

bridging the gap

Research Informing Policies & Practices
for Healthy Youth

Bridging the Gap Wellness Policy and State Competitive Food Law Resources

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RWJF Childhood Obesity Team Technical Assistance Webinar
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Presentation Overview

- Overview of Bridging the Gap (BTG)
 - BTG policy research and policy surveillance data
- Overview of selected BTG resources
 - District wellness policy reports and analyses
 - State snack food and beverage law website
- Resources and contacts

Bridging the Gap

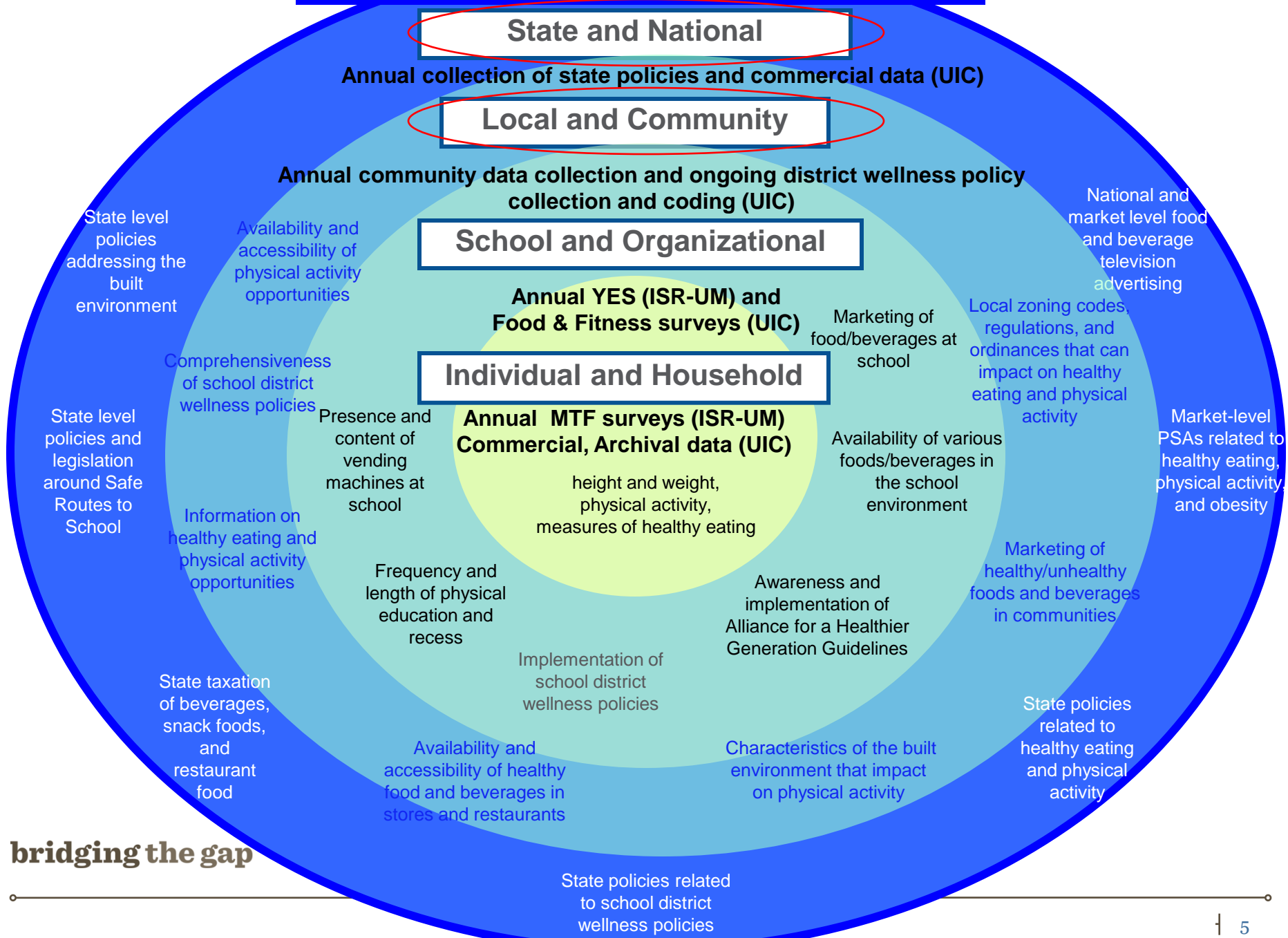
An overview

bridging the gap

Bridging the Gap is.....

- A collaborative effort to assess the impacts of policies, programs & other environmental factors on the health behaviors of children and adolescents, **including those in high-risk racial/ethnic and lower-income populations and communities**
 - Youth, Education and Society – University of Michigan’s Institute for Social Research, Lloyd Johnston and colleagues
 - ImpacTeen/Food & Fitness – University of Illinois at Chicago’s Health Policy Center, Frank Chaloupka and colleagues
- An RWJF initiative begun in 1997
 - Initial focus on youth alcohol, tobacco and other drug use
 - Adapted in 2003 to focus on youth diets, activity, and weight outcomes
- **Leverages** the ongoing NIDA-funded Monitoring the Future study

Bridging the Gap - Obesity



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Bridging the Gap Policy Surveillance and Research Topics

TOPIC	Codified State Laws (all states)	County/Municipal Policies*	School District Policies/ Regs*
Taxes on SSBs	X	X	
Taxes on snacks and restaurant sales	X		
State food definitions for determining tax applicability	X		
Community-level food and PA environment-related policies		X	
School-related policies			
School wellness and related school nutrition/PA (see next slide)	X		X
Farm-to-school	X		X
Shared use of school facilities	(planned)	X	X
Safe Routes to School/ Minimum Busing Distance	X		X

*nationally-representative samples

Categories of markers included for state/district school wellness-related laws and policies

Category	Number of Items
Nutrition education	8
School meals	17
Competitive foods & beverages	30 (15 of which are coded separately by 6 locations of sale*)
Physical activity	14
Physical education	25
Staff wellness	3
Communications/marketing	3
Evaluation and reporting	28

*A la carte, vending machines, stores, fundraisers, evening/community events, class parties

BTG District Wellness Policy Surveillance and Resources

BTG District Wellness Policy Study Overview

Largest, ongoing nationwide evaluation of school district wellness policies

- Nationally representative sample of 579, 641, 592, 622, and 679 public school districts, respectively, for school years 06-07, 07-08, 08-09, 09-10, and 10-11 (11-12 compiled but not yet reported; 12-13 collection underway)
 - 94-98% policy collection rates in all years
- Coded for policies effective as of the day after labor day of each year (proxy for 1st day of each school year)

Primary policy collection and analysis, included wellness policy and all associated regulations/guidelines/ procedures

- Also included cross-referenced policies/models/ embedded state laws

District Policy Coding Scheme

Policies coded by grade level using adaptation of Schwartz et al. (2009) scheme which focused on required wellness policy elements as well as provisions for physical education

Significantly enhanced competitive food & beverage coding scheme commencing with SY 08-09 to assess alignment with IOM *Nutrition Standards for Foods Sold in Schools*

- Rudd Center WellSAT tool now incorporates this scheme as well

Categories of markers included for each topic area

Category	Number of Items
Nutrition education	8
School meals	17
Competitive foods & beverages	30 (15 of which are coded separately by 6 locations of sale*)
Physical activity	14
Physical education	25
Staff wellness	3
Communications/marketing	3
Evaluation and reporting	28

*A la carte, vending machines, stores, fundraisers, evening/community events, class parties

Coding Scheme cont.

