Smart Snacks in Schools
A Resource Guide

Prepared by:
Carolyn Kramer, State Coordinator
Washington Action for Healthy Kids
ckramer@actionforhealthykids.org

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Introduction

The USDA’s *Smart Snacks in School* rules went into effect on July 1, 2014. These new standards support healthy eating and snack choices for our kids by requiring all foods sold in school to meet certain nutrition standards. The rules also place limits on sugary drinks, chips and candy.

During the 2013-14 school year, Washington Action for Healthy Kids (WA-AFKH), Washington State Department of Health and the Office of Superintendent of Public Instruction teamed up to support schools in implementing the new *Smart Snacks* standards. Together, these three agencies, led by Washington Action for Healthy Kids, provided *Smart Snacks* training and mini-grants to schools throughout Washington. This resource reports on the project activities, highlights key online resources for schools, and shares success stories from participating schools.

Outline of Project Activities

WA-AFKH led the project, which included the following activities:

- Online survey to assess the training needs of school groups
- *Smart Snacks* workshops to increase the capacity of schools to meet the new standards
- *Smart Snacks* mini-grants, awarded to four schools throughout the state, so we could learn from their experiences

The following Guide includes our findings and tools for others to learn from and replicate in their sites.

Step 1: Assess Training Needs

In March 2014, WA-AFHK surveyed people affected by Smart Snacks standards on what Smart Snacks training topics would interest them. WA-AFHK used this information to design two workshops that occurred in Moses Lake and Ridgefield in the following May. Seventy-one (71) people from 20 counties participated in the survey. The instrument used for the needs assessment can be found in Appendix A.

Respondents reported to work with a variety of groups impacted by the Smart Snacks Standards (Figure 1). The majority worked directly with students through Culinary Programs, Student Stores, DECA (business and marketing class), Family Career and Community Leaders of America (FCCLA) and Associated Student Body (ASB).

Figure 1: What group(s) do you most work with?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School food service</td>
<td>13%</td>
</tr>
<tr>
<td>Student stores</td>
<td>18%</td>
</tr>
<tr>
<td>DECA</td>
<td>14%</td>
</tr>
<tr>
<td>ASB</td>
<td>11%</td>
</tr>
<tr>
<td>FCCLA</td>
<td>21%</td>
</tr>
<tr>
<td>Culinary Program</td>
<td>21%</td>
</tr>
<tr>
<td>PTSA</td>
<td>2%</td>
</tr>
<tr>
<td>PTSA</td>
<td>2%</td>
</tr>
</tbody>
</table>

ASB = Associated Student Body
FCCLA = Family Career and Community Leaders of America
PTSA = Parent Teacher Student Association
Close to half (44%) of the respondents reported they had communicated with school administrators about the *Smart Snacks* standards (Figure 2). Approximately a third had also started to identify products, however only a 14% (10) had worked with vendors to identify products that meet the new standards. Many respondents indicated they did not know what had been done in their district about *Smart Snacks*.

*Figure 2: What steps, if any, has your district/school taken to implement the Smart Snacks in School Nutrition Standards? (Please check all that apply)*

<table>
<thead>
<tr>
<th>Step</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No steps have been taken</td>
<td>2.86%</td>
</tr>
<tr>
<td>Engaged parents in changes (letters home, discussed meetings, etc.)</td>
<td>5.71%</td>
</tr>
<tr>
<td>Worked with vending suppliers to identify new food and beverage items</td>
<td>14.29%</td>
</tr>
<tr>
<td>Revised policies to address the new standards</td>
<td>18.57%</td>
</tr>
<tr>
<td>Engaged students in changes (surveys, taste tests, focus groups, etc.)</td>
<td>18.57%</td>
</tr>
<tr>
<td>Introduced new a la carte products that meet the standards</td>
<td>21.43%</td>
</tr>
<tr>
<td>Worked with student store to identify new food products</td>
<td>27.14%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>31.43%</td>
</tr>
<tr>
<td>Communicated with school administrators</td>
<td>43.86%</td>
</tr>
</tbody>
</table>

Participants had significant concerns about implementing Smart Snacks Standards (Figure 3).

*Figure 3. What, if any, are the concerns that you have about implementing the new standards next school year?*

<table>
<thead>
<tr>
<th>Concern</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resistance of school staff</td>
<td>28.36%</td>
</tr>
<tr>
<td>Resistance of student groups who currently sell food that will not meet the standards</td>
<td>37.31%</td>
</tr>
<tr>
<td>Lack of products that will meet the new standards</td>
<td>43.28%</td>
</tr>
<tr>
<td>Confusion about what foods meet and do not meet the standards</td>
<td>52.24%</td>
</tr>
<tr>
<td>Resistance of students in general</td>
<td>53.72%</td>
</tr>
<tr>
<td>Loss of revenue</td>
<td>59.70%</td>
</tr>
</tbody>
</table>
The training topic that generated the highest interest among respondents was identifying food and beverages that met the *Smart Snacks* standards; however respondents indicated their interest in many other training topics as well (Figure 4).

**Figure 4.** *What training topics related to implementation of the Smart Snacks in School nutrition standards are you most interested in?*

<table>
<thead>
<tr>
<th>Training Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding food and beverage products that meet the new standards</td>
<td>69.44%</td>
</tr>
<tr>
<td>Encouraging youth to choose healthier snacks</td>
<td>54.17%</td>
</tr>
<tr>
<td>Engaging youth/student groups in the implementation of the standards</td>
<td>47.22%</td>
</tr>
<tr>
<td>Providing healthy food and non-food fundraising activities</td>
<td>41.67%</td>
</tr>
<tr>
<td>Preparing/planning to transition to healthy food and non-food options without losing profits</td>
<td>40.28%</td>
</tr>
<tr>
<td>Creating buy-in for the standards from students, staff and administration</td>
<td>37.50%</td>
</tr>
<tr>
<td>Evaluating the impact of the standards in your schools</td>
<td>30.56%</td>
</tr>
<tr>
<td>Implementing successful student dining a la carte options</td>
<td>25%</td>
</tr>
<tr>
<td>Overview of the standards</td>
<td>52.78%</td>
</tr>
<tr>
<td>Marketing healthy food for financial success</td>
<td>51.39%</td>
</tr>
<tr>
<td>How to expand the standards to include in-school rewards and celebrations</td>
<td>25%</td>
</tr>
</tbody>
</table>

**What we found**

The needs assessment pointed out the high level need for training and technical assistance for all groups affected by the *Smart Snacks* Standards. Respondents were interested in a wide variety of topics and all wanted concrete ideas about products that met the new Smart Snacks standards.
**Step 2: Offer Smart Snacks in School Workshops**

In May 2014, WA-AFHK collaborated with Grant County Health District and Clark County Health Department to organize two workshops in Moses Lake and Ridgefield. The purpose of the interactive workshops was to review the Smart Snacks standards and discuss innovative ways for school groups to improve the foods sold a la carte, in school stores, and in vending machines. Materials from this workshop are included in Appendices B-G.

**What we learned**

- Our workshops were attended by very different participants. Many nutrition services staff attended one workshop while student groups filled the workshop. Tailoring the workshop materials and training topics was important to effectively meet the different interests of these participating groups.
- Participants raised many technical questions about the *Smart Snacks* regulations. These questions were best answered by staff from OSPI, the state agency that administers school nutrition programs. Having OSPI staff available at the training was important.
- All groups wanted to hear IDEAS and SUCCESS STORIES from people in the field. Although we did not offer this, the suggested agenda includes a panel discussion led by people who have experience successfully implementing *Smart Snacks*.
- Many workshop participants reported that vendors did not know about the *Smart Snacks* standards and did not have many eligible products. Outreach to vendors should be a priority for anyone working on *Smart Snacks* implementation.
- Many participants mentioned that they did not have the time needed to analyze products. They requested a pre-made list of products that met the Smart Snacks Standards.

