State Policies for Health Education in Public Schools

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Lynda K. Vu

Wright State University
Acknowledgements

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Abstract

Background: Federal and state governmental activities have significantly influenced schools’ health education practices over the past 50 years. Evaluation of these initiatives in the scientific literature has enhanced development of health education and influenced the creation of the National Health Education Standards (NHES). The Centers for Disease Control and Prevention (CDC) conducts periodic surveys to evaluate the impact of state and local policies on school health education programs and practices. Objectives: This research project reviews and analyzes state health education policies for the 50 states plus the District of Columbia with regard to the recommendations of the NHES. It also evaluates state education agency websites for accessibility of health education standards and related information. Methods: I conducted an internet-based review of current state policies regarding health education standards, their correlation with the NHES, instructional time requirements, and health educator qualifications. I scored the strength of states’ policies using an original scoring matrix to evaluate these four health education policy criteria. I also evaluated states’ websites for accessibility to health education standards and policies. Results: Forty-nine states have adopted health education standards of which 27 fully correlate with the NHES. Only one state had a policy that quantified health education instructional time for elementary schools that met NHES recommendations. States with the strongest health education policies were characterized by mandatory and quantified health education instruction based upon the NHES and mandatory health educator qualifications. Conclusions: State health education policies are a critical aspect of comprehensive school health programs. Several states in this review have benchmark policies and resources for other states to emulate.
State Policies for Health Education in Public Schools

Although there has been support by the federal government to promote and fund school health and health education initiatives over the past 50 years, many young adults in the United States continue to graduate from high school with inadequate health knowledge and skills (Kann, Telljohann, & Wooley, 2007). They continue to engage in risky health behaviors (Youth Risk Behavior Surveillance Survey [YRBSS], 2009). Additionally, with the rising costs of healthcare, employers’ “primary emerging concern” regarding new graduates coming into the workforce is their ability to make appropriate personal health and wellness choices (The Conference Board, Inc., 2006).

Numerous studies, global and national, have shown that healthy children are much more productive learners (Partnership for Child Development, 2000; Campaign for Educational Equity, 2010). A comprehensive, coordinated approach to school health enhances the learning environment and improves achievement. However, a successful school health program must involve the collaboration of all stakeholders—not only students and schools, but also parents, families, and communities (Institute of Medicine [IOM], 1997; Marx, Wooley, & Northrop, 1998).

Leadership and legislation at the state level is a critical factor in how district and local school systems prioritize and focus their resources. Ongoing surveillance of state health education laws have continued since the 1960s (Mayer, Smith, & McDermott, 2011). But, results show that many schools still have not fully implemented evidence-based recommendations regarding health education standards, curricular content, quantification of instructional time, and qualifications of health instructors.
Purpose Statement/Research Questions

The purpose of this research is to characterize states’ adoption of the recommendations put forth by the Joint Committee on National Health Education Standards (NHES) in 2007. This research also provides a novel analysis of state health education policies through direct evaluation of current state laws and regulations.

Primary Research Questions:

1. Does the state have published health education standards & to what degree have they adopted the NHES?
2. Does the state's health education policy mandate or recommend schools to use the published health education standards?
3. Does the state’s health education policy indicate instructional time requirements for each educational level? How closely do state policies follow the NHES instructional time recommendations of 40 hours per year for grades pre-K to grade 2 and 80 hours per year for grades 3 to 12?
4. Does the state have a policy that requires health educators to have special qualifications? (i.e. certification, endorsement, undergraduate major or minor, etc.)?

Secondary Research Questions:

1. How accessible are the state’s health education standards and resources on the education agency’s website? Are the state’s health education standards accessible on the first page of Google search results?
2. How do the current research findings compare with the latest School Health Policies and Practices Study?
3. What are the specific health education policies in Ohio?
Background

This background explains several key concepts to help the reader understand the progression and development of health education in the United States over the previous 40+ years. It also discusses the history and significance of school health education and the basis for the National Health Education Standards.

Academic Content Standards

What are academic content standards? Academic Standards, in general, are “clearly defined statements and/or illustrations of what all students, teachers, schools and school districts are expected to know and be able to do” (Ohio Department of Education, 2011). Academic standards are distinguished by three specific types of standards: content standards, performance standards, and operating standards. Content standards define what students should know and be able to do—the knowledge and skills they should attain with regard to a particular subject. Performance standards are quality indicators that identify how competent a student must be. Operation standards (or opportunity to learn standards) describe the ideal learning conditions for students to achieve the goals and objectives; these may include other non-academic guidelines for schools, communities and families to create the conditions (Ohio Department of Education, 2011; Oregon Association of School Executives School Funding Coalition [OASE SFC], 1997). The issues of health education standards in this research pertain specifically to academic content standards.

Why academic content standards? Historically, education in the United States was a time-based system in which the time spent learning specific subjects determined a student’s achievement (OASE SFC, 1997). In recent decades, the U.S. has transitioned into a standards-based system. Proponents of academic standards assert that standards ensure that all students
become critical thinkers and are prepared for college, the workforce, and a lifetime of learning regardless of socioeconomic background, family support or previous learning experiences (Common Core State Standards Initiative [CCSSI], 2010; Blatt as quoted by Thompson, 2010; OASE SFC, 1997). To date, there are national academic content standards in nearly every subject including English language arts, civics, economics, foreign languages, geography, health, history, math, physical education, science, and social studies (National School-to-Work Office, 1997).

Policymakers, leading educators, and even the President of the United States have periodically attempted to improve the performance and accountability of the U.S. educational system (Mayer, Smith, & McDermott, 2011). For example, in 1989, concerns about the U.S.’s low global ranking in education prompted President George H.W. Bush to convene a governor’s summit. The summit developed potential solutions to improve the quality of the public education system in the U.S. Similar concerns also stimulated President Clinton to enact the Goals 2000 legislation (Barton, 2010). Subsequently, President George W. Bush enacted the No Child Left Behind Act in 2001 which supported academic content standards and directed attention to stronger school accountability of student achievement (Bush, 2010).

**Qualities of effective academic standards.** In the 1990s, numerous educators developed a consensus to outline the nine qualities that are important to constructing the framework for good academic standards. These characteristics are: 1) rigorous (demanding with high expectations), 2) intelligible (understandable and clear), 3) measurable (able to be assessed), 4) specific (unambiguous and defined), 5) comprehensive (encompassing essential subject matters), 6) academic (non-biased), 7) balanced (appropriate mix of knowledge and skills), 8) manageable (guidance for curriculum development), and 9) cumulative (increasing in
complexity) (Pacific Research Institute for Public Policy, 1999). Strengthening the quality and depth of academic content standards assists states in better aligning curriculum to prepare students for success at higher educational levels (EdSource, 2007). These characteristics laid the critical foundation for development of the National Health Education Standards (NHES).

The National Health Education Standards

History of Health Education. As early as 1918, the Commission on the Reorganization of Secondary Education of the National Education Association developed the seven essential principles of education—the first of which was health. Two years prior, Johns Hopkins School of Public Health became the first school of public health in the world. The early 1900s through 1950s heralded a significant rise of organizations and higher institutions of learning dedicated to public health, health education, and physical education. In addition, the federal and state governments implemented multiple educational policies that affected health and physical education (Mayer, Smith, & McDermott, 2011).

Results of the 1967 School Health Education Study (SHES) report emphasized significant gaps in school health which led to federal and state legislative reform efforts in the 1970s. The report signified a pivotal turning point concerning health education in our nation’s schools. It stimulated the development of concepts, processes, and principles for curriculum development that has transcended time and technology. The SHES also laid the foundation for development of the NHES and several other initiatives to advance and monitor school health policies (Mayer, Smith, & McDermott, 2011; McDermott, 2011). The 1973 Report on the President’s Committee on Health Education echoed the results of the 1967 SHES report; it required health education instruction in public schools and provided support for increased funding.
**Scientific basis for the National Health Education Standards.** During the 1990s, the American Cancer Society promoted comprehensive school health education as its primary advocacy effort and funded a coalition that developed the first edition of the *National Health Education Standards* released in 1995 (Mayer, Smith, & McDermott, 2011). The major focus of this first edition was health literacy (NHES, 1995).

Toward the latter half of the 1990s, the Institute of Medicine (IOM) released results of its study regarding comprehensive school health programs and addressed new issues related to social and economic concerns like violence, substance abuse, and problems due to poverty, etc. The IOM committee also endorsed several key recommendations based upon numerous evaluation studies found in the scientific literature on health education.

One study, *The School Health Education Evaluation* from 1981-1985, quantified a time threshold of 50 hours per year at which comprehensive, ongoing health instruction positively affected knowledge and behaviors. Another study performed by the National School Boards Association found that maximal learning and attitude or behavior changes occurred after approximately 60 hours of instruction. The study also found that more intensive exposure and follow up in later years was likely to be more effective at producing long lasting effects than intermittent brief exposures to individual health topics. Other studies in the 1980s confirmed the relationship between time exposed to health education and outcomes as well as the benefits of comprehensive school health programs (IOM, 1997; Mayer, Smith, & McDermott, 2011). Large scale studies of various curricula confirmed that 1) health instruction positively affects students’ knowledge and behaviors—especially after 50 hours, 2) subsequent classes that reinforce previously taught content enhance the initial learning, and 3) well-trained teachers who deliver the instruction produce a much greater impact in learning outcomes (IOM, 1997).
Professional education literature substantiates that teachers need ongoing professional education in their area of expertise to successfully implement new curricula and teaching practices. This is even more critical for health educators whose specialty field is continually evolving. In addition, health educators not only need to impart knowledge, but also model expected health behaviors (IOM, 1997). All of these findings laid the foundation for the recommendation that specially trained health educators provide the most optimal health instruction.

The final recommendations of the IOM included sequential, age-appropriate, annual health education for grades K through 8, a minimum graduation requirement of one semester of health education during high school, health instruction based upon the NHES, and health instruction taught by qualified health educators (IOM, 1997; Mayer, Smith, & McDermott, 2011).

The 2007 second edition of the *National Health Education Standards* incorporated many of these key IOM recommendations as well as principles of emerging education and behavior theories. The focus of the second edition standards and performance indicators shifted from attaining health literacy to adopting and maintaining healthy behaviors. The eight NHES are as follows:

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.
**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

In developing these standards, the NHES also considered scientific literature that confirms the significant impact of parents, families, and interpersonal relationships upon students’ health and health behaviors. These principles encompass the major components of coordinated school health programs that comprehensively integrate health and physical education, the school environment, and the students’ social networks and support (IOM, 1997).

**Coordinated School Health Programs (CSHP)**

The Centers for Disease Control and Prevention (CDC) promoted the concept of CSHP in the 1980s to help improve students’ achievement and health during their elementary and secondary school years. Comprehensive health education is the first of eight components that comprise CSHP. The other seven components encompass physical education and activity, health services, mental health and social services, nutrition services, healthy and safe school environment, faculty and staff health promotion, and family and community involvement (Mayer, Smith, & McDermott, 2011).
CSHP components collectively focus on improving various aspects of students’ health. Research has shown that health and health behaviors can impact academic achievement. Health conditions impede the physical, mental, and emotional ability for students to optimally achieve their academic potential (Basch, 2010). Health risk behaviors such as drug abuse, violence, and early sexual activity leading to pregnancy affect school attendance, grades, and ultimately, high school completion (CDC, 2011). One way that CSHP can succeed is through community leadership support and government legislation.

