

COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAMS: A GUIDE FOR SCHOOLS



National Center for Chronic Disease Prevention and Health Promotion
Division of Population Health





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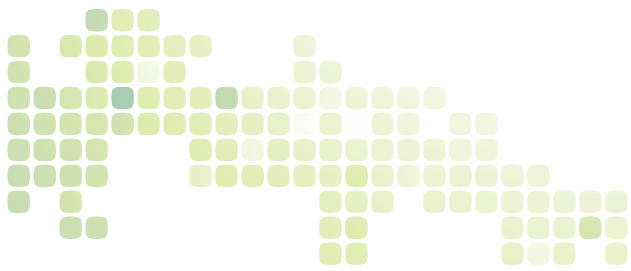
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December 5, 2013

Dear Colleague,

It is my pleasure to be part of the release of *Comprehensive School Physical Activity Programs: A Guide for Schools*. Developed in collaboration with SHAPE America and experts in the field of school-based physical activity, this guide is for schools and school districts to develop, implement, and evaluate comprehensive physical activity programs. School-age youth should participate in at least 60 minutes of physical activity every day; therefore, schools have a significant role to play in helping students achieve this recommendation. This guide will help schools identify how to establish more active school environments.

The guide focuses on a team approach so that multiple stakeholders can work toward providing more physical activity opportunities for students. Committees can use the guide's step-by-step instructions on how to develop a plan for action. Finally, evaluation strategies, tips, and resources are provided.

I hope you find the guide useful in your work to improve the physical activity habits of our young people. To download the guide and other resources, visit www.cdc.gov/healthyyouth.

Sincerely,

A handwritten signature in cursive script that reads "Holly B. Hunt". The signature is written in a dark ink and is positioned below the word "Sincerely,".

Holly Hunt, MEd
Chief, School Health Branch
Division of Population Health
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Centers for Disease Control and Prevention

Introduction to Comprehensive School Physical Activity Programs

The purpose of this guide is to provide step-by-step guidance to schools and school districts to develop, implement, and evaluate comprehensive school physical activity programs. The guide can be read and utilized by a group that either already exists (e.g., school health council or wellness committee) or a new group or committee that is made up of physical education coordinators and teachers, classroom teachers, school administrators, recess supervisors, before- and after-school program supervisors, parents, and community members. It can be used to develop a new comprehensive school physical activity program or assess and improve an existing one. This document was developed to provide guidance and evidence to support voluntary school efforts that are focused on youth physical activity programs.

Organization of the Guide

The guide is organized into easy-to-use sections:

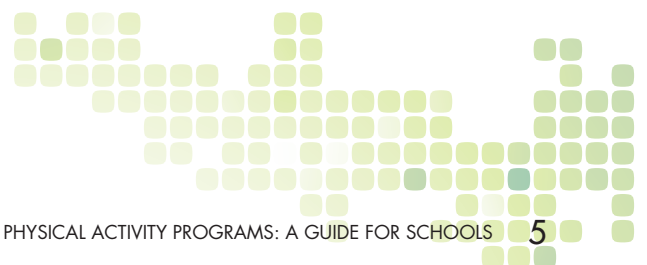
Section One: Overview and introduction to youth physical activity

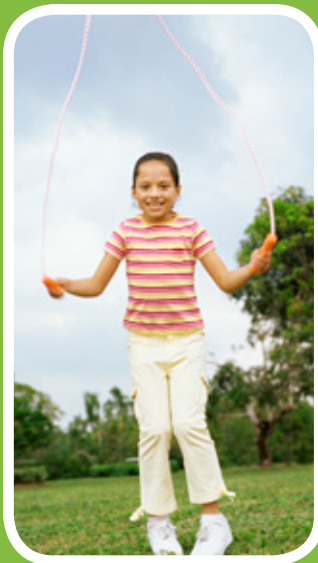
Section Two: Overview and introduction to comprehensive school physical activity programs

Section Three: Step-by-step process for developing, implementing, and evaluating a comprehensive school physical activity program

How the Guide was Developed

The guide was developed through collaboration between the Centers for Disease Control and Prevention (CDC) and SHAPE America. A writing team, made up of academic and education professionals, was assembled by the two organizations to develop earlier versions of the guide. CDC and SHAPE America then solicited input from 10 reviewers from the fields of school health, public health, physical education, and general education to review the document and provide edits and input. A list of the writing team members and technical reviewers is found in Appendix A.





SECTION ONE

Overview of Youth Physical Activity



Physical Activity for Youth

Regular physical activity is an essential component of a healthy lifestyle; it can play a powerful role in preventing chronic diseases, including heart disease, cancer, and stroke. It also builds strong bones and muscles, can increase physical fitness, may reduce anxiety and depression, and promotes positive mental health.¹ Providing regular opportunities for youth to participate in physical activity will help them establish healthy lifestyles that can prevent these diseases in the future.

Physical Activity, Fitness, and Exercise Defined²



Physical activity. Any bodily movement that results in energy expenditure (e.g., walking, taking the stairs).



Health-related fitness. Measure of a person's ability to perform physical activities requiring endurance, strength, and flexibility. Components of health-related fitness include: cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition.



Exercise. Any physical activity that is planned, structured, and repetitive, for the purpose of improving or maintaining one or more components of fitness.

Benefits of Physical Activity for Youth

Participation in regular physical activity produces multiple physical and mental health benefits. For youth, regular physical activity participation¹:

- Builds healthy bones and muscles.
- Decreases the likelihood of obesity and disease risk factors such as high blood pressure.
- Reduces anxiety and depression and promotes positive mental health.

There is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth. The Centers for Disease Control and Prevention (CDC) conducted a comprehensive literature review, which included 50 studies.³ It synthesized the scientific literature on the association between school-based physical activity, including physical education, and academic performance, including indicators of cognitive skills and attitudes, academic behaviors (e.g., concentration, attentiveness, time on task), and academic achievement (e.g., GPA, test scores). Of all the 251 associations examined between school-based physical activity and academic performance, slightly more than half (51%) were positive, 48% were not significant, and only 2% were negative. The research suggests that 1) there is substantial evidence that physical activity can help improve academic achievement, including grades and standardized test scores; 2) physical activity can have an impact on cognitive skills and attitudes and academic behavior (including enhanced concentration, attention, and improved classroom behavior); and 3) increasing or maintaining time dedicated to physical education may help, and does not appear to adversely impact academic performance.³ Finally, the report concluded that school boards, school administrators, and principals can feel confident that maintaining or increasing time dedicated for physical activity during the school day will not have a negative impact on academic performance, and it may positively impact

students' academic performance. The full report can be found online at www.cdc.gov/HealthyYouth/health_and_academics/index.htm.

National Guidelines for Youth Physical Activity

In 2008, the U.S. Department of Health and Human Services issued physical activity guidelines for Americans, ages 6 and older. These guidelines include the following recommendations for youth:²

- Children and adolescents should do **60 minutes (1 hour) or more** of physical activity daily.
 - **Aerobic Activities:** Most of the 60 or more minutes per day should be either moderate- or vigorous-intensity aerobic physical activity. Vigorous-intensity physical activity should be included at least 3 days per week.
 - **Muscle-strengthening Activities:** Include muscle-strengthening physical activity on at least 3 days of the week as part of the 60 or more minutes.
 - **Bone-strengthening Activities:** Include bone-strengthening physical activity on at least 3 days of the week as part of the 60 or more minutes.
- Activities should be age-appropriate, enjoyable, and offer variety.

Youth Participation in Physical Activity

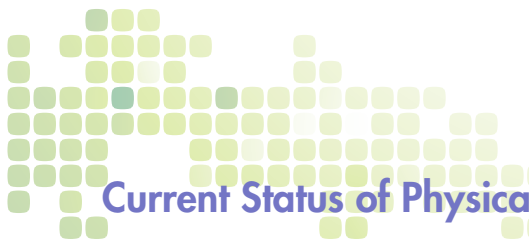
Despite national guidelines for physical activity, many children and adolescents are not physically active on a regular basis.

- In 2011, only 29% of high school students surveyed had participated in at least 60 minutes per day of physical activity on all 7 days before the survey, and only 31% attended physical education class daily.⁴
- Nationwide, 58% of high school students reported playing on at least one sports team led by their school or a community group in 2011.⁴

Physical Activity Promotion in Schools

Youth physical activity behaviors are influenced by many sectors of society, including families, community organizations, health care providers, faith-based institutions, government agencies, the media, and schools. The involvement of all sectors is needed to increase youth physical activity. However, schools play an especially important role. In the 2013 *Physical Activity Guidelines Midcourse Report: Strategies to Increase Physical Activity Among Youth*, schools were identified as the setting that had the most evidence for promoting and improving youth physical activity; the evidence was strongest for multi-component programs.⁵ Additionally, schools are a key setting because:

- The promotion of physical activity has long been a fundamental component of the American educational experience.
- Over 95% of youth are enrolled in schools.⁶
- The school day, typically 8-9 hours long, traditionally provides a sedentary setting away from home. Adding physical activity during the school day can reduce the sedentary nature of classrooms.
- Physical activity during the school day can enhance academic performance.³



Current Status of Physical Activity in Schools

Available evidence suggests that an overwhelming majority of schools do not provide opportunities to support youth in achieving the physical activity guidelines. For example, according to the *2006 School Health Policies and Programs Study*:⁷

- Only 3.8% of elementary schools, 7.9% of middle schools, and 2.1% of high schools provide the recommended number of minutes of daily physical education (150 minutes per week in elementary schools; 225 minutes per week in secondary schools) for the entire school year (36 weeks) for students in all grades.
- While 96.8% of elementary schools provided regularly scheduled recess for students in at least one grade, only 67% of elementary schools offered recess 5 days per week for 20 or more minutes on average in all grades that they teach.
- 44% of elementary schools, 67% of middle schools, and 22% of high schools had students participate in regular physical activity breaks during the school day.
- Nationwide, 44% of schools supported or promoted walking or biking to/from school.
- Only 48% of schools provided intramural or physical activity clubs for students.

Schools Can Promote Physical Activity

Schools are well positioned to provide time for organized and free-time physical activity for youth through a multi-component approach that includes physical education, physical activity during school (e.g., recess, physical activity breaks), physical activity before and after school (e.g., walk or bike to school programs, intramurals), staff involvement, and family and community engagement. This approach is called a Comprehensive School Physical Activity Program (CSPAP).^{8,9}

SECTION TWO

Overview of a Comprehensive School Physical Activity Program



Definition of a Comprehensive School Physical Activity Program (CSPAP)

A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.⁹

The goals of a CSPAP are:^{8,9}

- To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day.
- To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education so that all students will be fully physically educated and well-equipped for a lifetime of physical activity.

