

HERO Webinar

Making Healthy Eating Policy Practice

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Hosted By
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Making Healthy Eating Policy Practice

A Group Randomized Controlled Trial on Changes in Snack Quality, Costs, and Consumption in Afterschool Programs

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Poll Question 1

What is your primary audience for your work in health promotion?

- A. Worksite based health promotion
- B. School or youth based health promotion
- C. University, academic, research
- D. Health systems, healthcare, community
- E. Provider / vendor of health promotion services



Focus on Healthy Eating in Afterschool Programs

Afterschool programs (3-6pm)
Non-sport or single activity focused
**Serve Snacks, Homework,
Enrichment, Physical Activity**
Operate everyday of school year
10.2 million youth attend
~8hrs/week

Michael W. Beets, MEd, MPH, PhD

Enhancing the Translation of Physical Activity Interventions in Afterschool Programs

Abstract: *Afterschool programs (3-6 pm, ASPs) represent a promising approach to promote physical activity (PA) and are positioned to make a substantial contribution to children's overall daily PA. This article synthesizes both descriptive and intervention focused efforts aimed at describing/increasing PA within the ASP setting and outlines future directions for research. ASPs provide anywhere from 8 to 24 minutes of moderate-to-vigorous PA daily, with children accumulating between 2600 and 3200 steps per day. State and national organizations have developed policies related to PA in ASPs, but the limited available evidence indicates that ASPs are far from meeting PA policy goals. A total of 17 ASP PA intervention studies have been conducted, more than half (9/17) within ASPs that were initiated and developed by researchers. Based on the review of evidence, key strategies to increase PA include high-quality professional development training, allocating time in the ASP schedule for children to engage in sufficient amounts of PA, and tailoring the intervention to local conditions. Future directions should focus on evaluating these key strategies, conducting descriptive studies of common ASP characteristics nationally and their*

influence on children's PA, evaluation/refinement of existing ASP PA curricula, cost-effectiveness of interventions, and identification of feasible PA policy goals.

Keywords: moderate-to-vigorous children; policy; community

Increasing the amount of time youth spend in health-enhancing physical activity is a foremost public health priority.

has led the research community to look toward settings outside the regular school schedule to enhance opportunities for youth to be physically active. Out-of-school time opportunities include both during the school year (ie, before and after school hours, weekends) and summer programming. Only until recently have these time segments been explored as potential means through which physical activity interventions can be delivered. Of these,

“ . . . afterschool programs . . . have garnered considerable attention as a setting where physical activity can be increased to improve the health outcomes (. . .) of children attending such programs.”

Historically, the majority of efforts aimed at doing so have focused almost exclusively on changes to the school environment (eg, physical education, recess, health education). Many of the attempts (ie, interventions) have greatly underperformed from initial expectations.^{1,2} This

afterschool programs (ASPs, defined below) have garnered considerable attention as a setting where physical activity can be increased to improve the health outcomes (eg, physical fitness, weight reductions) of children attending such programs.^{3,4}

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Policies/Standards in ASPs Healthy Eating

Types of foods and beverages served

FV and Water everyday

No sugar-based foods or drinks

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Short communication

Nutritional policies and standards for snacks served in after-school programmes: a review

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Abstract

Objective: To review and synthesize existing national and state organizations' policies related to the nutritional quality of snacks served in after-school programmes (ASP; 15.00–18.00 hours) in the USA.

Design: Systematic review of websites and correspondence describing national and state-level ASP organizations' policies and/or recommendations for the nutritional quality of the ASP setting.

Setting: ASP can play a critical role in a child's daily dietary organization; have developed policies to assist ASP appropriate snacks; yet no widely accepted standards exist of existing policies, recommendations for uniform policies.

Subjects: Policy documentation.

Results: A total of eighteen organizations representing five or more of thirteen different food items were identified. The snack policy, which the majority of state and national ASP and upon which other snack policies were modelled, was Agriculture enrichment programmes, consistently, 10 fruits/vegetables, whole grains and milk/dairy products, a fat/sugar/energy (calories). Two policies focused protein and macronutrient composition of snacks, a single policy sweetened beverages, and three endorsed serving water general guidelines for ASP was developed based on uniform policies.

