Washington SNAP-Ed Evaluation Guidance for Federal Fiscal Year 2020

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

Please note that changes from FFY 2019 Evaluation Guidance have been highlighted.
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SNAP-Ed Evaluation in Washington

The SNAP-Ed Evaluation will tell the statewide story of SNAP-Ed in Washington. To do that, the evaluation team will establish a widespread evaluation effort that will help stakeholders understand the process, outcomes, and impact of SNAP-Ed activities 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.

Demographic Information: The evaluation team will distribute demographic cards to local agencies for use with adults. Local agencies will use demographic cards with all adults who participate in direct education to collect individual level demographic information. Information includes age, race, and ethnicity. Local agencies should collect class-level demographic information when working with youth.

Direct Education Evaluation: We will continue to give pre/post surveys for direct education evaluation in 2020. Contact your implementing agency for evaluation tools.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Evaluation Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>WA Demographic Card</td>
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<tr>
<td>Adults</td>
<td>Adult Food and Nutrition Survey (SNAP Happy)</td>
</tr>
<tr>
<td>Youth: Kindergarten-2nd grade</td>
<td>Eat Well and Move! From EFNEP</td>
</tr>
<tr>
<td>Youth: 3rd-5th grade</td>
<td>3rd-5th Grade Food and Nutrition Survey (SNAP Happy)</td>
</tr>
<tr>
<td>Youth: 6th-8th grade</td>
<td>6th-8th Grade Food and Nutrition Survey (SNAP Happy)</td>
</tr>
<tr>
<td>Youth 9th-12th grade</td>
<td>9th-12th Grade Food and Nutrition Survey (SNAP Happy)</td>
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</tbody>
</table>

PSE Evaluation Approaches Study (PEAS): The evaluation team will work with local agencies to test selected tools for feasibility in schools and food bank settings during FFY 2020. The pilot will include training, testing the tools and debriefing about the experience with members of the evaluation team. Interested local agencies should contact their Implementing Agency and the evaluation team in order to participate.

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 Training:
The evaluation team will post evaluation guidance and videos for SNAP-Ed direct education survey tools, PEARS modules, ID number methodology, survey data entry, and other requested topics in FFY 2020. Links to evaluation guidance documents and training videos will be available on the SNAP-Ed website.

PEARS Data Entry:
All PEARS modules are required in FFY 2020. However, if a local agency does not do any direct education work, they may skip the Program Activities Module. Similarly, if a local agency does not do any PSE work, they may skip the PSE Module.

All information in each module, including survey responses, should be entered into PEARS. Local agencies should work with their IA to make sure all information is entered by the following dates:

- Quarter 1 (Oct-Dec) - January 31st
- Quarter 2 (Jan-Mar) - April 30th
- Quarter 3 (April-June) - July 31st
- Quarter 4 (July-September) - October 8th

Please note that Implementing Agencies may have earlier data entry deadlines.

Regional Evaluation Projects:
The evaluation team will continue to highlight special regional and local projects in FFY 2020. 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, which the IA will send to the evaluation team. The Regional Evaluation Liaison on the evaluation team will work with IAs and local agencies to create evaluation, data collection, 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 local agency service area and needs.
Report Review

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 31st
- Quarter 2 Reports: April 30th
- Quarter 3 Reports: July 31st

Please send quarterly reports to the SNAP-Ed Evaluation mailbox: SNAPEdEvaluation@doh.wa.gov, and cc Nora Downs: nora.downs@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 Visits

The evaluation team will visit each local provider in FFY 2020. The goal of these visits is for the evaluation team to build relationships directly with local providers, learn about provider evaluation needs, and improve statewide and regional evaluation. Visits are not intended to evaluate the local provider in any way, rather to gather feedback to improve the evaluation so it can better meet local provider needs.

How will site visits be scheduled?
The evaluation team aims to meet with each local provider at least once during FFY 2020. 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:

- 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 needed 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.

1 Questions may change based on feedback from local providers and evaluation need.
Quality Assurance Process

The goal of Washington SNAP-Ed’s statewide evaluation is to tell the story of SNAP-Ed work using data. In order to ensure accuracy in our data analysis and storytelling, we need to make sure data entry is accurate and complete. Through this quality assurance process, the evaluation team will periodically check regional data entry. This will give us confidence that the data entered into PEARS in Washington is accurate and complete, and will help us understand where there is a need for additional training and guidance.

Who is responsible?
Local agencies, IAs, and the evaluation team all have roles to play in this process. The evaluation team will check data entry in PEARS.

How does it work?
Local agencies will make sure that all surveys have participant ID numbers and that the cover sheet is complete. Then, based on the system established with their IA, they will either enter the survey data themselves or send the surveys to their IA for data entry.

After surveys are entered into PEARS, the person responsible for data entry will pull the first set of surveys of every five classrooms/program activities (each with their own survey set). The local agency or IA should then send the pulled sets of surveys to the evaluation team in pre-addressed manila mailing envelopes.

Once the evaluation team receives the surveys, they will compare the answers on the paper surveys with those in PEARS. If there are significant causes for concern, the evaluation team will reach out to the IA to learn what additional trainings might be necessary.

Where do I get envelopes?
The evaluation team will give implementing agencies pre-addressed, stamped envelopes. If local agencies do their own data entry, they should contact their IA for envelopes.

What surveys do I need to pull?
Local agencies or IAs should pull the first of every FIVE direct education program activities that they enter into PEARS. That means that the person responsible for data entry will pull the full set of surveys for the first, sixth, eleventh, etc. program activity that they enter.

When does the evaluation team need surveys?
The evaluation team prefers to receive surveys on a rolling basis. If surveys must be sent in bulk, surveys for QA are due to the evaluation team two weeks after the quarterly data entry due date:

- **Quarter 1 (Oct-Dec):** February 15th
- **Quarter 2 (Jan-Mar):** May 15th
- **Quarter 3 (April-June):** August 15th
- **Quarter 4 (July-September):** October 22nd

What other information does the evaluation team need?
The evaluation team has adapted cover sheets created by IA’s in previous years. Local agencies or IAs should fill out every field on the cover sheet, and send it to the evaluation team along with the pre/post-surveys. The cover sheet asks about region, local agency name and contact person, data entry person, PEARS Program Activity ID Number, pre-test date and post-test date, site name, and curriculum name.
Important Dates and Deadlines

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 31st
- Quarter 2 (Jan-Mar) - April 30th
- Quarter 3 (April-June) - July 31st
- Quarter 4 (July-Sept) - October 8th

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 plans to pull data from PEARS on the following dates:

- Quarter 1 - February 1st
- Quarter 2 - May 1st
- Quarter 3 - August 1st
- Quarter 4 - October 9th

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

- Quarter 1 - January 31st
- Quarter 2 - April 30th
- Quarter 3 - July 31st

**Surveys for the Quality Assurance** process are due to the evaluation team on the following dates:

- Quarter 1 (Oct-Dec): February 15th
- Quarter 2 (Jan-Mar): May 15th
- Quarter 3 (April-June): August 15th
- Quarter 4 (July-September): October 22nd

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: January 31

**Survey Orders** are due to the evaluation team on the following dates. Local providers may print surveys if they need run out of surveys or need additional surveys prior to the next shipment. All surveys should be printed in color. SNAP Happy surveys should be printed single-sided, and Eat Well + Move Surveys should be printed double-sided.

- Surveys for Q1 & Q2 2020: August 19, 2019
- Surveys for Q3 & Q4 2020: February 17, 2020
- Surveys for Q1 & Q2 2021: August 17, 2020
Communications:

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, like the PSE Evaluation Approaches Study (PEAS), regional evaluation, 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. 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.

Monthly Regional Evaluation Topic Calls with the SNAP-Ed Leadership Team:
The evaluation team will continue to hold regional evaluation topic calls with the leadership team to foster conversations around regional evaluation. Calls will occur on the third Tuesday of each month from 2:00-3:00pm via GoToMeeting. Call times and dates may change based on participant feedback.
Unique Identification Numbers

Unique participant identification (ID) numbers help the evaluation team match a participant’s pre- and post-tests. Matching lets the evaluation team measure one person’s change over time. This helps us learn if a curriculum is effective at teaching our Washington SNAP-Ed population. Educators should assign an ID number to every person who takes a survey in a SNAP-Ed direct education.

When to use ID Numbers:
Educators should assign ID Numbers to all SNAP-Ed direct education participants who take a pre/post survey or fill out a demographics card. A participant should use the same ID number for all of their SNAP-Ed evaluation materials.

- Use each student code only once during the fiscal year.
- Adult and youth ID codes should not overlap.
- Local agencies and educators should assign student codes.

How to Assign ID Numbers:

Adults and Youth Outside of Schools:

Educators should use class rosters or sign-in sheets to assign ID numbers to each participant. When completing pre/post surveys, participants will write their names on the cover pages of the surveys, and leave the participant ID field on the survey blank. Educators will then use their rosters with assigned IDs to fill in the participant ID field on each survey, and tear away the coversheets to protect the personal identifiers of each participant.

The evaluation team strongly recommends that educators keep the roster or class list that matches assigned ID numbers with names for the duration of the series. This will ensure ID numbers will be consistent for pre- and post-tests, which helps with data entry, and prevent issues around forgotten student codes. This list should be held separately from the surveys and destroyed upon completion of the class.

All ID numbers should be used for only one person per fiscal year. ID numbers may be re-used in new fiscal years.

SNAP-Ed ID Numbers should look like this:

<table>
<thead>
<tr>
<th>3</th>
<th>0</th>
<th>5</th>
<th>0</th>
<th>0</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region (1-5)</td>
<td>Local Agency (00-98)</td>
<td>Student code (0000-9999)</td>
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</tbody>
</table>

Implementing Agencies will assign local agency numbers.

Local agencies will assign the four-digit student code. Every participant in a SNAP-Ed direct education should have a unique ID number. While student codes are four-digits, we recommend that each agency use one or two of those digits to assign educator codes or specific ranges of “student code” numbers to individual educators.
Youth In Schools:

Educators should use students’ State Student ID Number (SSID) as the SNAP-Ed ID number for youth in schools. Using SSID numbers allows the evaluation team to receive individual-level demographic information from the Washington Office of the Superintendent of Public Instruction (OSPI), which will be used to learn about equity in Washington SNAP-Ed programming. Only evaluation team members will have access to student demographic information.

