

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

Lessons Learned from Physical
Activity Policy Research Network:
Physical Education Legislation
Analysis



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

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Physical Activity Policy Research Network (PAPRN)

- The mission of the Physical Activity Policy Research Network is to conduct transdisciplinary policy research by:
 - Identifying policies affecting physical activity

Physical Activity Policy Research Network (PAPRN)

- Identifying the determinants of the policies
- Describing the process of implementing policies
- Determining the outcomes of physical activity policies

Sites Involved with the Physical Activity Policy Research Network





Background

- **Physical education (PE) is an ideal way to encourage activity and develop fitness among children**
- **PE is a time of day when ALL children have the opportunity to be active**
- **PE can also contribute to an active lifestyle in adulthood**

Background

- The Guide to Community Preventive Services recommends school-based PE as an evidence-based approach to increasing physical activity levels
- Policies can influence health promotion
 - e.g. smoking, seat belts

Policy Option-Physical Education and/or Physical Activity at School

- What's the approach?
- Set or encourage requirements for frequency and/or duration of physical education and/or physical activity at school, often by grade level

Policy Option-Physical Education and/or Physical Activity at School

- 49 states require physical education in schools, but the scope of the requirement varies greatly
 - Few require daily physical education for grades K-12

Policy Option-Physical Education and/or Physical Activity at School

- What's the evidence?
 - Evidence links physical activity during the school day to increased student achievement
- CDC report released in April 2010 cites 50 studies on this point

Policy Option-Physical Education and/or Physical Activity at School

- The link between physical activity and academic performance is most significant when kids meet Healthy People 2010 guidelines for vigorous activity 20 minutes per day, at least 3 days per week

PE Policy

- Examples of recently enacted legislation:
 - Alabama
 - Requires all students in grades K-8 to take physical education
 - HB 105, 2010 enacted

PE Policy

– Oklahoma

- Requires an average of 60 minutes daily of physical activity in grades K-6 to maintain school accreditation

–SB 1186, 2008 enacted

PE Policy

– Oregon

- Over 10 years, phases in a requirement for 150 minutes weekly of physical education in elementary schools and 210 minutes weekly in middle schools

–HB 3141, 2007 enacted

PE Policy

– Texas

- Requires 30 minutes daily of physical activity for grades K-6 and at least 4 semesters of 30 minutes/day physical activity for grades 6-8

–HB1257, SB 530, 2007 enacted

Physical Education Policy Varies



State PE Policy is Difficult!

- “While I strongly agree that we must encourage exercise and physical activity, I oppose unfunded mandates, whether they come from Washington or Richmond. In the fight against childhood obesity and preventable disease, we all have a role to play....”

State PE Policy is Difficult!

- “...Government cannot just pass legislation and make this problem go away. Kids need to get off the couch and away from the computer and onto a soccer field or basketball court.”

– Gov. Bob McDonnell vetoes Virginia PE bill, March 2011

MO SB 291-Passed 2008

- School districts shall ensure that students in elementary schools participate in moderate physical activity for the entire school year, including students in alternative education programs. Students in the elementary schools shall participate in moderate physical activity for an average of one hundred fifty minutes per five-day school week, or an average of thirty minutes per day.

Objectives

- To compose a thorough list of state PE legislation
- Examine trends in bill introduction
- Identify evidence-based elements in legislation
- Compare and contrast to other state data

Methods

- Used PE search term in Netscan and Lexis/Nexis from 1/01 to 7/07
- Bills sorted for levels of relevance
- Bills must be about PE, not just PA
- Bills must include more than a mere mention of PE
- Final number of bills used = 776
- Used abstraction guide to gather information

Methods Abstraction

- | | |
|---------------------|-----------------------|
| • Sponsors | • Other health issues |
| • History | • Oversight |
| • Status | • Evaluation |
| • Curriculum change | • Funding |
| • PE content | • Partners |
| • Bill language | |

Evidence-Based Components

- Certified teachers
 - Highly qualified physical education teachers possess the skills and knowledge to facilitate improved teaching practices, strengthen the quality of physical education instruction, and empower students to achieve and maintain healthy, active lifestyles

Evidence-Based Components

- NASPE acknowledges that highly qualified physical education teachers will be certified to teach by virtue of having completed an accredited physical education teacher education program

Evidence-Based Components

- PE minutes
- Research shows that most positive results come from increased time in physical activity
- But the minutes shouldn't be spent idle...

