



2013-14 SY

Healthy Hawaii Initiative Annual School Evaluation Report

Submitted by the Healthy Hawaii Initiative Evaluation Team
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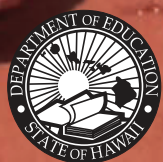


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Executive Summary

EXECUTIVE SUMMARY

The Healthy Hawaii Initiative (HHI) is a Hawaii Department of Health (DOH) program that was established in 2000 using Hawaii Tobacco Settlement Funds to promote sustainable healthy lifestyles. Since its inception, HHI has targeted smoking, poor nutrition, and physical inactivity in communities, schools, and workplaces. The HHI schools-based initiative supports health education, physical education, and nutrition education (HE, PE, NE) in public schools. Through the use of HHI funds, the Hawaii Department of Education (DOE) has been able to fund state and district-level health and PE resource teacher positions for more than ten years as a means of supporting standards-based health and PE instruction in Hawaii public schools.

The HHI teams at DOE and DOH work in partnership to improve student health outcomes and educational outcomes by supporting policies and programs in the K-12 setting that encourage students to be healthy. Each year, DOE and DOH determine the HHI school health deliverables that will help support the instruction of the Hawaii Content and Performance Standards (HCPS) for health education and physical education. The HHI deliverables are updated as needed to provide guidance, structure, and goals for the District and State Health and Physical Education Resource Teachers (RTs).

In order to facilitate health and wellness in schools, the HHI resource teachers coordinate and lead professional development events to provide instructional materials, resources, and technical assistance that will enhance health and PE curricula in the classroom. Instructional content and strategies focus on the importance of teaching youth about healthy knowledge and behaviors from a young age. The HHI activities and goals focus primarily on improving physical activity and healthy eating for youth and supporting sustainable changes in policy and practice that benefit the entire school community.

Over time, it is expected that providing ongoing professional development and in-depth training to teachers will impact students' knowledge and behavior.

The Healthy Hawaii Initiative Evaluation Team (HHIET) works closely with HHI team members at DOH and DOE throughout the year. This annual evaluation report summarizes the HHI school health deliverables and activities from the 2013-2014 academic year. This report will describe the progress of each deliverable, focusing primarily on the deliverables and achievements of the District RTs.



Figure 1: Promoting healthy lifestyles for our keiki

The District RT deliverables included: District Workshops, Professional Development Educate, Empower, and Excel courses (PDE3 courses), Fitness Assessments, the PE Fair, an Online Resource (website), Resource Lending Libraries, and one In-Kind Statewide Health and PE Conference. Table 1 summarizes the deliverable goals at the start of the school year (left column), with the accomplishments that were completed by the end of the school year (SY) (right column).

Table 1: Goals and completed HHI school health deliverables

GOALS for the 2013-2014 SY	COMPLETED Deliverables for the 2013-2014 SY
10 PDE3 Courses (1 per RT)	9 PDE3 Courses (None in West Hawaii)
8 District Workshops (1 per District)	10 District Workshops (None in West Hawaii)
8 Lending Libraries (1 per District)	7 Lending Libraries (None in West Hawaii)
8 Fitness Meets (1 per District)	7 Fitness Meets (None in West Hawaii)
8 PE Fairs (1 per District)	5 PE Fairs (None in East Hawaii, Kauai, and West Hawaii)
1 State Conference (1 Statewide)	1 HAHPERD Statewide Health and PE Conference
1 Online Resource (1 Statewide)	0 Online Resource (Not met)
↑ in schools completing fitness tests	↑ from 52 to 74 schools from 2012-13 SY to 2013-14 SY

Similar to previous years, the HHI District and State Resource Teachers were successful in meeting or exceeding almost all of their deliverable targets. The West Hawaii deliverables could not be met due to a vacant RT position. When excluding West Hawaii, the only two deliverables that were not achieved in the 2013-14 SY were the development of an online website of health and physical education resources and the organization of eight PE Fairs.

The following is a summary of the HHI deliverables and professional development achievements from the 2013-2014 school year:

- 400 HHI professional development events were offered
- 701 unique participants were trained (teachers/staff)
- 10 District Workshops were conducted with 218 participants
- 9 PDE3 courses were conducted with 144 participants
- 74 schools completed fitness tests
- 7 Fitness Meets were held
- 5 Physical Education Fairs were organized
- 14,956 health and PE resources were available to borrow; 4,353 resources lent out
- 141 individual schools utilized the Lending Library resources
- 25 breakout sessions were available at the statewide conference with 134 participants

Introduction

INTRODUCTION

The Healthy Hawaii Initiative (HHI) is a Hawaii Department of Health (DOH) program that was established in 2000 using Hawaii Tobacco Settlement Funds to promote sustainable healthy lifestyles. Since its inception, HHI has targeted smoking, poor nutrition, and physical inactivity in communities, schools, and workplaces. The HHI schools-based initiative supports health education, physical education, and nutrition education (HE, PE, NE) in public schools.

The HHI team members at the Hawaii DOH and the Hawaii Department of Education (DOE) work together to improve student health outcomes and educational outcomes by supporting policies and programs in the K-12 setting that encourage students to be healthy. There is growing evidence that the health of students is linked to academic achievement,¹⁻¹³ therefore, it is important that the Hawaii DOE and DOH continue to jointly support DOE's vision: *"Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society."*

Each year, DOE and DOH determine the HHI school health deliverables that will help support the instruction of the Hawaii Content and Performance Standards (HCPS III) for health education and physical education. Jennifer Ryan is the School Health Coordinator at DOH and she is responsible for overseeing this contract. She ensures that the HHI goals are met and that the funds are effectively used to support health and PE in schools. The role of the HHI Resource Teachers is to provide instruction, resources, and technical assistance for teachers and staff to support standards-based health and physical education in accordance with the standards (HCPS III). Offering statewide professional development opportunities in health and physical education will facilitate and enhance teachers' application of skills, knowledge, and relevant curriculum material. The Resource Teachers (RTs) have the ability to motivate DOE teachers and staff with innovative and hands-on curriculum-based activities, which should promote the transfer of knowledge from trained teachers to their students.

The Hawaii DOH has a long-standing partnership with the HHI Evaluation Team (HHIET) at the University of Hawaii's Department of Public Health Sciences. HHIET actively participates in team events to help evaluate and monitor the progress of the HHI school-based deliverables and to identify opportunities for program improvement. HHIET is led by Principal Investigator Dr. Jay Maddock and assisted by School Evaluation Coordinators, Becky Rodericks and Stephanie Lee, along with several graduate research assistants. Please refer to Appendix A for a detailed list of meetings, trainings and technical assistance provided by the HHI Evaluation Team during the 2013-14 SY.

The HHI School Health Team (HHIET, DOE, and DOH) collaborate on the development, implementation, and collection of evaluation data for school-based initiatives funded by the HHI contract. At the start of each school year (SY), the HHI School Health Team identifies topics and priority areas that will be included in their work plan for the upcoming school year. HHIET reviews the goals and deliverables to make sure they are measurable and realistic. After the completion of each school year, HHIET prepares an annual evaluation report to summarize the outcomes of the HHI school-based deliverables. The key audiences for this report are the Hawaii Department of Health and the Hawaii Department of Education. HHIET continues to recommend that this annual evaluation report be used as a guide and framework when discussing appropriate goals and benchmarks for the 2014-2015 school year and beyond, and to recognize strengths and areas for program improvement. This evaluation report has several primary purposes and functions:

- Assess the implementation of the project deliverables and outcomes
- Reflect on areas of success and improvement
- Review recommendations and determine if goals and objectives should be modified

BACKGROUND:

The following DOE positions were funded by the Healthy Hawaii Initiative program in the 2013-14 SY. These positions are critical to the implementation of the annual HHI deliverables.

- 7 District HHI Health and Physical Education Resource Teachers
- 1 State HHI Health Education Resource Teacher
- 1 State HHI Physical Education Resource Teacher
- 1 State HHI Secretary

The DOE **Health and Physical Education Educational Specialist (HPE ES)** is responsible for providing leadership, support, and direction on the implementation of the HHI deliverables. Other duties include coordinating monthly meetings to disseminate the latest updates in the field, and providing financial and administrative support. Ann Horiuchi retired from her position as the Acting Educational Specialist in June 2012. Katherine Sakuda and Gregg Agena briefly held administrative and leadership roles in 2012 and 2013. Ann Horiuchi returned temporarily to assist with several projects, however, the ES position remained vacant during the 2013-2014 SY. While this provided some challenges to the coordination and logistics of the HHI RT team, the State and District RTs provided support and encouragement to each other to meet the goals established in their work plan.



Figure 2: HHI Team – DOH, DOE and HHIET



The **two HHI State RTs** are located at the Office of Curriculum, Instruction & Student Support (OCISS) in Honolulu. They provide support and expertise for health and PE at a statewide level. The State RTs assist both with OCISS initiatives and provide leadership and guidance to the HHI District RTs as needed.

HHI STATE RESOURCE TEACHERS

Physical Education: Lisa Hockenberger

Health Education: Cathy Kahooanohano

Over the past few years, there have been several changes to the **HHI District RT team**. Maui RT, Lance Nanod, retired from his position in December 2012, and Leeward RT, Julienne Nakano took a leave of absence in January 2013. There were no permanent replacements for Lance and Julienne until the following school year in July 2013. Michelle Baysa was then hired to fill the Maui District RT position and Rob Hesia accepted the Leeward District RT position. The West Hawaii position remained unfilled in the 2013-2014 SY, but a new RT is expected to be hired in the 2014-15 school year.

HHI DISTRICT RESOURCE TEACHERS, 2013-14 SY

<u>District Name</u>	<u>Resource Teacher</u>
Central District	Yvette Ikari
East Hawaii District	Eileen Wagatsuma
Honolulu District	Denise Darval-Chang
Kauai District	Nancy Graf/Marc Miguel
Leeward District	Rob Hesia
Maui District	Michelle Baysa
Windward District	Curt Okimoto
West Hawaii District	None

There were also two retirements that deserve to be acknowledged. Long-time HHI RTs, Nancy Graf (Kauai) and Eileen Wagatsuma (East Hawaii) retired during the 2013-14 SY (Nancy in December 2013 and Eileen in June 2014). Nancy and Eileen were an instrumental part of the HHI team over the years and they should be recognized for all of their years of service, dedication, and contributions to the health and PE field in Hawaii. Following Nancy's retirement in December, Marc Miguel temporarily accepted the Kauai District RT position until a permanent replacement was hired for the 2014-15 SY.

At the start of the 2013-2014 SY, there were seven District RTs on the HHI team. The District RTs were responsible for providing instruction, technical assistance and professional development to teachers, administrators and staff in their respective districts. The District RTs facilitated and/or instructed workshops, faculty in-services, one-on-one trainings, and numerous health and PE-related activities in their district. Each District RT was responsible for reaching all of the schools in their District. For some RTs, this included more than 50 schools, while others worked with less than 20 schools, but had greater distances to travel. As a result, although the RTs were required to meet an established set of deliverables, HHI events were not always implemented in the exact same manner in each district and instead were targeted at the specific needs of their district.



Figure 3: From left to right: New HHI RTs – Marc Miguel (Kauai), Rob Hesia (Leeward), Michelle Baysa (Maui), and retired RTs Eileen Wagatsuma (East Hawaii) and Nancy Graf (Kauai)

DELIVERABLES

Since the beginning of the HHI DOH and DOE partnership in 2000, the HHI school-based deliverables have primarily focused on increasing professional development participation and reach across the state. Every year, DOH, the RTs and HHIET re-assess their work plan and deliverables for the upcoming school year. These deliverables provide a structure and a framework and they are aligned with HHI's overall goals and objectives in order to promote more in-depth and meaningful outcomes (for a visual summary, refer to the HHI logic model in Appendix B). A recent shift has occurred with several new deliverables focusing on the increase of fitness assessments, fitness meets, and the development of a statewide PE Fair. These are reflected in the core set of District RT deliverables for the 2013-14 SY:

1. Conduct a minimum of 8 District Workshops
2. Conduct a minimum of 10 PDE3 Courses
3. Develop capacity for fitness assessment in 1 complex per district
4. Conduct 8 Fitness Meets with 1 in each District that may be at the complex level
5. Conduct 8 PE Fairs with at least 1 middle and 1 high school in each District
6. Create an Online Resource for Health Education & Physical Education information
7. Collect and circulate Health & Physical Education resources in 8 District Lending Libraries
8. Partner with an external agency to conduct 1 In-Kind Statewide Conference Related to Health Education and/or Physical Education

The State RTs and the HPE ES formalized a list of five deliverables for the HHI State RTs to complete starting in the 2010-11 SY. The fifth deliverable was eliminated in the 2013-2014 SY after the completion of the Model School program in 2012-2013. Here are the remaining four State RT deliverables:

1. Offer at least two PDE3 courses for the 2013-2014 SY (one per RT)
2. Support the administration of statewide school health surveys
3. Analyze existing HPE curriculum, practice, and policy, and as appropriate, develop curriculum and guidelines for practice, and draft new policies
4. Provide support for District Resource Teachers

Once the 2013-2014 SY deliverables were established for both the State RTs and District RTs, the HHI Evaluation Team updated the team's logic model and evaluation plan, and continued to monitor and evaluate the latest deliverables. HHIET created evaluation tools to collect measurable data to track the progress and/or completion of the HHI deliverables. The District and State RTs also submitted bi-annual progress reports to HHIET to describe the status of each deliverable.

In addition to completing progress reports, the HHI RTs were also accountable for gathering feedback and input from teachers that participated in their training events. HHIET prepared sign-in sheets and evaluation forms for the RTs to distribute immediately following professional development training events. This allowed HHIET to gather information on the number of teachers and participants who received training in each District and at a statewide level. When applicable, surveys and evaluation forms were used to help determine the impact of the training session.

The HHI Evaluation Team used sign-in sheets to enter the training event data into their HHI schools database system. This database stores and organizes professional development events and participants that have been taught by the HHI RTs. The professional development numbers that have been calculated for this report have been derived directly from the database.

For many years, the HHI team has categorized professional development training events into four training levels: Overview, 101, 201, and 301. Brief definitions are provided below (or refer to Appendix C for a more detailed description of the health and PE training levels and criteria).

- *Overview* trainings are brief meetings that introduce the standards or address a specific request from DOE personnel;
- *101-level* trainings review standards-based curricula that have been aligned to HCPS III;
- *201-level* trainings focus on record keeping, assessment, and curriculum mapping;
- *301-level* trainings are the most advanced type of event that require evidence of teacher and student implementation.

The data used to help evaluate the HHI school-based deliverables and activities comes from the following four sources:

1. *HHI Schools Database:* This data system stores information about deliverable-related activities and events conducted by the HHI Resource Teachers every school year. RTs submit sign-in sheets from each of their events to the HHI Evaluation Team. HHIET is responsible for entering the event details into the database.
2. *Surveys:* Surveys and evaluation forms are distributed after HHI training events to gather feedback, input, and outcome-related data. Surveys also collect information on demographics, lessons learned, and topics of interest for future trainings. In addition, HHIET administers surveys to the HHI RTs when conducting needs assessments or evaluating the RT team meetings.
3. *Observations:* HHIET regularly participates in meetings and activities with DOH and DOE, and also gathers data through direct observations during school site visits and HHI events.
4. *Progress Reports and Training Logs:* District and State RTs complete semester end progress reports and logs that are shared with HHIET each semester. HHIET then summarizes these individual reports to provide updates to DOH and DOE on the HHI deliverables.

This annual evaluation report will provide a detailed description of the status and results of the HHI school-based deliverables that were achieved during the 2013-14 school year. When applicable, HHIET removed any unnecessary information from this report that identifies schools, teachers, and students. HHIET hopes that the evaluation data in this report will promote ongoing discussions between DOH and DOE and will continue to help facilitate the development of meaningful goals and objectives that support Hawaii's students in becoming "*educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.*"

1

District Workshops

Conduct a Minimum of 8 District Workshops (one per District): Conduct 8 health and PE workshops that will be open to all District HE and PE teachers and staff covering topics relevant to standards-based health and PE or wellness policy. Health Education and Physical Education workshop topics will be selected based on input from classroom-based teachers, school administrators, and school complex level staff. The funds will pay for training materials, resources, and may be used for substitute teachers. Each RT is responsible for one workshop.

1. DISTRICT WORKSHOPS

During the 2013-14 school year, each HHI District RT was required to coordinate at least one health or physical education workshop in their District (a minimum of eight workshops for the HHI team). State RTs contributed to the workshops by serving as a co-instructor or by working closely with District RTs to review content, materials and resources as needed.

A total of 10 HHI District Workshops were offered as professional development opportunities for DOE teachers and staff across the state in the 2013-2014 SY. The first workshop was held in October 2013 and the last workshop took place in April 2014. Of the 10 district workshops, seven were held in the first half of the school year (Quarters 1 and 2), and three were offered in the latter part of the school year (Quarters 3 and 4).

In the 2013-14 SY, the four Districts RTs on Oahu adopted a new approach and collaborated together to offer one large countywide workshop entitled, Every Student and Teacher Recommitting Individual Vitality and Excellence (ESTRIVE). Rather than organizing four individual district workshops, this countywide workshop allowed the team to reach a larger audience and to share their expertise and knowledge on a variety of topics. In addition to the ESTRIVE workshop, Honolulu, Windward and Central RTs also offered additional health and PE workshops in their district (Table 2). The Kauai District workshop reviewed the process for creating health and physical education Student Learner Objectives (SLOs). This was a common request for assistance in many districts. Both Maui and East Hawaii organized two workshops in their district to cover a range of health education and PE topics including Healthteacher.com, Let's Move Elementary PE, Fitness Festival and Signs of Suicide.

Table 2 provides an overview of the district workshops that were offered in 2013-14 including the training topic, type of training (e.g., HE, PE or HPE), level of training (e.g., 101, 201), number of participants, and the name of any additional RTs or colleagues that assisted with the instruction. In total, there were 218 participants that attended these 10 HHI district workshops.

The workshop materials included both health education and physical education curricula. Four workshops focused solely on *health education*, two concentrated on *physical education*, and four workshops incorporated a combination of *health and PE* (Table 2).

In previous years, HHIET recommended that the HHI RTs try to increase the training level from 101 to 201 or 301 based on the needs and background of the participants. During the 2013-14 SY, the RTs offered several workshops at the 101, 201, and 301 training level, indicating that a greater range of content and depth was covered. HHIET continues to recommend this practice moving forward when applicable.



Figure 4: Teachers integrating technology and PE

Table 2: Overview of district workshops, 2013-2014SY

District or County	Training Topic	Training Type	Training Level	Assisting Instructors	Number of Participants (n=218)
Oahu (Central, Leeward, Honolulu, and Windward)	1. Every Student and Teacher Recommitting Individual Vitality and Excellence	HPE	201	Denise Darval-Chang, Yvette Ikari, Rob Hesla, Curt Okimoto, Lisa Hockenberger	71
Honolulu (2)	2. Educator Effectiveness System: Student Learning Objectives*	HPE	301	Lisa Hockenberger, Cathy Kahoohanohano	19
	3. Health Teacher	HE	101	-	23
Central	4. Student Learning Objectives*	HPE	301	Lisa Hockenberger	39
Windward	5. CPR Training	HE	101	-	18
Maui (2)	6. Exploring Healthteacher.com*	HE	101	-	14
	7. Let's Move Elementary PE	PE	101	-	9
East Hawaii (2)	8. Fitness Festival*	PE	201	-	12
	9. Signs of Suicide	HE	201	-	5
Kauai	10. Student Learning Objectives	HPE	301	Lisa Hockenberger	8

*Indicates an evaluation report has been prepared by HHIET

The HHI RTs collected district workshop data from the following sources: registration forms, post-test evaluations and sign-in sheets. Following the workshop, the RTs shared this information with the HHI Evaluation Team. The evaluation team then added the participant names into the HHI professional development database to track the annual number of teachers reached by HHI events. The HHI Evaluation Team used the post-tests to evaluate the usefulness of the training, to identify any lessons learned, to follow-up on areas of concern, and to determine if any knowledge change took place as a result of the workshop. HHIET produced workshop reports for 5 out of the 10 workshops. The evaluation team typically completes a minimum of one evaluation report per district, but it often depends on the response rate and the number of surveys received. These evaluation reports were distributed to the District RT who organized the training event, along with DOH and DOE representatives.

PARTICIPANT BACKGROUND

The next three tables display the demographics of the individuals that attended the HHI workshops. This information was compiled from the sign-in sheets that the RTs collected.

Participants from every school level (elementary, middle, and high) attended the workshops, with more than half of the workshop attendees teaching or working at elementary schools (n=121, 55.5%; Table 3). Physical education teachers were the largest participant group (n=82, 37.6%; Table 4), followed by elementary teachers/classroom teachers (n=65 and 29.8%).

“This workshop was very helpful in understanding how to write my PE SLO. The instructors went through every step with us and we collaborated with our colleagues regarding the SLO's. By the end of the workshop, everyone had a rigorous and quality Physical Education SLO.”

– High School Teacher

The HHI RTs were able to reach teachers and staff in every district across the state through the District Workshops (Table 5). Central District had the highest number of workshop attendees overall (n=68, 31.2%). The Central and Windward RTs were also able to reach teachers and staff in every complex. In the other six districts, there were several complexes without any workshop participants. It is recommended that these complex areas be targeted by the RTs for future training sessions.

Table 3: What age level do you teach/work with? (n=218) **Table 4:** What content area(s) do you teach/work in? (n=218)

Level	n	%
Elementary	121	55.5
Middle	30	13.8
High	42	19.3
Multiple	8	3.7
NA	9	4.1
Unknown	8	3.7
Total	218	100.0

Content Area	n	%
Physical Education Teacher	82	37.6
Elementary Teacher/Classroom Teacher	65	29.8
PCNC	16	7.3
Health Teacher	12	5.5
Other Non-Teacher (e.g., CC, ES, SRS)	12	5.5
Unknown	8	3.7
Health and PE Teacher	7	3.2
Special Education Teacher (SPED)	7	3.2
Counselor	5	2.3
Instructional Resource Augmentation (IRA)	3	1.4
Part-time Teacher	1	0.5
Total	218	100.0

Table 5: What District and Complex do you teach/work in? (n=201*)

Honolulu (45)	Central (68)	Leeward (15)	Windward (29)	West Hawaii (1)	East Hawaii (12)	Maui (23)	Kauai (8)**
Kaimuki (25)	Radford (19)	Kapolei (5)	Kailua (9)	Honokaa (1)	Waiakea (4)	Baldwin (18)	Kauai (N/A)
Farrington (8)	Leilehua (15)	Waianae (4)	Kahuku (8)	Kealakehe (0)	Hilo (3)	Kekaulike (4)	Waimea (N/A)
McKinley (5)	Mililani (14)	Waipahu (3)	Kalaheo (8)	Kohala (0)	Pahoa (3)	Maui (1)	Kapaa (N/A)
Kalani (5)	Aiea (12)	Pearl City (2)	Castle (4)	Konawaena (0)	Kau (1)	Hana (0)	
Roosevelt (2)	Moanalua (7)	Campbell (1)			Keaau (1)	Lanai (0)	
Kaiser (0)	Waialua (1)	Nanakuli (0)			Laupahoehoe (0)	Lahaina (0)	
						Molokai (0)	

Note: School Complexes that did not include any District workshop participants were shaded in light blue.

* N=201 rather than 218 because 17 participants did not belong to a specific District.

**N/A - No data from Kauai District Workshop, so it is unknown what Complex participants were from.



Figure 5: Health education training

GENERAL WORKSHOP EVALUATION

Overall, teachers and staff shared many positive remarks regarding the district workshops. In addition to rating the usefulness of the content and whether the workshop objectives were met, participants were also asked to rate their competency in various areas of the Health and Physical Education Standards. Individual workshop results can be requested from the HHI Evaluation Team. Please refer to Appendix D to see a complete list of district workshop reports and other HHI evaluation reports that are available for the 2013-14 school year.

“I really enjoyed the Health Teacher workshop. It motivated me to eat better and get moving. Thank you. Now I will use it with my students.”
– Kindergarten Teacher

LESSONS LEARNED AND FUTURE TOPICS

The workshop evaluation form concluded with several open-ended questions. The responses to these questions were categorized by theme to provide a method for organizing the data. Participants were asked to identify the most important thing they learned at the workshop and to list specific actions

that they intended to apply in their school or classroom. As shown in Table 6, there were 90 responses that were grouped into 12 themes. The most frequently mentioned item related to *Student Learning Objectives* (n=32). This was followed by *Games and Activities* (n=13) and *Assessment* (n=10). Please see Appendix E for a detailed list of lessons learned during District Workshops.

Survey respondents were also provided with the opportunity to list areas of professional development and areas of interest for future workshops. There were a total of 222 recommendations that were provided and these topics were categorized into 13 themes (Table 7). The most commonly requested workshop topic was *Physical Education and Physical Activity* (n=54) followed by *Assessment, Rubrics, and Evaluation* (n=30) and *Nutrition Education* (n=27). Please see Appendix F for a detailed list of recommended workshop topics.

Table 6: Most important thing learned

Themes: Lessons Learned	(n=88)
Student Learning Objectives	32
Games and Activities	13
Assessment	8
Websites and Apps	6
Miscellaneous	5
Positive Feedback	5
Application and Integration	4
Physical Activity	4
Fitness Festival Organization	4
Fitness Festival Resources and Support	3
Suggestions	2
Depth of Knowledge	2

Table 7: Future workshop suggestions

Themes: Future Topics	(n=222)
Physical Education and Physical Activity	54
Assessment, Rubrics and Evaluation	30
Nutrition Education	27
Mental and Emotional Health	23
Health Topics and Health Education	22
Student Learning Objectives	17
Technology in Health and PE	14
General Curriculum	11
Miscellaneous	9
Working with SPED Students	5
Collaboration	4
Professional Development	4
Funding	2

HHIET COMMENTS AND RECOMMENDATIONS

All seven of the District Resource Teachers successfully completed a District Workshop during the 2013-2014 SY, giving this deliverable a high completion rate. In general, the workshops were well received by the participants.

“I just wanted to let you know what a great job the RT’s did this past Saturday in organizing and putting on a very educational event for our PE/Health teachers. I was very impressed with the professionalism by everyone and the attendance was also very impressive for a Saturday morning.” – PE Teacher

The list of recommended workshop topics was compiled by HHIET and shared with the RTs at the start of the 2014-15 school year. HHIET encouraged the RTs to refer to this list when determining the next set of training topics.

In previous school years, HHIET recommended that the RTs tailor their workshop topics to more specifically reflect the HHI goals that relate to physical activity, nutrition, and tobacco education. It should be noted that the RTs were better able to incorporate these HHI goals into their workshops as reflected by their workshop topics. The HHI goals should continue to be a prime focus of the workshops, while allowing flexibility to incorporate additional health education topics as needed.

In the past, HHIET recommended that the RTs target a minimum number of workshop participants. HHIET continues to make this recommendation because the attendance greatly varies at the workshops (range of 5 individuals to 71 individuals in the 2013-14 SY). A realistic goal would be to establish a minimum of at least 10 workshop participants. This would ensure that the RTs time is being utilized well and assist the RTs in reaching more teachers/staff for professional development. In addition, several of the districts tend to target only one or two specific schools within their district for the workshop. Is it possible to increase the participation from certain complexes and schools to ensure that many schools and teachers are able to attend the workshops?

At the end of the 2013-14 SY, the RTs came to a consensus that a new approach may be helpful when offering district workshops in the future. The RTs plan to explore the concept of having a similar workshop agenda for all District Workshops to ensure that teachers across the state are learning the same content. Rather than leading a workshop by themselves, the RTs can collaborate and co-teach the workshops using a strengths-based model to focus on the areas that they each excel in.

Lastly, the HHI evaluation team has assisted with the distribution of post-only workshop surveys and the compilation of District Workshop reports for many years. Are these reports still useful for the HHI team? HHIET recently began discussions with the team to re-assess if evaluation forms are appropriate for one-day workshops. Would time and resources be better spent developing a needs assessment survey and/or an annual evaluation survey that could address the impact of several HHI events offered in a given school year? While the data from the workshop evaluation reports has served as a helpful guide, it may be even more beneficial to seek input from a larger group of teachers rather than asking only a small group of workshop participants for feedback. A new needs assessment/evaluation survey could be distributed to all health, PE, and classroom teachers in each district and could assist in determining priority areas for future workshops. The RTs and the evaluation team regularly review their evaluation goals, so it might be helpful to discuss alternative forms of data collection for District Workshops next year.

2

PDE3 Professional Development Education, Empower, and Excel

Conduct a Minimum of 10 PDE3 Courses (at least one per District) covering topics relevant to standards-based health and PE or wellness policy:

The Professional Development Educate, Empower, and Excel (PDE3) program is the mechanism by which the DOE offers professional development workshops for credits toward teacher re-certification. Courses are offered during out-of-school time, and therefore there are tremendous cost savings (over conferences and workshops that occur during the normal school day) because substitute teacher costs are not necessary. PDE3 courses will provide in-depth professional development in curricula (Health Education, Nutrition Education, and/or Physical Education) for public school teachers. These courses will provide the groundwork for curriculum implementation.

2. PROFESSIONAL DEVELOPMENT EDUCATE, EMPOWER, AND EXCEL (PDE3 COURSES)

PDE3 courses provide the structure to offer in-depth professional development and an opportunity for comprehensive professional growth for Hawaii DOE teachers. A minimum of 16 to 24 hours of contact time (two to three credits) are required outside of regular school hours for successful completion of a PDE3 course with the HHI team. When leading a PDE3 course, the HHI RTs are responsible for organizing the instructional content, arranging any guest lecturers if needed, and providing technical assistance in a variety of formats (e.g., classroom observations, one-on-one meetings).

In order to be eligible to receive teacher re-certification credits, all participants must submit learning portfolios and complete an online evaluation. A large time commitment is required to compile learning portfolios, which consist of lesson plans, assessment rubrics, examples of student work, and reflections written by the teachers. This allows the teachers to go beyond a rudimentary level of training and test out and apply the knowledge and skills they have learned. PDE3 courses are categorized at the 301-level due to the requirement to demonstrate direct implementation in the classroom. PDE3 courses are the most in-depth type of professional development offered by the HHI team due to this implementation and feedback component.

“Thank you for planning this informative professional development. This course has made me realize that health education needs to be a bigger part of my day. To do this, I need to embed health topics into other content areas.”
– 5th Grade Teacher

In addition to the District RTs, the State Health and PE RTs are also required to conduct at least one PDE3 course during the school year (a total of 10 for the team). During the 2013-14 SY, the HHI RTs successfully conducted nine PDE3 courses, with all Districts holding at least one PDE3 course (except for West Hawaii). Three courses were held in the Fall semester and six courses were spread out over both semesters (Table 8). More than 140 participants received credit for participating in an HHI PDE3 course during the 2013-14 SY (n=144).

