

COMMUNITY PSE EXPLORATION PROCESS GUIDE

Overview & Resources

Purpose and Process

The Community PSE (Policy, Systems, and Environmental change) Exploration Guide (the Guide) helps organizations better understand the communities they serve, builds organization capacity to make informed decisions for future PSE efforts, strengthens the foundation to improve health equity. “The Guide” is the electronic or hard copy of the materials (the Overview plus Steps 1, 2, and 3). “The Process” are the activities you and your team engage in while using the Guide.

The exploration Process focuses on uncovering PSE needs and deepening community engagement to increase the impact of your work. It is adaptable and flexible recognizing that your community’s assets, history, and challenges are unique. The exploration Process will help you answer questions like “What does the community need right now,” “What can SNAP-Ed do to help meet those needs,” and “How can we better align efforts to sustain these changes.”

The Community PSE Exploration Guide is made up of three steps:

- 1) **Community Discovery**, which includes gathering community information;
- 2) **Community Conversation and Prioritization**, which includes synthesizing the information and identifying priority strategies based on community needs; and
- 3) **Action Planning**, which informs future direction and clearly articulates action steps and outcomes.

This three-step Process follows best practices. The Guide also provides resources to assist in completing each step. If you have existing data, relationships, and/or relevant resources, that information can be utilized. And while some information can be found online, the exploration is meant to take you into the community.

Forming a team to complete this Process is integral to success. You are strongly encouraged to bring together a trusted and diverse group of committed partners and stakeholders to share responsibilities and insights that emerge from the PSE exploration Process. One of the best ways to improve health equity is through intentional and formal community-driven partnerships with invested partners who lead and support the steps. For the team to function well, it is important to set clear expectations and roles along with a realistic timeline.

You will complete Steps 1, 2, and 3 for each community you decide to work with on PSE. Each step has its own worksheet to help you complete the exploration activities, and each step builds on the previous ones. Review all the materials before you begin to help you understand the Process you and your team will be undertaking.

Timeline

The time it takes to complete each step will vary by community and depends on a variety of factors such as pre-existing assessments, the level of stakeholder engagement, and preceding PSE efforts. For most teams, this Process can be completed in a year—Step 1 (Community Discovery) takes four to six months, Step 2 (Community Conversation and Prioritization) takes three months, and Step 3 (Action Planning) takes about three months.

STEP 1 — Community Discovery

Refer to the document **Step 1 - Community Discovery**

In this step your team will explore various components of a community's context and gather community information. The worksheets include guiding questions teams will answer about their community. When completing the worksheets, list ideas, notes, and answers collected. Refer to the Resources section of this Guide for additional guidance.

An effective discovery process requires that you and your team talk with community organizations, program participants, and other community members. Once the Community Discovery worksheets are complete, teams will have enough information to confidently move into Step 2: Community Conversation and Prioritization.

Please note that each community has its own unique context; therefore, not all questions may be relevant for each community. If a question doesn't apply to your community, answer the question with a brief description of why it does not apply.

STEP 2 — Community Conversation and Prioritization

Refer to the document **Step 2 - Community Conversation and Prioritization**

Step 2 is a time to **reflect, prioritize, and begin planning for action** in each community. The Community Conversation and Prioritization will help gain clarity and consistency across organizations and present a unified and agreed-upon approach to PSE activities.

The Community Conversation and Prioritization contains six sections:

- Summary of Learnings
- Prioritize the Issue(s)
- Identifying PSE Strategies
- Prioritizing PSE Strategies
- Stakeholder Conversations
- Continuing the Conversation

Use the information from Step 1 when completing Step 2 worksheets.

STEP 3 — Action Planning

Refer to the document **Step 3 - Action Planning**

Action Planning is the culmination of the Process. It operationalizes the steps you will take to integrate PSE strategies into your work. Using the Action Plan template, you and your team will set specific goals, define timeframes, and identify resources.

Future program decisions should be guided by this plan with room for opportunistic adjustments. Communities change, priorities shift, and you and your team will want to adapt your strategies according to evolving and emergent needs.

Resources

The resources listed on the following pages are examples of tools that may be useful in your community exploration. This is not an exhaustive list, nor are the listed resources appropriate for every community.

Explanation of PSE

- [What is Policy, Systems, and Environmental Change?](#)
This brief document outlines the meaning of each of these terms and provides a chart with examples of what each could look like in different settings.
- [PSE Development Framework – Policy, Systems, and Environmental Change](#)
This is a high-level, seven-step guide to creating PSE changes in your community. Many of the questions and ideas addressed in this framework are embedded into this Guide.

