Policy, System and Environmental (PSE) Changes Reporting Form

Instructions

This Microsoft Word version of the on-line PEARS PSE reporting module may be useful for you to see all the reporting questions and dropdown lists in one place. You may also choose to give this to your subcontractors to fill out like a pen & paper worksheet (and have LIA staff input the information online). **This is for your convenience/internal use only-- please do not submit this Word document to the state.** The PEARS system can be accessed through: <https://pears.oeie.org>.

A recording of the PEARS PSE training webinar can be found here:

<http://ucanr.edu/sites/CDPH_PEARS//files/294540.mp4>

Please also see the separately attached articles available on the PEARS site. These contain helpful reference and support information, which may aid you in completing the PSE module, as well as instructions on how to copy reports from the previous year or duplicate a report to use for multiple sites: <https://support.pears.oeie.org/customer/en/portal/topics/988078-pse-site-activities/articles>

For any PEARS question you can email [evaluateSNAPEd@ucanr.edu](mailto:evaluateSNAPEd@ucanr.edu).

Thank you!

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. If your organization has worked with a site to make policy, system, or environmental (PSE) changes **during Federal Fiscal Year 2017 (October 1, 2016 - September 30, 2017)**, please use the form below to report your PSE activities.Top of Form

**Site Name**

Enter the site name where the PSE work is conducted. 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.

**Site or organization name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| When adding a **new** site, please enter the following information*:*  Parent Organization, (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Site Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City/Zip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Setting: *(Specify the type(s) of settings that best describes this site or organization).* | |
| Eat:   * Cafeterias (not school, childcare, congregate meal site, worksite or restaurant) * Congregate meal sites & other senior nutrition centers * Fast food chains * Mobile vending / food trucks * Restaurants * Other places people primarily go to "eat" outside the home   Learn:   * Afterschool programs (includes before school programs) * Cooperative extension sites * Early care and education * Libraries * Mobile education sites * Schools (K-12, elementary, middle, and high) * WIC clinics * Other places people go to "learn" Schools (colleges and universities)   Live:   * Community organizations * Faith / places of worship * Family resource centers * Group living arrangements * Low-income health clinics * Public housing * Residential treatment centers * Shelters * Other neighborhood settings where people "live" or live nearby | Play:   * Bicycle and walking paths * Community centers * Fairgrounds * Gardens * Parks and open spaces * Youth Organizations (e.g. Boys or Girls Clubs, YMCA) * Other places people go to "play"   Shop:   * Farmers markets * Food banks and pantries * Food distribution program on Indian reservations (FDPIR) distribution sites * Large food stores (4+ registers) * Small food stores (<= 3 registers) * Other places people go to "shop" for or otherwise access food to prepare and eat at home   Work:   * Job training programs / temporary assistance for needy families (TANF) worksites * SNAP offices * Worksites with low-wage workers * Other places people go to "work" |

**Intervention name**:

Choose the statewide intervention or initiative most related to this activity. Please contact your organization's administrator if your intervention is not listed*.*

* After/Before School Programs
* Early Care & Education
* Faith/Places of Worship
* Farmers Markets
* Food Distribution
* Health Care Services
* Mass-media
* Other Learning Sites
* Places People Play
* Places to Eat
* Residential Sites
* Schools
* Senior Services
* Stores
* Worksites & Related
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit:** Select the primary unit where the PSE activity work is taking place. Choose a county or city that is your jurisdiction. Do not choose any option with “(Area)” in the name.

Central Coast (Area):

* Monterey (County)
* San Benito (County)
* San Luis Obispo (County)
* Santa Barbara (County)
* Santa Cruz (County)

Central Valley (Area):

* Fresno (County)
* Kern (County)
* Kings (County)
* Madera (County)
* Merced (County)
* Tulare (County)

Delta and Gold Country (Area):

* Alpine (County)
* Amador (County)
* Calaveras (County)
* El Dorado (County)
* Mariposa (County)
* Mono (County)
* Nevada (County)
* Placer (County)
* Sacramento (County)
* San Joaquin (County)
* Stanislaus (County)
* Sutter (County)
* Tuolumne (County)
* Yolo (County)
* Yuba (County)

Greater Los Angeles (Area):

* Long Beach
* Los Angeles (County)
* Orange (County)
* Pasadena
* Ventura (County)

Inland Desert (Area):

* Imperial (County)
* Inyo (County)
* Riverside (County)
* San Bernardino (County)
* San Diego (County)

North Coast and Cascades (Area):

* Butte (County)
* Colusa (County)
* Del Norte (County)
* Glenn (County)
* Humboldt (County)
* Lake (County)
* Lassen (County)
* Mendocino (County)
* Modoc (County)
* Plumas (County)
* Shasta (County)
* Sierra (County)
* Siskiyou (County)
* Tehama (County)
* Trinity (County)

San Francisco Bay Area (Area):

* Alameda (County)
* Berkeley
* Contra Costa (County)
* Marin (County)
* Napa (County)
* San Francisco (County)
* San Mateo (County)
* Santa Clara (County)
* Solano (County)
* Sonoma (County

Please indicate if this site or organization is a USDA summer meal site, Indian reservation, or military base. *(*Select any or all that apply*).*

* USDA Summer Meal Site
* Indian Reservation
* Military Base

**PSE setting:**

Select the setting of the 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](https://pears.oeie.org/docs/pse/settings/) for help selecting the appropriate option.

Eat:

* Cafeterias (not school, childcare, congregate meal site, worksite or restaurant)
* Congregate meal sites & other senior nutrition centers
* Fast food chains
* Mobile vending / food trucks
* Restaurants
* Soup kitchens
* Other places people primarily go to "eat" outside the home, specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learn:

* Before and after-school programs
* Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)
* Extension offices
* Family resource centers
* Libraries
* Mobile education sites
* Schools (colleges and universities)
* Schools (K-12, elementary, middle, and high)
* WIC clinics
* Other places people go to "learn", specify: \_\_\_\_\_\_\_\_\_\_\_

Live:

* Community organizations
* Emergency shelters and temporary housing sites
* Faith-based centers/places of worship
* Group living arrangements
* Health care clinics and hospitals
* Individual homes or public housing sites
* Residential treatment centers
* Other neighborhood settings where people "live" or live nearby, specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Play:

* Bicycle and walking paths
* Community and recreation centers
* Gardens
* Parks and open spaces
* State / county fairgrounds
* Youth Organizations (e.g. Boys or Girls Clubs, YMCA)
* Other places people go to "play", specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shop:

* Farmers markets
* Food assistance sites, food banks, and food pantries
* Food distribution program on Indian reservations (FDPIR) distribution sites
* Large food stores (4+ registers)
* Small food stores (<= 3 registers)
* Other places people go to "shop" for or otherwise access food to prepare and eat at home, specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work:

* Adult education, job training, temporary assistance for needy families (TANF), and veteran services sites
* SNAP offices
* Worksites with low-wage workers
* Other places people go to "work", specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intervention Topics:** (Select any intervention topics you are targeting in PSE work at this site or organization*).*

* Active commuting (e.g., walking and bicycling)
* Dairy (including low-fat / fat-free milk and/or fortified soy beverages)
* Fiber-rich foods Food preparation / cooking and food safety
* Food shopping and resource management
* Fruits and vegetables
* Healthy fats and oils
* Limiting added sugars
* Limiting saturated fats
* Limiting sodium
* MyPlate food groups and portions for a healthy eating pattern
* Other, please specify
* Participation in sports and recreational activities (e.g., tennis and swimming)
* Prevention of obesity, diabetes, and other chronic diseases
* Promoting and maintaining a healthy weight
* Protein foods (including seafood; lean meats and poultry; eggs; nuts; seeds; and soy products)
* Reducing sedentary activities and screen time (e.g., decreasing the playing of computer games and TV viewing)
* Water
* Whole grains

In which Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work? Enter the federal fiscal year only. For example, for October 1, 2019 – September 30, 2020 (which is FFY 2020), enter 2020.