Workshop participants shared great ideas of how to address challenges and move forward with the standards. Their ideas are included in the next pages.
## Ideas generated by the May 2014 workshop participants

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution</th>
</tr>
</thead>
</table>
| Finding foods that meet standards AND kids' expectations | Look at the Alliance’s resources on organizing taste testing events, product calculator, product navigator: [https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/](https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/)  
Organize taste testing events/ Give out samples  
Invite vendors to demo their products that meet the Smart Snacks guidelines |
| Loss of revenue | Search online for creative and inspiring ideas [https://www.pinterest.com/healthiergen/swap-your-snack/](https://www.pinterest.com/healthiergen/swap-your-snack/)  
Publish recipe books with your cafeteria's signature items  
Create marketing materials- posters, flyers, Public Service Announcements, etc.  
ENGAGE students and parents in communications, marketing and product selection; [http://www.actionforhealthykids.org/what-we-do/parents-for-healthy-kids](http://www.actionforhealthykids.org/what-we-do/parents-for-healthy-kids)  
| Outdated district wellness policies | Look at AFHK resources on best practices for updating the district wellness policy: [http://www.actionforhealthykids.org/tools-for-schools/revise-district-policy](http://www.actionforhealthykids.org/tools-for-schools/revise-district-policy)  
Identify your school/district wellness champions and involve them |
| Outdated facilities/equipment | Keep an eye out for grants that can be used to buy kitchen equipment, e.g. OSPI equipment grants  
WA Dairy Council Fuel Up to Play grants: [http://eatsmart.fueluptoplay60.com/](http://eatsmart.fueluptoplay60.com/)  
AFHK grants: [http://www.actionforhealthykids.org/tools-for-schools/apply-for-grants](http://www.actionforhealthykids.org/tools-for-schools/apply-for-grants) |
### Smart Snacks Product Ideas From Specific Groups

#### Nutrition Directors

<table>
<thead>
<tr>
<th>Product</th>
<th>Marketing name</th>
<th>Where and when</th>
<th>Price</th>
<th>Promotion</th>
<th>Partners</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root beer float (with diet root beer) &amp; sugar-free ice cream</td>
<td>RB Floater</td>
<td>Fridays – float Friday</td>
<td>$3.50 or $3 (with purchase of a meal)</td>
<td>Dairy Council Social media Flyers Proceeds go to ASB,</td>
<td>Dairy Council</td>
<td>How many products are sold; chatter around the school</td>
</tr>
</tbody>
</table>

#### After-school program

<table>
<thead>
<tr>
<th>Product</th>
<th>Marketing name</th>
<th>Where and when</th>
<th>Price</th>
<th>Promotion</th>
<th>Partners</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hummus &amp; Veggies</td>
<td>Hummus dipper</td>
<td>Fridays – float Friday</td>
<td>$1</td>
<td>Taste testing in the Fall</td>
<td>District Office, Food Service</td>
<td>Sell out the product</td>
</tr>
</tbody>
</table>

#### Concession Stands

<table>
<thead>
<tr>
<th>Product</th>
<th>Marketing name</th>
<th>Where and when</th>
<th>Price</th>
<th>Promotion</th>
<th>Partners</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit bowls and brown rice with vegetables</td>
<td></td>
<td>During team sport games</td>
<td>Similar to other products</td>
<td>Banner</td>
<td></td>
<td>Profit</td>
</tr>
</tbody>
</table>

#### Food service/a la carte

<table>
<thead>
<tr>
<th>Product</th>
<th>Marketing name</th>
<th>Where and when</th>
<th>Price</th>
<th>Promotion</th>
<th>Partners</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bean dip with whole grain pretzel sticks</td>
<td>Pretzel snack time</td>
<td>Pretzel snack time</td>
<td>$1.25</td>
<td>Posters, newsletter, taste testing</td>
<td>Marketing department (for posters and design); food service workers</td>
<td>How many are sold</td>
</tr>
<tr>
<td>Kale chips</td>
<td>Captain Kale Crunchies</td>
<td></td>
<td>$0.50</td>
<td>Mascot with a cape; taste testing (with mascot); social media</td>
<td>School admin; parents; students; PE classes</td>
<td>How many are sold</td>
</tr>
</tbody>
</table>
### Student store

<table>
<thead>
<tr>
<th>Product</th>
<th>Marketing name</th>
<th>Where and when</th>
<th>Price</th>
<th>Promotion</th>
<th>Partners</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit Smoothies</td>
<td>Fruit Storm</td>
<td>Student store during lunch</td>
<td>12 oz or 16 oz ($1.30-$1.50)</td>
<td>Posters; announcements; sampling the product</td>
<td>Grant (booster club; Dairy Council; vita-mix)</td>
<td>Sales and profit</td>
</tr>
<tr>
<td>Selling frozen go gurts (yogurt)</td>
<td>Go for goodness</td>
<td></td>
<td>$.50 per go gurts</td>
<td>Use a little tricycle – like an ice cream truck with music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottled water with a flavor packet</td>
<td></td>
<td></td>
<td></td>
<td>signage, school announcement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Non-food fundraising

<table>
<thead>
<tr>
<th>Product</th>
<th>Marketing name</th>
<th>Where and when</th>
<th>Price</th>
<th>Promotion</th>
<th>Partners</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veggie cutouts for the fence with sponsor names</td>
<td>Posters; announcements; sampling the product</td>
<td></td>
<td></td>
<td>Local lumber company; art department</td>
<td></td>
<td>Sales and profit</td>
</tr>
<tr>
<td>Small products: pencils; erasers; jump ropes; stickers; headbands; “smencils”-scented pencils</td>
<td>during recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sales and profit</td>
</tr>
</tbody>
</table>
### PTA/fundraising/celebrations

<table>
<thead>
<tr>
<th>Product</th>
<th>Marketing name</th>
<th>Where and when</th>
<th>Price</th>
<th>Promotion</th>
<th>Partners</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potlucks; subway sandwiches (for celebrations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color run – 5k</td>
<td>Watch Your Colors Run</td>
<td>School field</td>
<td>$25 general admission</td>
<td>Flyers all over town</td>
<td>Local radio, Business</td>
<td>Turnout, registration #s, profit,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$10 student</td>
<td>Social media</td>
<td>Challenge</td>
<td>excitement level, volunteer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$35 general admission</td>
<td></td>
<td></td>
<td>involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DAY OF</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Ideas

- Father-Daughter Dance
- Goodwill truck
- Pennies for... (collect pennies for specific fund)
- Mini-Golf Tournament – course throughout school
- Treasure Hunt-pay for tickets, donate prizes
Step 3: Making it Happen: Mini-Grant Success Stories

Through support of the Washington State Department of Health’s Community Transformation Grant, four schools received Smart Snacks mini grants in May 2014. The purpose of these mini grants was to assist and support schools and their partners in piloting Smart Snacks projects so we could learn from their experiences.

All grant recipients received customized technical assistance and training from WA-AFKH to support their projects.

