

OHIO STATE UNIVERSITY EXTENSION

Ohio SNAP-Ed QRS Manual

FY 2019 Ed.

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THE OHIO STATE UNIVERSITY

**FAMILY AND CONSUMER SCIENCES
COLLEGE OF FOOD, AGRICULTURAL, AND
ENVIRONMENTAL SCIENCES
COLLEGE OF EDUCATION AND HUMAN ECOLOGY**

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Using the FY19 QRS

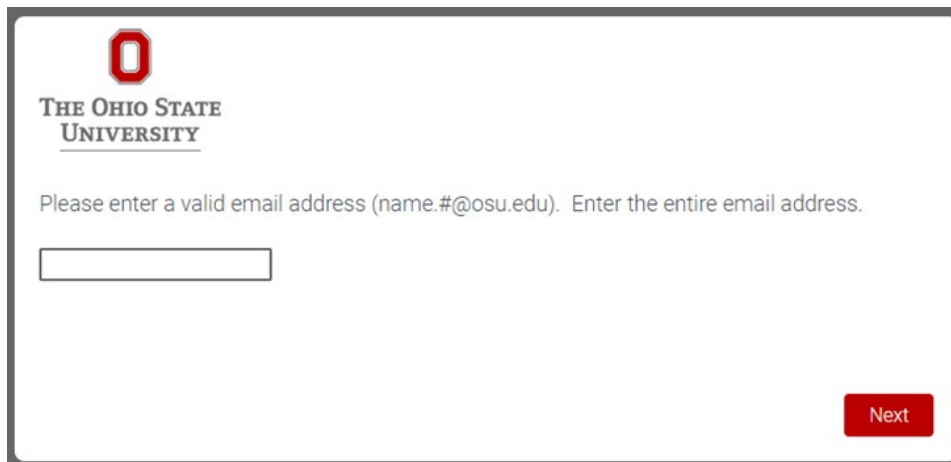
The FY19 Qualitative Reporting System (QRS) is designed to allow for reporting qualitative accounts of the SNAP-Ed program. The two types of qualitative reports entered into the QRS are **success stories** and **policy, systems, and environmental change (PSE)** interventions. The QRS is set up to allow the user to enter both types of reports using the same system. It relies on the user having a clear understanding of the different elements of a success story and a PSE intervention. Reading this manual should help guide the user in determining which type of report to enter.

Reporting Success Stories

Success stories capture the qualitative component of SNAP-Ed programming on an individual participant or group of participants who have participated in direct nutrition education programming. To be most meaningful, Success stories should be about the results from a direct education program series, as research has found program series to be more effective than stand-alone, single lesson nutrition education programs. Success stories are reported **at the conclusion of a direct education program series** and **capture behavioral changes made by an individual participant or group of participants** who have taken part in that program series.


Here is the process for reporting a success story.

1. Enter your email address. It must be the complete email address, not just name.#.



The screenshot shows a web form for The Ohio State University. At the top left is the OSU logo, a red block letter 'O' above the text 'THE OHIO STATE UNIVERSITY'. Below the logo is a text prompt: 'Please enter a valid email address (name.#@osu.edu). Enter the entire email address.' Underneath the prompt is a single-line text input field. In the bottom right corner of the form area is a red rectangular button with the white text 'Next'.

2. Click on your county below. Choose only one.


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Select your county from the list below.

Adams	Clark	Fairfield	Harrison	Licking	Monroe	Portage	Trumbull
Allen	Clermont	Fayette	Henry	Logan	Montgomery	Preble	Tuscarawas
Ashland	Clinton	Franklin	Highland	Lorain	Morgan	Putnam	Union
Ashtabula	Columbiana	Fulton	Hocking	Lucas	Morrow	Richland	Van Wert
Athens	Coshocton	Gallia	Holmes	Madison	Muskingum	Ross	Vinton
Auglaize	Crawford	Geauga	Huron	Mahoning	Noble	Sandusky	Warren
Belmont	Cuyahoga	Greene	Jackson	Marion	Ottawa	Scioto	Washington
Brown	Darke	Guernsey	Jefferson	Medina	Paulding	Seneca	Wayne
Butler	Defiance	Hamilton	Knox	Meigs	Perry	Shelby	Williams
Carroll	Delaware	Hancock	Lake	Mercer	Pickaway	Stark	Wood
Champaign	Erie	Hardin	Lawrence	Miami	Pike	Summit	Wyandot

3. Select one target audience.

Select which target audience was impacted.

Adults	Adult & Youth Combined (in one audience)
Teens	Cooking Matters
Youth	

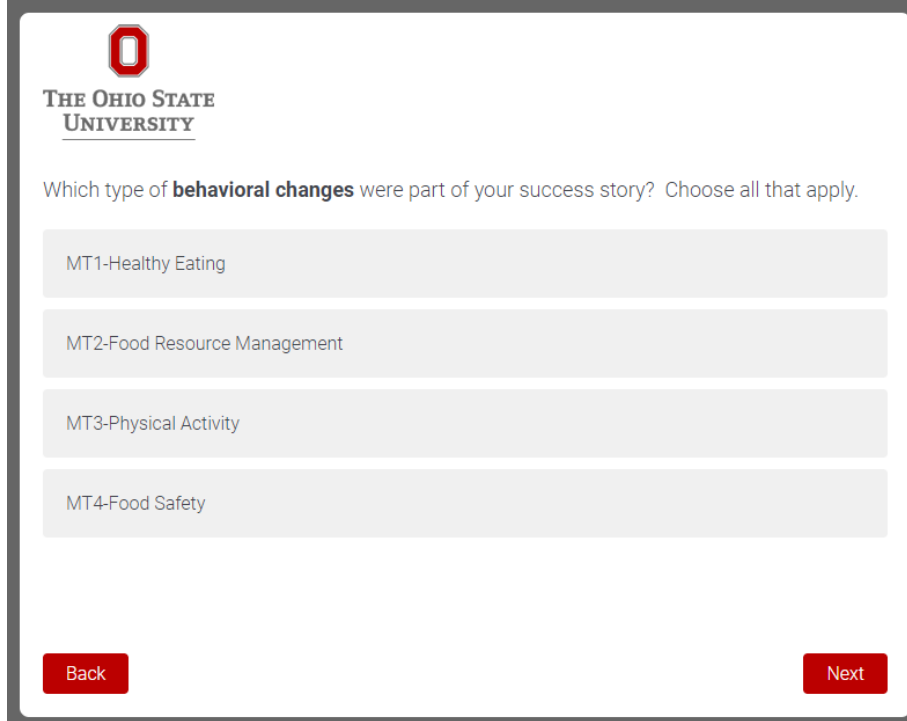
4. Select that you are reporting a Success Story.


What type of qualitative report are you submitting?

Success Story
PSE

[Back](#) [Next](#)

5. Select which medium-term indicators you are reporting as part of your success story. These are indicators associated with behavioral changes from direct education programs.




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Which type of **behavioral changes** were part of your success story? Choose all that apply.

MT1-Healthy Eating

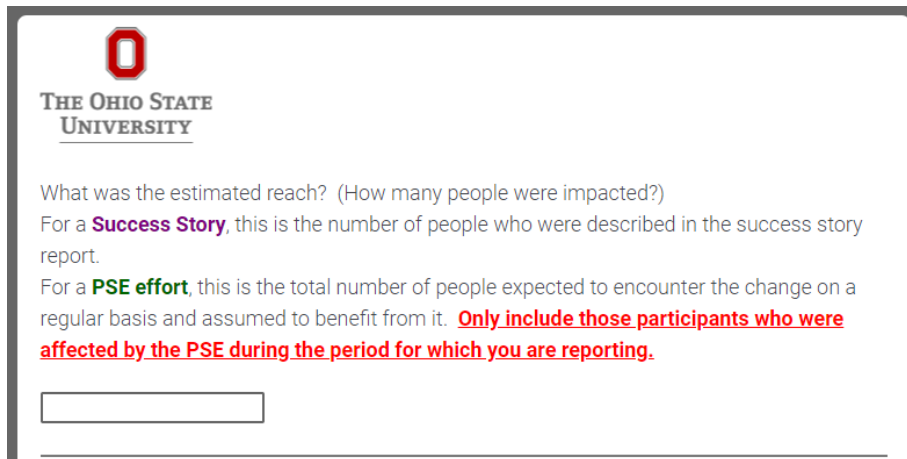
MT2-Food Resource Management


MT3-Physical Activity

MT4-Food Safety

Back Next

6. Enter in the number of people reached in this success story. If you are reporting a success story for one individual, you will enter "1." If you are reporting a success story for a group (such as a classroom of students), you will report the number of students.




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What was the estimated reach? (How many people were impacted?)

For a **Success Story**, this is the number of people who were described in the success story report.

For a **PSE effort**, this is the total number of people expected to encounter the change on a regular basis and assumed to benefit from it. **Only include those participants who were affected by the PSE during the period for which you are reporting.**

7. Provide a brief (1-2 sentences) description of how you arrived at the estimated reach from the previous question.

Provide a brief description of how you arrived at your estimated reach of how many people were impacted.

8. Write a paragraph summarizing the key points of your success story. At a minimum, it should include the type and duration of the intervention (e.g., a 5-session program series), what the scope of the intervention was, and what some of the key outcomes were. You can also include quotes from participants.

What was your success story about? What made it a "success"?

9. If you have a photo (approved photo release forms are required) to upload, you can do so.

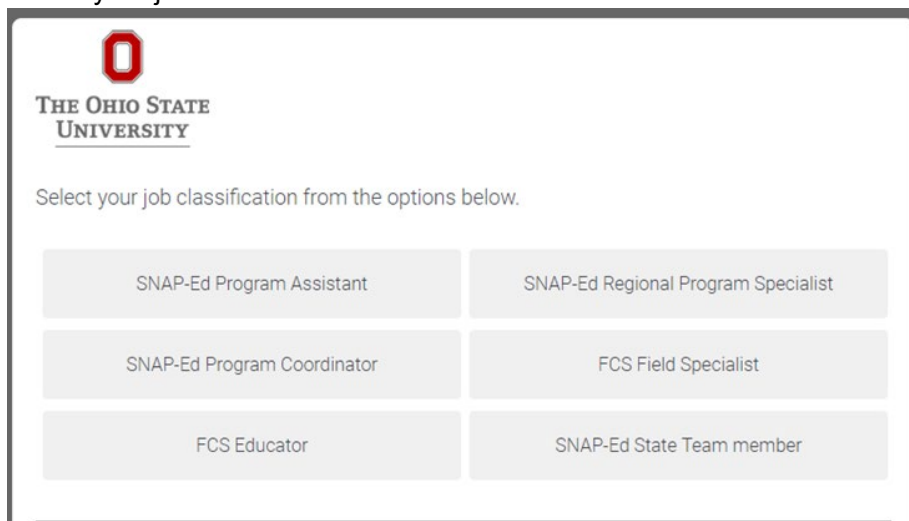
OPTIONAL: Upload any photos you have from your intervention that you would like to include. Please limit to **one photo per intervention**.

Drop files or click here to upload

Back

Next

10. Select your job classification from the list.



The screenshot shows a web interface for The Ohio State University. At the top left is the university's logo, a red block letter 'O' with a white outline, above the text 'THE OHIO STATE UNIVERSITY'. Below the logo is the instruction 'Select your job classification from the options below.' There are six light gray rectangular buttons arranged in a 3x2 grid. The buttons contain the following text: 'SNAP-Ed Program Assistant', 'SNAP-Ed Regional Program Specialist', 'SNAP-Ed Program Coordinator', 'FCS Field Specialist', 'FCS Educator', and 'SNAP-Ed State Team member'.

11. When you hit the “Next” button, you will be finished. The QRS will send you a summary email of your success story. **Keep a copy for your records.** You must also forward the summary email to your Regional Program Specialist and their Office Associate.

Reporting Environmental Settings-Level PSE's

In the Environmental Settings level of the framework (refer to Appendix 1), the focus is measuring changes in policies, systems, and environments (PSE) and complementary promotional strategies in SNAP-Ed qualified sites and organizations. At this level, the focus of evaluation is measuring changes in settings where people eat, learn, live, play, shop, and work. These changes may include the adoption and implementation of a new or enhanced organizational practice, rule, or procedure that makes healthy choices easier and more desirable. PSE interventions answer the question, "To what extent does SNAP-Ed programming **create and sustain** access and appeal for improved healthy eating and physical activity choices in the settings where people eat, learn, live, play, shop, and work?" **The majority of PSE interventions reported by SNAP-Ed occur at the Environmental Settings level of the SNAP-Ed Framework.**

The FY19 QRS is designed to allow reporting of a specific PSE intervention during three phases: the short-term phase (measuring readiness and capacity for the PSE), the medium-term phase (measuring changes), and the long-term phase (measuring effectiveness and maintenance, or sustainability of the PSE). **All PSE interventions should be reported on during each of the three phases at least once**, although you can report a phase multiple times if it is appropriate.

