



fit families

Eat healthy • Be active • Your kids are watching

Fit Families PEARS Guidance

This guide describes what to enter into PEARS for Fit Families reporting and how to complete the different PEARS modules. The guide includes:

1. Definitions of each PEARS module (Page 2)
2. Data entry requirements (Page 3)
3. Reporting Partnerships & Coalitions (Page 4)
4. Reporting Activities (Page 5)
5. Reporting Success Stories (Page 8)
6. How to enter in PEARS (Page 9)
7. Appendix - describes each PEARS field, data type, and notes (Page 40)



Contact Information:

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Note: Communication by email is best. If you call, please leave a message and we will return your call as soon as possible.

DEFINITIONS

We recommend entering your site's activities in the same order as listed in the table:

PEARS Module	Definition
Partnerships	Partners are entities that receive no direct funding but are involved in the program. Active partnerships include two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place.
Coalitions	A coalition is a group of individuals and organizations that commit to joint action in adopting practices, supports and/or standards, typically for a longer period of time. Report a coalition, SNAP-Ed Nutrition Action Council (SNAC), or other relevant collective impacts initiative that is planning for community-level changes in policies or practices.
PSE Activities/Approach	A PSE approach involves partnerships and community engagement to tackle the underlying issues that impede individuals from making healthy choices. The ultimate objective is to facilitate an environment where healthy options are readily accessible and convenient through a change in policy, systems, or the environment.
Program Activities/Direct Activities	A program activity takes place when an educator actively engages participants in the learning process through <u>the delivery of an evidence-based intervention</u> . Program Activities track information about <u>direct education</u> meetings or interventions. Each activity should represent a unique intervention but may include multiple sessions or meetings with the same audience.
Indirect Activities	Indirect education is the distribution of information and resources, including any mass communications, community events, interviews, advertisements, and materials distributions that are not considered direct education or social marketing.
Success Stories	A success story describes the difference you are making in people's lives. It documents what was invested, what was done, who was reached, and what resulted for the individuals, communities, and/or environments involved. Success stories should be added to PEARS even if they are reflected within another module.
Social Marketing Campaigns	Social marketing campaigns are multi-level, coordinated initiatives that combine education, marketing, and public health approaches, including PSEs. See MT12: Social Marketing in the Evaluation Framework Interpretive Guide for details. This module should only be used if a social marketing campaign has been approved in your workplan. If this is part of your workplan, you will be provided with PEARS reporting guidance.

DATA ENTRY REQUIREMENTS

Each Fit Families agency is required to report into PEARS each year. UWPHI also enters information into PEARS about your direct education 13-month programs. The information you enter into PEARS is used for our federal reporting into N PEARS. **It is extremely important that we collectively document all our work so we can support continued funding for the Fit Families program.**

Having a least one partnership is a requirement in your workplan, therefore, at least one partnership should be reported in PEARS. Having a least one PSE approach is a requirement in your workplan, therefore, at least one PSE approach should be reported in PEARS. If you did not have a partnership or did not work on a PSE approach during the year, please let your mentor know. You are also expected to report any indirect activities in PEARS that were conducted as part of your Fit Families program. In addition, we ask that you report success stories if you have any to share.

PEARS REPORTING REQUIREMENTS

- At least one **PSE** (at any stage of implementation)
 - At least one **partnership**
 - **Any other activities** you are conducting with Fit Families funding
 - **Success Stories** if you have any to share
-

REPORTING PARTNERSHIPS & COALITIONS IN PEARS

Partners are entities that receive no direct funding but are involved in the program. Active partnerships include two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place.

When you report your PSE activities, you will need to connect your PSE with a Partnership. For that reason, it is best to enter your partnership(s) first.

A coalition is a group of individuals and organizations that commit to joint action in adopting practices, supports and/or standards, typically for a longer period of time. You should report any coalitions active during the current reporting year. Include SNAP-Ed Nutrition Action Councils (SNACs) or other relevant collective impact initiatives, but please do not report individual or single organization partnerships here. Instead, report those in the partnership module. When entering a coalition into PEARS it is not necessary to enter every coalition member. Please focus on entering the main leaders (or possibly steering committee or action teams), as well as the individuals who are directly involved in the Fit Families work.



REPORTING ACTIVITIES IN PEARS

REPORTING PSE ACTIVITIES

While this is labeled “activities”, it really refers to the overall effort or approach. Individual activities should not be listed as a PSE. The PSE section is intended to capture the types of changes you are working together to implement. Report a PSE Activity if you are working on a PSE approach with a site or organization with an ultimate goal to make policy, system, or environmental (PSE) changes in the current reporting year.

PSE ACTIVITIES - are you working toward making change through a PSE effort or project? This could be at any stage of the effort and does not yet have to include a change being made. If yes, enter the overall PSE effort as a PSE Activity.

You can report a PSE activity at any stage.
A change does not need to have happened for you to report that you are working on a PSE activity.

REPORTING OTHER ACTIVITIES

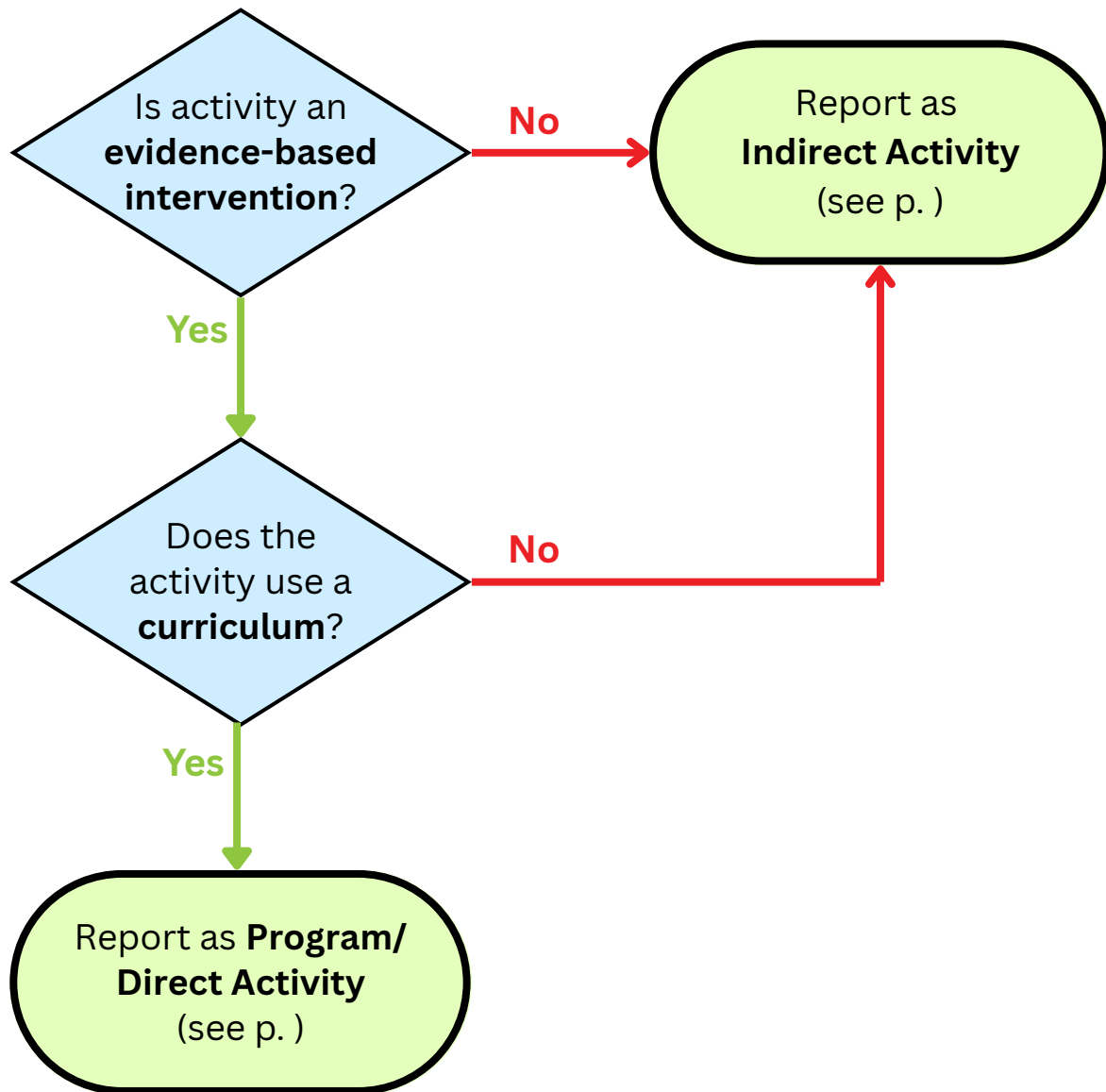
PROGRAM ACTIVITIES or direct activities are those that deliver evidence-based education that follows a curriculum. This includes delivery of the 13-month direct education program. However, this information is reported into REDCap and the evaluation team reports it into PEARS. You should not report delivery of the 13 month direct education into PEARS. If you are doing other, similar, evidence-based education, you would report it as a program activity.

Program activities also require you to report demographic information about participants. If you are planning to implement a program activity, you should have a plan to collect the necessary demographic information to report in PEARS. The evaluation team can assist you in planning for your data collection.

INDIRECT ACTIVITIES include distribution of information and resources, including any mass communications, community events, interviews, advertisements, and materials distributions that are not considered direct education or social marketing. This would include activities such as story time at an event or distributing materials to children or their families. Any activities that are not direct education or evidence-based curriculum would be reported as an indirect activity.

REPORTING ACTIVITIES IN PEARS

IS MY ACTIVITY A PROGRAM ACTIVITY OR INDIRECT ACTIVITY?



Is the activity an evidence-based intervention?
AND Does the activity include a curriculum?

→ If yes to both of these questions, **report as a program activity.**

→ If no to one or both of these, **report as an indirect activity.**

REPORTING ACTIVITIES IN PEARS

ENTERING ACTIVITIES WHEN AN INDIRECT OR PROGRAM ACTIVITY IS PART OF A PSE EFFORT

PSEs should be entered into PEARS as the entire PSE approach or effort, not each individual activity that is part of the work. PSE work often includes or occurs in tandem with other types of activities and partnerships.

