Food Distribution Program

Foundations: Forecasting

Texas Department of Agriculture

USDA Division

TEXAS DEPARTMENT OF AGRICULTURE
COMMISSIONER SID MILLER

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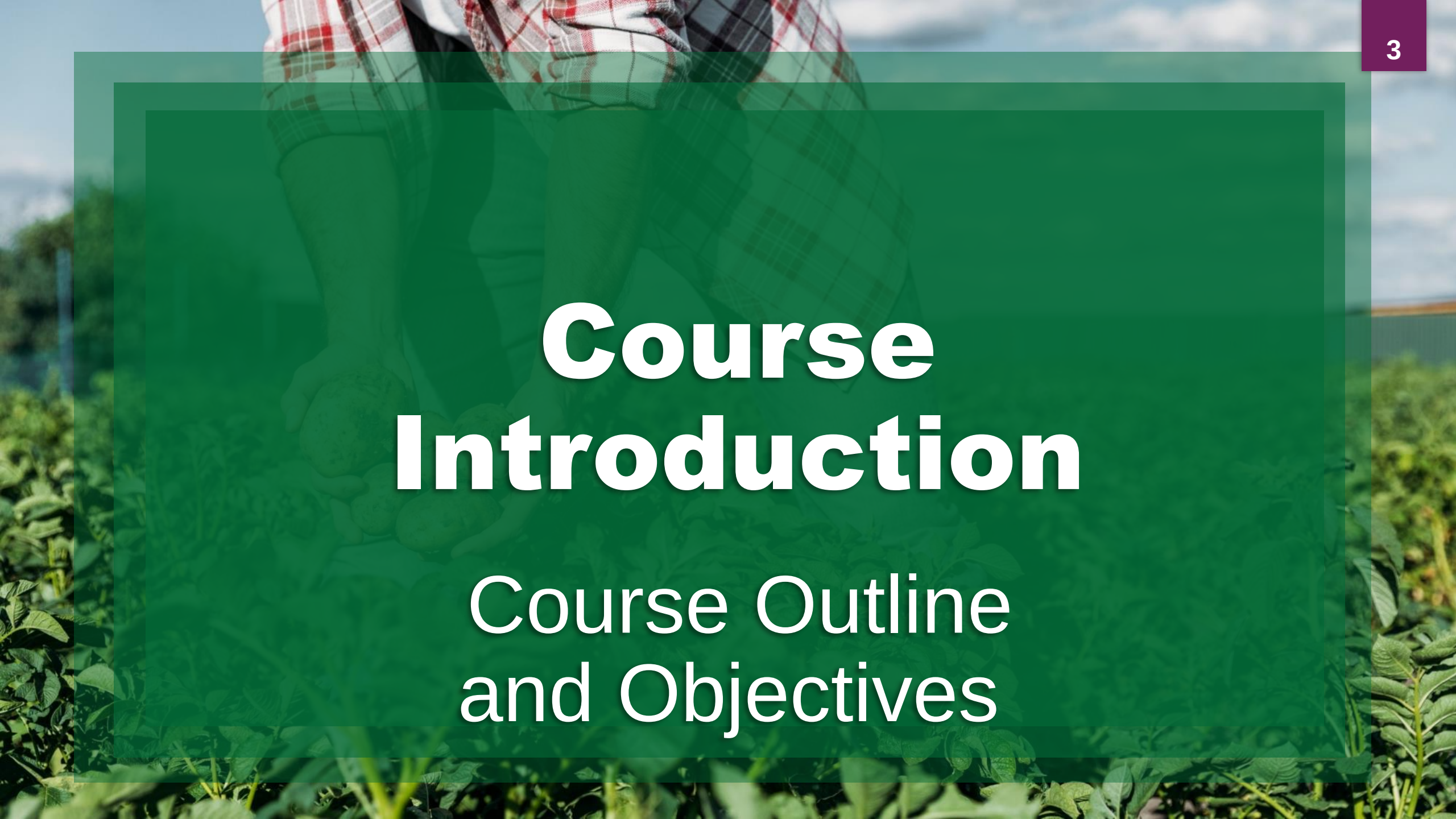
You understand and acknowledge that:

- The training you are about to take does not cover the entire scope of the program; and that
- You are responsible for knowing and understanding all handbooks, manuals, alerts, notices, and guidance, as well as any other forms of communication that provide further guidance, clarification, or instruction on operating the program.



Course Introduction

Course Outline and Objectives

Foundations: Forecasting

Course Outline

01 **Forecasting Overview**
Understanding forecasting purpose, benefits, and steps

02 **Pre-Planning**
Analyzing cycle menus and observing trends

03 **Food Production Records**
Analyze historical data and trends

04 **Inventory Reports**
Analyze inventory to forecast quantities and costs

05 **Maximizing Entitlement**
Tools and strategies

06 **Request USDA Foods**
Putting it all together

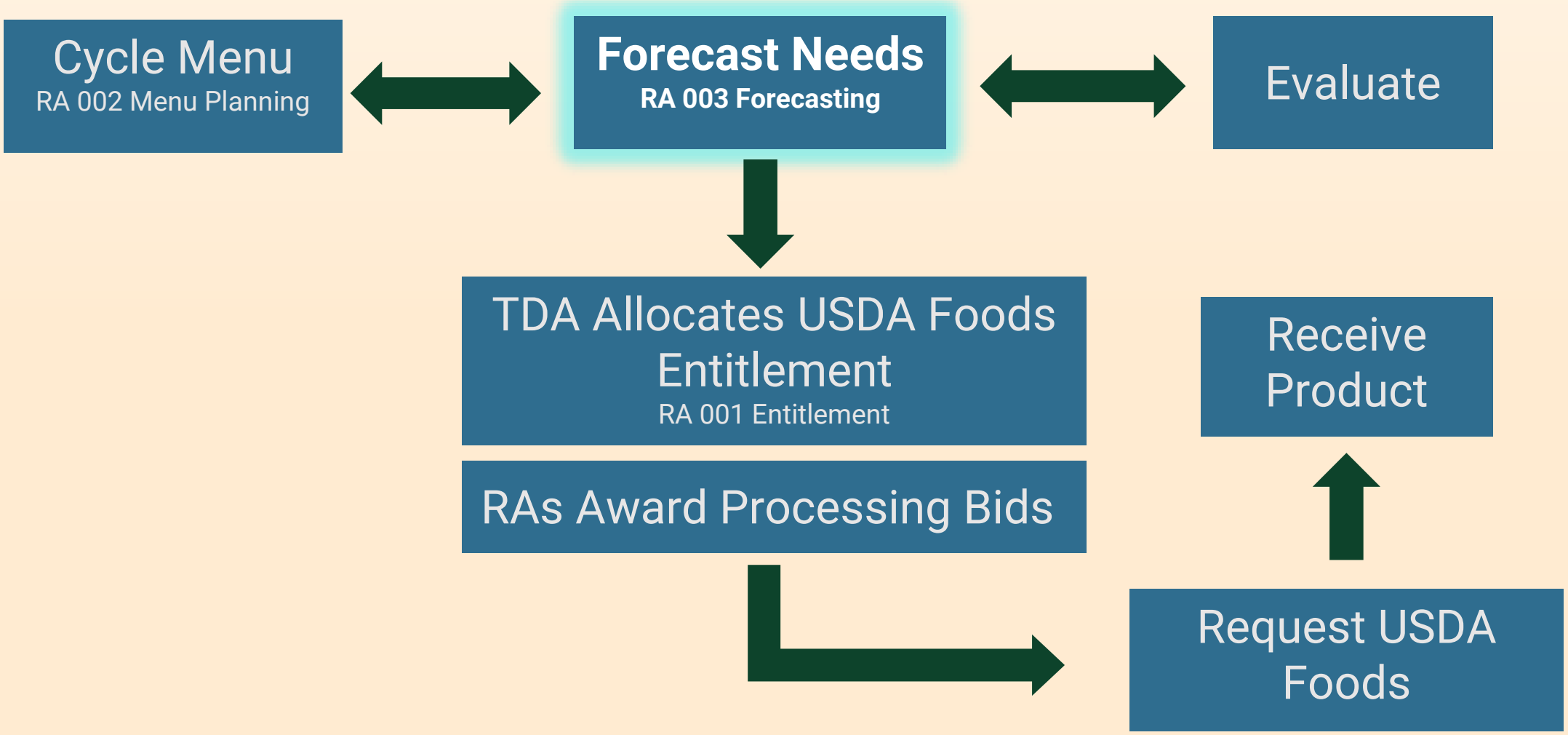
Course Objectives and Outcomes

By the end of this course, participants will be able to:

- ❑ Identify and understand the steps in forecasting and procurement timeline
- ❑ Understand how to conduct needs analysis and calculate inventory of USDA Foods
- ❑ Understand how to use Food Production Records to assist in forecasting
- ❑ Identify tools and strategies that help maximize USDA entitlement dollars

01 Forecasting Overview

Steps of Procurement



**Adapted From Functional Forecasting In Menu Planning*

What is Forecasting?

