Addressing Nutrition and Physical Activity through ESSA Implementation

June 26, 2017
Agenda

1. Welcome and Context Setting
2. Overview of ESSA and School Health and Wellness
3. Overview of Opportunities ESSA Presents for Addressing Nutrition and Physical Activity
4. State Examples: Michigan/Louisiana
5. Questions
Alex Mays, MHS
Senior Director of National Programs
Healthy Schools Campaign
Addressing Nutrition and Physical Activity through ESSA Implementation

About Healthy Schools Campaign
Introduction to the Every Student Succeeds Act
Opportunities for Supporting Student Health

• Title I: funding to states and school districts with high percentages of low-income children
• Title II: professional development and literacy
• Title IV: Student Support and Academic Enrichment Grants and community support for school success
State ESSA Plans to Support Student Health and Wellness: A Framework for Action

Download online: healthyschoolscampaign.org/state-essa-framework
Key Levers Included in the Framework

• State Accountability System
• State School Report Cards
• Needs Assessment
• Professional Development
• Transition from Early Childhood Programs to Elementary School
• Well-Rounded Education
ESSA Framework Addenda

• Addressing Chronic Absenteeism through ESSA
• Supporting Nutrition and Physical Activity through ESSA
• Coming soon:
  • Supporting Mental Health and Wellness through ESSA
Framework for Action: Addressing Nutrition and Physical Activity through ESSA Implementation

Download online (under Spotlight Issues):
healthyschoolscampaign.org/state-essa-framework
Nancy Katz, MS, RDN

Director of School Partnerships
Alliance for a Healthier Generation
About Alliance for a Healthier Generation
Opportunities to Integrate Nutrition and Physical Activity into ESSA State Plans
Leading Nutrition/Physical Activity Issues Facing Children

- Lack of physical activity (PA)
- Food insecurity
- Low intake of fruits and vegetables
- High intake of sugar and sodium
- Childhood obesity
Status of Nutrition in Schools

• Over 30 million children eat one or two school meals daily
  • Strong nutrition standards for school meals and competitive foods
  • Local Wellness Policies (LWP) required
• No national requirement for nutrition education (part of some health education curricula)
  • Median of 3.4 hours of nutrition education in elementary schools, 4.2 hours in middle schools, and 5.9 hours in high schools per year (Kann, Telljohann, and Wooley, 2007)
Status of Physical Activity in Schools

- No national requirement for minutes of physical education (PE) or PA, or recess
- Centers for Disease Control recommends 60 minutes of daily physical activity
  - Students spend most of their day in schools so schools have large role in supporting PA through PE, recess, activity breaks, walk and bike to school, and before- and after-school activities
- Recommended minimum of 60 min/week of PE, 50% MVPA
**Relationship Between Nutrition and Academic Achievement**

- Student participation in the USDA’s School Breakfast Program associated with increased grades and standardized test scores, reduced absenteeism and improved cognitive performance (e.g., memory). (Bradley and Green, 2013).

- Skipping breakfast associated with decreased cognitive performance (e.g., alertness, attention, memory, processing of complex visual display, problem solving) among students. (Pollitt and Matthews, 1989)

- Hunger due to insufficient food intake associated with lower grades, higher rates of absenteeism, repeating a grade, and an inability to focus among students. (Taras, 2005)
Relationship Between Physical Activity and Academic Achievement

• Students who are physically active tend to have better grades, school attendance, cognitive, performance (e.g., memory), and classroom behaviors (e.g., on-task behavior). (CDC)

• More participation in physical education class has been associated with better grades, standardized test scores, and classroom behavior (e.g., on-task behavior) among students. (Carlson, Fulton, Lee, Maynard, Brown, Kohl III, and Dietz, 2008)

• Time spent in recess has been shown to positively affect students’ cognitive performance (e.g., attention, concentration) and classroom behaviors (e.g., not misbehaving). (Jarrett, Maxwell, Dickerson, Hoge, Davies, and Yetley, 1998)
Well-Rounded Education