The four schools awarded mini grants were:
- Freeman High School, Freeman School District (Rockford, WA)
- Heritage High School, Evergreen Public Schools (Vancouver, WA)
- Zillah Middle School, Zillah School District (Zillah, WA)
- Richland School District: Enterprise, Chief Joseph, and Carmichael Middle Schools, Richland and Hanford High Schools (Richland, WA)

Freeman High School, Freeman School District (Rockford, WA)

Developing Allies + Engaging Students + Smart Design = Smart Snacks Success

Project Lead: Raeann Ducar, RD, rducar@freemansd.org, Nutrition Services Director

Summary
Freeman High School, a small school in rural Northeastern Washington, needed to make big changes to its Junior Class Store to bring the store into compliance with the new Smart Snacks standards. Teachers and students made attempts to introduce healthy products to the store in the past, but were not able to sustain the changes due to lack of buy in from students. The savvy Nutrition Services Director worked collaboratively and partnered with the Junior Store advisor and students to choose new products and market them. They also completely re-designed the layout of the store to make the new products attractive and visible. Students used the Alliance for a Healthier Generations Smart Snack Calculator as well as lessons from the Smart Lunchroom Movement to inform their efforts. The results- a highly attractive student store successfully selling Smart Snacks and bringing in higher revenues.

The Challenge
In Spokane County, 75 percent of 10th and 12th graders eat less than five servings of fruits and vegetables a day, over 10 percent drink two or more sodas daily, and 23 percent of 10th and 12th graders are either overweight or obese (Healthy Youth Survey, 2012). Eating nutritious foods can reduce major risk factors for chronic disease such as obesity. However, in order to be able to choose nutritious foods, an affordable supply of health-promoting foods must be available.

Freeman High School in Rockford, WA serves 300 youth, 17 percent who qualify for free and reduced meals, an indication of poverty. Youth who live in poverty have less access to healthier food placing them both at risk for poor health and lower test scores (Taras H, Nutrition and...
Academic Performance, Journal of School Health, August 2005). In addition, students of higher incomes generally have more spending money to use at students stores- increasing the importance of the stores offering healthy foods to benefit the health of all students.

In May, with only three months to go before the Smart Snack standards went into effect, Freeman’s Junior Class Store was not even close to meeting the new rules. As Raeann Ducar, Nutrition Services Director, put it: “the Junior Class Store needs a makeover!” Students had made efforts in the past to introduce healthier options, but the changes were never sustained due to lack of student buy in. The challenge was to successfully market and sell healthy options while continuing to generate revenue.

**The Solution: Involve Students and Design a Smart Store**

Ms. Ducar knew that student participation would be critical to the success of the store makeover project. That’s why she made sure the students were involved in identifying and testing foods and beverages that meet the new standards—after all, the students are the store’s core customers.

Juniors in Associated Student Body (ASB) used the Alliance for a Healthier Generation’s Product Calculator to identify new snack items that meet the Smart Snacks standards. They organized taste-testing events for student feedback. The students used some of their grant funds to purchase Smart Snack products, attractive display racks, and an original banner designed by the Junior Store Advisor. Ms. Ducar also taught students about product placement, marketing, and pricing strategies, all strategies from the Smarter Lunchroom Movement: [http://smarterlunchrooms.org/](http://smarterlunchrooms.org/). As a result, students displayed healthier items at the front of the counter with signs to make them most visible. To promote the healthier products, the students priced them lower than the other available option. Students also advertised the new and improved products through flyers, the school’s TV broadcasts, daily announcements, and during sampling events.

**Results:** Early in the process, Ms. Ducar reached out to engage the Junior Class Advisor. Both women worked in partnership to engage students in choosing products, pricing, and developing marketing materials. This process developed a strong sense of student buy-in and project ownership, and was crucial to the success of the project.

The strategies the students used to promote the sales of the healthier snacks worked. When the students looked at their Smart Snacks sales data for several weeks and compared it to the pre-makeover sales, they found their store profits increased by $120.

The Nutrition Services Director is confident the Junior Store will sustain the changes in the coming school year thanks to increased profits, student engagement, and support from school administrators and the district’s wellness committee.
Heritage High School, Evergreen Public Schools (Vancouver, WA)

Smart Snacks – Moving towards Compliance through Students Engagement

Project Lead: Shawn Perez, Shawn.Perez@evergreenps.org, Marketing Teacher

Summary

Shawn Perez, the Marketing Teacher at Heritage High School in Evergreen School District in Vancouver, WA had a problem. In her school store that serves up to 2000 students per year, only 40 percent of the products met the Smart Snack Standards. The school was highly dependent on the revenue from the store to support student activities, so the pressure to transition to food compliant with the Smart Snack standards without losing profits was critical. Through student surveys and taste tests, students identified a new product mix and then created marketing materials to support this change. Ms. Perez expects that in the following school year the changes will result in stable and possibly higher revenues.

The Challenge

In Clark County, 77 percent of 10th and 12th graders eat less than five servings of fruits and vegetables a day, over 11.5 percent drink two or more sodas daily, and 22.5 percent of 10th and 12th graders are either overweight or obese (Healthy Youth Survey, 2012). Eating nutritious foods can reduce major risk factors for chronic disease such as obesity.

Heritage High School serves over 2000 youth, half who qualify for free and reduced meals (an indication of poverty). Youth who live in poverty have less access to healthier food placing them both at risk for poor health and lower test scores (Taras H, Nutrition and Academic Performance, Journal of School Health, August 2005).

The student store and café at Heritage High School is a prime source of revenue for school functions. However, to meet the new USDA Smart Snacks nutrition standards, the student store managers needed to swap roughly 40 percent of the foods and beverages in the café with healthier items. The challenge for Heritage High School was to update its menu and snacks with affordable options without losing student customers.

The solution: New Product Mix and Marketing

Shawn Perez, Heritage High School’s marketing teacher, asked her students to research, taste test and market new foods that meet the Smart Snacks standards.

Results: Ms. Perez took students from her marketing class to different stores to purchase foods that meet the new Smart Snack standards. The marketing class then invited eight classes to taste test new products and to fill out a survey. The results of the survey determined the new product mix for the student store. Different marketing classes created marketing materials for the new products, including advertisements, posters, social media, parent newsletters, and will release a recipe book in fall 2014. “The students felt so part of this decisions and this created buy in. They loved it,” said Ms. Perez.
Zillah Middle School, Zillah School District (Zillah, WA)

Creating a Smart Snack Store

Project Lead: Todd Reed, reed_t@zsd.wednet.edu, Physical Education Instructor

Summary
Zillah Middle School in rural Yakima County, Washington struggles with high levels of poverty, hunger and childhood obesity. Health/PE Teacher Todd Reed was interested in opening its first school store so students would have access to healthy snacks during the school day. Using a Smart Snacks in Schools Mini-Grant, students and the PE/Health teacher worked together to start a student store stocked only with snacks that complied with Smart Snacks standards. The store opened successfully with positive feedback from the student body.

The challenge
In Yakima County, 77 percent of 10th and 12th graders eat less than five servings of fruits and vegetables a day, 14 percent drink two or more sodas daily, and 31.5 percent of 10th and 12th graders are either overweight or obese (Healthy Youth Survey, 2012). Eating nutritious foods can reduce major risk factors for chronic disease such as obesity. But in order to be able to choose nutritious foods, an affordable supply of health-promoting foods must be available.

Zillah Middle School serves 230 youth, with half qualifying for free and reduced meals, an indication of poverty. Youth who live in poverty have less access to healthier food placing them both at risk for poor health and lower test scores (Taras H, Nutrition and Academic Performance, Journal of School Health, August 2005).

