



# Smarter Lunchrooms Movement Certified TAPs- Part A and B





# Smarter Lunchrooms Movement- Part B

- Technical Advising Professional (TAPs)- Role and Expectations
- Getting Started as a TAP
- SLM Scorecard Assessment
- Let's Practice
- Resources



## Speakers

- **Heather Reed, MA, RDN**  
*Nutrition Education Consultant*  
California Department of Education
- **Leslie Pring**  
*Community Nutrition Adviser*  
Dairy Council of California



# TAPs- Role and Expectations

## Overview






# TAPs Inspire Change by Helping, Not Doing

## Provide guidance and support (not regulate)

- Establish relationships with key stakeholders
- Diagnose the lunchroom
- Help set realistic goals
- Connect SLM to Nutrition Education

## Build capacity and sustainability

- Training
- Resources
- Grant opportunities
- Connections to school wellness policies



What motivates you to be a  
TAP for your school district?

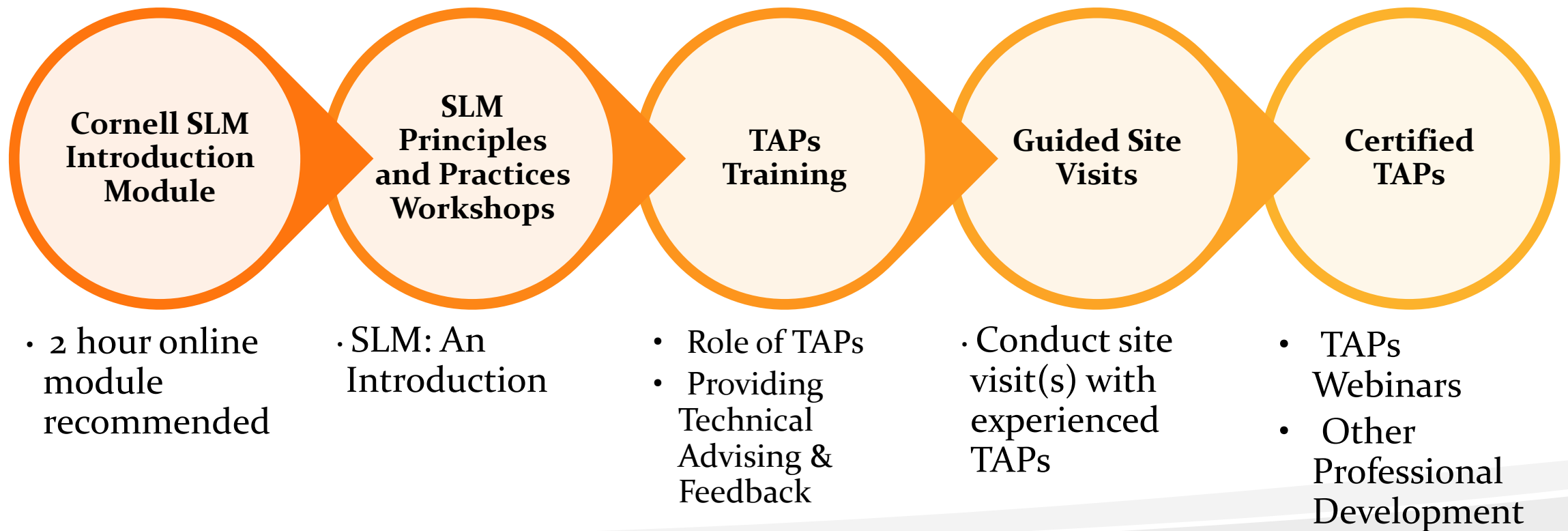
What is the benefit for you?

What do you bring to the table?





# TAPs Certification Pathway







# Getting Started as a TAP

## Overview





# Six Easy Steps

1. Identify a School
2. Generate Buy-In
3. Provide an Overview of the Process
4. Observe Lunchroom
5. Conduct Debrief Meeting
6. Follow-Up



**Smarter Lunchrooms Self-Assessment**

2014  
**Scorecard**  
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**Instructions**

Read each of the statements below. Visualize your cafeteria, your service area, and your school building. Indicate whether the statement is true for your school by checking the box to the left. If you believe that your school does not reflect the statement 100% do not check the box on the left. After you have completed the checklist, tally all boxes with check marks and write this number in the designated area on the back of the form. This number represents your school's baseline score. The boxes which are not checked are areas of opportunity for you to consider implementing in the future. We recommend completing this checklist annually to measure your improvement!

