In accordance with Federal law and U.S. Department of Agriculture’s policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs, or disability.
Learning Objectives

You will be able to:

• Familiarize yourself with the 3 key sections of the SHELF.
• Know how to interpret and submit results.
• Know how to ask questions and find resources.
Agenda

1. SHELF Overview
2. SHELF Walk-Through
3. Interpreting and Sharing Results
4. Submitting Data
5. Assessing Partnership Readiness
6. Resources Recap
1. SHELF Overview
2. SHELF Walk-Through
3. Interpreting and Sharing Results
4. Submitting Data
5. Assessing Partnership Readiness
6. Resources Recap
Overview: SHELF Training Series

Before your team visits the school:

- Study the SHELF tool in detail.
- View this SHELF Training video.
- Identify which staff member will complete the tool with your school partner or partners.
Overview: What does the SHELF cover?

3 sections:
1. Wellness Policy
2. Physical Activity Environment
3. Healthy Eating Environment
   • Nutrition Services
   • Smarter Lunchrooms Scorecard
   • Farm to School + Gardens
Overview: How is SHELF data collected?

Observation
- What do you observe in the school environment?

Wellness Policy
- What has been documented in the wellness policy?

Conversations
- Who has the knowledge to help you respond accurately?
Overview: When to collect the data?

When to use the SHELF tool?

• Ideally **before** any SNAP-Ed intervention takes place.
  - E.g. Beginning of the school year.

• Consider completing again **at the end** of the school year, after the intervention has taken place.
  - Completing it more than once will allow you to compare how much the school environment has changed from your baseline.
Overview: Question Formats

**Question Formats:**

- Some questions are scaled.  
  - Most fully implemented option is listed first = highest score  
  - Least implemented option is listed last = lowest score  
- Some questions include the option to select multiple responses.
Agenda

1. SHELF Overview
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SHELF Walk-Through: Wellness Policy

The **Wellness Policy** section has **6 questions** covering:

- Local wellness policies
- Oversight and implementation of wellness policies

**Watch for this symbol!**
Read the box for guidance on filling out the section
SHELF Walk-Through: Wellness Policy

Wellness Policy

1. School health oversight
   Does someone at the school currently oversee or coordinate school health programs and activities?
   - Yes (1)
   - No (0)

   School Health Oversight Subtotal: out of 1

2. Representative school health committee or team
   Does the school have a representative committee or team that oversees school health and safety policies and programs? (May select multiple)
   - Meets >4 times per year (1)
   - Includes parents (1)
   - Includes community members (1)
   - Includes school nutrition service staff (1)
   - Includes PE staff (1)
   - Includes school administration (1)
   - Includes teachers (1)

   School Health Committee Subtotal: out of 7
SHELF Walk-Through: Wellness Policy

3. School health action plan
Does the school have an action plan for health and wellness initiatives?

- Yes (1)
- No (0)

School Health Action Plan Subtotal: out of 1

4. Local wellness policy – development
How is the local education agency (LEA) or district local school wellness policy developed? (May select multiple)

- Parents, students, representatives of the school food authority, PE teachers, school health professionals, the school board, school administrators, and the general public are invited to participate in the development, implementation, review and update of the local school wellness policy (1)
- One or more school district and/or school official(s) have the authority and responsibility to ensure each school enacts the policy (1)
- The public (including parents, students, and others in the community) are informed and updated about the local school wellness policy on an annual basis (1)

Wellness Policy Development Subtotal: out of 3
5. Local wellness policy – implementation
Which of the following components of the local education agency (LEA) or district local school wellness policy have been implemented? (May select multiple)
- Specific goals for nutrition education and promotion activities (1)
- Specific goals for physical activity opportunities (1)
- Specific goals for other school-based activities that promote student wellness (1)
- Specific goals to ensure that nutrition and physical activities are inclusive and culturally-sensitive (1)
- Recess takes place prior to lunch (1)
- Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and USDA Smart Snacks in School* nutrition standards (1)
- Policy to ensure that only foods and beverages that meet USDA Smart Snacks in School* nutrition standards can be marketed or advertised to students on the school campus during the school day (1)
- Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., healthy celebrations for classroom parties or classroom snacks brought by parents) (1)

Wellness Policy Implementation Subtotal: out of 8
SHELF Walk-Through: Wellness Policy