For example, if you are partnering with a local food pantry to improve access, you would enter the overall PSE approach “Improving Food Pantry Access” into the PSE section of PEARS. As part of the overall effort, you might provide informational materials to children or families to promote the food pantry. You could report the distribution of those materials as an Indirect Activity in PEARS. Providing materials is not the PSE, but an activity that is part of a larger effort. You would also enter the food pantry as a Partnership.

PEARS Section	Example of What to Enter
Partnerships	Enter food pantry as Partner
PSE Site Activities	Enter “Improving Food Pantry Access” as a PSE Site Activity
Indirect Activities	Create an Indirect Activity for distributing informational materials to promote the food pantry

Other indirect activities can also be entered into PEARS even if they are not part of a larger effort.

REPORTING SUCCESS STORIES IN PEARS

REPORTING SUCCESS STORIES

A success story describes the difference you are making in people's lives. It documents what was invested, what was done, who was reached, and what resulted for the individuals, communities, and/or environments involved.

While it might seem redundant, success stories should be added to PEARS even if they are reflected or associated with other PEARS entries. Success Stories are entered into N PEARS.

Sharing Success Stories in PEARS is one way that we can quickly and easily show how the Fit Families program is making an impact.



HOW TO REPORT IN PEARS

PEARS has created detailed videos to show you how to enter information into each of the modules. Please utilize these videos to learn how to enter information into PEARS.

Detailed instructions for each module, including screen shots, can be found on the following pages.

PARTNERSHIPS AND COALITIONS (P. 10)

[This video](#) will instruct you how to enter PARTNERSHIPS and COALITIONS in PEARS.

PSEs (P. 18)

Please visit [this page](#) to learn how to create a PSE in PEARS. Other PSE support topics can be found [here](#).

PROGRAM ACTIVITIES (P. 32)

Please visit [this page](#) to learn how to create a PROGRAM ACTIVITY in PEARS. These are also called INDIRECT ACTIVITIES.

SUCCESS STORIES (P. 36)

Please visit [this page](#) to learn how to create a SUCCESS STORY in PEARS.

PARTNERSHIPS & COALITIONS MODULES

PARTNERSHIPS AND COALITIONS

This video will instruct you how to enter PARTNERSHIPS and COALITIONS in PEARS.

The screenshot shows the PEARS application interface. At the top, there is a navigation bar with the PEARS logo and three main tabs: Plan, Engage (selected), and Analyze. Below the Engage tab, a dropdown menu is open, listing several options: Program Activities, PSE Site Activities, Social Marketing Campaigns, Indirect Activities, Partnerships, and Coalitions. A red box highlights the 'Partnerships' and 'Coalitions' options. A red arrow points from the 'Partnerships' option to the 'Partnerships' module page, and another red arrow points from the 'Coalitions' option to the 'Coalitions' module page.

Partnerships

Partners are entities that receive no direct funding, but are involved in the program. Active partnerships include two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place. Use this module to report any site level (e.g., elementary school), organization (e.g., school district), or complementary site partnerships active during the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**. Please do not report coalitions, SNAP-Ed Nutrition Action Councils (SNACs) or other relevant collective impact initiatives here. Instead, report those in [Coalitions](#).

Search... Reporting Period Sarah Linnan + 1 More Collaborators Unit More

Reset

☐	Name of Partnership	Site/Org Name
☐	Test UWPHI	uw test

Coalitions

A coalition is a group of individuals and organizations that commit to joint action in adopting practices, supports and/or standards, typically for a longer period of time.

Use this module to report any coalitions active during the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**. Include SNAP-Ed Nutrition Action Councils (SNACs) or other relevant collective impact initiatives, but please **do not** report individual or single organization partnerships here. Instead, report those in the [Partnerships](#) module.

Search... 2025 Created By Hilary Joyner Unit More Reset

Welcome to Coalitions!

To get started, [create a Coalition](#).

PARTNERSHIPS MODULE

This guide includes information on each field in PEARS, broken down by the module the field appears in. An * represents a required field.

PEARS PARTNERSHIPS MODULE: GENERAL INFORMATION

Partners are entities that receive no direct funding but are involved in the program. Active partnerships include two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place.

General Information

Report a partnership that includes two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place. Only report partners active during the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**.

Partnership name *

E.g. PEARS Elementary School Leadership or PEARS Advisory Committee.

Site or organization *

Zu

Select or add the primary site or organization where this partner is located. [What are inactive sites?](#)

Unit * → **Unit*:** Always select your own county or agency as the unit.

The primary unit where this partner is located. Used to grant unit-level permissions in PEARS.

COVID-19 Impact

Jurisdiction level *

Level at which this partnership seeks to make changes.

Type of partnership *

Site or Organization*

Search to see if the site or organization already exists. If it does not, add it as a new site or organization by clicking the **Add Site** button.

Site or organization *

Zu

A pop-up window will appear where you will enter the partner's:

- Name*
- Address*
- Parent Organization
- City*
- State*
- Zip Code*
- Primary Contact
- Email Address
- Phone #
- Setting (choose from drop-down)
- Is this site ADA accessible? (yes/no)

Jurisdiction Level*

Select the appropriate level for this partnership from Local, State, Territorial/ Commonwealth, Tribal, Multi-state, Federal/National or International

Type of Partnership*

Select from drop-down menu. This describes the partner (e.g. ECE facilities)

PARTNERSHIPS MODULE

GENERAL INFORMATION

Assistance received from this partner (choose all that apply) *

Assistance provided to this partner (choose all that apply) *

Does this partner receive any direct SNAP-Ed funding? *

In which of the following intervention types is this partner involved during the current reporting year? (choose all that apply)

- ☐ Direct Education
- ☐ Social Marketing
- ☐ Policy, Systems & Environmental Changes

Comments

Optional. Use the field below for any additional comments about this partnership.

File Attachments

Optional. Upload files related to this Partnership.

Drop files here or [browse files](#)

Save and continue **Save** Cancel

Assistance received from this partner* & Assistance provided to this partner*
Select all that apply from the list:

- Advertising (includes marketing)
- Consulting
- Development
- Evaluation and tracking
- Funding
- Human resources (*staff or staff time)
- Program implementation
- Materials
- Planning
- Recruitment
- Space
- Technical services
- Other

Does this partner receive any direct SNAP-Ed funding?* Yes/No

In which of the following intervention types is this partner involved during the current reporting year?
Choose all that apply:

- Direct Ed
- Social Marketing
- PSE Changes

Choose the type of intervention in which this partner is involved. This will most likely be “PSE Changes” and/or “Direct Education” (only if you are implementing and reporting a Direct Education intervention). For guidance on intervention types, please review the Reporting Activities in PEARS section.

Save and continue will bring you to the next section: Collaborators.

PARTNERSHIPS MODULE

COLLABORATORS

Collaborators ⓘ

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

[+ Add Collaborator](#)

User	Contributor	View Only	View & Edit	Actions
Sarah Linnan	✓	⊘	✓	✎ ✕

[Save and continue](#) [Save](#) [Cancel](#)

Save and continue will bring you to the next section: Evaluation.

+ Add Collaborator*

Click on the button to add collaborator(s) for this partnership. The User* drop-down will allow you to add other PEARS accounts.

Add Collaborator ✕

User *

☐ This user was involved in performing the work described in this record (Contributor).

Access *

View Only ✕ ▾

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

[Save](#) [Cancel](#)

PARTNERSHIPS MODULE

EVALUATION

Evaluation

Evaluating partnerships is important to assess health of the relationship and identify areas for improvement. Please review the list of [recommended partnership/coalition evaluation tools](#). If using an assessment tool, specify below and provide a brief description of results. **Note that formal assessments are not recommended until a partnership has been in place for at least six months.**

Depth of relationship *

Cooperator

Select the option that most accurately [describes this partnership](#).

Assessment tool used *

None

Specify the tool used (if any) to [evaluate this partnership](#).

Briefly describe any partnership accomplishments for the current reporting period *

Testing

Briefly describe any lessons learned from this partnership during the current reporting period. Include barriers or challenges you may have encountered *

Testing

Save and continue

Save

Cancel

Depth of Relationship*
Select from drop-down:

- Network
- Cooperator
- Coordination
- Coalition
- Collaboration

Assessment tool used*
Select the assessment tool used if you used one. If not, select “none”.

Briefly describe any partnership accomplishments for the current reporting period*
Provide comments on any accomplishments here.

Briefly describe any lessons from this partnership during the current reporting period. Include barriers or challenges you may have encountered *
Provide comments on any lessons learned, challenges, or barriers here.

Save and continue will bring you to the next section: Meetings & Events.

COALITIONS MODULE

GENERAL INFORMATION

General Information

Report a coalition, SNAP-Ed Nutrition Action Council (SNAC), or other relevant collective impacts initiative that is planning for community-level changes in policies or practices. Only report those active during the current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed).

Coalition name *

Used to refer to this record.

Jurisdiction level *

Level at which this coalition seeks to make changes.

Unit *

The primary unit where this coalition is located. Used to grant unit-level permissions in PEARS.

COVID-19 Impact

Assistance received from this coalition (choose all that apply) *

Assistance provided to this coalition (choose all that apply) *

Is this a State Nutrition Action Committee/Coalition (SNAC)? *

In which of the following intervention types is this coalition involved during the current reporting year? (choose all that apply)

☐ Direct Education

☐ Social Marketing

☐ Policy, Systems & Environmental Changes

Comments

Optional. Use the field below for any additional comments about this coalition.

File Attachments

Optional. Upload files related to this coalition.

Jurisdiction Level*

Select the appropriate level for this partnership from Local, State, Territorial/ Commonwealth, Tribal, Multi-state, Federal/National or International

Unit*: Always select your own county or agency as the unit.

Assistance received from this coalition* & Assistance provided to this coalition*

Select all that apply from the list:

- Advertising (includes marketing)
- Consulting
- Development
- Evaluation and tracking
- Funding
- Human resources (*staff or staff time)
- Program implementation
- Materials
- Planning
- Recruitment
- Space
- Technical services
- Other

Is this a State Nutrition Action Committee/Coalition (SNAC)?*

Select yes or no.

