Our Purpose Today

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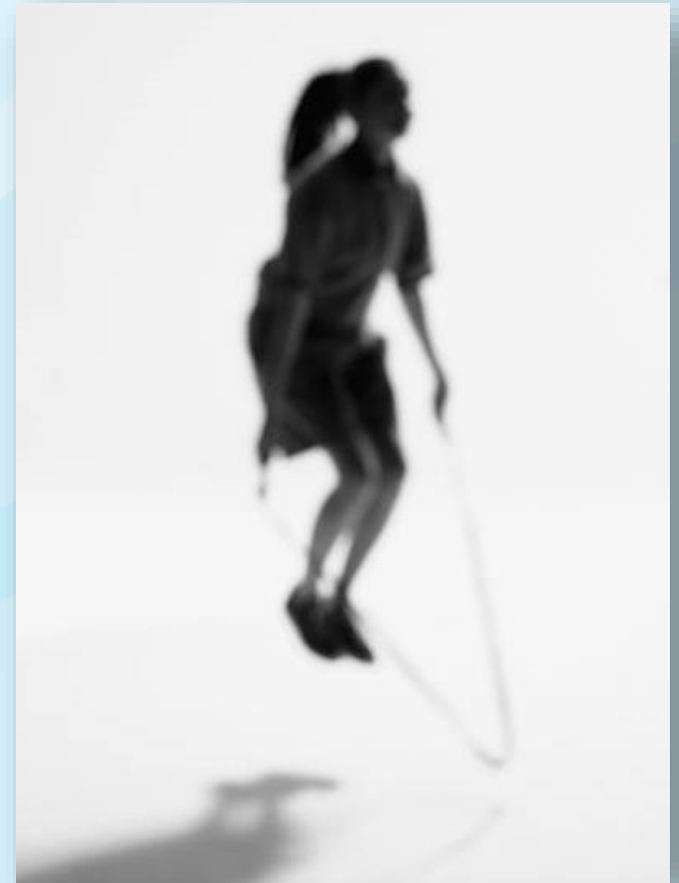
Objectives for Today

- 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

Physical Activity Guidelines Advisory Committee. Physical Activity Guidelines Advisory Committee Report, 2008. Washington, DC: U.S. Department of Health and Human Services; 2008.

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

EMPLOYERS

POSTSECONDARY INSTITUTIONS

FAMILY

HEALTH CARE PROVIDERS

Y O U T H

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 <u>daily</u> 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
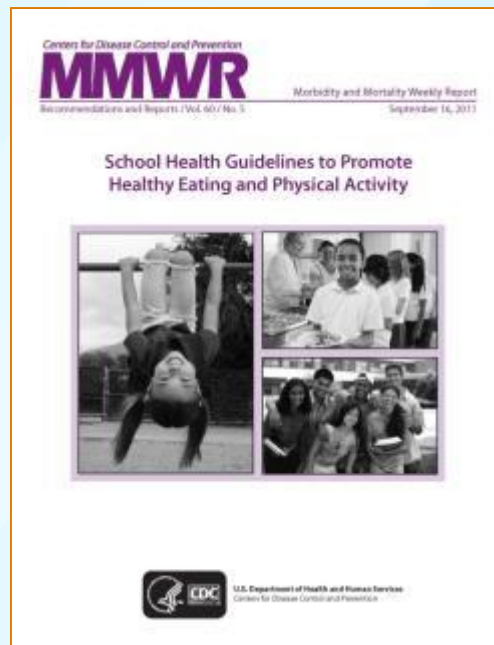
Guideline 4. Implement a Comprehensive Physical Activity Program with Quality Physical Education as the Cornerstone
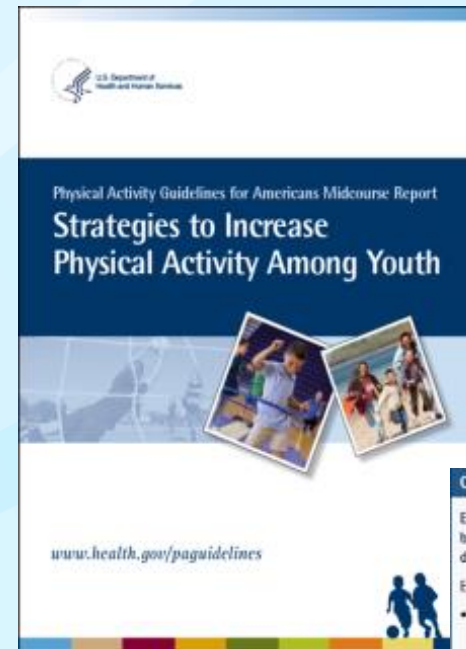
Conclusion

