**Objectives Worksheet**

**Each student complete two Outcome Objectives**

**GOAL**: Increase food security among elementary school aged children living in Coatesville, PA.

**Outcome Objective**

Answer these questions:

1. What health or nutritional status improvements do you expect if you achieve your goal?

In increasing awareness of these programs offered in public schools for students of low income parents, more eligible parents may enroll their students in the programs therefore increasing food security during school hours.

* 1. Write one **Nutrition Status** Outcome Objective (use the SMART format).

**Increase awareness of National School Lunch Program to parents of students in all six public Coatesville elementary schools by 5% by the end of the February, 2017.**

**GOAL**: Increase food security among children living in Coatesville, PA.

**Outcome Objective**

Answer these questions:

1. What health status improvements do you expect if you achieve your goal?

If a school garden is introduced in all elementary schools I expect food security to increase among these children because they will become more familiar with fruits and vegetables and their parents will become more comfortable in obtaining them and cooking/preparing them.

* 1. Write one **Nutrition Policy OR Environment** Outcome Objective (use the SMART format).

**Implement a school garden in each elementary school to increase awareness of fruits and vegetables, show children how to take care of the garden, and to provide some fruits and vegetables to the children by the end of 2017. Additionally, a representative from a local food bank will come once per semester to give a class to parents on how to gain access to fresh fruits and vegetables and how to cook and prepare them starting in fall, 2017.**

**COMMUNITY NUTRITION PROGRAM PLANNING**

**PART 2**

**PROGRAM PLAN: ACTION PLAN & EVALUATION**

**Evidence-Based Research Table**

**Once you have established your key nutrition problem in the community, you need to research the problem and how others have addressed the problem.**

**Evidence-based Research**

Evidence Based Research Table

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| Full Citation of the Article | Main Concepts of Article | How you will use the information |
| Capogrossi K, You W. The Influence of School Nutrition Programs on the Weight of Low-Income Children: A Treatment Effect Analysis. *Health Economics*. July 6, 2016: Accessed from MEDLINE with Full Text. Ipswich, MA. Accessed December 1, 2016. | This article talked about research that was done that identified the effect of the National School Lunch Program and Breakfast Program on children from low-income families. The students observed were overweight or obese as a result of suffering from food insecurity in their household. The programs reduced weight among these children as a result of the increased nutritional value of the meals as opposed to foods they were eating prior to this.  | This information presented in this article is so valuable to me and my goal because when spreading awareness of these programs to the parents of the students experiencing food insecurity at home, I will present this information. Enrolling children in the National School Lunch Program is beneficial in that the meals are free and have many nutrient-dense food that the children may not have access to outside of school due to lack of money, transportation, access, etc.  |
| National School Lunch Program and School Breakfast Program: Eliminating Applications Through Community Eligibility as Required by the Healthy, Hunger-Free Kids Act of 2010. Final rule. *Federal Register*. July 29, 2016:81(146):50194-50210. Accessed from MEDLINE with Full Text, Ipswich, MA. Accessed December 1, 2016. | This article talks about the rule put in effect that does not allow kids to be a part of the National School Lunch Program without an application from the household. This way the schools and agencies that reimburse the meals will have less work.  | The information in this article is really important because now the schools, state agencies, and local educational agencies will have less of a burden and more consistent meals and procedures can be followed with these additional requirements that are now in effect.  |
| Evans A, Ranjit N, Warren J, et al. Impact of school-based vegetable garden and physical activity coordinated health interventions on weight status and weight-related behaviors of ethically diverse, low-income student: Study design and baseline data of the Texas, Grow! Eat! Go! (TGEG) cluster-randomized controlled trial. BMC Public Health. September 13 2016:16:973. Accessed from MEDLINE with Full Text, Ipswich, MA. Accessed December 1, 2016. | This article discussed the results of an experiment that was done to see the results that a school garden and phys. ed. had on children that were overweight or obese as a result of being from a food insecure, low income household. The study found that these things decreased weight by increasing physical activity habits and by increasing their knowledge on fresh fruits and vegetables, as well as self-efficacy on how to grow and eat them.  | This article had information that was probably the most important for my program objective because it proves that school gardens are really beneficial for the students, especially students that are of a racial minority and come from low-income, food insecure households which is a large part of the population that I will be dealing with in the poverty-stricken area of Coatesville.  |

**Action Plan**

**What is your Priority Health Problem?**

The priority health problem is food insecurity. One way to help solve this issue in children is to increase enrollment in public schools of the National School Lunch Program. In order to do so, the most important thing to do is to increase awareness of the program to the parents of these children.

