

Evaluation Cross-Project Office Hours December 14, 2023

Who to contact at NPI:

- For technical assistance on Program Evaluation and Reporting System (PEARS) and Site-Level Assessment Questionnaires (SLAQs) please email the Evaluate SNAP-Ed team: EvaluateSNAPEd@ucanr.edu
- For Impact Outcome Evaluation (IOE) and Adult Direct Education Evaluation, please email Amanda Linares: amlinares@ucanr.edu
- For questions or feedback about the Evaluation Cross-Project Office Hours please email Summer Cortez: sjcortez@ucanr.edu

Resources shared during office hours:

- Sign up for our next session, scheduled for March 21, on our [Evaluation Cross-Project OHs website](#)
- [Sign-up for our listservs](#)
- [CDSS PEARS Resources page](#), where you can find demographic data cards and other resources
- Check out our [“Mastering PEARS” video series](#), which addresses how to avoid common reporting errors.
- Check out our [“Evaluation and Reporting 101” webinar](#), which covers the scope and requirements of our evaluation projects

Q&A:

Question	NPI Answer
1. On the CDSS PEARS Resources page , there are two sections for demographic data cards: 1) “Demographics Data Cards” and 2) “Demographics Data Cards – FFY 2024.” Are the other languages (e.g. Chinese, Hmong, Tagalog, and Vietnamese) listed under the “Demographics Data Cards” section still allowable for use, if needed, or are we only allowed to use those data	Right now, CDSS has only translated the FFY 2024 demographic data cards into English and Spanish. Until translations into other languages are available, you may use the FFY 2023 versions posted.

<p>cards listed in the “Demographics Data Cards – FFY 2024?”</p>	
<p>2. Since the demographic data cards are self-reported, is there an age limit to where we are required to have this completed? The “English – Youth Only” demographics data card’s 1st question, which asks to “Check the box that best describes your age:” provides an option to check off age group 0-4 years old. In the past, when we had the ECE setting in our IWP, we were under the impression that data cards were not required for DE to these students because children of this age aren’t capable of self-reporting</p>	<p>You are correct, we don't ask children that young to self-report with the data cards. You may be able to get this data at family events, where parents/guardians are present.</p>
<p>3. I noticed that there is a data card where all the age groups are included—from very young to seniors. And there is one for adults only and kids only. When can you use the card that includes many ages?</p>	<p>We call this our general audience data card! If you are hosting a session targeted at a particular age group, it would make more sense to use the demographic data card for that group—it will be cluttered with fewer options and easier to fill out. Otherwise, you are welcome to use the general audience card as you see fit.</p>
<p>4. If a food bank affiliated truck were wrapped with information about ‘rethink your drink,’ would this count as indirect education? And how would you measure reach?</p>	<p>Yes, this would count as IE! There is an option for vinyl wraps/bus wraps you can choose. While you cannot reasonably measure the number of people who see these trucks on the road, you <i>can</i> count the number of people present to see the trucks at distributions.</p>
<p>5. What is the minimum number of minutes direct education must be (for adults and children)?</p>	<p>20 minutes is the minimum for both adults and children.</p>
<p>6. Do single adult education classes count toward our total numbers?</p>	<p>Yes, you would report these as single sessions, rather than series-based sessions.</p>
<p>7. What paperwork should I be saving from the sessions I am hosting, after reporting into PEARS? (e.g. sign-in sheets, surveys, demographic data cards)</p>	<p>To be safe, keep your surveys until the start of the next fiscal year. Other than this, we will not be asking for copies of your materials.</p>

