E-STAR SMART Goals and Action Plans Manual

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www.theicn.org

Key Area: Administration
USDA Professional Standards Code: 2230 (Serving Food) and 4110 (Communications and Marketing)

2021

Institute of Child Nutrition
The University of Mississippi

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at the University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

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USDA Professional Standards and Key Area Codes

Key Area: 2 Operation

USDA Professional Standards

2230 – Serve food to maintain quality and appearance standards.

Key Area: 4 Marketing and Communications

USDA Professional Standards

4110 – Develop strategic plans and marketing plans that reflect program goals and enhance interaction with stakeholder.

ICN Competencies, Knowledge, and Skills

Competency 4.2: Develops and implements best practices for providing and maintaining a quality dining experience.

Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
Objective: Review the components of a SMART Goal.			
20 minutes	• SMART Goal Overview	• Review SMART Goal activity	• Training Manual
Objective: Discuss the E-STAR SMART Goal and Action Plan Framework and Process.			
30 minutes (Manager Training) 90 minutes (Mentor Training)	• E-STAR SMART Goal Action Plan Framework and Process	• Discuss E-STAR SMART Goal Action Plan Framework and Process	• Training Manual
Wrap Up and Address Questions			
10 minutes	• Lesson Wrap Up	• Review Reflection Sheets from lessons	• Training Manual
TOTAL: 60 minutes for Manager Training **TOTAL: 120 minutes for Mentor Training**			

Instructor's Notes:

MENTOR TRAINING: If you are conducting the training for E-STAR mentors, allow an additional hour. Mentors will create a practice goal and action plan for meal quality and one for student perceptions of meal quality. Divide the mentors into groups of 2 during the E-STAR SMART Goal and Action Plan Framework and Process activity. When the group reconvenes, the mentors will share their goals with the group. Spend time discussing challenges as they will be responsible for assisting their respective managers with creating SMART Goals and Action Plans. They may also have to assist with wordsmithing some of the goals.

MANAGER TRAINING: If you are conducting the training for managers, explain that you will provide them with opportunities throughout the training to think about the goals they want to set. Then, at the end of the training, they will create their own goals and action plans using this template.

Lesson 1: Review Components of a SMART Goal

Instructor's Note: At the beginning of the training, have participants pull the E-STAR SMART Goals and Action Plans Template from the Training Manual out of their binders.

SHOW SLIDE: Goals

ASK: Have you ever set a goal and then not completed it?

DO: Ask participants to click the "Yes" button if their answer is yes and the "No" button if their answer is no. Then provide a summary of the responses.

SAY: We have probably all had the experience of not completing goals.

ASK: What are some things that prevent someone from completing a goal?

DO: Provide the participants about 1 minute to think about the question and then have them write a response in the chatbox.

SHOW SLIDE: Quote

SAY: Look at the percentages in this quote. Forty-two percent of people who wrote their goals down were more likely to achieve them. By telling someone else their goal, it increased their success rate to 78%! Because of this, your mentors will be working with you to set your goals and develop your action plans. Your mentors will also serve as an accountability partner over the two years of the program to help you successfully meet the goals you set in your action plans.

This training will provide a brief overview of the content taught from the *Effective Goal Setting: Using SMART Goals* prerequisite online course. Knowing how to effectively set SMART goals will assist you in creating your action plans later in the workshop. Using SMART goals and creating an action plan will help you set the right goals and then create a plan to accomplish them.

The objectives of this training are:

- Review the components of a SMART Goal.
- Discuss the E-STAR SMART Goal and Action Plan Framework.

Objective: Review the components of a SMART Goal

SHOW SLIDE: SMART Goals

SAY: As a participant in the E-STAR program, you will be required to create two SMART Goals and action plans to improve meal quality and student perception at your school. To create an action plan, you need to first have a clear understanding of how to create a SMART Goal. Let's spend some time reviewing the components of a SMART Goal.

A SMART Goal is defined as one that is Specific, Measurable, Achievable, Relevant, and Time-bound. We will review each letter of the SMART acronym.