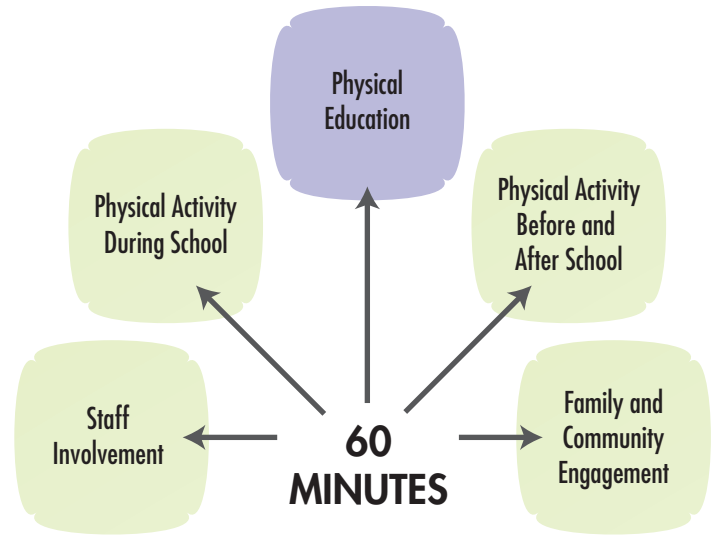
Students can accumulate the recommended amount of physical activity through the provision of the multi-component CSPAP.^{5,8,9} The following sections describe each component of a CSPAP in greater detail.

Quality Physical Education

Physical education is an academic subject and serves as the foundation of the CSPAP, by providing the opportunity for students to learn knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and adolescence and into adulthood. Quality physical education:

- Meets the needs of all students.
- Is an enjoyable experience for all students.
- Keeps students active for most of physical education class time.
- Teaches self-management.
- Teaches skills to maximize movement proficiency.
- Emphasizes knowledge and skills for a lifetime of physical activity.
- Can increase student participation in physical activity, increase physical fitness, and enhance student knowledge and skills about why and how they should be physically active.^{10,11, 12,13,14}

As defined by SHAPE America, a quality physical education program includes the opportunity to learn, meaningful content, appropriate instruction, and student and program assessment.¹⁵



COMPREHENSIVE SCHOOL
PHYSICAL ACTIVITY PROGRAM

Components of Quality Physical Education¹⁵

Opportunity to Learn

- All students are required to take physical education.
- Instructional periods totaling 150 minutes per week (elementary school) and 225 minutes per week (middle and secondary school).
- Physical education class size is consistent with that of other subject areas.
- Qualified physical education teacher provides a developmentally appropriate program.
- Adequate equipment and facilities.

Appropriate Instruction

- Full inclusion of all students.
- Maximum practice opportunities for class activities.
- Students are physically active for at least 50% of instructional time.
- Well-designed lessons that facilitate student learning.
- Out of school assignments that support learning and practice.
- Physical activity not assigned as or withheld as punishment.
- Regular assessment to monitor and reinforce student learning.

Meaningful Content

- Written, sequential curriculum for grades PK–12, based on state and/or national standards for physical education.
- Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve and/or maintain physical well-being.
- Development of cognitive concepts about motor skills, physical activity, and fitness.
- Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

Student and Program Assessment

- Assessment is an ongoing, vital part of the physical education program.
- Formative and summative assessment of student progress.
- Student assessments are aligned with state/national physical education standards and the written physical education curriculum.
- Assessment of program elements that support quality physical education.
- Stakeholders periodically evaluate the total physical education program effectiveness.



Physical Activity Before and After School

Physical activity before and after school provides opportunities for all students, including those with special needs, to: 1) practice what they have learned in physical education, 2) work toward the nationally recommended 60 minutes of daily physical activity, 3) become more adequately prepared for learning, 4) engage in safe, social, and supervised activities, and 4) identify activities they enjoy and might engage in long term.^{5,8}

Before- and after-school physical activity programs offer students an opportunity to be physically active instead of waiting in a sedentary setting for the school day to begin or end. Before- and after-school physical activity offerings might include a walking and biking to school program, physical activity clubs and intramural programs (e.g., programs that are voluntary, student-centered, and give equal opportunity for all students to participate), informal recreation or play on school grounds, physical activity in school-based child care programs, integrating physical activity in homework during out of school hours, and interscholastic sports. Finally, before- and after-school physical activity programs can be coordinated with community-based organizations (e.g., YMCAs, community parks and recreation) and delivered in school settings. These programs might provide benefits to the students, families, and community members.

Physical Activity During School

In addition to physical education, schools can offer physical activity in a variety of settings during the school day. The main ways students can participate in physical activity during the school day are recess, physical activity integrated into classroom lessons, physical activity breaks in and outside the classroom, and lunchtime club or intramural programs. These opportunities can be offered to all grade levels and not exclude middle and high school youth, who also can benefit from engaging in physical activity throughout the school day.

Schools can facilitate increased physical activity during the school day by encouraging students to be active; providing students with space, facilities, equipment and supplies that make participating in activity appealing; and providing organized times and structured physical activities for interested students.

Recess

Recess or physical activity breaks offer an excellent opportunity for youth at all grade levels to engage in free play or semi-structured physical activity during the school day, and allows youth the opportunity to apply skills learned in physical education. Recess should not, however, replace physical education or be used to meet time requirements set forth in physical education policies. Participation in recess is associated with academic benefits, such as improving attentiveness, concentration, behavior, and time-on-task in the classroom.¹⁶ Strategies for implementing recess in elementary schools include: providing age-appropriate equipment for students, having adult recess supervisors encourage students to be physically active, and providing semi-structured activity that involves activity stations (e.g., jump rope, four square, hopscotch stations).

At the middle and high school levels, physical activity breaks, similar to recess, can be scheduled and implemented during the school day. Physical activity may be included during advisory periods, home room periods, exploratory and enrichment classes, elective selections, and as transitions between classes.

Examples of Physical Activity Breaks in Middle and High School

- Daily school-wide physical activity during morning announcements.
- Mid-morning or mid-afternoon recess breaks.
- Physical activity breaks between class changes.
- Recess before lunch.
- Physical activity breaks during block schedule classes.
- Physical activity offerings as part of exploratory programs, such as drop-in physical activity in a gymnasium or outside during the lunch hour.

Physical Activity Integrated into Classroom Lessons

Integrating physical activity within classrooms as part of planned lessons that teach mathematics, language arts, social studies, and other academic subjects through movement can increase students' overall physical activity and improve time-on-task and attentiveness.^{16,17,18,19} Physical activity can be integrated into academic subjects for all grade levels, not just elementary school grades. This type of physical activity helps establish an active school environment, and enhance students' learning experiences. Examples of evaluated programs or interventions that have shown improvements in students' physical activity levels include the North Carolina Energizers (www.eatsmartmovemorenc.com/Energizers/Elementary.html) and Take 10! (www.take10.net/).

Physical Activity Breaks in the Classroom

Physical activity breaks in the academic classroom allow students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day. Neuroscience tells us that the brain shifts its attention and focus about every 90 minutes. Even a short break from focused concentration allows the brain to consolidate information for better retention and retrieval of memory.²⁰

Studies have found that offering physical activity breaks during standard classroom instruction may have favorable associations with some indicators of cognitive functioning (e.g., attention/concentration); academic behaviors (e.g., classroom conduct); and/or academic achievement (e.g., test scores).³

Examples of physical activity breaks in the classroom include:

- Taking a 5-minute stretch break.
- Marching in place.
- Jumping with an invisible jump rope.
- Doing semi-squats followed by knee lifts.
- Taking 2–3 laps around or throughout the classroom.

Staff Involvement

School employees play an integral role in a school's CSPAP. School employee wellness programs improve staff health, increase physical activity levels, and are cost effective.^{21,22,23} When school staff commit to good health practices, they are positive role models for students, and may show increased



support for student participation in physical activity.^{24,25,26} Support for school employee wellness and leadership training contribute to the overall culture of physical activity at a school. Teachers and other school staff members can integrate physical activity into classroom academic instruction and breaks, and support recess, intramurals, and other physical activity offerings. Additionally, school employees can be positive role models for students by demonstrating active lifestyle choices in and out of school.

Family and Community Engagement

Family and community engagement in school-based physical activity programs provides numerous benefits.²⁷ Research shows that youth participation in physical activity is influenced by participation and support of parents and siblings.²⁸ When families are active together, they spend additional time together and experience health benefits.²⁸ Parents, guardians, or other family members can support a CSPAP by participating in evening or weekend special events, or by serving as physical education or physical activity volunteers. Community involvement allows maximum use of school and community resources and creates a connection between school and community-based physical activity opportunities. Community organizations might provide programs before or after school or establish joint-use or shared-use agreements with schools.

The Importance of Coordination of the CSPAP

Efforts to maximize physical activity opportunities in schools should be coordinated, well planned, and thoughtfully executed and evaluated, thus creating a culture of physical activity that is integrated throughout the school environment and reaches beyond the school and into the community. A school that establishes student health as a priority will form a CSPAP team and develop a comprehensive physical activity plan that includes all of the components described in the preceding sections. A CSPAP reflects the social, emotional, and cultural needs of students, their families, and the broader community, thereby establishing a strong social and culturally supportive environment for students, families, and communities to engage in physical activity.

Strong support from school administration and staff involvement in the CSPAP are important to school program success. The physical educator is ideally positioned to address issues of physical inactivity during the school day, as s/he understands the school environment, parents, the community, correlates of physical activity, and unique characteristics and needs of the school culture. From this perspective, the physical education teacher is ideally situated to lead the development and implementation of the CSPAP, with strong support from other staff, volunteers, and teachers.²⁹ In addition, classroom teachers and school staff play a vital role in promoting the health of their students by integrating physical activity opportunities throughout the school day³⁰ and serving as positive role models while supporting student participation in physical activity.⁹

SECTION THREE

Step-by-Step Strategies to Develop, Implement, and Evaluate a CSPAP





The following sections define and describe steps to develop, implement, and evaluate a CSPAP.

- **Step One:** Establish a team or committee and designate a Physical Activity Leader.
- **Step Two:** Conduct an assessment of existing physical activity opportunities.
- **Step Three:** Create a vision statement, goals, and objectives for your CSPAP.
- **Step Four:** Identify the outcomes or specific changes that will be direct results of program implementation.
- **Step Five:** Identify and plan the activities for your CSPAP.
- **Step Six:** Implement your CSPAP.
- **Step Seven:** Evaluate your CSPAP.

Complete the *CSPAP Guide Checklist* (Appendix B) as you finish each step.

Step One: Establish a team or committee and designate a Physical Activity Leader.

A CSPAP should be developed and implemented by a committee that is invested in youth physical activity and the overall health of youth. Individuals who make up the composition of a CSPAP committee should be identified by the lead physical education teacher or a group of physical education teachers, and school administrators. Physical educators are trained to understand the physiological needs and likes and dislikes of children, have skills associated with planning and organizing physical activity promotion events, and have a working knowledge of their school. The CSPAP leader, also referred to as the Physical Activity Leader (PAL), should be responsible for coordinating the CSPAP committee, working with the school health coordinator and other school staff (e.g., classroom teachers, school nurses, principals), facilitating linkages between the CSPAP and the community, organizing and facilitating all CSPAP meetings, managing funds for the CSPAP, and sustaining the CSPAP. The PAL also can work closely with district and school administrators to manage the school's CSPAP policies, programs, events, and resources. When feasible, the PAL, in collaboration with other stakeholders, will identify and secure resources (e.g. funds, books, materials, equipment) associated with implementing the CSPAP. In most schools, the person most qualified for the position of PAL will be a physical education teacher.

Ideally, the CSPAP committee will be a sub-committee of an existing school health council or school wellness committee. The CSPAP committee serves in an advisory and decision-making role for developing, implementing, and evaluating the CSPAP. The committee also participates in policy development, resource planning, and budgeting for the CSPAP.

