



CSPAP: Increasing Student Participation in Physical Activity

Presented by

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Prevention First

Nutrition Education & Obesity Prevention
Branch

California Department of Public Health
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Comprehensive School Physical Activity Program (CSPAP)

CSPAP includes 5 components:

- Physical Education (PE)
- Physical activity (PA) at school
- PA before and after school
- Staff involvement
- Family and community engagement



The Purpose of CSPAP

CSPAP represents an all-inclusive approach to support children and adolescents to participate in at least 60 minutes of PA every day.





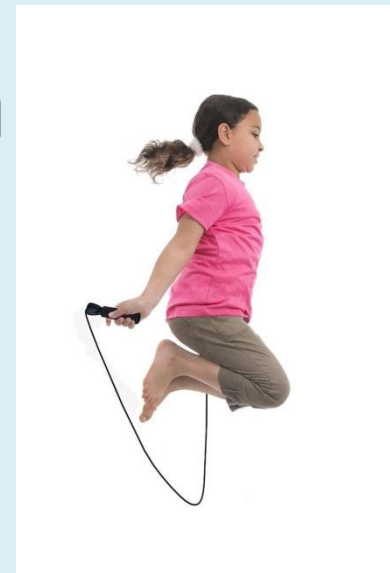
CSPAP Creators

CSPAP was developed by the Society of Health and Physical Educators (SHAPE) America in conjunction with the Centers for Disease Control and Prevention (CDC).





CSPAP in Action



*Be active and play
60 minutes a day*





CSPAP (PA) Benefits

Increased participation in PA tends to improve student:

- Academic performance¹
- Behavior¹
- Test scores²
- Attention span²



- 1) The association between school-based physical activity, including physical education, and academic performance. CDC. 2010.
- 2) Educating the student body: taking physical activity and physical education to school. Institute of Medicine. May 23, 2013.



Here's the Challenge Related to Student PA

In California:

- Only 32.6% of children¹, and
- Only 25.3% of high school students²... exercise the recommended 60 minutes every day



- 1) California Health Interview Survey. 2011-2012
- 2) Youth Risk Behavior Survey - California. 2015



CSPAP's First Component: **Physical Education**

- The foundation of CSPAP
- Need to implement quality PE:
 - Meet CA Education Code required minutes
 - Employ trained teachers to provide instruction
 - Ensure proper equipment & facilities
 - Adapt PE for students with disabilities
 - Require 50% moderate to vigorous activity (MVPA)
 - Use well-developed, sequential PE curriculum
 - Implement well-designed lessons – activities



CSPAP's First Component: **Physical Education (cont'd)**

- Need to implement quality PE (cont'd)
 - Provide annual professional development for teachers
 - Refrain from using PA as punishment
 - Follow national/state PE standards





CSPAP's Second Component: **PA at School (Beyond PE)**

- Provide as many PA options as possible
 - Recess
 - Minimum 20 minutes
 - Structured & informal play
 - Sufficient equipment
 - Multiple approaches





CSPAP's Second Component: **PA at School (Beyond PE) – (cont'd)**

- Provide as many PA options as possible:
 - Classroom
 - Integrate PA into lesson plans
 - Provide mid-class PA break (energizers)
 - Do not withhold PA for disciplinary reasons
 - Provide annual professional development for teachers





CSPAP's Second Component: PA at School (Beyond PE) – (cont'd)

Examples of classroom activities

- Stand and stretch from side to side
- March in place
- Jump with an invisible jump rope
- Do semi-squats followed by knee lifts
- Walk several laps around the classroom





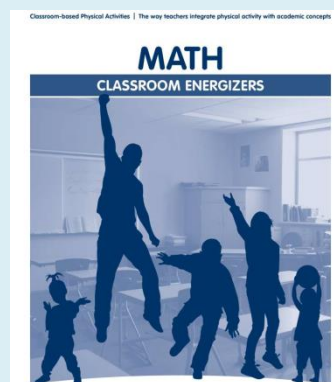
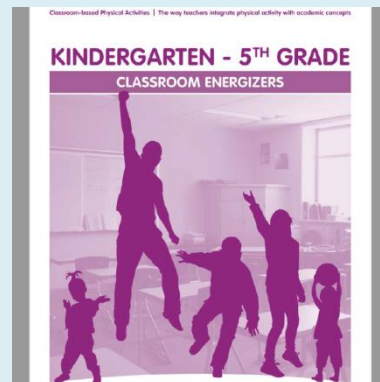
CSPAP's Second Component: PA at School (Beyond PE) – (cont'd)

