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
National Framework

- Comprehensive School Physical Activity Program (CSPAP)

National Initiative

- Let’s Move Active Schools (LMAS)

Training Mechanism

- Physical Activity Leader (PAL)

Key Component

- Physical Education (PE)

Training for 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
- Physical Activity During School
- Physical Activity Before and After School
- Family and Community Engagement
- Staff Involvement

60 Minutes
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?