Overcoming Challenges to Adopting and Implementing the Alliance School Beverage Guidelines

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Agenda

• Overview of the Guidelines
• Bottlers and the Alliance
• Challenges and Solutions
• Questions and Answers
# The Guidelines

<table>
<thead>
<tr>
<th>Unflavored water</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat-free or low fat regular and flavored milk with up to 150 calories / 8 ounces**</td>
<td>Up to 8 oz.</td>
<td>Up to 10 oz.</td>
<td>Up to 12 oz.</td>
</tr>
<tr>
<td>100% juice* with no added sweeteners and up to 120 calories / 8 ounces</td>
<td>Up to 8 oz.</td>
<td>Up to 10 oz.</td>
<td>Up to 12 oz.</td>
</tr>
<tr>
<td>No- or low-calorie beverages with up to 10 calories / 8 ounces</td>
<td>STOP</td>
<td>STOP</td>
<td>Any size</td>
</tr>
<tr>
<td>Other drinks with no more than 66 calories / 8 ounces</td>
<td>STOP</td>
<td>STOP</td>
<td>Up to 12 oz.</td>
</tr>
</tbody>
</table>
The Guidelines

• **Rationale**
  – Adequate hydration without excessive caloric intake
    • Students consume an estimated 35 to 50% of their daily calories during the school day
    • Scientifically-based and age-appropriate; portion and calorie control
      – According to data collected between 2004 and 2006-07, 41% reduction in total number of calories contained in beverages shipped to schools.
  • High School/Sufficient Choice
    – Certain Other Beverages
    – *Serve as the beverage criteria for the Healthy Schools Program.*

• **Broad, Consistent Application**
  – Venues
    • Vending machines, a la carte lines, snack bars, fundraisers, and school stores
    • NOT reimbursable meals
  – Time of Day
    • Regular and extended school day
    • On school buses
    • NOT fundraisers off school grounds
    • NOT boosters
Goals of the MOU

- 75% of schools under contract with bottlers nationwide prior to the beginning of the 2008-2009 school year.

- All schools under contract with bottlers nationwide prior to the beginning of the 2009-2010 school year.
What Bottlers are Doing

• **Product Innovation**
  – R&D investment to increase product choices – ongoing
  – Raise awareness of breadth of products available today
  – Product lists at [www.healthiergeneration.org/beverages](http://www.healthiergeneration.org/beverages)
    • Enough compliant options among the three companies for schools to offer sufficient choice to students

• **New Contract (as of May 3, 2006)**

• **Vending Machines**
  – Retrofitting for smaller containers/Assuming cost for company-owned machines
  – Changing product mix
  – Changing vend fronts

• **Employee Education**
  – Training curriculum – online/conference calls
  – Customer presentations and supporting tools to describe policy to customers
  – Product fact sheets
What The Alliance is Doing

• Technical Assistance
  – Hands-On/On-site
    • Tight feedback loop from HSP schools for new TA
  – Call Center
  – Online
    • [www.HealthierGeneration.org/BeverageKit](http://www.HealthierGeneration.org/BeverageKit)
  – Webinars

• Work with national partners to support their constituents’ implementation efforts

• Broaden support among private sector
  – Raise Awareness
  – Tipping Point
Implementers’ Toolkit

**STEP 1: Understanding the Guidelines**
Go here for an overview of the Guidelines and answers to frequently asked questions as well as lists of products that qualify.

**STEP 2: Adopting the Guidelines**
Go here to learn how to make the Guidelines your district beverage policy and for ideas on how to gain acceptance from the decision-makers in your school and/or district.

**STEP 3: Implementing the Guidelines**
Go here for answers to the most commonly asked questions regarding amending contracts, revenue concerns, working with your vendors, and changing the beverages offered to students in your schools.

