HHS/ED COMMITTEE #1
January 31, 2008
Briefing

MEMORANDUM

January 29, 2008

TO: Health and Human Services Committee
Education Committee

FROM: Vivian Yao, Legislative Analyst

SUBJECT: **Briefing – Food Marketing in Schools**

Today the Health and Human Services (HHS) and Education Committees will receive a briefing on food marketing in schools. The purpose of today's briefing is to discuss the results of the final report "Food Beverage Marketing Survey: Montgomery County Public Schools" (©3-44) developed by the Center for Science in the Public Interest (CSPI) with support from the Department of Health and Human Services (DHHS) and Montgomery County Public Schools (MCPS).

Margo G. Wootan and Ameena Batada with CSPI and Tracy Fox, President, Food, Nutrition, and Policy Consultants, LLC, will present to the Committees on the finding and recommendations of the report and answer questions. Judy Covich, Director, School Health Services, DHHS, and Kathy Lazor, Director, Division of Food and Nutrition Services, MCPS, will attend the briefing and be available to provide comments about the report from the perspectives of their organizations.

SURVEY BACKGROUND

Concerned over children's diets and the influence of marketing on children's food choices, HHS Committee Chair Leventhal requested a survey to assess the extent and nature of food and beverage marketing in MCPS schools. DHHS worked with CSPI to conduct an observational survey, collect responses, and analyze the results. The assessment tool attached at © 31-44 was approved by the County and State prior to being solicited in the schools. In April/May 2007, a representative sample of 24 elementary, 6 middle, and 6 high schools participated in the assessment.

MCPS WELLNESS POLICY

MCPS Wellness Policy: Physical and Nutritional Health requires that school meals meet, at a minimum, current USDA nutritional standards, that nutritional requirements apply to foods and beverages available through vending machines, and school stores, and that marketing activities promote healthful behaviors. (©45-50) The policy provides for the sale of specific beverages and the nutritional standards for snacks available for purchase. The policy also prohibits the sale to students of carbonated beverages, candy of any type, donuts, and honey buns.

FINDINGS

Key findings from the final report are listed in the Executive Summary at ©6-7, and include the following:

- 83% of schools had posters and/or signs marketing food or beverages. 42% marketed healthier categories of food.
- All middle and high schools had vending machines.
- About 70% of vending machines sold beverages. Water was the most common beverage offered in school vending machines, and many machines carried soda, juice drinks, and iced tea.
- Candy, cookies, crackers, and chips were the most common foods found in snack vending machines.
- Four out of five vending machines advertised food and beverages on the exterior of the machine.
- 25% of high schools, 50% of middle schools, and 25% of elementary schools had school stores. 20% of schools with school stores did not sell food or beverages. 13% opened the store to students only after school, and 7% opened only after school one day a week.
- Half of all schools reported having fundraisers involving food/beverage marketing, with the percent of schools with fundraisers increasing from elementary (30%) to middle (50%) to high school (100%). The most common school fundraising activity involving food was fundraising nights at restaurants.
- Half of the schools reported that they have verbal or written policies regarding food/beverage advertising.

RECOMMENDATIONS

The Report recommends the following actions related to the marketing of low-nutrition foods and beverages (©23-25):

- The Montgomery County Board of Education should reconstitute its Wellness Committee and strengthen its policy on food and beverage marketing as part of the MCPS Wellness Policy.

- MCPS should distribute information to schools about this study and the policy.
- MCPS should negotiate with vending machine suppliers to provide images of healthy foods or non-food images for vending machine exteriors.
- Schools should ban fundraisers that provide and promote low-nutrition foods to children.
- Schools should share information about healthy fundraisers with PTAs, school clubs, teachers, etc.
- The Montgomery County Council should pass legislation requiring fast food and other chain restaurants provide calorie and other nutrition information on menus and calories on menus boards (Bill 19-07).
- County restaurants should provide and promote healthier foods to children on children's menus.

MCPS AND DHHS RESPONSE

MCPS and DHHS representatives have reviewed the report and support its recommendation to reconvene the Wellness Policy Committee, comprised of members of the School Health Council, the Montgomery County Council of Parent Teacher Associations, and other stakeholders. See January 23, 2008 letter from Jerry D. Weast, Superintendent of Schools, MCPS, and Ulder J. Tillman, Montgomery County Health Officer and Chief of Public Health, DHHS, at ©1. This committee will review the recommendations presented by the CSPI report and recommend additional changes to enhance MCPS policy to the Board of Education.

In addition, upon reviewing the final report, MCPS has implemented changes to improve access to nutritious foods and beverages and limit vending of products with low nutritional value. The school system implemented a system-wide vending contract that mandates appropriate nutritional standards for food and beverages sold to students from midnight until the end of the instructional day.

ROCKVILLE, MARYLAND
January 23, 2008

The Honorable George L. Leventhal, Chair
Health and Human Services Committee
The Honorable Michael Knapp, Chair
Education Committee
Montgomery County Council
Stella B. Werner Council Office Building
100 Maryland Avenue
Rockville, Maryland 20850

Dear Mr. Leventhal and Mr. Knapp,

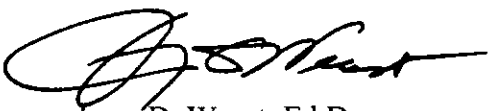
In response to Councilmember Leventhal's request and our mutual concern about childhood obesity, staff from the Montgomery County Public Schools (MCPS) and staff from the Department of Health and Human Services (DHHS) participated in the development and implementation of a pilot test of an assessment tool and survey conducted by the Center for Science in the Public Interest (CSPI) to assess the extent and nature of food and beverage marketing in MCPS. DHHS School Health Services nurses and dietetic intern students, working with staff in the MCPS Division of Food and Nutrition Services, collected data for the survey. Staff in the MCPS Department of Shared Accountability provided technical support.

In reviewing the Food and Beverage Marketing Survey: Montgomery County Public Schools Final Report 2008, it is important to note that MCPS has undertaken additional changes to improve access to nutritious foods and beverages and limit vending of products of low nutritional value. A systemwide vending contract was implemented that stipulates appropriate nutritional standards for foods and beverages sold to students from midnight until the end of the instructional day and converts all vending contracts to the new contract. There has been great effort to provide healthy and balanced choices for students, and we are committed to continuing these efforts.

Both MCPS and DHHS staff have reviewed the report and support its recommendation to reconvene the Wellness Policy Committee, comprised of members of the School Health Council, the Montgomery County Council of Parent Teacher Associations, and other stakeholders. The committee will review the recommendations presented by the CSPI report and recommend to the Board of Education additional changes to enhance the policy.

We are committed to continuing our joint efforts to promote and support a school environment that fosters nutritious food and beverage choices for students and limits vending of foods of low nutritional content.

Respectfully,



Jerry D. Weast, Ed.D.
Superintendent of Schools
Montgomery County Public Schools

Ulder J. Tillman, MD, MPH
Montgomery County Health Officer
and Chief of Public Health
Department of Health and Human Services

JDW:UJT:sz

cc: Judith Covich
Richard Helfrich
Kathleen Lazor
Colleen Ryan-Smith

Food and Beverage Marketing Survey: Montgomery County Public Schools

Final Report
January 2008

Center for Science in the Public Interest

Acknowledgments

Project coordinators thank Montgomery County Public Schools for their cooperation with this project; Judith Covich and Colleen Ryan-Smith at the Montgomery County Department of Health and Human Services School Health Services, as well as the nurses who collected information for this study; Kathy Lazor at MCPS and the dietetic interns who collected information for the policies and programs section of the study; Montgomery County Council Health Committee Chair George Leventhal for requesting this study; and Tracy Fox for her help requesting the study, providing advice on the study design, and reviewing the report.

Project Directors:
Ameena Batada, DrPH
Margo G. Wootan, DSc
Center for Science in the Public Interest

For more information about this report or the food and beverage marketing survey instrument used, please contact Ameena Batada at the Center for Science in the Public Interest at abatada@cspinet.org or 202-777-8342 or Judith Covich at the Montgomery County Department of Health and Human Service at Judith.Covich@montgomerycountymd.gov or 240-777-1626.

MCPS FOOD AND BEVERAGE MARKETING SURVEY

EXECUTIVE SUMMARY 2

INTRODUCTION 4
- Obesity and Diet-Related Diseases in Children 4
- Food Marketing to Children 4
- Food Marketing in Schools 4
- Montgomery County Public Schools Food Marketing and Sales 5
- MCPS Food and Beverage Marketing Survey 6

METHODS 6
- Background 6
- Sample 6
- Observational Assessment 7
- Policies and Practices Assessment 7
- Data Coding and Analysis 7
- Limitations 8

FINDINGS 8
- Demographic Profiles 8
- Food and Beverage Marketing in Schools 9
  - Posters and Signs 9
  - Vending Machines 9
    - Content of Vending Machines 10
    - Vending Machine Marketing 111
  - School Stores 133
  - School Communication Channels 13
  - School Marketing Activities 15
    - Fundraisers 15
    - Proof of Purchase Programs 16
    - School Fundraising Nights at Restaurants 16
  - School Supplies 17
  - Policies 17

CONCLUSIONS 18

RECOMMENDATIONS 19

APPENDIX A: MCPS WELLNESS POLICY 23

APPENDIX B: ASSESSMENT TOOL 25

EXECUTIVE SUMMARY

Obesity continues to pose a serious health challenge to Montgomery County, MD. While a number of factors influence obesity rates, nutritional intake is a key determinant of weight status, as well as other adverse health effects such as diabetes, heart disease, and dental cavities. Children's diets are too high in calories, saturated and trans fat, refined sugars, and salt, and too low in fruits, vegetables, whole grains, and calcium. Although children's food choices are affected by many factors, food marketing plays a key role. Studies show that food marketing attracts children's attention, influences their food choices, and affects their diets and health.

In light of the concern over children's diets and health and marketing's influence on young people, Montgomery County Council Member and Chair of the Health and Human Services Committee, George Leventhal, requested a study of the extent and nature of food and beverage marketing in Montgomery County Public Schools (MCPS). In April/May 2007, a representative sample of 24 elementary, 6 middle, and 6 high schools (18% of all schools) were assessed. Trained school nurses assessed food and beverage marketing on: posters and signs in the school building; vending machines, including marketing on machine exteriors; and school stores. Trained dietetic interns interviewed school administrators regarding: school sponsorships; curricula; school supplies; fundraising activities; and other marketing.

