



Best Practices for Completing a Smarter Lunchrooms Scorecard Assessment

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Please type any questions you have using the Q&A feature and Patty will address them at the end of her presentation.

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SMARTER LUNCHROOMS SCORECARD

Date _____ School Name _____ Completed by _____

The Smarter Lunchrooms Scorecard is a list of simple, no-cost or low-cost strategies that can increase participation, reduce food waste, and increase selection and consumption of healthy school food.

INSTRUCTIONS

- Review the scorecard before beginning.
- Observe a lunch period. Check off statements that reflect the lunchroom.
- All other school nutrition staff, teachers, or administration should items that have an asterisk.
- Tally the score.
- Discuss the results with stakeholders. Choose unmet strategies to implement in the lunchroom.

FOCUS ON FRUIT

- At least two kinds of fruit are offered.
- 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.
- At least one fruit 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 in all service lines.
- Both hot and cold vegetables are offered.
- When not, raw vegetables are offered, they are paired with a dip (e.g., ranch, hummus, or salsa).
- A variety of vegetables is incorporated into an entrée item at least once a month (e.g., beef and tomato soup, spaghetti, meat sauce).
- Self-serve grains and accompaniments are available for students to add 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 soup is offered at least once a year.

Vary the Vegetables Subtotal _____ of 6

HIGHLIGHT THE SALAD

- Pre-packaged salads or a salad bar is available to all students.
- The packaged salads or salad bar is in a high traffic area.
- Self-serve salad bar toppings, dressings, and croutons are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- Pre- or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name.
- Pre- or non-fat white milk is offered at least once a year.

Highlight the Salad Subtotal _____ of 4

MOVE MORE WHITE MILK

- Milk alternatives are used for packaged meal service.
- White milk is offered in all beverage stations.
- White milk is organized and represented at least 1/3 of all milk in each designated milk station.
- White milk is displayed in front of other beverages in all caddies.

Move More White Milk Subtotal _____ of 3

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 near 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 visible tray or photograph.
- A reimbursable combo meal is offered as a grab-and-go meal service (e.g., wrap that goes). Add a milk, fruit and vegetable to your plate for the Free State Meal Deal!
- Students get grab-and-go lunch in the morning or day before.
- Students must use cash to purchase a combo meal item if available.
- Students have to ask a food service worker to select a combo meal item if available.
- Students are offered a basic form 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, healthy food passes are displayed in strong and visible areas.
- A menu board with today's featured meal options with creative names is visible 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 one-way 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 visible from 5 feet away in the service or dining area.
- Students are involved in the creation of artwork or marketing materials to promote menu items.
- Students provide feedback (informal - "use your hand if you like," or formal - focus groups, surveys) to inform menu development.
- Students have the opportunity to volunteer in the lunchroom.

Lunchroom Atmosphere Subtotal _____ of 10

STUDENT INVOLVEMENT

- Students interact or 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 - "use your hand if you like," or formal - focus groups, surveys) to inform menu development.
- Students have the opportunity to volunteer in the lunchroom.

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.
- The school has a partnership with Farm to School, local businesses, or a farmers market.
- Information about the benefits of school meals is provided to teachers and administrators at least annually.
- Nutrition education is incorporated into the school day.
- Smarter Lunchrooms strategies are included in the Local School Wellness Plan.
- Students are engaged in growing food (for example, gardening, seed planting, farm tours, etc.).
- Elementary schools provide meals before lunch.
- The school participates in one or more food promotion programs such as Chalk! Move to School, Fuel Up to Play 60, Share Our Strength, etc.
- The school has a partnership with Farm to School, local businesses, or a farmers market.
- Smarter Lunchrooms strategies are included in the Local School Wellness Plan.
- Students are engaged in growing food (for example, gardening, seed planting, farm tours, etc.).

