Program Activity Tip Sheet

CalFresh Healthy Living, UC (CFHL, UC) uses PEARS to report all program delivery data for our CFHL, UC program. PEARS, used throughout the State of CA, coordinates data collection on SNAP-Ed programming to ensure data quality and consistency throughout the state.

The California Department of Social Services (CDSS) oversees the data system and provides basic training to all PEARS Users in CA.

Information on the **PEARS Basic Training** and access to the **Participant Training Guide,** for more information on upcoming training, please email CDSS.

CFHL, UC Reference Guide for New PEARS Users

The PEARS Login Page (https://pears.oeie.org/accounts/signin/): If you do not have a PEARS User Account, please contact the CFHL, UC State Office at uccalfresh_so@ucdavis.edu

For further information regarding training and resources, please go to the CDSS PEARS Resources and References page. There are manuals for each of the PEARS Modules as well as a listing of training dates and out resource materials on this webpage.

Please complete the basic Program Activities Module training prior to entering data into the PEARS data portal for your county.

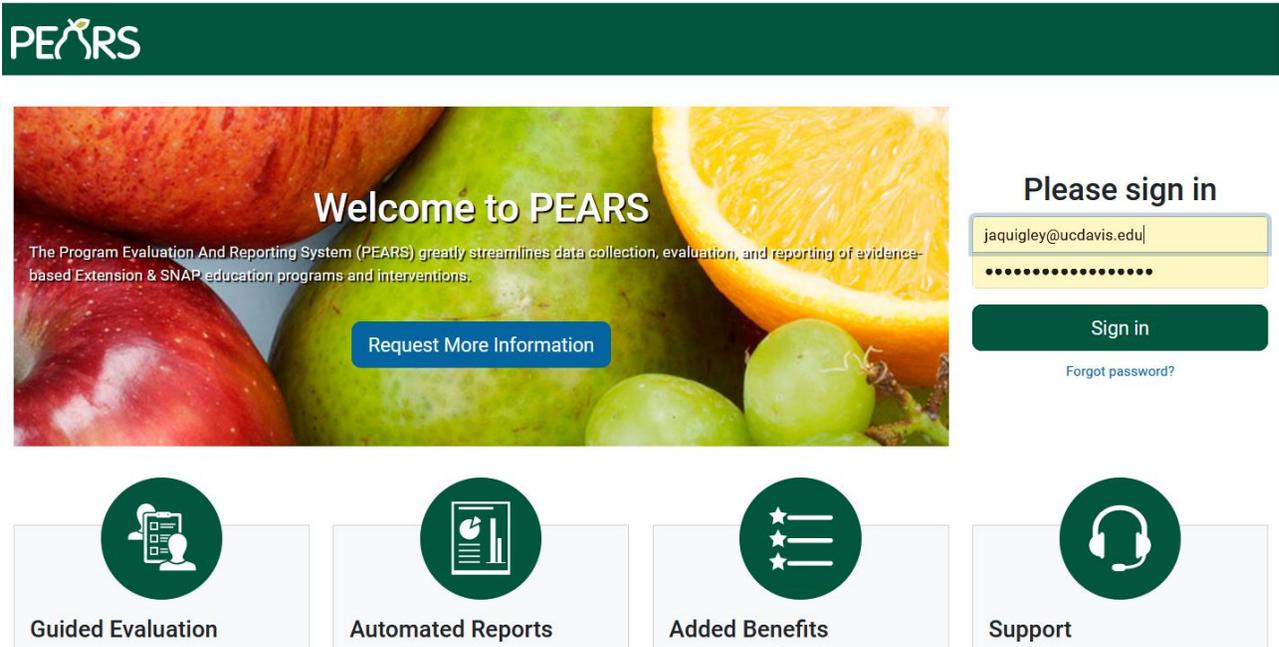Green highlighted text indicates new information in this tip sheet.

