Progress and Opportunities in Wellness Policy Provisions: Latest Nationwide Results from the Bridging the Gap Program – Part 2

Welcome to the webinar. We will start in a few minutes.
Progress and Opportunities in Wellness
Policy Provisions: Latest Nationwide Results from the Bridging the Gap Program

Part 2

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Director of Policy Surveillance and Evaluation
LOGISTICS

- Telephone or speakers
- Everyone is muted
- This call is being recorded
- Link to recording and slides will be sent out following the call
- Submit questions using the text box
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Action for Healthy Kids (AFHK) is a national grassroots partnership created to address the epidemic of overweight, undernourished and sedentary youth by focusing on changes in schools.
AFHK Resources

www.Actionforhealthykids.org

Resources to Create Change

Wellness Policy Tool

Getting Started
Successful creation of a local wellness policy consists of the eight steps shown below. Click on a step to learn more about it.

Creating a Local Wellness Policy

1. Conduct Initial Homework
2. Form the Development Team
3. Assess the District’s Needs
4. Draft a Policy
5. Build Awareness and Support
6. Adopt the Policy
7. Implement the Policy
8. Maintain, Measure, Evaluate

In June 2004, the Child Nutrition and WIC Reauthorization Act was signed into law, making it mandatory for all local education agencies participating in the Federal School Meal Programs to create a local wellness policy by July 2006. This Tool is intended to help anyone involved in developing, implementing, and evaluating wellness policies by providing practical guidance and how-to information about the wellness policy process.
OVERVIEW

This webinar will:

• Recap the progress and opportunities relative to wellness policies nationwide based on the most recent data compiled by the Bridging the Gap Research program

• Examine data and trends in wellness policy content and strengths

• Answer viewer questions related to the report and wellness policy work
AGENDA

• Overview the Bridging the Gap report on district wellness policies nationwide

• Trends in wellness policy content and strength

• Questions and considerations about wellness policy revisions and using the report information

• Discuss ideas on this information can help meet performance measures to create supportive nutrition environments
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Research Informing Policies & Practices for Healthy Youth

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Director of Policy Surveillance and Evaluation, Health Policy Center
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Overview of BTG District Wellness Policy Surveillance and Reports

http://www.bridgingthegapresearch.org/research/district_wellness_policies/
BTG District Wellness Policy Study
Overview

• Largest, ongoing nationwide evaluation of school district wellness policies
• Nationally representative sample of Public School Districts
• Policies effective at start of school year
• Primary policy collection and analysis, included wellness policy and all associated regulations, guidelines, procedures and cross-referenced policies, models, laws.
Competitive Food and Beverage Policy Coding Scheme

• Policies evaluated for competitive foods/beverages using an ordinal coding scheme and coded separately for each location of sale:
  • 0: No policy
  • 1: Weak policy (should, encourage, may, try, attempt)
  • 2: Strong policy (must, shall, require), but less than IOM standards (if applicable)*
  • 3: Meets IOM standard+
  • 4: Competitive food & beverage ban

• +Not all items had an IOM standard
• *Not all items had a strong category other than the IOM strong category

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District Policy Coding Scheme-1

• Policies coded by grade level using adaptation of Schwartz et al. (JADA, 2009) scheme (now WellSAT) which focused on required wellness policy elements as well as provisions for physical education

• Significantly enhanced competitive food & beverage coding scheme commencing with SY 08-09 to assess alignment with IOM Nutrition Standards for Foods Sold in Schools
  • Rudd Center WellSAT tool now incorporates this scheme as well
Coding Scheme cont.

• Policies evaluated using an ordinal coding scheme:
  • 0: No policy
  • 1: Weak policy (should, encourage, may, try, attempt)
  • 2: Strong policy (must, shall, require)

• For competitive food and beverage content restrictions, policies coded using additional coding scheme that accounts for the 2007 IOM competitive food standards
Evaluating Policy Strength and Comprehensiveness

• **Strong vs. Weak Policies**
  
  • STRONG POLICY PROVISIONS are those that required action and specified an implementation plan or strategy. Strong policy provisions included language such as *shall, must, require, comply,* and *enforce.*
  
  • WEAK POLICY PROVISIONS offered suggestions/recommendations, and some required action, but only for certain grade levels or times of day. They included language such as *should, might, encourage,* some, *make an effort to,* partial, and *try.*

• **Strong vs. Comprehensive Policies:**
  
  • STRENGTH: Proportion of policies that are REQUIRED
  
  • COMPREHENSIVENESS: Proportion of policies ADDRESSING a topic (either strong or weak provisions)
### Categories of markers included for each topic area