PE/Health Teacher Todd Reed witnessed energy drinks, chips, candy bars and other unhealthy foods being brought in and consumed at the school on a daily basis. The school had no student store.

The solution: Marketing, Education, and Policy
Zillah Middle School used marketing, education, and policy to make Smart Snacks in School a success. Mr. Reed, pulled together a team of staff, students, and parents to open a Smart Snacks school store. The team designed hallway and classroom posters to market the new store and the Smart Snack compliant products that it was selling. Mr. Reed also enhanced his health class curriculum with new healthy eating materials including tips on smart snacking.

Results:
Using Smart Snacks grant funds, Mr. Reed purchased granola bars, fruit snacks, chips, beverages and whole grain cookies, all that met the Smart Snacks standards. When the store opened, the student store managers sold only items that meet the Smart Snack Standards. “The students responded positively, coming to the conclusion that you don’t have to sacrifice taste to be healthy”. The student store will continue to operate in the 2014-15 school year and beyond. Their experience with the student store will influence the updating of the district’s wellness policy in the following school year.
Being Positive and Proactive about Smart Snacks Standards for A La Carte Foods

Project Lead: Audrey Wickman, Assistant Director of Nutrition Services, audrey.wickman@rsd.edu

Summary

The Healthy Hungry Free Kids Act of 2010 brought more fruits, vegetables and whole grains in the lunch menu in schools in Richland School District. Student stores, who were exempt from these regulations until 2014, were able to continue to sell high fat, high salt foods and were effectively drawing students away from a la carte sales in the cafeteria. With Smart Snacks Standards taking effect in the summer of 2014, the Nutrition Services mounted an educational campaign and offered taste tests to bring students back to the cafeteria.

The Challenge

In Benton County, 80.5 percent of 10th and 12th graders eat less than five servings of fruits and vegetables a day, 12.5 percent drink two or more sodas daily, and 25 percent of 10th and 12th graders are either overweight or obese (Healthy Youth Survey, 2012). Eating nutritious foods can reduce major risk factors for chronic disease such as obesity. But in order to be able to choose nutritious foods, an affordable supply of health-promoting foods must be available.

Richland School District serves 11,900 students with a third qualifying for free and reduced meals, an indication of poverty. Youth who live in poverty have less access to healthier food placing them both at risk for poor health and lower test scores (Taras H, Nutrition and Academic Performance, Journal of School Health, August 2005).

The Healthy Hunger Free Kids Act, passed in 2010, overhauled the school meal program, including foods offered outside of the school meal program (a la carte). At the same time, food sold in the student stores, including less healthy offerings such as pizza, cup of soup, etc. remained the same until July 2014 when Smart Snacks Standards were enacted to guide foods sold outside of the school meal program. This gap in the implementation of school meal standards and Smart Snack Standards was problematic for Nutrition Services in Richland School District. Over the past two years, Richland School District lost a la carte customers and the revenue that those sales generate. The Richland Nutrition Services Team was determined to get customers back by demonstrating that healthy can also be tasty.

The Solution: Taste Tests, Targeting Information, Staff available to answer questions

The Richland School Nutrition Services Team kicked off the 2014-2015 school year with back-to-school events in five large secondary schools where students could learn about and try new a la carte foods that met the Smart Snacks Standards.

Results:

The events were received very well by both students and staff, with an overwhelming amount of students sampling the free snacks in all five schools. The days following the events, sales of a la carte items increased 35%. Nutrition Service staff were surprised at how different schools liked different items, requiring that items be stocked based on individual school preferences.
Appendix A- Training Needs Assessment

Washington Action for Healthy Kids
Training Needs Survey: Smart Snacks in School Nutrition Standards

In response to a requirement of the Healthy, Hunger-Free Kids Act of 2010, USDA recently published interim nutrition standards for all foods and beverages sold in schools, beyond the federally-supported meal program; the Smart Snacks in Schools standards. The new standards are designed to balance science-based guidelines with practical and flexible solutions to promote healthier eating on campus.

Washington Action for Healthy Kids, Washington State Department of Health’s Community Transformation Grant, and OSPI Child Nutrition Services are partnering to provide training on these new standards later this Spring. Your input on this brief survey will help us design trainings that are meaningful and targeted to meet your specific needs.

We will summarize results; your identity will be kept confidential. If you have any questions about this survey or this work, please contact Carolyn Kramer, MPH, WA Action for Healthy Kids State Coordinator, ckramer@actionforhealthykids.org

1. What County do you work in? (drop down box)

2. What group(s) do you most work with? (please check all that apply)
   - School food service
   - Student stores
   - DECA
   - ASB
   - FCCLA (Family, Career and Community Leaders of America)
   - Culinary Program
   - PTSA/PTA/PTO
   - Other:

3. What steps, if any, has your district/school taken to implement the Smart Snacks in School Nutrition Standards? (please check all that apply)
   - Communicated with school administrators (Superintendent, Asst. Superintendent, Principals, Senior Leadership, etc.) about the proposed changes
   - Engaged students in changes- surveys, taste tests, focus groups, etc.
   - Engaged parents in changes- letters home, spoken at parent meeting, etc.
   - Revised policies to address the interim standards
   - Introduced new a la carte products that meet the interim standards
   - Worked with student store to identify new food products
   - Worked with vending machine suppliers to identify new food and beverage items
   - No steps have been taken
4. What, if any, are the concerns that you have about implementing the new standards next school year? (please check all that apply)

- Lack of products that will meet the new standards
- Confusion about what foods meet and do not meet the standards
- Resistance of student groups who currently sell food that will not meet the standards
- Resistance of students in general
- Resistance of school staff
- Loss of revenue
- Other: ________________

5. What training topics, related to implementation of the Smart Snacks in School nutrition standards are you most interested in? (please check all that apply)

- Overview of the standards
- Creating buy-in for the standards from students, staff and administration
- Encouraging youth to choose healthier snacks
- Finding food and beverage products that meet the new standards
- Engaging youth/student groups in the implementation of the standards
- Marketing healthy food for financial success
- Providing healthy food and non-food fundraising activities
- Preparing/planning to transition to healthy food and non-food options without losing profits
- Implementing successful student dining a la carte options
- Evaluating the impact of the standards in your schools
- How to expand the standards to include in-school rewards and celebrations
- Other:

6. We plan to offer an in-person training focused on Smart Snacks in School Standards on both the east and west side of the state. What locations(s) do you prefer?

