

SB

119

<TARGET><BILL>SB 119</BILL><SUBJECT>SB
119</SUBJECT><COMM>HFIN27</COMM></TARGET>

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version CSSB 119(L&C)
Fiscal Note Number 4
(S) Publish Date 3/30/12

Identifier (file name) SB119-DCCED-CBPL-12-09-11 Dept. Affected DCCED
Title Athletic Trainer Licensing Appropriation Corps, Bus & Professional Licensing
Allocation Corps, Bus & Professional Licensing
Sponsor Senator Meyer
Requester Senate Finance OMB Component Number 2360

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates					
			FY13	FY14	FY15	FY16	FY17	FY18
OPERATING EXPENDITURES								
Personal Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Travel	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Services	38.8	0.0	1.8	1.8	1.8	1.8	1.8	1.8
Commodities	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Capital Outlay								
Grants, Benefits								
Miscellaneous								
TOTAL OPERATING	38.8	0.0	1.8	1.8	1.8	1.8	1.8	1.8

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1156	Rcpt Svcs (DGF)	38.8		1.8	1.8	1.8	1.8	1.8
TOTAL		38.8	0.0	1.8	1.8	1.8	1.8	1.8

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES	38.8		1.8	1.8	1.8	1.8	1.8
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Estimated SUPPLEMENTAL (FY12) operating costs 0.0 (separate supplemental appropriation required;
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs 0.0 (separate capital appropriation required)
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

This fiscal note is the same as passed out of Senate Labor Committee updated on new form for 2012 Legislative Session.

Prepared by Don Habeger, Director
Division Corporations, Business and Professional Licensing
Approved by Susan K. Bell, Commissioner
Commerce, Community, and Economic Development

Phone 465-2538
Date/Time 12/15/11 10:00 AM
Date 12/30/2011

FISCAL NOTE #4

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. CSSB 119(L&C)

Analysis

SB 119 creates a new program within the Department of Commerce, Community, and Economic Development for the professional licensing of Athletic Trainers.

This fiscal note includes Services costs for printing of applications, communications, advertising, legal fees, and the initial IT costs to configure, program, and implement the licensing program.

Under AS 08.01.065, this program will be required to cover its costs with licensing fees. The initial biennial licensing fee will be around \$900 with subsequent licensing fees around \$80.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version CSSB 119(L&C)
Fiscal Note Number 5
(S) Publish Date 3/30/12

Identifier (file name) SB119CS(L&C)-DOA-OAH-12-01-11 Dept. Affected Administration
Title Athletic Trainer Licensing Appropriation Centralized Administrative Services
Allocation Office of Administrative Hearings
Sponsor Senators Meyer, McGuire, Ellis, Menard
Requester Senate Finance OMB Component Number 2771

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
			FY14	FY15	FY16	FY17	FY18
OPERATING EXPENDITURES	FY13	FY13	FY14	FY15	FY16	FY17	FY18
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0	0.0

FUND SOURCE		(Thousands of Dollars)					
1002	Federal Receipts						
1003	GF Match						
1004	GF						
1005	GF/Prgm (DGF)						
1037	GF/MH (UGF)						
1178	temp code (UGF)						
TOTAL		0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES	0.0	0.0	0.0	0.0	0.0	0.0	0.0
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Estimated SUPPLEMENTAL (FY12) operating costs 0.0 (separate supplemental appropriation required;
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs 0.0 (separate capital appropriation required)
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Update to new fiscal note form.

Prepared by Terry L. Thurbon, Chief Administrative Law Judge
Division Office of Administrative Hearings
Approved by John Cramer, Deputy Commissioner
Department of Administration

Phone 465-1886
Date/Time 12/01/2011 4:07 p.m.
Date 12/1/2011

FISCAL NOTE #5

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. CSSB 119(L&C)

Analysis

This bill provides for regulation and licensure of athletic trainers by the Department of Commerce, Community and Economic Development under a new chapter in AS title 8. Under AS 44.64.030(a)(6), the Office of Administrative Hearings (OAH) conducts hearings in licensing matters, including disciplinary actions, arising under AS Title 8, and in some cases provides administrative law judges to serve as mediators in the cases. OAH does not anticipate that addition of this licensure category would increase the office's caseload or the cost of providing hearings for this function beyond OAH's capacity to handle the cases at currently approved staffing levels. The cost to OAH of performing the services would be recovered from the department through interagency receipts, based on the time commitment required for hearings and mediations.

HOUSE CS FOR CS FOR SENATE BILL NO. 119(FIN)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE FINANCE COMMITTEE

Offered:
Referred:

Sponsor(s): SENATORS MEYER, McGuire, Ellis, Menard, Davis, Paskvan

A BILL
FOR AN ACT ENTITLED

1 **"An Act relating to athletic trainers; relating to student participation in interscholastic**
2 **activities; and providing for an effective date."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 *** Section 1.** AS 14.30.142(d) is amended to read:

5 (d) A student who has been removed from participation in a practice or game
6 for suspicion of concussion may not return to participation in practice or game play
7 until the student has been evaluated and cleared for participation in writing by an
8 athletic trainer or other [A] qualified person who has received training [AND IS
9 CURRENTLY CERTIFIED], as verified in writing or electronically by the qualified
10 person, in the evaluation and management of concussions. In this subsection,
11 "qualified person" means either a

12 (1) health care provider who is licensed in the state or exempt from
13 licensure under state law; or

14 (2) person who is acting at the direction and under the supervision of a

1 physician who is licensed in the state or exempt from licensure under
2 AS 08.64.370(1), (2), or (4).

3 * **Sec. 2.** AS 14.30 is amended by adding a new section to read:

4 **Sec. 14.30.365. Interscholastic activities; eligibility.** (a) A full-time student
5 who is eligible under (b) of this section who is enrolled in grades nine through 12 in an
6 alternative education program that is located entirely in the state and that does not
7 offer interscholastic activities is eligible to participate in any interscholastic activities
8 program available in a public school

9 (1) that, based on the residence of the parent or legal guardian, the
10 student would be eligible to attend were the student not enrolled in an alternative
11 education program; or

12 (2) at which the student requests to participate, if

13 (A) the student shows good cause; and

14 (B) the governing body of the school approves.

15 (b) A student is eligible to participate in interscholastic activities under this
16 section if the student

17 (1) is otherwise eligible to participate in interscholastic activities under
18 requirements established by the school, the school district, and the statewide
19 interscholastic activities governing body;

20 (2) provides documentation, including academic transcripts, proof of
21 full-time enrollment, and applicable disciplinary records, and, if required for
22 participation in an activity by the school, requested medical records, to the school
23 providing the interscholastic activities program; and

24 (3) claims the same school for interscholastic activities eligibility
25 purposes during a school year.

26 (c) In this section,

27 (1) "alternative education program" means a public secondary school
28 that provides a nontraditional education program, including the Alaska Military Youth
29 Academy; a public vocational, remedial, or theme-based program; a home school
30 program that is accredited by a recognized accrediting body; a charter school
31 authorized under AS 14.03.250 - 14.03.290; and a statewide correspondence school

1 that enrolls students who reside outside of the district in which the student resides and
2 provides less than three hours a week of scheduled face-to-face student interactions in
3 the same location with a teacher who is certified under AS 14.20.020;

4 (2) "district" has the meaning given in AS 14.17.990;

5 (3) "full-time student" means a student who

6 (A) is enrolled in not less than five classes in grades nine
7 through 11 and not less than four classes in grade 12; and

8 (B) is on track to graduate from secondary school in not more
9 than four years of attendance in secondary school;

10 (4) "interscholastic activities" means preparation for and participation
11 in events or competitions involving another school when the preparation or
12 participation

13 (A) is sanctioned or supported by the statewide interscholastic
14 activities governing body;

15 (B) is conducted outside of the regular school curriculum; and

16 (C) does not involve participation in student government at a
17 school.

18 * **Sec. 3.** Section 1 of this Act takes effect immediately under AS 01.10.070(c).

19 * **Sec. 4.** Section 2 of this Act takes effect July 1, 2013.

Alaska State Legislature



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Senator Kevin Meyer
Senate District O

SPONSOR STATEMENT FOR SB 119

"An Act relating to the licensing of athletic trainers; relating to student participation in interscholastic activities; and providing for an effective date"

SB 119 would 1) amend current statutes to establish licensing and regulation of athletic trainers in the State of Alaska, 2) fix an issue regarding concussions for student athletes and 3) make participation in interscholastic activities available to a larger number of students who otherwise are not eligible.

- 1) Athletic Trainers are certified, health care professionals who play a significant role in the management, prevention, recognition and rehabilitation of physical injury under the supervision of a licensed physician. As people become increasingly more active, athletic trainers are a vital resource in administering immediate emergency care as well as injury prevention and treatment programs. The National Athletic Trainer's Association (NATA), which was founded in 1950, is the professional membership association for certified athletic trainers. According to NATA, Alaska is one of three states that do not currently license athletic trainers.
- 2) Last year the Legislature passed HB15, which requires a student-athlete suspected of suffering a concussion or brain trauma be removed from play, and not be allowed to return until cleared by a certified qualified individual. This bill would require that practice be included in addition to play. Additionally, since there is no organization in Alaska that "certifies" individuals in the evaluation and management of concussions, this bill eliminates the mandate for certification but retains all of the language for training.
- 3) The National Federation of High School Sports reported in a study, The Case for High School Activities that "students who participate in scholastic sports

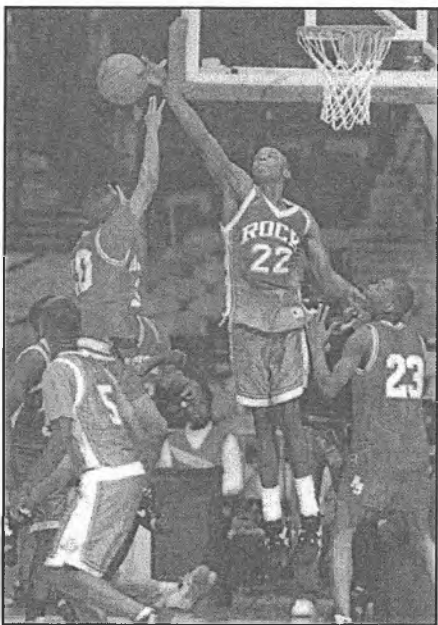
programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.” The Federation’s report added that “through participation in scholastic sports programs, students learn teamwork, sportsmanship, winning and losing, the rewards of hard work, self-discipline, build self-confidence, and develop skills to handle competitive situations.” This bill defines the eligibility rules for high school sports programs for student-athletes enrolled full time in an alternative education program, allowing qualified students to participate in interscholastic sports programs offered through the public school system.

