Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century

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National Food Service Management Institute
The University of Mississippi

Building the Future Through Child Nutrition

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

PURPOSE
The purpose of NFSMI is to improve the operation of Child Nutrition Programs through research, education and training, and information dissemination. The Administrative Offices and Divisions of Information Services and Education and Training are located in Oxford. The Division of Applied Research is located at The University of Southern Mississippi in Hattiesburg.

MISSION
The mission of the NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION
The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

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EXECUTIVE SUMMARY

School nutrition (SN) professionals are hired by school districts to oversee district-wide foodservice operations. Their responsibilities include planning, administering, implementing, monitoring, and evaluating all aspects of the SN program to ensure that school meals are nutritious, age-appropriate, appealing, and cost effective. Depending on the size of the SN operation and the school district, district-level responsibilities may be divided into one or more district-level positions.

Since its inception, the National Food Service Management Institute (NFSMI) has been in the forefront in the identification of the competencies, knowledge, and skills needed by professionals working in the child nutrition arena. The original research by Gregoire and Sneed (1994) and Carr, Cater, and Conklin (1996) led to the confirmation of 16 functional areas, 46 competencies and 501 knowledge and skill statements for district SN directors/supervisors. An update of the *Competencies, Knowledge, and Skills of Effective District School Nutrition Directors/Supervisors* by Rainville and Carr (2001) resulted in 14 functional areas with 41 competencies and 624 knowledge and skill statements.

The environment in which SN programs operate is more complex, and it is changing at a faster pace than ever before. SN programs have evolved from small operations into multi-million dollar enterprises being run as businesses within the school setting. The purpose of this study is to identify current competencies, knowledge, and skill statements needed by district-level SN

professionals to effectively lead a nutrition-centered business in the school setting. The specific objectives are to:

- Identify the functional areas needed that encompass the responsibilities of district-level SN professionals in the 21st century;

- Develop a literature-based set of knowledge and skill statements;

- Identify the knowledge and skill statements needed for each functional area;

- Verify whether the knowledge and skills statements are important to the job responsibilities of district-level SN professionals;

- Determine at what point the district-level SN professional should be able to know/perform the knowledge/skill statements; and

- Confirm whether the competency statements are consistent with the supporting knowledge/skill statements.

To accomplish these objectives, the researchers used the following definitions:

- **School nutrition directors/supervisors** are the professional(s) who oversee all aspects of the district-wide SN program. This could be one or more district-level SN professionals.

- **Functional areas** are the broad groupings or divisions of job responsibilities that are performed by directors/supervisors within the local SN operation. These categories serve as an umbrella for all job responsibilities that occur on a daily, weekly, seasonal, or yearly basis.

- **Competencies** are underlying characteristics within each functional area that lead to successful performance. They may include knowledge and skills as well as various levels of motivation.

- **Knowledge** is the information a person has in specific content areas that is necessary for successful performance in a competency area.

- **Skills** are the abilities to perform certain physical and/or mental tasks that are necessary for successful performance in a competency area.

This research project was conducted in two phases, and SN professionals participated in both phases of the project. Phase I utilized an expert panel consisting of SN directors and state agency staff to bring about agreement on functional areas encompassing the job responsibilities of district-level SN professionals. Expert panel members also identified the knowledge and skill statements needed in each functional area and sorted the statements into competency categories. The findings from Phase I were used to develop a survey on the knowledge and skill statements. In Phase II, this survey was sent to a review panel of SN directors, district-level SN professional staff, state agency staff, and NFSMI staff. The objectives of this survey were to verify whether the knowledge and skill statements are important to the job responsibilities of an SN director/supervisor; to categorize the knowledge and skill statements into three distinct groups (essential, advanced, and just-in-time); and to confirm whether the competency statements are consistent with the supporting knowledge and skill statements.

Ten functional areas were identified that encompass the job responsibilities of district-level SN professionals: Facilities and Equipment Management; Financial Management; Food Production and Operation Management; Food Security, Sanitation and Safety; Human Resource Management; Marketing and Communication; Menu and Nutrition Management; Procurement and Inventory Management; Program Management and Accountability; and Technology and Information Systems. In addition to these functional areas, 23 competencies, 128 knowledge statements, and 187 skill statements were confirmed by the Phase II review

panel. From these statements, the review panel identified only 23 statements as being advanced beyond what is essential to administer the SN program and one statement as just-in-time knowledge/skill to address a time-sensitive issue/initiative. The remaining 291 statements were identified as being essential knowledge or skills needed to administer the SN program.

The functional areas, competencies, knowledge, and skills identified in this project provide a clear picture of the role of SN professionals at the district level. Job requirements for SN directors differ from state to state and often from school district to school district. School district administrators can use the knowledge and skill statements and the sample job description template in preparing job descriptions for SN directors. The information can also serve as a framework for district administrators to identify the criteria for evaluating an effective SN director. School nutrition directors can use this information to advance their knowledge and skills through professional development opportunities, while improving their SN programs. The competencies, knowledge, and skills identified in this project can provide the foundation, when needed, to design other district-level SN positions and prepare job descriptions. In addition, SN directors can use this information when identifying staff members who demonstrate the potential to advance within the SN program. Finally, the competencies, knowledge, and skills framework can provide the basis for mentoring and other succession planning activities to prepare SN professionals for district-level responsibilities.

INTRODUCTION

School nutrition (SN) professionals are hired by school districts to oversee district-wide foodservice operations. Their responsibilities include planning, administering, implementing, monitoring, and evaluating all aspects of the SN program to ensure that school meals are nutritious, age-appropriate, appealing, and cost effective. Depending on the size of the SN operation and the school district, district-level responsibilities may be divided into one or more district-level positions.

Since its inception, the National Food Service Management Institute (NFSMI) has been in the forefront in the identification of the competencies, knowledge, and skills needed by professionals working in the child nutrition arena. Gregoire and Sneed (1994) conducted the first phase of the initial NFSMI competency research for SN directors/supervisors. The objectives of this phase were to develop a comprehensive list of competency statements for district SN directors/supervisors; to validate competency statements by determining ratings of importance and frequency of performance; and to determine how directors'/supervisors' ratings of the importance and frequency of performance differed based on school district and personal variables. The research resulted in the validation of 192 competencies required by SN directors/supervisors within 16 functional areas. Functional areas identified were: Service, Sanitation and Safety; Financial Management and Recordkeeping; Food Production; Procurement; Program Accountability; Nutrition and Menu Planning; General Management; Personnel Management; Facility Layout and Design and Equipment; Research and Development; Environmental Management; Marketing; Computer Applications; Professional Development; and Nutrition Education.

Many of the competencies identified by Gregoire and Sneed (1994) were explicit statements of performance required of SN directors. In order to incorporate the statements into an improved competency model format, NFSMI researchers began a series of research processes to collapse the original 192 statements into broader competency statements and to develop knowledge and skill statements required to master each of the competency statements. The final document contained 46 competencies and 501 knowledge and skill statements grouped under the original 16 functional areas (Carr, Cater, & Conklin, 1996).

An update of the *Competencies, Knowledge, and Skills of Effective District School Nutrition Directors/Supervisors* utilized an electronic Delphi technique (Rainville & Carr, 2001). An expert panel of SN directors, state agency staff, educators, and NFSMI staff critiqued the knowledge and skill statements and made suggestions for enhancement. Following revisions by the expert panel, a second review by a random sample of SN professionals holding the School Foodservice and Nutrition Specialist credential was conducted for two of the functional areas. The revised document contained 14 functional areas with 41 competencies and 624 knowledge and skill statements. Two functional areas, Professional Development and Research and Development, were merged with other functional areas.

The environment in which SN programs operate is more complex and is changing at a faster pace than ever before. School nutrition programs have evolved from small operations into multi-million dollar enterprises being run as businesses within the school setting. As such, the concept of the *Trusted Advisor* was developed by participants at a National Food Service Management Institute, Applied Research Division workshop to capture the vision of the SN director as a professional administrator, a savvy business person, a skilled content expert, and a

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nutrition expert (Allen, Brainard, Carr, & Nettles, 2005). Participants described the characteristics of a *Trusted Advisor* as someone who is a:

- Strategic planner,

- Critical thinker,

- Collaborator,

- Articulate presenter,

- Macro-manager, and

- Confident leader.

Research Objectives

The purpose of this study is to identify current competencies, knowledge, and skill statements needed by district-level SN professionals to effectively lead a nutrition-centered business in the school setting. The specific objectives are to:

- Identify the functional areas needed that encompass the responsibilities of district-level SN professionals in the 21st century,

- Develop a literature-based set of knowledge and skill statements,

- Identify the knowledge and skill statements needed for each functional area,

- Verify whether the knowledge and skills statements are important to the job responsibilities of district-level SN professionals,

- Determine at what point the district-level SN professional should be able to know/perform the knowledge/skill statements, and

- Confirm whether the competency statements are consistent with the supporting knowledge/skill statements.

METHOD

Research Plan

This research project was conducted in two phases. Phase I utilized an expert panel consisting of school nutrition (SN) directors and state agency staff to bring about agreement on functional areas encompassing the job responsibilities of district-level SN professionals. Expert panel members also identified the knowledge and skill statements needed in each functional area and sorted the statements into competency categories. The findings from Phase I were used to develop a survey on the knowledge and skill statements that was sent to a review panel of SN directors, district-level SN professional staff, state agency staff, and National Food Service Management Institute (NFSMI) staff in Phase II.

Phase I

Expert Panel

State agency child nutrition directors were e-mailed and asked to provide recommendations of SN professionals to participate in the research project. The criteria for participation included state agency personnel who work as training specialists or have experience in a local school district as an SN director, or SN directors who run exemplary programs and are viewed as leaders in their state. State agency directors were also asked to recommend SN directors from school districts with diverse student enrollments.

Potential participants were e-mailed details of the research study and an invitation to participate. Sixteen SN professionals were selected to serve on the expert panel for the research project. After panel members agreed to participate, confirmation letters were mailed. Participants consisted of state agency representatives and present or former SN directors with representation from all the seven USDA regions.

Modified Delphi Technique

A modified Delphi Technique consisting of five rounds was used to bring about agreement concerning the functional areas encompassing the job responsibilities of SN directors. Each Delphi round was conducted by e-mail with the questionnaire and summary of the previous round sent as attachments to each participant. Expert panel members were asked to open the file, complete the questionnaire, and return by e-mail as an attachment.

Prior to beginning Round 1, the researcher e-mailed the expert panel members an overview of the research process. This e-mail informed panel members of the purpose of the research project, summarized the modified Delphi Technique process, emphasized the importance of their participation, assured them of the confidentiality of their responses, and provided the researcher's contact information for questions and concerns.

Round 1

Each expert panel member received an instructional e-mail with the attached Round 1 questionnaire. The e-mail outlined the steps to follow when completing the Round 1 questionnaire and the return date for the questionnaire. The Round 1 questionnaire consisted of open-ended questions asking expert panel members to list the functional areas or broad groupings that summarize the responsibilities of SN directors/supervisors. They were also asked to provide a brief description or definition for each functional area listed. In order to frame the assignment and ensure that panel members were consistent in their interpretation of the assignment, the researcher provided the following definitions.

- **School nutrition directors/supervisors** are the professional(s) who oversee all aspects of the district-wide SN program. This could be one or more district-level SN professionals.

- **Functional areas** are the broad groupings or divisions of job responsibilities that are performed by directors/supervisors within the local SN operation. These categories serve as an umbrella for all job responsibilities that occur on a daily, weekly, seasonal, or yearly basis.

- **Competencies** are underlying characteristics within each functional area that lead to successful performance. They may include knowledge and skills as well as various levels of motivation.

- **Knowledge** is the information a person has in specific content areas that is necessary for successful performance in a competency area.

- **Skills** are the abilities to perform certain physical and/or mental tasks that are necessary for successful performance in a competency area.

In addition, expert panel members were asked to provide information about themselves and their school district. They responded to questions concerning their highest level of education, primary area of study, certification/credentialed status, and length of time worked in SN program.

All 16 (100%) expert panel members returned the Round 1 questionnaire. The researcher summarized the expert panel members' responses to Round 1 to incorporate into Round 2.

Round 2

The researcher e-mailed the Round 2 questionnaire and instructions to each expert panel member. The instructions outlined the steps to use when completing the questionnaire. Expert panel members were asked to review the functional area definition and the summary of Round 1. The Round 2 questionnaire listed the functional areas headings/titles as identified in Round 1. Panel members were instructed to rate their agreement with the groupings or topic areas as a primary function for the job of an SN director/supervisor by using a 4-point scale, ranging from

1 (*strongly disagree*) to 4 (*strongly agree*). Next, panel members indicated if each topic was appropriate to be a major functional area and if it was not, to describe the reason. Panel members were then asked to consider the possibility of combining topic areas. They were asked to reflect on the definition for each topic area, to decide if it could be combined with another area(s), and to suggest the area(s) with which it might be combined. Lastly, they were asked to propose suggestions for re-wording the functional area or new functional area, if combined with another area.

Thirteen (81%) expert panel members returned the Round 2 questionnaire. The researcher summarized the expert panel members' responses to Round 2 to incorporate with Round 3.

Round 3

The researcher e-mailed two Round 3 questionnaires and instructions to each expert panel member. The instructions outlined the steps to use when completing the two questionnaires. Expert panel members were instructed to review the functional area definition and the Round 2 summary. The Round 3 questionnaires listed the functional areas in descending order based on Round 2 results of "is this topic appropriate to be a major functional area." The researcher made a recommendation to "keep" or "delete" the functional area based on a level of 75% agreement of expert panel members. The functional areas on the first Round 3 questionnaire were above the 75% agreement threshold. Panel members were asked to indicate if they agreed with the recommendation to keep the functional area and if they did not, to describe the reason. Suggested wording for naming the functional areas were listed, and panel members were asked to indicate their preference. The functional areas on the second Round 3 questionnaire were below the 75% agreement threshold. Expert panel members were asked to indicate if they agreed with the recommendation to delete the functional area. If they did not agree to delete the functional area,

they were asked if the area should be combined with another functional area, and if they responded affirmatively, to suggest the functional area(s) with which it could be combined. They were also asked to propose suggestions for naming the functional area.

All sixteen (100%) expert panel members returned the two Round 3 questionnaires. The researcher summarized the expert panel members' responses to Round 3 to incorporate with Round 4.

Round 4

The researcher e-mailed the Round 4 questionnaire and instructions to each expert panel member. Expert panel members were asked to review the summaries of the Round 3 questionnaires prior to beginning Round 4. The Round 4 questionnaire was divided into five sections. In the first section, the functional areas listed were above the 75% threshold to be maintained. Expert panel members were asked to review the suggested names for the functional areas and to indicate their choice for the name of each functional area. The researcher described the guideline for selecting the name of each functional area as the choice of name that received a simple majority (one over 50%). One functional area met this threshold in Round 3. In the remaining four sections of the Round 4 questionnaire, the functional areas listed were not deleted in Round 3. Many of the expert panel members indicated that these functional areas should be combined. Based on Round 3 results, the researcher grouped similar functional areas and asked specific questions on whether the functional areas should be combined. Expert panel members were asked to review the suggested wording for naming the new functional area and to list their choice for the functional area name.

All sixteen (100%) expert panel members returned the Round 4 questionnaire. The

researcher summarized the expert panel members' responses to Round 4 to incorporate with Round 5.

Round 5

The researcher e-mailed the Round 5 questionnaire and instructions to the expert panel members. Expert panel members were asked to review the summaries of the Round 4 questionnaire prior to beginning Round 5. The Round 5 questionnaire was divided into two sections. In the first section, six functional areas were listed that were above the 75% agreement threshold along with the names identified for these areas that had met the simple majority (one over 50%) guideline. No action was needed by the expert panel members. In the second section, four functional areas were listed that were above the 75% threshold to be maintained as functional areas. Expert panel members were asked to review the suggested names for the functional areas which received the most votes in Round 4 and to identify their choice of name for each functional area. Fifteen (94%) expert panel members returned the Round 5 questionnaire.

Knowledge and Skill Statements

The researchers drafted knowledge and skill statements using the earlier research from Rainville and Carr (2001) on competencies, knowledge and skill for district level SN directors/supervisors; a review of United States Department of Agriculture, School Nutrition Association, and NFSMI Web sites; and current job descriptions for SN directors and district-level professional staff. The researcher used a variety of approaches to collect the current job descriptions. Some job descriptions were supplied by SN directors attending NFSMI meetings, other were obtained as a result of a request posted on Mealtalk, a listserv hosted by USDA, and additional job descriptions were accessed from school district Web sites. In total, 48 different job descriptions from 33 school districts were analyzed. The items were reviewed and

sorted into similar themes. Based on this analysis, 169 knowledge statements and 301 skill statements were drafted.

Work Group Sessions

In preparation for a two-day work group session, a cover letter, instructions, and two pre-meeting documents containing draft knowledge and skill statements were mailed to the expert panel members. As they reviewed the draft knowledge and skill statements, expert panel members were instructed to consider the following questions:

1) Is this knowledge/skill needed by SN directors/supervisors to be effective in their jobs in the current SN environment?

2) Is this knowledge/skill needed by SN directors/supervisors in other school districts throughout the country?

For each statement, panel members recorded their response to the question, "Is this knowledge/skill needed?" and noted comments to aid in the work session discussion. Space was provided for panel members to list additional knowledge and skill statements that they believe had been omitted. The researcher requested that when reviewing the draft knowledge and skill statements, panel members should utilize their SN experience while considering the diversity of SN programs so that the final knowledge and skill statements address the responsibilities of SN directors/supervisors throughout the nation.

The expert panel members were assigned to attend one of two work group sessions, and 15 expert panel members attended the work group sessions. Each work session was facilitated by two NFSMI research scientists. The researchers assigned the functional areas that were the focus of discussion for the two work group sessions. Panel members engaged in small sub-group panel discussions and consensus building activities to accomplish the following objectives:

- Review the wording of each knowledge and skill statement and then take action;

- Categorize the draft knowledge and skill statements into the appropriate

  functional areas;

- Decide if there are any missing knowledge/skill statements and recommend wording;

- Arrive at agreement on the knowledge and skill statements for each functional area;

- Categorize the knowledge and skill statements into similar competency areas under

  the umbrella of the functional area; and

- Determine the categories that describe when the knowledge/skill is needed.

The first undertaking for the panel members in each work session was to evaluate the draft knowledge and skill statements. Each sub-group discussed three options for each knowledge and skill statement and reached consensus for their group's recommendations. The options were to: 1) accept the statement with no changes, 2) delete the statement, or 3) modify the wording of the statement. The sub-groups used the following process when reviewing the draft knowledge and skill statements:

- Review each statement and determine if it reflects what is actually happening

  in schools;

- Consider the diversity of SN programs across the country;

- Discuss the comments from the review of the pre-meeting documents;

- Decide on the action to take for each statement;

- Put the statement into one of the functional areas if the group agrees on the wording;

- Revise the statement if the group disagrees on the wording;

- Put it into one of the functional areas once the group is satisfied with the wording of

  the statement;

- Identify missing knowledge and skill statement(s), write the new statement(s), and place it into one of the functional areas; and

- Use the summary form to verify that the group has not overlooked any knowledge and skill statements and to capture the revised wording.

Once the sub-groups completed their assignments, the researchers used consensus building steps to reach agreement with the panel members on a course of action for the wording of the knowledge and skill statements and the placement of statements into the functional areas. As each functional area was discussed, a researcher summarized the dialogue concerning the course of action for each statement.

Following each work group session, the researcher used the knowledge and skill statement summary forms and the discussion notes to formulate a summary of each work group's recommendations. Questionnaires were developed allowing the expert panel members to confirm the recommendations of each work group session.

Work Group Summary

The researcher e-mailed a work group summary questionnaire, a list of the deleted knowledge and skill statements, and instructions to the expert panel members from each work group. The objectives of the work group summary questionnaire were to:

- Confirm the wording of the knowledge and skill statements from the work group session;

- Confirm the categorization of knowledge and skill statements into the appropriate functional area;

- Determine if there are knowledge/skill statements that need to be added to any of the functional areas; and

- Propose wording of new knowledge/skill statements.

