All it Takes is Nutrition SENSE
(STUDENTS ENCOURAGING NUTRITIOUS SNACKS EVERYDAY)
This toolkit, also available electronically on the Montana Office of Public Instruction School Nutrition Programs Web Site, [www.opi.state.mt.us/schoolfood/index.html](http://www.opi.state.mt.us/schoolfood/index.html), provides a variety of information to assist schools in being successful at selling healthful foods and beverages in student-run stores. Much of the information provided is based on lessons learned in Montana schools’ Nutrition SEN$E projects. We hope you find this information useful. State agency staff are willing to assist you in learning more about this topic. Please contact either of the following offices for assistance.

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INTRODUCTION:

Nutrition SENSE

All It Takes is Nutrition SENSE (Students Encouraging Nutritious Snacks Everyday)
Introduction

Are you interested in providing and promoting healthful foods and beverages at your student store, but are not sure how to make this change so that business success will follow?

If so, you have arrived at the right place. This toolkit will guide you through the key concepts and considerations necessary to make these positive changes. In the end, your school store will not only continue to be profitable, it will contribute to student health and well being in your school.

Why Make Changes that Encourage Nutritious Snacking?

Children and teens spend a large portion of their day in the school setting. Because of this, much of their daily food intake occurs at school. Some of this is from the cafeteria or from bag lunches brought from home. However, an increasing amount of food consumed at school is from student-run school stores. Traditionally, the nutritional value of food and beverages sold at these stores has not been good, since most items sold are high-sugar or high fat.

Healthy eating is important for growth, good health and academic performance:

Healthy Eating Optimizes Growth. The children and teens who are the customers at school stores are in an important growth phase of their lives. This is a student’s only chance to achieve full stature, optimize bone density and establish life-long healthy eating habits. Eating healthy foods will provide these growing students with the nutrient rich fuel they need.

Healthy Eating Helps to Prevent Chronic Disease. Healthy eating habits play a large role in the promotion of health, while, poor eating habits are directly associated with the development of obesity, high blood pressure, type 2 diabetes, coronary artery disease, osteoporosis, cancer and other diseases. In fact, next to tobacco use, poor diet/inactivity is the second lifestyle related cause of death in the United States.

Currently, approximately 15 percent of American children and adolescents are overweight. This translates to approximately 8 million children and teens. The prevalence of overweight has nearly tripled among children and teens in the past two decades.

Previously considered an adult disease, type 2 diabetes has increased dramatically in children and teens, especially those who are overweight. In fact, the Centers for Disease Control recently (2003) estimated that one in three people born in the U.S. in 2000 will develop type 2 diabetes sometime in their life – unless significant changes in eating and exercise habits occur.

If healthy nutrition habits can be established early, the incidence of these diseases can be lessened. Also, we know that even for those who currently have poor dietary habits, if they make positive dietary changes, their likelihood of suffering from these nutrition related chronic diseases lessens. The school store is an important piece of the puzzle of optimizing the healthful opportunities for children and teens throughout the school environment.

Healthy Eating Betters Academic Achievement. Nutrition affects children’s and teens’ ability to learn. This link has been clearly supported through controlled research studies. Inadequate nutrition is a major cause of impaired cognitive development and is associated with increased educational failure and behavioral problems.
In fact, research has shown the following related to nutrition and academic performance:

- One study found that the fourth grade students who had the least protein intake in their diet had the lowest achievement scores.
- A large-scale study showed that hungry children were two to three times more likely to have behavioral and academic problems than children classified as “not hungry”.

Numerous studies have shown that:

- Kids who eat breakfast seem to have an easier time learning as demonstrated through:
  > Ability to concentrate
  > Fewer errors
  > Higher test scores
  > More creativity
  > Faster work
- Kids who eat breakfast are more likely to be in school as demonstrated by:
  > Fewer absences
  > Less tardiness
  > Less time spent in school nurse’s office
- Kids who eat breakfast behave better in school as demonstrated by:
  > Fewer fights
  > Greater cooperation
  > Fewer trips to the principal’s office
  > Fewer conflicts with classmates

Studies have linked iron deficiency to lower achievement on standardized tests.

Clearly, the school store can be part of the solution to bettering student growth potential, overall health and academic achievement. If the choices available in student stores provide students the opportunity to get important nutrients AND the store makes a profit, everyone wins. This toolkit will provide you with the information to achieve this win-win situation in your school.

**Words of Wisdom from Montana Schools**

As you read through this kit, you will realize that Montana students will choose healthful items if they are readily accessible and affordable at school stores. Recent Montana focus groups (done with teens) have also told us that some teens think the unhealthful items should not be available at school or they will choose them over the healthful items. You and your students can decide what strategies and techniques will work best for your own school student store. We hope this kit is helpful to you in learning steps to improve your student store in regard to the many aspects of nutrition, from food safety to selling and marketing of healthful foods and beverages. You are to be commended for your efforts in making it easier for students and staff in your school community to make healthful choices.

To start the process of Students Encouraging Nutritious Snacks (SEN$E) in your store, we encourage you to take a few minutes with your students to complete the following initial Nutrition SEN$E Worksheet. This information is helpful in determining your plan and first steps.
Have Your Students Help You Brainstorm to Answer the Following Questions:

1. What are your initial ideas for the types of healthful foods and beverages you want to sell?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How will you promote these foods and beverages to the students and staff?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Who are some key partners you may want to work with in purchasing, selling and promoting healthful foods and beverages?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What will be your biggest challenges in selling and promoting healthful foods and beverages to students and staff?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
FIRST THINGS FIRST:

Food Safety in Your Student Store
Food Safety in Your Student Store

Wherever food is being sold, proper sanitation practices must be in place so that the risk of food-borne illness is minimized. Here you will find the basic information needed to help keep foods safe from bacteria and in turn, keep your customers safe from illness.

The Four Basic Guidelines for Sound Food Safety Practices

These guidelines were adapted from “Fight Bac! Materials” (see the following page for the website.)

1. Clean:
   • Wash hands and surfaces often using hot soapy water.
   • Before handling, preparing or serving food all workers should be sure to keep their hands well washed especially after:
     > Using the bathroom
     > Handling raw meat
     > Picking up anything from the floor
   • Touching your mouth, nose, hair
   • Taking out the trash
   • All surfaces in your store should be kept clean including: countertops, cutting boards, dishes, utensils, towels and wiping cloths.

   SIMPLE SANITIZING SOLUTION

   The following is a simple formula for an effective sanitizing solution:

   Once you have this made up, fill a couple of spray bottles with this and have the spray bottles readily available around your food service area:

   1 Tsp. of regular chlorine laundry bleach + 1 qt of H2O

2. Separate:
   • Keep foods intended to be cooked separate from foods intended to be eaten raw. Don’t cross-contaminate. Avoid the spread of bacteria.
   • Be sure to use different cutting boards for raw meat products and all other foods.
   • Never place a food that is ready to eat on a plate that previously held raw meat, poultry or seafood.
3. Cook:

- Cook foods to proper temperatures. Adequate cooking kills harmful bacteria. Use clean thermometers!
  - Red meat should be cooked to at least 160°F.
  - Poultry should be cooked to at least 170°F.
  - Cook eggs until yolks and whites are firm.
  - Cook fish until it is opaque and flaky.
- Reheat things well!
  - Bring sauces, soups and gravies to a boil.
  - Reheat leftovers to 165°F.

4. Chill:

- Keep perishable food cold!
- Refrigerate leftovers promptly (within two hours or sooner). Bacteria will have less of a chance of growing if foods are kept cold.
- Defrost foods in refrigerator, under cold running water or in microwave.
- Keep thermometers in your refrigerator and freezer. Check your refrigerator temperature regularly – it should be no higher than 40°F. Your freezer should be 0°F.

**DO YOU KNOW ABOUT THE DANGER ZONE?**

Bacteria grows best in a temperature range known as “The Danger Zone.”

The Danger Zone is between 40° and 140°F. So be sure to keep foods stored at temperatures less than 40°F and be sure to cook them to greater than 140°F.

For more food safety information, check out the following websites:

- Fight Bac! www.fightbac.org
- Food Safety Project: Lessons www.extension.iastate.edu/foodsafety/Lesson/L1/L1p1.html
- Focus on Food Safety www.kdhe.state.ks.us/fofs/index.html

State of Montana food safety resources:

- Montana Department of Public Health and Human Services
  406-444-2408 or www.dphhs.state.mt.us/hpsd/pubheal/healsafe/food/index.htm
- Montana State University Extension Service, Food and Nutrition
  Lynn Paul, EdD, RD, 406-994-5702 or www.montana.edu/extensionnutrition
  See page 58 for information on Food Safety Works, a high school food safety education job training program.
Safe Food Handling Checklist for School Stores or Concession Stands

Use this checklist on a regular basis to make sure you are following safe food handling practices:

1. Before the store opens each day, all work surfaces are cleaned and sanitized.

2. Workers wash hands frequently. A good rule of thumb is to have one worker handle the money while the other worker handles the food.

3. Workers shall keep hair restrained, wear clean clothing, not eat, not chew gum and not wear artificial nails, nail polish or excessive jewelry while working.

4. Food is stored properly to keep cold foods cold (less than 40°) and hot foods hot (more than 140°). Raw foods are kept away from cooked foods to avoid cross contamination.

5. Inventory is rotated so the first items in are the first items out when sold. Food items are stored at least six inches off the floor. Food is stored away from non-food and cleaning supplies.

6. Thermometers are in the refrigerator and freezer and temperatures are checked regularly. Refrigerator temperature is no higher than 40°F and freezer temperature is at least 0°F.

7. Workers are trained in using a food thermometer to monitor food temperatures.

8. While store is open, hot and cold foods are kept at safe temperatures: Hot foods 140°F or above; cold foods 40° F or below.

9. Foods are defrosted in refrigerator, under cold running water or in microwave.

10. Proper dishwashing methods are followed to ensure items are cleaned and sanitized. The easiest way is to ask the food service program to run the items through the dish machine. Otherwise, use three large tubs and a clean drying rack: Tub #1 is filled with hot, soapy water; Tub #2 contains hot rinse water, and Tub# 3 contains sanitizing solution. Items are washed, rinsed and then submerged in the sanitizing solution for at least one minute. Items are air-dried on the rack.

Simple Sanitizing Solution

The following is a simple formula for an effective sanitizing solution. Once you have this made up, fill a couple of spray bottles with this and have the spray bottles readily available around your food service area: 1 Tsp. of regular chlorine laundry bleach + 1 qt of H2O.
MONTANA STATE LICENSURE FOOD SAFETY GUIDANCE

As stated in the Montana State Licensure Law, student stores that operate for more than 14 days a year are required to obtain an annual license from their respective county sanitarian office.

50-50-102 Definitions

(7) (a) “Food service establishment” means a fixed or mobile restaurant, coffee shop, cafeteria, short-order cafe, luncheonette, grille, tearoom, sandwich shop, soda fountain, food store serving food or beverage samples, food or drink vending machine, tavern, bar, cocktail lounge, nightclub, industrial feeding establishment, catering kitchen, commissary, private organization routinely serving the public, or similar place where food or drink is prepared, served, or provided to the public at retail, with or without charge.

