

WATER WORKS



**A Guide to Improving Water Access
and Consumption in Schools to
Improve Health and Support Learning**

Authors

Anna Grummon, BA, Karla Hampton, JD, Ariana Oliva, BA, Claire Brindis, DrPH, and Anisha Patel, MD, MSPH, MSHS.

Cite As

Grummon, A., Hampton, K.E., Oliva, A., Brindis, C.D., Patel A.I. Water Works: A Guide to Improving Access to and Consumption of Water in Schools to Improve Health and Support Learning. (2014). Retrieved from <http://waterinschools.org/pdfs/WaterWorksGuide2014.pdf>

Funding

Development of this guide was supported by a grant from the San Francisco Foundation and grant #70410 from the Robert Wood Johnson Foundation through its Healthy Eating Research program.

Acknowledgments

The authors gratefully acknowledge the numerous individuals who reviewed and provided input on this guide.

Note

While we have attempted to provide the most up-to-date information and website URLs at the time of publication, some information may have changed.

TABLE OF CONTENTS

TITLE	PAGE	TITLE	PAGE
INTRODUCTION AND BACKGROUND	5	ACTION 3 - ENHANCE AND SUSTAIN YOUR WATER PROGRAM	20
The Importance of Improving Access to and Consumption of Water in Schools	5	Encourage Water Consumption Through Promotion and Education	20
About This Implementation Guide	6	Key Messages About Water	20
ACTION 1 - GATHER SUPPORT AND BUILD YOUR TEAM	7	Promotional and Educational Methods	21
Gather Support From Key Stakeholders	7	Develop and Implement Model School Wellness Policy Language for Drinking Water Access and Consumption	23
Identify Key Stakeholders	7	The Importance of School Wellness Policies	24
Meet with Key Stakeholders	8	Key Content Areas of Water-Related Language for School Wellness Policies	24
Form Your Team	9	ACTION 4 - MONITOR PROGRESS AND MAKE IMPROVEMENTS	26
ACTION 2 - SERVE SAFE AND APPEALING WATER	10	Components of Evaluation	26
Decide Where to Serve Water	10	Importance of Evaluation	26
Conduct a Needs Assessment and Talk to Key Stakeholders	11	Conduct Your Evaluation	27
Test Water Quality and Remediate Water Quality Problems	13	Form Your Evaluation Team	27
Determine the Source of Your School's Drinking Water	13	Process Evaluation: Document What Was Done	28
Determine What Contaminants to Examine	13	Outcome Evaluation: Document Program Effects	29
Determine Which Water Sources You Will Examine	14	Report Results and Make Improvements	30
Select a Laboratory	14	ACTION 5 - FUND YOUR WATER PROGRAM	31
Remediate Water Quality Problems	15	Identify Potential Partners And Funding Sources	31
Report Results	16	District and School Funding Sources	31
Select A Water Delivery Option	16	Parents and Parent Groups	32
Tap Water Dispensers	17	Governmental Organizations	32
Point of Use Water Machines	17	Businesses and Corporations	33
Traditional Water Fountains, Fountains with Bottle Fillers and Stand Alone Bottle Fillers	18	Foundations	33
Choose Vessels to Serve Water	19	Non-Profit and Community-Based Organizations	33
Reusable Water Bottles and Reusable Cups	19	Student Groups	34
Single-Use Cups	19		

TABLE OF CONTENTS (CONTINUED)

TITLE	PAGE
Approach Funders for Short-Term Funding	34
Determine What You Will Ask For	34
Understand the Funder’s Interests	34
Anticipate Common Concerns	34
Tips for Approaching Funders	35
Secure Long-Term Funding	35
CONCLUSIONS	36
CHECKLIST FOR TAKING ACTION TO IMPROVE WATER ACCESS AND INTAKE IN SCHOOLS	37
SUPPLEMENTAL MATERIALS	40
Ensure the Quality of Drinking Water in Schools: Initial Steps	40
Test for and Remediate Lead in School Drinking Water	41
Bay Area Environmental Protection Agency (EPA) Certified Water Quality Testing Labs	42
Overview of Drinking Water Delivery Options	44
Tap Water Dispensers	45
Point of Use Machines	47
Traditional Water Fountains, Water Fountains with Bottle Fillers, and Stand Alone Bottle Fillers	49
Reusable Water Bottles	51
Single-Use Cups	55
Activities, Lesson Plans, and Curricula to Encourage Water Intake in Schools	58
Videos and Songs to Encourage Water Intake in Schools	60
Posters to Encourage Water Intake in Schools	61
Model School Wellness Policy Language for Drinking Water Access and Consumption	62
Evaluate Your Water Program: Overview	66
Observation Tool: Examine the Number of Students Who Access a Water Source	68
Resources	69

CHECKLIST FOR TAKING ACTION TO IMPROVE WATER ACCESS AND INTAKE IN SCHOOLS

I. BUILD YOUR TEAM AND GATHER SUPPORT

Action	Steps	Tools/Resources ¹
Gather support from key stakeholders	<ul style="list-style-type: none"> Identify key stakeholders (e.g., students, public health departments, non-profit organizations, school and district administrators, parent organizations) Meet with stakeholders to identify interests and constraints 	<ul style="list-style-type: none"> Public Health Advocacy Institute: <i>Mapping School Food: A Policy Guide</i>
Form your team	<ul style="list-style-type: none"> Plan and hold regular meetings for a core “water team” Invite key stakeholders and other interested individuals 	<ul style="list-style-type: none"> State of Washington Office of Superintendent of Public Instruction: <i>School Wellness Policy Best Practices for Development, Implementation and Evaluation</i> (especially p. 24-25)

2. SERVE SAFE AND APPEALING WATER

Action	Steps	Tools/Resources ¹
Choose a location for water sources	<ul style="list-style-type: none"> Assess water environment: take an inventory of all water sources, including taste, temperature, flow, and clarity of the water Survey students and school staff 	<ul style="list-style-type: none"> Harvard School of Public Health: <i>Water Audit Tool</i> University of Washington: <i>Water Access Inventory</i>
Test water outlets for contaminants	<ul style="list-style-type: none"> Determine what water sources to examine Determine what contaminants to examine Select a laboratory Collect samples and send to lab Remediate any water quality problems (e.g., flush water source, install filter) Report results and remediation strategies to the school community 	<ul style="list-style-type: none"> <i>Ensure the Safety of the Drinking Water in Schools: Initial Steps</i> <i>Test for and Remediate Lead in School Drinking Water</i> <i>Bay Area Environmental Protection Agency (EPA) Certified Water Quality Testing Laboratories</i> Environmental Protection Agency: <i>3Ts for Reducing Lead in Drinking Water in Schools</i> (see p. 17-36, p. 55-59, p. 65-69) Los Angeles Unified School District Office of Environmental Health and Safety: website on lead testing and remediation
Choose a water delivery option	<ul style="list-style-type: none"> Determine budgetary, space, and infrastructure constraints Devise short- and long-term approaches to improving water access Provide drinking vessels for encouraging water intake (e.g., cups, reusable water bottles) 	<ul style="list-style-type: none"> <i>Overview of Drinking Water Delivery Options</i> <i>Tap Water Dispenser</i> <i>Point of Use Water Machine</i> <i>Traditional Fountains, Fountains with Bottle Fillers and Stand Alone Bottle Fillers</i> <i>Reusable Water Bottles</i> <i>Single-Use Cups</i>

(1) Refer to the **Resources** supplemental material for a detailed list of resources, including weblinks. Items listed in **bold italics** are included as appendices to the **Water Works** guide.

CHECKLIST FOR TAKING ACTION TO IMPROVE WATER ACCESS AND INTAKE IN SCHOOLS

3. ENHANCE AND SUSTAIN YOUR WATER PROGRAM

Action	Steps	Tools/Resources ¹
Encourage water consumption with educational and promotional activities	<ul style="list-style-type: none"> Gather student input on promotional and educational activities Select promotional and educational messages Select types of promotional and educational activities 	<ul style="list-style-type: none"> Alameda County Public Health Department: <i>Tap Into Health Water Promotion Toolkit</i>
Develop and implement model school wellness policy language to promote water access and consumption	<ul style="list-style-type: none"> Identify school or district policies that address drinking water Assess extent to which current policies support water access and consumption Tailor model policy language for your school or district Work with school administrators to incorporate water language into relevant school and district policies 	<ul style="list-style-type: none"> <i>Model School Wellness Policy Language to Promote Water Access and Consumption</i> Yale Rudd Center for Food Policy and Obesity: <i>School Wellness Policy Evaluation Tool</i> (especially p. 18)

4. MONITOR PROGRESS AND MAKE IMPROVEMENTS

Action	Steps	Tools/Resources ¹
Designate a point person for evaluation	<ul style="list-style-type: none"> Identify a person or group to monitor, evaluate, and report back to stakeholders regarding implementation and outcomes of the water program 	<ul style="list-style-type: none"> Community Tool Box: <i>Evaluating Community Programs and Initiatives</i> (see Chapter 36: Section 4)
Evaluate implementation process	<ul style="list-style-type: none"> Conduct "Process Evaluation" to document: <ul style="list-style-type: none"> Changes to water environment Changes to wellness policies Cost of implementing program Experiences with program 	<ul style="list-style-type: none"> Harvard School of Public Health: <i>Water Audit</i> University of Washington: <i>Water Access Inventory</i> Yale Rudd Center for Food Policy and Obesity: <i>School Wellness Policy Evaluation Tool</i> (see p. 18)
Evaluate your program's impact	<ul style="list-style-type: none"> Conduct "Outcome Evaluation" to measure changes in: <ul style="list-style-type: none"> Students' knowledge about water Students' attitudes toward water or other beverages Students' beverage consumption 	<ul style="list-style-type: none"> <i>Evaluate Your Water Program: Overview</i> <i>Observation Tool: Examine the Number of Students Who Access a Water Source</i> University of Wisconsin-Madison Office of Quality Improvement: <i>Focus Groups: A Guide to Learning The Needs of Those We Serve</i> University of California Los Angeles Health Policy Research: <i>California Health Interview Survey - Adolescent Questionnaire, 2011-2012</i> (see p. 14-18)
Share results and make improvements based on evaluation	<ul style="list-style-type: none"> Use evaluation results to make improvements to water program Report findings to stakeholders 	<ul style="list-style-type: none"> Community Tool Box: <i>Evaluating Community Programs and Initiatives</i> (see Chapter 39: Section 2 & Section 4) Smarter Lunchrooms Movement: <i>Share Your Success: Publicizing Your Smarter Lunchrooms Makeover</i>

