The Road Ahead
Reusable Tray Service in the Anchorage School District

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Student Nutrition Mission

- Deliver satisfying and nutritious meals
- Support student learning and success in life
- How does reusable tray service align with our mission?
  - Better quality, more appealing
  - Students more likely to eat an appealing meal ➔ **Nutrition**
  - Unappealing, uneaten meal ➔ **NOtrition**
  - Positions ASD Child Nutrition Programs to be sustainable
    - Financially AND
    - Environmentally

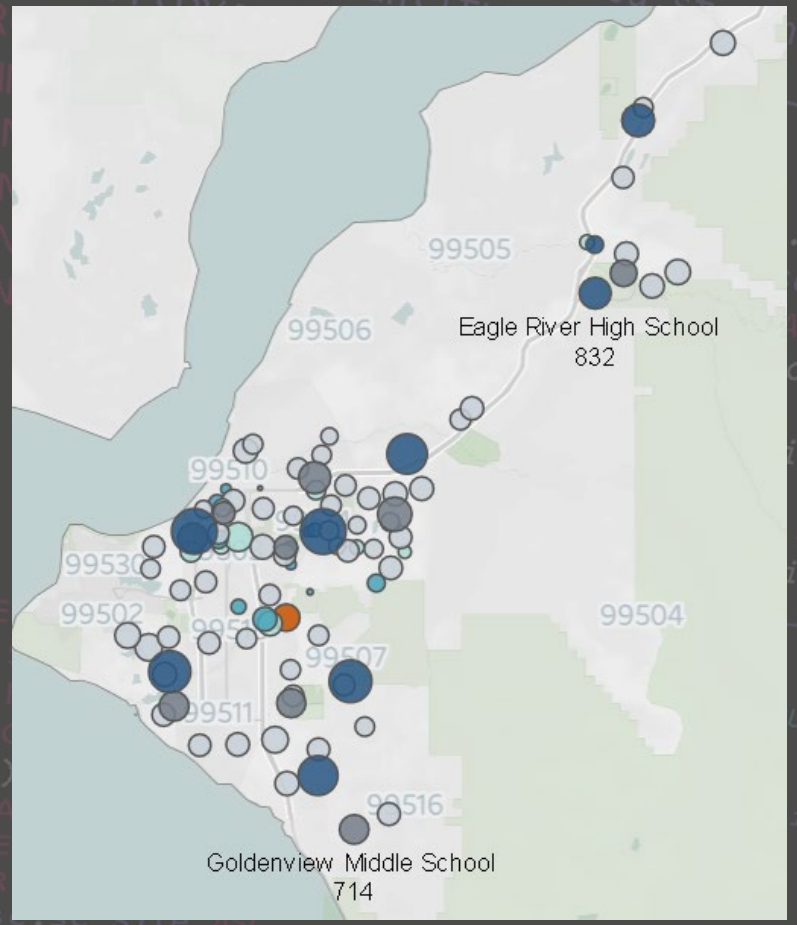
Agenda

DISCLAIMER: This isn't OVS, you will be served all 5 agenda items

A short time ago in a school not far away…

- ASD meals were overwrapped
  - Elementary Schools: Centrally prepared and overwrapped meals
  - Middle Schools: combination of paper tray and pre-plated service
  - High Schools: mostly pre-plated

Too Big to Change



- 80 serving schools, 250 staff
  - Too many facilities!
  - Too much training!
- 30+ years of operating Central Kitchen model
  - Too much invested!
- Declining Budget
  - No money to change!
  - Department and District level budget cuts
- Change is scary!

What if we could make ONE change?

- Pilot program at Service High School
- Replaced overwrapped meals and paper trays
- Reusable Trays improved:
  - Quality (taste and texture)
  - Presentation
  - Sustainability
  - Cost?

Single-use v. Reusable Tray

Single-Use Tray

- 2-compartment Oven-safe Tray
  - $0.36 each (landed)