Forecasting Is...

Planning.
The process of evaluating resources, projecting expenses, and determining needs. Involves estimating goods, works, and services needed.

What does that look like?

- ❑ Analyzing current and historical data in Food Production Records to determine future trends.
- ❑ Making predictions/estimates based on report analysis for coming year.
- ❑ Assessing needs for procurement.

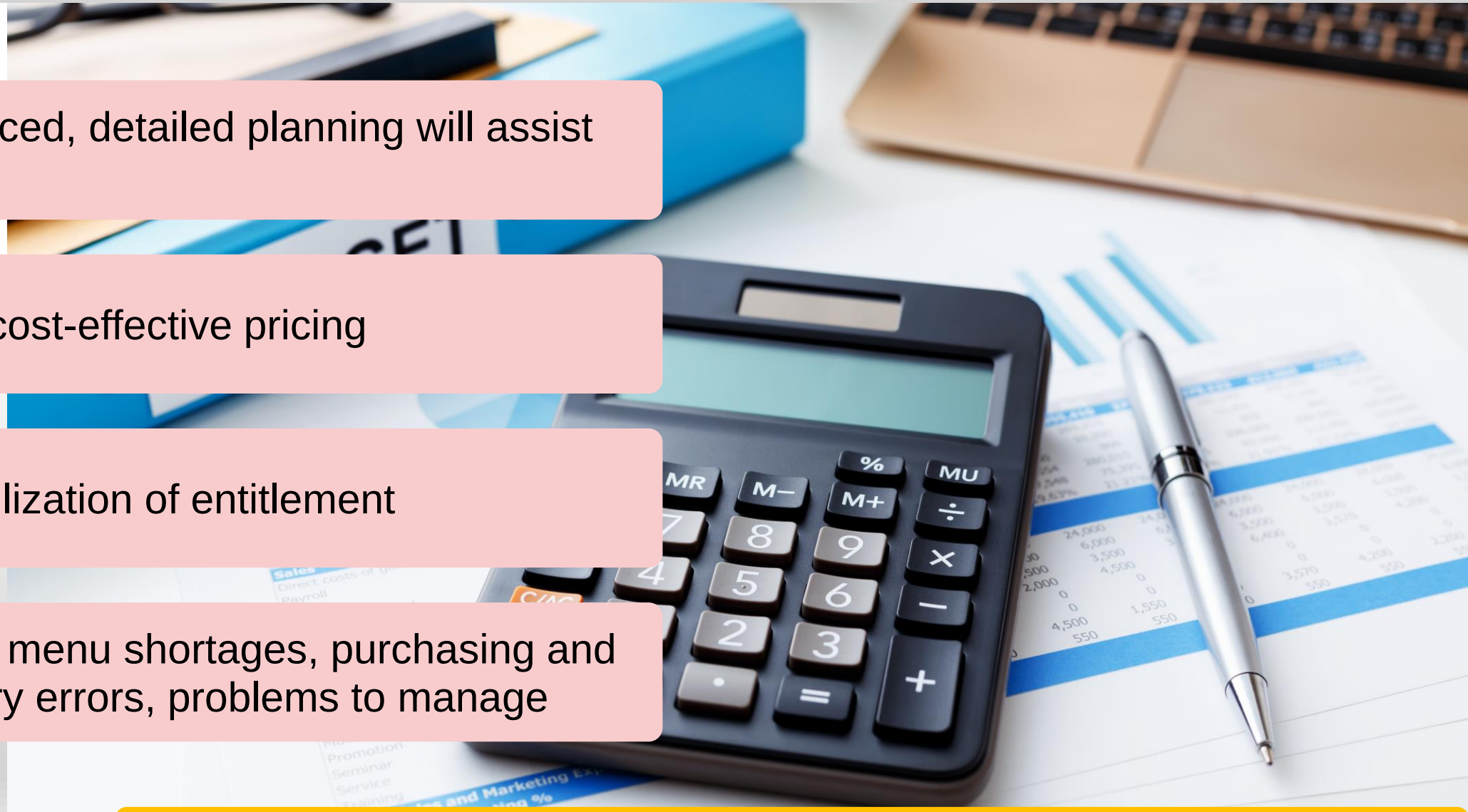
*

From Forecasting The Procurement of Foods by the Institute of Child Nutrition

What are the benefits of the forecasting process?

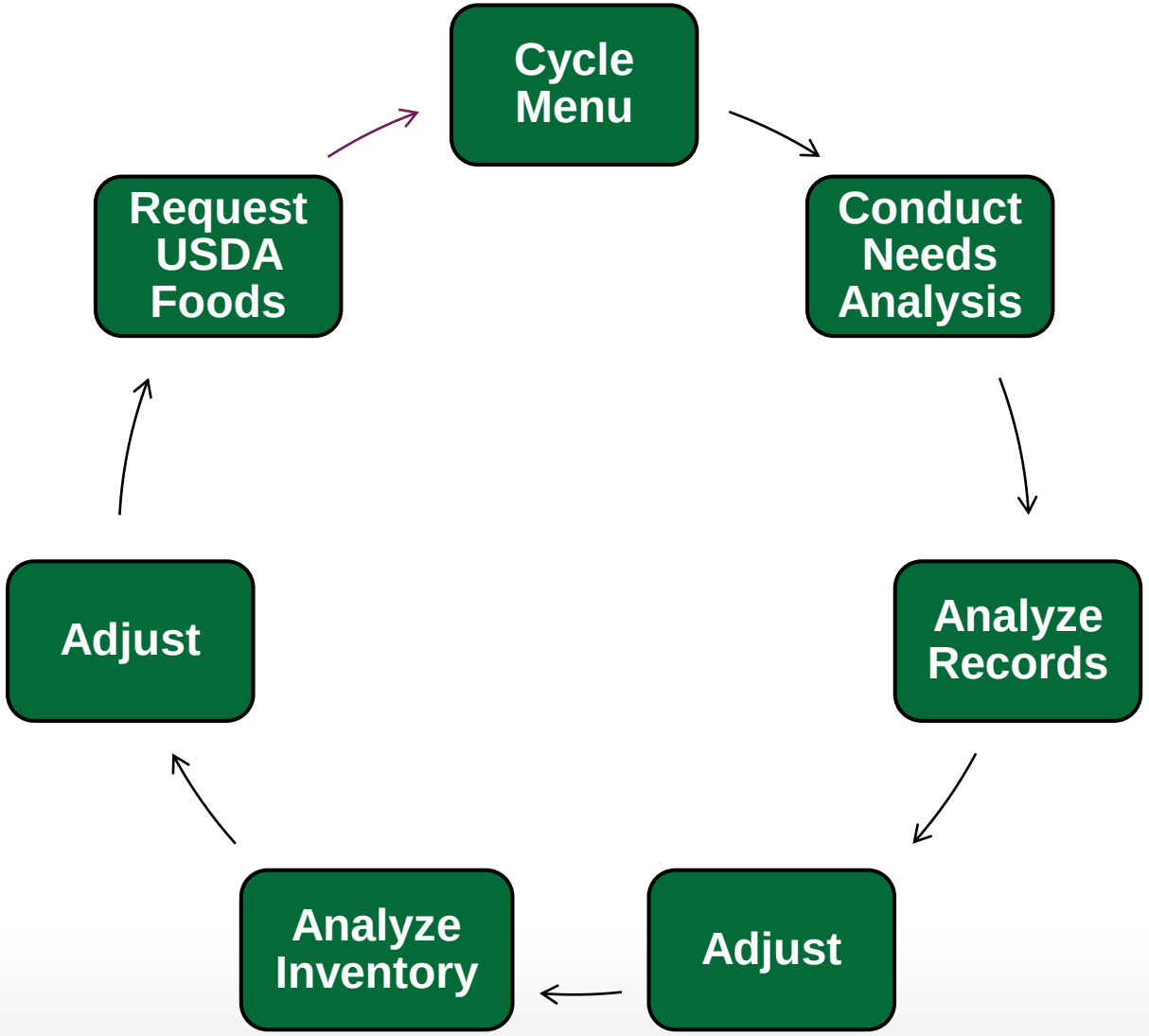
Purpose and Benefits:

- Advanced, detailed planning will assist with…
- More cost-effective pricing
- Full utilization of entitlement
- Fewer menu shortages, purchasing and delivery errors, problems to manage



From Forecasting The Procurement of Foods by the Institute of Child Nutrition

Forecasting Cycle



Forecasting Steps

STEP	WHAT I NEED TO KNOW	HOW I DETERMINE IT	ADJUSTMENTS
1	What food to order?	Create Cycle Menu	
2	What will students eat?	Conduct Needs Analysis	Adjust Food List/Menu
3	How much did they eat?	Analyze Food Production Records	Adjust Menu Frequency
4	How much have I used & how much do I have left?	Analyze Inventory Reports	Adjust Quantities
5	How much does it cost?	Maximize Entitlement	Adjust Menu/Quantities
6	Request USDA FOODS!	WBSCM & FFAVORS	

02

Pre-Planning

Cycle Menu → Conduct Needs Analysis → Analyze Records → Analyze Inventory → Maximize → Request USDA Foods

Pre-Planning
Step 1:
Create Cycle Menu

Creating Cycle Menus

- ❑ **Dissect Menu**
  - Variety, Equipment, Labor, Student Interest, Available Commodities
- ❑ **Observe Trends**
  - Review Food Production Records
  - Review Point of Sales Counts
- ❑ **Control Costs**
  - Available Revenue
  - USDA Reimbursement
  - Non-Food Costs
- ❑ **Budget**

*From Meal Appeal Toolkit and Functional Forecasting

1 Create Cycle Menu

Pre-Planning Step 2:

Needs Analysis

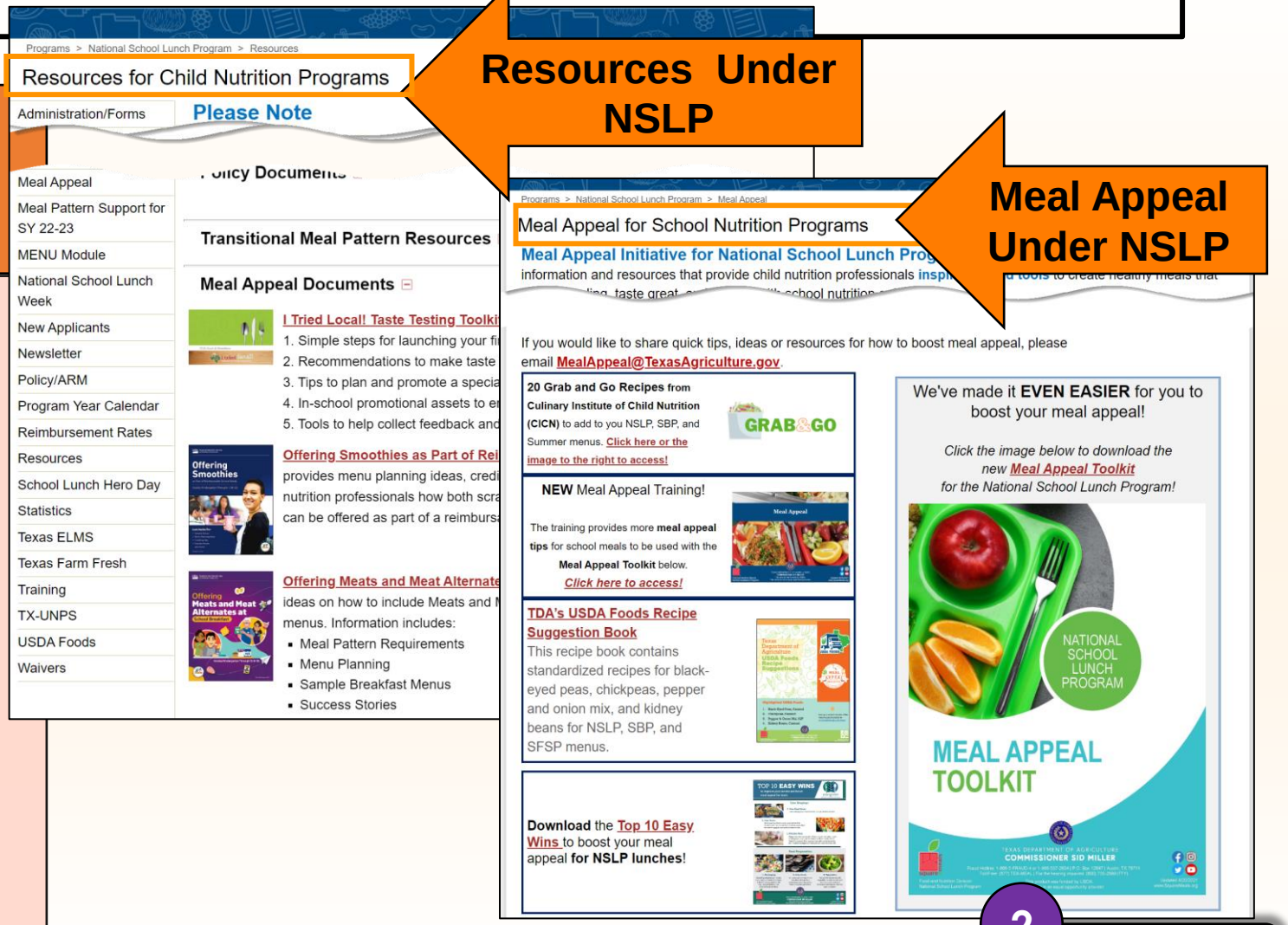
Needs Analysis Steps

a) Past Activity
b) Current Activity
c) Future Planning

Step 2a. Analyze Past Menu Surveys

Menu Surveys

- ❑Gather student feedback:
  - •Student Surveys
  - •Taste Tests
  - •Comment Cards
  - •Focus Groups
- ❑Use feedback numbers to adjust items ordered and quantity ordered.



From NSLP Procurement Basics and Meal Appeal Toolkit

2 Conduct Needs Analysis

Step 2a. Analyze Past Records

Food Production Records

- Use to track:
  - Total daily participation
  - Specific food items sold
  - Number of reimbursable meals and a la carte sales each day
- Guides number of servings should be prepared next time same menu from cycle is served

*From NSLP Procurement Basics

Step 2a. Analyze Past Pricing/Availability

Product Pricing and Availability

- Analyze which items were:
  - More cost effective
  - Less cost effective
  - Unavailable
- Adjust order quantities, make substitutions based on analysis

*From NSLP Procurement Basics

Step 2b. Analyze Current Year Activity

Construction Impacts

Will construction impact the quantity of materials ordered due to impacts on:

- ❑ Storage Capabilities
- ❑ Equipment Access
- ❑ Food Preparation

Student Enrollment

Use historical records to:

- ❑ Forecast amount of material needed.
- ❑ Has enrollment increased or decreased?
- ❑ Adjust order quantity based on current student enrollment.

Special Provisions

Analyze Special Provisions

- ❑ Will any schools implement special provisions?
- ❑ How will provisions impact quantities? (may increase)

Active Vendor Contract

Consider Active Vendor Contracts

- ❑ How will active vendor contracts impact materials ordered?

**From NSLP Procurement Basics*

Step 2c. Future Planning

Planned Renovations

Analyze how future construction will impact the quantity of materials ordered due to:

- ❑ Storage Capabilities
- ❑ Equipment Access
- ❑ Food Preparation

Campus Closures and Consolidation

Consider how closures and consolidations will impact procurement

- ❑ How will enrollment impact ordering quantities and/or materials?

Entitlement Funding Changes

Analyze Changes in Entitlement Dollars

- ❑ Has entitlement increased or decreased?
- ❑ How will changes impact materials ordered or method of procurement?