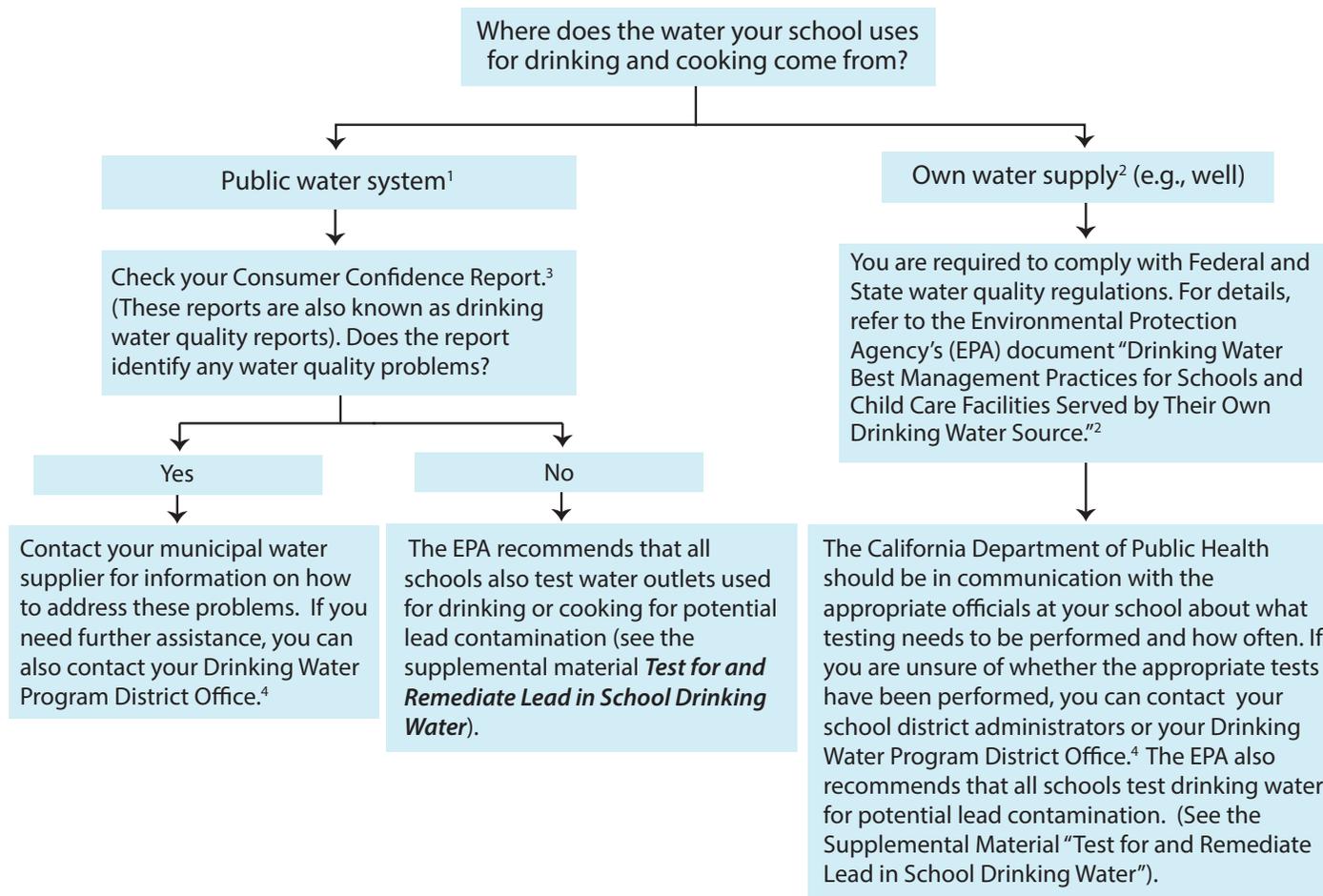
(1) Refer to the **Resources** supplemental material for a detailed list of resources, including weblinks. Items listed in **bold italics** are included as appendices to the **Water Works** guide.

CHECKLIST FOR TAKING ACTION TO IMPROVE WATER ACCESS AND INTAKE IN SCHOOLS

5. FUND YOUR WATER PROGRAM		
Action	Steps	Tools/Resources ¹
Identify potential partners and funders	<ul style="list-style-type: none"> Work with your team to brainstorm potential sources of funding and support 	<ul style="list-style-type: none"> County Health Rankings and Roadmaps <i>Guide to Funding Your Community Health Initiative</i> (see p. 3-7) Patel, AI & Hamption, KE (2011). <i>Encouraging Consumption of Water in School and Child Care Settings: Access, Challenges, and Strategies for Improvement</i>. American Journal of Public Health, 101(8): 1370-9. (See p. 1375) Environmental Protection Agency: <i>Water Quality Funding Sources for Schools</i>
Approach funders for short-term funding of program	<ul style="list-style-type: none"> Specify what funding and resources you need for your program (what you need funding for, what amount of funding you need, and priorities for funding) Determine what interests and goals you share with potential funders Prepare answers to funders' common concerns Create a pitch for potential funders 	<ul style="list-style-type: none"> Community Tool Box: <i>Generating, Managing, and Sustaining Financial Resources</i> (see Chapter 42: Getting Grants and Financial Resources) Foundation Center: <i>GrantSpace</i> website Michigan State University Libraries: <i>Non-Profit Fundraising Web Resources</i>
Attempt to secure long-term funding sources	<ul style="list-style-type: none"> Work with your school or district's administrator, food service department, and/or facilities department to get a line item for your water program into the annual budget Find out if your school or district has capital improvement plans, and work with administrators to make improving water access part of these plans 	<ul style="list-style-type: none"> Community Tool Box <i>Social Marketing and Institutionalization of the Initiative</i> (see Chapter 46 - Planning for Long-Term Institutionalization)

(1) Refer to the **Resources** supplemental material for a detailed list of resources, including weblinks. Items listed in **bold italics** are included as appendices to the **Water Works** guide.

ENSURE THE QUALITY OF DRINKING WATER IN SCHOOLS: INITIAL STEPS



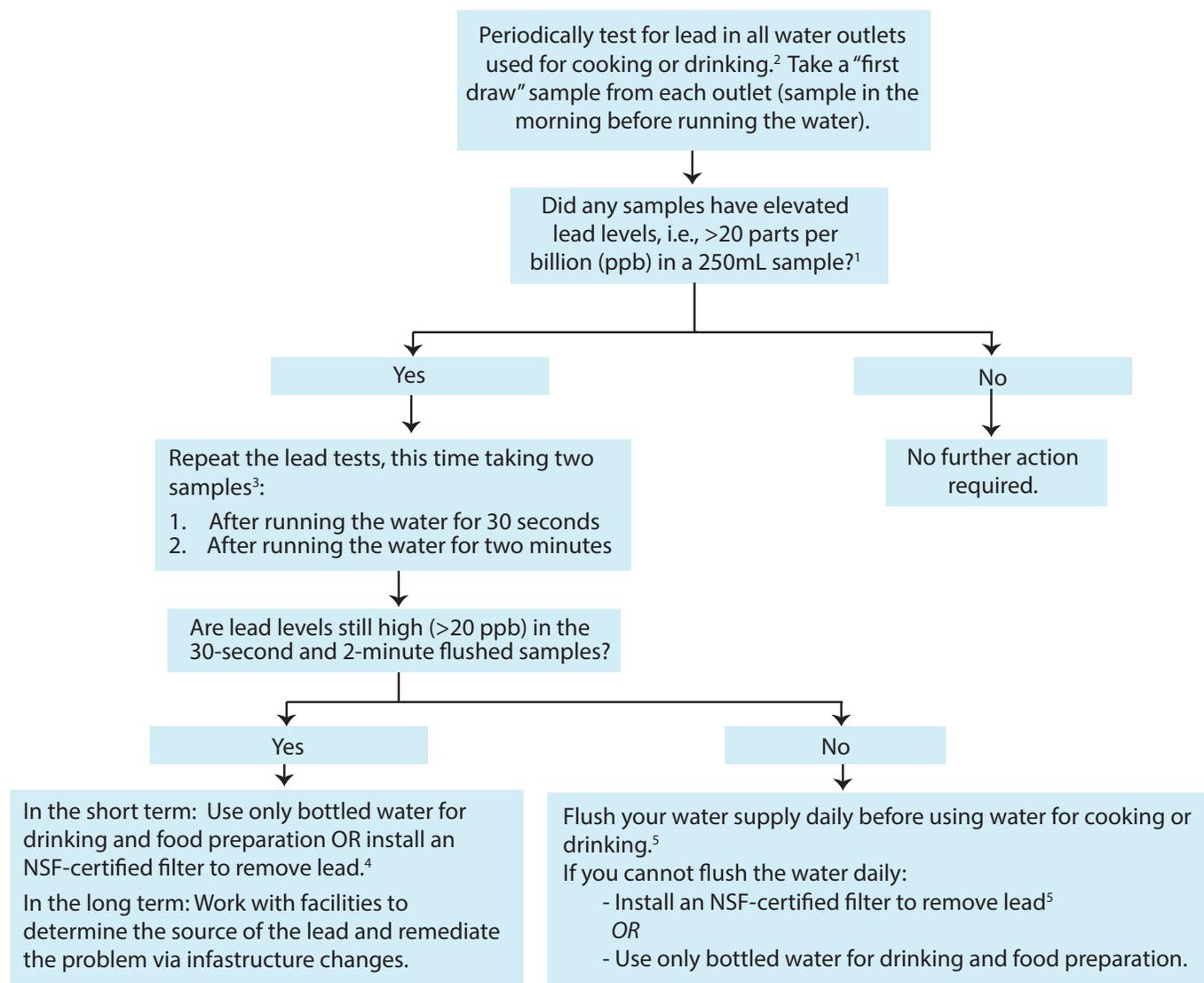
(1) See also: Environmental Protection Agency. Drinking Water Best Management Practices for Schools and Child Care Facilities Served by Municipal Water Systems. <http://water.epa.gov/infrastructure/drinkingwater/schools/upload/epa816b13002.pdf>

(2) See also: Environmental Protection Agency. Drinking Water Best Management Practices for Schools and Child Care Facilities Served by Their Own Drinking Water Source. <http://water.epa.gov/infrastructure/drinkingwater/schools/upload/epa816b13001.pdf>

(3) Each year by July 1st, you should receive by mail a Consumer Confidence Report (an annual water quality report) from your water supplier that tells you where your water comes from and what is in it. Many water systems also put their water quality reports online. Visit the EPA website (<http://water.epa.gov>) or your local public utility's or water company's website for more information.

