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Research Informing Policies & Practices
for Healthy Youth

Políticas de alimentación en las escuelas en los Estados Unidos: Experiencias y aprendizajes

Foro Internacional sobre Alimentos Saludables en las Escuelas
Ciudad de México, 17 de febrero 2014

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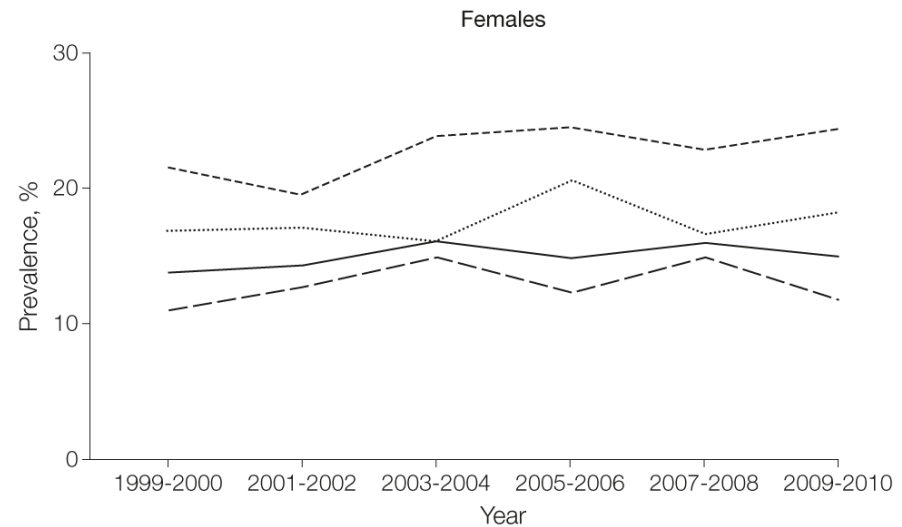
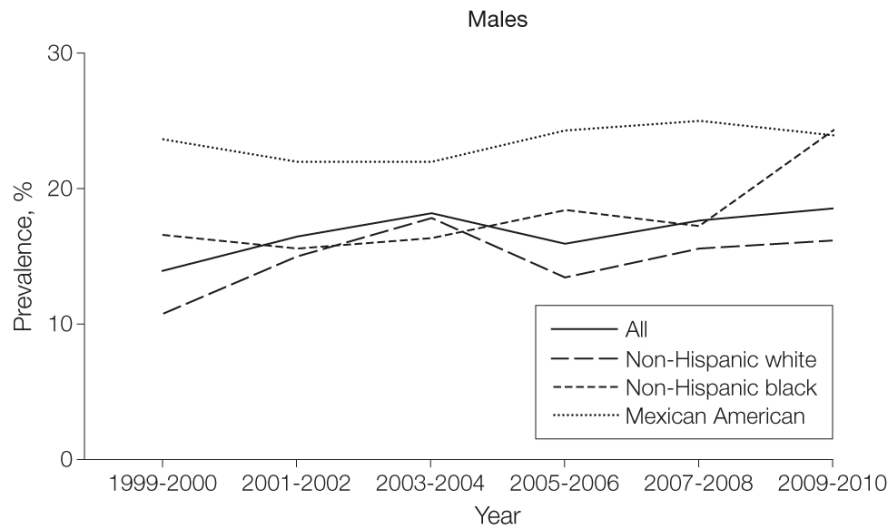
- Contexto: La obesidad infantil en los Estados Unidos
- La formulación de políticas públicas relacionadas a alimentación en las escuelas en los EE.UU.
- Lo que sabemos: cómo las políticas han funcionado para:
 - Mejorar los ambientes escolares
 - Mejorar la ingesta dietaria en los estudiantes
 - Reducir IMC y la obesidad
- Aprendizajes del cómo quitar la comida chatarra sin generar dificultades financieras en las escuelas
- Reflexiones finales
- Recursos y datos de contacto

Contexto: Obesidad infantil en los Estados Unidos

Obesidad infantil: Una tendencia en crecimiento en EE.UU.

Aproximadamente 17% (12.5 millones) de niños tienen obesidad en EE.UU.¹
Existen disparidades raciales y étnicas¹

Prevalencia de obesidad en niños y niñas de edades de 2 a 18 años²



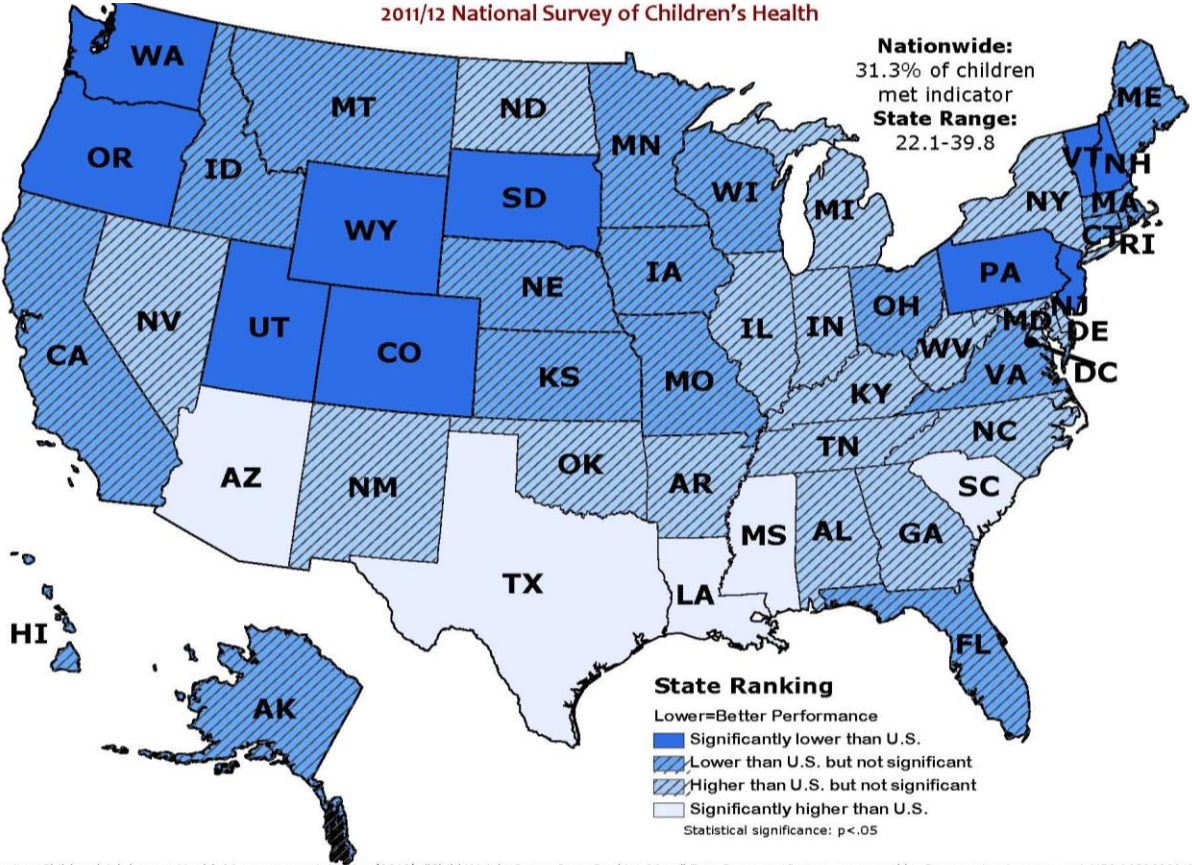
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Los índices de sobrepeso y obesidad infantil entre niños de EE.UU. varían enormemente en el país ³

Peso de niños y niñas

Porcentaje de niños y niñas que tienen sobrepeso y obesidad (10-17 años)

2011/12 National Survey of Children's Health



Suggested Citation: Child and Adolescent Health Measurement Initiative (2013), "Child Weight Status State Ranking Map." Data Resource Center, supported by Cooperative Agreement 1-U59-MC06980-01 from the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Available at www.childhealthdata.org, Revised 05/10/2013.

