

PEARS PSE Reporting California SNAP-Ed



Poll

- Did you use the PEARS PSE system for FY16 reporting
 - Yes
 - No, but I am familiar with it
 - No

Keep in mind

- Asterisks indicate required fields
- The open text fields without asterisks
 - We probably won't report on these
 - Keep it short; use bullet lists or short phrases
- For required open text fields just type in something (N/A if not relevant)
- We are in the process of developing a PDF/printable version



Which sites do you need to report?

- All sites that were at least contacted and agreed to participate during FY 2017
- All sites continuing to plan, make, monitor or evaluate PSE changes during FY2017
- **Very important to report on ALL PSE sites**
- In many cases you won't have to complete the whole form—only applicable sections



Repeating themes

- Report on all PSEs occurring at the site
 - Only 1 PSE report per site no matter how many different PSEs happen there
- When asked for day/month/year
 - Pick an approximate date
- In most cases you can choose multiple items from a drop down
 - Click on the open field again



Strategy

Organizational changes are not intended to replace direct nutrition education or social marketing initiatives. In order to maximize the overall reach and effectiveness of your PSE work, it is suggested organizational policy changes and environmental supports be made as part of multi-component and multi-level interventions to sustain the new changes or standards over time.

Which of the following complementary activities were implemented at this site or organization during the current reporting year of October 1, 2016 - September 30, 2017?

- Evidence-based education
- Marketing (Advertising, Promotion, etc.)
- Parent / community involvement
- Staff training on continuous program and policy implementation

Which of the following programs, packages or initiatives were used as part of the PSE efforts at this site during the current reporting year of October 1, 2016 - September 30, 2017?

CHOICES, Contra Costa Child Care Council's Best Practices

Progress

11%

- ✓ General Information
- ✓ Needs, Readiness & Effectiveness
- ✓ **Strategy**
- ✓ Changes Adopted
- ✓ Individual Effectiveness
- ✓ Recognition & Media Coverage
- ✓ Sustainability
- ✓ Reflection
- ✓ Mark as Complete

SNAP-Ed Funding

In which ways are SNAP-Ed funds or people contributing to PSE efforts at this site or organization? *

	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"/>

Please specify any other ways not listed above that SNAP-Ed funds or people are contributing to PSE efforts at this site

General information

- What is an organization?
- When reporting on organizations, report only on organization-level PSEs
 - do not include site-level PSE changes when reporting on organizations
 - Complete the PSE module for each site where PSE changes actually occurred



Poll

- Please indicate if the following are organization or site level PSE changes:
 - Strengthened the school district's wellness policy
 - Implemented nutrition standards for classroom parties
 - Implemented nutrition standards for meetings and events at all district offices
 - Implemented new PE curricula to increase moderate-vigorous physical activity

General information

- New field: Intervention name
 - Broad setting categories
 - Overlaps with Setting
 - Choose one that fits best



General information: Intervention names

- After/before school
- Early care & education
- Faith-based/places of worship
- Farmers' markets
- Food distribution
- Health care services
- Mass-media
- Other learning sites
- Places people play
- Places to eat
- Residential sites
- Schools
- Senior services
- Stores
- Worksite & related
- Other, specify



General information: Choosing a setting

- Eat
 - Congregate meal sites/senior nutrition centers
 - Fast food chains
 - Mobile vending / food trucks
 - Restaurants
- Learn
 - Afterschool programs (includes before school programs)*
 - Cooperative extension sites
 - Early care and education
 - Libraries
 - Mobile education sites
 - Schools
 - Schools: colleges & universities
 - WIC clinics
- Play
 - Bicycle and walking paths
 - Community centers
 - Fairgrounds
 - Gardens (community or school)*
 - Parks and open spaces
 - Youth Organizations (e.g. Boys or Girls Clubs, YMCA)*
- Shop
 - Farmers markets
 - Food banks and pantries
 - Food distribution program on Indian reservations (FDPIR) distribution sites
 - Large food stores (4+ registers)
 - Small food stores (<= 3 registers)
- Work
 - Job training programs / temporary assistance for needy families (TANF) worksites
 - SNAP offices
 - Worksites with low-wage workers
- Live
 - Community organizations
 - Faith / places of worship
 - Family resource centers
 - Group living arrangements
 - Low-income health clinics
 - Public housing
 - Residential treatment centers
 - Shelters



General information: Choosing a setting

- More than one setting may apply
 - Example: faith-based and after-school program
- How do you choose?
 - Choose the most specific setting
 - Example: After-school program
 - PSEs targeting employees
 - Choose worksite no matter what setting the worksite is
 - Example worksite wellness PSEs at a store
 - Choose worksite NOT store
 - Choose store for PSEs targeting shoppers