(4) The Department of Public Health runs the Drinking Water Program District Offices for the State of California. Contact information for each district can be found at: <http://www.cdph.ca.gov/programs/Documents/DDWEM/OriginalDistrictMapCDPH.pdf>.

TEST FOR AND REMEDIATE LEAD IN SCHOOL DRINKING WATER¹



(1) For more information, see “3Ts for Reducing Lead in Drinking Water in Schools” by the Environmental Protection Agency (EPA): http://www.epa.gov/ogwdw/schools/pdfs/lead/toolkit_leadschools_guide_3ts_leadschools.pdf. See also: “Lead-Safe Schools Guide” developed by the Labor Occupational Health Program at the University of California, Berkeley: <http://www.iohpb.org/docs/pubs/lead/lssguide.pdf>

(2) Consult with your Drinking Water Program District Office (<http://www.cdph.ca.gov/programs/Documents/DDWEM/OriginalDistrictMapCDPH.pdf>) to determine how often you need to perform lead tests.

(3) For more information on potential sources of lead contamination, see “Drinking Water Best Management Practices for Schools and Childcare Facilities Served by Municipal Water Systems” from the EPA: <http://water.epa.gov/infrastructure/drinkingwater/schools/upload/epa816b13002.pdf>

(4) To search for NSF Certified drinking water treatment units and water filters, use the search tool here: <http://info.nsf.org/Certified/dwtu/>. For more information, visit the NSF website: <http://www.nsf.org/consumer-resources/health-and-safety-tips/water-quality-treatment-tips/>

(5) For detailed instructions on how to flush water outlets, see Exhibit 5.1 (pp. 56) in the “3Ts for Reducing Lead in Drinking Water in Schools” by the EPA: http://www.epa.gov/ogwdw/schools/pdfs/lead/toolkit_leadschools_guide_3ts_leadschools.pdf

BAY AREA ENVIRONMENTAL PROTECTION AGENCY (EPA) CERTIFIED WATER QUALITY TESTING LABORATORIES

Below is a list of laboratories that test drinking water for common water contaminants, including lead, arsenic, and nitrates. All of the laboratories on the list are accredited by the Environmental Protection Agency (EPA).¹ For a complete list of EPA accredited laboratories, visit <http://www.cdph.ca.gov/certlic/labs/Pages/ELAP.aspx> and click on “Certified Laboratory List (Excel, New Window)” underneath the “Procedures and Lists” section.

Bay Area Environmental Protection Agency Certified Water Quality Testing Laboratories								
Lab Name	Contact	Approximate Cost for Lead Test	Approximate Cost for Arsenic Test	Approximate Cost for Nitrate Test	Discounts Available	Courier Services	Turn-Around Time	Other Considerations
Alpha Analytical Laboratories, Inc.	(925) 828-6226 6398 Dougherty Road, Suite #35 Dublin, CA 94568	\$24	\$24	\$24	\$70 for lead, arsenic, and nitrate test combined; other discounts available on a case-by-case basis	Yes	5 business days	
Caltest, Inc.	(888) 258-8378 1885 N. Kelly Rd Napa, CA 94558	\$25	\$35	\$39	5% off for 5+ samples, 10% off for 10+ samples	Yes, at cost with 2 days notice; fees may be waived for bulk orders	10 business days	
Cel Analytical, Inc	(415) 882-1690 82 Mary St, Suite #2 San Francisco, CA 94103	\$25-55 (depending on technique used)	\$25	\$50	For bulk orders	Yes (no cost)	7 business days	
Cerco Analytical, Inc.	(925) 462-2771 1100 Willow Pass Ct Concord, CA 94520	\$27	\$27	\$27	N/A	Yes (free within certain pick-up areas)	10 business days	Minimum order of \$55

(1) Between June and August 2013, the authors contacted all EPA-certified laboratories in five San Francisco Bay Area counties (Alameda, Marin, San Francisco, San Mateo, and Sonoma Counties). We included here all labs that were open and indicated they would offer lead, arsenic, and/or nitrate testing to schools. Contact information and pricing subject to change; contact the labs directly for up-to-date information.

Bay Area Environmental Protection Agency Certified Water Quality Testing Laboratories

Lab Name	Contact	Approximate Cost for Lead Test	Approximate Cost for Arsenic Test	Approximate Cost for Nitrate Test	Discounts Available	Courier Services	Turn-Around Time	Other Considerations
Curtis & Tompkins, Ltd.	(510) 486-0900 or (510) 204-2223 2323 Fifth Street Berkeley, CA 94710	\$25	\$25	\$20	\$40 for lead and arsenic tests combined, other discounts available on a case-by-case basis	Yes (free with order of \$75 or more)	5 business days	Minimum order of 2 samples
Dysert Environmental, Inc.	(650) 799-9204 918 S. Humboldt St San Mateo, CA 94402	\$30	\$30	\$25	For bulk orders	Yes (no cost)	10 business days	Samples for nitrate tests must get to lab on same day that sample was retrieved
Forensic Analytical Laboratories, Inc.	(510) 887-8828 x 1865 3777 Depot Road #409 Hayward, CA 94545	\$18	\$10	N/A (not offered)	On a case-by-case basis	Yes	5 business days	Sometimes require multiple samples per site to conduct contaminant tests
McCampbell Analytical, Inc.	(925) 252-9262 1534 Willow Pass Rd Pittsburg, CA 94565	\$17	\$12	\$20	For bulk orders	Yes (no cost)	5 business days (rush processing also available)	
Micro Analytical Laboratories, Inc.	(510) 653-0824 5900 Hollis Street, Suite M Emeryville, CA 94608	\$55	N/A (not available)	N/A (not available)	For bulk orders	No, must mail or drop off samples in-person	3 to 5 business days	

OVERVIEW OF DRINKING WATER DELIVERY OPTIONS

	Tap Water Dispensers	Point of Use Water Machines	Fountains, Fountains with Bottle-Fillers, & Stand Alone Bottle-Fillers
Water Delivery Option	<p>Refillable containers with a spout for students to self-serve tap water</p> 	<p>Bottleless water coolers that hook into a tap water line. Students press a button to dispense water</p> 	<p>Traditional drinking water fountains with or without stations for filling water bottles, or stand-alone bottle-fillers</p> 
Approximate Price Range	\$15 to \$150	\$250 to \$700 to purchase; starting at \$25/month to rent	\$600 to \$4000 for new unit; \$500-\$1000 to add bottle filler to existing fountain
Advantages	<ul style="list-style-type: none"> • Low cost • Water can be chilled by adding ice or putting container in fridge overnight before serving • Can be filled up from a water source in a central location in the school and transported to area of use • No electricity needed to use units • No additional plumbing needed • Many schools already have such dispensers on hand (e.g., for sports teams or staff meetings) 	<ul style="list-style-type: none"> • Some units can chill water • Volume discounts may be available • Some units can be rented • Some units are compatible with filtration systems • Hook directly into tap water line so do not need to be filled like tap water dispensers • Minimal maintenance and cleaning required 	<ul style="list-style-type: none"> • Long-lasting • Some units are refrigerated (offer chilled water) • Some units are compatible with filtration systems • Hook directly into tap water line so do not need to be filled like tap water dispensers • Some units operate with gravity and don't require electricity • Minimal maintenance and cleaning required
Considerations	<ul style="list-style-type: none"> • Larger dispensers are heavy when full (a utility cart is useful for transport) • More labor-intensive than other options because staff need to fill the dispenser with water daily (or more often) and clean it weekly • Students must have a cup or reusable bottle to get water from the dispenser 	<ul style="list-style-type: none"> • Upfront costs are more expensive than tap water dispensers • May require professional installation, sometimes at additional cost • Require electricity, which incurs (sometimes significant) additional cost • Some units do not drain excess water automatically and staff must manually empty drip tray • Students must have a cup or reusable bottle to get water from machine 	<ul style="list-style-type: none"> • Upfront costs are more expensive than tap water dispensers and point of use water machines • Requires professional installation • Stand alone bottle fillers may not be accessible to students unless cups or reusable water bottles are also provided; units that include traditional fountains increase accessibility to students without a cup or bottle

TAP WATER DISPENSERS

Description: refillable containers with a spout for students to self-serve tap water

Benefits:

- Low cost
- Water can be chilled by adding ice or putting container in fridge before serving
- Can be filled up from a water source in a central location in the school and transported to area of use
- No electricity needed to use units
- No additional plumbing needed
- Many schools already have such dispensers on hand (e.g., for sports teams or staff meetings)

Considerations:

- Larger dispensers are heavy when full; a utility cart is useful for transport
- Staff need to fill with water daily (or more often) and clean weekly.

Examples of Tap Water Dispensers

Brand Name and Picture	Approximate Price	Specific Considerations
<p>Cambro</p> 	<ul style="list-style-type: none"> • 1.5 to 2.5-gallons: ~\$90 • 5-gallon: ~\$100 • 10 to 11.75 gallon: ~\$150 to \$200 	<ul style="list-style-type: none"> • Insulated (can be used for hot or cold beverages) • Certified by NSF-International, a public health and safety organization • Not Bisphenol A (BPA) -free
<p>Igloo</p> 	<ul style="list-style-type: none"> • 5-gallon: ~\$50 to \$60 • 10-gallon: ~\$75 to \$80 	<ul style="list-style-type: none"> • Some units are insulated (can keep water cold) • Some units include cup holders • BPA-free
<p>Reliance Aqua-Trainers (available from Recreation Equipment Incorporated)</p> 	<ul style="list-style-type: none"> • 7-gallon: ~\$17.00 	<ul style="list-style-type: none"> • BPA-free
<p>Rubbermaid</p> 	<ul style="list-style-type: none"> • 3-gallon: ~\$33.99 • 5-gallon: ~\$36.99 • 10-gallon: ~\$56.99 	<ul style="list-style-type: none"> • BPA-free

Examples of Tap Water Dispensers (Continued)

Brand Name and Picture	Approximate Price	Specific Considerations
<p style="text-align: center;">Service Ideas</p> 	<ul style="list-style-type: none"> • 3-gallon rectangular: ~\$55 • 3-gallon round: ~\$50 	<ul style="list-style-type: none"> • BPA-Free • NSF-International certified • Clear design allows students to see beverage • Includes a reuseable icepack to chill water • Includes an infuser to add natural flavor (e.g., lemon, cucumber) to water
<p style="text-align: center;">Creative Ware</p> 	<ul style="list-style-type: none"> • 3-gallon: ~\$30 	<ul style="list-style-type: none"> • BPA-free • Clear design allows students to see beverage • Includes an infuser to add natural flavor (e.g., lemon, cucumber) to water
<p style="text-align: center;">ZeroWater</p> 	<ul style="list-style-type: none"> • 0.6 gallon: ~\$33 • 1.4 gallon: ~\$40 	<ul style="list-style-type: none"> • BPA-free • Clear design allows students to see beverage • Includes an FDA-certified filter that removes lead and other contaminants (including nitrate, zinc, and aluminum) from water