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition education</td>
<td>8</td>
</tr>
<tr>
<td>School meals</td>
<td>17</td>
</tr>
<tr>
<td>Competitive foods &amp; beverages</td>
<td>30 (15 of which are coded separately by 6 locations of sale*)</td>
</tr>
<tr>
<td>Physical activity</td>
<td>14</td>
</tr>
<tr>
<td>Physical education</td>
<td>25</td>
</tr>
<tr>
<td>Staff wellness</td>
<td>3</td>
</tr>
<tr>
<td>Communications/marketing</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation and reporting</td>
<td>28</td>
</tr>
</tbody>
</table>

*A la carte, vending machines, stores, fundraisers, evening/community events, class parties

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Exploring the Trends in Wellness Policy Content and Strength
**FIGURE 1** Progress in Adopting Wellness Policies and Required Policy Components, School Years 2006–07 Through 2010–11

% of students nationwide in a district with a policy

- **Wellness policy exists**
- **Nutrition education goals**
- **Physical education provisions**
- **School meal guidelines**
- **Physical activity goals**
- **Implementation & evaluation plans**
- **Competitive food guidelines**
- **Wellness policy includes all required elements**

* School year 10–11 significantly different from school year 06–07 at p < 0.05 or lower.
† School year 10–11 significantly different from school year 07–08 at p < 0.05 or lower.
‡ Physical education was not a required element but is included because of its relevance to physical activity.
§ School year 10–11 significantly different from school year 09–10 and school year 08–09 at p < 0.05 or lower.

Data reflect policies in effect as of the first day of each school year.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.
**FIGURE 2** Wellness Policy Comprehensiveness and Strength by Topic and Year, School Years 2006–07 Through 2010–11

*Comprehensiveness* | *Strength*
---|---

**score (out of 100)**

<table>
<thead>
<tr>
<th>Nutrition Education</th>
<th>School Meals</th>
<th>Competitive Foods</th>
<th>Physical Activity</th>
<th>Physical Education*</th>
<th>Implementation &amp; Evaluation</th>
<th>Overall Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

*All items included in Table 1, for which there were five years of data, were used to compute comprehensiveness and strength. Both comprehensiveness and strength are computed on a scale ranging from 0 to 100. A comprehensive score of 100 indicates that all of the items for the given topic (e.g., nutrition education) were addressed in the policy. A strength score of 100 indicates that all of the items for the given topic were strong (i.e., definitively required).

*Physical education was not a required element but is included because of its relevance to physical activity.*

Data reflect policies in effect as of the first day of each school year.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.
## School Meal Provisions by Year

### % of districts nationwide with policy

<table>
<thead>
<tr>
<th>Year</th>
<th>% address policy</th>
<th>% with strong policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10-11</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>06-07</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10-11</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>06-07</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10-11</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>06-07</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10-11</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>06-07</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10-11</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Selected School Meal Provisions

- **School guidelines meet fed guidelines**
- **School Breakfast Program**
- **Guidelines beyond US DGA**
- **Strategies to Increase Participation**
- **Adequate Time to Eat**
- **Nutrition Training for Food Service Staff**
- **Nutrition Information for Meals**

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[www.bridgingthegapresearch.org](http://www.bridgingthegapresearch.org)
### Table 1: Percentage of Students Nationwide in Public School Districts with Wellness Policy Provisions, School Years 2006–07 and 2010–11

<table>
<thead>
<tr>
<th>Selected Policies for Competitive Foods and Beverages</th>
<th>% of Students in Public School Districts Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary 06-07</td>
</tr>
<tr>
<td>Nutrition guidelines for competitive foods and beverages&lt;sup&gt;1&lt;/sup&gt; (Required wellness policy element)</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>18%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>27%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>55%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>---</td>
</tr>
<tr>
<td>Nutrition guidelines apply to competitive food and/or beverage contracts</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>82%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>3%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>15%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>---</td>
</tr>
<tr>
<td>Nutrition information for competitive foods and/or beverages</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>90%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>4%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>6%</td>
</tr>
</tbody>
</table>

Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.

<sup>1</sup>Data for school year 2006–07 has been revised slightly from data originally reported.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.
Specific and Required Competitive Food Limits by Venue and Grade Level of Applicability, School Year 2010–11

% of students nationwide in a district with competitive food policy limit

Vending Machines

School Stores

À la Carte Lines

ES MS HS

ES MS HS

ES MS HS

Fats Sugars Calorie content/serving Trans fats Sodium

Exact percentages are provided in Table 3.

Data reflect policies in effect as of the first day of the school year.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.
FIGURE 4  Competitive Beverage Bans by Venue and Grade Level of Applicability, School Year 2010–11

- Ban regular soda
- Ban other sugar-sweetened beverages*
- Ban 2%/whole milk

% of students nationwide in a district with competitive beverage ban

*Other sugar-sweetened beverages include sports drinks, sweetened teas, sweetened fruit drinks, and other drinks with added sugars.

