

Growing a Healthy Foundation for Learning: What's New in Local School Wellness Policies

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Please submit your questions in the
chat box to organizers and panelists

Local Wellness Policies: A National Perspective

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Timeline: Local Wellness Policies

- **Established in 2004 Child Nutrition Reauthorization**
- **First implemented in 2006**
- **Updated in 2010 Healthy, Hunger-Free Kids Act**
- **Final rule published in July, 2016**
- **LEAs must comply by June 30, 2017***

****USDA will provide TA and guidance to help LEAs move toward full compliance in first few years of implementation***

What's New?

- **Enhanced community involvement**
- **Enhanced compliance**
- **Evidence-based strategies for nutrition, physical activity, physical education**
- **Most LEAs will need to realign school meals and snacks and beverages (Smart Snacks) standards**
- **Policy addressing marketing of unhealthy foods and beverages (that do not meet Smart Snacks)**

School Marketing Resources

Addressing unhealthy food and beverage marketing in schools through local school wellness policies

As school districts (also called local education agencies or LEAs) update their local wellness policies (LWP), they need to include a policy on food marketing in schools by June 30, 2017. The United States Department of Agriculture (USDA) outlined the updates for the LWP in final regulations in July 2016. Community stakeholders (including parents and health professionals) can work with their local school district throughout the development and implementation of the LWP.

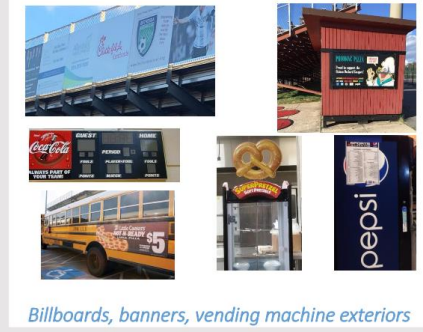
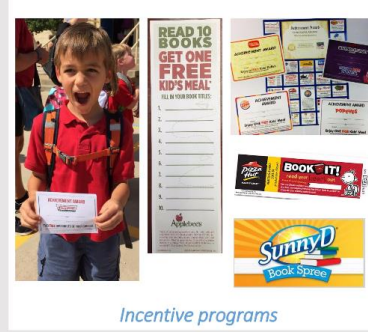
How is school marketing defined?
The final rule defines marketing as "advertising and other promotions in schools," which includes: "oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product." Foods that do not meet USDA's Smart Snack standards should not be marketed.

Parameters of marketing	Meeting the final rule	Exceeding the final rule
What does the final rule cover?	The rule covers unhealthy food and beverage marketing during the school day and on the school campus. The school day is defined as the period from the midnight before to 30 minutes after the end of the official school day. The school campus is any property owned or leased by the school, including stadiums, athletic fields and school buses, and parking lots. There are many types of school marketing (see Box). The final rule does not delineate which forms of marketing must be addressed but provides examples such as: the exterior of vending machines, posters, menu boards, coolers, cups, water bottles, trash cans, scoreboards and other food service equipment. Further, the final rule includes brand marketing as an example of marketing. The rule does not require immediate replacement of durable items, such as scoreboards.	We encourage LEAs to cover marketing outside the school day and via school-sponsored activities off school campus. This would address unhealthy marketing during after-school activities, such as sporting events, and off-campus activities, like fast-food restaurant fundraisers.
Types of marketing	We encourage LEAs to address brand marketing, by allowing marketing of whole companies, product lines, or other general brand representations only when all of the food and beverage products within that brand meet Smart Snacks standards.*	

* Rather than marketing an individual product, brand marketing aims to increase children's knowledge and preference for an entire company, one brand within a company, or a product line. If a whole company name, line of products, or brand logo is marketed in schools, all products included in the featured brand should meet Smart Snacks criteria.



The many forms of junk food marketing in schools



The many forms of junk food marketing in schools

Educational materials, classroom lessons



Learning algebra, by Burger King



Learning to count, by Jamba Juice

Fundraisers



In-school publications (such as ads in this school booklet)



In-school television (such as Channel One News)

Label redemption programs (such as General Mills Box Tops for Education and Campbell's Labels for Education)



MODEL SCHOOL WELLNESS POLICIES



Resources

- [Summary of Final Rule \(USDA\)](#)
- [Final rule on local school wellness policies](#)
- [USDA's website on local school wellness policies](#)
- [USDA's local school wellness policies toolkit](#)

Communications for Release of Final Rule

- [Model social media for sharing local school wellness policies and encouraging parents, teachers, students and community to get involved \(Voices for Healthy Kids\)](#)
- [Talking points for engaging/speaking with press/media \(Voices for Healthy Kids\)](#)
- [Model op-ed \(Voices for Healthy Kids\)](#)

Support Local School Wellness Policies

- [What can community members do to support local school wellness policies? \(Voices for Healthy Kids\)](#)
- [What can schools do on local school wellness policies? \(Voices for Healthy Kids\)](#)

Tips

- [Tips for Parents \(CSPI\)](#)
- [Tips for Educators \(CSPI\)](#)
- [Tips for Teachers: Promoting Healthy Eating and Physical Activity in the Classroom \(CDC\)](#)
- [Tips for School Business Officers \(CSPI\)](#)

