

Training and Education Needs Assessment Survey

Final Report

**Prepared for:
University of California, Davis
Center for Nutrition in Schools**

**California Department of Education
Nutrition Services Division**

October 26, 2012

**Anna Jones, PhD Candidate
Center for Nutrition in Schools
University of California, Davis**

**Mandeep Punia, MS, RD
Nutrition Services Division
California Department of Education**

**Shannan Young, RD, SNS
Nutrition Services Division
California Department of Education**

**Carol Chase, MS, RD
Nutrition Services Division
California Department of Education**

**Sheri Zidenberg-Cherr, PhD
Center for Nutrition in Schools
University of California, Davis**

Table of Contents

Executive Summary	1
Introduction	1
Selected Results	1
Conclusion.....	4
Chapter 1 – Introduction	5
Background	5
Methodology.....	6
Questionnaire Development	7
Chapter 2 – Participant Characteristics	9
Respondent Characteristics	9
School, District, or Program Characteristics	10
Chapter 3 – Training Needs	12
Overall Needs	12
Director and Manager Perceptions of Staff Needs	15
Chapter 4 – Training Preferences	19
Chapter 5 – Resources and Barriers	22
Resources.....	22
Barriers	25
Chapter 6 – Professional Development.....	27
Chapter 7 – Discussion and Conclusions.....	29
Appendices	31
A. Questionnaire	31
B. Communications	50
C. Responses to each question.....	56
D. Training and Education Needs Assessment (TENA) Committee Members	75
E. References	77

Executive Summary

Introduction

California's child nutrition programs serve millions of meals every day to children, and do so cost-effectively, while following a host of state and federal regulations. With the passage of the Healthy, Hunger-Free Kids Act of 2010 (HHFKA) and the release of the Final Rule on Nutrition Standards in the National School Lunch Program (NSLP) and School Breakfast Programs (SBP) in January 2012, there are significant changes to implement. In order to ensure successful implementation of the new requirements as well as ongoing initiatives, such as the *Let's Move! Campaign*, the *HealthierUS School Challenge*, and the *Team California for Healthy Kids* campaign, the California Department of Education (CDE), Nutrition Services Division (NSD) plans to provide timely and quality training, technical assistance, and resources to the child nutrition program personnel in California. The CDE therefore convened the Training and Education Needs Assessment (TENA) Committee, a diverse stakeholder group, to assist the NSD in developing a five-year plan to address the priority needs of personnel in child nutrition programs that sponsor the NSLP. A survey was conducted to insure that CDE directs the limited funds available towards training, technical assistance, and resources that school food authorities (SFAs) say they need.

The TENA Survey was conducted by the University of California, Davis, Center for Nutrition in Schools in partnership with the California Department of Education, Nutrition Services Division. This research evaluated the training, resource, and professional development needs of child nutrition program staff in school districts, charter schools, after school programs¹ and residential child care institutions (RCCI) that participate in the NSLP. This web-based survey of directors, managers, nutrition specialists, supervisors, and child nutrition staff was conducted in November and early December, 2011. Those unable to complete the questionnaire on the Internet were able to request a paper copy of the questionnaire.

Selected Results

Survey Respondents

The survey was sent to 1,490 programs and a total of 994 respondents initiated the survey. Of these, 739 (74.3 percent) completed the web-based survey and 34 completed a paper copy of the questionnaire. The survey reached multiple levels of personnel, including chief business officials, child nutrition directors, and kitchen and cafeteria employees.

- The majority of respondents were female, between the ages of 50 and 59 years, and identified as white or Caucasian.

¹ After school programs in this study refers only to those that participate in the NSLP. Those that participate in the Child and Adult Care Food Program will be surveyed in a future study.

- Most respondents had attended at least some college or held an associate’s or a bachelor’s degree.
- Forty-four percent were directors, 27 percent were managers or supervisors, and eight percent were staff.
- Most respondents were employed in schools, districts, or programs with students in elementary school and/or middle school.
- Almost half of directors worked in districts with fewer than 2,500 students.

Training Needs

The ten most needed training topics are reported in Table 1. Respondents perceived training needs in the following areas:

- Training in program management topics, such as managing employees, grant writing, and procurement.
- Almost all training topics linked to the HHFKA were highly needed, especially menu planning to meet the new requirements.
- Respondents were interested in receiving training related to nutrition, health, and wellness. This included training on more general areas, such as child nutrition, as well as preparing food for children with special dietary needs and training in school wellness policies.
- For those that are employed in RCCIs, training specific to RCCIs was highly needed.

Table 1: Ten most needed training topics and percent of respondents that chose “Really needed” or “Somewhat needed”

Training Topics	Really + Somewhat Needed (%)
Disaster plan development and implementation	69.8
Type 2 diabetes	64.9
Grant writing	62.9
HHFKA Menu planning to meet the new meal requirements	62.0
Food allergies or intolerances in children	61.6
Special dietary needs	60.9
Staff productivity analysis	60.5
Writing specifications for fruits and vegetables	58.9
HHFKA Cost-effective menus that meet new requirements	58.5
Team building	58.0

Directors, managers, and supervisors were asked to provide information about perceived training needs of their staff. The ten most needed training topics for staff are reported in Table 2. Many of the training topics that staff need overlap with that of the overall training needs. However, there were a few needs unique to staff:

- Planning, preparing, and serving meals is needed, including planning for just-in-time food preparation, culinary skills, and controlling portion sizes.
- Development of skills related to communication and marketing, particularly communication with teachers, administrators, and parent organizations.

Training Preferences

The results of the survey revealed the following about training preferences among respondents:

- In-person classes or workshops are most popular, and the majority of respondents would also be willing to participate in internet-based training.
- Most respondents would be willing to travel between 30 and 60 miles to attend training.
- Respondents prefer weekday training, as opposed to weekend.
- In-person trainings are preferred to be 1 to 3 hours long or all day, while internet-based training would ideally be between 30 minutes and an hour in length.
- There was no clear preference for school year vs. summer training.

Barriers to Training

In order to determine how to improve access to training, respondents were asked about perceived barriers to training:

- Expense was the most commonly cited barrier to obtaining training, followed by travel distance and lack of relief staff.
- Most respondents did not indicate that training location type discourages them from attending training.

Resources

The ten most helpful resources are reported in Table 3. All suggested resources were very popular with respondents. Some highlights are:

- Informational and reference resources were among the most helpful to respondents, particularly an online directory of available training opportunities and a child nutrition director quick guide to frequently asked questions.
- Standardized recipes aligned to the new meal pattern, cafeteria promotional materials, and printed training materials were among the program management resources respondents would find helpful.
- The interest in training in school wellness and nutrition is mirrored by interest in nutrition education resources. Funding to purchase food for experiential learning was the most helpful to respondents.

Table 2: Director and manager perceptions of the ten most needed training topics for staff and percent of respondents that chose “Really needed” or “Somewhat needed”

Training Topics	Really + Somewhat Needed (%)
Current nutrition issues	76.8
Special dietary needs	76.0
Type 2 diabetes	75.6
Food allergies or intolerances in children	74.8
Child nutrition	72.6
Childhood obesity	72.2
Vegetarianism	71.6
Basic nutrition principles	71.1
Culinary skills	68.6
Preparing food for students with special dietary needs	68.1

Program Barriers

The questionnaire also included items about barriers to successful implementation of child nutrition programs:

- Lack of funding was a barrier for more than half; the most common consequence of which was reduction in staff.
- Lack of equipment was a barrier to scratch cooking for many respondents.
- The most common barriers to meal participation were student preferences and a poor image of school meals by students.

Table 3: Ten most helpful resources and percent of respondents that chose “Really helpful”

Resource	Really Helpful (%)
Standardized recipes aligned with new meal pattern	68.0
Online directory of available trainings	66.0
Child nutrition director quick guide to frequently asked questions	65.8
Child Nutrition Program Guide for new directors	62.2
Searchable database of Management Bulletins	60.6
Funding to purchase food for experiential learning	60.3
Printed training materials	60.1
Funding for substitute pay to release teacher from classroom for nutrition education training or curriculum alignment assignments	60.1
Cafeteria promotional materials	58.3
Web-based way to share best practices	57.7

Professional Development

The majority of respondents were somewhat or very interested in moving up the career ladder. Tuition paid or partially paid, and online and weekend classes would most likely encourage respondents to pursue professional development on their own time.

Conclusion

The TENA survey determined the perceived training, resource, technical assistance, and professional development needs of personnel working in programs that participate in the NSLP. The results provide valuable information for developing a five-year training, technical assistance, and resource plan that is reflective of the needs of these programs.

Chapter 1 – Introduction

Background

In the 2010-2011 school-year, California schools served over 580 million lunches and over 229 million breakfasts to children as part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP), which reimburse School Food Authorities (SFAs) a predetermined amount for each meal served, provided they meet the federal regulations (1). To implement these complex regulations and operate a successful meal program, child nutrition personnel need training in a variety of areas, from menu planning and food preparation, to budgeting, to marketing. Furthermore, the childhood obesity epidemic has resulted in identification of schools as the ideal venue for nationwide initiatives to improve the health of children. The Institute of Medicine report, *School Meals: Building Blocks for Healthy Children* (2), emphasizes the importance of schools and the school meal programs in child health, as does a joint statement by the Academy of Nutrition and Dietetics (formerly the American Dietetic Association), the School Nutrition Association (SNA), and the Society for Nutrition Education on the role of schools in preventing obesity and promoting child health (3). As awareness of these important issues has grown, so has focus on initiatives and federal and state programs to address them, such as the *Let's Move! Campaign*, the *HealthierUS School Challenge*, and Superintendent Tom Torlakson's *Team California for Healthy Kids* campaign.

In December 2010, President Obama signed the Healthy, Hunger-Free Kids Act of 2010 (HHFKA) (4), which mandated numerous changes to the NSLP and SBP. These changes include several provisions to improve fiscal operations, program access, wellness through healthy school environment, as well as a provision (in Section 201) to update the meal patterns and nutrition standards for the NSLP and the SBP, based on the recommendations of the Institute of Medicine. The *Final Rule: Nutrition Standards in the National School Lunch and School Breakfast Programs*, released by U. S. Department of Agriculture (USDA) on January 26, 2012, requires SFAs to increase the availability of fruits, vegetables, whole grains, and fat-free and low-fat fluid milk in school meals; reduce the levels of sodium, saturated fat and trans fat in meals; and meet the nutrition needs of school children within their calorie requirements (5). While these changes will improve the management of school meal programs and the healthfulness of meals served, they bring with them significant changes that will impact the training, resource, and technical assistance needs of school nutrition personnel who administer the NSLP and SBP.

To address these issues, the California Department of Education (CDE), Nutrition Services Division (NSD) launched the School Nutrition Program Training and Education Needs Assessment (TENA) project. The primary reason for the needs assessment was to ensure that CDE directs the limited State Administrative Expense (SAE) funds available, towards trainings, resources, and technical assistance that SFAs state they need. The TENA project included convening a diverse stakeholder committee and conducting a needs assessment survey. The TENA Committee has representatives from small, medium, and large school districts, a residential child care institution (RCCI),

charter school associations, CDE After School program, and many other organizations who are stakeholders in child nutrition programs (Appendix D). The committee was charged with the task to help the NSD develop a five-year plan to address the priority training, resource, and technical assistance needs of the child nutrition personnel that work in the NSLP or SBP.

As part of the needs assessment process, the University of California, Davis (UCD), Center for Nutrition in Schools collaborated with CDE to develop and implement a needs assessment survey to gather data directly from child nutrition directors and personnel. The objective of the survey was to determine training, resource, and professional development needs of child nutrition personnel in schools, after school programs¹, and RCCIs. In addition, respondents were surveyed about preferences with regards to training format and delivery modes. The results of the survey were utilized by the TENA committee as they prioritized the training and resource needs for the next five years.

Methodology

The TENA Survey team (UCD and CDE staff) conducted a web-based survey of directors, managers, nutrition specialists, supervisors, and child nutrition staff employed by school nutrition programs, after school programs, and RCCIs in California. Programs that participated in the NSLP received an email inviting personnel to participate in the survey. Included in the email was a link to the web survey and a printable flyer that could be posted or distributed to staff. One week later, a second email was sent to thank those that had completed the questionnaire, and to serve as a reminder for non-respondents. A few days after the second email was sent, all programs received a packet by mail containing a cover letter inviting directors and their staff to participate, and an information flyer about the study. This packet had originally been intended to be received by directors before the initial email was sent, but was not mailed in time for this to occur. The mailed packet was sent in addition to emails in order to reach the largest number of NSLP-participating programs possible. Furthermore, a combination of email and postal mail ensured we could reach both those with a tendency to respond better to mailed letters, and those that respond better to email. A final reminder/thank you email was sent two weeks later. In addition, the survey was publicized at the California School Nutrition Association (CSNA) conference, where a link was available to the web survey on the conference cyber café computers. Those unable to complete the questionnaire on the Internet were able to request a paper copy of the questionnaire to complete. Appendix B contains all communications sent.

The web survey utilized Survey Monkey software. All UCD requirements for human subjects research were followed and the Institutional Review Board (IRB) approved the project before the survey began. Before beginning the survey, participants were presented with a list of “frequently asked questions” (FAQ) about the study, their rights as a participant in human subject research, and who to contact with questions. Per IRB regulations, all respondents had the option of choosing not to answer any

¹ After school programs in this study refers only to those that participate in the NSLP. Those that participate in the Child and Adult Care Food Program will be surveyed in a future study.

question. To ensure that respondents intentionally chose not to provide a response, questions on the web-based survey required a response in order to proceed in the survey, however respondents could choose “Prefer not to answer”. “Not sure” and “Prefer not to answer” responses were not included in analysis, unless otherwise noted.

Data was imported into SPSS Statistics Version 20 (IBM Corp., Armonk, NY, 2011) for analysis. Analyses consisted of descriptive statistics and Chi-square analysis.

Questionnaire Development

Questionnaire development began with a review of similar surveys that had been conducted in the past, and a bank of questions from these questionnaires was developed. Questions were revised and new questions were added as needed. The surveys used included the National Food Service Management Institute Training Needs Reported by School Food Service Site Managers and Recommendations for Meeting Managers’ Needs (2000), the 2004 Education and Training Needs Assessment conducted by the NSD and California State Polytechnic University at Pomona, the 2011 Regional Leadership Conference: Stepping Up to the Challenge – *Creating a Healthy School Environment Training and Technical Assistance* Application, the UC Berkeley Center for Weight and Health Nutrition Learning Environments, Actions & Policies Stakeholder Questionnaire, the Georgia Department of Education Needs Assessment for 2012-2014 Recertification Course for Managers, and the California School Nutrition Association Professional Development Survey. Following the development of the draft version of the questionnaire, it was reviewed by NSD staff for completeness and clarity, and content validity, before being reviewed by the TENA committee. Suggestions by NSD staff and TENA committee members were incorporated into the questionnaire before it was reviewed again by NSD staff. Necessary revisions were made and the questionnaire was finalized.

The questionnaire (Appendix A) was designed to be used at different levels within the child nutrition career ladder, including kitchen and line staff, managers and supervisors, and directors. In order to reduce respondent burden and increase response rate, skip logic was used to direct respondents to questions that would be relevant to them. Questions 3 and 4 were used to determine skip patterns for the online survey. Job title (question 3) determined what questions were asked of the respondent (e.g. line workers did not see questions intended for directors), and site type (question 4) determined if questions refer to site or district (e.g. many questions have “site/district” in the question. Respondents saw “site” or “district” depending on whichever was most appropriate for them). There were seven sections in the questionnaire:

1. Work site or district
2. Training needs
3. Staff training needs (directors and managers)
4. Training opinions and preferences
5. Resources, equipment and technical assistance
6. Professional development
7. Demographic information

Directors and managers answered questions from all of the sections, while staff, nutrition specialists and those who chose “Other” answered questions from sections 1, 2, and 4-6. The additional section for directors and managers on staff training needs was included for two reasons. The first was that the survey team anticipated there would be a “gatekeeper” effect, as the contact person for the NSLP at the site or district was responsible for distributing the questionnaire to others in the child nutrition program. For this reason, the response rate for kitchen and line staff was expected to be lower; surveying directors and managers on their staff need would provide some data about what kitchen and line staff might need. Furthermore, it allows the survey team to compare what directors and managers think their staff might need to what the staff respondents themselves indicated was needed. Appendix A contains the questionnaire used in this survey.

Chapter 2 – Participant Characteristics

The survey was sent to 1,490 programs participating in the NSLP, and a total of 994 respondents initiated the online survey. Of these, 739 (74.3 percent) completed the web-based survey. Since the Survey Monkey software records data as it is collected, responses from those who did not finish the full questionnaire were included in the analysis. In addition to the web-based survey, respondents were offered the option of completing a paper copy of the questionnaire, resulting in an additional 34 completed questionnaires. All counties in California were represented in the survey.

Counties were divided into regions (Bay Area, Central, Los Angeles, Northern, Southern and Coastal) based on data from the CDE Child Nutrition Information and Payment System, and survey data was compared to expected frequencies for each of the six regions. Programs in the Central and Southern regions were over-represented, while programs in the Coastal region were under-represented in the sample ($\chi^2=45.13$, $df=5$, $p<0.001$).