Conclusions: The proposed set of nutritional guidelines will assist providers in selecting and serving nutritionally appropriate to a child's overall healthful daily dietary intake.

Across the USA, after-school programmes (ASP; 15.00–18.00 hours) serve over 8.4 million youth an average of 8–11 weeks, with the majority of youth attending being of elementary-school age (5–12 years) and from low-income schools^{1,2}. ASP are those that provide adult supervision for students immediately after school and incorporate snacks, homework help, recreational activities and cultural enrichment activities. Programmes can be offered either by a school or by a community partner (e.g. YMCA, Boys and Girls Clubs). ASP that focus solely on a single activity (e.g. music lessons, Piano^{3,4}) are designed specifically to promote physical activity such as clubs (e.g. Girls on the Run) or sports teams (e.g. intra- and inter-school sports). The current ASP setting is a unique opportunity to influence children's eating and drinking behaviours. This review examines existing national and state-level ASP policies and/or recommendations for the nutritional quality of the ASP setting. The purpose of this review is to identify commonalities and differences in existing policies and/or recommendations for the nutritional quality of the ASP setting. The review will provide a synthesis of existing policies and/or recommendations for the nutritional quality of the ASP setting. The review will provide a synthesis of existing policies and/or recommendations for the nutritional quality of the ASP setting.

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Healthy Eating:

In April, 2011 The National After-School Association adopted these standards for Healthy Eating in Out-of-School Time Programs. Accordingly, new language addresses snack content and quality, staff training, curriculum, social support (including staff role modeling, parent engagement and children's social development), program support, and environmental support.

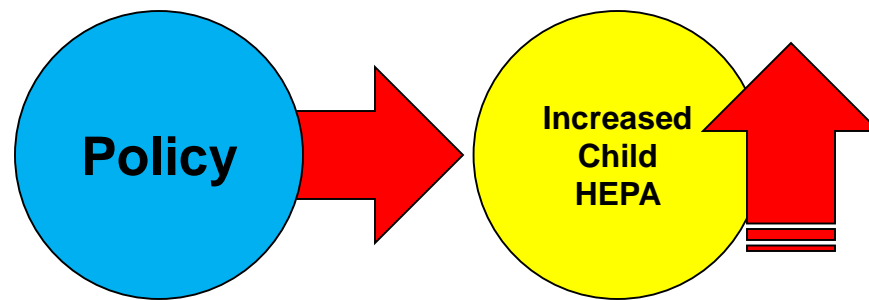
Content and Quality:

Standard: Programs serve foods and beverages in amounts and types that promote lifelong health and help prevent chronic disease. These include minimally processed foods made with whole grains and heart-healthy fats or oils and without added sugar or trans fats; fruits and vegetables; and beverages made without added sugars.