SB 119 looks to the safety of physical activity throughout our state by ensuring that athletic trainers are licensed, making it clear that student athletes with concussions should be removed from practice and play, and encouraging more students to participate in interscholastic sports programs.

The Case for High School Activities

Introduction

The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and fine arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth.

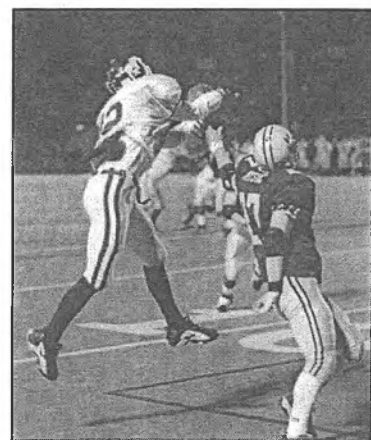


There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material. From interscholastic sports to music, drama and debate, activities enrich a student's high school experience, and the programs must be kept alive.

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as that compliment the academic lessons taught in the classroom.

The NFHS supports co-curricular endeavors through many avenues, including:

- ❖ Rules Writing Process- The NFHS produces more than eight million copies of publications and support materials annually for 15 rules books covering 17 sports. The NFHS publishes case books, officials' manuals, hand books, and simplified and illustrated books in many sports.



- ❖ The NFHS Coaches Education Program- The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assists coaches in creating a healthy and age appropriate sport experience. The course can be taken either online or in a face to face blended delivery option.
- ❖ National High School Activities Week – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, drama, debate, and spirit squads during this week-long celebration in the third week in October.
- ❖ Public Service Announcements: Various sportsmanship messages are created and distributed in electronic and radio formats. In addition, healthy lifestyle messages that tackle difficult but current topics such as steroid usage, and hazing education.
- ❖ High School Activities: A Community Investment in America – This presentation is a NFHS educational product. It documents the value of high school athletic and activity programs through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.

Benefits of Co-curricular Activities

- ❖ **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.
- ❖ **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.
- ❖ **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.



Following are some of those benefits, with case studies, where applicable, listed to document the benefits (while many of the studies refer to extracurricular activities, the NFHS prefers the use of the term co-curricular activities, believing that activities support the academic mission of schools and are inherently educational).

Participation in high school activities is a valuable part of the overall high school experience.

- ❖ Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- ❖ In their 2006 report, *Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight*, Professors Kaestner and Xu of the University of Illinois at Chicago, found that the dramatic increase in sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls. They conclude that their results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.
- ❖ A *Harvard Educational Review* article in 2002 found that participation in extracurricular activities in high school appears to be one of the few interventions that benefit low-status, disadvantaged students – those less well served by traditional educational programs – as much or more than their more advantaged peers.
- ❖ In telephone interviews of a national sample of teens in 2001, more than half (54%) said they wouldn't watch so much TV or play video games if they had other things to do after school. The same survey found that more than half of teens wish there were more community or neighborhood-based programs available after school, and two-thirds of those surveyed said they would participate in such programs if they were available.
- ❖ Bonnie Barber and her colleagues, contributors to the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents*, concluded that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities.

Students who compete in high school activity programs make higher grades and have better attendance.

- ❖ According to the National Governors Association Center for Best Practices, students who participate in the arts nine hours or more each week for at least a year are four times more likely to: be recognized for academic achievement, win a school

attendance award, participate in a science and math fair and win an award for writing. They are also three times more likely to be elected to class office.

- ❖ A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the average student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the average student. (Trevor Born. High Standard for GPA, in *Minneapolis Star Tribune*, May 14, 2007.)
- ❖ A study published in the August 2007 issue of *Medicine & Science in Sports & Exercise* found that students who took part in more vigorous sports like soccer or football or skateboarding, did approximately 10% better in math, science, English and social studies classes.
- ❖ According to the College Entrance Examination Board, music students scored about 11 percent higher than non-music students on the 2001 SAT. Students with coursework/experience in music performance and music appreciation scored higher on the SAT than students with no arts participation. Students in music performance scored 57 points higher in the verbal area and 41 points higher in math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on math.

Participation in activity programs yields positive results after high school as well.

- ❖ Participation in extra-curricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with otherwise less than distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores according to researchers Howard T. Everson and Roger E. Millsap, writing for the College Entrance Examination Board in 2005.
- ❖ In a 2006 research project published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE), it was found that 18-25 years old who participate in sports activities while in high school were more likely than non-participants to be engaged in volunteering, regular volunteering, registering to vote, voting in the 2000 election, feeling comfortable speaking in a public setting, and watching news (especially sport news) more closely than non-participants.
- ❖ An extensive study commissioned by the Alberta Schools' Athletic Association found, in that Canadian province in 2006, an average of 78.3% of Alberta's top corporate CEOs and Members of the Legislative Assembly had participated in interschool sports. Nearly 80% indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic

pursuits. This same study pointed out that normal participation rate of students in high school sports is around 30 to 35%.

- ❖ The corporate and political leaders surveyed in Alberta (see above) cited the following benefits associated with their involvement in high school athletics: teamwork, discipline, goal setting, leadership, independence, self confidence, stress relief, character development and personal growth, fair play, and acceptance of others.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has researched various school districts' budget information across the country that activity programs make up only one to three percent of the overall education budget in a school. In the Midwest, South, and West that figure is even less. In the 2007 school year, the city of Chicago's Public School Board of Education's overall budget was \$4.6 billion dollars, and activity programs received only \$36.2 million, a minuscule one-seventh of one percent (.00789). In the Charlotte-Mecklenburg area, their Board of Education proposed in their overall 2008 \$1.2 billion dollars. Their activity programs received only \$4.7 million dollars, one-third of one percent (.0038). Finally, in the northwestern part of the country, in the Seattle Public School system, their Board of Education has a 2008 overall budget of \$339.7 million dollars, while setting aside \$3.2 million dollars for activity programs for a scant one-ninth of one percent (.00942).

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- ❖ Researcher Richard Learner, writing in *Promoting Positive Youth Development through Community After-School Programs*, found that informal educational and developmentally supportive experiences offered to young people in the context of after-school or community-based programs are a potent source of resources increasing the probability of positive development among youth.
- ❖ In 2003, the *Journal of Adolescent Research* reported that extracurricular activity participation is linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement. Moreover, research tracking participation from eighth through twelfth grades and examining outcomes in the postsecondary years concluded that consistent participation has positive effects that last over a moderate length of time.
- ❖ Extracurricular activities stand out from other aspects of adolescents' lives at school because, according to the Winter 2005 issue of the *Journal of Leisure Research*, they

provide opportunities to develop initiative and allow youth to learn emotional competencies and develop new social skills.

- ❖ A study conducted by Boston University, and published in *Adolescence*, Winter 2001, reported on a survey of 1,115 Massachusetts high school students. Survey results indicated that athletes were significantly less likely to use cocaine and psychedelics, and less likely to smoke cigarettes.
- ❖ Researchers writing in 2004 in the *American Journal of Health Behavior* conducted an examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the U.S. They showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers
- ❖ Stephanie Gerstenblith and her fellow researchers, writing in the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents* state, “Just as schools with efficient procedures and structure have been found to have positive outcomes, our findings indicate that participants in after school programs with these qualities experience reductions in rebellious behavior and increases in intentions not to use drugs.”

Co-curricular activities teach lessons that lead to better citizens.



- ❖ Nancy Darling, et al., writing in the 2005 *Journal of Leisure Research* notes that extracurricular activities allow youth to form new connections with peers and acquire social capital. They are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related.
- ❖ Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- ❖ On June 23, 2000, then President Bill Clinton issued an Executive Memorandum directing the Secretary of Health and Human Services and the Secretary of Education to work together to identify and report within 90 days on “strategies to promote better health for our nation’s youth through physical activity and fitness.” The resulting report entitled “Promoting Better Health for Young People Through Physical Activity and Sports was released in November 2000 and stated that “enhancing

efforts to promote participation in physical activity and sports among young people is a critical national priority.”