Policies evaluated using an ordinal coding scheme:

0: No policy

1: Weak policy (should, encourage, may, try, attempt)

2: Strong policy (must, shall, require)

For competitive food and beverage content restrictions, policies coded using additional coding scheme that accounts for the 2007 IOM competitive food standards

Competitive Food and Beverage Policy Coding Scheme

Policies evaluated for competitive foods/beverages using an ordinal coding scheme and coded separately for each location of sale:

0: No policy

1: Weak policy (should, encourage, may, try, attempt)

2: Strong policy (must, shall, require), but less than IOM standards (if applicable)*

3: Meets IOM standard⁺

4: Competitive food & beverage ban

⁺Not all items had an IOM standard

^{}Not all items had a strong category other than the IOM strong category*

Bridging the Gap Wellness Policy Surveillance Reports

Vol. 1

bridging the gap

Research Informing Policies & Practices
for Healthy Youth

Local Wellness Policies:
Assessing School District
Strategies for Improving
Children's Health

2006-2007
2007-2008
SCHOOL YEARS

July 2008

Robert Wood Johnson Foundation
Bridging the Gap is a program of the Robert Wood Johnson Foundation.

Vol. 3 released
2/28/13

bridging the gap

Research Informing Policies & Practices
for Healthy Youth

Report

Local Wellness Policies:
Progress and Potential
for Improving Children's Health
Three Years After the Federal Mandate

2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
SCHOOL YEARS

nationwide
evaluation
results

February 2013

Robert Wood Johnson Foundation
Bridging the Gap is a program of the Robert Wood Johnson Foundation.

Vol. 2

bridging the gap

Research Informing Policies & Practices
for Healthy Youth

School District Wellness Policies:
Evaluating Progress and Potential for
Improving Children's Health Three
Years After the Federal Mandate

VOLUME 2

2006-2007
2007-2008
2008-2009
SCHOOL YEARS

August 2010

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Bridging the Gap Wellness Policy Report Vol. 3- Overview


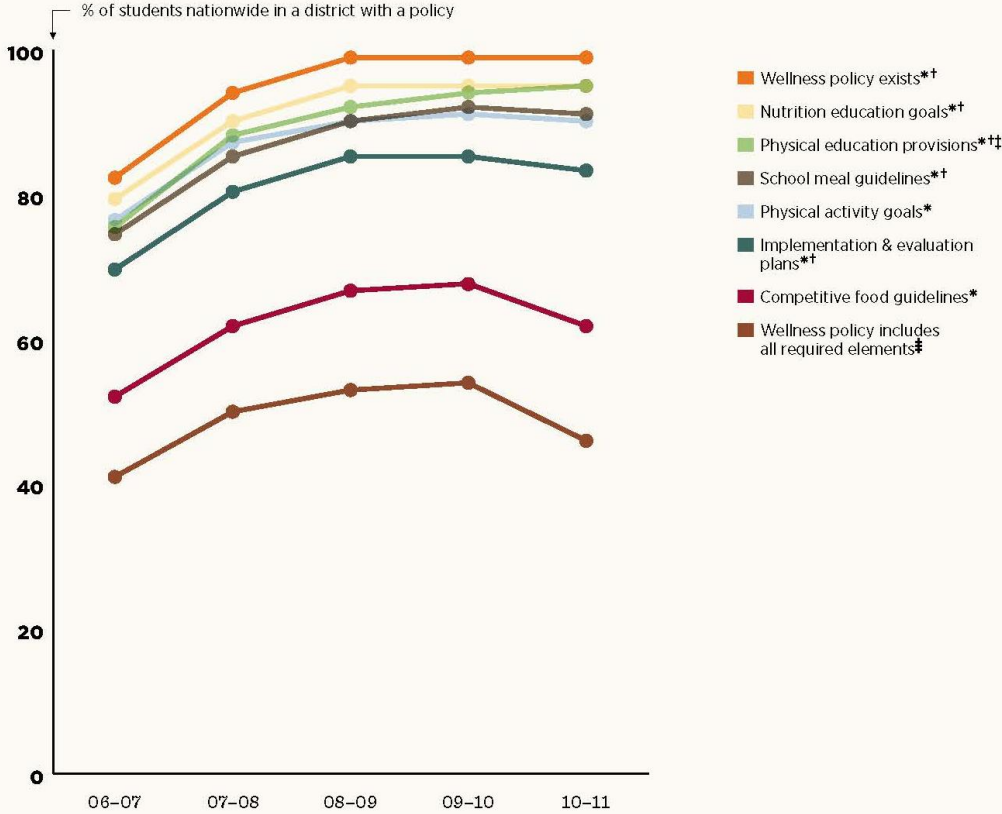


Table of Contents

- Introduction** page 4
- Federal Requirement for School District Wellness Policies** page 4
- Report Overview** page 5
- Key Findings** page 6
 - Overall Progress page 6
 - Wellness Policy Comprehensiveness and Strength page 8
 - Competitive Food and Beverage Provisions page 10
 - Wellness Policy Reporting Requirements page 12
- Policy Opportunities** page 13
- Summary of Wellness Policy Data** page 14
 - Table 1: Percentage of *Students* Nationwide in Public School Districts with Wellness Policy Provisions, School Years 2006–07 and 2010–11
 - Table 2: Percentage of Public School *Districts* Nationwide with Wellness Policy Provisions, School Years 2006–07 and 2010–11
- Competitive Food and Beverage Content Restrictions** page 32
 - Table 3: Percentage of *Students* Nationwide in Public School Districts with Wellness Policies Addressing Competitive Food and Beverage Content Restrictions by Grade Level of Applicability and Location of Sale, School Year 2010–11
 - Table 4: Percentage of Public School *Districts* Nationwide with Wellness Policies Addressing Competitive Food and Beverage Content Restrictions by Grade Level of Applicability and Location of Sale, School Year 2010–11
- Study Methods** page 45
- Acknowledgments** page 46
- References** page 47

Bridging the Gap Wellness Policy Report Vol. 3- Key Findings: Overall Progress

FIGURE 1 Progress in Adopting Wellness Policies and Required Policy Components, School Years 2006–07 Through 2010–11



*School year 10–11 significantly different from school year 06–07 at $p < .05$ or lower.
 †School year 10–11 significantly different from school year 07–08 at $p < .05$ or lower.
 ‡Physical education was not a required element but is included because of its relevance to physical activity.
 §School year 10–11 significantly different from school year 09–10 and school year 08–09 at $p < .05$ or lower.

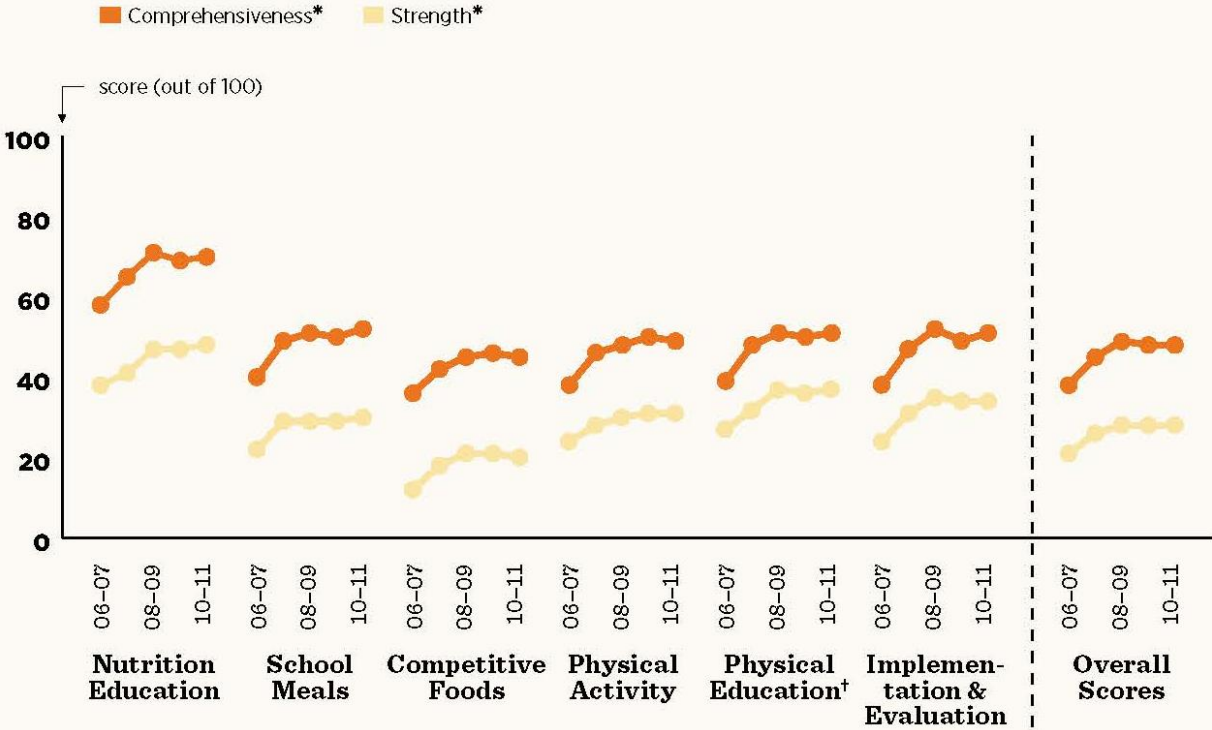
Exact percentages for school year 06–07 and school year 10–11 are provided in Table 1.