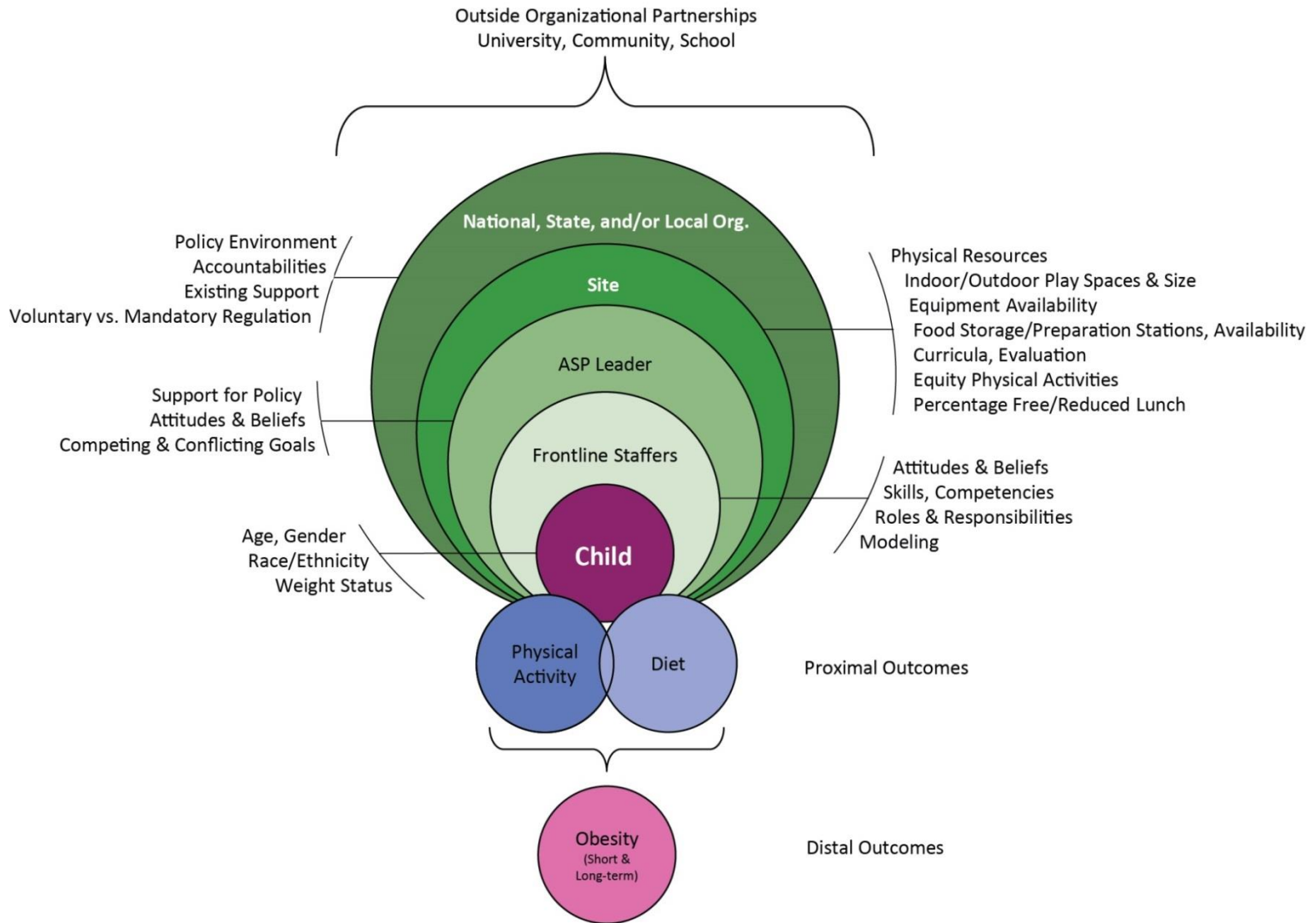
Best Practices

1. On a daily basis, the Program
 - a. serves a fruit or vegetable (fresh, frozen, canned or dried without added sugar).
 - b. Offers water at the table during snack, and has water accessible at all times.
 - c. Only serves foods made without trans fat.
 - d. Serves beverages that are not made with caloric sweeteners. Beverages made with caloric sweeteners include but are not limited to sodas, juices, juice drinks, sports drinks or cool teas.
 - e. Serves no candy or other foods that are primarily sugar based.
 - f. Through portion size and variety of items offered each day, provides each student with enough calories to avoid both hunger and over eating.
 - g. Offers choices and accommodates dietary restrictions related to allergy, food intolerance, religion and culture. Examples include offering high-calcium beverages for children that cannot drink regular cow's milk such as soy milk or lactose-free milk.
2. The menu
 - a. Emphasizes nutrient dense options including baked goods made with whole grains and without trans fats, and protein foods that include lean meats, nuts or beans.
 - b. Emphasizes healthy beverages including low or nonfat milk, plain or naturally flavored non-carbonated water, and 100% fruit juice.
 - i. Does not offer flavored milk made with added sugars or artificial ingredients.
 - ii. Fruit juice should be limited to one 8 oz serving per day.

