**Direct Education Evaluation:** We will continue to give pre/post surveys for direct education evaluation in 2022. Contact your implementing agency for evaluation tools. Evaluation tools can be administered both via paper or online surveys. Please use online surveys whenever possible.

Age Group	Evaluation Tool
Adults	WA Demographic Card
Adults	Adult Food and Nutrition Survey (SNAP Happy) Walk with Ease Survey (only available online)
Youth: Kindergarten-2 <sup>nd</sup> grade	Eat Well and Move! From EFNEP (only available on paper)
Youth: 3 <sup>rd</sup> -5 <sup>th</sup> grade	3 <sup>rd</sup> -5 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)
Youth: 6 <sup>th</sup> -8 <sup>th</sup> grade	6 <sup>th</sup> -8 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)
Youth 9 <sup>th</sup> -12 <sup>th</sup> grade	9 <sup>th</sup> -12 <sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)

**Regional Evaluation Projects:**

The evaluation team will continue to highlight special regional and local projects in FFY 2022. If local agencies have a project they would like to evaluate in-depth, they should complete an [evaluation request form](#). The evaluation team will work with IAs and local agencies to create evaluation plans, data collection tools, and data analysis strategies.

**Results:**

Results will inform federal reporting, and will be shared with IAs and local agencies via semi-annual regional and statewide data SNAPshots. The evaluation team will also put together an annual impact report to share with DSHS, IAs and locals. Reports and SNAPshots will highlight SNAP-Ed work regionally and statewide. Local agencies may submit an [evaluation request form](#) for reports tailored to their needs.

**Guiding Principles:**

**Utility:** Evaluation data and deliverables will be useful and meaningful at all levels of SNAP-Ed implementation in Washington State.

**Quality:** Provide training, technical assistance, and reference necessary to complete evaluation activities accurately and with fidelity.

**Consistency:** Evaluation methods will be generally consistent, while also allowing for changes when new information is available.

**Accuracy:** Evaluation methods will be culturally and linguistically appropriate, evidence-based, validated, or practice-tested.

**Feasibility:** The evaluation will minimize redundancy where possible, be practical in terms of the evaluation team’s capacity, and will not unduly burden local providers and participants.

**Collaborative Improvement:** Ongoing communication and coordination with stakeholders to foster a culture of ongoing feedback, and continual process and program improvement.

# Evaluation Plans

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The evaluation team put together a series of evaluation plans for the FFY 2021-2023 Washington SNAP-Education Plan. The evaluation guidance provides a high-level overview of the plans and activities. Detailed information can be found here in the Washington SNAP-Education Plan.

The evaluation team has put together evaluation plans for the program in general, and each Washington SNAP-Education intervention. While there are some evaluation methods that are unique to a specific intervention, evaluation methods generally overlap among the evaluation plans to streamline data collection, input, and analysis. Overviews of each evaluation plan are as follows:

- Overall program evaluation will measure program reach, demographics, equity, multi-level interventions, population level indicators, partnerships and coalitions, COVID-19 impact, long-term effectiveness, and community engagement. This evaluation includes regional evaluation, development of long-term evaluation methods, community needs and assets assessments, and pilot projects for evaluation methods.
- Direct education evaluation will focus on the evaluation of direct education programming, including virtual direct education. Methods will include online and paper pre/post surveys, demographic reporting, and PEARS Program Activities module reporting. This evaluation will also include a pilot of an evaluation of the new YPAR curriculum.
- Farm to community evaluation will focus on the connection between SNAP-Education providers, their partners, and the community. Most reporting will be done in PEARS, using the PSE, partnership, coalitions, and success stories module. Additional data will be collected in partnership with SNAP Market Match and WSFMA. Additional evaluation methods may be identified in year 1.
- The access to healthy food evaluation will focus on the PSE and community-level approaches associated with access to healthy food. Evaluation methods will include reviewing the PEARS PSE module, partnership assessments, focus groups and/or client intercept surveys, environmental scans. Additional or alternative methods may be identified in year 1. Additional details are available in the evaluation plan here can be found in the Washington SNAP-Education Plan.
- The physical activity evaluation focuses on physical activity direct education and PSE approaches, as well as community engagement. The evaluation will incorporate direct education surveys and the PEARS PSE module. Additional methods may be identified in year 1.

## Data Collection and Data Entry

In most cases, LIAs are responsible for data collection and data entry. Some IAs may have different processes, so LIAs should talk with their IA to identify if that is the case in their region.

## Training

The evaluation team will train LIAs and IAs on each evaluation tool or method. If an LIA or IA staff cannot attend a live training, they may access it at a later date on the website.

# Report Review

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The evaluation team will review quarterly and annual reports in order to understand the strengths, challenges, and successes of implementing SNAP-Ed programs at both local provider and Implementing Agency levels.

## What does the process look like?

Local agencies should check with their Implementing Agencies to learn more about their process for quarterly reporting. Implementing Agencies will send local and IA quarterly reports to the evaluation team by the following dates:

- Quarter 1 reports: January 31<sup>st</sup>
- Quarter 2 Reports: April 29<sup>th</sup>
- Quarter 3 Reports: July 29<sup>th</sup>

Please send quarterly reports to the SNAP-Ed Evaluation mailbox: [SNAPEdEvaluation@doh.wa.gov](mailto:SNAPEdEvaluation@doh.wa.gov).

Implementing Agencies should not make any changes to the forms they receive from local agencies before sending to the evaluation team. Please do not “clean up” the quarterly report forms. IAs **do not** need to include fiscal information or expenditures.

## What if the evaluation team has questions?

The evaluation team does not anticipate the need to contact local agencies. Should the need arise, the evaluation team will contact Implementing Agencies with questions or concerns. If the IA cannot answer the evaluation team’s question, the evaluation team will contact the local agency and cc the IA.

## What will the evaluation team do with results?

The evaluation team will use the information from quarterly reports to learn more about:

- Strengths
- Challenges and Barriers
- Successes
- Training opportunities
- Factors that impact project success

The evaluation team will analyze the information to identify common themes across regions and statewide to tell the story of SNAP-Ed implementation in Washington.

When analysis is complete, the evaluation team will use results to inform quarterly snapshots and Washington SNAP-Ed’s annual report.

# Local Provider Calls and Visits

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The evaluation team is planning to speak with each local provider at least once in FFY 2021-23 plan cycle. The goal of these conversations is for the evaluation team to build relationships directly with LIAs, learn about LIA evaluation needs, and improve statewide and regional evaluation. Visits are not intended to evaluate the local provider in any way. The meetings are intended as a meet-and-greet and an invitation for LIAs to share ideas for improving evaluation, so it can better meet local provider needs.

## How will site visits be scheduled?

The team will reach out to local providers individually, and will copy IAs on initial email communications. Visits will take place at times and places that work best for local providers, to minimize local provider burden. When possible, the evaluation team will try to coordinate with SNAP-Ed activities in which evaluation activities take place, or could take place.

## What happens at a site visit?

If the visit has been scheduled to include a SNAP-Ed activity, an evaluation team member will observe activities. An evaluation team member will also meet with local agency staff, either one-on-one or with the local agency team. They will discuss factors that influence local agency's capacity to carry out evaluation activities. An evaluation team member will ask the provider the following questions<sup>1</sup>:

- What would you like the evaluation team to know about the SNAP-Ed activities this local agency provides?
- What makes it easy to do evaluation activities? (if not mentioned, will ask about evaluation guidance, trainings, web page)
- What makes it difficult to do evaluation activities? (if not mentioned, will ask about evaluation guidance, trainings, web page)
- What do you want to learn from an evaluation of your SNAP-Ed activities? Why?
- How will evaluation data help you and your organization?

There will also be an opportunity for the local provider to ask questions to the evaluation team member(s) visiting.

## How long will a visit take?

The discussion portion of the visit should take about 30-60 minutes. Additional time may be scheduled if the visit includes evaluation tool observation.

## How will the evaluation team use the information gathered at site visits?

Information will be used to improve evaluation training and guidance materials, evaluation methods, and reports to better meet local provider needs. Because the information gathered is for evaluation improvement, it may not be shared with IAs or local providers unless requested.

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<sup>1</sup> Questions may change based on feedback from local providers and evaluation need.

# Important Dates and Deadlines

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The evaluation team, IAs and local agencies must work together to meet deliverable due dates.

**PEARS data entry** is due quarterly on the following dates:

- Quarter 1 (Oct-Dec) - January 31<sup>st</sup>
- Quarter 2 (Jan-Mar) - April 29<sup>th</sup>
- Quarter 3 (April-June) - July 29<sup>th</sup>
- Quarter 4 (July-Sept) - October 7<sup>th</sup>

These deadlines include data entry for all PSE projects, indirect activities, new or evolving partnerships, and program activities local agencies did during the quarter. Timely data entry is necessary to allow the evaluation team enough time to review and analyze the complete quarterly data.

The evaluation team **pulls data** from PEARS on the next business day.

**Quarterly reports** are due to the evaluation team on the following dates:

- Quarter 1 - January 31<sup>st</sup>
- Quarter 2 - April 29<sup>th</sup>
- Quarter 3 – July 29<sup>th</sup>

**COVID-19 Impact Templates** are due the same day as quarterly reports for all four quarters.

After the evaluation team pulls and analyzes PEARS data and quarterly reports, they will put together short **SNAPshots** of work through the mid-year point, and a slightly longer snapshot for overall annual work. Snapshots will be shared with IAs, DSHS, and stakeholders. SNAPshots will be available by the following dates, assuming complete and on-time data entry:

- Annual Statewide SNAPshot: January 31
- Mid-Year Statewide SNAPshot: June 30
- Annual Regional SNAPshots: February 18

**PEARS** will **open** and **close** on the following dates:

- **PEARS Closes:**
  - FFY 2021 – October 8<sup>th</sup>, 2020
  - FFY 2022 - October 8<sup>th</sup>, 2021
- **PEARS OPENS**
  - FFY 2022 – October 13<sup>th</sup>, 2021
  - FFY 2023 – October 13<sup>th</sup>, 2022

Please note that entering PEARS data is not possible between October 9<sup>th</sup> through October 12<sup>th</sup>.

# Communications

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## Website

The evaluation team will continue to post evaluation information, guidance, trainings, and tools on the evaluation page of the SNAP-Ed website. The page will be updated when new guidance, evaluation tools, and snapshots are released. Visit the evaluation page of the SNAP-Ed website here: <https://wasnap-ed.org/evaluation/>.

## Weekly Emails

The evaluation team will continue to share updates with the leadership team via weekly email updates. Email updates will include information on evaluation projects, regional evaluation, requests for feedback, and Q&A. Implementing Agencies should share relevant updates with local agencies on a regular basis via their standard communication channels.

## Email

The SNAP-Ed evaluation team welcomes questions and feedback to be sent to the SNAP-Ed Evaluation email address, [SNAPEdEvaluation@doh.wa.gov](mailto:SNAPEdEvaluation@doh.wa.gov). All evaluation team members have access to this email account.

## Monthly Leadership Team Calls

The evaluation team will continue to share results with the SNAP-Ed leadership team on the monthly DSHS-led leadership team calls. Updates, reminders, preliminary, and final results will be shared on these calls.

## Evaluation Requests

The evaluation team will continue to highlight special regional and local projects in FFY 2021. If local agencies have a project they would like to evaluate in-depth, they should work with their IA to complete an [evaluation request form](#). The evaluation team will work with IAs and local agencies to create evaluation, data collection, and data analysis strategies.

## New Evaluation Feedback Group

**NEW**

The evaluation team will establish a feedback group in FFY 2022. In FFY 2022, this group will consist of SNAP-Ed Leadership Team members. Based on initial participation, the group may expand to LIA staff in future fiscal years. The purpose of the feedback group is to give partners like IAs an opportunity to review upcoming evaluation methods and share their feedback with the evaluation team. The evaluation team will use information gathered from the feedback group to enhance evaluation methods, tools, guidance, and trainings.

# Direct Education Evaluation Tools

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Direct education evaluation may be conducted either via online or paper surveys in FFY 2022.

LIAs should use online surveys whenever possible, for both in-person and virtual direct education. The same survey method (online or papers) must be used for both the pre-test and the post-test. Additional information about evaluation tools, proctoring instructions, and how to use online evaluation tools is available in the [FFY 2022 Direct Education Survey Guidance](#).