The Role of Legislation in Schools and Health Education

Laws and regulations are tools that can create the appropriate legal conditions to facilitate various programs and strategies. Laws related to CSHP can enhance students’ opportunities to learn and thrive in a school setting. But understanding the proper role of laws and their limitations is important for state leaders, educators, public health personnel, and parents.

Although the U.S. Constitution does not place public education under the jurisdiction of the federal government, federal agencies sometimes attach stipulations for disbursement of federal funds to states for education. These stipulations often cause states to alter their priorities and programs to be able to receive these federal funds (Hodge, Mair, & Gable, 2008).

In addition, federal agencies often provide research and intervention strategies for states to address issues and concerns of national significance. The Department of Health and Human Services (DHHS) publishes health goals for the nation every ten years. DHHS launched the latest version, Healthy People 2020, in 2010 and highlighted two major health topics affecting youth: adolescent health and education/community based programs. The objectives call for strong support in implementing NHES-based comprehensive health education; they also advocate for strong support of communities, families, and schools. These objectives attempt to
improve overall adolescent health and decrease their risky behaviors (DHHS, 2010). Federal agency support and leadership in ways like this help states design uniquely tailored interventions.

States then take the responsibility of establishing a uniform public educational system that includes specific standards, curriculum, and educational requirements. Most states have a statute that delegates authority to its education agency for creating educational regulations. The agency is responsible for establishing specific guidelines and minimum accreditation standards with which all school districts must comply. These regulations change as federal policies, funding, and national priorities evolve over time (Collins & Platz, 2010).

**Health Education in Ohio**

An interesting example of challenging health education legislation is Ohio. Ohio is one of two states that have not yet adopted any form of health education standards. Literature search did not produce any published works with regard to Ohio’s history of health education legislation. However, reports related to other education issues in Ohio highlighted legislative obstacles. The Ohio Supreme Court’s 1997 ruling known as the DeRolph case was likely responsible for preventing new education legislation from being adopted and funded at the turn of the millennium. The final ruling established that property taxes could not be the sole source for financing Ohio public schools. Other state and federal resources that are designated for particular educational programs or generally distributed to districts must supplement property tax revenue (The Ohio Collaborative, 2007).

Longtime Ohio health education advocates recount another aspect of the challenge. More than 10 years ago, a campaign to adopt mandatory sex education legislation stifled concurrent advocacy efforts to adopt health education standards. Political conditions at the time conceptually combined the two issues together and prevented either of them from progressing
forward. The American Heart Association and Buckeye Healthy Schools Alliance have co-led the most recent campaign to adopt the NHES into state legislation since 2011. This campaign is slow, but seems to be gaining momentum toward legislative change (Vu, 2012).

Literature Review

Search Criteria and Findings

Articles and information for the literature review originated from three primary sources. First, I searched the University Libraries online Academic Search Complete, ERIC, Education Research Complete, and MAS Ultra-School Edition databases. Search terms included “health education”, “school health education”, “health education standards” plus “policy”, “state policy” or “school health education policy”. Second, I obtained data, tables, and reports of the School Health Policies and Practice Survey (SHPPS) from the CDC’s School Health webpage. Third, I performed a Google search using the terms “school health education policy reports”, “school health education policy”, and “state school health education policy”. Besides the SHPPS reports published by the American School Health Association (1999) and the Journal of School Health (2001 and 2007), search results returned only one other relevant study that actually reviewed state health education policies with limited analysis (Education Commission of the States, 1982). Additional search results lacked any analysis, but did supply vital corroborating information.

Over the past several decades, various organizations and government agencies have monitored the development of state policies relating to comprehensive school health education. In 1982, the State School Health Education Project, sponsored by the Education Commission of the States, characterized the state education agencies’ policies regarding health education instruction, curriculum, graduation requirements, instructor qualification requirements, and staffing of health education specialists at the DOE. The CDC has conducted three SHPPS
HEALTH EDUCATION POLICIES

reports every six years beginning in 1994. The methods of the first study utilized mail-out questionnaires sent to all 51 state departments of education (The American School Health Association, 1999). The 2000 SHPPS increased the number of schools that were surveyed and continued to utilize the mail-out questionnaires for the states, districts, and schools. Classroom surveys, however, utilized a computer assisted personal interview (CAPI). It also incorporated questions to evaluate all eight CSHP components and use of the new NHES (Smith et al., 2001). The 2006 SHPPS was very similar to the 2000 survey except that it substituted the self-administered questionnaires with computer assisted telephone interviews (CATI) to obtain data at the state and district levels (Kann, Telljohann, & Wooley, 2007).

Objectives and information obtained for the four surveys varied. All of the surveys obtained information about mandatory vs. optional health education instruction policies. However, only the 1994 SHPPS obtained data regarding quantified instructional time requirements. Each survey included core health education topics such as mandated instruction, curriculum frameworks, curriculum content, health educator qualifications, staffing, and program coordination. Subsequent surveys added new questions to assess states’ responses to emerging trends and new research evidence in health education.

The CDC also conducts the School Health Profiles (SHP) study every two years; this survey obtains information about health education activities and policies from schools in a sample of states, large urban school districts, territories and tribal governments. These data include five components: 1) school health education requirements and content, 2) physical education requirements, 3) school health policies related to HIV/AIDS, tobacco use prevention, and nutrition, 4) asthma management activities, and 5) family and community involvement in school health programs. State education and health professionals utilize this data to support
legislative changes, request funding, and identify professional development needs, etc.

Numerous states have used this data successfully to initiate significant improvements to their coordinated school health programs.

The National Association of School Boards of Education (NASBE) database lists comprehensive summaries of state laws and regulations for over 40 different school health topics for the 50 states. The CDC’s Division of Adolescent and School Health launched the website in 1998; the information supplements the SHPPS and provides data for researchers and policy evaluators. While this information is very comprehensive and well organized, state policies are updated at different times and may not include the most recent legislative changes. Additionally, there is no analysis that accompanies the database.

Three other reports evaluated only one aspect of state policies regarding health education, one that described sexuality education and two that described high school graduation requirements. Two of the three reports reviewed state policies directly and the other utilized surveys and interviews (Center for the Study of Social Policy, 2008; Education Commission of the States, 2008; Council of Chief State School Officers, 2009).

**Trends in Health Education Legislation**

Trends are somewhat difficult to follow and accurately compare due to the variations in survey tools, questions, data collection, data interpretation, and data reporting.

The 2006 SHPPS reported 74.5% of states had policies that required and 7.8% had policies that recommended districts and schools to follow specific health education standards or guidelines. Thirty-three percent of states required health instructor certification or special qualifications at the elementary level, 75% at the middle school level, and 82% at the high school level. Additionally, SHPPS data confirmed that 20% of states had health instructional time
requirements for the elementary level, 29% for the middle school level, and 63% for the high school level, although specific quantities were not documented.

The primary factor impacting the accuracy of data from these studies is the methodology of data collection—individual surveys. A major assumption in utilizing this data is that those who completed the surveys had sufficient knowledge of state laws and regulations to accurately respond to the survey questions. In addition, many state regulations may give local districts and schools optional instead of mandatory guidance. This option likely accounts for the large variation in responses from district and local school representatives.

Methods

This is the first study that seeks to both characterize and analyze major components of the 51 states’ school health education policies directly without the use of surveys or third party information.

Scope of Policy Review

This research reviewed only current state laws and education agency regulations for all 50 states plus the District of Columbia. I did not included U.S. territory and commonwealth laws in this study. Pending legislation and rulemaking for a couple of states were not included in the final scoring. A few states had enacted legislation in which the policies would become effective after the completion of this research; I did include these data. Ohio’s health education policies were reviewed and are summarized in detail at the end of the Results section.

Review of State Health Education Policies and Standards

Each state’s education agency was identified by using the Google search engine. Standard query verbiage was the name of state + “Department of Education”. All 51 states’ education agency websites were easily accessed in this manner. I browsed each agency website
for “standards” or “curriculum” links within the main menu or “teachers” menu. I then evaluated
the state’s health education standards for terminology, grade levels, content areas, and any
summary of state or agency policies. I also reviewed the education agency’s website for policies
pertaining to health education and health educator qualifications. If this information was not
obtained by browsing, I queried the agency website’s search tool for “health education
standards”, “education legislation”, and “teacher certification” or “teacher endorsement”.

I verified any references to policies by querying the Google search engine for name of
state + “legislation” or “administrative code”. I located databases for both state statutes and state
administrative codes. I first scanned text of the laws for specific health education sections, then
searched for the terms “health”, “health education”, “teacher certification”, and “teacher
endorsement”. After obtaining as much information as possible from these state websites, I
crosschecked my findings with individual state data found on the NASBE’s “health education”
and “requirements for health educators” web pages.

**Evaluation and Classification of State Health Education Policies**

I evaluated existing state health education standards for degree of correlation with the
National Health Education Standards and classified them as: 1) absent, 2) not correlated, 3)
partially adapted/incorporated, or 4) fully correlated. State policies regarding use of the
standards was classified as: 1) absent, 2) recommended, or 3) mandated.

I assessed health education instructional time requirements by elementary, middle, and
high school levels. I converted time written in “minutes per week” to “hours per year” by
multiplying the amount of time by 36 weeks per school year and dividing by 60 (i.e., hrs/yr= (#
min/wk * 36 wks/yr)/60 min/hr)). I converted high school graduation requirements of units or
credits to time; ½ unit, ½ credit, and 1 semester were all considered equivalent to 60 hours of
instruction, unless otherwise indicated in the policy. I allocated time requirements that combined both physical and health education equally between the two subjects to determine whether or not the state’s policy met the NHES guidelines for health education. I then compared the amount of time in hours per year to the NHES guidelines (minimum of 60 hours annually for grades PK-2 and 80 hours annually for grades 3-12) and categorized of the state into one of four categories for each educational level (elementary, middle, and high school): 1) no HE requirements, 2) non-quantified HE requirements, 3) quantified HE requirements less than NHES guidelines, and 4) quantified HE requirements that met or exceeded NHES guidelines.

I assessed policies regarding health educator qualifications by elementary, middle, and high school levels and characterized policy requirements into three different groups for each educational level: 1) special health educator qualifications not required, 2) special qualifications offered or optional, and 3) special qualifications required. Minimum bachelor’s degree with a major or minor in health education was considered equivalent to a special certification or endorsement.

Table 1 summarizes this original scoring scheme for each of the four major categories described above. The maximum total score for health education standards and policies is 48.