Policy Options

- [No or Low Cost Policies to Support a Healthy School Nutrition Environment \(CSPI\)](#)
- [Healthy School Meals, Snacks, and Beverages: State and Local Policy Options \(CSPI\)](#)
- [Create a State Plan to Support Healthy School Nutrition Environments \(NANA\)](#)

Contact information:

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A decade of school district wellness policies: Understanding state and district policy influences on implementation nationwide

Jamie F. Chriqui, PhD, MHS

Presentation for the

Local Wellness Policy Webinar Series

August 31, 2017

Acknowledgements

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 - The USDA program officer is Holly Figueroa
- Co-Authors:
 - Julien Leider, MA
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Presentation Overview

- **Brief background on the National Wellness Policy Study and overview of the state- and district-level local wellness policy-related (LWP) landscape**
- **School food authority implementation of state and district policy provisions nationwide**
- **School-level implementation of state and district policy provisions nationwide**
- **Conclusions**
- **Relevant resources and contact information**

National Wellness Policy Study Overview and Overview of the District and State Wellness Policy Landscape

Brief Overview of the National Wellness Policy Study

- **Largest, ongoing, nationwide evaluation of school district wellness policies and all relevant state laws since school year (SY) 2006-07**
 - SY 06-07 through 13-14 samples: Robert Wood Johnson Foundation Bridging the Gap sample
 - Average 500 to >700 districts per year, annual cross-sectional samples
 - SY 14-15 sample: USDA's School Nutrition and Meal Cost Study (SNMCS)
 - 496/518 (96%) of full sample of SFA's district policies were collected; included districts from all states except AK, HI, RI, and NM (latter b/c of missing district policies)
 - Data reflect prevalence of LWP for a national sample of public school food authorities participating in the NSLP

Brief Overview of the National Wellness Policy Study

- **Primary policy collection and analysis**
 - **District Policies**
 - Board policies (wellness and competitive foods)
 - Superintendent regulations
 - Also included cross-referenced policies/models/embedded state laws
 - **State Laws (all 50 states and DC)**
 - Codified statutory and administrative laws
 - Embedded state standards (NE, PE)

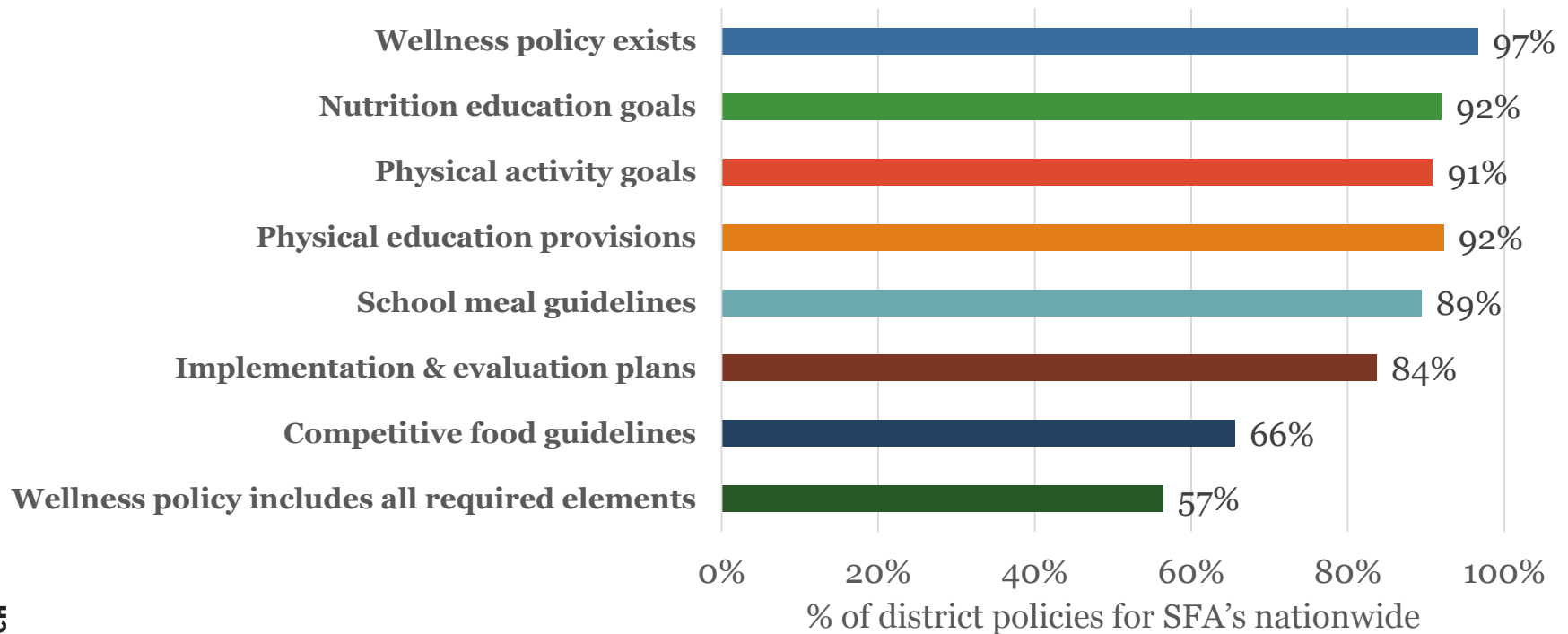
Policy area and number of markers included for each area (SY 14-15)