**From NSLP Procurement Basics*

2 Conduct Needs Analysis

Step 3: Analyze Food Production Records

Cycle Menu → Conduct Needs Analysis → **Analyze Records** → Analyze Inventory → Maximize → Request USDA Foods

Food Production Records

- Required daily document demonstrating meals served and claimed
- Keep complete and accurate Food Production Records including:
  - Menus
  - Food Substitutions
  - Meal Pattern Contribution Documentation
- Must include required elements on TDA Food Production Record Template

*From Using Food Production Records to Reduce Waste

Analyzing Food Production Records

Food production records should be used as a management tool to:

- ❑ Determine future trends
- ❑ Adjust preparation amounts
- ❑ Adjust amount of material ordered in the future based on historical usage

*From Using Food Production Records to Reduce Waste

Using Food Production Records

Texas Department of Agriculture

Form | Food Production Record | Onsite Kitchen
June 1, 2020

Daily Food Production Record for Onsite Kitchen

1. Contracting Entity (CE) Name: Anywhere ISD
2. Site Name: My Elementary School
3. Meal Service: ☐ Breakfast ☒ Lunch ☐ Snack ☐ Supper
3a. Type of Service: ☐ OVS ☒ Serve Only

4. Number Meals Served **4a. Students** 200 **5. Date:** 03/25/2050
4b. Adults 0
4c. Total 200

Abbreviations used:

Food Item	12. Meal Contribution	13. Recipe #	Planned Portions and Serving Sizes: 14. Age/Grade K-5		15. Age/Grade ____		16. Age/Grade ____		17. Adults		18. A La Carte		19. Total Amount Prepared (Lbs., Quarts, Gallons, or #10 Cans)	20. Leftovers	21. Comments (Optional)
			14a. # Portions	14b. Portion Size	15a. # Portions	15b. Portion Size	16a. # Portions	16. Portion Size	17a. # Portions	17b. Portion Size	18a. # Portions	18b. Portion Si			
6. Meat/Meat Alternate															
Baked Chicken Breast	2 oz eq M/MA	CN000000	200	1 each									1 case @200 servings/case		
7. Grain															
WG Roll	1 oz eq G		200	1 each									2 cases@100 servings/case		
8. Vegetable															
Green Beans	1/2 c V (O)	V-1	200	1/2 c									___ #10 cans		
Mashed Potatoes	1/2 c V (S)	V-2	200	1/2 c									4 cases@50 servings/case		
9. Fruit															
Pineapple Tidbits	1/2 c F		200	1/2 c									___ #10 cans		
10. Milk															
FF Chocolate Milk	8 oz Milk		150	1 each									3 cases@50 servings/case		
1% Plain Milk	8 oz Milk		50	1 each									1 case@50 servings/case		
11. Other/ Condiment															
Ketchup			200	2 each									1 case@400/case		

Planning Section

Prepared Section

3

Analyze Food Production Records

**From Using Food Production Records to Reduce Waste*

Food Production Record: Portion Sizes

Texas Department of Agriculture

Form | Food Production Record | Onsite Kitchen
June 1, 2020

Daily Food Production Record for Onsite Kitchen

1. Contracting Entity (CE) Name: Anywhere ISD
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Ketchup			200	2 each									1 case@400/case		

Review Portion Size and Number of Portions Columns for Appropriate Grade Group

**From Food Production Records in the National School Lunch and School Breakfast Programs*

3 Analyze Food Production Records

Food Production Record: Amount Prepared

Texas Department of Agriculture

Form | Food Production Record | Onsite Kitchen
June 1, 2020

Daily Food Production Record for Onsite Kitchen

1. Contracting Entity (CE) Name: Anywhere ISD
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5. Date: 03/25/2050

Abbreviations used:

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Review Total Amount Prepared Column

3

Analyze Food Production Records

**From Food Production Records in the National School Lunch and School Breakfast Programs*

Food Production Record: OVS

Review OVS Offer Vs. Serve Service

Texas Department of Agriculture

Form | Food Production Record | Onsite Kitchen
June 1, 2020

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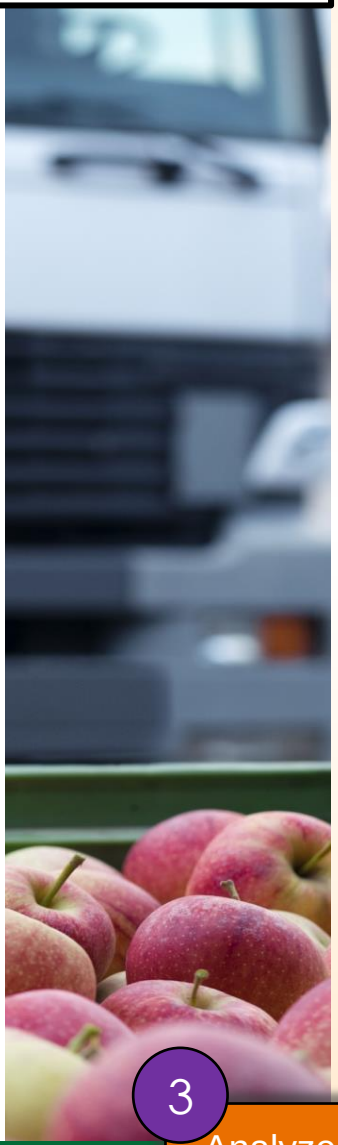


3 Analyze Food Production Records

**From Food Production Records in the National School Lunch and School Breakfast Programs*

Offer vs. Serve

Offer vs. Serve: What Kids Want

- Allows students to decline some foods offered and select foods they prefer eating.
- Applies to menu planning and reimbursable meals
- Reduces potential for waste
- Lowers overall food cost

**From OVS at Lunch NSLP*

Analyzing Offer vs. Serve to Forecast

Analyze servings at each meal to estimate future servings needed.

Example:

- You won't serve 100 servings of every item offered.
- You might serve 100 servings of hamburgers; 60 servings of corn, 50 apples etc.

Use these numbers to guide future orders.

Step 4: Analyze Inventory Reports

Cycle Menu → Conduct Needs Analysis → Analyze Records → **Analyze Inventory** → Maximize → Request USDA Foods

Tracking USDA Foods

Weekly:

Set a reminder to track inventory and entitlement balances to assess future needs and buying power.

Check FFAVORS
(Fresh Fruit and Vegetable Order Receipt System)
to review DoD and Local Grown (Farm to School) inventory.

4 Analyze Inventory Reports

*From USDA Foods Inventory Management

Tracking USDA Foods: Processing Inventory Management

Monthly:

- Review USDA Food Pounds that are with processor by:
- Viewing current inventory balance through K12 or ProcLink tracking systems
- In-house tracking systems
- Distributor Tracking Systems

4 Analyze Inventory Reports

**From USDA Foods Inventory Management*

Actual Monthly Food Counts to Forecast

Analyze Counts Of:

- ❑ Beginning inventory of purchased and USDA Foods
- ❑ Food purchased during month and USDA foods value received
- ❑ End of month inventory of purchased and USDA Foods