Educators should match SSID numbers to names on surveys after students take their pre-test and again after they take the post-test. Survey cover sheets can be removed prior to sending surveys in for data entry to ensure confidentiality during the data entry process.

SSIDs can be obtained from the school office. If educators have difficulty obtaining SSIDs from school offices, they should contact the evaluation team for a letter that confirms that SNAP-Ed evaluation meets the FERPA requirements to receive student data.
Direct Education Evaluation Tool Overview

The Washington State evaluation team used its guiding principles, feedback from key informants, and the SNAP-Ed Evaluation Framework and Interpretive Guide to choose and develop evaluation tools. Evaluation tools were selected if they were evidence-based, validated or practice-tested, were at appropriate reading levels, designed to measure Washington’s selected SNAP-Ed Evaluation Framework Priority Indicators. Original evaluation tools were designed to meet the same goals as selected tools and were tested to ensure feasibility, validity, reliability, and accuracy. Prior to proctoring any evaluation tool, an educator should review all of the relevant training materials and webinars.

Evaluation Tools for Adults

**SNAP Happy Food and Nutrition Survey for Adults:**

The purpose of this tool is to document client behavior change by assessing self-reported client eating behaviors before and after nutrition education lessons. This tool has been validated with low income and low literacy populations. This tool is available in English and Spanish. Russian SNAP Happy surveys will be available early in the 2020 calendar year. Educators should use this tool for all adult nutrition education class series (two or more class sessions), except Cooking Matters. Administer this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies should contact their Implementing Agency to order this tool.

**Demographics Card**

The Washington State SNAP-Ed Demographics Card will help the evaluation team consider demographic factors like race and ethnicity when analyzing data. This will help us ensure that SNAP-Ed is providing equitable programs and teaching appropriate curricula throughout the state. The Demographics card is available in English and Spanish. Russian Demographic cards will be available early in the 2020 calendar year. Educators should use the demographics card with all adult curricula and direct education series, except Cooking Matters. Educators should collect the demographics card just once per direct education series, either at the beginning or at the end of the series.

**Cooking Matters Survey**

This survey was developed by Share Our Strength and should be used for Cooking Matters Classes only. This survey may be administered electronically. Local agencies should contact Solid Ground if they are teaching Cooking Matters and need this tool.
Evaluation Tools for Youth

**Eat Well and Move for K-2nd Grades:**
The purpose of this tool is to learn about participant knowledge change after SNAP-Ed participation. This tool is available in English and Spanish. **Educators should use this tool for youth nutrition education class series (two or more class sessions) with kindergarteners, first graders, or second graders,** like Grazin’ with Marty Moose or Read for Health. Educators should proctor this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies can find this tool [here (external web link)](http://wasnap-ed.org/evaluation), or can contact their Implementing agency to order print versions of the tool.

**SNAP Happy Food and Nutrition Survey for 3rd-5th Grades, 6th-8th Grades, and 9th-12th Grades:**
The purpose of these tools is to learn about participant behavior change by assessing client self-reported behaviors before and after nutrition education lessons. These tools are available in English and Spanish. **Educators should use the tool to the age group or grade they are teaching for all youth nutrition education class series (three or more class sessions).** The 9th-12th grade survey should be used with all high-school aged participants, including emancipated minors and participants who are not in school. Educators should proctor this tool at the beginning of the first nutrition education lesson and at the end of the final lesson. Local agencies may order these tools from their Implementing Agency, or they may print them in color. Surveys can be found on the website at [http://wasnap-ed.org/evaluation](http://wasnap-ed.org/evaluation).
Surveys to Use with Approved Curricula

The table lists every approved Washington SNAP-Ed curriculum for Federal Fiscal Year 2020, the audience for that curriculum, and the evaluation tool local agencies should use when educators teach that curriculum. Please note that educators should use the Washington SNAP-Ed Demographics Card and the Food and Nutrition Survey with adults.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Audience</th>
<th>Evaluation Tool</th>
</tr>
</thead>
</table>
| CATCH: Coordinated Approach to Child Health    | Youth – Grades K-8 | K-2<sup>nd</sup> Grade: Eat Well + Move!  
3<sup>rd</sup>-5<sup>th</sup> Grades: 3<sup>rd</sup>-5<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)  
6<sup>th</sup>-8<sup>th</sup> Grades: 6<sup>th</sup>-8<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) |
| CHFFF/CHAT: Choose Health, Food, Fun & Fitness | Youth – Grades 3-6 | 3<sup>rd</sup>-5<sup>th</sup> Grades: 3<sup>rd</sup>-5<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)  
6<sup>th</sup> Grade: 6<sup>th</sup>-8<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) |
| Cooking Matters                                | Youth - Grades 4-12  
Youth - Pregnant Teens  
Adults & Seniors | Cooking Matters Survey |
| Eat Smart, Live Strong                         | Seniors | Demographics Card; Adult Food and Nutrition Survey (SNAP Happy) |
| EatFit                                         | Youth – Grades 6-8 | 6<sup>th</sup>-8<sup>th</sup> Grades: 6<sup>th</sup>-8<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) |
| Eating Smart, Being Active 2017, Plus Pregnancy Lessons | Youth – Pregnant Teens  
Adults & Seniors | Pregnant Teens: 9<sup>th</sup>-12<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)  
Adults & Seniors: Demographics Card; Adult Food and Nutrition Survey (SNAP Happy) |
| Food Smarts                                    | Youth – Grades 4-8  
Youth—Pregnant Teens  
Adults & Seniors | 4<sup>th</sup>-5<sup>th</sup> Grades: 3<sup>rd</sup>-5<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)  
6<sup>th</sup>-8<sup>th</sup> Grades: 6<sup>th</sup>-8<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)  
9<sup>th</sup>-12<sup>th</sup> Grades: 9<sup>th</sup>-12<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy)  
Adults & Seniors: Demographics Card; Adult Food and Nutrition Survey (SNAP Happy) |
| Grazin’ with Marty Moose 2016 WSU Edition      | Youth – Grade 2 | Eat Well + Move! |
| Growing Healthy Habits                         | Youth – Grades K-5 | K-2<sup>nd</sup> Grades: Eat Well + Move!  
3<sup>rd</sup>-5<sup>th</sup> Grades: 3<sup>rd</sup>-5<sup>th</sup> Grade Food and Nutrition Survey (SNAP Happy) |
<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Audience</th>
<th>Evaluation Tool</th>
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</thead>
<tbody>
<tr>
<td><strong>Kids in the Kitchen</strong></td>
<td>Youth – Grades 1-10</td>
<td>K-2&lt;sup&gt;nd&lt;/sup&gt; Grades: Eat Well + Move!</td>
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<td>3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt; Grades: 3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt; Grade Food and Nutrition Survey (SNAP Happy)</td>
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<td>6&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt; Grades: 6&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt; Grade Food and Nutrition Survey (SNAP Happy)</td>
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<td><strong>MyPlate in Practice</strong></td>
<td>Youth – Grade 3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt; Grade Food and Nutrition Survey (SNAP Happy)</td>
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<tr>
<td><strong>Nutrition in Me</strong></td>
<td>Youth – Grades 3-4</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt; Grade Food and Nutrition Survey (SNAP Happy)</td>
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<td><strong>Nutrition to Grow On</strong></td>
<td>Youth – Grades 4-6</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt; Grades: 3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt; Grade Food and Nutrition Survey (SNAP Happy)</td>
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<td>6&lt;sup&gt;th&lt;/sup&gt; Grade: 6&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt; Grade Food and Nutrition Survey (SNAP Happy)</td>
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<tr>
<td><strong>Plan, Shop, Save, &amp; Cook</strong></td>
<td>Adults &amp; Seniors</td>
<td>Demographics Card; Adult Food and Nutrition Survey (SNAP Happy)</td>
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<tr>
<td><strong>Read for Health – WSU Edition</strong></td>
<td>Youth – Grades 1-2</td>
<td>Eat Well + Move!</td>
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<tr>
<td><strong>Teen Cuisine</strong></td>
<td>Youth – Grades 6-12</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt; Grades: 6&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt; Grade Food and Nutrition Survey (SNAP Happy)</td>
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<td>9&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt; Grades: 9&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt; Grade Food and Nutrition Survey (SNAP Happy)</td>
</tr>
</tbody>
</table>
Survey Proctoring Instructions

Why do we use pre/post surveys?
SNAP-Ed in Washington uses pre- and post-surveys to help us learn whether participants apply what they learn and change their food-, physical activity-, and food resource management-related behaviors.

When does someone use pre/post surveys?
An educator or local provider should use pre/post surveys when they teach direct education series curricula from Washington’s approved SNAP-Ed curriculum list. The educator should proctor a survey two times: the pre-survey before the first lesson begins, and the post-survey after the last lessons’ education is complete.

Which pre/post survey should I use?
An educator should use the pre/post survey that relates to the age group they are working with. This page has a full list of curricula and corresponding evaluation tools.

How does an educator proctor a survey?
An educator should follow the guidelines below when they proctor surveys. First, they should introduce themselves and the survey. Then, they should read the survey script, answering participant questions along the way. Then, they should wrap-up by collecting surveys, ensuring each one has a SNAP-Ed ID number and date, and thanking participants.

Educators should use the guiding method of proctoring when administering all SNAP-Ed surveys. In the guiding method, educators read each question and answer option aloud with the class. This method helps assure all participants understand the questions and answers, and that all participants are involved.

