Guidance for Completing 2020 SHIP Monitoring Partner Sites REDCap Project

STATEWIDE HEALTH IMPROVEMENT PARTNERSHIP (SHIP)

DEPARTMENT OF HEALTH

Guidance for Completing 2020 SHIP Monitoring Partner Sites REDCap Project

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Upon request, this material will be made available in an alternative format such as large print, Braille or audio recording. Printed on recycled paper.

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Overview of 2020 SHIP Monitoring System in REDCap

The OSHII Evaluation and Research Team uses REDCap to collect data on SHIP partner sites' strategies, activities, reach, and policy, systems, and environmental (PSE) changes. This document provides detailed guidance on completing all required reporting in the 2020 SHIP Monitoring Partner Sites Project in REDCap.

REDCap Sign-In: (https://apps.health.state.mn.us/redcap/index.php?action=myprojects)

2020 Project Name: 2020 SHIP Monitoring Partner Sites

Reporting Time Period

SHIP grantees can enter information in REDCap for each partner site that was active at any time during the reporting period. The reporting time period is August 31, 2019 (the end of the previous reporting period) to August 28, 2020 (the day that all forms in REDCap are due).

Reporting Step 1. Enter New SHIP Partner Sites

A partner site is defined as a physical location where SHIP strategies are implemented. Partner sites include organizations such as businesses, community-based organizations, local government offices, faith and cultural organizations, and local jurisdictions such as cities and counties.

To enter new partner sites, go to the Grantee Evaluation Support page (https://www.health.state.mn.us/communities/ship/support/eval.html) and click on "SHIP Partner Site Registration Form".

You can enter new partner sites as any time.

New partner sites are only uploaded into the 2020 SHIP Monitoring Partner Sites project once a month. New partner sites entered by the last Friday of every month and they will be uploaded into the REDCap by the end of the following week. The dates in 2020 are:

- February 29th
- March 27th
- April 24th
- May 29st
- June 26th
- July 31th

If a partner site is entered after July 31, 2020, they will **not** be included in the 2020 Monitoring Partner Site REDCap project.

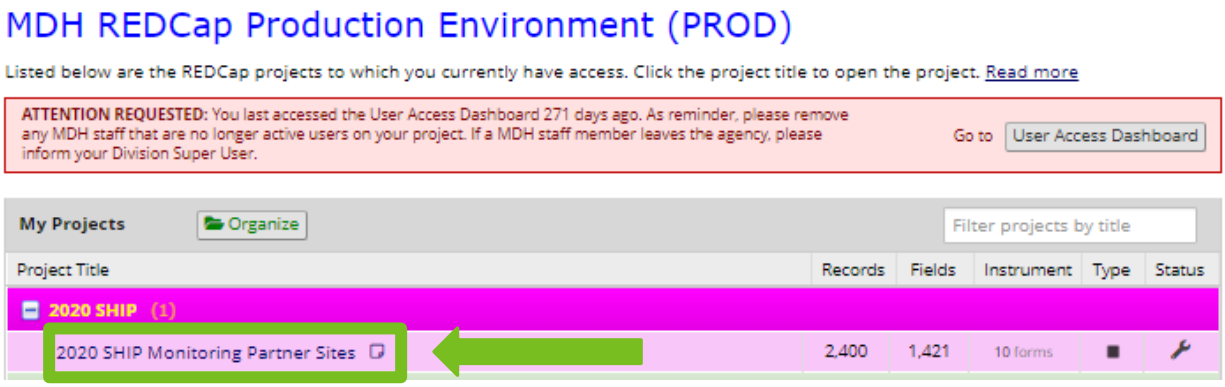
Reporting Step 2. Logging in to REDCap

Usernames and Passwords

You will need a username and password to access your partner sites in REDCap. Your username is your email address with the @ replaced by a period ".". For example, if your email address is myemail@county.gov, your username would be myemail.county.gov (not case sensitive). If you have forgotten your password, do NOT click on the "Forgot Password" link. Instead, please contact your Evaluation Liaison at Health.SHIP.eval@state.mn.us to get your password reset. If you do not have username and password, contact your Evaluation Liaison.

Selecting the Project in REDCap

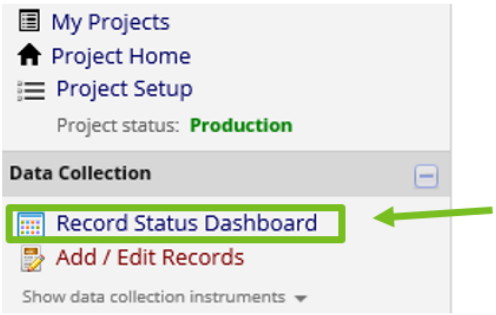
Once you have logged in, select the **2020 SHIP Monitoring Partner Sites Project** from the My Projects list.



Reporting Step 3. Selecting a Partner Site & Updating Address

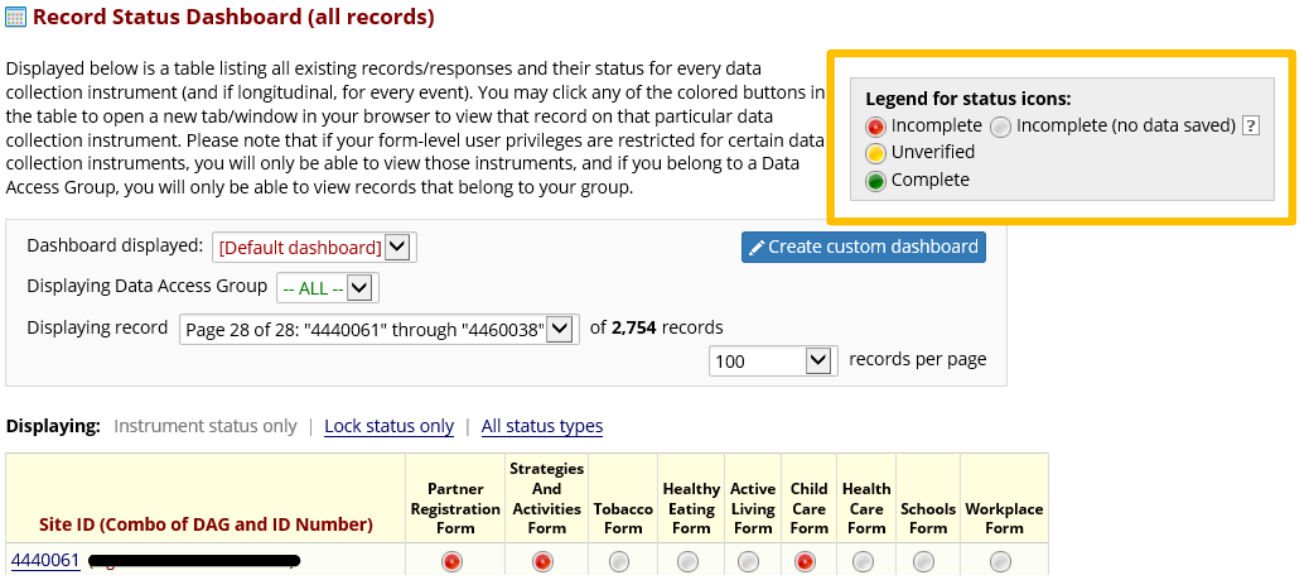
Record Status Dashboard

To view a list of partner sites, go to the menu panel on the left hand side of the screen and click on the **Record Status Dashboard** (see picture below). If you have never been to the Record Status Dashboard before, the default dashboard will appear. The default dashboard lists **ALL** (both active and discontinued) partner sites.



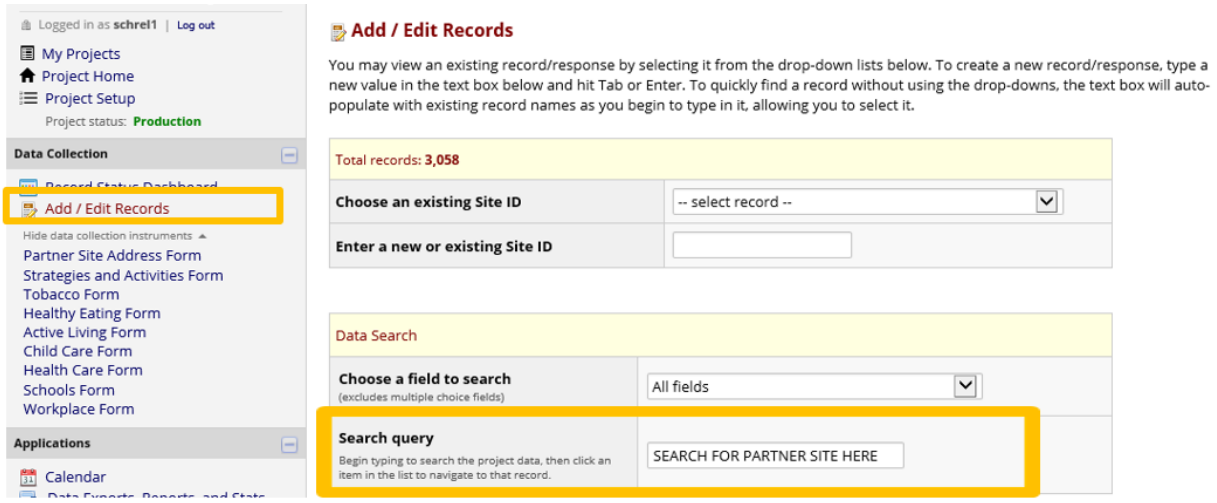
This project has 17 custom dashboards. The last dashboard that you viewed, will be the dashboard that opens when you click on the Record Status Dashboard the next time. The name of each dashboard describes the list of partner sites that are listed in the dashboard. For example, the "04. Active Healthy Eating Sites" shows you a list of all active healthy eating partner sites in this project.

Record Status Dashboards show you the status (incomplete, unverified, and completed) of the REDCap forms for each partner site. As you can see from the picture below, a red dot or grey dot indicates that the data on the form is incomplete. A yellow dot indicates that the data is unverified. A green dot indicates that data is complete. If you click on one of these dots, you will be taken to that specific form for that specific partner site.



Search for a Partner Site

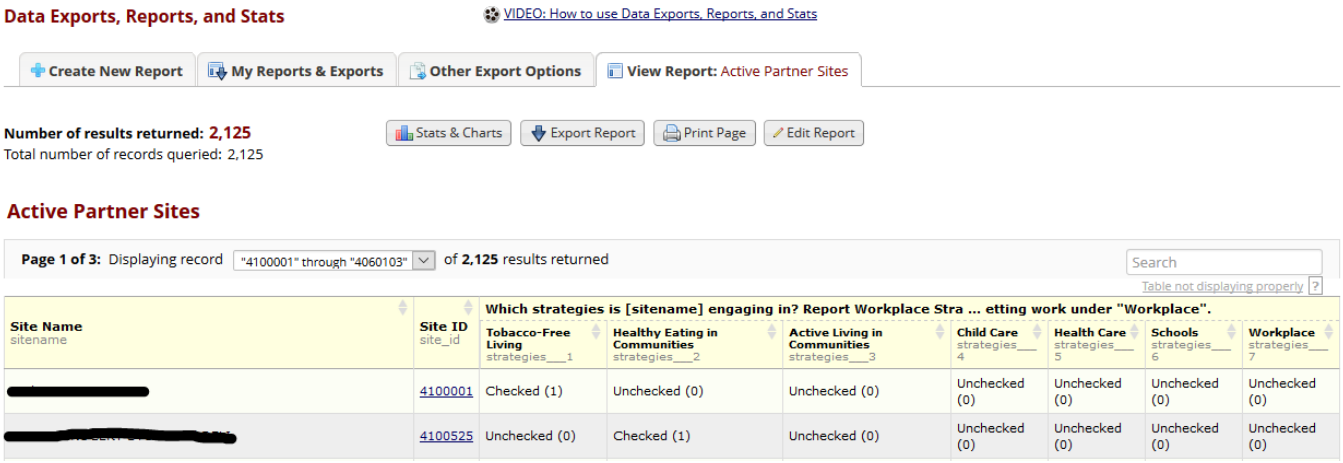
Another way to find a partner site is to click on "View/Edit Records" and search for the partner site by typing the partner site name into the "Search query."



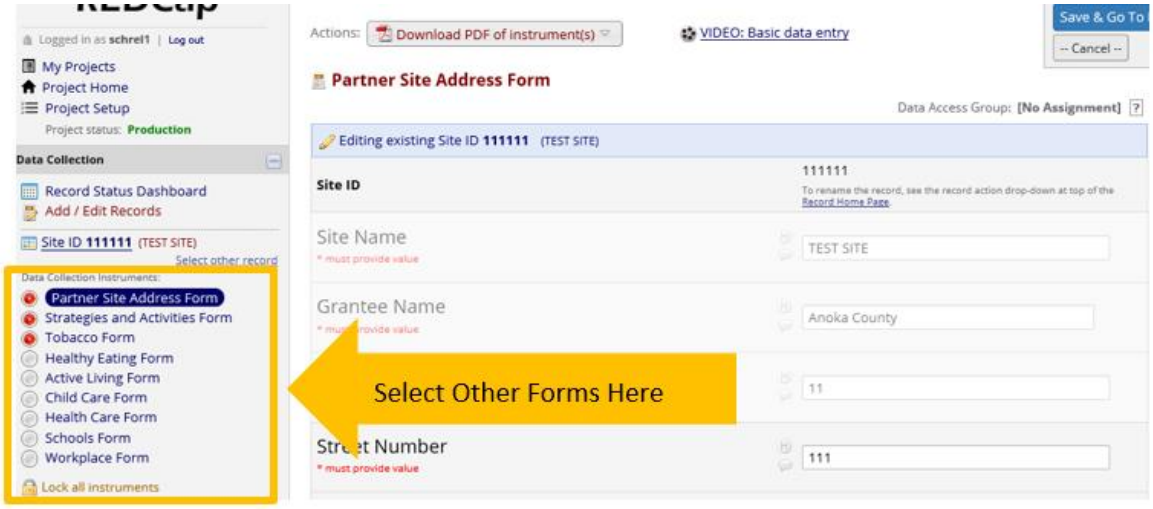
Active Partner Sites Report

Another way that you can select a record is to click the "Active Sites" Report in the left side panel.

When you click on this report, ONLY a list of your active partner sites will be generated. This report has the site name, site id number, and strategy selection. The partner site names will be listed in alphabetical order. To go to that specific partner site, click on the Site ID number.



By clicking on the Site ID number you will be taken to the Partner Site Address Form. To navigate to other forms, click on the form that you want to go to in the left side panel.



Update Partner Site Name

You are able to update the partner site name. If you would like to update the partner site name, you can update the name in the Partner Site Address Form. We recommend that you name partner sites with unique names so that you can easily identify them in REDCap. For example, if you are working with 3 partner sites with the same name, we recommend that you put the address in the name so that you do not enter the wrong data for that partner site.

If you would like use a different name for this partner site on communication materials, please see the section "Display Name."

Update Partner Site Address

To update the address of the partner site, go to the Partner Site Address Form and update the fields that need to be updated.

