

Master Slide



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Fall 2024 ASMT Video Compilation



All Stars Moving Together (ASMT): Tips for Building an Effective Partnership

ASMT Program Director: Dr. Staci Drewson

ASMT Practitioners & Researchers: Dr. Shannon Clifford, Dr. Jamie Pigman,
Dr. Alexis Silverio & Dr. Tamara Rial-Faigenbaum

ASMT College Coach: Emma Gehringer

ASMT Stakeholders at OLMC: Katie O'Meara & Lisa Stewart

ASMT Young Friends at OLMC: Bianca Da Silva Andrade & John Michael Estrada-Mercado



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Presentation Objectives:

1. Provide an overview of our 8-year partnership
2. Describe nutrition education and movement education components
3. Share nutrition and physical activity outcomes
4. Describe benefits of the ASMT program from multiple perspectives
5. Share tips for an effective, long-term university-school partnership

Spring 2016: Initial Planning Stages

- Physical Activity in Afterschool Programs
 - Infrastructure to support sustainable PA programming in afterschool programs for underserved youth representing minority populations within the local community
 - Create clinical fieldwork placements for MU students to develop teaching competencies
- Identified research focus
- Aligned with MU Strategic Plan

Physical Activity in Afterschool Programs

The aim of this project is to establish necessary infrastructure to support sustainable physical activity programming in afterschool programs for underserved youth representing minority populations within the local community

Objectives

Provide developmentally appropriate physical activity programs for girls in grades 3 to 5.

- Utilize mastery learning approach to increase movement competencies and promote prosocial skills.
- Increase student autonomy, competence, and relatedness through physical activity participation.
- Foster cultural norms that support intention to be physically active across the lifespan as a strategy to reduce the risks of obesity.
- Highlight connections between physical activity participation and healthy body image for pre-adolescent girls.
- Educate and inform parents as key stakeholders.

Emphasize peer leadership and mentoring.


- Create clinical fieldwork placements for MU students to apply pedagogical knowledge.
- Expand network of university ExEd Placements.

Conduct quantitative and qualitative analysis of programs to broaden the knowledge base of physical activity promotion in afterschool programs.

Delivery

The program will establish partnerships in the community. Potential sites include:

- Local school districts
- Long Branch Housing Authority
- Monmouth County Park System
- Local YMCAs
- Community Recreation Centers
- Community Initiatives
- Local Non-Profit Organizations



Funding


Possible Funding Sources include:

- RWJF Culture of Health grants
- Shaping NJ Healthy Community grants
- Meridian Health & Barnabas Health
- Michael & Susan Dell Foundation
- Children's Obesity Fund
- American Heart Association Voices for Health
- Highmark Foundation
- New Balance Foundation
- NIH Obesity Research
- Women's Sports Foundation

Team Members:
Dr. Staci Andrews, Assistant Professor Health & Physical Education Dept. // Dr. Andi Hope, Associate Professor Health & Physical Education Dept. // Dr. Jen McGovern, Assistant Professor Sociology Dept. // Dr. Jim Konopack, Associate Dean SONHS

Physical Activity in Afterschool Programs

Strategic Alignment	Research Focus
<p>Alignment with Monmouth's Strategic Plan</p> <ul style="list-style-type: none">• Peer mentorship programs expands opportunities for productive hands-on learning experiences and creates opportunities for faculty-student partnerships.• Applied research focus demonstrates commitment to liberal arts, encourages student learning, and enhances faculty profiles. <p>Alignment with proposed Institute for Health and Wellness</p> <ul style="list-style-type: none">• Increase community partnerships.• Support public health outreach to underserved community members.	<p>Quantitative Research</p> <ul style="list-style-type: none">• Administer experimental designs to measure pre and post comparisons of body image and to compare level of physical activity inside and outside of afterschool sessions.• Utilize observational tools measuring time spent in physical activity. <p>Qualitative Research</p> <ul style="list-style-type: none">• Examine how pathways to physical activity can be created and sustained in underrepresented female populations.• Assess the relationships between physical activity programs and body image.• Understand the impact of peer leadership on self-directed physical activity.
Tasks Initiated	Next Steps
<ul style="list-style-type: none">• Identified group members with complementary research and training interests.• Compiled preliminary list of potential funding opportunities (Page 1).• Created list of potential scholarly publications and conferences.	<ul style="list-style-type: none">• Assemble a literature review to substantiate program objectives.• Compile a research proposal and apply for IRB approval.• Apply for grants.• Select a delivery setting and collaborate with setting leaders to develop an appropriate physical activity curriculum.• Apply for 2017 Summer Faculty Fellowships.• Partner with the School of Education to link clinical placements in afterschool physical activity programming to future professionals.• Implement the physical activity program in an afterschool/summer setting.



