



SHIFTING: Goal/Project Planning Template for School Nutrition Programs

FoodCorps' [S.H.I.F.T.I.N.G.](#) tool was developed as a way to help us remember and live into our commitments to equity, inclusion, and antiracism. It prompts us to integrate equity into all aspects of our work. This planning template was adapted from the original template by the BIMPOC School Nutrition Leadership Network. This supplemental tool is for you to use at the beginning of new projects or cycles of work. It helps you to elaborate on what success looks like, how you're integrating equity into your plans, and creates a record of your intentions for the purposes of evaluation, learning, and accountability.

Suggestions for maximizing success:

- This should not be a solo endeavor. Stakeholders in the School nutrition community (e.g. directors, program managers, etc.) should create time at the beginning of the school year and as various projects arise during the program/fiscal year to plan for and share their upcoming goals. For example, you can have people bring a completed draft of the template to your planning meeting then workshop them in pairs. Or provide some solo time during the meeting for folks to work on them in real time and then workshop them with others.
- If you're working with a group, budget at least an hour and a half so people don't feel rushed and can benefit from this opportunity to get feedback and input from colleagues.
- Recruit an accountability partner who you can check in with throughout the course of your project
- Aim for progress, not for perfection!
- Lift up your lessons, and celebrate your successes when the project is complete.



What's your project/goal?

Examples: Summer Meals Kickoff, Salad Bar Implementation, Parent and Caregiver Engagement

How does it help achieve your mission or goals?

What would success look like? How will you know it when you see it?

What do you want to learn as a result of this project?

Example: a new skill, management or operations approach, to see the results of trying something a new way, increased engagement in school meals programs, etc.



How can you design your project/goal so that it is SHIFTING your organization to be more just? We've provided questions below for conversation around each principle.

Does it/Can You...

S = Shift power, resources, and/or access to those most impacted by systemic oppression and/or closest to the work that needs to be done? If so, how so?

Examples:

- Do you or your administrative team create opportunities for new staff to participate in decision making?
- Who have you consulted that represents this culture in developing the menu?
- Does your written policy, document, or production record represent the actual nature of work in your school kitchens?

H = Honor and trust the wisdom and expertise of students, frontline food service staff, the greater school community and emerging leaders within our department? If so, how?

Examples:

- Who do you assume has the best interest of the students and food service staff in mind as you develop programs and menus?
- Are there staff within your department with specific expertise that can be (compensated) for facilitating a training or developing a menu item?



I = Interrupt internalized, interpersonal, and/or systemic oppression? If so, how so?

Examples:

- How does your menu item, program, or training help to remedy or remove systemic barriers to resources, information, and/or nourishment?
 - Examples of systemic barriers: education incl. training/professional development, growth opportunities, language, and accessibility
- How does your policy or practice create a more level playing field for historically marginalized folks who are less likely to advocate for themselves or even know what is possible to ask for?

F = Foster an environment that reflects the diversity of our partner communities and in which everyone can show up and feel brave, supported and valued for their contributions?

If so, how so?

Examples:

- How do "frontline staff" interact with district staff?
- How comfortable are "frontline staff" in providing feedback (in staff meetings, trainings, regarding the menu, etc.)?
- Who is being promoted within your district and who has opportunities for development (outside of required USDA Professional Standards)?
- Are partner communities invited to participate and contribute to the school meals program (e.g. parent advisory groups, student menu planning committees/groups?)



T = Try to create the world we want to see even when we know we might fail?

If so, how so?

Examples:

1. Advocate and prioritize livable wages and benefits for “frontline staff”
2. Provide professional development and career growth opportunities for staff
3. Creative and experimental menu planning and recipe development
4. Utilize USDA funds to prioritize local/regional farmers, food producers/suppliers, etc. vs. large corporations
5. Pay people for their time when they interview for a position

I = Invest in equity when it comes to budgeting, contracts & vendors, compensation, leadership development, recruitment, and promotions? If so, how so?

Examples:

1. Integrate leadership development into your budget and policy
2. Purchase from farmers/food producers/suppliers that treat workers fairly (safety, compensation, etc.)
3. Develop bid and contract specifications that reward vendors for values-based practices (e.g. building local economies, animal welfare, environmental sustainability, racial equity, etc.)
4. Promote leadership staff from within your department



**N = Name and frame racism, ableism, transphobia and other forms of oppression
when we see it? If so, how so?**

Examples:

1. How are students with different ability levels and neurodivergence included in the cafeteria experience?
2. How often are you or colleagues interrupting oppressive moments?
3. Is there body positive or neutral language in nutrition education and marketing material?
4. What language is used and included in wellness policies/wellness handouts? Are you using language that does not include food or body shaming? Are you being inclusive of different abilities/diets when creating wellness policies?

**G = Grant ourselves the time necessary to make decisions and do work that advances
justice and minimizes harm? If so, how so?**

Examples:

1. Who are the folx most impacted by the timeline of a particular decision? Are they centered in decision-making?
2. How are staff hired? What is the timeline and are they aware of the process?
3. Is there enough time or too much time given to make menu planning decisions based on student and community feedback?

Before Moving On:

- If the answer is no, ask yourself why not?
- Are you sure?
- Is there a way around the obstacle in front of you?
- Who else might you consult before finalizing your plan?
- Do you need to revise your definition of success?