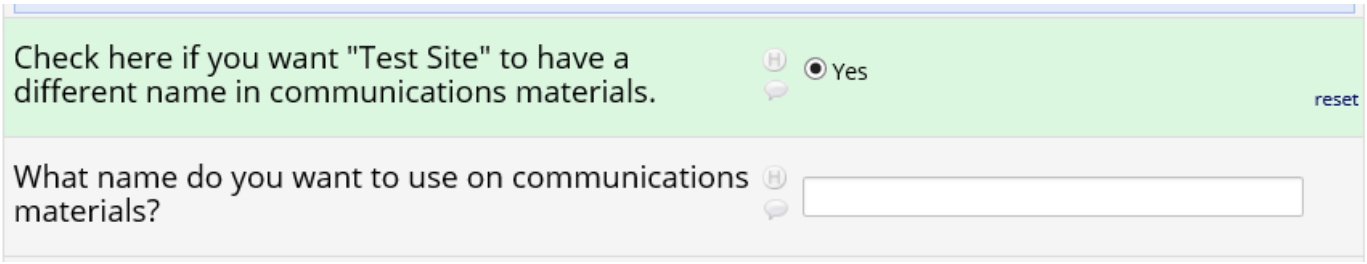
Reporting Step 4. Update Partner Site Status, Strategies, & Activities

Once you selected a partner site, click the "Strategies and Activities" form. This is where you can enter the "display name" of a partner site, update the status of the partner site (active or discontinued), and select the strategies and activities.

Entering Data into the Strategies and Activities Form

Display Name

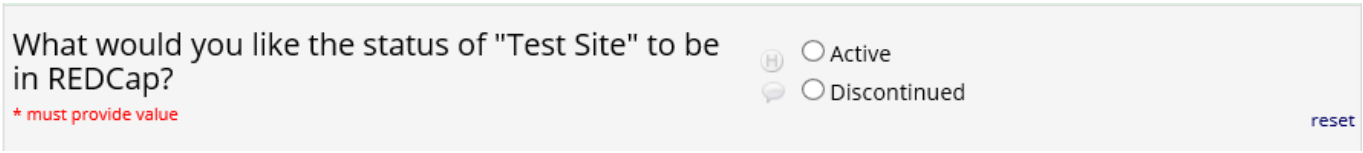
If you want a different partner site name to show up on communications materials, you can enter that information here.



REDCap Status

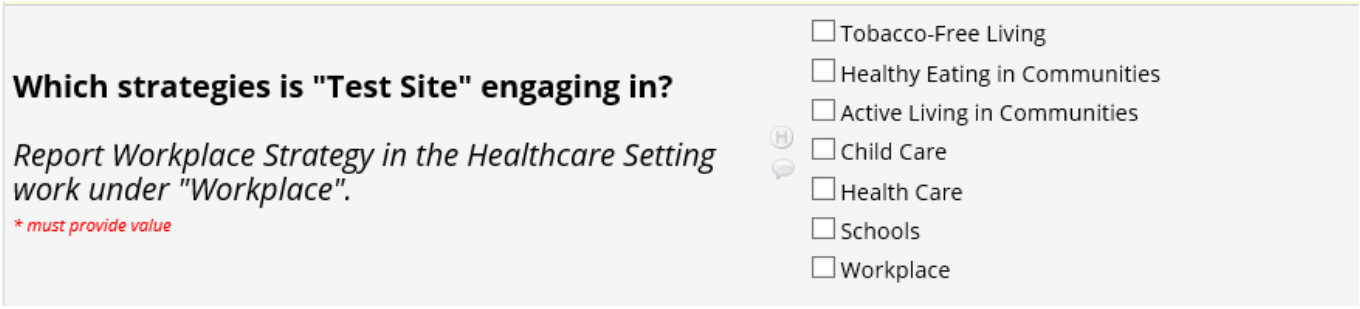
Select the partner site's status – either Active or Discontinued.

- **Active Sites** are partner sites that have done **ANY** SHIP related work on any strategy during the time period of August 31, 2019 to August 28, 2020.
- **Discontinued Sites** are partner sites in which no SHIP related work happened (i.e., false starts; work never began), during the time period of August 31, 2019 to August 28, 2020.



Strategy Selection

Select a strategy from the following strategies.



Activity Selection

Select the activity or activities the partner site is working on. The activities will appear in REDCap based on the strategy that you select.

Activity Not Yet Selected

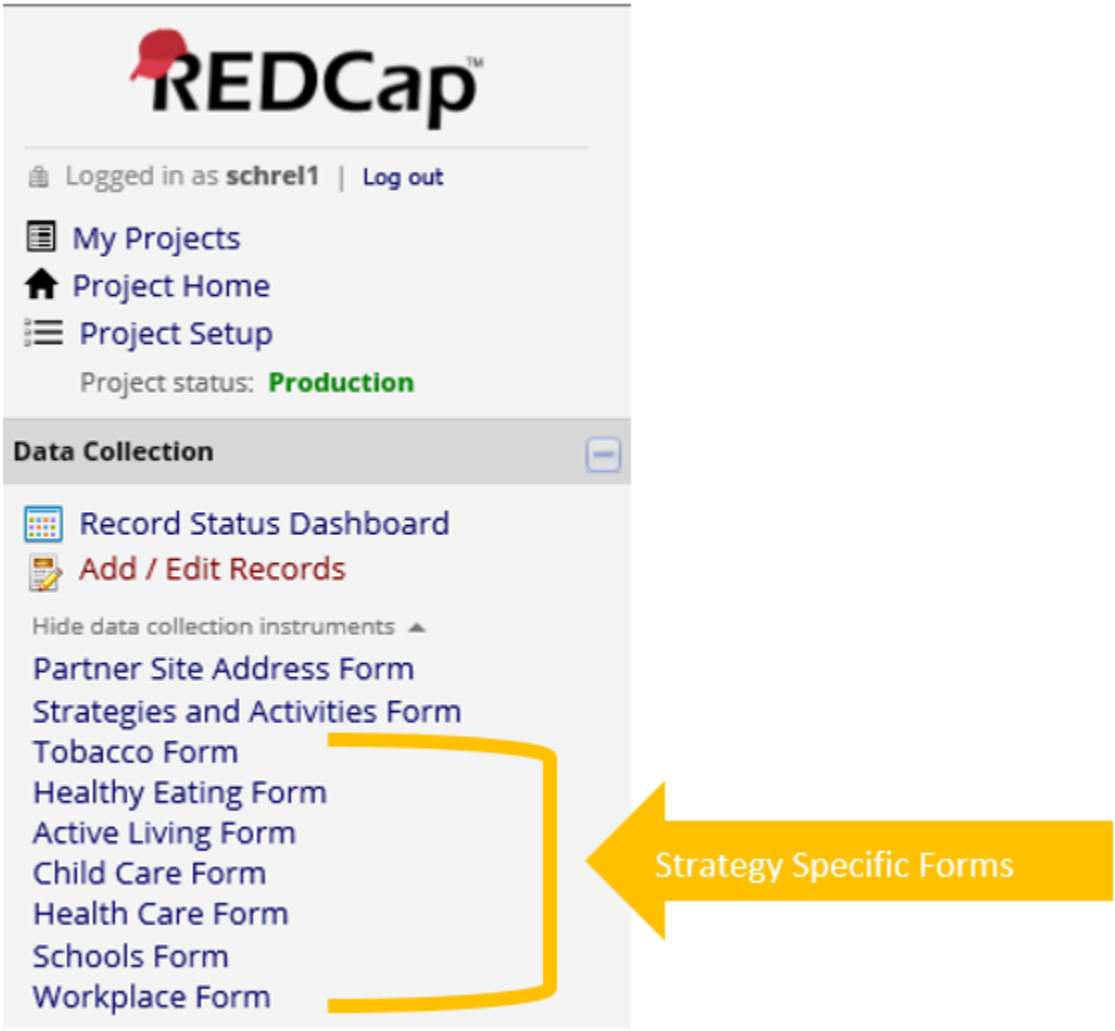
Use this option for partner sites that you have just begun engaging in SHIP work that have chosen a strategy, but have not yet chosen a specific activity or activities. Once they select an activity, you can uncheck this box and indicate the activities that they have selected.

The Connection between Strategies and Activities Form and Strategy-Specific Forms

The Reach and PSE questions in the Strategy-Specific Forms are linked to the activities that are selected in the Strategies and Activities Form. This means that Reach and PSE questions are different based on the specific selected activity and are generated only AFTER a specific activity is selected. For example, if a Farmers Market activity is selected on the Strategies and Activities Form, only the Farmers Market questions will appear in the Healthy Eating Form.

Reporting Step 5. Enter information on Strategy-Specific Forms

All descriptive, process, reach and policy, systems, and environmental (PSE) questions are entered in Strategy-Specific Forms (see below).



Strategy-Specific Guidance

The remaining sections of this guide provide detailed instructions for completing the descriptive, process, reach and PSE questions for each strategy. If you have any questions that are not answered in this guide, please contact your Evaluation Liaison.

Descriptive and Process Questions

Descriptive questions ask about specific characteristics of each partner site. For example in the Child Care Strategy-Specific Form, there is a question about the partner site's participation in programs that serve children from low-income families (e.g., Child Care Assistance Program). Another example is in the Tobacco Strategy, there is a question about whether a partner site is part of a Public Housing Authority.

Process questions ask about specific partner site activities partner sites, such as training or engagement, that support the process of implementing PSE changes. These questions are based on specific implementation steps that are referenced in the SHIP Strategy Implementation Guides (https://www.health.state.mn.us/communities/ship/support/implement.html).

Reach Questions

SHIP defines reach as: **the number of people living, working, learning, playing, or seeking services in SHIP partner sites working on each activity**. Reach is measured differently for each SHIP activity, and the same person may be impacted by multiple site-based activities. For example, a person may live in an apartment where SHIP has been instrumental in creating smoke-free housing policies, and within a community where SHIP is helping to improve the biking and walking infrastructure, and where SHIP is supporting the local farmers market. For this reason, a total number of people reached across all strategies is not calculated. There are two types of Reach – Site-Based Reach and Population-Based Reach

Reach for Site-Based Activities

Certain SHIP activities are site-based, as they take place within organizations, like workplaces, schools, clinics and child care centers. For site-based activities, reach is measured as the number of people that are directly impacted by SHIP work taking place at an organizational level. For example:

- Students attending a school where SHIP activities take place;
- Employees at a workplace where SHIP activities take place;
- Residents of an apartment complex where smoke-free housing policies are passed; and
- Children attending a child care center where SHIP activities take place.

Reach for Population-Based Activities

Certain SHIP activities are population-based, as they are designed to reach everyone living, working, or playing in a specific geographical area. For population-based activities reach is measured as the unduplicated number of people living in a geographic area where SHIP work is taking place. This number is estimated using U.S. Census American Community Survey 5-year estimates. GIS mapping is being used to more accurately calculate unduplicated population reach. For example:

- Residents of a city where point-of-sale policies have been passed with SHIP participation; and
- Residents of a zip code where new bike lanes have been installed.

PSE Questions

The goal of SHIP is to create sustainable PSE changes across multiple settings: communities, schools, workplaces, health care organizations and childcare centers, which ultimately lead to reductions in the prevalence of tobacco use and obesity. There are many ways that SHIP grantees and partner sites work toward this goal. The purpose of PSE questions is to describe the PSE changes that SHIP contributes to at partner sites. The following are general definitions of policy, systems, and environmental changes.

- **Policy changes** are written laws, ordinances, resolutions, mandates, regulations, guidelines, or rules (both formal and informal).
- **Systems changes** are changes in processes, procedures, practices, relationships, and power structures.
- **Environmental changes** are physical or material changes to the economic, social, or physical environment.

The examples of PSE changes provided in this guide are just that, examples (see specific examples within each activity). They are meant to provide guidance about how to categorize PSE work into buckets, even though we know that the work does not always perfectly fit into neat categories. Thus, the examples are not a laundry list of all PSE changes that SHIP grantees are or should be working on. For questions and guidance regarding work plans and implementation of SHIP strategies, please see the SHIP Strategy Implementation Guides (https://www.health.state.mn.us/communities/ship/support/implement.html) or contact your Community Specialist.

In general, for each partner site activity, the grantee will answer the question of "Since August 31, 2019, what best describe this partner site's SHIP work on the specific activity?" If the answer to this question is achieved at least 1 PSE change, then more specific PSE questions will appear. See each activity for the more specific PSE questions. When answering each question, select the choice that best represents *SHIP's contribution* to PSE changes at the partner site.

Answering "Unknown at this Time" or "Don't Know"

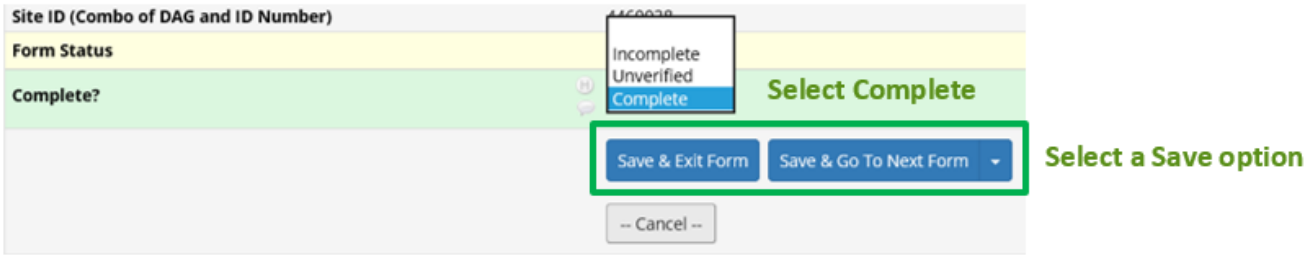
There are "unknown at this time" or "don't know" response options for most questions in order to ensure high data quality and minimize missing data. If the grantee is not able to answer a question about a partner site, they should choose the "unknown at this time" or "don't know" response. **Please note** that these response options are treated as "no" for analysis and reporting purposes.

It is important to provide the most complete data possible for each partner site because this data will be used to generate legislative reports and to report data to stakeholders.

Complete and Save

Choose "Complete" at the end of each REDCap form to indicate that all information is correctly entered. If you choose "Complete," this will also change the gray dot or red dot on the Record Status Dashboard to a green dot. Choose "Incomplete" if you have not completed answering all of the questions. If you choose "Incomplete," you will see a red dot on the Record Status Dashboard. If you choose "Unverified," you will see a yellow dot on the Record Status Dashboard.

Also make sure that you Save each form. If you do not save each form, the partner site will not accurately appear in reports, like the Active Partner Site Report. It does not matter if you select "Save & Exit Form" or "Save & Go To Next Form." Either option will save the form.



Tobacco-Free Living

Key Concepts and Definitions

The table below provides definitions and explanations for key words and concepts you will find in this section.

Word or Concept	Explanation
Policy development/ drafting	Includes relationship-building, engagement, and drafting/revision of written language that addresses tobacco-free living, smoke-free housing, or point-of-sale policies at partner sites

Smoke-free Housing Clarification

Grantees working on the Smoke-free Housing activity should enter specific properties as Partner Sites. There are separate fields to capture the property management company or public housing authority that manages the property, and the number of buildings and units on the property.

Tobacco-Free Living Reach Questions

Strategy Questions	
Question/Item to Respond to	**Guidance on Attaining Information**
Since August 31, 2019, has this partner site conducted engagement activities specifically designed to engage any of the following populations? *Check all that apply* • People age 60+ • People age 18 and under • People with low income • People of color and American Indians • People with disabilities • People with mental illness • People with substance use disorders	This is a descriptive question intended to provide information on partner sites' community engagement activities with specific populations experiencing health inequities. Examples include seeking input on organizational priorities, convening advisory groups, conducting surveys or focus groups, or holding community engagement events. Only include activities that were specifically designed to engage the specific populations, e.g., being held in different languages, recruiting through organizations that serve these populations. We recognize that this is not an exhaustive list of all populations experiencing health inequities in Minnesota and being engaged through SHIP work.