Costos económicos de la obesidad en los EE.UU.

- En el 2008 los costos en salud relacionados a la obesidad se estimaron en 147 mil millones de dólares⁴
- El costo directo de obesidad infantil es de \$14.1 mil millones de dólares⁵
- Hospitalizaciones de niños con obesidad han duplicado entre 1999 y 2005⁶
- Costos significativos son cubiertos a través de programas públicos de seguro médico⁴

¿Cuáles políticas públicas existen en los EE.UU. para regular a las escuelas?

Jurisdicciones

Federal

Estados

Distrito escolar

Tipos de políticas

Legislación

Regulaciones

Órdenes ejecutivas

Jurisprudencia

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Curr Obes Rep (2013) 2:200–210
DOI 10.1007/s13679-013-0063-x

ECONOMY AND ENVIRONMENT (T. ANDREYEVA, SECTION EDITOR)

Obesity Prevention Policies in U.S. States: Lessons from the Field

Jamie F. Chriqui

Published online: 18 June 2013
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Abstract Obesity is a complex problem requiring large-scale, population-based solutions. Public policy strategies have been identified as critical tools in obesity prevention efforts as they can benefit all who are exposed rather than simply changing individual behaviors one at a time. This paper reviews the peer-reviewed scientific U.S.-based literature published between January 2012 and March 2013 to examine the influence of state laws and local policies on changes to school and other environments, individual activity and nutrition-related behaviors, and obesity and weight outcomes. Virtually all recent studies have focused on policies directed at the school environment and, across-the-board, the evidence was mixed. Most studies were cross-sectional, focused on policy implementation in schools and other settings rather than impacts on individual behaviors or obesity. Opportunities exist for impact studies focusing on a broader spectrum of policies as well as for continued policy actions at all levels of government.

Keywords Obesity · Public policy · State and local governments · Policy impact · Prevention

Introduction

Obesity rates in the U.S. have more than tripled over the past three decades although several recent reports provide encouraging data suggesting that rates have stalled and, in some cases, even started to trend downward [1–3]. There are both direct and indirect costs associated with obesity. Direct costs include the medical costs associated with obesity; in 2005 alone, over \$190 billion was spent in the U.S.

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School food and nutrition policy, monitoring and evaluation in the USA

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Submitted 10 March 2012; final revision received 26 June 2012; accepted 1 August 2012; first published online 25 September 2012

Abstract

Objective: To provide an overview of school food and nutrition monitoring from 1980 to the Healthy Hunger-Free Kids Act of 2010 and data on school food availability in the USA.

Design: A review of the history of school food and nutrition policy, monitoring and evaluation efforts in the USA over the past three decades.

Setting: USA.

Subjects: School food service, school districts and schools nationwide.

Results: The school food environment in the USA is governed by a patchwork of federal, state and local laws and policies. The federal government has primary authority over the school meal programmes and has recently issued updated regulations governing the food and nutrient requirements for meals sold or served through the National School Lunch and School Breakfast Programs. Competitive foods (i.e. foods and beverages sold/served outside the meal programmes) are governed primarily by state and district laws and policies, although new federal regulations are expected to set minimum standards in this area. The USA has a long history of data monitoring and evaluation funded by government and private foundations which has enabled decision makers to monitor progress and opportunities to improve the foods and beverages made available to students in school.

Conclusions: School food-related monitoring and evaluation research has been highly influential in influencing legislation and policy, leading to improvements in the foods and beverages available to children at school as part of planned meals and individual items sold outside the meal programmes. The lessons learned from the US experience provide insights that may be valuable for implementation, monitoring and evaluation of school food programmes in other countries.

Keywords
School food
Public policy
Monitoring and evaluation
School nutrition

on obesity-recent estimates of their current obesity could rise to 30% by 2015. Indirect costs include lost productivity, higher transportation costs, and, for children, involvement in health care.

Because obesity is a complex problem, there is no simple solution. The federal government, state governments, and local governments all have a role to play in addressing obesity and its health consequences. This paper reviews the peer-reviewed scientific literature published between January 2012 and March 2013 to examine the influence of state laws and local policies on changes to school and other environments, individual activity and nutrition-related behaviors, and obesity and weight outcomes.

Population-based approaches to obesity prevention are needed. Public policy actions at all levels of government are needed to address obesity and its health consequences. This paper reviews the peer-reviewed scientific literature published between January 2012 and March 2013 to examine the influence of state laws and local policies on changes to school and other environments, individual activity and nutrition-related behaviors, and obesity and weight outcomes.

Subsidized school meals and other foods sold at schools are major components of the school food environment in the USA. The present article provides a brief overview of school food and nutrition-related policy and monitoring efforts in the USA and how such efforts have informed and/or can be used to inform policy making in this area.

National School Lunch and School Breakfast Programs in the USA: overview and use of data to inform policy

In the USA, the National School Lunch Program (NSLP) was authorized as a permanent programme in 1946 by public law⁽¹⁾. Today, all qualifying lunch meals served to primary- and secondary-level students are subsidized with federal reimbursements by the US Department of Agriculture (USDA) through states to local School Food Authorities on a per-meal basis. Students are certified each school year

based on gross household income into one of two reimbursement categories, referred to as 'free' or 'reduced price', and those not certified constitute a category called 'paid'. Established reimbursement rates for each certification category are applied to the meal counts to determine the payments to the local School Food Authorities. Over 95 000 schools, including almost all public schools and many private schools in the USA, participate in the NSLP. Approximately 62% of the fifty-one million students enrolled in these schools receive an NSLP meal on an average school day, about 180 d/year⁽²⁾. Participation varies by state from less than 50% to over 70%, and also varies by certification category⁽³⁾. On an average school day in 2011 about 82% of free-certified children, 72% of reduced-price children and 43% of children in the paid category received an NSLP meal^(2,4). The NSLP per-meal reimbursement rates are shown in Table 1. Since 1966, the USA has also had a similarly structured and entitlement-funded School Breakfast Program (SBP). Most schools offering NSLP lunches

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Contexto de políticas públicas: ¿En dónde están disponibles los alimentos en las escuelas?