Table 8: Overview of PDE3 courses, 2013-14 SY

District (# of courses)	PDE3 Title	Semester	Participants (n= 144)
State PE	Basketball and Motor Skill Attainment Through Special Olympics	Fall 2013	9
State Health	Health Education and Ceeds of Peace	Fall & Spring	14
Central	ESTRIVE	Fall & Spring	30
East Hawaii	Moving to Learn and Learning to Move	Fall & Spring	18
Honolulu	Violence Prevention and Sexual Health	Fall 2013	21
Kauai	Physical Education Potpourri	Fall 2013	18
Leeward	ESTRIVE	Fall & Spring	7
Maui	Personal Fitness and the PE Fair	Fall & Spring	9
Windward	ESTRIVE	Fall & Spring	18

The HHI PDE3 courses were attended by teachers and staff from every district across the state. The four districts of Honolulu, Central, Windward and Kauai successfully reached participants in every complex through their PDE3 courses. It is recommended that the complexes that did not have any PDE3 participants be targeted for future PDE3 events. The distribution of participants by district and complex is shown in Table 9 with Honolulu having the highest number of PDE3 attendees (n=36).

Table 9: What district and complex do you teach/work in? (n=144)

Honolulu (36)	Central (31)	Leeward (9)	Windward (23)	West Hawaii (1)	East Hawaii (17)	Maui (9)	Kauai (18)
Farrington (12)	Mililani (10)	Kapolei (4)	Kalaheo (9)	Kealahou (1)	Keaau (10)	Maui (7)	Kauai (14)
Kaiser (7)	Aiea (6)	Waipahu (2)	Kailua (8)	Honokaa (0)	Hilo (5)	Baldwin (2)	Kapaa (2)
McKinley (6)	Radford (6)	Waianae (2)	Kahuku (5)	Kohala (0)	Waiakea (2)	Hana (0)	Waimea (2)
Roosevelt (5)	Leilehua (5)	Campbell (1)	Castle (1)	Konawaena (0)	Kau (0)	Kekaulike (0)	
Kaimuki (5)	Moanalua (3)	Nanakuli (0)			Laupahoehoe (0)	Lahaina (0)	
Kalani (1)	Waialua (1)	Pearl City (0)			Pahoa (0)	Lanai (0)	
						Molokai (0)	

* School Complexes that did not include any PDE3 participants were shaded in light blue.

Evaluation data for the PDE3 courses was derived from several sources: a six-item pre-post survey, a portfolio submission, an online post evaluation form, reflection forms and sign-in sheets. The data was used to assess attendance, the usefulness of the training, knowledge change, and to determine if the instructional material was successfully implemented into the classroom.

On the first and last day of the PDE3 course, the RTs distributed the 6-item pre-post evaluation to the participants. PDE3 participants were instructed to rate their confidence and ability on six tasks (Figure 6)

where:

- 1 = *Not at all confident;*
- 2 = *Somewhat confident;*
- 3 = *Confident; and*
- 4 = *Very confident*

The highest possible score was 24 if participants indicated being *very confident* in all six task areas. For all nine of the PDE3 courses in the 2013-14 SY, the average post-test score exceeded the pre-test score, indicating that knowledge and confidence had increased by the end of the course.

1. I can use benchmark maps to select specific HCPS III physical education benchmarks.
2. I can use physical education benchmarks to teach.
3. I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in PE.
4. I can design rubrics for my assessment tools.
5. I can use student work to plan re-teach, and evaluate my program.
6. I can evaluate student learning by using student work.

Figure 6: PDE3 pre-post test



Figure 7: PDE3 course meeting

As in previous school years, HHIET has provided brief summary tables on the pre-post data (Table 10). Table 10 displays the average/mean scores and standard deviation for each PDE3 course and provides both pre-post evaluation scores. For the first time, however, HHIET produced nine brief evaluation reports that summarized the individual pre-post items for each of the PDE3 courses (see Appendix G for a sample report; additional reports can be requested from the HHI Evaluation Team).

Table 10: PDE3 pre-post results

1) State: Basketball and Motor Skill Attainment through Special Olympics	
Dates	09/10/13 to 12/05/13
Grade level	K-12
Content area	Physical Education
Instructor/RT	Lisa Hockenberger/APEs*
Pre-test	Post-test
N=8	N=8
16.8 (4.1)	21.3 (2.6)

2) State: Health Education and Ceeds of Peace	
Dates	09/21/13 to 04/26/14
Grade level	K-12
Content area	Health Education
Instructor/RT	Cathy Kahooahanohano
Pre-test	Post-test
N=10	N=13
14.4 (3.9)	20.6 (2.5)

3) Central: E-Strive	
Dates	11/16/13 to 05/20/14
Grade level	K-12
Content area	Health & PE
Instructor/RT	Yvette Ikari
Pre-test	Post-test
N=29	N=29
13.0 (2.9)	20.9 (2.6)

4) East Hawaii: Moving to Learn and Learning to Move	
Dates	11/05/13 to 02/01/14
Grade level	K-8
Content area	Physical Education
Instructor/RT	Eileen Wagatsuma
Pre-test	Post-test
N=18	N=18
14.4 (3.0)	21.2 (2.8)

5) Honolulu: Violence Prevention and Sexual Health	
Dates	10/8/13 to 12/02/2013
Grade level	K-12
Content area	Health Education
Instructor/RT	Denise Darval-Chang
Pre-test	Post-test
N=21	N=21
15.3 (3.7)	20.2 (2.9)

6) Kauai: Physical Education Potpourri	
Dates	09/14/13 to 12/09/13
Grade level	K-12
Content area	Physical Education
Instructor/RT	Nancy Graf
Pre-test	Post-test
N=26	N=16
14.0 (2.9)	22.5 (2.0)

7) Leeward: E-Strive	
Dates	11/16/13 to 05/20/14
Grade level	K-12
Content area	Health & PE
Instructor/RT	Rob Hesla
Pre-test	Post-test
N=6	N=6
13.2 (3.3)	21.8 (1.6)

8) Maui: Personal Fitness and the PE Fair	
Dates	12/12/13 to 05/01/14
Grade level	K-12
Content area	Physical Education
Instructor/RT	Michelle Baysa
Pre-test	Post-test
N=10	N=8
16.5 (2.9)	22.1 (1.8)

9) Windward: E-Strive	
Dates	11/16/13 to 02/20/14
Grade level	K-12
Content area	Health & PE
Instructor/RT	Curt Okimoto
Pre-test	Post-test
N=19	N=15
17.5 (4.0)	21.9 (2.3)

* APE's = Adapted Physical Education Resource Teachers (Sandy Oda and Camille Chong) assisted in the State PE PDE3 course.

A second evaluation form was administered online through the DOE PDE3 website. PDE3 participants were asked to rate how well the PDE3 course met the Hawaii Content and Performance Standards/Common Core Standards. Results from eight of the nine courses were provided to HHIET to summarize. Individual PDE3 course results can be acquired either from OCISS or HHIET upon request.

Overall, the PDE3 results were very positive. Table 11 illustrates that of the 128 individuals who completed the online evaluation form, 84.4% stated that the course *exceeded* the standards (more than met, or met to a high degree), while 98.6% of respondents felt that the standards *met or exceeded* the standards (met, more than met, or met to a high degree).

Table 11: PDE3 online survey results – Were the HCPS/CCC standards met? (n=128)

TOPICS and CRITERIA	DOES NOT meet standard	PARTLY meets standard	MEETS standard	MORE than meets standard	Meets standard to HIGH DEGREE	TOTAL Responses
	(# of responses)					
Focuses on the Hawaii Content and Performance Standards	0	5	24	40	59	128
Focuses on the School Standard Implementation Design	0	1	28	44	55	128
Focuses on Student Learning, Results-Oriented	0	0	17	40	71	128
Appropriate Content	0	0	17	34	77	128
On-going and Sustained	0	1	21	34	72	128
Active Engagement	0	2	10	29	87	128
Collegial	0	2	19	32	75	128
Job Embedded	0	2	18	34	74	128
Systemic Perspective	0	2	24	39	63	128
Client-Focuses and Adaptive	0	2	18	34	73	127
Incorporates Reflection	0	3	10	31	84	128
Requires Learning Portfolio From Each Participant	0	2	12	23	91	128
TOTAL Responses	0	22	218	414	881	1,535
Percentage of TOTAL	0.0	1.4%	14.2%	27.0%	57.4%	100.0%

COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

On the evaluation forms, teachers were provided with an opportunity to share further comments and feedback as well as suggestions to improve future PDE3 courses. These general comments have been listed in Appendix H for review as needed.

Overall, the pre-post tests and learning portfolios continue to demonstrate that the PDE3 courses are a successful means of increasing knowledge of health education and physical education standards through extended and in-depth professional development. The RTs have also been able to use the data from the PDE3 courses to provide evidence to their supervisors and colleagues of successful implementation of content in the classroom and to show progress over time.

3

Fitness Assessment

Fitness Assessment: Develop capacity for fitness assessment in 1 complex per district to include elementary, middle, and high schools.

3. FITNESS ASSESSMENT

This deliverable focuses on conducting physical fitness assessments at individual schools across the state. The role of the HHI RT was to encourage and provide support for the administration of fitness assessments in elementary, middle, and high schools in their district. Standardized fitness tests are not based on athletic ability or performance-based assessment, but emphasize health-related fitness. Fitness tests are generally conducted twice a year (pre-post) and can measure muscular strength, muscular endurance, flexibility, and aerobic capacity. Some students may be tested on flexed arm hang, trunk lift, or standing long jump, but the four most common tests that are implemented in Hawaii are:

1. Curl-ups (muscular strength and endurance)
2. Push-ups (muscular strength and endurance)
3. Sit and reach (flexibility)
4. PACER test or one-mile run (aerobic capacity)



Figure 8: Left: trunk lift. Right: curl-ups.








“FitnessGram [was used] to test students in the entire school which was learned through E-strive. Having the resource teacher come in and help create SLO’s was also very useful. I thought the students liked FitnessGram. It was something different”

– Middle School Teacher

Table 12 provides a three-year comparison of the number of schools in each district that completed fitness testing with the assistance of the HHI RTs. It should be noted that the data does not include schools that completed fitness tests on their own. Several minor adjustments were made to the data from the previous school years due to updated data being provided to HHIET. In addition, data was unavailable for West Hawaii District, so these schools were excluded from the denominator (n=236 instead of n=255 schools). See Appendix I for a complete list of school names that participated in fitness testing with the HHI team.






In the 2011-12 SY, the HHI RTs provided assistance to 44 schools in completing fitness tests (22.8%; Table 12). This increased to 52 schools in 2012-13 (26.9%) and 74 schools in 2013-14 (31.4%). Several District RTs assisted approximately 50% of the schools in their District, while others reached a smaller percentage. Overall, all Districts either stayed the same or increased the number of schools that they provided fitness testing assistance from the 2012-13 SY to the 2013-14 SY.

Table 12: Schools completing fitness assessments, 2011-2014

District	2011-12 SY	2012-13 SY	2013-14 SY	Annual Change in # of Schools
Honolulu	TOTAL = 6 schools (6/53 schools = 11.3%)	TOTAL = 10 schools (10/53 schools = 18.9%)	TOTAL = 11 schools (11/53 schools = 20.8%)	
Kauai	TOTAL = 6 schools (6/16 schools = 37.5%)	TOTAL = 6 schools (6/16 schools = 37.5%)	TOTAL = 8 schools (8/16 schools = 50.0%)	
Maui	TOTAL = 4 schools (4/30 schools = 13.3%)	TOTAL = 8 schools (8/30 schools = 26.7%)	TOTAL = 8 schools (8/31 schools = 25.8%)	
Windward	TOTAL = 14 schools (14/30 schools = 46.6%)	TOTAL = 14 schools (14/30 schools = 46.6%)	TOTAL = 13 schools (13/30 schools = 43.3%)	
Central	TOTAL = 14 schools (14/42 schools = 33.3%)	TOTAL = 14 schools (14/42 schools = 33.3%)	TOTAL = 19 schools (19/42 schools = 45.2%)	
East Hawaii	TOTAL = 0 schools (22 schools)	TOTAL = 0 schools (22 schools)	TOTAL = 11 schools (11/22 schools = 50.0%)	
Leeward	Unknown	Unknown	TOTAL = 4 schools (4/42 schools = 9.5%)	-----
STATE TOTAL	44 schools (44/193 schools = 22.8%)	52 schools (52/193 schools = 26.9%)	74 schools (74/236 schools = 31.4%)	

The number of schools conducting fitness tests with HHI assistance has also been categorized by school level (elementary, middle, high) (Table 13). Almost half of all middle schools across the state completed fitness testing with HHI assistance (45.7%), followed by high schools (43.3%), elementary schools (26.6%), and multiple grade level schools (23.1%). This was an increase in fitness testing at every school level. It is unknown whether the remaining schools have completed testing on their own or not at all.

Table 13: Schools completing fitness assessments by school type, 2011-2014

Type of School	2011-12 SY	2012-13 SY	2013-14 SY	Annual Change in # of Schools
Elementary	TOTAL = 23 schools (23/127 schools = 18.1%)	TOTAL = 29 schools (29/127 schools = 22.8%)	TOTAL = 42 schools (42/158 schools = 26.6%)	
Middle/ Intermediate	TOTAL = 12 schools (12/29 schools = 41.4%)	TOTAL = 14 schools (14/29 schools = 48.3%)	TOTAL = 16 schools (16/35 schools = 45.7%)	
High	TOTAL = 7 schools (7/25 schools = 28.0%)	TOTAL = 7 schools (7/25 schools = 28.0%)	TOTAL = 13 schools (13/30 schools = 43.3%)	
Multiple (K-12, K-8)	TOTAL = 2 schools (2/13 schools = 15.4%)	TOTAL = 2 schools (2/13 schools = 15.4%)	TOTAL = 3 schools (3/13 schools = 23.1%)	
STATE TOTAL	44 schools (44/193 schools = 22.8%)	52 schools (52/193 schools = 26.9%)	74 schools (74/236 schools = 31.4%)	

HHIET COMMENTS AND RECOMMENDATIONS

Overall, the number of schools across the state that implemented fitness assessments with HHI assistance increased from 52 schools to 74 schools in the 2013-14 SY. Nearly all of the districts increased the number of schools participating in fitness assessments. Data was not available for West Hawaii, but baseline data should be available in the 2014-15 SY with the addition of a new West Hawaii RT.

The HHI RTs have been able to raise awareness about the importance of fitness testing, but there is potential to further expand upon this in the coming years. HHIET recommends that the RTs consider setting specific goals for fitness testing each year. For example, should the RTs aim to increase the number or percent of schools conducting fitness tests each year? Are there realistic long-term goals such as having 50% of the schools statewide implementing fitness tests within three years, or 100% of schools implementing fitness tests within five years? Or does the HHI team prefer to focus on goals by grade level (i.e., ensure that 100% of high schools are conducting fitness assessments within three years)?

HHIET and the RTs recently determined that this deliverable could be more accurately reported if the RTs recorded both the number of schools conducting fitness assessments *with* assistance from the HHI RTs and *without* assistance. This will allow DOE to have a more accurate indication of the number of schools completing fitness tests statewide, and thus, appropriate targets can be established.

The HHI RTs not only took the time to conduct fitness testing at individual schools, but they also set aside time to explain the fitness data to students, which in turn is shared with their families. Brief fitness reports can be generated from Fitnessgram software (a national fitness assessment program) that explains in nontechnical terms why physical activity is important and how it can lead to improved health and fitness. For each test, students are designated in the Healthy Fitness Zone or as Needing Improvement. There are no pass or fail marks on fitness assessments. Fitnessgram evaluates students according to personal progress and provides targets for optimal healthy fitness levels. The Healthy Fitness Zones represents the level of fitness needed for good overall health.

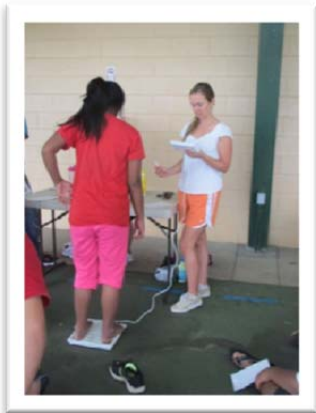
Fitness data is important for multiple audiences: students, families, teachers and DOE administrators. Students and families are able to identify if the student is in the Healthy Fitness Zone and if they have shown growth over time. Teachers are able to use the data to enhance and better plan their upcoming curriculum. For example, if the class scores are low for push-ups, then the teacher can tailor their future instruction to focus more on arm strength. While classroom data is important to individual teachers and schools, aggregating data at the district, complex or statewide level may also prove useful in analyzing trends for the Hawaii DOE. It is well documented in national research and in scientific studies that there is a direct association between students' physical activity levels and academic performance¹⁻¹³. This is an area that should be further explored by the Hawaii DOE and the HHI RTs. Lastly, with the increase in the number of schools collecting fitness data, it is essential for the HHI RTs to identify the best method for storing long-term fitness data. This should involve discussions with DOE's Data Governance Office to determine what type of system is most appropriate and feasible.



Figure 9: Top: Curl-ups. Bottom: push-ups.

FITNESS ASSESSMENT PHOTOS, 2013-2014 SY

Additional photos are provided below to demonstrate fitness assessments across the state.



4

Fitness Meets

Conduct 8 Fitness Meets with 1 in each District that may be at the complex level.

4. FITNESS MEETS

The HHI RTs added a new deliverable, Fitness Meets, to their work plan in the 2013-14 SY. The goal was to conduct one Elementary Fitness Meet in each district by the end of the school year. For more than 30 years, Windward District has continued to hold an annual elementary Fitness Meet, but this has not been the same in other districts across the state. The Windward RT believes that the support from the Principals and Complex Area Superintendents has enabled the District to maintain this annual event. In 2012, the HHI Windward District RT aligned the Fitness Meet with the national fitness assessment program, Fitnessgram. Using the Fitnessgram approach increased the number of students that were eligible to participate in the meet. More than 20 schools and over 800 students actively participated in the 2012 Windward Fitness Meet. Since then, Windward District has continued with this format. The entire HHI team of RTs has assisted with this Windward event for the past several years. The HHI RTs served as judges, starters, lane organizers, timers, and also helped organize the registration and award distribution process at the Windward Fitness Meet.

The RTs began discussing how they could implement similar Fitness Meets in all of their districts. The HHI RTs identified that they would have to start with smaller goals in each district before growing to the size of the Windward District Fitness Meet. Each RT focused on targeting all of the elementary schools in one of their Complexes. Several RTs initially found it difficult to encourage schools and principals to participate. Some schools already had established track meets and did not want to experiment with a new format and other schools were unable to make a commitment. In the end, the HHI District RTs were able to organize a Fitness Meet in every district during the 2013-2014 SY, reaching more than 2,000 students.



Figure 10: Maui RT demonstrating the push-up form for students

There were five desired outcomes for the District Fitness Meets:

1. Promote health and wellness among elementary students
2. Align fitness performance and goals to a national standardized assessment program
3. Provide an environment of health and fitness among participants
4. Inspire students to participate in physical activity
5. Create an environment of sportsmanship and positive social interaction with all participants involved

There were also three additional objectives that the Fitness Meets hoped to accomplish and integrate when possible: (1) to help align student performance outcomes to national standards, (2) to promote an environment of social interaction and competition, (3) and to increase student participation.

(1) Align to Standardized Assessments: In an attempt to implement and track student performance and outcomes, it was proposed that the new Physical Fitness Meet events be aligned to a national standardized assessment program. Fitnessgram is a criteria-reference based program that can track student performance according to national norms for each area of health-related fitness.

(2) Spirit of Competition: In the past, students from the same school at various grade levels would compete together at each station. However, to encourage friendly competition and to increase social interaction, participants from different schools competed together, within their assigned grade level, at each station.

(3) Increased Participation: To increase the amount of student participation, some district meets allowed students to compete in only one or two selected events at the Fitness Meet. Other districts invited all students to participate in every event, but limited the grade levels that were invited to the meet.

After implementing this new deliverable in each district, the one main lesson that the HHI RTs learned was that each district needed to implement their Fitness Meet or Fitness Festival in a slightly different format. Each RT had to work closely with their schools and with the needs of their district to determine what would work best for this initial year. The section below reviews the different components of the Fitness Meets during the 2013-2014 SY.

FITNESS MEET COMPONENTS

a. Number of Schools and Grade Level. Table 14 shows a summary of the number of schools, the grade levels of participants, and the numbers of students that participated in the seven District Fitness Meets. While all Fitness Meets were targeted at elementary students, some schools were able to include students in grades 3-6, and others focused on fifth grade students only. In addition, the number of participating schools greatly varied from 1 school to 24 schools. The Windward District Fitness Meet had the greatest number of schools participating (n=24), followed by the Honolulu District Fitness Meet (n=6). The number of students ranged from 48 to more than 800.

Table 14: Fitness Meet Overview, 2013-14

FITNESS MEETS			
District	# of schools	Grade levels	# of participants
Central	2	3-6	400+
East Hawaii	4	5	80
Honolulu	6	5	352
Kauai	3	5	402
Leeward	1	5	65
Maui	2	5	48
Windward	24	3-6	800+
7 Districts	42 schools	Grades 3-6	2,147 students

b. Time and Location: The Kauai District Fitness Meet took place in December 2013, while the remaining six Fitness Meets occurred from March to May 2014. The Fitness Meets were normally conducted at the nearby high school, although the facilities varied. Some Fitness Meets had access to an indoor gymnasium and others had access to fields or outdoor tracks.

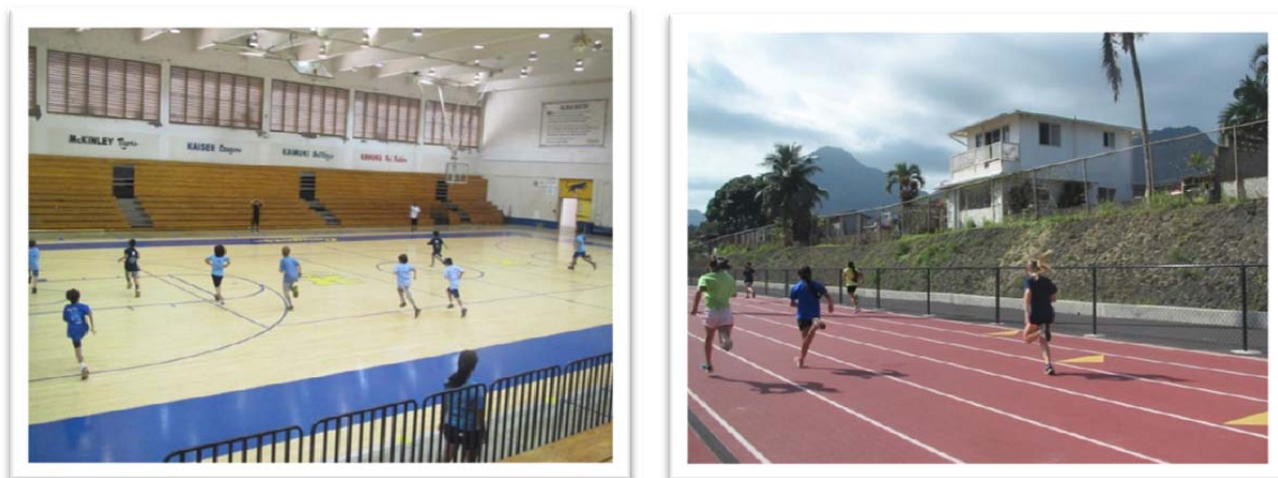


Figure 11: Elementary Fitness Meets at Kaiser High and Castle High

c. Fitness Stations: Several Fitness Meets focused specifically on Fitnessgram criteria, while other meets included both Fitnessgram components and Field Day activities. The final selection of activities was often dictated by what the schools were interested in participating in.

The most common fitness tests included: curl-ups, push-ups, flexed arm hang, sit and reach, trunk lift, standing long jump, body composition, the PACER run, speed races (50 -100 meters) and endurance races (200 - 400 meters).

Examples of field day activities included: softball throw, hula hoop, huli chicken parachute games, and water balloon toss.



Figure 12: Elementary Fitness Meets in Honolulu, Central, and Kauai Districts

d. Volunteers: In addition to the HHI RTs providing support at each of the District Fitness Meets, additional volunteers were also needed due to the size of the events and the number of participants. The HHI RTs would take the lead on each event, and they would train the volunteers on the techniques and skills that were required. Volunteers from Straub and Kaiser Permanente offered their time to assist at Fitness Meets. In addition, members of the military also helped at the fitness stations. High school students worked as judges and served as role models for the younger students. Lastly, at some of the larger Fitness Meets, parents, teachers, coaches, and administrators also contributed their time to ensure that the event ran smoothly.

e. Distinguished Guests and Community Leaders:

To gather support and raise awareness about health and wellness in schools, the HHI RTs invited policy makers and community role models to the Fitness Meets. Senator Jill Tokuda provided encouragement and support at the Windward District Fitness Meet, while Representative Gene Ward took the time to recognize the students at the first Kaiser Complex Fitness Meet. In addition, Representative Lauren Matsumoto (former Miss Hawaii 2011) sparked excitement in the students when she demonstrated her jump roping routine at the Waialua Complex Fitness Meet. Representative Matsumoto is a champion for childhood obesity and she enjoys performing her jump roping routine to encourage children to lead healthy lifestyles.



Figure 13: Many volunteers participated including military members

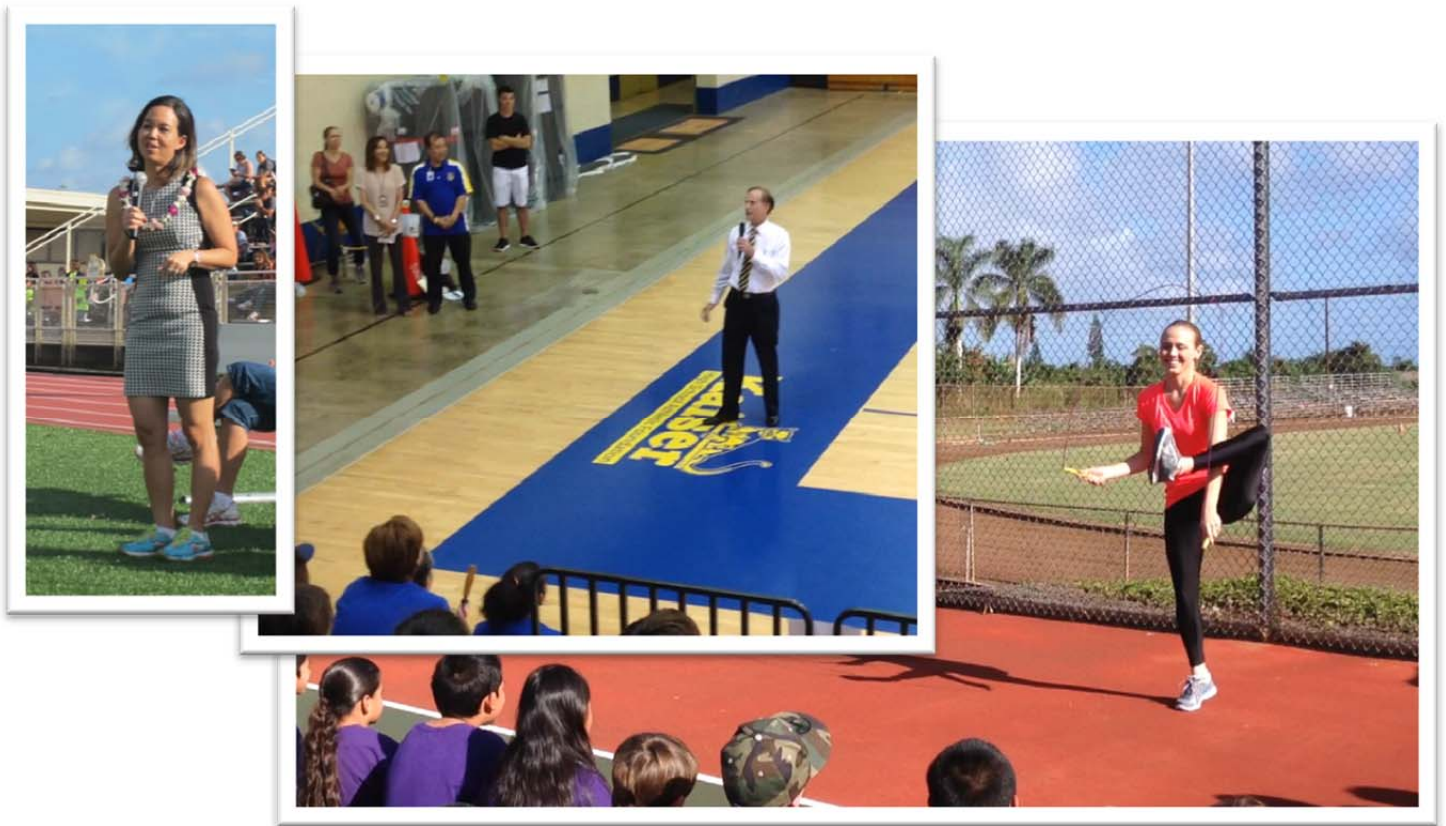


Figure 14: From left to right: Senator Jill Tokuda, Rep Gene Ward, and Rep Lauren Matsumoto

f. Wellness Award Banners: Several District RTs used the opportunity at the Fitness Meets to present schools with Wellness Award Banners. There were 55 schools statewide that were honored during the 2013-14 SY with a banner for implementing at least 90 percent of the Wellness Guidelines during the previous 2012-13 school year. The Wellness Guidelines include standards for health education, physical education, foods and beverages and support additional healthy school activities. Principals complete an annual online survey called Safety and Wellness Survey (SAWS), which measures their implementation of the Wellness Guidelines.

g. Healthy Snacks: Although physical activity promotion was the primary focus of the fitness meets, the District RTs also encouraged healthy eating by offering fruit as a snack at the completion of the event. Water stations were also readily available throughout the day.

h. Culminating Event: Many of the Fitness Meets ended with a culminating physical activity event. Some districts selected favorite dances like the Cha Cha Slide or the Harlem Shake, while others invited Zumba instructors to lead a few dance. Some Fitness Meets also concluded the event with schools competing in a relay race.

HHIET COMMENTS AND RECOMMENDATIONS

Windward District has continued to serve as the model for district-wide fitness meets. The first year for this new deliverable was a success for the RTs as they explored what worked and did not work logistically in their districts. HHIET recommends that the team discuss best practices in each district and apply these challenges and lessons to the next round of annual Fitness Meets. The HHI RTs included 42 elementary schools across the state in these fitness meets, which involved more than 2,000 students.

As these Fitness Meets continue to grow, HHIET recommends that the HHI RTs continue to seek the support of community leaders and volunteers. The HHI RTs have also shared their desire to have one big statewide Fitness Meet. Their goal is to move in this direction within five years by continuing to promote the importance of physical education and health education and encouraging more schools to participate each year in District Fitness Meets.



