



Food and Nutrition Service  
U.S. DEPARTMENT OF AGRICULTURE

**FY 2024**

# SNAP-Ed Policy, Systems, and Environmental Change Initiative Data Toolkit

Nutrition Education and Obesity  
Prevention Grant Program



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## Acknowledgments

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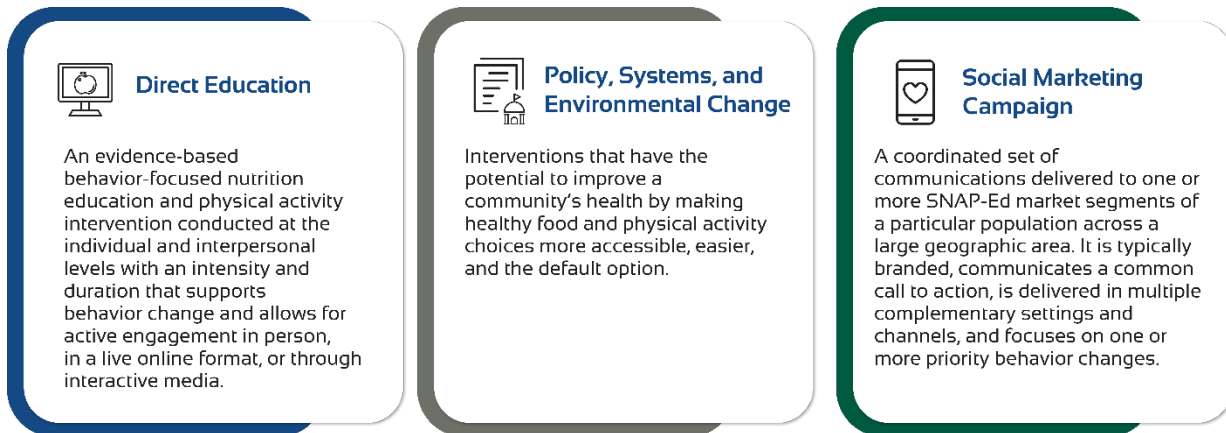
# Introduction

Policy, systems, and environmental (PSE) changes are one of three intervention types (figure 1) included in Supplemental Nutrition Assistance Program Education (SNAP-Ed). Each of the three intervention types seeks to support individuals in making the healthy choice the easy (and preferred) choice. Direct education and social marketing increase people’s knowledge and awareness of healthy lifestyle options, while PSE changes improve access, affordability, and appeal of those healthy lifestyle options. In the *SNAP-Ed Plan Guidance*, the Food and Nutrition Service (FNS) placed additional emphasis on PSE by encouraging SNAP-Ed agencies to maximize their use of PSE change approaches (U.S. Department of Agriculture [USDA] FNS, n.d.-a).

## PSE Change

A PSE change is a change made in writing or practice to expand access or improve the appeal of sites where people can make choices about food and beverages and/or engage in physical activity. These changes may include those outlined in *SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States* (USDA FNS, 2016a).

**Figure 1. SNAP-Ed Intervention Types**

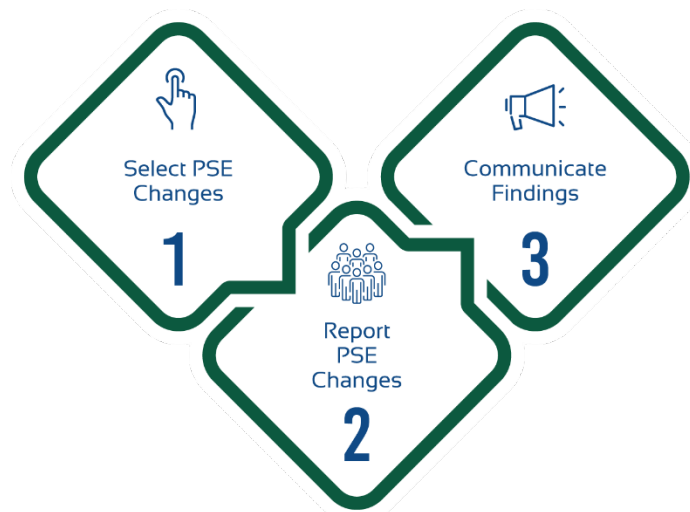


The *SNAP-Ed Plan Guidance* describes many ways agencies may carry out PSE changes. The size, scope, and timeframe of PSE changes that agencies may implement span a continuum—from limited in scope and effort to more comprehensive, with years of effort before changes occur. Regardless of the scope and timeline, all agencies collect data to inform program planning and decision making and to report on progress in their annual report to FNS.

FNS developed the *SNAP-Ed Policy, Systems, and Environmental Change Data Toolkit* (toolkit) to support agencies in using data when selecting their PSE changes, reporting on their PSE changes, and communicating findings (figure 2).



**Figure 2. SNAP-Ed PSE Data Toolkit Chapter Overview**



This toolkit provides information for the varied groups involved in SNAP-Ed PSE work, such as SNAP State agencies, implementing agencies, subcontractors receiving SNAP-Ed funding, and organizations partnering with SNAP-Ed-funded agencies. The toolkit uses the term “agency” to refer broadly to these groups that plan, carry out, monitor, and evaluate PSE changes. The toolkit is also a resource for State and implementing agencies when completing the reporting requirements through the web-based SNAP-Ed National Program and Evaluation and Reporting System (N-PEARS).

This toolkit defines key terms in callout boxes throughout chapters and in appendix A. The “In Practice” sections in each chapter provide examples of how toolkit concepts apply to various PSE changes. The list of PSE change descriptions used in this toolkit is in appendix C. Agencies can use this list of PSE change descriptions when completing the annual report. Appendix B provides equity, diversity, and inclusion resources connected to the toolkit content.

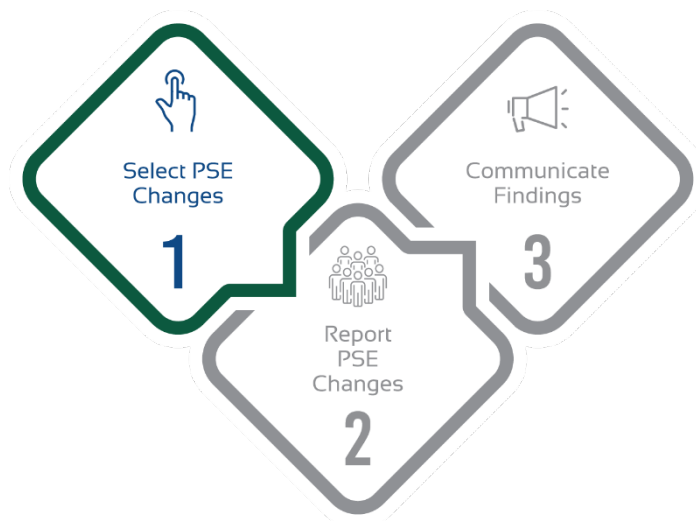
This toolkit provides both foundational information to support program requirements described in the *SNAP-Ed Plan Guidance* and supplemental material that agencies may use to enhance their SNAP-Ed work. Agencies should consider their State needs assessment, program funding, and staff capacity when identifying which toolkit suggestions may be helpful to their program. Examples of how equity should be part of PSE selection, reporting, and communication appear throughout the toolkit.

FNS has developed various SNAP-Ed resources to support agencies in the planning, implementation, and evaluation of their programs. These resources include the *SNAP-Ed Plan Guidance* (USDA FNS, n.d.-a), *SNAP-Ed Needs Assessment Toolkit* (USDA FNS, 2022b), and *SNAP-Ed Evaluation Framework* (USDA FNS, 2016b). This toolkit expands on and complements those resources in the aspects of planning, implementing, and evaluating PSE change efforts:

- ▶ The *SNAP-Ed Plan Guidance* provides PSE change approaches, descriptions, and examples.
  - This toolkit provides support on how to plan, measure progress, and report on PSE changes.

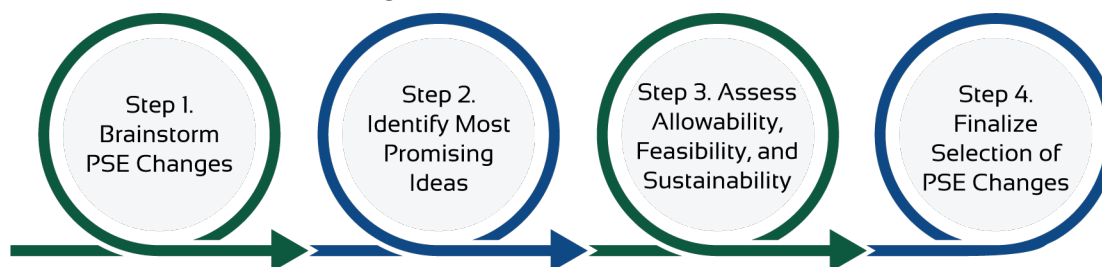
- ▶ The *SNAP-Ed Needs Assessment Toolkit* describes how to conduct a State-level needs assessment.
  - This toolkit describes how to select PSE initiatives based on needs assessment findings with community members and program partners.
- ▶ The *SNAP-Ed Evaluation Framework* suggests evaluation metrics for PSE changes.
  - This toolkit suggests ways to evaluate PSE changes aligned with FNS reporting requirements and share findings with interested groups.

## Chapter 1. Select PSE Changes



Agencies select PSE changes following the needs assessment process completed as part of the State plan.<sup>1</sup> This chapter describes the four-step approach (figure 3) agencies can use to identify and finalize their PSE changes.

**Figure 3. PSE Selection Flowchart**



In selecting PSE changes, agencies should include many of the same people who helped conduct the SNAP-Ed needs assessment and set priority goals. Agencies will want to ensure they have decision makers involved who represent multiple perspectives, such as SNAP-Ed participants, eligible nonparticipants, local SNAP-Ed staff, and agency partners. Appendix B includes resources for agencies on community engagement and collaboration. This broad inclusion of decision makers helps identify PSE changes most likely to meet the needs of the communities and people SNAP-Ed serves.

### Potential PSE Selection Collaborators

- Community members, including SNAP-Ed participants and eligible nonparticipants from diverse cultures, backgrounds, and accessibility needs
- School staff
- Faith leaders
- Healthcare staff
- Local business owners
- Neighborhood associations
- Community-serving organization staff
- Tribes or Tribal organization staff
- State and local government agencies (e.g., education, transportation)
- Current or potential partner staff and coalition members (e.g., State Nutrition Action Councils)
- State and local health departments staff
- Other USDA and federally funded program staff

<sup>1</sup> For more detail on how to conduct a needs assessment, see the toolkit and webinars at <https://snaped.fns.usda.gov/library/materials/snap-ed-needs-assessment-toolkit>.

## Step 1: Brainstorm PSE Changes

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The purpose of the brainstorming step is to generate as many ideas as possible about ways to change policies, systems, and environments in the communities SNAP-Ed serves. An effective way to begin the brainstorming process is to review the community's needs assessment data to identify what outcomes PSE changes should aim to improve. At the State level, the State plan needs assessment section should highlight the nutrition and physical activity needs most important for populations eligible for SNAP-Ed and what factor(s) created the need. A State agency's priority goals and SMART<sup>2</sup> objectives will also clearly describe needs. When considering PSE changes for a specific community, agencies may also need to explore local needs assessment data to identify the most important needs, the causes driving the needs, and existing community assets and efforts that SNAP-Ed PSE changes could enrich.<sup>3</sup>

Before brainstorming PSE changes, agencies and their collaborators may choose to use a clear and simple format to list the needs identified in the State and local assessments, people or places affected, and known causes (e.g., table 1).

**Table 1. Sample Table to Summarize Needs Assessment for PSE Brainstorm**

Nutrition or Physical Activity Need	People or Places Affected	Causes	PSE Change Ideas
Insufficient vegetable consumption	Entire State	<ul style="list-style-type: none"><li>Limited food availability</li><li>Food prices</li></ul>	[Fill in during brainstorm]

The next step is to convene collaborators for the brainstorming process, whether in person, virtually, or in a hybrid format. Not everyone engaged in the brainstorming process will be experts in SNAP-Ed policy, so agencies may want to open the brainstorming session with a definition of PSE change and share the list of PSE change descriptions included in the annual report (appendix C). Then, the group can work together to generate as many PSE change ideas as possible. By the end of the brainstorming process, agencies should have a list of ideas for PSE changes.

The brainstorming process does not require that the identified PSE changes directly address the causes behind a need. For example, consider food prices as one of the causes of insufficient vegetable consumption. SNAP-Ed has limited leverage to change food prices in retail outlets, but SNAP-Ed can take other approaches to increase vegetable consumption (e.g., increase vegetable availability). Acknowledging the causes behind a need, even those beyond the scope of SNAP-Ed, can help agencies design SNAP-Ed approaches with a fuller understanding of the context. In addition to the needs assessment data, participants in the brainstorming session can provide more information about the root causes of some of the needs from the assessment data.

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<sup>2</sup> SMART = specific, measurable, achievable, realistic, and time-bound

<sup>3</sup> Needs assessments often focus on deficits and do not always consider the assets or strengths within a community. State agencies are encouraged to consider the whole community context when conducting a needs assessment and identifying PSE change opportunities. For more information, see *SNAP-Ed Needs Assessment Toolkit* at <https://snaped.fns.usda.gov/library/materials/snap-ed-needs-assessment-toolkit>.