Evidence-Based Components

- Intensity of activity
- The best outcome from activity is related to moderate or vigorous intensity
- Best practices recommend 50% of class time spent in MVPA

Evidence-Based Components

- Environment
- Equipment
- Access and quality equipment facilitate increased physical activity

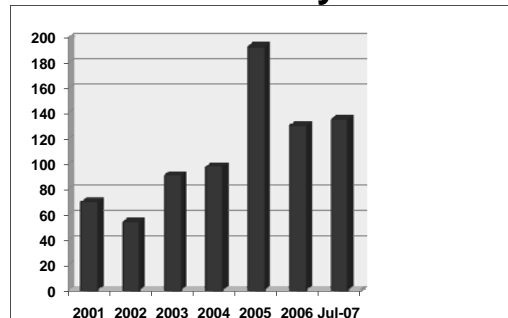
PE Content Factors

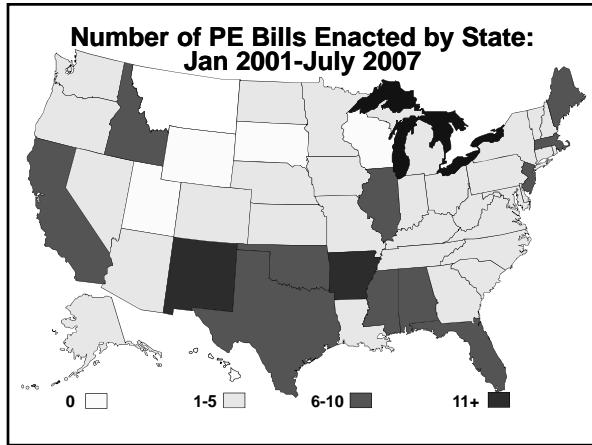
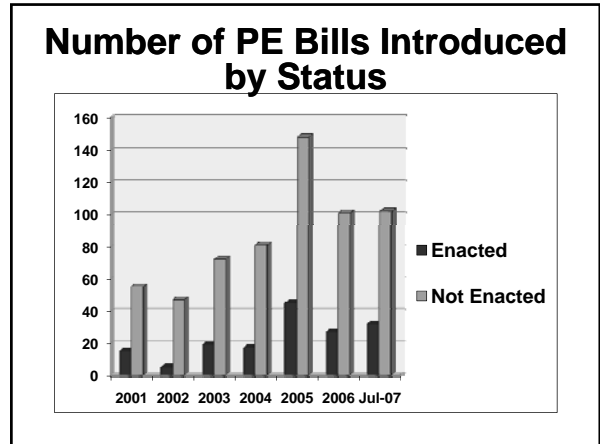
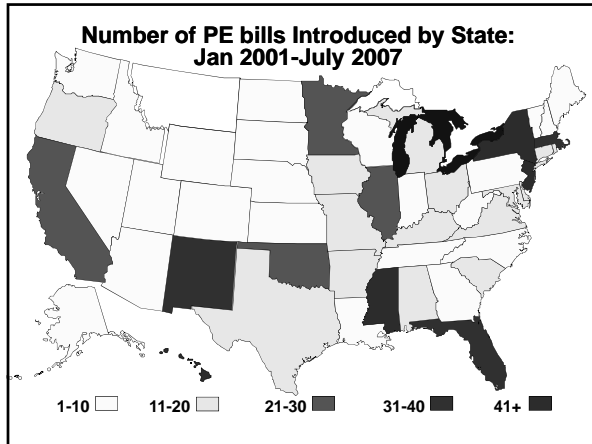
Teacher/Staff	<ul style="list-style-type: none"> •Professional Development or certification •Teacher-Student Ratio •PE staff membership on taskforce
PE Curriculum or Standard	<ul style="list-style-type: none"> •Minutes in PE •Minutes doing activity in PE •Curriculum changes in other classes •Specific program recommended •Before/after school curriculum •Assessment of health related fitness •Exemptions from PE; Adaptations to PE •Recess Activity
Community Involvement	<ul style="list-style-type: none"> •Family/community education on PE •Community use of school facilities after hours
Equipment/ Facilities	<ul style="list-style-type: none"> •Facilities (e.g. creation, improvement, access) •Provisions for equipment (e.g. curriculum related, playground)

Reliability

- Cross referenced with Lexis/Nexis
- 39% of bills were in both
- Inter-rater reliability assessed by double coding 6% of bills (N=47)
- Overall agreement over 25 topic areas was 88% (range 64%-100%)

Results: Number of PE bills Introduced by Year





PE Legislation Content Factors

Factor	Total	Enacted (%)
Language		
Requires	89.5	20.1
Encourages	06.7	25.0
Not enough info	03.5	03.8
Funding		
Yes	22.8	17.9
No	77.2	20.5
Oversight		
Yes	63.1	23.9
No	26.7	15.9
N/A	10.2	
Evaluation		
Yes	22.6	28.7
No	77.4	18.3
Partners		
Yes	29.4	22.3
No	70.6	19.8

PE Element Frequency

PE Element	Percent and number of bills containing element
Minutes in PE	22.9 (178)
Other class curriculum changes	13.0 (101)
Facilities/Equipment	10.0 (78)
Exemptions	9.5 (74)
Professional Development	7.1 (55)
Inclusions/adaptations	6.2 (48)
Activity in PE	5.5 (43)
Health Related Fitness testing	5.0 (39)
Recess	3.9 (30)
Teacher-Student ratio	2.7 (21)
PE staff on taskforce	2.7 (21)
Specific program	1.9 (15)
Before/After school curriculum	1.5 (12)
Community/Family Education	1.0 (8)