Figure 15: Top: Wellness Banner Presentation. Middle: Healthy Snacks distributed to students. Bottom: Large Zumba dance.

5

Physical Education Fairs

Conduct 8 PE Fairs with at least 1 middle and 1 high school in each district.

5. PHYSICAL EDUCATION FAIRS

The HHI RTs added a second new deliverable to their work plan in the 2013-14 SY. They agreed to conduct eight PE Fair Competitions (one in each district) by the end of the school year. In the previous 2012-2013 school year, the HHI RTs grew increasingly interested in this concept of a PE Fair and they slowly introduced the project to several districts, primarily in Windward and Kauai. The Windward District RT was responsible for bringing this project to fruition. He and the HHI RTs envisioned that the PE Fair could be expanded to all districts and serve as a statewide competition to help promote the importance of physical education in schools and the development of a healthy lifestyle.

The PE Fair can be thought of in terms of a Science or Math Fair where students follow established criteria and develop their own projects to illustrate their mastery of specific concepts, benchmarks, and skills. For the PE Fair, student goals are measured by establishing pre- and post- fitness assessments. In previous years, the format of the PE Fair consisted of using trifold boards to display the content of their project. Now the PE Fair has transitioned to a video competition. The video content needs to address the 10 required questions of this project (Figure 16). Footage of the student actively engaging in their goal setting, workouts, and pre- and post-tests must be demonstrated during this three to four minute video. While students enjoy the technology component of this project, schools and teachers have encouraged the students to script out their video content on paper or PowerPoint first to ensure they are on track.

The main goal of the annual PE Fair is for students to learn practical ways of living a healthy lifestyle through the creation of a personal fitness plan and fitness goals. The PE fair project addresses all of the benchmarks for Standards 3 and 4 (Standard 3 “Active Lifestyle” & Standard 4 “Physical Fitness”).

For this first year of statewide implementation, the HHI RTs began on a small scale and agreed to target at least one middle school and one high school in each district to encourage participation. However, all public, charter, and private school students at the secondary level were eligible to participate.

School level finalists were selected first. Then, three district level finalists were selected by the end of April. The last phase included statewide judging by the HHI team in May 2014 to determine the top five projects in the state. The projects were judged using the Scoring Sheet shown below (Table 15).

Project 10 Requirements

1. Explain the relationship between a healthy lifestyle and regular participation in physical activity.
2. Choose one area of health related fitness which you would like to improve on and why.
3. Create 2 measurable goals in your selected area of health related fitness that you would like to improve on.
4. List and explain your rationale in selecting at least 3 different fitness activities you will participate in outside of PE class to improve on your selected area of fitness.
5. Identify and analyze 3 factors that may affect your overall health and fitness goals. How can these factors prevent you from achieving your fitness goals?
6. Name 3 clubs, organizations, businesses, or other resources in your community that may help you in achieving your fitness goals.
7. Using the FITT principle, create a 4-week personal fitness plan that will focus on achieving your health related fitness goals.
8. Include a signed testimonial letter signed by a parent or guardian that verifies your participation and results of your project.
9. Conduct a standardized pre and post assessment on your 2 personal fitness goals. Include a data chart or graph in displaying your results.
10. In 100 words or less, reflect on your personal fitness plan and health related goals. Include things that went well, difficulties encountered, and any changes you would make as you continue to live a healthy active lifestyle.

Figure 16: PE Fair requirements

Table 15: PE Fair assessment scoring sheet

Components	Abstract Question	Possible Points
1	Relationship of healthy lifestyle and regular participation in PA	1
2	One area of health related fitness and why?	2
3	Two personal health related goals to be achieved	2
4	Three physical activities outside of PE class	3
5	Three factors that can affect overall health and fitness	3
6	3 Resources in your community that can help achieve your goals	3
7	4 week personal fitness plan using the FITT principle	4
8	Signed testimonial letter by parent indicating participation & results	2
9	Data chart of the pre/post test results for the 2 goals selected	2
10	Overall personal reflection (success, difficulties, changes)	3
		Total 25
Visual and Written Requirements		Possible Points
- Creative visual impact and overall display format and size		5
- Good use of language, graphics, and neat legible font size		5
- Includes at least 5 personal photos of participation in the project		5
		Total 15

Table 16 summarizes the number of schools, grade levels of participants, and number of students that submitted videos for the PE Fair competition. Windward had the highest number of schools that participated (n=5), followed by Central (n=4). Central had the highest number of student video submissions (n=45), followed by Windward (n=32). Three districts did not have any participants (East Hawaii, West Hawaii, and Kauai).

Table 16: Summary of PE Fairs in Hawaii

Physical Education Fairs			
District	# of schools	Grade levels	# of students that submitted videos
Central	4	7-10	45
Honolulu	1	8	3
Leeward	2	8	12
Maui	2	6-11	4
Windward	5	6-12	32
5 Districts	14 schools	Grades 6-12	96 students

“You/we are modeling the characteristics we hope to have our students develop. The P.E. Fair criteria exemplifies this and you all deserve an A.”
– PE Department Chair

“I would like to incorporate anything to do with technology in the classroom to get the students better engaged. I believe having iPads would help a lot as the students could use fitness applications, video skill assessments, and make iMovies.”
– Middle School PE Teacher

Prizes were available for the top five candidates across the state. As it turned out, each district ended up having one finalist, which demonstrated the high quality of projects across the state. The winners were announced at the Hawaii Association for Health and Physical Education Recreation and Dance (HAHPERD) State Health and PE Conference in May 2014 (Table 17). Prizes included a GoPro silver camera, Beats by Dr. Dre headphones, iPod Nano, and iPod shuffle, and sports equipment that could be used to help promote an active lifestyle.

Table 17: Top 5 winning State PE Fair projects in 2014

Hawaii State PE Fair Winners		
	District	School
1 st place	Windward	Kahuku High School
2 nd place	Maui	Maui High School
3 rd place	Central	Aiea Intermediate
4 th place	Honolulu	Kaimuki Intermediate
5 th place	Leeward	Ilima Intermediate

HHIET COMMENTS AND RECOMMENDATIONS

The PE Fair expanded from a competition with a handful of schools participating in one or two districts to a statewide competition with 14 schools participating across five districts. The project was well received when transitioned from trifold boards to a video contest. Although the HHI RTs fell short of meeting their goal of eight District PE Fairs, it should be noted that a PE Fair was difficult to organize in West Hawaii without an RT, and in Kauai, as they were transitioning to a temporary District RT after the retirement of Nancy Graf. Even though the team goal was not met, the HHI RTs should feel encouraged by the progress they made in this initial year. Although only in its infancy, the PE Fair appears to be a successful model project that demonstrates student learning and comprehension of the PE standards and benchmarks.

It was reasonable for the RTs to begin this project with smaller, achievable participation goals in mind. Involving too many schools at once may have been logistically overwhelming for the RTs and could have detracted from the other deliverables in their work plan. Now that the PE Fair has been piloted in five Districts, the RTs should focus on increasing the number of participating schools next year, especially trying to reach the Districts that were unable to participate in 2013-14 SY. In addition, when the winning projects are announced at the annual State Health and PE Conference, one recommendation is to allot some time to show several sample videos at the conference. This may help increase awareness about the project.



Figure 17: The HHI RTs viewing and judging the PE Fair videos in May 2014

6

Lending Libraries & Online Resource

Expansion of State and District Health Education and Physical Education Lending Libraries (one per District): The expansion shall include purchased instructional resources that support standards-based health and Physical Education or Wellness Guidelines and will be circulated to teachers and staff.

Develop and Update an Online Resource for Health Education and Physical Education Information at least quarterly: This online resource will supplement the DOE's existing efforts to develop online instructional maps to support teachers in developing standards-based lessons.

6.

LENDING LIBRARIES

District Resource Teachers were responsible for developing and maintaining a Lending Library, which consists of health and PE materials, resources, and equipment that can be shared and lent out to schools upon request. If a PE teacher has an upcoming unit on basketball, and they do not have enough equipment available for the entire class to work on dribbling skills, they could request additional basketballs from their District RT. This increases active participation in class and decreases waiting time for students. The District RTs also have large, specialized equipment items in their HHI Lending Library, such as trikkies or indoboards that may be too expensive or may require too much storage space for individual schools.

To help evaluate the status of this deliverable, the HHI Evaluation Team annually requests a copy of the District RTs inventory of resources and an annual log of items that were borrowed. The inventory itemizes all of the available health and PE resources that teachers and schools can borrow in each district. The Lending Library log is a document that is continually updated by the RTs to indicate the items that were borrowed and the school that utilized the resource(s).

HHIET then organizes the Lending Library inventories by district and categorizes the resources into four topic areas (PE, HE, Nutrition, and Technology; see Table 18). In previous years, HE and Nutrition resources were combined into one category, but they have now been separated to provide a more accurate picture of the health education and nutrition education resources. The four overall topic areas are categorized into the sub-headings of *curriculum* and *equipment* to help identify the different types of items that are available.

PE Curriculum resources include books and educational materials that are related to physical activity, physical education, fitness, and sports. **PE Equipment** includes a variety of equipment items such as trikes, land paddling boards, soccer balls, sit-up mats, cones, and agility ladders to name a few.

HE Curriculum resources refer to books, posters, training manuals, and resources that pertain to health and wellness. **HE Equipment** consists of visual aids, games, or displays used for health education such as anatomy displays or models of the brain, etc.



Figure 18: Sugar display, push-up mat

NE Curriculum resources include books, tools, and educational resources that are related to nutrition and healthy eating. **NE Equipment** consists of visual aids, games, or props used for nutrition education such as fat models or sugar displays.

Technology Curriculum refers to technology-based materials that support the instruction of HE and PE (e.g., DVDs, FitnessGram software, loud-speakers). Items included as **Technology Equipment** may assist with the implementation of HE and PE or may aid in data collection including iPads, heart rate monitors, Wii consoles, and pedometers.

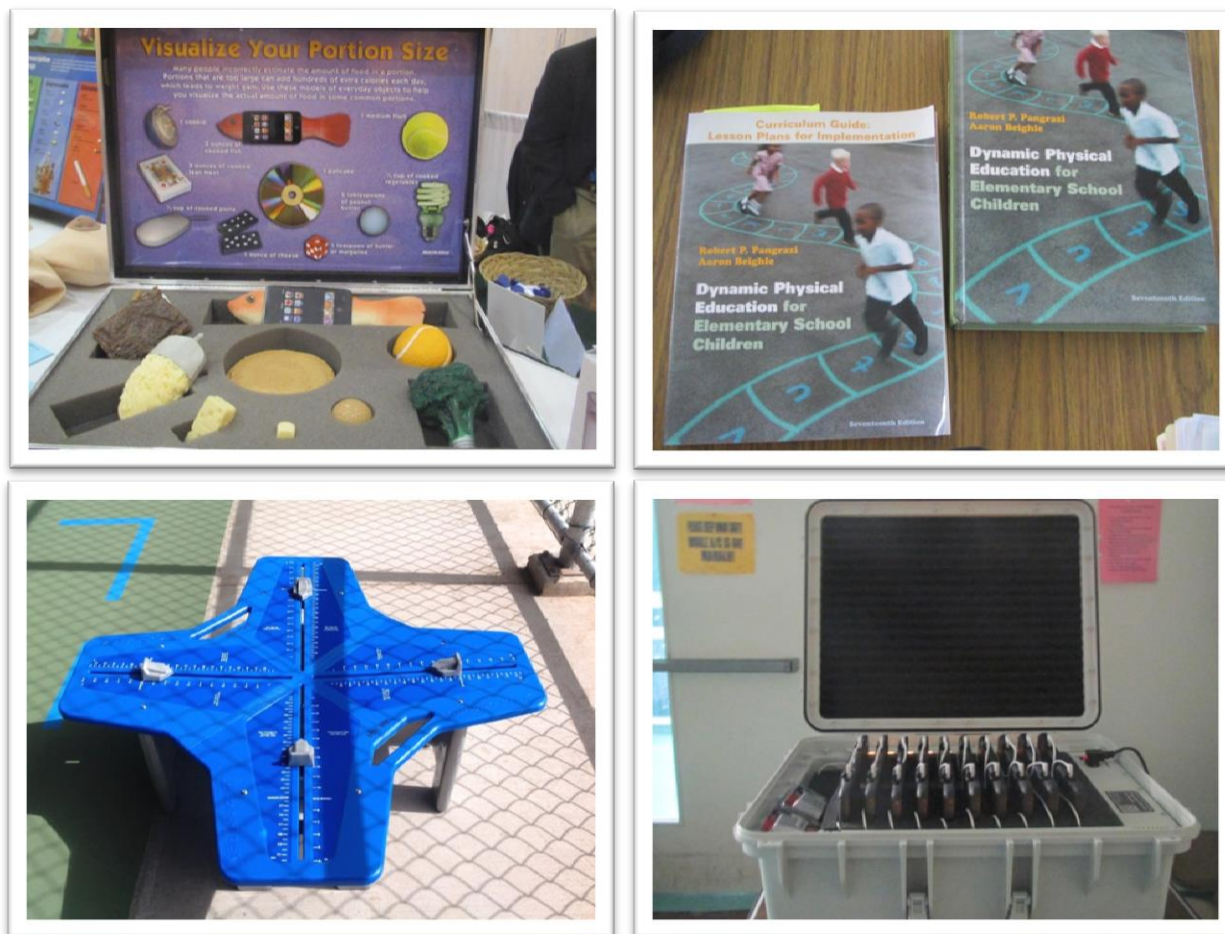


Figure 19: Top left to right - Portion size display, Curriculum books, Sit-and-reach, iPad charging station

"It's very nice to have the latest equipment and lesson to promote physical health education. The students seem to be more engaged with the activities."

– Middle School PE Teacher

"I would enjoy more books on food and nutrition so students learn health eating. It would also be informative if we have texts on diabetes, kidney disease, and cancer to help them understand what their relatives or classmates are experiencing."

– 4th/5th Grade Teacher

Resources were counted individually so that 10 volleyballs were counted as 10 PE equipment items and not one set of volleyballs. A total of **14,956 resources** were reported from all seven district inventories in the 2013-14 SY (Table 18). This is an increase of approximately 400 resources from last year. The category of **PE Resources** (curriculum and equipment combined) continues to remain the largest category of resources (**64.4%; 9,630 resources**). RTs have shared their inventory lists in various ways with teachers in their District, such as through PowerPoint presentations and Lotus Notes. Several RTs also hosted an afterschool showcase of their Lending Library materials, where teachers could view in-person what items were available to borrow.

Table 18: HE/PE inventory of library resources and materials, 2013-14 SY

Resources	Central	Leeward	Maui	E. Hawaii	Honolulu	Kauai	Windward	TOTAL
PE Curriculum	414	2	71	32	176	20	-	715
PE Equipment	3,525	1,278	781	74	3,045	149	63	8,915
TOTAL PE	3,939	1,280	852	106	3,221	169	63	9,630
HE Curriculum	195	-	498	49	264	21	24	1,051
HE Equipment	63	-	3	2	85	5	-	158
TOTAL HE	257	-	501	51	349	26	24	1,209
Nutrition Curriculum	13	-	4	4	6	-	-	27
Nutrition Equipment	11	-	6	2	2,352	-	-	2,371
TOTAL Nutrition	24	-	10	6	2,358	-	-	2,398
Technology Curriculum	21	-	24	7	16	-	-	68
Technology Equipment	177	687	171	1	537	1	77	1,651
TOTAL Technology	198	687	195	8	553	1	77	1,719
GRAND TOTAL	4,419	1,967	1,558	171	6,481	196	164	14,956

Table 19 summarizes the *usage* and frequency of items that were borrowed from the Lending Library. In all districts, PE materials were shared more frequently than HE or Technology materials with a total of **3,987 PE items** being requested throughout the school year. When including all PE, HE, Nutrition, and Technology resources, a total of **4,353 resources** were requested by all of the schools across the state (this increased from 2,586 materials last year).

Table 19: Check-in/check-out log of library resources and materials, 2013-14 SY

Resources	Central	Leeward	Maui	E.Hawaii	Honolulu	Kauai	Windward	TOTAL
PE Curriculum	115	1	10	15	1	1	1	144
PE Equipment	2,008	291	352	31	829	153	179	3,843
TOTAL PE	2,123	292	362	46	830	154	180	3,987
HE Curriculum	8	-	13	11	-	-	4	36
HE Equipment	-	-	-	-	10	-	-	10
TOTAL HE	8	-	13	11	10	-	4	46
Nutrition Curriculum	-	-	-	-	-	-	-	-
Nutrition Equipment	-	-	-	-	1	-	-	1
TOTAL Nutrition	-	-	-	-	1	-	-	1
Technology Curriculum	-	-	-	-	-	-	-	-
Technology Equipment	142	20	38	3	90	2	24	319
TOTAL Technology	142	20	38	3	90	2	24	319
GRAND TOTAL	2,273	312	413	60	931	156	208	4,353

There were **141 schools** that borrowed health and PE resources from the HHI District Lending Libraries (an increase from 93 schools last year) (Table 20). This is approximately 60% of the schools across the state that used the HHI Lending Library (excluding the number of schools in West Hawaii who did not have access to a Lending Library). The *number of schools reached* was determined by the unique number of schools (counted only once) that requested items. The *number of site visits* RTs made to distribute resources is also provided in Table 20 (this total may represent multiple visits to one school). Collectively, the District RTs made **288 site visits** to distribute Lending Library resources (an increase from 175 site visits in the 2012-13 SY).

Table 20: Schools utilizing Lending Library materials

Districts	# and % of schools reached	# of site visits RTs made to distribute resources
Honolulu	34 (64.2)	74
Central	37 (88.1)	88
Maui	10 (32.3)	32
Kauai	12 (75.0)	15
Windward	21 (70.0)	36
Leeward	13 (31.0)	25
East Hawaii	14 (34.1)	18
TOTAL	141 (59.7)	288

Figure 20: Physical activity spots



“I need to video more and show other schools how we are utilizing these fantastic resources. Thanks again.”
– Middle School PE Teacher

“Being able to have access to the equipment needed and necessary to perform physical fitness testing as well as various sports was crucial to the students' ability to successfully achieve the HPE standards.” – Middle School PE Teacher



Figure 21: Sit-and-reach, Fat display models, Tennis rackets

COMMENTS, SUCCESSES/BARRIERS, AND RECOMMENDATIONS

The HHI Evaluation Team followed up with the RTs to ask for general feedback about the Lending Library process (Table 21). Resource Teachers informed HHIET that teachers in their district typically request equipment through Lotus Notes. When asked to describe any successes or challenges associated with the Lending Libraries, the RTs indicated that they were grateful for the financial support that allowed them to purchase equipment for their district. The RTs also suggested that schools should try to purchase their own fitness assessment equipment moving forward. The hope is that schools will test out the equipment from the Lending Library, and then purchase similar equipment themselves if they plan to use it regularly. RTs were also asked to report any unique or innovative activities/equipment/lessons currently being used in their schools. Several examples included spooner boards, geo mats, stand-up paddling, nitroball, bumball, and spikeball.

Table 21: RT Comments about Lending Libraries (n=7)

Concerns and Barriers (2)	
<ul style="list-style-type: none">▪ Schools need to start purchasing their own fitness assessment equipment such as curl up mats, speaker system for cadence, ipod, tanita scale, and stadio meter to measure height▪ Transporting the Trikkies was a task with the repairing and loading and unloading. I'm glad more equipment is being borrowed because my office/storage space isn't that big. Since I am running out of storage space, I'm letting schools hold on to the equipment as long as they can secure it. When another school requires to use it, I'll go retrieve it and deliver.	
Successes (2)	
<ul style="list-style-type: none">▪ Very appreciative for financial support in recent purchases of fitness assessment equipment for fitness testing, mini ipads for assessing movement forms and implementing use of google docs/forms, heart rate monitors to collect student data during physical activity, along with ipod touch to provide cadence during fitness testing and music during fitness activities▪ Resources are many and borrowed by many including other districts, and shared with the Adapted PE RT	
Innovative Activities/Equipment/Lessons (2)	
<ul style="list-style-type: none">▪ Trikkies, spooner boards, geo mats, SUPaddling, Tanita scales▪ Nitroball, bumball, spikeball, crossfit	
Distribution of Lending Library Inventory (1)	
<ul style="list-style-type: none">▪ Teachers would request via Lotus notes and we would work out a day and time for me to deliver	



Figure 22: Skillastics

"I felt the use of the pedometers in my classes helped to motivate students to increase their fitness level performance. The pedometers worked effectively and integrated well with my content and could be used for goal setting, formative and summative assessments."

– PE Teacher (8th Grade)

HHIET COMMENTS AND RECOMMENDATIONS

During the 2013-2014 SY, **141 schools and teachers** borrowed health and PE resources from the HHI Lending Libraries (Table 22). The overall number of resources and instructional materials reported across all District inventories was **14,956**. A total of **4,353 resources** were borrowed by various teachers and schools as recorded on the check-in/check-out logs in each District. During the past five years, the number of schools reached and the number of resources utilized from the lending library has varied. The number of resources available to borrow has steadily increased though. It is possible that the number of inventory items continue to be underreported. The inventory list should include every available health, nutrition and PE resource in that district, however, several resources that were listed as “borrowed” in the usage log, were sometimes not found on the overall inventory list. In addition, some districts (e.g., Leeward, Kauai, Windward) reported having little or no health curriculum/equipment resources available in their District. HHIET is unsure if this is accurate or not reported correctly. Furthermore, there were not many new inventory items reported in the last year, so HHIET would like to remind the RTs to update their inventories at the start or end of every year to reflect any new purchases.

The HHI Lending Libraries are utilized by many schools in the state. While the HHI Evaluation Team is able to monitor the number of resources available and borrowed in each district, HHIET recommends developing specific goals for the Lending Library. Is the main objective to increase the number of resources that are borrowed each year, or to increase the number of schools requesting items? Or is the intention simply to make the resources available for teachers to borrow and to raise awareness about specific resources that can be utilized in the classroom?

The HHI RTs inform teachers in their district about the health and PE Lending Library system in various manners. Some RTs make email announcements, some share photo presentations, and others organize an afternoon meeting to display the resources to teachers in their district. If one of the goals of the Lending Libraries is to increase usage, it may be worthwhile for the RTs to share best practices about how to bring attention to the Lending Libraries and to establish an efficient process for requesting items to borrow (e.g., would a Google request form help)? Also, what are the most popular items that are requested? Do any additional items need to be purchased, or would it help to share resources across districts (e.g., for Oahu)? Reflecting on some of these questions may help improve the usage and functionality of the HHI Lending Library.

Table 22: Summary of Lending Library usage

School Year	# of Schools Reached	# of Resources in Inventory	# of Resources Utilized
2009-2010	115	6,640	4,859
2010-2011	127	7,973	5,107
2011-2012	92	12,947	3,769
2012-2013	93	14,554	2,586
2013-2014	141	14,956	4,353

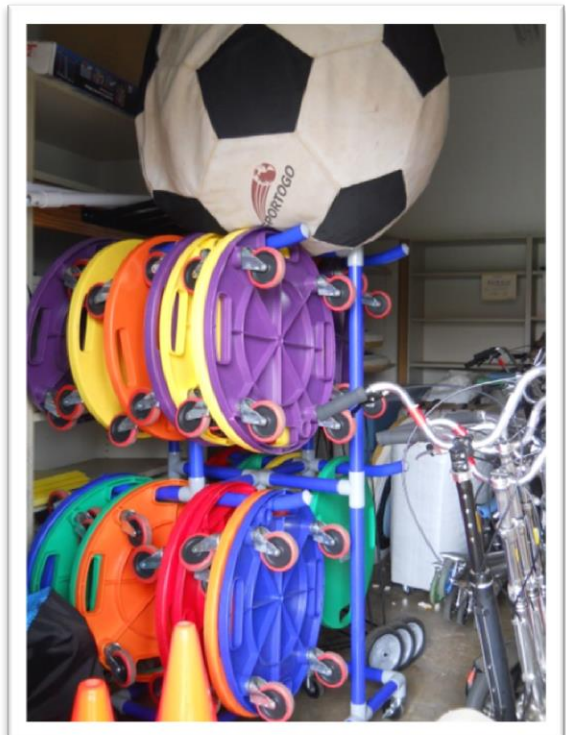


Figure 23: PE equipment storage

ONLINE RESOURCE FOR HEALTH AND PHYSICAL EDUCATION

Since 2009, the Healthy Hawaii Initiative work plan for the District and State RTs has included the development of an Online Resource (website) for health and physical education. The intention of the HHI Online Resource was to provide both the general public and internal DOE staff with additional health and PE resources that could be applied in the classroom, around campus, at home, or in the community. This has remained a difficult ongoing task with little progress over the years. At the onset, the HHI team planned to work with an independent website developer to create an independent website, but this collaboration dwindled and no final product was produced. As a result, in the 2011-12 SY, the RTs tried to move this project forward themselves even though their technical background was limited. The HHI team then began working with other partners within DOE to create an Online Resource that would be hosted by the DOE network.

This Online Resource has remained in the developmental phase for the past several years with members of the HHI team sporadically working with DOE colleagues to establish a set protocol and procedures for uploading content to the DOE approved websites. For the 2013-14 SY, the goal was to develop and update an online resource on a quarterly basis. This has continued to be very challenging, particularly last year without the leadership of a Health and PE Educational Specialist and with other more pressing priorities in the work plan.

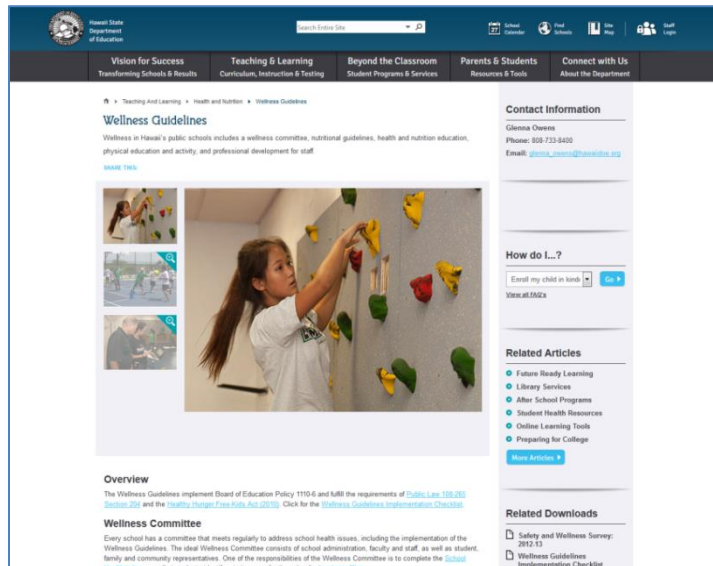


Figure 24: Updated Hawaii DOE website

While the RTs were trying to determine how to move this deliverable forward, the Hawaii DOE website itself was redesigned at the start of the 2013-14 SY. This includes both a public website and an internal intranet for DOE staff. On the public website teachers, parents, students and community members can access data, information on curricula and instruction, and learn about student programs and services. Health and PE information was initially accessed in the “Beyond the Classroom” section, but it has since been re-located to the “Teaching & Learning” section at: <http://www.hawaiipublicschools.org/TeachingAndLearning/HealthAndNutrition/Pages/Home.aspx>. On this page, information can be viewed regarding the Wellness Guidelines, Nutritional Guidelines, Sexual Health Education, and Student Health Resources.

The HHI RTs are hoping to enhance the DOE intranet by populating it with current data and resources on health education and physical education. The RTs have discussed their desire to provide more in-depth resources and instructional tools for DOE personnel. They would also like to share updates on professional opportunities in each District (calendar of HHI events, lending library resources available to borrow), the latest information on evidence-based curricula, and announcements about upcoming events (PE Fair deadline, Fitness Meet participation, etc.). The RTs are still trying to identify the most feasible way to coordinate this process with the DOE Communications team. In the meantime, the State RTs and many of the District RTs have been continually gathering health, nutrition, and PE resources to meet this deliverable. While the RTs have been able to collect many useful resources, there has been no means of posting and uploading this information.

HHIET COMMENTS AND RECOMMENDATIONS

In addition to the District PE Fairs, the development of the Online Resource is the second deliverable that was not completed in the 2013-14 SY. Due to the technological expertise that is required to complete this task, the RTs have yet to make significant progress on this deliverable in the last five years. In order to facilitate the advancement of this deliverable, there are several questions that should be addressed by the HHI team.

- **Goals and content:** Is there agreement on the specific goals of this Online Resource? HHIET recommends that the RTs compile a detailed outline of the website content early in the 2014-15 school year. Although there have been discussions about the website at team meetings, it would be helpful to create a document that itemizes the content and topics that will be included on the website. Will the RTs upload agendas and PowerPoint slides from their workshops and professional development training events? Will all District RTs be required to upload similar information?
- **Success stories:** Another means of sharing positive messages and achievements in health, nutrition and PE in Hawaii schools is for the RTs to consider submitting brief Success Stories. These can be posted online on the public DOE website. This would allow others to see first-hand stories about how health and PE is directly impacting the lives of students and schools.
- **Maintaining website:** Who will be responsible for maintaining and updating the website? Will the District RTs send all of their materials a DOE representative for approval? Who will then be responsible for uploading the final materials? When creating an outline of the website content, the RTs should also consider listing the step-by-step process and protocol for uploading materials onto the website. At the final HHI RT team meeting at the end of the school year, the team agreed that they should invite a DOE representative from the Communications and Community Affairs Office to itemize the necessary steps involved in adding new health and PE resources to the DOE Intranet.

