

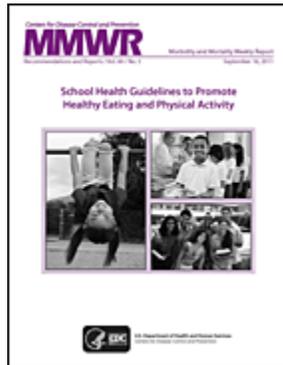


# Comprehensive School Physical Activity Program

# Two Take-Away Concepts

- ▶ 5 components
- ▶ 7 steps

# Recommendations for School-Based Physical Activity



Guideline 4: Implement a Comprehensive Physical Activity Program with Quality Physical Education as the Cornerstone



## Conclusion

Evidence is sufficient that multi-component school-based interventions can increase physical activity during school hours among youth.

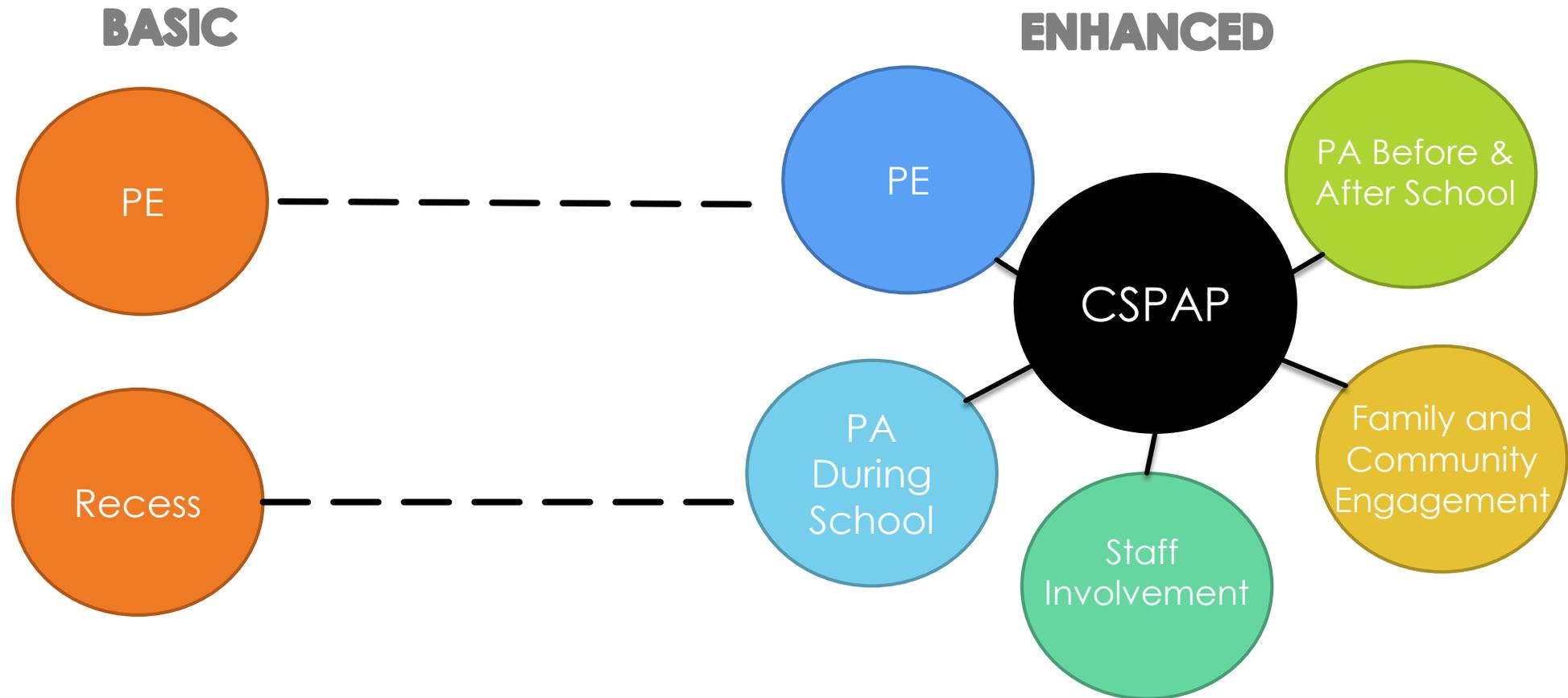
Effective strategies include:

- Providing enhanced PE that increases lesson time, is delivered by well-trained specialist, and emphasizes instructional practices that provide substantial moderate-to-vigorous intensity physical activity.
- Providing classroom activity breaks.
- Developing activity sessions before and/or after school including active transportation.
- Building behavioral skills.
- Providing after-school activity space and equipment.

