

Our Purpose Today

To define and describe comprehensive school physical activity programs (CSPAP) and strategies to meet the performance measures for CSPAP in 1305



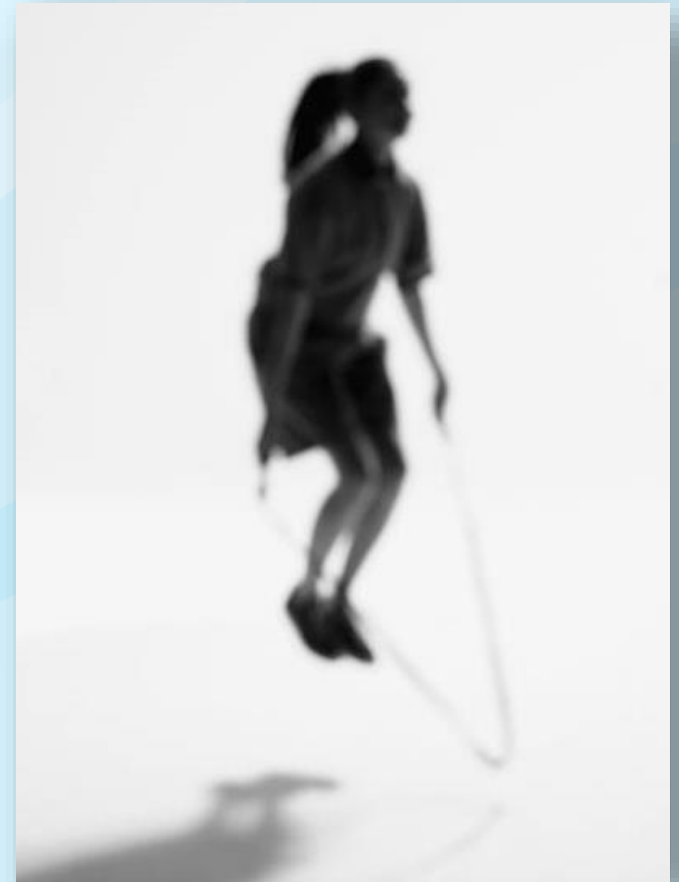
Objectives for Today

- Define youth physical activity recommendations and current status
- Define and describe CSPAP
- Describe the expectations for CSPAP in 1305, Enhanced, Domain 2, Strategy #6
- Explain CSPAP process and how states can support districts and schools



How Much Is Enough?

- Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily
 - Aerobic
 - Muscle strengthening
 - Bone strengthening
- Activities should be age-appropriate, enjoyable, and varied



Bottom Line



Be active and play
60 minutes every day!



How Active Are Kids?

- Only **28.7%** of high school students achieve the recommended 60 minutes per day every day of the week!
- Only **31.5%** of high school students attend physical education daily.





MEDIA



**GOVERNMENT
AGENCIES**



**FAITH-BASED
ORGANIZATIONS**



**YOUTH-SERVING
ORGANIZATIONS**



SCHOOLS



**POSTSECONDARY
INSTITUTIONS**



FAMILY



**HEALTH CARE
PROVIDERS**



EMPLOYERS

YOUTH

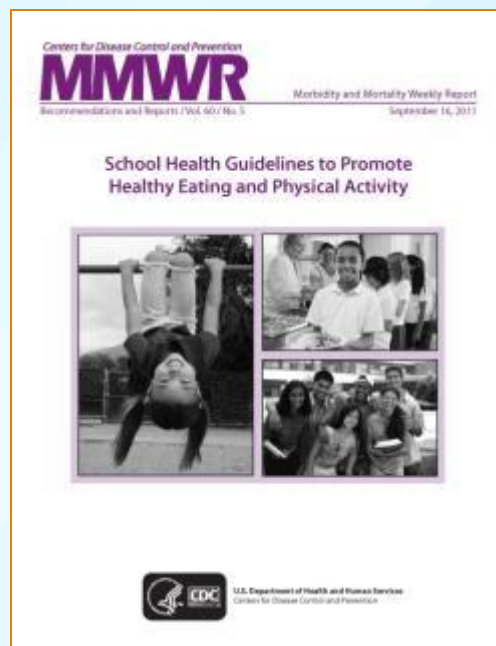
Why Should Schools Provide Opportunities for Physical Activity?

