

Using the Consolidated Framework For Implementation Research to Evaluate the Implementation of P/Pm 150 in Peel Region Schools

Valaitis, R. & Hanning, R.

Canadian Public Health Association

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SCHOOL OF PUBLIC HEALTH
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Disclosure Statement

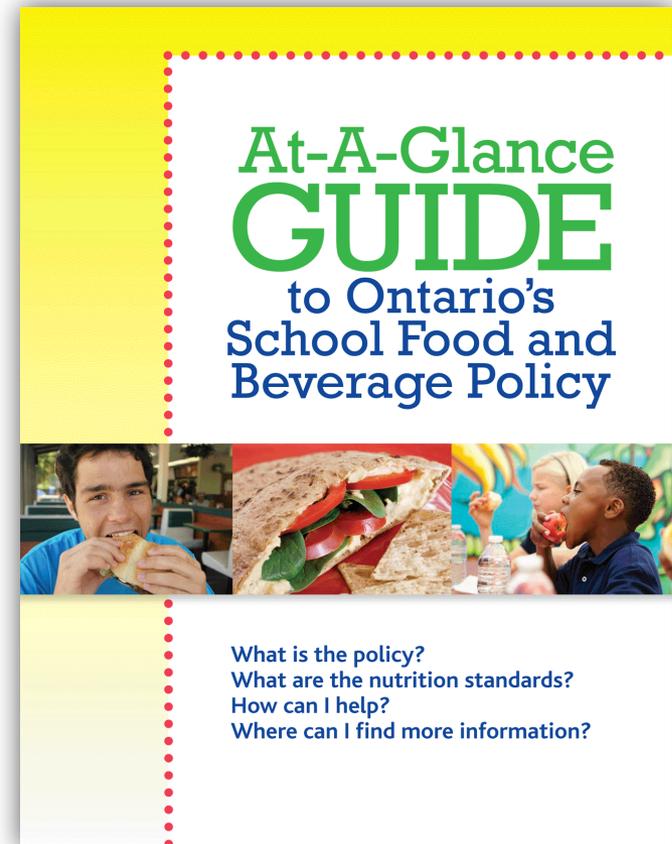
I have no affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization

Introduction

- Canadian children & youth at risk for poor health
 - Increase in overweight & obesity rates
 - Low intake of nutrient-dense foods, high intake of energy-dense foods
- Poor nutrition:
 - Associated with negative learning, behavioural and health outcomes
- Schools are an ideal setting to promote, model and support the health of students, their families & extended community

Ontario's School Food & Beverage Policy (P/PM 150)

- Defines nutrition standards for foods sold in Ontario schools
- Mandated as of Sept 2011
- Applies to all food and beverages offered for sale in schools;
 - All venues on school property (cafeterias, tuck shops, vending machines)
 - Through all programs, including catered lunch programs for elementary schools
 - At all events on school property (bake sales, sports events, special events)



P/PM 150 Breakdown

Sell Most
(80%)

- Items with high levels of essential nutrients &
- Lower amounts of fat, sugar & sodium