# PEARS Program Activities Module

Using the PEARS Program Activities module will help with federal reporting, IA monitoring, and evaluation. This section is required if a local agency conducts direct education. The following has been lightly adapted from PEARS Support.

### What is Direct Education?

Direct Education takes place when a participant is actively engaged in the learning process with an educator and/or interactive media for at least 20 minutes using<sup>2</sup> a [Washington-Approved SNAP-Ed Curriculum](#). Direct education provides an opportunity to obtain demographic information about individual participants.

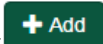
### What to Enter into Program Activities

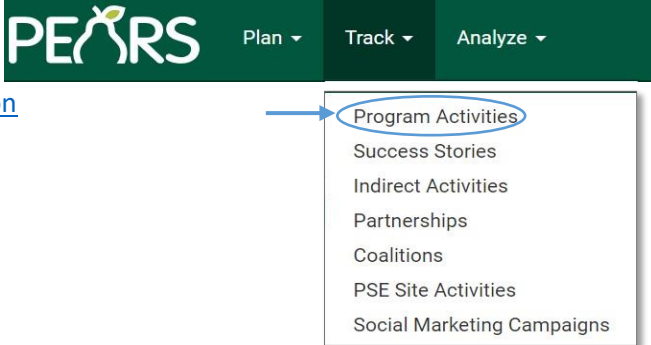
Only direct education should be entered into the program activities module. A separate program activity should be created for each new audience reached. If the audience changes by a significant portion, local agencies should create a separate program activity. If local agencies teach one-time events, like a food demos or Cooking Matters in Your Community, they should enter program information into Indirect Activities. If local agencies teach a series that is not on the approved list, they should contact their IA and the curriculum team.

### How to Add a Program Activity

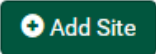


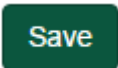
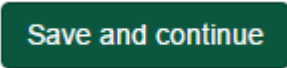
Follow the steps below to add a program activity.

Select the link to see all [drop-down menu selection options for Program Activities](#) at a glance.

1. Go to the "Program Activities" page
2. (Track / [Program Activities](#)).
3. Click .
4. Give your program activity a name.
  - Enter a program activity name.
    1. For youth series in schools, please add the teacher and the grade level in your program activity name. If you teach multiple classes with the same teacher and the same grade, please include the time of the class in the name.
    2. For youth series outside of schools, please include the grade level(s) who are participating.
    3. For series with adults, please include curriculum name, site name, and any other distinguishing factors that may help you identify one program activity from another.
  - Your IA may have additional naming requirements.
  - Your Program activity name should help you find your activity in PEARS should you need to edit it, so make sure each one is descriptive enough to help you search. It may be helpful to add your local agency name to the program activity name if there is more than one local agency in your county.



<sup>2</sup> <https://snaped.fns.usda.gov/snap/EARS/EARSGlossaryFinal.pdf>

- Youth example: WSU Metropolis Co- National City Elementary CATCH- Ms. Supergirl- 4<sup>th</sup> Grade. Adults example: Gotham Co HD- Gotham City CSO- Food Smarts with Adults- Autumn.
- Enter the site for the program activity. You have the option of selecting an organization with multiple sites (like a school district) or a single location. If you cannot find the site you need, add a new site by typing in the name, clicking the  button, and filling out the required information for the site.
    - If you enter a new site, you will need its name and address, including its city, state, and zip code. If a site location is confidential, please enter a zip code at a minimum.
    - Although not required by PEARS, please also enter a “setting”, such as school, food store, or food bank.
  - In the “Unit” field, choose the county where you delivered direct education.
  - Select the COVID-19 Impact. For more information on how to use this field, see the [COVID-19 Impact Field guidance](#).
  - Select delivery format.
  - If you had volunteers help with your activity, you will need to give the number of volunteers and the total hours worked by ALL volunteers. For example, if you had an activity with two sessions and three volunteers, all of which worked two hours each session the math would look like:
 
$$2 \text{ sessions} \times 3 \text{ volunteers} \times 2 \text{ hours} = 12 \text{ total volunteer hours}$$
  - Recording sessions is the next step. Add a session for each time your program activity meets by using the  button. If you accidentally add too many sessions you can delete any of them by clicking the  button next to the session you need removed (these changes will not be recorded until the program activity is saved). Each session requires that you enter a start date and session length (in minutes). Please choose a start time. Selecting whether or not you used interactive media is not required.
  - If you have any additional comments about the activity you can leave them in the box above the save buttons. Please use this box to note if you held your class in a language other than English, and if you used surveys in Spanish or another language. You may also enter educators who do not have PEARS accounts to the comments box. Your IA may have additional requirements regarding what you should write in the comments box on this page.
  - Optional: Upload file(s) related to the program activity
  - Click  to finalize the entry or  to navigate to the "Custom Data" section.

### How to Use the Collaborators Section


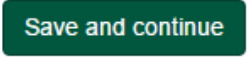
Follow these steps:

- Go to the "Program Activities" page (Track / [Program Activities](#)) and click on your Program Activity.
- Click “collaborators” section located in the progress bar.
- Click the “add collaborator” button to add PEARS users who worked on this activity. A collaborator must be a PEARS user.
- The person entering data will automatically be added as a collaborator.
- To remove a collaborator, click the “x” button in the “actions” column.

6. For more information on how to add, edit, and delete collaborators in the collaborators section, view PEARS support, here: <https://support.pears.io/collaborators/>

### How to Add SNAP-Ed Custom Data

Follow the steps below to complete the SNAP-Ed Custom Data section. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Program Activities Module** and select **SNAP-Ed Custom Data Section**.

1. Go to the "Program Activities" page (Track / [Program Activities](#)) and click on your Program Activity.
2. Click the "SNAP-Ed Custom Data" section located in the progress bar (it is between "Collaborators" and "Evaluation").
3. **NEW** Template: Select the curriculum you are using. Templates will automatically fill out some of the fields below. For now, templates are only available for direct education curricula on Washington SNAP-Ed's "preferred curriculum" list. Once you save the activity, the template name will disappear, but the fields it populated will remain, so no need to select a template again.
4. **NEW** Intervention Name: "Direct Education" autopopulates for this field.
5. Add Priority Indicators: All relevant priority indicators autopopulate for this field.
6. Choose target audiences: Select the group of individuals to whom you taught your direct education series. You may select more than one audience.
7. Choose the setting from the drop-down menu. The setting is where your direct education took place. While interventions may take place in more than one setting, select the primary setting in which your program activity happens. Settings are divided into six categories: eat, live, learn, play, shop, and work.
8. Choose the Primary Curriculum: The curriculum you chose in the template field at the top of the page autopopulates for this field. If you do not see the curriculum you used in the drop-down menu, save your work and contact your IA.
9. Add Additional Curricula: If you used more than one curriculum with the same audience, select your "Additional Curriculum" from the drop-down menu. This is a list of Washington's SNAP-Ed approved curriculum. If you do not see the curriculum you used, save your work and contact your IA.
10. **NEW** Select Objectives: This is a list of goals/objectives as specified in the Washington State SNAP-Ed plan. All relevant objectives autopopulate for this field.
11. **NEW** Select Intervention Topics: Intervention topics are based on a list used for federal reporting. All relevant intervention topics that apply to **the entire curriculum** (i.e. apply to all lessons within a curriculum) autopopulate for this field. If you used a template and taught additional lessons, add any relevant intervention topics. Use the [supplemental guide](#) to see all intervention topics by lesson.
12. Select whether or not this activity included a Food Demonstration: If selected, please complete the "recipe used" pop up field.
13. Click  to finalize the entry or  to navigate to the "evaluation" section. You may come back to edit the custom data by clicking "Custom Data" in the progress bar.

### How to Complete the Evaluation Section: Attaching a Survey Instrument to a Program Activity

- If an LIA completed online surveys, they do not need to attach surveys to the PEARS module.
- If they completed paper surveys, they should follow their IAs instructions for entering survey data.

- Please note that some Implementing Agencies may not require that surveys be entered at the local level. Local agencies should contact their IA to find out their region’s survey data entry process.
- Data entry staff may attach more than one survey to each program activity.

Follow the steps below to attach a survey to a program activity. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Program Activities Module** and select **Evaluation Section**.

1. Navigate to your program activity (Track / [Program Activities](#)).
2. Click "Attach Surveys" in the progress bar on the right-hand side of the screen.




No Survey Instruments to Report

3. If you do not have any survey responses to enter, click on the button to mark the Survey Instruments section as complete without attaching any survey instruments.


Attach Survey


4. If you do have survey responses to enter, click
5. Choose the survey for this program activity from the list under “Survey.”
6. Next, choose the type of survey instrument, write the date the survey was proctored, and give it a name for your reference (this does not have to be different from the original survey name; the field is just used to clarify).
7. Click ‘Save’.

### How to Enter Survey Response Data

1. Click  under the ‘Actions’ column to the right of your survey.
2. Enter the response data for your surveys, and click  to save the response and move on to the next survey.
3. To enter additional survey responses or to edit a response, click , and navigate to the survey you need to edit. Click “Add Response” and make your changes. Click “save” to save your changes and move on to the next response.
4. To delete a survey response, find the response you need to delete, and click the red “Delete” button.
5. To go back to ‘Attach Surveys’ click on the white ‘Go Back to Attach Surveys’ button at the bottom of the screen.

### How to Edit or Delete an Attached Survey

1. Click  and change any of the general information from the survey, like the date the survey was administered.
2. Once changes are complete, click the green ‘Save’ button to commit your changes.

To delete the survey from the program activity (not from the system) click  under “Actions” for the survey you need to delete.

## Demographic Information

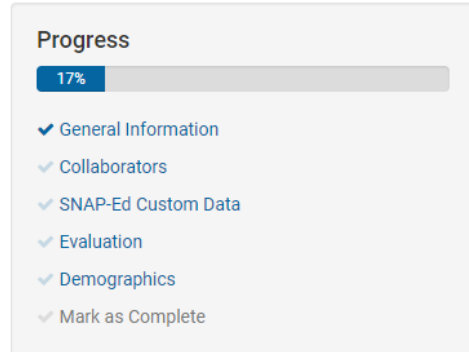
Nationally, SNAP-Ed requires that the total number of participants and their age ranges be included in program activity data. Participant age range, sex, race, and ethnicity are required in PEARS.

### Adding Demographic Information to a Program Activity

Follow the steps below to add demographic information to a program activity. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance.

In the table of contents, find the **Program Activities Module** and select **Demographics Section**.

1. Navigate to the program activity you wish to add demographic information to (Track / [Program Activities](#)).
2. Click "Demographics" located in the progress bar.
3. Enter the total number of participants
4. Select the method you used to determine participant demographics, and the source of your demographic data.
  - Local agencies should use "actual" (measured) demographics whenever possible. If a participant's information is missing, you may select "unknown". For actual (measured) demographics select "Survey of target audience." This can be measured using the demographics card, existing individual-level demographics from site or local agency, or School Data (if available per individual student).
  - For youth participants, use existing data (e.g. [OSPI school report card](#)). Local agencies should not ask youth for race/ethnicity information.
  - If an agency must estimate demographics, use existing agency data (based on target populations), census data, or school-wide data.
  - If a local agency needs assistance calculating demographics, they should reach out to their IA.



If a local agency estimates demographics for an audience, they should use the drop-down to select 'Estimated Count' in PEARS:

**Method used to determine demographic makeup of participants \***

If a local agency uses a combination of actual and estimated data for an audience, "methods used to determine..." dropdown menu should look like this:

**Method used to determine demographic makeup of participants \***

Estimated Count

**Source of Data \***

Other

**Source other \***

Demographic survey and agency data

5. Enter the age and gender of participants. Age is a required field for SNAP-Ed, but data entry staff can answer unknown for gender if a participant chose not to identify that information. The data entry person will not be able to save and continue until Male + Female + Unknown = Total Reach.
6. Enter additional race or ethnicity information. The total numbers for these categories do not have to equal Total Reach.
  - Please note that the Demographics sections of the different PEARS Modules only record male, female, and unknown. Any person who does not identify as male or female will need to be recorded in the "Unknown" for the time being. Despite this limitation in PEARS, we highly encourage everyone to include other gender options in your surveys, such as "Nonbinary" or "Prefer to describe" while we work towards a more inclusive reporting system.