Comidas escolares

- Programa Nacional de Comidas en las Escuelas (NSLP-siglas en inglés)
- Programa Nacional de Desayunos Escolares (NSBP-siglas en inglés)

Alimentos y bebidas competitivos

á la cartelines



school stores/snack bars



vending machines



class parties/celebrations



fundraisers



classroom rewards



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Contexto de políticas públicas: Políticas federales en torno a comidas escolares

1966: Ley de Nutrición Infantil, Programa Nacional de Comida Escolar

2012: Estándares Nutricionales para los Programas Nacionales de Comida y Desayuno Escolares

Q:\COMP\FNS\CNA66
Sec. 1 CHILD NUTRITION
AN A

To strengthen and expand food serv
Be it enacted by the Senate and United States of America in Cong note] That this Act may be cited 1966".¹⁻¹

DECLARATION (

SEC. 2. [42 U.S.C. 1771] In rec relationship between food and good n dren to develop and learn, based n cessful experience under the nation significant contributions in the fiel it is hereby declared to be the poli shall be extended, expanded, and st of the Secretary of Agriculture a health and well-being of the Nation domestic consumption of agricultur States, through grants-in-aid and o tively the nutritional needs of our c

SPECIAL MILK PROGRA

SEC. 3. [42 U.S.C. 1772] (a)(1 be appropriated for the fiscal year each succeeding fiscal year such s able the Secretary of Agriculture, u as the Secretary may deem in the p sumption of fluid milk by children profit schools of high school grade ; paragraph (2), which do not partici authorized under this Act or the R Lunch Act [(42 U.S.C. 1751 et se schools, child-care centers, settlem similar nonprofit institutions devo children, which do not participate thorized under this Act or the Ric Lunch Act.

(2) The limitation imposed un pation of nonprofit schools in the apply to split-session kindergarten in which children do not have acc operating in schools the children ; Act or the Richard B. Russell Natio

(3) For the purposes of this sec fifty States, Guam, the Commonw Islands, American Samoa, the Comi ana Islands, and the District of Col

(4) The Secretary shall admin provided for by this section to the

SCHOOL MEALS

Building Blocks for



4088 Federal Register / Vol. 77, No. 17/Thursday, January 26, 2012/Rules and Regulations

DEPARTMENT OF AGRICULTURE
Food and Nutrition Service
7 CFR Parts 210 and 220
[FNS-2007-0038]
RIN 0584-AD59

Nutrition Standards in the National School Lunch and School Breakfast Programs

AGENCY: Food and Nutrition Service (FNS), USDA.
 ACTION: Final rule.

SUMMARY: This final rule updates the meal patterns and nutrition standards for the National School Lunch and School Breakfast Programs to align them with the Dietary Guidelines for Americans. This rule requires most schools to increase the availability of fruits, vegetables, whole grains, and fat-free and low-fat fluid milk in school meals; reduce the levels of sodium, saturated fat and trans fat in meals; and meet the nutrition needs of school children within their calorie requirements. These improvements to the school meal programs, largely based on recommendations made by the Institute of Medicine of the National Academies, are expected to enhance the diet and health of school children, and help mitigate the childhood obesity trend.

DATES: Effective date: This rule is effective March 26, 2012.
 Compliance date: Compliance with the provisions of this rule must begin July 1, 2012, except as otherwise noted on the implementation table provided in the preamble under **SUPPLEMENTARY INFORMATION**.

FOR FURTHER INFORMATION CONTACT: William Wagoner or Marisol Aldahondo-Aponte, Policy and Program Development Branch, Child Nutrition Division, Food and Nutrition Service at (703) 305-2560.

SUPPLEMENTARY INFORMATION:
Executive Summary
 This final rule modifies several key proposed requirements to respond to commenter concerns and facilitate successful implementation of the requirements at the State and local levels. The rule phases in many of the changes to help ensure that all stakeholders—the children, the schools, and their supply chains—have time to adapt. Most notably, this final rule provides additional time for implementation of the breakfast requirements in a manner that reduces the estimated costs of breakfast changes, as compared to the proposed rule. As a result, the final rule is estimated to add \$3.2 billion to school meal costs over 5 years, considerably less than the estimated cost of the proposed rule.

When considered in the context of other related provisions of the Healthy Hunger-Free Kids Act (HHFKA) of 2010, sufficient resources are expected to be available to school food authorities to cover the additional costs of updated meal offerings to meet the new standards.

Specifically, in addition to improving nutritional quality, the HHFKA mandated that beginning July 1, 2011, revenue streams for a la carte foods relative to their costs be at least as high as the revenue streams for Program meals compared to their costs. Consequently schools should receive over \$1 billion a year in new food revenues beginning in School Year 2011-2012. That will help schools work toward implementing the new standards effective the following year, i.e., July 1, 2012. In addition, USDA estimates that the "School Food Authorities revenues" rule will increase participation in school meal programs by 800,000 children.

In addition, the six-cent per lunch performance-based reimbursement increase included in the HHFKA will provide additional revenue beginning October 1, 2012. The Congressional Budget Office estimated about \$1.5 billion over 5 years will be provided in performance-based funding.

I. Background
 The Richard B. Russell National School Lunch Act (NSLA) in Section 9(a)(4), 42 U.S.C. 1759(a)(4), requires that school meals reflect the latest "Dietary Guidelines for Americans" (Dietary Guidelines). In addition, section 201 of the Healthy, Hunger-Free Kids Act of 2010 (Pub. L. 111-296, HHFKA) amended Section 4(b) of the NSLA, 42 U.S.C. 1752(b), to require the Department of Agriculture (USDA) to issue regulations to update the meal patterns and nutrition standards for school lunches and breakfasts based on the recommendations issued by the Food and Nutrition Board of the National Research Council of the National Academies of Science, part of the Institute of Medicine (IOM). On January 13, 2011, USDA published a proposed rule in the **Federal Register** (76 FR 2494) to update the meal patterns and nutrition standards for the National School Lunch Program (NSLP) and the School Breakfast Program (SFBP) to align

The proposed rule sought to increase the availability of fruits, vegetables, whole grains, and fat-free and low-fat fluid milk in the school menu; reduce the levels of sodium, saturated fat and trans fat in school meals; and meet the nutrition needs of school children within their calorie requirements. The intent of the proposed rule was to provide nutrition-dense meals (high in nutrients and low in calories) that better meet the dietary needs of school children and protect their health. The proposed changes, designed for meals offered to school children in grades Kindergarten (K) to 12, were largely based on the IOM recommendations set forth in the report "School Meals: Building Blocks for Healthy Children" (October 2009).

In summary, the January 2011 proposed rule sought to improve lunches and breakfasts by requiring schools to:

- Offer fruits and vegetables as two separate meal components;
- Offer fruit daily at breakfast and lunch;
- Offer vegetables daily at lunch, including specific vegetable subgroups weekly (dark green, orange, legumes, and other as defined in the 2005 Dietary Guidelines) and a limited quantity of starchy vegetables throughout the week;
- Offer whole grains: half of the grains would be whole grain-rich upon implementation of the rule and all grains would be whole-grain rich two years post implementation;
- Offer a daily meat/meat alternate at breakfast;
- Offer fluid milk that is fat-free (unflavored and flavored) and low-fat (unflavored only);
- Offer meals that meet specific calorie ranges for each age/grade group;
- Reduce the sodium content of meals gradually over a 10-year period through two intermediate sodium targets at two and four years post implementation;
- Prepare meals using food products or ingredients that contain zero grams of trans fat per serving;
- Require students to select a fruit or vegetable as part of the reimbursable meal;
- Use a single food-based menu planning approach; and
- Use narrower age/grade groups for menu planning.

