

CLOSING THE ACHIEVEMENT GAP: THE ROLE OF NUTRITION AND WELLNESS

A presentation for
Strategy Exchange:
Nutrition for Life Long Learning

November 15, 2016

Agenda

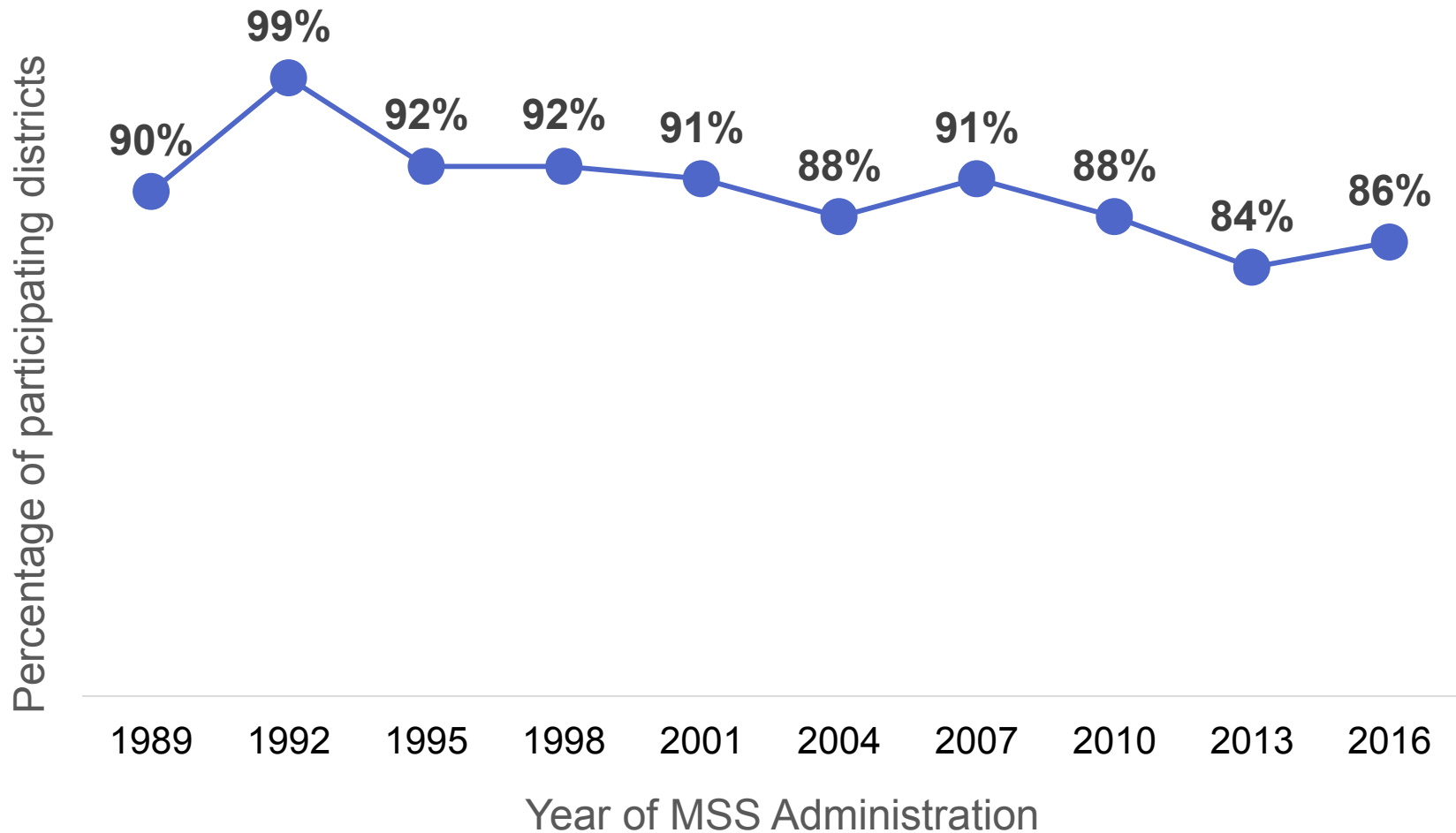
1. Minnesota Student Survey Background
2. Overview of Educational Disparities
3. Overview of Health Disparities
4. Relationships between Health and Academics
5. Linking Health and Learning

MINNESOTA STUDENT SURVEY

Basics of Minnesota Student Survey

- Administered by four state agencies:
 - Education
 - Health
 - Human Services
 - Public Safety
- Conducted every three years since 1989
- Census design, rather than random sample—everyone invited.
- Voluntary and anonymous
- Three age-appropriate versions of the 2016 survey

District participation increased slightly in 2016 after several years of decline.



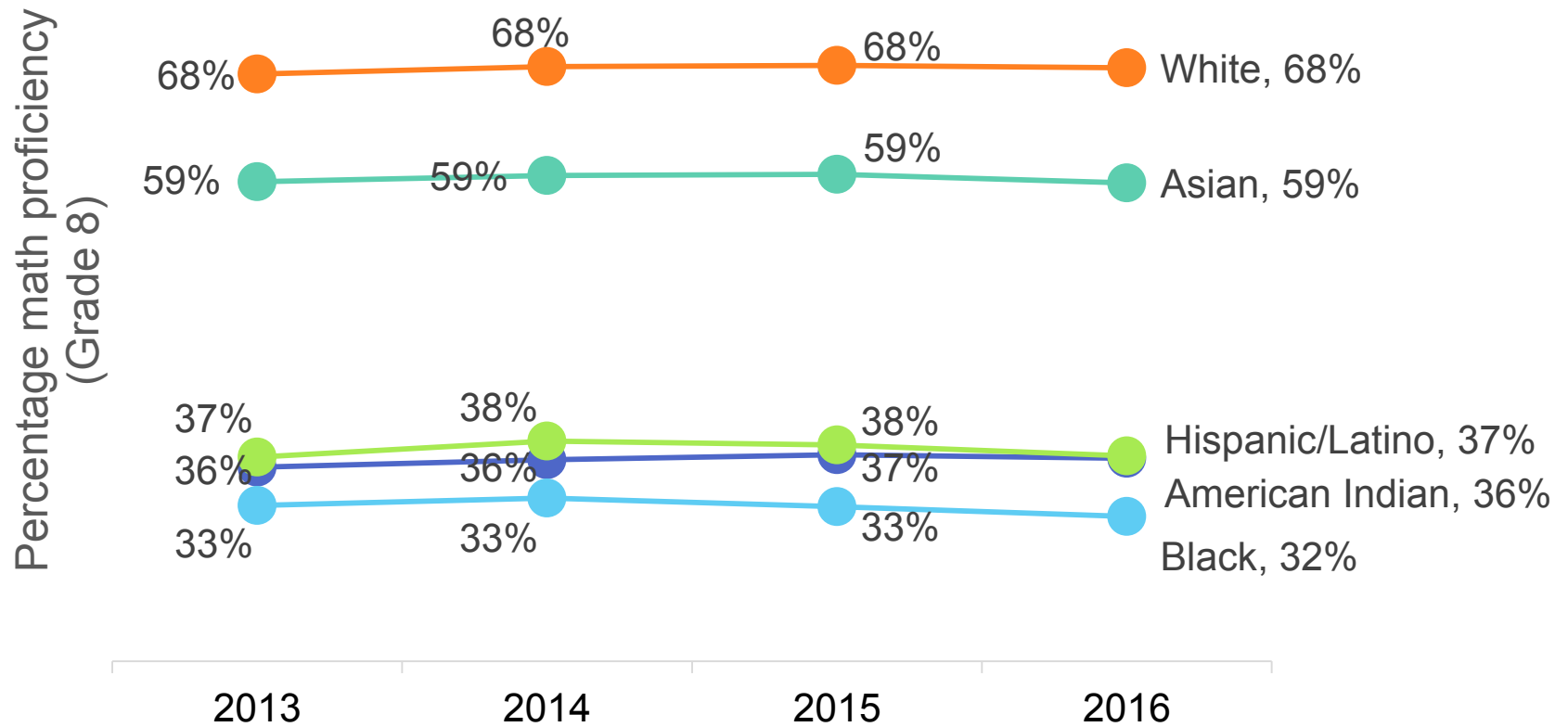
More than two-thirds of enrolled students in grades 5, 8, 9 and 11 participated.

Grade-level	Number of students	Percent of enrollment
5 th grade	41,865	66%
8 th grade	44,983	73%
9 th grade	45,309	71%
11 th grade	36,576	61%
Total	168,733	68%

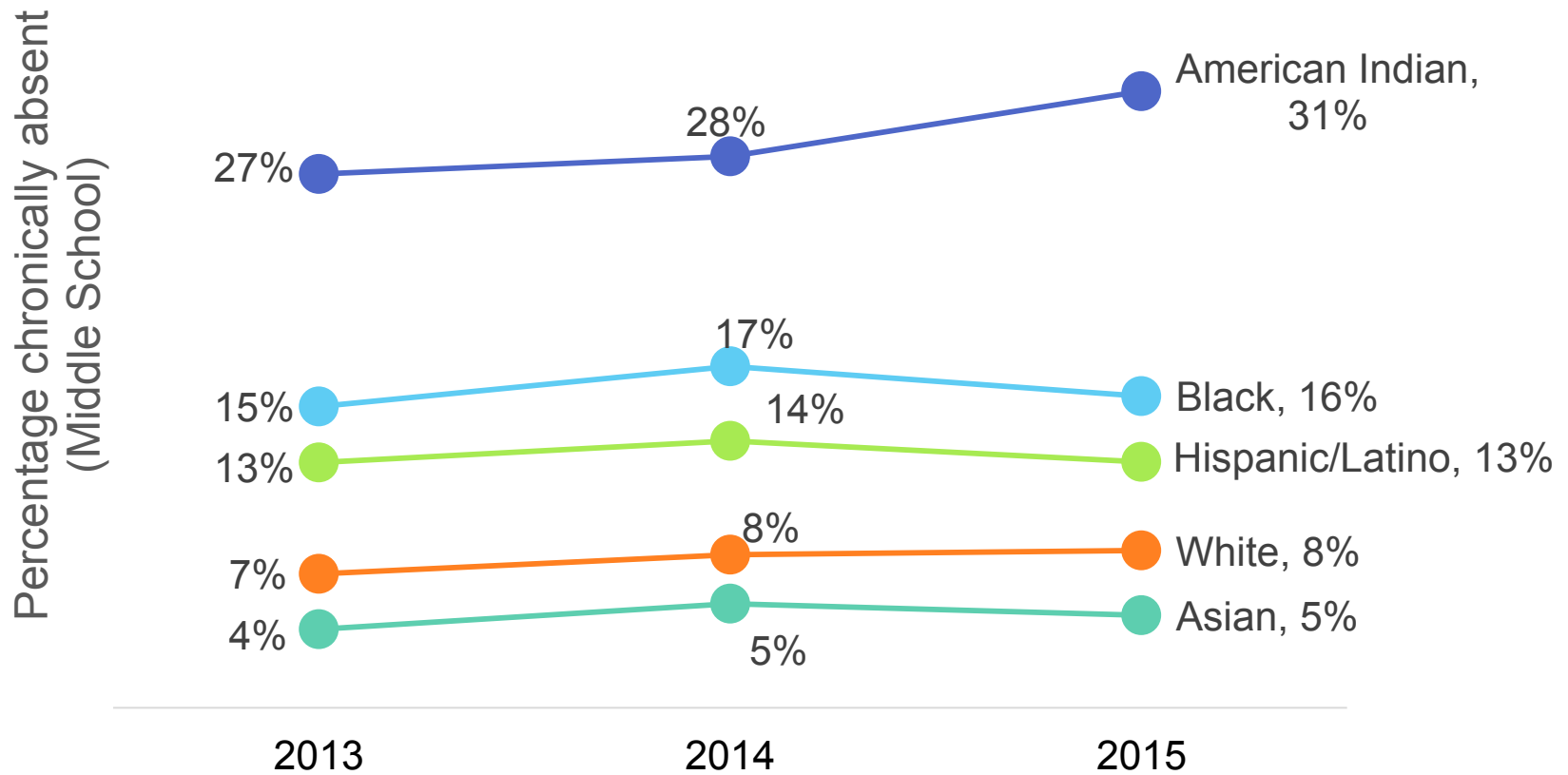
- Alternative Schools/ALCs (n=2,696 students)
- Juvenile Correctional Facilities (n=217 students)