FFY: \_\_\_\_\_\_

**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 Federal Fiscal Year.**

Stage

* Site(s) contacted and agreed to participate
* Planning and preparation for implementation (i.e. assessment, training, etc.)
* Started implementation of changes
  + Approximate date you began implementing changes at this site \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Continued to implement changes
* Worked to maintain changes
* Conducted follow-up assessments, evaluation, and/or monitoring

Comments (*Optional but highly recommended*)

Add any additional comments about the PSE work at this site or organization, including any clarification about the stages of implementation.

Attachments

You may want to upload files related to PSE work during the current reporting year such as reports, survey data, and pictures.

**Needs, Readiness & Effectiveness**

Assessing a site's readiness for change is an appropriate place to start for SNAP-Ed implementers working on PSE changes. An

key program output for SNAP-Ed. 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, 2019 - September 30, 2020 (SNAP-Ed)??**

* Yes
* No

The SNAP-Ed Framework interpretive guide suggests several survey instruments to be used when assessing organizational readiness for PSE changes. Additionally, see the environmental settings flowchart to determine which assessments are recommended.

(Suggested Survey Instrument links can be found in Appendix A at the end of the document. Environment Settings Flowchart can be found in Appendix B.)

**Please select the assessments you conducted for this site or organization during the current reporting year:**

Needs assessment/environmental scan:

* Yes
* No

If yes, you can add assessment data. A pop up window will appear:

**Assessment Type:**

* Needs assessment/environmental scan
* Staff readiness
* Organizational Readiness

**Survey Instrument:** Choices are filtered by the assessment type you select

Needs assessment/environmental scan

* Active Schools Assessment
* California Fit Business Kit / Check for Health
* California Youth Participatory Action Research
* Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3)
* Contra Costa County's C.H.O.I.C.E. Toolkit and Self-Assessment Questionnaire
* FM Tracks, Prevention Research Center at Case Western Reserve University
* Healthy Eating Active Living: Mapping Attributes Using Participatory Photographic Surveys HEAL MAPPS
* Healthy Food Pantry Assessment Toolkit
* North Carolina Faith-Based Facility Assessment Tool
* Nutrition and Physical Activity Assessment for Child Care (GO NAP SACC)
* Nutrition Environment Food Pantry Assessment Tool (NEFPAT)
* Nutrition Environment Measures Survey - Corner Store (NEMS-CS)
* Nutrition Environment Measures Survey - Restaurant (NEMS-R)
* Nutrition Environment Measures Survey - Store (NEMS-S)
* Oregon Food Bank's Healthy Pantry Initiative / Healthy Pantry Snapshot Assessment Tool
* Oregon State University Rapid Farmers Markets Assessments
* PILOT - Early Childcare and Education Site-level Assessment Questionnaire (SLAQ)
* PILOT - Out-of-School Time Site-level Assessment Questionnaire (SLAQ)
* PILOT - Elementary School Site-level Assessment Questionnaire (SLAQ)
* PILOT - Secondary School Site-level Assessment Questionnaire (SLAQ)
* PILOT - Small Food Store – Retail Site-level Assessment Questionnaire (SLAQ)
* Playground Stencil Assessment
* San Francisco Healthy Apple Awards
* School Health Index - Centers for Disease Control and Prevention / Alliance for a Healthier Generation
* School Physical Activity and Nutrition Environment Tool (SPAN-ET)
* Shaping Healthy Choices School Health Check (SHC2)
* Smarter Lunchrooms Self-Assessment Scorecard
* The Green Tool School Garden Integration
* Walkability Checklist - Safe Routes to School
* Wellness School Assessment Tool (WellSAT 2.0)
* Wellness School Assessment Tool (WellSAT 3.0)

Staff readiness

* North Carolina Institute for Public Health: Introduction to Program Evaluation

Organizational readiness

* Collaboration Readiness Survey
* Organizational Readiness for Implementing Change (ORIC)

**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: \_\_\_\_\_\_\_**

## Strategy

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

**Which of the following complementary activities were implemented at this site or organization during the current reporting year of October 1, 2019 - September 30, 2020 (SNAP-Ed)?**

Select all that apply:

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

**Which of the following programs, packages or initiatives were used as part of the PSE efforts at this site during the current reporting year of October 1, 2019 - September 30, 2020 (SNAP-Ed)?**

Early Childhood Care & Education

* CHOICES, Contra Costa Child Care Council’s Best Practices
* Coordinated Approach to Child Health (CATCH)
* Early Childhood Early Childhood Education Wellness Policy – updating and/or implementing
* Eat Well Play Hard in Child Care Settings
* Empower Program
* Farm to Preschool
* First Years in the First State=Improving Nutrition and Physical Activity Quality in Delaware Child Care
* Harvest of the Month
* Healthy Apple Awards
* I Am Moving, I Am Learning
* Learning about Nutrition through Activities, LANA
* National Early Care and Education Learning Collaborative Project
* Nutrition and Physical Activity Self-Assessment for Child Care, NAP SACC
* Playground Stencils
* Policy Regulations for Day Care in New York City
* Preschools Shaping Healthy Impressions through Nutrition & Exercise, SHINE
* Ready, Set, Go!
* Rethink Your Drink
* Smarter Lunchrooms Movement (SLM)
* Sugar Bites

Food Banks & Pantries

* California Food Banks Farm to Family
* Cooking Matters
* Cooking Matters at the Store
* Harvest of the Month
* Healthy Behaviors Initiative, HBI
* Mind, Exercise, Nutrition….Do It!, MEND
* Rethink Your Drink

Retail (Stores)

* Communities of Excellence in Nutrition, Physical Activity, & Obesity Prevention, CX3
* Cooking Matters
* Farm to Fork
* Harvest of the Month
* Retail Program
* Rethink Your Drink

Schools

* California Thursdays
* Children’s Power Play Campaign
* Cooking Matters
* Cooking with Kids, Inc.
* CookShop
* Coordinated Approach to Child Health (CATCH)
* EatFresh.org
* Farm to School
* Harvest of the Month
* Healthy Behaviors Initiative, HBI
* Healthy EmPowers You!
* Let’s Move! Active Schools
* Let’s Move! Salad Bars in Schools
* Lifestyle Education for Activity Program, LEAP
* Out of School Nutrition and Physical Activity Initiative, OSNAP
* PE-Nut
* Playground Stencils
* Rethink Your Drink
* Riverside Unified School District Farmers Market Salad Bar Program
* Safe Routes to School
* School Nutrition Policy Initiative
* School Physical Activity and Nutrition-Environment Tool, SPAN-ET
* School Wellness Policy – updating and/or implementing
* Shaping Healthy Choices Program
* Smarter Lunchrooms Movement (SLM)
* Sports Play Active Recreation for Kids, SPARK
* Text2BHealthy
* Youth Participatory Action Research Projects, YPAR

All Settings

* Champion Provider Fellowship
* Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### **SNAP-Ed Funding**

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

| ***Mark an X in each row*** | **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.

|  |
| --- |
|  |

### **Youth 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? \_\_\_\_\_\_

**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?

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, 2019 - September 30, 2020 (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).

