

INNOVATIVE SOLUTION SESSION APPLICATION

JANUARY 11-13, 2026 - JW MARRIOT, AUSTIN, TX

Get ready for **unparalleled learning and networking** for school nutrition operators and industry partners.

Whether you're new to SNA's School Nutrition Industry Conference (SNIC) or a seasoned attendee, the 2026 event promises to deliver the ideas, insights, and connections you need to lead with purpose in an evolving school nutrition landscape.

With the theme Feeding Innovation, SNIC26 will spotlight the creative thinking and collaborative energy driving progress in school meals. You'll explore how industry partners and school nutrition professionals are reimagining solutions, strengthening partnerships, and putting people at the center of change. In an age of disruption, SNIC26 offers the space to reflect, connect, and lead the way forward—together.

Bring Your Innovation to Life

Innovative Solution Sessions encourage face-to-face discussion time for your representatives and operators to exchange ideas, concerns, and find answers to everyday issues that arise in the cafeteria. Your session format should focus on providing relevant, educational information for operators in addition to sharing information about your product or services. (Review topics that will be covered at SNIC and plan how you can integrate these ideas into your session). Consider sharing trend information related to your product, research or benchmarking studies with kids or even invite an operator to share the creative ways they are solving school nutrition challenges to ensure your session is helping operators improve their programs.

Information for Program

Company Name: _____

Street Address: _____

Street Address: _____

City, State, ZIP: _____

Telephone: _____

Main Contact Name: _____

Email: _____

Payment



☐ **Credit card:** Please email payment link to:
(We will send an online credit card payment link from our Clover system to the email address listed)



☐ **Check:** Make payable to SNA | P.O. Box 719297, Philadelphia, PA, 19171-9297



☐ **ACH Payment:** Please forward instructions.

Total amount due: \$ _____

**** PLEASE SEE PAGE 2 FOR ADDITIONAL LOGISTICS AND REQUIREMENTS INFORMATION. ****



Innovative Solution Session Requirements

To share accurate session information and provide relevant content to attendees, a session description along with learning objectives must be submitted by October 31, 2025, for internal review in addition to this application (see pages 3-6 for guidelines). Failure to meet the submission guidelines will result in the denial of your session.

You will be notified by November 15 if all information is satisfactory.

Session Format & Eligibility

- ▶ Fifteen (15) Innovative Solution Sessions are available on a first-come, first-served basis. SNA must receive a completed application and payment of \$4,000 to reserve a session for your organization.
- ▶ **The Innovation Solution Sessions (ISS) are scheduled for January 11 and 12, 2026.**
- ▶ Each session will be 60 minutes in length. There will be seating for approximately 40-50 school nutrition professionals in each session.
- ▶ Your company must have a current SNA Industry Membership to present a session.
- ▶ Industry representatives participating in an Innovative Solution Session must register for the conference (Full Registration: \$1,030; One-day registration: \$595).
- ▶ Meeting room set-up: theater-style, screen and LCD projector will be provided. You must bring your own laptop.
- ▶ Your organization can serve food samples during the ISS. Please contact the Catering Department for food & beverage and storage costs.

Additional Sign-up Options

- ▶ Networking Luncheon & Tabletop Showcase: Fifty (50) Tabletop Displays will also be allotted on a first-come, first-served basis; scheduled for Monday, January 12 (12:30-2:30 p.m.). Reserve a Session and Tabletop Display and save \$500.

☐ Click this button if you wish to also reserve a table with your session for \$6,000.

Cancellations: All cancellations must be made in writing to SNA Industry Relations/Crystal Harper-Pierre at charper@schoolnutrition.org. If notice of cancellation is received prior to October 31, 2025, a refund less 25% of the total will be issued. **Please note that after October 31, 2025, NO REFUNDS WILL BE ISSUED.**

Authorized Corporate Representative

Title

Date

SNA Representative

Title

Date

Return signed application and payment to:

School Nutrition Association | 2900 S. Quincy Street Suite 700 | Arlington, Virginia 22206
Attn: Crystal Harper-Pierre at charper@schoolnutrition.org or Nita Artis at nartis@schoolnutrition.org