Tobacco Free Living Strategy Reach	
Question/Item to Respond to	**Guidance on Attaining Information**
What is the population that the partner site intends to reach with the Tobacco-Free Living Strategy?	This question will only appear if you select the **Tobacco-Free Living strategy**. 1. Select county, city, other, or Residents living at this partner site. 2. If you choose **county** or **city**, enter the number of counties or cities and the names of the cities or counties. 3. MDH will populate the **city** and **county** population.
If you select **"Other"** for the geographical area of **Tobacco-Free Living: Activity not yet selected, Point of Sale,** or **Variance**, you will be prompted the with the following 4 questions:	

Tobacco Free Living Strategy Reach	
1. What is the "other" population that you intend to reach with the **Tobacco-Free Living** strategy?	Write in information about the population that you intend to reach. For example, if working on engagement and assessment with a hi-rise, write "hi-rise;" if working with a senior center, write "senior center," etc.
2. How many people could this partner site reach with the **Tobacco Free Living** Strategy?	Write in how many people are in the population that you intend to reach. For example, if working with a hi-rise, write the number of people living in the hi-rise; if working with a senior center, write the number of people at the senior center, etc.
3. Check here if the reach for **Tobacco-Free Living** strategy is unknown at this time.	Check this box if the total number of people you intend to reach is unknown at this time.

Smoke-Free Housing Reach	
If you select "Residents living at this partner site" for the population reached for Tobacco-Free Living: Smoke-free Housing, you will be prompted with the following questions:	
Question/Item to Respond to	**Guidance on Attaining Information**
Is this property part of a Public Housing Authority?	Select yes or no.
Name of Public Housing Authority or Property Management Company:	Enter the name of the Property Management Company or Public Housing Authority that this property is a part of.
How many buildings are on this property?	Some properties have more than one building on site while others consist of just one building. Enter the number of buildings on this property.
How many units are in the building(s) on this property?	Enter a number.

Smoke-Free Housing Reach	
If you select "Residents living at this partner site" for the population reached for Tobacco-Free Living: Smoke-free Housing, you will be prompted with the following questions:	
How many subsidized/affordable units are in the building(s) on this property?	Enter a number.
Check here if the number of subsidized/affordable units are unknown at this time	Check this box if the number of subsidized/affordable units are unknown at this time.
Do you know how many residents live at this property?	Select yes or no. Once you select yes or no, an additional question will appear.
How many total residents live at this property?	If selected yes to the previous question, enter the number of total residents who live at this property.
Tobacco-Free Living: Smoke-free Housing Reach	MDH will populate this number.

Smoke-Free Housing Reach	
If you select "County" or "City" for the population reached for Tobacco-Free Living: Smoke-free Housing, you will be prompted with the following questions:	
Question/Item to Respond to	**Guidance on Attaining Information**
Approximately how many properties are impacted by this work?	Enter a number.
Approximately how many units are impacted by this work?	Enter a number.
Approximately how many affordable/subsidized units are impacted by this work?	Enter a number.

Tobacco-Free Living Process, Descriptive and PSE Questions

Grantees will complete PSE questions for their partner sites working on the Tobacco-Free Living strategy.

Smoke-Free Housing

SMOKE-FREE HOUSING PSE	
Question	**Guidance**
Since August 31, 2019, has the grantee, a subcontractor, or TA provider provided cessation support and resources to this partner site?	This question will only appear if you select "Residents living at this partner site" as the population reached. This is a process question to describe the partner's activities. • Yes • No • Don't know
Does the partner site have a smoke-free housing policy?	If yes, continue to the rest of the questions. If no or unknown, stop here.

SMOKE-FREE HOUSING PSE	
What month was the most recent smoke-free housing policy at this site implemented?	Select one answer choice.
What year was the most recent smoke-free housing policy at this site implemented?	Select one answer choice.
Since August 31, 2019, how did the partner site's participation in SHIP contribute to work on the smoke-free housing policy?	This is a process question that measures the type of activities the partner site engaged in as part of their participation in SHIP. One type of participation is not necessarily better than another. *Check all that apply* • Development/Drafting • Adoption • Implementation • Enforcement/Sustainability
Are any of the following components included in the policy?	This question will only appear if you select "Residents living at this partner site" as the population reached. Indicate which topics are addressed by the policy. *Check all that apply* • 100% smoke-free indoors • 100% smoke-free on ALL exterior areas • E-cigarettes prohibited • Other
Are any of the following components included in the city or county ordinance or policy?	This question will only appear if you select "County" or "City" as the population reached. Indicate which topics are addressed by the policy. *Check all that apply* • Includes e-cigarettes/vapes in the definition of a tobacco product • Applies to rental multi-unit properties • Applies to common interest communities (e.g., condos and cooperatives) • Provides financial incentives to implement a smoke-free policy (e.g., licensing discount, tax credits, building subsidy, application credits) for multi-unit housing buildings to go smoke-free • Establishes secondhand smoke intrusions into multi-unit residences as a nuisance • Encourages a smoke-free policy via a city/county resolution

SMOKE-FREE HOUSING PSE	
	• Requires disclosure of smoking policy for the multi-unit housing building (e.g. whether smoking is prohibited or permitted) either in a building lease, house rules, or written documentation • Requires smoke-free policy when city/county provides funding or loans to property • Requires a smoke-free policy through the city rental licensing program • Requires smoke-free policy for any new multi-unit housing property that is built and/or redeveloped • Requires smoke-free policy for all multi-unit housing properties located within the city/county jurisdiction (including existing properties) • Prohibits smoking in ALL INDOOR spaces including individual units • Prohibits smoking in some or ALL OUTDOOR spaces (e.g. entrances)
Was the most current policy uploaded for this partner site in a previous year to REDCap?	Select yes or no.
Please upload an electronic copy of the smoke-free housing policy that was implemented at this partner site if it was not previously uploaded or updated.	Upload policy here.
Check here if you do not have a policy to upload	**Check** the box **if you do not have a policy to upload**
Does this policy apply to other partner sites?	Select yes or no.
How many other partner sites does this policy apply to?	Select one number

SMOKE-FREE HOUSING PSE	
Please list the names of the other partner sites that this policy applies to.	List the names of other partner sites.

Point-of-Sale

POINT-OF-SALE PSE	
Question	**Guidance**
Does the partner site have a point-of-sale policy?	If yes, continue to the rest of the questions. If no, stop here.
What month was the most recent point-of-sale policy implemented?	Select one answer choice.
What year was the most recent point-of-sale policy at this site implemented?	Select one answer choice.
Since August 31, 2019, how did the partner site's participation in SHIP contribute to work on the point-of-sale policy?	This is a process question that measures the type of activities the partner site engaged in as part of their participation in SHIP. One type of participation is not necessarily better than another. *Check all that apply* • Development/Drafting • Adoption • Implementation • Enforcement/Sustainability
Are any of the following foundational components included in the point-of-sale policy?	Indicate which topics are addressed by the policy. Check all that apply. • Ensures that all tobacco retailers obtain a license and renew it annually • Imposes a license fee that sufficiently covers administration, implementation, and enforcement costs • Provides that any violation of federal, state, or local tobacco control law is also a violation of the license terms • Establishes a penalty structure that will help ensure compliance with licensing requirements • Authorizes the license to be suspended or revoked for violations

POINT-OF-SALE PSE	
Are any of the following advanced components included in the point-of-sale policy?	Indicate which topics are addressed by the policy. Check all that apply. • Restricts the number, location, density, and types of tobacco retail outlets • Increases the cost of tobacco products through non-tax approaches (e.g., minimum pack size, price limits) • Prohibits the use of coupons • Restricts point of sale advertising • Restricts sale of flavored tobacco products • Raises the minimum legal age to purchase tobacco • Requires a minimum legal age to sell tobacco • Restricts where tobacco is sold • Prohibits the sampling of tobacco and other tobacco products in the retail environment • Prohibits the sampling of e-cigarettes indoors • Excludes youth penalties for possessing, using, or purchasing (PUP) of tobacco products • None of the above
Was the most current policy for this partner site uploaded in REDCap in a previous year?	Select yes or no.
Please upload an electronic copy of the point of sale policy that was implemented at this site if it was not previously uploaded or updated.	Upload document
Check here if you do not have a policy to upload	Check the box if you do not have a policy to upload

Variance

VARIANCE PSE	
Question	**Guidance**
Does the partner site have a tobacco-free living policy?	Partner sites with an MDH-approved variance are asked about tobacco-free living policies generally. In addition, Tobacco-free County Grounds work should be reported here. The partner site would be any sites affected by a Tobacco-free County Grounds PSE change (e.g., courthouse, city hall, etc.). If yes, continue to the rest of the questions. If no, stop here.
What month was the most recent Tobacco Free Living policy at this site implemented?	Select one answer choice.
What year was the most recent Tobacco Free Living Policy at this site implemented?	Select one answer choice.
Since August 31, 2019, how did the partner site's participation in SHIP contribute to work on the Tobacco-Free Living policy?	This is a process question that measures the type of activities the partner site engaged in as part of their participation in SHIP. One type of participation is not necessarily better than another. Check all that apply. • Development/Drafting • Adoption • Implementation • Enforcement/Sustainability
Was the most current policy uploaded for this partner site in the "SHIP 4 – Intake and Reach" REDCap project?	Select yes or no.
Please upload an electronic copy of the tobacco-free living policy that was implemented at this site if it was not previously uploaded or updated.	Upload document
Check here if you do not have a policy to upload	Check the box if you do not have a policy to upload

Healthy Eating

Healthy Eating Descriptive Questions

Question/Item to Respond to	Guidance on Attaining Information
Since August 31, 2019, has this partner site conducted engagement activities specifically designed to engage any of the following populations? *Check all that apply* • People age 60+ • People age 18 and under • People with low income • People of color and American Indians • People with disabilities • People with mental illness • People with substance use disorders • None of the above	This is a descriptive question intended to provide information on partner sites' community engagement activities with specific populations experiencing health inequities. Examples include seeking input on organizational priorities, convening advisory groups, conducting surveys or focus groups, or holding community engagement events. Only include activities that were specifically designed to engage the specific populations, e.g., being held in different languages, recruiting through organizations that serve these populations. We recognize that this is not an exhaustive list of all populations experiencing health inequities in Minnesota and being engaged through SHIP work.
For Farmers Markets, Community Based Agriculture, Emergency Food Systems/Programs, and Food Retail Only	
Does this partner site have any systems to deliver food to community members? *Examples include a mobile market, mobile food shelf, meal delivery, or a retail order delivery system.*	• Yes • No • Unknown at this time

Question/Item to Respond to	Guidance on Attaining Information
For Comprehensive Planning Only	
Since August 31, 2019, what was SHIP staff's role in the partner site's comprehensive plan work?	• Planning and/or assessment • Engagement and/or involvement of priority populations • Membership on committees/workgroups • Leadership/facilitation of committees/workgroups • Implementation • Other

Healthy Eating Reach Questions

Activity Not Yet Selected: Reach

Questions & Guidance
Name the **population** that this partner site intends to reach for the **Healthy Eating in Communities: Activity**? • County • City • Zip Code • Other (such as an assisted living community, an activity facility, etc.)
If you choose County, City, or ZIP Code, then provide the following information: 1. Select county, city, or ZIP code. 2. Enter the number of counties, cities, or ZIP codes 3. Enter the names of the counties, cities, or ZIP codes. MDH will populate the **county, city,** and **ZIP code** population using American Community Survey data.
If you choose **Other**, then answer the following questions. These will only appear if you select "Other". 1. What is the population that you intend to reach with the **Healthy Eating** work being done with this partner site? Please briefly describe (i.e. "Residents at Neighborhood assisted living facility".) 2. How many people do you intend to reach with the **Healthy Eating** work being done with this partner site? a. Write in how many people are in the population you that intend to reach. This may be the number of people living in an assisted living facility, the number of members of an activity facility, etc. 3. Check here if the reach of **Healthy Eating** work is unknown at this time. a. Check this box if the total number of people you intend to reach is unknown at this time.

Partner sites that have not yet selected an activity will **stop here**.

Farmers Market Reach

Question	Guidance
Since August 31, 2019, what is the total estimated number of visits to the farmer's market partner site?	Enter a number (no commas or letters). If you do not already have a method of counting farmers market visits, you may use the method described below in the section
Since August 31, 2019 and on a typical day, what is the highest number of vendors at the farmer's market partner site?	Enter a number (no commas or letters). Vendors include all stands that sell a product at the farmers market. A typical day means a farmers market day when there is not a special event going on that has more vendors than normal.

Counting the Number of Farmers Market Visits

If you do not already have a method of counting farmers market visits, you may use the method described below.

IF THE FARMERS MARKET IS OPEN FOR 4 HOURS OR LESS

1. Count the number of unduplicated people at the farmers market for 15 minutes at the midpoint between the market's open and closing times.

2. Multiply by 4 to get the average hourly visits, and then multiply by the number of hours that the market is open per day:

$$Average\ daily\ visits = \#\ of\ visits \times\ 4\ \times \#\ hrs\ market\ open$$

3. Multiply the estimated number of daily visits by the number of days that the market is open Since August 31, 2019:

$$Total\ number\ of\ visits = average\ daily\ visits\ \times\ \#\ of\ market\ days$$

Example.
The farmers market is open from 4:00pm to 8:00pm (4 hours). The midpoint of opening and closing times is 6:00pm.
You count 10 people visiting the market between 6:00pm and 6:15pm.

$$Average\ daily\ visits = 10 \times 4 \times 4 = 160$$

The market was open for 100 days Since August 31, 2019.

$$Total\ number\ of\ visits = 160\ \times 100\ = 16{,}000$$

IF THE FARMERS MARKET IS OPEN FOR MORE THAN 4 HOURS AND LESS THAN 6 HOURS

1. Count the number of unduplicated people at the farmers market for 15 minutes at 2 specific time periods: 2 hours after the market opens and 2 hours before the market closes (30 minutes total of counting).

2. Average these 2 numbers together, multiply by 4 to get the average hourly visits, and then multiply by the number of hours that the market is open per day:

$$Average\ daily\ visits = \left(\frac{\#\ first\ 2\ hrs + \#\ last\ 2\ hrs}{2}\right) \times\ 4\ \times \#\ hrs\ market\ open$$

3. Multiply the estimated number of daily visits by the number of days that the market is open since August 31, 2019:

$$Total\ number\ of\ visits = average\ daily\ visits\ \times\ \#\ of\ market\ days$$

Example.
The farmers market is open from 3:00pm to 8:00pm (5 hours).
You count 5 people visiting the market between 5:15pm and 5:30pm (2 hours after opening) and 9 people visiting the market between 6:00pm and 6:15pm (2 hours before closing).

$$Average\ daily\ visits = \left(\frac{(5+9)}{2}\right) \times 4 \times 5 = 140$$

The market was open for 100 days since August 31, 2019.

$$Total\ number\ of\ visits = 140\ \times 100\ = 14{,}000$$

IF THE FARMERS MARKET IS OPEN FOR 6 HOURS OR MORE

1. Count the number of unduplicated people at the farmers market for 15 minutes at 3 specific time periods: 2 hours after the market opens, 2 hours before the market closes, at the midpoint of the market's opening hours (45 minutes total of counting).

