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Show Me the Money:
A Guide to Selling Healthy Foods at School

Washington State Action for Healthy Kids Team
May 2007

www.healthyschoolswa.org

Introduction and Table of Contents

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Acknowledgements

To develop this resource, the Washington Action for Healthy Kids team relied heavily on other publications regarding school wellness policies. Documents included: Michigan Tips and Tools to Help Implement Michigan's Healthy Food and Beverages Policy, Connecticut's Guidance for Healthy Snacks in Schools, Center for Science in the Public Interest's School Foods Toolkit, and Montana Office of Public Instruction's All it Takes is Nutrition SENSE.

Amy Ellings, a consultant with Nutrition and Physical Activity (NPA) Program at Washington State Department of Health took the lead in developing this document. For more information about the NPA program, see their website at www.doh.wa.gov/cfh/nutritionpa. This publication was supported by Grant/Cooperative Agreement Number U58-CCU022819-04 from the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of CDC.

Co-authors included Ty Oehrtman from Tacoma-Pierce County Health Department and Christy Conner funded through the Steps to a Healthier WA CDC Grant/Cooperative Agreement (U58/CCU023317-04).

The authors and co-authors do not endorse any of the companies mentioned within this document.



Section 1: Workshop coordinator

Introduction

In 2005 and 2006, seven revenue replacement workshops (RRW) were held in Washington State. The primary goal of the workshops was to provide participants with the tools and resources needed to develop their district's strategy for fundraising by offering healthy food and non-food options. A secondary goal was to reduce each participant's concern of revenue loss as districts transition to using healthier foods and non-food items for school fundraising.

The workshops were organized and funded in different ways; in some cases by local health departments, sometimes by school districts, and other times by community non-profit organizations. Each workshop committee brought in different speakers and/or panelists to share their success stories and words of wisdom. Additionally, each workshop shared resources from multiple sources with participants.

RRW coordinators met and discussed the next steps for revenue replacement at a Washington State Action for Healthy Kids Meeting in May 2006. They concluded that Washington's schools needed a standard guide to RRW.

This guide uses the lessons learned from implementing RRW which will help you make future workshops more successful.

Tips from RRW coordinators:

Outcomes of RRW

- *Made connections in and among school districts*
- *Motivated school districts to know what others are doing and do better.*
- *DECA students made a list of things they could do to replace revenue*

Lessons Learned

- *Speak the language of the audience*
- *Present RRW as a business model – think “what’s in it for them?”*

Planning a workshop

Workshop checklist

- Create a planning committee for the workshop to share the workload. Identify a date for the workshop.
- Invite presenters and panelists.
- Decide on a registration process. You may be able to involve the Educational Service District (ESD) in your area so teachers can get Clock Hours for attending the workshop. Teachers will register through the ESD to receive their clock hours. See <http://www.k12.wa.us/maps/ESDmap.aspx> on Washington's Office of Superintendent of Public Instruction's (OSPI) website to find contact information for your ESD.
- Invite Foodservice Directors, Parent Teacher Association (PTA) members, teachers, athletic clubs interested in fundraising, DECA club members and advisors, members of the Student Body (ASB), and budgeting/financial representatives from schools. Include a registration or a link to an on-line registration form.
- Plan for a half-day event for 20-40 participants, depending on your staffing abilities and choice of venue. Consider holding the RRW in conjunction with a related event.
- Hold the workshop in a location that is comfortable, at a central location for the intended audience, and accessible to people with disabilities.
- Tables should seat 6-8 people to encourage lively participation in small group activities and conversation. Make sure that you have one person to facilitate activities at each table.
- Decide whether you will be serving breakfast, snacks, lunch, or dinner. Make sure the food and drinks are healthy. For Washington's guide to healthy meetings (Energize Your Meetings), see this website: http://www.doh.wa.gov/cfh/NutritionPA/our_work_sites/default.htm
- Print enough RRW Guides for each participant or per school. If it is per school, make sure to print extra Tool Time activities so that each participant gets the packet.
- Add copies of PowerPoint presentations and/or handouts in advance of the workshop to each participant's guide.
- Purchase or find donations of healthy snacks for the taste testing activity.
- Print enough sheets for each participant for any additional activities.
- Have each participant order a free "Making it Happen" from USDA's Team Nutrition at <http://www.fns.usda.gov/tn/Resources/makingithappen.html> , allowing 2-4 weeks for delivery. If you have funds to provide one copy per participant or per school, order 2-4 weeks in advance.

Sample agenda

- 8:00-8:30 **Check-in and Continental Breakfast**
- 8:30-8:40: **Welcome and Introduction**
- 8:40-9:40: **Keynote – (possible topic: Working together to create revenue sources)**
- 9:40-10:00: **Break and taste test demonstration**
- 10:00-10:40: **Tool Time Healthy Fundraising Activity**
- 10:40-11:10: **From the Field: Working with Vendors**
- 11:10-11:45 **Panel: Empowering Student Involvement**
~ *Success stories*
- 11:45-11:55 **Review of Resources and Guide**
~ *Group discussion*
- 11:55-12:00: **Wrap Up/ Evaluation**

Background

Overweight and Obesity

→ In Washington State, almost one out of every four children in grades 8, 10 and 12 are obese or overweight. Fifty eight percent of adults in Washington are obese or overweight. Overweight children are likely to become overweight adults. Being overweight makes a person more likely to have other health complications, such as Type II diabetes, heart disease and stroke, and cancer.

Background resource on childhood overweight and obesity:
- The State of Washington's Children, 2006-2007, Human Services Policy Center http://hspc.org/publications/pdf/hspc_AR_07_web.pdf

School Wellness Policies

→ Making school environments healthier is one way to make it easier for kids to be healthier. School districts around the state have made the commitment to improving the school nutrition and physical activity environment. While these efforts will have an enormous impact on our youth, they are not without challenges. Washington Action for Healthy Kids and its partners have been working with districts to help them develop and implement their nutrition, physical activity and wellness policies.

→ Washington State Senate Bill 5436

Senate Bill 5436 was passed in 2004 and requires every school district in Washington State to adopt a nutrition and physical activity policy by August 2005.

<http://www.leg.wa.gov/pub/billinfo/2003-04/Pdf/Bills/Senate%20Passed%20Legislature/5436-S.PL.pdf>

→ Child Nutrition and WIC Reauthorization Act of 2004

The Child Nutrition and WIC Reauthorization Act of 2004 requires every school district that receives US Department of Agriculture funds for school meals to adopt a school wellness policy by September 2006. <http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.htm/>

Background resources on school wellness policies
- Action for Healthy Kids -- <http://www.actionforhealthykids.org>
- Healthy Schools in Washington -- <http://www.healthyschoolswa.org>

School competitive foods revenue

→ In some school districts, school wellness policies require nutrition guidelines on competitive foods in schools—that is, foods sold outside of the lunch program.

→ Schools and school clubs may generate substantial income through competitive food sales—whether it is money from the sales themselves or “pouring rights” contracts. In these contracts, a company will give a school or school district a lump sum of money at the beginning and possibly throughout the contract period.