Data reflect policies in effect as of the first day of each school year.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

Bridging the Gap Wellness Policy Report Vol. 3- Key Findings: Wellness Policy Comprehensiveness and Strength

FIGURE 2 Wellness Policy Comprehensiveness and Strength by Topic and Year, School Years 2006-07 Through 2010-11



* All items included in Table 1, for which there were five years of data, were used to compute comprehensiveness and strength. Both comprehensiveness and strength are computed on a scale ranging from 0 to 100. A **comprehensive** score of 100 indicates that all of the items for the given topic (e.g., nutrition education) were addressed in the policy. A **strength** score of 100 indicates that all of the items for the given topic were strong (i.e., definitively required).

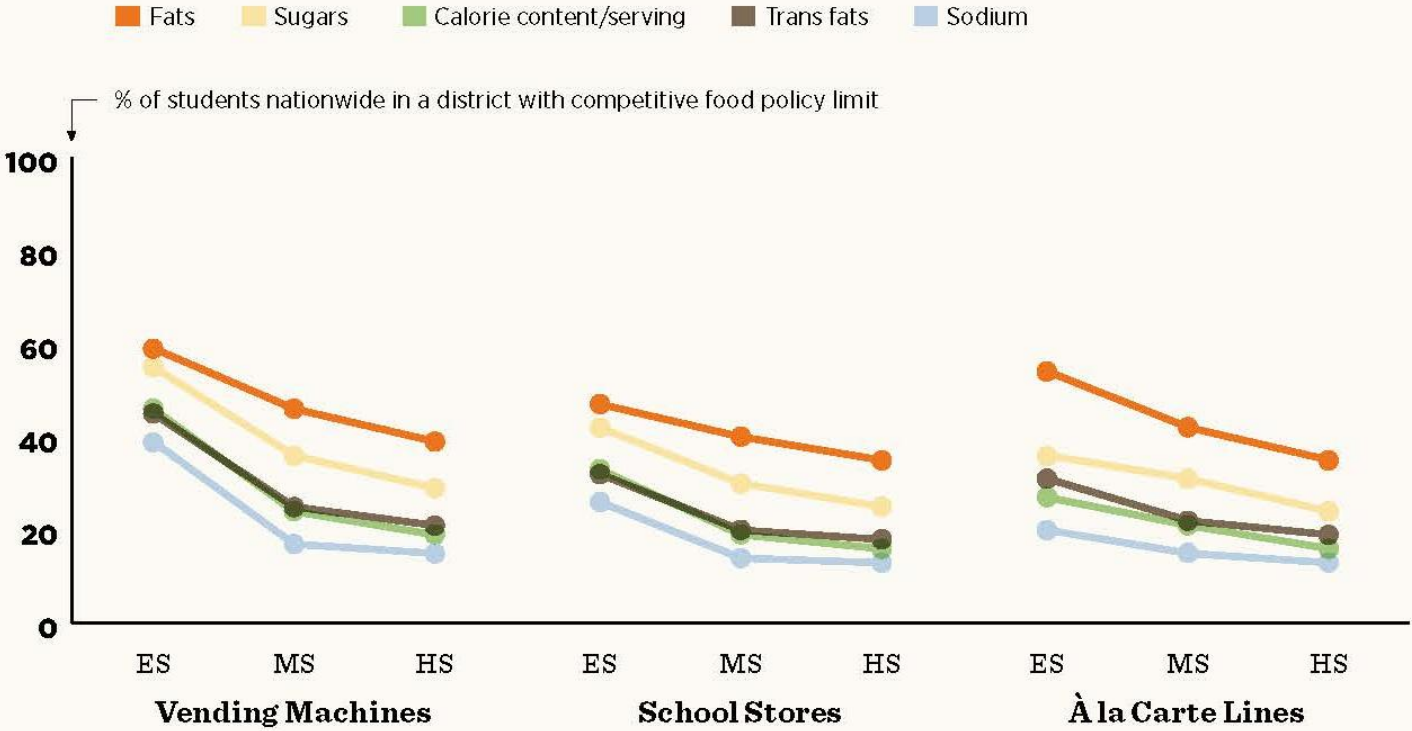
† Physical education was not a required element but is included because of its relevance to physical activity.

Data reflect policies in effect as of the first day of each school year.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

Bridging the Gap Wellness Policy Report Vol. 3- Key Findings: Competitive Food Limits

FIGURE 3 Specific and Required Competitive Food Limits by Venue and Grade Level of Applicability, School Year 2010-11



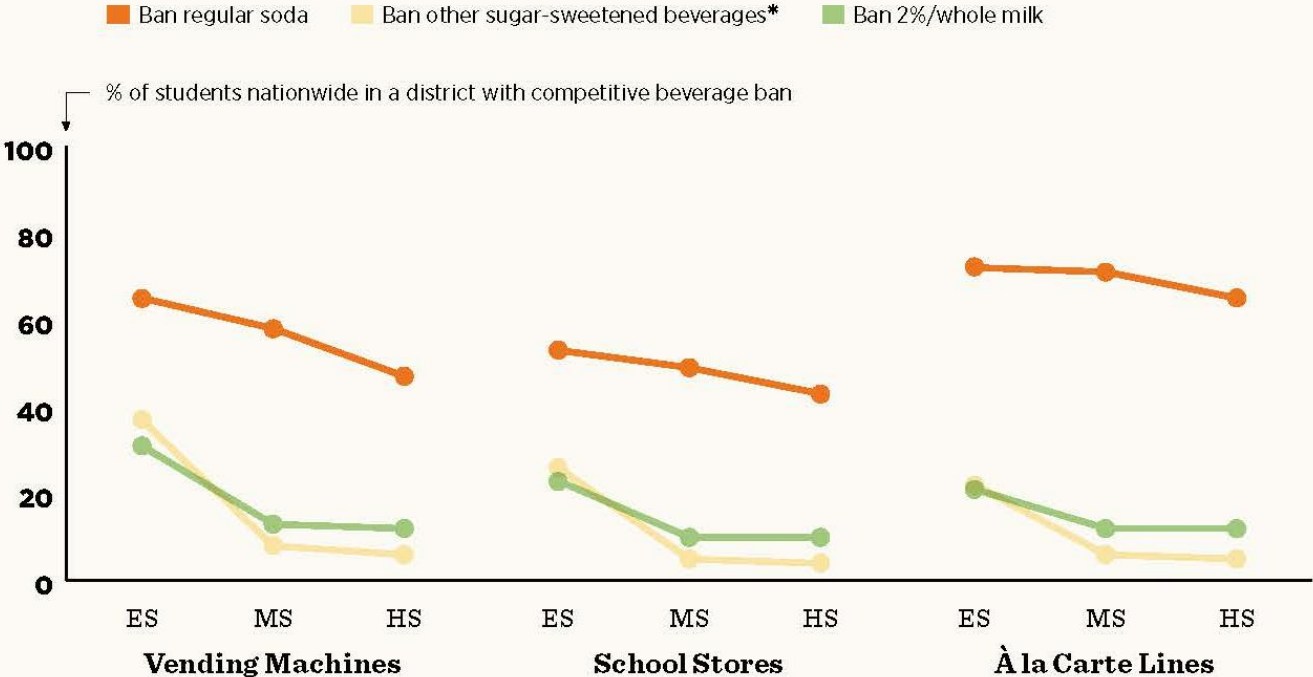
Exact percentages are provided in Table 3.