2. Average these 3 numbers together, multiply by 4 to get the average hourly visits, and then multiply by the number of hours that the market is open per day:

$$Average\ Daily\ visits = \left(\frac{\#\ first\ 2\ hrs + \#\ last\ 2\ hrs + \#\ middle\ 2\ hrs}{3}\right) \times\ 4 \times \#\ hrs\ market\ open$$

3. Multiply the estimated number of daily visits by the number of days that the market is open since August 31, 2019:

$$Total\ number\ of\ visits = \#\ of\ daily\ visits\ \times\ \#\ of\ market\ days$$

Example.
The farmers market is open from 8:00am to 2:00pm (6 hours). The midpoint of opening and closing times is 11:00am.
You count 5 people visiting the market between 10:00am and 10:15am (2 hours after opening), 10 people visiting the market between 11:00am and 11:15am (midpoint), and 9 people visiting the market between 12:00pm and 12:15pm (2 hours before closing).

$$Average\ daily\ visits = \left(\frac{(5 + 10 + 9)}{3}\right) \times 4 \times 6 = 192$$

The market was open for 100 days since August 31, 2019.

$$Total\ number\ of\ visits = 192\ \times 100\ = 192{,}000$$

Community Based Agriculture Reach

Question	Guidance
Since August 31, 2019, what is the total estimated number of people who benefited from the community based agriculture site.	Enter a number (no commas or letters) • Benefited includes, but is not limited to, building, planting, harvesting, and receiving produce
Does this partner site measure its community based agriculture site in acreage, square-footage, number of containers/barrels/planters/vertical gardens, or in another way?	• Acreage • Square Feet • Number of containers/barrels/planters/vertical gardens or In Another Way • Do not know
What is the total estimated acreage of the community garden at this partner site?	Please enter the total acreage of the garden here.
What is the total estimated square footage of the community garden at this partner site?	Please enter the total square feet of the garden here.
If your gardens are in containers/barrels/planters/vertical gardens, how many did you plant at this partner site.	Please enter the number of containers/barrels/planters/vertical gardens here. If your garden is something else, please describe how large it is.
Since August 31, 2019, how many months was this garden producing food?	You can use an estimation from last year's production. Can choose from a drop down list of 1 through 12 months.

Emergency Food Systems/Programs Reach

Question	Guidance
Since August 31, 2019, do you know the total estimated number of families/households or number of people served by partner site?	• Yes, measured families or households • Yes, measured in people • Unknown at this time
Since August 31, 2019, what is the total estimated number of **families or households** served by partner site?	*This question will only be answered if you select that you measure in families/households served.* Enter a number (no commas or letters) Families or households served by the site includes any families or households who received food from the emergency food system/program. • *This number will be converted to number of individuals, based on an average of 3 people in a family.*
Since August 31, 2019, what is the total estimated number of **people** served by partner site?	*This question will only be answered if you select that you measure in people served.* Enter a number (no commas or letters) • People served by the site includes anyone who received food from the emergency food system/program.

Food Retail, Comprehensive Planning, & Variance Reach

Questions & Guidance
Name the **population** that this partner site intends to reach for the **Healthy Eating in Communities: Activity**? • County • City • Zip Code • Other (such as an assisted living community, an activity facility, etc.)
If you choose County, City, or ZIP Code, then provide the following information: 4. Select county, city, or ZIP code. 5. Enter the number of counties, cities, or ZIP codes 6. Enter the names of the counties, cities, or ZIP codes. MDH will populate the **county, city,** and **ZIP code** population using American Community Survey data.
If you choose **Other**, then answer the following questions. These will only appear if you select "Other". 4. What is the population that you intend to reach with the **Healthy Eating** work being done with this partner site? Please briefly describe (i.e. "Residents at Neighborhood assisted living facility".) 5. How many people do you intend to reach with the **Healthy Eating** work being done with this partner site? b. Write in how many people are in the population you that intend to reach. This may be the number of people living in an assisted living facility, the number of members of an activity facility, etc. 6. Check here if the reach of **Healthy Eating** work is unknown at this time. b. Check this box if the total number of people you intend to reach is unknown at this time.

Farmers Markets PSE

FARMERS MARKETS	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Farmers Market activity? Select one answer choice: • Relationship & Capacity Building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
<u>Farmers Market Examples of PSE Changes</u> **Policies:** Food sampling policy, food guideline policies limiting unhealthy foods/beverages, siting and/or accessibility policies, etc. **Systems:** Getting a SNAP/EBT reader, developing or expanding public transit systems, partnering with new vendors to offer a wider variety of produce, partnering with community organizations to promote healthy eating and make healthy eating more accessible, finding a sustainable funding source, sustainably staffing for the market, etc. **Environments:** Installing a bike rack, adding signage promoting accessibility (including language), putting up new signage, handwashing sink, etc.	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies that include language supporting a systems or environmental change to increase healthy food access or availability	Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded food access or availability adopted or passed during the reporting period. • Yes • No • Don't know
Systems related to **accepting or expanding the SNAP/EBT program**	Indicate whether if this farmers market started to accept of expanded their SNAP/EBT program • Yes • No • Don't know

FARMERS MARKETS	
Systems to increase healthy food access or availability	Indicate whether there were any new or enhanced systems implemented during the reporting period. • Yes • No • Don't know *Note: Do not include the systems change of accepting or expanding the SNAP/EBT program in this question*
Environments to increase healthy food access and availability	Indicate whether there were any new or enhanced environmental features implemented during the reporting period. • Yes • No • Don't know

Community Based Agriculture PSE

COMMUNITY BASED AGRICULTURE	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Community Based Agriculture activity? Select one answer choice: • Relationship & Capacity Building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
<u>Community Based Agriculture Examples of PSE Changes</u> **Policies:** Food sampling policy, a produce donation policy, etc. **Systems:** Partnering with organizations or community groups to promote healthy eating and increase accessibility, establishing an equipment lending library; establishing a distribution system; securing sustainable funding, etc. **Environments:** Expanding garden size, installing a bike rack, adding signage in multiple languages, putting up new signage, etc.	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies that include language supporting a systems or environmental change to increase healthy food access or availability	Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded food access or availability adopted or passed during the reporting period. • Yes • No • Don't know
Systems to increase healthy food access or availability	Indicate whether there were any new or enhanced systems implemented during the reporting period. • Yes • No • Don't know *Note: Do not include the systems change of accepting or expanding the SNAP/EBT program in this question*
Environments to increase healthy food access and availability	Indicate whether there were any new or enhanced environmental features implemented during the reporting period. • Yes • No • Don't know

Emergency Food Systems/Programs PSE

<table>
<tr><th colspan="2">EMERGENCY FOOD SYSTEMS/PROGRAMS</th></tr>
<tr><th>Question</th><th>Guidance</th></tr>
<tr><td colspan="2">Since August 31, 2019, what best describes this partner site's SHIP work on Emergency Food Systems/Programs activity?

Select one answer choice:

• Relationship & Capacity Building
• Working on PSE change
• Achieved at least one PSE change → If this option selected, continue below.</td></tr>
<tr><td colspan="2"><u>Emergency Food Systems/Programs Examples of PSE Changes</u>

Policies: Food sampling policy at a food shelf, a healthy procurement and/or donation policy, client choice policy, healthy food guidelines at a meal program, etc.

Systems: Developing or expanding public transit systems, partnering with organizations or community groups to promote healthy eating and increase accessibility, connecting with farmers/gardeners for produce donation, changing the ordering system to order healthier foods, etc.

Environments: Nudging strategies, increasing visibility of healthy foods, signs in multiple languages, displaying food more attractively, using symbols/signs to designate healthy options, etc.</td></tr>
<tr><td colspan="2">Since August 31, 2019, did SHIP work contribute to the partner site's changing any</td></tr>
<tr><td>Written policies that include language supporting a systems or environmental change to increase healthy food access or availability</td><td>Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded food access or availability adopted or passed during the reporting period.
• Yes
• No
• Don't know</td></tr>
<tr><td>Systems to increase healthy food access or availability</td><td>Indicate whether there were any new or enhanced systems implemented during the reporting period.
• Yes
• No
• Don't know

Note: Do not include the systems change of accepting or expanding the SNAP/EBT program in this question</td></tr>
</table>

EMERGENCY FOOD SYSTEMS/PROGRAMS	
Environments to increase healthy food access and availability	Indicate whether there were any new or enhanced environmental features implemented during the reporting period. • Yes • No • Don't know

Food Retail PSE

FOOD RETAIL	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Food Retail activity? Select one answer choice: • Relationship & Capacity Building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
<u>Food Retail Examples of PSE Changes</u> **Policies:** Food sampling policy, vendor or distributor contracts that require healthy options, policies that require food skills training of staff/volunteers, etc. **Systems:** Working with a new distributor who offers offer healthy food/beverages, changing ordering practices to include more healthy options, lowering the cost of healthy food/beverages, training staff/volunteers on food skills, offering a children's menu **Environments:** Nudging strategies, signs in multiple languages, putting up shelving to hold healthier foods, displaying food more attractively, using symbols/signs to designate healthy options, etc.	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies that include language supporting a systems or environmental change to	Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded food access or availability adopted or passed during the reporting period. • Yes

FOOD RETAIL	
increase healthy food access or availability	• No • Don't know
Systems to increase healthy food access or availability	Indicate whether there were any new or enhanced systems implemented during the reporting period. • Yes • No • Don't know *Note: Do not include the systems change of accepting or expanding the SNAP/EBT program in this question*
Environments to increase healthy food access and availability	Indicate whether there were any new or enhanced environmental features implemented during the reporting period. • Yes • No • Don't know

Comprehensive Planning PSE

COMPREHENSIVE PLANNING	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Comprehensive Plan activity? Select one answer choice: • Relationship & Capacity Building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
Since August 31, 2019, did this partner site help to adopt a comprehensive plan that includes language, recommended by the Minnesota Food Charter Food Access Guide (http://mnfoodcharter.com/wp-content/uploads/2014/10/FAPG_PlanGuide_D9_LINKS_LR.pdf)?	Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded food access or availability adopted or passed during the reporting period. • Yes • No • Don't know
If yes to previous question, language from what section was used? *Check all that apply*	• Land use • Housing • Transportation • Economic Development • Farm Land Preservation • Food Production • Food Aggregation + Processing + Distribution • Healthy Retail • Pollinators
Since August 31, 2019, did the partner site change any environmental features that support healthy eating regulated by the comprehensive plan, such as land use, new housing or retail developments, etc.	Indicate whether the comprehensive plan has been implemented via a change in environmental features that support healthy eating. These environmental changes should explicitly align with the principles stated in the approved plan.

Variance PSE

VARIANCE	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Variance activity? Select one answer choice: • Relationship & Capacity Building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
<u>Variance Definitions of PSE Changes</u> **Policies:** Written laws, ordinances, resolutions, mandates, regulations, guidelines, or rules (both formal and informal) **Systems:** Changes in processes, procedures, practices, relationships, and power structures **Environments:** Physical or material changes to the economic, social, or physical environment	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies that include language supporting a systems or environmental change to increase healthy food access or availability	Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded food access or availability adopted or passed during the reporting period. • Yes • No • Don't know
Systems to increase healthy food access or availability	Indicate whether there were any new or enhanced systems implemented during the reporting period. • Yes • No • Don't know *Note: Do not include the systems change of accepting or expanding the SNAP/EBT program in this question*
Environments to increase healthy food access and availability	Indicate whether there were any new or enhanced environmental features implemented during the reporting period. • Yes • No • Don't know

Active Living

Active Living Descriptive and Process Questions

Strategy Questions	
Question/Item to Respond to	**Guidance on attaining information**
Since August 31, 2019, has this partner site conducted engagement activities specifically designed to engage any of the following populations? *Check all that apply* • People age 60+ • People age 18 and under • People with low income • People of color and American Indians • People with disabilities • People with mental illness • People with substance use disorders	This is a descriptive question intended to provide information on partner sites' community engagement activities with specific populations experiencing health inequities. Examples include seeking input on organizational priorities, convening advisory groups, conducting surveys or focus groups, or holding community engagement events. Only include activities that were specifically designed to engage the specific populations, e.g., being held in different languages, recruiting through organizations that serve these populations. We recognize that this is not an exhaustive list of all populations experiencing health inequities in Minnesota and being engaged through SHIP work.
Since August 31, 2019, did SHIP work contribute to development or strengthening of relationships between local public health specialists and any of the following?	
Community-based organizations that serve local residents, neighborhood associations, or community members	Refers to "grassroots" organizations that directly serve or work with residents, such as the YMCA/YWCA or local bicycle education groups Note: Do not count relationships with technical assistance providers unless they also meet the definition above.
Officials or staff from local public agencies or other organizations that oversee systems or infrastructure that could impact active living	Refers to "grasstops" organizations that have decision-making power or authority over PSE, such as the public works department, the local school board, or the local public transit system

Strategy Questions	
	Note: Do not count relationships with technical assistance providers unless they also meet the definition above.
Since August 31, 2019, how did the partner site's participation in SHIP contribute to Active Living in Communities work? *Check all that apply* • Planning and assessment • Engagement and/or involvement of priority populations • Membership on committees/workgroups • Leadership/facilitation of committees/workgroups • Implementation	This is a process question that measures the type of activities the partner site engaged in as part of their participation in SHIP. One type of participation is not necessarily better than another.

Active Living Reach Questions

All Activities Reach
Name the **population** that you intend to reach for the **Active Living: Activity**? • County • City • Zip Code Other (such as an assisted living community, an activity facility, etc.)
If you choose County, City, or ZIP Code, then provide the following information: 1. Select county, city, or ZIP code. 2. Enter the number of counties, cities, or ZIP codes 3. Enter the names of the counties, cities, or ZIP codes. MDH will populate the **county, city,** and **ZIP code** population using American Community Survey data.

All Activities Reach

If you choose **Other**, then answer the following questions. These will only appear if you select "Other".

4. What is the population that you intend to reach with the **Active Living** work being done with this partner site? Please briefly describe (i.e. "Residents at Neighborhood assisted living facility".)
5. How many people do you intend to reach with the **Active Living** work being done with this partner site?
    a. Write in how many people are in the population you that intend to reach. This may be the number of people living in an assisted living facility, the number of members of an activity facility, etc.
6. Check here if the reach of **Active Living** work is unknown at this time.
    a. Check this box if the total number of people you intend to reach is unknown at this time.

Partner sites that have not yet selected an activity will **stop here**.

Active Living PSE Questions

Grantees will complete this PSE questions for their partner sites working on the Active Living in Communities strategy. The tables below provide detailed instructions and guidance for answering each Active Living PSE question.