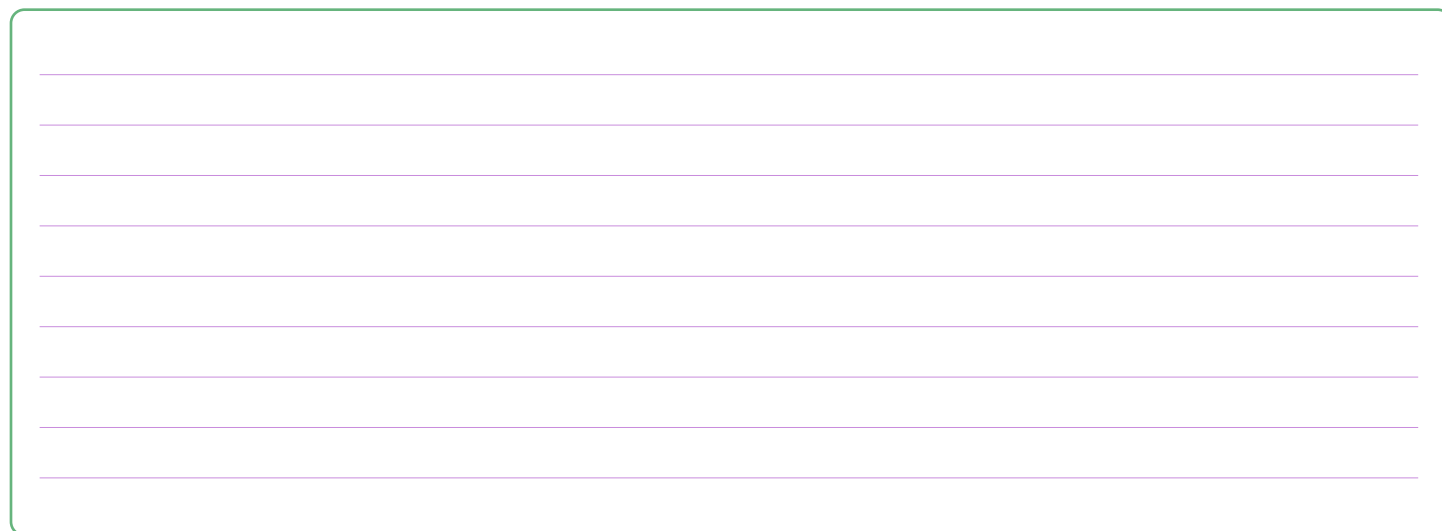
Innovative Solution Session Description

Due October 31, 2025

To share accurate session information and provide relevant content with attendees, a session description and two to three learning objectives must be submitted by October 31 for internal review (see pages 4-6 for guidance). Failure to meet the submission guidelines will result in the denial of your session. You will be notified by November 15 if all information is satisfactory.


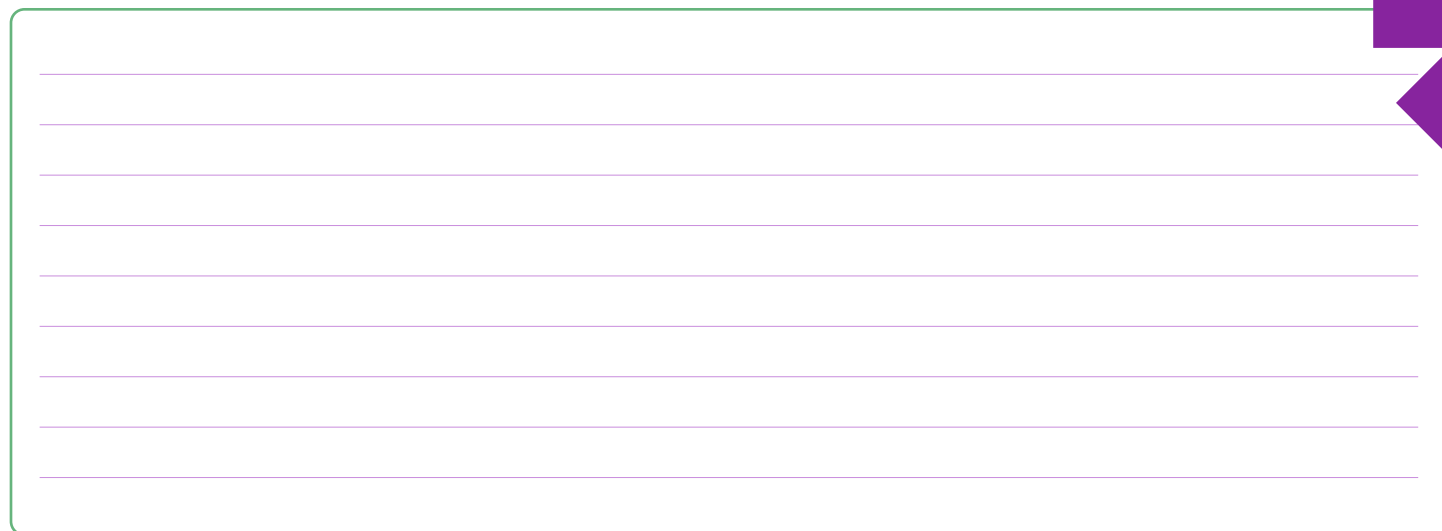
Session Description (75-word maximum):

