Statewide Training Needs Assessment Project

THE JOHN C. STALKER INSTITUTE OF FOOD AND NUTRITION
AT FRAMINGHAM STATE UNIVERSITY

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at Framingham State University
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Executive Summary

The John C. Stalker Institute of Food and Nutrition (JSI), in partnership with the Massachusetts Department of Elementary and Secondary Education (ESE), Office for Nutrition, Health and Safety Programs, conducted a statewide training needs assessment project. The purpose was to gather information from Massachusetts school nutrition professionals about their needs and wants for training and professional development to assist with program operations and management.

Conducted in five phases over a one year period, the project spanned two annual Advisory Board meetings. Phase I began with Advisory Board members creating a list of training topics and methods for directors, managers, and nutrition assistants. Topics were categorized according to the School Nutrition Association's Keys to Excellence: Administration; Operations; Nutrition, Nutrition Education and Physical Activity; and Marketing and Communications. Focus groups of school nutrition directors and managers reduced the list of training topics to a more manageable level identifying those with the highest priority.

In Phase II two survey questionnaires (director, manager/nutrition assistants) were created and pilot tested. Questions focused on such things as the importance of specific training skills vs. personal competence, effectiveness of training methods, timing, barriers to training, and demographics. The surveys were distributed statewide in Phase III with data analysis in Phase IV. Finally, the second annual Advisory Board meeting completed Phase V where training needs were prioritized according to data interpretation and the new professional standards. JSI and ESE will use this information in program planning over the next several years.

Highlights of the results include:
Skill Performance: strengths fall into the areas of nutrition, food allergies, implementation of new menu planning standards, culinary techniques, and technology (especially for directors).

Food Safety: The number of school nutrition personnel who have completed ServSafe (or other similar certification) is exemplary; directors and managers reported a high level of competence in most of the food safety skills.

Financial Management: Respondents identified this area as the greatest training need for both directors and managers.

Purchasing Laws/30B legislation: Both the survey and the Advisory Board identified this topic as a strong training need for directors.

Technology: Technology skills such as Microsoft Office systems, social media, and working with local IT support services were identified as a training need by directors for their staff and by the managers and nutrition assistants.

Nutrition and Nutrition Education: Weakness in competency for this area fell primarily in promoting the National School Lunch Program (NSLP) from a nutrition perspective and nutrition promotion to students and parents. Managers and nutrition assistants also identified a training gap in gluten free diets.

Marketing and Communications: Directors identified marketing, collaboration, connecting and championing the NSLP to parents and students as a high training need. Marketing skills, signage and appealing presentation of food was identified for managers and nutrition assistants.

Barriers to Training: Directors indicated time and money as the major barriers for training for both themselves as well as for their staff. Having the knowledge to provide training but not the time to prepare class resources to staff was also designated.

Bundling of Courses: Bundling several workshops together to meet the mandated annual hours for continuing education/training for professional standards could be advantageous. Examples include production records, cost control techniques and food safety; several workshops on personnel management; or financial management with sustainability. Investigating how the bundling could tie in with the School Nutrition Association's levels of certification and credentialing would also promote the achievement of continuing education.

Effectiveness of Training: The most effective method of training were workshops followed closely by classroom; webinars and self-paced computer-based training were also rated as highly effective.

Timing of Training: Directors tended to favor afternoons or possibly vacations whereas managers and nutrition assistants favored afternoons and evenings. Managers/nutrition assistants were also positive about training during vacation times but this could be limited by budgetary resources.

The results of this project indicate that although Massachusetts has challenges to meet regarding training, there is a strong base as evidenced by higher education, food safety certification and experience in school nutrition programs. JSI clearly has been a catalyst to develop the skill base and will continue to do so. The Statewide Needs Assessment Project provides constructive steps upon which JSI, ESE, and its partners can meet and exceed national professional standards and continuing education/training.

Statewide Training Needs Assessment Project

Background

The John C. Stalker Institute of Food and Nutrition (JSI) conducted a needs assessment to gather information from Massachusetts school nutrition professionals about their needs and wants for training and professional development to assist with program operations and management. This needs assessment will serve to guide Massachusetts Department of Elementary and Secondary Education (ESE) and training partners, including but not limited to JSI, in the development of offerings.

Phase I: Development of Training Topics

A. Creation of Training Topics: JSI Advisory Board Meeting

The first phase of the project began at the annual JSI Advisory Board meeting held June 4, 2014. Prior to the meeting Advisory Board members were asked to reflect upon the following question:
What are the training needs for school nutrition professionals to meet the requirements for the USDA meal pattern and professional standards?

To aid in this reflection members were provided with the following table:

Training Topic and Details	Training Methods
Directors	
Managers	
Nutrition Assistants	

Advisory Board members were divided up into five different groups. Using time intervals each group was directed to process and provide training topics and methods for directors, then managers, and finally nutrition assistants. All responses were collated by training topics together on a "sticky wall."

The following day JSI administrators and the consultants met to further drill down and collapse the training topics, organize, and eliminate repetition. Topics were categorized around the School Nutrition Association's Keys to Excellence: Operations; Administration; Nutrition, Nutrition Education and Physical Activity; and Marketing and Communications.

A chart/list of suggested training topics mapped to the Keys to Excellence was created:

Training Topics Mapped to Keys to Excellence for Directors, Managers and Nutrition Assistants

Area as it maps to Keys to Excellence	Assistants	Managers Includes all items listed under Assistants plus the following:	Directors Includes all items listed under Managers plus the following:

Operations	**Student awareness**
	• Choking
	• Allergic reaction
	
	Food Safety
	• Culture
	• Personal hygiene
	  ○ Why
	  ○ Aprons, nails, gloves, hairnets, infection control
	• Cooling and temperature control
	• Housekeeping – kitchen and cafeteria cleanliness
	• Allergies and special dietary needs
	
	Working safely in the kitchen
	• Ergonomics, lifting
	
	Emergency Response
		Technology
		• POS Systems
		• Basics – email, word, excel
		Food safety
		• Creating culture/role modeling
		• Cross contamination
		• Food allergies and special dietary needs
		
		Standardized recipes
		• Production records
		• Portion size
		• Recipe development
		
		Inventory management
		• Ordering
		• Inventory control
		• Waste
		• Receiving
		• Rotation
		• Storage
		• Dates
		• Disposal
			Equipment and kitchen design
			• Kitchen/Café Renovations
			  ○ How to be involved
			• Budgeting for capital equipment
			• Developing equipment specifications
			• Learning to use equipment more effectively
			
			Technology
			• Social media – are you using?
			• Using technology to increase efficiency, time management, and reporting
			• Collaboration with IT
			• What technology is available within your operation (currently)? What could you purchase/add to your operation? (computer, internet, POS, etc.)
			• Use of technology for – Inventory, claiming, reports, meal pattern, nutrient analysis
			• POS
			  ○ is it being used to its fullest capacity
			  ○ What do you want it to do?
			  ○ How do you evaluate/secure a system?
			  ○ What do the users need to learn in order to be proficient in using it?
			  ○ Do you regularly purchase updates
			  ○ Collaboration with IT
			• Technology resources you would like to learn more about

Area as it maps to Keys to Excellence	Assistants	Managers **Includes all items listed under Assistants plus the following:**	Directors **Includes all items listed under Managers plus the following:**

	Culinary skills
	• Kitchen flow and organization
	• Following standardized recipes and production records
	• Food groups/meal pattern and components
	• Portion control
	
	Sustainability and recycling
	Money handling
		Culinary skills including knife skills
		• Kitchen flow and organization
		
		Equipment – how to use it and what to ask for
			Sustainability
			• Environmental, trash disposal, energy efficiency
			• Minimizing food waste (pre and post-consumer)
			
			Culinary Skills
			• As it relates to menu planning – equipment use, labor/skill requirements
			
			Procurement
			• Diversion 101
			• USDA reporting
			• Writing specifications
			• Using USDA foods
			• Use of
			  ○ Process of food recalls – do you understand and receive recall notices?
			  ○ How do you dispose of recalled/expired food
			  ○ Inventory management
			  ○ Maximizing the use of USDA foods
			  ○ Do you understand how to purchase and allocate for USDA foods?
			
			Food safety
			• Putting it into practice
			• Ensuring staff has appropriate certifications/training
			• Food allergies and special dietary needs

Area as it maps to Keys to Excellence	Assistants	Managers Includes all items listed under Assistants plus the following:	Directors Includes all items listed under Managers plus the following:
Administration	**Regulations** – Knowing the reimbursable meal • Food groups, meal pattern and components • Positive selling techniques • Understanding and stopping overt identification • USDA Smart Snacks	**Importance of the role of manager** **Modeling good behavior** **Financial management and cost control** • Inventory management • Standardized recipes and portions – how they relate to cost control • Increased awareness of P&L **Personnel management** • Communication and team building • Working as a team player in school – get out of the kitchen • Creating a positive work environment • Following the rules even if you don't agree • Relationship management • Staff/time management	**Regulations** **Compliance** • How do you ensure deadlines are met • What barriers hinder program compliance • What areas of program operations would you like to learn more about • Do you conduct yearly planning – do you then stick to your proposed plan? (Budgeting?) **Free/reduced management** • Community eligibility • Direct certification **Administrative review** • Comfort level with the new review requirements **Meal planning** • Patterns, F/V substitution • Menu planning with low sodium foods and changes to the menu while stilling maintaining fiscal health • Culinary tips for lowering sodium **Financial management** • NFSMI course • Reporting – P&L, Balance sheet • MPLH • Budgeting & other financials

Area as it maps to Keys to Excellence	Assistants	Managers Includes all items listed under Assistants plus the following:	Directors Includes all items listed under Managers plus the following:

		and motivation – creating a positive work environment
		
		USDA Smart Snacks
		• Training on, requirements for serving, leftovers as a la carte
		• How it fits with MA standards
		
		Meal pattern (Substitution Solutions)
		• Pattern and substitutions
		• Reimbursable meals at the POS
		• Understanding meal pattern and value for child (wellness)
		• How does meal pattern affect finances
		• Breakfast cost effectiveness
			• Possible solution (3 day training in summer?)
			• Paid meal equity
			• Cost management
			• How to create a district charge policy
			
			Personnel management
			• Leadership
			• Communication
			  ○ Style
			  ○ With whom and how
			  ○ Managing across personnel and personal needs
			• Productivity management
			  ○ How to assess
			  ○ Changes in work environment to improve productivity
			• Conflict management
			• Working with unions
			• Staff development/training
			• Performance appraisals
			• Time management
			• How to say no
			• What certifications or credentials do you hold?
			• What certifications/credentials do you or your staff hold?
			• Creating a positive work environment
			• Balancing responsibilities
			• Being a member of the team
			• Directing the work of others
			• Leadership and empowerment
			• Relationship management

Area as it maps to Keys to Excellence	Assistants	Managers Includes all items listed under Assistants plus the following:	Directors Includes all items listed under Managers plus the following:

			• Do you get paid to go to training?
			• What incentives exist to attend trainings?
			• How do you implement what you learned back at the office
			• Is any follow up done back in the district?
			• What materials would be useful in order to train staff?
			• How much time can staff be released for training?
			• What would make it easier for staff to attend PD?
			  ○ Distance
			  ○ Computer
			  ○ Other?
			
			Training in personnel management
			• Have you received training to be a supervisor?
			• In managing a multi-generational or multi-cultural staff?
			• Biggest challenge in managing staff?
			• Team building, collaboration, and goal setting?
			• Training skills for how to train staff (Train the Trainer)
			
			Challenges for adult learners
			  • Language – ESL, illiteracy
			  • Technology
			  • Capacity
			  • Accessibility

Nutrition, Nutrition Education and Physical Activity	**Basic nutrition for customers and self**	**Basic nutrition for customers and self**	**Basic nutrition** **Current trends and issues** – what do you see currently, in the next year, 5 years

Area as it maps to Keys to Excellence	Assistants	Managers Includes all items listed under Assistants plus the following:	Directors Includes all items listed under Managers plus the following:
			Nutrition analysis **Nutrition education and promotion** **Food allergies and special dietary needs**
Marketing and Communications	**Understanding the why of the NSLP**, engagement in the school **Professionalism** – promoting a professional image • Business etiquette • Communication with co-workers • It might not be what is said, but how it is said • Follow the rules even if you don't agree • Where do you fit in the big picture • Modeling good behavior • "Staying out of the swamp" • Understanding that students are your customers • Knowing how to talk to kids at different developmental levels and	**Marketing** – merchandising, signage, taste-testing, engaging students • Giving staff the right words to prompt students • Smarter Lunchrooms • Presentation of food • Nudging students to take the reimbursable meal • Customer service • How to implement district charge policies **Literacy** • ESL/language • Numeracy • GED • Basic computer skills – POS, email **Sustainability and Recycling** **Emergency response**	**Professionalism** • Presentation and professional image **Marketing** • Program marketing • Understanding and championing the new requirements • Marketing to staff, students, and parents **Wellness policies** • Are you involved in your district wellness initiatives? How?

Area as it maps to Keys to Excellence	Assistants	Managers Includes all items listed under Assistants plus the following:	Directors Includes all items listed under Managers plus the following:
	boundaries • Getting administrative support for the job (principal, school staff, FN director) • Student awareness • Bullying • Student disengagement • Theft **Literacy** • ESL/language • Numeracy • GED • Basic computer skills – POS, email **Customer service** • Being sensitive to student personal issues • Implementing district charge policies **Marketing** • How the food is presented • Smarter Lunchrooms	• Choke safe • First aid/CPR • Fire • Community shelter/disaster management	

B. Drill Down of Training Topics: Focus Groups

Three focus groups were established to drill down the most important training topics to a more manageable level.

1. Directors' Focus Group:

The first group, held on June 24, 2014, was comprised of Directors of School Nutrition Programs from the following districts:

District	Number of students in district
Andover (director and assistant director in attendance)	6200
Dover Sherborn	2150
Manchester Essex	1600
Millbury	1900
Milton	3900
Nauset	2500
Uxbridge	1800

Evite invitations were sent to directors who participated in NEW LIFE (Nutrition, Education and Wellness: Leadership Institute for Excellence) requesting their participation in this Focus Group. Based upon responses and ideal numbers, the Director and Assistant Director of Andover School Nutrition Program were also invited. The meeting took place at Framingham State University over a working luncheon.

A script was written to guide and facilitate the conversation (see Appendix A). The JSI Director and ESE reviewed the script and edits were finalized.

The focus group agenda followed the script: overview, confidentiality, introductions, narrowing down. Participants were asked to review the training topics one category at a time (Operations, Administration, Nutrition, Nutrition Education and Physical Activity, and Marketing and Communications). The chart/list of suggested training topics from Phase I (above) was used with this directive:

Please take a few minutes and review the topics that are listed. Feel free to jot down your ideas and take notes. We will not be collecting these handouts. This is your opportunity to provide your perspective.

As you review the list of topics, identify, the top 3-5 training topic, in your opinion s. You can do this by numbering topics, circling the topics, or creating a list.

(Approximately 5 minutes was given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

Each person was asked to share one topic/reasoning and then round robin through all participants.

Directors were asked to follow this process (four times/per 4 categories) to identify training topics for the positions of Director, then Manager, and finally Nutrition Assistant. In closing, participants were thanked for their time and expertise and presented with an overview of next steps for the project.

2. Managers' Focus Groups:
Two focus groups were held at the School Nutrition Association's National Annual Convention, Boston, MA, mid-July, 2014. The School Nutrition Association of Massachusetts provided a listing of conference attendees. Evites were sent to all managers and nutrition assistants registered for the convention. To increase participation, help was solicited from the Directors who attended the first focus group as well as other Massachusetts School Nutrition Directors attending the conference. A notice was also posted in the Massachusetts host hospitality room.

Groups were held at the end of each day in a small reserved meeting room at the Convention Center. Hors d'oeuvres and cold drinks were provided.

The script was slightly revised (see Appendix B) to focus only on training topics for managers and nutrition assistants (even though several directors were in attendance).

Managers' Focus Group I, July 14, 2014

District	Number of students in school/district
Andover	1800 (district)
Boston (systems analyst)	56,000 (district)
Fitchburg	640 (school)
Fitchburg	480 (school)
Fitchburg	700 (school)
Hadley (director)	600 (district)
Monson (director)	1160 (district)
Upton	1200 (district)
Uxbridge	570 (school)
Westfield (supervisor of cafeterias)	6,000 (district)

As identified, this group was attended by 6 managers, 2 directors, one cafeteria supervisor, and a computer systems analyst.

Managers' Focus Group II, July 15, 2014

District	Number of students in school/district
Nauset Regional	1000 (school)
Nauset Regional	580 (school)
Tewksbury	600 (school)
Tewksbury (director)	4000 (district)

As identified this group was attended by 3 managers and 1 director.

C: Summary of Results—Focus Groups

During the late summer and early fall of 2014, data from the three Focus Groups was analyzed and organized. The most important topics—those that rose to "the top" with the highest need based upon Focus Group members' priorities are as follows:

Directors' Focus Group Notes
June 26, 2014

In attendance: 7 Directors and 1 Assistant Director
(ppl = number of group members who identified this topic as a priority need)

Training Needs Identified by Directors (n = 8) for:

Directors

I. Operations

(1) **Technology (6 ppl)** – work smarter not harder, social media, using technology to its fullest capability, administration support/expectations, how to reach the students/parents, collaboration with IT
(2) **Culinary skills (4 ppl)** – menu planning/kitchen flow and organization, equipment use, labor/skill requirements
(3) **Kitchen equipment and design (4 ppl)** – functional and cost effective, how to work with designers, how to make current environment more efficient, replace vs fix decisions
(4) **Procurement** (4 **ppl**) – purchase what you need and then use it in different ways (recipe development – 25 different ways to use the one box of frozen broccoli), training on 30(b), bidding vs. following 30(b)
(5) **Standardized recipes (3 ppl)** – developing menus/adjusting recipes, using commodities
(6) **Sustainability (2 ppl)**
(7) **Food safety (2 ppl)** – ServSafe certification gives a false sense of security, need to create a food safety culture

II. Administration

(1) **New administrative review process (7 ppl)** – checklist by ESE is not valuable (reviewers are not using it). Disconnect between Rob and reviewers
(2) **Financial management (6 ppl)** – 'how to make money and stay afloat,' communicate with school board, new ESE reporting requirements (budgeting and P&L) 'A day with Rob'
(3) **Personnel management (5 ppl)** – controlling that 'one bad apple,' creating a positive work environment, communication, challenges for adult learners (directors to provide daily expectations on daily time management; computer tasks), managing staff in different languages (kitchen terms in other languages), Working with unions (documenting, follow through, negotiations, working with administration prior to negotiation, relationships with union management)
(4) **USDA Smart Snacks (1 ppl)**
(5) **District wide charge policy (1 ppl)**
(6) **Train the trainer (2 ppl)** – 'Day in May' training with Rob – too short

III. Nutrition, Nutrition Education and Physical Activity

(1) **Food allergies and special dietary needs (8 ppl**) – easy poster for elementary kids and parents, gluten free education, train staff on preparing/labeling, more than top 8. 2 hour training is too basic. What we can and cannot do (how to respond to parents). Clarification on what is required by regulations
(2) **Nutrition analysis (6 ppl) –** why the meal pattern is what it is, substitutions (in more depth), **not** using nutrient analysis software
(3) **Nutrition education (5 ppl)** – educate staff on importance, help with promoting to customers & parents, promoting programs, science based (5) – Need promotion plan and materials more than education
(4) **Current trends and issues (1 ppl)**

IV. Marketing and Communications

(1) **Marketing** – merchandising, signage, taste-testing, engaging students; giving staff the right words to prompt students to take the reimbursable meal (proactive vs. damage control when parent calls),
(2) **Championing the new requirements** – for parents and staff (refreshment training for staff – SNA vs. USDA back and forth is confusing)
(3) **District charge policy**
(4) **Professionalism** – appearance, confidence in giving presents
(5) **Sustainability and recycling**
(6) **Emergency response** – ChokeSafe/CPR, Crisis plan involvement

General comments:

More creative in how to create a meal/ sell a la carte without cannibalizing meals – creative way to generate revenue.
Connecting to the classroom – involving the whole school (part of the school)
Communicate when A-list has been updated/modified
Training and marketing

Training Needs identified by Directors (n=8) for:

Managers

I. Operations

(1) **Culinary skills** – how to prepare to produce a quality product, time management, standardized recipes
(2) **Technology basics** (Email, Word, Excel)
(3) **Food safety** – cooling/temperature control, cross-contamination, hand-washing, culture

II. Administration

(1) **Meal pattern and regulations (7 ppl)** – substitutions, USDA Smart Snacks, breakfast
(2) **Personnel management** – conflict management, discipline, promoted into managing your staff
(3) **"How to be a grownup"** – professionalism, customer service and personnel management
(4) **Theft** – in its many ramifications – time, inventory, money, over-portioning, how to identify/address

III. Nutrition, Nutrition Education and Physical Activity

(1) **Basic nutrition for customers and staff**

IV. Marketing and Communications

(1) **Marketing** – presentation of food
(2) **Customer service** – overcoming stereotypes of lunch lady, students are your customers, ROC – return of customer

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Training Needs Identified by Directors (n=8) for:

Nutrition Assistants

I. Operations

(1) **Food safety**
(2) **Culinary skills**
(3) **Work safety** – ergonomics, safe lifting

II. Nutrition, Nutrition Education and Physical Activity

(1) **Basic nutrition**

III. Marketing and Communications

(1) **Professionalism/customer service** – understanding students are our customers – where do you fit in the big picture (low self-esteem, impact on kids), 'self-defense for lunch ladies' – how to deal with someone in a self-protective manner - the custodian putting arm around you/teacher who wants credit, 'Super lunch lady' (stories about lunch ladies)

Managers/Nutrition Assistants Focus Group Notes
July 14 and 15, 2014

In attendance:

July 14: 6 managers, 2 directors, one cafeteria supervisor, and a computer systems analyst
July 15: 3 managers and 1 director

These Focus Groups centered ONLY on training needs for Managers and Nutrition Assistants. Directors in attendance were not asked to provide input on Director related topics. Due to the group process, director comments have not been separated out.

(ppl = number of group members who identified this topic as a priority need)

Training needs identified by two focus groups for:

Managers

I. Operations

(1) **Food safety** – allergies; cross-contamination; personal hygiene; housekeeping; special dietary needs – yearly reviews of issues and students' allergies (student awareness – choking/fainting); (everyone)
(2) **Dates** – inventory management (date opened/received); storage; rotation
(3) POS and equipment
(4) **Culinary skills and equipment use** – safety and preventative care of equipment **(5 ppl)**
(5) **Worker safety** – ergonomics; lifting
(6) **Production records** – how to make it easy to do and know the components!
(7) **Standardized recipes** – recipe development; monthly menus/inventory management
(8) **Culinary skills** – general organization of kitchen; kitchen flow
(9) **Technology –** basics of software/Google docs
(10) **First aid** – choke safe/allergic reaction

II. Administration

(1) **Personnel management** – expectations and working as a team; creating a positive work environment; following the rules – even if you don't agree with them **(11 ppl; 4 indicated as #1**); Working as a team member (happy work place); modeling good behavior
(2) **Understanding meal pattern and value for child** – meal pattern and regulation are similar; reimbursable meals; how meal pattern affects cost; consistency; food groups, meal pattern and components; substitutions; breakfast cost effectiveness – issue with substitute workers
(3) **Inventory management** – ordering correctly, avoid stockpiling, not ordering what needed, end of month inventory counts (see bullets under the Operations training topics)
(4) **USDA Smart Snacks** – a la carte, MA standards
(5) **Financial management (7 ppl**); standardized recipes and portions – how they relate to cost control; P&L; need to understand so they can teach staff
(6) Positive selling techniques

Different learning styles and speed of comprehension can be an issue.

III. Nutrition, Nutrition Education and Physical Activity

(1) **Basic nutrition for customers and self** – allergies and terminology – what you need to know for the customers rather than the self
(2) **Physical activity** – posters in the cafeteria to support

IV. Marketing and Communications

(1) **Student awareness/staff** – bullying
(2) **Professionalism** – attitude; how things are said; sensitivities to other cultures; bullying among staff and how to address (everyone)
(3) **Customer service** – understanding students are your customers (everyone)
(4) **Managing diversity**
(5) **Following the rules** even if you don't agree with them
(6) **Marketing** – general; signage (ppl 3)
(7) **Language** – speaking another language among employees – equipment terms in other languages
(8) **Computer literacy**
(9) **Charging policy** – communication and implementation
(10) **Administrative support**
(11) **Theft**

Training needs identified by two focus groups for:

Nutrition Assistants

I. Operations

(1) **Food safety** – glove changing (everyone)
(2) **Money handling** – dirtiest thing – food safety; counting and matching POS
(3) **Culinary skills** – same as for managers; everyone on same page with standardized recipes; meal pattern component; portion
(4) **Working safely in the kitchen**

II. Administration

(1) **Food groups** – components
(2) **Overt identification** – understanding and stopping
(3) **Reimbursable meal**
(4) **USDA Smart Snacks**

III. Nutrition, Nutrition Education and Physical Activity

- **Nutrition for customers**

IV. Marketing and Communications

(1) **Professionalism** – business etiquette; communicating with co-workers; staying out of the swamp; students are your customers; how things are said; stop or control conversations In the kitchen – careful what you say when students are around (everyone); staying out of the swamp
(2) **Marketing** – how food is presented (ppl 4)
(3) **Literacy** – ESL

Using the Focus Group data, a cross comparison of the training needs for managers and nutrition assistants was developed (see chart below). This aided in identifying the most important priorities provided by both directors and managers and help with survey development.

Comparison of Training Topics/Needs for Managers

(Using Focus Group Data)

I. Operations —for Managers	Training Topics Identified by Directors	Training Topics Identified by Managers
	• **Culinary skills** – how to prepare to produce a quality product, time management, standardized recipes • **Technology basics** – email, Word, Excel • **Food Safety** – cooling/temperature control, cross-contamination, hand-washing, culture	• **Culinary skills** – general organization of kitchen; kitchen flow • **Dates** – inventory management (date opened/received); storage; rotation • **POS** and equipment • **Culinary skills and equipment use** – safety and preventative care of equipment • **Production records** – how to make it easy to do and know the components! • **Standardized recipes**; recipe development; monthly menus/inventory management • **Technology** – basics of software/Google docs • **Food safety** – allergies; cross-contamination; personal hygiene; housekeeping; special dietary needs – yearly reviews of issues and students' allergies (Student awareness – choking/fainting); (everyone) • **Worker safety** – ergonomics; lifting

II. Administration —for Managers	Training Topics Identified by Directors	Training Topics Identified by Managers
	• **Meal pattern and regulations (7 ppl)** – substitutions, smart snacks, breakfast • **Personnel management** – conflict management, discipline, promoted into managing your staff • **'How to be a grownup'** – professionalism, customer service and personnel management • **Theft** – in its many ramifications; time, inventory, money, over-portioning, how to identify/address ***Different learning styles and speed of comprehension can be an issue.***	• **First aid/choke safe/allergic reaction** • **Understanding meal pattern** and value for child (meal pattern and regulation are similar); reimbursable meals; how meal pattern affects cost; consistency; food groups, meal pattern and components; substitutions; breakfast cost effectiveness – issue with substitute workers • **USDA Smart Snacks** – a la carte, MA standards • **Personnel management** – expectations and working as a team; creating a positive work environment; following the rules – even if you don't agree with them **(11 ppl; 4 indicated as #1**); Working as a team member (happy work place); modeling good behavior • **Inventory management** – ordering correctly, avoid stockpiling, not ordering what needed, end of month inventory counts (see bullets under the Operations training topics) • **Financial management**; standardized recipes and portions – how they relate to cost control; P&L; need to understand so they can teach staff • **Positive selling techniques**

III. Nutrition, Nutrition Education and Physical Activity —for Managers	**Training Topics Identified by Directors**	**Training Topics Identified by Managers**
	• **Basic nutrition** for customers and staff	• **Basic nutrition** for customers and self – allergies and terminology – what you need to know for the customers rather than the self • **Physical activity** – posters in the cafeteria to support
IV. Marketing and Communications —for Managers	**Training Topics Identified by Directors**	**Training Topics Identified by Managers**
	• **Marketing** – presentation of food • **Customer service** – overcoming stereotypes of lunch lady, students are your customers, ROC – return of customers	• **Marketing** – general; signage (ppl 3) • **Customer service**; understanding students are your customers (everyone) • **Student awareness/staff** – bullying • **Professionalism –** attitude; how things are said; sensitivities to other cultures; bullying among staff and how to address (everyone) • **Managing diversity** • **Following the rules** – even if you don't agree with them • **Language** – speaking another language among employees – equipment terms in other languages • **Computer literacy** • **Charging policy** – communication and implementation • **Getting administrative support** • **Theft**

Comparison of Training Topics/Needs for Nutrition Assistants

(Using Focus Group Data)

I. Operations —for Nutrition Assistants	**Training Topics Identified by Directors**	**Training Topics Identified by Managers**
	• **Food safety** • **Culinary skills** • **Work safety** – ergonomics, safe lifting	• **Food Safety** – glove changing (everyone) • **Culinary skills** – same as for managers; everyone on same page with standardized recipes; meal pattern component; portion • **Working safely** in the kitchen • **Money Handling** – dirtiest thing – food safety; counting and matching POS
II. Administration —for Nutrition Assistants	**Training Topics Identified by Directors**	**Training Topics Identified by Managers**
	(No topics identified)	• **Food groups** – components • **Overt identification** – understanding and stopping • **Knowing reimbursable meal** • **USDA Smart Snacks**
III. Nutrition, Nutrition Education and Physical Activity —for Nutrition Assistants	**Training Topics Identified by Directors**	**Training Topics Identified by Managers**
	• **Basic nutrition**	• **Nutrition for customers**

IV. Marketing and Communications —for Nutrition Assistants	Training Topics Identified by Directors	Training Topics Identified by Managers
	• **Professionalism/customer service** – understanding students are our customers – where do you fit in the big picture (low self-esteem, impact on kids), 'self-defense for lunch ladies' – how to deal with someone in a self-protective manner - the custodian putting arm around you/teacher who wants credit, 'Super lunch lady' (stories about lunch ladies)	• **Professionalism** – business etiquette; communicating with co-workers; staying out of the swamp; students are your customers; how things are said; stop or control conversations In the kitchen – careful what you say when students are around (everyone); staying out of the swamp • **Marketing -** how food is presented (ppl 4) • **Literacy -** ESL

Phase II: Pilot Survey

A. Description of Process

Focusing on the topics that "bubbled" to the top, the first draft of the survey questionnaire was designed in late fall of 2014 using Survey Monkey. Two surveys were created: director and manager/nutrition assistant. The manager/nutrition assistant survey included skip logic and respondents answered different questions based up their response to the position held. Standard demographic questions were written for the first part of the survey focusing on the individual's background and school district. Evaluation of training methodologies and opinions on barriers to training (from the directors' perspective) were included along with opinion statements on training for managers and nutrition assistants.

As noted in the section above (Phase I., Section C., Summary of Results—Focus Groups) questions on training topics centered on those deemed to be most important and were mapped to the Keys to Excellence categories: Administration; Operations; Nutrition, Nutrition Education and Physical Activity; and Marketing and Communications. Two sets of questions were asked for each training skill topic: importance of the skill vs. competence of the skill. Directors were asked to evaluate importance and competency of individual skills as well as that of their staff.

Lastly, the survey closed with open-ended questions requesting feedback on top training priorities for self and staff and comment to a statement on training.

B. Expert Panel Review Committee

In consultation with the National Food Service Management Institute, Applied Research Division, the reliability, content and face validity review and pilot survey were combined. In early December of 2014, the JSI staff and key personnel from ESE, Office for Nutrition, Health and Safety Programs reviewed the first draft of the questionnaire. Suggested edits were incorporated which focused primarily on minor grammatical and formatting suggestions.

An Expert Panel Review Committee was then created consisting of: 7 school nutrition directors, 6 of whom were graduates of NEW LIFE (Nutrition Education and Wellness: Leadership Institute for Excellence); 1 assistant director; 1 director representing the School Nutrition Association of Massachusetts; 8 ESE staff; and 2 managers.

1. Survey Evaluation Tool

A survey evaluation tool was created (see Appendix C). Review Committee members were provided with specific review instructions along with the evaluation tool and the electronic links to the survey. A similar survey evaluation form was also sent to the ESE staff/reviewers and volunteer managers.

2. Review Process

During winter of 2015 recommendations from the Expert Panel Review Committee were reviewed and thoroughly analyzed for all three surveys. Survey developers made appropriate revisions to the survey links. Feedback from the three surveys can be found in Appendix E.

3. Final Survey Development

After integrating the above recommendations (found in Appendix E), the final survey questionnaires were reviewed one last time by key JSI and ESE staff for final approval. The final surveys and individual questions are found in Appendix E along with the responses.

Phase III: Implementation of Survey

A. Distribution Process

Survey links were distributed to directors of Massachusetts school nutrition programs by JSI via Constant Contact eblasts. Using email lists provided by ESE, an advance communication was sent out one week prior to distribution to alert directors to the upcoming survey and to encourage them to think about how best to distribute to staff (managers and nutrition assistants).

The survey links were distributed statewide in mid-March 2015, via Constant Contact eblasts from JSI with a deadline date of two weeks. Subsequent reminder eblasts were sent every 3-4 days; the original deadline was later extended by 10 days. ESE also sent a reminder and encouragement to complete the surveys. Sample copies of the eblasts can be found in Appendix D.

The eblast communication was sent to 374 directors statewide. 120 responses were received for a participation rate of 30.45%.

Phase IV: Analysis of Results

The surveys did not require a response to all questions, only questions that involved skip logic required a response. Skip logic directs the respondent to the next question based on their response to that question. For example, all respondents needed to answer the highest level of education earned. If a respondent indicated a graduate degree, their next question would be to identify the graduate degree. If the response was any other education level, they would skip this graduate degree question and proceed to the next question.

All figures referenced in this section can be found in Appendix E.

Respondents

The survey was submitted by 120 directors and 125 managers and nutrition assistants. Of those submitting the manager and nutrition assistant survey, only 86 managers and 27 nutrition assistants identified their position (leaving 12 unidentified). The majority of the managers managed single schools (n=79, 70%) with only a few managing multiple schools (n=7, 6%). (See Figure 1)

Experience

The directors have many years of combined experience. The greatest percentage of respondents had been in their position for 6 to 10 years (n = 36, 30%). If this range is extended to 6 to 15 years, there were 57 respondents (48%). In the 16 or more years, there were 21 respondents (17%). However, there are an increasing number of new directors, with 42 responding they have been in the job less than 5 years (35%). (See Figure 2)

When asked how long the directors have worked in school nutrition, 19 responded less than 5 years (15%), 44 responded 6 to 15 years (38%) and 55 responded 16 or more years (47%). (See Figure 3)

When the managers and nutrition assistants were asked how long they have worked in their current position, 50 responded less than 5 years (41%), 52 responded 6 to 15 years (43%), and 20 responded 16 or more years (16%). See Figure 2 When this same group was asked how long they had worked in school nutrition, the responses were 18 less than 5 years (15%), 51 from 6 to 15 years (41%), 54 for 16 or more years (44%). (See Figure 3)

District Size

Directors were asked the size of their district by several metrics – number of students, number of schools, and number of staff. The majority of directors worked in districts with fewer than 2,499 students (n= 66, 56%), many with 2,500 to 9,999 students (n=47, 40%), few with 10,000 to 24,999 (n=4, 3%), and only one director with 25,000 or more students (n=1, 1%). (See Figure 4)

Consistent with the number of students, most directors worked in districts with no more than 4 schools (n=60, 50%), many with 5 to 9 schools (n=42, 35%), some with 10 to 19 schools (n=11, 9%), some with 20 to 49 schools (n=4, 3%) and 2 with 50 or more schools (2%). (See Figure 5)

The number of staff the directors managed ranged from no more than 9 staff (n=25, 21%), to 10 to 24 staff (n=52, 43%), to 25 to 49 staff (n=26, 22%), to 50 to 99 staff (n=11, 9%), and 100 or more staff (n=6, 5%). (See Figure 6)

School Size
The size of the schools in which the managers and nutrition assistants worked varied in size with 1 respondent working in a school with fewer than 100 students (0.8%), 15 in a school with 101 to 300 students (12%), 32 in a school with 301 to 500 students (26%), 38 in a school of 501 to 750 students range(31%), 25 in a school with 751 to 1000 students (21%), 9 in a school with 1001 to 3000 students (7%), and one in a school with 3000 to 5000 students (0.8%).

The majority of the managers manage a single school (n=73, 87%). The managers who manage more than one school, manage 2 to 3 schools (n=11, 13%). Given the variability in school size and the number of schools managed, there is a wide range in the number of employees that managers supervise. The responses to number of employees supervised included: 4 manage 1 employee (5%), 29 manage 2 to 3 employees (35%), 36 manage 4 to 7 employees (43%), 8 manage 8 to 10 employees (10%), 7 manage 11 to 15 employees (8%).

Self-Operated versus Food Service Management Company (FSMC)
Of the directors responding to this question, 85% (n=97) responded that the NSLP in their district is self-operated and 15% (n=17) responded that the NSLP is managed by a FSMC. Of those managed by an FSMC, 12% are Sodexo (n=2); 24% Aramark (n=4); 35% Chartwells (n=6); and 29% Whitsons (n=5) accounts. (See Figure 7)

Of the managers responding to this question, 92% are from districts with self-operations. Respondents from the FSMC were all from Sodexo (n=8; 4 were managers and 4 were nutrition assistants).