**Evaluation of State Education Agency Websites**

I evaluated state education agency websites for accessibility to the health education standards, if applicable. They were classified into 4 categories: 1) not applicable, 2) not available/accessible, 3) accessed only by search on agency website or available on external website, 4) accessed on agency website in 4 or more mouse clicks, and 5) accessed on agency website in less than 4 mouse clicks.
Table 1.  
*Scoring Matrix: Health Education Standards and Policies*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring Scale</th>
<th>Scoring definition</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the state have published health education standards &amp; to what degree do they correlate with the NHES?</td>
<td>0-6</td>
<td>0=no standards 2= standards not based on NHES 4= partially correlated with NHES 6= fully correlated with NHES</td>
<td>6</td>
</tr>
<tr>
<td>Does the state's health education policy mandate or recommend schools to use the published HE standards?</td>
<td>0-6</td>
<td>0=no standards 3=recommended 6=mandatory</td>
<td>6</td>
</tr>
<tr>
<td>Does the state have a policy that requires health educators to have special qualifications?</td>
<td>0-6 (ES)*  0-6 (MS) b  0-6 (HS) c</td>
<td>0=no requirement 3=offered/optional 6=required</td>
<td>18</td>
</tr>
<tr>
<td>Does the state's health education policy mandate specific instructional time requirements for each educational level? (How closely do state policies follow the NHES instructional time recommendations of 40 hours per year for grades pre-K to grade 2 and 80 hours per year for grades 3 to 12?)</td>
<td>0-6 (ES)*  0-6 (MS) b  0-6 (HS) c</td>
<td>0=no requirement specified 2=unquantified requirement 4=quantified requirement &lt; NHES recommendations 6=quantified requirement = or &gt; NHES</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Health Education Score</strong></td>
<td><strong>48</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: *a ES = Elementary school. b MS = Middle school. c HS = High school.*

I also explored the Google search engine for access to each state’s health education standards by entering the state name + “health education standards”. If the standards were not available on the first page of search results, or if the link was broken, the state’s standards were considered “not available/accessible”. Table 2 displays the scoring matrix for these two internet criteria. The maximum total score for this evaluation is five.
Table 2.

Scoring Matrix: Internet Accessibility of Health Education Standards

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring Scale</th>
<th>Scoring definition</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>How accessible are the state’s health education standards and resources on the education agency’s website?</td>
<td>0-4</td>
<td>0=N/A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1=not accessible</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2=accessible only by search on DOE website</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3=accessible on website within 4 or more clicks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4=accessible on website within 3 clicks</td>
<td></td>
</tr>
<tr>
<td>Are the state’s health education standards accessible on the first page of Google search results?</td>
<td>0-1</td>
<td>0=no</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1=yes</td>
<td></td>
</tr>
<tr>
<td>Total Internet Score</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparison to SHPPS 2006 Data

In order to more accurately compare the results of both studies, I modified the coding in this data set to more closely match SHPPS. Only three criteria were comparable enough to evaluate: 1) whether states’ health education standards were recommended or required, 2) whether state health education standards correlated to the NHES and to what degree, and 3) if states had instructional time requirements for elementary, middle, and high school levels.

I extracted data from Tables 1.2, 1.3.1, and 1.10 of the State Level School Health Policies and Practices: State-by-State Summary from the School Health Policies and Programs Study 2006 report. Table 1.2 listed state answers to the question: “Has your state adopted a policy stating that districts or schools will follow any national or state health education standards or guidelines?” The report represented the answers with circles that were empty, half-filled, and filled in completely. I converted the circles into a number code: 0 (empty circle)= “neither requires nor encourages”, 1 (half-filled circle)= “encourages”, and 2 (completely filled in
circle) = “requires”. I utilized the same codes to compare data from my research criteria: “Are the state’s health education standards required?”

For Table 1.3.1, I analyzed response data for the question “Are these health education standards or guidelines based on the National Health Education Standards?” I coded the answers similarly: 0= N/A, 1= “No”, and 2= “Yes”. I utilized the same codes to compare data from my research criteria: “What is the degree of NHES adoption?” I grouped states that have fully adopted or partially adapted the NHES together and coded them as “2” to correlate with the SHPPS data.

Table 1.10 showed response data for the question “In your state, are there specified time requirements for health education at elementary, middle/junior high, and senior high school levels?” SHPPS data was coded as 1= “no” and 2= “yes”. I used comparable results from my data for the question “Does the state have instructional time requirements?” for each educational level. I converted the scoring for this question to match the codes: 1= “health education not required or states did not quantify” and 2= “health education required and quantified”.

Data Analysis

The data was analyzed with descriptive statistics to characterize the four major criteria that are summarized in Table 1. States were also ranked by their health education policies score, and website/internet score. I compared results from the SHPPS analysis with my data in descriptive terms only since both data sets included the entire population of states.
Results

Health Education Policies: Summary Statistics

Of the 51 states reviewed, 47 (92%) have policies that require health education to be taught in elementary and secondary schools. Only two states (4%), Iowa and Vermont, have no policy for health education to be taught; four states (8%), Colorado, Indiana, Oklahoma, and South Dakota have optional policies or do not require health education to be taught at all levels.

Table 3.

State Health Education Standards Policy Statistics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th># States</th>
<th>% States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy for schools to use state's published health education standards&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory</td>
<td>36</td>
<td>73.5</td>
</tr>
<tr>
<td>Recommended/optional</td>
<td>13</td>
<td>26.5</td>
</tr>
<tr>
<td>Degree that state's standards correlate with NHES&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully correlate</td>
<td>27</td>
<td>55.1</td>
</tr>
<tr>
<td>Partially correlate</td>
<td>10</td>
<td>20.4</td>
</tr>
<tr>
<td>Standards not based on NHES</td>
<td>12</td>
<td>24.5</td>
</tr>
<tr>
<td>Version of NHES used by states that have fully correlated standards&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007 (2d edition)</td>
<td>17</td>
<td>63</td>
</tr>
<tr>
<td>1995 (1st edition)</td>
<td>10</td>
<td>37</td>
</tr>
</tbody>
</table>

<sup>a</sup> N = 49; data excludes Iowa and Ohio, the two states that do not have health education standards

<sup>b</sup> N = 27

Ninety-six percent of states have published health education standards, Iowa and Ohio are the exceptions. Of interest, Mississippi has delegated authority to develop and institute health education standards to the state’s Department of Health instead of the Department of Education. Of the 49 states that have published health education standards, 36 states (74%) have policies that mandate adherence to the standards and 13 states (27%) recommend their
application. Twenty-seven states have fully adopted the NHES (55%) as written and 10 states have partially adapted or incorporated NHES elements into the state’s standards (20%). Of the 27 states that have fully adopted the NHES as written, 17 states (63%) have adopted the 2007 version. The remaining ten states have adopted the 1995 version (Table 3).

Only one state, Georgia, had instructional time requirements corresponding to the NHES guidelines. Twelve states (23.5%) had quantified time requirements for elementary schools that were less than recommended NHES guidelines; 35 states (68.6%) did not quantify any requirements. Twenty states (39.2%) had quantified time requirements for middle schools that were less than recommended NHES guidelines; 29 states (56.9%) did not quantify any requirements. Forty-one states (80.4%) had quantified time requirements for high schools that were less than recommended NHES guidelines; 9 states (17.7%) did not quantify any requirements (Table 4).

Table 4.

*State Policies Regarding Health Education Instructional Time Requirements*

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Not required # states (%)</th>
<th>Time not quantified # states (%)</th>
<th>Time quantified less than NHES recommendations # states (%)</th>
<th>Time quantified equal to or greater than NHES requirements # states (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>3 (5.9)</td>
<td>35 (68.6)</td>
<td>12 (23.5)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>Middle School</td>
<td>2 (3.9)</td>
<td>29 (56.9)</td>
<td>20 (39.2)</td>
<td>0</td>
</tr>
<tr>
<td>High School</td>
<td>1 (2)</td>
<td>9 (17.7)</td>
<td>41 (80.4)</td>
<td>0</td>
</tr>
</tbody>
</table>

Thirty-two states (62.8%), 37 states (72.6%), and 39 states (76.5%) required special qualifications for health educators at the elementary, middle, and high school levels, respectively. Ten (19.6%), seven (13.7%), and five (9.8%) states required no special
qualifications for elementary, middle school, or high school health educators, respectively (Table 5).

Table 5

*State Policies Regarding Health Educator Qualifications*

<table>
<thead>
<tr>
<th>Education Level</th>
<th>No special requirements # states (%)</th>
<th>Optional requirements # states (%)</th>
<th>Mandatory requirements # states (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>10 (19.6)</td>
<td>9 (17.7)</td>
<td>32 (62.8)</td>
</tr>
<tr>
<td>Middle School</td>
<td>7 (13.7)</td>
<td>7 (13.7)</td>
<td>37 (72.6)</td>
</tr>
<tr>
<td>High School</td>
<td>5 (9.8)</td>
<td>7 (13.7)</td>
<td>39 (76.5)</td>
</tr>
</tbody>
</table>

**Health Education Policies: State Scores**

The maximum total score for the four major health education policies was 48. Overall scores for health education policies showed a mean of 32.2, standard deviation of 7.95, with a range of 13 to 42. Seven states ranked highest with a score of 42: Delaware, Georgia, Louisiana, Michigan, Mississippi, Rhode Island, and South Carolina. Massachusetts scored the lowest with 13 points. Eleven states scored higher than the 75th percentile and 14 states scored lower than the 25th percentile (Table 6).

**Health Education Standards Internet Accessibility**

State education agencies’ websites varied significantly in “user-friendliness”. Slightly over half of the sites were easy to navigate and standards were easily located within three clicks of the mouse. Approximately 33% of the sites were more difficult to navigate, but accessible. One state, North Carolina, has outdated standards posted to the website. The link to the new standards was only accessible from the NASBE website. Four states’ standards (District of Columbia, Oklahoma, Rhode Island, and West Virginia) could only be located by using the search function on the DOE website or Google. Health education standards for all states, except
Oklahoma, were retrieved easily using a direct search on Google; the link to Oklahoma’s standards was broken (Table 7).

Table 6.

*State Scores and Rank: Health Education Policies*

<table>
<thead>
<tr>
<th>State</th>
<th>Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhode Island</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>South Carolina</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>Delaware</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>Michigan</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>Georgia</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>DC</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Indiana</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Nebraska</td>
<td>39</td>
<td>10</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>39</td>
<td>10</td>
</tr>
<tr>
<td>New Jersey</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>Florida</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>New Mexico</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>Nevada</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>Connecticut</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>Maine</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>North Carolina</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Idaho</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Missouri</td>
<td>36</td>
<td>19</td>
</tr>
<tr>
<td>Montana</td>
<td>35</td>
<td>22</td>
</tr>
<tr>
<td>Tennessee</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Alaska</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Alabama</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Washington</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Oregon</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>Wyoming</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>Kentucky</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>Vermont</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>Maryland</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Virginia</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>West Virginia</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>New York</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Utah</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>North Dakota</td>
<td>27</td>
<td>37</td>
</tr>
<tr>
<td>Illinois</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>Kansas</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>Iowa</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>Ohio</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>Hawaii</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>California</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>South Dakota</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>Minnesota</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>Arizona</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>Texas</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>Arkansas</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>Colorado</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>13</td>
<td>51</td>
</tr>
</tbody>
</table>
Table 7.

Internet Accessibility of Health Education Standards

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of States(^a)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible on DOE site within 3 clicks</td>
<td>27</td>
<td>53%</td>
</tr>
<tr>
<td>Accessible on DOE site in 4 or more clicks</td>
<td>17</td>
<td>33%</td>
</tr>
<tr>
<td>Accessible only by DOE site search</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Not accessible</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Health education standards available on first page of Google search results</td>
<td>48</td>
<td>98%</td>
</tr>
</tbody>
</table>

\(^a\) N = 49; data excludes Iowa and Ohio, the two states that do not have standards.

Comparison of SHPPS 2006 and Policy Review Data

Fifteen percent more states reported that they required schools to use their published standards than what current policy mandates and 10% less reporting that they recommended schools to use the standards. A slightly higher number of states reported having standards that correlated with the NHES. More states also reported not having standards compared to current policy. Lastly, the number of states reporting mandated educational time requirements in 2006 was less than current policy mandates. Table 8 exhibits a summary of the comparison data.
Table 8.