In which of the following intervention types is this coalition involved during the current reporting year?

Choose all that apply:

- Direct Ed
- Social Marketing
- PSE Changes

This will most likely be “PSE Changes” and/or “Direct Education” (only if you are implementing and reporting a Direct Education intervention). For guidance on intervention types, please review the Reporting Activities in PEARS section.

Save and continue will bring you to the next section: Collaborators

COALITIONS MODULE

COLLABORATORS

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

[+ Add Collaborator](#)

User	Contributor	View Only	View & Edit	Actions
Sarah Linnan	✓	⊘	✓	✎ ✕

[Save and continue](#) [Save](#) [Cancel](#)

[Save and continue](#) will bring you to the next section: Coalition Members.

You are not required to record collaborators.

If you would like to, click [+ Add Collaborator](#) to open a pop-up window. Record each collaborator's:

- PEARS User *
- This user was involved in performing the work described in this record (Contributor)
- Access
- Role/contribution

COALITION MEMBERS

Members in this Coalition

[+ Add Member](#)

Add all members of this coalition, SNAC, or collective impact initiative.

Search 10 [⌵](#) [⌵](#)

Name	Sector	Other Sector	Type	Other Type	Actions
uw test	Agriculture		Chefs/ culinary institutes		✎ ✕

« < 1 > » Showing 1 to 1 of 1 entries

[Save and continue](#) [Save](#) [Cancel](#)

[Save and continue](#) will bring you to the next section: Evaluation.

You are not required to record coalition members.

If you would like to, click [+ Add Member](#) to open a pop-up window. Record each coalition member's:

- Individual or organization name*
- Member's sector of influence*
- Type of member*
- Member's primary site or organization
- Briefly describe this member's role and any resources they provide to this coalition.

COALITIONS MODULE

EVALUATION

Evaluation

Evaluating coalitions is important to assess relationship health and identify areas for improvement. Please review the list of [recommended partnership/coalition evaluation tools](#) before completing this section. **Note that formal assessments are not recommended until a coalition has been in place for at least six months.**

Depth of relationship / level of engagement *

Network

Select the option that most accurately describes this coalition.

Assessment tool used to document level of active engagement of members *

None

Specify the tool used (if any) to evaluate this coalition.

Assessment tool used to document the level of influence *

None

Specify the tool used (if any) to evaluate this coalition.

Briefly describe any accomplishments of this coalition for the current reporting period *

[Save and continue](#) [Save](#) [Cancel](#)

Depth of relationship/level of engagement*

- Network
- Cooperator
- Coordination
- Coalition
- Collaboration

Assessment tool used to document level of active engagement of members* & Assessment tool used to document level of influence*

Select the assessment tool used if you used one. If not, select “none”.

Briefly describe any accomplishments of this coalition for the current reporting period*

Provide comments on any accomplishments here.

Save and continue will bring you to the next section: Meetings & Events.

MEETINGS AND EVENTS

Meetings and Events

Optionally track past or upcoming meetings or events involving this coalition during the current reporting period of **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**.

Do you wish to report meetings and events related to this coalition? *

No

[Save and continue](#) [Save](#) [Cancel](#)

You are not required to report meetings and events. If you would like to report meetings or events, select “yes” and then click the **+ Add Meeting / Event** button. Complete the following information for each meeting or event:

- Meeting or Event Name*
- Start Date*
- Start Time*
- Purpose of Meeting
- Number in Attendance
- Notes & Accomplishments

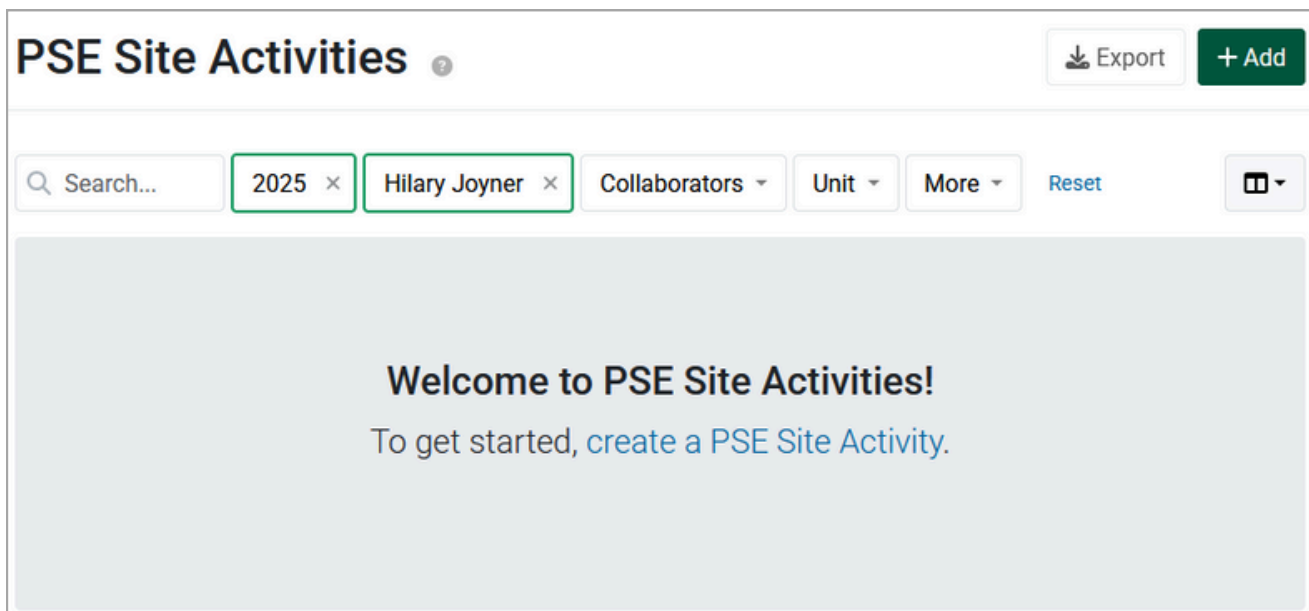
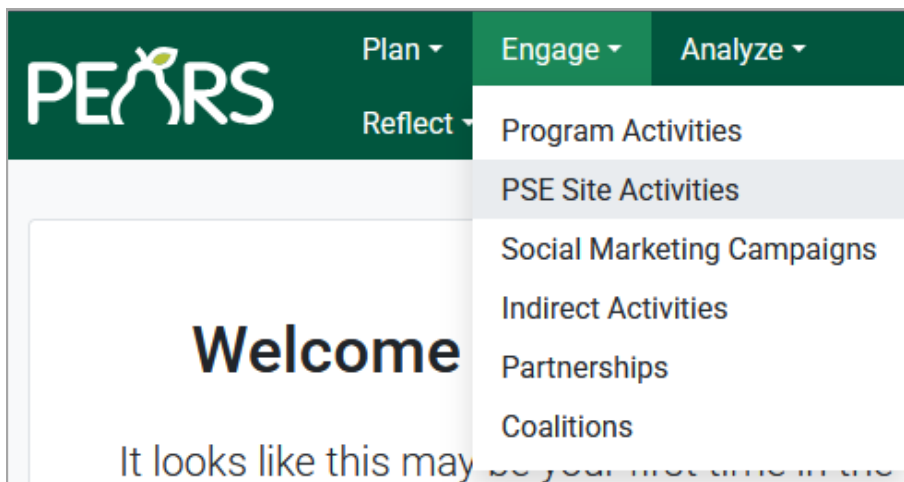
Save and continue will bring you to the next section: Mark as Complete. Marking as complete will submit the Coalition.

PSE SITE ACTIVITIES MODULE

PEARS has created detailed videos to show you how to enter information into each of the modules. Please utilize these videos to learn how to enter information into PEARS.

PSEs

Please visit [this page](#) to learn how to create a PSE in PEARS. Other PSE support topics can be found [here](#).



PSE SITE ACTIVITIES MODULE

This guide includes information on each field in PEARS, broken down by the module the field appears in. An * represents a required field.

GENERAL INFORMATION

General Information

At the environmental level the focus of evaluation is not on measuring changes in individuals, but rather changes in settings or venues in low-income areas where nutrition education is provided. Are you working with a site or organization to make policy, system, or environmental (PSE) changes in the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**? If so, please use the form below to begin reporting.

Site or organization *

UW Population Health Institute

Choose the site of the PSE work you are reporting on. You may also select an organization that includes multiple sites (e.g. a school district or grocery chain). When choosing an "organization" please only report on PSEs implemented at the organization level; PSEs implemented at each of the sites governed by the organization should be reported on a site by site basis.

PSE project or description

Testing Sarah

Optional. Short name or description for this PSE effort.

Project name * → **Project Name*:**
Select Fit Families

Intervention name *

Coalition Work

Choose the statewide intervention or initiative most related to this activity. Please contact your organization's administrator if your intervention isn't in this list.

Unit * → **Unit*:** Always select your own county or agency as the unit.

UW Popula

The primary unit where this PSE site activity work is taking place.

COVID-19 Impact

No Impact due to COVID-19

Please indicate if this site or organization is a USDA summer meal site, Indian reservation, or military base.

☐ USDA Summer Meal Site
☐ Indian Reservation
☐ Military Base

Select any or all that apply.

PSE setting *

Before and after-school programs

Select the setting of PSE work at this site. If your PSE work at this site involves more than one setting, report as separate sites. See the [documentation for settings](#) for help selecting the appropriate option.

Site or Organization*

Search to see if the site or organization already exists. If it does not, add it as a new site or organization by clicking the **Add Site** button.

Site or organization *

Search for a site

Zu

Add Site

A pop-up window will appear where you will enter the partner's:

- Name*
- Address*
- Parent Organization
- City*
- State*
- Zip Code*
- Primary Contact
- Email Address
- Phone #
- Setting (choose from drop-down)
- Is this site ADA accessible? (yes/no)

PSE Project or description

Short name or description. This should be the name of the whole PSE project.