Figure 1 PEARS Sign-in Page
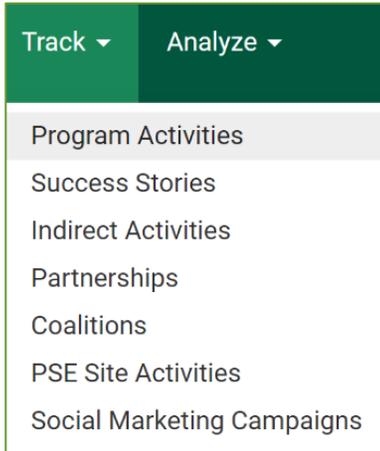
Figure 2 PEARS Home Screen Menu Bar

Figure 3 PEARS Track Menu

"**Track**" is for recording the impact of your work. Here you can enter your Program Activities (DE), Indirect Activities, PSE site activities, Partnerships, Coalitions and Success Stories,.

1. Click on the down arrow to Access all of the options including Program Activities

2. To add a program activity click on the "ADD" ![+ Add] button to the right of your screen.

3. Program Activities track information about direct education sessions or interventions. Each activity should represent a unique intervention but may include multiple sessions or meetings with the same audience.

4. There are six sections in the Program Activity Module. Track data entry progress in the Progress Box to the right of all sections in PEARS.
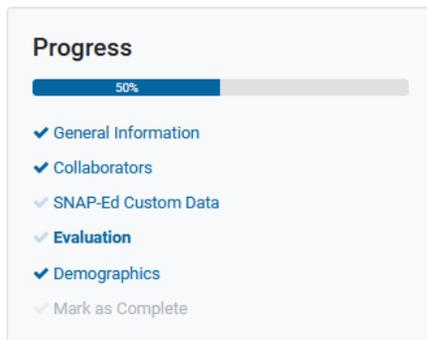
<table>
<tr><td align="center">**Progress Box**</td><td align="center">**Links to sections in this document**</td></tr>
</table>

Figure 4 PEARS Program Activity Progress Box

- 🌶 [General Information](#)
- 🌶 [Collaborators](#)
- 🌶 [SNAP-Ed Custom Data](#)
- 🌶 [Evaluation](#)
- 🌶 [Demographics](#)
- 🌶 [Mark as Complete](#)

General Information Page

The General Information Page includes the following fields. Titles with a red asterisk (*) are required fields and must be completed in order to save and move on to the next page of the activity

1. **Program Activity Name** *
   a. This is the name you give the Activity, please follow the [PEARS Guidelines for Program Activity Naming Job Aid](#)

   > Program activity name *
   >
   > [_____]
   >
   > This is a name you give the program activity for your reference.

2. **Site** *
   a. This is the site where the activity takes place
      i. If more than one site in an organization is participating, use the parent organization name
   b. DO NOT add sites to PEARS under any circumstances
      i. For schools listed as "Inactive" please contact the CFHL, UC State Office by emailing Jennifer Quigley at jaquigley@ucdavis.edu or for other site related issues

   > Site *
   >
   > [Search for a site ▼]
   >
   > Choose the site where this program was delivered. You may also select an organization that includes multiple sites (e.g. a school district or grocery chain). What are inactive sites?

3. **Unit** *
   a. This is the County where the activity takes place not the cluster

   > Unit *
   >
   > [------- ▼]
   >
   > This is the unit where the program activity was delivered.

4. **COVID-19 Impact**
   a. Please follow the [Guidelines for Entering Interventions Impacted by COVID-19 in PEARS](#)
   b. Options for this field:
      i. New due to COVID-19
      ii. Modified due to COVID-19
      iii. Postponed due to COVID-19
      iv. Canceled due to COVID-19
      v. No Impact due to COVID-19

   > COVID-19 Impact
   >
   > [------- ▼]

6. **Method used to deliver this program** *
    a. Using the dropdown chose the method for session delivery.
        i. Face to Face[i]
        ii. Webinar/Online
        iii. Mix of online and face to face
        iv. Other
            1. This will create another open text field to describe the other method

   Method used to deliver this program *
    [dropdown field: _____ ▼]

7. **Volunteers** | this field is optional and should be completed if extenders are used to deliver the materials (Extenders are teachers or Peer Educators trained to deliver CFHL, UC Curriculum and Interventions)
    a. **Number** | enter the total number of volunteers or extenders teaching the CFHL, UC Curricula
    b. **Total Hours** | enter the total hours the volunteer/extender provided as in-kind support to the program this time is entered in hours and can include prep time.
   c. **Youth Peer Volunteers Involved** | if the volunteers are youth/peers please indicate by checking the box