→ Some schools report that they lose money when nutrition criteria are placed on competitive foods, and some reports show that using certain strategies can partially or completely mitigate the revenue loss. A study of 15 schools in California found that while total food service department revenues increased by more than 5% in the majority of schools studied, most schools experienced a decrease in competitive foods and beverage sales per student per year after new criteria was placed on competitive foods. These results may be different in schools in higher income communities—where the kids spend more money on competitive foods and are less likely to be part of the free and reduced lunch program.

Background resources on school competitive foods revenue

- Making it Happen, United States Department of Agriculture, <http://teamnutrition.usda.gov/Resources/makingithappen.html>
- Dollars and Sense: The Financial Impact of Selling Healthier School Foods, Center for Weight & Health, University of California, Berkeley www.cnr.berkeley.edu/cwh/PDFs/Dollars_and_Sense_FINAL_3.07.pdf
- Action for Healthy Kids web resources: www.actionforhealthykids.org
- The Role of Schools in Obesity Prevention, 2006, The Future of Children, 16, 1 http://www.futureofchildren.org/usr_doc/06_5562_story-school.pdf pp 114-118

Strategies to “show you the money”

→ Schools and school districts developed strategies to replace revenue lost due to nutrition criteria and time limits set on selling competitive foods. Many schools have found that all groups that purchase and sell products must work together to maximize each group’s profit. Groups include school food services, athletic director, booster club, PTA, Student Body, school store, and clubs that hold fundraisers. Here are other general strategies, which are explored in-depth in the School Store/Vending Section.

1. Find out what is being sold by whom in school
2. Brainstorm some creative ideas on what is not being sold, or needs not being met
3. Survey students and do focus groups to see what they want
4. Research if and where those products or services are available in the area
5. Sample new products or services with students
6. Evaluate success of new products and services
7. Market products and services to students

Background resources on strategies

- Connecticut’s Guidance for Healthy Snacks in Schools
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>
- Making it Happen, United States Department of Agriculture
<http://teammnutrition.usda.gov/Resources/makingithappen.html>
- Action for Healthy Kids web resources www.actionforhealthykids.org
- Montana’s Nutrition SENSE
<http://www.opi.state.mt.us/schoolfood/nutritionense.htm>
- Michigan Tips and Tools to Help Implement Michigan’s Healthy Food and Beverages Policy
<http://www.tn.fcs.msue.msu.edu/MAFHKToolkit/Tips%20&%20Tools%20To%20Help%20Implement%20MI%20Healthy%20F&B%20Policy.pdf>
- Center for Science in the Public Interest’s School Foods Toolkit
www.cspinet.org/schoolfoodkit/school_foods_kit_part1.pdf
- See Sections 2-6 of this guide

1. What county are you from? _____

2. Please evaluate the workshop as a whole by checking the appropriate box:

<i>Overall Workshop Evaluation</i>					
	Excellent	Very Good	Good	Fair	Poor
Quality					
Materials					
Facilities/Management					
Overall Course Organization					
Audio/Visual					
To what extent did this course meet your expectations?					

3. This educational activity has improved my ability to:

	<i>Strongly agree</i>		<i>Strongly disagree</i>		
	5	4	3	2	1
Market healthy food for financial success in student stores	5	4	3	2	1
Provide healthy food and non-food fundraising activities	5	4	3	2	1
Transition to healthy vending options without losing profits	5	4	3	2	1
Implement successful student dining a la carte options	5	4	3	2	1

4. Please share with us what your "take home" message was from:

Keynote speaker, (insert name of speaker):

Establishing Successful Vendor Relationships:

“Tool Time” activity:

Taste test panel:

Market research tools:

5. Please check any/all strategies that you plan to take back to your school or organization and use.

- Healthy vending Healthy a la carte foods Healthy food fundraising
- Healthy non-food fundraising Fundraising with activities

6. Do you have suggestions for the workshop organizers?

- Wish that workshop was longer to include:

- Wish that workshop was shorter, could have eliminated:

- Other _____

7. If you are interested in any future workshops, what would you like the content to include?

Implementation of:

- Healthy vending Healthy a la carte items Healthy food fundraising
- Healthy products for student store Fundraising with activities/events
- Fundraising with non-food items

- Other _____

8. Any other comments?

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Section 2: School foodservice professionals

Introduction

→ School foodservice personnel have a role to play when it comes to competitive foods revenue because a la carte items that are not part of the Food Program must follow competitive food guidelines. Foodservice can contribute to creating a healthier nutrition environment for students.

→ After new criteria were placed on competitive foods, a study of 15 schools in California found that while total food service department revenues increased by more than 5% in the majority of schools studied, most schools experienced a decrease in competitive foods and beverage sales per student per year. These results may be different in schools in higher income communities—where the kids spend more money on competitive foods and are less likely to be part of the free and reduced lunch program.

Strategies to increase revenue

→ Not all strategies work for all schools. The strategies reported here were reported by schools with over half of the students eligible for Free and Reduced Lunches. It is important to work together with other organizations within the school that are involved in food and beverage sales to figure out what is best for your school.

→ Update menu and style of service

- Addition of salad bar
- Food court style service

→ Improve cafeteria environment

- Replace long tables with smaller round tables
- Paint walls; add murals
- Redesign menu boards
- Decrease size of meal lines
- Add grab-n-go items

→ Improve kitchen facilities

- On-site meal preparation
- To allow for more fresh food and variety (fruits and vegetables, deli style foods)

→ Involve of students in changes

- Select and promote healthy items
- Involved in designing cafeteria

→ Get buy-in from school administrators and other decision makers

- Open communication
- Relationships
- Compromise
- Step-by-step changes

→ Eliminate sales of foods sold competitively by foodservice (more effective in schools with high percentage of low-income)

- A la carte items; snack line

You have the power!

Believe it or not, what you say and do influences choices that students make. One study found that when foodservice workers encouraged kids to choose fruits and vegetables, the kids were actually more likely to do so!

Keys to success for a farm to school program

- Find the right school where parents and administration will be active participants in children's nutritional and environmental education.
- Start small and build on successes.
- Gauge success by what children are consuming, not **solely** by controlling additional costs or by increasing participation.
- Arrange progress meetings as needed with parents, school principal, child nutrition supervisor and staff.
- Contact WSDA Small Farms and Direct Marketing program to establish links with local farms. <http://agr.wa.gov/Marketing/SmallFarm/default.htm>
- Involve students in all phases of the process.
- See "A Salad Bar Featuring Organic Choices" in the resources section for more information

Background resources for foodservice

- Making it Happen, United States Department of Agriculture, <http://teamnutrition.usda.gov/Resources/makingithappen.html>
- Dollars and Sense: The Financial Impact of Selling Healthier School Foods, Center for Weight & Health, University of California, Berkeley www.cnr.berkeley.edu/cwh/PDFs/Dollars_and_Sense_FINAL_3.07.pdf
- Going Local: Paths to Success for Farm to School Programs, National Farm to School Program (on accompanying CD)
- A Salad Bar Featuring Organic Choices: Revitalizing the School Lunch Program, Flock, Petra, Ruddy, Peterangelo (on accompanying CD)
- Fruits and Vegetables Galore, Food and Nutrition Service http://www.fns.usda.gov/tn/Resources/fv_galore.html
- School Foodservice Guide: http://www.pbhcatalog.com/acatalog/School_Food_Service_Guide.html#aFS_2dCOMBO
- Puget Sound Fresh: <http://dnr.metrokc.gov/wlr/farms/Index.htm> ; Heart of Washington <http://www.heartofwashington.com/>

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Section 3: School stores/vending

How can you offer healthy foods successfully in your school store?