6. Local wellness policy – measurement
   Does the school measure the following at least once every 3 years? (May select multiple)
   - Schools compliance with the local school wellness policy (1)
   - Compare local education agency local wellness policy to model local school wellness policies (1)
   - Progress made in attaining the goals of the local wellness policy (1)

   Wellness Policy Measurement Subtotal: out of 3
SHELF Walk-Through: Physical Activity Environment

The Physical Activity Environment section has **13 questions** covering:

- Physical education curriculum
- Staff training around physical activity
- Physical activity policies in the classroom
- Before and after school physical activity opportunities
7. **Physical education meets age-appropriate guidelines**

Do all students in each grade receive the recommended amount of physical education each week? *NOTE: The items below are based on national recommendations for physical education, which vary by age and differ from Washington State guidelines which can be found [*here*](#). Physical education classes should be spread over at least three days per week, with daily physical education preferable.*

- □ Students in each grade receive the recommended amount of physical education each week throughout the school year (150 minutes per week for elementary/225 minutes per week for middle and high school) (3)
- □ Students in each grade receive a moderate amount of physical education each week throughout the school year (90-149 minutes per week for elementary/135-224 minutes per week for middle and high school) (2)
- □ Students receive limited physical education each week throughout the school year (60-89 minutes per week for elementary/90-134 minutes per week for middle and high school) (1)
- □ Not all students receive physical education or students receive very limited physical education each week throughout the school year (fewer than 60 minutes per week for elementary/fewer than 90 minutes per week for middle and high school) (0)

**Physical Education Guidelines Subtotal:** out of 3
8. Sequential physical education curriculum consistent with standards
Do all PE teachers use age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see national standards below) and the district’s requirements for physical education? Note: Washington State has adopted National Health Education Standards (NHES) K-12 Health Education Learning Standards – a description of standards is available [here.](#) The CDC’s Physical Education Curriculum Analysis Tool ([PECAT](#)) may be useful in assessing school PE curriculum.
- All teachers use sequential physical education curriculum that is consistent with state standards (2)
- Some teachers use sequential physical education curriculum that is consistent with state standards (1)

**PE Curriculum Subtotal: out of 2**

9. Tracking student progress
Does the physical education program track student progress? (May select multiple)
- Fitness is assessed using Fitnessgram or ____________ (write in) (1)
- Student are encouraged to set physical activity goals (1)
- Students’ goals are tracked (1)

**Tracking Progress Subtotal: out of 3**
10. Certified physical education staff

Are all physical education classes taught by teachers who are certified or endorsed to teach physical education?

- All physical education classes are taught by certified physical education staff (2)
- Some physical education classes are taught by certified physical education staff (1)

Certified PE Staff Subtotal: out of 2

11. Professional development for physical education teachers

Are PE teachers required to participate in professional development in physical education at least once a year?

- All PE teachers are required to participate in annual PE professional development (2)
- Some PE teachers are required to participate in annual PE professional development (1)

Professional Development – PE Subtotal: out of 2
12. Prohibit using physical activity as a punishment
   Does the school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed? (May select multiple)
   NOTE: Please do not consider issues related to participation in interscholastic sports programs when answering this question.
   - [ ] Using physical activity as punishment is prohibited and consistently followed (1)
   - [ ] Withholding physical education as punishment is prohibited and consistently followed (1)

   Prohibit PA as Punishment Subtotal: out of 2

13. Professional development for classroom teachers
   Are classroom teachers required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom?
   - [ ] All classroom teachers are required to participate in professional development on physical activity (2)
   - [ ] Some classroom teachers are required to participate in professional development on physical activity (1)

   Professional Development - PA Subtotal: out of 2
14. Promotion/support of walking and bicycling to/from school
   Is walking and bicycling to and/or from school supported or promoted in the following ways? (May select multiple)
   - Designation of safe or preferred routes to school and/or distribution of maps depicting these routes (1)
   - Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) (1)
   - Instruction on walking/bicycling safety provided to students (1)
   - Crossing guards (1)
   - Crosswalks on streets leading to schools (1)
   - Walking school buses (1)

Walking and Bicycling to/from School Subtotal: out of 6

15. Availability of before- and after-school physical activity opportunities
   Does the school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)? (May select multiple)
   - Organized physical activity is offered before school (1)
   - Organized physical activity is offered after school (1)

Before and After-School Physical Activity Subtotal: out of 2
16. Availability of physical activity breaks in classrooms
Are all students provided opportunities to participate in physical activity breaks in classrooms outside of physical education, recess, and class transition periods?
NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day.