POINT OF USE MACHINES

Description: bottleless water coolers that hook into a tap water line; students press a button to dispense water

Benefits:

- Most units can chill water
- Hook directly into tap water line, so do not need to be filled like tap water dispensers
- Minimal maintenance and cleaning required

Considerations:

- More costly to purchase than tap water dispensers
- May require professional installation, sometimes at additional cost
- Require electricity (at additional cost)
- Some units do not drain excess water automatically, so staff must manually empty drip tray

Examples of Point of Use Machines

Brand Name and Picture	Approximate Price to Rent	Approximate Price to Purchase Outright	Filtration Capabilities ¹	Specific Considerations
<p>Accupure</p> 	<ul style="list-style-type: none"> • Alpha: ~\$28 to \$31/month • Excel: ~\$30 to \$33/month • Signature: ~\$35 to \$40/month 	N/A	<ul style="list-style-type: none"> • Carbon • Reverse Osmosis 	<ul style="list-style-type: none"> • Rental includes servicing 2x/year • Installation is free if unit installed within 25' of tap line; otherwise \$1/foot distance from tap line
<p>TaylorMade</p> 	<ul style="list-style-type: none"> • Starting at ~\$45/month 	<ul style="list-style-type: none"> • Must contact sales representative for quote 	<ul style="list-style-type: none"> • Carbon • Reverse Osmosis • UV 	<ul style="list-style-type: none"> • Rental includes servicing 2x/ year, replacement filters • Installation is \$125+
<p>Culligan</p> 	<ul style="list-style-type: none"> • Starting at ~\$25/month 	<ul style="list-style-type: none"> • Starting at \$395 per unit 	<ul style="list-style-type: none"> • Carbon • Reverse Osmosis 	<ul style="list-style-type: none"> • Rental includes servicing 2x/year, replacement filters • Rental does NOT include installation – additional \$99 for basic installation • Purchase DOES include basic installation

(1) Some filters and filtration devices involve additional costs. Choice of filtration device may influence the price of the unit (e.g., machines with carbon filters included are generally less expensive than machines with reverse osmosis filters, all else being equal). Filters need to be changed/replaced regularly, which may incur further costs (some rental agreements include filter changes in the rental fee; others do not).

Examples of Point of Use Machines (Continued)

Brand Name and Picture	Approximate Price to Rent	Approximate Price to Purchase Outright	Filtration Capabilities ¹	Specific Considerations
Neptune Water Solutions 	<ul style="list-style-type: none"> ~\$40 to \$50/month 	N/A	<ul style="list-style-type: none"> Sediment Carbon Reverse Osmosis 	<ul style="list-style-type: none"> Installation, servicing (as needed), replacement filters included in rental price
Oasis Coolers 	N/A	<ul style="list-style-type: none"> ~\$250 to \$600, depending on model 	<ul style="list-style-type: none"> Sediment Carbon 	<ul style="list-style-type: none"> Must find local sales representative/distributor to purchase; this company also handles installation (costs may vary) Leasing options may also be available
Global Water 	N/A	<ul style="list-style-type: none"> ~\$500 to \$750, depending on model 	<ul style="list-style-type: none"> Carbon Reverse Osmosis 	<ul style="list-style-type: none"> Purchase online; self install or hire outside contractor to assist with installation (at additional cost)
iBottless Coolers 	N/A	<ul style="list-style-type: none"> ~\$390 to \$600, depending on model 	<ul style="list-style-type: none"> Carbon (included) Reverse Osmosis (additional ~\$189) 	<ul style="list-style-type: none"> Purchase online; self install or hire one of iBottless's approved service providers for ~\$200

(1) Some filters and filtration devices involve additional costs. Choice of filtration device may influence the price of the unit (e.g., machines with carbon filters included are generally less expensive than machines with reverse osmosis filters, all else being equal). Filters need to be changed/replaced regularly, which may incur further costs (some rental agreements include filter changes in the rental fee; others do not).

TRADITIONAL WATER FOUNTAINS, WATER FOUNTAINS WITH BOTTLE FILLERS, AND STAND ALONE BOTTLE FILLERS

Description: traditional drinking water fountains with or without stations for filling water bottles, or stand alone bottle fillers

Benefits:

- Some units are refrigerated (offer chilled water)
- Some units are compatible with filtration systems
- Hook directly into tap water line, so do not need to be filled like tap water dispensers
- Some units operate with gravity and don't require electricity

Considerations:

- Upfront costs are more expensive than tap water dispensers and point of use water machines
- Require installation
- Stand alone bottle fillers may not be accessible to students unless cups or reusable water bottles are also provided; combination units (fountains with bottle fillers) are accessible to students regardless of whether they bring a cup or bottle

Examples of Traditional Water Fountains, Water Fountains with Bottle Fillers and Stand Alone Bottle Fillers

Brand Name and Picture	Approximate Price	Filtration Capabilities	Specific Considerations
<p>Elkay</p> 	<ul style="list-style-type: none"> • Fountain only: ~\$450 to \$4000 • Fountain + Bottle Filler Unit: ~\$1500 to \$1700 • Retrofit Bottle Filler only: ~\$600 to \$700 • Bottle Filler only: ~\$1200 to \$2000 	<ul style="list-style-type: none"> • Some units include WaterSentry® filter (for lead, Class 1 Particulates, and chlorine) 	<ul style="list-style-type: none"> • Retrofit options available (can add bottle filler to existing fountain) • Some units include digital display of quantity of plastic bottles saved by using fountain instead of buying bottled water
<p>Oasis Coolers</p> 	<ul style="list-style-type: none"> • Fountain only: ~\$400 to \$2000 • Fountain + Bottle Filler: \$1200 to \$5000 • Retrofit Bottle Filler only: ~\$200 to \$600 • Bottle Filler only: ~\$1800 to \$4300 	<ul style="list-style-type: none"> • Some units include "Versafilters" (for lead, Class 1 Particulates, and chlorine) 	
<p>Halsey Taylor</p> 	<ul style="list-style-type: none"> • Fountain only: ~\$200 to \$5300 • Fountain + Bottle Filler: ~\$1800 to \$7600 • Bottle Filler retrofit - \$200-\$800 • Bottle Filler only - \$1300 to \$2800 	<ul style="list-style-type: none"> • Some units include WaterSentry® filter (for lead, Class 1 Particulates, and chlorine) 	<ul style="list-style-type: none"> • Some units include digital display of quantity of plastic bottles saved by using fountain instead of buying bottled water

Examples of Traditional Water Fountains, Water Fountains with Bottle Fillers and Stand Alone Bottle Fillers (Continued)

Brand Name and Picture	Approximate Price	Filtration Capabilities	Specific Considerations
<p>Brita Hydration Station</p> 	<ul style="list-style-type: none"> • \$2050 (wall mounted unit) • \$2150 (recessed unit) 	<ul style="list-style-type: none"> • Includes filtration system for lead, cysts, and chlorine 	<ul style="list-style-type: none"> • No drinking fountain option, so may not be maximally accessible to students unless cups or reusable bottles are also provided
<p>GlobalTap</p> 	<ul style="list-style-type: none"> • Fountain only: ~\$1000 • Fountain + Bottle Filler: ~\$1800 to \$3700 • Bottle Filler only: ~\$1000 to \$4700 	<ul style="list-style-type: none"> • Current models do not support filters 	<ul style="list-style-type: none"> • Custom colors available • Refrigeration NOT available
<p>Acorn</p> 	<ul style="list-style-type: none"> • Fountain only: ~\$1000 to \$7000 • Fountain + Bottle Filler: ~\$1500 to \$4000 • Bottle Filler retrofit - \$500 to \$700 	<ul style="list-style-type: none"> • Some models come with filters for lead and cysts 	

REUSABLE WATER BOTTLES

Reusable water bottles provide an easy way for students to get water at school and carry water with them during the day. Providing reusable water bottles may help increase students' water consumption. Reusable bottles can also be sold as a fundraiser, offering a healthy alternative to food/beverage-based fundraisers. Read below for information about what to consider when purchasing reusable water bottles.

Material/Types: There are five main types of reusable water bottles, with considerations for each outlined below. Note that some schools choose to only allow clear bottles so that teachers and staff can easily see what students are drinking.

	Aluminum/Steel	Soft Plastic Sport Top	Hard Plastic Screw Top	Hard Plastic Straw Top	Foldable/Collapsible
Example					
Advantages	<ul style="list-style-type: none"> • Durable • Most are free of Bisphenol A (BPA) 	<ul style="list-style-type: none"> • Easy to drink from (do not need to unscrew cap), good for sports • Less likely to spill • Relatively inexpensive 	<ul style="list-style-type: none"> • Durable 	<ul style="list-style-type: none"> • Durable • Easy to drink from (do not need to unscrew cap) • Less likely to spill 	<ul style="list-style-type: none"> • Easy to store • Lightweight • Many options include carabineers, which can connect bottle to backpack • Less likely to spill
Considerations	<ul style="list-style-type: none"> • Opaque, meaning teachers cannot see what students are drinking 	<ul style="list-style-type: none"> • Some options may contain BPA 	<ul style="list-style-type: none"> • Some options may contain BPA • More likely to spill 	<ul style="list-style-type: none"> • Straw component can be hard to clean • Some options may contain BPA 	<ul style="list-style-type: none"> • Some options may contain BPA • Less durable

Size of Bottle: 12- to 30-ounce (0.4L to 0.9L) bottles are appropriate for school-age children. Smaller bottles may be easier for students to carry.

Popular Brands include Nalgene, Sigg, Klean Kanteen, Nathan, Contigo, Bobble, Camelbak. Wholesalers and online retailers also sell inexpensive bottles in bulk volume.

Cleaning: Reusable bottles must be properly cleaned and fully air-dried at least once per week to ensure they don't harbor bacteria or unpleasant odors or tastes. If bottles are kept at school, teachers should take responsibility for cleaning them; otherwise, students and their parents should take responsibility.

