

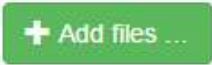
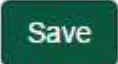




[Home](#) > [PSE Site Activities](#) > [How to Create a PSE Site Activ...](#)

## How to Create a PSE Site Activity




### To Create a PSE Site Activity

1. Go to the "PSE Site Activities" page ([Track / PSE Site Activities](#)).
2. Click  .
3. Find the site of the PSE work you are reporting on in the drop down list under "Site or organization". If multiple locations are involved in the PSE work you can choose an organization (e.g., a school district). Should you find that the site/organization you are looking for is not listed, you have the option to add a site with the  button.
4. Under "Unit" find the unit this PSE work primarily takes place in.
5. Choose the setting of this PSE work. If more than one setting was involved, a separate PSE Site Activity should be created for each setting.
6. Enter the Federal Fiscal Year when you initially contacted this site about participating in SNAP-Ed funded PSE work.
7. Choose which stage of the program planning continuum that the PSE work is in (for the CURRENT reporting year). If the site has gone through more than one planning stage during the current reporting year list all stages here.
8. Upload any files related to PSE work at this site for the current reporting year (e.g., reports, survey data, or pictures) by clicking the  button.
9. Click  to finalize the entry or  to navigate to the "Needs, Readiness & Effectiveness" section.

### To Add a Site/Organization Name

1. Click within the dialog that says "Search for a site," and type in the desired name of the site. If the site is not available, click  and fill out the required information to add that site to the listing.

### To Add an Attachment

1. Click  and select the desired file that you wish you attach to the PSE Activity. Click "Open" to finalize your selection or "Cancel" to discontinue this process.
2. Click  to finalize the entry or  to navigate to the "Needs, Readiness & Effectiveness" section.

## Notes

- **PSE setting:** Types of sites, for example; schools, work sites, food stores, and parks.
- **In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?:** The accounting period for the federal government is referred to as the “fiscal year.” The fiscal year begins on October 1 and ends on September 30.
- **Stage:** PSE work takes place on a continuum. The planning stage response options represent points on the PSE program planning continuum.

*I found this article helpful*

*I did not find this article helpful*

Powered by

[Home](#) › [PSE Site Activities](#) › [Choosing a Setting for PSE Sit...](#)

## Choosing a Setting for PSE Site Activities

### How to Choose a Setting for PSE Site Activities

When you create a PSE Site Activity you must select the setting of the PSE work at this site. The setting of the PSE work may at times differ from the physical location setting of the site or organization. In most cases, select the most specific PSE setting. For example, an afterschool program may occur at a school or faith/place of worship. In this case, choose "After school program" as the setting. Likewise, the PSE setting for a mobile fresh bus at a food assistance site is "Mobile Vending/food trucks". If you are doing other work at the school where the after school program is located you would also select "school" as a setting and complete a separate report on the school-based PSE work that is not part of the afterschool program.

#### Note

"Gardens", " bicycle & walking paths", "youth organizations", and" libraries" are exceptions to this rule: only choose these PSE settings if they are stand-alone (not located in another setting), otherwise report on these PSEs by selecting the setting in which they are located.

Please read all setting options before selecting "other" to make sure data is as accurate as possible. Examples of settings that would qualify as "other places people go to 'eat' outside of the home" are cafeterias and examples of "other settings where people 'live' or live nearby" are city-wide policies and plans.

*I found this article helpful*

*I did not find this article helpful*

Powered by

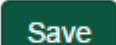
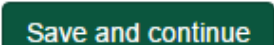
[Home](#) › [PSE Site Activities](#) › Needs, Readiness & Effecti...

## Needs, Readiness & Effectiveness

Determining a site's readiness for change is an important step in implementing SNAP-Ed programs and this is where you begin your reporting.

1. Begin by choosing whether or not you conducted any needs or readiness assessments at this site or organization during the current reporting year.
2. If you choose "No" you will be finished with this section and you may move on the "Strategy". If you choose "Yes" you will need to select the assessments you conducted at this site or organization.