- Students who are physically active...
 - Benefit physically, mentally, and emotionally
 - Can do better in school
- Help students achieve some or all of the recommended 60 minutes of physical activity

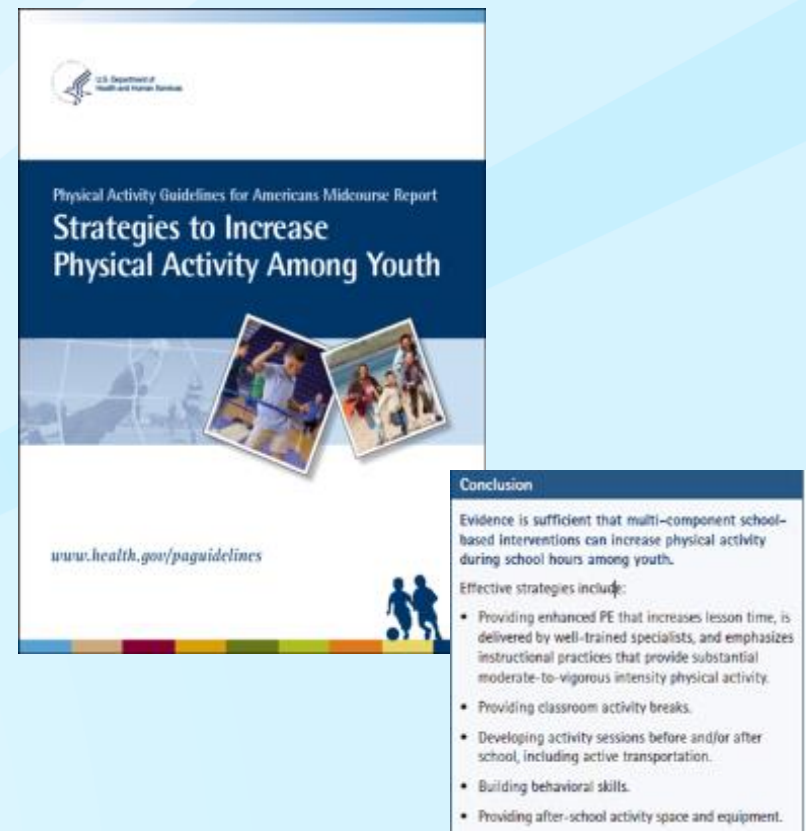
How Are Schools Doing?

- 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 school.
- Only **44.3%** of all schools supported or promoted walking/biking to school.

Recommendations for School-Based Physical Activity



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



Activity 1: Poll



Brief History

Before 2008

- Generations of “siloeD” effort

2008

- Comprehensive School Physical Activity Programs: A position statement (AAHPERD)
- Physical Activity Guidelines for Americans (USDHH)

2009

- Leading a CSPAP (Beighle, Castelli)