*Comparison of Health Education Standards and Instructional Time Requirement:*

**SHPPS 2006 vs. Policy Review**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>SHPPS</th>
<th>Policy Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of states that required or recommended districts and schools to follow national or state health education standards or guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>86</td>
<td>71</td>
</tr>
<tr>
<td>Recommended</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Percentage of states that have standards that are correlated with the NHES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards fully or partially correlated with NHES</td>
<td>39</td>
<td>37</td>
</tr>
<tr>
<td>Standards not correlated with NHES</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>No standards</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Percentage of states that have specified time requirements for health instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Middle School</td>
<td>29</td>
<td>39</td>
</tr>
<tr>
<td>High School</td>
<td>63</td>
<td>78</td>
</tr>
</tbody>
</table>

**Specific State Health Education Policies**

**Top Ranking States.** Evaluation of the seven states that ranked highest in health education policies had similar characteristics. They all had policies that mandated health instruction, mandated adoption and implementation of the NHES, and specific health educator qualifications. They differed slightly in instructional time requirements for the three education levels; Georgia was the only state that met the NHES instructional time recommendations for grades K through 5, but had not mandated any time requirements for middle school. The other six states had mandated time requirements for all educational levels that were less than the NHES guidelines.
Ohio. Although Ohio is one of two states that have not adopted health education standards, Ohio’s legislation mandates health instruction for public (Ohio Administrative Code [OAC] 3301-35-04) and “non-chartered, non-tax supported” schools (OAC 3301-35-08). The Ohio Board of Education requires schools to include curricular content in nutrition, physical activity, substance abuse tobacco prevention, “venereal disease education”, personal assault and safety prevention, dating violence, and healthy relationships (Ohio Revised Code [ORC] 3313.60). “Venereal disease education” in Ohio emphasizes abstinence as the only 100% protection from unwanted pregnancy, sexually transmitted infections, and HIV/AIDS. It also includes education about financial responsibilities of parenthood, adoption, and criminal circumstances of sexual contact with persons younger than age 16 (ORC 3313.6011).

High school graduation requirements incorporate ½ unit (60 hours) of health instruction that teaches “nutrition and the benefits of nutritious foods and physical activity for overall health” (ORC 3313.603; OAC 3301-35-04). There are no other policies that articulate health instruction time requirements for elementary or middles schools.

Health educators must hold a minimum college degree with an academic major in health or “its equivalent with sufficient advanced coursework in all areas to be taught” according to the college and the Ohio department of education (OAC 3301-24). Professional development and license renewal are required for all Ohio teachers (OAC 3301-24-06 through 08).

Ohio’s revised code states that the board of education is not authorized to independently revise health education standards or curriculum. At least one public hearing must be conducted before both houses of the Ohio legislature approve any changes (ORC 3301.0718). Each district or school implements instructional programs (including health education) through “systematic
planning, articulation, and evaluation.” The curriculum development process must include input from community stakeholders and parents (OAC 3301-35-04).

Ohio’s health education policies scored 26 and ranked #38 (20th percentile) along with three other states with the same ranking. This low ranking is primarily because Ohio does not have policies that mandate health education standards and has not articulated instructional time requirements for health.

**Discussion**

**State Health Education Policies and Websites**

Not surprisingly, characteristics of those states that have the highest health education policy scores are states that have fully adopted the NHES and have mandated their use. As noted earlier, the NHES guidelines incorporate many evidence-based recommendations from the scientific literature which give the guidelines more credence. Competent health instruction using the NHES framework is likely to make a greater impact upon youth knowledge and behavior compared to individual state standards that have not been developed based on scientific evidence of their effectiveness.

States may have many different reasons for not following the NHES’s recommendations. Often, these issues are due to funding, lack of knowledgeable personnel, and myriad competing educational priorities. One consistent finding was the lack of state policies that mandated 80 hours of instructional time during every high school year. The IOM made specific recommendation for 1 credit of health education for high school graduation which differs significantly from the more intensive recommendations of the NHES. While the recommendations of the NHES are ideal, they likely are difficult to put into practice. High school students have many competing priorities and schools will predictably have difficulty
including 80 hours of health instruction each year throughout high school. States have also failed to mandate the NHES recommendations for instructional time in middle schools and elementary schools. Schools must allocate the time during the school day for many different events and subjects. If leaders and educators are serious about quality health education, they need to dialogue and decide how to fit this into the students’ curriculum.

Website characteristics do not necessarily correlate with the strength of health education policies, but could significantly hinder access to vital health education resources for educators, administrators, and parents. The content of information and presentation style may also reflect the agency’s attention to detail and may indicate challenges with information technology support.

Health Education Policies in Ohio and Iowa

Ohio’s and Iowa’s health education policies both rank at the 20th percentile of this research data mainly due to not having adopted health education standards. By simply adopting the NHES and making them a mandatory part of the core curriculum, these two states would increase the potential for higher quality, greater consistency, and uniformity of health education in their states. Currently proposed model legislation for Ohio primarily addresses the adoption of health education standards, either NHES or state developed standards, but makes them optional. The model language also includes requirements for health educators to have a valid license and qualifications to teach health education. It states that only qualified teachers are authorized to provide health instruction in middle and high schools (Appendix B).

Benchmarks States

In my opinion, four states had model publications that logically presented their health education standards and incorporated the intent of the NHES. The *South Carolina Grade Level*
Health & Safety Education Curriculum Guidelines Standards & Performance Indicators was one of the most comprehensive documents reviewed. It includes standards, performance indicators, teaching and assessment strategies, and sample activities for each grade level K-8 and high school. The 2006 Mississippi Comprehensive Health Framework displays the standards with content strands with more detailed tables of suggested teaching strategies and assessments for each grade level K-8 and high school. The Michigan Merit Curriculum Credit Guidelines concisely and logically address the one credit requirement for high school graduation. The guidelines apply the eight NHES to seven content strands. Connecticut’s Healthy and Balanced Living Curriculum Framework Comprehensive School Health Education Comprehensive Physical Education 2006 adeptly illustrated the relationship between health and physical education, but did not detract from either of their unique importance. The document presented the standards and curricular outcomes (content) for each one in a straightforward easy to understand manner. Objectives for each standard were listed by four benchmark grades, K, 4, 8, and 12 in a concise table.

Nebraska and Rhode Island are two states with model internet sites. The Nebraska Department of Education home page was well organized, visually appealing, and user friendly. The health education page can be accessed directly from the top of the main page. Users can easily access any department or program by running the cursor over the corresponding letter of the alphabet and clicking on a direct link. The health education page was also well organized into major categories: standards, rules & regulations, data & statistics, youth risk behavior surveys, health resources, and health related events and conferences. The page was easy to browse, and featured a link to the state’s coordinated school health program. Although Rhode Island’s health education web page was only accessible by searching the agency’s website, the
web page itself was very well organized. It clearly presented a concise summary of the state’s health education policies, standards, and instructional outcomes together on one page with links to complete information. Well organized health education web pages with this key information for all 51 states would have saved countless hours searching through rules, regulations, and other documents. Both of these agency websites should be models for all states to emulate.

**Research Strengths and Limitations**

The major strength of this research was the direct, detailed review and analysis of actual state policies. Surveys are likely to present recall or knowledge biases that are mitigated by direct review of written policies. Another strength of this policy review is that it is the first one to analyze and develop a grading scheme for the strength and correlation of states’ health education policies with the evidence-based NHES.

A unique aspect of this research was that the research questions posed in this policy review were comparable to SHPPS survey questions. This correlation facilitated the ability to compare some of the survey findings with actual policy. Some of the data reported to SHPPS from the state level was inaccurate with respect to which states had adopted health education standards, i.e. Ohio and Iowa. Both states had reported that they had policies that mandated health education standards. However, this research confirmed that state policies do not concur with the reports. Additionally, the SHPPS data was rather old and much has changed in state legislation with regard to health education in the past six years. The CDC is currently performing the fourth SHPPS which would provide a much better and more current data set for comparison.

Future studies can use this research data as a spring-board for further studies. Comparison of state HE policies and adolescent behaviors through the YRBSS may provide
additional evidence for the link between school health education, health behavior, and academic achievement. These findings, in turn, may guide further targeted interventions.

A significant challenge of this research was the ability to easily locate and identify applicable policies. Each state has different systems for organizing statutes and regulations. However, I mitigated the potential failure to identify all relevant policies on initial review by cross-checking information with the NASBE database. Another limitation of this research was access to policy information available only through the internet. Existing policies that were not accessible via the internet were excluded by default.

**Recommendations**

State education agencies should use the results of this research data to determine how their health education policies rank among the other states. This information can guide the state’s health education coordinator in further development of their states’ coordinated school health programs; useful feedback from this analysis can help them realize specific programmatic and policy issues as areas for improvement.

The state’s health education coordinator should also work with their information technology experts to improve their agency’s health education web pages. Health education policies, standards, and curriculum resources should be clearly organized and presented on one page. In addition, the page needs to be easily accessible from the agency’s main web page and from major internet search engines.

Further studies should evaluate the impact of the comprehensive NHES on youth behaviors and health outcomes at the state and district levels. Data from this research could be used as the foundation for future studies comparing the strength of state health education policies
with state YRBSS results. Such studies might be able to link the effects of school health education to adolescent behaviors on a population level.

The Iowa and Ohio Boards of Education should work closely with community stakeholders and nonprofit organizations to adopt NHES-based health education standards. Ohio health education advocates should strengthen the proposed legislation to mandate use of the NHES and specific instructional time requirements corresponding to NHES recommendations. The proposed legislation does not need to address licensure requirements for health educators since existing regulations already specify entry level and renewal requirements (OAC 3301-24-05). The board of education should consider adding other common health education content areas such as community health, consumer health, environmental health, prevention and control of disease, and suicide prevention. These legislative changes will enhance Ohio’s developing coordinated school health program and potentially improve the lifelong health behaviors and skills of Ohio’s youth.

**Conclusion**

Although comprehensive health education policies in the United States have progressed over the last 50 years, it is only one of a multitude of factors that impact the health of our youth. Many states have successfully implemented comprehensive, evidence-based school health education policies that are benchmarks for other states to consider. Additionally, schools are not alone in the nation’s quest to improve the health and learning potential of our youth. As proposed in the CSHP concepts, parents, schools, faith-based organizations and other community partners must collaborate to create strong and enduring environments that will empower the next generation to reach their highest potential for physical, mental, emotional, and spiritual health.
References


Campaign for Educational Equity. (2010). *Healthier students are better learners: A missing link in school reforms to close the achievement gap*. New York, NY: Basch, C. E.


The Ohio Collaborative. (2007). *Progress in preventing childhood/youth obesity: How do we measure up?* Columbus, OH: The Ohio Project & the P-12 Project at Ohio State University.


Appendix A

Model Language
For Health Education Standards in Ohio
(Additional information on the National Health Education Standards can be found at http://www.cdc.gov/healthyyouth/sher/standards/index.htm)

Therefore,

- Not later than July 1, 2013, the state board shall adopt the most recent standards developed by the National Association for Health Education kindergarten through twelve or shall adopt its own standards for health education in those grades. The Department of Education shall provide the standards, and any revisions of the standards, to all school districts and community schools established under Chapter 3314. of the Revised Code. Any school district or community school may utilize the standards.

- A requirement that each classroom teacher employed by the school to provide instruction in health education hold a valid license issued pursuant to section 3319.22 of the Revised Code for teaching health education.