Respondent Characteristics

Demographic Characteristics

Table 1 contains the demographic distribution of respondents. The majority of respondents were female (85.4 percent), between the ages of 50 and 59 years (44.2 percent), held the title of director (43.6 percent), had at least some college education (31.2 percent), and identified as white or Caucasian (68.2 percent). Of the remaining participants, 4.0 percent were between 18 and 29 years, 12.2 percent between 30 and 39 years, 24.4 percent between 40 and 49 years, 10.6 percent were between 60 and 69 years. Less than 1 percent were 70 years or older. Aside from directors, the sample consisted of 27.2 percent managers or supervisors, 16.9

Table 1: Participant Demographics

Characteristic	n	%
Gender		
Female	663	85.4
Male	99	12.8
Prefer not to answer	14	1.8
Age (years)		
18-29	31	4.0
30-39	95	12.2
40-49	189	24.4
50-59	343	44.2
60-69	82	10.6
70+	6	0.8
Prefer not to answer	30	3.9
Title		
Director	435	43.6
Manager or Supervisor	271	27.2
Staff	81	8.1
Administrators, business staff, etc.	168	16.9
Nutrition specialist	11	1.1
Miscellaneous	31	3.1
Education		
Less than high school	6	0.8
High school diploma or equivalent	128	16.5
Some college	242	31.2
Associate's degree or equivalent	121	15.6
Bachelor's degree	167	21.5
Advanced degree	81	10.4
Other	7	0.9
Not sure	1	0.1
Prefer not to answer	23	3.0
Race and Ethnicity (participants could choose more than one response)		
African American	43	5.6
Asian or Pacific Islander	36	4.7
Latino or Hispanic	124	16.2
Native American or Alaska Native	12	1.6
White or Caucasian	523	68.2
Other	10	1.3
Not sure	2	0.3
Prefer not to answer	60	7.8

percent administrators, and business or office staff, 8.1 percent child nutrition staff, 1.1 percent nutrition specialists, and 3.1 percent miscellaneous. Of those that responded to the question, 16.2 percent identified as Latino or Hispanic, 5.6 percent as African American, 4.7 percent as Asian or Pacific Islander, 1.6 percent as Native American or Alaska Native, and 7.8 percent preferred not to respond.

Employment and Professional Characteristics

Most participants have been in their current position for at least a year (Figure 1), with 33.4 percent employed for 1-5 years, 23.7 percent for 6-10 years, 13.4 percent for 11-15 years, and 20.9 percent for more than 15 years. A much smaller proportion (8.1 percent) have been in their current position for less than a year, and 0.5 percent chose not to provide a response. Most participants have no plans to retire in the near future. Almost half (42.1 percent) don't plan to retire for at least 10 years, while 21.3 percent plan to retire between 6 and 10 years from now, 19.5 percent between 1 and 5 years from now, and 3.1 percent within the next year. Of the remaining respondents, 11.2 percent were not sure, and 2.8 percent chose not to respond.

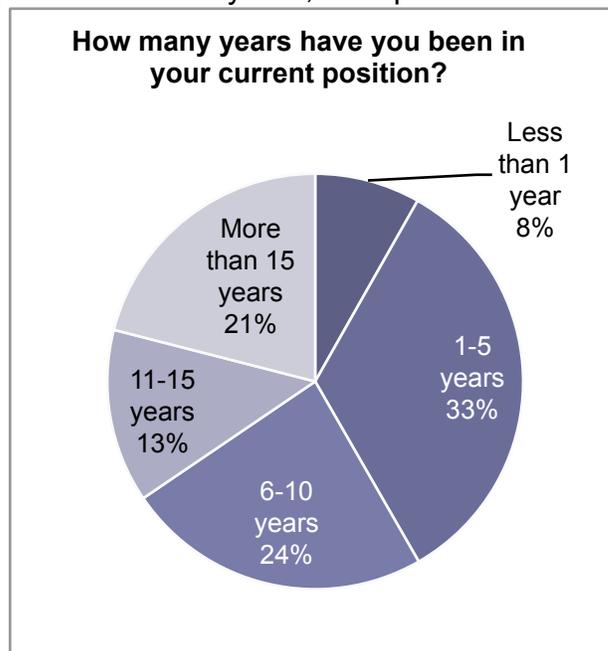


Figure 1: Number of years in current position by percent of respondents

Just over a third of respondents (36 percent) are members of the CSNA. School Nutrition Association (SNA) Certification was fairly rare among respondents, with 1.5 percent, 0.5 percent, 2.2 percent holding Level 1, 2, or 3 certifications respectively. SNA School Nutrition Specialist (SNS) credentials were also uncommon; 2.7 percent of respondents indicated they had an SNS credential. However, most respondents were certified in food safety (68.5 percent) and 4.0 percent indicated they were registered dietitians.

School, District, or Program Characteristics

Almost half of respondents (46.2 percent) indicated they were employed at a school site, while 31.7 percent were employed at the district level. Of the remaining respondents, 8.3 percent worked at RCCIs, 6.5 percent worked at a central production site, 7.0 percent chose "Other", and 0.2 percent were not sure what type of site they were employed at. The vast majority of respondents were employed in schools, districts, or programs with students in elementary or middle schools (Figure 2). All counties in California were represented in the sample (county breakdown can be found in Appendix C).

Directors, managers, and nutrition specialists were asked about participation in Shaping Health As Partners in Education (SHAPE). Of those that were asked this question, 21.2 percent indicated their district or program participates in SHAPE. The

majority (59.1 percent) indicated their district or program does not participate, and 19.7 percent were unsure.

In addition to the above questions, directors were asked to provide additional information about their districts. When asked number of students enrolled in their district, 47.3 percent indicated that fewer than 2,500 students attended, while 25.8 percent indicated they work in medium-sized districts (2,500-9,999 students), 21.7 percent in large districts (10,000-39,999 students) and 3.1 percent in very large school districts (>40,000 students).

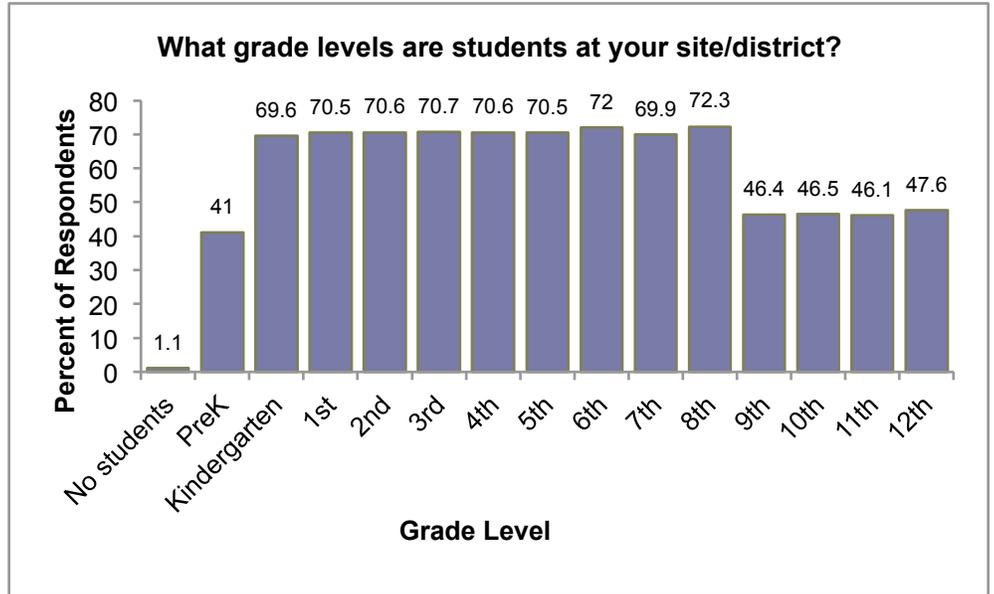


Figure 2: Grade Levels at Respondent Site or District

The total number of staff employed by the child nutrition programs was less than 5 in 23 percent of cases, between 6 and 10 in 13.8 percent, between 11 and 25 in 18.5 percent, between 26 and 50 in 15.7 percent, between 51-100 in 14.3 percent, between 101 and 250 in 9.7 percent and more than 250 employees in 3.8 percent of cases. A small percentage (1.2 percent) were not sure how many staff were employed.

Most (67.1 percent) of directors responded that their district provides snacks or meals to an after school program, while 31 percent do not and 1.9 percent are unsure.

Chapter 3 – Training Needs

For each training topic, participants were asked to rate how much they needed training in that area. In addition to “Not sure” and “Prefer not to answer”, available response options were:

- Not needed for my job
- Already well trained
- Somewhat needed
- Really needed

This report will discuss training topics with a 50 percent or greater proportion of respondents who chose “Really needed” or “Somewhat needed” for the sake of brevity. A complete breakdown of responses to each question can be found in Appendix C.

Overall Needs

Training topics were grouped into general themes, with responses summarized below. Response percentages can be found in Table 2.

Program Management

Directors and managers were asked several questions focused on child nutrition program management, of which many had 50 percent or more respond with “Really needed” or “Somewhat needed.” The training topic with the highest percentage of “Really needed” and “Somewhat needed” responses was “Disaster plan development and implementation” (69.8 percent). Also falling under this category was “Grant writing” (62.9 percent), which was the only training topic in which a larger percentage of respondents chose “Really needed” than “Somewhat needed.” This is particularly interesting in light of the responses to the question “Do you obtain funding for your program from outside sources?” in which the majority (62.4 percent) indicated they do not. Those that do not currently obtain funding were more likely to express need for grant writing training than those that do ($\chi^2=28.33$, $df=8$, $p<0.001$, “Not sure” responses included in analysis). These results suggest that a lack of training in grant writing may be a barrier to obtaining outside funding.

Subthemes that emerged among program management topics were managing employees and procurement. Managing employees was an area in which there is clearly a need for training. Several employee management topics fell above the 50 percent mark, including “Staff productivity analysis” (60.5 percent), “Team building” (58.0 percent), “Leadership” (54.5 percent), “Communicating effectively with workers” (54.2 percent), “Training employees” (51.9 percent), and “Evaluating on the job performance of workers” (51.0 percent).

Interest was high in procurement training, including “Writing specifications for fruits and vegetables” (58.9 percent), “Writing bids for procurement” (51.5 percent), and “Procurement of regional produce” (51.3 percent).

Other needed management training topics were “Managing stressful situations at work” (56.6 percent), “Work simplification” (56.0 percent), “Policy development” (55.7 percent), “Indirect costs” (52.4 percent), and “Waste management” (50.4 percent).

The Healthy, Hunger-Free Kids Act of 2010/Final Rule on Meal Patterns and Nutrition Standards

Almost all training topics linked to the final rule on meal patterns and nutrition standards, resulting from the HHFKA of 2010, were highly ranked. The highest-needed training topic was “Menu planning to meet the new requirements,” with 62.0 percent of respondents choosing “Really need” or “Somewhat need” which is very similar to the next most-needed topic, “Cost-effective menus that meet new requirements” (58.5 percent).

To implement the final rule, changes will need to be made in what is served and what is required as part of a reimbursable meal. The new rule reduces sodium in meals gradually, with the first sodium reduction target going into effect on July 1, 2014. The USDA will evaluate the research linking sodium and health outcomes before implementing a second target, followed by a final target. The need for training in this area is reflected in the fact that more than half of respondents feel they need training in “Reducing sodium in meals while maintaining flavor” (55.7 percent). In addition to reducing sodium, respondents indicated they also need training in “Offer v. Serve crediting to meet the new meal pattern requirements” (52.8 percent), “Meeting calorie limits, reducing saturated fat, and eliminating *trans* fats in menus” (52.1 percent), “Increasing dark green and orange vegetables in menus” (51.6 percent), and “Increasing dry beans and peas in menus” (50.7 percent).

Table 2: Training topics in which at least 50 percent of respondents chose “Really needed” or “Somewhat needed”

Training Topics	Really + Somewhat Needed (%)	Really Needed (%)	Somewhat Needed (%)	Already well-trained (%)	Not needed for my job (%)
Disaster plan development and implementation	69.8	20.2	49.6	22	8.1
Type 2 diabetes	64.9	17.4	47.5	20.4	14.8
Grant writing	62.9	34.5	28.4	26.2	11.0
HHFKA Menu planning to meet the new meal requirements	62.0	23.7	38.3	17.3	20.6
Food allergies or intolerances in children	61.6	13.6	48.0	26.7	11.7
Special dietary needs	60.9	12.7	48.2	24.4	14.7
Staff productivity analysis	60.5	16.6	43.9	25.5	13.9
Writing specifications for fruits and vegetables	58.9	16.0	42.9	20.3	20.9
HHFKA Cost-effective menus that meet new requirements	58.5	20.7	37.8	18.4	23.1
Team building	58.0	13.0	45.0	37.7	4.4
Childhood obesity	57.0	12.2	44.8	28.8	14.1

Training Topics	Really + Somewhat Needed (%)	Really Needed (%)	Somewhat Needed (%)	Already well-trained (%)	Not needed for my job (%)
Current nutrition issues	56.6	14.3	42.3	31.5	11.8
Managing stressful situations at work	56.6	9.3	47.3	39.9	3.5
Vegetarianism	56.5	10.4	46.1	26.2	17.3
Work simplification	56.0	12.0	44.0	38.8	5.2
Teaching nutrition to students	55.7	12.3	43.4	18.7	25.6
Policy development	55.7	21.0	34.7	32.6	11.7
HHFKA Reducing sodium in meals while maintaining flavor	55.7	21.4	34.3	22.9	21.3
Coordinating meal programs with classroom study	55.6	17.1	38.5	13.7	30.6
Role of meal program in coordinated school health	55.5	16.4	39.1	26.5	17.9
Identifying relationship between wellness policy & meals	55.5	15.0	40.5	29.6	15.0
Developing a strong wellness policy	55.2	13.9	41.3	30.9	13.8
Farm-to-School programs	54.9	10.4	44.1	14.6	30.5
Promoting a healthy school environment	54.5	15.0	39.5	29.0	16.5
Leadership	54.5	12.2	42.0	41.8	3.7
Communicating effectively with workers	54.2	17.0	37.0	42.8	2.9
Employee wellness	53.6	13.3	40.3	31.5	14.9
HHFKA Offer vs. Serve in new meal pattern	52.8	18.7	34.1	28.3	18.9
Indirect costs	52.4	15.8	36.6	26.3	21.2
HHFKA Meeting calorie, fat limits	52.1	18.2	33.9	24.4	23.6
Training employees	51.9	9.7	42.2	43.9	4.2
HHFKA Increasing dark green & orange vegetables	51.6	16.9	34.7	28.3	20.2
Writing bids for procurement	51.5	18.3	33.2	32.8	15.6
Procurement of regional produce	51.3	9.1	42.2	28.4	20.3
Child nutrition	51.2	8.3	42.9	36.9	11.9
Evaluating on-the-job performance of workers	51.0	11.8	39.2	42.7	6.3
HHFKA Increasing dry beans and peas in school menus	50.7	15.4	35.3	27.9	21.4
Marketing healthy meal choices	50.6	16.3	34.3	24.7	24.7
Waste management	50.4	8.4	42.0	39.7	9.9
Preparing food for students with special dietary needs	50.2	14.5	35.7	29.7	20.1

Nutrition, Health, and Wellness

Aligned with the HHFKA focus of improving child health, is the interest respondents have in health and school wellness overall. Of the 40 topics with 50 percent or more respondents choosing “Really needed” or “Somewhat needed,” 16 fall under health and wellness. Training on specific aspects of child health is needed, particularly “Type 2 diabetes” (64.9 percent), “Food allergies or intolerances in children” (61.6 percent), “Special dietary needs” (60.9 percent), “Childhood obesity” (57.0 percent), “Child nutrition” (51.2 percent), and “Preparing food for children with special dietary needs” (50.2 percent). In addition, respondents expressed a need for training in “Current nutrition issues” (56.5 percent), and “Vegetarianism” (56.5 percent).

It also becomes apparent that many respondents either already do, or would like to take on a leadership role in school wellness. “Teaching nutrition to students” (55.7 percent) is one part of this, and complements the topics “Coordinating the school meal programs with classroom study themes” (55.6 percent), “Identifying the role of the school meal program in coordinated school health” (55.5 percent), “Identifying the relationship between wellness policy and the school meals program” (55.5 percent), “Developing a strong wellness policy” (55.2 percent), and “Promoting a healthy school environment” (54.5 percent). As part of promoting a healthy school environment, it is also important to promote healthy choices, which is reflected in the training need of “Marketing healthy meal choices” (50.6 percent) to encourage kids to choose and eat healthier menu options.

Training Specific to Residential Child Care Institutions

While overall, the proportion of respondents indicating they need training specific to RCCIs was low (20.5 percent), the number of respondents from RCCIs represent a small proportion of the sample (n=83, 8.3 percent). When the data is analyzed for just those who were from RCCIs, the percentage of respondents who indicated they needed RCCI-specific training jumps to 72.2 percent.

Director and Manager Perceptions of Staff Needs

It was anticipated that the response from child nutrition program staff would be lower than that of directors, as it was necessary for directors to distribute the survey among their staff. For this reason, directors, managers, and supervisors were asked an additional set of questions about staff needs. The sample of staff is unlikely to be representative of the state, as the number of staff responding to the survey was less than 10 percent of the respondents, and over 50 percent of staff respondents were from 13 different school districts or programs. For these reasons, this report will focus mostly on director and manager perceptions of staff needs. Training topics were grouped into general themes, with responses summarized below. Response percentages can be found in Table 3.

Nutrition, Health, and Wellness

Managers and directors clearly felt it was important for their staff to be trained in child health and wellness. Of the 40 training topics with greater than 50 percent of

“Really needed” plus “Somewhat needed” responses, 14 were related to health and wellness. The highest ranked topic was “Current nutrition issues” with 76.8 percent. This was closely followed by “Special dietary needs” with 76 percent and Type 2 diabetes with 75.6 percent. Several specific nutrition topics were highly ranked, including “Food allergies and intolerances in children” (74.8 percent), “Child nutrition” (72.6 percent), “Childhood obesity” (72.2 percent), “Vegetarianism” (71.6 percent), “Basic nutrition principles” (71.1 percent), and “Preparing food for students with special dietary needs (68.1 percent).

Wellness programs and coordinated school health emerged as another prominent theme within managers’ and directors’ perceptions of staff needs. The majority of respondents indicated that “Promoting a healthy school environment” is a highly needed training topic (63.8 percent), as well as “Identifying the relationship between school wellness policy and school meals” (57.4 percent), and “Identifying the role of the school meal program in coordinated school health” (55.2 percent). Directors and managers also expressed a need for staff training in “Employee wellness” (62.2 percent).