2010

- First Lady Michelle Obama’s Let’s Move

2011

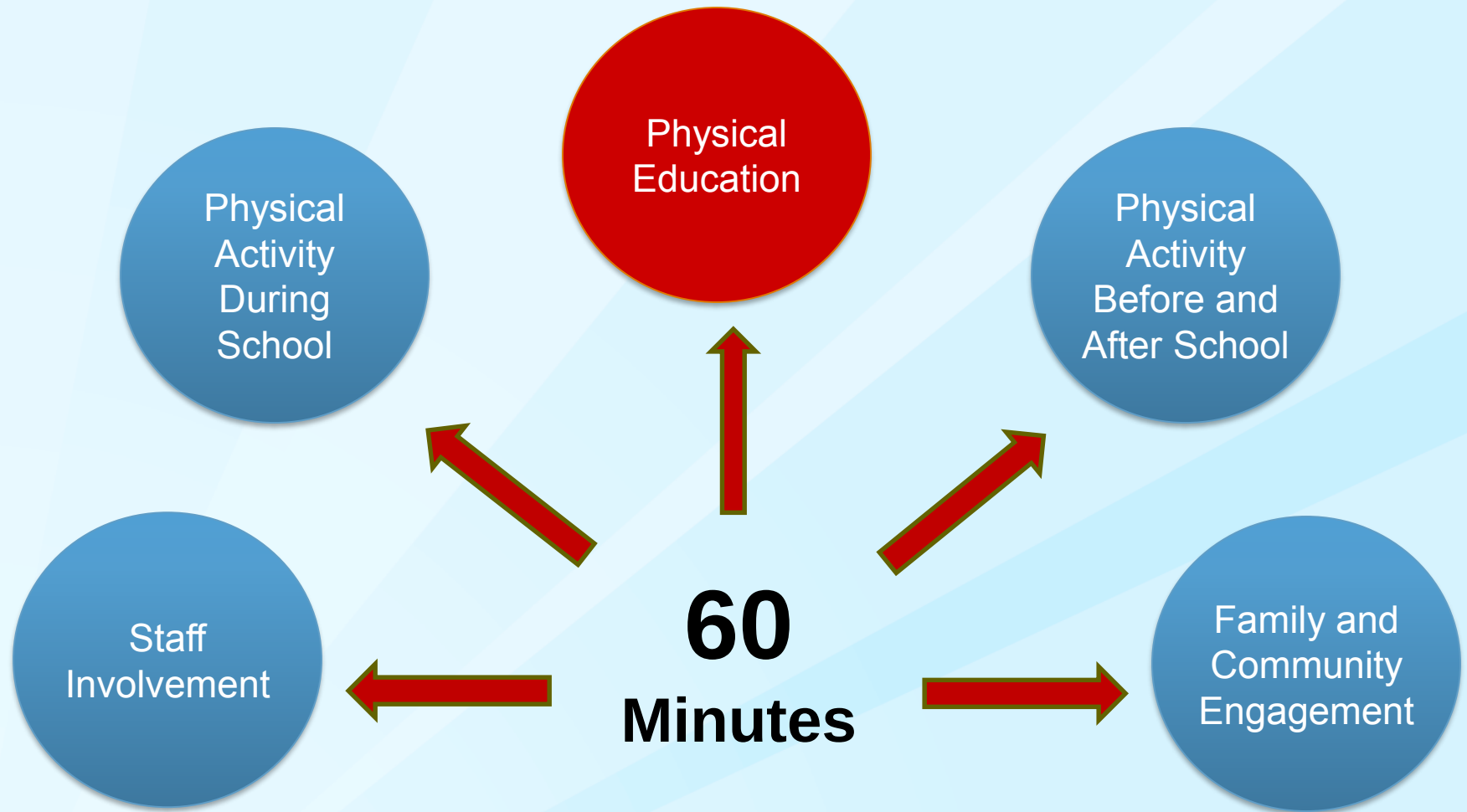
- Let’s Move In Schools (AAHPERD)

2012

- Director of Physical Activity Certification (AAHPERD)

2013

- Physical Activity Guidelines for Americans Midcourse Report: Strategies to Increase Physical Activity Among Youth
- First Lady Michelle Obama’s Let’s Move Active Schools



Comprehensive School Physical Activity Program

Physical Education

- The foundation of a CSPAP
- Must implement quality PE:
 - Adequate instructional time
 - All classes to be taught by qualified PE specialists
 - Proper equipment and facilities
 - Adaptations for students with disabilities
 - Opportunities to be physically active most of class time
 - Well-designed lessons