**NEW**

7. Click **Save** to finalize the entry or **Save and continue** to navigate to the "Attach Survey Instruments" section.

**How to Use the Auto-Calculate Feature**

Once the demographic card information has been entered with participant unique ID numbers, data entry staff may use the Auto Calculate feature to determine demographics. Using Auto-Calculate will replace existing demographic information.

1. Follow steps 1 and 2 from the "Adding Demographic Information to a Program Activity" section.
2. Click the **Auto Calculate** button in the upper right corner.
3. The system will ask you if you are sure if you want to overwrite your existing demographic information. Click "Yes" if you are sure.
4. Click **Save** to finalize the entry or **Save and continue** to navigate to the "Attach Survey Instruments" section.

You may edit the demographic information by clicking "Demographics" located in the "Progress bar."

## How to Mark a Program Activity as Complete

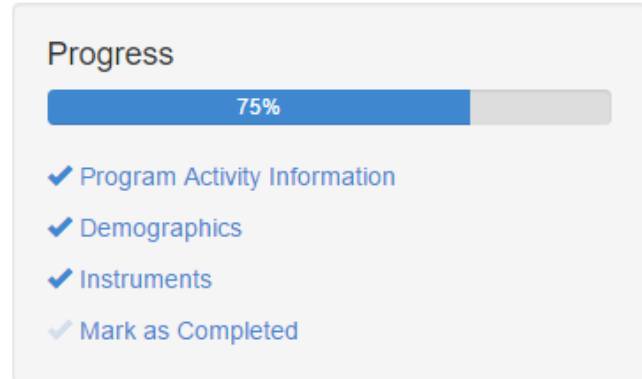
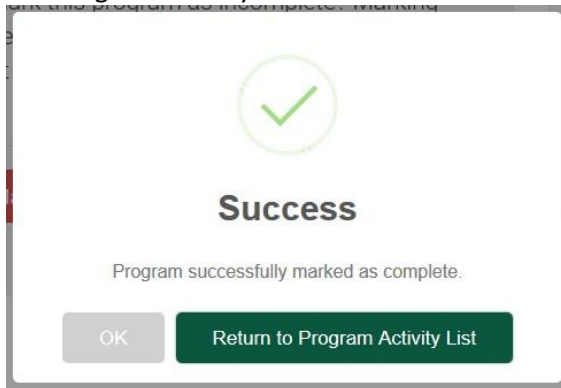
Use the progress bar as a guide to see what needs to be entered/completed before the program activity can be included in reports and marked as complete.

### To Mark a Program Activity as Complete:

1. Review all data entered to make sure it is correct.
2. Click "Mark as Complete" in the progress bar to move on to the "Mark as Complete" section.

**Mark as Complete**

3. Finally, click **Mark as Complete**.
4. If data entry person has trouble marking a program activity complete, check to see if there is a survey instrument attached to the program activity. Attached surveys must have responses in order for a program activity to be marked complete. Add survey response data or delete the instrument, and you will be able to mark your program activity complete.
5. When a local agency finishes entering program activity data, click 'OK' to exit or 'Return to Program Activity List' to enter additional activities.



## How to mark a Program Activity as Incomplete

Local agencies should only mark a program activity as incomplete if the data entry person forgot to attach data to the program activity and wish to enter that data. Only mark a program activity as incomplete if it is in the current reporting period (October 1 - September 30). To mark a program activity

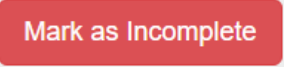


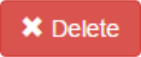

as incomplete, first, click "Mark as Incomplete" in the progress bar. Then click

**Mark as Incomplete**

## How to Delete a Program Activity




If a local agency accidentally added the same program activity twice, or if a planned program activity fell through, they may need to delete a program activity.

1. Go to the Program Activities page (Track / [Program Activities](#)).
2. Navigate to the program activity you wish to delete.
3. If the program activity is complete, mark it as incomplete by clicking "Mark as Incomplete" located in the progress bar.

4. Next, click .
5. If you have any survey instruments attached, click "Attach Survey Instruments" located in the progress bar.
6. Remove any attached surveys by clicking  to the right of each survey.
7. The system will ask you to confirm that you want to delete the survey instrument from the system.
8. If you are sure you want to delete the survey instrument, click .
9. Once complete, navigate back to the overview page of the program activity you wish to delete by clicking on the program activity's name in the breadcrumb links at the top of the page (Track / Program Activities / 'Name of your Program Activity').
10. Click  in the upper right corner.
11. The system will ask you to confirm that you want to delete the program activity from the system.
12. If you are sure, you want to delete the program activity, click .

### How to Copy a Program Activity

If an educator teaches multiple classes at the same site, or if they teach in the same classroom that you did in the previous fiscal year, their local agency may want to copy a program activity to reduce data entry time.

1. Go to the Program Activities page (Track / [Program Activities](#)).
2. Click the program activity you wish to copy.
3. Click on  in the upper right corner.
4. Select "Copy" from the menu that appears.
5. If you want, you can change the name of the program activity that is created as a copy.
6. If you would also like to copy additional criteria such as Survey Instruments, Demographics, or custom data, ensure you check the corresponding boxes.
7. After you have chosen the criteria you want, click , if you do not wish to proceed click .

**Name \***

**Select additional data you want to copy from this program activity:**

Attached Survey Instruments

Program Demographics


SNAP-Ed Custom Data


### Program Activity Excel Report

Local agencies may wish to export all the data associated with a program activity in PEARS. An individual can do this for any program activities in which they are listed as a delivery person or that are owned by users whose data they have permission to view. For more information on how to use information in program activity exports, local agencies should view the [Getting and Using Data from PEARS](#) training video.

### To Export a Program Activity

1. Navigate to the program activity you wish to export (Track / [Program Activities](#)).

A rectangular button with rounded corners, containing the text "More" followed by a downward-pointing triangle icon.

2. Click on  in the upper right corner.
3. Select "Download Excel Report" from the menu.
4. Your browser will prompt you to save the Microsoft Excel file. Choose a location on your computer and save the file.

### Parts of a Program Activity Export

Each Program Activity Export file will contain one or more of the following categories:

- **Export Details** provides information about when the export was run and by whom, how many survey instruments are attached, and when the program activity was last updated. There will only be one of these tabs.
- **Overview & Demographics** provides all the general details of the program activity (Program Activity Name, Program Area, Program Activity Date Range, etc.). It also shows any custom fields entered and all demographic information that was reported for the program activity. There will only be one of these tabs.
- **Data Tabs** will show the raw data as it was entered in PEARS. There will be one of these tabs for each survey instrument attached. If responses were individually entered, there will be one row per response. For aggregate data, there will only be one row. The data contained in this tab may be used to do further statistical analysis on your own with the application of your choosing.

# PEARS PSE Module

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All Washington SNAP-Ed Local providers who do PSE activities will use the PEARs PSE module. The PEARs Module helps to standardize PSE data entry throughout the state, allows IAs to monitor PSE work on a regular basis, and allows the evaluation team to analyze PSE data with minimal burden on IAs and locals. The following has been lightly adapted from [PEARs Support](#).

### What is a PSE Activity?


Policy, Systems and Environmental (PSE) site activities include one or more policy, systems or environmental strategies. PSE interventions shape policies, practices and physical environments (e.g., schools, workplaces, food banks, etc.) to support and improve nutrition education, physical activity habits and obesity prevention efforts.

### How to Create a PSE Site Activity

Follow the steps below to create a PSE Site Activity. Select this [link to see all of the FFY 2022 PEARs Drop Down Menu Selections](#) at one glance. In the table of contents, find the **PSE Site Activities Module** and select **General Information Section**.

1. Go to the "PSE Site Activities" page (Track / [PSE Site Activities](#)).



2. Click .
3. Find the site of the PSE work you are reporting on in the drop-down list under "Site or organization". If multiple locations are involved in the PSE work, you can choose an organization (e.g., a school district). If you cannot find the site/organization that you are looking for, you can



add a site with the  button.

- Click within the dialog that says, "Search for a site," and type in the desired name of the site.


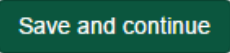


If the site is not available, click  and fill out the required information to add that site to the listing.

- If you add a site, make sure to include its full address, including zip code.
- Include the site's "setting" before you save the site and return to your PSE activity.

**NEW**

4. Select the appropriate intervention name from the "intervention name" menu. PSE intervention name options are drawn from the FFY 2021-23 state plan and include "Farm to Community," "Access to Healthy Food," and "Physical Activity". If you copied an activity from a previous fiscal year, the activity's intervention name must be changed to one of the three intervention names listed above.
5. Select your "Unit" (county) from the drop-down menu.
6. Select the COVID-19 Impact. For more information on how to use this field, see the [COVID-19 Impact Field guidance](#).
7. Check the box if the site for this activity is a USDA summer meal site, a tribal center or reservation, or a military base.
8. Choose the setting where you did this PSE work.

- Sometimes your site is different from the setting of your activity. For example, an afterschool program may take place at a school or place of worship, in those cases, choose “after school program” as the setting. If you are operating a mobile food bank at a school, choose “food bank or food pantry” as the setting. If you are doing other work at a school, separate from the food bank or after school program, create a separate PSE activity to represent that work.
  - “Gardens”, “bicycle & walking paths”, “youth organizations”, and “libraries” are exceptions to this rule: only choose these PSE settings if they are stand-alone (not located in another setting), otherwise report on these PSEs by selecting the setting in which they are located.
  - Please read all settings before you select “other”. In most cases a setting from the drop-down menu will represent your work.
9. Select intervention topics that you focused on for this PSE work. You may select more than one.
  10. Enter the Federal Fiscal Year when you initially contacted this site about participating in SNAP-Ed funded PSE work.
  11. Choose which stage of program planning and implementation applies to your PSE work. You should only select the stage of implementation that represents where your project is during the current reporting year. If the site has gone through more than one planning stage during the current reporting year, check as many boxes as apply.
  12. Include any comments you would like to remember, let your IA, the evaluation team, or DSHS know.
  13. Upload any files related to PSE work at this site for the current reporting year (e.g., reports, survey data, or pictures) by clicking the “Select” files button under File Attachments.
  14. Click  to finalize the entry or  to navigate to the "Needs, Readiness & Effectiveness" section.


### How to Use the Collaborators Section



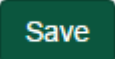
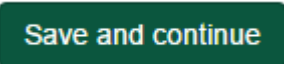
Follow these steps:

1. Go to the "PSE Site Activities" page (Track / [PSE Site Activities](#)) and click on your PSE activity.
2. Click “collaborators” section located in the progress bar.
3. Click the “add collaborator” button to add PEARS users who worked on this activity. A collaborator must be a PEARS user.
4. The person entering data will automatically be added as a collaborator.
5. To remove a collaborator, click the “x” button in the “actions” column.
6. For more information on how to add, edit, and delete collaborators in the collaborators section, view PEARS support, here: <https://support.pears.io/collaborators/>

### Needs, Readiness & Effectiveness

Follow the steps below to complete the Needs, Readiness & Effectiveness section. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **PSE Site Activities Module** and select **Needs, Readiness & Effectiveness Section**.

1. Begin by choosing whether you conducted any needs or readiness assessments at this site or organization during the current reporting year.
2. If you choose "No", you will be finished with this section and you may move on the "Strategy". If you choose "Yes", select the assessments you conducted at this site or organization.
3. Click  to enter information about the assessment you conducted.

- Select the assessment type. Did you conduct a needs assessment/environmental scan, staff readiness assessment, or an organizational readiness assessment? If you conducted more than one type of assessment, repeat this process for every assessment you completed.
  - Select the assessment you used from the “survey instrument” dropdown menu. If you did not use any of the instruments listed, select “other” and write the name of the tool you used in the box provided.
  - Select the date the baseline assessment was administered.
  - Write a brief description of the results from the baseline assessment.
  - If the assessment is scored, write down the score in the “assessment score” field.
  - Provide the same information for follow-up assessments.
4. Repeat for any additional assessments you did as part of this PSE activity.
  5. You can edit your assessments by clicking . If you are sure that you want to delete an assessment, you can do so by clicking , then clicking “remove” in the pop-up box. You cannot undo deleting an assessment. If you deleted it by accident, you will have to re-enter the information.
  6. Click  to finalize the entry or  to navigate to the "Strategy" section.