☐ Physical activity breaks are provided on all days (2)
☐ Physical activity breaks are provided on some days during a typical school week (1)

Classroom Physical Activity Subtotal: out of 2

17. Physical activity facilities meet safety standards
Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance? (May select multiple)

☐ Indoor and outdoor playing surfaces are regularly inspected (1)
☐ Physical activity equipment (e.g., balls, jump ropes, weight lifting machines, etc.) are regularly inspected and repaired (1)

Physical Activity Safety Standards Subtotal: out of 2
SHELF Walk-Through: Physical Activity Environment

18. Access to physical activity facilities outside school hours (joint-use agreements)
   Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours? (May select multiple)
   NOTE: Making facilities open and available to students, their families, and the community outside school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.
   □ Facilities are available to students, families and community outside school hours (1)
   □ Joint-use agreements with one or more entities are in place (1)

Access to Physical Activity Facilities Subtotal: out of 2

19. Modeling physical activity behaviors
   Are staff encouraged to model physical activity behaviors? (May select multiple)
   □ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior (1)
   □ Provide staff with information about the importance of engaging in physical activities with students (1)
   □ Provide staff with information or strategies on how to incorporate physical activity into classrooms (1)

Modeling Physical Activity Subtotal: out of 3
SHELF Walk-Through: Healthy Eating Environment

The Healthy Eating Environment section has three sub-sections:

1. Nutrition Services
2. Smarter Lunchrooms Scorecard
3. Farm to School and Gardens
SHELF Walk-Through: Healthy Eating - Nutrition Services

Nutrition Services section has **9 questions** covering:

- School breakfast and lunch policies
- Training for nutrition service and other staff
- Access to water and healthy snacks
20. Breakfast and Lunch Programs
Are school meals programs (breakfast and lunch) fully accessible, and offered to all students? (May select multiple)
- A fully accessible school lunch program is offered to students (1)
- A fully accessible school breakfast program is offered to students (1)

**School Meals Subtotal:** out of 2

21. School breakfast
Which strategies are used to maximize participation in the school breakfast program? (May select multiple)
- Universal free breakfast* is offered, including breakfast in the classroom, grab and go to the classroom, or second chance breakfast models (1)
- Breakfast after the bell is offered, including breakfast in the classroom, grab and go to the classroom, or second chance breakfast models (1)
- Traditional breakfast program is served and consumed in the cafeteria (1)

*Generally, universal free breakfast is ideal for schools with >70% of students eligible for free or reduced-price meals, but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.

**School Breakfast Subtotal:** out of 3
22. Annual continuing education and training requirements for school nutrition services staff

Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA’s Professional Standards requirements? Topics covered may include, but are not limited to, food safety and Hazard Analysis Critical Control Point (HACCP), nutrition standards updates in school meals, food sensitivities and allergies, purchasing and procurement, meal counting and claiming, customer service or food production techniques.

*NOTE: USDA’s Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See [https://professionalstandards.fns.usda.gov/content/professional-standards-information](https://professionalstandards.fns.usda.gov/content/professional-standards-information])*

☐ All food and nutrition services staff meet or exceed the annual continuing education training hours required by USDA’s Professional Standards requirements (2)

☐ Some food and nutrition services staff meet or exceed the annual continuing education training hours required by USDA’s Professional Standards requirements (1)

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**School Nutrition Service Staff Training Subtotal:** out of 2
23. Nutrition Education
Do students in all grades receive nutrition education?
☐ All students receive nutrition education (2)
☐ Some students receive nutrition education (1)

Nutrition Education Subtotal: out of 2

24. Venues outside the cafeteria offer fruits and vegetables
Do food venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) offer fruits and non-fried vegetables?
☐ Yes (1)
☐ No (0)

Fruits/Vegetables outside Cafeteria Subtotal: out of 1

25. Access to free drinking water
Does the school make safe, unflavored, drinking water available throughout the school day at no cost to students? (May select multiple)
☐ Students can access water fountains or water filling stations throughout the day (1)
☐ Students are allowed to bring filled water containers or bottles to class (1)

Water Access Subtotal: out of 2
26. Prohibit using food as a reward or punishment
   Does the school prohibit giving students food as a reward, and withholding food as punishment?
   Is this prohibition consistently followed? (May select multiple)
   □ Using food as a reward is prohibited and consistently followed (1)
   □ Withholding food as punishment is prohibited and consistently followed (1)