Physical Education

- Must implement quality PE *(continued)*:
 - Not using PA as punishment
 - Appropriate use of PA and fitness assessment tools
 - Ongoing opportunities for students to conduct self-assessments and practice self-monitoring of PA
 - Well-developed, planned, and sequential curricula for PE
 - Follows national standards for PE

Physical Activity During School

This includes classroom activity and recess:

- Classroom activity
 - **Even 5-10 minutes in duration** contributes to cognitive health (Castelli et al., 2007)
 - Can be preK-12
- Recess
 - Minimum 20 minutes per day
 - Activity zones, active supervision, equipment, and multiple approaches
 - “Drop-in” physical activity in secondary schools

Physical Activity Before and After School

- School or community-sponsored activities/clubs/programs before and after school
 - Active commuting to school
 - Walk and bike to school
 - 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
- Role model for students

Family and Community Engagement

- Engaging families and community to be active beyond the school day
- Social support is critical in youth physical activity choices
- Parent/guardian-led activities
- Family events
- Youth sports



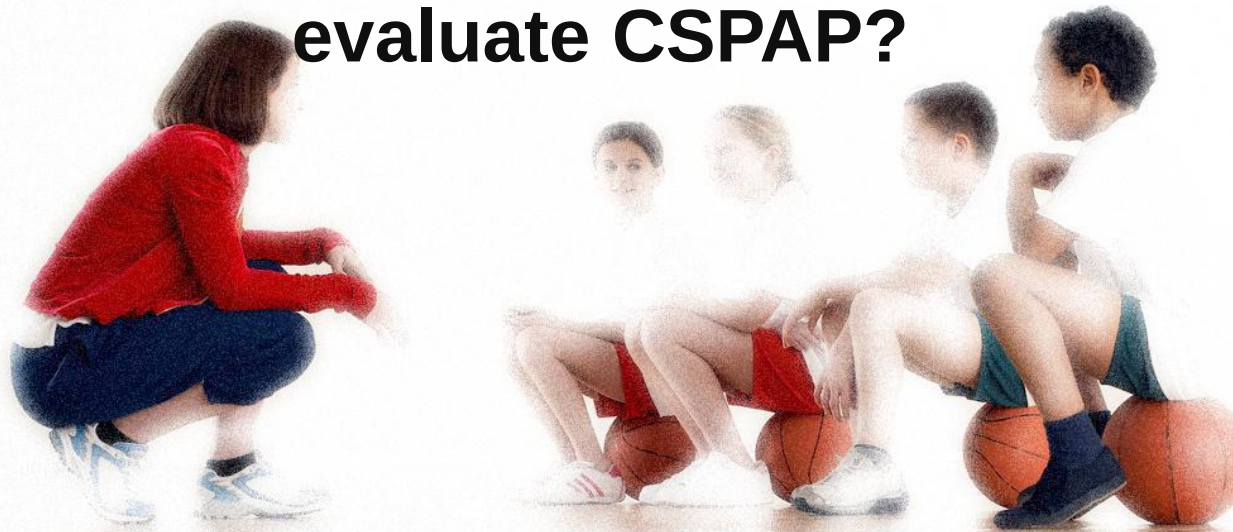
Coordination is Key

- CSPAP is a holistic approach to school physical activity
- Synergy across all components is critical
- Determine how each component complements the others
- Communicate, communicate, communicate
- Engage key stakeholders



Activity 2: Question

What are two professional development trainings you have planned to offer to help districts and schools establish, implement, and evaluate CSPAP?



Click on the [Q&A](#) button at the top left of your screen on the Live Meeting menu bar.