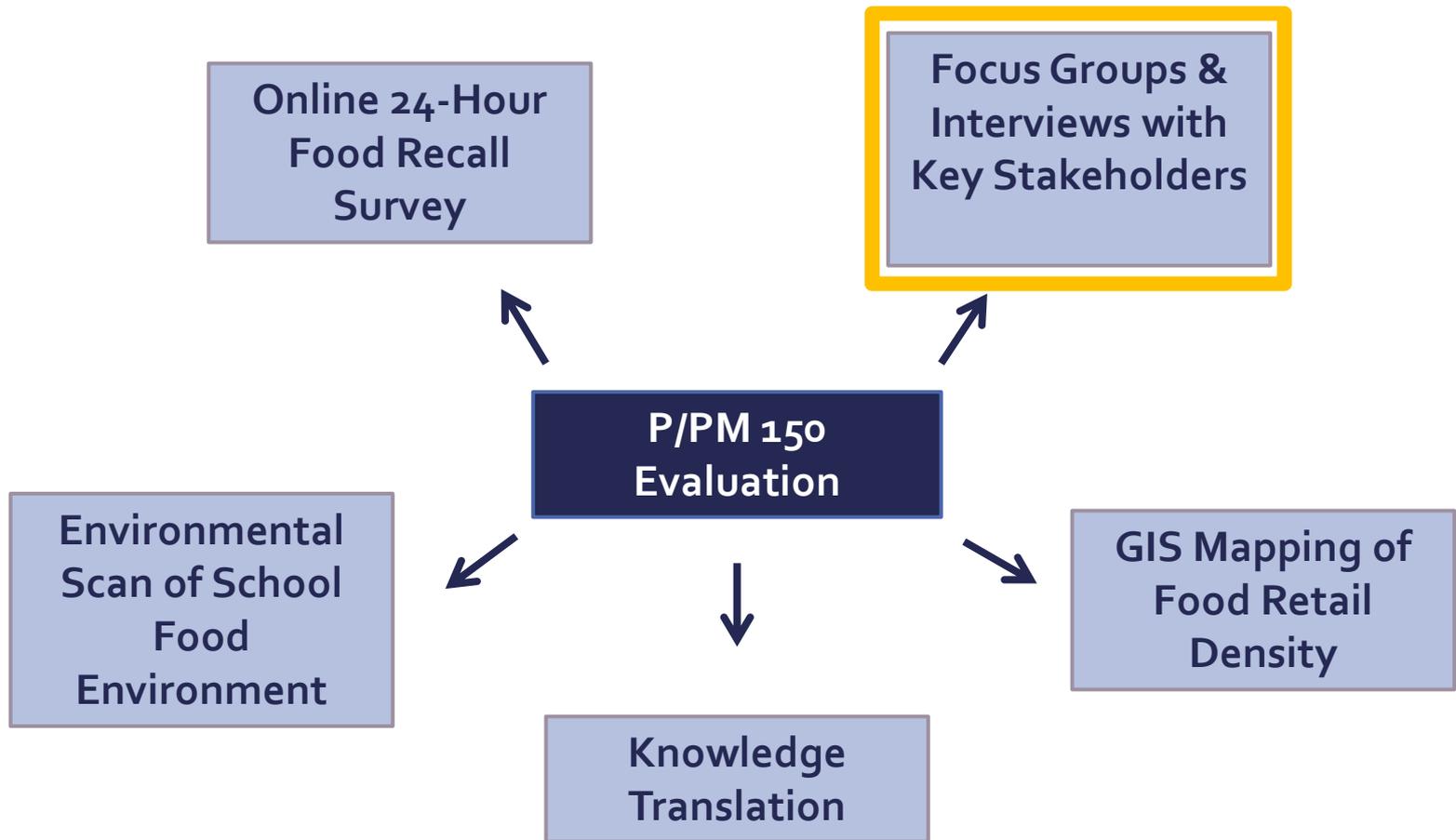
Sell Less
(20%)

- Compared to 'sell most' these items may have:
 - Slightly higher amounts of fat, sugar and sodium

Not Permitted
for Sale

- Items with few or no essential nutrients &
- High amounts of fat, sugar, sodium (e.g. deep-fried, other fried food, confectionery)

5 Component Study



Objective

- To help identify what's working well and what might help to address any identified barriers to the Ontario School Food & Beverage Policy
- Ultimately, to support healthy eating for students