### Strategy


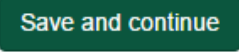
To maximize the effectiveness of PSE work, it is important that organizational policy changes and environmental supports happen along with PSE site activities. This helps increase the likelihood that the changes championed by a PSE activity will be sustainable over time. The "Strategy" section is where local agencies will record all the ways that SNAP-Ed funds or people have contributed to PSE efforts at this site or organization.

Follow these steps:

1. Begin by choosing the activities that support this PSE site work. Note that “evidence-based education” refers to direct education using a WA-approved curriculum.
  - Evidence-based education
  - Marketing
  - Parent / community involvement
  - Staff training on continuous program and policy implementation

- Next, describe your/your organization's role in different components of your PSE work.

	Lead / Major Role	Supportive Role	No Role	N/A
Initiated the effort / brought stakeholders together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostered community / resident / parent support or engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded or provided planning / advice / guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded or provided training related to PSE efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded or conducted implementation of PSE changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded or provided evaluation or monitoring of PSE efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- If the options for funding and support provided do not cover all the ways you assisted with PSE efforts, you may use the text box below the table to elaborate on your work.
- If youth (anyone under the age of 18) contributed to these PSE changes, you can report it under Involvement. Be sure to include the number of youths involved if they were part of your PSE efforts.
- Click  to finalize the entry or  to navigate to the "Changes Adopted" section.

### Changes Adopted

This section documents the changes adopted at the PSE Site or Organization. This section is required if a PSE activity is in an implementation, maintenance, or follow-up 'stage of implementation'. Local agencies should not complete this section if they are in a planning and preparation stage. The list of 98 changes can be found on pages 46-49 of this document.

### To Add Changes

Follow the steps below to complete the Changes Adopted section. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **PSE Site Activities Module** and select **Changes Adopted Section**.

- Click .
- Go through the list of options and select the change(s) that was/were documented because of the PSE work. You may select more than one change as you go through the list. You can add additional changes by selecting the 'select changes' button.
- If you choose a change by accident, click  to delete the change.
- Select the method you used to determine your reach for your PSE activity. If you are unsure which method is best for your situation, you can review our documentation on calculating reach, or reach out to your IA.
  - Note: Reach should represent the total reach for ALL changes adopted in the current reporting year at this site or organization.
- Once you enter reach, enter demographic information, if it is available. While this is an optional field, completing the demographics section of PSE Site Activities is strongly encouraged.

6. Click  to finalize the entry or  to navigate to the "Individual Effectiveness" section.

### Individual Effectiveness

To measure the effect of the changes made at this site, local agencies may want to assess the people who interact with the activity at the site. This section is where local agencies can specify the ways they have tracked the impact of their PSE work at an individual level.

Follow the steps below to complete the Individual Effectiveness Section. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **PSE Site Activities Module** and select **Individual Effectiveness Section**.

1. Start by selecting whether or not you tracked individual-level effectiveness for PSE work for this site during the current reporting period.
2. If you choose "No" you can move on to the "Recognition & Media Coverage" section. If you choose "Yes", you will be given the option to specify which indicators you tracked and the outcomes of those measurements.
3. If you used any individual-level assessment tools to evaluate the PSE work at this site, you can

attach these by clicking .

- Next, select the type of assessment tool, and the date you conducted the assessment.

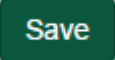
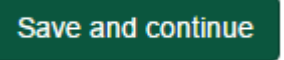
Type \*

Focus Group

Approximate date of Assessment \*


01/10/2018

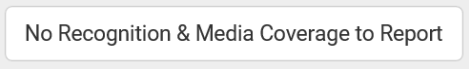
- Add a description of results.
4. If you used more than one assessment you can add as many as were used by repeating the steps listed above.
  5. You may add primary and secondary indicators from the [SNAP-Ed Evaluation Framework](#). These indicators should represent the goals of your PSE work. You can also list specific outcome measures after you select an indicator. Selecting an outcome measure will help your IA, DSHS, and the evaluation team understand the specific benefits of your PSE work.

6. Click  to finalize the entry or  to navigate to the "Recognition & Media Coverage" section.

### Recognition & Media Coverage

Follow the steps below to add complete the Recognition and Media Coverage section. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **PSE Site Activities Module** and select **Recognition & Media Coverage Section**.

1. To add an award/recognition or media coverage click . If you do not have media coverage or recognition to report, click





to continue to the "sustainability" section.

2. Next, select the Type of Recognition or Media Coverage from the following options:  
Type \*



A dropdown menu with a search bar at the top. Below the search bar, there are four options listed: "New Award / Recognition", "Award / Recognition Renewal (Same Level)", "Award / Recognition Renewal (Increase in Level)", and "Media Coverage". The first option is highlighted in blue.

3. If you are adding an award or some form of recognition you will need to give the name of the award, the group or organization who presented you with the award, the ranking of the award (gold, silver, bronze, N/A if it does not apply), and the date the award or recognition was received. If you add media coverage you will need to choose what kind of coverage it was, give it a name or brief description, give a link to a web page showing the coverage if available (if a link is unavailable give other reference information), estimated number of people reached, and the date of the coverage. Once you have filled in all details click  to add the recognition or media coverage to your PSE Site Activity.

4. Click  to enter additional recognition and media coverage or click the "Sustainability" hyperlink to navigate to the "Reflection" section.

## Sustainability

Follow the steps below to complete the Sustainability section. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **PSE Site Activities Module** and select **Sustainability Section**.

1. If you have made sustainability efforts, select "Yes" in the first dropdown menu. If you have not made any sustainability efforts, select "No" and continue to the "Reflection" section.
2. If you selected "Yes", complete the "sustainability mechanisms table."

Which of the following are in place to ensure the sustainability of this PSE work in future years? \*

	No Plans to Adopt	Plan to Adopt	In Process / Partially Adopted	Fully in Place
An organization or group that is not dependent on SNAP-Ed funding has assumed responsibility for sustaining the efforts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A dependable, on-going source of funding and/or support (other than SNAP-Ed) has been identified	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
One or more policies was adopted, requiring the changes to be maintained	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
A monitoring and reporting system has been implemented	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Support from stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="text" value="Other Mechanism"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- If you selected "One or more policies..." you will be prompted to select the policy level (site, agency, local government, etc.).
- If you selected "Support from stakeholders," you will be prompted to select which stakeholder groups were involved.
- If you used a sustainability framework or an assessment tool, select it from the dropdown menu, and describe results in the text box.
- Click  to finalize the entry or  to navigate to the "Reflection" section.

### Reflection

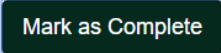
This section is required in Washington. It will help local agencies learn from their experiences and recognize which practices are useful for other kinds of PSE work. It will also help IAs, DSHS, and the evaluation team identify common themes, opportunities for trainings, and highlight successes.

Follow the steps below to complete the Reflection section. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **PSE Site Activities Module** and select **Reflection Section**.

- Select at least three assets about your PSE work from the dropdown menu. An asset is a circumstance, person, or input that helps you achieve your goals and objectives.
- Select at least three barriers to your PSE work from the dropdown menus. A barrier may be an obstacle that makes it harder to achieve your goals and objectives. Some assets are also barriers.
- You have the option to share additional assets and barriers.
- Describe how your experience with this PSE project may influence your future work.
- Describe what could have been improved, or what changes you might make if you do similar work in the future.
- You have the option to share additional comments or feedback about your PSE work. Include unanticipated benefits.
- When you are finished click  to finalize the entry or  to navigate to the "Mark as Complete" section.


### How to Mark a PSE Site Activity as Complete

Follow these steps:

1. Review all data entered to make sure it is correct.
2. Next, click "Mark as Complete" located in the progress bar.
3. Finally, click .


### How to Copy PSE Activities from Previous Reporting Periods

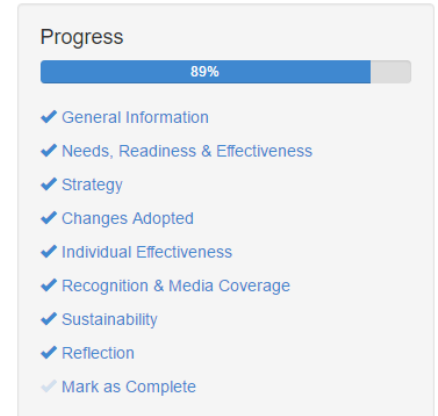
Many PSEs take place over the course of several years. To copy PSEs from previous years:

1. Go to the "PSE Site Activity" page (Track / [PSE Site Activities](#)) and click on the "**Copy <Previous Reporting Period> Activities**" button.
2. Check the box next to the PSEs you want copied over and click .
3. Fill out the PSE for the current year by entering any reporting period specific data.

### How to Copy PSE activities to New Sites

If local agencies do very similar work at multiple locations, they also have the option to copy PSEs within the current reporting period to another site. To copy a PSE activity to another site:

1. Open the PSE you want to duplicate and select . This will take you to the copy page.
2. From here, you can specify the number of copies you need made, the sections you want copied over, and the sites or organizations for each copied PSE.
3. Once your copies have been made, you can go through each PSE and update the records to reflect the site-specific data that is not copied over.



# PEARS Social Marketing Campaign Module

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Using the PEARS Social Marketing module will help with federal reporting, IA monitoring, and evaluation. This section is required if local agencies are conducting a social marketing campaign. The following has been lightly adapted from [PEARS Support](#).

## What is social marketing?

Social Marketing, as described by CDC is "the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences in order to improve their personal welfare and that of society."<sup>3</sup> Social marketing channels can include social media (social networks, blogs), mass media (newspaper, radio), and promotional media (brochures, websites).


**Social marketing campaigns** are “delivered to one or more SNAP-Ed market segments on a population basis, across a large geographical area (town/city, county, region/media market, statewide, multi-state, and national). They are typically branded (with a name, tagline, visual logo, look and-feel); communicate a common call to action; and are delivered in multiple complementary settings/channels, engaging intermediaries in those settings/channels and focusing on one or more priority behavior changes”<sup>4</sup>.

Please note that a social media campaign is not a social marketing campaign. Social media should be reported in the Indirect Activities module.

The [Washington SNAP-Ed evaluation guidance page](#) now has evaluation guidance on the Move Across Washington Social Marketing available.

## How to Create a Social Marketing Campaign in PEARS

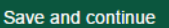

Follow the steps below to create a Social Marketing Campaign in PEARS. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Social Marketing Campaign Module** and select **General Information Section**.

1. Go to Social Marketing Campaigns (Track / [Social Marketing Campaigns](#)).
2. Click .
3. Give your campaign a name.
4. Choose the intervention you are focusing your social marketing efforts on from the drop-down menu. Social marketing campaign intervention names are drawn from the FFY 2021-23 SNAP-Ed State Plan and include “Access to Healthy Foods,” “Farm to Community,” or “Physical Activity.”
5. Select the unit (county or region) this campaign is targeting from the drop-down menu.
6. Select the COVID-19 Impact. For more information on how to use this field, see the [COVID-19 Impact Field guidance](#).
7. Indicate how many local SNAP-Ed agencies (in addition to the implementing agency) were involved with this campaign.

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<sup>3</sup> <https://snaped.fns.usda.gov/snap/Guidance/FY2019SNAPEdPlanGuidanceFULL.pdf>

<sup>4</sup> [https://snapedtoolkit.org/glossary/#social\\_marketing\\_campaigns](https://snapedtoolkit.org/glossary/#social_marketing_campaigns)

- If additional SNAP-Ed agencies were involved in the social marketing efforts, a box will pop up that asks for a list or description of these agencies. If you chose 0 for the number of additional SNAP-Ed agencies involved this box will not appear for you.
  - This does not replace adding individual PEARS users in the “Collaborators” section (details below).
8. Next, choose the knowledge/behaviors or physical activity topics you are targeting with this campaign from the drop-down list.
  9. If you worked on any stages of planning or implementation during the current reporting year, you have the option to select them.
  10. Choose the campaign launch date next. This should be the actual launch date. It could be today’s date, a date in the past, or one in the future.
  11. After choosing the launch date, specify the channels through which you are delivering marketing materials about intervention topics. You can select more than one.
  12. Then, you must choose the settings where you deliver your marketing materials. You can choose more than one.
  13. Please include campaign details in the text box before moving to the ‘reach’ section. Specific marketing messages, as well as additional details about the materials and sites used are helpful here.
  14. Click  to save your work and move on to the next section or click  to save your work if you need to come back to it later.

