

Planning & Evaluating Your Service

Service Timeline (p. 23)

This snapshot outlines the key service planning milestones service members meet over the course of the year. It includes key program deadlines for planning tools, including the FoodCorps Menu & Action Plan, the Healthy School Progress Report, and the School & Community Guide.

FoodCorps Menu & Action Plan (p. 24)

Service members will complete the FoodCorps Menu & Action Plan in partnership with their school(s) and service site supervisor. They will identify both required and optional FoodCorps service member activities they want to prioritize, what key school community contacts will support service members in doing those activities, what resources will be needed, and other details that will allow service members to create a schedule for the year. Once finalized, service members and site supervisors will collaborate on an accompanying Service Member Worksheet that outlines additional key service details.

Sample School Schedule (p. 37)

This Sample School Schedule outlines an example week in the life of a FoodCorps service member. Please note that service members are not expected to follow this exact schedule. Because each school co-develops its own Action Plan, every service member's schedule will look slightly different.

The Toolshed

The FoodCorps Toolshed is an online resource hub. It includes FoodCorps-specific materials and other

relevant and time-tested resources from FoodCorps partners. This searchable database is available to service members, state partners, and service sites.

The Toolshed is searchable based on FoodCorps' areas of service. Service members can use it to easily find resources that help them achieve their Action Plan goals. For example, if your team sets a goal to develop a taste-testing program, you can search the Toolshed under "Healthy School Meals" using the keyword "taste tests." You can also mark a resource as a "favorite" to return to later. Reference your Unlocking the Toolshed handout for more information.

Key Tools (Found in Appendix)

Healthy School Progress Report

Service members will work with their service site supervisor, school advisor, and other school community members to complete the FoodCorps Healthy School Progress Report. The Progress Report is an opportunity assessment that looks at the three primary areas of the school food environment: hands-on learning, healthy school meals, and a schoolwide culture of health.

School & Community Guide

FoodCorps service members use the School & Community Guide to record important contacts, resources, and partners of the school. This ensures that important information is recorded and passed on from year to year.

Observation & Coaching Tool

The FoodCorps Observation & Coaching Tool is intended to support service members in delivering high-quality hands-on learning experiences to students by providing a clear, consistent definition of the basic components of effective lesson planning and teaching. You should not use the tool to grade or assess; instead, use it to capture and describe what worked well and to guide conversations about what could be improved about how a specific lesson was planned.

Know Your State & District Policies Worksheet

The choices schools can make about their food environment are often governed by policies at many levels: federal, state, district, and school. These policies can directly influence students' experiences of and decisions about food in school. These policies may make it easier—or harder—for your school community to make certain changes, so it is important to understand what policies are in place and how you might be able to influence them. This optional worksheet outlines some of the policies that are helpful to know about at the start of your service term. If you are at a continuing FoodCorps partner school, you can find answers to these questions completed in last spring's Progress Report. If you are at a new school, you can find support at your school to answer these questions, starting with your school administration.

2019–20 SERVICE TIMELINE

1

Understand your school's current food environment.

- Participate in your school orientation.
- Review last year's completed Healthy School Progress Report (*if at a returning school*).
- With support from your service site supervisor and school advisor, interview key school community members individually or in groups to complete all Healthy School Progress Report questions (*new schools only*).
- **DUE OCTOBER 31: Healthy School Progress Report (*new schools only*)**

2

Complete your FoodCorps Menu & Action Plan.

- Work with your service site supervisor and school advisor to complete or update your FoodCorps Menu & Action Plan (*your school may have completed a version before you arrived; it is intended to be updated together with you*).
- Review the final plan with your service site supervisor and school advisor.
- **DUE OCTOBER 31: FoodCorps Menu & Action Plan**

3

Check your progress.

- With your service site supervisor, your school advisor, and other key school community members, refer to your FoodCorps Menu & Action Plan throughout the year to make sure you're on track; adjust plans as needed.
- Celebrate and share your successes along the way!