- Moses Lake Area (Grant County)
- Mount Vernon Area (Skagit County)
- Olympia
- I would attend any of these locations
- None of these locations would work well for me
- Other suggested location(s): ____________________________

7. What is the best time of the month for us to schedule this training?

- Late April
8. What is the best time of day for us to hold this ½ day training?
   - Morning
   - Mid-day
   - Afternoon

9. Would you be interested in an hour-long webinar on this same subject if it were available?
   - Yes
   - No

10. If you would like to be alerted of these upcoming Smart Snacks in Schools Trainings, please list your name and email address below:

    Name
    Email

    Thank you for taking time to respond to this survey.
    We will be in touch soon!
Appendix B- Workshop Suggested Agenda

Smart Snacks in School Workshop AGENDA- 4 hour training

I. Welcome & Introduction- 15 minutes

II. Smart Snacks Standards- ~1 hour, presented by Child Nutrition Services

III. Panel Discussion: Smart Snacks Ideas & Success Stories- ~1 hour, with 2-3 panelists who have successfully implemented Smart Snacks

IV. BREAK

V. Smart Snacks Resources- ~45 minutes

VI. Activity: Smart Snacks Marketing Challenge- 1 hour

VII. Closing Thoughts & Workshop Evaluation
Appendix C - Smart Snack Resource List
Compiled by WA-AFHK 8-30-14

COMPILATIONS
- **Center for Science in the Public Interest**: Support Healthier Snacks and Beverages in Schools. [http://cspinet.org/nutritionpolicy/smartsnacks.html](http://cspinet.org/nutritionpolicy/smartsnacks.html)
- **Washington Office of the Superintendent of Public Instruction (OSPI)**: [https://www.k12.wa.us/ChildNutrition/Programs/NSLBP/ProgramApp.aspx](https://www.k12.wa.us/ChildNutrition/Programs/NSLBP/ProgramApp.aspx)
- **Centers for Disease Prevention and Control**: Competitive Foods: [https://www.cdc.gov/healthyyouth/nutrition/standards.htm](https://www.cdc.gov/healthyyouth/nutrition/standards.htm)

STEP BY STEP GUIDES
- **Alliance for a Healthier Generation**: A step-by-step guide to get started, Plug-and-play presentations to educate different audiences, Taste testing tools to engage students, Sample newsletters to spread the word with parents and community members, Cafeteria staff training materials, DATABASE of products that meet the standards: [https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/smart_snacks/](https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/smart_snacks/)

SUCCESS STORIES
- 12 Smart Snack Stories of Inspiration. Alliance for a Healthier Generation. April 2014. [https://www.healthiergeneration.org/news_events/2014/04/15/912/12/](https://www.healthiergeneration.org/news_events/2014/04/15/912/12/)

OTHER RESOURCES
Appendix D - OPSI Smart Snacks Flow Sheet

### Smart Snacks Reference Sheet

The Smart Snacks in School standards require all foods sold on “school campus” during the “school day” to meet standards for fat, saturated fat, trans fat, sugar, and sodium while promoting products that have whole grains, low fat dairy, fruits, vegetables or protein foods as their main ingredient.

Follow the steps to determine if a food item meets the Smart Snacks standards.

#### Step 1: Does the item meet one of the following exemptions?
- Fresh fruits and vegetables (with no added ingredients except water)
- Canned and frozen fruit (with no added ingredients except water or are packed in 100% juice, extra light or light syrup)
- Canned vegetables (with no added ingredients except water)
- NSLP/SBP entrée items* sold a la carte on day of OR day after service in NSLP/SBP
  *Entrée item = a combination meat/meat alternate and whole grain-rich food; a combination fruit/vegetable and meat/meat alternate food; a meat/meat alternate food alone (with the exception of yogurt, cheese, seeds and nuts, or meat snacks); a whole grain rich food alone when served as a breakfast entrée.

#### Step 2: Does the item meet ONE of the General Standards?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole grain Rich grain product</td>
<td>First ingredient must be a whole grain.</td>
</tr>
<tr>
<td>First ingredient is a fruit / vegetable / dairy product or protein food</td>
<td>Dried/dehydrated fruits or vegetables meets the general standard.</td>
</tr>
<tr>
<td>Combination food that contains at least ¼ cup of fruit and/or vegetable</td>
<td>Combination food: Food that contains two or more components representing two or more of the food groups: fruit, vegetable, dairy, protein or grains. Two items packaged together can be considered a combination food.</td>
</tr>
<tr>
<td>Contains ≥ 10% of the Daily Value for calcium, potassium, vitamin D, or dietary fiber (either naturally occurring or added)</td>
<td>This criterion becomes obsolete effective July 1, 2016.</td>
</tr>
</tbody>
</table>

**Yes**
- Item meets Smart Snack standards — no need to evaluate further

**No**
- Proceed to Step 2

**Yes**
- Proceed to Step 3

**No**
- Item does not meet Smart Snack standards
### Step 3: Does the item meet ALL of the Nutrient Standards?

<table>
<thead>
<tr>
<th>Exemptions</th>
<th>Calories</th>
<th>Sodium</th>
<th>Total Fat</th>
<th>Saturated Fat</th>
<th>Trans Fat</th>
<th>Sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entree: A combination meat/meat alternate and whole grain-rich food; a combination fruit/vegetable and meat/meat alternate food; a meat/meat alternate food alone (with the exception of yogurt, cheese, seeds and nuts, or meat snacks)</td>
<td>≤ 350</td>
<td>≤ 480</td>
<td>≤ 35% of calories</td>
<td>&lt; 10% of calories</td>
<td>0 grams</td>
<td>≤ 35% of weight from total sugars</td>
</tr>
<tr>
<td>No exemptions</td>
<td>≤ 200</td>
<td>≤ 230</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective 7/1/16 sodium limit lowered to ≤ 200 mg for snack items and side dishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced fat cheese (includes part-skim mozzarella)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuts, seeds and nut/seed butters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items consisting of only dried fruit with nuts / seeds (no added nutritive sweeteners or fats)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seafood (no added fat)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced fat cheese (includes part-skim mozzarella)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuts, seeds and nut/seed butters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items consisting of only dried fruit with nuts / seeds (no added nutritive sweeteners or fats)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No exemptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dried whole fruits or vegetables and dehydrated fruits or vegetables (with no added nutritive sweeteners)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dried whole fruits or vegetables and dehydrated fruits or vegetables with nutritive sweeteners that are required for processing and/or palatability (e.g. cranberries, or tart cherries)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items consisting of only dried fruit with nuts / seeds (no added nutritive sweeteners or fats)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### To calculate the percentage calories from fat
(choose either method — each method may provide slightly different results)

**Using the Calories from fat**

\[
\text{calories from fat} \times 100 \quad \text{OR} \quad \frac{\text{calories from fat}}{\text{total calories}} \times 100
\]

**Using the Grams of fat**

\[
\frac{\text{grams of fat} \times 9}{\text{total calories}} \times 100
\]

#### To calculate the percentage of calories from Saturated Fat

\[
\frac{\text{grams saturated of fat} \times 9}{\text{total calories}} \times 100
\]

#### To calculate the percent of sugar by weight

\[
\frac{\text{grams of sugar}}{\text{total weight of food in grams}} \times 100
\]

**Nutrition Facts**

- **Serving Size**: 1 oz (28g)
- **Serving Per Container**: 1

<table>
<thead>
<tr>
<th><strong>Nutrient</strong></th>
<th><strong>Value</strong></th>
<th><strong>% Daily Value</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>140</td>
<td>8%</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>50</td>
<td>8%</td>
</tr>
<tr>
<td>Total Fat g</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Saturated Fat g</td>
<td>0.5</td>
<td>3%</td>
</tr>
<tr>
<td>Trans Fat g</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium mg</td>
<td>200</td>
<td>8%</td>
</tr>
<tr>
<td>Total Carbohydrate g</td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Dietary Fiber g</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Sugars g</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Protein g</td>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>