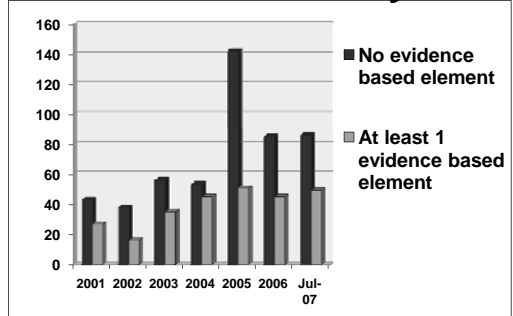
PE Element by Enactment Status

PE Element	Percent and number of bills enacted that contained element
Minutes in PE	16.3 (29)
Other class curriculum changes	11.9 (12)
Exemptions	21.6 (16)
Professional Development	16.4 (9)
Inclusions/adaptations	10.4 (5)
Activity in PE	25.6 (11)
Health Related Fitness testing	25.6 (10)
Recess	6.7 (2)
Teacher-Student ratio	28.6 (8)
PE staff on taskforce	14.3 (3)
Specific program	26.7 (4)
Before/After school curriculum	25.0 (3)
Community/Family Education	25.0 (2)
Facilities/Equipment	10.2 (8)

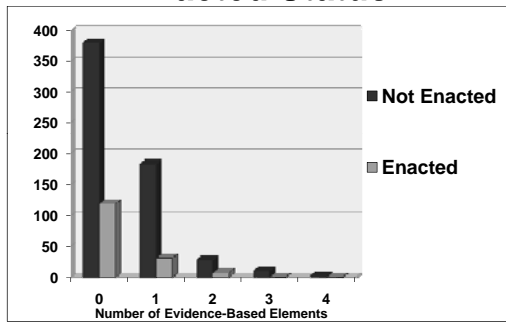
Evidence-Based Elements

- Minutes in PE
- Activity in PE
- Teacher Certification or Professional Development
- Environmental
 - Facilities or equipment

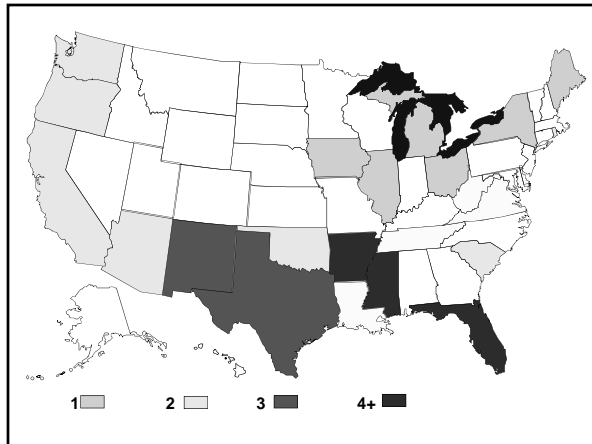
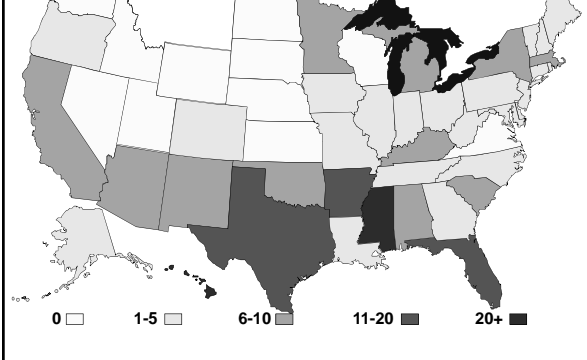
Number of Evidence-Based PE Bills Introduced by Year



Number of PE Bills by Enacted Status



Number of PE Bills introduced with 1 or More Evidence-Based Elements by State: Jan 2001-July 2007



Summary

- Number of PE bills introduced is promising
- Percent enacted is similar to other health topic legislation
- Few bills contain evidence-based components
- There is little funding or evaluation
- Provides a basis for future policy surveillance work

Limitations

- **Comparisons by state difficult**
- **State School Board influence**
- **State reporting of legislation may vary**
- **Difficult to compare with state rates of health risks due to state assessment differences and the time lag of legislation**

Limitations

- **We have not identified the baseline PE policies existing in each state prior to our study period**

Next Steps

- **PE implementation and evaluation study**
- **Exploring advocacy group effectiveness**
- **Public Perception Study**

What Can You Do?

- **Be sensitive to state context**
- **Be the “information highway”**
- **Influence policies at local level**
- **Aim for inclusion of evidence-base and best practices**

Thank You

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- **Delores Pluto, PhD; University of South Carolina**
- **Mark Doescher, PhD; University of Washington**
- **Angie Craddock, PhD; Harvard University**
- **Phillip Troped, PhD; Purdue University**
- **Nancy O'Hara Tompkins, PhD; West Virginia University**
- **Jacqueline Kerr, PhD; San Diego State University**
- **Jay Maddock, PhD; University of Hawaii**

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