*List of changes adopted, alphabetically by “change name”:*

|  |  |  |
| --- | --- | --- |
| Change Name | Level | Topic |
| Added bike racks/storage | Environmental | Active transport |
| Began, expanded, or promoted acceptance and use of SNAP/EBT/WIC | Systems | Food Access |
| Breastfeeding support policy | Policy | Breastfeeding |
| Clients have the opportunity to choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e. a client-choice model) | Systems | Marketing |
| Created or enhanced healthy check out areas | Environmental | Marketing |
| Decreased space/amount/variety of unhealthy options (includes shelf space, number of booths, options on menus) | Environmental | Food Quality |
| Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. | Policy | Nutrition Policy |
| Developed policies that encourage the establishment of new healthy retail outlets | Policy | Food Access |
| Edible gardens (establish, reinvigorate or maintain food gardens) | Environmental | Gardens |
| Eliminated or reduced amount of competitive foods/beverages | Environmental | Competitive Foods |
| Ensured meal service staff encourage healthy selections | Promotion | Marketing |
| Established a new food bank, pantry or distribution site | Environmental | Food Access |
| Established a new healthy retail outlet | Environmental | Food Access |
| Established complete streets policy (e.g. bike/pedestrian plan, transportation agency scoring criteria modified, ordinance, etc.) | Policy | Physical Activity Policy |
| Established healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.) | Environmental | Food Quality |
| Established or improved food/beverage or nutrition related policy (childcare wellness, school wellness, workplace wellness, etc.) | Policy | Wellness |
| Established or improved physical activity policy (childcare wellness, school wellness, workplace wellness, etc.) | Policy | Wellness |
| Established or improved salad bar | Environmental | Food Quality |
| Expanded or improved transportation options | Systems | Food Access |
| Expanded, improved, or implemented storage for fresh produce | Environmental | Food Quality |
| Facility shared use agreement | Policy | Physical Activity Policy |
| Flavor station with healthy seasonings or low-fat dip added to the lunchroom | Environmental | Marketing |
| Healthier vending machine initiatives (e.g. access to healthier foods and beverages) | Environmental | Food Quality |
| Healthy retail policy | Policy | Retail policy |
| Implemented complete streets environmental change (e.g. street trees, accessibility, buffer/barrier between sidewalk and street, crosswalks, intersection improvements) | Environmental | Physical Activity Facilities |
| Implemented complete streets systems change (e.g. street design manual, transit system improvements, active transportation prioritized in city budget, etc.) | Systems | Physical Activity Facilities |
| Implemented guidelines for healthier competitive foods options | Systems | Competitive Foods |
| Implemented new or expanded restrictions on use of physical activity as punishment | Systems | Physical Activity Policy |
| Implemented new or improved standards for healthier eating across the organization | Systems | Food Quality |
| Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, farmers market, etc. | Systems | Food Access |
| Implemented nutrition standards for foods distributed (at food pantries) | Systems | Food Quality |
| Implemented, improved or expanded healthy fundraisers | Systems | Food Quality |
| Improve appeal, layout or display of snack or competitive foods to encourage healthier selections | Environmental | Marketing |
| Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections | Environmental | Marketing |
| Improved child feeding practices (e.g. served family style, adults role model healthy behaviors, staff sit with children, children decide when they are full, etc.) | Systems | Child Feeding Practices |
| Improved food purchasing/donation specifications or vendor agreements towards healthier food(s)/beverages | Systems | Food Procurement |
| Improved free water access, taste, quality, smell, or temperature | Systems | Food Quality |
| Improved menus/recipes (variety, quality, etc.) | Systems | Food Quality |
| Improved or expanded cafeteria/dining/serving areas or facilities | Environmental | Marketing |
| Improved or expanded kitchen/food preparation facilities that allow for healthier or more appealing options (e.g. refrigeration, appliances that allow for scratch cooking, etc.) | Environmental | Food Service |
| Improved or expanded physical activity facilities, equipment, structures, or outdoor space | Environmental | Physical Activity Facilities |
| Improved or increased healthy beverage options | Systems | Food Quality |
| Improved quality of physical education | Systems | Physical Education |
| Improved quality of structured physical activity | Environmental | Structured Physical Activity |
| Improvements in access to exercise or recreation facilities | Environmental | Physical Activity Facilities |
| Improvements in access to or appeal of stairwells | Environmental | Physical Activity Facilities |
| Incorporated physical activity into the school day or during classroom-based instruction (not recess/free play or PE) | Systems | Physical Activity Breaks |
| Increased access or safety of walking or bicycling paths | Environmental | Active transport |
| Increased or improved opportunities for physical activity during recess | Environmental | Recess |
| Increased or improved opportunities for structured physical activity | Environmental | Structured Physical Activity |
| Increased or improved opportunities for unstructured physical activity time/free play | Systems | Unstructured Physical Activity |
| Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus) | Environmental | Food Quality |
| Increased, improved, or incorporated physical activity/reduced sitting during usual, on-going site activities and functions | Environmental | Physical Activity Breaks |
| Initiated, improved, or expanded opportunities for parents to participate in decision making through a wellness committee | Systems | Wellness |
| Initiated new or expanded access to facilities for after-hours recreation or shared use | Environmental | Physical Activity Facilities |
| Initiated or enhanced limits on marketing/promotion of less healthy options | Promotion | Marketing |
| Initiated or expanded a mechanism for distributing onsite garden produce to families or communities | Systems | Gardens |
| Initiated or expanded farm-to-table/use of fresh or local produce | Systems | Food Procurement |
| Initiated or expanded lactation supports or dedicated lactation space | Environmental | Breastfeeding |
| Initiated or expanded price manipulation/coupons/discounts to encourage healthy choices | Environmental | Marketing |
| Initiated or expanded the collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations | Systems | Food Access |
| Initiated or expanded use of onsite garden produce for meals/snacks provided onsite | Environmental | Gardens |
| Initiated or expanded use of the garden for nutrition education | Environmental | Gardens |
| Initiated or improved menu labeling (e.g. calories, fat, sodium, added sugar counts) | Promotion | Marketing |
| Initiated or improved playground markings/stencils to encourage physical activity | Environmental | Physical Activity Facilities |
| Initiated, improved and/or expanded strategies to decrease screen time | Systems | Physical Activity Breaks |
| Initiated, improved or expanded a clinical screening tool for food insecurity | Systems | Food Access |
| Initiated, improved or expanded implementation of guidelines for healthier snack options | Systems | Food Quality |
| Initiated, improved or expanded implementation of guidelines on use of food as rewards or during celebrations | Systems | Food Quality |
| Initiated, improved or expanded opportunities for parents/students/community to work in the garden | Systems | Gardens |
| Initiated, improved or expanded professional development opportunities on nutrition | Systems | Professional Development |
| Initiated, improved or expanded professional development opportunities on physical activity | Systems | Professional Development |
| Initiated, improved or expanded use of federal food programs (CACFP, TEFAP, summer meals, NSLBP, etc.) including improvements in enrollment procedures | Systems | Food Access |
| Installed signage and prompts for use of walking, stairs, and bicycle paths | Promotion | Marketing |
| Partners adopt or improve use of a system to monitor implementation of food/beverage or wellness related policy | Policy | Nutrition Policy |
| Partners adopt or improve use of a system to monitor implementation of physical activity policies | Policy | Physical Activity Policy |
| Policy for increasing nutrition education or cooking activities | Policy | Nutrition Policy |
| Policy increasing healthy foods and beverages | Policy | Nutrition Policy |
| Policy limiting screen time | Policy | Physical Activity Policy |
| Policy limiting unhealthy foods | Policy | Nutrition Policy |
| Policy restrictions on physical activity as a punishment | Policy | Physical Activity Policy |
| Policy restrictions on using food as a punishment | Policy | Nutrition Policy |
| Policy to improve hours of operation of food distribution site, food bank, retail, cafeteria, etc. to improve convenience of/access to healthy food | Policy | Nutrition Policy |
| Policy to improve hours of operation of physical activity facilities to improve access/convenience | Policy | Physical Activity Policy |
| Policy to increase time spent doing physical activity | Policy | Physical Activity Policy |
| Policy to reduce portion sizes of foods/beverages sold or served | Policy | Nutrition Policy |
| Recess before lunch policy | Policy | Recess |
| Took steps to improve the appeal of the school meal program in order to increase meal participation | Promotion | Marketing |
| Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision | Promotion | Marketing |
| Vending machine labeling (e.g. calories, traffic light color coding) | Promotion | Marketing |
| Zoning policy for food/beverage outlets | Policy | Zoning Policy |
| Zoning policy for physical activity facilities | Policy | Zoning Policy |