Fifteen (94%) expert panel members returned the work group summary. The researcher summarized the responses from each work group and developed an additional questionnaire for confirmation of specific knowledge and skill statements. Fourteen (88%) expert panel members returned the questionnaire.

Competency Statements

After summarizing the work group summaries, the researchers grouped the knowledge and skill statements for each functional area into smaller categories and drafted competency statements. When appropriate, researchers used recommendations from the expert panel members and previous NFSMI research for district level SN directors/supervisors (Rainville & Carr, 2001) to guide the categorization and wording of the competency statements.

Expert Panel Final Review

The researcher used the summaries from both work groups to prepare the combined final review questionnaires for the expert panel. The objectives of the final expert panel review were to:

- Confirm the knowledge and skills needed for the positions of SN directors/supervisors;
- Confirm the categorization of knowledge and skill statements into the appropriate functional areas;
- Confirm whether the competency statements were consistent with the supporting knowledge and skill statements; and
- Determine if categories are necessary to describe when knowledge/skill is needed.

The questionnaires were organized by functional areas with the knowledge and skill statements as identified from the two work group sessions and agreement activities. Expert panel members were asked to review all of the statements listed for a functional area before proceeding with the evaluation of each knowledge/skill statement. Panel members were asked to verify whether the knowledge/skill statements were needed for SN directors/supervisors to be effective in their jobs. Next, panel members were asked to indicate if the knowledge/skill statement was categorized into the appropriate functional area and if it was not, to list the functional area where the statement should be placed. After completing each section of knowledge and skill statements, the expert panel members evaluated the competency statements. They responded to a series of four statements: "The competency statement accurately reflects the knowledge and skills listed;" "The competency statement is clearly worded;" "There are enough knowledge statements to address this competency;" and "There are enough skill statements to address this competency." Lastly, the expert panel responded to several questions reflecting discussions at the work groups regarding whether categories are needed to describe when the knowledge or skill is needed by an SN director/supervisor. Fourteen (88%) expert panel members returned the final review questionnaires.

Phase II

Review Panel

At the inception of the research study, state agency child nutrition directors were requested to submit names of SN professionals to participate in both the expert panel and the review panel. The researcher e-mailed potential review panel participants outlining the details of the research study with an invitation to participate. Fifty-two SN professionals, representing 27 states in the seven USDA regions were selected to serve on the review panel for the research

project. Participants consisted of state agency representatives, SN directors, district administrators, and NFSMI staff.

Review Panel Survey

The review panel survey entitled, *Competencies, Knowledge, and Skills Needed for School Nutrition Directors/Supervisors in the 21st Century*, consisted of 11 sections. The objectives of this survey were to:

- Verify whether the knowledge and skill statements are important to the job responsibilities of an SN director/supervisor;

- Categorize the knowledge and skill statements into three distinct groups: essential, advanced, and just-in-time; and

- Confirm whether the competency statements are consistent with the supporting knowledge and skill statements.

The first ten sections of the survey consisted of 129 knowledge statements, 187 skill statements, and 23 competency statements within the ten functional areas. Each competency area contained one or more competency statements with related knowledge and skill statements. Review panel participants were asked to indicate the importance of each knowledge and skill statement to the job responsibilities of an SN director using a 4-point scale, ranging from 1 (*not important*) to 4 (*extremely important*). Participants also were asked to categorize the knowledge and skill statements into one of three groups: "Essential knowledge or skill to administer the SN program;" "Advanced knowledge or skill beyond what is essential to administer the SN program;" or "Just-in-time knowledge or skill to address a time-sensitive issue/initiative." After completing each section of knowledge and skill statements, participants

also evaluated the competency statements. Using a 4-point scale ranging from

1 (*strongly disagree*) to 4 (*strongly agree*), review panel participants indicated their agreement

with the following two statements: "The competency statement accurately reflects the knowledge

and skills listed," and "The competency statement is clearly worded." In the last section of the

survey, review panel members were asked to provide information about themselves and their

school district. They responded to questions such as their highest level of education,

certification/credentialed status, length of time worked in SN programs, and school

district enrollment.

The survey, cover letter, and a self-addressed, postage-paid return envelope were mailed

to the 52 SN professionals on the review panel. The cover letter informed participants of the

purpose of the study, asked for their participation, assured them of confidentiality of their

responses, and provided the researcher's contact information for questions and concerns. No

identifying codes were placed on the surveys, thus preserving the anonymity of all participants.

Approximately three weeks later, a follow-up e-mail was sent to all review panel members

encouraging them to complete and return the surveys.

Informed Consent

The researcher followed informed consent procedures established by the Human Subjects

Protection Review Committee at The University of Southern Mississippi for the research study.

Data Analysis

The review panel surveys were analyzed using the statistical package SPSS Version 15.0

for Windows. Descriptive statistics included means, standard deviations, and frequencies of

total responses.

RESULTS AND DISCUSSION

Phase I

Of the 16 school nutrition (SN) professionals invited to participate in the expert panel, 16 participated in rounds 1, 3, and 4 (100% response rate), 13 participated in round 2 (81% response rate), and 15 participated in round 5 (94% response rate). Fifteen SN professionals attended the work group sessions (94% attendance), 15 completed the post work group summaries (94% response rate), and 14 completed the final expert panel review (88% response rate). Demographic information for the expert panel members is presented in Table 1. The majority (63%) have worked in SN programs for greater than 15 years and almost all (88%) of the panel members had a bachelor's degree or higher. When asked about their certification or credentialed status, 44% of panel members indicated that they were certified by the School Nutrition Association (SNA), 38% held the School Nutrition Specialist (SNS) credential, and 38% were Registered Dietitians.

Table 1

Personal and Program Characteristics of Expert Panel Members

Demographic Question	Frequency	%
How many years have you worked in SN programs? (*n=16*)		
1 to 5 years	1	6.0
6 to 10 years	1	6.0
11 to 15 years	4	25.0
16 to 20 years	3	19.0
Greater than 20 years	7	44.0
What is your certification/credentialed status? (*n=16*)		
SNA certified	7	44.0
SNS credential	6	38.0
Registered Dietitian	6	38.0
Licensed Dietitian/Nutritionist	5	31.0
State Department of Education certified	3	19.0
Not Certified	2	13.0
Other	1	6.0
What is your highest level of education? (*n=16*) [a]		
High school diploma or GED	1	6.0
Associate's degree	1	6.0
Bachelor's degree	4	25.0
Some graduate credits	4	25.0
Master's degree	3	19.0
Graduate hours beyond master's	2	13.0
Doctoral degree	1	6.0
If you have a Baccalaureate degree, what was your primary area of study? (*n=14*)		
Food and Nutrition	5	36.0
Business	4	29.0
Nutrition/Dietetics	2	14.0
Foodservice Management	1	7.0
Hospitality Management	1	7.0
Other	1	7.0

[a] Total exceeds 100% since respondents could select more than one response

The expert panel generated a list of functional areas during Round 1 that they perceived to describe the job responsibilities of SN directors/supervisors. The initial list was comprised of 59 functional areas.

In Round 2, expert panel members reviewed the Round 1 list of functional areas and definitions and indicated whether the topic was appropriate to be a major functional area. Seventy-five percent or greater of the panel members indicated that eight topics were appropriately categorized as functional areas. The remaining 51 topics received less than 75% agreement.

In Round 3, expert panel members reviewed the Round 2 summary and completed two Round 3 questionnaires. Based on the Round 2 results, the researcher provided a recommendation to "keep" or "delete" each functional area and panel members were asked to indicate their agreement with this recommendation in the Round 3 questionnaires. Seventy-five percent or greater of the expert panel members agreed to keep eight of the topics as functional areas. Seventy-five percent of the panel members disagreed with the decision to delete another topic as a functional area. Several other topic areas were carried over to Round 4 for additional clarification. Panel members also indicated their choice for wording of the functional areas. A simple majority was used in determining the name of each functional area. Sixty-four percent of the panel members agreed on the name of Human Resource Management for one of the functional areas.

In Round 4, the expert panel members reviewed the suggested names for the seven functional areas that were above the 75% threshold and indicated their choice of name for each of the functional areas. Fifty-one percent or greater of panel members agreed on the name for the following functional areas: Financial Management (56%); Program Management and

Accountability (81%); Menu and Nutrition Management (62%); and Food Security, Sanitation, and Safety (67%). Seventy-five percent or greater of the expert panel members agreed on two additional topics for functional areas.

In Round 5, the expert panel members reviewed the suggested names for the remaining four functional areas. Fifty-one percent or greater of panel members agreed on the name for the following functional areas: Facility and Equipment Management (53%), Technology and Information Systems (60%), Procurement and Inventory Management (87%), and Marketing and Communication (87%).

At the beginning of work group session, the researcher summarized the results of the modified Delphi process that confirmed the identification of ten functional areas and emphasized that when the process resulted in the deletion of topics, the knowledge and skills related to that topic area were not eliminated, as the knowledge and skills are still a part of an SN director's responsibilities. During each work group session, the participants reviewed the knowledge and skill statements, categorized the statements into the functional areas, and grouped the statements into similar categories.

The results of each work group session were summarized and evaluation questions were developed and sent to each work group participant. Each work group went through two rounds of review to finalize the knowledge and skills statements for their assigned functional areas. The work group summaries were used to prepare the combined final review questionnaires for the expert panel. Fourteen (88%) expert panel members returned the final review questionnaires. After tabulating the results of the final expert panel review, 129 knowledge statements and 187 skill statements remained.

Phase II

Of the 52 SN professionals invited to participate in the review panel, 42 (81%) returned the review panel survey entitled, *Competencies, Knowledge, and Skills Needed for School Nutrition Directors/Supervisors in the 21st Century Phase II*. Demographic information for the responding review panel members is presented in Table 2. Two-thirds (66.7%) of the SN professionals described their job title as SN director and another 26.2% as state agency staff. The majority (90.3%) have worked in SN programs for more than 15 years and almost all (92.9%) had a Bachelor's degree or higher. When asked about their certification or credentialed status, 42.9% of the review panel members were SNA certified, 42.9% were Registered Dietitians, and 40.5% were SNS credentialed.

Table 2

Personal and Program Characteristics of Review Panel Members

Demographic Question	Frequency	%
What best describes your job title? (*n*=42)		
SN director	28	66.7
State agency staff	11	26.2
NFSMI staff	2	4.8
District-level SN professional staff	1	2.4
How many years have you worked in SN programs? (*n*=41)		
6 to 10 years	2	4.9
11 to 15 years	2	4.9
16 to 20 years	10	24.4
Greater than 20 years	27	65.9
How long have you been in your current position? (*n*=42)		
Less than one year	3	7.1
1 to 5 years	6	14.3
6 to 10 years	9	21.4
11 to 15 years	9	21.4
16 to 20 years	7	16.7
Greater than 20 years	8	19.0

[a] Total exceeds 100% since respondents could select more than one response

(Table 2 continues)

(Table 2 continued)

Personal and Program Characteristics of Review Panel Members

Demographic Question	Frequency	%
What is your certification/credentialed status?[a] (*n*=42)		
SNA certified	18	42.9
Registered Dietitian	18	42.9
SNS credential	17	40.5
Other	9	21.4
State Department of Education certified	8	19.0
Not certified	5	11.9
Licensed Dietitian/Nutritionist	4	9.5
What is your highest level of education? (*n*=42)		
Associate's degree	3	7.1
Bachelor's degree	7	16.7
Some graduate credits	10	23.8
Master's degree	16	38.1
Graduate hours beyond master's	5	11.9
Doctoral degree	1	2.4
In which USDA region do you work? (*n*=41)		
Western	6	14.6
Mid-Atlantic	6	14.6
Mountain Plains	6	14.6
Midwest	5	12.2
Northeast	1	2.4
Southeast	11	26.8
Southwest	6	14.6
What is the approximate student enrollment of your school district? (*n*=29)		
2,799 or less	1	3.4
2,800 to 9,999	10	34.5
10,000 to 19,999	6	20.7
20,000 to 44,999	6	20.7
45,000 to 64,999	3	10.3
65,000 or greater	3	10.3

[a] Total exceeds 100% since respondents could select more than one response

Panel members reviewed the knowledge and skill statements for each of the ten functional areas and rated the importance of each statement to the job responsibilities of an SN director/supervisor. Review panel members also were asked to categorize each statement into one of three groups: "essential knowledge or skill to administer the SN program," "advanced knowledge or skill beyond what is essential to administer the SN program," or "just-in-time knowledge or skill to address a time-sensitive issue/initiative." Knowledge and skill statements with a score of 2.5 or higher on a 4-point scale indicated review panel respondents considered the statement important in today's work environment, whereas a score of less than 2.5 indicated a level of disagreement as to the importance of the statement. The classification of each statement was based on the greatest percentage of responses among the categories: "essential," "advanced," and "just-in-time." Tables 3 and 5-13 present the importance of means and standard deviations as well as the frequencies for the knowledge and performance categories in the ten functional areas. Review panel members also reviewed the competencies in each functional area and indicated their agreement with two statements evaluating the competencies by use of a 4-point agreement scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). A mean score of 2.25 or higher for each evaluation statement indicated that the panel members agreed that the competency accurately reflected the knowledge and skill statements and the competency was clearly worded. The means and standard deviations for the evaluation of the competency statements in the ten functional areas are listed in Table 4.

Functional Area 1: Facilities and Equipment Management

The Facilities and Equipment Management functional area contains three competency statements, 13 knowledge statements, and 17 skill statements (Table 3). All of the statements had mean importance ratings of 2.5 or greater, so no knowledge or skill statements were eliminated.

The statements with the highest mean ratings were: "knows the relationship of the menu to the design of a facility" (3.7 ± 0.5) and "ensures that equipment selected is appropriate for facility and operational needs to meet short and long term SN program goals" (3.6 ± 0.6). Statements with the lowest mean ratings were: "seeks information on energy efficiency of equipment from independent energy testing laboratories" (2.6 ± 0.8) and "develops and implements waste management procedures according to standards established by the Environmental Protection Agency, other federal agencies, state, and local governments" (2.7 ± 0.9).

Review panel members identified five statements as advanced knowledge or skill beyond what is essential to administer the SN program. These statements are: "evaluates architect/consultant blueprints to determine if designs address the operational needs of the SN program and communicates recommendations, as needed" (45%); "knows the importance of interpreting architect/consultant blueprints in new construction/renovation projects" (37.5%); "seeks information on energy efficiency of equipment from independent energy testing laboratories" (38.1%); "establishes guidelines for environmentally responsible purchasing practices such as recycled materials and source reduction packaging" (53.7%); and "develops and implements waste management procedures according to standards established by the Environmental Protection Agency, other federal agencies, state, and local governments" (48.7%). All other knowledge and skill statements in the facilities and equipment management functional area were identified by review panel members as essential to administer the SN program.

The review panel's mean agreement ratings for the facilities and equipment management competency statements are displayed in Table 4. The competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the

competencies accurately reflected the knowledge and skill statements under this functional area

and were clearly worded.

Table 3

Functional Area 1: Facilities and Equipment Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	(M ± SD)	Essential	Advanced	Just-in-Time
Competency 1.1 Provides leadership in designing and planning facilities that support the operational goals of the SN program				
Knows the relationship of the menu to the design of a facility	3.7 ± 0.5	37 (86.0)	6 (14.0)	
Utilizes a team approach for planning new construction and/or renovation projects	3.5 ± 0.6	27 (65.9)	8 (19.5)	6 (14.6)
Seeks input from SN staff for design enhancements to improve workflow and service systems	3.5 ± 0.6	32 (74.4)	6 (14.0)	5 (11.6)
Evaluates architect/consultant blueprints to determine if designs address the operational needs of the SN program and communicates recommendations, as needed	3.4 ± 0.8	15 (37.5)	18 (45.0)	7 (17.5)
Knows facility design, equipment, and distribution issues related to on site preparation, central production, and/or warehousing operations	3.4 ± 0.7	24 (55.8)	13 (30.2)	6 (14.0)
Knows design principles that maximize equipment efficiency and facility design to meet program goals	3.3 ± 0.7	21 (50.0)	15 (35.7)	6 (14.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 3 continues)

(Table 3 continued)

Functional Area 1: Facilities and Equipment Management Knowledge and Skill Statements

Competency Statement Knowledge/Skill Statement	How Important? $(M \pm SD)$	Know/Perform Categories		
		Essential	Advanced	Just-in-Time
Competency 1.1 Provides leadership in designing and planning facilities that support the operational goals of the SN program *(continued)*				
Knows principles of designing facilities for efficient service	3.3 ± 0.7	20 (47.6)	18 (42.9)	4 (9.5)
Creates a profile describing the SN program to guide the planning team in designing an effective and efficient operation	3.3 ± 0.7	24 (58.5)	8 (19.5)	9 (22.0)
Leads a team-based needs assessment of the SN program to guide new construction and/or renovation projects	3.2 ± 0.7	19 (46.3)	12 (29.3)	10 (24.4)
Knows the importance of interpreting architect/consultant blueprints in new construction/renovation projects	3.0 ± 0.8	12 (30.0)	15 (37.5)	13 (32.5)
Competency 1.2 Develops guidelines for selecting and maintaining equipment to accomplish the operational goals of the SN program				
Ensures that equipment selected is appropriate for facility and operational needs to meet short and long term SN program goals	3.6 ± 0.6	31 (77.5)	8 (20.0)	1 (2.5)
Creates procedures for the proper care, preventive maintenance, and repair of equipment	3.5 ± 0.6	37 (86.0)	4 (9.3)	2 (4.7)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 3 continues)

(Table 3 continued)

Functional Area 1: Facilities and Equipment Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	*(M ± SD)*	Essential	Advanced	Just-in-Time
Competency 1.2 Develops guidelines for selecting and maintaining equipment to accomplish the operational goals of the SN program *(continued)*				
Seeks information from manufacturers' representatives and/or input from foodservice consultant (if applicable) to identify equipment best suited for facility and operational needs	3.5 ± 0.7	27 (62.8)	6 (14.0)	10 (23.3)
Knows factors that influence the selection of equipment	3.5 ± 0.6	30 (71.4)	9 (21.4)	3 (7.1)
Knows federal, state, and local regulations that guide the purchase and disposal of equipment	3.5 ± 0.7	29 (67.4)	8 (18.6)	6 (14.0)
Evaluates SN managers' requests and recommendations for new equipment	3.3 ± 0.6	34 (81.0)	7 (16.7)	1 (2.4)
Creates a strategic plan describing the short and long term equipment needs at each SN site	3.2 ± 0.8	24 (55.8)	18 (41.7)	1 (2.3)
Knows fundamentals for preparing equipment specifications	3.2 ± 0.7	26 (60.5)	13 (30.2)	4 (9.3)
Knows importance of verifying the SN site's capacity to support the energy/utility requirements of selected equipment	3.1 ± 0.8	18 (42.9)	15 (35.7)	9 (21.4)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 3 continues)

(Table 3 continued)

Functional Area 1: Facilities and Equipment Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	*(M ± SD)*	Essential	Advanced	Just-in-Time
Competency 1.2 Develops guidelines for selecting and maintaining equipment to accomplish the operational goals of the SN program *(continued)*				
Knows importance of evaluating energy efficiency of equipment	2.9 ± 0.7	18 (41.9)	15 (34.8)	10 (23.3)
Knows the equipment industry distribution channels and foodservice equipment safety/quality approval agencies that influence the selection of equipment. (e.g., NSF, AGA, UL, ISO)	2.8 ± 0.8	17 (41.5)	14 (34.1)	10 (24.1)
Seeks information on energy efficiency of equipment from independent energy testing laboratories	2.6 ± 0.8	14 (33.3)	16 (38.1)	12 (28.6)
Competency 1.3 Establishes an environmentally responsible SN program				
Knows sanitation standards and safety practices related to establishing an environmentally responsible SN program (e.g., energy conservation, recycling, and waste disposal)	3.1 ± 0.8	27 (62.8)	13 (30.2)	3 (7.0)
Develops procedures and monitors implementation of initiatives that promote an environmentally responsible SN program	3.0 ± 0.7	24 (57.1)	14 (33.3)	4 (9.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 3 continues)

