

Impact of WV Legislation to Improve Physical Activity & Education^a

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West Virginia Healthy Lifestyles Act

- Mandated five school-based policies to combat childhood obesity
 - Required physical education time
 - *Elementary: 90 minutes of PE each week*
 - *Middle: 2700 minutes of PE each year*
 - *High: one course of PE and elective lifetime offering*
 - Sale of “healthy” beverages
 - Fitness testing
 - *FITNESSGRAM® in 4th – 8th grades and high school PE course*
 - Health education and assessment
 - BMI measurement

Evaluation Data Sources: 2007-2008

(Year 1)

- **Surveys of School Personnel**

- Superintendents
- Principals
- School nurses
- Physical education teachers

- **Interviews**

- Parents
- Students
- Key informants

- **Surveys of Health Care Providers**

- Physicians
- Nurse practitioners

- **WV Department of Education Data**

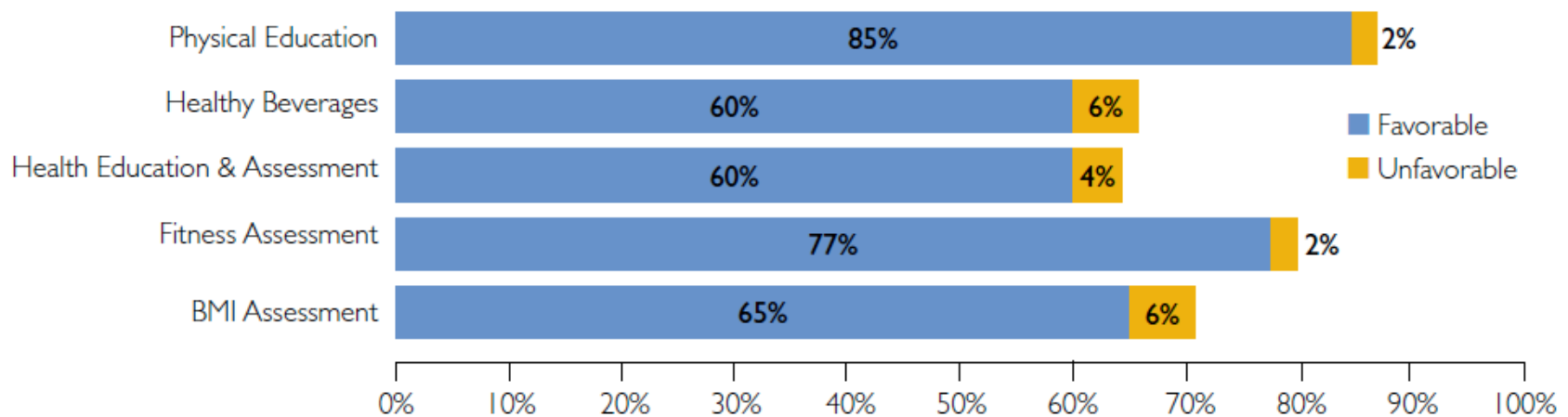
- Physical education plans
- Health Education Assessment Project (HEAP)
- FITNESSGRAM[®]
- Local Wellness Policies

Determining the Impact: PE and Fitness Assessment Mandates

- Physical Education Teachers
 - Surveyed 696 PE teachers
 - 57% response rate (398/696)
 - Questions about general impressions, specific practices, facilities, fitness assessment, and utilization of data
- Parents and students
 - Statewide proportional stratified sample of parents (N=1500) and youth (N=420)
 - Broad survey included questions about PE in school