- Needs assessment/environmental scan
- Staff readiness
- Organizational readiness

3. For any sections you conducted assessments for you will need to select the survey instrument used from the drop down box. You also have the option to enter several other pieces of data for the assessments including:
  - The date the baseline assessment was administered.
  - A brief description of the results from the baseline assessment.
  - The date the follow-up assessment was administered.
  - A brief description of the results from the follow-up assessment.
4. Click  to finalize the entry or  to navigate to the "Strategy" section.

### Notes:

- **Survey Instrument:** In this section of the PSE Module, instruments refer to needs assessments/environmental scans, staff and/or organizational readiness assessments. The system allows you to select from a list of reliable and valid assessment instruments to use when conducting PSE work.
- **Survey Instrument Other:** Not using an assessment instrument found in one of the drop-downs, select "Other (please specify)" and enter the name of the assessment instrument you are using.
- **Date baseline assessment administered:** This is the date on which you conducted a baseline needs assessment/environmental scan, staff or organizational readiness assessment.
- **A brief description of baseline assessment results:** A space to briefly describe the results of the needs assessment/environmental scan, staff or organizational readiness assessment.
- **Date follow-up assessment administered:** It is recommended you conduct the same needs assessment/environmental scan, staff or organizational readiness assessment both before and after

the PSE intervention. This field provides a space to enter the date the follow-up assessment was conducted.

- **A brief description of follow-up assessment results:** A space to briefly describe the results of the follow-up needs assessment/environmental scan, staff or organizational readiness assessment.

*I found this article helpful*

*I did not find this article helpful*

Powered by

[Home](#) › [PSE Site Activities](#) › [Strategy](#)

## Strategy

To maximize the effectiveness of your PSE work it is important that organizational policy changes and environmental supports be made in conjunction with the PSE site activities. This helps ensure that the changes you make at the site are going to be sustainable over time. The "Strategy" section is where you will record all the ways that SNAP-Ed funds or people have contributed to PSE efforts at this site or organization.

1. Begin by choosing the activities implemented to support this PSE site work.

- Evidence-based education
- Marketing
- Parent / community involvement
- Staff training on continuous program and policy implementation

2. Next, decide what level of involvement SNAP-Ed funds or people had in each of the following activities:

	Lead / Major Role	Supportive Role
Initiated the effort / brought stakeholders together	<input type="radio"/>	<input type="radio"/>
Fostered community / resident / parent support or engagement	<input type="radio"/>	<input type="radio"/>
Funded or provided planning / advice / guidance	<input type="radio"/>	<input type="radio"/>
Funded or provided training related to PSE efforts	<input type="radio"/>	<input type="radio"/>
Funded or conducted implementation of PSE changes	<input type="radio"/>	<input type="radio"/>
Funded or provided evaluation or monitoring of PSE efforts	<input type="radio"/>	<input type="radio"/>

3. If the options for funding and support provided do not cover all the ways PSE efforts were assisted you may use the text box underneath to elaborate on the aid you received.
4. If youths (anyone under the age of 18) contributed to these PSE changes you can report it under Involvement. Be sure to include the number of youths involved if they were part of your PSE efforts.
5. Click **Save** to finalize the entry or **Save and continue** to navigate to the "Changes Adopted" section.

**Notes**

**Please specify any other ways not listed above that SNAP-Ed funds or people are contributing to PSE efforts at this site or organization:** If there are additional ways SNAP-Ed funds or people have contributed to PSE work at the site or location (that are not listed on the Strategy page) leave comments to specify what those were (this is optional).

*I found this article helpful*

*I did not find this article helpful*

Powered by

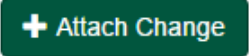

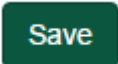
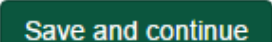
[Home](#) › [PSE Site Activities](#) › [Changes Adopted](#)

## Changes Adopted

---

This section documents the changes adopted at the PSE Site or Organization. This includes the undertaking of a new or modified policy (a change to the system or environment) that heightens the appeal of healthy food and beverages. It can also involve expanding access to or promoting physical activity as well as a reduction in the amount of time spent sedentary.