Policy Area	# of Items	Examples of Topics Covered
Nutrition education	8	Goals for nutrition education • nutrition curriculum for each grade • school gardens • NE training for teachers • NE integrated into other subjects • behavior focused skills
School meals	27	requires federal guidelines • school breakfast • strategies to increase participation • recess before lunch • adequate time to eat • water availability • farm to school
Competitive foods & beverages	124*	Smart Snacks* • food as a reward/punishment • water availability *includes 21 items coded separately for each of 5 locations of sale: a la carte, vending machines, school stores, fundraisers, class parties
Physical activity	14	PA for every grade • PA throughout the day • community use • safe routes to school • recess • joint use
Physical education	25	PE curriculum for each grade • time for PE • physically active lifestyle • PE waivers • moderate to vigorous PA • qualifications for PE teachers • annual health assessment
Staff wellness	3	PA for school staff • staff wellness programs • staff as role models
Communications/Stakeholders	5	stakeholder involvement in development, review, and update of wellness policy
Marketing	3	WSSC • marketing healthy choices • restricted marketing of unhealthy choices
Evaluation	12	triennial assessment • ongoing health advisory committee • evaluation • revision • audience and frequency of report • reporting to state • plan for implementation
Reporting	20	posting WP on website • reporting to public • reporting on compliance • reporting on progress

Policy Evaluation Methods

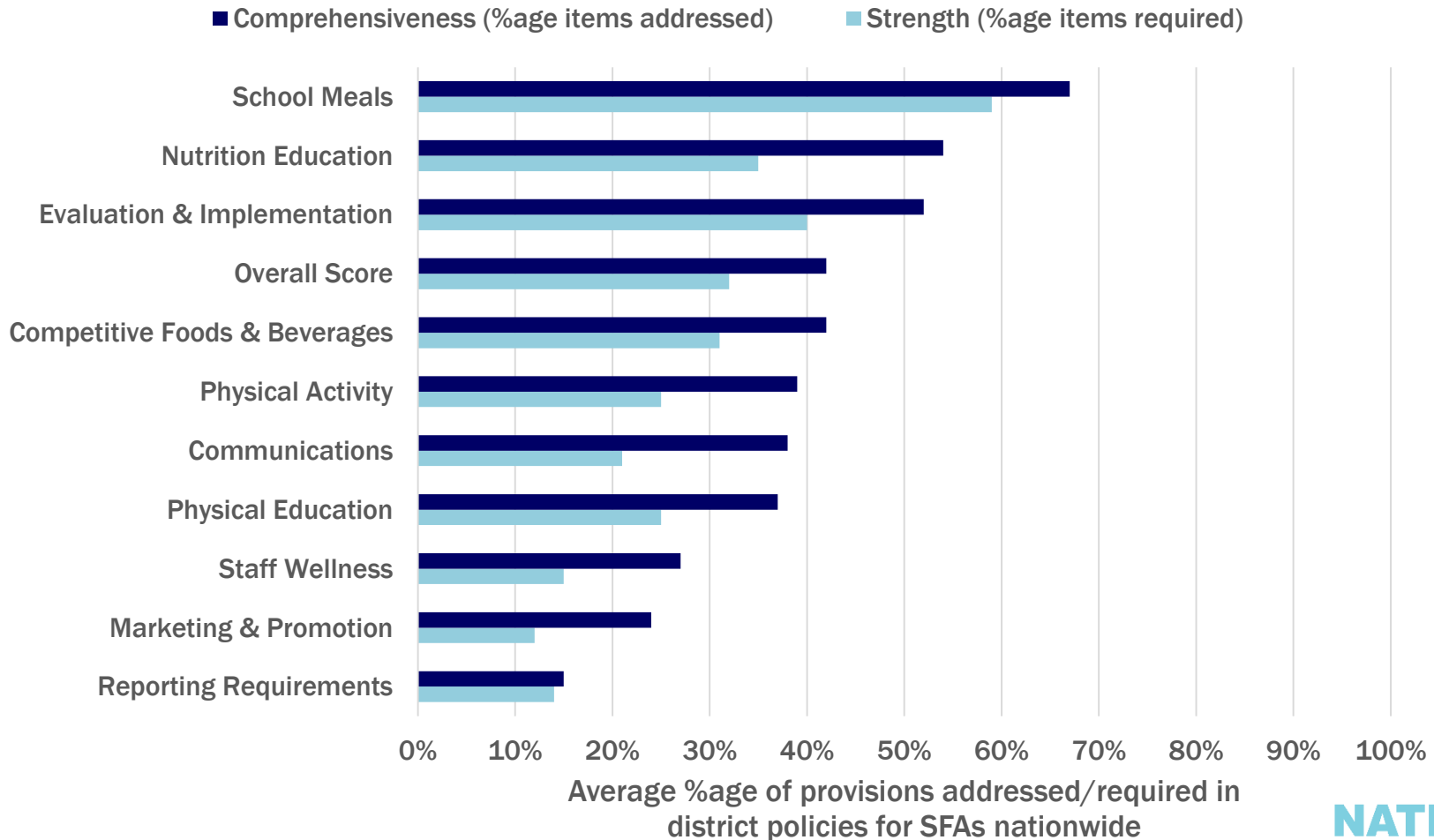
- All data coded separately by grade level but presented aggregated for this presentation
 - Strong, required policy provisions
 - Weak/suggested/encouraged policy provisions
 - No policy provisions
- **Comprehensiveness** (prevalence of any item) and **strength** (proportion of required provisions) computed for each provision, category, and overall policy