Initial Funding & Partnership

Title: Physical Activity Afterschool Program (PAASP) Initiative

Year: 2016-2017

Funder: Monmouth University Strategic Plan Initiative 2016-2017

Award: \$ 8,700

Purpose: Startup funds to build infrastructure and initial equipment for a sustainable community partnership to increase physical activity for children and provide future HPE teachers with fieldwork experience in an underserved community.



OUR LADY OF MOUNT CARMEL SCHOOL

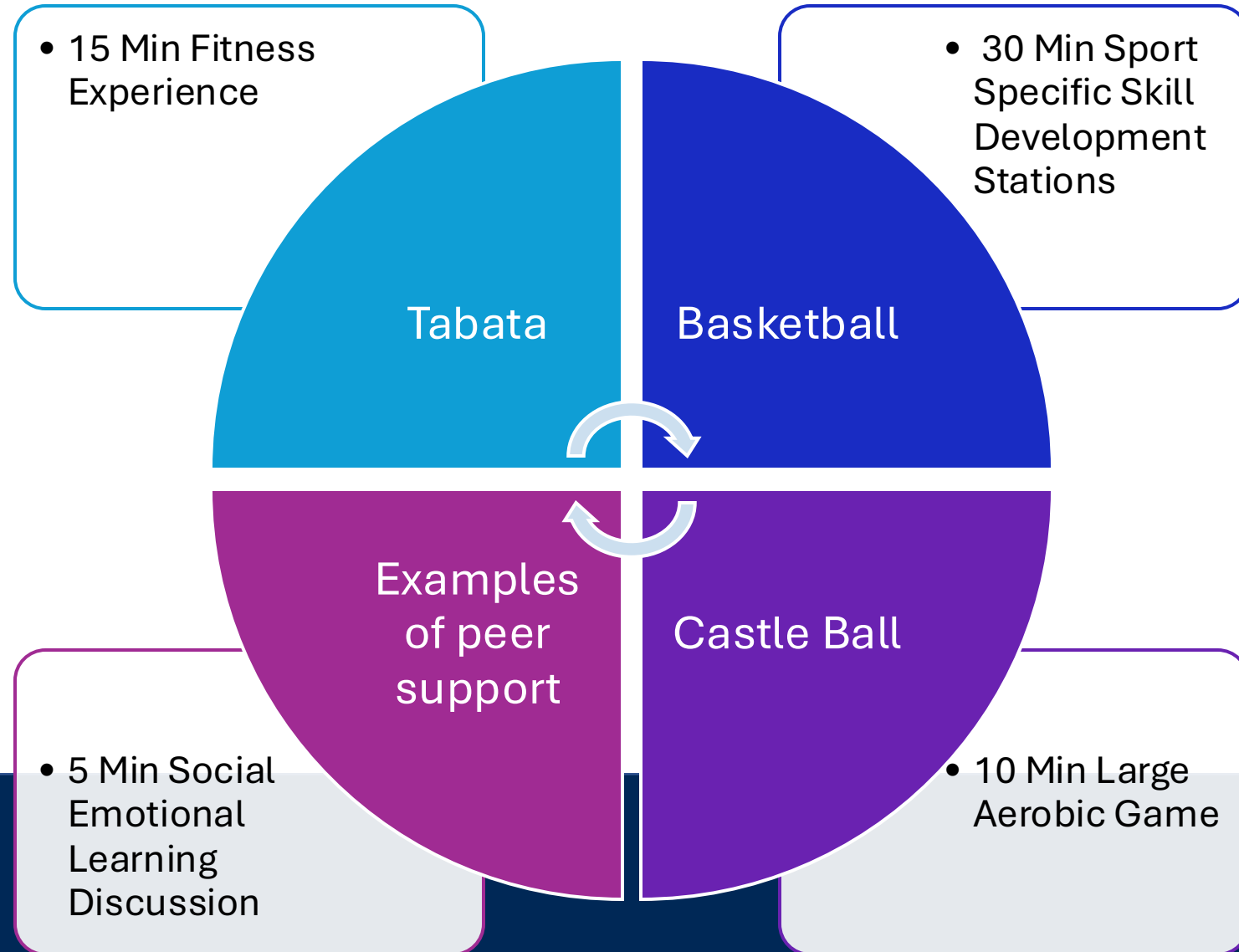
FAITH * KNOWLEDGE * CARE * TREASURE * FAMILY



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Fall 2022 PAASP 60 Min Session Plan



Growth Funding & New Expertise Fall 2023

Title: All Stars Moving Together (ASMT) [Formerly PAASP]

Year: 2023-2024

Funder: Monmouth University Diversity Innovation Grant (DIG) 2023-2024

Award: \$9,999

Purpose: Integrate nutrition education and healthy snack to existing community partner program and upgrade physical activity tracker technology and equipment.