Percent Daily Values are based on a 2,000 calorie diet.
<table>
<thead>
<tr>
<th>Beverages</th>
<th>Elementary School*</th>
<th>Middle School*</th>
<th>High School**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water (plain or plain carbonated)</td>
<td>No size limit</td>
<td>No size limit</td>
<td>No size limit</td>
</tr>
<tr>
<td>Low fat Milk (unflavored)</td>
<td>≤ 8 fl oz</td>
<td>≤ 12 fl oz</td>
<td>≤ 12 fl oz</td>
</tr>
<tr>
<td>Fat Free Milk (flavored or unflavored)</td>
<td>≤ 8 fl oz</td>
<td>≤ 12 fl oz</td>
<td>≤ 12 fl oz</td>
</tr>
<tr>
<td>100% fruit/vegetable juice</td>
<td>≤ 8 fl oz</td>
<td>≤ 12 fl oz</td>
<td>≤ 12 fl oz</td>
</tr>
<tr>
<td>100% fruit/vegetable juice diluted with water</td>
<td>≤ 8 fl oz</td>
<td>≤ 12 fl oz</td>
<td>≤ 12 fl oz</td>
</tr>
<tr>
<td>(with or without carbonation, no added sweeteners)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other flavored and/or carbonated beverages</td>
<td>Not allowed</td>
<td>Not allowed</td>
<td>≤ 20 fl oz</td>
</tr>
<tr>
<td>(containing ≤ 5 kcal / 8 oz or ≤ 10 kcal / 20 oz)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other flavored and/or carbonated beverages</td>
<td>Not allowed</td>
<td>Not allowed</td>
<td>≤ 12 fl oz</td>
</tr>
<tr>
<td>(containing ≤ 40 kcal / 8 oz or ≤ 60 kcal / 12 oz)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Must be caffeine free (except trace amount of naturally occurring caffeine substances)  
**May contain caffeine
Appendix E- Instructions and Handouts for Marketing Challenge
(workshop group activity)

Tool Time! -- Instructions for small group facilitators

You and your table have been assigned a specific scenario:

- PTA working on a service or activity
- DECA working on a healthy food item or non-food item
- Student Group working on healthy vending options
- Food Service adding a healthy food item or making changes to their current program

INSTRUCTIONS

- Distribute a copy of the scenario and worksheet to each table member.
- Your table will have 20 minutes to go through the four P’s of marketing—product, place, price, and promotion—and complete the worksheet.
- Your main goal as the facilitator is to watch the time and assist with moving the table forward on the challenge. You may need to provide them with possible examples so you may want to be familiar with some healthy fundraising ideas and marketing strategies.
- Have one person document all the information on the Marketing Challenge worksheet which we will collect at the end in order to tabulate the information and send out to all participants via email.
- Approximately 10 minutes should be spent on the development of the product, 5 minutes on the place and price, and 10 minutes on the promotion.
- Don't let the table get "bogged" down with concerns of barriers. Acknowledge their concerns, have them list those concerns, and attempt to keep them moving forward.
- Don’t let the table become overly concerned with the definition of “healthy”. They can go under the assumption of making an improvement to their current policy or what their new policy may be.
- A spokesperson from each group will share the product, marketing name and marketing plan (no more than 2 minutes).
- A “Marketing Challenge” winner will be determined by audience applause!
- The main goal of this activity is to identify strategies for marketing healthy food and non-food products and to “think out of the box.” Let the table have fun and be creative!
Tool Time!—Instructions for group

You only have 30 minutes to complete this task!
⇒ Please review the "Healthy Fundraising Marketing Challenge" scenario that your table has been assigned (DECA, Food Service, PTA, Vending).
⇒ Identify note taker and document all information on the Marketing Challenge worksheet.
⇒ Identify a healthy food item, non-food item or activity (your "product").
⇒ Come up with a fun and creative marketing name.
⇒ Decide on where and when you will provide this product, the unit cost of the product, and how you will promote it.
⇒ If you have time, think of the partners you will need in the promotion and sale of the product and how you will measure your success.
⇒ Identify a spokesperson from your table to briefly share your product, marketing name and marketing plan (2 minute presentation).
Marketing Challenge for a Student Groups

1. Your table represents a student group working on vending options.

2. Your group, with permission from school administration, has decided to add a new healthy food item(s) to the school vending machines. The vending company is also in agreement.

3. Develop the new healthy food item and address the four P’s of marketing—product, place, price, and promotion. Everyone at the table can grab a tool out of the Tool Box to help with this task!

**Product:** The healthy food item.

![Hammer](image)

Hammer: Use to help hammer out your new product idea.

**Place:** Where and when the product is provided. This would include the location and hours of operation. (Think of high traffic locations).

![Screwdriver](image)

Screwdriver: Use to help tighten up and place your product.

**Price:** The value placed on the product being offered. The pricing structure is often determined by the unit cost of the product with a specific percentage mark up (20-100%). (Think of pricing compared to “unhealthy” items).

![Level](image)

Level: Use to help you level out your price.

**Promotion:** Influencing the acceptability and sale of the product.

![Pen & Paper](image)

Pen & Paper: Use to help design your promotion.

4. Please have one person scribe all information on the pink colored worksheet paper.

5. Have a spokesperson from your group prepared to share your product, marketing name and marketing plan (briefly-no more than 2 minutes). Prizes awarded to most creative group!
Marketing Challenge for PTA or Booster Club

1. You represent a group of PTA or Booster Club.

2. Your group has decided to have a fundraising activity that supports student health by selling a service or activity.

3. Develop a fundraising service or activity and address the four P’s of marketing—product, place, price, and promotion.

**Product:** The fundraising service or activity.

![Hammer](Image)

Hammer: Use to help hammer out your new product idea.

**Place:** Where and when the service or activity is provided. This would include the location and hours of operation.

![Screwdriver](Image)

Screwdriver: Use to help tighten up and place your product.

**Price:** The value placed on the service or activity being offered. The pricing structure is often determined by the unit cost of the product with a specific percentage mark up (20-100%).

![Level](Image)

Level: Use to help you level out your price.

**Promotion:** Influencing the acceptability and sale of the service or activity.

![Pen & Paper](Image)

Pen & Paper: Use to help design your promotion.

4. Please have one person scribe all information on the pink colored worksheet paper.

5. Have a spokesperson from your group prepared to share your product, marketing name and marketing plan (briefly-no more than 2 minutes). **Prizes awarded to most creative group!**
Marketing Challenge for a Food Service Department

1. You represent the **Food Service Department**.

2. Your department has decided to make a change to your current food service program (which might include adding a new healthy item or making changes to an existing item).

3. Develop the change to your current program and address the four P's of marketing—**product, place, price, and promotion**.

   **Product**: The nutritious food item.

   Hammer: Use to help hammer out your new product idea.

   **Place**: Where and when the product is provided. This would include the location and hours of operation.

   Screwdriver: Use to help tighten up and place your product.

   **Price**: The value placed on the product being offered. The pricing structure is often determined by the unit cost of the product with a specific percentage mark up (20-100%). (Think of pricing compared to “unhealthy” items).

   Level: Use to help you level out your price.

   **Promotion**: Influencing the acceptability and sale of the product.

   Pen & Paper: Use to help design your promotion.

4. Please have one person scribe all information on the pink colored worksheet paper.

5. Have a spokesperson from your group prepared to share your product, marketing name and marketing plan (briefly-no more than 2 minutes). **Prizes awarded to most creative group!**
Marketing Challenge for a DECA Club

1. You represent a DECA Club.

2. Your club has decided to have a fundraising activity that supports student health by selling a nutritious food or beverage item or non-food item.

3. Develop a fundraising item and address the four P’s of marketing—product, place, price, and promotion. Everyone at the table can grab a tool out of the Tool Box to help with this task!

**Product:** The nutritious food or beverage item or non-food item.

   Hammer: Use to help hammer out your new product idea.