    Volunteers
    [field] [field] [checkbox]
    Number   Total hours   Youth Peer Volunteers Involved

8. **Sessions**
    a. <u>Start Date</u> *
        i. For CFHL, UC the start date is flexible as long as the date falls into the current fiscal year. (Federal Fiscal Years run between October 1 and September 20)
        ii. Dates that fall outside of the current fiscal calendar year will be flagged for correction

    Start Date *
    [mm/dd/yyyy 📅]
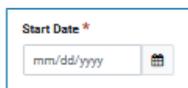
    b. <u>Start Time</u> *
        i. This will default to 3:30PM, there is no need to change this field

    Start Time
    [3:30 pm]
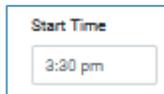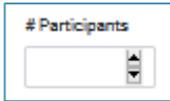
    c. <u>Length (Min)</u> *
        i. Enter the length of the session in minutes

    Length (min) *
    [field]

    d. <u># of Participants</u>
        i. Please **DO NOT** Complete this field. Enter all participant totals and demographics in the demographic section of the program activity.

 # Participants

e. Using IM
    i. If the session is delivered using "Interactive Media[ii]" please slide the IM button to the right or green

Using IM

f. Comments
    i. This is an optional field and may be used if there is specific information the PEARS User wishes to document

g. File Attachments
    i. This is an optional field and may be used for flyers, documents, photo releases, or images of the session

9. **Save and continue**
    a. In order to save the information for the Program Activity you must click on save or save and continue
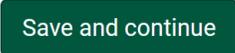
Save and continue **Save** **Cancel**

Collaborators

Add collaborators to give them access to make changes in this record only. Adding a collaborator does not give them any additional site wide access permissions.

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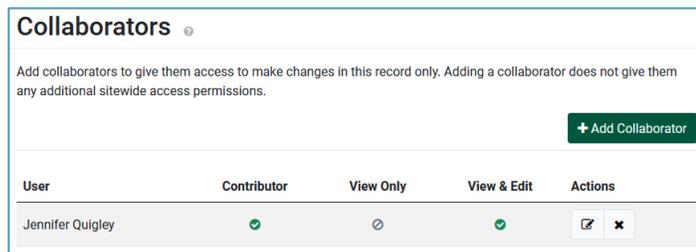
+ Add Collaborator

User	Contributor	View Only	View & Edit	Actions
Jennifer Quigley	✓	⊘	✓	✎ ✗

Figure 5 Collaborators Section

1. Click on **Add Collaborators** button to add a collaborate, a pop-up form will appear with the following fields
    a. **User** * | this must be an active PEARS User.
        i. Check the box of the user was involved in performing the work described in the Program Activity

User *

☐ Was this user involved in performing the work described in this record?

    b. **Access** * | Use this field to determine the level of access the collaborator will have for this Program Activity
        i. View Only
        ii. View and Edit

---

      iii. Level of contribution is an open text field where a role or level of contribution can be described

Access *

View Only	× ∨

    c. **What role or contribution did this user offer in this record**?

      i. This is an open text field for the details of the collaboration.

What role or contribution did this user offer in this record?

    d. **Number of Sessions** | using the arrows indicate the number of sessions the collaborator was involved in.

No. of Sessions

    e. **Save collaborator**

      i. You may edit or remove collaborators at any

Save	Cancel

SNAP-Ed Custom Data

For resources to assist in completing this section, please refer to the PEARS Resources and References webpage. The Curriculum Job Aid will help in finding the correct priority indicators, Intervention topics and objectives for this section. Other resources: SNAP-Ed Framework and the EARS FAQ's.