- ESSA definition of a “well-rounded” education includes health and physical education
- Raises importance of these subjects in the overall academic environment
- Opens up funding streams in Titles I and II to be used for these subjects
- Supports use of measures of health and wellness in accountability systems and/or on state report cards
Accountability and Report Cards

- Student fitness measures
- PE minutes, access to PE
- PE class size
- Minutes of PA
- Presence of a school wellness committee
- Presence of and adherence to a local wellness policy
- Integration of nutrition education into health education standards
Needs Assessments

• Provide advocates with an opportunity to ensure that schools/districts are considering the impact of health/wellness on student achievement

• Ensure that factors such as school climate, nutrition education programs, or opportunities for PE/PA are examined to improve academic achievement

• Increase # of schools that are implementing nutrition and PA practices, makes it more feasible to include these indicators on state and local report cards and ultimately on accountability systems

• Can identify need for use of evidence-based interventions and professional development
Nutrition/PA Data for Needs Assessments

- Student fitness assessments such as Presidential Youth Fitness Program and FitnessGram
- School meal participation rates
  - Participation in CEP, availability of BIC and alternative breakfast models
- LWP reporting required as part of the USDA Administrative Review
- Alliance for a Healthier Generations Healthy School Program Assessment/CDC School Health Index
- State required LWP reporting
Professional Development

• Ensure that teachers/staff understand how to integrate health and wellness into their interactions with students

• Training on nutrition education can satisfy annual continuing education requirements for child nutrition program staff

• PE/health education teachers should receive same quantity and quality of professional development as teachers of other subjects that are included in a well-rounded education

• Training to classroom teachers in the effective use of physical activity breaks or how to integrate nutrition education into other subjects (particularly focused on increasing participation in the school meal program)
Title IV

- Student Support and Academic Enrichment Grants (SSAEG)
  - 20% for student health and safety
  - 20% for well-rounded education
- Needs assessments required if district receives over $30,000

- 21st Century Community Learning Centers, Community Schools, and Promise Neighborhoods
ESSA Implementation to Date
17 State Plans Submitted for Peer Review

- Arizona
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Illinois
- Louisiana
- Maine
- Massachusetts
- Michigan
- Nevada
- New Jersey
- New Mexico
- North Dakota
- Oregon
- Tennessee
- Vermont
Proposed School Quality Measures

- 14 states include chronic absenteeism
- 14 states include more than one indicator
- 5 include a measure related to physical fitness (CT, LA, MI, ND, VT)
- 2 include a measure related to school climate
School Quality Measures: Physical Fitness

- Students meeting or exceeding the “Health Fitness Zone Standard” in all four areas of the Connecticut Physical Fitness Assessment.
- Time spent in PE
- Presidential Youth Fitness Program-aligned “healthy zone”
- Military ready (physically fit as deemed by PE instructor)
- Louisiana’s “interests and opportunities indicator” will measure extent to which a school is supporting a well-rounded education
Nutrition/PA in First State Plans

- Arizona requires PD on Whole Child, Whole School, Whole Community Model
- New Jersey includes a focus on using funding to deliver PD related to physical education
- Maine includes PD funding to train physical education and health education teachers
- Many state plans recognize the importance of a well-rounded education, health and wellness and school climate as part of their school improvement strategy
What PE Currently Looks Like in Michigan

Did Not Attend Physical Education Classes On 1 Or More Days
(in an average week when they were in school)
Michigan, High School Youth Risk Behavior Survey, 2015

2015

Total: 68.5%
Female: 76.3%
Male: 60.7%
## 2016 School Health Profiles

% of schools that taught required physical education in the following grades:

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<th>Grade Level</th>
<th>Percentage</th>
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2016 Physical Education and Physical Activity Survey  Preliminary data

- Approximately 3% of K-5 buildings have daily PE
  - If PE is not daily, a majority of students receive 90 minutes or less a week of PE class
  - Approximately 3% received 150 minutes or more of PE per week
- In high school:
  - Most students receive the required PE class their freshman year
  - Every day for a semester
Current policy and legislation


- K-8 – physical education “shall be established and provided in all public schools of this state”. What that looks like is a local decision.