Comprehensive and Master Planning PSE

COMPREHENSIVE AND MASTER PLANNING	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Comprehensive and Master Planning? Select one answer choice: • Relationship and capacity building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
	<u>Comprehensive and Master Plan Definitions and Environmental Change Examples</u> **Comprehensive Plan:** The adopted official statement of a legislative body of a local government that sets forth (in words, maps, illustrations, and/or tables) goals, policies, and guidelines intended to direct the present and future physical, social and economic development that occurs within its planning jurisdiction and that includes unified physical design for the public and private development of land and water. (American Planning Association definition). The plan should include **language that supports at least one of the following**: walking (pedestrian plan), biking, walking and biking to schools (Safe Routes to School), equitable access for people with mobility limitations, other language that supports active living or physical activity. **Master Plan:** A long-range plan to develop or improve a community, land, a building complex, or the like. For the active living strategy in SHIP, this includes Active Living plans, subdivision plans, master trail plans, bike plans, pedestrian plans, park plans and any other community plan that addresses biking and walking for transportation or recreational purposes. The plan should include **language that supports at least one of the following**: walking (pedestrian plan), biking, walking and biking to schools (Safe Routes to School), equitable access for people with mobility limitations, other language that supports active living or physical activity. **Environment Change Examples:** Any element of the physical environment that changed as a result of a master or comprehensive plan being implemented, e.g, streetscape features, land use, new housing or retail developments, or parks and green space

COMPREHENSIVE AND MASTER PLANNING	
Since August 31, 2019, did SHIP work contribute to the partner site's	
Adopting a comprehensive plan that includes language supporting walking, biking, or active living	Indicate whether a comprehensive plan supporting active living was completed or adopted during the reporting period. • Yes • No • Don't know
Adopting a master plan that includes language supporting walking, biking, or active living	Indicate whether a master plan supporting active living was completed or adopted during the reporting period. • Yes • No • Don't know
Changing any environments regulated by the master or comprehensive plan	Indicate whether the comprehensive or master plan has been implemented via a change in environmental features that support walking or biking. These environmental changes should explicitly align with the principles stated in the approved plan.

Land Use Zoning and Regulations PSE

LAND USE ZONING AND REGULATIONS	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Land Use Zoning and Regulations? Select one answer choice: • Relationship and capacity building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
<u>Land Use Zoning & Regulations Examples of PSE Changes</u> **Policies:** Environmental design regulations to improve the aesthetic and safety aspects of the physical environment, street continuity and connectivity, mixed-use development, residential density, and the proximity of residential areas to stores, jobs, schools, and recreation areas; streetscape design regulations; zoning, building codes, minimum parking or bike parking requirements, and government policies that change the physical environment of municipal areas	

LAND USE ZONING AND REGULATIONS	
Systems: Processes, procedures, practices, relationships, and power structures involved in making decisions about how land use zoning and regulations are developed and/or implemented, e.g., establishment of a zoning or planning advisory committee or change in the membership of a committee to include more community members impacted by the committee's work **Environments:** Any element of the physical environment that changed as a result of land use zoning and regulations, e.g., trails, wayfinding signage, curb cuts, bike parking, new buildings (schools, housing, commercial development)	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies, ordinances, or regulations that include language supporting environmental change to enhance physical activity or active living	Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded active living) adopted or passed during the reporting period. • Yes • No • Don't know
Systems that support physical activity or active living	Indicate whether there were any new or enhanced systems implemented during the reporting period. • Yes • No • Don't know
Environments that support physical activity or active living	Indicate whether there were any new or enhanced environmental features implemented during the reporting period. • Yes • No • Don't know

Improving Access to Facilities and Opportunities PSE

IMPROVING ACCESS TO FACILITIES AND OPPORTUNITIES FOR WALKING AND BICYCLING	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Improving Access to Facilities and Opportunities for Walking and Bicycling? Select one answer choice: • Relationship and capacity building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
<u>Improving Access to Facilities and Opportunities for Walking and Bicycling Examples of PSE Changes</u> **Policies:** Complete Streets policies, winter maintenance ordinances, park/community center policies on hours of operation/cultural accessibility, school hazard busing policy, Safe Routes to School policies not included in a Safe Routes to School Plan **Systems:** Processes, procedures, practices, relationships, and power structures involved in making decisions that impact access to facilities and opportunities, e.g., establishment of committees for developing or expanding public transit systems or change in the membership of a committee to include more community members impacted by the committee's work; increasing accessibility of facilities for different cultures by making practices more culturally appropriate; Safe Routes to School systems changes such as "bus stop and walk,", crossing guard programs, etc. **Environments:** Any element of the physical environment that changed as a result of SHIP work to enhance access to places for walking/biking, such as bike lanes/paths, trails, paved sidewalks, crosswalks, new transit stops or routes	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies, ordinances, or regulations that include language supporting environmental change to enhance physical activity or active living	Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded active living) adopted or passed during the reporting period. • Yes • No • Don't know
Systems that support physical activity or active living	Indicate whether there were any new or enhanced systems implemented during the reporting period. • Yes • No • Don't know

IMPROVING ACCESS TO FACILITIES AND OPPORTUNITIES FOR WALKING AND BICYCLING	
Environments that support physical activity or active living	Indicate whether there were any new or enhanced environmental features implemented during the reporting period, such as bike lanes and/or paths, paved sidewalks, crosswalks, signage, or lighting. • Yes • No • Don't know

Variance PSE

VARIANCE	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Variance? Select one answer choice: • Relationship and capacity building • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
<u>Variance Definitions of PSE Changes</u> **Policies:** Written laws, ordinances, resolutions, mandates, regulations, guidelines, or rules (both formal and informal) **Systems:** Changes in processes, procedures, practices, relationships, and power structures **Environments:** Physical or material changes to the economic, social, or physical environment	

VARIANCE	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies, ordinances, or regulations that include language supporting environmental change to enhance physical activity or active living	Indicate whether there were any new or revised policies (including revision of a policy to remove language that impeded active living) adopted or passed during the reporting period. • Yes • No • Don't know
Systems that support physical activity or active living	Indicate whether there were any new or enhanced systems implemented during the reporting period. • Yes • No • Don't know
Environments that support physical activity or active living	Indicate whether there were any new or enhanced environmental features implemented during the reporting period, such as bike lanes and/or paths, paved sidewalks, crosswalks, signage, or lighting. • Yes • No • Don't know

Child Care

Key Concepts and Definitions

The table below provides definitions and explanations for key words and concepts you will find in this section.

Word or Concept	Explanation
Child Care Assessment	A 35-question form that is completed by partner sites twice during their partnership with SHIP: once at the beginning of the partnership (pre-assessment), and again after they have completed all training and technical assistance (post-assessment). The assessment form is available on the Grantee Support page (http://www.health.state.mn.us/healthreform/ship/implementation/earlychildhood/self-assessment.pdf).

Child Care Descriptive and Process Questions

Guidance on Questions for All Child Care Sites

ALL SITES	
Question	**Guidance**
Do any of the following apply to this partner site? *Check all that apply*	This question identifies child care providers that serve children from lower income families or in lower income areas. Links to the following resources are provided below, and are also included in REDCap. Child Care Assistance Program (If provider is on either list, answer "Yes") • Licensed providers (http://parentaware.org/search/) • Non-licensed providers (http://www.health.state.mn.us/communities/ship/support/docs/earlycare/ccreportbycty.xlsx) • Children who receive scholarships are also considered to receive child care assistance. Please check with the partner site if unsure. Head Start (If provider is on this list, then answer "Yes") Head Start (http://www.health.state.mn.us/communities/ship/support/docs/earlycare/headstartbycty.xlsx)
The partner site serves children whose families receive child care assistance.	
The partner site serves children in Head Start.	
The partner site receives the highest reimbursement rate from the Child and	

ALL SITES	
Adult Care Food Program (CACFP).	CACFP • Centers (http://www.health.state.mn.us/communities/ship/support/docs/earlycare/ccfreereduced.xlsx) (Look at column V. If ≥50% free or reduced-price lunch, then answer "Yes") • Homes ((If home-based provider is on this list, then answer "Yes") Homes (http://www.health.state.mn.us/communities/ship/support/docs/earlycare/cctierone.xlsx)
What type of child care provider is this partner site?	Select one answer choice: • Child care center (including Head Start) • Family child care home
Which of the following steps in the SHIP child care implementation guide has this partner site completed? *Check all that apply*	
Completed a pre-assessment	This is generally the first step for providers who have agreed to work with SHIP and is completed by the provider before receiving any training or technical assistance.
Completed MDH-approved training for breastfeeding support, healthy eating, or physical activity	A list of MDH-approved trainings can be found **on the SHIP Grantee Support page (https://www.health.state.mn.us/communities/ship/support/docs/earlycare/shipfourtrngs.pdf)**
Completed an action plan for breastfeeding support, healthy eating, or physical activity	Action planning worksheets can be found here: • Breastfeeding support **(https://www.health.state.mn.us/communities/ship/support/docs/earlycare/worksheetbf.pdf)** • Healthy eating **(https://www.health.state.mn.us/communities/ship/support/docs/earlycare/worksheethe.pdf)** • Physical activity **(https://www.health.state.mn.us/communities/ship/support/docs/earlycare/worksheetpa.pdf)**

ALL SITES	
Completed a post-assessment	This is generally the last step in the Child Care Strategy. Providers complete the same Child Care Assessment they did at the beginning (the pre-assessment).

Child Care Reach Questions

All Activities Reach and Strategy Questions	
Question/Item to Respond to	**Guidance on attaining information**
How many infants are enrolled at this partner site?	Unduplicated count of infants enrolled at this child care site in a typical year. For home-based child care, "infants" are defined as children 0-12 months old; for all other child care sites, "infants" are defined as children 0-16 months old. Check the box for "**Number of infants not known at this time**" if the number of infants is unknown. Check the box for "**No infants at this site**" if there are no infants at the site.
How many toddlers & preschoolers are enrolled at this partner site?	Unduplicated, combined count of toddlers and preschoolers enrolled at this child care site. For home-based child care, "toddlers and preschoolers" is defined as children 12 months old through just prior to kindergarten entry; for all other child care sites, "toddlers and preschoolers" is defined as children 16 months old through just prior to kindergarten entry. Check the box for "**Number of toddler and preschoolers not known at this time**" if the number of toddler and preschoolers are unknown. Check the box for "**No toddler and preschoolers at this site**" if there are no toddler and preschoolers at the site.

Child Care PSE Questions

Grantees will complete these PSE questions for their partner sites working on the Child Care strategy. The process questions closely follow the steps and milestones laid out in the SHIP 4 Child Care Implementation Guide (PDF) (https://www.health.state.mn.us/communities/ship/support/docs/implementation/childcare.pdf). The tables below provide detailed instructions and guidance for answering each Child Care PSE question.

Breastfeeding Support PSE

Breastfeeding Support	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Breastfeeding Support? Select one answer choice: • Training/Action Planning • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
Breastfeeding Examples of PSE Changes **Policies:** written guidelines that reflect current practices supporting breastfeeding. This could be in the parent handbook that is posted online and/or in print. **Practices:** standard procedures for breastmilk labeling, storage, thawing, or usage **Environments:** a private place for mothers to breastfeed or express milk or providing educational materials or signage about breastfeeding resources	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies/guidelines on breastfeeding practice	Indicate whether there were any new or revised written policies/guidelines adopted during the reporting period. • Yes • No • Don't know

Breastfeeding Support	
Practices to improve safe breastmilk handling	Indicate whether there were any practice changes made during the reporting period. • Yes • No • Don't know
Environmental changes to support breastfeeding	Indicate whether there were any environmental changes made during the reporting period. • Yes • No • Don't know

Healthy Eating PSE

Healthy Eating	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Healthy Eating? Select one answer choice: • Training/Action Planning • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
<u>Healthy Eating Examples of PSE Changes</u> **Policies:** written guidelines that reflect current practices supporting healthy eating. This could be in the parent handbook that is posted online and/or in print. **Practices:** increasing fruit and vegetables; reducing fat, sodium, and added sugars; increasing healthy beverages; letting children serve themselves, or having caregivers model healthy eating behaviors **Environments:** removing soda or vending machines from the facility	

Healthy Eating	
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	
Written policies/guidelines on healthy eating practices	Indicate whether there were any new or revised written policies/guidelines adopted during the reporting period. • Yes • No • Don't know
Practices to support healthy eating	Indicate whether there were any practice changes made during the reporting period. • Yes • No • Don't know
Environmental changes to support healthy eating	Indicate whether there were any environmental changes made during the reporting period. • Yes • No • Don't know

Physical Activity PSE

Physical Activity	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Physical Activity? Select one answer choice: • Training/Action Planning • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below.	
	<u>Physical Activity Examples of PSE Changes</u> **Policies:** written guidelines that reflect current practices supporting physical activity/active play. This could be in the parent handbook that is posted online and/or in print. **Practices:** providing more unstructured active play time or providing more structured physical activity time **Environments:** providing portable play equipment
Since August 31, 2019, did SHIP work contribute to the partner site's changing any	

Physical Activity	
Written policies/guidelines on physical activity practices	Indicate whether there were any new or revised written policies/guidelines adopted during the reporting period. • Yes • No • Don't know
Practices to support physical activity	Indicate whether there were any practice changes made during the reporting period. • Yes • No • Don't know
Environmental changes to support physical activity	Indicate whether there were any environmental changes made during the reporting period. • Yes • No • Don't know

Health Care

Key Concepts and Definitions

The table below provides definitions and explanations for key words and concepts you will find in this section.

Word or Concept	Explanation
Priority populations	Priority populations for health care, as defined in the Health Care Implementation Guide (PDF) (https://www.health.state.mn.us/communities/ship/support/docs/implementation/healthcare.pdf), are populations experiencing health inequities within their communities, including low-income, uninsured or underinsured, older adults, and racial or ethnic minorities. Refer to local Health Equity Data Analysis (HEDA), Community Health Assessment (CHA) and Hospital Community Health Needs Assessment (CHNA).
Health care partner	Partner sites who are part of the health care field, including primary care clinics, hospitals, dental clinics, mental health services, long term care or assisted living facilities where health care is provided, and some local public health partners.
Community-based organization	Partner sites who are doing community-based work related to health, including community education, housing facilities, social service organizations, non-profit organizations, fitness centers, and faith- based or cultural organizations.