Data reflect policies in effect as of the first day of the school year.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

Bridging the Gap Wellness Policy Report Vol. 3- Key Findings: Competitive Beverage Bans

FIGURE 4 Competitive Beverage Bans by Venue and Grade Level of Applicability, School Year 2010–11



* Other sugar-sweetened beverages include sports drinks, sweetened teas, sweetened fruit drinks, and other drinks with added sugars.

Exact percentages are provided in Table 3.

Data reflect policies in effect as of the first day of the school year.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

New Section: Wellness Policy Reporting Requirements

- New section added to respond to wellness policy reporting provisions included in the *Healthy, Hunger-Free Kids Act of 2010 (HHFKA)*
 - Data illustrate how little reporting is currently required in wellness policies

Wellness Policy Opportunities

- Federal level
 - Promulgate wellness policy regulations as required by HHFKA
 - Adopt and implement final snack food and beverage standards
 - Identify strategies for institutionalizing opportunities for physical activity throughout the school day
 - Provide districts with TA, model policies and resources to facilitate policy implementation

Wellness Policy Opportunities

- State level
 - Adopt statewide standards and guidelines for districts to follow
 - Provide TA and resources to support district implementation of state/district policies
 - Compile and post district policies on state websites

Wellness Policy Opportunities

- Local level

- Continue to review, evaluate, update policies that will support overall student health
- Disseminate information about the wellness policy and implementation efforts and make this information publicly accessible
- Engage the community in implementation efforts
- Focus on policy changes to facilitate student compliance with the *Physical Activity Guidelines for Americans* and the *Dietary Guidelines for Americans* recommendations

Key Report Tables—Table 1: STUDENT-weighted data on wellness policy components

TABLE 1 Percentage of *Students* Nationwide in Public School Districts with Provisions, School Years 2006–07 and 2010–11

Selected Policies for Competitive Foods and Beverages	% OF STUDENTS IN PUBLIC SCHOOL DISTRICTS NATIONWIDE		
	Elementary		Middle
	06–07	10–11	06–07
Nutrition guidelines for competitive foods and beverages^b (Required wellness policy element)			
No policy	18%	4%	22%
Weak policy	27%	28%	28%
Strong policy	55%	68%	50%
Significant change over 5-year period	— $p < .001$ —	—	— $p < .001$ —
Nutrition guidelines apply to competitive food and/or beverage contracts			
No policy	82%	66%	83%
Weak policy	3%	8%	3%
Strong policy	15%	26%	14%
Significant change over 5-year period	— $p < .001$ —	—	— $p < .001$ —
Nutrition information for competitive foods and/or beverages			
No policy	90%	92%	92%
Weak policy	4%	3%	4%
Strong policy	6%	4%	4%

TABLE 1, CONTINUED

Selected Policies for Competitive Foods and Beverages (continued)	% OF STUDENTS IN PUBLIC SCHOOL DISTRICTS NATIONWIDE					
	Elementary		Middle		High	
	06–07	10–11	06–07	10–11	06–07	10–11
ACCESS RESTRICTIONS						
Competitive food and/or beverage ban						
No policy	84%	80%	97%	96%	99%	98%
Weak policy	14%	13%	3%	4%	1%	2%
Strong policy	2%	7%	0%	0%	0%	0%
Significant change over 5-year period	— $p < .01$ —	—	—	—	—	—
Vending machine restrictions during the school day						
No policy	30%	14%	34%	13%	36%	17%
Weak policy	32%	33%	50%	55%	52%	59%
Strong policy	39%	53%	16%	32%	12%	24%
Significant change over 5-year period	— $p < .001$ —	—	— $p < .001$ —	—	— $p < .001$ —	—
À la carte restrictions during meal times						
No policy	31%	11%	35%	11%	37%	14%
Weak policy	43%	45%	51%	57%	52%	62%
Strong policy	26%	44%	14%	32%	11%	24%
Significant change over 5-year period	— $p < .001$ —	—	— $p < .001$ —	—	— $p < .001$ —	—
School store restrictions during the school day						
No policy	37%	26%	41%	26%	43%	29%
Weak policy	31%	31%	46%	48%	47%	51%
Strong policy	32%	42%	14%	26%	10%	20%
Significant change over 5-year period	— $p < .001$ —	—	— $p < .001$ —	—	— $p < .001$ —	—
Fundraisers during the school day						
No policy	47%	27%	49%	28%	52%	30%
Weak policy	52%	36%	50%	49%	47%	51%
Strong policy	1%	37%	1%	23%	1%	20%
Significant change over 5-year period	— $p < .001$ —	—	— $p < .001$ —	—	— $p < .001$ —	—
Policies governing classroom parties						
No policy	46%	35%	48%	34%	48%	34%
Weak policy	53%	63%	51%	63%	51%	64%
Strong policy	1%	2%	1%	2%	1%	2%
Significant change over 5-year period	— $p < .01$ —	—	— $p < .001$ —	—	— $p < .001$ —	—
Policies governing food as a reward						
No policy	68%	58%	69%	58%	70%	56%
Weak policy	23%	30%	23%	30%	22%	32%
Strong policy	9%	12%	8%	12%	8%	12%
Significant change over 5-year period	— $p < .05$ —	—	— $p < .01$ —	—	— $p < .001$ —	—
Policies governing evening and/or community events						
No policy	84%	88%	86%	88%	87%	88%
Weak policy	15%	12%	14%	11%	12%	11%
Strong policy	1%	0%	1%	1%	1%	1%
Significant change over 5-year period	— $p < .05$ —	—	—	—	—	—
Availability of free drinking water throughout the school day						
No policy	88%	84%	89%	84%	89%	83%
Weak policy	3%	3%	3%	3%	3%	3%
Strong policy	9%	12%	8%	13%	8%	13%
Significant change over 5-year period	—	—	—	—	— $p < .05$ —	—

^a Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.

^b Data for school year 2006–07 has been revised slightly from data originally reported.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

Key Report Tables—Table 2: DISTRICT-weighted data on wellness policy components

TABLE 2 Percentage of Public School Districts Nationwide with Wellness Policy Provisions, School Years 2006–07 and 2010–11¹