- Michigan Merit Curriculum – ½ credit of PE for graduation.
Guiding Principles for ESSA

- A true focus on the whole child and the aspects of a well-rounded education, including not only academic subjects like fine arts and physical education, but also areas related to safety, health, school culture and climate, food and nutrition, early childhood, postsecondary transitions, and social-emotional learning.

- Michigan’s ESSA plan is a vehicle to enact the goals articulated in Michigan’s Top 10 in 10 plan.
School health and physical education are identified as part of a student’s “well-rounded” education. The term “well-rounded education” replaces the term “core subjects” used in previous authorizations of the Elementary and Secondary Education Act.

- Subjects included in a well-rounded education are allowable uses of Title I and Title II funds by states and school districts.
- Being part of the definition of a well-rounded education puts school health and physical education on a level playing field with other academic subjects.
- School health, physical education and physical activity programs will have access to significant funding under Title IV of ESSA. Block grants will be distributed to states under the Safe and Healthy Students program within Title IV. School districts will apply to their state department of education for funding for a wide range of safety, health and school-climate programs, to include health education and physical education.
- Funding previously allocated to school districts through the Carol M. White Physical Education Program (PEP) from the Department of Education will no longer exist. The funding available in the block grants through Title IV will replace the PEP grant funding.
- School districts will be able to access funding from Title I, Title II and Title IV through their state department of education. The process for accessing these funds is still being developed by the Department of Education with oversight from Congress.
GOALS & STRATEGIES

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state
STRATEGIC GOALS

1. Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment through a multi-stakeholder collaboration with business and industry, labor, and higher education to maximize lifetime learning and success.

2. Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

3. Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.

4. Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure they have access to quality educational opportunities.

5. Ensure that parents/guardians are engaged and supported partners in their child’s education.

6. Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

7. Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

Top 10 in 10 Focus Areas

- Learner-Centered Supports
  - Deeper Learning + Personalized Learning + Differentiated Supports + Aligned Curriculum + Feedback

- Systemic Infrastructure
  - Strategic Partnerships
    - Parent, Family, & Community Services
    - District Partnerships
    - Post-Secondary/Highest Education Access
    - Workforce Preparation

- Effective Education Workforce
  - Development of New Educators & Leaders
  - Support for Practicing Educators & Leaders
  - Equity Across the System
Goal 2: Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

- Strategy 2.6: Ensure that all students within the P-12 system are able to engage in a well-rounded learning experience that builds upon active engagement in language, culture, creativity, and physical activity in an appropriate learning environment.
Goal 4: Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

- **Strategy 4.1:** Focus investment on implementing evidence-based, independently-evaluated, results-driven Integrated Student Supports (whole-child) provided in collaboration with community partners who place staff in schools to facilitate access to community resources for clothing, nutrition, physical, behavioral, social-emotional, mental health, post-secondary access, career readiness, tutoring, mentoring, and other supports necessary for students to stay in school, be promoted, and graduate on time.
Addressing Nutrition and Physical Activity through ESSA Implementation

Bonnie Richardson

President
Louisiana, Association for Health, Physical Education, Recreation and Dance
Physical Education in LA

• PE required for Grades K-12
• The State PE Standards have just been revised and are awaiting approval from the DOE
• PE teachers are licensed, when a noncertified teacher is hired, it is with the understanding that the teacher will work on his/her certification
• Grades K-3 classes can have 26 students and Grades 4-12 can have 33. Magnet classes can be up to 25.
ESSA as a Leverage Point in LA

- LA has been working on PE for over 20 years
- LA members testified in 2002 to have PE mandated in Grades K-12
- ESSA provided additional opportunity as health and PE included in a well-rounded education
- Convened group of LA AHPERD officers to discuss approach for ESSA
- Networked with PE experts from around the nation
- Worked with contacts at DOE, attended Stakeholder Listening Sessions
LA State ESSA Plan Outcome

• Interests and Opportunities Index (5th indicator)
  • Includes a number of different indicators including health and wellness
  • Recommending Alliance for a Healthier Generation’s Healthy Schools Program Assessment as data collection tool
  • Details to be worked out over the summer
  • AHPERD will continue to be involved in these conversations
Thank you!

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