Reusable Tray

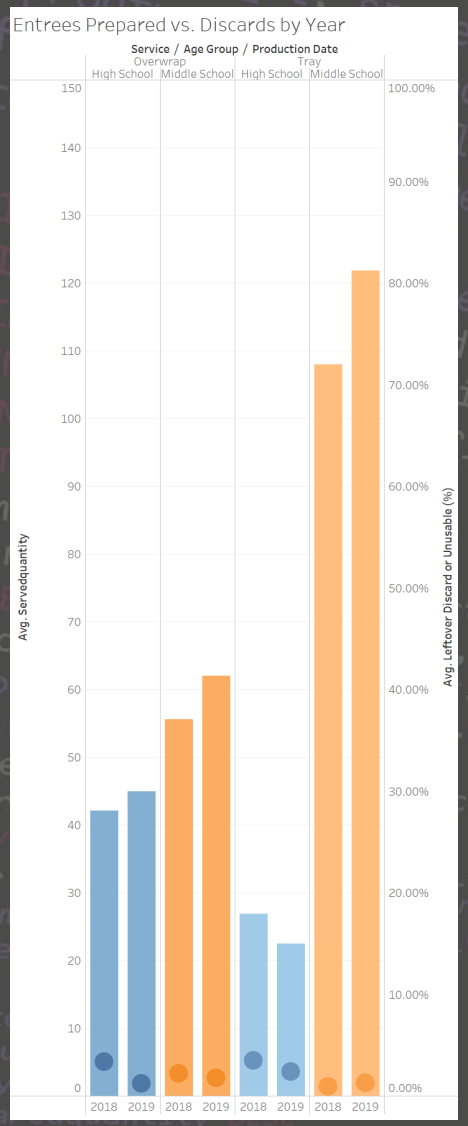
- 6-Compartment Tray
  - $~8.42 each (landed)

$$Breakeven\ units = \frac{\$8.42}{\$0.36} = 23.4$$

The Devil is in the Details

- Labor Cost
  - More time to wash dishes
  - Less time pre-plating
  - More staff on serving line
- Equipment Costs
  - Dishwashers
  - Racks and shelves
- Logistics
  - Serving Line: More staff, fewer hours
  - Drying and Storage of Trays
- Shrinkage
  - Trays WILL become ambulatory

Tray'd Up! Is it making a difference?



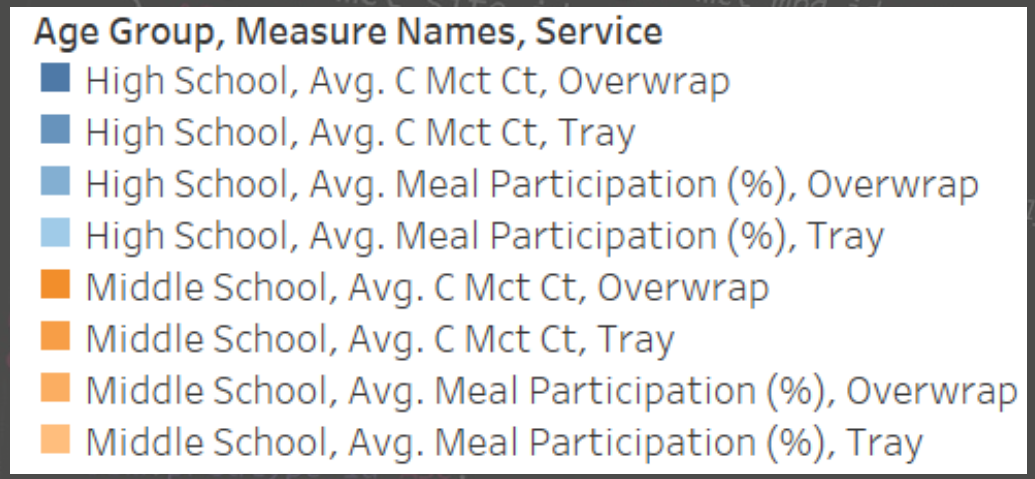
- After replacing trays, evaluate performance
- Has waste decreased?
- The results are ambiguous