In addition, the proposed rule sought to improve school meals by requiring State agencies (SAs) to:

- Conduct a nutritional review of school lunches and breakfasts as part of the adaptive review process;
- Determine compliance with the meal patterns and dietary specifications

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Contexto de políticas públicas: Políticas federales en torno a bebidas y alimentos competitivos

1988: Se prohibieron alimentos de mínimo valor nutricional (FMNV)

2013: Regla interina – Estándares Nutricionales para Todos los Alimentos Vendidos en Escuelas



Filas de cafetería con opciones “á la carte”



Tiendas/cooperativas escolares



Máquinas expendedoras



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Políticas y leyes estatales

- Históricamente, cada estado establece sus propios estándares de nutrición en torno a alimentos y bebidas en las escuelas.
- Las leyes de los estados también pueden regular los ambientes de alimentación en las escuelas, rebasando los requerimientos federales.



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See: <http://foods.bridgingthegapresearch.org>

Políticas estatales

La fuerza de las leyes estatales que regulan los Alimentos y Bebidas Competitivos (CF&B) en las escuelas varía ampliamente⁷

- Varían por grado escolar y fuerza

Ejemplo: Leyes estatales para regular máquinas expendedoras – 2012-2013



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See: <http://foods.bridgingthegapresearch.org/>

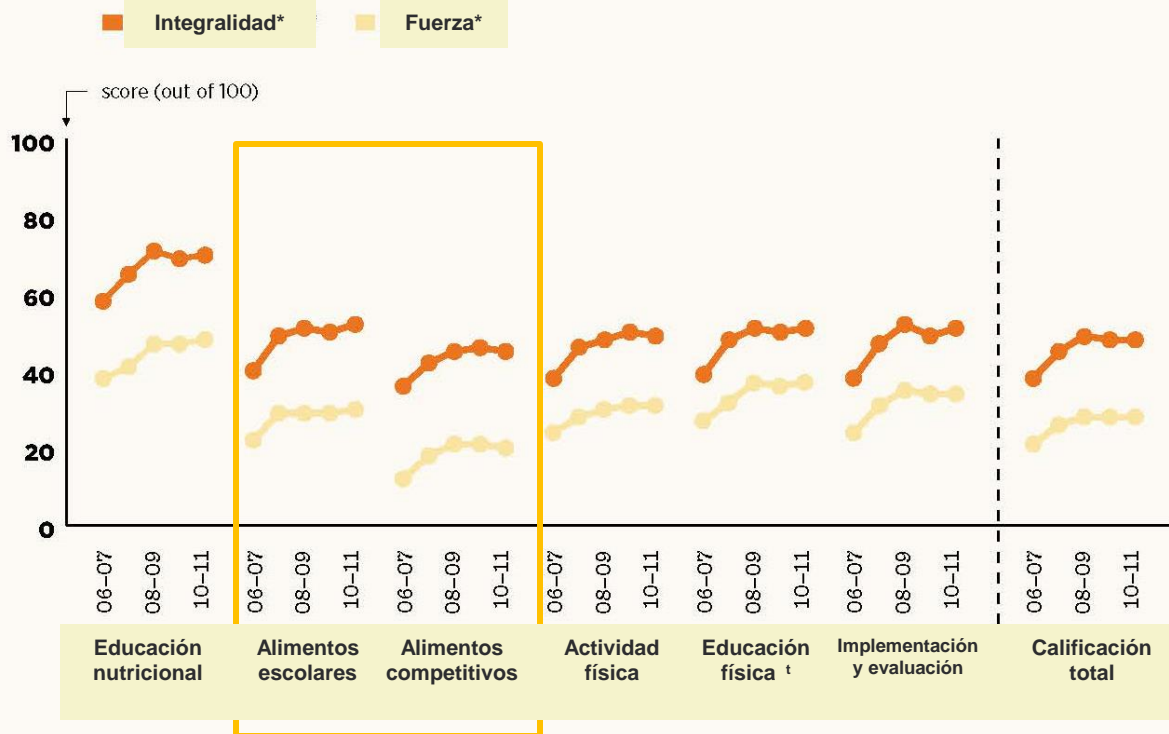
Políticas estatales en los EE.UU.: Recursos para más información

- Acotando la brecha (*Bridging the gap*): Leyes estatales en torno a alimentos y bebidas en las escuelas <http://foods.bridgingthegapresearch.org>
- Asociación Nacional de Consejos Estatales de Educación: Base de datos de políticas de salud estatales en las escuelas (*National Association of State Boards of Education: State School Health Policy Database*) http://nasbe.org/healthy_schools/hs/index.php.
- Conferencia Nacional de Legislaciones Estatales: Obesidad Infantil- Actualización de Opciones de Políticas Legislativas (*National Conference of State Legislatures*) <http://www.ncsl.org/default.aspx?tabid=22156>
- Instituto Nacional del Cáncer: Clasificación de leyes referente a estudiantes escolares (*National Cancer Institute*) <http://class.cancer.gov/download.aspx>
- Fondo para la Salud de América: Reportes “G para Grasa” (*Trust for America’s Health: F as in Fat reports*) <http://www.fasinfat.org/states/>
- Universidad de Yale, Centro Rudd para Políticas de Alimentación y Obesidad: Base de datos de legislación (*Yale University Rudd Center for Food Policy & Obesity*) <http://www.yaleruddcenter.org/legislation/>
- [Matriz de políticas públicas para la salud escolar \(*School Health Policy Matrix*\)](#) – recientemente producida por NASBE, NACDD, AAPHRD

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Políticas en los distritos escolares: Un proceso en desarrollo

Figura 2: Integralidad y fuerza de las políticas públicas de bienestar por tema y año, Años escolares 2006-07 a 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).