4

Celebrate success and look forward.

- With your school community, document progress made over the past year by updating your Healthy School Progress Report.
- Celebrate your achievements this year!
- Talk to your school community about their vision for the next year, and document that vision in your School & Community Guide.
- **DUE MAY 29: Healthy School Progress Report**
- **DUE JUNE 26: School & Community Guide**



Service Member Name: _____

Site Supervisor Name: _____

School Name: _____

School Advisor Name: _____

Overview

The FoodCorps Menu & Action Plan is a tool to support collaboration between the service member, site supervisor, and school staff in planning for an impactful year of service. It includes three components: 1) the School Menu, 2) the Action Plan, and 3) the Service Member Worksheet. Please treat this as a living document to be revisited and edited to support planning, collaboration, and reflection throughout the year.

Instructions & Deadlines

School Menu (p. 25), completed by the site supervisor and school advisor and **due August 1, 2019**. The Menu asks school staff to identify priorities for service within their community, and should align with opportunities identified on the school's Healthy School Progress Report. This should be filled out by the site supervisor and school advisor before the service member arrives.

Action Plan and Service Member Worksheet, rough draft **due October 1, 2019** and final online submission **due October 31, 2019**. The **Action Plan** supports the service member, site supervisor, and school advisor to document the details of day to day service, and to identify key contacts, resources, and sources of support. The **Service Member Worksheet** focuses on the service member's schedule and professional development plan. The service member will work with the site supervisor and school advisor to complete all required fields (highlighted in green) in both sections. The rough draft will be completed via Google Docs and the final draft will be submitted online via an invitation from FoodCorps National staff.

Table of Contents

School Menu	25
Action Plan	26–33
Service Member Worksheet	34–36



MENU

School name: _____
 Service member name: _____



HANDS-ON LEARNING

Required

FoodCorps service member teaches or co-teaches ongoing hands-on, food-based lessons in the classroom or garden.*

* FoodCorps service members are typically available to teach 2–4 hours per day.

* FoodCorps service members are expected to teach or co-teach a minimum of 80 students for 10+ instructional hours each.

Additions

- FoodCorps service member supports development and/or maintenance of the school garden.
- FoodCorps service member teaches or co-teaches a before- or after-school club/program.
- Other activities: _____



HEALTHY SCHOOL MEALS

Required

FoodCorps service member has a regular presence as a positive role model in the school cafeteria or primary mealtime location during lunch throughout the week, through at least one of the following:

FoodCorps service member leads ongoing taste tests in partnership with cafeteria staff.

FoodCorps service member partners with cafeteria staff to make the meal line and overall cafeteria environment inviting and welcoming.

FoodCorps service member helps promote healthy meal options in partnership with cafeteria staff.

Additions

- FoodCorps service member has a regular presence as a positive role model during breakfast (in the cafeteria or classroom) and/or does breakfast promotion in partnership with cafeteria staff.
- Other activities: _____



SCHOOLWIDE CULTURE OF HEALTH

Required

FoodCorps service member leads an introductory FoodCorps presentation to all school staff in August or September.

FoodCorps service member joins school health/wellness/garden committee(s), if they exist.

Additions

- FoodCorps service member leads additional school staff engagement or training opportunities.
- FoodCorps service member leads family engagement opportunities (e.g., family newsletters, family cooking nights, etc.) in partnership with the school.
- Other activities: _____



HANDS-ON LEARNING *Action Plan*

Required



FoodCorps service member teaches or co-teaches ongoing hands-on, food-based lessons in the classroom or garden.*

* FoodCorps service members are typically available to teach 2–4 hours per day.

* FoodCorps service members are expected to teach or co-teach a minimum of 80 students for 10+ instructional hours each.

Class/teacher: _____

Frequency: Weekly | Every other week | Monthly

Day(s): Mon. Tues. Wed. Thurs. Fri.

