

## Create Healthy Schools PEARS Entry

Please follow these instructions for creating a PEARS PSE entry for projects implemented in schools.

### GENERAL INFORMATION

#### Site or organization

Add the name of the school

If you are working at multiple schools create a new PSE entry for each school

#### Intervention Name

Create Healthy Schools

#### Unit

Your County

#### COVID-19 Impact

Select whether this project was new, postponed, modified, or cancelled due to COVID-19.

Select if the site is a USDA summer meal site, American Indian reservation, or military base.

#### PSE Setting

Schools (preschools, K-12, elementary, middle, and high)

#### Intervention Topics

This will depend on what strategies you are doing to create healthy schools. You may add multiple intervention topics. Below are intervention topics that are common for the Smarter Lunchroom Movement (SLM). Please include intervention topics that seem relevant to the specific work you are doing within the school. You may choose intervention topics from PEARS that are not listed below as needed.

Project	Intervention Topic to select
<b>Smarter Lunchrooms Movement</b>  **Topics are dependent on the specific activities you are working on with the individual school. Consider the specific foods you are promoting, as well as the ones you are discouraging.	Fruits & vegetables Fiber-rich foods Dairy Limiting sodium Limiting added sugar Whole grains Protein foods Limiting saturated fat Water MyPlate food groups and portions for a healthy eating pattern

For example, if the only change your cafeteria can start with is the fresh fruit basket you would only choose fruits & vegetables as the intervention topic.

### **In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?**

Enter year you started your work in the school. It is OK to work with the same store for multiple years.

### **Stages of Implementation**

Select your stage of implementation from the available choices.

Be sure to show progress in your implementation by updating the stage regularly. You can have more than one box checked at the same time.

An example of a timeline for working with a school, you would check the following boxes:

October 2019- Select contacted site and agreed to participate

October 2019- Select planning and preparation for implementation

December 2019-Select started implementation of changes

February 2019-Select continued to implement changes

May 2019-Select worked to maintain changes

September 2019-Select conducted follow-up assessments, evaluation

In this example, at the end of the fiscal year, all of the boxes would be checked.

### **Comments**

Please list your weekly activities in this box to help track how you are spending your PSE time. Please include the date, amount of time spent, and a brief description of the activity.

Example:

October 25 – Met with school administrators and food service staff – 1.5 hours

November 2- Conducted school assessment with Smarter Lunchroom Scorecard -2 hours

November 15 – Met with school administrators and food service staff to discuss scorecard results and strategies of interest – 1 hour

December 2- helped school implement fruit basket and create creative names for menu items – 2 hours

### **COLLABORATORS**

If there is another ambassador or supervisor who is working on the PSE project or who needs access to edit and/or view, add them in this section.

- To add the collaborator first, **Click +Add Collaborator.**
- Type in the textbox under **User** to find the other Create Better Health Ambassador or Supervisor you wish to add.
- Once you clicked their name then you can show whether this person is “involved in performing the work described in this record”. Select the box, if appropriate.

- Under **Access** you may select what permissions this person has for the record by choosing either “View & Edit” or “View Only.”
- Finally, you may describe the role this person had in the project in the textbox below “What role or contribution this user offer in this record?”
  - For example, if you are adding your supervisor, you may enter that this person supervised the project and initiated contact with the PSE site.

## NEEDS, READINESS & EFFECTIVENESS

**Did you conduct any needs or readiness assessments at this site or org.....**

Select YES (this is required for *all* work in food pantries)

**Click +Add Assessment**

**Assessment Type**

Select Needs assessment/environmental scan

**Survey Instrument**

Select Smarter Lunchrooms Self-Assessment Scorecard

**Approximate date baseline assessment administered**

Enter date of your first assessment (will be at the beginning of the fiscal year or when you start with a new school)

**Brief description of baseline assessment results**

Add highlights, areas for improvement, etc.