   Prohibit Food as Punishment Subtotal: out of 2

27. Adequate time to eat school meals
   Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch,
   counting from the time they are seated?
   NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted
   (i.e., designated to eating and not to completing make-up work or other academic assignments).
   □ Yes (1)
   □ No (0)

   Time to Eat Subtotal: out of 1
28. Modeling healthy eating

Does your school support staff to model healthy eating? (May select multiple)

☐ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior (1)

☐ Provide staff with information about the importance of modeling healthy eating (1)

☐ Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students (1)

☐ Provide staff with examples of healthy foods and beverages to bring in or consume during the regular or extended school day (1)

Modeling Healthy Eating Subtotal:  out of 4
The SLM Scorecard has **8 sections** around these themes:

- Fruit and vegetables
- Reimbursable meals
- Lunchroom atmosphere
- Student involvement
- School community involvement
SHELF Walk-Through: Healthy Eating - Smarter Lunchrooms Scorecard

**FOCUS ON FRUIT**
- At least two kinds of fruit are offered.
- Sliced or cut fruit is offered.
- A variety of mixed whole fruits are displayed in attractive bowls or baskets (instead of stainless steel pans).
- Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale.

- At least one fruit is identified as the featured fruit-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- A fruit taste test is offered at least once a year. *

Focus on Fruit Subtotal _____ of 6

**VARY THE VEGETABLES**
- At least two kinds of vegetables are offered.
- Vegetables are offered on all service lines.
- Both hot and cold vegetables are offered.
- When cut, raw vegetables are offered, they are paired with a low-fat dip such as ranch, hummus, or salsa. *
- A serving of vegetables is incorporated into an entrée item at least once a month (e.g., beef and broccoli bowl, spaghetti, black bean burrito). *

- Self-serve spices and seasonings are available for students to add flavor to vegetables.
- At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- A vegetable taste test is offered at least once a year. *

Vary the Vegetables Subtotal _____ of 8
SHELF Walk-Through: Healthy Eating - Smarter Lunchrooms Scorecard

**Highlight the Salad**
- Pre-packaged salads or a salad bar is available to all students.
- Pre-packaged salads or a salad bar is in a high traffic area.
- Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- Pre-packaged salads or salad bar choices are labeled with creative, descriptive names and displayed next to each choice.

Highlight the Salad Subtotal ____ of 4

**Move More White Milk**
- Milk cases/coolers are kept full throughout meal service.
- White milk is offered in all beverage coolers.
- White milk is organized and represents at least 1/3 of all milk in each designated milk cooler.
- White milk is displayed in front of other beverages in all coolers.
- 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name.

Move More White Milk Subtotal ____ of 5
SHELF Walk-Through: Healthy Eating - Smarter Lunchrooms Scorecard

**BOOST REIMBURSABLE MEALS**
- Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable.
- One entrée is identified as the featured entrée-of-the-day, is labeled with a creative name next to the point of selection, and is the first entrée offered.
- Creative, descriptive names are used for featured items on the monthly menu.
- One reimbursable meal is identified as the featured combo meal and is labeled with a creative name.
- The combo meal of the day or featured entrée-of-the-day is displayed on a sample tray or photograph.

- A (reimbursable) combo meal is offered as a grab-and-go meal.
- Signs show students how to make a reimbursable meal on any service line (e.g., a sign that says “Add a milk, fruit and carrots to your pizza for the Power Pizza Meal Deal!”)
- Students can pre-order lunch in the morning or day before.*
- Students must use cash to purchase à la carte snack items if available.
- Students have to ask a food service worker to select à la carte snack items if available.*
- Students are offered a taste test of a new entrée at least once a year.*

Reimbursable Meals Subtotal ______ of 11

**LUNCHROOM ATMOSPHERE**
- Cafeteria staff smile and greet students upon entering the service line and throughout meal service.
- Attractive, healthful food posters are displayed in dining and service areas.
- A menu board with today’s featured meal options with creative names is readable from 5 feet away when approaching the service area.
- The lunchroom is branded and decorated in a way that reflects the student body.
- Cleaning supplies or broken/unused equipment are not visible during meal service.

- All lights in the dining and meal service areas work and are turned on.
- Compost/recycling and trash cans are at least 5 feet away from dining students.
- There is a clear traffic pattern. Signs, floor decals, or rope lines are used when appropriate.
- Trash cans are emptied when full.
- A menu board with tomorrow’s featured meal with creative names is readable from 5 feet away in the service or dining area.