(Table 3 continued)

Functional Area 1: Facilities and Equipment Management Knowledge and Skill Statements

Competency Statement Knowledge/Skill Statement	How Important? $(M \pm SD)$	Know/Perform Categories		
		Essential	Advanced	Just-in-Time
Competency 1.3 Establishes an environmentally responsible SN program *(continued)*				
Provides leadership for developing SN environmental management policies that are responsible and enforceable	3.0 ± 0.8	26 (63.4)	10 (24.4)	5 (12.2)
Facilitates training for SN staff on energy conservation techniques, waste management procedures, and environmental protection policies	2.9 ± 0.8	25 (62.5)	12 (30.0)	3 (7.5)
Analyzes cost-effectiveness of initiatives that promote an environmentally responsible SN program (e.g., energy conservation, recycling, and waste disposal)	2.9 ± 0.7	21 (51.2)	15 (36.6)	5 (12.2)
Knows available options and associated costs for environmentally responsible initiatives	2.8 ± 0.8	16 (38.1)	15 (35.7)	11 (26.2)
Establishes guidelines for environmentally responsible purchasing practices such as recycled materials and source reduction packaging	2.8 ± 0.7	14 (34.1)	22 (53.7)	5 (12.2)
Develops and implements waste management procedures according to standards established by the Environmental Protection Agency, other federal agencies, state, and local governments	2.7 ± 0.9	12 (29.3)	20 (48.7)	9 (22.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Table 4

Mean Agreement Ratings and Standard Deviations for Competency Statements

Functional Area Competency Statement	Statement Accurately Reflects the Knowledge and Skills Listed		Statement is Clearly Worded	
	N	*M ± SD*	N	*M ± SD*
Facilities and Equipment Management				
1.1 Provides leadership in designing and planning facilities that support the operational goals of the SN program	43	3.4 ± 0.7	43	3.3 ± 0.6
1.2 Develops guidelines for selecting and maintaining equipment to accomplish the operational goals of the SN program	43	3.4 ± 0.6	43	3.4 ± 0.6
1.3 Establishes an environmentally responsible SN program	42	3.3 ± 0.6	42	3.3 ± 0.5
Financial Management				
2.1 Develops financial management guidelines that support SN program operational goals and comply with regulations	42	3.5 ± 0.6	42	3.5 ± 0.6
2.2 Establishes cost control goals to effectively manage the SN program	43	3.5 ± 0.6	43	3.6 ± 0.5
Food Production and Operation Management				
3.1 Develops a management system to ensure high standards for quality food production	40	3.6 ± 0.5	40	3.5 ± 0.5
3.2 Establishes operational systems for managing food production and service	41	3.5 ± 0.5	41	3.4 ± 0.6

[a]Scale = 1 (*strongly disagree*) to 4 (*strongly agree*)

(Table 4 continued)

Mean Agreement Ratings and Standard Deviations for Competency Statements

Functional Area Competency Statement	Statement Accurately Reflects the Knowledge and Skills Listed		Statement is Clearly Worded	
	N	$M \pm SD$	N	$M \pm SD$
Food Security, Sanitation, and Safety				
4.1 Establishes policies and procedures to ensure food is prepared and served in a sanitary and safe environment	43	3.6 ± 0.6	43	3.6 ± 0.5
4.2 Provides leadership in creating a safe work environment for SN operations	42	3.6 ± 0.5	42	3.4 ± 0.7
4.3 Develops a systematic approach to address emergency and disaster situations	43	3.4 ± 0.6	43	3.5 ± 0.6
Human Resource Management				
5.1 Establishes human resource infrastructure for the SN program that complies with school district policies as well as federal, state, and local regulations	43	3.4 ± 0.5	43	3.3 ± 0.6
5.2 Develops and implements a process for recruiting, hiring, retaining, and promoting qualified SN staff in compliance with school district's written procedures and labor laws	42	3.5 ± 0.6	43	3.5 ± 0.5
5.3 Designs a comprehensive needs-based training infrastructure that enhances learning and improves job skills	42	3.4 ± 0.5	42	3.4 ± 0.6
Marketing and Communication				
6.1 Develops a systematic approach for marketing the SN program	43	3.3 ± 0.5	43	3.4 ± 0.5
6.2 Develops a customer service infrastructure to promote the SN program	42	3.5 ± 0.6	42	3.4 ± 0.6
6.3 Establishes a communication infrastructure with stakeholders to promote the SN program	43	3.4 ± 0.6	43	3.4 ± 0.5

[a]Scale = 1 (*strongly disagree*) to 4 (*strongly agree*)

(Table 4 continues)

(Table 4 continued)

Mean Agreement Ratings and Standard Deviations for Competency Statements

Functional Area Competency Statement	Statement Accurately Reflects the Knowledge and Skills Listed		Statement is Clearly Worded	
	N	*M ± SD*	N	*M ± SD*
Menu and Nutrition Management				
7.1 Develops guidelines for planning menus that comply with nutrition standards and support operational goals of the SN program	42	3.6 ± 0.5	42	3.6 ± 0.5
7.2 Provides leadership to support the nutrition and wellness initiatives within the school district	42	3.5 ± 0.6	42	3.5 ± 0.6
Procurement and Inventory Management				
8.1 Develops procurement guidelines that comply with established regulations and support operational goals of the SN program	42	3.5 ± 0.5	43	3.4 ± 0.5
8.2 Establishes operational procedures to effectively manage receiving and inventory systems	43	3.6 ± 0.5	43	3.7 ± 0.5
Program Management and Accountability				
9.1 Establishes a system to ensure nutritional, financial, and regulatory accountability of the SN program	42	3.6 ± 0.6	42	3.6 ± 0.6
9.2 Provides leadership to position the SN program as an integral component of the school district	43	3.5 ± 0.6	43	3.5 ± 0.5
Technology and Information Systems				
10.1 Establishes a comprehensive technology infrastructure to achieve the operational goals of the SN program	41	3.4 ± 0.7	41	3.4 ± 0.7

[a]Scale = 1 (*strongly disagree*) to 4 (*strongly agree*)

Functional Area 2: Financial Management

The Financial Management functional area contains two competency statements, 11 knowledge statements, and 20 skill statements (Table 5). Mean ratings for all the statements were 2.5 or greater, so no knowledge and skill statements were eliminated. The statements with the highest mean ratings were: "knows the importance of appropriate staffing and scheduling to control labor cost" (3.9 ± 0.3); "knows the role of the menu in controlling costs" (3.9 ± 0.3); "controls food cost by implementing standard procedures (e.g., appropriate product ingredients, standardized recipes, accurate portion sizes)" (3.9 ± 0.3); and "controls labor cost by assessing meals served, labor hours, and SN staff benefits" (3.9 ± 0.4). Statements with the lowest mean ratings were: "seeks external funding to support SN program initiatives, as appropriate" (2.5 ± 0.9); "monitors the appropriate use of external funding, when applicable" (3.0 ± 1.0); "identifies costs associated with maintaining a comprehensive technology infrastructure" (3.1 ± 0.8); and "knows costs associated with environmentally responsible practices" (3.1 ± 0.7).

The review panel identified two statements as advanced skill beyond what is essential to administer the SN program. These statements are: "performs cost analysis to justify additional expenses to promote program growth" (46.5%) and "monitors the cost of job-related injuries" (46.5%). Review panel members identified one statement as a "just-in-time" skill to address a time-sensitive issue/initiative. The statement was "seeks external funding to support SN program initiatives, as appropriate" (39.6%).

The review panel's mean agreement ratings for the financial management competency statements are presented in Table 4. Both competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the

competencies accurately reflected the knowledge and skill statements under this functional area

and were clearly worded.

Table 5

Functional Area 2: Financial Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	*M ± SD*	Essential	Advanced	Just-in-Time
Competency 2.1 Develops financial management guidelines that support SN program operational goals and comply with regulations				
Establishes a pricing structure for meals and food items that follows federal, state, and local guidelines	3.7 ± 0.5	26 (81.3)	4 (12.5)	2 (6.2)
Prepares budgets that appropriately reflect financial goals	3.7 ± 0.5	25 (78.1)	7 (21.9)	
Analyzes financial statements regularly to make informed financial decisions	3.7 ± 0.5	20 (62.5)	12 (37.5)	
Knows financial goals and objectives of the school district	3.6 ± 0.7	26 (81.3)	5 (15.6)	1 (3.1)
Knows basic principles of accounting and the application of those principles	3.5 ± 0.6	24 (75.0)	7 (21.9)	1 (3.1)
Knows process for budget development, justification, and implementation	3.5 ± 0.6	23 (71.9)	8 (25.0)	1 (3.1)
Establishes and/or implements written procedures for collecting, reconciling, depositing, and disbursing funds	3.5 ± 0.6	23 (74.2)	7 (22.6)	1 (3.1)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 5 continued)

Functional Area 2: Financial Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 2.1 Develops financial management guidelines that support SN program operational goals and comply with regulations *(continued)*				
Evaluates financial performance of individual SN sites and makes adjustments, as necessary	3.5 ± 0.6	19 (59.4)	13 (40.6)	
Knows the impact of changing demographics and enrollment trends on the SN program budget	3.5 ± 0.6	21 (65.6)	8 (25.0)	3 (9.4)
Provides budget status to other district administrators, following local guidelines	3.5 ± 0.6	33 (76.7)	9 (20.9)	1 (2.3)
Reconciles projected annual budget with revenue and expenditure performance routinely and provides documentation to justify variances	3.5 ± 0.7	19 (59.4)	13 (40.6)	
Establishes a system for archiving financial records following federal, state, and local regulations	3.4 ± 0.8	31 (73.8)	7 (16.7)	4 (9.5)
Collaborates with appropriate district administrators to identify the desired SN program financial outcomes	3.4 ± 0.7	18 (56.3)	11 (34.3)	3 (9.4)
Uses financial management information system software to enhance financial reporting and accountability	3.3 ± 0.7	24 (55.8)	19 (44.2)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 5 continues)

(Table 5 continued)

Functional Area 2: Financial Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 2.1 Develops financial management guidelines that support SN program operational goals and comply with regulations *(continued)*				
Knows fundamentals of reporting SN program budget as part of the district budget	3.3 ± 0.8	23 (71.9)	8 (25.0)	1 (3.1)
Shares financial information with SN managers and develops strategies for addressing issues	3.3 ± 0.7	20 (62.5)	10 (31.3)	2 (6.3)
Monitors the appropriate use of external funding, when applicable	3.0 ± 1.0	22 (51.2)	9 (20.9)	12 (27.9)
Seeks external funding to support SN program initiatives, as appropriate	2.5 ± 0.9	13 (30.2)	13 (30.2)	17 (39.6)
Competency 2.2 Establishes cost control goals to effectively manage the SN program				
Knows the importance of appropriate staffing and scheduling to control labor cost	3.9 ± 0.3	37 (86.0)	6 (14.0)	
Knows the role of the menu in controlling costs	3.9 ± 0.3	38 (88.4)	5 (11.6)	
Controls food cost by implementing standard procedures (e.g., appropriate product ingredients, standardized recipes, accurate portion sizes)	3.9 ± 0.3	40 (93.0)	3 (7.0)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 5 continues)

(Table 5 continued)

Functional Area 2: Financial Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 2.2 Establishes cost control goals to effectively manage the SN program *(continued)*				
Controls labor cost by assessing meals served, labor hours, and SN staff benefits	3.9 ± 0.4	41 (95.3)	2 (4.7)	
Maximizes the use of USDA foods to assist in controlling food cost	3.8 ± 0.5	41 (95.3)	2 (4.7)	
Knows methods to determine staff productivity	3.8 ± 0.4	37 (86.0)	6 (14.0)	
Establishes internal benchmarks for food and labor cost percentages	3.6 ± 0.5	31 (73.8)	11 (26.2)	
Performs cost analysis to justify additional expenses to promote program growth	3.5 ± 0.7	19 (44.2)	20 (46.5)	4 (9.3)
Knows methods for establishing internal and external financial benchmarks	3.5 ± 0.6	28 (65.1)	15 (34.9)	
Knows the importance of providing cost-effective special functions, as appropriate	3.2 ± 0.8	27 (64.3)	7 (16.7)	8 (19.0)
Monitors the cost of job-related injuries	3.2 ± 0.8	17 (39.5)	20 (46.5)	6 (14.0)
Knows costs associated with environmentally-responsible practices	3.1 ± 0.7	18 (42.9)	17 (40.5)	7 (16.7)
Identifies costs associated with maintaining a comprehensive technology infrastructure	3.1 ± 0.8	17 (39.5)	15 (34.9)	11 (25.6)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Functional Area 3: Food Production and Operation Management

The Food Production and Operation Management functional area contains two competency statements, 11 knowledge statements, and 17 skill statements (Table 6). Mean ratings for all statements were 2.5 or greater, so no knowledge and skill statements were eliminated. The statements with the highest mean ratings were: "knows procedures for documenting and evaluating amounts of food planned, prepared, and served" (3.8 ± 0.4); "knows importance of and methods for producing cost-effective, high quality food and beverages" (3.8 ± 0.5); and "encourages SN managers and staff to produce and serve meals in a customer-friendly environment" (3.8 ± 0.5). Statements with the lowest mean ratings were: "knows principles of food science and fundamentals of flavor enhancement related to quantity food production, holding, serving and appealing food presentation" (3.1 ± 0.7); "coordinates training for SN staff to enhance their culinary and/or catering skills" (3.2 ± 0.8); "develops procedures for measuring and evaluating delivery systems, appearance and efficiency of serving area, and serving techniques" (3.2 ± 0.8); and "develops guidelines for work schedules that effectively and efficiently meet operational goals" (3.2 ± 0.8). All statements in this functional area were identified by the review panel as essential to administer the SN program.

The review panel's mean agreement ratings for the food production and operation management competency statements are presented in Table 4. Both competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area and were clearly worded.

Table 6

Functional Area 3: Food Production and Operation Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 3.1 Develops a management system to ensure high standards for quality food production				
Knows procedures for documenting and evaluating amounts of food planned, prepared, and served	3.8 ± 0.4	39 (92.9)	3 (7.1)	
Knows importance of and methods for producing cost-effective, high quality food and beverages	3.8 ± 0.5	36 (85.7)	5 (11.9)	1 (2.4)
Knows standards of food quality	3.7 ± 0.5	35 (83.3)	7 (16.7)	
Knows principles of developing and using standardized recipes	3.7 ± 0.5	35 (83.3)	7 (16.7)	
Knows food production and distribution systems that allow for efficient use of product, labor, and equipment	3.7 ± 0.5	33 (78.6)	8 (19.0)	1 (2.4)
Establishes procedures to maintain required daily food production records at each SN site	3.7 ± 0.5	36 (85.7)	6 (14.3)	
Knows the importance of production scheduling for optimum holding of food items	3.7 ± 0.5	36 (85.7)	6 (14.3)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 6 continued)

Functional Area 3: Food Production and Operation Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 3.1 Develops a management system to ensure high standards for quality food production *(continued)*				
Develops food production planning procedures including, but not limited to, forecasting, production schedules, standardized recipes, and portion control	3.7 ± 0.5	33 (78.6)	9 (21.4)	
Trains managers in food production and forecasting procedures	3.6 ± 0.5	29 (72.5)	10 (25.0)	1 (2.5)
Selects the most effective food production system for SN sites	3.5 ± 0.6	27 (65.9)	11 (26.8)	3 (7.3)
Develops food quality standards to assist SN staff in evaluating menu items prior to service	3.5 ± 0.6	35 (83.3)	5 (11.9)	2 (4.8)
Maintains current training materials for use by SN managers to train staff on food production techniques	3.3 ± 0.8	23 (56.1)	13 (31.7)	5 (12.2)
Develops guidelines for recipe modification to meet nutrition objectives and increase customer acceptability	3.3 ± 0.8	29 (69.0)	11 (26.2)	2 (4.8)
Coordinates training for SN staff to enhance their culinary and/or catering skills	3.2 ± 0.8	22 (53.7)	11 (26.8)	8 (19.5)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 6 continues)

(Table 6 continued)

Functional Area 3: Food Production and Operation Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 3.1 Develops a management system to ensure high standards for quality food production *(continued)*				
Knows principles of food science and fundamentals of flavor enhancement related to quantity food production, holding, serving and appealing food presentation	3.1 ± 0.7	21 (50.0)	18 (42.9)	3 (7.1)
Competency 3.2 Establishes operational systems for managing food production and service				
Encourages SN managers and staff to produce and serve meals in a customer-friendly environment	3.8 ± 0.5	35 (87.5)	5 (12.5)	
Establishes and communicates quality customer service standards to the SN staff	3.7 ± 0.5	34 (82.9)	6 (14.7)	1 (2.4)
Knows food preparation techniques and distribution systems that allow for efficient use of product, labor and equipment	3.6 ± 0.5	32 (84.2)	6 (15.8)	
Ensures a dining environment that promotes good nutrition and healthy eating behaviors	3.6 ± 0.6	30 (76.9)	8 (20.5)	1 (2.6)
Knows staffing and scheduling techniques to achieve operational goals	3.6 ± 0.5	34 (89.5)	4 (10.5)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 6 continues)

(Table 6 continued)

Functional Area 3: Food Production and Operation Management Knowledge and Skill Statements

Competency Statement Knowledge/Skill Statement	How Important? $M \pm SD$	Know/Perform Categories		
		Essential	Advanced	Just-in-Time
Competency 3.2 Establishes operational systems for managing food production and service *(continued)*				
Establishes benchmarks for efficient production of meals (e.g., meals per labor hour)	3.6 ± 0.6	33 (80.5)	7 (17.1)	1 (2.4)
Knows relationship of student meal periods to efficient food production and timely service of meals	3.6 ± 0.6	32 (82.1)	5 (12.8)	2 (5.1)
Demonstrates ability to utilize customer feedback in improving production and service	3.5 ± 0.6	29 (74.4)	7 (17.9)	3 (7.7)
Establishes an effective food distribution system for all SN sites	3.5 ± 0.6	30 (73.2)	10 (24.4)	1 (2.4)
Develops safe and efficient work methods to maximize staff productivity	3.5 ± 0.6	30 (73.2)	10 (24.4	1 (2.4)
Knows fundamentals of creating a pleasant, appealing, and safe environment for serving nutritious meals	3.5 ± 0.6	31 (79.5)	7 (17.9)	1 (2.6)
Develops guidelines for work schedules that effectively and efficiently meet operational goals	3.2 ± 0.8	23 (56.1)	13 (31.7)	5 (12.2)
Develops procedures for measuring and evaluating delivery systems, appearance and efficiency of serving area, and serving techniques	3.2 ± 0.8	22 (53.7)	15 (36.5)	4 (9.8)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Functional Area 4: Food Security, Sanitation, and Safety

The Food Security, Sanitation, and Safety functional area contains three competency statements, 12 knowledge statements, and 25 skill statements (Table 7). Mean ratings for all statements were 2.5 or greater, so no knowledge and skill statements were eliminated. The statements with the highest mean ratings were: "knows basic principles and techniques of foodservice sanitation and food safety" (3.9 ± 0.3); "knows federal, state, and local sanitation and food safety requirements" (3.9 ± 0.3); "knows principles of foodborne illness prevention" (3.9 ± 0.3); and "ensures that all food safety inspection deficiencies are addressed competently and in a timely manner" (3.9 ± 0.3). Statements with the lowest mean ratings were: "networks with community disaster agencies and maintains current contact information" (2.8 ± 0.8); "develops a plan to secure food, equipment, and supplies from outside organizations in case of emergencies" (2.9 ± 0.9); "develops a plan for communicating with appropriate federal, state, and/or local officials concerning the use of government commodities for disaster relief" (2.9 ± 0.8); and "develops an emergency feeding plan and trains SN staff on appropriate implementation" (2.9 ± 0.8).