Intervention name*

Select appropriate intervention from drop-down menu (e.g. Coalition Work)

PSE Setting*

Select appropriate setting from drop-down menu (e.g. Libraries, WIC clinics)

PSE SITE ACTIVITIES MODULE

GENERAL INFORMATION CONTINUED

Intervention Topics *

× Food preparation / cooking and food safety

Select any intervention topics you are targeting in PSE work at this site or organization.

In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work? *

2025

Enter the year only. For example, for October 1, 2015 – September 30, 2016 enter 2016.

Stages of Implementation

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

Stages of Implementation *

☐ Site(s) contacted and agreed to participate

☐ Planning and preparation for implementation (i.e. assessment, training, etc.)

☒ Started implementation of changes

☐ Continued to implement changes

☒ Worked to maintain changes

☐ Conducted follow-up assessments, evaluation, and/or monitoring

Approximate date you began implementing changes at this site

mm/dd/yyyy

Comments

Optional. Use the field below for any additional comments about PSE work at this site or organization, including any clarification about the stages of implementation.

File Attachments

Optional. Upload files related to this PSE Site Activity.

Save and continue Save Cancel

COLLABORATORS

Collaborators

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

+ Add Collaborator

Intervention Topics

Select all intervention topics that apply from drop-down menu

In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?*

Enter the appropriate FFY

Stages of Implementation*

Indicate each of the planning and implementation stages that apply to this PSE project during the current reporting year

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

Save and continue will bring you to the next section: Collaborators.

See Page 13 for instructions on how to add collaborators.

Save and continue will bring you to the next section: Partners.

PSE SITE ACTIVITIES MODULE

PARTNERS

Partners ⓘ

Add partners to track what partnerships were involved in this PSE effort.

[+ Add Partner](#)

Partner	Contributions	Actions
Test UWPHI	Space	✎ ✕

[Save and continue](#) [Save](#) [Cancel](#)

Save and continue will bring you to the next section: Needs, Readiness & Effectiveness.

+ Add Partner

Partner*

Click on the button to add a partner for this PSE effort. Select an existing partner or add a new partner. Clicking the Create a new partnership link will bring you to the Partnerships section of PEARS.

Add Partner ⓘ

Partner *

Can't find a partner? [Create a new partnership.](#)

Contributions *

[Save](#) [Cancel](#)

Contributions*

Select all contributions made by this partner to this PSE Effort:

- Financial
- Space
- Human resources
- Food
- Materials
- Marketing/advertising
- In-person recruitment of target audiences
- Social media
- Needs assessment/program planning support
- Technical expertise/consultation
- Other

PSE SITE ACTIVITIES MODULE

NEEDS, READINESS & EFFECTIVENESS

Needs, Readiness & Effectiveness

Assessing a site's readiness for change is an appropriate place to start for implementers working on PSE changes. An asset map, needs assessment, or organizational readiness assessment is a good first step toward implementation. While conducting a formal assessment is optional, environmental assessments offer an excellent opportunity to help understand the effectiveness of your work, when you pair baseline and post-intervention assessments. Increased environmental assessment scores provide objective, systematic evidence of documented environment-level improvements.

Did you conduct any needs or readiness assessments at this site or organization during the current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed) . *

Yes

Needs and Readiness Assessments

+ Add Assessment

Please specify all needs and readiness assessment tools used to evaluate PSE work at this site or organization during the **current reporting year**.

No assessments currently reported.

Save and continue Save Cancel

Did you conduct any needs or readiness assessments at this site or organization during the current reporting year? Select "Yes" if you conducted an assessment. Select "No" if you did not.

+ Add Assessment

Clicking the Add Assessment button will open a pop-up window where you can report the following on any assessments you conducted:

- **Assessment tool type***
 - Needs assessment/environmental scan
 - Organizational readiness
 - Staff readiness
- **Survey Instrument***
- **Approximate date baseline assessment administered**
- **Brief description of baseline assessment results**
- **Assessment score**
- **Approximate date follow-up assessment administered**
- **Brief description of follow-up assessment results**
- **Follow Up Assessment Score**

Save and continue will bring you to the next section: Strategy

PSE SITE ACTIVITIES MODULE

STRATEGY

Strategy

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

Which of the following complementary activities were implemented at this site or organization during the current reporting year of **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)** .

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

SNAP-Ed Funding

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

	Lead / Major Role	Supportive Role	No Role	N/A
Initiated the effort / brought stakeholders together	☐	☒	☐	☐
Fostered community / resident / parent support or engagement	☐	☒	☐	☐
Funded or provided planning / advice / guidance	☐	☒	☐	☐
Funded or provided training related to PSE efforts	☐	☒	☐	☐
Funded or conducted implementation of PSE changes	☐	☒	☐	☐
Funded or provided evaluation or monitoring of PSE efforts	☐	☒	☐	☐

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

Involvement

Were youth actively involved in shaping this PSE through an established group?

Yes

How many youth were actively involved during the current reporting year? *

1

Save and continue **Save** Cancel

Which complementary activities were implemented at this site or organization during the current reporting year?
Select all that apply

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

In which ways are SNAP-Ed funds or people contributing to PSE efforts at this site or organization?*
Select applicable role for each listed way SNAP-Ed funds or people contributed to PSE efforts at the site/organization

- Lead/Major Role
- Supportive Role
- No Role
- N/A

Involvement

Were youth actively involved in shaping this PSE through an established group?
Yes/No

How many youth were actively involved during the current reporting year?*
If you answered Yes to the previous question, enter number of youth

Save and continue will bring you to the next section: Changes Adopted

PSE SITE ACTIVITIES MODULE

CHANGES ADOPTED

Changes Adopted

It is important to document changes that occur as a result of PSE work at this site or organization governing a group of sites. Is this site or "organization" implementing, improving, expanding, or maintaining at least one change in policy or practice to improve appeal or access to healthy food and beverages, physical activity or reduced sedentary time?

Changes

+ Select Changes

Please select all of the types of PSE changes that were implemented, improved, expanded or actively maintained with SNAP-Ed support during the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**. Do not select a change if the efforts to actually make that type of PSE change have not yet started (i.e. the site is still planning, assessing or considering whether to make that type of change).

Were any other changes made that you were unable to locate in the list?

Describe other changes not on list, if needed.

Reach

Reach may be calculated differently, depending on the setting. Please review our [documentation on calculating reach](#) for more information. Consider the reach of all PSE changes that were implemented, expanded, improved or maintained during the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**.

Method used to determine total reach *

Estimated

Source of Data *

Visual estimate

Total number of people reached by PSE work at this site or organization *

25

Please select all of the types of PSE changes that were implemented, improved, expanded or actively maintained with SNAP-Ed support during the current reporting year

Click on the green button to open the Changes Adopted pop-up window. Select all that apply.

Changes Adopted

Search...

	Name	Level	Topic
☐	Policy to provide incentive to increase time spent doing physical activity	Policy	Physical Activity Policy
☐	Policy that encourages the establishment of new healthy retail outlets	Policy	Food Access
☐	Policy that encourages the establishment of new food distribution sites, food banks, food pantries, etc.	Policy	Nutrition Policy

Method used to determine total reach*
Select Estimated or Measured

Source of Data*
Select from drop-down menu options:

- Commercial market data on audience size
- Survey of target audience
- Visual estimate
- Site-provided demographics
- Other

Total number of people reached by PSE work at this site or organization*
Enter number

PSE SITE ACTIVITIES MODULE

CHANGES ADOPTED CONTINUED

Characteristics of those reached

Method used to determine characteristics of total reach *

Save and continue Save Cancel

Save and continue will bring you to the next section: Individual Effectiveness

Select the Method used to determine characteristics of total reach*

From drop-down menu, select:

- Unknown
- Measured
- Estimated

If you select Measured or Estimated, the following non-required fields will appear:

- Gender: % Female, % Male, % Non-binary
- Age: % Less than 5 years, % 5 to 17 years, % 18 to 59 years, % 60 to 75 years, % 76 years or older
- Ethnicity: % Hispanic/Latino, % Non-Hispanic/Latino
- Race: % American Indian/Alaska Native, % Asian, % Black/African American, % Native Hawaiian/Pacific Islander, % White, % Other or Mixed Race
- Student Status: % Students, % Parents, Other Adults, and Non-Student Youth.

INDIVIDUAL EFFECTIVENESS

Individual Effectiveness

To demonstrate the impact of an environmental-level change, changes in individuals at this site or organization can be evaluated. In this section, you are given the opportunity to report on the effectiveness of your PSE work at the individual-level.

Are you evaluating individual-level effectiveness for PSE work at this site or organization during the current reporting year of current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed) . *

Yes

Individual-Level Assessment Tools

+ Add Assessment Tool

Please specify all individual-level assessment tools used to evaluate PSE work at this site or organization during the current reporting year.

Tool Type	Other Tool	Approximate Date	Description of Results	Actions
Interview		Feb. 21, 2025		 

Save and continue Save Cancel

Save and continue will bring you to the next section: Recognition & Media Coverage

Are you evaluating individual-level effectiveness for PSE work at this site or organization during the current reporting year of current reporting year*

Enter "Yes" only if you are evaluating individual-level effectiveness for this PSE work.

+ Add Assessment Tool

If you click on the + Add Assessment Tool button, you will be prompted to enter the following about each individual-level assessment tool:

- Type*
- Approximate date of Assessment*
- Description of Results

PSE SITE ACTIVITIES MODULE

RECOGNITION & MEDIA COVERAGE

Recognition & Media Coverage

Awards, media coverage, and other recognitions can be an important indicator of the effectiveness of PSE work. Please report any awards, recognitions, or media coverage related to this site or organization.

Did you receive any awards, recognitions, or media coverage related to this site during the current reporting year of current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed) . *

Yes

Recognitions

[+ Add Recognition](#)

Please specify all awards and media coverage received for PSE work at this site or organization during the **current reporting year**.

No recognitions currently reported.

[Save and continue](#) [Save](#) [Cancel](#)

Did you receive any awards, recognitions, or media coverage related to this site during the current reporting year of current reporting year of current reporting year?*
Select Yes or No from the drop-down menu.