Highlights from the survey findings include:

- **83% of schools had posters and/or signs with food/beverage marketing. While 42% of posters and signs marketed healthier categories of foods and beverages, such as dairy and nutrition education, other posters marketed restaurants, prepared foods, and soft drinks.**

- **Product sales are an important form of food and beverage marketing in schools. All middle and high schools had vending machines.**
  - **High schools had an average of 21 vending machines.**
  - **Water was the most common beverage offered in school vending machines. However, many beverage machines also were stocked with soda, juice drinks, and iced tea. Candy, cookies, crackers, and regular chips were the most common foods found in snack vending machines.**
  - **Four in five vending machines had food and beverage marketing on the machine exterior. While water and milk were promoted on the front and sides of many vending machines, so were snack foods, soda, juice drinks, and sports drinks.**

- **All six of the high schools, three of the middle schools (50%) and six of the elementary schools (25%) had school stores. Of the schools with school stores, three**

6

schools (20%) did not sell any foods or beverages, two schools (13%) opened the store to students only after school during club activities, and one school (7%) opened the store to students only after school one day a week.

- **All high schools, half of the middle schools, and about 30% of the elementary schools had fundraisers with sales of candy, baked goods, soda, or fast food or other restaurant food.**
  - **The most common school fundraising activity involving food was fundraising nights at restaurants, most of which took place at fast-food and other chain restaurants.**

- **Few schools marketed foods through curricula, school supplies, scholarships, or sponsorships.**

- **Although MCPS has a district-wide policy that "marketing activities will promote healthful behaviors," only half of schools (47%) reported that they had a verbal or written policy regarding food/beverage advertising.**

Food and beverage marketing is prevalent in Montgomery County Public Schools through posters and signs and school fundraisers. There is less food and beverage marketing through supplies and equipment, curricula, sponsorship of events, and scholarships. In addition, the amount of food and beverage marketing varies by school level for curricula, proof-of-purchase/label redemption programs, school stores, vending machines, and communication channels. To support parental efforts to feed their children healthfully:

1. Montgomery County Board of Education should reconstitute it Wellness Committee and strengthen its policy on food and beverage marketing as part of the MCPS Wellness Policy, and MCPS should distribute information to schools about this study and the policy.

2. Montgomery County Public Schools should negotiate with vending machine suppliers to provide images of healthy foods or non-food images for vending machine exteriors.

3. Schools should ban fundraisers, both on-site and with restaurants, that provide and promote low-nutrition foods to children.
   a. Schools should share information about healthy fundraisers with PTAs, school clubs, teachers, etc.
   b. To help families make healthier choices at restaurant-based fundraisers, the Montgomery County Council should pass legislation requiring fast-food and other chain restaurants to provide calorie and other nutrition information on menus and calories on menu boards (Bill 19-07) and county restaurants should provide and promote healthier foods to children on children's menus.

INTRODUCTION

Obesity and Diet-Related Diseases in Children

Obesity is one of the most pressing health problems facing the country, and is of particular concern for children. The proportion of obese children (six to 11 years old) more than doubled from 1980 to 2003, and the proportion of obese teenagers (11 years old to 18 years old) more than tripled during this time.[1] Today, one in three teenagers is overweight or obese. In Maryland, 30% of children 10-17 years old are overweight or obese.[2] Obese youth are more likely to suffer from high blood pressure, high blood cholesterol, precursors to or onset of Type 2 diabetes, social and emotional problems, and other health concerns. In addition, obese children are more likely than other children to become overweight adults, [3] making them more likely to suffer from the health consequences associated with adult obesity, including diabetes, heart disease, cancer, stroke, and psychological disorders such as depression.

A number of changes to children's diets have occurred in parallel with the increase in the prevalence of obesity in children. Children eat more calories from snacks[4] and eat more calories overall today than children did 20 years ago.[5] In 1996 children ate an average of 118 more calories than in 1977.[6] In addition, today children drink twice as much carbonated soda as 30 years ago,[7] and they eat out about twice as often.[8] Consumption of unhealthy foods that are high in calories, fat, and sugar often replaces consumption of healthier foods and beverages such as milk, juice, fruits, and vegetables. Only 2% of children eat a healthy diet consistent with the main dietary recommendations of the U.S. Department of Agriculture.[9]

Food Marketing to Children

Food and beverage marketing to children in the United States has contributed to changes in children's nutritional status over the years and to the rising problem of childhood obesity. Some common marketing venues and techniques include: television, radio, magazines, the Internet, movies, video games, product packages, premiums, toys, games, branded books, and schools. Numerous research studies show that food and beverage advertising influences children's food preferences, purchases, purchase requests, diets, and health.[10]

Food Marketing in Schools

Food and beverages are marketed in halls, cafeterias, classrooms and other locations in schools. In schools, commercial activities include: 1) product sales (which are a form of marketing) such as food sales out of vending machines, exclusive soft drink contracts, and fundraising activities; 2) direct advertising, such as ads on vending machines, scoreboards, posters, school publications, book covers, and Channel One; 3) free product samples; 4) indirect advertising, such as corporate-sponsored educational materials and teacher training, contests with product prizes, incentive programs and corporate gifts; and 5) market research, such as student surveys or panels and tracking of students' Internet activities.[11]

Many states and school districts, including Montgomery County, have banned the sale of soda and foods of poor nutritional quality on school campuses. At the federal level, Senators Harkin and Murkowski introduced the Child Nutrition Promotion and School Lunch Protection Act (S.771). The bill calls on the US Department of Agriculture to update its school nutrition standards for foods sold in school stores, a la carte lines, and vending machines. Also in 2007, Senator Harkin introduced the HeLP America Act (S.1342), which includes a provision restoring authority to the Federal Trade Commission to regulate food marketing to children and to prohibit the advertising of low-nutrition foods in schools.

In 2000, the U.S. General Accounting Office (GAO) investigated state policies related to food marketing in schools and observed the nature of activities in 19 schools in 3 states. The GAO found that commercial activities varied widely, and that high schools had more commercial activities than middle or elementary schools. In addition, the GAO found that the most common form of product sales was soft drink sales and that the most visible examples of direct advertising appeared on soft drink vending machines and scoreboards. The GAO also found indirect advertising, such as corporate-sponsored curricula, in all schools.

In a 2006 study in California public high schools, researchers found that over 60% of posters and signs, vending machine advertisements, and school equipment with food or beverage logos or brand names were for foods or beverages high in fat, saturated fat, trans fat, sugar, or sodium, or low in nutrients. [12] In addition, the study found that food sales as fundraisers were popular among schools and the most common fundraisers involved the sale of chips, cookies/pastries, and sweetened beverages. Over half of the schools in the study included food or beverage advertising in yearbooks and school newspapers. One quarter of schools participated in food company coupon distributions and one third participated in product giveaways.

Montgomery County Public Schools Food Marketing and Sales

Montgomery County Public Schools (MCPS) has in place policies that limit the marketing and sales of low-nutrition foods to students. In 2004-05, MCPS implemented nutrition standards for foods and beverages sold in vending machines, cafeteria a la carte, and school stores until the end of the school day. Beverages available for sale must meet the following criteria:

- Container size - 16 oz. or less
- Water - noncarbonated, with or without flavoring
- 100 percent juice
- Juice beverages containing at least 50 percent juice
- Isotonic beverages/sports drinks (machines to be located adjacent to physical education facilities)

Snack items available for sale must meet the following criteria (per single serving, as stated on the food label):

- Seven grams or less of fat (except for nut and seed mixes)
- Two grams or less of saturated fat (trans fat is included to the degree it can be determined)

- Fifteen grams or less of sugar (exceptions are fresh and dried fruits)

In 2006, MCPS issued a wellness policy (see Appendix A) that stated that the following items are also prohibited from sale to students regardless of their nutritional profile: carbonated beverages, candy of any type, donuts, and honey buns.[13] In addition, the wellness policy extended the nutrition standards (above) to cover fund-raising activities and athletic departments.

Also, the wellness policy outlined that "Marketing activities will promote healthful behaviors. Vending machine fronts will promote activity or consumption of approved beverages." In addition, nutrition information about meals is to be printed on the school menu that is sent home and on the MCPS web site.

MCPS Food and Beverage Marketing Survey

In July 2005, Montgomery County Council Member George Leventhal called for a study to assess the food and beverage marketing environment in Montgomery County Public Schools. This is the first such study in Montgomery County and one of only a few studies in the country to assess the food and beverage marketing environment in schools.

The purpose of this study was to assess the extent and nature of food and beverage marketing in a sample of Montgomery County Public Schools. The findings will shed light on whether and how to address marketing of foods and beverages of poor nutritional quality to youth. The current research could also provide a model approach and assessment tool for food and beverage marketing in schools, which may be adapted and used by other schools, districts, or states throughout the country.

METHODS

Background

The survey instrument pilot-tested in Montgomery County schools was the Assessment Tool: Food and Beverage Marketing in Schools (see Appendix B). This instrument was adapted from a survey of California school nutrition and health policies and programs conducted for California Project Lean by Samuels & Associates, a public health consulting firm based in Berkeley, CA.[14]

The Assessment Tool was divided into two sections. The first section was an observational assessment completed by the school nurse. The second section assessed marketing policies and practices and was completed by dietetic interns from MCPS Department of Materials Management Division of Food and Nutrition Services. The dietetic interns completed that section by contacting each of the sampled schools' administrative offices to ask questions about the school's marketing policies.

Sample

The schools were selected using a stratified random sample without replacement. MCPS Department of Shared Accountability created the sampling frame and selected the representative number of schools at each school level needed to produce a sample that is representative of the entire MCPS school system, each

school level (elementary, middle, and senior high) as well as demographically by race and ethnicity and geographically by school cluster region. Specialized schools that do not serve the general student population were excluded from the sampling frame, reducing the number of eligible schools from 199 to 184. The sample was further assessed and was determined to be representative of the demographics of all schools in the district.

Each school was assigned a unique identifier to hide its identity in the study analysis and reporting. The completed assessment tools, data sets, and reports list only a school's unique ID and the grade level of the school (not its name or location).

The strata applied in the sampling frame were school level (elementary, middle, and high schools) and the six MCPS administrative cluster groups. Of a total of 184 schools, a representative sample of 36 schools was selected. There were 24 elementary schools, six middle schools, and six high schools. In each cluster group, four elementary schools, one middle school, and one high school were selected.

Observational Assessment

The observational component of the Assessment Tool consisted of the following sections: School Information, Posters and Signs, and Vending. To ensure consistent data collection, each nurse involved in the study participated in a one-hour training session to review the Assessment Tool and protocol. The data were collected by the school nurses during a four-week period from mid-April to mid-May, 2007. The observation took approximately two to three hours (depending on the number of vending machines on the school campus).

Policies and Practices Assessment

The administrative section of the Assessment Tool consisted of the following sections: School Information, Equipment and Supplies, School Communications, and School Policies. To ensure consistent data collection, each dietetic intern involved in the study participated in a one-hour training session to go over the protocol and survey instrument.

The administrative section was fielded over a six-week period by the dietetic interns. It took approximately 40 minutes for the dietetic interns to complete the administrative sections of the tool with each sampled school. Interns called the school and asked for the principal or another administrator qualified to answer questions about school-based marketing policies and practices. In some cases, the interns had to call back several times before they were able to speak with someone knowledgeable.