Progress in adopting district wellness policies and required policy components, SY 14-15



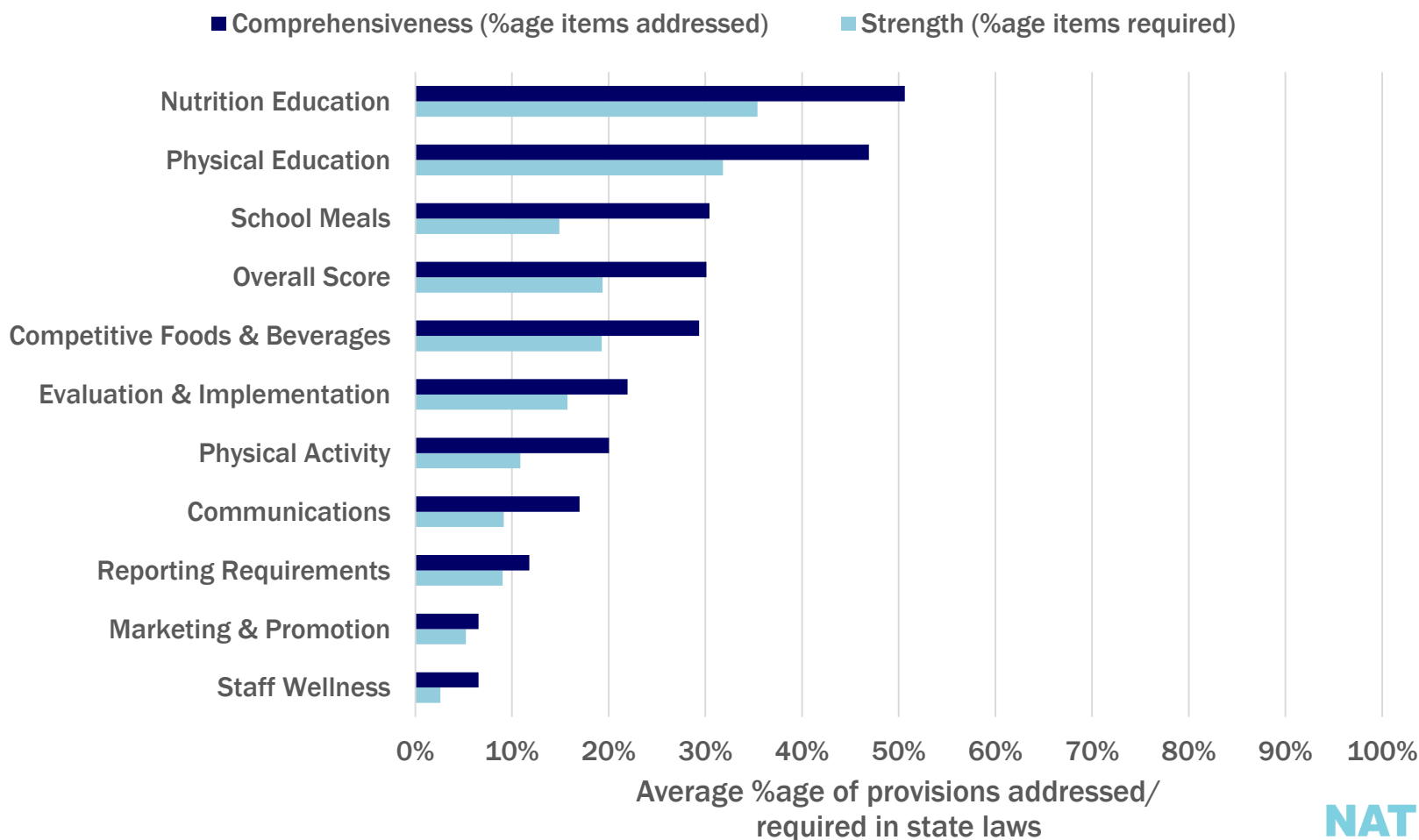
Source: National Wellness Policy Study and Bridging the Gap, Institute for Health Research and Policy, University of Illinois at Chicago, 2017

District wellness policies address a number of provisions but most are not required (SY 14-15)



Source: National Wellness Policy Study and Bridging the Gap, Institute for Health Research and Policy, University of Illinois at Chicago, 2017

State wellness-related laws focus primarily on curricula, foods, and LWP evaluation/implementation (SY 14-15)



Source: National Wellness Policy Study and Bridging the Gap, Institute for Health Research and Policy, University of Illinois at Chicago, 2017

Implementation of state and district LWP-related policies at the SFA (district) level nationwide, SY 2014-15