**STEP 4: Marketing & Monitoring the Guidelines**
Go here for ideas and best practices on generating acceptance of the Guidelines, encouraging purchase of new products, and communicating the changes to the school community.
Balancing Act

• **Current Best Science**
  – 2005 Dietary Guidelines for Americans
  – AHA Dietary Guidelines for Healthy Children
  – AHA 2006 Diet and Lifestyle Recommendations

• **Common Challenges**
  – Variety of Guidelines
  – Priorities
  – Local Control
  – Financial Impact
  – Product Choice
  – Internal Competition
  – Student Demand
  – Communicating the Changes
Variety of Guidelines

• **Challenge:**
  – New wellness policies, local regulations, state regulations, etc.

• **Solutions:**
  – School and district must comply with all existing laws and regulations.
    • Guidelines are not intended to undermine them.
  – If existing laws and regulations are stricter than Alliance Guidelines, adherence to them is sufficient.
  – If existing laws and regulations are less restrictive, following these science-based, age-appropriate Guidelines will provide lower calorie and nutritious beverages to students and reinforce the important lessons of calorie and portion control.
    • PepsiCo, Coca-Cola and Cadbury-Schweppes have already started to take action around changing what products they offer to schools in compliance with the Alliance Guidelines.
    • Approx. 35% of contracts in compliance
Priorities

• Challenge:
  – Less emphasis on broader view of a healthy mind in a healthy body and more emphasis on academic accountability.

• What We Know:
  – School Decision Makers
    • Are concerned with lack of resources/money
      – loss of revenue an issue
    • Focus on academics
      – NCLB and test scores are top priorities
    • Are concerned with student health and well-being
      – attendance is tied to dollars in some cases
      – academic performance/academics require discipline
Priorities

• **Message Points:**
  – Whether overweight or not, children in the U.S. are often overfed, but undernourished.
    • Under-consumption of nutrients needed to survive and over-consumption of foods that can lead to high cholesterol and high blood pressure.
    • Optimal nutrition is necessary for optimal cognitive functioning.
  – Healthier consumption supports education mission.
    • Severely overweight children miss four times as much school as normal weight kids and often suffer from depression, anxiety and isolation from their peers.[i]
    • Health is directly related to children’s ability to maximize their academic potential. Healthy children have better attendance, improved behavior, fewer visits to the school nurse, and increased attention, creativity and test scores.[ii]

[i] Schwimmer. Health Related Quality of Life of Severely Obese Children and Adolescents, JAMA, 2002
[ii] (Costante, CC. Healthy learners: the link between health and student achievement. American School Board Journal, January 2002.)
Local Control

• **Challenge:**
  – The development of a local wellness policy offers schools an opportunity to create a plan for positive change that is specific to their individual needs, goals and resources.

• **Realities:**
  – School and district decision-makers are faced with difficult decisions about which beverages are considered adequately nutritious to offer.
    - The Alliance School Beverage Guidelines provide the solution to this problem.
      - Were created using current nutrition science.
      - Balance children’s nutritional and hydration needs with appropriate caloric consumption while giving older students in high school a wider range of lower calorie and more nutritious choices.
Local Control

• **Solution:**
  - Establish beverage policy that ensures students have access to more nutritious and lower calorie beverages.
    - Language that guarantees all beverages sold on school grounds (outside of the school meal) during the regular or extended school day meet the Alliance Guidelines.
      - vending, a la carte, snack bar, school store, fundraising, etc.
    - Gather student and parent input on policy.
    - District policy is ideal – level the playing field.
  
  - Distribute policy and its rationale to students, families, staff, etc.
    - Address why policy change is taking place and explain the health benefits of consuming more nutritious and lower calorie beverages.
  
  - Consistent and constant communication with the school community is very important when implementing.
    - Don’t take for granted because you announced it once everyone will understand.
Financial Impact

• **Challenge:**
  – Reliance on sale of high calorie beverages to support student programs and activities.
    • Potential loss of discretionary revenue earmarked for resource constrained activities.

• **Truths:**
  – Initial drop in revenues common.
  – Revenue bounces back and/or moves to other venues (i.e., school meals).
  – Total revenues increase at many schools because increases in meal revenues more than compensate for any losses in comp food and beverage sales.