## Tips for Brainstorming

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- ➔ **Include individual and group time for brainstorming.** In a group brainstorm setting, participants come up with their own ideas and consider the ideas of others. Give them time to brainstorm on their own before and/or after group time for the most productive brainstorm sessions.
- ➔ **Provide time for verbal and written contributions.** Waiting for the chance to speak can make it challenging to listen attentively to others. Provide participants dedicated time for writing, reading what others have written, and responding to ideas in writing.
- ➔ **Designate a facilitator.** A facilitator focuses participants and transitions smoothly between the activities (e.g., individual brainstorming, group sharing).
- ➔ **Focus on the quantity of ideas.** The purpose of brainstorming is simply to come up with as many ideas as possible. After the brainstorm, the team can filter the ideas to choose the most promising ones. To encourage ideas—
  - **Reference the social ecological model.** Ask the group to consider how each level of the social ecological model contributes to a nutrition or physical activity issue. What PSE interventions could agencies implement at those levels to improve outcomes?
  - **Reference the list of common PSE changes, the SNAP-Ed Toolkit, and the SNAP-Ed Connection.** Review the list of common PSE change descriptions (appendix C) and evidence-based approaches from the [SNAP-Ed Toolkit](#) and [SNAP-Ed Connection](#). Encourage people to consider adaptations to previous PSE changes to improve their fit for a given place or population.
- ➔ **Build on ideas.** If the discussion or creation of new ideas wanes, try returning to previous ideas and building on them.
- ➔ **Focus on one topic at a time.** Instead of asking for ideas to address anything highlighted in the needs assessment, take on one topic at a time. Only move to the next topic once the group has thoroughly explored the current one. With this approach, the facilitator can ensure everyone participates in each discussion and spends sufficient time on each topic.
- ➔ **Offer brief (2–5 minute) breaks.** Breaks offer many benefits, such as facilitating a shift to a new line of thought, giving people time to process what others have shared, and reducing fatigue. Use breaks when progress slows, but keep them short to avoid losing momentum.
- ➔ **Keep brainstorming groups small.** Split a larger group into smaller breakouts to give each person time to share. Rotating group members can help refresh the conversation (Paulus & Kenworthy, 2019).

## Step 2: Identify the Most Promising Ideas

To identify the most promising of the brainstormed ideas, agencies should consider the anticipated benefits and the costs of each potential PSE change. It is critical to underscore that an equitable approach to SNAP-Ed requires participants, community members, and others to be a part of defining the benefits of a SNAP-Ed intervention (see appendix B for community collaboration resources). As a result, this section provides a process to organize the benefits and costs of each PSE change idea and assess them relative to one another to help with decision making.

For example, agencies may determine two PSE change ideas have similar benefits, but one has lower costs. At the end of this step, agencies should have a narrowed list of the most promising PSE change ideas, based on the relative benefits and costs. In the next step, agencies will consider allowability, feasibility, and sustainability of the ideas to further narrow the PSE changes to carry out.

To organize this work, agencies may choose to set up a table with one row for each brainstormed idea and columns to record results (e.g., table 2). Benefits and costs can be subjective at this stage, so the sample table provides a column to describe and rate each idea on a relative scale of low, medium, and high.

**Table 2. Sample Table Organizing Benefits and Costs for Ideas**

<b>Idea Number</b>	<b>PSE Change Idea Description</b>	<b>Benefit Descriptions</b>	<b>Benefit Rating (Low, Medium, High)</b>	<b>Cost Descriptions</b>	<b>Cost Rating (Low, Medium, High)</b>
1	The first idea brainstormed is to ...	[Fill in during assessment of benefits]		[Fill in during assessment of costs]	
2	The second idea brainstormed is to ...	[Fill in during assessment of benefits]		[Fill in during assessment of costs]	
3	The third idea brainstormed is to ...	[Fill in during assessment of benefits]		[Fill in during assessment of costs]	

Note: Numbering the PSE change ideas may help organize the table shown in figure 4.

### Estimate Benefits

PSE changes can produce various types of benefits for SNAP-Ed participants and their communities. Many of these benefits will not have a standard measurement process, and not everyone will agree on their value.<sup>4</sup> The goal of estimating the benefits is to be clear on the types of benefits that can occur from different types of PSE changes. Identifying potential benefits can also help agencies recognize successful outcomes from the intervention.

Benefit estimation of PSE changes is another step that should be informed by data, and qualitative data are a critical source for this estimation. Agencies are strongly encouraged to weigh the input of historically marginalized communities and people

<sup>4</sup> For more information on measuring PSE change outcomes and communicating the benefits of PSE changes, refer to chapters 2–3.

eligible for SNAP-Ed when they assess the expected benefits of PSE changes. Agencies should also integrate any quantitative data they have on results of similar PSE changes that they have implemented in the past to help identify the ideas likely to yield the greatest benefits. Whenever possible, agencies should also use data on benefits from outside sources, such as peer-reviewed literature and gray literature. The State needs assessment may include benefits if it also explored assets. Agencies may consider including a diverse group of voices to help ensure decision-making power is equitably distributed when weighing the evidence from different data sources.

Table 3 lists examples of benefits to consider when determining which PSE change ideas from the brainstorm will have low, medium, and high expected benefits.

**Table 3. Sample Considerations for PSE Change Benefit Categories**

Benefit	Considerations
Equity	<ul style="list-style-type: none"> <li>■ Would the PSE reach a group not otherwise reached by SNAP-Ed or other Federal programs?</li> <li>■ Would the PSE address a health disparity or other inequity? Consider whom the PSE will reach and if the PSE will have a different effect on people with different gender, race, ethnic, or other identities.</li> <li>■ Is the PSE culturally responsive/appropriate?</li> </ul>
Importance to the community	<ul style="list-style-type: none"> <li>■ Is the associated outcome (e.g., the vegetable consumption of each person reached) of low or high importance to the people the PSE would affect?</li> </ul>
Evidence base	<ul style="list-style-type: none"> <li>■ Agencies can use evidence to guide planning and implementation for established PSE interventions. In these cases, an intervention’s evidence base can provide insight into expected benefits. Find evidence-based PSE change interventions at <a href="http://snapedtoolkit.org">snapedtoolkit.org</a>.</li> </ul>
Impact size	<ul style="list-style-type: none"> <li>■ Would the PSE change make a small or large difference in the associated outcome for the people it affects? Consider how “intense” the impact is.</li> <li>■ Consider the PSE change and its exposure to the intended audience (e.g., how it occurs). Would it change a workplace where people spend 5 days per week year-round, or would it change an environment where people spend less time? This concept is known as “dosage.”</li> </ul>
Reach	<ul style="list-style-type: none"> <li>■ Would the PSE reach a small or large number of people?</li> <li>■ Would the number of people reached be a small or large proportion of all the people who experienced the need?</li> </ul>
Influence on other SNAP-Ed work	<ul style="list-style-type: none"> <li>■ Would relationships, community partners, and staff capacity developed for this PSE change improve the ability of SNAP-Ed to make other positive changes in the community?</li> <li>■ Would the PSE make it easier for SNAP-Ed participants to use the awareness, skills, and knowledge they gain through SNAP-Ed direct education and social marketing interventions?</li> </ul>

### Estimate Costs

The primary cost to SNAP-Ed for PSE changes is staff time. Therefore, agencies should estimate the total staff time each PSE change idea will require. This is another step in the process where SNAP-Ed agencies can use their data. If appropriate, review expenditure reporting from previous years to identify similar PSEs to guide the cost estimates.

When developing cost estimates, also consider any current progress toward implementing the PSE change. For instance, has the group achieved any of the short-term environmental setting indicators mentioned in the *SNAP-Ed Evaluation Framework*, such as developing organizational partnerships?<sup>5</sup> If so, remaining costs may be relatively low to fully implement the PSE change.

To estimate the cost of building on established partnerships or existing PSE work, agencies should estimate how much time and which skills are needed to complete the remaining PSE work, such as additional planning for implementation, adopting the change, and supporting the adopting entity that maintains the change. Consider time spent building relationships and carrying out activities, such as traveling to site visits, attending meetings, and documenting progress. For PSE sustainability and success, agencies should also consider whether the PSE change adopter has the skills to support the change and whether SNAP-Ed staff is needed to build capacity. Some of this work may require expertise beyond the SNAP-Ed agency and current partner(s), so agencies should factor in costs associated with hiring, contracting, and/or training.

The State plan and annual report include information that can help agencies estimate costs:

- ▶ “Coordination and Partnerships With Programs and Organizations From Multiple Sectors” section of the SNAP-Ed State plan needs assessment
- ▶ “Coordination and Collaboration” and “Active Partners” sections of the annual report
- ▶ “Agency/Workforce Capacity” section of the SNAP-Ed State plan needs assessment

Be sure to account for the soft skills needed to develop trust, form partnerships, and work with those partners to implement PSE changes.

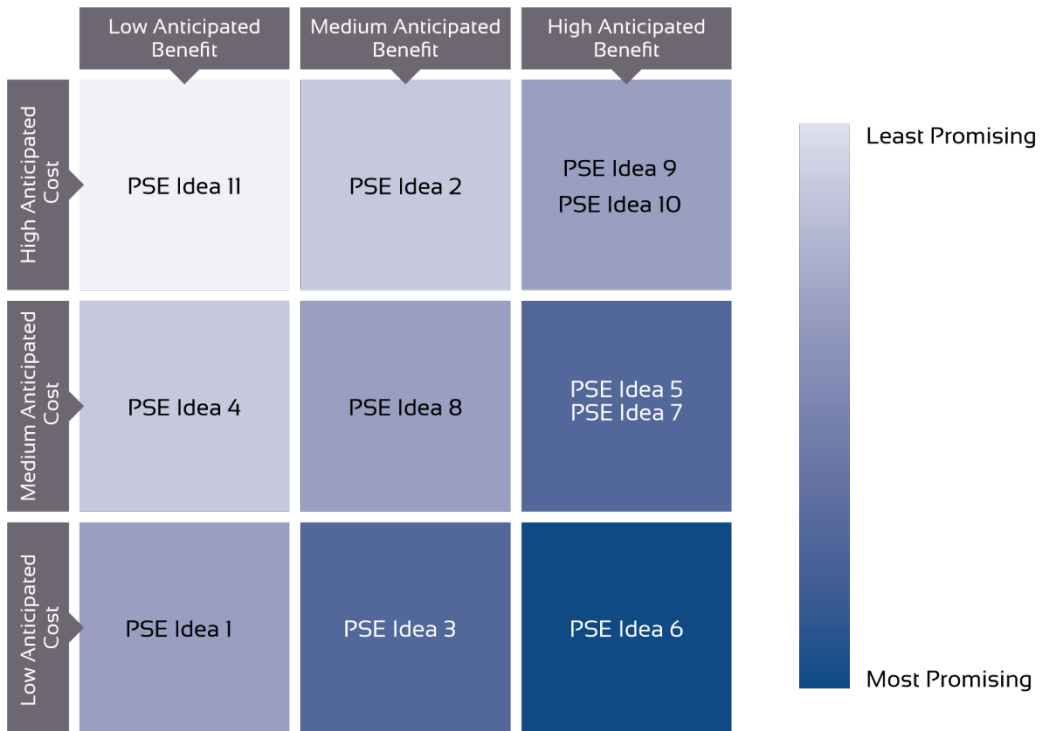
### **Compare Relative Benefits and Costs**

The agency can use a table, such as the one in figure 4, to organize the relative benefits and costs for PSE change ideas. In the table, the least promising PSE change ideas are entered at top left, and the most promising are at bottom right.

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<sup>5</sup> For more information, see *ST7: Organizational Partnerships* in the *SNAP-Ed Evaluation Framework* at <https://snapedtoolkit.org/framework/components/st7/>.

**Figure 4. Sample of How to Organize PSE Change Ideas by Relative Benefits and Costs**



Once agencies have identified and compared the relative benefits and costs of each brainstormed PSE change idea, they can select ideas to move to the next stage in the PSE process.



## Step 3: Consider Allowability, Feasibility, and Sustainability

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SNAP-Ed agencies can narrow the list of promising PSE changes by considering the allowability, feasibility, and sustainability of each suggested change.

### Allowability

The *SNAP-Ed Plan Guidance* describes the program's financial and cost policies and provides examples of allowable and unallowable expenses related to PSE changes. After carefully reviewing the allowability criteria and conducting any needed follow-up with the State agency and/or FNS Regional Office to clarify allowability, agencies should identify any PSE change ideas with costs not allowable under SNAP-Ed. If alternative funding sources (e.g., funding from a hospital's community benefit program) can cover these costs, estimate any additional SNAP-Ed staff time required to secure such funding and coordinate it with SNAP-Ed funding; this calculation may change the relative costs identified in the previous step. If no other funding sources are available to cover costs not allowable under SNAP-Ed, remove the idea from consideration.