+ Add Recognition
If you click on the + Add Recognition button, you will be prompted to enter the following about each recognition:

- Type*
 - New Award/Recognition
 - Award/Recognition Maintained or Renewed (Same Level)
 - Award/Recognition Maintained or Renewed (Increase in Level)
 - Media Coverage

For Awards:

- Name of Award or Recognition*
- Recognizing body*
- Level*
- Approximate date received*

For Media Coverage:

- Media coverage type*
- Name or Brief Description of Coverage*
- Link or reference*
- Estimated Reach (# of individuals)
- Approximate date of coverage*

Save and continue will bring you to the next section: Sustainability

PSE SITE ACTIVITIES MODULE

SUSTAINABILITY

Sustainability

Sustainability refers to the extent to which an intervention and the benefits it generates are maintained over time. Please identify how you are working to sustain and maintain PSE work at this site or organization during the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**.

Have any efforts been taken to support sustainability of the PSE changes over time? *

Yes

Sustainability Mechanisms

Which of the following are in place to ensure the sustainability of this PSE work in future years? *

	No Plans to Adopt	Plan to Adopt	In Process / Partially Adopted	Fully in Place
An organization or group that is not dependent on SNAP-Ed funding has assumed responsibility for sustaining the efforts	☒	☐	☐	☐
A dependable, on-going source of funding and/or support (other than SNAP-Ed) has been identified	☐	☒	☐	☐
One or more policies were adopted, requiring the changes to be maintained	☐	☐	☒	☐
A monitoring and reporting system has been implemented	☐	☐	☐	☒
Support from stakeholders	☐	☐	☒	☐
Other Mechanism	☐	☐	☐	☐

Select the level(s) at which policies require the PSE changes be maintained:

☐ Site
☐ Agency/Organization
☐ Local Government
☐ State Government
☐ Federal Government
☐ Tribal Government

Select all stakeholder groups whose support will help to sustain this effort:

☐ Consumers/students/residents
☐ Administrators/owners/managers
☐ Committees/school boards
☐ Staff/teachers/employees/farmers
☐ The public/local community
☐ Elected official
☐ Private community-based organizations
☐ Other (please specify)

Sustainability framework or assessment tool used for this reporting year

Please provide a brief description of your assessment results.

Save and continue Save Cancel

Have any efforts been taken to support sustainability of the PSE changes over time?*

Select Yes or No from the drop-down menu. If you select Yes, the Sustainability Mechanisms section will appear.

Which of the following are in place to ensure the sustainability of this PSE work in future years?*

For each listed mechanism, indicate:

- No Plans to Adopt
- Plan to Adopt
- In Process/Partially Adopted
- Fully in Place

Save and continue will bring you to the next section: Reflection

PSE SITE ACTIVITIES MODULE

REFLECTION

Reflection

Please take a moment to reflect on PSE work at this site or organization for the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**. Responding to the following questions is intended to help you to reflect on and learn from your experiences. Your responses will potentially lead to the development of promising practices to be shared with others who may be attempting similar PSE work.

Please indicate the top 5 **assets** to PSE work at this site or organization during the current reporting year.

Asset #1

Asset #2

Asset #3

Asset #4

Asset #5

Please indicate the top 5 **barriers** to PSE work at this site or organization during the current reporting year.

Barrier #1

Barrier #2

Barrier #3

Barrier #4

Barrier #5

Are there any additional substantive barriers or assets to PSE work at this site you wish to share?

In what ways might your experience with this site or organization inform or influence your future PSE work?

What, if anything, could have been improved or what changes would you recommend for others performing similar PSE work?

Please share any additional comments or feedback about this PSE work. Include any unanticipated benefits that may have resulted.

While not required in PEARS, we are asking that you please answer these questions.

Please indicate the top 5 assets to PSE work at this site or organization during the current reporting year*

Select from drop-down menu

Please indicate the top 5 barriers to PSE work at this site or organization during the current reporting year*

Select from drop-down menu

Are there any additional substantive barriers or assets to PSE work at this site you wish to share?

Complete if you have additional barriers or assets to report.

In what ways might your experience with this site or organization inform or influence your future PSE work?*

What, if anything, could have been improved or what changes would you recommend for others performing similar PSE work?*

Please share any additional comments or feedback about this PSE work. Include any unanticipated benefits that may have resulted.

Complete if you have this information to share.

Save and continue will bring you to the next section: Mark as Complete

INDIRECT ACTIVITIES MODULE

PEARS has created detailed videos to show you how to enter information into each of the modules. Please utilize these videos to learn how to enter information into PEARS.

INDIRECT ACTIVITIES

Please visit [this page](#) to learn how to create a PROGRAM ACTIVITY in PEARS. These are also called INDIRECT ACTIVITIES.

The screenshot displays the PEARS web application interface. At the top, a dark green navigation bar contains the PEARS logo and four menu items: Plan, Engage, Analyze, and Ref. The 'Engage' menu is open, showing a list of options: Program Activities, PSE Site Activities, Social Marketing Campaigns, Indirect Activities (which is highlighted), and Partnerships. Below the navigation bar, a large white box with the text 'Welcome' and 'It looks like this may' is partially visible. In the foreground, a modal window titled 'Indirect Activities' is open. This window includes an 'Export' button and a '+ Add' button. It contains a definition of indirect education and instructions on the reporting period. Below the text, there is a search bar and several filter buttons: '2025', 'Hilary Joyner', 'Collaborators', 'Unit', 'More', and a 'Reset' link. At the bottom of the modal, a large light blue box contains the text 'Welcome to Indirect Activities!' and a link to 'create an Indirect Activity'.

PEARS Plan Engage Analyze Ref

Program Activities
PSE Site Activities
Social Marketing Campaigns
Indirect Activities
Partnerships

Welcome
It looks like this may

Indirect Activities

Export + Add

Indirect education is the distribution of information and resources, including any mass communications, community events, interviews, advertisements, and materials distributions that are not considered direct education or social marketing.

Use this module to report indirect activities during the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**

Search... 2025 Hilary Joyner Collaborators Unit More Reset

Welcome to Indirect Activities!
To get started, [create an Indirect Activity](#).

INDIRECT ACTIVITIES MODULE

SNAP-ED CUSTOM DATA CONTINUED

General Information

Title *
Test indirect activity

Project name *
Fit Families

Intervention name *
Decreasing Screen Time

Choose the statewide intervention or initiative most related to this activity. Please contact your organization's administrator if your intervention isn't in this list.

Unit *
UW Population Health Institute (District)

In which unit does this activity primarily take place?

COVID-19 Impact
No Impact due to COVID-19

Did this activity include a food demonstration/taste test?
No

Intervention topics
× Food shopping and resource management

Select any intervention topics you are targeting with this indirect activity.

Languages *
× English

Activity Date Range
Specify the approximate overall start and end dates for this activity.

Start date **End date**
02/11/2025 02/11/2025

Comments
Optional. Use the field below for any additional comments about this Indirect Activity.

File Attachments
Optional. Upload files related to this Indirect Activity.

Save and continue **Save** Cancel

Project name*
Select Fit Families

Unit*: Always select your own county or agency as the unit.

Intervention topics
Select appropriate intervention topics

Languages*
Select languages that were used to deliver this program

Save and continue will bring you to the next section: Collaborators

COLLABORATORS

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

+ Add Collaborator

User	Contributor	View Only	View & Edit	Actions
Sarah Linnan	✓	⊘	✓	

Save and continue **Save** Cancel

Save and continue will bring you to the next section: Intervention Channels and Reach

INDIRECT ACTIVITIES MODULE

INTERVENTION CHANNELS AND REACH

Intervention Channels and Reach

Indirect education can occur through a variety of channels with different audiences and reach. Please specify all channels used for this activity using the table below.

Intervention Channels

The screenshot shows a table with a header 'Channel' and a row containing 'Community events / fairs - in which participants'. To the right of the table is a green button labeled '+ Add Intervention Channel'. Below the table is a green button labeled 'Save and continue'. A callout box points to the '+ Add Intervention Channel' button, explaining its function. Another callout box points to the 'Intervention channel' dropdown menu, listing examples like 'Community events/fairs, Social media'. A third callout box points to the 'Estimated # of new individuals reached' field, explaining it should be less than or equal to the total number of individuals reached. A fourth callout box points to the 'Source of reach data' dropdown menu, listing options like 'Commercial market data on audience size', 'Survey of target audience', 'Visual estimate', 'Site-provided demographics', and 'Other (please specify)'. A fifth callout box points to the 'Save and continue' button, stating it will bring the user to the next section: 'Mark as Complete'.

+ Add Intervention Channel
Click the + Add Intervention Channel button to open the pop-up window and enter details. Repeat to add as many channels as needed.

Intervention Channel*
Select from drop-down (e.g. Community events/fairs, Social media)

Estimated # of new individuals reached*
Estimated number of individuals not reached by a corresponding Program Activity, PSE Site Activity, or Social Marketing campaign. Should be less than or equal to the total # of individuals reached.