Selected Policies for Competitive Foods and Beverages	% OF PUBLIC SCHOOL DISTRICTS NATIONWIDE					
	Elementary		Middle		High	
	06–07	10–11	06–07	10–11	06–07	10–11
Nutrition guidelines for competitive foods and beverages (Required wellness policy element)						
No policy	21%	8%	25%	6%	29%	9%
Weak policy	30%	34%	25%	36%	27%	38%
Strong policy	49%	58%	50%	58%	44%	53%
Significant change over 5-year period	— <i>p</i> <.001 —		— <i>p</i> <.001 —		— <i>p</i> <.001 —	
Nutrition guidelines apply to competitive food and/or beverage contracts						
No policy	86%	75%	86%	73%	84%	73%
Weak policy	3%	5%	2%	5%	2%	4%
Strong policy	11%	20%	12%	22%	14%	23%
Significant change over 5-year period	— <i>p</i> <.05 —		— <i>p</i> <.05 —			
Nutrition information for competitive foods and/or beverages						
No policy	93%	95%	94%	94%	94%	94%
Weak policy	3%	3%	3%	3%	3%	3%
Strong policy	4%	2%	3%	3%	3%	3%
ACCESS RESTRICTIONS						
Competitive food and/or beverage ban						
No policy	87%	83%	99%	99%	99%	99%
Weak policy	13%	14%	1%	1%	1%	1%
Strong policy	1%	4%	0%	0%	0%	0%
Vending machine restrictions during the school day						
No policy	34%	20%	37%	19%	41%	24%
Weak policy	37%	38%	51%	59%	51%	63%
Strong policy	29%	41%	12%	21%	8%	13%
Significant change over 5-year period	— <i>p</i> <.01 —		— <i>p</i> <.001 —		— <i>p</i> <.001 —	
À la carte restrictions during meal times						
No policy	35%	18%	38%	17%	42%	19%
Weak policy	49%	53%	51%	62%	49%	67%
Strong policy	16%	29%	11%	22%	9%	14%
Significant change over 5-year period	— <i>p</i> <.001 —		— <i>p</i> <.001 —		— <i>p</i> <.001 —	
School store restrictions during the school day						
No policy	38%	32%	42%	30%	46%	35%
Weak policy	38%	35%	48%	53%	47%	56%
Strong policy	23%	34%	10%	17%	7%	10%
Significant change over 5-year period	— <i>p</i> <.05 —		— <i>p</i> <.01 —		— <i>p</i> <.05 —	
Fundraisers during the school day						
No policy	58%	36%	57%	36%	59%	38%
Weak policy	41%	36%	42%	52%	40%	53%
Strong policy	1%	28%	1%	12%	1%	9%
Significant change over 5-year period	— <i>p</i> <.001 —		— <i>p</i> <.001 —		— <i>p</i> <.001 —	

Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.
¹ Definitions for strong and weak policy provisions are provided on page 14.
 Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

TABLE 2, CONTINUED

Policies Governing Physical Activity and Physical Education (CONTINUED)	% OF PUBLIC SCHOOL DISTRICTS NATIONWIDE					
	Elementary		Middle		High	
	06–07	10–11	06–07	10–11	06–07	10–11
PHYSICAL ACTIVITY POLICIES (CONTINUED)						
Physical activity opportunities (e.g., breaks) throughout the school day						
No policy	58%	47%	62%	49%	62%	51%
Weak policy	33%	37%	32%	37%	31%	36%
Strong policy	10%	15%	6%	14%	6%	13%
Significant change over 5-year period	— <i>p</i> <.05 —		— <i>p</i> <.01 —		— <i>p</i> <.05 —	
Amount of time specified for physical activity during the school day (added in 2008–09 school year)						
No policy	N/A	89%	N/A	93%	N/A	95%
Weak policy		4%		3%		3%
Strong policy		7%		4%		2%
Prohibited use of (e.g., running laps) or withholding physical activity (e.g., recess) as punishment						
No policy	79%	68%	81%	72%	84%	71%
Weak policy	9%	15%	8%	11%	6%	12%
Strong policy	12%	17%	11%	17%	10%	17%
Significant change over 5-year period	— <i>p</i> <.01 —		— <i>p</i> <.05 —		— <i>p</i> <.01 —	
Daily recess requirements for elementary school students						
No policy	72%	60%	N/A	N/A	N/A	N/A
Weak policy	12%	16%				
Strong policy	16%	24%				
Significant change over 5-year period	— <i>p</i> <.01 —					
Recess requirements for elementary school students (less than daily) (added in 2008–09 school year)						
No policy	N/A	84%	N/A	N/A	N/A	N/A
Weak policy		11%				
Strong policy		5%				
Community use of school facilities for physical activity						
No policy	77%	69%	78%	70%	79%	69%
Weak policy	9%	11%	8%	10%	7%	10%
Strong policy	14%	20%	14%	20%	14%	22%
Significant change over 5-year period	— <i>p</i> <.05 —					
Safe active routes to school						
No policy	88%	84%	88%	84%	89%	85%
Weak policy	4%	8%	4%	8%	4%	8%
Strong policy	8%	8%	7%	7%	7%	7%
PHYSICAL EDUCATION POLICIES						
Physical education provisions						
No policy	27%	11%	29%	9%	33%	11%
PE addressed in wellness policy	73%	89%	71%	91%	67%	89%
Significant change over 5-year period	— <i>p</i> <.001 —		— <i>p</i> <.001 —		— <i>p</i> <.001 —	
Physical education curriculum for each grade						
No policy	47%	22%	50%	21%	53%	22%
Weak policy	14%	33%	14%	34%	17%	38%
Strong policy	39%	45%	36%	46%	30%	39%
Significant change over 5-year period	— <i>p</i> <.001 —		— <i>p</i> <.001 —		— <i>p</i> <.001 —	

Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.
 Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

Key Report Tables—Table 3: STUDENT-weighted competitive food and beverage policy components

TABLE 3 Percentage of *Students* Nationwide in Public School Districts with Wellness Policies Addressing Competitive Food and Beverage Content Restrictions by Grade Level of Applicability and Location of Sale, School Year 2010–11

Elementary School Level (Grades 1–5)	% OF STUDENTS IN PUBLIC SCHOOL DISTRICTS NATIONWIDE, SCHOOL YEAR 2010–11					
	Vending Machines	School Stores	A la Carte	Class Parties	Fundraisers	Evening Events
FOOD STANDARDS						
Sugar content						
No policy/provision	30%	42%	37%	84%	53%	96%
Weak policy	15%	16%	27%	13%	11%	4%
Strong policy: Did not meet IOM standard	8%	7%	8%	0%	6%	0%
Strong policy: Met IOM standard (≤35% of total calories/total weight from sugar)	18%	19%	20%	3%	16%	0%
Competitive food or location ban	29%	16%	8%	0%	14%	0%
Fat content						
No policy/provision	23%	35%	24%	73%	50%	96%
Weak policy	17%	18%	22%	24%	10%	4%
Strong policy: Did not meet IOM standard	12%	12%	23%	1%	13%	0%
Strong policy: Met IOM standard (≤35% of total calories from fat)	19%	19%	24%	2%	13%	0%
Competitive food or location ban	29%	16%	8%	0%	14%	0%

Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.
Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

TABLE 3, CONTINUED

Elementary School Level (Grades 1–5) (CONTINUED)	% OF STUDENTS IN PUBLIC SCHOOL DISTRICTS NATIONWIDE, SCHOOL YEAR 2010–11					
	Vending Machines	School Stores	A la Carte	Class Parties	Fundraisers	Evening Events
FOOD STANDARDS (CONTINUED)						
Trans fats						
No policy/provision	44%	57%	48%	88%	65%	98%
Weak policy	11%	11%	22%	9%	10%	2%
Strong policy: Did not meet IOM standard	7%	6%	12%	1%	6%	0%
Strong policy: Met IOM standard (trans fat free or no more than 0.5g trans fat)	9%	10%	10%	1%	5%	0%
Competitive food or location ban	29%	16%	8%	0%	14%	0%
Sodium content						
No policy/provision	44%	56%	60%	79%	66%	98%
Weak policy	17%	18%	20%	20%	10%	2%
Strong policy: Did not meet IOM standard	9%	7%	10%	0%	7%	0%
Strong policy: Met IOM standard (≤200mg sodium/portion)	1%	3%	2%	1%	3%	0%
Competitive food or location ban	29%	16%	8%	0%	14%	0%
Calorie content						
No policy/provision	50%	64%	65%	92%	67%	99%
Weak policy	4%	3%	8%	6%	3%	1%
Strong policy: Did not meet IOM standard	4%	2%	6%	1%	4%	0%
Strong policy: Met IOM standard (≤200 calories/serving)	14%	15%	15%	1%	12%	0%
Competitive food or location ban	28%	15%	7%	0%	14%	0%
BEVERAGE STANDARDS						
Regular Soda						
No policy/provision	27%	40%	23%	81%	50%	97%
Weak policy	8%	7%	5%	8%	7%	3%
Strong policy: Did not meet IOM standard (bars regular soda but not all sugar-sweetened beverages)	29%	27%	50%	10%	18%	0%
Strong policy: Met IOM standard (beverages with added caloric sweeteners prohibited)	14%	11%	13%	1%	11%	0%
Competitive beverage or location ban	22%	15%	8%	0%	13%	0%
Other sugar-sweetened beverages (SSBs)¹						
No policy/provision	42%	53%	43%	91%	59%	97%
Weak policy	21%	21%	35%	8%	16%	3%
Strong policy: Met IOM standard (beverages with added caloric sweeteners prohibited)	14%	11%	13%	1%	11%	0%
Competitive beverage or location ban	22%	15%	8%	0%	13%	0%
Sugar/calorie content of flavored milk						
No policy/provision	62%	71%	67%	95%	74%	99%
Weak policy	3%	3%	3%	4%	1%	1%
Strong policy: Did not meet IOM standard	12%	10%	22%	1%	10%	0%
Strong policy: Met IOM standard (≤22g of total sugars/8 oz portion)	2%	2%	2%	0%	1%	0%
Competitive beverage or location ban	22%	15%	7%	0%	13%	0%

Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.
¹ For other sugar-sweetened beverages, fat content of milk, and caffeine content of beverages, the only strong policy category was the IOM standard.
Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

Key Report Tables—Table 4: DISTRICT-weighted competitive food and beverage policy components

TABLE 4, CONTINUED

TABLE 4 Percentage of Public School Districts Nationwide with Wellness Policies Addressing Competitive Food and Beverage Content Restrictions by Grade Level of Applicability and Location of Sale, School Year 2010–11*

% OF PUBLIC SCHOOL DISTRICTS NATIONWIDE, SCHOOL YEAR 2010

	Vending Machines	School Stores	A la Carte	Class Parties	Fundraising
Elementary School Level (Grades 1–5)					
FOOD STANDARDS					
Sugar content					
No policy/provision	41%	48%	45%	83%	61%
Weak policy	19%	19%	32%	15%	12%
Strong policy: Did not meet IOM standard	6%	6%	6%	0%	4%
Strong policy: Met IOM standard (≤35% of total calories/total weight from sugar)	14%	13%	13%	2%	8%
Competitive food or location ban	20%	14%	4%	0%	14%
Fat content					
No policy/provision	30%	38%	30%	73%	58%
Weak policy	24%	23%	29%	24%	10%
Strong policy: Did not meet IOM standard	11%	11%	20%	1%	10%
Strong policy: Met IOM standard (≤35% of total calories from fat)	15%	15%	17%	1%	8%
Competitive food or location ban	20%	14%	4%	0%	14%
Trans fats					
No policy/provision	57%	64%	61%	91%	70%
Weak policy	14%	13%	25%	7%	12%
Strong policy: Did not meet IOM standard	4%	3%	6%	1%	2%
Strong policy: Met IOM standard (trans fat free or no more than 0.5g trans fat)	6%	5%	5%	1%	2%
Competitive food or location ban	20%	14%	4%	0%	14%
Sodium content					
No policy/provision	52%	60%	67%	77%	72%
Weak policy	21%	20%	22%	22%	9%
Strong policy: Did not meet IOM standard	6%	6%	7%	0%	4%
Strong policy: Met IOM standard (≤200mg sodium/portion)	1%	1%	0%	1%	1%
Competitive food or location ban	20%	14%	4%	0%	14%
Calorie content					
No policy/provision	63%	71%	79%	95%	75%
Weak policy	4%	3%	4%	3%	2%
Strong policy: Did not meet IOM standard	3%	3%	4%	0%	3%
Strong policy: Met IOM standard (≤200 calories/serving)	11%	10%	10%	1%	6%
Competitive food or location ban	19%	13%	3%	0%	14%

% OF PUBLIC SCHOOL DISTRICTS NATIONWIDE, SCHOOL YEAR 2010–11

	Vending Machines	School Stores	A la Carte	Class Parties	Fundraising	Evening Events
Middle School Level (Grades 6–8) (CONTINUED)						
BEVERAGE STANDARDS (CONTINUED)						
Other sugar-sweetened beverages (SSBs)^f						
No policy/provision	73%	77%	75%	98%	81%	97%
Weak policy	21%	19%	20%	2%	14%	3%
Strong policy: Met IOM standard (beverages with added caloric sweeteners prohibited)	5%	3%	4%	0%	4%	0%
Competitive beverage or location ban	1%	1%	0%	0%	1%	0%
Sugar/calorie content of flavored milk						
No policy/provision	77%	81%	80%	98%	83%	100%
Weak policy	3%	2%	2%	2%	0%	0%
Strong policy: Did not meet IOM standard	18%	16%	17%	0%	16%	0%
Strong policy: Met IOM standard (≤22g of total sugars/8 oz portion)	0%	0%	0%	0%	0%	0%
Competitive beverage or location ban	1%	1%	0%	0%	1%	0%
Fat content of milk^f						
No policy/provision	70%	74%	71%	94%	81%	96%
Weak policy	22%	19%	21%	6%	14%	4%
Strong policy: Met IOM standard (only low-fat (1%) or non-fat/skim milk allowed)	7%	6%	8%	1%	4%	0%
Competitive beverage or location ban	1%	1%	0%	0%	1%	0%
Serving size limit for beverages						
No policy/provision	59%	64%	62%	93%	70%	98%
Weak policy	32%	29%	30%	7%	23%	1%
Strong policy: Did not meet IOM standard	8%	7%	8%	1%	5%	1%
Strong policy: Met IOM standard (Milk: 8 oz; 100% Juice: 4 oz)	0%	0%	0%	0%	0%	0%
Competitive beverage or location ban	1%	1%	0%	0%	1%	0%
Caffeine content of beverages^f						
No policy/provision	69%	74%	72%	95%	77%	96%
Weak policy	17%	15%	16%	3%	12%	2%
Strong policy: Met IOM standard (beverages with added caffeine prohibited)	12%	10%	12%	1%	9%	2%
Competitive beverage or location ban	1%	1%	0%	0%	1%	0%

Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.

* Definitions for strong and weak policy provisions are provided on page 32.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.

^f For other sugar-sweetened beverages, fat content of milk, and caffeine content of beverages, the only strong policy category was the IOM standard.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.

Bridging the Gap State Laws on Snack Foods and Beverages Interactive Website

Forthcoming

Bridging the Gap State Snack Food and Beverage Law Data Overview

- Codified statutory and administrative (i.e., regulatory) laws for all 50 states effective as of the September of each school year (to correspond with district policy data)
 - Does not include informal, non-codified policies, measures of implementation, guidelines, etc.
- Primary legal research using Lexis-Nexis and Westlaw databases
- Verified data against secondary sources
 - e.g., TFAH F as in FAT compilations, NASBE School Health Policy Database, National Conference of State Legislatures database/reports, Rudd Center State Legislative Database
- Laws coded using same scheme as district policy data

Home Page

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Research, Advocacy, Policy & Communication
for Healthier Youth

State Laws for School Snack Foods and Beverages

HOME
FOR OUR DATA
ABOUT PROJECT
ABOUT

Laws for School Snack Foods and Beverages Vary Widely from State to State

Many of the foods and drinks schools offer outside of meals – competitive foods – are unhealthy, and each state sets its own nutrition standards for what's sold in schools. This site has the most extensive data about competitive food laws in every state for each location where these foods are sold.

A la Carte Lines

Many schools sell foods and drinks in the cafeteria during lunch that are not part of the meal program. Pizzas, pizza, ice cream, chips, fruit, and cookies are commonly offered.

FOR OUR DATA | LAWS

School Stores

Many schools, especially middle and high schools, have stores and snack bars where students can buy foods and drinks.

FOR OUR DATA | LAWS

Vending Machines

Vending machines are often found in multiple locations, including in the cafeteria and the hallway, near student lounges, and outside near athletic areas.