School Involvement Subtotal _____ of 10

SMARTER LUNCHROOMS SCORECARD TOTAL

Focus on Fruit _____ of 6
 Vary the Vegetables _____ of 6
 Highlight the Salad _____ of 4
 Move More White Milk _____ of 3
 Reimbursable Meals _____ of 11
 Lunchroom Atmosphere _____ of 10
 Student Involvement _____ of 6
 School Involvement _____ of 10

Scorecard Total _____ of 60

AWARD LEVEL

- Bronze 15-25:** Great job! The Lunchroom is off to a strong start.
- Silver 26-45:** Excellent! Most of all the links that are required to eat healthier!
- GOLD 46-60:** The Lunchroom is making the most of the Smarter Lunchroom Movement. Keep reaching for the top!

For Scorecard FAQs visit: SmarterLunchrooms.org

The asterisk * indicates items that may need input from other school nutrition staff, teachers, or administration.

Smarter Lunchrooms Scorecard 2.0
 © Smarter Lunchrooms Movement. Created/Revised January 2019
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DEFINITIONS

- Point of Sale (POS): Anytime students leave the line with food and are charged or scanned, such as a register, check-out, or PNY pad.
- Point of Selection: Anywhere students select food or drink.
- Featured Item: A designated line for meal selection- cold bar, salad bar, lunch line, snack window, etc.
- Grab-and-go: A pre-packaged reimbursable meal or charged or scanned, such as a register, check-out, or PNY pad.
- Reimbursable Meal/Combo Meal: Any meal that meets all the USDA meal requirements and is priced as a unit.
- Featured Item: A fruit, vegetable, milk, or entrée that has been identified for promotion.

Getting your foot in the door at schools

What do people complain about most in schools?

- *The food*
- *Changes in the menu*
- *Food waste*



Getting your foot in the door at schools



Find out if school *Food Service Directors meet regularly* in your area. Many meet through:

- Shared procurement
 - BOCES (Board of Cooperative Educational Services) Comprehensive Health and Wellness division
 - Some other regional meeting
- *Get invited to speak to these groups* -

Getting your foot in the door

Talk about what's in it for them:

- A more pleasant workspace
- Fewer staff complaints
- Happier administrators, teachers, parents and kids



Getting your foot in the door

Provide Smarter Lunchrooms Overviews at Trainings for School Personnel.

Get on the agenda at:

- School conferences
- School teacher in-service days
- Regional meetings of superintendents, school nurses, health and/or PE teachers
- Individual School Health and Wellness Committees (SHACs)



Getting your foot in the door

**Make your overview brief, but to the point –
*focus on **what's in it for them*****

- ❖ Well-fed students perform better
- ❖ Happier parents
- ❖ Better public relations

Tailor your remarks to the **specific audience**

Getting your foot in the door



Collaborate with Agency Partners:

- Some can give you access to school groups:
Example: ICE 8: Innovate Collaborate Educate
- Some can bring funding to the table:
Examples: Creating Healthy Schools and Communities / local foundations / local businesses