SHOW SLIDE: S – Specific

SAY: "S" stands for *specific*. Goals should be simplistically written and clearly define what you are going to do. Think about who, what, when, where, and why. If you can answer these questions, you have created a specific goal.

- Who is involved?
- What do I want to accomplish?
- When will this happen?
- Where will this happen?
- Why am I setting this goal?

SHOW SLIDE: M – Measurable

SAY: "M" stands for *measurable*. Goals should be quantified to a specific unit of measure or an indicator of progress, such as an outcome, metric, or milestone. You want to establish an indicator of success to evaluate if you met your goal or not.

How will you determine whether or not you have met your goal? Ask yourself these questions to determine if your goal is measurable.

- How much?
- How many?
- How will I know it's accomplished?
- What is the goal line?

SHOW SLIDE: A – Achievable

SAY: "A" stands for *achievable*. Goals should state what results can realistically be achieved given your situation and resources. Is your goal something you can actually accomplish? Think about if your goal is too difficult or too easy. You want your goal to challenge you to make changes but not be so difficult that it is not within reason of achieving based on your current situation.

Is your goal something you can actually accomplish? Ask yourself these questions:

- Are you prepared to make the commitment necessary to reach your target?
- Are you willing to make major changes in your routine and work environment?
- Do you need approval before major changes can be made?
- Is there a more achievable goal you would be willing to work toward?

SHOW SLIDE: R – Relevant

SAY: "R" stands for *relevant*. Goals must be ones that you are willing and able to work on and must be based on current or forecasted needs. Does your goal align with your job responsibilities? Think about these questions:

- Does it help my school and program?
- Does it align with my job responsibilities and staff needs?

SHOW SLIDE: T – Time-Bound

SAY: "T" stands for *time-bound*. Goals should be linked to a timeframe that creates a practical sense of urgency. How long do you anticipate it will take you to accomplish your goal?

What timeframe would create a sense of urgency? Ask yourself:

- What can I do today to reach my goal?
- What can I do a week from now?
- What can I do a month from now?

SHOW SLIDE: SMART Goal Activity

SAY: Let's take a few minutes reviewing several goals and determine if they meet the SMART criteria or not. Remember, a SMART Goal is **Specific, Measurable, Achievable, Relevant, and Time-Bound**.

DO: Show the SMART Goal examples and have the participants use the green (yes) or red (no) buttons to indicate if the goals meet the SMART criteria. If the goals do not meet the criteria, have the participants discuss in the chatbox why not.

SMART Goal Activity

Instructions: Review the following goals and determine if they meet the SMART Goal criteria. Remember, a SMART Goal is **Specific, Measurable, Achievable, Relevant, and Time-Bound**. If the goal does not meet the SMART Goal criteria, describe why not.

1. Goal: The staff will slice fruit.
   a. Is it specific (who, what, when, where, why)?
   b. Is it measurable?
   c. Is it achievable?
   d. Is there a specified time frame for completing the goal?

Does this goal meet the SMART Goal criteria? If not, why not? **Answer: No, because it is not specific or measurable, and it does not provide a specific time frame for completion.**

2. The manager will conduct 4 trainings for frontline staff by October 2021 to ensure they have the appropriate knowledge and skills to provide high-quality meals.
   a. Is it specific (who, what, when, where, why)?
   b. Is it measurable?
   c. Is it achievable?
   d. Is there a specific time frame for completing the goal?

Does this goal meet the SMART Goal criteria? If not, why not? **Answer: Yes.**

3. The staff will use garnishes to add color and eye appeal to dishes served daily to provide students with visually appealing meals.
   a. Is it specific (who, what, when, where, why)?
   b. Is it measurable?
   c. Is it achievable?
   d. Is there a specific time frame for completing the goal?