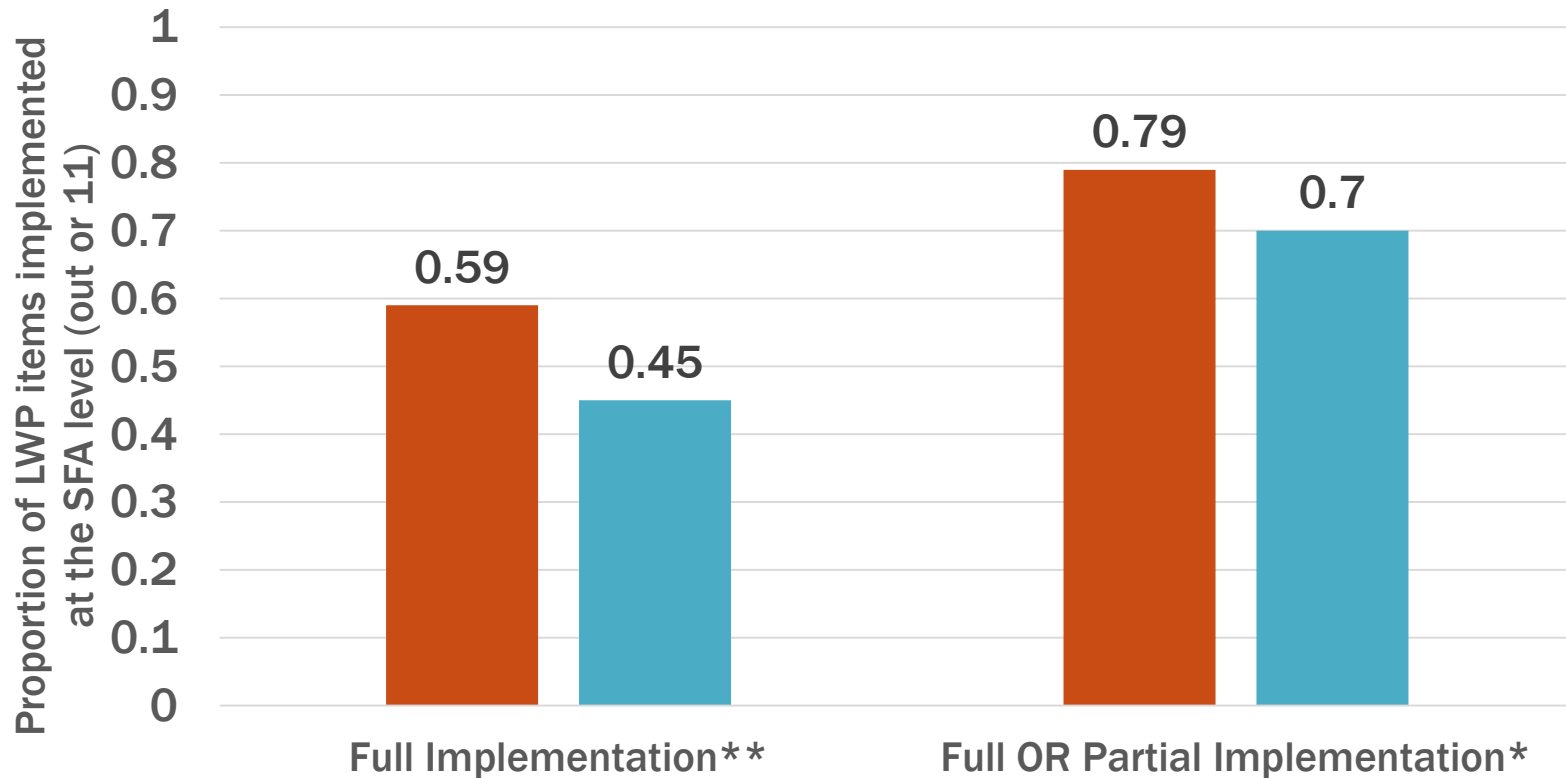
Results from analyses linking the state law and district policy data to USDA's School Nutrition and Meal Cost Study (SNMCS)'s SFA (district) level survey conducted in SY 14-15

SFA-level Survey Questions (from SNMCS)

- **Q51** Following is a list of potential and required wellness policy components. For each, please indicate whether the component is addressed in your district wellness policy and, if so, the extent to which the wellness policy components have been implemented. (11 items included)
 - Choices were “ADDRESSED IN POLICY AND FULLY IMPLEMENTED”*, “ADDRESSED IN POLICY AND PARTIALLY IMPLEMENTED”*, “STILL BEING PLANNED”, and “NOT ADDRESSED IN POLICY”.
(*Included in “ANY Implementation”)
- **Q54.** Does your district wellness policy include nutrition standards for foods and beverages offered in classroom or school celebrations or in staff or parent meetings? If so, to what extent have the standards been implemented?
 - a. **Foods and beverages served at classroom or school celebrations**
 - a. Options included “HAVE STANDARDS AND THEY ARE FULLY IMPLEMENTED”, “HAVE STANDARDS AND THEY ARE PARTIALLY IMPLEMENTED”, “STANDARDS STILL BEING PLANNED”, “NO STANDARDS”, and “NOT AVAILABLE/ALLOWED IN DISTRICT”. (“Not available/allowed” was counted as full implementation.)