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 specialists, 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.

Activity 1: Poll

Brief History

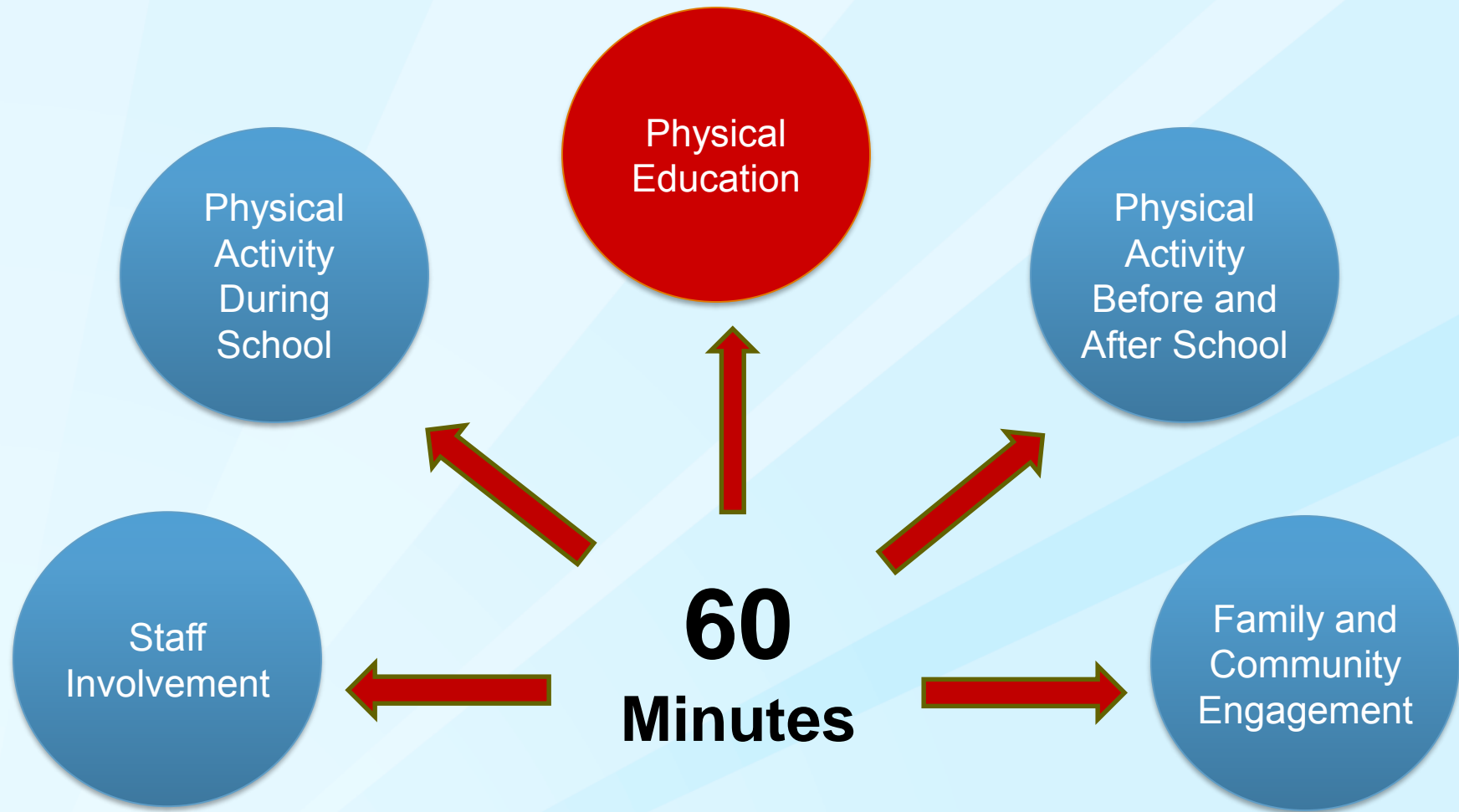|	
Before 2008	• Generations of "siloed" effort
2008	• Comprehensive School Physical Activity Programs: A position statement (AAHPERD) • Physical Activity Guidelines for Americans (USDHH)
2009	• Leading a CSPAP (Beighle, Castelli)
2010	• First Lady Michelle Obama's Let's Move
2011	• Let's Move In Schools (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