(b) The term does not include:

(i) operations, vendors, or vending machines that sell or serve only packaged, nonperishable foods in their unbroken, original containers;

(ii) a private organization serving food only to its members;

(iii) custom meat cutters or wild game processors who cut, process, grind, package, or freeze game meat for the owner of the carcass for consumption by the owner or the owner's family, pets, or nonpaying guests; or

(iv) an establishment, as defined in 50-51-102, that serves food only to its registered guests.

50-50-201. License required.

(1) Except as provided in 50-50-202, a person operating an establishment shall procure an annual license from the department.

(2) A separate license is required for each establishment, but if more than one type of establishment is operated on the same premises and under the same management, only one license is required.

(3) Only one license is required for a person owning and operating one or more vending machines.

(4) A license issued by the department is not valid unless signed in accordance with 50-50-214.

50-50-202. Establishments exempt from license requirement

(2) A license is not required to operate an establishment if it is operated by a nonprofit organization for a period of less than 14 days in 1 calendar year. An establishment exempt from licensure under this subsection:

(a) must be operated in compliance with the remaining provisions of this chapter and rules adopted by the department under this chapter; and

(b) prior to each operation, shall register with the local health officer or sanitarian on forms provided by the department.

50-50-203. Application for license.

An application for a license is made to the department on forms and contains information required by the department or is an application for a license that is in compliance with rules established by the board of review established in 30-16-302.

50-50-205. (Temporary) License fee -- late fee -- preemption of local authority -- exception.

(1) (a) Except as provided in subsection (1)(b), for each license issued, the department shall collect a fee of $75. It shall deposit 88% of the fees collected under this section into the local board inspection fund account created in 50-2-108, 6% of the fees into the general fund, and 6% of the fees into the account provided for in 50-50-216.

(b) For each license issued to an establishment that does not have more than two employees working at any one time, the department shall collect a fee of $60, which must be deposited in accordance with the percentages provided in subsection (1)(a).

(2) In addition to the license fee required under subsection (1), the department shall collect a late fee from any licensee who has failed to submit a license renewal fee prior to the expiration of the licensee’s current license and who operates an establishment governed by this part in the next licensing year. The late fee is $25 and must be deposited in the account provided for in 50-50-216.

(3) A county or other local government may not impose an inspection fee or charge in addition to the fee provided for in subsection (1) unless a violation of this chapter or rule persists and is not corrected after two visits to the establishment.

50-50-301. Health officers and sanitarians to make investigations and inspections -- training requirements.

(1) State and local health officers, sanitarians-in-training, and registered sanitarians shall make investigations and inspections of establishments once a year and make reports to the department as required under rules adopted by the department. An inspection may be conducted more often than once a year.

37.110.241 REVIEW OF PLANS

(1) Whenever a food service establishment is constructed or remodeled and whenever an existing structure is converted to use as a food service establishment, properly prepared plans and specifications for such construction, remodeling or conversion must be submitted to the regulatory authority for review and approval before construction, remodeling or conversion is begun. The plans and specifications must indicate the proposed layout, arrangement, mechanical plans, and construction materials of work areas, and the type and model of proposed fixed equipment and facilities. The regulatory authority shall approve the plans and specifications if they meet the requirements of this subchapter. A food service establishment may not be constructed or remodeled, and any existing building may not be converted into a food service establishment, except in accordance with plans and specifications approved by the regulatory authority.

For more information contact your county sanitarian’s office or the Montana Public Health and Human Services Agency (licensing office) at 406-444-2408.
GUIDELINES:

What is Considered Healthy?
Guidelines for Food and Beverages

Often times, there is confusion as to what is considered “healthy” and you might be wondering what foods and beverages do really measure up in terms of being healthful. In order to clear up this confusion and provide guidance to you in purchasing items, we are providing guidelines from the California Center for Public Advocacy.

This Center has developed recommendations for competitive food standards for elementary and secondary schools. We encourage you to follow these standards (to the best of your ability) in making food and beverage purchases for your student store. These standards are the “ideal” and are something to strive for. Product availability in your area may be a factor in prohibiting you from meeting all of these standards.

**Elementary Schools (schools that have grade 6 or lower)**

**Recommendation** Eliminate the sale of all foods sold outside the school meal program during the school day. Individual items sold during breaks must meet the same standards as for secondary schools.

**Rationale** Young children should not have the opportunity to make unhealthy food choices at school. The school environment should model healthy choices.

**Secondary Schools (schools that have grades 7-12)**

**Beverages:**

- Contain at least 50% fruit juice with no added sweeteners (Fruit juices, Knudsen Spritzer)
- Water
- Low-fat (1%)/ nonfat (skim) milk - includes flavored milks
- Beverages not recommended for sale include soft drinks, sports drinks, punch, iced tea, drinks containing less than 50% real fruit juice, and beverages containing caffeine (except chocolate milk).

**Rationale** Eliminates beverages with little nutritional value and others that replace more healthful alternatives. Schools should not promote the consumption of habit-forming substances.

**Snack foods meet the following criteria:**

- No more than 30% of total calories come from fat
- No more than 10% of calories come from saturated fat
- No more than 35% added sugar by weight (except fresh, dried or canned fruits and vegetables)
- Portion size is limited to:
  - Snack foods* are 1.25 ounce or less
  - Cookies and cereal bars are 2 ounces or less
  - Bakery items (muffins) are 3 ounces or less
  - Frozen desserts, ice cream are 3 ounces or less
  - Yogurt are 8 ounces or less
  - Beverages (except water) are 12 ounces or less

Foods not recommended for sale include all large-sized portions, regular chips, and candy.

* Snack foods include chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit and jerky.
Food and Beverage Product Lists (brand specific or recommended varieties)

In the 1.25 ounce serving or less, these items have less than 40% fat calories, and less than 40% added sugar by weight (excluding nuts, seeds, peanut butter items, and dried fruit). This list is subject to change. Items not found on this list do not mean they don’t meet recommendations. Remember, packaging size makes a difference. Select small portion sizes and avoid large sizes that contain more than a “single” serving.

Grains:

Granola and Cereal Bars
- Barbara’s Granola Bars (cinnamon raisin, oats & honey, carob chip, peanut butter)
- Barbara’s Cereal Bars (multigrain, cherry, strawberry, apple cinnamon)
- Bodghi Jungle Nut Crunch Bar
- Cliff Bars (chocolate chip, peanut crunch, chocolate almond fudge, cookies & crème, chocolate brownie)
- Envirokidz Crispy Rice Bar
- Frunola Energy Bar
- General Mills Milk’n Cereal Bars (all varieties)
- General Mills Chex Morning Mix
- General Mills Oatmeal Crisp (fruit ‘n cereal) Bars
- Health Valley Solar Bars (berry, peanut butter, and chocolate)
- Keebler Journey Bars (apple cinnamon, peanut butter fudge)
- Kellogg’s Nutri Grain Cereal Bars (strawberry, blueberry, cinnamon apple)
- Kellogg’s Nutri Grain Granola Bars (honey oats and raisins)
- Kellogg’s Nutri Grain Yogurt Bars (strawberry, blueberry, cinnamon apple)
- Kellogg’s Krave Energizing Snack Bar
- Kettle Valley Fruit Bars
- Luna Bars
- Nature Valley Chewy Trail Mix Bars (fruit & nut, apple cinnamon)
- Nature Valley Crunchy Granola Bars (all varieties)
- Power Bar (all varieties)
- Quaker Fruit and Oatmeal Bars (all varieties)
- Quaker Oats Chewy Granola Bars (all varieties)

** Check out the Generic Breakfast Bars as they are often less expensive and compare equally in their nutrition profile with popular brands.

Breads, Muffins and Bagels
- Bagels, (all types) Limit to 4 ounce portions.
- Muffins (banana nut, blueberry, lemon poppy seed, orange blossom)—limit to 4 ounce portions or less
- Sweet Breads (banana, pumpkin, zucchini)—limit to 4 ounce portions or less

Cookies
- Barbara’s Snackimals (oatmeal, carob chip, and vanilla)
- Basil’s Animal Crackers
- Famous Amos Oatmeal Raisin Cookies
Fig Newtons
Graham Crackers (regular and low fat brands)
Health Valley Apple or Strawberry Cobbler
Keebler Animal Crackers
Nabisco Teddy Grahams (all flavors)
Rice Krispy Treats (original flavor)

Crackers, Chips, Pretzels, and Popcorn
Alladin Bread Sticks
Baked Chips (potato and corn variety: Frito Lay, Lays)
Cheese Nips Air Crisps
Frito Lay Rold Gold Pretzels
General Mills Gardettos (original)
Kettle Krisps (BBQ and low salt)
Nabisco Multi-Grain Wheat Thins (reduced fat preferable)
Nabisco Triscuits
Newman’s Own Salted Rounds Pretzels
Pepperidge Farms Cheddar Cheese Goldfish
Pita Cheddar Cheese Snax
Pita Cinnamon Snax
Popcorn (fat free or light varieties)
Rold Gold or Snyders of Handover, Generic Brands Pretzels
Quaker Oats Quakes Rice Snacks (all flavors)
Sun Chips (all flavors)
Snyder’s Pretzels
Super (soft) Pretzels
Tumaro’s Krispy Crunchy Puffs (all flavors)

Protein Foods:
Trail Mix, Nuts, Seeds and Jerky, Sandwiches
Dakota Gourmet Amaizing Corn Snack (mesquite BBQ, classic, cool ranch)
Dakota Gourmet Sunflower Kernels (honey roasted, lightly salted)
Dakota Gourmet Soy Nuts (traditional, honey roasted, organic)
Dakota Gourmet Sunflower Seeds
Dakota Gourmet Smore Mix
David Pumpkin and Sunflower Seeds
Hi-Country Beef Jerky (95% fat free)
Kirkland’s Trail Mix
Planter’s Trail Mix
Nature Valley Trail Mix
Nuts (all varieties including soy nuts)
Smuckers Uncrustables (peanut butter and jelly sandwich)
Star-Kist Tuna Lunch Kit (water-packed white tuna with light mayo)

Dairy & Soy Products:
  - Dannon D’animals Drinkable Yogurt
  - Cheese (reduced fat, LIGHT, or fat-free—Low-Fat Mozzarella Cheese Sticks
  - Puddings (fat free and regular)
  - Yogurt (low fat, light or non-fat)
  - Yoplait Go-Gurts
  - Horizon Organic Low fat Yogurt Tubes

Fruits & Vegetables:
  - Fresh or canned individually fruits in light syrup or natural juices
  - Dried fruit or fruit leather
  - Dreyers Whole Fruit (no sugar) Frozen Fruit Bars

Entrees or Soups:
  - Fantastic Big Soups (microwavable, all flavors)
  - Dr. McDougall’s Microwavable Soups (all flavors)
  - Healthy Valley Fat Free Soups
  - Spice Hunter Lowfat Stuffed Potatoes (microwavable)
  - Nice Spice Soups
  - Safeway Select Enlighten Soups and Stuffed Mashed Potatoes
  - Campbell’s Soups to Go (all flavors)
  - Los Cabas Burritos (Beef/Bean & Red Chili Burrito, Bean & Cheese Burrito, Ultimate Bean & Cheese Burrito, Combo Bean and Beef Burrito, Beef/Bean & Green Chili Burrito)
  - Baked Potato with Protein or Vegetable Topping

This list is not meant to be all-inclusive but provide ideas for healthful items to be sold in student stores.
**Recommended Beverages**

A serving of 12 ounce or less is recommended for beverages except for water.