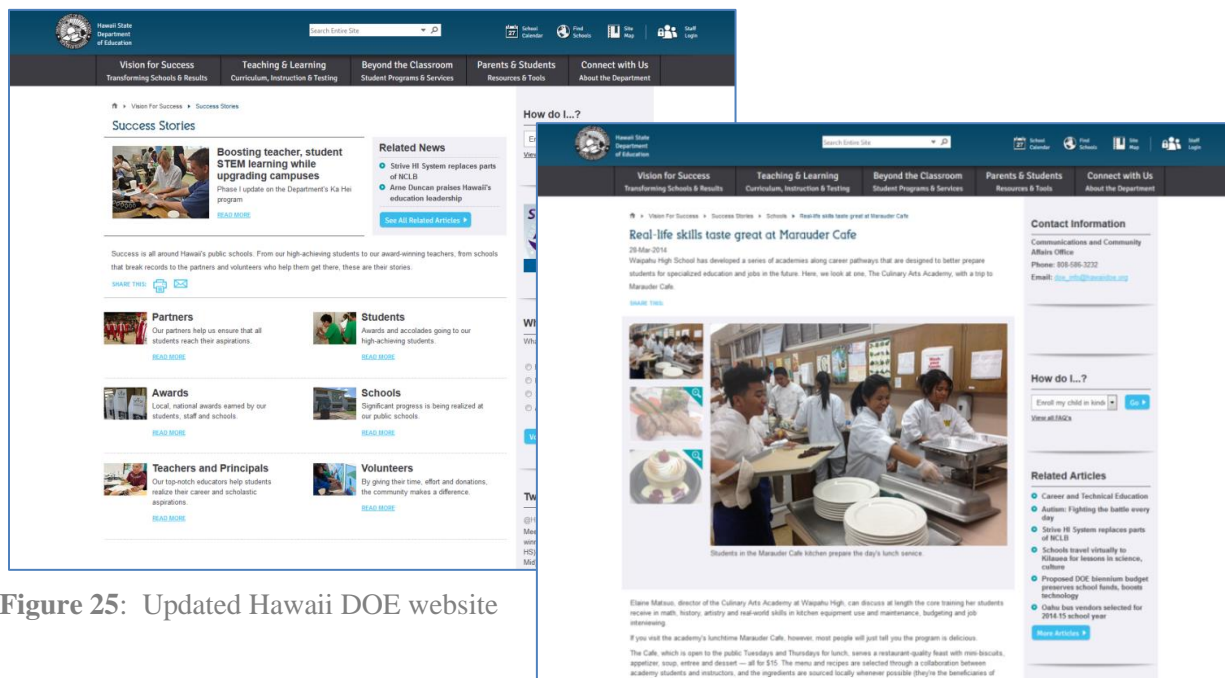


Figure 25: Updated Hawaii DOE website

7

In-Kind State Conference

Partner with an External Agency to Conduct One in-Kind Statewide Conference Related to Health Education and/or Physical Education: While no funds may be expended from this Contract to support operating costs to conduct the conference, personnel funded by this contract will provide support in planning and conducting the conference.

7. IN-KIND STATEWIDE CONFERENCE



This deliverable promotes collaboration between the HHI team and community partners that share similar goals and objectives towards health and physical education. While no funds are set aside to organize this event, the HHI team is expected to share time and resources with community stakeholders and colleagues to coordinate a statewide health, PE, and/or wellness conference.

For many years, the HHI RTs have collaborated with HAHPERD (Hawaii Association for Health, Physical Education, Recreation and Dance) to help host the annual State Health and Physical Education Conference. Leeward District HHI RT, Rob Hesla, is currently the President-Elect for HAHPERD, which should further strengthen the relationship between HAHPERD and the HHI team. In the 2013-14 SY, the conference was held at the end of the school year at the University of Hawaii at Manoa Athletic Complex (Saturday May 10, 2014). The conference theme was “*SHAPE for Success*”.

The HHI RTs provide in-kind assistance to HAHPERD for this event, but there is a lot of flexibility with how this is implemented. Prior to the conference, the RTs helped prepare conference packets and materials and also gathered the necessary health and/or PE equipment for presenters if needed. In addition, the RTs invited colleagues from their district to attend the event, and reviewed presentation abstracts. During the conference itself, the RTs played an important role in assisting with the daily logistics. The District and State RTs, along with the Adapted PE Teachers, worked at the registration table, instructed breakout sessions, and helped with the clean-up and set-up of the event.

In total, 134 participants attended the State Health and PE Conference in May 2014. This includes presenters, exhibitors, and general attendees. Participants were invited to complete a survey at the end of the conference. The majority of survey respondents identified themselves as *health and physical education teachers* (n=58, 63.0%; Table 23). While many participants indicated working with *elementary* students (n=34, 35.4%; Table 24), conference attendees also worked with populations that ranged from the preschool to University level.

Table 23: Conference participants – area of work (n=92)

Position	n	%
Health & PE teacher	58	63.0
Classroom/general ed	13	14.1
Athletic coach	6	6.5
Resource teacher	6	6.5
Adapted PE/SPED teacher	4	4.3
Student	2	2.2
College faculty	1	1.1
Recreational leader	1	1.1
Other	1	1.1
TOTAL	92	100.0

Table 24: Population that participants work with (n=96)

Population	n	%
Elementary	34	35.4
Middle	22	22.9
High	21	21.9
Preschool	9	9.4
Teachers/faculty/staff	5	5.2
Agency/private sector	2	2.1
College/university	2	2.1
District resource teacher	1	1.0
TOTAL	96	100.0

During this one-day conference, there were 25 breakout sessions that were offered to the conference participants. Of these sessions, more than half focused on Physical Education (n=15; Table 25). HHIET organized the session titles into specific categories or themes to better identify the range of topics that were available (Table 26). The top two themes or topics that were presented included “Sports and PE Lessons” (n=9) and “Health Promotion and Healthy Behaviors” (n=5). A complete list of the session titles can be found in Appendix K. Please contact the HHIET for a full evaluation report describing the results from the individual breakout sessions. The evaluation report was shared with the DOE RTs, DOH, and with HAHPERD members.

Table 25: Health and PE sessions (n=25)

Sessions by Content Area	n
Physical Education	15
Health Education	6
Miscellaneous	3
Health & Physical Education	1

Table 26: Session titles by theme (n=25)

Sessions by Themes	n
Sports and PE Lessons	9
Health Promotion and Healthy Behaviors	5
Technology and PE	4
Dance	3
Curriculum and School Health	2
Adapted PE	1
Sports and Health	1

This year’s keynote presentation was given by Sandy “Spin” Slade, President and Founder of Skillastics. Sandy is well-known for being one of the best basketball handlers in the world. She is also the founder and creator of Skillastics, a series of evidence-based oversized board games that develop children’s fitness and sport skills in an organized, fun, and non-competitive atmosphere. Sandy’s motivational presentation discussed the positive role of health and physical education teachers. She spoke about how they can have a long-lasting influence on students by promoting character development and lifelong habits for good health and physical activity. The keynote speaker received positive remarks with 90.8% of the respondents rating the quality of Sandy Slade’s presentation as *Excellent* (Table 27).

Table 27: Quality of keynote presentation (n=65)

Categories	n	%
Excellent	59	90.8
Good	6	9.2
Fair	-	-
Poor	-	-
TOTAL	65	100.0

Following the keynote presentation, the conference participants divided up into various breakout sessions. Four of the breakout sessions were led by the HHI RTs (Table 28). The HHI presentations focused on health education, physical education, technology, and innovations in PE.



Figure 26: Keynote speaker Sandy “Spin” Slade

Table 28: Sessions presented by HHI RTs

Session Title	HHI Presenters	Total Attendees (n=64)
1. Health Teacher Curriculum	Denise Darval-Chang	15
2. Integrating QR Codes and Video Assessment Through Frisbee Activities	Curt Okimoto, Rob Hesla, Lisa Hockenberger	14
3. Responding to a “Cry for Help”	Eileen Wagatsuma and Sandra Takaminie	9
4. #IPE #InnovativeActivities	Michelle Baysa, Yvette Ikari, Marc Miguel	23

On the post-evaluation form, participants were asked to rate their level of agreement on the overall effectiveness of the workshop on a 5-point scale, where 1 equals *Strongly Disagree* and 5 equals *Strongly Agree*. Responses were organized by summarizing the number of individuals that indicated either *Agree* (4) or *Strongly Agree* (5) for each statement. As displayed in Table 29, almost all of the participants reported that the conference provided them with useful knowledge for their career (n=66, 100.0%), the conference was suitable for their level of knowledge (n=64, 97.0%), the conference met or exceeded their expectations (n=63, 94.9%), and they would recommend the conference to a colleague (n=64, 97.0%).

“I really enjoyed the two sessions I attended. They were innovative and a great way to connect with others.”
– Athletic Coach

Table 29: General conference satisfaction and overview

Conference Feedback	Agree or Strongly Agree	
	n	%
The conference provided me with useful knowledge for my career (n=66)	66	100.0
The conference was suitable to my level of knowledge & experience (n=66)	64	97.0
The conference met or exceeded my expectations (n=66)	63	95.5
I would recommend this conference to a colleague (n=66)	64	97.0



Figure 27: Tennis in Schools, SAFE Archery in Schools

HHIET COMMENTS AND RECOMMENDATIONS

Two years ago, there were 15 breakout sessions that were offered at the annual conference. Last year, this increased to 25 conference sessions. While HHIET tracks the number of participants that attended the HHI RT led sessions, it might be helpful for HAHPERD to monitor the number of participants at all of their sessions. This may allow the conference organizers to identify the most popular breakout sessions to determine the interest and need. Furthermore, even though there is not a requirement for the number of health and PE sessions that are offered, the conference is typically more PE based. Is there a way to increase the interest and attendance at the health education sessions? Could the HHI team present innovative approaches and best strategies for teaching lessons on obesity prevention, wellness, health and PE?

Another recommendation is to invite more school leaders (principals, Complex Area Superintendents) to the conference in order to promote health, PE, and wellness on a school-wide level and not only for health and PE teachers who are already passionate about the field. While the conference is typically offered on a Saturday, what could be done to increase the attendance of leadership at this conference?

At the 2014 HAHPERD State Conference, the winning schools and projects from the student PE Fair Competition were announced during the lunch break/business meeting. Given that the HHI RTs intend to increase participation in the PE Fair Competition each year, one suggestion is for the HHI RTs to explore additional methods to increase the recognition for this event by presenting some of the sample video projects. Maybe the winning student and principal could be invited to present their video to the conference attendees? If there is not enough time in the agenda or during the business meeting lunch to display the videos, one recommendation is to set up a booth/space where the videos can continuously loop through during the day and a handout of the PE Fair requirements could be readily available.

In general, this conference is well-organized and continues to run smoothly each year. It might be helpful for the RTs to initiate a discussion in 2014-15 SY with HAHPERD to see if there are any new goals for this conference – increase participation, reach new audience members, etc. It is always useful to re-visit the goals and expected outcomes of events periodically.

"I am glad that I took this Health PD course. Health is a subject that often gets overlooked because of all the pressure to succeed in math and reading. What I learned is that my students really will benefit from these lessons. I will continue to use HealthTeacher.com for future health lessons." – 4th Grade Teacher



Figure 28: Creative Basketball Activities

8

State Resource Teacher Deliverables

STATE RESOURCE TEACHER (RT) DELIVERABLES

- a. Offer at least two PDE3 courses for the 2013-2014 SY (one per RT)
- b. Support the administration of statewide school health surveys
- c. Analyze existing HPE curriculum, practice, and policy, and as appropriate, develop curriculum and guidelines for practice, and draft new policies
- d. Provide support for District resource teachers

8. DELIVERABLES FOR STATE RESOURCE TEACHERS

The State RTs were required to complete four deliverables during the 2013-14 SY. Similar to the District RTs, the State RTs also submitted a progress report to the HHI Evaluation Team at the end of each semester to provide updates on their activities, challenges, and achievements.

1. *Offer at least two PDE3 courses for the 2013-2014 SY (one per State RT)*

This first deliverable entails the State RTs offering at least two PDE3 courses (one per RT). The State RTs continue to meet this deliverable every year without any difficulty. Over the past several years, the State PE RT has collaborated with the Adapted PE Resource Teachers to complete a PDE3 class. In addition, the State RTs also provided assistance for several of the district-level PDE3 courses as needed. Evaluation reports can be requested from HHIET for the following two courses:

1. *State PE PDE3 Course: Basketball and Motor Skill Attainment Through Special Olympics* (Fall 2013; led by Adapted PE RTs and State PE RT)
2. *State Health PDE3 Course: Health Education and Ceeds of Peace* (Fall 2013 and Spring 2014)

2. *Support the administration of statewide school health surveys*

The second deliverable acknowledges the technical assistance that the State RTs provide with statewide DOH/DOE surveys, primarily including the Youth Risk Behavior Survey (YRBS) and the Safety and Wellness Survey (SAWS). The YRBS is distributed to a sample of secondary schools and students on odd-numbered years. The 2013-14 SY was not a YRBS collection year, but the State RTs assisted the YRBS Coordinator with feedback and revisions on the data included in the summary pamphlets from the 2012-2013 SY. These 2013 pamphlets will be distributed during the 2014-15 SY. The YRBS data has also been shared in different formats by HHI and DOH members including a poster presentation at the Hawaii Partnership for Educational Research Consortium (HPERC, December 2013) Conference on PE Instructional Time (Appendix L).

The RTs are also involved with the distribution of the annual SAWS survey which is administered electronically to principals each spring. The SAWS instrument is used to monitor school implementation of the Wellness Guidelines across the state. The RTs support DOH by following up with schools that have not completed the survey and/or providing guidance if administrators are unsure of how to complete certain questions. A second poster presentation was given at HPERC to recognize a new Excellence in Wellness Award that distributed banners to schools achieving 90% or more of the Wellness Guidelines (Appendix M).



Figure 29: State Health RT assisting with curl-up station at fitness meet

3. Create curriculum alignment and assessment for Health and PE curriculum

This deliverable involves the State RTs reviewing, validating, and/or aligning health and PE curricula with the HCPS standards and benchmarks. At this time, there are no specific goals or targets for this deliverable, so it is left to the discretion of the State RTs to complete as needed. HHIET recommends that the State RTs should more widely circulate the approved list of health and PE curricula to teachers across the state. Until the Online Resource is developed, are there other methods for sharing this list? In the 2013-14 SY, the “FLASH” curriculum was reviewed by the State Health RT. In the previous school year, “Teaching the Nuts and Bolts of Physical Education” was analyzed by the State PE RT.

2010-2011 SY

- Fire Safety Prevention Guide
- Power Play 5-A-Day (Gr.4)
- Fitness for Life Elementary-Approved only for physical activity version

2011-2012 SY

- E Ola Pono Middle School Health Curriculum
- Distributed Elementary Fitness for Life materials for PDE3 participants

2012-2013 SY

- Teaching the Nuts and Bolts of Physical Education

2013-2014 SY

- Family Life and Sexual Health (FLASH)

“A challenge that arose was choosing a curriculum that my principal would approve of. She was against having the sexual abuse and safety lessons taught in the school.”
– Elementary School Teacher

“Surprisingly, my principal was resistant to the implementation of the lessons.”
– Elementary School Teacher

“I was surprised by the quick agreement from Admin, teachers, and parents regarding teaching this curriculum to the students - that was not a challenge at all, as far as receiving permission. What was the challenge was helping the students adjust themselves to the curriculum and adult topics, because many of them felt uncomfortable and uneasy. Now, after 3 lessons and on the SATC curriculum, I find my students have become more familiarized and feel less uncomfortable. [I] would have used more videos and visuals to use as examples and teaching strategies.” –Elementary School Counselor

4. Provide support for District Resource Teachers

The fourth and final State RT deliverable is open-ended and encompasses a large workload for the State RTs. This deliverable ensures that the State RTs are available to assist the District RTs in carrying out the HHI deliverables in their district and providing additional expertise when needed. The State RTs provided continual support for the District RTs by responding to direct requests and inquiries, and also contributing to professional development events in all districts, particularly those events on Oahu. In the 2013-14 SY, HHIET asked the State RTs to try to quantify their level of support for the District RTs, so the team could have a better understanding of their needs and priorities. The State RTs tracked the deliverable, event, or activity that they assisted each District RT with. HHIET organized this list by creating tables for each deliverable. Table 30 defines the three levels of support that the State RTs provide for the District RTs – high, medium, or low. The following series of Tables (Tables 31 to 37) list all of the deliverables and professional development events that the State RTs assisted with as reported by the State Health and State PE RTs.

Table 30: Definitions for State RT Levels of Support

Levels of Support	Definitions	Number
Low / Basic	Distributed supporting materials/equipment/resources to District RTs; Arranged phone meeting to answer any questions about content/agenda; Invited to attend event by District RT without a specific role; Helped District RTs with sign-in sheets and registering participants at the event.	1
Medium / Intermediate	Met with RT prior to the event to review material in detail; Presented/taught at least one section of the training event; Helped collect fitness data; Offered assistance to workshop/PDE3 participants on an as needed basis.	2
High / Advanced	Played an integral role in the event. Helped co-teach the entire event.	3

Table 31: State RT Support for District Workshops

Assistance Provided By	District Requesting Assistance	Workshop/Event Title	Level of Support
State PE RT	a. Honolulu b. Central c. Kauai	a. SLO Workshop b. SLO Workshop c. SLO Workshop	a. High b. High c. Medium
State HE RT	a. None	a. N/A	a. N/A

Table 32: State RT Support for PDE3 Courses

Assistance Provided By	District Requesting Assistance	Workshop/Event Title	Level of Support
State PE RT	a. Central b. Leeward c. Maui	a. ESTRIVE b. ESTRIVE c. PDE3 Development	a. Medium b. Medium c. Low
State HE RT	a. None	a. N/A	a. N/A

Table 33: State RT Support for Fitness Meets

Assistance Provided By	District Requesting Assistance	Level of Support
State PE RT	a. Honolulu b. Central c. Leeward d. Windward e. Kauai	a. High b. High c. Low d. Low e. Low
State HE RT	a. Central b. Windward	a. Medium b. Medium

Table 34: State RT Support for the PE Fair

Assistance Provided By	District Requesting Assistance	Level of Support
State PE RT	a. Honolulu b. State	a. Low b. Low
State HE RT	a. None	a. N/A

Table 35: State RT Support for Fitness Assessment

Assistance Provided By	District Requesting Assistance	Level of Support
State PE RT	a. Honolulu b. Central c. Leeward	a. Medium b. Medium c. Medium
State HE RT	a. None	a. N/A

Table 36: State RT Support for Preschool Play Days

Assistance Provided By	District Requesting Assistance
State PE RT	a. Windward b. Honolulu c. Central d. Leeward
State HE RT	a. Honolulu b. Central

Table 37: State RT Support for Miscellaneous Events

Assistance Provided By	District Requesting Assistance	Workshop/Event Title
State PE RT	a. Central b. Central c. Central	a. Curriculum Alignment and Assessment (Moanalua High School) b. Curriculum Alignment and Assessment (Mililani Middle) c. Moanalua Elementary Fun Run
State HE RT	a. N/A (State assistance) b. N/A (State assistance) c. N/A (State assistance)	a. Pono Choices Meeting b. UpLink & Pono Choices Meeting c. Pono Choices Curriculum Training

HHIET COMMENTS AND RECOMMENDATIONS

The HHI State Resource Teachers successfully met all of their required deliverables for the 2013-2014 school year.

For future school years, the HHI Evaluation Team recommends that DOE and DOH create more specific and measurable objectives for the State RT deliverables. This will help to further define their scope of work and timeline. It is understood that not all of the activities in their work plan can be defined in advance as their position within OCISS requires that they assist with statewide initiatives and projects as they arise.

As part of re-defining their deliverables, HHIET continues to recommend the need to establish specific targets for the State RT, especially in regards to the support of District RTs. For example, should they strive to work with each District RT a minimum number of times per year to ensure that the District RTs have all of the resources they need?

With the new focus on fitness meets and PE fairs, should the State RTs have a defined role in these events?

The District RTs have a solid set of deliverables, but the State RTs could use a little more clarity in their deliverables. HHIET recommends that the State RT deliverables be reviewed again to determine the best way to meet the needs of the HHI team.



Figure 31: State PE RT teaching about PE and technology integration at HAHPERD Conference

9

Additional Professional Development

- a. Provide funds to selected schools to support implementation of the DOE Wellness Guidelines.
- b. Assist with coordination and implementation of at least 3 preschool play days.
- c. Convene 8 RT meetings for planning, professional development, reporting, and evaluation purposes.
- d. Each HPE RT will attend at least 1 local, regional, or national professional development workshop to build skills and content expertise and share the acquired skills/expertise with other HPE RTs, teachers, and staff.

9. OTHER HHI PROJECTS, EVENTS AND PROFESSIONAL DEVELOPMENT

OTHER HHI PROJECTS: Wellness Awards

Occasionally, the HHI RTs are involved with special projects that use DOH HHI funds, including a Model Schools Program or Wellness Award Program in recent years. In 2009, the Department of Health and HHI developed a Healthy School Wellness Award to support implementation of the DOE Wellness Guidelines and promote nutrition, physical education, and physical activity in schools. From 2010-2013, the RTs collaborated on a Model Schools program across the state that aimed to impact student health by providing targeted services and professional development to strengthen instruction in health, nutrition, or physical education. HHIET has helped to share best practices from this program including at the national American Public Health Association Conference in November 2013 (Appendix N and Appendix O).

Most recently, in the 2013-14 SY, DOH issued a request for proposals from public K-12 schools to implement the Wellness Guidelines. Schools that had scored 75% or higher on the SAWS were eligible to apply. Awards of up to \$8,000 were provided to schools to promote healthy school environments, standards-based instruction in health or physical education, or staff professional development in health and physical education. The projects focused on a sustainable change in policy and/or practice that would benefit the school community. During the 2013-2014 school year, 12 schools were selected as recipients for this Wellness Award. Each school developed a work plan and described how their project would meet the DOE Wellness Guidelines. Many schools elected to use the funds to increase access to fitness equipment for students and staff, to develop a school garden for nutrition education, or to adopt an evidence-based health or PE curriculum. Table 38 lists the district and focus area for each of the schools selected for the Wellness Award.

Table 38: Wellness Awards

District	School	Focus Area
Windward	Ben Parker El	PE equipment & curriculum
Windward	Enchanted Lake El	Garden & Nutrition curriculum
Windward	Hauula El	HPE equipment & curriculum
Windward	Kahalu'u El	PE equipment
Windward	Kaneohe El	PE equipment & curriculum
Windward	Kapunahala El	PE equipment
Windward	Puohala El	PE equipment & curriculum
Windward	Sunset Beach El	PE equipment & curriculum
Honolulu	Kuhio El	PE equipment
Honolulu	Liholiho El	PE & Nutrition equipment
Central	Leilehua High	PE equipment
Maui	Pukalani El	PE teacher training



Figure 32: Bottom: Portable headset for teacher to use during PE classes at Hauula Elem. Top: Wii fitness games purchased to encourage active recess at Kuhio Elem. TV monitor rolled out on a cart during recess.



Nutrition Education



Figure 33: Top Left and Right: Aquaponics at Enchanted Lake Elem. Bottom Left to Right: Purchased fitness mats at Hauula Elem to assist with fitness testing. Purchased plyoboxes and resistance bands for PE classes at Leilehua High.



Physical Education



OTHER HHI EVENTS: Pre-School Play Days

During the 2013-14 SY, the RTs set a goal of assisting with the coordination and implementation of at least three Preschool Inclusion Play Days across the state. The Adapted PE Resource Teachers (APERTs) and Special Olympics Hawaii were the lead coordinators for this event. The theme of the 2014 Pre-School Play Day was Commotion in the Ocean. The HHI RTs assisted in transporting and setting up equipment, as well as providing expertise and guidance at the activity/fitness stations. The HHI RTs were able to provide assistance at four District preschool play days on Oahu (Table 39). An annual preschool play day is typically held on Kauai, but no data was available for this event in 2014.

Table 39: Preschool Play Days

District	Evaluation Data Collected
Honolulu	Date of Play Day: April 11, 2014 8 HHI RTs that attended 381 Preschoolers that participated 160 Volunteers 52 Stations
Central	Date of Play Day: April 17, 2014 7 HHI RTs that attended 333 Preschoolers that participated 223 Volunteers 45 Stations
Windward	Date of Play Day: March 28, 2014 7 HHI RTs that attended 133 Preschoolers that participated 225 Volunteers 50 stations
Leeward	Date of Play Day: April 25, 2014 6 HHI RTs that attended 309 Preschoolers that participated 193 Volunteers 50 Stations

Six or more of the HHI RTs were able to attend all four of the preschool play days. In total, there were more than 1,150 preschoolers that participated in approximately 50 stations with the help of 800 volunteers. Volunteers consisted of teachers, high school students, Special Olympics staff, military personnel, and community members. This annual event is a fun way to introduce young students to various aspects of play and physical activity in a safe, non-competitive environment.

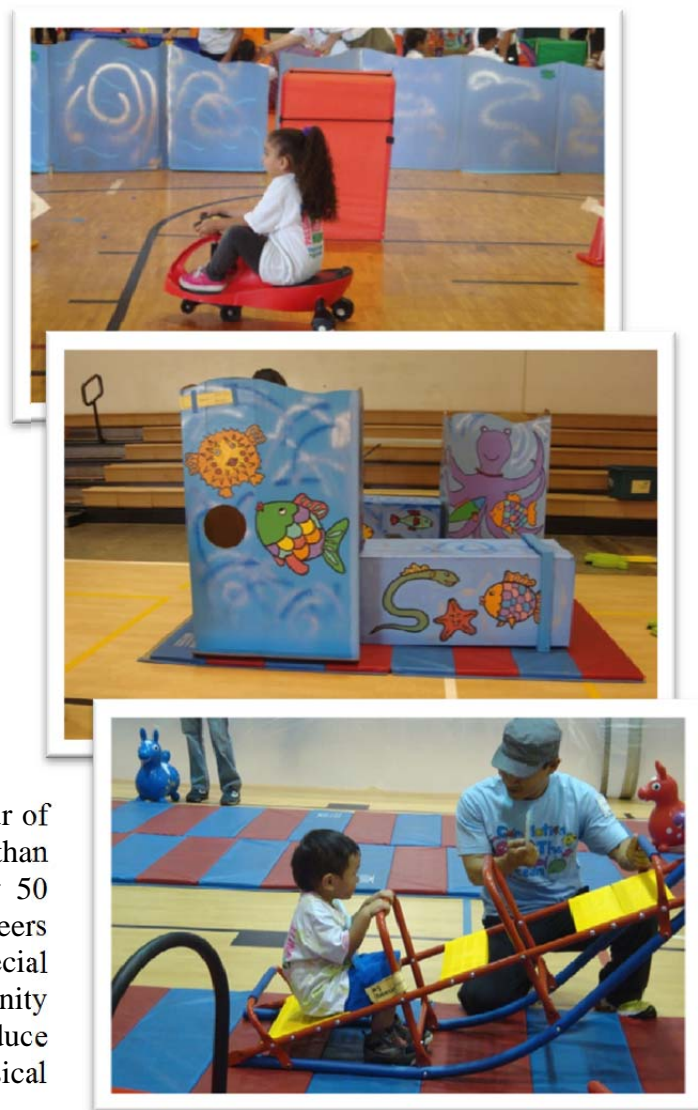


Figure 34: Honolulu Preschool Play Day

OTHER PROFESSIONAL DEVELOPMENT: HHI RT Monthly Training Sessions

During the 2013-14 school year, the HHI RTs convened eight in-person meetings for planning, professional development, reporting, and evaluation purposes. After each meeting, RTs were asked to complete a survey to evaluate the content of the meeting and to provide agenda topics for future RT meetings. Table 40 lists the dates of RT meetings and the number of surveys that were submitted after each meeting. Due to a low response rate, HHIET recommends that the team complete an online survey the day after the meeting, rather than rushing to complete the survey at the end of each meeting. This is likely to increase the response rate. Also, OCISS and the State RTs were responsible for distributing these surveys in 2013-14, but HHIET would like to coordinate this process in 2014-15 SY.

Table 40: RT Meeting dates and surveys submitted

Meeting Dates	# of Surveys
August 12, 2013	12
August 13, 2013	13
September 10, 2013	14
October 21, 2013	3
November 12, 2013	9
December 10, 2013	6
January 14, 2014	N/A
February 11, 2014	0
March 7, 2014	1
May 12, 2014	9
May 13, 2014	6



Figure 35: May 2014 RT Meeting at OCISS

In May 2014, HHIET created a needs assessment survey for the HHI RTs to complete. The goal of the survey was to identify and prioritize areas of training and professional development that should be offered to the team during the 2014-2015 school year. All nine RTs completed the survey. Table 41 lists the frequency of professional development topics that the RTs rated as a high or moderate need. Responses below indicate the topic areas with the greatest need (n=6 or higher).

Table 41: RT needs assessment survey

Professional Development Item	Frequency
Collecting fitness data with an iPad	9
Collecting fitness data with Google Docs	9
Compiling District fitness data and sharing it with the State Office	9
Uploading files to the new internal HHI HPE website (possibly Google site or Weebly)	9
Applying for grants and funding opportunities	8
Identifying current best practices in PE	8
Using Google Docs (e.g., creating files, sharing files, sending survey links, etc.)	8
Hosting or teaching an online professional development event	8
Using SAWS data to target schools that need assistance	7
Identifying current best practices in health education	7
Learning more about educational iPad apps	7
Creating a lending library inventory that can be shared with all teachers in your district	7
Creating Student Learning Objectives (SLOs)	6
Reviewing classroom observations & assessment tools to provide feedback to teachers	6
Video editing tools and/or iMovie app	6

While the RTs are responsible for providing professional development to teachers in their district, the HHI work plan also requires that the HHI RTs attend at least 1 local, regional, or national professional development event to increase and enhance their own skills and content expertise. Following the training event, the RTs then share their newly acquired skills/expertise with their fellow HHI RTs, along with other DOE teachers/staff across the state. Table 42 provides a list of some of the key professional development events that the HHI RTs attended during the 2013-2014 SY.

Table 42: Professional development workshop attended by RTs

RT	PD Event Title	Breakout Session if Applicable	Date(s)	Location
Central RT	AAHPERD/SHAPE National Convention	Multiple sessions	4/1 – 4/5/14	St. Louis, Missouri
Leeward RT	AAHPERD/SHAPE National Convention	Multiple sessions	4/1 – 4/5/14	St. Louis, Missouri
Maui RT	AAHPERD/SHAPE National Convention	Multiple sessions	4/1 – 4/5/14	St. Louis, Missouri
Windward RT	ESTRIVE and HAHPERD State Conference	ESTRIVE - Innovative Elementary PE Activities; SHAPE – Spikeball, Crossfit and Pilates	11/16/13 and 5/10/14	Punahou and UH
Honolulu RT	ESTRIVE and HAHPERD State Conference	ESTRIVE - Elementary Fitness Integration and EI Technology; HAHPERD – General Session with Sandy Spin Slade	11/16/13 and 5/10/14	Punahou and UH
East Hawaii RT	Suicide Healing Conference	N/A	11/20/13	Koolau Country Club
Kauai RT	HAHPERD State Conference	Health Teacher	5/10/14	UH
State PE RT	Developing High Quality Student Learning Objectives (Unable to attend Nationals)	N/A	10/16 - 10/18/13	Dole Cannery
State HE RT	Pono Choices Curriculum (Unable to attend Nationals)	N/A	1/27 – 10/28/14	UH



Figure 36: Healthy holiday celebrations at the December 2013 RT Meeting



Figure 37: Garden and nutrition education at the March 2014 RT Meeting at Hoa Aina Farms

OTHER SCHOOL HEALTH ACTIVITIES: Healthy Schools Day at the Capitol

The HHI RTs are always willing to educate and inform the community about the current status and best practices in health and physical education in Hawaii. One such event that they participated in was the Healthy Schools Day at the Capitol, which took place on March 19, 2014 during the DOE spring recess. This event celebrated and showcased policies and programs in Hawaii K-12 schools that support healthy students. Several HHI team members hosted interactive booths and demonstrations at the Capitol Rotunda. The State Health RT provided information about health education and wellness, and shared an interactive health education lesson. The State PE RT and Central District RT conducted fitness tests with legislators and organized a policy maker's relay race on the lawn to promote PE and physical activity. It was a fun and informative opportunity to raise awareness about the policies and programs available to support the development of healthy students in Hawaii.