- All Stars Moving Together (ASMT)
- New ASMT researchers/practitioners
 - Program assessment
 - Movement analyses
 - Physical activity measures – MOKIs/questionnaires
 - Nutrition education



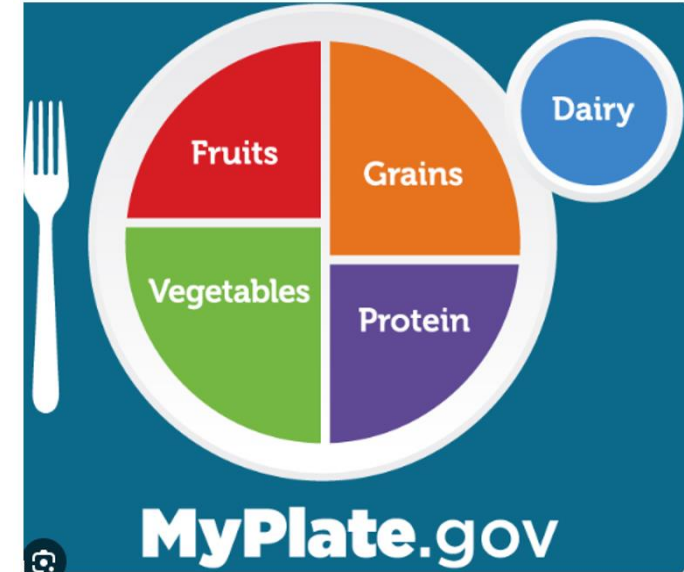
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Nutrition Education Fall 2023-Fall 2024

Fall 2023:

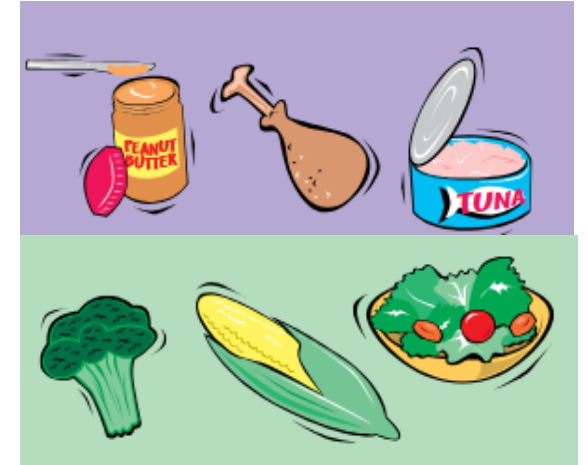
- DIG grant funded
- MyPlate in Practice
- General lesson plan for College Coaches
- Catch Kids Club After School Student Questionnaire pre/post test



Nutrition Education Fall 2023-Fall 2024 Cont'd

Fall 2024:

- Departmental lab fees budget to purchase healthy snacks
- Let's Eat Healthy formalized lesson plan for College Coaches
 - Healthy Eating and Physical Activity (HEPA) standards and evidence-based curriculum
- Validated assessment measure: Let's Eat Healthy curriculum for pre-post data



Physical Activity Tracking: MOKI Bands

- Worn during school hours (8:00 am – 3:00 pm)
- Daily step count
- Moderate to vigorous physical activity (MVPA)



Perceived Movement Competency (PMSC)



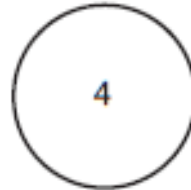
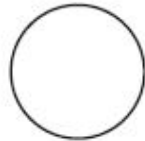
This girl is pretty good at throwing.

Are you:

Really good
at throwing

OR

Pretty good



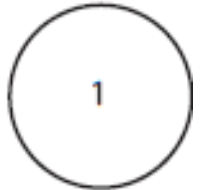
This girl isn't very good at throwing.

Are you:

Sort of good

OR

Not too good
at throwing



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Perceived Movement Competency (PMSC)



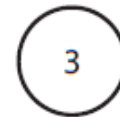
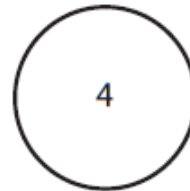
This boy is pretty good at jumping forwards.

Are you:

Really good at
jumping

OR

Pretty good



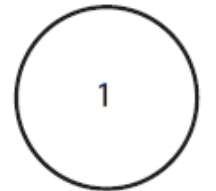
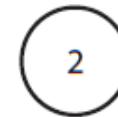
This boy isn't very good at jumping forwards.

Are you:

Sort of good

OR

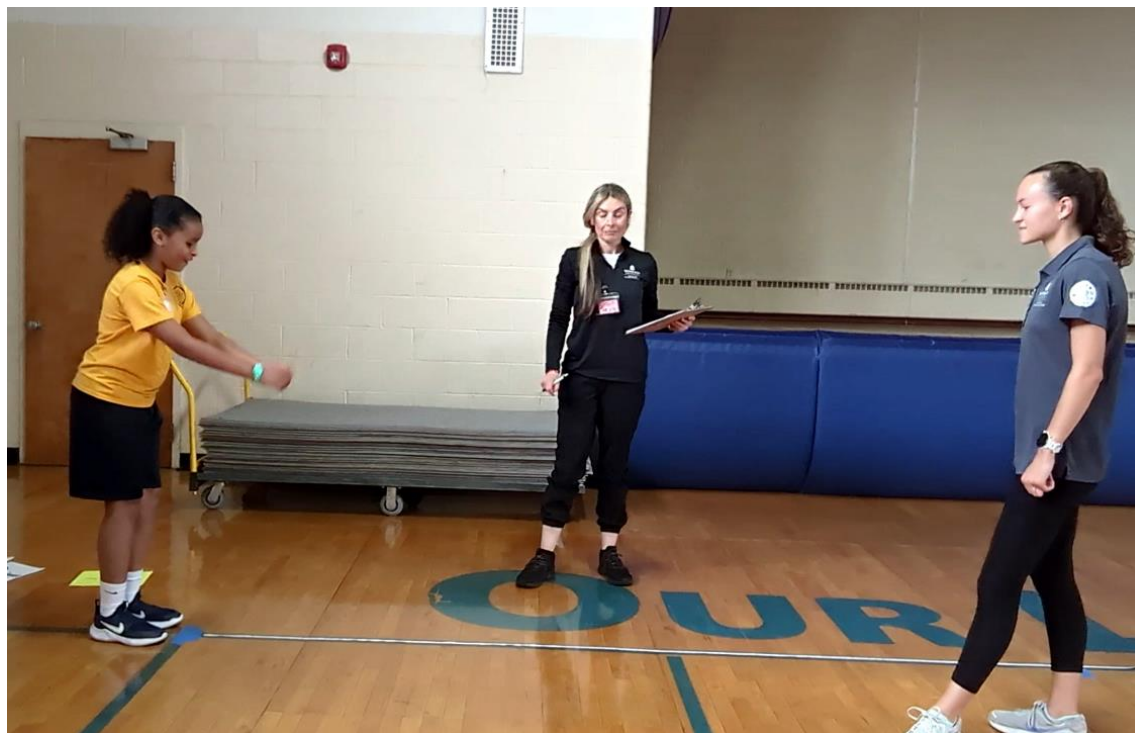
Not too good at
jumping



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TGMD-2 Video Analysis



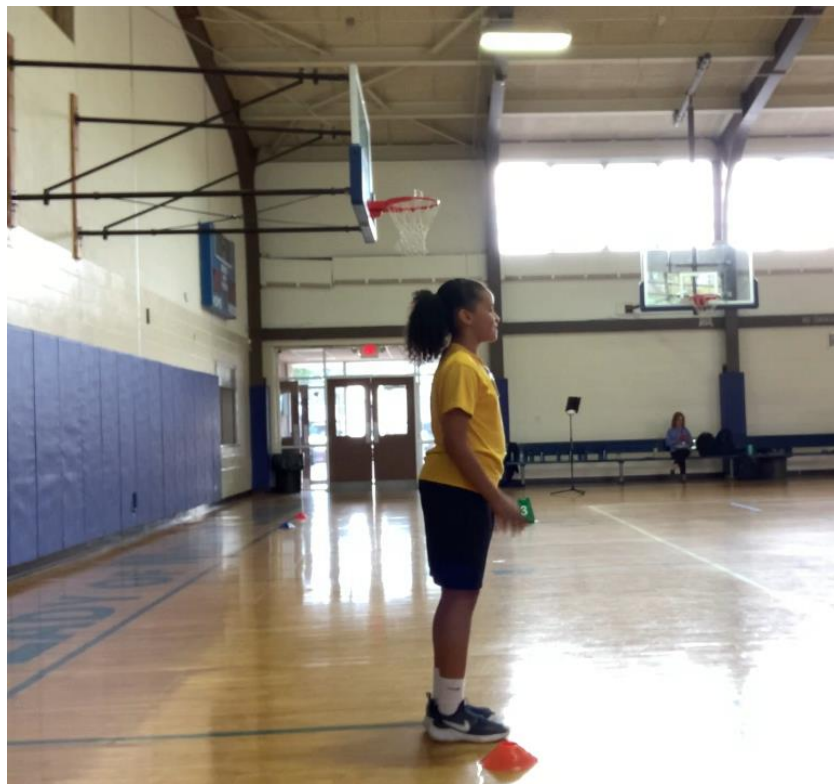
Note: 3 trials were performed with the last two trials used for analysis



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TGMD-2 Video Analysis



Note: 3 trials were performed with the last two trials used for analysis



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TGMD-2 Video Analysis



Note: 3 trials were performed with the last two trials used for analysis



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TGMD-2 Video Analysis



Note: 3 trials were performed with the last two trials used for analysis



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TGMD-2 Video Analysis



Note: 3 trials were performed with the last two trials used for analysis

15-Meter Shuttle Run Test

- Used to determine aerobic fitness level
- Total number of laps estimates VO₂ max