- ❖ In a recent report entitled “Sports Participation and Health-Related Behaviors Among US Youth” published in the *Archives of Pediatrics & Adolescent Medicine* from September 2000, it was reported that “nationwide, 62.4% of high school students reported participating on 1 or more school and/or nonschool sports teams in the previous year. The major conclusion drawn from the analyses performed in this study is that, in the most populous demographic subgroups of US high school students, sports participation is associated with multiple positive health behaviors...sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance.”
- ❖ In a study done by researchers at Clark University in Worcester, Massachusetts, in 2001, “middle-school kids in inner-city neighborhoods who play organized team sports have a higher sense of self-worth and better social skills than their less athletic peers.” The Clark researchers noted that “kids living in poor urban neighborhoods have, on average, 40 hours of unstructured, unmonitored time each week. Organized team sports could be a positive alternative to drug use and other delinquent activities.” -- “Batters More Likely ‘Up’”, Amanda Gardner, *HealthScoutNews*.
- ❖ Another study (2001) done by Gary Overton, a doctoral candidate in the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association¹ of the academic performance of high school student-athletes in North Carolina revealed significant differences between athletes and non-athletes. Some of the major findings in the study include:
 - Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.
 - Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.
 - Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.
 - Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.
 - Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

¹ North Carolina High School Athletic Association Bulletin, Vol. 54, No. 1, Fall 2001

NOTE to webmaster: This material should be on separate page or place and linked with the reference in the above material.

Supplemental Supporting Evidence for the Case for High School Activities

Participation in high school activities is a valuable part of the overall high school experience.

- ❖ Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.
- ❖ The 29th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools of September 1997 reflects an increase in perceptions about the value of cocurricular activities. In 1978, 45 percent of the public judged extracurricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also asked about the emphasis placed on such sports as football and basketball. Fifty-three percent of the respondents believed the current emphasis was about right.
- ❖ The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996, found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require.
- ❖ In a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of them said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.
- ❖ Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, issued in September 1995, by the Department of Health and Human Services found that students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in extracurricular activities.

- ❖ A study by Search Institute in 1995 indicates that cocurricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.
- ❖ School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. This information comes from the National Education Commission on Time and Learning.
- ❖ Research conducted in 1991 by Skip Dane of Hardiness Research, Casper, Wyoming, revealed the following about participation in high school sports: 1) By a 2-to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.
- ❖ A 1989 nationwide study by the Women's Sport Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that: 1) Girls receive as many benefits from sports as boys. 2) The "dumb jock" stereotype is a myth. 3) Sports involvement was significantly related to a lower dropout rate in some school settings. 4) Minority athletes are more socially involved than non-athletes.
- ❖ In 1985, the NFHS sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals. Following are the results of that survey.

95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.

99 percent agreed that participation in activities promotes citizenship

95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.

76 percent said they believe the demand made on students' time by activities is not excessive.

72 percent said there is strong support for school activity programs from parents and the community at large.

Students who compete in high school activity programs make higher grades and have better attendance.

- ❖ A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.
- ❖ A study in the September 1998 issue of **NASSP Bulletin** compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.
- ❖ In the March 1997 issue of **School Counselor**, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

- ❖ In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	<u>Athletes</u>	<u>Non-athletes</u>
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

- ❖ Findings from the National Center for Education Statistics, *Extracurricular Participation and Student Engagement*, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.
- ❖ A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.
- ❖ High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities.
- ❖ 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved

grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

- ❖ In a 1988 survey, John Chevrette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.
- ❖ Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Participation in activity programs yields positive results after high school as well.

- ❖ The May 5, 1999, issue of **Education Week** reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more prosocial attitudes toward school, sports participation had a positive effect.
- ❖ A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.

- ❖ The Spring 1999 issue of **Assets**, Search Institute, looked at a report from the North Carolina High School Athletic Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including:
 - School boundaries** – Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies.
 - Youth programs** – Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.
 - Achievement motivation** – Young person is motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics.
 - Planning and decision making** – Young person knows how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time.

- ❖ The February 1996 **Career World** examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant.

- ❖ Admission officers at Harvard, Yale and 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant considerations for admission to their institutions. This finding was from *Can Colleges Help School Fine Arts Programs?* in a 1992 article in Connecticut Music Educators Association News.

- ❖ Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.

- ❖ The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores.



- ❖ The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has determined through information received across the country that activity programs make up only one to three percent of the overall education budget in a school. In Chicago, that figure is even less. In 1992, the overall budget for the Chicago Board of Education was \$2.6 billion, and activity programs received only \$2.9 million, a minuscule one-tenth of one percent (.001).

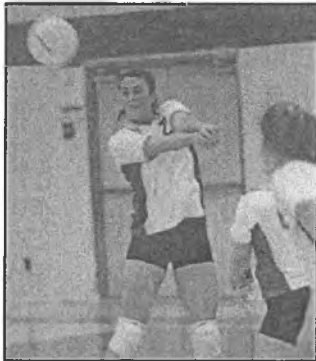


Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- ❖ A report on The Condition of Education, United States Department of Education, National Center for Education Statistics in 1995 found that participation in extracurricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.
- ❖ American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Winning was not seen as a major benefit of sports by young people who participate – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. Another finding: The most rewarding challenges of sports are those that lead to self-knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-

competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

Cocurricular activities teach lessons that lead to better citizens.



❖ An opinion survey conducted in July 1998 by Peter D. Hart Research Associates for Shell Oil Company found that respondents felt the top two goals for schools should be teaching values such as respect and honesty and teaching students how to reason and think well.

❖ A Wyoming High School Activities Association Statewide Student Activities Survey compiled in the summer of 1998 points out addiction dangers of tobacco use. Yearly, monthly and weekly reported use of tobacco by high school students is low when compared to the high percentage of daily users. Approximately 25 percent of those involved in athletics or activities report daily tobacco use, compared to 40 percent for non-participants. For students involved in both athletics and activities, that percentage drops to 13 percent. A focus of future WHSAA surveys will explore the reasons for this outcome.

In light of these findings, the WHSAA encourages coaches and activity sponsors to continue (or begin) an emphasis on teaching the addictive dangers of tobacco and make solutions known and available to all students.

❖ The Alberta Schools' Athletic Association (ASAA), in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students. The survey, completed in November 1997, was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta.

Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent).

"The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers," said John Paton, executive director, ASAA. "School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students."

Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other cocurricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

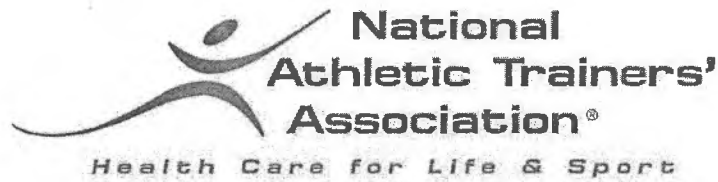
- ❖ A study conducted by Public Agenda released in June 1997 (Kids These Days: What Americans Really Think About the Next Generation) found that more than six in 10 adults, or 61 percent, said youngsters' failure to learn such values as honesty, respect and responsibility is a very serious problem. Only 37 percent believe today's children, once they're grown, will make the United States a better place. Those polled also said greater availability and use of school programs and volunteer groups would be an effective way to help children.

The following two examples don't have dates or other reference material. Assume they are anecdotal stories. Seems like this is best left here, but they could be woven back into main material.

- ❖ Consider the captain at a track championship who had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he discovered another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes indicated, "It never occurred to me to do anything else."
- ❖ Early in a soccer championship game, a forward and defender both jumped to head the ball. Their heads collided, and one player was injured but did not drop to the ground – the signal to the referee to stop play. The coach on the opposing team recognized the distress of the player and despite his team having the opportunity to clear the ball and take the advantage in play, he directed his team to kick the ball out of bounds. He gave up possession of the ball near his goal to stop play and allow the player to be assisted.

- ❖ The 1996 Surgeon General's report, *Physical Activity and Health*, said that "regular participation in physical activity during childhood and adolescence:
 - Helps build and maintain healthy bones, muscles and joints
 - Helps control weight, build lean muscle and reduce fat
 - Prevents or delays the development of high blood pressure
 - Reduces feelings of depression and anxiety.The report goes on to say that "participation in physical activity increases adolescents' self-esteem.
(U.S. Department of Health and Human Services. *Physical activity and health: a report of the Surgeon General*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.)

 - ❖ "Other research has shown that students who participate in interscholastic sports are less likely to be regular and heavy smokers or use drugs¹, and are more likely to stay in school and have good conduct and high academic achievement². Sports and Physical activity programs can introduce young people to skills such as teamwork, self-discipline, sportsmanship, leadership and socialization."
 - (1. Escobedo LG, Marcus SE, Holtzman D, Giovino GA. Sports participation, age at smoking initiation and the risk of smoking among US high school students. *Journal of the American Medical Association* 1993;269:1391-5.
 - (2. Zill N, Nord CW, Loomis LS. *Adolescent time use, risky behavior and outcomes: an analysis of national data*. Rockville, MD: Westat, 1995.)
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ATHLETIC TRAINING EDUCATION OVERVIEW

This document provides a brief overview of the education and credentialing process for entry-level athletic trainers. Athletic Training programs typically fall into three categories: a baccalaureate degree in Athletic Training; a baccalaureate degree with a major in athletic training; or graduate-level program with a major in athletic training. Academic programs are accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The minimum entry point into the profession of Athletic Training is at the baccalaureate level; by 2014-2015, all accredited education programs in Athletic Training will lead to a degree in Athletic Training. Upon completion of a CAATE-accredited Athletic Training education program, students become eligible to obtain national certification granted by the NATA Board of Certification, Inc. (BOC).

ENTRY-LEVEL EDUCATION

Entry-level athletic training education uses a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, Athletic Training students are educated to provide comprehensive preventive services and care in six domains of clinical practice: prevention; clinical evaluation and diagnosis; immediate care; treatment, rehabilitation and reconditioning; organization and administration; and professional responsibility. The educational requirements for CAATE-accredited Athletic Training Education Programs include not only cognitive (knowledge) and psychomotor (skill) content, but also a broad scope of foundational behaviors of professional practice, as well as a comprehensive clinical learning requirement that is embodied in the clinical proficiencies (professional, practice-oriented outcomes) as identified in the *Athletic Training Educational Competencies and Clinical Proficiencies*.