Popular Reusable Water Bottles

Name & Picture	Description	Approximate Price	Website & Considerations
<p>Camelbak - "eddy"</p> 	<ul style="list-style-type: none"> • Top has a bite valve and straw that lets students sip water without tipping or spilling • Comes in BPA-free hard plastic and in stainless steel 	<ul style="list-style-type: none"> • BPA-free plastic: ~\$13 for 0.4L • Stainless steel: ~\$24 for 0.7L, ~\$30 for 0.5L insulated 	<ul style="list-style-type: none"> • www.camelbak.com
<p>Klean Kanteen - "Original"</p> 	<ul style="list-style-type: none"> • Stainless steel bottle • Variety of tops available: sport top (shown), regular silicone cap, sippy cap, wide-mouth, and bamboo/steel cap 	<ul style="list-style-type: none"> • 12oz: ~\$17 • 18oz: ~\$19 • 27oz: ~\$20 	<ul style="list-style-type: none"> • www.kleankanteen.com • Wholesale pricing may be available to schools; call 530-592-4552
<p>Sigg - "Original" and "Traveler"</p> 	<ul style="list-style-type: none"> • Aluminum bottle • Variety of tops available: regular (shown), wide-mouth, and "active" cap 	<ul style="list-style-type: none"> • 0.4L: ~\$21 • 0.6L: ~\$23 	<ul style="list-style-type: none"> • www.mysigg.com • Discounts may be available to schools; call 203-922-7500
<p>Sigg - "Performance"</p> 	<ul style="list-style-type: none"> • Aluminum bottle with a bite valve and straw that lets students sip water without tipping or spilling 	<ul style="list-style-type: none"> • 0.4L: ~\$25 • 0.6L: ~\$27 • 0.75L: ~\$29 	<ul style="list-style-type: none"> • www.mysigg.com • Discounts may be available to schools; call 203-922-7500
<p>Nalgene</p> 	<ul style="list-style-type: none"> • BPA-free hard plastic bottles with a variety of mouth/cap options including: narrow mouth, "On the Go" (can open with one hand), "On the Fly" (can open with one hand, spill-proof), wide mouth 	<ul style="list-style-type: none"> • 16oz Narrow Mouth: ~\$9 • 16oz Wide Mouth: ~\$9 • 24oz On the Go: ~\$10 • 24oz On the Fly: ~\$13 	<ul style="list-style-type: none"> • www.store.nalgene.com

Popular Reusable Water Bottles (continued)

Name & Picture	Description	Approximate Price	Website & Considerations
<p>Contigo - "Addison"</p> 	<ul style="list-style-type: none"> BPA-free hard plastic bottles with straw tops for one-handed drinking 	<ul style="list-style-type: none"> 24oz: ~\$13 	<ul style="list-style-type: none"> www.gocontigo.com Bulk pricing available through Staples Promotional Products (see chart below) Can also purchase in bulk at some Costco stores
<p>Contigo - "Grace"</p> 	<ul style="list-style-type: none"> BPA-free hard plastic bottle with small opening: user presses a button to sip; the bottle auto seals when not pressing button; this allows for one-handed use with no caps to remove 	<ul style="list-style-type: none"> 24oz: ~\$11 	<ul style="list-style-type: none"> www.gocontigo.com Bulk pricing available through Staples Promotional Products (see <i>Websites Selling Water Bottles in Bulk</i> chart)
<p>Platypus - "Softbottle"</p> 	<ul style="list-style-type: none"> Flexible, foldable, and collapsible bottle made from soft, BPA-free plastic. Several cap types available: "closure cap" (screws on/off), "push-pull cap", "hyperflow cap" (bite cap to sip water) 	<ul style="list-style-type: none"> 0.5L Closure Cap or Push-Pull Cap: ~\$8 0.5L Hyperflow Cap: ~\$12 	<ul style="list-style-type: none"> www.cascadedesigns.com/platypus/bottles-and-storage/category
<p>Nathan - "Steamline Tritan"</p> 	<ul style="list-style-type: none"> BPA-free hard plastic bottle with straw that flips up with a push button 	<ul style="list-style-type: none"> 0.7L: ~\$12 	<ul style="list-style-type: none"> www.nathansports.com
<p>Fuel Belt</p> 	<ul style="list-style-type: none"> BPA-free soft plastic with pressure release valve for one-handed sipping 	<ul style="list-style-type: none"> 24oz: ~\$8 	<ul style="list-style-type: none"> www.fuelbelt.com

Websites Selling Water Bottles in Bulk¹

Company	Website	Considerations
Discount Mugs	www.discountmugs.com (select "Sport Bottles" from the tabs running down the left-hand side of the page)	<ul style="list-style-type: none"> • Can print custom images or text on bottles (e.g., school name / logo) for extra cost • Minimum order of 12
Bulletin Bottle	www.bulletinbottle.com	<ul style="list-style-type: none"> • Can print custom images or text on bottles (e.g., school name/ logo) for extra cost • Some bottles have minimum order of >100
Quality Logo Products	www.qualitylogoproducts.com (select "Water Bottles & Mugs" from the tabs running down the left-hand side of the page)	<ul style="list-style-type: none"> • Can print custom images or text on bottles (e.g., school name/ logo) for extra cost • Some bottles have minimum order of >50
Staples Promotional Products	www.staplespromotionalproducts.com (search for "water bottles")	<ul style="list-style-type: none"> • Most prices include cost of custom image/text printed on bottles • Some bottles have minimum order requirement
Office Max Promotional Products	2013 Catalog available at http://www.edigitaleditions.com/t/43121 Can also search for "Office Max Promotional Products catalog" in your search engine	<ul style="list-style-type: none"> • Most prices include cost of printing image/text in 1 color on bottles • Some bottles have minimum order requirement
Factory Direct Promos	www.factorydirectpromos.com/reusable-water-bottles.html	<ul style="list-style-type: none"> • Must request quote for exact pricing
Custom Earth Promos	http://www.customearthpromos.com/ (select "Reusable Bottles" from tabs across top of page)	<ul style="list-style-type: none"> • Must request quote for exact pricing
Inkhead Promotional Products	www.inkhead.com/water-bottles	<ul style="list-style-type: none"> • Prices include printing in 1 color on bottles • Some bottles must be ordered in increments of 48

(1) This is not an exhaustive list of all companies selling water bottles in bulk; rather, this list is meant to be a starting point for schools looking to purchase inexpensive bottles for their students. The companies listed here each offer a very large variety of bottles. See their websites for more options and details.

SINGLE-USE CUPS

Providing **single-use cups** next to tap water dispensers, water bottle fillers, and point-of-use water machines provides students with an easy way to serve themselves water, and may increase water consumption among students. Read below for more information on what to consider when purchasing cups including more detailed information about specific products (e.g., brand, size, cost).

Material/Types: Single-use cups are made of five types of materials that vary in cost and durability. Some are recyclable or compostable in certain areas.

	Polystyrene (PS)	Polypropylene (PP)	Poly-lactic Acid (PLA)	Poly-ethylene-terephthalate (PET/PETE)	Paper
Example					
Material #	#6	#5	#7	#1	NA
Relative Cost	Less expensive	More expensive	More expensive	More expensive	Less expensive
Relative Durability	Less durable (cracks easily)	More durable	Less durable (melts easily)	More durable	More durable if inside of cup is lined with wax or plastic; less durable if unlined
Recyclable ¹	No	Yes	No	Yes	Depends on lining
Compostable ¹	No	No	Yes	No	Depends on lining

(1) Indicates whether the material is recyclable or compostable *in general*. Your community may not recycle/compost all the materials listed here as recyclable/compostable.

Size of Cup: 7 ounces to 12 ounces is appropriate for school-aged children and adolescents. Smaller cups are less expensive, but students may have to refill them multiple times to get desired amount of water.

Popular Brands include Karat (PS, PP, PETE), Conex (PS, PP, PETE), Dixie (PS, PP, PETE), Solo (PS, PP, PETE), Green Stripe (PLA/compostable), Eco-Products (PLA/compostable)

Examples of Companies Selling Cups Online (not an exhaustive list):

- www.cupdepot.com
- www.ecoproductsstore.com
- www.parishsupply.com
- www.greensafestore.com
- www.webstaurantstore.com
- www.dartcontainer.com
- www.amazon.com
- www.instawares.com

Options for Single-Use Cups¹

Name and Picture	Size (Ounces)	Approximate Price	Material
Dixie CC5 Plastic 	7oz	~\$0.06 per cup (~\$60 for pack of 1000 cups)	PS (#6)
Karat Clear Plastic PET 	7oz - 12oz	~0.05 to \$0.08 per cup, depending on size and quantity ordered (~\$50 to \$80 for pack of 1000 cups)	PET(E) (#1)
Karat Clear Frosted Polystyrene 	7oz - 9oz	~\$0.03 to \$0.04 per cup, depending on size ordered (~\$40 for pack of 1000 or ~\$95 for pack of 2500)	PS (#6)
Greensafe Store PLA Clear 	7oz - 12oz	~\$0.05 to \$0.09 per cup, depending on size ordered (~\$100 for pack of 2000 7oz cups to ~\$92 for pack of 1000 12oz cups)	PLA (#7)
Eco-Products Green Stripe for Cold Drinks 	7oz - 12oz	~\$0.06 to \$0.16 per cup, depending on size and quantity ordered	PLA (#7)
Choice Paper for Hot Drinks 	8oz	~\$0.03 to \$0.04 per cup, depending on quantity ordered (~\$30-33 for pack of 1000)	Paper lined with polyethylene
Dixie Pathways Paper Hot Cups 	8oz - 12oz	~0.06 to \$0.09 per cup, depending on size and quantity ordered (\$66 to \$85 per pack of 1000)	Paper lined with polyethylene
Green Choice Compostable Paper Coffee Cups 	8oz - 12oz	~\$0.06 to \$0.08 per cup, depending on size ordered (\$63 to \$75 per pack of 1000)	Paper lined with PLA

(1) Not an exhaustive list. Organized by size of cup.

Options for Single-Use Cups¹

Name and Picture	Size (Ounces)	Approximate Price	Material
Eco-Products World Art Hot Paper Cup 	8oz - 12oz	~\$0.10 per cup, depending on size ordered (~\$100 per pack of 1000)	Paper lined with PLA
Karat Eco-Friendly PLA 	9oz	~\$0.09 to \$0.10 per cup (~\$95 for pack of 1000 cups)	PLA (#7)
Karat White Paper Cold Cups 	9oz - 12oz	~\$0.06 to \$0.08 per cup, depending on size ordered (~\$58 to \$78 for pack of 1000)	Paper lined with polyethylene
Dixie WiseSize PETE 	10oz	~\$0.11 per cup (~\$58 for pack of 500)	PET(E) (#1)
World Centric Compostable Corn Clear Cold 	10oz	~\$0.09 to \$0.10 per cup	PLA (#7)
Karat PolyPropylene Clear Cold 	12oz	~\$0.06 to \$0.07 per cup, depending on quantity ordered	PP (#5)

(1) Not an exhaustive list. Organized by size of cup.

