What is the Changes Adopted section in the PSE Module?
The "changes adopted" section of the PEARs PSE Module captures the changes made to a policy, system, or environment as part of a PSE project, giving detail and context to the local agency's PSE strategy.

Why should Washington SNAP-Ed staff use this section?
In this section, local agency staff choose one or more changes from a selection of over 140 PSE or promotion change options to add additional context and detail to a PSE activity. This information allows Implementing Agencies and the Evaluation Team to learn more about the specific types of changes that result from PSE work, which they can include in monitoring and evaluation activities.

When should Washington SNAP-Ed staff use this section?
This section is required if a PSE activity is in an implementation, maintenance, or follow-up “stage of implementation”. If PSE work has led to implementation, improvement, expansion, or maintenance of at least one policy, practice, or environmental change, then a local agency should select relevant changes in this section of the PSE Module. If efforts to make a PSE change have not started yet, and a local agency is still in a PSE planning phase, local agency staff should not complete this section.

How should Washington SNAP-Ed Staff use this section?
Before completing the “changes adopted” section of the PSE Module, local agency staff should review the menu of over 140 PSE and promotional changes at the end of this document. Staff should then select at least one policy, systems, or environmental change using the instructions on page 59 in the FFY 2019 SNAP-Ed Evaluation Guidance or page two of this document to guide them through this process.

Local agency staff should select one or more PSE change if their project is in an implementation or maintenance phase. Staff do not need to select a change if their PSE project is in a planning phase.

Where can Washington SNAP-Ed staff find more information about the Changes Adopted section of the PEARs PSE Module?
For additional instructions on the “changes adopted” section, view the instructions below, or review page 59 in the FFY 2019 SNAP-Ed Evaluation Guidance. Local agencies can also get in touch with their Implementing Agency or the Evaluation Team for a filterable, searchable spreadsheet version of the list of PSE changes.
To Add PSE Changes:

1. Navigate to the "changes adopted" section of the PEARS PSE Module
2. Click
3. This pop-up screen will appear:

![Add Changes](image)

4. Use the search box to enter key terms, like "policy" or "wellness," to narrow search results. The evaluation team strongly recommends reviewing the complete list of PSE changes at the end of this document prior to completing this section.
5. Select the change(s) that reflect the PSE efforts made at the site this fiscal year. Select the option(s) that most closely relates to the work done at the site.
6. To document a change that is not on the list add it to the text box under "were there any other changes that you were unable to locate in the list?". To add further clarification or specifics on selections, add comments to the "comments" box on the "general information" page.

A [complete list of PSE changes](#) is available at the end of this document.
Complete list of PEARS Policy, Systems, Environmental, and Promotion Changes

Policy Changes:

1. Adjustments to school lunch schedule by offering recess before lunch
2. At least one fruit and/or vegetable is served at every meal and snack
3. Children are allowed 90-120 minutes of unstructured play per day
4. Children are not sedentary for more than 60 minutes at a time, except when napping
5. Established or improved a nutrition policy
6. Established or improved standards for healthier eating across the organization
7. Food is not used as reward or punishment
8. High fat and high sugar foods are served less than once a week or not at all
9. Improved hours of operation to improve access/convenience
10. Improvements in hours of operation of recreation facilities
11. Improvements in hours of operation/time allotted for meals or food service
12. Improvements in time spent in daily recess
13. Increase in school days/time spent in physical education
14. Is recess offered before lunch?
15. Low-sodium meals or snacks are served every day
16. Meals are served family style
17. New or increased use of school facilities during non-school hours for recreation, or shared use policies
18. New or stronger limits on entertainment screen time (in accordance with American Academy of Pediatrics)
19. Nutrition education opportunities are offered to parents at least 2 times a year
20. Only whole-grain foods are served
21. Outdoor playtime is not withheld for poor behavior
22. Outside food is not permitted in the classroom
23. Physical activity education opportunities are provided to parents at least two times a year
24. Physical Activity is not to be used as a punishment
25. Physical Activity is used as a reward opportunity for students
26. Physical activity training opportunities are provided (not including playground safety) for staff 2X year or more
27. Policies for working parents
28. Rules for foods served in meetings or in classrooms
29. School wellness or child care wellness policy
30. Screen time is limited to no more than 30 minutes per week & designated for educational or physical activity purposes only
31. Screen time is not used as a reward
32. Screen time is not used during any snack or meal time
33. Snacks consisting of fruits and/or vegetables are served 2-3 hours apart
34. Special occasions, including birthdays, are celebrated with healthy food or non-food activities
35. Staff never eat less healthy food in front of the children
36. Took policy steps to encourage new healthy retail outlets
37. Took steps (policies, promotion, collaboration) to encourage new food distribution sites
38. Workplace access to physical activity facilities at reduced or no cost
Complete list of PEARs Policy, Systems, Environmental, and Promotion Changes