Source of reach data*
Select from drop-down:

- Commercial market data on audience size
- Survey of target audience
- Visual estimate
- Site-provided demographics
- Other (please specify)

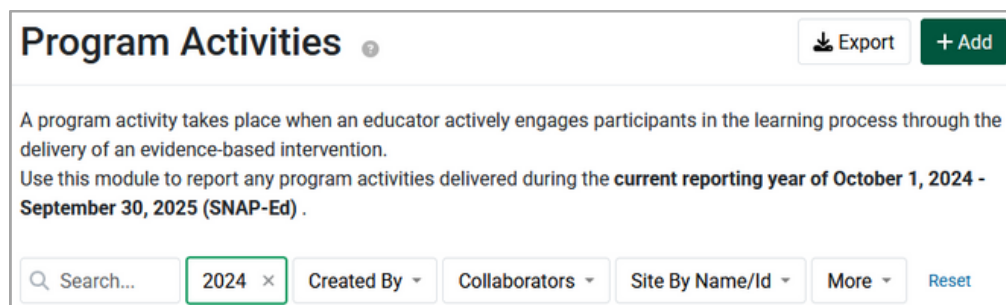
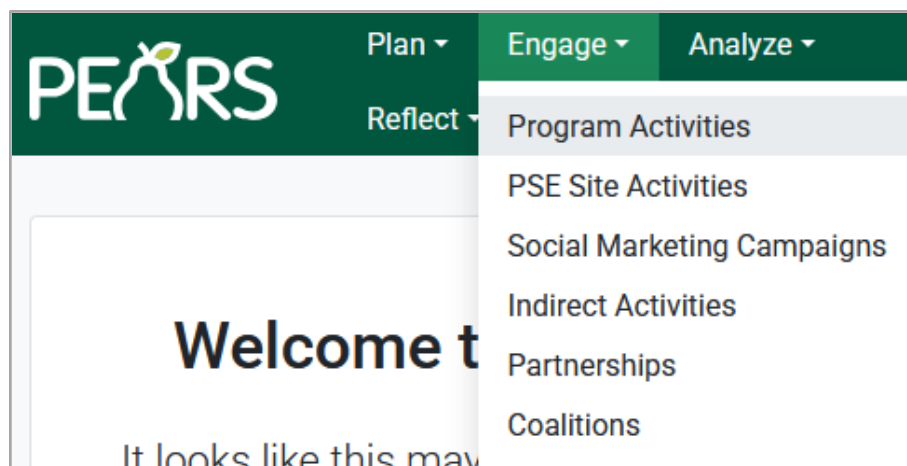
Save and continue will bring you to the next section: Mark as Complete

PROGRAM ACTIVITIES MODULE

PEARS has created detailed videos to show you how to enter information into each of the modules. Please utilize these videos to learn how to enter information into PEARS.

PROGRAM ACTIVITIES

Please visit [this page](#) to learn how to create a PROGRAM ACTIVITY in PEARS



PROGRAM ACTIVITIES MODULE

GENERAL INFORMATION

General Information

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

Program activity name *

This is a name you give the program activity for your reference.

Reporting period *

SNAP-Ed 2025 (October 1, 2024 - September 30, 2025)

Methods used to deliver this program *

☒ In person
☐ Virtual, live online
☐ Virtual, self-directed & interactive

Sessions

If this program activity involves multiple meetings or sessions with the same audience, please indicate those below.

Start Date *

Start Time

Length (min) *

Participants

Delivery Site *

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

Unit *

This is the unit where the program activity was delivered.

COVID-19 Impact

Language(s) used to deliver this program *

Methods used to deliver this program*
Select all that apply:

- In person
- Virtual, live online
- Virtual, self-directed & interactive

Unit*: Always select your own county or agency as the unit.

Sessions
Enter the following information for each meeting or session with the same audience:

- Start Date*
- Start Time
- Length (min)*
- # Participants

Delivery Site*
Use drop-down menu to select existing or add new site

Unit*: Always select your own county or agency as the unit.

Language(s) used to deliver this program*
Select all languages that were used to deliver this program

Volunteers
Provide the number of volunteers and the total number of hours.

Number	Total hours

Comments
Optional. Use the field below for any additional information about the Program Activity.

File Attachments
Optional. Upload files related to this program activity such as pictures or handouts. Please do not upload scanned survey responses as an alternative to entering the data.

Click on the + button to add each session

PROGRAM ACTIVITIES MODULE

SNAP-ED CUSTOM DATA

SNAP-Ed Custom Data

Project name *

Fit Families

Intervention name *

Decreasing Sweetened Beverages

Choose the statewide intervention or initiative most related to this activity. Please contact your organization's administrator if your intervention isn't in this list.

Priority indicators *

× Food Resource Management (ST2)

Priority indicator(s) addressed with this program activity. See the [SNAP-Ed Evaluation Framework](#) for a complete list & description of indicators.

Target audiences

Group(s) of individuals this program activity's content and messaging is designed to affect.

Setting *

Mobile vending / food trucks

Primary setting where this particular program activity takes place.

Primary curriculum *

15-30 Minute Fitness Challenges for Kids-Kewaunee County Fit Fam...

SNAP-Ed approved curriculum most aligned with the content and messaging of this program activity.

Additional curricula

Additional, if any, SNAP-Ed approved curricula used to develop the content and messaging for this program activity.

Intervention Topics *

× Fiber-rich foods × Food shopping and resource management

EARS intervention topic(s) covered by this program activity.

Did this activity include a food demonstration/taste test?

No

Save and continue **Save** Cancel

Project Name*:

Select Fit Families

Intervention name*

Select appropriate intervention name from drop-down menu.

Priority Indicators*

Select the priority indicators that are addressed with this activity. See the [SNAP-Ed Evaluation Framework](#) for more details.

- Food Resource Management (ST2, MT2)
- Fruits and Vegetables (R2)
- Healthy Eating (ST1)
- Healthy Eating Behaviors (MT1)
- Multi-Sector Partnerships and Planning (ST8)
- Nutrition Supports (MT5)
- Organizational Partnerships (ST7)
- Physical Activity & Reduced Sedentary Behaviors (ST3, MT3, R7)

Target audiences

Select all that apply from drop-down menu

Setting*

Select the primary setting where this program activity took place

Primary curriculum*

Select the SNAP-Ed approved curriculum most aligned with the content and messaging of this program activity.

If there was not a curriculum, do not report this as a direct activity.

Intervention Topics*

Select all appropriate intervention topics that apply.

Save and continue will bring you to the next section: Evaluation

PROGRAM ACTIVITIES MODULE

EVALUATION

Evaluation

Did you perform any evaluations of this program activity? *

Yes

Surveys + Attach Survey

No surveys currently attached.

Save and continue Save Cancel

Did you perform any evaluations of this program activity?* Yes/No

+ Attach Survey

If you indicate “Yes” above, the + Attach Surveys section will appear. Click the + Attach Survey button to enter the following about each survey:

- Survey*
- Type*
- Date Delivered*
- Name*
- Aggregate responses (check-box)

Save and continue will bring you to the next section: Demographics

Method used to determine characteristics of total reach*

From drop-down menu, select:

- Actual Count
- Estimated Count

Select “Actual Count” if you collected demographic information from participants or “Estimated Count” if you are estimating demographic information.

Source of Data*

Select from drop-down menu options:

- Commercial market data on audience size
- Survey of target audience
- Visual estimate
- Site-provided demographics
- Other

DEMOGRAPHICS

Report the total number of unique participants for this program activity. Also include the demographic makeup of participants.

Total *

0

Method used to determine demographic makeup of participants *

Select the option that most accurately describes how the demographic makeup was collected.

Source of Data *

Specify demographic makeup of participants

All categories include Prefer not to respond and Unknown

Gender*

- Female
- Male
- Non-binary

Age*

- Less than 5 years
- 5 to 17 years
- 18 to 59 years
- 60 to 75 years
- 76 years or older

Ethnicity*

- Hispanic/Latino
- Non-Hispanic/Latino

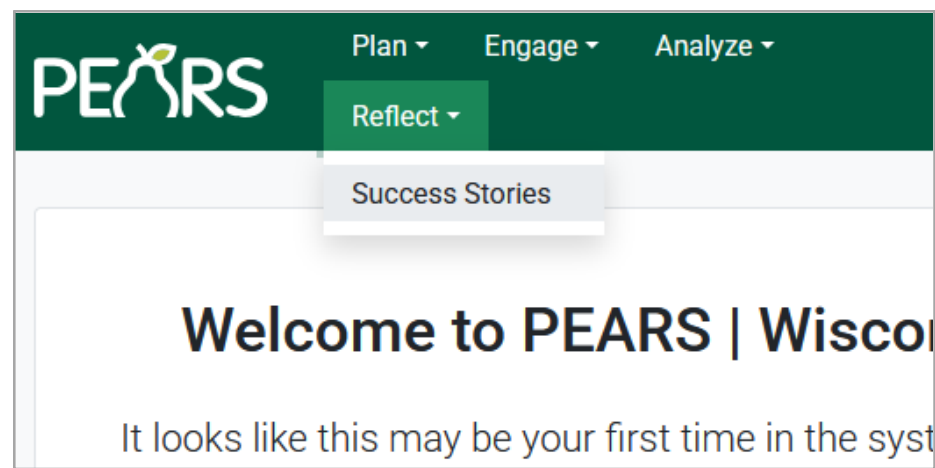
Race*

- American Indian/Alaska Native
- Asian
- Black/African American
- Native Hawaiian/Pacific Islander
- White
- Other or Mixed Race

SUCCESS STORIES MODULE

SUCCESS STORIES

This page shows how to create a SUCCESS STORY in PEARS.



Success Stories ?

Export

Word Cloud

Add

A success story describes the difference you are making in people's lives. It documents what was invested, what was done, who was reached, and what resulted for the individuals, communities, and/or environments involved.

Use this module to report any success stories for the **current reporting year of October 1, 2024 - September 30, 2025 (SNAP-Ed)**.

Search...

Reporting Period ▼

Sarah Linnan ×

Collaborators ▼

Unit ▼

More ▼

Reset

▼

☐	Title	Program Areas	Completed	Noteworthy	Created by	Last Modified By	Last Modified
☐	Test	SNAP-Ed			Sarah Linnan	Sarah Linnan	5/6/2025

SUCCESS STORIES MODULE

The appendix includes information on each field in PEARS, broken down by the module the field appears in. An * represents a required field.

SUCCESS STORIES MODULE: GENERAL INFORMATION

A success story describes the difference you are making in people's lives. It documents what was invested, what was done, who was reached, and what resulted for the individuals, communities, and/or environments involved. Success stories should be added to PEARS even if they are reflected within another module.