Here is some advice from Montana's schools—

→ Offer a variety of items at a variety of different prices (.25, .50, .75, \$1.00):

- Include grab and go items that are easy to eat on the run

→ Determine Customer Preferences:

- Survey students to find out the popular healthy snacks they prefer.

→ Close Monitoring:

- Keep track of what sells to minimize inventory and to make sure your popular items are stocked.

→ Advertising:

- Promote healthy products in a trendy, fun way. For example, offer free samples to elicit enthusiasm and word of mouth selling. Other marketing ideas include host a “free snack day”, give gift certificates for a nutritious snack, and offer coaches and teachers prize or reward certificates to help introduce new foods to the students.

→ Offer Competitive Pricing:

- Purposely offer some items for .25 cents so everyone can afford something.

→ Product Availability and Accessibility:

- Availability of the products is essential. You need to be able to easily purchase items for the student store in order to ensure an on-going supply.

→ Education:

- Educate the students on what is healthy by teaching them to read the label and advertising the nutritional benefits of the items.

→ See Background Resources for more tips from Montana

Background resources for school stores and vending

- Making it Happen, United States Department of Agriculture, <http://teamnutrition.usda.gov/Resources/makingithappen.html>
- Dollars and Sense: The Financial Impact of Selling Healthier School Foods, Center for Weight & Health, University of California, Berkeley www.cnr.berkeley.edu/cwh/PDFs/Dollars_and_Sense_FINAL_3.07.pdf
- Basic nutrition information: www.mypyramid.org
- Nutrition information on fruits and veggies: www.fruitsandveggiesmatter.org
- Montana's Nutrition Sense Toolkit: <http://www.opi.state.mt.us/schoolfood/nutritionense.htm>

Use these questions and resources to figure out the best way to start offering healthy items in your school store and vending machines. Using this framework, you will be able to lose less or maintain your revenue in the school store and vending.

1. Who are your partners in food and beverage service?
2. What is offered at your school right now?
3. What products are available in your area and how you can get them?
4. Decide which items to sell, and how much to sell them for
5. Pilot and market new items
6. Is the new product successful?

School Store and Vending Success Stories

Woodway High School (*Edmonds School District*)

- Noted a 14% increase in gross sales last year.
- They started out the year with the (slogan) 'Healthy is hot,' it was a matter of letting customers know they were making changes.
- Second, the students raised the price of the unhealthy food. The element of choice has been crucial to the store's success.
The price of an unhealthy lunch – a bagel sandwich, standard chips and a soda – is \$3.50.
The healthy lunch – a bagel sandwich, baked chips and juice or water – is \$3.

River Ridge High School (*North Thurston School District*)

- They kept the pizza, but combined it with an apple and a bottle of water for a full meal.
- Kids who are in after school sports have requested that the store remain open after school.

Bonney Lake High School (*Sumner School District*)

- The student store sells school spirit gear, school supplies and gift items. The store was also awarded a contract to sell I-pods and I-Tunes, as well as computers, to students.
- “There's no magic formula for making the stores work, but it is definitely recommended that school officials and parents do a little market research first. Talk to other high schools, conduct focus groups among your students and then establish your strategy for getting students to buy into healthy eating.”

West Seattle High School (*Seattle School District*)

- Soda is off the menu and students can sip on smoothies made at the student store instead.
- Seattle Public Schools spokeswoman Patti Spencer says the store seems to be quite popular among the teens.

Vending:

Camas School District

- Camas School teachers, a group of interested parents and SODEXHO have been working to not only create and adopt new policies and practices, but also strive to become a state leader in this area.

1. Who are your partners in food and beverage service?

Figure out what foods, beverages, and non-food items are sold in your school right now and at what price.

Gather a team to conduct the assessment. The team should be comprised of a variety of people- from foodservice, ASB, the school store, athletics, and PTA. The more people on the team, the easier and more accurate your assessment will be. Use this list to identify who should be on your team keep and to keep track of who is active in the team.

Person	Phone number	E-mail address
Principal:		
Food Service Director:		
School Health Services Provider (school nurse):		
Athletic Director:		
Representative of School's Parent-Teacher Group:		
School Booster Organizations:		
Representative of Associated Student Body:		
Representative of School Store:		
School wellness committee representative:		
Other:		

Ask the people on this list to be a part of your team. If they cannot commit, ask them if they would help answer questions (see next page).

2. What is offered at your school right now?

Use this table to figure out who is selling what, when. This information should guide your decisions on what types of food, beverages, or non-food items to sell. To do a more detailed assessment of the foods available in your school, see the Food Environment Assessment in the appendices.

Who, What, When, Where Table

	Operated by (organization)	Times of operation	Location	Types of items sold
Cold food vending machines				
Milk vending machines				
Snack vending machines				
Juice/water machines				
Soft drink machines				
Other machines				
School store				
A la carte lunch line				
Fundraisers				
Other food sources				

Is there a beverage contract? Yes No
(Ask school superintendent for more information)

Is there a vending contract? Yes No
(Ask school superintendent for more information)

Who approves school fundraisers? _____

Resources to find out what is in your school

- School Beverages—Time to Pop Open Your Soda Contract:
http://www.communityhealthpartnership.org/pdf/soda_rec.pdf
- Center for Science in the Public Interest's School Foods Toolkit Part 2: See pages 42 and 43 for school vending survey
http://www.cspinet.org/schoolfoodkit/school_foods_kit_part2.pdf

3. What products are available in your area and how you can get them?

See “Healthy Product” section for ideas

Healthy items to sell:

Fruit

Fruit baskets

Farmers’ Market gift certificates

Specialty juices

100% Juice Smoothies

Yogurt parfaits

4. Decide which items to sell and how much to sell them for

First, brainstorm products you would like to sell using the New Products Brainstorm table.

Think about products that are not being sold in the school and locations or times that products are not being sold from the “Who What When Where Table.” In this activity, all ideas are good ideas. In the next activity, you will discuss whether the products are a reality.

New Products Brainstorm

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Next, find out how much you would have to sell the product for in order to make money.

Pricing formula for each product:

#	Initial start-up cost	Cost per unit	Delivery fees	Total cost/unit	Pricing multiplier	Sale price
1						
2						
3						
4						
5						
6						
7						
8						
9						

Then, answer these questions about each product you brainstormed. Answering the questions will take some research and some time, so divide up the responsibility among team members. Put the answers in the New Product Criteria Chart.