**Describe 2 intervention strategies that will you take to achieve each outcome objective?**

Objective 1:

1. Provide informational handout(s) about the National School Lunch Program and its many benefits in English and Spanish to send home in students’ take home folders.
2. Have an informational table set up at back to school night to provide immediate information to parents. The table will be run by the district registered dietitian.

Objective 2:

1. Create/build school garden in each elementary school and involve the students in taking care of it.
2. Bring in representative from local food bank to teach parents how to obtain fresh fruits and vegetables and how to cook/prepare them.

**Objective #1 Intervention Strategy #1**

Provide informational handout(s) about the National School Lunch Program and its many benefits in English and Spanish to send home in students’ take home folders.

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| **Action Steps for Strategy 1** | **Due Date** | **Staff required** | **Resources Required** |
| Send home survey asking how many parents are aware of the National School Lunch Program and how many have their children enrolled.  | 1/9/17 | Teacher from each class  | Survey, teachers |
| Obtain informational handout about National School Lunch Program provided by the USDA.  | 1/1/17 | myself | ComputerInternet |
| Translate handout to English and Spanish if not already done so. | 1/15/17 | Translator | Translator, Money to pay translator  |
| Print out enough copies to provide one for each student in all six public Coatesville elementary schools. | 1/20/17 | Staff or faculty in each building with access to printer | PrinterPaperInk |
| Put one handout in each student’s folder to take home to parent(s). | 1/30/17 | Teachers in each class to put papers in folders | Teacher from each class,Handout |
| Send home survey asking how many parents are aware of the National School Lunch Program and how many have their children enrolled.  | 3/1/17 | Teachers in each class to send home papers | Survey, teacher from each class  |

**Objective #1 Intervention Strategy #2**

Have an informational table set up at back to school night to provide immediate information to parents. The table will be run by the district registered dietitian.

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| **Action Steps for Strategy 2** | **Due Date** | **Staff required** | **Resources Required** |
| Send home survey asking how many parents are aware of the National School Lunch Program and how many have their children enrolled.  | First week of school | Teacher from each class  | Survey, teachers |
| Present idea to principles and superintendent of school district to ask permission to set up table at back to school night. | End of august  | Myself  | Presentation and all information that will be given, computer, internet, audience |
| Obtain table and all materials that will be used during the night. | By day of back to school night | Myself  | Table, chair, applications, informational handouts |
| Have registered dietitian or other cafeteria workers or teachers sit at each table during back to school night. | Back to school night | RD, cafeteria workers, teachers | Table, chair, applications, informational handouts |
| Send home survey asking how many parents are aware of the National School Lunch Program and how many have their children enrolled.  | 9/30/17 | Teachers in each class to send home papers | Survey, teacher from each class  |
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**Objective #2 Intervention Strategy #1**

Create/build school garden in each elementary school and involve the students in taking care of it.

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| **Action Steps for Strategy 1** | **Due Date** | **Staff required** | **Resources Required** |
| Seek administrative approval by setting up appointment with school board to present idea. | 1/30/17 | Myself, school board members | Presentation, information and case studies on previous school gardens and the impact they had on the students and community |
| If given permission, create a support network and work the school garden into the teacher’s curriculum to make it relevant to all students and classes. Tie the garden back into the curriculum. | 5/1/17 | All teachers, principles, maintenance staff, parents, students, and volunteers that wish to be a part of the project (at least five per school) | Curriculum update including garden, garden progress and goals timeline  |
| Design the layout of the garden including what plants will be growing and what supplies will be needed throughout the entire process. Make sure there is sufficient space on all six campuses.  | 7/1/17 | School garden expert | Software to design layout |
| Plant all six gardens.  | 12/1/17 | Teachers, volunteers, parents, students, and landscaper | All materials for the garden itself (soil, plants, palettes, water, tools, etc.) |
| Make a schedule to assign who will maintain the garden, their specific jobs, and when each person will contribute.  | 12/1/17 | Teachers, parents, students, volunteers | Schedule  |
| Make a schedule that fairly divides the foods that will grow into who gets to take them home.  | 12/30/17 | Teachers, principle | Schedule  |

**Objective #2 Intervention Strategy #2**

Bring in representative from local food bank to teach parents how to obtain fresh fruits and vegetables and how to cook/prepare them.

