

# **IOM Workshop on Review of National School Lunch and School Breakfast Program Meal Patterns and Nutrient Standards**

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# Nutritional Goals for School Lunch

- Follow recommendations from Dietary Guidelines for Americans encourage food groups:
  - Fruits & Vegetables
  - Whole Grains
  - Lowfat Dairy
- Limit consumption of:
  - Total Fats, Trans Fats and Saturated Fats
  - Sodium
- Model good eating habits and practices
- Moderate:
  - Cost impact of potential changes
  - Complexity of program to manage
  - Unintended consequences

# Key Points for ConAgra

- Food Industry already making substantial progress:
  - Reducing fats & sodium
  - Controlling calories with portioned packaging
  - Increasing whole grain usage
- Incremental changes are most effective – palatability is critical.
  - It's only good nutrition if it is actually eaten!
  - Test changes/products with students.
  - Additional research specific to children and adolescents for sodium level recommendations needed – including feasibility and student acceptability.
- Commercial products or close analogs provide a number of advantages.
  - Students more likely to eat foods they recognize.
  - Better opportunities for manufacturers to participate increases competition.
  - Pricing moderates when production costs are lower:
    - Fewer short production runs & specialized ingredients
    - Faster product turnover
    - Greater economies of scale in general

## Key Points (cont)

- New Product Development Takes Time and Requires Return on Investment
  - 12-36+ months product development cycle depending on complexity
  - Projects must meet internal return on investment – intellectual and physical capital, margin expectations, etc., in order to be initiated.
  - Bottom line – change costs money and will impact pricing. The more unique k-12 requirements are and the faster they're required, the higher the price will be.
- Beware Unintended Consequences – Provide Flexibility in Approach
  - Limiting fat and sugar may make calorie targets difficult to reach.
  - Eliminating methods of cooking may reduce speed of service and increase equipment costs.
  - Nutrient content should be averaged over week rather than nutrient profiling of an individual day or single food or beverage.

# Lessons Learned in Increasing Whole Grain Consumption in Children

- Children must like and eat the products
  - Flavor
  - Texture
  - Appearance
- Need more child-focused whole-grain products
- Difficulty in identifying whole-grain products
  - uniform terminology for names/descriptions

## Implications

- We have opportunities to provide products that deliver whole-grain nutrition but with a taste, texture and appearance preferred by children

# Incorporating Ultragrain® Whole Wheat into Traditional Grain Foods in an Elementary School Setting (Study 1)

- U. Minn Whole Grain Intervention Study – 350 students, Eisenhower Elem. School; Hopkins, MN. Consumption data based on plate waste, 1-4 measurements per product over 3 mo.
- Pizza, fajita wraps and breadsticks with 51% Ultragrain consumed at similar levels compared to products made with refined wheat flour.

<b>Product</b>	<b>Refined Wheat Flour</b>	<b>51% Ultragrain</b>
Pizza crust	72% consumption	70% consumption
Fajita Wraps	58% consumption	64% consumption
Breadsticks	73% consumption	85% consumption

- Breadsticks made with 51% Ultragrain consumed at higher levels (85%) compared to breadsticks made with 51% regular whole wheat flour (red wheat, coarser p size) (56%).

# Gradual Incorporation of Ultragrain in Buns and Rolls in an Elementary School Setting (Study 2)

- Ultragrain gradually increased from 0-90% in buns/rolls during the school year
- Baseline measurements on refined wheat buns/rolls (1 mo.)
- Consumption data based on plate waste
- 450 students Grades 1-6, Minneapolis, MN

## **RESULTS:**

Hamburger Bun @ 90% Whole Wheat – consumption similar to baseline  
2 oz bun has 1.5 whole grain servings

Roll @ 45% Whole Wheat – consumption similar to baseline  
1.5 oz roll has 0.75 whole grain servings



School Lunch Study U Minn 2005-2006



# Case Study Conclusions

- Method of whole grain introduction (inclusion level, flour type, product format) and school population parameters are important considerations in introducing whole grain foods.
- Similar assumptions and conclusions can be drawn when contemplating other changes to menu planning and food offerings for students.

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