**Water:**

- Arrowhead Water
- Aquafina Water
- Arrowhead Sparkling Mountain Spring Water with Fruit Essence
- Big Spring Water
- Dasani Water
- Pellegrino Sparkling Water
- Perrier Sparkling Water
- Schwepps Sparkling Water with Natural Flavors
- Very Fine Fruit20 (all flavors)

**Milk:**

- 1% and Skim (nonfat) Milks—check with your local dairy or school food service program manager for low fat and fat-free milks
- Horizon Organic Milk (8 ounce reduced fat milk, extended shelf life)
- Bravo-Looney Tunes Slim Slammers (11 ounce low-fat milk, extended shelf life)
- Rice or Soy Milks (fortified)—Edensoy, Silk, and VitaSoy

**Fruit & Vegetable Juices (50%-100% fruit juice):**

- Apple Cider (pasteurized)
- Campbell’s Tomato Juice
- Crystal Geyser Juice Squeeze (wild berry, cranberry black cherry, pink lemonade)
- Dannon Frusion (banana berry, wild berries, peach passion fruit)
- Dole Pineapple Juice
- 50-100% Fruit Juices
- Hanson’s Fruit Smoothies and Hanson’s Natural Junior Juice
- Juicy Juice (kiwi-strawberry, grape, punch, berry and apple)
- Langers Juice (cranberry, raspberry, cranberry grape, mixed berry, orange, and apple)
- Martinelli’s Sparkling Juice (apple, apple grape, & apple cranberry)
- Minute Maid Juice (orange, apple, grape, mixed berry, & fruit punch)
- Motts Juice (fruit punch, apple juice and orange juice)
- Treetop Juice (apple, grape, fruit punch, & apple pear)
- Tropicana Juice (grapefruit, orange, apple and grape)
- Tropicana Smoothies (strawberry, mixed berry, peach, tropical orange)
- V8
Very Fine Fruit Juice (grape, apple, grapefruit & orange)
VitaPup Frozen Drink (contains 59% juice, requires special equipment)
Yoplait Nouriche (strawberry, peach)
Welch’s Grape Juice

**Sports Drinks:**
Sports drinks (non-carbonated only) that don’t contain more than 42 ounces of added sugar per 20 ounce serving. Limit portion size to 20 ounce serving.
- Gatorade
- Powerade
- Propel

**Healthy Snack Combinations**
A nutritious snack is one that has a serving from two of the five food groups from the Food Guide Pyramid (protein, dairy, fruit, vegetables, and grains.)

Try offering these favorite combo’s:
- Bagel and Cream Cheese with a Fruit Juice
- String Cheese and Granola Bar
- Milk and Cookies
- Baked Tortilla Chips with Salsa
- Fresh Apple Slices with Peanut Butter
- Celery Sticks with Peanut Butter
- Fresh Vegetables (carrots, snap peas, cucumber) with Light Ranch Dip and A String Cheese
- Uncrustable Peanut Butter Sandwich with Fruit Juice
- Yogurt with Piece of Fruit
- Soft Pretzel with Mustard and Fruit Juice
- Beef Jerky with a Cereal Bar
- Popcorn, String Cheese and Water
- Animal Crackers or Honey Graham Crackers and Milk
- Crackers, Cheese and Water
- Fresh or Canned (lite syrup) Fruit, Cheese Stick, and Water
- Apples with Caramel and Crackers
Vendors, Purchasing Partners, and Service Equipment
Potential Vendors and Purchasing Partners

A school store’s ability to offer specific foods and beverages is obviously limited by the items their specific vendors have available. Many schools in larger cities purchase foods from either Costco, Sam’s Club, Wal-Mart or a local grocery store in the area.

Other vendors or purchasing partners may include:

School Food Service Program. Many food services order weekly from Sysco or Food Services of America and can obtain products for the school store at a wholesale price. They also have relationships established with local dairies and produce companies and can assist you with obtaining products for your store. It can also be a win-win situation for your store and their program, if you can work with your food service to have them supply products to you. For instance, they may also be willing to sell you some of their homemade items such as sandwiches, baked goods, and single servings of fruits and vegetables with dips.

You may want to develop and implement a food service partnership agreement (see sample agreement on page 25.)

Office of Public Instruction, School Nutrition Cooperative Bid Purchasing Program. Montana schools increase their buying power by participating in a statewide cooperative purchasing program. Items can be ordered twice a year through the bid program with four deliveries a year. There is no minimum order and tremendous savings are realized through this program. Talk with your food service program manager or contact Kennie Johnson at the Office of Public Instruction.

Kennie’s contact information is 404-444-4412 or kennie@state.mt.us

Montana Made Foods. Purchase locally whenever possible to support Montana agriculture and businesses. Many schools form partnerships with local bakeries or bagel shops to get a well-known specialty product that many of their customers want. An example of where this local purchasing partnership is a success is:

The Bozeman High School DECA store purchases homemade bagels from a local bagel shop each day. The bagel shop delivers these fresh products daily to this school store.

Another possibility may include having a local fruit smoothie business deliver a popular flavored fruit smoothie once a week. Other Montana businesses include local grocery stores and dairies, Big Spring Water (Lewistown), Wheat Montana Bakery, and Hi-Country Beef Jerky (Lincoln). Make a point of finding out what local businesses in your community might be potential partners as part of your market research.
Service and Merchandising Equipment

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.

- **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** (distributor of healthy snacks)
  www.dakotagourmet.com or call 800-727-6663

- **Food Services of America** (food distribution company located in Billings, Montana)
  800-829-4045 or 406-238-7800, or www.fsafood.com

- **General Mills Merchandising Equipment** (cereal and snack racks, ice barrels and more)
  c/o Juhl Brokerage, Inc. Ask for information by faxing a request to 406-652-9304.

- **Great Gazebo, Inc.** (gazebos, rectangular booths and more)
  800-962-2767 or info@greatgazebo.com

- **Hi-Country Snack Foods, Inc.** (line of beef jerky and meat snacks)
  P.O. Box 159, Lincoln, Montana, 59639
  800-433-3916, 406-362-4203, FAX 406-362-4275

- **J & J Snack Foods Corporation** (soft pretzel equipment)
  888-JJSNACK or www.jjsnackfoodservice.com

- **Lakeside, Inc.** (food carts to mobile kiosks)
  888-558-8472 or info@elakeside.com or www.elakeside.com

- **National Dairy Council** (on-line cooler catalog for milk coolers)
  www.nutritionexplorations.org/sfs/cold/cold-catalog.asp

- **SYSCO Food Services of Montana** (food distribution company located in Billings, Montana)
  800-755-3673 or 406-247-1100 or www.sysco.com

- **VitaPup** (frozen beverage machine to serve VitaPup)
  Contact Sysco Inc., 800-823-8555

- **Wheat Montana Farms and Bakery**
  10770 U.S. Hwy 287, 406-285-3614 or 800-535-2798
  info@wheatmontana.com or www.wheatmontana.com/index.asp
Food Service Partnership Agreement

Nutrition SEN$E Project

By signing below, we acknowledge that we have discussed the many possibilities of selling nutritious snacks in our school store, and have planned a partnership between our school store and School Food Service to promote healthy foods. We recognize the need to promote our School Food Service that offers many healthy meals to students, and to support our school store that would offer different, equally healthy snacks.

To help us reach these goals while avoiding competition between the School Food Service and the school store, we, as a partnership, have agreed:

1. To promote student use of the School Food Service by:
   a. Asking that the vending machines be turned off from 7 a.m. every morning when the breakfast program opens until after the breakfast program is closed.
   b. Advertising the availability of healthy meals in the cafeteria in addition to healthy snacks in the school store.
   c. Offering alternative fund raising suggestions to groups who sell candy and donuts outside the cafeteria at lunch, and who thus discourage students from eating foods offered by the food service.

2. To support the sale of healthy foods in the school store by:
   a. Possibly supplying the store with some healthy snacks, such as granola bars, yogurt, and string cheese through the School Food Service.
   b. Possibly supplying the store with milk and juice through the School Food Service for sale after school.

3. To avoid direct competition between the school store and the School Food Services by:
   a. Selling foods in the school store different from those offered in the cafeteria.
   b. Selling foods in the school store at prices equal to or more expensive than foods in the cafeteria.

Food Service Representative       Date

Nutrition SEN$E Store Representative      Date

Developed by East Middle School, Great Falls MT, 2003 Project Nutrition.
MARKETING:

A Must for

Financial Success
Marketing: A MUST For Financial Success

You’ve worked hard to open a student store stocked with healthful items for your students to enjoy and to help supply their bodies with essential nutrients. How can you be sure your customers will come to your store and purchase items?

The bottom line — you need to market your product. In other words, simply offering healthful food and beverage items, doesn’t guarantee their popularity among students. In order to be financially successful in selling healthful foods to students, you must devote time to marketing. Marketing includes:

- Determining what the customer wants and needs.
- Providing products or services that meet those wants and needs.
- Informing the customer about the availability of products and services and the benefits of using them.
- Selling products and services at prices that customer considers to be fair.

In Order to Properly Market, Address the Four P’s of Marketing — Product, Place, Price, Promotion:

**Product:** The goods or services that are provided to the customer. In the case of most student stores, food or non-food items are the goods.

**Place:** How, where, and when the product or service is provided. This would include the location and hours of operation for the student store.

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

**Promotion:** Influencing the acceptability and sale of the products and services to the customer. This could be done in several ways ranging from product line, pricing structure, and advertising strategies. Be sure to check out Montana’s Own Top Ten Marketing Strategies on page 32.

In order to address these vital components, it is important to commit to developing a marketing plan. A marketing plan helps to:

- Organize small or large changes within a budget.
- Outline what your objectives are.
- Determine the most appropriate route toward achieving your objectives.

**Designing a marketing plan:**

There are eight steps to a successful marketing plan, they include:

1. Establish measurable goals
2. Identify the target audience
3. Assess strengths and weaknesses
4. Develop a specific message
5. Develop strategies
6. Develop budget
7. Implement strategies
8. Evaluate results
Marketing Plan

WORKSHEET

Utilize the “Marketing Plan” worksheet found on this page to help address these key steps to developing a successful marketing plan:

1. Establish Goals:

2. Identify Target Audience:

3. Assess Strengths and Weaknesses:

4. Develop a Specific Message:

5. Develop Strategies:

6. Develop Budget:

7. Implement Strategies:

8. Evaluate Results:
**Marketing Strategies** will depend on the age of the target customers and, in turn, these strategies need to be tailored to meet their needs and desires. In other words, what motivates teens to purchase fruits and vegetables may be very different from what motivates elementary students to purchase them. So an important first step to marketing is to conduct what is called *market research* with the target audience.