- No school district shall employ any classroom teacher to provide instruction in health education in any grades seven to twelve unless the teacher holds a valid license issued pursuant to section 3319.22 of Revised Code for teaching health education.
Appendix B

List of Health Education Policies by State

Alabama

Name of Education Agency: AL State Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: Section 16-35-5

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2009

What is the title of the state's HE standards document? Alabama Course of Study: Health Education

To what degree do the state's HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes:

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency’s website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: https://docs.alsde.edu/documents/54/HEALTH%202009%20---FINAL.pdf

Link to state revised code (statutes): http://alisondb.legislature.state.al.us/acas/ACASLoginMac.asp

Link to state administrative code (regulations):

http://www.alabamaadministrativecode.state.al.us/docs/ed/index.html
Alaska

Name of Education Agency: AK Department of Education and Early Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: 4 AAC 04.140

Does the state have written HE standards? yes

If so, do state policies require HE standards to be used? require

When were the HE standards published? 2006

What is the title of the state’s HE standards document? Content and Performance Standards for Alaska Students: Skills for a Healthy Life

To what degree do the state’s HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes:

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state’s HE standards accessible on the state agency’s website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.eed.state.ak.us/standards/pdf/standards.pdf

Link to state revised code (statutes): http://www.legis.state.ak.us/basis/folio.asp

Link to state administrative code (regulations):
http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=*/doc/{t15069}?
Arizona

Name of Education Agency: AZ Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: AAC R7-2-301

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2009

What is the title of the state’s HE standards document? 2009 HE Standards Articulated by Grade Span

To what degree do the state’s HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes:

Do state policies require a special HE certification/degree to teach HE:

In elementary school? not required

In middle school? not required

In high school? not required

Are state's HE standards accessible on the state agency's website? yes - within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): http://www.azleg.state.az.us/ArizonaRevisedStatutes.asp?Title=15

Link to state administrative code (regulations): http://www.azsos.gov/public_services/title_07/7-02.htm#Article_3
Arkansas

Name of Education Agency: AR Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: AR DOE Rule 9.03

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2005 & 2011


To what degree do the state’s HE standards correlate to with the NHES? partially correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: AK DOE Rule 9.03 states "annually" for all levels; AK 14.03 states 1/2 credit graduation requirement

Do state policies require a special HE certification/degree to teach HE:

In elementary school? not required

In middle school? not required

In high school? not required

Are state's HE standards accessible on the state agency's website? yes - within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:


Link to state administrative code (regulations):

California

Name of Education Agency:  CA Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools?  yes

Title of Policy:  EC 51210.8

Does the state have written HE standards?  yes

If so, do state policies recommend or require HE standards to be used?  recommend

When were the HE standards published?  2008

What is the title of the state's HE standards document?  Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

To what degree do the state's HE standards correlate to with the NHES?  fully correlated

Which edition of the NHES did the state use?  2007

Do state policies specify instructional time requirements:

For elementary school?  HE required, not quantified

For middle school?  HE required, not quantified

For high school?  HE required, not quantified

Notes:  strongly encouraged HE, but not required for graduation

Do state policies require a special HE certification/degree to teach HE:

In elementary school?  offered & optional

In middle school?  offered & optional

In high school?  offered & optional

Are state’s HE standards accessible on the state agency’s website?  yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results?  yes

State HE Standards website link:  http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf

Link to state revised code (statutes):  http://leginfo.legislature.ca.gov/

Link to state administrative code (regulations):  http://leginfo.legislature.ca.gov/faces/home.xhtml
Colorado

Name of Education Agency: CO Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? no - optional

Title of Policy: CRS 22-25

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? recommend

When were the HE standards published? 2009

What is the title of the state's HE standards document? Comprehensive Health and Physical Education

To what degree do the state's HE standards correlate to with the NHES? partially correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE not required

For middle school? HE not required

For high school? HE not required

Notes: optional at all levels

Do state policies require a special HE certification/degree to teach HE:

In elementary school? offered & optional

In middle school? offered & optional

In high school? offered & optional

Are state's HE standards accessible on the state agency's website? yes - within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:

http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Health_PE_Standards_Adopted_12.10.09.pdf

Link to state revised code (statutes):

http://www.michie.com/colorado/lpext.dll/cocode/1/33b21/34e83/351b1/35200?f=hitlist&q=%5Bs%5D%5BBrank,100%3A%5Bdomain%3A%5Band%3A%5Borderedprox,0%3Ahealth%20education%5D%5D%5D%5Bsum%3A%5Borderedprox,0%3Ahealth%20education%5D%5D%5Dx=Advanced&opt=&skc=800000340901C7D84E0710800035201&c=curr&gh=1&2.0#LPHit1

Link to state administrative code (regulations):

http://www.sos.state.co.us/CCR/AlphabeticalList.do
Connecticut

Name of Education Agency: CT State Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools?  yes

Title of Policy: CGS 10-19

Does the state have written HE standards?  yes

If so, do state policies recommend or require HE standards to be used?  require

When were the HE standards published?  2006

What is the title of the state’s HE standards document?  Healthy and Balanced Living Curriculum Framework

To what degree do the state’s HE standards correlate to with the NHES?  fully correlated

Which edition of the NHES did the state use?  2007

Do state policies specify instructional time requirements:

For elementary school?  HE required, not quantified

For middle school?  HE required, not quantified

For high school?  HE required, not quantified

Notes:  Strongly Recommended; PK-4= 50 hrs, 5-12= 80 hrs, HS= 1/2 credit for grad

Do state policies require a special HE certification/degree to teach HE:

In elementary school?  yes- required

In middle school?  yes- required

In high school?  yes- required

Are state’s HE standards accessible on the state agency’s website?  yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results?  yes

State HE Standards website link:


Link to state administrative code (regulations):  http://www.cslib.org/law.htm
Delaware

Name of Education Agency: DE Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: 14 DE AC 501

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2008

What is the title of the state’s HE standards document? Health Education Curriculum Framework & Assessment

To what degree do the state’s HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, quantified < NHES recommendations

For middle school? HE required, quantified < NHES recommendations

For high school? HE required, quantified < NHES recommendations

Notes: K-4= 30 hrs, 5-6= 35 hrs, 7-8= 60 hrs, 9-12= 15 hrs substance abuse prev. HS= 1/2 credit for grad

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): http://delcode.delaware.gov/title15/index.shtml#TopOfPage

DC

Name of Education Agency: Office of the Superintendent of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: DC Code 38-824.02

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2008

What is the title of the state's HE standards document? Health Education Standards

To what degree do the state's HE standards correlate to with the NHES? partially correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, quantified < NHES recommendations

For middle school? HE required, quantified < NHES recommendations

For high school? HE required, quantified < NHES recommendations

Notes: K-8= 75 min/wk (45 hrs/yr), HS= 1.5 units HE+PE; 1/2 unit HE

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? Accessible by DOE site search

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:


Link to state revised code (statutes): http://www.dccouncil.washington.dc.us/legislation

Link to state administrative code (regulations):

Florida

Name of Education Agency: FL Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: FS 1003.42

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2008

What is the title of the state's HE standards document? Next Generation Sunshine State Standards

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: HS grad= 1 credit PE that integrates HE; 1/2 credit in life-management skills

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.floridastandards.org/downloads.aspx

Link to state revised code (statutes): http://www.leg.state.fl.us/Statutes/index.cfm?Tab=statutes&submenu=-1&CFID=253217944&CFTOKEN=76756022

Link to state administrative code (regulations): https://www.flrules.org/default.asp
Georgia

Name of Education Agency: GA Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

    Title of Policy: GA Rule 160-4-2-.12

OCGA 20-2-142

Does the state have written HE standards? yes

    If so, do state policies recommend or require HE standards to be used? require

    When were the HE standards published? 2009

    What is the title of the state's HE standards document? GA Performance Standards for Health Education

    To what degree do the state's HE standards correlate to with the NHES? fully correlated

    Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

    For elementary school? HE required, quantified = NHES recommendations
    For middle school? HE required, quantified = NHES recommendations
    For high school? HE required, quantified = NHES recommendations

Notes: HS grad= 1 unit HE+PE

Do state policies require a special HE certification/degree to teach HE:

    In elementary school? yes- required
    In middle school? yes- required
    In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:


Hawaii

Name of Education Agency: HI State Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: BOE Policy 1110-6

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2005

What is the title of the state's HE standards document? HI Content and Performance Standards for HE K-12

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 1995

Do state policies specify instructional time requirements:

- For elementary school? HE required, quantified < NHES recommendations
- For middle school? HE required, quantified < NHES recommendations
- For high school? HE required, quantified < NHES recommendations

Notes: K-3= 40 min/wk (24 hrs/yr), 4-5= 55 min/wk (33 hrs/yr), 6= 106 min/wk (63.6 hrs/yr), 7 or 8= 1 semester (60 hrs/yr), 9-12= 1 semester (200 min/wk/course)

Do state policies require a special HE certification/degree to teach HE:

- In elementary school? not required
- In middle school? not required
- In high school? not required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): http://www.capitol.hawaii.gov/docs/HRS.htm

Link to state administrative code (regulations): http://www.capitol.hawaii.gov/
Idaho

Name of Education Agency: ID State Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: IDAPA 08.02.023.09

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2010

What is the title of the state's HE standards document? IDAHO CONTENT STANDARDS HEALTH EDUCATION

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: HS grad= 1 credit

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:

http://www.sde.idaho.gov/site/csh/docs/Standards/Health%20Education%20Standards%20FINAL%20Approved%20by%20Legislature%201-2010%20for%20Adoption%20Fall%202010.pdf

Link to state revised code (statutes): http://www.legislature.idaho.gov/idstat/Title33/T33.htm

Illinois

Name of Education Agency: IL State BOE

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: 105 ILCS 110/3
23 IL Admin Code Ch. 1, Section 420

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 1997

What is the title of the state's HE standards document? Illinois Learning Standards for Physical Development and Health

To what degree do the state's HE standards correlate to with the NHES? partially correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: 1-8= 1 class/wk safety ed, MS and HS= at least1 semester of HE; can be integrated in other courses
HS grad= 30 hrs (in one of 10-12 grades)

Do state policies require a special HE certification/degree to teach HE:

In elementary school? not required
In middle school? not required
In high school? not required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.isbe.state.il.us/ils/pdh/standards.htm

Link to state revised code (statutes): http://www.ilga.gov/legislation/publicacts/fulltext.asp?name=096-0128&GA=96&SessionId=76&DocTypeId=SB&DocNum=1665&GAID=10&Session=0

Link to state administrative code (regulations):
Indiana

**Name of Education Agency:** IN Department of Education

**Do state policies mandate HE instruction in all grades of elementary and secondary schools?** no- partial (gr 5,8)

**Title of Policy:** IC 20-30-5-7

**Does the state have written HE standards?** yes

If so, **do state policies recommend or require HE standards to be used?** require

**When were the HE standards published?** 2007

**What is the title of the state's HE standards document?** Academic Standards for Health and Wellness

To what degree do the state's HE standards correlate to with the NHES? fully correlated

**Which edition of the NHES did the state use?** 2007

**Do state policies specify instructional time requirements:**

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

**Notes:** 5= hygiene, 8= safety ed; 1 semester, HS grad= 1 credit elective may be hlth & safety

**Do state policies require a special HE certification/degree to teach HE:**

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

**Are state's HE standards accessible on the state agency's website?** yes- within 4 or more clicks

**Does the Google search engine show the state HE standards on the first page of results?** yes

**State HE Standards website link:** [https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx](https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx)