### How to Use the Collaborators Section

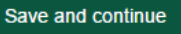
Follow these steps:

1. Go to Social Marketing Campaigns (Track / [Social Marketing Campaigns](#)) and click on “collaborators” in the progress bar.
2. Click the “add collaborator” button to add PEARS users who worked on this activity. A collaborator must be a PEARS user. The person entering data will automatically be added as a collaborator.
3. For more information on how to add, edit, and delete collaborators in the collaborators section, view PEARS support, here: <https://support.pears.io/collaborators/>.

### How to Document the Reach of a Social Marketing Campaign

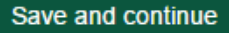
Follow the steps below to document reach of a Social Marketing Campaign. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Social Marketing Campaign Module** and select **Reach Section**.

1. If you have not been tracking the reach or if you are in the planning stages of the campaign, you can select “No” and move on to the “Evaluation” section. If you have tracked reach of this campaign, select “Yes”.
2. If you select “Yes”, you will be prompted to answer a larger set of questions to record your findings.
3. Select the method you used to determine reach.
4. The Market & Reach table measures Market Size. Fill in the boxes if you have the information available. If you did not collect any of the demographic information, leave the box blank.
  - Market size is how many individuals are in the area you are targeting with your campaign (whether they are exposed to your campaign or not).

- Number of Impressions is the total number of views for your campaign (not necessarily the number of individuals since one person could view the campaign multiple times).
  - Number Reached is the number of unique individuals exposed to the campaign. If an individual viewed campaign materials multiple times, they would only be counted once.
5. Click  to save your work and move on to the next section.

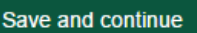

### How to use the PEARS Social Marketing Evaluation Section

Follow the steps below to use the PEARS Social Marketing Evaluation Section. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Social Marketing Campaign Module** and select **Evaluation Section**.

1. If you evaluated your social marketing campaign, select "Yes" from the dropdown menu. If not, select "No," and continue to the "Mark as complete" section.
2. If you chose "Yes," you will be prompted to fill in fields about the types of assessments you conducted, your methods, and information about individual recall. You may select more than one type of assessment and more than one method of assessment.
3. The Campaign Recall section measures how many people can remember specific campaign messages. Fields include the number of individuals evaluated and the total number who could recall campaign messages unaided (without help) and aided (with help) for a variety of demographic categories. Leave fields you do not have information for blank.
4. Add additional comments about your evaluation methodology and results, if you have them.
5. Once you have finished adding your data, you may click  to move on to "Mark as complete."


### How to Mark a Social Marketing Campaign as Complete

Although Social Marketing Campaigns may be multi-year endeavors, for reporting purposes, the module should only include information about the work done in the current reporting period. After you have logged all relevant data for the reporting period, mark the social marketing campaign complete.

1. Go to the Social Marketing Campaigns section (Track / [Social Marketing Campaigns](#)) and select the campaign you wish to mark as complete. Review all information logged for your campaign, checking for accuracy as you go.
2. Navigate to the "Mark as Complete" section. You can do this by clicking the blue link in the progress bar on the right side of the page or by clicking  on the Evaluation page.
3. Click .

### How to Mark a Social Marketing Campaign as Incomplete

If you need to edit your data after it has been marked complete, you might need to mark your campaign as incomplete. You should only make changes to campaigns that happened during the current reporting period.

1. Navigate to the "Mark as Complete" section.
2. Click .
3. Make any necessary changes.

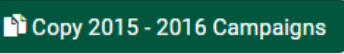
4. Click Mark as complete.

### How to Copy Social Marketing Campaigns


Social Marketing Campaigns are frequently ongoing processes that span multiple reporting periods. Given the nature of this work, much of the information you enter may be very similar from year to year and across campaigns. Copying a campaign will help you continue your work with less total data entry.

### How to Copy from Past Reporting Periods

1. Navigate to the Social Marketing Campaigns module (Track / [Social Marketing Campaigns](#)).


2. Click .


3. From this page, click the checkbox to the left of the campaign you want to copy. Choose all the campaigns you want to copy to the next reporting period to copy them all at once. You also have the option to use the filter to look for campaigns that fit particular criteria.

**Copy Social Marketing Campaigns to the Current Reporting Period** 

Select the Social Marketing Campaigns from the previous reporting period (2015 - 2016) that you would like to copy or carry over to the current reporting period (2016 - 2017). For each Campaign that you select, the general information section (except for planning stages) will be copied.

<input type="checkbox"/>	Completed	Campaign Name	Created	Last Modified
<input checked="" type="checkbox"/>		2015 Campaign 2	Aug. 21, 2017, 11:43 a.m.	Aug. 21, 2017, 11:43 a.m.
<input type="checkbox"/>		2015 Campaign 1	Aug. 21, 2017, 11:41 a.m.	Aug. 21, 2017, 11:42 a.m.

 1 Campaigns Selected

4. Click the  button to copy the campaigns selected.
5. After copying, you will see a list of all your campaigns. The original and copied versions will be there. The basic information for these campaigns will be the same, however, the reporting period will be different for each.
6. From there, open your copied campaigns and add or adjust information as needed.

# PEARS Indirect Activities Module

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Washington State SNAP-Ed will use the PEARs Indirect Activities module to help with federal reporting, IA monitoring, and evaluation. This module is required. The following has been lightly adapted from [PEARs support](#).

**Indirect education** is the distribution of information and resources, including any mass communications, public events, and materials distribution that do not meet the definition of Direct Education, Social Marketing campaigns, or PSE change activities.

Local agencies should also enter one-time events like food demos, school assemblies, and other events that support PSE activities, direct education activities, or Social Marketing campaigns, as indirect activities.

**NEW**

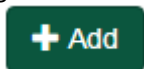
**Please note:** If an LIA does multiple indirect activities at a site, they should enter multiple intervention channels in a single indirect activity. For example, if an LIA holds a “Farmers Market Kids Club” at the same Farmers Market each week during the market season, they should enter that once as an indirect activity, and add a new channel for each week that they did that activity.

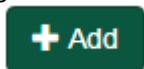
- The date range would reflect the full range of the Farmers Market Season.
- LIAs should not enter the same activity multiple times because it happened on different dates. That can be noted in the “date range” section.
- It is ok for the same intervention channel to be added to the same indirect activity multiple times.

## How to Add a New Indirect Activity

Follow the steps below to add a new indirect activity. Select this [link to see all of the FFY 2022 PEARs Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Indirect Activities Module** and select **General Information Section**.

1. Navigate to the Indirect Activities page (Track / [Indirect Activities](#)).



2. Click  in the upper right corner of the page.

3. Fill out the required fields marked with a red asterisk

- Title: Your title should be descriptive and helpful to you. It may be helpful to include the site and topic of your activity in the title. Your IA may have additional requirements regarding indirect activity intervention names.
- Intervention Name: Please choose one of the intervention names from the drop-down menu.
  - **PSE Changes:** If an indirect activity directly supports a PSE effort, select the same intervention name that the PSE activity used; e.g. “Access to Healthy Foods.”
  - **Direct Education:** If an indirect activity directly supports a direct education series, select “Direct Education” as the intervention name.
  - **Stand-Alone Indirect Activity:** If the indirect activity is a stand-alone activity due to COVID-19, choose the intervention name that best corresponds to the activity. For example, choose **Access to Healthy Foods** if you have:

**NEW**

- A Social Media account where you share healthy recipes, nutrition information, and physical activity prompts.
- If you're handing out hard-copy recipe cards.
- If you send out an e-newsletter with nutrition information.

Examples for when to select **Farm to Community** are, if you have:

- A Social Media account promoting vendors at a local farmers market.
  - If you distribute seed packets and gardening tips to local families.
- Unit: Select the county where you completed the indirect activity.
  - Activity date range: While this is optional, you are strongly encouraged fill out start date and end date. Date ranges will help the evaluation team link your indirect activity to a PSE or direct education activity.
  - Food Demonstration: Select whether or not this activity included a food demonstration. If selected, complete the pop-up "recipe used" field.
4. Click "Save and continue" to move on to Intervention Channels and Reach or "Save" to go back to the overview page for your indirect activity.

### How to Use the Collaborators Section

Follow these steps:

1. Navigate to the Indirect Activities page (Track / Indirect Activities) and click on "collaborators" in the progress bar.
2. Click the "add collaborator" button to add PEARS users who worked on this activity. A collaborator must be a PEARS user. The person entering data will automatically be added as a collaborator.
3. For more information on how to add, edit, and delete collaborators in the collaborators section, view PEARS support, here: <https://support.pears.io/collaborators/>.

### How to Add Intervention Channels and Reach to an Indirect Activity



Follow the steps below to add an intervention channel to an indirect activity. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Indirect Activities Module** and select **Intervention Channels and Reach Section**.

**NEW**

**Please note:** If an LIA does multiple indirect activities at a site, they should enter multiple intervention channels in a single indirect activity. For example, if an LIA holds a "Farmers Market Kids Club" at the same Farmers Market each week during the market season, they should enter that once as an indirect activity, and add a new channel for each week that they did that activity.

- The date range would reflect the full range of the Farmers Market Season.
  - LIAs should not enter the same activity multiple times because it happened on different dates. That can be noted in the "date range" section.
  - It is ok for the same intervention channel to be added to the same indirect activity multiple times.
1. Go to the Intervention Channels and Reach page by clicking "Save and continue" on the General Information page or clicking the blue hyperlink for "Intervention Channels and Reach" in the progress bar.
  2. Click "Add Intervention Channel" in the upper right corner of the page.

3. Choose the intervention channel for your activity.
4. Enter the name of the site where the activity occurred (required in Washington).
5. Enter the total number of individuals reached by this indirect channel in the “estimated number of unique individuals reached” field.
6. In the “estimated # of new individuals reached” field, enter the number of individuals reached in this indirect activity who were NOT reached by another PSE or direct education activity. This is the NEW number of individuals reached.
  - **Unique individuals:** This is the number of people who were exposed to the indirect activity, regardless of their exposure to any other related PSE activities, Social marketing campaigns, or program activities.
  - **New individuals:** This is the number of people who were exposed to the indirect activity and have not been exposed to a related PSE activity, program activity, or social marketing campaign. This should be less than or equal to the number of unique individuals.
7. Select source of reach data. If you select “other”, please specify how you estimated reach.
8. Repeat this process for all indirect activity channels that you add.
9. Click “Save and continue” to move on to the Mark as Complete section or “Save” to go back to the detail page for your indirect activity.

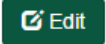
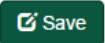
10. To edit an intervention channel, click the  button to the right of the intervention channel.
11. To delete an intervention channel, click the  button to the right of the intervention channel.

### How to Mark an Indirect Activity as Complete

When a data entry person finishes entering data for your indirect activity, they should mark it complete.

1. Go to the Mark as Complete section by clicking “Save and continue” from the Intervention Channels and Reach page or by clicking on “mark as complete” in the progress bar on the right side of the screen.
2. Click “Mark as Complete” to mark your indirect activity as complete.


### How to Edit an Indirect Activity

1. Select the indirect activity you want to modify from the list on the Indirect Activities page (Track / [Indirect Activities](#)).
2. If you need to edit your completed indirect activity, go to the Mark as Complete page and click “Mark as Incomplete” to unlock your data for editing. You will only be able to edit indirect activities from the current reporting period.
3. Click the  button in the upper right corner. This will take you to the screen where you can update the activity.
4. After making changes, click  at the bottom of the page to save your changes.

### How to Delete an Indirect Activity

If local agency accidentally entered the same indirect activity twice, they may need to delete an indirect activity. The data entry person can only delete activities from the current reporting period.

1. Click on the activity you want to delete from the Indirect Activities page (Track / [Indirect Activities](#)).

Click on the  button in the upper right corner. If it is grayed out (and it is from the current reporting period), mark it as incomplete and try to delete it again. If you are certain you want to delete this activity, click “Yes”. You will not be able to undo this action.