**Important Words**

**Service areas:** Any location where students can purchase or are provided with food.

**Dining areas:** Any location where students can consume the food purchased or provided.

**Grab and Go Meals:** Any meal with components pre-packaged together for ease and convenience – such as a brown bag lunch or “Fun Lunch” etc.

**Designated Line:** Any foodservice line which has been specified for particular food items or concepts – such as a pizza line, deli line, salad line etc.

**Alternative entrée options:** Any meal component which could also be considered an entrée for students – such as the salad bar, yogurt, parfait, vegetable/vegan or meatless options etc.

**Reimbursable “Combo Meal” pairings:** Any reimbursable component available independently on your foodservice lines which you have identified as a part of a promotional complete meal – For example you decided your beef, rice, seasoned beans, frozen strawberries and 1½ milk are part of a promotional meal called the, “Mc Amigo Meal” etc.

**Non-functional lunchroom equipment:** Any items which are either broken, awaiting repair or are simply not used during meal service – such as empty or broken steam tables, coolers, registers etc.

**Good Rapport:** Communication is completed in a friendly and polite manner.

**All Points of Sale:** Any location where a register/pin-pad is located for example: deli-line, snack window, a la carte line, hot line, kiosk, carts etc.

**Focusing on Fruit**

- ☐ At least two types of fruit are available daily
- ☐ Sliced or cut fruit is available daily
- ☐ Fruit options are not browning, bruised or

**Fruit is available at all points of sale (deli-line, snack windows, a la carte lines etc.)**

- ☐ Daily fruit options are available in at least two different locations on each service line
- ☐ At least one daily fruit option is available near all registers (if there are concerns regarding edible peel, fruit can be bagged or wrapped)
- ☐ Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing hotel pans)
- ☐ A mixed variety of whole fruits are displayed together
- ☐ Daily fruit options are easily seen by students of average height for your school
- ☐ Daily fruit options are bundled into all grab and go meals available to students
- ☐ Daily fruit options are written legibly on menu boards in all service and dining areas

**Promoting Vegetables & Salad**

- ☐ At least two types of vegetable are available daily
- ☐ Vegetables are not wilted, browning, or otherwise damaged
- ☐ At least one vegetable option is available in all foodservice areas
- ☐ Individual salads or a salad bar is available to all students
- ☐ The salad bar is highly visible and located in a high traffic area
- ☐ Self-serve salad bar utensils are at the appropriate portion size or larger for all fruit and vegetable offered
- ☐ Self-serve salad bar utensils are smaller for condiments, dressing and other non-produce items
- ☐ Daily vegetable options are available in at least two different locations on each service line
- ☐ Daily vegetable options are easily seen by students of average height for your school
- ☐ A daily vegetable option is bundled into grab and go meals available to students

**Available vegetable options have been given creative or descriptive names**

- ☐ All vegetable names are printed/written on name-cards or product IDs and displayed next to each vegetable option daily
- ☐ All vegetable names are written and legible on menu boards
- ☐ All vegetable names are included on the published monthly school lunch menu

**Moving More White Milk**

- ☐ All beverage coolers have white milk available
- ☐ White milk is placed in front of other beverage in all coolers
- ☐ White milk crates are placed so that they are the first beverage option seen in all designated milk coolers
- ☐ White milk is available at all points of sale (deli-line, snack windows, a la carte lines etc.)
- ☐ White milk represents at least 1/3 of all visible milk in the lunchroom
- ☐ White milk is easily seen by students of average height for your school
- ☐ White milk is bundled into all grab and go meals available to students at the default beverage
- ☐ White milk is promoted on menu boards legibly
- ☐ White milk is replenished so all displays appear “full” continually throughout meal service and after each lunch period

**Entrée of the Day**

- ☐ A daily entrée option has been identified to promote as a “targeted entrée” in each service area and for each designated line (deli-line, snack windows, a la carte lines etc.)
- ☐ Daily targeted entrée options are highlighted on posters or signs
- ☐ Daily targeted entrée is easily seen by students of average height for your school
- ☐ Daily targeted entrées have been provided creative or descriptive names



# Step 1: Identifying a School

- ✓ **Assess needs and opportunities for improvement in your schools**
  - ❑ What are the main objectives?
  - ❑ Readiness of school and staff?
- ✓ **Explore implementation ideas**
  - ❑ Resources needed?

