

CDC Operationalized 1305 Performance Measure

Date: 12/18/2015

Performance Measure B.2.01: Number of local education agencies where staff received professional development and technical assistance on the development, implementation or evaluation of recess and multi-component physical education policies.

Strategy: Promote the adoption of physical education/physical activity (PE/PA) in schools

Intervention (*Enhanced only*):

Basic

Enhanced

- Domain 2: Environmental Approaches that Promote Health
- Domain 3: Health Systems Interventions
- Domain 4: Community Clinical Linkages

Short Term Intermediate Long Term

AREAS	EXPLANATION
Purpose of Performance Measure	<ul style="list-style-type: none"> • The purpose of this performance measure is to determine reach of professional development and technical assistance on recess and quality physical education to local education agencies
Results Statements	<ul style="list-style-type: none"> • In the US, CDC funded grantees worked to educate and inform staff in LEAs about recess and quality physical education.
Definition of Terms (<i>Key concepts defined</i>)	<p>Quality physical education consists of four main areas: 1) curriculum, 2) policy and environment, 3) appropriate instruction that keeps students physically active for at least 50% of class time, and 4) student assessment. Ideally, PE should be required daily for students in grades K-12 with 150 minutes per week required for Elementary school students and 225 minutes per week required for Secondary school students (i.e., Middle and High School).</p> <p>A multi-component state-level physical education policy should address the following requirements:</p> <ul style="list-style-type: none"> • All elementary, middle, and high schools must teach PE. • Do not grant exemptions, waivers, or substitutions for PE. • State has its own (i.e., state-developed) standards for physical education. • All who teach PE (elementary, middle, and high school) are required to be certified, licensed, or endorsed by the state. • PE teachers must participate in PD to maintain or renew one's PE teacher certification or licensure. <p>Recess may consist of unstructured free-play or structured games and activities. It should complement, not replace PE. Ideally, all elementary schools should offer at least one daily, 20-minute period of recess to all students in all grades. State policies to support recess should, at a minimum, require a daily, 20-minute recess period for all students in all grades in the school.</p> <p>Local education agency (LEA) is another word for school district and will be referred to as LEA throughout this document.</p> <p>Professional development (PD) refers to a set of skill-building processes and activities designed to assist targeted groups of participants in mastering specific learning</p>

	<p>objectives. Such events are delivered in an adequate time span (at least 3 hours) and may include curriculum and other training, workshops, and on-line or distance learning courses. Professional development should be focused on highly effective trainings and workshops. Professional development may be delivered by the State Department of Health and/or its partners.</p> <p>Technical assistance (TA) refers to tailored guidance to meet the specific needs of a site or sites through collaborative communication between a specialist and the site(s). Assistance takes into account site-specific circumstances and culture and can be provided through phone, mail, e-mail, Internet, or in-person meetings. Technical assistance may be delivered by the State Department of Health and/or its partners.</p>
Unit of Analysis	<ul style="list-style-type: none"> Local education agencies (LEA) (i.e., school districts)
Intended/Targeted Population	<ul style="list-style-type: none"> Local education agencies (LEA) with no knowledge or limited knowledge about recess and quality physical education.
Numerator/Count	<ul style="list-style-type: none"> Actual number of local education agencies (i.e., school districts) that have received professional development or technical assistance on recess and quality physical education.
Denominator	<ul style="list-style-type: none"> N/A, a denominator is not required.
Rate/Percentage	<ul style="list-style-type: none"> N/A
Disparities Focus	<p>Approach related/specific:</p> <ul style="list-style-type: none"> Approach related/specific: In selecting high-need LEAs consider using the following data: academic, health, SES, free and reduced priced lunch data <p>Stratification:</p> <ul style="list-style-type: none"> N/A
Data source(s)	<p>The following data sources can/should be used to collect data for this measure:</p> <ul style="list-style-type: none"> Training tracking system. Professional development and technical assistance provided by partners you work with closely on relevant physical education and physical activity content can count for this performance measure. Below is a list of professional development and technical assistance options, noting length and degree of effectiveness: <ul style="list-style-type: none"> Trainings, 3+ hours long, Highly Effective* Workshops, 3+ hours long, Highly Effective* Technical Assistance, Length varies, Effectiveness varies Presentations, 0.5 – 3 hours long, Knowledge Transfer Only Information Session, 0.5 – 1 hour long, Minimum Knowledge Transfer <p>Not Appropriate:</p> <ul style="list-style-type: none"> School Health Profiles
Frequency of Data Collection	<ul style="list-style-type: none"> Annually
References/Resources	<ul style="list-style-type: none"> CDC’s School Health Guidelines to Promote Healthy Eating and Physical Activity http://www.cdc.gov/healthyschools/npao/strategies.htm SHAPE America’s Essentials of Physical Education document: http://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf

	<ul style="list-style-type: none"> • SHAPE America’s position statement on recess: http://www.shapeamerica.org/advocacy/positionstatements/pa/upload/Recess-for-Elementary-School-Students.pdf • CDC’s Healthy Youth Web site on physical activity facts www.cdc.gov/healthyschools/physicalactivity/facts.htm
Questions/Issues for CDC Grantee Collaboration	<ul style="list-style-type: none"> • N/A
Additional Information/Guidance	<ul style="list-style-type: none"> • LEAs should include those targeted for professional development or technical assistance (e.g., all LEAs in state, LEAs not previously targeted for physical education and physical activity professional development and technical assistance, high-need LEAs based on academic, health, SES, free and reduced priced lunch data).