Figure 38: Top Left: State HE RT discussing health education in schools. Top Right: HHI Evaluators participating in Healthy Schools Day. Bottom Left: Sweet potato tasting with DOH. Bottom Right: State PE RT and Central District RT demonstrating fitness testing with Senator Jill Tokuda.

10

Conclusions

10. CONCLUSIONS

SUMMARY OF HHI RT DELIVERABLES

A thorough review and evaluation of the HHI school health work plan and deliverables has determined that six of the eight deliverables were completed by the HHI Resource Teacher Team in the 2013-14 SY (when excluding West Hawaii's participation). The only two deliverables that were not achieved were the Online Resource and the PE Fair (Table 43). The development of the Online Resource has remained the most difficult deliverable for the RTs to meet in the past five years. Although the desired goal of organizing a PE Fair was not accomplished in every district, the RTs were able to take the necessary steps to raise awareness about the PE Fair and they expect that participation will steadily increase in the 2014-15 SY.

Table 43: Goals and completed deliverables for the 2013-14 SY

GOALS for the 2013-2014 SY	COMPLETED Deliverables for the 2013-2014 SY
10 PDE3 Courses (1 per RT)	9 PDE3 Courses (None in West Hawaii)
8 District Workshops (1 per District)	10 District Workshops (None in West Hawaii)
8 Lending Libraries (1 per District)	7 Lending Libraries (None in West Hawaii)
8 Fitness Meets (1 per District)	7 Fitness Meets (None in West Hawaii)
8 PE Fairs (1 per District)	5 PE Fairs (None in East Hawaii, Kauai, and West Hawaii)
1 State Conference (1 Statewide)	1 HAHPERD Statewide Health and PE Conference
1 Online Resource (1 Statewide)	0 Online Resource (Not met)
↑ in schools completing fitness tests	↑ from 52 to 74 schools from 2012-13 SY to 2013-14 SY

The following HHI professional development achievements should be recognized from the 2013-2014 school year:

- 10 District Workshops were conducted (218 participants)
- 9 PDE3 semester-long courses were conducted (144 participants)
- 74 schools completed fitness tests
- 14,956 health and PE resources were available to borrow; 4,353 resources lent out
- 141 individual schools utilized the Lending Library resources
- 25 breakout sessions were available at statewide conference (134 attendees)
- 400 HHI professional development events were offered during the 2013-14 SY
- 701 unique participants (teachers/staff) were trained in the 2013-14 SY

As part of the RTs on-going commitment to providing professional development and technical assistance, the RTs continue to offer training events based on the needs of teachers in their district. Oftentimes, this may mean exceeding their established deliverables. The RTs were asked to submit sign-in sheets not only for the HHI deliverable events, but also for any additional HHI professional development events that they organized. These additional trainings may include one-on-one sessions, faculty in-services, departmental trainings or similar events. It is important for HHIET to track these events not only to show the time commitment invested by the RTs, but also to depict the full scope of work undertaken by the HHI DOE team in addressing physical activity, nutrition, and obesity prevention for youth.

“Thank you so very much for coming into our classrooms and talking with the students! You made quite an impression on my class and we ended up discussing nutrition and how the body breaks down food, for a whole hour afterwards! It was a great “teaching moment”.”

– 5th Grade Teacher

The following section uses data from the HHI Schools database to summarize the number and type of training events, as well as the number of participants trained by the HHI Health and PE Resource Teachers. For a comprehensive list of professional development training events in each district, please contact HHIET to view the full database of results.

Overall, there were 400 HHI professional development events offered in the 2013-2014 SY (including both deliverable-based activities and additional professional development events). Of this total, 50 events pertained specifically to the deliverables (e.g., workshops, PDE3s, Fitness Assessment). When sorting the events by district, Honolulu conducted the most training events (n=95, Table 44).

HHIET also reviewed the professional development database to identify which schools participated in at least one HHI event or training session. This was determined by looking at all of the participants in the database and identifying their site of employment (i.e., school name). As long as at least one teacher/staff member from a given school participated in an HHI training event, the school was included in the summary table. Approximately 60% of schools across the state participated in at least one HHI professional development event, ranging from 41.9% of schools on Maui to 90.0% of Windward District schools (Table 45). For a full list of the 156 participating schools, please see Appendix I.

Table 44: Total training events

District	Events
Honolulu	95
Kauai	88
Central	80
Windward	49
Maui	30
Leeward	29
State	17
East Hawaii	11
Oahu	1
Total Events	400

Table 45: School participation in at least one HHI event

Districts	Number and % of schools reached
Windward	27 (90.0)
Kauai	13 (81.2)
Honolulu	42 (79.2)
Central	28 (66.7)
East Hawaii	14 (63.6)
Leeward	19 (45.2)
Maui	13 (41.9)
West Hawaii	-
TOTAL	156 (61.2)

The HHI Schools database contains 1,107 non-unique records of people that participated in at least one HHI event between July 1st 2013 and June 30th 2014. When narrowed down to unique (non-repeat) results, there were 701 records, which is a slight increase over the previous year's 638 participants. In 2013-14, the largest amount of participants worked in the Honolulu District (n=261), followed by Central (n=101) and Windward (n=87) (Table 46).

PE training sessions were by far the most common type of professional development, accounting for 63.5% of all events (n=254, Table 47). This is similar to last year, where PE events made up 61.4% of events.

Approximately 88% of the training events were one-on-one events (one RT and one participant/teacher) (n=350), which allowed the RTs to tailor the professional development skills and knowledge that was provided (Table 48).

HHI training events were also categorized according to training level (e.g., Overview, 101, 201, etc.). If the training level was not indicated by the RTs, HHIET consulted the syllabus to determine the appropriate training level. The majority of HHI training events were at the 101 level (n=180, Table 49). The RTs did, however, increase the depth of their trainings by holding more events at the 301 level. The number of 301 events increased from 33 in 2012-2013 school year to 84 events in the 2013-2014 school year.

Table 46: Number of unique participants

District	Unique participants
Honolulu	261
Central	101
Windward	87
Maui	73
East Hawaii	66
Leeward	44
Kauai	39
State/Other	30
Total Participants	701

Table 47: Types of training events

Types of Training	# of Events	Percent (100%)
PE	254	63.5
HE	83	20.8
HPE	63	15.8
Total Events	400	100.0

Table 48: Training events by training type (n=400)

District	One-on-One	District Workshop	PDE3	In-service	Other
Honolulu	83	2	1	9	-
Windward	44	1	1	3	-
Leeward	27	-	1	1	-
Kauai	86	1	1	-	-
Maui	22	2	1	5	-
East Hawaii	6	2	1	2	-
Central	72	1	1	6	-
State	10	-	2	1	4
Oahu	N/A	1	N/A	N/A	-
Total Events	350	10	9	27	4

Table 49: Training events by training level (n=400)

District	Overview	101	201	301	Other
Honolulu	-	13	15	67	-
Windward	-	11	37	1	-
Leeward	1	15	11	2	-
Kauai	-	58	28	2	-
Maui	9	20	-	1	-
East Hawaii	-	2	8	1	-
Central	15	54	6	5	-
State	-	7	3	5	2
Oahu	-	-	1	-	-
Total Events	25	180	109	84	2

"Our Resource PE Teacher is so incredible and helpful. Always learning, sharing and caring about what I do and need for my PE classes. I know she has also made herself available to our Health teachers. I would also go on to say that the PE resource teachers in Hawaii do a lot for us and it is really appreciated." – Middle School PE Teacher

HIGHLIGHTS FROM THE 2013-2014 SY

Across the country, health and physical education programs are often overshadowed by growing academic demands and they usually function with limited time and resources. Despite these challenges, the HHI health and PE RTs are dedicated to sharing their passion and knowledge with teachers across the state to support the implementation of standards-based health and physical education. The HHI Evaluation Team would like to highlight three key accomplishments from the 2013-2014 school year.

1. PE Fair and Fitness Meets

The HHI RTs agreed to add two new deliverables to their work plan last year: (1) the PE Fair and (2) district Fitness Meets. The RTs encouraged students to demonstrate their comprehension of specific PE concepts, benchmarks, and skills through these projects. Students learned to set their own fitness goals and assess their fitness levels through pre- and post-fitness tests. These two deliverables also aimed to inspire students to participate in physical activity while creating an environment of sportsmanship and positive social interaction. The Windward RT was the only RT who had prior experience conducting a PE Fair and Fitness Meet, therefore, these two deliverables were initially a daunting task for the rest of the district RTs to tackle. As a result, both of these deliverables were very time consuming for the district RTs as they spent a lot of time inviting schools to participate and planning the logistics of these events. In the end, the RTs were able to see the direct benefit and impact that these events had on students in their districts. Teachers and administrators were also involved in various aspects of the PE Fair and Fitness Meets, providing the RTs with an opportunity to share some of the new and evolving features of the health and PE field today.

2. Integrating Technology and Physical Education

The increased need for testing and accountability in schools has helped to shape the instruction of health and physical education. More than ever, data is needed in all content areas to evaluate programs, tailor instruction, and in the case of health and PE, to encourage students to establish fitness goals and healthy lifestyles. The integration of technology into health and PE curricula has facilitated an improved data collection process. Over the last two years, the HHI RTs have continued to incorporate technology skills into many of their training events. This may be in the form of iPad usage, Google Docs, GPS devices, video game simulators (e.g., Dance Dance Revolution, Wii) or online instructional tools. While not all of the HHI RTs are experts at utilizing technology in the classroom, the RTs do agree that embracing the role of technology can assist in developing innovative health and PE curricula and programs. For example, teaching students how to use technological devices such as heart rate monitors will not only promote student assessment and outcomes, but will also teach students how their bodies respond to exercise. This integration of technology is a welcomed approach by many teachers to assist in evaluating students based on their effort rather than their athletic ability or how fast they are moving. Today's youth thrive off of engagement with technology, therefore incorporating technology into health and PE lessons provides another avenue to capture students' attention and make instruction both interactive and rewarding.

3. HHI Professional Development Events and Team Dynamics

It is noteworthy to emphasize the number of professional development events that the HHI RTs successfully organized and facilitated in one school year. Not only were there new and demanding deliverables in the work plan, but the RTs managed to take the lead on 400 health and PE professional development events across the state. This was made even more challenging without the leadership of

an ES and with the addition of new team members who were learning how to best reach teachers in their district. It was impressive for HHIET to observe how quickly the new RTs adapted to their role. They brought enthusiasm and commitment to the team and they contributed to the team's vision of enhancing health and PE instruction in Hawaii.

OVERALL COMMENTS AND RECOMMENDATIONS FOR DELIVERABLES

For more than a decade, the Hawaii DOE and DOH have partnered together to maximize their shared goals and to increase program efficiencies. The primary objective of the HHI schools-based initiative has been to support standards-based health and physical education in schools by funding state and district-level health and PE resource teachers. The RTs continuously strive to build capacity and provide professional development to teachers and staff in grades K-12 to assist in the implementation of the Hawaii Content and Performance Standards in health and physical education. The process of providing professional development to teachers in health, nutrition, and physical education is expected to impact student health, knowledge, and behaviors over time.

It is essential to regularly examine the process and methods of delivering professional development in order to identify if the current deliverables are adequately achieving the desired outcomes and results. DOH and DOE should also discuss whether any additional strategies or deliverables have the potential to provide a larger and more meaningful impact on the health of children and teens in the school setting. The summary and data in this evaluation report may assist DOE and DOH with determining key areas to focus on when developing future work plans.

The HHI Evaluation Team has provided a list of 30 recommendations for the HHI DOE and DOH team members to review as they collaborate and implement their work plan and deliverables for the 2014-2015 school year and beyond. Please note that several of these recommendations have been made in previous evaluation reports, but HHIET feels they are worth emphasizing. Given that there were new deliverables added to the work plan last year, it seems reasonable to not include many new deliverables next year. Instead, it may be better to explore ways to strengthen and enhance the current work plan and deliverables.

Professional Development (District Workshops and PDE3 Courses)

1. Establish Participation Goals: In previous school years, there has been low enrollment for several District Workshops and PDE3 courses. For example, one district may only have two PDE3 participants, while another district may have more than 25 participants. As a result, the HHI Evaluation Team has made recommendations to create enrollment goals, such as a minimum number of participants. For the 2013-14 SY, the RTs agreed to target a minimum of 10 participants for each PDE3 course and workshop. On the whole, the RTs were successful in increasing the number of participants, but they are not comfortable setting a minimum limit on the number enrolled. The RTs have indicated that they are willing to train any amount of teachers, even if the enrollment is low. While HHIET admires the dedication and willingness of the RTs to provide professional development to any class size, HHIET continues to recommend that the team set a minimum number of participants as a target. This will enable the RTs to reach more teachers with HHI funds and to maximize the RTs limited time.

2. Encourage New Schools and Teachers to Attend HHI Trainings: In this evaluation report, HHIET provided the school names of those that have participated in at least one HHI training event during the school year. Many of the same teachers and schools regularly attended the various HHI professional development events throughout the year. Therefore, HHIET recommends that the RTs

review this list and try to encourage new and additional schools/teachers to participate in future HHI training events to help build widespread capacity across the state.

3. Offer Trainings at Higher Levels: There were 400 HHI professional development trainings, with over half (n=205) being offered at the Overview or 101-level. This in itself confirms the need to provide trainings to teachers at the Overview or 101-level. The RTs should also continue to provide advanced trainings at the 201 or 301-level to expand the range of content and enhance the depth of knowledge. The RTs should be recognized for successfully increasing the number of events offered at the 301-level in the 2013-14 SY, particularly as a result of more trainings that focused on the SLO process. Overall, HHIET recommends that the RT team continue to provide instruction at various training levels to help adjust the content to the needs of the audience.

4. Align Training Topics with HHI Goals: As a general guideline, training topics should be aligned with the HHI goals of promoting healthy eating, physical activity and tobacco free lifestyles. Several of the District Workshops or PDE3 events concentrated solely on additional health topics such as healthy sexuality, bullying, or suicide prevention. While the importance of these health topics is not in question, HHIET would like to remind the RTs that the goals of the HHI contract are to focus on nutrition, physical activity, obesity prevention, and tobacco education whenever possible. One recommendation is to first meet all of the required HHI deliverables and then expand the professional development events to include additional health topics that have a high need in their district.

5. Consolidate Health and PE Training Topics: Presently, each district develops their own professional development events and topics. In the 2014-15 SY, the RTs plan to collaborate more on the implementation of their District Workshops by developing a similar agenda of topics for each workshop. This would ensure that specific topic areas are addressed at a statewide level. Similarly, would it be appropriate to administer PDE3 courses in the same manner with a shared agenda? Or are the PDE3 courses better organized based on the priorities of each district?

6. Incorporate Technology into Training Sessions: With the increased need to collect more data and evaluate programs, HHIET recommends the continued integration of technology with health and physical education instruction. One way to establish this is for the HHI RTs to incorporate a breakout session or presentation on technology integration into the district workshops, PDE3 courses, or state conference during the 2014-15 SY. In particular, the RTs should continue to demonstrate best practices for iPads, heart rate monitors, online assessment, and curricula in the instructional setting.

Lending Libraries

7. Set Specific and Measurable Goals for the Health and PE Lending Libraries: It is recommended that the RTs provide more detail about the overall intention of the HPE Lending Library in the work plan. Is there an overall goal such as increasing the number of resources each year, or increasing the number of resources that are borrowed? This would allow for improved evaluation of this deliverable.

8. Circulate Lending Library Inventory Lists to Teachers in Each District: HHIET recommends that the RTs distribute a copy of their inventory list to teachers in their district at the start of the school year to allow teachers time to plan how they can enhance their health and physical education standards-based curricula. Even though many teachers are already aware of the availability of the lending library resources, this will serve as a helpful reminder for new teachers as well as inform all teachers about any new or updated equipment that has been added to the district library. The inventory list can be shared in various formats including email, photo presentations, or even an open-house style

event that showcases the available resources. This should increase the awareness among teachers regarding the types of resources that are available to borrow to augment health and physical education standards-based curricula. It is expected that sharing the inventory list and resources will improve the usability and functionality of the Lending Library.

9. Add New Equipment and Resources to the Lending Libraries: HHIET recommends that the RTs provide teachers in their district with the opportunity to request additional items that the teachers would like to see included in the Lending Library. One possibility is to work with HHIET to distribute a needs assessment survey. It has also been noted that there are many more PE resources rather than health education resources that are available in the lending library. If HHI funds are available to purchase more lending library resources, HHIET recommends that the RTs prioritize and purchase health education visual aids, display models, and resources before expanding the PE resources.

Fitness Assessment, Fitness Meet, and PE Fair

10. Set Goals for Statewide Fitness Assessments: The RTs have continued to increase their assistance to help individual schools conduct pre- and post-fitness assessments throughout the school year. Moving forward, the HHI Evaluation Team recommends that measureable goals are established for this deliverable. Do the RTs want to set a goal of increasing the number of schools conducting tests by 10% every year? What are the long-term and intermediate goals for this deliverable? Should 50% of the schools statewide try to implement fitness assessments within three years? Or is it reasonable to identify goals by grade level (e.g., ensure that 100% of high schools are conducting fitness tests within three years)?

11. Improve Tracking Methods to Identify Schools that have Completed Fitness Testing: The HHI RTs and the evaluation team have previously discussed how it would be useful not only to track the name and number of schools that required HHI assistance with fitness assessments, but also to track the number of schools that are completing fitness testing on their own. For the 2014-15 SY, HHIET will work with the RTs to develop a simple system to identify the number of schools across the state that are conducting fitness assessment.

12. Increase Participation in the PE Fair: In order to increase the participation in the PE Fair, HHIET recommends that the RTs further expand their announcements and marketing about the PE Fair. Currently, news of the PE Fair is shared through email and via HAHPERD newsletters. Here are a few recommendations to increase participation:

- a. Promote the PE Fair Contest on the DOE website.
- b. Invite students to participate even if they are not enrolled in PE.
- c. Show the winning video projects at the state health and PE conference.
- d. Distribute a memo of support about the PE Fair from the Superintendent.

13. Identify a Method for Data Collection, Data Entry, and Data Storage of Statewide Fitness Assessments: With the desire to conduct fitness testing at a statewide level in the future, it is important for the HHI team to identify how fitness data can be stored for multiple schools and then also combined at the district and state level. A meeting should be arranged with the Data Governance Office to identify the appropriate methods and means for such a large task. This also warrants a discussion on how student fitness data can be tracked as they move from elementary to middle to high school. This will help show progress over time and identify areas that still need improvement. In addition, an optimal level of data collection and analysis is to correlate fitness data with student achievement data. This may not be able to be achieved immediately, but it should be a long-term goal

for the HHI RT team. This should provide useful information and evidence for DOE administrators on the connection between health and academic achievement.

14. Establish Goals for District Fitness Meets: Now that fitness meets are being implemented in all of the Districts, the RTs should establish specific goals for the fitness meet. For example, do the RTs plan to increase the number of participating schools and/or complexes each year? Is it effective for the RTs to implement the fitness meet with different components and fitness assessments in each district (e.g., flexed arm hang)? Do all of the districts follow the same protocol and fitness testing guidelines? The RTs should share their best practices and success stories with each other to identify what worked well and what needs improvement. HHIET recommends that the RTs also determine their long-term goals for fitness meets to allow for adequate planning time. For example, will there be a statewide fitness meet in three years?

Online Health and PE Resource/Website

15. Create a Website Outline: In order to complete this challenging deliverable, the team needs to identify the basic content and structure that will be incorporated onto their webpage on the DOE intranet. Will the agendas, PowerPoint slides, and additional supporting materials from HHI training events be available for teachers that were unable to attend workshops? Should lending library inventories be provided along with the approved list of health and PE curricula? Creating an outline is an achievable first step that can be completed by the team, even if there are continued delays with the logistics of uploading to the DOE intranet.

16. Collect Resources for the Website and Establish a Process to Upload Resources: The RTs have been collecting resources on an ongoing basis throughout the past several years. The HHI Evaluation Team recommends that one of the RTs assume responsibility for collecting and organizing the files that are ready to be uploaded to the DOE intranet. It is very easy for this deliverable to fall to the bottom of the priority list if no one has been assigned to be accountable for the progress. Once the DOE Communications Team informs the RTs that they are ready to incorporate the health, nutrition, and PE resources onto the DOE intranet, the HHI team leader will be ready to share the available resources. The next step will then be to identify the process involved in uploading files to the DOE intranet. Who else needs to review the content before being uploaded? How much time is needed to upload files? Are the RTs allowed to announce upcoming opportunities and a calendar of events for professional development in their district?

State Health and PE Conference

17. Add More Innovative Breakout Sessions: The state conference is a great opportunity to reach a large audience and to share unique and innovative health and PE topics. Many teachers attend the conference with the expectation of learning new material, so hopefully the RTs can continue to lead breakout sessions that are engaging and have not been repeated throughout the year. This is often a good chance for the RTs to showcase any new and updated information that they learned themselves at the national health and PE conference.

18. Increase the Number of Health and Nutrition Sessions Offered at the State Conference: There were 25 health, nutrition and PE breakout sessions offered at the State Health and PE Conference, with 15 concentrating on PE, 6 reviewing health education topics, 4 focusing on both health and PE, and 1 miscellaneous session. One recommendation is to increase the number of health and nutrition sessions that are offered in future state conferences to provide a better balance of health and physical education sessions. However, in recent years, the health education sessions, even when

offered, typically have had lower attendance. One solution is to consider organizing one full breakout time slot that is dedicated solely to health education to allow the participants to choose from a range of health topics. Oftentimes, if there are PE sessions going on simultaneously, the health education sessions will have fewer participants. Another alternative to further promote health education, is to find a dynamic health education presenter who is able to give an enthusiastic keynote presentation.

19. Invite more leaders to attend the State Conference: The RTs have previously discussed the possibility of inviting more school leaders and administrators to this conference as a method of educating and engaging leaders on the new and exciting things happening in the health and PE field. In addition, HAHPERD and the RTs should consider inviting distinguished state leaders and legislators to keep them apprised of the latest changes in health and physical education and to address any concerns they may have.

Evaluation

20. Conduct a Statewide Needs Assessment: The HHI Evaluation Team recommends that the RTs work with HHIET to develop a statewide needs assessment for health and physical education. An electronic survey could be administered to all secondary health and PE teachers as well as general elementary classroom teachers. Currently, only those that attend HHI events are asked to provide feedback on their professional development needs. A statewide needs assessment would reach a larger audience and provide more substantial feedback. Survey questions could address what types of professional development topics would be most useful for teachers and identify any barriers to their participation in future training events. This would allow the RTs to better tailor their training sessions to meet the needs of their teachers by addressing relevant topics and identifying what level of training is needed to make the best use of everyone's time (e.g., overview, in-depth training, or refresher course).

21. Continue to Conduct an Annual Needs Assessment with the HHI RTs: The HHI Evaluation Team recently began conducting a formal needs assessment with the HHI RTs to identify their team needs to allow them to better facilitate professional development in their district and to better meet the HHI deliverables. This information has been valuable for DOH and has provided guidance to the structure of the team's monthly meetings. It is recommended that this process is continued each year, particularly as new members join the HHI team.

22. Eliminate One-Day Evaluation Reports: The HHI Evaluation Team spends a lot of time compiling reports for one-day events such as district workshops. This is very time-consuming and may not always provide significant data, especially if the response rate is low. HHIET recommends that fewer one-day evaluation reports are prepared, which will allow the evaluation team to contribute more meaningful evaluation projects to the team and to the HHI deliverables.

23. Create Complex-Level Reports: In revising the structure of the team's evaluation reports, one type of report that may prove to be useful is complex-level report that can be shared with administrators at the complex level. Currently, most evaluation reports are shared with DOH, DOE-OCISS leaders, and the HHI RTs. In order to share information about the health and PE activities in each district and complex, the evaluation team and the RTs could coordinate the distribution of evaluation reports to the Complex Area Superintendents.

24. Send School-Level Recognition Letters to Principals: Another method to disseminate updates about HHI health and PE professional development is for the RTs to send a brief recognition letter to principals listing the teachers at their school that participated in any health and PE training events

during the previous school year. The purpose of the letters would be to recognize teachers for their participation and inform principals about the professional development opportunities that are available. HHIET could be responsible for summarizing the information from their database and working with the RTs to help prepare letters to share with school principals at the start of each year. This may also lead to principals inquiring about any upcoming opportunities, which would be welcomed by the HHI RTs.

25. Coordinate Follow-up Reflections and Evaluation: When time permits, the HHI RTs should follow-up with teachers that have attended previous HHI professional development events. The RTs can request that teachers submit a reflection form several weeks or months after they attended the training. This would provide the HHI evaluation team with further evidence and data that new skills and curricula are being implemented in the classroom. The reflection form would allow teachers to explain what impact the new information or resources had on their students.

General Recommendations

26. Continue to Promote the State Wellness Guidelines: Hawaii's Wellness Policy was established in 2007 with the goal of all K-12 public schools implementing the Wellness Guidelines by June 2011. The SAWS survey helps measure the implementation of this policy at each school. Data from the recent SAWS demonstrates that many schools still have not met all of the Wellness Guidelines. Other teachers have revealed at training events that they were not actually aware of the Wellness Policy. The RTs should be encouraged to explore additional ways to increase compliance with the Wellness Policy. Currently, there are no negative consequences for failure to implement the Wellness Policy, therefore it is difficult for the RTs to encourage some schools to meet the guidelines. If the RTs actively observe that certain schools are not meeting specific Wellness Guidelines, who should they report this to? Is there someone within DOE-OCISS that can assist with the follow-up process of the Wellness Guidelines? Without support from multiple levels, the RTs are often restricted from advancing the progress and implementation of the Wellness Guidelines. One recommendation is to organize a new educational campaign that updates and reacquaints educators about the Wellness Policy.

27. Utilize SAWS and YRBS Data: HHIET recommends that the RTs closely review the latest SAWS and YRBS data to better inform their HHI work plan each year. SAWS data and YRBS data can be used to identify areas of improvement or need, which can then be strategically included in the annual work plan.

28. Distribute an Approved List of Health and PE Curricula: The HHI evaluation team and RTs have noticed that there have been more requests by schools and teachers to receive an updated list of DOE approved health and PE curricula. It is recommended that the RTs work closely with OCISS to update and finalize an approved list of current curricula that can be publicly distributed. This may assist with the implementation of health and PE instruction at schools.

29. Development of Sample Student Learning Objectives (SLOs) Library: During the 2013-14 SY, there was a movement across the state for teachers to define and develop SLOs. The HHI RTs assisted many teachers in the development of their health and PE SLOs. As a result of this need, HHIET recommends that the RTs compile an electronic library (or compilation of PDF files) of sample SLOs. The RTs could help distribute examples of high quality SLOs that have previously been approved. Sharing and reviewing the sample SLOs with other teachers would not guarantee that a similar SLO would be approved by another administrator, but the sample SLOs may serve as a foundation for teachers and enable them to tailor SLOs to their school population as needed.

30. Celebrate Successes and Achievements: Lastly, it is always important to acknowledge and celebrate the annual HHI achievements in health and physical education. This may include small or large accomplishments such as increasing the attendance at professional development activities, promoting successful partnerships with colleagues and community members, providing training on a new curriculum, or making progress on new deliverables. The RTs should be encouraged to share and celebrate their accomplishments with colleagues, supervisors, families, and their local community. DOH and DOE have recently been involved in the organization and presentation of “Excellence in Wellness Banners”. These banners have been presented to schools to recognize their achievements in meeting more than 90% of the Wellness Guidelines. This method has been very well received by schools. Additional methods and action steps that the HHI RTs can take to share their health and PE achievements are to publish short Success Stories on the DOE website, to share best practices nationally on the CDC National Association of Chronic Disease Directors (NACDD) website, and to submit updates and announcements for the Hawaii Physical Activity and Nutrition Quarterly Newsletter.

Concluding Remarks

In closing, the HHI Evaluation Team intends for this evaluation report to contribute to a constructive and meaningful discussion between the Hawaii Department of Health and Hawaii Department of Education. It is hoped that the evaluation report will assist DOE and DOH in implementing their shared vision of promoting healthy lifestyles for Hawaii’s youth.

