

Skill Building Session III: Making PE Legislation Work in Your State

**Leading the Way in Public Health
Nutrition and Physical Activity:
Blazing New Trails**

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Produced by the Alabama Department of Public Health Video Communications and Distance Learning Division

Skill Building Session III: Making PE Legislation Work in Your State

**Quality Physical Education in
Alabama: The Making of a
Policy Recommendation**



Produced by the Alabama Department of Public Health Video Communications and Distance Learning Division

Faculty

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Presentation Objectives

- **Provide an overview of the process used to develop a Quality PE Policy Recommendation in Alabama**
- **Discuss the Quality PE tools and resources developed to support the Policy Recommendation**
- **Discuss the facilitators, barriers and lessons learned in the making of a Policy Recommendation**

Why Did Alabama Focus on a Quality PE Policy?

- **Addressing childhood obesity is a priority of NPA, ADPH, and OTF**
 - **High obesity rates for both adults and youth**
 - **Ranks 2nd highest (31%) for adults**
 - **Ranks 14th highest (18%) for youths aged 10-17**

Why Did Alabama Focus on a Quality PE Policy?

- **Low youth physical activity rates**
 - **Bottom 10% when activity profiles are compared to those of other states**
- **CPPW funding was available**

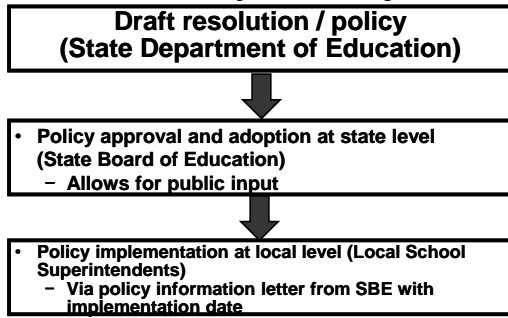
More Reasons Why We Focused on a Quality PE Policy

- Existence of strong partnerships and history of related policy work
- Time was right
 - PE legislation introduced over past few years

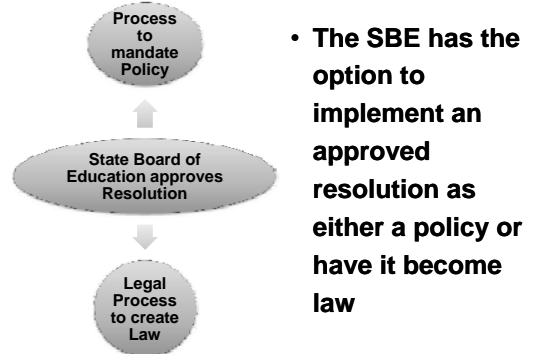
More Reasons Why We Focused on a Quality PE Policy

- Governor asked for the SDE to address issue after pocket vetoing introduced bills
- SDE and local school boards interested in addressing PE as part of Coordinated School Health
- Consensus that PE needed to and could be improved!

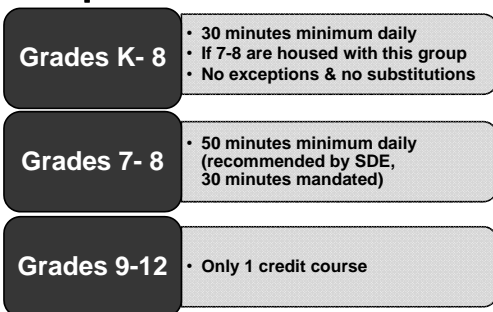
Alabama SDE Policy Process for Quality PE Project



Policy Process: Policy or Law



Pre-policy Mandated Daily PE Requirements in Alabama



Pre-policy PE Mandates

- All children must have opportunity to participate in same PE program
 - Including those with disabilities
- For grades 2-12, a fitness assessment using the President's Fitness Challenge must be conducted and scores reported to the SDE

Pre-policy PE Mandates

- **BUT...**
 - **No mandate for class quality or the amount of time children should be active during PE class**
 - **Does not require daily recess – LEA’s make decision**
 - **No BMI data**
 - **Unclear to what extent the mandate is enforced**

Getting Started with Policy Process

- **A Quality PE Task Force was assembled to guide the policy development**
- **Charged to:**
 - **Define quality physical education for Alabama students**

Getting Started with Policy Process

- **Develop a state-specific physical fitness assessment for all Alabama students**
- **Develop a test administrator’s manual to accompany the state physical fitness test**

Getting Started with Policy Process

- **Develop a companion instructional guide to the 2009 Alabama Course of Study: Physical Education**
 - **Standards based tied to Alabama’s Course of Study**

Task Force

- **16 members**
 - **K-12 PE teachers**
 - **College educators (PE Majors)**
 - **Parents**
 - **Appointed business and professional persons**
 - **Principals and Superintendents**

