



Accessing Every Student Succeeds Act
Funding for Your Health or Physical Education Program

ESSA Brainstorming Worksheet

The *Every Student Succeeds Act* (ESSA) identifies health and physical education as part of a student's "well-rounded education," along with other subjects such as math, art, civics, science and more. This federal education legislation provides increased access to funds for health and physical education programs and allows states and school districts to set their own priorities for funding and accountability.



As local school districts create plans for how they will use their ESSA funding, it's critical that health and physical educators make their case to principals, superintendents, title coordinators, curriculum directors and other key stakeholders. [Title II](#) funding for professional development and [Title IV, Part A](#) funding for a well-rounded education, safe and healthy students programs and technology, are two key funding streams where health and physical educators can access support.

To ensure that health and physical educators are at the table when funding decisions are being made in your school district, use this brainstorming worksheet to help you craft your “asks” and key messages for the best chance of success.

1. What are the specific funding needs for your health or physical education program?

Brainstorming prompts:

- Using Module 2: Health Education and Module 3: Physical Education and Physical Activity of the Centers for Disease Control and Prevention’s [School Health Index](#) as a starting point, identify any gaps in your health education or physical education program that could be improved with access to additional funding.
- Have you and your colleagues received professional development on content-related topics or best practices within the last two years?
- Does your school district have a written, sequential, standards-based curriculum?
- Do you have adequate and safe equipment and instructional materials for all students to participate in class activities?

Proposed Program Intervention	\$ Amount Requested	Timeline for Implementation



2. Is there available national guidance, data or research that supports your proposed program interventions?

Brainstorming prompts:

- Does the program, curriculum, etc. you're proposing have a specific theory, research or evidence base that supports implementation?
- The need for curriculum in education is supported by [UNESCO](#).
- Physical education curriculum is the national recommendation of SHAPE America as is cited in the [Essential Components of Physical Education](#).
- The need for health education and physical education curriculum is outlined in the CDC's [School Health Guidelines](#).

National guidance, data or research supporting proposed program intervention



3. How will your proposed program interventions support the following priorities under ESSA?

(Note: This question identifies many of the common ESSA priorities for states and school districts. Although your proposed program intervention doesn't need to support all of these priorities, it will be helpful for you to identify how your program could support these areas in advance of making your "ask.")

a. Student success & chronic absenteeism

Brainstorming prompts:

- CDC's [Health and Academics](#) document outlines research that supports the links between healthy, active students and their academic performance, engagement, focus, decrease in participation in risky behaviors and school attendance.
- SHAPE America has developed key talking points on student health and [chronic absenteeism](#), as well as links to [student success](#).
- The National Collaborative on Health + Education released a [brief](#) to inform stakeholders on the connection between school health and chronic absenteeism.

Student success & chronic absenteeism connections



b. Social and emotional learning/school safety

Brainstorming prompts:

- How does your health and/or physical education program address the established core competencies of [SEL](#) such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making?
- How does your health and/or physical education program contribute to the collective [impact](#) of SEL such as student academics, behavior, equity, etc.?
- How does your health and/or physical education program support [school-based violence prevention](#) strategies such as bullying prevention, student stress management, trauma-informed practices, professional development for crisis management, etc.

Social and emotional learning/school safety connections



c. High-need students

Brainstorming prompts:

- Lower-income students often have fewer opportunities to be physically active within their school and community.
- [Health disparities](#) are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations.
- ESSA funding is specifically targeted for schools and districts with lower-income students with the goal of achieving equity for these students.
- How will your proposed program intervention specifically impact high-need students? Will there be an [impact on any health disparities](#) that arise in your school or district community?

High-need students connections



d. Technology

Brainstorming prompts:

- Will your proposed program intervention integrate technology (i.e., heart-rate monitors, apps, pedometers, blended learning, etc.)?
- If so, how will the technology enhance student learning and help to achieve student growth outcomes?
- Align your proposed program intervention strategies to the International Society for Technology in Education (ISTE) [Educator Standards](#) to help students become empowered learners. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.

Technology connections



4. To which stakeholders and decision makers will you deliver your request?

Brainstorming prompts:

- There is a great deal of flexibility under ESSA, therefore each state and school district will involve different stakeholders in the process as they create funding plans and priorities. It's important for you to advocate via as many channels as possible to get as much support as possible.
- Target stakeholders could include: principals, superintendent, title coordinator, special project director, curriculum director, PTA/PTO, wellness committees, etc.
- There are also opportunities to collaborate with other subject, or program areas across the district or state when making your request.

Target stakeholders for program funding requests

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Is there an opportunity to collaborate with other district staff on your request (i.e., school counselors, HPE programs across the district, classroom teachers, school nurse, etc.)? Identify any potential collaborations below.

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When and how will you follow up on your request?

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5. How will you evaluate the impact of your program intervention?

Brainstorming prompts:

- What data will you collect as you implement this new program, curriculum, etc.?
- Data collection could include: fitness assessment data, student assessment data, school attendance, discipline referrals, test scores, student engagement, etc.
- What story will your data be able to tell?
- How do you plan to continually evaluate your proposed program intervention?
- What does success look like for this program intervention?
- How will this program impact the students, teachers, and school community?

Program evaluation & data collection needs

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Potential impact of program intervention on students and school community

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6. What, if any, are the sustainability needs of your program intervention?

Brainstorming prompts:

- Will there be additional funding needs to sustain this program in future years?
- If so, where will that funding come from? How much funding will be required in future years?
- What will be the long-term impact of this program intervention?

Ideas for program funding needs for future years

You're ready for your meeting!

Use the messages you've prepared in this worksheet to advocate for your program. Customize the template ESSA funding request letter to make your "ask" to key stakeholders in your district or state.

Don't forget that advocacy is an ongoing process and not just a onetime event!

Stay up-to-date on the latest information about ESSA at

[SHAPE America's Legislative Action Center.](#)

About SHAPE America

SHAPE America – Society of Health and Physical Educators is the nation's largest association of health and physical educators, representing 200,000+ members, donors, volunteers and advocates.

For nearly 14 decades, SHAPE America has set the standard for effective instruction and been the leading provider of resources serving the needs of health and physical educators and advancing professional practice. Together with our state affiliates – our work directly impacts 50+ million students by helping them be strong in school and in life.