The review panel identified two statements as advanced skill beyond what is essential to administer the SN program: "knows principles of food biosecurity" (60.4%) and "networks with community disaster agencies and maintains current contact information" (45%).

The review panel's mean agreement ratings for the food security, sanitation, and safety competency statements are presented in Table 4. All competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area and were clearly worded.

Table 7

Functional Area 4: Food Security, Sanitation, and Safety Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 4.1 Establishes policies and procedures to ensure food is prepared and served in a sanitary and safe environment				
Knows basic principles and techniques of foodservice sanitation and food safety	3.9 ± 0.3	36 (83.7)	6 (14.0)	1 (2.3)
Knows federal, state, and local sanitation and food safety requirements	3.9 ± 0.3	37 (88.1)	5 (11.9)	
Knows principles of foodborne illness prevention	3.9 ± 0.3	36 (83.7)	6 (14.0)	1 (2.3)
Ensures that all food safety inspection deficiencies are addressed competently and in a timely manner	3.9 ± 0.3	35 (81.4)	5 (11.6)	3 (7.0)
Develops a HACCP-based food safety and sanitation program that meets federal, state, and local regulations	3.8 ± 0.6	38 (88.4)	5 (11.6)	
Knows fundamentals of HACCP-based standard operating procedures	3.8 ± 0.4	38 (88.4)	5 (11.6)	
Develops a sanitation training program for SN staff	3.7 ± 0.6	37 (86.0)	6 (14.0)	
Develops emergency procedures and practices for food recalls and foodborne illnesses	3.6 ± 0.6	30 (69.8)	11 (25.5)	2 (4.7)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 7 continued)

Functional Area 4: Food Security, Sanitation, and Safety Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 4.1 Establishes policies and procedures to ensure food is prepared and served in a sanitary and safe environment *(continued)*				
Establishes communication procedures within the school district regarding food safety issues	3.6 ± 0.6	30 (69.8)	11 (25.5)	2 (4.7)
Conducts routine food safety and sanitation inspections and develops corrective action plans for each SN site, as needed	3.6 ± 0.5	29 (67.4)	12 (27.9)	2 (4.7)
Knows the importance of all aspects of food security	3.6 ± 0.5	22 (51.2)	18 (41.8)	3 (7.0)
Knows principles of food biosecurity	3.3 ± 0.6	14 (32.6)	26 (60.4)	3 (7.0)
Competency 4.2 Provides leadership in creating a safe work environment for SN operations				
Encourages SN staff participation in creating a safe work environment	3.7 ± 0.5	40 (93.0)	2 (4.7)	1 (2.3)
Knows principles for selecting, storing, using, and maintaining chemical supplies and other hazardous materials	3.7 ± 0.6	36 (83.7)	6 (14.0)	1 (2.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 7 continues)

(Table 7 continued)

Functional Area 4: Food Security, Sanitation, and Safety Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 4.2 Provides leadership in creating a safe work environment for SN operations *(continued)*				
Develops procedures and trains SN staff on proper use, cleaning, and sanitizing of foodservice equipment	3.7 ± 0.5	35 (81.4)	6 (14.0)	2 (4.7)
Ensures that the Material Safety Data Sheets for chemical products are up-to-date and accessible to SN staff	3.7 ± 0.5	39 (90.7)	3 (7.0)	1 (2.3)
Knows principles of creating and maintaining a safe work environment	3.6 ± 0.5	39 (90.7)	3 (7.0)	1 (2.3)
Establishes policies for posting of workplace safety information	3.4 ± 0.7	35 (81.4)	6 (13.9)	2 (4.7)
Develops safe, effective methods for prevention and control of insects, rodents, and other pest infestations	3.4 ± 0.9	28 (68.3)	11 (26.8)	2 (4.9)
Ensures SN staff training on the proper use of fire extinguishers	3.3 ± 0.7	32 (74.4)	4 (9.3)	7 (16.3)
Ensures compliance with health and safety regulations established by federal (OSHA), state, and local agencies	3.3 ± 0.8	29 (69.0)	9 (21.5)	4 (9.5)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 7 continues)

(Table 7 continued)

Functional Area 4: Food Security, Sanitation, and Safety Knowledge and Skill Statements

Competency Statement	How Important? $M \pm SD$	Know/Perform Categories		
Knowledge/Skill Statement		Essential	Advanced	Just-in-Time
Competency 4.2 Provides leadership in creating a safe work environment for SN operations *(continued)*				
Documents safety training following district guidelines	3.3 ± 0.7	31 (73.8)	5 (11.9)	6 (14.3)
Develops safety requirements and standards for selection and use of chemicals, hazardous materials, and equipment	3.3 ± 0.8	26 (63.4)	12 (29.3)	3 (7.3)
Develops training procedures and safety guidelines for workplace injury prevention and injury response reporting	3.3 ± 0.7	29 (69.0)	12 (28.6)	1 (2.4)
Initiates and/or maintains a needs-based safety training program	3.1 ± 0.7	29 (69.0)	11 (26.2)	2 (4.8)
Knows safety standards for foodservice establishments that comply with the Occupational Safety and Health Act (OSHA) and other regulations	3.1 ± 0.8	24 (57.1)	15 (35.8)	3 (7.1)
Competency 4.3 Develops a systematic approach to address emergency and disaster situations				
Knows the district's crisis management plan and/or emergency response plan	3.6 ± 0.5	30 (71.4)	5 (11.9)	7 (16.7)
Establishes and communicates a basic plan for dealing with an emergency/disaster situation to SN staff and appropriate school/district staff	3.4 ± 0.7	27 (64.3)	9 (21.4)	6 (14.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 7 continues)

(Table 7 continued)

Functional Area 4: Food Security, Sanitation, and Safety Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 4.3 Develops a systematic approach to address emergency and disaster situations *(continued)*				
Knows federal, state, and local regulations for providing services during an emergency or crisis	3.3 ± 0.8	28 (66.7)	8 (19.0)	6 (14.3)
Knows importance of providing first aid training (e.g., CPR, Heimlich maneuver, minor cuts and burns) to SN staff	3.2 ± 0.9	25 (59.5)	12 (28.6)	5 (11.9)
Establishes an SN crisis management team to develop a plan outlining the functions of SN staff in the event of a crisis	3.1 ± 0.8	24 (57.1)	13 (31.0)	5 (11.9)
Determines the food and supply items to be available for use at each SN site in case of an emergency	3.1 ± 0.7	26 (61.9)	10 (23.8)	6 (14.3)
Ensures first aid training programs are provided to SN staff	3.0 ± 1.1	23 (54.8)	9 (21.4)	10 (23.8)
Develops an emergency feeding plan and trains SN staff on appropriate implementation	2.9 ± 0.8	20 (46.5)	12 (27.9)	11 (25.6)
Develops a plan for communicating with appropriate federal, state, and/or local officials concerning the use of government commodities for disaster relief	2.9 ± 0.8	20 (50.0)	12 (30.0)	8 (20.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 7 continues)

(Table 7 continued)

Functional Area 4: Food Security, Sanitation, and Safety Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 4.3 Develops a systematic approach to address emergency and disaster situations *(continued)*				
Develops a plan to secure food, equipment, and supplies from outside organizations in case of emergencies	2.9 ± 0.9	20 (46.5)	11 (25.6)	12 (27.9)
Networks with community disaster agencies and maintains current contact information	2.8 ± 0.8	14 (35.0)	18 (45.0)	8 (20.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Functional Area 5: Human Resource Management

The Human Resource Management functional area contains three competency statements, 16 knowledge statements, and 26 skill statements (Table 8). Mean ratings for all statements were 2.5 or greater, so no knowledge and skill statements were eliminated. The statements with the highest mean ratings were: "develops a staffing plan based on SN delivery systems, student participation, facilities, and services provided" (3.7 ± 0.4); "knows the importance of staff orientation to assure that new SN staff have appropriate information to perform their jobs" (3.7 ± 0.5); "interprets and communicates human resource management policies and procedures to SN managers and provides guidance, as needed" (3.7 ± 0.5); "interprets and disseminates the school district's human resource policies and procedures to SN staff" (3.7± 0.6); "knows selection, supervision, promotion, termination, and disciplinary procedures that comply with federal, state, and local regulations and contractual policies, when

applicable" (3.7 ± 0.5); "maintains accurate SN staff records and other pertinent human resource documentation" (3.7 ± 0.6); and "knows district policies and procedures for performing human resource functions (e.g., accident reporting, payroll, benefits, immigration, policy acknowledgement, performance appraisal)" (3.7 ± 0.6). Statements with the lowest mean ratings were: "knows legislation and resources pertaining to collective bargaining and labor union contracts, when applicable" (2.9 ± 0.9); "collaborates with district administration on identifying risk management strategies, approaches, and techniques" (3.0 ± 0.9); and "develops mentoring and/or management training programs for use in succession planning" (3.0 ± 0.8).

The review panel identified five statements as advanced knowledge or skill beyond what is essential to administer the SN program. These statements are: "knows principles of risk management related to creating a secure working environment" (50.0%); "knows legislation and resources pertaining to collective bargaining and labor union contracts, when applicable" (53.5%); "collaborates with district administration on identifying risk management strategies, approaches, and techniques" (47.6%); "develops a system for evaluating training program effectiveness and makes necessary modifications" (46.5%); and "develops mentoring and/or management training programs for use in succession planning" (46.5%). The review panel tied in their opinion of the categorization of one skill statement. The researchers examined the statement, "participates and/or advises in the collective bargaining process, when applicable," and placed it in the advanced knowledge or skill category.

The review panel's mean agreement ratings for the Human Resource Management competency statements are presented in Table 4. All competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the

competencies accurately reflected the knowledge and skill statements under this functional area

and were clearly worded.

Table 8

Functional Area 5: Human Resource Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 5.1 Establishes a human resource infrastructure for the SN program that complies with school district policies as well as federal, state, and local regulations				
Interprets and communicates human resource management policies and procedures to SN managers and provides guidance, as needed	3.7 ± 0.5	36 (83.7)	7 (16.3)	
Interprets and disseminates the school district's human resource policies and procedures to SN staff	3.7± 0.6	33 (78.6)	7 (16.6)	2 (4.8)
Knows selection, supervision, promotion, termination, and disciplinary procedures that comply with federal, state, and local regulations and contractual policies, when applicable	3.7 ± 0.5	35 (83.3)	6 (14.3)	1 (2.4)
Maintains accurate SN staff records and other pertinent human resource documentation	3.7 ± 0.6	35 (81.4)	7 (16.3)	1 (2.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 8 continues)

(Table 8 continued)

Functional Area 5: Human Resource Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	*M ± SD*	Essential	Advanced	Just-in-Time
Competency 5.1 Establishes a human resource infrastructure for the SN program that complies with school district policies as well as federal, state, and local regulations *(continued)*				
Knows district policies and procedures for performing human resource functions (e.g., accident reporting, payroll, benefits, immigration, policy acknowledgement, performance appraisal)	3.7 ± 0.6	35 (81.4)	7 (16.3)	1 (2.3)
Knows the importance of an SN staff handbook	3.5 ± 0.8	32 (74.4)	11 (25.6)	
Reviews and recommends wages, salaries, and fringe benefits that are equitable and competitive	3.4 ± 0.7	28 (68.3)	11 (26.8)	2 (4.9)
Verifies that human resource decisions follow due process established by the school district	3.4 ± 1.0	29 (69.0)	11 (26.2)	2 (4.8)
Knows federal, state, and local laws and regulations relevant to human resource management	3.3 ± 0.8	30 (69.8)	10 (23.3)	3 (7.0)
Participates and/or advises in the collective bargaining process, when applicable	3.2 ± 0.7	17 (40.5)	17 (40.5)	8 (19.0)
Monitors and tracks incidence of on-the-job injuries and related liabilities	3.2 ± 0.9	25 (59.5)	13 (31.0)	4 (9.5)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 8 continues)

(Table 8 continued)

Functional Area 5: Human Resource Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 5.1 Establishes a human resource infrastructure for the SN program that complies with school district policies as well as federal, state, and local regulations *(continued)*				
Develops and maintains an SN staff handbook with current organizational chart and information on SN program and district regulations, policies, and procedures	3.2 ± 0.8	33 (78.6)	8 (19.0)	1 (2.4)
Knows principles of risk management related to creating a secure working environment	3.1 ± 0.9	19 (45.2)	21 (50.0)	2 (4.8)
Collaborates with district administration on identifying risk management strategies, approaches, and techniques	3.0 ± 0.9	15 (35.7)	20 (47.6)	7 (16.7)
Knows legislation and resources pertaining to collective bargaining and labor union contracts, when applicable	2.9 ± 0.9	14 (32.6)	23 (53.5)	6 (14.0)
Competency 5.2 Develops and implements a process for recruiting, hiring, retaining, and promoting qualified SN staff in compliance with school district's written procedures and labor laws				
Develops a staffing plan based on SN delivery systems, student participation, facilities, and services provided	3.7 ± 0.4	36 (83.7)	7 (16.3)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 8 continues)

(Table 8 continued)

Functional Area 5: Human Resource Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 5.2 Develops and implements a process for recruiting, hiring, retaining, and promoting qualified SN staff in compliance with school district's written procedures and labor laws *(continued)*				
Develops a staffing plan based on SN delivery systems, student participation, facilities, and services provided	3.7 ± 0.4	36 (83.7)	7 (16.3)	
Knows the importance of staff orientation to assure that new SN staff have appropriate information to perform their jobs	3.7 ± 0.5	40 (93.0)	3 (7.0)	
Utilizes interviewing techniques and hiring procedures that comply with federal, state, and local guidelines	3.6 ± 0.6	36 (83.7)	4 (9.3)	3 (7.0)
Determines minimum skills and characteristics required for an effective SN staff member	3.6 ± 0.6	36 (85.7)	6 (14.3)	
Knows effective job interview techniques that incorporate legally permissible inquiries	3.6 ± 0.6	30 (69.8)	12 (27.9)	1 (2.3)
Knows strategies for conducting effective performance appraisals	3.5 ± 0.6	36 (83.7)	6 (14.0)	1 (2.3)
Designs an effective orientation program that introduces new SN staff to the SN program mission, requirements, and goals	3.5 ± 0.6	37 (86.0)	6 (14.0)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 8 continues)

(Table 8 continued)

Functional Area 5: Human Resource Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	M ± SD	Essential	Advanced	Just-in-Time
Competency 5.2 Develops and implements a process for recruiting, hiring, retaining, and promoting qualified SN staff in compliance with school district's written procedures and labor laws *(continued)*				
Applies conflict resolution, negotiation, and problem-solving techniques when dealing with SN staff issues	3.5 ± 0.6	29 (67.4)	13 (30.3)	1 (2.3)
Knows factors important to employee satisfaction and strategies to address dissatisfaction	3.5 ± 0.6	33 (76.7)	9 (21.0)	1 (2.3)
Develops job descriptions and job specifications	3.5 ± 0.6	31 (72.1)	10 (23.2)	2 (4.7)
Establishes a process for conducting performance appraisals that follow district timetables and guidelines	3.5 ± 0.6	33 (76.7)	7 (16.3)	3 (7.0)
Develops contingency staffing plans to operate effectively when positions are vacant	3.4 ± 0.8	28 (65.1)	11 (25.6)	4 (9.3)
Knows the importance of providing professional development opportunities for SN staff	3.4 ± 0.6	37 (86.0)	6 (14.0)	
Knows strategies for effective recruitment, hiring, and retention of SN staff	3.4 ± 0.7	33 (76.7)	10 (23.3)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 8 continues)

(Table 8 continued)

Functional Area 5: Human Resource Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 5.2 Develops and implements a process for recruiting, hiring, retaining, and promoting qualified SN staff in compliance with school district's written procedures and labor laws *(continued)*				
Knows basic principles of job analysis, job design, job specifications, job descriptions, and performance appraisals	3.4 ± 0.7	30 (69.8)	11 (25.5)	2 (4.7)
Utilizes competency-based performance appraisals to identify SN managers' areas of strength and develop plans for improvement to address weaknesses	3.4 ± 0.6	28 (66.7)	14 (33.3)	
Develops and implements a procedure for SN staff to provide feedback for improving productivity and morale	3.4 ± 0.7	23 (53.5)	14 (32.5)	6 (14.0)
Trains SN managers to effectively conduct competency-based performance appraisals of SN staff	3.3 ± 0.7	26 (60.5)	14 (32.5)	3 (7.0)
Develops and implements an SN staff recognition program, as appropriate	3.2 ± 0.8	25 (58.1)	13 (30.3)	5 (11.6)
Provides SN staff information regarding professional organizations and opportunities for personal and professional development	3.1 ± 0.8	27 (64.3)	9 (21.4)	6 (14.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 8 continues)

(Table 8 continued)

Functional Area 5: Human Resource Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	*M ± SD*	Essential	Advanced	Just-in-Time
Competency 5.3 Designs a comprehensive needs-based training infrastructure that enhances learning and improves job skills				
Knows effective job training methods	3.4 ± 0.6	29 (67.4)	13 (30.2)	1 (2.3)
Ensures that SN staff have access to training opportunities for acquiring certification, as appropriate	3.2 ± 0.8	26 (61.9)	11 (26.2)	5 (11.9)
Seeks resources for technical information and educational materials appropriate for SN staff training	3.2 ± 0.6	26 (60.5)	12 (27.9)	5 (11.6)
Knows procedures for documenting staff development and training following district policies	3.2 ± 0.7	28 (65.1)	9 (20.9)	6 (14.0)
Knows methods to assess professional development needs of SN staff	3.2 ± 0.7	21 (48.8)	18 (41.9)	4 (9.3)
Develops a system for evaluating training program effectiveness and makes necessary modifications	3.1 ± 0.8	18 (41.9)	20 (46.5)	5 (11.6)
Develops mentoring and/or management training programs for use in succession planning	3.0 ± 0.8	17 (39.5)	20 (46.5)	6 (14.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Functional Area 6: Marketing and Communication

The Marketing and Communication functional area contains three competency statements, 12 knowledge statements, and 20 skill statements (Table 9). Mean ratings for all statements were 2.5 or greater, so no knowledge and skill statements were eliminated. The statements with the highest mean ratings were: "knows techniques for providing high quality customer service" (3.7 ± 0.6); "knows the importance of customer feedback on menu planning" (3.7 ± 0.5); "trains SN managers and staff to enhance customer service systems" (3.7 ± 0.6); and "knows fundamentals of creating a pleasant, appealing, and safe dining experience" (3.7 ± 0.5). Statements with the lowest mean ratings were: "evaluates catering as a viable marketing tool" (2.8 ± 0.8); "encourages SN managers to participate in general staff meetings at school sites" (2.9 ± 0.9); "knows methods to assess the impact of marketing initiatives" (3.0 ± 0.8); and "communicates SN research findings to stakeholders, when applicable" (3.0 ± 0.9).

The review panel identified one statement as advanced knowledge beyond what is essential to administer the SN program. This statement was "knows methods to assess the impact of marketing initiatives" (47.6%).

The review panel's mean agreement ratings for the Marketing and Communication competency statements are presented in Table 4. All competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area and were clearly worded.