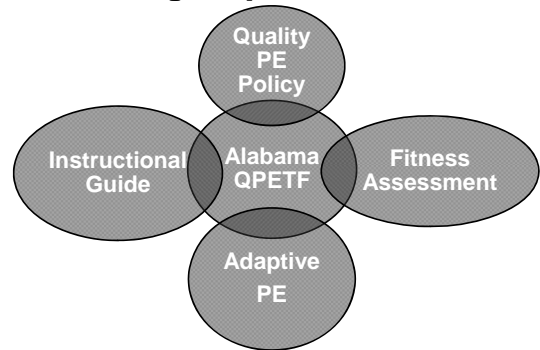
Task Force

- **Consultants**
 - **State Department of Education**
 - **State Department of Public Health**
 - **College educators**
 - **Governor’s Commission on Physical Fitness**
 - **Alliance for a Healthier Generation**

Unique Members of the Task Force

- **Adaptive experts (10)**
 - College personnel
 - Adaptive specialist
 - Special Education PE teachers
- **Meetings and work conducted from March – August 2010**

Sub-groups of QPETF



Quality PE Sub-group

- **Goals**
 1. To reach agreement on a definition which would set the standard and lay the foundation for quality PE

Quality PE Sub-group

- **The developed definition addresses five critical areas:**
 1. Instructors
 2. Classes
 3. Classrooms
 4. Instructional activities
 5. Assessment

Quality PE Sub-group

2. Draft the Resolution/Policy

Fitness Assessment Sub-group (Develop New Test and Manual)

- **Test focus**
 - Assess health and physical fitness of all students
- **Criterion-referenced**
- **Targets achieving and maintaining levels of fitness**

**Fitness Assessment Sub-group
(Develop New Test and Manual)**

- The assessment will allow teachers to:
 - Monitor and assist students in improving overall health and fitness
 - Identify student strengths and weaknesses

**Fitness Assessment Sub-group
(Develop New Test and Manual)**

- Communicate with students and parents about student fitness status
- Generate data at school, district, and state levels

**New Assessment
Aligned to Standards**

- Test aligned with 2009 Alabama Course of Study: PE Strands
- Five test components
 - Including BMI
- Students tested twice per year and results must be reported to the SDE using iNow data system

**New Assessment
Aligned to Standards**

- Includes testing physically challenged students
- Students will be classified into three Health Related Fitness Zones
- Awards based for students and schools

Instructional Guide Sub-group

- Created a “first of its kind” curriculum guide
- The companion to the 2009 Alabama Course of Study: Physical Education
- Based on research and the experience of members of the Quality Physical Education Task Force

Instructional Guide Sub-group

- Resource for the development, implementation, and evaluation of standards-based quality physical education programs and instruction that are vertically aligned to the 2009 Alabama Course of Study: Physical Education
- Reviewed with good feedback by the CDC and NASPE

Instructional Guide (Curriculum)

- Safety in PE
- PE lesson plans and activities
 - Aligned with COS
- 36 week and 18 week sample pacing guides
- Serving students with disabilities
- Appropriate and inappropriate practices

Instructional Guide (Curriculum)

- Bullying in PE classes
- Using technology in PE
- Resources
- Suggestions for classroom management as well as school/system policy recommendations

Adaptive Sub-group

- Provided sections for the Fitness Assessment and the Instructional Guide on how to work with students with disabilities
- First written information about PE services for students with disabilities released since 1978

Test Piloting Components of the Policy

- Eight schools strategically selected
 - Urban and rural, very low to highest income
 - 2 Elementary
 - 2 Middle School
 - 2 High School
 - 2 K – 12 systems

Test Piloting Components of the Policy

- Participants received:
 - Mini-grant
 - Weight scales
 - Training and technical support

Evaluating Results and Drafting the Resolution

- Quality PE Task Force reconvened in May 2011
- Test Pilot schools reported results
- Tweaking of supportive policy materials
- Resolution drafted

Evaluating Results and Drafting the Resolution

- Policy to be presented to the SBE in Aug 2011 for adoption
 - Expected to pass
- Policy expected to be mandated for state-wide implementation for 2012-2013 school year

Other Quality PE Resources in Development

- Fitness assessment videos
- Cadences
- Quality PE website
- On-line training for PE teachers

Next Steps and Sustainability

- Tons of training
 - PE teachers, principals, and superintendents
- Building parent advocacy
- Working with universities
 - Training and student fitness test

Next Steps and Sustainability

- Data collected through STI/iNow as part of student record
 - PE assessment results tied with academics
- Surveillance of adopted policy recommendations

A Few of the Barriers

- Lack of trust that effort would move forward based on history of previous task force
- New data system still in development
- Budget shortfall – needed supplies
 - Weight scales

A Few of the Barriers

- Communication is always challenging
 - With schools and between partners
- PE teachers and principals lack training in quality PE standards and recommendations
- Adoption of policy delayed

Facilitators

- **ADPH and SDE have close working relationship and history of working together**
- **Strong support from the SDE**
 - **Deputy Superintendent**
- **ADPH serving as neutral party and knows it's role**

Facilitators

- **Interest and involvement by key partners**
- **Ability to test pilot policy recommendation**
- **Funding for quicker movement of policy**

Lessons Learned

- **Developing quality physical education policy is a slow process**
- **It's OK to lay the foundation for work to be built upon**
- **Much work left to do!**

For More Information

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