EDUCATIONAL DISPARITIES

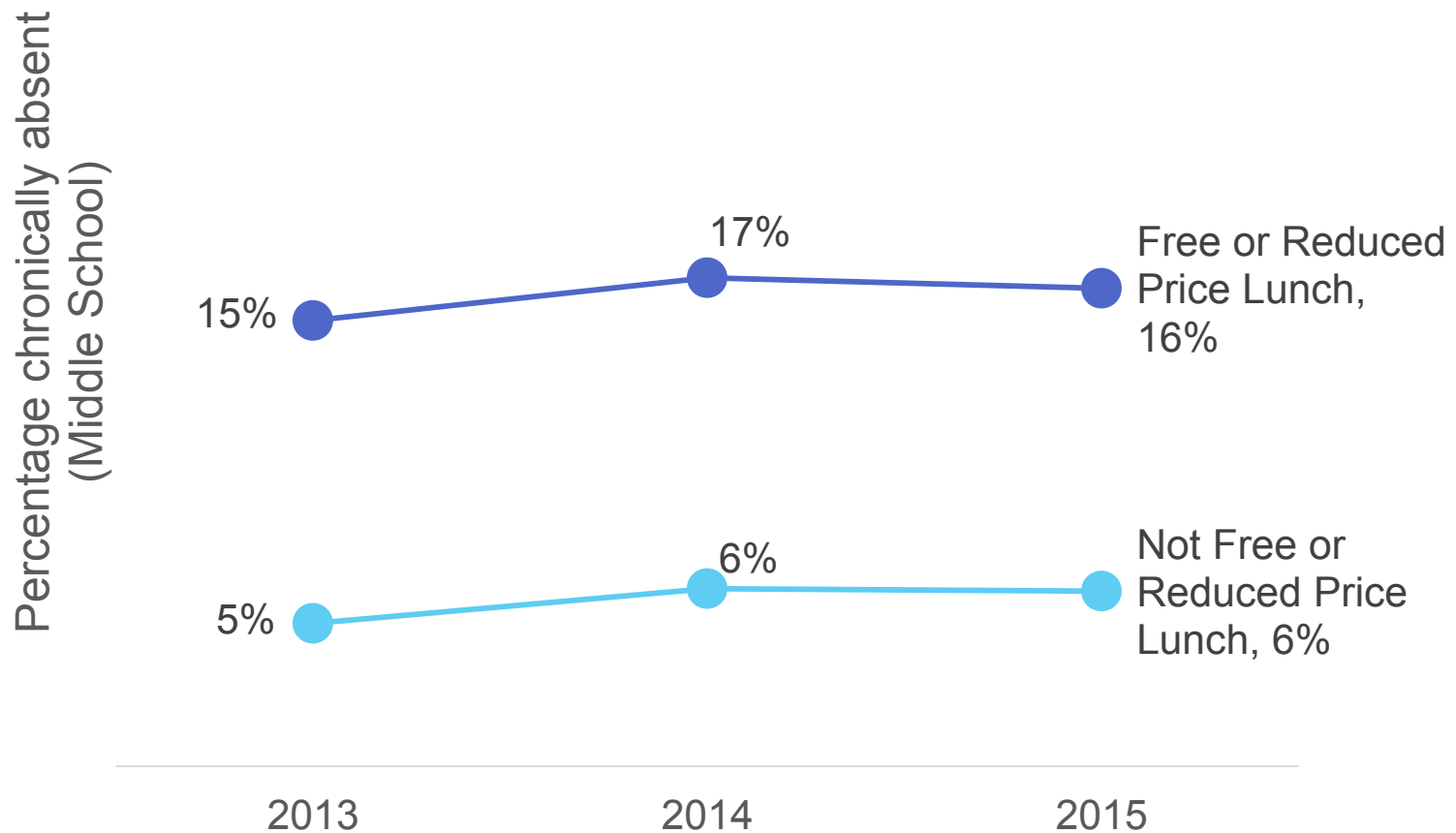
There are large disparities in math proficiency by race/ethnicity.



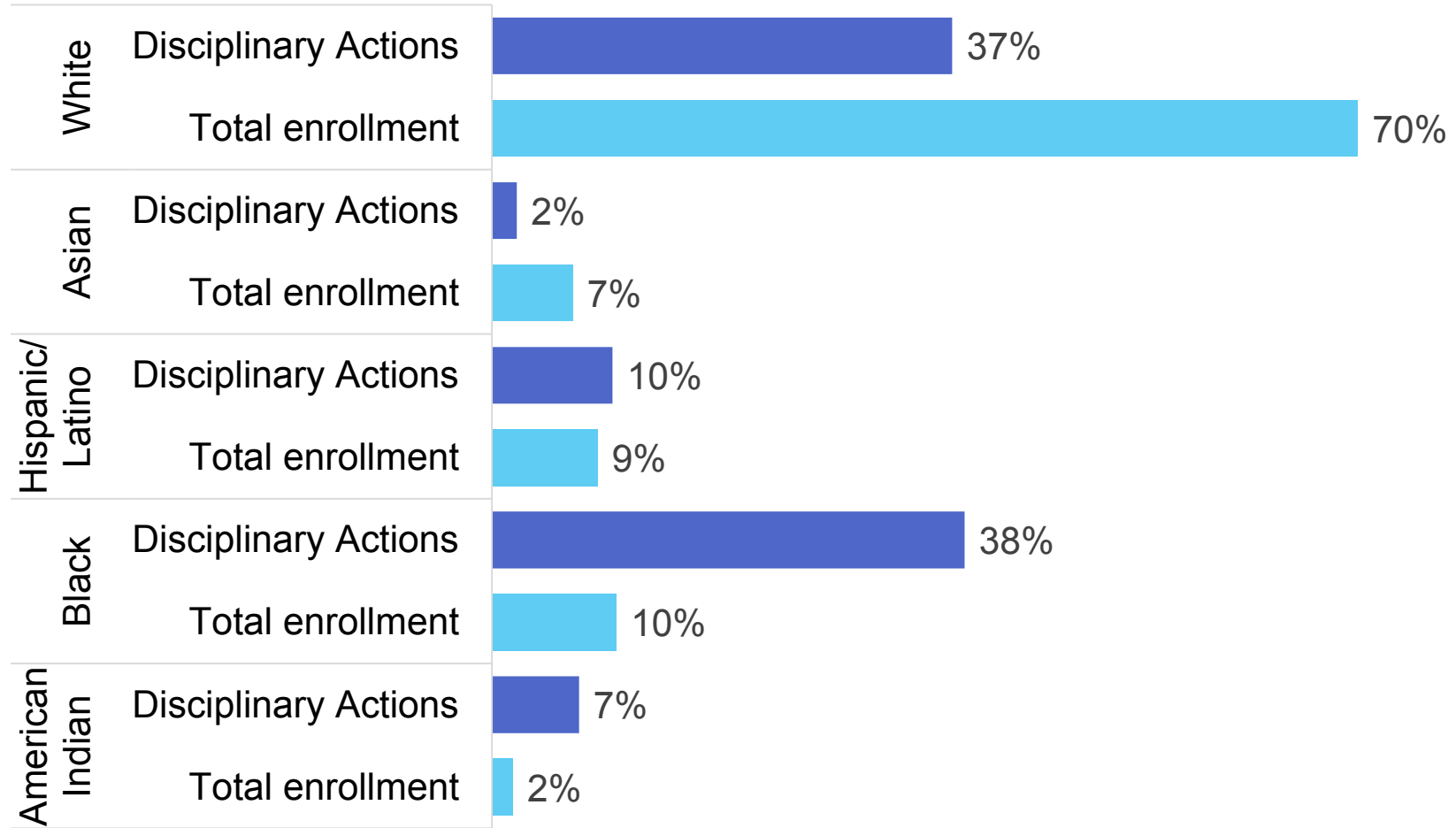
There are large disparities in chronic absenteeism by race/ethnicity.



There are large disparities in chronic absenteeism by economic status.



There are large disparities in disciplinary actions by race/ethnicity.



Percentage of K-12 students

HEALTH DISPARITIES

Overweight or Obese

Grade 8, 9 and 11 students:

- How tall are you? (feet and inches)
- About how much do you weight? (pounds)

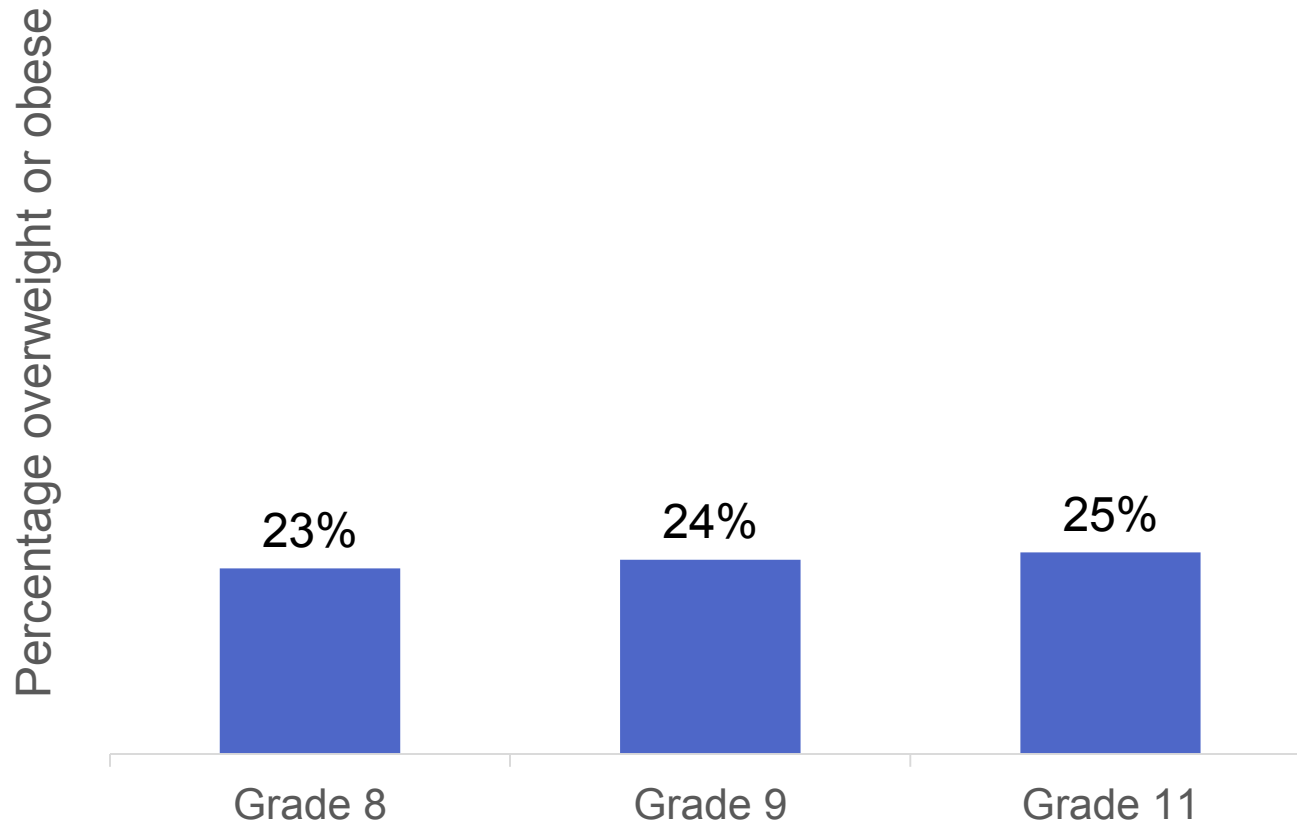
BMI calculated by height, weight, sex, and age.