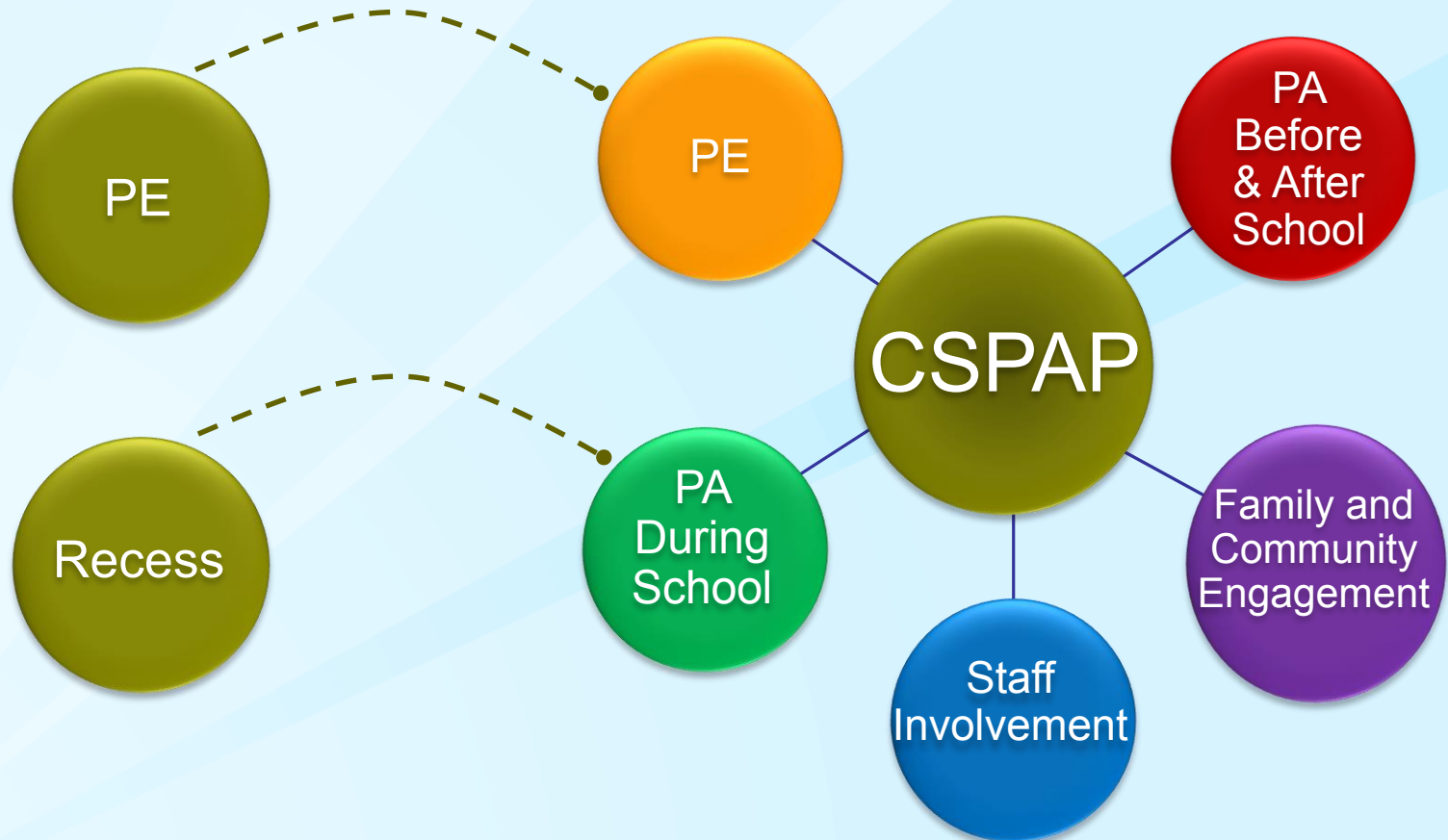
What does this mean for you?