In districts where the NSLP is managed by an FSMC, the directors were asked which organization employed the school nutrition employees. The responses included that employees were employed by the town in 9 districts (53%); by the management company in 7 districts (41%); and a mix of town and FSMC in 1 district (6%). (See Figure 8)

Union Membership
More than half of the districts reported a union or collective bargaining unit in their district, whether managers and nutrition assistants were members of the union (n=69, 30%) or just the nutrition assistants (n=50, 22%). There were 109 respondents (48%) who indicated that there is no union in their district. (See Figure 9)

Language
The survey asked respondents what was their preferred language to speak at home. One director responded Spanish is the preferred language at home. All other directors indicated English as their preferred language. In the manager/nutrition assistant category, only one person indicated Spanish and 4 indicated Portuguese was the preferred language at home (4%).

Education Level
Directors responded that they have attained the following educational levels: 13 have a high school diploma or GED (11%); 54 have some undergraduate courses or an associate's degree (46%); 35 have a bachelor's degree (30%); 9 have completed some graduate courses (8%); and 6 hold a graduate degree (5%). (See Figure 10) The graduate degrees include MS (n=2), MEd (n=2), MBA (n=1), and a MHA n=1). (See Figure 11)

The directors have earned professional certificates as well, some of which include: 111 have ServSafe certification (or equivalent food safety certification, 95%); 13 have SNA Level 1 Certificate in School Nutrition (11%); 6 have SNA Level 2 Certificate in School Nutrition (5%); 18 have SNA Level 3 Certificate in School Nutrition (15%); 20 have SNA School Nutrition Specialist (17%) 19 have the JSI Certificate in Excellence in Child Nutrition (16%) and 11 are Registered Dietitians (RD, 9%). (See Figure 12)

Managers and nutrition assistants responded that they have attained the following educational levels: 2 do not have high school degree (2%); 69 have a high school diploma or GED (58%); 38 have some undergraduate courses or an associate's degree (32%); 6 have a bachelor's degree (5%); 3 have completed some graduate courses (3%); and 2 hold a graduate degree (2%). See Figure 10. The graduate degrees include a MEd (n=1) and a MBA (n=1). (See Figure 11)

The managers and nutrition assistants have earned professional certificates as well, some of which include: 110 have ServSafe certification (or equivalent food safety certification, 94%); 23 have SNA Level 1 Certificate in School Nutrition (20%); 1 has SNA Level 2 Certificate in School Nutrition (1%); and 6 have the JSI Certificate in Excellence in Child Nutrition (5%). (See Figure 12)

Effectiveness of Training Methods

All respondents were asked to rate the effectiveness of various training modalities including workshops, videos, classroom instruction, webinars, online training that has scheduled deadlines or online training that is self-paced. The rating scale included not very effective, somewhat effective, and very effective. The directors rated the workshops as the most effective method of training with 77% (n=88) of respondents rating this modality as very effective. All other methods were evaluated as somewhat effective in the following order - 67% (n=74) identified watching a video; 60% (n=62) identified on-line training with a formal schedule of assignments; 56% (n=60) identified classroom lecture; 53% (n=56) identified self-paced on-line training; and 45% (n=50) indicated webinars. Although managers and nutrition assistants also rated workshops as the most effective method of training, they were not as positive as the directors were with only 49% (n=55) giving this method a rating of very effective and 41% (n=46) a rating of somewhat effective. Managers and nutrition assistants rated the other training methods as follows with 55% (n=59) rating watching videos as somewhat effective; 36% (n=38) rating classroom lecture as somewhat effective; 28% (n=29) rating on-line self-paced training as somewhat effective; 26% or (n=27) rating on-line training with a formal schedule as somewhat effective; and 25% (n=26) rating webinars as somewhat effective. (See Figure 13)

Barriers to Training

Directors were asked what they perceived the barriers to training to be for themselves and for their staff. They were provided multiple options and instructed to select all that apply. In responding to the barriers for themselves, the most frequently chosen barrier was 'unable to take time away from the office (n=85, 81%), followed by 'lack of budget' (n=46, 44%), 'training not at convenient locations' (n=45, 43%), and 'training not offered at convenient time' (n=31, 30%). (See Figure 14)

In responding to the same question regarding barriers for their staff, the same trends appear: the most frequently chosen barrier was 'unable to take time away from the office (n=89, 85%), followed by 'lack of budget' (n=59, 56%), 'training not at convenient locations' (n=51, 49%), and 'training not offered at convenient time' (n=46, 44%). Another option available as a barrier to training for staff was 'I have the knowledge to conduct the training, but don't have the time to prepare the class resources needed to conduct the training.' This option was chosen by 24 directors (23%). (See Figure 14)

Timing of Training

Directors were asked if they thought their staff would attend a workshop outside of normal working hours and were given the following options: Saturday, afternoon, evening, or during a school or summer vacation. Response options were: never, unlikely, maybe, or yes. Directors did not anticipate staff would attend Saturday workshops as 82% (n=92) of respondents chose the never or unlikely response. Directors were not confident that staff would attend trainings in the evenings with 27% (n=30) responding never, 37% (n=41) responding unlikely, 29% (n=32) responding with maybe and only 6% or (n=7) responding yes. Directors rated school or summer vacations a little better than the evening workshop timing. Never was chosen by 28% (n=31); unlikely was chosen by 20% (n=22), maybe was chosen by 44% (n=49), and only 8% or (n=9) chose yes. Directors indicated that afternoon workshops were the most likely to be attended by their staff with 59% (n=67) indicating maybe and 20% (n=23) indicating yes for afternoon. (See Figure 15)

Managers and nutrition assistants indicated a greater willingness to attend training during non-work hours although Saturday was not popular with only 30% (n=29) and 16% (n=15) indicating maybe and yes responses, respectively, for Saturday workshops. Evening workshops received 34% (n=32) and 26% (n=24) maybe and yes responses, respectively, for potential attendance. Vacations received 36% (n=38) and 31% (n=33) maybe and yes responses, respectively for potential attendance. The option that received the most positive responses from the managers and nutrition assistants was the afternoon workshop with 33% (n=31) and 49% (n=47) indicating maybe and yes, respectively. (See Figure 16)

Managers' and Nutrition Assistants' Perceptions of Training

Managers and nutrition assistants were asked to provide their level of agreement to several statements regarding training in their district. These statements were designed to gather feedback on training from different perspectives – money, time, quality of training, attitude of management (training as a priority, plans for training), and location of training. (See Figure 17) Some statements were worded from a negative perspective and some from a positive perspective to assess consistency in responses. Two statements are highlighted in yellow and two are highlighted in blue. The pair of statements highlighted in yellow are opposite statements and should have opposite responses if responders were consistent. The pair of statements highlighted in blue are similar statements that should have similar responses if responders were consistent.

Training Needs Assessment

Asking survey respondents to list their training priorities will generate a list of training 'wants' rather than 'needs.' As a result, the survey was constructed to perform a gap analysis, that is to understand the difference between the skills an employee needs to perform their job versus their current competency in that skill or to identify the gap in performance (Cekada TL. Need training? Conducting an effective needs assessment. Professional Safety. 2011; 56(12):28-34). To accomplish this, the survey had paired questions – one question asking the respondent to rate the importance of a skill in the performance of their job, followed by a second question asking the respondent to rate the same skill set with their level of confidence in performing the skill. The scale for importance was 1 to 3 with 1 = not needed; 2 = somewhat needed; and 3 = much needed. The scale for competence was 1 to 3 with 1 = not confident; 2 = somewhat confident; and 3 = very confident.

Analysis of Responses

Individual response data was downloaded from SurveyMonkey into Excel for analysis. The means were calculated for importance and competence on all surveys/skill sets. For each position and skill set, the difference between the respective importance and competence was calculated and a paired t-test was

performed. A t-test is a statistical tool to compare the averages or means of two different groups to determine if they are different. A paired t-test adds an additional level of specificity in that that it recognizes the relationship that exists between the two groups – in this case, evaluating one individual's rating of importance versus that same individual's rating of competence. The t-test produces a p-value that represents the probability of a real difference between the two groups. Typically, a p-value of 0.05 means that there is a 5% chance that the result happened by chance rather than being a real difference between the groups. As such, for the purpose of the needs assessment, a p-value of less than or equal to 0.05 was considered statistically significant and indicated that there was a true difference between the means being compared.

Director Perceived Gap Analysis

Figure 18 includes the skills that were evaluated by directors for importance and competence. The skills are separated into the four skill areas of Operations, Nutrition, Nutrition Education and Physical Activity, Administration, and Marketing and Communications. The directors rated importance and competence on a scale of 1-3, the means were calculated, the difference between the means was calculated, and a paired t-test and p-value was calculated. The order of the skills in the table is the same order as the skills appear in the survey.

The p-value is the important piece of information in the table as this indicates whether there is a significant difference between the ratings for importance and competence. If the p-value ≤0.05, the result has been highlighted in green or has been printed in red. The difference between the importance and competence can be either a negative or a positive value. A negative value indicates that the respondents rated their competency level above the importance level of that skill – this can be viewed as a performance strength and the p-value has been highlighted in green. A positive value indicates that the respondents rated the importance greater than the competency level of that skill – this is a performance gap and the p-value has been printed in red.

Strengths that were statistically significant include:

- Basic culinary techniques
- Technology tools – email
- ServSafe certification (or equivalent food safety certification)
- Food safety and allergies – actions necessary to prevent cross-contamination during storage, preparation, holding and serving food

Performance gaps that were statistically significant include:

- Knowledge of and compliance with purchasing laws in MA (30b legislation)
- Implementing greener practices in the kitchen and cafeteria (sustainability)
- Nutrition education – promoting the National School Lunch Program from a nutrition perspective
- Knowledge of and preparation for the new administrative review process
- Financial management – how to make money and stay afloat
- Financial management – creative ways to increase revenue
- Financial management – how to communicate financial information to the school board/LEA administration
- Financial management – new NSLP reporting requirements (budgeting and Profit & Loss)
- Personnel management – how to create a positive work environment
- Personnel management – how to address/correct negative attitudes in employees

- Personnel management – communication – what, how and to whom
- District wide charge policy – how to draft, communicate, and enforce an effective policy
- Methods/skills needed for effective training of staff
- Marketing – engaging students in program marketing
- Marketing – connecting with the classroom to get the entire school involved in NSLP
- Championing the new NSLP meal requirements - to students and nutrition assistants
- Championing the – new NSLP meal requirements - to parents

Self-Operated versus FSMC Districts

It was hypothesized that directors working for FSMC may have different responses to many of these skills due to corporate support and training. As such, directors with FSMCs had an additional option in the importance rating scale of 0 = not applicable as task/skill is performed/supported by the FSMC corporate office. Figure 19 shows the comparison of how directors in self-operated districts responded versus directors in FSMC districts. This figure shows importance and competency for each skill set independently. T-tests were run to compare the means of the two groups. Although several skills produced a p-value ≤ 0.05, this must be evaluated with caution due to the small sample size of FSMC directors which makes this calculation less reliable. However, there is likely some validity to these differences.

FSMC directors rated the importance of the following skills statistically significantly lower than did the self-op directors. This is likely due to these activities being performed or supported at the corporate level.

- Menu planning and recipe development – standardizing recipes
- Menu planning and recipe development – incorporating USDA foods
- Use and maintenance of kitchen equipment
- Technology tools – using what you currently have to its fullest extent
- Technology tools – district specific tools (e.g. student enrollment, financial applications, menu/recipe analysis)
- Technology collaboration – with local IT support services
- Kitchen design – how to perform analysis of a 'fix vs. replace' equipment decision
- Kitchen design – how to effectively collaborate with professional kitchen designers/equipment manufacturers when building or renovating a kitchen
- Knowledge of and compliance with purchasing laws in MA (30b legislation)
- Financial management – how to communicate financial information to the school board/LEA administration
- Financial management – new NSLP reporting requirements (budgeting and Profit & Loss)
- Personnel management – how to effectively work with unions (documenting and follow through of disciplinary actions; negotiations; working with LEA administration in preparation for contract negotiations, effective relationships with union management)
- Marketing – signage
- Marketing – how to effectively conduct taste-testing (what, when, frequency)
- Marketing – engaging students in program marketing
- Marketing – communicating reimbursable meal (what is included, how many components need to be taken, training staff on how to communicate these requirements in positive/effective way)
- Marketing – connecting with the classroom to get the entire school involved in NSLP
- Championing the new NSLP meal requirements – to staff
- Championing the new NSLP meal requirements – to students – nutrition assistants

- Championing the new NSLP meal requirements – to parents
- Projecting a professional image

FSMC directors rated the competence of the following skills statistically significantly higher than did the self-op directors. This may be explained by corporate training and standard operating procedures.

- Technology tools – using what you currently have to its fullest extent
- Technology tools – POS system
- Technology tools – word processing software (e.g. Word)
- Creating a culture of food safety within the organization
- Financial management – how to make money and stay afloat
- USDA Smart Snacks – what are they, what qualifies, and how do USDA Smart Snacks fit within MA requirements
- Marketing – signage
- Marketing – how to effectively conduct taste-testing (what, when, frequency)
- Projecting a professional image

Manager Perceived Gap Analysis

Figure 20 includes the skills that were evaluated by managers for importance and competence. The skills are separated into the four skill areas of Operations, Administration, Nutrition, Nutrition Education and Physical Activity, and Marketing and Communications. The managers rated importance and competence on a scale of 1-3, the means were calculated, the difference between the means was calculated, and a paired t-test and p-value was calculated. The order of the skills in the table is the same order as the skills appear in the survey.

The p-value is the important piece of information in the table as this indicates whether there is a significant difference between the ratings for importance and competence. If the p-value ≤0.05, the result has been highlighted in green or has been printed in red. The difference between the importance and competence can be either a negative or a positive value. A negative value indicates that the respondents rated their competency level above the importance level of that skill – this can be viewed as a performance strength and the p-value has been highlighted in green. A positive value indicates that the respondents rated the importance greater than the competency level of that skill – this is a performance gap and the p-value has been printed in red.

Managers generally rated themselves as very confident in their skills and thus had many skills which produced statistically significant higher competence ratings than importance ratings, particularly in the operations area which include:

- Basic culinary techniques – how to produce a quality product
- Organizing work efficiently – gathering the items and tools needed in the fewest trips possible; organizing work space, etc.
- Planning and managing time to get all tasks accomplished
- Standardized recipes – how to read/follow
- Standardized recipes – why following standardized recipes is important
- Standardized recipes – portion size – how this relates to cost control of program
- Production records – how to ensure components are identified appropriately
- Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance
- Inventory management – ordering the appropriate quantities of needed foods (avoid over-ordering or under-ordering)

- Inventory management – conducting physical inventory counts at end of month
- Inventory management – proper storage and rotation of products
- Food safety – appropriate holding temperatures
- Food safety – proper cooling of food
- Food safety – how to avoid cross-contamination during food preparation
- Food safety – importance of hand-washing and personal hygiene
- Food safety – importance of housekeeping
- Food safety – creating a culture of food safety within the organization
- Food allergies – actions necessary to prevent cross-contact during storage, preparation, holding and serving food
- Work place safety – how to recognize and eliminate safety hazards in the workplace
- Work place safety – how to work safely (ergonomics of tasks)
- Work place safety – safe lifting practices
- How to identify bullying; how to address
- Knowledge of how to use various technology tools – social media (Facebook, Twitter, or others)
- Projecting a professional image

Performance gaps that were statistically significant include:

- Standardized recipes – how to create a standardized recipe
- Gluten-free diet
- Knowledge of the meal pattern and regulations – impact of meal pattern on cost
- Financial management – how to read a Profit & Loss report
- Knowledge of how to use various technology tools – spreadsheet software (Excel)

Comparison of Directors' versus Managers' Self-Assessment of Skill Competency

Directors were asked to rate their managers competency on the same skill levels on which the managers evaluated their own competency. These ratings were compared with a t-test and p-values calculated. (See Figure 21). Consistent with the above, the managers rated their competency statistically significantly higher than did their directors on most skill competencies with the exception of administration skills. On no skill did the directors give a higher rating than did the managers.

Skills in which the managers rated competency significantly higher than did their directors included:

- Basic culinary techniques – how to produce a quality product
- Organizing work efficiently – gathering the items and tools needed in the fewest trips possible; organizing work space, etc.
- Planning and managing time to get all tasks accomplished
- Standardized recipes – how to create a standardized recipe*
- Standardized recipes – how to read/follow
- Standardized recipes – why following standardized recipes is important
- Standardized recipes – portion size – how this relates to cost control of program
- Production records – how to make the form easy to complete
- Production records – how to ensure components are identified appropriately
- Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance
- Inventory management – ordering the appropriate quantities of needed foods (avoid over-ordering or under-ordering)

- Inventory management – conducting physical inventory counts at end of month
- Inventory management – proper storage and rotation of products
- Food safety – appropriate holding temperatures
- Food safety – proper cooling of food
- Food safety – how to avoid cross-contamination during food preparation
- Food safety – importance of hand-washing and personal hygiene
- Food safety – importance of housekeeping
- Food allergies – know and apply policy regarding student food allergies (how to identify student with which allergies; process for gathering that information from administration; how it is communicated to staff)
- Food allergies – actions necessary to prevent cross-contact during storage, preparation, holding and serving food
- Work place safety – how to recognize and eliminate safety hazards in the workplace
- Work place safety – how to work safely (ergonomics of tasks)
- Work place safety – safe lifting practices
- How to identify bullying; how to address
- Food allergies – 8 most common and others
- Basic nutrition and the importance of healthy eating
- Knowledge of the meal pattern and regulations – how to make substitutions within the meal pattern
- Knowledge of how to use various technology tools – email
- Knowledge of how to use various technology tools – social media (Facebook, Twitter, or others)
- Waste and theft – how to identify and address waste/theft in the program (whether time, inventory, money, over-portioning)
- Personnel management – creating a positive work environment
- Personnel management – managing conflict between employees
- Personnel management – setting expectations for employees
- Personnel management – holding employees accountable for meeting expectations
- Personnel management – ensuring employees understand the importance of "following the rules" even if they don't agree with the rules
- Personnel management – when and how to appropriately discipline an employee
- Personnel management – management of substitute workers
- Marketing – appealing presentation of food
- Marketing – signage
- Customer service skills that encourage customers to return
- Respectful communication to all (managing diversity)
- How to effectively request support from administration (school, district, director)
- Projecting a professional image

There were several competencies in which the directors rated the managers at a 2.0 or lower (unsatisfactory to somewhat effective), including:

- Standardized recipes – how to create a standardized recipe*
- Knowledge of the meal pattern and regulations – impact of meal pattern on cost*
- Financial management – how to read a Profit & Loss report*
- Financial management – how to convey cost control concepts to employees and how employee behavior affects cost

- Knowledge of how to use various technology tools – word processing software (Word)
- Knowledge of how to use various technology tools – spreadsheet software (Excel)*
- Knowledge of how to use various technology tools – social media (Facebook, Twitter, or others)
- Knowledge of how to use various technology tools – collaboration with local IT support services*
- Personnel management – managing conflict between employees
- Personnel management – holding employees accountable for meeting expectations
- Personnel management – when and how to appropriately discipline an employee
- Marketing – signage

*Items with an asterisk indicate items that the managers indicated as a perceived performance gap (Figure 20).

Nutrition Assistant Perceived Gap Analysis

Figure 22 includes the skills that were evaluated by nutrition assistants for importance and competence. The skills are separated into the four skill areas of Operations, Administration, Nutrition, Nutrition Education and Physical Activity, and Marketing and Communications. The nutrition assistants rated importance and competence on a scale of 1-3, the means were calculated, the difference between the means was calculated, and a paired t-test and p-value was calculated. The order of the skills in the table is the same order as the skills appear in the survey.

The p-value is the important piece of information in the table as this indicates whether there is a significant difference between the ratings for importance and competence. If the p-value ≤0.05, the result has been highlighted in green or has been printed in red. The difference between the importance and competence can be either a negative or a positive value. A negative value indicates that the respondents rated their competency level above the importance level of that skill – this can be viewed as a performance strength and the p-value has been highlighted in green. A positive value indicates that the respondents rated the importance greater than the competency level of that skill – this is a performance gap and the p-value has been printed in red.

Nutrition assistants generally rated themselves as having the competency equal to the importance of the skills needed for their job. The skills in which they perceived a competence statistically significantly greater than the importance included:

- Organizing work efficiently – gathering the items and tools needed in the fewest trips possible; organizing work space, etc.
- Planning and managing time to get all tasks accomplished
- Standardized recipes – how to read/follow
- Knowledge of how to use various technology tools – social media (e.g. Facebook, Twitter)
- Marketing – appealing presentation of food
- Marketing – signage
- Customer service skills that encourage students to purchase lunch again
- Projecting a professional image
- Understanding their role in the National School Lunch Program (and the importance of their role)

The nutrition assistants only identified two skills in which they perceived a performance gap which included:

- Food allergies – 8 most common and others
- Gluten-free diet

Comparison of Directors' versus Nutrition Assistants' Self-Assessment of Skill Competency
Directors were asked to rate their nutrition assistants competency on the same skill levels on which the nutrition assistants evaluated their own competency. These ratings were compared with a t-test and p-values calculated. (See Figure 23). The nutrition assistants rated their competency higher on all skills than did their directors, however not all were statistically significant.

Skills in which the nutrition assistants rated competency significantly higher than did their directors included:

- Basic culinary techniques – how to produce a quality product
- Organizing work efficiently – gathering the items and tools needed in the fewest trips possible; organizing work space, etc.
- Planning and managing time to get all tasks accomplished
- Standardized recipes – how to read/follow
- Standardized recipes – why following standardized recipes is important
- Standardized recipes – portion size – how this relates to cost control of program
- Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance
- Production records – how to ensure components are identified appropriately
- Food safety – appropriate holding temperatures
- Food safety – how to avoid cross-contamination during food preparation
- Food safety – importance of hand-washing, glove usage, and personal hygiene
- Food safety – importance of housekeeping
- Food safety – creating a culture of food safety within the organization
- Food allergies – know and apply policy regarding student food allergies (how to identify student with what allergies; process for gathering that information from administration; how it is communicated to staff)
- Work place safety – how to recognize and eliminate safety hazards in the workplace
- Work place safety – how to work safely (ergonomics of tasks)
- Work place safety – safe lifting practices
- Food allergies – 8 most common and others
- Gluten-free diet
- Knowledge of the meal pattern and regulations – what are the food groups; components of a reimbursable meal
- Knowledge of the meal pattern and regulations – how to recognize a reimbursable meal at register
- Marketing – appealing presentation of food
- Marketing – signage
- Customer service skills that encourage students to purchase lunch again
- Respectful communication to all (managing diversity)
- Effective communication to with co-workers who speak a different language than your preferred language

- Projecting a professional image
- Dealing with uncomfortable situations – how to handle teachers/staff asking for exceptions to the policies
- Dealing with uncomfortable situations – how to handle a difficult student
- Understanding their role in the National School Lunch Program (and the importance of their role)

There were several competencies in which the directors rated the managers at a 2.0 or lower (unsatisfactory to somewhat effective), including:

- Standardized recipes – why following standardized recipes is important
- Standardized recipes – portion size – how this relates to cost control of program
- Production records – how to complete (completeness and accuracy)
- Production records – how to ensure components are identified appropriately
- Knowledge of how to use various technology tools – POS system
- Knowledge of how to use various technology tools – word processing software (e.g. Word)
- Knowledge of how to use various technology tools – spreadsheet software (e.g. Excel)
- Knowledge of how to use various technology tools – email
- Knowledge of how to use various technology tools – social media (e.g. Facebook, Twitter)
- Gluten-free diet*
- Marketing – appealing presentation of food
- Marketing – signage
- Effective communication to with co-workers who speak a different language than your preferred language
- Dealing with uncomfortable situations – how to handle teachers/staff asking for exceptions to the policies
- Dealing with uncomfortable situations – how to handle a difficult student

*Items with an asterisk indicate items that the nutrition assistants indicated as a perceived performance gap (Figure 22).

Phase V: Advisory Board Think Tank

A. JSI Advisory Board "Homework"

Completion of the final phase of the project took place at the annual Advisory Board meeting held on June 4, 2015. One week prior to the meeting, members received an electronic summation of responses to review. Documents included: a summary of demographic data; summary of inferential statistics focused on the training topics that were statistically significant indicating a perceived gap in knowledge; new Professional Standards for State and Local Personnel as Required by Healthy Hunger Free Kids Act of 2010, summary tables. (See Appendix F)

Additionally a *Worksheet for Identifying Training Needs* requested that members reflect and prioritize the top two training needs in each of the four Keys to Excellence categories; this worksheet formed the basis for the afternoon's Think Tank agenda. (See Appendix F)

B. JSI Advisory Board Think Tank

The Think Tank portion of the Advisory Board meeting commenced with a review of the statewide training needs assessment project and progress that had taken place over the previous year. Members of the Advisory Board were broken up into five working groups.

1. Demographic Data

Discussion began by asking groups to table share highlights from the demographic data. Board members noted:

- Education level
  - Gaps in education levels and challenge of planning training to different levels
- Language
  - Spanish (localized – Boston) (some languages may be localized)
  - What language do staff when interacting with students use?
- Time to take the survey – question from staff was, "Are you going to pay me"? This attitude meant we did not receive as many responses as we might have
- Self-ops vs. Food Service Management Companies – self-ops predominant in response rate
- Experience
  - Years in position vs. years in school nutrition
  - People stick around in jobs
- District size and response – surprise at the high number of very small districts. K. Millett was able to confirm that our responses were representative of state district sizes
  - Approaches to training/tactics may need to be different for different size districts

2. Barriers to Training

After an informal presentation summarizing the statistical analysis/charts, Board members table shared Aaaha thoughts as they digested responses to barriers to training and managers' perceptions of training:

- Staff wanting to get paid for training
- Lack of time
- Directors' concerns – how do you train them?
  - Management priority on training/professional development (the director's boss needs to make it a priority for the director with available time/money; similarly, the director needs to do the same for their staff)

- Effectiveness of training – workshops are most effective
- Food safety – districts have found time/budget for that – why not other categories of training?
- Director has no one within district to ask for help – need to get out of district to learn
- Director – how are you seen as part of leadership team within district
    - Director needs to advocate for themselves to get training
- Charter schools provide unique challenges for training due to unclear job responsibilities
- Directors need to view training as an investment – returns show up all over program
    - ROI

3. Effectiveness of Training

Similarly a discussion followed on highlights of the responses to effectiveness of training:

- Order of effectiveness: workshops, classroom, online/self-paced, webinars at bottom
    - Videos, online/CBT in middle
- Workshops, staff want in-person training
- Multi-tasking during webinars minimizes effectiveness
- Technology challenged getting set up for webinars
- Staff responses on training time – evening – may be social/fun/food
- Survey did not ask about first thing in the morning – this may be a good time
- Workshops effective
- What does somewhat effective mean?
    - Likely that respondents haven't figured out what works for them
- People want the touch/feel/taste of food – why workshops may be more effective
- Staff would rather hear it from someone else rather than director
- Evening – managers/nutrition assistants
- Target training to specific groups
    - Directors vs managers/nutrition assistants

4. Prioritizing Top Training Topics

Next, each group was asked to identify, by consensus, their top five training topics with the greatest need in each of the Keys to Excellence categories: Operations, Administration, Nutrition, Nutrition Education and Physical Activity, and Marketing and Communications. Agreement of the topics was reached after a discussion of the individual *Worksheet for Identifying Training Needs* and the Professional Standards. Training topics were written on large index cards and placed under the appropriate categories using a "sticky wall". Duplication of topics was eliminated.

Giving each Board member 10 stars, members voted on their top choice(s). Votes could be cast by voting for 10 different topics, placing all stars on one particular topic or any way in between.

Topic Prioritization (# indicates stars awarded)

Within each category, the topics are ordered from most stars to least stars, although there are some topics that would naturally fit together (as part of a two-fer; for example – Smarter Lunchrooms and signage).

Operations

- Technology tools (Microsoft Office – email, Word, Excel) (20)
- Recipe standardization (19)
- Tech tools (Google Docs) (15)
- Purchasing laws (30b) (15)
- Green practices/sustainability (7)
- Tech tools (Excel) (5)
- Menu development (5)
- Meal pattern components (3)
- Maintaining knowledge of food safety (2)
- Production records (1)

Administration

- Increasing revenue (19)
- How to read a P&L statement (16)
- Cost control concepts (16)
- New NSLP reporting requirements (11)
- How to make money and stay afloat (3)
- Meal pattern (1)
- Administrative review process (1)
- How to communicate financial info to school board/admin (1)

Nutrition, Nutrition Education and Physical Activity

- Nutrition education – promoting to parents and students (19)
- Allergies (9)
- Gluten-free diet (5)

Marketing and Communications

- Marketing – connecting with the classroom (24)
- Marketing – branding the program/be visible to the community (16)
- Championing the new NSLP requirement s to parents and students (5)
    - Promote benefits of NSLP (9)
- Engaging students (13)
- Smarter Lunchrooms (8)
- Menu design & webpage (6)
- Marketing – signage (4)
- Marketing – social media (2)

Topics Advisory Board members wanted to add: Since these topics did not appear on the data analysis from the survey or on the new USDA Professional Standards, they were not included in the voting.

- Truth in labeling – whole grain truth (parents don't understand the nutritional standards of the lunches)
- Behavioral economics/Smarter Lunchrooms

- Marketing/better webpage development
- Financial benchmarking
- Knowledge of equipment

5. Wrap-Up

Lastly, the meeting wrapped up asking Board members to summarize the Statewide Training Needs Assessment data with Actionable Steps for JSI for the upcoming year:

- Workshops to Go (continuous education)
- Continue to market towards professional standards as low cost option/emphasize mandate
- Bundle suggested courses to meet annual requirement
- Understand why directors say they don't have time – how to make it work for them
- Succession planning – classes for those aspiring to become directors
- Outreach regarding professional standards to school administration so they are aware of requirements
- Market ROI of training – measure productivity, etc.
- Data from professional development literature – different times of day, shorter/more frequent sessions
    - What is high quality professional development
- JSI representation at MASBO, etc. as a professional development solution for school nutrition
- Tracking professional development (relative to professional standards)
- Planning two-fers – using Excel in production records training, etc.
- Train people in how to engage the whole organization – who manages the group holistically
    - How to engage up
    - How to work down

Phase VI: Recommendations

Using SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats), recommendations follow:

A. Strengths:

1. Directors

a. Food Safety: Data analysis indicates strong ServSafe (or similar) certification in food safety. Ninety-five percent of all directors hold this certificate.

b. Performance Strengths: From inferential statistics, directors demonstrated strong performance strength where competence levels were greater than needed for the job in the areas of food safety and allergies (actions necessary to prevent cross-contamination during storage, preparation, holding and serving food); basic culinary techniques; and technology skills of email.

In general, directors indicated strength in menu planning. They also feel quite comfortable with their skills in the core aspect of nutrition related to food allergies, regulations around accommodations and acceptable substitutions, and responding to parents about those needs.

c. Educational Level: 46% of director respondents have some undergraduate courses or an associate's degree; 30% hold bachelor's degree; 8% have taken some graduate courses; 5% hold a graduate degree; and 11% hold a high school diploma or GED. Of school districts with 2,499 or fewer student in Massachusetts, 62% reported holding an associate's degree or higher.

In comparison, the fourth School Nutrition Dietary Assessment Study (SNDA IV), conducted during school year 2011-2012, indicated that in Local Education Authorities (LEAs) with 2,499 or less students, 34% of directors have an associate's degree or higher, 27% have completed some college without a degree, and 27% hold a high school diploma. (U.S. Department of Agriculture, Food and Nutrition Service, Office of Research and Analysis, School and Nutrition Dietary Assessment Study IV, Vols. I and II, by Mary Kay Fox and John Hall, et.al. Project Officer Fred Lesnett, Alexandria, VA: November 2012).

The data indicates Massachusetts directors have advanced levels of higher education than the national average.

2. Managers and Nutrition Assistants

a. Food Safety: Of the manager respondents, 94% indicated they hold ServSafe (or similar) certification. Their extensive years of experience in school nutrition: 44% with 16+ years, 41% with 6-15 years indicates a dedication and caring for the job.

b. Performance Strengths – Managers: Responses from both the employees (self-evaluating) and directors' ranking of their staff's skills, indicated that managers and nutrition assistants are highly effective at performing these skills**:** food safety, inventory management/around proper storage and rotation, holding temperatures, proper cooling of food, avoiding cross contamination, creating a culture of food safety in the organization, preventing cross contact/food allergy management, how to recognize and eliminate safety hazards in the workplace, safe lifting procedures.

Performance Strengths – Nutrition Assistants: Responses from both the employees (self-evaluating) and directors' ranking of their staff's skills indicated skills ranked as high competence (grade of 2.5 or higher) were: food safety, hand washing, glove usage and personal hygiene. Nutrition assistants and directors identified only two of six skills in food safety as highly competent: cross contamination and importance of housekeeping.

c. Educational Level: 25% or more of managers/nutrition assistants hold an associate's degree. 9% of managers/nutrition assistants hold a bachelor's degree or higher including 2 with master's degrees.

d. Noteworthy: Responses from managers/nutrition assistants indicate training is valuable. Definitely, the managers and nutrition assistants' strengths are in the area of operations.

Looking at performance strengths for all school nutrition personnel, it appears the JSI program focus for over the last 10 years in nutrition, food allergies, implementation of new menu planning standards, culinary techniques, and technology has been highly successful and has provided valuable skill development for directors, managers, and nutrition assistants.

B. Weaknesses:

1. Directors

The major training topics indicating a statistical significance in perceived gap in knowledge (importance of skill vs. competence of skill) are:

a. Operations: Knowledge and compliance with purchasing laws in MA (30b legislation); implementing greener practices (sustainability)

b. Administration: Knowledge and preparation for the new administrative process. Financial management: creative ways to increase revenue; new NSLP reporting requirements (budgeting and Profit & Loss); how to make money and stay afloat; how to communicate financial information to the school board/LEA administration; district wide charge policy

Personnel Management: How to address/correct negative attitudes in employees; methods/skills needed for effective training of staff; how to create a positive work environment; communication—what, how and to whom

c. Nutrition, Nutrition Education and Physical Activity: Promoting the NSLP program from a nutrition perspective; nutrition promotion to students and parents

d. Marketing and Communications: Connecting the classroom to entire school involvement in NSLP; engaging students in program marketing; championing the new NSLP regulations to parents and students

2. Managers
The managers' statistically significant perceived gap in knowledge was different from the directors' perception of the managers 'competencies. Managers indicated only four skills as being deficient:

a. Operations: This gap was in Technology: knowledge of how to use various technology tools/Excel and collaboration with local IT support service

b. Administration: Financial management—how to read a Profit & Loss Statement; and knowledge of the meal pattern and regulations which impact the meal pattern on cost

c. Nutrition, Nutrition Education and Physical Activity: Gluten-free diets

3. Directors' Perceptions of Manager Skill Levels
In contrast directors identified the following as gaps in skill:

a. Operations: Standardized recipes; technology: knowledge of social media tools; collaboration with local IT support service*; knowledge of technology tools—Word/word processing

b. Administration: Knowledge of the meal pattern and regulations and cost impact; waste and theft; Financial Management: how to read a Profit & Loss Statement*; Excel*; how to convey cost control concepts to other employees

Personnel Management: How and when to discipline an employee; managing conflict between employees; holding employees accountable for meeting expectations; setting expectations for employees; ensuring employees understand the importance of "following the rules" even if they don't agree with it

c. Nutrition, Nutrition Education and Physical Activity: Gluten free diets*

d. Marketing and Communications: Marketing/signage

*Indicates managers indicated this same gap in knowledge

4. Nutrition Assistants
For nutrition assistants (self-reporting), only two skills were identified as statistically significant when comparing importance and competence, both in the area of Nutrition, Nutrition Education and Physical Activity: gluten-free diets and food allergies.

In contrast, directors indicated twelve skills with less than desirable skill competence (only gluten-free diets was identified by both):

a. **Operations:** Standardized recipes; recipes and portion size/cost, production records; Technology: knowledge of technology tools: Excel; social media; Word, email; POS systems

b. **Nutrition, Nutrition Education and Physical Activity:** Gluten-free diets

c. **Marketing and Communications:** Marketing/signage; appealing presentation of food

5. **Noteworthy:** Directors' impressions of the need for skill development for both managers and nutrition assistants were notably different. Managers and nutrition assistants seemed to be much more confident in evaluating their skills. For example, they felt they were more confident than they needed to be in most every skill in operations, quite different from their directors' perceptions of their performance. In general, managers and nutrition assistants were overly confident in evaluating their abilities relative to directors' perceptions. In some cases, the lack of a gap between importance and competence may be attributed to managers and nutrition assistants not recognizing the importance of a skill for their job and rating it low.

   Representative Sample: The survey distribution was not a representative response; we did not capture staff for whom English is a second language. Only 4% of respondents chose a language other than English as preferred. Likely those with poor computer literacy skills did not take the survey.

C. Opportunities

Interestingly, food safety is mandated and high percentages of both directors and managers have been able to complete this certification.

The greatest opportunity to build upon training and professional development is the new Professional Standards for State and Local Personnel as Required by the Healthy Hunger Free Kids Act of 2010. This final rule establishes minimum professional standards for school nutrition personnel, institutes hiring standards for the selection of nutrition program directors, and requires that all personnel complete annual continuing education training. These regulations are expected to result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently.