FOR OUR DATA | LAWS

Fundraisers

Schools engage in a variety of fund-raising activities and many involve selling candy, sugary drinks, baked goods, or other unhealthy fare at school or in the community.

FOR OUR DATA | LAWS

Class Parties and Celebrations

Cookies, candies, cakes, and other unhealthy items are typically offered at class parties and are a primary source of competitive foods for elementary school students.

FOR OUR DATA | LAWS

Brewing and Community Events

Many schools sell or serve foods and drinks outside of regular school hours, including during sports activities, special events, and PTA meetings.

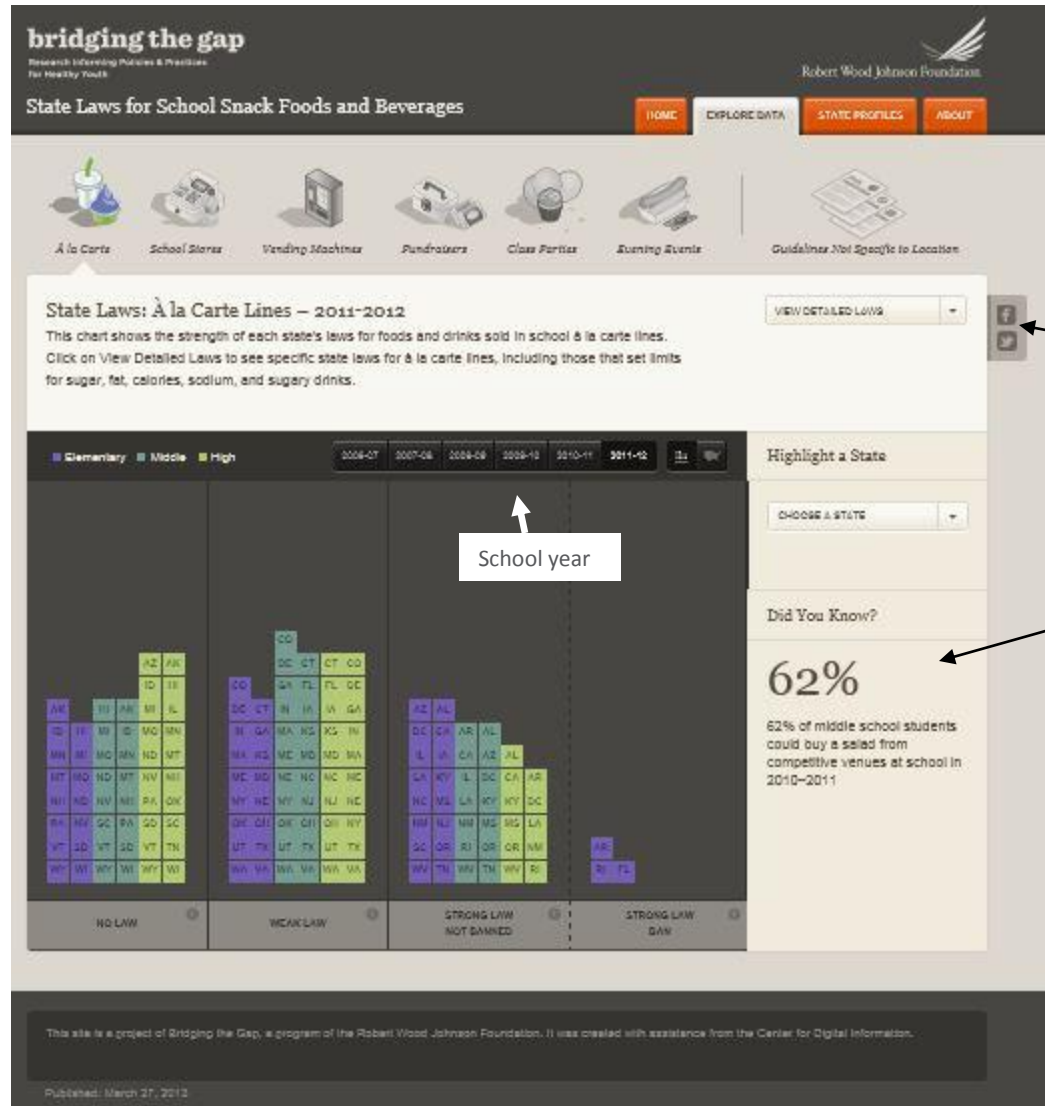
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Published March 27, 2019

Explore Data Page—Bar Chart Version



Grade levels of applicability →

School year

The user can click on the Facebook or Twitter links to share a given page via social media

Factoids from BTG reports

Explore Data Page—Map Version

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State Laws for School Snack Foods and Beverages

HOME EXPLORE DATA STATE PROFILES ABOUT

À la Carte School Stores Vending Machines Fundraisers Class Parties Evening Events Guidelines Not Specific to Location

State Laws: Vending Machines – 2011-2012

This chart shows the strength of each state's laws for foods and drinks sold in school vending machines. Click on View Detailed Laws to see specific state laws for vending machines, including those that set limits for sugar, fat, calories, sodium, and sugary drinks.

Elementary Middle High 2008-07 2007-08 2006-09 2005-10 2010-11 2011-12

Highlight a State

Did You Know?
77%
77% of high school students could buy junk foods from competitive venues at school in 2010-2011.



NO LAW WEAK LAW STRONG LAW NOT BANNED STRONG LAW BAN

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Updated: March 27, 2013

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Sample Social Media Material Generated

  jfchriqui ▾

What's happening?

State Laws for School Snack Foods and Beverages: Vending Machines
<http://foods.bridgingthegapresearch.org/#ng10s/2011>


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Bridging the Gap | State Laws for School Snack Foods and Beverages
[http://foods.bridgingthegapresearch.org/...](http://foods.bridgingthegapresearch.org/)
Many of the foods and drinks schools offer outside of meals – competitive foods – are unhealthy, and each state sets its own nutrition standards for what's sold in schools. This site has the most extensive data about competitive food laws in every state for each location where these foods are sold.

 Friends ▾ [Share Link](#) [Cancel](#)

State Profiles

The screenshot shows the 'bridging the gap' website interface. At the top, the logo 'bridging the gap' is displayed with the tagline 'BRIDGING THE GAP RESEARCH CENTER' and 'FOR HEALTHY CHILDREN'. Below the logo, the page title is 'State Laws for School Snack Foods and Beverages'. There are four navigation buttons: 'HOME', 'POP-UP DATA', 'SELECT PROFILE', and 'ABOUT'. A search bar contains the text 'Select a State: None Selected'. Below the search bar is a map of the United States with state boundaries. Below the map is a grid of state names for selection.

Alabama	Alaska	Arizona	Arkansas
California	Colorado	Connecticut	Delaware
District of Columbia	Florida	Georgia	Hawaii
Idaho	Illinois	Indiana	Iowa
Kansas	Kentucky	Louisiana	Maine
Maryland	Massachusetts	Michigan	Minnesota
Mississippi	Missouri	Montana	Nebraska
Neveda	New Hampshire	New Jersey	New Mexico
New York	North Carolina	North Dakota	Ohio
Oklahoma	Oregon	Pennsylvania	Rhode Island
South Carolina	South Dakota	Tennessee	Texas
Utah	Vermont	Virginia	Washington
West Virginia	Wisconsin	Wyoming	

Pick a state and the profile of laws for that state will appear (next slide)

State Profile: Example- California, SY 11-12

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State Laws for School Snack Foods and Beverages

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Competitive Food Laws in California – 2011-2012

This table shows the strength of laws in California that regulate foods and drinks offered in school à la carte lines, vending machines, and other venues. It includes laws that set limits for sugar, fat, calories, sodium, and sugary drinks.