### Feasibility

For PSE change ideas with expected high benefit but low feasibility of implementation, agencies should consider excluding the idea in this step. Some feasibility considerations include the following:

- ▶ **Number of partners involved.** A PSE change that requires coordinating many different partners may be harder to implement than one that facilitates focused coordination with a single partner.
- ▶ **Type of partners involved.** In general, the more accessible the partners or decision makers, the more feasible the PSE change. As an example, a PSE change in a locally owned grocery store may be more feasible than a change in a large chain of stores. The latter change potentially has a more complex approval process.
- ▶ **Partner buy-in.** The more willing the partner, the more likely the change will happen. Relatedly, sites with higher levels of organizational readiness<sup>6</sup> for adoption are more likely to be successful.
- ▶ **SNAP-Ed agency and partner capacity.** PSE changes that require significant staff training and/or hiring may be more difficult to implement.
- ▶ **Number of funding sources involved.** A PSE change requiring no additional funding sources may be more easily implemented than one that requires other funding sources to cover costs not allowable for SNAP-Ed, particularly for infrastructure improvements (e.g., building a new sidewalk).

If a PSE change idea has a high benefit but is challenging to implement, consider strategies to improve feasibility. For instance, look for external funding sources if the challenge is costs that are not allowable with SNAP-Ed funding, or identify community or

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<sup>6</sup> For more information and resources on sustainability, see *ST5: Need and Readiness* in the *SNAP-Ed Evaluation Framework* at <https://snapedtoolkit.org/framework/components/st5/>.

organizational champions if the obstacle is partner buy-in. When possible, break down the process of implementing a PSE change into small, achievable steps. The work done along the path to achieving a bigger PSE change can produce many benefits beyond implementing the PSE change (e.g., establishing new partnerships). Agencies can also pilot PSE changes with lower feasibility on a small scale. After considering these approaches to improve feasibility, remove any ideas that remain infeasible from consideration.

## Sustainability

SNAP-Ed PSE work should create sustainable changes that do not require long-term effort or funding from SNAP-Ed (USDA FNS, n.d.-b). As a result, agencies should consider the sustainability of their PSE change ideas before making a final selection.<sup>7</sup> Some aspects of sustainability to consider follow:

### PSE Sustainability

*“SNAP-Ed should be seen as a consultant and technical advisor for creating PSE changes that benefit low-income households and communities, rather than the provider of services. SNAP-Ed aids organizations so that they can adopt, maintain, and enforce PSE changes themselves without continuous involvement from SNAP-Ed. This approach will also likely facilitate sustainable PSE changes as organizations take ownership of the PSE change.” (USDA FNS, n.d.-b)*

- ▶ Resources required to sustain the PSE change. If SNAP-Ed staff coordinate the use of external funds to build new infrastructure (e.g., bike racks), sustaining the change may require little to no resources. Changes that require ongoing investments of time and funding, such as new community gardens, may need robust planning for sustainability.
- ▶ Resources of the community or organization where the change will occur. Will the community or organization be able to dedicate sufficient staff or volunteer time, funding, and other resources to sustain the change?
- ▶ Support from the community or organization where the change will occur. Changes that align with community or organizational priorities tend to be more sustainable.

For PSE change ideas with a low likelihood of sustainability, either consider ways to address the challenges, or remove the ideas from further consideration.

<sup>7</sup> For more information and resources on sustainability, see *LT10: Planned Sustainability in the SNAP-Ed Evaluation Framework* at <https://snapedtoolkit.org/framework/components/lt10/>.

## Step 4: Finalize Selection of PSE Changes

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At this step, agencies should have a refined list of potential PSE changes to include in their State plan. If there are too many PSE change ideas for the State plan, then the following criteria can help with final decisions:

- ▶ **Determine fit with the rest of the SNAP-Education plan.** Consider how each PSE change idea fits into the bigger picture of the SNAP-Education interventions planned by a single agency and throughout the State. Would any PSE change ideas fill gaps left by other planned interventions? Do any of the PSE change ideas complement other planned interventions?
- ▶ **Consider including a mix of PSE changes.** PSE changes vary greatly in adoption timelines, number of steps involved, number of people reached, and complexity of implementation. Agencies should consider these factors when deciding which PSE changes may complement one another. For example, one PSE change may have fewer steps and a shorter adoption timeline but does not reach as many people. Another PSE change might take longer and be more complicated to adopt, but it ultimately reaches far more people with a greater impact. Because these factors are specific to each PSE, agencies should consider including a mix of PSE changes in their plans.

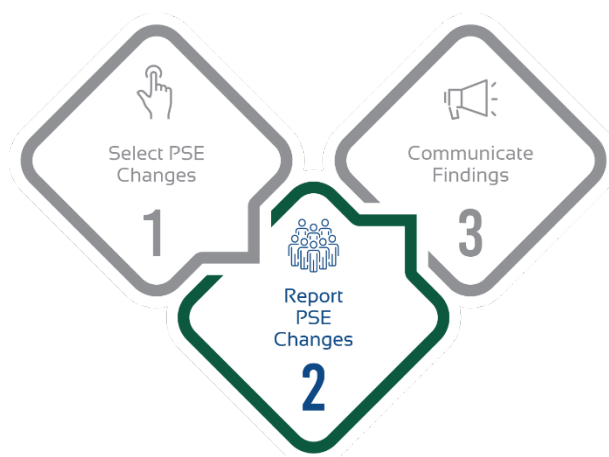
## PSE Selection Summary

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Guided by an equity lens, agencies should use a variety of data types to select their PSE changes. After brainstorming PSE change ideas aligned with the needs assessment, agencies should identify and weigh the relative benefits and costs of each idea to determine the most promising options. Next, agencies should assess the allowability, feasibility, and sustainability of the most promising options to create a refined list of ideas to go into the SNAP-Education plan. If the agency developed too many PSE change ideas for the SNAP-Education plan, the agency can further refine the list by considering the fit of the suggested PSE changes with other planned interventions and selecting a mix of PSE changes.

## Chapter 2. Report PSE Changes

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In the annual report, agencies report on three types of information about their PSE change efforts:

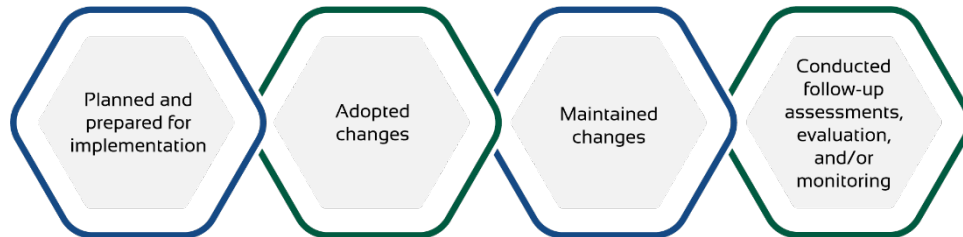
- ▶ The implementation stage(s) of PSE changes at any project site where PSE work occurred (see “Project Results, Project Sites” section)
- ▶ The reach and types of PSE changes at any site where PSE work was in the adopted or maintained stage of implementation (see “Project Results, PSE Change Initiatives, Adopted and Maintained PSE Changes”)
- ▶ The active partnerships that contributed to PSE change work (see “Project Results, PSE Change Initiatives, Active Partners”)

This chapter provides agencies support in identifying the correct implementation stage for their PSE changes, ways to estimate reach for PSE changes that are in either adoption or maintenance stages, and how to correctly categorize their PSE partners within annual report categories.

## Reporting on PSE Change Implementation Stage

Agencies must select all the applicable PSE implementation stages (figure 5) for each site when completing the “Project Results, Project Sites” section of the annual report. When selecting the implementation stage(s) for a site, keep in mind that a site could have more than one PSE change, each in a different stage of implementation, resulting in several implementation stages per site.

**Figure 5. PSE Implementation Stages in Annual Report**



### Planned and Prepared for Implementation

Identifying a PSE change in the planned implementation stage enables agencies to report project work that has not yet resulted in a change to the site.

### Planned and Prepared for Implementation

SNAP-Ed staff worked toward the adoption of a PSE initiative this fiscal year (FY) but did not implement the initiative by the end of the FY.

### In Practice

- A SNAP-Ed PSE staffer asks the manager of a local grocery store if they are interested in working together to identify ways the store could better support shoppers with limited food budgets to purchase healthy, affordable food choices. The grocery store manager wants to learn more about the process and sets up a meeting between key store staff and the SNAP-Ed staffer. In the meeting, they discuss the PSE change process. The grocery store manager agrees to partner. They meet again to assess the needs and readiness of the store, and store staff identify what types of initiatives might be the best fit for the store and its shoppers. At the end of the FY, the agency identified this work in the annual report as being in the planned implementation stage.
- A SNAP-Ed staffer approaches a principal at a school and asks if they would like to expand their partnership with SNAP-Ed beyond nutrition education classes to include complementary PSE initiatives. The principal is excited about the opportunity to offer new initiatives. The principal and SNAP-Ed staffer decide to gather feedback from students and parents at the next activity night about the type of PSE change they are most interested in adopting. Feedback indicates the most popular idea is a community garden on the school’s unused field open to the neighborhood. At the end of the FY, the agency reported this work in the annual report as being in the planned implementation stage.



### [Link to SNAP-Ed Evaluation Framework Indicators](#)

The *SNAP-Ed Evaluation Framework* has several indicators that align with PSE changes in the planning stage (USDA FNS, 2016b). Agencies can include any data they have related to short-term (ST) indicators ST5: Needs and Readiness and ST6: Champions in the annual report section “Project Results, Other Results.” ST7: Organizational Partnerships is a priority indicator and included in the annual report section “Project Results, PSE Change Initiatives, Active Partners.”

- ▶ [ST5: Need and Readiness](#)
- ▶ [ST6: Champions](#)
- ▶ [ST7: Organizational Partnerships](#)

### Adopted Changes

After planning and preparation, the next implementation stage is adoption. Agencies should report a PSE change as adopted in the FY when they make at least one PSE change at the project site. The agency will not report the same change as adopted in future years, even if it is still in place; rather, the agency may report this change in other implementation stages.

In most cases, when adopting a system or environmental change, the change goes into effect immediately, and the benefit to the intended audience begins. However, policy changes may need additional work to take effect and for the intended audience to benefit, such as promoting the policy to those who would implement the change, conducting training, and following up to identify adherence to the policy. In these instances, agencies should still identify a policy change as adopted; acknowledging the work to ensure full-scale effect and benefit for the intended audience starts in the next implementation stage (i.e., maintained changes).

### Priority Indicator

Priority indicator is an indicator in the *SNAP-Ed Evaluation Framework* (USDA FNS, 2016b) FNS identifies as important. All agencies are strongly encouraged to measure priority indicators:

- ST7: Organizational Partnerships
- ST8: Multi-Sector Partnerships and Planning
- MT1: Healthy Eating
- MT2: Food Resource Management
- MT3: Physical Activity and Reduced Sedentary Behavior
- MT5: Nutrition Supports
- R2: Fruits & Vegetables

### Adopted

At least one PSE change is made at the project site, and the change was not present at the start of the FY. Adoption does not mean full-scale implementation has occurred.

## In Practice

- Policy: A school adopted a new policy that prohibited teachers from reducing a student's recess time as a penalty for not completing homework, ensuring students have the opportunity for physical activity during the school day. The school can report this change as adopted, even if the school still needs to complete additional work for teachers to implement and consistently adhere to the new policy.
- System: A food pantry and local farm initiated a new process to deliver unsold produce to the pantry once a week and make the produce available for clients.
- Environment: A local partner organization started a community garden. The SNAP-Ed staffer helped develop a process for volunteers to sign up to maintain the garden and created signage encouraging neighbors to take ripe fruits and vegetables.

### SNAP-Ed Evaluation Framework Connection

Adopted PSE changes align most with MT5: Nutrition Supports (a priority indicator) and MT6: Physical Activity and Reduced Sedentary Behavior Supports in the *SNAP-Ed Evaluation Framework* (USDA FNS, 2016b). The annual report section "Project Results, PSE Change Initiatives, Adopted and Maintained PSE Changes by Site" collects information aligned with MT5. If applicable, report data associated with MT6 in the annual report section "Project Results, Other Results." If a change occurs at the community, regional, or State level (e.g., State education policy, regional farmers' market systems change), an indicator in the multisector section of the *SNAP-Ed Evaluation Framework* might apply, and the agency could also report this change in the annual report section "Project Results, Other Results."

- ▶ [MT5: Nutrition Supports](#)
- ▶ [MT6: Physical Activity and Reduced Sedentary Behavior Supports](#)

### Maintained Changes

Agencies report PSE changes as maintained when they are still providing support for PSE changes adopted in a prior year. For example, agencies may support communication to ensure the intended audience is aware of the PSE change or train organizational staff to carry out and adhere to a policy change.

#### Maintained

A PSE change is adopted at the project site *before* the start of the FY that SNAP-Ed funding or staff supported *during* the FY.

The following guidance applies to PSE changes in the maintained stage:

- ▶ A site could have one or more PSE changes adopted and different PSE change(s) maintained in the same FY.
- ▶ The agency cannot report a PSE change as adopted and maintained in the same FY.
- ▶ Agencies funded by SNAP-Ed should not maintain a PSE change permanently. SNAP-Ed efforts should focus on helping the site move toward independently sustaining the change without SNAP-Ed staff and resources.