Health Care Descriptive Questions

Question/Item to Respond to	Guidance on attaining information
Check here if this SHIP **Health Care** work is targeting the 60+ population:	Targeting the 60+ population means strategically choosing the type of partner site and/or SHIP strategy so that the SHIP work deliberately impacts the health of the 60+ population. Note: Other age groups may also be reached through the SHIP work at this site.
Which of the following categories best	**Response categories for this question are:** Health Care Provider Community-Based Organization

Question/Item to Respond to	Guidance on attaining information
describes this partner site?	
What type(s) of health care provider is this partner site?	***This question is only for Health Care Providers:*** **Select all that apply:** • Primary Care • Mental Health • Dental Clinic • Federally Qualified Health Center (FQHC) • Public Health Clinic • Hospital • Other (please specify) For example, if a partner is both a hospital and a clinic, please select both.
What type(s) of community-based organization is this partner site?	***This question is only for Community-Based Organizations*** **Select all that apply:** • Housing facility (including public housing, senior housing, and others) • Faith-Based or Cultural Organization • Recreation or Community Center (including youth and senior centers) • Fitness Center or Gym • Community Education • Social Services Organization • Non-Profit Organization • Local Business • Other (please specify)

Question/Item to Respond to	Guidance on attaining information
Does this partner site provide any of the following resources to better serve priority populations? *Check all that apply*	
Population-specific evidence-based programs	Population-specific evidence-based programs are programs tailored to a specific group based on ability, age, cultural background or identity, health status, language, or other identifiers. Examples include, but are not limited to: • An organization partnering with a cultural or faith-based organization to offer an evidence-based program tailored to a specific population. • A housing facility offering evidence-based programs tailored to the needs of residents.
Population-specific methods/materials consistent with health literacy recommendations	Population-specific methods/materials consistent with health literacy recommendations are materials tailored to be accessible to a specific group based on ability, age, cultural background or identity, health status, language, or other identifiers. Examples include, but are not limited to: • An organization providing literature about healthy lifestyles in multiple languages. • An organization revising health-related materials to meet accessibility and health literacy guidelines.
Population-specific outreach/ communication strategies	Population-specific outreach/communication strategies are outreach and communication to reach a specific group based on ability, age, cultural background or identity, health status, language, or other identifiers. Examples include, but are not limited to: • An organization employing a bi-lingual Community Health Worker to provide health education and coordination • An organization advertising evidence-based programs in culturally-specific publications or websites
Other	Please select if this partner site provides other resources or services to better reach and serve priority populations.
None of these	Please select if this partner site does not provide any of the above resources or services.
Since August 31, 2019, did SHIP	Select all that apply:

Question/Item to Respond to	Guidance on attaining information
work contribute to any breastfeeding or baby-friendly supports at this partner site?	• Baby Friendly Hospital Designation - accredited by Baby-Friendly USA: http://www.babyfriendlyusa.org/ • Breastfeeding Friendly Designation - recognized by the Minnesota Department of Health: https://www.health.state.mn.us/people/breastfeeding/recognition/childcare.html • Other breastfeeding- or baby-friendly designations or recognition programs • Breastfeeding supports at community events or public locations • Breastfeeding education or support groups, such as Baby Café • None of these

Health Care Process Questions

Question	Guidance
Since August 31, 2019, did SHIP work with this partner site to accomplish any of the following. *Check all that apply*	
Identify one or more organizational champions	Identify organizational champions though cultivating relationships with individuals within a health care organization or community-based organization that can support SHIP work.
Understand the needs and priorities of the partner	Establish the needs and priorities of the partner thorough: • Reviewing Community Health Needs Assessment; • Learning about organization's current work related to obesity and chronic disease prevention, commercial tobacco, and building dementia-friendly communities; and • Discussing priorities, needs and gaps with organizational champions.
Create a formal partnership agreement	Create an agreement document describing the goals and expectations of the partnership.
Create an action plan	Create a written plan detailing the goals, activities and proposed timeline to meet the needs of both the partner site and SHIP staff.

Health Care Reach Questions

All Activities Reach
What is the **population** you intend to reach for the **Health Care** work being done with this partner site? • County • City • Zip Code • Other (such as an assisted living community, an activity facility, etc.)
If you choose County, City, or ZIP Code, then provide the following information: 1. Select county, city, or ZIP code. 2. Enter the number of counties, cities, or ZIP codes 3. Enter the names of the counties, cities, or ZIP codes. 4. MDH will populate the **county, city,** and **ZIP code** population using American Community Survey data.
If you choose **Other**, then answer the following questions. These will only appear if you select "Other". 5. What is the population that you intend to reach with the **Health Care** work being done with this partner site? Please briefly describe (i.e. "Residents at Neighborhood assisted living facility".) 6. How many people do you intend to reach with the **Health Care** work being done with this partner site? a. Write in how many people are in the population you that intend to reach. This may be the number of people living in an assisted living facility, the number of members of an activity facility, etc. 7. Check here if the reach of **Health Care** work is unknown at this time. a. Check this box if the total number of people you intend to reach is unknown at this time.

Health Care PSE Questions

Grantees will complete PSE questions for their partner sites working on the Health Care strategy. The tables in this section provide detailed instructions and guidance for answering each Health Care PSE question.

PSE Questions for Clinic Community Linkages Activities

CCL: Tobacco Cessation

CLINIC COMMUNITY LINKAGES FOR TOBACCO CESSATION	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Clinic Community Linkages for Tobacco Cessation? • Select one answer choice: • Building relationships • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Clinic Community Linkages for Tobacco Cessation **Screening:** Creating new patient intake procedures that include screening for commercial tobacco use. **Counseling:** System-wide training in motivational interviewing, or adoption of brief intervention for tobacco cessation. **Referral:** Changing electronic medical records systems to make or document clinic-based or community-based referrals for tobacco cessation. **Follow-Up:** Establishing information release agreements with statewide or community-based organizations to follow up on referrals for tobacco cessation.	

CLINIC COMMUNITY LINKAGES FOR TOBACCO CESSATION	
Since August 31, 2019, did SHIP work with partner site contribute to any changes to policies, systems or environments to create or improve	
Screening protocols to support best practices for tobacco cessation	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to screen patients for commercial tobacco use. • Yes • No • Don't know
Counselling protocols to support best practices for tobacco cessation	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to counsel patients on tobacco cessation. • Yes • No • Don't know
Referral protocols to support best practices for tobacco cessation	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to refer patients to resources or evidence-based programs for tobacco cessation. • Yes • No • Don't know
Follow-up on referrals to support best practices for tobacco cessation	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to follow up on patient referrals for tobacco cessation. • Yes • No • Don't know

CCL: Pediatric Obesity

CLINIC COMMUNITY LINKAGES FOR PEDIATRIC OBESITY	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Clinic Community Linkages for Pediatric Obesity? Select one answer choice: • Building relationships • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Clinic Community Linkages for Pediatric Obesity **Screening:** Creating new patient intake procedures that include screening pediatric patients for obesity. **Counseling:** System-wide training in motivational interviewing to counsel families on pediatric obesity. **Referral:** Changing electronic medical records systems to make or document clinic-based or community-based referrals for pediatric obesity prevention or support. **Follow-Up:** Establishing information release agreements with community-based organizations to follow up on referrals for evidence-based interventions for pediatric obesity.	
Since August 31, 2019, did SHIP work with partner site contribute to any changes to policies, systems or environments to create or improve	
Screening protocols to support best practices for pediatric obesity	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to screen pediatric patients for obesity. • Yes • No • Don't know
Counselling protocols to support best practices for pediatric obesity?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to counsel families on pediatric obesity. • Yes • No • Don't know

CLINIC COMMUNITY LINKAGES FOR PEDIATRIC OBESITY	
Referral protocols to support best practices for pediatric obesity?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to refer families to resources or evidence-based programs for pediatric obesity prevention or support. • Yes • No • Don't know
Follow-up on referrals to support best practices for pediatric obesity?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to follow up on patient referrals for pediatric obesity. • Yes • No • Don't know

CCL: Adult Obesity

Guidance on Questions for Sites Working on Clinical Community Linkages for Adult Obesity

CLINIC COMMUNITY LINKAGES FOR ADULT OBESITY	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Clinic Community Linkages for Adult Obesity? Select one answer choice: • Building relationships • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Clinic Community Linkages for Adult Obesity **Screening:** Creating new patient intake procedures that include screening adult patients for obesity. **Counseling:** System-wide training in motivational interviewing to counsel adults on obesity. **Referral:** Changing electronic medical records systems to make or document clinic-based or community-based referrals for obesity prevention or support. **Follow-Up:** Establishing information release agreements with community-based organizations to follow up on referrals for evidence-based interventions for obesity.	

CLINIC COMMUNITY LINKAGES FOR ADULT OBESITY	
Since August 31, 2019, did SHIP work with partner site contribute to any changes to policies, systems or environments to create or improve	
Screening protocols to support best practices for adult obesity?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to screen adult patients for obesity. • Yes • No • Don't know
Counselling protocols to support best practices for adult obesity?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to counsel patients on obesity. • Yes • No • Don't know
Referral protocols to support best practices for adult obesity?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to refer patients to resources or evidence-based programs for obesity prevention or support. • Yes • No • Don't know
Follow-up on referrals to support best practices for adult obesity?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to follow up on patient referrals for obesity. • Yes • No • Don't know

CCL: Falls Prevention

CLINIC COMMUNITY LINKAGES FOR FALLS PREVENTION	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Clinic Community Linkages for Falls Prevention? Select one answer choice: • Building relationships • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Clinic Community Linkages for Falls Prevention **Screening:** Creating new patient intake procedures that include screening for risk of falls. **Counseling:** System-wide training in motivational interviewing, or adoption of brief intervention for falls prevention. **Referral:** Changing electronic medical records systems to make or document clinic-based or community-based referrals for falls prevention. **Follow-Up:** Establishing information release agreements with statewide or community-based organizations to follow up on referrals for falls prevention.	
Since August 31, 2019, did SHIP work with partner site contribute to any changes to policies, systems or environments to create or improve	
Screening protocols to support best practices for falls prevention?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to screen patients for risk of falls. • Yes • No • Don't know
Counselling protocols to support best practices for falls prevention?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to counsel patients on falls prevention. • Yes • No • Don't know

CLINIC COMMUNITY LINKAGES FOR FALLS PREVENTION	
Referral protocols to support best practices for falls prevention?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to refer patients to resources or evidence-based programs for falls prevention. • Yes • No • Don't know
Follow-up on referrals to support best practices for falls prevention?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to follow up on patient referrals for falls prevention. • Yes • No • Don't know

CCL: Breastfeeding Support

CLINIC COMMUNITY LINKAGES FOR BREASTFEEDING SUPPORT	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Clinic Community Linkages for Breastfeeding Support? Select one answer choice: • Building relationships • Working on PSE change • `Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Clinic Community Linkages for Breastfeeding Support **Screening:** Creating new patient intake procedures that include screening new parents for needing lactation support. **Counseling:** System-wide training in motivational interviewing to counsel patients on breastfeeding. **Referral:** Changing electronic medical records systems to make or document clinic-based or community-based referrals for breastfeeding support. **Follow-Up:** Establishing information release agreements with statewide or community-based organizations to follow up on referrals for breastfeeding support.	

CLINIC COMMUNITY LINKAGES FOR BREASTFEEDING SUPPORT	
Since August 31, 2019, did SHIP work with partner site contribute to any changes to policies, systems or environments to create or improve	
Screening protocols to support best practices for breastfeeding support?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to screen patients for needing lactation support. • Yes • No • Don't know
Counselling protocols to support best practices for breastfeeding support?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to counsel patients on breastfeeding. • Yes • No • Don't know
Referral protocols to support best practices for breastfeeding support?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to refer patients to resources or evidence-based programs for breastfeeding support. • Yes • No • Don't know
Follow-up on referrals to support best practices for breastfeeding support?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to follow up on patient referrals for breastfeeding support. • Yes • No • Don't know

CCL: Dementia Support

CLINIC COMMUNITY LINKAGES FOR DEMENTIA SUPPORT	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on Clinic Community Linkages for Breastfeeding Support? Select one answer choice: • Building relationships • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Clinic Community Linkages for Dementia Support **Screening:** Creating new patient intake procedures that include screening patients for memory loss or dementia. **Counseling:** System-wide training in motivational interviewing to counsel patients about dementia. **Referral:** Changing electronic medical records systems to make or document clinic-based or community-based referrals for dementia support. **Follow-Up:** Establishing information release agreements with statewide or community-based organizations to follow up on referrals for dementia support.	
Since August 31, 2019, did SHIP work with partner site contribute to any changes to policies, systems or environments to create or improve	
Screening protocols to support best practices for dementia support?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to screen patients for dementia. • Yes • No • Don't know
Counselling protocols to support best practices for dementia support?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to counsel patients about dementia. • Yes • No • Don't know

CLINIC COMMUNITY LINKAGES FOR DEMENTIA SUPPORT	
Referral protocols to support best practices for dementia support?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to refer patients to resources for dementia support. • Yes • No • Don't know
Follow-up on referrals to support best practices for dementia support?	Indicate whether there were any policy or systems changes, or environmental improvements made at this partner site to support protocols or workflows to follow up on patient referrals for dementia support. • Yes • No • Don't know

PSE Questions for Evidence Based Programs

EBP: Tobacco Cessation

TOBACCO CESSATION	
Question	**Guidance**
Since August 31, 2019, did SHIP support any **evidence-based programs** for **tobacco cessation** offered at this partner site?	Indicate whether SHIP had a role in any evidence-based programs offered at this partner site. • Yes • No • Don't know Examples of SHIP support include funding training for community trainers, promoting clinic and community-based evidence-based programs, and creating systems to coordinate referrals and follow-up with a clinical partner.
If yes, answer the following questions:	
Since August 25, 2018, what evidence-based programs or strategies for **Tobacco Cessation** did this partner site offer	In the text box, type the names of the evidence-based programs or strategies for Tobacco Cessation offered by this partner site since August 31, 2019. For example, Call It Quits Referral Program Freedom From Smoking

TOBACCO CESSATION	
Since August 31, 2019, did SHIP work contribute to new or enhanced policies or systems at this partner site to	
Receive referrals for Tobacco Cessation from a clinical partner?	This question refers to making policy or systems changes to receive new client referrals from a clinical partner. • Yes • No • Don't know For example, creating new formalized agreements with clinical partners, enhanced records systems, or new procedures for receiving referrals.
Follow up on referrals for Tobacco Cessation from a clinical partner?	This question refers to making systems changes to follow up on patient referrals from a clinical partner. • Yes • No • Don't know For example, systems to promote back and forth communication between a community-based organization and a referring clinic, or creating a new release of information form for participants sign.

EBP: Diabetes Prevention

DIABETES PREVENTION	
Question	**Guidance**
Since August 31, 2019, did SHIP support any **evidence-based programs** for **diabetes prevention** offered at this partner site?	Indicate whether SHIP had a role in any evidence-based programs offered at this partner site. • Yes • No • Don't know Examples of SHIP support include funding training for community trainers, promoting clinic and community-based evidence-based programs, and creating systems to coordinate referrals and follow-up with a clinical partner**.**
If yes, answer the following questions:	
Since August 31, 2019, what evidence-based programs or strategies for **diabetes prevention** did this partner site offer?	In the text box, type the names of the evidence-based programs or strategies for Tobacco Cessation offered by this partner site since August 31, 2019. For example, National Diabetes Prevention Program I Can Prevent Diabetes
Since August 31, 2019, did SHIP work contribute to new or enhanced policies or systems at this partner site to	
Receive referrals for diabetes prevention from a clinical partner?	This question refers to making policy or systems changes to receive new client referrals from a clinical partner. • Yes • No • Don't know For example, creating new formalized agreements with clinical partners, enhanced records systems, or new procedures for receiving referrals.
Follow up on referrals for diabetes prevention from a clinical partner?	This question refers to making systems changes to follow up on patient referrals from a clinical partner. • Yes • No • Don't know For example, systems to promote back and forth communication between a community-based organization and a referring clinic, or creating a new release of information form for participants sign.