Proctors should come prepared with:
- Pencils. Educators or survey proctors should carry pencils with them when proctoring surveys. Pencils allow participants to change their answers more easily, and facilitates data entry
- Surveys
- Demographic cards, if working with adults
- Script, if necessary
- Proctor guide or Evaluation Guidance

Proctors should be prepared to:
- Remind participants that this is not a test
- Use a neutral tone
- Pause and scan the room to allow participants time to finish marking their answer
- Answer questions without leading participants to an answer. Proctors or educators may read questions aloud, translate, or define words. Proctors should not emphasize an answer choice or show favoritism for a particular answer
- Give examples
- Read the all survey questions and answer options aloud with all age groups
- Encourage participants to draw or write responses on SNAP Happy cover sheets or provide a quiet activity to participants who finish early
Introducing a Survey:

- Before handing out the survey, educators should introduce themselves and the survey to the class. Educators should review why they are giving participants a survey, and any disclaimers the survey has. Educators should use positive or neutral language when they introduce surveys.
- Educators or proctors should explain the following in their introductions:
  - How long the survey will take to complete.
  - Surveys are used to help ensure SNAP-Ed programs and curricula are appropriate for all participants, and make sure that SNAP-Ed offers the best programs possible.
  - Surveys are not graded. There is no right or wrong answer.
  - Surveys will be de-identified, which means that the people who analyze survey data will not know who took which survey.
- Direct participants to complete the survey without talking. Participants should also be encouraged to raise their hand if they have any questions for the proctor.
- Hand out surveys after the educator or proctor completes their introduction. This will help ensure participants are focused on survey instructions.

After completing a survey, proctors should collect surveys from the class:

- Collect surveys one at a time, when possible.
- Check that the date, and the participant’s name or ID number are filled out.
- Do not check for completeness. Participants may skip questions.
Instructions for Proctoring Evaluation Tools

Proctors or educators may have additional questions regarding how to proctor a survey, or how to answer a participant question. The next section explains each survey, and how to complete it.

Cooking Matters Survey

This survey was developed by Share Our Strength and should be used for Cooking Matters Classes only. This survey may be proctored electronically. Local Agencies should contact their Implementing Agency and Solid Ground if they have questions about this survey.

Eat Well and Move for K-2nd Grades:

Eat Well + Move for K-2nd Graders will help the evaluation team assess changes in knowledge after SNAP-Ed participation. Educators should use this tool with K-2nd grade series, like Marty Moose and Kids in the Kitchen. Educators should proctor this tool before the first lesson begins and after the last lesson ends.

Eat Well and Move, Checklist for K-2nd Grade: Script

Educators may use this script when they proctor Eat Well + Move. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. Educators do not have to follow this script exactly, but should not change the meaning or intention of the question or survey. The script is available as a download from the EFNEP website (download from web link).

Eat Well and Move, Checklist for K-2nd Grade: Instruction Guide

<table>
<thead>
<tr>
<th>Question</th>
<th>Pictures</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: Circle Kids Being Active</td>
<td>4 pictures:</td>
<td>This question is about being active and moving our body. Have students circle the pictures that show kids being active. Circle as many pictures that you think are kids being active and moving their bodies. Point to the pictures as you read through the script. Wait for students to finish each question before moving on.</td>
</tr>
<tr>
<td></td>
<td>• A girl swinging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A boy riding a bike</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A child watching TV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A girl on her computer</td>
<td></td>
</tr>
<tr>
<td>Q2: Circle healthy snacks</td>
<td>4 pictures:</td>
<td>This question is about healthy snacks. Look at the snack pictures. Circle the healthy snacks. Circle as many pictures that you think are healthy snacks. Point to pictures as you read through the script. Wait for students to finish each question before moving on.</td>
</tr>
<tr>
<td></td>
<td>• French fries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• tomatoes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• bananas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• yogurt</td>
<td></td>
</tr>
<tr>
<td>Q3: Circle Vegetables</td>
<td>4 pictures:</td>
<td>This question is about vegetables. Circle vegetables. Circle as many pictures that you think are vegetables. Point to pictures as you read through the script. Wait for students to finish each question before moving on.</td>
</tr>
<tr>
<td></td>
<td>• broccoli</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• grapes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• apple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• green beans</td>
<td></td>
</tr>
</tbody>
</table>
**Question**  
**Pictures**  
**Explanation**

### Q4: Circle dairy foods
4 pictures:  
- egg  
- milk  
- cheese  
- bread  

This question is about dairy foods. Look at the pictures. Circle dairy foods. Circle as many pictures that you think are dairy foods. Point to pictures as you read through the script. Wait for students to finish each question before moving on.

### Q5: Circle fruits
4 pictures:  
- strawberries  
- pear  
- orange  
- carrots  

This question is about fruit. Circle the fruits. Circle as many pictures that you think are fruit. Point to pictures as you read through the script. Wait for students to finish each question before moving on.

### Q6: Circle kids who should wash their hands before eating
4 pictures:  
- girl brushing hair  
- kid blowing nose  
- boy tying shoes  
- girl petting dog  

Turn to the last page for question 6. This question is about when you should wash your hands before eating. Circle when you should wash your hands before eating. Circle as many pictures that you think are kids who should wash their hands before eating. Point to pictures as you read through the script. Wait for students to finish each question before moving on.

---

**Demographics Card**

The Washington State SNAP-Ed Demographics Card will help the evaluation team consider demographic factors like race and ethnicity when analyzing data. This will help us ensure that SNAP-Ed is providing equitable programs and teaching appropriate curricula throughout the state.

Educators should use the demographics card with all adult curricula and direct education series, except Cooking Matters.

Educators should collect the demographics card just once per direct education series, either at the beginning or at the end of the series.

**Demographics Card Guide and Script:**

Educators may use this script when they administer the Demographics Card. It contains suggested language for introductions, questions, and closing the survey. Some questions contain clarifications. You do not have to follow this script exactly, but please do not change the meaning or intention of the question or survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Script</th>
<th>Q&amp;A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduce Demographics Card: Explain that we use participant demographics to make sure SNAP-Ed in Washington tailors its programs to its participants.</td>
<td></td>
</tr>
<tr>
<td><strong>Q1:</strong></td>
<td>Date: Write today’s date.</td>
<td></td>
</tr>
<tr>
<td><strong>Q2:</strong></td>
<td>SNAP-ED ID Number: write your SNAP-Ed ID number on the line provided. If you do not have a SNAP-Ed ID</td>
<td>What is a SNAP-Ed ID Number?</td>
</tr>
<tr>
<td>Question</td>
<td>Script</td>
<td>Q&amp;A</td>
</tr>
<tr>
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</tr>
<tr>
<td>Number, write your name in the upper right corner and I will assign an ID number.</td>
<td></td>
<td>• This number helps us analyze our survey results. It will not be traced back to you.</td>
</tr>
<tr>
<td>Q3: Gender: Check the box that represents how you identify. Male, Female, or Other.</td>
<td>I am transitioning, should I check the box on my ID or the one I identify as?</td>
<td>• Check the box that represents how you identify</td>
</tr>
<tr>
<td>Q4: Age: Check the box that corresponds to your age.</td>
<td>I am turning 60 on Friday, can I check the 60+ box?</td>
<td>• No, check the box for the age you are right now</td>
</tr>
<tr>
<td>Q5: Race: Check all boxes that represent your race.</td>
<td>I am Latino, I don’t identify as any of these races, what do I mark?</td>
<td>• You may leave this question blank, mark “white”, or “black”</td>
</tr>
<tr>
<td>Q6: Are you Hispanic or Latino? Check yes or no.</td>
<td>My family is from the Dominican Republic, what do I mark?</td>
<td>• Mark yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I am from Argentina, but my parents come from Europe, what do I mark?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mark yes</td>
</tr>
<tr>
<td>Q7: Do you or your family participate in Basic Food (SNAP, EBT, or Food Stamps) or FDPIR (Food Distribution Program on Indian Reservation (check only one)? Check yes or no.</td>
<td>My kids get reduced price school lunch, what do I mark?</td>
<td>• Mark yes</td>
</tr>
<tr>
<td>Closing</td>
<td>Wait for the participants to finish. Thank you so much for completing this demographics card.</td>
<td></td>
</tr>
</tbody>
</table>
SNAP Happy Food and Nutrition Surveys:
SNAP Happy was developed by the Washington SNAP-Ed evaluation team to learn more about participant behavior changes after SNAP-Ed participation. Educators should use the tool that corresponds to the age group and language of the intended audience. SNAP Happy surveys are available in English and Spanish, and for 3rd-5th graders, 6th-8th graders, 9th-12th graders, and adults.

Educators should proctor SNAP Happy surveys with all curricula for 3rd graders through seniors, except Cooking Matters. Educators should proctor SNAP Happy surveys before the first lesson begins and after the last lesson ends.

SNAP Happy surveys are available on the SNAP-Ed Website: [https://wasnap-ed.org/evaluation/](https://wasnap-ed.org/evaluation/)
SNAP Happy Proctoring Guide:

<table>
<thead>
<tr>
<th>Question</th>
<th>Explanation</th>
<th>Q&amp;A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s on your plate?</strong></td>
<td>This is a quiet activity participants who finish early can do. It is not required, but participants do draw great pictures!</td>
<td>Can I draw or write down anything, or only the pictures at the bottom of the page? Write or draw that represents what is typically on your plate.</td>
</tr>
<tr>
<td><em>(Pre-test cover sheet for all age groups)</em></td>
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</tr>
</tbody>
</table>
| **Check the box for all the times you were physically active yesterday.**| This question is about physical activity for 3rd-5th graders. It is different than the physical activity question for older participants because participants in this age group had trouble estimating the amount of time they spent exercising during survey testing. | Does housework count as physical activity?– **Yes**  
Does walking count as physical activity?– **Yes**  
If I walked or rode my bike to school how do I count that? – **Mark before or after school as appropriate** |
| *(3rd-5th)*                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                                     |
| **Yesterday, I ate fruit as part of a meal or snack...**                | This question asks about number of times consumed.  
Count all fresh, frozen, canned, dried fruits. Do not count fruit juice.  
Note: Kids may have learned scientific definitions of fruits as having seeds. Please explain that teachers are right, but that SNAP HAPPY uses the culinary (or cooking) definition. | What about gummy fruit snacks?  
– **Don’t count them**  
Does juice count as a fruit? What about Odwalla or smoothies?– **Only 100% fruit juice counts. Do not count fruit-flavored protein drinks. If your smoothie has whole fruit in it, then you can count it.**  
Does dried fruit or fruit leather count? – **yes, so long as it is made from whole fruit.**  
Does applesauce count? **yes**  
Is a pepper, tomato, etc. a fruit or a vegetable?  
**Vegetable. Count peppers, cucumbers, tomato sauce, and other foods used mostly in main dishes as vegetables. Foods with more natural sugar count as fruit.**  
Do banana pancakes count? If they have a few pieces of banana, No. If they are just mashed banana and egg, yes. |
| *(3rd-5th, 6th-8th, 9th-12th, Adult)*                                   |                                                                                                                                                                                                             |                                                                                                                                                                                                     |
| **Yesterday, how many different kinds of fruit did you eat?**           | This question addresses variety. Different preparation methods of the same fruit do not count as variety (e.g. raw apple for snack, applesauce at dinner). Small amounts of fruit should not count as different kinds. | Does applesauce and a whole apple count as different kinds?  
**No, count different forms of the same fruit as one kind.**                                                                                                                                   |
<table>
<thead>
<tr>
<th>Question</th>
<th>Explanation</th>
<th>Q&amp;A</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3rd-5th, 6th-8th, 9th-12th, Adult)</td>
<td>not be counted (e.g. raisins in a cookie).</td>
<td>Does it count if I only had 2 grapes and ½ a banana? The banana counts, the grapes do not. If I eat canned fruit cocktail, does it count as more than one fruit? If you ate at least ¼ cup raw or canned fruit, ¼ cup 100% fruit juice, or 2 Tablespoons dried fruit, for each type of fruit?</td>
</tr>
<tr>
<td>Yesterday, I ate vegetables as part of a meal or snack...</td>
<td>This question asks about number of times consumed. Count all fresh, frozen, canned, dried vegetables. Do not count vegetable juice. Note: Kids may have learned scientific definitions of fruits as having seeds. Please explain that teachers are right, but that SNAP HAPPY uses the culinary (or cooking) definition.</td>
<td>Does the lettuce on my sandwich count? Ask how much lettuce. Must be about ½ cup of lettuce to count, a handful on a big sandwich counts, one piece does not count. NOTE: should be ½ cup for leafy greens, ¼ cup for all other vegetables to count. Does carrot cake or zucchini bread count? No</td>
</tr>
<tr>
<td>Yesterday, how many different kinds of vegetables did you eat?</td>
<td>This question addresses variety. Different preparation methods of the same vegetable do not count as variety (e.g. raw carrots for snack, cooked carrots at dinner). Small amounts of vegetable should not be counted (e.g. peas and carrots in fried rice or a few pieces of carrot and onion in chicken noodle soup).</td>
<td>Do frozen vegetables count? Yes Do the lettuce on my hamburger and French fries count? What about lettuce and onions on my taco? Ask how much lettuce. Must be about ½ cup of lettuce to count, a handful on a big sandwich counts, one piece does not count. NOTE: should be ½ cup for leafy greens, ¼ cup for all other vegetables to count. Does a can or bag of mixed vegetables count? Most likely, Yes, if you ate at least the following amounts for at least two vegetables: ¼ cup chopped raw or cooked vegetables, ¼ cup 100% vegetable juice, or ½ cup leafy greens.</td>
</tr>
<tr>
<td>Yesterday, I drank pop, soda, or energy drinks</td>
<td>This question is asking about the number of times sugar sweetened.</td>
<td>Do diet sodas count? – No Does juice count? – No</td>
</tr>
<tr>
<td>Question</td>
<td>Explanation</td>
<td>Q&amp;A</td>
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<tr>
<td>(3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt;) beverages were drank. This question is separated from fruit-flavored drinks for 3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt; graders due to this age group’s need for more direction and guidance during survey testing.</td>
<td>If I add a spoonful of sugar to my coffee, does that count as a “sweetened coffee drink” or “café endulzado”? – Yes Do diet sodas count? – No Does water count as a sports drink? – No What about sweetened tea? Yes, this counts as a sweetened drink Does juice count as a fruit-flavored drink? – not 100% fruit juice. Juice cocktails like cranberry juice, lemonade, or Hi-C count. Does flavored bubbly water count as a fruit-flavored drink? – Not if it’s 0 calorie Does juice count? If it had added sugar, yes. If juices were 100% fruit juice, no. If you’re not sure if it was 100% juice, include the juice here.</td>
<td></td>
</tr>
<tr>
<td>Yesterday, how many pops, sodas, fruit-flavored drinks, sports drinks, energy drinks, or sweetened coffee drinks did you have? (6&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt;, 9&lt;sup&gt;th&lt;/sup&gt;-12&lt;sup&gt;th&lt;/sup&gt;, Adult) This question is asking about the number of times sugar sweetened beverages were drank.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yesterday, I drank fruit-flavored drinks or sports drinks (3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt;) This question is asking about sugar-sweetened beverages. It is separated from soda, pop, and energy drinks because the 3&lt;sup&gt;rd&lt;/sup&gt;-5&lt;sup&gt;th&lt;/sup&gt; graders needed a narrower focus in survey testing.</td>
<td>Does water count as a sports drink? – No Does juice count as a fruit-flavored drink? – not 100% fruit juice. Juice cocktails like cranberry juice, lemonade, or Hi-C count. Does flavored bubbly water count as a fruit-flavored drink? – Not if it’s 0 calorie Does juice count? If it had added sugar, yes. If juices were 100% fruit juice, no. If you’re not sure if it was 100% juice, include the juice here.</td>
<td></td>
</tr>
<tr>
<td>Yesterday, how often did you wash your hands with soap before eating This question is about food safety and hand washing before eating. Using hand sanitizer or wet wipes do not count. Washing hands before cooking does not count.</td>
<td>I wash my hands frequently, but not specifically before eating. – doesn’t count Does using hand sanitizer count as washing my hands? No</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Explanation</td>
<td>Q&amp;A</td>
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<td>----------</td>
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</tr>
<tr>
<td>(3rd-6th, 6th-8th, 9th-12th, Adult)</td>
<td></td>
<td>What if I wash my hands before I start making my food, and then eat as soon as I’m done making it? <strong>This does not count. It’s possible your hands could be contaminated by a raw food product you used while cooking.</strong></td>
</tr>
<tr>
<td>Yesterday, I was physically active for... (6th-8th, 9th-12th, Adult)</td>
<td>This question is about how much time participants spend being physically active the previous day. Light, moderate, and vigorous physical activity all count. Muscle strengthening, dancing, and flexibility exercise all count.</td>
<td>Does housework count as physical activity?-- <strong>Yes</strong> Does walking count as physical activity?-- <strong>Yes</strong> If I walked or rode my bike to school or work, how do I count that? – <strong>mark the amount of time you spent walking or biking.</strong> I’m on the basketball team, but I was on the bench, can I count that? <strong>No, only count the time you were physically active.</strong></td>
</tr>
<tr>
<td>Yesterday, I used a computer, TV, smart phone, tablet, or played video games... (6th-8th, 9th-12th)</td>
<td>This question is about how much time participants were sedentary the previous day. Do not include time spent using a computer, TV, etc. while in school.</td>
<td>I can’t remember exactly how long I spent on my phone, what should I put? <strong>It’s ok if you estimate. Just try to answer as honestly as you can from what you remember.</strong> What about watching movies or TV on my phone? Count the time if you are lounging and relaxing. <strong>Do not count the time if you are in transit, going from one place to another.</strong></td>
</tr>
<tr>
<td>How often do you use nutrition labels to help pick your foods? (6th-8th, 9th-12th, Adult)</td>
<td>This question is about food resource management. Specifically, the question refers to using the nutrition facts label to make decisions on food. This could be when buying food from a store, choosing it at the cafeteria, or selecting it from a home pantry or refrigerator.</td>
<td>My spouse does all the grocery shopping, I can’t answer the nutrition labels question. – <strong>leave it blank</strong> For many items, I’ve already checked the nutrition facts label so I don’t need to check it again. -- <strong>would you look at the label if you saw a new product? If yes, mark how often you would check a new product, if no, mark no.</strong> What if I buy things that don’t have a nutrition facts label? Like</td>
</tr>
<tr>
<td>Question</td>
<td>Explanation</td>
<td>Q&amp;A</td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>How often do you eat fast food or takeout?</strong> (<strong>6th-8th, 9th-12th</strong>)</td>
<td>This question is about food resource management. It tells us how often participants eat food that was not prepared at home.</td>
<td>Does food from the cafeteria count? <strong>No</strong>&lt;br&gt;Does it count if I sit down at a regular restaurant? <strong>No</strong></td>
</tr>
<tr>
<td><strong>How often do you eat meals prepared at home?</strong> (<strong>Adult</strong>)</td>
<td>This question is about food resource management. It tells us about food preparation practices among participants.</td>
<td>How much work has to be involved in preparing meals at home? What about take-and-bake pizzas or ravioli and tomato sauce? **Take and bake pizzas do not count, frozen macaroni &amp; Cheese, instant ramen do not count. Foods from the prepared food bar at a grocery store do not count. Only include foods that you cook and put together at home- there has to be some additional input. Ravioli and tomato sauce counts because the sauce and ravioli were sold separately and you put it together yourself. If you added vegetables or pepperoni to your pizza, that would count too. What if I’m not the one who prepares the meal? --<strong>That’s fine</strong>&lt;br&gt;What if I have dinner at someone else’s house? - <strong>You can count that.</strong></td>
</tr>
<tr>
<td>Question</td>
<td>Explanation</td>
<td>Q&amp;A</td>
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<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Do you worry that you will run out of food before the end of the month?</td>
<td>This question is about food resource management and food insecurity. This may be a sensitive issue. If necessary, explain that this does not imply that a client does not find something to feed themselves or children. Running out of food counts if a person uses emergency food resources or if some family members go without food, or if the household runs out of money or basic food benefits to buy food.</td>
<td>Do leftovers count? – Yes, if they are homemade leftovers</td>
</tr>
<tr>
<td>(Adult)</td>
<td></td>
<td>My fridge is usually empty, but I always have rice, beans and canned foods in my cupboards. I am tired of these foods. Do I mark yes or no? Ask if the participant worries that they will run out, even if they don’t actually run out. If they do, mark the answer that matches how often they worry. If they don’t, mark “never” What if someone gives me food so I’m not out of food? This counts this as running out of food Does that mean that I don’t eat at all? Not necessarily. Running out of food means that you run out of money, vouchers or basic food benefits to buy food before the end of the month. Money could mean cash, credit, debit card, food stamps or WIC vouchers.</td>
</tr>
<tr>
<td>What are two things you learned in class?</td>
<td>This is a quiet activity participants who finish early can do. It is not required, but participants do draw great pictures and the information is very useful for educators, the curriculum team, and the evaluation team.</td>
<td>Do you mean the classroom we’re in or the SNAP-Ed class? The SNAP-Ed class.</td>
</tr>
<tr>
<td>Is there a change you are thinking about making because of what you learned?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What part of the lessons did you enjoy the most?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Post-test cover sheet for all age groups)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SNAP Happy Script for All Age Groups:

**Pre-test script:**
Thank you so much for being here today. We want to learn about how we are doing when we teach this class, so we can provide the best nutrition education possible. To help us do that, we would like you to fill out this survey. You will take the same survey after our last class. This is not a test and you will not be graded—there are no right or wrong answers, so please answer honestly. Your answers will be pooled with lots of other people’s answers to help us learn more about our program. Let’s get started.