*List of Changes Adopted, organized by Topic Area (which users can filter by in PEARS):*

|  |  |  |
| --- | --- | --- |
| **Topic** | **Change Name** | **Level** |
| Active transport | Added bike racks/storage | Environmental |
| Active transport | Increased access or safety of walking or bicycling paths | Environmental |
| Breastfeeding | Breastfeeding support policy | Policy |
| Breastfeeding | Initiated or expanded lactation supports or dedicated lactation space | Environmental |
| Child Feeding Practices | Improved child feeding practices (e.g. served family style, adults role model healthy behaviors, staff sit with children, children decide when they are full, etc.) | Systems |
| Competitive Foods | Eliminated or reduced amount of competitive foods/beverages | Environmental |
| Competitive Foods | Implemented guidelines for healthier competitive foods options | Systems |
| Food Access | Began, expanded, or promoted acceptance and use of SNAP/EBT/WIC | Systems |
| Food Access | Developed policies that encourage the establishment of new healthy retail outlets | Policy |
| Food Access | Established a new food bank, pantry or distribution site | Environmental |
| Food Access | Established a new healthy retail outlet | Environmental |
| Food Access | Expanded or improved transportation options | Systems |
| Food Access | Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, farmers market, etc. | Systems |
| Food Access | Initiated or expanded the collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations | Systems |
| Food Access | Initiated, improved or expanded a clinical screening tool for food insecurity | Systems |
| Food Access | Initiated, improved or expanded use of federal food programs (CACFP, TEFAP, summer meals, NSLBP, etc.) including improvements in enrollment procedures | Systems |
| Food Procurement | Improved food purchasing/donation specifications or vendor agreements towards healthier food(s)/beverages | Systems |
| Food Procurement | Initiated or expanded farm-to-table/use of fresh or local produce | Systems |
| Food Quality | Decreased space/amount/variety of unhealthy options (includes shelf space, number of booths, options on menus) | Environmental |
| Food Quality | Established healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.) | Environmental |
| Food Quality | Established or improved salad bar | Environmental |
| Food Quality | Expanded, improved, or implemented storage for fresh produce | Environmental |
| Food Quality | Healthier vending machine initiatives (e.g. access to healthier foods and beverages) | Environmental |
| Food Quality | Implemented new or improved standards for healthier eating across the organization | Systems |
| Food Quality | Implemented nutrition standards for foods distributed (at food pantries) | Systems |
| Food Quality | Implemented, improved or expanded healthy fundraisers | Systems |
| Food Quality | Improved free water access, taste, quality, smell, or temperature | Systems |
| Food Quality | Improved menus/recipes (variety, quality, etc.) | Systems |
| Food Quality | Improved or increased healthy beverage options | Systems |
| Food Quality | Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus) | Environmental |
| Food Quality | Initiated, improved or expanded implementation of guidelines for healthier snack options | Systems |
| Food Quality | Initiated, improved or expanded implementation of guidelines on use of food as rewards or during celebrations | Systems |
| Food Service | Improved or expanded kitchen/food preparation facilities that allow for healthier or more appealing options (e.g. refrigeration, appliances that allow for scratch cooking, etc.) | Environmental |
| Gardens | Edible gardens (establish, reinvigorate or maintain food gardens) | Environmental |
| Gardens | Initiated or expanded a mechanism for distributing onsite garden produce to families or communities | Systems |
| Gardens | Initiated or expanded use of onsite garden produce for meals/snacks provided onsite | Environmental |
| Gardens | Initiated or expanded use of the garden for nutrition education | Environmental |
| Gardens | Initiated, improved or expanded opportunities for parents/students/community to work in the garden | Systems |
| Marketing | Clients have the opportunity to choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e. a client-choice model) | Systems |
| Marketing | Created or enhanced healthy check out areas | Environmental |
| Marketing | Ensured meal service staff encourage healthy selections | Promotion |
| Marketing | Flavor station with healthy seasonings or low-fat dip added to the lunchroom | Environmental |
| Marketing | Improve appeal, layout or display of snack or competitive foods to encourage healthier selections | Environmental |
| Marketing | Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections | Environmental |
| Marketing | Improved or expanded cafeteria/dining/serving areas or facilities | Environmental |
| Marketing | Initiated or enhanced limits on marketing/promotion of less healthy options | Promotion |
| Marketing | Initiated or expanded price manipulation/coupons/discounts to encourage healthy choices | Environmental |
| Marketing | Initiated or improved menu labeling (e.g. calories, fat, sodium, added sugar counts) | Promotion |
| Marketing | Installed signage and prompts for use of walking, stairs, and bicycle paths | Promotion |
| Marketing | Took steps to improve the appeal of the school meal program in order to increase meal participation | Promotion |
| Marketing | Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision | Promotion |
| Marketing | Vending machine labeling (e.g. calories, traffic light color coding) | Promotion |
| Nutrition Policy | Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. | Policy |
| Nutrition Policy | Partners adopt or improve use of a system to monitor implementation of food/beverage or wellness related policy | Policy |
| Nutrition Policy | Policy for increasing nutrition education or cooking activities | Policy |
| Nutrition Policy | Policy increasing healthy foods and beverages | Policy |
| Nutrition Policy | Policy limiting unhealthy foods | Policy |
| Nutrition Policy | Policy restrictions on using food as a punishment | Policy |
| Nutrition Policy | Policy to improve hours of operation of food distribution site, food bank, retail, cafeteria, etc. to improve convenience of/access to healthy food | Policy |
| Nutrition Policy | Policy to reduce portion sizes of foods/beverages sold or served | Policy |
| Physical Activity Breaks | Incorporated physical activity into the school day or during classroom-based instruction (not recess/free play or PE) | Systems |
| Physical Activity Breaks | Increased, improved, or incorporated physical activity/reduced sitting during usual, on-going site activities and functions | Environmental |
| Physical Activity Breaks | Initiated, improved and/or expanded strategies to decrease screen time | Systems |
| Physical Activity Facilities | Implemented complete streets environmental change (e.g. street trees, accessibility, buffer/barrier between sidewalk and street, crosswalks, intersection improvements) | Environmental |
| Physical Activity Facilities | Implemented complete streets systems change (e.g. street design manual, transit system improvements, active transportation prioritized in city budget, etc.) | Systems |
| Physical Activity Facilities | Improved or expanded physical activity facilities, equipment, structures, or outdoor space | Environmental |
| Physical Activity Facilities | Improvements in access to exercise or recreation facilities | Environmental |
| Physical Activity Facilities | Improvements in access to or appeal of stairwells | Environmental |
| Physical Activity Facilities | Initiated new or expanded access to facilities for after-hours recreation or shared use | Environmental |
| Physical Activity Facilities | Initiated or improved playground markings/stencils to encourage physical activity | Environmental |
| Physical Activity Policy | Established complete streets policy (e.g. bike/pedestrian plan, transportation agency scoring criteria modified, ordinance, etc.) | Policy |
| Physical Activity Policy | Facility shared use agreement | Policy |
| Physical Activity Policy | Implemented new or expanded restrictions on use of physical activity as punishment | Systems |
| Physical Activity Policy | Partners adopt or improve use of a system to monitor implementation of physical activity policies | Policy |
| Physical Activity Policy | Policy limiting screen time | Policy |
| Physical Activity Policy | Policy restrictions on physical activity as a punishment | Policy |
| Physical Activity Policy | Policy to improve hours of operation of physical activity facilities to improve access/convenience | Policy |
| Physical Activity Policy | Policy to increase time spent doing physical activity | Policy |
| Physical Education | Improved quality of physical education | Systems |
| Professional Development | Initiated, improved or expanded professional development opportunities on nutrition | Systems |
| Professional Development | Initiated, improved or expanded professional development opportunities on physical activity | Systems |
| Recess | Increased or improved opportunities for physical activity during recess | Environmental |
| Recess | Recess before lunch policy | Policy |
| Retail policy | Healthy retail policy | Policy |
| Structured Physical Activity | Improved quality of structured physical activity | Environmental |
| Structured Physical Activity | Increased or improved opportunities for structured physical activity | Environmental |
| Unstructured Physical Activity | Increased or improved opportunities for unstructured physical activity time/free play | Systems |
| Wellness | Established or improved food/beverage or nutrition related policy (childcare wellness, school wellness, workplace wellness, etc.) | Policy |
| Wellness | Established or improved physical activity policy (childcare wellness, school wellness, workplace wellness, etc.) | Policy |
| Wellness | Initiated, improved, or expanded opportunities for parents to participate in decision making through a wellness committee | Systems |
| Zoning Policy | Zoning policy for food/beverage outlets | Policy |
| Zoning Policy | Zoning policy for physical activity facilities | Policy |