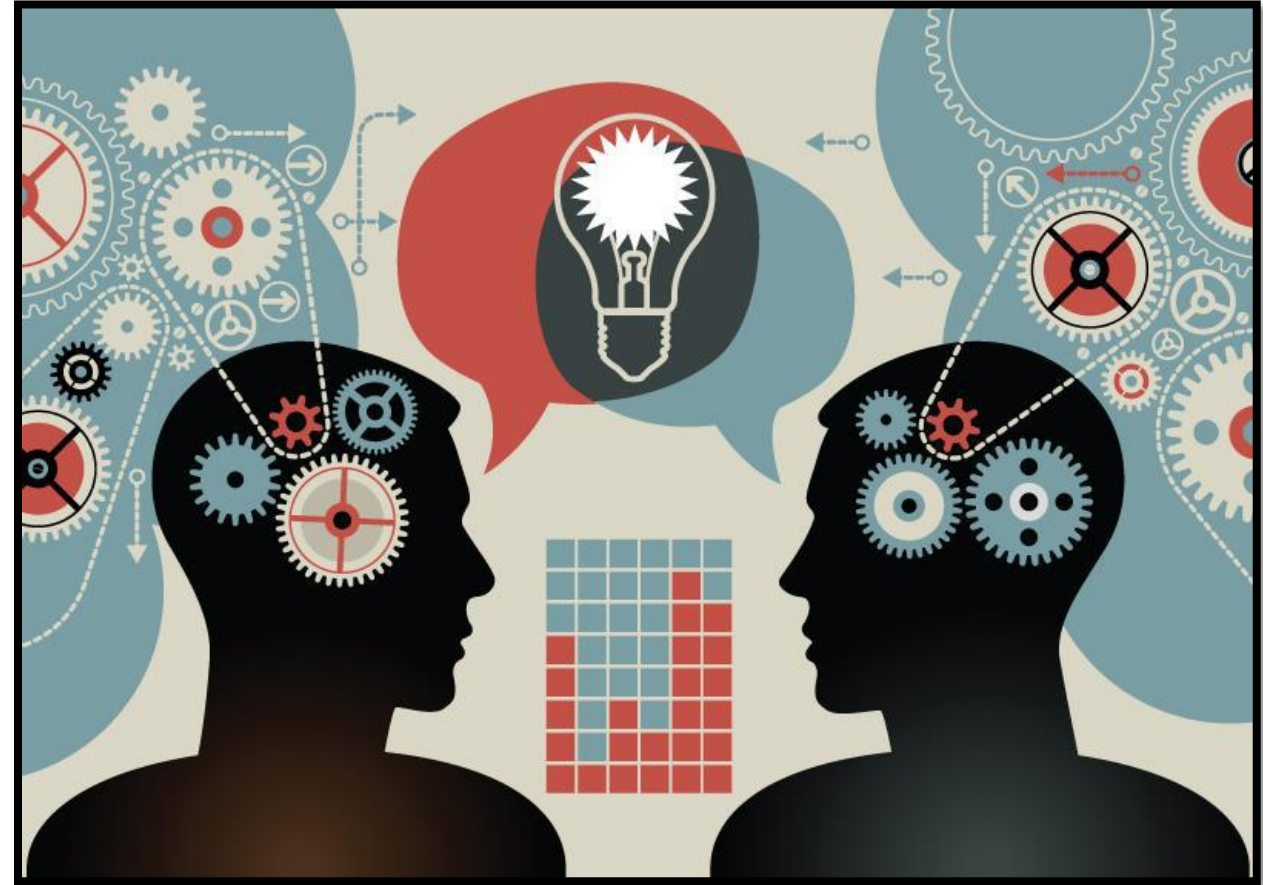


## Step 2: Generating Buy-In

Tap into the motivations of diverse stakeholder groups

- Food Service Staff
- District Staff- Teachers and Admin
- Community partners
- Student Advocates

Identify goals, motivators and challenges of stakeholders





# Motivators for Buy-In



1. Greater participation school meal program = increased revenue
2. Low-cost and no-cost changes to the lunchroom environment
3. It's fun and creative!