# How Are Schools Doing?

- ▶ Only 3.8% of all elementary schools, 7.9% of all middle schools, and 2.1% of all high schools provided daily physical education.
- ▶ 26% of elementary schools did not provide regularly scheduled recess for students in all grades.
- ▶ Only 43.6% of elementary schools had students participate in regular physical activity breaks during schools
- ▶ Only 44.3% of all schools supported or promoted walking/biking to school.

# CDC's State Public Health Actions Program (1305)



# Performance Measures for Basic Strategy 2

- ▶ Number of local education agencies where staff received professional development (PD) and technical assistance (TA) on the development, implementation or evaluation of recess and multi-component PE policies.
- ▶ Number of students in local education agencies that [where staff] received PD and TA on the development, implementation or evaluation of recess and multi-component PE policies.
- ▶ Number of state-level multi-component PE policies for schools developed and adopted by the state.
- ▶ Number of state-level recess policies for schools developed and adopted by the state.

# Performance Measures for Enhanced Domain 2, Strategy 6

- ▶ Number of local agencies receiving professional development (PD) and technical assistance (TA) to establish, implement, and evaluate CSPAP.
- ▶ Number of students in local agencies where staff receiving professional development (PD) and technical assistance (TA) to establish, implement, and evaluate CSPAP.
- ▶ Percentage of schools within local education agencies that have established, implemented, and/or evaluated CSPAP.
- ▶ Percentage of schools that provide or require daily PE.
- ▶ Number of state-level, multi-component PE policies for schools developed and adopted by the State.

# SHAPE America Cooperative agreement Support

- ▶ 5 year cooperative agreement June 2011-May 2016
- ▶ Provide technical assistance, support, and professional development to all states funded by 1305 cooperative agreements
- ▶ Activities revolve around physical education, recess, and CSPAP



Comprehensive School Physical Activity Program (CSPAP)



Let's Move Active Schools (LMAS)



Physical Activity Leader (PAL)



Physical Education (PE)



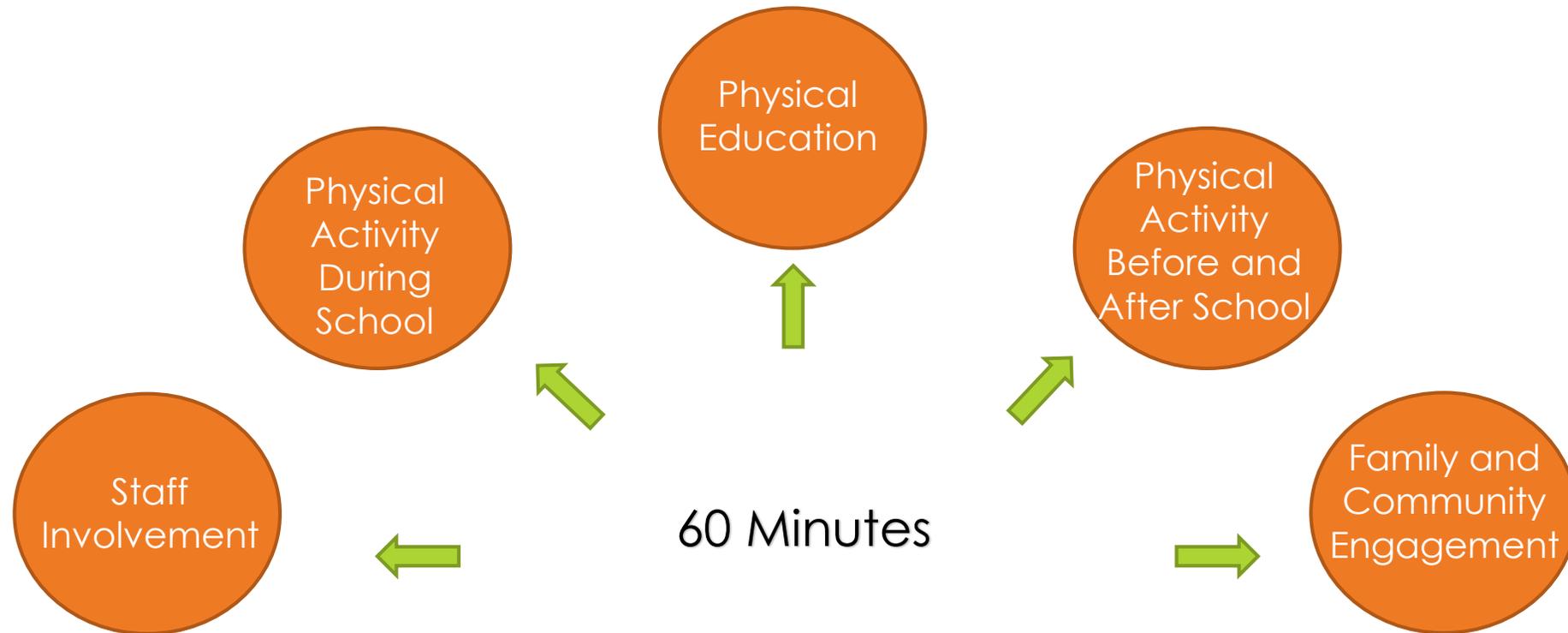
Presidential Youth Fitness Program



# CSPAP Guide: A Navigation Tool

- ▶ Purpose: to enable physical education teachers and other physical activity leaders to develop, implement, and evaluate a CSPAP
- ▶ Components:
  - ▶ Brief introduction
  - ▶ Step-by-step process
  - ▶ Tools and templates