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

***(****Please only use this field to describe changes you were unable to locate above.)*

|  |
| --- |
|  |

**Reach**

Reach may be calculated differently, depending on the setting. Please review our [documentation on calculating reach](https://support.pears.oeie.org/customer/en/portal/articles/2572211-how-to-document-reach?b_id=15804) 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, 2019 - September 30, 2020 (SNAP-Ed).

Select the method used to determine total reach:

* Unknown
* Measured 🡪
* Estimated 🡪

21. If measured or estimated, what was the source of

data?

* Commercial market data on audience size
* Survey of target audience
* Visual estimate
* Other

Total number of people reached by PSE work at this site or organization: \_\_\_\_\_\_\_\_\_

### **Characteristics of those reached**

Select the method used to determine characteristics of total reach:

* Unknown
* Measured
* Estimated

Fill in the characteristics of those reached, if measured or estimated:

|  |  |  |
| --- | --- | --- |
| Gender | Ethnicity | Race |
| \_\_\_\_\_% Female | \_\_\_\_\_% Latino/Hispanic | \_\_\_\_\_% African American/Black |
| \_\_\_\_\_% Male | \_\_\_\_\_% Not Latino/Hispanic | \_\_\_\_\_% Asian |
|  |  | \_\_\_\_\_% American Indian/Alaska Native |
|  |  | \_\_\_\_\_% Native Hawaiian/Pacific Islander |
|  |  | \_\_\_\_\_% White |
|  |  | \_\_\_\_\_% Other or Mixed Race |
| Age | Student Status |  |
| \_\_\_\_\_% Less than 5 years | \_\_\_\_\_% Students |  |
| \_\_\_\_\_% 5 to 17 years | \_\_\_\_\_% Parents, Other Adults, and Non-Student Youth | |
| \_\_\_\_\_% 18 to 59 years |  |  |
| \_\_\_\_\_% 60 years or older |  |  |

## Individual Effectiveness

Top of Form

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 October 1, 2019 - September 30, 2020 (SNAP-Ed)?**

* Yes- continue to Individual-Level Assessment Tools section
* No- skip to Recognition & Media Coverage section

**Individual-Level Assessment Tools**

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

Top of Form

|  |  |  |  |
| --- | --- | --- | --- |
| Tool Type:  *(Survey, Interview, Focus Group, or Direct Observation)* | Survey Tool  *(see list below)* | Approximate date of Assessment  *(mm/dd/yyyy)* | Description of Results |
|  |  |  | d |
|  |  |  | d |
|  |  |  | d |
|  |  |  | d |
|  |  |  | d |
|  |  |  | d |
|  |  |  | d |
|  |  |  | d |

\*Survey Assessment Tools

1. Food Behavior Checklist (Adults)
2. Starting the Conversation (Adults)
3. Plan, Shop, Save, and Cook Survey (Adults)
4. Share our Strength Cooking Matters (Adults)
5. 24-Hour Dietary Recall (Adults)
6. Rethink Your Drink Survey (Adults)
7. Beverage and Snack Questionnaire (Children & Youth)
8. California Youth Nutrition & Physical Activity Survey (Children & Youth)
9. EFNEP Nutrition Education Survey (Children & Youth)
10. EFNEP Evaluation Tools Checklist
11. Healthy Kids
12. International Physical Activity Questionnaire (Adults)
13. On the Go (Adults)
14. Michigan Fitness Foundation Physical Activity Screener for Adults
15. Michigan Fitness Foundation Physical Activity Screener for Youth
16. Physical Activity Questions Recommended by Multistate Cooperative Extension Workgroup
17. Rapid Assessment of Physical Activity (Older Adults)
18. Pedometers
19. President's Challenge Adult Fitness Test (Older Adults)
20. Physical Activity Questionnaire for Children
21. Previous Day Physical Activity Recall (Grades 7 Ð 12)
22. Youth Risk Behavior Surveillance System
23. Parental Report of Outdoor Playtime: Parent Observation
24. Fitnessgram
25. Intent to Change
26. Taste Test Tool