## Step 3: Provide Overview of the Process

### Provide guidance and support

- Meet with staff
- Clarify roles
- Explain the SLM process
- Identify initial goals
- Outline schedule



*Tip: Incorporate SLM into monthly staff meetings*



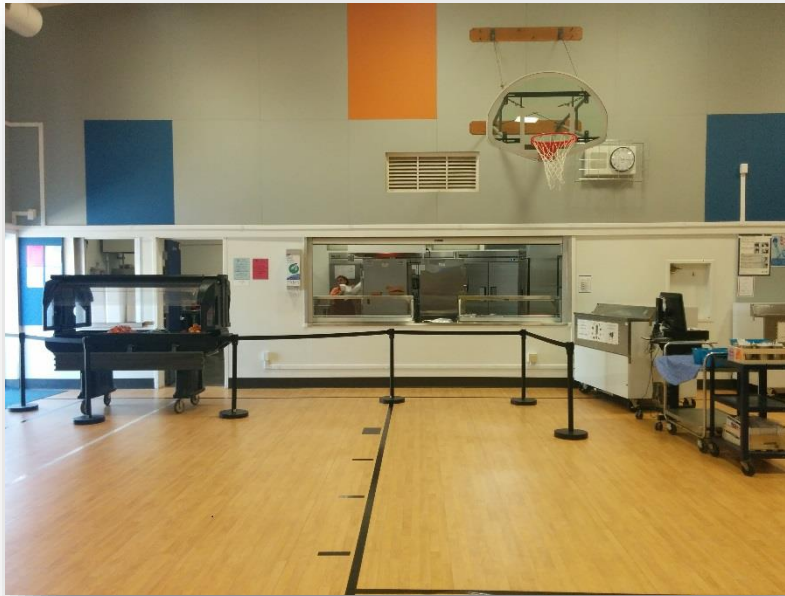


# The SLM “How-To”

Step 4: Conducting a Lunchroom  
Observation and Assessment

# Walk Through the Lunchroom

**Goal:** Form an idea of what the space looks like, and how lunch flow will work.



## Before foodservice starts:

- Arrive to site ~10-15min before service.
- Review set-up of food service flow.
- Take between 20-30 photos - meal service and dining areas (both internal and external points of view).



# Observe the Lunchroom

**Goal: Complete self-assessment scorecard, and to ask questions that will check off intangibles.**



## During foodservice

- Observe at least one lunch period before starting the scorecard.
- Mark the items on the scorecard that you see during the scoring period.
  - The lunchroom can only get credit for items during that timeframe  
(e.g. If fruit was not refilled during scoring period it does not count)
- Ask any clarifying questions needed to complete the scorecard.

# SLM Self-Assessment Scorecard

**Smarter Lunchrooms Self-Assessment Scorecard**

Since its founding in 2009 the Smarter Lunchrooms Movement has championed the use of evidence-based, simple low and no-cost changes to lunchrooms which can simultaneously improve participation and profits while decreasing waste. This tool can help you to evaluate your lunchroom, congratulate yourself for things you are doing well and identify areas of opportunity for improvement.

**Instructions**  
Read each of the statements below. Visualize your cafeteria, your service areas and your school building. Indicate whether the statement is true for your school by checking the box to the left. If you believe that your school does not reflect the statement 100% do not check the box to the left. After you have completed the checklist, tally all boxes with check marks and write this number in the designated area on the back of the form. This number represents your school's baseline score. The boxes which are not checked are areas of opportunity for you to consider implementing in the future. We recommend completing this checklist annually to measure your improvements!

**Important Words**  
**Service areas:** Any location where students can purchase or are provided with food  
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**Grab and Go Meals:** Any meal with components pre-packaged together for ease and convenience - such as a brown bag lunch or "Fun Lunch" etc.  
**Designated Line:** Any foodservice line which has been specified for particular food items or concepts - such as a pizza line, deli line, salad line etc.  
**Alternative entrée options:** Any meal component which could also be considered an entrée for students - such as the salad bar, yogurt parfait, vegetarian/vegan or meatless options etc.  
**Reimbursable "Combo Meal" pairings:** Any reimbursable components independently

**Checklist:**

- ☐ A mixed variety of whole fruits are displayed together in bowls in all service areas
- ☐ Sliced or cut fruit is available daily
- ☐ Daily fruit options are displayed in a location in the line of sight and reach of your students when determining line of sight
- ☐ Daily fruit options are bundled into all grab and go meals available to students
- ☐ All available fruit options have been given creative or descriptive names
- ☐ All fruit names are highlighted on all serving lines with name-cards or product IDs daily
- ☐ All fruit names are highlighted and legible on menu boards in all service and dining areas
- ☐ Fruit options
- ☐ All vegetable names are highlighted and legible on menu boards in the service and dining areas
- ☐ Vegetables are not wilted, browning, or otherwise damaged
- ☐ All vegetable options are replenished so displays appear "full" continually throughout meal service and after each lunch period
- ☐ All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
- ☐ White milk is available in all service areas