- ☞ Is it available in this area? (Call distributors listed in previous section)
- ☞ Can it be stocked? (Think about shelf life, school rules)
- ☞ Will students like it? (Survey students or have taste tests or focus groups with products—See Market research section 7)
- ☞ Would it be a unique product or sold at a different location or time at school? (Use the Who What When Where Chart on page...)
- ☞ Will students buy it at a profitable price? (Use the pricing formula from the previous page to decide. It is good to have some items that have a large profit margin and some that have a small profit margin.)

New Product Criteria Chart

#	Available in area?	Will students like it?	Is it already sold in school?	Can it be stocked?	Will students buy it for the price?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Finally, use the answers from the New Products Criteria chart to figure out whether selling the product is a good or bad idea.

5. Pilot and promote new items *Several schools in Washington branded their school stores, and made “healthy” the new “cool.”*

Promotion ideas:

- School newsletters
- Information on school menus
- Conduct presentations
- Put displays up at events where parents will be involved
- Develop a handout
- Send a letter to parents
- Decorate the cafeteria

Promotional resources for school stores and vending

- Get Milk and Get Going promotional ideas (see posters on accompanying CD)
- Marketing: A Must for Financial Success chapter from Montana’s Nutrition Sense Toolkit: <http://www.opi.state.mt.us/schoolfood/nutritionense.htm>
- Free promotional resources available at: www.eatsmart.org
- Cool website with free resources and great ideas: www.caprojectlean.org

Marketing Success Stories

River Ridge and Timberline High Schools (*North Thurston School District*)

- Featured students from the schools in their marketing materials.
- “Kids are noticing them and talking about them.” This was attributed as more of an influence because the kids in the school are featured on the materials.

Mercer Island High School (*Mercer Island School District*)

- “Healthy Foods Expo” held at Mercer Island High School.
- This event was arranged to raise awareness of those snack food and beverage items that would fit into Mercer Island School District’s Wellness Policy nutrition guidelines.
- The majority of students felt positive about most of the products presented at the Expo. New relationships were formed between the food/beverage vendors, DECA school store instructor, and the food service department.

West Valley High School (*Spokane School District*)

- A little creative marketing this year attracted more sales of nutritional snacks by the West Valley High School DECA store.
- The group did extra promotion, such as offering a special on fruit smoothies with two straws for Valentine’s Day and decorating its store to feel more like a club with lighting and entertainment.
- They introduced new products each month, ran specials such as “Munchie Monday” with a granola bar/trail mix and rewarded loyal customers using punch cards.
- They named their store “Club DECA” which created a club feel with black lights and music. Their marketing was phenomenal.”

6. Is the product successful? *To know if you are successful, you must evaluate sales, opinion of consumers, and other aspects of marketing.*

Measuring success in school stores and vending

- Connecticut’s Guidance for Healthy Snacks in Schools
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>
- Market research tools (see Additional Resources section)

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Section 4: Fundraising

The days of candy bars and cookie fundraisers are quickly coming to an end in schools. Parent Teacher Associations and student groups have identified some creative and effective healthy ideas to make money for their organizations.

When trying to make healthy changes to your organizations fundraising activities, involve other members of your group in the planning

Fundraising Success Stories

Whittier Elementary School (*Tacoma School District*)

- Walk-A-Thon/Spring-A-Thon.
- Students participate by soliciting donations from their community to support them walking 20 minutes on the day of the event. Pledge packets and a prize list were sent out to the students.
- The Chair of the committee puts together a list of volunteers and the PE teacher helps out. Cones were placed around the designated walking area. Fun upbeat music for students is played as they walk. Times are organized by grades. Teachers walk with students for 20 minutes. After the walk all students get bottled water (donated by Costco) and a healthy snack.

Background resources for fundraising

- Sweet deals: Fundraising can be healthy and profitable, Center for Science in the Public Interest
<http://cspinet.org/new/pdf/schoolfundraising.pdf>
- California Project Lean www.californiaprojectlean.org

Creative school fundraising ideas from California's Project Lean:

Things you can sell:

- air fresheners
- balloon bouquets
- bath accessories
- batteries
- books, calendars
- brick/stone/tile memorials
- bumper stickers
- buttons, pins
- candles
- Christmas ornaments
- Christmas trees
- coffee cups, mugs
- cookbooks
- coupon books
- crafts
- customized stickers
- elephant rides
- emergency kits for cars
- first aid kits
- flowers, bulbs, poinsettias
- foot warmers
- football seats
- garage sale
- giant coloring books
- gift baskets
- gift certificates
- gift items
- gift wrap, boxes, and bags
- greeting cards
- hats
- holiday wreaths
- house decorations
- jewelry
- license plates or holders w/school logo
- magazine subscriptions
- megaphones
- mistletoe
- monograms
- music, videos, CDs
- newspaper space, ads
- pet treats/toys/accessories
- plants
- pocket calendars
- raffle donations
- rent a special parking space
- scarves
- school art drawings
- school Frisbees
- school spirit gear
- scratch-off cards
- sell/rent wishes
- souvenir cups
- spirit/seasonal flags
- stadium pillows
- stationary
- student directories
- stuffed animals
- temporary/henna tattoos
- T-shirts, sweatshirts
- Valentine flowers
- yearbook covers
- yearbook graffiti

Fruit Fundraiser Companies:

Stepp Produce Company;
 (800) 277-5372
 (1-800-apples2)
www.800apples2.com/id13.html;

Brisky Canyon Fruit Company
 360-391-3241.
www.briskycanyon.com

Apples Online
<http://www.applesonline.com/>

Langdon Barber Groves
 800-766-7633
http://www.lbg.org/conv_products.html

Washington AFHK does not endorse any of these companies or guarantee the products.

Things you can do:

“Chuck a puck at the rink” (A hockey team plays this game between the 2nd and 3rd periods of the hockey game. Each puck is numbered and sold for \$1. Everyone throws them on the ice and the one closest to the center gets half of the money sold.)

3-on-3 basketball tournament (charge a team \$40 for entrance; local businesses donate prizes)

Bowling night/bowl-a-thon

Car wash (pre-sell tickets as gifts, ask for pledges per car in advance, operate a food stand with coffee, bagels and juice)

Carnivals (Halloween, Easter)

Dances (kids, father/daughter, family, Sadie Hawkins)

Family/glamour portraits

Fun runs; Walk-a-thon (pre-kindergarten: each child gets sponsorship for each lap walked – up to 8 laps/\$1 per lap); Bike-a-thon; Jump-rope-a-thon; Sled-a-thon

Gift wrapping, such as gift wrapping for donations at bookstore during holidays

Magic show

Penny wars (pennies +1 point, nickels +5, quarters +25, team with most points wins)

Raffle (movie passes, theme bags, theme baskets assembled by students). Check your local laws governing raffles.