Your description should consist of two or three sentences that describe your session. The description will be used for operator sign-up and will be published in the conference Learning Journal to describe your session (the description may be edited or shortened at SNA's discretion).



Learning Objectives (2-3)

- ▶ Learning objectives should address how participants will benefit from the session.
- ▶ Learning objectives should be action statements, defined in terms of knowledge, skills or attitudes participants will learn by attending the session.



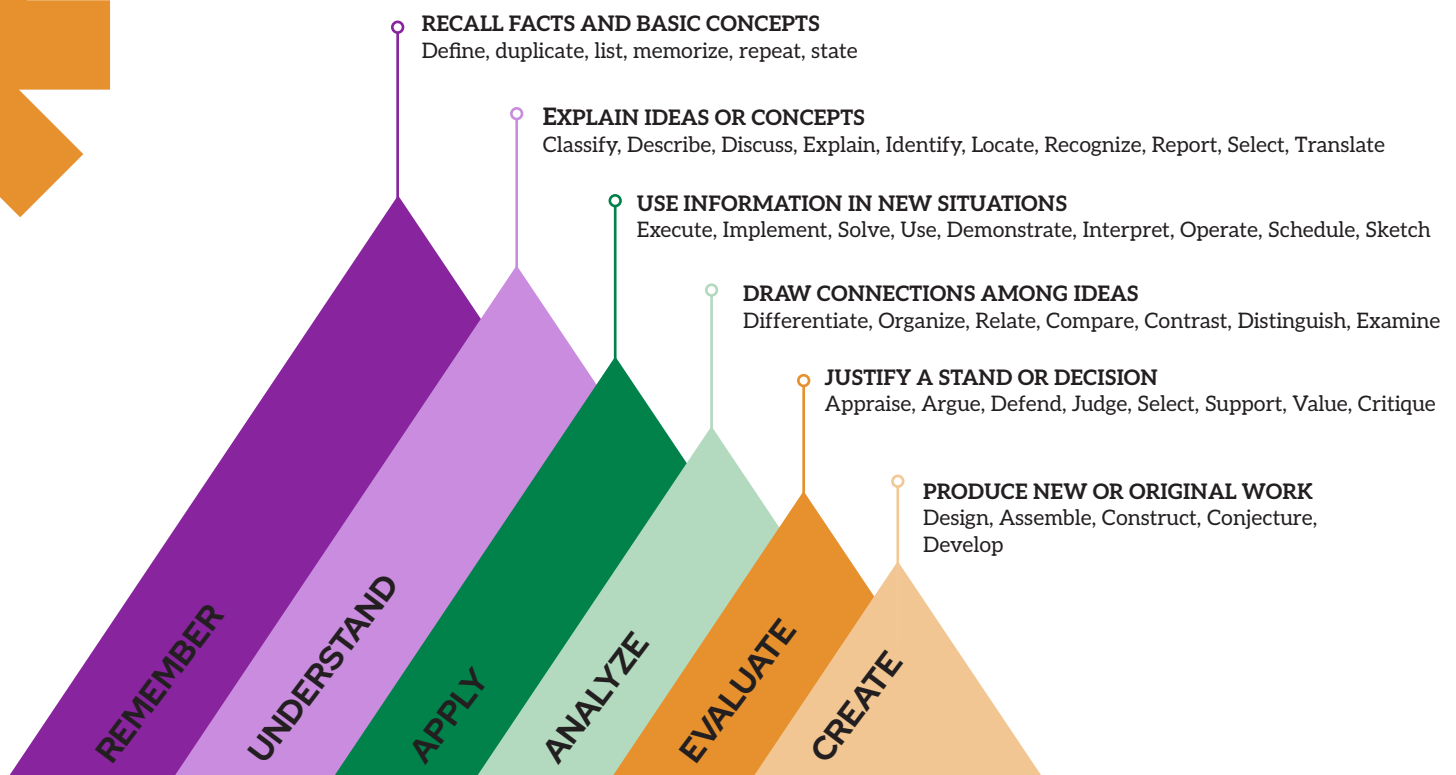
TIPS FOR WRITING DESCRIPTIONS & LEARNING OBJECTIVES

What are the the Learning Objectives?