EBP: DSMP

DIABETES SELF-MANAGEMENT	
Question	**Guidance**
Since August 31, 2019, did SHIP support any **evidence-based programs** for **diabetes self-management** offered at this partner site?	Indicate whether SHIP had a role in any evidence-based programs offered at this partner site. • Yes • No • Don't know Examples of SHIP support include funding training for community trainers, promoting clinic and community-based evidence-based programs, and creating systems to coordinate referrals and follow-up with a clinical partner.
If yes, answer the following questions:	
Since August 31, 2019, what evidence-based programs or strategies for **diabetes self-management** did this partner site offer?	In the text box, type the names of the evidence-based programs or strategies for Tobacco Cessation offered by this partner site since August 31, 2019. For example, Living Well with Diabetes
Since August 31, 2019, did SHIP work contribute to new or enhanced policies or systems at this partner site to	
Receive referrals for diabetes self-management from a clinical partner?	This question refers to making policy or systems changes to receive new client referrals from a clinical partner. • Yes • No • Don't know For example, creating new formalized agreements with clinical partners, enhanced records systems, or new procedures for receiving referrals.
Follow up on referrals for diabetes self-management from a clinical partner?	This question refers to making systems changes to follow up on patient referrals from a clinical partner. • Yes • No • Don't know For example, systems to promote back and forth communication between a community-based organization and a referring clinic, or creating a new release of information form for participants sign**.**

EBP: CDSMP

CHRONIC DISEASE SELF-MANAGEMENT	
Question	**Guidance**
Since August 31, 2019, did SHIP support any **evidence-based programs** for **chronic disease self-management** offered at this partner site?	Indicate whether SHIP had a role in any evidence-based programs offered at this partner site. • Yes • No • Don't know Examples of SHIP support include funding training for community trainers, promoting clinic and community-based evidence-based programs, and creating systems to coordinate referrals and follow-up with a clinical partner.
If yes, answer the following questions:	
Since August 31, 2019, what evidence-based programs or strategies for **chronic disease self-management** did this partner site offer?	In the text box, type the names of the evidence-based programs or strategies for Tobacco Cessation offered by this partner site since August 31, 2019. For example, Living Well With Chronic Conditions Chronic Disease Self-Management Program
Since August 31, 2019, did SHIP work contribute to new or enhanced policies or systems at this partner site to	
Receive referrals for chronic disease self-management from a clinical partner?	This question refers to making policy or systems changes to receive new client referrals from a clinical partner. • Yes • No • Don't know For example, creating new formalized agreements with clinical partners, enhanced records systems, or new procedures for receiving referrals.
Follow up on referrals for chronic disease self-management from a clinical partner?	This question refers to making systems changes to follow up on patient referrals from a clinical partner. • Yes • No • Don't know For example, systems to promote back and forth communication between a community-based organization and a referring clinic, or creating a new release of information form for participants sign.

EBP: Falls Prevention

FALLS PREVENTION	
Question	**Guidance**
Since August 31, 2019, did SHIP support any **evidence-based programs** for **falls prevention** offered at this partner site?	Indicate whether SHIP had a role in any evidence-based programs offered at this partner site. • Yes • No • Don't know Examples of SHIP support include funding training for community trainers, promoting clinic and community-based evidence-based programs, and creating systems to coordinate referrals and follow-up with a clinical **partner.**
If yes, answer the following questions:	
Since August 31, 2019, what evidence-based programs or strategies for **falls prevention** did this partner site offer?	In the text box, type the names of the evidence-based programs or strategies for Tobacco Cessation offered by this partner site since August 31, 2019. For example, Matter of Balance Tai Ji Quan
Since August 31, 2019, did SHIP work contribute to new or enhanced policies or systems at this partner site to	
Receive referrals for falls prevention from a clinical partner?	**This** question refers to making policy or systems changes to receive new client referrals from a clinical partner. • Yes • No • Don't know For example, creating new formalized agreements with clinical partners, enhanced records systems, or new procedures for receiving referrals**.**
Follow up on referrals for falls prevention from a clinical partner?	This question refers to making systems changes to follow up on patient referrals from a clinical partner. • Yes • No • Don't know For example, systems to promote back and forth communication between a community-based organization and a referring clinic, or creating a new release of information form for participants sign.

PSE Questions for Health Care Variance

Guidance on Questions for Sites with a Variance

VARIANCE	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on a Variance activity? Select one answer choice: • Building relationships • Working on PSE change • Achieved at least one PSE change → If this option selected**, continue below**	
Please describe the policies, systems, or environmental changes that were completed since August 31, 2019.	To be answered only if one or more PSE changes were reported in the previous question.

Schools

Schools Reach Questions

All Activities Reach	
Where does this **Schools** activity take place?	Check "at a school," if the activity occurs at a school Check "at an after school program," if the activity occurs at an after school program Check "at a school district," if the activity occurs at a school district Check "other," if the activity occurs at another location that is not at a school or at an after school program.
Record the 9-digit number associated with this school or 6-digit number associated with a school district as listed on the MDE webpage.	This question appears if you select "At a school" or "At a school district" for the question of where the Schools activity takes place. Provide the school's 9-digit or the school district's 6-digit MDE number. **STEPS:** 1. **Access** the Minnesota Department of Education (MDE) Organization reference glossary online. Access a list of **public schools and districts** by clicking on the MDE website (https://public.education.mn.gov/MdeOrgView/tag/extractContacts/MDEORG_DISTRICT_SCHOOL). You may also copy and paste the following URL into a web browser: https://public.education.mn.gov/MdeOrgView/tag/extractContacts/MDEORG_DISTRICT_SCHOOL Access a list of **reported nonpublic schools** by clicking on the MDE Website You may also copy and paste the following URL into a web browser: https://public.education.mn.gov/MdeOrgView/search/tagged/NonPublicSchool,MDE_ACTIVE 2. **Search** for the school of interest 3. Report the **full number in the first column** 4. Ensure the **format is identical** to how it appears on the web page a. The correct format for a **school** is 9 digits: # # # # - # # - # # # b. The correct format for a **school district** is 6 digits: # # # # - # #

All Activities Reach	
What is the **total student enrollment** at this partner site?	This question appears if you select "At a school" or "At a school district" for the question of where the Schools activity takes place. MDH will populate this field for you based on 2019-2020 enrollment information available from MDE.
What is the **total enrollment** in this **after school program**?	This question appears if you select "**At an after school program**" for the question of where the Schools activity takes place. Enter the number of youth enrolled in the **after school program**.
Check here if the **total enrollment** of this **after school program** is unknown at this time.	This question appears if you select "**At an after school program**" for the question of where the Schools activity takes place. Check this box if you do not know the total enrollment of the **after school program**.
What is the **total enrollment** in this **"Other"** program?	This question appears if you select **"Other"** for the question of where the Schools activity takes place. Enter the number of people enrolled in the **"Other" program**.
Check here if the **total enrollment** of this **"Other"** program is unknown at this time.	This question appears if you select **"Other"** for the question of where the Schools activity takes place. Check this box if you do not know the total enrollment of **"Other" program**.

Schools Descriptive Questions

Question	Guidance
What percent of students at this partner site receive free or reduced price lunch?	This question appears if you select "At a school or school district" for the question of where the Schools activity takes place. MDH will populate this field for you based on 2019-2020 enrollment information available from MDE.

Schools Process Questions

SCHOOLS AND SCHOOL DISTRICTS	
Question	**Guidance**
During the 2019-2020 school year did this partner site do any of the following? (check all that apply)	This question appears if you select "At a school or school district" for the question of where the Schools activity takes place. Please indicate which of the following implementation steps this school or district completed during the 2019-2020 school year.
• Convene their school or district wellness council/ committee at least quarterly	
• Complete or update an annual School Health Index (SHI) assessment	
• Create or update an action plan for healthy eating and/or active schools	
• Receive technical assistance or training	
• Assess the School Wellness Policy using the WellSAT tool	
Does the school or district wellness council/ committee include student representatives?	This question appears if you indicate that a school or district convened their wellness committee quarterly. • Yes • No • Don't know
Did [granteename], a TA provider, or [sitename] offer cessation resources to youth?	This question appears if you indicate that the partner site is working on the Tobacco activity in Schools. • Yes • No • Don't know
Did [granteename], a TA provider, or [sitename] provide tobacco education to staff and parents?	This question appears if you indicate that the partner site is working on **the Tobacco activity in Schools.** • **Yes** • **No**

SCHOOLS AND SCHOOL DISTRICTS	
	• **Don’t know**

Schools PSE Questions

Grantees will complete these PSE questions for their partner sites working on the Schools strategy.

Farm to School PSE

FARM TO SCHOOL	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Farm to School activities? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
Examples of PSE Changes for Farm to School **Policies:** Including farm to school strategies in a local wellness policy, student-parent handbook, or school improvement plans. **Systems:** Curriculum enhancements, changing procurement processes to source fruits and vegetables locally, or highlighting local foods once a week. **Environments:** Changes to vending or the cafeteria, such as adding a 'harvest bar'/salad bar to highlight locally-grown foods.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support farm to school activities?	Indicate whether there were any new or enhanced written policies to support farm to school activities included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know

FARM TO SCHOOL	
Systems to support farm to school activities?	Indicate whether there were any systems changes to support farm to school activities implemented during this reporting period. • Yes • No • Don't Know
Environments to support farm to school activities?	Indicate whether there were any environmental changes to support farm to school activities implemented during the reporting period. • Yes • No • Don't Know

School-Based Agriculture PSE

SCHOOL BASED AGRICULTURE	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on School-Based Agriculture activities? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
Examples of PSE Changes for School-Based Agriculture **Policies:** Including school gardens and greenhouses in a local wellness policy, student-parent handbook, or school improvement plans. **Systems:** Curriculum enhancements, such as outdoor learning labs, allowing students to utilize the garden during recess time, or offering foods from a school garden as snacks or cafeteria choices. **Environments:** Changes to gardens, such as adding a winter hoop-house or raised beds, changes to orchards, or changes to the cafeteria.	

SCHOOL BASED AGRICULTURE	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support school-based agriculture?	Indicate whether there were any new or enhanced written policies to support school-based agriculture included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support school-based agriculture?	Indicate whether there were any systems changes to support school-based agriculture implemented during this reporting period. • Yes • No • Don't Know
Environments to support school-based agriculture?	Indicate whether there were any environmental changes to support school-based agriculture implemented during the reporting period. • Yes • No • Don't Know

Healthy Snacks During the School Day PSE

HEALTHY SNACKS DURING THE SCHOOL DAY	
Question	**Guidance**
During the 2017-2018 school year, what best describes this partner site's SHIP work on Healthy Snacks During the School Day? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below. **The USDA defines the school day as midnight to 30 minutes after the bell rings at the conclusion of school. The during the school day activity targets foods or beverages not covered by the USDA Smart Snacks rule, such as food available during the school day as rewards or at celebrations/ special events during the school day.**	
Examples of PSE for Changes Healthy Snacks During the School Day **Policies:** Including language in a local wellness policy, student-parent handbook, or school improvement plans about foods provided for school celebrations and events. **Systems:** Changes to vending procurement processes, providing teachers with suggestions for non-food rewards in the classroom, or being able to purchase healthy snacks for classroom celebrations from the cafeteria. **Environments:** Changes to vending, hydration stations or the cafeteria to support healthy foods and beverages.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support healthy snacks during the school day?	Indicate whether there were any new or enhanced written policies to support healthy snacks during the school day included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know

HEALTHY SNACKS DURING THE SCHOOL DAY	
Systems to support healthy snacks during the school day?	Indicate whether there were any systems changes to support healthy snacks during the school day implemented during this reporting period. • Yes • No • Don't Know
Environments to support healthy snacks during the school day?	Indicate whether there were any environmental changes to support healthy snacks during the school day implemented during the reporting period. • Yes • No • Don't Know

Healthy Snacks Outside of the School Day PSE

HEALTHY SNACKS OUTSIDE OF THE SCHOOL DAY	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Healthy Snacks Outside of the School Day? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below. **The USDA defines the school day as midnight to 30 minutes after the bell rings at the conclusion of school. Outside of the school day refers to the time 30 minutes after the conclusion of school to midnight, targeting venues such as snack carts, vending, concessions, the school store, fundraising, and celebrations/ special events.**	
Examples of PSE Changes for Healthy Snacks Outside of the School Day **Policies:** Including language in a student-parent handbook about using foods for fundraising or sports booster activities, or adopting the Healthy Eating Physical Activity (HEPA) standards for out of school time activities. **Systems:** Changes to procurement processes to select new vendors for concessions or vending machines.	

HEALTHY SNACKS OUTSIDE OF THE SCHOOL DAY	
Environments: Changes to vending, hydration stations or the cafeteria to support healthy foods and beverages, or changing foods available at concession stands during sporting events.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support healthy snacks outside of the school day?	Indicate whether there were any new or enhanced written policies to support healthy snacks outside of the school day included in the local wellness policy, student-parent handbook, or out of school time guidelines during the reporting period. • Yes • No • Don't Know
Systems to support healthy snacks outside of the school day?	Indicate whether there were any systems changes to support healthy snacks outside of the school day implemented during this reporting period. • Yes • No • Don't Know
Environments to support healthy snacks outside of the school day?	Indicate whether there were any environmental changes to support healthy snacks outside of the school day implemented during the reporting period. • Yes • No • Don't Know

Smarter Lunchrooms PSE

SMARTER LUNCHROOMS	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Smarter Lunchrooms? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
Examples of PSE Changes for Smarter Lunchrooms **Policies:** Including Smarter Lunchroom interventions in a school's wellness policy, or incorporating protocols for food service workers in a the staff handbook. **Systems:** Changes to scheduling, serving line order, or training lunchroom staff to promote healthy choices using nudging techniques. **Environments:** Changes to the cafeteria, serving ware or signage, including adding colorful decorations to promote fruit and vegetable offerings.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support Smarter Lunchrooms?	Indicate whether there were any new or enhanced written policies to support Smarter Lunchrooms included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support Smarter Lunchrooms?	Indicate whether there were any systems changes to support Smarter Lunchrooms implemented during this reporting period. • Yes • No • Don't Know
Environments to support Smarter Lunchrooms?	Indicate whether there were any environmental changes to support Smarter Lunchrooms implemented during the reporting period. • Yes • No • Don't Know

Quality Physical Education PSE

QUALITY PHYSICAL EDUCATION	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Quality Physical Education? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
Examples of PSE Changes for Quality Physical Education **Policies:** Including physical education expectations in a local wellness policy or student-parent handbook, adopting Physical Education State Standards and Grade-level Outcomes. **Systems:** Curriculum enhancements, such as adopting a standards-based physical activity curriculum, or scheduling changes to increase time for physical education. **Environments:** Changes to outdoor school fields, grounds, or indoor facilities, or adding equipment to support new curriculum activities.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support quality physical education?	Indicate whether there were any new or enhanced written policies to support quality physical education included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support quality physical education?	Indicate whether there were any systems changes to support quality physical education implemented during this reporting period. • Yes • No • Don't Know
Environments to support quality physical education?	Indicate whether there were any environmental changes to support quality physical education implemented during the reporting period. • Yes • No • Don't Know

Active Recess PSE

ACTIVE RECESS	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Active Recess? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
Examples of PSE Changes for Active Recess **Policies:** Including language about recess time in a local wellness policy, student-parent handbook, or school improvement plan, or adding policy language to prevent withholding recess as punishment. **Systems:** Scheduling changes to increase recess time or schedule recess before lunch, or adding new recess activity options. **Environments:** Changes to the gymnasium and indoor facilities, playground zoning to accommodate new games, or providing equipment to create new activity options.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support active recess?	Indicate whether there were any new or enhanced written policies to support active recess included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support active recess?	Indicate whether there were any systems changes to support active recess implemented during this reporting period. • Yes • No • Don't Know
Environments to support active recess?	Indicate whether there were any environmental changes to support active recess implemented during the reporting period. • Yes • No • Don't Know

Active Classrooms PSE

ACTIVE CLASSROOMS	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Active Classrooms? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
Examples of PSE Changes for Active Classrooms **Policies:** Including language about active classrooms in a local wellness policy, student-parent handbook, or school improvement plan. **Systems:** Curriculum enhancements to promote active classrooms, scheduling physical activity 'energizers' throughout the school day, or providing professional development to teachers to create active classrooms. **Environments:** Changes to classroom equipment, such as standing desks or stability balls, or reorganizing indoor facilities to make room for movement throughout the school day.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support active classrooms?	Indicate whether there were any new or enhanced written policies to support active classrooms included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support active classrooms?	Indicate whether there were any systems changes to support active classrooms implemented during this reporting period. • Yes • No • Don't Know
Environments to support active classrooms?	Indicate whether there were any environmental changes to support active classrooms implemented during the reporting period. • Yes • No • Don't Know

Before and/or After School Physical Activity Opportunities PSE

BEFORE AND/OR AFTER SCHOOL PHYSICAL ACTIVITY OPPORTUNITIES	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Before and/or After School Physical Activity Opportunities? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
Examples of PSE Changes for Before and/or After School Physical Activity Opportunities **Policies:** Including language about active classrooms in a local wellness policy, student-parent handbook, or school improvement plan. **Systems:** Curriculum enhancements to promote active classrooms, scheduling physical activity 'energizers' throughout the school day, or providing professional development to teachers to create active classrooms. **Environments:** Changes to classroom equipment, such as standing desks or stability balls, or reorganizing indoor facilities to make room for movement throughout the school day.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support before and/or after school physical activity opportunities?	Indicate whether there were any new or enhanced written policies to support before and/or after school physical activity opportunities included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support before and/or after school physical activity opportunities?	Indicate whether there were any systems changes to support before and/or after school physical activity opportunities implemented during this reporting period. • Yes • No • Don't Know
Environments to support before and/or after school physical activity opportunities?	Indicate whether there were any environmental changes to support before and/or after school physical activity opportunities implemented during the reporting period.