Fall 2024 ASMT Skill Practice Schedule

PALP #	Day/Date	Misc.	Throwing	Catching	Rolling	Horizontal Jump	Striking
1	Mon 10/7		SHEILA/Brianna		BELLA/Taylor		EMMA G./Mya
1	Thurs 10/10	EMMA D.		CHRISTINE		MATTI	
2	Thurs 10/17		EMMA D.		CHRISTINE		MATTI
3	Mon 10/21		Emma G./MYA		Sheila/BRIANNA		Bella/TAYLOR
3	Thurs 10/24	MATTI		EMMA D.		CHRISTINE	
4	Mon 10/28	BELLA/Taylor		EMMA G./Mya		SHEILA/Brianna	
4	Thurs 10/31		MATTI		EMMA D.		CHRISTINE
5	Mon 11/4		Bella/TAYLOR		Emma G./MYA		Sheila/BRIANNA
5	Thurs 11/7	CHRISTINE		MATTI		EMMA D.	
6	Mon 11/11	SHEILA/Brianna		BELLA/Taylor		EMMA G./Mya	
6	Thurs 11/14		CHRISTINE		MATTI		EMMA D.
2	Mon 11/18	Emma G./MYA		Sheila/BRIANNA		Bella/TAYLOR	



Fall 2024 ASMT 60 Min Session Plan

Yoga Flow

10 Min Large
Group Fitness

Throwing for
power,
accuracy, &
distance

30 Min Skill
Development
Stations
(10 min per
station)

Sharks &
Minnows

5 Min Large
Aerobic Game

My Plate

10 Min
Nutrition
Concept &
Healthy
Snack

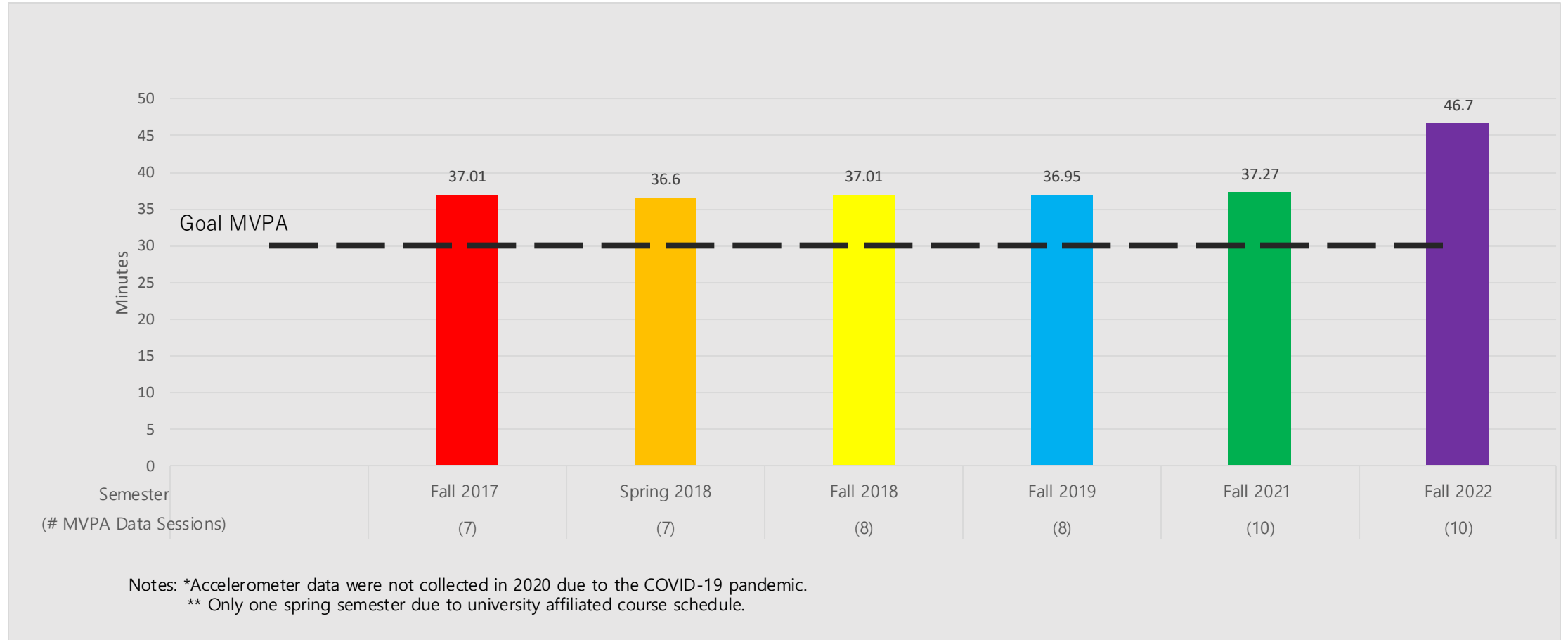


Outcomes

Constantly evolving and innovative nature of program made multi-year comparisons difficult

- Format of sessions with “young friends” evolved annually
- Format of nutritional sessions evolved annually

