Comprehensive School Physical Activity Programs

Moving Health Forward: Solutions, Successes and Collaboration

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Our Purpose Today

- To understand the 5 components of a Comprehensive School Physical Activity Program (CSPAP).
- To learn how TOT training provides trainers with strategies for training school stakeholders about the CSPAP process.
Three Take-Away Concepts

✔ 5 Components
✔ 7 Steps
✔ Process: Develop, Implement, Evaluate CSPAP
Leadership

• Knowledge
• Ability
• Passion

“The true task of leadership involves the ability to make change happen.”

Marilyn Vojta
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.
State and Local Data

• We provide state data and encourage use of local data

• What kind of local data might be used to make the case for increasing physical activity in a school district?

• Who will you need to convince?
New National Framework

• National Framework Document
• CSPAP
• National Initiatives
• Training Mechanisms
• How They Fit Together Document Explains
Comprehensive School Physical Activity Program

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

SHAPE America
Society of Health and Physical Educators

health. moves. minds.
Let's Move Active Schools (LMAS)

Physical Activity Leader (PAL)

Physical Education (PE)

Comprehensive School Physical Activity Program (CSPAP)

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 your email address SUBMIT

www.letsmoveschools.org
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 physical education instruction
  – Recognition for students
  – A virtual course for self-paced learning
  – In-person training
  – Grants for local schools are available
CDC’s State Public Health Actions Program (1305)

**BASIC**
- PE
- Recess

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

SHAPE America
SOCIETY OF HEALTH AND PHYSICAL EDUCATORS
States Funded for 1305 Enhanced Funding

AZ, AR, CA, CO, CT, FL, ID, IN, IA, KS, KY, ME, MD, MA, MI, MN, MS, MO, MT, NE, NJ, NY, NC, OR, PA, RI, SC, TN, UT, VA, WA, WI.

LEGEND
32 States Funded by CDC for Enhanced Funding for CSPAP
1305 State Funding for PE/PA Expectations for Basic and Enhanced

Expectations for Basic

• Recess - daily recess, recess policy
• Physical education - PE policies, standards, programs, improved instruction, improved student assessment; PD to targeted school districts
Performance Measures for Basic, Strategy #2

- Number of local education agencies (aka school districts) 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 (aka school districts) that [where staff] received PD and TA on developing, implementing or evaluating 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
1305 State Funding for PE/PA
Expectations for Enhanced

Expectations for Enhanced

• Comprehensive School Physical Activity Programs
  - align curriculum w/ state or national standards
  - establish, implement, evaluate CSPAP
  - identify and provide needed PD and TA to LEA to establish, implement, and evaluate CSPAP
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 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
Comprehensive School Physical Activity Program
The Essential Components of Physical Education

http://www.shapeamerica.org/upload/Essential-Components-of-Physical-Education.pdf
# Redefining Physical Education

## Quality Physical Education Components
- Opportunity to Learn
- Meaningful Content
- Appropriate Instruction
- Student and Program Assessment

## Essential Components of Physical Education
- Policy and Environment
- Curriculum
- Appropriate Instruction
- Student Assessment
Policy and Environment Background

• Define expectations for physical education
• Identify program elements, environmental metrics and expected standards for all students
• Ensure that all students have a physical education experience
• Include physical education policy in LSWP or school district/school regulations
Policy and Environment Components

- Student requirement to take physical education in all grades K-12
- Identified minute requirement for all grades
  - 150 minutes per week – elementary
  - 225 minutes per week - secondary
- Full inclusion of all students
- Waivers are not allowed
- Student exemptions are not allowed
Policy and Environment Components

- Substitutions for physical education are not allowed
- Class size equitable to other subjects
- Physical activity not assigned/withheld as punishment
- Physical education taught by state certified teacher endorsed to teach physical education
Curriculum Background

• Written, clearly articulated plan for how standards and education outcomes will be attained in physical education class

• Identifies the content to be taught K-12

• Spiraling, standards-based student objectives aligned with learning activities and student assessment

• Ensures equitable education for all students
Curriculum Components

- Written physical education curriculum for grades K-12 is sequential and comprehensive
- Based on national and/or state standards and grade-level outcomes for physical education
- Mirrors other school district and school curricula in its design and schedule for periodic review/update
Appropriate Instruction

Background

• Addresses diverse developmental levels through differentiated instruction
• Employs a wide variety of instructional strategies
• Aligns learning activities with the identified student objectives and outcomes for learning
• Provides students with the opportunity to demonstrate content and skill mastery
Appropriate Instruction Components

• Instructional practices support the student goals and objectives defined in the physical education curriculum
• Physical education teacher evaluates student learning continually
• Physical education teacher engages students in MVPA at least 50% of class time
• Physical education teacher ensures the inclusion of all students and differentiates instruction
Student Assessment
Background

• Gathering of evidence to track student progress throughout the learning sequence
• Aligned with student objectives and learning activities
• Used to make decisions about instruction and measure student learning continually
• Provides concrete evidence of whether students have achieved grade-level outcomes
• Includes a wide variety of assessment strategies
Student Assessment Components

• Aligned with national and/or state physical education standards and established grade-level outcomes
• Included in the written physical education curriculum along with administration protocols
• Includes evidence-based practices for all areas of instruction, including physical fitness
• Grading is related directly to the student learning objectives identified in the written physical education curriculum
• Physical education teacher follows protocols for reporting and communicating student progress to students and parents
Physical Education Program Checklist

