

POLICY, SYSTEMS, AND ENVIRONMENTAL (PSE) CHANGE STRATEGIES

TRACKING TOOL GUIDANCE

COMPLETING THE PSE TRACKING TOOL TO LAUNCH YOUR STRATEGY

1. Prior to the beginning of the fiscal year, Nutrition Educators are asked to meet with their director/supervisor to review what was accomplished in the previous fiscal year and begin developing an objective for the next fiscal year. This can be a continuation of your work from the previous fiscal year or new PSE work. The Obesity Prevention Coordinator will provide resources and a planning worksheet to help with this process.
2. **Prior to your launch call**, complete a PSE planning worksheet and fill out the top portion of the PSE Tracking Tool for each objective. If your organization has multiple Nutrition Educators, all PSE tracking sheets should be contained in one Excel file. Copies of tabs can be made to accommodate all of the Nutrition Educators' strategies/objectives.
3. Please **plan out the full year** by completing Column B, the **Projected Activity Type** column in the Planning Section of the tool. This should be your timeline of milestones you hope to accomplish in order to achieve your overall objective for the year. For each month, choose (from the drop-down) what activity(ies) you plan to accomplish. You may provide a brief description of proposed the activity(ies) in the free-text column to help with your planning process. As your PSE work progresses, this column may change, but it is helpful to think through the full year during the launch process.

MONTHLY PSE REPORTING AND MONITORING PROCEDURES

- The PSE Tracking Tool is to be submitted via Dropbox on the 5th of each month. Please send an email to your Nutrition Program Coordinator indicating the most up-to-date version has been saved.
- Nutrition Program Coordinators will review monthly PSE tracking tools and relay questions, concerns, and successes to the rest of the UNE team.
- As part of your monthly submission, review Column B. Feel free to edit this column as your work evolves. Just be sure there is information projected through the end of the fiscal year showing you have thought out how you will achieve your objective. You may add and edit details in Column C to help you further describe what you hope to accomplish each month.
- On a monthly basis, be sure to complete the drop-down of **Activities Accomplished** in Column D in addition to providing notes regarding your work in the **Activity Details** in Column E. Please indicate whether activities are on track, behind schedule, and/or if technical assistance is needed.

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- **No blank cells!** An easy way to ensure that you are providing a complete submission is to be sure that there are no blank cells for the month for which you are submitting data. Even if you were not able to work on your PSE objective, there is still a drop-down option for “no activities.” If this option is selected, please provide an explanation as to barriers to conducting activities in Column G.
- **Be specific and provide details.** If you attended a meeting, please indicate what the result of the meeting was. *For example:* If you attended a local Food Security Committee meeting, what was accomplished that furthered progress towards achieving your objective?
 - If you are working on implementation of a wellness policy, what specific policy goal are you working on?

GENERAL PSE REPORTING AND MONITORING PROCEDURES

- The Obesity Prevention Coordinator will schedule **PSE close-out/launch calls** in September/October of each fiscal year with each Nutrition Educator and the director/supervisor to report out on PSE progress from the previous fiscal year and finalize objectives for the upcoming fiscal year. The internal evaluation team will also be involved in these calls.
- **Semi-annual PSE calls** will also be scheduled with each Nutrition Educator with the option to include the director/supervisor to discuss PSE progress and plans as needed throughout the year. Every Nutrition Educator will get a progress call by the midway point in the fiscal year.
- Remember to **document your work** throughout the PSE implementation process. **Take photos** of your participants (following direct education processes for obtaining permissions), partners, and your environmental changes – before and after photos are an excellent way to show the impact of your work!
- Please **share draft materials** you have developed with UNE to ensure consistency with program goals and branding. Once finalized, please **save all resources you have developed** in support of your PSE work for documentation of your efforts. Submit them to the UNE team and feel free to share them with other Nutrition Educators working on similar strategies.

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FREQUENTLY ASKED QUESTIONS (FAQs)

1. What can the SNAP-Ed budget cover for PSE?

There is a list of PSE purchases allowable without prior approval (PRAF) in the Cost Policy and Procedure Manual.