Table 9

Functional Area 6: Marketing and Communication Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 6.1 Develops a systematic approach for marketing the SN program				
Responds appropriately to SN program publicity generated by the media	3.6 ± 0.6	25 (59.5)	12 (28.6)	5 (11.9)
Knows the importance of SN staff in marketing the SN program	3.6 ± 0.5	37 (88.1)	5 (11.9)	
Designs and implements an effective public relations program to maintain a positive image for the SN program	3.4 ± 0.7	25 (59.5)	17 (40.5)	
Networks with SN professionals to share best practices in marketing	3.3 ± 0.7	28 (66.7)	11 (26.2)	3 (7.1)
Knows the importance of involving stakeholders in implementing marketing plans, measuring outcomes, and interpreting results	3.3 ± 0.6	30 (71.4)	8 (19.1)	4 (9.5)
Evaluates the SN marketing plan and promotional campaigns periodically and modifies ineffective initiatives	3.2 ± 0.8	24 (58.5)	13 (31.7)	4 (9.8)
Knows principles of public relations and marketing techniques appropriate for the school community	3.2 ± 0.6	32 (76.2)	9 (21.4)	1 (2.4)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 9 continues)

(Table 9 continued)

Functional Area 6: Marketing and Communication Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 6.1 Develops a systematic approach for marketing the SN program *(continued)*				
Knows the importance of providing high quality, cost-effective services for special functions	3.1 ± 0.9	26 (63.4)	7 (17.1)	8 (19.5)
Aligns the SN marketing plan with district marketing initiatives	3.1 ± 0.8	24 (57.1)	14 (33.3)	4 (9.5)
Leads the development of a marketing plan that integrates marketing objectives, strategies, implementation, and evaluation	3.1 ± 0.7	21 (50.0)	19 (45.2)	2 (4.8)
Knows methods to assess the impact of marketing initiatives	3.0 ± 0.8	17 (40.5)	20 (47.6)	5 (11.9)
Evaluates catering as a viable marketing tool	2.8 ± 0.8	18 (42.9)	14 (33.3)	10 (23.8)
Competency 6.2 Develops a customer service infrastructure to promote the SN program				
Knows techniques for providing high quality customer service	3.7 ± 0.6	35 (81.4)	7 (16.3)	1 (2.3)
Knows the importance of customer feedback on menu planning	3.7 ± 0.5	39 (90.7)	3 (7.0)	1 (2.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 9 continues)

(Table 9 continued)

Functional Area 6: Marketing and Communication Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 6.2 Develops a customer service infrastructure to promote the SN program *(continued)*				
Knows techniques for providing high quality customer service	3.7 ± 0.6	35 (81.4)	7 (16.3)	1 (2.3)
Knows the importance of customer feedback on menu planning	3.7 ± 0.5	39 (90.7)	3 (7.0)	1 (2.3)
Trains SN managers and staff to enhance customer service systems	3.7 ± 0.6	33 (76.7)	8 (18.6)	2 (4.7)
Knows fundamentals of creating a pleasant, appealing, and safe dining experience	3.7 ± 0.5	34 (79.1)	9 (20.9)	
Develops procedures to maintain the aesthetic qualities of menu items throughout the meal period	3.5 ± 0.7	29 (67.4)	12 (27.9)	2 (4.7)
Knows food merchandising techniques to enhance the presentation of food	3.5 ± 0.6	35 (81.4)	4 (9.3)	4 (9.3)
Empowers SN managers to address and resolve customer service issues	3.5 ± 0.7	34 (81.0)	7 (16.7)	1 (2.4)
Ensures student involvement in recipe and product testing to determine customer acceptability	3.3 ± 0.6	34 (79.1)	5 (11.6)	4 (9.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 9 continues)

(Table 9 continued)

Functional Area 6: Marketing and Communication Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 6.2 Develops a customer service infrastructure to promote the SN program *(continued)*				
Knows methods to collect and use data on customer acceptability of school meals	3.3 ± 0.6	28 (65.1)	11 (25.6)	4 (9.3)
Develops procedures for collecting, analyzing, and addressing customer feedback	3.2 ± 0.7	21 (48.8)	17 (39.6)	5 (11.6)
Competency 6.3 Establishes a communication infrastructure with stakeholders to promote the SN program				
Communicates the relationship between nutrition adequacy and educational performance of children	3.5 ± 0.6	29 (67.4)	12 (27.9)	2 (4.7)
Knows importance of networking within the community to build support for the SN program	3.4 ± 0.6	30 (69.8)	12 (27.9)	1 (2.3)
Coordinates the use of multiple approaches for informing stakeholders of menu, nutrition information, and other services available (e.g., web site, newsletter, printed menus)	3.4 ± 0.6	33 (79.7)	8 (18.6)	2 (4.7)
Encourages SN staff to support and participate in school district nutrition/wellness initiatives	3.3 ± 0.7	31 (72.1)	9 (20.9)	3 (7.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 9 continues)

(Table 9 continued)

Functional Area 6: Marketing and Communication Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	*M ± SD*	**Essential**	**Advanced**	**Just-in-Time**
Competency 6.3 Establishes a communication infrastructure with stakeholders to promote the SN program *(continued)*				
Represents the SN program at conferences and makes presentations on school district initiatives, program best practices, challenges, and innovations, as requested	3.3 ± 0.7	20 (46.5)	16 (37.2)	7 (16.3)
Develops an ongoing system of informing stakeholders of policy updates and current SN program information	3.3 ± 0.7	23 (53.5)	18 (41.9)	2 (4.7)
Coordinates with the school district public relations liaison to prepare program information and press releases for stakeholders and media	3.3 ± 0.8	23 (54.8)	12 (28.5)	7 (16.7)
Knows appropriate channels for effectively communicating with SN program stakeholders	3.3 ± 0.7	27 (62.8)	14 (32.5)	2 (4.7)
Communicates SN research findings to stakeholders, when applicable	3.0 ± 0.9	19 (44.2)	12 (27.9)	12 (27.9)
Encourages SN managers to participate in general staff meetings at school sites	2.9 ± 0.9	26 (60.5)	8 (18.6)	9 (20.9)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Functional Area 7: Menu and Nutrition Management

The Menu and Nutrition Management functional area contains two competency statements, 14 knowledge statements, and 13 skill statements (Table 10). Mean ratings for all statements were 2.5 or greater, so no knowledge and skill statements were eliminated. The statements with the highest mean ratings were: "knows the role of the menu in controlling costs within an SN program" (3.9 ± 0.3); "plans nutritionally sound menus that comply with federal, state, and local regulations" (3.9 ± 0.3); and "knows the relationship of menu planning to the availability of USDA foods, purchasing, food production, and productivity" (3.9 ± 0.4). Statements with the lowest mean ratings were: "knows age appropriate methods for promoting nutrition education" (3.0 ± 0.8); "knows resources for the development and evaluation of nutrition education materials and activities" (3.0 ± 0.7); "evaluates the effectiveness of nutrition education programs initiated by the SN program" (3.0 ± 0.9); and "knows effective strategies for positively influencing customers' eating behaviors" (3.0 ± 0.8).

The review panel identified one statement as advanced knowledge beyond what is essential to administer the SN program. This statement was "knows effective strategies for positively influencing customers' eating behaviors" (53.6%).

The review panel's mean agreement ratings for the Marketing and Communication competency statements are presented in Table 4. All competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area and were clearly worded.

Table 10

Functional Area 7: Menu and Nutrition Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 7.1 Develops guidelines for planning menus that comply with nutrition standards and support operational goals of the SN program				
Knows the role of the menu in controlling costs within an SN program	3.9 ± 0.3	38 (90.5)	4 (9.5)	
Plans nutritionally sound menus that comply with federal, state, and local regulations	3.9 ± 0.3	38 (88.4)	5 (11.6)	
Knows the relationship of menu planning to the availability of USDA foods, purchasing, food production, and productivity	3.9 ± 0.4	40 (93.0)	3 (7.0)	
Knows menu planning principles	3.8 ± 0.4	39 (92.9)	3 (7.1)	
Knows current USDA menu planning options and requirements	3.8 ± 0.4	38 (88.4)	5 (11.6)	
Develops and implements a menu system to maximize use of USDA foods	3.8 ± 0.4	39 (90.7)	4 (9.3)	
Knows federal, state, and local regulations governing food and beverage sales	3.8 ± 0.4	38 (90.5)	4 (9.5)	
Knows the *Dietary Guidelines for Americans, USDA Menu Planner for Healthy School Meals* and *Food Buying Guide* as menu planning tools	3.8 ± 0.4	41 (95.3)	2 (4.7)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 10 continued)

Functional Area 7: Menu and Nutrition Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 7.1 Develops guidelines for planning menus that comply with nutrition standards and support operational goals of the SN program *(continued)*				
Develops an effective system for menu planning that includes, but is not limited to, costing, forecasting, nutrient analysis, variety, and customer preferences	3.7 ± 0.5	31 (73.8)	11 (26.2)	
Knows menu planning and service techniques for children with special food and/or nutrition needs, as appropriate	3.7 ± 0.6	28 (65.1)	14 (32.6)	
Knows the influence of customer feedback on menu planning	3.6 ± 0.5	39 (90.7)	4 (9.3)	
Collaborates with school staff, teachers, parents, physicians, and other health professionals to meet the special food and/or nutrition needs of children, as appropriate	3.6 ± 0.6	22 (51.2)	18 (41.9)	3 (7.0)
Ensures all menu items served are consistent with nutrition standards and contribute to the development of healthy eating habits	3.6 ± 0.5	30 (69.8)	13 (30.2)	
Knows the relationship between menu planning and the design of the facility	3.6 ± 0.6	37 (86.0)	6 (14.0)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 10 continues)

(Table 10 continued)

Functional Area 7: Menu and Nutrition Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 7.1 Develops guidelines for planning menus that comply with nutrition standards and support operational goals of the SN program *(continued)*				
Develops procedures for collecting customer feedback that may include, but is not limited to, surveys, taste panels, and menu committees	3.3 ± 0.6	28 (66.7)	9 (21.4)	5 (11.9)
Plans menus to incorporate cultural preferences and introduce students to a variety of foods	3.2 ± 0.6	26 (60.5)	14 (32.5)	3 (7.0)
Competency 7.2 Provides leadership to support the nutrition and wellness initiatives within the school district				
Knows the importance of SN services and nutrition education as a component of the coordinated school health education program	3.4 ± 0.7	26 (65.0)	13 (32.5)	1 (2.5)
Promotes healthy eating habits and provides guidelines for selecting healthful meals and snacks through nutrition education and appropriate marketing in the school cafeteria	3.4 ± 0.7	26 (65.0)	13 (32.5)	1 (2.5)
Utilizes appropriate nutrition education and promotional materials to encourage healthy eating behaviors	3.3 ± 0.7	26 (65.0)	13 (32.5)	1 (2.5)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 10 continues)

(Table 10 continued)

Functional Area 7: Menu and Nutrition Management Knowledge and Skill Statements

Competency Statement Knowledge/Skill Statement	How Important? $M \pm SD$	Know/Perform Categories		
		Essential	Advanced	Just-in-Time
Competency 7.2 Provides leadership to support the nutrition and wellness initiatives within the school district *(continued)*				
Supports nutrition education programs for students, SN staff, administrators, teachers, and other school district staff	3.3 ± 0.7	22 (55.0)	16 (40.0)	2 (5.0)
Knows the importance of providing nutrition education training for SN staff	3.3 ± 0.8	29 (72.5)	9 (22.5)	2 (5.0)
Promotes activities to increase wellness and nutrition awareness among students, administrators, teachers, and other school district staff	3.2 ± 0.7	24 (60.0)	14 (35.0)	2 (5.0)
Forms partnerships with parents, students, and the education community to support an integrated approach to nutrition education	3.1 ±0.8	21 (52.5)	17 (42.5)	2 (5.0)
Knows effective strategies for positively influencing customers' eating behaviors	3.0 ± 0.8	17 (41.5)	22 (53.6)	2 (4.9)
Evaluates the effectiveness of nutrition education programs initiated by the SN program	3.0 ± 0.9	21 (52.5)	17 (42.5)	2 (5.0)
Knows resources for the development and evaluation of nutrition education materials and activities	3.0 ± 0.7	21 (51.2)	17 (41.5)	3 (7.3)
Knows age appropriate methods for promoting nutrition education	3.0 ± 0.8	21 (51.2)	17 (41.5)	3 (7.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Functional Area 8: Procurement and Inventory Management

The Procurement and Inventory Management functional area contains two competency statements, 13 knowledge statements, and 20 skill statements (Table 11). Mean ratings for all statements were 2.5 or greater; however, based on review panel comments, researchers deleted one knowledge statement as it was listed in another functional area. The statements with the highest mean ratings were: "ensures storage areas are temperature controlled, properly maintained, well ventilated, and adequately secured" (3.8 ± 0.5); "knows ethical practices for procurement" (3.7 ± 0.4); "knows federal, state, and local procurement regulations, policies, and procedures governing all SN program purchases" (3.7 ± 0.4); "knows fundamentals of effective receiving procedures" (3.7 ± 0.5); "knows methods to project food and supply needs" (3.7 ± 0.5); "knows the relationship of standardized recipes to accurate ordering and inventory management" (3.7 ± 0.6); "develops and monitors procurement procedures for SN sites to order, receive, and store products" (3.7 ± 0.6); and "develops and updates systems for tracking inventory and use of USDA foods" (3.7 ± 0.6). Statements with the lowest mean ratings were: "provides a profile describing the SN program to assist industry representatives in meeting procurement needs" (2.9 ± 0.9); "establishes procurement guidelines for environmentally responsible purchasing practices" (3.0 ± 0.8); and "knows methods for effective implementation of a central warehouse system, when appropriate" (3.0 ± 0.9).

The review panel identified one statement as advanced skill beyond what is essential to administer the SN program. This statement was "provides a profile describing the SN program to assist industry representatives in meeting procurement needs" (42.9%). The review panel tied in their opinion of the categorization of one skill statement. The researchers examined the

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statement, "establishes procurement guidelines for environmentally responsible purchasing practices," and placed it in the advanced knowledge or skill category.

The review panel's mean agreement ratings for the Marketing and Communication competency statements are presented in Table 4. All competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area and were clearly worded.

Table 11

Functional Area 8: Procurement and Inventory Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 8.1 Develops procurement guidelines that comply with established regulations and support operational goals of the SN program				
Knows ethical practices for procurement	3.7 ± 0.4	34 (82.9)	7 (17.1)	
Knows federal, state, and local procurement regulations, policies, and procedures governing all SN program purchases	3.7 ± 0.4	35 (87.5)	5 (12.5)	
Knows the relationship of standardized recipes to accurate ordering and inventory management	3.7 ± 0.6	37 (92.5)	3 (7.5)	
Knows methods to project food and supply needs	3.7 ± 0.5	35 (85.4)	5 (12.2)	1 (2.4)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 11 continues)

(Table 11 continued)

Functional Area 8: Procurement and Inventory Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 8.1 Develops procurement guidelines that comply with established regulations and support operational goals of the SN program *(continued)*				
Develops and monitors procurement procedures for SN sites to order, receive, and store products	3.7 ± 0.6	36 (83.7)	6 (14.0)	1 (2.3)
Knows fundamentals of developing specifications for food products, supplies, and equipment that incorporate quality and/or performance indicators	3.6 ± 0.5	32 (78.0)	9 (22.0)	
Knows guidelines for procurement and processing of USDA foods following federal and state regulations	3.6 ± 0.7	32 (78.0)	7 (17.1)	2 (4.9)
Knows basic principles of requests for proposals (RFP), formal bidding, and informal bidding (quotes)	3.5 ± 0.6	31 (75.6)	10 (24.4)	
Evaluates current purchasing practices to determine effectiveness	3.5 ± 0.6	32 (74.4)	10 (23.3)	1 (2.3)
Knows principles for purchasing and storing chemical supplies and other hazardous materials	3.5 ± 0.6	34 (82.9)	5 (12.2)	2 (4.9)
Evaluates bids/quotes and makes purchase recommendations following federal, state, and local regulations	3.5 ± 0.6	32 (74.4)	11 (25.6)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 11 continued)

Functional Area 8: Procurement and Inventory Management Knowledge and Skill Statements

Competency Statement Knowledge/Skill Statement	How Important? $M \pm SD$	Know/Perform Categories		
		Essential	Advanced	Just-in-Time
Competency 8.1 Develops procurement guidelines that comply with established regulations and support operational goals of the SN program *(continued)*				
Develops appropriate bid documents that include product specifications, usages, and special instructions/conditions following federal, state, and local regulations	3.5 ± 0.6	26 (60.5)	15 (34.8)	2 (4.7)
Analyzes technical support, training availability, maintenance service availability, and cost of upgrades when considering new purchases	3.5 ± 0.6	24 (55.8)	14 (32.6)	5 (11.6)
Utilizes manufacturers, local representatives, and dealers to answer questions and provide cost information on available equipment	3.4 ± 0.7	29 (67.4)	7 (16.3)	7 (16.3)
Evaluates purchasing methods (e.g., bid buying, prime vendors, group purchasing) and selects most appropriate method for the SN program	3.4 ± 0.7	26 (63.4)	11 (26.8)	4 (9.8)
Develops product specifications that ensure broad customer acceptability and nutrition integrity utilizing pre-bid conferences, product testing/screening, and product comparison	3.4 ± 0.7	21 (48.8)	20 (46.5)	2 (4.7)
Knows factors that guide the procurement of equipment	3.3 ± 0.6	30 (73.2)	8 (19.5)	3 (7.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 11 continues)

(Table 11 continued)

Functional Area 8: Procurement and Inventory Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 8.1 Develops procurement guidelines that comply with established regulations and support operational goals of the SN program *(continued)*				
Knows the structure of procurement channels from manufacturer to the SN program for food, supplies, and equipment	3.3 ± 0.7	26 (63.4)	13 (31.7)	2 (4.9)
Monitors current market conditions that influence procurement decisions (e.g., price, supply, demand)	3.3 ± 0.7	23 (53.5)	18 (41.8)	2 (4.7)
Updates product knowledge by communicating with industry and other foodservice professionals	3.2 ± 0.7	25 (61.0)	11 (26.8)	5 (12.2)
Establishes procurement guidelines for environmentally responsible purchasing practices	3.0 ± 0.8	18 (42.9)	18 (42.9)	6 (14.2)
Provides a profile describing the SN program to assist industry representatives in meeting procurement needs	2.9 ± 0.9	16 (38.1)	18 (42.9)	8 (19.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 11 continues)

(Table 11 continued)

Functional Area 8: Procurement and Inventory Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 8.2 Establishes operational procedures to effectively manage receiving and inventory systems				
Ensures storage areas are temperature controlled, properly maintained, well ventilated, and adequately secured	3.8 ± 0.5	39 (90.7)	4 (9.3)	
Knows fundamentals of effective receiving procedures	3.7 ± 0.5	40 (93.0)	3 (7.0)	
Develops and updates systems for tracking inventory and use of USDA foods	3.7 ± 0.6	33 (78.6)	6 (14.3)	3 (7.1)
Creates an effective food and supply distribution system to all SN sites, when appropriate	3.6 ± 0.6	35 (83.3)	7 (16.7)	
Develops inventory procedures to keep operating costs at a realistic minimum	3.6 ± 0.5	33 (76.7)	9 (21.0)	1 (2.3)
Develops and communicates receiving procedures to ensure that products received match delivery requirements	3.6 ± 0.5	38 (88.4)	5 (11.6)	
Develops delivery requirements that address product quality indicators (e.g., temperature upon delivery and receipt, packaging), time, and quantity	3.6 ± 0.6	35 (81.4)	8 (18.6)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 11 continues)

(Table 11 continued)

Functional Area 8: Procurement and Inventory Management Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 8.2 Establishes operational procedures to effectively manage receiving and inventory systems *(continued)*				
Knows methods for effective inventory control	3.6 ± 0.5	41 (95.3)	2 (4.7)	
Develops procedures for inventory control that address the delivery date, storage, and turnover rate of food products and supplies	3.5 ± 0.7	34 (79.1)	8 (18.6)	1 (2.3)
Develops and communicates procedures for returning and crediting unacceptable merchandise and ensuring that only authorized substitutions are accepted	3.5 ± 0.7	37 (88.1)	4 (9.5)	1 (2.4)
Knows methods for effective implementation of a central warehouse system, when appropriate	3.0 ± 0.9	19 (46.3)	13 (31.7)	9 (22.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Functional Area 9: Program Management and Accountability

The Program Management and Accountability functional area contains two competency statements, 19 knowledge statements, and 19 skill statements (Table 12). Mean ratings for all statements were 2.5 or greater, so no knowledge and skill statements were eliminated. The

statements with the highest mean ratings were: "knows federal, state, and local regulations and policies governing the SN program" (3.9 ± 0.3); "knows current government standards, laws, and regulations to comply with nutrition objectives for meals/snacks served in the SN program" (3.9 ± 0.3); "ensures all applications for meal benefits are correctly approved and verified according to USDA regulations" (3.9 ± 0.4); "knows the records that are required for federal, state, and local compliance and the importance of accuracy and timeliness" (3.9 ± 0.4); and "knows importance of following USDA guidelines when planning menus" (3.9 ± 0.5). Statements with the lowest mean ratings were: "develops, implements, and monitors environmental practices according to established standards" (3.0 ± 0.8); "knows district policies and practices regarding environmentally responsible practices" (3.1 ± 0.7); and "knows the strategic planning process" (3.1 ± 0.8).