Methods

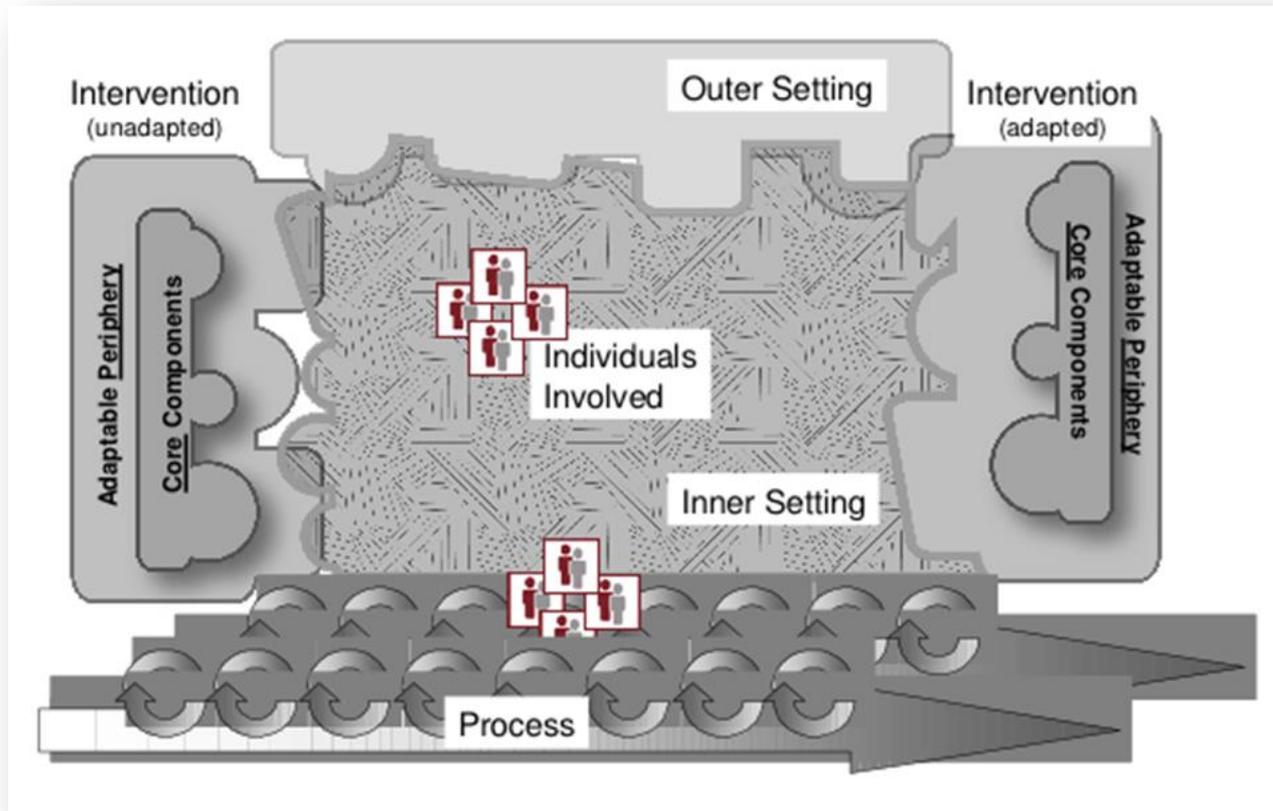
- **Focus groups:** students and elementary school parents
- **Surveys:** secondary school parents
- **Interviews:** school stakeholders (principals, vice-principals, teachers, school staff) & food service providers

Qualitative Sample

	Elementary Schools	Secondary Schools	TOTAL
Student Focus Groups	8 (n=2-14 students)	4 (n=5-13 students)	12 focus groups (N=109 participants)
Parent Focus Groups	6 (n=2-5)	0	6 focus groups (N=19 participants)
Secondary School Parent Survey	-	46	46 surveys
Interviews with School Stakeholders	4	11	15 interviews
Interviews with Food Service Providers	2	4	6 interviews

Theoretical Framework Analysis

- Damschroder's Consolidated Framework for Implementation Research



RESULTS

Intervention Characteristics

- Intervention source
- Evidence, strength & quality
- Relative advantage
- Adaptability
- Trialability
- Complexity
- Design, quality and packaging
- Cost

-
- Trust in the Ministry
 - Understood reasoning behind P/PM 150
 - BUT questioned its potential impact

“Won’t make a difference – kids will still access junk”

“P/PM 150 doesn’t reflect healthy eating”

“What about physical activity?!”

Intervention Characteristics

- Intervention source
- Evidence, strength & quality
- Relative advantage
- Adaptability
- Trialability
- Complexity
- Design, quality and packaging
- **Cost**

- Fear of/ actual revenue loss
- Fundraising concerns
- Affordability/ higher cost of healthy options

"The foods we had to eliminate were a high proportion of our sales."

"The school is just losing profit by deciding to not sell things like pop."

"We did a bake sale with [compliant foods]...and I can tell you our sales were not very good."

Outer Setting

- Student needs/ resources
- **Cosmopolitanism**
- Peer pressure
- External policies & incentives

- Positive partnerships with food suppliers/food industry
- Health unit works with schools to promote healthy eating/P/PM 150

"I even found a guy I'm dealing with at Cisco foods...I'll say 'I need burgers for a BBQ and they have to be compliant.'...and he'll send me back the info which is really helpful."