**Place:** Where and when the product is provided. This would include the location and hours of operation.

   Screwdriver: Use to help tighten up and place your product.

**Price:** The value placed on the product being offered. The pricing structure is often determined by the unit cost of the product with a specific percentage mark up (20-100%). (Think of pricing compared to “unhealthy” items).

   Level: Use to help you level out your price.

**Promotion:** Influencing the acceptability and sale of the product.

   Pen & Paper: Use to help design your promotion.

4. Please have one person scribe all information on the pink colored worksheet paper.

5. Have a spokesperson from your group prepared to share your product, marketing name and marketing plan (briefly—no more than 2 minutes). **Prizes awarded to most creative group!**
Marketing Challenge Worksheet

1. Product:

2. Creative marketing name:

3. Where and when the product will be offered:

4. Price of product:

5. How you will promote the product:

6. What partners do you need to help you succeed?

BONUS QUESTIONS:

⇒ How will you measure your success
**Appendix F- WA-AFHK workshop evaluation template**

Please rate each of the following items by placing an “X” in the applicable column.

1.) **Workshop Objectives**
Since attending the workshop, I am able to do the following:

<table>
<thead>
<tr>
<th>Understand the basics of the Smart Snacks Standards</th>
<th>Agree (X)</th>
<th>Not Sure (X)</th>
<th>Disagree (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify challenges and solutions to implementing Smart Snacks Standards</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Describe what other schools/districts have done to meet the Smart Snacks Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify resources to support implementation of Smart Snacks Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe one action your school/district will take to implement Smart Snacks Standards</td>
<td></td>
<td></td>
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</table>

**Comments:**

2.) **Workshop Content and Quality**

<table>
<thead>
<tr>
<th>Welcoming activities</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Neutral</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview: Smart Snacks Standards</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Break Activity</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Ideas and Success Stories</td>
<td></td>
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<td></td>
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<tr>
<td>Resources</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Activity: Smart Snack Marketing Challenges</td>
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<tr>
<td>Handouts</td>
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</tbody>
</table>

**Comments:**

3.) **Facility**

<table>
<thead>
<tr>
<th>Meeting Room Comfort</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Neutral</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Quality of Facility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of Getting to the Facility</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

4) **Other Comments**: We welcome your suggestions for future workshop topics and any other thoughts you would like to share about this workshop or future workshops:
Smart Snacks In Schools: Update and Application

Carolyn Kramer, MPH
WA- Action for Healthy Kids
Bridget Igoe, MPH, RD
WA- Department of Health

Today’s Learning Objectives

- Overview of Smart Snacks Standards
- Explore challenges and solutions to implementing Smart Snacks Standards
- Learn about what other schools/districts have done to meet the standards
- Identify resources to support implementation of Smart Snacks Standards
- Describe one action your school/district will take to implement Smart Snacks Standards

LEARN • ACT • TRANSFORM
Warm Up Activity #1

- Please stand if you represent:
  - School Food Service
  - Student groups - ASB/DECA
  - Parent Groups - PTA, PTSA
  - Community Partners - Public Health, Hospitals, others
  - Culinary Programs
  - Others...

Warm Up Activity #2

Please line up on a high-low continuum based on your response to the following questions:

- How ready is your school/district to implement Smart Snacks Standards?
- How much resistance do you think you will face?
- How engaged are youth in your process?
- How comfortable are you explaining Smart Snacks Standards to others?
What Is the Issue?

COMPETITIVE FOODS


Competitive Foods (CF) Timeline

- **1946**: NSLP begins; snacks and other foods are sold
- **1977**: Child Nutrition Act; USDA can limit sales of CF
- **1980-1983**: USDA regulates sale of foods sold anywhere in school until after the last meal period
- **1983**: *National Soft Drink Association vs. Block*, D.C. Court of Appeals rules that USDA’s CF regulatory power should be limited to foodservice area where its meals are served
- **Present-July 1st, 2014**: “Foods of minimal nutritional value” rule in foodservice area

Growth of Competitive Foods in US Schools

By 2005:
- More than half of secondary schools offered à la carte entrees
  - Fresh fruit in 40% of these schools
  - Cookies and chips in more than 50% of these schools
- 87% of middle schools and 98% of high school offered vending


Nutritional Impacts of Competitive Foods

USDA’s School Nutrition Dietary Assessment III (2009)
- Students who ate CF obtained an average of 277 calories per day from those foods
- Low-nutrient, energy-dense foods and beverages contributed 177—or 64%—of those calories
- Among children who did not eat NSLP, 45% ate CF
- Among children who ate NSLP, 36% also ate CF

In 2012, ~23% of 10th graders in Washington’s public schools were overweight or obese; 10% were obese and 13% were overweight.

Rates for 10th grader obesity and overweight have remained about the same for the past decade.

In 2011, ~27% of Washington adults were obese.

Poorly nourished youth have low energy, are often irritable, and have difficulty concentrating.

*Action for Healthy Kids, “The Role of Sound Nutrition and Physical Activity in Academic Achievement”*
They also score lower on vocabulary, reading comprehension, and arithmetic tests.

*Action for Healthy Kids*, “The Role of Sound Nutrition and Physical Activity in Academic Achievement”
Every Health Risk Makes a Difference

What you need to know

**SMART SNACKS STANDARDS**
(PRESENTED BY CHILD NUTRITION SERVICES)

HTTP://WWW.K12.WA.US/CHILDNUTRITION/PROGRAMS/NSLBPPUBDOCS/SMARTSNACKSCHOOLSCOMPETITIVEFOODS.PDF
ACTIVITY

- Please share your experience and ideas on chart paper posted throughout the room:
  - Main challenges to implementing Smart Snacks and Ideas to Overcome Challenges
  - Examples of Success/Ideas

RESOURCES
BROWSE RESOURCES AT
www.healthiergeneration.org/smartsnacks

GETTING STARTED

Know Your Venues  Build Consensus
Know Your Products  Work with Contracts/ Vendors

COMMUNICATE & PROMOTE
Smart Snacks Tools

Smart Snacks Toolkit

Step-by-Step guide for implementing Smart Snacks in your school

HealthierGeneration.org/smartsnacks
**SPREAD THE WORD!**

**Smart Snacks are Coming!**

- Smart Snacks in School nutrition standards are schools across the country.
- Smart Snacks will apply to all foods in schools programs including vending in fundraising.
- Cookies, candy, chips, donuts and beverages sold to students as fundraisers during the school year.

**Smart Snacks are HERE!**

- They apply to all foods and beverages sold to students outside of the school meals.
- They are in effect for the entire school day (midnight before to 30 minutes after the end of the school day) across the entire school campus.

**Sample Social Media Posts: Smart Snacks in School**

**Facebook:**
- Our district just went on a Smart Snacks kick! Why? We are now featuring only Smart Snacks machines, snack bars and cafeteria a la carte lines. Check them out!
- This year we are ditching the food sales and moving to a lean, mean, healthy food machine.

**Sample Morning Announcements**

Use the following examples to highlight the different foods and beverages that have changed this year as a result of the Smart Snacks nutrition standards. Use real examples of products from those available at your school:

1. Did you notice a change in the foods and beverages in the vending machines this year? The healthy foods and beverages you see in the machines now will help you get the nutrients you need to learn, play and grow! Check them out and let us know what you like to see in the machines in the future!
2. Did you know that drinking one can of soda every day for a month is the same as eating 300 cookies?