**Market Research** is nothing more than gathering information from your customers so you better understand what they are likely to purchase and how much they are willing to spend for specific food and beverage items. It can also help you determine what your store hours should be to best suit your customers’ needs and could help to determine what other items (non-food) could be sold at the store.

**How To Conduct Market Research?**

Market research can be accomplished in many ways. Two examples of strategies to gather this information are written surveys, or focus groups. Descriptions of these two market research strategies are described here:

**Surveys:**

One way of gathering information from your target customers involves developing and distributing a short survey. The survey should contain questions that help to determine what types of products they desire and the price they are willing to pay for them. A sample survey is provided under the Resource Section on page 53.

If your target audience includes school staff, develop and distribute a short survey for them to complete. Often times the same survey can be used for both students and staff. Try printing it on a different colored paper so you can differentiate the various target groups.

If you are targeting sport teams, ask the coach if you can survey the athletes as to specific foods or beverages they may wish to purchase for after school snacks to give them energy for their practices.

**Focus Groups:**

A focus group is a small (10-12) group of individuals to whom open-ended questions are asked in order to gain their opinions. Conduct a short focus group with a diverse selection of students to determine foods and beverages that are both popular with the students and fit the criteria established for healthy items.

This group could also participate in a taste test of a specific food item. For example, if you are considering offering a granola bar, have this group taste a few brands of granola bars and ask them to rate them. It is very important that when conducting taste tests, students don’t bias other students so a rating sheet is used instead of having students voice their comments. Sample taste test-rating sheets are provided under the Resource Section on pages 55-56. A list of sample open-ended questions used in leading focus group discussions can be found under the Resource Section on page 52.

**Feedback:**

This method allows you to obtain comments or feedback from customers concerning store hours, product line or advertising methods. This should be done periodically to help determine your customer’s satisfaction level or potential changes you may want to make concerning product line or hours of operation.

Now that you have identified your customers’ needs in terms of product line, store hours and pricing structure, it is time to focus on promotion. Implement all or some of these Montana’s own strategies to help ensure your success.
Montana’s Own Top Ten Marketing Strategies

1. Give Your Store an Identity:

It is important that your store has an identity. The first step is to name your store. To get buy-in from the students, consider having a “Come up With a Store Name” contest to get a name that your customers (the students) identify with. At Terry High School, the Family, Career and Community Leaders of America store’s name is the Snack Station with the marketing slogan of “Snack Station—Body Low on Fuel—Fuel Up!” This slogan encourages students to identify with the store by comparing it to a fuel station for their bodies.

2. Commit to Signage for the Store:

After it is named, make sure to post a sign with the store name and hours of operation in a location nearby the store to continually advertise it to anyone that walks by it even when it may not be open. This is very important as they say “A business without a sign is a sign of no business.” It’s a very good idea to have a sign advertising the store at all the main entrances of the school and other popular places (like outside the gym or cafeteria). It could say something like “Visit the Got Munchies Store in E wing for a delicious snack or drink. Open everyday before and after school.”

3. Product Placement is Important:

The placement of items is very important in marketing them to customers. Place the healthy items in the front of the counter and at eye level or above, so they are in full view by your customer. Display popular product labels in a window or on a poster to help market “branded products” to satisfy your customers’ desires.

4. Promote Added Value:

A good rule of thumb is to remember the BEST approach to marketing healthy foods as adapted from a 2001 study aimed at improving the snack selection by college students.

Promote foods from one of these four food choice factors:

- B = Budget Friendly (attractive price)
- E = Energizing (healthful and smart choice)
- S = Sensory satisfaction (good taste)
- T = Time (convenient and easy to eat)

5. Tailor Product to Your Customer’s Needs:

Market research with school aged (middle school) students has shown that many students will not purchase whole pieces of fruits or vegetables as they perceive them as hard to eat or messy. So, in offering fruit and vegetables, it is helpful if they are served in an easy to eat form. For example, apple slices, banana halves, orange wedges or slices, bunches of grapes, and baby carrots are easy to eat.

Some student stores purchase single servings from vendors or work with their school food service program to purchase single servings of pre-sliced fruits and vegetables with dips from their school food service.

That way, the following items can be offered in a safe and easy manner:

- Apple slices with a soufflé cup of caramel or peanut butter
- Celery sticks filled with peanut butter
- Carrots, celery, cucumber with a soufflé cup of ranch dressing (lite)
- Banana with a soufflé cup of chocolate sauce
- Canned single servings of assorted fruit (applesauce, mixed fruit, peaches)
- Single servings of fruit in gelatin

To keep inventory levels down, try offering just one of these items per week and track sales to determine the popular sellers. Promote it as the “Special of the Week”.

All It Takes is Nutrition SENSE (Students Encouraging Nutritious Snacks Everyday)
6. Practice Suggestive Selling:
Teach your employees to practice suggestive selling each time they make a sale. This simple technique can help you capitalize on the “power of suggestion” and has definitely been shown to increase sales. You have often heard the simple phrase “would you like fries with that burger, etc.”. So implement this technique and watch your sales increase. For example, use phrases like “Would you like a juice with that granola bar?” or “How about a string cheese with those pretzels?”

7. Run A Promotion:
Promotions are important and can be fun for all involved. They can be a single event or a series of events, and they can accomplish a variety of goals. Consider running a fruit or vegetable promotion campaign to motivate students to try these items. A promotion might be:

- Giving out “free samples” of a fruit or vegetable. While students are picking up a sample, gather feedback regarding the appeal of the item and the students’ opinions of whether or not they would consider purchasing this item in the future. Or give a free sample with the purchase of another item as a Special of the Week.
- Having a fruit or vegetable sold with another popular item in a “combo” snack. For instance, a bagel and cream cheese could be sold with a piece of fruit in a sack and promoted as a High-Energy Snack or Smart Snack Sack.
- Offering a fruit or vegetable as the Special of the Week at a lower price is a great way to promote fruits and vegetables. For example if you can charge $0.50 for a serving of fruits or vegetables when other foods cost $0.75, this may help motivate more students to purchase them.

8. Be Customer-Oriented:
Be sure employees greet customers with a smile. Learn student names. Wear nametags so that students can greet the employees by their names too. Empower your staff to provide quality service. Have employees consider how the food products looks to the customer and work on attractively displaying products. Remember we eat with our eyes!

9. Spread the Word That You are Selling Food:
Advertise! Advertising is a critical component for successfully attracting customers to your store and bringing their attention to your product offerings. Consider implementing these advertising ideas:

- Hang posters around the school (in classrooms, hallways, cafeterias, locker rooms, and by the gym) advertising store hours and popular items. This is especially important when your store first opens.
- Display food items in the window, or on counters, and actually display the labels from the products in order to market specific “branded products” that may be popular with your customers.
- Advertise the store hours, popular items and promotions during the daily announcements.
- Write an article for the staff and school newsletters so students, staff and the community become aware of the store’s offerings, hours and prices. This is a great opportunity to promote the “value” of your product and increase everyone’s awareness that you are making an effort to sell and actively promote healthful items. Your customers may be very appreciative to know that there are food and beverage options besides the vending machines at your store.
- Hang posters that promote healthy foods and beverages. Make copies of the free posters available listed under the Resource Section on page 57 to educate your customers on what healthful snacks are, how healthful snacks will benefit them and examples of healthy snack selections.

10. Expand Your Customer Base:
Offering healthy foods and beverages is a valuable service to your school community. Give everyone a chance to purchase healthy items and benefit from your student store selections. Advertise to students, sports teams, parents, teachers, and school administrators. Consider generating excitement and sales by making a presentation at a school board meeting.
ADVICE:
From Montana Schools
Advice From Montana Schools on Marketing Healthful Foods to Youth

This information is from elementary, middle and high schools across Montana. These schools each received a Nutrition SENSE Mini-Grant to support their efforts in selling and marketing healthful foods and beverages to students through student run stores.

We would like to thank these schools for their efforts in helping Montana youth purchase healthy items and for sharing their lessons learned with us.

Phase One Pilot Project Schools

- Billings Career Education Center Entrepreneurship/Small Business Class Billings School District #2
- Bozeman High School DECA chapter Bozeman School District
- Custer County High School FFA chapter Miles City School District
- Huntley Project High School FCCLA chapter Huntley Project School District
- Terry High School FCCLA chapter Terry School District

Phase Two Pilot Project Schools

Elementary Level:

- Arrowhead School Pray Montana
- Central Intermediate Student Store Sidney School District
- Jefferson Elementary School Student Council Helena School District
- Lewis and Clark Elementary School Great Falls School District
- Smith Elementary School Stop and Go Store Helena School District
- East Middle School National Junior Honor Society, Great Falls School District
- Paris Gibson Middle School Zippo’s Stuff School Store Great Falls School District

High School Level:

- Capital High School Bear Necessities/Small Business Management Class Helena School District
- Plevna High School FCCLA chapter Plevna School District
- Sidney High School Resources Unlimited Store Sidney School District
- Three Forks High School FCCLA chapter Three Forks School District
- Twin Bridges High School Family & Consumer Sciences/Culinary Arts Class Twin Bridges School District
- White Sulphur Springs High School FCCLA chapter White Sulphur Springs School District

DECA stands for Distributive Education Clubs of America | FFA stands for Future Farmers of America | FCCLA stands for Family, Career and Community Leaders of America
What do Montana schools consider to be the most vital components to being successful in selling healthful items to Montana youth in student stores?

1. **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
   - Include grains, fruits and vegetables, dairy, and protein foods.
   - Vary the product line with the seasons. For example, sell calcium-fortified hot chocolate in the winter and fruit smoothies or frozen yogurt in the spring or fall.

2. **Determine Customer Preferences:**
   - Survey students to find out the popular healthy snacks they prefer.
   - Listen to what the kids want. Consider conducting a focus group with students who can offer ideas from everything from merchandise to pricing.
   - Keep TASTE in mind when offering healthy foods so kids will purchase them.

3. **Close Monitoring:**
   - Keep track of what sells to minimize inventory and to make sure your popular items are stocked.
   - Pay attention to keeping adequate amounts of healthy foods on hand but don’t over buy as many of them are perishable.
   - Have the same person be responsible for counting the money each day so they can closely track the store’s cash on hand.

4. **Advertising:**
   - Get the message out when the store is open, and that popular healthy and tasty items are available at reasonable prices. Consider having a Grand Opening!
   - Use colorful packaging that appeals to kids.
   - 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.
   - Put all beverages in a large container (on ice) on the counter, so it appears there is a greater selection.

5. **Offer Competitive Pricing:**
   - Purposely offer some items for .25 cents so everyone can afford something.
   - Pay attention to price as students have to be able to afford the items. Price items very reasonably and make them cheaper than the vending machines. Offer items at $1.00 or less in price.
   - If possible, shut down the vending machines while the store is open.

