

2012

Identifying the Common Characteristics of Comprehensive School Physical Activity Programs in Louisiana

Kyrie' A. Deslatte

Follow this and additional works at: https://digitalcommons.lsu.edu/honors_etd



Part of the [Kinesiology Commons](#)

Identifying the Common Characteristics of Comprehensive
School Physical Activity Programs in Louisiana

Kyrie' A. Deslatte

Advisor: Dr. Russell L. Carson

Louisiana State University

College of Human Sciences & Education

School of Kinesiology

Acknowledgements

First, a special thanks to Dr. Russell Carson at Louisiana State University for all your time and patience. Without you, none of this would have been possible. I would also like to thank Mr. Bill Dickens, Executive Director of Louisiana Association for Health, Physical Education, Recreation, and Dance (LAHPERD), for responding so graciously to all of my calls and emails as well as for being willing to work with me and provide so much help with the project. Also, thanks to Gayle Claman, Research Consortium Director of American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), who was eager to help and whose email was greatly appreciated. Thank you to my physical education teachers, principals, and classroom teachers who took time out of their day to help me with this project. I really appreciate all of your support! A big thank you to my parents and sister who have supported and encouraged me during the completion of this thesis. Finally, a thank you to a very good friend of mine, who always provided me with much appreciated breaks and kept my spirits high during this process.

Abstract

The purpose of this project was twofold: (a) to determine the common characteristics of current comprehensive school physical activity programs (CSPAP) in Louisiana (LA) and (b) to identify CSPAP implementation strategies. Four individuals (e.g. one PE teacher, one principal and two classroom teachers) were recruited from three public schools in Louisiana and asked to do the following: (a) completed the national CSPAP Survey (b) completed a follow-up self-designed emailed question set, and (c) participate in individual, in-person interviews. The data was analyzed quantitatively and qualitatively. Results from the quantitative data showed that exceptional teachers and schools are already implementing many aspects of the CSPAP program. Three themes were generated from interview data: (a) PE teachers must garner support by having a good physical education program, (b) the CSPAP must start with the PE teachers and then the positive impact will spread to others within the school, and (c) there are many ways to implement activity into the classroom, which students need. Two overall themes emerged from the research: (a) There is a need for an overarching physical activity support and facilitation network within schools, and (b) the physical education teacher is an extremely valued component in the implementation of a CSPAP. The conclusion to this study was for PE teachers to ensure they have at least their principal and a stakeholder, specifically a classroom teacher, supporting them because this will make for easier implementation and will allow for the program to be successful.

Table of Contents

Acknowledgements.....	ii
Abstract.....	iii
Table of Contents.....	iv
Introduction.....	1
Methods.....	6
Participants.....	6
Data Collection Measures.....	9
National CSPAP survey.....	9
Self-designed e-mailed question set.....	10
Individual, in-person interviews.....	10
Recruitment Procedures.....	11
Data Analysis.....	12
Quantitative data.....	12
Qualitative data.....	12
Results.....	14
Quantitative.....	14
Qualitative.....	18
Within participant groups.....	19
Physical education teachers.....	19
Principals.....	19
Classroom teachers.....	20
Across schools/participant groups.....	21
Theme 1.....	21
Theme 2.....	22
Discussion.....	22
CSPAP Activities.....	23
Integral Role of the PE Program and PE Teacher.....	25
Supportive Role of Administration/Classroom Teachers.....	26
Conclusion.....	27
References.....	29
Appendix A, National CSPAP Survey.....	32

Appendix B, Emailed Question Set for PE Teachers.....	52
Appendix C, Interview Question Set for PE Teachers.....	56
Appendix D, Interview Question Set for Principals.....	57
Appendix E, Interview Question Set for Classroom Teachers.....	58

Introduction

Childhood obesity is a serious problem in the United States; 35.7 percent of adults and 16.9 percent of children are considered obese (Ogden, Carroll, Kit, & Flegal, 2012). The average American life span is expected to be shortened by two to five years by 2050, and the diseases linked to obesity, the outcomes and burdens these diseases place on this country through medical care expenditures, and the psychological and social issues that come with these diseases are substantial (Rahman, Cushing, & Jackson, 2011; Forster-Scott, 2007). Children may be the future focus of reducing the prevalence of obesity because childhood choices to engage in physical activity have the potential to carry into adulthood; therefore, prevention efforts that targeting children are becoming more popular (Castelli & Beighle, 2007).