## In Practice

- A SNAP-Ed staffer worked with a neighborhood association last FY to start a community garden. Volunteers meet weekly to maintain the garden. The SNAP-Ed staffer has committed to attending every week through the growing season to help train and support volunteers in garden care.
- A SNAP-Ed staffer worked with a food pantry last FY to adopt a client-choice model (End Hunger in America, n.d.). As a result of turnover in pantry staff, the SNAP-Ed staffer provides a training for staff on the benefits of a client-choice model to help ensure staff and volunteers maintain the previously adopted PSE change.

### SNAP-Ed Evaluation Framework Connection

The *SNAP-Ed Evaluation Framework* has several indicators that align with PSE changes in the maintenance stage (USDA FNS, 2016b). Agencies can review these indicators and, if they have related data, report on them in the annual report section “Project Results, Other Results.”

- ▶ [Long Term \(LT\) 5: Nutrition Supports Implementation](#)
- ▶ [LT6: Physical Activity Supports Implementation](#)
- ▶ [LT7: Program Recognition](#)
- ▶ [LT8: Media Coverage](#)
- ▶ [LT9: Leveraged Resources](#)
- ▶ [LT10: Planned Sustainability](#)
- ▶ [LT11: Unexpected Benefits](#)

### Conducted Follow-Up Assessments, Evaluation, and/or Monitoring

While agencies are not required to conduct follow-up assessments, evaluation, or monitoring, they may find these activities helpful for several reasons. This stage may enable agencies to better understand whether the benefits they expected to result from the PSE change for the intended audience did occur. Agencies could incorporate these important data into the next PSE planning process (see chapter 1). Monitoring PSE changes may also help the agency understand how to best support organizations as they transition to supporting the PSE change independently, without the help of SNAP-Ed staff and resources.

#### Follow-Up Assessments, Evaluation, and/or Monitoring

The project site adopts a PSE change *before* the start of the FY, and SNAP-Ed funds support assessment in some way *during* the FY.

The following guidance applies to PSE changes in the follow-up assessments, evaluation, and/or monitoring stage:

- ▶ Agencies may categorize the same PSE change as both (1) maintained and (2) conducted follow-up assessments, evaluation, and/or monitoring in the same FY.
- ▶ Agencies should not categorize a PSE change as (1) adopted and (2) conducted follow-up assessments, evaluation, and/or monitoring in the same year.
- ▶ A PSE change should not stay in follow-up or monitoring permanently. A PSE initiative in this stage should end SNAP-Ed’s engagement with maintaining the PSE change. Focus efforts in this stage on concrete measurement of the PSE change’s effectiveness or impact.

### In Practice

- A SNAP-Ed staffer and management team at a grocery store completed the Nutrition Environment Measures Survey for Food Outlets (Center for Health Behavior Research, 2009) during their planning stage and used the results to identify PSE changes to make. The grocery store management team adopted the identified PSE changes last year, and the SNAP-Ed specialist has been working with the site to ensure the changes continue, regardless of changes in store manager or vendors. As the final step, the SNAP-Ed staffer and management team complete the Nutrition Environment Measures Survey for Food Outlets again to document their progress.
- A SNAP-Ed staffer supported a school district in planning and adopting an updated local school wellness policy over the last 2 years. In the first year, the planning committee, including the SNAP-Ed staffer, completed the Wellness Policy in Action Tool (WPAT) (USDA FNS, 2022a) and identified possible changes. The following year, the committee implemented the new wellness policy and coordinated information and training sessions for staff. In the third year, the planning committee completed the WPAT again to assess if the district’s nutrition and physical activity practices better align with the updated local wellness policy.

### SNAP-Ed Evaluation Framework Connection

The *SNAP-Ed Evaluation Framework* indicators that align with PSE changes in the follow-up or monitoring implementation stage are the same as those listed in the maintenance stage (USDA FNS, 2016b). Agencies can review these indicators and, if they have related data, report on them in the annual report section “Project Results, Other Results.”

- ▶ [LT5: Nutrition Supports Implementation](#)
- ▶ [LT6: Physical Activity Supports Implementation](#)
- ▶ [LT7: Program Recognition](#)
- ▶ [LT8: Media Coverage](#)
- ▶ [LT9: Leveraged Resources](#)
- ▶ [LT10: Planned Sustainability](#)
- ▶ [LT11: Unexpected Benefits](#)

## Report Reach for Adopted and Maintained PSE Initiatives

FNS and other interested parties (e.g., State agencies, SNAP-Ed implementing agencies, Congress) use estimated program reach to understand the scope of SNAP-Ed programming locally, regionally, and nationally. Reach data also support program monitoring and decision making. The annual report captures PSE change reach by site in the section “Project Results, PSE Change Initiatives, Adopted and Maintained PSE Changes.”

### Reach

Reach is the unduplicated number of people who come in direct contact with one or more PSE changes at a site over the course of a year.

### Reach Definition in Practice

- The inclusion of the word “unduplicated” in the reach definition refers to counting a person who weekly visits a site that adopted a PSE change only once over the course of a FY.
- Unduplicated **does not** apply across sites. If a person visits a grocery store and a park that both adopted PSE changes, the agency counts the person once for each visited site.
- Unduplicated **does** apply within a site where more than one PSE change occurred. If a school adopts three PSE changes in the same FY, and all students come in direct contact with all three PSE changes, the agency only counts each student once in the annual report PSE reach for that site.
- Agencies report reach for PSE changes and direct education separately in the annual report. For example, the annual report accounts for a person who participates in direct education at a community center and counts that same person again if they come into direct contact with a PSE change at the same community center.

Agencies can aggregate site-level reach data from the annual report in many ways to convey the breadth of SNAP-Ed programming to different audiences. Example statements containing aggregated annual report reach data follow:

- ▶ Across the United States, SNAP-Ed staff supported 2,345 gardens that made fresh produce more accessible for 34,235 community members.
- ▶ With the support of [State’s] SNAP-Ed, 125 schools made 323 healthy changes in writing or practice that reached more than 60,000 students in kindergarten through 12th grade.
- ▶ SNAP-Ed partnered with the Commodity Supplemental Food Program to provide 6,000 customers in [county] with 24,000 food packages and recipes customers can make using foods included in the packages.

To support greater consistency in reach estimation methods across agencies, this section presents strategies to consider when estimating reach.



## Fundamental Strategies When Estimating PSE Initiative Reach

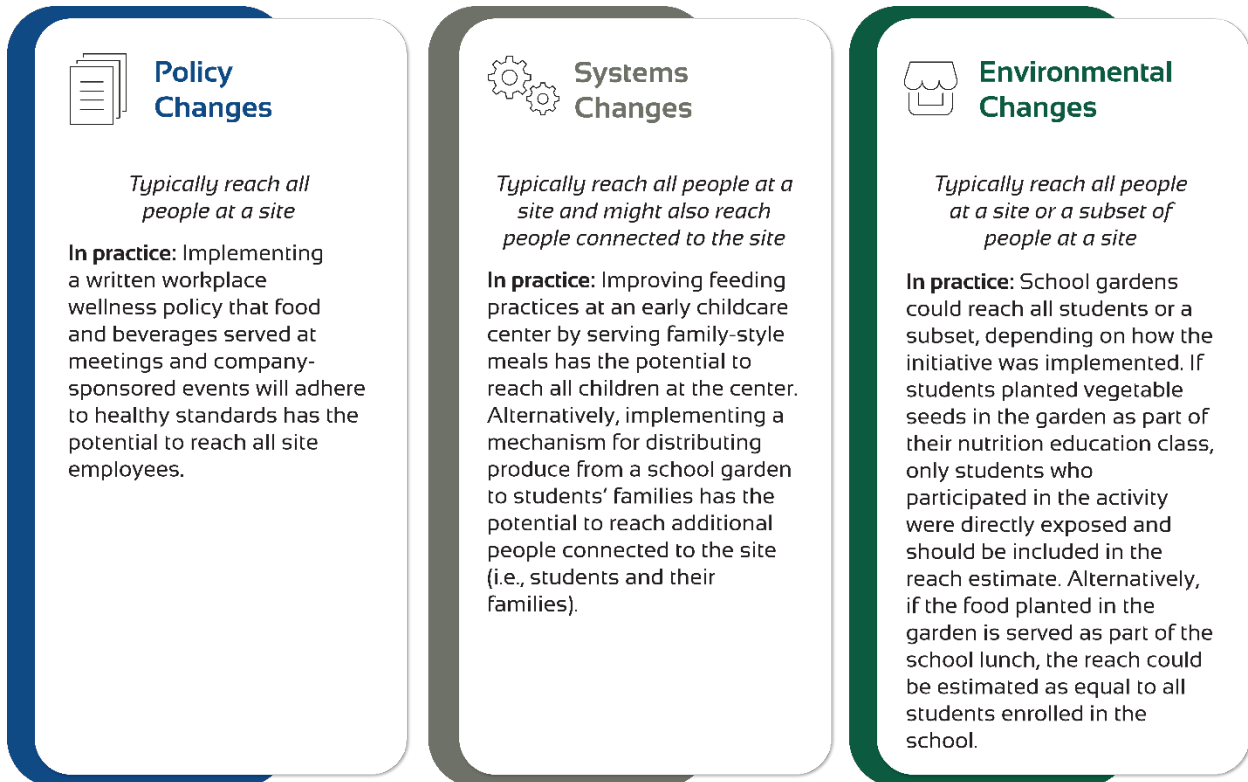
### Whom to Include in the Estimate

Agencies should consider the type of PSE change made at the site to estimate the number of people who come in **direct contact** with the PSE change. A PSE change may reach all people at a site, a subset of people at a site, or a broader group of people connected to but not physically present at the site. Remember, the agency reports PSE reach as an unduplicated number for a site. If the site adopted more than one PSE change in the FY, and at least one of the PSE changes reached all people at a site, agencies do not need to estimate the reach of the other PSE changes. If they adopted more than one PSE change in the FY and reached a subset or a broader group of people, agencies should estimate the reach of each change, assess potential duplication among the groups, and deduct duplicates from the PSE reach at the site. To help understand the groups the PSE change could reach, categorize the change as policy, system, or environmental (figure 6). Appendix C lists the PSE change descriptions available in the annual report and categorizes each as a policy, a system, or an environmental change.

#### SNAP-Ed Target Audience Members

Because PSE changes are implemented at qualifying locations, all people at the site could be considered SNAP-Ed target audience members, not just people who would otherwise qualify individually based on income (USDA FNS, n.d.-b).

Figure 6. Typical Population Reached by PSE Change Type



## How to Estimate

Because PSE changes occur at a specific site, estimates (figure 7) from people who work or volunteer at the site where the PSE change occurred often provide more accurate estimates than estimates agencies might calculate from publicly available data. When local data sources (e.g., people who work or volunteer at a project site) are not available, use publicly available data sources to estimate reach. Appendix D includes a list of publicly available data sources.

**Figure 7. Descriptions of Local and Publicly Available Data Sources to Estimate Reach**



### Local Data Sources

- Typically provide more accurate and detailed data
- Might be able to provide actual instead of estimated reach
- Are generally available from staff or volunteers at the site where the agency implemented the PSE change

**In practice:** Health care center staff use a food security screening tool to identify when to send food bags home. Health care center staff can provide a count of the number of clients who receive a food bag. This count is more useful than an estimate based on the number of people residing within a certain distance of that facility who meet specific criteria.



### Publicly Available Data Sources

- Offer a good alternative when a local data source is unavailable
- Are more likely to be an estimate of reach, not an actual count
- Are widely accessible

**In practice:** Parks and recreation staff and volunteers install a new community bike path. Publicly available data to estimate the number of community members who may use the bike path are likely better sources for agencies than asking a community parks and recreation staff member to estimate how many people use the bike path.

## Estimated Reach Description by PSE Type and Setting

To support agencies in putting reach estimation strategies into practice, table 4 provides examples of local data sources and reach estimation methods by setting for commonly reported PSE changes. Agencies may find broader uses for the examples. Consider if the estimation methods described could apply to similar PSE changes in other settings or other PSE changes made in the same setting.