When considering the committee make up, the lead should identify a diverse group of education and health professionals such as health and physical education teachers, other teachers, staff, parents, students, representatives from local or regional health departments, and administrators at the school and district level. This group not only has a vested interest in the well-being of youth, but brings experience and understanding of children, the school climate, school policies, and school resources. Other potential members might include school nurses, local physicians, and health care providers. These professionals are keenly aware of the importance of student health and can provide resources and evidence to support the program. Community leaders, community members, and local businesses should be invited to be on the committee. Individuals from this group are interested in the health and well-being of the community and may contribute resources for the CSPAP. This diverse committee can

have influence in the development and implementation of a CSPAP. Suggested representatives/members for the CSPAP committee are listed in Table 1. Regardless of the make-up of the committee, committee members must have administrative support, be committed to the CSPAP, and be willing to meet on a regular basis.

Engage potential CSPAP members early in the development phase by informing them about the needs for a CSPAP and educating them about the benefits of the intended activities delivered within a CSPAP. When deciding how to engage different types of committee members, consider the potential role that each can and will want to play. Success in implementing this comprehensive approach will depend on forming good relationships with committee members and school administrators, staff, parents, community members, and others those who are invested in the CSPAP.

Table 1. Potential CSPAP Committee Members and Their Possible Roles

Stakeholders	Role on CSPAP Committee
Principals and school administrators	<ul style="list-style-type: none"> ■ Gain staff support and commitment. ■ Allocate resources to develop and implement CSPAP (e.g., time, funds, staff). ■ Serve as a role model for staff.
Teachers and staff (including PE specialists and classroom teachers)	<ul style="list-style-type: none"> ■ Plan and teach more physical activity in lessons. ■ Promote the concept of CSPAP. ■ Integrate CSPAP programs before, during, and after school.
Students	<ul style="list-style-type: none"> ■ Suggest enjoyable activities during planning of CSPAP. ■ Be champions for physical activity in schools.
Parents, parent-groups, parent-teacher organizations, and interested community residents	<ul style="list-style-type: none"> ■ Serve as role models for children and encourage physical activity. ■ Raise funds to support implementation of CSPAP. ■ Encourage principals to support and fund more CSPAP initiatives. ■ Volunteer time to lead physical activities before, during, and after school.
School health council (SHC)	<ul style="list-style-type: none"> ■ Volunteer to be active members of the CSPAP committee. ■ Promote the importance of the CSPAP to decision makers and other stakeholders. ■ Develop and implement school health policies, practices, and programs.

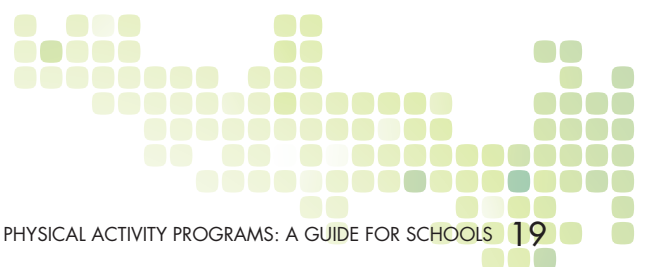


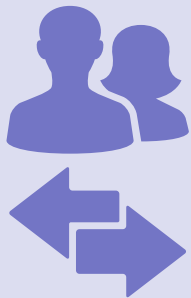
Table 1. Potential CSPAP Committee Members and Their Possible Roles (continued)

Stakeholders	Role on CSPAP Committee
District’s superintendent of schools and central office staff (including PE coordinator)	<ul style="list-style-type: none"> ■ Offer trainings for PE teachers, PE coordinators, and other CSPAP members for planning a CSPAP. ■ Support district-wide expansion of CSPAP. ■ Coordinate and manage district-wide CSPAP. ■ Allocate resources for implementing, evaluating, and sustaining CSPAP.
School board	<ul style="list-style-type: none"> ■ Allocate schools’ funds and resources. ■ Support the need for CSPAP.
Healthcare providers	<ul style="list-style-type: none"> ■ Fund school and community initiatives. ■ Lend credibility to outreach campaign.
Local and state health departments	<ul style="list-style-type: none"> ■ Provide support, resources, and leadership to CSPAP committee and schools for developing and implementing the CSPAP. ■ Educate key stakeholders and gain their support. ■ Provide local data on childhood overweight and physical inactivity. ■ Assist with acquiring funding for CSPAP.
Community leaders	<ul style="list-style-type: none"> ■ Provide material resources to support CSPAP. ■ Promote CSPAP initiatives. ■ Volunteer to lead physical activities before or after school.
Universities and colleges	<ul style="list-style-type: none"> ■ Conduct training workshops and seminars. ■ Offer continuing education opportunities. ■ Provide technical support to schools. ■ Assist with grant writing, development, and evaluation of programs.
Local business	<ul style="list-style-type: none"> ■ Donate equipment and supplies. ■ Fund school and community initiatives. ■ Provide fundraising opportunities.
Local media (television, radio, newspaper, internet)	<ul style="list-style-type: none"> ■ Inform the public about the benefits of CSPAP. ■ Highlight schools’ successes.

Step Two: Conduct an assessment of existing physical activity opportunities.

The second step in the process of developing a CSPAP is to identify existing physical activity policies, programs, and practices in your school. For example, the *School Health Index (SHI): Self-Assessment & Planning Guide* (www.cdc.gov/healthyyouth/shi/index.htm) is an assessment and planning tool that can be used to examine current physical activity opportunities and the environmental supports for activity in your school. The *SHI* will enable the CSPAP committee to establish a baseline and plan for incremental improvements over time. Another assessment tool that can be used to identify existing physical activity opportunities is the Alliance for a Healthier Generation's *Healthy Schools Program Inventory* available at https://schools.healthiergeneration.org/6_step_process/assess_your_school/about_the_inventory/. A CSPAP committee can sign up as a Healthy School Program member and begin the inventory process. This tool is similar to *SHI*, as it includes a number of questions that align with research and best practice and enables users to identify strengths and gaps in school health policies and practices. Finally, the *School Physical Activity Policy Assessment*, available at http://activelivingresearch.org/files/S-PAPA_Instrument_1.pdf, is an assessment tool that assesses physical activity policy for physical education, recess, and other school-based physical activities.

These tools include components that focus on time dedicated to delivering CSPAP components, quality indicators for each CSPAP component (e.g., certified physical education teachers, daily recess, after school academic programs that include physical activity), and environmental supports for physical activity (e.g., age-appropriate equipment for physical activity, messages about physical activity throughout the school). It is up to the CSPAP committee to determine which tool to use. Results of the assessment will help develop goals, objectives, and identify and plan activities for the overall CSPAP. Each section of these tools may be completed separately or the entire assessments can be completed during a specified time period. Whether the assessment is completed over the course of time or during one specified time period, it should be completed by the entire committee, not by one or two individuals on the committee.

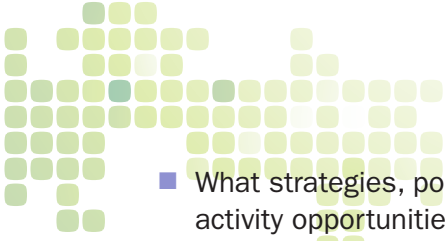


Committee members may find that the school has a number of physical activity opportunities in place, but efforts aren't coordinated to maximize physical activity opportunities and staff time, or to plan evaluation. In this situation, the opportunity to coordinate existing efforts may be the first priority of the team.

Interpreting and Using the Results of the Assessment

Once the committee has completed the assessment process, it is important to go through the results and respond to the following questions:

- What assets (e.g., strategies, policies, practices) does our school already have in place to provide a foundation to build a CSPAP? How can these existing strategies, policies, and practices be leveraged to develop a CSPAP?

- 
- What strategies, policies, and/or practices are under development that will improve physical activity opportunities for the school and students once in place? What does the committee need to help ensure these strategies, policies, and practices are completed or in place within a specified time frame?
 - What strategies, policies, and/or practices are not in place? Which of these does the committee view as the top priority for the first year of our CSPAP?

Answering these questions will set the stage for the remainder of the planning for your CSPAP. The results of the assessment will assist the committee in determining short- and long-term priorities.

Step Three: Create a vision statement, goals, and objectives for your CSPAP.

After reviewing the strengths and weaknesses of existing CSPAP policies, practices, and activities in your school (through the assessment process), the next step is to create a vision, and set goals and objectives for the development, implementation, and evaluation of the CSPAP.

Beginning the Vision Statement, Goals, and Objectives

Describe the ideal CSPAP for your school. Consider having your committee complete a brainstorming exercise to formulate your vision. Respond to the following questions to help you describe the ideal:

- If you were observing students being physically active within your school, what would it look like?
- If you were observing CSPAP activities that engaged parents, teachers, administrators, and others in your school, what would it look like?
- Using phrases or paragraphs, what physical activities would you see students, teachers, staff, administrators, parents, and community members doing?
- You may use a graphic organizer with the headings of these groups, note cards, or sticky notes to gather thoughts from the group.



Allow ample time for each group member to be able to contribute to the brainstorming activity.

Create a Vision

The brainstorming activity you completed can help to inform the vision statement. A vision statement is a declaration of a shared sense of purpose and provides a framework for establishing goals, objectives, and activities for your CSPAP. A vision that is shared by the school community is an important element within your whole-school approach to CSPAP. The vision will have implications for how your CSPAP is organized and the roles that are played by teachers, administrators, parents and students. For example, the Alliance for Nonprofit Management states that a “vision is a description in words that conjures up a similar picture for each member of the group of the destination of the group’s work together.”

www.writingassist.com/articles/creating-vision.htm

There is no formula for what a vision statement should look like, how long it should be or what it should include. It can be a short statement or a more comprehensive explanation of a preferred future. It usually consists of two or three concise statements based on the brainstorming activity. The vision for your CSPAP should align with your school's vision and core set of beliefs. Another purpose of the vision statement is to guide the development of specific goals and objectives of the CSPAP. An example of a vision statement for CSPAP is “*Active Students, Active Schools.*”

Creating a CSPAP is a shared responsibility involving students, parents, teachers, the school administrators, and the community. The CSPAP reaches beyond behaviors and strives to provide a school environment where students, staff, and the community have a variety of opportunities and are encouraged to be physically active and make healthy choices. Schools with a CSPAP make a commitment to support active living where students learn, play, and live. Table 2 provides a template for documenting your CSPAP vision.

Developing Goals and Objectives of the CSPAP

Goals and objectives provide a solid foundation to help plan and guide your CSPAP. Without well written goals and objectives, it is difficult to measure your progress in implementing your CSPAP and the impact your program is having on students.

Developing Goals

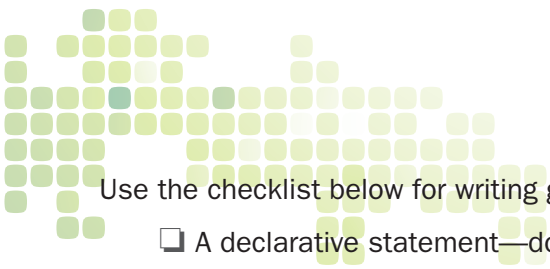


A **goal** is a broad statement of purpose that describes the long-term (e.g., 5 or more years) result or impact of your CSPAP.