Adjust future order quantities based on inventory counts

Step 5: Maximizing Entitlement

Actual Monthly Food Cost to Forecast

$ **Beginning inventory of purchased and USDA Foods**

\+

Food purchased during month and USDA foods value received

−

End of month inventory of purchased and USDA Foods

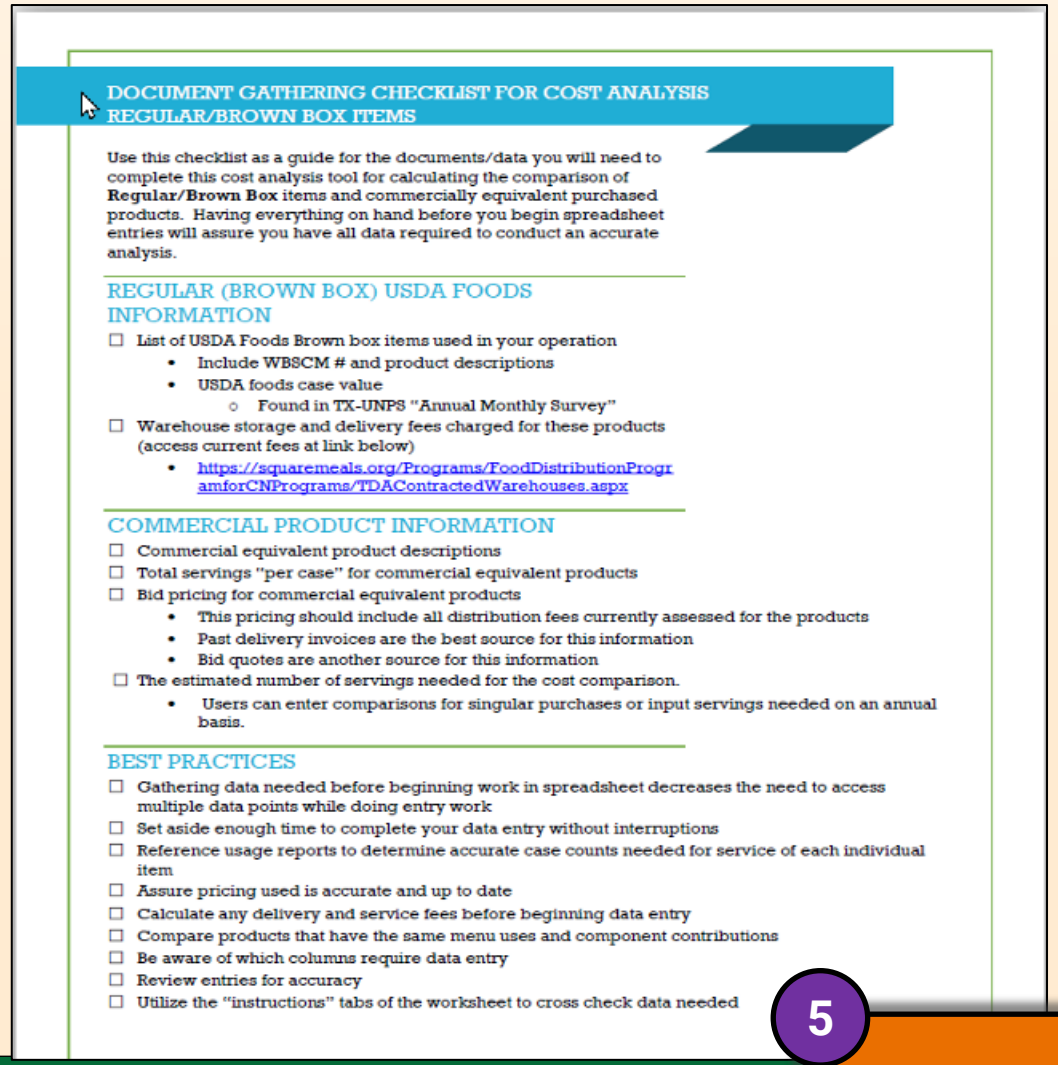
=

Food Costs for Month

*From Making Sense of Food Cost Basics

Determine Cost-Effectiveness

- ❑ Gather items needed to complete the Cost Analysis Worksheet
- ❑ Follow Cost Analysis Checklist
- ❑ Consider following Best Practice Guidance in comments



DOCUMENT GATHERING CHECKLIST FOR COST ANALYSIS REGULAR/BROWN BOX ITEMS

Use this checklist as a guide for the documents/data you will need to complete this cost analysis tool for calculating the comparison of **Regular/Brown Box** items and commercially equivalent purchased products. Having everything on hand before you begin spreadsheet entries will assure you have all data required to conduct an accurate analysis.

REGULAR (BROWN BOX) USDA FOODS INFORMATION

- ☐ List of USDA Foods Brown box items used in your operation
  - Include WBSCM # and product descriptions
  - USDA foods case value
    - Found in TX-UNPS "Annual Monthly Survey"
- ☐ Warehouse storage and delivery fees charged for these products (access current fees at link below)
  - https://squaremeals.org/Programs/FoodDistributionProgramforCNPrograms/TDAContractedWarehouses.aspx

COMMERCIAL PRODUCT INFORMATION

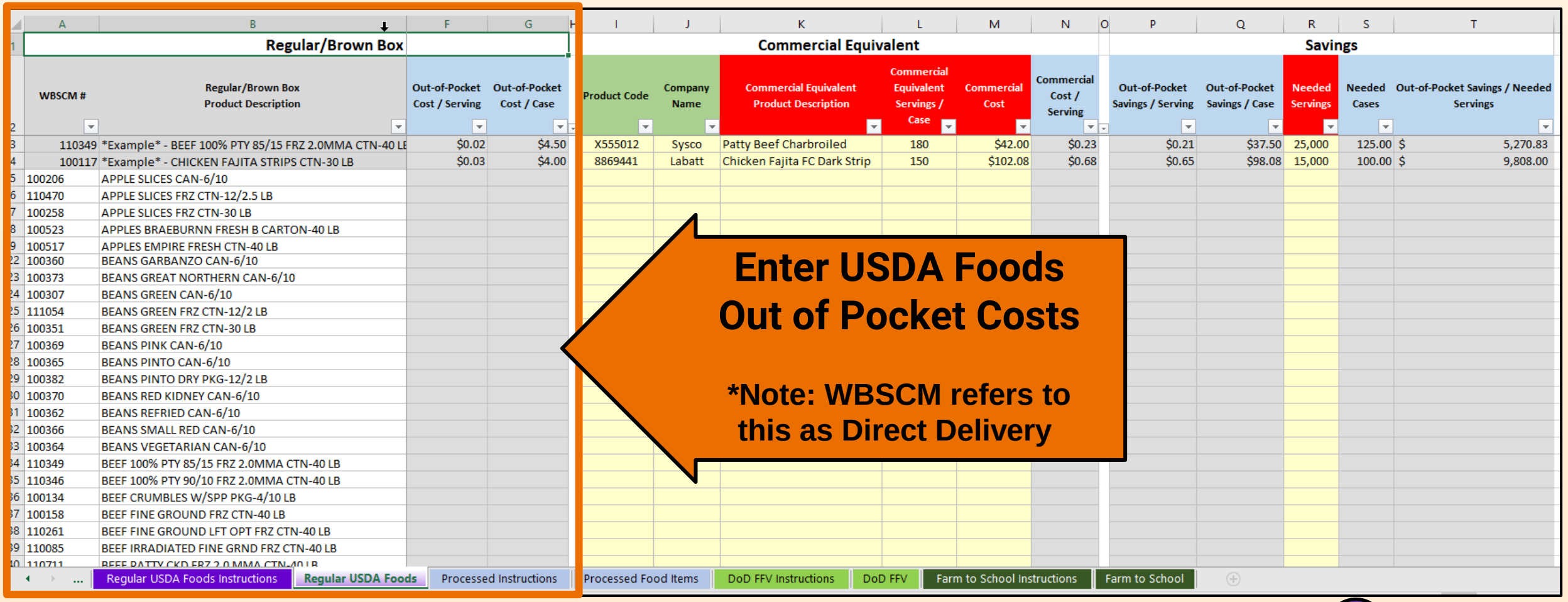
- ☐ Commercial equivalent product descriptions
- ☐ Total servings "per case" for commercial equivalent products
- ☐ Bid pricing for commercial equivalent products
  - This pricing should include all distribution fees currently assessed for the products
  - Past delivery invoices are the best source for this information
  - Bid quotes are another source for this information
- ☐ The estimated number of servings needed for the cost comparison.
  - Users can enter comparisons for singular purchases or input servings needed on an annual basis.

BEST PRACTICES

- ☐ Gathering data needed before beginning work in spreadsheet decreases the need to access multiple data points while doing entry work
- ☐ Set aside enough time to complete your data entry without interruptions
- ☐ Reference usage reports to determine accurate case counts needed for service of each individual item
- ☐ Assure pricing used is accurate and up to date
- ☐ Calculate any delivery and service fees before beginning data entry
- ☐ Compare products that have the same menu uses and component contributions
- ☐ Be aware of which columns require data entry
- ☐ Review entries for accuracy
- ☐ Utilize the "instructions" tabs of the worksheet to cross check data needed