• Corresponds with The Essential Components of Physical Education

• Enables stakeholders to examine their school's physical education program

• Enables schools to identify components that are in place, and components that are not in place

• Helps to identify strengths and weaknesses, and prioritize actions to strengthen the program
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)
  - 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
• Engage key stakeholders
• Communicate, communicate, communicate

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
Do Your Deep Dive!
Deep Dive and Debrief

- Find a partner to explore the Guide using the Deep Dive worksheet
- How will the CSPAP guide be helpful to schools?
- What do you think will be most valuable?
Deeper Dive into the CSPAP Guide
Think of CSPAP as a Process

Develop  Implement  Evaluate
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

• Should be a subcommittee of an existing school health council or school wellness committee
• Should represent a diverse group of education and health stakeholders
• Serves in an advisory and decision-making role for establishing, implementing, and evaluating the CSPAP
Step 2: Conduct a needs assessment

• Identify existing physical activity policies, programs, and practices in the school

**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
Step 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
Step 3: Create vision, goals, and objectives

• Objectives
  – Describe program results to be achieved and how they will be achieved (use SMART objectives)
  – Have specific timelines for accomplishment
  – Align with goals
Vision Statement

• A declaration of a shared sense of purpose & provides a framework for establishing goals, objectives, and activities for your CSPAP

• Example of a vision statement from CDC:
  “Safer, Healthier People”

The vision statement of Magnolia Middle School’s Comprehensive School Physical Activity Program is:

  “Active and Energized Students”
Step 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
Step 5: Develop your CSPAP plan-Pg. 30

- 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
## Making it Happen! Elementary

<table>
<thead>
<tr>
<th>Activity</th>
<th>Min/day offered</th>
<th>Min/day activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom breaks during school (3/day x 7 min ea.)</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>PE Class (60 min/ week)</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Recess (one 15 min/day)</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Recess (15 min before lunch)</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Before school program/morning activity</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Physical Activity</strong></td>
<td><strong>73</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>
## Making it Happen at MS and HS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Min/day offered</th>
<th>Min/day activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom breaks during school (3/day x 7 min ea.)</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>PE Class (45 min/ day)</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Recess (one 15 min/day mid-morning)</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Recess (15 min before lunch)</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Before school program/morning activity</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Physical Activity</strong></td>
<td><strong>79</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>
## Identify Resources: Who, What, When, Where

<table>
<thead>
<tr>
<th>What activities can/will we provide?</th>
<th>When can we provide activity?</th>
<th>Where can we conduct activity?</th>
<th>Who will lead activity?</th>
<th>Cost of this activity</th>
<th>Potential funding for this activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoga</td>
<td>Before school (7:20-7:30 am)</td>
<td>Gym</td>
<td>Mr. Adams PE Teacher</td>
<td>TBD when activity is selected and student number is determined</td>
<td>Local community foundation</td>
</tr>
<tr>
<td>Basketball</td>
<td>Recess (10:45-11:00 am)</td>
<td>Playground</td>
<td>Ms Tecle, Music Teacher</td>
<td></td>
<td>Girl Scout Grant</td>
</tr>
<tr>
<td>Jump</td>
<td>After school (3:30-4:30 pm)</td>
<td>Multi-Purpose Room</td>
<td>Mrs. Jones, Yoga Teacher</td>
<td></td>
<td>School PTA</td>
</tr>
<tr>
<td>Rope Club</td>
<td>Varied (see teacher schedules for providing classroom physical activity breaks)</td>
<td>Room 321</td>
<td>Mr. Smith, Parent Volunteer</td>
<td></td>
<td>Health and Wellness Committee</td>
</tr>
<tr>
<td>Climbing Club</td>
<td></td>
<td>Cafeteria</td>
<td>Mr. Redd, Instructor</td>
<td></td>
<td>Local Donor</td>
</tr>
<tr>
<td>Step Aerobics</td>
<td></td>
<td>Soccer Field</td>
<td>Ms. Evers, Soccer Coach</td>
<td></td>
<td>School Foundation</td>
</tr>
<tr>
<td>Zumba</td>
<td></td>
<td>Hallway (outside cafeteria)</td>
<td></td>
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<tr>
<td>Weight-training</td>
<td></td>
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<tr>
<td>PE Central Challenge</td>
<td></td>
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<tr>
<td>Exergaming Club</td>
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<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity Breaks</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Physical Activity Breaks
- **Before school (7:20-7:30 am)**
- **Recess (10:45-11:00 am)**
- **After school (3:30-4:30 pm)**
- **Varied (see teacher schedules for providing classroom physical activity breaks)**
Step 6: Implement your 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
3 Implementation Approaches

- **Pilot**: small scale implementation planned as a test or trial

- **Phased**: a strategy to initiate a new program so that different parts of the school implement the change at different times and with varying intensity levels

- **Full-scale**: employing all resources and implementing each strategy
Creating a CSPAP Implementation Plan-Pg. 43

• CSPAP Implementation Plan template

• Identify tasks, activities, or strategies to be accomplished
  – Who will lead the task?
  – Start data
  – Deadline
  – Necessary resources for implementing the task
  – Potential barriers to implementing the task
  – What communication strategies are needed for this task?
Step 7: Evaluate your 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
Communicating Success

• Stories, pictures and numbers
• Consider your community
• Identify your target audiences
• Tailor your messages
• Show the impact
• Create straightforward, easy to understand messages
Three Take-Aways

Five Components

Seven Steps

Process: Develop, Implement, Evaluate
Wrap It Up!