**Link to state administrative code (regulations):** [http://www.ai.org/legislative/ic/code/title20/ar30/ch5.html#IC20-30-5-7](http://www.ai.org/legislative/ic/code/title20/ar30/ch5.html#IC20-30-5-7)
Iowa

Name of Education Agency: IA Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: 281 IAC 12.5 (256)

Does the state have written HE standards? no

If so, do state policies recommend or require HE standards to be used? N/A
When were the HE standards published?
What is the title of the state's HE standards document?
To what degree do the state's HE standards correlate to with the NHES? N/A
Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:
For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: HS grad= 1 unit and CPR by gr 12

Do state policies require a special HE certification/degree to teach HE:
In elementary school? yes- required
In middle school? yes- required
In high school? yes- required

Are state's HE standards accessible on the state agency's website? N/A

Does the Google search engine show the state HE standards on the first page of results? N/A

State HE Standards website link: N/A

Link to state revised code (statutes): http://www.legis.state.ia.us/Code.html

Link to state administrative code (regulations):
Kansas

Name of Education Agency: KS State Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: KSBE 91-31-32

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? recommend

When were the HE standards published? 2006

What is the title of the state's HE standards document? Kansas model Curricular Standards for Health

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 1995

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: HS grad= 1 unit PE to include health (safety, first aid, or physiology)

Do state policies require a special HE certification/degree to teach HE:

In elementary school? offered & optional
In middle school? offered & optional
In high school? offered & optional

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state administrative code (regulations): https://svapp15586.ksde.org/regs_statutes/searchregulation.aspx
Kentucky

Name of Education Agency: KY Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: BOE Programs of Study;
KRS 156.160(1)(a)

Does the state have written HE standards? yes
If so, do state policies recommend or require HE standards to be used? recommend
When were the HE standards published? 2010

What is the title of the state's HE standards document? Practical Living
To what degree do the state's HE standards correlate to with the NHES? partially correlated
Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:
For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified
Notes: HS grad= 1/2 credit, (1 credit HE/PE)

Do state policies require a special HE certification/degree to teach HE:
In elementary school? yes- required
In middle school? yes- required
In high school? yes- required

Are state’s HE standards accessible on the state agency’s website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:

Link to state revised code (statutes): http://www.lrc.state.ky.us/statrev/frontpg.htm

Link to state administrative code (regulations):
http://www.education.ky.gov/KDE/Administrative+Resources/Legal+and+Legislative+Services/Kentucky
+Administrative+Regulations.htm
Louisiana

**Name of Education Agency:** LA Department of Education

**Do state policies mandate HE instruction in all grades of elementary and secondary schools?** yes

**Title of Policy:** RS 17:154

**Does the state have written HE standards?** yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2011

What is the title of the state's HE standards document? *LA Health Education Content Standards Bulletin 103*

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

**Do state policies specify instructional time requirements:**

For elementary school? HE required, quantified < NHES recommendations

For middle school? HE required, quantified < NHES recommendations

For high school? HE required, quantified < NHES recommendations

**Notes:** 1-6= 150 min/wk HE & PE (90 hrs/yr), 7-8= 275 or 250 min/wk of HE/PE/electives/exp studies depending on # periods/dy (150-165 hrs/yr all combined), HS grad= 1/2 unit HE; min 90 hrs & CPR

**Do state policies require a special HE certification/degree to teach HE:**

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency’s website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


**Link to state revised code (statutes):** [http://www.legis.state.la.us/](http://www.legis.state.la.us/)

**Link to state administrative code (regulations):** [http://doa.louisiana.gov/osr/lac/lactitle.htm](http://doa.louisiana.gov/osr/lac/lactitle.htm)
Maine

Name of Education Agency: ME Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: MRS 20.3.207A.2 SS4711

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2007

What is the title of the state's HE standards document? Revised Maine Learning Results: Parameters for Essential Instruction

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 1995

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: HS grad= 1/2 credit

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required
In middle school? yes- required
In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.maine.gov/education/lres/pei/he_pe102207.pdf


Link to state administrative code (regulations): http://www.maine.gov/sos/cec/rules/05/chaps05.htm
Maryland

Name of Education Agency: MD State Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes
   Title of Policy: SBOE 13A.04.18.02

Does the state have written HE standards? yes
   If so, do state policies recommend or require HE standards to be used? recommend
   When were the HE standards published? 2003
   What is the title of the state’s HE standards document? Health Education Voluntary State Curriculum
   To what degree do the state’s HE standards correlate to with the NHES? partially correlated
   Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:
   For elementary school? HE required, not quantified
   For middle school? HE required, not quantified
   For high school? HE required, not quantified

Notes: HS grad= 1/2 credit

Do state policies require a special HE certification/degree to teach HE:
   In elementary school? yes- required
   In middle school? yes- required
   In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:

Link to state revised code (statutes): http://www.lexisnexis.com/hottopics/mdcode/

Link to state administrative code (regulations):
   http://www.dsd.state.md.us/comarsubtitle_chapters/13A_Chapters.aspx
Massachusetts

Name of Education Agency: MA Dept. of Elementary & Secondary Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes
Title of Policy: MGL 69.S.10

Does the state have written HE standards? yes
If so, do state policies recommend or require HE standards to be used? recommend
When were the HE standards published? 1999

What is the title of the state's HE standards document? Comprehensive Health Curriculum Framework

To what degree do the state's HE standards correlate to with the NHES? partially correlated
Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:
   For elementary school? HE required, not quantified
   For middle school? HE required, not quantified
   For high school? HE required, not quantified

Notes: No HS grad requirements

Do state policies require a special HE certification/degree to teach HE:
   In elementary school? not required
   In middle school? not required
   In high school? not required

Are state's HE standards accessible on the state agency's website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

Link to state revised code (statutes): http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII
Link to state administrative code (regulations): not available (LexisNexis)
Michigan

Name of Education Agency: MI Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: MI Revised School Code Act 451 (380.1502)

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2007

What is the title of the state’s HE standards document? MI Merit Curriculum Credit Guidelines

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

- For elementary school? HE required, quantified < NHES recommendations
- For middle school? HE required, quantified < NHES recommendations
- For high school? HE required, quantified < NHES recommendations

Notes: At least 50 hrs at each grade PK-12, HS grad= 1 credit HE & PE

Do state policies require a special HE certification/degree to teach HE:

- In elementary school? yes- required
- In middle school? yes- required
- In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes):


Link to state administrative code (regulations):

Minnesota

Name of Education Agency:  MN Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools?  yes

Title of Policy: 120B.021

Does the state have written HE standards?  yes

If so, do state policies recommend or require HE standards to be used?  recommend

When were the HE standards published?  2007

What is the title of the state’s HE standards document?  Health and PE Quality Teaching Network District Health Ed Standards and Benchmark Model

To what degree do the state’s HE standards correlate to with the NHES?  fully correlated

Which edition of the NHES did the state use?  2007

Do state policies specify instructional time requirements:

For elementary school?  HE required, not quantified

For middle school?  HE required, not quantified

For high school?  HE required, not quantified

Notes:  HS grad= HE not specified, but can be an elective

Do state policies require a special HE certification/degree to teach HE:

In elementary school?  not required

In middle school?  not required

In high school?  not required

Are state’s HE standards accessible on the state agency’s website?  yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results?  yes

State HE Standards website link:  http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm

Link to state revised code (statutes):  https://www.revisor.mn.gov/statutes/?id=120B.021

Link to state administrative code (regulations):  https://www.revisor.mn.gov/rules/?agency=129
Mississippi

Name of Education Agency: MS Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: MS Code of 1972 Ann. Section 37-13-134

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2006

What is the title of the state's HE standards document? MS Comprehensive Health Framework

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 1995

Do state policies specify instructional time requirements:

- For elementary school? HE required, quantified < NHES recommendations
- For middle school? HE required, quantified < NHES recommendations
- For high school? HE required, quantified < NHES recommendations

Notes: K-8= 45 min/wk (27 hrs/yr), 9-12= 1/2 carnegie unit

Do state policies require a special HE certification/degree to teach HE:

- In elementary school? yes - required
- In middle school? yes - required
- In high school? yes - required

Are state's HE standards accessible on the state agency's website? yes - within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:

Link to state revised code (statutes): http://www.lexisnexis.com/hottopics/mscode/

Link to state administrative code (regulations):
Missouri

Name of Education Agency: MO Dept. of Elementary and Secondary Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes
Title of Policy: 5 CSR 50-375.100

Does the state have written HE standards? yes
If so, do state policies recommend or require HE standards to be used? require
When were the HE standards published? 1996
What is the title of the state's HE standards document? Show Me Standards
To what degree do the state's HE standards correlate to with the NHES? not correlated
Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:
For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: 7-8= 1500 min/yr (25 hrs/yr), HS grad= 1/2 unit

Do state policies require a special HE certification/d degree to teach HE:
In elementary school? yes- required
In middle school? yes- required
In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 4 or more clicks

State HE Standards website link: http://dese.mo.gov/standards/healthed.html
Link to state revised code (statutes): http://www.moga.mo.gov/
Link to state administrative code (regulations): http://www.sos.mo.gov/adrules/search/query.asp
Montana

Name of Education Agency: MT Office of Public Instruction

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: ARM 10.55.602

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 1999

What is the title of the state’s HE standards document? Health Enhancement K-12 Content and Performance Standards

To what degree do the state's HE standards correlate to with the NHES? partially correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: ES= daily basis, all year, 7-8= 1/2 unit/yr, HS grad= 1 unit total (1/2 unit for 2 years; total 225 min/wk x 1 yr)

Do state policies require a special HE certification/degree to teach HE:

In elementary school? offered & optional

In middle school? offered & optional

In high school? offered & optional

Are state's HE standards accessible on the state agency’s website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state administrative code (regulations): http://www.opi.mt.gov/pdf/arm/55chapter.pdf
Nebraska

Name of Education Agency: NE Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: Part of core curriculum;

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Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? recommend

When were the HE standards published? 1998

What is the title of the state's HE standards document? NE Health Education Framework

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, quantified < NHES recommendations

For middle school? HE required, quantified < NHES recommendations

For high school? HE required, quantified < NHES recommendations

Notes: K-12= recommended 50 hrs/yr, HS grad= 20 units or 2 yrs daily classes (includes health and fitness)

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency’s website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.education.ne.gov/HEALTH/PDFs/framework.pdf


Nevada

Name of Education Agency: NV Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: NAC 389.2423

NRS 389.018

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2007

What is the title of the state's HE standards document? Health Education Standards

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: Performance based requirement; HS grad= 1/2 unit

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): http://leg.state.nv.us/NRSIndex/

Link to state administrative code (regulations): http://leg.state.nv.us/indexes/NAC/
New Hampshire

Name of Education Agency: NH Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: Ed 306.40

RS XV.186:11.IX

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2003

What is the title of the state's HE standards document? NH Health Education Curriculum Guidelines

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 1995

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: Local school boards establish required time; HS grad= 1/2 credit

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state administrative code (regulations): http://www.gencourt.state.nh.us/rules/state_agencies/ed.html
New Jersey

Name of Education Agency: State of NJ Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: NJAC 6A:8

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2009

What is the title of the state's HE standards document? *NJ Core Curriculum Content Standards for Comprehensive Health and PE*

To what degree do the state's HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, quantified < NHES recommendations