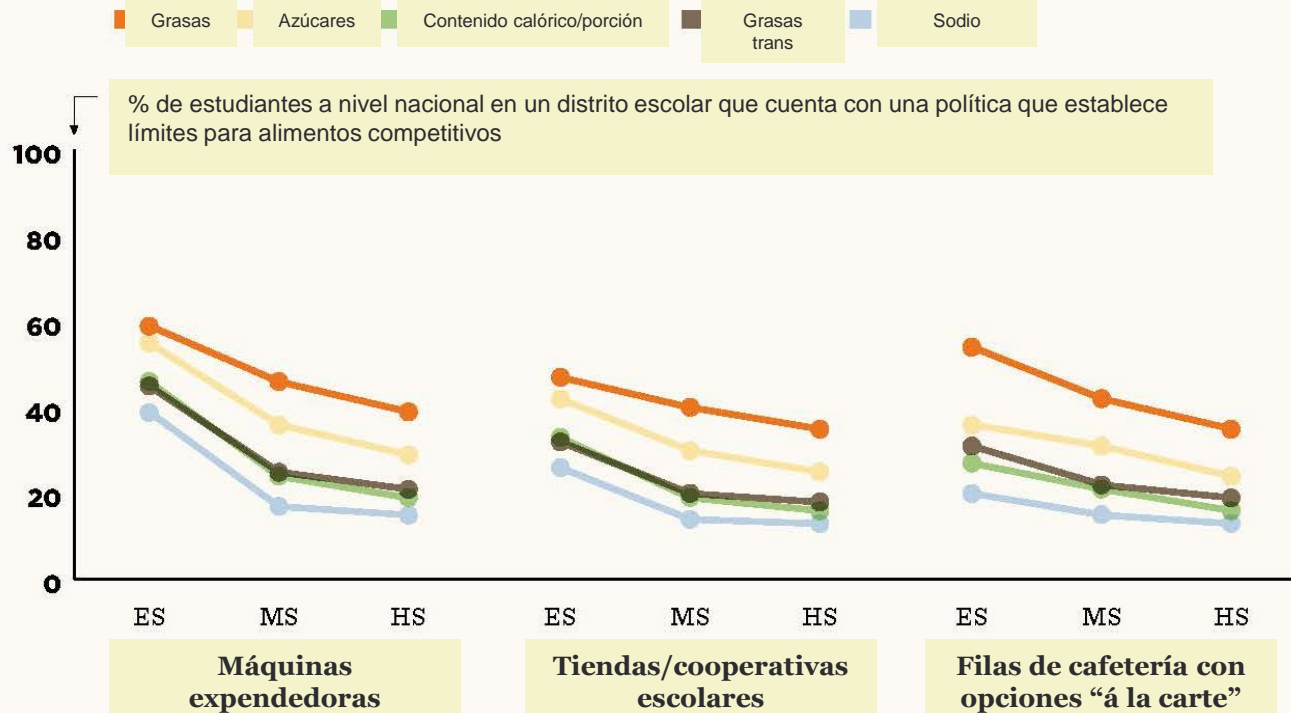
† Physical education was not a required element but is included because of its relevance to physical activity.

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.

Políticas en los distritos escolares: Un proceso en desarrollo

Figura 3: Límites en alimentos competitivos específicos y requeridos por lugar y nivel escolar, Año escolar 2010-11.



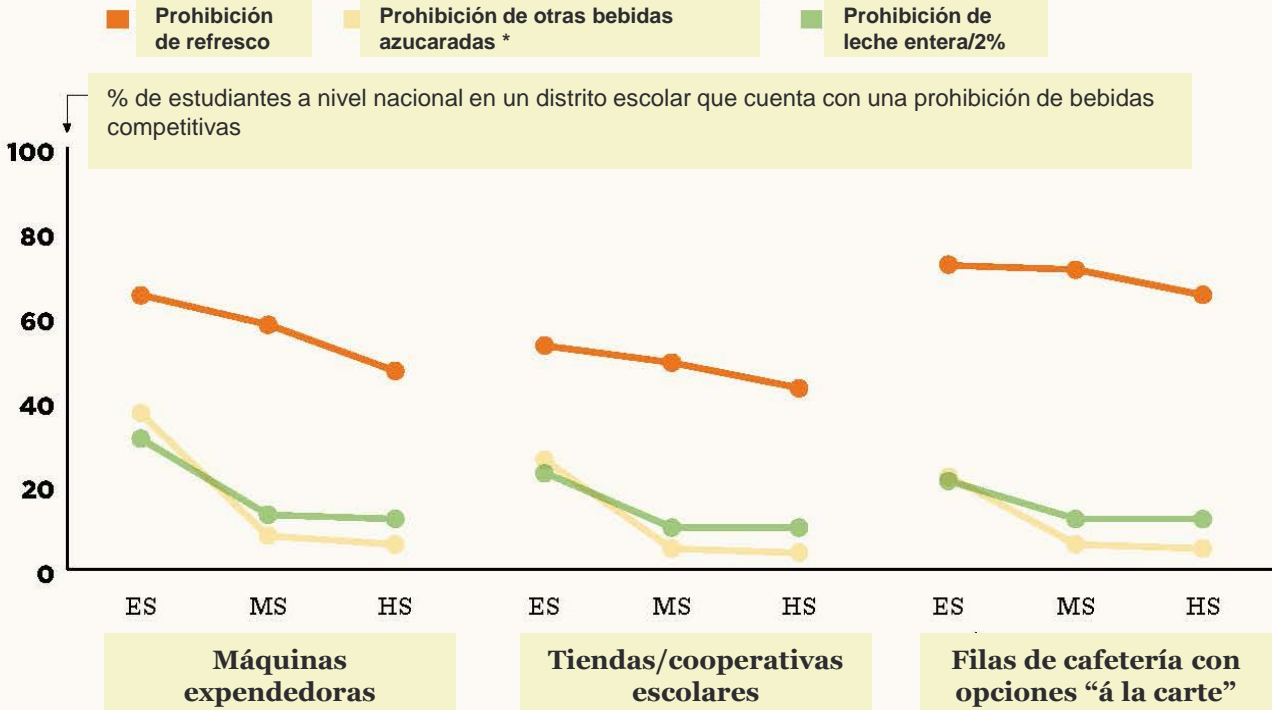
Exact percentages are provided in Table 3.

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.

Políticas en los distritos escolares: Un proceso en desarrollo

Figura 4: Prohibición de bebidas competitivas por lugar y nivel escolar, año escolar 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.

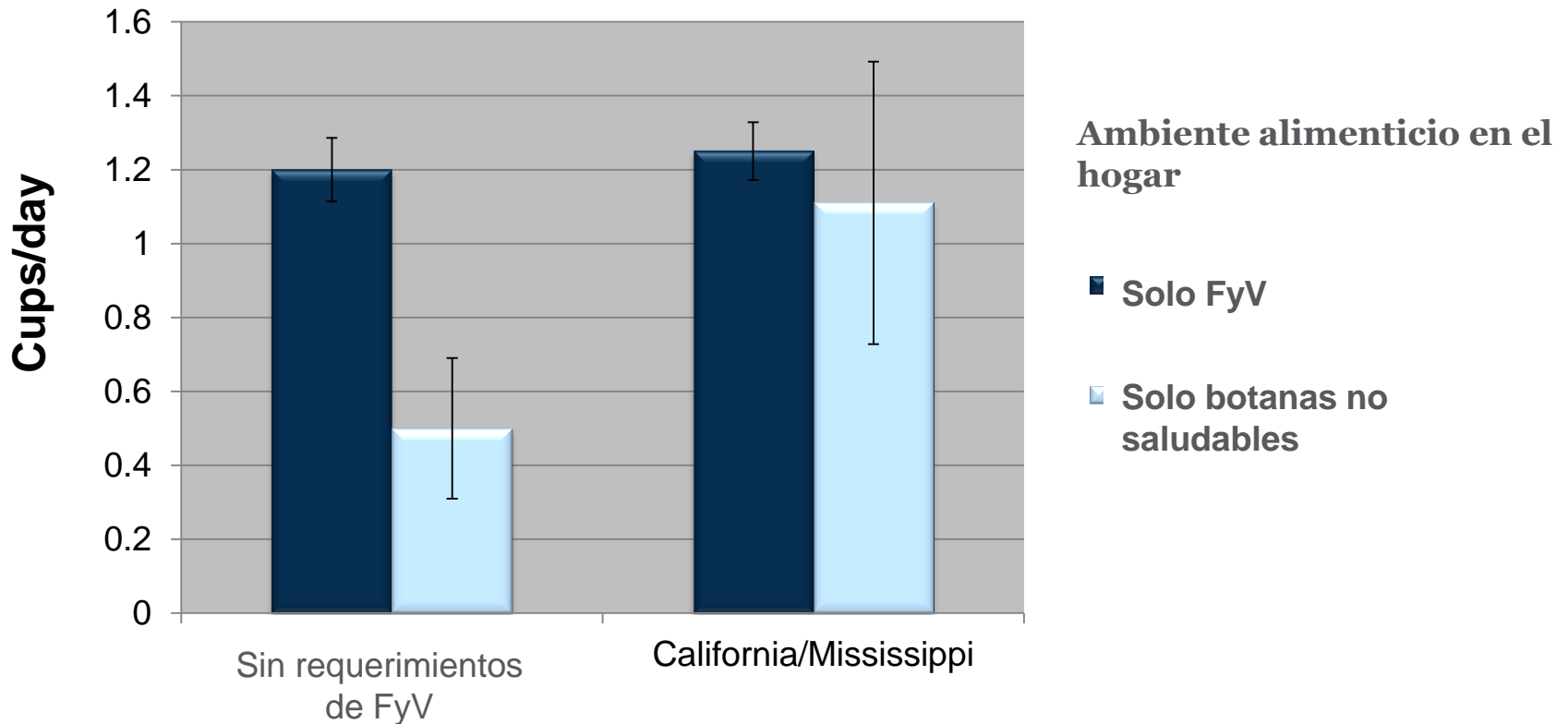
Data reflect policies in effect as of the first day of the school year.