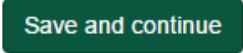
# PEARS Coalitions Module

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Washington State SNAP-Ed will use Coalitions module to help with federal reporting, IA monitoring, and evaluation. A **coalition** is a group of individuals and organizations that commit to joint action in adopting practices, supports, and standards. Coalitions typically work over a longer period to achieve their goal. Coalitions typically have representatives from multiple sectors, like food/nutrition, education, healthcare, retail, agriculture, etc. If a local agency or provider participates in or leads a coalition, we strongly encourage them to complete this module. This module is required if a local agency participates in a coalition. The following has been lightly adapted from [PEARS support](#).

## To Create a Coalition

Follow the steps below to create a coalition. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Coalitions Module** and select **General Information Section**.

1. Go to the "Coalitions" page (Track / [Coalitions](#))
2. Click  .
3. Enter the name of the Coalition (used to identify in PEARS).
4. Select the level at which this coalition seeks to make changes (local, state, territorial, or tribal).
5. Choose the primary unit where the Coalition is located. This will grant unit-level (county-level) permissions in PEARS.
6. Select the COVID-19 Impact. For more information on how to use this field, see the [COVID-19 Impact Field guidance](#).
7. List all forms of assistance **received** from this multi-sector partnership / coalition. You can choose more than one.
8. List all forms of assistance **provided** to this multi-sector partnership / coalition. You can choose more than one.
9. If the partner has been involved in any intervention types during the current reporting year (Direct Education, Social Marketing, or Policy, Systems & Environmental Changes) check boxes for any that apply.
10. Click  to save your progress or  to save the page and move on to the "Coalition Members" section.




## How to Use the Collaborators Section

Follow these steps below to use the collaborators section:

1. Go to the "Coalitions" page (Track / [Coalitions](#)) and click on "collaborators" in the progress bar.
2. Click the "add collaborator" button to add PEARS users who worked on this activity. A collaborator must be a PEARS user. The person entering data will automatically be added as a collaborator.
3. For more information on how to add, edit, and delete collaborators in the collaborators section, view PEARS support, here: <https://support.pears.io/collaborators/>.



### To Add a Coalition Member

Follow the steps below to add a coalition member. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Coalitions Module** and select **Coalition Members Section**.

1. Click the  button.
2. Enter the member's name, and then select the member's sector of influence and the type of member. (Required fields)
  - The sectors of influence are described in depth in the [SNAP-Ed Toolkit](#) but some examples include (but are not limited to):
    - Food Industry – ex. Grocery stores
    - Government - ex. State legislature
    - Public Health and Health Care – ex. Local health department
    - Education – ex. Local schools
    - Community Design – ex. City planner
    - Public Safety – ex. Police department
    - Media – ex. Local News Station
    - Agriculture – ex. Local farmers
    - Commercial Marketing – ex. Advertising agency
3. Add the member's primary site if applicable. If the site is not in the system, you can add it by clicking the  button. The button will appear if the site entered does not match any already in PEARS.
4. Describe the member's role and any resources they provide to the coalition.
5. Click .

### To Edit a Coalition Member

Follow the steps below to edit a coalition member. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Coalitions Module** and select **Coalition Members Section**.

1. From the "Coalition Members" page, find the member you would like to edit and click the  button under the "Actions" column.
2. Revise as needed.
3. Click .
4. You can remove a member by clicking the "x" button under the "Actions" column. Once you remove a member, it cannot be undone.

### Evaluating Coalitions

Evaluating coalitions is essential for ensuring the health of the relationship and continuing to improve the collaboration. After at least six months, a coalition should be formally evaluated. You can review the list of evaluation tools on the "Evaluation" page for a coalition and choose a formal assessment for a well-established coalition. If the coalition is younger than six months, you can still provide an informal evaluation of the coalition on the "Evaluation" page without using a formal assessment tool.

### How to Evaluate a Coalition

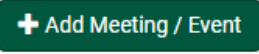




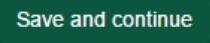
Follow the steps below to use the Evaluation section of the Coalitions module. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Coalitions Module** and select **Evaluation Section**.

1. Choose the depth of your coalition's relationship. Click on the blue link underneath the drop-down menu to see definitions of each type of relationship.
2. If the coalition has been active for six months or more, you may want to consider formally assessing your coalition. You can find a list of evaluation tools in the "assessment tool used" drop-down menu. You can also find coalition assessment tools in the SNAP-Ed toolkit's [ST7](#) and [ST8](#) indicators. Choose the assessment tool used and give a brief description of your results. If you did not do a formal assessment, choose "None".
3. Choose the assessment tool used to document the level of active engagement of members, and then give a brief description of your findings. If no formal assessment was administered, choose "None" and there will be no requirement to give a description of the results.
4. Next, choose the assessment tool used to document the level of SNAP-Ed influence, and then give a brief description of your results. If no formal assessment was administered, choose "None" and there will be no requirement to give a description of the results.
5. List any accomplishments by the coalition. Only include accomplishments that occurred during the current reporting period.
6. Click "save and continue" to move on to "meetings and events"

### How to Record Coalition Meetings and Events

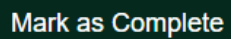
Complete this section if you have coalition meetings or events during the current reporting period. This section is optional, but Implementing Agencies may require it. It may help keep track of progress made in coalition meetings. Do not track direct education in this section. You should track direct education sessions in the Program Activities module.

Follow the steps below to record meetings and events. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Coalitions Module** and select **Meetings & Events Section**.

1. Decide if there was a coalition meeting or event during this reporting period. If there was, select 'yes'. If not, select 'no'. If you choose "No" you can save and move on to the next section.
2. If you chose 'yes', click the  button to add a meeting or event.
3. Enter the meeting or event name, a start date, a start time, meeting type, number in attendance, and a purpose for the meeting. You have the option to add notes and accomplishments as well.
4. Click  to add the meeting to your list of events for the coalition.
5. Repeat this process if you need to record more meetings or events for this coalition in the current reporting year.
6. You can edit existing meetings or events by clicking the  button or delete one by clicking the  button next to the event.
7. Once you are finished adding meetings or events, click  or  to move on and mark the coalitions as complete.

### How to Mark a Coalition as Complete

1. Review all data entered to make sure it is correct.
2. Make sure all required fields are filled out.

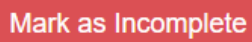
Mark as Complete

3. Click

### How to Mark a Coalition Incomplete

Local agencies should only mark a coalition as incomplete if they forgot to include relevant information. Local agencies may only mark a coalition as incomplete if it is in the current reporting period (October 1 - September 30), because past reporting periods have already been reported on.

To mark a coalition as incomplete, first, click "Mark as Incomplete" in the progress bar. Then click

Mark as Incomplete

After entering your new data, mark your coalition as complete.

# PEARS Partnerships Module

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The partnerships module helps with federal reporting, IA monitoring, and evaluation. This module is required for all LIAs who participate in SNAP-Ed related partnerships. The following has been lightly adapted from PEARS support.



## What is a Partnership?

A partnership is how we describe work done in collaboration with other sites or organizations. Partners do not receive direct SNAP-Ed funding, but they are involved in SNAP-Ed programs. Partnerships may be two people who meet regularly, exchange information, and identify and/or implement activities that contribute to organizational change, including PSE changes.


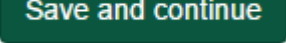
Do not report coalitions in this section. A **coalition** is a group of individuals and organizations that commit to joint action in adopting practices, supports, and standards. Coalitions typically work over a longer period to achieve their goal. Coalitions typically have representatives from multiple sectors, like food/nutrition, education, healthcare, retail, agriculture, etc.

## How to Create a Partnership

Follow the steps below to create a partnership in PEARS. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Partnerships Module** and select **General Information Section**.

1. Go to the “Partnerships” page (Track / [Partnerships](#)).
2. Click  .
3. Choose a name for your Partnership (such as 12<sup>th</sup> Man Food Bank or 12<sup>th</sup> Man Advisory Group). Your partnership name and site name may be the same.
4. Select the primary site where the partner is located. If the site is not shown in the list after typing the name you can click  to enter the site information manually.
  - a. If you add a site, make sure to put in the full address, including zip code.
  - b. Include partner “setting” before you save the site.
5. Choose the primary unit (county) where the partner is located.
6. Select the COVID-19 Impact. For more information on how to use this field, see the [COVID-19 Impact Field guidance](#).
7. Choose the Jurisdiction level of your partner. Specify whether your partner represents a local organization, a statewide organization, or a tribal organization.
8. Find the type of partnership in the list that best represents your partnership. If you choose “Other”, remember to briefly describe your partnership.
9. List all types of assistance you **received** from this partner. Options include things like building space and participant recruitment. You can choose more than one option.
10. List all types of assistance you **provided** to this partner. Options include things like consulting and technical assistance. You can choose more than one option.
11. Select whether your partner received any SNAP-Ed funding during this reporting period.
12. If the partner has been involved in any PSE, Social Marketing, or Direct Education activities during this reporting period, check the corresponding ‘intervention type’ boxes.

13. If you have files, like a partnership assessment or a photo, that may help us better understand your partnership, you may upload them in the 'file attachments' section.

14. Click  to save your progress or  to save the page and move on to the "Evaluation" section.

### How to Use the Collaborators Section

Follow these steps to use the Collaborators section:

1. Go to the "Partnerships" page (Track / [Partnerships](#)) and click on "collaborators" in the progress bar.
2. Click the "add collaborator" button to add PEARS users who worked on this activity. A collaborator must be a PEARS user. The person entering data will automatically be added as a collaborator.
3. For more information on how to add, edit, and delete collaborators in the collaborators section, view PEARS support, here: <https://support.pears.io/collaborators/>.

### How to Evaluate a Partnership

Follow the steps below to use the evaluation section of the partnership module. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Partnerships Module** and select **Evaluation Section**.

1. Choose the depth of your relationship with your partner. Click on the blue link underneath the drop-down menu to see definitions of each type of relationship.
2. If you assessed your partnership in the current reporting period, select the partnership assessment tool you used from drop-down menu labeled "assessment tool used". If you used the partnership assessment tool developed by the WA SNAP-Ed evaluation team, select "other" and type in "WA Partnership Readiness Assessment". For any assessment tool used, provide a brief description of your results. You may also upload results to the general information page of the partnership module. If you did not do a formal assessment, choose "None".
3. Describe accomplishments made by the partnership during the current reporting period.
4. Describe lessons learned from the partnership for the current reporting period. You can include challenges and barriers in this text box as well.
5. Click save and continue to continue to "Meetings & Events"

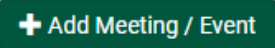




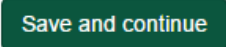
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### Tracking Meetings & Events in Partnerships

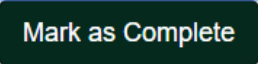
Local agencies should complete this section if they have partnership meetings or events during the current reporting period. This section is optional, but Implementing Agencies may require it. It may help keep track of progress made in partnership meetings. Do not track direct education in this section. Local agencies should track direct education sessions in the Program Activities module.

Follow the steps below to track meetings and events in the partnerships module. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Partnerships Module** and select **Meetings & Events Section**.

1. Decide if there was a partnership meeting or event during this reporting period. If there was, select 'yes'. If not, select 'no'. If you choose 'no' you can save and move on to the next section.

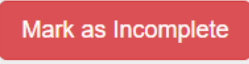
2. If you chose 'yes', click the  button to add a meeting or event.
3. Enter the meeting or event name, a start date, a start time, meeting type, number in attendance, and the purpose for the meeting. You have the option to add notes and accomplishments as well.
4. Click  to add the meeting to your list of events for the partnership.
5. Repeat this process if you need to record more meetings or events for this partnership in the current reporting year.
6. You can edit previously added meetings or events by clicking the  button or delete one by clicking the  button next to the event.
7. Once you are finished adding meetings or events, click  or  to move on and mark the partnership as complete.

### To Mark a Partnership as Complete

1. Review all data entered to make sure it is correct.
2. Make sure you filled out all required fields.
3. Click .

### Marking a Partnership Incomplete

If a local agency needs to add more information to a partnership, they may mark their partnership incomplete. Partnerships can only be marked incomplete during the current reporting period.