Assessment Tools

- [Community Assessment Tool Kit: Nutrition and Physical Activity](#)
This toolkit from the Vermont Department of Health covers the process of completing a community assessment and provides worksheets with example questions and physical environment audits.
- [Wilder Collaboration Factors Inventory](#)
This free online collaboration assessment and personal inventory helps assess collaborative groups. It's a simple tool and allows for opportunity for deep discussion with community leaders around assets, strengths and weaknesses to achieve the partnership's goals.
- [Community Health Assessment and Group Evaluation \(CHANGE\)](#)
This CDC resource is a planning and data-collection tool that walks through a community assessment process and helps define and prioritize approaches with community-level data on current PSE strategies.
- [AARP Walk Audit Toolkit](#)
This walk audit toolkit provides step-by-step instructions for examining intersections, sidewalks, driver behavior, and more to assess community walkability. It is meant to be user-directed, and would be a great tool to get community members involved in the assessment process.

Community Engagement Tools and Strategies

- [Community Toolbox](#)
The Community Tool Box provides support for community assessment, planning, advocacy, evaluation, and other aspects of community practice with over 300 educational modules and tools.
- [Community Listening Session Tool Kit](#)
This toolkit from the AARP Roadmap to Livability Collection walks through the process of preparing for and hosting a focus group or listening session.
- [Developing Effective Focus Group Questions](#)
This webpage provides guidance on how to develop effective focus group questions.
- [Identifying Community Assets and Resources](#)
This portion of the Community Toolbox focuses on identifying, mapping, and using community assets.
- [North Carolina Guide to Incorporating Health Considerations into Comprehensive Plans](#)
This resource shares strategies to incorporate community voice into planning processes. It includes considerations based on strategies, like healthy eating, physical activity and emergency preparedness.

Data and Mapping Tools

- [County Health Rankings and Roadmaps](#)
CHR&R provides access to county-level health data, along with other resources to take action.
- [CDC Social Vulnerability Index](#)
This tool uses Census variables to help identify high risk areas within a community. Social vulnerability refers to the potential negative effects on communities caused by external stresses on human health. Such stresses include natural or human-caused disasters, or disease outbreaks.
- [City Health Dashboard](#)
This dashboard provides city-level data on 37 measures of health, allowing users to examine demographic differences, view data by neighborhood, and even visualize data.

Example Policies

The following examples are for illustration purposes only of different types of policies that can support healthy living. They are not meant to be implemented as part of your community PSE exploration.

- [ChangeLab Solutions](#)
ChangeLab Solutions works across the nation to advance equitable laws and policies to promote healthy lives for all. The resources below offer policy strategies for healthier neighborhoods and food systems. In addition to policy explanations, the pages also include toolkits, funding strategies, recorded webinars, community anecdotes, and other advocacy resources.
 - [Food and Beverage](#)
 - [Food Systems](#)
 - [Healthy Neighborhoods](#)
- [Active Living Research](#)
Active Living Research builds evidence on how to create communities that increase opportunities for physical activity, with the goal of supporting, sharing, and putting into practice research that can promote daily physical activity for children and families, especially among children of color and lower-income children.

- [Healthy Eating Research](#)
Healthy Eating Research supports research on PSE strategies that have strong potential to promote healthy eating among children, especially among lower-income and racial and ethnic minority population groups.
- [MSU Extension Community Food Systems](#)
MSU Extension supports community food systems in Michigan by providing resources and programs to develop local food policy councils, farm-to-institutional purchasing, food hubs, and farmers' markets.
- [Toolkit to Integrate Health and Equity into Comprehensive Plans \(APA\)](#)
This includes specific language and is good for planners and non-planners alike. It gives real-community examples and outlines the goals, policies, and actions for each.
- [America Walks Resource Page](#)
This America Walks resource page includes social and mobility justice resources, policy and advocacy processes, and design tips to create a more inclusive and walkable community.
- [The Best Complete Streets Policies of 2018](#)
This Smart Growth America resources provides an overview of the best Complete Streets policies of 2018.
- [Walk Friendly Communities – Planning and Policy](#)
This webpage provides resources and examples for pedestrian and bike plans, developing an advisory committee, complete streets, and other policies that support those using non-motorized transportation.

Other Resources

- [CDC Community Strategies](#)
This webpage provides a variety of resources on increasing physical activity in communities.
- [CDC Guide to Strategies to Increase the Consumption of Fruits and Vegetables](#)
This guide provides strategies for increasing fruit and vegetable consumption in communities.