Students must receive formal instruction in the following specific subjects

Basic and Applied Sciences	Professional Content
<ul style="list-style-type: none"> • Human anatomy • Human physiology • Biology • Statistics and research design • Rehabilitation • Exercise Physiology • Kinesiology/Biomechanics • Chemistry* • Physics* <p><i>*Recommended but not required by some ATEP</i></p>	<ul style="list-style-type: none"> • Risk Management and Injury Prevention • Pathology of Injuries and Illnesses • Orthopedic Clinical Examination and Diagnosis • Medical Conditions and Disabilities • Acute Care of Injuries and Illnesses • Therapeutic Modalities • Conditioning, Rehabilitative Exercise & Pharmacology • Psychosocial Intervention and Referral • Nutritional Aspects of Injuries & Illnesses • Health Care Administration

CLINICAL EDUCATION

Students are required to participate in a minimum of two years of academic clinical education. Through these experiences, students gain clinical experiences associated with a variety of different patient populations defined but not limited to: gender, varying levels of risk, utilization of protective equipment, and general medical conditions (e.g. diabetes, asthma) that address the continuum of care.

Clinical experiences provide students with opportunities to practice, under the direct supervision of qualified Clinical Instructors (i.e., Certified Athletic Trainer [ATC®] or other credentialed health care professionals).

THE ATC® CREDENTIAL

The ATC® credential and the BOC requirements are currently recognized by 46 states for eligibility and/or regulation of the practice of athletic trainers. The credibility of the BOC program and the ATC® credential it awards are supported by three pillars: (1) the BOC certification examination; (2) the BOC Standards of Professional Practice, and Disciplinary Guidelines and Procedures; and (3) continuing competence (education) requirements.

BOC certification is recognized by the National Commission for Certifying Agencies and is the only accredited certification program for athletic trainers. To be certified, an individual must demonstrate that he/she is an athletic trainer capable of performing the required duties without threat of harm to the public. The BOC traditionally conducts annual examination development meetings during which certified athletic trainers and recognized experts in the science of athletic training develop, review and validate examination items and problems. The knowledge, skills, and abilities required for competent performance as an entry-level athletic trainer fall into three categories:

1. Understanding, applying, and analyzing;
2. Knowledge and decision-making;
3. Special performance abilities.

BOC certified athletic trainers are educated, trained and evaluated in six major practice domains:

1. Prevention
2. Clinical Evaluation and Diagnosis
3. Immediate Care
4. Treatment, Rehabilitation and Reconditioning
5. Organization and Administration
6. Professional Responsibility

For more information regarding the educational, certification, and licensure requirements for athletic trainers visit:

The National Athletic Trainers' Association – www.nata.org

The National Athletic Trainers' Association Education Council – www.nataec.org

The Board of Certification – www.bocatc.org

The Commission on the Accreditation of Athletic Training Education Programs – www.caate.net

Other States offering participation in public school sports by students enrolled in an alternative program

Twenty-two states currently require public schools to allow homeschoolers some type of access to classes or sports. These include Arizona, Colorado, Florida, Idaho, Illinois, Iowa, Louisiana, Maine, Michigan, Minnesota, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Washington, and Wyoming.

Homeschooler participation in public school activities is usually subject to certain requirements, which are often part of the school's policy and the state high school athletic association's bylaws. Although specific requirements vary from state to state, they generally include: 1) being in compliance with the state homeschool law, 2) meeting the same eligibility requirements (residence, age, etc.) as public school students, and 3) submitting verification that the student is passing his or her core subjects.

**Information from the Homeschool Legal Defense Association*

Summary of state laws allowing alternative education program students participation

Arizona

Home-instructed students are allowed to participate in the public schools' interscholastic activities. Arizona Revised - Statutes § 15-802.01.

Colorado

Children participating in a nonpublic, home-based education program are allowed equal access to the public schools' extracurricular and interscholastic activities. Colorado Revised Statutes § 22-33-104.5(6) and Colorado Revised Statutes § 22-32-116.5.

Florida

Home-educated students are eligible to participate in the public schools' interscholastic extracurricular activities. - Florida Statutes § 1006.15.

Idaho

Non-public school students are allowed to dual enroll in public schools to participate in nonacademic activities. - Idaho Code § 33-203.

Louisiana

Louisiana home-study students have the ability to participate on a public school sports team, if the principal of the school approves. LA-R.S. 17:236.3.

In 1970, the Louisiana Court of Appeals ruled against the participation of students enrolled in a private school. Sanders v. Louisiana High School Athletic Association, La. App., 242 So.2d 19.

Maryland

An intermediate appellate court ruled against private school students who sought to participate in a public school extracurricular activity. Thomas v. Allegany County Board of Education, 443 A.2d 622 (1982). However, a federal trial court memorandum prohibits the Maryland Public Secondary Schools Athletics Association from excluding from competition private schools with homeschool athletes. Bressler v. Maryland Public Schools Secondary Athletics Association (D. Md. JFM-05CV783, 2005).

Massachusetts

Several trial court decisions have ruled that homeschoolers must be allowed to participate based on the fact that superintendents are allowed to approve homeschool programs. These cases only apply to the districts in question, not the entire state. The Massachusetts Interscholastic Athletic Association allows homeschoolers to participate on public school teams provided they are in compliance with the school's policy. MIAA Handbook Rule 54.

Michigan

No interscholastic activities are permitted unless permission is provided by the local public school district.

Minnesota

School districts "shall allow all resident pupils receiving instruction in a home school...to be eligible to fully participate in extracurricular [but not co-curricular] activities on the same basis as public school students." - Minnesota Statutes Annotated, 123B.49, Subd. 4(a).

Montana

The Supreme Court of Montana ruled that school district policy which kept nonpublic students from participating in sports programs was "reasonable." The district's interest in developing full academic potential in each student outweighed the students' right to play sports. *Kaptein v. Conrad School District*, 931 P.2d 1311 (Mont. 1997).

Nevada

The board of trustees of the school district must allow homeschooled students to participate in extracurricular and interscholastic activities, and sports in the district in which the student resides, subject to statutory requirements. - Nevada Revised Statutes § 392.070, § 386.462, and § 386.580.

New Hampshire

School districts may adopt policies regulating homeschool participation, as long as the policies are not more restrictive than those governing public school students. - New Hampshire Revised Statutes § 193:1-c.

New Mexico

A homeschool student is eligible to participate in school district athletic activities at the public school in the attendance zone in which the student resides, according to the New Mexico activities association guidelines. The school district shall verify each homeschool student's academic eligibility to participate in school district athletic activities. - New Mexico Statutes Annotated § 22-8-23.8.

New York

An appellate court ruled against homeschoolers who sought access to public school interscholastic sports. *Bradstreet v. Sobol*, 650 N.Y.S.2d 402 (A.D. 3 Dept. 1996). The Commissioner of Education's Regulations pertaining to interscholastic athletic competitions, Section 135.4(c)(7)(ii)(b)(2), requires that students in grades 9-12 must be a "bona fide student."

North Dakota

A child receiving home education may participate in extracurricular activities either under the auspices of the child's school district of residence or under the auspices of an approved nonpublic school, if permitted by the administrator of the school. A homeschooled student is subject to the same standards for participation as required of full-time students at these schools. - North Dakota Century Code § 15.1-23-16.

Oklahoma

Federal District Court ruled against a homeschooled student seeking to compel the school to allow part-time enrollment. *Swanson v. Guthrie Independent School District No. 1-1*, 942 F. Supp. 511 (W.D.Okl. 1996) The 10th Circuit court of Appeals upheld this decision. 135 F.3d 694 (10th Cir. 1998).

Ohio

School districts are free to set their own policies regarding homeschooled students' participation in public school activities. According to the Ohio High School Athletic Association's (OHSAA) rules, homeschool students are eligible to participate provided they are enrolled in an OHSAA member school in accordance with the school's partial enrollment policy.

Oregon

School districts must allow homeschool students access to public school interscholastic activities. Oregon Revised Statutes § 339.460.

Pennsylvania

Homeschooled students meeting the same eligibility criteria as public-school students may participate in extracurricular activities of their public school district of residence. Such activities include, but are not limited to clubs, musical ensembles, athletics, and theatrical productions. - 24 Pennsylvania Statutes Annotated § 13-1327.1(f.1).

Rhode Island

Homeschool students are eligible to participate in activities the Rhode Island Interscholastic League (RIIL) sponsors if they comply with RIIL Rule 3.1.1.

South Dakota

A homeschool student can participate in public school sports if the school board approves. SDCL §13-36-7. A homeschool student has a right to partial enrollment in public school. SDCL §13-28-51.

Tennessee

A member of the Tennessee Secondary School Athletic Association (TSSAA) is permitted to play or scrimmage any secondary school with grades 9 and above in regular season play. For purposes of this rule, a school team may be one school or a cooperative program of one or more schools. This could include homeschool cooperative teams and teams from church-related schools. TSSAA Bylaws, Art. IV, sec. 1. Furthermore, a student being homeschooled under Option I may participate in extracurricular athletics at a member school (at the member school's discretion) if the student meets the eligibility requirements set forth in the TSSAA's most recent publication on homeschool student athlete eligibility.

Utah

Effective May 9, 2010: Homeschool students shall be eligible to participate in extracurricular activities at a public school consistent with eligibility standards. School districts may not impose additional requirements on homeschool students that are not imposed on fully enrolled public school students. Utah Code § 53A-11-102.6

Vermont

School boards are required to adopt rules to integrate home-study students into school courses (cocurricular and extracurricular) and use of facilities. Vermont Statutes Annotated 16 § 563(24). School boards must follow Vermont Department of Education guidelines found in Code of Vermont Rules 22-000-009, Sec. 4401-4405.