Does this goal meet the SMART Goal criteria? If not, why not? **Answer: Yes.**

4. The staff will use a new culinary technique to prepare menu items to ensure students have a variety of options.
   a. Is it specific (who, what, when, where, why)?
   b. Is it measurable?
   c. Is it achievable?
   d. Is there a specific time frame for completing the goal?

Does this goal meet the SMART Goal criteria? If not, why not? **Answer: No, because it is not measurable and does not provide a specific time frame for completion.**

5. The staff will conduct student assessment surveys each semester to improve students' perception of meal quality.
   a. Is it specific (who, what, when, where, why)?
   b. Is it measurable?
   c. Is it achievable?
   d. Is there a specific time frame for completing the goal?

Does this goal meet the SMART Goal criteria? If not, why not? **Answer: No, because it is not measurable and does not provide a specific time frame for completion.**

SAY: Great job! You're on your way to having a better understanding of how to create a SMART Goal. As we wrap up this lesson, let's spend a few minutes reflecting on the concepts of this lesson and what you want to "take away" from it.

Lesson 1: Reflection Sheet

Spend some time reflecting on the ideas and thoughts from Lesson 1 and what "take-aways" you want to recall later.

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Lesson 2: SMART Goal and Action Plan Framework and Process

Objective: Discuss the E-STAR SMART Goal and Action Plan Framework and Process.

SHOW SLIDE: Action Plans

SAY: Writing down your goals turns them into a plan by focusing your ideas and helping you decide what steps are necessary to achieve your goals. It also provides a concrete timetable that helps you identify what you want to achieve over a given period of time following a set of clearly defined steps and outcomes to help you reach your goals.

SHOW SLIDE: Director Approval of Goals and Action Plans

SAY: We will spend a significant amount of time establishing goals and action plans throughout the E-STAR workshop. Therefore, it is important that you communicate with your Director regarding your plans. One of the E-STAR requirements involves having your Director sign off on your goals and action plans. Be sure to schedule a meeting with your Director and share your E-STAR goals and action plans. Your assigned mentor will verify this information with you during your first meeting together.

Instructor's Note: Must emphasize to the participant that the Director must sign off on the goals and action plans as part of the E-STAR program requirements.

SHOW SLIDE: SMART Goal Requirements

SAY: The information reviewed in this training will be utilized to establish your goals and action plans. As mentioned earlier, you are required to create two (2) goals and action plans related to improving meal quality and student perception within your operation. We're going to spend some time discussing the E-STAR SMART Goal and Action Plan template to assist you with setting your meal quality and student perception goals. We will also identify corresponding strategies and activities that will aid you in completing your action plans.

DO: Ask participants to locate their **SMART Goal and Action Plan template** from their Training Manual.

SHOW SLIDE: Meal Quality SMART Goal and Action Plan Template

SAY: The SMART Goal and Action Plan template has been developed to help you customize your SMART goals and identify appropriate strategies and activities to create successful action plans.

Let's review this template together so you understand how the process works.

DO: Read through the examples and explain how the process will aid them to select strategies, corresponding activities, determine baseline and expected outcomes, and types of documents to track progress.

SAY: The overall goal of the E-STAR initiative is to have participating managers improve meal quality by incorporating strategies and activities that will either increase variety and choices in the menu, enhance the visual appeal of the meals, or enhance culinary preparation techniques.

The first step in the SMART Goal and Action Plan Template entails selecting one of the three meal quality strategies:

> Strategy 1: Increase Menu Variety and Choices for Student Selections
>
> Strategy 2: Enhance Visual Appeal of Meals at Breakfast and Lunch
>
> Strategy 3: Enhance Culinary Preparation Techniques

Once you identify one of the strategies you want to focus on, you will then need to select a corresponding activity that you will implement in your operation over the next year. The words highlighted in "red" signify the option to customize the number or frequency of the activity that best fits your staff and operational needs.

NOTE: The bolded terms reflect the terms identified in the Meal Quality definition, and the red terms provide an option to the managers and should be selected based on what works best within your operation.