COMMUNITY PSE EXPLORATION PROCESS GUIDE

Community Discovery (Step 1)

Lead Organization: _____

Community: _____

Community Discovery (Step 1) requires you and your team to take a wide lens approach and think broadly about policies, systems, and environmental change (PSE) issues in the community you are exploring. It requires talking with community members, community organizations, and program participants. There is no replacement for being out in the community, talking face-to-face (even if that is virtually), and listening to and learning about the needs of the people most impacted by your work.

Step 1 focuses on the current community landscape and what is needed. Strategies and solutions—especially as they relate to SNAP-Ed—come in Steps 2 and 3.

At least three information sources are useful to deepen the discovery in Step 1:

1. Existing data (e.g., Census, Community Health Needs Assessment, food and play desert maps).
2. Professional and partner data (e.g., organizational reports, anecdotal experiences from providers).
3. Information gathered from people who have high risks for poor health outcomes.

When engaging in conversations, create a space where participants feel comfortable to share their truth, even if it is uncomfortable for others to hear. Check out [From Safe Spaces to Brave Spaces](#) and [Communication Guidelines for a Brave Space](#). Links to other helpful documents on how to prepare for community conversations (e.g., hosting focus groups or listening sessions) are provided in the Resources section of the Guide Overview.

Community Description

Background

1. Name and define your community and provide demographic data.

TIP: Include details such as geographic boundaries (e.g., city of X or the neighborhoods located between A and B), demographics (e.g., race, ethnicity, income, age, education, etc.), and priority areas in the community.

Type answer here...

2. What inequities (challenges that disproportionately impact specific populations) exist in your community that negatively impact health outcomes? Also describe who is most impacted by these inequities.

TIP: The goal is to understand the context that contributes to these inequities. Seek information (e.g., health data or results of community surveys) from partner organizations and use the tools listed in the Resources section of the Guide Overview. In addition, review the data with community members to learn potential root causes. In rural environments or niche communities, it may be challenging to use pre-existing data and talking with residents may be your best source of information.

Type answer here...

Community Context

Community context plays a vital role. Every community has its own culture, assets, history, successes, and challenges on which to build. Fully recognizing and understanding these unique community dynamics will help your team identify and leverage a variety of tactics that considers community context.

TIP: Check out the Resources section of the Guide Overview for ideas about how to gather information about your community. Pages 14 and 15 of the CDC's [CHANGE Tool Action Guide](#) share pros and cons of different ways to collect information.

Residents, Culture, History, Assets, and Challenges

It is important to ask people about their experiences related to health and well-being. Although your organization may focus on a certain set of issues, there are many factors in peoples' lives that affect their ability to engage in healthy behaviors (e.g., limited transportation, access to healthy food, or bigger community issues such as gun violence, racism, or earning a living wage). Providing people with space to talk about the challenges they face will create connections and potential solutions to underlying challenges. Often, these challenges are rooted in community- or systems-level policies, structure, design, or facilities.

3. Who are the local residents, including youth, that influence community improvements? *You will talk with these people (mostly in Step 2) to gather input from those that are already involved in community work.*

TIP: Be mindful of how to engage community members respectfully and inclusively by reducing barriers to participation. Consider language, transportation, time of day, etc. and always thank them for their time. Think about ways to include diverse voices instead of relying on the same people.

Pay attention to how people interact in group settings (e.g., in a neighborhood association meeting), noticing who is asked to speak at events, or to whom people defer to when decisions are being made. It may also be helpful to ask people who they think is leading change in their community.

Type answer here...

4. Describe the unique cultures (which could be defined by ethnicity, religion, language, etc.) within your community. Which organizations, individuals, and events might enable you to learn more about these cultural groups? How do these unique cultures impact the health of community members? What strengths are already in place to help solve these issues? Remember the critical role community members will play in answering these questions.

TIP: Remember the critical role community members will play in answering these questions.

Type answer here...

Government, Businesses, Nonprofits, and Coalitions

Elected officials and leaders of government agencies have considerable control over community resources and policy-making processes and may be trusted, powerful allies and champions. Business leaders can have a keen understanding of economic opportunities resulting from a healthier community, can contribute financial and in-kind resources, engage in advocacy, and participate in local coalitions. Even if local leaders seem unsupportive of your initiatives, it can be beneficial to identify common ground.

Nonprofit and service organizations typically serve vulnerable populations. They are often effective advocates, have frequent contact with residents and civic groups, and may be capable of securing grants and complementary resources. Likewise, advisory boards and community coalitions can offer their networks, knowledge, and diverse perspectives. Often, and especially in rural areas, leaders may not always hold formal titles yet can have considerable influence and help your team understand unique factors that can impact PSE.