Data Coding and Analysis

Completed instruments from all 36 schools were submitted to HHS where they were tracked, batched, and sent to CSPI for data entry into an Excel workbook file for tabulations and descriptive analysis. Due to the diligence and work ethic of the school nurses and dietetic interns, all 36 schools completed both the observational section and the administrative section of the Assessment Tool for the selected schools.

Data were entered using the double entry method and were validated to

ensure accuracy of the data set. Once data entry was completed, basic descriptive statistics were compiled. Since this study is an assessment to characterize food and beverage marketing in schools and it is not hypothesis driven; the focus of the analysis in this report is descriptive. Mixed methods (quantitative and qualitative) were applied to characterize the extent of food and beverage marketing across school levels. Where appropriate, food and beverages were separated into categories to determine the proportion of healthier foods being marketed; however, nutritional analyses were not conducted because detailed information about products was not collected.

Limitations

Though a sampling frame was applied to ensure the data collected represented all schools in the County, in terms of demographics and region of the County there are some limitations to the study. First, the data were collected in the 36 schools during one period in Spring 2007, therefore not all forms of marketing may have been captured. Second, while the administrative section data were collected by trained dietetic interns, responses were collected from staff with different positions/roles at different schools, which may result in some variation in reliability. Third, although the survey originally contained information about whether observed vending machines were on during the school day (which is prohibited for foods that do not meet the nutrition standards), this was removed from the Assessment Tool because of concerns about having the nurses complete this information. As a result, it is unclear what proportion of foods and beverages that do not meet the MCPS standards were available for students to purchase during the school day.

FINDINGS

Demographic Profiles

The 36 schools selected to participate in the survey had an average enrollment of 814 students. Table 1 provides a comparison of the sample profile to that of the entire MCPS system.

Table 1. Demographic Information: Study Sample v. MCPS

	Study	MCPS
Overall Response Rate	100	--
Number of Schools	36	184*
Racial/Ethnic Composition of Enrollment (%)		
American Indian/Alaska Native	0.3	0.3
Asian/Pacific Islander	17	15
Black/African American	23	23
Hispanic	22	22
White	38	41
Students enrolled in free or reduced-price meals	38	38

** Schools that are specialized and don't serve the general population were excluded from the sampling frame, reducing the number of eligible schools from 199 to 184.*

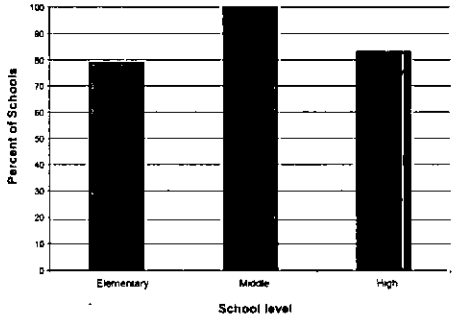
Food and Beverage Marketing in Schools

Posters and Signs

Overall, 83% of schools had posters or signs with food or beverage advertising/marketing. Seventy-nine percent of elementary schools, 100% of middle schools, and 83% of high schools had posters and signs marketing foods or beverages, as displayed in Figure 1. Posters and signs contained food/beverage

marketing such as company or brand logos or names and/or depictions of products. Posters and signs, including scoreboards, were visible on walls, bulletin boards, and as parts of displays throughout school buildings.

Figure 1. Schools with Posters or Signs Marketing Food or Beverages



Posters and signs with food/beverage marketing were most common in the school cafeteria and school entrance and hallways. The number of posters in an individual location ranged from zero to 11, and the average number of posters or signs ranged from less than one to nearly three (Table 2).

The types of foods marketed by posters or signs varied by location (Figure 2, next page). There was a mix of posters and signs for prepared foods (such as Rich's ice cream or Little Debbie snacks), dairy products, and nutrition education in the cafeteria. Snack bars and classrooms had more posters or signs for prepared foods and soda and sports drinks, and the athletic areas had posters or signs for soda/sports drinks. Health clinic posters and signs were almost exclusively for dairy products and nutrition education. The proportion of posters/signs for healthier foods was highest in elementary schools (55%) compared to middle schools (40%) and high schools (18%).

Table 2. Number of Posters and Signs with Food/Beverage Marketing by Location

Location	Range	Average Number Per School (n=36)
Cafeteria	0-11	2.8
School Entrance and Hallways	0-11	1.6
Snack Bars/School Store*	0-7	1.2
Athletic Area/Gym, Locker Room, Concession Stand, Stadium (including Score Boards & Banners)	0-7	0.6
Clinic or Nurse's Suite	0-7	0.5
Classrooms	0-9	0.5
Quads or Courtyards	0-1	<0.1
Other Locations	none	none

**15 schools had snack bars or school stores*

Vending Machines

Product sales are one key means by which companies market food in schools. Vending machines also market food and beverages through brand logos, names, and product depictions on vending machine exteriors. Overall, 15 of the schools (42%) had a combined total of 166 vending machines. Only 12% of elementary schools had vending machines, compared to 100% of middle and high schools (Figure 3). All 5 of the vending machines in elementary schools were beverage vending machines. Middle schools had an average of 6 vending machines each and high schools had on average 21 vending machines.

Figure 2. Types of Food and Beverage Depictions on Posters and Signs in Schools

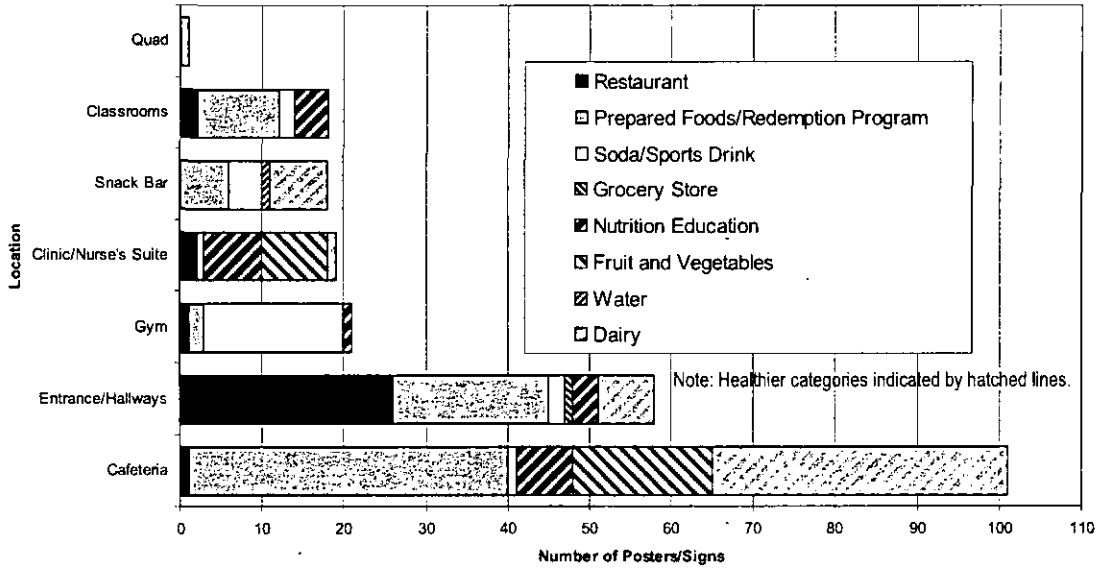


Figure 3. Schools with Vending Machines

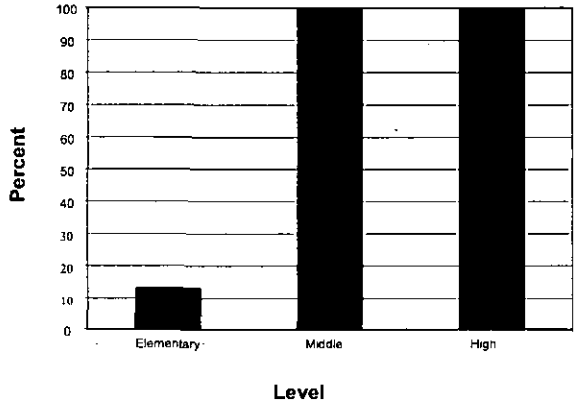
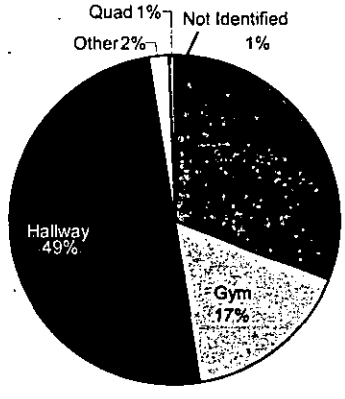


Figure 4. Location of Vending Machines (n=166)



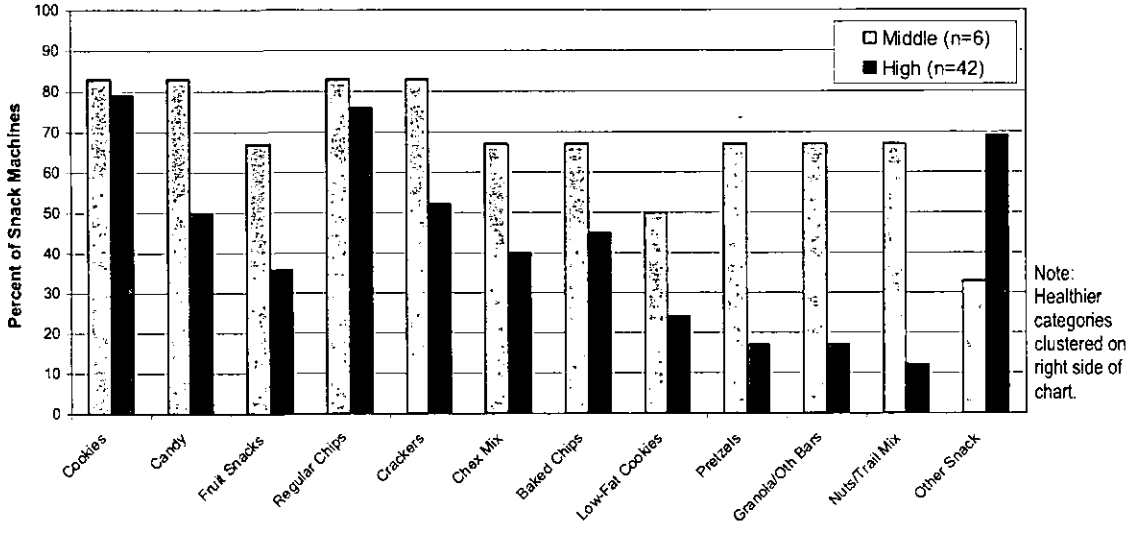
Nearly half of all of the vending machines were located in school hallways, approximately a third were located in school cafeterias, and 17 percent were located in gyms (Figure 4).