### To Add Changes

1. Click  .
2. Go through the list of predetermined options and select the change that was documented as a result of the PSE work done at this site by clicking  . If you have more than one change to document go through this process for each change you need to attach to the PSE site activity.
3. After choosing the changes adopted you will also need to determine the number of people who were reached by these initiatives. You can use several methods including measured reach, estimated, reach and unknown. If you are unsure which method is best for your situation you can review our documentation on [calculating reach](#). Bear in mind that you should be considering the reach for ALL changes adopted in the current reporting year at this site or organization. Click  to finalize the entry or  to navigate to the "Individual Effectiveness" section.

- I found this article helpful*
- I did not find this article helpful*

Powered by



## How to Document Reach

For the purposes of this reporting system, **reach is defined as the unduplicated number of people who come in direct contact with one or more PSE changes at a site over the course of a year.**

Please report on reach at the **site** level only. Thus, if you are implementing multiple PSE strategies in a site, the reported reach should not exceed the total priority population at that site. If any intervention strategy at that site reaches your entire site priority population-- those people whose dietary intake and/or PA levels you are trying to impact, e.g. students at a school, workers at a worksite, congregation members at a church, food recipients at a food pantry, shoppers at a store or farmers market-- report reach as that total priority population figure. Do not include the people delivering the intervention, such as store managers, educators, or program staff, unless you are also targeting their individual dietary intake or physical activity. If you are implementing multiple strategies that reach **different** segments of the population at a site, add the unduplicated reach of the strategies and report the total.

### Definitions and examples

**Direct contact** refers to the people who are likely to be touched directly by your intervention. For example, the reach of a school garden is *not* necessarily the whole student body, but rather only those who worked on, learned at, or ate from the garden. Similarly, the reach of a corner store is *not* the number of people in a geographical region around the store, but rather the number of people who shop there.

**Unduplicated** means that if a person comes in direct contact with more than 1 PSE change at the same site, that person is counted only once. For example, if a school starts a school garden, improves school meals, and increases PE time, the reach of these 3 PSEs is not added together. In this case, some of the strategies reach the entire student population, so reach equals total enrollment or average daily attendance for a given reporting year. If a K-5 school integrates gardening into the 4<sup>th</sup> grade nutrition class, improves opportunities to be physically active during recess for grades 3-5, and starts a K-2 walking school bus program, the total reached would be the number of students in grades 3-5 plus the number of K-2 students who participate in the walking school bus program during a given reporting year. Likewise, if the same person comes in contact with the same PSE several times during the year, they are only counted once. For example, a person who shops at a corner store once per week throughout the year only counts as 1.

### Definitions and examples of reach by type of PSE strategy

- 1. Early childhood care and education:** most of the changes at these sites are changes to which all children are exposed, but for example if some physical activities or foods are only offered to a subgroup you would use the number who had the option to participate in the physical activity or eat the foods during the reporting year.
- 2. Community or school gardens:** Unduplicated number of persons who worked in, learned at, or ate from the garden during the year.
- 3. School meals:** Total school enrollment or average daily attendance\* for the reporting year\*\*.
- 4. Competitive foods:** Total school enrollment or average daily attendance\* for the reporting year\*\*.