**From Saving Dollars With Your USDA Foods*

USDA Cost Analysis Worksheet



	A	B	F	G	I	J	K	L	M	N	P	Q	R	S	T
1		Regular/Brown Box			Commercial Equivalent						Savings				
2	WBSCM #	Regular/Brown Box Product Description	Out-of-Pocket Cost / Serving	Out-of-Pocket Cost / Case	Product Code	Company Name	Commercial Equivalent Product Description	Commercial Equivalent Servings / Case	Commercial Cost	Commercial Cost / Serving	Out-of-Pocket Savings / Serving	Out-of-Pocket Savings / Case	Needed Servings	Needed Cases	Out-of-Pocket Savings / Needed Servings
3	110349	*Example* - BEEF 100% PTY 85/15 FRZ 2.0MMA CTN-40 LB	$0.02	$4.50	X555012	Sysco	Patty Beef Charbroiled	180	$42.00	$0.23	$0.21	$37.50	25,000	125.00	$ 5,270.83
4	100117	*Example* - CHICKEN FAJITA STRIPS CTN-30 LB	$0.03	$4.00	8869441	Labatt	Chicken Fajita FC Dark Strip	150	$102.08	$0.68	$0.65	$98.08	15,000	100.00	$ 9,808.00
5	100206	APPLE SLICES CAN-6/10													
6	110470	APPLE SLICES FRZ CTN-12/2.5 LB													
7	100258	APPLE SLICES FRZ CTN-30 LB													
8	100523	APPLES BRAEBURNN FRESH B CARTON-40 LB													
9	100517	APPLES EMPIRE FRESH CTN-40 LB													
22	100360	BEANS GARBANZO CAN-6/10													
23	100373	BEANS GREAT NORTHERN CAN-6/10													
24	100307	BEANS GREEN CAN-6/10													
25	111054	BEANS GREEN FRZ CTN-12/2 LB													
26	100351	BEANS GREEN FRZ CTN-30 LB													
27	100369	BEANS PINK CAN-6/10													
28	100365	BEANS PINTO CAN-6/10													
29	100382	BEANS PINTO DRY PKG-12/2 LB													
30	100370	BEANS RED KIDNEY CAN-6/10													
31	100362	BEANS REFRIED CAN-6/10													
32	100366	BEANS SMALL RED CAN-6/10													
33	100364	BEANS VEGETARIAN CAN-6/10													
34	110349	BEEF 100% PTY 85/15 FRZ 2.0MMA CTN-40 LB													
35	110346	BEEF 100% PTY 90/10 FRZ 2.0MMA CTN-40 LB													
36	100134	BEEF CRUMBLES W/SPP PKG-4/10 LB													
37	100158	BEEF FINE GROUND FRZ CTN-40 LB													
38	110261	BEEF FINE GROUND LFT OPT FRZ CTN-40 LB													
39	110085	BEEF IRRADIATED FINE GRND FRZ CTN-40 LB													
40	110711	BEEF PATTY CKD FRZ 2.0 MMA CTN-40 LB													

Regular USDA Foods Instructions | Regular USDA Foods | Processed Instructions | Processed Food Items | DoD FFV Instructions | DoD FFV | Farm to School Instructions | Farm to School

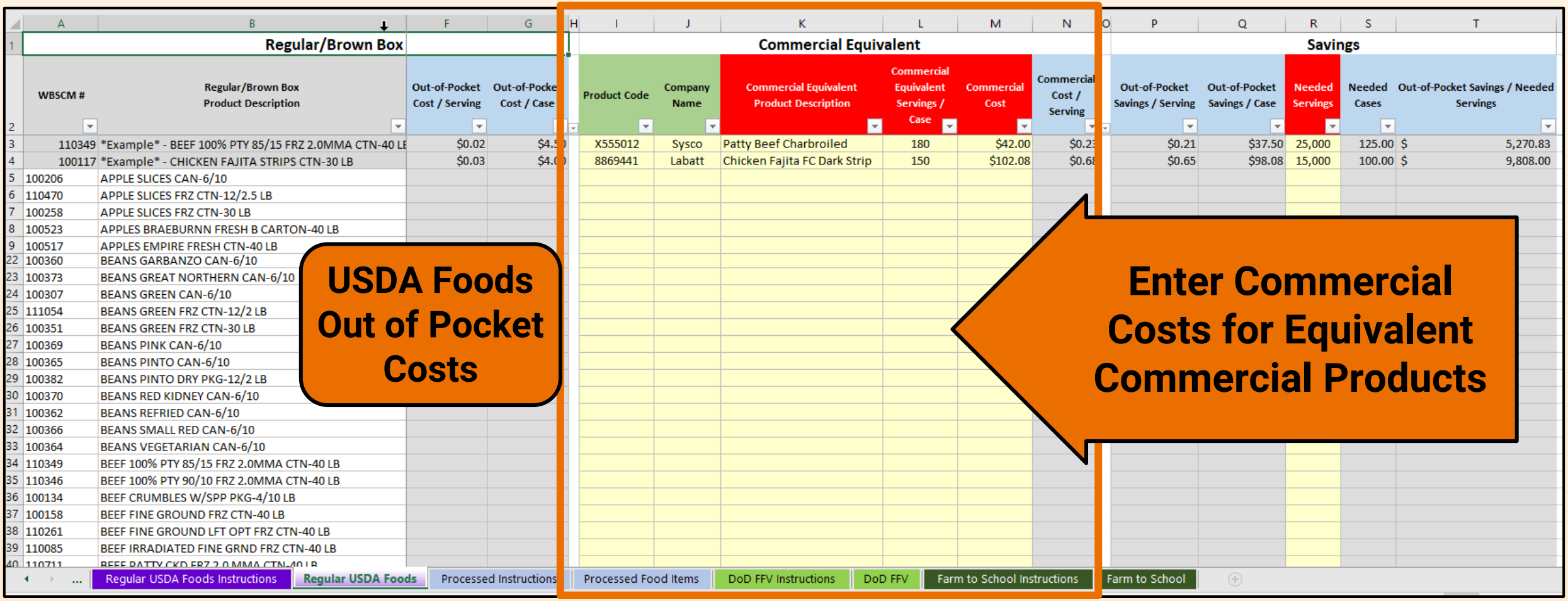
Enter USDA Foods Out of Pocket Costs

***Note: WBSCM refers to this as Direct Delivery**

5

Maximize Entitlement

USDA Cost Analysis Worksheet



WBSCM #	Regular/Brown Box Product Description	Out-of-Pocket Cost / Serving	Out-of-Pocket Cost / Case
110349	*Example* - BEEF 100% PTY 85/15 FRZ 2.0MMA CTN-40 LB	$0.02	$4.5
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110346	BEEF 100% PTY 90/10 FRZ 2.0MMA CTN-40 LB		
100134	BEEF CRUMBLES W/SPP PKG-4/10 LB		
100158	BEEF FINE GROUND FRZ CTN-40 LB		
110261	BEEF FINE GROUND LFT OPT FRZ CTN-40 LB		
110085	BEEF IRRADIATED FINE GRND FRZ CTN-40 LB		
110711	BEEF PATTY CKD FRZ 2.0 MMA CTN-40 LB		

Product Code	Company Name	Commercial Equivalent Product Description	Commercial Equivalent Servings / Case	Commercial Cost	Commercial Cost / Serving
X555012	Sysco	Patty Beef Charbroiled	180	$42.00	$0.23
8869441	Labatt	Chicken Fajita FC Dark Strip	150	$102.08	$0.68

Out-of-Pocket Savings / Serving	Out-of-Pocket Savings / Case	Needed Servings	Needed Cases	Out-of-Pocket Savings / Needed Servings
$0.21	$37.50	25,000	125.00	$ 5,270.83
$0.65	$98.08	15,000	100.00	$ 9,808.00

Regular USDA Foods Instructions | Regular USDA Foods | Processed Instructions | Processed Food Items | DoD FFV Instructions | DoD FFV | Farm to School Instructions | Farm to School

USDA Foods Out of Pocket Costs

Enter Commercial Costs for Equivalent Commercial Products

5 Maximize Entitlement

USDA Cost Analysis Worksheet

	A	B	F	G	I	J	K	L	M	N	P	Q	R	S	T
1		Regular/Brown Box					Commercial Equivalent				Savings				
2	WBSCM #	Regular/Brown Box Product Description	Out-of-Pocket Cost / Serving	Out-of-Pocket Cost / Case	Product Code	Company Name	Commercial Equivalent Product Description	Commercial Equivalent Servings / Case	Commercial Cost	Commercia Cost / Serving	Out-of-Pocket Savings / Serving	Out-of-Pocket Savings / Case	Needed Servings	Needed Cases	Out-of-Pocket Savings / Needed Servings
3	110349	*Example* - BEEF 100% PTY 85/15 FRZ 2.0MMA CTN-40 LB	$0.02	$4.50	X555012	Sysco	Patty Beef Charbroiled	180	$42.00	$0.2	$0.21	$37.50	25,000	125.00	$ 5,270.83
4	100117	*Example* - CHICKEN FAJITA STRIPS CTN-30 LB	$0.03	$4.00	8869441	Labatt	Chicken Fajita FC Dark Strip	150	$102.08	$0.6	$0.65	$98.08	15,000	100.00	$ 9,808.00
5	100206	APPLE SLICES CAN-6/10													
6	110470	APPLE SLICES FRZ CTN-12/2.5 LB													
7	100258	APPLE SLICES FRZ CTN-30 LB													
8	100523	APPLES BRAEBURNN FRESH B CARTON-40 LB													
9	100517	APPLES EMPIRE FRESH CTN-40 LB													
22	100360	BEANS GARBANZO CAN-6/10													
23	100373	BEANS GREAT NORTHERN CAN-6/10													
24	100307	BEANS GREEN CAN-6/10													
25	111054	BEANS GREEN FRZ CTN-12/2 LB													
26	100351	BEANS GREEN FRZ CTN-30 LB													
27	100369	BEANS PINK CAN-6/10													
28	100365	BEANS PINTO CAN-6/10													
29	100382	BEANS PINTO DRY PKG-12/2 LB													
30	100370	BEANS RED KIDNEY CAN-6/10													
31	100362	BEANS REFRIED CAN-6/10													
32	100366	BEANS SMALL RED CAN-6/10													
33	100364	BEANS VEGETARIAN CAN-6/10													
34	110349	BEEF 100% PTY 85/15 FRZ 2.0MMA CTN-40 LB													
35	110346	BEEF 100% PTY 90/10 FRZ 2.0MMA CTN-40 LB													
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Regular USDA Foods Instructions | Regular USDA Foods | Processed Instructions | Processed Food Items | DoD FFV Instructions | DoD FFV | Farm to School Instructions | Farm to School

USDA Foods Out of Pocket Costs

Commercial Equivalent Costs

Out of Pocket Savings

Which is cheaper?