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**ENGAGE STUDENTS!**

**Taste Testing! Find Out What Students Want!**

**How to Test Products**

1. If you are testing products to be used outside the cafeteria choose a day when you can get the most participation. If testing a product to be used in the cafeteria on the a la carte line, choose a day with appropriate menu items to complement the test food.
2. Be sure you will have the food or beverage for testing.
3. Use attractive labels at each testing station for the food or beverage, as well as an enticing (but brief) description of the product.

**Focus Groups: A How-To Guide**

**What are they?**

A focus group is a way to engage your customers to enhance or improve certain products or services and help secure customer buy-in. Participants have a forum to share their opinion, which can lead to more support for your efforts.

**Focus group sessions**

- One to two hours
- Includes a small gift
- We provide your brand or packaged samples of products you would like to review.
Smart Snacks Tools

Alliance Smart Snacks Calculator
Take the guesswork out of the standards

HealthierGeneration.org/smartsnacks

WHAT DO I NEED?
Smart Snacks Tools

Alliance Product Navigator
Browse products that meet the standards & download a list to show your vendors

HealthierGeneration.org/smartsnacks
CTSO can support

*Smart Snacks in Schools*

Projects can be leveraged for competitions
FCCLA

• Nutrition Education
  – Food- and nutrient-based analyses of school foods and beverages
  – Post nutrition information in cafeterias, vending, concessions
• HEAL (Healthy Eating Active Living) Ambassadors
  – Get involved with your school’s wellness committee
  – Organize a school-wide health and wellness challenge
  – Produce a public service announcement
  – Conduct a community food and physical activity assessment

• Community Service
  – Partner with churches, after-school programs, or community centers on HEAL projects
  – Organize a healthy food drive or walk-a-thon

Culinary Programs

• Partner with your school’s nutrition services department
  – Develop or modify school menu and snack items
  – Create signature entrees, a la carte items, and snacks that are healthy and delicious

• Offer your expertise for fundraising events involving food
Food Fundraising Partnership

Culinary Program makes food that meets new USDA standards

- Sells to organization (CTSO, PTO/PTA, etc.)
- CTSO gives Culinary Program fees for product and leftover food
- CTSO retains their revenue
- CTSO sells to peers (with supervision) with a mark-up of $0.25-$0.50

Graphic adapted from Alliance for a Healthier Generation Smart Snack Fundraising resource

FBLA

- **School-based project ideas**
  - Partner with DECA on marketing, merchandizing, and business planning
  - Partner with the cafeteria to use Smarter Lunchroom designs
  - Design communication materials for your school wellness committee
  - Produce HEAL (healthy eating active living) public service announcements

- **Community-based project ideas**
  - Offer marketing and communication services to local worksite wellness initiatives
  - Produce HEAL public service announcements
  - Develop a business case for HEAL projects and initiatives
FFA

- **Provide produce from your garden to...**
  - ...your school’s nutrition services department
  - ...the culinary program
  - ...the school store

- **Organize and host a farmers market at school**

---

**FFA Fundraising Partnership**

- **FFA** harvests produce or flowers from its garden
- **Sells to nutrition services, PTA/PTO, or CSTO**
- **CTSO** gives FFA fees for product and leftover food
- **CTSO** retains their revenue
- **CSTO** sells to peers (with supervision) with a mark-up of $0.25-$0.50

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Graphic adapted from Alliance for a Healthier Generation Smart Snack Fundraising resource.
School Stores/DECA

- Identify Smart Snacks products
- Identify non-food product options
- Develop a business, marketing, and merchandizing plan
  - Identify CTSO and business partners
  - Hold a taste testing event
  - Use Smarter Lunchroom principles
  - Create savvy marketing and promotional material

SmarterLunchrooms.org

- Manage portions
- Make it convenient and visible
- Enhance taste expectations with delicious and appealing names and reputations
- Use suggestive selling
- Set smart pricing strategies
• Feature produce from school gardens in school meals and other culinary creations

• Sell Valentine’s Day bouquets for a fresh, non-food fundraiser
CTSO Cross-Collaborations

• Sell made-from-scratch *Smart Snacks*

• Promote and build support for your school’s wellness policies through media campaigns and wellness events
CTSO Cross-Collaborations

• Post nutrition facts and other information where foods and beverages are sold

CTSO Cross-Collaborations

• Assess the nutrition and physical activity environments in and around your school
CTSO can support **Healthy Eating** and **Active Living** in Schools and Communities

- **Leverage** HEAL momentum
- Build business, community, and school **partnerships**
- Pursue HEAL **leadership** opportunities
- **Integrate** HEAL projects into existing curricula and CTSO activities
Have a project you need help with?

Match your project with the CTE pathway content and organization.

What can CTSOs provide?
- Planning and workforce for your project
- Community service
- Grant partnerships
- Connections to peer education
- Marketing campaigns

WHO to Contact?
- Your local school A&I director to find out what clubs are in your school
- The local advisor or state organization for a larger project

Sample Project Matchups
- Nutrition Campaign — FCCLA
- Local Garden Program — FFA
- Habitat for Humanity — TSA or Skills USA
- Blood Drive — HOSA
- Local 4H Fair — WCTSM
- Event Promotion — DECA
- Financial Education — FBLA or FCCLA

Why would CTSOs want to Partner?
- Make community connections
- Fundraising opportunities for their organizations
- Practice the skills they are learning in the classroom
- Work experience
- Promote their organization

Mary Nagel
Family and Consumer Sciences
Program Supervisor, Office of the Superintendent of Public Instruction
Mary.Nagel@k12.wa.us

Bridget Igoe
Nutrition Coordinator, Office of Healthy Communities, Washington State Department of Health
Bridget.igo@doh.wa.gov
360-236-3629

Need even more ideas or assistance?
We are here to help!
• Involve students through student-led marketing campaigns
• Give students opportunities to identify, select, and taste healthier products = more likely to buy them.
• Use pricing strategies to keep healthiest items as inexpensive as possible.
• Partner with community centers in transitioning their vending machines and snack options so they mirror options available to students during the school day
• Incorporate nutrition education in subjects like science and math

• Educate parents on ways they can provide inexpensive, quick, healthy meals and snacks at home
• Set strong wellness policy rules and stick to them!
• Find neighboring schools to approach vendors with for healthy buying power. Strength in numbers!
• Assure that vending companies know your expectations. Give them Smart Snacks standards.
• Ask more of the vendor:
  • Send out an RFP letting vendors know you want healthy snacks, accountability, a percent of revenue rather than profit, and a flat cash donation to the district each year.
TIPS for Dealing with Opposition

- Find your advocates - i.e. look for athletic staff
- Pick your battles
- Be nice, persistent and clear
- Engage all voices in your policy
- Be reasonable AND stick with it

MARKETING CHALLENGE

Smart Snacks in Schools
INSTRUCTIONS:

- Please work with others from your school or community
- Designate scribe and spokesperson
- Complete Healthy Fundraising Marketing Challenge Worksheet
- You have 20 minutes to complete your sheet (keep moving!)

Parting TIPS

- Stay Positive
- Start Small. Make one change at a time, celebrate success and then move on to next challenge.
- Engage youth and surrounding community
- Learn from what others have done - Success Stories
- Get engaged in Wellness Policy development and implementation
CONTACT INFORMATION:

Carolyn Kramer, MPH
Washington State Coordinator, Action for Healthy Kids
ckramer@actionforhealthykids.org
206-240-3989

Bridget Igoe, MPH, RD
Nutrition Coordinator, Office of Healthy Communities, WA-DOH
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