5. **Classroom and celebration foods:** Unduplicated number of students who attended events or classes affected by the PSE change. If all classes and events were affected by the PSE, then use Average Daily Attendance or enrollment\* at that school for the reporting year.
6. **Vending machines:** Unduplicated number of people who bought foods or beverages during the reporting year from the machines that were added or changed. This is a particularly challenging measure and it is not expected that most sites will be able to provide this data.
7. **Meetings:** Unduplicated number of people who attended meetings during the reporting year that were impacted by the PSE change.
8. **Joint Use:** Unduplicated number of people who used the school joint use facilities or space outside of school hours during the reporting year. This is a particularly challenging measure and it is not expected that most sites will be able to provide this data.
9. **Structured Physical Activity:** Unduplicated number of people that participated during the reporting year in the structured physical activity classes or sessions that were added or changed.
10. **Physical education:** Number of students who participated during the reporting year in the classes that were added or changed.
11. **Event/celebration foods and/or physical activity:** Unduplicated number of people attending the event(s) during the reporting year.
12. **Water access, quality or appeal:** Unduplicated number of people who had access during the reporting year to the water that was added or changed.
13. **Changes to stores/food pantries:** Unduplicated number of people who shopped or received food at that store/pantry during the year. If the change is temporary or sporadic, the reach would only include customers who shopped during the time the change or activity was in place.
14. **Safe routes to school:** Unduplicated number of students that walked/rolled to school or participated in the program during the reporting year.
15. **Exercise/physical activity facilities:**
  - a. In the school, apartment, workplace or faith-based setting: unduplicated number of students/residents/workers/congregants that had access to the facilities and had the option to use them during the reporting year. If others in the community used these facilities and were part of your priority community, those could also be included in the reach number.
  - b. In other community settings: unduplicated number of people who visited the site and had the option to use the aspect of the park that was changed or added during the reporting year.
16. **Park facilities/safety:** Unduplicated number of people (per year) who visited the park or center and had the option to use the aspect of the park that was added or changed.
17. **Physical activity classes at a park or community center:** Unduplicated number of people who attended the classes or activities during the reporting year.
18. **Marketing and promotion:** Unduplicated number of people exposed to the marketing during the reporting year.
19. **Recess:** Unduplicated number of students who had recess during the reporting year at the times that were added or changed.
20. **Lactation supports:** Unduplicated number of breastfeeding women during the reporting year that had the option to use the supports.
21. **Written policies:** Written policies that have not yet been implemented have a reach of 0; once implemented the reach is the number who come in direct contact with the practice, program or environmental change that resulted from the policy.

22. **Active transportation/complete streets:** number of people who used the affected streets or transportation options on a regular basis during the reporting year.
23. **Systems changes:** number of people who came in contact with changes or activities during the reporting year that happened as a result of the system-level intervention, i.e. adding a food hub that serves 2 schools and 4 stores would impact the students at those schools and shoppers at those stores.

### Method used

When asked the method used to arrive at the reach number reported, select one of the three options as described below:

**Measured:** Choose this option if you obtained actual figures from a reliable source, such as Average Daily Attendance from school administration or a government website; or you or some other reliable source conducted a survey or observation, etc.

**Estimate:** choose this option if you had some reasonable basis or data on which to base an estimate, e.g. 1) you have number of transactions per day at a store and you estimated the unduplicated number of customers per year based on the store owner's estimates regarding repeat customers; 2) the school told you that about half of the PE teachers implemented the new PE policies and about 80% of the students attend PE, so the reach was estimated at  $0.8 \times 0.5 \times [\text{size of the student body}]$ .

**Unknown:** You have no data and no basis for making an estimate. Some of these reach figures are not simple to obtain. For example the "unduplicated number of people who used the school joint use facilities" or unduplicated number of people who bought foods or beverages from vending machines" are particularly challenging to measure accurately; it is not expected that most sites would be able to report these figures. It is preferable to report "unknown" than to provide an inaccurate estimate.

If you are unsure about how to apply these definitions or measure reach please contact your state's evaluation team.

\*School administration should be able to provide you with Average Daily Attendance and/or enrollment figures. If not whole school enrollment for the most recent school year available can be obtained online from DataQuest at <http://data1.cde.ca.gov/dataquest/>. From this web page, under *Select Level*, choose School. For *Select Subject*, choose Enrollment. Click *Submit*. Select the current school year and enter school name; click *Submit*. On next screen select the school and under *Select a Report*, select School Enrollment by Gender, Grade & Ethnic Designation. Click *Submit*.