SHOW SLIDE: Meal Quality Strategy 1 and Corresponding Activities

Strategy 1: Increase Menu Variety and Choices for Student Selections
- Activity 1: Provide at least 1 (2 or 3) **cultural menu option(s)** a week (month).
- Activity 2: Use **food bars or salad bars** to provide students with menu variety and choices of at least 2 (3, 4, or 5) **fruit and/or vegetable** offerings served each day (week).
- Activity 3: Make fruit available daily at all points of sale.
- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.

SHOW SLIDE: Meal Quality Strategy 2 and Corresponding Activities

Strategy 2: Enhance Visual Appeal of Meals at Breakfast and Lunch
- Activity 1: The staff will **use garnishes** to add color and eye appeal to dishes served daily (weekly).
- Activity 2: The manager will **utilize quality scorecards** daily (weekly) to identify **acceptable quality products of each meal** prepared to ensure meals meet a set of quality standards.
- Activity 3: The manager will **ensure the staff does not serve brown, bruised, or otherwise damaged produce** on serving lines or salad bars daily.

- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.

SHOW SLIDE: Meal Quality Strategy 3 and Corresponding Activities

Strategy 3: Enhance Culinary Preparation Techniques
- Activity 1: The manager will **incorporate batch cooking** within the operation based on the menu offerings to ensure the best appearance, temperature, and texture of food are provided to maintain meal quality.

- Activity 2: The staff will prepare menu items using **a different culinary technique** (i.e., roasting, steaming, sautéing, etc.) each month (semester, etc.).

- Activity 3: The staff will incorporate the **use of at least 1 (2 or 3) herb(s) and spice(s) to enhance flavor** each week to a menu item.

- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.

SHOW SLIDE: Meal Quality Improvement Goal and Action Plan Process

DO: Illustrate the Meal Quality Goal and Action Plan Process

SAY: Let's take a look at the Meal Quality Goal and Action Plan Process that will walk you through the process to create a SMART Goal to improve meal quality. It helps you think through all the required elements of identifying a strategy, activity, outcome measures, documentation, and other relevant details.

While this has been a lot of information to take in, don't worry. There will be sufficient time over the next few days to review the information, participate in the training, and think about the strategies and activities you want to implement to improve meal quality and student perception of meal quality in your operation. For now, we're going to assign two breakout rooms to spend 15 minutes reviewing and discussing the goals and action plan processes to acclimate yourself with the information.

SHOW SLIDE: ACTIVITY: Review and Discuss Meal Quality Improvement Goals and Action Plan Processes

Activity: Review and Discuss Meal Quality Improvement Goals and Action Plan Processes

DO: Allow participants to spend 15 minutes in mentoring breakout groups to review and discuss the **Meal Quality Improvement Goal and Action Plan Process**. After 15 minutes, return participants to the main room and ask what they thought about the process.

Instructor's Note: Allow an additional 30 minutes in the Mentor Training to allow the mentors to work in a group to complete the E-STAR Action Plan Process, and create a goal

for meal quality. Mentors will also complete the activities below to gain experience with the E-STAR SMART Goal and Action Plan Process. This activity will be conducted on Day 3 of the Workshop for Managers.

SHOW SLIDE: Activity: (Annotate) Place a star under the strategy you're considering using for your goal.

DO: Using the annotate feature, have participates select the star and direct them to place a star under the goal they are considering using for their Meal Quality Improvement goal.

Meal Quality Improvement Goal and Action Plan Process

Select the Strategy

Ex. Increase Menu Variety and Choices for Student Selections.

Identify a Corresponding Activity

Ex. Provide at least 1 cultural menu option a week.

Identify who will implement the strategy and the activity. List the name of the school.

Ex. The staff at ABC Middle School

Documentation

Ex. Provide cultural menus and how often are they being provided? How are you tracking this information?