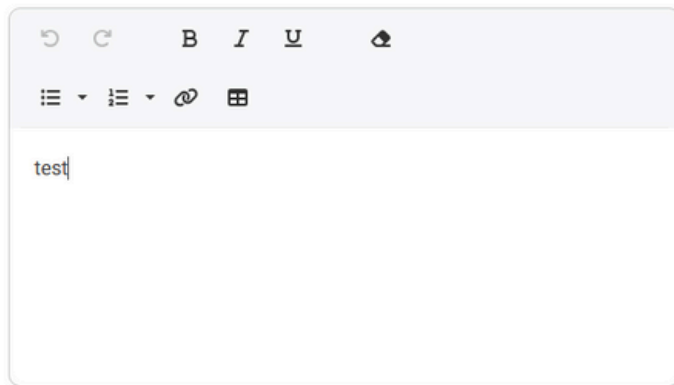
The screenshot shows the 'SUCCESS STORIES MODULE' form in PEARS. The form includes the following fields and sections:

- Story Title ***: A text input field containing 'Test'.
- Reporting period ***: A text input field containing 'SNAP-Ed 2025 (October 1, 2024 - September 30, 2025)'.
- Site or organization**: A dropdown menu showing 'UW Population Health Institute'.
- Unit ***: A dropdown menu showing 'UW Population Health Inst'. A callout box points to this field with the text: 'Unit*: Always select your own county or agency as the unit.'
- COVID-19 Impact**: A dropdown menu.
- Program Activity**: A dropdown menu. A callout box points to this field with the text: 'Program Activity This drop-down menu will display your Program Activities entered in PEARS for the current reporting period. We suggest you enter Program Activities before reporting Success Stories.'
- Keywords**: A text input field.
- Comments**: A text area with the instruction: 'Optional. Use only for general information about this success story, not for the story itself.'
- File Attachments**: A text area with the instruction: 'Optional. Upload files related to this Success Story such as pictures, scans of articles, etc.'
- Buttons**: 'Save and continue' (green), 'Save' (green), and 'Cancel' (grey). A callout box points to the 'Save and continue' button with the text: 'Save and continue will bring you to the next section: Collaborators (see p. 13).'

SUCCESS STORIES MODULE

STORY

Background *

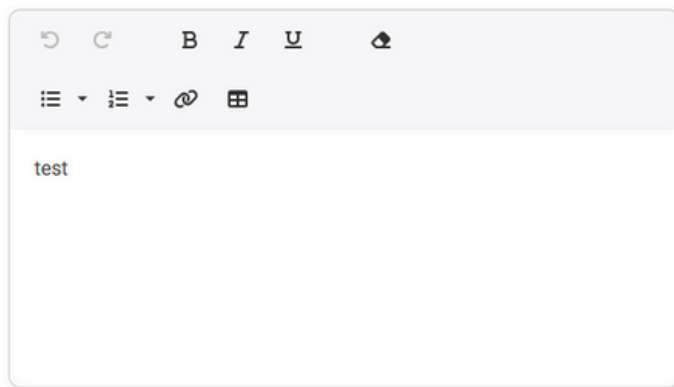
A screenshot of a text editor for the 'Background' section. It features a light purple header bar with icons for undo, redo, bold, italic, underline, and link. Below the header is a toolbar with list, link, and table icons. The main text area contains the word 'test'.

Tell us about the program or project. Include information such as setting, target audience, curricula used, number of sessions, and partnerships involved.

Background*

Describe the program or project. Include information such as setting, target audience, curricula used, number of sessions, and partnerships involved.

Story Narrative *

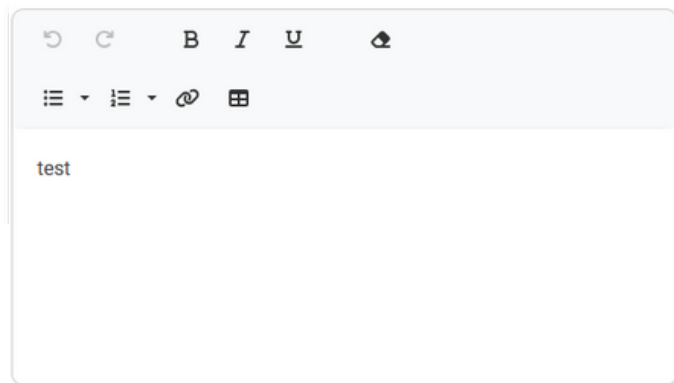
A screenshot of a text editor for the 'Story Narrative' section. It features a light purple header bar with icons for undo, redo, bold, italic, underline, and link. Below the header is a toolbar with list, link, and table icons. The main text area contains the word 'test'.

What impact did your program or project have on the participants? Provide specific details, observations, and/or testimonials from participants. Conclude with a synthesis of the information provided and clarify what it is you want readers to take away from this success story.

Story Narrative*

What impact did your program or project have on the participants? Provide specific details, observations, and/or testimonials from participants. Conclude with a synthesis of the information provided and clarify what it is you want readers to take away from this success story.

Favorite quote

A screenshot of a text editor for the 'Favorite quote' section. It features a light purple header bar with icons for undo, redo, bold, italic, underline, and link. Below the header is a toolbar with list, link, and table icons. The main text area contains the word 'test'.

Save and continue Save Cancel

Save and continue will bring you to the next section: SNAP-Ed Custom Data

SUCCESS STORIES MODULE

SNAP-ED CUSTOM DATA

Project name

Related Framework indicators *

Please select indicators from the Evaluation Framework that are related to this success story.

Socioecological frameworks *

- ☐ Individual/Family
- ☐ Environmental Setting
- ☐ Sectors of Influence
- ☐ Social and Cultural Norms and Values

Approaches *

- ☐ Individual or group-based nutrition educators (e.g. direct education)
- ☐ Comprehensive multi-level interventions (a combination of direct education, PSE's, and social marketing)
- ☐ Community and public health approaches (community-focused, population-based interventions)

Partner types

Save and continue **Save** **Cancel**

Save and continue will bring you to the next section: Mark as Complete

Related Framework Indicators*

Use the drop-down menu to select which of the SNAP-Ed Evaluation Framework indicators are related to this success story. The menu contains options relevant to Fit Families:

- Beverages (R5)
- Food Resource Management (ST2)
- Food Resource Management Behaviors (MT2)
- Fruits and Vegetables (R2)
- Healthy Eating (ST1)
- Multi-Sector Partnerships and Planning (ST8)
- Organizational Partnerships (ST7)
- Physical Activity & Reduced Sedentary Behavior (MT3, ST3, or R7)

Socioecological frameworks*

Select all that apply

- Individual/Family
- Environmental Setting
- Sectors of Influence
- Societal and Cultural Norms and Values

Approaches*

Select all that apply

- Individual or group-based nutrition educators (e.g. direct education)
- Comprehensive multi-level interventions (a combination of direct education, PSE's, and social marketing)
- Community and public health approaches (community-focused, population-based interventions)

Partner types

Select all that apply

- Other USDA program(s)
- Non-USDA federal program(s)
- State organization(s)
- Community-based program(s) working with the SNAP-Ed target audience
- Multisector partnership or coalition
- Minority-serving institution
- Tribal organization

APPENDIX

The appendix includes information on each field in PEARS, broken down by the module the field appears in. An * represents a required field.

PEARS PARTNERSHIPS MODULE:

Partners are entities that receive no direct funding but are involved in the program. Active partnerships include two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies. This includes sites or organizations where direct education is taking place.

Field Name	Data Entry Type	Notes
Partnership name*		
Site or organization*	Select or Add	Search to see if the site or organization already exists. If it does not, add it as a new site or organization.
For each site or organization		
Address*		
Parent Organization		
Primary contact		
Email address		
Phone number		
Setting	Drop Down	Select the appropriate setting from the drop down.
Is this site ADA accessible?	Yes/No	
Unit*	Drop Down	Always select your own county or agency as the unit.
COVID-19 Impact	Drop Down	
Jurisdiction level*	Drop Down	Select the appropriate level for this partnership.
Type of partnership*	Drop Down	Select the type of partnership.
Assistance received from this partner*	Choose all that apply	Select all that apply from the list.
Assistance provided to this partner*	Choose all that apply	Select all that apply from the list.
Does this partner receive any direct SNAP-Ed funding?*	Yes/No	Select yes or no.

APPENDIX

PEARS PARTNERSHIPS MODULE (CONTINUED)

Field Name	Data Entry Type	Notes
In which of the following intervention types is this partner involved during the current reporting year?	Choose all that apply, Direct Ed, Social Marketing, or PSE	Choose the type of intervention in which this partner is involved. This will most likely be “PSE Changes” and/or “Direct Education” (only if you are implementing and reporting a Direct Education intervention)
Comments	Open ended	Add comments if you would like.
File Attachments		
Add Collaborator		Add collaborators
Depth of relationship*	Drop down	Select appropriate response
Assessment tool used*	Drop down	Select the assessment tool used if you used one. If not, select “none”.
Briefly describe any partnerships accomplishments for the current reporting period*	Open ended	Provide comments on any accomplishments here.
Briefly describe any lessons learned from this partnership during the current reporting period. Include barriers or challenges you may have encountered*	Open ended	Provide comments on any lessons learned, challenges, or barriers here.
Do you wish to report meetings and events related to this partnership?*	Yes/No	You are not required to report meetings. If you would like to report meetings, select “yes”.
If yes,		
• Meeting or event name*		
• Start Date*		
• Start Time*		
• Purpose of meeting	Open ended	
• Number in Attendance	Enter number	
• Notes & Accomplishments	Open ended	

APPENDIX

PEARS COALITIONS MODULE

Field Name	Data Entry Type	Notes
Coalition name*		
Jurisdiction level*	Drop down	Select the appropriate level for this coalition.
Unit*		Always select your own county or agency as the unit.
Assistance received from this coalition*	Choose all that apply	Select all that apply from the list.
Assistance provided to this coalition*	Choose all that apply – prepopulated list	Select all that apply from the list.
Is this a State Nutrition Action Committee/Coalition (SNAC)?*	Yes/No	Select yes or no.
In which of the following intervention types is this partner involved during the current reporting year?	Choose all that apply, Direct Ed, Social Marketing, or PSE	Choose the type of intervention in which this partner is involved. This will most likely be “PSE Changes” and/or “Direct Education” (only if you are implementing and reporting a Direct Education intervention)
Comments		Add comments if you would like.
File Attachments		
Add Collaborator		Add collaborators
Members in this Coalition		Add coalition members if you would like.
• Individual or organization name*		
• Member’s sector of influence*	Drop down	
• Type of member*	Drop down	
• Member’s primary site or organization	Drop down	
• Briefly describe this member’s role and any resources they provide to this coalition*	Open ended	