Other, Self-Created Tool

**Primary & Secondary Indicators**

It is important for SNAP-Ed programs to use the same set of indicators to speak as one voice and report impact consistently. Toward this end, the [Evaluation Framework](https://snapedtoolkit.org/framework/index/) outlines 51 indicators and related outcome measures. Specify the primary indicator and related outcome measures you intend to evaluate at the individual-level. Optionally, you may specify any additional secondary indicators and related outcome measures you intend to evaluate.

|  |  |
| --- | --- |
| Indicators | Outcome Measures  *select all that apply* |
| Healthy Eating (ST1) | * Fruit * Vegetables * Lean proteins * Whole grains * Low-fat or fat-free dairy * Find your healthy eating style and maintain it for a lifetime * Make half your plate fruits and vegetables—vary your veggies * Make half your plate fruits and vegetables—focus on whole fruits * Make half your grains whole grains * Move to low-fat or fat-free milk or yogurt * Vary your protein routine * Drink water instead of sugary beverages * Reduce sodium consumption * Cut back on foods high in solid fats and added sugars * Choose vegetable oils instead of butter, and oil-based sauces and dips instead of ones with butter, cream, or cheese |
| Food Resource Management (ST2) | * Choose healthy foods for my family on a budget * Read nutrition facts label or nutrition ingredients lists * Buy 100 percent whole grain products * Buy low-fat milk or dairy products * Buy foods with lower added solid fats (saturated and/or trans) * Buy foods with lower added sugar * Buy foods with lower added salt/sodium * Buy fruits and vegetables—fresh, frozen, dried, or canned in 100 percent juice * Not run out of food before month’s end * Compare prices before buying foods * Identify foods on sale or use coupons to save money * Shop with a list * Batch cook (cook once; eat many times)Use unit pricing to find best values * Cook healthy foods on a budget |
| Physical Activity & Reduced Sedentary Behavior (ST3) | * Physical activity and leisure sport (general physical activity or leisure sport) * Physical activity when you breathed harder than normal (moderate-vigorous physical activity) * Physical activity to make your muscles stronger (muscular strength) * Physical education or gym class activities (school PE) * Recess, lunchtime, classroom, before-and afterschool physical activities (school activities-non-PE) * Walking steps during period assessed (e.g., increasing goal by ≥2,000 steps) * Television viewing * Computer and video games * Sitting on weekdays while at work, at home, while doing course work, and during leisure time) |
| Food Safety Goals and Intentions (ST4) | * Clean: wash hand and surfaces often * Separate: don’t cross-contaminate * Cook: cook to proper temperatures * Chill: refrigerate promptly |
| Healthy Eating Behaviors (MT1) | * Protein foods prepared without solid fats (e.g., saturated and/or trans fats) or fresh poultry, seafood, pork, and lean meat, rather than processed * Ate a serving of protein less than the palm of a hand or a deck of cards * Ate more than one kind of fruit * Ate more than one kind of vegetable * Ate nuts or nut butters * Used MyPlate to make food choices * Drinking water * Drinking fewer sugar-sweetened beverages (e.g., regular soda or sports drinks) * Consuming low-fat or fat-free milk (including with cereal), milk products (e/g/, yogurt or cheese), or fortified soy beverages * Eating fewer refined grains (e.g., spaghetti, white rice, white tortilla) * Eating fewer sweets (e.g., cookies or cake) * Cups of fruit consumed per day * Cups of vegetables consumed per day |
| Food Resource Management Behaviors (MT2) | * Choose healthy foods for my family on a budget * Read nutrition facts labels or nutrition ingredients lists * Buy 100 percent whole grain products * Buy low-fat dairy or milk products * Buy foods with lower added solid fats (saturated and/or trans) * Buy foods with lower added sugar * Buy foods with lower added salt/sodium * Buy fruits and vegetables—fresh, frozen, dried or canned in 100% juice * Not run out of food before month’s end * Compare prices before buying foods * Identify foods on sale or use coupons to save money * Shop with a list * Batch cook (cook once; eat many times) * Use unit pricing to find best values * Cook healthy foods on a budget |
| Physical Activity & Reduced Sedentary Behavior (MT3) | * Physical activity and leisure sport (general physical activity or leisure sport) * Physical activity when you breathed harder than normal (moderate-vigorous physical activity) * Physical activity to make your muscles stronger (muscular strength) * Physical education or gym class activities (school PE) * Recess, lunchtime, classroom, before/after school physical activities (school activities—non-PE) * Walking steps during period assessed (e.g., increasing daily goal by ≥2,000 steps) * Television viewing * Computer and video games * Sitting on weekdays while at work, at home, while doing course work, and during leisure time. * Aerobic or cardio fitness, muscular strength, muscular endurance and/or flexibility |
| Food Safety Behaviors (MT4) | * Clean: wash hands and surfaces often * Separate: don’t cross-contaminate * Cook: cook to proper temperatures * Chill: refrigerate promptly |
| Nutrition Supports (MT5) | * Number/proportion of sites/organizations the make a change related to improved access/appeal for healthy eating * Total number of policy changes * Total number of systems changes * Total number of environmental changes * Total number of promotional efforts for a PSE change * Potential number of persons who encounter or are assumed to affected/influenced by change made |
| Physical Activity and Reduced Sedentary Behavior Supports (MT6) | * Number/proportion of sites/organizations the make a change related to improved access/appeal for physical activity * Total number of policy changes * Total number of systems changes * Total number of environmental changes * Total number of promotional efforts for a PSE change * Potential number of persons who encounter or are assumed to affected/influenced by change made |
| Sustained Behaviors (LT1) | * Protein foods prepared without solid fats * Ate a serving size of protein less than the palm of a hand or a deck of cards * Ate more than one kind of fruit * Ate more than one kind of vegetable * Ate nuts or nut butters * Used MyPlate to make food choices * Drinking water * Drinking fewer sugar-sweetened beverages (e.g., regular soda or sports drinks)\* * Consuming low-fat or fat-free milk (including with cereal), milk products (e.g., yogurt or cheese), or fortified soy beverages * Eating fewer refined grains (e.g., spaghetti, white rice, white tortilla)\* * Eating fewer sweets (e.g., cookies or cake)\* * Cups of fruit consumed per day * Cups of vegetables consumed per day |
| Food Resource Management Behaviors (LT2) | * Choose healthy foods for my family on a budget * Read nutrition facts labels or nutrition ingredients lists * Buy 100 percent whole grain products * Buy low-fat dairy or milk products * Buy foods with lower added solid fats (saturated and/or trans) * Buy foods with lower added sugar * Buy foods with lower added salt/sodium * Buy fruits and vegetables—fresh, frozen, dried or canned in 100% juice * Not run out of food before month’s end * Compare prices before buying foods * Identify foods on sale or use coupons to save money * Shop with a list * Batch cook (cook once; eat many times) * Use unit pricing to find best values * Cook healthy foods on a budget |
| Physical Activity and Reduce Sedentary Behavior (LT3) | * Physical activity and leisure sport (general physical activity or leisure sport) * Physical activity when you breathed harder than normal (moderate-vigorous physical activity) * Physical activity to make your muscles stronger (muscular strength) * Physical education or gym class activities (school PE) * Recess, lunchtime, classroom, before/after school physical activities (school activities—non-PE) * Walking steps during period assessed (e.g., increasing daily goal by ≥2,000 steps) |
| Food Safety Behaviors (LT4) | * Clean: wash hands and surfaces often * Separate: don’t cross-contaminate * Cook: cook to proper temperatures * Chill: refrigerate promptly |
| Nutrition Supports Implementation (LT5) | * Evidence-based education, marketing, parent/community involvement, staff training on continuous program and policy implementation * Total number of components per site or organization, and types of components implemented during the period assessed * Number of sites or organizations that made at least one PSE change (MT5) and show improved food environment assessment scores |
| Physical Activity Supports Implementation  (LT6) | * Evidence-based education, marketing, parent/community involvement, staff training on continuous program and policy implementation * Total number of components per site or organization, and types of components implemented during the period assessed * Number of sites or organizations that made at least one PSE change (MT6) and show improved physical activity environment assessment scores |