Table 3: Training topics in which at least 50 percent of directors and managers indicate their staff "Really needed" or "Somewhat needed"

Topic	Really + Somewhat Needed (%)	Really Needed (%)	Somewhat Needed (%)	Not Part of Staff Responsibilities (%)	Already Well-Trained (%)
Current nutrition issues	76.8	25.4	51.4	6.5	16.8
Special dietary needs	76.0	27.8	48.2	8.4	15.7
Type 2 diabetes	75.6	29.0	46.6	12.4	12
Food allergies or intolerances in children	74.8	27.6	47.2	7.5	17.7
Child nutrition	72.6	24	48.6	6.9	20.5
Childhood obesity	72.2	25.4	46.8	12.6	15.3
Vegetarianism	71.6	22.9	48.7	10.9	17.5
Basic nutrition principles	71.1	22.5	48.6	6.5	22.3
Culinary skills	68.6	23.4	45.2	10.7	20.8
Preparing food for students with special dietary needs	68.1	27.4	40.7	11.4	20.5
Hazard Analysis Critical Control Point (HACCP) plan	64.7	16.4	48.3	3.6	31.7
Promoting a healthy school environment	63.8	19.4	44.4	19.0	17.2
Planning for just-in-time food preparation	62.2	20.3	41.9	14.6	23.3
Employee wellness	62.2	19.9	42.3	20.1	17.7
Working effectively with school administrators and teachers	62.1	19.3	42.8	14.7	23.2
HHFKA Offer vs. Serve crediting to meet the new meal pattern requirements	61.8	28.8	33.0	20.4	17.8
Customer service	60.8	18.9	41.9	12.7	26.5
HHFKA Menu planning to meet the new meal patterns	60.7	29.4	31.3	28.5	10.7
HHFKA Reducing sodium (salt) in meals while maintaining flavor	60.2	25.1	35.1	25.7	14.1

Topic	Really + Somewhat Needed (%)	Really Needed (%)	Somewhat Needed (%)	Not Part of Staff Responsibilities (%)	Already Well-Trained (%)
Cooking/food preparation	59.5	16.5	43.0	7.4	33.1
Scratch cooking (including speed scratch or quick scratch)	58.8	21.4	37.4	19.1	22.1
HHFKA Increasing dark green and orange vegetables in school menus	58.6	26.3	32.3	23.8	17.6
HHFKA Increasing dry beans and peas in school menus	58.2	24.1	34.1	25.4	16.4
Forecasting food production needs	57.8	19.4	38.4	15.4	26.9
Controlling portion sizes	57.7	15.5	42.2	6.5	35.7
Identifying the relationship between school wellness policy and school meals	57.4	18.2	39.2	28.8	13.7
Standardizing recipes	56.7	18.9	37.8	21.9	21.5
Adjusting standardized recipes for quantities needed	56.3	16.2	40.1	19	24.7
Preparing plant-based meals	56.3	15.3	41.0	25.5	18.1
Incorporating cultural foods into school meals	56.3	15.1	41.2	26.5	17.2
Evaluating new food products	56.2	11.8	44.4	22.6	21.2
Offering food or meal choices	55.6	12.1	43.5	13.9	30.4
HHFKA Implementing food-based approach in menu planning	55.5	24.4	31.1	27	17.5
Identifying the role of the school meal program in coordinated school health	55.2	17.1	38.1	32.1	12.7
Menu planning options	55.1	15.7	39.4	24.9	20.1
Food safety	54.7	11.8	42.9	2.6	42.7
HHFKA Meeting calorie limits, reducing saturated fat, and eliminating <i>trans</i> fat in school menus	53.1	23.3	29.8	33.4	13.5
HHFKA Increasing whole grains in school menus	52.6	23.3	29.3	25.0	22.4
Marketing healthy meal choices	52.6	19.6	33.0	32.1	15.4
Communicating with parent organizations	50.3	16.1	34.2	29.2	20.5

Planning, Preparing, and Serving Meals

The primary goal of the meal programs is to prepare and serve meals to children, and this is reflected in director and manager perceptions of staff training needs related to planning, preparing, and serving meals. “Culinary skills” (68.6 percent) was the highest ranked topic under this theme. As millions of children are served every day, preventing food-borne illness is crucial; the importance of this is highlighted in the training topics “Hazard Analysis Critical Control Point (HACCP) plan” (64.7 percent), and “Food safety” (54.7 percent).

Planning meals can include not just menu planning, but also other aspects of planning that are needed on a regular basis to prepare and serve meals. Of these, “Planning for just-in-time food preparation” was the highest ranked, with 62.2 percent indicating it was needed. Also needed are “Forecasting food production needs” (57.8

percent), “Standardizing recipes” (56.7 percent), “Adjusting standardized recipes for quantities needed” (56.3 percent), “Incorporating cultural foods into school meals” (56.3 percent), “Evaluating new food products” (56.2 percent), “Offering food or meal choices” (55.6 percent), and “Menu planning options” (55.1 percent). When it came to preparing and serving meals, “Cooking/food preparation” (59.5 percent) is the most highly needed, followed by “Scratch cooking (including speed scratch or quick scratch)” (58.8 percent), “Controlling portion sizes” (57.7 percent), and “Preparing plant-based meals” (56.3 percent).

The Healthy, Hunger-Free Kids Act of 2010

With so many training topics related to the HHFKA being highly ranked for personal training needs, it comes as no surprise that managers and directors indicated their staff needed training in various aspects of the HHFKA. Of these, “Offer vs. Serve crediting to meet the new meal pattern requirements” was the highest ranked, with 61.8 percent. “Menu planning to meet the new meal pattern requirements” (60.7 percent), “Reducing sodium in meals while maintaining flavor” (60.2 percent), “Increasing dark green and orange vegetables in school menus (58.6 percent), “Implementing food-based approach in menu planning” (55.5 percent), “Meeting calorie limits, reducing saturated fat, and eliminating *trans* fat in school menus” (53.1 percent), and “Increasing whole grains in school menus” (52.6 percent) are training topics related to the HHFKA that fell above the 50 percent cutoff.

Communication and Marketing

The communication skill directors and managers indicated their staff needed the most was “Working effectively with school administrators and teachers” (62.1 percent). This was followed by “Customer service” (60.8 percent). One of the most commonly cited barriers to meal program participation (discussed in Chapter 5) was poor perception of the meal program by students, and one component of the poor perception may be customer service. Other communication and marketing training topics were “Marketing healthy meal choices” (52.6 percent), which also falls under school wellness, and “Communicating with parent organizations” (50.3 percent).

Chapter 4 – Training Preferences

While the bulk of the questionnaire was focused on training topics, preferences about training format, location, length, and other relevant aspects of training were also included. This information can be used to guide the development of training in order to encourage maximum interest and participation, while minimizing aspects of training that may discourage some from participating.

Table 4: Best training method and training method respondents were willing to participate by percent of respondents

Training Method	Best Training Method (%)	Willing to Participate (%)
In-person	57.3	86.0
Internet-based	26.0	76.3
Conference-based	5.2	55.1
Self-study workbooks	2.5	38.2
Video/DVD instruction	2.2	43.9
Computer-based not requiring internet	0.8	35.9
Other	1.7	0.6
Not sure	4.5	2.3

Based on responses, the ideal training would be in-person, last between 1 and 3 hours, be within 60

miles of all attendees, and take place during the school year. When asked “Which of the following do you consider the best training method?” respondents more frequently chose in-person workshops or training classes (57.3 percent), followed by internet-based training (26 percent). The other options were considerably less popular (Table 4). While respondents expressed a clear preference for in-person and internet-based trainings, willingness to participate in other types of training was relatively high. The overwhelming majority (86 percent) stated they would participate in in-person trainings, while 76.3 percent were willing to participate in internet-based training. Over half (55.1 percent) would be willing to participate in conference-based training, 43.9 percent would utilize video/DVD instruction, 38.2 percent would utilize self-study workbooks, and 35.9 percent would use computer-based training that does not require internet.

Staff were significantly less likely to be willing to participate in internet-based training compared to directors and managers ($\chi^2=35.73$, $df=2$, $p<0.001$). While 79 percent of directors and 70 percent of managers would be willing to participate, less than half of staff were willing (46.8 percent). However, as noted earlier, the sample of staff in this survey was small and not representative of staff within the state as a whole, therefore, these results should be interpreted with caution.

In-Person Workshops or Training Classes

Respondents expressed a clear preference for training that takes place in-person rather than distance training or self-study. Related to the willingness to participate in in-person training, is the willingness to travel to attend trainings. While 10 percent of respondents would prefer not to travel more than 10 miles for training, most respondents are willing to travel a moderate distance for training (Figure 3). Staff were

significantly less likely to be willing to travel more than 30 miles ($\chi^2=59.04$, $df=10$, $p<0.001$).

Just over half (52.3 percent) of respondents would prefer in-person training to take place during the school year, while 33.5 percent prefer the summer, and 12.4 percent weren't sure. Respondents prefer training to take place on week days, preferably in the middle of the week, while relatively few prefer training that takes place on Saturday or Sunday (Figure 4).

A slight majority of respondents prefer in-person trainings to be 1 to 3 hours long (51.8 percent). Just under a third (32.9 percent) prefer day-long trainings, and 7.9 percent prefer multiple day trainings.

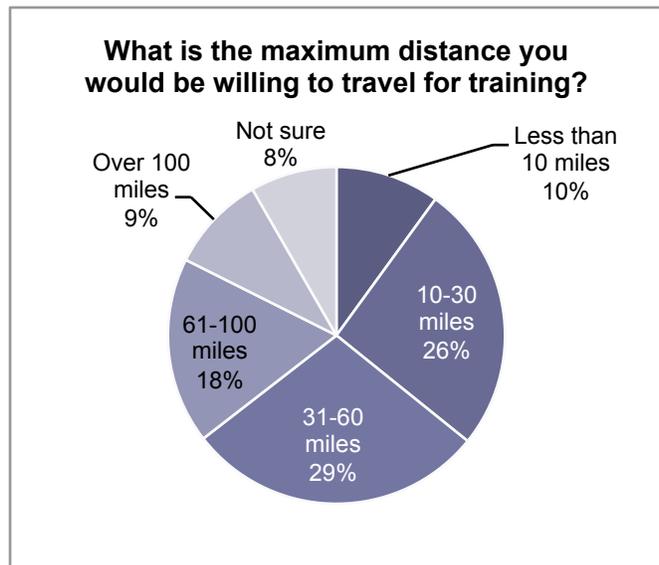


Figure 3: Maximum distance respondents were willing to travel (percentage of respondents)

Internet-Based Training

Internet-based training was the second most popular training format.

Interestingly, computer-based training not requiring internet was much less acceptable to respondents. This may indicate that the ability to interact with instructors, such as in a webinar, may be the key feature that would cause respondents to choose one over the other. When it comes to training length, 10.1 percent prefer training to be less than 30 minutes in length, while 48.1 percent prefer trainings between 30 minutes and an hour in length, and 34.8 percent indicate that between one and two hours is the ideal length. Very few (1.9 percent) state that more than two hours is the ideal length for internet-based training. One respondent indicated "Other" (0.1 percent), while 5 percent selected "Not sure".

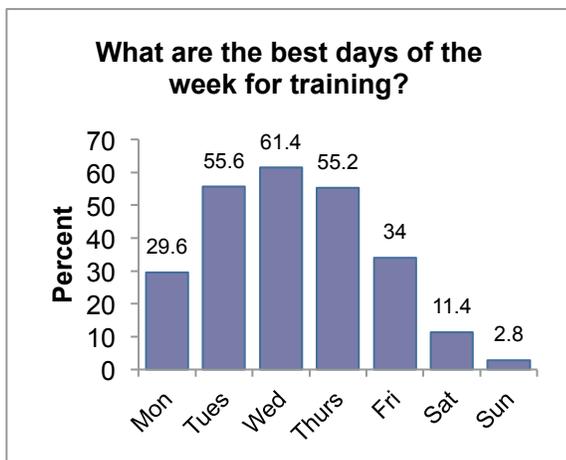


Figure 4: Preferred days of the week for in-person training classes (percentage of respondents)

Barriers to Training

Respondents were also asked to provide information about what might prevent them from receiving the training they may want or need (Figure 5). Of those that answered the question "Do any of the following prevent you from getting the training you want or need?" the most common barrier was expense, including the cost of courses or cost of travel (63.1 percent). This was followed by "Travel distance" (51.5 percent), "Lack of relief staff" (49.5 percent), and "Courses held at inconvenient times" (47.4

percent). Respondents were able to choose “other” and provide reasons not included. Of those that chose to provide a response in the “other” field, several said they did not have time in their schedules to accommodate training (n=8), while some stated that they had no barriers to training (n=11). Interestingly, managers were less likely than directors and staff to state that expense was a barrier ($\chi^2=7.31$, $df=2$, $p=0.026$), while managers and staff were significantly less likely than directors to say that travel distance was a barrier ($\chi^2=24.5$, $df=2$, $p<0.001$), and less likely to cite “courses are held at inconvenient times” ($\chi^2=16.69$, $df=2$, $p<0.001$). Staff were less likely than managers and directors to consider lack of relief staff as a barrier ($\chi^2=7.24$, $df=2$, $p=0.027$). Directors from small districts (<2,500 students) were less likely to cite “Courses are held at inconvenient times” as a barrier compared to larger districts ($\chi^2=7.91$, $df=3$, $p=0.048$).

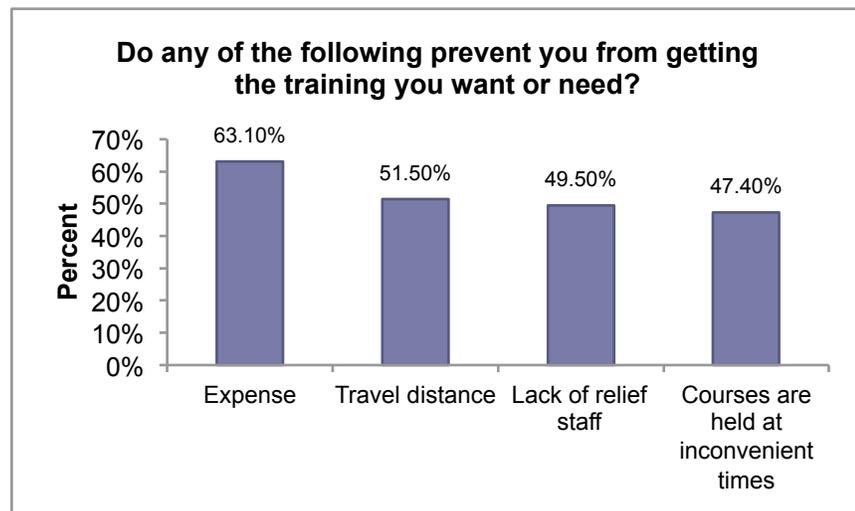


Figure 5: Barriers to training (percentage of respondents)

For most respondents (79.4 percent), the type of location does not discourage them from attending trainings; however 20.6 percent indicate the training location type sometimes or frequently causes them to not want to attend. These respondents were

Table 5: Undesirable location types by percent of question respondents and percent of total survey respondents

Location type	Percent of question respondents	Percent of total respondents
College or university campus	25.3	6.1
Hotel meeting rooms	25.3	6.1
School classrooms	12.4	3.0
County Office of Education meeting rooms	7.3	1.8
School district meeting rooms	6.7	1.6

asked a follow-up question to ascertain which types of locations were not preferred (Table 5). Of those (n= 193), equal numbers of respondents preferred not to attend trainings at hotel meeting rooms and college or university campuses (25.3 percent). County Office of Education meeting rooms (7.3 percent), school district meeting rooms (6.7 percent), and school classrooms (12.4 percent) were less likely to

discourage respondents from attending. However, these percentages reflect a subset of respondents. When compared to the total number of respondents, including those who indicated they were not discouraged by location type, the numbers of those who expressed unwillingness to attend trainings at any particular location type is quite small, as reflected in far right column of Table 5.

Chapter 5 – Resources and Barriers

Resources

While there are a variety of resources available to child nutrition personnel, not all are aware of what is available, and there may be resource needs not currently being addressed. To gather data on what resources should be promoted or developed, respondents were asked to choose a response based on how useful a resource would be to them. In addition to “Not sure” and “Prefer not to answer”, available response options were:

- Not helpful
- Somewhat helpful
- Really helpful

A complete list of resources and participant response percentages can be found in Table 6. Overall, each resource was rated as “Really helpful” by a significant proportion of respondents, indicating that resource needs are high.

Information and Reference Resources

Several of the resources related to reference materials or accessing information. Taken together, these suggest a need not just for guidance in these areas, but also a user-friendly way of accessing necessary information. An “Online directory of available trainings” was the second most helpful with 66.0 percent of respondents choosing “Really helpful.” This resource was suggested by the TENA committee, as there are a variety of programs and agencies that offer training for child nutrition programs but there is currently no central listing of available training classes. Also ranked highly was a “Child nutrition director quick guide to frequently asked questions” (65.8 percent), a “Child Nutrition program guide for new directors” (62.2 percent), a searchable database of Management Bulletins (60.6 percent), a “Web-based way to share best practices” (57.7 percent), and a “Regionally-based technical support system” (54.5 percent). In keeping with the need for training in grant writing, a “guide to outside funding sources” was considered to be very useful by more than half of respondents (56.6 percent). Respondents were also interested in specific guides for serving plant-based meals (47.8 percent), and after school program meals (45.4 percent).

Program Management Resources

When it comes to how helpful respondents would find certain resources, there were certain themes that were seen throughout. The resource with the highest percentage of respondents rating it as “Really helpful” was “Standardized recipes aligned with new meal pattern” (68.0 percent), which is consistent with the need respondents expressed for training associated with the HHFKA. Also consistent with the TENA committee’s recommendation for marketing, were “Cafeteria promotional materials,” with 58.3 percent of respondents choosing “Really helpful.”