Goals help to establish the overall direction for and focus of a program, define the scope of what the program should achieve, and serve as the foundation for developing program objectives. CSPAP goals should be simple and concise and should include two basic components: 1) who will be affected, and 2) what will change as a result of the CSPAP. It is not important to have a certain number of goals; in fact, some programs might only have one goal, while others might have several. Finally, CSPAP goals can focus on student, teacher, parent, or school levels, and such goals might focus on behavior, policy, attitude, or health outcomes. Examples of CSPAP goals that align with the vision might include the following:

Vision: *Active Students, Active Schools*

- Goal 1: Increase opportunities during the school day to increase moderate to vigorous physical activities for students.
- Goal 2: Increase the number of minutes that students are required to participate in physical education.
- Goal 3: Increase the number of students that participate in at least 60 minutes of physical activity daily.



Use the checklist below for writing goals. Examine your goal and check to see if your goal is:

- A declarative statement—does it provide a complete sentence that describes a program outcome?
- Jargon-free—do you use language that most people in the field outside your own agency are likely to understand?
- Short—does it use few words to make a statement?
- Concise—do you get the complete idea of your goal across as simply and briefly as possible leaving out unnecessary detail?
- Easily understood—does it provide a goal in which the language is clear and for which there is a clear rationale?
- Positive terms—do you frame the outcomes in positive terms or in terms of a decrease in health risk behaviors? Avoid the use of double negatives.

If you can answer yes to these questions, congratulations! You are ready to move on to writing objectives for your goal.

Writing Objectives



Objectives are statements that describe program results to be achieved and how they will be achieved.

Objectives are statements that describe program results to be achieved and how they will be achieved. Objectives are more precise and specific than goals, should have specific timelines for accomplishment (e.g., by the end of year one), and must clearly align with your goals. An objective might outline in measurable terms certain changes that will occur in the student population at a given time point due to participation in the CSPAP. CSPAP objectives can be process or outcome focused. For example, a process-focused CSPAP objective might include the forming of a CSPAP committee and developing a meeting schedule for that committee by a certain time period. An outcome-focused objective might include an indication of how many classroom teachers will be trained by a specified time period.

Well-written objectives help set program priorities and targets for progress and accountability. Check if your objectives are SMART to help ensure that they are specific and can be measured. The following is a list of questions to ask when writing your SMART objectives:

Writing SMART CSPAP Objectives

Specific: Who (e.g., target population and persons doing the activity) and what (e.g., action or activity)?

Measurable: How much change is expected as a result of your CSPAP?

Achievable: Can this be realistically accomplished given current resources and constraints?

Realistic: Is it possible to achieve this objective?

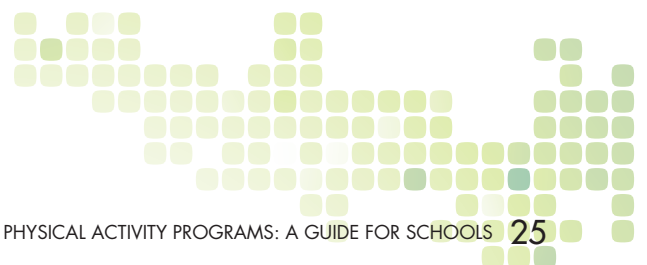
Time-phased: When will it be accomplished?

The following are examples of SMART CSPAP objectives that align with the vision and the two goals provided above as examples.

Vision: *Active Students, Active Schools*

- **Goal 1:** Increase opportunities during the school day to increase moderate to vigorous physical activities for students.
 - **Objective 1a:** By the end of year one, all K-2 classroom teachers will have participated in a 1-day training on how to integrate physical activity into existing lesson plans.
 - **Objective 1b:** By the end of year two, all K-2 students will receive at least 1 daily lesson that includes physical activity.
- **Goal 2:** Increase the number of minutes that students are required to participate in physical education.
 - **Objective 2a:** By the end of year one, the CSPAP committee will conduct and report on one comprehensive analysis of budget, staff, and school schedule implications related to increasing physical education time.
 - **Objective 2b:** By the end of year two, the CSPAP committee will work with school administrators to hire at least one new physical education teacher.
- **Goal 3:** Increase the number of students that participate in at least 60 minutes of physical activity daily.
 - **Objective 3a:** By the end of year one, 90% of the students in grades K-5 will use a daily log to record their moderate to vigorous physical activity.
 - **Objective 3b:** By the end of year two, all K-5 students will participate in a teacher- or student-led, morning physical activity that is at least 10 minutes in length.

Additional resources for developing goals and SMART objectives are available at: <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>. Table 2 is a template for you to write down your vision, goals, and objectives. It is not prescriptive; for example, it is not meant to imply that you should have three goals and three objectives for each goal. Rather, it is a template for you to complete and keep the goals and objectives in one place, aligned with the vision.



Goal 2:

Objective 2a:

Objective 2b:

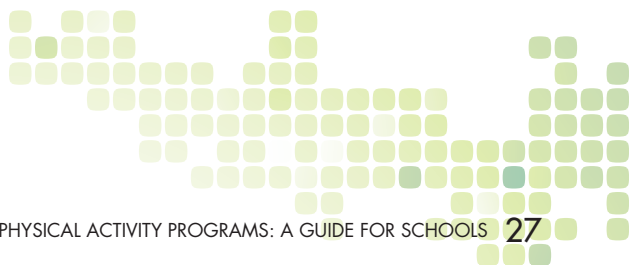
Objective 2c:

Goal 3:

Objective 3a:

Objective 3b:

Objective 3c:



Step Four: Identify the outcomes or specific changes that are direct results of program implementation.

Program outcomes

It is important to know, early on, what changes you hope to see as a result of CSPAP implementation in your school. A program outcome can be described as the state of the social, emotional, physical, or mental conditions of the target population that a program is expected to have changed.³¹ Program outcomes or specific changes are direct results of program implementation.³¹ Outcomes can include changes in knowledge, attitudes, skills, behaviors, status, or level of functioning. Outcomes and objectives are often confused. Outcomes focus on *achieved* results accomplished through the CSPAP, while objectives focus on *intended* results. When selecting outcomes, begin by examining the goals and objectives you identified for your program. The assessment you completed in Step Two also should be used to help you establish a benchmark for improving school-level and youth outcomes for physical activity. Your program may choose to focus on one or more outcomes over a period of time.



Although participation in physical activity may contribute to the reduction of body mass index (BMI), an indicator of obesity, reduction of BMI is not a realistic outcome of a CSPAP without accounting for the many other factors that influence BMI (e.g., dietary intake, physical activity outside of CSPAP, home environment, genetics).

Outcomes can be categorized into three time blocks: short-, intermediate-, and long-term outcomes. These time blocks provide a timeframe for which you could expect to see results:

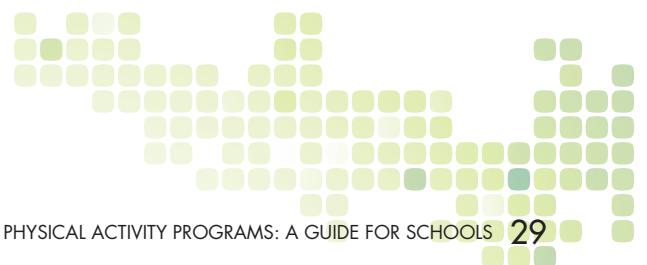
- **Short-term:** 1–3 years
- **Intermediate:** 3–5 years
- **Long-term:** 4–6 years

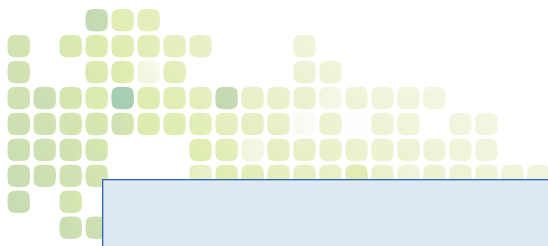
Outcomes should be meaningful and measurable. Outcomes and the information or data that is collected to indicate progress toward the outcomes should address important issues valued by CSPAP stakeholders. The CSPAP committee and other stakeholders should be able to determine whether an outcome was achieved by reviewing data and information that was collected. Progress toward the outcomes should be monitored over time to increase attention and support for change that might be needed to eventually achieve the identified outcomes.

Examples of Program Outcomes and Indicators

The table below includes examples of both school and youth outcomes, indicators, objectives, and goals. The former examples of the vision, goals, and objectives that were provided in Step Three are used to demonstrate. Indicators represent the specific characteristics that reflect the achievement of an outcome and provide the foundation for identifying what is necessary for collecting valid and reliable data. Remember that these are only examples and your program outcomes may be different depending on your program inventory results, vision, and selected goals and objectives.

School Level				
Vision	Goal	Objective	Outcome	Indicator(s)
<i>Active Students, Active Schools</i>	Goal 1: Increase opportunities during the school day to increase moderate to vigorous physical activities for students.	Objective 1a: By the end of year one, CSPAP all K–2 classroom teachers will have participated in a 1-day training on how to integrate physical activity into existing lesson plans.	Short-term: Increased physical activity opportunities throughout the school day.	<ul style="list-style-type: none"> ■ Number of classroom physical activity breaks provided each day ■ Number of recess periods provided each day
<i>Active Students, Active Schools</i>	Goal 2: Increase the number of minutes that students are required to participate in physical education.	Objective 2a: By the end of year one, the CSPAP committee will conduct and report on one comprehensive analysis of budget, staff, and school schedule implications related to increasing physical education time.	Long-term: Adopted and implemented a policy requiring 150 minutes per week of physical education.	<ul style="list-style-type: none"> ■ Number of minutes physical education is provided per day





Youth Level				
Vision	Goal	Objective	Outcome	Indicator(s)
<i>Active Students, Active Schools</i>	Goal 3: Increase the number of students that participate in at least 60 minutes of physical activity daily.	Objective 3a: By the end of year one, 90% of the students in grades K–5 will use a daily log to record their moderate to vigorous physical activity.	Short-term: Increased percentage of students use a daily log to document their physical activity.	■ Percentage of students using a log at least 5 days per week.
<i>Active Students, Active Schools</i>	Goal 3: Increase the number of students that participate in at least 60 minutes of physical activity daily.	Objective 3b: By the end of year two, all K-5 students will participate in a teacher- or student-led, morning physical activity that is at least 10 minutes in length.	Intermediate-term: Increased the number of students who participate in 60 minutes of physical activity at least 5 days per week.	■ Number of days and number of minutes students participate in physical activity.

As noted above, the tables are simply examples of outcomes and corresponding indicators. As you begin to build your evaluation plan in Step Seven that focuses on measuring your progress, the goals, objectives, and outcomes are critical to keep in mind. It also will be important to closely examine the indicators to determine what types of tools and resources you will need to assess/measure the outcomes.

Step Five: Identify and plan the physical activities for the CSPAP.

Once the Physical Activity Leader (PAL) and CSPAP committee have completed and interpreted the assessment results (Step Two), developed a vision of what your CSPAP will look like, identified goals and objectives (Step Three), and determined the desired outcomes (Step Four), it is time to identify and plan the activities for the CSPAP. The CSPAP activities should strongly take into account the assessment results, as those indicate what needs exist, as well as strengths and weaknesses. Additionally, the CSPAP activities should be selected based on existing and desired resources, and the ability for the activities to help achieve the objectives in the specified time periods. The process of identifying and planning the CSPAP activities will require time, examination of what is feasible in the school, and working closely with other stakeholders. The following sections provide guidance on steps to take to identify and plan specific CSPAP activities.