West Virginia

The West Virginia Supreme Court ruled that homeschooled students could be prohibited from participating in interscholastic athletics with public school students. The ruling held that there was no violation of equal protection to homeschoolers in permitting the West Virginia Secondary School Activities Association to require eligible students to be enrolled full-time in a member school. *Jones v. West Virginia State Board of Education, et al.*, 218 - W.Va. 52, 622 S.E.2d 289.

Wyoming

The Wyoming High School Activities Association allows home-educated students to play on participating schools' sports teams. WHSAA Rules 3.1.3, 6.2.0, 6.4.

Information from :
Shannon Leftwich, MA, ATC | BOC | Director of Credentialing Services
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 1415 Harney St, Ste 200, Omaha, NE 68102

StateAbbr	State	Application Fee	Renewal Fee	License Cycle	Effective Date of Law
AK	Alaska				
AL	Alabama	\$175.00	\$75.00	annual	1993
AR	Arkansas	\$125.00	\$50.00	annual	4/13/95
AZ	Arizona	\$250.00	\$125.00	annual	
CA	California				
CO	Colorado	\$257.00		annual	2009
CT	Connecticut	\$190.00	\$200.00	annual?	
DE	Delaware	\$103.00		biennial	
FL	Florida	\$230.00	\$205.00	biennial	11/17/96
GA	Georgia	\$50.00	\$100.00	biennial	1977
HI	Hawaii				
IA	Iowa	\$120.00	\$160.00	biennial	1994
ID	Idaho	\$120.00	\$80.00	annual	7/1/89
IL	Illinois	\$200.00	\$100.00	annual	1/29/96
IN	Indiana	\$55.00	\$50.00	biennial	12/6/94
KS	Kansas	\$80.00	\$67.00	annual	1996
KY	Kentucky	\$100.00	\$50.00	triennial	1999
LA	Louisiana	\$125.00	\$100.00	annual	
MA	Massachusetts	\$147.00	\$68.00	biennial	1994
MD	Maryland	\$200.00	\$176.00	annual?	
ME	Maine	\$221.00	\$175.00	annual	1995
MI	Michigan	\$275.00	\$200.00	?	2006
MN	Minnesota	\$50.00	\$100.00	annual	1996
MO	Missouri	\$100.00	\$100.00	biennial	1998
MS	Mississippi	\$100.00	\$50.00	annual	1997
MT	Montana	\$250.00	\$250.00	annual	
NC	North Carolina	\$100.00	\$50.00	annual	1997
ND	North Dakota	\$100.00	\$50.00	annual	2000
NE	Nebraska	\$117.00	\$117.00	annual	
NH	New Hampshire	\$170.00	\$110.00	biennial	
NJ	New Jersey	\$180.00	\$80.00	biennial	1999
NM	New Mexico	\$290.00	\$165.00	annual	1994
NV	Nevada	\$300.00	\$150.00	annual	
NY	New York	\$158.00	\$50.00	triennial	1996
OH	Ohio	\$100.00	\$80.00	biennial	

Information from :
 Shannon Leftwich, MA, ATC | BOC | Director of Credentialing Services
 (402) 559-0091 x114 direct | (877) 262-3926 toll-free | (402) 561-0598 fax
 1415 Harney St, Ste 200, Omaha, NE 68102

StateAbbr	State	Application Fee	Renewal Fee	License Cycle	Effective Date of Law
OK	Oklahoma	\$125.00	\$55.00	annual	
OR	Oregon	\$550.00	\$450.00	biennial	1999
PA	Pennsylvania	\$20.00	\$37.00	biennial	
RI	Rhode Island	\$62.50	\$62.50	biennial	1993
SC	South Carolina		\$40.00	biennial	
SD	South Dakota	\$100.00	\$50.00	annual	
TN	Tennessee	\$270.00	\$120.00	biennial	
TX	Texas	\$169.00	\$260.00	biennial	1994
UT	Utah	\$70.00	\$47.00	biennial	
VA	Virginia	\$130.00	\$135.00	biennial	
VT	Vermont	\$100.00		biennial	2000
WA	Washington	\$175.00	\$200.00	annual	2008
WI	Wisconsin	\$75.00	\$75.00	biennial	
WV	West Virginia				2010
WY	Wyoming	\$600.00		triennial	2009



Athletic Trainers – not “Trainers”

The world today is on the move, and people are more active, more interested, more educated. We're trained in fitness, sports, computer applications even parenting. As a result, the word “trainer” has lost its meaning. Here are the differences between a certified athletic trainer and personal trainer.

CERTIFIED ATHLETIC TRAINER

An athletic trainer is a person who meets the qualifications set by a state licensure and/or the Board of Certification, Inc. and practices athletic training under the direction of a physician.

Certified athletic trainers:

- ⇒ Must have at least a bachelor's degree in athletic training, which is an allied health profession
- ⇒ Must pass a comprehensive exam before earning the ATC credential
- ⇒ Must keep their knowledge and skills current by participating in continuing education
- ⇒ Must adhere to standards of professional practice set by one national certifying agency

Daily duties:

- ⇒ Provide physical medicine and rehabilitation services
- ⇒ Prevent, diagnose, treat and rehabilitate injuries (acute and chronic)
- ⇒ Coordinate care with physicians and other allied health professionals
- ⇒ Work in schools, colleges, professional sports, clinics, hospitals, corporations, industry, military, performing arts

PERSONAL TRAINER

A personal trainer is a person who prescribes, monitors and changes an individual's specific exercise program in a fitness or sports setting.

Personal trainers:

- ⇒ May or may not have higher education in health sciences
- ⇒ May or may not be required to obtain certification
- ⇒ May or may not participate in continuing education
- ⇒ May become certified by any one of numerous organizations that set varying education and practice requirements

Daily duties:

- ⇒ Assess fitness needs and design appropriate exercise regimens
- ⇒ Work with clients to achieve fitness goals
- ⇒ Help educate the public about the importance of physical activity
- ⇒ Work in health clubs, wellness centers and various other locations where fitness activities take place

If you have questions about the person providing health care for you, for your student or for a colleague, speak up! Be sure you're getting the right health care for the right condition.

About the National Athletic Trainers' Association (NATA):

Athletic trainers are unique health care professionals who specialize in the prevention, diagnosis, treatment and rehabilitation of injuries and illnesses. The National Athletic Trainers' Association represents and supports 30,000 members of the athletic training profession. NATA advocates for equal access to athletic trainers for patients and clients of all ages and supports H.R. 1846. Only 42 percent of high schools have access to athletic trainers. NATA members adhere to a code of ethics. www.nata.org.

VOTE YES ON SB 119

Protect Alaska's Youth Athletes License Athletic Trainers

Who's Watching Our Kids?

- Athletic trainers work with children and adolescents in high schools and university sports
- Sports, especially at the high school level, are serious business. Make sure qualified health care professionals are dealing with serious injuries such as concussion and serious conditions such as MRSA
- Nationally, 8,000 children are treated in hospital emergency rooms each day for sports-related injuries

Is Alaska the Final Frontier?

- Alaska is one of ONLY THREE (3) states that do not regulate athletic training
- The other 2 states (CA and HI) are working on licensure

This bill **DOES NOT** mandate third party (insurance) reimbursement for athletic trainers.

This bill **DOES NOT** mandate that schools hire athletic trainers.

This bill **DOES NOT** impose regulation or state licensure on personal trainers throughout Alaska's health and fitness clubs.

This bill **DOES NOT** impose regulation on any other medical provider on the sidelines of an athletic event.

Organizations Supporting SB 119:

Alaska Athletic Trainers' Association
Alaska Medical Association
Alaska School Activities Association
ASAA Sports Medicine Advisory Committee



Athletic Trainers

Significant Points

- A bachelor's degree is usually the minimum requirement, but many athletic trainers hold a master's or doctoral degree.
- Long hours, sometimes including nights and weekends, are common.
- Job prospects should be good in the healthcare industry and in high schools, but competition is expected for positions with professional and college sports teams.

Nature of the Work

Athletic trainers help prevent and treat injuries for people of all ages. Their patients and clients include everyone from professional athletes to industrial workers. Recognized by the American Medical Association as allied health professionals, athletic trainers specialize in the prevention, diagnosis, assessment, treatment, and rehabilitation of muscle and bone injuries and illnesses. Athletic trainers, as one of the first healthcare providers on the scene when injuries occur, must be able to recognize, evaluate, and assess injuries and provide immediate care when needed. Athletic trainers should not be confused with fitness trainers or personal trainers, who are not healthcare workers, but rather train people to become physically fit. (Fitness workers are discussed elsewhere in the Handbook.)

Athletic trainers try to prevent injuries by educating people on how to reduce their risk for injuries and by advising them on the proper use of equipment, exercises to improve balance and strength, and home exercises and therapy programs. They also help apply protective or injury-preventive devices such as tape, bandages, and braces.

Athletic trainers may work under the direction of a licensed physician, and in cooperation with other healthcare providers. The extent of the direction ranges from discussing specific injuries and treatment options with a physician to performing evaluations and treatments as directed by a physician. Some athletic trainers meet with the team physician or consulting physician once or twice a week; others interact with a physician every day. Athletic trainers often have administrative responsibilities. These may include regular meetings with an athletic director, physician practice manager, or other administrative officer to deal with budgets, purchasing, policy implementation, and other business-related issues.