For middle school? HE required, quantified < NHES recommendations

For high school? HE required, quantified < NHES recommendations

Notes: 1-12= 2.5 hrs/wk of HE, safety & PE (60 hrs/yr HE and safety): only K-2 meets NHES recomm. Time, HS= 3.75 credits in HE, S & PE/year (150 min/wk= 60 hrs/yr HE & safety)

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency’s website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: [http://www.state.nj.us/education/cccs/standards/2/index.html](http://www.state.nj.us/education/cccs/standards/2/index.html)


Link to state administrative code (regulations): [http://www.state.nj.us/education/code/current/title6a/chap8.pdf](http://www.state.nj.us/education/code/current/title6a/chap8.pdf)
New Mexico

Name of Education Agency: NM Public Education Department
Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes
Title of Policy: NMAC 6.30.2.19
NMAC 6.29.6
Does the state have written HE standards? yes
If so, do state policies recommend or require HE standards to be used? require
When were the HE standards published? 2009
What is the title of the state's HE standards document? Health Education Standards
To what degree do the state's HE standards correlate to with the NHES? fully correlated
Which edition of the NHES did the state use? 1995
Do state policies specify instructional time requirements:
  For elementary school? HE required, not quantified
  For middle school? HE required, not quantified
  For high school? HE required, not quantified
Notes: HS grad= 1 course required during gr 8-12
Do state policies require a special HE certification/degree to teach HE:
  In elementary school? yes- required
  In middle school? yes- required
  In high school? yes- required
Are state's HE standards accessible on the state agency's website? yes- within 3 clicks
Does the Google search engine show the state HE standards on the first page of results? yes
State HE Standards website link: http://www.ped.state.nm.us/standards/
Link to state revised code (statutes): http://www.conwaygreene.com/nmsu/lpext.dll?f=templates&fn=main-h.htm&2.0
Link to state administrative code (regulations): http://www.nmcrp.state.nm.us/nmac/_title06/title06.htm
New York

Name of Education Agency: NY State Education Department

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: Regulations of the Commissioner Title 8.532-135.3

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 1996

What is the title of the state’s HE standards document? Learning Standards for Health, PE, and Family & Consumer Sciences at Three Levels

To what degree do the state’s HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:
For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: MS= 1/2 unit, HS grad= 1/2 unit

Do state policies require a special HE certification/degree to teach HE:
In elementary school? not required
In middle school? not required
In high school? not required

Are state’s HE standards accessible on the state agency’s website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:

Link to state revised code (statutes): http://www.dos.state.ny.us/info/nycrr.html

Link to state administrative code (regulations):
North Carolina

Name of Education Agency: Public Schools of NC Department of Public Instruction

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: HSP-S-000/GS115C-81

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2010

What is the title of the state’s HE standards document? NC Essential Standards

To what degree do the state’s HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

- For elementary school? HE required, not quantified
- For middle school? HE required, not quantified
- For high school? HE required, not quantified

Notes: MS= optimal 225 min/wk HE & PE (67.5 hrs/yr each), HS grad= 1 unit HE & PE

Do state policies require a special HE certification/degree to teach HE:

- In elementary school? yes- required
- In middle school? yes- required
- In high school? yes- required

Are state's HE standards accessible on the state agency's website? Not accessible

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.ncpublicschools.org/acre/standards/new-standards/#healthful

Link to state revised code (statutes): http://www.ncleg.net/gascripts/statutes/statutes.asp

Link to state administrative code (regulations):

http://ncrules.state.nc.us/ncac.asp?folderName=\Title%2016%20-%20Education
North Dakota

Name of Education Agency: ND Department of Public Instruction

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: AC 67-19-01-34

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? recommend

When were the HE standards published? 2008

What is the title of the state's HE standards document? ND Health Content and Achievement Standards

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, quantified < NHES recommendations

For middle school? HE required, quantified < NHES recommendations

For high school? HE required, quantified < NHES recommendations

Notes: PK-3= 40 min/wk (24 hrs/yr), 4-6= 80 min/wk (48 hrs/yr), 7-8= 50 min/wk (30 hrs/yr),

HS grad= 1/2 unit HE + 1/2 unit PE or 1 unit PE (1/2 unit = 60 hrs/yr)

Do state policies require a special HE certification/degree to teach HE:

In elementary school? not required

In middle school? not required

In high school? not required

Are state's HE standards accessible on the state agency’s website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.dpi.state.nd.us/standard/content/health/health2008.pdf

Link to state revised code (statutes): http://www.legis.nd.gov/

Link to state administrative code (regulations): http://www.legis.nd.gov/information/rules/admincode.html
Ohio

Name of Education Agency: Ohio Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: OAC 3301-35-08

Does the state have written HE standards? no

If so, do state policies recommend or require HE standards to be used? N/A

When were the HE standards published?

What is the title of the state’s HE standards document?

To what degree do the state’s HE standards correlate to with the NHES? N/A

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: HS grad= 1/2 unit

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? N/A

Does the Google search engine show the state HE standards on the first page of results? N/A

State HE Standards website link: N/A

Link to state revised code (statutes): http://codes.ohio.gov/orc/3313

Link to state administrative code (regulations): http://codes.ohio.gov/oac/3301
Oklahoma

Name of Education Agency:  OK Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools?  no- partial (gr 7-1 mandatory)

Title of Policy: OAC 210:15-3-147 to 162

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used?  recommend

When were the HE standards published?  2003

What is the title of the state's HE standards document?  Priority Academic Student and Skills Health and Safety Education

To what degree do the state's HE standards correlate to with the NHES?  fully correlated

Which edition of the NHES did the state use?  1995

Do state policies specify instructional time requirements:

For elementary school?  HE not required
For middle school?  HE not required
For high school?  HE not required

Notes:  required HIV/AIDS instruction; encouraged: 2 units HE & PE

Do state policies require a special HE certification/degree to teach HE:

In elementary school?  not required
In middle school?  not required
In high school?  not required

Are state's HE standards accessible on the state agency’s website?  Accessible by DOE site search

Does the Google search engine show the state HE standards on the first page of results?  no


Link to state revised code (statutes):  http://www.oklegislature.gov/osStatuesTitle.aspx

Oregon

Name of Education Agency: OR Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: OAR 581-022-1210

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2005

What is the title of the state's HE standards document? Health Education Standards

To what degree do the state's HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: HS grad= 1 credit

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required
In middle school? yes- required
In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx

Link to state revised code (statutes): http://www.leg.state.or.us/ors/

Link to state administrative code (regulations):
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_tofc.html
Pennsylvania

Name of Education Agency: PA Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes


Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2002

What is the title of the state's HE standards document? Academic Standards for Health, Safety, & PE

To what degree do the state's HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: To be determined by each school entity

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link:

http://www.education.state.pa.us/portal/server.pt/community/state_academic_standards/19721


Link to state administrative code (regulations): http://www.pacode.com/secure/search.asp
Rhode Island

Name of Education Agency: RI Dept of Elementary and Secondary Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: RIGL 35-4-18

RIGL 16-22-4

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2010

What is the title of the state's HE standards document? RI Health Education Framework: Health Literacy for All Students

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 1995

Do state policies specify instructional time requirements:

For elementary school? HE required, quantified < NHES recommendations

For middle school? HE required, quantified < NHES recommendations

For high school? HE required, quantified < NHES recommendations

Notes: K-2= 3 (only K-2 meets time requirement), 3-6= 100 min HE & PE combined;
(at least 20 min/day= 60 hrs/yr)

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? Accessible by DOE site search

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://www.ride.ri.gov/instruction/healthed.aspx

Link to state revised code (statutes): http://www.rilin.state.ri.us/statutes/

Link to state administrative code (regulations): http://sos.ri.gov/rules/
South Carolina

Name of Education Agency: SC State Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: SC Code Ann. SS59-32

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2009

What is the title of the state's HE standards document? SC Academic Standards for Health & Safety Education

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, quantified < NHES recommendations

For middle school? HE required, quantified < NHES recommendations

For high school? HE required, quantified < NHES recommendations

Notes: K-5= nutrition 1x/wk, K-6= 75 min/wk (45 hrs/yr), 7-8= 250 min/wk x 9 wks (45 hrs/yr)

9-12= 1 course comprehensive HE + 750 min of sex ed/preg prevention

Do state policies require a special HE certification/degree to teach HE:

In elementary school? yes- required

In middle school? yes- required

In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): http://www.scstatehouse.gov/code/title59.php

Link to state administrative code (regulations): http://www.scstatehouse.gov/coderegs/c043.php
South Dakota

Name of Education Agency: SD Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? no- partial (gr 9-12 only)

Title of Policy: per NASBE website; unable to find on DOE site

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? recommend

When were the HE standards published? 2010

What is the title of the state's HE standards document? SOUTH DAKOTA HEALTH EDUCATION STANDARDS

A Resource Guide for Achieving Health Literacy

To what degree do the state's HE standards correlate to with the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE not required

For middle school? HE not required

For high school? HE not required

Notes: HS grad= 1/2 credit (eff. 9/2013: may integrate HE instead of a separate course- starts 2009-2010 for incoming 9th graders)

Do state policies require a special HE certification/degree to teach HE:

In elementary school? offered & optional

In middle school? offered & optional

In high school? offered & optional

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): http://legis.state.sd.us/statutes/index.aspx

Link to state administrative code (regulations): http://legis.state.sd.us/rules/RulesList.aspx
Tennessee

Name of Education Agency: TN Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes
Title of Policy: TN SOS Rules 0520-01-03

Does the state have written HE standards? yes
If so, do state policies recommend or require HE standards to be used? require
When were the HE standards published? 2008
To what degree do the state's HE standards correlate to with the NHES? not correlated
Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:
For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified
Notes: HS grade= 1 unit wellness (rev 2010: BOE rule 0520-1-3)

Do state policies require a special HE certification/degree to teach HE:
In elementary school? yes - required
In middle school? yes - required
In high school? yes - required

Are state's HE standards accessible on the state agency's website? yes - within 3 clicks
Does the Google search engine show the state HE standards on the first page of results? yes
Link to state revised code (statutes): http://www.lexisnexis.com/hottopics/tncode/
Link to state administrative code (regulations): http://www.tn.gov/sos/rules/0520/0520-01/0520-01.htm
Texas

Name of Education Agency: TX Education Agency

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: 19 TAC 2.115

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 1997

What is the title of the state's HE standards document? TX Essential Knowledge & Skills for Health Education

To what degree do the state's HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified

For middle school? HE required, not quantified

For high school? HE required, not quantified

Notes: 9-10= 1/2 credit, 11-12= 1/2 credit, HS grad= 1/2 cr health, adv health, or 1 cred health science technology

Do state policies require a special HE certification/degree to teach HE:

In elementary school? not required

In middle school? not required

In high school? not required

Are state's HE standards accessible on the state agency’s website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://riter.tea.state.tx.us/rules/tac/chapter115/index.html

Link to state revised code (statutes): http://www.statutes.legis.state.tx.us/Index.aspx

Link to state administrative code (regulations): http://riter.tea.state.tx.us/rules/tac/index.html
Utah

Name of Education Agency: UT State Office of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes
Title of Policy: UC 53A-13-101

Does the state have written HE standards? yes
If so, do state policies recommend or require HE standards to be used? require
When were the HE standards published? 2009
What is the title of the state's HE standards document? Core Standards - Health Education: The Road to Healthy Behaviors (9-12)
Responsible Healthy Lifestyles (3-6)