[See N. Carolina's Energizers for Schools](#)

Integrating PA with academic concepts:

- Includes activities for elementary, middle, and after school settings
- Middle school PA for math, science, social studies, language arts, and music classes

Here's a few
examples





CSPAP's Third Component:

PA Before & After School

- Walking & biking to school (safe routes)
- Structured & informal PA options
- Activity clubs, intramural sports
- [Joint use agreements](#)





CSPAP's Fourth Component: **Staff Involvement**

- Tailored employee wellness program
 - Walking clubs, group fitness classes, and medical screenings
 - PA breaks during meetings
 - Role modeling for students





CSPAP's Fifth Component: Family & Community Engagement

- PA info sent home to parents
- School site PA family events
- Parent-directed School PA events
- Offsite PA programs for parents





Activity

It's time for break-out

Activity #1

---Establishing or Strengthening
Implementation of CSPAP's
Five Components---



Adobe Acrobat
Document



Seven Steps to Establish CSPAP

1. Establish a CSPAP committee
2. Conduct a needs assessment
3. Create vision, goals, and objectives
4. Identify intended outcomes
5. Develop a CSPAP plan
6. Implement the CSPAP plan
7. Evaluate CSPAP



1. Establish a CSPAP Committee

- Should usually be a sub-group of an existing health committee
- A PE teacher should chair the team
- Recommended members: education and health professionals





2. Conduct a Needs Assessment

- Identify existing PA policies, programs, and practices in school

TOOLS School Health Index:

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

Healthy Schools Program Inventory/LMAS
Assessment:

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

School Physical Activity Assessment:

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



3. Create a Vision, Goals, and Objectives

- This builds on the needs assessment
- **Vision:** overall CSPAP purpose
 - Ex: “Active Students, Active School”
- **Goals:** long-term focus and results
 - Ex: “Increase the # of students who participate in 60 minutes of daily PA”



3. Create a Vision, Goals, and Objectives (cont'd)

- **Objectives**: align with goals and state specific actions to be performed by specified people per a given timeline
 - Ex: “By (date), 80% of students will use a daily log to record the number of minutes they engage in MVPA”



3. Create a Vision, Goals, and Objectives (cont'd)

Remember to write SMART objectives:

“By (date), 40% of students will report they participate in at least 60 minutes of PA everyday, as documented in the form provided by “ABC” school.”



S: Specific



M: Measurable



A: Achievable



R: Results-Oriented



T: Time-Bound



4. Identify Intended Outcomes

- What improvements does your school want to see in terms of knowledge, attitudes, behaviors, or level of function?
- Identify markers to monitor progress
 - Short-term (1-3 years)
 - Intermediate (3-5 years)
 - Long-term (5-6 years)



5. Develop a CSPAP Plan

- Build on steps 3 & 4 and add in the tasks needed to reach your goals
- Identify leaders for each task
- Include communication, marketing, and sustainability strategies





6. Implement the CSPAP Plan

- Execute the tasks listed in the plan
- Document what is done, by whom, when, and how





7. Evaluate CSPAP

Purpose

- Determine accomplishments
- Use data to show project success
- Improve future implementation
- Use findings to support funding applications





7. Evaluate CSPAP (cont'd)

Possible Data Points

- Total average weekly PE minutes
- Average # of PE classes per week
- MVPA percentage during PE class
- Annual PE teacher training provided
- Avoidance of PA as punishment
- Total daily recess minutes (at least 20)



7. Evaluate CSPAP (cont'd)

Possible Data Points (cont'd)

- How many lesson plans include integrated PA?
- How many academic class sessions include scheduled PA energizers?





7. Evaluate CSPAP (cont'd)

Possible Data Points (cont'd)

- # of students walking/biking to school
- # of activity clubs & sports options
- # of structured PA options for students before & after school
- # of formal school-provided staff PA opportunities





7. Evaluate CSPAP (cont'd)

Possible Data Points (cont'd)

- # of staff who lead student PA sessions
- Percentage of staff meetings (more than 60 minutes long) that include PA breaks
- # of times (annual) when PA information is sent home to parents
- # of annual school site family PA events
- # of annual parent-directed PA events on campus



7. Evaluate CSPAP (cont'd)

CSPAP Policy Evaluation Tool

“Comprehensive School Physical Activity Program (CSPAP) Policy Continuum”

---This tool provides model CSPAP policy language options from basic to optimal impact.