The indicators in the **short-term phase** measure readiness and capacity and include the following:

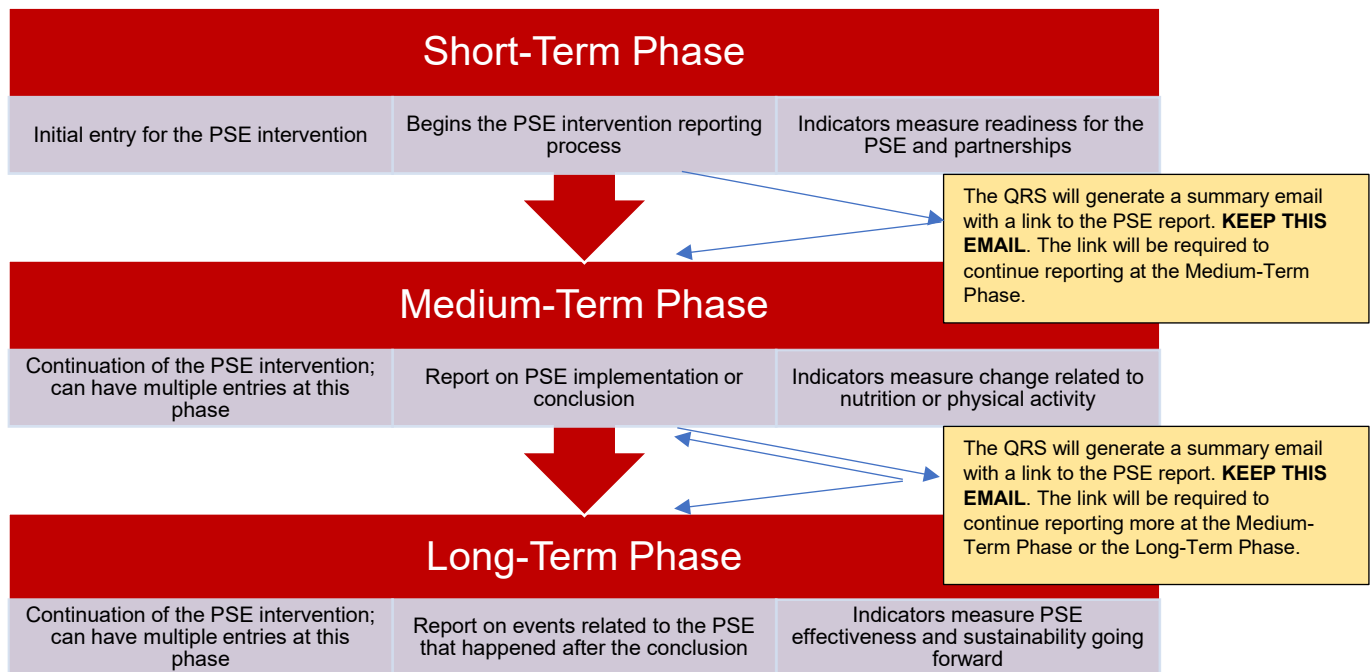
- **Readiness and need:** This is an appropriate place to start for SNAP-Ed implementers working on PSE changes. It uses a process to develop partnerships and engage organizations in addressing environmental needs around eating, learning, living, playing, shopping, or working categories. This stepwise process develops staff, determines environmental needs, and assesses partner's readiness to engage in PSE changes. This indicator is meant to **guide the development of work plans and/or expand existing programs** that address other indicators.
- **Champions:** This indicator identifies people who provide sustained, 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. For a champion's activities to be considered a SNAP-Ed outcome, there must be a connection between the champion's work and the presence of the SNAP-Ed program such that the SNAP-Ed objectives are supported and benefits accrue to SNAP-Ed eligible people, sites, and communities.
- **Organizational partnerships:** Partnerships with service providers, organizational leaders, and SNAP-Ed representatives in settings where people eat, learn, live, play, shop, and work. **When implementing PSE change strategies**, the scope of partnerships expands from coordinating logistics for direct education delivery to **planning for and adopting changes** in nutrition and/or physical activity practices, leveraging resources, and planning for sustainability. In other words, ***it goes beyond the partnership between an agency and SNAP-Ed to deliver direct education programs***. At the Environmental Settings level, partnerships are defined at the site level (e.g., elementary school), organization (e.g., school district), or complementary sites.

The indicators in the short-term phase allow for reporting the plan for the PSE, such as **who** will be involved (who the stakeholders are, and if there are any champions), **what** each partner will commit to doing, and **how** the intervention will be implemented. (Note that the actual implementation is reported in the medium-term phase.) It may also include a general timeline of activities and when they are anticipated to be completed by. As the PSE intervention unfolds, you can then refer back to the short-term indicators to determine progress made toward achieving goals and objectives that were identified at the beginning.

When the PSE intervention begins implementation, this begins the **medium-term phase**. Medium-term indicators measure the **adoption** and **promotion** of nutrition-related supports or physical activity/reduced sedentary behavior supports in sites and organizations. Adoption takes place when sites or organizations make at least one change in policy or practice to expand access or improve appeal for healthy food and beverages. The number of SNAP-Ed participants reached from the PSE are reported here. Reach is an estimate of the total number of persons at the site who are expected to encounter the change on a regular (typical) basis and are assumed to benefit from it. Medium-term indicators include nutrition supports and physical activity and reduced sedentary behavior supports. Depending on the scope of the PSE intervention, it may be appropriate to report multiple times during the medium-term phase. The medium-term phase concludes with the immediate conclusion of the PSE intervention.

The **long-term phase** measures implementation and effectiveness of PSE changes. Implementation pertains to whether the intervention was delivered with fidelity or as intended and whether the essential elements known to be important to the achievement of positive outcomes were actually and consistently implemented. This indicator is “long-term” in that it follows the medium-term adoption indicator; but, in addition, the implementation features are intended to enhance the likelihood of impact and **sustainability** that derives when PSE change is part of a multi-component/multi-level intervention. Effectiveness pertains to the achievement of the intended outcomes and is defined as improvements in the food environment and/or organizational changes, policies, rules, marketing, and access that make healthy choices easier. Sometimes, SNAP-Ed will have an active role in the sustainability efforts, but sometimes, the partners will lead those efforts. Any **additional** participants reached in the long-term phase who were not already accounted for in the medium-term phase can be reported at this time. The long-term indicators include: nutrition supports implementation, physical activity supports implementation, program recognition, media coverage, leveraged resources, planned sustainability, and unexpected benefits.

The general process for reporting an Environmental Settings-level PSE intervention is described in the following diagram.



Short-Term Phase

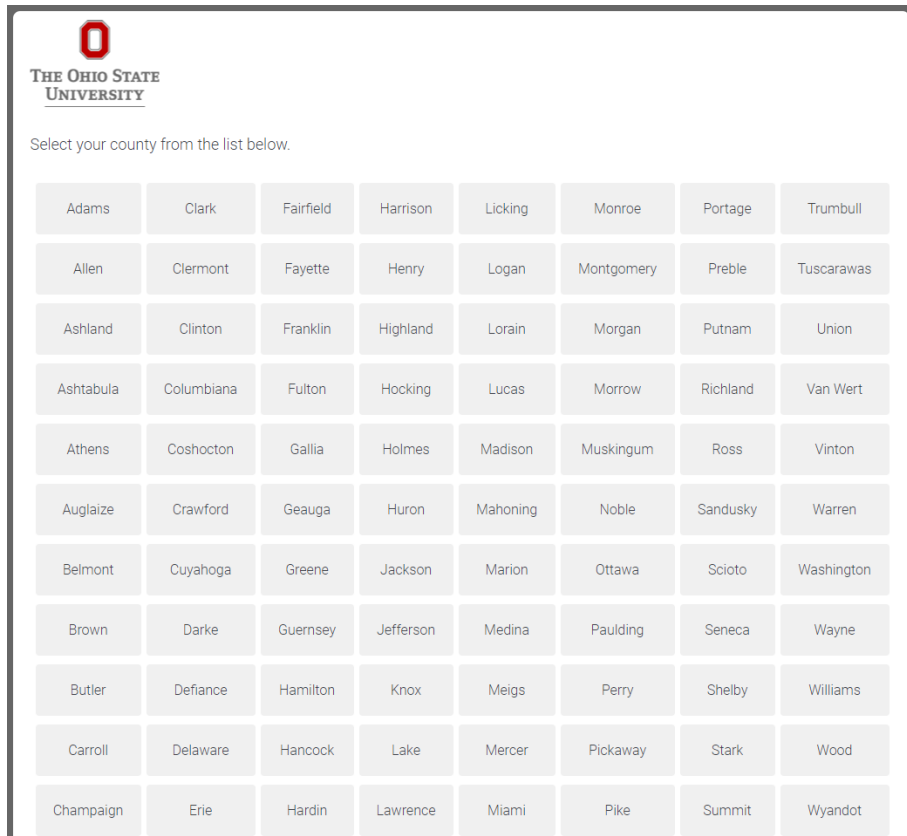
The detailed process of reporting the **short-term phase** of an Environmental Settings-level PSE follows below.

1. Enter your email address. It must be the complete email address, not just name.#.



The screenshot shows a web form for The Ohio State University. At the top left is the university's logo, a red 'O' with 'THE OHIO STATE UNIVERSITY' text below it. The instruction reads: 'Please enter a valid email address (name.#@osu.edu). Enter the entire email address.' Below this is a single-line text input field. In the bottom right corner, there is a red button labeled 'Next'.

2. Click on your county below. Choose only one.



The screenshot shows a web form for The Ohio State University. At the top left is the university's logo, a red 'O' with 'THE OHIO STATE UNIVERSITY' text below it. The instruction reads: 'Select your county from the list below.' Below this is a grid of 80 buttons, each representing a county name. The buttons are arranged in 10 rows and 8 columns.

Adams	Clark	Fairfield	Harrison	Licking	Monroe	Portage	Trumbull
Allen	Clermont	Fayette	Henry	Logan	Montgomery	Preble	Tuscarawas
Ashland	Clinton	Franklin	Highland	Lorain	Morgan	Putnam	Union
Ashtabula	Columbiana	Fulton	Hocking	Lucas	Morrow	Richland	Van Wert
Athens	Coshocton	Gallia	Holmes	Madison	Muskingum	Ross	Vinton
Auglaize	Crawford	Geauga	Huron	Mahoning	Noble	Sandusky	Warren
Belmont	Cuyahoga	Greene	Jackson	Marion	Ottawa	Scioto	Washington
Brown	Darke	Guernsey	Jefferson	Medina	Paulding	Seneca	Wayne
Butler	Defiance	Hamilton	Knox	Meigs	Perry	Shelby	Williams
Carroll	Delaware	Hancock	Lake	Mercer	Pickaway	Stark	Wood
Champaign	Erie	Hardin	Lawrence	Miami	Pike	Summit	Wyandot

3. Select one target audience.

Select which target audience was impacted.

Adults	Adult & Youth Combined (in one audience)
Teens	Cooking Matters
Youth	


4. Select that you are reporting a PSE intervention.

What type of qualitative report are you submitting?

Success Story
PSE

[Back](#) [Next](#)

5. Give your PSE intervention a name that captures the main idea of the PSE.



What is the name of your PSE intervention?

6. Select the number of partners involved in the PSE intervention, including SNAP-Ed.

How many community partners are involved in your PSE?

1 to 2	7 to 8
3 to 4	9 or more
5 to 6	

7. List the name of each partner agency and select the category that corresponds to the type of partner agency each one is. You may list up to 10 partner agencies.

List your community partners for your PSE and assign a partner code from the drop-down list. You may list up to 10 partners.

Partner 1	<input type="text"/>	<input type="text"/>
Partner 2	<input type="text"/>	<input type="text"/>
Partner 3	<input type="text"/>	<input type="text"/>
Partner 4	<input type="text"/>	<input type="text"/>

8. Enter the main goal of the PSE intervention. What are you attempting to accomplish with this PSE intervention? How will this PSE intervention show the extent to which SNAP-Ed programming **creates** and **sustains** access and appeal for improved healthy eating and physical activity choices?

What is the MAIN GOAL of the PSE? What are you setting out to change or accomplish?

9. Select that the PSE intervention is at the Environmental Settings level. (Answer YES to this question.)

Are you reporting an Environmental Settings-level PSE? (Answer YES to this question unless you are state-level staff.)

Yes

No

Back Next

10. Select whether your PSE intervention involves at least one policy change. A **policy** is defined as the creation or modification of “a written statement of an organizational position, decision, or course of action.”



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Does your PSE involve at least one POLICY CHANGE?

Yes


No

11. If your PSE intervention does involve a policy change, describe that change. (If it does not, this question will not appear.)


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Describe the specific change(s) to a written policy that will occur with this PSE.

12. Select whether your PSE intervention involves at least one systems change. A **systems change** is defined as “unwritten, ongoing organizational decisions or changes that result in new activities or new ways of conducting business that reach large portions of people the organization or network of organizations serve.”



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Does your PSE involve at least one SYSTEMS CHANGE?

Yes

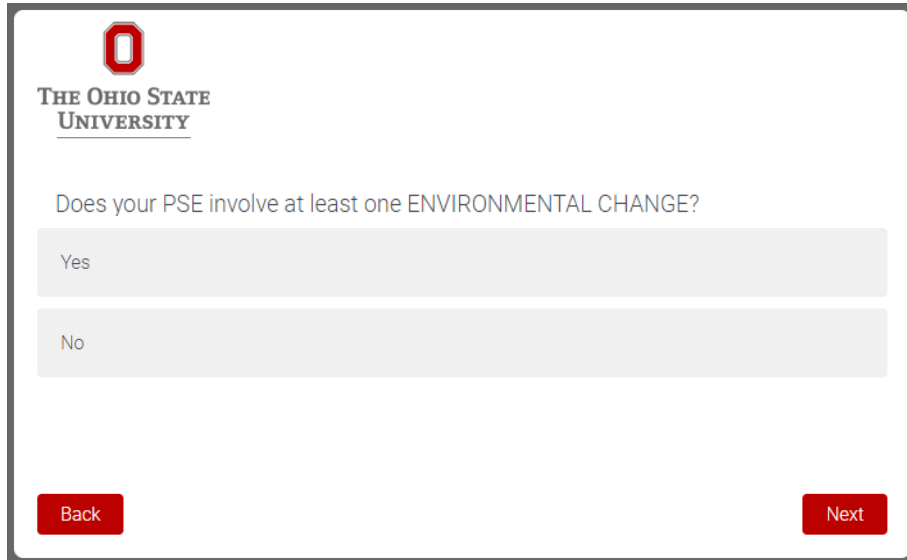
No

13. If your PSE intervention does involve a systems change, describe that change. (If it does not, this question will not appear.)