1. To mark a partnership as incomplete, first, click "Mark as Incomplete" in the progress bar.
2. Then click .
3. After entering the new information, mark the partnership as complete.

# PEARS Success Stories Module

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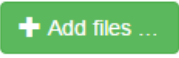

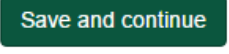
The success stories module is optional, but the evaluation team strongly encourages local agencies to use it and Implementing Agencies may require it. Implementing Agencies (IAs), the evaluation team, and the State Agency (DSHS) can use the success stories to inform monitoring, evaluation, and federal reporting. The instructions in this section have been adapted from [PEARS Support](#) help documents.

## What kind of stories should I submit?

Local agencies should submit stories that highlight your programming. If a local agency sees success with a new population or work on an innovative project, they should submit a success story. IAs may have more tips regarding how to write a success story.

## How to Create a Success Story in PEARS

Follow the steps below to create a success story in PEARS. Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Success Stories Module** and select **General Information Section**.

1. Navigate to the Success Stories page (Track / [Success Stories](#)).
2. Click the  button.
3. Fill in the success story title.
4. Fill in Site. While not required by PEARS, it helps IAs, the evaluation team, and DSHS link your success story to your program, PSE, or indirect activity.
5. Fill in the unit (county).
6. Select the COVID-19 Impact. For more information on how to use this field, see the [COVID-19 Impact Field guidance](#).
7. Select the program activity for which the success story is told. PEARS does not require it, but it helps to link your story to a PEARS program activity.
8. Include as many key words as apply to your project
9. Add any comments that are relevant to general information. Comments related to the success story itself can be added later in the Success Stories module.
10. Use the comments box to link this success story to a PSE site activity, indirect activity, partnership, or coalition, write the module name and PEARS ID number of the activity you would like to link.
11. Upload any attachments via the  button. Photos (with a release!) help highlight any story you submit. If you submit a photo (with a photo release), please ensure that **participant faces are not visible**.
12. Click  or  to move on to the Collaborators section.

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## How to Use the Collaborators Section


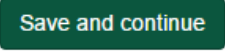
Follow these steps to use the collaborators section:

1. Go to the "Success Stories" page (Track / [Success Stories](#)) and click on "collaborators" in the progress bar.

2. Click the “add collaborator” button to add PEARS users who worked on this activity. A collaborator must be a PEARS user. The person entering data will automatically be added as a collaborator.
3. For more information on how to add, edit, and delete collaborators in the collaborators section, view PEARS support, here: <https://support.pears.io/collaborators/>.

### How to use the Story section of the Success Story module


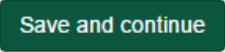
Follow these steps to use the Story section:

1. Go to the "Success Stories" page (Track / [Success Stories](#)) and click on “collaborators” in the progress bar.
2. Fill in the story background and story narrative.
3. Fill in a favorite quote if you have one.
4. Click  or  to move on to the SNAP-Ed Custom Data section.

### How to add SNAP-Ed Custom Data

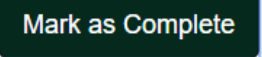
Follow the steps below to complete the SNAP-Ed Custom Data Section of the success story module.

Select this [link to see all of the FFY 2022 PEARS Drop Down Menu Selections](#) at one glance. In the table of contents, find the **Success Stories Module** and select **SNAP-Ed Custom Data Section**.

1. Select Related Framework Indicators. Framework indicators available are a subset pulled from the [SNAP-Ed Evaluation Framework](#) and relate to Washington SNAP-Ed priority indicators. Click on the hyperlink and the indicator of interest to learn more.
2. Select one or more Socioecological Framework concepts. You can use the [SNAP-Ed Evaluation Framework](#) to help you learn which Socioecological framework level your story fits into.
3. Select one or more approaches that were used in the activity related to the success story.
4. Click  or  to move on to the Mark as Complete section.


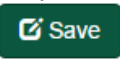
### To Mark a Success Story as Complete

1. Review all data entered to make sure it is correct.
2. Make sure you filled out all required fields.

3. Click .

### How to Edit a Success Story

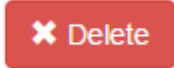
A local agency may wish to make changes to a success story that they already submitted. They may only make edits to success stories submitted during the current reporting period.

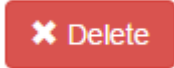
1. Navigate to the Success Stories page (Track / [Success Stories](#)).
2. Click on the title of the success story you wish to edit.
3. Click the  button.
4. Make any edits you wish to.
5. Click .

### How to Delete a Success Story

A local agency may wish to delete changes to a success story that they already submitted. They may only make edits to success stories submitted during the current reporting period. This action cannot be undone.



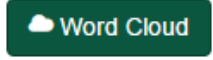
1. Click on the title of the success story you wish to delete from the Success Stories page (Track / [Success Stories](#)).



2. Click  in the upper right corner.
3. Confirm that you want to delete the story by clicking "Yes" or click "No" to go back.

### How to Use the Success Stories Word Cloud:

A Word Cloud (similar to word maps or Wordles) calculates how often keywords are tagged in selected success stories and shows common themes and topics.

1. Navigate to the Success Stories page (Track / [Success Stories](#)).
2. Click ; make sure that the filters are set to match the success stories you want included in the Word Cloud (Reporting Period, User, Program Area, Extension Unit, Keyword).
3. Once the filters are set, click .
4. Click .
5. The Word Cloud will then appear with a list of keywords and their frequencies below.
6. You can download the filtered Word Cloud as an image file, by clicking the Download Button in the upper right corner.

# Evaluation Training

Web-based evaluation trainings will be available on the DOH YouTube page and on the evaluation page of the website. Training topics will include how to use each PEARS module and evaluation tool. Additional evaluation training topics will be added as needed.

If local agencies or educators have questions after watching a training video, they can contact the evaluation team at [SNAPedEvaluation@doh.wa.gov](mailto:SNAPedEvaluation@doh.wa.gov), and CC their IA.

Links to evaluation trainings are available in the table below.

Training Name	Length	Link
Playlist	N/A	<a href="https://www.youtube.com/playlist?list=PL82Z-swK0-4m7OX5B0XmGmahKsB6HVjeh">https://www.youtube.com/playlist?list=PL82Z-swK0-4m7OX5B0XmGmahKsB6HVjeh</a>
FFY 2021 Evaluation Overview	36 minutes	<a href="https://youtu.be/hTDwHv-TnF8">https://youtu.be/hTDwHv-TnF8</a>
<b>PEARS Module Training Videos</b>		
Getting and Using Data from PEARS	44 minutes	<a href="https://youtu.be/6stqAcjVlws">https://youtu.be/6stqAcjVlws</a>
PEARS Program Activities Module Training	46 minutes	<a href="https://youtu.be/oAL5oFb1Xos">https://youtu.be/oAL5oFb1Xos</a>
PEARS PSE Module Training	1 hour, 19 minutes	<a href="https://youtu.be/pmdx1gQs2wo">https://youtu.be/pmdx1gQs2wo</a>
PEARS Indirect Activities Module Training	38 minutes	<a href="https://youtu.be/lwjqsWY4ZK6nw">https://youtu.be/lwjqsWY4ZK6nw</a>
PEARS Social Marketing Campaigns Module	37 minutes	<a href="https://youtu.be/RyS5VbrF5B4">https://youtu.be/RyS5VbrF5B4</a>
PEARS Success Story Module Training	36 minutes	<a href="https://youtu.be/d-1AOPfTAbY">https://youtu.be/d-1AOPfTAbY</a>
PEARS Partnership Module Training	43 minutes	<a href="https://youtu.be/oeFuYlcieEQ">https://youtu.be/oeFuYlcieEQ</a>
PEARS Coalitions Module Training	38 minutes	<a href="https://youtu.be/EDnWY4ZK6nw">https://youtu.be/EDnWY4ZK6nw</a>
<b>Eat Well + Move and SNAP Happy Surveys Training Videos</b>		
Paper Eat Well and Move Survey for K-2 <sup>nd</sup> Graders	27 minutes	<a href="https://youtu.be/XoV0qZy9yvw">https://youtu.be/XoV0qZy9yvw</a>
SNAP Happy Survey Training Part 1: Proctoring Online and Paper Surveys	56 minutes	<a href="https://youtu.be/D-xvxgHRFR0">https://youtu.be/D-xvxgHRFR0</a>

SNAP Happy Survey Training Part 2: ID Numbers for Paper Surveys	24 minutes	<a href="https://youtu.be/nF41fo8wHZk">https://youtu.be/nF41fo8wHZk</a>
SNAP Happy Survey Training Part 3: Quality Assurance for Paper Surveys	14 minutes	<a href="https://youtu.be/XP57vWirs-k">https://youtu.be/XP57vWirs-k</a>
<b>PSE Evaluation Tools Training Videos</b>		
PSE Evaluation Toolkit	2 hours, 18 minutes	<a href="https://vimeo.com/manage/videos/565778603">https://vimeo.com/manage/videos/565778603</a> (Chat and workshop handouts available here: <a href="https://wasnap-ed.org/curriculum/training/">https://wasnap-ed.org/curriculum/training/</a> )
Healthy Food Pantry Assessment Toolkit (HFPAT) Training	1 hour, 56 minutes	<a href="https://www.youtube.com/watch?v=zSul_eD_-8A">https://www.youtube.com/watch?v=zSul_eD_-8A</a>
Partnership Readiness Assessment Tool Training	22 minutes	<a href="https://youtu.be/8pU52OEXGfk">https://youtu.be/8pU52OEXGfk</a>
SHELF Training	44 minutes	<a href="https://youtu.be/GNP_HptKRUQ">https://youtu.be/GNP_HptKRUQ</a>

# Evaluation Team Contact Information

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For questions about the **statewide, regional, and local evaluation**, including access to documents, evaluation trainings, and technical assistance, IAs and LIAs should contact the evaluation team via their shared email inbox:

SNAP-Ed Evaluation Mailbox: [SNAPEdEvaluation@doh.wa.gov](mailto:SNAPEdEvaluation@doh.wa.gov)

**Local agencies** should contact their IA with general evaluation questions. IAs will answer questions to the best of their ability and reach out to the evaluation team if necessary. LIAs may submit evaluation requests for special project evaluation directly to the evaluation team, CCing their IA.

# FFY 2022 PEARS PSE Change List

This list contains the 104 PSE changes that are available in PEARS. This list contains six (6) new changes and slight wording modifications to twenty-two (22) changes. New changes have been **bolded** and changes with modifications to wording are *italicized*.