Interestingly, food safety is mandated and high percentages of both directors and managers have been able to complete this certification. Since the new professional standards are mandated, this may help change attitude and culture.

In Massachusetts, professional development for teachers is a priority and time and financial resources are budgeted for this purpose. It may be possible to build upon this value to convince administration of the importance of professional development for staff working in school nutrition programs, especially now that professional development is nationally mandated.

Working with school business managers and communicating the importance of training for school nutrition personnel will also be advantageous. Getting JSI on the Massachusetts Association for School Business Officials and the Massachusetts Association of School Committees' conference programs, possibly in conjunction with ESE and the School Nutrition Association of Massachusetts, could be productive to move professional development forward.

D. Threats

Threats fall into the two areas of concern—time and money. Directors (81%) indicated the primary barrier to training as "unable to take time away from the office;" similarly 85% of directors also noted this same reason as the primary barrier for staff. Training has two components—paying for the time for staff to attend training and providing the time required for training.

School nutrition programs face financial pressures, particularly as it relates to the new reporting requirements. Lack of budget was indicated by 44% of the directors as a primary barrier to training; 56% indicated this same barrier applied to staff.

In open-ended comments on the survey, directors expressed a concern about the cost of training and the scheduling of training (finding both money and time). Working to implement a cultural change in attitude regarding the importance of training is necessary to eliminate this threat. This change in culture starts with directors and extends to the school business manager as well as principals, superintendents, and the school committee.

E. Final Recommendations

The messages are consistent when identifying the top training topics with the greatest need/gap in training skills. Results of the needs assessment survey questionnaire are consistent with the vote of the Advisory Board (see Phase V, #4, Prioritizing Training Topics); these same skill topics appear on the open-ended questions at the end of the questionnaire. JSI's future training plan should focus upon the following gaps in knowledge. General topics are listed; specific descriptors of topics can be found (above) in the discussion of Weaknesses and by referring to the specific charts and graphs in Phase IV, Analysis of Results.

1. **Primary training gaps – Directors**
   a. **Operations:** Purchasing laws/30b legislation; sustainability

   b. **Administration:** Administrative Review Process and financial management

   c. **Nutrition, Nutrition Education and Physical Activity:** Promoting the NSLP program from a nutrition perspective to students and parents

   d. **Marketing and Communications:** Championing, connecting and engaging the school and classroom to the NSLP

The Advisory Board also identified technology skills as an area of high importance, particularly with respect to Microsoft Office and Google Docs. The authors suggest basic skill level technology skills be offered by Microsoft Office training, not by JSI.

2. **Primary training gaps—Managers**
   a. **Operations:** Technology and standardized recipes

   b. **Administration:** Financial management and personnel management

   c. **Nutrition, Nutrition Education and Physical Activity:** Gluten-free diets

   d. **Marketing and Communications:** Marketing/signage

3. **Primary training gaps—Nutrition Assistants**
   a. **Operations:** Standardized recipes and production records; Technology: knowledge of technology tools to include Excel; social media; Word, email; POS systems

   b. **Nutrition, Nutrition Education and Physical Activity:** Gluten-free diets and food allergies

   c. **Marketing and Communications:** Marketing/signage; appealing presentation of food

4. **Summary Thoughts**

Food Safety: As noted above in the discussion of strengths, food safety skill is commendable. The number of school nutrition personnel who have completed ServSafe is exemplary and directors and managers reported a high level of competence in most of the food safety skills. However, this area will need continued training and refreshing. That said, there appears to be no reason why JSI should begin to provide training in this area. The National Restaurant Association and others already provide more than adequate food safety training.

Financial Management: As the topic identified with the greatest need by the survey, the Advisory Board, and also in the open ended questions, strong consideration should be given to providing a curriculum for directors which can also build down to the specific cost control issues of concern/need for managers. An excellent suggestion was made at the Advisory Board meeting to mesh topics together. For example, teach advanced Excel along with the Profit and Loss Statement or with production records.

Purchasing Laws/30B Legislation: Both the survey and the Advisory Board identified this topic as a strong training need for directors. Perhaps JSI and ESE could collaborate with the Massachusetts Inspector General's Office to develop an online training module for directors.

Marketing and Communications: The identified need for training of marketing skills and appealing presentation of food for managers and nutrition assistants is a natural fit with the Smarter Lunchroom grant and program with which JSI is currently involved.

Bundling of Courses: The idea of bundling courses for annual hours was suggested at the Advisory Board meeting. For example, JSI may wish to bundle several courses together such as production records, cost control techniques, and food safety (from another partner) to get the mandated annual hours required for continuing education/training by professional standards. Another example would be to bundle together several workshops on personnel management; or financial management with

sustainability. Lastly, investigating how the bundling could tie in with the School Nutrition Association's levels of certification and credentialing would also be advantageous.

Effectiveness of Training: The continued focus on workshops is appropriate as this was identified as the most effective training method. This is especially true for managers and nutrition assistants, likely in the operations category. Classroom training was also noted as strongly effective, followed closely by webinars and self-paced computer-based training. However, Advisory Board members noted webinars could be a mixed bag due to one's ability to multi-task when participating in the webinar. JSI may wish to consider the expansion of online training as this training method was about equivalent to classroom and webinar based training (see above suggestion).

Timing of Training: Directors tended to favor afternoons or possibly vacations whereas managers and nutrition assistants favored afternoons and evenings. Managers/nutrition assistants were also positive about training during vacation times-- but in all likelihood, they will expect to be paid during that time. This brings up the time and money issue that is addressed (above) under Threats.

Knowledge vs. Time to do Training: Directors were asked to respond to the statement, "I have the knowledge to provide the training to my staff, but…not the time to develop the materials; if I had a training plan and materials I could easily provide the training to my staff." Twenty percent of directors responded affirmatively to the statement. JSI may wish to consider developing small 20-30 minute training modules for directors to capitalize on, particularly on half days when fewer meals are being prepared.

The results of the Statewide Needs Assessment Project indicate that although Massachusetts has challenges to meet regarding training, we have a strong base as evidenced on the survey by higher education, food safety certification and experience. JSI clearly has been a catalyst to develop the skill base and will continue to do so. This project provides constructive steps upon which JSI, ESE, and its partners can meet and exceed national professional standards and continuing education/training. Given the exemplary programming history of JSI and the financial commitment of ESE, professional development of school nutrition personnel in Massachusetts will continue to advance.

Appendix A

FOCUS GROUP GUIDE/SCRIPT

Directors Focus Group

June 24, 2014

FOCUS GROUP GUIDE/SCRIPT

Directors Focus Group

June 24, 2014

Introduction

Greeting. Hello. We are glad you could join us for this focus group. *(Introduce Pat and Ann, including their roles in the study.)*

Overview. The John C. Stalker Institute of Food and Nutrition, in conjunction with ESE, is conducting a needs assessment to gather information from Massachusetts school nutrition professionals about their needs and wants for training and professional development. We are working to identify topics for training that will ultimately help with your program operations and management. The needs assessment will serve to guide ESE and its training partners, including but not limited to JSI, in the development of offerings.

During the annual meeting of the JSI Advisory Board, held in early June, we conducted a working group session during which members were asked to identify training topics for directors, managers, and nutrition assistants. ESE also added their input to this list of topics.

Today our task is to drill and filter! We will filter the number of topics down to a more manageable number and then drill down to the specifics of the training topics identified. From the information we collect from you and at least two other focus groups we will then begin to write specific questions for the needs assessment survey. We expect that the questionnaire will be distributed in the fall in electronic format to all directors, managers, and nutrition assistants.

During our discussion we want you to tell us what you think. Our goal is to learn from you. There are no "right or wrong" responses to our questions, and we would like to hear as many different perspectives as possible. It is okay if you disagree with one another, but please remember to be respectful of others' perspectives.

Confidentiality. We want you to feel comfortable in saying what you think. Please remember that the things we talk about here should not be repeated after this group is over. We do not want to repeat information that is private. If you have any concerns about confidentiality, do not share private information. We will be taking notes so that we can remember what is discussed during this focus group. Your names will not be recorded in our notes.

Introductions. Let's start by going around the table and asking everyone to say her name and the school district you are from.

First Steps: Using the list of training topics and the Keys to Excellence we have categorized the potential training topics into the 4 Keys to Excellence headings:

Operations
Administration
Nutrition, Nutrition Education and Physical Activity
Marketing and Communications

Throughout this focus group, we are NOT looking for additional training topics; we have more than enough ideas for major subject matter for potential training. Rather we need to narrow down

specifically what we will ask in the questionnaire as we cannot ask about every conceivable topic (to avoid distributing a survey that will take too long to complete). Therefore, we need your help to drill down to the most important aspects of the training topics that have been identified. As we continue please keep upper most in your mind that we are focusing the discussion of training needs on helping with your program operations and needs.

Operations

Let's get started with the Operations area for Directors. I'm handing out a list of all the training topics that fall under this broad category/heading.

(The list of all training topics, divided into the 4 KOE categories will be handed out section by section.)

Please take a few minutes and review the topics that are listed. Feel free to jot down your ideas and take notes. We will not be collecting these handouts. This is your opportunity to provide your perspective.

As you review the list of topics, identify in your opinion, the top 3-5 training topics. You can do this by numbering topics, circling the topics or creating a list.

(Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices.

As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants)

Administration

Our next area will be Administration; again focusing on training topics for directors. As we did with the Operations category, here is a list of all training topics that fall into this broad category/heading.

Please take a few minutes and review the topics that are listed. Feel free to jot down your ideas and take notes. AS noted, we will not be collecting these handouts. This is your opportunity to provide your perspective. .

As you review the list of topics, identify in your opinion, the top 3-5 training topics. You can do this by numbering topics, circling the topics or creating a list.

(Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.)

Nutrition, Nutrition Education and Physical Activity

Continuing on our third major category will be Nutrition, Nutrition Education and Physical Activity for directors. As we did with the other categories, here is a list of all training topics that fall into this broad category/heading.

Keeping in mind that our goal is to help with your program operations and needs, please review the list of topics. Identify in your opinion, the top 3-5 training topics. (Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.)

Marketing and Communications

The last category from Keys of Excellence is Marketing and Communications. Our process will be exactly the same as before.

Review the list of topics and identify in your opinion, the top 3-5 training topics. (Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.)

Managers

Next we are going to change gears slightly and focus on training topics that have been recommended for managers and nutrition assistants. We will begin with the topics that have been identified for managers.

As you review the list of topics, identify in your opinion, the top 3-5 training topics that can best meet the needs of your program operations and management. You can do this by numbering topics, circling the topics or creating a list.

(Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.)

Nutrition Assistants

We are almost there! Lastly, we will look at training topics to help meet the needs of your program operations and management that have been recommended for nutrition assistants.

As you review the list of topics, identify in your opinion, the top 3-5 training topics. (Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.

Closing: Thank you for contributing to this project! Your input is so valuable to constructing the actual needs assessment survey. And special thanks for giving up your afternoon to share your expertise and experience with us on this project.

Next Steps: To summarize the plans moving forward: we will be conducting two focus groups for managers and nutrition assistants at the SNA Conference in Boston on Monday, July 14 and Tuesday, July 15. Attendees will be sent an email and asked to join us for the meeting; snacks and beverages will be provided. We will then use the information gathered to create the specific questions that will be asked on the survey questionnaire. Survey results will be analyzed and data will be shared with ESE and other training partners.

Thank you very much for your time! We appreciate the continued contributions you make for the John C. Stalker Institute of Food and Nutrition and ESE.

Appendix B

FOCUS GROUP GUIDE

School Nutrition Managers and Nutrition Assistants

July 14 and 15, 2014, SNA ANC, Boston, MA

FOCUS GROUP GUIDE

School Nutrition Managers and Nutrition Assistants

July 14 and 15, 2014, SNA ANC, Boston, MA

Introduction

Greeting. Hello. We are glad you could join us for this focus group. *(Introduce Pat and Ann, including their roles in the study.)*

Overview. The John C. Stalker Institute of Food and Nutrition, in conjunction with ESE, is conducting a needs assessment to gather information from Massachusetts school nutrition professionals about their needs and wants for training and professional development. We are working to identify topics for training that will ultimately help with your program operations and management. The needs assessment will serve to guide ESE and its training partners, including but not limited to JSI, in the development of offerings.

During the annual meeting of the JSI Advisory Board, held in early June, we conducted a working group session during which members were asked to identify training topics for directors, managers, and nutrition assistants. ESE also added their input to this list of topics. Then at the end of June we invited a group of school nutrition directors to participate in a focus group similar to this one in which we asked them to provide input into what they considered to be the most important training topics

Today our task is to drill and filter! We will filter the number of topics down to a more manageable number and then drill down to the specifics of the training topics identified. From the information we collect from you and at least two other focus groups we will then begin to write specific questions for the needs assessment survey. We expect that the questionnaire will be distributed in the fall in electronic format to all directors, managers, and nutrition assistants.

During our discussion we want you to tell us what you think. Our goal is to learn from you. There are no "right or wrong" responses to our questions, and we would like to hear as many different perspectives as possible. It is okay if you disagree with one another, but please remember to be respectful of others' perspectives.

Confidentiality. We want you to feel comfortable in saying what you think. Please remember that the things we talk about here should not be repeated after this group is over. We do not want to repeat information that is private. If you have any concerns about confidentiality, do not share private information. We will be taking notes so that we can remember what is discussed during this focus group. Your names will not be recorded in our notes.

Introductions. Let's start by going around the table and asking everyone to state his/her name, your position and the school district you are from.

First Steps: Using the list of training topics and the Keys to Excellence we have categorized the potential training topics into the 4 Keys to Excellence headings:

Administration
Operations
Nutrition, Nutrition Education and Physical Activity
Marketing and Communications

Throughout this focus group, we are NOT looking for additional training topics; we have more than enough ideas for major subject matter for potential training. Rather we need to narrow down specifically what we will ask in the questionnaire as we cannot ask about every conceivable topic (to avoid distributing a survey that will take too long to complete). Therefore, we need your help to drill down to the most important aspects of the training topics that have been identified. As we continue please keep upper most in your mind that we are focusing the discussion of training needs on helping with your program operations and needs.

Administration

Let's get started with the Administration area for managers. I'm handing out a list of all the training topics that fall under each of the four broad category/headings. We are going to focus individually, section by section, on the four broad topical areas which are listed in the left hand column.

Please take a few minutes and review the topics that are listed under Administration (only in the Administration section/topical area). Pay particular attention to the training needs in bold print.

As you review the list of bolded topics identify, in your opinion, the top 3-5 training topics. You can do this by numbering topics, circling the topics or creating a list. Feel free to jot down your ideas and take notes. We will not be collecting these handouts. This is your opportunity to provide your perspective. .

(Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.)

Operations

Our next area will be Operations for managers. As we did with the Administration category, look at the list of all training topics that fall into this broad category/heading. Again pay particular attention to the topics noted in bold print.

Please take a few minutes and review the topics that are listed. As you review the list of topics, identify in your opinion, the top 3-5 training topics. You can do this by numbering topics, circling the topics or creating a list.

Feel free to jot down your ideas and take notes. We will not be collecting these handouts. This is your opportunity to provide your perspective.

(Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices.

As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants)

Nutrition, Nutrition Education and Physical Activity

Continuing on our third major category will be Nutrition, Nutrition Education and Physical Activity for directors. This category is a little different in that it only lists one training topic—that of basic nutrition for customers and self.

Keeping in mind that our goal is to help with your program operations and needs, please think about this broad topic. Jot down some of your thoughts about what specific basic nutrition training is needed for you and your customers in the role as a school nutrition manager. (Approximately 5 minutes will be given for this activity).

Let's now go around and share your thoughts. What does a school nutrition manager need to know about basic nutrition for customers and for you? (Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.)

Marketing and Communications

The last category from Keys of Excellence is Marketing and Communications. Our process will be exactly the same as before.

Review the list of bolded topics and identify in your opinion, the top 3-5 training topics. (Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.)

School Nutrition Assistants

Next we are going to change gears slightly and focus on training topics that have been recommended for nutrition assistants. I'm handing out a list of all the training topics for nutrition assistants that fall under each of the four broad category/headings. We are going to focus individually, section by section, on the four broad topical areas which are listed in the left hand column.

(Rotate through Administration, Operations, Nutrition/Nutrition Education** and Marketing using the same format as above).

As you review the list of bolded topics identify, in your opinion, the top 3-5 training topics that can best meet the needs of your program operations and management. You can do this by numbering topics, circling the topics or creating a list.

(Approximately 5 minutes will be given for this activity).

Let's now go around and share your top 3 choices. As you do so, please indicate why you chose these topics as most important?

(Will start by asking each person to share one topic/reasoning and then round robin through all the participants. The discussion will be started with a different person for each category.)

** Nutrition/Nutrition Education and Physical Activity: Jot down some of your thoughts about what specific basic nutrition training is needed for you and your customers in the role of a school nutrition assistant. (Approximately 5 minutes will be given for this activity).

Let's now go around and share your thoughts. What does a school nutrition assistant need to know about basic nutrition for customers and for you?

Closing: Thank you for contributing to this project! Your input is so valuable to constructing the actual needs assessment survey. And special thanks for giving up your time in this late afternoon to share your expertise and experience with us on this project.

Next Steps: To summarize the plans moving forward: we will be conducting two focus groups for managers and nutrition assistants at the SNA Conference in Boston on Monday, July 14 and Tuesday, July 15. We will then use the information gathered from the director focus group in June, along with these two focus groups, to create specific questions that will be asked on the survey questionnaire. The survey will be pilot tested with a small sample of school nutrition professionals and will then be distributed statewide sometime in the fall. Survey results will be analyzed and data will be shared with ESE and other training partners.

Thank you very much for your time! We appreciate this contribution that you have made for the John C. Stalker Institute of Food and Nutrition and ESE.

Appendix C

EXPERT PANEL REVIEW COMMITTEE

Survey Evaluation Tool

Recommendations and Feedback

Expert Panel Review Committee
Training Needs Assessment Survey Evaluation

Instructions:

The John C. Stalker Institute of Food and Nutrition (JSI) is conducting a needs assessment to gather information from Massachusetts school nutrition professionals about their needs and wants for training and professional development to assist with program operations and management. This needs assessment will serve to guide Massachusetts Department of Elementary and Secondary Education (ESE) and training partners, including but not limited to JSI, in the development of offerings.

The training needs indicated on the survey were generated from input at the annual JSI Advisory Board meeting, three focus groups made up of directors and managers, and ESE feedback.

As a member of the Expert Panel Review Committee, we need your help in reviewing the survey before it is distributed statewide. Please use this Evaluation Form to evaluate the survey links provided. You have been "assigned" review of one survey link for either Director, Manager, OR Nutrition Assistant (production workers). You are welcome to evaluate any/all three if you wish...provided that you evaluate the one survey link to which you have been assigned.

Use one form for each survey evaluation (Director, Manager, or Nutrition Assistant). We estimate it will take you approximately one hour to complete the evaluation, depending on which and how many surveys you choose to review.

Evaluate the statements or questions in each of the following sections by indicating your agreement level (*Strongly Disagree to Strongly Agree*). Cells that contain gray boxes allow you to either click your answers or type your comments and/or suggestions. We appreciate your thoughtful and constructive comments.

Your suggestions will be incorporated into the final survey which will be distributed statewide in late January.

Indicate below which survey you are evaluating:
Director, Manager, or Nutrition Assistant (production worker)

Introductory Paragraph	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
The introductory paragraph indicated the purpose of the research.	☐ SD	☐ D	☐ A	☐ SA
The instructions indicated what was expected of the participant.	☐ SD	☐ D	☐ A	☐ SA

Recommendations for Improvement for Introductory Paragraph

Demographic Information	Strongly Disagree	Disagree	Agree	Strongly Agree
The instructions for completing this part of the survey were clear.	☐ SD	☐ D	☐ A	☐ SA
The statements accurately pertain to demographic indicators of School Nutrition professionals.	☐ SD	☐ D	☐ A	☐ SA
The survey terminology is appropriate.	☐ SD	☐ D	☐ A	☐ SA
Were there statements in this section that you would exclude? If yes, indicate statement(s) to exclude in the space provided.	Statements to exclude:			
Were there additional statements that you would include in the survey? If yes, indicate statement(s) to add in the space provided.	Statements to add:			
Recommendations for Improvement for section on Demographic Information				

Training Effectiveness and Barriers to Training	Strongly Disagree	Disagree	Agree	Strongly Agree
The instructions for completing this part of the survey were clear.	☐ SD	☐ D	☐ A	☐ SA
The statements accurately pertain to training effectiveness and barriers to training indicators of School Nutrition professionals.	☐ SD	☐ D	☐ A	☐ SA
The survey terminology is appropriate.	☐ SD	☐ D	☐ A	☐ SA
Were there statements in this section that you would exclude? If yes, indicate statement(s) to exclude in the space provided.	Statements to exclude:			
Were there additional statements that you would include in the survey? If yes, indicate statement(s) to add in the space provided.	Statements to add:			
Recommendations for Improvement for section on Training Effectiveness and Barriers to Training				

Importance of Skills Needed to Perform the Job	Strongly Disagree	Disagree	Agree	Strongly Agree
The instructions for completing this part of the survey were clear.	☐ SD	☐ D	☐ A	☐ SA
The statements accurately pertain to skills needed by School Nutrition professionals.	☐ SD	☐ D	☐ A	☐ SA
The survey terminology is appropriate.	☐ SD	☐ D	☐ A	☐ SA
Were there statements in this section that you would exclude? If yes, indicate statement(s) to exclude in the space provided.	Statements to exclude:			
Were there additional statements that you would include in the survey? If yes, indicate statement(s) to add in the space provided.	Statements to add:			
Recommendations for Improvement for section on Skills Needed to Perform the Job				

Rating Competency --Personal Skill Assessment (Director survey includes Director/self, Manager and Nutrition Assistant evaluation of competencies)	Strongly Disagree	Disagree	Agree	Strongly Agree
The instructions for completing this part of the survey were clear.	☐ SD	☐ D	☐ A	☐ SA
The statements accurately pertain to training areas needed by School Nutrition professionals.	☐ SD	☐ D	☐ A	☐ SA
The survey terminology is appropriate.	☐ SD	☐ D	☐ A	☐ SA
Were there statements in this section that you would exclude? If yes, indicate statement(s) to exclude in the space provided.	Statements to exclude:			
Were there additional statements that you would include in the survey? If yes, indicate statement(s) to add in the space provided.	Statements to add:			
Recommendations for Improvement for section on Competency/Personal Skill Assessment				

Final Questions and OVERALL assessment	Strongly Disagree	Disagree	Agree	Strongly Agree
Final questions (3) accurately pertain to training needs, concerns of School Nutrition professionals.	☐ SD	☐ D	☐ A	☐ SA
The survey is organized in a logical sequence.	☐ SD	☐ D	☐ A	☐ SA
The survey uses language that is familiar to school nutrition professionals.	☐ SD	☐ D	☐ A	☐ SA
The format of the survey is easy to use and understand.	☐ SD	☐ D	☐ A	☐ SA
Recommendations for Improvement for section on Final Questions and Overall Assessment				

Thank you for your assistance! Your input will be used to design the final survey.

Please return your completed evaluation forms no later than Tuesday, December 23rd to Dr. Ann Johnson (ajohnson3@framingham.edu). We appreciate your time, expertise, and feedback.

Happy Holidays!

Pat Luoto and Ann Johnson

The John C. Stalker Institute of Food and Nutrition
Statewide Training Needs Assessment Survey

Expert Panel Review Committee
Director Survey

Sections	Recommendations	Comments/Revisions
Introductory Paragraph	○ No introductory paragraph or purpose of the research included. ○ Add a thank you for participating in the survey, why the survey is being done, how long they can expect it to take, etc. ○ Edit this sentence: "When you are done click on the Done button. Change Done to "Next".	See end of document for email wording which includes introductory paragraph, purpose, and length. Wording changed to clarify.
Demographic Information	○ Q3—district size, one too many zeros in 2500-9999 section. ○ Q6—option of "no union in district" can be selected even if other responses are selected. ○ Q7—may wish to allow all that apply, since may be fluent in more than one language—same for other surveys. ○ Q8—allows "none of the above" to be selected even if others are selected. ○ Q15—write out NSLP ○ Q15—could also include whether the district uses vended meals instead of in house prep.	AFSME spelled out. SEIU added and spelled out. Q6—will remain as is since responses are selected and we want this choice. Q7—our purpose is to determine how many non-English speaking staff there might be. Q-8—Survey Monkey (SM) does not accommodate this feature. Q15—recognize but choosing to leave out vended meals but it does not impact training needs whereas contract management or self-op does.
Training Effectiveness and Barriers to Training	○ Q18--Re-word awkward sentence: "Please read through the skills and for each, indicate how important you think each skill is for you to successfully perform your job. Capitalize YOU to put emphasis on this, so they are sure to evaluate for themselves. Fix question format so only one selection per statement can be selected; Technology Tools – may wish to also add Menu/Recipe Analysis software; For Social Media, include LinkedIn in the examples; Technology Tools – Collaboration with local IT support services – although this is important, I am not sure this statement matches the question about their SKILLS. Kitchen Design - How to perform analysis for a fix vs. replace equipment decision – edit, this is awkwardly written. ○ Q19: Instructions > capitalize "…YOUR competence…" Same	Menu Analysis added to District Technology tools; added LinkedIn; Changed Technology Tools/collaboration to Technology Collaboration—with IT services How to perform analysis of a "fix vs. replace" equipment decision. Investigating scrolling but unlikely possible due to SM limitations.

	statement edits are noted above for Q11. Fix question format so only one selection per statement can be selected ○ Q20: Instructions >capitalize "…skill is for YOU to successfully perform…" Fix question format so only one selection per statement can be selected; 2nd statement should be Food allergies and change term to cross contact. Write out LEA. Nutrition analysis doesn't seem to be the correct term – either change to Nutrition or Nutrition Reimbursement; write out NSLP; Add Nutrition education – importance of healthy eating; To keep consistent formatting, use lower case for Nutrition education. Fix question format so only one selection per statement can be selected. ○ Q21: Instructions >Re-word awkward sentence: Please read through the skills and for each, assess your confidence in your knowledge or competence performing the skill/task. Capitalize "…in YOUR knowledge…" to put emphasis on this, Fix question format so only one selection per statement can be selected; same statement edits as above for Q 13. ○ Q21—typo on "never" in one of the responses? ○ Q22: Instructions >capitalize "…skill is for YOU to successfully perform…"; Fix question format so only one selection per statement can be selected; Write out NSLP and P&L LEA; Edit SMART snacks to USDA Smart Snacks	Move this statement to operations; cross contamination is the correct term in this context. Changed Nutrition analysis to just Nutrition. Will not add Nutrition education—importance of healthy eating. Will add clarification statement to beginning of this section. Will note you will be evaluating the skill and then asked to evaluate your confidence in doing the skill. ??Q14—cannot find this typo Have identified
Importance of Skills Needed to Perform the Job	○ Q23: Instructions > capitalize "…YOUR knowledge…" Fix question format so only one selection per statement can be selected; Same statement edits as above for Q15; ○ Q24: Instructions >capitalize "…skill is for YOU to successfully…" Edit "Effectively Marketing" to Marketing; in 2nd statement: use lower case for "what" (What, when, frequency); Write out NSLP ○ Instructions for assessing Managers> to emphasize shift in what is being evaluated, suggest bold "the competency of your managers" in the instructions.	NSLP is defined in earlier question

	○ Q34: Since the director is responding to these statements, should the statement include "my"? Fix question format so only one selection per statement can be selected; For consistency in formatting > edit caps to lower case> Basic culinary techniques, Inventory management, Food safety; Edit Standardized recipes – serving size, rather than portion size; Shouldn't this statement be changed from Food Safety to Food Allergy and moved to the Nutrition section? Food Safety - know and apply policy regarding student food allergies (how to identify student with what allergies; process for gathering that information from administration; how it is communicated to staff). ○ Q35: Edit instructions to: "…the following Nutrition and Nutrition Education skills/tasks." Add statement about Gluten/Celiac; change term from cross-contamination to cross contact. Fix question format so only one selection per statement can be selected. ○ Q36—financial management—how to use the financial reporting for decision making and what it reveals about your program. ○ Q40: 2nd statement – change SMART snacks to USDA Smart Snacks; lower case for Breakfast; for consistency in formatting edit caps to lower case> email, social media, collaboration, theft; Fix question format so only one selection per statement can be selected. ○ Q41: Fix question format so only one selection per statement can be selected. Change Effective marketing to Marketing. ○ Instructions for assessing Nutrition Assistants> to emphasize shift in what is being evaluated, suggest bold "the competency of your nutrition assistants" in the instructions. ○ Q38: Since the director is responding to these statements, should the statement include "my"? Fix question format so only one selection per statement can be selected; For consistency in formatting > edit caps to lower case> Basic culinary techniques, Inventory management, Food safety; Edit Standardized recipes – serving size, rather than portion size; Shouldn't this statement be changed from Food Safety to Food Allergy and moved to the Nutrition section? Food Safety - know and apply policy regarding student food allergies (how to identify student with what allergies; process for gathering that information from administration; how it is communicated to staff).	Bold is not an option so caps are used instead. Adjusted to remove personal pronoun for clarity. Portion size and serving size are inter-changeable. Food safety is correct. We think it should be in Operations—more than just knowing the policy, now they are applying it. Will change category to Food Allergy but leave in Operations. Cross-contamination is more encompassing and is correct statement (in our opinion). Staying with concepts provided from focus groups. Changed to caps as SM does not allow for bold. Also put MAJORITY in caps (other survey evaluator noted it was hard to evaluate all employees as a group as individuals differ.

	○ Q38—standardized recipes—portion size—how it relates to cost control—I would add program compliance here as well; production records—how to use them for forecasting; food safety—proper use of gloves. ○ Q38—Food safety—proper use of gloves. ○ Q 39: Edit instructions to: "…the following Nutrition and Nutrition Education skills/tasks." Add statement about Gluten/Celiac; change term from cross-contamination to cross contact. Fix question format so only one selection per statement can be selected. ○ Q40: What is the difference between the 1st two statements? – may not need both. Fix question format so only one selection per statement can be selected; change SMART snacks to USDA Smart Snacks; Write out F/R. ○ Q41: Change Effective marketing to Marketing; last statement – change wording from "your" role to their role. ○ Change Wordprocessing to Word Processing ○ Change Powerpoint to PowerPoint since it is a brand name ○ Substitute the word "administrative: and use" management" or a similar word instead. Under this category is financial management, HR management etc. which are big multi-faceted topics and business oriented. Administrative sounds lower level.	Adjusted to remove personal pronoun for clarity. Keeping food safety here as it is operational. Program compliance will not be added. Nutrition assistants do not do forecasting (in many operations) but rather a manager role. Food safety—proper use of gloves is part of hand hygiene. Will add gluten free diet. Staying with cross contamination. Change second statement to how to recognize reimbursable meal at register. Administrative is the Keys to Excellence skills areas; this is how all sections have been divided.

Personal Skill Assessment	○ Other possible nutrition education areas to include: sodium, sugars, diabetes, obesity, eating disorders	We are not adding other topics; focusing on those from focus groups.
Final Questions and Overall Assessment	○ Expand on the financial management to go beyond competence in using Excel. The ability to analyze data, both financial and participation stats, to recognize trends and performance is important. Also the ability to be able to use several financial and performance reports in unison to gauge where you are is important. ○ Add more personal skills related to Director effective communication with staff, students, administration especially business manager. High performing districts almost always have an excellent professional relationship between food service director and business manager. ○ Q42—would it make more sense to ask a direct question. Seem like the answers to this question would be only one or two words such as agree/disagree. I'm not sure what more there is to say about this. How about asking "If you had a training plan and the materials—could you easily provide the training to your staff?" ○ Q42—ask what training plan and or training materials they would want if they could have them. ○ Display text cannot span more than one line!	Have done so using less formal language again focused on concepts identified in the focus groups. Concepts were identified in the focus groups and we are not adding additional ones. Will keep question open-ended. Will expand text box size from 50 to 100 characters.

General Comments:
We will take out the completion bar as it is inaccurate with logic questions.
After review of manager and nutrition assistant surveys, some of the scales were changed to a 3-point scale.

Email to Directors: This will be in the body of the email which is sent out to directors with the survey link.
Help us help you and your staff! The John C. Stalker Institute of Food and Nutrition (JSI), in conjunction with the Department of Elementary and Secondary Education (ESE), Office for Nutrition, Health and Safety Programs is conducting a needs assessment survey to gather information from you--Massachusetts School Nutrition Professionals --about your needs and wants for training and professional development. The results of this survey will serve to guide ESE, JSI, and its training partners in the development of workshops and programs to assist with your program operations and management.

We need your assistance to identify the specific skills and training needs required for you and your staff. Your input, along with your fellow School Nutrition Professionals across the Commonwealth, will help us develop a statewide plan for training and professional development.

All information is anonymous and confidential. Your name or specific responses will not be included in any reports. Completion of the survey is voluntary and you can discontinue the completion of the survey at any time without penalty or prejudice. The survey will take Directors approximately 40 minutes to complete and will take Managers and Nutrition Assistants approximately 20 minutes to complete (see links below).

Directors do not have to complete the survey in one sitting: simply leave the survey and when ready to continue, access the survey with the same email link on the **same** computer. Multiple people can take the survey on the same computer; however, managers and nutrition assistants do need to complete in one setting.

Please encourage your managers and school nutrition assistants/production staff to complete the survey. Some staff may need your help and assistance to do so. The statewide training plan will be more valuable with greater participation.

All school nutrition professionals who complete the survey will have the opportunity to voluntarily provide their name and contact information (only if you wish to do so) to be entered into a raffle for a free JSI program or workshop. If you do not wish to enter your name into the raffle, you will simply skip over that question.

Access the survey for directors at https://www.surveymonkey.com/s/Directors-Training.