The review panel identified three statements as advanced knowledge or skill beyond what is essential to administer the SN program. These statements were: "knows importance of evaluating research and current trends for application to the SN program" (61.0%); "incorporates the district's mission/vision statement when conducting strategic planning activities for the SN program" (50%); and "knows the strategic planning process" (50%).

The review panel's mean agreement ratings for the Marketing and Communication competency statements are presented in Table 4. All competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area and were clearly worded.

Table 12

Functional Area 9: Program Management and Accountability Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 9.1 Establishes a system to ensure nutritional, financial, and regulatory accountability of the SN program				
Knows federal, state, and local regulations and policies governing the SN program	3.9 ± 0.3	38 (88.4)	5 (11.6)	
Knows current government standards, laws, and regulations to comply with nutrition objectives for meals/snacks served in the SN program	3.9 ± 0.3	37 (88.1)	5 (11.9)	
Ensures all applications for meal benefits are correctly approved and verified according to USDA regulations	3.9 ± 0.4	37 (88.1)	4 (9.5)	1 (2.4)
Knows the records that are required for federal, state, and local compliance and the importance of accuracy and timeliness	3.9 ± 0.4	35 (81.4)	8 (18.6)	
Knows importance of following USDA guidelines when planning menus	3.9 ± 0.5	39 (90.7)	4 (9.3)	
Knows regulations for utilizing USDA foods	3.8 ± 0.4	39 (90.7)	4 (9.3)	
Monitors a HACCP-based food safety and sanitation program that meets federal, state, and local regulations	3.8 ± 0.4	36 (85.7)	6 (14.3)	

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 12 continues)

(Table 12 continued)

Functional Area 9: Program Management and Accountability Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 9.1 Establishes a system to ensure nutritional, financial, and regulatory accountability of the SN program *(continued)*				
Ensures the point-of-sale (POS) system used in the SN program is reliable and provides accurate data in a timely manner	3.8 ± 0.5	39 (90.7)	4 (9.3)	
Knows federal, state, and local regulations governing competitive food sales	3.8 ± 0.4	38 (90.5)	4 (9.5)	
Develops and implements procedures to maintain accurate and appropriate records that comply with federal, state, and local regulations	3.8 ± 0.5	36 (83.7)	4 (9.3)	3 (7.0)
Knows the specifics of the annual School Food Authority Program Agreement and the associated responsibilities of the school district	3.8 ± 0.5	34 (79.1)	8 (18.6)	1 (2.3)
Responds to auditors appropriately during reviews of the SN program	3.7 ± 0.4	34 (79.1)	4 (9.3)	5 (11.6)
Establishes an effective system for preparing and submitting reports according to federal, state, and local regulations	3.7 ± 0.5	38 (88.4)	4 (9.3)	1 (2.3)
Knows SN program audit procedures and administrative review requirements	3.7 ± 0.5	32 (74.4)	7 (16.3)	4 (9.3)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 12 continues)

(Table 12 continued)

Functional Area 9: Program Management and Accountability Knowledge and Skill Statements

Competency Statement Knowledge/Skill Statement	How Important? $M \pm SD$	Know/Perform Categories		
		Essential	Advanced	Just-in-Time
Competency 9.1 Establishes a system to ensure nutritional, financial, and regulatory accountability of the SN program *(continued)*				
Performs internal reviews/audits on all aspects of the program to identify and control problem areas	3.7 ± 0.5	34 (79.1)	8 (18.6)	1 (2.3)
Complies with federal, state, and local regulations concerning the sale of competitive food items	3.7 ± 0.5	37 (86.0)	6 (14.0)	
Knows civil rights related requirements and regulations	3.7 ± 0.6	34 (79.1)	7 (16.2)	2 (4.7)
Knows regulations, requirements, and liabilities of serving children with special food and/or nutrition needs	3.7 ± 0.6	33 (78.6)	7 (16.7)	2 (4.8)
Knows local wellness policy requirements	3.7 ± 0.6	38 (88.4)	5 (11.6)	
Develops policies and procedures to accommodate children with special food and/or nutrition needs	3.6 ± 0.6	30 (69.8)	11 (25.6)	2 (4.7)
Develops guidelines for implementing the components of the local wellness policy that are pertinent to the SN program	3.5 ± 0.6	34 (81.0)	6 (14.3)	2 (4.8)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 12 continues)

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(Table 12 continued)

Functional Area 9: Program Management and Accountability Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	M ± SD	Essential	Advanced	Just-in-Time
Competency 9.1 Establishes a system to ensure nutritional, financial, and regulatory accountability of the SN program *(continued)*				
Knows federal, state, and local regulations for responding to emergency situations and use of USDA foods	3.4 ± 0.8	27 (64.3)	4 (9.5)	11 (26.2)
Knows summer feeding or seamless summer feeding regulations, when appropriate	3.4 ± 0.8	24 (58.5)	11 (26.9)	6 (14.6)
Evaluates the feasibility of providing additional services to increase participation and meet nutrient needs of children (e.g., breakfast options, grab and go meals, vended reimbursable meals)	3.3 ± 0.6	24 (55.8)	15 (34.9)	4 (9.3)
Competency 9.2 Provides leadership to position the SN program as an integral component of the school district				
Conducts regular meetings with SN managers to evaluate program performance, facilitate problem solving, and encourage information sharing	3.8 ± 0.5	35 (81.4)	7 (16.3)	1 (2.3)
Follows the district reporting structure when creating and/or implementing policies and procedures	3.6 ± 0.6	33 (76.7)	8 (18.6)	2 (4.7)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 12 continues)

(Table 12 continued)

Functional Area 9: Program Management and Accountability Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 9.2 Provides leadership to position the SN program as an integral component of the school district *(continued)*				
Conducts regular meetings with SN managers to evaluate program performance, facilitate problem solving, and encourage information sharing	3.8 ± 0.5	35 (81.4)	7 (16.3)	1 (2.3)
Follows the district reporting structure when creating and/or implementing policies and procedures	3.6 ± 0.6	33 (76.7)	8 (18.6)	2 (4.7)
Knows importance of developing SN program policies and procedures that support the mission and vision of the school district	3.6 ± 0.6	29 (69.0)	12 (28.6)	1 (2.4)
Knows strategies for building a cohesive SN staff (e.g., team building, conflict resolution, negotiation, problem solving techniques)	3.6 ± 0.6	30 (71.4)	11 (26.2)	1 (2.4)
Interprets district policies and procedures for SN staff	3.5 ± 0.6	33 (76.7)	9 (21.0)	1 (2.3)
Seeks district administration input on continuous quality improvement activities for the SN program, as appropriate	3.4 ± 0.7	24 (55.8)	14 (32.6)	5 (11.6)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 12 continues)

(Table 12 continued)

Functional Area 9: Program Management and Accountability Knowledge and Skill Statements

Competency Statement	How Important? $M \pm SD$	Know/Perform Categories		
Knowledge/Skill Statement		Essential	Advanced	Just-in-Time
Competency 9.2 Provides leadership to position the SN program as an integral component of the school district *(continued)*				
Knows fundamentals of continuous quality improvement processes	3.4 ±0.6	26 (61.9)	15 (35.7)	1 (2.4)
Verifies with district administration that the SN program emergency/disaster plan is aligned with the district plan	3.3 ± 0.8	20 (46.5)	13 (30.2)	10 (23.3)
Communicates with appropriate state and/or federal officials concerning the use of USDA foods for disaster relief.	3.3 ± 0.7	20 (47.6)	7 (16.7)	15 (35.7)
Knows importance of evaluating research and current trends for application to the SN program	3.2 ± 0.7	15 (36.6)	25 (61.0)	1 (2.4)
Incorporates the district's mission/vision statement when conducting strategic planning activities for the SN program	3.2 ± 0.8	19 (45.2)	21 (50.0)	2 (4.8)
Knows the strategic planning process	3.1 ± 0.8	19 (45.2)	21 (50.0)	2 (4.8)
Knows district policies and practices regarding environmentally responsible practices	3.1 ± 0.7	20 (47.6)	18 (42.9)	4 (9.5)
Develops, implements, and monitors environmental practices according to established standards	3.0 ± 0.8	23 (53.5)	14 (32.5)	6 (14.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

Functional Area 10: Technology and Information Systems

The Technology and Information Systems functional area contains one competency statement, seven knowledge statements, and 10 skill statements (Table 13). Mean ratings for all statements were 2.5 or greater, so no knowledge and skill statements were eliminated. The statements with the highest mean ratings were: "knows the importance of properly trained SN staff to maximize the effectiveness of technology and information systems" (3.7 ± 0.5); "utilizes technology and information systems to generate and submit reports, as appropriate" (3.7 ± 0.5); and "selects appropriate software to support the functionality of SN operations" (3.7 ± 0.5). Statements with the lowest mean ratings were: "coordinates a team-based needs assessment to guide technology selection, upgrade, and use" (3.1 ± 0.8); "knows federal, state, and local procedures for selection, purchase, and disposal of hardware and/or software systems" (3.1 ± 0.9); "utilizes available resources to ensure that information technology systems are meeting the operational needs of the SN program" (3.2 ± 0.8); and "develops procedures for proper care and maintenance of hardware and software systems" (3.2 ± 0.8).

The review panel identified one statement as advanced skill beyond what is essential to administer the SN program. This statement was "coordinates a   team-based needs assessment to guide technology selection, upgrade, and use" (35.7%).

The review panel's mean agreement ratings for the Technology and Information Systems competency statement are presented in Table 4. The competency statement had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competency accurately reflected the knowledge and skill statements under this functional area and was clearly worded.

Table 13

Functional Area 10: Technology and Information Systems Knowledge and Skill Statements

Competency Statement Knowledge/Skill Statement	How Important? $M \pm SD$	Know/Perform Categories		
		Essential	Advanced	Just-in-Time
Competency 10.1 Establishes a comprehensive technology infrastructure to achieve the operational goals of the SN program				
Knows the importance of properly trained SN staff to maximize the effectiveness of technology and information systems	3.7 ± 0.5	38 (88.4)	4 (9.3)	1 (2.3)
Utilizes technology and information systems to generate and submit reports, as appropriate	3.7 ± 0.5	33 (76.7)	6 (14.0)	4 (9.3)
Selects appropriate software to support the functionality of SN operations	3.7 ± 0.5	26 (61.9)	7 (16.7)	9 (21.4)
Evaluates and selects appropriate software and hardware that integrates with the technology infrastructure of the school district	3.6 ± 0.7	22 (52.4)	11 (26.2)	9 (21.4)
Knows available technology resources in the district	3.6 ± 0.6	37 (86.0)	3 (7.0)	3 (7.0)
Knows the basic uses of word processing, database, spreadsheet, and presentation software	3.5 ± 0.6	34 (81.0)	7 (16.6)	1 (2.4)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 13 continues)

(Table 13 continued)

Functional Area 10: Technology and Information Systems Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	*M ± SD*	Essential	Advanced	Just-in-Time
Competency 10.1 Establishes a comprehensive technology infrastructure to achieve the operational goals of the SN program *(continued)*				
Knows importance of training programs and technical support provided by software and hardware vendors	3.5 ± 0.6	31 (73.8)	5 (11.9)	6 (14.3)
Determines appropriate technical support for technology and information systems (e.g., outsourcing, in-house staff, vendor-provided)	3.5 ± 0.6	25 (61.0)	10 (24.4)	6 (14.6)
Knows available hardware and/or software that can maximize SN program efficiency (e.g., POS systems, nutrient analysis software, automatic payment systems, financial management software)	3.5 ± 0.7	27 (62.8)	13 (30.2)	3 (7.0)
Knows importance of continuous upgrades for technology and information systems	3.4 ± 0.7	34 (79.1)	7 (16.2)	2 (4.7)
Develops contingency plans for use in the event of hardware and/or software failure, such as performing backup of information periodically	3.4 ± 0.8	35 (87.5)	4 (10.0)	1 (2.5)
Ensures that software enhancements, updates, and user manuals are provided in a timely manner by vendors/consultants	3.4 ± 0.8	29 (72.5)	4 (10.0)	7 (17.5)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

(Table 13 continues)

(Table 13 continued)

Functional Area 10: Technology and Information Systems Knowledge and Skill Statements

Competency Statement	How Important?	Know/Perform Categories		
Knowledge/Skill Statement	$M \pm SD$	Essential	Advanced	Just-in-Time
Competency 10.1 Establishes a comprehensive technology infrastructure to achieve the operational goals of the SN program *(continued)*				
Analyzes technical support and training availability, maintenance contracts, and cost of upgrades when making technology decisions	3.4 ± 0.9	22 (52.4)	8 (19.0)	12 (28.6)
Develops procedures for proper care and maintenance of hardware and software systems	3.2 ± 0.8	27 (65.9)	8 (19.5)	6 (14.6)
Utilizes available resources to ensure that information technology systems are meeting the operational needs of the SN program	3.2 ± 0.8	21 (52.5)	10 (25.0)	9 (22.5)
Knows federal, state, and local procedures for selection, purchase, and disposal of hardware and/or software systems	3.1 ± 0.9	21 (48.8)	12 (27.9)	10 (23.3)
Coordinates a team-based needs assessment to guide technology selection, upgrade, and use	3.1 ± 0.8	14 (33.3)	15 (35.7)	13 (31.0)

[a] Scale = 1 (*not important*) to 4 (*extremely important*)
[b] Number responding (percentage)

CONCLUSIONS AND RECOMMENDATIONS

This research project identified the functional areas, competencies, knowledge, and skills needed by district-level school nutrition (SN) professionals to be successful *Trusted Advisors* in the 21st century. Two panels comprised of present or former SN directors and state agency representatives participated in developing and confirming the ten functional areas, 23 competencies, 128 knowledge statements, and 187 skill statements (Appendix A). The review panel considered all of the knowledge and skill statements to be important to the job responsibilities of a district-level SN professional in today's environment.

The review panel identified 291 knowledge and skill statements as being essential to administer an SN program. Only 23 statements were identified as being advanced knowledge or skill beyond what is essential to administer the SN program (Table 14). Nine of the ten functional areas had at least one statement identified as advanced knowledge or skill. The review panel also identified one statement as being a "just-in-time" skill to address a time-sensitive issue/initiative. This statement was in the Financial Management functional area and was "seeks external funding to support SN program initiatives, as appropriate." These results suggest that district-level SN professionals are expected to perform at a higher level than ever before while operating a nutrition-centered business in the school setting.

Table 14

Advanced Knowledge and Skill Statements

Functional Area

Competency Statement

    Knowledge/Skill Statement

Facilities and Equipment Management

1.1 Provides leadership in designing and planning facilities that support the operational goals of the SN program.
- Knows the importance of interpreting architect/consultant blueprints in new construction/renovation projects
- Evaluates architect/consultant blueprints to determine if designs address the operational needs of the SN program and communicates recommendations, as needed

1.2 Develops guidelines for selecting and maintaining equipment to accomplish the operational goals of the SN program
- Seeks information on energy efficiency of equipment from independent energy testing laboratories

1.3 Establishes an environmentally responsible SN program
- Establishes guidelines for environmentally responsible purchasing practices such as recycled materials and source reduction packaging
- Develops and implements waste management procedures according to standards established by the Environmental Protection Agency, other federal agencies, state, and local governments

Financial Management

2.2 Establishes cost control goals to effectively manage the SN program
- Performs cost analysis to justify additional expenses to promote program growth
- Monitors the cost of job-related injuries

Food Security, Sanitation, and Safety

4.1 Establishes policies and procedures to ensure food is prepared and served in a sanitary and safe environment
- Knows principles of food biosecurity

4.3 Develops a systematic approach to address emergency and disaster situations
- Networks with community disaster agencies and maintains current contact information

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(Table 14 continues)

(Table 14 continued)

Advanced Knowledge and Skill Statements

Functional Area

Competency Statement

Knowledge/Skill Statement

Human Resource Management

5.1 Establishes a human resource infrastructure for the SN program that complies with school district policies as well as federal, state, and local regulations
- Knows principles of risk management related to creating a secure working environment
- Knows legislation and resources pertaining to collective bargaining and labor union contracts, when applicable
- Participates and/or advises in the collective bargaining process, when applicable
- Collaborates with district administration on identifying risk management strategies, approaches, and techniques

5.3 Designs a comprehensive needs-based training infrastructure that enhances learning and improves job skills
- Develops a system for evaluating training program effectiveness and makes necessary modifications
- Develops mentoring and/or management training programs for use in succession planning

Marketing and Communication

6.1 Develops a systematic approach for marketing the SN program
- Knows methods to assess the impact of marketing initiatives

Menu and Nutrition Management

7.2 Provides leadership to support the nutrition and wellness initiatives within the school district
- Knows effective strategies for positively influencing customers' eating behaviors

Procurement and Inventory Management

8.1 Develops procurement guidelines that comply with established regulations and support operational goals of the SN program
- Establishes procurement guidelines for environmentally responsible purchasing practices
- Provides a profile describing the SN program to assist industry representatives in meeting procurement needs

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(Table 14 continues)

(Table 14 continued)

Advanced Knowledge and Skill Statements

Functional Area

Competency Statement

   Knowledge/Skill Statement

Program Management and Accountability

9.2 Provides leadership to position the SN program as an integral component of the school district
- Knows importance of evaluating research and current trends for application to the SN program
- Knows the strategic planning process
- Incorporates the district's mission/vision statement when conducting strategic planning activities for the SN program

Technology and Information Systems

10.1 Establishes a comprehensive technology infrastructure to achieve the operational goals of the SN program
- Coordinates a team-based needs assessment to guide technology selection, upgrade, and use

The functional areas, competencies, knowledge, and skills identified in this project provide a clear picture of the role of SN professionals at the district level. Job requirements for SN directors differ from state to state and often from school district to school district. School district administrators can use the knowledge and skill statements and the sample job description template in preparing job descriptions for SN directors. The information can also serve as a framework for district administrators to identify the criteria for evaluating an effective SN director. As *Trusted Advisors*, SN directors can use this information to advance their own knowledge and skills through professional development opportunities while improving their SN programs. The competencies, knowledge, and skills and "Sample Job Description Template" (Appendix) identified in this project can provide the foundation, when needed, to design other

district-level SN positions and prepare job descriptions. In addition, SN directors can use this information when identifying staff members who demonstrate the potential to advance within the SN program. Finally, the competencies, knowledge, and skills framework can provide the basis for mentoring and other succession planning activities to prepare SN professionals for district-level responsibilities.

Education and Training Implications

Training modules should be developed to address each of the functional areas: Facilities and Equipment Management; Financial Management; Food Production and Operation Management; Food Security, Sanitation, and Safety; Human Resource Management; Marketing and Communication; Menu and Nutrition Management; Procurement and Inventory Management; Program Management and Accountability; and Technology and Information Systems. The training modules should be based on the competencies, knowledge, and skill statements identified for each functional area with content and activities planned in accordance with adult education principles. The National Food Service Management Institute, state agencies, and training professionals could use the modules to develop and customize professional development specifically designed for district-level SN professional staff.