- Learning objectives are brief measurable statements that describe what an attendee is expected to learn from the educational instruction.
- The learning objectives must provide a detailed description of what the attendee will be able to do when the instruction has concluded.
- Learning objectives should be used as a learning directive to help attendees make practical use of the information being imparted during the instruction.
- Learning objectives should be measurable, meaning that upon the conclusion of the instruction, the attendee should be able to evaluate the session as to the extent in which the learning objective(s) were achieved.

How Do I Write Learning Objectives?

Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) provides the methodology to express learning outcomes in a way that reflects cognitive skills. Utilizing this approach has become the standard and affords attendees with the ability to evaluate the degree in which the objectives have been achieved. There are six levels of cognitive skills:





The participant “outcome” should be **measurable, actionable, or observable**.

It is important to note that there are some verbs to avoid* when writing learning outcomes. These verbs are vague and oftentimes are not observable or measurable. For example, how would you measure whether someone has “become familiar with” a particular tool? Use a more specific verb. Use a more specific verb.

***Verbs to avoid:** Understand | Appreciate | Know | Familiar with | Learn about | Become aware of

Learning Objectives are introduced by stating:

“Upon the conclusion of this session the attendees will be able to”:

- ▶ Create a separate objective for each action.
- ▶ End each objective with a period.
- ▶ Use upper and lower case appropriately.
- ▶ Do not abbreviate or use unusual characters.

Examples of Learning Objectives

“Upon the conclusion of this session the attendees will be able to”:

Poorly Written Objectives

- 1 Understand the benefits of implementing healthy food and beverage standards/policies for middle and high schools.
- 2 Become familiar with three (3) strategies for effective marketing of healthy foods and beverages.

Well-Written Objectives

- 1 Describe the benefits of implementing healthy food and beverage standards/policies for middle and high schools.
- 2 Identify three (3) strategies for effective marketing of healthy foods and beverages.

Bloom's Taxonomy (Revised)

Definitions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria	Compile information together in a different "solutions."



Verbs*

- | | | | | | |
|--------|-------------|-----------------|--------------|------------|-----------|
| Choose | Classify | Apply | Analyze | Agree | Adapt |
| Define | Compare | Build | Assume | Appraise | Build |
| Find | Contrast | Choose | Categorize | Assess | Change |
| How | Demonstrate | Construct | Classify | Award | Choose |
| Label | Explain | Develop | Compare | Choose | Combine |
| List | Extend | Experiment with | Conclusion | Compare | Compile |
| Match | Illustrate | Identify | Contrast | Conclude | Compose |
| Name | Infer | Interview | Discover | Criteria | Construct |
| Omit | Interpret | Make use of | Dissect | Criticize | Create |
| Recall | Outline | Model | Distinguish | Decide | Delete |
| Relate | Relate | Organize | Divide | Deduct | Design |
| Select | Rephrase | Plan | Examine | Defend | Develop |
| Show | Show | Select | Function | Disprove | Discuss |
| Spell | Summarize | Solve | Inference | Estimate | Elaborate |
| Tell | Translate | Utilize | Inspect | Evaluate | Estimate |
| What | | | List | Explain | Formulate |
| When | | | Motive | Influence | Happen |
| Where | | | Simplify | Interpret | Imagine |
| Which | | | Survey | Judge | Improve |
| Who | | | Take part in | Justify | Invent |
| Why | | | Test for | Mark | Make up |
| | | | Theme | Measure | Maximize |
| | | | | Opinion | Minimize |
| | | | | Perceive | Modify |
| | | | | Prioritize | Original |
| | | | | Prove | Originate |
| | | | | Rate | Plan |
| | | | | Rule on | Predict |
| | | | | Select | Propose |
| | | | | Support | Solve |
| | | | | Value | Suppose |
| | | | | | Theory |

Source: Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for learning, teaching, and assessing*. Abridged Edition. Boston, MA: Allyn and Bacon