*pass out surveys to participants, make sure participants have pencils

Write down your name and today’s date on the first page. The rest of this page is optional. If you have extra time at the end of the survey, you can draw or write what is usually on your plate on this page.

Let’s turn the page. Most of these questions ask about “yesterday”, so start to think about everything you ate and drank yesterday.

*read each question and answer option aloud in a neutral tone. Look around the room to answer questions and make sure everyone completes the last question before moving on to the next.

Thank you so much for taking this survey today. We appreciate your help to make our program better.

*collect surveys and transition to the lesson.

**Post-test script:**

*Transition from the lesson to the survey.

You may remember this survey from our first lesson. Your answers to the survey help us learn about our program so we can provide the best nutrition education possible. This is not a test and you will not be graded—there are no right or wrong answers, so please answer honestly. Your answers will be pooled with lots of other people’s answers to help us learn more about our program. Let’s get started.

*pass out surveys to participants, make sure participants have pencils

Write down your name and today’s date on the first page.

*Read the post-test cover page questions aloud, slowly. Remind participants that they can respond in words or pictures. Explain that they should think about the SNAP-Ed class when answering these questions.

Let’s turn the page. Most of these questions ask about “yesterday”, so start to think about everything you ate and drank yesterday.

*Read each question and answer option aloud in a neutral tone. Look around the room to answer questions and make sure everyone completes the last question before moving on to the next.

Thanks for taking this survey today. We appreciate your help to make our program better.

*Close the series
In order to evaluate the effectiveness of SNAP-Ed nutrition interventions, the evaluation team performs analysis using matched pre- and post-surveys to compare the amount of healthy behaviors participants report before and after participating in SNAP-Ed. After surveys are collected, data should be entered into PEARs following Implementing Agency Protocols. There are a few components of data entry that are integral to each process:

- Assigning participant ID numbers
- Attaching pre/post tests to program activities in PEARs
- Entering surveys into PEARs
- Pulling surveys for the QA process and sending them to the evaluation team

Steps in survey data entry:

1. Begin by matching each pre-survey with the post survey that has the same participant name. Fill out the required fields that were not completed by the participant, like date and pre/post, then initial and date.

2. Assign matched pairs of surveys the same Participant ID number. The ID number methodology can be found on page 10 of this document.

3. Any pre- or post-surveys that do not have a match (either the participant was not present on the day the other survey was administered, no name was provided on the survey, or the handwriting is illegible) are also assigned a participant ID.
   a. We recommend creating an Excel spreadsheet to record the range of Participant ID’s used for each program activity.

4. Attach pre- and post- surveys to existing PEARs program activity. Pre- and post-surveys must be entered separately.
   a. Be sure to select the correct survey: “SNAP Happy” for 3rd-5th, 6th-8th, and adult surveys have different PEARs survey instruments. Eat Well + Move, SNAP Happy Cover Sheets, and Demographic Cards are also available in PEARs.

5. Enter data from the paper surveys into the attached PEARs survey templates
   a. Attach the pre-test cover sheet and post-test cover sheet to the program activity. Record qualitative data (i.e. short answer responses, text, and drawings) on the appropriate SNAP-Happy cover sheet PEARs survey instrument. Write text responses
and describe pictures on each cover sheet. Qualitative data on the cover sheet of each survey is valuable because it provides insight into the participant experience.

b. Record quantitative data by selecting the option that corresponds to the participant selection.

c. If the participant chooses more than one selection, enter the ‘worse’ option into PEARS. For example, servings of fruit or vegetables choose the lower selection, screen time or fast food meals choose the higher selection.

d. Questions left blank by the participant must be left blank on the PEARs data entry.

e. Note that participant ID and language fields are required

6. Check for errors in data entry

a. Ensure each PEARs entry matches the information on paper surveys, including participant ID numbers and dates.

7. Mark the program activity complete

8. Pull surveys for quality assurance according to the protocol on page 7.
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 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
1. Go to the "Program Activities" page (Track / Program Activities).
2. Click Add.
3. Give your program activity a name.
   - Enter a program activity name that makes sense to you.
   - For youth series in schools, please add the teacher and the grade level in your program activity name.
   - For youth series outside of schools, please include the grade level(s) who are participating.
   - 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.
   - Youth example: WSU Metropolis Co- National City Elementary CATCH- Ms. Supergirl- 4th Grade. Adults example: Gotham Co HD- Gotham City CSO- Food Smarts with Adults- Autumn.

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4. 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.

5. In the “Unit” field, choose the county where you delivered direct education.

6. Adding delivery people is not required, but it is very helpful. Adding someone as a delivery person allows them to see the program activity without being able to edit it. It also gives them credit for the activity. The creator of the activity is not automatically added as a delivery person.

7. 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 sessions x 3 volunteers x 2 hours = 12 total volunteer hours

11. 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.

12. **Select delivery format.**

13. 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.

14. Optional: Upload file(s) related to the program activity

15. Click to finalize the entry or to navigate to the "Custom Data" section.

**How to Add Custom Data**

1. Go to the "Program Activities" page (Track / Program Activities) and click on your Program Activity.

2. Click the "Custom Data" section located in the progress bar (it is between "Program Activity Information" and "Demographics").

3. Intervention Name: This is usually your direct education curriculum. If you are entering a PSE project, select “other, please specify” from the drop-down menu and write your intervention name below. Your IA may have additional requirements regarding intervention names.

4. Add Priority Indicators: There are several priority indicators listed. In Program Activities, you should select one or more of the following indicators: MT1, MT2, or MT3.
5. Choose target audiences: Select the group of individuals to whom you taught your direct education series. You may select more than one audience.

6. 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.

7. Choose the Primary Curriculum: Choose the Washington SNAP-Ed approved curriculum that you used for this program activity. If you do not see the curriculum you used in the drop-down menu, save your work and contact your IA.

8. 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.

9. Select Objectives: This is a list of goals/objectives as specified in the Washington State SNAP-Ed plan. You may select more than one objective.

10. Select Intervention Topics: Intervention topics are based on a list used for federal reporting. Choose the main topics in the curriculum you used. You may select more than one intervention topic.

11. Select whether or not this activity included a Food Demonstration: If selected, please complete the “recipe used” pop up field.

12. Click [Save] to finalize the entry or [Save and continue] to navigate to the “Demographics” section. You may come back to edit the custom data by clicking "Custom Data" in the progress bar.

**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**

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”. Actual demographics 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** *

Estimated Count

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 sex of participants. Age is a required field for SNAP-Ed, but data entry staff can answer unknown for sex 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.

7. Click to finalize the entry or 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 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 to finalize the entry or to navigate to the "Attach Survey Instruments" section.

You may edit the demographic information by clicking "Demographics" located in the "Progress bar."
How to Attach a Survey Instrument to a Program Activity

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. If local agencies do wish to enter survey response data, they should follow these instructions. Data entry staff may attach more than one survey to each program activity.

1. Navigate to your program activity (Track / Program Activities). Navigate to your program activity (Track / Program Activities).
2. Click "Attach Surveys" in the progress bar on the right-hand side of the screen.
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.
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 (pre, post, follow-up, retrospective), 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.
3. To delete the survey from the program activity (not from the system) click under “Actions” for the survey you need to delete.
**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.
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 .
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 "Mark as Incomplete".
5. If you have any survey instruments attached, click "Attach Survey Instruments" located in the progress bar.
6. Remove any attached surveys by clicking \( \times \) 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 "Yes".
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 "Yes".

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 \( \text{More} \) 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 "Copy", if you do not wish to proceed click "Cancel".
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).
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

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 use the PSE Module:

How to Create a PSE Site Activity:

1. Go to the "PSE Site Activities" page (Track / PSE Site Activities).
2. Click Add.
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.
4. Select ‘Other’ from the “intervention name” menu. Then write down your intervention name in the “intervention other” field. If you are using the same strategy with other sites, like Smarter Lunchrooms in schools, you should write the name of the strategy as the intervention name. So your intervention name would read as “Smarter Lunchrooms”, not “Neverland School District Smarter Lunchrooms”.
5. Select your "Unit" (county) from the drop-down menu.
6. Check the box if the site for this activity is a USDA summer meal site, a tribal center or reservation, or a military base.
7. Choose the setting where you did this PSE work. If more than one setting was involved, you should create a separate PSE Site Activity for each setting.
   - 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”. Usually a setting represents your work.

8. Select intervention topics that you focused on for this PSE work. You may select more than one.

9. Enter the Federal Fiscal Year when you initially contacted this site about participating in SNAP-Ed funded PSE work.

10. 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.

11. Include any comments you would like to remember, let your IA, the evaluation team, or DSHS know.

12. 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.

13. Click [Save] to finalize the entry or [Save and continue] to navigate to the "Needs, Readiness & Effectiveness" section.

**Needs, Readiness & Effectiveness:**

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 [Add Assessment] 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 [button]. If you are sure that you want to delete an assessment, you can do so by clicking [button], 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 [button] to finalize the entry or [button] 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.

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.

2. Next, describe your/your organization’s role in different components of your PSE work.

3. 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.

4. 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.

5. Click [button] to finalize the entry or [button] 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 63 through 66 of this document.