Comprehensive School Physical Activity Program (CSPAP) Policy Continuum

Policy is important for codifying, sustaining, and providing accountability for efforts to infuse physical activity into the school setting. However, in drafting policy language, it is often necessary to make tough decisions between what is best practice and what is realistic for a given school, district, or state.

This tool, a policy continuum, aims to address this problem by **identifying meaningful steps along a path toward optimal policy**. The continuum is divided into sections based on the five components of a Comprehensive School Physical Activity Program (CSPAP), as defined by the National Association of Sport and Physical Education (NASPE).

Comprehensive School Physical Activity Program (CSPAP) Components:

- ◆ Physical Education
- ◆ Physical Activity During the School Day
- ◆ Physical Activity Before and After School
- ◆ Staff Involvement
- ◆ Family and Community Involvement



Integrate CSPAP Elements Into Your School Wellness Policy

- Establish a CSPAP team
- Prioritize providing more PA options
- Include at least 50% MVPA in PE class
- Encourage classroom PA breaks
- Send PA information to parents
- Maintain an employee wellness program that includes a walking club



Identify Potential CSPAP Champions

- PE teachers
- Parents who attend school meetings
- School staff who regularly participate in PA in their personal lives
- Staff from local health organizations
- Students who enjoy PA
- PTA members

Train them with slides
from this PowerPoint





Activity

It's time for break-out

Activity #2

---Establishing or Strengthening
CSPAP Infrastructure--



Adobe Acrobat
Document



Resources to Assist CSPAP Development & Implementation

Download a no-cost copy of:

Comprehensive School Physical Activity Programs: A Guide for Schools



Google title or use this link:

http://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf



More about the CSPAP Guide

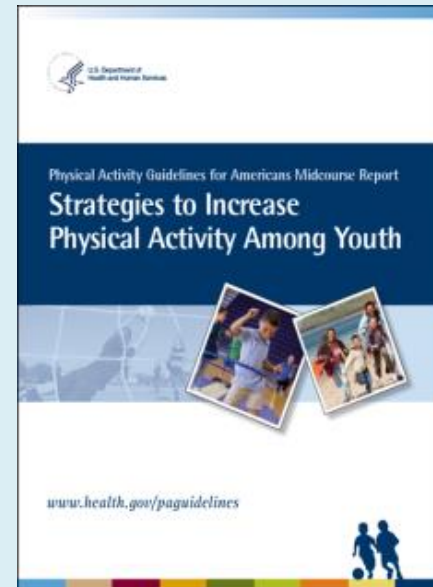
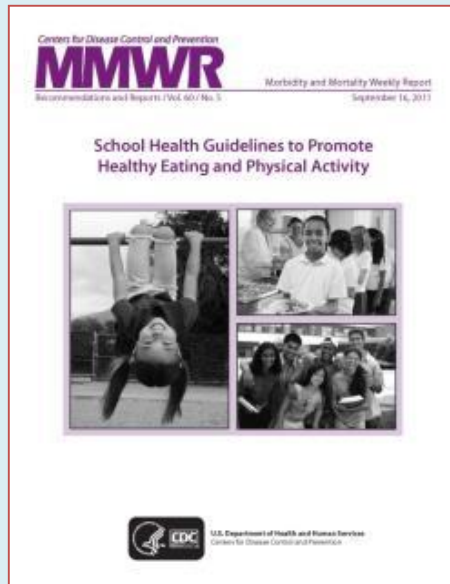
- The 70-page CSPAP Guide describes in detail the step-by-step strategies to develop, implement, and evaluate CSPAP
- The Guide includes tools and work sheets (templates) to support CSPAP

Vision	Goal	Objective	Outcome	Indicator(s)



Recommendations for School-Based PA

- 1) School Health Guidelines to Promote Healthy Eating and PA
- 2) Strategies to Increase PA Among Youth



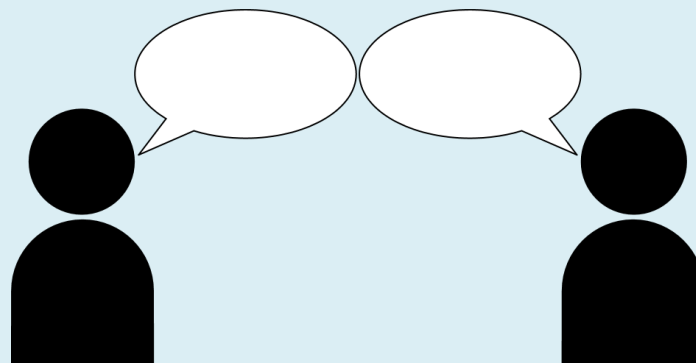
- 1) <http://www.cdc.gov/healthyschools/npao/pdf/mmwr-school-health-guidelines.pdf>
- 2) <http://health.gov/paguidelines/midcourse/pag-mid-course-report-final.pdf>