**Moving More White Milk**

**Scorecard**

- 100 evidence based suggestions...not directives
- Specifically designed to not allow for a zero or a 100
- Meant to be an “incremental change tool”

# How to Fill out the SLM Scorecard

4 lunch groups - 402 students  
- play first, eat second  
- bundled veggies that aren't super chunky or a sticker  
Smarter Lunchrooms Self-Assessment  
- 200 students (199 callen)  
2014 Scorecard  
©The B.E.N. Center 2014

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**Good Rapport:** Communication is completed in a friendly and polite manner  
**All Points of Sale:** Any location where a register/pin-pad is located for example: deli-line, snack window, a la carte line, hot line, kiosks/carts etc.

**Focusing on Fruit**  
At least two types of fruit are available daily  
Sliced or cut fruit is available daily  
Fruit options are not browning, bruised or otherwise damaged  
Daily fruit options are given creative, age-appropriate names

**Promoting Vegetables & Salad**  
At least two types of vegetable are available daily  
Vegetables are not wilted, browning, or otherwise damaged  
At least one vegetable option is available in all foodservice areas  
Individual salads or a salad bar is available to all students  
The salad bar is highly visible and located in a high traffic area  
Self-serve salad bar utensils are at the appropriate portion size or larger for all fruits and vegetable offered  
Self-serve salad bar utensils are smaller for croutons, dressing and other non-produce items  
Daily vegetable options are available in at least two different locations on each service line  
Daily vegetable options are easily seen by students of average height for your school  
A daily vegetable option is bundled into grab and go meals available to students  
A default vegetable choice is established by pre-plating a vegetable on some of the trays

**Available vegetable options have been given creative or descriptive names**  
All vegetable names are printed/written on name-cards or product IDs and displayed next to each vegetable option daily  
All vegetable names are written and legible on menu boards  
All vegetable names are included on the published monthly school lunch menu  
All beverage coolers have white milk available  
White milk is placed in front of other beverages in all coolers  
White milk crates are placed so that they are the first beverage option seen in all designated milk coolers  
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White milk represents at least 1/3 of all visible milk in the lunchroom  
White milk is easily seen by students of average height for your school  
White milk is bundled into all grab and go meals available to students as the default beverage  
White milk is promoted on menu boards visibly  
White milk is replenished so all displays appear "full" continually throughout meal service and after each lunch period  
A daily entrée option has been identified to promote as a "targeted entrée" in each service area and for each designated line (deli-line, snack windows, a la carte lines etc.)  
Daily targeted entrée options are highlighted on posters or signs  
Daily targeted entrée is easily seen by students of average height for your school  
Daily targeted entrées have been provided creative or descriptive names  
All targeted entrée names are printed/written on name-cards or product IDs and displayed next to each respective entrée daily

**the consumer behavior**  
**may 16, 2016**  
**chicken nuggets**  
**entrée of the day**

- Write in the name of the school, the district and the date, and the scorecard number
- If you notice anything notable, write it down on separate piece of paper
- Check items that you give points for - ☒
- Circle those that did not meet the criteria





# Important Terms and Descriptions

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# Scorecard Focus Areas

## Choice Related Focuses

- Focus on Fruits
- Promoting Vegetables and Salads
- Moving More White Milk
- Entrée of the Day
- Increasing Sales, Reimbursable Meals

## Creating School Synergies

- Signage, Priming and Communication
- Lunchroom Atmosphere
- Student Involvement
- Recognition and Support of School Staff
- A la Carte



# Let's Practice!

**SLM Scorecard Assessment Activity**

## Step 5: Debrief Meeting




- Share successes and highlights of observation
  - Tally the number of checks
  - Recommend, 2-3 simple strategies to increase scorecard results

*Don't get hung up  
on the score!*




45 Total Checked

Scoring Brackets

70-100	– Smarter Lunchrooms Gold	
50-70	– Smarter Lunchrooms Silver	
30-50	– Smarter Lunchrooms Bronze	

It's not nutrition  
...until it's eaten!


