

Revised 10/07

L. TRAINING

SFAs should have a continuing training program for local staff on all program and regulatory areas. Training should provide for consistent, standardized program interpretation and implementation as well as help ensure that commodities are handled and utilized properly. Training can be conducted formally through workshops, newsletters, etc., and informally through technical-assistance visits, phone calls, etc. SFAs should provide training based on need assessments gathered from sources such as review findings, self-monitoring evaluations, problem areas, program changes, and new policies. All training should be documented by (at a minimum) the agenda and list of attendees.

1. Suggested Training Topics:
 - a. General overview/purpose of program
 - b. Proper receiving and receipting of foods
 - c. How to read and understand labels, dates, etc., on packaging of commodity foods
 - d. Good storage principles

- e. Safe handling of foods
- f. How to more efficiently utilize commodities (e.g., recipes, menu development, taste test)
- g. How to properly destroy out-of-condition foods
- h. Reviewing commodity fact sheets
- i. Processing procedures
- j. How to self-monitor school operations

STEPS IN PLANNING AND DELIVERING EFFECTIVE TRAINING

2. Planning Training

A. Orientation training should provide:

- 1. A general overview/purpose of program
- 2. History of program
- 3. Instructions on forms, procedures, systems, etc.

B. SFAs should train based on need assessments gathered from various sources:

- 1. Review findings and self-monitoring
- 2. Problem areas - complaints/questions from schools
- 3. Program changes - policy changes, new policies

4. Previous evaluations of training

- C. Objectives of training should be established in the beginning so that both trainer and trainee have a clear understanding of the purpose and expected outcome of the training.

Determine:

1. Broad topics/key points that need to be discussed
2. Format of training

- D. Presenters/speakers: staff members, outside speakers, peer trainers.

Develop:

1. Agenda
2. Handout materials
3. Evaluation instruments

- E. Other training preparation details:

1. Select facility/site for training
2. Develop equipment checklist, e.g., overhead projectors
3. Decide on instructional aids to use (e.g., chalkboards, flipcharts, videotapes, and films)

Consider the size of the audience and facility in selecting type of instructional

aid to ensure that everyone can see it clearly.

3. Delivery of Training:

A. Sessions/materials should be tailored to the audience and to their background.

B. Trainers should vary approaches:

1. Lecture
2. Discussions
3. Demonstrations
4. Practice exercises
5. Handouts
6. Visuals

4. Evaluating Training:

A. Of participants against objectives

1. Gain in knowledge
2. Change in performance

B. Of workshop by participants

1. If objectives were met
2. Of individual's presentations

The SDA is ready to assist SFA's, through its Program Coordinators or other staff,
with any training material or program information to meet its training needs.