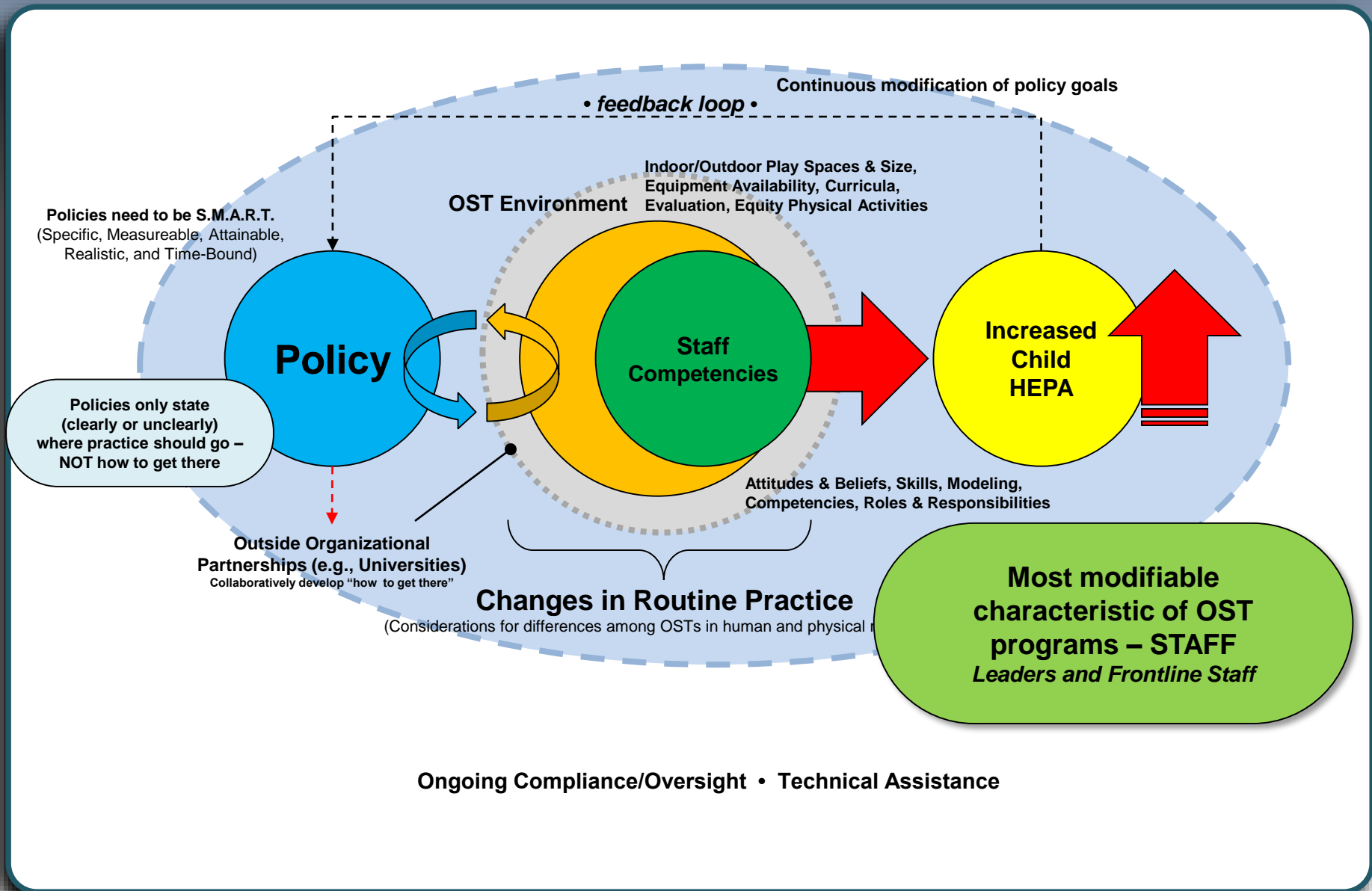
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How we think policy works