SFAs report implementation of more district wellness policy components in states with wellness policy-related laws

- State has WP or requires LWP
- State does not require LWP (only includes WP-related components)



Difference in implementation for SFAs in states with policy vs. not is significant at the * $p < .05$ or ** $p < .01$ levels; N=509 SFAs

SFAs report full implementation of the following wellness policy components in states with laws...

Full implementation at the SFA-level of district wellness policy provision...	If the state law....
<ul style="list-style-type: none"> • <u>Nutrition education</u> 	<ul style="list-style-type: none"> • Contains <u>more comprehensive</u> nutrition education provisions
<ul style="list-style-type: none"> • <u>Daily physical activity</u> (outside of PE) 	<ul style="list-style-type: none"> • Includes <u>required goals</u> for physical activity • Requires <u>physical activity for each grade level</u>
<ul style="list-style-type: none"> • <u>Physical education*</u> 	<ul style="list-style-type: none"> • Requires <u>physical education curriculum for each grade level</u>
<ul style="list-style-type: none"> • Includes nutrition standards for <u>F&B in classroom or school celebrations</u> 	<ul style="list-style-type: none"> • <u>Regulates all F&B served</u> in class parties/celebrations
<ul style="list-style-type: none"> • Plan for <u>informing public of policy content/implementation</u> 	<ul style="list-style-type: none"> • Require districts to <u>report to the public</u> on their LWP • Contains <u>stronger reporting provisions</u> overall • Requires districts to <u>post/provide access to LWP generally</u> (non-Website)

*Physical education was asked in the SNMCS survey and considered a key component of the LWP PA provisions although not explicitly mentioned.

NOTE: Each SFA/state law combination represents a separate analysis. N=509-510 SFAs depending on the analysis. All findings on this slide reflect statistically significant associations at the p<.05 level or better in multivariate regression models

SFAs report implementation of the following wellness policy components in districts with policies...

Full* implementation at the SFA-level of district wellness policy provision...	If the district policy....
<ul style="list-style-type: none"> • <u>Daily physical activity</u> (outside of PE) 	<ul style="list-style-type: none"> • Encourages <u>physical activity throughout the day</u>
<ul style="list-style-type: none"> • Minimum amount of <u>time for students to eat lunch</u> 	<ul style="list-style-type: none"> • Requires OR encourages a <u>minimum amount of time for students to eat meals</u>
<ul style="list-style-type: none"> • Includes nutrition standards for <u>F&B in classroom or school celebrations</u> 	<ul style="list-style-type: none"> • <u>Regulates all F&B served in class parties/celebrations</u>
<ul style="list-style-type: none"> • Restrictions on <u>food/food coupons</u> as student rewards (full OR partial implementation*) 	<ul style="list-style-type: none"> • Addresses <u>restrictions on food as a reward/non-food rewards</u>
<ul style="list-style-type: none"> • <u>Staff wellness programs</u> 	<ul style="list-style-type: none"> • Requires <u>staff wellness programs</u> • Requires <u>physical activity opportunities for staff</u>
<ul style="list-style-type: none"> • <u>Plan for measuring policy implementation</u>, including compliance 	<ul style="list-style-type: none"> • Requires an <u>evaluation plan</u>
<ul style="list-style-type: none"> • <u>Plan for describing progress</u> towards policy goals 	<ul style="list-style-type: none"> • Requires <u>reporting on progress</u> towards policy goals
<ul style="list-style-type: none"> • Plan for <u>informing public of policy content/implementation</u> 	<ul style="list-style-type: none"> • Addresses <u>posting of/access to LWP on district website and generally</u>

NOTE: Each SFA/district policy combination represents a separate analysis. N=488-489 SFAs depending on the analysis. All findings on this slide reflect statistically significant associations at the p<.05 level or better in multivariate regression models.

Implementation of state and district LWP-related policies at the school level nationwide, SY 2014-15