Nutrition Education Resources

Nutrition education is an important part of a comprehensive school wellness program and coordinated school health. The interest in training related to child health and school wellness programs is also reflected in the interest in resources related to nutrition education. Of these, the most useful to respondents was “Funding to purchase food for experiential learning” with 60.3 percent of respondents choosing “Really helpful,” closely followed by “Funding for substitute pay to release teacher from classroom for nutrition education training or curriculum alignment assignments” (60.1 percent). MyPlate materials (57.3 percent), Classroom cooking supplies (56 percent), “Funding to purchase nutrition education curriculum” (54.5 percent), “Nutrition education visual materials” (53.7 percent), “CDE Fruit and Vegetable cards” (48 percent),

Table 6: How helpful would you find the following resources? (Percentage of respondents)

Resource	Really Helpful (%)	Somewhat Helpful (%)	Really + Somewhat Helpful (%)	Not Helpful (%)
Standardized recipes aligned with new meal pattern	68	23.9	91.9	8.1
Online directory of available trainings	66	29.3	95.3	4.6
Child nutrition director quick guide to frequently asked questions	65.8	28.9	94.7	5.2
Child Nutrition Program Guide for new directors	62.2	30.1	92.3	7.7
Searchable database of Management Bulletins	60.6	31.6	92.2	7.8
Funding to purchase food for experiential learning	60.3	27.8	88.1	12
Printed training materials	60.1	34.4	94.5	5.5
Funding for substitute pay to release teacher from classroom for nutrition education training or curriculum alignment assignments	60.1	24.7	84.8	15.2
Cafeteria promotional materials	58.3	30.5	88.8	11.1
Web-based way to share best practices	57.7	35.1	92.8	7.2
Revised <i>School Nutrition Programs Guidance Manual</i>	57.4	36.2	93.6	6.4
MyPlate materials	57.3	32.7	90	10
Guide to seeking outside funding sources	56.6	34.7	91.3	8.7
Classroom cooking supplies	56	28.2	84.2	15.8
Funding to purchase nutrition education curriculum	54.5	36	90.5	9.5
Regionally-based technical support system	54.5	37.2	91.7	8.2
Nutrition education visual materials	53.7	33.1	86.8	13.2
CDE Fruit and Vegetable cards	48	40.4	88.4	11.6
Guide to serving plant-based meals	47.8	38	85.8	14.2
Guide to After School Program meals	45.4	34.7	80.1	19.9
Nutrition and garden storybooks	40.2	41.4	81.6	18.4
Garden supplies	37.5	38.2	75.7	24.4

“Nutrition and garden storybooks” (40.2 percent) and “Garden supplies” (37.5 percent) were other nutrition education resources included on the questionnaire. A few of the nutrition education resources on the list are already available (e.g. CDE Fruit and Vegetable cards and MyPlate materials) although it is unclear if respondents are unaware of these and would find them helpful, or are aware but unable to acquire them.

Other Resources

In addition to the above resources, respondents provided information on other resources they use, which included USDA foods. The majority (71.4 percent) frequently use USDA foods, while 11.4 percent sometimes use USDA foods, less than 1 (0.9 percent) rarely use them, and 5.7 percent never use them (Figure 6). An additional 10.6 percent were not sure. Of those that indicated they use USDA foods, 31.2 percent send less than 25 percent of their USDA foods to a processor (Figure 7). As there was no option for “None” or “0 percent”, many respondents (n=103) indicated in the “Other” box that they process none of their USDA foods. These respondents were added to the “Less than 25 percent” category. The other categories were chosen by somewhat fewer respondents, with 13.9 percent indicating they send between 25 percent and 50 percent of their USDA foods to processors, and 25.3 percent sending more than 50 percent. Quite a few participants (28.9 percent) weren’t sure, and 0.8 percent chose “Other” and did not indicate that they send none to processors.

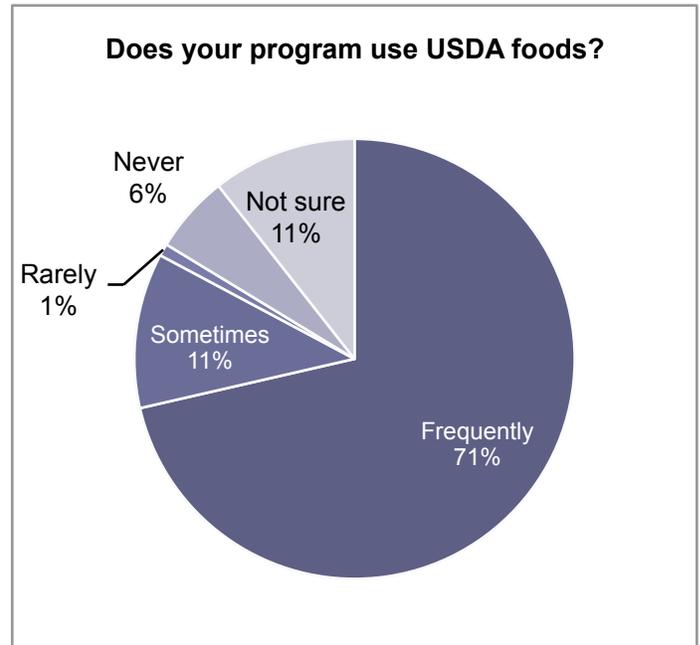


Figure 6: Percentage of respondents whose programs use USDA foods

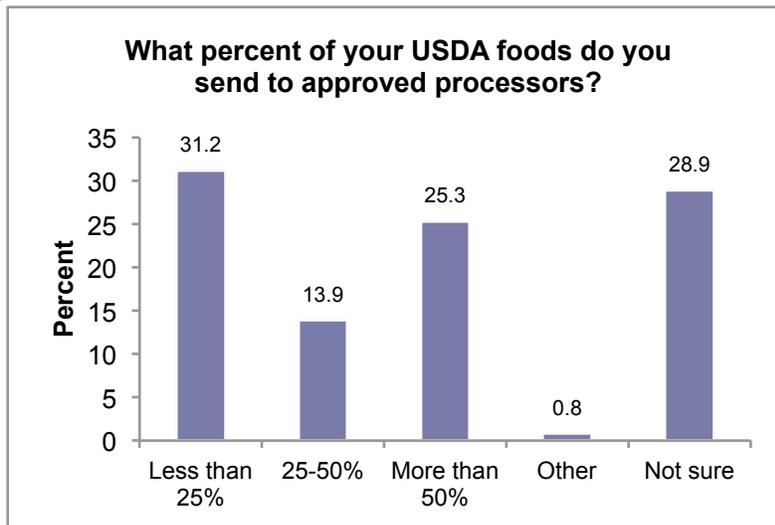


Figure 7: Of those whose programs use USDA foods, proportion of those foods sent to processors

Usefulness of standardized recipes was included on the questionnaire, and most respondents indicated their recipes are somewhat (27.8 percent) or very (49.0 percent) useful. Very few (3.4 percent) felt their standardized recipes were not useful, and 19.8 percent weren’t sure.

Barriers

Lack of funding

When examining what child nutrition programs may need, it is important to address what kinds of barriers they may have. The majority (62.1 percent) indicated that lack of funding has impacted their program, while 23.4 percent stated there was no impact, and 14.6 percent weren't sure. A follow-up question was asked of those who responded "Yes" to determine how a lack of funding has impacted programs (Figure 8).

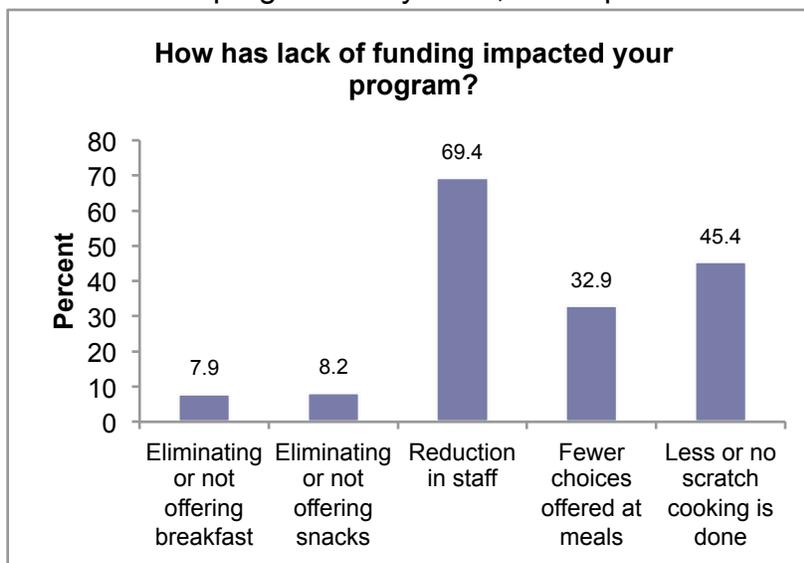


Figure 8: Impacts of lack of funding by percent of respondents who indicated funding had impacted their program

"Reduction in staff" was the most frequently cited impact, with 69.4 percent, followed by "Less or no scratch cooking is done" (45.4 percent), "Fewer choices offered at meals" (32.9 percent), "Eliminating or not offering snacks" (8.2 percent), and "Eliminating or not offering breakfast" (7.9 percent).

Equipment

For many, lack of equipment is either a minor barrier (24.7 percent) or a major barrier (19.5 percent) to scratch cooking in their kitchens, although 38.5 percent do not consider it to be a barrier, and 11.1 percent were not sure. In addition to lack of equipment, lack of training on available equipment may also limit what is prepared. While many respondents did not indicate this (45.6 percent), it often limits (3.5 percent), sometimes limits (16.0 percent), and rarely limits (22.7 percent) what is prepared.

Barriers to Meal Participation

Low participation in the meal programs can limit revenue. Respondents were asked about perceived barriers to meal participation in their programs (Table 7). The most commonly cited barrier was student preferences, with 66.9 percent respondents choosing either "Major barrier" or "Minor barrier" although most respondents indicated this was minor barrier. This was followed by "Students have poor image of school meals" with 60.5 percent and "Lack of parent/family support" (49.3 percent). While less than half (45.2 percent) of respondents indicated "Lunch period is too short" is a barrier in their program, this category had the highest percentage of respondents choosing "Major barrier" (18 percent). Other barriers to participation can be found in Table 7.

Overall, compared to directors from medium (2,500-9,999 students), and large (10,000-39,999 student) districts, directors from very large school districts ($\geq 40,000$ students) were more likely to choose “Major barrier” or “Minor barrier”, while directors from small school districts ($<2,500$ students) were less likely ($\chi^2=15.74-85.48$, $df=6$, $p=0.001-0.015$).

Table 7: Perceived barriers to meal participation by percent of respondents

Barrier	Major + Minor barrier (%)	Major barrier (%)	Minor barrier (%)	Not a barrier (%)
Student preferences	66.9	12.2	54.7	33.2
Students have poor image of school meals	60.5	12	48.5	39.5
Lack of parent/family support	49.3	12.8	36.5	50.7
Lunch period is too short	45.2	18	27.2	54.8
Food quality, taste, and/or visual appeal	40.5	6.6	33.9	59.5
Inadequate facilities for serving meals	33	9.8	23.2	67
Inadequate dining facilities for students	32.6	11.1	21.5	67.4
Inadequate facilities for meal preparation	30.9	11.7	19.2	69.1
Stigma associated with free- and reduced-price meals	30.6	6	24.6	69.4
Lack of administrative support	30.5	7.3	23.2	69.5
Competition from nearby meal vendors	26.6	8.5	18.1	73.5

Chapter 6 – Professional Development

The HHFKA, Section 306, requires USDA to develop professional development standards for school food service personnel. USDA expects to release the final rule during the 2013-2014 school year. At the time of the survey, little information was available on the potential federal standards.

Interest in Promotion and Professional Development

About 60 percent of respondents are interested in moving up the child nutrition career ladder, with 38.2 percent choosing “Very interested” and 23.3 percent “A little interested” (Figure 9). A little less than a third (30.1 percent) were not interested, while 8.4 percent indicated they were not sure. However, a sizeable proportion of respondents were from the business or administrative office, rather than from within child nutrition program, and these respondents were more likely to choose “Not interested” than those employed within the child nutrition program ($\chi^2=55$, $df=3$, $p<0.001$).

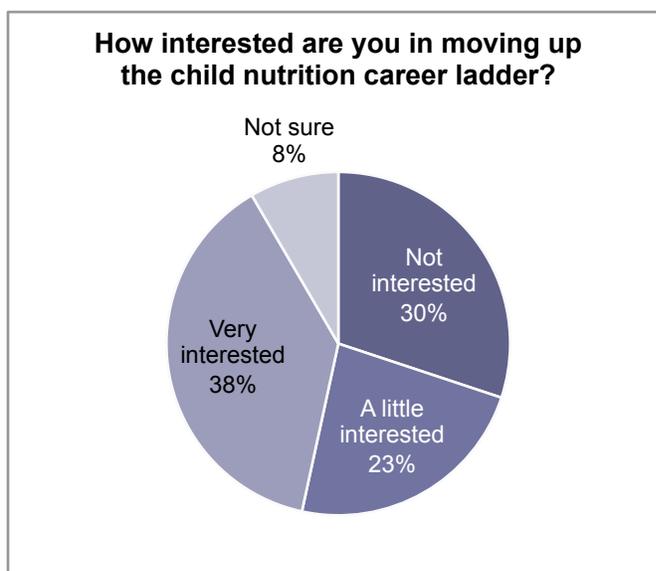


Figure 9: Interest in moving up the child nutrition career ladder (percent of respondents)

When asked “What would encourage you to pursue professional development on your own time?” respondents cited “Tuition paid or partially paid” most frequently (65.7 percent; Figure 10). This is consistent with the most frequent barrier to

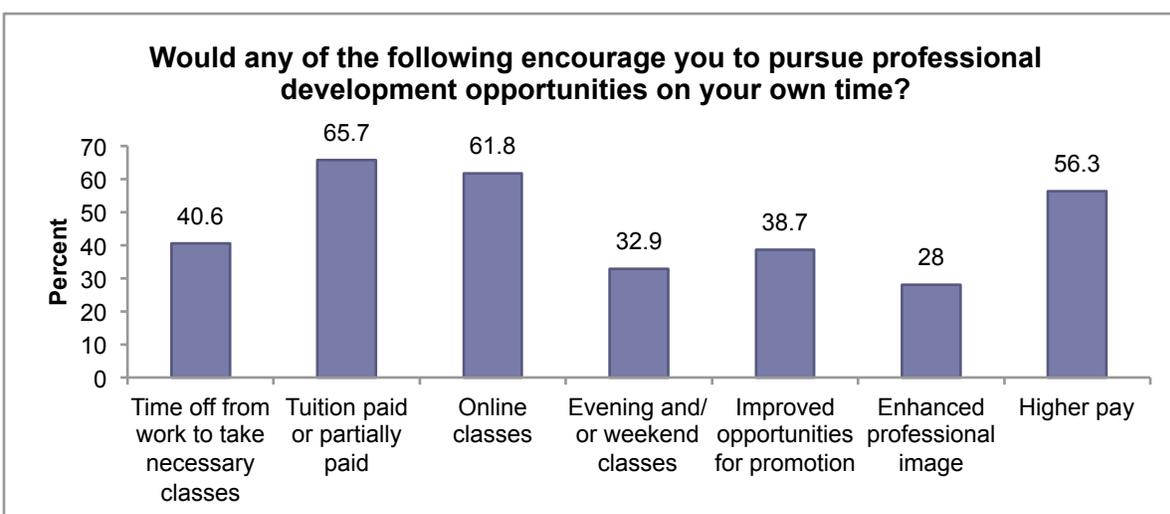


Figure 10: Encouragements to pursuing professional development on respondents own time (percent of respondents)

training (expense), indicating that not only is expense likely to be limiting training, but also limiting access to professional development opportunities. “Online classes” (61.8 percent), and “Higher pay” (56.3 percent) were also chosen by more than half of the respondents. These were followed by “Time off from work to take necessary classes” (40.6 percent), “Improved opportunities for promotion” (38.7 percent), “Evening or weekend classes” (32.9 percent), and “Enhanced professional image” (28.0 percent).

School Nutrition Association Certification and School Nutrition Specialist Credential

The SNA has established continuing education programs for school nutrition personnel and professionals. The SNA certification has three different levels, with an increasing number of hours of education required. The School Nutrition Specialist (SNS) credential requires college credits and work experience in addition to passing the SNS Credentialing exam. Respondents were asked about their awareness of the SNA certification and SNS credential programs (Figure 11). The majority of respondents had not previously heard of SNA certification (63.4 percent) or SNS credentialing (68.0 percent). Those that had heard of either of these programs, but did not possess certification or a credential, were asked a follow-up question about barriers to these programs (n=126). The barrier cited the most frequently was expense, with 64.3 percent of respondents. Travel distance (39.7 percent), lack of relief staff (36.5 percent), lack of incentive or reward (31.0 percent), and courses held at inconvenient times (27.0 percent) were other barriers. College credit or taking college classes was the least cited barrier (12.7 percent).

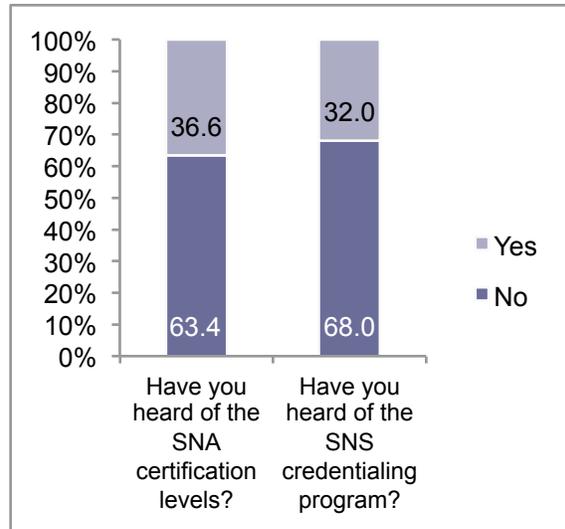


Figure 11: Percent of respondents aware of SNA certification and SNS credentialing

Chapter 7 – Discussion and Conclusions

California’s child nutrition programs serve millions of meals every day to children and youth, while following numerous state and federal regulations. In order to support the personnel who work in these programs, the CDE plans to target its limited resources to the trainings and resources the SFAs say they need the most. This survey served as a tool to determine their needs and the findings of the survey helped the TENA Committee prioritize the needs into a five-year plan for the CDE to address.