Work environment. The industry and individual employer are significant in determining the work environment of athletic trainers. Many athletic trainers work indoors most of the time; others, especially those in some sports-related jobs, spend much of their time working outdoors. The job also might require standing for long periods, working with medical equipment or machinery, and being able to walk, run, kneel, stoop, or crawl. Travel may be required.

Schedules vary by work setting. Athletic trainers in nonsports settings generally have an established schedule—usually about 40 to 50 hours per week—with nights and weekends off. Athletic

trainers working in hospitals and clinics may spend part of their time working at other locations doing outreach services. The most common outreach programs include conducting athletic training services and speaking at high schools, colleges, and commercial businesses.

Athletic trainers in sports settings have schedules that are longer and more variable. These athletic trainers must be present for team practices and competitions, which often are on evenings and weekends, and their schedules can change on short notice when games and practices have to be rescheduled. In high schools, athletic trainers who also teach may work 60 to 70 hours a week, or more. In National Collegiate Athletic Association Division I colleges and universities, athletic trainers generally work with one team; when that team's sport is in season, working at least 50 to 60 hours a week is common. Athletic trainers in smaller colleges and universities often work with several teams and have teaching responsibilities. During the off-season, a 40-hour to 50-hour work week may be normal in most settings. Athletic trainers for professional sports teams generally work the most hours per week. During training camps, practices, and competitions, they may be required to work up to 12 hours a day.

There is some stress involved with being an athletic trainer. The work of athletic trainers requires frequent interaction with others. They consult with physicians as well as have frequent contact with athletes and patients to discuss and administer treatments, rehabilitation programs, injury-preventive practices, and other health-related issues. Athletic trainers are responsible for their clients' health, and sometimes have to make quick decisions that could affect the health or career of their clients. Athletic trainers also can be affected by the pressure to win that is typical of competitive sports teams.

Training, Other Qualifications, and Advancement

A bachelor's degree is usually the minimum requirement, but many athletic trainers hold a master's or doctoral degree. In 2009, 47 States required athletic trainers to be licensed or hold some form of registration.

Education and training. A bachelor's degree from an accredited college or university is required for almost all jobs as



Athletic trainers apply protective devices such as tape, bandages, and braces.

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-2018	
				Number	Percent
Athletic trainers.....	29-9091	16,300	22,400	6,000	37

(NOTE) Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

an athletic trainer. In 2009, there were about 350 accredited undergraduate programs nationwide. Students in these programs are educated both in the classroom and in clinical settings. Formal education includes many science and health-related courses, such as human anatomy, physiology, nutrition, and biomechanics.

According to the National Athletic Trainers' Association, almost 70 percent of athletic trainers have a master's degree or higher. Athletic trainers may need a master's or higher degree to be eligible for some positions, especially those in colleges and universities, and to increase their advancement opportunities. Because some positions in high schools involve teaching along with athletic trainer responsibilities, a teaching certificate or license could be required.

Licensure and certification. In 2009, 47 States required athletic trainers to be licensed or registered; this requires certification from the Board of Certification, Inc. (BOC). For BOC certification, athletic trainers need a bachelor's or master's degree from an accredited athletic training program and must pass a rigorous examination. To retain certification, credential holders must continue taking medical-related courses and adhere to the BOC standards of practice. In Alaska, California, West Virginia, and the District of Columbia where licensure is not required, certification is voluntary but may be helpful for those seeking jobs and advancement.

Other qualifications. Because all athletic trainers deal directly with a variety of people, they need good social and communication skills. They should be able to manage difficult situations and the stress associated with them, such as when disagreements arise with coaches, patients, clients, or parents regarding suggested treatment. Athletic trainers also should be organized, be able to manage time wisely, be inquisitive, and have a strong desire to help people.

Advancement. There are a few ways for athletic trainers to advance. Some athletic trainers advance by switching teams or sports to gain additional responsibility or pay. Assistant athletic trainers may become head athletic trainers and, eventually, athletic directors or physician, hospital or clinic practice administrators where they assume a management role. Some athletic trainers move into sales and marketing positions, using their expertise to sell medical and athletic equipment.

Employment

Athletic trainers held about 16,300 jobs in 2008 and are found in every part of the country. Most athletic trainer jobs are related to sports, although an increasing number also work in nonsports settings. About 39 percent were found in public and private educational services, primarily in colleges, universities, and high schools. Another 38 percent of athletic trainers worked in healthcare, including jobs in hospitals, offices of physicians, and offices of other health practitioners. About 13 percent

worked in fitness and recreational sports centers. Around 5 percent work in spectator sports.

Job Outlook

Employment is projected to grow much faster than average. Job prospects should be good in the healthcare industry and in high schools, but competition is expected for positions with professional and college sports teams.

Employment change. Employment of athletic trainers is projected to grow 37 percent from 2008 to 2018, much faster than the average for all occupations, because of their role in preventing injuries and reducing healthcare costs. Job growth will be concentrated in the healthcare industry, including hospitals and offices of health practitioners. Fitness and recreation sports centers also will provide new jobs, as these establishments grow and continue to need additional athletic trainers to provide support for their clients. Growth in positions with sports teams will be somewhat slower, however, as most professional sports clubs and colleges and universities already have complete athletic training staffs.

The demand for healthcare, with an emphasis on preventive care, should grow as the population ages and as a way to reduce healthcare costs. Increased licensure requirements and regulation has led to a greater acceptance of athletic trainers as qualified healthcare providers. As a result, third-party reimbursement is expected to continue to grow for athletic training services. Athletic trainers will benefit from this expansion because they provide a cost-effective way to increase the number of health professionals in an office or other setting.

In some States, there are efforts underway to have an athletic trainer in every high school to work with student-athletes, which may lead to growth in the number of athletic trainers employed in high schools. In addition, as more young athletes specialize in certain sports, there is increasing demand for athletic trainers to deal with repetitive stress injuries.

As athletic trainers continue to expand their services, more employers are expected to use these workers to reduce healthcare costs by preventing work-related injuries. Athletic trainers can help prevent injuries and provide immediate treatment for many injuries that do occur. For example, some athletic trainers may be hired to increase the fitness and performance of police and firefighters.

Job prospects. Job prospects should be good for athletic trainers in the healthcare industry and in high schools. Those looking for a position with a professional or college sports team may face competition.

Because of relatively low turnover, the settings with the best job prospects will be the ones that are expected to have the most job growth, primarily positions in the healthcare and fitness and recreational sports centers industries. Additional job opportunities may arise in elementary and secondary schools as more

positions are created. Some of these positions also will require teaching responsibilities.

There are relatively few positions for professional and collegiate sports teams in comparison to the number of applicants. Turnover among professional sports team athletic trainers is also limited. Many athletic trainers prefer to continue to work with the same coaches, administrators, and players when a good working relationship already exists.

There also are opportunities for athletic trainers to join the military, although they would not be classified as an athletic trainer. Enlisted soldiers and officers who are athletic trainers are usually placed in another program, such as health educator or training specialist, in which their skills are useful. (For information on military careers, see the *Handbook* statement on job opportunities in the Armed Forces.)

This occupation is expected to continue to change over the next decade, including more administrative responsibilities, adapting to new technology, and working with larger populations, and jobseekers must be prepared to adapt to these changes.

Earnings

Most athletic trainers work in full-time positions, and typically receive benefits. The salary of an athletic trainer depends on experience and job responsibilities, and varies by job setting. Median annual wages for athletic trainers were \$39,640 in May 2008. The middle 50 percent earned between \$32,070 and \$49,250. The lowest 10 percent earned less than \$23,450, while the top 10 percent earned more than \$60,960.

Many employers pay for some of the continuing education required for athletic trainers to remain certified, although the amount covered varies from employer to employer.

Related Occupations

Other American Medical Association allied health professionals include:

- Chiropractors
- Emergency medical technicians and paramedics
- Licensed practical and licensed vocational nurses
- Massage therapists
- Occupational therapists
- Physical therapists
- Physician assistants
- Physicians and surgeons
- Podiatrists
- Recreational therapists
- Registered nurses
- Respiratory therapists

Sources of Additional Information

For further information on careers in athletic training, contact:

► National Athletic Trainers' Association, 2952 Stemmons Freeway, Suite 200, Dallas, TX 75247. Internet: <http://www.nata.org>

For further information on certification, contact:

► Board of Certification, Inc., 1415 Harney St., Suite 200, Omaha, NE 68102. Internet: <http://www.bocac.org>

The Occupational Information Network (O*NET) provides information on a wide range of occupational characteristics. Links to O*NET appear at the end of the Internet version of this occupational statement, accessible at <http://www.bls.gov/ooh/ocos294.htm>

SYNOPSIS OF ATHLETIC TRAINER STATUTORY REGULATION BY STATE
(DOES NOT INCLUDE REGULATIONS)

July 2010

ST	DATE	TYPE	DEF.	SUPERVISION	TITLE PROT.	EXAMINATION	REGULATORY AGENCY	EXEMPTIONS	RECI-PROCITY
AL	1993	License	Std*	Direction or referral of physician	YES	NATABOC	Board of AT	PT Grandfather until 1996	YES
AK									
AZ	2000	License	1	Physician	YES	Nat'l exam approved by Board (Regs specify BOC)	Board of AT	NATABOCs grandfathered til 1/1/2004	NO
AR	2000	License	Std*	Non-clinic: physician direction; Clinic: direct supervision of PT & referral of physician	YES	Exam (BOC per Regs)	Board of AT		YES
CA									
CO	2009	Registration	Std*	Physician, dentist, or other Health Care Provider	YES	NO	Department of Regulatory Agencies	Licensed Health professionals	NO
CT	2000	License ²	Std*	Direction of Health Care Provider	YES	NATABOC	Comm. of Public Health		YES
DE	1989	License	Std*	Physician referral; Non-athletic injury requires PT supervision every 5 th Tx	YES	NATABOC	Board of PT & AT		YES
DC									
FL	1988	License	Std*	Written protocol with physician	YES	Approved by Board (Regs specify BOC)	Board of AT	Provider of first aid	N/A

¹ AZ includes athletic illness in its definition; athletic injuries is any injury that is of the type that occurs during participation in sports, recreation, or physical fitness regardless of circumstances.