    1. **Intervention Name** *

      a. Choose the statewide intervention or initiative most related to this activity. Please contact the organization administrator if your intervention is not on this list. See dropdown options below

Intervention name *

---------	▾

- Before/Afterschool Programs | *YMCA, Parks and Rec., Boys & Girls Clubs*
- Early Care and Education | *ECE sites, Head Starts, Pre-K*
- Faith Places of Worship | *Churches*
- Farmers Markets
- Food Distribution | *FDPIR Distribution sites, Food Pantries*
- Health Care Services I *Clinics, Hospitals*
- Mass Media | *Social Media*
- Learning Sites (Other) | *Extension sites, Libraries, WIC Clinics*
- Places People Play | *Parks, Bicycle paths, Fairgrounds*

- Places People Eat | *Summer Meal Sites, Restaurants, Soup Kitchen*
- Residential Sites | *Individual Homes, Rehab centers, group homes*
- Schools
- Senior Services | *Congregate meal sites, senior centers*
- Stores
- Worksite and related | *CalFresh Offices, Military bases, Adult Edu. TANF*
- Other (Specify) | *Use to describe other interventions not listed above*

Table 1 PEARS Intervention Settings

2. **Priority Indicators** *

   a. Based on the [SNAP-Ed Framework](#) and listed in a dropdown list, choose all that apply to the Program Activity or based on the curriculum used see the [Curriculum Job Aid](#) for additional information. For direct education, the individual-level indicators in **blue** below are the most relevant.

> **Priority indicators** *
> _____

- ➢ Short Term (**ST**) | Goals and Intentions
- ➢ Medium Term (**MT**) | Behavioral Changes
- ➢ Long Term (**LT**) | Maintenance of Behavioral Changes
- ➢ Population Results (**R**) | Trends and Reductions in Disparities

- **MT1**-Healthy Eating Behaviors
- **MT2** Food Resource Management
- **MT3** Physical Activity & Reduced Sedentary Behavior
- **MT5** Nutrition Supports
- **MT6** Physical Activity & Reduced Sedentary Behavior Supports
- **LT5** Nutrition Supports Implementation
- **LT6** Physical Activity Supports Implementation
- **LT7** Program Recognition

- **LT8** Media Coverage
- **LT10** Planned Sustainability
- **R2** Fruits and Vegetables
- **ST1** Healthy Eating
- **ST2** Food resource management
- **ST3** Physical Activity & Reduced Sedentary Behavior
- **ST5** Readiness and Need
- **ST7** Organizational Partnerships
- **ST8** Multi-Sector Partnerships and Planning

Table 2 Priority Indicator Options

4. **Target Audience |** This is an optional field and one we do not use for CFHL, UC

Target audiences

5. **Setting** *

   a. Primary setting where the activity took place

   b. The site setting will default to the setting listed on the *SharePoint* Site List. If the activity setting is different, please change to the appropriate setting option from the dropdown. Below are options in the dropdown list in PEARS.

Setting *

Schools (K-12, elementary, middle, and high)

EAT DOMAIN	LIVE DOMAIN	SHOP DOMAIN
▪ Congregate meal /senior nutrition centers ▪ Fast food chains ▪ Mobile vending/food trucks ▪ Restaurants ▪ Soup kitchens ▪ USDA Summer Meals sites ▪ Other places people go to eat:	▪ Emergency shelters and temporary housing sites ▪ Faith-based centers/places of worship ▪ Health care clinics and hospitals ▪ Indian reservations ▪ Individual homes or public housing sites ▪ Group living arrangements/residential treatment centers ▪ Other settings where people live or live nearby:	▪ Farmers markets ▪ Food assistance sites, food banks, and food pantries ▪ FDPIR distribution sites ▪ Small food stores ▪ Large food stores and retailers ▪ Other places people go to access food
LEARN DOMAIN	**PLAY DOMAIN**	**WORK DOMAIN**
▪ Before- and after-school programs ▪ Early care and education facilities ▪ Extension offices ▪ Family resource centers ▪ Libraries ▪ Mobile education sites ▪ Schools (K-12) ▪ Schools (colleges and universities) ▪ WIC clinics ▪ Other places people go to learn:	▪ Bicycle and walking paths ▪ Community & recreation centers ▪ State/County fairground ▪ Gardens (community) ▪ Parks and open spaces ▪ Other places people go to play:	▪ Adult education, job training, TANF, and veteran services sites ▪ Military bases ▪ SNAP offices ▪ Worksites with low-wage workers ▪ Other places people go to work:

Table 3 PEARS Settings by Domain

6. **Primary Curriculum** *

    a. Choose the Primary curricula used for this activity. Choose form the CA Approved Curriculum List.

    b. Add Additional curricula into the next field or alternatively there is a field for other approved material.