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Appendices

Appendix A:	HHIET Meetings, Trainings, and Technical Assistance
Appendix B:	Health and PE Standards Logic Model
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Appendix E:	District Workshops – Lessons Learned
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Appendix N:	Oral Presentation 1 for APHA (Cafeteria Assessment)
Appendix O:	Oral Presentation 2 for APHA (PE Model Schools)

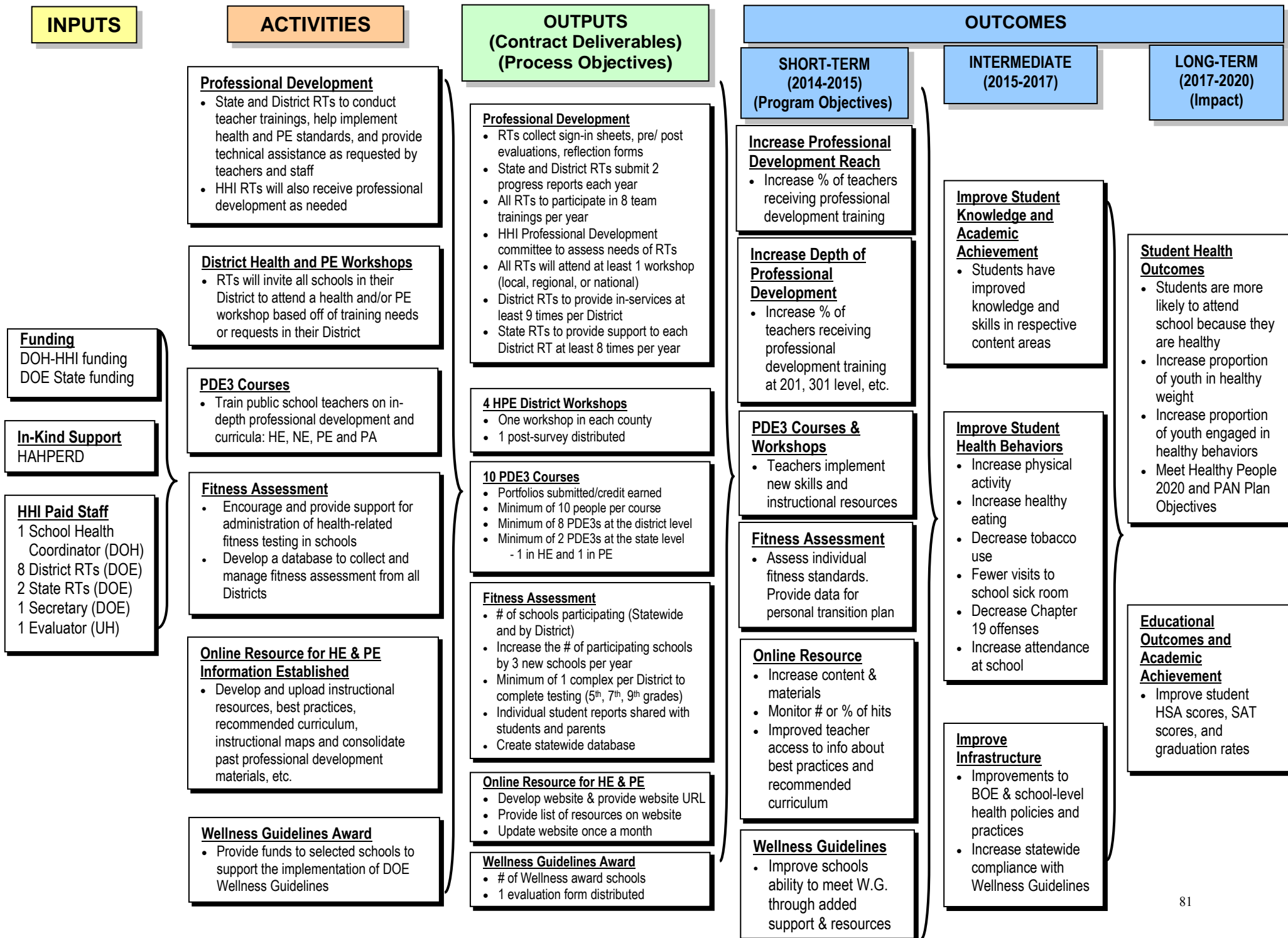
Appendix A: HHIET Meetings, Trainings, and Technical Assistance

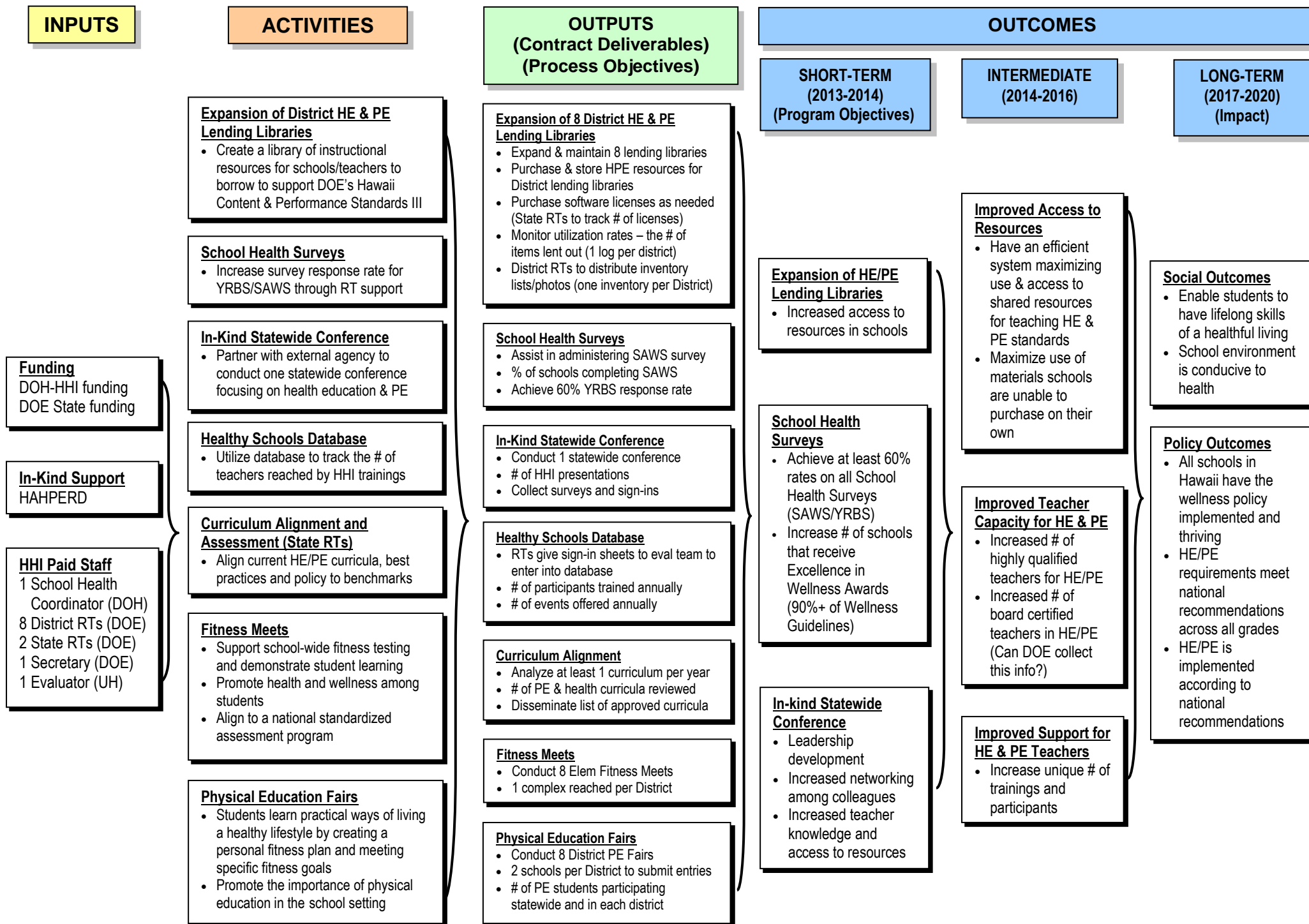
HHIET Meetings, Trainings, and Technical Assistance		
DATE	LOCATION	NOTES
JULY		
7/05/13	DOE – OCISS	Meeting with Gregg and OCISS staff to create new Google Documents for RTs
AUGUST		
8/06/13	DOE – OCISS	Meeting to introduce the new RTs (Michelle and Rob) to HHI evaluation procedures
8/06/13	DOH	Monthly DOH-HHIET evaluation meeting with Jennifer Ryan
8/12-13/13	DOE – OCISS	Two-day HHI RT Meeting - start of the new school year
SEPTEMBER		
9/4/13	DOH	Monthly DOH-HHIET evaluation meeting with Jennifer and Becky
9/10/13	King Intermediate School	Monthly RT meeting (Windward)
9/30/13	UH – HHIET Office	Phone meeting with West Hawaii RT to review HHI goals and evaluation procedures
OCTOBER		
10/2/13	DOH	Monthly DOH-HHIET evaluation meeting with Jennifer and Becky
10/10/13	Email	Becky shared Wellness Evaluation Report Templates with Jennifer for 12 Wellness Schools
10/22/13	Pearl Harbor Kai Elementary	Monthly RT meeting (Central)
10/29/13	DOH	SAWS meeting with Ranjani, Tonya, Ann, Lisa, Cathy, Becky and Jennifer
10/31/13	UH – HHIET	Submitted Annual Evaluation Report to Lola, Ann, and Jennifer
NOVEMBER		
11/4-5/13	APHA Conference (Boston)	Becky gave two oral presentations sharing HHI Model School data
11/12/13	Kapolei High School	Monthly RT Meeting (Leeward)
11/22/13	DOH	Review abstract for HPERC Conference with Ranjani, Tonya, and Jennifer
DECEMBER		
12/4/13	Kauai Fitness Meet	Becky traveled with Oahu RTs to attend Kauai's District Fitness Meet
12/10/13	DOE – OCISS	Monthly RT Training
12/13/13	UH Manoa Campus	HPERC Conference – Assisted Jennifer, Ranjani, and Tonya with two poster presentations
12/17/13	DOE – OCISS	Meeting with Jennifer and Ann
12/18-19/13	UH – HHIET	Phone meetings to assist RTs in completing Google progress reports
JANUARY		
1/14/14	King Intermediate	Monthly RT Meeting (Windward)
FEBRUARY		
2/5/14	DOH	Monthly DOH-HHIET evaluation meeting with Jennifer and Becky
2/7/14	Phone	Conference call with new Kauai RT, Marc, to review evaluation forms
2/10/14	Kahala Mall – Starbucks	Evaluation meeting with Jennifer, Becky, and State RTs
2/11/14	Moanalua High	Monthly RT Meeting (Central)

MARCH		
3/5/14	DOH	Monthly DOH-HHIET evaluation meeting with Jennifer and Becky
3/6/14	Castle High School	Windward District Fitness Meet
3/7/14	Hoa Aina O Makaha	Monthly RT Meeting (Leeward)
3/12/14	Waialua High & Intermediate	Central District Fitness Meet
3/13/14	Kaiser High	Honolulu District Fitness Meet
3/19/14	State Capitol	Healthy Schools Day
APRIL		
4/1 – 4/15/14	St. Louis	National SHAPE Conference
4/9/14	DOH	Monthly DOH-HHIET evaluation meeting with Jennifer and Becky
4/21/14	Email	Distributed survey link for Semester 2 Wellness Evaluation Reports (12 Schools)
4/25/14	Leilehua High	Wellness School Site Visit – Evaluation Team
MAY		
5/2/14	Kahuluu Elem and Kuhio Elem	Wellness School Site Visits – Evaluation Team
5/7/14	Pukalani Elem and Pu'u Kukui Elem	Wellness School Site Visit and Maui District Fitness Meet
5/8/14	Sunset Beach Elem	Wellness School Site Visit – Evaluation Team
5/10/14	UH Manoa – Stan Sheriff Center	HAHPERD State Health and PE Conference
5/12 – 5/13/14	DOE - OCIS	Monthly RT Meeting
5/15/14	Puohala Elem	Wellness School Site Visit – Evaluation Team
5/16/14	Liholiho Elem	Wellness School Site Visit – Evaluation Team
5/20/14	Kaneohe Elem, Hauulu Elem, Enchanted Lake Elem	Wellness School Site Visits – Evaluation Team
5/22/14	Kapunahala Elem	Wellness School Site Visit – Evaluation Team

APPENDIX B: Health and PE Standards Logic Model

HHI Health and Physical Education Standards Logic Model – Page 1





APPENDIX C: Health and PE Training Levels

Overview

- Waiver days
- Department meetings

These are brief meetings with one teacher or all teachers at a school. You may be sharing information about Health or PE standards, but most times this is a request from the field asking specifically for your support and help.

Health and PE 101

- HCPS III
- Standards-based Curriculum

This is anything to do with HCPSIII. The curriculum that you may introduce to teachers must be aligned to the standards. The curriculum must also use best practices and has scientific evidence that backs it. Suggested curriculum: LifeSkills, SPARK, HMSA Nutrition, Diabetes and You, Playground Safety, the use of Tri-Fit.

Health and PE 201

- Curriculum Mapping
- Benchmark Mapping
- Standards-based Record Keeping
- Standards-based Grading and Assessment

A 201 level training focuses on the depth of the training. After teachers use the curriculum, we want to see how they are using the curriculum to assess students' skill. Health Education does a 201 training using the assessment training from SCASS. One way PE has packaged its 201 training is by going over standards-based lessons and assessments as well as record keeping and grading.

Health and PE 301

- Teacher Evidence
- Student Evidence

Teachers attend 300 level trainings (i.e. HE 302 Workshop). Teachers develop their own curriculum and or/augment existing curriculum. Teachers also share their assessment of student work. Teachers share their lessons and assessments with other teachers through conferences/ workshops and/or through the Coordinated School Health website. Sharing student work is challenging because teachers only want to share student exemplars. Also, many teachers may be unsure if other teachers will view their student work as true exemplars. We must gain the trust of our teacher contacts by assuring them that their student work reflects the learning process that all teachers must journey through in developing standards-based quality assessments that result from standards-based instructional practice

APPENDIX D: Bibliography of HHIET School Reports

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Rodericks, R., Lee, S., Heo, H., Naputi, F., Ryan, J., Horiuchi, A., & Maddock, J. (2013). Increasing physical activity in schools through a model schools program in Hawaii. Oral presentation at the 141st Annual Meeting of the American Public Health Association, Boston, MA, November 5, 2013.

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Naputi, F., Lee, S., Rodericks, B., & Maddock, J. (HHIET, 2014). RT Needs Assessment Summary for HHI Resource Teachers (April 2014).

APPENDIX E: District Workshop Qualitative Comments – Lessons Learned

Two specific actions that you intend to apply to your school or classroom as a result of this workshop? (Respondents: 110, Responses: 205)
PE Activities and Concepts (48) <ul style="list-style-type: none"> ▪ Scavenger hunt (4) ▪ Dance (4) ▪ Bag tag (3) ▪ Tabatas (3) ▪ Skillastics (3) ▪ Clumps Activity (3) ▪ Loco motor movement activities (2) ▪ Cooperative catch (2) ▪ 3 minute get up... ▪ 5 minute get up... ▪ Bands ▪ Creating dance routines ▪ Doing the five minute warm ups ▪ Endless Fitness relay ▪ Fitness component; specifically, teaching kids the terms and concepts. Currently, kids get a good amount of cardio fitness and muscular endurance while doing skill activities, but I rarely go over the fitness vocabulary and concepts. Fitness stations in a line ▪ Fitness scavenger hunt, fitness relay, force absorption with plastic bags, bands ▪ Games – “camouflage” fitness ▪ How to choose partners or teams ▪ Hula hoop activities ▪ I will try playing some new PE games ▪ I will use the scavenger hunt fitness in my classroom More fitness ▪ Include more flexibility exercises and use more video play backs ▪ Never ending relay (during PE) ▪ New lessons for Skillastics ▪ Plastic bag activities ▪ Push up technique/intervals ▪ Relays, exercise stations ▪ Scavenger Hunt Fitness ▪ Skillastic – I have them, but I’ve never used it before ▪ The 5 minute running/jumping ▪ The endless relay ▪ Use the sparks curriculum – do some of the activities
Curriculum (38) <ul style="list-style-type: none"> ▪ Healthteacher.com (20) ▪ HealthTeacher.com (5) ▪ Using Spark (PE) ▪ Check out the site for more info about health ▪ Have workshops for staff and students using the information I gained (Signs of Suicide) ▪ Health Curriculum with offer subject as projects ▪ HealthTeacher to support health curriculum airtime ▪ I’ll eagerly and with strong interest log onto HealthTeacher.com as I didn’t realize it also connects to common core. Thank you! Awesome use of time for me. Loved it!

- Plan to download lessons for high school health student
- Possibly implement curriculum (Signs of Suicide)
- QPR with myself and my students (Signs of Suicide)
- Review health standards for grade level
- Share statistics with school (Signs of Suicide)
- Use the website for health and the info for my health curriculum
- We will use the curriculum and the video. Also, we will talk to the students and model and practice with them (Signs of Suicide)

Online Tools and Technology (36)

- Gonoodle.com (15)
- Website (4)
- Socratic (4)
- iMovie (4)
- iPad (2)
- Ask about iPads
- I will definitely use videos ASAP
- More technology – possible video Websites
- Technology
- Technology – if we can get iPads
- Technology integration
- Watch the videos

Integration (14)

- Bean bag toss with pillow case and nouns, verbs etc.
- Brain breaks
- Clump activity to practice math
- Clumping into groups using math
- Connect health to science
- Grade level units and lesson plans which are integrated using ELA, math, science
- Implement more math and language arts into the activities being taught
- Integrate ELA and Math with health
- Integrating health concepts into ELA, Math Curriculum
- Integrate Health lessons into LA blocks
- Integrating all of my content with these new activities. Projects out of health topics
- Integrating PE concepts into curriculum
- Megamath Marathon
- Relay/bean bag game with parts of speech – implementing games of PE that can be integrated with other Common Core subjects

Cross-fit & Body Conditioning (14)

- Body Conditioning (2)
- Body conditioning concepts of Cross-fit
- Check cross-fit website
- Cross-fit
- Cross-fit assessment
- Cross-fit workouts
- Cross-fit workouts (Cross-fit kids)
- I definitely need to explore and see what Cross-fit Kids is all about
- Incorporate movements from crossfit.com
- Some cross-fit body conditioning exercises
- Some of cross-fit

- Some of the elements of Body Conditioning class in weight training
- Videotaping student cross-fit

Fitnessgram and Fitness Testing (14)

- FitnessGram (5)
- Changing assessment criteria
- Fitness testing
- FitnessGram Evaluation
- FitnessGram tests – pre and posts tests
- Going to implement the Fitness Testing
- Individualize fitness testing
- New format and parameters for FitnessGram
- Post Test Fitness Gram
- Using fitness gram program

GeoMotion (13)

- GeoMats (3)
- GeoMotion (2)
- GeoFit
- GeoMap/Mat
- GeoMat dances
- GeoMat to incorporate with math (#'s counting)
- GeoMotion activity
- Geo Motion activity was super! We can use it on a rainy day
- GeoMotion using GeoMats
- Set up # GeoMotion grids outside

Physical Wellbeing (7)

- Daily activity (2)
- Breathing (2)
- Exercise
- Making use of time to stretch/meditate
- Movement

PE Projects (6)

- Concept of PE project
- Create projects/videos for personal fitness plans. We have a one-to-one computer initiative so I liked the tech integration of it.
- Elements of the PE Fair
- PE Fair
- PE video competition
- Personal fitness plan

SLO Application (4)

- I intend to use my SLO writing skills to write my 2 SLOs due in January. I will use my SLO to help guide what I am teaching next quarter.
- I will turn in my SLO tomorrow. I will redo my skills checklist to include specialized movements.
- I will use the information and samples to help create my SLO's. I will try to help guide other teachers with their SLO's.
- SLO process and assessments

Mental and Emotional Health (4)

- Incorporate mindfulness
- Relaxing techniques
- Self-behaviors – coping/bullying

<ul style="list-style-type: none"> ▪ Teach breathing tips for times of stress
Student Assessment (3)
<ul style="list-style-type: none"> ▪ Pre and post-tests (2) ▪ Develop and implement new rubric that will be used
Healthy Living (2)
<ul style="list-style-type: none"> ▪ Health and wellness guidelines ▪ More discussion about nutrition
Recess and Free-play (2)
<ul style="list-style-type: none"> ▪ Look up the price of a covered play structure ▪ Making sure my students receive their recess (20 minutes of physical activity)

What suggestions do you have to improve this workshop?
(Respondents: 52, Responses: 56)

None/Positive Remarks (21)

- Awesome! (2)
- None (2)
- Actually, I thought it went really well. Having us do an SLO was VERY helpful
- Good
- Good job
- Great job
- I really enjoyed this workshop and I am taking away activities and lessons that I plan to implement into my classroom.
- I thought it was great. Crank the AC in the musical theatre room (:
- It was an excellent workshop. Thank you very much! It cleared up all my questions.
- It was very good – no suggestions
- Loved the personal attention
- N/A. She did a wonderful job
- None...Great
- None – very well done!
- None. Our presenter did an excellent job
- PE always have awesome hands on workshops
- Went very well,, no suggestions
- Workshop was very informative and interesting
- You rock! ☺

Logistics (17)

- Couldn't see the overhead – too much glare
- First session could have been presented a little differently
- Give an option of which session to attend
- Health more organized
- I was a bit confused at the flow of topics. We were looking at HealthTeacher.com and then we talked about papers in folders and back and forth.
- Inform all participants about schedule and specifics of location
- It's chilly and noisy
- Maybe have this workshop at the beginning of the year
- Modifications for disability
- More activity
- More movement with secondary workshop
- More space like a gym
- Organization seemed a bit lacking
- Sending a memo out about attire, I would have liked to participate more but was not wearing covered shoes
- This should have been given at beginning of school year, not in May
- Time management – wasted time waiting on technology – too much story time at health workshop.
- Warn participants about the activity. If we have health issues, was it ok to pick and choose what we could do. I felt bad that I couldn't do many things.

Additional Information and Resources (8)

- Have handouts for all activities. Elementary fitness integration didn't have one. Also, info on how to obtain equipment of grants we can take advantage of that can help fund equipment. More core info
- I would like a hard copy of all the activities we learned in the morning
- More examples are helpful

- More technology
- Online → free stuff
- Other assessment beside the FitnessGram
- Provide another SLO example ☺
- Resources/more handouts

Practice and Observe Lessons (5)

- Come and model an integrated lesson. So much is being done at once, so in every subject there is a demand. Teachers are doing the best they can, but can't do it all.
- Give us access to the program while we do it
- I wished that we could view instruction on how to use iPad to create trailer movies that would have been helpful.
- Make the HealthTeacher program free first, give us accounts and we can log in and get more familiar with the program. Same with GoNoodle.
- Time to use the HealthTeacher and explore the website

Miscellaneous (5)

- Giveaways
- I should have been more prepared with my login and password
- Offer PD credit
- Refreshments are always good
- Testing what can we do to get them physically ready?

**What is the most important thing you learned today and how will you apply it in your classroom?
(Respondents: 51, Responses: 87)**

Student Learning Objectives (31)

- How to create an SLO (17)
- Being able to understand SLO EES
- Defining EES and SLO process (how they're related and how they're different). Thorough explanation of developing SLO and how it pertains to my subject area
- Feel more comfortable with handling my SLOs
- How to develop the SLO teacher worksheet, what to expect, and how to apply what I'm already doing. I'm already doing in classroom. Just needs a little tweaking to put into SLO language. How to gather data to use for SLO
- How to write up a SLO and be able to implement
- I need to make my SLO more personal by using one class and by writing the names of the students down to categorize them
- I now have a better understanding of the EES and SLO process. I have a clearer understanding of the requirements of the observation process, SLO document, and core professionalism components related to health. I also was able to finish my SLO and receive feedback and direction.
- [I received] clarification on confusing portions of SLO, another pair of eyes to assess SLO's
- Increased comfort and understanding with SLOs
- SLO implementation
- SLO implementation. This will help with gathering data on my students' progress.
- SLO is a process over time
- SLO – learning goal, big idea, rational and benchmarks
- That SLO and Teacher Observation Cycle are not related. SLO is a process over time. Student growth will be looked at, learned how to set up my SLO to do so

Games and Activities (13)

- Many resources available (3)
- Website (3)
- Bag tag
- Classroom break/brain break
- Different games
- Easy, quick activities
- Hula hoop activities
- Loved the different activities presented – plastic bag
- Videos

Assessment (8)

- Expectations for overall evaluation process
- Explanation of the GOS process
- How to gather data for assessments, needing three starting points for targeted students
- I learned how to align and create learning goals and big ideas
- I learned the process of creating my lessons and assessments
- I'm going to develop more rubrics My other students who were watching [the fitness festival] wanted to try the pacer in PE. I think this is a great idea and will use it this year. Rubrics and expected targets to help my students
- Pacer
- Seeing the procedure for running the tests will help me apply it in the classroom correctly

Websites and Apps (6)

- All the apps and websites
- I just need time to go over the website and practice. This training did just that!

- Learned about online resources: HealthTeacher, GoNoodle, socrative.com
- The availability of HealthTeacher.com and how to use it in future lessons
- The GoNoodle will definitely be an asset to the classroom. A lot of my students have ADHD.
- Utilize the lesson plans from Healthteacher.com. I'll try GoNoodle and see how it goes.

Miscellaneous (5)

- Application of standards to teachings everyday life
- Clearly clarified what I'm expected to produce
- Different strategies that worked in other schools will be tied in my own class
- How ...& easily we can add in PE
- The use of technology in PE/Health

Positive Feedback (5)

- Did a great job presenting info in a understandable way
- Examples given by Lisa were very helpful
- I also learned that my students can give their all during competition. Most students did way better than I expected (Fitness Festival)
- The kids really enjoyed [the fitness festival] and tried their best at each activity
- This will help me in every aspect of my teaching

Application and Integration (4)

- Application of the program
- Food to be able to walk through program
- How to integrate Health into the classroom, regardless of time constraints
- Lessons

Physical Activity (4)

- Activities to do with students locomotor movements
- Making the kids move
- More physical fitness education items
- Students need to move more, acquire knowledge of physical fitness and find a good balance with using movement everyday

Fitness Festival Organization (4)

- A way to organize the workouts to make it a festival
- Good organization that allowed the students to get through a lot of fitness exercises in a relatively short period of time. Will use similar setup for my PE classes.
- How to run a Fitness Fair. Learned about how to articulate with others in the complex to get another going in my complex/school.
- It was nice to see how a competition on this scale was organized

Fitness Festival Resources and Support (3)

- Contacts
- Schools are interested in participating in a district fitness festival. Resources are available to make this event happen in the future.
- The most important thing I learned is that with lots of support, help, and a place to have the event.

Suggestions (2)

- Just wish that we had a bit more time (although initially I was happy that it was a half-day). Otherwise, it was very helpful. Came late today, too ☹ sorry!
- This workshop would have been more meaningful if we had the whole day. Need more tables and more room. Thank you!

Depth of Knowledge (2)

- Depth of knowledge and how we need to incorporate into our learning goals
- I learned what DOKs are and how to implement them

APPENDIX F: District Workshop Qualitative Comments – Future Topics

Three Health, Nutrition, or PE Topics that you would like to learn about in future workshops (Respondents: 123, Responses: 224)
Physical Education and Physical Activity (54)
<ul style="list-style-type: none"> ▪ Cross-fit (5) ▪ Yoga in the classroom (4) ▪ Exercise/physical activity (2) ▪ Team sports/sports skills (2) ▪ Rainy weather classroom PE activities/how to improvise on rainy days (2) ▪ Stretching (2) ▪ Activities appropriate by grade level ▪ Activities specifically for grades K-1 ▪ Advanced training techniques for athletes ▪ Bike paths ▪ Body conditioning ▪ Cardio activities (move) ▪ Classroom games ▪ Common core and PE ▪ Dance ▪ Different sports games (fitness games) ▪ Distance running ▪ Encouragement for less athletic students ▪ Fitness for lower elementary ▪ Healthy fitness zone ▪ How to teach fundamental skills grades K-2 ▪ Implementing activities outside ▪ Incorporating PE in the classroom ▪ Indoor games ▪ Kids learn to swim ▪ Modified sports games ▪ Modified/lead up games ▪ More fitness lesson resources ▪ More for PEP students ▪ More fun games and activities for primary grades – great ideas ▪ More games ▪ Movement ▪ New games/nontraditional sports with handouts/rubrics ▪ New ideas in PE today ▪ Other fitness units ▪ PE for first grade ▪ PE games ▪ PE games that align with CCSS ▪ PE organization ▪ Scholastic equipment ▪ Stationary exercises ▪ Wii/Xbox in PE ▪ Workouts for students

Assessment, Rubrics and Evaluation (30)

- Assessments (5)
- Rubric development (3)
- Assessment strategies and organization (2)
- Assessment tools for PE (2)
- Fitnessgram (2)
- Fitness testing/assessment (2)
- Assessment vs. grading
- Data collection ideas
- Difference between rubrics, checklist criteria, etc.
- EES for PE teachers
- EES Sample lessons
- Fitnessgram certification
- How to track fitness data
- Making data look pretty ☺
- PE standards based grading
- PE standards based record keeping
- Rubric/assessment examples PE
- Standards based grading
- Typical peer group results
- Weight training rubrics

Nutrition Education (27)

- Nutrition (8)
- Healthy eating/nutrition (3)
- Healthy eating for kids (3)
- Community garden
- Different diets for students
- Drug info on household foods, etc. spices.
- Examples of food
- Food - organic vs. not
- Food lessons
- Food groups in health
- Healthy snacks for kids and how to get parents on board with this
- How to get parents involved in their child's health in regards to eating healthy
- Low cost healthy eating
- Natural vitamin – like D
- Nutrition tie-in to athletic performance
- Proper diet

Mental and Emotional Health (23)

- Breathing techniques/diaphragm breathing/relaxing techniques (4)
- Bullying (3)
- Meditation (2)
- Brain breaks (2)
- Mental and emotional health (2)
- Anger management
- Conflict resolution
- Coping with stress
- Gender roles/identity/equality

- Good sportsmanship
- Guidance
- Interpersonal communication
- Mental and emotional health
- Mental health issues: ADD, ADHD, Tourette's, etc.
- More on advocacy

Health Topics and Health Education (22)

- Immune System (3)
- Obesity (3)
- Sexual education/ teaching sexual health (2)
- Absolutely any topic regarding health education
- Community and environmental health
- Differentiated instruction in health
- E-cigs
- Health curriculum
- Health standards
- Healthy habits (hand washing, taking care of self, speaking when need help)
- Healthy heart
- Organs
- Preventing disease/sickness
- Quick games that include health and nutrition
- Tobacco Free
- Updated sessions on current trends in health
- Updates on health instruction

Student Learning Objectives (SLOs) (17)

- SLOs (trainings, meetings and examples) (8)
- Follow up on progress about SLO/further development of SLO (5)
- Assessments that link to SLO (2)
- Creating a rubric for my SLO's
- Second year of SLO and EES

Technology in Health and PE (16)

- Technology in PE (4)
- More technology stuff (2)
- Free online health/fitness sites
- Google doc, spread sheet for PE
- More detailed tech use - hands on
- More technology – Google, iPad, assessment
- Other online resources
- Technology – anything
- Technology apps, use of iPads, Google doc forms for record/assessment tools
- Technology integration
- Technology for assessment
- Using Google forms

General Curriculum (11)

- Academy alignments
- Application of new ideas in PE/health class
- College career integration
- Curriculum assignments

- How to pace out a year's curriculum
- Integration
- Integration of science
- Lessons geared to standards
- More instruction ideas
- Prioritizing activities/lessons over other ones
- Units

Miscellaneous (9)

- Working as a team (2)
- Being physically active makes a person a lot smarter, Healthy lifestyle is more individualized, staying fit helps a person to have more years to enjoy life
- Daily experience to do
- Discipline
- Event planning
- I'm open to any and all topics!
- Skill building
- Why do some elementary schools have PE teachers and some don't

Recommendations for working with SPED Students (5)

- Adaptive PE activities
- Dealing with SPED students on concepts
- Dealing with students with physical disabilities
- Developmentally appropriate activities
- SPED

Collaboration (4)

- Sharing ideas/lessons (2)
- Complex articulation – I would like to know and talk with others to know what they are doing in the classroom (what is working for them/activity suggestions)
- Networking with other teachers to share strategies

Professional Development (4)

- Additional workshop
- How to earn PDE credits or other credits
- PE state conferences
- More PE workshops during weekdays (school time)

Funding (2)

- Apply for grant \$ for equipment and technology, creating portfolios
- Funding strategies, management

PDE3 Course Evaluation Results

2013-2014 School Year



Central District – ESTRIVE

Professional Development Education, Empower, and Excel (PDE3) courses provide an in-depth professional development opportunity for Hawaii Department of Education teachers and staff. PDE3 courses typically require a minimum of 16 to 24 hours of contact time (2-3 credits) and involve a commitment from teachers outside of regular school hours. Central District Health and Physical Education Resource Teacher, Yvette Ikari, offered a PDE3 course entitled *Every Student and Teacher Recommitting Individual Vitality and Excellence (ESTRIVE)* to teachers in the Central District from November 2013 to May 2014. The main course objectives were: to increase knowledge and awareness of physical education (PE) curricula, the PE Fair, and Health Teacher curriculum; to review innovative activities for elementary and secondary students; to participate in fitness integration and body conditioning activities; and to learn how to utilize technology in health and PE classes.