Raffles (teachers do a silly activity)

Read-a-thon; Spelling bees; Science fairs

School event planners (includes all school event dates)

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Singing telegrams

Skate night/skate-a-thon

Students volunteer for odd jobs to raise money, end of “work” day dinner and dance held for volunteers

Talent shows/recital/lip-sync contest (local businesses donate items for raffle)

Things that involve the community:

Auction or money jars for students to place money in (teacher does something for kids at set increments, e.g. dress as a cheerleader, do cheers, act out a scene from a play)

Bricks with engraved donor names

Community job fair (charge an exhibit fee)

Conference/workshop

Dinner fund-raiser with a live or silent auction (goods, services and talents)

Golf tournament

Halloween insurance (\$1 insurance sold for guaranteed cleanup the day after Halloween. Usually minimal clean ups and volunteers tipped.)

Recycling cans/bottles/paper/Christmas trees

Rent-a-teen-helper (rake leaves, water gardens, mow lawns, wash dog)

School clothing or rummage sale

Sell seat cushions at sporting events (sell advertisements on cushions for local businesses)

Tennis/horseshoe competition

Treasure hunt/scavenger hunt

Section 5: Healthy Products Guide

So, what are some healthy products and where can you find them? Read on to find out those answers.

→ Look at your school district's wellness policy and be sure to follow the nutritional criteria. Use the nutrition calculator at Seattle Public Schools to figure out if the food item meets your criteria. <http://www.seattleschools.org/area/nutrition-svc/calculator/calculator.html>

→ If your school district does not have competitive foods nutrition criteria, work toward following the nutrition criteria goal stated in SB 5093, passed in 2007. See the table below for a description.

→ Some schools found that it is easier to have a phased-in approach to healthy foods—for instance, setting a goal that 35% of the vending machine offerings will meet the criteria by the end of year one; 50% will meet by the end of year two, 75% will meet by the end of year three; and 100% of snacks will be healthy by the end of year four.

SB 5093 Competitive Foods Guidelines

Competitive Food and Beverage Criteria Goal— Applies by 2010 to foods and beverages provided by the school during school hours or school-sponsored events on the school campus	Exceptions
Less than or equal to 35% total calories from fat	<ul style="list-style-type: none"> • Nuts, nut butters, seeds, trail mix made of nuts, seeds, and dried fruit • Eggs • Reduced fat or part skim cheese • Non fat and low fat dairy products • Vegetables that have not been deep fried
Less than or equal to 10% of total calories from saturated fat	<ul style="list-style-type: none"> • Eggs • Reduced-fat cheese and part-skim cheese • Non fat and low fat dairy products • Flavored and unflavored low fat milk
Less than or equal to 35% percent sugar by weight OR Less than or equal to 15 g sugar per item Note: beverages must comply with the 15g sugar per item rather than 35% sugar by weight	<ul style="list-style-type: none"> • Fresh or dried fruit • Vegetables that have not been deep fried • 100% fruit and vegetable juice • Flavored non fat milk (up to 30 g sugar) • Flavored low fat milk (up to 30 g sugar) • Flavored soy milk (up to 30 g sugar) • Flavored rice milk (up to 30 g sugar)

What snacks meet SB 5093 criteria?

Make sure you check the nutrition info- different brands have different amounts of nutrients

Items that meet criteria*:

Fresh fruit and vegetables – buy locally when possible

Dried fruit

Low or non fat yogurt

Bagel with low fat cream cheese

Trail mix

Coffee drinks with 15 g or less sugar

Nuts and seeds

Animal crackers

Baked chips

Low fat or “Lite” popcorn

Granola bars

Energy bars

Soft pretzels and mustard

Pizza (no extra cheese and no more than one meat)

Pudding made with low fat or skim milk

String cheese (part skim)

Cereal bars

Flavored or non-flavored low fat or non fat milk

Single serve eggs

Dried fruit

100% fruit juice

Specialty water with less than 15 grams sugar/item

Regular water

*Make sure to check out the nutritional information using the nutrition calculator at <http://www.seattleschools.org/area/nutrition-svc/calculator/calculator.html>

Where to get foods

In order to merchandise specific products, you may find a need for special storage or service equipment. Consult this list of companies for service and merchandising equipment.

This list is not meant to be all-inclusive nor does it endorse a specific company or item. It may be a helpful guide in locating equipment or supplies for a student store.

Washington Action for Healthy Kids *does not endorse* any of the following companies or guarantee the products. Please contact the company for more information.

Breeze Freeze

100% Fruit Juice frozen drinks
www.breezefreeze.com

Campbell's FoodService

Serving units for soup, merchandising and promotional kits
800-Try-Soup or www.campbellfoodservice.com
800-879-7687 (for V-8 beverage coolers)

Dakota Gourmet

Healthy snacks distributor
www.dakotagourmet.com or call 800-727-6663

Food Services of America

800-829-4045
www.fsafood.com

J & J Snack Foods Corporation

Soft pretzel equipment
888-JJSNACK or www.jjsnackfoodservice.com

National Dairy Council

On-line cooler catalog for milk coolers
www.nutritionexplorations.org

SYSCO Food Services of Washington

VitaPup

Frozen beverage machine to serve VitaPup
Contact Sysco Inc., 800-823-8555

Evergreen Food Services

Vending services
(206) 242-5700 evergreenvending.com

Summit Vending

Vending services from Tacoma to north of Seattle
(425) 737-4266

Kenco Foodservice/Schwan's Foodservice

(253) 863-5196
www.schwans.com

United Natural Foods, Inc.

(253) 333-5276
www.unfi.com

Fruit Fundraiser Companies

Stepp Produce Company

(800) 277-5372

(1-800-apples2)

www.800apples2.com/id13.html;

Ships you everything you need to assemble fruit baskets. Groups that sell fruit baskets find that they are easy to sell and fun to assemble. The gift fruit program allows you to take advantage of the holiday gift giving market. It is possible to find businesses that will buy 100 or more gift baskets for employees or customers. This will greatly multiply your profits.

Brisky Canyon Fruit Company

360-391-3241.

www.briskycanyon.com

Once your organization registered, your members and friends can go to the Brisky Canyon website, select your organization as the one they would like to support, and purchase the finest fruit grown in Washington. For every purchase made on the Brisky Canyon website that designates your organization, you will receive a portion of the proceeds.

Apples Online

<http://www.applesonline.com/>

There are two types of Fundraisers: (1) Sell bags of apples, and (2) have the customer come later to our website and place orders. You should be able to earn 100% on the bags and 10% on the internet sales. It is not necessary to sell bags to entitle your Fundraiser to sell from the internet, but it is encouraged in order for your customers to try the apples first to see the quality they will be receiving.

Langdon Barber Groves

http://www.lbg.org/conv_products.html

Citrus Fruit

Your group takes orders or "pre-sells" your choice of LBG's "ultra-fresh" fruit anywhere from 2 to 6 weeks. Then you tally your orders and telephone the totals to LBG. LBG then picks, packs, and ships your order via refrigerated truck to your specified location. Your group then unloads the truck and distributes the fruit to your customers. It's that simple!