Content of Vending Machines

About 30% of all vending machines were snack machines. There were six snack vending machines in middle schools and 42 snack vending machines in high schools. Candy, cookies, crackers, and regular chips were the most common foods found in

those vending machines (Figure 5). Note that Figures 5 and 6 contain information about content of vending machines only in middle and high schools due to the small number of vending machines in elementary schools.

Figure 5. Items in Middle and High School Snack Vending Machines (n=48)



About 70% of all vending machines were beverage machines; there were five beverage vending machines in elementary schools, 31 in middle schools, and 82 in high schools. Water was offered most frequently in both middle and high schools (in about 50% of beverage machines). Offerings of sugary drinks increased from middle to high school, as illustrated in Figure 6 (next page). In high schools, 84% of beverage machines contained sugary drinks (regular soda, iced teas or lemonade, or fruit drinks) or high-fat milk, compared with 59% of beverage machines in middle schools. The proportion of beverage machines with healthier drinks (waters, low-fat milk, and 100% juice) was similar for middle schools (61%) and high schools (62%). It should be noted that the percent of vending machines containing a particular item does not necessarily reflect the sales of that item. Some items are re-stocked more frequently than others.

Vending Machine Marketing

Four out of five vending machines had some brand marketing and nearly half had company or brand logos, names, and/or product or other depictions on the entire length of the machine (Figure 7, next page).

Figure 6. Items in Middle and High School Beverage Vending Machines (n=113)

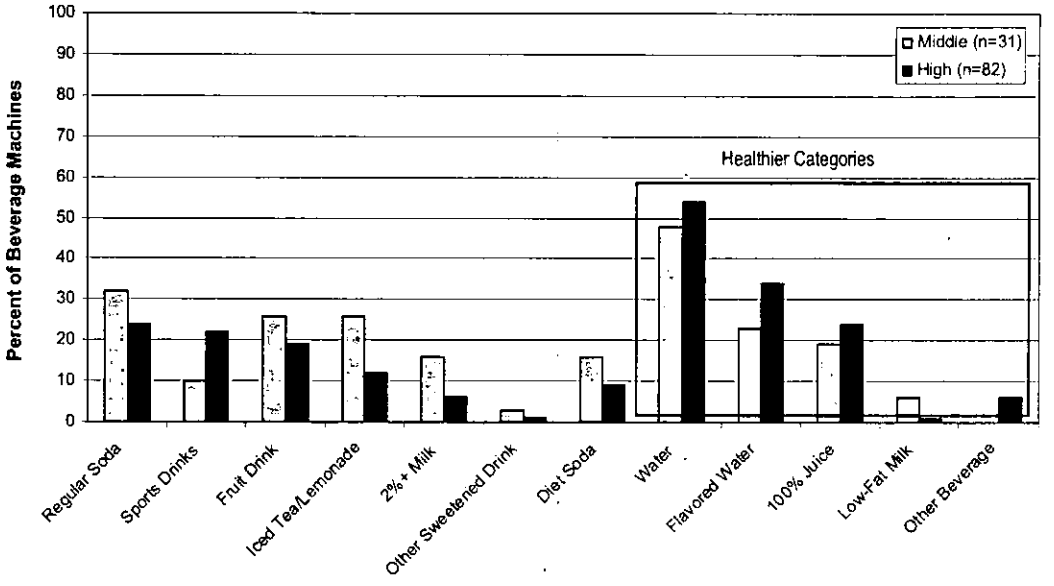
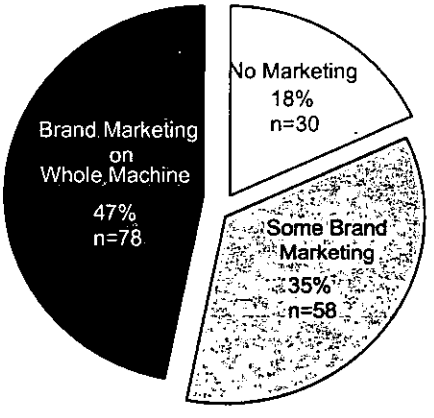
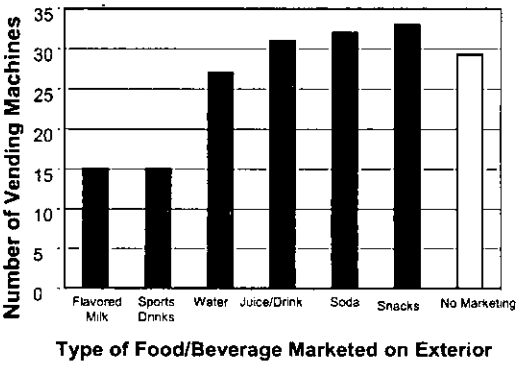


Figure 7. Brand Marketing on Vending Machine Exteriors (n=166)



Among the vending machines with food/beverage marketing on the exterior, snacks, juice and juice drinks, and soda logos and depictions appeared most often (Figure 8). Forty-eight percent of vending machines depicted lower-nutrition products, such as soda, sports drinks, and candy.

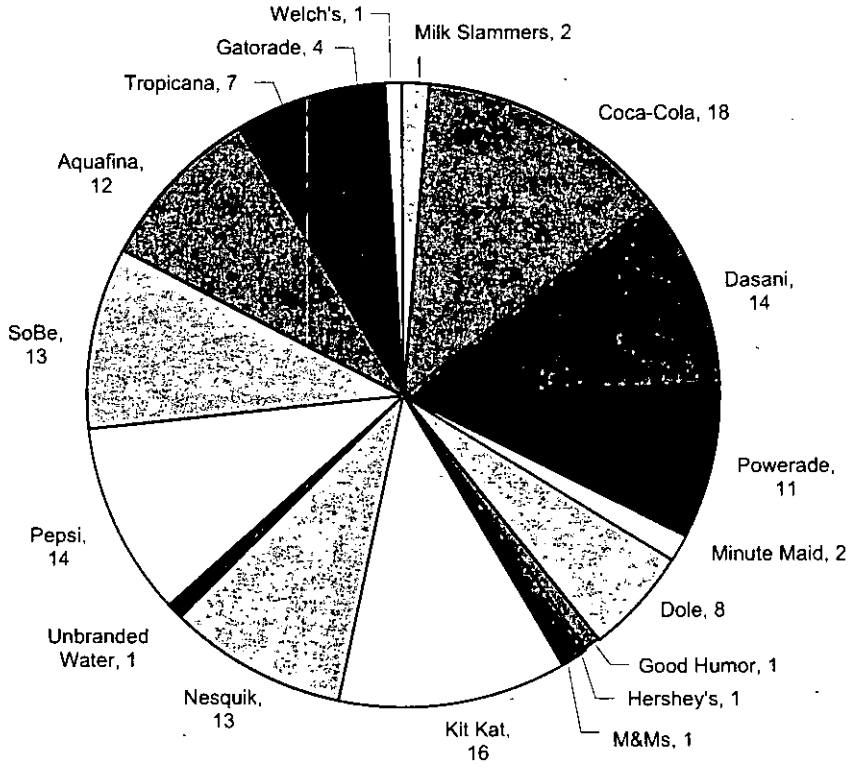
Figure 8. Products Depicted on Vending Machine Exteriors



The most commonly-marketed brands on vending machine exteriors were PepsiCo (60 machines displayed PepsiCo products) and Coca-Cola (40 machines displayed Coca-Cola products) (Figure 9, next page).

16

Figure 9. Number of Times Brands Depicted on Vending Machine Exteriors (n=136)



Note: Pepsi products: Pepsi, SoBe, Aquafina, Tropicana, and Gatorade; Coca-Cola products: Coca-Cola, Dasani, Powerade, Minute Maid.

School Stores

All six of the high schools, three of the middle schools (50%) and six of the elementary schools (25%) had school stores. Of the schools with school stores, three schools (20%) did not sell any foods or beverages, two schools (13%) opened the store to students only after school during club activities, and one school (7%) opened the store to students only after school one day a week.

School Communication Channels

While school nurses conducted a visual inspection of schools for posters, signs, vending, and school stores, principals or other school administrators reported on whether they had each of four types of communication channels in their school, including Channel One television, a radio station or public announcement system, a school newspaper or newsletter, or a school yearbook. Schools also reported on

17

whether they had food or beverage advertising through each of these communication channels.

Channel One is a program that provides secondary schools with television equipment in exchange for showing about ten minutes daily of national programming plus two minutes of advertising to students. Half of middle schools and a third of high schools had Channel One. All schools had a radio station or public announcement system. All but one school had a newspaper or newsletter. Thirty-two schools (88%) had a yearbook. Table 3 outlines the proportion of schools that had food or beverage marketing via each of these communication channels. Overall, 17% of schools advertised food or beverages via at least one of the school's communication channels.

Table 3. Schools with Food and Beverage Marketing via TV, Radio, Newsletters or Yearbooks

	Elementary		Middle		Senior High		TOTAL	
	n	%	n	%	n	%	n	%
Channel One/ television programming								
Schools with Channel One/television programming	2	8	3	50	2	33	7	19
Plays food advertising	0	0	0	0	0	0	0	0
Radio station/PA announcements								
Schools with radio station/PA announcements	24	100	6	100	6	100	36	100
Plays food advertising	0	0	0	0	0	0	0	0
Newsletter/newspaper								
Schools with newsletter/newspaper	23	96	6	100	6	100	35	97
Includes food advertising	1	4	0	0	4	67	5	14
Yearbook								
Schools with yearbook	20	83	6	100	6	100	32	88
Includes food advertising	0	0	0	0	3	50	3	9
Any of the identified outlets								
Schools with at least one of the identified media outlets	24	100	6	100	6	100	36	100
Includes food advertising	1	4	0	0	5	83	6	17

School Marketing Activities

Companies market food and beverages to school children through scholarships, sponsorships, branded curricula, sample/product giveaways, fundraisers that sell branded products, label redemption programs, and discount nights at restaurants. Thirty-five of the 36 schools (97%) reported having one or more activities involving food/beverage marketing. The least common activities involving food/beverage marketing were scholarships (no schools), sponsorships (3% of schools), and use of branded curricula (11%).

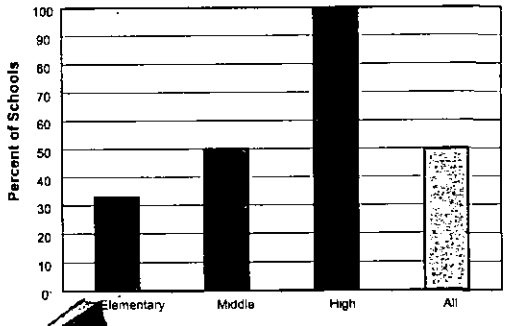
The curricula were exclusively used at the elementary level. The Pizza Hut Book It! Program was mentioned as an example for four out of the seven elementary schools using a branded education program. The Pizza Hut Book It! Program provides certificates to teachers to give to elementary school students when they reach reading goals. Students receive a free Personal Pan Pizza when they present the certificate in Pizza Hut restaurants. (Each Personal Pan Pizza (no toppings) has 620 calories, half a day's saturated fat (11g), and 1,370 mg of sodium.)