Time(s): _____

Key resources needed: _____

Other details: _____

Class/teacher: _____

Frequency: Weekly | Every other week | Monthly

Day(s): Mon. Tues. Wed. Thurs. Fri.

Time(s): _____

Key resources needed: _____

Other details: _____

Class/teacher: _____

Frequency: Weekly | Every other week | Monthly

Day(s): Mon. Tues. Wed. Thurs. Fri.

Time(s): _____

Key resources needed: _____

Other details: _____

Class/teacher: _____

Frequency: Weekly | Every other week | Monthly

Day(s): Mon. Tues. Wed. Thurs. Fri.

Time(s): _____

Key resources needed: _____

Other details: _____



HANDS-ON LEARNING *Action Plan*

Class/teacher: _____
Frequency: Weekly | Every other week | Monthly
Day(s): Mon. Tues. Wed. Thurs. Fri.
Time(s): _____
Key resources needed: _____
Other details: _____

Class/teacher: _____
Frequency: Weekly | Every other week | Monthly
Day(s): Mon. Tues. Wed. Thurs. Fri.
Time(s): _____
Key resources needed: _____
Other details: _____

Class/teacher: _____
Frequency: Weekly | Every other week | Monthly
Day(s): Mon. Tues. Wed. Thurs. Fri.
Time(s): _____
Key resources needed: _____
Other details: _____

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Day(s): Mon. Tues. Wed. Thurs. Fri.
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Day(s): Mon. Tues. Wed. Thurs. Fri.
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Class/teacher: _____
Frequency: Weekly | Every other week | Monthly
Day(s): Mon. Tues. Wed. Thurs. Fri.
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Key resources needed: _____
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Frequency: Weekly | Every other week | Monthly
Day(s): Mon. Tues. Wed. Thurs. Fri.
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Day(s): Mon. Tues. Wed. Thurs. Fri.
Time(s): _____
Key resources needed: _____
Other details: _____

Class/teacher: _____
Frequency: Weekly | Every other week | Monthly
Day(s): Mon. Tues. Wed. Thurs. Fri.
Time(s): _____
Key resources needed: _____
Other details: _____



HANDS-ON LEARNING *Action Plan*

Addition

- FoodCorps service member supports development and/or maintenance of the school garden.

Day(s) of the week: Mon. Tues. Wed. Thurs. Fri. **Time(s):** _____

Key school contacts: _____

Key resources needed: _____

Other details: _____

Addition

- FoodCorps service member teaches or co-teaches a before- or after-school club/program.

Club/Program: _____

Day(s) of the week: Mon. Tues. Wed. Thurs. Fri. **Time(s):** _____

Key school contacts: _____

Key resources needed: _____

Other details: _____

Addition

- Other activities: _____

Frequency of activity: _____

Key school contacts: _____

Key resources needed: _____

Other details: _____



HEALTHY SCHOOL MEALS *Action Plan*

Required



FoodCorps service member has a regular presence as a positive role model in the school cafeteria or primary mealtime location during lunch throughout the week.

MONDAY

Service member present? Yes No

Grade level(s): _____

Time(s): _____

TUESDAY

Service member present? Yes No

Grade level(s): _____

Time(s): _____

WEDNESDAY

Service member present? Yes No

Grade level(s): _____

Time(s): _____

THURSDAY

Service member present? Yes No

Grade level(s): _____

Time(s): _____

FRIDAY

Service member present? Yes No

Grade level(s): _____

Time(s): _____

Key school contacts for cafeteria activities: _____

Suggested activity to meet requirement

FoodCorps service member leads ongoing taste tests in partnership with cafeteria staff.

SERVICE MEMBER AND KEY SCHOOL CONTACTS LISTED ABOVE WILL COMPLETE THE NEXT SECTION TOGETHER AT THE START OF THE YEAR

Activity details: _____

Frequency of activity: _____

Key resources needed: _____



HEALTHY SCHOOL MEALS

Action Plan

Suggested activity to meet requirement

- FoodCorps service member partners with cafeteria staff to make meal line and overall cafeteria environment inviting and welcoming.