School Personnel Support for HB 2816

FIGURE 2: PRINCIPAL PERCEPTIONS OF HEALTHY LIFESTYLES ACT MANDATES



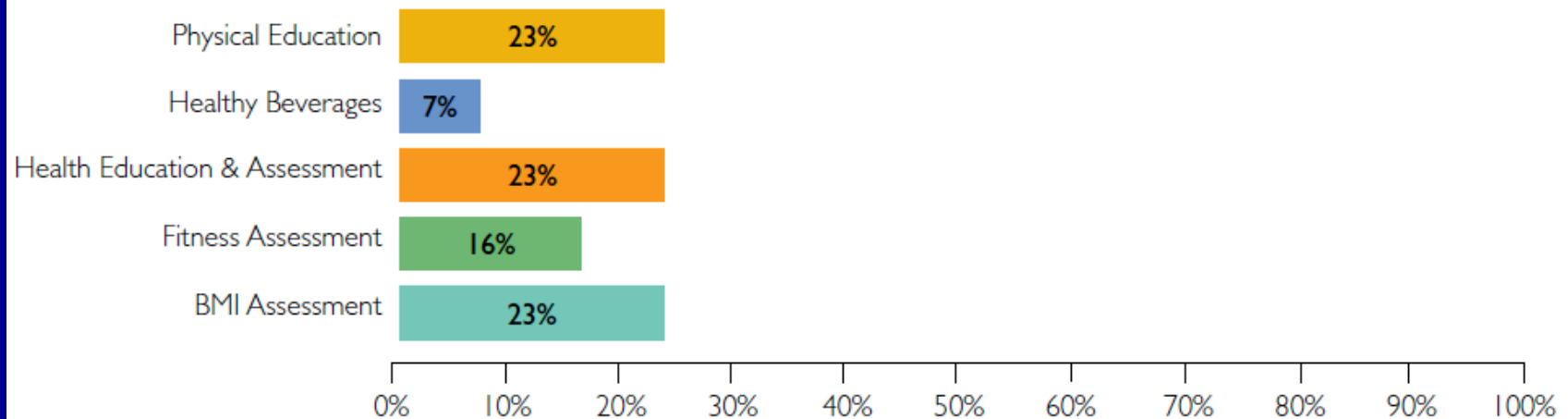
The percentages shown in Figure 2 do not include neutral responses.

Overall Impressions: PE Teachers

- 31% reported the legislation had impacted their delivery of PE courses
- 54% believed the legislation would lead to changes in student fitness
- 99% believed it was important to conduct fitness assessments

Resources for HB 2816 Mandates

FIGURE 3: SCHOOLS LACKING RESOURCES NEEDED TO IMPLEMENT NEW REQUIREMENTS



Facilities and Equipment

- 33% of elementary schools and 15% of middle schools were unable to meet the time requirements due to inadequate facilities, inadequate staffing, or both
- 41% of PE teachers rated their indoor facilities as fair or poor
- 44% of PE teachers rated their outdoor facilities as fair or poor
- 35% of PE teachers rated their school's PE equipment as fair or poor

FITNESSGRAM[®] and Data Utilization

- 77% of PE teachers were satisfied with FITNESSGRAM[®]
- 88% of PE teachers provided the testing results to students
 - 78% provided verbal results
 - 33% also provided written results
- 74% of PE teachers reported using the results to modify the PE curriculum

Parent Opinions About PE Requirements

- 56% of parents believed schools should provide PE 5 days per week
- To accomplish the increase in PE time
 - 48% in favor of an extended school day
 - 29% in favor of fewer art/music classes
 - 10% in favor of having less time in traditional classes such as math, science, and language

Identification of Qualitative Themes

- The law did not go far enough in its requirements
- The law has effectively increased PE time for many students
- It has been challenging to implement the law as intended
- PE teachers have been creative in finding ways to improve student fitness and PA, and address facility shortcomings

Identification of Qualitative Themes

- Changing PE at school is not sufficient to improve fitness
- PE teachers have concerns about body composition assessment and reporting
- PE teachers have concerns about the use of FITNESSGRAM®
- Many schools lack adequate space or equipment to conduct the required PE class
- DDR has been a welcome addition to the PE program, although there are concerns and challenges

Conclusions

- There was strong support among school personnel for the PE requirements of the Act
- While school-based policy changes were important, PE teachers believed broad-based changes were also needed
- Parents believed it was important to offer PE every school day at all levels
- Formal evaluation of legislative efforts can provide direction and impetus for further changes