

PETE/HETE KEY PARTNERS

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As discussed in the Voices of the Academy webinar (<https://nahpl.org/webinars/>) “The Future of HETE/PETE in Higher Education” (April 18, 2023), PETE/HETE key partners may include any of the following groups or individuals.

1. University Partners

- a. Pedagogy faculty connections across many universities is key.
- b. Establish relationships and create an infrastructure/network. This is always a work in progress!
- c. What are we looking for in a University Partner?
 - i. How do universities compare regarding standards, management, coordination of schedules?
 - ii. Are students and faculty connected with peers and mentors so everyone feels supported (and not like they are “fed to the vultures”)?

2. Local Schools

- a. School Personnel
 - i. School Health Advisory Councils (SHACs) – includes both students and parents
 - ii. Physical Education/Health Coordinators – are in each school and should be a resource!
- b. School Superintendents
 - i. Can help make sure that “community” is created between the school system and the university.
 - ii. Superintendents know the school system culture and infrastructure. This is key!
 - iii. Superintendents can help create a network that starts small and gets bigger.
 - iv. Superintendent level support is important . . . communication and buy-in is critical to create the “community.”
- c. School Boards
 - i. Public school enrollment dropped during the pandemic which, in turn, negatively impacted school funding for many school systems.
 - ii. How can we all work together to support schools with declining enrollments?
 - iii. A University/School Board partnership could be mutually beneficial, in many ways.



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3. University Boards

- a. One of our biggest concerns is the trend of dissolving PETE/HETE programs across the country.
- b. Educating University Board members as well as other members of the university community can be key.
- c. The number of students majoring in Health and/or Physical Education is on the decline. Many of these students are moving into other Kinesiology sub-disciplines like Public Health, Exercise Science, etc.

4. City/State Government

- a. Local leaders (Mayors, City Councils, etc.)
- b. State Physical Education Coordinator(s)
- c. Governor's Commission
- d. State Higher Education Committee
- e. State Board of Elementary and Secondary Education
- f. *Ask partners to help examine the state/district policies that could help in the promotion of K-12 physical education, as well as PETE/HETE programs (e.g. endorsements or certifications needed for physical education/health education instruction in school systems).*

5. Other Like-Minded Organizations/Non-Profits

- a. Organizations that support families, health/wellness issues and initiatives, etc.
 - i. National Recreation and Park Association
 - ii. National Institute for Play
 - iii. Mental Health Collaborative
 - iv. American School Health Association
 - v. NCHPAD
- b. Insurance companies (e.g. Blue Cross Blue Shield) often support wellness initiatives and health related events and activities.
- c. Medical organizations
 - i. American Pediatric Association
 - ii. American Medical Association
 - iii. State Medical Societies (e.g. Louisiana State Medical Society)



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6. Corporate Partners

- a. Can help with grants, grant writing, etc. (e.g. banks, REI, Nike, Lowes, etc.)
- b. These connections can help with funding/resource support.
- c. Start local! Engage with local businesses where you regularly shop.

7. Outdoor Education/Activity Specialists

- a. Local, state, national groups that focus on outdoor activity/education.
- b. Examples: Fishing, Kayaking, Archery, Camping, First Tee Golf, USTA, etc.
- c. These specialists also conduct professional developments, certifications, and activities for classes.

8. State AHPERDs

- a. Get to know your counterparts and colleagues across your state!
- b. State AHPERD provides a built-in networking opportunity for professionals and students.

9. NAHPL

- a. Connections can be made at the Regional and National levels through your involvement with NAHPL!
- b. Mentoring program for Professionals/Future Professionals
- c. Professional Learning Communities (PLCs)
 - i. Dance Professionals
 - ii. New Professionals
 - iii. Future Professionals
 - iv. Higher Education
 - v. Girls and Women in Sport/PA/Health & Physical Literacy
 - vi. Adapted Health & Physical Literacy
- d. Resource Library (<https://nahpl.org/resource-library/>)



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- **Additional Considerations in Establishing PETE/HETE Key Partners:**
 - Our partners are endless and it takes a village!
 - When you have a successful partnership, share the model/idea so it can be replicated.
 - We have to be proactive!
 - Connections need to be made between universities and the local school system(s).
 - University faculty often stay inside the university and do not reach out across other institutions, or states, to recruit other students to apply.
 - More networking should happen between states.
 - **State AHPERDs and NAHPL can help facilitate this networking!**
 - **Attend conferences and Summits!**
 - This level of advocacy benefits everyone!
 - University faculty are able to remain “current.”
 - K-12 teachers benefit from the university relationship.
 - K-12 students benefit and learn better.
 - PETE/HETE candidates have a better, and broader, experience!



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