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

¿Qué sabemos acerca de las políticas que han funcionado?

Los estudiantes que tienen acceso limitado a frutas y verduras (FyV) en casa consumen más FyV si viven en un estado que exige un número mínimo de FyV en las comidas escolares⁹

Tazas de verduras al día



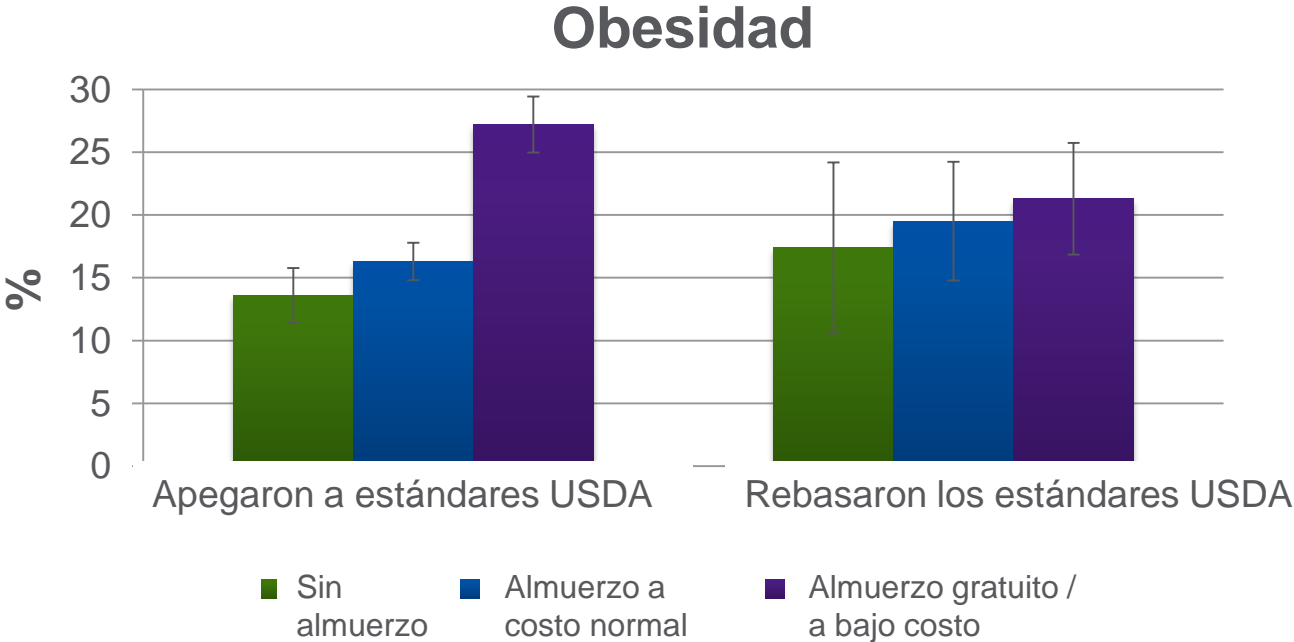
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Fuente: Taber, Chriqui y Chaloupka, *Am J Prev Med*, 2013

Efectividad de las políticas: Comidas escolares - Estándares para las comidas escolares

En general, los estudiantes que obtienen almuerzos gratis/de precio reducido tienen mayor tendencia a tener obesidad.

Sin embargo, las disparidades relacionadas a la obesidad son eliminadas en los estados que rebasan los estándares viejos de la USDA para las comidas escolares.¹⁰



Efectividad de políticas públicas: Alimentos y bebidas competitivos (CF&B)

Las políticas a nivel estatal y/o distrital pueden influenciar el ambiente alimentario escolar al ejercer un efecto en:

- Disponibilidad
- Consumo/Ingesta
- IMC/Peso

Review

Influence of School Competitive Food and Beverage Policies on Obesity, Consumption, and Availability A Systematic Review

Jamie F. Chiqui, PhD; Margaret Pickel, MPH; Mary Story, PhD

Supplemental content at
jamapediatrics.com

IMPORTANCE The US Department of Agriculture recently issued an interim final rule governing the sale of foods and beverages sold outside of the school meal programs ("competitive foods and beverages" [CF&Bs]).

OBJECTIVE To examine the potential influence that the federal rule may have based on peer-reviewed published studies examining the relationship between state laws and/or school district policies and student body mass index (BMI) and weight outcomes, consumption, and availability of CF&Bs.

EVIDENCE REVIEW Keyword searches of peer-reviewed literature published between January 2005 and March 2013 were conducted using multiple databases. Titles and abstracts for 1160 nonduplicate articles were reviewed, with a full review conducted on 64 of those articles to determine their relevancy. Qualitative studies, studies of self-reported policies, or studies examining broad policies without a specific CF&B element were excluded.

FINDINGS Twenty-four studies were selected for inclusion. Studies focused on state laws (n = 14), district policies (n = 8), or both (n = 2), with the majority of studies (n = 18) examining foods and beverages (as opposed to food-only or beverage-only policies). Sixteen studies examined prepolicy/postpolicy changes, and 8 studies examined postpolicy changes. Study designs were cross-sectional (n = 20), longitudinal (n = 3), or a combination (n = 1). Outcomes examined included change in BMI, weight, probability of overweight or obesity (n = 4), consumption (n = 10), and availability (n = 13); 3 studies examined more than 1 outcome. The majority of studies primarily reported results in the expected direction (n = 15), with the remaining studies (n = 9) reporting primarily mixed or nonsignificant results.