To what degree do the state's HE standards correlate to with the NHES? partially correlated
Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:
For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: ES= "mastery", 7-8= 0.5 units of credit, 9-12= 2 units HE & PE (separate class x 2 semesters- option of 1 class in MS and 1 class gr 9-10)

Do state policies require a special HE certification/degree to teach HE:
In elementary school? offered & optional
In middle school? offered & optional
In high school? offered & optional

Are state's HE standards accessible on the state agency's website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

Link to state revised code (statutes): http://le.utah.gov/~code/TITLE53A/TITLE53A.htm
Link to state administrative code (regulations): http://www.rules.utah.gov/publicat/code/r277/r277-474.htm#T2#T2
Vermont

Name of Education Agency: VT Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools?  yes

Title of Policy: 16 VSA 131 and 906

Does the state have written HE standards?  yes

If so, do state policies recommend or require HE standards to be used? recommend

When were the HE standards published? 2008

What is the title of the state's HE standards document? Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities

To what degree do the state’s HE standards correlate to with the NHES? partially correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school?  HE required, not quantified

For middle school?  HE required, not quantified

For high school?  HE required, not quantified

Notes: HS grad= meet requirement of the framework (BOE 2120.8.7)

Do state policies require a special HE certification/degree to teach HE:

In elementary school?  yes- required

In middle school?  yes- required

In high school?  yes- required

Are state's HE standards accessible on the state agency's website?  yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): http://www.lexisnexis.com/hottopics/vtstatutesconstctrules/

Link to state administrative code (regulations): http://www.lexisnexis.com/hottopics/codeofvtrules/
Virginia

Name of Education Agency: VA Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: 8 VAC 20-131-80, 90, 100

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2008

What is the title of the state's HE standards document? *Health Education Standards for Learning for VA Public Schools*

To what degree do the state's HE standards correlate to with the NHES? not correlated

Which edition of the NHES did the state use? n/a

Do state policies specify instructional time requirements:

For elementary school?  HE required, not quantified

For middle school?  HE required, not quantified

For high school?  HE required, not quantified

Notes: HS grad= 2 credits HE & PE

Do state policies require a special HE certification/degree to teach HE:

In elementary school? offered & optional

In middle school? offered & optional

In high school? offered & optional

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): [http://lis.virginia.gov/000/src.htm](http://lis.virginia.gov/000/src.htm)

Link to state administrative code (regulations): [http://leg1.state.va.us/000/reg/TOC08020.HTM](http://leg1.state.va.us/000/reg/TOC08020.HTM)
Washington

Name of Education Agency: Office of Superintendent of Public Instruction

Do state policies mandate HE instruction in all grades of elementary and secondary schools?  yes

Title of Policy: RCW 28A.150.120

Does the state have written HE standards?  yes

If so, do state policies recommend or require HE standards to be used?  require

When were the HE standards published?  2008

What is the title of the state's HE standards document?  WA State K-12 Health and Fitness Learning Standards

To what degree do the state's HE standards correlate to with the NHES?  not correlated

Which edition of the NHES did the state use?  n/a

Do state policies specify instructional time requirements:

- For elementary school?  HE required, not quantified
- For middle school?  HE required, not quantified
- For high school?  HE required, not quantified

Notes:  gr 10-12/HS grad= 2 credits HE & PE

Do state policies require a special HE certification/degree to teach HE:

- In elementary school?  yes- required
- In middle school?  yes- required
- In high school?  yes- required

Are state's HE standards accessible on the state agency’s website?  yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results?  yes

State HE Standards website link:  http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf

Link to state revised code (statutes):  http://apps.leg.wa.gov/RCW/default.aspx?cite=28A

Link to state administrative code (regulations):  http://apps.leg.wa.gov/wac/default.aspx?cite=180
West Virginia

Name of Education Agency: WV Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes

Title of Policy: BOE Policy 2510

Does the state have written HE standards? yes

If so, do state policies recommend or require HE standards to be used? require

When were the HE standards published? 2008

What is the title of the state's HE standards document? 20th Century Wellness PreK-4 Content Standards and Objectives & Next Generation Health Education 5-12 Content Standards and Objectives

To what degree do the state's HE standards correlate to the NHES? fully correlated

Which edition of the NHES did the state use? 2007

Do state policies specify instructional time requirements:

For elementary school? HE required, not quantified
For middle school? HE required, not quantified
For high school? HE required, not quantified

Notes: 6-8= min 18 weeks cumulative across gr 6-8, 9-12= county requirements; HS grad= 1 credit

Do state policies require a special HE certification/degree to teach HE:

In elementary school? offered & optional
In middle school? offered & optional
In high school? offered & optional

Are state's HE standards accessible on the state agency's website? yes- within 4 or more clicks

Does the Google search engine show the state HE standards on the first page of results? yes

State HE Standards website link: http://wvde.state.wv.us/policies/p2520.5_old.pdf
Link to state revised code (statutes): http://www.legis.state.wv.us/WVCODE/Code.cfm?chap=18&art=1
Link to state administrative code (regulations): http://wvde.state.wv.us/policies/
Wisconsin

**Name of Education Agency:** WI Department of Public Instruction

**Do state policies mandate HE instruction in all grades of elementary and secondary schools?** Yes

**Title of Policy:** Statute: 115.35

**Does the state have written HE standards?** Yes

  **If so, do state policies recommend or require HE standards to be used?** Require

  **When were the HE standards published?** 1997

**What is the title of the state's HE standards document?** *WI Model Academic Standards for Health Education*

**To what degree do the state's HE standards correlate to with the NHES?** Fully correlated

**Which edition of the NHES did the state use?** 1995

**Do state policies specify instructional time requirements:**

  **For elementary school?** HE required, quantified < NHES recommendations

  **For middle school?** HE required, quantified < NHES recommendations

  **For high school?** HE required, quantified < NHES recommendations

**Notes:** K= 10%, 1-2: 75 min/wk (45 hrs/yr), 3-4= 100 min/wk (60 hrs/yr), 5-6= 125 min/wk (75 hrs/yr)

  7-12= grad req= 0.5 credit (but can be sub'd by PE if student in sports activity)

**Do state policies require a special HE certification/degree to teach HE:**

  **In elementary school?** Offered & optional

  **In middle school?** Offered & optional

  **In high school?** Offered & optional

**Are state's HE standards accessible on the state agency's website?** Yes- within 3 clicks

**Does the Google search engine show the state HE standards on the first page of results?** Yes

**State HE Standards website link:** [http://dpi.wi.gov/standards/pdf/health.pdf](http://dpi.wi.gov/standards/pdf/health.pdf)

**Link to state revised code (statutes):** [https://docs.legis.wisconsin.gov/statutes/prefaces/toc](https://docs.legis.wisconsin.gov/statutes/prefaces/toc)

**Link to state administrative code (regulations):** [http://docs.legis.wisconsin.gov/code/toc/pi](http://docs.legis.wisconsin.gov/code/toc/pi)
Wyoming

Name of Education Agency: WY Department of Education

Do state policies mandate HE instruction in all grades of elementary and secondary schools? yes
   Title of Policy: WSS 21-9-101

Does the state have written HE standards? yes
   If so, do state policies recommend or require HE standards to be used? recommend
   When were the HE standards published? 2003
   What is the title of the state's HE standards document? WYOMING HEALTH CONTENT AND PERFORMANCE STANDARDS

   To what degree do the state's HE standards correlate to with the NHES? fully correlated
   Which edition of the NHES did the state use? 1995

Do state policies specify instructional time requirements:
   For elementary school? HE required, not quantified
   For middle school? HE required, not quantified
   For high school? HE required, not quantified

   Notes: HS grad= "proficient in common core of skills" of which HE is listed on diploma endorsement

Do state policies require a special HE certification/degree to teach HE:
   In elementary school? yes- required
   In middle school? yes- required
   In high school? yes- required

Are state's HE standards accessible on the state agency's website? yes- within 3 clicks

Does the Google search engine show the state HE standards on the first page of results? yes


Link to state revised code (statutes): http://legisweb.state.wy.us/statutes/dlstatutes.htm

Link to state administrative code (regulations): http://soswy.state.wy.us/Rules/default.aspx
Appendix C

List of Public Health Competencies Met

<table>
<thead>
<tr>
<th>Specific Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain #1: Analytic Assessment Skill</strong></td>
</tr>
<tr>
<td>Defines a problem</td>
</tr>
<tr>
<td>Determines appropriate uses and limitations of both quantitative and qualitative data</td>
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<tr>
<td>Selects and defines variables relevant to defined public health problems</td>
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<tr>
<td>Identifies relevant and appropriate data and information sources</td>
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<tr>
<td>Evaluates the integrity and comparability of data and identifies gaps in data sources</td>
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<tr>
<td>Applies ethical principles to the collection, maintenance, use, and dissemination of data and information</td>
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<tr>
<td>Partners with communities to attach meaning to collected quantitative and qualitative data</td>
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<tr>
<td>Makes relevant inferences from quantitative and qualitative data</td>
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<tr>
<td>Applies data collection processes, information technology applications, and computer systems storage/retrieval strategies</td>
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<tr>
<td>Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues</td>
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<tr>
<td><strong>Domain #2: Policy Development/Program Planning Skills</strong></td>
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<tr>
<td>Collects, summarizes, and interprets information relevant to an issue</td>
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<td>States policy options and writes clear and concise policy statements</td>
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<tr>
<td>Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs</td>
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<tr>
<td>Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option</td>
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<tr>
<td>States the feasibility and expected outcomes of each policy option</td>
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<tr>
<td>Utilizes current techniques in decision analysis and health planning</td>
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<tr>
<td>Decides on the appropriate course of action</td>
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<tr>
<td>Translates policy into organizational plans, structures, and programs</td>
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<tr>
<td><strong>Domain #3: Communication Skills</strong></td>
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<tr>
<td>Communicates effectively both in writing and orally, or in other ways</td>
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<tr>
<td>Solicits input from individuals and organizations</td>
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<tr>
<td>Advocates for public health programs and resources</td>
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<tr>
<td>Leads and participates in groups to address specific issues</td>
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<tr>
<td>Uses the media, advanced technologies, and community networks to communicate information</td>
</tr>
<tr>
<td>Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
</tr>
<tr>
<td>Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives</td>
</tr>
<tr>
<td><strong>Domain #4: Cultural Competency Skills – N/A</strong></td>
</tr>
<tr>
<td><strong>Domain #5: Community Dimensions of Practice Skills</strong></td>
</tr>
<tr>
<td>Establishes and maintains linkages with key stakeholders</td>
</tr>
<tr>
<td>Identifies how public and private organizations operate within a community</td>
</tr>
<tr>
<td>Describes the role of government in the delivery of community health services</td>
</tr>
</tbody>
</table>
### Domain #6: Basic Public Health Sciences Skills

- Identifies the individual’s and organization’s responsibilities within the context of the Essential Public Health Services and core functions
- Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
- Understands the historical development, structure, and interaction of public health and health care systems
- Identifies and applies basic research methods used in public health
- Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries
- Identifies and retrieves current relevant scientific evidence
- Identifies the limitations of research and the importance of observations and interrelationships

### Domain #7: Financial Planning and Management Skills

- Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts

### Domain #8: Leadership and Systems Thinking Skills

- Helps create key values and shared vision and uses these principles to guide action
- Uses the legal and political system to effect change
- Applies the theory of organizational structures to professional practice