SERVICE MEMBER AND KEY SCHOOL CONTACTS LISTED ABOVE WILL COMPLETE THE NEXT SECTION TOGETHER AT THE START OF THE YEAR

Activity details: _____

Frequency of activity: _____

Key resources needed: _____

Suggested activity to meet requirement

- FoodCorps service member helps promote healthy meal options in partnership with cafeteria staff.

SERVICE MEMBER AND KEY SCHOOL CONTACTS LISTED ABOVE WILL COMPLETE THE NEXT SECTION TOGETHER AT THE START OF THE YEAR

Activity details: _____

Frequency of activity: _____

Key resources needed: _____



HEALTHY SCHOOL MEALS

Action Plan

Addition

- FoodCorps service member has a regular presence as a positive role model during breakfast (in the cafeteria or classroom) and/or does breakfast promotion in partnership with cafeteria staff.

SERVICE MEMBER AND KEY SCHOOL CONTACTS LISTED ABOVE WILL COMPLETE THE NEXT SECTION TOGETHER AT THE START OF THE YEAR

Activity details:

Frequency of activity: _____

Key resources needed: _____

Addition

- Other activities: _____

Frequency of activity:

Key school contacts: _____

Key resources needed: _____

Other details: _____



SCHOOLWIDE CULTURE OF HEALTH

Action Plan

Required



FoodCorps service member leads an introductory FoodCorps presentation to all school staff in August or September.

Scheduled date and time: _____

Duration: _____

Number of participants: _____

Required



FoodCorps service member joins school health/wellness/garden committee(s), if they exist.

Committee: _____

Frequency: Weekly | Every other week | Monthly

Day(s) of the week: Mon. Tues. Wed. Thurs. Fri.

Time(s): _____

Key school contacts: _____

Other details: _____

Committee: _____

Frequency: Weekly | Every other week | Monthly

Day(s) of the week: Mon. Tues. Wed. Thurs. Fri.

Time(s): _____

Key school contacts: _____

Other details: _____

Committee: _____

Frequency: Weekly | Every other week | Monthly

Day(s) of the week: Mon. Tues. Wed. Thurs. Fri.

Time(s): _____

Key school contacts: _____

Other details: _____

Committee: _____

Frequency: Weekly | Every other week | Monthly

Day(s) of the week: Mon. Tues. Wed. Thurs. Fri.

Time(s): _____

Key school contacts: _____

Other details: _____



Addition

- FoodCorps service member leads additional school staff engagement or training opportunities.

Existing school staff engagement or training opportunities: _____

Key school contacts for those opportunities: _____

At the start of the year, service members will plan other opportunities in collaboration with the following stakeholders: _____

Addition

- FoodCorps service member leads family engagement opportunities (family newsletters, family cooking nights, etc.) in partnership with the school.

Existing school staff engagement or training opportunities: _____

Key school contacts for those opportunities: _____

At the start of the year, service members will plan other opportunities in collaboration with the following stakeholders: _____

Addition

- Other activities: _____

Frequency of activity: _____

Key school contacts: _____

Key resources needed: _____

Other details: _____

1) Weekly Schedule

Please feel free to use this template to outline your weekly schedule. Make note of class data such as teacher name, location, time, which school, and frequency. If you alternate schools each week, feel free to fill out two schedules and label them.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7-8 am					
8-9 am					
9-10 am					
10-11 am					
11 am-12 pm					
12-1 pm					
1-2 pm					
2-3 pm					
3-4 pm					
4-5 pm					

Schedule Checklist | Please work with your site supervisor to ensure that your schedule includes all of the following:

- At least 30 minutes for a lunch break each day
- Specific class times with teacher names
- Adequate time for planning & preparation
- Weekly, individual check-ins with Site Supervisor
- A regular presence in the cafeteria

2) REQUIRED ACTIVITY: Vegetable Preference Survey Sample Group Details

- Review the instructions included in the Vegetable Preference Survey Packet.
- Submit a list of ongoing classes (second grade or above with stable attendance/same students each time) to your Program Coordinator or Team Leader who will then select your survey group.
- Record the group name, school, or program name, and plan you intend to follow for ensuring that sample group receives 10+ hours of nutrition-, food-, and garden-based education.