**What does this mean for 1305,
Enhanced, Domain 2,
Strategy #6?**

Expectations for Basic and Enhanced

BASIC

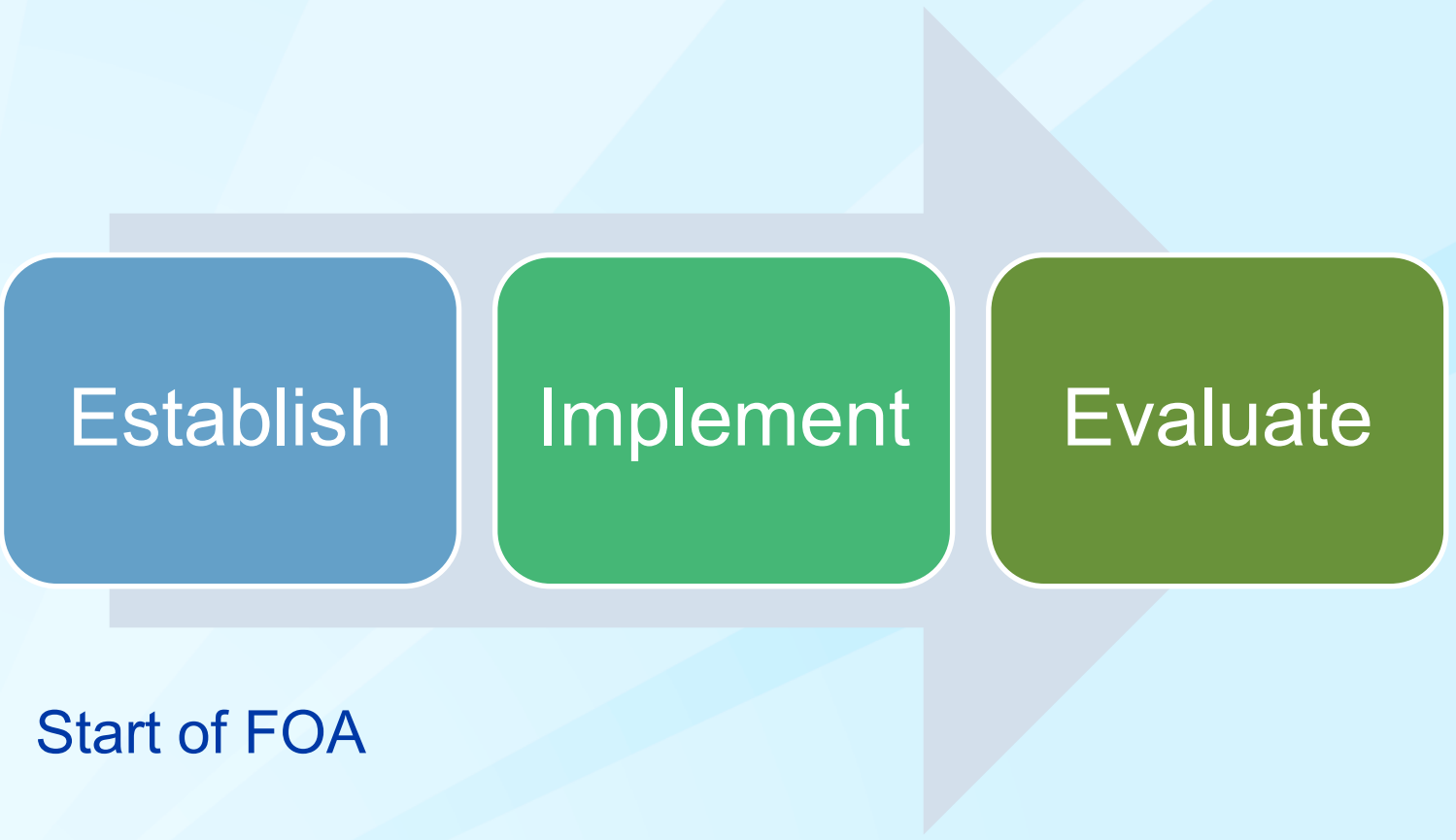
ENHANCED



Performance Measures for Enhanced, Domain 2, Strategy #6

- Number of local education agencies (aka school districts) receiving professional development (PD) and technical assistance (TA) to establish, implement, and evaluate CSPAP
- Number of students in local education agencies where staff received PD and TA on establishing, implementing, and evaluating CSPAP
- Percentage of schools within local education agency 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