2. Can you define the different phases (planning, assessment, etc.)?

Assessment	<ul style="list-style-type: none">• Review existing data about the community and the target audience (e.g. school health index, community health needs assessment, etc.)• Identify opportunities for PSE changes• Identify champions, stakeholders, and partners
Planning	<ul style="list-style-type: none">• Working with partners to:<ul style="list-style-type: none">○ Choose a setting and identify opportunities○ Decide on milestone(s)○ Identify strategies○ Create a timeline for activities
Implementation	<ul style="list-style-type: none">• Carry out and keep track of the activities you outline to reach your milestones• Identify barriers to overcome
Sustainability	<ul style="list-style-type: none">• Working with partners to identify and implement steps to maintain progress• Develop plans to address future challenges

3. Can you define “champions,” “stakeholders,” and “partnerships” and give examples of what level they are at and what role they could play?

- **Champions:** people who provide sustained, and often charismatic leadership that successfully advocates for, creates appeal of, or improves access to nutrition and physical activity in various organizations or environmental settings. SNAP-Ed champions are community members, participants, partners, and organizational leaders who extend their influence beyond direct delivery sites of SNAP-Ed interventions.
 - e.g. youth, parent, community leader, teacher, retailer, etc.
- **Partners:** partnerships with service providers, organizational leaders, and SNAP-Ed representatives in settings where people eat, learn, live, play, shop, and work. Organizational partnerships of relevance to SNAP-Ed may include school health advisory councils, wellness committees, and site councils that focus on bringing together collaborators and local champions (see ST6) to change the context or environment surrounding individual physical activity and nutrition choices offered to clients at the site. An organizational partnership may exist between a local SNAP-Ed provider and leadership of a local site; in some instances, a written agreement may delineate the roles and responsibilities of the SNAP-Ed provider and the site’s leadership.”
 - e.g. a local SNAP-Ed agency may agree to install a food garden at a senior housing site and teach seniors how to grow and harvest foods using seeds and starts they purchase with their SNAP dollars. The senior housing community site manager agrees to irrigate the

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garden and organize a shuttle bus to the local farmers market accepting SNAP for seniors to purchase seeds and plants that will produce food to eat.

- **Stakeholders:** are people or organizations that have an interest in the work and/or someone who is affected by the work. An example of a stakeholder is the school principal when working on developing a school garden.

4. What are examples of a PSE objective?

The PSE objective states what you hope to accomplish with the strategy during the fiscal year; it is something that you are responsible for and can measure if you have accomplished it. See the examples of PSE change objectives below:

- **Policy Change:** By September 30, UNE will assist in implementing one component of the school wellness policy around healthier celebrations that align with SNAP-Ed guiding principles and the Dietary Guidelines.
- **Systems Change:** By September 30, one local Headstart within our service area will provide parents of children advancing to kindergarten with information about how and why to enroll their children in free/reduced lunch.
- **Environmental Change:**
 - By September 30, one school will conduct a self-assessment to determine readiness and opportunities for a school garden.
 - By September 30, UNE will connect two local farms with one food pantry to create a distribution plan for produce the farmer is unable to sell at the market.

5. How is the PSE objective different from the strategy?

The PSE strategies are higher-level plans or methods to achieve a greater goal. The 9 selected strategies (described in the PSE Guidance document) are identified by the USDA as emerging or evidence-based practices to help reach low-income households that are most impacted by health disparities. The strategies outlined in the guidance relate to childcare wellness, school wellness, school and community gardens, federal food assistance, increasing access to fruits and vegetables, worksite wellness, healthy retail and clinical-community linkages.

The objective is the specific scope of work for the Nutrition Educator to achieve during the fiscal year, which will work toward successfully achieving or completing the PSE strategy.

6. When responding to the question on settings, does the location need to be specific?

Yes, be as specific as possible in order to start your planning for the upcoming year, listing the name of the facility/organization, as well as the town. If you are not yet certain of the exact site name, you can indicate the type of setting (school, child care site, etc.). The location of your PSE change work is also important for the UNE Evaluation Team, as they will use this information to estimate the reach of your strategy which is required by the USDA for annual reporting.