

## Equity, Diversity, and Inclusion (EDI) Roundtable Application to serve on EDI Roundtable Advisory Team

SHAPE America envisions a nation where all children are prepared to lead healthy, physically active lives. We believe that to best serve children, we must work to improve the educational experiences and outcomes for students that have historically been underserved and underrepresented in the field of health and physical education. To advance this vision of equity, diversity, and inclusion (EDI), **SHAPE America will host a virtual roundtable discussion in April 2021. We invite members to apply to serve on an EDI Roundtable Advisory Team to help us plan and facilitate an impactful session!**

### EDI Roundtable Purpose

The EDI Roundtable will seek to address the lack of diversity in the field of health and physical education both through representation in SHAPE America, as well as the pipeline of future professional entering the field of health and physical education programs. This effort is supported by SHAPE America's CDC's Healthy Schools 1601 Cooperative Agreement.

**From 2000 to 2017, the percentage of public school students that are White shifted from 61% to 48 %; Black from 17% to 15% and Hispanic from 16% to 27%. (Racial/Ethnic Student Enrollment in Public Schools)**

**In 2017-2018, approximately 79% of public school teachers were White, 9% were Hispanic, 7% were Black, 2% were Asian, 2% were of two or more races, and 1% were American Indian/Alaska Native. (Racial/Ethnic Distribution of Public School Teachers)**

In the past 20 years, public school students have become increasingly more diverse. Despite the increasing diversity of public school students, the racial/ethnic distribution of public school teachers does not mirror the diversity of the students they serve.

The racial/ethnic makeup of graduating physical education teacher education (PETE) students is not reflective of the diversity of the students they will serve in public schools.

**In 2017, 66.8% of the physical education teaching and coaching degrees awarded were to White students; 14.1% to Black students; 8.9% to Hispanic or Latino students (Race/Ethnicity of Physical Education Teaching and Coaching Degrees Awarded)**

**In 2017, 60% of the health and physical education degrees awarded were to White students, 13.9% to Hispanic or Latino students, 11.3% to Black students (Race/Ethnicity of Health and Physical Education Degrees Awarded)**

To increase the diversity of the field so that the profession better represents students being served in public schools, the goals of the round table discussion are to:

- Identify the most pressing needs related to EDI within the PE/PA field, its leadership, and the pipeline of future professionals entering health and physical education teacher preparation (HETE/PETE) programs; and
- Propose potential solutions and calls to action to address EDI within the field of health and physical education.

For this effort, we have adopted the definitions below\*:

- Equity: Providing all people with fair opportunities to attain their full potential.
- Diversity: The collective mixture of differences and similarities that includes individual and organizational characteristics, values, beliefs, experiences, backgrounds, and behaviors. It encompasses our personal and professional histories that frame how we see the world, collaborate with colleagues and stakeholders, and serve communities.
- Inclusion: Active, intentional, and ongoing engagement with diversity, including intentional policies and practices that promote the full participation and sense of belonging of every person.

### **EDI Roundtable Advisory Team Purpose**

To design and host this round table, we invite members to apply to serve on an EDI Roundtable Advisory Team (hereafter referred to as “Advisory Team”).

The goals of the Advisory Team are to:

- Create a common vision for EDI in the health and physical education field;
- Apply an equity lens, which is the lens in which you view conditions and circumstances to assess who experiences benefits and who experiences burdens as the result of a program, policy, or practice, to the field of health and physical education;
- Articulate priorities for the roundtable event (including goals, objectives, and outcomes); and
- Provide input and feedback to the roundtable design and approach, and the outputs from the round table session.

We are seeking applicants with diverse experiences and perspectives (e.g., race/ethnicity, geography, institution/organization, role, tenure in the field, etc.) to drive the direction of this work.

### **Advisory Team Responsibilities**

As an applicant, if selected, you acknowledge you are willing to:

- Serve as on the Advisory Team from January 2021 through May 2021 to support any necessary field assessment, as well as the planning, implementation, and evaluation of the virtual EDI Roundtable;
- Commit to attending virtual advisory team meetings (December 2020, January 2021, March 2021, and May 2021);
- Participate in videoconference conversations and review materials, as needed;
- Identify key participants to invite to the virtual EDI Roundtable discussion and extend invitations, as appropriate.
- Participate in the virtual EDI Roundtable in April 2021.

\* CommonHealth ACTION. 2018. *Equity, Diversity, and Inclusion Training Institute Packet*.