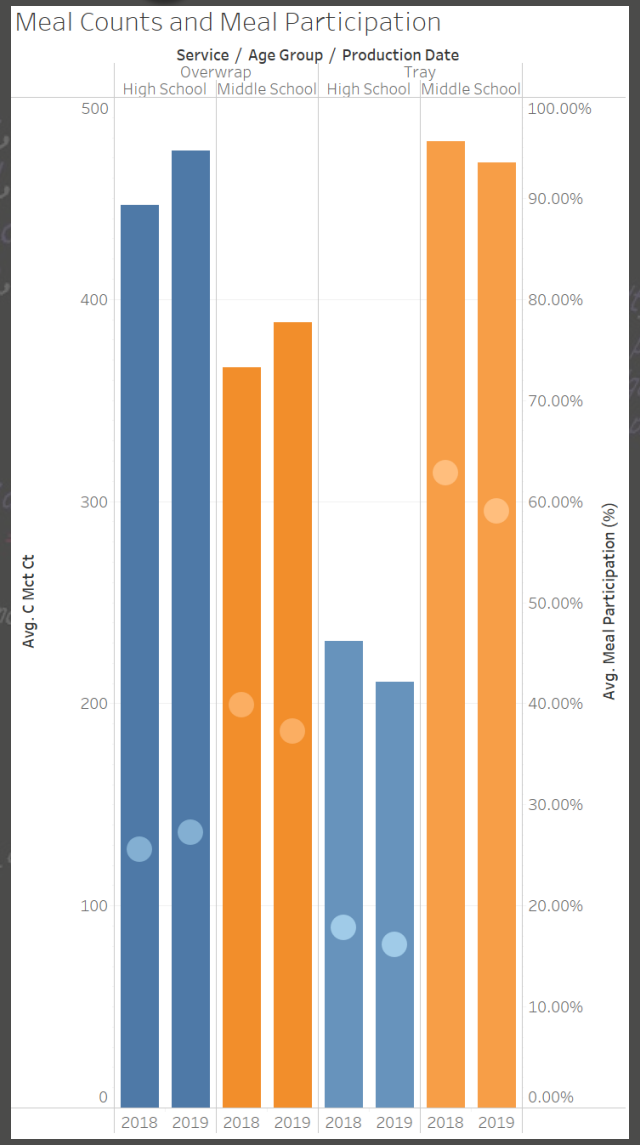
Age Group, Measure Names, Service

- High School, Avg. Leftover Discard or Unusable (%), Overwrap
- High School, Avg. Leftover Discard or Unusable (%), Tray
- High School, Avg. Servedquantity, Overwrap
- High School, Avg. Servedquantity, Tray
- Middle School, Avg. Leftover Discard or Unusable (%), Overwrap
- Middle School, Avg. Leftover Discard or Unusable (%), Tray
- Middle School, Avg. Servedquantity, Overwrap
- Middle School, Avg. Servedquantity, Tray

Where did all the students go?

- It appears that participation is DOWN!?
  - Despite having a better product
- Easy solution, just perform a multiple linear regression!