Access the survey for managers and nutrition assistants/production staff at **https://www.surveymonkey.com/s/Managers_NutritionAssistants-Training**

The John C. Stalker Institute of Food and Nutrition
Statewide Training Needs Assessment Survey

Expert Panel Review Committee
Manager Survey

Sections	Recommendations	Comments/Revisions
Introductory Paragraph	○ No introductory paragraph or purpose of research. Why is survey being done? First page said, thoughtfully respond to ….button. Perhaps the link provided is not landing on the right page? ○ I am assuming the intro paragraph was in the email sent to me? And not at the beginning of the survey? I think the expectations of participant (instructions) may be too confusing to the reader depending on their level of education, skills or familiarity with terminology…some managers may not know JSI, ESE or how they are connected to school nutrition. I feel the intro is written at a level that favors Directors. There are a lot of managers that have no familiarity or connection with JSI or ESE. ○ Add thank you for participating in survey, why survey is being done, how long they can expect survey to take, etc.	Pat will modify. See survey for intro and instructions modifications. Added clarification on next and done button. Capitalized NEXT and DONE in intro (did this in Directors survey) to aid in clarity.
Demographic Information	○ Why are some demographic questions required and others are not? ○ Q9--What is AFSME?—if I don't know others may not. ○ Q9--Is AFSME the same as SEIU? Using AFSME may be confusing. ○ Q1 Q2-- should include 10-15 yrs., 15-20 yrs.—increase year groups (concentrating on less yrs. excludes the importance of training for long time managers. ○ Q3-- include grade groupings instead (like PBF worksheet choices) and don't forget many schools are ungraded but take kids till 22 yrs.…maybe include "school ungraded" choice (for RCCIs) ○ Q4-- should include higher school enrollments; don't stop at 1,000 or higher NOTE: Think about how you want managers to complete these questions--they are managing 3-4 schools (main school and 3-4 satellite sites; they are technically the manager for those satellites…example New Bedford PS operates like that, among others) ○ Q6 ServSafe isn't the only food handling protection cert, right? Maybe add "other" so participant can write in? Maybe add LD, LDN	Those that are required have "skip" logic built in. They will be directed to other logical questions. Union question—will be spelled out and SEIU will be added (same language as directors). Added 15-20, 21+ years. Since districts are all different we will keep the grades as stated and add school ungraded. Review revisions made to Q-4. Will add question—How many sites do you manage?

	as choices, not just RD? ○ Q6—add category for OTHER (please specify). ○ Q7 highest level completed—this would not include "some HS" or "some grad courses"…maybe reword the survey question? Question is asking for completed. If going to ask for "some Grad courses" then maybe add "some undergrad courses"—make it equal in response choice. ○ Q8 add other grad degree choices or "other" too add in other grad degree not offered as choice. ○ Q:10 they're not referred to as "contract company"—correct terminology s/b Food Service Management Company- on same screen I would put FSMC choices to select from (Q:11)…just in case the participant interprets as vendor (vended meals program). ○ Q12 be specific with which employees you are referencing- Administrative? Operational (for example Brockton PS operationally are all city employees- administratively are all Chartwells) ○ Can check off several options and also include "none of the above".	Will also make these changes to Director survey. Leave wording as is but will add some undergrad courses. Adding Other plus rewording of major. Will also add to director survey. Terminology changed. Skip logic does not allow those two questions to be combined. Does not matter which specific positions are town vs. management company employees; the third choice covers what we need to know. SM is limited.
Training Effectiveness and Barriers to Training	○ All questions need period at end; many are missing. ○ Perceptions of training—almost half of questions are negative and could be leading. ○ Q14—"I would be willing to attend a workshop outside of …hours. I would—statement needs to be reworded—it is really 2 questions. ○ Q14--Add: (please check all that apply). ○ Q14--May want to be more specific about time of an evening workshop—is it after school or after 6 pm? ○ Q16—change "other" option to a selection rather than just the box, otherwise you cannot advance the survey. ○ Q13 "not very" and "somewhat very" are too close in meaning to me. Both have a negative/pessimistic connotation to it…I feel there	Intentional design as it will help with validation of question (consistency in answers). Change to Select all that apply: "I would be willing to…" Will separate out after school and evening.

	needs t be a choice btw “somewhat” and “very”; Also, “other (write in)” should have radio buttons to rate the choice you allowed them to write in. May give 2 “other” write ins as well; ○ Q14 format just looks funny (maybe to wordy for what you’re trying to gain). Maybe reword to Sat, eve, & summer/vacations with Yes/No/Maybe radio buttons ○ Q15 I don’t like the “neutral” choice…I would rather see the other 4 choices and add N/A or Not Sure. A neutral answer really doesn’t tell you anything; ○ Q15 “My district has a thorough training plan to meet the needs of the employees. The plan is communicated to us and training occurs according to the plan.” – This s/b two different questions to answer. They really are asking two different things. ○ Q15 I would like to see a statement regarding the Manager training their own school staff…such as “As a manager I provide training yearly to my staff at school”….as example…something that pulls info on what the Manager is doing with his/her staff and how often? ○ Q16 “other” is option, but if you fill it in, you still have select one of the other 3 choices…can’t go to next ○ Q17 make choices 10-20 and “more than 20” ○ Q18 Format is terrible (sorry ☹) I immediately didn’t want to read let alone answer with thoughtfulness; NI, MI, VI, C bad use of abbreviations; participant shouldn’t need a key to refer back to for their answer…If left like this I am sure answer will be skewed. Also, needs to be on one screen- shouldn’t have to scroll up & down to see answer headings. I would break this whole section down into 2 different screens…need some eye appeal with the question. ○ Q19 Format is terrible (sorry ☹) I immediately didn’t want to read let alone answer with thoughtfulness; I don’t like the number rating (or make it more basic) You’re asking the participant to keep referring back to the key to convert text/thoughts to a number? Also, needs to be on one screen- shouldn’t have to scroll up & down to see answer headings. I would break this whole section down into 2 different screens…should the participant only be able to select one? I was able to check all 4 choices and move on. Also, is there a real difference between “highly” and “extremely” (too close in meaning) NOTE: I think Q18-19 answer selection/design is too complicated for	Will use not effective, somewhat effective and very effective. Will clarify other effective training methods Will format with yes, no, etc. Will add radio buttons. Changing to 3 point scale. This question is also answered by nutrition assistants. Not applicable. Will edit all scales and make all 3-point scales.

	anyone. ○ Q:20 Format is terrible (sorry ☹); NI, MI, VI, C bad use of abbreviations; participant shouldn't need a key to refer back to for their answer ○ Q22 need an N/A (example N/A for those that do not have breakfast) see notes in above sections regarding the rating selection used and format for one screen, etc. I think the organization of this question needs to be reworked…there are statements that are asking how important things are to the Manager, but doesn't indicate if they need training on the topic (P/L for example- it might be crucial to their job, but by answering "C" are they doing the P/L the right way, reading it the right way? Or is it "NI" because they have no clue what a P/L is? Maybe only the Director deals with the P/L? Some of these questions are not going to pertain to the Manager in general, so N/A is a must. NOTE: I would get rid of Q22—as Q23 is actually giving useful information relevant to training needs. NOTE: I would get rid of Q24—as Q25 will give better data that will be useful in developing training.	Editing all scales to 3-point scale. Will capitalize YOUR …. Verbiage will be created to tell survey participant they will be evaluating in two ways: importance and their competence. Scale will be changed. Will clarify this in intro. Will stress in introduction one is answering from perspective of YOU (for example, if the manager does not have a breakfast program this will not be important). We are looking for two different things—how important the skill is and their confidence in doing it.
Importance of Skills Needed to Perform the Job	○ Wordprocessing—two words ○ Powerpoint = PowerPoint	

	○ Do not like the reference to stress—better to focus on confidence. ○ Q14, 1, 165—capitalize "Skills" in section title; need to change so only one response per line can be selected. Food Safety question about allergies—reword (how to identify student with what allergies). ○ Q20—capitalize "Skills" in section title; in 2nd statement change term from cross contamination to cross contact; change so only one response per line can be selected. ○ Q16—ask about Gluten/Celiac ○ Q17—reword the 2nd sentence in instructions. ○ Q18—simplify term "constitute" overt; Avoid abbreviation in F/R; Change SMART Snacks to USDA Smart Snacks. ○ Q22—what is the difference between the first two statements? ○ Q23—change so only one response per line can be selected. ○ Q20—in instructions, remove "for each in 2nd sentence. Change so only one response per line can be selected. ○ Q21, 22—change so only one response per line can be selected.	Changing the scale Keeping cross contamination Not adding new categories Will add caps to YOU Where is constitute and F/R? Cannot find this reference. How to make substitutions in meal pattern and one is how to make substitutions in meal items/a la carte?
Personal Skill Assessment	○ See format suggestions above in Training Effectiveness section, Q18,19 ○ Q26—statement in the parenthesis doesn't make sense (either from above or some other topic). There is nothing above, but rather from the previous questions. ○ Some managers do not use a P&L report or are not given access to one.	Would be indicated by scale of not needed, somewhat needed or much needed.
Final Questions and Overall Assessment	○ See format suggestions above in Training, Effectiveness section, Q18,19 ○ Given the length strongly suggest adding the % Completed on each page of the Manager/nutrition assistant survey. ○ When asking about staff it would be better to allow us to choose answers that pertain to the staff, not overall competence. Some staff members are stronger in certain areas than others. Maybe set it up as: all staff, some staff, most staff, etc. Clicking on the box does not mark the answer. You have to type in something. This may be confusing to survey takers.	Will not include % completion for any survey; when using survey logic it is an inaccurate scale for completion. Under estimates one's progress towards completion. Not applicable to survey question. Correct—we want you to type in something here. Added thank you to survey at end.

The John C. Stalker Institute of Food and Nutrition
Statewide Training Needs Assessment Survey

Expert Panel Review Committee
Nutrition Assistant Survey

Sections	Recommendations	Comments/Revisions
Introductory Paragraph	No introductory paragraph or purpose provided in the survey. Will the information be shared with my Director or Manager—if not I might not answer honestly. What will be done with the data collection? Can I seek assistance with completion? What if I do not understand a term or question. Maybe add "unknown" as option to questions. Need to add a thank you for participating in the survey, why the survey is being done, how long they can expect the survey to take	Edits will be written. Will include revised purpose and directions. Will add seeking assistance for completion.
Demographic Information	Allow to select all that apply. Why do some questions have an asterisk and others do not? For questions 1-8 prefer that they would be asked as a question rather than a finish the sentence. Fix question—If "Other" is checked, you cannot proceed to the next section since the survey does not count "other" as a response. Q6—allows for checking all responses including "none of the above" when others are checked. Q9—allows "there is no union" when other choices are checked. Q9—wording is confusing; are nutrition assistants and coordinators the same job title?—use same term Q8—after answering that you have a graduate degree, you could remove the checkbox next to "The major for my degree was…" Q10: header is NSLP—spell out as National School Lunch Program as NSLP has not been identified previously and especially new staff do not what it is. Are only questions 7 and 9 mandatory? Looks like you can skip over the rest. Q9, 10, 11—for Contract Co are examples where a new person or limited English speaking many not know what Self op or Food Service Mgt Co is or what their district is and could be a place for including "unknown" or indicating check with your manager. Q11—last statement, management is spelled incorrectly	Have done this when we want them to select all that apply. Asterisk—required questions. We are using active voice. Will use Manager/Coordinator (as some managers coordinate a number of sites) Will keep this question. Yes that is correct. Consistent with changes in other two surveys.

	Q13—allows for all to be checked when they contradict each other—ie I would consider vs. I would never. Q14—never is misspelled. May be beneficial to add question as to how comfortable the audience is with using a computer.	Intro will encourage staff to ask for assistance (factual vs. opinion) ?? This question comes up later in survey
Training Effectiveness and Barriers to Training	Q15—almost half of questions are negative. Questions are leading. Consider rewording. Q13—Reword confusing statement: "I would be willing to attend a workshop outside of normal working hours. Define evening by listing times in parentheses Q15—"Please indicate your level of agreement with….regarding training in your district—the list is so long that eventually you scroll down too far and don't see what the possible answers are. Break up the section into two separate questions/lists. Q14—looks like only some questions are mandatory and the person taking the survey can skip over multiple questions.	Using contradictory statements is intentional in study design to better understand accuracy of what is being measured. Re-formatted question Have simplified scale. Correct
Importance of Skills Needed to Perform the Job	Headers for boxes need to be displayed as one scrolls: ie freeze panes so headers and description of headers can be seen as one scrolls down. Or break up into multiple sections/topics/chunks rather than a large list that could be over-whelming. Same with other sections which follow. Like the groupings of Food safety, Technology, etc. as this may help one see there are various areas of my job, room for growth, etc. Reconsider terminology used as answers for Q16, 18, 20 to make them more simplified: somewhat important instead of moderately important and extremely important instead of crucial. The following is a series of skill/tasks in Operations….the list is again too long; when you scroll you can no longer see possible answers. In addition to the above—possible letter answers such as "NI", "MI", etc. you have to look above to see what each one means. Question needs to be simplified for audience. Same idea for following question where you rate confidence from 0-3. Consider making each item a question and having all four answers written out for each or having the answers written out above the boxes instead of initials. Are these questions to be optional?? Q14—The statement in general are negative—could they be reworded to be more positive. Same is true for manager's survey Wordprocessing should be 2 words.	Simplified the scale. Pane cannot be frozen.

	Powerpoint should be PowerPoint. Terminology in this section may be too advanced for new staff or limited English. Call is buying food instead of procurement.	responses. Intentional Terminology from Keys to Excellence and this is consistent.
Personal Skill Assessment	Questions feel redundant when they are not. Suggest adding at beginning of both sections: You will be asked to rate how important a skill is and how often the skill is needed. Then you will be asked to rate your own level of confidence in the skill. Confidence is an advanced word, not sure of alternative. In instructions—capitalize YOU throughout to put emphasis on this. Fix all questions so only on answer/row can be selected. Is there a way to space out each answer better? The explanations for answers 0-3 read like a paragraph making it hard to read. Appears questions are optional? Q16/17—capitalize Skills to be consistent; To keep same format, use lower case for Basic culinary techniques, Food safety; Food Safety—know and apply policy regarding student food allergies; (how to identify student with what allergies; process for gathering that information from administration/ how it is communicated to staff)—seems this should be in Nutrition section and change Food Safety to Food allergy Q18/19—capitalize Skills in Q18 and add to Q19 to be consistent; Change cross-contamination to cross contact; add statement about Gluten/Celiac Q20/21—in header—capitalize Skills to be consistent; first 2 statement seem very similar—do we need both? Write our F/R; change SMART snacks to USDA Smart Snacks Q22/23—change Effective marketing to Marketing	Will be adding introduction to delineate the difference. Used thesaurus—confidence still best choice. Using 3 point scale.
Final Questions and Overall Assessment	Free forms fields may not lead to many answers, especially with limited English ability. Suggest listing topics identified in the survey and "check only 3" in instructions. Q24—"Please identify topics …highest priority:--may have to give all options where person can check off their top three in addition to blank boxes. Q24—the statement in the parenthesis doesn't make sense (either from the above or some other topic). There is nothing above, but rather from the previous questions. Add the % completion bar, given the length of the survey.	Will increase length No Will not add completion bar.

General Comments:
Instructions for each section are not provided.

Asking for help may present a challenge to the research process. But recognize NAs may be new or limited in English—and these are who we want to capture.

Terminology may be advanced for a limited English speaking individual. *–true but we are using the terminology of the position. Introductory comments and note to request assistance will be provided.*

Maybe look at "Making It Count" and use similar language. Or consult with FSU language departments or ESE Adult Learning on alternative terms to use?

In fact completing the survey may be a challenge for those with limited computer skills. Consider a paper version with data entry by another employee? *No, a paper version cannot be provided; will encourage directors to help assist.*

Yet challenge of how do you reach all?

Appendix D

SAMPLE EBLASTS

Preliminary

Distribution

Follow-up

Sample Eblasts
Preliminary, Distribution, and Follow-Up
Distributed via Constant Contact by JSI

Preliminary (get ready) Eblast:

Your Input is Needed!

This message is coming to you from the John C. Stalker Institute and the Massachusetts Department of Elementary and Secondary Education, Office for Nutrition, Health and Safety Programs.

Dear Director,
As you are certainly aware, School Nutrition Programs have changed greatly over the last several years causing changes to your job as well as that of your entire staff. These changes, especially with the advent of Professional Standards, now raise important questions about the knowledge you, as a director, and your staff need to do your job effectively. More so, we need to think critically about which training topics are important, who will benefit from which topics, and the best delivery methods to meet these training needs.

To help answer these questions the Massachusetts Department of Elementary and Secondary Education (ESE), Office for Nutrition, Health and Safety has asked the John C. Stalker Institute of Food and Nutrition (JSI) to conduct a survey on training needs for Directors, Managers and Nutrition Assistants (production staff).

You, as Director, will receive the survey during the week of March 16th. Two survey links will be provided in electronic format using Survey Monkey: (1) Director and (2) Manager/Nutrition Assistant (production staff) links. The accompanying email will provide detailed instructions. Your survey will take about 30 to complete but you can do so at more than one sitting (save and come back to it later).

Please begin to think now about how best to distribute the link to your managers and nutrition assistants for completion. This survey will take about 15-20 minutes to complete and must be finished at one sitting. Multiple staff can use the same computer to complete the survey as long as the previous person has completely exited out of the survey. The surveys have been reviewed extensively for reading comprehension and simplicity; however, some staff may need assistance with reading, terminology, and/or with the computer.

You will have the opportunity to voluntarily provide a name and contact information to enter a raffle for a free JSI Workshop to Go. If one chooses not to provide a name this question will simply be skipped over.

Greater participation in the surveys will yield the maximum results for program development for JSI, ESE and its partners. **Please give the surveys your highest priority and strongly encourage your employees to participate as well.**

Thank you for your attention,
Karen McGrail,
The John C. Stalker Institute of Food and Nutrition
Katie Millett,
Massachusetts Department of Elementary and Secondary Education, Office for Nutrition, Health and Safety

Distribution Eblast:

Your Input is Needed!
Please Complete this Statewide Training Survey

This message is coming to you from the John C. Stalker Institute and the Massachusetts Department of Elementary and Secondary Education, Office for Nutrition, Health and Safety.

The John C. Stalker Institute of Food and Nutrition (JSI), in conjunction with the Massachusetts Department of Elementary and Secondary Education (ESE), Office for Nutrition, Health and Safety, is conducting a needs assessment survey to gather information from **YOU - Massachusetts School Nutrition Professionals** - about **YOUR** needs and wants for **training and professional development**. The results of this survey will serve to guide ESE, JSI, and its training partners in the development of workshops and programs to assist with your program operations and management.

We need your assistance to identify the specific skills and training needs required for you and your staff. Your input, along with your fellow School Nutrition Professionals across the Commonwealth, will help us develop a statewide plan for training and professional development.

All information is anonymous and confidential. Your name or specific responses will not be included in any reports. Completion of the survey is voluntary and you can discontinue the completion of the survey at any time without penalty or prejudice. The survey will take Directors approximately 30 minutes to complete and will take Managers and Nutrition Assistants approximately 15-20 minutes to complete.

Directors need not complete the survey in one sitting: simply leave the survey and when ready to continue, access the survey with the same email link on the same computer. Multiple people can take the survey on the same computer; however, managers and nutrition assistants do need to complete in one setting.

Please encourage your managers and school nutrition assistants/production staff to complete the survey by forwarding the survey link in this message. Some staff may need your help and assistance to do so. The statewide training plan will be more valuable with greater survey participation.

Directors, please complete this survey:
Survey for Directors

Please forward this survey to your Managers and Nutrition Assistants:
Survey for Managers and Nutrition Assistants

Kindly complete all surveys by Tuesday, March 31st.

Directors who complete the survey will have the opportunity to voluntarily provide their name and contact information (only if you wish to do so) to be entered into a raffle for a free JSI Workshop to Go. If you do not wish to enter your name into the raffle, you will simply skip over that question.

Thank you in advance,
Karen McGrail,
The John C. Stalker Institute of Food and Nutrition
Katie Millett,
Massachusetts Department of Elementary and Secondary Education, Office for Nutrition, Health and Safety

Follow-up Reminder Eblast:

Your Input is Needed!
Please Complete this Statewide Training Survey

Survey Deadline Extended
Reminder: Please complete all surveys by Friday April 10.

If you and you staff have already completed the surveys, thank you and kindly disregard this message.

This message is coming to you from the John C. Stalker Institute and the Massachusetts Department of Elementary and Secondary Education, Office for Nutrition, Health and Safety Programs.

The John C. Stalker Institute of Food and Nutrition (JSI), in conjunction with the Massachusetts Department of Elementary and Secondary Education (ESE), Office for Nutrition, Health and Safety, is conducting a needs assessment survey to gather information from **YOU - Massachusetts School Nutrition Professionals** - about **YOUR** needs and wants for **training and professional development**. The results of this survey will serve to guide ESE, JSI, and its training partners in the development of workshops and programs to assist with your program operations and management.

We need your assistance to identify the specific skills and training needs required for you and your staff. Your input, along with your fellow School Nutrition Professionals across the Commonwealth, will help us develop a statewide plan for training and professional development.

All information is anonymous and confidential. Your name or specific responses will not be included in any reports. Completion of the survey is voluntary and you can discontinue the completion of the survey at any time without penalty or prejudice. The survey will take Directors approximately 30 minutes to complete and will take Managers and Nutrition Assistants approximately 15-20 minutes to complete.

Directors need not complete the survey in one sitting: simply leave

Directors, please complete this survey:
Survey for Directors

Please forward this survey to your Managers and Nutrition Assistants:
Survey for Managers and Nutrition Assistants

Kindly complete all surveys by Friday, April 10th.

The John C. Stalker Institute of Food and Nutrition is a partnership of the Massachusetts Department of Elementary and Secondary Education and Framingham State University. This institution is an equal opportunity provider and employer.

the survey and when ready to continue, access the survey with the same email link on the same computer. Multiple people can take the survey on the same computer; however, managers and nutrition assistants do need to complete in one setting.

Please encourage your managers and school nutrition assistants/production staff to complete the survey by forwarding the survey link in this message. Some staff may need your help and assistance to do so. The statewide training plan will be more valuable with greater survey participation.

Directors who complete the survey will have the opportunity to voluntarily provide their name and contact information (only if you wish to do so) to be entered into a raffle for a free JSI Workshop to Go. If you do not wish to enter your name into the raffle, you will simply skip over that question.

Thank you in advance,
Karen McGrail,
The John C. Stalker Institute of Food and Nutrition
Katie Millett,
Massachusetts Department of Elementary and Secondary Education, Office for Nutrition, Health and Safety

Appendix E

SURVEY QUESTIONNAIRES

Survey Questions for Director, Manager/Nutrition Assistant Surveys

Data Analysis

Director Survey Questionnaire

Needs Assessment - Directors

Overview and Instructions:

The John C. Stalker Institute of Food and Nutrition (JSI), in partnership with the Massachusetts Department of Elementary and Secondary Education (ESE), Office for Nutrition Programs and Services, is conducting this needs assessment survey to gather input on your needs and wants for training and professional development.

Thoughtfully respond to each of the following questions by clicking on your selected answer. Carefully read the instructions for each section as they will vary slightly. When you complete each section click on the NEXT button. When you have reached the end of the survey, click on the DONE button.

You do not need to complete the survey in one sitting. The survey will be saved through the last question you have answered. To return to the survey, access using the link provided in the email message. Please note that you must continue the survey on the SAME computer on which you started the survey.

All Directors who complete the survey will have the opportunity to voluntarily provide their name and contact information (only if you wish to do so) to be entered into a raffle for a free JSI Workshop to Go. If you do not wish to enter your name into the raffle, you will simply skip over that question.

Thank you for your time taking this survey.

Needs Assessment - Directors

Time in Position

1. The number of years I have been in my current position is

- ◯ Less than one year
- ◯ 1 to 3 years
- ◯ 4 to 5 years
- ◯ 6 to 10 years
- ◯ 11 - 15 years
- ◯ 16 - 20 years
- ◯ 21+ years

2. The number of years I have worked in school nutrition services is

- ◯ Less than one year
- ◯ 1 to 3 years
- ◯ 4 to 5 years
- ◯ 6 to 10 years
- ◯ 11 - 15 years
- ◯ 16 - 20 years
- ◯ 21+ years

Needs Assessment - Directors

Directors - District Size

3. The size of my district is

- ◯ ≤ 2,499 students
- ◯ 2,500 to 9,999 students
- ◯ 10,000 to 24,999 students
- ◯ 25,000 or more students

4. The number of schools in my district is

- ◯ ≤ 4
- ◯ 5 to 9
- ◯ 10 - 19
- ◯ 20 - 49
- ◯ 50 or more

5. The number of staff members I manage (including managers, cooks, office personnel, part-time workers, and full-time workers) totals

- ◯ ≤ 9
- ◯ 10 – 24
- ◯ 25 – 49
- ◯ 50 – 99
- ◯ 100 or more

Needs Assessment - Directors

Directors - Union Status

6. Please choose all that apply

- [ ] All nutrition assistants are members of a union such as American Federation of State, County, and Municipal Employees (AFSME) or Service Employees International Union (SEIU).
- [ ] All managers of single schools are members of the same union as the nutrition assistants.
- [ ] Managers/Coordinators of multiple schools are members of the same union as nutrition assistants.
- [ ] There is no union in our district.

Employees are members of a union other than AFSME or SEIU. Please indicate which union

Needs Assessment - Directors

Education

7. The language I prefer to speak at home (or most fluently) is

- ◯ English
- ◯ Spanish
- ◯ Portugese
- ◯ Korean
- ◯ Mandarin
- ◯ Cantonese
- ◯ German
- ◯ French
- ◯ Other (please specify)

8. I currently have the following certifications/registrations (choose all that apply)

- ☐ ServSafe Certification (or equivalent food safety certification)
- ☐ SNA Level 1 Certificate in School Nutrition
- ☐ SNA Level 2 Certificate in School Nutrition
- ☐ SNA Level 3 Certificate in School Nutrition
- ☐ SNA School Nutrition Specialist (SNS)
- ☐ JSI Certificate in Excellence in Child Nutrition
- ☐ Licensed and/or Registered Dietitian (LD/LDN/RD/RDN)
- ☐ None of the Above

Other (please specify)

Needs Assessment - Directors

***9. The highest level of education I have completed is**

- ◯ Some High School
- ◯ High School Diploma or GED
- ◯ Some undergraduate college courses
- ◯ Associate's Degree
- ◯ Bachelor's Degree
- ◯ Some graduate level courses
- ◯ Graduate degree

Needs Assessment - Directors

Graduate Degree

10. My graduate degree(s) is

- [ ] MS
- [ ] MEd
- [ ] MA
- [ ] MBA
- [ ] PhD or other doctoral degree
- [ ] Specify the major for your degree or the 'other' degree

Needs Assessment - Directors

Training Effectiveness

11. Please rate the effectiveness of the following training methods for you and/or your staff.

	Not very effective	Somewhat effective	Very effective
Workshops (small group, interactive)	○	○	○
Watching a video	○	○	○
Online, computer based training (with a formal schedule of assignments/deadlines)	○	○	○
Online, computer based training - self-paced completion	○	○	○
Classroom lecture	○	○	○
Webinars	○	○	○

Other effective methods (please specify)

Needs Assessment - Directors

Directors - Barriers to Training

12. What barriers, if any, have you experienced in accessing training for YOURSELF. (select all that apply)

- [ ] Lack of budget
- [ ] Unable to take time away from the office to attend
- [ ] Training not available on the topics I'm interested in or need
- [ ] Training not available at convenient locations
- [ ] Training not offered at a convenient time
- [ ] Not interested in training

Other (please specify)

13. What barriers, if any, have you experienced in accessing training FOR YOUR STAFF. (select all that apply)

- [ ] Lack of budget
- [ ] Unable to take time away from the office/cafeteria to attend
- [ ] Training not available on the topics of interest or need
- [ ] Training not available at convenient locations
- [ ] Training not available at convenient times
- [ ] I have the knowledge to conduct the training, but don't have the time to prepare the class resources needed to conduct the training
- [ ] Do not currently provide training for my staff

Other (please specify)

14. Do you think your staff would attend a workshop outside of normal working hours?

	Never	Unlikely	Maybe	Yes
Saturday workshop	○	○	○	○
Afternoon workshop	○	○	○	○
Evening workshop	○	○	○	○
During a school or summer vacation	○	○	○	○

Other (please specify)

Needs Assessment - Directors

National School Lunch Program (NSLP) Management

***15. The National School Lunch Program (NSLP) in our District is**

- ◯ Self-operated
- ◯ Managed by a Food Service Management Company

Needs Assessment - Directors

Food Service Management Company (FSMC)

16. My Food Service Management Company is

- ◯ Sodexo
- ◯ Aramark
- ◯ Chartwells
- ◯ Whitsons

Other (please specify)

17. The employees are

- ◯ employees of the town
- ◯ employees of the management company
- ◯ a mix of town and managment company employees

Needs Assessment - Directors

Instructions

The next set of questions are grouped into the four skill sets identified in the School Nutrition Association's Keys to Excellence.

•Key Area 1 - Operations
•Key Area 2 - Nutrition, Nutrition Education and Physical Activity
•Key Area 3 - Administration
•Key Area 4 - Marketing and Communications

There are two questions on each key area. The first question asks how IMPORTANT the skill is for you to successfully perform your job. The second question asks how CONFIDENT you are in your performance of these same skills/activities.

Needs Assessment - Directors

FSMC Directors - Importance of Operations Skills

18. The following is a series of skills/tasks in Operations (including Food Production and Procurement). Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform YOUR job.

If you do not need to perform a skill because your Food Service Management Company performs the skill/task for you, choose the N/A option.

	N/A	Not needed	Somewhat needed	Much needed
Basic culinary techniques	◯	◯	◯	◯
Menu planning and recipe development - buying one product that can be used in multiple ways and/or multiple recipes	◯	◯	◯	◯
Menu planning and recipe development - standardizing recipes	◯	◯	◯	◯
Menu planning and recipe development - incorporating USDA foods	◯	◯	◯	◯
Organizing a kitchen for efficient flow of food	◯	◯	◯	◯
Use and maintenance of kitchen equipment	◯	◯	◯	◯
Identifying necessary labor and/or skills needed within your organization	◯	◯	◯	◯
Technology tools – using what you currently have to its fullest extent	◯	◯	◯	◯
Technology tools - POS system	◯	◯	◯	◯
Technology tools - word processing software (eg. Word)	◯	◯	◯	◯
Technology tools - spreadsheet software (eg. Excel)	◯	◯	◯	◯
Technology tools - presentation software (eg. PowerPoint)	◯	◯	◯	◯
Technology tools - email	◯	◯	◯	◯
Technology tools - social media (eg.Facebook, Twitter, LinkedIn)	◯	◯	◯	◯
Technology tools- district specific tools (eg. student enrollment, financial applications, menu/recipe analysis)	◯	◯	◯	◯
Technology collaboration - with local IT support services	◯	◯	◯	◯
Kitchen design - how to make current kitchen environment more efficient	◯	◯	◯	◯
Kitchen design - how to perform analysis of a 'fix vs. replace' equipment decision	◯	◯	◯	◯
Kitchen design - how to effectively collaborate with professional kitchen designers/equipment manufacturers when building or renovating a kitchen	◯	◯	◯	◯
Knowledge of and compliance with purchasing laws in MA (30b legislation)	◯	◯	◯	◯
Implementing greener practices in the kitchen and cafeteria (sustainability)	◯	◯	◯	◯
ServSafe certification (or equivalent food safety certification)	◯	◯	◯	◯
Food safety and allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	◯	◯	◯	◯
Creating a culture of food safety within the organization	◯	◯	◯	◯

Needs Assessment - Directors

Crisis management - food recall plans, training, implementation	○	○	○	○
Crisis management - student distress – responding to allergic response; choking; other first aid need	○	○	○	○
Crisis management - response to community emergency (natural disaster or other)	○	○	○	○

Needs Assessment - Directors

FSMC Directors - Competency in Operations Skills

19. Following is the same series of skills/tasks in Operations (including Food Production and Procurement). Please read through the skills and for each, assess YOUR COMPETENCE or confidence in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Basic culinary techniques	○	○	○
Menu planning and recipe development - buying one product that can be used in multiple ways and/or multiple recipes	○	○	○
Menu planning and recipe development - standardizing recipes	○	○	○
Menu planning and recipe development - incorporating USDA foods	○	○	○
Organizing a kitchen for efficient flow of food	○	○	○
Use and maintenance of kitchen equipment	○	○	○
Identifying necessary labor and/or skills needed within your organization	○	○	○
Technology tools – using what you currently have to its fullest extent	○	○	○
Technology tools - POS system	○	○	○
Technology tools - word processing software (eg. Word)	○	○	○
Technology tools - spreadsheet software (eg. Excel)	○	○	○
Technology tools - presentation software (eg. PowerPoint)	○	○	○
Technology tools - email	○	○	○
Technology tools - social media (eg.Facebook, Twitter, LinkedIn)	○	○	○
Technology tools- district specific tools (eg. student enrollment, financial applications, menu/recipe analysis)	○	○	○
Technology collaboration - with local IT support services	○	○	○
Kitchen design - how to make current kitchen environment more efficient	○	○	○
Kitchen design - how to perform analysis of a 'fix vs. replace' equipment decision	○	○	○
Kitchen design - how to effectively collaborate with professional kitchen designers/equipment manufacturers when building or renovating a kitchen	○	○	○
Knowledge of and compliance with purchasing laws in MA (30b legislation)	○	○	○
Implementing greener practices in the kitchen and cafeteria (sustainability)	○	○	○
ServSafe certification (or equivalent food safety certification)	○	○	○
Food safety and allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	○	○	○
Creating a culture of food safety within the organization	○	○	○
Crisis management - food recall plans, training, implementation	○	○	○
Crisis management - student distress – responding to allergic response; choking; other first aid need	○	○	○
	○	○	○

Needs Assessment - Directors

Crisis management - response to community emergency (natural disaster or other)

Needs Assessment - Directors

FSMC Directors - Importance of Nutrition and Nutrition Education Skills

20. The following is a series of knowledge areas or skills/tasks in Nutrition and Nutrition Education. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform YOUR job.

If you do not need to perform a skill because your Food Service Management Company performs the skill/task for you, choose the N/A option.

	N/A	Not needed	Somewhat needed	Much needed
Food allergies - knowledge of the top 8 and other common allergies	◯	◯	◯	◯
Gluten-free diet	◯	◯	◯	◯
Regulations regarding Local Educational Authority (LEA) responsibilities to accommodate students with special dietary needs	◯	◯	◯	◯
Regulations regarding LEA responsibilities - how to communicate/respond to parents	◯	◯	◯	◯
Nutrition - why the meal pattern is what it is	◯	◯	◯	◯
Nutrition - acceptable substitutions to the menu	◯	◯	◯	◯
Nutrition education - educating staff on importance of healthy eating	◯	◯	◯	◯
Nutrition education - nutrition promotion to students and parents	◯	◯	◯	◯
Nutrition education - promoting the National School Lunch Program from a nutrition perspective	◯	◯	◯	◯

Needs Assessment - Directors

FSMC Directors - Competency in Nutrition and Nutrition Education Skills

21. Following is the same series of knowledge areas and skills/tasks in Nutrition and Nutrition Education. Please read through the skills and for each, assess YOUR CONFIDENCE in your knowledge or competence performing the skill/task.

	Not confident	Somewhat confident	Very confident
Food allergies - knowledge of the top 8 and other common allergies	◯	◯	◯
Gluten-free diet	◯	◯	◯
Regulations regarding Local Educational Authority (LEA) responsibilities to accommodate students with special dietary needs	◯	◯	◯
Regulations regarding LEA responsibilities - how to communicate/respond to parents	◯	◯	◯
Nutrition - why the meal pattern is what it is	◯	◯	◯
Nutrition - acceptable substitutions to the menu	◯	◯	◯
Nutrition education - educating staff on importance of healthy eating	◯	◯	◯
Nutrition education - nutrition promotion to students and parents	◯	◯	◯
Nutrition education - promoting the National School Lunch Program from a nutrition perspective	◯	◯	◯

Needs Assessment - Directors

FSMC Directors - Importance of Administration Skills

22. The following is a series of Administrative skills/tasks. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform YOUR job.

If you do not need to perform a skill because your Food Service Management Company performs the skill/task for you, choose the N/A option.

	N/A	Not needed	Somewhat needed	Much needed
Knowledge of and preparation for the new administrative review process	◯	◯	◯	◯
Financial management - how to make money and stay afloat	◯	◯	◯	◯
Financial management - creative ways to increase revenue	◯	◯	◯	◯
Financial management - how to communicate financial information to the school board/LEA administration	◯	◯	◯	◯
Financial management - new NSLP reporting requirements (budgeting and Profit & Loss)	◯	◯	◯	◯
Personnel management - how to create a positive work environment	◯	◯	◯	◯
Personnel management - how to address/correct negative attitudes in employees	◯	◯	◯	◯
Personnel management - communication – what, how and to whom	◯	◯	◯	◯
Personnel management - how to manage a work force that is multi-lingual - particularly if communication needs to be in another language(s)	◯	◯	◯	◯
Personnel management - how to effectively work with unions (documenting and follow through of disciplinary actions; negotiations; working with LEA administration in preparation for contract negotiations, effective relationships with union management)	◯	◯	◯	◯
USDA Smart Snacks – what are they, what qualifies, and how do Smart Snacks fit within MA requirements	◯	◯	◯	◯
District wide charge policy – how to draft, communicate, and enforce an effective policy	◯	◯	◯	◯
Methods/skills needed for effective training of staff	◯	◯	◯	◯

Needs Assessment - Directors

FSMC Directors - Competency in Administration Skills

23. Following is the same series of Administrative knowledge areas and skills/tasks. Please read through the skills and for each, assess YOUR COMPETENCE or confidence in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Knowledge of and preparation for the new administrative review process	◯	◯	◯
Financial management - how to make money and stay afloat	◯	◯	◯
Financial management - creative ways to increase revenue	◯	◯	◯
Financial management - how to communicate financial information to the school board/LEA administration	◯	◯	◯
Financial management - new NSLP reporting requirements (budgeting and Profit & Loss)	◯	◯	◯
Personnel management - how to create a positive work environment	◯	◯	◯
Personnel management - how to address/correct negative attitudes in employees	◯	◯	◯
Personnel management - communication – what, how and to whom	◯	◯	◯
Personnel management - how to manage a work force that is multi-lingual - particularly if communication needs to be in another language(s)	◯	◯	◯
Personnel management - how to effectively work with unions (documenting and follow through of disciplinary actions; negotiations; working with LEA administration in preparation for contract negotiations, effective relationships with union management)	◯	◯	◯
USDA Smart Snacks – what are they, what qualifies, and how do Smart Snacks fit within MA requirements	◯	◯	◯
District wide charge policy – how to draft, communicate, and enforce an effective policy	◯	◯	◯
Methods/skills needed for effective training of staff	◯	◯	◯

Needs Assessment - Directors

FSMC Directors - Importance of Marketing and Communication Skills

24. The following is a series of knowledge areas or skills/tasks in Marketing and Communication. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

If you do not need to perform a skill because your Food Service Management Company performs the skill/task for you, choose the N/A option.

	N/A	Not needed	Somewhat needed	Much needed
Marketing - signage	○	○	○	○
Marketing - how to effectively conduct taste-testing (what, when, frequency)	○	○	○	○
Marketing - engaging students in program marketing	○	○	○	○
Marketing - communicating reimbursable meal (what is included, how many components need to be taken, training staff on how to communicate these requirements in positive and effective way)	○	○	○	○
Marketing - connecting with the classroom to get the entire school involved in NSLP	○	○	○	○
Championing the new NSLP meal requirements - to staff	○	○	○	○
Championing the new NSLP meal requirements - to students	○	○	○	○
Championing the new NSLP meal requirements - to parents	○	○	○	○
Projecting a professional image	○	○	○	○
Communicating District activities regarding sustainability and recycling	○	○	○	○
Requesting assistance from students/parents in support of district sustainability and recycling activities	○	○	○	○

Needs Assessment - Directors

FSMC Directors - Competency in Marketing and Communication Skills

25. Following is the same series of skills/tasks in Marketing and Communication. Please read through the skills and for each, assess YOUR COMPETENCE or confidence in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Marketing - signage	◯	◯	◯
Marketing - how to effectively conduct taste-testing (what, when, frequency)	◯	◯	◯
Marketing - engaging students in program marketing	◯	◯	◯
Marketing - communicating reimbursable meal (what is included, how many components need to be taken, training staff on how to communicate these requirements in positive and effective way)	◯	◯	◯
Marketing - connecting with the classroom to get the entire school involved in NSLP	◯	◯	◯
Championing the new NSLP meal requirements - to staff	◯	◯	◯
Championing the new NSLP meal requirements - to students	◯	◯	◯
Championing the new NSLP meal requirements - to parents	◯	◯	◯
Projecting a professional image	◯	◯	◯
Communicating District activities regarding sustainability and recycling	◯	◯	◯
Requesting assistance from students/parents in support of district sustainability and recycling activities	◯	◯	◯

Needs Assessment - Directors

Instructions

The next set of questions are grouped into the four skill sets identified in the School Nutrition Association's Keys to Excellence.