Overall, 25% of schools had free giveaways, including one quarter of the elementary schools and one half of the high schools. Giveaways included free pizza, soda, granola bars, and water, as well as distribution of restaurant coupons at school events.

Fundraisers

Half of all schools reported having fundraisers involving food/beverage marketing. The most common food/beverage fundraisers included PTA, school club, or school event sales of restaurant foods and branded candy, baked goods, and soda. The percent of schools with fundraisers involving food/beverage marketing increased from elementary to middle to high school, as shown in Figure 10.

Figure 10. Schools with Food/Beverage Fundraisers



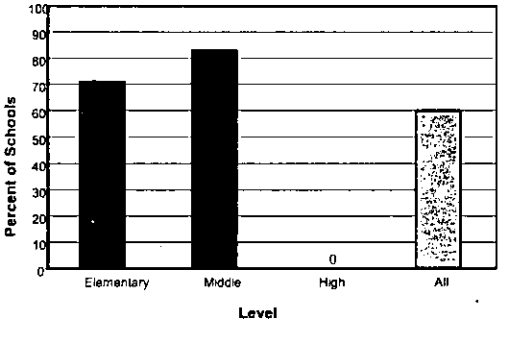
Note: The posters shown in this report are for illustration purposes only..

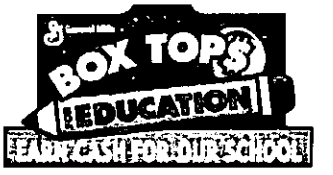
Proof of Purchase Programs

Sixty percent of schools participated in proof-of-purchase or receipt redemption programs with a food company or local store (Figure 11). The most common proof-of-purchase programs were General Mills' *BoxTops for Education* and Campbell's *Labels for Education.* For label redemption programs, students' families are encouraged to purchase products from particular companies and then turn the labels (or other proof of purchase, such as box tops) into the school, which redeems them for school supplies or money.

Often, the reward for collecting thousands of labels is minimal. For example, to earn a digital camcorder, a school would have to collect 27,850 Campbell's product labels. At $1.20 per can of soup, students' families would have to spend $33,420 on Campbell's soups in order for the school to earn a $300 camcorder. In a school of 500 students, each student's family would have to buy 56 cans of soup.[15] The most common receipt redemption programs were with chain stores Giant, Safeway, and Target. No high schools participated in such programs.

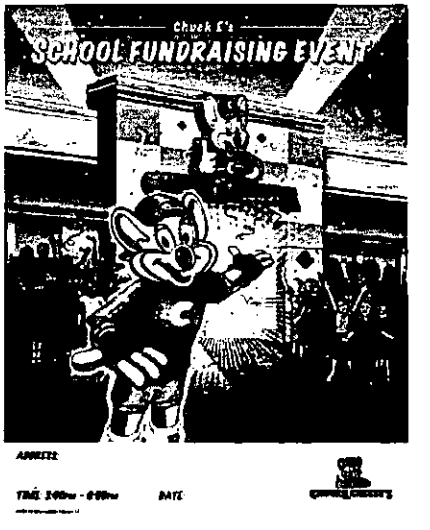
Figure 11. Schools with Proof-of-Purchase or Receipt Redemption Programs





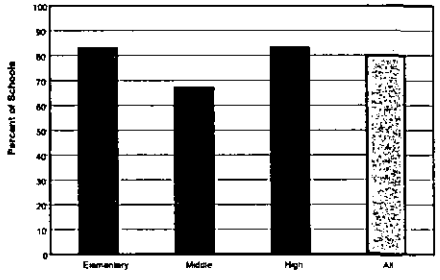
School Fundraising Nights at Restaurants

Many restaurants offer schools a cut of the sales on a weeknight designated for a school fundraiser. This is a marketing opportunity for the restaurant to drum up business on a slower weeknight and associate its brand with the school. Four out of five MCPS schools participated in fundraising nights at restaurants. This activity was common in elementary, middle, and high schools (Figure 12, next page).



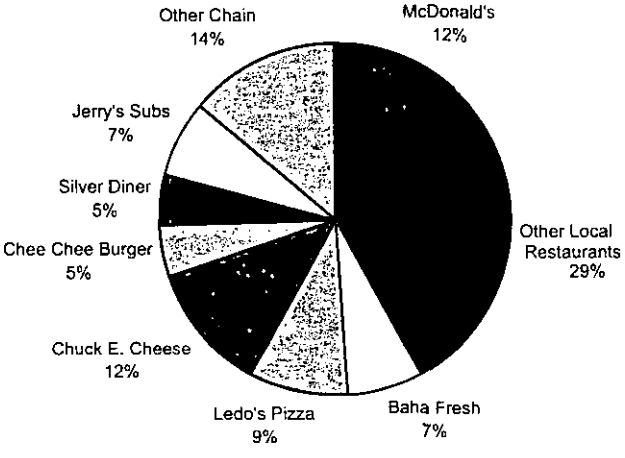
20

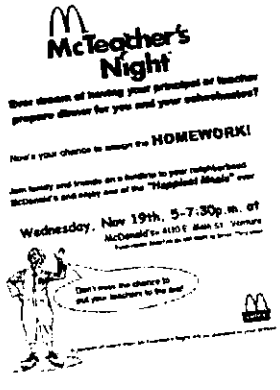
Figure 12. Schools Participating in Fundraising Nights at Restaurants



The most frequent restaurants for school fundraising nights were McDonald's, Chuck E. Cheese, and local restaurants (Figure 13).

Figure 13. Restaurants for School Fundraisers





School Supplies

One quarter of elementary schools, no middle schools, and one (of six) high school reported having supplies with food/beverage marketing. The types of supplies identified included book covers and bookmarks. Only two schools reported specific brands – Pepsi and Gatorade (which is owned by PepsiCo) – depicted on the supplies. Four schools (11%), two elementary, one middle, and one high school, had cooler cases with food/beverage marketing. The cases depicted mostly drink brands, including Coca-Cola, Pepsi, and Gatorade. One high school had cups or other paper goods with food/beverage marketing, which included Starbucks cups and Dunkin' Donuts napkins. None of the schools reported having equipment or other supplies with food/beverage marketing.

Policies

Seventeen (47%) of the schools reported that they have a policy regarding (any type of) advertising in their school (Table 4). Of the schools with policies, five (29%) reported written policies. Five schools (14%) reported that they follow the MCPS policy and four schools reported that their policy is that no advertising is allowed at the school.

Table 4. Reported School Policies on Advertising

	Elementary		Middle		Senior High		TOTAL	
	n	%	n	%	n	%	n	%
Schools with policies or practices	12	50	2	33	3	50	17	47
Written	3	25	0	0	2	67	5	29
Verbal	9	75	2	100	1	33	12	71

CONCLUSIONS

This study provides a snapshot of the food and beverage marketing in Montgomery County Public Schools. Overall, marketing of foods and beverages is common in MCPS; every school surveyed had some food or beverage marketing. Some of the most commonly marketed foods/beverages are healthy foods such as milk (on posters) and water (in and on vending machines). However, there is still a great deal of marketing of low-nutrition foods like soda, sports drinks, fast food, candy, juice drinks, and processed baked goods.

The most common ways foods and beverages are marketed in MCPS is with signs and posters (83% of schools), vending machines in middle and high schools (100%), discount nights at restaurants (80%), label redemption programs (60%), and school fundraisers (50%). Branded foods and beverages are given away in one-quarter of the schools. There is no food marketing in MCPS through Channel One, and little food marketing in MCPS through school supplies, scholarships and sponsorships, and branded curricula.

One concern raised by this survey is the amount of marketing through vending machines. Although MCPS has a strong vending policy, many vending machines contain soda, sweetened teas and drinks, sports drinks, candy, cookies, and chips. It is unclear to what extent these items were available to students during the instructional day;[16] MCPS requires that machines be turned off during the instructional day. Additional marketing is common on the exteriors of vending machines. While some machines promote healthy options like water and milk, many still market soda, juice drinks, sports drinks, and candy.

Overall, high schools have more food/beverage marketing than do elementary or middle schools. The amount of food and beverage marketing varies by school level for curricula, proof-of-purchase programs, school stores, vending machines, and communication channels. Elementary schools are more likely than upper levels to use branded curricula and participate in proof-of-purchase programs with food companies and retail stores.

However, food and beverages sold and marketed through vending machines are more prevalent in middle and high schools; four out of five vending machines have marketing on their exteriors. High schools have, on average, 21 vending machines, suggesting a high degree of student exposure to vending machine marketing. Although about 60% of middle and high school beverage vending machines contain healthier drinks (waters, low-fat milk, and 100% juice), sugary drinks (regular soda, iced teas, lemonade, fruit drinks) or high-fat milk, remain in between 59% (high schools) and 84% (middle schools) of beverage machines.

Finally, although MCPS does have a policy on food and beverage marketing as part of its wellness policy, only 11% of schools volunteered that they follow MCPS/County guidelines when asked about school policies on advertising. There were no questions, however, that asked specifically about the MCPS policy. About half of schools reported having policies on advertising for their schools and three quarters of

those policies were not written policies.

RECOMMENDATIONS

Given the high rates of childhood obesity and poor nutrition habits of children, schools could take the follow steps to protect children from the marketing of low-nutrition foods and beverages:

1. Montgomery County Board of Education should reconstitute its Wellness Committee and strengthen its policy to limit the marketing of low-nutrition foods and beverages in MCPS.
    a. Update the section on food and beverage marketing in the MCPS Wellness Policy. Section D2c should be revised as follows to provide additional guidance to schools (**new text in bold**):

    b. "Marketing activities will promote healthful behaviors. ~~Vending machine fronts will promote activity or consumption of approved beverages.~~ **All depicted foods and beverages and associated logos and brand names should meet the MCPS nutrition standards for the following school-sponsored or school-based activities:**

    1) Food and beverage sales to students through a la carte in cafeterias, vending, school stores, snack bars, fundraisers, and other venues or mechanisms outside the U.S. Department of Agriculture (USDA) reimbursable meal programs;

    2) Food and beverage advertising, such as the name of a food manufacturer or restaurant, or the depiction of product, brand names, logos, trade marks, or use of spokespersons, live or animated, on or in conjunction with:

    (a) curricula, educational materials, textbook covers, computers;

    (b) school property such as buildings, transportation vehicles, vending machine exteriors, scoreboards, signs, or posters;

    (c) books, pencils, notebooks, sports equipment or uniforms, food or beverage cups or containers, and other school supplies or equipment;

    3) Advertisements in school publications, and/or on school radio stations, in-school television, computer screen savers and/or school-sponsored sites, or announcements on the public

announcement (PA) system;

4) **Indirect promotion, public relations, and sponsorship activities such as:**
   - **(a) educational incentive programs utilizing coupons, contests, and other means that provide food as a reward, and/or that provide schools with supplies and/or funds when families purchase specific food products;**
   - **(b) scholarships and sports teams sponsorships;**
   - **(c) school fundraising nights at restaurants;**
   - **(d) market research activities; and**
   - **(e) free samples, taste-tests, or coupons.**

For food marketing that promotes a line of products, one brand within a company, or a whole company, including restaurants, half of the products within the brand must meet the nutrition standards.