Average MVPA during PAASP Sessions Fall 2017-Fall 2022



2024 Outcomes- Young Friends

- Total Participants: 21
- Gender Distribution:
 - Male: 8
 - Female: 8
- Average Age: 9.06 years
- Most Common Ethnicity: Hispanic
- Most Common Home Language: Spanish

2024 Outcomes- Young Friends

Physical Activity and Nutrition

Quantitative

- No statistically significant differences seen in pre-post test data
 - Perceived Motor Competency
 - Catch Kids Club After School Student Questionnaire
 - Small sample size

2024 Outcomes- Young Friends

Physical Activity and Nutrition

Qualitative

“I liked that the coaches were really kind and I liked the stations and snacks.”- 5 mentions

“I liked it, because it was fun.” – 4 mentions

Trend toward greater levels of confidence with various activities ($p = .10$)

2024 Outcomes- College Coaches

Physical Education Teaching Efficacy Scale (PETES; Humphries et al., 2012)

- PETES is a 35-item scale measure pre-post ASMT
- Quantitative pre-post data were analyzed using repeated-measures t-test and ANOVA.

Written reflections using an 8-item instrument (The Gibbs' Model of Reflection (Anderson et al., 2022; Gibbs, 1988)).

- Series of open-ended questions to determine how reflective journaling impacted the development of teaching efficacy.
 - Completed each week
- Qualitative responses were analyzed using grounded theory methodology.

2024 Outcomes- College Coaches

Teaching Efficacy

- Significantly higher teaching efficacy ($p < 0.05$) on the PETES by the end of the 6-week ASMT program.
- Significant changes were seen in 26 of 34 items on the PETES.
- No significant differences were demonstrated in “instruction of children with special needs” and “assessment” at the 6-week follow-up.

2024 Outcomes- College Coaches

Qualitative data analysis identified all 6 domains of the Gibbs' (1988) Model of Reflection

- Two additional codes emerged for “important lessons” and “proudest contributions.”

Participant reflections:

1. Best practices utilized in their teaching experiences
2. Opportunities to apply knowledge and skills introduced in class
3. Indicated “strengths” and “areas of growth.”

2024 Outcomes- College Coaches

Reflections described:

- Feelings of:
 - “happiness” and “accomplishment”
- Pride over “making an impact” and building “rapport with students.”
- Lessons learned included:
 - Being “flexible/adaptable”
- Student reflections also identified effective strategies for improvement.

2024 Outcomes- Take Aways

- ASMT successfully increased MVPA levels in children.
- Effective model for school-university CSPAP partnerships.
- Preservice teachers benefited from experiential learning and improved teaching efficacy.

- Future directions:
 - Expand to more schools and cohorts.
 - Incorporate additional PA and nutrition education components.
 - Further research on long-term PA behavior impact.

Benefits of the ASMT program: ASMT Researchers/Practitioners

- Reducing psychosocial barriers
- Increasing social-emotional competencies
- Play Safe, Try Hard, Be Kind, Have Fun
- Mentoring connections between CCs & YFs



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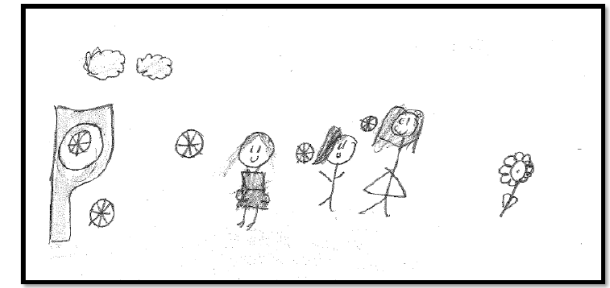
Benefits of the ASMT program: College Coach Emma Gehringer



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Benefits of the ASMT program: Young Friends John Michael & Bianca



How did your movement skills and feelings of confidence change during ASMT?

What do you learn about healthy foods and nutrition during ASMT?

What did you learn about yourself as a person during ASMT that changed how you feel in class with your teacher or the activities you like to do at home with your family and friends?

What was your favorite moment with a ASMT College Coach?



Benefits of the ASMT program: OLMC Stakeholders Perspective

Katie O'Meara ~ OLMC Principal

- “[the YFs] outside at recess...they got more courage to try to participate in different things instead of hanging by the benches”
- “[the YFs] feel like I’m being seen, I’m being heard, and somebody cares about me...that really makes almost as much of a difference as the athletics and nutrition... just feeling seen and heard.”
- “[the CCs] all work well with our students and our students really look up to them... as role models”