Identify Current and Needed Resources

The school's PAL should lead the planning, and identify the material and human resources currently available, along with additional resources needed to implement the activities to be conducted at school. The CSPAP committee should use Table 3 to answer the following questions:

- What activities are currently provided, what will be provided, and how will interest in the activities be determined?
- What times before, during, or after the school day are and will be used for physical activity?
- Where can physical activity be conducted at the school?
- What types of activities are most effective at increasing activity levels of students?
- Who will facilitate the activities with the students?
- What is the cost of conducting selected physical activities?
- What is the overall budget for the CSPAP?

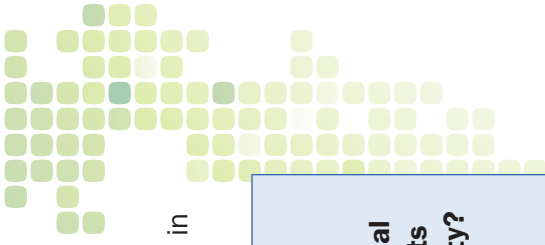


Table 3. Questions to Identify School Resources

Complete this table by responding to each question in each column. Your answers will help you identify what resources you have in place and the type of resources you might need for your CSPAP.

What activities will we provide and how will interest in these activities be determined?	When can we provide activity?	Where can we conduct physical activities?	Who will lead the activity?	What is the cost of this activity?	What potential funding exists for this activity?

Select the Physical Activities to be Offered

Identify the physical activity opportunities you will offer, based on the assessment results, the vision, goals, objectives, and outcomes the committee developed, and any other information you may have gathered from stakeholders. It is important to be realistic about how many activities to include in the CSPAP. Starting with a small selection of activities in a pilot program and adding one or two new activities as your time and resources allow, is a realistic start to your CSPAP. You will also need to prioritize your activities. It is likely that several new ideas and types of activities will sound interesting and exciting to provide. However, prioritizing based on needs and resources can help the CSPAP be more successful.

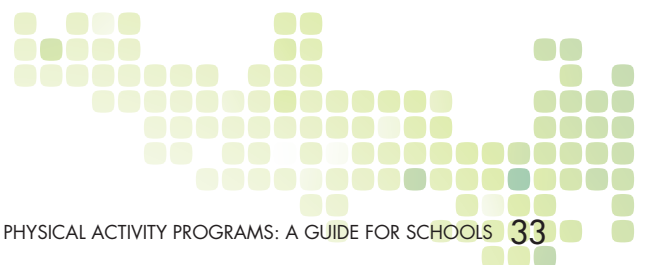
For example, if your assessment results indicate that your elementary school does not offer enough recess, does not have any classroom activity breaks, and does not provide any after-school physical activity programs, it is prudent to decide which is most important to address first. In a middle school or high school, you may discover that students in some grades do not have any opportunities for physical activity, and will need to closely examine the school schedule to identify areas of flexibility where physical activity can be offered. Considering *all* results of the assessment is critical to determine priorities for your school.

Determine the activities your students have an interest in participating or learning more about by surveying students. Physical activities in your survey should be developmentally appropriate for the age range you serve, provide the opportunity to participate in favorite activities, and also explore new options. Consider activities that will be possible to conduct at your school facility, and reflect the culture of your school and local community. Include activities that are available to youth in the community, but may not be a part of the physical education curriculum. Relevant activities that expand student experiences and guide their exploration enable youth to identify the activities they will choose to engage in for a lifetime.

Identify Specific Times to Schedule Physical Activities

Physical activity can be scheduled in many creative ways throughout the school day. Determine optimal times by looking at the master schedule for the school. Look for blocks of time where students are in a sedentary setting, such as morning arrival, or while waiting for departure at the end of the academic day. If you examine your bus arrival and departure schedule, and early arrivals/late departures are assembled in a bus room area, you have just found a logical time to schedule a physical activity club. Reducing sedentary student time by providing youth with some physical activity is a healthier alternative.

Document identified time blocks in order to determine the best times to schedule activity, and also note the number of students such an opportunity will potentially serve, based on the available space. By examining each classroom teacher's schedule, and mindfully scheduling physical activity breaks and physical education class, the school can plan for more efficient use of time and greater balance during the school day for the students.





Creative Ways to Schedule Physical Activity Throughout the School Day

- Adding 5 more minutes to recess time.
- Integrating physical activity into academic lessons at least once per day.
- Adding physical activity clubs during times that students arrive early at school in the mornings, or depart late after school.
- Hosting a morning movement activity for each grade level in the school, prior to the start of the school day.
- Developing intramural sport programs and physical activity clubs.

Academic classroom teachers can examine class schedules for long periods of sedentary time, and note when transition times occur during the school day. Encouraging physical activity breaks in the classroom during natural transition times may enhance students' focus when they return to their next academic subject. Many activities can be performed in classroom spaces, or integrated into academic lessons in ways that enhance learning. Trainings for classroom teachers should be conducted that address activities appropriate for your school's grade levels, and equip all teachers with skills for implementing physical activity breaks.

Once activities to be implemented are identified, determine how to schedule the activities. Table 4 is a chart to help organize all of the information needed to plan your CSPAP.

Some additional considerations are the number of participants you will allow to register for an activity to ensure a safe instructor/student ratio, the duration of the sessions to be offered, and the age appropriateness of the activities. Protocols will need to be developed for: 1) registration for activities, 2) parent permission, and 3) transportation to and from activities provided before or after school.

Recess is an important physical activity time that should be thoughtfully scheduled in the school day. Children often are more attentive, behave better, and perform as well or better scholastically after participation in physical activity through recess or physical education.¹⁶⁻¹⁸ Physical education scheduling also should receive the same mindful consideration, with physical education classes not scheduled adjacent to a recess break or other physical activity break.

Identify Activity Spaces and Facilities

You will need to identify which spaces and facilities will be used for the physical activities identified for the CSPAP. Develop a list of all locations that can be used to conduct a physical activity. These can include a gymnasium (if your school has one), multi-purpose room, playground or athletic field, large classrooms, or cafeteria. In the case of before- and after-school programs, you may be competing with the school breakfast program, or a "bus room" that uses a suitable activity space. Once locations are identified, determine where each of the physical activities will be offered and note the limitations that

each space has in terms of allowable activity and number of students that can safely play in the space. If you are working in a middle or high school, there may be competition for space with interscholastic sports and corresponding practices. Work with the committee and key stakeholders to ensure that students are able to engage in physical activity in clubs, intramural, and interscholastic offerings in a flexible manner throughout the school year. Finally, joint or shared use agreements with community-based organizations can be beneficial for schools and the partner organizations. Joint- or shared-use agreements can increase physical activity opportunities for students, staff, families, and community members. School districts and schools often form joint or shared use agreements to either support or expand existing physical activity programs. In the case of identifying more activities for a CSPAP, a joint or shared use agreement might help expand activity offerings by providing programming at a community-based location. More information about joint and shared use agreements can be found at www.jointuse.org and <http://changelabsolutions.org/childhood-obesity/joint-use>.

Identify Activity Leaders

Identify the staffing needs for the physical activities to be offered. Determine the staff and parents in the school community that have specialized skills or certifications and interest in leading or being part of CSPAP activities. School district employees employed outside your school building also may be interested in providing after school activities. Reach out to community activity providers such as dance or martial arts instructors to determine if they might provide some introductory classes in your school. Many physical activity specialists may offer services pro bono for a limited introductory class.

Staffing the program using school staff can be accomplished in a number of ways. Using the contract time of teachers for the CSPAP in lieu of non-instructional duties such as bus, hall, or cafeteria monitoring is an effective use of their time. Some schools offer flexible work hours for staff willing to come in early to support before-school programs, or offer a late start to extend their day to work in an after-school program. Check your local school district regulations to clarify the flexibility you may have in employee scheduling.

Develop Your Budget

Once you have determined the types of activities to include, staffing requirements, facility and equipment requirements, and a schedule for activities, you are ready to establish a realistic and feasible budget. Examine the activities identified and determine the costs associated with implementing each activity and the source of funding for each activity. This can include salary for an instructor, equipment needed to participate in the activity, resources for instructors, or resources for teachers leading physical activity breaks in their classrooms. Identifying the costs may assist you in prioritizing your spending and resources as you develop your program. Use the template in Table 5 to organize this information.

Many schools implement physical activity programs with very few dollars by using alternative means, such as in-kind donations, small grants from local business, donations from parents or parent teacher associations (PTAs), competitive grants, donations from local civic groups, and flexible scheduling of staff time. Remember the importance of thanking those benefactors that support the program. Sharing the success with the community is critical to maintaining and growing the program. Solicit suggestions and ideas from the CSPAP committee and key stakeholders on promoting and marketing the importance of the CSPAP. There will be a number of activities of interest that will have inadequate resources for implementation. Keep these activities on a wish list in the event that resources become available.

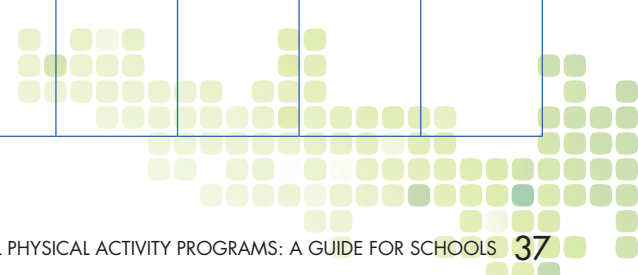


Consider keeping some planned, unfunded activities in reserve for when local funders contact you to assist with any needs you might have. If you have a tangible plan for a new activity in reserve, this will assist you in presenting your funding need when approached by a new or potential funding source.

Table 4. Planning Chart for CSPAP Program

In the table below, please identify the specific activities you plan to offer and the target grade levels. Additional information such as the time, location, facilitator, and number of students should also be entered. Determine the cost, source of funding, and the timeline of implementing each activity.

Activity and Target Grades	Scheduled Time	Location	Facilitator	# Students	Cost	Funding Source	Implementation Timeline



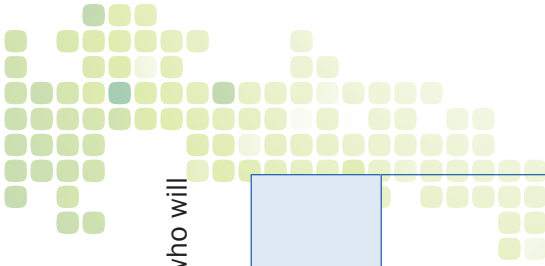


Table 5. Template for CSPAP Budget

Complete the following template by listing each activity you identified in Table 4, followed by the number of potential students who will participate, the cost for instructors or leaders and equipment. Finally, calculate the total cost.

Activity	# of students	Cost for Instructor/ Leader	Cost for Equipment	Total cost
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$

Develop Sustainability Strategies for Your CSPAP

Building long-term support for the CSPAP is important and essential for sustaining the activities identified, the resources needed, staff training, and the time commitment of CSPAP committee members and others in the school community. The following list identifies examples of strategies that can be used to develop support and maintain a CSPAP in the long-term.