Sign up with Let's Move Active Schools

www.letsmoveschools.org

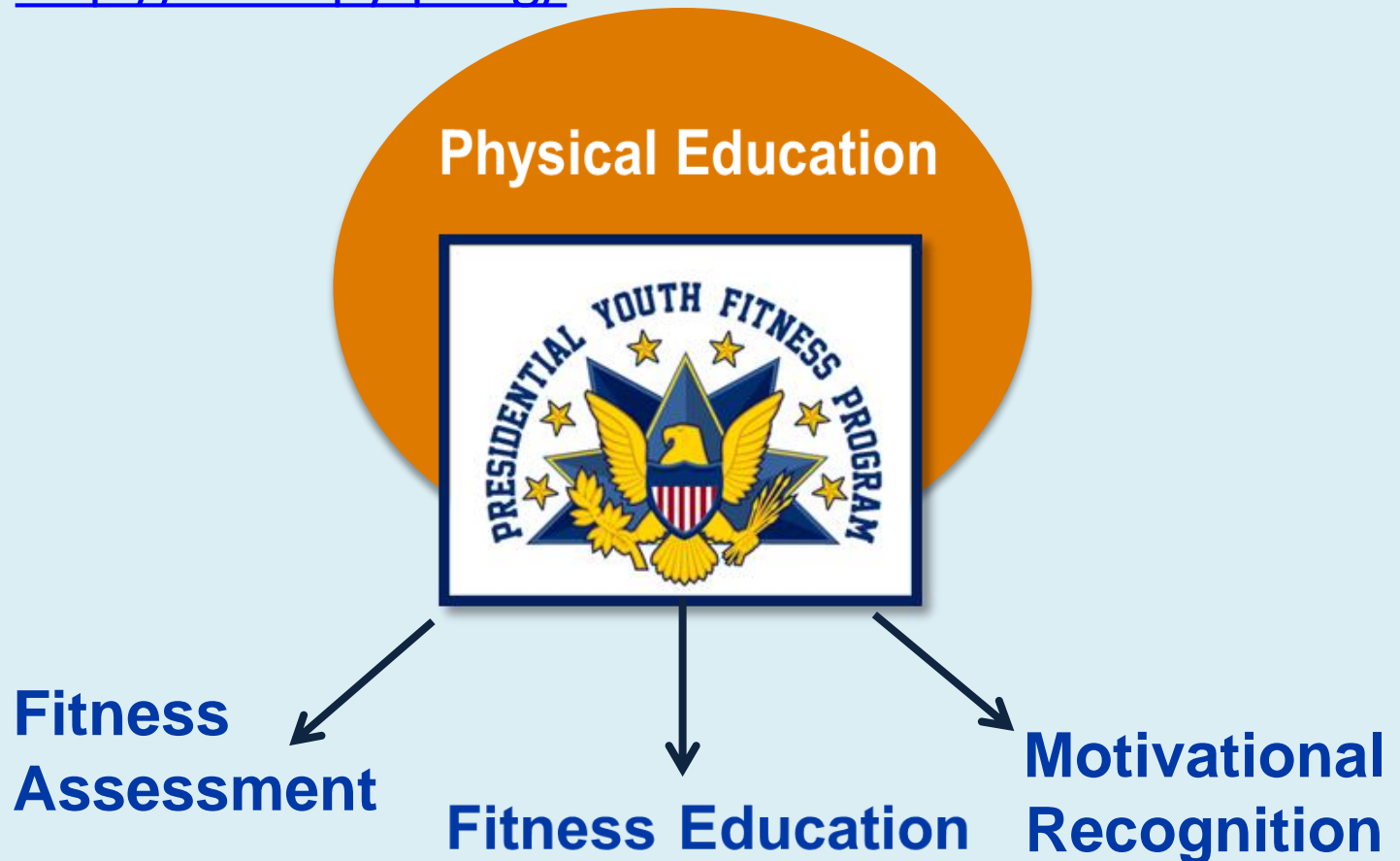
- School staff can ask for technical assistance to help them implement CSPAP
- School staff can connect to a PA leader network