> Primary curriculum *
>
> ---------

7. **Additional Curriculum**

    a. Use this field if additional SANP-Ed Approved curriculum is used to deliver this intervention

> Additional curricula
>
>

8. **Objectives** *

    a. Based on the objectives in the Statewide Goals and Objectives in the current FFY SNAP-Ed plan. For additional information, see the Curriculum Job Aid.

> Objectives *
>
>

9. **Intervention Topics** *

    a. The intervention topics come from the EARS Form and are associated with each curriculum. For additional information, see the Curriculum Job Aid.

> Intervention Topics *
>
>

10. **Did this activity include a Food Demonstration**?

    a. Yes or No

> Did this activity include a food demonstration/taste test?
>
> ---------

    b. If yes is chosen an additional field will appear "What Recipes where used?

        i. List a recipe or food tasting item or leave blank.

> What recipe(s) were used?
>
>

Evaluation

This is a required field. If this activity has no demographic surveys or evaluation tools used in PEARS select "No", and click "save and continue".

1. **Did you perform any evaluations of this Program Activity**? *

    a. Yes or No

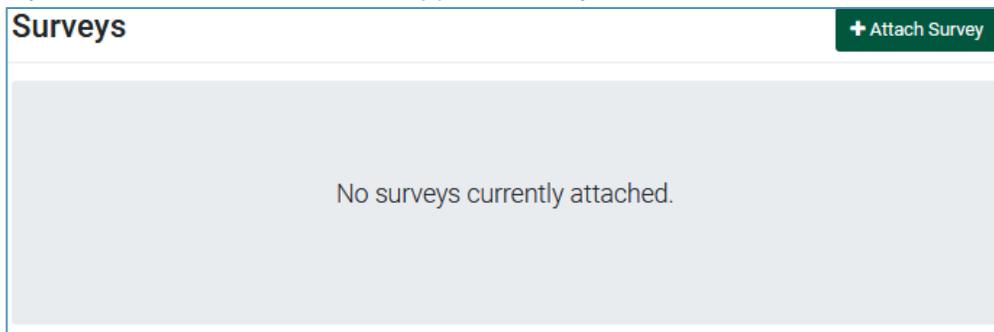   b. If yes an additional section will appear Surveys

    Figure 6 Surveys Section | Program Activities

Program Activity Tip Sheet

Surveys

Please refer to the CFHL, UC Website PEARS Program Activity and Surveys page for more information.

Other tools and guidance to assist PEARS Users with surveys:

➢ FFY 2021 Recommended Evaluation Tools and SMART Objectives | this document has been expanded to include a broader range of tools for evaluation including Policy, Systems and Environmental (PSE) change and youth engagement efforts. For FFY21, an additional FFY21 Evaluation Changes due to COVID-19 shorter summary document is also posted on the CFHL, UC website. Significant updates to this document are in <mark>yellow highlight</mark> for easier reference.

    o **Note**: As in previous years, when selecting the best direct education evaluation tool to use, please consider your curriculum delivery period. If you deliver a series-based curriculum over at least 4 weeks/1 month, please use a pre/post survey (when available) to capture behavioral outcomes. Alternatively, when delivering single sessions/workshops or a series over fewer than 4 weeks/1 month, you would use ITCs to assess short-term outcomes. Please use ONE evaluation approach by administering either (1) a pre/post survey or (2) relevant ITC surveys, but NOT both. Please contact the state office to clarify any questions you have about evaluation approaches and tools.

        ▪ Adult Evaluation Tools

        ▪ Youth Evaluation Tools

➢ PEARS Surveys Tip Sheet for CFHL, UC PEARS Users | This document will take you step by step through the process for attaching surveys, entering matched pre/post survey data and using the auto calculate function to generate demographics for your adult class participants (optional approach).

➢ PEARS Online Adult Survey Links Tip Sheet | This document will take you through the process for generating a public survey link in PEARS and distributing the link to adult class participants via Zoom.