To Add Changes:
1. Click \( \text{Select Changes} \).
2. 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.
3. If you choose a change by accident, click \( \text{X} \) to delete the change.
4. 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.
5. 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 \( \text{Save} \) to finalize the entry or \( \text{Save and continue} \) 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.
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 \( \text{Add Assessment Tool} \).
   - Next, select the type of assessment tool, and the date you conducted the assessment.
   - 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:**

1. To add an award/recognition or media coverage click

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

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:**

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? *

<table>
<thead>
<tr>
<th>Mechanism</th>
<th>No Plans to Adopt</th>
<th>Plan to Adopt</th>
<th>In Process / Partially Adopted</th>
<th>Fully in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>An organization or group that is not dependent on SNAP-Ed funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A dependable, on-going source of funding and/or support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One or more policies was adopted, requiring the changes to be maintained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A monitoring and reporting system has been implemented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support from stakeholders</td>
<td></td>
<td></td>
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<td>Other Mechanism</td>
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3. If you selected “One or more policies...” you will be prompted to select the policy level (site, agency, local government, etc.).

4. If you selected “Support from stakeholders,” you will be prompted to select which stakeholder groups were involved.

5. If you used a sustainability framework or an assessment tool, select it from the dropdown menu, and describe results in the text box.

6. Click **Save** to finalize the entry or **Save and continue** 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.

1. 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.

2. 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.

3. You have the option to share additional assets and barriers.

4. Describe how your experience with this PSE project may influence your future work.

5. Describe what could have been improved, or what changes you might make if you do similar work in the future.

6. You have the option to share additional comments or feedback about your PSE work. Include unanticipated benefits.

7. When you are finished click **Save** to finalize the entry or **Save and continue** to navigate to the "Mark as Complete" section.
How to Mark a PSE Site Activity as Complete:
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 Mark as Complete.

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 Copy.
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 Copy. 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

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." 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."

How to Create a Social Marketing Campaign in PEARS

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. You may need to select “other” and add your intervention name in the text box below.
5. Select the unit (county or region) this campaign is targeting from the drop-down menu.
6. Indicate how many local SNAP-Ed agencies (in addition to the implementing agency) were involved with this campaign.
   - 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.
7. Next, choose the knowledge/behaviors or physical activity topics you are targeting with this campaign from the drop-down list.
8. If you worked on any stages of planning or implementation during the current reporting year, you have the option to select them.
9. 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.
10. After choosing the launch date, specify the channels through which you are delivering marketing materials about intervention topics. You can select more than one.
11. Then, you must choose the settings where you deliver your marketing materials. You can choose more than one.

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4 https://snapedtoolkit.org/glossary/#social_marketing_campaigns
12. 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.

13. Click **Save and continue** to save your work and move on to the next section or click **Save** to save your work if you need to come back to it later.

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

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 **Save and continue** to save your work and move on to the next section.

**How to use the PEARS Social Marketing 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 **Save and continue** 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.
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

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.

**How to Add a New Indirect Activity:**
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.
   - Intervention Name: You can choose a curriculum name to link this to a direct education curriculum or “other”. If you select “other”, please fill in the intervention name of the activity. Your IA may have more requirements around intervention names.
   - 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 Add Intervention Channels and Reach to an Indirect Activity:**
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

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. **Starting in FFY 2020, 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:
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. List all forms of assistance received from this multi-sector partnership / coalition. You can choose more than one.
7. List all forms of assistance provided to this multi-sector partnership / coalition. You can choose more than one.
8. 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.
9. Click to save your progress or to save the page and move on to the "Coalition Members" section.

To Add a Coalition Member:
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:
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 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:
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.

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.
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 .

After entering your new data, mark your coalition as complete.
Starting in FFY 2020, this module is required. The partnerships module helps with federal reporting, IA monitoring, and evaluation. This section is optional but strongly encouraged. 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
1. Go to the "Partnerships" page (Track / Partnerships).
2. Click .
3. Choose a name for your Partnership (such as 12th Man Food Bank or 12th 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. Choose the Jurisdiction level of your partner. Specify whether your partner represents a local organization, a statewide organization, or a tribal organization.
7. Find the type of partnership in the list that best represents your partnership. If you choose "Other", remember to briefly describe your partnership.
8. 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.
9. 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.
10. Select whether or not your partner received any SNAP-Ed funding during this reporting period.
11. 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.
12. 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.
13. Click to save your progress or to save the page and move on to the "Evaluation" section.
How to Evaluate a Partnership
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 have been in partnership for six months or more, you may want to consider formally assessing your partnership. You can find a list of evaluation tools in the “assessment tool used” drop-down menu. You can also find partnership 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. 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”

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.

8. 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.

9. If you chose ‘yes’, click the **Add Meeting / Event** button to add a meeting or event.

10. 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.

11. Click **Save** to add the meeting to your list of events for the partnership.

12. Repeat this process if you need to record more meetings or events for this partnership in the current reporting year.

13. You can edit previously added meetings or events by clicking the **Edit** button or delete one by clicking the **X** button next to the event.

14. Once you are finished adding meetings or events, click **Save** or **Save and continue** 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 Mark as Complete**.

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 **Mark as Incomplete**.
3. After entering the new information, mark the partnership as complete.
PEARS Success Stories Module

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:
1. Navigate to the Success Stories page (Track / Success Stories).
2. Click the +Add button.
3. Fill in unit (county), success story title, background, and body.
4. PEARS does not require it, but it helps to link your story to program, PSE, or indirect activity.
5. 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.
6. Fill in a favorite quote if you have one. Quotes are pulled through to the “Unit Snapshot” report (Analyze>Reports>Unit Snapshot).
7. Include as many key words as apply to your project.
8. Select Framework Indicators. These are 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.
9. Select one or more Socioecological Framework concepts. Does this success story highlight individual or family behavior change, education, or insights? Does it highlight environmental changes? Does it highlight partnerships between different sectors (e.g. agriculture and education)?
10. Select one or more approaches that were used in the activity related to the success story.
11. Upload any attachments via the + Add files... button. Photos (with a release!) help highlight any story you submit.
12. Click +Create.

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 Edit button.
4. Make any edits you wish to.
5. Click Save.
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 trainings will be pre-recorded and posted to the DOH YouTube page. This page will be updated when links are available.

If local agencies or educators have questions after watching your trainings, they can contact the evaluation team at SNAPEdEvaluation@doh.wa.gov. They should cc Nora at nora.downs@doh.wa.gov and their IA.

Training topics include:

- Survey-specific proctoring Instructions
- Adding sample activities to each PEARs module
- Unique ID Numbers

Additional training topics will be added as needed.

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<tr>
<td>PEARs Coalitions Module*</td>
<td><a href="https://youtu.be/DxVodoZ_RA">https://youtu.be/DxVodoZ_RA</a></td>
</tr>
<tr>
<td>Eat Well and Move Survey for K-2nd Graders</td>
<td><a href="https://youtu.be/IUQCI5B9dTU">https://youtu.be/IUQCI5B9dTU</a></td>
</tr>
</tbody>
</table>

*SNAP Happy Survey training and those indicated with “*” will be updated in October 2020. This page will be updated accordingly.
Evaluation Team Contact Information

For questions about the **statewide evaluation**, including access to documents, evaluation trainings, technical assistance, and **questions regarding SSIDs**, Implementing Agencies should contact the following people:

SNAP-Ed Evaluation Mailbox: SNAPEdEvaluation@doh.wa.gov

Please cc Nora Downs and Anh Tran: Nora.Downs@doh.wa.gov; Anh.Tran@doh.wa.gov

For questions about **regional project evaluation** and other SNAP-Ed special projects, Implementing Agencies should contact the following people:

SNAP-Ed Evaluation Mailbox: SNAPEdEvaluation@doh.wa.gov

Please cc Nikki Eller and Anh Tran: Nikki.Eller@doh.wa.gov; Anh.Tran@doh.wa.gov

**For questions about the PSE Evaluation Approaches Study (PEAS), Implementing Agencies should contact the following people:**

SNAP-Ed Evaluation Mailbox: SNAPEdEvaluation@doh.wa.gov

Please cc Katie Tong and Anh Tran: Katie.Tong@doh.wa.gov; Anh.Tran@doh.wa.gov

Local agencies should contact their IA with any evaluation questions or special evaluation project requests. IAs will answer questions to the best of their ability and reach out to the evaluation team if necessary.
Quality Assurance Process Cover Sheet

The evaluation team will use this cover sheet for their quality assurance process. The cover sheet will help the evaluation team link classroom surveys to their corresponding PEARs Program Activity entry. Attach one coversheet for each class series (PEARs Program Activity).

Local agencies or IAs may add additional notes or comments at the end of this form, if necessary.

Region: Click here to enter text.
Local Agency Name: Click here to enter text.
Contact Person: Click here to enter text.
Person responsible for data entry: Click here to enter text.
Program Activity Name (as entered in PEARs): Click here to enter text.
PEARs Program Activity ID (5 digits): Click here to enter text.
Site Name: Click here to enter text.
Curriculum Name: Click here to enter text.
Class Series Start Date: Click here to enter text.
Class Series End Date: Click here to enter text.
Additional Comments: Click here to enter text.
SNAP-Ed Survey Order Form

Local SNAP-Ed providers should use pre- and post-surveys with all SNAP-Ed direct education series on the approved curriculum list. Local providers should submit this completed form to their IA to order SNAP-Ed pre- and post-surveys for direct education series. Implementing agencies will compile all survey orders from their region and place orders with the evaluation team.

When should I order surveys?
Surveys can take up to six weeks to print and ship so please order early. Surveys should be ordered by the following dates:

- Surveys for Q1 & Q2 2020: August 19, 2019
- Surveys for Q3 & Q4 2020: February 17, 2020
- Surveys for Q1 & Q2 2021: August 17, 2020

What if I run out of surveys before I receive more?
Local agencies can print surveys themselves. They are available on the Evaluation page of the Washington SNAP-Ed website. SNAP Happy surveys should be printed single-sided and in color, and Eat Well + Move surveys should be printed double-sided and in color.