"Our public health nurse has been great! ...she helped us with grant money. We got 800 bucks..."

Outer Setting

- Student needs/ resources
- Cosmopolitanism
- Peer pressure
- External policies & incentives

- Knowledge of other schools/ food providers following/ not following guidelines

“We get the impression that nobody is policing the schools and the schools do whatever they want, but we [food service] have to follow the rules.”

Inner Setting

- Structural characteristics
- Networks and communications
- Culture & implementation climate
- Readiness for implementation

- Supportive/unsupportive principals & school staff
- Healthy eating = priority at school (or not!)
- Less shock for food service already serving 'healthy' options
- Access to resources

"[Healthy eating is] not a pillar...It is important, but if you look at the board's pillars, it's not health and wellness. It's there, but it's a component within another pillar. [...] Eventually it will become its own pillar."

Inner Setting

- Structural characteristics
- Networks and communications
- Culture & implementation climate
- Readiness for implementation

- Implementation was sudden
- Access to/lack of resources
 - Time, volunteers, facilities, funding
- Training/meetings = but not always helpful

"We just saw things go away, go away – and it was like 'okay, when is it all coming back?'"

"I went to a [policy] workshop...but they were basically talking about high schools. We don't have those facilities. We only have a desk and a table"

Implementation Process

- Planning
- Engaging
- Executing
- Reflecting & Evaluating

- Presence of champions
- P/PM 150 coordinator/
consultant support
- Lack of involvement of key
stakeholders throughout
process (esp. development)

“One of the schools has done surveys, they’ve applied for grants, done things with ‘cafeteria revolution’.”

“There was no consultation. Like you are consulting with me now...3 years later. But no-one consulted us prior to say ‘hey – what do you think?’. I’m sure that would have helped a lot down the line.”

Implementation Process

- Planning
- Engaging
- Executing
- Reflecting & Evaluating

- Lack of monitoring
- Follow up from Ministry

“You know, [the Ministry] is sitting at a table putting all these policies into practice, not really realizing what is actually happening in different schools [...] They have to go into schools and find out exactly what is happening.”

Proposed Additional Construct

- Implementation Climate (Outside of School)

Region of Peel Schools		2008	2010	2012
Number of schools		358	361	362
500m ^a mean (range)	Convenience	1.39 (0-25)	1.31 (0-21)	1.32 (0-20)
	Fast Food	2.07 (0-30)	2.25 (0-37)	2.30 (0-36)
	Full Serve R	1.13 (0-26)	1.09 (0-22)	1.14 (0-23)
	Supermarket	0.36 (0- 5)	0.35 (0- 6)	0.34 (0- 6)
1000m ^b	Convenience	6.93 (0-35)	6.81 (0-30)	7.03 (0-32)
	Fast Food	10.90 (0-51)	11.66 (0-61)	12.17 (0-65)
	Full Serve R.	5.77 (0-39)	6.13 (0-40)	6.38 (0-42)
	Supermarket	1.76 (0-10)	1.75 (0-10)	1.73 (0-11)

Implications of the Findings:

- Successful implementation is possible
- However, implementation is complex
- Importance of the local context
- The framework was a useful tool to better understand factors influencing successful implementation
- Findings can contribute to lessons learned on school nutrition policy implementation