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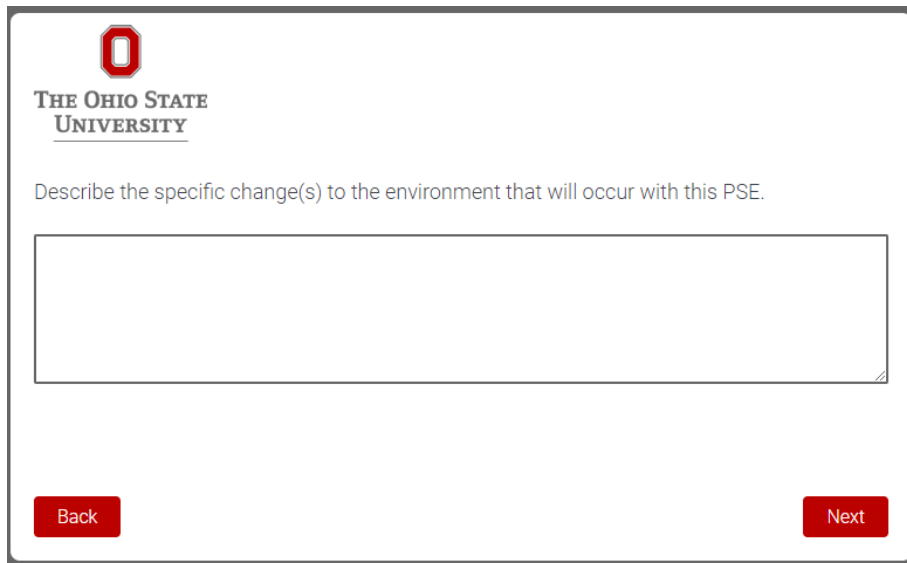
Describe the specific change(s) to the organizational systems or practice that will occur with this PSE.

14. Select whether your PSE intervention involves at least one environmental change. An **environmental change** is any change or addition to the “built or physical environment, which is visible or observable, but may also include economic, social, normative, or message environments.”



The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red block letter 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY' in a serif font. Below the logo is the question: 'Does your PSE involve at least one ENVIRONMENTAL CHANGE?'. There are two radio button options: 'Yes' and 'No'. At the bottom left is a red button labeled 'Back', and at the bottom right is a red button labeled 'Next'.

15. If your PSE intervention does involve an environmental change, describe that change. (If it does not, this question will not appear.)



The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red block letter 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY' in a serif font. Below the logo is the question: 'Describe the specific change(s) to the environment that will occur with this PSE.'. There is a large, empty rectangular text input field. At the bottom left is a red button labeled 'Back', and at the bottom right is a red button labeled 'Next'.

16. Next, you will be asked if you are reporting on any short-term indicators. **If this is the first entry for the PSE intervention, you must say yes.**

The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY' in a serif font. Below the logo is the question: 'Are you reporting on any **short-term indicators** at this time?'. There are two light gray rectangular buttons for 'Yes' and 'No'. At the bottom of the form are two red buttons: 'Back' on the left and 'Next' on the right.

17. Select the short-term indicators your PSE intervention used to measure readiness and capacity.

The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY' in a serif font. Below the logo is the question: 'Which **short-term indicators** did your PSE address to measure **Readiness & Capacity**?'. Below the question is the instruction 'Select all that apply.'. There are three light gray rectangular buttons, each containing a short-term indicator name in blue text: 'ST5-Need and readiness', 'ST6-Champions', and 'ST7-Partnerships'. A horizontal line is visible at the bottom of the form area.

18. Select which methods you used to measure the readiness and capacity indicators from the previous question.

How did you determine **Readiness & Capacity**? What methods or tools did you use? Select all that apply.

Meeting/s with stakeholders

Formal readiness assessment

PSE READI Tool


Identification of a champion

Tools/resources from the University of Minnesota training

Other

Back Next

19. If you selected the “PSE READI tool” as one of your methods, choose which tool you used. You can also upload the report. (If you did not select the “PSE READI tool,” these questions will not appear.)



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Which PSE READI tool did you complete?

Farmers' Markets

Healthy Food Retail

Farm To School

Healthy Eating Policies in Childcare

Upload a copy of your completed PSE READI report associated with this PSE.

Drop files or click here to upload

20. Briefly summarize the short-term outcomes from the short-term indicators you measured. Be sure to state which partners had which responsibilities.


Give a brief summary of the work you've done toward the **short-term outcomes** of this PSE. This might include setting up stakeholder meetings, setting goals, and/or allocating resources. Be specific.

21. Describe the next steps in the PSE intervention. What will be implemented (and by whom), and what is the tentative timeline?

What are the next steps? What activities are planned for the next phase of this PSE?

BackNext

22. At this point, you have concluded entering all information associated with the short-term phase. If you have nothing else to report at this time, you should answer “no” to the following questions.




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Are you reporting on any **medium-term indicators** at this time? These are things that have happened after the PSE has begun IMPLEMENTATION.

Yes

No

BackNext


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Are you reporting on any **long-term indicators** at this time? These are things that have occurred after the PSE has concluded.

Yes

No

Back Next

23. Next, you can upload a photo if you choose. (Remember that signed photo release forms are required for any photos taken by SNAP-Ed.)

Upload any photos you have from your intervention that you would like to include. Please limit to one photo per intervention.

Drop files or click here to upload

Back Next

24. Select your job classification from the list below.

The screenshot shows the top of a web form with the Ohio State University logo and the text "THE OHIO STATE UNIVERSITY". Below the logo is the instruction "Select your job classification from the options below." There are six light gray rectangular buttons arranged in a 3x2 grid. The buttons contain the following text: "SNAP-Ed Program Assistant", "SNAP-Ed Regional Program Specialist", "SNAP-Ed Program Coordinator", "FCS Field Specialist", "FCS Educator", and "SNAP-Ed State Team member".

25. Select the various stakeholders who were involved with the PSE intervention.

The screenshot shows a web form with the instruction "Select all the different stakeholders involved in your PSE. (Be sure to include yourself.)". Below the instruction is a 4x3 grid of light gray rectangular buttons. The buttons contain the following text: "SNAP-Ed Program Assistant", "FCS Field Specialist", "Agency Director/s", "SNAP-Ed Program Coordinator", "SNAP-Ed State Team", "Agency Employees", "FCS Educator", "EFNEP County Personnel", "Food Service Personnel", "SNAP-Ed Regional Program Specialist", "Other Extension Personnel", and "Other Personnel".

26. When you hit the “Next” button, you will be finished with reporting the short-term phase of the PSE intervention. The QRS will send you a summary email of your PSE report submissions. **Keep a copy for your records.** You must also forward the summary email to your Regional Program Specialist and their Office Associate.

Medium-Term Phase

The detailed process of reporting the **medium-term phase** of an Environmental Settings-level PSE follows below.

When you are ready to report on the medium-term phase (for example, to report on PSE implementation and/or the conclusion of the PSE intervention), you will need to click on the link from the summary email the QRS sent you from your short-term phase reporting. **This is the only way to access the PSE report.**

1. Click on the link from the QRS summary email from the short-term phase report. The URL at the very top of the email summary is the one you should click. See example circled in red below.

This email contains a summary of your Qualitative Report. FORWARD THIS EMAIL to your RPS and the Office Associate for your RPS. **Keep this email for your records.**

FOR PSE's: to access your PSE in the future (to add on to or amend a previous PSE report), please click on the following link.

https://osu.az1.qualtrics.com/jfe/form/SV_bwrU5HzUVV0rw3P?Q_R=R_2abHOzHLeKfGKK

Recipient Data:

Time Finished: 2018-12-05 11:31:31 EST

IP: 140.254.108.231

ResponseID: R_2abHOzHLeKfGKK

Link to View Results: [Click Here](#)

URL to View Results: https://osu.az1.qualtrics.com/CP/Report.php?SID=SV_bwrU5HzUVV0rw3P&R=R_2abHOzHLeKfGKK

Response Summary:

Please enter a valid email address ([name.#@osu.edu](#)). Enter the entire email address.

conway.113@osu.edu

Select your county from the list below.

Coshocton

Select which target audience was impacted.

Youth

What type of qualitative report are you submitting?

PSE

2. Once you click on the URL, you will be taken to the PSE report. You will see your previously-entered information from the short-term phase. **If you are not making any changes to the short-term phase, you can click the “Next” button to move past the short-term phase questions.** It is important to note that all of your original responses will be kept. If you make any changes to questions you already answered, they will be saved as new responses. No data will ever be over-written.

Select which target audience was impacted.

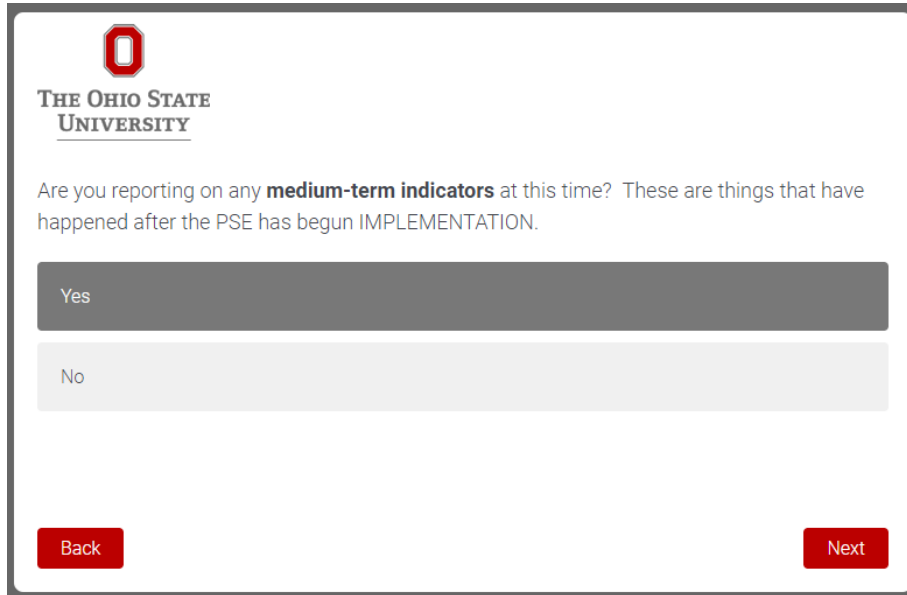
Adults	Adult & Youth Combined (in one audience)
Teens	Cooking Matters
Youth	


What type of qualitative report are you submitting?

Success Story
PSE

[Back](#) [Next](#)

3. When you arrive at the question asking if you are reporting any medium-term indicators, **change your response to “yes.”** This will then allow you to answer the questions related to the medium-term phase of the PSE intervention.




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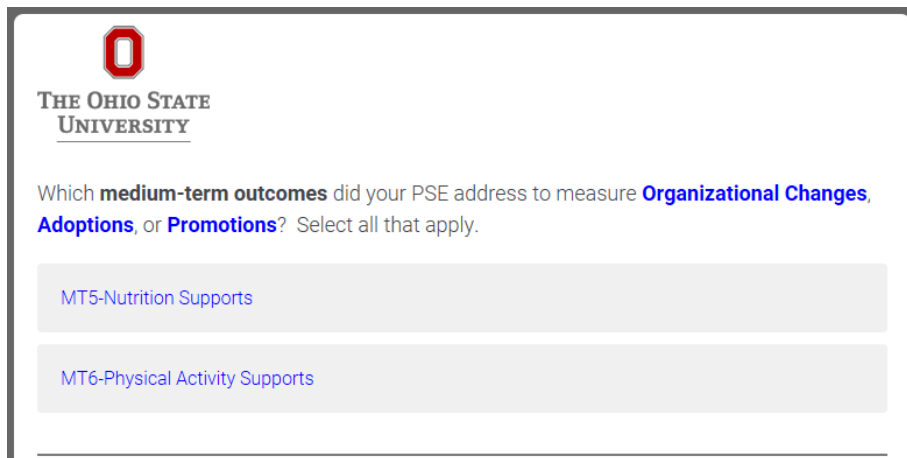
Are you reporting on any **medium-term indicators** at this time? These are things that have happened after the PSE has begun IMPLEMENTATION.


Yes

No

Back Next

4. Select which medium-term outcomes your PSE intervention addressed at this phase.




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Which **medium-term outcomes** did your PSE address to measure **Organizational Changes, Adoptions, or Promotions**? Select all that apply.

MT5-Nutrition Supports

MT6-Physical Activity Supports


5. Select which processes or tools you used to measure organizational changes, adoptions, or promotions associated with the PSE intervention.

How did you measure the **Organizational Changes, Adoptions, or Promotions** or **Multi-sector Changes**? What processes and/or tools did you use? Select all that apply.

Interviews with key informants	Surveys/questionnaires
Direct observation	PSE READI tool
Photographic evidence	Other

[Back](#) [Next](#)

6. If you selected the “PSE READI tool” as one of your methods, choose which tool you used. You can also upload the report. (If you did not select the “PSE READI tool,” these questions will not appear.)


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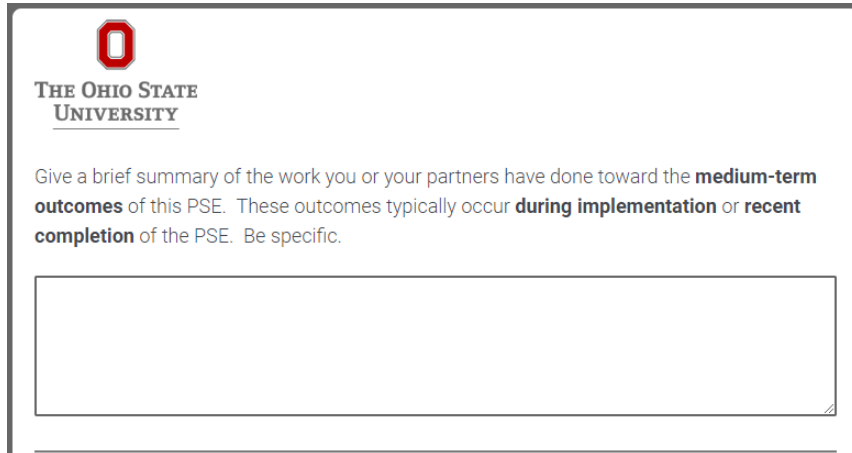
Which PSE READI tool did you complete?

Farmers' Markets
Healthy Food Retail
Farm To School
Healthy Eating Policies in Childcare

Upload a copy of your completed PSE READI report associated with this PSE.

