

PEARS

The word "PEARS" is written in a white, bold, sans-serif font. The letter "A" is replaced by a stylized white outline of a pear. At the top of the pear outline is a small stem with a single green leaf pointing to the right.

PROGRAM EVALUATION  
AND REPORTING SYSTEM

# Background

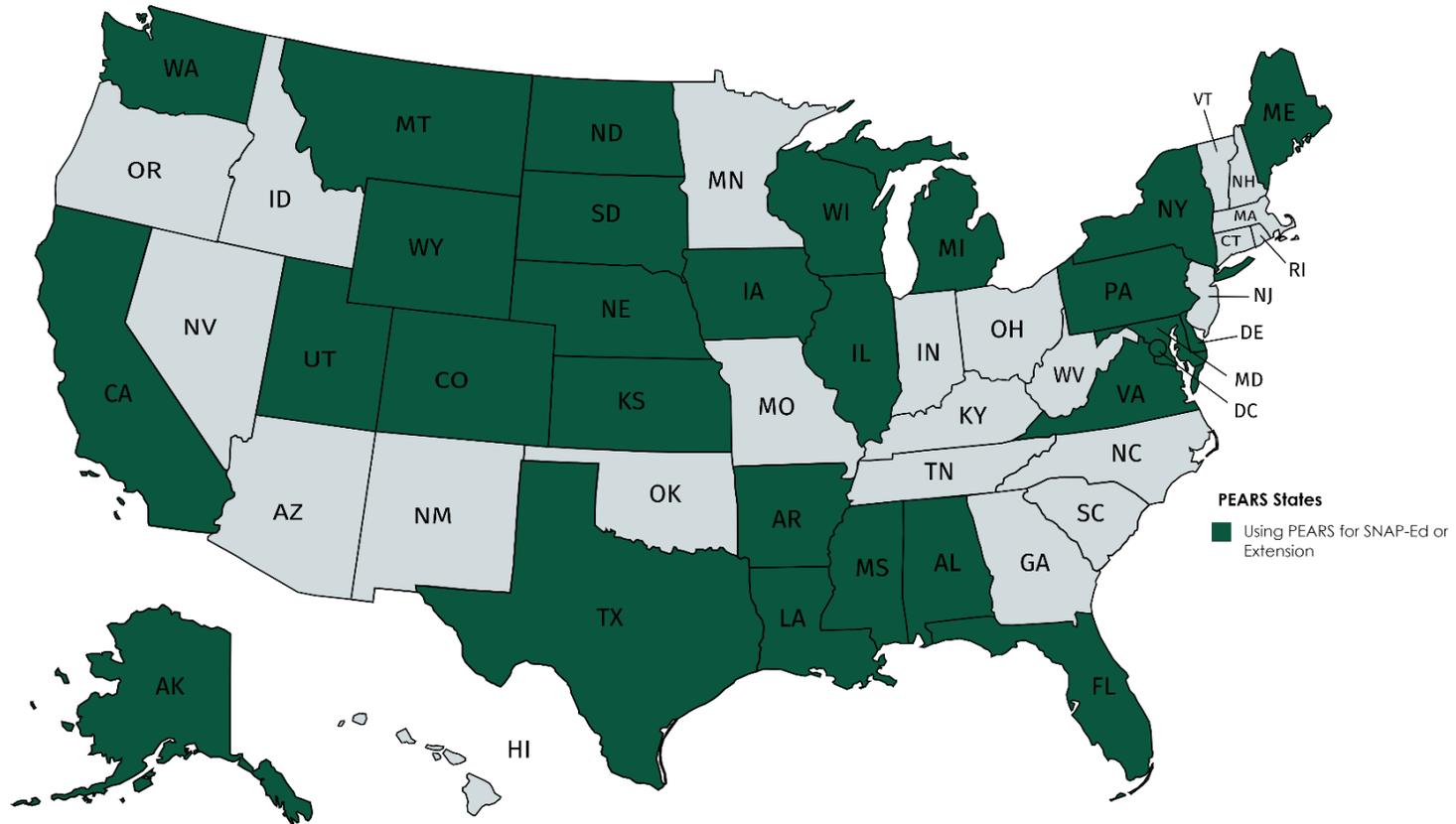
- Developed by a team of web/database developers and evaluators at OEIE
- Built to meet program evaluation needs of both Kansas Extension and Kansas SNAP-Ed programs
- Began expanding to other state SNAP-Ed and Extension programs in 2016. Now 28 states using for SNAP-Ed + 3 Extension programs & growing

**KANSAS STATE**  
**UNIVERSITY**

Office of Educational  
Innovation and Evaluation



# Adoption



# Vision

- Promote & support evaluation
  - Embed data collection into daily activities
  - Support efforts to evaluate programming
  - Streamline the process as much as possible
  - Consistency in tracking and reporting
- Share resources & best-practices
  - Learn best practices from each other
  - One evolving system vs. 50 attempts to “re-invent the wheel”
- Demonstrate impact
  - Automate federal reports (EARS, SNAP-Ed Indicators, etc.)
  - Dashboards and at-a-glance reports for key stakeholders
  - Raw data easily accessible for in-depth analysis



# Value

## Local

- track activities, impact dashboard coming

## State

- provides required data for evaluation, analyzes data, generates reports

## Regional

- Midwest Region Impact Report

## National

- working on process for USDA to access data



# Modules

The screenshot displays the PEARs web application interface. The browser address bar shows the URL <https://pears.oeie.org>. The application header includes the PEARs logo and navigation tabs for Plan, Track, and Analyze. A dropdown menu is open under the Track tab, listing the following modules: Program Activities, Success Stories, Indirect Activities, Partnerships, Coalitions, PSE Site Activities, and Social Marketing Campaigns.

