

SPECIAL TOPICS

ORIGINAL RESEARCH: FEATURED ABSTRACT FROM THE  
19TH NATIONAL CONFERENCE ON CHRONIC DISEASE PREVENTION AND CONTROL

## PE2GO: A Program to Address Disparities in Youth Physical Activity Opportunities

Maurice Martin, Sarah Martin, Elmer Ray Martin

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PEER REVIEWED

### **Track: Partnerships**

The purpose of this study was to investigate the effectiveness of the PE2GO pilot program in six school districts across the United States (Chicago, Ill; Los Angeles, Calif; Akron, Ohio; New York, NY; Memphis, Tenn; and Portland, Ore). PE2GO is a community affairs initiative of Nike, Inc, the athletic apparel and shoe manufacturer based in Beaverton, Ore. Within the PE2GO program, Nike partners with organizations across the country to offer programs in underserved areas (e.g., Native American Boys & Girls Clubs, African American and Latino communities in Los Angeles) to foster physical activity among youth through their influencers such as parents, teachers, and coaches. PE2GO is a self-contained physical education (PE) program that provides classroom teachers with the tools they need to lead developmentally appropriate, quality PE lessons in their fourth- and fifth-grade classrooms in inner-city schools. The pilot program reached 6000 elementary school students.

In September 2003, experienced trainers from nonprofit Sports, Play, and Active Recreation for Kids (SPARK) conducted a one-day training of PE staff using a playbook created especially for the PE2GO program. Nike provided the curriculum and the necessary equipment. The initial

training focused on two themes: building a foundation and disguising fitness. A second training approximately four months later focused on a third theme: simplifying sports. Trained evaluation consultants independent from Nike or SPARK collected data for the program's evaluation and analyses in three distinct phases: pre-intervention, mid-intervention, and post-intervention. The intervention occurred through May 2004, and all data were reported by the faculty and administrators at the schools where the curricula were implemented (N = 164); this group included classroom teachers (n = 128), PE specialists (n = 22), and school-level administrators (n = 14).

Reported minutes of PE per week increased significantly from pre-intervention to mid-intervention (37 minutes pre-intervention vs 60 minutes mid-intervention;  $P < .05$ ) and remained significantly higher than pre-intervention at the post-test (73 minutes). Satisfaction increased significantly from pre-intervention to mid-intervention ( $P < .05$ ) and remained elevated post-intervention. Four of the eight questions assessing barriers showed that barriers decreased significantly from pre-intervention to mid-intervention ( $P < .05$ ) and remained reduced post-intervention. Almost all administrators reported that they would support staff development (94%) and encourage staff to implement PE2GO (88%); more than half said they would reward staff for implementing PE2GO with fidelity (56%). From the qualitative research, almost all responded that administrators have expressed support for the program, yet about half added that administrators have had little involvement. Classroom teachers were successfully trained and satisfied with the program and the effect it was having on their fourth- and fifth-grade students. Reported minutes of PE increased substantially.

The PE2GO program holds promise in this day of declining opportunities for children to be active during their school hours, especially in schools with limited resources for PE specialists.

**Corresponding Author:** Maurice W Martin, PhD, MEd, Research Evaluation Specialist, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Diabetes Translation, 4770 Buford Highway NE, Mail Stop K-10, Atlanta, GA 30341. Telephone: 770-488-5385. E-mail: beq2@cdc.gov.