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Appendix
Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century

NATIONAL FOOD SERVICE MANAGEMENT INSTITUTE

The University of Mississippi

COMPETENCIES, KNOWLEDGE, AND SKILLS FOR DISTRICT-LEVEL SCHOOL NUTRITION PROFESSIONALS IN THE 21ST CENTURY

FACILITIES AND EQUIPMENT MANAGEMENT

Financial Management

FOOD PRODUCTION AND OPERATION MANAGEMENT

FOOD SECURITY, SANITATION, AND SAFETY

Human Resource Management

MARKETING AND COMMUNICATION

MENU AND NUTRITION MANAGEMENT

PROCUREMENT AND INVENTORY MANAGEMENT

PROGRAM MANAGEMENT AND ACCOUNTABILITY

Technology and Information Systems

APPLIED RESEARCH DIVISION
The University of Southern Mississippi

Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century

National Food Service Management Institute
The University of Mississippi

National Food Service Management Institute
The University of Mississippi

Building the Future Through Child Nutrition

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

PURPOSE
The purpose of NFSMI is to improve the operation of Child Nutrition Programs through research, education and training, and information dissemination. The Administrative Offices and Divisions of Information Services and Education and Training are located in Oxford. The Division of Applied Research is located at The University of Southern Mississippi in Hattiesburg.

MISSION
The mission of the NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION
The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

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Acknowledgments

COMPETENCIES, KNOWLEDGE, AND SKILLS FOR DISTRICT-LEVEL SCHOOL NUTRITION PROFESSIONALS IN THE 21ST CENTURY

Introduction

School nutrition (SN) professionals are hired by school districts to oversee district-wide foodservice operations. Their responsibilities include planning, administering, implementing, monitoring, and evaluating all aspects of the SN program to ensure that school meals are nutritious, age-appropriate, appealing, and cost-effective. Depending on the size of the SN operation and the school district, district-level responsibilities may be divided into one or more district-level positions.

The environment in which SN programs operate is more complex and is changing at a faster pace than ever before. SN programs have evolved from small operations into multi-million dollar enterprises being run as businesses within the school setting. As such, the concept of the *Trusted Advisor* was developed by participants at a National Food Service Management Institute, Applied Research Division workshop to capture the vision of the SN director as a professional administrator, savvy business person, skilled content expert, and nutrition expert. Participants described the characteristics of a *Trusted Advisor* as someone who is a:

- strategic planner,
- critical thinker,
- collaborator,
- articulate presenter,
- macro-manager, and
- confident leader.

These characteristics provided the foundation for the identification of the functional areas, competencies, knowledge, and skills needed by district-level SN professionals to be successful Trusted Advisors in the 21st century. The following definitions were used to guide the process:

- **SN directors/supervisors** are the professional(s) who oversee all aspects of the district-wide school nutrition program. This could be one or more district-level school nutrition professionals.
- **Functional** areas are the broad groupings or divisions of job responsibilities that are performed by directors/supervisors within the local school nutrition

operation. These categories serve as the umbrella for all job responsibilities that occur on a daily, weekly, seasonal, or yearly basis.

- **Competencies** are the underlying characteristics within each functional area that lead to successful performance. They may include knowledge and skills as well as various levels of motivation.
- **Knowledge** is the information a person has in specific content areas that is necessary for successful performance in a competency area.
- **Skills** are the abilities to perform certain physical, mental, and/or interpersonal tasks that are necessary for successful performance in a competency area.

This project was conducted in two phases and SN professionals participated in both phases of the project. Phase I utilized an expert panel consisting of SN directors and state agency staff to bring about agreement on functional areas encompassing the job responsibilities of SN directors/supervisors and the competency, knowledge, and skill statements needed in each functional area. The Phase II review panel members verified whether the knowledge and skill statements were important to the job responsibilities of a SN director/supervisor and confirmed whether the competency statements were consistent with the supporting knowledge and skill statements. They were also asked to categorize the knowledge and skill statements into the following three categories:

- **Essential** knowledge or skill to administer the SN program,
- **Advanced** knowledge or skill beyond what is essential to administer the SN program, or
- **Just-in-time** knowledge or skill to address a time-sensitive issue/initiative.

Ten functional areas encompassing the job responsibilities of district-level SN professionals were identified:

- Facilities and Equipment Management,
- Financial Management,
- Food Production and Operation Management,
- Food Security, Sanitation, and Safety,
- Human Resource Management,
- Marketing and Communication,
- Menu and Nutrition Management,
- Procurement and Inventory Management,
- Program Management and Accountability, and
- Technology and Information Systems.

In addition to these functional areas, 23 competencies, 127 knowledge statements, and 188 skill statements were confirmed by the Phase II review panel. From these statements, the review panel identified only 23 statements as being advanced beyond what is essential to administer the SN program and 1 statement as just-in-time knowledge/skill to address a time-sensitive issue/initiative. The remaining 291 statements were identified as being essential knowledge or skills needed to administer the SN program.

The functional areas, competencies, knowledge, and skills identified in this project provide a clear picture of the role of SN professionals at the district level. Job requirements for SN directors differ from state to state and often from school district to school district. School district administrators can use the knowledge and skill statements and the sample job description template in preparing job descriptions for SN directors. The information can also serve as a framework for district administrators to identify the criteria for evaluating an effective SN director. As *Trusted Advisors*, SN directors can use this information to advance their knowledge and skills while improving their SN programs. The competencies, knowledge, and skills identified in this project can provide the foundation, when needed, to design other district-level SN positions and prepare job descriptions. In addition, SN directors can use this information when identifying staff members who demonstrate the potential to advance within the SN program. Finally, the competencies, knowledge, and skills framework can provide the basis for mentoring and other succession planning activities to prepare SN professionals for district-level responsibilities.

KNOWLEDGE AND SKILL STATEMENTS

Functional Area 1: Facilities and Equipment Management

COMPETENCY 1.1
Provides leadership in designing and planning facilities that support the operational goals of the school nutrition program.

ESSENTIAL

Knowledge Statements
- Knows the relationship of the menu to the design of a facility.
- Knows facility design, equipment, and distribution issues related to on-site preparation, central production, and/or warehousing operations.
- Knows design principles that maximize equipment efficiency and facility layout to meet program goals.
- Knows principles of designing facilities for efficient service.

Skill Statements
- Utilizes a team approach for planning new construction and/or renovation projects.
- Seeks input from school nutrition staff for design enhancements to improve workflow and service systems.
- Creates a profile describing the school nutrition program to guide the planning team in designing an effective and efficient operation.
- Leads a team-based needs assessment of the school nutrition program to guide new construction and/or renovation projects.

5

ADVANCED

Knowledge Statements

- Knows the importance of interpreting architect/consultant blueprints in new construction/renovation projects.

Skill Statements

- Evaluates architect/consultant blueprints to determine if designs address the operational needs of the school nutrition program and communicates recommendations, as needed.

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

COMPETENCY 1.2
Develops guidelines for selecting and maintaining equipment to accomplish the operational goals of the school nutrition program.

ESSENTIAL

Knowledge Statements

- Knows factors that influence the selection of equipment.
- Knows federal, state, and local regulations that guide the purchase and disposal of equipment.
- Knows fundamentals for preparing equipment specifications.
- Knows importance of verifying the school nutrition site's capacity to support the energy/utility requirements of selected equipment.
- Knows importance of evaluating energy efficiency of equipment.
- Knows the equipment industry distribution channels and foodservice equipment safety/quality approval agencies that influence the selection of equipment. (e.g., NSF International, AGA, UL, ISO).

Skill Statements

- Ensures that equipment selected is appropriate for facility and operational needs to meet short and long term goals of the school nutrition program.

- Creates procedures for the proper care, preventive maintenance, and repair of equipment.
- Seeks information from manufacturers' representatives and/or input from foodservice consultant (if applicable) to identify equipment best suited for facility and operational needs.
- Evaluates school nutrition managers' requests and recommendations for new equipment.
- Creates a strategic plan describing the short and long term equipment needs at each school nutrition site.

ADVANCED

Knowledge Statements
- None

Skill Statements
- Seeks information on energy efficiency of equipment from independent energy testing laboratories.

JUST-IN-TIME

Knowledge Statements
- None

Skill Statements
- None

COMPETENCY 1.3
Establishes an environmentally responsible school nutrition program.

ESSENTIAL

Knowledge Statements
- Knows sanitation standards and safety practices related to establishing an environmentally responsible school nutrition program (e.g., energy conservation, recycling, waste disposal).
- Knows available options and associated costs for environmentally responsible initiatives.

Skill Statements

- Develops procedures and monitors implementation of initiatives that promote an environmentally responsible school nutrition program.
- Provides leadership for developing school nutrition environmental management policies that are responsible and enforceable.
- Facilitates training for school nutrition staff on energy conservation techniques, waste management procedures, and environmental protection policies.
- Analyzes cost-effectiveness of initiatives that promote an environmentally responsible school nutrition program (e.g., energy conservation, recycling, waste disposal).

ADVANCED

Knowledge Statements

- None

Skill Statements

- Establishes guidelines for environmentally responsible purchasing practices such as recycled materials and source reduction packaging.
- Develops and implements waste management procedures according to standards established by the Environmental Protection Agency, other federal agencies, state, and local governments.

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

Functional Area 2: Financial Management

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COMPETENCY 2.1

Develops financial management guidelines that support school nutrition program operational goals and comply with regulations.

</div>

ESSENTIAL

Knowledge Statements

- Knows financial goals and objectives of the school district.
- Knows basic principles of accounting and the application of those principles.
- Knows process for budget development, justification, and implementation.
- Knows the impact of changing demographics and enrollment trends on the school nutrition program budget.
- Knows fundamentals of reporting school nutrition program budget as part of the district budget.

Skill Statements

- Establishes a pricing structure for meals and food items that follows federal, state, and local guidelines.
- Prepares budgets that appropriately reflect financial goals.
- Collaborates with appropriate district administrators to identify the desired school nutrition program financial outcomes.
- Establishes and/or implements written procedures for collecting, reconciling, depositing, and disbursing funds.
- Analyzes financial statements regularly to make informed financial decisions.
- Reconciles projected annual budget with revenue and expenditure performance routinely and provides documentation to justify variances.
- Evaluates financial performance of individual school nutrition sites and makes adjustments, as necessary.
- Provides budget status to other district administrators, following local guidelines.
- Establishes a system for archiving financial records following federal, state, and local regulations.
- Uses financial management information system software to enhance financial reporting and accountability.

- Shares financial information with school nutrition managers and develops strategies for addressing issues.
- Monitors the appropriate use of external funding, when applicable.

ADVANCED

Knowledge Statements

- None

Skill Statements

- None

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- Seeks external funding to support school nutrition program initiatives, as appropriate.

COMPETENCY 2.2
Establishes cost control goals to effectively manage the school nutrition program.

ESSENTIAL

Knowledge Statements

- Knows the importance of appropriate staffing and scheduling to control labor cost.
- Knows the role of the menu in controlling costs.
- Knows methods to determine staff productivity.
- Knows methods for establishing internal and external financial benchmarks.
- Knows the importance of providing cost-effective special functions, as appropriate.
- Knows costs associated with environmentally responsible practices.

Skill Statements

- Controls food cost by implementing standard procedures (e.g., appropriate product ingredients, standardized recipes, accurate portion sizes).
- Controls labor cost by assessing meals served, labor hours, and school nutrition staff benefits.

- Maximizes the use of United States Department of Agriculture (USDA) foods to assist in controlling food cost.
- Establishes internal benchmarks for food and labor cost percentages.
- Identifies costs associated with maintaining a comprehensive technology infrastructure.

ADVANCED
Knowledge Statements
- None
Skill Statements
- Performs cost analysis to justify additional expenses to promote program growth.
- Monitors the cost of job-related injuries.

JUST-IN-TIME
Knowledge Statements
- None
Skill Statements
- None

Functional Area 3: Food Production and Operation Management

COMPETENCY 3.1
Develops a management system to ensure high standards for quality food production.

ESSENTIAL
Knowledge Statements
- Knows procedures for documenting and evaluating amounts of food planned, prepared, and served.
- Knows importance of and methods for producing cost-effective, high quality food, and beverages.

11

- Knows standards of food quality.
- Knows principles of developing and using standardized recipes.
- Knows food production and distribution systems that allow for efficient use of product, labor, and equipment.
- Knows the importance of production scheduling for optimum holding of food items.
- Knows principles of food science and fundamentals of flavor enhancement related to quantity food production, holding, serving, and appealing food presentation.

Skill Statements

- Establishes procedures to maintain required daily food production records at each school nutrition site.
- Develops food production planning procedures including, but not limited to, forecasting, production schedules, standardized recipes, and portion control.
- Trains managers in food production and forecasting procedures.
- Selects the most effective food production system for school nutrition sites.
- Develops food quality standards to assist school nutrition staff in evaluating menu items prior to service.
- Maintains current training materials for use by school nutrition managers to train staff on food production techniques.
- Develops guidelines for recipe modification to meet nutrition objectives and increase customer acceptability.
- Coordinates training for school nutrition staff to enhance their culinary and/or catering skills.

ADVANCED

Knowledge Statements

- None

Skill Statements

- None

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

COMPETENCY 3.2
Establishes operational systems for managing food production and service.

ESSENTIAL

Knowledge Statements
- Knows food preparation techniques and distribution systems that allow for efficient use of product, labor, and equipment.
- Knows staffing and scheduling techniques to achieve operational goals.
- Knows relationship of student meal periods to efficient food production and timely service of meals.
- Knows fundamentals of creating a pleasant, appealing, and safe environment for serving nutritious meals.

Skill Statements
- Encourages school nutrition managers and staff to produce and serve meals in a customer-friendly environment.
- Establishes and communicates quality customer service standards to the school nutrition staff.
- Ensures a dining environment that promotes good nutrition and healthy eating behaviors.
- Establishes benchmarks for efficient production of meals (e.g., meals per labor hour).
- Demonstrates ability to utilize customer feedback in improving production and service.
- Establishes an effective food distribution system for all school nutrition sites.
- Develops safe and efficient work methods to maximize staff productivity.
- Develops guidelines for work schedules that effectively and efficiently meet operational goals.
- Develops procedures for measuring and evaluating delivery systems, appearance and efficiency of serving area, and serving techniques.

ADVANCED

Knowledge Statements
- None

Skill Statements
- None

JUST-IN-TIME

Knowledge Statements
- None

Skill Statements
- None

Functional Area 4: Food Security, Sanitation, and Safety

> ## COMPETENCY 4.1
> Establishes policies and procedures to ensure food is prepared and served in a sanitary and safe environment.

ESSENTIAL

Knowledge Statements
- Knows basic principles and techniques of foodservice sanitation and food safety.
- Knows federal, state, and local sanitation and food safety requirements.
- Knows principles of foodborne illness prevention.
- Knows fundamentals of Hazard Analysis Critical Control Point (HACCP) -based standard operating procedures.
- Knows the importance of all aspects of food security.

Skill Statements
- Develops a HACCP-based food safety and sanitation program that meets federal, state, and local regulations.
- Ensures that all food safety inspection deficiencies are addressed competently and in a timely manner.

- Develops a sanitation training program for school nutrition staff.
- Develops emergency procedures and practices for food recalls and foodborne illnesses.
- Establishes communication procedures within the school district regarding food safety issues.
- Conducts routine food safety and sanitation inspections at each school nutrition site and develops corrective action plans, as needed.

ADVANCED

Knowledge Statements

- Knows principles of food biosecurity.

Skill Statements

- None

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

COMPETENCY 4.2
Provides leadership in creating a safe work environment for school nutrition operations.

ESSENTIAL

Knowledge Statements

- Knows principles for selecting, storing, using, and maintaining chemical supplies and other hazardous materials.
- Knows principles of creating and maintaining a safe work environment.
- Knows safety standards for foodservice establishments that comply with the Occupational Safety and Health Act (OSHA) and other regulations.

Skill Statements

- Encourages school nutrition staff participation in creating a safe work environment.

- Develops procedures and trains school nutrition staff on proper use, cleaning, and sanitizing of foodservice equipment.
- Ensures that the Material Safety Data Sheets for chemical products are up-to-date and accessible to school nutrition staff.
- Establishes policies for posting workplace safety information.
- Develops safe, effective methods for prevention and control of insects, rodents, and other pest infestations.
- Ensures school nutrition staff training on the proper use of fire extinguishers.
- Ensures compliance with health and safety regulations established by federal (OSHA), state, and local agencies.
- Documents safety training following district guidelines.
- Develops safety requirements and standards for selection and use of chemicals, hazardous materials, and equipment.
- Develops training procedures and safety guidelines for workplace injury prevention and injury response reporting.
- Initiates and/or maintains a needs-based safety training program.

ADVANCED
Knowledge Statements
- None
Skill Statements
- None

JUST-IN-TIME
Knowledge Statements
- None
Skill Statements
- None

COMPETENCY 4.3
Develops a systematic approach to address emergency and disaster situations.

ESSENTIAL

Knowledge Statements

- Knows the district's crisis management plan and/or emergency response plan.
- Knows federal, state, and local regulations for providing services during an emergency or crisis.
- Knows importance of providing first aid training (e.g., CPR, Heimlich maneuver, treating minor cuts and burns) to school nutrition staff.

Skill Statements

- Establishes and communicates a basic plan for dealing with an emergency/ disaster situation to school nutrition staff and appropriate school/district staff.
- Establishes a school nutrition crisis management team to develop a plan outlining the functions of school nutrition staff in the event of a crisis.
- Determines the food and supply items to be available for use at each school nutrition site in case of an emergency.
- Ensures first aid training programs are provided to school nutrition staff.
- Develops an emergency feeding plan and trains school nutrition staff on appropriate implementation.
- Develops a plan for communicating with appropriate federal, state, and/or local officials concerning the use of USDA foods for disaster relief.
- Develops a plan to secure food, equipment, and supplies from outside organizations in case of emergencies.

ADVANCED

Knowledge Statements

- None

Skill Statements

- Networks with community disaster agencies and maintains current contact information.

JUST-IN-TIME

Knowledge Statements
- None

Skill Statements
- None

Functional Area 5: Human Resource Management

> ## COMPETENCY 5.1
> Establishes a human resource infrastructure for the school nutrition program that complies with school district policies as well as federal, state, and local regulations.

ESSENTIAL

Knowledge Statements
- Knows selection, supervision, promotion, termination, and disciplinary procedures that comply with federal, state, and local regulations and contractual policies, when applicable.
- Knows district policies and procedures for performing human resource functions (e.g., accident reporting, payroll, benefits, immigration, policy acknowledgement, performance appraisal).
- Knows the importance of a school nutrition staff handbook.
- Knows federal, state, and local laws and regulations relevant to human resource management.

Skill Statements
- Interprets and communicates human resource management policies and procedures to school nutrition managers and provides guidance, as needed.
- Interprets and disseminates the school district's human resource policies and procedures to school nutrition staff.
- Maintains accurate school nutrition staff records and other pertinent human resource documentation.

- Reviews and recommends wages, salaries, and fringe benefits that are equitable and competitive.
- Verifies that human resource decisions follow due process established by the school district.
- Monitors and tracks incidence of on-the-job injuries and related liabilities.
- Develops and maintains a school nutrition staff handbook with current organizational chart and information on school nutrition program and district regulations, policies, and procedures.

ADVANCED

Knowledge Statements

- Knows principles of risk management related to creating a secure working environment.
- Knows legislation and resources pertaining to collective bargaining and labor union contracts, when applicable.

Skill Statements

- Participates and/or advises in the collective bargaining process, when applicable.
- Collaborates with district administration on identifying risk management strategies, approaches, and techniques.

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

COMPETENCY 5.2

Develops and implements a process for recruiting, hiring, retaining, and promoting qualified school nutrition staff in compliance with the school district's written procedures and labor laws.

ESSENTIAL

Knowledge Statements

- Knows basic principles of job analysis, job design, job specifications, job descriptions, and performance appraisals.

- Knows strategies for effective recruitment, hiring, and retention of school nutrition staff.
- Knows effective job interview techniques that incorporate legally permissible inquiries.
- Knows the importance of staff orientation to assure that new school nutrition staff have appropriate information to perform their jobs.
- Knows strategies for conducting effective performance appraisals.
- Knows factors important to employee satisfaction and strategies to address dissatisfaction.
- Knows the importance of providing professional development opportunities for school nutrition staff.