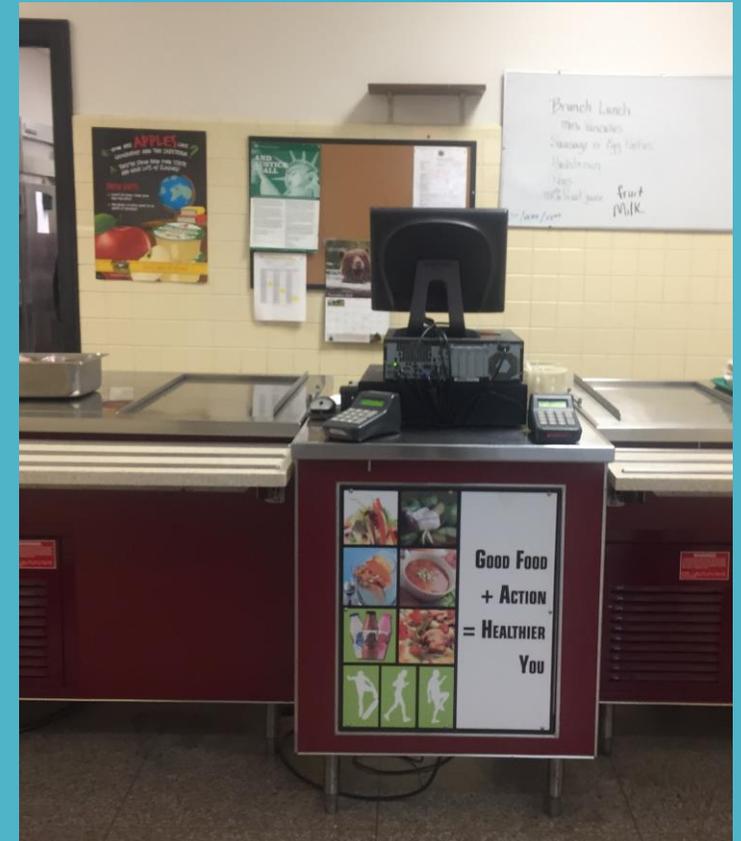


How to excite food service staff about the Smarter Lunchrooms process

Meet with the Individual Food Service Directors at their schools

Ask them to show you their cafeterias:

- Don't carry a clipboard with an assessment scorecard on it at this initial meeting
- Point out all the things you notice that they're doing well
- Don't talk about what you think they could improve



How to excite food service staff about the Smarter Lunchrooms process

Talk privately about:

- Benefits of making changes (less food waste/ increased sales)
- Changes they'd like to make
- Advantages of providing a staff training for their staff before doing any assessments



How to excite food service staff about the Smarter Lunchrooms process

Talk privately about:

The issues they fear regarding making changes:

- fear of change
- fear of extra work
- staff unwillingness to change
- staff sabotage



How to excite food service staff about the Smarter Lunchrooms process

Conduct a Smarter Lunchrooms Training for the frontline Food Service Staff



Start by telling them that you know:

- How hard they work
- They all want the best for the kids they serve

How to excite food service staff about the Smarter Lunchrooms process

Conduct a Smarter Lunchrooms Training for the frontline Food Service Staff

Stress:

- You're going to offer a lot of ideas but it's up to them and their director which, if any, they select to implement
- They should move slowly, changing one thing at a time
- Almost all of the ideas are low or no cost
- Most don't take a lot of extra effort
- If they want to do something that might cost more than they have in their budget, you may be able to help them search for the funding



How to excite food service staff about the Smarter Lunchrooms process

Conduct a Smarter Lunchrooms Training for the frontline Food Service Staff

Explain that you're going to talk about what makes us make the choices we make and that Cornell likes to call this "Behavioral Economics"



- Say, “It’s not nutrition unless it’s eaten”
- Ask if there’s anything they want to improve
- Focus on what’s in it for them

Strategies for conducting scorecard assessments and reassessments

Conducting the Initial Scorecard:

- Talk with the Food Service Director either before, during or after. Let it be their decision.
- Talk with food service staff as you're completing the scorecard



Strategies for conducting scorecard assessments and reassessments

Conducting the Initial Scorecard:

- Ask a lot of questions
- Ask if they have questions about what you're looking at or why
- Let them know what you see that impresses you



Strategies for conducting scorecard assessments and reassessments

- Smile A LOT!
- Take a lot of pictures, but keep kids out of them
- Take your time
- Watch at least two lunch periods in each cafeteria
- If kids ask you what you're doing, tell them

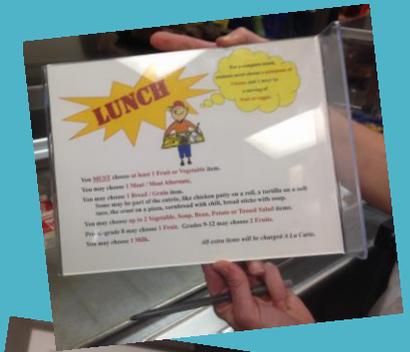


Strategies for conducting scorecard assessments and reassessments

Tally the Scorecard

Complete the Scorecard Summary and review it with the Food Service Director

- This can be completed on the spot or via email after the fact, if the Director is too busy
- Select the initial change(s) they want to make
- Set a date for a follow up reassessment



Tips to overcome barriers to making positive changes in school cafeterias

**Thank
everyone
Repeat**



Questions?

