PSE Portal Report Checklist

**Local Implementing Agency:**Click or tap here to enter text.

**Reviewer:** Click or tap here to enter text.

# Report Review Checklist

Use this checklist to ensure clear and comprehensive reporting to tell the story of PSE activities. Reference the Program Summary and PSE Scope & Sequence documents to make sure all PSE strategies are included in the reporting. The checklist is intended as a tool to support review and program leads are not required to complete and return it to MFF.

## Partnerships/Coalitions

### Partnerships (ST7)

|  |  |  |
| --- | --- | --- |
| **Review** | **y/n** | **Notes** |
| Have all organizational partnerships been included?  *\*This should include all partners engaged in work toward PSE changes. This likely includes sites where PSE change work is occurring (E.g., if you reported an MT5/6 change, you should have at least one associated partnership) as well as additional community organizational partners.*  *\*Coalitions that do not meet the threshold (<5 sectors represented) for reporting as a multi-sector partnership should also be reported as a partnership in ST7.* | yes  no |  |
| Are quarterly accomplishments/progress and lessons learned entered for each partnership for each quarter in which they were active | yes  no |  |
| Do all the accomplishments/progress notes describe collaborative PSE related activities (rather than DE), and do the notes clearly describe what SNAP-Ed did to advance work toward PSE changes? | yes  no |  |
| Do all the lessons learned focus specifically on the knowledge gained from the process of conducting PSE work, as opposed to additional progress notes which belong in the progress note section? \**This can include lessons about what worked well along with what didn’t work well. Think about what information may be useful for other SNAP-Ed programs doing PSE work.* | yes  no |  |
| Are the selected depths of relationship for each partnership reasonably accurate?  \**See Appendix for definitions.*  *\*Depth of relationship may evolve over the course of the year.* | yes  no |  |
| Overall does the information provided in this section clearly and concisely tell the story of partnership activities completed so far this year? | yes  no |  |

## Partnerships/Coalitions

## Multi-Sector Partnerships/Coalitions (ST8)

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| --- | --- | --- |
| **Review** | **y/n** | **Notes** |
| No multi-sector partnerships/coalitions have been engaged in PSE activities so far this year. (Skip to next reporting section)  *\*Multi-sector partnerships and planning work and reporting is required for programs that had implemented SNAP-Ed programming for at least 2 full years at the start of this fiscal year. However, even if not required, if there has been engagement in multi-sector partnerships, it should be included in reporting to tell the story.* | n/a |  |
| Have all multi-sector partnerships/coalitions been included?  \**Those that do not meet the threshold for reporting as a multi-sector partnership (having 5 or more diverse sectors represented) should be reported as a partnership in ST7.* | yes  no |  |
| Are the selected depths of relationship for each partnership reasonably accurate?  \**See Appendix for definitions.*  *\*Depth of relationship may evolve over the course of the year.* | yes  no |  |
| Are quarterly accomplishments/progress and lessons learned entered for each multi-sector partnership/coalition for each quarter in which they were active? | yes  no |  |
| Do all the accomplishments/progress notes describe collaborative PSE related activities (rather than DE), and do the notes clearly describe what SNAP-Ed did to advance work toward PSE changes? | yes  no |  |
| Do all the lessons learned focus specifically on the knowledge gained from the process of conducting PSE work, as opposed to additional progress notes which belong in the progress note section?  *\*This can include lessons about what worked well along with what didn’t work well. Think about what information may be useful for other SNAP-Ed programs doing PSE work.* | yes  no |  |
| Overall does the information provided in this section clearly and concisely tell the story of multi-sector partnership/coalition activities completed so far this year? | yes  no |  |