General information: Choosing a setting

- Exceptions
 - Gardens
 - Bicycle and walking paths
 - Youth organizations
 - Libraries
- Chose these only if they are stand-alone
 - Example: library in a school, choose school
 - Example: garden at a worksite, choose worksite

3 Polls

1. You started a walking club and yoga classes for employees at a Walmart store. Which PSE setting would you choose?

Bicycle & walking paths

Large food store

Worksite with low-wage workers

2. You revived a school garden and integrated it into the curriculum. Which PSE setting would you choose?

Garden

School

Worksite

3. You converted an empty lot into a community garden. Which PSE setting would you choose?

Garden

Community organization

Parks and open spaces

General information

- New Field: Intervention topics
 - Examples
 - Reducing added sugar
 - Active commuting
 - Promoting and maintaining a healthy weight
 - For any and all of the PSEs at the site in question



General information

- Implementation stages:
 - Can choose multiple stages
 - For any and all PSEs at that site
 - Only stages that occurred during the reporting period
 - No dates needed
- Attachments
 - Can attach multiple files
 - Associated with any section in the module



Needs, readiness, and effectiveness

- For each of the types of assessments
 - Can only add one assessment tool
 - 1 date for baseline and 1 date for follow-up
 - If you did not report a baseline assessment done in prior years, you can add it here
 - In future hope to be able to add multiple entries
- Description of baseline follow-up results



Example of needs reporting needs assessment results

Brief Description of baseline assessment results:

- Total Score: 44/100 max
- Areas Identified for Improvement: 1) Promoting Vegetables – Offering individual salads or a salad bar to all students, 2) Signage – use creative and descriptive names, 3) Student Involvement – will involve students in naming and signage.

Brief Description of follow-up assessment results:

- Total Score: 54/100 max
- Changes Made to Cafeteria: 1) a salad bar was offered two days a week, 2) creative names were added to fruit and vegetable items, 3) the 5th grade art classes were involved in the selection of creative names and making posters for display in the cafeteria.



Strategy

- Complementary strategies
 - Marketing includes marketing and/or promotion
 - Promotion no longer listed in changes adopted drop-down list
 - Some overlap with specific marketing strategies listed in the changes adopted drop down list
- Programs, packages and initiatives
 - Can select multiple items
 - Only those that were used for PSEs, don't select those used only for education



Changes adopted

- Only list changes initiated, made, or actively maintained during the reporting period
- Lists have been updated
 - More comprehensive and setting-specific
 - Choose all that apply
- Still have to add one by one
- Says “add” rather than “attach”



Changes adopted: Reach definition

The unduplicated number of people who come in direct contact with one or more PSE changes at a site over the course of the reporting year

Click on the link [documentation on calculating reach](#) for details on how to calculate reach by setting



Changes adopted: Reach key concepts

- Direct contact
 - People who were directly exposed to a PSE change
- Unduplicated
 - Same person, contact with multiple PSEs = 1
 - Same person, multiple contacts with same PSE = 1
- Per year during the reporting year



Changes adopted: Reach key concepts

Reach is NOT

- Everyone in the city
- Everyone within a certain radius of the site
- Number who visit the site even those not exposed to the PSE

For stores use estimate based on store size

- Instructions in Reach link in PEARS



Poll

What is the reach of efforts to improve the safety of walking and cycling routes to school?

The unduplicated number of students during the reporting year who.....

(choose one)

- A. Use the improved routes
- B. Attend the school
- C. Attend the school and could walk or bike to school
- D. Started walking or biking to school after the changes were made

Poll

What is the reach of physical activity classes offered at a community center?

Unduplicated number of people during the reporting year who.....

(choose 1)

- A. Visit that center
- B. Live within walking distance of the center
- C. Attend the classes
- D. Have the opportunity to attend the classes

Individual effectiveness

- Required: add all the tools you used, if any
- Optional: choose the indicators and measures
 - If didn't measure any of these, no need to answer
- If you do choose an indicator, remember:
 - ST indicators: Goals and intentions
 - ST1: Healthy Eating
 - MT indicators: Behaviors
 - MT1: Healthy Eating
- Click on link for more information on indicators



Recognition and media coverage

- For media coverage when asked to provide a link or reference details you may type in “none”



Reflection

- Whole section is optional
- Can list up to 5 barriers and 5 assets
 - May list fewer than 5
 - Don't include minor barriers and assets



Reflection

- Why are assets in the barrier list and vice versa?
 - All items can be either barrier or asset
 - Examples:
 - Staff turnover
 - Consumer demand
 - Buy-in/motivation



Additional information and questions

- User accounts and content-specific questions
 - Contact your SIA PSE lead
- PSE reporting must be completed by October 6th
- Other questions?

Thank you!