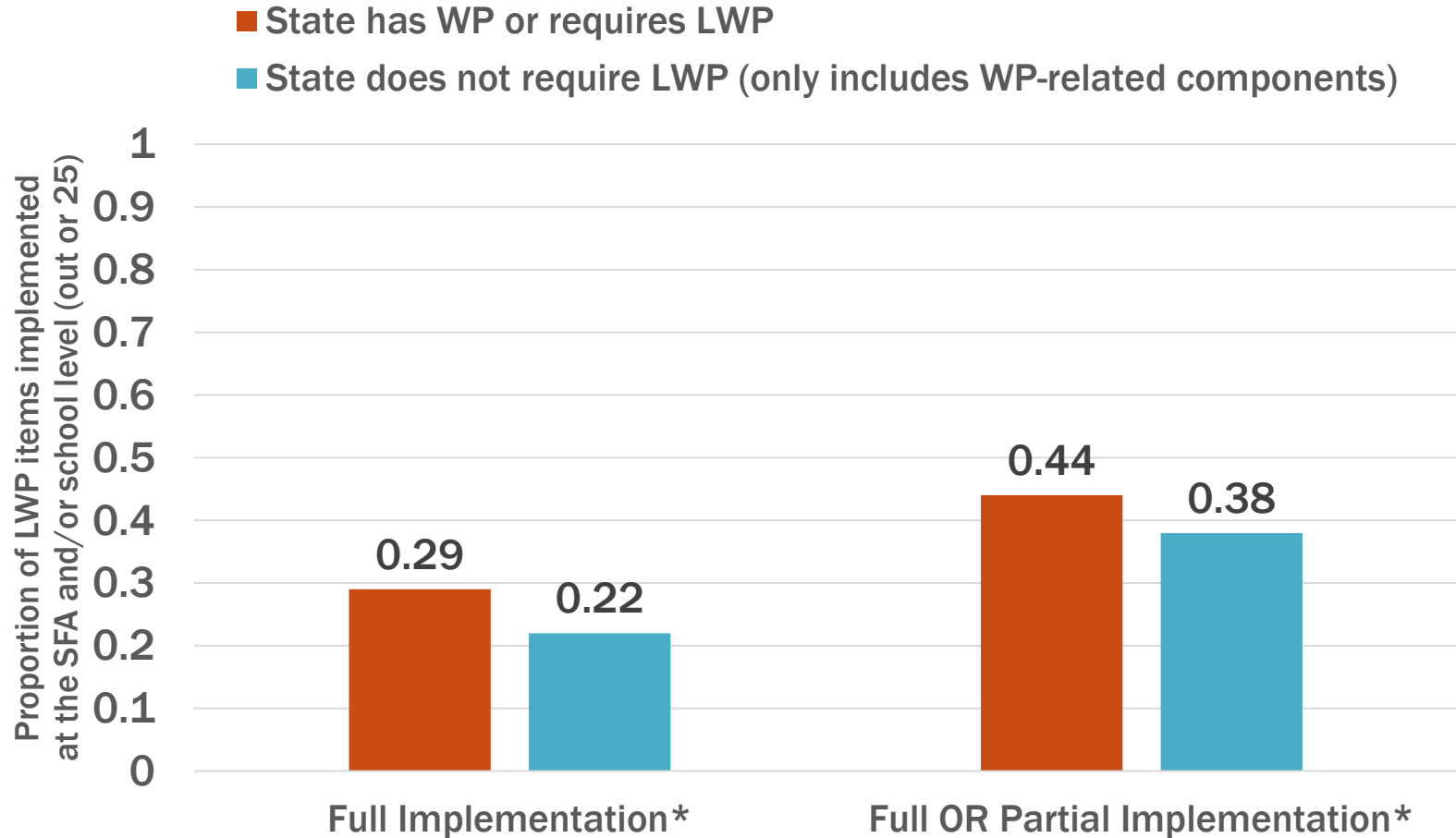
Results from analyses linking the state law and district policy data to USDA's School Nutrition and Meal Cost Study (SNMCS)'s principal (school) level surveys conducted in SY 14-15

School-level (Principal Survey) Questions (from SNMCS)

- **Q30. Following is a list of potential and required wellness policy components. For each, please indicate whether the component is addressed in your school wellness policy and, if so, the extent to which the school wellness policy components have been implemented. (14 items included)**
 - “ADDRESSED IN SCHOOL POLICY AND FULLY IMPLEMENTED”
 - “ADDRESSED IN SCHOOL POLICY AND PARTIALLY IMPLEMENTED”
 - “STILL BEING PLANNED”
 - “NOT ADDRESSED IN SCHOOL POLICY”
 - “DON’T KNOW”.

Question was only asked where school had a wellness policy in addition to district wellness policy; cases where there was no school wellness policy were recoded to “Not addressed”.

SFAs and schools collectively report implementation of more district wellness policy components in states with wellness policy-related laws



Difference in implementation for SFAs in states with policy vs. not is significant at the * $p < .05$ level; N=749 schools in 341 SFAs

Schools report implementation of the following wellness policy components in states with laws...

Full implementation at the school-level of the wellness policy provision....	If the state law....
<ul style="list-style-type: none"> • <u>Nutrition education</u> at the school-level 	<ul style="list-style-type: none"> • <u>Requires</u> nutrition education
<ul style="list-style-type: none"> • <u>Nutrition promotion</u> at the school-level 	<ul style="list-style-type: none"> • Encourages <u>marketing of healthy options</u> in school
<ul style="list-style-type: none"> • Restrictions on using <u>food/food coupons</u> as student <u>rewards</u> 	<ul style="list-style-type: none"> • Encourages healthy/non-food rewards or <u>discourages unhealthy rewards</u>
<ul style="list-style-type: none"> • Plan for <u>measuring policy implementation</u>, including compliance 	<ul style="list-style-type: none"> • <u>Requires a plan</u> and requires that <u>1 or more persons be designated</u> to ensure compliance
Full OR partial implementation at the school-level of the wellness policy provision....	If the state law....
<ul style="list-style-type: none"> • <u>Nutrition promotion</u> at the school level 	<ul style="list-style-type: none"> • Encourages or suggests <u>strategies for increasing student participation in meals</u> (eg taste testing, bus scheduling for breakfast, etc.)
<ul style="list-style-type: none"> • <u>Community involvement</u> 	<ul style="list-style-type: none"> • Requires original 6 stakeholders in the development of the LWP (not the 8 required by HHFKA/LWP Final rule)
<ul style="list-style-type: none"> • Plan for <u>measuring policy implementation</u>, including compliance 	<ul style="list-style-type: none"> • Requires an <u>evaluation plan</u>

NOTE: Each school/state law combination represents a separate analysis. N=853-875 schools depending on the analysis. All findings on this slide reflect statistically significant associations at the p<.05 level or better in multivariate regression models

Source: National Wellness Policy Study and Bridging the Gap, Institute for Health Research and Policy, University of Illinois at Chicago, 2017

Schools report implementation of the following wellness policy components in districts with policies...