**Assessment Score**

Add score from Smarter Lunchrooms Self-Assessment Scorecard

**Approximate date follow-up assessment administered**

Enter date of your follow-up assessment

**Brief description of follow-up assessment results**

Add highlights, areas that were improved, etc.

**Follow-up Assessment Score**

The goal is to have this score higher than the baseline assessment conducted earlier in the year

## STRATEGY

If you are doing complementary strategies *in addition* to your Smarter Lunchroom work select them here. For example, you would select the following if you were also:

Complementary Activities	Examples of when to select
Evidence-based education	If you are also offering Create Better Health Utah (SNAP-Ed) classes in the school.

<b>Marketing (Advertising, Promotion, etc.)</b>	Helping the school to promote the school lunch program.
<b>Parent/community involvement</b>	If you work with the school to inform parents of the changes being made to the school environment.
<b>Staff training on continuous program and policy implementation</b>	If you train food service employees or other school staff how to maintain the SLM changes.

### SNAP-Ed Funding

Select the appropriate responses for the different options. This can change as the year progresses.

### Involvement

Select appropriate response for youth involvement.

### CHANGES ADOPTED

This will depend on what strategies you are using to create a healthy school with the Smarter Lunchrooms Movement. You may add multiple changes adopted. Below are some likely changes adopted as a result of the SLM. The table is broken up into the categories from the Smarter Lunchrooms Self-Assessment Scorecard. Choose the changes adopted that best reflect your work in that specific school. You also choose changes adopted from PEARS that are not listed below as needed. The changes are listed alphabetically in PEARS.

<b>Scorecard Section</b>	<b>Possible Changes Adopted</b>
<b>Focus on Fruit</b>	Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections  Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision
<b>Vary the Vegetables</b>	Flavor station with low-sodium/no-sodium seasonings added to lunchroom  Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections  Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision
<b>Highlight the Salad</b>	Established or improved salad bar

	<p>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</p> <p>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision</p>
<b>Move More White Milk</b>	<p>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</p> <p>Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)</p> <p>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision</p>
<b>Boost Reimbursable Meals</b>	<p>Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)</p> <p>Took steps to improve the appeal of the school meal program in order to increase meal participation</p> <p>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision</p>
<b>Lunchroom Atmosphere</b>	<p>Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)</p> <p>Meal service staff encourages healthy selections</p> <p>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision</p>
<b>School Community Involvement</b>	<p>Established or improved food/beverage or nutrition related policy (childcare wellness, school wellness, workplace wellness, etc.)</p> <p>Edible gardens (establish, reinvigorate or maintain food gardens)</p> <p>Initiated or expanded use of onsite garden produce for meals/snacks provided onsite</p> <p>Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden</p>

	<p>Initiated, improved or expanded opportunities for parents/students/community to work in the garden</p> <p>Took steps to improve the appeal of the school meal program in order to increase meal participation</p>
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## Reach

### Method used to determine reach

Select **Measured** if the school provides you with *accurate counts* of the students that use the cafeteria

Select **Estimated** if school provides you with an *estimated reach* or you estimate the reach on your own

### Source of data

Select **Survey of target audience** if school provides an accurate count

Select **Visual estimate** if no formal tool was used

### Total number of people reached by PSE work

Add your measured or estimated number of people reached

### Characteristics of those reached

If you don't know the specific demographics, i.e.: age, gender, ethnicity, etc. of students select Unknown. You do not have to try to estimate.

## INDIVIDUAL EFFECTIVENESS

### Are you evaluating individual-level effectiveness?

Select No

## RECOGNITION & MEDIA COVERAGE

Add as appropriate

## SUSTAINABILITY

Answer as appropriate

## REFLECTION

Answer as appropriate

## MARK AS COMPLETE

Only mark as complete when you finish your work with the school for the fiscal year.

Remember, all schools work must have two assessments conducted and reported in the Needs, Readiness & Effectiveness section (see above), one at the beginning of your work with them and one at the end. Enter your follow-up assessment information before marking this entry as complete.