## PSE Activities

### Need and Readiness (ST5)

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| --- | --- | --- |
| **Review** | **y/n** | **Notes** |
| No need and readiness assessment activities have been completed so far this year. (Skip to next reporting section) | n/a |  |
| Are all assessmentscompleted so far this fiscal yearincluded? | yes  no |  |
| Are only formal assessments or structured informal assessments completed this current fiscal year included?  \**Assessments completed in previous fiscal years and informal conversations and unstructured observations should not be reported in this section, even if the results were used to inform PSE work during this current fiscal year.* | yes  no |  |
| If completing the Community PSE Exploration process this year, is the needs and readiness assessment completed as part of the Community PSE Exploration project included? | yes  no  n/a |  |
| If using qualitative methods to assess need and readiness, was a tool used that meets the SNAP-Ed evaluation framework definition of assessment: "a consistent process for needs assessments or environmental scans is one that is documented and can be replicated across jurisdictions and over time"?  *\*A structured process is guided by predetermined interview or focus group questions or observation forms.*  *\*If both a standardized assessment tool and qualitative assessment (e.g., structured, replicable community conversations, focus groups, interviews, observations, etc.) were used, two separate assessments should be added—one for the standardized tool used, and the other for the structured qualitative assessment.* | yes  no  n/a |  |
| If using qualitative methods to assess need and readiness, was how the qualitative data was collected described under “Describe how qualitative data was collected” with enough information to document the structured and replicable process?  *\** *The description should include: the nature of the questions (what did you hope to learn?); the # of participants; and some information about who the participants were, such as: SNAP-eligible community members, business owners, teachers, and school administrators.* | yes  no  n/a |  |
| Was the **Score** from the PSE assessment provided for all assessments that produced a numerical score? | yes  no  n/a |  |
| Was a brief summary of assessment results provided in the **Key Findings** for each assessment? | yes  no |  |
| Overall does the information provided in this section for needs and readiness clearly and concisely tell the story of assessment activities completed so far this year? | yes  no |  |

## PSE Activities

### Change Progress and Adoption (MT5/MT6)

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| --- | --- | --- |
| **Review** | **y/n** | **Notes** |
| No PSE change activities have been completed so far this year. (Skip to next reporting section) | n/a |  |
| Is reporting included to describe all PSE change efforts in progress or completed so far this fiscal year across PSE strategies/interventions and sites? | yes  no |  |
| Does the PSE **Change Description** for each change clearly and briefly describe the policy, systems, or environmental change?  *\*For descriptions and examples see the SNAP-Ed Overview section of the Programming and Operations Manual and the PSE Handout available at* [*http://healthtrust.org/wp-content/uploads/2013/11/2012-12-28-Policy\_Systems\_and\_Environmental\_Change.pdf*](http://healthtrust.org/wp-content/uploads/2013/11/2012-12-28-Policy_Systems_and_Environmental_Change.pdf)*.*  *\*Note: Establishment of a "Wellness Team" or another body at a school to work on PSE is not a PSE change on its own. Work completed by the team such as ST5 assessments and MT5/MT6 change adoptions can be reported.* | yes  no |  |
| Is it clear that all reported PSE changes are new this year, are ongoing, and are not one-time events?  \**If a change was not new this year it should not be reported under MT5/MT6. But if there is work to maintain the change this may be an opportunity to assess LT5/LT6 implementation.* | yes  no |  |
| Does each PSE change have the potential to reach most individuals who interact with the site or organization?  *\*If not, this is not a PSE change. For example, changes adopted in a classroom, rather than at the school or district level, would not be considered PSE.* | yes  no |  |
| Does the **change selected** from the drop-down menu accurately represent each **Change Description** provided?  \**Ensure that the most specific change was selected.*  *\*If the change selected does not represent the change description and an appropriate category does not exist, select “Not Listed”.*  *\*See the PSE Change List located in the appendix of the Site PSE Reporting Instruction Guide for categories available at* [*https://snap-ed.michiganfitness.org/wp-content/uploads/site-pse-reporting-instruction-guide.pdf*](https://snap-ed.michiganfitness.org/wp-content/uploads/site-pse-reporting-instruction-guide.pdf)*.* | yes  no |  |
| The **Level of Change** (policy, systems, environmental, or promotion) is pre-assigned to each change listed. Is the Level of Change appropriate for each PSE change?  *\*In some cases, this may need to be changed based on the change that was made. For instance, some “systems” level changes could be “policy” if a written policy was created. If a level of change is not aligned with the change made, email your project manager to request an adjustment to the classification.* | yes  no |  |
| Are quarterly reports of **activities, barriers, and successes** provided for each change reported so far, and do they all provide a clear high-level understanding of what occurred and describe any impacts from COVID19? | yes  no |  |
| Within all quarterly **Activity** notes, is SNAP-Ed’s unique contribution to the PSE change described? | yes  no |  |
| For each change where the **Status** is complete, was the appropriate form of evidence of adoption provided?  *\*Evidence of adoption could be Direct Observation, Photographic Evidence, Interview, Policy Document, Written Process or Practice Evidence, or Repeated Assessment. For instance, if a written policy was adopted, then “policy document” should be selected and uploaded if available.* | yes  no  n/a |  |
| For each change where the **Status** is complete, are all of the **Partnerships Contributing** reported?  *\*In many cases, the site can and should be a contributing partnership.* | yes  no  n/a |  |
| For all changes that are complete, are reasonable reach estimates reported? | yes  no  n/a |  |
| Overall does the information provided in this section clearly and concisely tell the story of change progress and adoption activities completed so far this year? | yes  no |  |