**Table 4. Example Reach Descriptions for Various PSE Type and Setting Combinations**

Setting	Annual Report PSE Change Description (Category)	Estimate Description	Potential Local Data Source	Estimation Method
Gardens (community or school)	Initiation, improvement, expansion, reinvigoration, or maintenance of edible garden ( <b>Environmental</b> )	Number of people who received produce from garden during FY	Representative from the organization responsible for the initiative (e.g., neighborhood association, school administrator, parent teacher organization). Ask the administrator about the number of available plots and typical garden use.	A community garden has 30 plots, each allocated to a household for personal use. The average household size in the community is 4 people. 30 garden plots added during the growing season of the reporting year x 4 household members = 120 people.
	Use of the garden for nutrition education ( <b>Environmental</b> )	Number of students who had nutrition education through garden during FY	Nutrition educator logs	Use the direct education reach for the class/series. <sup>a</sup>
	Opportunities for parents/students/community to work in the garden ( <b>Systems</b> )	Number of people who worked in garden during FY	Signup logs from whoever organizes garden maintenance (e.g., neighborhood association, school administrator, parent teacher organization)	Review logs to determine the unduplicated number of persons who signed up to work in the garden.
Schools (kindergarten–12, elementary, middle, high)	Ongoing, point-of-decision prompts to make a healthy eating behavior choice ( <b>Environmental</b> )	Number of students enrolled in school or average daily attendance for reporting year	School administrator (State education agency website would be equivalent). The agency considers State education agency data on school enrollment accurate and equivalent to school-provided data.	Request the average daily attendance or enrollment information for the school year or retrieve from State education department website.
	Appeal, layout, or display of meal food and beverages to encourage healthy, and discourage unhealthy, selections ( <b>Environmental</b> )			
	Use of standardized, healthy recipes ( <b>Systems</b> )			
	Facility shared use agreement for physical activity ( <b>Policy</b> )			

Setting	Annual Report PSE Change Description (Category)	Estimate Description	Potential Local Data Source	Estimation Method
Food assistance sites (e.g., food banks, food pantries, food shelves)	Clients have opportunity to choose foods they would like to take (i.e., client-choice model) <b>(Systems)</b>	Number of people in households that received food from site during FY	Client tracking source from a site staff person. Consider whether clients typically participate 1 or more years or whether the average turnover for clients is less (e.g., on average, clients use sites' services for 3 months). To understand the reach beyond people who visit the site, consider the average number of people in a client's household. <sup>b</sup>	A pantry serves 30 clients per week, and clients have monthly appointments. The pantry notes most clients have 3 people in the household and visit the pantry for 6 months. 30 clients per week x 4 weeks = 120 clients in a month. 120 clients in a month x 3 household members = 360 total clients a month. 360 clients x two 6-month groups over the course of a year = 720 people in a FY.
	Food purchasing/donation specifications or vendor agreements toward healthier food(s)/beverages <b>(Systems)</b>			
	Storage for fresh produce and other perishable foods <b>(Environmental)</b>			
Farmers' markets	Mechanism for distributing produce to families or communities (e.g., gardens or farmers' markets) <b>(Systems)</b>	Number of people who purchased produce from farmers' market during FY	Market-specific information from the market manager. To understand reach, consider the number of new and repeat patrons in a typical week, the average number of people in a typical household in the community, and the number of weeks the market is open throughout the year.	A farmers' market sees 120 patrons in a typical week; about 90 of them are weekly repeat customers. The average household size in the community is 3 people. The market is open 20 weeks per year. 90 regular patrons + (30 new patrons each week x 20 weeks) x 3 people per household = 2,070 people during the FY.
Small food stores (up to three registers), large food stores (four or more registers)	Acceptance and use of SNAP/EBT/WIC <b>(Systems)</b>	Number of people who redeem program benefits at the site during the FY	Store-specific information from the store manager. To understand reach, consider the number of customers who use program benefits as a form of payment. For larger stores with a loyalty card program, the store manager may have this information. For smaller stores, the store manager may be able to provide information on the number of new and repeat patrons in a typical week. Through the store manager or publicly available data, agencies may be able to determine the average number of people in a typical household in the community <sup>b</sup> and the percentage of households in the community eligible for SNAP/EBT/WIC.	A small store (1–3 registers) in a large rural town sees 170 patrons in a typical week; about 150 of them are weekly repeat customers. Approximately 1 in 10 households in the community is eligible for WIC, and the average household size in the community is 3 people. 150 regular patrons + (20 new shoppers each week x 52 weeks) x 3 people per household x 0.10 (WIC households) = 357 people during the FY.

Setting	Annual Report PSE Change Description (Category)	Estimate Description	Potential Local Data Source	Estimation Method
Workplace	Policy increasing healthy foods and beverages or limiting unhealthy foods and beverages ( <b>Policy</b> )	Number of employees who work from office during FY	Human resources staff member	Request the number of employees during the year who worked at least 1 day per week from the office during their period of employment.
Childcare center	Opportunities for structured physical activity or improving the quality of structured physical activity ( <b>Environmental</b> )	Number of people who participated in physical activity at site during reporting year	Center manager administrative records	Request the average daily attendance for the entire center if all classrooms participated in the structured physical activity. Otherwise, request classroom enrollment or participation logs just for participating classrooms.
Restaurant	Farm-to-table or use of fresh or local produce ( <b>Systems</b> )	Number of people who ate at restaurant during FY	Restaurant manager	Rely on restaurant manager to help identify a timeframe to estimate unduplicated customers (e.g., monthly), and request the average number of people who ate at the restaurant during that timeframe.

EBT = electronic benefits transfer; FY = fiscal year; WIC = Special Supplemental Nutrition Program for Women, Infants, and Children

<sup>a</sup> The annual report modules collect direct education and PSE reach separately. Agencies can include an individual in both direct education and PSE reach estimates.

<sup>b</sup> U.S. Census QuickFacts can provide the average number of people per household by State, county, or ZIP Code. See

<https://www.census.gov/quickfacts/fact/table/US/PST045221>.



## Reach Estimations Using Publicly Available Data

If reach data are unavailable from local sources or site partners, agencies should use publicly available information to estimate reach (see table 5 for examples). Estimates of reach using publicly available data require assumptions that may introduce bias (Robles et al., 2014). If publicly available data (see appendix D) cannot provide estimates for specific geographic locations or subpopulations of interest, agencies may decide not to report reach for a particular site or initiative. If agencies expect an ongoing issue with reach estimation for a particular site (i.e., long term), they should consult with their Regional SNAP-Ed Coordinator.

**Table 5. Examples of Publicly Available Data Sources for Various Settings and Types of Reach Estimates**

Setting	Estimate	Publicly Available Data Source From Appendix D
Farmers' market or nonchain retailer	Number of residents within 5-mile radius of farmers' market	Access the <a href="#">U.S. Census Geocoder</a> to search the address of the setting to find its census block group or census tract. Then access <a href="#">U.S. Census data</a> to determine the population in the smallest relevant geography.
Small retailer (three or fewer registers) <sup>a</sup>	Population from within 1-mile (urban areas) or 10-mile (rural areas) radius of site location	
Large retailer (four or more registers) <sup>a</sup> or a chain restaurant	Number of community members	

<sup>a</sup> If the PSE change relates to SNAP usability, [USDA's Food Environment Atlas](#) provides the average number of SNAP participants by county.

## Report Active Partnerships

As part of their annual report, agencies describe the active partnerships that contributed to PSE change work in section “Project Results, PSE Change Initiatives, Active Partners.” The annual report lists 24 types of partners and 10 categories of contributions by active partners.

Agencies should categorize active partners by type correctly and consistently across PSE changes. The option for “other” active partners can be used in uncommon cases when none of the 24 partner types are appropriate.

Table 6 provides example contributions aligned with the 10 categories in the annual report.

### PSE Change Active Partners

Active partners are partners that contributed significantly to the PSE change work at any stage. They include individuals or organizations that regularly met, exchanged information, and identified and implemented mutually reinforcing activities with SNAP-Ed to contribute to the adoption of one or more PSE changes. The site or organization where the PSE change is taking place may also be considered an active partner and included in this section of the annual report.

**Table 6. Examples of Active Partner Contribution Types**

Contribution Types in Annual Report	Examples
Financial (e.g., direct funding or coupons for purchase of healthy foods)	<ul style="list-style-type: none"> <li>■ Government nutrition assistance programs or agencies that provide coupons for healthy foods (e.g., WIC Farmers’ Market Nutrition Program, Produce Prescription Programs)</li> <li>■ Foundations, philanthropic organizations, and nonprofits that purchase SNAP-Ed unallowable items for a project (e.g., meal-sized portions for food tastings)</li> </ul>
Space (e.g., facility, location, or space for PSE changes)	<ul style="list-style-type: none"> <li>■ An organization provides meeting space for the PSE change team members to collaborate.</li> <li>■ An organization provides space to prepare materials distributed as part of a PSE change (e.g., home food deliveries).</li> </ul>
Human resources (staff time or volunteers)	<ul style="list-style-type: none"> <li>■ An organization’s staff or volunteers help with a PSE change (e.g., to help install new playground equipment and clean up a park).</li> <li>■ A college’s students engage in a PSE change (e.g., offer free physical activity demonstrations at a local school to promote new policy on community use on weeknights and weekends).</li> <li>■ Chefs and culinary institutes provide recipe demonstrations in support of a PSE change at a farmers’ market, grocery store, and community garden.</li> </ul>
Food	<ul style="list-style-type: none"> <li>■ An organization provides food for community members to promote a PSE change (e.g., a local farm supplies fresh produce to a food pantry and to a SNAP-Ed staffer, who demonstrates ways to prepare fresh vegetables and provides meal-sized portions to pantry clients).</li> </ul>

Contribution Types in Annual Report	Examples
Materials (publications, supplies, etc.)	<ul style="list-style-type: none"> <li>■ State nutrition and obesity prevention organizations and collaboratives, such as the State Nutrition Action Council, could develop publications (e.g., briefs, reports) that provide information during the PSE planning process regarding what PSE supports are available and still needed. Use publications and resources when recruiting local sites to partner on PSE change initiatives. Organizations and collaboratives may also provide items unallowable to purchase with SNAP-Ed funds that contribute to a PSE change.</li> </ul>
Marketing/advertising	<ul style="list-style-type: none"> <li>■ An organization donates editing, graphic design, or marketing/advertising buys for a PSE change (e.g., local radio donates advertisement spots for the grand opening of a new bike path).</li> </ul>
In-person recruitment of target audiences (outreach/engagement)	<ul style="list-style-type: none"> <li>■ Government nutrition assistance programs and agencies engage participants at their sites (e.g., a WIC clinic promotes a new community garden a block away to participants).</li> <li>■ A school provides outreach to parents through its newsletter for a PSE change that occurred at a local park.</li> </ul>
Social media	<ul style="list-style-type: none"> <li>■ An organization promotes PSE changes via its social media page (e.g., to boost awareness of a PSE change that increases produce offerings at a food bank). This organization is likely an active partner in a different active partner category, and social media support is an add-on benefit.</li> <li>■ An organization donates editing, graphic design, or paid posts for PSE change-related social media messaging (e.g., to promote the change with community members, to recruit partners or volunteers).</li> </ul>
Needs assessment/program planning support	<ul style="list-style-type: none"> <li>■ Hospitals, healthcare, and public health organizations provide insights on needs and contributing factors from data they have previously collected.</li> <li>■ Tribal nations and Tribal organizations provide insights into needs and contributing factors for PSE change that will occur on Tribal land or prioritize the needs of Tribal members. States must consult with Tribes as part of their SNAP State plan of Operations.</li> </ul>
Technical expertise/consultation	<p>This category is composed of people and organizations with a specific type of knowledge or skill set not represented in another category (e.g., marketing/advertising). Examples—</p> <ul style="list-style-type: none"> <li>■ City planners</li> <li>■ Master gardeners</li> <li>■ Registered dietitians</li> </ul>

## Chapter Summary

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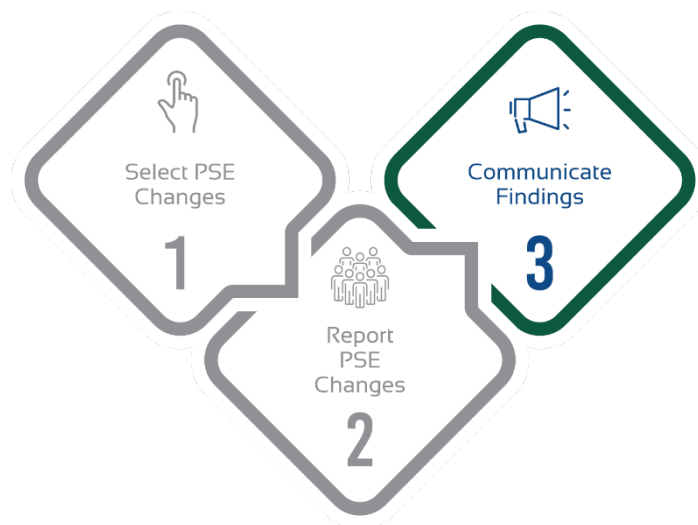
Agencies will need to report PSE change implementation stages by site in the annual report. Implementation stages include planning, adopting, maintaining, and then conducting follow-up or monitoring. Agencies should report changes as being in the planned implementation stage when they make progress toward a change but the site did not adopt the change by the end of the FY. At the adoption stage, the site makes a PSE change in the FY following the planning stage. Sites that adopt certain changes, such as policy, may need to conduct additional work for the intended audience to benefit (e.g., training, promotion of change). Agencies should report changes at the maintenance stage when SNAP-Ed staff or funding support a change adopted before the FY began. Finally, agencies should report changes at the follow-up or monitoring conducted stage when some amount of SNAP-Ed funding goes toward assessing a change within the FY.

Agencies also document in their annual report estimated reach for PSE changes adopted or maintained during the FY. This toolkit defines reach as the unduplicated number of people who come in direct contact with one or more PSE changes at a site over the course of a year. Depending on the type of change, the change may reach all people at a site, a subset of people at a site, or a broader group of people connected to but not physically present at the site. Staff or volunteers at a site are the best sources of reach data; however, agencies can also use publicly available data sources to determine reach.

Agencies also describe active partnerships that contributed significantly to PSE change work at any stage in their annual report. Active partners include individuals or organizations that contributed to a change being adopted; partners also include the site of a PSE change. This chapter provides examples of contributions that align with the 10 contribution types included in the annual report.