Overweight = 85th to 94th percentile

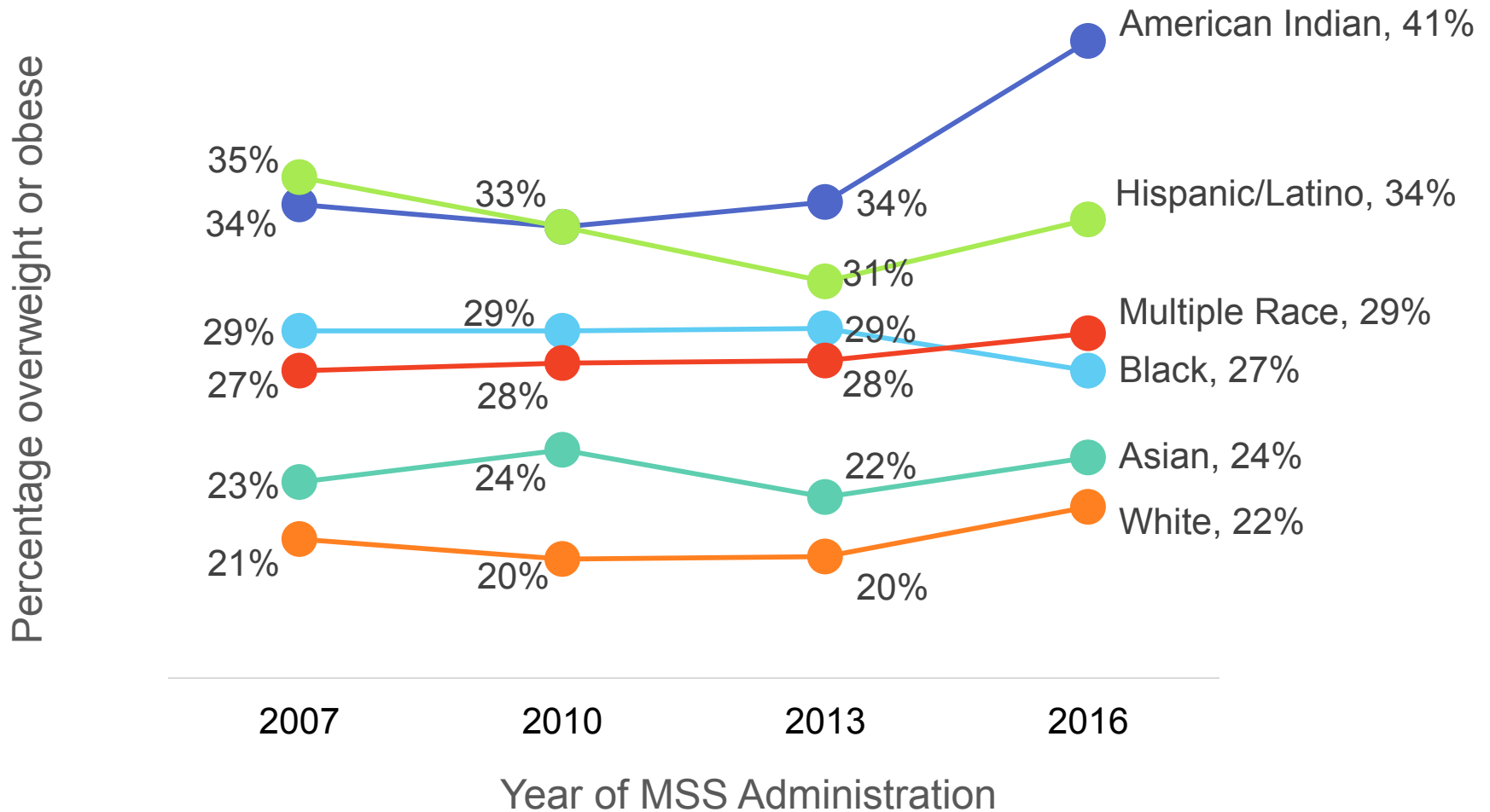
Obese = 95th percentile or higher



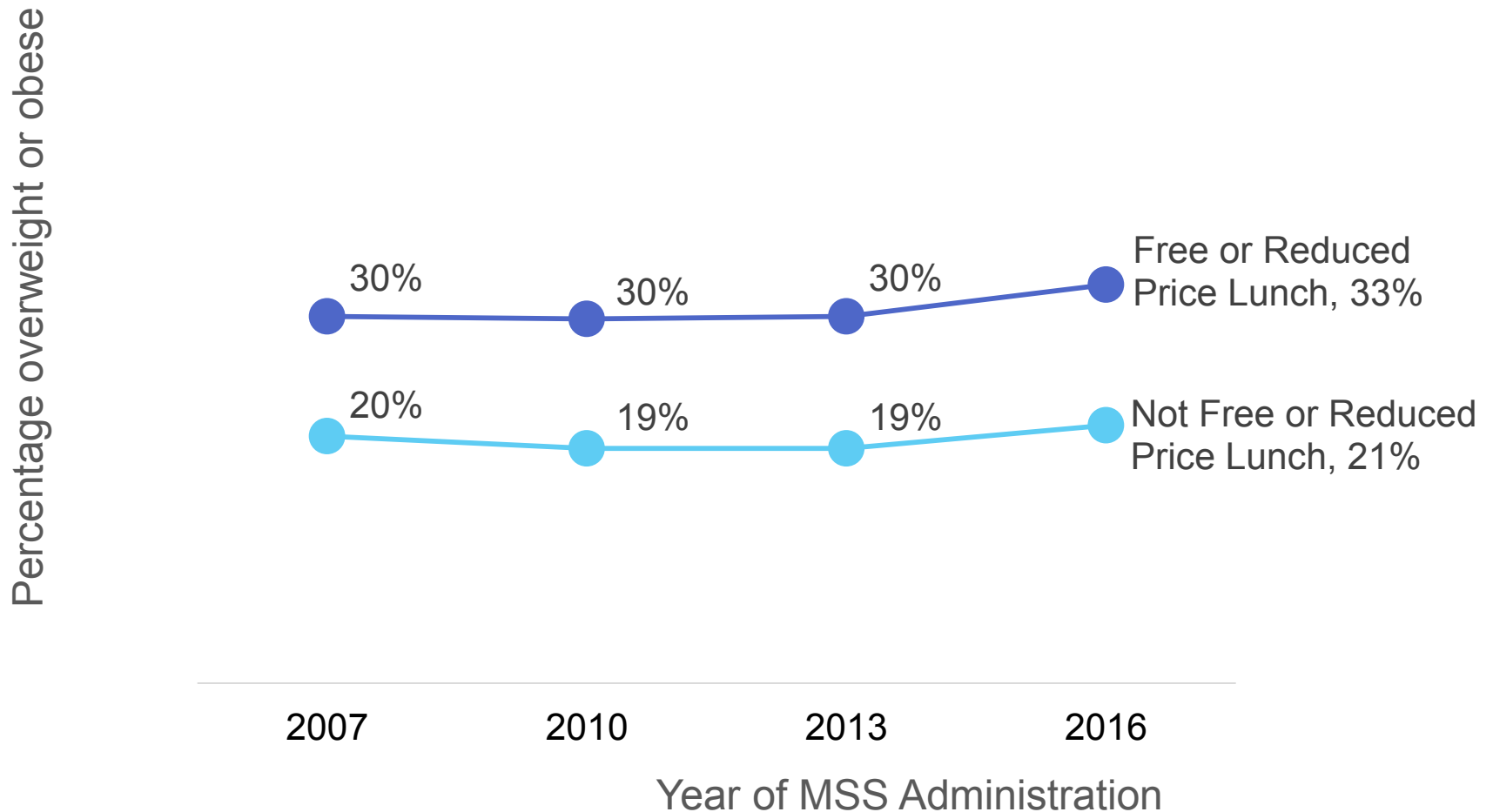
There is little difference in overweight or obese status across grades.



American Indian and Hispanic/Latino students showed a sharp increase in overweight/obese status in 2016.



Free or reduced price lunch students are much more likely to be overweight or obese.



Physical Activity

Grade 5, 8, 9 and 11 students:

During the last 7 days, on how many days were you **physically active** for a total of AT LEAST 60 MINUTES PER DAY? (*Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.*)

0 days

1 day

2 days

3 days

4 days

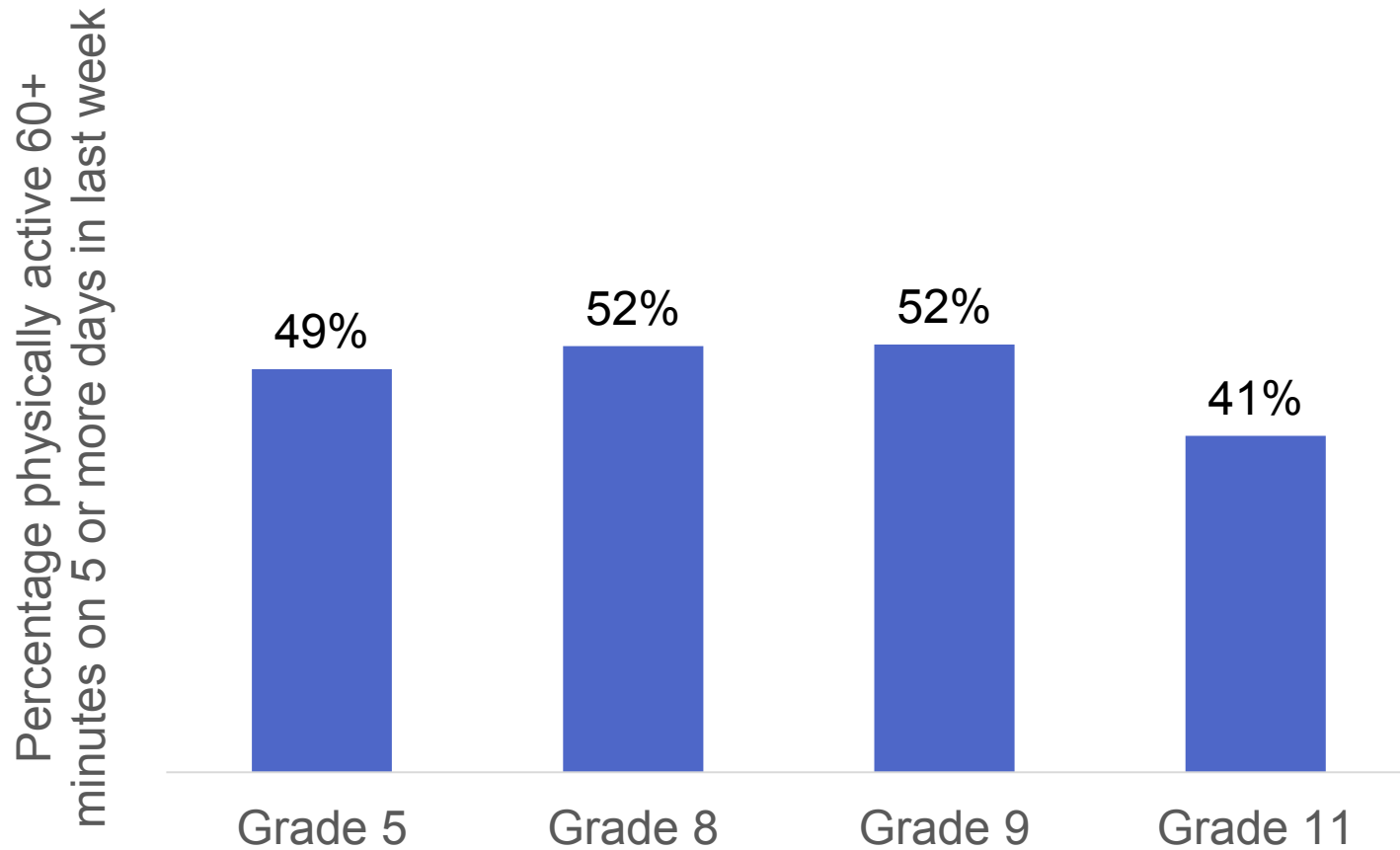
5 days

6 days

7 days

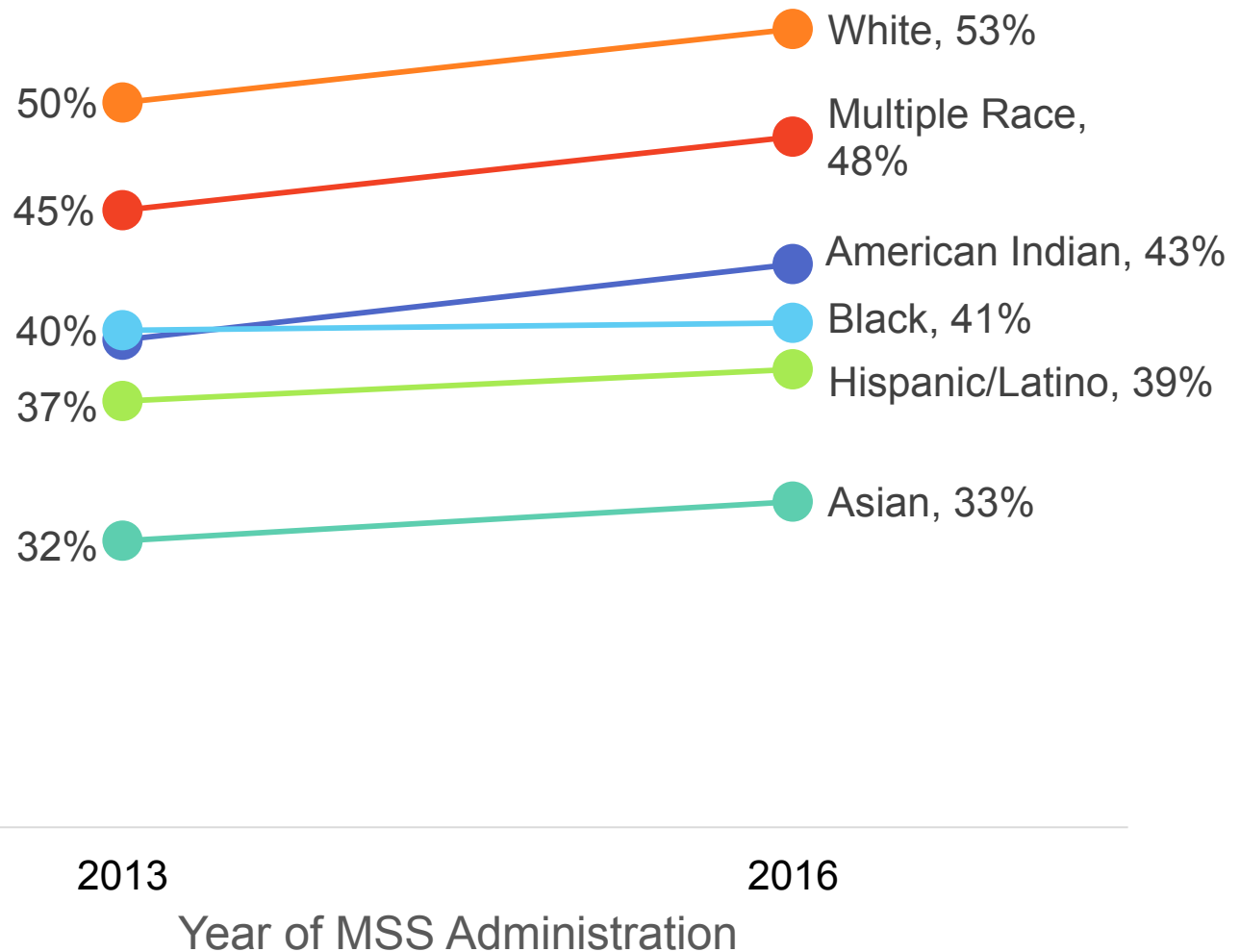


Grade 11 students are the least likely to be physically active.