When reviewing the results of this survey, it becomes very clear that personnel in California’s child nutrition programs feel they need training, resources, and technical assistance in a variety of areas. The training areas most needed are:

- The Final Rule on Meal Patterns and Nutrition Standards (all respondents)
- Nutrition, health, and wellness (all respondents)
- Program management (directors and managers)
- Planning, preparing, and serving meals (staff)
- Communication and marketing (staff)

Over the last several years, there has been an increasing focus on the school environment as a vehicle for attenuating the rise in childhood obesity. The HHFKA was passed as a reflection of this, and it is understandable that the changes to meal patterns and nutrition standards was one of the top training areas, as was nutrition, health, and wellness. School wellness extends beyond the meal programs into all aspects of the school environment. Larger initiatives, such as the *Let’s Move!* campaign, *HealthierUS School Challenge*, and *Team California for Healthy Kids* campaign encourage schools to meet the challenge of improving the health of children.

Among the popular resources were user-friendly access to information about training and a method for sharing best practices. There is a wealth of resources and information available to schools; what may be needed is a convenient conduit for child nutrition programs to access this information. This could also reasonably be extrapolated to include easy access to information about nutrition and wellness in child nutrition programs, which was another area in which respondents indicated high interest. However, focus groups should be considered in order to fully illuminate detailed training needs in this area. For example, a large number of respondents indicated they needed training in “special dietary needs”. Depending on the respondent, this could mean they want general information about special dietary needs, or it could mean they would like more specific training – what are the special dietary needs that they are required to accommodate, what foods they can procure cost-effectively, and how do they need to be prepared. As the majority of respondents were directors and managers, many of the training topics that were ranked as highly needed were related to program management, including managing employees and procurement. Respondents felt the need for training on a variety of topics, including training employees. There are several barriers to training child nutrition program staff. Staff are much less willing to travel to obtain training, and are less willing to participate in internet-based training compared to

directors and managers. In addition, there is also the barrier of lack of access to the internet at work. While administering this survey, several directors requested paper copies of the survey for their staff due to lack of staff internet access. It stands to reason that lack of internet access would also be an issue for access to internet-based training. These are barriers that will need to be overcome or circumvented in order to provide staff with the training they need.

In addition to the barriers to training staff, there are the barriers to training in general. Expense and travel distance are not only barriers to obtaining training, they are also barriers to providing it. In-person training classes and workshops are the preferred training format, however, it is impractical to offer all training this way. Prioritizing which training areas should be taught as face-to-face courses will necessitate taking into account several factors, the most important of which should be the content. Skill building requires hands-on practice, while other content may be more easily taught via distance education. Despite this, the survey gathered valuable information on how to tailor training to encourage participants to attend. For example, weekdays, especially Tuesday through Thursday, are preferred for training. The preferred length of in-person trainings could present some difficulties, as a slight majority preferred training to be one to three hours in length. This would necessitate a greater number of training sessions to cover the same material compared to day-long or multiple-day classes, which would likely increase travel expenses. However, it would allow time for study and review between sessions, which may be beneficial for retention.

The survey illuminates the perceived needs and preferences of child nutrition program directors, managers, and staff, and provides valuable information in guiding the development of training courses and the overall plan for providing trainings and resources. However, there are some limitations to this study. While the survey team attempted to be as clear as possible, not all questions may have been interpreted as intended. Furthermore, as the survey was sent to the contact person on record for the NSLP sponsor, it was then up to this person to disseminate the survey to all personnel in the child nutrition program. As a result, the sample of staff that responded to the survey was quite small and unlikely to be representative, and the survey team instead used director and manager perceptions to determine staff needs, rather than data from staff directly. In addition, respondents to the survey may have been more likely to be highly motivated and interested in training, compared to those that did not respond. Despite this, the survey has several strengths. The sample size was quite large and included respondents from every county in California. The survey methodology utilized several techniques designed to increase response rate, and by using email and standard mail to recruit participants, the survey appealed to both those that respond better to email, and to those that respond better to standard mail. Overall, the survey team is confident that the findings of this survey will be of use in developing training programs that meet the needs of child nutrition programs in California.

Appendices

A. Questionnaire

As this was an online survey, the following is the list of questions asked of respondents, rather than an exact replica of the online questionnaire. Please note that Questions 3 and 4 were used to determine skip patterns for the online survey. Job title (question 3) determined what questions were asked of the respondent (e.g. line workers did not see questions intended for directors), and site type (question 4) determined if questions refer to site or district (e.g many questions have “site/district” in the question. Respondents saw “site” or “district” depending whichever was most appropriate for them). Boxes that state for whom the question was intended (e.g. “All respondents”) are for review purposes only and were not included on the survey itself.

First, we’d like to ask some questions about your work site or district.

1. What is the name of the school district or agency in which you work?

All respondents –
Required

2. In what county is [school district or agency]?

All respondents –
Required

3. What type of site do you work at?

- School site
- Central production
- District office
- Residential child care institution (RCCI)
- Other – Please describe

All respondents –
Required

4. What grade levels are the students at your site/district?

(Please choose all that apply to your site or district.)

- There are no students at my site
- Pre-kindergarten
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

5. What type of food production does your site/district use?

(Please choose all that apply to your site or district.)

- Scratch cooking (including speed scratch or quick scratch)
- On-site food preparation
- Central production
- Satellite/receiving school
- Cook-chill
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

6. What is your job title?

- Central kitchen line worker or substitute
- School site line worker or substitute
- Food service director or assistant director
- Nutrition specialist
- Regional manager
- Regional supervisor
- Central kitchen manager
- Central kitchen area lead or supervisor
- Site lead or supervisor
- Equipment maintenance supervisor
- Delivery driver
- Other – Please describe

All respondents –
Required

7. What is the total number of staff employed in your district’s child nutrition operation?

(Please choose only one.)

- Less than 5
- 6-10
- 11-25
- 26-50
- 51-100
- 101-250
- More than 250
- Not sure
- Prefer not to answer

Directors only

8. How many students are enrolled in your district?

(Please choose only one.)

- Under 2,500
- 2,500-9,999
- 10,000-39,999
- 40,000 or more
- Not sure
- Prefer not to answer

Directors only

9. Does your school district provide snacks or meals to an After School Program?

- Yes
- No
- Not sure
- Prefer not to answer

Directors only

10. Is your site/district a member of Shaping Health as Partners in Education (SHAPE)?

- Yes
- No
- Not sure
- Prefer not to answer

**Directors, Managers,
Nutrition Specialists**

11. Based on your observations, are any of the following barriers to meal participation? (Please choose one answer for each.)

All respondents

	<i>Not a barrier</i>	<i>Minor barrier</i>	<i>Major barrier</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Students have a poor image of school meals	<input type="checkbox"/>				
b. Stigma associated with free and reduced-price meals	<input type="checkbox"/>				
c. Competition from nearby meal vendors	<input type="checkbox"/>				
d. Student preferences	<input type="checkbox"/>				
e. Lack of parent/family support	<input type="checkbox"/>				
f. Lunch period is too short	<input type="checkbox"/>				
g. Lack of administrative support	<input type="checkbox"/>				
h. Inadequate facilities for meal preparation	<input type="checkbox"/>				
i. Inadequate facilities for serving meals	<input type="checkbox"/>				
j. Inadequate dining facilities for students	<input type="checkbox"/>				
k. Food quality, taste, and/or visual appeal	<input type="checkbox"/>				
l. Other – Please describe	<input type="checkbox"/>				

Next, we'd like to ask some questions about *your* training needs.

All respondents

12. In general, do you think you need more training in the following areas related to **meal planning and preparation? (Please choose one answer for each.)**

	<i>Already well-trained</i>	<i>Somewhat needed</i>	<i>Really needed</i>	<i>Not needed for my job</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hazard Analysis Critical Control Point (HACCP) plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Culinary skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Menu planning options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A la carte options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluating new food products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Standardizing recipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Offering food or meal choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Planning for just-in-time food preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Forecasting food production needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Preparing food for students with special dietary needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 continued. In general, do you think you need more training in the following areas related to **meal planning and preparation**? (Please choose one answer for each.)

All respondents

l. Cooking/food preparation	<input type="checkbox"/>					
m. Controlling portion sizes	<input type="checkbox"/>					
n. Planning reimbursable meals that appeal to children	<input type="checkbox"/>					
o. Adjusting standardized recipes for quantities needed	<input type="checkbox"/>					
p. Incorporating cultural foods into school meals	<input type="checkbox"/>					
q. Scratch cooking (including speed scratch or quick scratch)	<input type="checkbox"/>					
r. Implementation of salad bars	<input type="checkbox"/>					
s. Use of USDA foods (commodities)	<input type="checkbox"/>					
t. Preparing plant-based meals	<input type="checkbox"/>					
u. Planning for use of regional produce	<input type="checkbox"/>					
v. Planning for use of seasonal produce	<input type="checkbox"/>					
w. Meal crediting	<input type="checkbox"/>					

13. Do you think you need additional training in the following areas related to **child health**? (Please choose one answer for each.)

All respondents

	<i>Already well-trained</i>	<i>Somewhat needed</i>	<i>Really needed</i>	<i>Not needed for my job</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Food allergies or intolerances in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Childhood obesity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Type 2 diabetes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Basic nutrition principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Current nutrition issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Child nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Special dietary needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Vegetarianism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other - Please describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Do you think you need additional training in areas related to program management? (Please choose one answer for each.)

Directors, Managers

	<i>Already well-trained</i>	<i>Somewhat needed</i>	<i>Really needed</i>	<i>Not needed for my job</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Using USDA Foods (commodities) to cost-effectively enhance school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Cost control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Grant writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staff productivity analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Fiscal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Equity in school lunch pricing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Revenue from non-program food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Indirect costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Eligibility/Meal applications/Direct certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Verification of meal applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Disaster plan development and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Site monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Waste management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Policy development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Menu production records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Transport records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Writing bids for procurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Equipment procurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Procurement of food and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Procurement of regional produce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Procurement of seasonal produce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Writing specifications for fresh fruits and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Food specifications/CN labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Competitive foods and beverage sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Access to free drinkable water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Breakfast implementation or expansion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Seamless Summer Feeding option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. After School Program snacks and meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. Training specific to Residential Child Care Institutions (RCCIs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All respondents

15. Thinking about the new proposed meal pattern requirements in the [USDA Proposed Rule on Nutrition Standards in the National School Lunch and School Breakfast Programs](#), do you think you need training in any of the following areas? (Please choose one answer for each.)

	<i>Already well-trained</i>	<i>Somewhat needed</i>	<i>Really needed</i>	<i>Not needed for my job</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Menu planning to meet the new meal patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increasing dark green and orange vegetables in school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Increasing whole grains in school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increasing dry beans and peas in school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing food-based approach in menu planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Planning cost-effective menus that meet the new requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meeting calorie limits, reducing saturated fat, and eliminating <i>trans</i> fat in school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Offer vs. Serve crediting to meet the new meal pattern requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reducing sodium (salt) in meals while maintaining flavor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing meals in After School Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Do you think you need additional training in the following areas related to [managing staff](#)? (Please choose one answer for each.)

Directors, Managers

	<i>Already well-trained</i>	<i>Somewhat needed</i>	<i>Really needed</i>	<i>Not needed for my job</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Team building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Communicating effectively with workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Evaluating on-the-job performance of workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Training employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Managing stressful situations at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing employee work schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teaching strategies for adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Work simplification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Do you think you need additional training in the following areas related to **communication and marketing**? (Please choose one answer for each.)

All respondents

	Already well-trained	Somewhat needed	Really needed	Not needed for my job	Not sure	Prefer not to answer
a. Working effectively with school administrators and teachers	<input type="checkbox"/>					
b. Working effectively with vendors	<input type="checkbox"/>					
c. Working effectively with approved USDA processors	<input type="checkbox"/>					
d. Working effectively with after school program staff	<input type="checkbox"/>					
e. Customer service	<input type="checkbox"/>					
f. Communicating with parent organizations	<input type="checkbox"/>					
g. Working with the press	<input type="checkbox"/>					
h. Making presentations to the school board	<input type="checkbox"/>					
i. Marketing school meal programs to parents and students	<input type="checkbox"/>					
j. Public relations strategies	<input type="checkbox"/>					
k. Marketing healthy meal choices	<input type="checkbox"/>					

18. Do you think you need additional training in the following areas related to **school wellness and nutrition education**? (Please choose one answer for each.)

All respondents

	Already well-trained	Somewhat needed	Really needed	Not needed for my job	Not sure	Prefer not to answer
a. Coordinating the school meal programs with classroom study themes	<input type="checkbox"/>					
b. Teaching nutrition to students	<input type="checkbox"/>					
c. Promoting a healthy school environment	<input type="checkbox"/>					
d. Identifying the relationship between school wellness policy and school meals	<input type="checkbox"/>					
e. Identifying the role of the school meal program in coordinated school health	<input type="checkbox"/>					
f. Employee wellness	<input type="checkbox"/>					
g. Developing a strong wellness policy	<input type="checkbox"/>					
h. Farm-to-School programs	<input type="checkbox"/>					
i. Extending wellness efforts to after school programs	<input type="checkbox"/>					

Next, we'd like to ask some questions about the training needs of your staff.

19. In general, do you think most of your staff need additional training in the following areas related to meal planning and preparation?

Directors, Managers

(Please choose one answer for each.)

	Already well-trained	Somewhat needed	Really needed	Not part of staff responsibilities	Not sure	Prefer not to answer
a. Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hazard Analysis Critical Control Point (HACCP) plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Culinary skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Menu planning options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A la carte options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluating new food products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Standardizing recipes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Offering food or meal choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Planning for just-in-time food preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Forecasting food production needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Preparing food for students with special dietary needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Cooking/food preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Controlling portion sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Planning reimbursable meals that appeal to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Adjusting standardized recipes for quantities needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Incorporating cultural foods into school meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Scratch cooking (including speed scratch or quick scratch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Implementation of salad bars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Use of USDA foods (commodities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Preparing plant-based meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Planning for use of regional produce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Planning for use of seasonal produce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Meal crediting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Do you think most of your staff need additional training in the following areas related to **child health**? (Please choose one answer for each.)

Directors, Managers

	Already well-trained	Somewhat needed	Really needed	Not part of staff responsibilities	Not sure	Prefer not to answer
a. Food allergies or intolerances in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Childhood obesity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Type 2 diabetes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Basic nutrition principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Current nutrition issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Child nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Special dietary needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Vegetarianism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other – Please describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Do you think most of your staff need additional training in the following areas related to **program management**?

Directors, Managers

(Please choose one answer for each.)

	Already well-trained	Somewhat needed	Really needed	Not part of staff responsibilities	Not sure	Prefer not to answer
a. Using USDA Foods (commodities) to cost-effectively enhance school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Cost control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Grant writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staff productivity analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Fiscal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Equity in school lunch pricing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Revenue from non-program food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Indirect costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Eligibility/Meal applications/Direct certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Verification of meal applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Disaster plan development and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Site monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Waste management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Policy development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Menu production records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Transport records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Writing bids for procurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 continued. Do you think most of your staff need additional training in the following areas related to **program management**?

Directors, Managers

s. Equipment procurement	<input type="checkbox"/>						
t. Procurement of food and supplies	<input type="checkbox"/>						
u. Procurement of regional produce	<input type="checkbox"/>						
v. Procurement of seasonal produce	<input type="checkbox"/>						
w. Writing specifications for fresh fruits and vegetables	<input type="checkbox"/>						
x. Food specifications/CN labels	<input type="checkbox"/>						
y. Competitive foods and beverage sales	<input type="checkbox"/>						
z. Access to free drinkable water	<input type="checkbox"/>						
aa. Breakfast implementation or expansion	<input type="checkbox"/>						
bb. Seamless Summer Feeding option	<input type="checkbox"/>						
cc. After School Program snacks and meals	<input type="checkbox"/>						
dd. Training specific to Residential Child Care Institutions (RCCIs)	<input type="checkbox"/>						

22. Thinking about the new proposed meal pattern requirements in the **USDA Proposed Rule on Nutrition Standards in the National School Lunch and School Breakfast Programs**, do you think most of your staff need training in any of the following areas?

Directors, Managers

(Please choose one answer for each.)

	<i>Already well-trained</i>	<i>Somewhat needed</i>	<i>Really needed</i>	<i>Not part of staff responsibilities</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Menu planning to meet the new meal patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increasing dark green and orange vegetables in school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Increasing whole grains in school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increasing dry beans and peas in school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing food-based approach in menu planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Planning cost-effective menus that meet the new requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meeting calorie limits, reducing saturated fat, and eliminating <i>trans</i> fat in school menus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Offer vs. Serve crediting to meet the new meal pattern requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reducing sodium (salt) in meals while maintaining flavor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Providing meals in After School Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directors, Managers

23. Do you think most of your staff need additional training in the following areas related to **communication and marketing**? (Please choose one answer for each.)

	<i>Already well-trained</i>	<i>Somewhat needed</i>	<i>Really needed</i>	<i>Not part of staff responsibilities</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Working effectively with school administrators and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working effectively with vendors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working effectively with approved USDA processors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Working effectively with after school program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Customer service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicating with parent organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Working with the press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Making presentations to the school board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Marketing school meal programs to parents and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Public relations strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Marketing healthy meal choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directors, Managers

24. Do you think most of your staff need additional training in the following areas related to **school wellness and nutrition education**?

