General Information

Unit

- **The UNIT should always represent the COUNTY where the PSE site is located**
  - **Do not** choose your county cluster.

Setting: Gardens

- **Only choose "Gardens" as the PSE setting, if you are working in a stand-alone garden**
  - A stand-alone garden is a garden not located in another setting.
- In all other cases, the garden will be reported in the setting where it is located.
  - Examples:
    1) Edible garden at a local park –choose Park and Open Space setting
    2) School garden –choose Schools setting

Setting
_____

EXAMPLE 1:

Same SITE   **DIFFERENT** SETTING

| Rosemary Elementary/Rosemary Family Learning Center | Mary Vollinger | SNAP-Ed | ✓ | Early care and education |
| Rosemary Elementary/Rosemary Family Learning Center | Mary Vollinger | SNAP-Ed | | Schools (preschools, K-12, elementary, middle, and high) |

_____

EXAMPLE 2:

Same SITE   **SAME** SETTING*

| Rosemary Elementary/Rosemary Family Learning Center | ✓ | Early care and education |
| Rosemary Elementary/Rosemary Family Learning Center | ✓ | Early care and education |
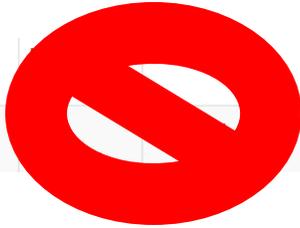
Combine PSE efforts at this site into ONE PSE Site Activity report in the Early care and education (ECE) setting.

- **Do NOT enter duplicate PSE Site Activity reports for the same site within the same setting**
  - "Site" is the physical location or address selected from a drop down list. Whereas, "Setting" is the type of site. As seen in **EXAMPLE 1**, a single site like a school can have two different settings (ECE and Schools).
  - PSE Site Activities should be reported within each relevant Setting type. See **EXAMPLE 1**, PSE changes adopted at an ECE would be reported separately from PSE changes made at a school even when they are located at the same site.
  - But, sometimes we see two or more PSE Site Activity reports entered for the same site within the same setting (See **EXAMPLE 2**). Please combine these entries into a single PSE Site Activity report
    - *Note: Only enter ONE PSE Site Activity report for a site within each setting (See EXAMPLE 1).*
  - If multiple PSEs (edible garden, SLM, CATCH, etc.) are implemented at a site in the same setting, **they should be combined and reported together as one PSE Site Activity report**.

Strategy

Youth Involvement	• **Only respond "Yes" and report the number of youth actively involved in shaping the PSE when working with an established youth group.**

Youth Involvement

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? *

[   ]

- **Only respond "Yes" and report the number of youth actively involved in shaping the PSE when working with an established youth group.**
  - o Possible examples:
    - ▪ Student Nutrition Action Committee,
    - ▪ 4-H group,
    - ▪ Youth Participatory Action Research (YPAR) group,
    - ▪ Healthy Living Ambassadors, etc.
- These PSE change activities contribute to youth leadership development through the student group's active involvement in shaping the PSE.
- Active involvement is not meant to capture the "reach" of the PSE efforts, but instead the number of youth shaping and influencing the PSE.

Changes Adopted

Changes

Changes   **+ Add Change**

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, 2017 - September 30, 2018**. 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).

- PSE Changes Adopted should only be selected within the context of one of the following four stages of implementation:
  - "Started **implementation** of changes"
  - "Continued to **implement** changes"
  - "Worked to **maintain** changes"
  - "Conducted **follow-up assessments**, evaluation, and/or monitoring"
- Do **not** report Changes Adopted or Reach for PSEs within the <u>beginning stages</u>:
  - "**Site(s) contacted** and agreed to participate" **or**
  - "**Planning and preparation** for implementation (i.e. assessment, training, etc.)"

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Other Changes Adopted

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

See *Common UC CalFresh PSEs by Changes Adopted*

RTW PSEs/ PEARS Programs and Initiatives*	What Changes Adopted to Report in PEARS
	Physical Activity
New or improved PA Breaks have been implemented such as Instant Recess, Go Noodle or other classroom energizers CATCH or Other: specify	• Initiated or expanded incorporation of physical activity into the school day or during classroom-based instruction (not recess/free play or PE)

- **Before reporting "*other changes*" adopted for a site, please check the *Common UC CalFresh PSEs by Changes Adopted* file on the UC CalFresh PEARS webpage to make sure the change does not already exist.**
- Please feel free to reach out to the state office if you are unsure whether your change(s) match up with the PSE changes available in PEARS.

Total Reach

Method used to determine total reach *

Estimated

Source of Data *

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

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.

- **We don't expect the Total Reach to be greater than the school or district enrollment.**
  - You can locate the school and/or district enrollment at **CDE Dataquest**.
- If your PSE reaches individuals (other than students), please add a note in the **Comments** box on the **General Information** page describing the additional individuals included.
  - For example: Total Reach includes 20 parents who participated in a gardening club to maintain the school garden.