**Lead Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Community: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Introduction**

Community Conversation and Prioritization (Step 2) helps you identify and then prioritize the PSE needs that impact health in your community which also align with SNAP-Ed. In this step, you will look at nutrition and physical activity components and help your team first brainstorm and then narrow PSE strategies to implement. You will also engage key stakeholders in a meeting that you develop to get their input on PSE priorities. Step 1 gave you a broad look at the community’s assets and needs and emphasized talking with community residents to better understand the health challenges they are facing. Step 2 uses the information from Step 1 to help you prioritize issue areas, focus on SNAP-Ed PSE goals (nutrition and physical activity), identify stakeholders who can provide input, and generate conversations and strategies that reflect the community’s voice.

**Summary of Learnings**

**1. What were your key takeaways from Step 1? Outline your team’s thinking about what is impacting health outcomes and community needs.**

Type answer here…

**2. Based on learnings from #1 above, list the issue areas that are most important to this community.** Remember, at this point in the process the issue areas may not necessarily be focused on healthy eating or physical activity.

Type answer here…

**TIP:** Describe the overarching needs you identified, regardless of whether they were specifically related to nutrition and physical activity. For example, did your research reveal that the most urgent problem for people in your community is affordable housing or violence?

**Prioritize the Issue(s)**

**3. What process will you use to prioritize the issues?** **The rationale/process should be clear and transparent to outside stakeholders.** The table below includes examples of issue areas.

**TIP:** Consider what was learned directly from residents and other stakeholders in Step 1 to ensure that you are focusing on their needs and interests. Other elements that may influence this prioritization process may include opportunities for alignment with partner activities, coalition goals, or the timing of community plan updates, etc. Also, consider “hot topic” issues and how they relate to nutrition or physical activity and other SNAP-Ed priorities and goals.

Type answer here…

**4. List your issues in priority order.**

Type answer here…

**5. Discuss how each of these issue areas could be impacted by the healthy eating or active living PSE strategies.**

Type answer here…

**TIP:** When considering healthy eating or active living, the items in the table below may be helpful.

|  |  |
| --- | --- |
| **Healthy Eating** | **Physical Activity** |
| * **Healthy Food at Government/Public Venues**   After-school programs, recreation centers, parks, childcare facilities   * **Healthy Food Access for Low-Income Populations**   Use of food assistance program benefits, community gardens   * **Healthy Food Retail Environments**   Farmers’ markets, supermarkets/ grocery stores, convenience stores, restaurants   * **Government Regulations/Taxes/ Incentives**   Building and zoning codes, tax strategies, and incentives | * **Active Transportation**   Biking, walking, public transit   * **Open Spaces, Parks and Recreation**   Facilities, community gardens   * **Quality Physical Activity at and around Schools**   Shared-use agreements, Safe Routes to School   * **Land Use for Active Living**   Design and land use plans, zoning   * **Safety and Crime Prevention**   Environmental design, community policing |

**6. Identify assets and barriers that support or create challenges to solving the priority issue(s) identified. What ideas does the team have to leverage the assets and overcome the barriers?** Assets and barriers may include funding priorities, available resources, community leadership, capacity, natural assets, and policies, etc.

Type answer here…

**Identifying PSE Strategies**

Now that you’ve identified the community’s issue areas, it is time to consider what healthy eating and active living PSE strategies can help address these issues.

When listing strategies, be sure to consider evidence-based approaches, promising practices, and innovative models.

**7. Identify potential PSE strategies, keeping in mind the priority issue areas and community needs already identified.** Determine a brainstorming process and start generating ideas. At this point, you are not filtering the list, simply generating possibilities.

**TIP:** For inspiration, look at the variety of resources in the *Example Policies* section found in the *Resources section of Guide Overview*. Participants’ root causes of poor health might include housing, transportation, access to services, etc., as well as cultural norms, lack of inclusion in community decision making, or disinvestment in neighborhoods. PSE ideas should include a broad range of strategies at this point.

The list should include strategies that lead to PSE changes as part of your SNAP-Ed work, but do not need to be overly specific or measurable (yet).

Only include strategies aligned with direct education if they advance PSE priorities.

Type answer here…

**Prioritizing PSE Strategies**

In preparation for stakeholder conversations, and with the help of your team, determine criteria to prioritize PSE strategies. You need to develop a process to prioritize PSE strategies, and this section will help you accomplish this.

**8. Outline how you determined key criteria for decision making and list the criteria.** You may have your own criteria based on community context, but if none exists, consider including the following as part of your criteria:

* **Health impact:** Does the strategy have potential of positively impacting the health outcomes of many people over the long-term to create a healthier population? Can we demonstrate this impact and show success over time?
* **Feasibility:** Is the strategy likely to happen based on the current capacity, available resources, and political support? Do we have the leadership or resources in place to sustain this effort; can we engage and support new leaders; secure new resources?
* **Health equity**: Is this strategy likely to directly serve those most impacted by poor health outcomes? Does it create opportunities for residents to design, lead, and implement initiatives to improve their own health and the health of their neighbors?

Type answer here…

**Stakeholder Conversations**

Now is the time to engage stakeholders in conversations about PSE priorities. Use the prioritization process developed to guide stakeholder conversations to identify the most important PSE strategies. As part of these conversations, it is important to introduce stakeholders to SNAP-Ed PSE goals to increase access to healthy food and safe places for physical activity.

There are many stakeholders who influence public health issues. Often there are at least three distinct groups: 1) those with lived experiences most impacted by the health issue, 2) governmental or institutional decision makers and/or policy makers, and 3) grassroots leaders and other local organizations that are well-situated to address the issue or work with the priority population. Each community and the respective stakeholder groups are unique based on the local root causes of poor health and the capacity for different groups to bring about the needed change.

Do not be surprised if new groups surface throughout these conversations; consider the best method to engage with them. Convening a variety of groups—typically done separately—for face-to-face conversations is ideal, but online surveys and other methods may be necessary and most realistic in some cases.

**9. What individuals and/or groups will you engage in the stakeholder conversations? What kind of outreach will you conduct to ensure diverse participation?** If time and resources are limited, intentionally select stakeholder groups that are likely to participate and those most impacted by the issue(s).

Type answer here…

**10. Hold stakeholder meetings using the items below as guidance. Capture their input throughout the meeting. After each meeting, summarize the key points from the meeting here, including the strategies that were the highest priorities for the stakeholders.**

* Present a brief overview of PSE (see “Explanation of PSE” in the Guide Overview) and information found in Step 1. When presenting information about the community, be sure to highlight assets (e.g., community center, the people, natural resources) and distinguishing factors (e.g., history of disinvestments) that amplify the health inequities needing to be addressed.
* Discuss lingering or new questions from Step 1.
* Share the PSE strategy list developed and have the group refine the list; check for understanding; and add more strategies.
* Present the prioritization criteria to stakeholders. This is intended to help stakeholders view and “vote” on strategies based on pre-determined parameters (in #6 above) for the community.
* Have stakeholders rank order strategies or use other methods that force prioritization.

During the stakeholder meeting, clearly state that continual involvement from all stakeholder groups is vital to the success of implementing PSE changes, and that this is not a one-time meeting.

Type answer here…

**Continuing the Conversation**

Prepare stakeholders that follow up conversations may include a sharing back of information after you have collected the prioritization from multiple stakeholder groups. This will let them know they will see their ideas again and hold you and your partners accountable to them. Share expected next steps and ways in which they can continue to engage, communicate, and provide input throughout the PSE exploration Process.

**11. What are your plans for ongoing communication with your stakeholders?**

Type answer here…