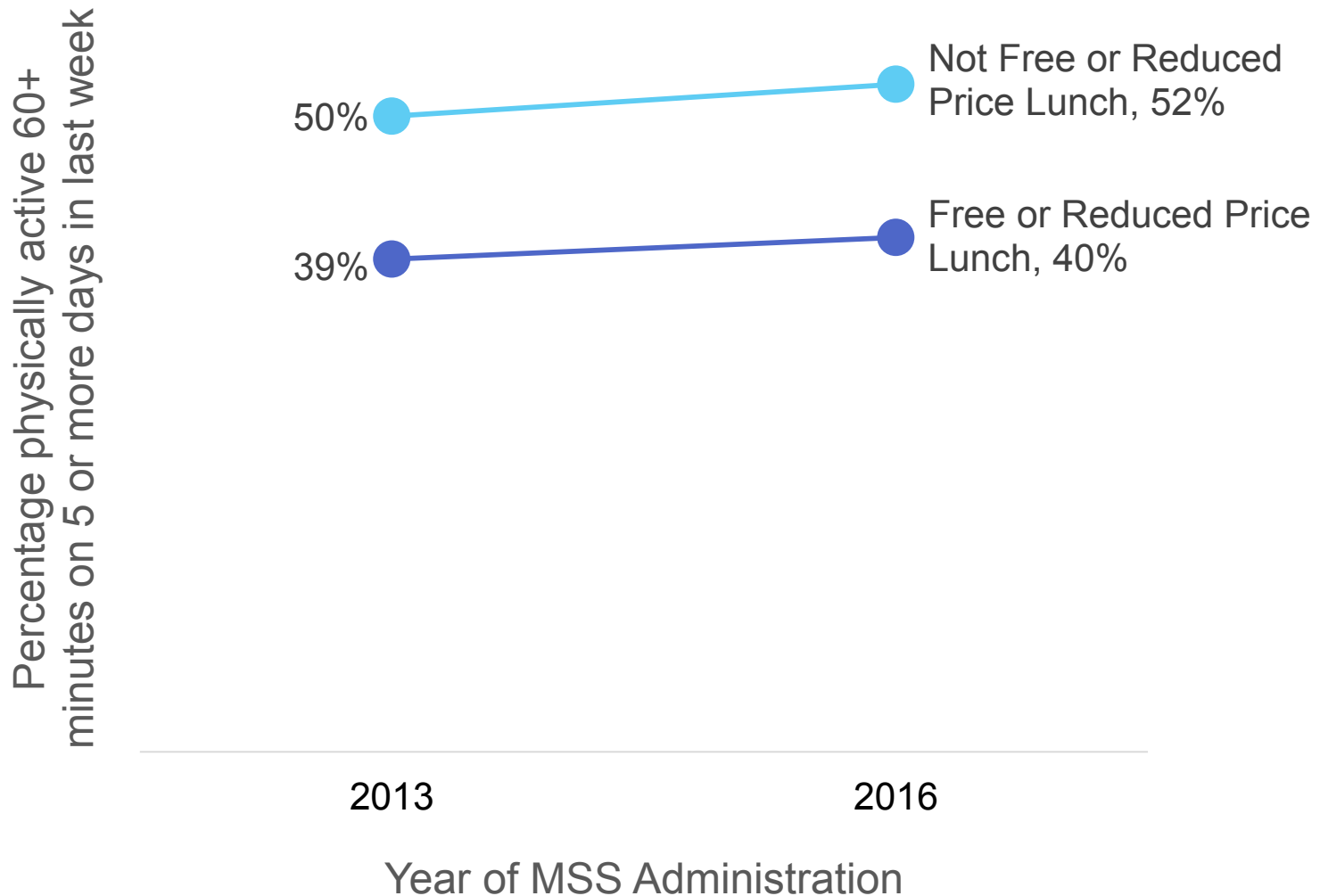


The largest gap in physical activity is between White and Asian students.

Percentage physically active 60+ minutes on 5 or more days in last week



Free or reduced price lunch students are less likely to be physically active.



Fruit / Vegetable Consumption

Grade 5, 8, 9 and 11 students:

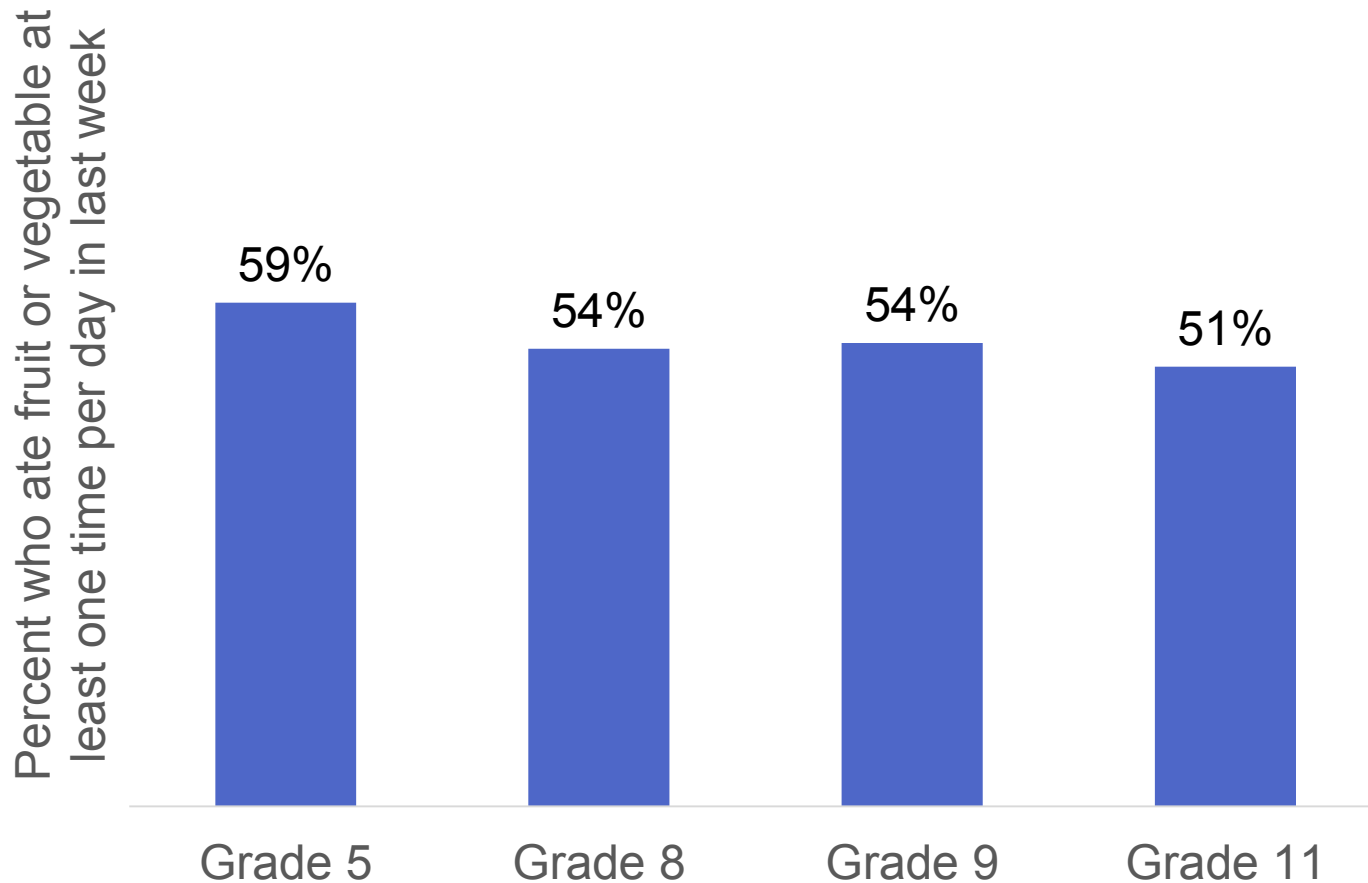
During the last 7 days, how many times did you...

- Eat **fruit**? (*Do not count fruit juice.*)
- Eat green salad, potatoes, carrots or other **vegetables**? (*Do not count French fries, fried potatoes or potato chips.*)

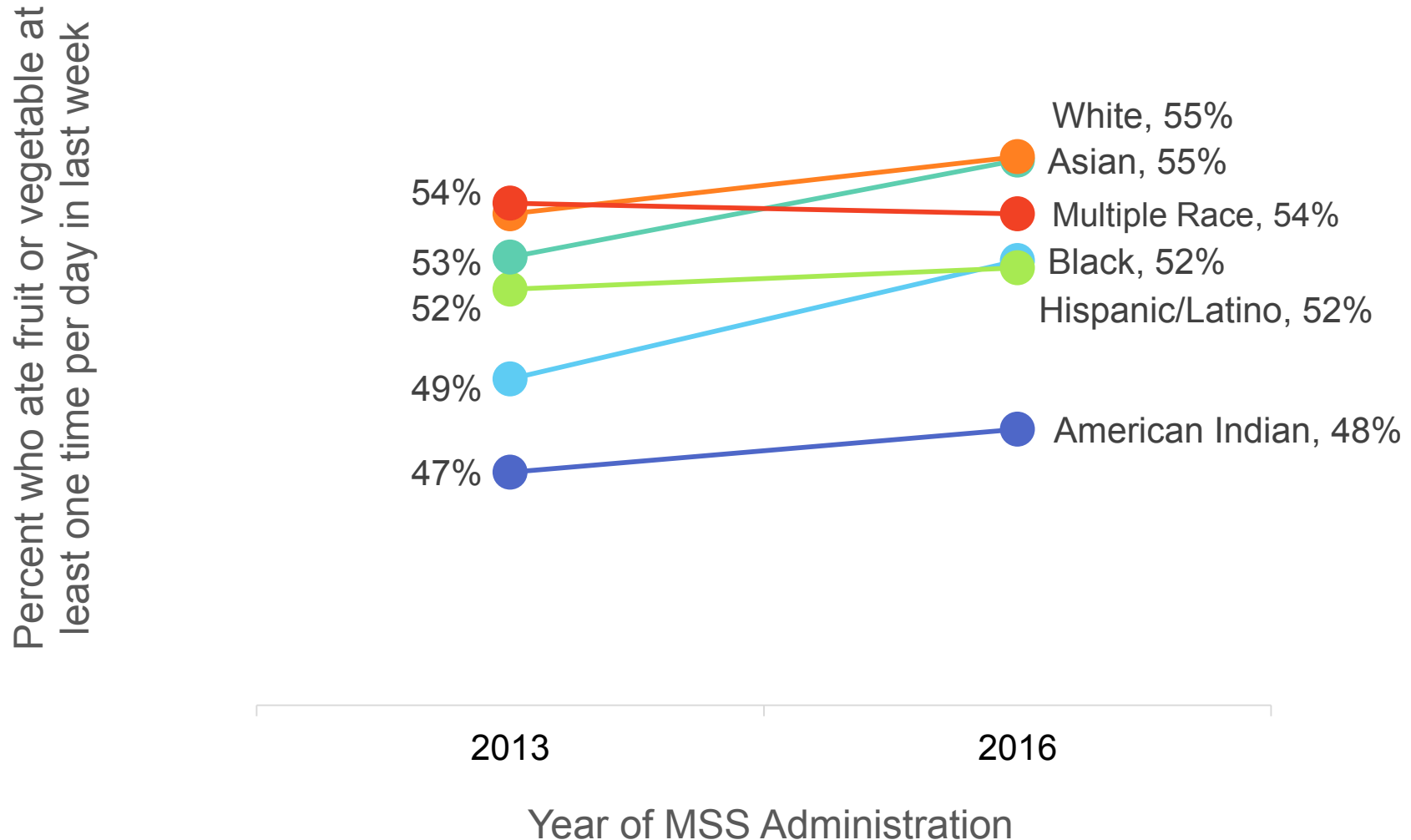
- I did NOT eat or drink this
- 1 to 3 times in last 7 days
- 4 to 6 times in the last 7 days
- 1 time per day
- 2 times per day
- 3 times per day
- 4 or more times per day)



Students are less likely to eat fruit or vegetables each day as they get older.