**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 (e.g. AHGs Healthy Schools Program, USDAs Healthier U.S. School Challenge, etc.) related to this site or organization that occurred during the **current reporting year of October 1, 2019 - September 30, 2020 (SNAP-Ed).**

|  |  |
| --- | --- |
| **AWARD OR RECOGNITION** | |
| **Award/Recognition #1**  **Type:**   * New Award / Recognition * Award / Recognition Maintained or Renewed (Same Level) * Award/Recognition Maintained or Renewed (Increase in Level)   **Name of Award or Recognition:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Recognizing body:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Indicate the group or organization responsible for giving this award or recognition.  **Level:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  E.g. Bronze, Silver, Gold, 1, 2, 3, etc. Enter N/A if levels do not apply.  **Approximate date received:**  (mm/dd/yyyy) \_\_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_ | **Award/Recognition #2**  **Type:**   * New Award / Recognition * Award / Recognition Maintained or Renewed (Same Level) * Award/Recognition Maintained or Renewed (Increase in Level)   **Name of Award or Recognition:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Recognizing body:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Indicate the group or organization responsible for giving this award or recognition.  **Level:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  E.g. Bronze, Silver, Gold, 1, 2, 3, etc. Enter N/A if levels do not apply.  **Approximate date received:**  (mm/dd/yyyy) \_\_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_ |
| **Award/Recognition #3**  **Type:**   * New Award / Recognition * Award / Recognition Maintained or Renewed (Same Level) * Award/Recognition Maintained or Renewed (Increase in Level)   **Name of Award or Recognition:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Recognizing body:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Indicate the group or organization responsible for giving this award or recognition.  **Level:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  E.g. Bronze, Silver, Gold, 1, 2, 3, etc. Enter N/A if levels do not apply.  **Approximate date received:**  (mm/dd/yyyy) \_\_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_ | **Award/Recognition #4**  **Type:**   * New Award / Recognition * Award / Recognition Maintained or Renewed (Same Level) * Award/Recognition Maintained or Renewed (Increase in Level)   **Name of Award or Recognition:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Recognizing body:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Indicate the group or organization responsible for giving this award or recognition.  **Level:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  E.g. Bronze, Silver, Gold, 1, 2, 3, etc. Enter N/A if levels do not apply.  **Approximate date received:**  (mm/dd/yyyy) \_\_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **MEDIA** | |
| **Media Coverage #1:**  **Coverage type**   * Local News (Electronic, Print, TV or Radio) * National News (Electronic, Print, TV or Radio) * Partner Website * Social Media * Other (Please Specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Name or Brief Description of Coverage:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Link or reference:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Specify link to web page containing story, if available. Otherwise provide reference details.  Estimated Reach (# of individuals): **\_\_\_\_\_\_\_\_\_\_\_\_**  **Approximate date of coverage:** (mm\_\_\_\_/dd\_\_\_\_\_/yyyy\_\_\_\_\_\_) | **Media Coverage #2:**  **Coverage type**   * Local News (Electronic, Print, TV or Radio) * National News (Electronic, Print, TV or Radio) * Partner Website * Social Media * Other (Please Specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Name or Brief Description of Coverage:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Link or reference:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Specify link to web page containing story, if available. Otherwise provide reference details.  Estimated Reach (# of individuals): **\_\_\_\_\_\_\_\_\_\_\_\_**  **Approximate date of coverage:** (mm\_\_\_\_/dd\_\_\_\_\_/yyyy\_\_\_\_\_\_) |
| **Media Coverage #3:**  **Coverage type**   * Local News (Electronic, Print, TV or Radio) * National News (Electronic, Print, TV or Radio) * Partner Website * Social Media * Other (Please Specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Name or Brief Description of Coverage:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Link or reference:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Specify link to web page containing story, if available. Otherwise provide reference details.  Estimated Reach (# of individuals): **\_\_\_\_\_\_\_\_\_\_\_\_**  **Approximate date of coverage:** (mm\_\_\_\_/dd\_\_\_\_\_/yyyy\_\_\_\_\_\_) | **Media Coverage #4:**  **Coverage type**   * Local News (Electronic, Print, TV or Radio) * National News (Electronic, Print, TV or Radio) * Partner Website * Social Media * Other (Please Specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Name or Brief Description of Coverage:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Link or reference:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Specify link to web page containing story, if available. Otherwise provide reference details.  Estimated Reach (# of individuals): **\_\_\_\_\_\_\_\_\_\_\_\_**  **Approximate date of coverage:** (mm\_\_\_\_/dd\_\_\_\_\_/yyyy\_\_\_\_\_\_) |

## 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 c**urrent reporting year of October 1, 2019 - September 30, 2020 (SNAP-Ed).**

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

* Yes- continue to Sustainability Mechanisms section
* No- skip to Reflection section

### **Sustainability Mechanisms**

**Mark with an X which of the following are in place to ensure the sustainability of this PSE work in future years.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Mark an x in each row* | **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 was adopted, requiring the changes to be maintained |  | \* | \* | \* |
| A monitoring and reporting system has been implemented |  |  |  |  |
| Support from stakeholders |  | \*\* | \*\* | \*\* |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

\* 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:

* Center TRT Sustainability Framework and/or Assessment Tool
* CDC Sustainability Planning Guide for Healthy Communities
* Georgia State Sustainability Framework and/or Self-Assessment Tool
* Americorps Toolkit for Program Sustainability
* U.S. Department of Health & Human Services Sustainability Resources
* Other, please specify
* None

Please provide a brief description of your assessment results:

## Reflection

Please take a moment to reflect on PSE work at this site or organization for the **current reporting year of October 1, 2019 - September 30, 2020 (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 write the numbers 1-5 to indicate the top 5 Assets and top 5 Barriers to PSE work at this site or organization during the current reporting year.**

|  |  |  |
| --- | --- | --- |
| Assets | Barriers |  |
|  |  | Administration, staff, teacher, farmer, retailer, etc. buy-in or motivation |
|  |  | Communications |
|  |  | Community and/or parent buy-in or motivation |
|  |  | Community culture or social environment |
|  |  | Competition from unhealthy options |
|  |  | Consumer (student, etc.) demand |
|  |  | Convenience to Participants |
|  |  | Cost of making or maintaining the change or program |
|  |  | Equipment/facilities/space |
|  |  | Impact on revenues or profits |
|  |  | Institutional culture or traditions (long term practices) |
|  |  | Institutional or personal priorities |
|  |  | Leaders / champions |
|  |  | Participant Cost |
|  |  | Participant Motivation |
|  |  | Procurement/vendor issues (ex: cost, availability, quality or appeal of healthy options) |
|  |  | Reach/participation |
|  |  | Rules and regulations (at any level) |
|  |  | Skills (staff, teachers, administrators, etc.) |
|  |  | Staff turnover |
|  |  | Time (on part of staff, teachers, etc.) |
|  |  | Training/technical assistance (including materials, curricula, program guides, etc.) |
|  |  | Unhealthy advertising/marketing |

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.