Date of Completion

Ex. By May 30, 2022

Baseline & Expected Outcome

- Ex. Baseline Outcome (currently offering)--None
- Ex. Expected Outcome (target offering)-- Once every week

SMART Goal

Ex. By May 30, 2022, the manager at ABC Middle School will provide cultural menu options from none a week to at least once every week to increase menu variety and choices for student

Trainings

Identify 4 *Manager's Corners* trainings

Meal Quality Improvement Goal and Action Plan

Identify one (1) strategy under Meal Quality that you want to implement in your operation.

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Select an activity that corresponds with the chosen strategy.

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Why did you select the strategy and activity?

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Identify who will be doing the activity and where will the activity take place (name of school)?

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Baseline Outcome: What can you currently measure as it relates to the activity (how often, how many, numbers, frequency, etc.)? This measure will be tracked over time to monitor the progress and show improvement as a result of implementation of the activity.

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Target Outcome: What will you want the change to be as it relates to the activity (how often, how many, measurements, numbers, frequency, etc.)?

_____

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Date of Completion: When do you anticipate to reach your goal?

_____

Documentation: What type of documentation will illustrate the accomplishment of the goal (i.e., menus, photos, etc.)? Who will be responsible for developing the documentation to track the measure? How often will you track the measure?

_____

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Goal: Write out your goal.

_____

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Identify four (4) *Manager's Corner* lessons that you plan to train your staff as it relates to your selected strategy and activity.

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SHOW SLIDE: Activity: (Annotate) Place a star under the strategy you're considering using for your goal.

DO: Using the annotate feature, have participates select the star and direct them to place a star under the goal they are considering using for their Meal Quality Improvement goal.

SAY: Looks like you have an idea of which goal you would like to consider as part of your action plan. Again, don't worry. You will have sufficient time on Day 3 to complete this process.

The second step in the SMART Goal and Action Plan Template entails selecting one of the three student perception of meal quality strategies:

> Strategy 1: School Environment
>
> Strategy 2: Nutrition Education
>
> Strategy 3: Marketing Efforts

Once you identify one of the strategies you want to focus on, you will then need to select a corresponding activity that you will implement in your operation over the next year. The words highlighted in "red" signify the option to customize the number or frequency of the activity that best fits your staff and operational needs.

SHOW SLIDE: Student Perception of Meal Quality Strategy 1 and Corresponding Activities

Strategy 1: School Environment
- Activity 1: The staff will maintain **a pleasant, safe, and clean physical environment** daily in the school cafeteria to encourage student participation.

- Activity 2: The staff will **display posters and signs in the cafeteria** each year to promote healthy eating among students.

- Activity 3:The staff will **upgrade one aspect within the cafeteria environment** (i.e., painting walls, seating arrangements, serving dishes, baskets for displays, updated signs, etc.) each year.

- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.

SHOW SLIDE: Student Perception of Meal Quality Strategy 2 and Corresponding Activities

Strategy 2: Nutrition Education
- Activity 1: The staff will **provide students with nutrition education** each month (semester).

- Activity 2: The staff will work with the **school/classes to incorporate food from classroom themes/lessons** on the menus each month (semester).

- Activity 3: The staff will **provide nutrition education messages on the website or on menus** each week.

- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.

SHOW SLIDE: Student Perception of Meal Quality Strategy 3 and Corresponding Activities

Strategy 3: Marketing Efforts
- Activity 1: The staff will **provide teachers with promotional materials** each month (semester).

- Activity 2: The manager will develop a **student advisory committee** each year.

- Activity 3: The staff will host a **student recipe competition** each year.

- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.

SHOW SLIDE: Student Perception of Meal Quality Improvement Goal and Action Plan Process

DO: Illustrate the Student Perception of Meal Quality Goal and Action Plan Process

SAY: Let's take a look at the Student Perception of Meal Quality Goal and Action Plan Process that will walk you through the process to create a SMART Goal to improve meal quality. It helps you think through all the required elements of identifying a strategy, activity, outcome measures, documentation, and other relevant details.

Again, don't worry. There will be sufficient time over the next few days to review the information, participate in the training, and think about the strategies and activities you want to implement to improve meal quality and student perception of meal quality in your operation. For now, we're going to assign two breakout rooms to spend 15 minutes reviewing and discussing the goals and action plan processes to acclimate yourself with the information.