## Chapter 3. Communicate PSE Findings

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Agencies collect meaningful data about PSE change strategies, reach, and partnerships. In addition to informing annual reports, these data can help communicate program successes to various interested parties. Effectively sharing the progress and success of PSE changes can help reinforce agencies' efforts to—

- ▶ Engage local change agents as program champions.
- ▶ Expand the reach and impact through increased community awareness.
- ▶ Recruit new partners or sites.
- ▶ Share successful strategies with organizations carrying out similar initiatives.
- ▶ Procure new funding sources to expand or sustain initiatives.

This chapter will help agencies—

- ▶ Identify audiences and their interests.
- ▶ Update materials for various audiences.
- ▶ Consider additional data collection methods.
- ▶ Develop communication resources.

## Communication Tips and Resources

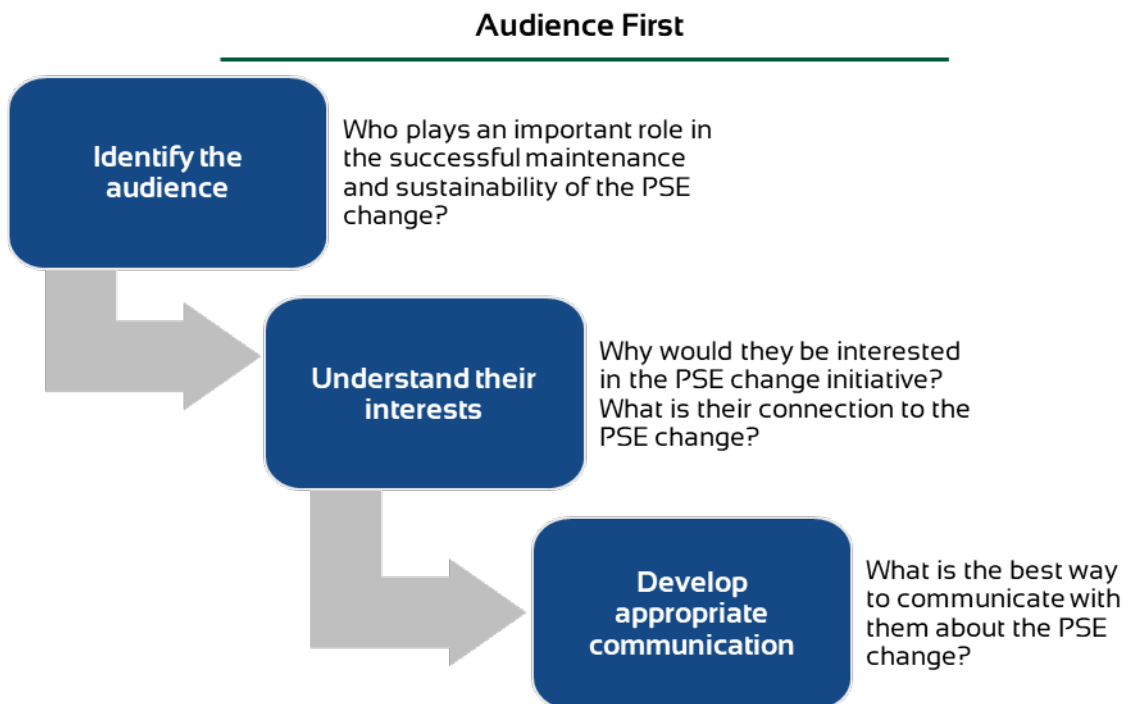
Follow plain language best practices for writing. Remember to use SNAP-Ed nondiscrimination and credit statements and comply with section 508 accessibility regulations (USDA FNS, n.d.-b) These approaches will help make agency communications readable and understandable and ensure compliance with SNAP-Ed program guidance.

<b>Plain language</b>	<ul style="list-style-type: none"> <li>▪ Organize information using headers, bullets, and callout boxes.</li> <li>▪ Address the reader in the text.</li> <li>▪ Communicate the message through concise language.</li> <li>▪ Find more at <a href="#">Federal Plain Language Guidelines</a>.</li> </ul>
<b>Nondiscrimination and credit statements</b>	<ul style="list-style-type: none"> <li>▪ This institution is an equal opportunity provider.</li> <li>▪ USDA’s SNAP funded this material.</li> <li>▪ Find more at <a href="#">FNS Nondiscrimination Statement</a>.</li> </ul>
<b>Accessibility</b>	<ul style="list-style-type: none"> <li>▪ Include descriptive text with images.</li> <li>▪ Choose high-contrast colors.</li> <li>▪ Find more at <a href="#">Accessibility for Visual Designers</a>.</li> </ul>

## Identify Audiences and Their Interests

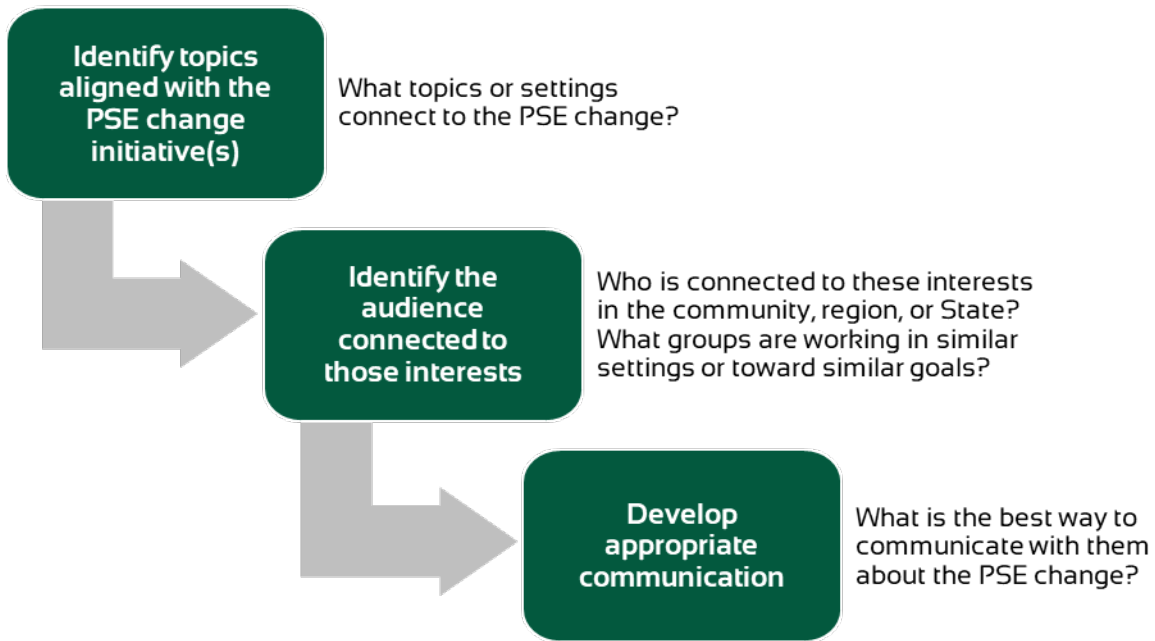
Identifying potential audiences and their interests will help agencies use the appropriate data and develop the proper communication resource. As shown in figure 8, agencies could first consider the audiences they want to connect with or the topics relevant to the PSE change.

**Figure 8. Methods to Identify Audiences and Interests for Communications**



## Topic First

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### In Practice

- A neighborhood association adopted a community garden maintained by volunteers and local families. The neighborhood association and SNAP-Ed staffer, who helped initiate the garden, would like the city council to support establishing community gardens in three other neighborhoods on city parkland. In this case, the neighborhood association knows its audience (i.e., city council) and should identify the interests of the city council before developing the communication.
- A local coalition worked to adopt a new home delivery service for food assistance programs. The coalition wants to promote the planning and implementation steps across the State to organizations that might be able to initiate the same project in their communities. In this case, the coalition knows the interest it wants to appeal to (i.e., organizations that would want to initiate the same project) and needs to identify the organizations that make up the audience.

Table 7 presents common audiences, examples of their interests, and sample communications.

**Table 7. Identifying Audiences and Understanding Their Needs**

Audience	Interests	Sample Communications
Community members	<ul style="list-style-type: none"> <li>■ Promotion of benefit connected to PSE change (e.g., local farmers’ markets now accept WIC benefits; bike path is now open at community park)</li> <li>■ Ways they can engage in SNAP-Ed work (e.g., join a community advisory board to inform SNAP-Ed needs assessment and programming decisions)</li> </ul>	<ul style="list-style-type: none"> <li>■ Social media posts</li> <li>■ Signs or flyers in PSE settings</li> <li>■ Community bulletins or newsletters</li> <li>■ Neighborhood association meeting presentations</li> </ul>



Audience	Interests	Sample Communications
Local-, regional-, or State-level organizations and coalitions	<ul style="list-style-type: none"> <li>■ Successful strategies that could apply to their own initiatives</li> <li>■ Opportunities for collaboration and to enhance, sustain, or expand on PSE changes</li> </ul>	<ul style="list-style-type: none"> <li>■ One-page infographic</li> <li>■ Email outreach</li> <li>■ Success Stories</li> </ul>
Legislators	<ul style="list-style-type: none"> <li>■ Data and examples showing SNAP-Ed's contributions to healthy communities</li> </ul>	<ul style="list-style-type: none"> <li>■ One-page infographic</li> <li>■ Short explainer documents</li> <li>■ Success Stories</li> </ul>
Foundations and other funders	<ul style="list-style-type: none"> <li>■ Examples of community assets and benefits of existing or continuing work</li> <li>■ Ways to enhance, sustain, or expand on PSE changes</li> </ul>	<ul style="list-style-type: none"> <li>■ Requests for funding</li> <li>■ Proposals and grant applications</li> </ul>
SNAP-Ed agency internal staff	<ul style="list-style-type: none"> <li>■ Sharing successful strategies and opportunities for future programming</li> </ul>	<ul style="list-style-type: none"> <li>■ Success Stories</li> <li>■ Partner spotlights in meetings or written communications</li> <li>■ Initiative debriefs</li> </ul>
Peer State or implementing agencies	<ul style="list-style-type: none"> <li>■ Inspiration on how to enhance, sustain, or expand on PSE changes</li> </ul>	<ul style="list-style-type: none"> <li>■ Annual or Regional Reports</li> <li>■ Success Stories</li> <li>■ Professional conference presentations</li> </ul>

WIC = Special Supplemental Nutrition Program for Women, Infants, and Children

## Update Materials That Include Data for Various Audiences

Often, agencies can use information and data already collected to develop new communications to reach their identified audiences and connect to their interests.

### In Practice

#### Legislators

Agencies can analyze PSE change data collected for annual reports by legislative district. To demonstrate their work to legislators, agencies can use their data about the number of sites, types of settings, number and types of PSE changes adopted and maintained, number and types of partners affiliated with the change, and the initiatives' associated reach.

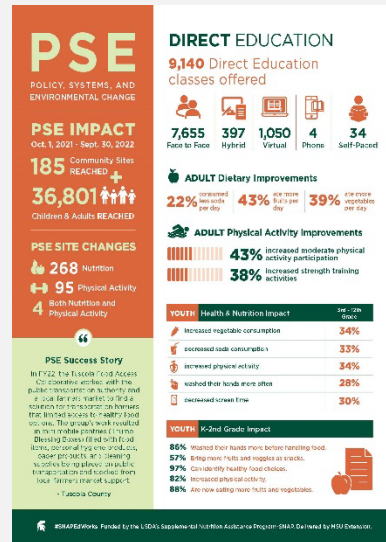
Agencies can create an infographic with the data to show successes to elected officials and engage them as future champions and change agents in SNAP-Education programs.

#### Foundations and Local Organizations

Funders or potential community partners might have a focused scope, such as diabetes prevention or children's health, or work with a specific population, such as aging populations. When agencies communicate the successes specific to the settings and types of PSE changes that funders and organizations care about most, these groups are more likely to envision how they could help sustain or expand SNAP-Education programs.

#### Peer State and Implementing Agencies

SNAP-Education agency staff are valuable sources for information on the successful establishment and maintenance of existing partnerships and how these community changes are sustained over time. In addition to formal documentation on PSE change planning and implementation, agencies can share staff knowledge through SNAP-Education Success Stories, partner spotlights, and professional conference presentations. Staff can use these communication methods to describe the process of connecting with others and implementing change through narrative and images.



Source: Michigan State University Extension, 2023

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**Policy, Systems, and Environmental Change**

**What is PSE Change?**

"Policies take several forms such as laws, ordinances, regulations, and rules. They can be formal or informal. Systems interventions are changes that impact all areas of an organization, institution or community, not just policies. Environmental interventions involve changes to the economic, social, or physical environment. Policy, systems, and environmental (PSE) change interventions have a great potential to improve a community's health by addressing socioeconomic factors and by making healthy choices more accessible, easier and the default choice through changing all three of the elements described above." (Adapted from Center for TRT Glossary of Terms)

PSE is one of the three approaches outlined in the **SNAP-Education Guidance**. Other approaches include **Nutrition Education and Social Marketing**. See how SNAP-Education programs use PSE changes to make the healthier choice, the easier choice.

**PSE Tools and Resources**

**Training Resources for PSE.**  
SNAP-Education Connection, USDA  
Learn more about PSE with these training courses.

**SNAP-Education Success Stories**  
SNAP-Education PSE in Action!  
SNAP-Education Connection, USDA  
Check out these Success Stories about SNAP-Education programs that are implementing PSE change programs.