NW Healthy Food Expo 2005/2006 Companies
Available at www.accesstohealthyfoods.org

Fruits and Veggies (Fresh and dried)

American Produce Express, LLC

(509) 826-5379
Ready-to-eat packaged fruits and vegetables
americanproduceexpress.com

Applesweets

(509) 888-5330
Ready-to-eat packaged apples
Applesweets.com

Bare Fruit

(509) 826-8003
www.pinecreekpack.com
Dried fruit—apples, mangoes, cherries, bananas

Bolthouse Farms

(253) 208-3094
www.bolthouse.com
Packaged baby carrots

Crunch Pak Sliced Apples

(509) 782-2807
www.crunchpak.com
Sliced apples

Earthbound Farm

(831) 623-7880
www.ebfarm.com
Single serve salads, baby carrots

Gorge Delights

(509) 427-4433 www.gorgedelights.com
Pear bars, apple bars

Peak Harvest Foods LLC

(415) 606-1689
www.peakharvestfoods.com
Dried apple slices

Stretch Island Fruit

(720) 872-9636
Fruit leather made from 100% fruit

Sun River Foods

(509) 249-0820

Sunkist Growers, Inc.

(818) 379-7521
www.sunkist.com

TPG Enterprises (Snappy Apples, Tart Is Smart)

(509) 488-1049
www.tpg-usa.com
Dried cherries, sliced apples

Tree Top, Inc.

(509) 697-7251
www.treetop.com
Packaged sliced apples, juice, applesauce

Yo Bites

(509) 697-3871
www.yobites.com
Sliced apples

Dairy products

Nestle Beverage Company

(805) 497-2550
www.us.nestle.com
Flavored and unflavored milk products, some shelf stable products

Sunshine Dairy

530-419-0335
www.sunshinedairyfoods.com
Southwest WA

WestFarm Foods

(206) 286-6841
www.westfarm.com
Dairigold products

Wilcox Family Farms, Inc

206-604-8748
www.wilcoxfarms.com
Vending sized flavored and unflavored milk

Snack/energy bars

Baker's Breakfast Cookie, Inc.

(360) 714-9585

<http://www.bbcookies.com>

Many varieties of healthy single serve breakfast cookies

Bumblebar

(509) 924-2080

www.bumblebar.com

Organic honey and sesame seeds in a bar, many different flavors available

Larabar/Humm foods

(781) 724-7356

www.larabar.com

All-natural bars made out of nuts and fruit, various flavors

NuGo Nutrition

(412) 781-4115

www.nugonutrition.com

Healthy energy bars

Roman Meal Company

(253) 503-2368

www.romanmeal.com

Whole grain snack bars, whole grain bread products

Crunchy snacks

Classic Foods, Inc.

(800) 574-8122 www.kettleclassics.com

Stoned classics and baked classics available

Crunchy Baked Cheese/Forty Below

(253) 846-2081

Specialty baked cheese product

Healthy Handfuls

(312) 259-5309

www.healthyhandfuls.com

Organic, natural snacks for kids

J&J Snack Foods

(800) 486-7622

www.jjsnack.com

Soft pretzels, various flavors

Pita Puffs/Chortles

(800) 892-6224

Kar Nut Products

(248) 588-1903

karnuts.com

Nuts, trail mix

Specialty Cheese Company

(920) 927-3888 www.specialcheese.com

Crunchy baked cheese and other specialty cheese products

Other

Annie's Naturals

(916) 683-9714 www.anniesnaturals.com

Organic and natural salad dressings in single serve packets

Campbell Soup

(425) 902-1823 www.kencofood.com

Healthy soups

Elena's Food Specialties, Inc.

(206) 391-0736 www.elenasfoods.com

Vegetarian convenience foods

Golden Temple & Yogi Tea

(310) 275-9891
Single serving healthy cereals, Yogi tea

Island Spring

(206) 953-7656 www.islandspring.com
Tofu, tofu burgers, canola butter

Mindful Mornings

(425) 868-9752 www.mindfulmornings.com
Specialty oatmeal and cereal

S.A. Piazza and Associates

(503) 708-9626
www.sapiazza.com
Pizza with whole wheat crust

The Hain Celestial Group

(415) 587-7198
www.hain-celestial.com
Group of natural brands that have many healthy options

The Soynut Butter Company

(800) 288-1012 www.soynutbutter.com
Peanut-free nut butter

Tumaro's Gourmet Tortillas and Snacks

(323) 464-6317
www.tumaros.com
Healthy flat breads, wraps, and tortillas

Beverages

Izze Beverage Company

(303) 327-5515
www.izze.com
Sparkling beverage made out of 100% juice, various flavors

Kagome Inc.

(650) 349-2271
www.kagomeusa.com
Beverage made out of 100% fruit and vegetables

Lattin's Country Cider Mill and Farm

(360) 491-7328
Apple cider

Skylar/Haley (ESSN)

(925) 600-9397 www.skylarhaley.com
Sparkling beverage made from 100% juice

Smucker Quality Beverages, Inc

(530) 899-5000 www.jmsmucker.com

The Switch Beverage Company

(804) 675-4156
www.switchbev.com
Carbonated beverage made of 100% juice

Tree Top, Inc.

(509) 697-7251
www.treetop.com
Packaged sliced apples, juice, applesauce

Talking Rain Beverage Company

425-222-2345
www.talkingrain.com
Low calorie carbonated water beverages

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Section 6: Working together

→Some school districts found that one strategy to maximize profit helps all those within the school or school district who are involved in food service to work together as a team. The team should be comprised of a variety of people- from foodservice, ASB, the school store, athletics, PTA, and school administration.

→Set up a meeting with a variety of people who sell food or services in the school. Decision-makers and financial administrators should also be included.

→Figure out who sells what at what times. Use the chart in the “School Store” section to document.

→Are there any “win-wins”—ways you can work together to either save the school money or make more money for the program?

→Write up an agreement between programs or clubs to define roles.

→Use the “Tool Time” exercise to help workshop participants “think outside the box”

Tool Time! -- Instructions for Coordinator

- The goals of this activity is to help participants think about new products to sell; to think about other organizations within their school or school district that sell items; and to help the group engage partners in planning services and products
- Before the day of the activity, either get some toolboxes with a hammer, screwdriver, clamp, pen and paper, and tape measure. If you cannot get the toolboxes, color print each tool and place one of each on the each of the tables.
- Allow 40 minutes for this activity if possible, depending on how many small groups there are
- Break participants into small groups of 4-6
- Each table should get:
 - o "Instructions for small group facilitators"- 1 for the facilitator
 - o "Instructions for groups" – enough for each group member to get one
 - o "Tool Time! Healthy Fundraising Marketing Challenge Scenario" – Enough for each group member to get one. Each group should get a different scenario; within a group each member should have the same scenario
 - o "Tool Time! Healthy Fundraising Marketing Challenge Worksheet" – Enough for each group member to have one + one to hand in to the coordinator
- Explain the exercise to the large group. Have group facilitators raise their hands.
- Each table has 25 minutes to go over the worksheet.
- 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. Remind the facilitators to move on at the appropriate times
- After groups have completed the worksheets, they should report out on their whole worksheet, and if there is time, some of the barriers they faced in developing their product or service.
- Groups should clap for each group, and whoever gets the loudest applause wins a prize.

