

# FFY 18 PEARS PSE: Clearing Up Confusion & Avoiding Common Reporting Errors

Thursday, May 17, 2018

1:30-2:00pm

Janice Kao & Christina Becker



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# Before we get started

- What counts as a PSE?
  - Refer to USDA SNAP-Ed guidance for more detail:  
<https://snaped.fns.usda.gov/administration/snap-ed-plan-guidance-and-templates>
  - Note: The following are part of indirect activity reporting:
    - Hard copy materials (e.g. fact sheets, flyers, pamphlets, activity books, posters, banners, postcards, recipe cards, or newsletters for mailings)
    - Point-of-sale or distribution signage (e.g. displays or window clings in retail stores)
- Defining site vs. setting
- FY 18 PSE reporting status update



# Most frequent issues

- Choosing a setting
- Multiple entries per site/setting combination
- How stage of implementation relates to reach & changes adopted
- Changes adopted



# What this doesn't cover

- Question by question explanations
- PEARS Help documentation: <https://support.pears.oeie.org/>
- Training webinar videos available:
  - California (CDPH/KSU): <https://www.youtube.com/watch?v=Zn8I5-Dc2wk&feature=youtu.be>
  - General (KSU): <https://oeie.wistia.com/medias/m9tsgcp4cb>



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# Choosing a Setting

## *Section: General Information*

1. Consider the PSE work happening at a site and look over the list of settings
2. Pick the closest one – list options can be thought of as categories
  - E.g. “Farmers market” under Shop also includes produce stands, CSAs, and other places where you primarily buy fresh produce
  - Your setting might not sound related to your site type
3. If your PSE work fits into more than 1 setting, enter separately

**Exceptions: gardens, active transport, libraries and youth org, *unless they are stand-alone sites***

*Note: We are working on updating the help documentation for this question*



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# Some settings are especially tricky!

- Example: Mobile farm stands
  - Not “mobile vending/food trucks”
  - Goes under: “farmers market”
- Example: City-wide planning efforts
  - Goes under: “Other neighborhood settings where people live or live nearby, specify: \_\_\_\_\_”



# Multiple reports for a site/setting combo

- Seen as “duplicate” reports based on way PSE module was built
  - No right or wrong way
- Common issues:
  - Multiple contractors implementing projects in the same setting at a site (e.g. different afterschool programs at a single school)
  - Activities at your site reach different distinct groups of people, and you track reach and activities by these groups (e.g. a community garden that is utilized by a preschool, a senior center, and an afterschool program)



## Practice Question: How many PEARS entries & which settings?

You are working at a single school site and are working with the wellness committee to establish a healthy fundraising policy and have also been expanding the use of the school garden for nutrition ed. The school site also hosts 2 afterschool programs, 1 of which focused on improving the quality of PA opportunities, while the other worked on using the school garden for nutrition ed and for snacks for the students. This year, the school is also being used as a food distribution site (like a food pantry) for low-income families with kids at the school. **How many reports and what settings do you enter?**

- A. All of this happens at a school, so just fill out 1 report and choose the school setting
- B. 4 reports. 1 for school, 1 for gardens, 1 for afterschool, and 1 for food pantry
- C. 3 reports. 1 for school, 1 for afterschool, and 1 for food pantry



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# Stages of Implementation

- Prep/planning stage
  - No reach yet
  - No changes yet

## Stages of Implementation

Indicate each of the planning and implementation stages of any SNAP-Ed funded PSE work conducted at this site or organization. Only add stages that apply to the **current reporting year**.

### Stages of Implementation \*

- Site(s) contacted and agreed to participate
- Planning and preparation for implementation (i.e. assessment, training, etc.)
- Started implementation of changes
- Continued to implement changes
- Worked to maintain changes
- Conducted follow-up assessments, evaluation, and/or monitoring

- Exception: *Took steps* (policies, zoning, collaboration, promotion) to establish a completely new healthy retail outlet that was not there before



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# Stages of Implementation

- Implementation/ maintenance stage
  - Add reach (see [guidance](#) for measuring reach)
  - Add changes adopted

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# Changes Adopted

- Lists of changes get updated from year to year
  - No more marketing with posters starting FY17
- Familiarize yourself with the lists
  - Easier to do this with a copy of [word doc](#)
  - Often, write-ins for “other changes” can be categorized into a pre-existing change on the list
  - *If you don't see your change, ask yourself if you are reporting under the correct module/setting*
    - Example: At a park, you're improving access to structured PA programs AND establishing a new food distribution site.
      - **Do not** enter both changes in one PSE activity. Create one entry under “Parks and open spaces” setting and one entry under “Food banks and pantries.” Use the same site, but choose different settings. If most of the information is the same, you can even copy one of the entries and just change the “setting” and “changes adopted.”
- Sometimes, changes are missing – we can recommend additions!
  - Example: lactation supports in ECE



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# Next Steps

- Review your own entries and fix any reporting errors
- Contact the SNAP-Ed evaluation team if you have any questions
- If you have suggestions:
  - PSE content, suggestions for additional changes adopted
  - About PEARS user experience: [KSU PEARS Feedback Survey](#) (closes June 1<sup>st</sup>)



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# Questions

- [EvaluateSNAPEd@ucanr.edu](mailto:EvaluateSNAPEd@ucanr.edu)
- Next up: regularly scheduled monthly Q&A



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