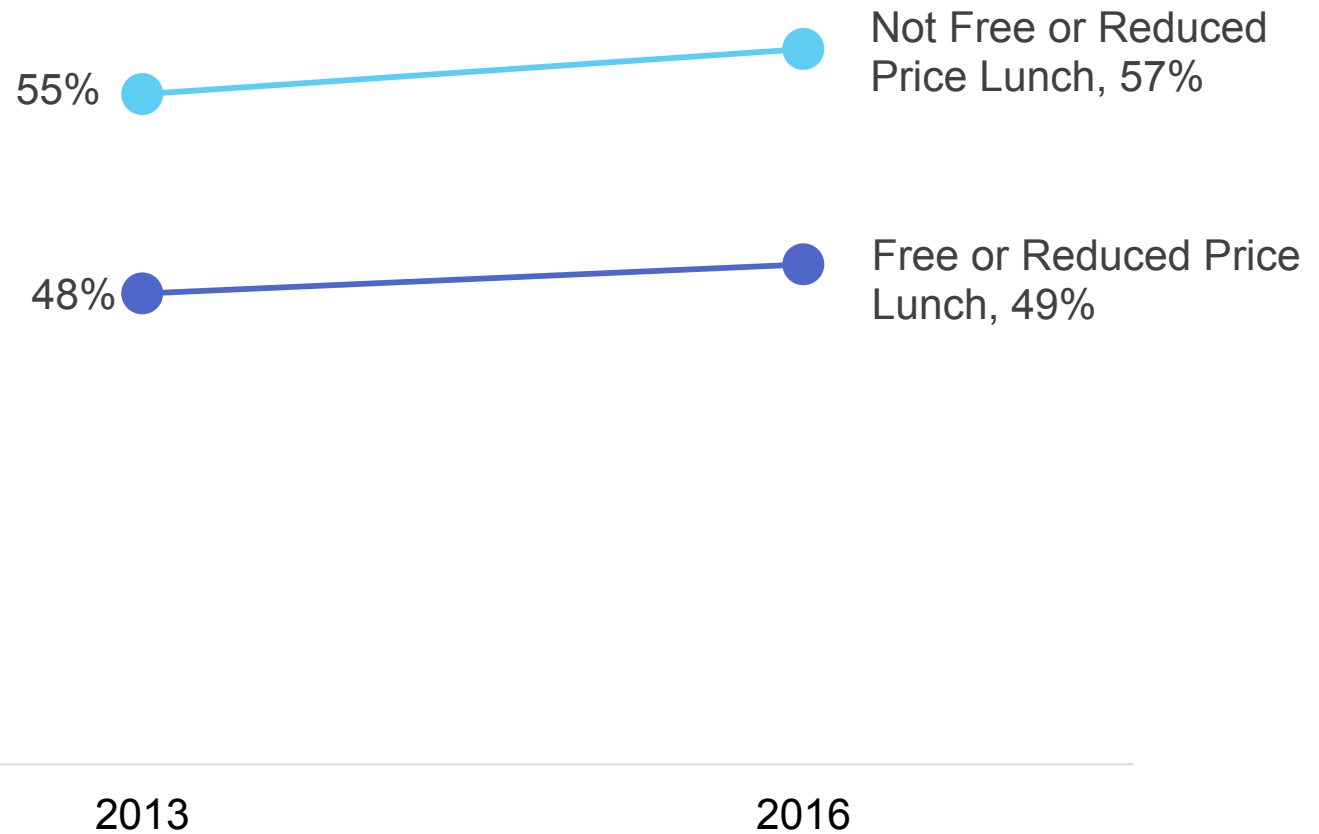


American Indian students were the least likely to eat fruit or vegetables each day.



Free or reduced price lunch students were less likely to eat fruit and vegetables.

Percent who ate fruit or vegetable at least one time per day in last week

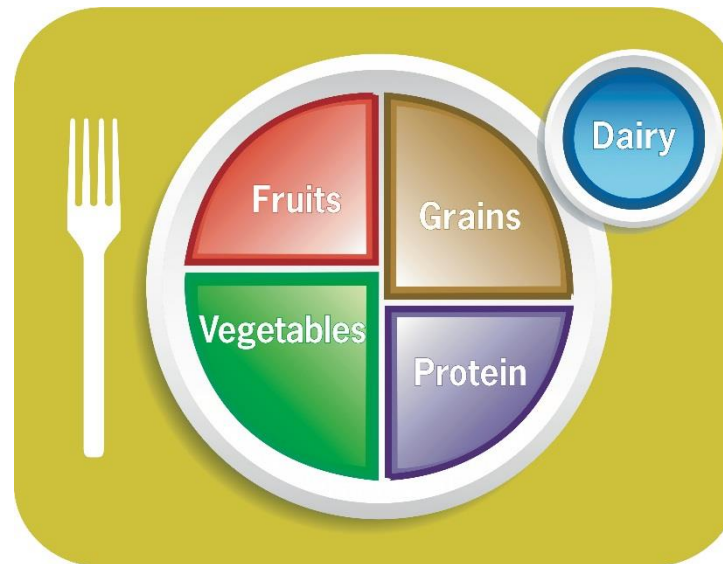


Year of MSS Administration

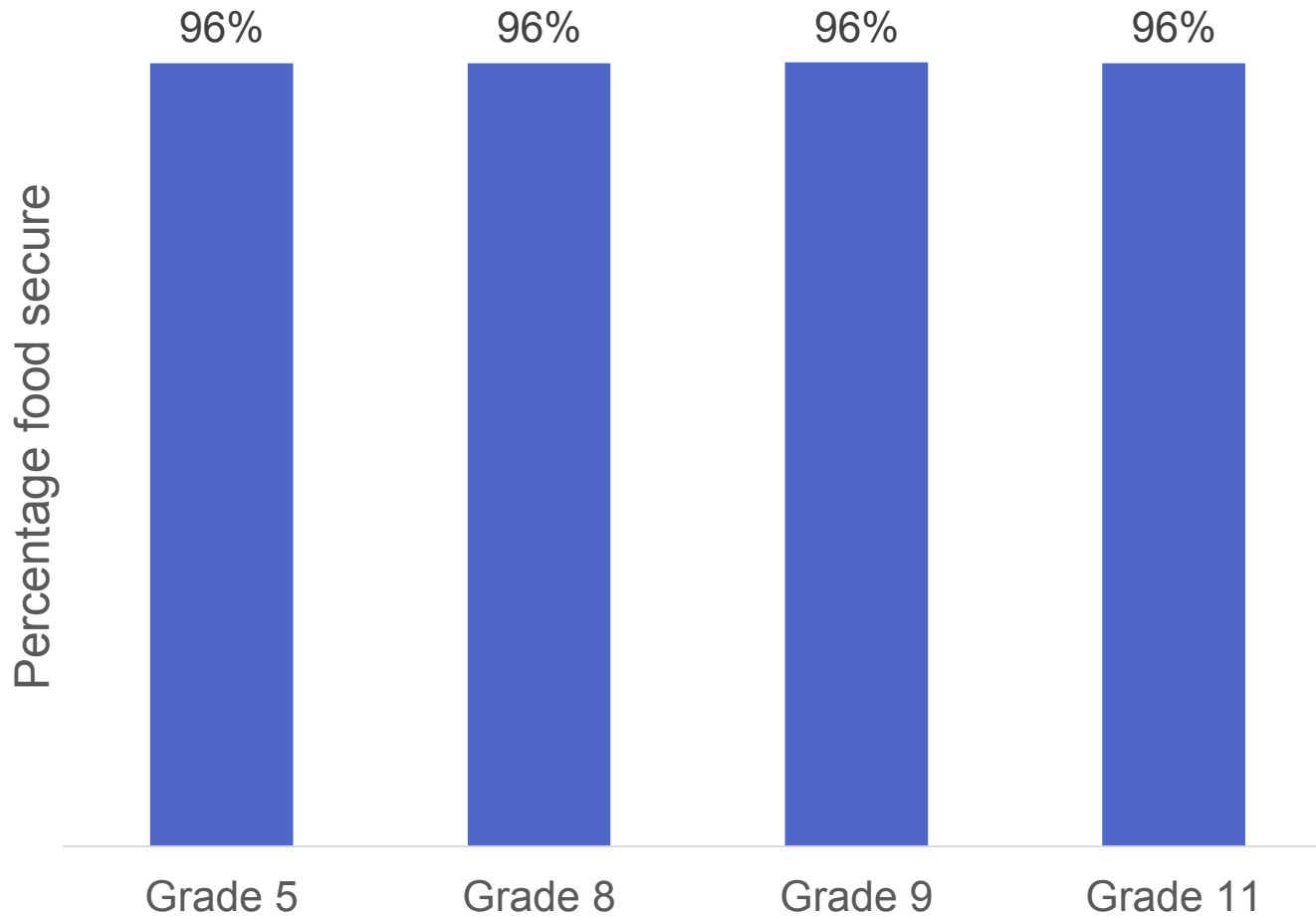
Food Security

Grade 5, 8, 9 and 11 students:

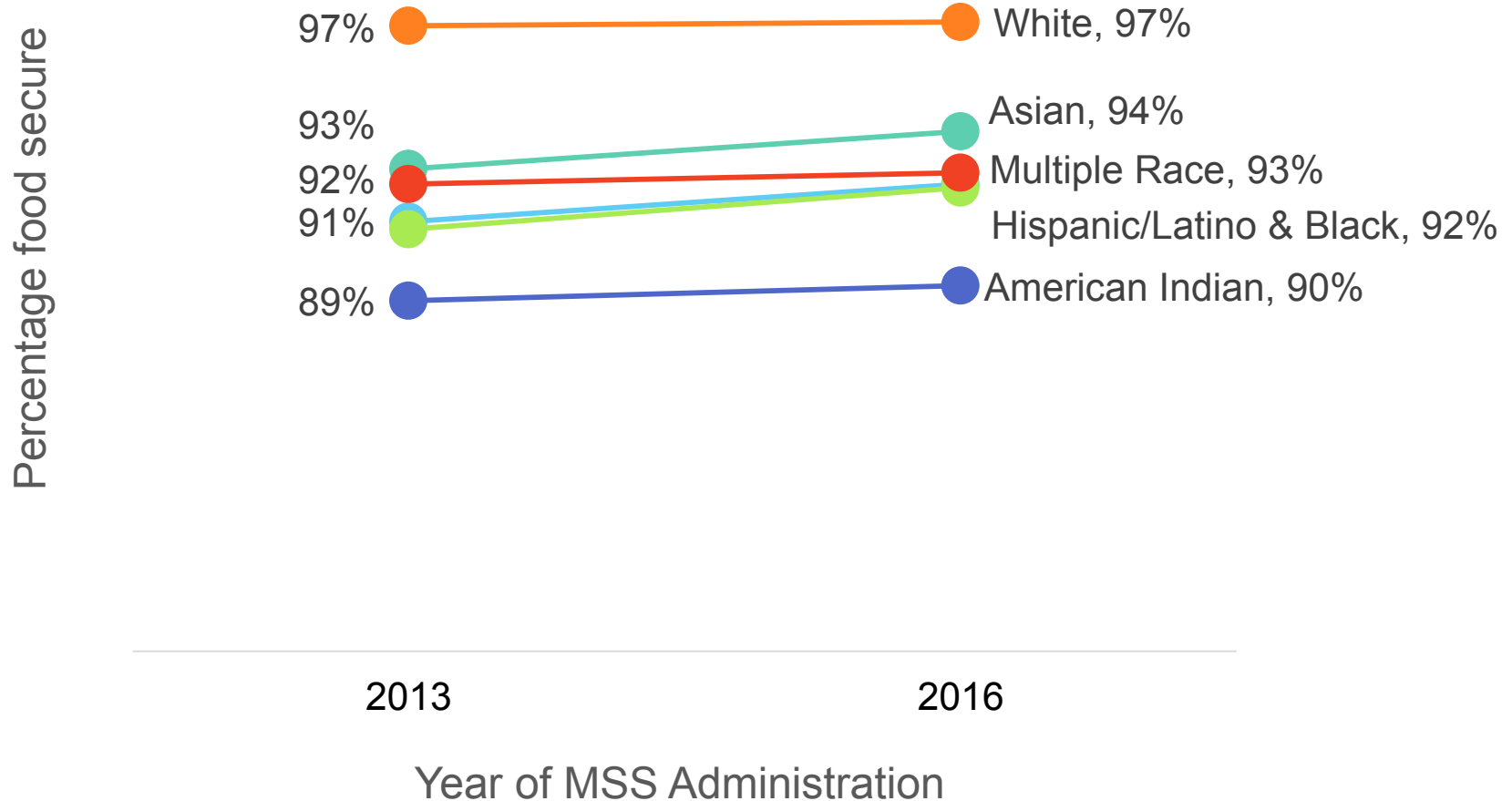
During the last 30 days, have you had to skip meals because your family did not have enough money to buy food?