6. **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.
   - The store should be open when the students are hungry and offer easy to eat foods.
   - Make the foods visually accessible. For example have glass front coolers and counter displays of healthful food items at eye level to help market these items to students.
   - Do not offer unhealthy choices.
7. Education:

- Providing healthy snack ideas to parents and teachers as well as a continued commitment not to go back to selling candy or other foods of low nutritional value.
- Get buy-in from school staff.
- Educate yourself on food products that are healthful and available through your vendors and then try them out on the youth market.
- Educate staff, students, and parents regarding healthy snack choices.
- Educate the students on what is healthy by teaching them to read the label and advertising the nutritional benefits of the items.

What are the Top Selling Items for Stores in Elementary Schools and How Much are Students Willing to Pay for Them?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PRICE SOLD TO STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frozen Fruit Juice Bars</td>
<td>.50</td>
</tr>
<tr>
<td>Granola Bars/Nutri-Grain Bar</td>
<td>.50</td>
</tr>
<tr>
<td>Beef Jerky</td>
<td>.30 – .40 – 1.00</td>
</tr>
<tr>
<td>Go-Gurts (squeezeable yogurt)</td>
<td>.35 – .40 – .50</td>
</tr>
<tr>
<td>Sunflower Seeds (package)</td>
<td>.50</td>
</tr>
<tr>
<td>Peanut Tubes</td>
<td>.50</td>
</tr>
<tr>
<td>String Cheese</td>
<td>.25 – .50</td>
</tr>
<tr>
<td>Orange or Apple Juice</td>
<td>.25 – .50</td>
</tr>
<tr>
<td>Capri Sun Juice Drink</td>
<td>.50</td>
</tr>
<tr>
<td>Chex Mix</td>
<td>.50</td>
</tr>
<tr>
<td>Ritz Bitz Cheese Crackers</td>
<td>.50</td>
</tr>
</tbody>
</table>

What are the Top Selling Items for Stores in the Middle Schools and How Much are Students Willing to Pay for Them?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PRICE SOLD TO STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowrey’s Beef Jerky</td>
<td>.50</td>
</tr>
<tr>
<td>Slim Jims/Beef Jerky</td>
<td>.50 / .75</td>
</tr>
<tr>
<td>Dole Frozen Fruit Barks</td>
<td>.50</td>
</tr>
<tr>
<td>Swiss Miss Hot Chocolate</td>
<td>.50</td>
</tr>
<tr>
<td>Fruit Juice</td>
<td>.50</td>
</tr>
<tr>
<td>Go-Gurt (blueberry/strawberry)</td>
<td>.50</td>
</tr>
<tr>
<td>Chocolate Pudding</td>
<td>.50</td>
</tr>
</tbody>
</table>

*Zippo’s Stuff Smoothie Recipe = 10 ounce serving: Blend together 2 ounces apple juice, 1 Tablespoon honey, 2 ounces vanilla yogurt, 4 ounces frozen fruit (strawberries or frozen fruit) and some or all of a frozen banana (bananas provide flavor and avoid the need for ice.) Add a dollop of Redi Whip to top of smoothie.
What are the Top Selling Items for Stores in the High Schools and How Much are Students Willing to Pay for Them?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PRICE SOLD TO STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>String Cheese</td>
<td>$.25 - $.50</td>
</tr>
<tr>
<td>Pudding Cup</td>
<td>$.25</td>
</tr>
<tr>
<td>Go-Gurt Yogurt</td>
<td>$.25 - $.50</td>
</tr>
<tr>
<td>Yogurt (8 oz.)</td>
<td>$.75</td>
</tr>
<tr>
<td>Granola Bar (generic brand)</td>
<td>$.25</td>
</tr>
<tr>
<td>Cheese and Crackers (Ritz Cheese)</td>
<td>$.50</td>
</tr>
<tr>
<td>Corn Nuts</td>
<td>$.65</td>
</tr>
<tr>
<td>Pretzels (soft)</td>
<td>$.75</td>
</tr>
<tr>
<td>Bagels</td>
<td>$.50</td>
</tr>
<tr>
<td>Blueberry Muffin</td>
<td>$.50</td>
</tr>
<tr>
<td>Breakfast Bar (Cinnamon Toast Crunch)</td>
<td>$.50</td>
</tr>
<tr>
<td>Yogurt Bar (Kellogg’s Nutri-grain)</td>
<td>$.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PRICE SOLD TO STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB and J Uncrustable (Smuckers)</td>
<td>$.75</td>
</tr>
<tr>
<td>Beef Jerky (pucks)</td>
<td>$.25 - $.50 - $1.25</td>
</tr>
<tr>
<td>Honey Roasted Nuts</td>
<td>$.50</td>
</tr>
<tr>
<td>Chocolate Milk (16 oz.)</td>
<td>$.75</td>
</tr>
<tr>
<td>Minute Maid Juice Box (6 oz.)</td>
<td>$.25</td>
</tr>
<tr>
<td>Fruit Juice (16 oz.)</td>
<td>$1.00</td>
</tr>
<tr>
<td>Water (16 oz.)</td>
<td>$1.00</td>
</tr>
<tr>
<td>V-8 Splash Drinks (16 oz.)</td>
<td>$1.25</td>
</tr>
<tr>
<td>V-8 Juice</td>
<td>$.25</td>
</tr>
<tr>
<td>Smoothies (made with frozen mixes)</td>
<td>$1.25 - 2.00</td>
</tr>
<tr>
<td>Starbucks (Mocha, Vanilla, Carmel)</td>
<td>$1.00</td>
</tr>
<tr>
<td>Italian Sodas</td>
<td>$2.00</td>
</tr>
</tbody>
</table>

* $1.25 Smoothie was made with Island Oasis frozen fruit, yogurt, and ice. The $2.00 Smoothie (16 oz) was made with Sahara Burst Premix (Strawberry, Tropical and Peach) with ice.

What Montana Students & School Staff Had to Say About Selling Nutritious Snacks...

At the ELEMENTARY level:

“The response from the kids was positive. Kids liked the variety and the fact that our prices were sometimes lower than what was traditionally offered at our ice cream store”. Parents commented favorably.

“The project was very successful. We had a good turnout of students each time our Nutritious Store was open.”

“All responses were positive. Parents and staff were very happy. The students love the healthy snack option. We were surprised that kids chose healthy snacks over candy.” One parent was overheard saying, “I would have given him money every week if I knew you sold this stuff.”

“Many teachers felt that the letters sent home to the parents brought the topic to the forefront and helped to raise awareness of healthy snacks. Other teachers commented that it was surprising to note that kids bought healthy snacks, crackers, pretzels, etc. more than they bought candy.”

“Staff, parents, and students really appreciate the opportunity to purchase snacks that are healthy. I think the students enjoy a variety of healthy snacks.”
At the MIDDLE SCHOOL level:

“Overall, students and staff have been very receptive of our nutrition project. Before we began, some students were upset that our project would take their food choices away from them. After the store opened, however, I saw only crowds of students around the store. Even through we turned the vending machines off, students were satisfied with the snacks available at the store.”

“Our staff and students were extremely supportive. They loved the novelty of the products that we sold and we kept adding new things. The crowds rushed in for the smoothies and we called them creative things like Our Mascot, The Panther, and Tropical Delight. We positioned ourselves right from the beginning that we were not a candy store. We sold nutritious snacks, school supplies and message grams. Students liked the variety and the choices.”

At the HIGH SCHOOL level:

“Students appreciated having a nutritious alternative to the candy and pop machine. At an end of the year staff meeting, I was specifically asked to continue the project for next year even if the prices of the items needed to be increased. I am very pleased because as a result of the project, students and the public now have healthy snack choices that were not available before.”

“The students and school staff were very positive about the store offering nutritious foods. They were very receptive and had great ideas for nutritious foods they would like to see offered.”

“Staff members stop by and purchase snacks for themselves. Staff members have also started giving gift certificates to students as prizes or rewards for class activities. Using a certificate allows students to make their own choices rather than giving everyone a candy bar.”

“Even though there was a negative response from staff initially, their acceptance was good by the end of the trial period. In fact, some teachers were allowing students to finish their breakfasts in class as long as the garbage was thrown away. We didn’t find one single food wrapper anywhere!”

“Mrs. Coleman, do you have any more snacks? This was a question that I heard over and over after we started the mid-morning weekly nutritious snack. The students were very happy to have new foods in the store. The staff was also very accepting of the project and the superintendent and principal were very supportive.”

“The administration was very supportive. Some teachers were concerned with the garbage but after visiting with the janitor, no problems were evident. Students were always ready to try out a new snack or new flavor of jerky or corn nuts. They would often ask what the new product was.”

Words of Wisdom from Store/Project Advisors

At the ELEMENTARY level:

“I feel great about the healthy snacks. I feel like we are not compromising our principles to make money. I feel like we don’t have to justify running the store – no guilt. It makes me feel good because I am practicing what I preach.”
At the MIDDLE SCHOOL level:

“Students crave healthy options in addition to food service and vending machine choices. I think we have a responsibility and an opportunity in our schools to promote nutrition through an exciting, student-driven school store. It is important to mention that our school store is an integrated project between General and Special Education programming. Special Education students learn social skills in a real, applied way from positive role models. We would like to see the school store as a “lab” where students can apply their knowledge as well as promote healthy nutrition. School store employees developed their leadership skills.”

At the HIGH SCHOOL level:

“Students are the best advertisers. If you can convince them the food tastes good and is good for them, they will buy it. That is what we tried by giving out the free samples.”

“Three critical elements were a) showing the students we were not anti-sugar, b) we were open when we said we would, and c) the greater variety of beverages and breakfast bars we had the more we sold.”

“For a school that does not have a student store, I would encourage them to try to start one. When ours was started it was a cooperative effort among all the vocational classes. It is a great learning experience for all involved and it benefited the school because our store is converted to the concession stands on weekend. It does not have to be fancy. A club can sell foods from any classroom. Learn what the students like and keep in mind food storage needs. You want to be able to store foods easily and safely. Make the students take ownership for deciding what they will buy by asking them in a survey and interviews.”

“Availability of product is the key to being successful in selling snacks. You have to be able to consistently offer the product at a reasonable price.”

Be Prepared for the Challenges of Operating a Student Store

1. Responsibility of Running a Student Store:

Students struggle with book-keeping aspects, staffing for the store hours, and committing the “time” needed to purchase and restock the items. It is also hard to take the time it requires to keep track of inventory, expenditures and profits.

Action Steps to Meet the Challenge From the beginning, the Project Advisor needs to be very clear with students on the level of commitment required. It is important to have adequate staff to handle the key tasks of a running a store.

It is recommended to set up four committees with student chairs for each committee to address:
1) bookkeeping tasks, 2) staffing tasks, 3) inventory tasks, and 4) marketing/promotion tasks.

Don’t forget training is needed to operate a successful store. Training is necessary in food safety, product line and prices, handling money, stocking of items, and daily cleaning.

2. Staffing for the Student Store:

Students often struggle with committing time to staff the store as it interferes with their social times at lunch, recess or before or after school hours.

Action Steps to Meet the Challenge Once a store is open, it is very important to have adequate staff to maintain regular hours of operations. It is recommended to open the store with a limited number of hours that is adequately staffed rather than to try to be open for more hours than you can consistently staff.
Offer incentives for students who will work a specific number of hours a week or a month. Rotate the staff’s schedule so they are not always working during lunch or recess. This will help alleviate the problem of them missing out on that time to socialize with their peers.