The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. When possible, pricing structures of food and beverage products will promote healthy options."

For additional information, see http://www.schoolwellnesspolicies.org/WellnessPolicies.html.

b. The updated food and beverage marketing policy should be shared with all MCPS school administrators, including principals, as well as teaching and food service staff and school nurses.

c. Ensure that monitoring of food and beverage marketing is included with monitoring for adherence to the district wellness policy.

2. Schools should prohibit fundraisers that sell foods of poor nutritional quality, such as candy and baked goods, label redemption programs, and fast-food restaurant nights to limit the promotion and consumption of low-nutrition foods to children.
   a. MCPS should provide information to principals, PTAs, teachers, and clubs about healthy fundraising alternatives. Numerous healthy fundraising options exist, such as bottled water or fruit sales, book fairs, auctions, and fun runs (see *Sweet Deals: School Fundraising Can Be*

Healthy and Profitable, available free of charge at: http://www.cspinet.org/new/pdf/schoolfundraising.pdf).

b. To support healthy choices at restaurant fundraising nights, the Montgomery County Council should pass legislation requiring fast-food and other chain restaurants to provide calorie and other nutrition information on menus and calories on menu boards (Bill 19-07).

3. Montgomery County Public Schools should negotiate with vending machine suppliers to provide healthy food or non-food images for vending machine exteriors. This agreement should apply to existing vending machine exteriors as well as new vending machines.

4. MCPS should strengthen its policy on foods and beverages sold to students outside of the meals program by applying the nutrition standards to all foods and beverages available in areas accessed to students at all times, rather than the current policy of allowing vending machines to be turned on at the end of the instructional day.

References & Notes

[1] Ogden CL, Flegal KM, Carroll MD, Johnson CL. "Prevalence and Trends in Overweight Among US Children and Adolescents, 1999-2000." *Journal of the American Medical Association* 2002, vol. 288, pp. 1728-1732.

[2] Annie E. Casey Foundation. *2007 Kids Count Data Book.* Baltimore, MD: Annie E. Casey Foundation, 2007.

[3] Serdurla M, Ivery D, Coates R, *et al.* "Do Obese Children Become Obese Adults? A Review of the Literature." *Preventive Medicine* 1993, vol. 22, pp. 167-177.

[4] Jahns L, Siega Riz AM, Popkin BM. "The Increasing Prevalence of Snacking among US Children from 1977 to 1996." *Journal of Pediatrics* 2001, vol. 138, pp. 493-498.

[5] U.S. Department of Agriculture, Office of Analysis, Nutrition and Evaluation. *Changes in Children's Diets: 1989-1991 to 1994-1996.* Washington, D.C., January 2001. Report No. CN-01-CD1.

[6] Nielsen S, Seiga-Riz AM, and Popkin B. "Trends in Energy Intake in U.S. between 1977 and 1996: Similar Shifts Seen across Age Groups." *Obesity Research* 2002, vol. 10, pp. 370-378.

[7] Putnam JJ, Allshouse JE. *Food Consumption, Prices and Expenditures, 1970-1997.* Washington, D.C.: US Department of Agriculture, Economic Research Service, 1999. Statistical Bulletin No. 965.

[8] Lin BH, Guthrie J. Frazao E. "American Children's Diets Not Making the Grade." *Food Review* 2001, vol. 24, pp. 8-17.

[9] Munoz K, Krebs-Smith S, Ballard-Barbash R, Cleveland L. "Food Intakes of U.S. Children and Adolescents Compared with Recommendations." *Pediatrics* 1997, vol. 100, pp. 323-329.

[10] Institute of Medicine. *Food Marketing to Children: Threat or Opportunity?* Washington, D.C.: National Academies Press, 2006.

[11] General Accounting Office (GAO). *Public Education: Commercial Activities in Schools.* Washington, D.C.: GAO, 2000. Report No. GAO/HEHS-00-156.

[12] Craypo L., Francisco S., Boyle M., and Samuels. S. *Food and Beverage Marketing on CaliforniaHigh School Campuses Survey: Findings and Recommend*ations. Oakland, C.A.: Public Health Institute, 2006.

[13] Appendix A contains a copy of the relevant section of the MCPS Wellness Policy, "Other [Non-Meals] Foods and Beverages Available at School."

[14] School Food and Beverage Marketing Assessment Tool. California Project LEAN.

March 2006 (http://www.californiaprojectlean.org/Assets/1019/files/School%20Food%20and%20Beverage%20Marketing%20Assessment%20Tool.pdf)

[15] Johanson J. and Wootan M.G. *Sweet Deals: School Fundraising Can Be Healthy and Profitable*. Washington, DC: Center for Science in the Public Interest, 2007.

Appendix A

Montgomery County Public School

Wellness Policy: Physical and Nutritional Health

(Pertinent Section D2.a-c)

C. Physical Activity

Physical activity will be encouraged for students, staff, and community members before and after school, and during the instructional day.

1. Movement activities or tasks will be integrated in all content areas as appropriate.

2. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities.

3. Recess will be scheduled for kindergarten through Grade 5 prior to or after lunch, as scheduling permits.

4. Elementary, middle, and high schools should consider providing physical activity programs, such as physical activity clubs, intramural programs, and/or interscholastic sports programs.

5. The Department of Transportation assesses and makes information available regarding safe routes for walking or biking to school. Regulation EEA-RA: *Student Transportation*, encourages students and families to model wellness by walking for exercise.

D. Food and Nutrition Services

1. School Meals

Meals will meet, at a minimum, the current nutritional standards as defined by the U.S. Department of Agriculture (USDA). Collaboration between the school meal program, nutrition education, and physical education will support healthy eating and lifestyle choices.

a. Students will have access to a variety of appealing, quality, nutritious meals that promote growth and development, pleasure in healthy eating, and prevent school-day hunger and its consequent lack of attention to learning.

b. Students may be eligible for free or reduced-price meals based on household economic factors or other information provided to the Division of Food and Nutrition Services. There will be no overt

b. Nutritional requirements apply to foods and beverages available to students through vending machines, school stores, fund-raising activities, athletic departments, and the a la carte cafeteria program from midnight until the end of the instructional day. The requirements are as follows:

1) Beverages are limited to 16 ounce containers, except for unflavored water. Only the following beverages may be sold:

(a) Water

(b) Low fat and non-fat unflavored or flavored milk

(c) Flavored, noncarbonated water

(d) 100% fruit juice

(e) Fruit beverages with a minimum of 50% fruit juice

(f) Sports drinks (isotonic beverages) to be available in the physical education area only

2) Snacks that meet the following nutritional standards per single serving package, as stated on the package label, may be sold:

(a) 7 grams or less of fat (except for nuts and seeds)

(b) 2 grams or less of saturated fat

(c) 15 grams or less of sugars (except for fruits)

3) Carbonated beverages, candy of any type, donuts, and honey buns are prohibited from sale to students regardless of their nutritional profile

c. Marketing activities will promote healthful behaviors. Vending machine fronts will promote activity or consumption of approved beverages. When possible, pricing structures of food and beverage products will promote healthy options.

Appendix B

Assessment Tool

Observational Assessment

Administrative Tool

Assessment Tool:
Food and Beverage Marketing in Schools

Thank you for participating in this pilot test of an assessment tool that measures the extent of food and beverage marketing in schools.

NONE of the information provided will be reported by each individual school. All information provided will be combined with all 36 schools participating. To keep track of schools participating, a unique school ID has been provided on the box below to identify your school without using its name.

You will use this tool to assess food and beverage advertising and other marketing for food and beverages on your school campus. To answer some of the questions, you will need to walk around the school campus to observe any advertising, marketing or promotion of foods or beverages. Please complete the form to the best of your knowledge. Be as comprehensive as possible and collect information for all food and beverage marketing.

PLEASE WRITE IN YOUR RESPONSES AS CLEARLY AND LEGIBLY AS POSSIBLE IN THE SPACE PROVIDED.

DO NOT IDENTIFY THE *NAME OF THE SCHOOL* ANYWHERE ON THIS TOOL.
ONLY USE THE *SCHOOL ID NUMBER* PROVIDED IN THE BOX BELOW.

If you have any questions please contact:
Colleen Ryan Smith at Colleen.Ryan-Smith@montgomerycountymd.gov, or 240-777-3904, or
Ameena Batada at abatada@cspinet.org, or 202-332-9110, ext. 342.

SCHOOL INFORMATION

SCHOOL ID: _____ **Name:** _____ **Position:** _____

Date the survey was started: _____ **Date the survey was completed:** _____

POSTERS & SIGNS

1. As you walk around the school, describe the **posters and signs with food or beverage product pictures, names, logos, spokespersons or characters, or other product representations** everywhere in the school. For a sample, see the first row.
(Don't include vending machine fronts here; report them in question #2.)

STEP 1: Identify Number of Posters/Signs in Location		STEP 2: List All Products/Logos Shown	STEP 3: Number of times Product/Logo Shown
Location	**Total number of posters and/or signs**	**Products, product names, logos or other representations shown on posters or signs.**	**Provide the number of times each is shown.**
SAMPLE School entrance	*3*	*Pizza Hut Book It! Poster (logo, pizza)*	*2*
		Minute Maid juice poster promoting breakfast (logo, bottle)	*1*
School entrance and hallways	*('0' for none; N/A if school doesn't have this location)*		
Cafeteria	*('0' for none; N/A if school doesn't have this location)*		

32

Adapted from Samuels and Associates Food and Beverage Marketing Assessment Tool.

STEP 1: Number of Posters/Signs in Location		**STEP 2:** List All Products/Logos Shown	**STEP 3:** Number of times Product/Logo Shown
Location	**Total number of posters and/or signs**	**Products, product names, logos or other product representations shown on posters or signs.**	**Provide the number of times each is shown.**
Snack bars/school store	_____ *('0' for none; N/A if school doesn't have this location)*		
Clinic or nurse's suite	_____ *('0' for none; N/A if school doesn't have this location)*		
Classrooms: (3-5 rms) # of classrooms observed: ___	_____		

STEP 1: Number of Posters/Signs in Location		**STEP 2:** List All Products/Logos Shown	**STEP 3:** Number of times Product/Logo Shown
Location	**Total number of posters and/or signs**	**Products, product names, logos or other product representations shown on posters or signs.**	**Provide the number of times each is shown.**
	_____		
Athletic area/gym, locker room, concession stand, stadium (including score boards and banners)	_____ *('0' for none; N/A if school doesn't have this location)*		
Quads or courtyards	_____ *('0' for none; N/A if school doesn't have this location)*		
Other location (e.g., offices,	_____		

34

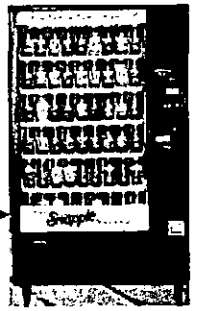
Adapted from Samuels and Associates Food and Beverage Marketing Assessment Tool.