CONCLUSIONS AND RELEVANCE In most cases, CF&B policies are associated with changes in consumption and/or availability in the expected direction; however, caution should be exercised, given that nearly all were cross-sectional. The influence of such policies on overall student consumption and BMI and weight outcomes was mixed. The findings hold promise for the likely influence of federal CF&B regulations on changes in student in-school consumption and in-school competitive food availability. Further research is needed to truly understand the association between these policies and overall consumption and weight outcomes.

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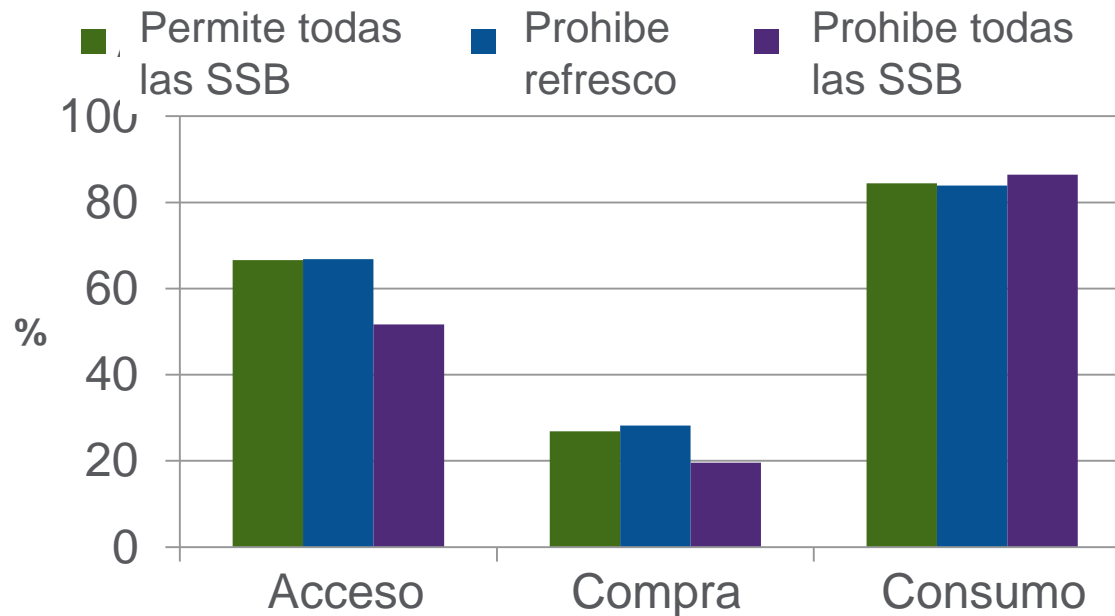
Efectividad de políticas públicas: Disponibilidad de alimentos y bebidas competitivos (CF&B)

- En resumen: Las políticas públicas están haciendo lo que pretenden hacer → **¡Están cambiando el ambiente de alimentos y bebidas en las escuelas!**
- En una reciente revisión sistemática, encontramos que 11/13 estudios que examinan la influencia de las políticas estatales o distritales para reducir la disponibilidad de alimentos y bebidas, concluyeron que estas políticas funcionaron en la dirección que se esperaba.¹¹

No obstante, no todas las políticas son iguales...

El prohibir el refresco por sí solo no es suficiente para reducir el acceso o compra de bebidas azucaradas: **se debe aplicar la prohibición a todas las bebidas azucaradas (SSB).**

Las leyes estatales que prohíben todas las bebidas azucaradas reducen la prevalencia de **acceso** y **compra** de bebidas azucaradas entre estudiantes de escuelas secundarias, pero no reduce el **consumo** en general. ¹²



¿Las políticas reducen la ingesta calórica?

En las escuelas, los niños consumen 32% de sus calorías vacías (provenientes de azúcar añadida y grasa sólida).¹³

Políticas de los estados y/o distritos reducen el consumo de Alimentos y Bebidas (CF&B) poco saludables en las escuelas.¹¹

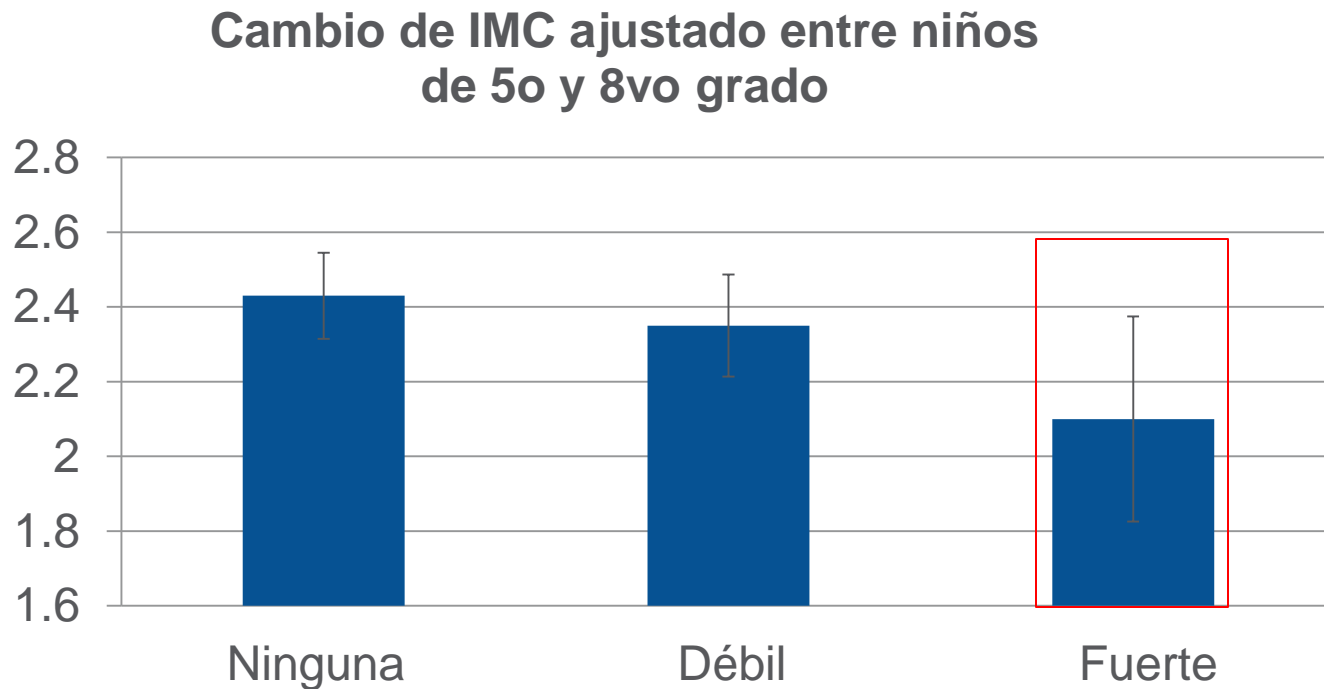
- California tiene leyes particularmente estrictas referentes a los contenidos de calorías, azúcar, grasa y sal en alimentos competitivos.
- Estudiantes de preparatoria en CA reportaron **menos ingesta dentro de las escuelas** de calorías, azúcar, grasa y sal en comparación con los estados que no tienen regulaciones para contenidos nutricionales en los alimentos competitivos.¹⁴

	California	Otros estados
Azúcar (g)	19.8	30.9
Grasa (g)	14.2	20.4
Calorías totales	352.6	509.1

~157 calorías menos

¿Las políticas nutricionales en las escuelas afectan el IMC?