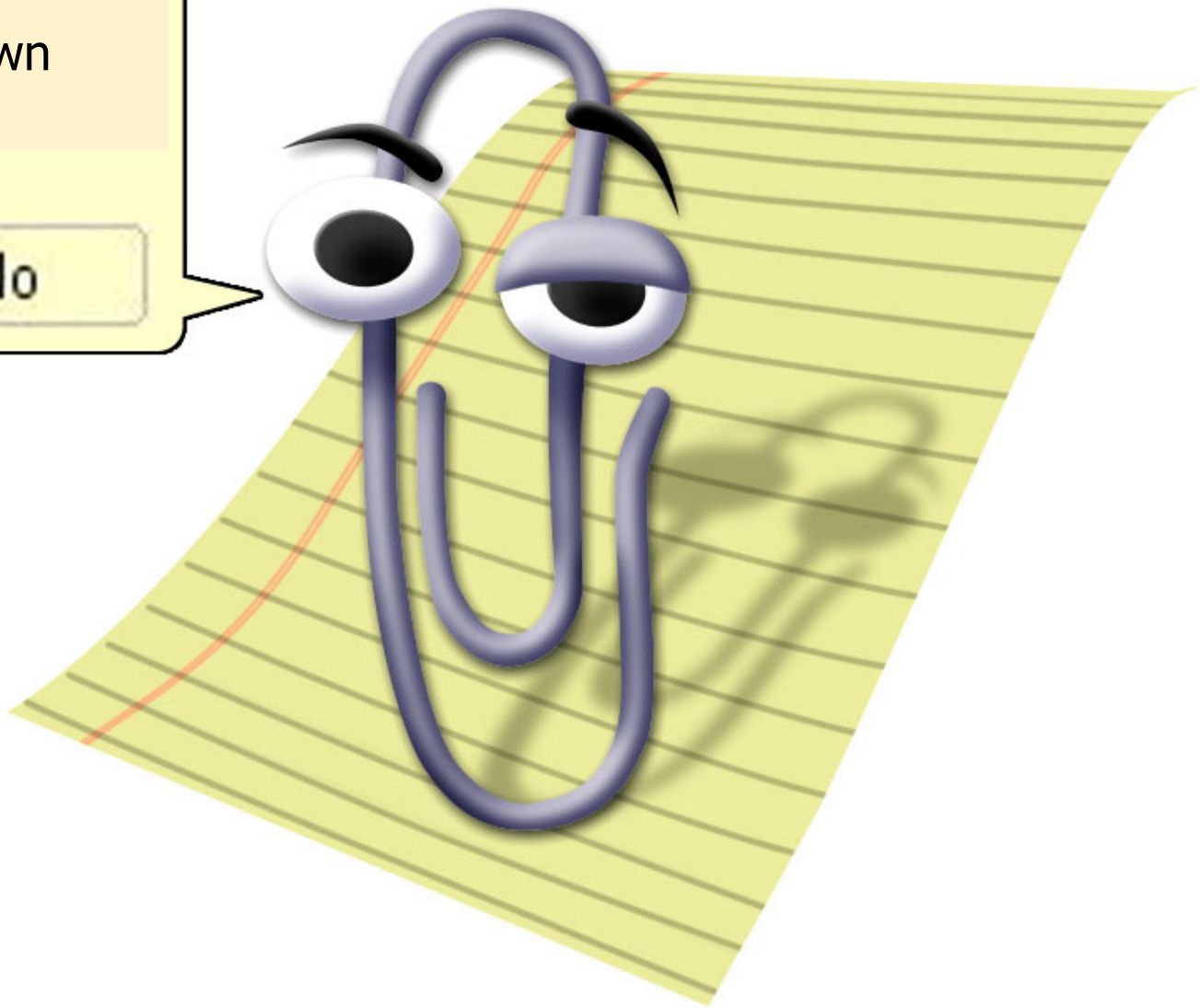


It looks like you just spoke in Greek.

Would it be easier to drill down data based on averages?

Yes

No



Drill Down Your Data

By Grade Group and CEP Status		Lunch Total per Day			Participation		
	# Schools	SY 19-20	SY 18-19	Δ	SY 19-20	SY 18-19	Δ
Elementary School							
CEP	26	6,951.32	7,232.04	(193.13)	74.7%	75.3%	-0.6%
Pricing	32	3,746.85	4,226.47	(337.35)	29.2%	32.8%	-3.6%
Total Elementary School	58	10,698.17	11,458.50	(530.49)	48.3%	51.0%	-2.7%
Middle School							
CEP	4	2,019.69	2,061.18	(41.50)	75.2%	76.7%	-1.5%
Pricing	6	1,052.99	1,257.82	(32.97)	29.5%	30.5%	-1.0%
Total Middle School	10	3,072.67	3,319.01	(74.46)	49.1%	48.9%	0.2%
High School							
CEP	2	1,434.01	1,417.04	16.98	46.4%	45.2%	1.2%
Pricing	6	1,485.14	1,374.50	110.64	19.2%	17.5%	1.7%
Total High School	8	2,919.16	2,791.54	127.62	26.9%	25.4%	1.5%
Alternative							
CEP	4	417.87	430.22	(12.35)	57.3%	57.5%	-0.3%
Pricing	3	283.83	293.27	(9.45)	21.7%	22.6%	-0.9%
Total Alternative	7	701.69	723.49	(21.80)	34.4%	35.3%	-0.9%
Total	**83**	**17,391.69**	**18,292.54**	**(499.13)**	**42.2%**	**43.3%**	**-1.1%**

- Start at broad level and look at averages
- Look for variances
- Drill into variances, such as a subsection of schools or menus
- Don’t waste time, if you know you won’t take action, don’t waste time analyzing

Drill Down your Data

High Schools		Lunch Total per Day			Participation		
School	# Schools	SY 19-20	SY 18-19	Δ	SY 19-20	SY 18-19	Δ
Bartlett High School	1	552.56	571.34	(18.77)	41.0%	42.0%	-1.0%
Chugiak High School	1	347.81	172.05	175.76	38.9%	19.2%	19.7%
Dimond High School	1	272.22	299.62	(27.39)	18.4%	19.9%	-1.5%
Eagle River High School	1	154.65	169.42	(14.77)	18.3%	20.3%	-2.0%
East High School	1	881.45	845.70	35.75	50.6%	47.8%	2.8%
Service High School	1	214.05	231.17	(17.12)	14.3%	15.1%	-0.8%
South High School	1	141.54	130.21	11.33	10.7%	9.7%	1.1%
West High School	1	354.87	372.03	(17.16)	20.6%	21.1%	-0.6%
Total High Schools	8	2,919.16	2,791.54	127.62	26.9%	25.4%	1.5%

Taking Action

- Once you have identified possible challenges, take action!
- S.M.A.R.T Goals
  - You have already identified the M in your S.M.A.R.T goals!
  - You just need S, A, R, and T
- Consider marketing