ACTIVITIES, LESSON PLANS, AND CURRICULA TO ENCOURAGE WATER INTAKE IN SCHOOLS

Below are some examples of and ideas for activities, worksheets, lesson plans, and curricula about water and beverages that you can incorporate into class or afterschool lessons.

Activities and Worksheets		
Description	Grade Level	Weblink
“Sugar Savvy” Activities: developed by the Bay Area Nutrition and Physical Activity Collaborative (BANPAC). A collection of activities related to drinking water instead of sugar-sweetened beverages, including puzzles and worksheets.	Materials available for preschool through high school	English: http://www.banpac.org/resources_sugar_savvy.htm#english Spanish: http://www.banpac.org/resources_sugar_savvy_drink_otter.htm#eng_poster
Coloring page: developed by “Soda Free Summer” curriculum. Shows Potter the Otter and several of his friends drinking water.	Preschool	http://www.banpac.org/pdfs/sfs/sfs_dw_coloring_sheet.pdf
“Good For Teeth?”: worksheet, developed by BANPAC. Students circle things that help keep teeth healthy.	Preschool	http://www.banpac.org/pdfs/sfs/sfs_dw_good_for_teeth.pdf
“How Much Sugar?”: worksheet developed by BANPAC. Students circle the number of spoons of sugar in one can of soda.	Preschool	http://www.banpac.org/pdfs/sfs/sfs_dw_how_many_spoons.pdf
Do it Yourself Infused Water: a hands-on way to teach kids how to add healthy, natural flavors to water using herbs and fruit.	Kindergarten and up	http://playfullearning.net/diy-infused-water-station/
Lesson Plans and Curricula		
Description	Grade Level	Weblink
“The Story of Bottled Water”: a video discussing the environmental implications of drinking bottled water instead of tap water. Accompanying lesson plan is focused on tap vs. bottled water and media literacy.	6th grade and up	Clip: http://www.storyofstuff.org/movies-all/story-of-bottled-water/ Lesson plan: http://teachingrocks.ca/ban-the-bottle/
“Take Back the Tap” Curriculum: developed by Food and Water Watch. Lesson plans discussing the benefits of tap water. Covers multiple subjects.	6th to 8th grade	http://ci.santa-rosa.ca.us/doclib/Documents/Take back the TAP. pdf

Lesson Plans and Curricula (Continued)

Description	Grade Level	Weblink
<p>Environmental Protection Agency’s “Kids’ Stuff”: lesson plans, classroom games, and activities related to drinking water and the environment. Lessons cover a wide range of subject areas.</p>	Materials available for elementary through high school	http://water.epa.gov/learn/kids/drinkingwater/
<p>Water.org: lesson plans and mini- units that align with national standards. Cover range of subjects and a variety of different types of activities.</p>	Materials available for elementary through high school	http://water.org/news/lesson-plans/
<p>“Tap Into Health” Water Promotion Toolkit: developed by the Alameda County Public Health Department. Contains lesson plans, worksheets, and interactive activities such as contests and scavenger hunts, all aimed at promoting water consumption among middle schoolers.</p>	6th to 8th grade	http://www.healthylivingforlife.org/_web-assets/pdfs/water-promo/Tap%20into%20Health%20Water%20Promotion%20Toolkit/Water%20Promotion%20Toolkit.pdf
<p>“Sugar Savvy” Students: developed by Alameda County Public Health Department. Curriculum aims to teach students about the importance of decreasing sugar intake.</p>	Includes materials specific to kindergarten through 5th grade and to 6th to 8th grade	<p>Elementary school: http://www.banpac.org/sugar_savvy_curr/ss_students_K_5_rev052208_10_21_08.pdf</p> <p>Middle school: http://www.banpac.org/sugar_savvy_curr/ss_students_6_8_rev052208_10_21_08.pdf</p>
<p>“Our Water” Curriculum: developed by the San Francisco Public Utilities Commission. Teaches students about water resources and the importance of conservation. Interdisciplinary units that support CA State Standards.</p>	4th to 6th grade	http://sfwater.org/index.aspx?page=490

VIDEOS AND SONGS TO ENCOURAGE WATER INTAKE IN SCHOOLS

Below are some examples of videos and songs you can use to promote water intake at your school.

Videos and Songs		
Description	Grade Level	Weblink
<p>“Drink More Water!”: song encourages children to drink more water and less juice.</p>	Preschool and kindergarten	<p>Music Video: http://www.youtube.com/watch?v=QrWquDo7TzE</p> <p>Instructional video teaching song’s accompanying motions: http://www.youtube.com/watch?v=PXp21n-IT_E</p>
<p>“W-A-T-E-R”: an animated children’s video with a rhyming story about drinking water at home. After the story, video includes water facts and fun ways to drink water (fountain, bottle, lemon slices, silly straws, fun-shaped ice, etc.).</p>	Preschool and kindergarten	<p>http://www.youtube.com/watch?v=yM6hn-Z1UWw</p>
<p>“Water, Water, Water”: children’s song that encourages kids to drink water. Developed by the Healthy Kids initiative in Australia.</p>	Preschool and kindergarten	<p>http://www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/4.Water,water,water.mp3</p>
<p>“Drink Water for Your Life”: narrated video with facts about water.</p>	4th grade and up	<p>http://www.youtube.com/watch?v=833lUejFM</p>
<p>“Drinkin’ that Water”: rap music video about drinking water instead of sugary beverages. Written and performed by Oakland, California teens.</p>	6th grade and up	<p>http://www.youtube.com/</p>
<p>“Water Cycle Rap Song”: song teaches students about the water cycle.</p>	6th grade and up	<p>http://www.youtube.com/watch?v=yNW1evt93e4</p>

POSTERS TO ENCOURAGE WATER INTAKE IN SCHOOLS

Below are some examples of posters you can use to promote water intake at your school.

Posters		
Description	Grade Level	Weblink
Sugar Savvy / Potter the Otter Posters: series of mini-posters with fun facts promotes consumption of water instead of sugary beverages. Available in English and Spanish.	Preschool and kindergarten	http://www.banpac.org/resources_sugar_savvy_drink_otter.htm#eng_poster
Sugar Content in Popular Drinks: developed by LiveWellOhama. Shows how much sugar is in popular drinks, visually represented as sugar packets.	4th grade and up	http://livewellomaha.org/wp-content/uploads/2011/08/Poster-Choose-DrinksB4FAEA.png
Healthy Kids Fact Sheet: fact sheet outlines health benefits of water. Developed by the Healthy Kids initiative in Australia (so uses metric system units in fact sheet).	6th grade and up	http://www.healthykids.nsw.gov.au/downloads/file/kidsteens/HealthyKids_KidsFactSheet_ChooseWaterAsADrink.pdf
ReThink Your Drink: informational poster highlights the importance of drinking milk and water. Also demonstrates how to read a nutrition label for beverages. Available in English and Spanish.	9th grade and up	http://www.healthyeating.org/Portals/0/Documents/Tip%20Sheets/ReThinkYourDrink.pdf
“Water Cycle Rap Song”: song teaches students about the water cycle.	6th grade and up	http://www.youtube.com/watch?v=yNW1evt93e4
“Tapped”: documentary about the bottled water industry.	6th grade and up	http://www.tappedthemovie.com/

MODEL SCHOOL WELLNESS POLICY LANGUAGE FOR DRINKING WATER ACCESS AND CONSUMPTION

This model policy provides language for water access and promotion in schools. It includes recommended language for your school wellness policy and provides actions you can take to implement the policy. The intent of this model policy is to provide language for the provision of drinking water in schools that aligns with best practice recommendations. It is the “ideal” drinking water policy. This model policy addresses seven main areas of water-related language for school wellness policies:

- Water access
- Water delivery options
- Promotion and marketing
- Education
- Safety and quality
- Reusable water bottles
- Monitoring and evaluation

INCORPORATING MODEL WATER-RELATED LANGUAGE INTO YOUR SCHOOL WELLNESS POLICY

For each of these areas, recommended language is provided in the text box followed by specific actions your school or district can take to implement the guideline. Your school or district can use all of the best practices as written to implement a comprehensive drinking water policy. Or you phase-in over time the adoption of individual parts of the model policy. The model guidelines can be revised to meet the needs and priorities of your school or district.

1) Water Access

Recommended Language

The school district shall provide all students (including those with disabilities) and staff with easy access to clean, safe, and good-tasting drinking water free of charge at every school campus. Potable drinking water will be readily available at all times during the day and at before- and after-school activities in the food service and eating areas, common areas, gyms, outdoor physical activity spaces, classrooms, and faculty lounges.

Implementation Actions

- At minimum, the school district should comply with the fountain to student ratio as required by the State’s building code.¹ However, the size of the school campus, the drinking water needs of the students, and district resources can also determine the number of water delivery options available at individual school sites.
- The school district can provide students with drinking vessels (e.g., recyclable, compostable, or reusable cups) next to the tap water dispensers, water bottle fillers, point-of-use water machines, or other water delivery options for students to serve themselves water.
- School staff will ensure that the refillable water dispensers are filled when empty during each meal period, at a minimum, and, ideally, throughout the school day.
- If plain bottled water is sold, the school district should ensure that bottled water sold in vending machines, a la carte lines, and student stores costs no more than competitive beverages, such as sports drinks, fruit-flavored drinks, and flavored bottled water with added sweeteners.



(1) For example, the California State building code requires schools to have one water outlet for every 150 individuals (see: 2010 California Plumbing Code Table 4-1: <https://law.resource.org/pub/us/code/bsc.ca.gov/prince/gov.ca.bsc.2010.05.pdf>).

2) Water Delivery Options



Recommended Language

The school district shall consider the installation of appealing water delivery options in the event that there is construction of a new school campus, renovation of a school building, or substantial repairs or upgrades of existing drinking fountains.

Implementation Actions

- Consider non-traditional fountain water delivery options that include, but are not limited to, tap water dispensers, point of use water machine, bottle filling stations, and fountains with bottle fillers. Survey students to learn what kind of water delivery option they prefer.
- Ensure the water delivery option dispenses clear, chilled, good-tasting drinking water that is free of odors.



3) Promotion and Marketing

Recommended Language

The school district will actively promote water consumption throughout the school day and at before- and after-school activities. Promotional activities might include announcements, posters and signage, contests, and multimedia campaigns (e.g., videos, songs, social media, etc.).

Implementation Actions

- The school district will encourage all school administrators, teachers, and building staff to be role models by drinking tap water around students.
- The school district will encourage drinking water, preferably tap water, at all school or school-sponsored events, meetings, or parties (e.g., birthday or holiday celebrations in the classroom).