<p>8. I don't usually get the same number of pre and post surveys...do I input the non-matching ones?</p>	<p>Moving forward, given what we are being asked to enter in NPEARS (national PEARS), you should enter all of the pre you have and all of the post you have regardless of whether or not they have a match.</p>
<p>9. Can we send healthy snack sheets home with our HeadStart children over winter break and call it indirect education? This would be a list of festive, healthy snack ideas.</p>	<p>Yes, this would be indirect education and the channel would be 'hard copy materials.'</p>
<p>10. If I print and distribute <i>any materials</i> from https://eatfresh.org/ or https://www.myplate.gov/ , would it be allowable indirect education?</p>	<p>So long as you are using SNAP-Ed approved hand-outs, yes...this would be indirect education with the channel 'hard copy materials.' Make sure you are only counting IE performed to eligible audiences at approved sites. Also remember that IE should be part of a broader goal associated with direct education and PSE activities.</p>
<p>11. What is best practice for tracking social media efforts? (e.g. Instagram, Facebook)</p>	<p>Right now there are not hard rules on how to report social media, so you have some freedom. You could create entries by platform, summarizing data monthly/quarterly/annually. You could also create one entry and log the platforms you use as different 'channels.' You could also break it out by messaging. Please do whatever you find makes the most sense for your team.</p>
<p>12. We are looking into water access appeal and came across a PET survey through NPI...is this something we should be looking at?</p>	<p>The PET (Photo Evidence Tool) was recently renamed as the AQWA Tool (Assessing Quality of Water Access)! Here is a short blurb on the tool. The entire toolkit is here.</p> <p>Please direct any questions about this tool to NPI's Christina Hecht (ceahecht@ucanr.edu). According to Christina—"We do NOT have a good sense of school water access in California and wide use of this tool could help form a real database. I'd love to hear how it goes for any users."</p>

<p>13. When we are doing our PSEs for our pantries in the form of nutrition classes. Should we also be making Direct Education entries?</p>	<p>Yes, you should track any Direct Education in the Program Activities module—even if it is part of a larger PSE.</p>
<p>14. Can I shred my surveys associated with FFY20-22?</p>	<p>Yes!</p>
<p>15. Can you share some of the common mistakes about evaluation and reporting I should look out for?</p>	<p>Check out our “Mastering PEARS” video series, which addresses how to avoid common reporting errors.</p> <p>You can also check out our “Evaluation and Reporting 101” webinar, which covers the scope and requirements of our different evaluation projects.</p>
<p>16. Can you provide some clarification on the difference between partnerships, coalitions, and collaborations?</p>	<p>Collaboration—describes work which potentially could go into <i>either</i> the partnerships or coalition module. Our advice is to think about the function of the work to decide which module is most appropriate.</p> <p>Partnerships—tend to be between LHDs and a specific organization or site.</p> <p>Coalitions—tend to be larger groups which operate more at a community level rather than a site/org level.</p> <p>Example: school wellness committees may be composed of many people; however, their work is concentrated at the site level (that school). It is a partnership.</p>
<p>17. We were asked by another dept to do a class at the WIC office, would I put that dept as a partner? Should that WIC office be my setting?</p>	<p>This class would require an entry in the Program Activities module. You wouldn’t need to report on a partner there...that isn't the kind of information collected in that module. The collaborator field in this section allows you to let a teammate (another PEARS user) help you create/finish that PEARS entry. It is optional.</p> <p>It would also be legitimate to report this in the partnership module as two different</p>

	<p>partnerships (that other dept as well as the WIC office). However, we don't currently expect you to report on partnerships in this way, so you can focus on just the DE entry.</p>
<p>18. I work with a number of Hispanic/Latinx folks who do not know what to choose for the 'race' question on the demographic data card. How can I help guide them?</p>	<p>If anyone does not know how to answer or does not feel comfortable answering this question, you can encourage them to choose either 'prefer not to respond' or 'other.'</p> <p>We are working on a data card training to help guide folks on answering questions like this. We will let you folks know when that is available.</p>
<p>19. We will be partnering with a number of community groups on nutrition classes. It may be challenging to keep track of how community members were referred to the classes. Does this matter for my PEARS entries? The classes will be hosted in SNAP-Ed eligible census tracts.</p>	<p>We recommend that you count everyone who attends, regardless of their individual SNAP-Ed eligibility. If your site is eligible and your content is aimed at SNAP-Ed eligible groups, you have done your due diligence.</p> <p>We do not recommend that you ask them about what services they currently receive or are eligible for; doing so may deter people from seeking services.</p>