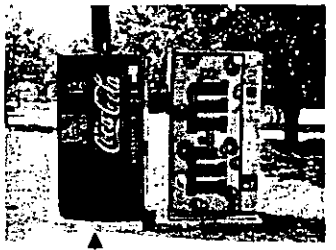
STEP 1: Number of Posters/Signs in Location		**STEP 2:** List All Products/Logos Shown	**STEP 3:** Number of times Product/Logo Shown
Location	**Total number of posters and/or signs**	**Products, product names, logos or other product representations shown on posters or signs.**	**Provide the number of times each is shown.**
library, bathroom, walls, bulletin boards, school calendars, & fences) Describe the location: _____ _____	*('0' for none; N/A if school doesn't have this location)*		

VENDING

2. a. Are there vending machines available to students on the school campus? (Do not count staff lounge.) **YES** **NO**
If *no*, skip to question # 3.

b. For each vending machine available to students on the school campus, please complete the following information about **the types of food and beverages the vending machine contains and the types of product marketing**. Look at the pictures below for examples of marketing.





STEP 1: Location		STEP 2: Identify Products				STEP 3: Describe Brands/Logos
		Types of products in this machine (MARK ALL THAT APPLY)				*(Describe product and/or brand shown on machine-s.) Write 'NONE' if there is nothing on the machine.*
#	Location (MARK ONE)	Food Items		Beverages		OUTSIDE
SAMPLE	x Hallway __ Cafeteria __ Quad/Ct.yard __ Gym/Ath. area __ Other _____ _____ _____	Chips (regular)		Soda (regular)	x	*Large (length of machine) Gatorade bottle picture on the right hand side of machine, where money is inserted.*
		Chips (baked)		Soda (diet)	x	
		Pretzels		Fruit Drinks (min. of 50% fruit juice)		
		Crackers w/cheese or peanut butter		100% Fruit Juice		
		Crackers or Chex Mix		Water	x	
		Granola/cereal bars		Flavored Water		
		Low-fat cookies and baked goods		Sports drink	x	
		Nuts/trail mix		Whole or 2% Milk		
		Fruit snacks		Low fat or non-fat Milk		
		Cookies, snack cakes,		Iced tea, lemonade		

Adapted from Samuels and Associates Food and Beverage Marketing Assessment Tool.

STEP 1: Location		STEP 2: Identify Products				STEP 3: Describe Brands/Logos
#	Location (MARK ONE)	Types of products in this machine (MARK ALL THAT APPLY)				*(Describe product and/or brand shown on machine-s.) Write 'NONE' if there is nothing on the machine.*
		Food Items		Beverages		OUTSIDE
		pastries				
		Candy		Other sweetened drink		
		Other Snacks		Other		

STEP 1: Location		STEP 2: Identify Products				STEP 3: Describe Brands/Logos
		Types of products in this machine (MARK ALL THAT APPLY)				Marketing on machine *Describe product and/or brand shown on machines.* ***Write 'NONE' if there is nothing on the machine.***
#	Location (MARK ONE)	Food Items		Beverages		OUTSIDE
1	__ Hallway __ Cafeteria __ Quad/Ct.yard __ Gym/Ath. area __ Other _____ _____ _____	Chips (regular)		Soda (regular)		
		Chips (baked)		Soda (diet)		
		Pretzels		Fruit Drinks (min. of 50% fruit juice)		
		Crackers w/cheese or peanut butter		100% Fruit Juice		
		Crackers or Chex Mix		Water		
		Granola/cereal bars		Flavored Water		
		Low-fat cookies and baked goods		Sports drink		
		Nuts/trail mix		Whole or 2% Milk		
		Fruit snacks		Low fat or non-fat Milk		
		Cookies, snack cakes, pastries		Iced tea, lemonade		
		Candy		Other sweetened drink		
		Other Snacks		Other		
2	__ Hallway __ Cafeteria __ Quad/Ct.yard __ Gym/Ath. area __ Other _____ _____ _____	Chips (regular)		Soda (regular)		
		Chips (baked)		Soda (diet)		
		Pretzels		Fruit Drinks (min. of 50% fruit juice)		
		Crackers w/cheese or peanut butter		100% Fruit Juice		
		Crackers or Chex Mix		Water		
		Granola/cereal bars		Flavored Water		
		Low-fat cookies and baked goods		Sports drink		
		Nuts/trail mix		Whole or 2% Milk		
		Fruit snacks		Low fat or non-fat Milk		
		Cookies, snack cakes, pastries		Iced tea, lemonade		
		Candy		Other sweetened drink		
		Other Snacks		Other		

**********ATTENTION**********

IF YOU HAVE MORE THAN 12 VENDING MACHINES IN YOUR SCHOOL, PLEASE MAKE COPIES OF THE NEXT PAGE AS NEEDED PRIOR TO COMPLETING IT.

Adapted from Samuels and Associates Food and Beverage Marketing Assessment Tool.

STEP 1: Location		STEP 2: Identify Products				STEP 3: Describe Brands/Logos
		Types of products in this machine (MARK ALL THAT APPLY)				Marketing on machine *Describe product and/or brand shown on machines.* ***Write 'NONE' if there is nothing on the machine.***
#	Location (MARK ONE)	Food Items		Beverages		OUTSIDE
___	__ Hallway __ Cafeteria __ Quad/Ct.yard __ Gym/Ath. area __ Other _____ _____ _____	Chips (regular)		Soda (regular)		
		Chips (baked)		Soda (diet)		
		Pretzels		Fruit Drinks (min. of 50% fruit juice)		
		Crackers w/cheese or peanut butter		100% Fruit Juice		
		Crackers or Chex Mix		Water		
		Granola/cereal bars		Flavored Water		
		Low-fat cookies and baked goods		Sports drink		
		Nuts/trail mix		Whole or 2% Milk		
		Fruit snacks		Low fat or non-fat Milk		
		Cookies, snack cakes, pastries		Iced tea, lemonade		
		Candy		Other sweetened drink		
		Other Snacks		Other		
___	__ Hallway __ Cafeteria __ Quad/Ct.yard __ Gym/Ath. area __ Other _____ _____ _____	Chips (regular)		Soda (regular)		
		Chips (baked)		Soda (diet)		
		Pretzels		Fruit Drinks (min. of 50% fruit juice)		
		Crackers w/cheese or peanut butter		100% Fruit Juice		
		Crackers or Chex Mix		Water		
		Granola/cereal bars		Flavored Water		
		Low-fat cookies and baked goods		Sports drink		
		Nuts/trail mix		Whole or 2% Milk		
		Fruit snacks		Low fat or non-fat Milk		
		Cookies, snack cakes, pastries		Iced tea, lemonade		
		Candy		Other sweetened drink		
		Other Snacks		Other		

3. Does your school have a **school store**? **YES** **NO**

If *yes*, please mark (☒) in the box next to the products that are sold in the school store:

Food Items		Beverages	
Chips (regular)		Soda (regular)	
Chips (baked)		Soda (diet)	
Pretzels		Fruit Drinks (min. of 50% fruit juice)	
Crackers w/cheese or peanut butter		100% Fruit Juice	
Crackers or Chex Mix		Water	
Granola/cereal bars		Flavored Water	
Low-fat cookies and baked goods		Sports drink	
Nuts/trail mix		Whole or 2% Milk	
Fruit snacks		Low fat or non-fat Milk	
Cookies, snack cakes, pastries		Iced tea, lemonade	
Candy		Other sweetened drink	
Other Snacks		Other	

4. Please describe any other types of food or beverage advertising or promotion on the school campus or other information that you have not already provided in this survey.

_____

_____

_____

_____

Thank you for participating in this survey.

Please send completed form in the enclosed envelope by Friday **May 18, 2007** *to:*

Colleen M. Ryan Smith, M.P.H.
Senior Epidemiologist, Public Health Services
Department of Health and Human Services
401 Hungerford Drive, 7th Floor
Rockville MD 20850
Phone: 240-777-3904
E-mail: Colleen.Ryan-Smith@montgomerycountymd.gov

SCHOOL ID _____	**DATE(S)**	/ /	/ /	/ /

SCHOOL ENROLLMENT _____ **NUMBER OF CLASSROOMS** _____

RECORDED BY _____ **PHONE** _____

NUMBER OF ATTEMPTS MADE TO COMPLETE INTERVIEW _____ **TIMES**

If you have any questions, please contact
Colleen Ryan Smith at colleen.ryan-smith@montgomerycountymd.gov, or 240-777-3904, or
Ameena Batada at abatada@cspinet.org, or 202-332-9110, ext. 342.

Fill in all items in the box above.

***** DO NOT WRITE THE SCHOOL NAME ANYWHERE ON THIS FORM *****
You may only refer to the school by its unique school ID provided at the top of this page.

Using the listing of school IDs with school name and administrative office contact information, call the school and ask to speak to the Principal or designee identified by the Principal.

INTRODUCTION:
Montgomery County Public Schools is working with the Montgomery County Department of Health and Human Services and the Center for Science in the Public Interest to pilot test a tool that assesses the food and beverage marketing that is conducted in our schools. As part of the study, we would like to ask a few brief questions on the marketing conducted through the media outlets available at your school, the equipment and supplies used in your school, and the promotional activities that could involve food and beverage marketing and promotions. It will take approximately 10 minutes or less to answer all 7 questions. ***Your school will not be identified in any results****. The information from all 30 schools will be combined and reported in aggregate form only.*

May I proceed? **YES NO**

If NO: *Why?*

- ☐ Wrong person: *[If not the right person, connect to correct person by referral of contact and repeat paragraph above.]*
- ☐ Bad Time: *{If not a good time, reschedule interview, and re-read paragraph at the start of the next call.]*
- ☐ Refuse to Participate: *[Contact Kathy Lazor for further instructions]*

If YES:
Interviewer: Read each question below and record the responses. If requested, you may provide a copy of these questions for the school to review and answer.