•Key Area 1 - Operations
•Key Area 2 - Nutrition, Nutrition Education and Physical Activity
•Key Area 3 - Administration
•Key Area 4 - Marketing and Communications

There are two questions on each key area. The first question asks how IMPORTANT the skill is for you to successfully perform your job. The second question asks how CONFIDENT you are in your performance of these same skills/activities.

Needs Assessment - Directors

Directors - Importance of Operations Skills

26. The following is a series of skills/tasks in Operations (including Food Production and Procurement). Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform YOUR job.

	Not needed	Somewhat needed	Much needed
Basic culinary techniques	◯	◯	◯
Menu planning and recipe development - buying one product that can be used in multiple ways and/or multiple recipes	◯	◯	◯
Menu planning and recipe development - standardizing recipes	◯	◯	◯
Menu planning and recipe development - incorporating USDA foods	◯	◯	◯
Organizing a kitchen for efficient flow of food	◯	◯	◯
Use and maintenance of kitchen equipment	◯	◯	◯
Identifying necessary labor and/or skills needed within your organization	◯	◯	◯
Technology tools – using what you currently have to its fullest extent:	◯	◯	◯
Technology tools - POS system	◯	◯	◯
Technology tools - word processing software (eg. Word)	◯	◯	◯
Technology tools - spreadsheet software (eg. Excel)	◯	◯	◯
Technology tools - presentation software (eg. PowerPoint)	◯	◯	◯
Technology tools - email	◯	◯	◯
Technology tools - social media (eg.Facebook, Twitter, LinkedIn)	◯	◯	◯
Technology tools- district specific tools (eg. student enrollment, financial applications, menu/recipe analysis)	◯	◯	◯
Technology collaboration - with local IT support services	◯	◯	◯
Kitchen design - how to make current kitchen environment more efficient	◯	◯	◯
Kitchen design - how to perform analysis of a 'fix vs. replace' equipment decision	◯	◯	◯
Kitchen design - how to effectively collaborate with professional kitchen designers/equipment manufacturers when building or renovating a kitchen	◯	◯	◯
Knowledge of and compliance with purchasing laws in MA (30b legislation)	◯	◯	◯
Implementing greener practices in the kitchen and cafeteria (sustainability)	◯	◯	◯
ServSafe certification (or equivalent food safety certification)	◯	◯	◯
Food safety and allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	◯	◯	◯
Creating a culture of food safety within the organization	◯	◯	◯
Crisis management - food recall plans, training, implementation	◯	◯	◯
Crisis management - student distress – responding to allergic response; choking; other first aid need	◯	◯	◯
Crisis management - response to community emergency (natural disaster or other)	◯	◯	◯

Needs Assessment - Directors

Directors - Competency in Operations Skills

27. Following is the same series of skills/tasks in Operations (including Food Production and Procurement). Please read through the skills and for each, assess YOUR COMPETENCE or confidence in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Basic culinary techniques	◯	◯	◯
Menu planning and recipe development - buying one product that can be used in multiple ways and/or multiple recipes	◯	◯	◯
Menu planning and recipe development - standardizing recipes	◯	◯	◯
Menu planning and recipe development - incorporating USDA foods	◯	◯	◯
Organizing a kitchen for efficient flow of food	◯	◯	◯
Use and maintenance of kitchen equipment	◯	◯	◯
Identifying necessary labor and/or skills needed within your organization	◯	◯	◯
Technology tools – using what you currently have to its fullest extent:	◯	◯	◯
Technology tools - POS system	◯	◯	◯
Technology tools - word processing software (eg. Word)	◯	◯	◯
Technology tools - spreadsheet software (eg. Excel)	◯	◯	◯
Technology tools - presentation software (eg. PowerPoint)	◯	◯	◯
Technology tools - email	◯	◯	◯
Technology tools - social media (eg.Facebook, Twitter, LinkedIn)	◯	◯	◯
Technology tools- district specific tools (eg. student enrollment, financial applications, menu/recipe analysis)	◯	◯	◯
Technology collaboration - with local IT support services	◯	◯	◯
Kitchen design - how to make current kitchen environment more efficient	◯	◯	◯
Kitchen design - how to perform analysis of a 'fix vs. replace' equipment decision	◯	◯	◯
Kitchen design - how to effectively collaborate with professional kitchen designers/equipment manufacturers when building or renovating a kitchen	◯	◯	◯
Knowledge of and compliance with purchasing laws in MA (30b legislation)	◯	◯	◯
Implementing greener practices in the kitchen and cafeteria (sustainability)	◯	◯	◯
ServSafe certification (or equivalent food safety certification)	◯	◯	◯
Food safety and allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	◯	◯	◯
Creating a culture of food safety within the organization	◯	◯	◯
Crisis management - food recall plans, training, implementation	◯	◯	◯
Crisis management - student distress – responding to allergic response; choking; other first aid need	◯	◯	◯
Crisis management - response to community emergency (natural disaster or other)	◯	◯	◯

Needs Assessment - Directors

Directors - Importance of Nutrition and Nutrition Education Skills

28. The following is a series of skills/tasks in Nutrition and Nutrition Education. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform YOUR job.

	Not needed	Somewhat needed	Much needed
Food allergies - knowledge of the top 8 and other common allergies	◯	◯	◯
Gluten-free diet	◯	◯	◯
Regulations regarding Local Educational Authority (LEA) responsibilities to accommodate students with special dietary needs	◯	◯	◯
Regulations regarding LEA responsibilities - how to communicate/respond to parents	◯	◯	◯
Nutrition - why the meal pattern is what it is	◯	◯	◯
Nutrition - acceptable substitutions to the menu	◯	◯	◯
Nutrition education - educating staff on importance of healthy eating	◯	◯	◯
Nutrition education - nutrition promotion to students and parents	◯	◯	◯
Nutrition education - promoting the National School Lunch Program from a nutrition perspective	◯	◯	◯

Needs Assessment - Directors

Directors - Competency in Nutrition and Nutrition Education Skills

29. Following is the same series of skills/tasks in Nutrition and Nutrition education. Please read through the skills and for each, assess YOUR COMPETENCE or confidence in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Food allergies - knowledge of the top 8 and other common allergies	◯	◯	◯
Gluten-free diet	◯	◯	◯
Regulations regarding Local Educational Authority (LEA) responsibilities to accommodate students with special dietary needs	◯	◯	◯
Regulations regarding LEA responsibilities - how to communicate/respond to parents	◯	◯	◯
Nutrition - why the meal pattern is what it is	◯	◯	◯
Nutrition - acceptable substitutions to the menu	◯	◯	◯
Nutrition education - educating staff on importance of healthy eating	◯	◯	◯
Nutrition education - nutrition promotion to students and parents	◯	◯	◯
Nutrition education - promoting the National School Lunch Program from a nutrition perspective	◯	◯	◯

Needs Assessment - Directors

Directors - Importance of Administration Skills

30. The following is a series of Administrative skills/tasks. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Knowledge of and preparation for the new administrative review process	◯	◯	◯
Financial management - how to make money and stay afloat	◯	◯	◯
Financial management - creative ways to increase revenue	◯	◯	◯
Financial management - how to communicate financial information to the school board/LEA administration	◯	◯	◯
Financial management - new NSLP reporting requirements (budgeting and Profit & Loss)	◯	◯	◯
Personnel management - how to create a positive work environment	◯	◯	◯
Personnel management - how to address/correct negative attitudes in employees	◯	◯	◯
Personnel management - communication – what, how and to whom	◯	◯	◯
Personnel management - how to manage a work force that is multi-lingual - particularly if communication needs to be in another language(s)	◯	◯	◯
Personnel management - how to effectively work with unions (documenting and follow through of disciplinary actions; negotiations; working with LEA administration in preparation for contract negotiations, effective relationships with union management)	◯	◯	◯
USDA Smart Snacks – what are they, what qualifies, and how do Smart Snacks fit within MA requirements	◯	◯	◯
District wide charge policy – how to draft, communicate, and enforce an effective policy	◯	◯	◯
Methods/skills needed for effective training of staff	◯	◯	◯

Needs Assessment - Directors

Directors - Competency in Administration Skills

31. Following is the same series of Administrative knowledge areas and skills/tasks. Please read through the skills and for each, YOUR COMPETENCE or confidence in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Knowledge of and preparation for the new administrative review process	◯	◯	◯
Financial management - how to make money and stay afloat	◯	◯	◯
Financial management - creative ways to increase revenue	◯	◯	◯
Financial management - how to communicate financial information to the school board/LEA administration	◯	◯	◯
Financial management - new NSLP reporting requirements (budgeting and Profit & Loss)	◯	◯	◯
Personnel management - how to create a positive work environment	◯	◯	◯
Personnel management - how to address/correct negative attitudes in employees	◯	◯	◯
Personnel management - communication – what, how and to whom	◯	◯	◯
Personnel management - how to manage a work force that is multi-lingual - particularly if communication needs to be in another language(s)	◯	◯	◯
Personnel management - how to effectively work with unions (documenting and follow through of disciplinary actions; negotiations; working with LEA administration in preparation for contract negotiations, effective relationships with union management)	◯	◯	◯
USDA Smart Snacks – what are they, what qualifies, and how do Smart Snacks fit within MA requirements	◯	◯	◯
District wide charge policy – how to draft, communicate, and enforce an effective policy	◯	◯	◯
Methods/skills needed for effective training of staff	◯	◯	◯

Needs Assessment - Directors

Directors - Importance of Marketing and Communication Skills

32. The following is a series of knowledge areas or skills/tasks in Marketing and Communication. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Marketing - signage	◯	◯	◯
Marketing - how to effectively conduct taste-testing (what, when, frequency)	◯	◯	◯
Marketing - engaging students in program marketing	◯	◯	◯
Marketing - communicating reimbursable meal (what is included, how many components need to be taken, training staff on how to communicate these requirements in positive and effective way)	◯	◯	◯
Marketing - connecting with the classroom to get the entire school involved in NSLP	◯	◯	◯
Championing the new NSLP meal requirements - to staff	◯	◯	◯
Championing the new NSLP meal requirements - to students	◯	◯	◯
Championing the new NSLP meal requirements - to parents	◯	◯	◯
Projecting a professional image	◯	◯	◯
Communicating District activities regarding sustainability and recycling	◯	◯	◯
Requesting assistance from students/parents in support of district sustainability and recycling activities	◯	◯	◯

Needs Assessment - Directors

Directors - Competency in Marketing and Communication Skills

33. Following is the same series of skills/tasks in Marketing and Communication. Please read through the skills and for each, YOUR COMPETENCE or confidence in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Marketing - signage	◯	◯	◯
Marketing - how to effectively conduct taste-testing (what, when, frequency)	◯	◯	◯
Marketing - engaging students in program marketing	◯	◯	◯
Marketing - communicating reimbursable meal (what is included, how many components need to be taken, training staff on how to communicate these requirements in positive and effective way)	◯	◯	◯
Marketing - connecting with the classroom to get the entire school involved in NSLP	◯	◯	◯
Championing the new NSLP meal requirements - to staff	◯	◯	◯
Championing the new NSLP meal requirements - to students	◯	◯	◯
Championing the new NSLP meal requirements - to parents	◯	◯	◯
Projecting a professional image	◯	◯	◯
Communicating District activities regarding sustainability and recycling	◯	◯	◯
Requesting assistance from students/parents in support of district sustainability and recycling activities	◯	◯	◯

Needs Assessment - Directors

Managers

The next set of questions addresses the COMPETENCY OF YOUR MANAGERS in the same four areas: Operations, Nutrition Education, Administration and Marketing and Communication.

Answer the questions based on the competency level of the MAJORITY of your managers.

Needs Assessment - Directors

Managers - Operations

34. Rate your managers' competency in the following Operations skills/tasks (including Food Production and Procurement). Please read through the skills and for each, assess the competency of the MAJORITY of your managers in performing the skill/task to your performance expectations.

	Unsatisfactory	Mostly effective	Highly effective
Basic culinary techniques – how to produce a quality product	◯	◯	◯
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc)	◯	◯	◯
Planning and managing time to get all tasks accomplished	◯	◯	◯
Standardized recipes - how to create a standardized recipe	◯	◯	◯
Standardized recipes - how to read/follow	◯	◯	◯
Standardized recipes - why following standardized recipes is important	◯	◯	◯
Standardized recipes - portion size –how this relates to cost control of program	◯	◯	◯
Production records - how to make the form easy to complete	◯	◯	◯
Production records - how to ensure components are identified appropriately	◯	◯	◯
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	◯	◯	◯
Inventory management - ordering the appropriate quantities of needed foods (avoid over-ordering or under-ordering)	◯	◯	◯
Inventory management - conducting physical inventory counts at end of month	◯	◯	◯
Inventory management - proper storage and rotation of products	◯	◯	◯
Food safety - appropriate holding temperatures	◯	◯	◯
Food safety - proper cooling of food	◯	◯	◯
Food safety - how to avoid cross-contamination during food preparation	◯	◯	◯
Food safety - importance of hand-washing and personal hygiene	◯	◯	◯
Food safety - importance of housekeeping	◯	◯	◯
Food safety - creating a culture of food safety within the organization	◯	◯	◯
Food allergies - know and apply policy regarding student food allergies (how to identify student with which allergies; process for gathering that information from administration; how it is communicated to staff)	◯	◯	◯
Food allergies - actions necessary to prevent cross-contact during storage, preparation, holding and serving food	◯	◯	◯
Work place safety - how to recognize and eliminate safety hazards in the workplace	◯	◯	◯
Work place safety - how to work safely (ergonomics of tasks)	◯	◯	◯
Work place safety - safe lifting practices	◯	◯	◯
How to identify bullying; how to address	◯	◯	◯
Basic first aid – how to deal with choking, allergic reaction, fainting	◯	◯	◯

Needs Assessment - Directors

Managers - Nutrition and Nutrition Education

35. Rate your managers' competency in the following Nutrition Education skills/tasks. Please read through the skills and for each, assess the competency of the MAJORITY of your managers in performing the skill/task to your performance expectations.

	Unsatisfactory	Mostly effective	Highly effective
Food allergies - 8 most common and others	◯	◯	◯
Gluten-free diet	◯	◯	◯
Basic nutrition and the importance of healthy eating	◯	◯	◯

Needs Assessment - Directors

Managers - Administration

36. Rate your managers' competency in the following Administrative skills/tasks. Please read through the skills and for each, assess the competency of the MAJORITY of your managers in performing the skill/task to your performance expectations.

	Unsatisfactory	Mostly effective	Highly effective
Knowledge of the meal pattern and regulations - how to make substitutions within the meal pattern	◯	◯	◯
Knowledge of the meal pattern and regulations - appropriate foods to be sold as al a carte items (USDA Smart Snacks and MA standards)	◯	◯	◯
Knowledge of the meal pattern and regulations - new breakfast meal pattern	◯	◯	◯
Knowledge of the meal pattern and regulations - impact of meal pattern on cost	◯	◯	◯
Knowledge of the meal pattern and regulations - the components of the meal pattern	◯	◯	◯
Financial management - how to read a Profit & Loss report	◯	◯	◯
Financial management - how to convey cost control concepts to employees and how employee behavior affects cost	◯	◯	◯
Financial management - knowledge of District's charging policy – how to communicate; implement; enforce	◯	◯	◯
Knowledge of how to use various technology tools - POS system	◯	◯	◯
Knowledge of how to use various technology tools- word processing software (Word)	◯	◯	◯
Knowledge of how to use various technology tools - spreadsheet software (Excel)	◯	◯	◯
Knowledge of how to use various technology tools- email	◯	◯	◯
Knowledge of how to use various technology tools- social media (Facebook, Twitter, or others)	◯	◯	◯
Knowledge of how to use various technology tools- Collaboration with local IT support services	◯	◯	◯
Waste and theft – how to identify and address waste/theft in the program (whether time, inventory, money, over-portioning)	◯	◯	◯
Personnel management - creating a positive work environment	◯	◯	◯
Personnel management - managing conflict between employees	◯	◯	◯
Personnel management - setting expectations for employees	◯	◯	◯
Personnel management - holding employees accountable for meeting expectations	◯	◯	◯
Personnel management - ensuring employees understand the importance of "following the rules" even if they don't agree with the rule	◯	◯	◯
Personnel management - when and how to appropriately discipline an employee	◯	◯	◯
Personnel management - management of substitute workers	◯	◯	◯

Needs Assessment - Directors

Managers - Marketing and Communication

37. Rate your managers' competency in the following Marketing and Communication skills/tasks. Please read through the skills and for each, assess the competency of the MAJORITY of your managers in performing the skill/task to your performance expectations.

	Unsatisfactory	Mostly effective	Highly effective
Marketing - appealing presentation of food	◯	◯	◯
Marketing - signage	◯	◯	◯
Customer service skills that encourage customers to return	◯	◯	◯
Respectful communication to all (managing diversity)	◯	◯	◯
Effective communication to employees if English is not employee's first language	◯	◯	◯
How to effectively request support from administration (school, district, Director)	◯	◯	◯
Projecting a professional image	◯	◯	◯

Needs Assessment - Directors

Nutrition Assistants

The next set of questions addresses the COMPETENCY OF YOUR NUTRITION ASSISTANTS (or production staff) in the same four areas: Operations, Nutrition Education, Administration and Marketing and Communication.

Answer the questions based on the competency level of the MAJORITY of your nutrition assistants.

Needs Assessment - Directors

Nutrition Assistants - Operations

38. Rate your nutrition assistants' competency in the following Operations skills/tasks. Please read through the skills and for each, assess the competency of the MAJORITY of your nutrition assistants in performing the skill/task to your performance expectations.

	Unsatisfactory	Mostly effective	Highly effective
Basic culinary techniques – how to produce a quality product	◯	◯	◯
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc)	◯	◯	◯
Planning and managing time to get all tasks accomplished	◯	◯	◯
Standardized recipes - how to read/follow	◯	◯	◯
Standardized recipes - why following standardized recipes is important	◯	◯	◯
Standardized recipes - portion size –how this relates to cost control of program	◯	◯	◯
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	◯	◯	◯
Production records - how to complete (completeness and accuracy)	◯	◯	◯
Production records - how to ensure components are identified appropriately	◯	◯	◯
Knowledge of how to use various technology tools - POS system	◯	◯	◯
Knowledge of how to use various technology tools - word processing software (eg. Word)	◯	◯	◯
Knowledge of how to use various technology tools - spreadsheet software (eg. Excel)	◯	◯	◯
Knowledge of how to use various technology tools - email	◯	◯	◯
Knowledge of how to use various technology tools - social media (eg. Facebook, Twitter)	◯	◯	◯
Food safety - appropriate holding temperatures	◯	◯	◯
Food safety - proper cooling of food	◯	◯	◯
Food safety - how to avoid cross-contamination during food preparation	◯	◯	◯
Food safety - importance of hand-washing, glove usage, and personal hygiene	◯	◯	◯
Food safety - importance of housekeeping	◯	◯	◯
Food safety - creating a culture of food safety within the organization	◯	◯	◯
Food allergies - know and apply policy regarding student food allergies (how to identify student with what allergies; process for gathering that information from administration; how it is communicated to staff)	◯	◯	◯
Work place safety - how to recognize and eliminate safety hazards in the workplace	◯	◯	◯
Work place safety - how to work safely (ergonomics of tasks)	◯	◯	◯
Work place safety - safe lifting practices	◯	◯	◯

Needs Assessment - Directors

Nutrition Assistants - Nutrition and Nutrition Education

39. Rate your nutrition assistants' competency in the following Nutrition and Nutrition Education skills/tasks. Please read through the skills and for each, assess the competency of the MAJORITY of your nutrition assistants in performing the skill/task to your performance expectations.

	Unsatisfactory	Mostly effective	Highly effective
Food allergies - 8 most common and others	○	○	○
Gluten-free diet	○	○	○
Basic nutrition and the importance of healthy eating.	○	○	○

Needs Assessment - Directors

Nutrition Assistants - Administration

40. Rate your nutrition assistants' competency in the following Administrative skills/tasks. Please read through the skills and for each, assess the competency of the MAJORITY of your nutrition assistants in performing the skill/task to your performance expectations.

	Unsatisfactory	Mostly effective	Highly effective
Knowledge of the meal pattern and regulations - what are the food groups; components of a reimbursable meal	◯	◯	◯
Knowledge of the meal pattern and regulations - how to recognize a reimbursable meal at register	◯	◯	◯
Knowledge of the meal pattern and regulations - how to communicate to students what they need to take to constitute a reimbursable meal	◯	◯	◯
Knowledge of the regulations - recognizing and stopping overt identification of students Free/Reduced eligibility status	◯	◯	◯
Know and follow regulations regarding a la carte items (USDA Smart Snacks and MA regulations)	◯	◯	◯

Needs Assessment - Directors

Nutrition Assistants - Marketing and Communication

41. Rate your nutrition assistants' competency in the following Marketing and Communication skills/tasks. Please read through the skills and for each, assess the competency of the MAJORITY of your nutrition assistants in performing the skill/task to your performance expectations.

	Unsatisfactory	Mostly effective	Highly effective
Marketing - appealing presentation of food	◯	◯	◯
Marketing - signage	◯	◯	◯
Customer service skills that encourage students to purchase lunch again	◯	◯	◯
Respectful communication to all (managing diversity)	◯	◯	◯
Effective communication to with co-workers who speak a different language than your preferred language	◯	◯	◯
Projecting a professional image	◯	◯	◯
Dealing with uncomfortable situations - how to handle teachers/staff asking for exceptions to the policies	◯	◯	◯
Dealing with uncomfortable situations - how to handle a difficult student	◯	◯	◯
Understanding their role in the National School Lunch Program (and the importance of their role)	◯	◯	◯

Needs Assessment - Directors

Directors - Final Questions

42. Please identify 3 training topics that are the highest priority for you as a Director (either from the previous topics or some other topic).

1.
2.
3.

43. Please identify 3 training topics that are the highest priority for your staff (either from the above or some other topic)

1.
2.
3.

44. As a Director, please comment on the following statement: "Often, I have the knowledge to provide the training to my staff, but don't have the time to develop the class/training materials. If I had a training plan and the materials – I could easily provide the training to my staff."

45. Please provide any comments, concerns, or suggestions you have about training needs, topics, or the manner in which training is provided that has not already been addressed.

Needs Assessment - Directors

End of Survey

Thank you for your time and your input on the training needs of your District!

The results of this survey will serve to guide ESE, JSI, and its training partners in the development of workshops and programs to assist with your program operations and management.

If you would like to be entered into a raffle for a free JSI Workshop to Go, please provide your name and contact information below (next three questions). If you do not wish to enter your name into the raffle, please click on the DONE box below.

46. Enter your first name.

47. Enter your last name.

48. Contact info: Please provide either an email address or a 10 digit phone number where you can be reached.

Manager and Nutrition Assistant Survey Questionnaire

Needs Assessment - Managers and Nutrition Assistants

Instructions:

The John C. Stalker Institute of Food and Nutrition (JSI), in partnership with the Massachusetts Department of Elementary and Secondary Education (ESE), Office for Nutrition Programs and Services, is conducting this needs assessment survey to gather input on your needs and wants for training and professional development.

Please complete the following survey and tell us about your training needs and how best to provide the training. If you need help with the survey call upon your director or manager. It is completely acceptable to ask for assistance.

Completion is voluntary and you can stop the survey at any time. No personal identifying information will be included in the report. Your manager or director will not see your specific answers.

Thoughtfully respond to each of the following questions by clicking on your selected answer. Carefully read the instructions for each section as they will vary slightly. When you complete each section click on the NEXT button. When you have reached the end of the survey, click on the DONE button.

Thank you for your time completing this survey.

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Needs Assessment - Managers and Nutrition Assistants

Experience

1. The number of years I have been in my current position is

- ◯ Less than one year
- ◯ 1 to 3 years
- ◯ 4 to 5 years
- ◯ 6 to 10 years
- ◯ 11 - 15 years
- ◯ 16 - 20 years
- ◯ 21+ years

2. The number of years I have worked in school nutrition services is

- ◯ Less than one year
- ◯ 1 to 3 years
- ◯ 4 to 5 years
- ◯ 6 to 10 years
- ◯ 11 - 15 years
- ◯ 16 - 20 years
- ◯ 21+ years

Needs Assessment - Managers and Nutrition Assistants

School Information

3. The grades in my school include (check all that apply)

- ☐ Pre-kindergarten
- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade
- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade
- ☐ School ungraded for Residential Child Care Institutions (RCCI)

4. The number of students in my school (or schools if manager of multiple sites) is

- ○ Fewer than 100 students
- ○ 101 to 300 students
- ○ 301 to 500 students
- ○ 501 to 750 students
- ○ 751 to 1,000 students
- ○ 1,001 to 3,000 students
- ○ 3,001 to 5,000 students
- ○ 5,001 or greater

Needs Assessment - Managers and Nutrition Assistants

Education

5. The language I prefer to speak at home (or most fluently) is

- ◯ English
- ◯ Spanish
- ◯ Portugese
- ◯ Korean
- ◯ Mandarin
- ◯ Cantonese
- ◯ German
- ◯ French
- ◯ Other (please specify)

6. I currently have the following certifications/registrations (choose all that apply)

- ☐ ServSafe Certification (or equivalent food safety certification)
- ☐ SNA Level 1 Certificate in School Nutrition
- ☐ SNA Level 2 Certificate in School Nutrition
- ☐ SNA Level 3 Certificate in School Nutrition
- ☐ SNA School Nutrition Specialist (SNS)
- ☐ JSI Certificate in Excellence in Child Nutrition
- ☐ Licensed and/or Registered Dietitian (LD/LDN/RD/RDN)
- ☐ None of the Above

Other (please specify)

Needs Assessment - Managers and Nutrition Assistants

***7. The highest level of education I have completed is**

- ◯ Some High School
- ◯ High School Diploma or GED
- ◯ Some undergraduate college courses
- ◯ Associate's Degree
- ◯ Bachelor's Degree
- ◯ Some graduate level courses
- ◯ Graduate degree

Needs Assessment - Managers and Nutrition Assistants

8. My graduate degree(s) is

- [ ] MS
- [ ] MEd
- [ ] MA
- [ ] MBA
- [ ] PhD or other doctoral degree
- [ ] Other
- [ ] Specify the major for your degree or the 'other' degree

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Needs Assessment - Managers and Nutrition Assistants

Union Status

9. In my District,

- ◯ All nutrition assistants are members of a union such as American Federation of State, County, and Municipal Employees (AFSME) or Service Employees International Union (SEIU).
- ◯ All managers of single schools are members of the same union as the nutrition assistants.
- ◯ Managers (or Coordinators) of multiple schools are members of the same union.
- ◯ There is no union in our district.

Employees are members of a union other than AFSME or SEIU. Please indicate which union.

Needs Assessment - Managers and Nutrition Assistants

National School Lunch Program (NSLP) Management

***10. The National School Lunch Program (NSLP) in our District is**

- ◯ Self-operated
- ◯ Managed by a Food Service Management Company

Needs Assessment - Managers and Nutrition Assistants

Contract Company

11. My Food Service Management Company is

- ◯ Sodexo
- ◯ Aramark
- ◯ Chartwells
- ◯ Whitsons

Other (please specify)

12. The employees in our District are

- ◯ employees of the town
- ◯ employees of the management company
- ◯ a mix of town and management company employees

Needs Assessment - Managers and Nutrition Assistants

Training Effectiveness

13. Please rate the effectiveness of the various training methods. If you have not participated in one of the choices, please choose the 'have not participated' response.

	Have not participated	Not effective	Somewhat effective	Very effective
Workshops (small group, interactive)	◯	◯	◯	◯
Watching a video	◯	◯	◯	◯
Online, computer based training (with a formal schedule of assignments/deadlines)	◯	◯	◯	◯
Online, computer based training - self-paced completion	◯	◯	◯	◯
Classroom lecture	◯	◯	◯	◯
Webinars	◯	◯	◯	◯

Other effective methods (please specify)

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Needs Assessment - Managers and Nutrition Assistants

Training Opportunities

14. I would be willing to attend a workshop outside of normal working hours such as a(n)

	Never	Unlikely	Maybe	Yes
Saturday workshop	◯	◯	◯	◯
Afternoon workshop	◯	◯	◯	◯
Evening workshop	◯	◯	◯	◯
During a school or summer vacation	◯	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Perceptions of Training

15. Please indicate your level of agreement with the following statements regarding training in your district.

	Disagree	Somewhat agree	Strongly agree
My district doesn't have the budget to pay for training.	◯	◯	◯
I don't have time to attend training during my work day.	◯	◯	◯
My Director encourages me to attend training.	◯	◯	◯
The training I receive is not useful because it is too basic.	◯	◯	◯
The training I receive is not useful because it is too complicated.	◯	◯	◯
The training I receive is not useful because it is not on the topics I need.	◯	◯	◯
The training I receive is not useful because too much information is given in training time.	◯	◯	◯
The training I receive is not useful because our management doesn't provide me with the tools (time, equipment, authority) I need to implement the training I receive.	◯	◯	◯
I am asked to attend training outside of my usual working hours and I am paid for attending.	◯	◯	◯
I am asked to attend training outside of my usual working hours but I do not get paid for my time.	◯	◯	◯
In general, I do not get enough training.	◯	◯	◯
My district has a thorough training plan to meet the needs of the employees.	◯	◯	◯
The district-wide training plan is communicated to us and training occurs according to the plan.	◯	◯	◯
I get the right training at the right time.	◯	◯	◯
Training is provided at convenient locations.	◯	◯	◯
Training is provided at convenient times.	◯	◯	◯
Training is done too frequently.	◯	◯	◯
I need more training.	◯	◯	◯
My Director provides most of our training.	◯	◯	◯
An outside organization/person provides most of our training.	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Job Title

***16. I am a**

- ◯ Manager/Coordinator of multiple schools
- ◯ Manager of a single school
- ◯ Nutrition Assistant (School Nutrition Association term for employees working in a cafeteria who are not in a management position).

Needs Assessment - Managers and Nutrition Assistants

Managers - Sites and Employees

17. The number of sites I manage (main school(s) and satellites) totals

- ◯ 1
- ◯ 2 – 3
- ◯ 4 - 7
- ◯ 8 - 10
- ◯ 11 - 15
- ◯ 16 - 30
- ◯ 31 - 50
- ◯ 51 or more

18. The number of staff members I manage (including cooks, office personnel, part-time workers, and full-time workers) totals

- ◯ 1
- ◯ 2 – 3
- ◯ 4 - 7
- ◯ 8 - 10
- ◯ 11 - 15
- ◯ 16 - 30
- ◯ 31 - 50
- ◯ 51 or more

Needs Assessment - Managers and Nutrition Assistants

Instructions

The next set of questions are grouped into the four skill sets identified in the School Nutrition Association's Keys to Excellence.

•Key Area 1 - Operations
•Key Area 2 - Nutrition, Nutrition Education and Physical Activity
•Key Area 3 - Administration
•Key Area 4 - Marketing and Communications

There are two questions on each key area. The first question asks how IMPORTANT the skill is for you to successfully perform your job. The second question asks how CONFIDENT you are in your performance of these same skills/activities.

Needs Assessment - Managers and Nutrition Assistants

Managers - Importance of Operations Skills

19. The following is a series of skills/tasks in Operations (including Food Production and Procurement). Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform YOUR job.

	Not needed	Somewhat needed	Much needed
Basic culinary techniques – how to produce a quality product	◯	◯	◯
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc)	◯	◯	◯
Planning and managing time to get all tasks accomplished	◯	◯	◯
Standardized recipes - how to create a standardized recipe	◯	◯	◯
Standardized recipes - how to read/follow	◯	◯	◯
Standardized recipes - why following standardized recipes is important	◯	◯	◯
Standardized recipes - portion size –how this relates to cost control of program	◯	◯	◯
Production records - how to make the form easy to complete	◯	◯	◯
Production records - how to ensure components are identified appropriately	◯	◯	◯
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	◯	◯	◯
Inventory management - ordering the appropriate quantities of needed foods (avoid over-ordering or under-ordering)	◯	◯	◯
Inventory management - conducting physical inventory counts at end of month	◯	◯	◯
Inventory management - proper storage and rotation of products	◯	◯	◯
Food safety - appropriate holding temperatures	◯	◯	◯
Food safety - proper cooling of food	◯	◯	◯
Food safety - how to avoid cross-contamination during food preparation	◯	◯	◯
Food safety - importance of hand-washing and personal hygiene	◯	◯	◯
Food safety - importance of housekeeping	◯	◯	◯
Food safety - creating a culture of food safety within the organization	◯	◯	◯
Food allergies - know and apply policy regarding student food allergies (how to identify student with which allergies; process for gathering that information from administration; how it is communicated to staff)	◯	◯	◯
Food allergies - actions necessary to prevent cross-contact during storage, preparation, holding and serving food	◯	◯	◯
Work place safety - how to recognize and eliminate safety hazards in the workplace	◯	◯	◯
Work place safety - how to work safely (ergonomics of tasks)	◯	◯	◯
Work place safety - safe lifting practices	◯	◯	◯
How to identify bullying; how to address	◯	◯	◯
Basic first aid – how to deal with choking, allergic reaction, fainting	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Managers - Competency in Operation Skills

20. Following is the same series of skills/tasks in Operations (including Food Production and Procurement). Please read through the skills and for each, assess YOUR CONFIDENCE in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Basic culinary techniques – how to produce a quality product	◯	◯	◯
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc)	◯	◯	◯
Planning and managing time to get all tasks accomplished	◯	◯	◯
Standardized recipes - how to create a standardized recipe	◯	◯	◯
Standardized recipes - how to read/follow	◯	◯	◯
Standardized recipes - why following standardized recipes is important	◯	◯	◯
Standardized recipes - portion size –how this relates to cost control of program	◯	◯	◯
Production records - how to make the form easy to complete	◯	◯	◯
Production records - how to ensure components are identified appropriately	◯	◯	◯
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	◯	◯	◯
Inventory management - ordering the appropriate quantities of needed foods (avoid over-ordering or under-ordering)	◯	◯	◯
Inventory management - conducting physical inventory counts at end of month	◯	◯	◯
Inventory management - proper storage and rotation of products	◯	◯	◯
Food safety - appropriate holding temperatures	◯	◯	◯
Food safety - proper cooling of food	◯	◯	◯
Food safety - how to avoid cross-contamination during food preparation	◯	◯	◯
Food safety - importance of hand-washing and personal hygiene	◯	◯	◯
Food safety - importance of housekeeping	◯	◯	◯
Food safety - creating a culture of food safety within the organization	◯	◯	◯
Food allergies - know and apply policy regarding student food allergies (how to identify student with which allergies; process for gathering that information from administration; how it is communicated to staff)	◯	◯	◯
Food allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	◯	◯	◯
Work place safety - how to recognize and eliminate safety hazards in the workplace	◯	◯	◯
Work place safety - how to work safely (ergonomics of tasks)	◯	◯	◯
Work place safety - safe lifting practices	◯	◯	◯
How to identify bullying; how to address	◯	◯	◯
Basic first aid – how to deal with choking, allergic reaction, fainting	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Managers - Importance of Nutrition and Nutrition Education Skills

21. The following is a series of knowledge areas or skills/tasks in Nutrition and Nutrition Education. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Food allergies - 8 most common and others	◯	◯	◯
Gluten-free diet	◯	◯	◯
Basic nutrition and the importance of healthy eating	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Managers - Competency in Nutrition and Nutrition Education Skills

22. Following is the same series of knowledge areas and skills/tasks in Nutrition and Nutrition Education. Please read through the skills and for each, assess YOUR CONFIDENCE in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Food allergies - 8 most common and others	◯	◯	◯
Gluten-free diet	◯	◯	◯
Basic nutrition and the importance of healthy eating	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Managers - Importance of Administrative Skills

23. The following is a series of Administrative skills/tasks. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Knowledge of the meal pattern and regulations - how to make substitutions within the meal pattern	◯	◯	◯
Knowledge of the meal pattern and regulations - appropriate foods to be sold as al a carte items (USDA Smart Snacks and MA standards)	◯	◯	◯
Knowledge of the meal pattern and regulations - new breakfast meal pattern	◯	◯	◯
Knowledge of the meal pattern and regulations - impact of meal pattern on cost	◯	◯	◯
Knowledge of the meal pattern and regulations - the components of the meal pattern	◯	◯	◯
Financial management - how to read a Profit & Loss report	◯	◯	◯
Financial management - how to convey cost control concepts to employees and how employee behavior affects cost	◯	◯	◯
Financial management - knowledge of District's charging policy – how to communicate; implement; enforce	◯	◯	◯
Knowledge of how to use various technology tools - POS system	◯	◯	◯
Knowledge of how to use various technology tools- word processing software (Word)	◯	◯	◯
Knowledge of how to use various technology tools - spreadsheet software (Excel)	◯	◯	◯
Knowledge of how to use various technology tools- email	◯	◯	◯
Knowledge of how to use various technology tools- social media (Facebook, Twitter, or others)	◯	◯	◯
Knowledge of how to use various technology tools- Collaboration with local IT support services	◯	◯	◯
Waste and Theft – how to identify and address waste/theft in the program (whether time, inventory, money, over-portioning)	◯	◯	◯
Personnel management - creating a positive work environment	◯	◯	◯
Personnel management - managing conflict between employees	◯	◯	◯
Personnel management - setting expectations for employees	◯	◯	◯
Personnel management - holding employees accountable for meeting expectations	◯	◯	◯
Personnel management - ensuring employees understand the importance of "following the rules" even if they don't agree with the rule	◯	◯	◯
Personnel management - when and how to appropriately discipline an employee	◯	◯	◯
Personnel management - management of substitute workers	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Managers - Competency in Administrative Skills

24. Following is the same series of Administrative knowledge areas and skills/tasks. Please read through the skills and for each, assess YOUR CONFIDENCE in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Knowledge of the meal pattern and regulations - how to make substitutions within the meal pattern	◯	◯	◯
Knowledge of the meal pattern and regulations - appropriate foods to be sold as al a carte items (USDA Smart Snacks and MA standards)	◯	◯	◯
Knowledge of the meal pattern and regulations - new breakfast meal pattern	◯	◯	◯
Knowledge of the meal pattern and regulations - impact of meal pattern on cost	◯	◯	◯
Knowledge of the meal pattern and regulations - the components of the meal pattern	◯	◯	◯
Financial management - how to read a Profit & Loss report	◯	◯	◯
Financial management - how to convey cost control concepts to employees and how employee behavior affects cost	◯	◯	◯
Financial management - knowledge of District's charging policy – how to communicate; implement; enforce	◯	◯	◯
Knowledge of how to use various technology tools - POS system	◯	◯	◯
Knowledge of how to use various technology tools- word processing software (Word)	◯	◯	◯
Knowledge of how to use various technology tools - spreadsheet software (Excel)	◯	◯	◯
Knowledge of how to use various technology tools- email	◯	◯	◯
Knowledge of how to use various technology tools- social media (Facebook, Twitter, or others)	◯	◯	◯
Knowledge of how to use various technology tools- Collaboration with local IT support services	◯	◯	◯
Waste and theft – how to identify and address waste/theft in the program (whether time, inventory, money, over-portioning)	◯	◯	◯
Personnel management - creating a positive work environment	◯	◯	◯
Personnel management - managing conflict between employees	◯	◯	◯
Personnel management - setting expectations for employees	◯	◯	◯
Personnel management - holding employees accountable for meeting expectations	◯	◯	◯
Personnel management - ensuring employees understand the importance of "following the rules" even if they don't agree with the rule	◯	◯	◯
Personnel management - when and how to appropriately discipline an employee	◯	◯	◯
Personnel management - management of substitute workers	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Managers - Importance of Marketing and Communication Skills

25. The following is a series of knowledge areas or skills/tasks in Marketing and Communication. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Effective marketing - appealing presentation of food	◯	◯	◯
Effective marketing - signage	◯	◯	◯
Customer service skills that encourage customers to return	◯	◯	◯
Respectful communication to all (managing diversity)	◯	◯	◯
Effective communication to employees if English is not employee's first language	◯	◯	◯
How to effectively request support from administration (school, district, Director)	◯	◯	◯
Projecting a professional image	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Managers - Competency in Marketing and Communication Skills

26. Following is the same series of skills/tasks in Marketing and Communication. Please read through the skills and assess YOUR CONFIDENCE in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Effective marketing - appealing presentation of food	◯	◯	◯
Effective marketing - signage	◯	◯	◯
Customer service skills that encourage customers to return	◯	◯	◯
Respectful communication to all (managing diversity)	◯	◯	◯
Effective communication to employees if English is not employee's first language	◯	◯	◯
How to effectively request support from administration (school, district, Director)	◯	◯	◯
Projecting a professional image	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Managers - Final Questions

27. Please identify 3 training topics that are the highest priority for you as a Manager (either from the previous topics or some other topic).