Provide an incentive to students for being reliable, honest and hard working employees. For example, if a student normally works a two-week shift each month, give them a coupon for $1.50 to the store after they have completed their monthly shift. If adequate staffing is not possible, you may want to consider purchasing a vending machine to sell the products rather than operating a “student-run” store.

3. Advertising and Promotion:

In order to attract customers, promotion and marketing efforts are necessary on an ongoing basis. Customers need constant reminders and incentives to visit the store and to become aware of store hours and items available for purchase.

Action Steps to Meet the Challenge: Develop and implement a marketing/promotion plan right from the start of your store operation. This plan outlines how you will reach your customers and what necessary signage/flyers that may need to be developed to market the store hours and product line. It is critical for your customers to know store hours, product line and for the store personnel to know how you can satisfy their “snack” needs. Be sure to market to school staff and parents too, as they are all potential customers and can support your store from a financial standpoint (provide money to students for purchases.)

Good customer service is a very important way to market your store. Treating customers well can be the best way to market your store. Word of mouth marketing can make or break your store. You may want to adopt the philosophy “If you have a problem, please tell us. If you have a compliment, please tell a friend.”

4. Inventory Control:

It is important to implement a system to closely monitor inventory to prevent overstocking or running out of items. Close monitoring of perishable items (dairy, produce, bakery products) is vital to ensuring quality control and avoid spoilage problems of items.

Action Steps to Meet the Challenge: Implement inventory control measures right from the start of your operation to avoid over-or under-stocking and to discourage theft. Staff and customers need to “perceive” that you have “tight” inventory controls to run a financially sound operation and to avoid the temptation to steal. Devise and utilize an inventory stock form that lists items and provides a “par inventory level” for each item. This form can be used to take a physical inventory at the end of each week before you make restock food or supplies. It will help you maintain a good record of inventory. Utilize the Daily Inventory/Profit Sheet developed by Huntley Project High School FCCLA chapter which can be found in this section on page 44.

5. Theft:

Student stores need mechanisms in place to discourage theft and maintain close control of cash sales and inventory. Students need to believe they will get caught if they attempt to pilfer goods or money.

Action Steps to Meet the Challenge:

- Store all food items in a locked cabinet or refrigerated unit. The student advisor should be responsible for the key.
- If students working a shift want to purchase items, have them do it from the student advisor only (not other students).
- The cash box should be kept in a secure area under adult supervision. The student advisor should supervise the counting of the money. It is a good idea to have the same person count the “till” each day and record the balance so you keep close track of the cash on hand. A good record keeping system should be in place for tracking revenue, expenses, and determining net profits.

Develop and implement an incentive program for reliable and honest workers so they have a vested interest in the store. If the profits are helping to benefit the students in some way, they may work harder to help it be successful.
## Daily Inventory/Profit Sheet

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DEPOSIT</th>
<th>STUDENT NAME</th>
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<tr>
<th>PRODUCT</th>
<th># START</th>
<th># HAVE</th>
<th># SOLD</th>
<th>PURCHASE PRICE</th>
<th>SELLING PRICE</th>
<th>PROFIT</th>
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<td>ITEM TOTAL</td>
<td>ITEM TOTAL</td>
<td></td>
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</tbody>
</table>

| TOTAL MONEY COLLECTED | $ |

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*Developed by Jean Ott, Huntley Project High School FCCLA Chapter, Huntley Project, Montana, 2003*
Resources
Nutrition SEN$E Mini Grant Program
School Contact Information

These schools participated in a Nutrition SEN$E Mini Grant Project. We want to commend the staff and students from these schools for their efforts in giving Montana youth better access to healthful food choices.

Original Pilot Project Schools (2001-02 school year):

- Billings Career Education Center Entrepreneurship/Small Business Class
  Harvey Langager, 406-655-3096
- Bozeman High School DECA chapter
  Gordon Rodnrud, 406-522-6272
- Custer County High School FFA chapter
  Jim Bott, 406-232-4920
- Huntley Project High School FCCLA chapter
  Jean Ott, 406-967-2540 X3408
- Terry High School FCCLA chapter
  Jody Haidle, 406-635-5533

Phase Two Pilot Project Schools (2002-03 school year):

Elementary Level:

- Arrowhead School
  Sara Putnam, 406-333-4359
- Central Intermediate Student Store
  Michelle Monsen, 406-433-5501
- Jefferson Elementary School Student Council
  Pat Grassl, 406-447-8845
- Lewis and Clark Elementary School
  Genelle Hocevar, 406-727-3625
- Smith Elementary School Stop and Go Store
  Susan Graham, 406-447-8864
- East Middle School, National Junior Honor Society
  Jenny Rygg, 406-268-7535
- Paris Gibson Middle School Zippo’s Stuff School Store
  Julie Waldenberg, 406-268-6632

High School Level:

- Capital High School Bear Necessities/Small Business Management Class
  Karey Conn, 406-447-8800
• Plevna High School FCCLA chapter  
  Jan Stickney, 406-772-5666
• Sidney High School Resources Unlimited Store  
  Kathleen Roberts, 406-433-2330
• Three Forks High School FCCLA chapter  
  Cathy Feltz, 406-285-3224 x214
• Twin Bridges High School Family and Consumer Sciences/Culinary Arts class  
  Janice Denson, 406-684-5656
• White Sulphur Springs High School FCCLA chapter  
  Karen Coleman, 406-547-3351

DECA stands for Distributive Education Clubs of America  |  FFA stands for Future Farmers of America  |  FCCLA stands for Family, Career and Community Leaders of America
Key Concepts and Considerations
To market healthful food items to students safely and successfully consider the following factors:

- Food Safety Practices
- Equipment Needs and Storage Space
- Student Preferences
- Availability of a Variety of Products
- Store Hours of Operation
- Price Structuring
- Marketing Efforts

Food Safety Practices:
When handling food, students need to follow proper food safety practices. To play it safe, stock only packaged grab and go items and maintain proper storage practices. Food safety training (FoodSafety Works or ServSAFE) is available for student advisors and students from MSU Extension Service, Food and Nutrition Program Specialist, Lynn Paul, Ed.D, RD at 406-994-5702; lpaul@montana.edu.

Equipment Needs and Storage Space:
The store space, storage (dry and cold) space, and equipment (refrigeration/freezer, shelving units) available will often determine the variety and amount of inventory. Be resourceful and determine if local businesses can donate any equipment, or shelving units for use in the store. Could the school shop class construct shelving units, or a mobile cart for your business?

Student Preferences:
Survey the students to determine the food and beverage products they are interested in purchasing at the store. Create a list of 10 to 20 items to sell.

Students are often interested in BEST Food Products: B-Budget Friendly; E-Energizing; S-Sensory Satisfaction-Tasty; T-Time/Convenience.

Consider the items that correspond with hours of operation when determining product lists. For example, if the store is open in the morning, stock a variety of grab and go breakfast items.

Availability of a Variety of Products:
Product availability from local and regional vendors often determines the availability and variety of products offered at the store. A school partner could be your school food service program in helping obtain food and beverage products for your business. Try to stock at least one food or beverage from each of the five food groups. If non-nutritious items are offered, sell small to regular sizes to minimize calories, sugar or fat intake. For example stick with 1-ounce bag snack items, regular size candy bars and 12-ounce cans of soft drinks.

Store Hours of Operation:
The store’s hours of operation will often determine the products offered. Popular items can be grab and go breakfast or lunch items, power snack foods and beverages for after school.
Price Structuring:
In promoting healthful foods and beverages, the price can be the determining factor. Try to offer healthy items at a lower price than non-nutritious items to encourage students to purchase them. For example, a string cheese may be 25 cents while a candy bar is 50 cents.

Marketing Efforts:
To market healthful foods and beverages, good taste, easy access and availability are key factors. Signage, marketing posters, and daily announcements are often recommended to remind the students what foods the store has to offer. Product positioning is key—make sure the healthy items are stored where they are visible to customers. Consider price structuring that provides a financial incentive for students to purchase the healthy items. Consider offering coupons (purchase 10 and get one free) or occasional discounts on healthy items. Offer a special of the day or free samples to encourage students to try new healthy items.

Developed by Montana Team Nutrition Program, Jan 2003, MSU-Bozeman, Katie Bark, RD, LD; 406-994-5641 or kbark@state.mt.us
If healthy foods and beverages are easily accessible and affordable, teens will often purchase and enjoy them. Stock student stores and concession stands with a variety of tasty and nutritious items to encourage students to make good food choices and fuel their bodies with energizing foods and beverages.

### Dairy/Protein Items:
- Low fat String Cheese
- Puddings
- Beef Jerky Sticks
- Nuts, and Seeds
- Trail Mix
- Low fat Yogurt, Go-Gurts
- Uncrustables (Smucker’s peanut butter/jelly mini-sandwich)

### Grain-based Items:
- Breakfast Bar, e.g. Nutri-Grain Bar
- Cold Cereal Mixture, e.g. Morning Mix
- Sports Bars, e.g. Luna Bar
- Crackers, e.g. Goldfish, Triscuits, Sun Chips, Baked Chips, Corn Nuts
- Pretzels, Popcorn

### Bread Items:
- Bread Sticks
- Cheese and Crackers
- Peanut Butter & Crackers
- Baked Tortilla Chips with Salsa
- Bagels & Cream Cheese/Peanut Butter
- Muffins (limit size to 3 ounces)
- Animal Crackers, Fig Newtons, Wafers

### Beverages:
- White and flavored reduced/low fat milk
- 100% Fruit Juice
- 25-50% Fruit Juice Blends/Drinks
- V-8 Splash Flavored Beverages
- Water, Flavored Water
- Fruit Smoothies (Tropicana, Dannon, Hanson)
- Hot Apple Cider or Hot Chocolate
- Hot Flavored Milk Steamers

### Fruit-Vegetables:
- Fresh Fruit or Veggies with Dip, (apples/caramel, carrots/ranch celery/peanut butter)
- Dried Fruit Chips, banana/apple
- Fresh or Canned Fruit Cups

### Frozen Items:
- Frozen Yogurt
- Juice Bars
- Fudgicles
- Frozen Go-Gurts

### Hot Items:
- Soft Pretzel with Cheese Sauce
- Baked Potato with Topping (chili/cheese)
- Popcorn
- Soups, Sandwiches (Microwave-able)

*Developed by Montana Team Nutrition Program, Montana State University, January 2003. Contact Katie Bark for more information, kbark@state.mt.us*
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 and will be summarized from a group of students so identity will be kept anonymous.

• 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. It may also be important to survey school staff if you are going to include them as regular customers.