SHOW SLIDE: ACTIVITY: Review and Discuss Student Perception of Meal Quality Improvement Goals and Action Plan Processes

Activity: Review and Discuss Meal Quality Improvement Goals and Action Plan Processes

DO: Allow participants to spend 15 minutes in mentoring breakout groups to review and discuss the **Meal Quality Improvement Goal and Action Plan Process**. After 15 minutes, return participants to the main room and ask what they thought about the process.

Improving Student Perception of Meal Quality
(Strategies and Corresponding Activities)

<u>Strategy 1: School Environment</u>

- Activity 1: The staff will maintain **a pleasant, safe, and clean physical environment** daily in the school cafeteria to encourage student participation.

- Activity 2: The staff will **display posters and signs in the cafeteria** each year to promote healthy eating among students.

- Activity 3: The staff will **upgrade one aspect within the cafeteria environment** (i.e., painting walls, seating arrangements, serving dishes, baskets for displays, updated signs, etc.) each year.

- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.

<u>Strategy 2: Nutrition Education</u>

- Activity 1: The staff will **provide students with nutrition education** each month (semester).

- Activity 2: The staff will work with the **school/classes to incorporate food from classroom themes/lessons** on the menus each month (semester).

- Activity 3: The staff will **provide nutrition education messages on the website or on menus** each week.

- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.

<u>Strategy 3: Marketing Efforts</u>

- Activity 1: The staff will **provide teachers with promotional materials** each month (semester).

- Activity 2: The manager will develop a **student advisory committee** each year.

- Activity 3: The staff will host a **student recipe competition** each year.

- "Other" activity option: This allows managers to include a different activity that is not listed above, but it should be related to the concept of the strategy.
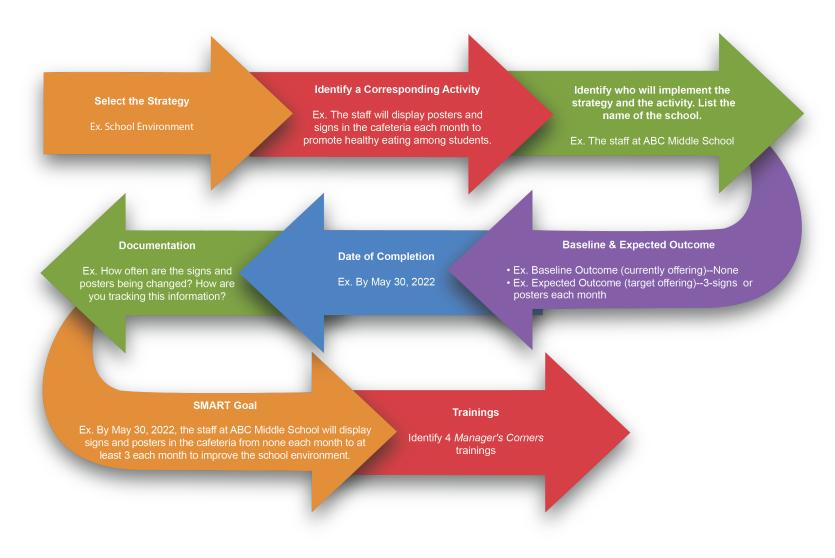
Student Perception of Meal Quality Goal and Action Plan Process

Select the Strategy

Ex. School Environment

Identify a Corresponding Activity

Ex. The staff will display posters and signs in the cafeteria each month to promote healthy eating among students.

Identify who will implement the strategy and the activity. List the name of the school.

Ex. The staff at ABC Middle School

Documentation

Ex. How often are the signs and posters being changed? How are you tracking this information?

Date of Completion

Ex. By May 30, 2022

Baseline & Expected Outcome

• Ex. Baseline Outcome (currently offering)--None
• Ex. Expected Outcome (target offering)--3-signs or posters each month

SMART Goal

Ex. By May 30, 2022, the staff at ABC Middle School will display signs and posters in the cafeteria from none each month to at least 3 each month to improve the school environment.