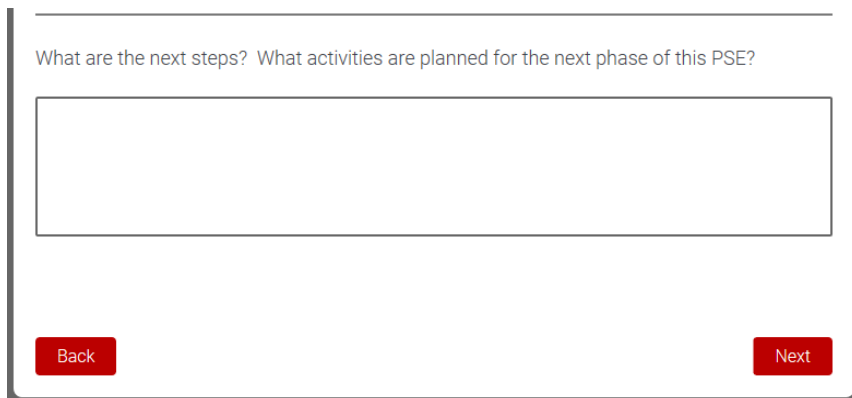
Drop files or click here to upload

7. Briefly summarize the medium-term outcomes from the medium-term indicators you measured. Be sure to state which partners had which responsibilities in implementing the PSE intervention and what the outcomes were of each.



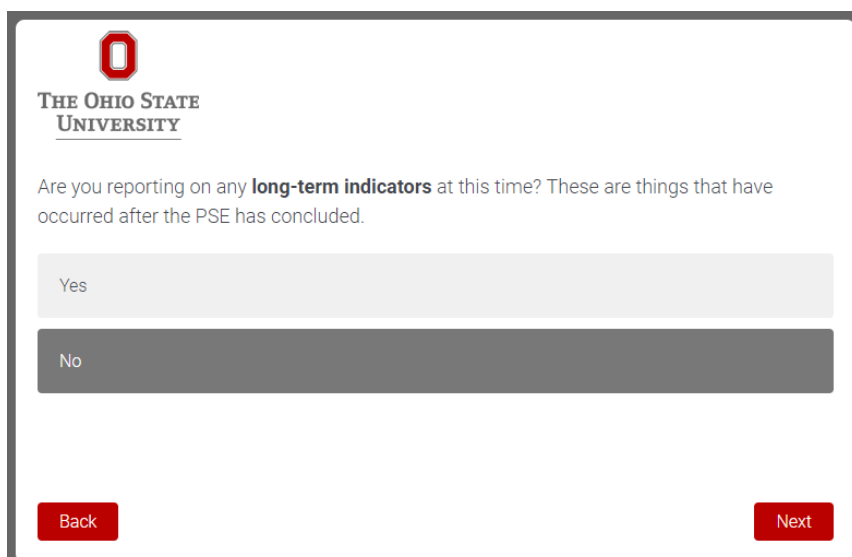
The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red block 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY' in a serif font. Below the logo is the question text: 'Give a brief summary of the work you or your partners have done toward the **medium-term outcomes** of this PSE. These outcomes typically occur **during implementation** or **recent completion** of the PSE. Be specific.' Below the text is a large, empty rectangular text input box with a thin border and a small cursor icon at the bottom right corner.

8. Describe the next steps in the PSE intervention. What will be implemented (and by whom), and what is the tentative timeline? (Note that the next steps may still involve additional reporting on the medium-term phase at a future point in time.)




The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red block 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY' in a serif font. Below the logo is the question text: 'What are the next steps? What activities are planned for the next phase of this PSE?' Below the text is a large, empty rectangular text input box with a thin border. At the bottom of the form are two red buttons: 'Back' on the left and 'Next' on the right.

9. If you are not reporting on any long-term indicators, keep "no" selected (it will already be selected).



The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red block 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY' in a serif font. Below the logo is the question text: 'Are you reporting on any **long-term indicators** at this time? These are things that have occurred after the PSE has concluded.' Below the text are two radio button options: 'Yes' and 'No'. The 'No' option is selected, indicated by a dark grey background behind the text. At the bottom of the form are two red buttons: 'Back' on the left and 'Next' on the right.

10. Report the estimated reach. Estimated reach is defined as “the total number of persons at the site who are expected to encounter the change on a regular (typical) basis and are assumed to benefit from it.” You can report the reach in multiple phases (e.g., medium-term and long-term), but keep in mind: **you cannot report the same people at multiple time points.** (For example, if you report you reached 350 students during the medium-term phase, and you want to report additional reach when you go to report on the long-term phase, you can **only report any new people not reached during the medium-term phase.** Thus, if you only reached 200 people in the long-term phase, you would report 200, not 550, at the long-term phase.)



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What was the estimated reach? (How many people were impacted?)
For a **Success Story**, this is the number of people who were described in the success story report.
For a **PSE effort**, this is the total number of people expected to encounter the change on a regular basis and assumed to benefit from it. **Only include those participants who were affected by the PSE during the period for which you are reporting.**

11. Provide a brief (1-2 sentences) description of how you arrived at the estimated reach from the previous question.

Provide a brief description of how you arrived at your estimated reach of how many people were impacted.

12. Indicate whether the reach you are reporting is for one site (one building) or across multiple sites affiliated with the organization/s with which you are partnering in implementing the PSE intervention.

Is the reach you are estimating from your PSE **site-level** (one building) reach or **organization-level** (multiple locations within an organization) reach?

Site level (one building or location)

Organization level (includes all sites affiliated with an organization)


13. If you have a photo to upload, and you have not yet uploaded a photo for this PSE intervention, you can do so here. (Remember that signed photo release forms are required for any photos taken by SNAP-Ed.)

OPTIONAL: Upload any photos you have from your intervention that you would like to include. Please limit to **one photo per intervention**.

Drop files or click here to upload

Back
Next

14. For the questions pertaining to job classification and PSE stakeholders, you may leave these unchanged if no changes are necessary. If you have additional stakeholders to add, you can click on the additional categories.



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Select your job classification from the options below.

SNAP-Ed Program Assistant	SNAP-Ed Regional Program Specialist
SNAP-Ed Program Coordinator	FCS Field Specialist
FCS Educator	SNAP-Ed State Team member

Select all the different stakeholders involved in your PSE. (Be sure to include yourself.)

SNAP-Ed Program Assistant	FCS Field Specialist	Agency Director/s
SNAP-Ed Program Coordinator	SNAP-Ed State Team	Agency Employees
FCS Educator	EFNEP County Personnel	Food Service Personnel
SNAP-Ed Regional Program Specialist	Other Extension Personnel	Other Personnel

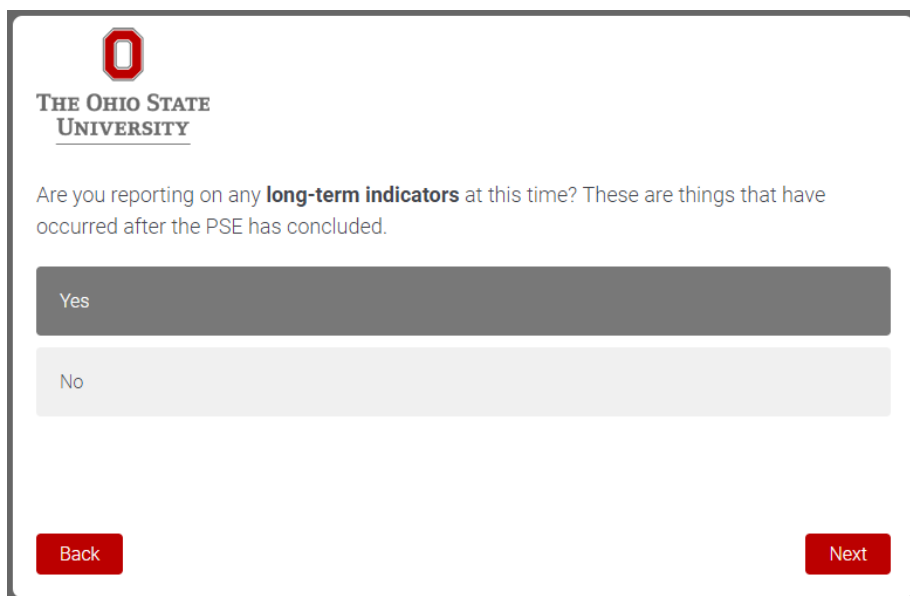
15. When you hit the “Next” button, you will be finished with reporting the medium-term phase of the PSE intervention. The QRS will send you a summary email of your most recent PSE report submissions. **Keep a copy for your records.** You must also forward the summary email to your Regional Program Specialist and their Office Associate.

Long-Term Phase

The detailed process of reporting the **long-term phase** of an Environmental Settings-level PSE follows below.


When you are ready to report on the long-term phase, you will need to click on the link from the summary email the QRS sent you from your medium-term phase reporting. **This is the only way to access the PSE report.**

1. Click on the link from the QRS summary email from the medium-term phase report (which should be the most recent one). Click on the URL at the very top of the email summary to access the PSE report.
2. Once you click on the URL, you will be taken to the PSE report. You will see your previously-entered information from the short-term and medium-term phases. **If you are not making any changes these responses, you can click the “Next” button to move past the short-term and medium-term phase questions.**
3. When you arrive at the question asking if you are reporting any long-term indicators, **change your response to “yes.”** This will then allow you to answer the questions related to the long-term phase of the PSE intervention.



The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red block 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY' in a serif font. Below the logo is the question: 'Are you reporting on any **long-term indicators** at this time? These are things that have occurred after the PSE has concluded.' There are two radio button options: 'Yes' and 'No'. The 'Yes' option is selected, indicated by a dark grey background behind the text. At the bottom of the form are two red buttons with white text: 'Back' on the left and 'Next' on the right.

4. Select the long-term outcomes from your PSE intervention that were used to measure organizational implementation and effectiveness.


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Which **long-term outcomes** did your PSE address to measure **Organizational Implementation** and **Effectiveness**? Select all that apply.

LT5-Nutrition Supports Implementation	LT9-Leveraged Resources
LT6-Physical Activity Supports Implementation	LT10-Planned Sustainability
LT7-Program Recognition	LT11-Unexpected Benefits
LT8-Media Coverage	

5. Select which processes or tools you used to measure organizational implementation and effectiveness associated with the PSE intervention.

How did you measure the **Organizational Implementation and Effectiveness** or **Multi-Sector Impacts**? Which tools did you use? Select all that apply.

Environmental assessment tool
Ongoing activity tracking tool
Process monitoring tool
Other

6. The next question asks about estimated reach. There will already be a number in this field (from when you reported the medium-term phase). **If you do not have any additional reach to report, do not make any changes.** If you do have **additional** persons to report (who were not already captured in the previous phase), you may enter the new value here. Remember not to count people who were already included in estimated reach. We cannot duplicate the reach count by counting people more than once within a PSE intervention.
7. If you are reporting **any additional reach** during the long-term phase, provide a brief description of how you arrived at the estimated reach.

8. If you are not making any changes to the level of reach (site level or organizational level) from what was previously reported, you can skip past this question. Otherwise, you can change your response as necessary to reflect the additional reach from the long-term phase.
9. If you have a photo to upload, and you have not previously uploaded a photo for this PSE intervention, you may do so here. (Remember that signed photo release forms are required for any photos taken by SNAP-Ed.)
10. For the questions pertaining to job classification and PSE stakeholders, you may leave these unchanged if no changes are necessary. If you have additional stakeholders to add, you can click on the additional categories.
11. When you hit the “Next” button, you will be finished with reporting the long-term phase of the PSE intervention. The QRS will send you a summary email of your most recent PSE report submissions. **Keep a copy for your records.** You must also forward the summary email to your Regional Program Specialist and their Office Associate.

Reporting Sectors of Influence-Level PSE's

In the Sectors of Influence level of the framework (see Appendix 1), the SNAP-Ed Framework assumes community and state-level outcomes will be achieved through a collective impact approach. The indicators associated with this level of the framework measure changes **at the community or jurisdiction level**. The indicators answer the question, "To what extent is SNAP-Ed programming working with other sectors (areas of the economy in which businesses share the same or a related product or service) to collectively impact lifelong healthy eating and active living in low-income communities?" The Sectors of Influence indicators measure changes at the community or jurisdiction level. The framework assumes community and state-level outcomes will be achieved through a collective impact approach. **Very few PSE interventions reported by SNAP-Ed occur at the Sectors of Influence level of the SNAP-Ed Framework.**

The FY19 QRS is designed to allow reporting of a specific PSE intervention during three phases: the short-term phase (measuring readiness and capacity for the PSE), the medium-term phase (measuring changes), and the long-term phase (measuring effectiveness and maintenance, or sustainability of the PSE). **All PSE interventions should be reported on during each of the three phases at least once**, although you can report a phase multiple times if it is appropriate.

The **short-term indicator**, multi-sector partnerships and planning, measures community capacity by assessing the readiness of multi-sector partnerships or coalitions to plan and achieve the changes in nutrition, physical activity, food security, and/or obesity prevention policies and practices. This indicator assesses partnerships and coalitions at the local, state, territorial, or tribal level composed of **at least five diverse sector representatives**. Partnerships at this level go beyond those for Environmental Settings-level partnerships and what is required for setting up SNAP-Ed programming.