Think of CSPAP as a Process



Establish

Implement

Evaluate

Start of FOA

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



Establishing a 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

1. Establish a CSPAP Team/Committee

- Should be a subcommittee of an existing school health council or school wellness committee
- Should represent a diverse group of education and health professionals
- Serves in an advisory and decision-making role for establishing, implementing, and evaluating the CSPAP

1. Establish a CSPAP Team/Committee

(continued)

- Participates in policy development, resource planning, and budgeting for CSPAP
- Enhances the coordination of CSPAP
- Must have administrative support
- Must be willing to meet on a regular basis

1. Designate a Physical Activity Leader (PAL)

- Should be a physical education teacher
- PE teacher should be responsible for:
 - Coordinating the CSPAP committee
 - Working with the school health coordinator and other school staff
 - Facilitating linkages between the CSPAP and the community
 - Organizing and facilitating all CSPAP meetings
 - Managing funds for CSPAP
 - Sustaining the CSPAP

2. Conduct a Needs Assessment

- Identify existing physical activity policies, programs, and practices in the school
- Help develop goals, objectives, and activities for CSPAP

TOOLS

School Health Index

<http://www.cdc.gov/healthyyouth/shi/>

Healthy Schools Program Inventory/LMAS Assessment

https://schools.healthiergeneration.org/6_step_process/assess_your_school/about_the_inventory/

School Physical Activity Assessment

<http://activelivingresearch.org/school-physical-activity-policy-assessment-s-papa>

3. Create Vision, Goals, and Objectives

- **Vision statement**

- Shared sense of purpose
- Framework for establishing goals, objectives, and activities for CSPAP
- Implications for how CSPAP is organized

- **Goals**

- Describe the long-term (5+ years) results or impact of CSPAP
- Establish overall direction for and focus of a program
- Serve as the foundation for developing program objectives

3. Create Vision, Goals, and Objectives

(continued)

- **Objectives**

- Describe program results to be achieved and how they will be achieved (use SMART objectives)
- Have specific timelines for accomplishment
- Align with goals



Examples of a Vision, Goal, and Objective

- Example of a vision statement for CSPAP:
Active Students. Active School.
- Example of potential CSPAP goal:
 - Increase the number of students that participate in at least 60 minutes of physical activity daily
- Example of potential CSPAP objective:
 - By the end of year one, 90% of students in grades K-5 will use a daily log to record their moderate to vigorous physical activity

4. Identify Intended Outcomes

- Identify early on what changes you want to see as a result of CSPAP
- 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
- Identify indicators to monitor progress over time

5. Develop a CSPAP Plan

- Use assessment results to identify current and needed resources
- Select the physical activities offered
- Identify specific times for PA to be held
- Identify activity spaces and facilities
- Identify activity leaders
- Develop a budget
- Develop sustainability strategies for your CSPAP
- Develop communication and marketing strategies

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**



6. Implementing a CSPAP

- 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

7. Evaluating a CSPAP

- Purpose of evaluation
 - Describe, understand, and plan programs
 - Document what has happened in programs
 - Improve programs
- Two types of evaluation
 - Process
 - Outcome
- Conducting an evaluation
 - Part of program planning
- Using the data



WHAT? HOW? WHO?

Step-by-Step Process for CSPAP

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Activity 3: Survey Says



**What resources are available
to help you?**

National Initiative

Let's Move Active Schools (LMAS)

Framework Used

**Comprehensive School Physical
Activity Program (CSPAP)**

Training Mechanism

Physical Activity Leader (PAL)

Key Component

Physical Education (PE)

Training for PE

**Presidential Youth Fitness
Program**

PHYSICAL ACTIVITY ISN'T AN OPTION. IT'S A NECESSITY

Help our kids reach
their greatest potential.