A poster used by Redwood City School District to promote water consumption

4) Education

Recommended Language

[Designated School Official] will review formal curriculum to ensure information relating to drinking water is consistent and up-to-date. As appropriate, teachers will include information about drinking water in their lesson plans. Lessons will incorporate information about the health and learning-related benefits of drinking adequate levels of water regularly throughout the school day.

Implementation Actions

- Water topics can be integrated within the comprehensive health education curriculum and taught at every grade level according to the standards of the [State] Department of Education.
- Schools can link water education activities with existing coordinated school health programs or other comparable comprehensive school health promotion frameworks.



5) Safety and Quality

Recommended Language

The school district shall conduct periodic water quality tests of all drinking water outlets in each district facility in accordance with Environmental Protection Agency guidelines. The school district shall maintain and sanitize all water delivery options on a regularly scheduled basis (e.g., as part of facility maintenance schedule).

Implementation Actions

- The school district should make the test results available in an easily accessible format (e.g., post on district website, include in school newsletter), and deliver letters with test results to students and parents.
- The school district should take the necessary remediation measures to keep the water safe to drink (e.g., water is flushed through at the start of week and after holiday closure, filters are installed when necessary) and communicate such action with affected students and parents.
- The school district should service all water delivery options and replace units in accordance with manufacturer guidance.
- For water delivery options with a filter, the filter will be changed in accordance with the manufacturer guidelines.
- Pitchers, refillable water dispensers, and drip trays should be cleaned weekly (or more frequently as needed).¹

6) Reusable Water Bottles

Recommended Language

Students will be permitted to carry reusable water bottles while at school for the specific use of drinking water only. Each student must have his or her own water bottle that is clearly labeled with his/her name. Students are allowed to take their reusable water bottles into the classroom except into the computer or science labs. Misuse of bottles will be subject to disciplinary action.

Implementation Actions

- Students can be responsible for providing their own reusable water bottles in accordance with the school district policy. At minimum, the reusable water bottle should be made of good quality, BPA-free plastic and fitted with a secure cap.
- The school district may also require that the reusable water bottles be clear plastic (transparent) to minimize the risk of students putting drinks other than water in their bottles.
- The school district can include reusable water bottles in the uniform list or school supplies list.
- The school district should encourage individual school sites to make reusable water bottles available to the school community through fundraisers or for purchase in the food service area and student stores.
- The school district should establish and communicate health and safety guidelines for reusable water bottles to the school community. Students and parents can be provided instructions for proper cleaning of bottles.



(1) See also: Harvard Prevention Research Center (Forthcoming). *Keep It Flowing: A Practical Guide to School Drinking Fountain Planning, Maintenance, and Repair*.

7) Monitoring and Evaluation

Recommended Language

Through implementation and enforcement of this policy, the school district will create an environment that supports opportunities for improving water access and water consumption. To ensure continuing progress, the school district or individual school sites will evaluate implementation efforts and their impact on students and staff.

Implementation Actions

- The school district should designate a school official to ensure that individual school sites comply with this drinking water policy.
- Policy language should be assessed each year and revised as needed.
- The school district should regularly assess whether schools are meeting students water intake needs.



EVALUATE YOUR WATER PROGRAM: OVERVIEW

Needs Assessment		
Variable	Methods	Resources*
Current Water Access	<u>Audit</u> or inventory of current water sources, including how appealing the water sources are	<ul style="list-style-type: none"> Harvard Preventing Research Center: <i>Water Audit Tool</i> University of Washington: <i>Water Inventory</i>
Desired Water Access	<u>Surveys</u> , <u>interviews</u> , or <u>focus groups</u> with students or staff regarding their preferences for new water sources	<ul style="list-style-type: none"> Surveys: Sage Publications: <i>Research Methods in Education</i> (see Chapter 8, Survey Research) Surveys: University of Wisconsin-Madison Office of Quality Improvement: <i>Survey Fundamentals: A Guide to Designing and Implementing Surveys</i> Interviews: University of California Los Angeles Health Policy Research: <i>Performing a Community-Based Assessment</i> (See see Appendix Section 4: "Key Informant Interviews") Interviews: University of Florida IFAS Extension: <i>Conducting an In-depth Interview</i> Focus Groups: University of Wisconsin-Madison Office of Quality Improvement: <i>Focus Groups: A Guide to Learning The Needs of Those We Serve</i>

Process Evaluation			
Variable	Methods	Resources ¹	Considerations
Water Access	<u>Audit</u> or inventory of water sources	<ul style="list-style-type: none"> Harvard Preventing Research Center: <i>Water Audit Tool</i> University of Washington: <i>Water Inventory</i> 	<ul style="list-style-type: none"> Also consider any current or future plans district has to renovate existing drinking water sources or add new drinking water sources.
Wellness Policy	<u>Review</u> of wellness policy	<ul style="list-style-type: none"> Yale Rudd Center for Obesity and Food Policy: <i>School Wellness Policy Evaluation Tool</i> (see p. 18) 	
Cost to Implement Program	<u>Review/tracking</u> of costs using documents such as water bill, electric bill, receipts	<ul style="list-style-type: none"> Cradock et. al.: <i>Getting Back on Tap: The Policy Context and Cost of Ensuring Access to Low-Cost Drinking Water in Massachusetts Schools</i> 	<ul style="list-style-type: none"> Consider both upfront costs (e.g., purchase of new water sources) and annual, ongoing costs (e.g., electricity and water bill).
	<u>Surveys</u> of staff to determine how much time/labor was required to implement the program.	<ul style="list-style-type: none"> Surveys: see above 	<ul style="list-style-type: none"> Staff you may want to survey include: cafeteria staff, facilities staff, wellness coordinator. Staff could also keep a log or diary recording time spent implementing the program.
Experience of Implementing the Program	<u>Surveys</u> , <u>interviews</u> , and <u>focus groups</u> of staff involved in implementing the program	<ul style="list-style-type: none"> Surveys: see above Interviews: see above Focus Groups: see above 	<ul style="list-style-type: none"> You might ask questions like, "What challenges were experienced?", "What worked well about the program?" or "What did you like or dislike about the program?"

(1) Refer to the *Resources* supplementary material for a detailed list of resources, including weblinks.

Outcome Evaluation

Variable	Methods	Resources*	Considerations
Students' Water Consumption	<u>Observation</u> of how many students take water from a water source	<ul style="list-style-type: none"> Supplemental Material <i>Observation Tool: Examine the Number of Students Who Access a Water Source</i> 	<ul style="list-style-type: none"> Observation of water access will help you determine how many students used the water source, but not how much water was consumed.
	Plate waste methodology (measure or weigh amount of water students take from water source, and amount of water leftover when they finish drinking)	<ul style="list-style-type: none"> Jacko, et al.: <i>The Use of the Plate Waste Method to Measure Food Intake in Children</i> Smarter Lunchrooms Movement: <i>Tray Waste Lab and Lesson Plan</i> 	<ul style="list-style-type: none"> Using plate waste methodology is time- and labor-intensive, but will more accurately estimate the amount of water students consume.
	Measure volume of water taken from water source of interest using <u>flowmeters</u> (for water fountains/bottle fillers or point of use machines) or <u>manual estimation</u> for tap water dispensers	Flowmeters: <ul style="list-style-type: none"> www.flowmeters.com www.badgermeter.com www.watermeters.com www.tdsmeter.com/products 	<ul style="list-style-type: none"> Flowmeters and manual estimation will tell you how much water students took from the water source, but will not perfectly reflect the amount students consumed, as students may not drink all water they take from the source.
	<u>Surveys</u> of students regarding their water consumption	<ul style="list-style-type: none"> Surveys (general): see above University of California Los Angeles Health Policy Research: "California Health Interview Survey," Adolescent Version 15.3 (2011-2012) (see p. 14-18) 	<ul style="list-style-type: none"> Self-reported beverage consumption is not highly accurate. Administering surveys can be time- and labor-intensive.
Students' Sugar-Sweetened Beverage Consumption	<u>Review</u> of beverage sales (from vending machines, school store, or cafeteria line)	<ul style="list-style-type: none"> Health Care Without Harm: "Sugar Sweetened Beverage Purchasing Tracking Tool" 	<ul style="list-style-type: none"> Need to work with school administrators, cafeteria staff, and food service companies to obtain sales data records
	<u>Surveys</u> of students regarding their sugary beverage consumption	<ul style="list-style-type: none"> Surveys: see above University of California Los Angeles Health Policy Research: <i>California Health Interview Survey, Adolescent Version 15.3 (2011-2012)</i> (see p. 14-18) 	<ul style="list-style-type: none"> Self-reported beverage consumption is not highly accurate. Administering surveys can be time- and labor-intensive.
Knowledge, Attitudes, and Intentions	<u>Surveys, interviews, and focus groups</u> of students and/or staff	<ul style="list-style-type: none"> Surveys: see above Interviews: see above Focus groups: see above 	

(1) Refer to the **Resources** supplementary material for a detailed list of resources, including weblinks.

OBSERVATION TOOL: EXAMINE THE NUMBER OF STUDENTS WHO ACCESS A WATER SOURCE

Instructions:

- Tally the number of students who drink water from the observed water source.
- You can observe any time period you wish, as long as you are consistent each time you conduct the observations. For example, if you observe a lunch period at the beginning of your water program, you will want to always observe the same lunch period. That way, you can compare results across time.
- For more accurate results, you can repeat this observation two days in a row and average your results from the two days.
- You can repeat this observation at all water sources you are interested in, or at different times during the day.
- Make note of anything happening at school that might affect how many students drink water, such as an event (barbeque, party, celebration, etc.) or activity (students ran the mile in physical education class, students taking exams, many students on a field trip, etc.).

General Information	
School Name:	Day, Date:
Data Collector Name:	Water Source Observed: <i>Describe type of source and its location</i>
Observation Start Time:	Observation End Time:
Observations	
Tally of Students Who Drank Water from Observed Water Source:	
Attendance (in school / class) for today¹:	
% of Students Who Drank from This Water Source: <i>Divide the total number of students who drank from the observed water source by the attendance for today. Multiply this answer by 100%. This will give you the percentage of students who drank from this water source today. Your equation will look like this: (number of students / attendance) * 100%</i>	
Notes:	

(1) You should obtain the total attendance based on the time and location you observe. For example, if you observe a cafeteria water fountain for all lunch periods and all students access the cafeteria during lunchtime, then you would want to calculate attendance at the entire school for the day you observed. If you observed 3rd period gym class, you should find out the daily attendance of 3rd period gym class on the day you observed.