ASPs more complex than simply adding policy to make changes

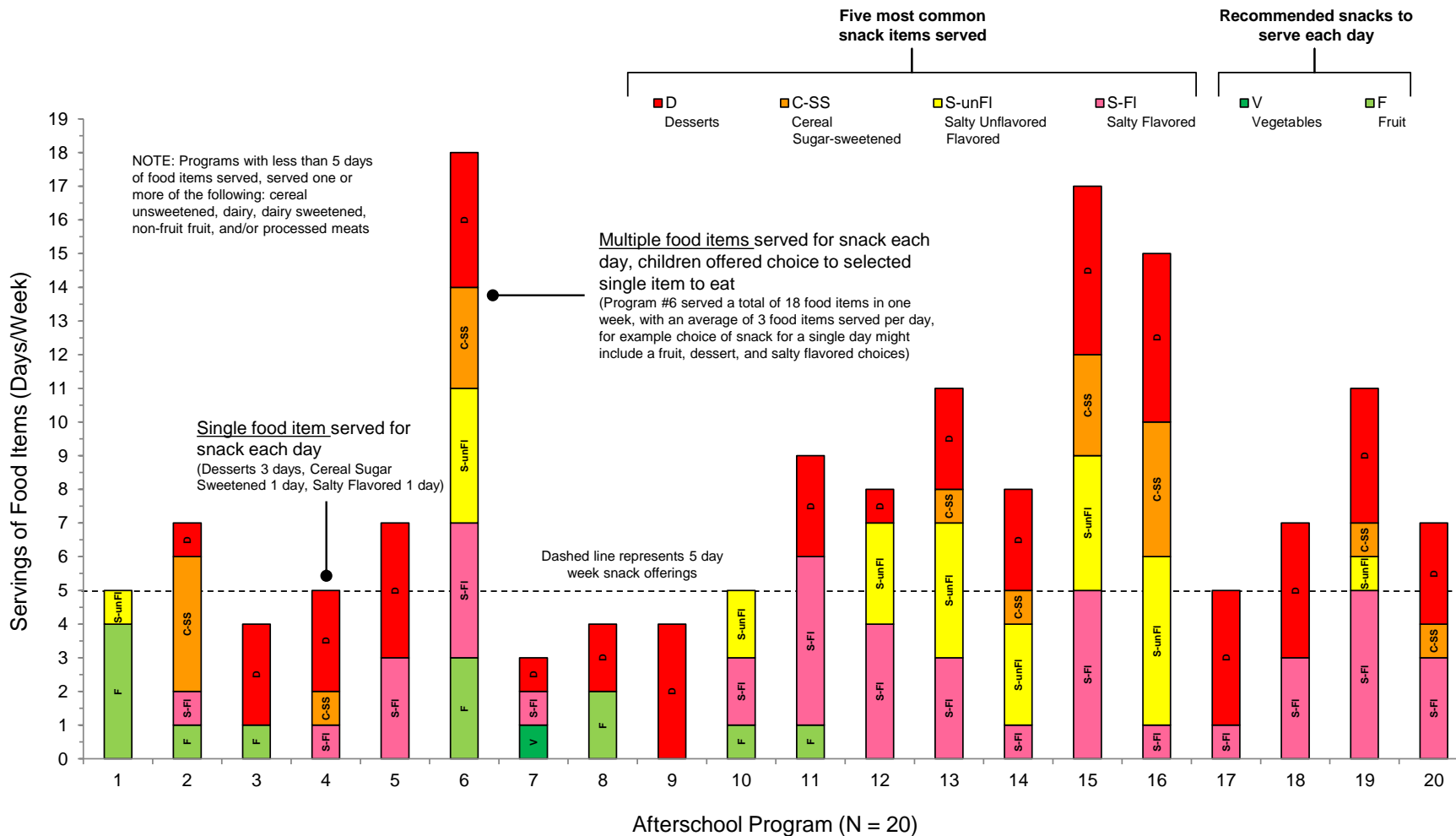


How policy "actually" works, maybe...

**Policy is paramount, but...
alone it's insufficient**

“Best” Policy
**Nexus of public health impact and
what practice can deliver**
(given a realistic amount of resources)





ASPs fail to serve a fruit or vegetable on any days, let alone daily
Cheap empty calories that are Refined, Artificially flavored, and Individually Packaged

What do ASPs need to achieve HEPA?