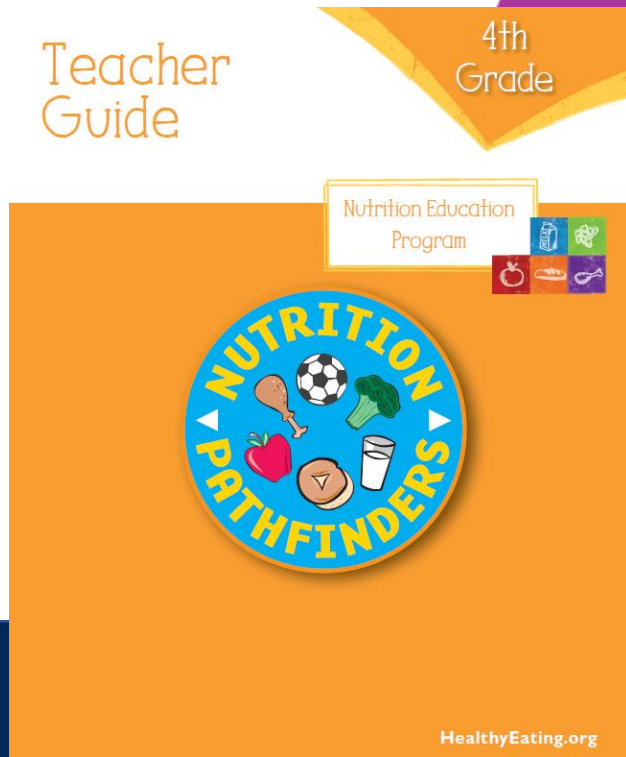
Lisa Stewart ~ 4th Grade Teacher

- “the perception of themselves [the YFs] changed... they had higher confidence levels in the classroom, they would take more academic risks... they had greater participation in class...”
- “[the CCs] lift these kids up...and when they tell them [YFs] about their future goals... professions, they [YFs] just perk up...”
- “They [CCs] built such good relationships... the [YFs] looked forward to seeing them and interacting with them...”



~ Maintaining an Effective, Long-Term University-School Partnership ~

Tip #1: Use Evidence-Based PA & Nutrition Programming



4th Grade Level Outcome	<ul style="list-style-type: none"> •Throws overhand to a partner or at a target with accuracy at a reasonable distance (S1.E14.4b).
Differentiated Extensions	<ul style="list-style-type: none"> •Increase/decrease proximity to target and size of target
Types of PA	<ul style="list-style-type: none"> •Aerobic - tag games •Muscle strengthening - squats/planks •Bone strengthening - jump roping
HEPA Standards	<ul style="list-style-type: none"> •Challenge by choice fitness •Home/community PA connections
LET US Play Principles	<ul style="list-style-type: none"> •Small group stations of 5-7 children •1:1 ratio of children to equipment •Active engagement of adults in PA •Non-elimination games
Intrinsic Motivation & Positive Environment	<ul style="list-style-type: none"> •Children select partners, equipment, goals •Success = individual growth instead of peer comparisons

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Tip #2: Build a Team to Plan, Deliver, Assess, & Refine the Program



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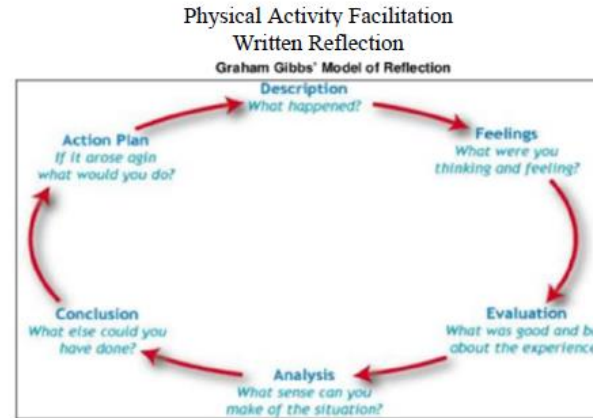


~ Maintaining an Effective, Long-Term University-School Partnership ~

Tip #3: Engage in Reflective Practice Routinely



Figure 7. Weekly Reflection Completed by College Coaches



HPE Monthly Research Discussion
11:30 AM Friday, February 21, 2025
Zoom



HPE Monthly Research Discussion

Description: Summarize your role during the PA facilitation. Explain what happened during the PA facilitation. Describe the PA promotion best practices you implemented and/or observed.

Feelings: Describe your thoughts and feelings during the PA facilitation. What beliefs and/or experiences informed your feelings?

Evaluation: Describe the strengths of the PA facilitation. Describe the growth areas of the PA facilitation.

Analysis: Describe how your PA facilitation experience relates to the content knowledge and skills you are learning in PE 350.

Conclusion: Is there anything you would do differently or change if you had a “do over” with this PA facilitation session?

Action Plan: Describe how you can build upon this PA facilitation experience to continue developing your confidence in future PA sessions.

Important Lesson: Considering all of your PA facilitations with our Young Friends, what is the most important lesson you have learned so far?

Proudest Contribution: As a member of the All Stars Moving Together program, describe your proudest contribution to date?