**Systems Changes:**

1. A wellness committee is established with parent participation
2. Are parents engaged in garden activities?
3. Are students engaged in creating names for menu items served in the cafeteria?
4. Began acceptance of SNAP/EBT/WIC
5. Began offering a federal food program
6. Breakfast after the Bell program implemented with U of I
7. Change in food donation specifications toward healthier food
8. Change in food purchasing specification towards healthier food(s)
9. Change in menus (variety, quality, offering lighter fares)
10. Change in vendor agreement towards healthier food(s)
11. Children decide when they are full during meals and snacks
12. Clients are able to choose which foods they would like to take
13. Collecting excess wholesome food to donate to charitable organizations
14. Create opportunities for shared decision-making related to school health policies, services, and programs
15. Do students have the opportunity to interact with the school garden?
16. Does the school have an established wellness committee?
17. Enhanced training on menu design and healthy cooking techniques
18. Establish a wellness committee with the opportunity for parents to participate.
19. Expanded or improved transportation options to the site
20. Families are provided information to limit screen time to less than 2 hours per day
21. Foods for special dietary/cultural needs are available
22. Foods from each food group are available
23. Fruits and vegetables from the school garden are available for children to taste
24. Implement guidelines for foods offered during events, celebrations, education programs, etc., not at schools or daycare
25. Implemented a system for youth, parent and/or client leadership or involvement in decision-making
26. Implemented a system to involve youth in food service decision-making
27. Implemented guidelines for healthier competitive foods options
28. Implemented guidelines for healthier snack options
29. Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, farmers market, etc.
30. Implemented nutrition standards for foods accepted and distributed (at food pantries)
31. Implemented price manipulations/coupons/discounts to encourage healthy choices
32. Implemented, improved or expanded healthy fundraisers
33. Improved child feeding practices, such as foods served family style, adults modeling healthy behaviors, etc.
34. Improved or increased healthy beverage options
35. Improvements in free water access, taste, quality, smell or temperature
36. Improvements in parents/caregivers involvement in the school garden
37. Improvements in students involvement in school meal program.
38. Include fresh produce in food pantry offerings
39. Incorporating physical activity into the school day or during classroom-based instruction
40. Let’s Move! Active Schools
41. New or improved access to structured physical activity programs
Complete list of PEARs Policy, Systems, Environmental, and Promotion Changes

Systems Changes, cont’d:

42. Nutrition lessons reflect children’s culture
43. Parents are given guidelines regarding clothing that permits easy and safe movement for their children
44. Parents are provided with written, planned physical activity opportunities before, during and after school
45. Prioritizing farm-to-table/increase in fresh or local produce
46. Removing sugar-sweetened beverages from children’s menus
47. Restrictions on use of food as rewards or during celebrations
48. Short, supervised periods of tummy time are provided for all infants, including those with special needs, several times each day
49. Students engage and interact with the school garden
50. Teachers join children in active play
51. Use of standardized, healthy recipes
52. Various forms of fruits and vegetables are available (fresh, canned, frozen, dried, 100% juice)
53. Various forms of fruits and vegetables are available (red, yellow/orange, green, etc.)
54. Where are fruits/vegetables from the garden made available for students to taste?

Environmental Changes:

1. A variety of portable play equipment is freely available to students at all times
2. Addition of bike racks
3. Child care professionals teach children about the taste, smell and texture of foods, the benefits of eating healthy foods, as well as vocabulary and language skills about food and eating
4. Childcare professionals use a nutrition education curriculum that incorporates other subjects, such as sensory development, language, science, math and dramatic play
5. Children participate in food preparation activities
6. Created or enhanced healthy check out area
7. Decreased shelf space, amount or variety of unhealthy options
8. Edible gardens (establish, reinvigorate or maintain food gardens)
9. Eliminated or reduced the amount of competitive foods
10. Established a new food bank, pantry or distribution site
11. Established a new healthy retail outlet
12. Established or improved salad bar
13. Flavor station with low-sodium/no-sodium seasonings added to lunchroom
14. Healthier vending machine initiatives (e.g., access to healthier foods and beverages)
15. Improved appeal, layout or display of foods to encourage healthy and discourage unhealthy selections
16. Improved appeal, layout or display of healthy competitive foods
17. Improved appeal, layout or display of healthy snack foods
18. Improved or expanded cafeteria, dining or serving areas or facilities
19. Improved quality of healthy options
20. Improvements in access to exercise or recreation facilities
21. Improvements in access to or appeal of stairwells
22. Improvements in access to safe walking or bicycling paths, or Safe Routes to School or work
23. Improvements in layout or display of food (Smarter Lunchrooms)
24. Increased shelf space, amount or variety of healthy options
Complete list of PEARs Policy, Systems, Environmental, and Promotion Changes

Environmental Changes, Cont’d:

25. Indoor play spaces are available for active play, including running
26. Installed interactive, educational display with nutritional/physical activity messages that will stay at the site
27. Lactation supports or dedicated lactation space
28. Music and Movement activities are implemented daily (either in classroom or during outdoor play)
29. New kitchen equipment used to improve food service program or serve healthier foods/beverages
30. Nutrition education and cooking activities are included in lesson plans at least once per month
31. Staff create social interaction and conversation about food at snack and meal times
32. Staff eat the same food and use informal modeling to encourage children to try foods
33. Staff sit with children during meal times

Promotional Changes:

1. Display of Nutrition Related Signage that directly supports PSE strategies in highly visible area.
2. Display of Physical-Activity Related Signage that directly supports PSE strategies in highly visible area.
3. Implemented or enhanced limits on marketing or promotion of less healthy options
4. Increased awareness of the PSE change by the target audience
5. Increased marketing/promotion of school nutrition program inside or outside of school building
6. Meal service staff encourages healthy selections
7. Menu labeling with calorie, fat, sodium, added sugar counts
8. New or improved stairwell prompts
9. Point-of-purchase and distribution prompts
10. Signage and prompts for use of walking and bicycling paths
11. Site provides information on other nutrition resources (SNAP, WIC, etc.)
12. Took promotional steps to encourage new food distribution sites
13. Took promotional steps to encourage new healthy retail outlets
14. Used posters, visual displays, taste testing, live demonstrations, audiovisuals, celebrities, etc.
15. Vending machine labeling (e.g., calories, traffic light color coding)