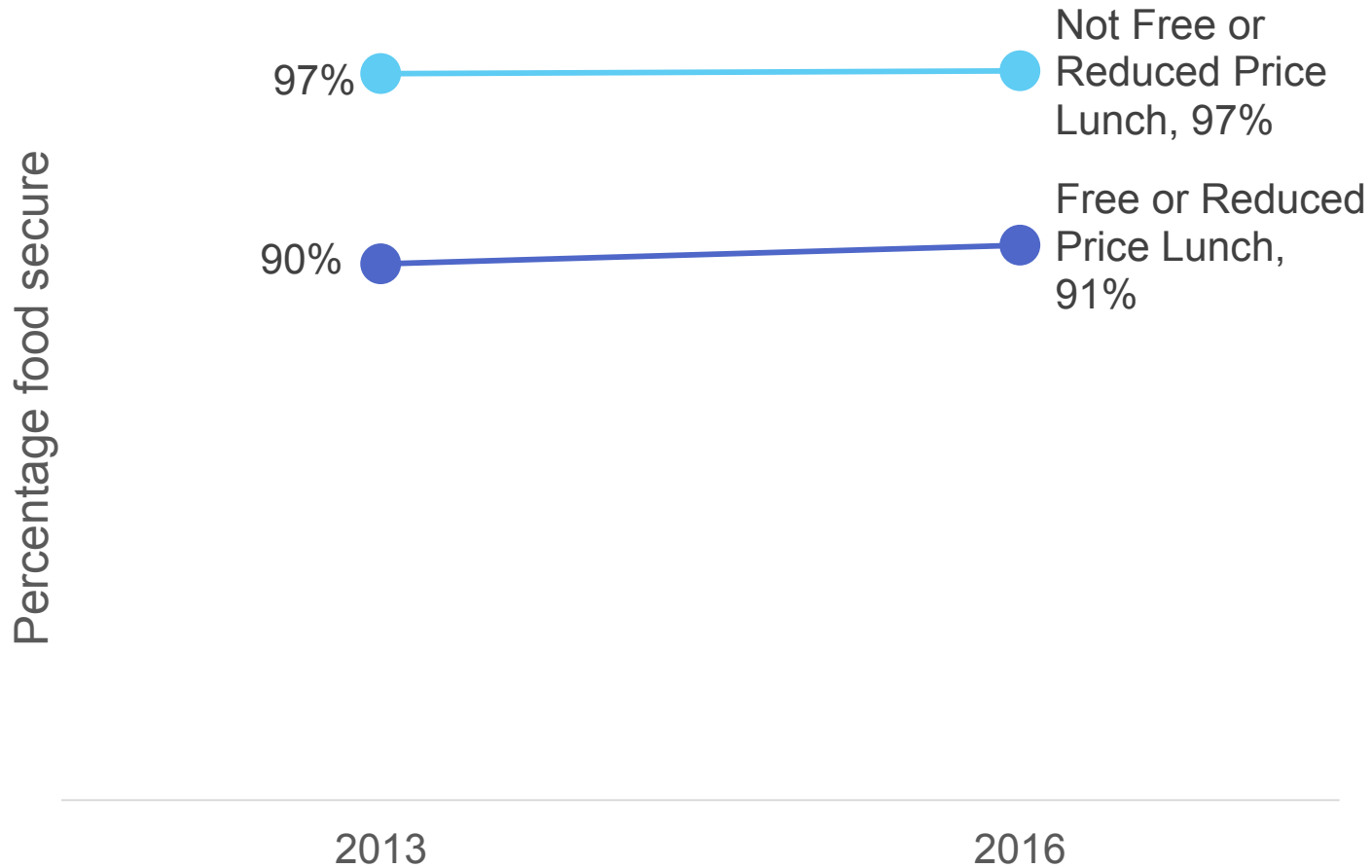
Most students in Minnesota are food secure.



While food security is high overall, there are disparities between racial/ethnic groups.



Nine out of ten free or reduced price lunch students are not food secure.



HEALTH INDEX

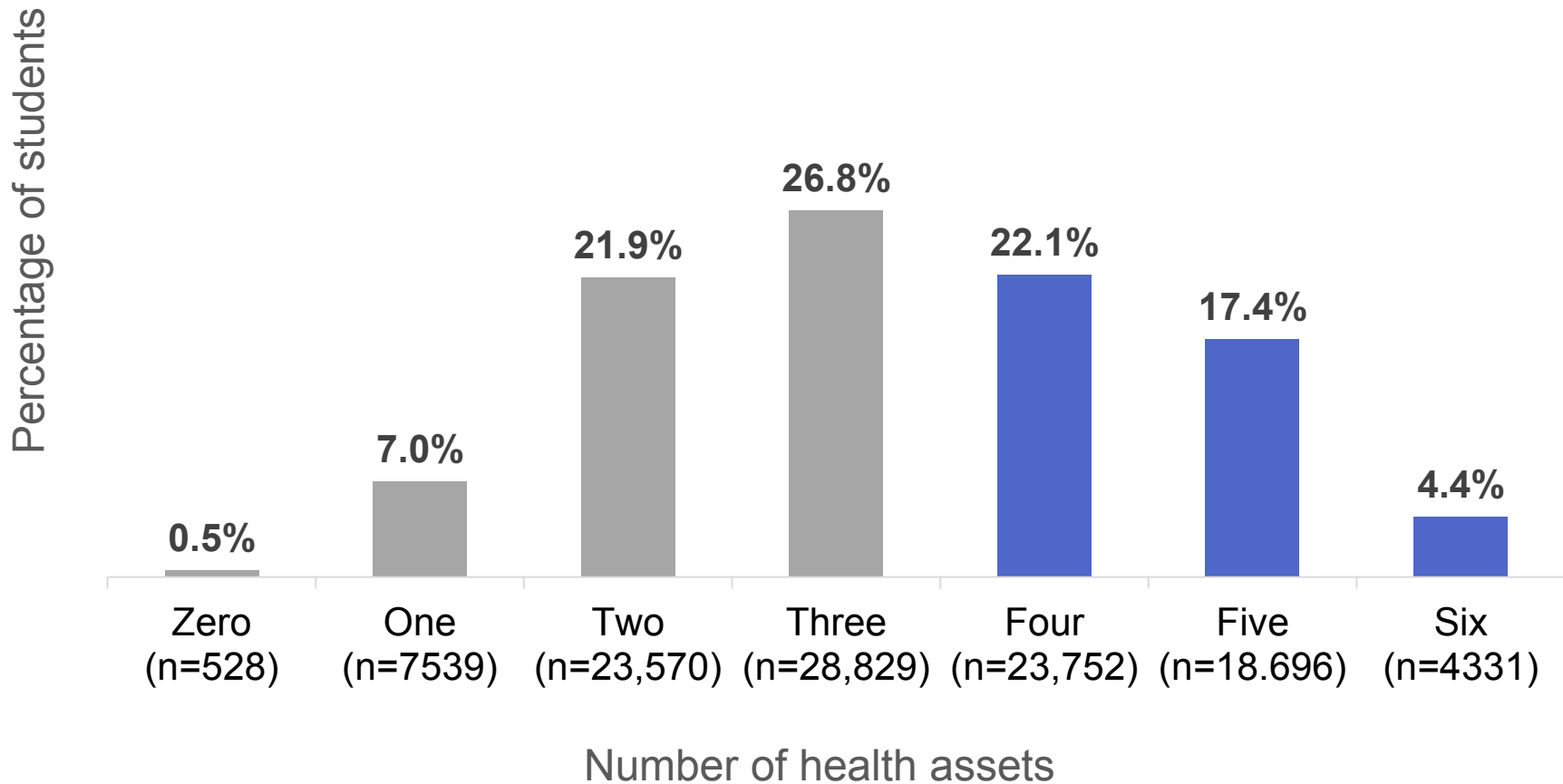
Health Index Items

Indicator	Definitions of having the health asset	%
BMI	Body mass index of less than the 85th percentile	76.0%
Physical activity	At least 60 minutes of physical activity per day for at least five of last seven days	50.2%
Fruit	Consumed at least one fruit per day in the last week	46.8%
Vegetables	Consumed at least one vegetable per day in the last week	40.3%
Sugar-sweetened beverages	Did not consume sugar drinks on previous day	23.7%
Food security	Did not skip meals in last 30 days because family did not have enough money to buy food	95.7%

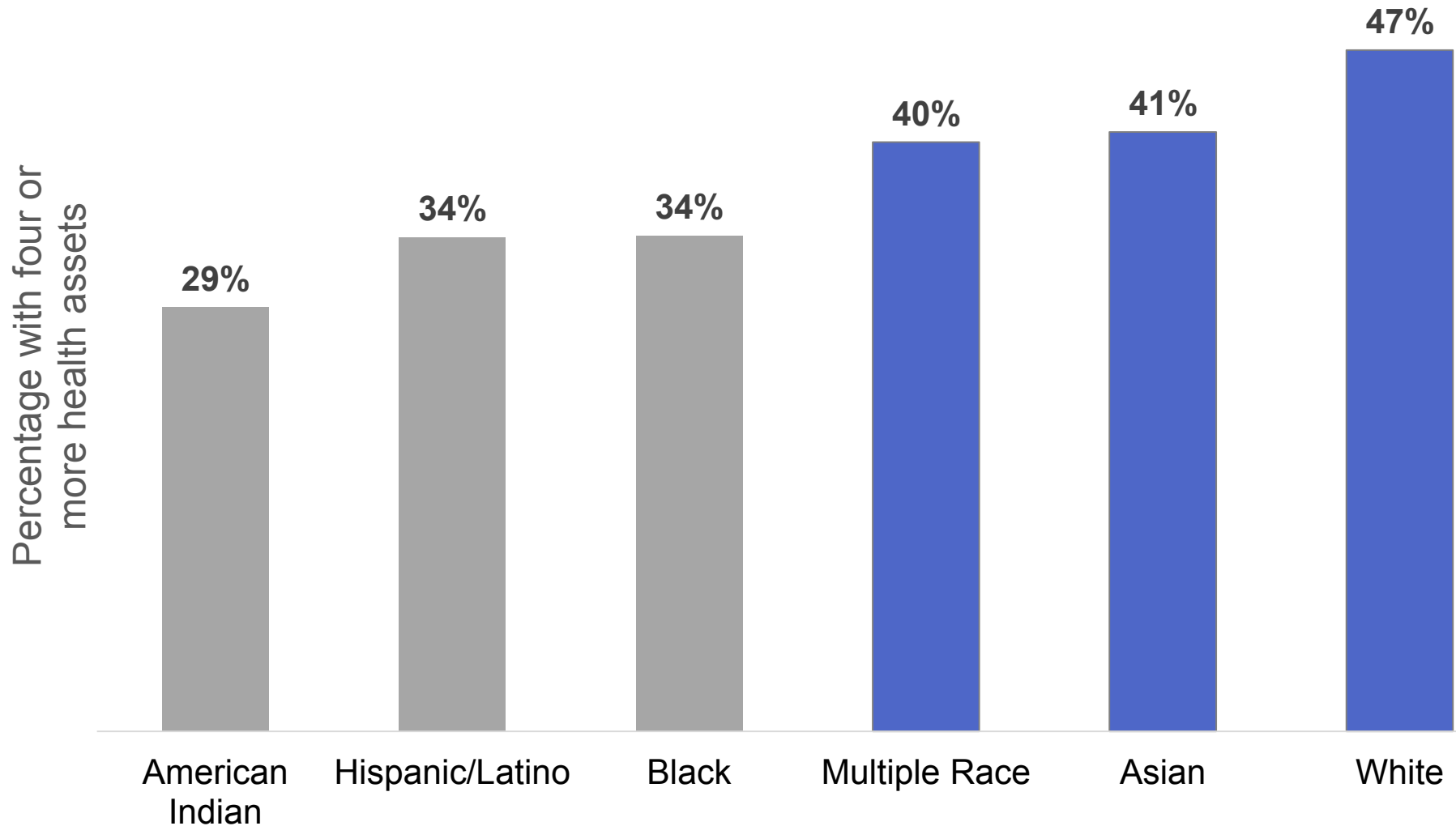
**Grade 5 students are not included in this analysis.*

**Only students who responded to all six items were included in the analysis (n=107,665).*

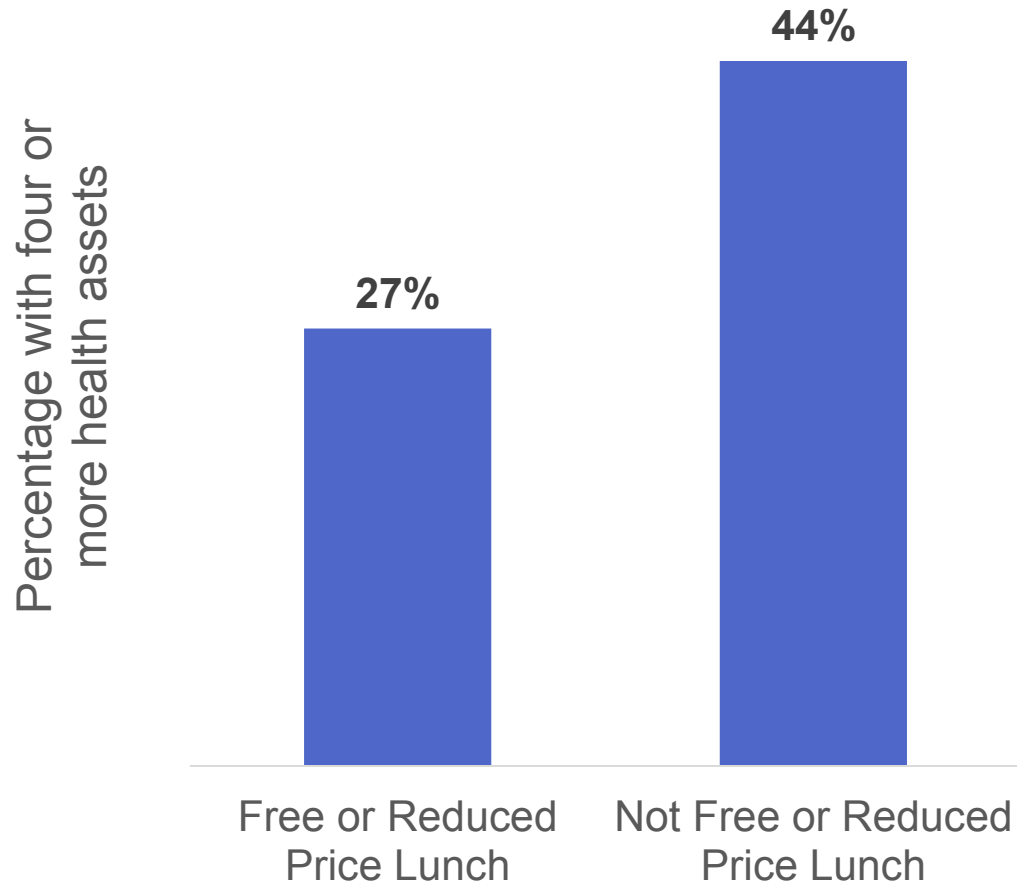
About four out of ten students have four or more of the health assets.