² Though statutorily mandated, no funding has been allotted in CT to implement this law.

ST	DATE	TYPE	DEF.	SUPERVISION	TITLE PROT.	EXAMINATION	REGULATORY AGENCY	EXEMPTIONS	RECI-PROCITY
GA	1977	License	Std*	Physician	YES	Approved by Board (Regs allow BOC)	Board of AT		YES
HI	1985	Exemption	Std ³						
ID	2003	License	Std*	Physician or Chiropractor	YES	NATABOC or approved by Board	Board of AT (advises Board of Medicine)	Free care; Good Samaritan	YES
IL	1995	License	Std*	Physician	YES	NATABOC	Board of AT	Grandfathers Pre-1985	YES
IN	1993	License	Std*	Physician referral or direction	YES	NATABOC	Board of AT		YES
IA	1994	License	Std*	Physician	YES	By Department (Regs specify BOC)	Board of AT	Licensed health professionals	YES
KS	1995	License	Std*	N/A	YES	Approved by Board (Regs specify BOC)	Board of Healing Arts	Pre-7/04 ATC registrants grandfathered	YES
KY	1978	Certification	Std*	Physician approves modalities to be used	YES	Board approved (BOC per Regs)	Medical Board w/advice of AT Advisory Cmte.		YES
LA	1985	Certification	Std*	Physician approves modalities to be used	YES	Board administered (BOC accepted)	Medical Board	Licensed health professionals	YES with exam
ME	1995	License	Std*	No referral w/ certain restrictions; otherwise, referral to professional incl. PT	YES	NATABOC (BOC per Regs)	Commissioner of Professions; AT Advisory Comm...		N/A

³ Scope defined as that of AT certified by the NATABOC

ST	DATE	TYPE	DEF	SUPERVISION	TITLE PROT.	EXAMINATION	REGULATORY AGENCY	EXEMPTIONS	RECI-PROCIETY
MD	2009	License eff. 8/15/09	Std*	Protocol of physician	YES	NATABOC plus oral/written competency in English	Athletic Training Committee of Medical Board	Licensed Health Professionals	NO
MA	1982	License	⁴	Physician or DDS	YES	NATABOC	Board of Allied Health Prof.		YES
MI	2006	License	⁵	Physician	YES	Board approved (Regs pending; BOC proposed)	Athletic Trainer Board		
MN	1993	Registration	Std*	Protocol of physician	YES	NATABOC	AT Advisory Council		YES
MS	1991	License	Std ⁶	Direction of physician, nurse practitioner or physician assistant.	YES	NATABOC	Council of Advisors in Athletic Training (State Board of Health)	Coaches/instructors "in the line of duties"	YES
MO	2004	License	Std*	Team and/or consulting physician	YES	NATABOC	AT Advisory to Board of Healing Arts	Pre-1983 Grandfathers	YES
MT	2007	License	Std*	None specified	YES	Approved by the Board	AT Board	Coaches/teachers; other professionals; personal trainers; massage therapists	YES
NE	1987	License	Std*	Guidelines or referral from physician	YES	Approved by the Board (BOC approved per Regs)	Board of AT	Licensed health care professionals	
NV	2003	License	Std*	Protocol of physician	YES	NATABOC	Board of AT		YES

⁴ Practice limited to schools, teams or organizations with whom AT is associated and under the direction of a physician or dentist duly registered in the commonwealth.

⁵ Does not specify that treatment is limited to athletes or athletics; speaks to treatment of an "individual;" includes clinical evaluation and treatment for "injury or illness, or both" within rules promulgated by the Board.

⁶ Includes injury or illness; injury is that sustained as a result of participation in sports, games or recreation, or a comparable injury.

ST	DATE	TYPE	DEF	SUPERVISION	TITLE PROT.	EXAMINATION	REGULATORY AGENCY	EXEMPTIONS	RECI-PRO-CITY
NJ	1984	License	⁷	Treatment under direction of physician	YES	NATABOC or equivalent app. by Board	AT Advisory to Board of Medical Examiners	Licensed health care professionals	YES
NM	1983	License	Std*	Prescription or protocol	YES	Nat'l certifying exam approved by Bd (BOC per web); jurisprudence; CPR; AED	AT Practice Board	Licensed health care professionals	
NY	1992	Certification	⁸	Clinical settings require physician	Only ATC	Direction of Commissioner (BOC per regs)	AT Advisory to Board of Medicine		
NC	1997	License	Std*	Protocol of physician	YES	NATABOC	Board of AT		YES
ND	1983	License	Std*	Written authorization of physician	YES	Board approved nat'l exam (BOC per regs)	Board of AT		
OH	1990	License	Std*	Referral of physician, DPM, DDS, DC, or PT	YES	NATABOC plus jurisprudence		Licensed health care professionals	YES
OK	1986	License	Std*	Protocol from physician	YES	NATABOC	AT Advisory Comm. to Medical Board	Good Samaritan; licensed health care professionals	
OR	1996	Registration	Std*	Consultation or referral with physician	YES	NATABOC	Board of AT		YES
PA	1987	Certification	Std*	Direction of physician, dentist, or podiatrist	YES	NATABOC	State Board of Medicine		YES

⁷ Physical conditioning and reconditioning of athletes and prevention of injuries...and application of physical treatment modalities as recommended by the advisory committee.

⁸ Limits practice to schools and professional athletic organizations and, under the supervision of a physician, comparable functions on orthopedic athletic injuries excluding spinal cord. Athletic Training is the application of principles, methods and procedures for managing athletic injuries, including the preconditioning, conditioning and reconditioning of an individual through the use of appropriate preventive and supportive devices, under the supervision of a physician.

ST	DATE	TYPE	DEF.	SUPERVISION	TITLE PROT.	EXAMINATION	REGULATORY AGENCY	EXEMPTIONS	RECI-PRO-CITY
RI	1986	License	⁹	Direction of physician	YES	Board approved (BOC per Regs)	Board of AT, reporting to state department		YES
SC	1976	Certification	Std*	Advice and consent of physician	YES	NATABOC	Board of Health & Environmental Control		YES
SD	1984	License	Std* ¹⁰	Written authorization of physician	NO	Directed by Board or NATABOC			
TN	1985	License	Std*	Advice and consent or written order of physician	YES	NATABOC + jurisprudence	Board of Athletic Training (7/1/06)	Licensed professionals	YES
TX	1971	License	Std*	Direction of treating physician	YES	Board administered or NATABOC	Advisory Board of AT (to Dept. of Health)	Licensed health care professionals	YES
UT	2006	License	Std*	Directing Physician	YES	BOC or equivalent	Athletic Trainers Licensing Board	Licensed health care professionals	
VT	1998	License	Std*	SEE ¹¹	YES	NATABOC	Office of Professional Regulation	Licensed health care professionals	YES
VA	2004	License	Std*	PT & patient's physician, or direction of any MD, DO, DC, DPM, or DDS	YES	State administered, NATABOC, or Board approved	Advisory Board on AT to Board of Medicine	Coaches or others in line with duties; grandfathers	

⁹ Practice limited to "only those athletes participating in the athletic program being conducted by the educational institution, professional athletic organization, or board sanctioned amateur athletic organization employing the athletic trainer."

¹⁰It is grounds for revocation of license to continue treatment or rehabilitation on individuals other than those associated with the employing institution or athletic organization

¹¹ For athletes participating at any organized level, no supervision but athlete must first have been examined by a physician; for treating injuries, referral from physician or DC required

ST	DATE	TYPE	DEE.	SUPERVISION	TITLE PROT.	EXAMINATION	REGULATORY AGENCY	EXEMPTIONS	RECI-PRO-CITY
WA	2007	License	Std*	Consultation, referral or guidelines of licensed health care provider	YES	Approved by Secretary of Health	Advisory Board to Secretary	Licensed health care professionals; personal trainers; teachers/coaches	YES
WI	1999	License	Std* ¹²	Protocol established by AT and approved by physician	YES	NATABOC or state administered	AT Affiliated Credentialing Board of Medical Board		YES
WV	2010 eff. 6/11/10	Registration	None specified	None specified	YES	BOC	Board of Physical Therapy		
WY	2009	Licensure	Std*	Direction of physician	YES	Nationally recognized exam approved by Board	State Board of Athletic Training	Licensed health care professionals; credentialed coaches	YES

***Standard** Definition includes prevention, education, recognition, evaluation, treatment and rehabilitation of an athletic injury or illness, and organization and administration of exercise, conditioning, and athletic training programs

States in **BOLD** have no statutory language.

F:\data\governmentaffairs\StatesGovernmentAffairs Activity\

¹² Includes illness ("injuries or illnesses") and adds "sustained while participating in physical activity." Rehabilitating and physically reconditioning that 'impede or prevent the individual from returning to participation in physical activity, if the individual recently participated in, and intends to return to participating in, physical activity.'



ALASKA ATHLETIC TRAINERS ASSOCIATION

April 1, 2011

Alaska Athletic Trainers Association
PO Box 872710
Wasilla, AK 99687

Honorable Senator Meyer,

On behalf of the Alaska Athletic Trainers Association, I would like to thank you for the sponsorship of Senate Bill 119 for the licensure of athletic trainers in Alaska. We are honored to have your leadership in support of this important legislation.