Several types of evaluation data were collected from the PDE3 participants including a 6-item pre-post evaluation, an online survey, portfolio submission, reflection forms, and sign-in sheets. Collectively, the data will be used to assess attendance, the usefulness of the training, knowledge change, and to determine if the training material was successfully implemented in the classroom.

On the first and last day of the PDE3 course, the instructor distributed a brief pre-post evaluation to the participants. Twenty-nine participants completed the pre-post survey. On this survey, participants were asked to rate their confidence and ability on six instructional tasks related to benchmarks and assessment on a 4-point scale, where: 1 = *Not at all confident*; 2 = *Somewhat confident*; 3 = *Confident*; and 4 = *Very confident*. Table 1 shows that the mean score and standard deviation (SD) for all six tasks increased by the end of the *ESTRIVE* PDE3 course.

Table 1: Summary of confidence levels on all six tasks

Pre-Post Survey Items	Pre (mean, SD) (n=29)	Post (mean, SD) (n=29)
I can use benchmark maps to select specific HCPS III physical education benchmarks	2.21 (0.77)	3.45 (0.50)
I can use physical education benchmarks to teach	2.38 (0.77)	3.59 (0.50)
I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in physical education	1.90 (0.67)	3.38 (0.56)
I can design rubrics for my assessment tools	2.10 (0.55)	3.45 (0.50)
I can use student work to plan, re-teach, and evaluate my program	2.21 (0.62)	3.55 (0.50)
I can evaluate student learning by using student work	2.17 (0.48)	3.52 (0.50)

Figures 1 to 6 show the individual breakdown of confidence levels for each of the six questions. All of the bars displayed in **orange** represent the pre-test data, while **green** reflects the post-test data. Totals may not equal 100% exactly due to rounding.

In Figure 1, 27.6% of teachers indicated at the start of the course that they were *confident* or *very confident* in using benchmark maps to select specific Hawaii Content & Performance Standards III (HCPS III) PE benchmarks. This increased to 100% by the end of the course.

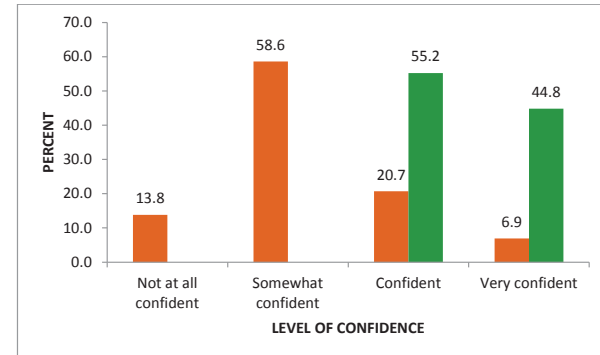


Figure 1. I can use benchmark maps to select specific HCPS III physical education benchmarks

Figure 2 shows that 34.4% of teachers indicated that they were *confident* or *very confident* at the start of the course in using benchmark maps to teach. This increased to 100% by the end of the course.

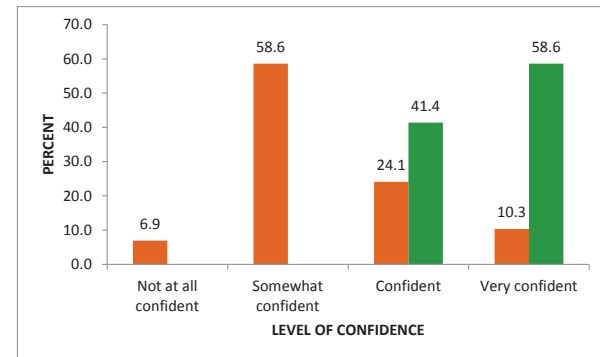


Figure 2. I can use physical education benchmarks to teach

In Figure 3, only 17.2% of teachers indicated that they were *confident* or *very confident* at the start of the course in creating and using performance assessment tasks to assess whether or not students meet the benchmarks in PE. This increased to 96.6% by the end of the course.

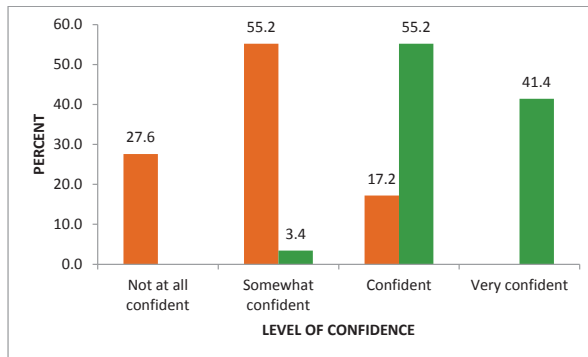


Figure 3. I can create and use performance assessment tasks to assess whether or not students meet the HCPS III benchmarks in physical education

Figure 4 shows that 20.7% of teachers indicated that they were *confident* or *very confident* at designing rubrics for assessment tools at the start of the course. This increased to 100% by the end of the course.

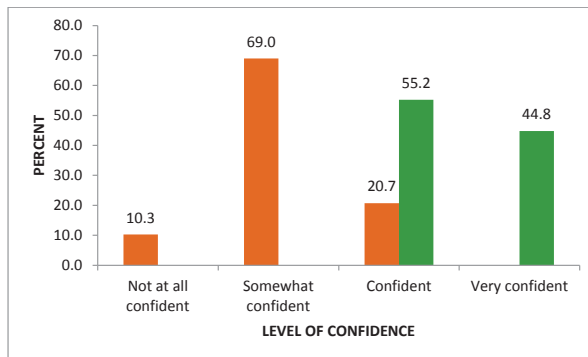


Figure 4. I can design rubrics for my assessment tools

In Figure 5, 24.1% of teachers indicated that they were *confident* or *very confident* at the start of the course in using student work to plan, re-teach, and evaluate their program, and this increased to 100% by the end of the course.

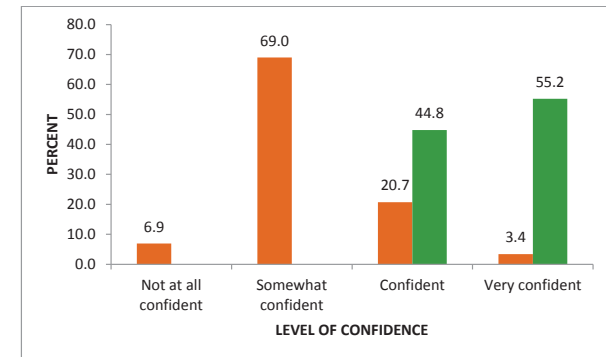


Figure 5. I can use student work to plan, re-teach, and evaluate my program

The last survey question asked about evaluating student learning. Figure 6 shows that 20.7% of teachers indicated at the start of the course that they were *confident* or *very confident* in evaluating student learning by using student work. This increased to 100% by the end of the course.

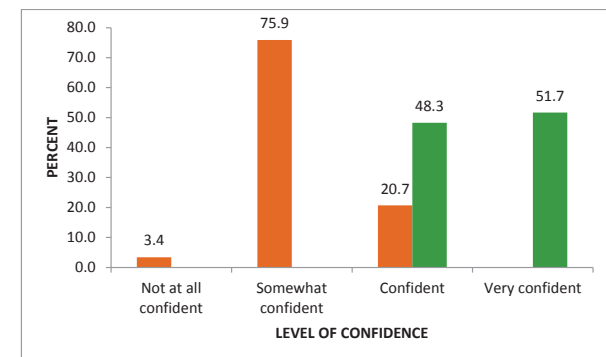


Figure 6. I can evaluate student learning by using student work

Course Summary

The highest possible score on both the pre and post survey combined is 24.0 if a participant indicated being *very confident* (4.0) in all six tasks areas. For Central's *ESTRIVE* course, the average class score was 20.9 out of 24.0 by the completion of the course (Table 2, post-test). This increased from the pre-test mean score of 13.0, indicating that participant knowledge had increased by the end of the course.

Table 2. Pre/Post comparison of all six instructional tasks

Cumulative Pre-Score (mean and SD) (n=29)	Cumulative Post-Score (mean and SD) (n=29)
13.0 (2.9)	20.9 (2.0)



APPENDIX H: PDE3-Qualitative Comments from Participating Teachers

Semester 1 PDE3 Courses

Honolulu – Violence Prevention and Sexual Health

- Curriculum is very student centered and completing the portfolio was rigorous considering the quantity of student samples that needed to be collected, commented upon and the reflective process involved with each lesson.
- Great Course. I learned a lot about sexual abuse and how important it was to teach this topic to my students. I was apprehensive at first to teach this content but was given a lot of support from the course instructors. Thanks for another great health course.
- Great resources were provided in the course!
- I was so impressed with this course. It has exceeded my expectations. The course was well planned and executed. There was sufficient time for each component. It was very reflective and good feedback was provided from the instructor.
- It was a great course!
- This course gave me access to high-quality health lessons. It has helped me understand how I can incorporate health standards into my reading and math instruction.
- This course has given me many tools to use so that I can be an effective health educator.
- This course helped me to understand the needs of my students better and helped to foster a stronger relationship with the parents in my class. I was able to give students the opportunities to practice active communication skills which will help them grow as individuals. While it was "scary" content, I feel more confident in my abilities to tackle the subject of violence prevention.
- This course is needed for all ages. Children and teens need to know how to protect themselves and how to get help if needed.
- This course successfully combines the best of the Sex Abuse Treatment Center (SATC) program with the resources of the "healthteacher.com" website. We were made aware of other available materials from the SATC as well. The "healthteacher.com" website is expanding and is very user-friendly.
- This course was very eye-opening. It was interesting to learn about the topic of Violence Prevention, especially with regards to Sexual Abuse. I had a great time teaching and my students had a fun time learning. The course instructors were informative and very supportive. I especially enjoy the extra websites and tips given in class, which I continue to use today for other topics. Mahalo!!!

Kauai – Physical Education Potpourri

- Active engagement was this course's strength. I enjoy hands on learning and got a lot of great PE lessons/activities I plan to use and adapt for my classes.
- Awesome course! I learned so much that I could easily apply in my classroom and my students really benefitted from their improved PE instruction.
- Excellent course! Extremely fun and engaging! Mahalo Nancy!
- I enjoyed how this course encouraged me to implement physical education activities in the classroom, while teaching other subjects (example; brain breaks, etc).
- It was an amazing class!! I learned a lot! My students really enjoyed the P.E. activities. Great resources. I plan on using these lessons for years to come.
- Loved this course! Please offer more like it.
- Nancy was a great teacher. I learned a lot of ways to teach PE in my class. The things we learned are useful and easy to add to your plans.
- This class was a fun learning experience for myself as a regular classroom teacher. There was a lot of support from physical education teachers too. This was a great class, full of ideas to bring physical education into your classroom.
- This course has very useful content and is taught very effectively.

- This course was well taught by Nancy. Every class meeting was well worth being a part of. I have learned a lot and when I go back to school and teach it to my students, they enjoy PE and also learn a lot like me. I now feel more comfortable teaching PE, knowing the standards and what to teach, rather than going outside to “play”. Thank you for this opportunity. This class was truly one of the best classes I’ve taken.
- Very engaging and useful content.
- Very good class!
- We were very interactive during all classes. It kept me busy and learning throughout all classes.
- Would recommend to other teachers. Mahalo.

Semester 1 and Semester 2 (Year-Long) PDE3 Courses

State – Health Education and Ceeds of Peace: Supporting Our Youth to Become Peace Building Leaders

- I liked the guest speakers for this course.
- Portfolio requirements were a little confusing for the Health section. Health breakout sessions were not very informative. Health instructor seemed confused/agitated. Kerrie and Maya organized excellent big group sessions with great guest speakers.
- Thank you for an informative, interactive class. I appreciate everyone’s hard work!
- Very relative to teaching today and gave many resources that can be used to improve classroom perspectives.

Leeward – E-Strive

- Course was engaging and students enjoyed the new games introduced. Hope to take another class such as this one. Aloha and thank you.
- I enjoyed taking this course. I will definitely take more. Thanks.
- This course helped with new strategies and our teachers was always willing to help out.
- Very good course.

Maui – Personal Fitness and the PE Fair

- Excellent course. Excellent instructor.
- Excellent instructor. High praises for her.
- Great course, all lessons were applicable to my content area which I appreciate and are things that I will continue to implement and use.
- Michelle did an excellent job walking us through the assignments and the portfolio. We learned hands on things that we can take back and use in our classrooms.
- Thank you for an excellent job in reviewing what the fitness fair is all about. You also did a wonderful job in introducing new activities that I will be trying out with my students next year. Another course that I was thinking would be interesting for teachers would be a cross disciplinary one where we take a look at what’s going on in the core subjects and vice versa. I feel that would be a great way to gain more acceptance from the core teachers that health/PE can be taught through all subjects. It would be nice to see non-PE teachers get a feel of what we go through.
- Thank you for opening up this course to elementary teachers.
- This course provided us an excellent resources of the fitness aspect of my PE class.
- This was a great collegial experience with other P.E. and Health professionals.

Central – E-Strive

- As a general ed teacher, this course really helped me to understand the importance of PE and Health within the school curriculum. I am really appreciative for this opportunity to take this course, and I saw immediate benefits to my students after attending the conferences, classes, and after I incorporated the lessons.
- Extremely well-organized course, considering the range of teachers’ PE backgrounds. Instructor was very helpful and went above and beyond to make this course meaningful; always available to answer any questions.
- Great course. Lots of good information.
- Great learning opportunities!
- I enjoyed this class very much. Yvette and Lisa are extremely supportive. I can proudly say that now I have

three really good lesson plans for nutrition unit. The HAHPERD conference was awesome!

- I enjoyed this course & found the information to be useful towards my curriculum.
- I have learned many things that I can now try with my students in the classroom.
- I really enjoyed this class and the instructors provided so much support to all of us!
- Sessions were hands on and incorporated technology and student centered lessons.
- The PE course strive is very relevant to our professional growth, it reinforces what we are teaching in terms of SLO's and the new EES evaluation system DOE put in.
- This course was excellent. I learned a lot and enjoyed the course. Yvette Ikari did a great job guiding us through the course. I would take another course like this in the future.
- Wonderful engaging course. Should be open to all teachers. We need more offerings of this course.

APPENDIX I: Fitness Testing and Fitness Meets by Complex Area

KAUAI DISTRICT

KAPAA-KAUAI-WAIMEA				
schools	Kapaa Complex	Fitness Testing*	Fitness Meet	Attended any HHI Prof Development Events
	Kapaa Middle			
	Hanalei Elementary			✓
	Kapaa Elementary		✓	✓
	Kapaa High	✓		✓
	Kilauea Elementary	✓		
	Kauai Complex	Fitness Testing*	Fitness Meet	Attended any HHI Prof Development Events
	Chiefess Kamakahelei Middle			✓
	Kauai High	✓		✓
	King Kaumualii Elementary	✓	✓	✓
	Koloa Elementary			✓
	Elsie H. Wilcox Elementary	✓	✓	✓
	Waimea Complex	Fitness Testing*	Fitness Meet	Attended any HHI Prof Development Events
	Eleele Elementary			✓
	Kalaheo Elementary			✓
	Kekaha Elementary	✓		✓
	Niihau			
	Waimea High	✓		✓
	Waimea Canyon Middle	✓		✓
	TOTAL	8	3	13

* Please note that this data only includes schools that completed fitness testing with the assistance of the HHI RTs.

EAST HAWAII DISTRICT

HILO-WAIAKEA

schools	Hilo Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Ernest Bowen de Silva Elementary			✓
	Haaheo Elementary			
	Hilo High	✓		✓
	Hilo Intermediate	✓		✓
	Hilo Union Elementary			
	Kalanianaʻole Elementary and Intermediate			✓
	Chiefess Kapiolani Elementary			
	Kaumana Elementary			✓
	Keaukaha Elementary			✓
	Waiakea Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Waiakea Elementary	✓	✓	✓
	Waiakea Intermediate	✓	✓	✓
	Waiakeawaena Elementary	✓	✓	✓
	Waiakea High	✓	✓	✓
	TOTAL	6	4	10

KAU-KEEAU-PAHOA

schools	Kau Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Kau High and Pahala Elementary	✓		✓
	Naalehu Elementary			
	Keaau Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Keaau Elementary			✓
	Keaau Middle	✓		
	Keaau High	✓		
	Mountain View Elementary			✓
	Pahoa Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Pahoa Elementary			
	Pahoa High and Intermediate	✓		
	Keonepoko Elementary	✓		✓
	TOTAL	5	0	4

MAUI DISTRICT

BALDWIN-KEKAULIKE-MAUI				
schoools	Baldwin Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Henry Perrine Baldwin High			✓
	Iao Intermediate	✓		✓
	Puu Kukui Elementary	✓	✓	✓
	Waihee Elementary			✓
	Wailuku Elementary			✓
	Maui Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Kahului Elementary			
	Kihei Elementary			✓
	Lihikai Elementary			
	Maui High	✓		✓
	Maui Waena Intermediate	✓		✓
	Lokelani Intermediate	✓		✓
	Kamalii Elementary	✓		✓
	Pomaikai Elementary School			
	Kekaulike Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Haiku Elementary			✓
	Kula Elementary			
	Makawao Elementary			✓
	Samuel Enoka Kalama Intermediate	✓		
	Paia Elementary			
	Pukalani Elementary			
	King Kekaulike High			
	TOTAL	7	1	12

HANA-LAHAINALUNA-LANAI-MOLOKAI				
schoools	Hana Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Hana High and Elementary			
	Lahainaluna Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	King Kamehameha III Elementary			
	Lahaina Intermediate			
	Lahainaluna High			
	Princess Nahienaena Elementary	✓		
	Lanai Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Lanai High and Elementary			
	Molokai Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Kaunakakai Elementary			
	Kilohana Elementary			
	Maunaloa Elementary			
	Molokai High			
	Molokai Middle			✓
	TOTAL	1	0	1

WINDWARD DISTRICT

CASTLE-KAHUKU

schools	Castle Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	James B. Castle High	✓		✓
	He'eia Elementary		✓	
	Kahalu'u Elementary	✓	✓	✓
	Kane'ohe Elementary	✓	✓	✓
	Pu'ohala Elementary	✓	✓	✓
	Kapunahala Elementary	✓	✓	✓
	Governor Samuel Wilder King Intermediate	✓		✓
	Reverend Benjamin Parker Elementary	✓	✓	✓
	Waiahole Elementary		✓	
	Ahuimanu Elementary		✓	✓
	Kahuku Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Hau'ula Elementary	✓	✓	✓
	Ka'a'awa Elementary	✓	✓	✓
	Kahuku High and Intermediate	✓		✓
	La'ie Elementary	✓	✓	✓
	Sunset Beach Elementary	✓	✓	✓
	Kahuku Elementary	✓	✓	✓
	TOTAL	13	13	14

KAILUA-KALAHEO

schools	Kailua Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Enchanted Lake Elementary		✓	✓
	Kailua High			✓
	Keolu Elementary		✓	✓
	Maunawili Elementary		✓	✓
	Blanche Pope Elementary		✓	✓
	Waimanalo Elementary and Intermediate		✓	✓
	Ka'elepulu Elementary		✓	✓
	Olomana			
	Kalaheo Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Aikahi Elementary		✓	✓
	Kailua Elementary		✓	✓
	Kailua Intermediate			✓
	Kainalu Elementary		✓	✓
	Kalaheo High			✓
	Mokapu Elementary		✓	✓
	TOTAL	0	10	13

CENTRAL DISTRICT

AIEA-MOANALUA-RADFORD

schools	Aiea Complex				Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Aiea Elementary						✓
	Aiea Intermediate			✓			✓
	Aiea High			✓			✓
	Alvah A. Scott Elementary						
	Waimalu Elementary						
	Gustave H. Webling Elementary						
	Pearl Ridge Elementary			✓			
	Moanalua Complex				Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Moanalua Elementary				✓		✓
	Moanalua Middle						✓
	Moanalua High				✓		✓
	Red Hill Elementary				✓		✓
	William R. Shafter Elementary						
	Salt Lake Elementary						✓
	Radford Complex				Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Aliamanu Elementary				✓		✓
	Aliamanu Middle						✓
	Horace Meek Hickam Elementary				✓		✓
	Makalapa Elementary						
	Mokuokele Elementary				✓		✓
	Chester W. Nimitz Elementary						✓
	Pearl Harbor Elementary				✓		✓
	Pearl Harbor Kai Elementary						✓
	Admiral Arthur W. Radford High				✓		✓
	TOTAL				11	0	16

LEILEHUA-MILILANI-WAIALUA

schools	Leilehua Complex				Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Hale Kula Elementary						✓
	Helemano Elementary			✓			✓
	Iliahi Elementary						
	Ka'ala Elementary						✓
	Leilehua High						✓
	Sergeant Samuel K. Solomon Elementary						✓
	Wahiawa Elementary						
	Wahiawa Middle				✓		✓
	Major Sheldon Wheeler Elementary						
	Major Sheldon Wheeler Middle						
	Mililani Complex				Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Kipapa Elementary				✓		✓
	Mililani High				✓		
	Mililani Waena Elementary						✓
	Mililani Middle						
	Mililani 'Ike Elementary						
	Mililani Mauka Elementary						
	Mililani Uka Elementary				✓		✓
	Waialua Complex				Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Haleiwa Elementary				✓	✓	✓
	Waialua Elementary				✓	✓	✓
	Waialua High and Intermediate				✓		✓
	TOTAL				8	2	12

LEEWARD DISTRICT

CAMPBELL-KAPOLEI

schools	Campbell Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	James Campbell High	✓		✓
	Ewa Elementary			
	Ewa Beach Elementary			✓
	Iroquois Point Elementary			
	Pohakea Elementary	✓	✓	✓
	Ilima Intermediate			
	Holomua Elementary			
	Kaimiloa Elementary			
	Keone'ula Elementary			✓
	Ewa Makai Middle	✓		✓
	Kapolei Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Barbers Point Elementary			✓
	Makakilo Elementary			
	Kapolei Elementary	✓		✓
	Mauka Lani Elementary			✓
	Kapolei Middle			✓
	Kapolei High			✓
	TOTAL	4	1	10

PEARL CITY-WAIPAHU

schools	Pearl City Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Highlands Intermediate			✓
	Manana Elementary			
	Palisades Elementary			✓
	Pearl City Elementary			
	Pearl City High			✓
	Pearl City Highlands Elementary			
	Lehua Elementary			
	Kanoelani Elementary			
	Momilani Elementary			
	Waiau Elementary			
	Waipahu Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	August Ahrens Elementary			✓
	Waipahu Elementary			
	Honowai Elementary			
	Waipahu High			
	Waipahu Intermediate			✓
	Kalei'opu' Elementary			
	Waikele Elementary			
	TOTAL	0	0	5

LEEWARD DISTRICT Continued

NANAKULI-WAIAANAE				
schools	Nanakuli Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Nanaikapono Elementary			
	Nanakuli Elementary			
	Nanakuli High and Intermediate			✓
	Waianae Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Ma’ili Elementary			✓
	Makaha Elementary			
	Wai’anae Elementary			
	Leihoku Elementary			
	Wai’anae High			✓
	Wai’anae Intermediate			✓
	TOTAL	0	0	4

HONOLULU DISTRICT

FARRINGTON-KAISER-KALANI					
schools	Farrington Complex		Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Governor Sanford B. Dole Middle				✓
	Governor Wallace Rider Farrington High				✓
	Mayor Joseph J. Fern Elementary				✓
	Ka’ewai Elementary				✓
	King David Kalakaua Middle				
	Kalihi Elementary				
	Kalihi-kai Elementary				✓
	Kalihi-uka Elementary				✓
	Kalihi Waena Elementary				
	Kapalama Elementary				
	Linapuni Elementary				
	Pu’uhale Elementary				
	Kaiser Complex		Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Aina Haina Elementary		✓	✓	✓
	Haha’ione Elementary		✓	✓	✓
	Koko Head Elementary		✓	✓	✓
	Niu Valley Middle		✓		✓
	Henry J. Kaiser High				✓
	Kamiloiki Elementary		✓	✓	✓
	Kalani Complex		Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Kahala Elementary		✓		✓
	Kaimuki Middle		✓		✓
	Kalani High				✓
	King Liholiho Elementary				
	Waikiki Elementary				
	John H. Wilson Elementary				
	Hawaii School for the Deaf and Blind				
	TOTAL		7	4	15

HONOLULU DISTRICT Continued

KAIMUKI-MCKINLEY-ROOSEVELT				
schools	Kamuki Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Ala Wai Elementary			✓
	Ali'iolani Elementary			✓
	Hokulani Elementary			✓
	William P. Jarrett Middle	✓		✓
	President Thomas Jefferson Elementary			✓
	Kaimuki High			✓
	Prince Jonah Kuhio Elementary	✓		✓
	King William Lunalilo Elementary	✓		✓
	Palolo Elementary			✓
	George Washington Middle	✓		✓
	McKinley Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Central Middle			✓
	Queen Ka'ahumanu Elementary			✓
	Princess Victoria Ka'iulani Elementary			✓
	Kauluwela Elementary			✓
	Lanakila Elementary			✓
	Princess Miriam K. Likelike Elementary			✓
	President William McKinley High			✓
	Royal School			✓
	Roosevelt Complex	Fitness Testing	Fitness Meet	Attended any HHI Prof Development Events
	Kula Kaiapuni 'O Anuenue			
	Prince David Kawananakoa Middle			✓
	President Abraham Lincoln Elementary			✓
	Ma'ema'e Elementary			✓
	Manoa Elementary			✓
	Noelani Elementary			✓
	Nu'uuanu Elementary			✓
	Pauoa Elementary			✓
	President Theodore Roosevelt High			✓
	Robert Louis Stevenson Middle			✓
	TOTAL	4	0	27



Purpose: Students will learn the importance of living a healthy lifestyle by creating a personal fitness plan that will meet specific fitness goals. The achievement of these goals will be measured by pre and post data collection and assessments

PE Content: Standard 3 “Active Lifestyle” & Standard 4 “Physical Fitness”. For more info, please refer to the DOE HCPSIII benchmarks.

Benchmarks: All benchmarks for standards 3 and 4 will be addressed in this project.

Levels: All secondary public or private school students in the State of Hawaii will be eligible to participate in this PE Fair Competition. The top 3 school finalists will be allowed to compete at the district level. The top 3 finalists in each district will qualify to compete at the state level competition. A first, second, and third place overall state winners will then be selected.

Video Presentation: Produce an exciting video that answers all 10 required questions of the project. Please use proper exposure, composition, graphics, titles, audio, music, graphs, and charts to artistically express your personal project. Include footage of you actively engaged in your goal setting, workouts, and your pre and post testing experience. The finished project should be approximately 3-4 minutes long and may be submitted via DVD or electronic file.

Recognition and Awards:

The top 3 school level finalists will receive a 1st-3rd place finishing certificates and ribbons. The top 3 district school level finalists will be awarded with cash gift cards to Sports Authority. The top 3 district finalist will be invited to compete for the top 4 State level places; 1st place- Go pro silver camera, 2nd place- Beats by Dr. Dre headphones, 3rd place- Ipod Nano, 4th place- Ipod shuffle

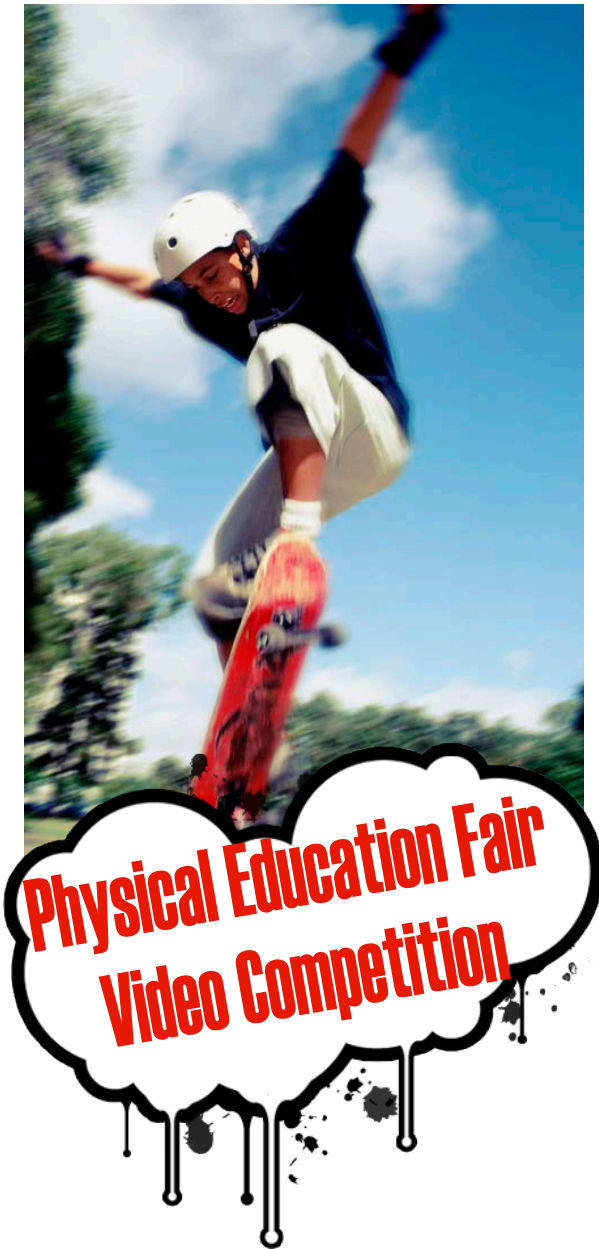
Timeline: School and District level finalists must be selected by the end of April. State finalists will be selected in May and displayed at the State PE Conference.

For more Information

Contact:

Curt Okimoto:

curt_okimoto@notes.k12.hi.us



**Hawaii Public and
Private Schools**

Questions

All 10 requirements must be included in your video!



1. Explain the relationship between a healthy lifestyle and regular participation in physical activity
2. Choose 1 area of a health related fitness which you would like to improve on and why?
3. Create 2 measurable goals in your selected area of health related fitness that you would like to improve on.
4. List and explain your rationale in selecting at least 3 different fitness activities you will participate in outside of PE class to improve on your selected area of fitness.
5. Identify and analyze 3 factors that may affect your overall health and fitness goals. How can these factors prevent you from achieving your fitness goals?
6. Name 3 clubs, organizations, businesses, or other resources in your community that may help you in achieving your fitness goals.
7. Using the FITT principle, create a 4 week personal fitness plan that will focus on achieving your health related fitness goal selected.
8. Conduct a standardized pre and post assessment on your 2 personal fitness goals. Include a data chart or graph in displaying your results.
9. Include a signed testimonial letter by a parent or guardian that verifies your participation and results of your project.
(Not part of the video presentation)
10. Include your reflection of your personal fitness plan and health related goals. Include things that went well, difficulties encountered, and any changes you would make as you continue to live a healthy and active lifestyle.