CHANGE STATE

Generalist | Middle | High

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
	EDU LAW	WVMA LAW	ETWOL LAW Does Not Meet TOU Standard OR 100% Does NOT APPLY	ETWOL LAW Meets 100% Standard & Applicable	ETWOL LAW Ban	
À la Carte Lines			■ ■ ■ ■ ■			
FOOD STANDARDS						
Sugar content				■ ■ ■ ■ ■		
Candy limits	■ ■ ■ ■ ■					
Fat content			■ ■ ■ ■ ■		■ ■ ■ ■ ■	
Trans fat limits				■ ■ ■ ■ ■		
Sodium content	■ ■ ■ ■ ■					
Calorie content per serving size			■ ■ ■ ■ ■		■ ■ ■ ■ ■	
BEVERAGE STANDARDS						
Sugar content		■ ■ ■ ■ ■				
Calorie content	■ ■ ■ ■ ■					
Regular sugar-sweetened soda			■ ■ ■ ■ ■			
Beverages other than regular milk	■ ■ ■ ■ ■	■ ■ ■ ■ ■				
Super-calorie content of milk			■ ■ ■ ■ ■			
Fat content of milk		■ ■ ■ ■ ■				
Serving size limit for beverages	■ ■ ■ ■ ■					
Caffeine content of beverages		■ ■ ■ ■ ■			■ ■ ■ ■ ■	
	EDU LAW	WVMA LAW	ETWOL LAW Does Not Meet TOU Standard OR 100% Does NOT APPLY	ETWOL LAW Meets 100% Standard & Applicable	ETWOL LAW Ban	
School Stores			■ ■ ■ ■ ■			
FOOD STANDARDS						
Sugar content				■ ■ ■ ■ ■		
Candy limits	■ ■ ■ ■ ■					
Fat content			■ ■ ■ ■ ■		■ ■ ■ ■ ■	
Trans fat limits				■ ■ ■ ■ ■		
Sodium content	■ ■ ■ ■ ■					
Calorie content per serving size			■ ■ ■ ■ ■		■ ■ ■ ■ ■	
BEVERAGE STANDARDS						

Category does not apply
 Law applies only to school day

Note: Information about state laws for vending events has not collected for the 2011-2012 school year.

À LA CARTE LINES
 SCHOOL STORES
 VENDING MACHINES
 FUNDRAISERS
 CLUBS PARTIES AND CELEBRATIONS
 EVENTS AND COMMUNITY EVENTS
 GUIDELINE OR REQUIREMENTS FOR ALL COMPETITIVE FOODS

Users can select a specific location of sale or scroll down the page to see them all listed.

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State Laws for School Snack Foods and Beverages

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About Competitive Foods

Competitive foods is a term used to describe foods and drinks that generally compete with school meal programs for students' spending. These foods and drinks are sold in vending machines, à la carte cafeteria lines, stores, and other venues at school. They are commonly referred to as snacks or junk foods, and they are often high in fat, cholesterol, calories, sugar, and/or salt. Many schools also sell unhealthy drinks to students, including high-fat milks and sugar-sweetened beverages, such as soda, sports drinks, and high-calorie fruit drinks.

Studies show that kids eat less of their lunch, take in fewer nutrients, and gain weight when schools sell unhealthy competitive foods. Evidence also shows that the policies governing competitive foods have an impact on children's diet and their risk for obesity.

About the Site

This site has the most extensive data about competitive food laws in every state, from bans on soda in elementary schools to limits on the fat content of snacks in high schools. Researchers analyzed codified state statutory (legislative) and administrative (regulatory) laws in every state to determine the overall strength or weakness of competitive food laws:

- for six school years, from 2006-07 to 2011-12;
- applicable to elementary, middle, and high schools, respectively;
- for six locations of sale: vending machines, school stores, à la carte lines in the cafeteria, classroom parties, fundraisers, and evening/community events; and for laws that were not differentiated by location of sale, such as laws that require schools to provide free drinking water.

This site is a project of *Bridging the Gap*, a program of the *Robert Wood Johnson Foundation*. It was created with the assistance of the *Center for Digital Information*.

Methodology

Bridging the Gap State Competitive Food and Beverage Law Methods Overview

State Policy Collection

Codified state laws compiled for this study reflect statutory (legislative) and administrative laws (regulators) effective as of the beginning of September (=first week) of each school year (SY) of interest. For purposes of this study, state was defined to include the 50 states and the District of Columbia.

The state laws were compiled through primary legal research by *Bridging the Gap* (BTG) researchers using commercially available legal research databases available by subscription from Lexis-Nexis and Westlaw. For some regulations, secondary sources also compile information on state laws. In all cases where secondary source information is available, we have verified our collection and coding against the secondary sources.

Policy Coding

All state competitive food and beverage-related laws were coded using a BTG adaptation of an ordinal coding scheme originally created by Schwartz et al. We have adapted the coding scheme to be used at the state level, to add in additional variables of interest to BTG, as well as to code every variable separately for each grade level of interest. Separate documentation on the coding scheme, coding protocols/decision rules is available from BTG. The state law coding directly corresponds with the district wellness policy coding presented elsewhere.†

Each state's law was 100% double-coded by two trained Master's-level coders. Only final consensus coding was applied to each variable.

Policy Coding by Grade Level

Because the state competitive food and beverage laws vary by grade level, each state's law is coded separately for each grade level of interest (EG, MG, HQ). For K-12 districts, there are separate cases for each grade level of interest (EG, MG, HQ). For K-6 districts, there are two coded cases (EG, MG) with the HQ case not being coded. In each, there are multiple cases per state for each year of interest.

Resources

For more information: www.bridgingthegapresearch.org

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Landmark study reveals majority of district wellness policies fail to provide healthy school environment for kids

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nationally recognized research program. Our goal is tanding of how policies and environmental factors btivy and obesity among youth, as well as youth

New Products
Major New Study Reveals Strengths and Weaknesses of School District Wellness Policies
Local Wellness Policies: Assessing School District Strategies for Improving Children's Health: School Years 2006-07 and 2007-08 is the most comprehensive ongoing analysis of the federally-mandated district wellness policies.

Report
Local Wellness Policies: Assessing School District Strategies for Improving Children's Health: School Years 2006-07 and 2007-08. More information

Executive Summary
Major findings from *Local Wellness Policies: Assessing School District Strategies for Improving Children's Health: School Years 2006-07 and 2007-08*. More information

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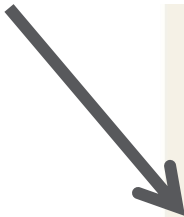
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Research Brief
March 2012

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VOLUME 1

2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
SCHOOL YEARS

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This page highlights our research around state-level tax
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School Policies and Practices to Improve Health and Prevent Obesity: National Secondary School Survey Results

VOLUME 1

2006-2007
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SCHOOL YEARS

Research Brief

Influence of Competitive Food and Beverage Policies on Children's Diets and Childhood Obesity

Research Review, July 2012

Healthy Eating Research
Bridging the Gap

Abstract

Competitive foods is a term used to describe foods and beverages that generally compete with school meal programs. These foods and beverages are sold through vending machines, à la carte cafeterias lines, school stores and other venues. They are commonly referred to as snacks or "junk" foods, and they are often high in fat, cholesterol, calories, sugar and/or salt. Many schools also sell a variety of unhealthy drinks to students, including high-fat milk and sugar-sweetened beverages (SSBs) such as soda, sports drinks and high-calorie fruit drinks.

The influence of policies related to the sale of competitive foods is worth examining because the foods and drinks available in school have a significant effect on children's diets and their weights. Given the high rates of obesity among children and adolescents nationwide, it is important to understand how competitive foods and beverages are sold and consumed by students in school, as well as to identify effective strategies for improving the nutritional quality of those products.

Introduction

More than 23 million children and adolescents in the United States—nearly one in three young people—are obese or overweight.¹ The foods and beverages available in schools have a significant impact on children's diets and their weight. Children spend the majority of their waking



This research review examines the emerging evidence about the influence of competitive food and beverage policies on children's diets and childhood obesity. The research clearly shows a need for comprehensive policies that govern the sale and consumption of these foods and beverages in the school environment.

Healthy Eating Research and Bridging the Gap are programs of the Robert Wood Johnson Foundation.