Source: SNAP-Education Connection, n.d.

## Consider Additional Data Collection Methods

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Agencies may decide to collect additional data to enhance their communication of PSE change successes. In addition to program outcomes, additional data can help describe the process of planning and implementing new initiatives, expansion of initiatives to new sites or locations, partners' implementation or improvement of the initiatives, and sustainability of the initiatives.

SNAP-Ed agencies use a variety of qualitative data collection methods to evaluate and communicate findings about their PSE change. SNAP-Ed agencies can incorporate equitable practices into their qualitative data collection methods by centering the voices of people affected by PSE changes. The following list provides examples of methods that center equity by emphasizing the experience of PSE change participants:

- ▶ Interviews (Centers for Disease Control and Prevention [CDC], 2009) and focus groups (CDC, 2018) can offer another perspective on why an initiative was successful. Quotes and stories from participants can demonstrate the depth of an initiative's reach.
- ▶ Photovoice (Center for Community Health and Development, n.d.) participants can share their experiences by taking pictures and adding captions of environments before and after a PSE change. Photovoice can show the perspective of participants to communicate success and provide additional context to PSE change work.

### In Practice

A student leadership team working on PSE changes in the team's school takes pictures of the cafeteria, vending machines, holiday party food, and other contributing factors to their food choices at school. The team uses these pictures in its needs assessment to determine which PSE changes to prioritize. After adopting the PSE changes, the team takes another series of photos to demonstrate the influence changes have had. Sharing these before and after photos can help communicate what students care about and the changes they see in their school.

- ▶ Ripple effects mapping (Chazdon et al., 2017) is a multistep and collaborative process using participants' reflections of an initiative to diagram the ways in which the initiative positively affected the community. *SNAP-Ed Evaluation Framework* indicator [LT11: Unexpected Benefits](#) provides information on ripple effects mapping as a data collection method for SNAP-Ed agencies.
- ▶ Ethical storytelling (Rose & Franck, 2022) enables community members to collaborate during the process of telling their story. This practice can improve equity in program representation through emphasis on respect, acceptance, and dignity of community participants.

## Develop Communication Resources

Once agencies have identified their audience and interests for communications and have analyzed relevant data, agencies can select their communication method and develop their resources. An abundance of resources, templates, and examples are available to create effective and meaningful communications, including resources housed on the SNAP-Ed Connection website.

Developing communications to share PSE change successes will require agencies to have varying levels of time and expertise and may lead to additional costs. Some communication methods, such as SNAP-Ed Success Stories or social media posts, may have a low relative cost because agencies can use premade templates to convey small amounts of information that do not require deep analysis. Agency staff may already have the skills and time to input the necessary information into the templates.

Other communication methods, such as conference presentations or grant proposals, can be higher in cost because of the time and effort required for staff or outside contractors to create them. Another expense could result from the analysis or synthesis of data to share in these communications. Agencies can mitigate some costs to develop communications by reusing or adapting other sources of communication. In addition, annual report data are a good base to work from for many of the communication methods mentioned in this section.

Table 8 includes an overview of communication methods. Appendix E includes additional examples and resources, and appendix B contains information on resources specific to equity and diversity.

**Table 8. Communication Resource Overview**

Communication Method	Purpose/Description
Infographics	Infographics present short bits of information together to tell a story or demonstrate a need. They often use a mix of data (e.g., numbers, figures, photos, quotes, short sentences) and incorporate data visualization, quotations, photos or illustrations, and short sentences. Readers should be able to quickly and easily digest the essential elements of the information presented. Agencies should assume readers will skim the document and can use patterns and visual cues to direct readers.
SNAP-Ed Success Stories	FNS requires that agencies include two Success Stories in their annual report. To describe how agencies implemented an initiative, staff typically use a combination of written narrative and photos in SNAP-Ed Success Stories. Success Stories can also include data about settings and sites, reach, types of PSE changes, and partners. Agencies can include favorite participant or partner quotes; <i>Evaluation Framework</i> indicators; and information about the community, setting, or site where PSE changes occurred.

Communication Method	Purpose/Description
Email marketing or promotion	Promoting PSE work through emails typically consists of a few paragraphs and images to share project details and successes. Staff can create content to update the progress of PSE changes, partner spotlights, or education on the goals of PSE changes. Staff can easily tailor emails to various audiences (e.g., community members, local organizations).
Social media posts	Agencies can also tailor social media posts to various audiences. Posts are typically one to two sentences long or display one image with a description of a PSE change. Staff can also include a call to action, asking the reader to follow an agency’s page or account for more updates, visit the agency’s website to learn more, or sign up for a monthly newsletter.
Signs or flyers	Signs or flyers are a traditional way to recruit eligible community members to engage in a PSE change. They can contain a higher level of detail than a social media post or infographic, and they can include photos to capture people’s attention.
Community bulletins or newsletters	Bulletin or newsletters can provide short updates to audiences, promote PSE changes adopted, recruit participants and volunteers to support ongoing PSE changes, or share updates about the effect PSE changes are having.
Neighborhood association meeting presentations	Presentations at neighborhood association meetings are a great way to raise awareness of recently completed PSE changes. Agencies can co-present with local partners and engaged citizens who championed the PSE changes. Presentations can end with a call to action to recruit new volunteers or expand PSE changes.
Proposal or grant applications	Staff can submit proposals and apply for grants to support PSE changes with funding for sustainability, to supplement for SNAP-Ed unallowable expenses, or to expand to new areas. While agencies may need to respond to specific questions and prompts, the general goal is to demonstrate agencies’ need and capacity and their ability to successfully address the need. Agencies can repurpose information from their needs assessment and data from their annual report to strengthen a grant application.
Agency staff meetings or communications	Staff can create talking points and share with colleagues what they are working on, where they are working, and with whom they are working (or with whom they would like to be working) in their community. These talking points can help agencies generate internal support to continue or expand PSE changes.
Annual or regional reports	Agencies can share innovative practices and new techniques with peer agencies through their annual or regional reports, made publicly available through their own websites or via SNAP-Ed Connection.
Professional conference presentations	Professional presentations often need to align with the theme of the overall conference at which staff are presenting. Staff may wish to share details about their agency, the initiatives the agency is implementing, or other information to provide context for the audience to better understand the presented work. Conference presentations may be an appropriate setting to share the process agencies use to collaborate with partners to implement initiatives or elements of initiatives. Conference presentations can become expensive if staff need to travel.

## Chapter Summary

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Agencies collect much data about their changes and can use these data to communicate their success to a variety of audiences beyond FNS. The first step is for agencies to identify the audiences they want to communicate with. While the resources required to develop different communication methods may vary widely, use of available data and existing materials fosters a smooth process for developing new materials and communicating the successes of SNAP-Ed PSE changes. Agencies may also decide to collect additional data through a variety of qualitative methods to enhance their communication of PSE change successes.

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## Appendix A. Key Terms

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- ▶ **Active partners:** These are partners that contributed significantly to the PSE change work at any stage. Active partners include individuals or organizations that regularly met, exchanged information, and identified and implemented mutually reinforcing activities with SNAP-Ed to contribute to the adoption of one or more PSE changes. The agency may also consider the site or organization where the PSE change takes place an active partner and include it in this section of the annual report.
- ▶ **Adopted stage of PSE work:** This stage begins in the FY when at least one PSE change occurs at the project site and the change was not present at the start of the FY. Adoption does not mean full-scale implementation has occurred.
- ▶ **Conducted follow-up or monitoring stage of PSE work:** This stage occurs when the project site adopts a PSE change *before* the start of the FY and then assesses the change *during* the FY using SNAP-Ed funding or staff resources.
- ▶ **Equity:** “Equity is the consistent and systemic treatment of all individuals in a fair, just, and impartial manner, including individuals who belong to communities that have been denied such treatment, such as Black, Latino, Indigenous and Native American, Asian American, Native Hawaiian, and Pacific Islander persons and other persons of color; members of religious minorities; women and girls; LGBTQI+ persons; persons with disabilities; persons who live in United States Territories; persons otherwise adversely affected by persistent poverty or inequality; and individuals who belong to multiple such communities.  
  
It means recognizing people’s frustrations run deep and are rooted in their own daily battles—to make ends meet, to maintain their land, to put food on their tables, and to give their children a shot at economic opportunity” (USDA FNS, n.d.-a).
- ▶ **Exception to the rule:** Exception occurs when State education agency data on school enrollment (updated and publicly available) are equivalent to school-provided data.
- ▶ **Historically marginalized communities:** Historically marginalized communities are those whose members have been denied consistent and systematic fair, just, and impartial treatment, “such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality” (The White House, 2021).
- ▶ **Maintained stage of PSE work:** This stage occurs when the project site adopts a PSE change *before* the start of the FY that SNAP-Ed funding or staff supported *during* the FY.
- ▶ **Planned implementation stage of PSE work:** SNAP-Ed staff worked toward the adoption of a PSE initiative this FY but did not implement the initiative by the end of the FY.

- ▶ **Priority indicator:** This is an indicator in the *SNAP-Ed Evaluation Framework* (USDA FNS, 2016b) FNS identifies as important. FNS strongly encourages all agencies to measure priority indicators at the short-term (ST), medium-term (MT), and population results (R) levels:
  - ST7: Organizational Partnerships
  - ST8: Multi-Sector Partnerships and Planning
  - MT1: Healthy Eating
  - MT2: Food and Resource Management
  - MT3: Physical Activity and Reduced Sedentary Behavior
  - MT5: Nutrition Supports
  - R2: Fruits & Vegetables
- ▶ **PSE change:** This is a change made in writing or practice to expand access or improve the appeal of sites where people can make choices about food and beverages and/or engage in physical activity. These changes may include those outlined in *SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States* (USDA FNS, 2016a).
- ▶ **Reach:** This is the unduplicated number of people who come in direct contact with one or more PSE changes at a site over the course of a year.

# Appendix B. Equity, Diversity, and Inclusion Resources

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## Overarching Resources

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- ▶ [How to Embed a Racial and Ethnic Equity Perspective in Research](#), Child Trends
- ▶ [Why Am I Always Being Researched? A Guidebook for Community Organizations, Researchers, and Funders to Help Us Get From Insufficient Understanding to More Authentic Truth](#), Chicago Beyond

## Chapter 1. Select PSE Changes

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- ▶ [Asset-Based Approaches to Public Health: A Conceptual Framework for Measuring Community Success](#), the Birmingham City Council in England
- ▶ [Community Needs Assessment](#), CDC
- ▶ [Food Access Policy Change Through Authentic Resident Engagement](#), the Healthy Food Project
- ▶ [Process Guide for City-Community Collaboration](#), Greenlink Equity Map
- ▶ [The Role of Racial Equity in SNAP-Ed Part 1: Bringing Racial Equity Into the Conversation](#), SNAP-Ed Toolkit
- ▶ [The Role of Racial Equity in SNAP-Ed Part 2: Authentic Resident Engagement as a Model to Advance Equity](#), SNAP-Ed Toolkit
- ▶ [The Spectrum of Community Engagement to Ownership](#), Facilitating Power

## Chapter 3. Communicate PSE Findings

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- ▶ [Ethical Storytelling](#)
- ▶ [Ethical Storytelling: The Role of Ethical Storytelling in Evaluating Extension's Impact](#), University of Tennessee Extension
- ▶ [Health Equity Guiding Principles for Inclusive Communication Principles](#), CDC
- ▶ [Preferred Terms for Select Population Groups & Communities](#), CDC
- ▶ [The Language of Health: An Editorial Style Guide to Effectively Communicate to the Public](#), Arizona Department of Health Services
- ▶ [The Power of Asset Framing: A Conversation with Trabian Shorters](#), the Skillman Foundation

## Appendix C. Annual Report PSE Change Descriptions

Topic	Policy, Systems, or Environmental	PSE Change Description
<b>Nutrition</b>		
Breastfeeding	Policy	Breastfeeding support policy
Breastfeeding	Systems	Breastfeeding/lactation community support services
Breastfeeding	Environmental	Dedicated lactation space and other environmental supports (e.g., refrigeration, electrical outlet, sink, chair)
Child Feeding Practices	Policy	Policy related to improved child feeding practices (e.g., served family style, adults role model healthy behaviors, staff sit with children, children decide when they are full)
Child Feeding Practices	Systems	Child feeding practices (e.g., served family style, adults role model healthy behaviors, staff sit with children, children decide when they are full)
Competitive Foods	Systems	Implementation of guidelines for healthier competitive foods options
Competitive Foods	Environmental	Elimination of or reduction in number of competitive foods/beverages
Food Access	Policy	Policy that encourages the establishment of new healthy retail outlets
Food Access	Systems	Acceptance and use of SNAP/EBT/WIC
Food Access	Systems	Collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations
Food Access	Systems	Food programs (CACFP, TEAFAP, summer meals, emergency food, NSLBP, etc.) including improvements in referral and enrollment procedures
Food Access	Systems	Food system transportation options (to increase food access opportunities)
Food Access	Systems	Improvements in hours of operation for food distribution site, food bank, retail, cafeteria, etc., to improve convenience of/access to healthy food
Food Access	Systems	Mechanism for distributing produce to families or communities (e.g., gardens, or farmers' markets)
Food Access	Systems	Novel distribution systems to reach high-risk populations, such as home delivery for the elderly, backpack programs, etc.
Food Access	Systems	Use of a clinical screening tool for food insecurity and/or a referral system to nutrition or healthy food access resources (e.g., direct education, food bag, resource list, produce prescription)
Food Access	Environmental	New food bank, food pantry, or emergency food distribution site
Food Access	Environmental	New healthy retail outlet
Food Procurement	Systems	Farm-to-table/use of fresh or local produce
Food Procurement	Systems	Food purchasing/donation specifications or vendor agreements toward healthier food(s)/beverages
Food Quality	Systems	Free water access, taste, quality, smell, or temperature
Food Quality	Systems	Healthy beverage options
Food Quality	Systems	Implementation of guidelines for healthier snack options
Food Quality	Systems	Implementation of guidelines on use of food as rewards or during celebrations
Food Quality	Systems	Menus/recipes (variety, quality, etc.)
Food Quality	Systems	New or improved standards for healthier eating across the organization