1.
2.
3.

28. Please identify 3 training topics that are the highest priority for your staff (either from the previous topics or some other topic).

1.
2.
3.

29. Please provide any comments, concerns, or suggestions you have about training needs, topics, or the manner in which training is provided that has not already been addressed.

Needs Assessment - Managers and Nutrition Assistants

Instructions

The next set of questions are grouped into the four skill sets identified in the School Nutrition Association's Keys to Excellence.

•Key Area 1 - Operations
•Key Area 2 - Nutrition, Nutrition Education and Physical Activity
•Key Area 3 - Administration
•Key Area 4 - Marketing and Communications

There are two questions on each key area. The first question asks how IMPORTANT the skill is for you to successfully perform your job. The second question asks how CONFIDENT you are in your performance of these same skills/activities.

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Importance of Operations skills

30. The following is a series of skills/tasks in Operations (including Food Production and Procurement). Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Basic culinary techniques – how to produce a quality product	◯	◯	◯
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc)	◯	◯	◯
Planning and managing time to get all tasks accomplished	◯	◯	◯
Standardized recipes - how to read/follow	◯	◯	◯
Standardized recipes - why following standardized recipes is important	◯	◯	◯
Standardized recipes - portion size –how this relates to cost control of program	◯	◯	◯
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	◯	◯	◯
Production records - how to complete (completeness and accuracy)	◯	◯	◯
Production records - how to ensure components are identified appropriately	◯	◯	◯
Knowledge of how to use various technology tools - POS system	◯	◯	◯
Knowledge of how to use various technology tools - word processing software (eg. Word)	◯	◯	◯
Knowledge of how to use various technology tools - spreadsheet software (eg. Excel)	◯	◯	◯
Knowledge of how to use various technology tools - email	◯	◯	◯
Knowledge of how to use various technology tools - social media (eg. Facebook, Twitter)	◯	◯	◯
Food safety - appropriate holding temperatures	◯	◯	◯
Food safety - proper cooling of food	◯	◯	◯
Food safety - how to avoid cross-contamination during food preparation	◯	◯	◯
Food safety - importance of hand-washing and personal hygiene	◯	◯	◯
Food safety - importance of housekeeping	◯	◯	◯
Food safety - creating a culture of food safety within the organization	◯	◯	◯
Food allergies - know and apply policy regarding student food allergies (how to identify student with what allergies; process for gathering that information from administration; how it is communicated to staff)	◯	◯	◯
Work place safety - how to recognize and eliminate safety hazards in the workplace	◯	◯	◯
Work place safety - how to work safely (ergonomics of tasks)	◯	◯	◯
Work place safety - safe lifting practices	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Competency in Operations skills

31. Following is the same series of skills/tasks in Operations (including Food Production and Procurement). Please read through the skills and for each, assess YOUR CONFIDENCE in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Basic culinary techniques – how to produce a quality product	◯	◯	◯
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc)	◯	◯	◯
Planning and managing time to get all tasks accomplished	◯	◯	◯
Standardized recipes - how to read/follow	◯	◯	◯
Standardized recipes - why following standardized recipes is important	◯	◯	◯
Standardized recipes - portion size –how this relates to cost control of program	◯	◯	◯
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	◯	◯	◯
Production records - how to complete (completeness and accuracy)	◯	◯	◯
Production records - how to ensure components are identified appropriately	◯	◯	◯
Knowledge of how to use various technology tools - POS system	◯	◯	◯
Knowledge of how to use various technology tools - word processing software (eg. Word)	◯	◯	◯
Knowledge of how to use various technology tools - spreadsheet software (eg. Excel)	◯	◯	◯
Knowledge of how to use various technology tools - email	◯	◯	◯
Knowledge of how to use various technology tools - social media (eg. Facebook, Twitter)	◯	◯	◯
Food safety - appropriate holding temperatures	◯	◯	◯
Food safety - proper cooling of food	◯	◯	◯
Food safety - how to avoid cross-contamination during food preparation	◯	◯	◯
Food safety - importance of hand-washing and personal hygiene	◯	◯	◯
Food safety - importance of housekeeping	◯	◯	◯
Food safety - creating a culture of food safety within the organization	◯	◯	◯
Food allergies - know and apply policy regarding student food allergies (how to identify student with what allergies; process for gathering that information from administration; how it is communicated to staff)	◯	◯	◯
Work place safety - how to recognize and eliminate safety hazards in the workplace	◯	◯	◯
Work place safety - how to work safely (ergonomics of tasks)	◯	◯	◯
Work place safety - safe lifting practices	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Importance of Nutrition and Nutrition Education skil...

32. The following is a series of knowledge areas or skills/tasks in Nutrition and Nutrition Education. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Food allergies - 8 most common and others	◯	◯	◯
Gluten-free diet	◯	◯	◯
Basic nutrition and the importance of healthy eating	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Competency in Nutrition and Nutrition Education

33. Following is the same series of knowledge areas and skills/tasks in Nutrition and Nutrition Education. Please read through the skills and for each, assess YOUR CONFIDENCE in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Food allergies - 8 most common and others	○	○	○
Gluten-free diet	○	○	○
Basic nutrition and the importance of healthy eating	○	○	○

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Importance of Administrative skills

34. The following is a series of Administrative skills/tasks. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Knowledge of the meal pattern and regulations - what are the food groups; components of a reimbursable meal	◯	◯	◯
Knowledge of the meal pattern and regulations - how to recognize a reimbursable meal at register	◯	◯	◯
Knowledge of the meal pattern and regulations - how to communicate to students what they need to take to constitute a reimbursable meal	◯	◯	◯
Knowledge of the regulations - recognizing and stopping overt identification of students Free/Reduced eligibility status	◯	◯	◯
Know and follow regulations regarding a la carte items (USDA Smart Snacks and MA regulations)	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Competency in Administrative Skills

35. Following is the same series of Administrative knowledge areas and skills/tasks. Please read through the skills and for each, assess YOUR CONFIDENCE in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Knowledge of the meal pattern and regulations - what are the food groups; components of a reimbursable meal	◯	◯	◯
Knowledge of the meal pattern and regulations - how to recognize a reimbursable meal at register	◯	◯	◯
Knowledge of the meal pattern and regulations - how to communicate to students what they need to take to constitute a reimbursable meal	◯	◯	◯
Knowledge of the regulations - recognizing and stopping overt identification of students Free/Reduced eligibility status	◯	◯	◯
Know and follow regulations regarding a la carte items (USDA Smart Snacks and MA regulations)	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Importance of Marketing and Communication Skills

36. The following is a series of knowledge areas or skills/tasks in Marketing and Communication. Please read through the skills and for each, indicate how IMPORTANT you think each skill is for YOU to successfully perform your job.

	Not needed	Somewhat needed	Much needed
Marketing - appealing presentation of food	◯	◯	◯
Marketing - signage	◯	◯	◯
Customer service skills that encourage students to purchase lunch again	◯	◯	◯
Respectful communication to all (managing diversity)	◯	◯	◯
Effective communication with co-workers who speak a different language than your preferred language	◯	◯	◯
Projecting a professional image	◯	◯	◯
Dealing with uncomfortable situations - how to handle teachers/staff asking for exceptions to the policies	◯	◯	◯
Dealing with uncomfortable situations - how to handle a difficult student	◯	◯	◯
Understanding my role in the National School Lunch Program (and the importance of my role)	◯	◯	◯

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Competency in Marketing and Communication Skills

37. Following is the same series of skills/tasks in Marketing and Communication. Please read through the skills and for each, assess YOUR CONFIDENCE in performing the skill/task.

	Not confident	Somewhat confident	Very confident
Marketing - appealing presentation of food	○	○	○
Marketing - signage	○	○	○
Customer service skills that encourage students to purchase lunch again	○	○	○
Respectful communication to all (managing diversity)	○	○	○
Effective communication with co-workers who speak a different language than your preferred language	○	○	○
Projecting a professional image	○	○	○
Dealing with uncomfortable situations - how to handle teachers/staff asking for exceptions to the policies	○	○	○
Dealing with uncomfortable situations - how to handle a difficult student	○	○	○
Understanding my role in the National School Lunch Program (and the importance of my role)	○	○	○

Needs Assessment - Managers and Nutrition Assistants

Nutrition Assistants - Final Questions

38. Please identify 3 training topics that are the highest priority for you (either from the previous topics or some other topic).

1.
2.
3.

39. Please provide any comments, concerns, or suggestions you have about training needs, topics, or the manner in which training is provided that has not already been addressed.

Needs Assessment - Managers and Nutrition Assistants

End of Survey

Thank you for taking your time to complete the survey. Your input will help to advance School Nutrition Services in Massachusetts.

Survey Data Analysis

There were 245 surveys returned (120 directors and 125 manager/nutrition assistants). Respondents did not have to answer every question. Each question below has the number of responses provided for that question.

Figure 1

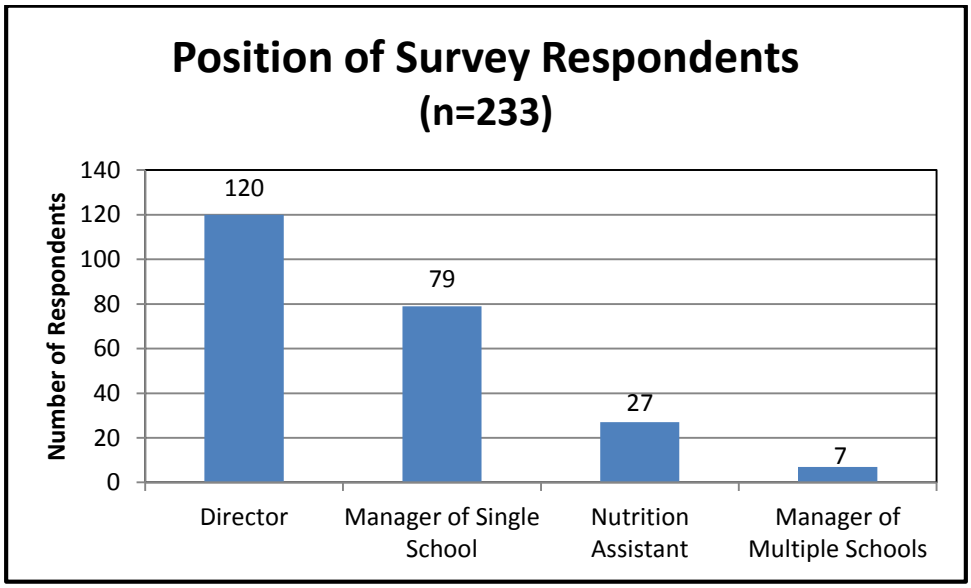


Figure 2

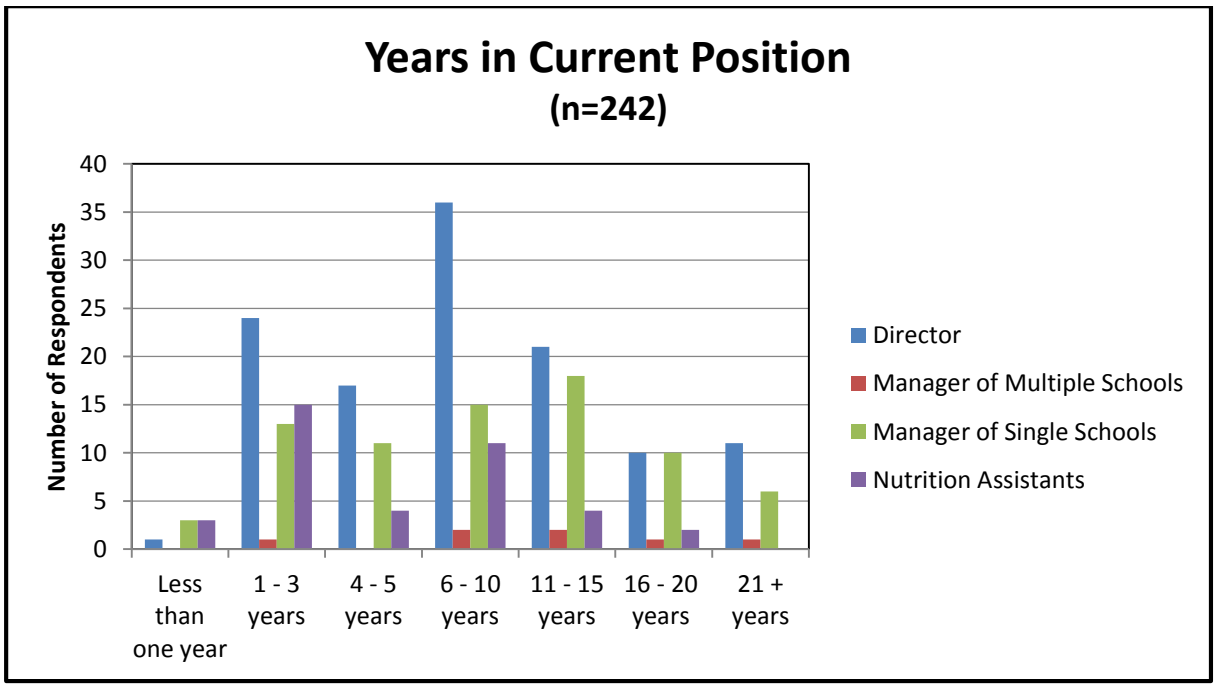


Figure 3

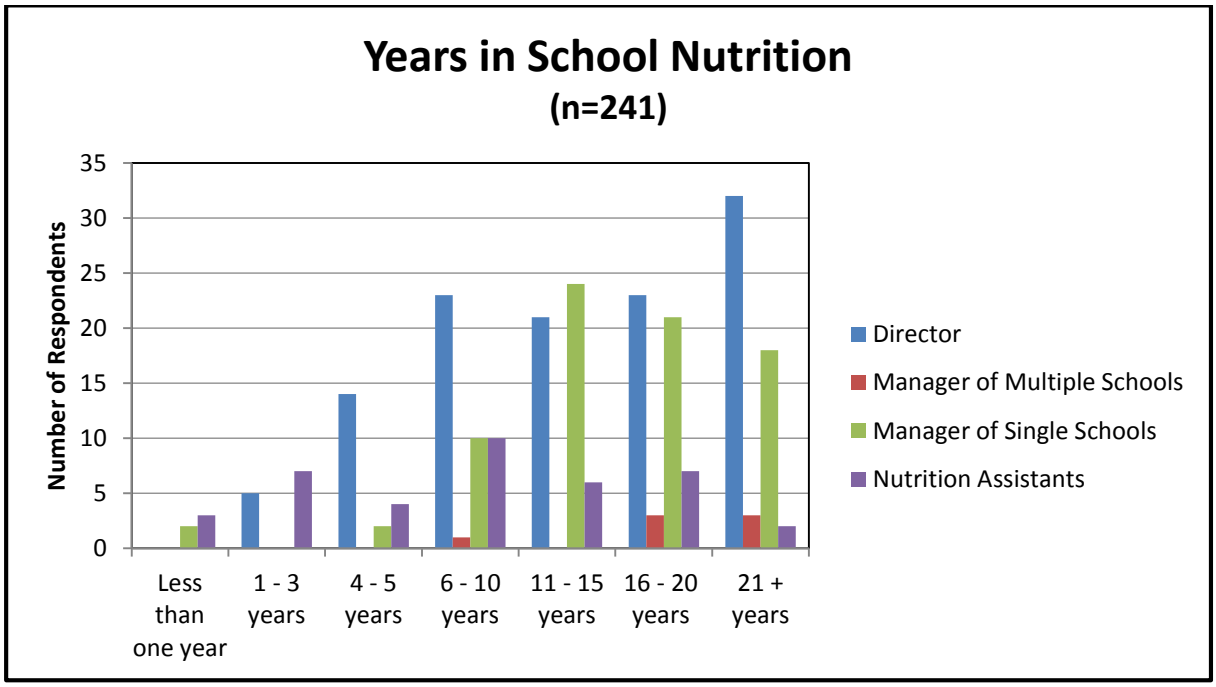


Figure 4: Directors only

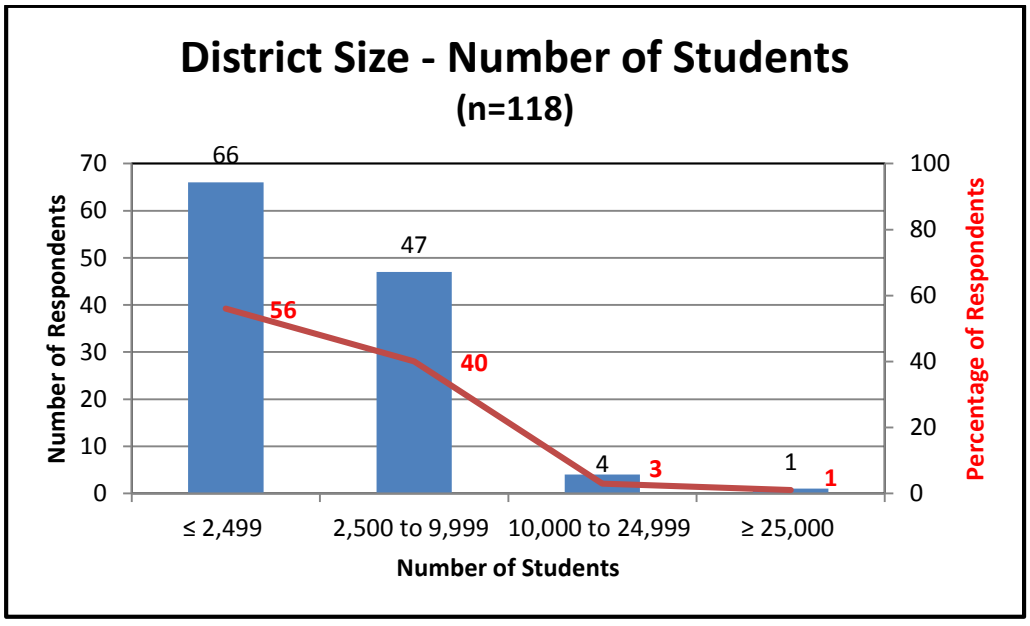


Figure 5: Directors only

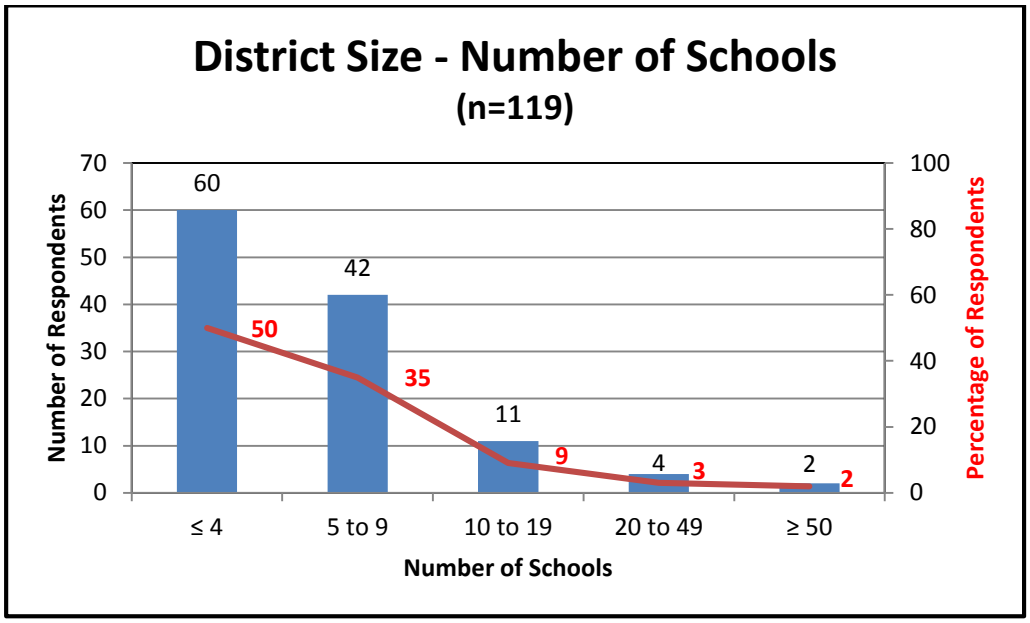


Figure 6: Directors only

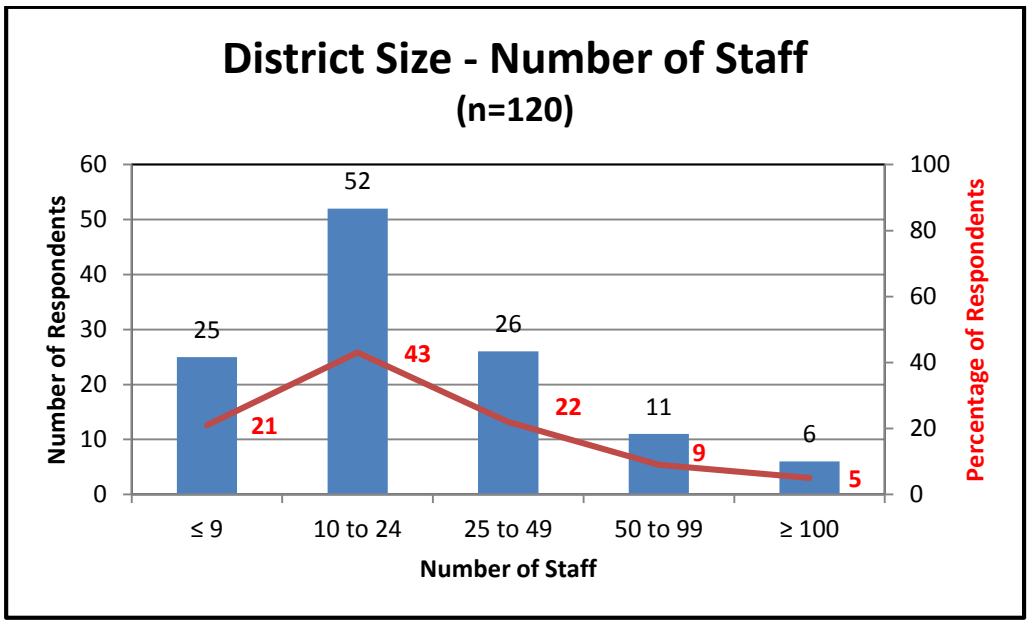


Figure 7

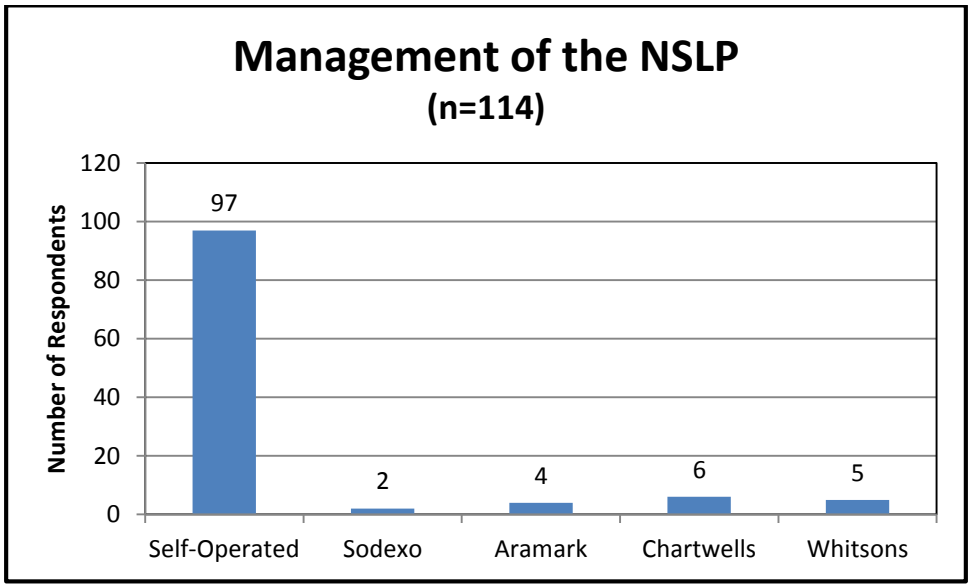
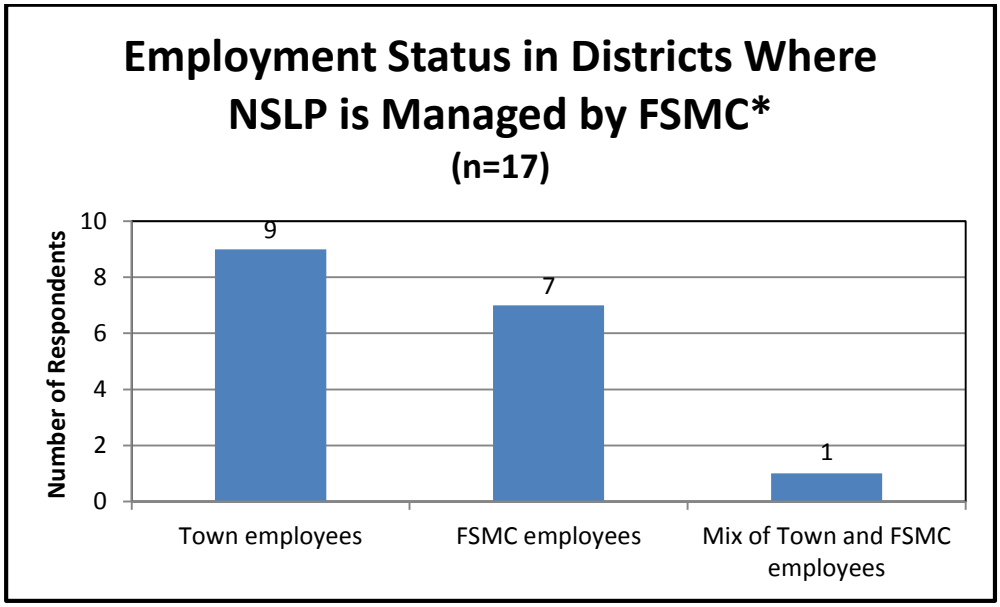


Figure 8



***FSMC = Food Service Management Company – this question was only answered by those directors who identified their district was managed by a FSMC**

Figure 9

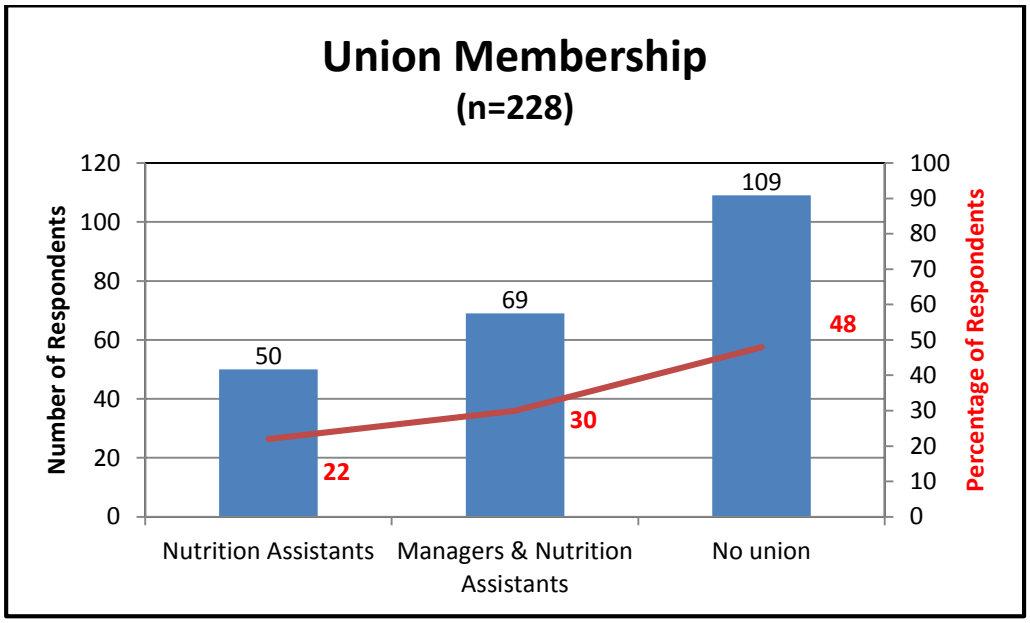

Union Membership
(n=228)
Number of Respondents
Percentage of Respondents
120
100
80
60
40
20
0
100
90
80
70
60
50
40
30
20
10
0
50
69
109
22
30
48
Nutrition Assistants
Managers & Nutrition Assistants
No union

Figure 10

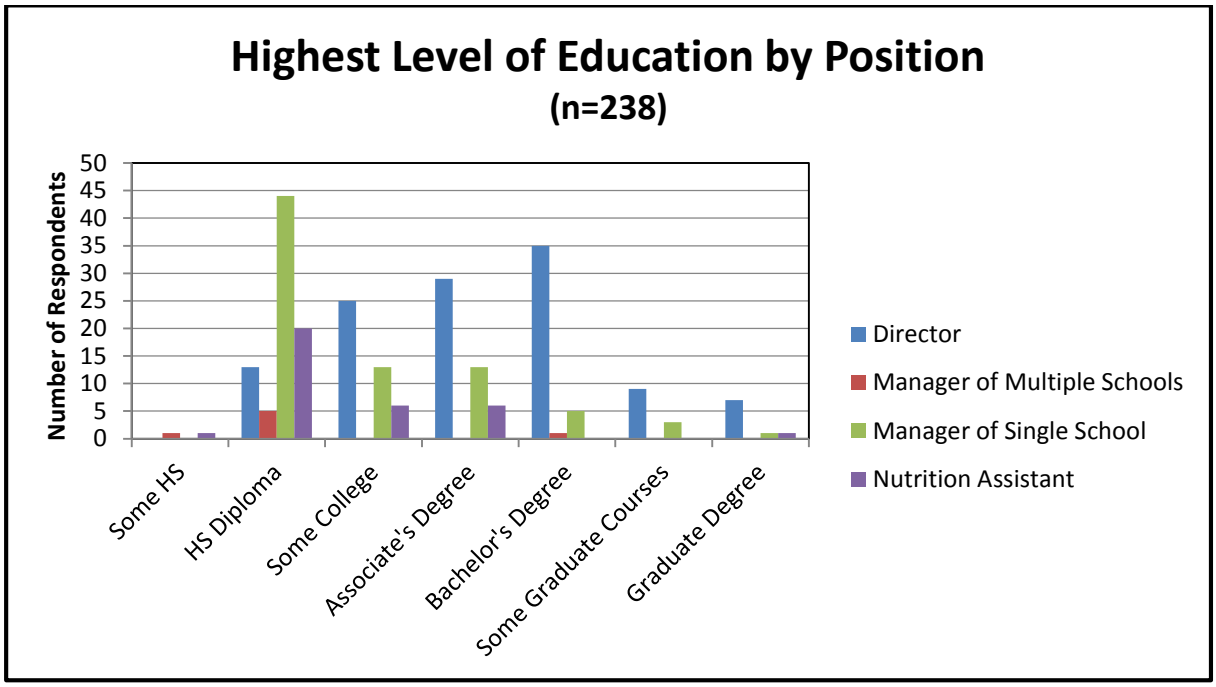


Figure 11

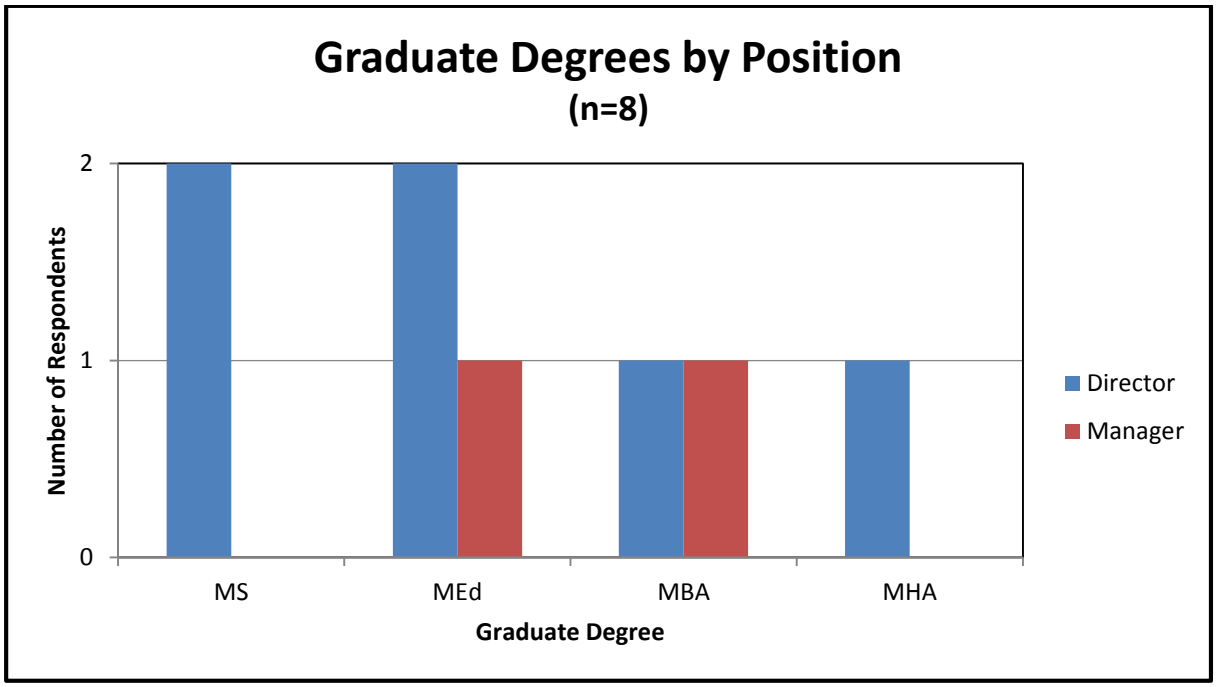


Figure 12

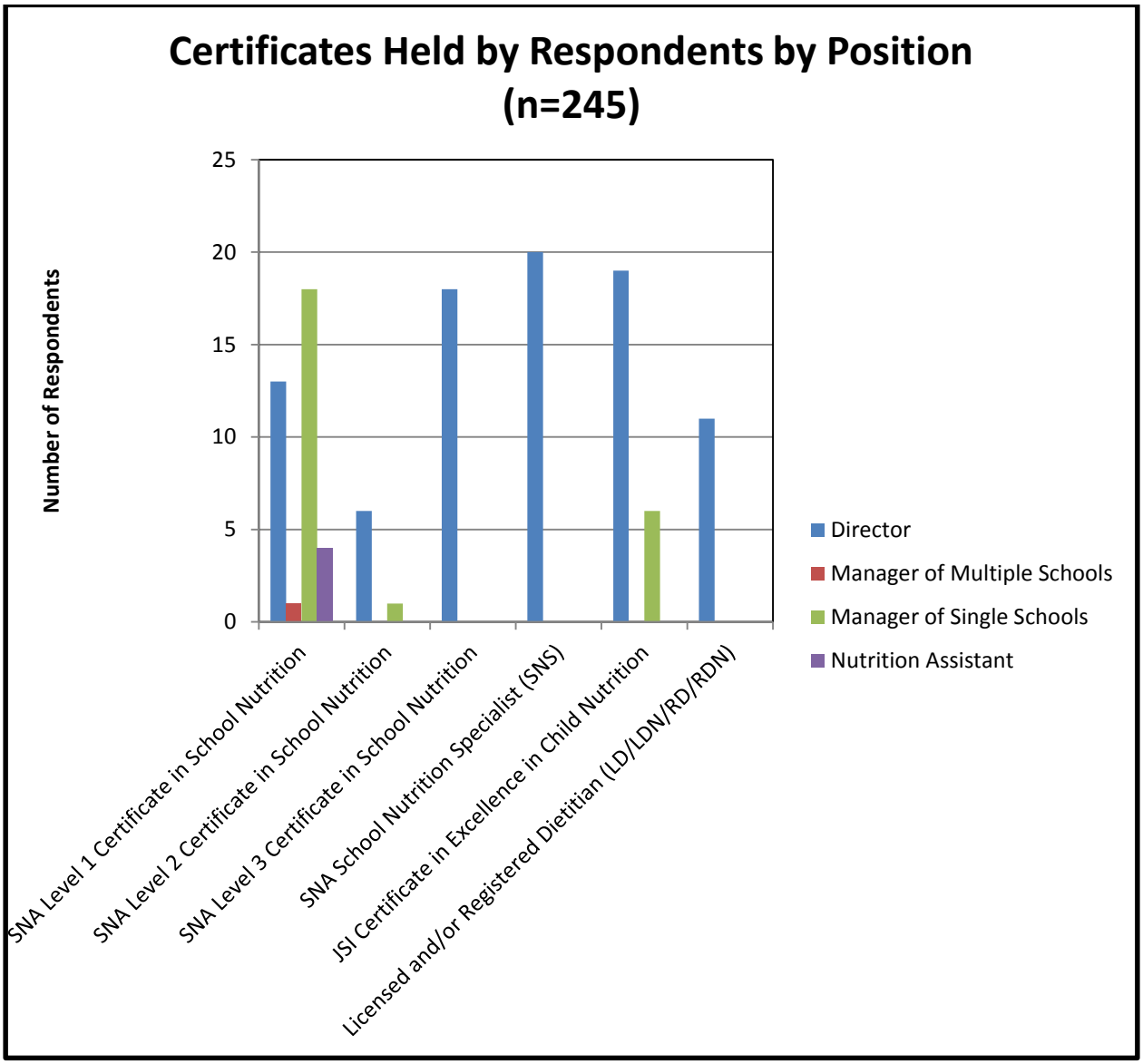

Certificates Held by Respondents by Position
(n=245)
Number of Respondents
25
20
15
10
5
0
SNA Level 1 Certificate in School Nutrition
SNA Level 2 Certificate in School Nutrition
SNA Level 3 Certificate in School Nutrition
SNA School Nutrition Specialist (SNS)
JSI Certificate in Excellence in Child Nutrition
Licensed and/or Registered Dietitian (LD/LDN/RD/RDN)
Director
Manager of Multiple Schools
Manager of Single Schools
Nutrition Assistant