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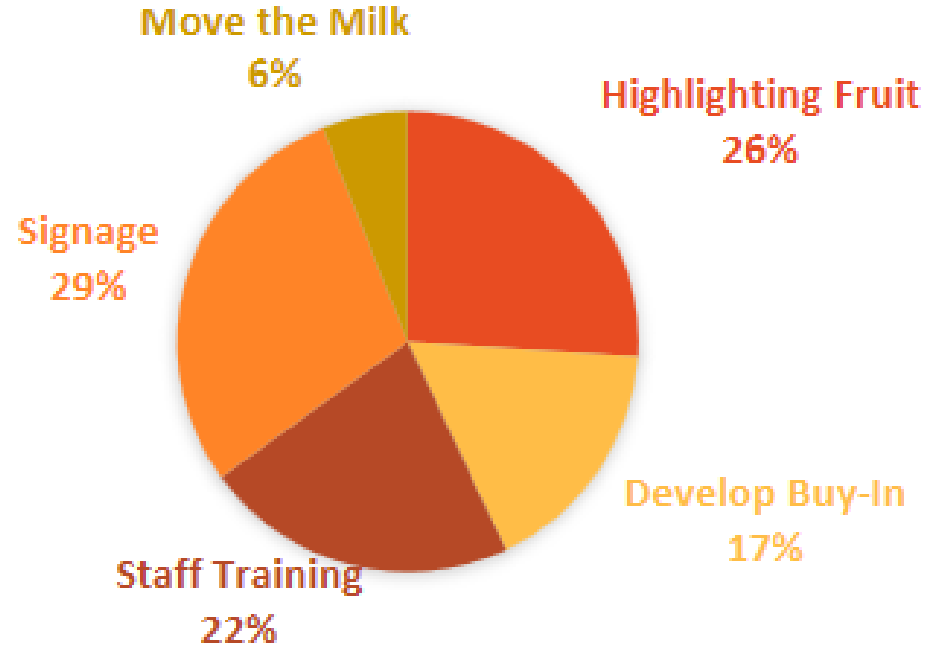
## National SLM Scorecard Averages

	<i>Elementary School</i>	<i>Middle School</i>	<i>High School</i>
<i>Fruit</i>	6.4	9.2	8
<i>Vegetables</i>	5.5	6.6	6.2
<i>Milk</i>	6	4.2	4.2
<i>Entrée</i>	2.8	4.2	3
<i>Reimbursable Meals</i>	3.8	4	4.6
<i>School Synergies</i>	28.6	17.4	15.6
 <i>Overall</i>	43	45.6	41.6

*Average score is between 30 – 50 points*

# Developing an Action Plan

## NATIONAL SCHOOL COMMITMENTS



- Identify the top 2-3 areas of greatest need
- As a team, fill out the Action Plan Form with agreed upon strategies

*Set up a time  
for follow up!*



## Step 6: Follow Up

1. **Tracking-** collect pre-and post-strategy data
2. **Space strategies-** 6 to 8 weeks apart
3. **Make only 3 major changes per school year!**
4. **Large strategies over a break**





# Resources for TAPs

- National and State SLM Advisors
- Quarterly SLM of CA TAPs webinars
- Cornell's Monthly webinars on SLM
- SLM of CA Resources and websites
  - CDE: <http://www.cde.ca.gov/ls/nu/he/smarterlunchrooms.asp>
  - Dairy Council-<http://www.healthyeating.org/Schools/School-Foodservice/Smarter-Lunchrooms-Movement-of-California.aspx>
  - UC CalFresh:<http://fsnep.ucdavis.edu/resources/smarter-lunchrooms-movement>
- List serve for SLM of CA TAPs –"Nudge Newsletter"
- Each other!



# Online Training Resources

- **Cornell's No Time To Train Modules**
  - <http://smarterlunchrooms.org/training-materials>
  - Modules [http://smarterlunchrooms.org/sites/default/files/no\\_time\\_to\\_train\\_final.pdf](http://smarterlunchrooms.org/sites/default/files/no_time_to_train_final.pdf)
- **Cornell's Training Instructional Resources**
  - <http://smarterlunchrooms.org/resource/instructional-guides>
- **Cornell's Two Hour Online Smarter Lunchrooms Module**
  - <http://smarterlunchrooms.org/training>



“What is one thing you will accomplish within the next year as a TAPs provider?”



Thank You!

**Heather Reed, MA, RDN**

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California Department of Education

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**Leslie Pring**

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Dairy Council of California

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# Continuing Education Credits

Smarter Lunchrooms Movement Certified TAP –Part B

2016 California School Nutrition Association Session

November 12, 2016

## Professional Standards Crediting Information for School Nutrition Programs

- 4110 Strategic and Marketing Plans OR
- 4150 School and Community Communication OR
- 4160-Smarter Lunchrooms Techniques

**Total Instructional Hours: 1**