(Please choose one answer for each.)

	<i>Already well-trained</i>	<i>Somewhat needed</i>	<i>Really needed</i>	<i>Not part of staff responsibilities</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Coordinating the school meal programs with classroom study themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching nutrition to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Promoting a healthy school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying the relationship between school wellness policy and school meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying the role of the school meal program in coordinated school health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Employee wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing a strong Wellness Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Farm-to-School programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Extending wellness efforts to after school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These next few questions are about your training opinions and preferences.

25. What is the maximum distance you are willing to travel to attend in-person trainings?

(Please choose only one.)

- Less than 10 miles
- 10 to 30 miles
- 31-60 miles
- 61-100 miles
- Over 100 miles
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

26. How often would you be willing to travel this distance to attend in-person trainings?

- Weekly
- Twice a month
- Monthly
- Three to four times a year
- Twice a year
- Yearly
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

27. Which one of the following do you think is the best training method?

(Please choose only one.)

- Internet-based (e.g. online courses or live or pre-recorded webinars)
- In-person workshops or training classes
- Conference-based training
- Self-study workbooks
- Video/DVD instruction
- Computer-based training that doesn't require internet access (e.g. DVD-ROM)
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

28. Of the choices below, what are all the types of training you would be willing to participate in?

(Please choose all that apply.)

- Internet-based (e.g. online courses or live or pre-recorded webinars)
- In-person workshops or training classes
- Conference-based training
- Self-study workbooks
- Video/DVD instruction
- Computer-based training that doesn't require internet access (e.g. DVD-ROM)
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

29. What do you think is the ideal length for in-person trainings? *(Please choose only one.)*

- Brief trainings of 1-3 hours
- One-day trainings
- Multiple-day training
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

30. What do you think is the ideal length for Internet-based trainings? *(Please choose only one.)*

- Less than 30 minutes
- 30 minutes to an hour
- Over an hour, but less than two hours
- More than two hours
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

31. What do you think is the best time of year for in-person trainings? *(Please choose only one.)*

- During the school year
- During the summer
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

32. What days of the week are best for in-person trainings? *(Please choose all that apply.)*

- Mondays
- Tuesdays
- Wednesdays
- Thursdays
- Fridays
- Saturdays
- Sundays
- Not sure
- Prefer not to answer

All respondents

33. Do any of the following prevent you from getting the training you want or need? *(Please choose all that apply.)*

- Expense (i.e., cost of courses, and/or cost of travel)
- Travel distance
- Lack of relief staff
- Courses are held at inconvenient times
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

34. Trainings are often held at a variety of location types, for example, school districts, hotel meeting rooms, or college campuses. Does the type of location ever cause you to not want to attend?

- Never
- Sometimes
- Often
- Prefer not to answer

All respondents

If sometimes or often:

35. What types of locations cause you to not want to attend? (Please select all that apply.)

- College or university campuses
- School district meeting rooms
- County office of education meeting rooms
- School classrooms
- Hotel meeting rooms
- Other – please describe
- Prefer not to answer

Next we'd like to ask some questions about resources, equipment, and technical assistance.

36. Do you obtain funding for your program from outside sources (such as grants, etc.)?

- Yes
- No
- Not sure
- Prefer not to answer

Directors only

37. Does your program use USDA Foods (commodities) in your menus?

- Never
- Rarely
- Sometimes
- Frequently
- Not sure
- Prefer not to answer

All respondents

If Rarely, Sometimes, or Frequently:

38. What percent of your USDA foods do you send to approved processors?

- Less than 25 percent
- 25 percent to 50 percent
- Over 50 percent
- Not sure
- Prefer not to answer

All respondents

39. How useful are your standardized recipes?

- Not useful
- Somewhat useful
- Very useful
- Not sure
- Prefer not to answer

All respondents

40. Is lack of equipment a barrier to scratch cooking in your kitchen(s)?

- Not a barrier
- Minor barrier
- Major barrier
- Other – Please describe
- Not sure
- Prefer not to answer

All respondents

41. Does lack of training on equipment in your kitchen(s) limit what you can prepare?

- Never
- Rarely
- Sometimes
- Often
- Not sure
- Prefer not to answer

All respondents

42. Has lack of funding impacted your program?

- No
- A little
- A lot
- Not sure
- Prefer not to answer

All respondents

43. If answered “A little” or “A lot” in previous question: In what ways has lack of funding impacted your program?

(Please choose all that apply.)

- Eliminating or not offering breakfast
- Eliminating or not offering snacks
- Reduction in staff
- Fewer choices offered at meals
- Less or no scratch cooking is done
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

44. How helpful would you find the following resources?

	<i>Not helpful</i>	<i>Somewhat helpful</i>	<i>Really helpful</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a. Revised School Nutrition Programs Guidance Manual available online	<input type="checkbox"/>				
b. Child Nutrition Program Guide for new directors	<input type="checkbox"/>				
c. Child nutrition director quick guide to frequently asked questions	<input type="checkbox"/>				
d. Searchable database of Management Bulletins	<input type="checkbox"/>				
e. Regionally-based technical support system	<input type="checkbox"/>				
f. Printed training materials	<input type="checkbox"/>				
g. Online directory of available trainings	<input type="checkbox"/>				
h. Web-based way to share best practices	<input type="checkbox"/>				

All respondents

				All respondents		
44 continued. How helpful would you find the following resources?						
i.	Standardized recipes aligned with new meal pattern	<input type="checkbox"/>				
j.	Guide to seeking outside funding sources	<input type="checkbox"/>				
k.	Guide to serving plant-based meals	<input type="checkbox"/>				
l.	Guide to After School Program meals	<input type="checkbox"/>				
m.	Other resource - Please describe	<input type="checkbox"/>				

				All respondents		
45. How helpful would you find the following resources to promote nutrition education in the cafeteria and the classroom?						
		<i>Not helpful</i>	<i>Somewhat helpful</i>	<i>Really helpful</i>	<i>Not sure</i>	<i>Prefer not to answer</i>
a.	Garden supplies	<input type="checkbox"/>				
b.	Nutrition and garden story books	<input type="checkbox"/>				
c.	Funding to purchase nutrition education curriculum	<input type="checkbox"/>				
d.	Fruit and vegetable cards (published by CDE)	<input type="checkbox"/>				
e.	Nutrition education visual materials (e.g. stuffed fruit and vegetable characters, test tubes with fat or sugar)	<input type="checkbox"/>				
f.	Funding to purchase food for experiential learning in both cafeteria and classroom	<input type="checkbox"/>				
g.	Classroom cooking supplies (e.g. cart, equipment)	<input type="checkbox"/>				
h.	Cafeteria promotional materials	<input type="checkbox"/>				
i.	My Plate materials	<input type="checkbox"/>				
j.	Funding for substitute pay to release teacher from classroom for nutrition education training or curriculum alignment assignments	<input type="checkbox"/>				
m.	Other resource - Please describe	<input type="checkbox"/>				

These next few questions are about professional development. Professional development is learning new things in order to obtain certifications or credentials and/or move up the career ladder.

46. How interested are you in moving up the child nutrition career ladder?

- Not interested
- A little interested
- Very interested
- Not sure
- Prefer not to answer

All respondents

All respondents

47. What would encourage you to pursue professional development opportunities on your own time? Time off from work to take necessary classes

- Tuition paid or partially paid
- Online classes
- Evening and/or weekend classes
- Improved opportunities for promotion
- Enhanced professional image
- Higher pay
- Other --- Please describe
- Not sure
- Prefer not to answer

48. Have you heard of the School Nutrition Association (SNA) certification levels (Level 1-3)?

- Yes
- No
- Prefer not to answer

49. Have you heard of the School Nutrition Association School Nutrition Specialist (SNS) credentialing program?

- Yes
- No
- Prefer not to answer

All respondents

If respondent answers "No" or "Prefer not to answer" to 47 and 48, they will skip to 51.

50. Which of the following School Nutrition Association (SNA) certificates or credentials do you hold? *(Please choose all that apply.)*

- School Nutrition Specialist (SNS) Credential
- SNA Level 1 Certification
- SNA Level 2 Certification
- SNA Level 3 Certification
- None
- Not sure
- Prefer not to answer

All respondents

If "None" in previous question

51. Are any of the following barriers to SNA certification or SNS credentialing?

(Please choose all that apply.)

Travel distance

- Lack of relief staff
- Courses are held at inconvenient times
- Obtaining college credit or taking college classes
- Lack of incentive or reward
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

Now we'd like to learn some more about you.

52. How many years have you been in your current position?

- Less than 1 year
- 1 to 5 years
- 6-10 years
- 11-15 years
- More than 15 years
- Not sure
- Prefer not to answer

All respondents

53. Are you a member of the California School Nutrition Association?

- Yes
- No
- Prefer not to answer

All respondents

54. Do you hold any of the following certifications, registrations, or credentials?

(Please choose all that apply.)

- Registered Dietitian (RD)
- Dietetic Technician, Registered (DTR)
- Certified Dietary Manager (CDM)
- Dietary Services Supervisor (DSS)
- Food safety certification (e.g. ServSafe, National Registry of Food Safety Professionals, etc.)
- Other --- Please describe
- Not sure
- Prefer not to answer

All respondents

55. When do you plan to retire?

- Within the next year
- Between one and five years from now
- Between six and 10 years from now
- More than 10 years from now
- Not sure
- Prefer not to answer

All respondents

56. What is your gender?

- Female
- Male
- Prefer not to answer

All respondents

57. What is the highest level of education you have achieved?

- Less than a high school diploma
- High school diploma or GED or equivalent
- Some college or technical school
- Associate's or technical school degree or certificate
- Bachelor's degree
- Graduate or professional degree (e.g. MA, MBA, PhD, etc.)
- Not sure
- Prefer not to answer

All respondents

58. How old are you?

- 18-29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60-69 years
- 70 years or older
- Prefer not to answer

All respondents

59. What is your racial/ethnic background?

(Please choose all that apply.)

- African American
- Latino or Hispanic
- Asian or Pacific Islander
- Native American or Alaska Native
- White or Caucasian
- Other – Please describe
- Not sure
- Prefer not to answer

All respondents

B. Communications

Initial Contact Letter



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October [], 2011

Dear National School Lunch Program Administrators and Personnel:

We are writing to ask for your participation in the Training and Education Needs Assessment (TENA) Survey that the Nutrition Services Division of the California Department of Education is conducting in partnership with the University of California, Davis. We are asking school nutrition program directors, managers, supervisors, staff, and nutrition specialists and residential child care institution staff to let us know your training, resource, and professional development needs. The responses from you, your staff, and colleagues are very important and will help in determining how we can best meet the training needs of school nutrition programs in the state.

To make sure we hear from the variety of workers in child nutrition, it is very important you have staff and managers from all levels of your school nutrition program complete the questionnaire. Enclosed is an information flyer you can distribute to staff to encourage them to participate in this important survey.

We hope you and your staff are able to complete the questionnaire on the Internet so that we can summarize results quickly and accurately. Doing that is easy; just enter this Web page address in your Internet browser: [<http://surveyurl>].

We realize that some of you who would like to complete the questionnaire may not have Internet access. To receive questionnaires in the mail, please contact Anna Jones by phone at 916-322-3435 or by e-mail at ajones@cde.ca.gov and let us know how many you will need. Participation in this survey is entirely voluntary and all responses will remain confidential. No personally information will be associated with responses in any reports of this data.

We appreciate your time and consideration in completing and distributing the flyer and the survey. Please complete the survey by [DATE], 2011. If you have any questions regarding this subject, please contact Anna Jones, Graduate Student Assistant, Nutrition Services Division, by phone at 916-322-3435 or by e-mail at ajones@cde.ca.gov.

Sincerely,

Carol Chase, M.S., R.D.
Nutrition Education Administrator
Nutrition Services Division
California Department of Education

Sheri Zidenberg-Cherr, Ph.D.
Nutrition Science Specialist
Department of Nutrition
University of California, Davis

CC:mp
Enclosures

First Email (Week 2)

Subject: 2011 Training and Education Needs Assessment Survey

Dear National School Lunch Program Administrators and Personnel:

On October [], we mailed a letter asking you and your staff to participate in the Training and Education Needs Assessment (TENA) Survey. The California Department of Education is partnering with the University of California, Davis to conduct this survey to determine training, resource, technical assistance, and professional development needs of school nutrition personnel and the best ways to meet these needs.

For the survey to be successful, it is critical we hear from not only the Child Nutrition Directors but also your staff at all levels, including managers, supervisors, nutrition specialists, as well as line staff. Please distribute the attached flyer to your staff and encourage them to complete the survey. It will take between 20 and 30 minutes to complete using the Internet and needs to be completed by [DATE], 2011.

Here is how you participate in this survey:

If you have Internet access, click on the Web page address below or copy and paste the address into your Internet browser.

[<http://surveyurl>]

If you do not have access to the Internet, you may ask for a hard copy questionnaire from Anna Jones. She is available by phone at 916-322-3435 or by e-mail at ajones@cde.ca.gov. Please let her know how many hard copies you will need.

We appreciate your time and consideration in completing and distributing the survey. If you have any questions regarding this subject, please contact Anna Jones, Graduate Student Assistant, Nutrition Services Division, by phone at 916-322-3435 or by e-mail at ajones@cde.ca.gov.

Sincerely,

Carol Chase, M.S., R.D.
Nutrition Education Administrator
Nutrition Services Division
California Department of Education

Sheri Zidenberg-Cherr, Ph.D.
Nutrition Science Specialist
Department of Nutrition
University of California, Davis

CC:mp

First reminder email (Week 3)

Dear National School Lunch Program Administrators and Personnel:

We are following up with a reminder to complete the Training and Education Needs Assessment (TENA) Survey. The TENA survey is an important step in the Nutrition Services Division's effort to determine the best ways of providing training, professional development, resources, and technical assistance to school nutrition personnel. We requested that you and your staff complete the survey.

If you and your program staff have already completed the survey, please accept our sincere thanks. If you and your staff have not yet completed the questionnaire, please do so by [DATE], 2011.

To complete the survey, click on the Web page address below or copy and paste the address into your Internet browser.

[<http://surveyurl>]

Your participation is important to the survey's success.

If you have any questions regarding this subject, or would like to request hard copies of the survey, please contact Anna Jones, Graduate Student Assistant, Nutrition Services Division, by phone at 916-322-3435 or by e-mail at ajones@cde.ca.gov.

Sincerely,

Carol Chase, M.S., R.D.
Nutrition Education Administrator
Nutrition Services Division
California Department of Education

Sheri Zidenberg-Cherr, Ph.D.
Nutrition Science Specialist
Department of Nutrition
University of California, Davis

CC:mp

Final Reminder (Week 4)

Dear National School Lunch Program Administrators and Personnel:

We recently e-mailed a link to an Internet questionnaire for the Training and Education Needs Assessment Survey that the Nutrition Services Division of the California Department of Education is conducting in partnership with UC Davis.

If you and your program staff have already completed the questionnaire, please accept our sincere thanks. If you and your staff have not yet completed the questionnaire, please do so by [DATE]. We know your time is valuable; however, it is important we hear from you and your staff so that we can better meet your training needs.

To complete the questionnaire, click on the web page address below, or copy and paste it into your Internet browser.

[<http://surveyurl>]

Please share this Web address with the appropriate staff in your program. We realize that some of those who would like to complete the questionnaire may not have Internet access. To receive hard copies of the questionnaires via mail, please contact Anna Jones by phone at 916-322-3435 or by e-mail at ajones@cde.ca.gov.

Thank you in advance for your help. If you have any questions regarding this subject, please contact Anna Jones, Graduate Student Assistant, Nutrition Services Division, by phone at 916-322-3435 or by e-mail at ajones@cde.ca.gov.

Sincerely,

Carol Chase, M.S., R.D.
Nutrition Education Administrator
Nutrition Services Division
California Department of Education

Sheri Zidenberg-Cherr, Ph.D.
Nutrition Science Specialist
Department of Nutrition
University of California, Davis

CC:mp

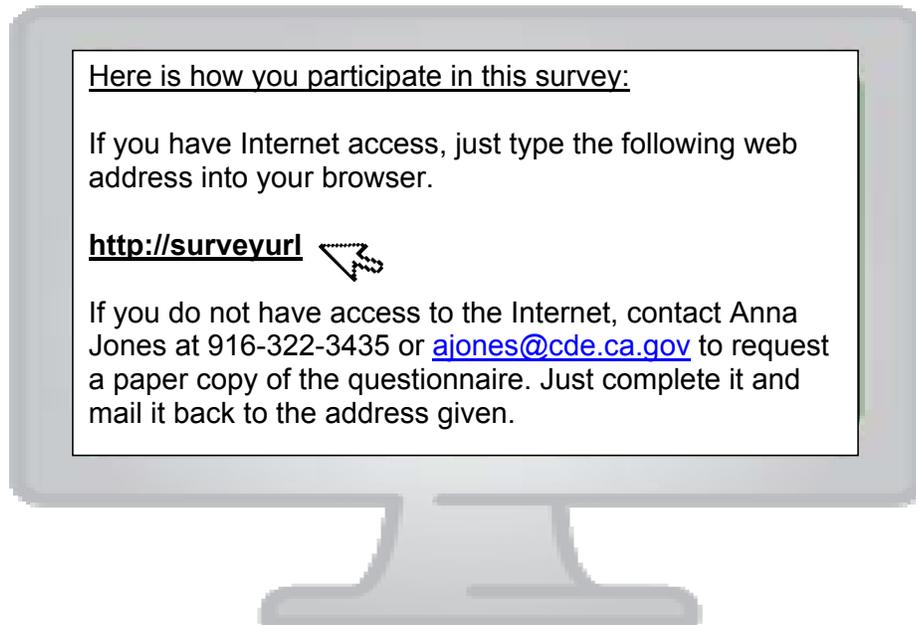


UCDAVIS

CDE Wants to Know What You Need!