Many communities have a long history of formal and informal resident engagement through neighborhood associations, youth councils, faith organizations, and civic participation. These venues offer opportunities to engage with people where they are already meeting.

5. Identify groups that support healthy community efforts even if issue areas are different than yours (such as student achievement, mental health, or affordable housing). Identify a) businesses, b) elected or appointed officials, c) nonprofit organizations and association, and d) collaboratives, coalitions, boards, task forces, etc.

For each entity listed, describe what they value and how they can support mutually beneficial community health goals. Including young people in these conversations will increase the likelihood for success.

a) Businesses	b) Elected or appointed officials	c) Nonprofit organizations and associations	d) Collaboratives, coalitions, boards, etc.
TIP: Consider businesses owned by under-represented groups such as people of color, people with disabilities, and women.	TIP: Ask stakeholders which policymakers and decision makers should be considered and who else you should be talking to. Check voting records of city council members, mayors, county managers, etc. to see what issue areas they prioritize. Read key messages in annual reports, speeches, or other materials.	TIP: This is usually discovered by asking stakeholders about who else is doing work to improve quality of life in the community.	TIP: If you are not sure whether these groups exist, talk to representatives from departments of health, parks and recreation, hospitals, foundations (e.g., United Ways), etc.

a) Businesses	b) Elected or appointed officials	c) Nonprofit organizations and associations	d) Collaboratives, coalitions, boards, etc.
Type answer here...	Type answer here...	Type answer here...	Type answer here...

Programs, Policies, Plans, and Systems

Local policies and plans can present opportunities for and barriers to, health. Existing programs can build demand for healthier community environments and help people advocating for supportive policies. Such programs may be offered by local nonprofit organizations, childcare centers, and health departments and parks and recreation.

Changes to local and regional systems—such as community development, criminal justice, education, transportation, healthcare, housing, parks and recreation, and food systems—also represent integrated, comprehensive, and sustainable opportunities to improve the health and address root causes that contribute to health disparities.

6. What programs, groups, or activities are offered in the community that support positive health outcomes, especially established programs and promotional efforts? How might these programs and promotional efforts potentially support healthy community work?

Type answer here...

7. Identify specific community-level policies and plans that influence health outcomes. How might these policies and plans support or hinder community health efforts?

TIP: For example, does your community have a transportation plan that prioritizes the needs and safety of pedestrians, bicyclists, and/or people with mobility challenges? Are there guidelines that mandate where and how produce is sold? Are there regulations that govern where physical activity programs are (or are not) allowed in public spaces?

See sample policies beginning on page 4 of the Resources section of the Guide Overview.

Type answer here...

8. What systems influence health outcomes in your community (e.g. community development, criminal justice, education, etc.)? How do those systems impact health outcomes? How can you work within or change these systems to address negative health impacts?

Type answer here...

Physical Features and Other Resources

Built and natural environments present opportunities for and barriers to health. For example, access to places that sell healthy, affordable food can increase opportunities for better nutrition. Safe and accessible parks, school playgrounds, sidewalks, and trails can increase opportunities for physical activity and recreation.

The community's geographic location may also offer unique opportunities. For example, a community bordering a Great Lake may be different than one located inland. Rural and urban communities differ in terms of land mass and geographic proximity, and those in the northern areas may have better conditions for outdoor winter activities. All these factors should be considered when identifying strategies that are most likely to be successful.

In addition, existing resources may be used to leverage financial and in-kind investments from local foundations, corporations, governments, and other key stakeholders. These can complement and accelerate community change efforts. For example, vacant lots can become pocket parks, playgrounds, or community gardens.

9. What unique physical features in the community create opportunities or barriers to health? How do these physical features (e.g., streets, rivers, food environments, railroads) impact the health of the community, including a connection/disconnection to the places they want or need to go?

TIP: If you do not already know this information, ask community members to share where they spend time during different times of the day and week. Observe these locations and the associated features during key times (e.g., before or after school, weekends). See how the community's natural assets and infrastructure either enables or prohibits safe walking, biking, play or healthy eating. Consider conducting [walking audits](#) with community members, or using other similar strategies to gather additional information.

Type answer here...

Reflections

It is important for your team—together or separately—to take time to reflect upon everything you are learning throughout this Process.