- **Establish and adopt policies.** While developing a CSPAP is important, developing and adopting a policy is critical for ensuring sustainability of the program. Schools are encouraged to work with their district level administrators and school board to develop and adopt a policy that supports CSPAP. Such a policy could be integrated into the district’s local wellness policy, a federal requirement for school districts participating in federal school meal programs. Establishing policies can: provide evidence of support and commitment to youth physical activity from school administrators, school boards, and other stakeholders; address physical activity needs of students; sustain and/or expand CSPAP activities; establish accountability by identifying who is responsible for the CSPAP; and identify what should be done within a CSPAP and who is responsible for doing it.
- **Secure internal and external funding and other resources.** Funding sources can be secured through both informal methods and more formal strategies. Fund raising strategies include engaging parent, teacher, and student organizations, local businesses, parks and recreation departments, local fundraising, and/or utilizing the principals’ state discretionary funding.
- **Provide annual professional development for administrators, teachers, and other school staff.** Physical education teachers, classroom teachers, school staff, and administrators should be provided with professional development specific to the CSPAP. Quality professional development can help the PAL, teachers, and other leaders of the CSPAP develop their skills and deliver quality instruction to students.

Develop Communication and Marketing Strategies

Before the program is publicized, it is important to develop communication strategies that address all aspects of the program for multiple audiences—students, parents, school administrators and personnel, and the local community. Determine the communications to be used to announce the CSPAP. Develop announcements on the availability of physical activity opportunities, including articles for the school newsletter and marketing materials you will use within the school building—anything that clearly conveys the information about your program and how to participate.

The communication and marketing should include methods you will use to promote the successes of the program, which are important in not only attracting participants, but also in garnering further financial support that can assist the sustainability of your program. The following list identifies important steps in the communication and marketing process.

- **Define the target audience(s).** One of the most important concepts to remember is that marketing starts with the “customer” or target audience first. A marketing approach does not assume to know what is best for people. Instead marketers define specific target audiences (e.g. students, parents, administrators) and take time to understand needs, interests, barriers, values, and motivators related to the issue at hand. One size does not fit all. Often multiple audiences will require different communication strategies and activities to “sell” them on the new idea, program, or behavior. Think about how the interests and values of students will be different from the factors



most important to an administrator. For example, while your purpose in offering physical activity opportunities before school will focus on increasing physical activity and promoting health, you might promote the benefits of having fun while being physically active to students.

- **Utilize the four primary components of a marketing strategy.** Marketers refer to this step as developing the *marketing mix*. The marketing mix includes four primary components:
 - ✓ **Product** – The defined behavior you want the target audience to adopt (e.g. *student participation* in CSPAP programs and activities). Present the product in a way that is most relevant to the target audience and answers the question, “What’s in it for me?”
 - ✓ **Price** – A value exchange. What does the target audience need to give up (“cost”) to adopt the “product”? What will they gain (benefits)?
 - ✓ **Place** – Where and when is the “product” (behavior) available to the target audience?
 - ✓ **Promotion** – How will you get your message out to the target audience? Focus on getting the target audience to try the behavior first.



The following is an example of a marketing message about CSPAP that is delivered to students over morning announcements:

*“How much physical activity is enough to be healthy?
60 minutes every day! Join your fellow students at the
morning physical activity program to move more, feel
good, and be ready to learn!”*

- **Create the message and materials.** After the planning process is complete, design the program message(s) and complimentary materials in draft form.
- **Test ideas.** Take your draft messages and materials and share them with members of the target audience. Revise areas that are unclear for the target audience and concepts that generate positive feedback.

Step Six: Implement the CSPAP.

Implementation Planning

In order to chart a course for increasing daily physical activity behaviors of your students, identify the process you will use for implementing the CSPAP created in Step Five. The implementation plan is a straightforward document that outlines exactly what will be done, by whom, when, and how. The plan serves as a checklist for the committee as you plan meetings and report progress. The implementation plan must align with the CSPAP goals and objectives. The implementation plan will outline tasks, resources and responsibilities necessary to achieve the established priorities.

CSPAP Implementation Plan Template

Table 6 illustrates and describes the key factors to include in the implementation plan. Completing this template can help organize the processes needed to implement the CSPAP.

Implementation strategies

Creating change takes time within organizations. Given limited human and financial resources and the multiple demands placed on school administrators and personnel, the committee may want to consider an incremental approach to implementation. The CSPAP committee must determine the implementation strategies that realistically match the time, resources, and climate of the school during the planning phase. The following describes three options for establishing an implementation plan.

Pilot Implementation

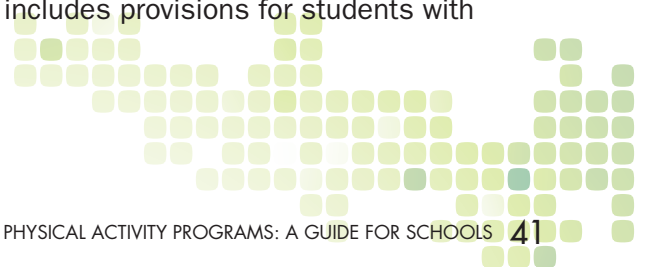
A pilot implementation is a small scale implementation planned as a test or trial. This strategy allows the committee to refine the program or activity, and demonstrate success and results for broader support and approval. For example, classroom-based physical activity breaks may be implemented across second grade before expanding to the entire elementary school. Time should be allocated for making adjustments as needed based on feedback from the pilot implementation.

Phased implementation

Phased implementation is a strategy to initiate a new program or process so that different parts of the organization implement the change at different times and with varying intensity levels. Phased implementation allows the committee to manage time, resources, and expectations by implementing change in phases. For example, providing recess before lunch may have a planned schedule that introduces the new routine to the fourth grade first, and then stages implementation every two weeks for the third, second, and first grades to take part.

Full scale implementation

A full scale implementation means employing all resources and implementing each strategy; it is not limited or partial implementation. Full scale implementation plans for the change to take place for students of all ages and abilities, as aligned with the goals and objectives in your plan. For example, the walk to school program is promoted to all grade levels and includes provisions for students with disabilities.





Ongoing Support for CSPAP Implementation

Once a CSPAP and the implementation plans are developed, it is important to meet again with the stakeholders who will need to approve the plan (e.g., principal, school health council, PTA). Communication with those who will make final decisions and give approval is critical from the start of the CSPAP planning process so that support is garnered during the development of the CSPAP and its implementation plan. Finally, communicating as much detail as possible about the CSPAP and how all the components will be implemented will minimize challenges with coordination and logistics when implementation occurs.

Table 6. Template for CSPAP Implementation Plan

Utilize this template to outline the implementation plans for each goal and each of its corresponding objectives. In this template Goal 1 and Objectives 1a and 1b are used as the example. Add more pages to this template for the goals and objectives you have developed.

Goal 1:						
Objective 1a:						
Identify tasks, activities, or strategies to be accomplished	Who will lead the task?	Start Date	Deadline	Necessary resources for implementing the task	Potential barriers to implementing the task	What communication strategies are needed for this task?
Goal 1:						
Objective 1b:						
Identify tasks, activities, or strategies to be accomplished	Who will lead the task?	Start Date	Deadline	Necessary resources for implementing the task	Potential barriers to implementing the task	What communication strategies are needed for this task?



Step Seven: Evaluate the CSPAP.

Program Evaluation

Program evaluation is defined as “the systematic collection of information about the activities, characteristics and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future program development.”³² Program evaluation can be used to:

- Describe, understand, and plan programs.
- Document what has happened in programs.
- Improve programs.

Importance of Program Evaluation

Program evaluation is important because it allows program stakeholders the opportunity to understand how their program operates, know what their program has been able to accomplish, and identify the strengths and weaknesses of their program.³³ Without program evaluation, stakeholders would be unaware of the impact the program has on their target audience. In addition, information about how the program could be improved would be limited. Ongoing evaluation helps stakeholders make decisions about, continue to develop, and make improvements to their program.

Types of Program Evaluation

There are two main types of program evaluation: process and outcome. Both types of evaluation answer different questions about the program and rely on different types of data. When designing the CSPAP evaluation plan it should clearly be based on goals, objectives, and outcomes. The types of evaluation tools, methods, and processes will depend on how the goals, objectives, and outcomes will be measured. Using both types of program evaluation also will enhance your findings and provide rich information about what is going well, what needs to change, and what could be enhanced with the CSPAP.

Process Evaluation

Process evaluation is the collection of information that allows program staff to determine how well the program is being implemented. It involves knowing the following about program activities: who, what, when, where, and how much. Process evaluation can also focus on assessing the quality of the activities in which the program is engaged, and will help you to further improve program activities. Process evaluation data should align with program objectives to ensure that objectives are achieved. For example, if program stakeholders are interested in making program improvements, they might collect data on types of program activities, number of people attending programs, reach to specific groups of people, or program content.

Outcome Evaluation

Outcome evaluation is the collection of information that helps staff assess what happens as a result of program activities. Outcome evaluation is helpful when more information is needed on which to base future program decisions, or to strengthen and improve a specific program component. For example, impact of the program on the student population in one school may inform how the program can be

replicated for other schools in the district. An outcome evaluation helps you determine whether the implemented program activities are contributing to the changes expected in participants. Outcome evaluation should be conducted only when the program is mature enough to potentially produce the desired results.

The decision to focus on one or both types of evaluation will depend on many factors including the type of information sought (i.e., the outcomes, indicators, and objectives) and the resources available. Generally process evaluation is conducted first because it helps stakeholders understand how the program works, before determining the impact of the program.

Examples of Questions Each Type of Evaluation Can Answer

Program evaluation can be used to address any number of issues that are of interest to program staff and stakeholders; however, it is critical that evaluation activities be focused to get answers to the questions that are most important and feasible. Focusing the evaluation involves brainstorming and generating a list of questions about what you would like to know about your program, and further prioritizing them based on interests of key stakeholders and resources.

Process and outcome evaluations address slightly different types of questions. Below you will find examples of questions for each type of evaluation of a CSPAP.

Process evaluation questions:

- Were the trainings for classroom teachers implemented as planned?
- Was a complete resource analysis conducted of the budget, staff, and school schedule?
- Is the program being implemented as planned? Why or why not?
- Is the target audience being reached?
- Are partnerships working effectively? Why or why not?
- Is funding sufficient to achieve program goals?
- What are the barriers to student participation in the programs?
- What factors influence teachers to incorporate physical activity during class time?
- Are existing mechanisms in place to monitor implementation to inform key stakeholders?

Outcome evaluation questions:

- Did we achieve our outcomes?
- Does the program increase the amount of physical activity students engage in during the school day?
- Does the program increase the quality of physical activity opportunities for students at school?
- Are schools offering a greater variety of physical activity opportunities?
- Has the program improved the school climate related to physical activity?
- What has changed as a result of the program (e.g., increased school-community partnerships or staff engage in more physical activity)?
- Were there any unintended effects of the program (e.g., parents engage in more physical activity with children at home)?



Data Collection Methods

A successful evaluation is dependent on the collection of quality data. This information must be considered credible and relevant by program stakeholders. A variety of methods can be used to collect quality evaluation data. Common data collection methods include questionnaires, interviews, focus groups, document reviews and observations. Use of multiple sources of data when gathering information and the use of instruments that are valid and reliable influence the quality of data collected. Be certain to identify and align with any written or typical rules within your school and district about data collection.