What do I do with this form once I’ve filled it out?
Local agencies should send completed forms to their Implementing Agency. Implementing Agencies will compile forms from local providers onto one sheet and send it to the evaluation team.

Can you deliver to PO Boxes?
No. Please use a street address.

How do I fill out the form?
Please put one survey per line. If you need a survey in both English and Spanish, please put the Spanish survey on one line and the English survey on another.

Some pre- and post-surveys have different cover sheets, so please indicate the number of pre- and post-tests needed separately, in the columns indicated.

What languages are surveys available in?
All surveys are available in English and Spanish. Russian SNAP Happy surveys will be available in early 2020 calendar year.

What surveys can I order using this form?
- K-2nd Grade Eat Well + Move Survey
- 3rd-5th Grade Food and Nutrition Survey (SNAP Happy)
- 6th-8th Grade Food and Nutrition Survey (SNAP Happy)
- 9th-12th Grade Food and Nutrition Survey (SNAP Happy)
- Adult Food and Nutrition Survey (SNAP Happy)
- Demographics Card (for Adults)
<table>
<thead>
<tr>
<th>Region Number:</th>
<th>Local Agency Information</th>
<th>Mailing Address</th>
<th>Survey order information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contact Person (attn:___)</td>
<td>Local Agency Name</td>
<td>Street Address (Number and Name)</td>
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</table>
FFY 2020 PEARs PSE Change List

Policy Changes:

<table>
<thead>
<tr>
<th>PSE Change Name: Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed policies that encourage the establishment of new healthy retail outlets</td>
</tr>
<tr>
<td>Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc.</td>
</tr>
<tr>
<td>Policy to reduce portion sizes of foods/beverages sold or served</td>
</tr>
<tr>
<td>Implemented new or expanded restrictions on use of physical activity as punishment</td>
</tr>
<tr>
<td>Policy for increasing nutrition education or cooking activities</td>
</tr>
<tr>
<td>Breastfeeding support policy</td>
</tr>
<tr>
<td>Policy restrictions on physical activity as a punishment</td>
</tr>
<tr>
<td>Recess before lunch policy</td>
</tr>
<tr>
<td>Healthy retail policy</td>
</tr>
<tr>
<td>Established or improved food/beverage or nutrition related policy (childcare wellness, school wellness, workplace wellness, etc.)</td>
</tr>
<tr>
<td>Established or improved physical activity policy (childcare wellness, school wellness, workplace wellness, etc.)</td>
</tr>
<tr>
<td>Policy limiting screen time</td>
</tr>
<tr>
<td>Policy limiting unhealthy foods</td>
</tr>
<tr>
<td>Policy increasing healthy foods and beverages</td>
</tr>
<tr>
<td>Policy to improve hours of operation of food distribution site, food bank, retail, cafeteria, etc. to improve convenience of/access to healthy food</td>
</tr>
<tr>
<td>Policy to increase time spent doing physical activity</td>
</tr>
<tr>
<td>Policy restrictions on using food as a punishment</td>
</tr>
<tr>
<td>Policy to provide incentive to increase time spent doing physical activity</td>
</tr>
<tr>
<td>Facility shared use agreement</td>
</tr>
<tr>
<td>Zoning policy for food/beverage outlets</td>
</tr>
<tr>
<td>Established complete streets policy (e.g. bike/pedestrian plan, transportation agency scoring criteria modified, ordinance, etc.)</td>
</tr>
<tr>
<td>Policy to improve hours of operation of physical activity facilities to improve access/convenience</td>
</tr>
<tr>
<td>Partners adopt or improve use of a system to monitor implementation of food/beverage or wellness related policy</td>
</tr>
<tr>
<td>Partners adopt or improve use of a system to monitor implementation of physical activity policies</td>
</tr>
<tr>
<td>Zoning policy for physical activity facilities</td>
</tr>
</tbody>
</table>

Systems Changes:

<table>
<thead>
<tr>
<th>PSE Change Name: Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved menus/recipes (variety, quality, etc.)</td>
</tr>
<tr>
<td>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.)</td>
</tr>
<tr>
<td>Initiated, improved or expanded implementation of guidelines for healthier snack options</td>
</tr>
<tr>
<td>PSE Change Name: Systems</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Implemented guidelines for healthier competitive foods options</td>
</tr>
<tr>
<td>Improved or increased healthy beverage options</td>
</tr>
<tr>
<td>Initiated, improved or expanded implementation of guidelines on use of food as rewards or during celebrations</td>
</tr>
<tr>
<td>Improved free water access, taste, quality, smell, or temperature</td>
</tr>
<tr>
<td>Initiated, improved or expanded use of federal food programs (CACFP, TEFAP, summer meals, NSLBP, etc.) including improvements in enrollment procedures</td>
</tr>
<tr>
<td>Began, expanded, or promoted acceptance and use of SNAP/EBT/WIC</td>
</tr>
<tr>
<td>Improved food purchasing/donation specifications or vendor agreements towards healthier food(s)/beverages</td>
</tr>
<tr>
<td>Increased or improved opportunities for unstructured physical activity time/free play</td>
</tr>
<tr>
<td>Incorporated physical activity into the school day or during classroom-based instruction (not recess/free play or PE)</td>
</tr>
<tr>
<td>Implemented price manipulation/coupons/discounts to encourage healthy choices</td>
</tr>
<tr>
<td>Offered on-site enrollment in federal food programs</td>
</tr>
<tr>
<td>Improved quality of physical education</td>
</tr>
<tr>
<td>Implemented new or improved standards for healthier eating across the organization</td>
</tr>
<tr>
<td>Initiated, improved or expanded use of standardized, healthy recipes</td>
</tr>
<tr>
<td>Initiated or expanded a mechanism for distributing onsite garden produce to families or communities</td>
</tr>
<tr>
<td>Initiated or expanded farm-to-table/use of fresh or local produce</td>
</tr>
<tr>
<td>Expanded or improved transportation options</td>
</tr>
<tr>
<td>Initiated or expanded the collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations</td>
</tr>
<tr>
<td>Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, farmers market, etc.</td>
</tr>
<tr>
<td>Implemented nutrition standards for foods distributed (at food pantries)</td>
</tr>
<tr>
<td>Implemented, improved or expanded healthy fundraisers</td>
</tr>
<tr>
<td>Child care staff include nutrition education as a learning standard</td>
</tr>
<tr>
<td>Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden</td>
</tr>
<tr>
<td>Initiated, improved or expanded opportunities for parents/students/community to work in the garden</td>
</tr>
<tr>
<td>Initiated, improved, or expanded opportunities for parents to participate in decision making through a wellness committee</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Initiated, improved and/or expanded strategies to decrease screen time</td>
</tr>
<tr>
<td>Initiated, improved or expanded a clinical screening tool for food insecurity</td>
</tr>
<tr>
<td>Implemented complete streets systems change (e.g. street design manual, transit system improvements, active transportation prioritized in city budget, etc.)</td>
</tr>
<tr>
<td>Initiated, improved or expanded professional development opportunities on nutrition</td>
</tr>
<tr>
<td>Initiated, improved or expanded professional development opportunities on physical activity</td>
</tr>
</tbody>
</table>
### Environmental Changes:

<table>
<thead>
<tr>
<th><strong>PSE Change Name: Environmental</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
</tr>
<tr>
<td>Improved or expanded physical activity facilities, equipment, structures, or outdoor space</td>
</tr>
<tr>
<td>Eliminated or reduced amount of competitive foods/beverages</td>
</tr>
<tr>
<td>Improved or expanded cafeteria/dining/serving areas or facilities</td>
</tr>
<tr>
<td>Established or improved salad bar</td>
</tr>
<tr>
<td>Increased or improved opportunities for physical activity during recess</td>
</tr>
<tr>
<td>Increased access or safety of walking or bicycling paths</td>
</tr>
<tr>
<td>Added bike racks/storage</td>
</tr>
<tr>
<td>Created or enhanced healthy check out areas</td>
</tr>
<tr>
<td>Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)</td>
</tr>
<tr>
<td>Decreased space/amount/variety of unhealthy options (includes shelf space, number of booths, options on menus)</td>
</tr>
<tr>
<td>Edible gardens (establish, reinvigorate or maintain food gardens)</td>
</tr>
<tr>
<td>Initiated or expanded lactation supports or dedicated lactation space</td>
</tr>
<tr>
<td>Healthier vending machine initiatives (e.g. access to healthier foods and beverages)</td>
</tr>
<tr>
<td>Improvements in access to or appeal of stairwells</td>
</tr>
<tr>
<td>Improvements in access to exercise or recreation facilities</td>
</tr>
<tr>
<td>Initiated or expanded use of onsite garden produce for meals/snacks provided onsite</td>
</tr>
<tr>
<td>Initiated or expanded use of the garden for nutrition education</td>
</tr>
<tr>
<td>Increased or improved opportunities for structured physical activity</td>
</tr>
<tr>
<td>Increased, improved, or incorporated physical activity/reduced sitting during usual, on-going site activities and functions</td>
</tr>
<tr>
<td>Initiated new or expanded access to facilities for after-hours recreation or shared use</td>
</tr>
<tr>
<td>Initiated or expanded price manipulation/coupons/discounts to encourage healthy choices</td>
</tr>
<tr>
<td>Established healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.)</td>
</tr>
<tr>
<td>Improve appeal, layout or display of snack or competitive foods to encourage healthier selections</td>
</tr>
<tr>
<td>Initiated or improved playground markings/stencils to encourage physical activity</td>
</tr>
<tr>
<td>Improved quality of structured physical activity</td>
</tr>
<tr>
<td>Flavor station with healthy seasonings or low-fat dip added to the lunchroom</td>
</tr>
<tr>
<td>Established a new food bank, pantry or distribution site</td>
</tr>
<tr>
<td>Established a new healthy retail outlet</td>
</tr>
<tr>
<td>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td>Expanded, improved, or implemented storage for fresh produce</td>
</tr>
<tr>
<td>Implemented complete streets environmental change (e.g. street trees, accessibility, buffer/barrier between sidewalk and street, crosswalks, intersection improvements)</td>
</tr>
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</table>
## Promotion Changes:

<table>
<thead>
<tr>
<th>PSE Change Name: Promotion</th>
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<tbody>
<tr>
<td>Ensured meal service staff encourage healthy selections</td>
</tr>
<tr>
<td>Vending machine labeling (e.g. calories, traffic light color coding)</td>
</tr>
<tr>
<td>Installed signage and prompts for use of walking, stairs, and bicycle paths</td>
</tr>
<tr>
<td>Initiated or improved menu labeling (e.g. calories, fat, sodium, added sugar counts)</td>
</tr>
<tr>
<td>Initiated or enhanced limits on marketing/promotion of less healthy options</td>
</tr>
<tr>
<td>Took steps to improve the appeal of the school meal program in order to increase meal participation</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
Glossary

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.

