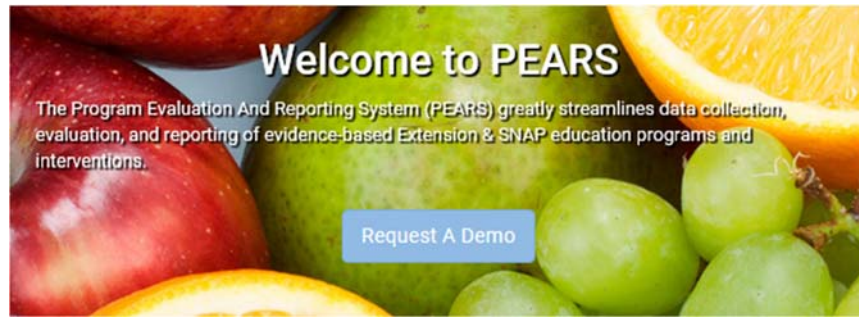


Handout #1 - PEARS Policy Systems Environment (PSE) Module



Section Name	Information to report
<p>*General Information – for sites or organizations where you are working to make policy, system, or environmental changes during the reporting year Oct 1 2016-Sept 30 2017</p>	<ul style="list-style-type: none"> • Site or organization – from a drop down list of sites • Intervention name – for CA 15 different types of settings • Unit – from drop down list of counties • PSE setting - types of settings – (see attached I PEARS documentation for how to select settings) • Intervention Topics – from a drop down list of topics • Stages of Implementation – from a drop down list • Attachments - optional
<p>Needs, Readiness & Effectiveness – optional only if relevant</p>	<ul style="list-style-type: none"> • Assessments conducted – Yes or No • If yes, type, instrument used, approx. date, description of baseline results • If follow-up assessment used, approx. date, brief description of follow-up results
<p>*Strategy</p>	<ul style="list-style-type: none"> • Complementary Activities – evidence-based education, marketing, community involvement, training • Programs, Packages or Initiatives used as part of PSE • SNAP-Ed Funding – role contributing to PSE efforts • Youth Involvement – were youth involved in shaping PSE through an established group, if yes, number of youth
<p>*Changes Adopted – for sites implementing, improving, expanding or maintaining at least one PSE change during the reporting year</p>	<ul style="list-style-type: none"> • PSE Changes – select all that apply from drop-down list • Reach – estimated reach - # of people come in contact with one or more PSE changes at this site, how reach was determined • Characteristics of those Reached (optional) – % gender, race, ethnicity, age, student status
<p>Individual Effectiveness – optional, only if relevant</p>	<ul style="list-style-type: none"> • Tracking individual level effectiveness – Yes or No • If yes, individual-level assessment tools being used, primary SNAP-Ed Evaluation Framework indicator, outcome measure and secondary Framework indicators
<p>Recognition & Media Coverage – optional, only if relevant</p>	<ul style="list-style-type: none"> • Type – award, recognition, media coverage • For awards – name, recognizing body, level, date received • For Media coverage – type, brief description, link or reference, estimated reach, date of coverage
<p>Sustainability optional, only if relevant</p>	<ul style="list-style-type: none"> • Efforts to sustain PSE changes – Yes or No • If yes, which of specified efforts in place, in process or NA, level, stakeholders, sustainability assessment tool, results
<p>Reflection</p>	<ul style="list-style-type: none"> • Assets – top 5 assets to PSE work from a drop down list • Barriers – top 5 barriers to PSE work from drop down list • Open-ended questions about future PSE work at site

PEARS PSE Module – General Information

Data Entry Field	Drop Down Listing
<p>Intervention name*</p> <p>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</p>	<p><u>California's Intervention Name List similar to Type of Setting – select 1</u></p> <ul style="list-style-type: none"> • 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
<p>PSE setting*</p> <p>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.</p>	<p>Eat</p> <ul style="list-style-type: none"> • Congregate meal sites & other senior nutrition centers • Fast food chains • Mobile vending/food trucks • Other places people primarily go to “eat” outside the home • Restaurants <p>Learn</p> <ul style="list-style-type: none"> • Afterschool programs (includes before school programs) • Cooperative extension sites • Early care and education • Libraries • Mobile education sites • Other places people go to “learn” • Schools (colleges and universities) • Schools (K-12, elementary, middle, and high) • WIC clinics <p>Live</p> <ul style="list-style-type: none"> • Community organizations • Faith/places of worship • Family resource centers • Group living arrangements • Low-income health clinics • Other neighborhood settings where people “live” or live nearby • Public housing • Residential treatment centers • Shelters <p>Play</p> <ul style="list-style-type: none"> • Bicycle and walking paths • Community centers • Fairgrounds

	<ul style="list-style-type: none"> • Gardens • Other places people go to “play” • Parks and open spaces • Youth Organizations (e.g. Boys or Girls Clubs, YMCA) <p>Shop</p> <ul style="list-style-type: none"> • Farmers markets • Food banks and pantries • Food distribution program on Indian reservations (FDPIR) distribution sites • Large food stores (4+ registers) • Other places people go to “shop” for or otherwise access food to prepare and eat at home • Small food stores (<= 3 registers) <p>Work</p> <ul style="list-style-type: none"> • Job training programs/temporary assistance for needy families (TANF) worksites • Other places people go to “work” • SNAP offices • Worksites with low-wage workers
<p>Intervention Topics*</p> <p>Select any intervention topics you are targeting in PSE work at this site or organization.</p>	<ul style="list-style-type: none"> • 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
<p>Stages of Implementation*</p> <p>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.</p>	<ul style="list-style-type: none"> • 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

PEARS PSE Module – Strategy Section

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, 2016 – September 30, 2017?

Early Childhood Care & Education

- CHOICES, Contra Costa Child Care Council’s Best Practices
- **Coordinated Approach to Child Health (CATCH)**
- 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
- Ready, Set, Go!
- **Smarter Lunchrooms Movement (SLM)**
- Sugar Bites

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**

Food Banks & Pantries

- California Food Banks Farm to Family
- Cooking Matters
- Cooking Matters at the Store
- Harvest of the Month
- Healthy Behaviors Initiative, HBI (this is really afterschool program not sure why in food banks/pantries)
- 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

All Settings

Champion Provider Fellowship

Other, specify _____

PEARS PSE Module – Reflection

Data Entry Field	Drop Down Listing
<p>5 Assets</p> <p>Please indicate the top 5 assets to PSE work at this site or organization during the current reporting year.</p>	<ul style="list-style-type: none"> • 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
<p>5 Barriers</p> <p>Please indicate the top 5 barriers to PSE work at this site or organization during the current reporting year.</p> <p>.</p>	<p>SAME Listing as Assets above</p>