Presidential Youth Fitness Program

<http://www.pyfp.org/>





PA/PE Potential Funding Sources

- [SPARK Grant Finder](#) – (A listing of various PA-related and other grants)
- [California Action for Healthy Kids](#) – (school grants for healthy kids)
- [Lets Move! Active Schools](#) – (resources and grants)
- [Fuel Up to Play 60](#) – (Nation Dairy Council et al)
- [SHAPE America Grant Opportunities](#)



Organizations that Support CSPAP-Related Activities

- [Society for Health and Physical Educators \(SHAPE\) America](#)
- [California Association for Health, Physical Education, Recreation and Dance](#)
- [Kaiser Permanente – Thriving Schools](#)
- [California Action for Healthy Kids](#)
- [Alliance for a Healthier Generation California](#)
- [California School Nurses Organization](#)



Classroom PA Energizers

Success Story

Elementary schools in San Bernardino City USD implemented *Learning on Your Feet* in the classroom. Physical activity included:

- Jumping jacks
- Squats
- Jogging in place





Classroom PA Energizers

Success Story (cont'd)

Teachers also played exercise videos found on GoNoodle (www.gonoodle.com) and the Just a Minute (JAM) School Program

<https://www.youtube.com/watch?v=-P5jDUwY6Oc>





Classroom PA Energizers

Success Story (cont'd)

The teachers also used the JAM School which provides classroom PA support:

- 1) Daily one-minute PA routines
- 2) Full-length fitness videos
- 3) Fitness tip sheets
- 4) Monthly fitness newsletter

To learn more, contact Amy Gazzaniga at amy.gazzaniga@sbcusd.k12.ca.us



California-Required PE Minutes

California Education Code requires:

- 1) For elementary schools: 200 minutes of PE every 10 school days
- 2) For middle and high schools: 400 minutes of PE every 10 school days

Note: for K-7 or K-8 schools: only 200 minutes of PE every 10 school days for all grades





California-Required PE Minutes (cont'd)

In 2013, Cal200 filed a [lawsuit](#) that alleged that 37 CA school districts (SDs) were not providing the minimum-required PE minutes.

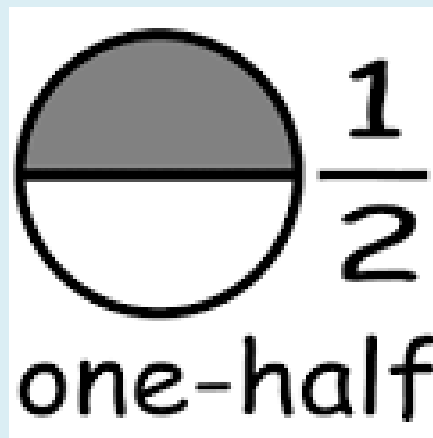


These SDs now have to document their PE minutes, granting public access to the records!



California-Required PE Minutes (cont'd)

A 2010 study of CA SD conformity with the CA Ed Code PE minutes mandate found that half of SDs were non-compliant.



“Physical Education Policy Compliance and Children’s Physical Fitness”
---Am J Prev Med, May 2012, pages 452-459



California-Required PE Minutes (cont'd)

An American J. of Prev. Med. Article (2012: 42[5], pages 452-459) entitled, “Physical Education Policy Compliance and Children’s Physical Fitness” found:



Students in school districts providing the required PE minutes were more likely to meet FITNESS GRAM physical fitness standards than students in non-compliant school districts.



New Recess Planning Documents

Active recess periods can contribute to a student's total daily participation in PA, contributing to improved:

- 1) Academic performance
- 2) Behavior
- 3) Test scores
- 4) Attention span

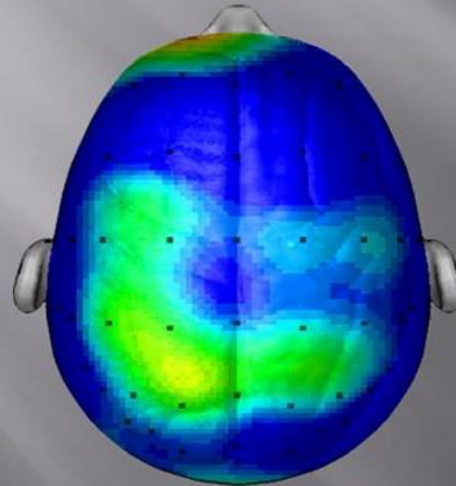




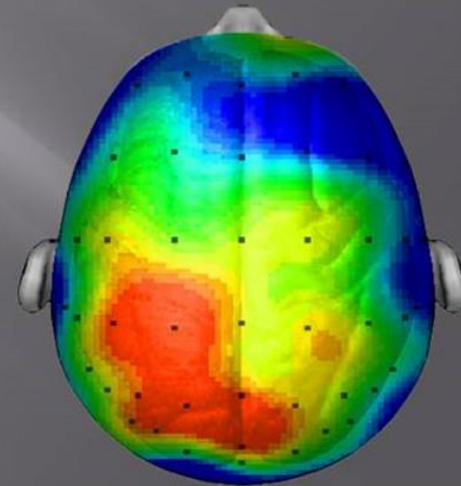
PA Improves Brain Function!

**Average composite of 20 students
brains taking the same test**

BRAIN AFTER SITTING
QUIETLY



BRAIN AFTER 20 MINUTE
WALK



Research/scan compliments of Dr. Chuck Hillman University of Illinois



New Recess Planning Documents (cont'd)

The following were created by SHAPE America and CDC:

- 1) [Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice](#) (Recess Guide)
- 2) [Strategies for Recess in Schools](#) (Strategies Document)





New Recess Planning Documents (cont'd)

Together the “Recess Guide” and the “Strategies Document” lead one thru a step-by-step process to create a vibrant recess program.



Nineteen strategies are presented as customizable templates for creating a recess plan.



New Recess Planning Documents (cont'd)

To help you create your recess plan, the strategies include questions and prompter statements such as:

- 1) Where are the outdoor PA areas?
- 2) Who is responsible for inspecting recess areas regarding safety issues?
- 3) What recess safety rules will be posted?
- 4) How is PA equipment transported to recess areas?



New Recess Planning Documents (cont'd)

Additionally, some strategy templates include recommended language for the recess plan, such as:

“PE classes are not to be counted as recess time.”





New Recess Planning Documents (cont'd)

Review highlights of the Recess Guide





Safe Routes to School (SRTS) ---Increasing Daily PA Minutes---



Safe Routes to School strives to make walking and biking to school safe and fun!



What are the Benefits of SRTS?

SRTS promotes a way to get in more physical activity into the day while having fun along the way

SRTS helps build and promote healthy habits to last a lifetime

SRTS provides a safe way to get to school



How can SRTS be successful?

SRTS can be successful through support from:

- Local school staff
- Parents and students
- The community





Events that Support SRTS

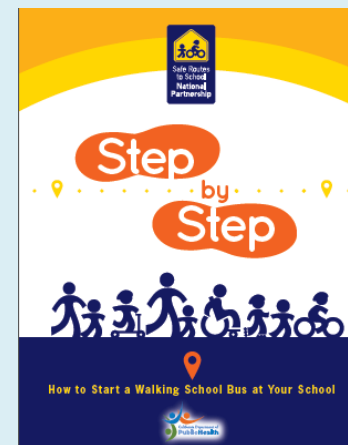
- A walking school bus
- A bike rodeo
- Planning a walk to school day
- Planning events around holidays to use physical activity to help celebrate





Materials and Resources Available

- The Walking School Bus Toolkit
- Bike Rodeo Kit





The Walking School Bus Toolkit

The toolkit consists of step-by-step guidance, including:

- How to get started
- Planning a route
- Recruiting your leaders and students involved to promote the program
- How to start and run your program
- How to evaluate and adjust your program to make it successful
- Additional resources to make it easy to implement



Bike Rodeo Kit

The Bike Rodeo Kit is intended to help with:

- Teaching bike safety
- Teaching bike skills that will help youth gain confidence in their biking abilities
- Connecting with local law enforcement





SRTS

Technical Assistance Contacts

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Resources available on the Web

- Safe Routes to School National Partnership
<http://saferoutespartnership.org>
- California Active Transportation Resource Center <http://caatpresources.org/>
- Nutrition Education and Obesity Prevention Branch
<https://archive.cdph.ca.gov/programs/NEOPB/Pages/PrevFirstMainPage.aspx>



CDPH

Prevention First (PF) School Health

- PF school health staff provide professional development, technical assistance, and educational & policy resources regarding PA/PE, SRTS, and nutrition.
- The PA/PE aspect focuses on assisting schools to provide students with more opportunities to participate in PA before, during, and after school
- Learn more per the link below:

<https://archive.cdph.ca.gov/programs/NEOPB/Pages/PrevFirstMainPage.aspx>

Click on "Prevention First - School Health" link



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