Questionnaires

A questionnaire is a set of questions for gathering information from individuals. You can administer questionnaires by mail, telephone, using face-to-face interviews, as handouts, or electronically (i.e., by e-mail or through Web-based questionnaires).³⁴

Interview

An interview is a method of asking quantitative or qualitative questions orally of key participants. Quantitative questions are closed-ended, and have specific answers to choose that can be categorized and numerically analyzed. Qualitative questions are open-ended and the respondent provides a response in his or her own words. Interviews conducted for program evaluation are typically qualitative but may also include some quantitative questions.³⁵

There are three approaches to qualitative interviews that vary in their level of structure and can be combined.³⁵

- **Informal conversational interviews** are the least structured. The wording of the questions and topics to be discussed are not predetermined. These types of interviews often occur spontaneously.
- **Semi-structured interviews** include an outline of topics or issues to be covered, but the interviewer is free to vary the wording and order of the questions.
- **Standardized open-ended interviews** are the most structured and include a set protocol of questions and probes. The interviewer is not allowed flexibility in the wording or order.

Focus Group

A focus group is a group interview of approximately six to twelve people who share similar characteristics or common interests. A facilitator guides the group based on a predetermined set of topics. The facilitator creates an environment that encourages participants to share their perceptions and points of view. Focus groups are a qualitative data collection method, meaning that the data is descriptive and cannot be measured numerically.³⁶

Document Review

Document review is a way of collecting data by reviewing existing documents. The documents may be internal to a program or organization (such as records of what components of a CSPAP were implemented in schools) or may be external (such as recorded participation in afterschool programs). Documents may be hard copy or electronic and may include reports, program logs, performance ratings, funding proposals, meeting minutes, newsletters, and marketing materials.³⁷

Observation

Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed. However, you will typically need to conduct overt observations because of ethical issues related to concealing your observation.³⁸

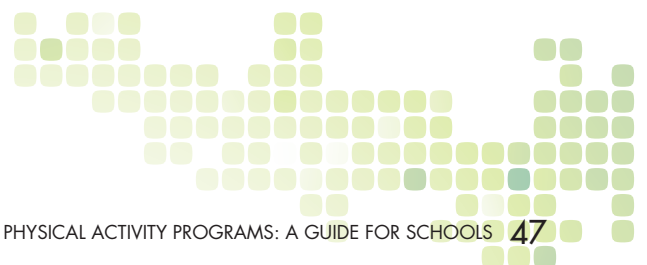
Observations can also be either direct or indirect.³⁸ Direct observation is when you watch interactions, processes, or behaviors as they occur; for example, observing a teacher teaching a lesson from a written curriculum to determine whether they are delivering it with fidelity. Indirect observations are when you watch the results of interactions, processes, or behaviors; for example, measuring physical activity via a pedometer as an indirect observation of total activity time and/or time spent in moderate to vigorous physical activity.

Program evaluation is used to collect data to determine whether program objectives and outcomes have been achieved. Assess whether the indicators you identified are aligned with the outcomes. What type of information do you need to collect? The following methods can be used to collect school-level data:

- Questionnaires for students, teachers, and school administrators about the types of physical activity opportunities available.
- Interviews with students, teachers, and school administrators about the types of physical activity opportunities available.
- Document review (e.g., school schedules, agendas).
- Observations.

The following methods can be used to collect youth-level data:

- Student activity logs reporting physical activity.
- Pedometers, accelerometers, or heart rate monitors recording youth physical activity.
- Questionnaires for students, teachers (with younger students) and/or parents reporting physical activity.
- Observations of active physical activity during physical education class and of motor skills.
- Classroom evaluations.
- Self-assessment assignments for students to measure goal-setting, decision-making, and self-management.





Conducting a Successful Evaluation

As critical as program evaluation is, a successful evaluation requires considerable planning and execution. Planning for program evaluation should be considered a key part of the program planning process. The development of an implementation plan that includes the development of measurable goals and objectives has been discussed previously. Giving careful thought early on in the process to what will be evaluated, how the evaluation will be conducted, and who will conduct the evaluation are critical to success. In addition, evaluations should be conducted routinely to provide information for program management and strengthen program effectiveness.³³

According to the *CDC Framework for Program Evaluation in Public Health*, several key steps should be performed when conducting an effective evaluation.³³

- ✓ **Engage stakeholders** early on in the process to ensure that their perspectives are understood, concerns are addressed, and evaluation findings are used.
- ✓ **Describe the program** to sufficiently understand program goals and activities.
- ✓ **Focus the evaluation design** to determine the issues of greatest concern to stakeholders while using time and resources as efficiently as possible.
- ✓ **Gather credible evidence** that conveys a well-rounded picture of the program using information that is accurate, believable, and relevant.
- ✓ **Justify conclusions** by linking them to gathered evidence and by ensuring that they are consistent with the agreed on values or standards of stakeholders.
- ✓ **Ensure use and share lessons learned** by developing presentations to inform program staff and key stakeholders at the local, state, and federal levels about the program. These reports can help make a case for the continuation or expansion of well-planned and implemented programs and can gather support for future program improvements.

Using data

A critical step to any evaluation is the use of evaluation data to improve the program, effectively promote the CSPAP, and ensure the program is sustained. Program evaluation might also be used to make a decision to end a program or part of a program.

Using Process Evaluation Data

In review, process evaluation data provides feedback regarding how the program is being implemented. For instance, a process evaluation may reveal that only a few of the targeted community partnerships are working effectively in the first year. Or, students are attending school-day activities but activities held after school result in low attendance. Obviously these types of data are relevant and a key component for building a more effective CSPAP.

Process evaluation data showing positive progress of the program can be used for a variety of purposes. A review of process evaluation data can reveal that over time more students are being reached by the program or that partnerships are working effectively. Process evaluation data can help to identify barriers to implementation of the program. For example, you may find that various school personnel have not been involved in the process of program implementation and their involvement is critical. Process evaluation data that suggest the CSPAP is in need of improvement should be viewed as program

builders. These data, in the long run, may be the most productive in developing a quality program, particularly in the early phases of development.

Using Outcome Evaluation Data

As discussed earlier, outcome evaluation data are data related to what happens as a result of the program. Examples of outcome data for a CSPAP include increased physical activity levels of students during the school day or increased variety of physical activity opportunities for students. Although program administrators are typically most excited to see outcome data, it is important to remember these types of data and evaluations should be conducted after the program has matured.

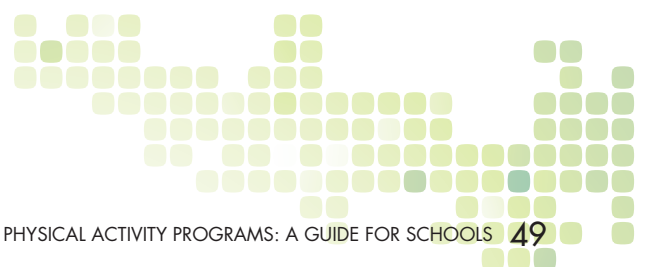
As with process data, outcome data are essential tools for building and sustaining the program. Specifically outcome data showing the program to be effective should be used to garner support from school administrators, parents, business owners, and other stakeholders. Also, in most cases outcome data is easier to understand and thus easier to use to convince stakeholders to support the program. For example, a presentation to parents that shows student physical activity levels increased as result of the CSPAP is straightforward, easy to understand, and likely to elicit support from the audience.

Also similar to process data, unfavorable outcome data should be used to learn and advance the program. If outcome data suggests only 10% of teachers use physical activity breaks in the classroom it could suggest several issues. It could mean that teachers need additional training on physical activity breaks to develop their skills. Although ideally the teachers would model activity, developmentally appropriate videos may be an alternative to provide instruction during class. Another option would be to educate teachers on the importance of physical activity breaks through trainings linking physical activity and learning. In this case, the process of outcome evaluation can be used to continually improve the CSPAP and its components.

Schools are encouraged to use both process and outcome data to not only improve programs but also to gain support by sharing the positive effects and achievements of the program with stakeholders. Using evaluation data is an effective strategy for building support from stakeholders, modifying the program, and ensuring sustainability for years to come.

Conclusion

The step-by-step process in this guide is meant to assist schools and school districts with developing, implementing, and evaluating a CSPAP. This is not a prescribed process, but rather one that is reflective of evidence from both public health and education research. Schools and school districts are encouraged to reassess their CSPAP on a regular basis to ensure that it meets the needs of students, families, school staff, and the broader school community.



APPENDIX A
CSPAP Guide
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APPENDIX B

CSPAP Guide Checklist

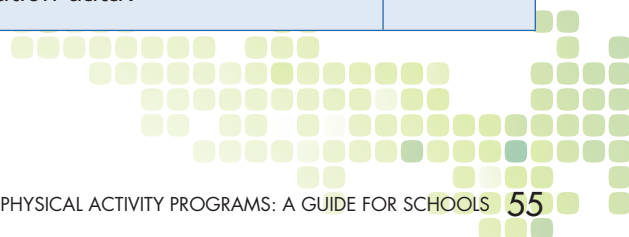




The following checklist is a quick reference for you to use as you work through the CSPAP guide. Place a check in the box next to the items you have completed.

CSPAP Development Process	✓
Step 1: Establish a team/committee and designate a Physical Activity Leader.	
a. Did you establish a team/committee that is invested in youth physical activity and the overall health of youth?	
b. Did you designate an individual to be the Physical Activity Leader?	
Step 2: Conduct an assessment of existing physical activity opportunities.	
a. Did you complete the <i>School Health Index</i> , <i>HSP Inventory</i> , or other similar tool?	
b. Did you identify strengths, gaps, and priorities for your CSPAP, as a result of completing the assessment?	
Step 3: Create a vision statement, goals, and objectives for your CSPAP.	
a. Did you create a vision statement for your CSPAP?	
b. Did you create goals for your CSPAP?	
c. Did you create objectives that will help you achieve your goals for your CSPAP?	
Step 4: Define the intended outcomes or specific changes that are direct results of program implementation.	
a. Did you identify program outcomes at the school level that will help you identify changes that occurred as a result of the CSPAP?	
b. Did you identify program outcomes at the individual level that will help you identify changes that occurred as a result of the CSPAP?	
Step 5: Identify and plan the activities for your CSPAP.	
a. Did you identify school resources that can help with implementation of the CSPAP?	

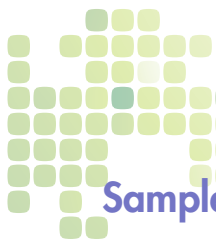
Step 5: Identify and plan the activities for your CSPAP. (continued)	
b. Did you select the physical activities that you will offer?	
c. Did you find and secure times for physical activities to occur?	
d. Did you identify specific physical activity spaces and facilities where CSPAP will occur?	
e. Did you identify activity leaders who will provide leadership and supervision during activities?	
f. Did you develop the budget for your CSPAP?	
g. Did you identify and develop sustainability strategies for your CSPAP?	
h. Did you identify evaluation needs for your CSPAP?	
i. Did you develop and make a plan for implementing communication and marketing strategies for your CSPAP?	
Step 6: Implement the CSPAP.	
a. Did you identify your implementation strategies (e.g., pilot, phase, or full-scale implementation)?	
b. Did you complete the implementation plan template?	
Step 7: Evaluate the CSPAP.	
a. Did you identify the type of program evaluation that best meets your needs?	
b. Did you identify the data collection methods you will use (e.g., questionnaires, interviews, focus groups)?	
c. Did you identify your plan for evaluation, including engaging stakeholders, describing the program's goals and activities as they align with the evaluation, and identifying the evaluation design?	
d. Did you identify ways that you will use outcome evaluation data?	