It has been suggested that an environment, such as a school, that provides support for healthy behaviors can be significant when trying to change the lifestyles and behaviors of children because it encourages instinctive healthy choices with few options for choices that would negatively impact health (Vecchiarelli, Prelip, Slusser, Weightman, & Neumann, 2005). A school would be best place to implement an intervention program since over 97 percent of children ages five and older spend a large portion of their year in school (Leviton, 2008); therefore, a study found that 87 percent of parents believed obesity should be addressed within the school (Leviton, 2008). Schools could be the critical starting point for an environment that ultimately acts as an arena to fight obesity. The problem, however, is that the beneficial physical activity mandates currently in place may not be being followed since academics are viewed as a higher priority due to standardized testing (Vecchiarelli et al., 2005); however, integration of physical activity into the school day is suggested because research shows it impacts students concentration (Leviton, 2008).

Let's Move in School, also referred to as the CSPAP, is a guideline for a comprehensive program that would increase physical activity levels within schools and is currently being promoted nationwide as an extension of Michelle Obama's Let's Move program (AAHPERD, 2012). The CSPAP consists of five components, and these components focus around a quality *physical education* program, while also including *physical activity during school*, *physical activity before and after school*, *staff involvement*, and *family and community involvement* (see Figure 1; AAHPERD, 2012). The purpose of the CSPAP model and the Let's Move in School program is to assist youths in participating in the recommended 60 minutes of physical activity a day on most days of the week and, hopefully, to develop their knowledge of health and their ability to carry out various types of activity so that they are able to continue this physical activity throughout their lives (Heidorn, Hall, & Carson, 2010).



Figure 1. CSPAP Model and Components

Implementation of CSPAPs usually occurs via some form of a wellness team, which is usually led by a Director of Physical Activity (DPA), whose purpose is to direct the various activities within the program (National Association for Sport and Physical Education [NASPE], 2012). The wellness team may also consist of individuals in the community, administration, or classroom teachers who also see the importance of promoting physical activity and healthy lifestyles to assist students in improving their lives (Beighle, Castelli, Erwin, & Ernst, 2009). The wellness team is critical to the coordination and oversight of CSPAP activities.

Among the five CSPAP components, *physical education* is the centerpiece because it is the academic subject in which physical activity is ensured as well as the arena where students can be taught how to live a physically active lifestyle (AAHPERD, 2012). PE teachers first must ensure they have a quality *physical education* program, which ensures students are learning, uses meaningful student assessments, and employs proper instruction tactics (NASPE, 2011). One program that can be enacted in *physical education* classes to promote youth physical activity is called Sports, Play, and Active Recreation for Kids (SPARK) (School Specialty, Inc., 2012). Research findings have indicated that while there was no significant change in participants' body mass index and activity outside of school was unaffected, the SPARK program made students more active during class time (Leviton, 2008). Other physical activity promotion strategies pertain to making slight changes to current *physical education* practices, such as by pairing younger students with older students who model active lifestyles during activities, as well as having sufficient amounts of equipment for students, and giving shorter as well as more frequent instruction (West & Shores, 2008). Improvements in the *physical education* context are important, but incorporating other activity opportunities in and around the school are also critical if students are to receive the recommended amount of physical activity per day.

The current literature concerning the degree of CSPAP implementation in schools, single component or multicomponent, is limited. Most single component CSPAP implementations have been one of three components: *physical activity during school*, *physical activity before and after school*, and *staff involvement*. The *physical activity during school* component of the CSPAP typically focuses on recess play or “drop-in” activities and in-classroom activities (Beighle & Castelli, 2007). For example, in Mesa Public Schools in Arizona, improvements were made to recess period activity by using play area markings to designate areas of activity, and students were required to participate in one of the areas (Faber, Kulinna, & Darst, 2007). Implementation of the *physical activity before and after school* component has also been documented to increase activity and enjoyment in students. One enactment is the FitKid Project in which students participated in 40 minutes of moderate to vigorous muscle strengthening and received homework help as well as transportation home, while another after school program included music and simple activities to increase student amusement (Kahan, 2008). The *staff involvement* component is beneficial for schools because general staff health programs have been shown to save money from a reduced number of work-related injuries, missed days, and general costs of health care as well as allow school staff to serve as healthy role models for children; however, only one healthy service or activity was found to be implemented in nearly all schools evaluated (Eaton, Marx, & Bowie, 2007).