The Sample Student Survey is available on page 53 to use or adapt to your needs.
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
- $ 1.50
- $ Other (please specify amount)
- 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 School
- After Lunch
- After First Period
- 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.
- Popcorn
- Yogurt
- Pudding
- Breads
- Breakfast Bars
- Fruit Juice
- Flavored Milk
- Cappuccino
- Italian Soda
- Cereal
- Jerky
- Dried Fruit
- Latte'
- Goldfish
- Water
- Baked Chips
- String Cheese
- Bagels
- Seeds or Nuts
- 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
  - 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

Instructions To Panel:

1. Gather products to be sampled. Prepare an adequate number of servings needed for the panel members.
2. Distribute taste test forms and ask panel members to complete them in tasting the items. Please remind the students not to bias the members by making any comments—good or bad—about the food items (see sample forms on pages 55-56.)
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?

Closing:

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

Opinion Score Sheet

Name of Product/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!

Opinion Score Sheet

Name of Product/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!
## Taste TEST FORM

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Grade</th>
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<tbody>
<tr>
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**Evaluator:**
- Student
- FS staff
- Teacher
- Other

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<thead>
<tr>
<th>Food Item</th>
<th>Very Good</th>
<th>OK</th>
<th>Not Good</th>
<th>Comments</th>
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**Evaluator:**
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Helpful Guides and Tools

Focus Group Information:
A good reference for conducting focus groups is:

  The Montana Team Nutrition Program has this resource and is willing to loan it out to school personnel.

Posters:

- Healthy Eating Posters for School Snack Bars: Five posters promoting healthy snacks from USDA/ARS Children’s Nutrition Research Center at Baylor College of Medicine. (Download) www.public.bcm.tmc.edu/cnrc/images/posters3/posters/poster_1.html#
- Think Your Drink, included on page 59.

Nutrition Labeling:


Guidance on How to Understand and Use the Nutrition Facts Panel on Food Labels:

- www.cfsan.fda.gov/~dms/foodlab.html

Information on Trans Fats:

- www.fda.gov/oc/initiatives/transfat/backgrounder.html
- and www.cfsan.fda.gov/~dms/transfat.html

Food Safety:

- Fight Bac! www.fightbac.org
- Food Safety Project Lessons: www.extension.iastate.edu/foodsafety/Lesson/L1/L1p1.html
- Focus on Food Safety: www.kdhe.state.ks.us/fofs/index.html
- School Network for Absenteeism Prevention It’s a SNAP Program: A hands on initiative for middle schools that’s designed to help students in school through the promotion of clean hands. www.cdc.gov/ncidod/opp/handwashing.html

Creative Financing and Fun Fundraising:

- Utilize the handout, included on pages 63 and 64, in coming up with fun and successful ideas for your organization to fundraise in your community. It is from California Department of Health Services, California Project LEAN, (Download) www.cspinet.org.

Montana’s Nutrition SEN$E Mini Grant Program (for state agency staff):
A sample mini grant program application packet is available from the Montana Team Nutrition Program to utilize in offering support to schools in making healthful changes to student organization’s stores. Contact Katie Bark for a packet and reporting forms at 406-994-5641 or kbark@state.mt.us. They can also be found at www.opi.state.mt.us/schoolfood/index (click on Nutrition SEN$E Kit.)
Montana Food Safety Works

What is it? A food safety education job-training program targeted to Montana high school students.

Who has used it? The Montana Food Safety Works Program was introduced December 2001. Since then, 429 high school students from 22 schools have completed the program. The course is taught in conjunction with Family Consumer Science teachers and local MSU/county Extension Agents.

What other groups would benefit from this program? Food Safety Works is appropriate for any group of potential food service workers such as: adult education centers, Job Corp participants, Life Skills classes, Food Stamp Nutrition Education Program classes, and restaurant/food service industry groups. Additional school based programs include: student business/marketing programs, student stores, and concessions.

Results have proven to be positive and useful!

Students reported what they liked best about the program:

“Finding out how easily food can become contaminated.”

“Learning ways to keep things safe.”

“I learned what to look for when purchasing food.”

The majority of students, 67%, responded that they would be likely to work a food service job within the next 6 months to 2 years. Ninety six percent of participants indicated the information provided would be “useful” to “very useful” to them. As a direct result of the training, motivation to change food handling habits was high, with 94% of participants being “somewhat” to “very” motivated to improve their habits. A strong 91% of participants said the training increased their self-confidence to work a food service job. Teacher feedback was positive as well, as reflected by 100% indicating interest in conducting future Food Safety Works trainings. 100% of the teachers rated the quality of materials provided as very good/excellent.

Teachers reported:

“Fun while educational.”

“This was a great break from the sameness of the rest of the school year.”

Communities • Partnerships • Collaboration

Valuable partnerships have been established among Extension agents, Family Consumer Science teachers, Health Department personnel, food service managers, and local food businesses. Schools benefit several ways: students’ knowledge improves the safety of foods served at student stores, concession stands, and student fund raisers. Students who volunteer in the school food service are knowledgeable regarding food safety practices, this ensures safe food is being served via school lunch and breakfast programs.

A secondary goal of Montana’s Food Safety Works program is to collaborate with food businesses to reward/recognize employees that have completed the Food Safety Works training and hold a Safe Food Handler Certificate. Examples include offering a higher wage for these employees, and/or promotion to a higher job position. This sets precedence for hiring qualified individuals and places a high priority on the business’ food safety practices. It also gives the students opportunity to act as a mentor by sharing their food safety knowledge with co-workers, increasing self-confidence and responsibility.

For more information on Montana Food Safety Works please contact:
Lynn Paul, EdD, RD, Montana State University Extension Food and Nutrition Office
101 Romney Gym, PO Box 173360, Montana State University, Bozeman, MT 59717-3360
Phone 406-994-5702, Fax 406-994-7300
When it comes to NUTRITION, not all drinks are created equal!

<table>
<thead>
<tr>
<th>MILK LOWFAT 1%</th>
<th>Calories 100</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4g</td>
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<td>Total Carbohydrates</td>
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</tr>
<tr>
<td>Protein</td>
<td>16g</td>
<td>16%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10g</td>
<td>10%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>2g</td>
<td>2%</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>25g</td>
<td>25%</td>
</tr>
<tr>
<td>Calcium</td>
<td>30g</td>
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<table>
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</tr>
<tr>
<td>Total Carbohydrates</td>
<td>10g</td>
<td>10%</td>
</tr>
<tr>
<td>Protein</td>
<td>16g</td>
<td>16%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10g</td>
<td>10%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>2g</td>
<td>2%</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>25g</td>
<td>25%</td>
</tr>
<tr>
<td>Calcium</td>
<td>30g</td>
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<table>
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<tr>
<td>Protein</td>
<td>0g</td>
<td>0%</td>
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<tr>
<td>Vitamin A</td>
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<td>2%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>150g</td>
<td>150%</td>
</tr>
<tr>
<td>Vitamin D</td>
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<td>0%</td>
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<tr>
<td>Calcium</td>
<td>2g</td>
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<td>0%</td>
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<tr>
<td>Total Carbohydrates</td>
<td>11g</td>
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<tr>
<td>Protein</td>
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<td>0%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>0g</td>
<td>0%</td>
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<tr>
<td>Calcium</td>
<td>0g</td>
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<table>
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<th>% Daily Value</th>
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<tr>
<td>Total Fat</td>
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<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrates</td>
<td>14g</td>
<td>14%</td>
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<tr>
<td>Protein</td>
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<td>0%</td>
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<tr>
<td>Vitamin A</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0g</td>
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<table>
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<td>Total Fat</td>
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<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrates</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0g</td>
<td>0%</td>
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<table>
<thead>
<tr>
<th>BOTTLED WATER</th>
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<tr>
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<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrates</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0g</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPORTS DRINK</th>
<th>Calories 50</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrates</td>
<td>5g</td>
<td>5%</td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin D</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0g</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Agriculture Nutrient Analysis. % Daily Values are based on a 2,000 calorie diet.
A "Hand Full" Of Nutrition Facts

Ease Your Way to a Nutritious Diet

You try to exercise regularly and eat a well-balanced diet, but with your busy schedule, it's tough to keep your body in tip-top shape. Yet, even when quick and easy is your top priority, you still can feed your body right.

To make sure you're eating the nutrients you need, look at the Nutrition Facts of the foods you eat to see how your diet stacks up. You can do this quickly and easily with the "handy" Label-Ease™ counting system.

A "Hand Full" Of Information

An easy way to read food labels is right at your fingertips. All you need is your hand and any food label. All packaged foods must have nutrition labels. Fresh fruits, vegetables and meats may not have labels, but nutrition information should be available where you purchase these items.

Check Out The Food Label

- Look at the percent daily values that are listed on the label. They tell you how a food fits in a 2,000-Calorie-per-day diet.
- Look at the nutrient list on the label. These vitamins and minerals — calcium, fiber, protein, iron and vitamins A and C — are essential to a healthy body. However, some are often missing in the American diet.

**Step 1**

Make a fist to see if you would get these important nutrients from the food you're testing. Raise one finger for each nutrient (calcium, fiber, protein, iron, vitamins A and C) that has 10% or more listed for its percent daily value. (Keep your fingers up.)

**Step 2**

Look at the top portion of the label. This section lists calories, fat grams and other nutrients. Focus on either fat grams or calories. If you choose total fat, put one finger down if the percent daily value of total fat is more than 10%. If you choose calories, put one finger down if there are more than 200 Calories per serving (10% of the 2,000-Calorie diet).

What Do You Score?

If you have at least one finger still standing, the food you are testing is nutritious or a "nutrient-plus" food. If you have no fingers up, the food is less nutritious, or a "nutrient-minus" food.
All Foods Fit

There are NO perfect foods. Every food you eat has pluses and minuses. The top of the food label will list the total fat, cholesterol and sodium, which are considered excesses or minuses. It is okay to sometimes eat foods high in these nutrients, but keep an eye on portion sizes. Be sure to check out the entire label to see if the food is a good source of vitamins and minerals. Balancing nutrient-plus and nutrient-minus foods is important.

As long as you eat a wide assortment of foods from the five food groups (Milk, Meat, Vegetable, Fruit and Grain), it is okay to eat nutrient-minus foods. The Food Guide Pyramid is a guide to help you select the number of servings you need from the five food groups. Choosing a variety of foods from the Food Guide Pyramid will ensure that you get the nutrients you need.

- Start with a shopping list that includes a wide variety of foods from all five food groups (Milk, Meat, Vegetable, Fruit and Grain). Check yourself to make sure the list isn't heavy on fats, oils and sweets — the tip of the Pyramid.
- Finalize your decisions by comparing similar foods and food products using their nutrition information.

Daily Food Guide Pyramid

- **Milk Group**: 3-4 servings
- **Meat Group**: 2-3 servings
- **Vegetable Group**: 3-5 servings
- **Fruit Group**: 2-4 servings
- **Grain Group**: 6-11 servings

"Others" Category
(Fats, oils and sweets) eat sparingly

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size: 1 cup (244g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Serving:</td>
</tr>
<tr>
<td>Calories: 121</td>
</tr>
<tr>
<td>Calories from Fat: 45</td>
</tr>
<tr>
<td>Total Fat: 5g</td>
</tr>
<tr>
<td>% Daily Value: 8%</td>
</tr>
<tr>
<td>Saturated Fat: 3g</td>
</tr>
<tr>
<td>% Daily Value: 18%</td>
</tr>
<tr>
<td>Cholesterol: 16mg</td>
</tr>
<tr>
<td>% Daily Value: 6%</td>
</tr>
<tr>
<td>Sodium: 122mg</td>
</tr>
<tr>
<td>% Daily Value: 5%</td>
</tr>
<tr>
<td>Total Carbohydrate: 12g</td>
</tr>
<tr>
<td>Protein: 8g</td>
</tr>
<tr>
<td>% Daily Value: 16%</td>
</tr>
<tr>
<td>Vitamin A: 10%</td>
</tr>
<tr>
<td>Vitamin C: 3%</td>
</tr>
<tr>
<td>Calcium: 2%</td>
</tr>
<tr>
<td>Not a significant source of iron and niacin. Values are not available for fiber and sugars.</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet.