Low or No Cost
Run on limited budget

Easy to implement
High year-to-year staff turnover, part-timers, low skilled

Integrate into existing practice

Strategies To Enhance Practice (STEPS)

Intervention Framework



TWO WEEK SNACK SCHEDULE

WEEK ONE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Banana	Half Apple	Banana	Orange	Banana
20 Pretzels	String Cheese	Apple	20 Pretzels	String Cheese

WEEK TWO

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Banana	Orange	Apple	Orange	Half Apple
String Cheese	20 Pretzels	Banana	String Cheese	20 Pretzels

**SAMPLE
SMARTER
SNACK
MENU**



half an apple and 10 pretzels



bananas or celery & peanut butter



string cheese & half an orange



grapes & tortilla chips & salsa



carrots & low-fat ranch dressing

HEALTHY SNACKS SUGGESTIONS

FRUITS/VEGGIES

Apples
Bananas
Grapes
Oranges
Baby Carrots
Celery
Berries
Cucumbers

GRAINS

Tortilla Chips
Unsalted Saltine Crackers
Pretzels
Toasted Oats

DAIRY

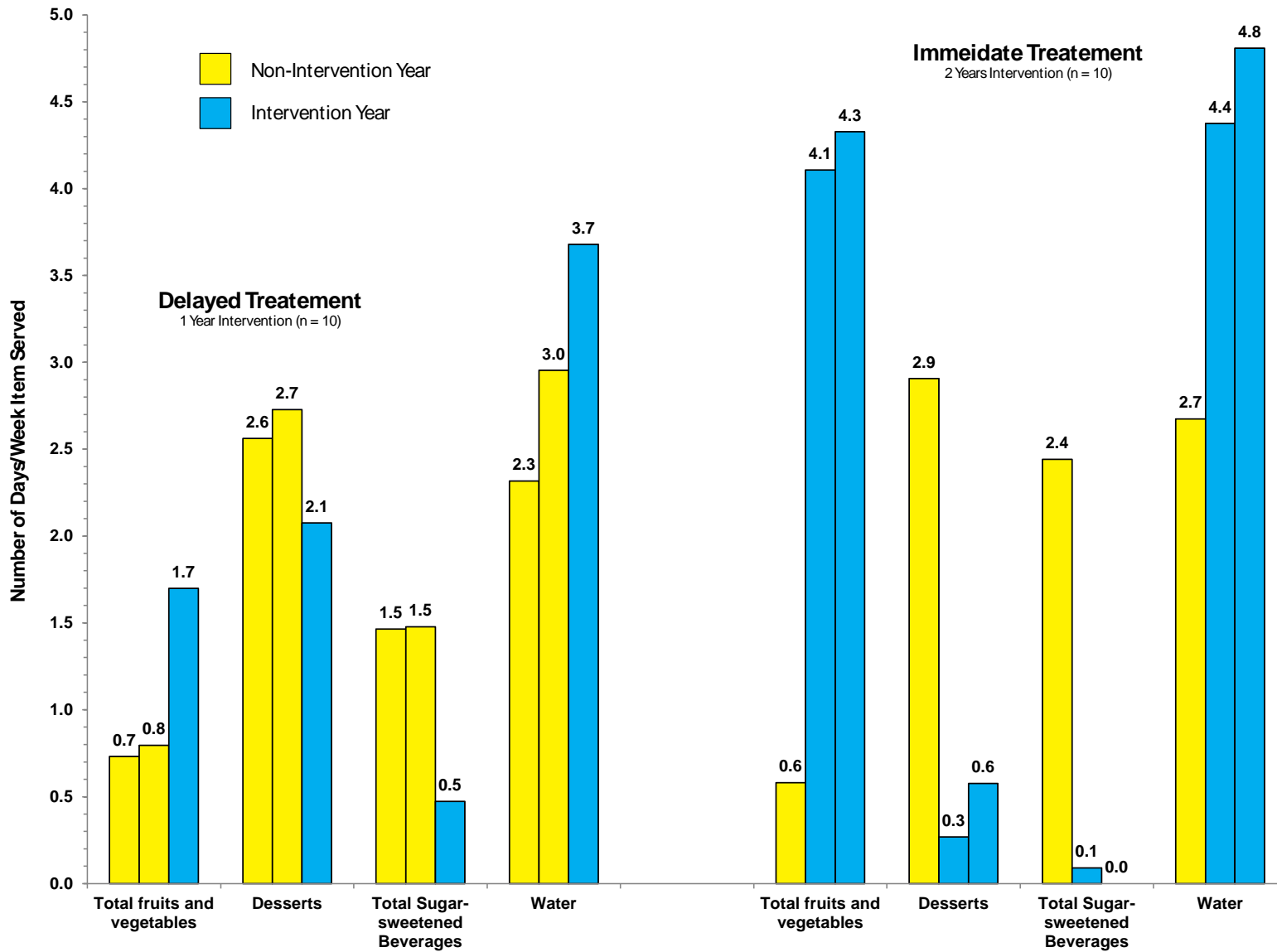
Cheese Sticks
Plain Low-Fat Milk
Plain Yogurt