Tool Time! -- Instructions for small group facilitators

- You and your table have been assigned a specific scenario:
 - o PTA working on a service or activity
 - o DECA working on a healthy food item or non-food item
 - o Student Group working on healthy vending options
 - o Food Service adding a healthy food item or making changes to their current program
- 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).

Tool Time!

Healthy Fundraising Marketing Challenge Scenario



1. Your table represents a group of PTA or Booster Club parents at Healthy Choices Elementary or Middle School.
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. Everyone at the table can grab a tool out of the Tool Box to help with this task!

Product: The fundraising service or activity.



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: 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%).



Clamp: Use to help you clamp down your healthy competitive price.

Promotion: ing the acceptability and sale of the service or activity.



Pen & Paper: Use to help design your promotion.

4. Please have one person scribe all information on the "tool time" 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!

Tool Time!

Healthy Fundraising Marketing Challenge



1. Your table represents a group of Student Group working on Vending options at "That's Hot" Middle or High School.
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 a fundraising service or activity 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 fundraising service or activity.



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: 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%).



Clamp: Use to help you clamp down your healthy competitive price.

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



Pen & Paper: Use to help design your promotion.

4. Please have one person scribe all information on the "tool time" 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!

Tool Time!

Healthy Fundraising Marketing Challenge



1. Your table represents a School Store at WASL High School.
2. Your group has decided to have school store selections that support student health by selling a nutritious food or beverage item or non-food item.
3. Develop a product or school store 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 fundraising service or activity.



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: 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%).



Clamp: Use to help you clamp down your healthy competitive price.

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



Pen & Paper: Use to help design your promotion.

4. Please have one person scribe all information on the "tool time" 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!

Tool Time!

Healthy Fundraising Marketing Challenge



1. Your table represents the **Food Service Department** at Veggie High School.
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 a fundraising service or activity 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 fundraising service or activity.



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: 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%).



Clamp: Use to help you clamp down your healthy competitive price.

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



Pen & Paper: Use to help design your promotion.

4. Please have one person scribe all information on the "tool time" 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!**

Tool Time! Healthy Fundraising 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:

BONUS QUESTIONS:

What partners do you need to help you succeed?

How will you measure your success?





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Section 7: Market testing resources

Focus Groups Session Information

When conducting focus groups, it is important to set some ground rules.

They may include:

- Participation is voluntary. Comments will be kept confidential.
- Please respect each other's comments by not disclosing any information a person may share during the session.
- Remind participants that the session may be tape recorded so no comments are missed.
- Ask participants to raise their hand to respond.
- Remind participants all answers count. There are no right or wrong answers—only differing points of views.
- Remind participants you don't need to agree with others but you must listen respectfully as others share their views.
- Always ask open-ended questions, which simply are questions that can't be answered with a yes or no.

Sample questions may include:

- What are some healthful foods and beverages that students would like to buy from the student store?
- How should healthy foods and beverages be marketed or promoted to students at school?
- If you could add one thing in list of food/beverage items sold at the student store, what would it be?
- Our goal is to help young people eat better at school, what advice do you have for us?
- What types of fruits or vegetables would you consider purchasing at the student store?

Student Survey Information

It is important to gather information on the thoughts and feelings of other students.

This step is vital to:

- Identifying student preferences for store offerings and
- Building support for the store.

How to Do a Student Survey?

- Write your survey. Keep it short and ask no more than five or six questions.
- Distribute the survey, ask students to complete it and return it by a designated time. Another option is to ask the students the questions and have them tell you their answers and you record the answers.
- Make sure you survey different groups of students.

Sample Student Survey

Say: *We are in the process of designing a nutritious snack program which we want to open here at school. Would you be willing to answer a few questions that will help us understand your needs and preferences?*

What are you currently spending for a 20-ounce drink?

\$.50 \$ 1.00 \$ Other (please specify amount) _____
 I do not buy 20 ounce drinks

What price do you pay for jerky?

\$.99 Other (please specify amount) _____
 \$ 1.50 I do not buy jerky

Do you usually buy a snack each day?

Yes No

What time of the day are you usually looking for a snack?

Before School After Lunch
 After First Period After School
 Before Lunch Other

Would you prefer your food is prepackaged or open on a tray?

Not prepackaged Prepackaged

Please check any items on the following list of foods that you might purchase for a snack:

<input type="checkbox"/> Popcorn	<input type="checkbox"/> Yogurt	<input type="checkbox"/> Pudding	<input type="checkbox"/> Breads
<input type="checkbox"/> Breakfast Bars	<input type="checkbox"/> Fruit Juice	<input type="checkbox"/> Flavored Milk	<input type="checkbox"/> Cappuccino
<input type="checkbox"/> Italian Soda	<input type="checkbox"/> Cereal	<input type="checkbox"/> Jerky	<input type="checkbox"/> Dried Fruit
<input type="checkbox"/> Latte	<input type="checkbox"/> Goldfish	<input type="checkbox"/> Water	<input type="checkbox"/> Baked Chips
<input type="checkbox"/> String Cheese	<input type="checkbox"/> Bagels	<input type="checkbox"/> Seeds or Nuts	<input type="checkbox"/> Trail Mix

Please list other items you would like to purchase at the store.

Thanks for Your Time and Suggestions.

Developed by the Huntley Project High School FCCLA Chapter in Huntley Project, Montana.

Taste Test Panels

Taste test panels provide important experiences for students to provide feedback on products that you may want to offer in the student store. It also provides an opportunity for a student to try a new food item and expand their food preferences.

Tips for Successful Taste Tests

Preparation:

- Limit tasting to 4-5 items
- Limit participants to 10-12 students (teachers/parents)

Set each place at a tasting table with:

- Tasting form
- Pencil
- Napkin
- Utensils
- Water and Cups

Instructions for hosting a taste testing panel:

1. Gather products to be sampled. Prepare an adequate number of servings needed for the panel members.

- Use a simple code to identify products (no brand names visible.) For example, breakfast bar #1, breakfast bar #2, breakfast bar #3
- Pre-dish/cut or select foods for each taster

2. Distribute taste test forms and ask panel members to complete them in tasting the items. Do not to bias the panel members by making any comments—good or bad—about the food items. See sample forms on next page.)

3. Discuss the results. Encourage older students to explain their ratings.

- Have you ever tasted this item before?
- What comments are there about taste, texture, and smell?
- Would you like to see this product offered in the store?
- How much would you pay for this item?
- What other products should be marketed with it?

4. Closing:

- Have students pick up waste from tasting sessions on the way out.
- Thank the panel members.

Adapted from Mt. Diablo Unified School District, California, Shape Up California Strategies for Success Manual, 1998.

Sample STUDENT Opinion Score Sheet

Name/number of item _____

Student Age _____

Rate Each Characteristic (Excellent= 4 Good =3 Fair=2 Poor=1)

Taste/Flavor _____

Texture _____

Appearance _____

Overall Score _____ (Add total of taste/flavor, texture and appearance)

Would you purchase this product? Yes _____ No _____

Special Comments:

THANK YOU!