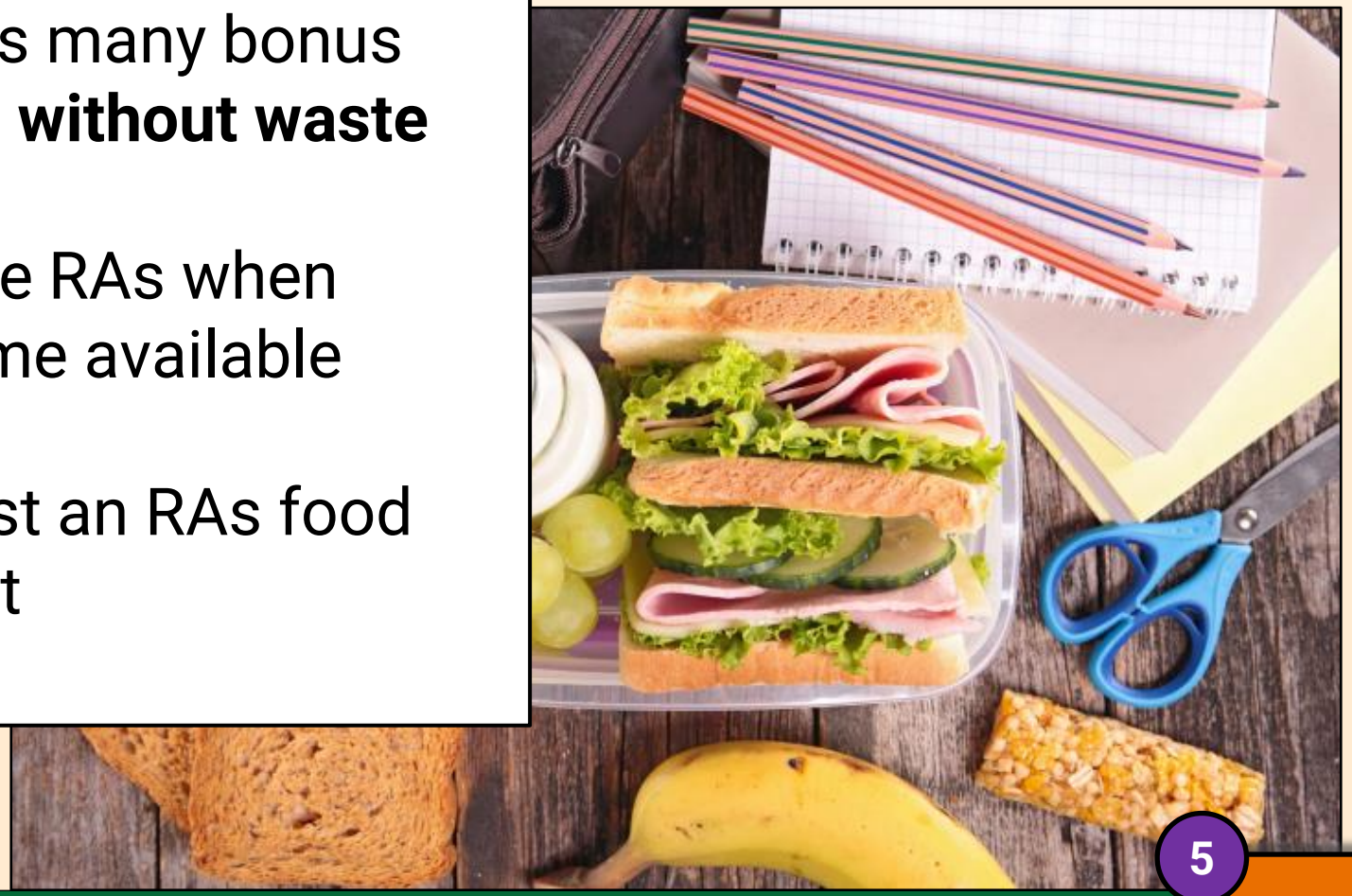
5

Maximize Entitlement

**From Saving Dollars With Your USDA Foods*

Utilize Bonus Opportunities

- RAs may request as many bonus foods as it can use **without waste**
- TDA notifies eligible RAs when bonus foods become available
- Not charged against an RAs food entitlement amount

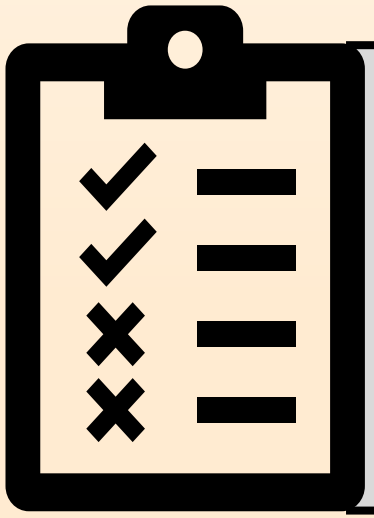


What is the most important forecasting step?

Step 6: Request USDA Foods!

Cycle Menu → Conduct Needs Analysis → Analyze Records → Analyze Inventory → Maximize → Request USDA Foods

Putting It All Together: Prepare for Requisitions



- Cycle Menu of…
- Most Cost Effective…
- Foods Students Will Eat…
- Frequency They Will Eat It…
- Count of Inventory On Hand.

6

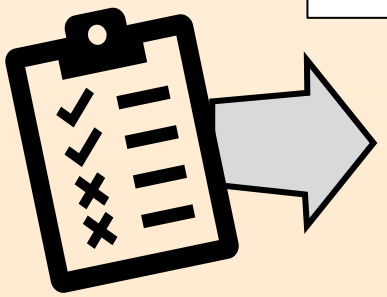
Request USDA Foods

Putting It All Together: Prep for Requisitions

Calculate Recipe Quantity Needed

1 Chicken, Diced (based on previous production records/sales data)

3 oz per serving **x 1,525** planned servings = 4,575 oz ≈ **286 pounds**



6 Request USDA Foods

**From Rachel Sanchez, Education Service Center Region 20*

Putting It All Together: Prep for Requisitions

Calculate Yearly Quantity Needed

1. Chicken, Diced (based on previous production records/sales data)

   3 oz per serving **x 1,525** planned servings = 4,575 oz ≈ **286 pounds**

2. Chalupas are offered **8** times a year.

   286 pounds x **8** = **2,288** pounds diced chicken

6 Request USDA Foods

**From Rachel Sanchez, Education Service Center Region 20*

Putting It All Together: Prep for Requisitions

Calculate Yearly Cases Needed

1. Chicken, Diced (based on previous production records/sales data)

   3 oz per serving **x 1,525** planned servings = 4,575 oz ≈ **286 pounds**

2. Chalupas are offered **8** times a year.

   286 pounds x **8** = **2,288** pounds diced chicken

3. Each case of Chicken, Diced (#100101) is 40 pounds

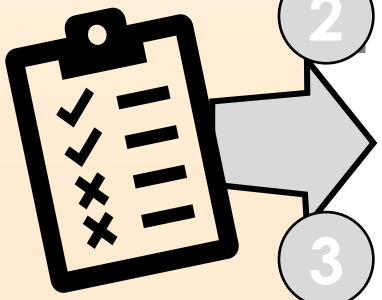
   2,288 pounds ÷ 40 pounds per case ≈ **58 cases needed per year**