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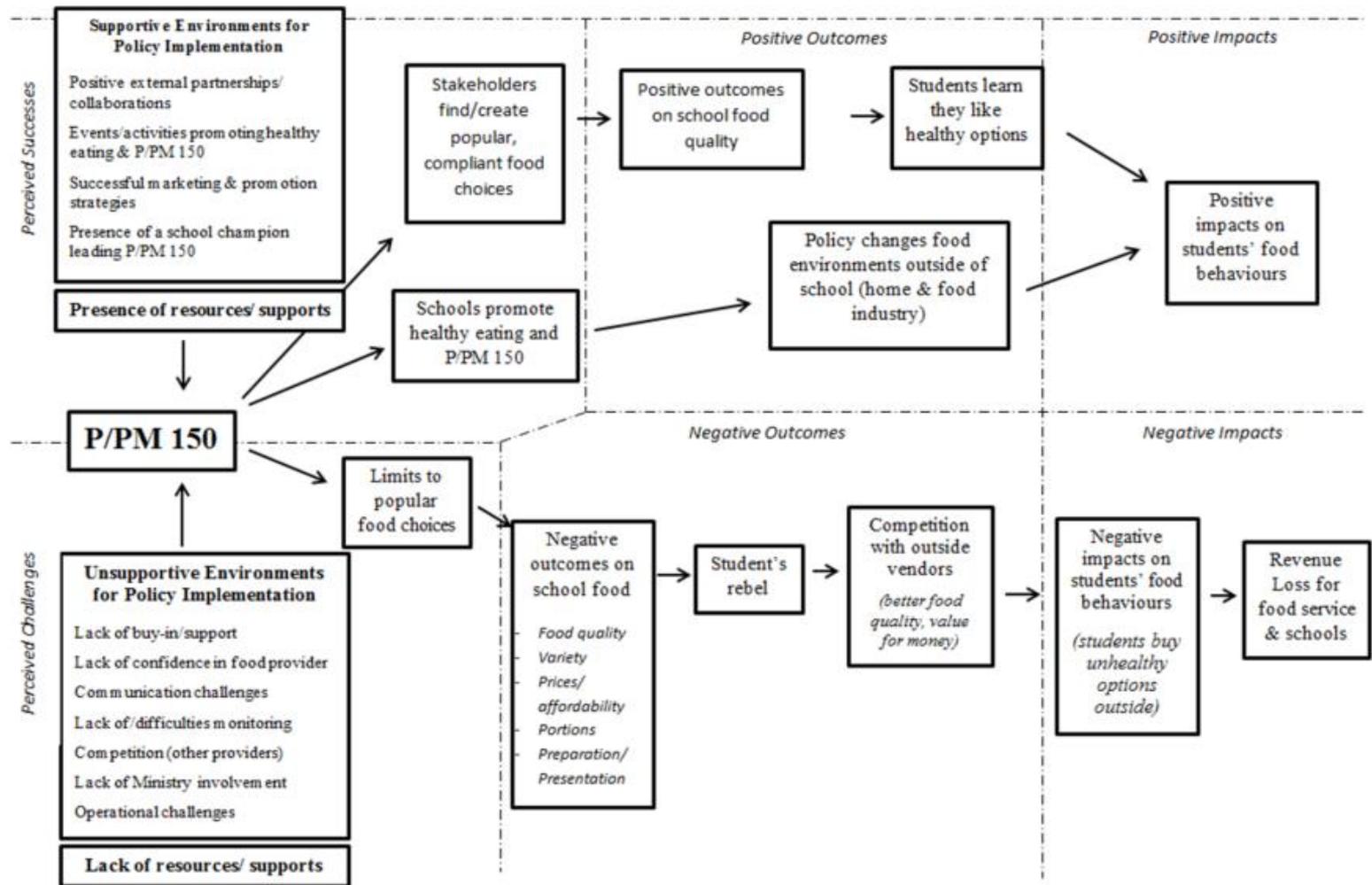
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Questions?

Additional Slides

Figure 6.3:



Relationships between supportive/unsupportive environments for P/PM 150 implementation, & positive/negative outcomes and impacts