\*\*Total enrollment or ADA is used as a proxy in these cases because of the challenge of determining how many students buy competitive foods and a desire to avoid giving competitive foods a larger reach than the school meal program, when that may not be the case.

*I found this article helpful*

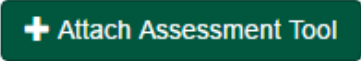
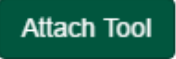
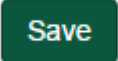
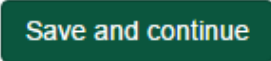
*I did not find this article helpful*

Powered by

[Home](#) › [PSE Site Activities](#) › Individual Effectiveness

## Individual Effectiveness

To successfully measure the effect of the changes made at this site or organization the people who interact with the site should be evaluated. This section is where you will specify the ways you have tracked the impact of your PSE work at an individual level.

1. Start by selecting whether or not you tracked individual-level effectiveness for PSE work for this site or organization during the current reporting period.
2. If you choose "No" you can move on to the "Recognition & Media Coverage" section. Should you choose "Yes" you will be given the option to specify which indicators you tracked and the outcomes of those measurements.
3. If you used any individual-level assessment tools to evaluate the PSE work at this site you can attach these by clicking  .
4. To attach a tool you will need to choose the type of assessment that was used, which assessment it was specifically, and the date it was administered. A description of the results is optional but it is very helpful for adding context to your answers. When you are finished filling out this information you can click  to attach the tool to your PSE site work. If you used more than one assessment you can add as many as were used by repeating the steps listed above.
5. Click  to finalize the entry or  to navigate to the "Recognition & Media Coverage" section.

### Notes

- **Indicator:** A specific, observable and measurable change that shows progress made towards a specific goal or objective.
- **Outcome Measures:** A means of measuring the benefit, improvement, or achievement of a specific goal or objective.

*I found this article helpful*

*I did not find this article helpful*

Powered by

[Home](#) › [PSE Site Activities](#) › [Recognition & Media Covera...](#)

## Recognition & Media Coverage

Awards, media coverage and other forms of public recognition are an important factor in measuring the effectiveness of PSE work. If you have received any recognition for the work done at this PSE site during the current reporting year this section is where you will list it.

- To add an award/recognition or media coverage click [Add Recognition & Media Coverage](#).
- Next, select the Type of Recognition or Media Coverage from the following options:

Type \*

-----

New Award / Recognition

Award / Recognition Renewal (Same Level)

Award / Recognition Renewal (Increase in Level)

Media Coverage

- If you are adding an award or some form of recognition you will need to give the name of the award, the group or organization who presented you with the award, the ranking of the award (gold, silver, bronze, N/A if it does not apply), and the date the award or recognition was received. If you add media coverage you will need to choose what kind of coverage it was, give it a name or brief description, give a link to a web page showing the coverage if available (if a link is unavailable give other reference information), estimated number of people reached, and the date of the coverage.

Once you have filled in all details click [Add](#) to add the recognition or media coverage to your PSE Site Activity.

- Click [Add Recognition & Media Coverage](#) to enter additional recognition and media coverage or click the "Sustainability" hyperlink to navigate to the "Reflection" section.

- I found this article helpful*
- I did not find this article helpful*

Powered by

[Home](#) › [PSE Site Activities](#) › Sustainability

## Sustainability

---

An important aspect of PSE site activities is setting them up so that the benefits generated from them are maintained over time. The sustainability section focuses on the labor involved in sustaining and maintaining PSE work at this site for the current reporting period.