Figure 13

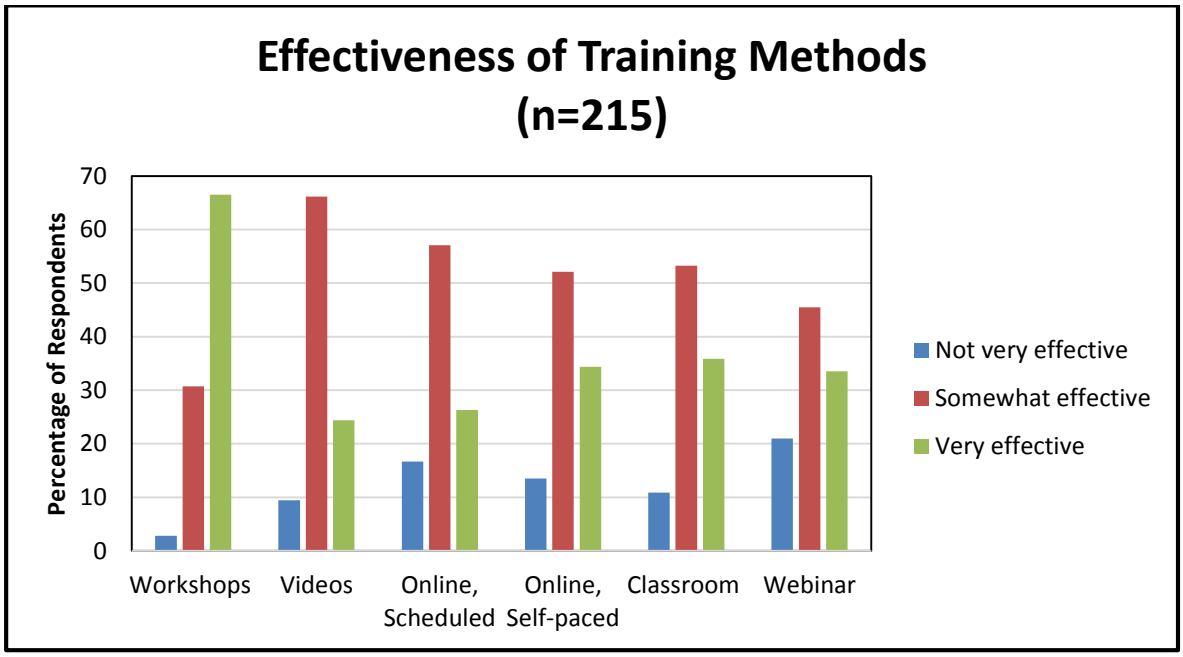


Figure 14

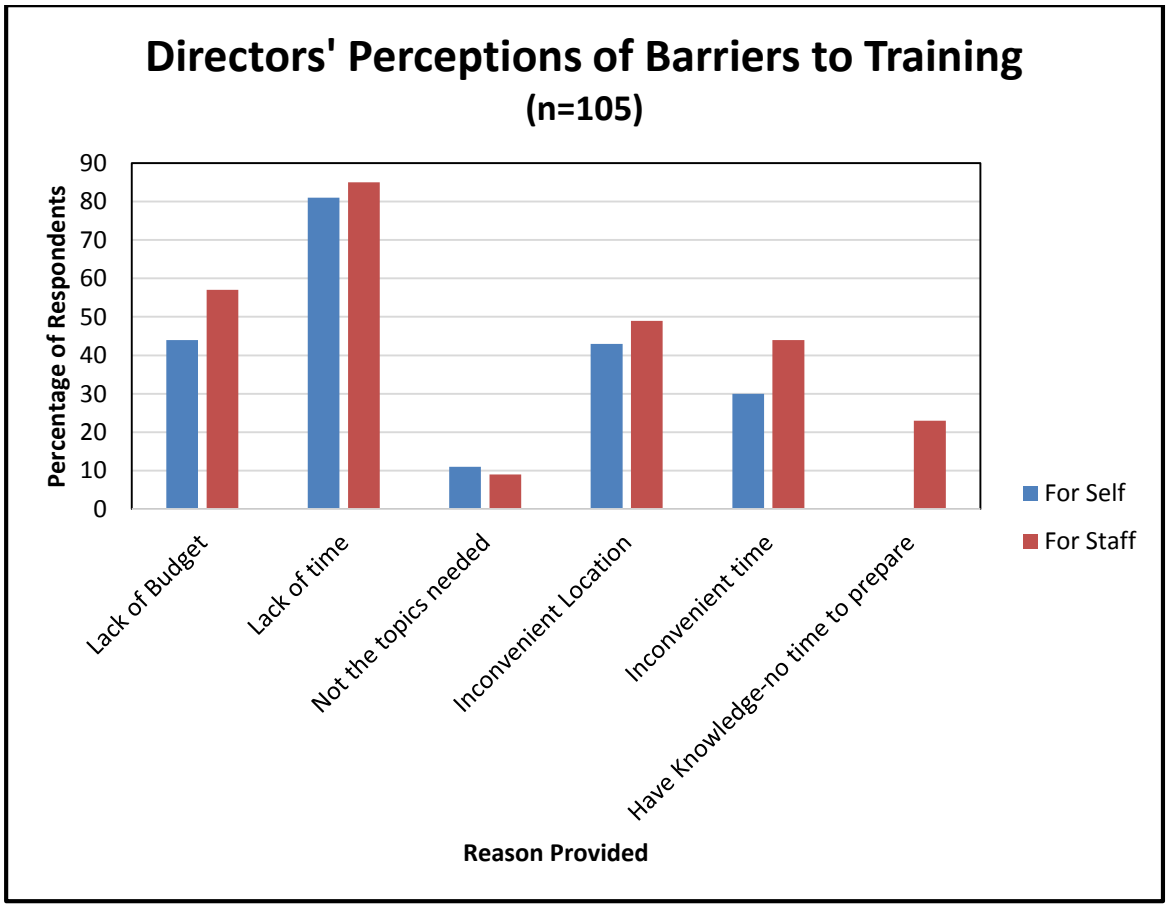


Figure 15

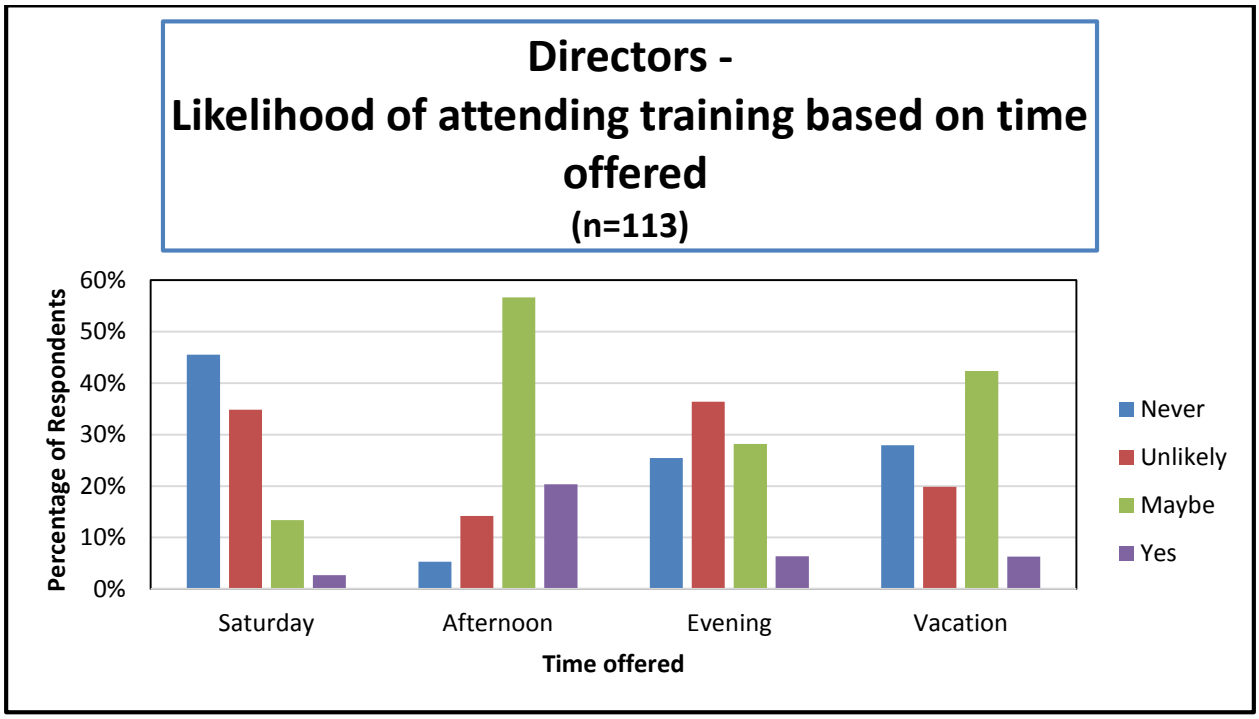


Figure 16

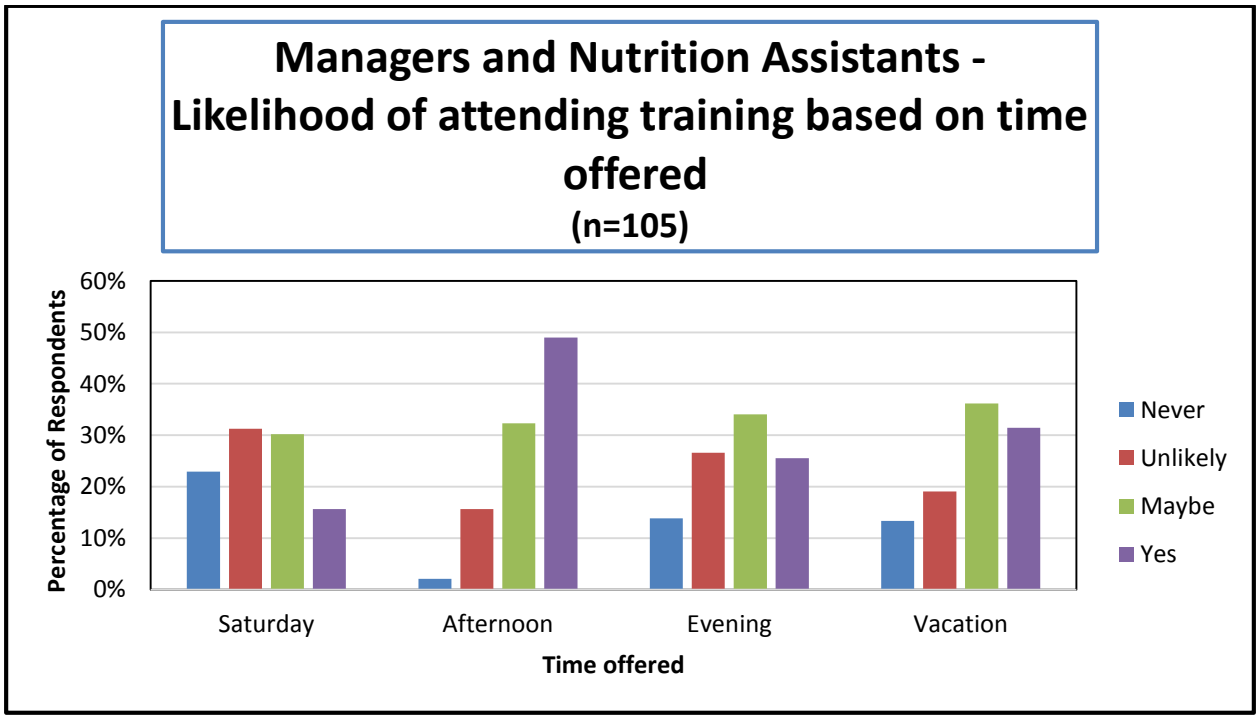


Figure 17

Managers' and Nutrition Assistants' Perceptions of Training in their District

	Level of Agreement			
Statement regarding training	**Strongly disagree**	**Somewhat agree**	**Strongly agree**	**Category**
My district doesn't have the budget to pay for training	33	50	17	Money
I don't have time to attend training during my work day	13	45	41	Time
My Director encourages us to attend training	10	31	58	Management
The training I receive is not useful because it is too basic	73	23	4	Quality
The training I receive is not useful because it is too complicated	87	11	2	Quality
The training I receive is not useful because it is not on the topics I need	70	30	0	Quality/ Management
The training I receive is not useful because too much information is given in the training time.	77	18	5	Quality
The training I receive is not useful because my management doesn't provide me with the tools (time, equipment, autonomy) I need to implement the training I receive	66	27	7	Management
I am asked to attend training outside of our usual working hours, and I get paid for attending	38	22	41	Management/ money
I am asked to attend training outside of my usual working hours but I do not get paid for attending	71	17	12	Management/ money
In general, I do not get enough training	63	28	9	Management
We need more training	32	52	16	Management/ money
My district has a thorough training plan to meet the needs of the employees.	31	41	27	Management
The district-wide training plan is communicated to us and training occurs according to the plan.	32	40	28	Management
I get the right training at the right time.	22	47	31	Management/ Quality
Training is provided at convenient locations	17	51	32	Location
Training is provided at convenient times	16	55	29	Time
Training is done too frequently	79	15	6	Time/ Management
My Director provides most of our training	29	41	30	
Outside organizations/people provide most of our training	35	39	25	

The pair of statements highlighted in yellow are opposite statements and should have opposite responses if responders were consistent. The pair of statements highlighted in blue are similar statements that should have similar responses if responders were consistent.

Figure 18

Director Perceived Gap Analysis: The difference between how directors rated the **importance** of a skill in the performance of their job versus their **competence** in the skill.

Importance: Scale is 1 – 3: 1 is Not Needed; 2 is Somewhat Needed; 3 is Much Needed (Directors who are employees of FSMC also had the option of 0 for Not Applicable as task/skill is performed/supported by the FSMC corporate office)

Competence: Scale is 1 – 3: 1 is Not Confident; 2 is Somewhat Confident; 3 is Very Confident

Operations Skills (including Food Production and Procurement)	Importance	Competence	Difference	p-value
Basic culinary techniques	2.4	2.7	-0.3	**0.000**
Menu planning and recipe development - buying one product that can be used in multiple ways and/or multiple recipes	2.6	2.7	-0.1	0.083
Menu planning and recipe development - standardizing recipes	2.5	2.6	0.0	0.652
Menu planning and recipe development - incorporating USDA foods	2.6	2.5	0.1	0.525
Organizing a kitchen for efficient flow of food	2.5	2.6	-0.1	0.374
Use and maintenance of kitchen equipment	2.4	2.4	0.0	0.741
Identifying necessary labor and/or skills needed within your org.	2.6	2.7	-0.1	0.139
Technology tools – using what you currently have to its fullest extent	2.5	2.4	0.1	0.083
Technology tools - POS system	2.5	2.5	0.0	0.679
Technology tools - word processing software (eg. Word)	2.5	2.6	-0.1	0.181
Technology tools - spreadsheet software (eg. Excel)	2.6	2.4	0.1	0.132
Technology tools - presentation software (eg. PowerPoint)	2.3	2.1	0.2	0.081
Technology tools - email	2.4	2.8	-0.4	**0.000**
Technology tools - social media (eg.Facebook, Twitter, LinkedIn)	1.9	1.9	-0.1	0.640
Technology tools- district specific tools (eg. student enrollment, financial applications, menu/recipe analysis)	2.4	2.4	0.1	0.343
Technology collaboration - with local IT support services	2.5	2.4	0.1	0.431
Kitchen design - how to make current kitchen environment more eff.)	2.4	2.4	0.1	0.471
Kitchen design - how to perform analysis of a 'fix vs. replace' equipment decision	2.4	2.2	0.2	0.103
Kitchen design - how to effectively collaborate with professional kitchen designers/equipment manufacturers when building or renovating a kitchen	2.1	2.0	0.1	0.427
Knowledge of and compliance with purchasing laws in MA (30b leg.)	2.3	2.0	0.3	**0.002**
Implementing greener practices in the kitchen and cafeteria (sustainability)	2.2	2.0	0.2	**0.014**
ServSafe certification (or equivalent food safety certification)	2.5	2.9	-0.4	**0.000**
Food safety and allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	2.6	2.8	-0.2	**0.008**
Creating a culture of food safety within the organization	2.6	2.7	-0.1	0.320
Crisis management - food recall plans, training, implementation	2.5	2.4	0.1	0.331
Crisis management - student distress – responding to allergic response; choking; other first aid need	2.6	2.4	0.1	0.062
Crisis management - response to community emergency (natural disaster or other)	2.3	2.3	0.0	0.747

Nutrition and Nutrition Education Skills	Importance	Competence	Difference	p-value
Food allergies - knowledge of the top 8 and other common allergies	2.7	2.6	0.1	0.389
Gluten-free diet	2.3	2.3	0.0	0.824
Regulations regarding Local Educational Authority (LEA) responsibilities to accommodate students with special dietary needs	2.6	2.5	0.1	0.090
Regulations regarding LEA responsibilities - how to communicate/respond to parents	2.5	2.4	0.2	0.071
Nutrition - why the meal pattern is what it is	2.6	2.7	-0.1	0.531
Nutrition - acceptable substitutions to the menu	2.6	2.7	-0.1	0.380
Nutrition education - educating staff on importance of healthy eating	2.5	2.5	0.0	0.608
Nutrition education - nutrition promotion to students and parents	2.6	2.4	0.2	0.039
Nutrition education - promoting the National School Lunch Program from a nutrition perspective	2.6	2.4	0.2	**0.008**
Administration Skills	Importance	Competence	Difference	p-value
Knowledge of and preparation for the new administrative review process	2.8	2.2	0.6	**0.000**
Financial management - how to make money and stay afloat	2.7	2.3	0.5	**0.000**
Financial management - creative ways to increase revenue	2.7	2.2	0.6	**0.000**
Financial management - how to communicate financial information to the school board/LEA administration	2.6	2.3	0.3	**0.002**
Financial management - new NSLP reporting requirements (budgeting and Profit & Loss)	2.7	2.1	0.5	**0.000**
Personnel management - how to create a positive work environment	2.7	2.5	0.2	**0.034**
Personnel management - how to address/correct negative attitudes in employees	2.7	2.3	0.4	**0.000**
Personnel management - communication – what, how and to whom	2.7	2.4	0.2	**0.014**
Personnel management - how to manage a work force that is multi-lingual - particularly if communication needs to be in another language(s)	2.0	2.0	0.0	0.843
Personnel management - how to effectively work with unions (documenting and follow through of disciplinary actions; negotiations; working with LEA administration in preparation for contract negotiations, effective relationships with union management)	2.1	2.0	0.1	0.440
USDA Smart Snacks – what are they, what qualifies, and how do Smart Snacks fit within MA requirements	2.5	2.4	0.1	0.343
District wide charge policy – how to draft, communicate, and enforce an effective policy	2.5	2.2	0.3	**0.002**
Methods/skills needed for effective training of staff	2.6	2.4	0.2	**0.013**

Marketing and Communication Skills	Importance	Competence	Difference	p-value
Marketing - signage	2.3	2.3	0.0	0.923
Marketing - how to effectively conduct taste-testing (what, when, frequency)	2.3	2.4	-0.1	0.397
Marketing - engaging students in program marketing	2.3	2.0	0.3	**0.005**
Marketing - communicating reimbursable meal (what is included, how many components need to be taken, training staff on how to communicate these requirements in positive and effective way)	2.5	2.6	-0.1	0.300
Marketing - connecting with the classroom to get the entire school involved in NSLP	2.3	1.9	0.4	**0.002**
Championing the new NSLP meal requirements - to staff	2.4	2.5	-0.1	0.150
Championing the new NSLP meal requirements - to students and nutrition assistants	2.5	2.3	0.3	**0.013**
Championing the new NSLP meal requirements - to parents	2.4	2.2	0.3	**0.015**
Projecting a professional image	2.6	2.7	-0.1	0.123
Communicating district activities regarding sustainability and recycling	2.2	2.0	0.1	0.109
Requesting assistance from students/parents in support of district sustainability and recycling activities	2.1	2.0	0.1	0.181

If the p-value ≤0.05, the result has been **highlighted in green** or has been **printed in red**. The difference between the importance and competence can be either a negative or a positive value. A negative value indicates that the respondents rated their competency level above the importance level of that skill – this can be viewed as a performance strength and the p-value has been highlighted in green. A positive value indicates that the respondents rated the importance greater than the competency level of that skill – this is a performance gap and the p-value has been printed in red.

Figure 19
Self-Operated versus FSMC Districts: The difference between how directors in self-operated districts and FSMC districts evaluated both the **importance** of the skills in the performance of their job and versus their **competence** in performing the skill.

Importance: Scale is 1 – 3: 1 is Not Needed; 2 is Somewhat Needed; 3 is Much Needed (Directors who are employees of FSMC also had the option of 0 for Not Applicable as task/skill is performed/supported by the FSMC corporate office)
Competence: Scale is 1 – 3: 1 is Not Confident; 2 is Somewhat Confident; 3 is Very Confident

Operations Skills (including Food Production and Procurement) - Importance	Self-Op	FSMC	p-value
Basic culinary techniques	2.4	2.4	0.642
Menu planning and recipe development - buying one product that can be used in multiple ways and/or multiple recipes	2.7	2.1	0.061
Menu planning and recipe development - standardizing recipes	2.7	1.5	**0.003**
Menu planning and recipe development - incorporating USDA foods	2.7	1.9	**0.024**
Organizing a kitchen for efficient flow of food	2.5	2.3	0.380
Use and maintenance of kitchen equipment	2.5	2.1	**0.050**
Identifying necessary labor and/or skills needed within your organization	2.6	2.3	0.141
Technology tools – using what you currently have to its fullest extent	2.6	2.1	**0.032**
Technology tools - POS system	2.5	2.3	0.437
Technology tools - word processing software (e.g. Word)	2.6	2.1	0.057
Technology tools - spreadsheet software (e.g. Excel)	2.6	2.2	0.066
Technology tools - presentation software (e.g. PowerPoint)	2.3	2.1	0.416
Technology tools - email	2.4	2.1	0.113
Technology tools - social media (e.g. Facebook, Twitter, LinkedIn)	1.9	1.7	0.474
Technology tools- district specific tools (e.g. student enrollment, financial applications, menu/recipe analysis)	2.7	1.3	**0.000**
Technology collaboration - with local IT support services	2.6	1.9	**0.018**
Kitchen design - how to make current kitchen environment more efficient	2.5	2.0	0.080
Kitchen design - how to perform analysis of a 'fix vs. replace' equipment decision	2.5	1.6	**0.007**
Kitchen design - how to effectively collaborate with professional kitchen designers/equipment manufacturers when building or renovating a kitchen	2.3	1.4	**0.004**
Knowledge of and compliance with purchasing laws in MA (30b legislation)	2.5	1.3	**0.001**
Implementing greener practices in the kitchen and cafeteria (sustainability)	2.3	1.8	0.063
ServSafe certification (or equivalent food safety certification)	2.6	2.4	0.563
Food safety and allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	2.6	2.4	0.413
Creating a culture of food safety within the organization	2.6	2.2	0.197
Crisis management - food recall plans, training, implementation	2.6	2.1	0.111
Crisis management - student distress – responding to allergic response; choking; other first aid need	2.6	2.2	0.160
Crisis management - response to community emergency (natural disaster or other)	2.4	1.8	**0.037**

Operations Skills (including Food Production and Procurement) - Competence	Self-Op	FSMC	p-value
Basic culinary techniques	2.7	2.7	0.992
Menu planning and recipe development - buying one product that can be used in multiple ways and/or multiple recipes	2.7	2.8	0.755
Menu planning and recipe development - standardizing recipes	2.6	2.6	0.506
Menu planning and recipe development - incorporating USDA foods	2.5	2.7	0.116
Organizing a kitchen for efficient flow of food	2.5	2.8	0.059
Use and maintenance of kitchen equipment	2.4	2.4	0.512
Identifying necessary labor and/or skills needed within your organization	2.7	2.7	0.920
Technology tools – using what you currently have to its fullest extent	2.3	2.7	**0.010**
Technology tools - POS system	2.4	2.9	**0.000**
Technology tools - word processing software (e.g. Word)	2.6	2.9	**0.003**
Technology tools - spreadsheet software (e.g. Excel)	2.4	2.6	0.119
Technology tools - presentation software (e.g. PowerPoint)	2.1	2.4	0.125
Technology tools - email	2.8	2.9	0.353
Technology tools - social media (e.g. Facebook, Twitter, LinkedIn)	1.9	1.9	0.897
Technology tools- district specific tools (e.g. student enrollment, financial applications, menu/recipe analysis)	2.3	2.5	0.447
Technology collaboration - with local IT support services	2.4	2.5	0.618
Kitchen design - how to make current kitchen environment more efficient	2.4	2.4	0.936
Kitchen design - how to perform analysis of a 'fix vs. replace' equipment decision	2.2	2.2	0.859
Kitchen design - how to effectively collaborate with professional kitchen designers/equipment manufacturers when building or renovating a kitchen	2.0	2.1	0.691
Knowledge of and compliance with purchasing laws in MA (30b legislation)	2.1	1.8	0.188
Implementing greener practices in the kitchen and cafeteria (sustainability)	2.0	2.2	0.155
ServSafe certification (or equivalent food safety certification)	2.9	2.9	0.439
Food safety and allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	2.8	2.9	0.301
Creating a culture of food safety within the organization	2.6	2.9	**0.000**
Crisis management - food recall plans, training, implementation	2.4	2.6	0.162
Crisis management - student distress – responding to allergic response; choking; other first aid need	2.4	2.5	0.663
Crisis management - response to community emergency (natural disaster or other)	2.3	2.4	0.579

Nutrition and Nutrition Education Skills - Importance	Self-Op	FSMC	p-value
Food allergies - knowledge of the top 8 and other common allergies	2.8	2.5	0.258
Gluten-free diet	2.4	2.1	0.256
Regulations regarding Local Educational Authority (LEA) responsibilities to accommodate students with special dietary needs	2.7	2.2	0.158
Regulations regarding LEA responsibilities - how to communicate/respond to parents	2.6	2.1	0.057
Nutrition - why the meal pattern is what it is	2.7	2.5	0.524
Nutrition - acceptable substitutions to the menu	2.6	2.5	0.439
Nutrition education - educating staff on importance of healthy eating	2.5	2.4	0.633
Nutrition education - nutrition promotion to students and parents	2.6	2.2	0.131
Nutrition education - promoting the National School Lunch Program from a nutrition perspective	2.7	2.5	0.509
Nutrition and Nutrition Education Skills - Comptence			
Food allergies - knowledge of the top 8 and other common allergies	2.7	2.5	0.336
Gluten-free diet	2.3	2.3	0.813
Regulations regarding Local Educational Authority (LEA) responsibilities to accommodate students with special dietary needs	2.5	2.2	0.144
Regulations regarding LEA responsibilities - how to communicate/respond to parents	2.4	1.9	**0.002**
Nutrition - why the meal pattern is what it is	2.7	2.7	0.970
Nutrition - acceptable substitutions to the menu	2.7	2.6	0.407
Nutrition education - educating staff on importance of healthy eating	2.6	2.4	0.355
Nutrition education - nutrition promotion to students and parents	2.4	2.4	0.913
Nutrition education - promoting the National School Lunch Program from a nutrition perspective	2.4	2.5	0.839

Administration Skills - Importance	Self-Op	FSMC	p-value
Knowledge of and preparation for the new administrative review process	2.8	2.5	0.173
Financial management - how to make money and stay afloat	2.8	2.3	0.095
Financial management - creative ways to increase revenue	2.8	2.5	0.223
Financial management - how to communicate financial information to the school board/LEA administration	2.7	1.9	**0.018**
Financial management - new NSLP reporting requirements (budgeting and Profit & Loss)	2.8	2.1	**0.040**
Personnel management - how to create a positive work environment	2.7	2.4	0.198
Personnel management - how to address/correct negative attitudes in employees	2.7	2.5	0.421
Personnel management - communication – what, how and to whom	2.7	2.4	0.295
Personnel management - how to manage a work force that is multi-lingual - particularly if communication needs to be in another language(s)	2.0	1.8	0.537
Personnel management - how to effectively work with unions (documenting and follow through of disciplinary actions; negotiations; working with LEA administration in preparation for contract negotiations, effective relationships with union management)	2.2	1.5	**0.036**
USDA Smart Snacks – what are they, what qualifies, and how do Smart Snacks fit within MA requirements	2.5	2.3	0.268
District wide charge policy – how to draft, communicate, and enforce an effective policy	2.6	2.2	0.168
Methods/skills needed for effective training of staff	2.6	2.3	0.223
Administration Skills - Competence			
Knowledge of and preparation for the new administrative review process	2.1	2.4	0.183
Financial management - how to make money and stay afloat	2.2	2.6	**0.045**
Financial management - creative ways to increase revenue	2.2	2.4	0.217
Financial management - how to communicate financial information to the school board/LEA administration	2.3	2.3	0.792
Financial management - new NSLP reporting requirements (budgeting and Profit & Loss)	2.1	2.3	0.297
Personnel management - how to create a positive work environment	2.5	2.5	0.779
Personnel management - how to address/correct negative attitudes in employees	2.3	2.3	0.770
Personnel management - communication – what, how and to whom	2.4	2.5	0.624
Personnel management - how to manage a work force that is multi-lingual - particularly if communication needs to be in another language(s)	1.9	2.2	0.232
Personnel management - how to effectively work with unions (documenting and follow through of disciplinary actions; negotiations; working with LEA administration in preparation for contract negotiations, effective relationships with union management)	2.0	2.3	0.252
USDA Smart Snacks – what are they, what qualifies, and how do Smart Snacks fit within MA requirements	2.3	2.7	**0.014**
District wide charge policy – how to draft, communicate, and enforce an effective policy	2.2	2.3	0.410
Methods/skills needed for effective training of staff	2.3	2.5	0.228

Marketing and Communication Skills - Importance	Self-Op	FSMC	p-value
Marketing - signage	2.5	1.5	**0.012**
Marketing - how to effectively conduct taste-testing (what, when, frequency)	2.4	1.8	**0.032**
Marketing - engaging students in program marketing	2.5	1.6	**0.010**
Marketing - communicating reimbursable meal (what is included, how many components need to be taken, training staff on how to communicate these requirements in positive and effective way)	2.6	1.6	**0.008**
Marketing - connecting with the classroom to get the entire school involved in NSLP	2.5	1.6	**0.017**
Championing the new NSLP meal requirements - to staff	2.5	1.7	**0.033**
Championing the new NSLP meal requirements - to students – Nutrition Assistants	2.7	1.9	**0.012**
Championing the new NSLP meal requirements - to parents	2.6	1.8	**0.017**
Projecting a professional image	2.7	1.9	**0.033**
Communicating District activities regarding sustainability and recycling	2.2	1.9	0.291
Requesting assistance from students/parents in support of district sustainability and recycling activities	2.2	1.6	0.061
Marketing and Communication Skills - Competence			
Marketing - signage	2.3	2.8	**0.001**
Marketing - how to effectively conduct taste-testing (what, when, frequency)	2.3	2.8	**0.002**
Marketing - engaging students in program marketing	1.9	2.3	0.100
Marketing - communicating reimbursable meal (what is included, how many components need to be taken, training staff on how to communicate these requirements in positive and effective way)	2.5	2.7	0.295
Marketing - connecting with the classroom to get the entire school involved in NSLP	1.9	2.1	0.292
Championing the new NSLP meal requirements - to staff	2.5	2.6	0.629
Championing the new NSLP meal requirements - to students	2.2	2.4	0.295
Championing the new NSLP meal requirements - to parents	2.1	2.3	0.373
Projecting a professional image	2.6	2.9	**0.001**
Communicating District activities regarding sustainability and recycling	2.0	2.2	0.395
Requesting assistance from students/parents in support of district sustainability and recycling activities	2.0	1.9	0.889

If the p-value ≤0.05, the result has been **printed in red**.

Figure 20

Manager Perceived Gap Analysis: The difference between how managers rated the **importance** of a skill in the performance of their job versus their **competence** in the skill.