FOOD MARKETING IN SCHOOLS SURVEY: POLICIES & PRACTICES

1. Does the school show **Channel One or other school-based television programming**? YES NO
   If *yes*, does Channel One or television programming play food or beverage advertising? YES NO

2. Does the school have a **radio station** or **PA system for announcements**? YES NO
   If *yes*, does the radio station or PA system play food or beverage advertising? YES NO

3. Does the school have a **newsletter** or **newspaper**? YES NO
   If *yes*, does the newsletter or newspaper include food or beverage advertising? YES NO

5. Does the school have a **yearbook**? YES NO
   If *yes*, does the yearbook include food or beverage advertising? YES NO

6. The next section is about equipment and supplies, such as baseball uniforms with the Gatorade logo on them. In the past year, have you purchased, received as a gift, or seen with students items printed with food or beverage products, product names, company spokespersons or characters, logos, or other product representation? Please respond regarding each of the following categories:

STEP 1: IDENTIFY EQUIPMENT/SUPPLIES *(Read one category)*	**STEP 2: RECORD RESPONSE** *(Record response to category*	**STEP 3: IF YES IN STEP 2, ASK FOR A DESCRIPTION OF THE NAME, PRODUCT, OR LOGOS.** *(Ask for Specific Examples)*
Type of equipment or supplies	**Present at school**	**Products, product names, or logos shown.** *Example: Gatorade name on baseball uniforms*
Book covers, pencils, notebooks or other school supplies	**Yes No**	
Food or beverage coolers or display cases	**Yes No**	
Cups, napkins or plates used during meal period, events, games, etc.	**Yes No**	
PE or gym equipment such as balls, basketball hoops, etc.	**Yes No**	
Athletic uniforms or other clothing	**Yes No**	
Other: Describe	**Yes No**	

Adapted from Samuels and Associates Food and Beverage Marketing Assessment Tool.

6. The next section is about food and beverage company activities, sponsorship and scholarships, and fundraising activities in which the school has participated. Please respond regarding each of the following types of activities:

STEP 1: IDENTIFY PROMOTIONAL ACTIVITY *(Read one category)*	**STEP 2: PROVIDE EXAMPLES** *(Read examples)*	**STEP 3: RECORD RESPONSE** *(Record response to category*	**STEP 4: IF YES, ASK FOR A DESCRIPTION OF THE SPECIFIC COMPANY/PRODUCT AND ACTIVITY** *(Ask for details on activity)*
Promotional activity	**Examples:**	**School has participated** *(circle one)*	**Name of food and beverage company(ies) and/or food product and description of activity**
Product giveaways	*(includes foods and beverages, as well as clothes, supplies, flyer or other items with company names, products or logos)*	**Yes No**	
Curriculum or educational activities or incentives	*Dairy Council curricula or PepsiCo's "Get Kids in Action" website*	**Yes No**	
Sponsorship of school events	*Coca-Cola sponsorship of the senior prom*	**Yes No**	
Scholarships	*Coca-Cola's Hispanic Scholarship*	**Yes No**	
Fundraising Activities that sell brand name foods	*Drama club sells Hershey candy bars or Krispy Kreme donuts*	**Yes No**	
Receipt or proof of purchase rebate programs	*Campbell's Labels for Education*	**Yes No**	
School Discount nights at restaurants	*10% of profits from Tuesday Nights at Baha Fresh*	**Yes No**	

FOOD MARKETING IN SCHOOLS SURVEY: POLICIES & PRACTICES

7. Does the school have any **policies or practices regarding advertising or marketing?** **YES** **NO**

If *yes*, are they written or verbal policies or practices? **WRITTEN** **VERBAL**

a. Briefly describe the policy or practices:

_____

_____

_____

b. Please describe any parts of the policy or any practices that specifically mention food and beverage advertising or marketing:

_____

_____

_____

CLOSING:

Thank you for your time and for providing food and beverage marketing policies and practices information for this pilot test of an assessment tool that measures the extent of food and beverage marketing being conducted in schools.

We want to again assure you that your school's information does not include the name of your school and the information you provided will be summarized with other elementary, middle, and senior high schools in Montgomery County.

END INTERVIEW.

INTERVIEWER:

Please keep the original copy of the completed form and mail or fax a copy by DATE , 2007 to:

Ameena Batada
Center for Science in the Public Interest
1875 Connecticut Avenue, N.W., #300
Washington, DC 20009
Fax: 202-265-4954
Phone: 202-332-9110, ext. 342

Adapted from Samuels and Associates Food and Beverage Marketing Assessment Tool.

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: JPG
Responsible Office: Chief Operating Officer
Curriculum and Instructional Programs

Wellness: Physical and Nutritional Health

I. PURPOSE

A school environment that promotes physical and nutritional health by teaching and modeling healthy behavior that fosters academic success. Montgomery County Public Schools (MCPS) will encourage students to take responsibility for their own health, to adopt healthy eating habits, and to incorporate physical activity into their daily lives by providing opportunities and instruction that support a healthy lifestyle.

II. BACKGROUND

Research indicates that many students are inactive and lack healthy eating habits. These factors have led to an increase in childhood obesity and can impact a student's ability to learn, grow, and thrive. Schools and families share the responsibility for guiding students toward healthy choices. Schools can create a healthy learning environment by providing nutrition education, physical education, and physical activity, as well as a variety of healthy food and beverage options. Parents can participate in, support, and encourage wellness activities and instruction.

III. PROCEDURES

A. Nutrition Education

Nutrition education will be part of the health education and physical education curriculum.

1. Nutrition education instruction will be provided in both the comprehensive health education program and the physical education program in the nutrition and fitness units.

   a. In prekindergarten through Grade 5, it will be integrated into the health education and physical education programs.

b. In Grades 6 through 8, it will be provided as part of the nine-week comprehensive health education curriculum, the Grade 7 science curriculum, the Family and Consumer Science curriculum, and the physical education curriculum.

c. In high school, nutrition education will be provided within the required comprehensive health education course and required physical education courses. Numerous elective opportunities are also available for the advanced study of nutrition.

B. Physical Education

Teachers certified in physical education will teach movement skills and wellness behaviors emphasizing physical activity and good nutrition as cornerstones of living a healthy life.

1. Student involvement in other activities involving physical activity will not be substituted for meeting the physical education requirement.

2. The standards-based physical education curriculum, prekindergarten through Grade 12, will include:

   a. Moderate to vigorous physical activity

   b. Development of knowledge, motor skills, and positive attitudes

   c. Promotion of physical activity and sports involvement

3. Physical education instruction will promote understanding of the components of fitness and healthy lifestyles. The curriculum will include the following:

   a. Developmentally appropriate instruction in a variety of motor skills designed to enhance the physical, mental/emotional, and social development of every student

   b. Fitness education and assessment to help students understand, improve, and/or maintain their physical well-being and develop their individual fitness plans

4. Students will spend at least 50% of physical education class time participating in moderate to vigorous physical activity.

C. Physical Activity

Physical activity will be encouraged for students, staff, and community members before and after school, and during the instructional day.

1. Movement activities or tasks will be integrated in all content areas as appropriate.

2. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities.

3. Recess will be scheduled for kindergarten through Grade 5 prior to or after lunch, as scheduling permits.

4. Elementary, middle, and high schools should consider providing physical activity programs, such as physical activity clubs, intramural programs, and/or interscholastic sports programs.

5. The Department of Transportation assesses and makes information available regarding safe routes for walking or biking to school. Regulation EEA-RA: *Student Transportation,* encourages students and families to model wellness by walking for exercise.

D. Food and Nutrition Services

1. School Meals

Meals will meet, at a minimum, the current nutritional standards as defined by the U.S. Department of Agriculture (USDA). Collaboration between the school meal program, nutrition education, and physical education will support healthy eating and lifestyle choices.

a. Students will have access to a variety of appealing, quality, nutritious meals that promote growth and development, pleasure in healthy eating, and prevent school-day hunger and its consequent lack of attention to learning.

b. Students may be eligible for free or reduced-price meals based on household economic factors or other information provided to the Division of Food and Nutrition Services. There will be no overt

identification of students who are eligible for free or reduced-price meals by the use of tokens or tickets or by any other means.

c. Nutritional information pertaining to foods and beverages included in the reimbursable meals is available on the Division of Food and Nutrition Services Web site. The Web site also contains information specifically relating to food allergies.

d. There will be coordination among the school meals program, nutrition education, physical education, the comprehensive school counseling program, other classroom instruction, and the community to support healthy eating and physical activity.

e. The meals will offer a variety of fruits and vegetables, offer whole grain products, and serve only low-fat (1%) and fat-free milk. Students will be involved in the taste testing of food and beverage products being considered as additions to the student meal menu. Additionally, the Division of Food and Nutrition Services will conduct focus groups with students and/or parents to obtain feedback on the school meals program.

f. The cafeteria provides a setting where students can practice the healthy eating skills taught in nutrition education and physical education.

g. Lunch cannot be scheduled prior to 10:00 a.m. Students will have access to hand washing or hand sanitizing before they eat meals.

2. Other Foods and Beverages Available at School

Foods and beverages available to students outside of the school meals program should make a positive contribution to the students' diet and promote health. The Board of Education and the superintendent support nutritional standards for foods and beverages available to students at school from midnight until the end of the instructional day.

a. It is encouraged that foods and beverages available to students during school-sponsored activities make a positive contribution to the students' diet and promote health. Staff should avoid using candy or other foods of minimal nutritional value as a classroom reward.

b. Nutritional requirements apply to foods and beverages available to students through vending machines, school stores, fund-raising activities, athletic departments, and the a la carte cafeteria program from midnight until the end of the instructional day. The requirements are as follows:

1) Beverages are limited to 16 ounce containers, except for unflavored water. Only the following beverages may be sold:

(a) Water

(b) Low fat and non-fat unflavored or flavored milk

(c) Flavored, noncarbonated water

(d) 100% fruit juice

(e) Fruit beverages with a minimum of 50% fruit juice

(f) Sports drinks (isotonic beverages) to be available in the physical education area only

2) Snacks that meet the following nutritional standards per single serving package, as stated on the package label, may be sold:

(a) 7 grams or less of fat (except for nuts and seeds)

(b) 2 grams or less of saturated fat

(c) 15 grams or less of sugars (except for fruits)

3) Carbonated beverages, candy of any type, donuts, and honey buns are prohibited from sale to students regardless of their nutritional profile

c. Marketing activities will promote healthful behaviors. Vending machine fronts will promote activity or consumption of approved beverages. When possible, pricing structures of food and beverage products will promote healthy options.

E. Communication

Literature regarding nutrition and fitness should be shared with students, parents, and the community, as appropriate.

1. Nutrition education and fitness literature will be provided during units of instruction in health education and physical education.

2. Nutrition-related information will be printed on the school menu that, in the elementary school, is sent home with the youngest student in the family, and also will be posted on the MCPS Web site.

3. Information regarding the school meals program, nutritional content of the planned meals, Summer Feeding Program, and resources in additional areas of interest will be communicated on the Division of Food and Nutrition Services Web site and through other methods of communication as appropriate.

4. The display and distribution of information about physical education and other school-based physical activity opportunities before, during, and after the school day is managed in accordance with Regulation CNA-RA: *Display and Distribution of Informational Materials and Announcements.* This supports parents' efforts to provide their children with opportunities to be physically active outside of school.

Regulation History: New Regulation, July 22, 2006.