Background

- BE Physically Activity 20Day (BEPA 2.0) is a K-5 classroom-based physical activity program aligned to state and national health and PE standards.
- BEPA 2.0 is being disseminated to low-income schools throughout Oregon in partnership with Cooperative Extension.
- Since 2017, Oregon K-5 PE minute requirements have risen without a subsequent increase in resourcing or PE teachers.
- BEPA 2.0 is an approved program that K-5 teachers can use to provide PE and meet minute requirements.

Purpose

- Evaluate BEPA 2.0 implementation among teachers to gain insights into how the program can be improved.
- Identify barriers to BEPA 2.0 implementation.
- Understand relationships between implementation factors.

Methods

- Extension-led BEPA 2.0 train-the-teacher trainings were delivered to 836 educators in 36 elementary schools across 13 Oregon counties from August 2018 to December 2019. Trainings were targeted to classroom teachers and others who may deliver BEPA 2.0, such as education assistants.  
  - Three to six months post-training, a brief survey was distributed to teachers through contacts at each school that received a training.
  - Surveys were completed in one of two ways:
    1. Online via the Qualtrics Survey Tool.
    2. Hardcopies filled out, returned to researchers by Extension faculty, and entered manually into Qualtrics by the researchers.
- Responses were distributed to all teachers with access to trainings, whether they attended a training or not.
- Surveys contained questions assessing training status, program usage, barriers to use, and receipt of additional support.
- Descriptive and chi-square analyses were conducted to evaluate BEPA 2.0 usage and the relationships of various factors to use.
- Data were analyzed using Qualtrics and SAS University.

Results

- A total of 357 responses were collected from the 36 trained elementary schools.
- Six surveys were excluded for being < 50% complete.
- 351 surveys were included in analyses (42% response rate).

Results continued

- More trained (n=301) than untrained teachers (n=49) reported using BEPA 2.0 (p<0.05, Figure 7).
- Receiving additional support from Cooperative Extension, such as receiving email reminders or having Extension/SNAP-Ed partners help deliver BEPA 2.0 in classrooms, was correlated with increased frequency of implementation (p<0.05, Figure 8).

Implications

- Results demonstrate a high rate of BEPA 2.0 use, particularly among trained teachers, suggesting training is an important aspect of the implementation process.
  - This supports prior research that training participation and implementation self-efficacy are associated with increased odds of providing activity breaks (1).
  - Amplified utilization of BEPA 2.0 among trained and additionally supported teachers demonstrates the added value of Cooperative Extension as a partner to promote physical activity in schools.

For more information, visit https://extension.oregonstate.edu/bepa