Importance: Scale is 1 – 3: 1 is Not Needed; 2 is Somewhat Needed; 3 is Much Needed
Competence: Scale is 1 – 3: 1 is Not Confident; 2 is Somewhat Confident; 3 is Very Confident

Operations Skills (including Food Production and Procurement)	Importance	Competence	Difference	p-value
Basic culinary techniques – how to produce a quality product	2.4	2.8	-0.4	**0.000**
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc.)	2.4	2.8	-0.4	**0.000**
Planning and managing time to get all tasks accomplished	2.4	2.8	-0.4	**0.000**
Standardized recipes - how to create a standardized recipe	2.4	2.2	0.2	**0.046**
Standardized recipes - how to read/follow	2.3	2.8	-0.5	**0.000**
Standardized recipes - why following standardized recipes is important	2.4	2.8	-0.4	**0.000**
Standardized recipes - portion size –how this relates to cost control of program	2.5	2.7	-0.2	**0.032**
Production records - how to make the form easy to complete	2.5	2.5	-0.1	0.795
Production records - how to ensure components are identified appropriately	2.4	2.7	-0.3	**0.023**
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	2.4	2.8	-0.4	**0.000**
Inventory management - ordering the appropriate quantities of needed foods (avoid over-ordering or under-ordering)	2.4	2.8	-0.4	**0.000**
Inventory management - conducting physical inventory counts at end of month	2.3	2.8	-0.5	**0.000**
Inventory management - proper storage and rotation of products	2.4	2.9	-0.5	**0.000**
Food safety - appropriate holding temperatures	2.4	2.9	-0.5	**0.000**
Food safety - proper cooling of food	2.4	2.9	-0.6	**0.000**
Food safety - how to avoid cross-contamination during food preparation	2.4	2.9	-0.6	**0.000**
Food safety - importance of hand-washing and personal hygiene	2.4	2.9	-0.5	**0.000**
Food safety - importance of housekeeping	2.3	2.8	-0.5	**0.000**
Food safety - creating a culture of food safety within the organization	2.5	2.7	-0.3	**0.008**
Food allergies - know and apply policy regarding student food allergies (how to identify student with which allergies; process for gathering that information from administration; how it is communicated to staff)	2.6	2.7	-0.1	0.124
Food allergies - actions necessary to prevent cross-contact during storage, preparation, holding and serving food	2.5	2.9	-0.3	**0.000**
Work place safety - how to recognize and eliminate safety hazards in the workplace	2.5	2.8	-0.3	**0.000**
Work place safety - how to work safely (ergonomics of tasks)	2.4	2.8	-0.4	**0.000**
Work place safety - safe lifting practices	2.4	2.8	-0.4	**0.000**
How to identify bullying; how to address	2.2	2.5	-0.4	**0.001**
Basic first aid – how to deal with choking, allergic reaction, fainting	2.5	2.4	0.1	0.380

Nutrition and Nutrition Education Skills	Importance	Competence	Difference	p-value
Food allergies - 8 most common and others	2.6	2.5	0.2	0.086
Gluten-free diet	2.4	2.1	0.3	**0.023**
Basic nutrition and the importance of healthy eating	2.5	2.6	-0.1	0.115
Administration Skills				
Knowledge of the meal pattern and regulations - how to make substitutions within the meal pattern	2.4	2.4	0.0	0.606
Knowledge of the meal pattern and regulations - appropriate foods to be sold as al a carte items (USDA Smart Snacks and MA standards)	2.3	2.3	-0.1	0.684
Knowledge of the meal pattern and regulations - new breakfast meal pattern	2.1	2.0	0.1	0.162
Knowledge of the meal pattern and regulations - impact of meal pattern on cost	2.3	2.1	0.2	**0.047**
Knowledge of the meal pattern and regulations - the components of the meal pattern	2.4	2.4	0.0	0.886
Financial management - how to read a Profit & Loss report	1.9	1.6	0.3	**0.046**
Financial management - how to convey cost control concepts to employees and how employee behavior affects cost	2.2	1.9	0.3	0.086
Financial management - knowledge of District's charging policy – how to communicate; implement; enforce	2.2	2.1	0.1	0.636
Knowledge of how to use various technology tools - POS system	2.4	2.3	0.1	0.596
Knowledge of how to use various technology tools- word processing software (Word)	2.2	2.0	0.2	0.192
Knowledge of how to use various technology tools - spreadsheet software (Excel)	2.3	1.7	0.5	**0.000**
Knowledge of how to use various technology tools- email	2.3	2.5	-0.2	0.176
Knowledge of how to use various technology tools- social media (Facebook, Twitter, or others)	1.7	2.1	-0.5	**0.011**
Knowledge of how to use various technology tools- Collaboration with local IT support services	2.2	1.8	0.4	**0.001**
Waste and theft – how to identify and address waste/theft in the program (whether time, inventory, money, over-portioning)	2.3	2.3	0.0	1.000
Personnel management - creating a positive work environment	2.4	2.6	-0.2	0.213
Personnel management - managing conflict between employees	2.4	2.5	-0.1	0.860
Personnel management - setting expectations for employees	2.4	2.6	-0.2	0.618
Personnel management - holding employees accountable for meeting expectations	2.4	2.5	-0.1	0.856
Personnel management - ensuring employees understand the importance of "following the rules" even if they don't agree with the rule	2.5	2.6	-0.1	0.570
Personnel management - when and how to appropriately discipline an employee	2.3	2.3	0.0	0.584
Personnel management - management of substitute workers	2.4	2.6	-0.2	0.124

Marketing and Communication Skills	Importance	Competence	Difference	p-value
Marketing - appealing presentation of food	2.6	2.7	-0.2	0.172
Marketing - signage	2.4	2.5	-0.1	0.142
Customer service skills that encourage customers to return	2.5	2.7	-0.2	0.117
Respectful communication to all (managing diversity)	2.5	2.7	-0.2	0.057
Effective communication to employees if English is not employee's first language	2.2	2.2	0.0	0.766
How to effectively request support from administration (school, district, Director)	2.5	2.5	0.0	0.886
Projecting a professional image	2.5	2.8	-0.3	**0.002**

If the p-value ≤0.05, the result has been **highlighted in green** or has been **printed in red**. The difference between the importance and competence can be either a negative or a positive value. A negative value indicates that the respondents rated their competency level above the importance level of that skill – this can be viewed as a performance strength and the p-value has been highlighted in green. A positive value indicates that the respondents rated the importance greater than the competency level of that skill – this is a performance gap and the p-value has been printed in red.

Figure 21
Comparison of Directors' versus Managers' Self-Assessment of Skill Competency

Scale is 1 – 3: 1 is Unsatisfactory; 2 is Mostly Effective; 3 is Highly Effective

Operations skills (including Food Production and Procurement)	Director Rating	Manager Rating	p-value
Basic culinary techniques – how to produce a quality product	2.4	2.8	**0.000**
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc.)	2.2	2.8	**0.000**
Planning and managing time to get all tasks accomplished	2.2	2.8	**0.000**
Standardized recipes - how to create a standardized recipe*	1.9	2.2	**0.002**
Standardized recipes - how to read/follow	2.3	2.8	**0.000**
Standardized recipes - why following standardized recipes is important	2.2	2.8	**0.000**
Standardized recipes - portion size –how this relates to cost control of program	2.2	2.7	**0.000**
Production records - how to make the form easy to complete	2.2	2.5	**0.001**
Production records - how to ensure components are identified appropriately	2.2	2.7	**0.000**
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	2.4	2.8	**0.000**
Inventory management - ordering the appropriate quantities of needed foods (avoid over-ordering or under-ordering)	2.3	2.8	**0.000**
Inventory management - conducting physical inventory counts at end of month	2.2	2.8	**0.000**
Inventory management - proper storage and rotation of products	2.5	2.9	**0.000**
Food safety - appropriate holding temperatures	2.7	2.9	**0.000**
Food safety - proper cooling of food	2.6	2.9	**0.000**
Food safety - how to avoid cross-contamination during food preparation	2.7	2.9	**0.000**
Food safety - importance of hand-washing and personal hygiene	2.8	2.9	**0.004**
Food safety - importance of housekeeping	2.7	2.8	**0.017**
Food safety - creating a culture of food safety within the organization	2.6	2.7	0.064
Food allergies - know and apply policy regarding student food allergies (how to identify student with which allergies; process for gathering that information from administration; how it is communicated to staff)	2.4	2.7	**0.000**
Food allergies - actions necessary to prevent cross-contact during storage, preparation, holding and serving food	2.6	2.9	**0.000**
Work place safety - how to recognize and eliminate safety hazards in the workplace	2.5	2.8	**0.001**
Work place safety - how to work safely (ergonomics of tasks)	2.5	2.8	**0.000**
Work place safety - safe lifting practices	2.5	2.8	**0.000**
How to identify bullying; how to address	2.1	2.5	**0.000**
Basic first aid – how to deal with choking, allergic reaction, fainting	2.3	2.4	0.292
Nutrition and Nutrition Education Skills			
Food allergies - 8 most common and others	2.3	2.5	**0.043**
Gluten-free diet*	2.0	2.1	0.645
Basic nutrition and the importance of healthy eating	2.3	2.6	**0.001**

Administration Skills	Director Rating	Manager Rating	p-value
Knowledge of the meal pattern and regulations - how to make substitutions within the meal pattern	2.2	2.4	**0.045**
Knowledge of the meal pattern and regulations - appropriate foods to be sold as al a carte items (USDA Smart Snacks and MA standards)	2.2	2.3	0.448
Knowledge of the meal pattern and regulations - new breakfast meal pattern	2.2	2.0	0.066
Knowledge of the meal pattern and regulations - impact of meal pattern on cost*	2.0	2.1	0.317
Knowledge of the meal pattern and regulations - the components of the meal pattern	2.3	2.4	0.634
Financial management - how to read a Profit & Loss report*	1.4	1.6	0.059
Financial management - how to convey cost control concepts to employees and how employee behavior affects cost	1.7	1.9	0.084
Financial management - knowledge of District's charging policy – how to communicate; implement; enforce	2.1	2.1	0.883
Knowledge of how to use various technology tools - POS system	2.2	2.3	0.373
Knowledge of how to use various technology tools- word processing software (Word)	1.8	2.0	0.094
Knowledge of how to use various technology tools - spreadsheet software (Excel)*	1.5	1.7	0.082
Knowledge of how to use various technology tools- email	2.1	2.5	**0.000**
Knowledge of how to use various technology tools- social media (Facebook, Twitter, or others)	1.7	2.1	**0.000**
Knowledge of how to use various technology tools- Collaboration with local IT support services *	1.7	1.8	0.620
Waste and theft – how to identify and address waste/theft in the program (whether time, inventory, money, over-portioning)	2.0	2.3	**0.047**
Personnel management - creating a positive work environment	2.1	2.6	**0.000**
Personnel management - managing conflict between employees	1.9	2.5	**0.000**
Personnel management - setting expectations for employees	2.0	2.6	**0.000**
Personnel management - holding employees accountable for meeting expectations	1.9	2.5	**0.000**
Personnel management - ensuring employees understand the importance of "following the rules" even if they don't agree with the rule	2.0	2.6	**0.000**
Personnel management - when and how to appropriately discipline an employee	1.8	2.3	**0.000**
Personnel management - management of substitute workers	2.2	2.6	**0.000**
Marketing and Communication Skills			
Marketing - appealing presentation of food	2.2	2.7	**0.000**
Marketing - signage	2.0	2.5	**0.000**
Customer service skills that encourage customers to return	2.2	2.7	**0.000**
Respectful communication to all (managing diversity)	2.3	2.7	**0.000**
Effective communication to employees if English is not employee's first language	2.1	2.2	0.559
How to effectively request support from administration (school, district, Director)	2.1	2.5	**0.000**
Projecting a professional image	2.3	2.8	**0.000**

If the p-value ≤0.05, the result has been **printed in red**. Director ratings of manager competency ≤ 2.0 are highlighted in yellow.

Figure 22
Nutrition Assistant Perceived Gap Analysis: The difference between how nutrition assistants rated the **importance** of a skill in the performance of their job versus their **competence** in the skill.

Importance: Scale is 1 – 3: 1 is Not Needed; 2 is Somewhat Needed; 3 is Much Needed
Competence: Scale is 1 – 3: 1 is Not Confident; 2 is Somewhat Confident; 3 is Very Confident

Operations Skills (including Food Production and Procurement)	Importance	Competence	Difference	p-value
Basic culinary techniques – how to produce a quality product	2.5	2.9	-0.3	0.056
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc.)	2.4	2.9	-0.5	**0.043**
Planning and managing time to get all tasks accomplished	2.5	2.9	-0.4	**0.031**
Standardized recipes - how to read/follow	2.3	2.8	-0.5	**0.042**
Standardized recipes - why following standardized recipes is important	2.3	2.7	-0.5	0.057
Standardized recipes - portion size –how this relates to cost control of program	2.5	2.7	-0.3	0.135
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	2.5	2.7	-0.3	0.329
Production records - how to complete (completeness and accuracy)	2.3	2.4	0.0	0.747
Production records - how to ensure components are identified appropriately	2.3	2.4	-0.1	1.000
Knowledge of how to use various technology tools - POS system	2.1	2.4	-0.3	0.384
Knowledge of how to use various technology tools - word processing software (e.g. Word)	1.6	2.0	-0.4	0.083
Knowledge of how to use various technology tools - spreadsheet software (e.g. Excel)	1.6	1.7	-0.1	0.480
Knowledge of how to use various technology tools - email	1.8	2.1	-0.3	0.167
Knowledge of how to use various technology tools - social media (e.g. Facebook, Twitter)	1.3	1.9	-0.6	**0.024**
Food safety - appropriate holding temperatures	2.7	2.8	-0.1	0.824
Food safety - proper cooling of food	2.7	2.7	0.0	0.648
Food safety - how to avoid cross-contamination during food preparation	2.6	2.9	-0.3	0.418
Food safety - importance of hand-washing, glove usage, and personal hygiene	2.7	2.9	-0.2	0.417
Food safety - importance of housekeeping	2.6	2.9	-0.3	0.203
Food safety - creating a culture of food safety within the organization	2.6	2.7	-0.1	0.788
Food allergies - know and apply policy regarding student food allergies (how to identify student with what allergies; process for gathering that information from administration; how it is communicated to staff)	2.9	2.7	0.2	0.203
Work place safety - how to recognize and eliminate safety hazards in the workplace	2.8	2.8	0.0	0.770
Work place safety - how to work safely (ergonomics of tasks)	2.6	2.8	-0.2	0.479
Work place safety - safe lifting practices	2.6	2.9	-0.3	0.083

Nutrition and Nutrition Education Skills	Importance	Competence	Difference	p-value
Food allergies - 8 most common and others	2.6	2.3	0.3	**0.049**
Gluten-free diet	2.5	2.1	0.4	**0.029**
Basic nutrition and the importance of healthy eating.	2.5	2.7	-0.2	1.000
Administration Skills				
Knowledge of the meal pattern and regulations - what are the food groups; components of a reimbursable meal	0.9	2.7	-1.8	0.119
Knowledge of the meal pattern and regulations - how to recognize a reimbursable meal at register	0.9	2.5	-1.6	0.715
Knowledge of the meal pattern and regulations - how to communicate to students what they need to take to constitute a reimbursable meal	0.9	2.5	-1.6	0.694
Knowledge of the regulations - recognizing and stopping overt identification of students Free/Reduced eligibility status	0.9	2.5	-1.6	0.229
Know and follow regulations regarding a la carte items (USDA Smart Snacks and MA regulations)	0.9	2.4	-1.5	0.591
Marketing and Communication Skills				
Marketing - appealing presentation of food	2.3	2.8	-0.5	**0.007**
Marketing - signage	2.1	2.4	-0.3	**0.030**
Customer service skills that encourage students to purchase lunch again	2.5	2.9	-0.5	**0.029**
Respectful communication to all (managing diversity)	2.6	2.9	-0.3	0.057
Effective communication to with co-workers who speak a different language than your preferred language	2.4	2.7	-0.3	0.057
Projecting a professional image	2.5	3.0	-0.5	**0.013**
Dealing with uncomfortable situations - how to handle teachers/staff asking for exceptions to the policies	2.4	2.7	-0.2	0.309
Dealing with uncomfortable situations - how to handle a difficult student	2.4	2.7	-0.2	0.329
Understanding their role in the National School Lunch Program (and the importance of their role)	2.5	3.0	-0.5	**0.035**

If the p-value ≤0.05, the result has been **highlighted in green** or has been **printed in red**. The difference between the importance and competence can be either a negative or a positive value. A negative value indicates that the respondents rated their competency level above the importance level of that skill – this can be viewed as a performance strength and the p-value has been highlighted in green. A positive value indicates that the respondents rated the importance greater than the competency level of that skill – this is a performance gap and the p-value has been printed in red.

Figure 23
Comparison of Directors' versus Nutrition Assistants' Self-Assessment of Skill Competency

Scale is 1 – 3: 1 is Unsatisfactory; 2 is Mostly Effective; 3 is Highly Effective

Nutrition Assistants' Competency in Operations Skills (including Food Production and Procurement)	Director Rating	Nutrition Assistant Rating	p-value
Basic culinary techniques – how to produce a quality product	2.1	2.9	**0.000**
Organizing work efficiently (gathering the items and tools needed in the fewest trips possible; organizing work space, etc.)	2.1	2.9	**0.000**
Planning and managing time to get all tasks accomplished	2.1	2.9	**0.000**
Standardized recipes - how to read/follow	2.1	2.8	**0.000**
Standardized recipes - why following standardized recipes is important	2.0	2.7	**0.000**
Standardized recipes - portion size –how this relates to cost control of program	2.0	2.7	**0.000**
Use of kitchen equipment, including appropriate safety concerns, cleaning, and preventive maintenance	2.2	2.7	**0.000**
Production records - how to complete (completeness and accuracy)	2.0	2.4	0.070
Production records - how to ensure components are identified appropriately	2.0	2.4	**0.019**
Knowledge of how to use various technology tools - POS system	2.0	2.4	0.085
Knowledge of how to use various technology tools - word processing software (e.g. Word)	1.7	2.0	0.131
Knowledge of how to use various technology tools - spreadsheet software (e.g. Excel)	1.5	1.7	0.398
Knowledge of how to use various technology tools - email	1.9	2.1	0.310
Knowledge of how to use various technology tools - social media (e.g. Facebook, Twitter)	1.6	1.9	0.183
Food safety - appropriate holding temperatures	2.4	2.8	**0.005**
Food safety - proper cooling of food	2.4	2.7	0.083
Food safety - how to avoid cross-contamination during food preparation	2.5	2.9	**0.000**
Food safety - importance of hand-washing, glove usage, and personal hygiene	2.5	2.9	**0.000**
Food safety - importance of housekeeping	2.4	2.9	**0.000**
Food safety - creating a culture of food safety within the organization	2.3	2.7	**0.003**
Food allergies - know and apply policy regarding student food allergies (how to identify student with what allergies; process for gathering that information from administration; how it is communicated to staff)	2.3	2.7	**0.006**
Work place safety - how to recognize and eliminate safety hazards in the workplace	2.2	2.8	**0.000**
Work place safety - how to work safely (ergonomics of tasks)	2.2	2.8	**0.000**
Work place safety - safe lifting practices	2.3	2.9	**0.000**
Nutrition and Nutrition Education Skills			
Food allergies - 8 most common and others	2.2	2.3	**0.001**
Gluten-free diet *	1.9	2.1	**0.000**
Basic nutrition and the importance of healthy eating.	2.2	2.7	0.085

Administration Skills	Director Rating	Nutrition Assistant Rating	p-value
Knowledge of the meal pattern and regulations - what are the food groups; components of a reimbursable meal	2.3	2.7	**0.018**
Knowledge of the meal pattern and regulations - how to recognize a reimbursable meal at register	2.4	2.5	**0.398**
Knowledge of the meal pattern and regulations - how to communicate to students what they need to take to constitute a reimbursable meal	2.3	2.5	0.150
Knowledge of the regulations - recognizing and stopping overt identification of students Free/Reduced eligibility status	2.5	2.5	0.649
Know and follow regulations regarding a la carte items (USDA Smart Snacks and MA regulations)	2.2	2.4	0.310
Marketing and Communication Skills			
Marketing - appealing presentation of food	2.0	2.8	**0.000**
Marketing - signage	1.9	2.4	**0.004**
Customer service skills that encourage students to purchase lunch again	2.1	2.9	**0.000**
Respectful communication to all (managing diversity)	2.2	2.9	**0.000**
Effective communication to with co-workers who speak a different language than your preferred language	2.0	2.7	**0.000**
Projecting a professional image	2.1	3.0	**0.000**
Dealing with uncomfortable situations - how to handle teachers/staff asking for exceptions to the policies	1.8	2.7	**0.000**
Dealing with uncomfortable situations - how to handle a difficult student	1.9	2.7	**0.000**
Understanding their role in the National School Lunch Program (and the importance of their role)	2.1	3.0	**0.000**

If the p-value ≤0.05, the result has been **printed in red**. Director ratings of nutrition assistant competency ≤ 2.0 are highlighted in yellow.

Appendix F

JSI ANNUAL ADVISORY BOARD MEETING

Agenda

Worksheet for Identifying Training Needs

Summary of Demographic Data

Summary of Data Analysis

Professional Standards Summary

JSI Advisory Board Annual Meeting
June 4, 2015
AGENDA

11:30 – 12:15	Lunch **Welcome** *Karen McGrail, Director, The John C. Stalker Institute of Food and Nutrition*
12:15 – 12:45	**Greetings from Framingham State University** *Dr. Linda Vaden-Goad, Provost, Vice President for Academic Affairs* **Welcome from the Office for Nutrition, Health and Safety Programs Massachusetts Department of Elementary and Secondary Education** *Katie Millett, Executive Director* **Introduction of Board Members**
12:45 – 1:45	**Annual Report** *Karen McGrail, Director*
1:45 – 4:00	**Think Tank: Statewide School Nutrition Training Needs Assessment** *Dr. Patricia Luoto, Professor Emeritus and Dr. Ann Johnson, Assistant Professor, Food and Nutrition*

Worksheet for Identifying Training Needs
Statewide Training Needs Assessment Project

Background of Project: The John C. Stalker Institute of Food and Nutrition (JSI) conducted a statewide training needs assessment survey in spring of 2015 to gather information from Massachusetts school nutrition professionals about their needs and wants for training and professional development to assist with program operations and management. The results of this needs assessment will serve to guide Massachusetts Department of Elementary and Secondary Education (ESE) and training partners, including but not limited to JSI, in the development of offerings.

Directions: *Help us analyze the survey results and determine program offerings*. After reviewing the Training Needs Assessment Survey data (see the Summary of Demographic Data and the attached Excel spreadsheet), reflect upon your interpretation of the responses. The Summary of Demographic Data gives a summation of respondents' background. The spreadsheet statistically analyzes the training needs responses. You are reviewing the **perceived gap in knowledge** (the difference between respondents' ranking of the importance of the skill vs. their competence of the skill). You will also want to look closely at the **Directors' Perceptions** of skill levels for Managers and Nutrition Assistants. An asterisk* indicates the skill has been identified by both the Director and the Manager/Nutrition Assistant as a perceived gap in knowledge.

Identify what you see as the **top two training needs** for Directors, Managers, and Nutrition Assistants in each of the four Keys to Excellence categories (see column 2 of the spreadsheet). As you prioritize the training needs, you may also wish to consider the Professional Standards for State and Local Personnel as Required by Healthy Hunger Free Kids Act of 2010. Focus on the summaries found on pages 55 and 59.

Bring this completed worksheet with you to the Advisory Board meeting. We will discuss your interpretation and responses.

Positions	**Top Training Needs**			
	Operations	**Nutrition and Nutrition Education**	**Administration**	**Marketing and Communications**
Directors	1. 2.	1. 2.	1. 2.	1. 2.
Managers	1. 2.	1. 2.	1. 2.	1. 2.
Nutrition Assistants	1. 2.	1. 2.	1. 2.	1. 2.

Summary of Demographic Data
Statewide Training Needs Assessment Project
Spring, 2015

Note: not all questions were forced responses. Percentages are calculated on responses, not total surveys.
(n) = number of respondents

1. Respondents:
120 directors; 125 managers and nutrition assistants.
86 were managers and 27 were nutrition assistants.
Of the managers 70% (n=79) were from single school; 6% (n=7) were from managers of multiple schools; 24% (n=27) were nutrition assistants.

2. District size:
Directors: 56% (n=66) of respondents were from school districts under 2500; 40% (n=47) were in the range of 2501 to 10,000; 3% (n=4) were in the range of 10,001 to 25,000; 1 (possibly 2) responses from 25,000+ size.

School Size: Managers and Nutrition Assistants
0.8% (n=1) from schools with fewer than 100 students; 12% (n=15) range of 101-300 students; 36% (n=32) 301-500 range; 31% (n=38) 501-750 range; 31% (n=38); 21% (n=25)751-1000 range; 7% (n=9) 1001-3000 range; 0.8% (n=1) in 3000-5000 range.

3. Experience:
Directors in current position:
Less than 5 years—35% of respondents (n=42)
6-15 years—48% of respondents (n=57)
16+ years--17% of respondents (n=21)

Directors: Years in school nutrition:
16+ years—47% of respondents (n=55)
6-15 years —38% of respondents (n=44)
Less than 5 years—15% of respondents (n=19)

Managers and Nutrition Assistants: Years in current position:
Less than 5 years—41% of respondents (n=50)
6-15 years— 43% of respondents (n=52)
16+ years--16% of respondents (n=20)

Managers and Nutrition Assistants--Years in school nutrition:
16+ years--44% (n=54)
6-15 years—41% (n=51)
Less than 5 years—15% (n=18)

4. Language: only 1 director responded Spanish is the preferred language at home vs. English. In the manager/nutrition assistant category, only 1 person indicated Spanish was spoken at home and 4 responded that they speak Portuguese at home. Only 4% chose a language other than English as preferred.

5. Education level:
Directors:
11% (n=13) with High School or GED
46% (n=54) with some undergraduate courses or associates degree
30% (n=35) with bachelor's degree
8% (n=9) have taken some graduate courses
5% (n=6) hold a graduate degree

Directors--other certifications:
9% (n=11) are RDs
17% (n=20) hold the School Nutrition Specialist credential
19 completed the JSI Certificate in Excellence

Managers:
5% (n=6) have completed the JSI Cert in Excellence

Managers and nutrition assistant:
2% (n=2) do not have high school degree
58% (n=69) graduated high school
32% (n=38) have some undergraduate courses or associates degree
5% (n=6) hold a bachelors degree
3% (n=3) some graduate level courses
2% (n=2) with graduate degrees (MEd and MBA)

ServSafe/food safety:
95% of all directors hold ServSafe (or similar) certificate
94% of managers and nutrition assistants hold ServSafe (or similar) certificate

6. Self-op vs. food service management company (FSMC):
Of the directors responding to this question, 85% (n=97) are self-operations with 15% (n=17) FSMC. Of that 12% are Sodexo; 24% Aramark; 35% Chartwells and 29% Whitsons.

Of the managers responding to this question, 92% are from districts with self-operations. Respondents from the FSMC were all from Sodexo.

7. Barriers to Training (note: folks could choose multiple responses):
Directors: Barriers for yourself:
Unable to take time away from office—81% (n=85)
Lack of budget--44% (n=46)
Training not at convenient location—43% (n=45)
Training not offered at convenient time—30% (n=31)

Directors: Barriers for your staff:
Unable to take time away from office—85% (n= 89)
Lack of budget—56% (n= 59)
Convenient locations—49% (n= 51)
Training not available at convenient time—44% (n= 46)
I have the knowledge to conduct the training, but don't have the time to prepare the class resources needed to conduct the training—23% (n =24)

Summary of Data Analysis

Directors - Perceived Gap in Knowledge (Average scores)

Methodology: Mean (average) calculated of Directors' scores on importance of each skill and their competence in performing each skill. The difference between these two scores was calculated and a paired t-test was performed on these two data sets to determine if there was a statistically significant difference between these two scores. The means were considered statistically significant if the p value (probability) was ≤ 0.05 meaning that less than 5% of the time would you see a difference if the difference were due to chance rather than a true difference.

Skill	Key Area	Importance[1]	Competence[2]	Imp - Comp	p-value
Knowledge of and preparation for the new administrative review process	Administration	2.8	2.2	0.6	<0.001
Financial management - creative ways to increase revenue	Administration	2.7	2.2	0.6	<0.001
Financial management - new NSLP reporting requirements (budgeting and Profit & Loss)	Administration	2.7	2.1	0.5	<0.001
Financial management - how to make money and stay afloat	Administration	2.7	2.3	0.5	<0.001
Personnel management - how to address/correct negative attitudes in employees	Administration	2.7	2.3	0.4	<0.01
Marketing - connecting with the classroom to get the entire school involved in NSLP	Communications & Marketing	2.3	1.9	0.4	<0.01
District wide charge policy – how to draft, communicate, and enforce an effective policy	Administration	2.5	2.2	0.3	<0.01
Marketing - engaging students in program marketing	Communications & Marketing	2.3	2.0	0.3	<0.01
Financial management - how to communicate financial information to the school board/LEA administration	Administration	2.6	2.3	0.3	<0.01
Knowledge of and compliance with purchasing laws in MA (30b legislation)	Operations	2.3	2.0	0.3	<0.01
Championing the new NSLP meal requirements - to parents	Communications & Marketing	2.4	2.2	0.3	0.01
Championing the new NSLP meal requirements - to students	Communications & Marketing	2.5	2.3	0.3	0.01
Personnel management - communication – what, how and to whom	Administration	2.7	2.4	0.2	0.01
Implementing greener practices in the kitchen and cafeteria	Operations	2.2	2.0	0.2	0.01

(sustainability)					
Methods/skills needed for effective training of staff	Administration	2.6	2.4	0.2	0.01
Nutrition education - promoting the National School Lunch Program from a nutrition perspective	Nutrition and Nutrition Education	2.6	2.4	0.2	<0.01
Personnel management - how to create a positive work environment	Administration	2.7	2.5	0.2	0.03
Nutrition education - nutrition promotion to students and parents	Nutrition and Nutrition Education	2.6	2.4	0.2	0.04
Food safety and allergies - actions necessary to prevent cross-contamination during storage, preparation, holding and serving food	Operations	2.6	2.8	-0.2	<0.01
Basic culinary techniques	Operations	2.4	2.7	-0.3	<0.001
ServSafe certification (or equivalent food safety certification)	Operations	2.5	2.9	-0.4	<0.001
Technology tools - email	Operations	2.4	2.8	-0.4	<0.001

[1] **Scale is 1 - 3: 1 is Not Needed; 2 is Somewhat Needed; 3 is Much Needed**

[2] **Scale is 1 - 3: 1 is Not Confident; 2 is Somewhat Confident; 3 is Very Confident**

Green shading indicates performance strength - competence levels greater than needed for job

Managers - Perceived Gap in Knowledge

Methodology: Mean (average) calculated of Managers' scores on importance of each skill and their competence in performing each skill. The difference between these two scores was calculated and a paired t-test was performed on these two data sets to determine if there was a statistically significant difference between these two scores. The means were considered statistically significant if the p value (probability) was ≤ 0.05 meaning that less than 5% of the time would you see a difference if the difference were due to chance rather than a true difference.

Skill		Importance[1]	Competence[2]	Imp - Comp	p-value
Knowledge of how to use various technology tools - spreadsheet software (Excel)	Operations	2.3	1.7	0.5	<0.001
Knowledge of how to use various technology tools- Collaboration with local IT support service	Operations	2.2	1.8	0.4	0.001
Gluten-free diet	Nutrition and Nutrition Education	2.4	2.1	0.3	0.02
Financial management - how to read a Profit & Loss report	Administration	1.9	1.6	0.3	0.05
Knowledge of the meal pattern and regulations - impact of meal pattern on cost	Administration	2.3	2.1	0.2	0.05

[1] Scale is 1 - 3: 1 is Not Needed; 2 is Somewhat Needed; 3 is Much Needed

[2] Scale is 1 - 3: 1 is Not Confident; 2 is Somewhat Confident; 3 is Very Confident

Directors' Perceptions of Manager Skill Levels - Lowest Scores[1]

Methodology: Mean (average) calculated of the Directors' perceptions of their managers' competence in performing various skills. Any skill with a mean of 2.0 or less is listed.

Skill	Key Area	Mean
Financial management - how to read a Profit & Loss report*	Administrative	1.4
Knowledge of how to use various technology tools - spreadsheet software (Excel)*	Operations	1.5
Financial management - how to convey cost control concepts to employees and how employee behavior affects cost	Administrative	1.7
Knowledge of how to use various technology tools- social media (Facebook, Twitter, or others)	Operations	1.7
Knowledge of how to use various technology tools-Collaboration with local IT support service*	Operations	1.7
Knowledge of how to use various technology tools- word processing software (Word)	Operations	1.8
Personnel management - when and how to appropriately discipline an employee	Administrative	1.8
Marketing - signage	Communications & Marketing	1.8
Standardized recipes - how to create a standardized recipe	Operations	1.9
Personnel management - managing conflict between employees	Administrative	1.9
Personnel management - holding employees accountable for meeting expectations	Administrative	1.9
Gluten-free diet*	Nutrition and Nutrition Education	2.0
Knowledge of the meal pattern and regulations - impact of meal pattern on cost*	Administrative	2.0
Waste and theft – how to identify and address waste/theft in the program (whether time, inventory, money, over-portioning)	Administrative	2.0
Personnel management - setting expectations for employees	Administrative	2.0
Personnel management - ensuring employees understand the importance of “following the rules” even if they don’t agree with the rule	Administrative	2.0

[1] **Scale is 1: Unsatisfactory; 2 is Mostly Effective; Highly Effective**

*Indicates Managers identified this same gap in their knowledge

Nutrition Assistants - Perceived Gap in Knowledge

Methodology: Mean (average) calculated of nutrition assistants' scores on importance of each skill and their competence in performing each skill. The difference between these two scores was calculated and a paired t-test was performed on these two data sets to determine if there was a statistically significant difference between these two scores. The means were considered statistically significant if the p value (probability) was ≤ 0.05 meaning that less than 5% of the time would you see a difference if the difference were due to chance rather than a true difference.

Skill	Key Area	Importance[1]	Competence[2]	Imp - Comp	p-value
Gluten-free diet	Nutrition and Nutrition Education	2.5	2.1	0.4	0.03
Food allergies - 8 most common and others	Nutrition and Nutrition Education	2.6	2.3	0.3	0.05

[1] **Scale is 1 - 3: 1 is Not Needed; 2 is Somewhat Needed; 3 is Much Needed**

[2] **Scale is 1 - 3: 1 is Not Confident; 2 is Somewhat Confident; 3 is Very Confident**

Directors' Perceptions of Nutrition Assistant Skill Levels - Lowest Scores[1]

Methodology: Mean (average) calculated of the Directors' perceptions of their nutrition assistants' competence in performing various skills. Any skill with a mean of 2.0 or less is listed.

Skill	Key Areas	Mean
Knowledge of how to use various technology tools - spreadsheet software (e.g. Excel)	Operations	1.5
Knowledge of how to use various technology tools - social media (e.g. Facebook, Twitter)	Operations	1.6
Knowledge of how to use various technology tools - word processing software (e.g. Word)	Operations	1.7
Knowledge of how to use various technology tools - email	Operations	1.9
Gluten-free diet*	Nutrition and Nutrition Education	1.9
Marketing - signage	Communications & Marketing	1.9
Standardized recipes - why following standardized recipes is important	Operations	2.0
Standardized recipes - portion size –how this relates to cost control of program	Operations	2.0
Production records - how to complete (completeness and accuracy)	Operations	2.0
Production records - how to ensure components are identified appropriately	Operations	2.0
Knowledge of how to use various technology tools - POS system	Operations	2.0
Marketing - appealing presentation of food	Communications & Marketing	2.0

[1] **Scale is 1: Unsatisfactory; 2 is Mostly Effective; Highly Effective**

*Indicates Nutrition Assistants identified this same gap in their knowledge

Summary of School Nutrition Program Director Professional Standards by Local Educational Agency Size			
Minimum Requirements for Directors	**Student Enrollment 2,499 or less**	**Student Enrollment 2,500-9,999**	**Student Enrollment 10,000 or more**
Minimum Education Standards (required) *(new directors only)*	Bachelor's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field. OR Bachelor's degree, or equivalent educational experience, with any academic major or area of concentration, and a State-recognized certificate for school nutrition directors; OR Associate's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; and at least 1 year of relevant school nutrition programs experience; OR High school diploma (or GED) and 3 years of relevant experience in school nutrition programs.	Bachelor's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; OR Bachelor's degree, or equivalent educational experience, with any academic major or area of concentration, and a State-recognized certificate for school nutrition directors; OR Bachelor's degree in any academic major and at least 2 years of relevant school nutrition programs experience. OR Associate's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; and at least 2 years of relevant school nutrition programs experience.	Bachelor's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; OR Bachelor's degree, or equivalent educational experience, with any academic major or area of concentration, and a State-recognized certificate for school nutrition directors; OR Bachelor's degree in any major and at least 5 years experience in management of school nutrition programs.
Minimum Education Standards (preferred) *(new directors only)*	Directors hired without an associate's degree are strongly encouraged to work toward attaining associate's degree upon hiring.	Directors hired without a bachelor's degree strongly encouraged to work toward attaining bachelor's degree upon hiring.	Master's degree, or willingness to work toward master's degree, preferred. At least one year of management experience, preferably in school nutrition, strongly recommended. At least 3 credit hours at the university level in food service management plus at least 3 credit hours in nutritional sciences at time of hiring strongly preferred.
Minimum Prior Training Standards (required) *(new directors only)*	At least 8 hours of food safety training is required either not more than 5 years prior to their starting date or completed within 30 calendar days of employee's starting date.		

Summary of Required Minimum Continuing Education/Training Standards, for All Local Educational Agency Sizes	
New and Current Directors	Each year, at least 12 hours of annual continuing education/training. Includes topics such as: • Administrative practices (including training in application, certification, verification, meal counting, and meal claiming procedures). • Any specific topics required by FNS, as needed, to address Program integrity or other critical issues. This required continuing education/training is in addition to the food safety training required in the first year of employment, or for all school nutrition program directors if determined by the State agency.
New and Current Managers	Each year, at least 10 hours of annual continuing education/training. Includes topics such as: • Administrative practices (including training in application, certification, verification, meal counting, and meal claiming procedures). • The identification of reimbursable meals at the point of service. • Nutrition, health and safety standards. • Any specific topics required by FNS, as needed, to address Program integrity or other critical issues.
New and Current Staff (other than the director and managers) that work an average of at least 20 hours per week	Each year, at least 6 hours of annual continuing education/training. Includes topics such as: • Free and reduced price eligibility. • Application, certification, and verification procedures. • The identification of reimbursable meals at the point of service. • Nutrition, health and safety standards. • Any specific topics required by FNS, as needed, to address Program integrity or other critical issues.

Source: http://www.fns.usda.gov/school-meals/professional-standards