• **Another Challenge:**
  – Schools that have relatively few students eligible for FRP face unique challenges in reducing their reliance on a la carte and vending sales.
    • Raising meal prices to offset a la care loss can result in students seeking out cheaper and less healthful fare off campus.
Financial Impact

- Where do I start?
  - Open dialog with your bottler.
    - Contracts executed before May 3rd, 2006 remain valid.
    - Can request to renegotiate existing contract now.
      - Contract may not need to be renegotiated.
        » Change product mix.
        » New contracts don’t specify product mix.
      - Involve business manager or other appropriate party.
    - Idea is that both the school and the bottler proportionately share any decrease in revenues during the term of the contract.
      - Definition of financial fairness = development of a fair solution for both parties.
        » Not intended that schools incur penalties for renegotiating beverage contracts to comply with Guidelines before expiration date.
        » Also not intended that bottler completely take on cost of decrease for amendment prior to expiration.
    - Reality – Lower margin products – bottle size impacts cost / price / commission.
Financial Impact

What if I need to restructure my contract?

- Involve your school/district business manager or other appropriate party.
- Identify your nutritional and financial goals and which terms are most important in order to achieve them.

Some Options:
- If your original contract has actual sales commitments, those would remain intact even if the contract needs to be extended over several years.
- Change commission rates or price.
  - Negotiate price point for new products.
  - Keep price the same, but school gets less commission/school gets same commission, but price to students goes up.
  - Depending on how the new smaller sized products are priced, commissions for them could be lower.
- Reduction in annual payments moving forward.
- Increase number of vending machines in the schools. Greater access could translate into fewer lost sales (also can change time offered).
- Timing/Location of products.
Financial Impact

• More Solutions:
  – Make changes all at once.
    • Send letters home to inform students and their parents of upcoming changes in the vending and à la carte programs.
  – Budget planning and allocation.
    • Many schools have little idea how much they are making from beverage sales and don’t adjust revenues for changes in student enrollment.
  – Establish policy to share profit with school food service if machines are turned on during school meal periods.
    • Such policies offer a certain percentage of all net revenue generated from machines and other venues not managed by school food service, but which are accessible to students during school meal periods.
  – Other fundraisers to offset loss are plentiful.
    • Commission rates higher based on volume sold.

• Societal Cost (Big Picture):
  – Childhood overweight is costly. In one two-year period, U.S. taxpayers spent $127 million on hospital costs associated with caring for overweight children and adolescents,[iii], a threefold increase in spending in two decades.
  – These are preventable costs that are directly competing with school funding at the national and state levels.

Product Choice

• **Challenge:**
  – New product introduction takes time.
  – Many schools facing limited options.
    • Middle Schools
      – Based on age-appropriate science for necessary hydration and caloric impact.

• **Solutions:**
  – Many new products already available.
  – Many more in time for 2007-08 school year.
  – On-going new product introduction.
    • Increased choice leads to increased consumption.
    • Product lists continuously updated.
Internal Competition

**Challenges:**
- Competitive beverage environment complex – many venues/groups.
- Food service support for the Guidelines from a nutritional standpoint.
  - Converting contracts at different times.
  - School cafeterias need to be self-sufficient.
- Open campuses

**Solutions:**
- Set school or district policy guaranteeing all beverages sold anywhere on school grounds during the regular or extended school day meet the Guidelines.
  - Develop a list of the venues that sell beverages to students in your school or district and determine the department, faculty member or administrator responsible for each.
  - Meet with staff members responsible for each venue regarding how to proceed with making these changes now.
  - Include student and faculty representatives early and often in this process.
- Set policy on timing/locations.
- Budget planning and allocation for the years subsequent to the change and shift funds accordingly as revenue shifts.
- Closed campus policy
**Student Demand**

- **Challenge:**
  - Established Preferences

- **Truths:**
  - Not true that students won’t drink anything else.
  - Adults provide, children decide
    - Still encouraging students’ autonomy in their self-regulation of beverage intake; just giving them a healthier environment within which to make these choices.
  - By adjusting the environment surrounding them, Guidelines can move children and teens to choose differently and consume fewer calories.
Student Demand