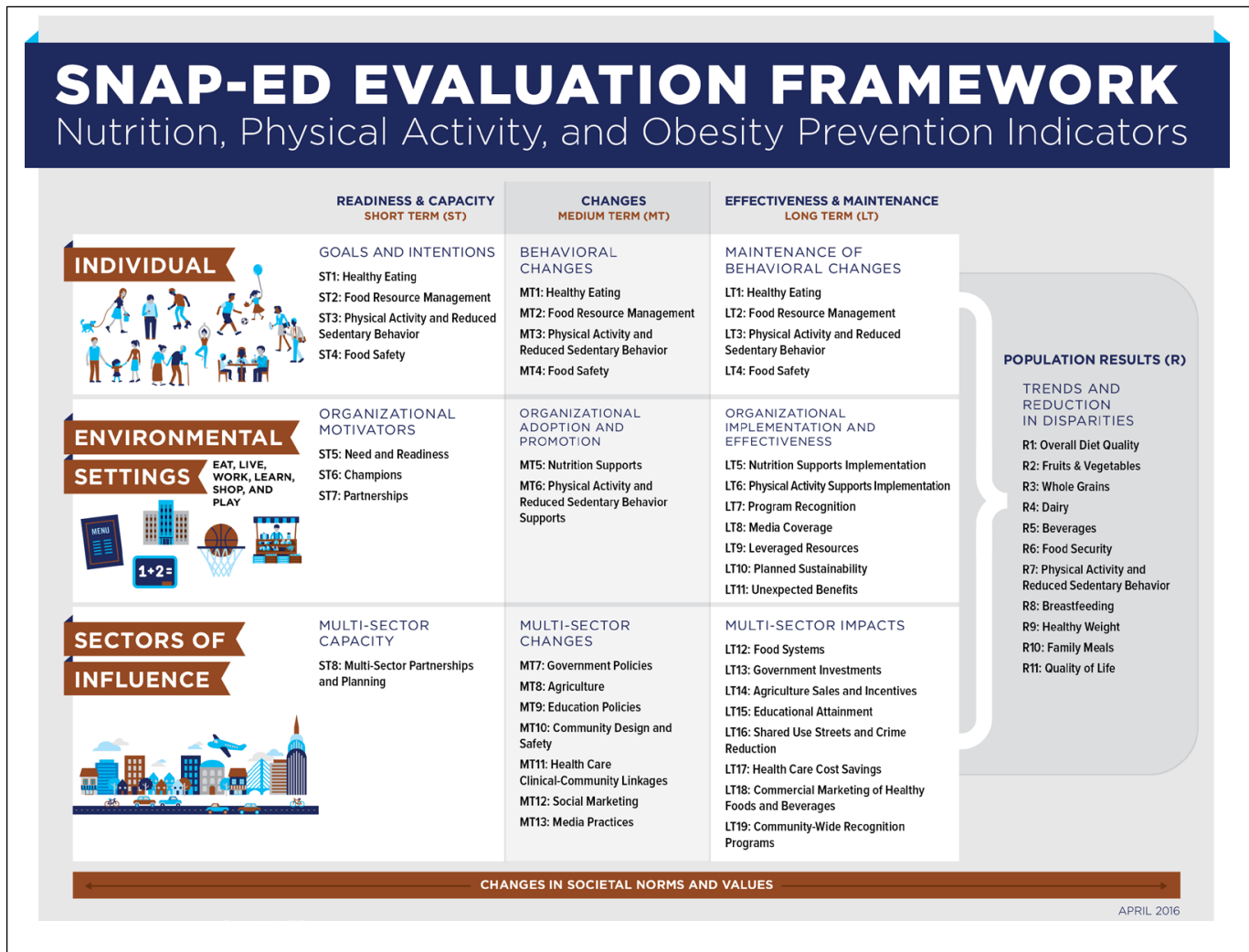
Medium-term indicators measure PSE changes that result from multi-sector partnerships and that are attributable in whole or in part to SNAP-Ed activity. There are an array of indicators associated with medium-term outcomes: governmental policies, agriculture, educational policies, community design and safety, community health initiatives that link health care systems with community groups, social marketing strategies, and media practices.

Long-term indicators measure effectiveness and maintenance of multi-sector impacts. There are an array of indicators associated with long-term outcomes: improvements in food systems, government incentives that promote healthy eating, investments in local foods and the associated benefits to farmers, educational attainment, creating safe streets to promote physical activity, benefits to health care costs from reduction in chronic disease, changes in commercial marketing to promote healthy eating, and community-wide improvements.

The general process for reporting a Sectors of Influence-level PSE intervention identical to that for reporting an Environmental Settings-level PSE. Begin reporting the PSE at the short-term phase, followed by the medium-term phase, and then the long-term phase. You may report multiple times at each phase as necessary, but each phase should be reported on at least one time.

Since Sectors of Influence-level PSE interventions are typically administered at the state level, step-by-step instructions of the reporting process will not be included as part of this manual.

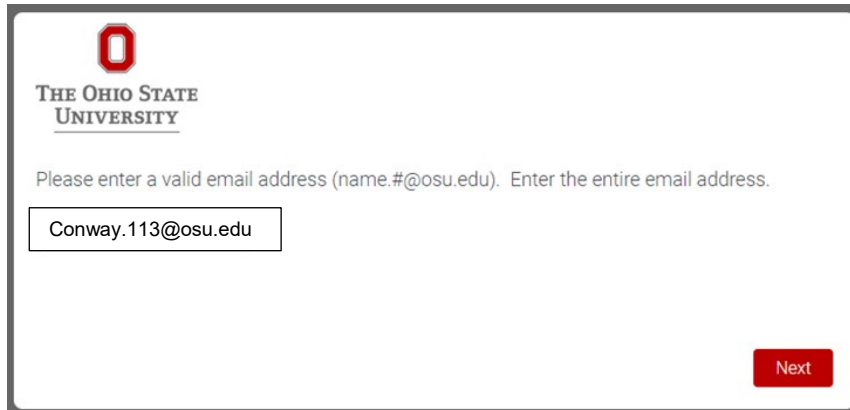
Appendix 1: The SNAP-Ed Evaluation Framework



For more information on the SNAP-Ed Evaluation Framework, visit the SNAP-Ed Connection website at snaped.fns.usda.gov

Appendix 2: Success Story Example

1. Enter your email address. It must be the complete email address, not just name.#.



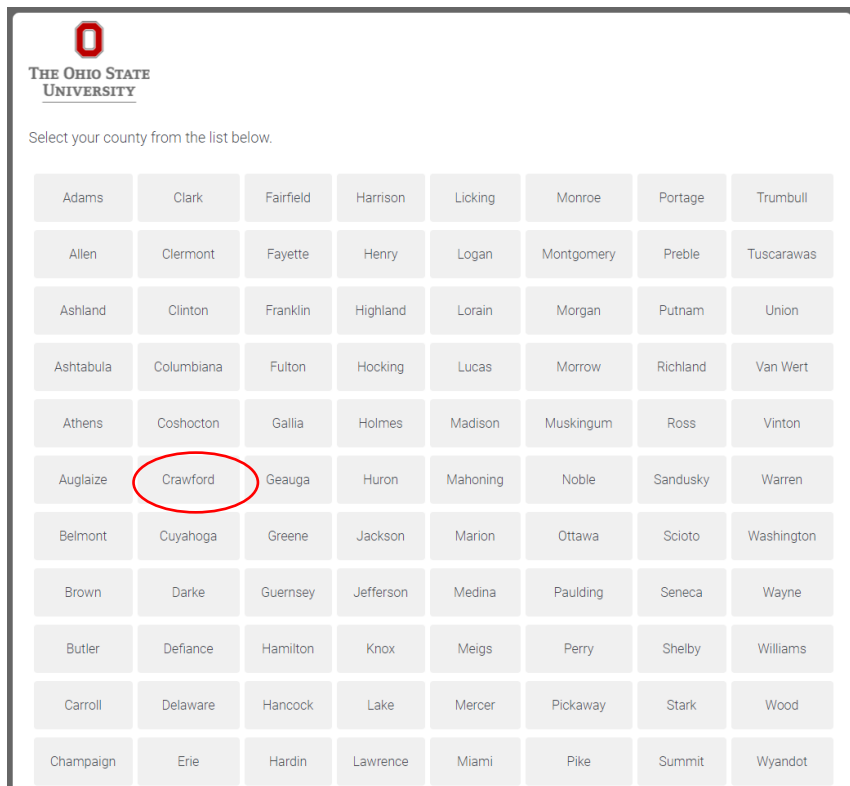
THE OHIO STATE UNIVERSITY

Please enter a valid email address (name.#@osu.edu). Enter the entire email address.

Conway.113@osu.edu

Next

2. Click on your county below. Choose only one.

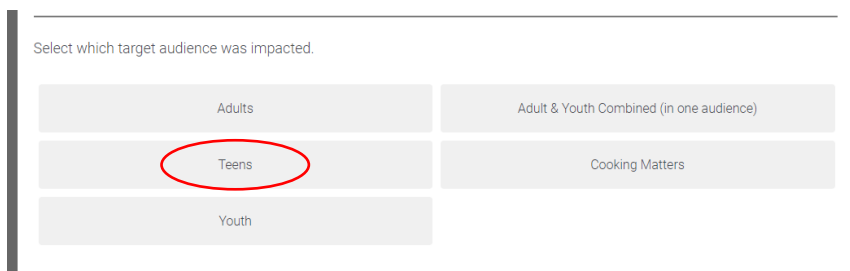


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Select your county from the list below.

Adams	Clark	Fairfield	Harrison	Licking	Monroe	Portage	Trumbull
Allen	Clermont	Fayette	Henry	Logan	Montgomery	Preble	Tuscarawas
Ashland	Clinton	Franklin	Highland	Lorain	Morgan	Putnam	Union
Ashtabula	Columbiana	Fulton	Hocking	Lucas	Morrow	Richland	Van Wert
Athens	Coshocton	Gallia	Holmes	Madison	Muskingum	Ross	Vinton
Auglaize	Crawford	Geauga	Huron	Mahoning	Noble	Sandusky	Warren
Belmont	Cuyahoga	Greene	Jackson	Marion	Ottawa	Scioto	Washington
Brown	Darke	Guernsey	Jefferson	Medina	Paulding	Seneca	Wayne
Butler	Defiance	Hamilton	Knox	Meigs	Perry	Shelby	Williams
Carroll	Delaware	Hancock	Lake	Mercer	Pickaway	Stark	Wood
Champaign	Erie	Hardin	Lawrence	Miami	Pike	Summit	Wyandot

3. Select one target audience.



Select which target audience was impacted.

Adults	Adult & Youth Combined (in one audience)
Teens	Cooking Matters
Youth	


4. Select that you are reporting a Success Story.

What type of qualitative report are you submitting?

Success Story

PSE

5. Select which medium-term indicators you are reporting as part of your success story. These are indicators associated with behavioral changes from direct education programs.


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Which type of **behavioral changes** were part of your success story? Choose all that apply.


MT1-Healthy Eating

MT2-Food Resource Management

MT3-Physical Activity

MT4-Food Safety

6. Enter in the number of people reached in this success story. If you are reporting a success story for one individual, you will enter "1." If you are reporting a success story for a group (such as a classroom of students), you will report the number of students.


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What was the estimated reach? (How many people were impacted?)
For a **Success Story**, this is the number of people who were described in the success story report.
For a **PSE effort**, this is the total number of people expected to encounter the change on a regular basis and assumed to benefit from it. **Only include those participants who were affected by the PSE during the period for which you are reporting.**

7. Provide a brief (1-2 sentences) description of how you arrived at the estimated reach from the previous question.

Provide a brief description of how you arrived at your estimated reach of how many people were impacted.

There were 52 students in two health classes at Jameson High School.

8. Write a paragraph summarizing the key points of your success story. At a minimum, it should include the type and duration of the intervention (e.g., a 5-session program series), what the scope of the intervention was, and what some of the key outcomes were. You can also include quotes from participants.

What was your success story about? What made it a "success"?

I taught a series of 5 direct education programs to two health classes at Jameson High School. One student said, at the beginning of the program, "Don't tell me not to drink pop." By the end of the program series, he was shocked to learn about how much money he spent on soda, and how many calories were in the soda. The health teacher gave me permission to create a bulletin board outside the health classroom and change out the messages every other month.

9. If you have a photo (approved photo release forms are required) to upload, you can do so.

Upload any photos you have from your intervention that you would like to include. Please limit to one photo per intervention.

Drop files or click here to upload

10. Select your job classification from the list.



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Select your job classification from the options below.

SNAP-Ed Program Assistant

SNAP-Ed Regional Program Specialist

SNAP-Ed Program Coordinator

FCS Field Specialist

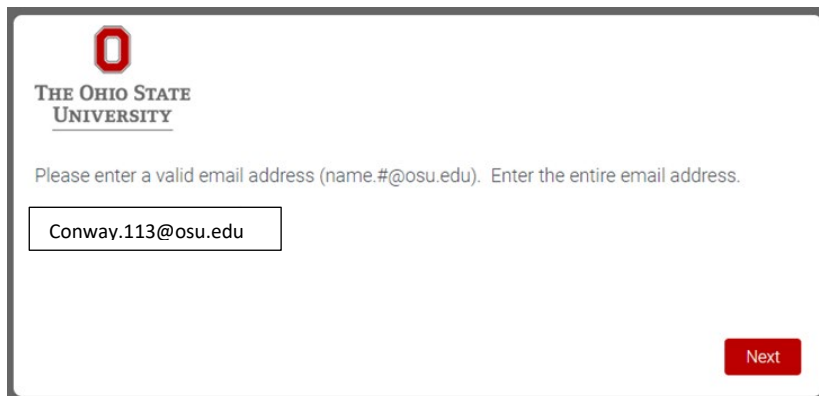
FCS Educator

SNAP-Ed State Team member

Appendix 3: Environmental Settings-Level PSE Example 1 (School Based PSE)

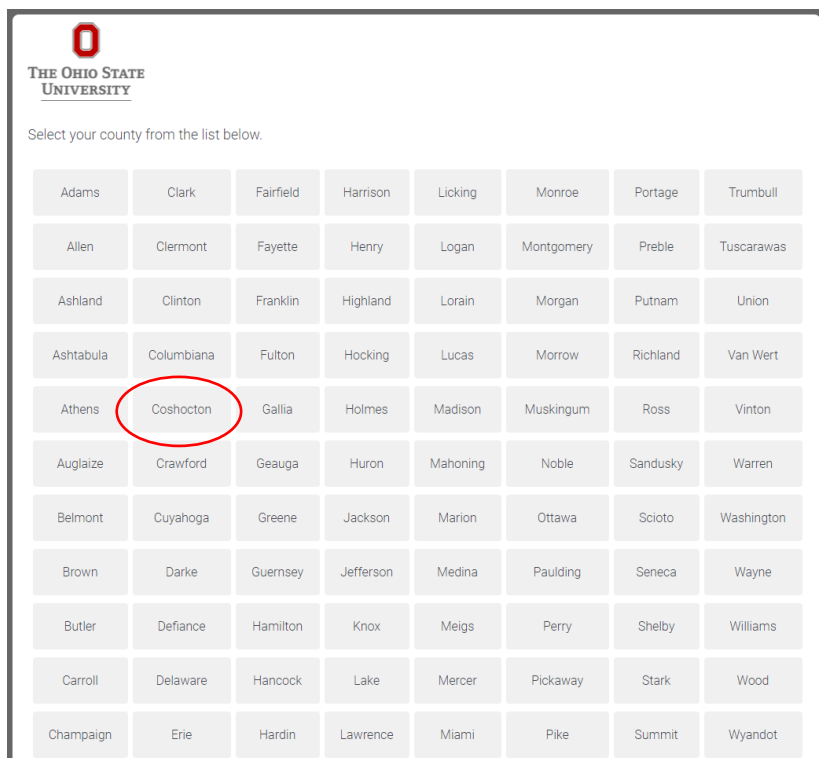
Short-Term Phase

1. Enter your email address. It must be the complete email address, not just name.#.



The screenshot shows the OSU logo and the text "THE OHIO STATE UNIVERSITY". Below this, it says "Please enter a valid email address (name.#@osu.edu). Enter the entire email address." A text input field contains "Conway.113@osu.edu". A red "Next" button is located in the bottom right corner.