# 5 Components of a Comprehensive School Physical Activity Program



# Physical Education

- ▶ The foundation of CSPAP
- ▶ Must implement effective PE:
  - ▶ Adequate instructional time
  - ▶ All classes to be taught by qualified PE specialist
  - ▶ Proper equipment and facilities
  - ▶ Adaption for students with disabilities
  - ▶ Opportunities to be physically active most of the class time
  - ▶ Well-designed lessons

# Physical Education

- ▶ Must implement effective PE
  - ▶ Not use PA as a punishment
  - ▶ Appropriate use of PA and fitness assessment tools
  - ▶ Ongoing opportunities for students to conduct self-assessments and practice self-monitoring of PA
  - ▶ Comprehensive K-12 curricula for PE
  - ▶ Follows national and/or state PE standards

# Physical Activity During School

This includes classroom activity and recess:

- ▶ Classroom activity
  - ▶ 5-10 minutes in duration
  - ▶ PreK-12
- ▶ Recess
  - ▶ Minimum 20 minutes per day
  - ▶ Activity zones, active supervision, equipment, and multiple approaches

# Physical Activity Before and After School

- ▶ School or community-sponsored activities/clubs/programs before and after school
  - ▶ Active commuting to school
    - ▶ Walk and bike
    - ▶ Walking school bus
  - ▶ Physical activity walking and running clubs
  - ▶ Intramurals (voluntary, student-centered, and all students)
  - ▶ Joint use agreements with community centers/buildings

# Staff Involvement

- ▶ Incorporate staff into PA programs
- ▶ Tailor programming to staff requests
- ▶ Service to staff via Employee Wellness Programs
  - ▶ Medical screenings
  - ▶ Brown bags
  - ▶ Walking programs
  - ▶ Group fitness
- ▶ PA breaks during meetings

# Family and Community Engagement

- ▶ Engaging families and community to be active beyond the school day
- ▶ Social support
- ▶ Parent/guardian-led activities
- ▶ Family events
- ▶ Youth sports

# 7 Step-by-step Process for CSPAP

1. Establish a team/committee and designate a PAL
2. Conduct a needs assessment
3. Create vision, goals, and objectives
4. Identify intended outcomes
5. Develop your CSPAP plan
6. Implement
7. Evaluate

# Step 1: Establish a CSPAP Team/Committee

- ▶ Subcommittee of an existing school health council, school community council or school wellness committee

# Step 2: Conduct a Needs Assessment

- ▶ Identify existing physical activity policies, programs, and practices in the school
  - ▶ School Health Index
  - ▶ Healthy Schools Program Inventory/LMAS Assessment

# Step 3: Create vision, goals, and objectives

- ▶ Vision statement
  - ▶ Shared sense of purpose
  - ▶ Framework for establishing goals, objectives, and activities for CSPAP
- ▶ Goals
  - ▶ Describe the long-term (5+ years) results or impact of CSPAP
  - ▶ Establish overall direction for and focus of a program

# Step 4: Identify Intended Outcomes

- ▶ Identify changes
- ▶ Outcomes include changes in
  - ▶ Knowledge, attitudes, skills, behaviors, status, or level of functioning
- ▶ Three time blocks:
  - ▶ Short-term: 1-3 years
  - ▶ Intermediate: 3-5 years
  - ▶ Long-term: 4-6 years

# Step 5: Develop your CSPAP plan

- ▶ Identify current resources
- ▶ Select activities currently /potentially offered
- ▶ Identify available activity time
- ▶ Identify activity leaders
- ▶ Develop budget
- ▶ Develop sustainability strategies for your CSPAP
- ▶ Develop communication and marketing strategies

# Step 6: Implement

- ▶ Document what will be done, by whom, when, and how
- ▶ Serves as a checklist for the committee
- ▶ Aligns with the goals and objectives
- ▶ Consider implementation approach
  - ▶ Pilot
  - ▶ Phased
  - ▶ Full-scale

# Step 7: Evaluate

- ▶ Purpose of evaluation
  - ▶ Describe, understand, and plan programs
  - ▶ Document what has happened in programs
  - ▶ Improve programs
- ▶ Two types of evaluation
  - ▶ Process
  - ▶ Outcome

Questions?