<b>Topic</b>	<b>Policy, Systems, or Environmental</b>	<b>PSE Change Description</b>
Food Quality	Systems	Nutrition standards for foods distributed (at food pantries)
Food Quality	Systems	Regular (e.g., annual) fundraisers or events involving healthy food or decreasing unhealthy food
Food Quality	Systems	Use of standardized, healthy recipes
Food Quality	Environmental	Decreased space/amount/variety of unhealthy options (includes shelf space, number of booths, options on menus)
Food Quality	Environmental	Healthier vending machine initiatives (e.g., access to healthier foods and beverages)
Food Quality	Environmental	Healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.)
Food Quality	Environmental	Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)
Food Quality	Environmental	Kitchen/food preparation facilities that allow for healthier or more appealing options or nutrition education (e.g., refrigeration, appliances that allow for scratch cooking or cooking classes)
Food Quality	Environmental	Salad bar
Food Quality	Environmental	Storage for fresh produce and other perishable foods
Food Safety	Policy	Food safety policy
Food Safety	Systems	Food safety practices
Gardens	Policy	Policy related to edible gardens
Gardens	Systems	Mechanism for distributing seedlings and/or other materials to families or communities for home gardening
Gardens	Systems	Opportunities for parents/students/community to access fruits and vegetables from the garden
Gardens	Systems	Opportunities for parents/students/community to work in the garden
Gardens	Environmental	Initiation, improvement, expansion, reinvigoration, or maintenance of edible gardens
Gardens	Environmental	Onsite garden produce for meals/snacks provided onsite
Gardens	Environmental	Use of the garden for nutrition education
Marketing	Systems	Clients can choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e., a client-choice model)
Marketing	Systems	Limits on marketing/promotion of less healthy options
Marketing	Environmental	Appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections
Marketing	Environmental	Appeal, layout or display of snack or competitive foods to encourage healthier selections
Marketing	Environmental	Cafeteria/dining/serving areas or facilities
Marketing	Environmental	Flavor station with healthy seasonings or low-fat dip added to the lunchroom
Marketing	Environmental	Healthy check out areas
Marketing	Environmental	Nutrient labeling (e.g., calories, fat, sodium, added sugar counts, traffic light color-coding) on menus, vending machines)
Marketing	Environmental	Ongoing, point-of-decision prompts to make a healthy eating behavior choice (could include signage, taste tests, and other interactive displays)
Marketing	Environmental	Practice that encourages meal service staff to prompt healthy choices
Marketing	Environmental	Price manipulation/coupons/discounts to encourage healthy food choices (including fruit and vegetable prescriptions with cost-offset)

<b>Topic</b>	<b>Policy, Systems, or Environmental</b>	<b>PSE Change Description</b>
Nutrition	Systems	Integrate culturally relevant, healthy, traditional foods at food service or distribution sites
Nutrition Policy	Policy	Policy for increasing or improving nutrition education or cooking activities
Nutrition Policy	Policy	Policy increasing healthy foods and beverages
Nutrition Policy	Policy	Policy limiting unhealthy foods
Nutrition Policy	Policy	Policy restrictions on using food as a punishment
Nutrition Policy	Policy	Policy that encourages the establishment of new food distribution sites, food banks, food pantries, etc.
Nutrition Policy	Policy	Policy to improve hours of operation of food distribution site, food bank, retail, cafeteria, etc. to improve convenience of/access to healthy food
Nutrition Policy	Policy	Policy to reduce portion sizes of foods/beverages sold or served
Nutrition Policy	Systems	Food system/policy council
Nutrition Policy	Systems	Partners adopt or improve use of a system to monitor implementation of food/beverage or wellness related policy
Professional Development	Systems	Professional development opportunities on nutrition (e.g., nutrition standards, gardening, breastfeeding)
Wellness	Policy	Food/beverage or nutrition related policy (childcare wellness, school wellness, workplace wellness, etc.)
Zoning Policy	Policy	Zoning policy for food/beverage outlets (e.g., stores, community gardens, farmers markets, food distribution sites)
<b>Nutrition &amp; Physical Activity (PA)</b>		
Nutrition/PA	Systems	Physical activities to incorporate more culturally relevant practices
Wellness	Systems	Opportunities for parents or youth to participate in decision making through a wellness committee or other process
<b>Physical Activity (PA)</b>		
Active Transport	Systems	Complete streets systems change (e.g., street design manual, transit system improvements, active transportation prioritized in city budget)
Active Transport	Environmental	Access or safety of walking or bicycling paths
Active Transport	Environmental	Addition of bike racks/storage
Active Transport	Environmental	Complete streets environmental change (e.g., street trees, accessibility, buffer/barrier between sidewalk and street, crosswalks, intersection improvements)
Marketing	Environmental	Ongoing, point-of-decision prompts to make PA choices (could include signage and other interactive educational displays to prompt PA such as walking, stairs, or bicycle paths)
PA	Systems	Regular (e.g., annual) PA related fundraisers (e.g., walk-a-thon) or events
PA	Systems	Restrictions on use of PA as punishment
PA Breaks	Systems	Incorporation of PA into the school day or during classroom-based instruction (not recess/free play or PE)
PA Breaks	Systems	Strategies to decrease screen time



<b>Topic</b>	<b>Policy, Systems, or Environmental</b>	<b>PSE Change Description</b>
PA Breaks	Environmental	Incorporated PA/reduced sitting during usual, ongoing site activities and functions
PA Facilities	Environmental	Access to exercise or recreation facilities
PA Facilities	Environmental	Access to or appeal of stairwells
PA Facilities	Environmental	Access to PA facilities for after-hours recreation or shared use
PA Facilities	Environmental	PA facilities, equipment, structures, or outdoor space
PA Facilities	Environmental	Playground markings/stencils to encourage PA
PA Policy	Policy	Complete streets policy (e.g., bike/pedestrian plan, transportation agency scoring criteria modified, ordinance, etc.)
PA Policy	Policy	Facility shared use agreement for PA
PA Policy	Policy	Policy limiting screen time (e.g., limiting, not using as reward, not during mealtimes)
PA Policy	Policy	Policy restrictions on PA as a punishment
PA Policy	Policy	Policy to improve hours of operation of PA facilities to improve access/convenience
PA Policy	Policy	Policy to increase time spent doing PA
PA Policy	Policy	Policy to provide incentive to increase time spent doing PA
PA Policy	Systems	Partners adopt or improve use of a system to monitor implementation of PA policies
Physical Education	Systems	Increased quantity (minutes) of physical education (PE)
Physical Education	Systems	Quality of PE (e.g., activities that increase time moving, evidence-based or standards-based PE)
Professional Development	Systems	Professional development opportunities on PA
Recess	Environmental	Opportunities for PA during recess
Structured PA	Environmental	Opportunities for structured PA
Structured PA	Environmental	Quality of structured PA (non-PE) (e.g., activities that increase time moving, evidence-based interventions)
Unstructured PA	Systems	Opportunities for unstructured PA time/free play
Wellness	Policy	PA policy (childcare wellness, school wellness, workplace wellness, etc.)
Zoning Policy	Policy	Zoning policy for PA facilities

CACFP = Child and Adult Care Food Program; EBT = electronic benefits transfer; NSLPB = National School Lunch and Breakfast Programs; TEFAP = The Emergency Food Assistance Program; WIC = Special Supplemental Nutrition Program for Women, Infants, and Children

## Appendix D. Sources to Estimate Reach

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- ▶ [The National Center for Education Statistics](#) provides searches for schools and colleges by State, city, or ZIP Code. The site provides data on number of students by school type or name and includes demographic characteristics.
- ▶ [U.S. Census County Business Patterns](#) has searchable data on the number of employees by business establishments by State, county, metropolitan area, and ZIP Code.
- ▶ [U.S. Census](#) has information on America's people, places, and economy including many SNAP-Ed relevant data points.
- ▶ [U.S. Census QuickFacts](#) has data on the number of residents by State, county, and city, including by demographic characteristics.
- ▶ [USDA's Food Environment Atlas](#) has statistics on food environment factors, including store and restaurant proximity and community characteristics.

## Appendix E. Resources for Developing Communication Materials

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### Infographics

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#### Examples

- ▶ [\*SNAP-Ed Through the Land-Grant University System: Findings From FY2019 Impacts Survey\*](#)
- ▶ [\*USDA Actions on Nutrition Security\*](#)
- ▶ Georgia's Hydrate My State Campaign [factsheet on drinking sugar-sweetened beverages](#)

#### Resources

- ▶ The SNAP-Ed Program Development Team's [\*Infographics to Promote Your SNAP-Ed Program\*](#), available on Cooperative Extension's Community Nutrition Education website
- ▶ The Association of SNAP Nutrition Education Administrators' Evaluation Committee [infographic template \(PowerPoint\)](#) for how SNAP-Ed programs innovated during the COVID-19 pandemic, [template tips](#), and [recorded template training](#)
- ▶ Evergreen Data's [data visualization checklist](#)

### Email Marketing or Promotion, Social Media Posts, and Signs or Flyers

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#### Examples

- ▶ University of California CalFresh Healthy Living's newsletter, [\*Active News Beet\*](#), from March 21, 2023
- ▶ Virginia Cooperative Extension's Family Nutrition Program [Instagram account](#)

#### Resource

- ▶ Washington SNAP-Ed Providers [recruitment and marketing resources](#) for community marketing tools, flyer templates, stock photos, logos, disclaimers, and required program materials

## Community Bulletins, Newsletters, Neighborhood Association Meeting Presentations, Interagency Staff Meetings, or Communications

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### Examples

- ▶ Nutrition Education Network of Washington's [Energize newsletter for nutrition educators](#), from late winter 2015
- ▶ HealthMPowers presentation, [Health Empowers You](#), about empowering healthy choices in homes, schools, and communities

### Resource

- ▶ Washington SNAP-Ed Providers [recruitment and marketing resources](#) for community marketing tools, flyer templates, stock photos, and logos, disclaimers, and required program materials

## Proposal or Grant Applications

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### Example

- ▶ Nebraska Extension Nutrition Education's [Program in Lancaster County Proposal: Impact Report and Proposal](#), August 2022

### Resource

- ▶ The Center for Community Health and Development at the University of Kansas' Community Toolbox Toolkit, [Applying for Grants](#)

## SNAP-Ed Success Stories

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### Examples

- ▶ [SNAP-Ed PSE Change Success Stories](#)
- ▶ [Nebraska SNAP-Ed Impacts](#) from 2019–2020 highlighting PSE Success Stories
- ▶ Michigan State University Extension's [SNAP-Ed 2022 Highlights](#) featuring a PSE Success Story
- ▶ Coordinated Approach to Child Health SNAP-Ed program spotlight on [Finger Lakes Eat Smart New York](#)

### Resource

- ▶ USDA FNS SNAP-Ed Connection webinar titled [Writing SNAP-Ed Stories: Simple Strategies for Success](#)

## Annual or Regional Reports

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Visit the [SNAP-Ed Connection](#) for national and regional SNAP-Ed reports

### Examples

- ▶ Mountain Plains Region, Southeast Region, and Southwest Region SNAP-Ed's 2022 [Nutrition Education Success, Outcome, and Impact Report](#)
- ▶ Maine SNAP-Ed 2021 Annual Report titled [The SNAP-Ed Story: Engaging with Communities to Support Healthy, Active Living for All Mainers](#)
- ▶ [Vermont SNAP-Ed Evaluation Summary for Fiscal Year 2021](#)
- ▶ [California SNAP-Ed Annual Report: Federal Fiscal Year 2022](#)

### Resource

- ▶ [Appendix A: SNAP-Ed Plan and Report Modules](#) of the *USDA SNAP-Ed Plan Guidance Federal Fiscal Year 2023*

## Professional Conference Presentations

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### Examples:

- ▶ Association of SNAP Nutrition Education Administrators' workshop slides and notes for the *SNAP-Ed Evaluation Framework 2.0 Workshop* titled [Keeping the Framework on the Leading Edge](#) from July 11, 2022
- ▶ [2017 RNECE-PSE Center Presentation](#) (select "Reports & Presentations") at the Regional Nutrition Education and Obesity Prevention Centers of Excellence Policy, Systems, and Environmental Change Center at the University of Tennessee

### Resource:

- ▶ Ohio State University Extension's [SNAP-Ed program templates](#)