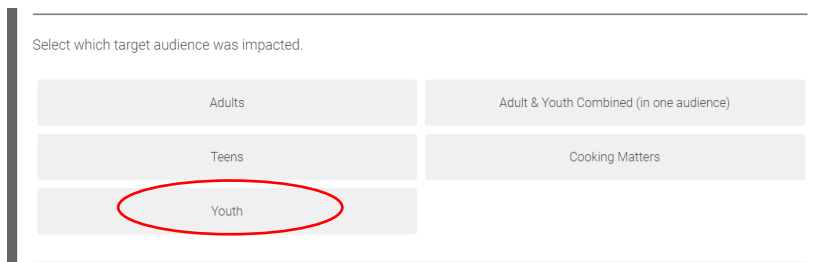
2. Click on your county below. Choose only one.



The screenshot shows the OSU logo and the text "THE OHIO STATE UNIVERSITY". Below this, it says "Select your county from the list below." A grid of 80 county names is displayed in a 10x8 grid. The "Coshocton" county name is circled in red.

Adams	Clark	Fairfield	Harrison	Licking	Monroe	Portage	Trumbull
Allen	Clermont	Fayette	Henry	Logan	Montgomery	Preble	Tuscarawas
Ashland	Clinton	Franklin	Highland	Lorain	Morgan	Putnam	Union
Ashtabula	Columbiana	Fulton	Hocking	Lucas	Morrow	Richland	Van Wert
Athens	Coshocton	Gallia	Holmes	Madison	Muskingum	Ross	Vinton
Auglaize	Crawford	Geauga	Huron	Mahoning	Noble	Sandusky	Warren
Belmont	Cuyahoga	Greene	Jackson	Marion	Ottawa	Scioto	Washington
Brown	Darke	Guernsey	Jefferson	Medina	Paulding	Seneca	Wayne
Butler	Defiance	Hamilton	Knox	Meigs	Perry	Shelby	Williams
Carroll	Delaware	Hancock	Lake	Mercer	Pickaway	Stark	Wood
Champaign	Erie	Hardin	Lawrence	Miami	Pike	Summit	Wyandot

3. Select one target audience.



The screenshot shows the text "Select which target audience was impacted." Below this, there are four buttons: "Adults", "Adult & Youth Combined (in one audience)", "Teens", and "Youth". The "Youth" button is circled in red.

4. Select that you are reporting a PSE Intervention.


What type of qualitative report are you submitting?

Success Story

PSE

Back Next

5. Give your PSE intervention a name that captures the main idea of the PSE.


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What is the name of your PSE intervention?

Snack Smart to Be Smart!

6. Select the number of partners involved in the PSE intervention, including SNAP-Ed.

How many community partners are involved in your PSE?

1 to 2

7 to 8

3 to 4

9 or more

5 to 6

7. List the name of each partner agency and select the category that corresponds to the type of partner agency each one is. You may list up to 10 partner agencies.

List your community partners for your PSE and assign a partner code from the drop-down list. You may list up to 10 partners.

Partner 1

SNAP-Ed

Gov't program or agency

Partner 2

Ridgewood Elementary School

Schools (K-12)

Partner 3

Partner 4

8. Enter the main goal of the PSE intervention. What are you attempting to accomplish with this PSE intervention? How will this PSE intervention show the extent to which SNAP-Ed programming **creates** and **sustains** access and appeal for improved healthy eating and physical activity choices?

What is the MAIN GOAL of the PSE? What are you setting out to change or accomplish?

The main goal of the PSE is to shift snack choices at Ridgewood Elementary to healthier options. This will include snack foods (point of sale items) served during lunch, snacks brought in for school events, and snacks brought in by individual students.

9. Select that the PSE intervention is at the Environmental Settings level. (The majority of PSE interventions that SNAP-Ed reports falls into this category.)


Are you reporting an Environmental Settings-level PSE? (Answer YES to this question unless you are state-level staff.)

Yes

No

Back Next

10. Select whether your PSE intervention involves at least one policy change. A **policy** is defined as the creation or modification of “a written statement of an organizational position, decision, or course of action.”


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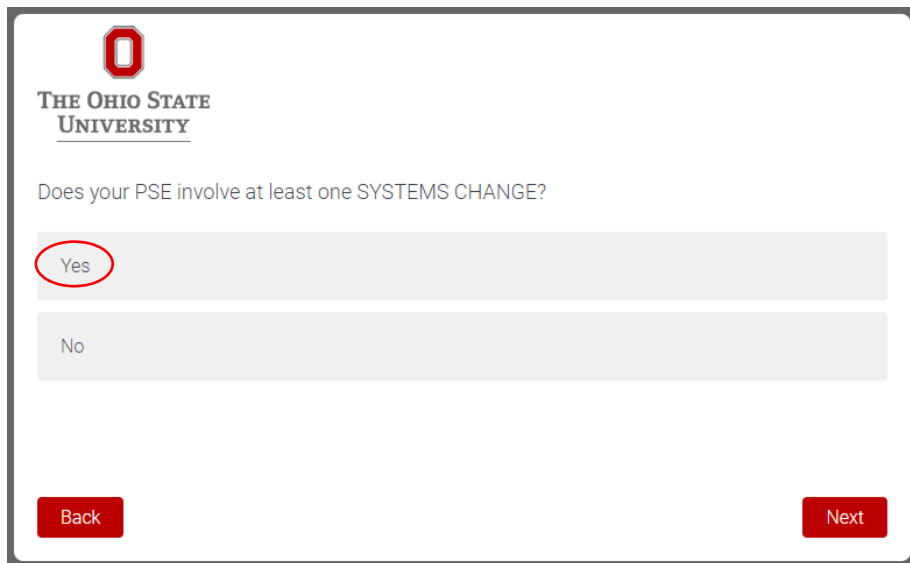
Does your PSE involve at least one POLICY CHANGE?


Yes

No

Back Next

11. Select whether your PSE intervention involves at least one systems change. A **systems change** is defined as “unwritten, ongoing organizational decisions or changes that result in new activities or new ways of conducting business that reach large portions of people the organization or network of organizations serve.”




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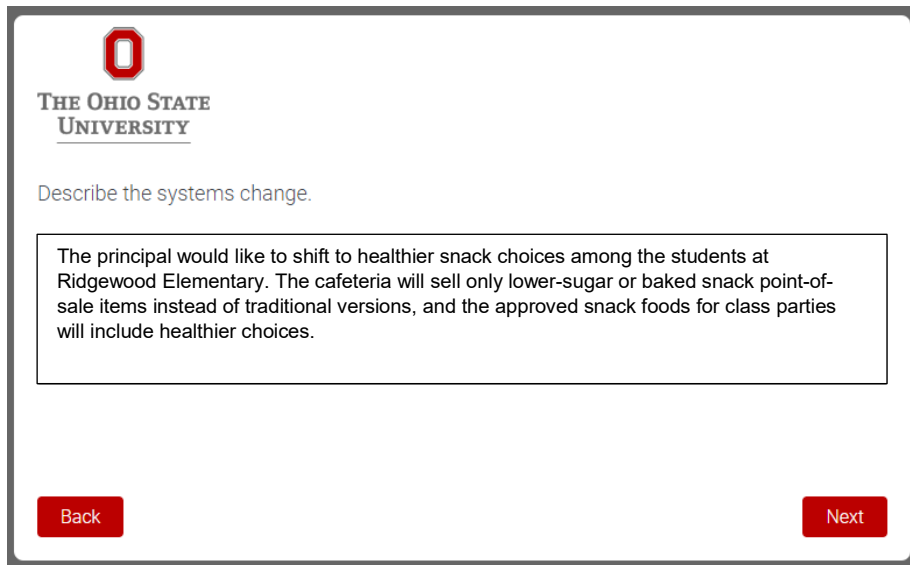
Does your PSE involve at least one SYSTEMS CHANGE?


Yes

No

[Back](#) [Next](#)

12. If your PSE intervention does involve a systems change, describe that change. (If it does not, this question will not appear.)




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Describe the systems change.

The principal would like to shift to healthier snack choices among the students at Ridgewood Elementary. The cafeteria will sell only lower-sugar or baked snack point-of-sale items instead of traditional versions, and the approved snack foods for class parties will include healthier choices.

[Back](#) [Next](#)

13. Select whether your PSE intervention involves at least one environmental change. An **environmental change** is any change or addition to the “built or physical environment, which is visible or observable, but may also include economic, social, normative, or message environments.”

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Does your PSE involve at least one ENVIRONMENTAL CHANGE?

Yes

No

Back Next

14. If your PSE intervention does involve an environmental change, describe that change. (If it does not, this question will not appear.)

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Describe the environmental change.

Snacks offered during lunch will be baked-only versions of traditional snack food items, or those with lower sugar content. Snacks provided during school events (such as class parties) will be from an approved list containing healthier snack options.

Back Next

15. Next, you will be asked if you are reporting on any short-term indicators. If this is the first entry for the PSE intervention, you must say yes.

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Are you reporting on any **short-term indicators** at this time?

Yes

No

Back Next

16. Select the short-term indicators your PSE intervention used to measure readiness and capacity.


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Which **short-term indicators** did your PSE address to measure **Readiness & Capacity**?
Select all that apply.

ST5-Need and readiness

ST6-Champions

ST7-Partnerships

17. Select which methods you used to measure the readiness and capacity indicators from the previous question.

How did you determine **Readiness & Capacity**? What methods or tools did you use? Select all that apply.

Meeting/s with stakeholders

Formal readiness assessment

PSE READI Tool

Identification of a champion

Tools/resources from the University of Minnesota training

Other

18. Briefly summarize the short-term outcomes from the short-term indicators you measured. Be sure to state which partners had which responsibilities.

Give a brief summary of the work you've done toward the **short-term outcomes** of this PSE. This might include setting up stakeholder meetings, setting goals, and/or allocating resources. Be specific.


I was invited to attend a meeting with key stakeholders, including the school principal, the food service supervisor, and three teachers. At the meeting, we outlined the goal of the PSE and outlined roles and responsibilities. We set up a timeline for implementing the phasing out of traditional snacks and introducing healthier snacks.

19. Describe the next steps in the PSE intervention. What will be implemented (and by whom), and what is the tentative timeline?

What are the next steps? What activities are planned for the next phase of this PSE?

The next steps include starting a series of direct education programs in three grade levels (delivered by SNAP-Ed); the food service supervisor investigating availability and pricing of healthier snack point-of-sale items for the cafeteria; and the principal updating the school events snack list.


20. At this point, you have concluded entering all information associated with the short-term phase. If you have nothing else to report at this time, you should answer “no” to the following questions.


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Are you reporting on any **medium-term indicators** at this time?

Yes

No


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Are you reporting on any **long-term indicators** at this time?

Yes

No

21. Select your job classification from the list below.

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Select your job classification from the options below.

SNAP-Ed Program Assistant	SNAP-Ed Regional Program Specialist
SNAP-Ed Program Coordinator	FCS Field Specialist
FCS Educator	SNAP-Ed State Team member

22. Select the various stakeholders who were involved with the PSE intervention.

Select all the different stakeholders involved in your PSE. (Be sure to include yourself.)

SNAP-Ed Program Assistant	FCS Field Specialist	Agency Director/s
SNAP-Ed Program Coordinator	SNAP-Ed State Team	Agency Employees
FCS Educator	EFNEP County Personnel	Food Service Personnel
SNAP-Ed Regional Program Specialist	Other Extension Personnel	Other Personnel

Medium-Term Phase (only shows examples of the new questions/those related to medium-term phase)

1. When you arrive at the question asking if you are reporting any medium-term indicators, **change your response to “yes.”** This will then allow you to answer the questions related to the medium-term phase of the PSE intervention.

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Are you reporting on any **medium-term indicators** at this time?

Yes

No

Back Next

2. Select which medium-term outcomes your PSE intervention addressed at this phase.

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Which **medium-term outcomes** did your PSE address to measure **Organizational Changes, Adoptions, or Promotions**? Select all that apply.

MT5-Nutrition Supports

MT6-Physical Activity Supports

3. Select which processes or tools you used to measure organizational changes, adoptions, or promotions associated with the PSE intervention.

How did you measure the **Organizational Changes, Adoptions, or Promotions or Multi-sector Changes**? What processes and/or tools did you use? Select all that apply.

Interviews with key informants

Surveys/questionnaires

Direct observation

PSE READI tool

Photographic evidence

Other

Back Next

4. Briefly summarize the medium-term outcomes from the medium-term indicators you measured. Be sure to state which partners had which responsibilities in implementing the PSE intervention and what the outcomes were of each.