• Solutions:
  – Meaningful Student Involvement
    • Mobilizing change at the grassroots level leads to creative and sustainable solutions.
    • Thirsty students, provided with sufficient choice, will continue to buy refreshing drinks if changes are rolled out in a strategic way.
    • Address why this policy change is taking place and explain the benefits of consuming more nutritious and lower calorie beverages.
      – Listen to the voices of those whose behavior you are trying to change – the students. Get their feedback.
        » Students tend to resist changes they view as being “imposed” on them by school administrators, so seek their input.
        » Schools that successfully made the changes noted that obtaining student acceptance was particularly important.
Student Demand

• Solutions:
  – Student-led action research and assessment
    • Engage secondary school student groups (clubs, student councils, etc.)
    • Students survey their peers and conduct focus groups.
      – To identify barriers to change and ways to reduce them.
        » A sample question could be, “how often does price prohibit you from buying healthier items?”
      – Use this information to shape messaging on the changes.
    • Students develop a plan of action.
  – Advocacy
    • Students interface with decision-makers to discuss the changes.
    • Students develop their own marketing campaigns to promote a switch to the compliant beverages at their schools.
      – Develop tactics (posters, flyers, articles in the student paper, debates, etc.)
  – Add Students to your Wellness Council.
    • Bring students together to spread the word about how good nutrition and school food service programs contribute to a healthy lifestyle.
Student Demand

Student Toolkit
Step Up for a Healthier School

How Do the Foods and Drinks at Your School Measure Up?

The Alliance has Guidelines to help schools create a healthy balance of
snacks (also called “Competitive Foods”) at www.HealthierGeneration.org/
Snacks, and drinks (also called “Beverages”) at www.HealthierGeneration.
org/Beverages.

Use the Snack Foods and Drinks Checklist to help you locate where in
your school items are sold that do not
meet the Alliance’s guidelines. (Note
that there are separate checklists for
middle schools and for high schools.)

The items under the “Stop” Sign column
do not meet the Alliance’s Guidelines;
items under the “Check It Out” Sign col-
umn might or might not meet the Guide-
lines. Use our online calculator to help
you to determine how healthy these
“Check It Out” snack foods are—or are
not. “Go” Sign Foods and Drinks—Meet
the Alliance for a Healthier Generation’s
Guidelines for Snacks and Drinks.

Click here for the calculator www.
HealthierGeneration.org/Product
Calculator. To check out which specific
drinks meet the Guidelines, download
the beverage product lists at www.
HealthierGeneration.org/Beverages.

Click here for the Snack Foods and
Drinks Checklist for Middle Schools
Click here for the Snack Foods and
Drinks Checklist for High Schools

Why not get help with the Checklist? Enlist others to help you find all the places
that snacks and drinks are sold in your school. Maybe this will be the start of
going more people involved as you lead the change in your school.

Classroom Connector
Do the detective work yourself without the use of the
online calculator. Talk to your math or science teacher
and see if you can get extra credit for figuring out what
products do or don’t meet the Alliance’s guidelines.
Student Demand

The *Food for Thought! Student Snack and Drink Survey* will help you collect information from your peers. Surveys are a great way to find out what others want, to inform others about your ideas, and to, hopefully, get their support!

This survey is a sample. Feel free to change it with your own idea.

Just make sure to get permission from your teacher or principal before conducting your survey. Doing a survey is a type of research and it’s always important to get research approved before you start.

🔗 Click here for the *Food for Thought! Student Snack and Drink Survey*.

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**Food for Thought! Student Snack and Drink Survey**

Thanks for taking a few minutes to answer these questions. Your honest feedback is appreciated.

Please return your survey by Date_________ to PLACE/PERSON_________________.

1. How often do you usually buy snacks from the following locations? Put a checkmark (x) in the boxes that best apply.

<table>
<thead>
<tr>
<th>Locations</th>
<th>More than once a day</th>
<th>Almost every day</th>
<th>At least once a week</th>
<th>At least once a month</th>
<th>Less than once a month or never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. School Vending Machines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. School Store</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. School Snack Cart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. A La Carte Line (for snacks) in the cafeteria</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. What products do you typically buy? Check all that apply.