➢ PEARS: How to Collect Survey Response Data with a Public Link | This resource includes a "how-to" video from PEARS that take you step-by-step through the process for generating a public survey link in PEARS in order to collect adult participant surveys online when delivering web-based nutrition education classes.

Table 4 CFHL, UC Survey and Evaluation Guidance

Program Activity Tip Sheet

Demographics

Auto Calculate Tool

PEARS can calculate the demographic makeup of participants automatically. To use this tool, first enter survey response data, or ask your administrators about using site-wide demographics as estimates.

The age & sex table must equal the overall **Total***** for SNAP-Ed participants. This is a requirement for EARS data. Validation for Race and Ethnicity ensures that all sections are equal to the overall total in the PEARS System. This means that the system may add to the actual totals to even out the Race and Ethnicity totals using the "***Unknown***" field.

Adult demographics | before you can auto calculate your demographics, you will need to add a survey instrument and add all the responses for the Adult Demographic data card.

Youth demographics | If the site where the activity is being delivered is a public school and has a CDS (County District School) code with updated demographics, the demographics will calculate automatically.

If the youth site is not a CDE coded school then the number of students will need to be entered into the total Field, and all subsequent data, sex by age, Ethnicity and Race.
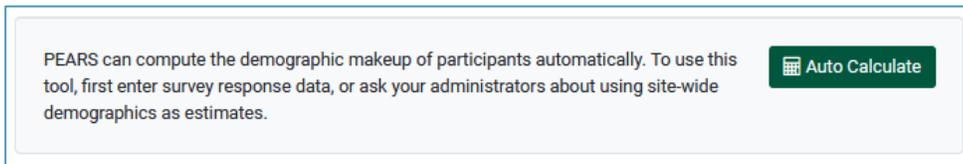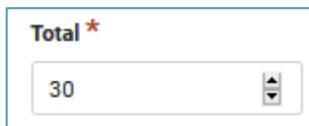
Figure 7 PEARS Auto Calculate Tool

1. **Total** *

    a. If using the auto calculate function click on the auto calculate button and enter the total number of participants.

        i. The method and source fields will auto populate

    b. If manually entering the demographics enter the total number of participants here.

2. **Method used to determine demographic makeup of participants** *

    a. Actual Count | participants were actually counted by the educator or completed an adult demographic form themselves (self-reported data)

    b. Estimated Count | all other methods used to count the participants including CDE Data
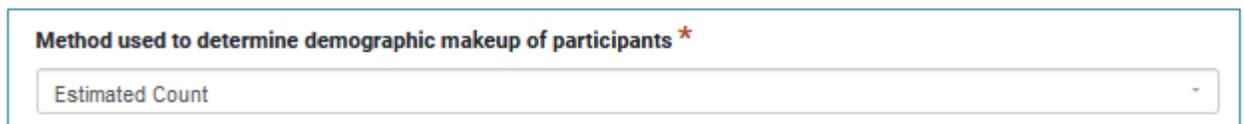
3. **Source of Data** *

   a. <u>Commercial market data on audience size</u> | Radio or television reach, supermarket reach or data on number of patrons in a specified amount of time

   b. <u>Survey of target audience</u> | Adult demographic card

   c. <u>Visual Estimate</u> | CFHL, UC recommends only counting participants and using the target audience age as the estimated age range. All other fields would be unknown for participants that do not wish to complete a demographic card.

   d. <u>Other</u> | Describe in text field | CDE Data is an example of other data

Source of Data *
Other

Source other *
Site Demographics

4. **Age & Sex** *

   a. Enter the participants into the age and sex fields.

      i. If a participant chooses "prefer not to answer", "Unknown" or leaves blank enter into the *Unknown* column.

      ii. The total number of participants entered into age and sex mu**st equal the total number of participants entered in step 1 above**. An error message will occur if these do not match.

Age & Sex *	Female	Male	Unknown
Less than 5 years	0	0	0
5 – 17 years	16	14	0
18 – 59 years	0	0	0
60 years or older	0	0	0

   Figure 8 PEARS Age & Sex Section

5. **Ethnicity** *

   a. If a participant chooses "prefer not to answer" this will be entered into the "Prefer not to respond" field

   b. If a participant does not complete a demographic survey, count these participants in the "Unknown" field for ethnicity.

c. The total number of participants entered into Ethnicity must equal the total number of participants entered in step 1 above. An error message will occur if these do not match.