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Give a brief summary of the work you've done toward the **medium-term outcomes** of this PSE. These outcomes typically occur during implementation or recent completion of the PSE. Be specific.

I delivered a series of four nutrition education programs to each classroom of third, fourth, and fifth graders. Each session was 40 minutes long. We emphasized healthy snack options and how to use MyPlate to create healthy snacks that offer a variety of food groups. We also talked about the importance of drinking water instead of soda or juice during snack time. I collected pre-test and post-test behavior data from the students. The food service director was able to get information from vendors for point-of-sale snack items. The snack list was updated by the principal and distributed to teachers to send home to parents.


5. Describe the next steps in the PSE intervention. What will be implemented (and by whom), and what is the tentative timeline? (Note that the next steps may still involve additional reporting on the medium-term phase at a future point in time.)

What are the next steps? What activities are planned for the next phase of this PSE?

The next steps include replacing the point-of-sale snack items in the cafeteria starting the next month. Sales of snack items will be tracked to determine if there is a loss of revenue with the switch. I distributed a snack-tracker to students to track their snack choices over the next month. The teachers will collect these trackers and mail to me.

Back Next

6. If you are not reporting on any long-term indicators, keep “no” selected (it will already be selected).


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Are you reporting on any **long-term indicators** at this time?

Yes

No

Back Next

7. Report the estimated reach. Estimated reach is defined as “the total number of persons at the site who are expected to encounter the change on a regular (typical) basis and are assumed to benefit from it.” You can report the reach in multiple phases (e.g., medium-term and long-term), but keep in mind: **you cannot report the same people at multiple time points.**


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What was the estimated reach? (How many people were impacted?)
For a **Success Story**, this is the number of people who were described in the success story report.
For a **PSE effort**, this is the total number of people expected to encounter the change on a regular basis and assumed to benefit from it. **Only include those participants who were affected by the PSE during the period for which you are reporting.**

350

8. Provide a brief (1-2 sentences) description of how you arrived at the estimated reach from the previous question.

Provide a brief description of how you arrived at your estimated reach of how many people were impacted.

There are 350 students at Ridgewood Elementary School who will be exposed to the point-of-sale snack items in the cafeteria and the snack options during school events. (The students receiving nutrition education are included in the reach estimate.)

9. Indicate whether the reach you are reporting is for one site (one building) or across multiple sites affiliated with the organization/s with which you are partnering in implementing the PSE intervention.


Is the reach you are estimating from your PSE **site-level** (one building) reach or **organization-level** (multiple locations within an organization) reach?

Site level (one building or location)

Organization level (includes all sites affiliated with an organization)

Long-Term Phase (only shows examples of the new questions/those related to long-term phase)

1. When you arrive at the question asking if you are reporting any medium-term indicators, **change your response to “yes.”** This will then allow you to answer the questions related to the medium-term phase of the PSE intervention.


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Are you reporting on any **long-term indicators** at this time?

Yes

No

Back Next

2. Select the long-term outcomes from your PSE intervention that were used to measure organizational implementation and effectiveness.


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Which **long-term outcomes** did your PSE address to measure **Organizational Implementation** and **Effectiveness**? Select all that apply.


<input checked="" type="checkbox"/> LT5-Nutrition Supports Implementation	<input type="checkbox"/> LT9-Leveraged Resources
<input checked="" type="checkbox"/> LT6-Physical Activity Supports Implementation	<input type="checkbox"/> LT10-Planned Sustainability
<input type="checkbox"/> LT7-Program Recognition	<input type="checkbox"/> LT11-Unexpected Benefits
<input type="checkbox"/> LT8-Media Coverage	

3. Select which processes or tools you used to measure organizational implementation and effectiveness associated with the PSE intervention.

How did you measure the **Organizational Implementation and Effectiveness** or **Multi-Sector Impacts**? Which tools did you use? Select all that apply.

<input type="checkbox"/> Environmental assessment tool
<input checked="" type="checkbox"/> Ongoing activity tracking tool
<input type="checkbox"/> Process monitoring tool
<input type="checkbox"/> Other

4. Report the estimated reach. Estimated reach is defined as “the total number of persons at the site who are expected to encounter the change on a regular (typical) basis and are assumed to benefit from it.” You can report the reach in multiple phases (e.g., medium-term and long-term), but keep in mind: **you cannot report the same people at multiple time points.**



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What was the estimated reach? (How many people were impacted?)
For a **Success Story**, this is the number of people who were described in the success story report.
For a **PSE effort**, this is the total number of people expected to encounter the change on a regular basis and assumed to benefit from it. **Only include those participants who were affected by the PSE during the period for which you are reporting.**

5. Provide a brief (1-2 sentences) description of how you arrived at the estimated reach from the previous question.

Provide a brief description of how you arrived at your estimated reach of how many people were impacted.

6. Indicate whether the reach you are reporting is for one site (one building) or across multiple sites affiliated with the organization/s with which you are partnering in implementing the PSE intervention.

Is the reach you are estimating from your PSE **site-level** (one building) reach or **organization-level** (multiple locations within an organization) reach?

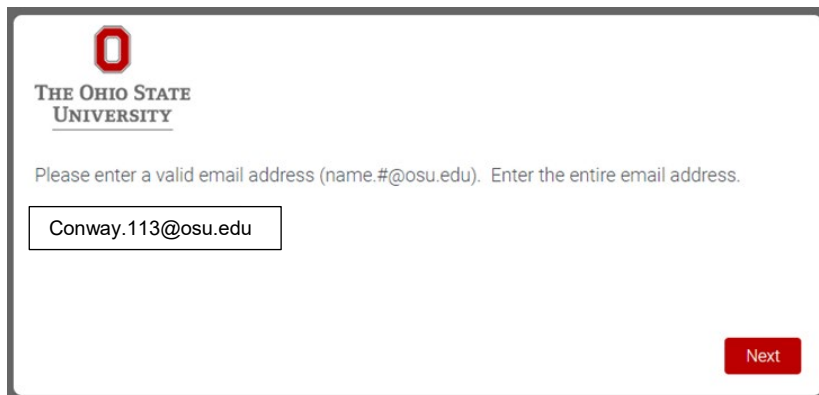
Site level (one building or location)

Organization level (includes all sites affiliated with an organization)

Appendix 4: Environmental Settings-Level PSE Example 2 (Food Pantry PSE)

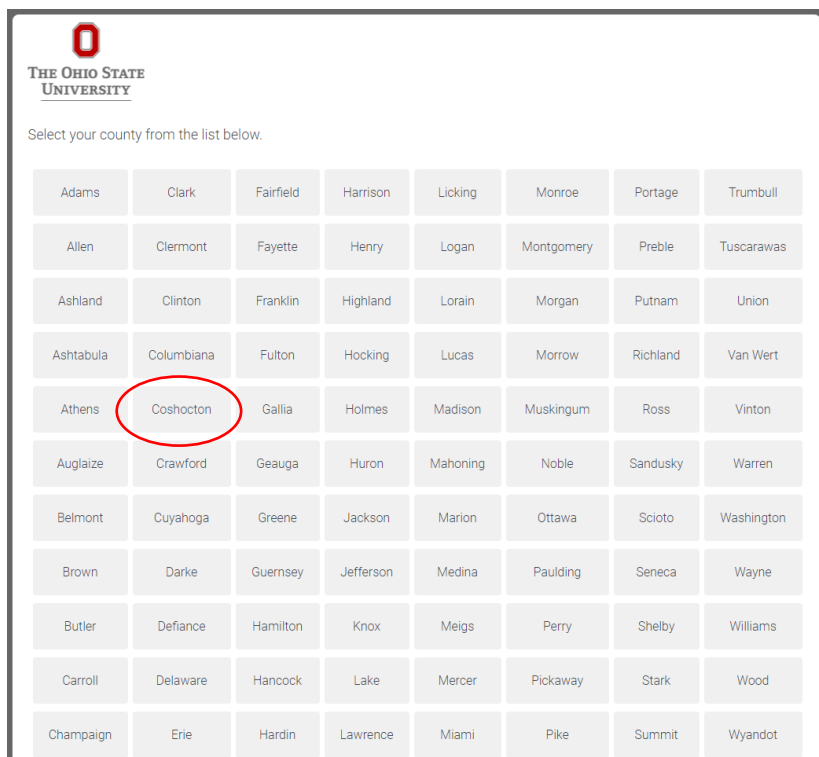
Short-Term Phase

1. Enter your email address. It must be the complete email address, not just name.#.



The screenshot shows the top of the survey page with the Ohio State University logo. Below the logo is the instruction: "Please enter a valid email address (name.#@osu.edu). Enter the entire email address." A text input field contains the email address "Conway.113@osu.edu". A red "Next" button is located in the bottom right corner.

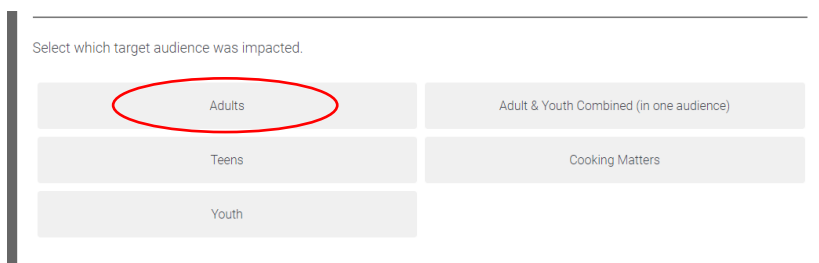
2. Click on your county below. Choose only one.



The screenshot shows a grid of Ohio counties for selection. The instruction reads: "Select your county from the list below." The "Coshocton" county button is circled in red. The grid contains the following counties:

Adams	Clark	Fairfield	Harrison	Licking	Monroe	Portage	Trumbull
Allen	Clermont	Fayette	Henry	Logan	Montgomery	Preble	Tuscarawas
Ashland	Clinton	Franklin	Highland	Lorain	Morgan	Putnam	Union
Ashtabula	Columbiana	Fulton	Hocking	Lucas	Morrow	Richland	Van Wert
Athens	Coshocton	Gallia	Holmes	Madison	Muskingum	Ross	Vinton
Auglaize	Crawford	Geauga	Huron	Mahoning	Noble	Sandusky	Warren
Belmont	Cuyahoga	Greene	Jackson	Marion	Ottawa	Scioto	Washington
Brown	Darke	Guernsey	Jefferson	Medina	Paulding	Seneca	Wayne
Butler	Defiance	Hamilton	Knox	Meigs	Perry	Shelby	Williams
Carroll	Delaware	Hancock	Lake	Mercer	Pickaway	Stark	Wood
Champaign	Erie	Hardin	Lawrence	Miami	Pike	Summit	Wyandot

3. Select one target audience.



The screenshot shows a selection screen with the instruction: "Select which target audience was impacted." There are four buttons: "Adults", "Adult & Youth Combined (in one audience)", "Teens", and "Youth". The "Adults" button is circled in red. The "Cooking Matters" button is also visible but not selected.

4. Select that you are reporting a PSE Intervention.


What type of qualitative report are you submitting?

Success Story

PSE

Back Next

5. Give your PSE intervention a name that captures the main idea of the PSE.


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What is the name of your PSE intervention?

Healthier Food Pantries

6. Select the number of partners involved in the PSE intervention, including SNAP-Ed.

How many community partners are involved in your PSE?

1 to 2

7 to 8

3 to 4

9 or more

5 to 6

7. List the name of each partner agency and select the category that corresponds to the type of partner agency each one is. You may list up to 10 partner agencies.

List your community partners for your PSE and assign a partner code from the drop-down list. You may list up to 10 partners.

Partner 1	SNAP-Ed	Govt program or agency
Partner 2	NNEMAP Food Pantry	Food bank or pantry
Partner 3		
Partner 4		

8. Enter the main goal of the PSE intervention. What are you attempting to accomplish with this PSE intervention? How will this PSE intervention show the extent to which SNAP-Ed programming **creates** and **sustains** access and appeal for improved healthy eating and physical activity choices?

What is the MAIN GOAL of the PSE? What are you setting out to change or accomplish?

The main goal of the PSE is to enhance local food pantries to promote healthier food choices for food pantry clients by changing the pantry environment.

9. Select that the PSE intervention is at the Environmental Settings level. (The majority of PSE interventions that SNAP-Ed reports falls into this category.)


Are you reporting an Environmental Settings-level PSE? (Answer YES to this question unless you are state-level staff.)

Yes

No

Back Next

10. Select whether your PSE intervention involves at least one policy change. A **policy** is defined as the creation or modification of “a written statement of an organizational position, decision, or course of action.”


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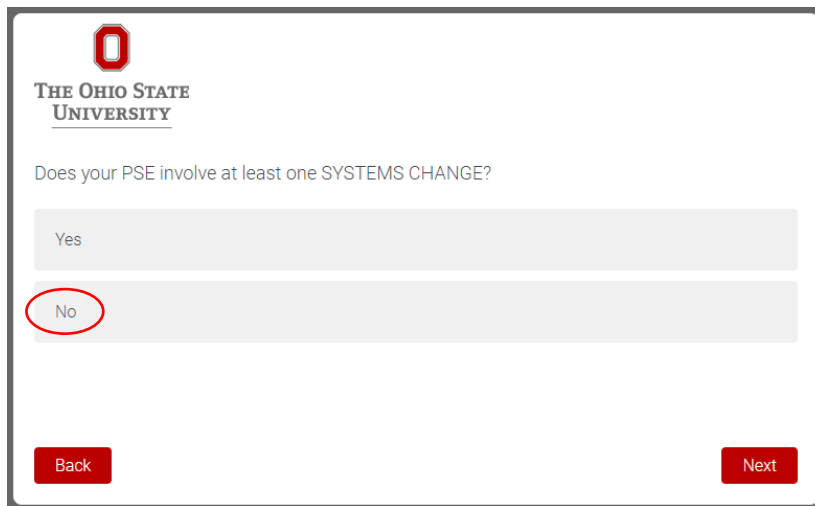
Does your PSE involve at least one POLICY CHANGE?