DIPS

Salsa
Peanut Butter
Low-Fat Ranch
Hummus

DRINKS

Water



Healthy Eating 2 Year Outcomes

Take Home

- **Increases Achieved in Programs with...**
 - Control over snacks AND operating in own space
- **Few Changes made in Programs without...**
 - Control over snacks OR
 - Operating in someone else's space

Take Home

- **Outside Food/Beverage Guidelines**
 - Federal Reimbursement
 - Difficult to convince providers to change snacks
 - Across ASP and SDC providers
- **Programs serving meals**
 - Increases challenges of altering kcal/macro/micro

Take Home

- **Changes in Snacks lead to SMALL improvements in...**
 - kcals
 - Select Micro and Macro nutrients
- **Snacks are calorically capped – do changes really need to be made...?**

Poll Question 2

Schools have led the nation in reducing access to bad for you foods. Which best represents your view of how changing food policies at companies will be different?

- A. I don't see much of a difference.
- B. It's somewhat harder in companies. Unhappy students can't be compared to unhappy employees.
- C. It's considerably harder in companies. Schools are expected to be paternalistic but policy that relates to autonomy is more deeply felt among adults. Please don't take my donuts!
- D. It's crazy harder in companies. Leaders tampering with food choice do so at their peril. Keep your damn hands off our donuts you Bloomberg style nanny Staters. (Must read: "Saving Gothum" by Tom Farley)

Poll Question 3

Let's say you have a plan for reducing access to bad for you food by 75% gradually over five years and your communications plan is brilliant, persuasive and sensitive. What % of employees will be happy vs. unhappy?

- A. 80% Happy – 20% Unhappy
- B. 60% Happy – 40% Unhappy
- C. 50 / 50
- D. 40% Happy – 60% Unhappy
- E. 20% Happy – 80% Unhappy



Poll Question 4

Many factors affect whether we choose healthier options. Which is the **top issue** you consider most persuasive when communicating about changes in food policy at the workplace?

- A. The Financial Cost Burden we all incur from unhealthy eating
- B. The Social Justice Benefits of carefully examining our food manufacturing chain
- C. The Community Benefits of more local sourcing of foods
- D. The Health Burden and suffering related to obesity and chronic disease
- E. The Personal Benefits of a relationship with real food such as we had in the past

Poll Question 5

Many have long held that we should not refer to food as good or bad. Given today's obesogenic culture, is it time to acknowledge there are "bad-for-you" foods? (i.e. processed foods high in sugar, salt and/or fat)

- A. Strongly Agree
- B. Agree
- C. Not Sure
- D. Disagree
- E. Strongly Disagree



Poll Question 6

If we're going to successfully change food policies, as compared to tobacco policy changes over the years, we should mostly emphasize the:

- A. Health issues
- B. Ecological issues
- C. Social justice issues



Poll Question 7

Workplace health promotion practitioners advance many initiatives each year to advance health and well-being. Where does changing food access fit with other priorities like offering screenings, increasing engagement, new learning modalities, tobacco policy, incentives policies, stress and resiliency, etc.?

- A. Improving food choices is already a high priority and we're currently making substantial changes.
- B. It's in our list of high priorities and we'll likely be making changes in the next year or two.
- C. Food policy is of interest but not a high priority in the next year or two.
- D. Food policy is a low priority compared to other issues for us. No likely action anytime soon.
- E. It's not on our radar and it's doubtful it will ever be.

Poll Question 8

Reducing access to bad for you foods is one of the most significant opportunities we have for improving the health of employees, families and communities.

- A. Strongly Agree
- B. Agree
- C. Not Sure
- D. Disagree
- E. Strongly Disagree



Thank You