BEFORE AND/OR AFTER SCHOOL PHYSICAL ACTIVITY OPPORTUNITIES	
	• Yes • No • Don't Know

Safe Routes to School PSE

SAFE ROUTES TO SCHOOL	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Safe Routes to School? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
Examples of PSE Changes for Safe Routes to School **Policies:** Including language about Safe Routes to School or drop-off zones in a local wellness policy, student-parent handbook, or school improvement plan, creating a Safe Routes to School Plan. **Systems:** Staffing safety or crossing patrols before and after school, implementing drop-off zones, or implementing walking school buses on a regular basis. **Environments:** Changes to school campuses, including creating safe walking zones, adding bike racks, or posting signage that identifies safe walking paths or bike routes.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support Safe Routes to School?	Indicate whether there were any new or enhanced written policies to support Safe Routes to School included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support Safe Routes to School?	Indicate whether there were any systems changes to support Safe Routes to School implemented during this reporting period. • Yes • No

SAFE ROUTES TO SCHOOL	
	• Don't Know
Environments to support Safe Routes to School?	Indicate whether there were any environmental changes to support Safe Routes to School implemented during the reporting period. • Yes • No • Don't Know

Tobacco in Schools PSE

Tobacco	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site's SHIP work on Tobacco? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below. • Helped maintain or enforce at least 1 PSE change → If this option selected, continue below.	
Examples of Tobacco-free School PSE Changes **Policies:** Changes to the school wellness policy or student-parent handbook to establish or strengthen rules regarding e-cigarettes and their use. **Systems:** Establishing or strengthening K-12 tobacco curriculum, offering cessation resources to youth, or providing tobacco education to staff and parents. **Environments:** Posting tobacco-free signage.	
During the 2019-2020 school year, did the partner site make any changes to:	
Policies to support tobacco-free school activities?	Indicate whether there were any new or enhanced written policies to support tobacco-free school activities in the school wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support tobacco-free school activities?	Indicate whether there were any systems changes to support tobacco-free school activities implemented during this reporting period. • Yes • No

Tobacco	
	• Don’t Know
Environments to support tobacco-free school activities?	Indicate whether there were any environmental changes to support tobacco-free school activities implemented during the reporting period. • Yes • No • Don’t Know
Which of the following components, if any, did the tobacco-free policy change include?	Indicate which components were included in the tobacco-free policy change at this partner site. • Provides a comprehensive definition of tobacco products to include current and conceivable future tobacco products. • Prohibits tobacco products, tobacco-related devices, imitation tobacco products, lighters, and electronic cigarettes on campus and at school-sponsored events. • Prohibits accepting any donations or curriculum from any tobacco-related industry. • Prohibits any promotion of tobacco products. • Encourages alternative penalties to fines and school suspension such as counseling, education, and/or community service hours. • None of the above or Don't know

School Variance PSE

VARIANCE	
Question	**Guidance**
During the 2019-2020 school year, what best describes this partner site’s SHIP work on a Schools Variance? Select one answer choice: • Exploration, e.g. engagement, assessment, action planning • Working on policy, systems or environmental change • Achieved at least one policy, systems or environmental change → If this option selected, continue below.	
During the 2019-2020 school year, did the partner site make any changes to:	

VARIANCE	
Policies to support a schools variance?	Indicate whether there were any new or enhanced written policies to support variance activities included in the local wellness policy, student-parent handbook, or school improvement plans during the reporting period. • Yes • No • Don't Know
Systems to support a schools variance?	Indicate whether there were any systems changes to support variance activities implemented during this reporting period. • Yes • No • Don't Know
Environments to support a schools variance?	Indicate whether there were any environmental changes to support variance activities implemented during the reporting period. • Yes • No • Don't Know

Workplace

Workplace Reach Questions

All Activities Reach and Strategy Questions	
Question/Item to Respond to	**Guidance on attaining information**
If the partner site is a multi-site workplace, please enter the number of **additional locations** in your county or CHB in which SHIP work is being done. If partner site is a single-site workplace, enter 0:	A multi-site workplace is a partner site that represents more than one location within the county or CHB. The SHIP work including PSE changes must be the same for each location. If the SHIP work is different from location to location then the sites should entered separately in REDCap. For example, your SHIP workplace partner, Caring Homes, has a headquarters and 3 group homes in your county and their workplace wellness activities are implemented uniformly at all locations. You would enter "3" here, which represents the 3 group homes (the additional locations). If the workplace is a single-site, enter "0".
Please enter the **number of employees** that are employed by the partner site at *all locations* included above:	This is the total number of employees that are employed by this workplace at all locations in a typical year. This includes full-time, part-time, temporary, and seasonal employees.
Check here if this partner site is a **school or a school district:**	Select the box if this this workplace is a school or a school district.
Check here if this partner site is a **health care setting:**	Select the box if this workplace is a health care setting (E.g. hospital, clinic, dental office, etc.).
Check here if this SHIP partner site has participated in SHIP-related **dementia** training.	Select the box if you provided this workplace with dementia education and dementia resources such as where to get help and how to support employees who are caregivers.

Workplace Process and PSE Questions

Key Concepts and Definitions

The table below provides definitions and explanations for key words and concepts you will find in this section.

Word or Concept	Explanation
Networking/Alumni sites	Workplaces that have already completed the SHIP workplace wellness training. They are not going through the SHIP workplace wellness training for the first time. They have moved on to additional strategies and/or want to network with other employers.
Current sites	Workplaces that are participating in SHIP workplace wellness training for the first time.
Collaborative	Method for training employers on SHIP workplace wellness where the grantee provides the tools and consultation to a group of employers who have committed to a year-long process to implementing wellness programs in their organization. The employers attend regular meetings facilitated by SHIP staff, learn from other members and work to create a healthier workplace. For more information on collaboratives see the SHIP Workplace Implementation Guide (PDF) (https://www.health.state.mn.us/communities/ship/support/implement.html).
Individual Consultation	Method for training employers on SHIP workplace wellness where the grantee provides the tools and consultation to an individual employer who has committed to implementing wellness programs in their organization.

The following tables provide detailed instructions and guidance for answering each Workplace PSE question.

All Activities Process Questions

Process Questions	
Question	**Guidance**
Is the partner site in the hospitality, retail, manufacturing or care-provider industry?	This question is a process measure to determine if the partner sites employs priority populations as described in the SHIP Workplace Implementation Guide (PDF) (https://www.health.state.mn.us/communities/ship/support/implement.html). • Yes • No • Don't Know
Please answer the following questions that describe workplace wellness components. Has the partner site: • Taken the annual CDC Scorecard • Established a wellness team • Created a wellness vision • Created a wellness brand • Created a written work plan • Created wellness budget • Secured leadership support	This question is a process measure of the infrastructure needed to support a workplace wellness strategies as described in the SHIP Workplace Implementation Guide (PDF) (https://www.health.state.mn.us/communities/ship/support/implement.html). There are three possible answers for this question, choose the answer that *best* fits the workplace. • Yes • No • Don't Know
Is this partner site a current or networking/alumni site? • Current • Networking/Alumni	This process question determines which partner sites are new to SHIP workplace wellness training (current sites) and which partner sites have gone through at least one round of workplace wellness training through SHIP (networking/alumni sites).

Breastfeeding PSE

<table>
<tr><th colspan="2">BREASTFEEDING</th></tr>
<tr><th>Question</th><th>Guidance</th></tr>
<tr><td colspan="2">Since August 31, 2019, what best describes this partner site's SHIP work on breastfeeding?
Select one answer choice:

• Action planning
• Working on PSE change
• Achieved at least one PSE change → If this option selected, continue below</td></tr>
<tr><td colspan="2">Examples of PSE Changes for Breastfeeding Support
Policies that may include allowing time, support and a place for breastfeeding during work and FMLA.
System changes such as training for management to support breastfeeding at work and provision of resources for breastfeeding support (e.g. allowing breaks for breastfeeding).
Environmental such as lactation rooms and places to store milk.</td></tr>
<tr><td colspan="2">Since August 31, 2019, did SHIP work contribute to the partner site changing any:</td></tr>
<tr><td>Written breastfeeding policies or guidelines</td><td>Indicate whether there were any new or enhanced written policies to support breastfeeding during the reporting period.
• Yes
• No
• Don't Know</td></tr>
<tr><td>Systems that support breastfeeding at work</td><td>Indicate whether any systems changes to support breastfeeding were made during the reporting period.
• Yes
• No
• Don't Know</td></tr>
<tr><td>Environments that support breastfeeding at work</td><td>Indicate whether any environmental changes to support breastfeeding were made during the reporting period.
• Yes
• No
• Don't Know</td></tr>
</table>

Healthy Eating PSE

<table>
<tr><th colspan="2">HEALTHY EATING</th></tr>
<tr><th>Question</th><th>Guidance</th></tr>
<tr><td colspan="2">Since August 31, 2019, what best describes this partner site's SHIP work on healthy eating?
Select one answer choice:

• Action planning
• Working on PSE change
• Achieved at least one PSE change → If this option selected, continue below</td></tr>
<tr><td colspan="2">Examples of PSE Changes for Healthy Eating
Policies that support healthy eating at work including guidelines for selecting contracts for catering and vending choices and guidelines for healthy foods at meetings.
System changes such as contracts for vending services, pricing structures that encourage health food purchases, catering guide, labeling and signage.
Environmental changes such as healthy foods and beverages in vending machines, at meetings, in snack stations and in the cafeteria.</td></tr>
<tr><td colspan="2">Since August 31, 2019, did SHIP work contribute to the partner site changing any:</td></tr>
<tr><td>Written healthy eating policy or guideline</td><td>Indicate whether there were any new or enhanced written policies to increase access to healthy eating during the reporting period.

• Yes
• No
• Don't Know</td></tr>
<tr><td>Systems that support healthy eating at work</td><td>Indicate whether any systems changes to increase access to healthy eating were made during the reporting period.

• Yes
• No
• Don't Know</td></tr>
<tr><td>Environments that support healthy eating at work</td><td>Indicate whether any environmental changes to increase access to healthy eating were made during the reporting period.

• Yes
• No
• Don't Know</td></tr>
</table>

Physical Activity PSE

PHYSICAL ACTIVITY	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on physical activity? Select one answer choice: • Action planning • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Physical Activity **Policies** that support combining breaks for physical activity time, walking meetings and other work accommodations that encourage physical activity. **System** changes such as managers allowing for flexible schedules to accommodate being active throughout the day, walking meetings, and support for active commuting like bike racks and showers. **Environmental** changes such as mapped walking routes, bike racks, showers, lockers and/or physical activity room.	
Since August 31, 2019, did SHIP work contribute to the partner site changing any:	
Written physical activity **policy or guideline**	Indicate whether there were any new or enhanced written policies to increase access to physical activity during the reporting period. • Yes • No • Don't Know
Systems that support physical activity at work or active transportation	Indicate whether any systems changes to increase access to physical activity were made during the reporting period. • Yes • No • Don't Know
Environments that support physical activity at work or active transportation	Indicate whether any environmental changes to increase access to physical activity were made during the reporting period. • Yes • No • Don't Know

Tobacco PSE

TOBACCO	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on tobacco? Select one answer choice: • Action planning • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Tobacco **Policies** that support tobacco-free workplaces and tobacco cessation. **System** changes such as pharmacy benefits that fully cover over-the-counter quit medications and prescription quit medications, signage and enforcement and on-site cessation classes. **Environmental** changes including buildings, grounds, and/or vehicles that are tobacco-free.	
Since August 31, 2019, did SHIP work contribute to the partner site changing any:	
Tobacco-free workplace **policy or guideline**	Indicate whether there were any new or enhanced written policies to support a tobacco-free workplace during the reporting period. • Yes • No • Don't Know
Systems to support a tobacco-free workplace	Indicate whether any systems changes to support a tobacco-free workplace were made during the reporting period. • Yes • No • Don't Know
Environments that support a tobacco-free workplace	Indicate whether any environmental changes support a tobacco-free workplace were made during the reporting period. • Yes • No • Don't Know

Stress Management PSE

STRESS MANAGEMENT	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on stress management? Select one answer choice: • Action planning • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Examples of PSE Changes for Stress Management **Policies and guidelines** that support flexible work schedules, paid sick leave, and written safety and ergonomic requirements for jobs/tasks. **System** changes such as trainings for managers to identify stressful work situations, annual review of managers in regard to support of wellness, support of the use of employee assistance programs and/or annual review process for employees. **Environmental** changes such as a quiet room and an ergonomic workplace.	
Since August 31, 2019, did SHIP work contribute to the partner site changing any:	
Written policy or guideline that supports stress management	Indicate whether there were any new or enhanced written policies to support stress management during the reporting period. • Yes • No • Don't Know
Systems to support the management of stress	Indicate whether any systems changes to increase to support stress management were made during the reporting period. • Yes • No • Don't Know
Environments to support management of stress	Indicate whether any environmental to support stress management were made during the reporting period. • Yes • No • Don't Know

Variance PSE

VARIANCE	
Question	**Guidance**
Since August 31, 2019, what best describes this partner site's SHIP work on a variance? Select one answer choice: • Training and action planning • Working on PSE change • Achieved at least one PSE change → If this option selected, continue below	
Since August 31, 2019, did SHIP work contribute to the partner site changing any:	
Written SHIP related workplace **policies or guidelines**	Indicate whether there were any new or enhanced written policies a on variance during the reporting period. • Yes • No • Don't Know
Systems that support SHIP related workplace activities	Indicate whether any systems changes on a variance were made during the reporting period. • Yes • No • Don't Know
Environments that support SHIP related workplace activities	Indicate whether any environmental changes on a variance were made during the reporting period. • Yes • No • Don't Know