Yes

No

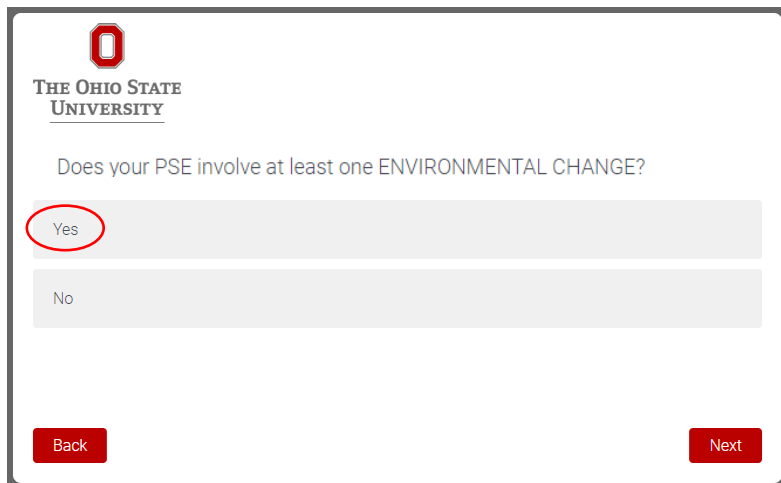
Back Next

11. Select whether your PSE intervention involves at least one systems change. A **systems change** is defined as “unwritten, ongoing organizational decisions or changes that result in new activities or new ways of conducting business that reach large portions of people the organization or network of organizations serve.”




The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY'. Below the logo is the question: 'Does your PSE involve at least one SYSTEMS CHANGE?'. There are two radio button options: 'Yes' and 'No'. The 'No' option is selected, indicated by a red circle around the text. At the bottom of the form are two red buttons: 'Back' on the left and 'Next' on the right.

12. Select whether your PSE intervention involves at least one environmental change. An **environmental change** is any change or addition to the “built or physical environment, which is visible or observable, but may also include economic, social, normative, or message environments.”



The screenshot shows a survey question from The Ohio State University. At the top left is the university's logo, a red 'O' with a white outline, followed by the text 'THE OHIO STATE UNIVERSITY'. Below the logo is the question: 'Does your PSE involve at least one ENVIRONMENTAL CHANGE?'. There are two radio button options: 'Yes' and 'No'. The 'Yes' option is selected, indicated by a red circle around the text. At the bottom of the form are two red buttons: 'Back' on the left and 'Next' on the right.

13. If your PSE intervention does involve an environmental change, describe that change. (If it does not, this question will not appear.)



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Describe the environmental change.

The pantry environment will be set up to promote fresh produce. There will be recipes next to different produce to show how to use it. Each section will be color-coded to align with MyPlate. Nutritional posters and other displays promoting healthier choices will be hung throughout the pantry.

Back Next

14. Next, you will be asked if you are reporting on any short-term indicators. If this is the first entry for the PSE intervention, you must say yes.


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Are you reporting on any **short-term indicators** at this time?

Yes

No

Back Next

15. Select the short-term indicators your PSE intervention used to measure readiness and capacity.

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Which **short-term indicators** did your PSE address to measure **Readiness & Capacity**?
Select all that apply.

- ST5-Need and readiness
- ST6-Champions
- ST7-Partnerships

16. Select which methods you used to measure the readiness and capacity indicators from the previous question.

How did you determine **Readiness & Capacity**? What methods or tools did you use? Select all that apply.

- Meeting/s with stakeholders
- Formal readiness assessment
- PSE READI Tool
- Identification of a champion
- Tools/resources from the University of Minnesota training
- Other

17. Briefly summarize the short-term outcomes from the short-term indicators you measured. Be sure to state which partners had which responsibilities.

Give a brief summary of the work you've done toward the **short-term outcomes** of this PSE. This might include setting up stakeholder meetings, setting goals, and/or allocating resources. Be specific.

The FCS Educator and SNAP-Ed PA met with the pantry supervisor to discuss the planned changes to the food pantry to promote healthier choices among pantry clients. The pantry supervisor committed to training pantry volunteers about the new layout and MyPlate branding. SNAP-Ed committed to providing nutrition education and suggested recipes for pantry clients.


18. Describe the next steps in the PSE intervention. What will be implemented (and by whom), and what is the tentative timeline?

What are the next steps? What activities are planned for the next phase of this PSE?

The next steps include starting a series of direct education for food pantry clients (SNAP-Ed), training pantry volunteers on MyPlate (pantry staff), and rearranging the shelves and bins to promote fresh produce (pantry staff). The team will meet to assess current and next steps in two months.

Back Next

19. At this point, you have concluded entering all information associated with the short-term phase. If you have nothing else to report at this time, you should answer “no” to the following questions.




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Are you reporting on any **medium-term indicators** at this time?

Yes

No

Back Next



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Are you reporting on any **long-term indicators** at this time?

Yes

No

Back Next

20. Select your job classification from the list below.

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Select your job classification from the options below.

SNAP-Ed Program Assistant	SNAP-Ed Regional Program Specialist
SNAP-Ed Program Coordinator	FCS Field Specialist
FCS Educator	SNAP-Ed State Team member

21. Select the various stakeholders who were involved with the PSE intervention.

Select all the different stakeholders involved in your PSE. (Be sure to include yourself.)

SNAP-Ed Program Assistant	FCS Field Specialist	Agency Director/s
SNAP-Ed Program Coordinator	SNAP-Ed State Team	Agency Employees
FCS Educator	EFNEP County Personnel	Food Service Personnel
SNAP-Ed Regional Program Specialist	Other Extension Personnel	Other Personnel

Medium-Term Phase (only shows examples of the new questions/those related to medium-term phase)

1. When you arrive at the question asking if you are reporting any medium-term indicators, **change your response to “yes.”** This will then allow you to answer the questions related to the medium-term phase of the PSE intervention.

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Are you reporting on any **medium-term indicators** at this time?

Yes

No

Back Next

2. Select which medium-term outcomes your PSE intervention addressed at this phase.

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Which **medium-term outcomes** did your PSE address to measure **Organizational Changes, Adoptions, or Promotions**? Select all that apply.

MT5-Nutrition Supports

MT6-Physical Activity Supports

3. Select which processes or tools you used to measure organizational changes, adoptions, or promotions associated with the PSE intervention.

How did you measure the **Organizational Changes, Adoptions, or Promotions** or **Multi-sector Changes**? What processes and/or tools did you use? Select all that apply.

Interviews with key informants	Surveys/questionnaires
Direct observation	PSE READI tool
Photographic evidence	Other

Back Next

4. Briefly summarize the medium-term outcomes from the medium-term indicators you measured. Be sure to state which partners had which responsibilities in implementing the PSE intervention and what the outcomes were of each.

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Give a brief summary of the work you've done toward the **medium-term outcomes** of this PSE. These outcomes typically occur during implementation or recent completion of the PSE. Be specific.

I delivered a series of six nutrition education programs to pantry clients over a 3-month period. Each session was 45 minutes long and included foods available at the pantry. I collected pre-test and post-test behavior data from the pantry clients. The food pantry supervisor trained the pantry volunteers on the MyPlate shelf system and the new pantry layout. Pantry volunteers were also trained to promote the fresh produce and showcase the recipes that were available to encourage clients to select them.


5. Describe the next steps in the PSE intervention. What will be implemented (and by whom), and what is the tentative timeline? (Note that the next steps may still involve additional reporting on the medium-term phase at a future point in time.)

What are the next steps? What activities are planned for the next phase of this PSE?

The next steps include following up with the food pantry supervisor about the turnover of fresh produce to determine if there was an increase in clients selecting these foods. The Program Assistant will informally follow up with selected pantry clients to ask them about their food choices and if they have been more aware of the MyPlate model.

Back Next

6. If you are not reporting on any long-term indicators, keep “no” selected (it will already be selected).


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Are you reporting on any **long-term indicators** at this time?

Yes

No

Back Next

7. Report the estimated reach. Estimated reach is defined as “the total number of persons at the site who are expected to encounter the change on a regular (typical) basis and are assumed to benefit from it.” You can report the reach in multiple phases (e.g., medium-term and long-term), but keep in mind: **you cannot report the same people at multiple time points.**


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What was the estimated reach? (How many people were impacted?)
For a **Success Story**, this is the number of people who were described in the success story report.
For a **PSE effort**, this is the total number of people expected to encounter the change on a regular basis and assumed to benefit from it. **Only include those participants who were affected by the PSE during the period for which you are reporting.**

110

8. Provide a brief (1-2 sentences) description of how you arrived at the estimated reach from the previous question.

Provide a brief description of how you arrived at your estimated reach of how many people were impacted.

20 pantry clients came to the direct education series. An additional 90 clients visit the pantry each month and are thus exposed to the changed environment.

9. Indicate whether the reach you are reporting is for one site (one building) or across multiple sites affiliated with the organization/s with which you are partnering in implementing the PSE intervention.


Is the reach you are estimating from your PSE **site-level** (one building) reach or **organization-level** (multiple locations within an organization) reach?

Site level (one building or location)

Organization level (includes all sites affiliated with an organization)

Long-Term Phase (only shows examples of the new questions/those related to long-term phase)

1. When you arrive at the question asking if you are reporting any medium-term indicators, **change your response to “yes.”** This will then allow you to answer the questions related to the medium-term phase of the PSE intervention.



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Are you reporting on any **long-term indicators** at this time?

Yes

No

2. Select the long-term outcomes from your PSE intervention that were used to measure organizational implementation and effectiveness.


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Which **long-term outcomes** did your PSE address to measure **Organizational Implementation** and **Effectiveness**? Select all that apply.


<input checked="" type="checkbox"/> LT5-Nutrition Supports Implementation	<input type="checkbox"/> LT9-Leveraged Resources
<input type="checkbox"/> LT6-Physical Activity Supports Implementation	<input type="checkbox"/> LT10-Planned Sustainability
<input type="checkbox"/> LT7-Program Recognition	<input type="checkbox"/> LT11-Unexpected Benefits
<input type="checkbox"/> LT8-Media Coverage	

3. Select which processes or tools you used to measure organizational implementation and effectiveness associated with the PSE intervention.

How did you measure the **Organizational Implementation and Effectiveness** or **Multi-Sector Impacts**? Which tools did you use? Select all that apply.

<input type="checkbox"/> Environmental assessment tool
<input checked="" type="checkbox"/> Ongoing activity tracking tool
<input type="checkbox"/> Process monitoring tool
<input type="checkbox"/> Other

4. Report the estimated reach. Estimated reach is defined as “the total number of persons at the site who are expected to encounter the change on a regular (typical) basis and are assumed to benefit from it.” You can report the reach in multiple phases (e.g., medium-term and long-term), but keep in mind: **you cannot report the same people at multiple time points.**



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What was the estimated reach? (How many people were impacted?)
For a **Success Story**, this is the number of people who were described in the success story report.
For a **PSE effort**, this is the total number of people expected to encounter the change on a regular basis and assumed to benefit from it. **Only include those participants who were affected by the PSE during the period for which you are reporting.**

5. Provide a brief (1-2 sentences) description of how you arrived at the estimated reach from the previous question.

Provide a brief description of how you arrived at your estimated reach of how many people were impacted.

The pantry supervisor reported that there were 50 new pantry clients who began using the food pantry during this phase of the PSE.

6. Indicate whether the reach you are reporting is for one site (one building) or across multiple sites affiliated with the organization/s with which you are partnering in implementing the PSE intervention.

Is the reach you are estimating from your PSE **site-level** (one building) reach or **organization-level** (multiple locations within an organization) reach?

Site level (one building or location)

Organization level (includes all sites affiliated with an organization)

Appendix 5: Best Practices for Engaging Partners and Forming Partnerships

Here is a list of best practices for engaging partners and forming partnerships when doing PSE interventions. Not all of these will apply to every situation, but SNAP-Ed staff have reported success when using some combination of these strategies.

1. **Look for high-impact, low-effort opportunities.** Remember that PSE interventions don't have to be "big" in scale or breadth to have a big impact. Some examples of these might include:
 - a. Accepting SNAP benefits at farmers' markets
 - b. Partnering with the Produce Perks program
 - c. Changing the environment in a local food pantry
 - d. Setting up community or school gardens
 - e. Initiating a Smarter Lunchrooms movement in local schools
2. **Leverage your direct education partnerships.** Many times, the partner agencies you work with to deliver direct education programming are willing to consider making changes that extend beyond what can be accomplished with direct education. Talk with them to see what their goals and objectives are and how SNAP-Ed can help them achieve those goals.
3. **Get informed.** Learn about what the public health priorities are in your area. What is in your county's Community Health Improvement Plan (CHIP)? What are the results of local health surveys? Has your mayor or commissioners created health-related task forces you could join? What is the wellness policy at a school district where you deliver nutrition education? Connect with your local Health Department, hospital system, school district, or social service agencies and see how their projects and initiatives may align with SNAP-Ed goals. Similarly, you can check local headlines or agency websites to see what some of the "hot topics" are in your community.
4. **Use your Extension contacts.** Many times, your colleagues in other Extension areas (ANR, Community Development, 4-H) have ties to other partners in the area that they can put you into contact with. Additionally, Extension can be a good partner for SNAP-Ed for certain PSE interventions, such as putting in community gardens.
5. **Identify barriers.** Ask your participants about barriers they've encountered when trying to put into practice some of the information they've learned from direct education programs. For instance, if participants are having difficulty accessing fresh produce because a farmer's market won't accept EBT cards, a grocery chain might be able to step in and fill that role.

Appendix 6: List of Helpful Links and Resources

For additional information, please see the following resources on PSE interventions.

Building Capacity for Obesity Prevention (BCOP) – PSE READI Tool

psereadi.org

SNAP-Ed Connection – SNAP-Ed Evaluation Framework and Toolkit

snapedtoolkit.org

University of Minnesota Extension – Systems Approaches for Healthy Communities

extension.umn.edu/nutrition-education/systems-approaches-healthy-communities

(Note: You must register for this training in order to access this resource.)

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