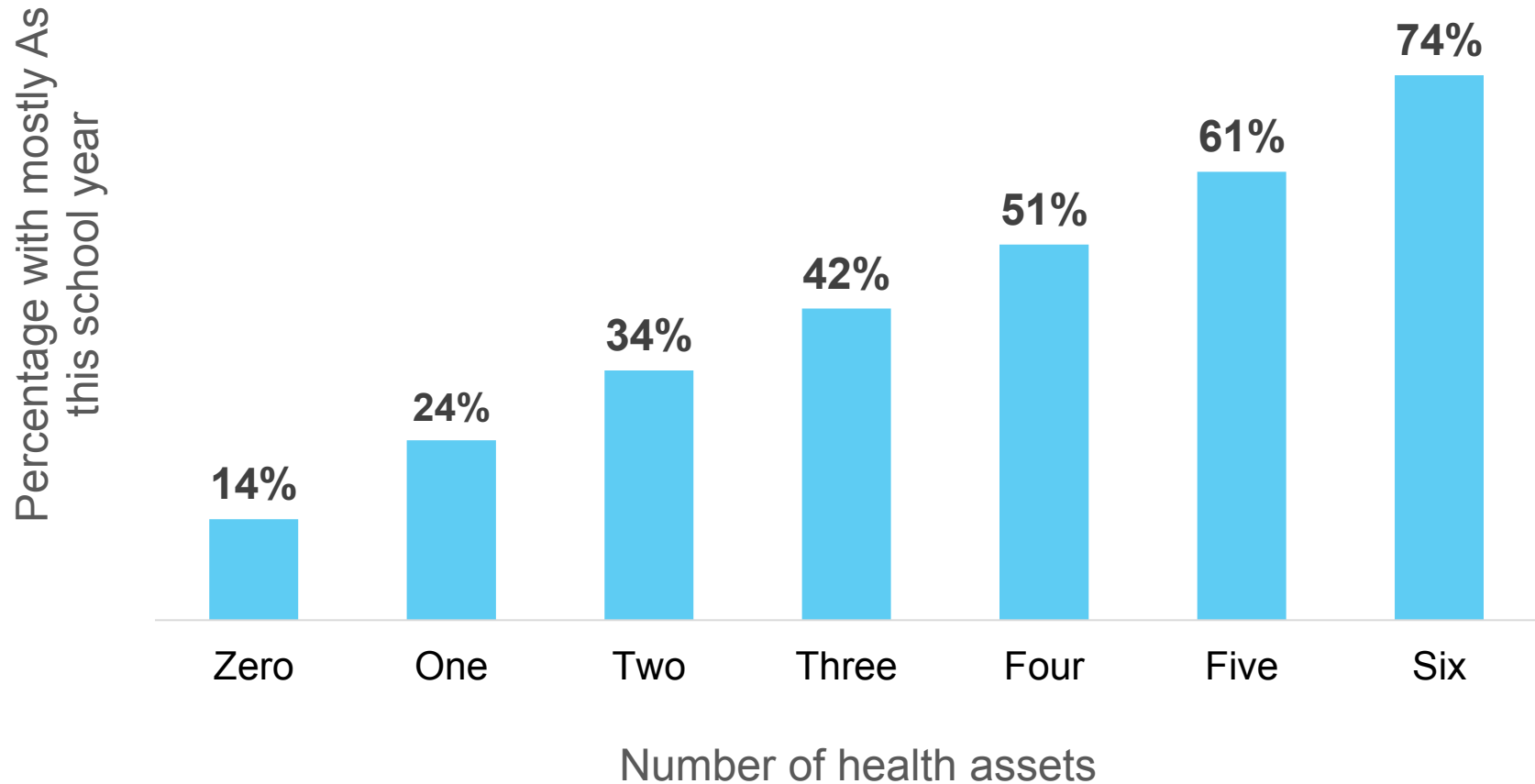
American Indian, Hispanic/Latino and Black students are the least likely to have four or more health assets



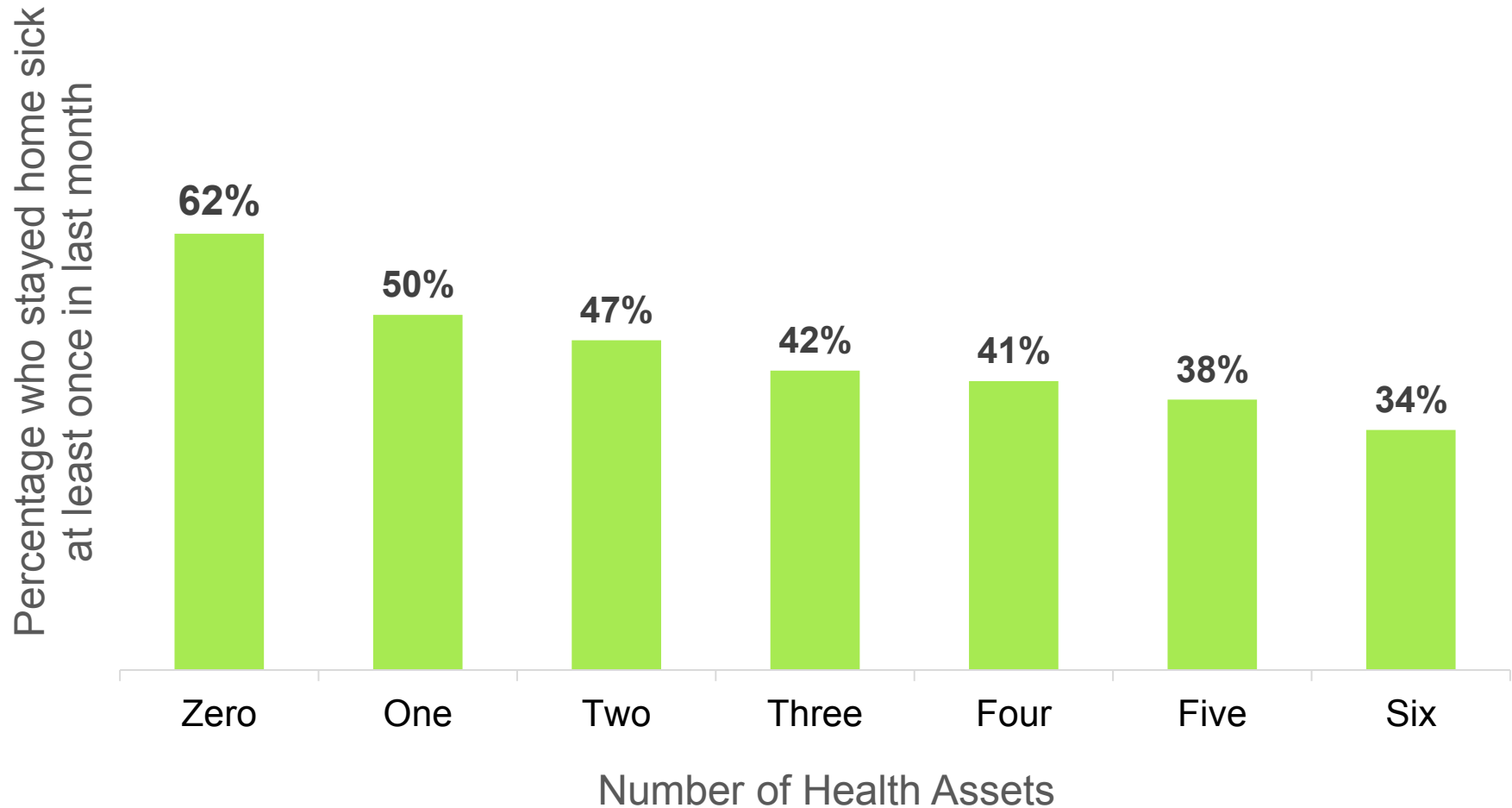
Free or reduced price lunch students are much less likely to have four or more health assets.



As the number of health assets increases, the likelihood of reporting “mostly As” increases.

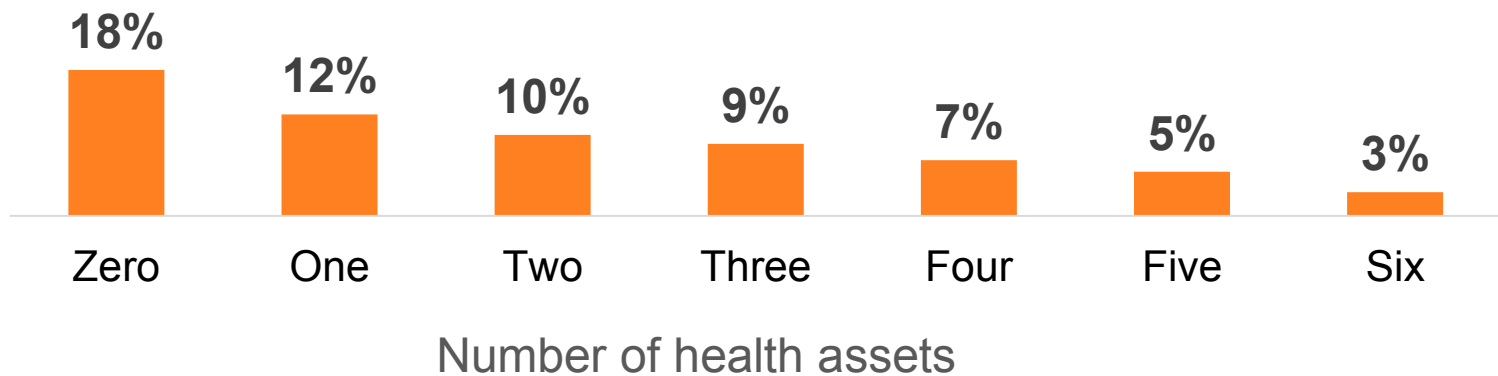


As the number of health assets increases, the likelihood of staying home sick decreases



As the number of health assets increases, the likelihood of being sent to the office for discipline decreases.

Percentage who were sent to office for discipline at least once in the last month



LINKING HEALTH & LEARNING

Minnesota Data Reflection



“There is no more important work- as parents and as a society- than helping our young people succeed. And the twin priorities that are the foundation of their success, their health and their education are inextricably linked”