- ☐ Chocolate or other candy bars
- ☐ Pretzel’s
- ☐ Regular soda/iced tea
- ☐ Candy
- ☐ Energy/granola bars
- ☐ Diet soda/iced tea
- ☐ Cookies
- ☐ Nuts, seeds or dried fruit
- ☐ Juice (not 100% fruit)
- ☐ Brownies/snack cakes
- ☐ Yogurt
- ☐ Juice (100% fruit)
- ☐ Ice cream
- ☐ Choose/choose products
- ☐ Sports/energy drinks
- ☐ Chips/pork rinds
- ☐ Fresh fruit
- ☐ Bottled water
- ☐ Whole milk
- ☐ Fat free or low fat milk
- ☐ Flavored water
- ☐ Other? Please describe ________________________________

3. If more healthy snacks and beverage choices were sold, how likely would you be to purchase them? Check the ONE answer that best applies.

- ☐ More likely to purchase healthy items
- ☐ About the same
- ☐ Not likely to purchase them

4. If healthy snacks and drinks were *priced cheaper* than less healthy items, would that influence what you might buy? (Check the ONE answer that best applies.)

- ☐ Yes, definitely
- ☐ Yes, probably
- ☐ No, probably not
- ☐ No, definitely not

5. What healthier foods and drinks would you most likely buy? Check all that apply.

- ☐ Fresh fruit or veggies
- ☐ Low fat yogurt
- ☐ Baked chips
- ☐ Low fat snack bar
- ☐ Nuts, seeds or dried fruit
- ☐ Bottled water
- ☐ Juice (100% fruit)
- ☐ Fat free or 1% milk
- ☐ Other ______

If you want to help our school become healthier, please write your name, grade and email below:

Name_________________________ Grade____ Email address ____________________________

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**Classroom Connector**

Conduct your survey with help from your math teacher or with the school math club and use the tallied responses to report out percentages, or add a question about gender and compare/contrast responses of girls versus boys. Develop the survey and compile the responses in a spreadsheet as an assignment for your technology/computer science class.
Student Demand

• Solutions:
  – Taste Tests
    • Marketers believe you will purchase a product if they can get you to try it.
      – Work with your vendor to hold taste tests for students with a range of compliant beverages.
      – Will help them become familiar with the new choices and speed change.
  – Promotional Pricing
    • Price sensitivity
    • Unfamiliar products
    • Introductory period with discounted prices
    • Play with pricing if possible
      – If students perceive higher value, they will be more likely to give something new a try.
Communicating the Changes

• **Publicize the benefits of the changes.**
  - Often, benefits important to students are not specific health benefits – lower blood pressure, lower risk for diabetes, etc. – but are more immediate such as looking good, feeling good, having energy and performing well.
    • Use results of student surveys and focus groups.
    • Providing positive, motivating messages about healthy lifestyle practices throughout the school or district that relate to these benefits may help speed adoption.
  - School personnel help to reinforce these positive messages by adhering to the Guidelines when in the presence of students.

• **Students will go through a cost/benefit analysis before they act.**
  - Perceived benefits of the change need to outweigh perceived costs.
    • Ultimately, if the new products are the only option, students will buy them, but there may be some lag time before this occurs, so knowing what students perceive as benefits may speed this adoption.
      - Student surveys and focus groups.
Communicating the Changes

• **Tactics:**
  – Promote at school events.
    • School registration, parent-teacher conferences, PTA meetings, open houses, health fairs, teacher in-services, etc.
  – Send letters home to inform students and their parents of upcoming changes.
  – Hold a “food and beverage fair” where students and staff can taste new items.
  – Widespread, sustained promotion
    • If possible, use variety of media such as posters, banners, pamphlets, stickers, flyers, school newspaper articles and giveaways.
  – Couple with nutrition education component.
    • Helps students understand impact of diet on health.
    • Cross-curricular ties to teach nutrition concepts in other subjects.
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Thank You. Questions?