STUDENT Opinion Score Sheet

Name/number of item _____

Student Age _____

Rate Each Characteristic (Excellent= 4 Good =3 Fair=2 Poor=1)

Taste/Flavor _____

Texture _____

Appearance _____

Overall Score _____ (Add total of taste/flavor, texture and appearance)

Would you purchase this product? Yes _____ No _____

Special Comments:

THANK YOU!

From All it Takes is Nutrition Sense, Montana Office of Public Instruction

Sample Taste Test Form

Date _____ School _____ Grade _____

Evaluator (check one): _____ Student _____ FS staff _____ Teacher _____ Other _____

Food Item	Very Good	OK	Not Good	Comments
<i>Example: Item #1</i>		X		<i>Not a lot of flavor, but good texture</i>

Thank you!!

Taste Test Form

Date _____ School _____ Grade _____

Evaluator (check one): _____ Student _____ FS staff _____ Teacher _____ Other _____

Food Item	Very Good 😊	OK	Not Good ☹️	Comments
<i>Example: Item #1</i>		X		<i>Not a lot of flavor, but good texture</i>

Thank you!!

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Section 8: Sources

Section 1: Coordinator

- The State of Washington's Children, 2006-2007, Human Services Policy Center
http://hspc.org/publications/pdf/hspc_AR_07_web.pdf
- Action for Healthy Kids -- <http://www.actionforhealthykids.org>
- Healthy Schools in Washington -- <http://www.healthyschoolswa.org>
- Making it Happen, United States Department of Agriculture,
<http://teammnutrition.usda.gov/Resources/makingithappen.html>
- Dollars and Sense: The Financial Impact of Selling Healthier School Foods, Center for Weight & Health, University of California, Berkeley
www.cnr.berkeley.edu/cwh/PDFs/Dollars_and_Sense_FINAL_3.07.pdf
- Action for Healthy Kids web resources: www.actionforhealthykids.org
- The Role of Schools in Obesity Prevention, 2006, The Future of Children, 16, 1
http://www.futureofchildren.org/usr_doc/06_5562_story-school.pdf pp 114-118
- Connecticut's Guidance for Healthy Snacks in Schools
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>
- Making it Happen, United States Department of Agriculture
<http://teammnutrition.usda.gov/Resources/makingithappen.html>
- Action for Healthy Kids web resources www.actionforhealthykids.org
- Montana's Nutrition SENSE <http://www.opi.state.mt.us/schoolfood/nutritionense.htm>
- Michigan Tips and Tools to Help Implement Michigan's Healthy Food and Beverages Policy
<http://www.tn.fcs.msue.msu.edu/MAFHKToolkit/Tips%20%20Tools%20To%20Help%20Implement%20MI%20Healthy%20F&B%20Policy.pdf>
- Center for Science in the Public Interest's School Foods Toolkit
www.cspinet.org/schoolfoodkit/school_foods_kit_part1.pdf

Section 2: Foodservice

- Making it Happen, United States Department of Agriculture,
<http://teammnutrition.usda.gov/Resources/makingithappen.html>
- Dollars and Sense: The Financial Impact of Selling Healthier School Foods, Center for Weight & Health, University of California, Berkeley
www.cnr.berkeley.edu/cwh/PDFs/Dollars_and_Sense_FINAL_3.07.pdf
- *Going Local: Paths to Success for Farm to School Programs, National Farm to School Program (on accompanying CD)
- *A Salad Bar Featuring Organic Choices: Revitalizing the School Lunch Program, Flock, Petra, Ruddy, Peterangelo (on accompanying CD)
- Fruits and Vegetables Galore, Food and Nutrition Service
http://www.fns.usda.gov/tn/Resources/fv_galore.html
- School Foodservice Guide:
http://www.pbhcatalog.com/acatalog/School_Food_Service_Guide.html#aFS_2dCOMBO
- Puget Sound Fresh: <http://dnr.metrokc.gov/wlr/farms/Index.htm> ;
- Heart of Washington <http://www.heartofwashington.com/>

Section 3: School store/vending

- Making it Happen, United States Department of Agriculture,
<http://teammnutrition.usda.gov/Resources/makingithappen.html>
- Dollars and Sense: The Financial Impact of Selling Healthier School Foods, Center for Weight & Health, University of California, Berkeley
www.cnr.berkeley.edu/cwh/PDFs/Dollars_and_Sense_FINAL_3.07.pdf
- My Pyramid: www.mypyramid.org
- Nutrition information on fruits and veggies: www.fruitsandveggiesmatter.org
- Montana's Nutrition Sense Toolkit: <http://www.opi.state.mt.us/schoolfood/nutritionense.htm>
- School Beverages—Time to Pop Open Your Soda Contract:
http://www.communityhealthpartnership.org/pdf/soda_rec.pdf
- Center for Science in the Public Interest's School Foods Toolkit Part 2: See pages 42 and 43 for school vending survey http://www.cspinet.org/schoolfoodkit/school_foods_kit_part2.pdf
- *Get Milk and Get Going promotional ideas (see posters on accompanying CD)

- Marketing: A Must for Financial Success chapter from Montana's Nutrition Sense Toolkit:
<http://www.opi.state.mt.us/schoolfood/nutritionense.htm>
- Free promotional resources available at: www.eatsmart.org
- Cool website with free resources and great ideas: www.caprojectlean.org
- Connecticut's Guidance for Healthy Snacks in Schools
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>

Section 4: Fundraising

- Sweet deals: Fundraising can be healthy and profitable, Center for Science in the Public Interest
<http://cspinet.org/new/pdf/schoolfundraising.pdf>
- California Project Lean www.californiaprojectlean.org

Section 5: Healthy products

- Nutrition calculator created by Seattle Public Schools. <http://www.seattleschools.org/area/nutrition-svc/calculator/calculator.html>

Section 6: Working together

- Tool time Healthy Fundraising Market Challenge created by Tacoma Pierce County Health Department

Section 7: Market testing materials

- Market testing materials from Montana's Nutrition Sense
<http://www.opi.state.mt.us/schoolfood/nutritionense.htm>

*Resources on CD

- A Salad Bar Featuring Organic Choices: Revitalizing the School Lunch Program, Flock, Petra, Ruddy, Peterangelo
- Going Local: Paths to Success for Farm to School Programs, National Farm to School Program
- Get Milk and Get Going promotional ideas

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Show Me the Money- A Guide to Selling Healthy Food at School Evaluation

1. Did you use this guide to plan a revenue replacement workshop or similar workshop in your area? *Yes (continue to #2)* *No (skip to #7)*

2. What is the title of your workshop?

3. What counties or school districts were represented at the workshop?

4. How many people attended the workshop?

5. How useful was the guide in planning and implementing a workshop?

	Very useful	Useful	Not useful	Comments
Overall				
Section 1: Workshop Coordinator				
Section 2: Foodservice professionals				
Section 3: Student stores/vending				
Section 4: Fundraising				
Section 5: Healthy Products Guide				
Section 6: Working Together				
Section 7: Market testing resources				
Section 8: Resources				

6. If you did not use the guide to plan a workshop, what did you use the guide for?

7. Do you have suggestions for a future guide?

8. Any other comments?

Please return to:

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