Skill Statements

- Develops a staffing plan based on school nutrition delivery systems, student participation, facilities, and services provided.
- Develops job descriptions and job specifications.
- Determines minimum skills and characteristics required for an effective school nutrition staff member.
- Utilizes interviewing techniques and hiring procedures that comply with federal, state, and local guidelines.
- Designs an effective orientation program that introduces new school nutrition staff to the school nutrition program mission, requirements, and goals.
- Establishes a process for conducting performance appraisals that follow district timetables and guidelines.
- Utilizes competency-based performance appraisals to identify school nutrition managers' areas of strength and develop plans for improvement to address weaknesses.
- Trains school nutrition managers to effectively conduct competency-based performance appraisals of school nutrition staff.
- Applies conflict resolution, negotiation, and problem-solving techniques when dealing with school nutrition staff issues.
- Develops and implements a procedure for school nutrition staff to provide feedback for improving productivity and morale.
- Develops contingency staffing plans to operate effectively when positions are vacant.

- Develops and implements a school nutrition staff recognition program, as appropriate.
- Provides school nutrition staff information regarding professional organizations and opportunities for personal and professional development.

ADVANCED

Knowledge Statements

- None

Skill Statements

- None

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

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COMPETENCY 5.3
Designs a comprehensive needs-based training infrastructure that enhances learning and improves job skills.

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ESSENTIAL

Knowledge Statements

- Knows effective job training methods.
- Knows procedures for documenting staff development and training following district policies.
- Knows methods to assess professional development needs of school nutrition staff.

Skill Statements

- Ensures that school nutrition staff have access to training opportunities for acquiring certification, as appropriate.
- Seeks resources for technical information and educational materials appropriate for school nutrition staff training.

ADVANCED

Knowledge Statements

- None

Skill Statements

- Develops a system for evaluating training program effectiveness and makes necessary modifications.
- Develops mentoring and/or management training programs for use in succession planning.

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

Functional Area 6: Marketing and Communication

COMPETENCY 6.1
Develops a systematic approach for marketing the school nutrition program.

ESSENTIAL

Knowledge Statements

- Knows the importance of school nutrition staff in marketing the school nutrition program.
- Knows the importance of involving stakeholders in implementing marketing plans, measuring outcomes, and interpreting results.
- Knows principles of public relations and marketing techniques appropriate for the school community.
- Knows the importance of providing high quality, cost-effective services for special functions.

Skill Statements

- Leads the development of a marketing plan that integrates marketing objectives, strategies, implementation, and evaluation.
- Aligns the school nutrition marketing plan with district marketing initiatives.
- Designs and implements an effective public relations program to maintain a positive image for the school nutrition program.
- Responds appropriately to school nutrition program publicity generated by the media.
- Networks with school nutrition professionals to share best practices in marketing.
- Evaluates the school nutrition marketing plan and promotional campaigns periodically and modifies ineffective initiatives.
- Evaluates catering as a viable marketing tool.

ADVANCED

Knowledge Statements

- Knows methods to assess the impact of marketing initiatives.

Skill Statements

- None

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

COMPETENCY 6.2
Develops a customer service infrastructure to promote the school nutrition program.

ESSENTIAL

Knowledge Statements
- Knows techniques for providing high quality customer service.
- Knows the importance of customer feedback on menu planning.
- Knows fundamentals of creating a pleasant, appealing, and safe dining experience.
- Knows food merchandising techniques to enhance the presentation of food.
- Knows methods to collect and use data on customer acceptability of school meals.

Skill Statements
- Trains school nutrition managers and staff to enhance customer service systems.
- Develops procedures to maintain the aesthetic qualities of menu items throughout the meal period.
- Empowers school nutrition managers to address and resolve customer service issues.
- Ensures student involvement in recipe and product testing to determine customer acceptability.
- Develops procedures for collecting, analyzing, and addressing customer feedback.

ADVANCED

Knowledge Statements
- None

Skill Statements
- None

JUST-IN-TIME

Knowledge Statements
- None

Skill Statements
- None

Competency 6.3
Establishes a communication infrastructure with stakeholders to promote the school nutrition program.

ESSENTIAL

Knowledge Statements
- Knows importance of networking within the community to build support for the school nutrition program.
- Knows appropriate channels for effectively communicating with school nutrition program stakeholders.

Skill Statements
- Communicates the relationship between nutrition adequacy and educational performance of children.
- Coordinates the use of multiple approaches for informing stakeholders of menu, nutrition information, and other services available (e.g., web site, newsletter, printed menus).
- Encourages school nutrition staff to support and participate in school district nutrition/wellness initiatives.
- Represents the school nutrition program at conferences and gives presentations on school district initiatives, program best practices, challenges, and innovations, as requested.
- Develops an ongoing system of informing stakeholders of policy updates and current school nutrition program information.
- Coordinates with the school district public relations liaison to prepare program information and press releases for stakeholders and media.
- Communicates school nutrition research findings to stakeholders, when applicable.
- Encourages school nutrition managers to participate in general staff meetings at school sites.

ADVANCED

Knowledge Statements
- None

Skill Statements
- None

JUST-IN-TIME

Knowledge Statements
- None

Skill Statements
- None

Functional Area 7: Menu and Nutrition Management

> ## COMPETENCY 7.1
> Develops guidelines for planning menus that comply with nutrition objectives and support operational goals of the school nutrition program.

ESSENTIAL

Knowledge Statements
- Knows the role of the menu in controlling costs within a school nutrition program.
- Knows the relationship of menu planning to the availability of USDA foods, purchasing, food production, and productivity.
- Knows menu planning principles.
- Knows current USDA menu planning options and requirements.
- Knows federal, state, and local regulations governing food and beverage sales.
- Knows the *Dietary Guidelines for Americans*, *USDA Menu Planner for Healthy School Meals*, and *Food Buying Guide* as menu planning tools.
- Knows menu planning and service techniques for children with special food and/or nutrition needs, as appropriate.
- Knows the influence of customer feedback on menu planning.
- Knows the relationship between menu planning and the design of the facility.

Skill Statements
- Plans nutritionally sound menus that comply with federal, state, and local regulations.
- Develops and implements a menu system to maximize use of USDA foods.

- Develops an effective system for menu planning that includes, but is not limited to, costing, forecasting, nutrient analysis, variety, and customer preferences.
- Collaborates with school staff, teachers, parents, physicians, and other health professionals to meet the special food and/or nutrition needs of children, as appropriate.
- Ensures all menu items served are consistent with nutrition objectives and contribute to the development of healthy eating habits.
- Develops procedures for collecting customer feedback that may include, but is not limited to, surveys, taste panels, and menu committees.
- Plans menus to incorporate cultural preferences and introduce students to a variety of foods.

ADVANCED

Knowledge Statements
- None

Skill Statements
- None

JUST-IN-TIME

Knowledge Statements
- None

Skill Statements
- None

COMPETENCY 7.2
Provides leadership to support the nutrition and wellness initiatives within the school district.

ESSENTIAL

Knowledge Statements
- Knows the importance of school nutrition services and nutrition education as a component of the coordinated school health education program.
- Knows the importance of providing nutrition education training for school nutrition staff.

- Knows resources for the development and evaluation of nutrition education materials and activities.
- Knows age-appropriate methods for promoting nutrition education.

Skill Statements

- Promotes healthy eating habits and provides guidelines for selecting healthful meals and snacks through nutrition education and appropriate marketing in the school cafeteria.
- Utilizes appropriate nutrition education and promotional materials to encourage healthy eating behaviors.
- Supports nutrition education programs for students, school nutrition staff, administrators, teachers, and other school district staff.
- Promotes activities to increase wellness and nutrition awareness among students, administrators, teachers, and other school district staff.
- Forms partnerships with parents, students, and the education community to support an integrated approach to nutrition education.
- Evaluates the effectiveness of nutrition education programs initiated by the school nutrition program.

ADVANCED

Knowledge Statements

- Knows effective strategies for positively influencing customers' eating behaviors.

Skill Statements

- None

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

Functional Area 8: Procurement and Inventory Management

> ## COMPETENCY 8.1
> Develops procurement guidelines that comply with established regulations and support operational goals of the school nutrition program.

ESSENTIAL

Knowledge Statements
- Knows ethical practices for procurement.
- Knows federal, state, and local procurement regulations, policies, and procedures governing all school nutrition program purchases.
- Knows the relationship of standardized recipes to accurate ordering and inventory management.
- Knows methods to project food and supply needs.
- Knows fundamentals of developing specifications for food products, supplies, and equipment that incorporate quality and/or performance indicators.
- Knows guidelines for procurement and processing of USDA foods following federal and state regulations.
- Knows basic principles of requests for proposals (RFP), formal bidding, and informal bidding (quotes).
- Knows principles for purchasing and storing chemical supplies and other hazardous materials.
- Knows factors that guide the procurement of equipment.
- Knows the structure of procurement channels from manufacturer to the school nutrition program for food, supplies, and equipment.

Skill Statements
- Develops and monitors procurement procedures for school nutrition sites to order, receive, and store products.
- Evaluates current purchasing practices to determine effectiveness.
- Develops appropriate bid documents that include product specifications, usages, and special instructions/conditions following federal, state, and local regulations.
- Evaluates bids/quotes and makes purchase recommendations following federal, state, and local regulations.

- Analyzes technical support, training availability, maintenance service availability, and cost of upgrades when considering new purchases.
- Utilizes manufacturers, local representatives, and dealers to answer questions and provide cost information on available equipment.
- Evaluates purchasing methods (e.g., bid buying, prime vendors, group purchasing) and selects most appropriate method for the school nutrition program.
- Develops product specifications that ensure broad customer acceptability and nutrition integrity utilizing pre-bid conferences, product testing/screening, and product comparison.
- Monitors current market conditions that influence procurement decisions (e.g., price, supply, demand).
- Updates product knowledge by communicating with industry and other foodservice professionals.

ADVANCED
Knowledge Statements
- None
Skill Statements
- Establishes procurement guidelines for environmentally responsible purchasing practices.
- Provides a profile describing the school nutrition program to assist industry representatives in meeting procurement needs.

JUST-IN-TIME
Knowledge Statements
- None
Skill Statements
- None

COMPETENCY 8.2
Establishes operational procedures to effectively manage receiving and inventory systems.

ESSENTIAL

Knowledge Statements
- Knows fundamentals of effective receiving procedures.
- Knows methods for effective inventory control.
- Knows methods for effective implementation of a central warehouse system, when appropriate.

Skill Statements
- Develops delivery requirements that address product quality indicators (e.g., temperature upon delivery and receipt, packaging), time, and quantity.
- Develops and communicates receiving procedures to ensure that products received match delivery requirements.
- Develops and communicates procedures for returning and crediting unacceptable merchandise and ensuring that only authorized substitutions are accepted.
- Develops procedures for inventory control that address the delivery date, storage, and turnover rate of food products and supplies.
- Develops inventory procedures to keep operating costs at a realistic minimum.
- Develops and updates systems for tracking inventory and use of USDA foods.
- Ensures storage areas are temperature controlled, properly maintained, well-ventilated, and adequately secured.
- Creates an effective food and supply distribution system to all school nutrition sites, when appropriate.

ADVANCED

Knowledge Statements
- None

Skill Statements
- None

JUST-IN-TIME

Knowledge Statements
- None

Skill Statements
- None

Functional Area 9: Program Management and Accountability

> ## COMPETENCY 9.1
> Establishes a system to ensure nutritional, financial, and regulatory accountability of the school nutrition program.

ESSENTIAL

Knowledge Statements
- Knows federal, state, and local regulations and policies governing the school nutrition program.
- Knows current government standards, laws, and regulations that support the nutrition objectives of the school nutrition program.
- Knows the records that are required for federal, state, and local compliance and the importance of accuracy and timeliness.
- Knows importance of following USDA guidelines when planning menus.
- Knows regulations for utilizing USDA foods.
- Knows federal, state, and local regulations governing competitive food sales.
- Knows the specifics of the annual School Food Authority Program Agreement and the associated responsibilities of the school district.
- Knows school nutrition program audit procedures and administrative review requirements.
- Knows civil rights related requirements and regulations.
- Knows regulations, requirements, and liabilities of serving children with special food and/or nutrition needs.

- Knows local wellness policy requirements.
- Knows federal, state, and local regulations for responding to emergency situations and use of USDA foods.
- Knows summer feeding or seamless summer feeding regulations, when appropriate.

Skill Statements

- Ensures all applications for meal benefits are correctly approved and verified according to USDA regulations.
- Monitors a HACCP-based food safety and sanitation program that meets federal, state, and local regulations.
- Ensures the point-of-sale (POS) system used in the school nutrition program is reliable and provides accurate data in a timely manner.
- Develops and implements procedures to maintain accurate and appropriate records that comply with federal, state, and local regulations.
- Responds to auditors appropriately during reviews of the school nutrition program.
- Establishes an effective system for preparing and submitting reports according to federal, state, and local regulations.
- Performs internal reviews/audits on all aspects of the program to identify and control problem areas.
- Complies with federal, state, and local regulations concerning the sale of competitive food items.
- Develops policies and procedures to accommodate children with special food and/or nutrition needs.
- Develops guidelines for implementing the components of the local wellness policy that are pertinent to the school nutrition program.
- Evaluates the feasibility of providing additional services to increase participation and meet nutrient needs of children (e.g., breakfast options, grab and go meals, vended reimbursable meals).

ADVANCED

Knowledge Statements

- None

Skill Statements

- None

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

COMPETENCY 9.2
Provides leadership to position the school nutrition program as an integral component of the school district.

ESSENTIAL

Knowledge Statements

- Knows importance of developing school nutrition program policies and procedures that support the mission and vision of the school district.
- Knows strategies for building a cohesive school nutrition staff (e.g., team building, conflict resolution, negotiation, problem solving techniques).
- Knows fundamentals of continuous quality improvement processes.
- Knows district policies and practices regarding environmentally responsible practices.

Skill Statements

- Conducts regular meetings with school nutrition managers to evaluate program performance, facilitate problem solving, and encourage information sharing.
- Follows the district reporting structure when creating and/or implementing policies and procedures.
- Interprets district policies and procedures for school nutrition staff.
- Seeks district administration input on continuous quality improvement activities for the school nutrition program, as appropriate.
- Verifies with district administration that the school nutrition program emergency/disaster plan is aligned with the district plan.
- Communicates with appropriate state and/or federal officials concerning the use of USDA foods for disaster relief.
- Develops, implements, and monitors environmental practices according to established standards.

ADVANCED

Knowledge Statements

- Knows importance of evaluating research and current trends for application to the school nutrition program.
- Knows the strategic planning process.

Skill Statements

- Incorporates the district's mission/vision statement when conducting strategic planning activities for the school nutrition program.

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

Functional Area 10: Technology and Information Systems

COMPETENCY 10.1
Establishes a comprehensive technology infrastructure to achieve the operational goals of the school nutrition program.

ESSENTIAL

Knowledge Statements

- Knows the importance of properly trained school nutrition staff to maximize the effectiveness of technology and information systems.
- Knows available technology resources in the district.
- Knows the basic uses of word processing, database, spreadsheet, and presentation software.
- Knows importance of training programs and technical support provided by software and hardware vendors.
- Knows available hardware and/or software that can maximize school nutrition program efficiency (e.g., POS systems, nutrient analysis software, automatic payment systems, financial management software).
- Knows importance of continuous upgrades for technology and information systems.
- Knows federal, state, and local procedures for selection, purchase, and disposal of hardware and/or software systems.

Skill Statements

- Utilizes technology and information systems to generate and submit reports, as appropriate.
- Selects appropriate software to support the functionality of school nutrition operations.
- Evaluates and selects appropriate software and hardware that integrates with the technology infrastructure of the school district.
- Determines appropriate technical support for technology and information systems (e.g., outsourcing, in-house staff, vendor-provided).
- Develops contingency plans for use in the event of hardware and/or software failure, such as performing backup of information periodically.

- Ensures that software enhancements, updates, and user manuals are provided in a timely manner by vendors/consultants.
- Analyzes technical support and training availability, maintenance contracts, and cost of upgrades when making technology decisions.
- Develops procedures for proper care and maintenance of hardware and software systems.
- Utilizes available resources to ensure that information technology systems are meeting the operational needs of the school nutrition program.

ADVANCED

Knowledge Statements

- None

Skill Statements

- Coordinates a team-based needs assessment to guide technology selection, upgrade, and use.

JUST-IN-TIME

Knowledge Statements

- None

Skill Statements

- None

SAMPLE JOB DESCRIPTION TEMPLATE

SAMPLE JOB DESCRIPTION TEMPLATE
District-Level School Nutrition Professionals

General Function and Scope

District-level school nutrition professionals oversee all aspects of the district-wide school nutrition program. They perform a variety of job functions essential to the successful operation of the district's school nutrition program. The job functions include facilities and equipment management; financial management; food production and operation management; food security, sanitation, and safety; human resource management; marketing and communication; menu and nutrition management; procurement and inventory management; program management and accountability; and technology and information systems. The job responsibilities encompassed within these functional areas can be divided into one or more district-level positions as deemed appropriate for the school nutrition program.

District-level school nutrition professionals partner with others in the school nutrition program, school district, and community to operate a sound nutrition assistance food program while following federal, state, and local guidelines. The school nutrition program is to provide an environment that supports healthy food habits of students while maintaining program integrity, fiscal accountability, and customer satisfaction.

FUNCTIONAL AREAS OF RESPONSIBILITIES

Facilities and Equipment Management
- Provides leadership in designing and planning facilities that support the operational goals of the school nutrition program.
- Develops guidelines for selecting and maintaining equipment to accomplish the operational goals of the school nutrition program.
- Establishes an environmentally responsible school nutrition program.

Financial Management
- Develops financial management guidelines that support school nutrition program operational goals and comply with regulations.
- Establishes cost control goals to effectively manage the school nutrition program.

Food Production and Operation Management

- Develops a management system to ensure high standards for quality food production.
- Establishes operational systems for managing food production and service.

Food Security, Sanitation, and Safety

- Establishes policies and procedures to ensure food is prepared and served in a sanitary and safe environment.
- Provides leadership in creating a safe work environment for school nutrition operations.
- Develops a systematic approach to address emergency and disaster situations.

Human Resource Management

- Establishes a human resource infrastructure for the school nutrition program that complies with school district policies as well as federal, state, and local regulations.
- Develops and implements a process for recruiting, hiring, retaining, and promoting qualified school nutrition staff in compliance with school district's written procedures and labor laws.
- Designs a comprehensive needs-based training infrastructure that enhances learning and improves job skills.

Marketing and Communication

- Develops a systematic approach for marketing the school nutrition program.
- Develops a customer service infrastructure to promote the school nutrition program.
- Establishes a communication infrastructure with stakeholders to promote the school nutrition program.

Menu and Nutrition Management

- Develops guidelines for planning menus that comply with nutrition objectives and support operational goals of the school nutrition program.
- Provides leadership to support the nutrition and wellness initiatives within the school district.

Procurement and Inventory Management

- Develops procurement guidelines that comply with established regulations and support operational goals of the school nutrition program.
- Establishes operational procedures to effectively manage receiving and inventory systems.

Program Management and Accountability

- Establishes a system to ensure nutritional, financial, and regulatory accountability of the school nutrition program.
- Provides leadership to position the school nutrition program as an integral component of the school district.

Technology and Information Systems

- Establishes a comprehensive technology infrastructure to achieve the operational goals of the school nutrition program.

FACILITIES AND EQUIPMENT MANAGEMENT

Financial Management

FOOD PRODUCTION AND OPERATION MANAGEMENT

FOOD SECURITY, SANITATION, AND SAFETY

Human Resource Management

MARKETING AND COMMUNICATION

MENU AND NUTRITION MANAGEMENT

PROCUREMENT AND INVENTORY MANAGEMENT

PROGRAM MANAGEMENT AND ACCOUNTABILITY

Technology and Information Systems

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