APPENDIX C

Examples of Completed Templates





Sample Vision Statement, Goals, and Objectives (Table 2)

CSPAP Vision Statement (a declaration of a shared sense of purpose and provides a framework for establishing goals, objectives, and activities for your CSPAP):

The vision statement of Lotus Middle School's Comprehensive School Physical Activity Program is:

Active Students, Active Schools

Goals and Objectives:

Goal 1: Increase opportunities during the school day to increase moderate to vigorous physical activities for students.

- Objective 1a: By the end of year one, all K-2 classroom teachers will have participated in a 1-day training on how to integrate physical activity into existing lesson plans.
- Objective 1b: By the end of year two, all K-2 students will receive at least 1 daily lesson that includes physical activity.

Goal 2: Increase the number of minutes that students are required to participate in physical education.

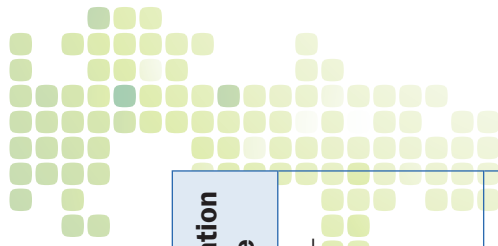
- Objective 2a: By the end of year one, the CSPAP committee will conduct and report on one comprehensive analysis of budget, staff, and school schedule implications related to increasing physical education time.
- Objective 2b: By the end of year two, the CSPAP committee will work with school administrators to hire at least one new physical education teacher.

Goal 3: Increase the number of students that participate in at least 60 minutes of physical activity daily.

- Objective 3a: By the end of year one, 90% of the students in grades K-5 will use a daily log to record their moderate to vigorous physical activity.
- Objective 3b: By the end of year two, all K-5 students will participate in a teacher- or student-led, morning physical activity that is at least 10 minutes in length.

Sample Completed Questions for Identifying School Resources (Table 3)

What activities can/will we provide?	When can we provide activity?	Where can we conduct activity?	Who will lead activity?	Cost of this activity	Potential funding for this activity
Yoga	Before school (7:20-7:30 am)	Gym	Mr. McCambridge, physical education teacher	TBD when activity is selected and student number is determined	Local community foundation
Basketball	Recess (10:45-11:00 am)	Playground	Ms Tecle, music teacher		Girl Scout grant
Jump rope club	After school (3:30-4:30 pm)	Multi-Purpose Room	Mrs. Jones, yoga teacher		School PTA's health and wellness committee
Climbing club	Varied (see teacher schedules for providing classroom physical activity breaks)	Room 321	Mr. Smith, parent volunteer		Local Donor
Step aerobics		Cafeteria	Mr. Redd, climbing instructor		School foundation or fund
Zumba		Room 111	Ms. Evers, soccer coach		
Weight-training		Soccer Field			
PE central challenge club		Hallway (outside cafeteria)			
Exergaming club					
Dance club					
Future athlete club					
Adventure games					
Floor hockey					
Classroom Physical Activity Breaks					

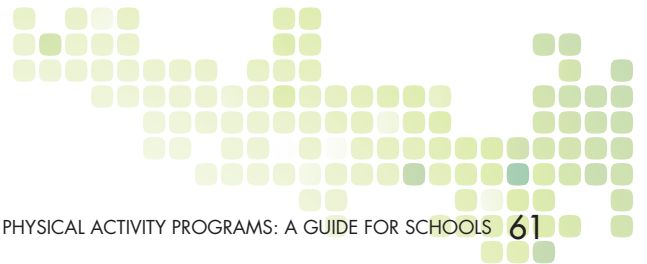


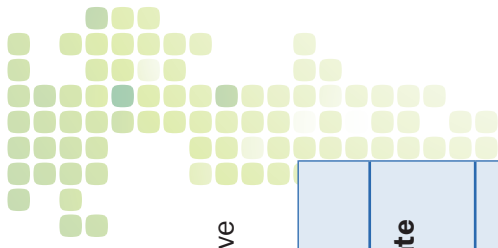
Sample Planning Chart for CSPAP Program, September and October 2013 (Table 4)

Activity and Target Grades	Scheduled Time	Location	Facilitator(s)	# of Students	Cost	Funding Source	Implementation Timeline
Morning fitness	Before school begins 7:20–7:30 am (Fridays only)	Cafeteria	Mr. Smith, Mr. McCambridge, Ms. Teclé	200	\$200 (stipend for 2 individuals)	School PTA health and wellness committee	September 1– October 31
Recess	At least 15 minutes daily (time depends on class schedules)	Outside	All classroom teachers	750 (total student body)	N/A	N/A	September 1– October 31
Classroom physical activity breaks	Daily (time depends on class schedules)	Classrooms	All classroom teachers	750 (total student body)	\$750 for training teachers and materials	Local business	By October 31
Zumba, step aerobics, weight training, fitness circuits Grades K-5	12–12:30 pm (lunch time, daily)	Gymnasium or playground	Mrs. Redd	25-50	Volunteer	Volunteer	September– October
Floor Hockey Grades K-5	After school 3:30–4:30 pm	Gymnasium	Mr. McCambridge	25	\$375 stipend	PTA Grant	September– October
Beginner Karate Grades K-5	After school 3:30–4:30 pm	Cafeteria	Mr. Smith	25	Volunteered by instructor	In-kind Donation	September– October

Sample CSPAP Budget 2013–2014 (Table 5)

Activity	# of Students	Cost for Instructor/Leader	Cost for Equipment	Total Cost
Morning fitness	200	\$200 stipend (\$100 for each teacher)	\$0	\$200
Recess	750	\$0	\$0—Part of daily school schedule	\$0
Classroom physical activity break program	750	\$500 for teachers to be trained	\$250 for materials	\$750
Zumba, step aerobics, weight training, fitness circuits	25-50	\$0	\$0	\$0
Floor hockey	25	\$375 stipend	\$0—Part of Physical Education Department	\$375
Beginner Karate	25	\$0—Volunteer	Cost for karate uniforms—to be purchased by parents or in-kind donations	\$0
Total Cost for CSPAP				\$1,325



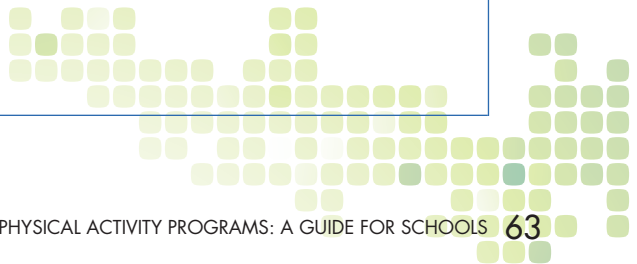


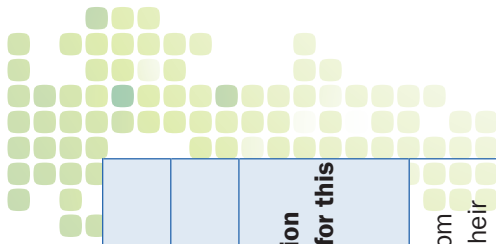
Sample CSPAP Implementation Plan (Table 6)

Utilize this template to outline the implementation plans for each goal and each of its corresponding objectives. In this template Goal 1 and Objectives 1a and 1b are used as the example. Add more pages to this template for the goals and objectives you have developed.

Goal 1: Increase opportunities during the school day to increase moderate to vigorous physical activities for students						
Objective 1a: By the end of year one, all K-2 classroom teachers will have participated in a 1-day training on how to integrate physical activity into existing lesson plans.						
Identify tasks, activities, or strategies to be accomplished	Who will lead the task?	Start Date	Deadline	Necessary resources for implementing the task	Potential Barriers to implementing the task	What communication strategies are needed for this task?
Request a 1-day training for classroom teachers from local health department	Mr. Smith	September 1, 2013	September 5, 2013	Costs/honorarium for the trainer Space needed for all 50 classroom teachers Toolkits or guides for delivering physical activity breaks in the classroom External trainer Any additional training materials	Small budget	Will need to share the CSPAP committee goals and objectives with the principal and assistant principal when requesting the 1-day training. Additionally, it will be important to communicate the impact the training could have on both teachers and students (e.g., academic performance).

Goal 1: Increase opportunities during the school day to increase moderate to vigorous physical activities for students						
Objective 1a: By the end of year one, all K-2 classroom teachers will have participated in a 1-day training on how to integrate physical activity into existing lesson plans.						
Identify tasks, activities, or strategies to be accomplished	Who will lead the task?	Start Date	Deadline	Necessary resources for implementing the task	Potential Barriers to implementing the task	What communication strategies are needed for this task?
Work with the trainer to develop the 1-day training agenda	CSPAP committee	September 10, 2013	September 15, 2013	Meeting/conference call time	Buy-in from classroom teachers, school leadership	Engage and communicate with classroom teachers early in the planning process and work with them to identify their training needs Prior to the training, information will be sent to all classroom teachers about the importance of physical activity in the classroom, the benefits of it, and the role of classroom teachers in supporting students' physical activity. Additional information will be sent out that establishes a communication mechanism for classroom teachers to communicate with one another (e.g., an online community of practice forum).





Goal 1: Increase opportunities during the school day to increase moderate to vigorous physical activities for students.							
Objective 1b: By the end of year two, all K-2 students will receive at least 1 daily lesson that includes physical activity							
Identify tasks, activities, or strategies to be accomplished	Who will lead the task?	Start Date	Deadline	Necessary resources for implementing the task	Potential Barriers to implementing the task	What communication strategies are needed for this task?	
Identify at least 20 classroom teachers to implement the classroom physical activity in the first year	CSPAP committee	September 1, 2013	October 1, 2013	Photocopies of materials for the classroom teachers Classroom parents' time to work on promotional messages for parents about the classroom physical activity program	Competing demands teachers might have	Support for the classroom teachers by marketing their leadership and involvement in the classroom physical activity program	
Establish a master cadre of classroom teachers who can mentor and support other teachers to implement the classroom physical activity	CSPAP committee, classroom teachers	October 15, 2013 (for grades K-2) October 16, 2013 (for grades 3-5)	October 16, 2013	Might need small honorarium for teachers, if they meet and work together during off-hours Photocopies of materials for other classroom teachers	Buy-in from other classroom teachers	Promotion of the program will be school-wide and special recognition will be provided to the master cadre and the other teachers who engage in and implement the program	

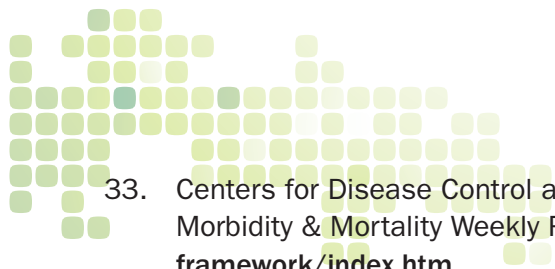
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