Figure 9 PEARS Ethnicity Section

6. **Race** *

a. If a participant chooses "prefer not to answer" this will be entered into the "Prefer not to respond" field

b. If a participant does not complete a demographic survey, count these participants in the "Unknown" field for race.

c. The total number of participants entered into Race must equal the total number of participants entered in step 1 above. An error message will occur if these do not match.

Figure 10 PEARS Race Section

7. **Save and Continue** OR **Save** and return later to complete

Mark as Complete

Before a Program Activity is complete, finish adding all of the Program activity data. Please make sure that each section is checked off in the Progress box and responses are recorded for all attached surveys.

1. Review ALL program data.

   a. Marking the program complete indicates you have finished entering data and are ready for this program activity's information to be included in reports.
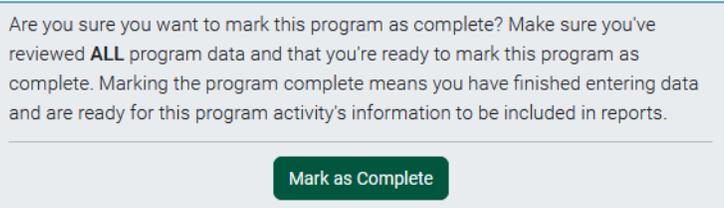
   Are you sure you want to mark this program as complete? Make sure you've reviewed **ALL** program data and that you're ready to mark this program as complete. Marking the program complete means you have finished entering data and are ready for this program activity's information to be included in reports.

   Mark as Complete

   Figure 11 Mark as Complete

   ✓

   Success

   Program Activity successfully marked as complete.
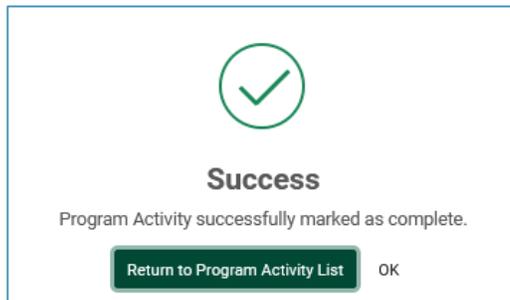
   Return to Program Activity List   OK

   Figure 12 Success Image

2. Modifications and edits to a completed Program Activity.

   a. If you find errors or are requested to make changes to a "Complete" Program Activity you will need to return to the Program Activity and mark as Incomplete

      i. To mark an activity as incomplete locate the program activity in your list.
      ii. Using the Progress box, click on Mark as incomplete.
      iii. Once you have successfully completed the "mark as incomplete" function, you may use the progress box to return to specific sections of the Program Activity to make edits or fix errors.
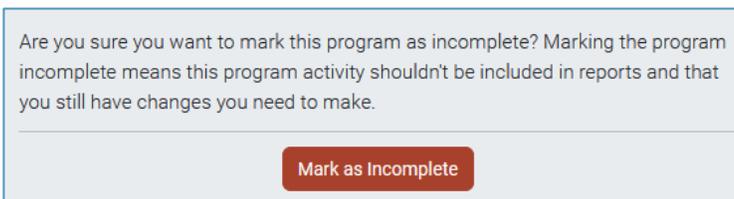
   Are you sure you want to mark this program as incomplete? Marking the program incomplete means this program activity shouldn't be included in reports and that you still have changes you need to make.

   Mark as Incomplete

   Figure 13 Mark as Incomplete

i **Face-to-face** refers to programming that is delivered in person, where the educator is in the same physical location as the participants.

ii**Interactive Multimedia** 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 or an online class with interactive components. A PowerPoint or video would count as interactive media if it provides a way to respond to a participant's input through a feature that is used within the presentation. For instance, if a slide asks for a participant to respond to a question, and the following content is presented in a way that is customized to the response, this is an interactive PowerPoint presentation. If you want to know if your specific technology counts as interactive multimedia, please consult with your Regional Coordinator.