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| **Action Steps for Strategy 2** | **Due Date** | **Staff required** | **Resources Required** |
| Contact Chester County Food Bank to request a representative to come in to each elementary school to give presentation to parents on how to obtain fresh produce and how to cook/prepare it.  | 6/1/17 | Myself | Phone, information on times and locations |
| Create handouts on when the presentation will be held and send home with students to their parents.  | 9/15/17 | Myself, teachers to send papers home | Handout (information, paper, printer), teachers |
| At presentation, pass around pre-test survey asking parents if they know where to get affordable produce if they are low-income and if they know how to prepare and cook with fresh produce.  | Day of presentation | Myself  | Pre-test survey |
| Send home post-test surveys asking how many parents now know where to get affordable or free produce and if they now cook with and eat more produce. | One month after presentation  | Myself, teachers to send post-test survey home | Post-test survey |
| Offer incentive to parents that if they do complete the post-test survey, they get $10 gift card to local grocery store. | 12/1/17 | Myself, teachers to deliver news | Gift cards  |
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**Evaluation – Worksheet**

* 1. What specifically are you measuring in Objective #1?
* Increase awareness of National School Lunch Program to parents of students in all six public Coatesville elementary schools by 5% by the end of the February, 2017.

In this objective I am measuring the percentage of parents that are aware of the National School Lunch Program and then after the intervention I am measuring again the percentage of parents that are aware of the National School Lunch Program.

* + 1. How exactly will you measure this (administer a survey, collect health data, complete a checklist, observation, etc)?
* I will measure this by using the pre and post-test survey that I created to send home with the students’ take home folders. The number of students in each school is already existing data so finding the percentage will be easy.
	+ 1. Do you know if a survey or other measuring instrument already exists?

The number of students enrolled in the National School Lunch program does already exist. So then we can see specifically if there is a raise in this number and by how much after the intervention is implemented. Also, the number percentage of students enrolled in the program in each school is also already available.

* + 1. When should you start collecting data?

We will collect data as to how many parents are aware of the program as soon as the pre-test surveys come back and then again when the post-test surveys come back. After one month we will examine the difference in the percentages of how many students were enrolled and are now enrolled after the intervention.

* + 1. How long will it take to collect the data?

We will wait one month and then collect the data again. Collecting the data should take one week.

* + 1. Do you have staffing and financing to complete this monitoring and evaluation?

Yes, because the teachers are all available to me and I am doing all of the work by creating the handouts. They just have to send them home with the students. For the second strategy, I will need six volunteers, one from each school, to run the information table. We have adequate financing.

**Objective:**

1. What specifically are you measuring in Objective #2?
* Implement a school garden in each elementary school to increase awareness of fruits and vegetables, show children how to take care of the garden, and to provide some fruits and vegetables to the children by the end of 2017. Additionally, a representative from a local food bank will come once per semester to give a class to parents on how to gain access to fresh fruits and vegetables and how to cook and prepare them starting in fall, 2017.

In this objective I am measuring the percentage of parents that have access to and also have the means and knowledge of how to cook and prepare fresh produce.

1. How exactly will you measure this (administer a survey, collect health data, complete a checklist, observation, etc)?
* I will measure this by using the pre and post-test survey that I created to send home with the students’ take home folders. The number of students in each school is already existing data so finding the percentage will be easy.
1. Do you know if a survey or other measuring instrument already exists?

This information does not already exist to the best of my knowledge.

1. When should you start collecting data?

I will collect the data from the pre-test survey on the day of the presentations and collect the data from the post-test survey one month after the presentations to evaluate the effect the intervention had.

1. How long will it take to collect the data?

It will take about one month.

1. Do you have staffing and financing to complete this monitoring and evaluation?

I will have staffing through the food bank representative and the teachers that will send home and return the pre and post-test surveys. I do have financing as well.

References

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2. Chester County: Coatesville Area Elementary Schools. *Public School Review*. Accessed from website: [http://www.publicschoolreview.com/reeceville-elementary-school-profile. Accessed December 1](http://www.publicschoolreview.com/reeceville-elementary-school-profile.%20Accessed%20December%201), 2016.
3. Evans A, Ranjit N, Warren J, et al. Impact of school-based vegetable garden and physical activity coordinated health interventions on weight status and weight-related behaviors of ethically diverse, lwo-income student: Study desigh and baseline data of the Texas, Grow! Eat! Go! (TGEG) cluster-randomized controlled trial. BMC Public Health. September 13 2016:16:973. Accessed from MEDLINE with Full Text, Ipswich, MA. Accessed December 1, 2016.
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5. Running a Garden Project: What Does it Involve?. *FAO Corporate Document Repository*. Accessed from website: [http://www.fao.org/docrep/009/a0218e/A0218E02.htm. Accessed December 1](http://www.fao.org/docrep/009/a0218e/A0218E02.htm.%20Accessed%20December%201), 2016.
6. School Garden Checklist. *USDA’s People’s Garden Initiatives*. Accessed from website:

<http://www.letsmove.gov/sites/letsmove.gov/files/pdfs/LM%20.pdf>. Accessed December 1, 2016.