The Alaska Athletic Trainers Association is requesting the licensure of athletic trainers in Alaska. Forty-seven states have some form of athletic training regulation verifying the knowledge, skills and abilities required for competent performance of athletic training. Senate Bill 119 works with the pending youth sports concussion legislation to provide comprehensive and high quality athletic training in Alaska.

You can see by the letters of support that this legislation has the support of many medical professionals such as physicians and physician's assistants. It is supported by athletic directors, coaches and school administrators.

The Alaska Athletic Trainers Association will dedicate the time and energy needed to make this a successful legislative process. Again, we thank you for your leadership role in our Senate Bill and your support of our licensing efforts.

Sincerely,

Brenda Shelden
President of the Alaska Athletic Trainers Association




September, 2011

Alaska Athletic Trainers Association
PO Box 872710
Wasilla, AK 99687

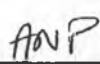
The Alaska Athletic Trainers Association, on behalf of Alaska athletic trainers, is working toward professional licensure in Alaska. Legislation was introduced in the 2011 session with sponsorship by Senator Kevin Meyer.

- The language of the bill states that anyone calling themselves *an athletic trainer* must be licensed by the state of Alaska Division of Occupational Licensing.
- The requirements for licensure are exactly the same as those required by the Board of Certification. The BOC is the postgraduate certification program for the National Athletic Trainers Association. The state of Alaska will not add to the already rigorous requirements of the BOC.
- The fees imposed by the Alaska Division of Occupational Licensing are not cost prohibitive.
- Alaska is one of only 3 states that does not license athletic trainers.
- Presently, athletic trainers are not covered by the Alaska Statue 09.65.300 *Immunity for Providing Free Health Care Services (Alaska's version of the Good Samaritan Law)*. This prevents athletic trainers from volunteering their services at schools, community or nonprofit events.

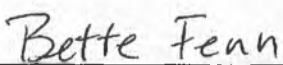
I support the role of the athletic trainer in Alaska and sign this document in support of licensure.



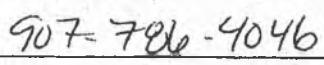
(Signature)



(Title)



(Print Name)



(Phone Number)

Please fax this document to: (907)586-1061



September, 2011

Alaska Athletic Trainers Association
PO Box 872710
Wasilla, AK 99687

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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Anne LaKeyser
(Signature)

Psychiatric Nurse Practitioner
(Title) Assoc Director, SHCC

Georgia DeKeyser
(Print Name)

907-786-4048
(Phone Number)

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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Betty Bang
(Signature)

ATP
(Title)

Betty Bang
(Print Name)

907-786-4040
(Phone Number)

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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Laura Romberg, ANP
(Signature)

ANP
(Title)

Laura Romberg
(Print Name)

786-4040
(Phone Number)

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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Theresa Schmitz-Waite ANP
 (Signature) (Title)

Theresa Schmitz-Waite
(Print Name)

786-4040
(Phone Number)

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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Elisha Powell, MD
(Signature)

Orthopedic Surgeon, MD
(Title)

Elisha Powell, MD
(Print Name)

907-279-2663
(Phone Number)

Please fax this document to: (907)586-1061



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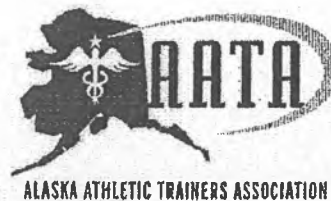
Richard McEvoy
(Signature)

MD, Orthopedic Surgeon
(Title)

Richard McEvoy
(Print Name)

907 261 7125
(Phone Number)

Please fax this document to: (907)586-1061



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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Thomas P. Westhoff M.D.
(Signature)

GAA Team PHYSICIAN
(Title)

Thomas P. Westhoff M.D.
(Print Name)

907 530 9679
(Phone Number)

Please fax this document to: (907)586-1061



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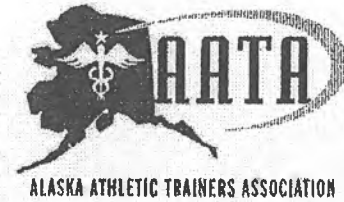
Leslie P. Dean
(Signature)

MD
(Title)

LESLIE P. DEAN
(Print Name)

907-563-3145
(Phone Number)

Please fax this document to: (907)586-1061



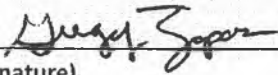
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(Signature)

PA-C

(Title)

Gregg Zaporzan

(Print Name)

907 830-3668

(Phone Number)

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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

[Handwritten Signature] MD
(Signature)

Head Team Physician UAA
and Alaska Aces
(Title)

Jedrey S. Moore
(Print Name)

907-279-2663
(Phone Number)

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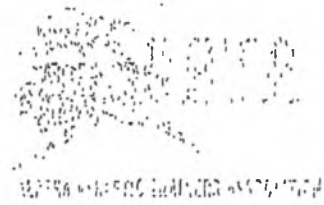
C Jerry Little
(Signature)

MD
(Title)

C JERRY LITTLE
(Print Name)

907 5021234
(Phone Number)

Please fax this document to: (907)586-1061



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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Johanna Underwood
(Signature)

Physician Therapist
(Title)

Johanna Underwood
(Print Name)

907-457-3711
(Phone Number)

Please fax this document to: (907)586-1061



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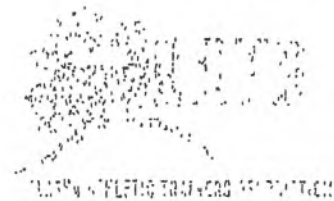
J. Blaine - Groves
(Signature)

Physical Therapist
(Title)

MARINA ADAM - MARICATO
(Print Name)

(907) 378-2000
(Phone Number)

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Herdi J Ritchie
(Signature)

AACT/OTA
(Title)

Herdi J Ritchie
(Print Name)

452-3657
(Phone Number)

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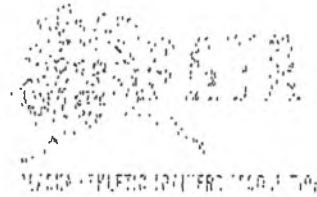
Victoria L. Ketchum
(Signature)

Certified Athletic Trainer
(Title)

Victoria L. Ketchum
(Print Name)

907 474 4848 (H)
(Phone Number)

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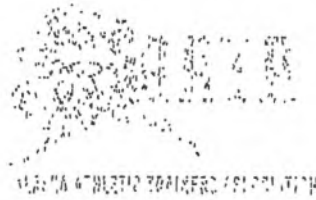
Mary Hopkins
(Signature)

Occupational Therapist
(Title)

Mary Hopkins
(Print Name)

907-488-1772
(Phone Number)

Please fax this document to: (907)586-1061



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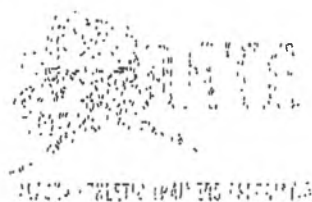
Holly Proell
(Signature)

Physical Therapist
(Title)

Holly Proell
(Print Name)

(907) 455-6623
(Phone Number)

Please fax this document to: (907)586-1061



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Sandra Dauenhauer
(Signature)

Speech/Language Pathologist
(Title)

SANDRA DAUENHAUER
(Print Name)

479-0042
(Phone Number)

Please fax this document to: (907)586-1061



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I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Cheryl Sackett
 (Signature)

Physical Therapist
 (Title)

Cheryl Sackett
 (Print Name)

907-388-5047
 (Phone Number)

Please fax this document to: (907)586-1061



ALASKA ATHLETIC TRAINERS ASSOCIATION

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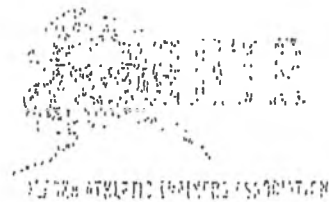
Judy Bogard
(Signature)

Physical Therapist
(Title)

Judy Bogard
(Print Name)

907-479-4808
(Phone Number)

Please fax this document to: (907)586-1061



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Kim Dugas
(Signature)

Occupational Therapist
(Title)

Kim Dugas
(Print Name)

(253)691-7984
(Phone Number)

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Wasilla, AK 99687

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- The language of the bill states that anyone calling themselves an *athletic trainer* must be licensed by the state of Alaska Division of Occupational Licensing.
- The requirements for licensure are exactly the same as those required by the Board of Certification. The BOC is the postgraduate certification program for the National Athletic Trainers Association. The state of Alaska will not add to the already rigorous requirements of the BOC.
- The fees imposed by the Alaska Division of Occupational Licensing are not cost prohibitive.
- Alaska is one of only 3 states that does not license athletic trainers.
- Presently, athletic trainers are not covered by the Alaska Statute 09.65.300 *Immunity for Providing Free Health Care Services* (Alaska's version of the *Good Samaritan Law*). This prevents athletic trainers from volunteering their services at schools, community or nonprofit events.

I support the role of the athletic trainer in Alaska and sign this document in support of licensure.

Joshua P.T.
(Signature)

Physical Therapist
(Title)

Jennifer S. Ostnes
(Print Name)

907-458-5670 (work)
(Phone Number)

Please fax this document to: (907)586-1061



ALASKA ACADEMY OF FAMILY PHYSICIANS

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February 10, 2012

Alaska Athletic Trainers Association
PO Box 872710
Wasilla, AK 99687

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The Alaska Academy of Family Physicians supports the role of the athletic trainer in Alaska.

Sincerely,

John S. Cullen, M.D., President