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 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 be a part of a PSE activity or direct education activity.

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 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.

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." 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”.

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 4th 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.

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7 https://snapedtoolkit.org/glossary/#social_marketing_campaigns
Frequently Asked Questions (FAQ):

*Please note: additional FAQs are available at [https://wasnap-ed.org/evaluation/](https://wasnap-ed.org/evaluation/)

Questions about Surveys:

My clients are English language learners and have trouble reading the survey. Can I read it to them?

Yes. Educators may read surveys and answer choices aloud. Educators may use the scripts provided in the SNAP-Ed evaluation guidance, or follow along on a copy of the survey they are using. Reading surveys aloud is required for K-2\(^{nd}\) grade surveys.

Are surveys available in Russian?

Not yet. All surveys are currently available in English and Spanish.

The evaluation team is working on validating the surveys in additional languages. If a local agency would like surveys in additional languages, they may email the evaluation team at [SNAPEdEvaluation@doh.wa.gov](mailto:SNAPEdEvaluation@doh.wa.gov) and cc their Implementing Agency. It may take several months for an evaluation tool to translated and validated.

What is happening with demographics?

Local agencies should use the Washington State Demographics Card to collect demographics with adults. With youth, local agencies should collect classroom-level demographics when possible. Educators may need to work with the classroom teacher, school administrators, or their Implementing Agency to gather youth demographic information. Educators should collect demographic information for every direct education series.

Is the goal to survey all participants?

Yes, educators should do their best to give all participants in direct education series pre- and post- surveys.

What survey do we use if there is a person under 18 in a mostly-adult class?

Educators should use the adult surveys in a mostly-adult class. If most people in the class are under 18, educators should use the youth 9-12\(^{th}\) grade survey.
Do I have to print surveys in color?

Yes. Surveys must be printed in color to ensure participant engagement and understanding. Surveys were validated in color, using color copies of the surveys also ensures in implementation.

I teach a mixed 2\textsuperscript{nd}/3\textsuperscript{rd} grade class. Which survey do I use?

In most cases, use the survey for the younger age group. However, if there are very few younger participants in a class that is mostly participants in another age group, use the survey for the older age group. In all cases, please mark which surveys are from students outside of the intended age range.

There seem to be several questions in the youth surveys on topics that are not covered in our curriculum. Is that a concern if we don’t see improvement?

No. The evaluation team will look at results statewide and by curriculum. Educators should ask all questions on the survey.

Can we skip survey questions on topics that we do not cover in the curriculum?

No. Educators should ask all questions in the survey.

How do I transition into the lesson after giving the survey?

The following strategies have been used effectively by some educators:

- Exercise break. If your programming has a physical activity component, and your population is physically able, physical activity can help refocus students. Try a few jumping jacks.
- Snack time.
- Thank participants for filling out surveys.
- Have a relevant, quiet activity that participants who finish early can work on until the rest of the class has completed their surveys.
- Have a time limit, and provide verbal cues to help participants know when the lesson will begin.
- Discuss the agenda for the day, noting what the activity will be before the survey starts and after the survey ends.
- Have participants quietly discuss a topic relevant to the lesson in pairs until the class is ready to move on.

What do we do with completed surveys?

Completed surveys should be entered into PEARS. Implementing Agencies may have a protocol or procedure regarding data entry, so local providers should contact their IA prior to beginning survey data entry.
Do we need to give the Demographics Card and the Adult SNAP Happy Survey to every series we teach with adults?

Yes.

How long will the SNAP Happy Survey take?

It should take about 10-15 minutes to proctor.

With youth, some students use TVs, computers, smartphones, etc. during school hours. Should they count that for the screen time question?

Educators should ask the question as written. If students have a clarifying question, then educators may clarify that using screens for schoolwork does not count.

The eating habits of my students change from weekend to week, and from day to day. Can I ask them about their average or usual habits?

No. Educators should ask the question as it is written. This will help ensure consistency among different educators. It may help to avoid proctoring the survey on a Monday or the day after a holiday.

Can there be a 4+ sports drinks per day section on youth survey?

No. Students should mark 3+.

Are the K-2 surveys meant to be completed by the student or will they need adult help?

Educators should use the guiding method and the Eat Well + Move Script when they proctor this survey. Educators can find the script on the EFNEP evaluation resources website (this link downloads from external website).

What survey do you use for Food Smarts?

- 3rd-5th graders: SNAP Happy for 3rd-5th graders
- 6th-8th Graders: SNAP Happy for 4th-8th graders
- 9th-12th Graders, including emancipated minors: SNAP Happy for 9th-12th graders
- Adults: SNAP Happy for Adults and Demographics Card
Questions about ID Numbers:

Will there be written instructions on how educators should assign codes?

Yes. Local agencies can find the instructions in the Washington SNAP-Ed Evaluation Guidance documents in the Unique Identification Number section.

Where and how should we collect youth demographic information and assign ID numbers?

Local agencies should assign SNAP-Ed ID Numbers to youth the methodologies listed in the Unique Identification Number section of this document. They should collect classroom-level demographic information when possible. Local agencies may need to work with their Implementing Agency to collect this information.

Questions about PEARs:

Is there a success story requirement?

There is no success story requirement for the evaluation. There may be success story requirements for regional reporting, so local agencies should check with their IA. Remember, success stories are especially powerful tools to convey SNAP-Ed’s impact on Washington State’s low-income residents.

How far back do we go with PSE Reporting?

Local agencies should only report PSE activities they worked on in the current fiscal year. If an agency started PSE activity in a previous year and are continuing to work on it, that should be recorded. Local agencies can use the “copy” function to bring forward a PSE project from a previous reporting period.

Do we enter survey results into PEARs?

Local Agencies should contact their Implementing Agency to find out about the process for their region.

What is commercial market data?

Commercial marketing data refers to data that you can gather when you work with local media companies, like a local radio station or television station. Local commercial media usually have numbers about viewership, listeners, distribution, etc.

How do we add staffers or data entry people to PEARs?

Local agencies should contact their Implementing Agency with the name and email address of the new user.
How do you estimate PSE Reach?

Local agencies should count all people who have been in direct contact with the PSE activity. If a local agency added a food demo station to a food bank as a systems change, then they can count everyone who goes through the line at the food bank. They should not count people who are active at the site but were not in line on a food demo day. If a person is in direct contact with more than one PSE change activity, that person should only be counted once. For more information, see unduplicated reach and direct contact in the glossary. The evaluation team continues to explore best practices regarding estimating PSE reach and will provide additional guidance and tools as they are available.

What is the difference between a Partnership and a Coalition?

If a local agency works with one individual or one organization on a project, that is a partnership. If a local agency works with several people from several different organizations that is a coalition. Coalitions also typically work over a longer period, and have representatives from multiple sectors, like education, healthcare, retail, and agriculture.

In the PEARS PSE Module, it asks if youth are involved via an “established group”. I have youth involved in decision-making and brainstorming, but it’s not an established group. How do I indicate this?

Include youth who are involved in the leadership process. Do not include youth that are part of the PSE project reach.

I just did part of an assessment tool for my PSE project. Should I still enter it?

Yes. In the “description of results box”, note the part of the tool that you completed.

I talked with the principal and some teachers before starting my PSE project, but did not do a formal needs assessment. Should I still report it?

Yes. Enter it as a “staff readiness” or “organizational readiness” assessment, and select “other” as the method. Then add detail in the free text boxes.

How frequently will the evaluation team review PSE and social marketing modules (i.e., modules that represent work which takes place over the course of the year)?

Quarterly.
Other Questions:

Some teachers are not comfortable giving demographic data. Do you have a justification we can give to teachers, or gather that data in a different way?

The evaluation team wants to ensure that SNAP-Ed programs are appropriate for participants of all ages, races, and ethnicities. Demographic information is key to ensure SNAP-Ed addresses equity in its programming. Demographic information is also necessary for annual SNAP-Ed reporting requirements.

To obtain classroom level demographics, local agencies may work with the school directly, or extrapolate demographics from the OSPI school report card.

What should I do if the school is not comfortable providing State Student ID Numbers? data. Do you have a justification we can give to teachers, or gather that data in a different way?

The evaluation team has worked with the Office of the Superintendent of Public Instruction (OSPI) to collect demographic information through a data sharing agreement. Teachers and schools will not have to provide demographics data, just a list of the State student ID (SSID), which should be available from school administration staff. A letter explaining more about this process can be made available to SNAP-Ed educators to show school administration. Local agencies should reach out to the evaluation team at SNAPEdEvaluation@doh.wa.gov.

Implementing Agencies have different data entry deadlines in the Evaluation Guidance. Can the evaluation team add IA due dates?

No. Each IA should send out their own guidance regarding due dates, and local agencies should follow whichever due date is earlier.

The regional evaluation projects section mentions that local agencies can reach out to evaluate special projects, does this include IA projects as well?

Yes.

When will intervention names be updated?

Intervention names may be revised starting in FFY 2021 to align with statewide SNAP-Ed goals and strategies.
Why are only Washington-Approved Curricula counted in the direct education definition?

This definition for direct education was established in conjunction with DSHS to promote consistency in data entry across regions. The Curriculum Team is a great resource if a local agency needs help identifying a curriculum that will work for their population.

How long will it be before we get our data back?

PEARS allows local agencies to pull data they have entered any time after it is entered. The evaluation team will pull and analyze data quarterly. Data will be provided via statewide and regional snapshots. If local agencies would like to learn more about how to use their PEARS data, they should view the “Getting and Using Data from PEARS” video. Local agencies may request more localized results from the evaluation team by using the evaluation request form.