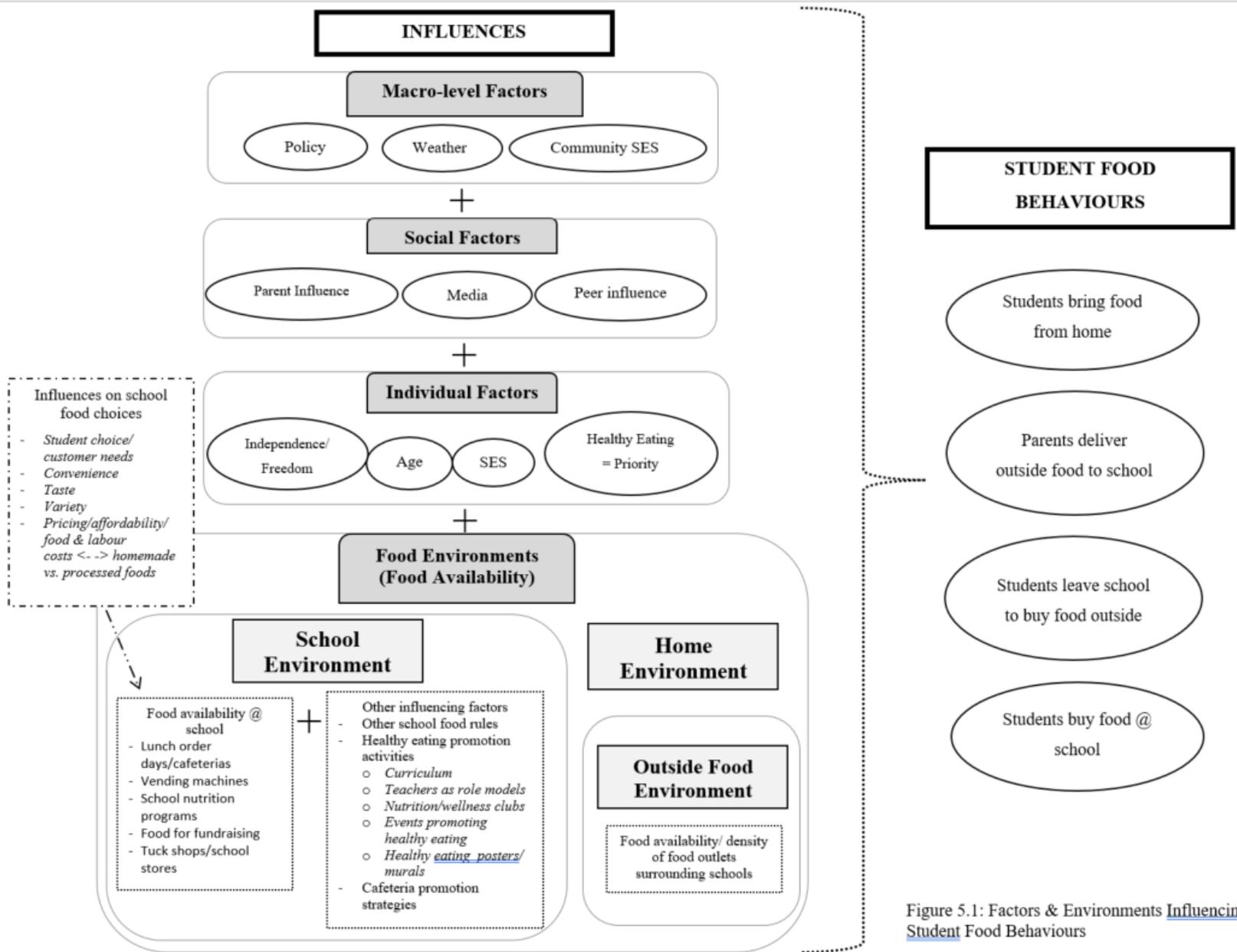


Figure 5.1: Factors & Environments Influencing Student Food Behaviours

Key Findings

The Policy Itself:

- Generally, the policy is viewed positively as an attempt to address students' nutritional health and rising obesity/diabetes rates
- Policy sends mixed messages
- Interpretation of the policy is sometimes inconsistent
- Many stakeholders felt that in some ways, the policy has brought negative consequences

Key Findings Cont'd

Implementation Successes:

- Food service finds **new & creative compliant options**
- Positive **partnerships and collaborations**
 - *Peel Public Health involvement*
- Successful **promotions/ campaigns**

"I found a guy I'm dealing with at Cisco foods...and I'll say I need burgers for a BBQ and they have to be compliant. Which do you suggest?' and he'll send me back the info which has been really helpful ."

(Food service provider)

"We now have different kinds of activities in the cafeteria like...Minute to Win It or apple bobbing....some kind of entertainment to keep the kids inside school rather than going across the road to buy junk."

(High school teacher)

Key Findings Cont'd

Implementation Challenges:

- Decrease in cafeteria profits & fundraising concerns
- High competition outside the schools
- Limited resources and supports for implementation of the policy
- Little to no enforcement or accountability
- Confusion regarding who is responsible for compliance

"I don't think the Ministry realized that schools depend on the money the cafeteria makes....the less money they make, the less money that goes to the students"

(High school teacher)

"The outside businesses are completely capitalizing on the student population....We just can't compete."

(Food service provider)

"I think everyone assumed that everyone was following the rules...but that's not the case. One girl from the expo said they were still frying in the caf, so you know, that's what you're up against."

(Food service provider)