10. Reflect upon what you have learned and what community members, including youth, have told you matters most to them and what changes they would like to see in their community to improve health. Describe your key reflections so you can use them as you continue this Process. Consider what broad issue areas impacting health were identified and lifted up multiple times.

Type answer here...

11. Reflect upon and begin listing potential PSE activities that could improve the health outcomes for this community.

Type answer here...

TIP: It is understandable that community members may have shared problems that impact them personally. Think about policies or systems level activities that could change those issues that individuals are experiencing. Consider how you will continue to explore and/or begin testing these opportunities.

COMMUNITY PSE EXPLORATION PROCESS GUIDE

Community Conversation and Prioritization (Step 2)

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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

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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...

COMMUNITY PSE EXPLORATION PROCESS GUIDE

Action Planning (Step 3)

Lead Organization: _____

Community: _____

The Action Plan will inform your future PSE work. It reflects a vision for how you, your team, and other stakeholders would like to engage in creating a healthier community. An Action Plan has a clear purpose, straightforward and achievable goals, and is not overly rigid. Communities change, priorities shift, and the strategies should be adaptable according to local needs.

You and your team can use the action plan, information from previous steps, and other tools, knowledge, and skills acquired during this Process to respond to emergent learning and make modifications as needed.

Build the Action Plan collaboratively with your team by:

1. Reviewing what you learned during Steps 1 and 2 as a reminder of the key learnings and prioritized strategies.
2. Using additional input you may have received from residents and others not captured in Steps 1 and 2.
3. Considering the team's capacities and abilities to implement PSE.
4. Continuing to explore opportunities to support other community initiatives that complement your SNAP-Ed work.

TIP: If you are working in multiple communities, develop a separate action plan for each community. When determining action steps and time frames, consider what is realistic across the communities given your timeline and capacity.

If you find there are common strategies across communities, the PSE Strategy may look the same, but the Key Activities may be different. After creating individual action plans, look for areas that are cross-cutting and/or have overlapping interests.

Action Planning

1. Using the information gathered in Step 2, identify the priority SNAP-Ed PSE strategies to implement. Then, consider a timeline for integrating the PSE strategies. Your answer will tie into your next steps listed in the template below.

TIP: Remember this Action Plan is intended to further your planning process. You can determine the most appropriate timeline for next steps, based on the actions you propose.

Because each community has a unique context, the right blend of strategies might be some evidence-based strategies combined with innovative ideas which try new approaches.

Type answer here...

2. Complete the template below. Before you do, make sure you have considered all of the stakeholder feedback and updated the PSE strategies accordingly.

If there is more than one PSE strategy, create a separate table for each. Add or delete rows to each table as needed.

TIP: Remember to remain flexible to build stakeholder buy-in and learn how they want to be involved in implementing PSE strategies. This is another way to model transparency. As the action plan is being developed, ask stakeholders what is missing and what needs further refinement.

The examples included in the table below are not intended as a suggestion, but rather to help increase understanding of the information to include.

EXAMPLE – EXAMPLE – EXAMPLE – EXAMPLE – EXAMPLE – EXAMPLE – EXAMPLE – EXAMPLE – EXAMPLE			
PSE STRATEGY: Increase EBT use at ABC Farmers Market			
Key activities needed to achieve the strategy	Steps to be completed to know the activity is done	Time when each step must be completed	What and who is needed to complete the activity
Ex: Survey SNAP-Ed eligible people to determine level of awareness about the Farmers' Market (FM)	Survey completed by X# of SNAP-Ed participants	By March 2022	SNAP-Ed PSE lead and participants in four nutrition education classes
Ex: Partner with FM manager on promotion efforts	At least X# of SNAP-Ed participants receive information about the FM	By May 2022	SNAP-Ed PSE lead and FM manager
Ex: Create announcements for all nutrition education classes	Nutrition educators make announcements at the beginning or end of X classes from May-Sept.	May-Sept 2022	SNAP-Ed PSE lead and nutrition educators

If there is more than one PSE goal/strategy, create a separate table for each. Add or delete rows as needed.

PSE STRATEGY:			
Key activities needed to achieve the strategy	Steps to be completed to know the activity is done	Time when each step must be completed	What and who is needed to complete the activity

Continued Thinking

3. What community issues do you want to continue to explore?

TIP: For broader community health needs (e.g., housing, safety), consider the following questions:

- Are there ways that nutrition and physical activity can help address these needs?
- How do these needs impact nutrition and physical activity program goals?
- What are the implications for the SNAP-Ed work related to PSE (e.g., is there a need to continue building relationships and exploring opportunities while other strategies evolve?)

Type answer here...