Trainings

Identify 4 *Manager's Corners* trainings

Student Perception of Meal Quality Goal and Action Plan

Identify one (1) strategy under Student Perception that you want to implement in your operation.

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Select an activity that corresponds with the chosen strategy.

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Why did you select the strategy and activity?

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Identify who will be doing the activity and where will the activity take place (name of school)?

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Baseline Outcome: What are you currently doing as it relates to the activity (how often, how many, numbers, frequency, etc.)?
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Target Outcome: What is your target goal as it relates to the activity (how often, how many, measurements, numbers, frequency, etc.)?

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Date of Completion: When do you anticipate to reach your goal?

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Documentation: What type of documentation will illustrate the accomplishment of the goal
(i.e., menus, photos, etc.)? Who will be responsible for developing the documentation?

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Goal: Write out your goal.

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Identify four (4) *Manager's Corner* lessons that you plan to train your staff as it relates to your selected strategy and activity.

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SAY: While this has been a lot of information to take in, don't worry. There will be sufficient time over the next few days to review the information, participate in the training, and think about the strategies and activities you want to implement to improve meal quality and student perception of meal quality in your operation. For now, we're going to assign four of you to a breakout room to spend 10 minutes reviewing and discussing the goals and action plan processes to acclimate yourself with the information.

SHOW SLIDE: ACTIVITY: Review and Discuss Goals and Action Plan Processes

Activity: Review and Discuss Goals and Action Plan Processes

DO: Allow participants to spend 10 minutes in breakout groups of 5 to review and discuss the **Meal Quality Improvement Goal and Action Plan Process** and the **Student Perception of Meal Quality Goal and Action Plan Process**. After 10 minutes, return participants to the main room and ask what they thought about the process.

Instructor's Note: Allow an additional 30 minutes in the Mentor Training to allow the mentors to work in groups of two (2), to work through the E-STAR Action Plan Process, and create a goal for meal quality and student perception. Mentors will also complete the activities below to gain experience with the E-STAR SMART Goal and Action Plan Process. This activity will be conducted on Day 3 of the Workshop for Managers.

SAY: Now that you've had an opportunity to discuss the E-STAR SMART Goals and Action Plan framework and process, we will spend a few minutes sharing our thoughts about some of the strategies and activities.

Instructor's Note: In the Mentor Training, mentors will share the goals they created. Also communicate with the Mentors that they may have to assist the managers with wordsmithing the goals.

ASK: What did you think about the E-STAR SMART Goals and Action Plan Framework and Process? Are there some strategies and activities you have already incorporated within your operation?

SAY: If so, that's not a problem. You will need to consider other strategies and activities.

Lesson 2: Reflection Sheet

Spend some time reflecting on the ideas and thoughts from Lesson 2 and what "take-aways" you want to recall later.

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Wrap Up

SAY: As we wrap up this lesson, be mindful that you will hear about other best practices/strategies to improve meal quality and student perception. We will also spend some time working with your mentors and peer managers to assist you in thinking through your goals and the development of your action plans. Today's discussion was an introduction to the framework and process, so you can think about the information you may want to consider to formulate your plans.

Review Lesson 1 and Lesson 2 Reflection Sheets. Use this reflection sheet to capture thoughts and ideas that may be helpful to you later on in the E-STAR Workshop.

Reflection Sheet

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SAY: This concludes the *E-STAR SMART Goals and Action Plans* training.

Ask: Are there any questions?

DO: Answer participants' questions.

SAY: Now, we're going to turn it over to the Michigan Evaluators to present how this information will be uploaded in REDCap.

References

Institute of Child Nutrition. (2015). *Team up for school nutrition success*. University, MS: Author.

Institute of Child Nutrition. (2019). *Effective smart goal setting using SMART goals* [online course]. https://theicn.docebosaas.com/learn

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