Help the **California Department of Education** and **UC Davis** learn what kinds of training, professional development, resources and technical assistance *you need* to do your job better!

Please help us by filling out a survey.
The survey will take 20 to 30 minutes to complete.
Your answers will remain confidential.



If you have any questions, please contact: Anna Jones at 916-322-3435 or ajones@cde.ca.gov, or Dr. Zidenberg-Cherr at sazidenbergcherr@ucdavis.edu.

Some Frequently Asked Questions about the Training and Education Needs Assessment Survey

Q: What is the survey about? What kind of questions will I be asked?

A: The survey is for personnel of programs participating in the National School Lunch Program about their needs when it comes to training, resources, professional development, and technical assistance. For example, we will ask you about what kind of trainings you would like and how you would like those trainings to be presented. You will need to provide the name of the school district and county in which you work, and your job type in order to participate. You will not need to provide your name or other identifying information.

Q: Why should I take part in the survey? Do I have to do this?

A: Your answers and opinions are very important to us so that we can plan trainings to meet your needs. To ensure the success of the survey, we want input from as many school nutrition personnel as possible, representing different levels of the staff. However, your participation is voluntary and you may refuse to answer any questions or quit the survey at any time.

Q: What are the costs to taking part in the survey?

A: There are no costs to you other than the time and effort it takes to complete the questionnaire.

Q: Will my answers be kept confidential?

A: Yes. We will keep your answers confidential, and results from the survey will only be reported in aggregate. Raw data will only be seen by research staff.

Q: How long will it take to answer the questions?

A: It will take between 20 and 30 minutes.

Q: How will the survey results be used? What will be done with my information?

A: Findings will help the California Department of Education make better decisions about how to plan and conduct trainings for school nutrition personnel around the state. What we learn will also be published in a scientific journal so that other organizations can learn about what types of training and resources are needed by school nutrition programs.

Q: Who is sponsoring the survey?

A: The survey is sponsored by the Nutrition Services Division in the California Department of Education and the Department of Nutrition in the University of California, Davis. The survey has been reviewed by the Institutional Review Board at UC Davis, the office that examines all research with human participants.

Q: Who can I contact if I have any questions?

A: If you have questions about this survey, please contact Anna Jones at ajones@cde.ca.gov or 916-322-3435 or Dr. Sheri Zidenberg-Cherr at sazidenbergcherr@ucdavis.edu.

C. Responses to each question

In what county is your school district or agency?

County	n	Percent
Alameda	20	2
Alpine	1	0.1
Amador	2	0.2
Butte	11	1.1
Calaveras	7	0.7
Colusa	4	0.4
Contra Costa	26	2.6
Del Norte	1	0.1
El Dorado	12	1.2
Fresno	33	3.3
Glenn	14	1.4
Humboldt	31	3.1
Imperial	11	1.1
Inyo	5	0.5
Kern	43	4.3
Kings	21	2.1
Lake	4	0.4
Lassen	2	0.2
Los Angeles	136	13.6
Madera	12	1.2
Marin	8	0.8
Mariposa	1	0.1
Mendocino	6	0.6
Merced	19	1.9
Modoc	3	0.3
Mono	2	0.2
Monterey	14	1.4
Napa	7	0.7
Nevada	9	0.9
Orange	30	3

County	n	Percent
Placer	9	0.9
Plumas	1	0.1
Riverside	59	5.9
Sacramento	33	3.3
San Benito	5	0.5
San Bernardino	35	3.5
San Diego	66	6.6
San Francisco	7	0.7
San Joaquin	13	1.3
San Luis Obispo	3	0.3
San Mateo	20	2
Santa Barbara	12	1.2
Santa Clara	34	3.4
Santa Cruz	6	0.6
Shasta	23	2.3
Sierra	1	0.1
Siskiyou	16	1.6
Solano	8	0.8
Sonoma	21	2.1
Stanislaus	22	2.2
Sutter	13	1.3
Tehama	20	2
Trinity	6	0.6
Tulare	37	3.7
Tuolumne	7	0.7
Ventura	9	0.9
Yolo	8	0.8
Yuba	7	0.7
No response	3	0.3

What type of site do you work at?

Type	n	Percent
School site	461	46.2
Central production site	65	6.5
District level	316	31.7
RCCI	83	8.3
Other	70	7.0
Not sure	2	.2

What grade levels are students at your site/district?

Grade Level	n	Percent
No students	11	1.1
PreK	405	41
Kindergarten	688	69.6
1st	697	70.5
2nd	698	70.6
3rd	699	70.7
4th	698	70.6
5th	697	70.5
6th	711	72
7th	691	69.9
8th	714	72.3
9th	458	46.4
10th	459	46.5
11th	455	46.1
12th	470	47.6

What type of food production does your site/district use?

Type	n	Percent
Scratch	392	44.4
On-site	693	78.6
Central production	260	29.5
Satellite/Receiving School	265	30.0
Cook Chill	80	9.1

What is your job title?

Title	n	Percent
Central Kitchen Staff	18	1.8
School Site Staff	59	5.9
Director	435	43.6
Nutrition Specialist	11	1.1
Regional Manager	20	2.0
Regional Supervisor	13	1.3
Central Kitchen Manager	46	4.6
Central Kitchen Area Lead or Supervisor	18	1.8
Site Lead or Supervisor	172	17.3
Delivery Driver	3	.3
Business manager or official	46	4.6
Administrator, accountant, clerk, secretary, etc.	94	9.5
Principle, superintendent, RCCI director	28	2.8
Consultant	5	.5
Misc.	29	2.9

What is the total number of staff employed in your district's child nutrition operation? (Directors only)

Number of staff	n	Percent
Less than 5	97	23.0
6-10	58	13.8
11-25	78	18.5
26-50	66	15.7
51-100	60	14.3
101-250	41	9.7
More than 250	16	3.8
Not sure	5	1.2
Prefer not to answer	0	0

How many students are enrolled in your district? (Directors only)

Number	n	Percent
Under 2,500	198	47.3
2,500-9,999	108	25.8
10,000-39,999	91	21.7
40,000 or more	13	3.1
Not sure	9	2.1
Prefer not to answer	2	n/a

Does your district provide snacks or meals to an After School Program? (Directors only)

Response	n	Percent
Yes	198	67.1
No	108	31.0
Not sure	91	1.9
Prefer not to answer	2	n/a

Do you obtain funding from your program from outside sources? (Directors and nutrition specialists)

Response	n	Percent
Yes	113	26.6
No	265	62.4
Not sure	47	11.1
Prefer not to answer	8	n/a

Does your program participate in SHAPE? (Directors and nutrition specialists)

Response	n	Percent
Yes	117	21.2
No	326	59.1
Not sure	109	19.7
Prefer not to answer	6	n/a

Based on your observations, are any of the following barriers to meal participation?

Barrier	Major barrier n (%)	Minor barrier n (%)	Not a barrier n (%)	Not sure n	Prefer not to answer n
Student preferences	113 (12.2)	508 (54.7)	308 (33.2)	27	10
Students have poor image of school meals	111 (12)	450 (48.5)	367 (39.5)	33	6
Lack of parent/family support	115 (12.8)	327 (36.5)	455 (50.7)	53	16
Lunch period is too short	168 (18)	254 (27.2)	512 (54.8)	24	9
Food quality, taste, and/or visual appeal	62 (6.6)	319 (33.9)	559 (59.5)	18	8
Inadequate facilities for serving meals	93 (9.8)	221 (23.2)	638 (67)	7	8
Inadequate dining facilities for students	105 (11.1)	204 (21.5)	640 (67.4)	10	8
Inadequate facilities for meal preparation	110 (11.7)	181 (19.2)	652 (69.1)	11	11
Stigma associated with free- and reduced-price meals	54 (6)	222 (24.6)	627 (69.4)	52	12
Lack of administrative support	68 (7.3)	215 (23.2)	645 (69.5)	28	11
Competition from nearby meal vendors	78 (8.5)	167 (18.1)	678 (73.5)	32	10

Do you feel you need training in any of the following areas?

Topic	Really Need (%)	Some-what Need (%)	Already well-trained (%)	Not needed for my job (%)	Not sure (n)	Prefer not to answer (n)
A la carte options	6.6	29	33	31.4	31	16
Access to free drinkable water	5.3	22.4	64	8.4	17	4
Adjusting standardized recipes for quantities needed	5.6	28.1	41.9	24.5	12	9
After School Program snacks and meals	7.8	26.4	44.4	21.4	21	9
Basic nutrition principles	6.9	38.9	42.1	12.1	12	5
Breakfast implementation or expansion	7.7	31.1	49.5	11.7	17	5
Budgeting	8.8	35.5	41.3	14.4	5	1
Child nutrition	8.3	42.9	36.9	11.9	14	6
Childhood obesity	12.2	44.8	28.8	14.1	23	9
Communicating effectively with workers	17	37	42.8	2.9	1	3
Communicating with parent organizations	10.4	29.9	39.6	20.2	20	11
Competitive foods and beverage sales	8.6	37	29.6	24.8	21	2
Controlling portion sizes	3.1	23.8	54.2	18.9	10	8
Cooking/food preparation	4.3	25.8	49.1	20.8	6	11
Coordinating the school meal programs with classroom study themes	17.1	38.5	13.7	30.6	46	11
Cost control	10.8	35.2	41.7	12.3	5	1
Culinary skills	9.2	35.1	31.1	24.7	9	12
Current nutrition issues	14.3	42.3	31.5	11.8	19	7
Customer service	4.1	25.4	55.2	15.3	14	12
Developing a strong wellness policy	13.9	41.3	30.9	13.8	28	13
Developing employee work schedules	7	28.4	53.7	10.9	5	4
Disaster plan development and implementation	20.2	49.6	22	8.1	15	5
Eligibility/Meal applications/Direct certification	6.6	28.2	49	16.2	7	4
Employee wellness	13.3	40.3	31.5	14.9	25	7
Equipment procurement	12.6	36.7	27.2	23.5	43	5
Equity in school lunch pricing	9.8	35.5	33.3	21.3	17	8
Evaluating new food products	8.4	38	33	20.6	18	14
Evaluating on-the-job performance of workers	11.8	39.2	42.7	6.3	4	4
Extending wellness efforts to after school programs	12.5	36.7	18.5	32.3	50	18
Farm-to-School programs	10.4	44.1	14.6	30.5	70	16
Fiscal management	11.9	35.9	32.6	19.6	15	4
Food allergies or intolerances in children	13.6	48	26.7	11.7	22	5

Topic	Really Need (%)	Some-what Need (%)	Already well-trained (%)	Not needed for my job (%)	Not sure (n)	Prefer not to answer (n)
Food safety	2.6	21.8	66.7	9	4	8
Food specifications/CN labels	8	37	40.9	14.1	15	3
Forecasting food production needs	5.9	26.9	46	21.1	20	10
Grant writing	34.5	28.4	26.2	11	21	4
Hazard Analysis Critical Control Point (HACCP) plan	4.7	32.3	52.6	10.3	29	9
HHFKA Implementing food-based approach in menu planning	20.7	37.8	30.9	22.9	30	10
HHFKA Increasing dark green and orange vegetables in school menus	16	30.1	28.3	20.2	21	8
HHFKA Increasing dry beans and peas in school menus	16.9	34.7	27.9	21.4	22	9
HHFKA Increasing whole grains in school menus	15.4	35.3	36.3	20.5	15	8
HHFKA Meeting calorie limits, reducing saturated fat, and eliminating <i>trans</i> fat in school menus	13	30.1	24.4	23.6	17	8
HHFKA Menu planning to meet the new meal patterns	18.2	33.9	17.3	20.6	22	9
HHFKA Offer vs. Serve crediting to meet the new meal pattern requirements	23.7	38.3	28.3	18.9	28	8
HHFKA Planning cost-effective menus that meet the new requirements	18.7	34.1	18.4	23.1	22	8
HHFKA Providing meals in After School Programs	12.6	26.3	24.1	37.1	49	21
HHFKA Reducing sodium (salt) in meals while maintaining flavor	21.4	34.3	22.9	21.3	18	9
Identifying the relationship between school wellness policy and school meals	15	40.5	29.6	15	22	7
Identifying the role of the school meal program in coordinated school health	16.4	39.1	26.5	17.9	28	8
Implementation of salad bars	8.9	20.3	45.1	25.7	29	13
Incorporating cultural foods into school meals	8.7	38.8	28.4	24.1	19	9
Indirect costs	15.8	36.6	26.3	21.2	24	7
Leadership	12.2	42	41.8	3.7	2	3
Making presentations to the school board	13.5	27.2	23.6	35.8	23	15
Managing stressful situations at work	9.3	47.3	39.9	3.5	2	3
Marketing healthy meal choices	16.3	34.3	24.7	24.7	23	12
Marketing school meal programs to parents and students	15.5	34	20.8	29.6	21	13
Meal crediting	7.1	25.4	42.1	25.4	116	14

Topic	Really Need (%)	Some-what Need (%)	Already well-trained (%)	Not needed for my job (%)	Not sure (n)	Prefer not to answer (n)
Menu planning options	9	34.7	36	20.4	9	13
Menu production records	8.2	29.9	55.9	6.1	5	1
Offering food or meal choices	5.4	29.3	46.9	18.5	19	11
Planning for just-in-time food preparation	6.5	28.7	40.2	24.6	70	12
Planning for use of regional produce	8.3	35.3	29	27.4	51	13
Planning for use of seasonal produce	7.3	33.3	34.6	27.4	34	10
Planning reimbursable meals that appeal to children	7.1	34.8	36.5	21.6	10	8
Policy development	21	34.7	32.6	11.7	22	5
Preparing food for students with special dietary needs	14.5	35.7	29.7	20.1	12	9
Preparing plant-based meals	10.3	37.7	21.3	30.8	79	15
Procurement of food and supplies	7.5	36.1	39.4	17	31	5
Procurement of regional produce	9.1	42.2	28.4	20.3	38	5
Procurement of seasonal produce	8.9	40.1	31.6	19.4	35	5
Promoting a healthy school environment	15	39.5	29	16.5	19	8
Public relations strategies	15.4	33.7	18.3	32.6	31	12
Revenue from non-program food	10.7	35.6	27.4	26.3	41	8
Scratch cooking (including speed scratch or quick scratch)	8.4	31.5	30.5	29.7	39	11
Seamless Summer Feeding option	5.5	27	35.6	31.9	21	9
Site monitoring	4.7	28.7	57.8	8.7	7	1
Special dietary needs	12.7	48.2	24.4	14.7	19	7
Staff productivity analysis	16.6	43.9	25.5	13.9	17	3
Standardizing recipes	11.1	29.3	36.1	23.5	17	12
Teaching nutrition to students	12.3	43.4	18.7	25.6	27	7
Teaching strategies for adult learners	9.2	40.1	30.3	20.4	24	8
Team building	13	45	37.7	4.4	1	3
Training employees	9.7	42.2	43.9	4.2	3	3
Training specific to Residential Child Care Institutions (RCCIs)	6.9	13.6	11.9	67.9	52	25
Transport records	5.2	25.7	44.9	24.2	18	4
Type 2 diabetes	17.4	47.5	20.4	14.8	26	7
Use of USDA foods (commodities)	6.4	24.9	47.4	21.3	18	10
Using USDA Foods (commodities) to cost-effectively enhance school menus	7.6	36.4	42.2	13.8	2	1
Vegetarianism	10.4	46.1	26.2	17.3	36	9
Verification of meal applications	6.2	26.2	50.3	17.3	5	4
Waste management	8.4	42	39.7	9.9	21	4
Work simplification	12	44	38.8	5.2	11	6
Working effectively with after school	4.3	24.9	37.6	33.2	22	15

Topic	Really Need (%)	Some-what Need (%)	Already well-trained (%)	Not needed for my job (%)	Not sure (n)	Prefer not to answer (n)
program staff						
Working effectively with approved USDA processors	3.9	26.7	32.9	34.9	32	13
Working effectively with school administrators and teachers	9	36	43.5	11.5	14	8
Working effectively with vendors	7.4	32.9	49.1	20.3	11	10
Working with the press	6	26.2	19.9	39.7	37	14
Writing bids for procurement	18.3	33.2	32.8	15.6	39	8
Writing specifications for fresh fruits and vegetables	16	42.9	20.3	20.9	34	5

Do you feel most of your staff need training in the following areas?