THE CHANGE STARTS WITH YOU



GET UPDATES

SUBMIT

What to Know About Let's Move Active Schools

- Get the schools in your selected districts to sign up to be an active school at www.letsmoveschools.org
 - Schools can request a PAL training (must have 50+ participants)
 - Schools that sign up can ask for TA to help them implement CSPAP
 - Schools will be connected to a PAL network

Physical Activity Leader (PAL) Training

- PAL training is a 12- to 18-month experience.
 - PE and classroom teachers
 - Pre-work
 - 1-day training
 - Become part of a virtual community/network of other PALs
- AAHPERD will be providing TOT trainings for states on the PAL training system.
- You will be able to create your own state trainers and provide trainings to your schools and schools districts.

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

CDC will provide webinars and
TA on the CSPAP Guide

Presidential Youth Fitness Program

Physical Education



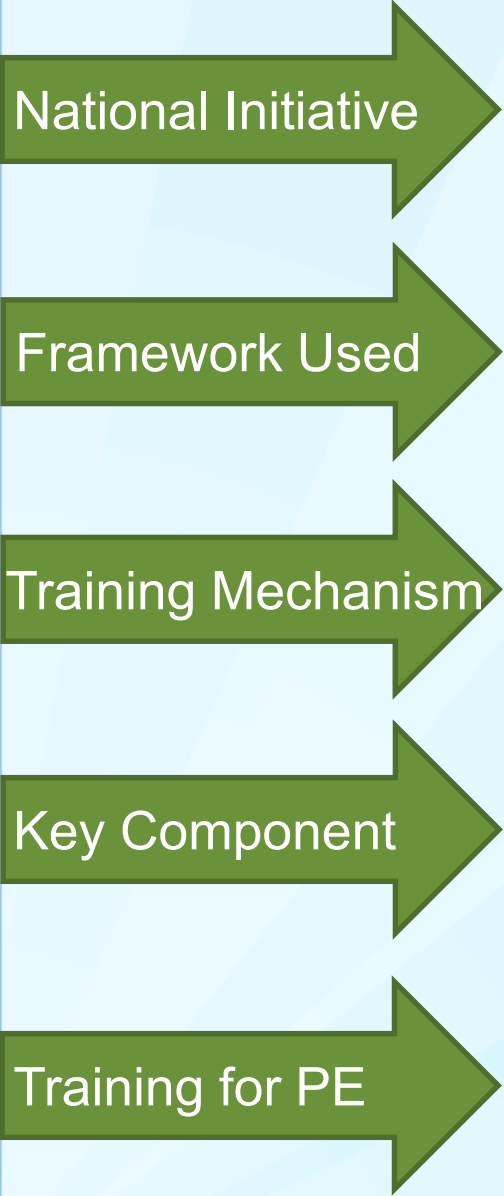
**Fitness
Assessment**

**Fitness
Education**

**Motivational
Recognition**

What to Know About the Presidential Youth Fitness Program

- Great resources and training to support quality physical education
 - Resources to support health-related fitness assessment (Fitnessgram) and quality physical education instruction
 - A virtual course for self-paced learning
 - In-person training
 - Grants for local schools will be available in 2014



National Initiative

Let's Move Active Schools (LMAS)

Framework Used

**Comprehensive School Physical
Activity Program (CSPAP)**

Training Mechanism

Physical Activity Leader (PAL)

Key Component

Physical Education (PE)

Training for PE

**Presidential Youth Fitness
Program**

Your Possible Next Steps

- Make sure your districts and schools understand the CSPAP components and process.
- Focus on establishing a CSPAP this next year.
- Work with your targeted LEAs to identify a needs assessment process to determine where schools are in the CSPAP process.

Your Possible Next Steps

- Based on the results, establish a list of PD offerings in your state.
 - Courses you offer
 - Existing courses (e.g., Let's Move Active Schools, PYFP, CDC, and other partners)
- Work with key partners to help provide PD and TA.

Q & A



Click on the **Q&A** button at the top left of your screen on the Live Meeting menu bar.