Los estudiantes aumentan menos peso si viven en estados con estándares fuertes y específicos para alimentos competitivos.¹⁵

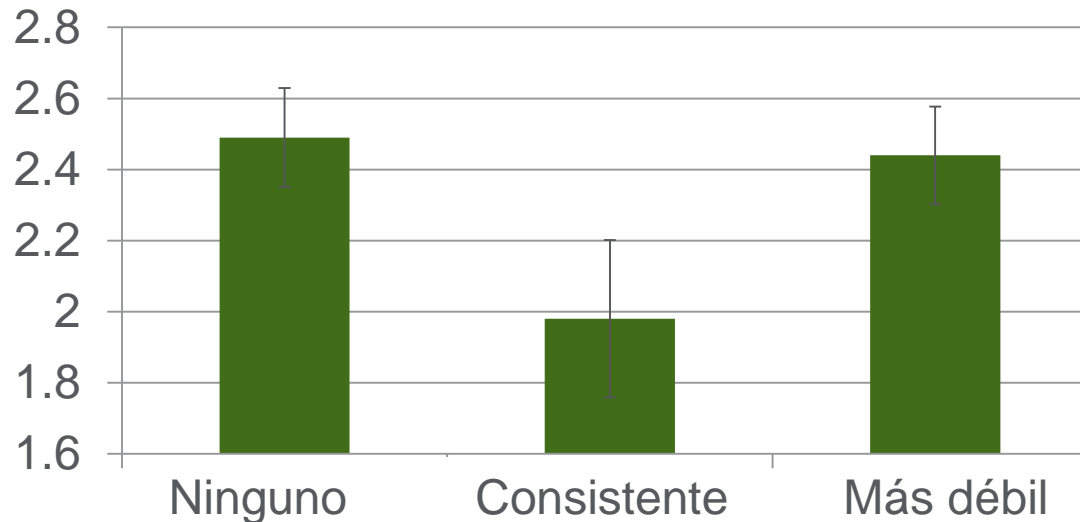


¿Las políticas nutricionales en las escuelas afectan el IMC?

Las leyes deben ser consistentes en el tiempo y en todos los años escolares

Los estudiantes que están expuestos a leyes más débiles mientras pasaron a la secundaria aumentaron de peso igual que aquellos que nunca fueron expuestos a alguna regulación.¹⁵

Cambios en el IMC ajustado



¿Cómo se implementan estándares fuertes para la comida chatarra sin afectar las finanzas de las escuelas/distritos?

Reporte de casos publicado en 2013 (Bassler, Chriqui, Stagg, et al.)

Disponible:
http://www.iphionline.org/pdf/PHI_Controling_Junk_Food_Report_32113.pdf

CONTROLLING JUNK FOOD and the Bottom Line



Case Studies of Schools Successfully
Implementing Strong Nutrition Standards
for Competitive Foods and Beverages

UIC INSTITUTE FOR HEALTH
UNIVERSITY OF ILLINOIS AT CHICAGO RESEARCH AND POLICY

Research Team:

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Linda M. Schneider, MS • Katie Infusino, BA • Yuka Asada, MHSc, RD



¿Cómo las escuelas secundaria lograron quitar la comida chatarra sin tener tanta pérdida económica?

- Se requirió un cambio en la cultura/filosofía: a enfocarse en la escuela en su conjunto y la salud de los estudiantes más que en el balance final (en términos \$\$\$)
- **Es crítica realizar reformas integrales de las políticas nutricionales;** esto conlleva al éxito sostenido
 - Alimentos competitivos + comidas escolares + educación en salud y nutrición
- El cambio ocurrió **incrementalmente**

Estrategias ejemplo que funcionaron

- Reestructurar el servicio y exposición de alimentos en las filas y estantes de las cafeterías
- Coordinación con programas “de la granja-a-la-escuela”
- Involucrar a los estudiantes en sesiones de degustación de los alimentos
- Escuchar la retroalimentación de los estudiantes acerca de las opciones de alimentos
- Modelar buenos hábitos de alimentación frente a los estudiantes
- Añadir la educación nutricional en más actividades curriculares y extracurriculares
- Establecer horarios que mantenga a los estudiantes en el campo escolar durante las horas de la comida
- Programas de recompensas y recaudación de fondos que no involucren a los alimentos

Reflexiones finales

¿Qué sabemos?

- **Leyes fuertes, obligatorias e integrales aplicables a:**

- Todos los lugares (i.e., máquinas expendedoras de alimentos, cafeterías, tiendas/cooperativas, etc.)
- Todos los productos (e.g., no solo refresco, sino todas las bebidas azucaradas) y
- En todos los años escolares

SON CRÍTICAS PARA MEJORAR LOS AMBIENTES ALIMENTARIOS ESCOLARES.

- **Se asocian leyes fuertes y obligatorias con:**

- Reducciones en la ingesta calórica en estudiantes
- Incremento en el consumo de frutas y verduras
- Reducción o desaceleramiento del IMC, aumento de peso más lento.

Recomendaciones para otros países

Las escuelas pueden ser “el corazón de la salud” pero no son el único lugar para enfocar nuestras atenciones:



Fuente¹⁶: Institute of Medicine (IOM), Accelerating Progress in Obesity Prevention, 2012

- Las políticas en las escuelas sí cambian el ambiente alimentario escolar, pero para ser aún más efectivos, políticas públicas en otros ambientes también son necesarias.
- La obesidad es un problema multifactorial, por lo que también las soluciones deben serlo

bridging the gap

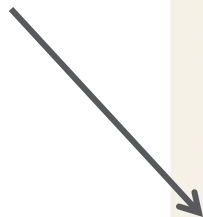
Interactive Website: State Laws for School Snack Foods and Beverages

Data can be organized by state, school year, grade level, location of sale, and by specific nutritional standards.

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Bridging the Gap
Bridging the Gap is a nationally recognized research program. Our goal is to improve the understanding of how policies and environmental factors affect diet, physical activity and obesity among youth, as well as youth tobacco use.

What We Do

- Identify the policy and environmental factors that have the greatest impact on diet, physical activity, obesity and tobacco use among youth.
- Track trends and changes in these factors over time at the state, community and school levels.
- Disseminate findings to help advance solutions for reversing the childhood obesity epidemic and preventing young people from smoking.

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Sugar-Sweetened Beverage Prices: Estimates from a National Sample of Food Outlets
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Quick Facts [view archive](#)

Bridging the Gap @BTGresearch 24 Jan
Quick Fact: Communities w/ more walkable streets had significantly lower prevalence of adolescent overweight/obesity. [ow.ly/sOxJu](#)
Expand

Bridging the Gap @BTGresearch 22 Jan
Quick Fact: > 3/4 of elementary schools are in states/districts that do not ban candy or soda in classroom parties. [ow.ly/sOxZ](#)

Bridging the Gap @BTGresearch 16 Jan



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