The main dashboard area is titled "Overview" and contains several key performance indicators (KPIs) and charts:

- Program Activity:** 1 (See all Program Activities)
- Indirect Activities:** 0 (See all Indirect Activities)
- PSE Site Activity:** 1 (See all PSE Site Activities)
- % of Programs with Survey Responses:** 0%
- # of Individuals Reached by Initiative:** A bar chart showing 0 individuals reached for Program Activities, Indirect Activities, PSEs, and Social Marketing Campaigns.
- Social Marketing Campaigns:** 0 (See all Social Marketing Campaigns)
- Partnership:** 1 (See all Partnerships)
- Coalitions:** 0 (See all Coalitions)

On the right side of the dashboard, there are two sections:

- Recent Notifications:** No recent notifications.
- Recent Activity:** A list of recent activities, including:
  - Hayes Elementary School PSE Site Activity (10 days ago)
  - laurajoh@iastate.edu User (21 days ago)
  - test PSE Site Activity (21 days ago)
  - haley.hopkins@idph.iowa.gov User (22 days ago)
  - kbanks@cbcsd.org User (24 days ago)
  - test Success Story (3 months ago)
  - test Success Story (3 months ago)
  - test Success Story (3 months ago)
  - SNAP-Ed 2019 (October 1, 2018...) Reporting Period (3 months ago)
  - sneff@cr.k12.ia.us User (5 months ago)
  - jsheda@webstercountya.org User (5 months ago)
  - erica.loerts@webstercountya.org User (5 months ago)

The footer of the page shows the URL <https://pears.oeie.org/track/> and the text "Suzy's Data for the SNAP-Ed 2019 Reporting Period".

# PEARS will replace this:

## Partnerships

**Table 4**

Provide information about your SNAP-Ed partners during the FY 2019 contract period in the table below. Complete a row for each partner type. Report your partners for Pick a better snack, after-school and summer nutrition education, social marketing, school gardens, local produce procurement and school wellness committees.

Only report partners that receive no SNAP-Ed funding. If the SNAP-Ed contractor is a school district, don't count the school as a partner. (Partners = Entities that receive NO direct SNAP-Ed funding but are involved in SNAP-Ed programs.)

Local Food Coordinators should be included in the **Agricultural Organizations** category. FoodCorps is in the **Other** category.

<b>Assistance Received/Provided</b>	F=Funding	R=Recruitment (includes outreach)
A=Advertising (includes marketing)	H=Human Resources (staff/staff time)	S=Space (e.g., facility or room)
C=Consulting	I=Program implementation	T=Technical services (e.g., videographer producing video)
D=Development	M=Materials (publications, supplies, etc.)	O=Other specify _____
E=Evaluation	P=Planning	

**DE=Direct Education, SM=Social Marketing, PSE=Policy, System, Environmental Change**  
 Pick a better snack is considered both DE and SM. School gardens, local produce procurement and school wellness policy changes are considered PSE.

Partner Type	Number of Partners Report the number of partners by type.	Assistance received from partners Use codes above.	Assistance provided by contractors to partners Use codes above.	Intervention Type(s) with Partner Involvement (DE, SM, and/or PSE) Select all that apply
Agricultural Organizations (includes farmers markets or Local Food Coordinators)				<input type="checkbox"/> DE <input type="checkbox"/> SM <input type="checkbox"/> PSE
Chefs/culinary institute				<input type="checkbox"/> DE <input type="checkbox"/> SM <input type="checkbox"/> PSE
City & regional planning groups				<input type="checkbox"/> DE



# PEARS will replace this:

## INNSGP Success Story Template

**Today's Date:**

**County:**

**Contractor (agency name):**

**Title:** Iowa Nutrition Network School Grant Program – [Name of school or community]

**Story Narrative:** Tell your story succinctly, preferably in 350 words or fewer. Use plain language, so that someone unfamiliar with your work would understand. Short paragraphs are best. If submitting a video to illustrate the success story, briefly summarize the story here.

- State how lives were changed or the main success accomplished early in the story.
- The story should illustrate a challenge or problem that was overcome.
- Include a moving story, if possible.
- Include quotes.
- Include any data related to the story.
- Think “who, what, when, where, why, how many” when writing the story.
- Include a contact person and email address.

**Favorite Quote:** (Report a quote from the story. Ideally, get a photo of the person you're quoting.)

**Photos:** (Attach photos illustrating the story. If people are included, include IDPH signed photo release forms.)



# Someday, PEARS will replace this:

## Iowa Nutrition Network School Grant Year-end Report FFY 2019 – Report due September 30, 2019

### Direct Education

**Table 1: Number of unduplicated participants by age and sex**

Enter the number of unduplicated students reached with Pick a better snack (PABS) lessons in FY 2019 (school year 2018-2019). Count all (free, reduced-price, full-price meals) children in your program.

Table 1	Female	Male	Total
Less than 5 years			
5-17 years			
Total			

**Table 2 Number of unduplicated SNAP-Ed participants by race and ethnicity**

Report ethnicity and race for all Pick a better snack participants listed in Table 1. Check your math. The ethnicity total (actual + estimated for Hispanic and Non-Hispanic) should equal the total in Table 1, as participants are either Hispanic or non-Hispanic. The total for all races (actual + estimated) should be the same or greater than the total in Table 1, as participants may identify with more than one race.

A row may have both actual and estimated counts. Actual counts should be used whenever people self-identify. Estimated counts are appropriate in certain cases, such as when individuals do not identify with a specific race and are assigned one or more than one for reporting purposes.

Table 2		Actual Count of SNAP-Ed Participants	Estimated Count of SNAP-Ed participants
Ethnicity	Hispanic/Latino		
The total number of Hispanic plus non-Hispanic participants	Non-Hispanic/Latino		





Questions?



# Survey



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