Exact percentages are provided in Table 3.

Data reflect policies in effect as of the first day of the school year.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.
Selected Competitive Food & Beverage Location Restrictions by Year and Grade Level

% of districts nationwide with policy

- % address policy
- % with strong policy

VENDING MACHINES

A La Carte Lines in the Cafeteria

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Selected Competitive Food & Beverage Location Restrictions by Year and Grade Level cont.

% of districts nationwide with policy

- % address policy
- % with strong policy

SCHOOL STORES

IN-SCHOOL FUNDRAISERS

*Comparable data only for years 3-5
### Key Report Tables

**Table 1: STUDENT-weighted data on wellness policy components**

<table>
<thead>
<tr>
<th>Selected Policies for Competitive Foods and Beverages (continued)</th>
<th>% of Students in Public School Districts Nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary 06–07</td>
</tr>
<tr>
<td>ACCESS RESTRICTIONS</td>
<td>10–11</td>
</tr>
<tr>
<td>Competitive food and/or beverage ban</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>84%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>14%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>2%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.01</td>
</tr>
<tr>
<td>Vending machine restrictions during the school day</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>30%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>52%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>59%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.001</td>
</tr>
<tr>
<td>À la carte restrictions during meal times</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>31%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>43%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>26%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.001</td>
</tr>
<tr>
<td>School store restrictions during the school day</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>37%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>31%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>32%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.001</td>
</tr>
<tr>
<td>Fundraisers during the school day</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>47%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>52%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>1%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.001</td>
</tr>
<tr>
<td>Policies governing classroom parties</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>46%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>53%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>1%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.01</td>
</tr>
<tr>
<td>Policies governing food as a reward</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>68%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>23%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>9%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>Policies governing evening and/or community events</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>84%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>15%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>1%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>Availability of free drinking water throughout the school day</td>
<td></td>
</tr>
<tr>
<td>No policy</td>
<td>88%</td>
</tr>
<tr>
<td>Weak policy</td>
<td>3%</td>
</tr>
<tr>
<td>Strong policy</td>
<td>9%</td>
</tr>
<tr>
<td>Significant change over 5-year period</td>
<td>p&lt;.05</td>
</tr>
</tbody>
</table>

Due to rounding, some percentages may not sum exactly to 100. Exact numbers are available at www.bridgingthegapresearch.org.

Source: Bridging the Gap, Health Policy Center, Institute for Health Research and Policy, University of Illinois at Chicago, 2013.
Selected Messaging/Marketing Provisions by Year

% of districts nationwide with policy

- % address policy
- % with strong policy

- Coordinated School Health
- Promotion of Healthy Options
- Restrict Marketing of Unhealthy Options
- Staff Role Modeling

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Reporting Requirements

% of districts nationwide with policy that require district to...

- Report to district on WP implementation
- Report on local WP compliance
- Report on other results
- Report nutritional quality of meal program
- Report to public on WP implementation
- Post WP on non-website
- Report on competitive foods and beverages
- Report on fitness assessments
- Report on PE/PA requirements
- Report to other group/stakeholders
- Report on meal program participation
- Report on food safety inspections
- Report on student BMI
- Post WP on website
- Submit WP to state
- Report to state on WP implementation

% weak policy
% strong
QUESTIONS?

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Considerations when updating your wellness policy
What can you do locally?

• Continue to review, evaluate, update policies that will support overall student health

• Disseminate information about the wellness policy and implementation efforts and make this information publicly accessible

• Engage the community in implementation efforts

• Focus on policy changes to facilitate student compliance with the Physical Activity Guidelines for Americans and the Dietary Guidelines for Americans recommendations
KEY Considerations When Revising

- Make sure the policy is designed to fit your district’s context/ needs
- There is NO ONE SIZE FITS ALL WELLNESS POLICY
- Models are great, but are only appropriate if they can be implemented in your district

- Identify the key goals for the district
- Develop meaningful and measurable indicators that you could use to track progress in implementation and student outcomes over time

- Involve key stakeholders
- District officials, school officials, parents, students, community leaders, physical educators, food service directors, physicians, etc.

- Benchmark your policy against our national data
- Key questions: What are your goals, what are your resources for implementation, do you have buy-in/support from district officials, school administrators, parents, etc.?

- Incorporate plans for reporting and ongoing monitoring of progress
- Review and revise on a regular basis (~3 years)
QUESTIONS

Submit your questions.
For more information: www.bridgingthegapresearch.org

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Thank you for joining us today!

For additional information: 
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