**Appendix A**

**Suggested Readiness and Needs Surveys**

[North Carolina Institute for Public Health: Introduction to Program Evaluation](https://nciph.sph.unc.edu/tws/HEP_EVAL1/certificate.php)

SNAP-Ed Staff Readiness to Implement Tools

[Organizational Readiness for Implementing Change (ORIC)](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3904699/bin/1748-5908-9-7-S1.doc)

Readiness Assessment

[Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3)](http://www.cdph.ca.gov/programs/cpns/Pages/CX3_Main_Navgation.aspx)

EAT, LIVE, and SHOP Strategies

[Nutrition Environment Measure Survey – Restaurant (NEMS-R)](http://www.med.upenn.edu/nems/measures.shtml#nemsr)

EAT Strategies

[Smarter Lunchrooms Self-Assessment Scorecard](http://smarterlunchrooms.org/sites/default/files/lunchroom_self-assessmt_score_card.final_.4-3-14.pdf)

LEARN Strategies

[School Physical Activity and Nutrition Environment Tool (SPAN-ET)](https://extension.oregonstate.edu/span-et)

LEARN Strategies

[Nutrition and Physical Activity Self-Assessment for Child Care (GO NAP SACC)](https://gonapsacc.org/)

LEARN Strategies

[Contra Costa County’s C.H.O.I.C.E. Toolkit and Self-Assessment Questionnaire](http://www.cocokids.org/child-health-nutrition/c-h-o-i-c-e-toolkit-self-assessment-questionnnaire/)

LEARN Strategies

[San Francisco Healthy Apple Awards](http://healthyapple.arewehealthy.com/HealthyAppleAward.aspx#winners)

LEARN Strategies

[UConn Rudd Center’s Wellness Child Care Assessment Tool (WellCCAT)](http://www.uconnruddcenter.org/resources/upload/docs/what/communities/WellnessChildCareAssessmentToolForResearch.pdf)

LEARN Strategies

[Wellness School Assessment Tool (WellSAT 2.0) – The Rudd Center](http://wellsat.org/)

LEARN Strategies

[School Health Index](https://schools.healthiergeneration.org/dashboard/about_assessment/)

LEARN Strategies

[School Physical Activity Policy Assessment (S-PAPA)](http://activelivingresearch.org/files/S-PAPA_Instrument.pdf)

LEARN Strategies

[Local Wellness Policy: How to Get Started – Arizona Department of Education](http://www.azed.gov/health-nutrition/wellness-policy/)

LEARN Strategies

[Promoting Health in Minnesota Schools: School Wellness Policies](http://publichealthlawcenter.org/resources/promoting-health-minnesota-schools-school-wellness-policies)

LEARN Strategies

[Gretchen Swanson Center Farm to School Toolkit](https://www.centerfornutrition.org/her-case-study)

LEARN Strategies

[USDA’s Community Food Assessment Toolkit](https://www.ers.usda.gov/publications/pub-details/?pubid=43179)

LIVE Strategies

[Youth PhotoVoice](http://depts.washington.edu/ccph/photovoice/photovoice_guide.pdf)

LIVE Strategies

[Healthy Eating Active Living: Mapping Attributes Using Participatory Photographic Surveys HEAL MAPPS™](https://snaped.fns.usda.gov/library/materials/healthy-eating-active-living-mapping-attributes-using-participatory-photographic)

LIVE Strategies

[North Carolina Faith-Based Facility Assessment Tool](http://www.eatsmartmovemorenc.com/SharedUseAgreementsAndAssesments/Texts/FaithBasedReport0514%20FINAL.pdf)

LIVE Strategies

[Community Health Needs Assessments (through nonprofit hospitals)](http://www.communitycommons.org/chna/)

LIVE Strategies

[Physical Activity Resource Assessment (PARA)](http://activelivingresearch.org/physical-activity-resource-assessment-para-instrument)

PLAY Strategies

[Community Park Audit Tool (CPAT)](http://activelivingresearch.org/community-park-audit-tool-cpat)

PLAY Strategies

[Walkability Checklist – Safe Routes to School](http://www.pedbikeinfo.org/resources/resources_details.cfm?id=12)

PLAY Strategies

[October Walk to School Month Walkability Checklist](http://caatpresources.org/docs/WalkabilityChecklistStudentsAdults.pdf)

PLAY Strategies

[Bikeability Checklist – Safe Routes to School](http://www.pedbikeinfo.org/resources/resources_details.cfm?id=3)

PLAY Strategies

[Pedestrian Environmental Data Scan (PEDS)](http://activelivingresearch.org/pedestrian-environment-data-scan-peds-tool)

PLAY Strategies

[California Youth Participatory Action Research](http://www.cdph.ca.gov/programs/cpns/Pages/YouthEngagement.aspx)

PLAY Strategies

[Nutrition Environment Measure Survey – Store (NEMS-S)](http://www.med.upenn.edu/nems/measures.shtml)

SHOP Strategies

[Nutrition Environment Measures Survey – Corner Store (NEMS –CS)](http://www.med.upenn.edu/nems/measures.shtml)

SHOP Strategies

[Oregon Food Bank’s Healthy Pantry Initiative/Healthy Pantry Snapshot Assessment Tool](http://healthyfoodbankhub.feedingamerica.org/wp-content/uploads/mp/files/tool_and_resources/files/healthy-pantry-initiative.pdf)

SHOP Strategies

[Oregon State University Rapid Farmers Markets Assessments](https://catalog.extension.oregonstate.edu/sr1088)

SHOP Strategies

[ChangeLab Solutions: Health on the Shelf](http://changelabsolutions.org/publications/health-on-the-shelf)

SHOP Strategies

[FM Tracks, Prevention Research Center at Case Western Reserve University](http://www.prchn.org/FMTracks.aspx)

SHOP Strategies

[Farmers Market Audit Tool](http://www.med.upenn.edu/nems/docs/FarmersMarketAuditTool.pdf)

SHOP Strategies

[CDC Worksite Check for Health Scorecard](http://www.cdc.gov/dhdsp/pubs/worksite_scorecard.htm)

WORK Strategies

[California Fit Business Kit/Check for Health](http://www.cdph.ca.gov/programs/cpns/pages/worksitefitbusinesskit.aspx)

WORK Strategies

**Appendix B**