APPENDIX K: HAHPERD State Conference Themes

Session Titles Organized by Content Area (n=25)

Physical Education (15)

- Integrating QR Codes & Video Assessment Through Frisbee Activities
- Zumba Fit
- Tennis in the Schools
- Using Pedometers to Increase Instructional Effectiveness
- Project Unify: An Inclusionary Program
- Be All You Can Be In CrossFit
- Creative Basketball Activities
- SAFE Archery in Schools
- MUVE – Dance Exercise Games
- #PE # Innovative Activities
- Skillastics: Raising Student Self-Esteem
- Skillastics: Raising Self-Esteem (Continued)
- Jump/Hoops for Heart
- The Power of One: Foxtrot and Swing
- Dynamic Stabilization – Pilates on the Foam Roller

Health Education (6)

- Health Teacher Curriculum
- Sunsafe Education for Public Schools in Hawaii
- “Rethink Your Drink”: Using Social Marketing
- Keeping Kids Safe in Cyberspace
- Prevention through Education: My Body is Special
- Responding to a “Cry for Help”

Miscellaneous (3)

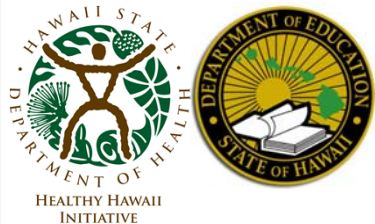
- Pediatric Overuse Injuries and Sports Specialization
- An iPad App that Will Revolutionize Your Teaching
- Using Video to “Explain Everything” (iPad App)

Health/Physical Education (1)

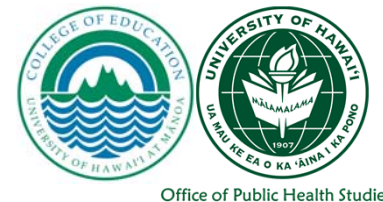
- Total School Wellness Activities (Quality Recess)

Session Titles Organized by Themes (n=25)

Specific Sports and PE Lessons (9)
<ul style="list-style-type: none"> • Be All You Can Be In CrossFit • Creative Basketball Activities • SAFE Archery in Schools • #PE # Innovative Activities • Tennis in the Schools • Jump/Hoops for Heart • Dynamic Stabilization – Pilates on the Foam Roller • Skillastics: Raising Student Self-Esteem • Skillastics: Raising Self-Esteem (Continued)
Health Promotion and Healthy Behaviors (5)
<ul style="list-style-type: none"> • Sunsafes Education for Public Schools in Hawaii • “Rethink Your Drink”: Using Social Marketing • Keeping Kids Safe in Cyberspace • Prevention through Education: My Body is Special • Responding to a “Cry for Help”
Technology and PE (4)
<ul style="list-style-type: none"> • Using Pedometers to Increase Instructional Effectiveness • Integrating QR Codes & Video Assessment Through Frisbee Activities • An iPad App that Will Revolutionize Your Teaching • Using Video to “Explain Everything” (iPad App)
Dance (3)
<ul style="list-style-type: none"> • The Power of One: Foxtrot and Swing • MUVE – Dance Exercise Games • Zumba Fit
Curriculum and School Wellness (1)
<ul style="list-style-type: none"> • Health Teacher Curriculum
Adapted PE (1)
<ul style="list-style-type: none"> • Project Unify: An Inclusionary Program
Sports and Health (1)
<ul style="list-style-type: none"> • Pediatric Overuse Injuries and Sports Specialization



Instructional Time for Physical Education and Youth Physical Education Recommendations



Ranjani Starr¹, Jennifer Ryan¹, Rebekah Rodericks², Ann Horiuchi³, Susan Saka⁴, Tonya Lowery St. John¹

¹Healthy Hawaii Initiative, Hawaii State Department of Health, ²Office of Public Health Studies, University of Hawaii at Manoa

³Office of Curriculum, Instruction and Student Support, Hawaii State Department of Education, ⁴Curriculum Research & Development Group, University of Hawaii at Manoa

Background

- The Hawaii State Board of Education created *Health, Wellness, and Safety Policy* 1110-6 and HDOE *Wellness Guidelines* in compliance with federal requirements.
- The *Wellness Guidelines* stipulate the number of instructional minutes for required physical education (PE) by grade.



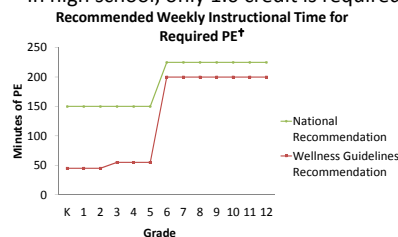
- The Safety and Wellness Survey, administered online annually to school principals, measures compliance with *Wellness Guidelines*.
- The biennial Youth Risk Behavior Survey (YRBS) is completed by public middle and high school students in Hawaii. Students self-report their participation in PE and physical activity (PA). Data are weighted by the Centers for Disease Control and Prevention (CDC) to be representative of the state of Hawaii.



Findings

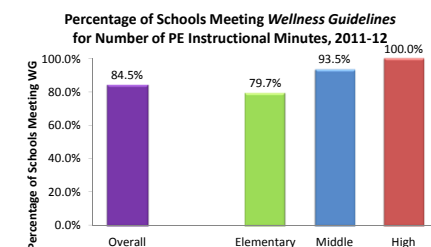
I. State vs. National* PE Requirements

- According to NASPE, students in grades K–12 should receive PE on a daily basis.
- PE requirement in Hawaii varies by grade; PE is required throughout elementary school, and is optional in middle school. In high school, only 1.0 credit is required.



†Only 107 minutes of PE is required in Grade 6 if part of a K–6 school.

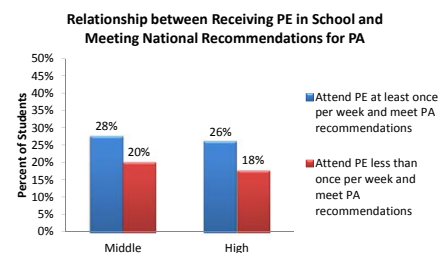
II. Compliance with State Guidelines



- Compliance is only applicable to grades in which PE is required.
 - Secondary schools have fewer PE requirements than elementary schools.

III. Self-Reported Participation in PE and PA

- According to CDC, youth should engage in 60 minutes or more of physical activity daily.
- 25% of middle school students and 21% of high school students meet PA recommendations.
- Hawaii students rank lowest in PA among middle schools and second lowest in PA among high schools in participating states.
- 65% of middle school students, compared to 41% of high school students, attend PE at least once per week.



- Students who attend PE one or more times per week are significantly more likely to meet PA recommendations
 - Odds Ratio (Middle School) = 1.50, 95% CI 1.31–1.74.
 - Odds Ratio (High School) = 1.64, 95% Confidence Interval (CI) 1.34–2.02

Discussion

- Despite good compliance with the *Wellness Guidelines*, Hawaii instructional minutes for PE fall short of NASPE standards.
 - In elementary schools, PE is required in all grades (+) but the number of minutes of instructional time fall short of national guidelines (-).
 - In middle schools, PE is optional in all grades (-) but the number of minutes of PE instructional time are comparable to the national guidelines (+).
 - In high schools, only 1.0 credit of PE is required (-), but the number of minutes of PE instructional time are comparable to the national guidelines (+).
- Hawaii has among the lowest rates of students meeting PA recommendations in the nation.
 - Only 1 in 4 middle school students, and 1 in 5 high school students meet PA recommendations.
- Moreover, 35% of middle school students and 59% of high school students do not attend PE in an average week.
- Students who participate in PE have significantly higher odds of meeting PA recommendations. The odds are:
 - 50% higher for middle school students and
 - 64% higher for high school students.
- Focused efforts are needed to improve access to adequate PE in schools.

Recommendations

- Augmentation of instructional time for PE in elementary schools
- Expansion of PE requirements to middle schools and all grades in high schools
- Protection and, where possible, expansion of PE instructional time amidst competing academic requirements

Jennifer Ryan¹, Ranjani Starr¹, Rebekah Rodericks², Glenna Owens³, Ann Horiuchi⁴, and Tonya Lowery St. John¹

Introduction

- The Hawaii Department of Education (HIDOE) has direct contact with more than 80 percent of the state's children ages 5-17.¹
- Half of Hawaii's public school students are eligible for free or reduced-price meals.¹
- A growing number of studies have found that healthy and physically active students are more likely to be academically motivated, alert, and successful.²

Background

- In 2004, the *Child Nutrition and Women Infants and Children Reauthorization Act* (Section 204 of Public Law 108-265) required each school food authority participating in the National School Lunch Program to establish a local wellness policy.
- To meet federal requirements, the Hawaii State Board of Education created *Health, Wellness, and Safety Policy* 1110-6.
- In 2007, the Wellness Guidelines were released to HIDOE schools with a four-year grace period to facilitate full implementation.
- All schools were expected to comply with the Wellness Guidelines by the end of SY2010-11.
- The Wellness Guidelines are organized into five component areas.

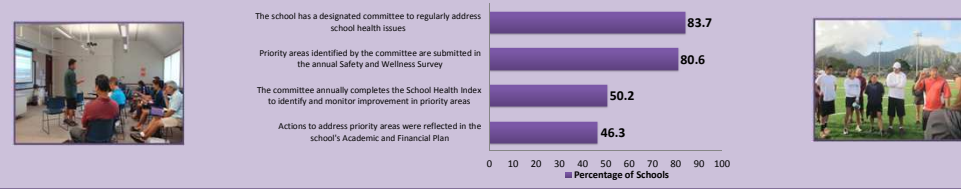
1. Wellness Committee
2. Nutrition Standards
3. Health and Nutrition Education
4. Physical Education and Activity
5. Professional Development

Description of the Data

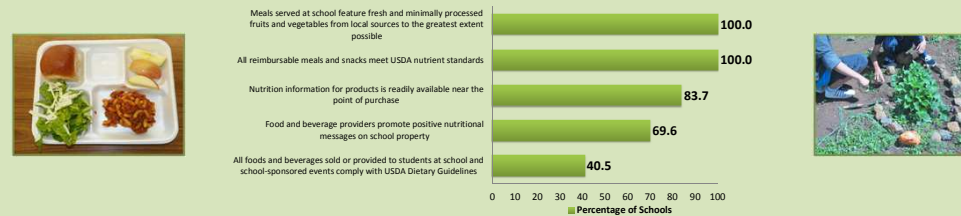
- The Safety and Wellness Survey (SAWS) is used to monitor school implementation of the Wellness Guidelines.
- The SAWS is delivered online and jointly administered by the HDOE and the Hawaii State Department of Health (HDOH) annually to school principals statewide.
- Public charter schools are not included in the SAWS since independent school food authorities are not required to adopt the HDOE Wellness Guidelines.
- Wellness Guideline scores reflect the number of points earned by each school divided by the total number of possible points. This proportion is then averaged across schools for the entire State.
- The following information is self-reported data collected from 227 school principals for SY2011-12 representing 89 percent of eligible schools (n=255).

Five Component Areas of the Wellness Guidelines

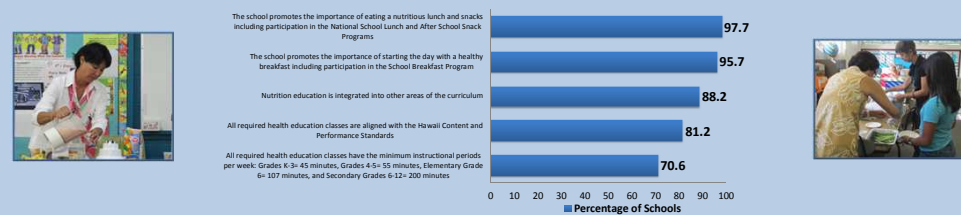
Wellness Committee



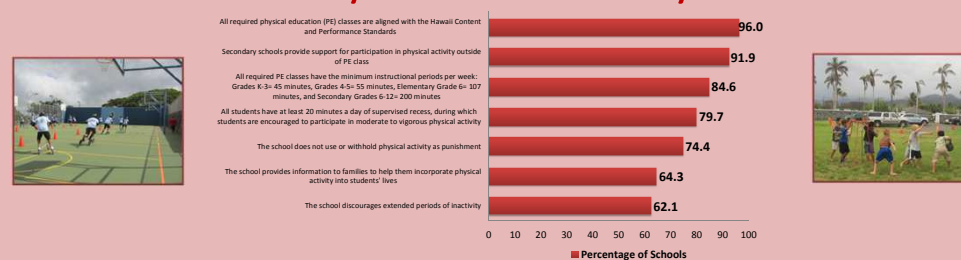
Nutrition Standards



Health and Nutrition Education



Physical Education and Activity



Professional Development



Wellness Award Recipients

- Of the 227 schools that completed the SAWS, 50 schools reported implementing at least 90% of the Wellness Guidelines in SY2011-12.
- Each of the 50 schools were provided with an "Award for Excellence in Wellness" banner.
- These Wellness Award recipients were eligible to apply for HDOH funds of up to \$8,000 per school to further support their efforts and implementation of the Wellness Guidelines in SY2013-14.

Location of 50 Wellness Award Recipients by Island³



Ernest Bowen de Silva Elementary
Keaukaha Elementary
Kohala Elementary
Mountain View Elementary
Waiakea Elementary
Waiakeawaena Elementary

Benjamin Parker Elementary	Laie Elementary
Blanche Pope Elementary	Linapuni Elementary
Gustave H. Webling Elementary	Manana Elementary
Hahaione Elementary	Milliani High
Heeia Elementary	Milliani Mauka Elementary
Henry J. Kaiser High	Milliani Waena Elementary

Laie Elementary
Linapuni Elementary
Manana Elementary
Mililani High
Mililani Mauka Elementary
Mililani Waena Elementary
Palisades Elementary
Pauoa Elementary
Pearl City Elementary
Pearl Harbor Elementary
Pearl Ridge Elementary
Prince David Kawanakoa Middle
Samuel K. Solomon Elementary
Samuel Wilder King Intermediate
Waikiki Elementary
Waiuu Elementary
William McKinley High
William P. Jarrett Middle

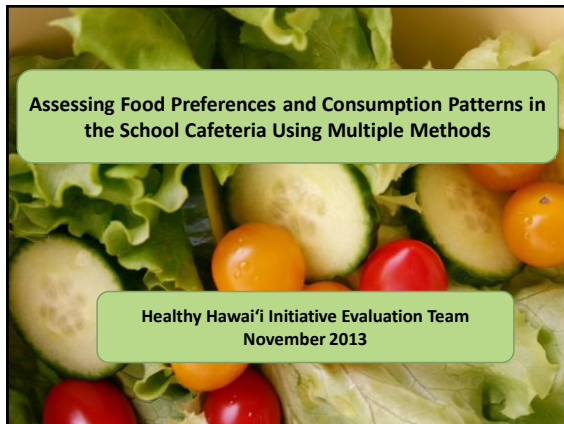
Next Steps

- Excellence in Wellness banners will be awarded to high achieving schools in the spring of each school year.
- The HIDOE and HDOH are working together to develop additional SAWS data reports.
- SAWS data will be used by HIDOE partners to guide efforts that support wellness in schools.

References

1. HIDEOE 2012 Superintendent's 23rd Annual Report (May 2013).
http://arch.k12.hi.us/PDFs/state/superintendent_report/2012/2012SuptRptFinal20130514.pdf
2. Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: U.S. Department of Health & Human Services; 2011.
3. Google maps: <https://maps.google.com/maps/ms?msid=203854207654095372735.0004ec5d190158090cf&msa=0>

Appendix N: Oral Presentation 1 for APHA (Cafeteria Assessment)



Presenter Disclosure

Becky Rodericks

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

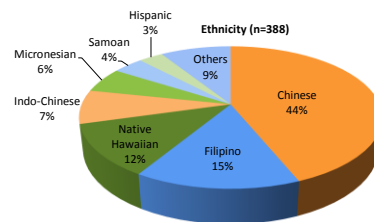
No relationships to disclose.

Background

- The Healthy Hawaii Initiative (HHI) was established in 2000 by the Hawaii Department of Health (DOH) using Tobacco Settlement Funds
- HHI promotes **healthy eating, physical activity** and **tobacco free** lifestyles
- HHI DOH team collaborates w/ DOE's School Food Services Branch (SFSB)
 - **100,000+ meals** served daily by Hawaii's School Food Service Branch (SFSB)
 - Hawaii DOE is the 9th largest school district in the nation
 - **50%** of Hawaii's public school students are **eligible for free/reduced-price meals**
- Model Schools 2013 Program – 9 pilot model schools (1 nutrition school)
 - Healthteacher.com was used for nutrition education

School Demographics

- Elementary School, Honolulu School District
- 83.3% students are eligible for free or reduced-cost lunches
- 25.4% students have limited English proficiency



Objectives and Methods

Objectives

Part 1: Food Selection (Grades 3-5)

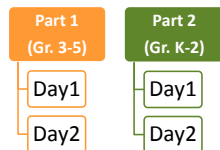
- To determine what food items students would choose at lunch time when offered multiple options. Students in grades 3-5 may choose 3, 4, or 5 food items.

Part 2: Food Consumption (Grades K-2)

- To identify food items that were consumed the most/least by using plate waste methods. Students in grades K-2 are served all food items on their tray.

Methods

- Two school days were selected at random in April 2012 and 2013
- Two groups were observed (Gr. K-2, Gr. 3-5) for a total of 4 lunch periods each year



Lunch Menu

Day 1 Menu	Day 2 Menu
<ol style="list-style-type: none">Creole macaroniSaladApple wedgesFrench bread roll (50%+ whole grain)White (1%) or chocolate milk (fat free)	<ol style="list-style-type: none">Turkey, mashed potatoes & gravyBeans & cornPeach slicesRaisin roll (50%+ whole grain)White (1%) or chocolate milk (fat free)

Part 1 – Food selection (Gr. 3-5)

	Entrée		Bread		Fruits		Vegetables		Milk	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Menu 1			83% (french bread)	100% (french bread)	83.7% (apples)	87.5% (apples)	53% (salad)	41.7% (salad)	51% (fat free chocolate milk)	63.5% (fat free chocolate milk)
Menu 2	100% (pre-plated)		80% (raisin roll)	100% (raisin roll)	84.1% (peaches)	76.5% (peaches)	60% (corn/ green beans)	58.3% (corn/ green beans)	51% (fat free chocolate milk)	60.5% (fat free chocolate milk)

- The majority of the students selected fruit (76-87%)
- Approximately half of students selected vegetables (41-60%)
- Students were less likely to choose vegetables than bread or fruit

Part 2: Food consumption/waste



6 Research Assistants

- 2 people recorded plate weight & student gender
- 2 people used digital cameras
- 1 person helped to discard trash
- 1 person placed trays on scales

Part 2a: Food consumption (K-2) using digital scales

- In both years, more than half of the food on the lunch plate was discarded (50.3% and 50.6%)

Observed school day	Average weight of trays before eating in grams		Weight of discarded food in grams Mean (SD)	
	Year 1 (n=354)	Year 2 (n=301)	Year 1 (n=354)	Year 2 (n=301)
Day 1 Menu	321 g	298 g	155.6 g (87.8)	138.4 g (70.0)
Day 2 Menu	329 g	501 g	171.5 g (70.0)	266.2 g (98.4)
Total/Average	325 g	400 g	163.6 g (78.9)	202.3 g (84.2)

Part 2b: Food consumption (K-2) using digital photos

Consumption Categories

- 1 = None
- 2 = Less than half
- 3 = Half or more than half
- 4 = All



Part 2b: Food consumption cont'd

Day 1 Menu	Mean (SD)	
	Year 1 (n=176)	Year 2 (n=179)
Creole macaroni	2.7 (1.2)	3.2 (1.0)
Apple wedges	2.4 (1.3)	2.8 (1.1)
French bread	2.2 (1.3)	2.3 (1.2)
Salad	1.3 (0.9)	1.4 (0.8)

Assessment of photos conducted by 2 independent raters

Day 2 Menu	Mean (SD)	
	Year 1 (n=190)	Year 2 (n=121)
Peaches (canned)	3.0 (1.3)	2.3 (1.1)
Turkey/mashed potatoes	2.5 (1.1)	2.5 (0.9)
Raisin roll	2.2 (1.2)	1.9 (1.1)
Beans and corn	1.9 (1.2)	2.4 (0.9)

During years 1 and 2, Interrater Reliability was 0.96 and 0.95, respectively

Summary of Results

Part 1 : Food selection (Gr. 3-5)

- The majority of students chose fruits when given the option
- Approximately half of the students selected vegetables
- Overall, students were less likely to choose vegetables compared to the other food categories (fruit, bread)

Part 2a : Plate waste (Gr. K-2)

- Approximately half of the food on the lunch plate was discarded

Part 2b : Food consumption (Gr. K-2)

- In both years, vegetables were consumed the least followed by bread
 - On average, less than half or none of the vegetables were consumed
 - Less than half of the bread was consumed
- On average, at least half of the fruit & entrée were consumed
- There were no significant gender differences

Strengths & Limitations



- **Strengths**

- Study methods were effective in analyzing data
- The study included the entire student population

- **Limitations**

- The study was conducted on only 2 school days
- The weight of the “pre” sample trays was determined by averaging 3 trays that were randomly chosen
- Gender identification of students
- No comparison schools were studied

Discussion/Conclusion



- The three methods of measurements (photography, digital scale, direct observation) are effective, low-cost, and easy-to-implement for measuring food selection and intake among students
- Even though healthy meals are being served in elementary school, students are not necessarily consuming this healthy food

Recommendations



- Explore ways to ↑ selection & consumption of vegetables
- Consider utilizing best practices for food presentation/ serving methods and description on menu
- Integrate students’ survey responses of perceived food preference and the observational data of their actual behaviors on food intake
- Provide comprehensive nutrition education in the classroom
- Involve families (taste testing, languages, involvement in menu development)

Questions?

Rebekah Rodericks
rebekah7@hawaii.edu



Appendix O: Oral Presentation 2 for APHA (PE Model Schools)

Increasing Physical Activity in Schools through a Model Schools Program in Hawaii

Healthy Hawai'i Initiative Evaluation Team
November 2013



Presenter Disclosure

Becky Rodericks

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose.

Background

- The Healthy Hawaii Initiative (HHI) was established in 2000 by the Hawaii Department of Health (DOH) using Tobacco Settlement Funds.
- The goal of HHI is to **increase years of healthy life for all** and to **reduce existing health disparities in Hawaii**.
- HHI is a statewide initiative that encourages **healthy eating, physical activity** and **tobacco free** lifestyles.



Model Schools 2013 Program

- Objective:** To impact student health by providing targeted services and professional development to strengthen instruction in health, nutrition, or **physical education**
- 7 PE schools (3 elem, 2 middle, 2 high)
- 3-year program
- Key components:**
 - Utilize a common curriculum
 - Utilize a common assessment
 - Participate in professional development
 - Implement Wellness Guidelines
 - Conduct a culminating event
 - Encourage staff wellness
 - Collect data
 - Meet recommended instructional minutes



Examples of PE Interventions & Activities

SPARK/Personal Fitness/Fitness for Life	Integrate Technology into PE Program	Student Video Portfolios	Open a New Fitness Room
Fitness Assessment	Focus on New PE and Lifetime Sports	Brain Gym and Movement Activities	Build a Walking Path on Campus
New PE Electives	Integrate PE with Core Content Areas	Staff Wellness/ Biggest Loser Challenge	Expand Intramural Program
Structured Activity during Recess	Adopt Peaceful Playground Strategies	Health & Fitness Family Night	Use Fitness Days as Celebrations

Evaluation Methods

1. SOFIT and SOPLAY observation instruments

- SOFIT (Instructional Time / PE Class)
- SOPLAY (Non-instructional time / Recess)
- Measured student activity levels

Year 1	33
Year 2	37
Year 3	34
104 PE Classes Observed	

2. Safety and Wellness Survey (SAWS survey)

- Administered annually to Principals
- Online assessment of Wellness Policy Implementation

3. Student survey data

- Administered in Year 1 and Year 3
- Measured knowledge, attitude and behaviors towards PE/PA

4. Focus group data

- Conducted with HHI Health and PE District Resource Teachers
- Feedback collected at the conclusion of 3-year program

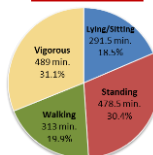


SOFIT and SOPLAY instruments

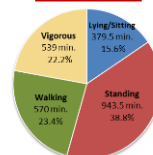
Results: SOFIT

SOFIT = System for Observing Fitness Instruction Time

YEAR 1 RESULTS
1,572 minutes



YEAR 2 RESULTS
2,432 minutes



YEAR 3 RESULTS
1,370 minutes



Lesson Context, Student Activity, and Teacher Interaction were observed

Student activity coded as **lying/sitting**, **standing**, **walking** and **vigorous**

Results: MVPA

School	% of MVPA		
	Year 1	Year 2	Year 3
Elementary School 1	55.4%	39.4%	49.6%
Elementary School 2	40.4%	33.3%	30.0%
Elementary School 3	57.5%	41.2%	42.3%
Middle School 1	49.0%	30.6%	36.4%
Middle School 2	46.6%	50.6%	54.9%
High School 1	34.6%	58.0%	60.9%
High School 2	48.1%	56.9%	52.8%



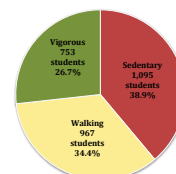
Recommended goal = For students to engage in moderate-to-vigorous physical activity (MVPA) for 50% of class time or more

4 out of 7 schools met the goal in Year 3

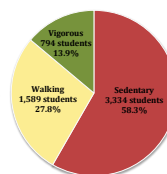
Results: SOPLAY

SOPLAY = System for Observing Play and Leisure Activity in Youth

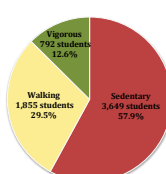
YEAR 1 RESULTS
2,815 students



YEAR 2 RESULTS
5,717 students



YEAR 3 RESULTS
6,296 students



Data collected before school, after school, recess, and lunch recess

Behavior coded as either **sedentary**, **walking**, **vigorous**

Safety & Wellness Survey (SAWS)

SAWS Data – Annual Survey

7 out of 7 schools provided support for physical activity outside of PE

7 out of 7 schools reported that all students have 20 minutes a day of supervised recess

3 out of 7 schools indicated that their students did not receive the recommended instructional minutes of standards-based PE minutes per week

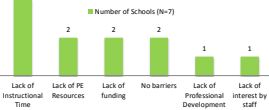
2 out of 7 schools stated that they **WITHHOLD** physical activity as punishment (e.g. deny recess or PE)

1 out of 7 schools reported that they **USE** physical activity as punishment (e.g. pushups or laps)



SAWS Data Continued

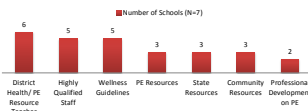
Which of the following were barriers for providing PE?



57% of schools reported that a barrier to providing PE was lack of instructional time



Which of the following resources were helpful for providing PE?



85.7% of schools found the District Health/ PE Resource Teacher to be a helpful resource

Student Survey Data

Student Survey Data

Pre - 2011: 1,412 Surveys

Response Rate: 17% - 84%

Post - 2013: 1,381 Surveys

Response Rate: 28% - 80%

Measures knowledge, attitudes & behaviors towards PE/PA



Student Survey Data: Elementary

"Would you like to have more PE classes or less PE classes at school?" (N=47 and N=118)

	Pre n (%)	Post n (%)
More	34 (72.3)	87 (73.7)
Same	9 (19.1)	25 (21.2)
Less	3 (6.4)	4 (3.4)
I don't know	1 (2.1)	2 (1.7)

"How much do you like going to PE class at school?" (N=47 and N=118)

	Pre n (%)	Post n (%)
Like a lot	35 (74.5)	84 (71.2)
Like a little	11 (23.4)	29 (24.6)
Do not like it	0	4 (3.4)
I don't know	1 (2.1)	1 (0.8)



Student Survey Data: Secondary

"If you had the choice, would you prefer to take more or less PE classes at school?" (N=582 and N= 475)

	Pre n (%)	Post n (%)
More PE classes	259 (44.5)	215 (45.3)
About the same	267 (45.9)	206 (43.4)
Less PE classes	55 (9.5)	54 (11.4)
No classes	1 (0.2)	0

"How much do you like going to PE classes at school?" (N= 589 and N= 476)

	Pre n (%)	Post n (%)
I like PE a lot	370 (62.8)	287 (60.3)
I like PE a little	193 (32.8)	165 (34.7)
I do not like PE	26 (4.4)	24 (5.0)



Student Survey Data: Secondary

"I feel good about myself when I know I have worked hard in PE." (N= 574 and N= 471)

	Pre n (%)	Post n (%)
Strongly disagree	17 (3.0)	33 (7.0)
Disagree	2 (0.3)	10 (2.1)
Neither agree nor disagree	61 (10.6)	50 (10.6)
Agree	206 (35.9)	178 (37.8)
Strongly agree	288 (50.2)	199 (42.3)



Focus Group Data

Focus Group Data - Best Practices



- Common curriculum and common assessment
- Incorporating technology into PE
- Supporting PA during non-instructional time
- Restructuring rewards and healthy celebrations
- Tailoring PE programs to include culturally relevant activities
- New PE/lifetime sports

Best Practices Continued

- Staff wellness and teacher buy-in
- Staff qualifications and professional development opportunities
- Community partnerships and parental involvement
- Support from the administrators and school leaders



Conclusions

SOFIT and SOPLAY Observations

- 4 out of 7 schools met the 50% MVPA goal
- ↓ in lying/sitting behavior, but also a ↓ in vigorous activity during PE class
- Students were more vigorous during Year 1 SOPLAY observations than Years 2 or 3
- Elementary students had higher rates of MVPA than secondary students during recess

SAWS Survey

- Not all Model Schools are meeting the Wellness Guidelines (e.g., instructional minutes)
- Secondary schools are better at meeting instructional minutes
- Elementary schools are better at not using PA as punishment
- All schools are meeting the required number of minutes for recess and providing support for PA outside of PE
- The top barrier reported was lack of instructional time
- The top facilitators identified were the District Health/PE Resource Teachers

Student Surveys

- 75% of elem. students & 45% of secondary students indicated wanting *more* PE classes
- More than 95% of students reported liking PE a lot or a little

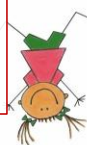
Conclusions

Focus Group Data

- Mixed levels of success for Model Schools
- Several best practices that were identified were common curriculum, incorporating technology, New PE, and staff/admin support

Next Steps and Recommendations

- Finish data analysis to identify trends
- Follow-up with schools to see if progress can be sustained
- Share best practices with other schools, state leaders, policy makers, and families



Questions?

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