Lunchroom Atmosphere Subtotal ______ of 10
SHELF Walk-Through: Healthy Eating - Smarter Lunchrooms Scorecard

**STUDENT INVOLVEMENT**
- Student artwork is displayed in the service area or dining space.
- Students, teachers, or administrators announce today's menu in daily announcements.*
- Students are involved in the development of creative and descriptive names for menu items.*
- Students have the opportunity to volunteer in the lunchroom.
- Students are involved in the creation of artwork or marketing materials to promote menu items.*
- Students provide feedback (informal – “raise your hand if you like…” or formal – focus groups, surveys) to inform menu development.*

*Student Involvement Subtotal _____ of 6

**SCHOOL COMMUNITY INVOLVEMENT**
- A monthly menu is posted in the main office.
- A menu board with creative, descriptive names for today's featured meal options is located in the main office.
- A monthly menu is provided to students, families, teachers, and administrators.*
- Information about the benefits of school meals is provided to teachers and administration at least annually.*
- Nutrition education is incorporated into the school day.*
- Students are engaged in growing food (for example, gardening, seed planting, farm tours, etc.).*
- Elementary schools provide recess before lunch.*
- The school participates in one or more food promotion programs such as Chefs Move to Schools, Fuel Up to Play 60, Share Our Strength, etc.*
- The school has a partnership with Farm to School, local business(es), or a farmer's market.*
- Smarter Lunchrooms strategies are included in the Local School Wellness Policy.*

*School Involvement Subtotal _____ of 10
The Farm to School + Gardens section has 4 questions covering:

- Farm to School activities
- School gardens

Watch for this symbol!
Read the box for guidance on filling out the section
29. Farm to School activities
Is the school implementing any Farm to School activities?
☐ Local and/or regional products are incorporated into the school meal programs (1)
☐ School hosts a farmer’s market (student and parent involvement) (1)
☐ Menu states local product(s) being served (1)
☐ Messages about agriculture and nutrition are reinforced throughout the learning environment (1)
☐ School hosts a school fruit or vegetable garden (1)

Farm to School Subtotal: out of 5
30. Garden Resources
Does the school garden have adequate resources?
- School administration is supportive of the garden (1)
- There is a garden coordinator (1)
- The garden has adequate funding (1)
- Parents or volunteers are invited to support the garden (1)

Garden Resources Subtotal: out of 4

31. Garden Environment
Is the garden well-maintained?
- The garden is well-maintained (1)
- A variety of crops are planted (1)

Garden Environment Subtotal: out of 2

32. Garden Integration
Is the garden integrated into other aspects of school?
- All students access the garden throughout the year (1)
- Garden learning is integrated into other curriculum (1)
- Garden produce is used in school meals or tastings (1)

Garden Integration Subtotal: out of 3
Agenda

1. SHELFF Overview
2. SHELFF Walk-Through
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4. Submitting Data
5. Assessing Partnership Readiness
6. Resources Recap
Interpreting and Sharing Results

The SHELF tool includes a scoring section at the end of each category.

<table>
<thead>
<tr>
<th>Section</th>
<th>Subtotal: ___ out of 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Policy Section</td>
<td></td>
</tr>
<tr>
<td>Physical Activity Section</td>
<td>___ out of 33</td>
</tr>
<tr>
<td>Nutrition Services</td>
<td>___ out of 19</td>
</tr>
<tr>
<td>Farm to School</td>
<td>___ out of 5</td>
</tr>
<tr>
<td>Farm to School + Garden</td>
<td>___ out of 14</td>
</tr>
</tbody>
</table>

**Scorecard Total _____ of 60**

- Focus on Fruit ______ of 6
- Vary the Vegetables ______ of 8
- Highlight the Salad ______ of 4
- Move More White Milk ______ of 5
- Reimbursable Meals ______ of 11
- Lunchroom Atmosphere ______ of 10
- Student Involvement ______ of 6
- School Involvement ______ of 10
Interpreting and Sharing Results

- The tool is set up as an Adobe Form.
- If you use the electronic form, scores will automatically calculate for each section and on the final score page.