6 Request USDA Foods

**From Rachel Sanchez, Education Service Center Region 20*

Putting It All Together: Prep for Requisitions

Count Quantity On Hand



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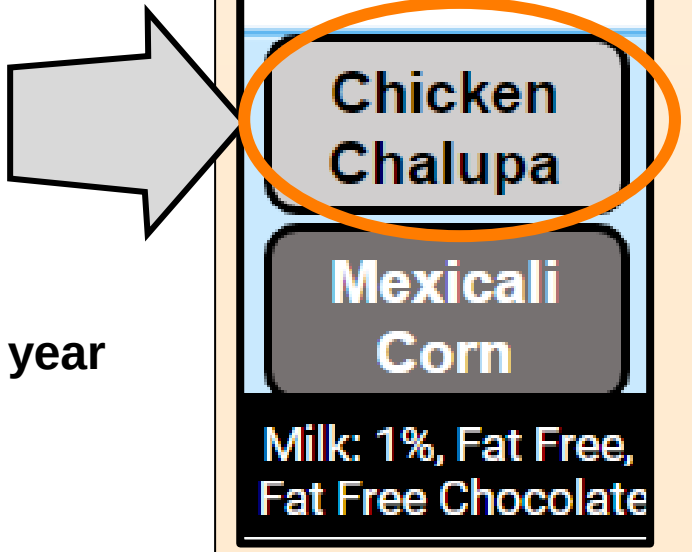
4. Check for Chicken, Diced (#100101) already in inventory

   13 cases in inventory

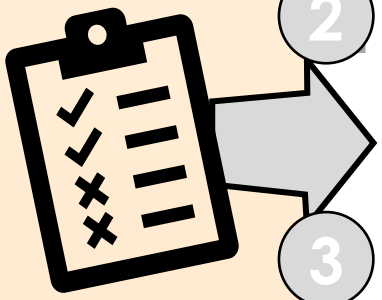


6. Request USDA Foods

**From Rachel Sanchez, Education Service Center Region 20*

Putting It All Together: Prep for Requisitions

Calculate Cases to Order



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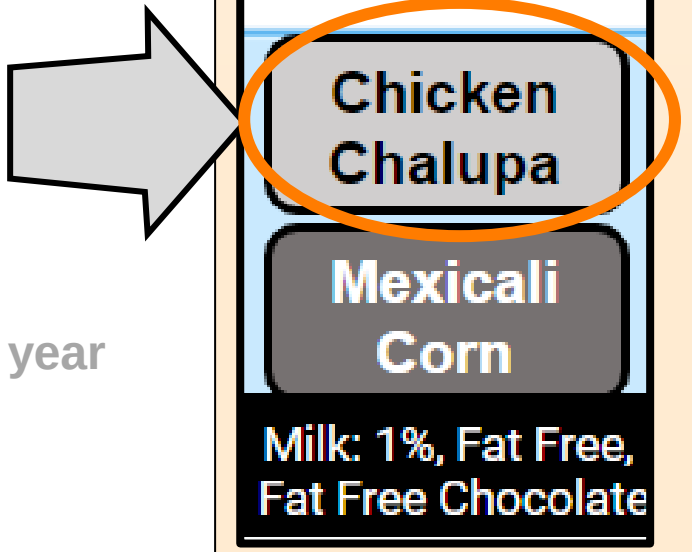
4. Check for Chicken, Diced (#100101) already in inventory

   13 cases in inventory

5. Subtract from requisition counts (request only what is needed)

   58 cases needed **- 13** cases in inventory = **45 cases to request**



6. Request USDA Foods

**From Rachel Sanchez, Education Service Center Region 20*

Putting It All Together: Prepare for Requisitions

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6. Request USDA Foods

**From Rachel Sanchez, Education Service Center Region 20*

Putting It All Together: Enter Order Requisition

6 Request USDA Foods

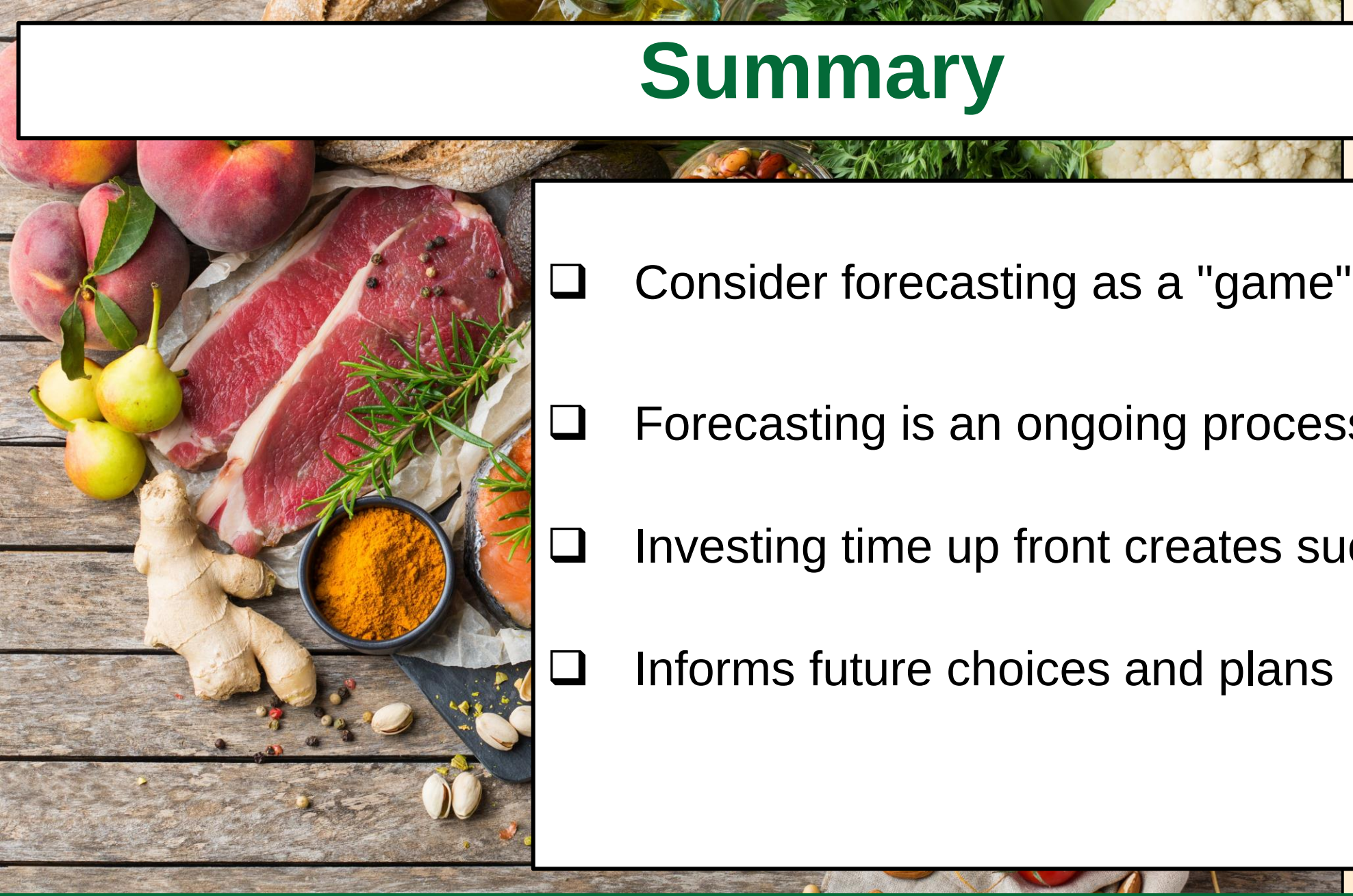
**From Rachel Sanchez, Education Service Center Region 20*

Summary

Forecasting Steps

STEP	WHAT I NEED TO KNOW	HOW I DETERMINE IT	ADJUSTMENTS
1	What food to order?	Create Cycle Menu	
2	What will students eat?	Conduct Needs Analysis	Adjust Food List/Menu
3	How much did they eat?	Analyze Food Production Records	Adjust Menu Frequency
4	How much have I used & how much do I have left?	Analyze Inventory Reports	Adjust Quantities
5	How much does it cost?	Maximize Entitlement	Adjust Menu/Quantities
6	Request USDA FOODS!	WBSCM & FFAVORS	

Summary



- Consider forecasting as a "game" of strategy
- Forecasting is an ongoing process
- Investing time up front creates success
- Informs future choices and plans

WBSCM Transition Page QR Code:

Scan QR Code to visit the
Food Distribution Program
WBSCM Transition website

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1. **mail:**
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or

2. **fax:**
   (833) 256-1665 or (202) 690-7442; or

3. **email:**
   program.intake@usda.gov

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https://squaremeals.org/Programs/FDP-WBSCM-Transition-Project

Contact Your Education Service Center