-Deputy Secretary Mary K. Wakefield
U.S. Health and Human Services

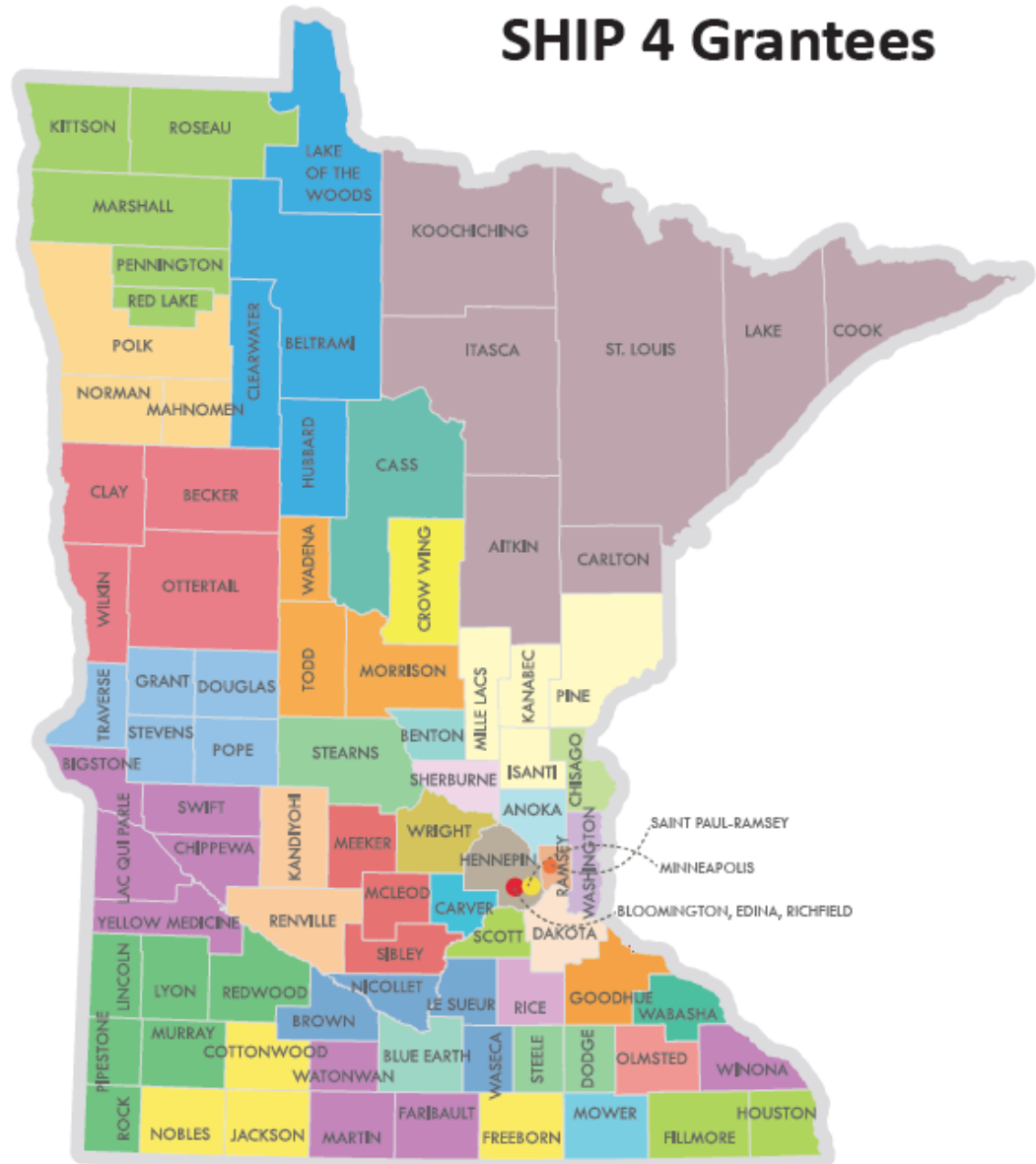
Whole Child Approach



- Whole School, Whole Community, Whole Child (WSCC) model
- The need for alignment, integration, and collaboration between education and health
- Intended to increase health outcomes and academic success

SHIP 4 Grantees

- Statewide Health Improvement Program (SHIP)
- 87 Counties in MN
- 41 Grantees
- 350+ Independent School Districts



Healthy Eating In Schools



Farm to School



School based Agriculture



Healthy
Snacks/Beverages
During the School
Day



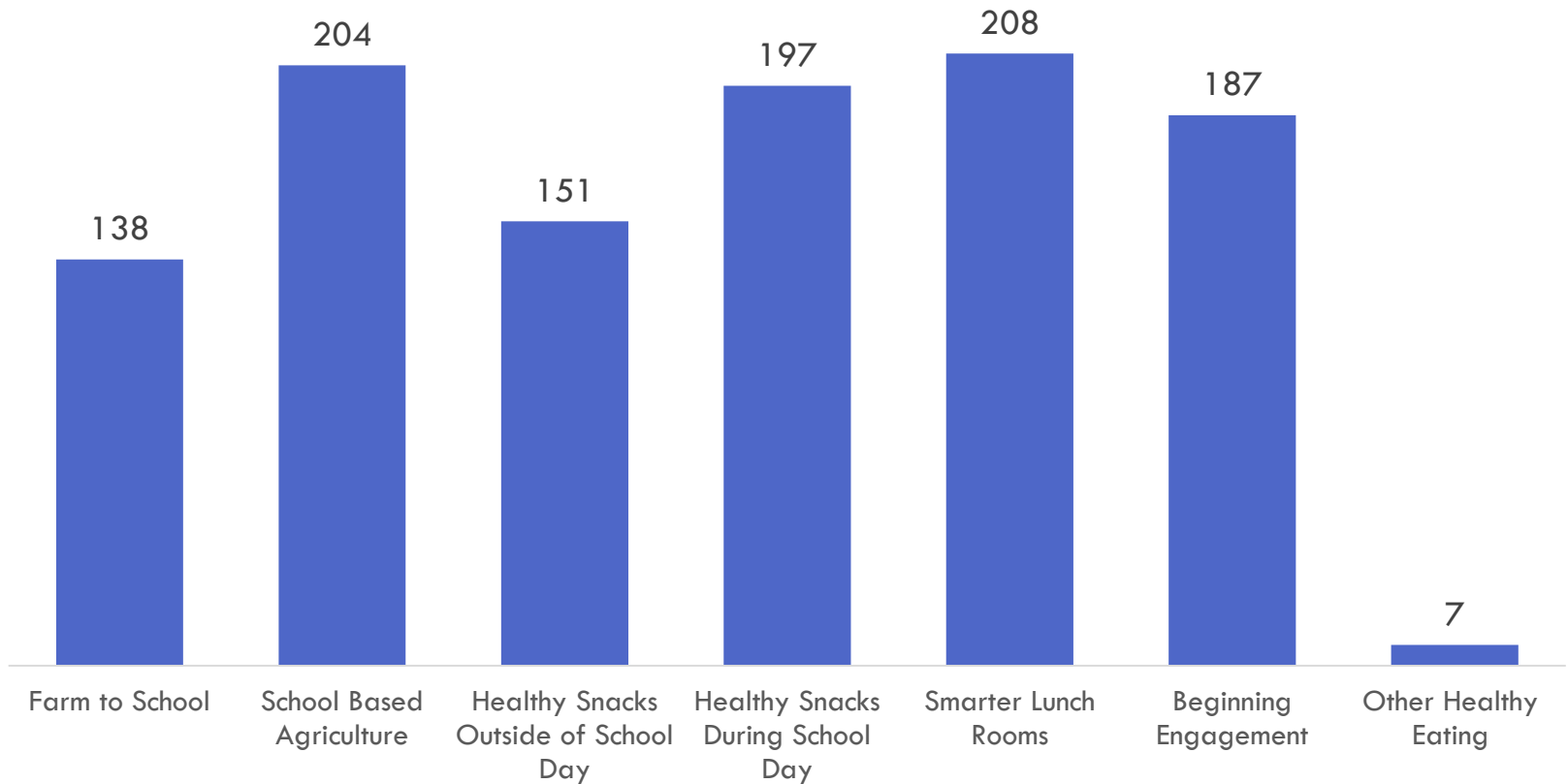
Healthy Snacks/Beverages in
OST



Smarter Lunchroom
Initiatives

SHIP in Schools: Healthy Eating

Interim Partner Site Counts, April 2016



Active Schools



Physical Education



Active Classrooms



Active Recess



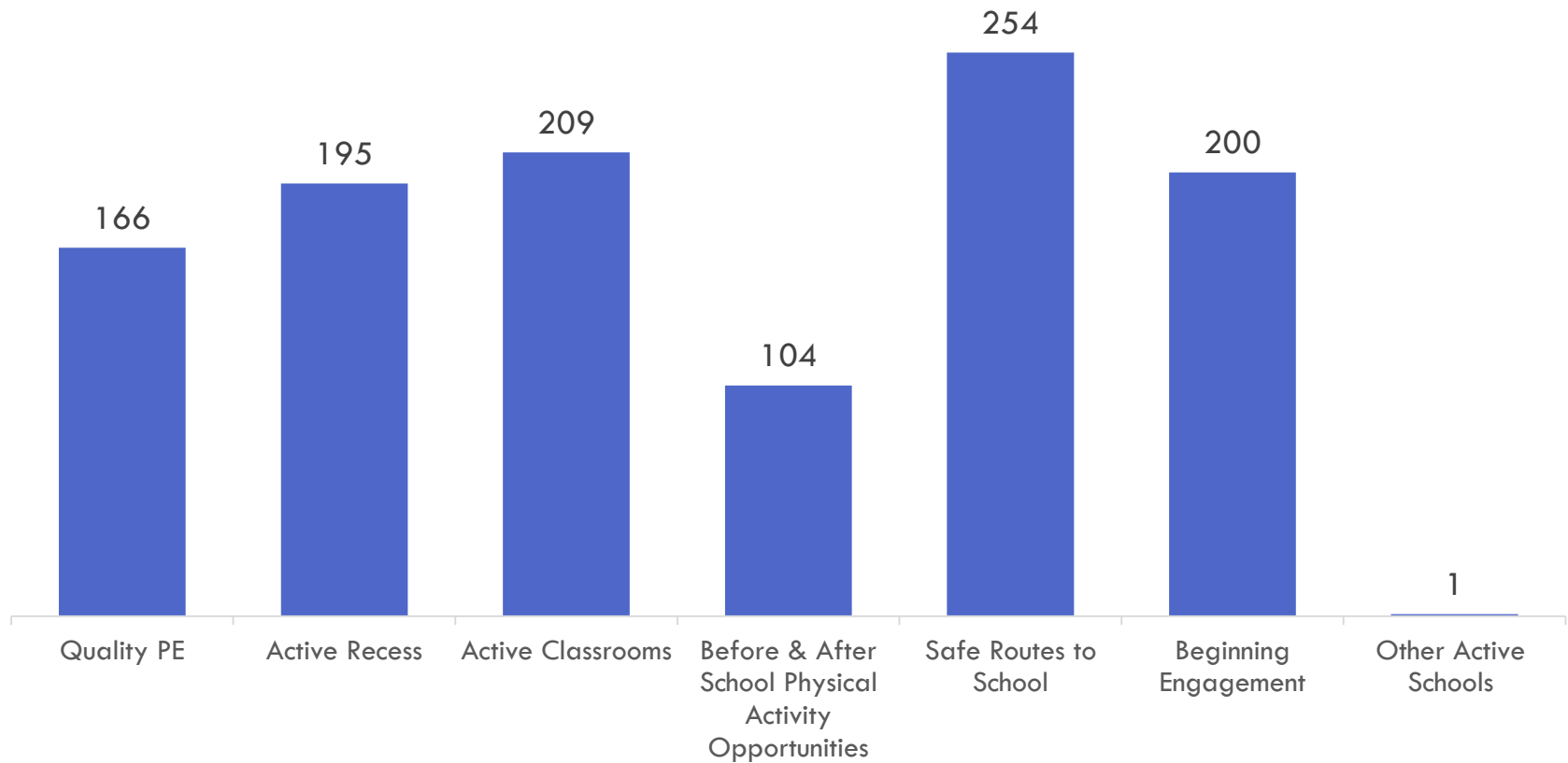
Before/ After Physical Activity



Safe Routes to School

SHIP in Schools: Active Schools

Interim Partner Site Counts, April 2016



Sustainability



SCHOOL WELLNESS WORKS!

From Policy to Action: A Guide for Developing Effective School Wellness Policies and Practices

Let's Make Wellness Work for all Schools



Thank you for your commitment to ensuring Minnesota schools provide quality wellness policies and programs to help students become healthier focused learners. In 2010, the Healthy, Hunger-Free Kids Act (HHFKA) was enacted to improve child nutrition. Since then, research has shown that HHFKA has positively impacted the nutritional quality of school meals and that comprehensive district wellness policies are making a difference in children's health. A University of Minnesota study is showing that when schools have policies and practices that emphasize healthy food and restrict junk food and sugary drinks, students benefit by:

- Drinking less soda and sports drinks.
- Eating more fruits and vegetables.
- Weighing less.



Through the Minnesota Team Nutrition grant provided by the U.S. Department of Agriculture, training and technical assistance is made available for school nutrition professionals to both strengthen district wellness policies and build broad support for creating healthy school environments. The School Wellness Works! toolkit supports these efforts by outlining the essential steps for developing a robust wellness policy and highlighting effective wellness policy tactics from schools across Minnesota.

Schools continue to be a primary place for students to learn and practice healthy eating and physical activity. The focus on the school setting is also part of a larger effort by the Minnesota Department of Health through the Statewide Health Improvement Program (SHIP) to improve the health of all Minnesotans by making the places where they study, work, live and play more conducive to supporting healthy lifestyles.

We invite you to join this ongoing effort to provide Minnesota's children and families with the supports they need to thrive and succeed in life.

Best of health,

Brenda Cassellius

Brenda Cassellius, EdD
Commissioner of Education
Minnesota Department of Education

Edward Erlinger

Edward Erlinger, MD, MSPH
Commissioner of Health
Minnesota Department of Health

MN Research



MN Research



<http://www.healthdisparities.umn.edu/research-studies/project-breakfast>

School Improvement Plans



A Guide For Incorporating

HEALTH & WELLNESS

into

SCHOOL IMPROVEMENT PLANS



NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS
Promoting Health, Preventing Disease.

Home About MDE Students and Families Licensing Districts, Schools and Educators

Minnesota Department of Education MDE > Districts, Schools and Educators > World's Best Workforce

World's Best Workforce

Contact

World's Best Workforce Team

World's Best Workforce Summary Due

Under Minnesota Statutes, section 120B.11, school districts are to develop a World's Best Workforce (WBWF) Annual Report and report summary for each school year. This summary should document the WBWF student achievement goals that were established last year, the strategies and initiatives that the district engaged in to meet the goals, and the subsequent progress made on those goals by the end of the school year. Districts will post their reports on the district website, and submit the summary report to MDE each year.

A template format for districts to use to create their report summary was developed by MDE. The goal was to keep the summary brief and simple.

[All districts should use the summary report template.](#)

What is the World's Best Workforce?

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

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