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~ Maintaining an Effective, Long-Term University-School Partnership ~

Tip #4: Invest in the Partnership Beyond PA/Nutrition Education & Research Initiatives



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Contact Information & Most Recent Publication

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Service spotlight

All stars moving together: a school–university partnership for shining youth

Andrea Hope, Tamara Rial Rebullido , Staci Drewson

BACKGROUND
While current guidelines recommend that children engage in at least 60 min of moderate-to-vigorous physical activity (MVPA) daily,¹ only 21% of youth reach this goal.² As children approach adolescence, their physical activity (PA) levels decline and disparities in PA levels emerge, especially among racial minorities such as US Latino/Hispanic children.³ Moreover, meeting PA guidelines is more problematic for Hispanic immigrant children in the USA. As family incomes decrease, access to PA and sports-related resources decreases.⁴ Over 26% of Hispanic children are considered obese.⁵ Concerted efforts are needed to address US-Latino children's access to high-quality opportunities that enhance PA, nutrition and lifestyle behaviours.

Current evidence suggests numerous benefits (eg, improved physical fitness, cognitive function) of interventions aimed at increasing MVPA and motor skills in elementary school-aged children.⁶⁻⁸ New Jersey's Department of Health Education recommends 150 min of physical education weekly,⁹ however, youth do not get enough time in MVPA during regular elementary school physical education classes.¹⁰ After-school PA programmes provide a viable and cost-effective opportunity for children to increase their time spent in MVPA.¹¹

In 2016, the Department of Health and Physical Education faculty at Monmouth University developed the All Stars Moving Together (ASMT) programme. ASMT is a cost-free school–university partnership with a local parochial elementary school, Our Lady of Carmel (Ashbury Park, New Jersey). The school's student population is 66% Hispanic, 30% African American and 4% White/Mixed Race. Of note, 89% are eligible for free/reduced lunch, and 80% speak a language other than English in the home.

COMMUNITY IMPACT AND ENGAGEMENT
The ASMT programme goals are three-fold: (a) to develop a sustainable school–university partnership for increasing Department of Health and Physical Education, Monmouth University, West Long Branch, New Jersey, USA.

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MOVPA, motor skill engagement and appreciation for exercise and sports; (b) to develop teaching competencies in undergraduate health and physical education students and (c) to address ongoing needs for increased PA opportunities at the school.

Under the supervision and guidance of faculty, undergraduate students enrol in a service-learning course designed to facilitate after-school PA lesson plans for children while experiencing and gaining education from the racial, ethnic, socio-economic and cultural diversity of the broader community.

Sessions take place twice a week, either during the school day or after school. Participants are fourth graders with a ratio of one college student per 4–5 children. Sessions are rooted in the self-determination theory and reflect the Health Enhancing Physical Activity and Society of Health and Physical Education standards. Sessions are tailored to include: social-emotional learning and programme expectations (5 min); warm-up with fun fitness movement (10 min); three 10-min stations targeting fundamental motor skills and game tactics (30 min); a large group game including tag variations and sport-based games (5 min); cool-down, self-reflection, peer compliments, nutrition lesson and a healthy snack (10 min).

This partnership has led to engaging youth beyond the after-school sessions to learn the value of connecting with the broader community. For instance, students participating in ASMT attended a women's college basketball game with undergraduate facilitators. This encouraged first-generation elementary students to overcome identity barriers to college and learn about athletics. College students became role models, forming bonds with the children. Socioemotional reflection was further enhanced by award ceremonies, where all children celebrate the positive attributes of their peers and receive personalised awards.

LESSONS LEARNED
Since the inception of ASMT, faculty have worked with school leadership to address the needs of this community. Based on school leadership requests, a nutrition education pilot programme was added in 2023. Undergraduate students planned and delivered nutrition education tips linked to healthy snack tastings weekly.

Youth are provided with PA trackers to understand and receive feedback related to their MVPA. Weekly summary reports help them understand daily step counts and MVPA, serving as a motivational goal to maintain or increase movement levels. We have learnt that adding fitness fun movements during the warm-up increased the average minutes of MVPA during ASMT sessions from 37.01 (SD: 6.02) in 2017 to 46.70 (SD: 7.5) in 2022.

A school–university partnership requires adapting to and meeting the needs of all stakeholders. Flexibility is important when scheduling PA sessions and incorporating requests. Considerations about programme efficacy, facility and equipment needs, time spent in MVPA, skill development and PA preferences are reviewed annually. Focus groups revealed that greater social support, enhanced learning opportunities and positive emotions increased students' enjoyment of PA throughout the programme.

SUSTAINABILITY AND REPLICABILITY
Based on feedback from school leadership and the children, we plan to improve nutrition education and snack options based on cultural preferences. Future ASMT goals include requesting feedback from parents to improve the nutrition programme and providing year-round cost-free PA opportunities for other under-resourced schools.

School–university partnerships are an effective approach to implementing and sustaining PA programmes for children in under-resourced communities. The ASMT programme pairs well with service and experiential learning courses for college students while increasing children's MVPA and motivation towards PA.

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Patient consent for publication Consent obtained from parents/guardians (p).

BMJ Group 

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