Use the Label-Ease™ counting method to determine if this reduced fat milk is nutritious.

See bottom for answer.

Check Your Label Smarts

1. True or False...All fat-free foods are good for you.

False. Just because a food is fat free does not mean it is more nutritious. Many foods that are low in fat have more sugar and calories than their full-fat counterparts. Use the Label-Ease™ counting system to determine how nutritious the food is overall.

2. True or False...Most adults have similar fiber, vitamin, and mineral needs.

False. Most adults do have similar fiber, vitamin and mineral needs, but calorie needs differ. Calories determine the daily values for protein, carbohydrate and fat. The label lists daily values for someone who needs 2,000 Calories per day. Your calorie needs may be different.

<table>
<thead>
<tr>
<th>If You Eat</th>
<th>Put A Finger Down For:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Daily Value</td>
</tr>
<tr>
<td></td>
<td>Total Fat</td>
</tr>
<tr>
<td>2,500 Calories</td>
<td>12%+</td>
</tr>
<tr>
<td>1,800 Calories</td>
<td>8%+</td>
</tr>
<tr>
<td>1,400 Calories</td>
<td>7%+</td>
</tr>
</tbody>
</table>

Answer: This reduced fat milk is nutritious. It scores 3 fingers up.
Things to Do

- gift wrapping
- fun runs
- walk-a-thons
- bike-a-thons
- jump-rope-a-thons
- rent-a-teen helper (rake leaves, water gardens, mow lawns, wash dog)
- car wash (pre-sell tickets as gifts)
- singing telegrams
- talent shows
- read-a-thons
- spelling bee
- science fairs
- carnivals (halloween, Easter)
- dances (kids, father/daughter, family, Sadie Hawkins)
- workshops/classes
- festivals
- recycling cans/bottles/paper
- golf tournament
- bowling night/bowl-a-thon
- skate night/skate-a-thon
- auction (teacher does something for kids)
- raffles (teachers do a silly activity)
- magic show
- family/glamour portraits
- treasure hunt/scavenger hunt
- tennis/horseshoe competition
- penny wars (pennies+1 point, nickels+5, quarters+25, team w/most points wins)
- raffle (movie passes, theme bags)

Things that involve the Community

- rent-a-teen helper
- auction
- workshop/class
- conference
- treasure hunt/scavenger hunt
- craft sales
- tennis/horseshoe pitching competition
- golf tournament
- recycling cans/bottles/paper
- festivals

Resource Ideas*

*Not Endorsements

- http://stone.yahoo.com (ashleys-outlet)
- www.creativelearning.cc (fundraiser.html)
- Nudayfundraising.com
- www.123fundraising.com
- QSP 1-800-667-2536
- www.qsp.ca/index2.html
- www.westernfund.com
- www.currentfun.com
- Dulco Printing (209) 266-8245
- www.treasurebooksandgifts.com
- www.fundraisingdepot.com
- www.boonewayfarms.com
- www.common-threads.com
- www.giftfriends.com
- www.partnersforkids.com
- www.fundraisingbatteries.com
- www.vistamark.com/schools/index
- www.brickstonegraphics.com
- www.zoodog.com/tattoos

Please contact Shasta County Public Health (530-245-6843) with questions.
California Department of Health Services, California Project LEAN, Contract #01-15285
Things You Can Sell

- candles
- greeting cards
- gift wrap, boxes, and bags
- magazine subscriptions
- gift items
- coupon books
- holiday wreaths
- gift certificates
- flowers, bulbs, poinsettias
- cookbooks
- balloon bouquets
- house decorations
- T-shirts, sweatshirts
- books, calendars
- buttons, pins
- air fresheners
- scratch-off cards
- customized stickers
- football seats
- kissing on the cheek booth
- hugging booth
- plants
- elephant rides
- pet treats/toys/accessories
- tupperware
- Christmas ornaments
- school spirit gear
- first aid kits
- crafts
- emergency kits for cars
- batteries
- brick/stone/tile memorials
- temporary/henna tattoos
- pocket calendars
- raffle donations
- stuffed animals
- coffee cups, mugs
- rent a special parking space
- foot warmers
- spirit/seasonal flags
- bumper stickers
- souvenir cups
- license plates or holders w/school logo
- giant coloring books
- scarves
- megaphones
- gift baskets
- hats
- jewelry

Healthy Food Items

- fruit smoothies
- frozen bananas
- trail mix
- fruit & nut baskets
- lunch box auctions
- fruit & yogurt parfaits

Things that Support Academics

- read-a-thon
- science fair
- spelling bee

Things that Promote the School

- cookbook made by school (parents, teachers, kids)
- T-shirt/sweatshirt sales
- bumper stickers & decals
- school logo air fresheners
- scratch off cards
- calendars

The greatest pleasure in life is doing what people say you cannot do.
Business Plan Development:
FOR NEW STUDENT STORES ONLY

If you are just starting a student store in your school, the development and implementation of a business plan is crucial to your success.

- Check out the following website for a sample business plan worksheet: www.bplans.com (Business Plan Software and Free Sample Business Plans)
- Utilize the following “Pre-Planning Steps for Business Plan Development Worksheet” in creating your business plan for the store.

Pre-Planning Steps

1. Who is your target audience(s)? How will you learn about the needs, perceptions, attitudes, habits, and beliefs of your target audience(s)?

2. Business Hours: When can you get to your target audience? Do these times complement or support the school meals program? Do these times help students be ready to learn, perform or compete?

3. What are the products you plan to sell? What food safety steps need to be taken to sell these items? Do the products support the school policies concerning foods sold in student store, school meal programs, and vending offerings?
4. What will the price structuring of these items be?

5. What are the five channels to reach your target audience?

6. Who/What are five potential partners to work with to positively influence your bottom line?

7. Jot down what your “dream program” could look like.

8. What three steps could you take next week to pursue the possibility of this dream program?

"If you can DREAM IT, you can DO IT"

Walt Disney
Supporting Organizations and Websites

• USDA’s Team Nutrition Program
  www.fns.usda.gov/tn
  > Join Team Nutrition by becoming a Team Nutrition School to receive free nutrition education resources to support your efforts.
  > Order the free Changing the Scene: Improving the School Nutrition Environment for additional assistance in making healthy changes to your school environment.
  > Order the free “Power of Choice” Curriculum to use in teaching teens about nutrition and physical activity.
  > Check out the other resources on food safety and nutrition education

• Montana Office of Public Instruction, Division of Career and Technical and Adult Education
  406-444-9019, www opi.state.mt.us, Helena, Montana, Division Administrator: Jody Messinger (this division can connect you with state specialists that work with DECA, FCCLA, agriculture education, and business marketing classes)

• Food and Nutrition Information Center at the National Agricultural Library
  www.nal.usda.gov/fnic

• Montana Team Nutrition Program (located at MSU-Bozeman)
  Office of Public Instruction’s School Nutrition Program, www opi.state.mt.us/schoolfood.index.html, Katie Bark, RD, 406-994-5641, kbark@state.mt.us

• Montana State University Extension Service, Food and Nutrition Program
  Phyllis Dennee, MS, Nutrition Education Specialist, 406-994-5702, pdennee@montana.edu
  Lynn Paul, EdD, RD Food and Nutrition Specialist, 406-994-5702, lpaul@montana.edu
  www.montana.edu/extensionnutrition

• Montana Department of Public Health and Human Services
  www.dphhs.state.mt.us/hpsd/pubheal/healsafe/food/index.htm, State Sanitarian’s Office 406-444-2408

• Eat Right Montana Coalition
  Dayle Hayes, MS, RD, www.montanadieteticassociation.org/promo.html (to access packets)
  EatRightMT2000@aol.com to join electronic list serve (free monthly “Healthy Families” Packet available for accurate nutrition and physical activity information)

• Western Dairy Council
  Reliable preschool to adult nutrition education resources, www.nationaldairycouncil.com, 800-274-6455
  Judy Barbe, MS, RD 307-472-1830

• Montana Beef Council
  Reliable preschool through grade 12; nutrition education resources, www.teachfree.com,
  www.beeffitsWhatsfordinner.com, Charlene Schuster, Executive Director 406-442-5111

• Action for Healthy Kids Organization
  www.ActionForHealthyKids.org (go to Montana page to find out state information and access many helpful resources on creating healthy school environments), Katie Bark, co-chair Montana Action For Healthy Kids, kbark@state.mt.us
• Centers for Disease Control, Division of Adolescent School Health
  www.cdc.gov/nccdphp/dash

• No Junk Food
  www.nojunkfood.org

• CSPI’s School Foods Toolkit:
  A tool to use in making improvement to foods and beverages offered at schools,
  www.cspinet.org/schoolfoods

• California Project Lean
  Check out their Just for Teens site: www.californiaprojectlean.org

• Food For Thought Guide: School Nutrition Resource
  By Lexington-Fayette County Health Department, Kentucky, (download) www.lexingtonhealthdepartment.org

• Food for Thought Guide: School Health Resource
  By Wisconsin Department of Education, (download) www.dpi.state.wi.us/dpi/dltcl/bbf CSP/tn.html
GUIDE EVALUATION FORM

Please help us make this guide better in the future. After you have used this guide and the materials included within, please take a minute to fill out this evaluation form. Your input is important to us. Thank you for your time and suggestions.

1. School Name (optional) ____________________________________________

2. School Grade Level ____________________________________________

3. What is your present position? ____________________________________

4. Please tell us how you used the guide. ______________________________

5. A. Please rate the usefulness of the guide on a scale of 1 (not useful at all) to 5 (very useful). ______
   B. What sections did you find the most helpful? ______________________

6. Please briefly describe the steps your organization has taken to increase the presence of healthful foods and beverages in your store. ________________________________

7. What are your words of wisdom for others or lessons learned in regard to the promotion of healthful items to school-aged students? ________________________________

8. Additional Comments:

   Thank You For Your Feedback

Please return the completed form via fax (#406-994-7300), or, simply fold, apply postage and mail. It is available at: www opi.state mt.us/schoolfood/index.html Montana Team Nutrition Program, Montana State University, 202 Romney Gym, P.O. Box 173360, Bozeman, MT 59717-3360, Phone 406-994-5641, Fax 406-994-7300, Email: kbark@state mt.us

All It Takes is Nutrition SENSE (Students Encouraging Nutritious Snacks Everyday)
GUIDE EVALUATION FORM

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