Topic	Really needed (%)	Some-what needed (%)	Already Well-Trained (%)	Not Needed (%)	Not sure (n)	Prefer not to answer (n)
A la carte options	9.5	39.2	19.8	31.5	14	5
Adjusting standardized recipes for quantities needed	16.2	40.1	24.7	19	3	2
Basic nutrition principles	22.5	48.6	22.3	6.5	6	4
Child nutrition	24	48.6	20.5	6.9	6	4
Childhood obesity	25.4	46.8	15.3	12.6	8	4
Communicating with parent organizations	16.1	34.2	20.5	29.2	4	5
Controlling portion sizes	15.5	42.2	35.7	6.5	3	1
Cooking/food preparation	16.5	43	33.1	7.4	4	2
Coordinating the school meal programs with classroom study themes	13	27.9	7	52.1	15	4
Culinary skills	23.4	45.2	20.8	10.7	7	1
Current nutrition issues	25.4	51.4	16.8	6.5	8	4
Customer service	18.9	41.9	26.5	12.7	6	6
Developing a strong wellness policy	12.7	25.7	16.1	45.5	9	7
Employee wellness	19.9	42.3	17.7	20.1	11	6
Evaluating new food products	11.8	44.4	21.2	22.6	3	1
Extending wellness efforts to after school programs	11.9	25	10.8	52.3	11	9
Farm-to-School programs	12.6	29.4	9.9	48	21	8
Food allergies or intolerances in children	27.6	47.2	17.7	7.5	6	4
Food safety	11.8	42.9	42.7	2.6	2	1

Topic	Really needed (%)	Some-what needed (%)	Already Well-Trained (%)	Not Needed (%)	Not sure (n)	Prefer not to answer (n)
Forecasting food production needs	19.4	38.4	26.9	15.4	6	3
Hazard Analysis Critical Control Point (HACCP) plan	16.4	48.3	31.7	3.6	4	1
HHFKA Implementing food-based approach in menu planning	24.4	31.1	17.5	27	12	3
HHFKA Increasing dark green and orange vegetables in school menus	26.3	32.3	17.6	23.8	8	3
HHFKA Increasing dry beans and peas in school menus	24.1	34.1	16.4	25.4	11	3
HHFKA Increasing whole grains in school menus	23.3	29.3	22.4	25	7	3
HHFKA Meeting calorie limits, reducing saturated fat, and eliminating <i>trans</i> fat in school menus	23.3	29.8	13.5	33.4	8	3
HHFKA Menu planning to meet the new meal patterns	29.4	31.3	10.7	28.5	9	3
HHFKA Offer vs. Serve crediting to meet the new meal pattern requirements	28.8	33	17.8	20.4	9	3
HHFKA Planning cost-effective menus that meet the new requirements	22.7	27	10.7	39.6	8	3
HHFKA Providing meals in After School Programs	18.1	24.7	17.2	40.1	15	9
HHFKA Reducing sodium (salt) in meals while maintaining flavor	25.1	35.1	14.1	25.7	8	3
Identifying the relationship between school wellness policy and school meals	18.2	39.2	13.7	28.8	7	6
Identifying the role of the school meal program in coordinated school health	17.1	38.1	12.7	32.1	9	6
Implementation of salad bars	14.4	27.1	36.4	22.2	15	6
Incorporating cultural foods into school meals	15.1	41.2	17.2	26.5	8	3
Making presentations to the school board	8.9	16.6	10.9	63.6	10	7
Marketing healthy meal choices	19.6	33	15.4	32.1	8	5
Marketing school meal programs to parents and students	20.4	28.5	14.3	36.8	5	7
Meal crediting	12.3	37.6	24.2	25.9	34	5
Menu planning options	15.7	39.4	20.1	24.9	5	1
Offering food or meal choices	12.1	43.5	30.4	13.9	7	1
Planning for just-in-time food preparation	20.3	41.9	23.3	14.6	27	4

Topic	Really needed (%)	Some-what needed (%)	Already Well-Trained (%)	Not Needed (%)	Not sure (n)	Prefer not to answer (n)
Planning for use of regional produce	12.4	35.7	22.4	29.5	23	3
Planning for use of seasonal produce	13	35.7	23.5	27.7	15	3
Planning reimbursable meals that appeal to children	11.8	37.6	22	28.6	3	1
Preparing food for students with special dietary needs	27.4	40.7	20.5	11.4	9	3
Preparing plant-based meals	15.3	41	18.1	25.5	27	4
Promoting a healthy school environment	19.4	44.4	17.2	19	7	4
Public relations strategies	15.8	24.4	10	49.8	13	5
Scratch cooking (including speed scratch or quick scratch)	21.4	37.4	22.1	19.1	15	3
Special dietary needs	27.8	48.2	15.7	8.4	6	4
Standardizing recipes	18.9	37.8	21.5	21.9	4	2
Teaching nutrition to students	15	32.5	8.4	44.2	7	4
Type 2 diabetes	29	46.6	12	12.4	8	5
Use of USDA foods (commodities)	8.4	35.1	33.3	23.2	4	3
Vegetarianism	22.9	48.7	17.5	10.9	15	6
Working effectively with after school program staff	9.9	33.6	21.5	35.1	6	6
Working effectively with approved USDA processors	5.9	18.1	15.9	60.1	8	6
Working effectively with school administrators and teachers	19.3	42.8	23.2	14.7	8	4
Working effectively with vendors	7.4	29.8	22.5	40.3	7	4
Working with the press	10.4	18.9	10.9	59.8	11	7

What is the maximum distance you'd be willing to travel for in-person training?

Distance	n	Percent
Less than 10 miles	79	10.0
10-30 miles	203	25.8
31-60 miles	226	28.7
61-100 miles	141	17.9
Over 100 miles	73	9.3
Not sure	65	8.3
Prefer not to answer	10	n/a

How often would you be willing to travel this distance to attend in-person training?

Frequency	n	Percent
Weekly	14	1.8
Twice a month	51	6.5
Monthly	161	20.5
Three to four times a year	240	30.6
Twice a year	152	19.4
Yearly	95	12.1
Other	10	1.3
Not sure	62	7.9
Prefer not to answer	12	n/a

Which one of the following do you consider the best training method?/What are all the types of training you would be willing to participate in?

Training Method	Best Training Method (n)	Best Training Method (%)	Willing to Participate (n)	Willing to Participate (%)
In-person	450	57.3	664	86.0
Internet-based	204	26	589	76.3
Conference-based	41	5.2	425	55.1
Self-study workbooks	20	2.5	295	38.2
Video/DVD instruction	17	2.2	339	43.9
Computer-based not requiring internet	6	0.8	277	35.9
Other	13	1.7	5	0.6
Not sure	35	4.5	18	2.3

What do you think is the ideal length for in-person training?

Length	n	Percent
One to three hours	407	51.8
All day	258	32.9
Multiple-day	62	7.9
Other	21	2.7
Not sure	37	4.7
Prefer not to answer	10	n/a

What do you think is the ideal length for internet-based training?

Length	n	Percent
Less than 30 minutes	79	10.1
30 min to one hour	376	48.1
More than an hour, less than two	272	34.8
More than two hours	15	1.9
Other	1	.1
Not sure	39	5.0
Prefer not to answer	12	n/a

What do you think is the best time of year for in-person training?

Time of Year	n	Percent
During the school year	410	52.3
During the summer	263	33.5
Other	14	1.8
Not sure	97	12.4
Prefer not to answer	11	n/a

What days of the week are best for in-person training?

Day	n	Percent
Mon	192	29.6
Tues	360	55.6
Wed	398	61.4
Thurs	358	55.2
Fri	220	34
Sat	74	11.4
Sun	18	2.8

Do any of the following prevent you from getting the training you want or need?

Response	n	Percent
Expense	415	63.1%
Travel distance	339	51.5%
Lack of relief staff	326	49.5%
Courses are held at inconvenient times	312	47.4%

Does the type of location ever cause you to not want to attend?

Response	n	Percent
Never	602	79.4
Sometimes	137	18.1
Often	19	2.5
Prefer not to answer	36	n/a

What types of training locations cause you to not want to attend?

Location type	n	Percent
College or university campus	49	25.3
Hotel meeting rooms	49	25.3
School classrooms	24	12.4
County Office of Education meeting rooms	14	7.3
School district meeting rooms	13	6.7

Does your program use USDA foods?

Response	n	Percent
Never	45	5.7
Rarely	7	0.9
Sometimes	89	11.4
Frequently	559	71.4
Not sure	83	10.6
Prefer not to answer	9	n/a

What percent of your USDA foods do you send to approved processors?

Percent sent to approved processors	n	Percent
Less than 25%	99	31.2
25-50%	90	13.9
More than 50%	164	25.3
Other	108	0.8
Not sure	187	28.9
Prefer not to answer	12	n/a

How useful are your standardized recipes?

Response	n	Percent
Not useful	25	3.4
Somewhat useful	206	27.8
Very useful	363	49.0
Not sure	147	19.8
Prefer not to answer	36	n/a

Is lack of equipment a barrier to scratch cooking in your kitchen(s)?

Response	n	Percent
Not a barrier	289	38.5
Minor barrier	185	24.7
Major barrier	146	19.5
Other	47	6.3
Not sure	83	11.1
Prefer not to answer	30	n/a

Does lack of training on equipment limit what you can prepare?

Response	n	Percent
Never	339	45.6
Rarely	169	22.7
Sometimes	119	16.0
Often	26	3.5
Not sure	90	12.1
Prefer not to answer	36	n/a

Has lack of funding impacted your program?

Response	n	Percent
Yes	473	62.1
No	178	23.4
Not sure	111	14.6
Prefer not to answer	22	n/a

In what ways has lack of funding impacted your program?

Impacts	n	Percent
Eliminating or not offering breakfast	31	7.9
Eliminating or not offering snacks	32	8.2
Reduction in staff	272	69.4
Fewer choices offered at meals	129	32.9
Less or no scratch cooking is done	178	45.4

How helpful would you find the following resources?

Resource	Really Helpful (%)	Some-what Helpful (%)	Not Helpful (%)	Not sure (n)	Prefer not to answer (n)
Standardized recipes aligned with new meal pattern	68	23.9	8.1	111	16
Online directory of available trainings	66	29.3	4.6	78	14
Child nutrition director quick guide to frequently asked questions	65.8	28.9	5.2	103	18
Child Nutrition Program Guide for new directors	62.2	30.1	7.7	134	9
Searchable database of Management Bulletins	60.6	31.6	7.8	96	17
Funding to purchase food for experiential learning	60.3	27.8	12	124	18
Printed training materials	60.1	34.4	5.5	68	9
Funding for substitute pay to release teacher from classroom for nutrition education training or curriculum alignment assignments	60.1	24.7	15.2	168	29
Cafeteria promotional materials	58.3	30.5	11.1	95	16
Web-based way to share best practices	57.7	35.1	7.2	109	20
Revised <i>School Nutrition Programs Guidance Manual</i>	57.4	36.2	6.4	83	13
MyPlate materials	57.3	32.7	10	183	21
Guide to seeking outside funding sources	56.6	34.7	8.7	154	21
Classroom cooking supplies	56	28.2	15.8	139	24
Funding to purchase nutrition education curriculum	54.5	36	9.5	125	18
Regionally-based technical support system	54.5	37.2	8.2	157	17
Nutrition education visual materials	53.7	33.1	13.2	120	20
CDE Fruit and Vegetable cards	48	40.4	11.6	126	14
Guide to serving plant-based meals	47.8	38	14.2	167	22
Guide to After School Program meals	45.4	34.7	19.9	157	26
Nutrition and garden storybooks	40.2	41.4	18.4	138	19
Garden supplies	37.5	38.2	24.4	157	23

How interested are you in moving up the child nutrition career ladder?

Interest Level	n	Percent
Not interested	220	30.1
A little interested	170	23.3
Very interested	279	38.2
Not sure	61	8.4
Prefer not to answer	45	n/a

What would encourage you to pursue professional development opportunities on your own time?

Factor	n	Percent
Time off to take necessary classes	233	40.6
Tuition fully or partially paid	377	65.7
Online classes	355	61.8
Evening or weekend classes	189	32.9
Improved promotional opportunities	222	38.7
Enhanced professional image	161	28
Higher pay	323	56.3

Have you heard of the SNA Certification levels? / Have you heard of the SNA credential?

Response	SNA certification levels n (%)	SNS credentialing program? [n(%)]
No	510 (63.4)	474 (68.0)
Yes	240 (36.6)	274 (32.0)
Prefer not to answer	25 (3.2)	24 (3.2)

Which of the following certifications or credentials do you hold? (Asked of those who answered yes to “Have you heard of the SNA Certification levels?” and/or Have you heard of the SNA credential?)

Credential or Certificate	n	Percent
SNS credential	21	7.6
SNA Level 1	12	4.3
SNA Level 2	4	1.4
SNA Level 3	17	6.2
None	228	82.6

Are any of the following barriers to SNA certification or SNA credentialing?

Barrier	n	Percent
Expense	81	64.3
Travel distance	50	39.7
Lack of relief staff	46	36.5
Courses held at inconvenient times	34	27.0
Obtaining college credit or taking college classes	16	12.7
Lack of incentive or reward	39	31.0

How many years have you been in your current position?

Time	n	Percent
Less than 1 year	63	8.2
Between 1 and 5 years	259	33.5
Between 6 and 10 years	184	23.8
Between 11 and 15 years	104	13.5
More than 15 years	162	21.0
Prefer not to answer	4	n/a

Are you a member of CSNA?

Response	n	Percent
Yes	261	36.0
No	465	64.0
Prefer not to answer	50	n/a

Do you hold any of the following certifications, registrations, or credentials?

Certification	n	Percent
Registered Dietitian	28	4.0
Dietetic Technician, Registered	1	0.1
Certified Dietary Manager	8	1.1
Dietary Services Supervisor	11	1.6
Food Safety Certified	485	68.5
None	215	30.4

When do you plan to retire?

Time	n	Percent
Within the next year	24	3.1
Between 1 and 5 years	151	19.5
Between 6 and 10 years	165	21.3
Between 11 and 15 years	327	42.1
Not sure	87	11.2
Prefer not to answer	22	2.8

What is your gender?

Gender	n	Percent
Female	663	85.4
Male	99	12.8
Prefer not to answer	14	1.8

What is the highest level of education you have achieved?

Education	n	Percent
Less than high school	6	0.8
High diploma or equivalent	128	16.5
Some college	242	31.2
Associate's degree or equivalent	121	15.6
Bachelor's degree	167	21.5
Advanced degree	81	10.4
Other	7	0.9
Not sure	1	0.1
Prefer not to answer	23	3.0

How old are you?

Age (years)	n	Percent
18-29	31	4.0
30-39	95	12.2
40-49	189	24.4
50-59	343	44.2
60-69	82	10.6
70+	6	0.8
Prefer not to answer	30	3.9

What is your racial/ethnic background?

Racial or Ethnic Background	n	Percent
African American	43	5.6
Latino or Hispanic	124	16.2
Asian or Pacific Islander	36	4.7
Native American or Alaska Native	12	1.6
White or Caucasian	523	68.2
Other	10	1.3
Not sure	2	0.3
Prefer not to answer	60	7.8

D. Training and Education Needs Assessment (TENA) Committee Members

Fred Adam
Superintendent
Placer Hills Union School District
Colfax Elementary School District
Small School District Association

Ann Aguilar
Child Nutrition Director
Yucaipa-Calimesa Joint Unified School District
Medium School District

Tammy Anderson-Wise
Director, Program Services
Dairy Council of California

Linda Baker
Director Child Nutrition
Gridley Unified School District
Small School District

Dena Boortz
Director of Child Nutrition Services
Yosemite Unified School District
Small School District

Phyllis Bramson
Director, Nutrition Services Division
California Department of Education
(Retired in August 2012)

Marilyn Briggs
Co-Director, UC Davis Center for
Nutrition in Schools
Department of Nutrition, University of
California, Davis
SNE CSNA Past President
UCD Cal-Pro-NET coordinator

Laura Chinnock
Nutrition Services Manager
Los Angeles Unified School District
Very Large School District

Kathleen Corrigan
Director Food and Nutrition Services
Mount Diablo Unified School District
Medium School District

David Ginsburg
Director, Food Stamp Nutrition
Education Program
University of California, Davis
UCD-Food Stamp Nutrition Education
Program

Anne Gaffney
Nutrition Specialist
Elk Grove Unified School District
SHAPE Advisory, Very Large School
District

Susan Giles
Food Service Coordinator
Central Union Elementary School
District
Small School District

Wanda Grant
Director, Nutrition Services
Palm Springs Unified School District
Nutrition Network--Local, Large School
District

Katherine Hawksworth
Health Educator
California Department of Public Health
Project Lean & Network for a Healthy
California

Margan Holloway
Director of Student Nutrition Services
Tamalpais Union High School District
Medium School District, CSNA
President-Elect

Pamela Jones
Assistant Superintendent and Director of
Education Services
Inyo County Superintendent of Schools
California County Superintendents
Educational Services Association

Pamela Lambert
Director, Nutrition Services
Escondido Union High School District
California Association of School
Business Officials, Large School District

Markell Lewis
Nutrition Policy Advocate
California Food Policy Advocates

Robert Lewis
Director, Nutrition Services
El Monte City School District
Large School District

Dominic Machi
Director, Child Nutrition Services
San Ramon Valley Unified School
District
Commodity Advisory Committee, Very
Large School District

Colin Miller
Vice President of Policy
California Charter Schools Association

Denise Ohm
Food Service Director
Enterprise Elementary School District
CSNA President, Medium School
District

Cathleen Olsen
Director of Food Service
Winters Joint Unified School District
Small School District

Shené Onye
Executive Director
California Healthy Kids Resource Center
(CHKRC)
CHKRC/California After School
Resource Center

Charles Peck
Food Service Supervisor
Butte County Juvenile Hall
RCCI

Eric Premack
Founding Director
Charter Schools Development Center

Jason Roberts
Chief Operations Officer
REAL Journeys Academies Charter
Charter Schools

Cindy Schneider
Education Program Consultant, After
School Programs Office
California Department of Education
After School Programs Office

Linda Sweeney
Coordinator, Cal-Pro-NET Center
Department of Nutrition, Food Science &
Packaging, San Jose State University
(SJSU)
CSNA Professional Development Chair
SJSU Cal-Pro-NET

E. References

1. California Department of Education. (Mar. 21, 2011). Lunch and Breakfast. 2009-2010 School Nutrition Program County Profile Report. Retrieved from <http://www.cde.ca.gov/ds/sh/sn/documents/coproschool0910.xls>.
2. IOM (Institute of Medicine). 2010. School Meals: Building Blocks for Healthy Children. Washington, DC: The National Academies Press.
3. Briggs M, Mueller CG, Fleischhacker S. Position of the American Dietetic Association, School Nutrition Association, and Society for Nutrition Education: comprehensive school nutrition services. *J Am Diet Assoc.* Nov 2010;110(11):1738-1749.
4. Healthy, Hunger-Free Kids Act of 2010, S. 3307, 111th Con., 2nd Sess. (2010)
5. "Nutrition Standards in the National School Lunch and School Breakfast Programs; 7 CFR Parts 210 and 220 [FNS-2007-0038] RIN 0584-AD59; Final Rule," 77 Federal Register 17 (26 January 2012), pp. 4088-4167.