<table>
<thead>
<tr>
<th>Scoring SHELF</th>
<th>Wellness Policy Section: _____/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add scores from each of the sections to form a composite score. Please note that the total number of possible points will be different depending on whether or not the school you reviewed had a garden.</td>
<td>Physical Activity Section: _____/33</td>
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<tr>
<td></td>
<td>Nutrition Services Section: _____/19</td>
</tr>
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<td></td>
<td>Smarter Lunchrooms Scorecard: _____/60</td>
</tr>
<tr>
<td></td>
<td>Farm to School: _____/5</td>
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<tr>
<td></td>
<td>Farm to School + Garden: _____/14</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>_______ out of 140 (149 w/ Garden)</td>
</tr>
</tbody>
</table>
Interpreting and Sharing Results

The Composite Score

• Provides a sense of how well the school is doing overall.
• Higher scores mean the school has strong policies and environmental supports in place to promote health.
Interpreting and Sharing Results

Sharing Results with Partners

- Highlight successes.
- Offer suggestions for improvement based on areas of greatest need.
  - The tool will help you pinpoint these focus areas.
  - Your school partner will help you prioritize based on buy-in and resources.
1. SHELF Overview
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Submitting data: How to submit?

1. Update PEARs PSE Entry

2. Scan and attach SHELF results to PEARs entry

   Mail hardcopy of SHELF using prepaid envelopes
Submitting Data: Updating your PEARs PSE Entry

Start by selecting ‘PSE Site Activities’ from the ‘Track’ drop-down menu.
Submitting Data: Updating your PEARs PSE Entry

Navigate to the Needs, Readiness & Effectiveness Section using the panel on the right-hand side.
Submitting Data: Updating your PEARS PSE Entry

On the Needs, Readiness & Effectiveness section, select ‘yes’ when asked about conducting needs or readiness assessments. You’ll then click ‘Add Assessment’ to include details.
Submitting Data: Updating your PEARs PSE Entry

Follow the prompts to describe the SHELF, date of assessment, description of results and score.

- **Assessment type**: Needs assessment/environmental scan
- **Survey Instrument**: Other (please specify)
- **Name or brief description of tool**: School Health Environment and Lunchrooms Form (SHELF)
- **Approximate date baseline assessment administered**: 11/13/2019
- **Brief description of baseline assessment results**: The Test Elementary School has a strong wellness policy, but many aspects of the policy were not implemented at the time of this assessment. The school environment appears to support ongoing physical activity for all students throughout the year. On the other hand, the school environment does not provide adequate support for healthy eating choices (e.g., unhealthy foods in vending machines, few vegetables available in the cafeteria, etc.). We received great support from Test Elementary staff in using the SHELF, and we’re excited to work together moving forward!
- **Assessment Score**: 72
Submitting Data: Updating your PEARs PSE Entry

Navigate to the General Information Section using the panel on the right-hand side.
Submitting Data: Updating your PEARs PSE Entry

Use the ‘File Attachments’ option at the bottom of the General Information section to add your SHELF results file.

Select or drop files

Save and continue  Save  Cancel
Agenda

1. SHELFS Overview
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Assessing Partnership Readiness

1. To assess the **depth** of a partnership.

2. Is it **strong enough** to move into PSE Work?

Where can I find the Partnership Readiness Assessment (PRA) tool and training video?


→ Evaluation page

→ Guidance Documents section

→ Partnership Evaluation Resources section
1. SHELF Overview
2. SHELF Walk-Through
3. Interpreting and Sharing Results
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6. Resources Recap
Resources Recap

WA SNAP-Ed website

- Evaluation page – Guidance Documents section
  - PSE Evaluation Resources section
  - PSE Evaluation Training Videos section

If you still have questions after reviewing this video and the materials listed above, email the evaluation team at SNAPEdEvaluation@doh.wa.gov.

Make sure to cc your IA!
Washington State Department of Health is committed to providing customers with forms and publications in appropriate alternate formats. Requests can be made by calling 800-525-0127 or by email at civil.rights@doh.wa.gov. TTY users dial 711.
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**Mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

**Fax:** (833) 256-1665 or (202) 690-7442;

**Email:** program.intake@usda.gov.

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Para presentar una queja por discriminación en el programa, el reclamante debe completar un formulario AD-3027, Formulario de queja por discriminación del programa del USDA, que se puede obtener en línea, en https://www.ascr.usda.gov/sites/default/files/USDA-OASCR%20Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, en cualquier oficina del USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida al USDA. La carta debe contener el nombre, la dirección y el número de teléfono del reclamante, y una descripción escrita de la supuesta acción discriminatoria con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR, por sus siglas en inglés) sobre la naturaleza y la fecha de la presunta violación de los derechos civiles. La carta o el formulario AD-3027 completado debe enviarse al USDA por medio de:

Correo postal:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; o′

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