RESOURCES

ACTION 1 - BUILD YOUR TEAM AND GATHER SUPPORT

Gather Support from Key Stakeholders

Public Health Advocacy Institute: *Mapping School Food: A Policy Guide*

<http://www.phaionline.org/wp-content/uploads/2007/11/mappingschoolfood.pdf>

Form Your Team

State of Washington Office of Superintendent of Public Instruction: *School Wellness Policy Best Practices for Development, Implementation and Evaluation* (see p. 24-25)

<http://www.k12.wa.us/ChildNutrition/SchoolWellness/SchoolWellnessManual.pdf>

ACTION 2 - SERVE SAFE AND APPEALING WATER

Decide Where to Serve Water

Harvard School of Public Health: *Water Audit Tool*

<http://www.hsph.harvard.edu/nopren/water-access-working-group/>

http://www.hsph.harvard.edu/nopren/files/2013/10/Water-audit-tool-_NOPREN.pdf

University of Washington: *Water Inventory Tool*

http://courses.washington.edu/nutr531/Tapwateraccess/2013%20Water%20Project_Final%20Report%203.18.pdf

Harvard Prevention Research Center: *Keep It Flowing: A Practical Guide to School Drinking Fountain Planning, Maintenance, and Repair.*

Forthcoming; for more information visit the Nutrition and Obesity Policy Research and Evaluation Network Water Access Working Group website: <http://www.hsph.harvard.edu/nopren/water-access-working-group/>

Test Water Quality and Remediate Water Quality Problems

Environmental Protection Agency (EPA)

<http://water.epa.gov>

Drinking Water Best Management Practices for Schools and Child Care Facilities Served by Municipal Water Systems (see p. 7-12)

<http://water.epa.gov/infrastructure/drinkingwater/schools/upload/epa816b13002.pdf>

Drinking Water Best Management Practices for Schools and Child Care Facilities Served by Their Own Drinking Water Source (see p. 11-17)

<http://water.epa.gov/infrastructure/drinkingwater/schools/upload/epa816b13001.pdf>

3Ts for Reducing Lead in Drinking Water in Schools (see p. 17-36, p. 55-59, p. 65-69)

http://www.epa.gov/ogwdw/schools/pdfs/lead/toolkit_leadschools_guide_3ts_leadschools.pdf

California Department of Public Health Drinking Water Program

<http://www.cdph.ca.gov/programs/pages/dwp.aspx>

District Offices Contact Information

<http://www.cdph.ca.gov/programs/Documents/DDWEM/OriginalDistrictMapCDPH.pdf>

Certified Water Treatment Devices

<http://www.cdph.ca.gov/certlic/device/Pages/watertreatmentdevices.aspx>

Community Water Center: *Resources for Communities*

<http://communitywatercenter.org/resources/for-communities/>

RESOURCES (CONTINUED)

Test Water Quality and Remediate Water Quality Problems (Continued)

Los Angeles Unified School District Office of Environmental Health and Safety

http://www.lausd-oehs.org/Lead_DrinkingWater.asp

Labor Occupational Health Program at the University of California, Berkeley: *Lead-Safe Schools Guide* (see p. 48-52)

<http://www.lohp.org/docs/pubs/lead/lssguide.pdf>

ACTION 3 - ENHANCE AND SUSTAIN YOUR WATER PROGRAM

Encourage Water Consumption Through Promotion and Education

Alameda County Public Health Department: *Tap Into Health Water Promotion Toolkit*

<http://www.healthylivingforlife.org/tools.php>

San Francisco Public Utilities Commission: *Our Water Curriculum*

<http://sfwater.org/index.aspx?page=490>

<http://sfwater.org/education>

Bay Area Nutrition and Physical Activity Collaborative: *Sugar Savvy Students*

Kindergarten to 5th grade: http://www.banpac.org/sugar_savvy_curr/ss_students_K_5_rev052208_10_21_08.pdf

6th to 8th grade: http://www.banpac.org/sugar_savvy_curr/ss_students_6_8_rev052208_10_21_08.pdf

Water.org Lesson Plans

<http://water.org/news/lesson-plans/>

Environmental Protection Agency: *Kids' Stuff*

<http://water.epa.gov/learn/kids/drinkingwater/>

Food and Water Watch: *Take Back the Tap Curriculum*

[http://ci.santa-rosa.ca.us/doclib/Documents/Take back the TAP.pdf](http://ci.santa-rosa.ca.us/doclib/Documents/Take%20back%20the%20TAP.pdf)

"W-A-T-E-R" animated children's video

<http://www.youtube.com/watch?v=yM6hn-Z1UWw>

"Drinkin' that Water" music video

<http://www.youtube.com/watch?v=FLqbrCnPJtE&feature=youtu.be>

"The Water Cycle Rap Song" music video

<http://www.youtube.com/watch?v=yNW1evt93e4>

Develop and Implement Water-Related Language for School Wellness Policies

Yale Rudd Center for Obesity for Food Policy: *School Wellness Policy Evaluation Tool* (see p. 18)

<http://www.yaleruddcenter.org/resources/upload/docs/what/communities/SchoolWellnessPolicyEvaluationTool.pdf>

National Policy & Legal Analysis Network to Prevent Childhood Obesity (NPLAN): *Model Wellness Policy Language for Water Access in Schools*

<http://changelabsolutions.org/publications/wellness-policy-water>

ACTION 4 - MONITOR PROGRESS AND MAKE IMPROVEMENTS

Form Your Evaluation Team

Community Tool Box: *Evaluating Community Programs and Initiatives* (see especially Chapter 36: Section 4, "Choosing Evaluators")

<http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/choose-evaluators/main>

RESOURCES (CONTINUED)

Conduct Your Evaluation: Process Evaluation

Harvard School of Public Health: *Water Audit Tool*

http://www.hsph.harvard.edu/nopren/files/2013/10/Water-audit-tool-_NOPREN.pdf

University of Washington: *Water Inventory Tool*

http://courses.washington.edu/nutr531/Tapwateraccess/2013%20Water%20Project_Final%20Report%203.18.pdf

Yale Rudd Center for Obesity for Food Policy: *School Wellness Policy Evaluation Tool* (see p. 18)

<http://www.yaleruddcenter.org/resources/upload/docs/what/communities/SchoolWellnessPolicyEvaluationTool.pdf>

Craddock et al., *American Journal of Preventive Medicine* (2012): *Getting Back on Tap: The Policy Context and Cost of Ensuring Access to Low-Cost Drinking Water in Massachusetts Schools.*

http://www.hsph.harvard.edu/nopren/files/2013/07/Cradock_Back-on-Tap_AJPM.pdf

Conduct Your Evaluation: Outcome Evaluation

Focus Groups

University of Wisconsin-Madison Office of Quality Improvement: *Focus Groups: A Guide to Learning The Needs of Those We Serve*

http://oqi.wisc.edu/resourcelibrary/uploads/resources/Focus_Group_Guide.pdf

Surveys

Sage Publications: *Research Methods in Education* (see Chapter 8: Survey Research)

http://www.sagepub.com/upm-data/43589_8.pdf

University of Wisconsin-Madison Office of Quality Improvement: *Survey Fundamentals: A Guide to Designing and Implementing Surveys*

http://oqi.wisc.edu/resourcelibrary/uploads/resources/Survey_Guide.pdf

Interviews

University of California Los Angeles Center for Health Policy Research: *Performing a Community-Based Assessment* (see Appendix Section 4: "Key Informant Interviews")

http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba23.pdf

University of Florida IFAS Extension: *Conducting an In-Depth Interview*

<http://edis.ifas.ufl.edu/fy393>

Water and Sugar Sweetened Beverage Consumption

University of California Los Angeles Health Policy Research: *California Health Interview Survey Adolescent Version 15.3 (2011-2012)* (see p. 14-18)

<http://healthpolicy.ucla.edu/chis/design/Documents/CHIS2011teenquestionnaire.pdf>

Health Care Without Harm: *Sugar Sweetened Beverage Purchasing Tracking Tool*

<http://www.healthyfoodinhealthcare.org/healthybeverage.implementation.php>

Jacko et al. (2007) in the *Journal of Extension*: *The Use of the Plate Waste Method to Measure Food Intake in Children*

<http://www.joe.org/joe/2007december/rb7.php>

Smarter Lunchrooms Movement: *Tray Waste Lab and Lesson Plan*

<http://smarterlunchrooms.org/resource/tray-waste-lab-lesson-plan>

RESOURCES (CONTINUED)

Conduct Your Evaluation: Outcome Evaluation (Continued)

Flowmeters

www.watermeters.com

<http://www.badgermeter.com/Water-Utility/Meters.htm>

www.flowmeters.com

<http://www.tdsmeter.com/products/fm2.html>

Report Results and Make Improvements

Community Tool Box: *Evaluating Community Programs and Initiatives*

<http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation-to-understand-and-improve>

Smarter Lunchrooms Movement: *Share Your Success: Publicizing Your Smarter Lunchrooms Makeover*

http://smarterlunchrooms.org/sites/default/files/share_your_success.pdf

ACTION 5 - FUND YOUR WATER PROGRAM

Identify Potential Funders

County Health Rankings and Roadmaps: *Guide to Funding Your Community Health Initiative* (see p. 3-7)

<http://www.countyhealthrankings.org/roadmaps/funding-guide>

Patel, AI & Hampton, KE (2011). *Encouraging Consumption of Water in School and Child Care Settings: Access, Challenges, and Strategies for Improvement*. American Journal of Public Health, 101(8): 1370-9.

(See especially p. 1375).

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3134515/>

Environmental Protection Agency: *Water Quality Funding Sources for Schools*

http://www.epa.gov/ogwdw/schools/pdfs/lead/funding_schools_fundingsources.pdf

United States Department of Agriculture: *Local Wellness Policy Resources: Grants/Funding Opportunities*

<http://healthymeals.nal.usda.gov/local-wellness-policy-resources/school-nutrition-environment-and-wellness-resources/grantsfunding>

Approach Funders for Short-Term Funding

Community Tool Box: *Generating, Managing, and Sustaining Financial Resources* (see Chapter 42: Getting Grants and Financial Resources)

<http://ctb.ku.edu/en/generating-managing-and-sustaining-financial-resources>

Foundation Center: *GrantSpace*

<http://grantspace.org/>

Michigan State University Libraries: *Non-Profit Fundraising Web Resources*

<http://staff.lib.msu.edu/harris23/grants/4fcelec.htm>

Secure Long-Term Funding

Community Tool Box: *Social Marketing and Institutionalization of the Initiative* (see Chapter 46: Planning for Long-Term Institutionalization)

<http://ctb.ku.edu/en/table-of-contents/sustain/long-term-institutionalization>