Policy Changes:

PSE Change Name: Policy
Developed policies that encourage the establishment of new healthy retail outlets
Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc.
Policy to reduce portion sizes of foods/beverages sold or served
<i>Policy for increasing or improving nutrition education or cooking activities</i>
Breastfeeding support policy
Policy restrictions on physical activity as a punishment
Established or improved food/beverage or nutrition related policy (childcare wellness, school wellness, workplace wellness, etc.)
Established or improved physical activity policy (childcare wellness, school wellness, workplace wellness, etc.)
<i>Policy limiting screen time (e.g. limiting, not using as reward, not during meal times, etc.)</i>
Policy limiting unhealthy foods
Policy increasing healthy foods and beverages
Policy to improve hours of operation of food distribution site, food bank, retail, cafeteria, etc. to improve convenience of/access to healthy food
Policy to increase time spent doing physical activity
Policy restrictions on using food as a punishment
Policy to provide incentive to increase time spent doing physical activity
<i>Established or improved facility shared use agreement to for physical activity</i>
<i>Zoning policy for food/beverage outlets (e.g. stores, community gardens, farmers markets, food distribution sites, etc.)</i>
Established complete streets policy (e.g. bike/pedestrian plan, transportation agency scoring criteria modified, ordinance, etc.)
Policy to improve hours of operation of physical activity facilities to improve access/convenience
Zoning policy for physical activity facilities
Food safety policy
<b>Policy related to improved child feeding practices (e.g. served family style, adults role model healthy behaviors, staff sit with children, children decide when they are full, etc.)</b>

## Systems Changes:

PSE Change Name: Systems
Improved menus/recipes (variety, quality, etc.)
Improved child feeding practices (e.g. served family style, adults role model healthy behaviors, staff sit with children, children decide when they are full, etc.)
Initiated, improved or expanded implementation of guidelines for healthier snack options
Implemented guidelines for healthier competitive foods options
Improved or increased healthy beverage options
Initiated, improved or expanded implementation of guidelines on use of food as rewards or during celebrations
Improved free water access, taste, quality, smell, or temperature
<i>Initiated, improved or expanded use of food programs (CACFP, TEFAP, summer meals, emergency food, NSLBP, etc.) including improvements in referral and enrollment procedures</i>
Began, expanded, or promoted acceptance and use of SNAP/EBT/WIC
Improved food purchasing/donation specifications or vendor agreements towards healthier food(s)/beverages
Increased or improved opportunities for unstructured physical activity time/free play
Incorporated physical activity into the school day or during classroom-based instruction (not recess/free play or PE)
Improved quality of physical education
Implemented new or improved standards for healthier eating across the organization
Initiated, improved or expanded use of standardized, healthy recipes
<i>Initiated or expanded a mechanism for distributing produce to families or communities (e.g. gardens, or farmer's markets)</i>
Initiated or expanded farm-to-table/use of fresh or local produce
Initiated or enhanced limits on marketing/promotion of less healthy options
Expanded or improved food system transportation options (to increase food access opportunities)
Initiated or expanded the collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations
Implemented new or expanded restrictions on use of physical activity as punishment
<i>Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, backpack programs, etc.</i>
Implemented nutrition standards for foods distributed (at food pantries)
<i>Implemented, improved or expanded fundraisers involving healthy food or decreasing unhealthy food</i>
Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden
Initiated, improved or expanded opportunities for parents/students/community to work in the garden
<i>Initiated, improved, or expanded opportunities for parents or youth to participate in decision making through a wellness committee or other process</i>
Clients have the opportunity to choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e. a client-choice model)
Initiated, improved and/or expanded strategies to decrease screen time

<b>PSE Change Name: Systems</b>
<i>Initiated, improved or expanded use of a clinical screening tool for food insecurity and/or a referral system to nutrition or healthy food access resources (e.g. direct education, food bag, resource list, produce prescription, etc.)</i>
Implemented complete streets systems change (e.g. street design manual, transit system improvements, active transportation prioritized in city budget, etc.)
<i>Initiated, improved or expanded professional development opportunities on nutrition (e.g. nutrition standards, gardening, breastfeeding, etc.)</i>
Initiated, improved or expanded professional development opportunities on physical activity
Partners adopt or improve use of a system to monitor implementation of food/beverage or wellness related policy
Partners adopt or improve use of a system to monitor implementation of physical activity policies
<i>Integrate culturally relevant, healthy, traditional foods at food service or distribution sites</i>
<i>Established or improved physical activities to incorporate more culturally relevant practices</i>
Increased quantity (minutes) of physical education (PE)
Initiated or expanded mechanism for distributing seedlings and/or other materials to families or communities for home gardening
<i>Initiated, improved, or expanded food safety practices</i>
Implemented improvements in hours of operation for food distribution site, food bank, retail, cafeteria, etc. to improve convenience of/access to healthy food
<b>Implemented, improved or expanded physical activity related fundraisers (e.g. Walk-a-thon)</b>
<b>Initiated or expanded breastfeeding/lactation community support services</b>
<b>Initiated, improved, or expanded a food system/policy council</b>

### Environmental Changes:

<b>PSE Change Name: Environmental</b>
Improved or expanded kitchen/food preparation facilities that allow for healthier or more appealing options (e.g. refrigeration, appliances that allow for scratch cooking, etc.)
Improved or expanded physical activity facilities, equipment, structures, or outdoor space
Eliminated or reduced amount of competitive foods/beverages
Improved or expanded cafeteria/dining/serving areas or facilities
Established or improved salad bar
<i>Establish or improve a practice that encourages meal service staff to prompt healthy choices</i>
Increased or improved opportunities for physical activity during recess
Increased access or safety of walking or bicycling paths
Added bike racks/storage
Created or enhanced healthy check out areas
Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)
Decreased space/amount/variety of unhealthy options (includes shelf space, number of booths, options on menus)
<i>Initiated, improved, expanded, reinvigorated, or maintained edible gardens</i>
<i>Initiated or expanded dedicated lactation space and other environmental concerns</i>

<b>PSE Change Name: Environmental</b>
Established, initiated or expanded healthier vending machine initiatives (e.g. access to healthier foods and beverages)
Improvements in access to or appeal of stairwells
Improvements in access to exercise or recreation facilities
Initiated or expanded use of onsite garden produce for meals/snacks provided onsite
Initiated or expanded use of the garden for nutrition education
Installed signage and prompts for use of walking, stairs, and bicycle paths
Increased or improved opportunities for structured physical activity
Increased, improved, or incorporated physical activity/reduced sitting during usual, on-going site activities and functions
Initiated new or expanded access to physical activity facilities for after-hours recreation or shared use
<i>Initiated or expanded price manipulation/coupons/discounts to encourage healthy food choices (including fruit &amp; vegetable prescriptions with cost-offset)</i>
Established healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.)
Improve appeal, layout or display of snack or competitive foods to encourage healthier selections
Initiated or improved playground markings/stencils to encourage physical activity
Improved quality of structured physical activity (non-PE)
<i>Established, initiated or expanded flavor station with healthy seasonings or low-fat dip added to the lunchroom</i>
Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision
<i>Established a new food bank, food pantry, or emergency food distribution site</i>
Established a new healthy retail outlet
Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections
<i>Expanded, improved, or implemented storage for fresh produce and other perishable foods</i>
Implemented complete streets environmental change (e.g. street trees, accessibility, buffer/barrier between sidewalk and street, crosswalks, intersection improvements)
<i>Initiated or expanded the use of digital platforms (websites, social media, text messages, etc.) to improve convenience of/access to healthy food (i.e. by promoting food distribution site, retail, cafeteria, community garden, etc.)</i>
<b>Initiated or improved nutrient labeling (e.g. calories, fat, sodium, added sugar counts, traffic light color-coding) on menus, vending machines, etc.</b>
<b>Used interactive educational display (that will stay at the site), other visual displays, posters, live demonstrations, audiovisuals, celebrities, etc. to prompt physical activity choices close to the point of decision</b>

# Glossary

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This glossary contains definitions of a variety of terms used in Washington SNAP-Ed. Definitions may be unique to Washington, pulled from USDA's SNAP-Ed [Toolkit](#) and [Guidance](#), or pulled from [PEARS Support](#) materials.

## Coalition

A coalition is a group of individuals and organizations that commit to joint action in adopting practices, supports, and standards. Coalitions typically work over a longer period to achieve their goal. Coalitions typically have representatives from multiple sectors, like education, healthcare, retail, agriculture, etc.

## Commercial Market Data

Commercial market data is data that is paid for or collected by a business or a commercial source; e.g. data from Facebook.

## Direct Contact

Direct contact refers to the people who are likely to be touched directly by your intervention. For example, the reach of a school garden is *not* necessarily the whole student body, but rather, only those who worked on, learned at, or ate from the garden. Similarly, the reach of a corner store is *not* the number of people in a geographical region around the store, but rather the number of people who shop there.

## Direct Education

Direct education takes place when a participant is actively engaged in the learning process with an educator and/or interactive media for at least 20 minutes using<sup>5</sup> a Washington-Approved SNAP-Ed Curriculum. Direct education provides an opportunity to obtain demographic information about individual participants.

## Environment

The environment is a built or physical space that is visible or observable. An environment may also relate to social, economic, normative, or message environments.

## Indirect Activities

Indirect activities include newsletters, health fair booths, web sites, etc. Indirect activities can support a PSE activity, direct education activity, or social marketing campaign.

## Interactive Multimedia

Interactive media integrates text, audio, graphics, still images, and moving pictures into a computer-controlled, multimedia product that provides an individualized educational experience based on a participant's input. Examples include a CD-ROM with games for kids and an online class with interactive components. A PowerPoint or video would count as interactive media if there is a way for a participant to provide input, and for the remainder of the presentation to be tailored based on the participant's response. For instance, if a slide asks for a participant to respond to a question, and the following

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<sup>5</sup> <https://snaped.fns.usda.gov/snap/EARS/EARSGlossaryFinal.pdf>

content is presented in a way that is customized to the response, this is an interactive PowerPoint presentation. Local agencies should check with their Implementing Agency if they want to know if specific technology counts as interactive media.

## Partnership

A partnership is when two organizations work together for a specific purpose or to achieve a goal.

## PEARS

PEARS stands for Program Evaluation and Reporting System. PEARs is operated and maintained by Kansas State University's Office of Educational Innovation and Evaluation. We use PEARs to enter program and evaluation information, including direct education information, survey information, PSE information, etc. You can find more information on PEARs *here*.

## Policy

A policy is a written statement of an organizational position, decision, or course of action. An example of a policy is a healthy vending policy that outlines criteria for the beverages that can be sold in vending machines at an organization.

## Policy, Systems, and Environment (PSE) Activities

Policy change happens when a new policy is written or an existing one is revised. It must be a written agreement, like a school wellness policy or a law approved by a county Board of Health. Policies can be at an organizational level or a local level. Systems change happens when a group works together to make an unwritten change with significant impact, like connecting a local farmer to a food bank to organize the sale of his imperfect produce at a discounted price. Environmental change happens when a permanent change is made to physical infrastructure, like installing a hydration station or paving a road in a park.

## Program Activity

Program activity is a module in PEARs. Only direct education activities should be recorded in the "program activities" module in PEARs.

## Reach

Reach is the number of people touched by an intervention, including through direct education, indirect activities, or PSE activities. For more information on reach, review the definitions for unduplicated reach and direct contact.

## Survey of Target Audience

To survey a target audience means to ask an audience directly about relevant information, like demographic data. The [Washington State SNAP-Ed Demographics card](#) is an example of this. One can also look at existing individual-level demographics from the site or local agency, or at School Data, if it is available per individual student.) For youth participants, one can look at existing data, like the [OSPI school report card](#). Local agencies should not ask youth for race/ethnicity information.

## Systems

A system is a group of related parts that move or work together within a whole organization or a network of organizations.

## Systems Changes

Unwritten, ongoing, organizational decisions or changes that result in new activities or ways of conducting business that reach large portions of the organizations served.

## Sector

A sector is an area of the economy in which businesses share the same or related product or service. Some examples of sectors include education, agriculture, and healthcare.

## Social Marketing

Social Marketing, as described by CDC is "the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences in order to improve their personal welfare and that of society."<sup>6</sup> Social marketing channels can include social media (social networks, blogs), mass media (newspaper, radio), and promotional media (brochures, websites).

**Social marketing campaigns** are “delivered to one or more SNAP-Ed market segments on a population basis, across a large geographical area (town/city, county, region/media market, statewide, multi-state, and national). They are typically branded (with a name, tagline, visual logo, look and-feel); communicate a common call to action; and are delivered in multiple complementary settings/channels, engaging intermediaries in those settings/channels and focusing on one or more priority behavior changes”<sup>7</sup>.

## Unduplicated Reach

Unduplicated reach means that if a person comes in direct contact with more than one PSE change at the same site, that person is counted only once. For example, if a school starts a school garden, improves school meals, and increases PE time, the reach of these 3 PSEs cannot be added together, because it would be counting the same students 3 times. In this case, some of the strategies reach the entire student population, so reach equals total enrollment or average daily attendance for a given reporting year. If a K-5 school integrates gardening into the 4<sup>th</sup> grade nutrition class, improves opportunities to be physically active during recess for grades 3-5, and starts a K-2 walking school bus program, the total reached would be the number of students in grades 3-5 plus the number of K-2 students who participate in the walking school bus program during a given reporting year. Likewise, if the same person comes in contact with the same PSE several times during the year, they are only counted once. For example, a person who shops at a corner store once per week throughout the year only counts as 1.

## Visual Estimate

A visual estimate means to look at the amount of people gathered in a room or place and count them from your vantage point in the room or place. An exact count may not be possible.

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<sup>6</sup> <https://snaped.fns.usda.gov/snap/Guidance/FY2019SNAPedPlanGuidanceFULL.pdf>

<sup>7</sup> [https://snapedtoolkit.org/glossary/#social\\_marketing\\_campaigns](https://snapedtoolkit.org/glossary/#social_marketing_campaigns)