Class/group name	School
Grade level	Number of students
Plan for reaching 10 hours	

3) REQUIRED ACTIVITY: Professional Development for Your Service

What specific skills do you most need to develop and hone over the upcoming year to successfully serve your schools? Review the FoodCorps Core Competencies, and identify 2–3 top competencies that you plan to work on. What is your plan for developing these competencies? For example, attending local, state, or online trainings; connecting with community partners; having an experienced educator observe your teaching, etc.

PD Goal #1
<i>Plan for meeting Goal #1</i>
PD Goal #2
<i>Plan for meeting Goal #2</i>
PD Goal #3
<i>Plan for meeting Goal #3</i>

4) REQUIRED ACTIVITY: Summer Activities *(to be revisited in spring 2020)*

School end date	
Describe proposed service activities during summer	

5) REQUIRED ACTIVITY: School Year Schedule Review

Once you complete your FoodCorps Menu & Action Plan(s) in collaboration with your school(s), review your activities with your supervisor to ensure your schedule will be realistic and achievable. If you are serving two schools, it's especially important to closely look at your combined schedule. Questions to discuss include the following:

- Do I have enough time built in to plan and prepare for lessons and other activities?
- Are there any missing pieces (resources needed, key school staff, etc.) that are essential to success? If so, how can we fill in those blanks?
- Does anything in my schedule feel unrealistic? Why, and how should we address it?
- What am I most excited about? What am I most concerned about?
- What date should we schedule for our first FoodCorps Menu & Action Plan check-in to see how things are going?

Please sign below once you have completed your review together and addressed questions and concerns.

Service member signature _____ Supervisor signature _____ Date _____

Sample Service Member Schedule

Service members deliver engaging, hands-on learning opportunities to students

Optional—service members can help students show up to class well-nourished by promoting breakfast

This can include a variety of activities! Service members will plan details with cafeteria and school staff at the start of the year

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00–9:00	Planning and prep block	School breakfast promotion activities	Planning and prep block	School breakfast promotion activities	Planning and prep block
9:00–10:00	Classroom or garden lesson	Planning and prep block	Classroom or garden lesson	Planning and prep block	Classroom or garden lesson
10:00–11:00	Classroom or garden lesson	Classroom or garden lesson	Classroom or garden lesson	Classroom or garden lesson	Classroom or garden lesson
11:00–12:00	Meetings with teachers	Garden maintenance	Cafeteria presence	Cafeteria presence	Meetings with teachers
12:00–1:00	11:30–1:30 Cafeteria presence				Garden maintenance
1:00–2:00	Lunch and break	Lunch and break	Lunch and break	Lunch and break	Lunch and break
2:00–3:00	Planning and prep block	Classroom or garden lesson	Planning and prep block	Volunteer coordination activities	Weekly reporting activities
3:00–4:00	Classroom or garden lesson		Classroom or garden lesson	After-school garden club	
4:00–5:00					
5:00–7:00	Parent Teacher Association meeting *		Family cooking night*		

Planting, weeding, watering, and building raised beds will keep your school garden healthy!

Planning, set-up, and cleanup takes time!

Planning with teachers to incorporate hands-on learning into their classes

Service members must complete weekly reporting and reflection requirements

Family engagement activities are one form of school community engagement

Optional—service members can lead a Sprout Scouts club

* Service members broadly engage school community members throughout all activities

- Hands-On Learning
- Healthy School Meals
- Schoolwide Culture of Health
- Planning and Reporting