APPENDIX

PEARS COALITIONS MODULE (CONTINUED)

Field Name	Data Entry Type	Notes
Depth of relationship/level of engagement*	Drop down	Select appropriate response
Assessment tool used to document level of active engagement of members*	Drop down	Select the assessment tool used if you used one. If not, select "none".
Assessment tool used to document the level of influence*	Drop down	Select the assessment tool used if you used one. If not, select "none".
Briefly describe any accomplishments of this coalition for the current reporting period*	Open ended	Provide comments on any accomplishments here.
Do you wish to report meetings and events related to this coalition?*	Yes/No	You are not required to report meetings and events. If you would like to report meetings or events, select "yes".
If yes,		
• Meeting or event name*		
• Start Date*		
• Start Time*		
• Purpose of meeting	Open ended	
• Number in Attendance	Enter number	
• Notes & Accomplishments	Open ended	

APPENDIX

PEARS PSE SITE ACTIVITY MODULE

Field Name	Data Entry Type	Notes
Site or organization*	Drop down	
PSE project or description	Open ended	Short name or description. This should be the name of the whole PSE project.
Project name*	Drop down	Select “Fit Families”
Intervention name*	Drop down	Select appropriate intervention
Unit*	Drop down	Always select your own county or agency as the unit.
COVID-19 Impact	Drop down	
PSE setting*	Drop down	Select the appropriate setting
Intervention Topics*	Select all that apply – predetermined list	Select all intervention topics that apply
In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?*	Enter year	Enter the appropriate FFY
Stages of Implementation	Select stages of implementation	Indicate each of the planning and implementation stages that apply to this PSE project during the current reporting year
Approximate date you began implementing changes at this site	Date	If you selected that you started implementation of changes, enter the approximate date you began implementing changes.
Comments	Open ended	Select an existing partnership or create a new one
File Attachment		
Collaborators		

APPENDIX

PEARS PSE SITE ACTIVITY MODULE (CONTINUED)

Field Name	Data Entry Type	Notes
Partners		Select partners that were involved in this PSE effort.
• Partners	Drop down	
• Contributions	Select all that apply	
Did you conduct any needs or readiness assessments at this site or organization during the current reporting year?	Yes/No	Select “yes” if you conducted an assessment. Select “no” if you did not.
If yes, add assessment		
• Assessment tool type*	Drop down	
• Survey instrument*	Drop down	
• Approximate date baseline assessment administered	Date	
• Brief description of baseline assessment results	Open ended	
• Assessment Score	Open ended	
• Approximate date follow-up assessment administered	Date	
• Brief description of follow-up assessment results	Open ended	
• Follow up assessment score	Open ended	
Which complementary activities were implemented at this site or organization during the current reporting year	Check all that apply	Select all that apply.
In which ways are SNAP-Ed funds or people contributing to PSE efforts at this site or organization?*	List and role for each option	Select applicable role for each
Please specify any other ways not listed above that SNAP-Ed funds or people are contributing to PSE efforts at this site or organization	Open ended	

APPENDIX

PEARS PSE SITE ACTIVITY MODULE (CONTINUED)

Field Name	Data Entry Type	Notes
Were youth actively involved in shaping this PSE through an established group?	Yes/No	Select yes or no
If yes, How many youth were actively involved?*	Enter number	
Please select all of the types of PSE changes that were implemented, improved, expanded or actively maintained with SNAP-Ed support during the current reporting year		
Select Changes from list	Large list by topic	
Were any other changes made that you were unable to locate in the list?	Open ended	
If you reported PSE changes, briefly describe the PSE change work you did during the current reporting year.	Suggested open ended question to be added in 2026	
Method used to determine total reach*	Drop down	Select estimated or measured
Source of data*	Drop down	
Total number of people reached by PSE work at this site or organization*	Enter number	
Method used to determine characteristics of total reach*	Drop down	Select Unknown, Measured, or Estimated
Are you evaluating individual-level effectiveness for PSE work at this site or organization during the current reporting year of current reporting year	Yes/No	Enter “yes” only if you are evaluating individual-level effectiveness for this PSE work.

APPENDIX

PEARS PSE SITE ACTIVITY MODULE (CONTINUED)

Field Name	Data Entry Type	Notes
If yes, add assessment tool		
• Type*	Drop down	
• Approximate date of assessment	Enter Date	
• Description of results	Open ended	
Did you receive any awards, recognitions, or media coverage related to this site during the current reporting year of current reporting year	Yes/No	
If yes, add recognition		
• Type (award/recognition)	Drop down	
• Name of award or recognition*	Open ended	
• Recognizing body*	Open ended	
• Level	Open ended	
• Approximate date received	Date	
• Type (Media Coverage)		
• Media coverage type	Drop down	
• Name or Brief Description of Coverage	Open ended	
• Link or reference	Open ended	
• Estimated Reach	Number	
• Approximate date of coverage	Date	
Have any efforts been taken to support sustainability of the PSE changes over time?*	Yes/No	
If yes, sustainability mechanisms	Matrix with additional selections	Select appropriate mechanisms
Sustainability framework or assessment tool used for this reporting period	Drop down	Select framework or assessment tool if used. If none were used, select "none".

APPENDIX

PEARS PSE SITE ACTIVITY MODULE (CONTINUED)

Field Name	Data Entry Type	Notes
Please provide a brief description of your assessment results		
Reflection – Assets 1-5	Drop down	While not required in PEARS, we are asking that you please answer this question.
Reflection – Barriers 1-5	Drop down	While not required in PEARS, we are asking that you please answer this question.
Are there any additional substantive barriers or assets to PSE work at this site you wish to share?	Open ended	While not required in PEARS, we are asking that you please answer this question if you have additional barriers or assets to report.
In what ways might your experience with this site or organization inform or influence your future PSE work?	Open ended	While not required in PEARS, we are asking that you please answer this question.
What, if anything, could have been improved or what changes would you recommend for others performing similar PSE work?	Open ended	While not required in PEARS, we are asking that you please answer this question.
Please share any additional comments or feedback about this PSE work. Include any unanticipated benefits that may have resulted.	Open ended	While not required in PEARS, we are asking that you please answer this question if you have this information to share.

INDIRECT ACTIVITY MODULE

PEARS INDIRECT ACTIVITY MODULE

Field Name	Data Entry Type	Notes
Title*		
Project Name*	Drop Down	
Intervention Name*	Drop Down	
Unit*	Drop Down	Always select your own county or agency as the unit.
Did this activity include a food demonstration?	Yes/No	
Intervention Topics	Select all that apply (pre populated list)	Select appropriate intervention topics.
Languages*	Select all that apply (pre populated list)	Select languages that were used to deliver this program
Activity Date Range	Select Dates	
Comments	Open ended	
File Attachment		
Collaborators	Add collaborators	Add collaborators
Intervention Channels	Add as many as apply	
Intervention Channel	Drop Down	
For each Intervention Channel:		
• Description		
• Site*		
• Estimated # of unique individuals reached*		Estimated number of individuals not reached by a corresponding Program Activity, PSE Site Activity, or Social Marketing campaign. Should be less than or equal to the total # of individuals reached.
• Estimated # of new individuals reached*		
• Source of estimate	Drop Down	

APPENDIX

PEARS PROGRAM ACTIVITIES (DIRECT ACTIVITIES) MODULE

Field Name	Data Entry Type	Notes
Program Activity Name*	Open ended	
Methods used to deliver this program*	Select all that apply	Select methods used
Sessions	Date, time, length, and participants	Provide information on sessions
Delivery site*	Drop down or add	
Unit*	Drop Down	Always select your own county or agency as the unit.
COVID-19 Impact	Drop Down	
Languages*	Select all that apply	Select languages that were used to deliver this program
Volunteers	Enter number and total hours	Provide the number of volunteers and the total number of hours.
Comments	Open ended	Provide any additional comments about this program activity.
File Attachments		
Collaborators	Add collaborators	Add collaborators
Project name	Drop down	Select “Fit Families”
Intervention name*	Drop down	Select appropriate intervention name
Priority indicators*	Select all that apply	Select the priority indicators that are addressed with this activity.
Target audiences	Select all that apply	Select appropriate audiences
Setting*	Drop down	Select the primary setting where this program activity took place
Primary curriculum	Drop down	Select the SNAP-Ed approved curriculum most aligned with the content and messaging of this program activity.

APPENDIX

PEARS PROGRAM ACTIVITIES (DIRECT ACTIVITIES) MODULE (CONTINUED)

Field Name	Data Entry Type	Notes
Additional curricula	Drop down	Select additional curricula
Intervention Topics	Select all that apply	Select the appropriate intervention topics.
Did this activity include a food demonstration/taste test?	Yes/No	
Did you perform any evaluations of this program activity?*	Yes/No	
Surveys	Attach surveys	Provide information on each program survey used.
Program Activity Demographics		
Total*		
Method used to determine demographic makeup of participants*	Drop down	Select “actual” if you collected demographic information from participants or “estimated” if you are estimating demographic information.
Source of data*	Drop down	Select appropriate source
Gender*		Enter participant gender information
Age*		Enter participant age information into age categories
Ethnicity*		Enter participant ethnicity information into ethnicity categories
Race*		Enter participant race information into race categories

SUCCESS STORIES MODULE

PEARS SUCCESS STORIES MODULE

Field Name	Data Entry Type	Notes
Story Title*		
Site or Organization	Drop Down	
Unit*	Drop Down	Always select your own county or agency as the unit.
Program Activity	Drop Down	Select appropriate program activity.
Comments	Open ended	
File Attachments		Add pictures or other documents to support your success story.
Collaborators	Add collaborators	Add collaborators
Background*	Open ended	Provide background information.
Story Narrative*	Open ended	Provide your success story narrative.
Favorite Quote	Open ended	
Project Name		
Related Framework Indicators	Drop down, add all that apply	Select the indicators that are related to your success story
Sociological Frameworks	Select all that apply	
Approaches	Select all the apply	
Partner Types	Open ended	