## PSE Activities

### Effectiveness and Maintenance of Change (LT5/LT6)

This section is relevant for sites working on LT5/LT6 measures as described within the Evaluation Plan. To meet LT5/LT6 criteria, a site must have adopted at least one MT5 (Nutrition supports) or MT6 (Physical activity supports) within the past 5 years and:

* Implementation of this change was supported with any of the following components of a multi-level intervention in the current fiscal year:
  + Evidence-based education
  + Marketing
  + Parent/community involvement
  + Staff training on continuous program and policy implementation

and/or

* Effectiveness of the adopted MT5/MT6 PSE change was measured using a reliable environmental assessment tool in the current fiscal year. This measure of effectiveness must have occurred at least 6 months after the PSE change was adopted.

|  |  |  |
| --- | --- | --- |
| **Review** | **y/n** | **Notes** |
| No long-term implementation components or post assessments completed so far this year. (Skip to next reporting section)  *\*Note: Programs that have implemented SNAP-Ed programming in any domain for at least three (3) full program years must include at least one LT indicator per domain.* | n/a |  |
| For all reporting of LT5 or LT6 **implementation program components** (evidence-based education, marketing, parent/community involvement, and/or staff training), was at least one PSE change reported for MT5 or MT6 within the past 3 years for the site/organization? | yes  no  n/a |  |
| Does the description of how each **implementation program component** reported was implemented provide a sense of what was done? | yes  no  n/a |  |
| For all reporting of LT5 or LT6 **effectiveness**, was the Post-Assessment completed at least 6 months after the Pre-Assessment? | yes  no  n/a |  |
| Are **Pre-Assessment scores** and **Post-Assessment scores** provided for each assessment that produces quantitative scores? | yes  no  n/a |  |
| If Pre-Post assessment results indicate improvement, do all **Pre-Assessment & Post-Assessment results** and **scores** (if applicable) provide evidence that improvements were made? | yes  no  n/a |  |
| Overall does the information provided in this section clearly and concisely tell the story of change effectiveness and maintenance activities completed so far this year? | yes  no |  |

## PSE Activities

### Champions (ST6)

|  |  |  |
| --- | --- | --- |
| **Review** | **y/n** | **Notes** |
| No champions identified so far this year. | n/a |  |
| Are all champions who made a unique contribution to SNAP-Ed PSE change at each site included?  \**Note: this is a place to report about champions who have contributed to PSE. Champions contributing only to DE should not be included.* | yes  no |  |
| Was a **champion description** provided for each champion role? | yes  no |  |
| Do all the **champion descriptions** summarize the ways in which champions made a unique contribution to SNAP-Ed PSE change? | yes  no |  |
| Overall does the information provided in this section clearly and concisely tell the story about champions so far this year? | yes  no |  |

# Appendix:

Graphical user interface, text, application

Description automatically generated