Full implementation at the school-level of the wellness policy provision....	If the district policy....
<ul style="list-style-type: none"> Restrictions on using <u>food/food coupons as student rewards</u> 	<ul style="list-style-type: none"> Requires ONLY healthy/non-food rewards or <u>PROHIBITS unhealthy rewards</u>
<ul style="list-style-type: none"> Minimum amount of <u>time for students to eat lunch</u> 	<ul style="list-style-type: none"> Specifies a <u>minimum amount of time for students to eat meals</u> (at least 20 minutes for lunch)
<ul style="list-style-type: none"> Plan for <u>informing public of policy content/implementation</u> 	<ul style="list-style-type: none"> Addresses <u>posting of/access to generally</u> (not website-specific)
Full or partial implementation at the school-level of the wellness policy provision....	If the district policy....
<ul style="list-style-type: none"> <u>Plan for measuring policy implementation, including compliance</u> 	<ul style="list-style-type: none"> Suggests/encourages <u>a plan</u> and requires that 1 or more persons be designated to ensure compliance

NOTE: : Each school/district policy combination represents a separate analysis. N=839-859 schools depending on the analysis. All findings on this slide reflect statistically significant associations at the $p < .05$ level or better in multivariate regression models.

Conclusions and Opportunities for Action

Conclusions

- Although this study was based on policies and practices for SY 2014-15, districts and schools well-positioned to meet some of the new LWP requirements
- **State and district policies matter**
 - **State policies are driving** areas of district/school practices related to standards:
 - Nutrition education and promotion, physical activity, physical education
 - **District policies key** on specific local issues:
 - Minutes for lunch, staff wellness
 - **State and district policies** driving district/school practices:
 - Food as a reward, food in parties/celebrations, transparency, evaluation and reporting

Opportunities for progress

- Combination of state and district policies are supportive of higher levels of implementation.
- Opportunities exist for policy revision and updating across the board particularly related to:
 - Stakeholder involvement
 - Evidenced-based practices
 - Nutrition promotion
 - Food marketing
 - Food as a reward and parties
 - Reporting and evaluation
- State guidance and technical assistance

Resources and Contact Information

New Products

Available at: www.go.uic.edu/NWPSproducts

The Active Role States Have Played in Helping To Transform the School Wellness Environment Through Policy

School Years 2006–07 through 2014–15

Elizabeth Piekarz-Porter, JD
Jamie F. Chriqui, PhD, MHS
Rebecca M. Schermbeck, MPH, MS, RD
Julien Leider, MA
Wanting Lin, JD

INSTITUTE FOR
HEALTH RESEARCH
AND POLICY



NATIONAL
WELLNESS
POLICY STUDY

Working on Wellness: How Aligned are District Wellness Policies with the Soon-to-be Implemented Federal Wellness Policy Requirements?

Nationwide Baseline Information from the 2014–15 School Year

Elizabeth Piekarz-Porter, JD
Rebecca M. Schermbeck, MPH, MS, RD
Julien Leider, MA
Sabrina K. Young, MA
Jamie F. Chriqui, PhD, MHS

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AND POLICY



NATIONAL
WELLNESS
POLICY STUDY

NATIONAL
WELLNESS
POLICY STUDY

For More Information

For Questions about the National Wellness Policy Study

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National Wellness Policy Study

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National Wellness Policy Study Products

<http://www.go.uic.edu/NWSPproducts>

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chat box to organizers and panelists

Pushing for State and Local Wellness Policies

TRACY WELDON

STATE AND COMMUNITY ADVOCACY
MANAGER

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State and Local Policy Priorities

Support and strengthen the local school wellness policy requirements of the USDA

Ensure equitable implementation of wellness policies

Photo credit: <http://community.sparknotes.com/2010/11/26/kid-foods-we-still-love-and-some-we-so-dont>

What we know



WANT YOUR KIDS TO BE
HEALTHIER AT SCHOOL?

RAISE
YOUR
HAND



Successful LWPs are the result of community input and involvement as well as transparent implementation

Most activity has occurred at the district-level

Awareness of LWPs is low within high need communities.

What we know

School marketing and PE campaigns have been leveraged as opportunities to update LWPs.

There is opportunity to work on state-level wellness policies

LWPs are important for improving children's overall health and academic performance.



Q&A

Please submit your questions in the **chat box to organizers and panelists**

This webinar is recorded. We will share a link once posted.

Next Webinar:

Local Perspective on School
Wellness Policy Implementation!
(Wellness Policy Series, Part 2)

Wednesday, September 13, 2017, 1:00-2:00pm ET