Physical Education

Physical Activity During School

Physical Activity Before and After School

Staff Involvement

60 Minutes

Family and Community Engagement

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 <u>classroom activity</u> and <u>recess:</u>

- 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?
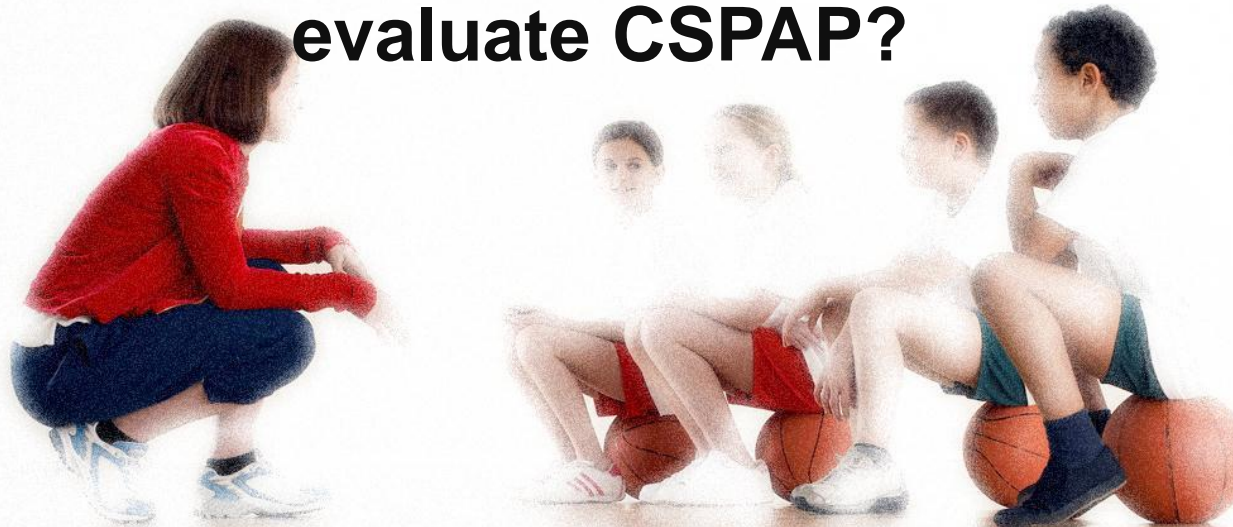
Click on the **Q&A** **button at the top left of your screen on the Live Meeting menu bar.**
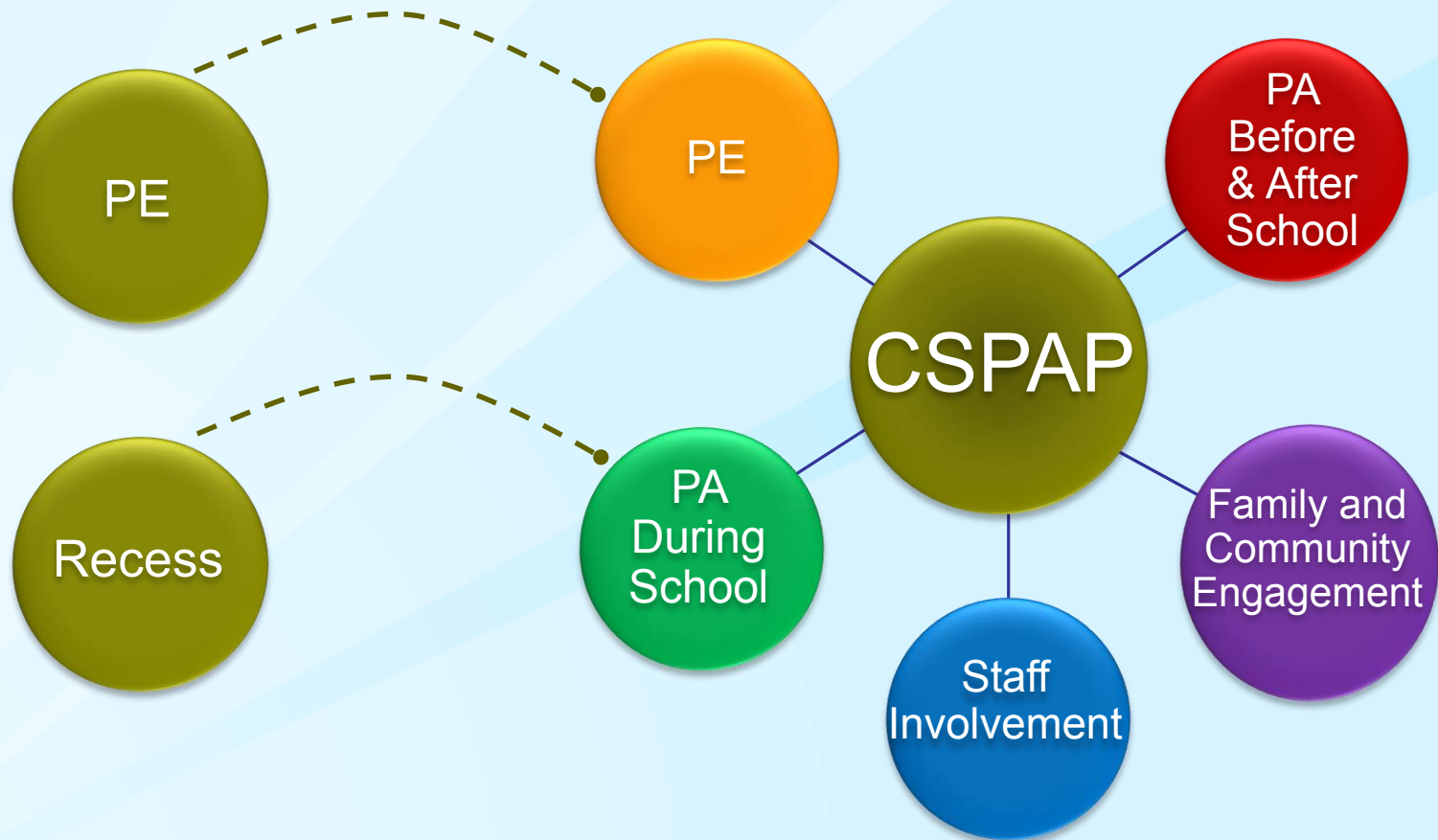
What does this mean for you?

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

Expectations for Basic and Enhanced

BASIC

ENHANCED

- PE
- Recess

- PE
- PA During School
- CSPAP
- PA Before & After School
- Staff Involvement
- Family and Community Engagement

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

S: Specific
M: Measurable
A: Achievable
R: Results-Oriented
T: Time-Bound

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

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

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**

www.letsmoveschools.org

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- to18-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

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.**