1. To document sustainability efforts you must first indicate whether or not any efforts were taken during the current reporting period to support.
2. If no sustainability efforts were taken you can select "No" and move on to the "Reflection" section. However, if efforts were taken, then you will need to fill out the form indicating which intervention components and/or activities have been put in place for the continued achievement of desirable intervention and population outcomes (sustainability mechanisms). This is the only required section of the page. You have the option of selecting the levels of government that feature policies which require the PSE changes be maintained and selecting the stakeholder groups whose support will help sustain the effort. If you used a sustainability framework or assessment tool for this site during the current reporting year you will enter it here and provide a brief assessment fo your results.
3. Click **Save** to finalize the entry or **Save and continue** to navigate to the "Reflection" section.

- I found this article helpful*
- I did not find this article helpful*

Powered by

[Home](#) › [PSE Site Activities](#) › Reflection

## Reflection

---

Reflection is an optional section but it is key in helpful you learn from your experiences and recognizing which practices are useful for similar kinds of PSE work.

1. Should you decide to give your feedback you may choose to complete any part of the reflection that seems relevant to you. This includes marking which aspects of the process seem the most challenging, indicating the assets to PSE work, as well as the barriers to PSE work. You also have the option to share additional comments and feedback about the PSE work here.
2. When you are finished click **Save** to finalize the entry or **Save and continue** to navigate to the "Mark as Complete" section.

### Notes

- **Assets:** A circumstance, person, or input that aids in the achievement of a specific goal or objective.
- **Barriers:** A circumstance or obstacle that impedes the achievement of a specific goal or objective.
- Some assets may also be barriers. For example, staff turnover may be an asset if low or a barrier if high. Leaders / Champions may also be an asset if strong ones are involved, or a barrier if no strong leaders or champions are involved.

*I found this article helpful*

*I did not find this article helpful*

Powered by

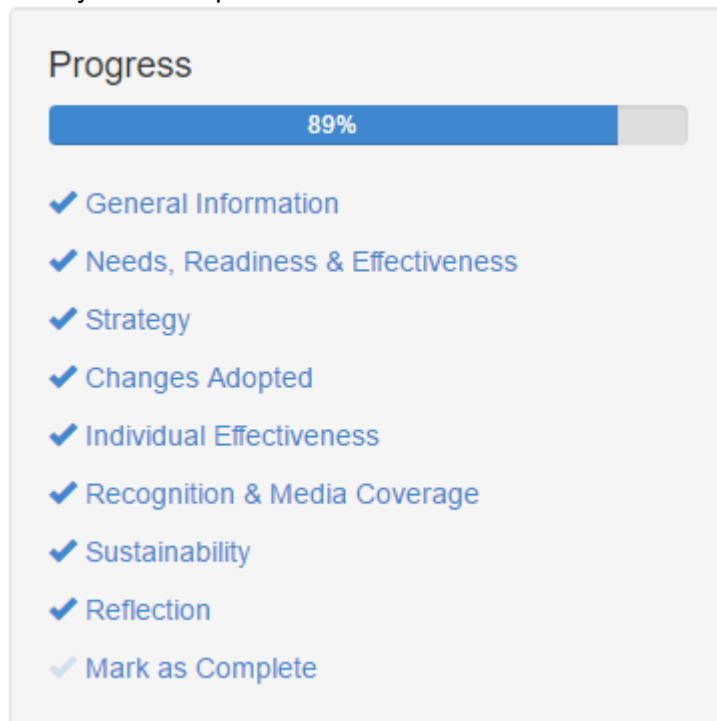


[Home](#) › [PSE Site Activities](#) › [How to Mark a PSE Site Activit...](#)

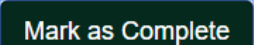
## How to Mark a PSE Site Activity as Complete

Before a PSE Site Activity can be used for reporting, it must be marked as complete so the system knows that all data has been entered.

You may use the progress bar as a guide to see what needs to be entered/completed before the program activity can be reported on.



### To Mark a PSE Site Activity as Complete

1. Review all data entered to make sure it is correct.
2. Next, click "Mark as Complete" located in the progress bar.
3. Finally, click  .

- I found this article helpful*
- I did not find this article helpful*

Powered by