Why Marketing

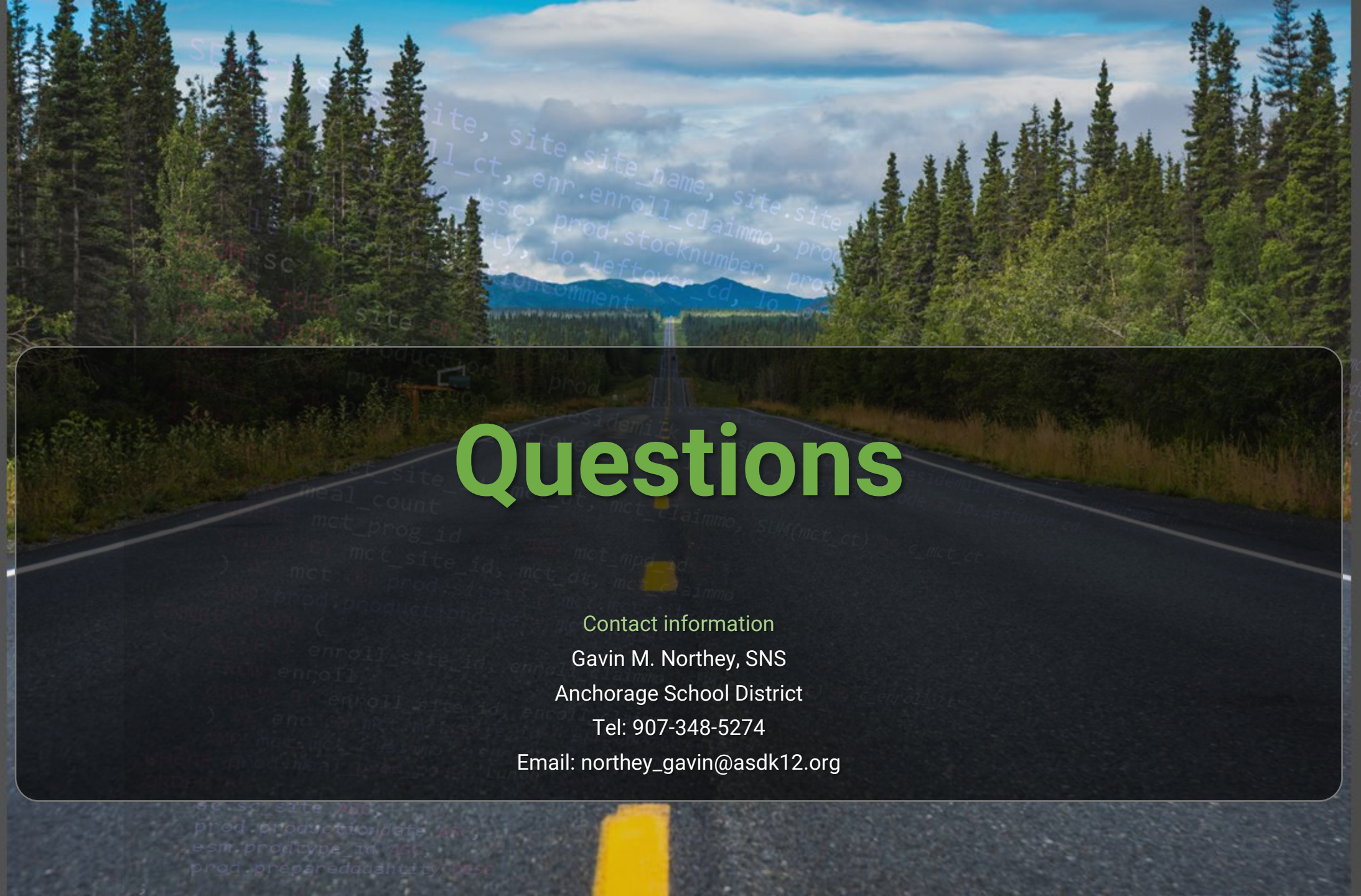
- Marketing is the backbone of a successful organization
- It is more than just advertising, in fact…
- Marketing is the process of determining consumer desires and delivering the right PRODUCT, for the right PRICE, at the right PLACE, via the right PROMOTION

The 4 P's

- Product
  - The deliverable product or service
- Place
  - The location and method in which the product is conveyed
- Price
  - What the consumer is willing to give in exchange for the product
- Promotion
  - The method in which we tell the consumer we have what they want

Long-Term Evolution

- The transition from disposable to sustainable service in Anchorage will be a long-term evolving process
- Whether you are considering a similar change or another big change in your own district, the key takeaways are:
  - Put your mission first
  - Decide where you want to be
  - Make a plan, do your research up-front
  - Accept challenges, assess your situation
  - Analyze your situation
  - Take action, look at your 4 P’s
- Reward requires risk



Questions

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