Implementation of these individual components within schools is a good start, but the CSPAP emphasizes the importance of more than one component being used in order to encourage the most physical activity possible. The literature detailed three such programs, which included a running program, a “Smart Bodies” program, and several Walking School Bus (WSB) programs. The running program involves classroom teachers and students participating in

different forms of running activities on days where students did not have *physical education*, which would fulfill the *physical activity during school as well as the physical activity before and after school components* if activities were provided during these time periods. *Staff involvement* would also be fulfilled since classroom teachers are participating. Effects of this program were found to be that students felt motivated to participate but not pressured to excel in running (Lee & Solmon, 2007). The “Smart Bodies” program included a “Body Walk” exhibit during school where students learn about the human body as well as participate in activities that the students are encouraged to perform outside of school with their parents, which fulfills the *family and community involvement* component. Finally, this program also incorporates the *Take 10* curriculum with an “OrganWise Guys” portion, which requires teachers to integrate 10-minute physical activity breaks into the classrooms while also discussing the body’s reaction to healthy lifestyle choices, which satisfies the *physical activity during school* component (Lee & Solomon, 2007; ILSIResearch Foundation, 2012). Smart Bodies is a program that would easily enhance the school physical activity culture by integrating several CSPAP components beyond *physical education*. The Walking school bus (WSB) program is the final multi-CSPAP component program discussed that typically incorporates *before and after school physical activity* and *family and community involvement* by having parents or community members serve as facilitators to travel with students as they walk to school. Research has found the WSB served as a socially inviting arena for activity and allowed students to begin their day with activity, which improved their school success and decreased their number of disciplinary problems (West & Shores, 2008; Thomas, Sayers, Godon, & Reilly, 2009).

Comprehensive programs are important because they provide the widest range of impact rather than increasing activity only in one area of a child’s life; therefore, physical activity needs

to move beyond the *physical education* classroom in order to achieve the recommended 60 minutes of physical activity per day. Expansion can be accomplished through these comprehensive programs, which are, therefore, essential to the success of children achieving recommended activity levels and improving their lifestyle choices. The main problem, however, with CSPAPs is that they are not commonplace in the United States, as evidenced by a national survey finding that only 16% of elementary schools, 13% of middle schools, and 6% of high schools are currently implementing the program (AAHPERD, 2011). Further information, therefore, needs to be gathered pertaining to qualities and implementation of current CSPAPs. The purpose of this project was twofold: (a) to determine the common characteristics of current CSPAPs in Louisiana (LA) and (b) to identify CSPAP implementation strategies.

Methods

Participants

This research included three public schools in the southern United States, from each of which four individuals participated in the study giving a total of twelve participants. Only the PE teachers completed two surveys in addition to being interviewed. The four individuals interviewed within each school included one PE teacher, one principal, and two classroom teachers (see Table 1). Pseudonyms are used to maintain anonymity for the schools, teachers, and principals. Further information pertaining to each school and participant, gathered from the school website and participants directly, are written below. An overview of the classroom teacher participants can be found in Table 2.

Table 1

Overview of Study Participants

Participants	Bartram Trail ES	Douglas Anderson ES	Julington Creek MS
PE Teacher	Mrs. Eldridge	Mrs. Weaver	Mrs. O'Donnell
Principal	Mr. Herring	Mrs. McCullough	Mr. Patton
Classroom Teachers	Mr. Johnson	Mrs. Frederick	Mr. Marks
	Ms. Lane	Mrs. Welton	Mrs. George
	<i>n</i> = 4	<i>n</i> = 4	<i>n</i> = 4

Table 2

Characteristics of Only Classroom Teacher Participants (n=6)

Classroom Teacher	Current School	Grade taught	Subject	Years of experience	Accolades
Mr. Marks	Julington Creek MS	8 th grade	English language arts	7 years	Current head basketball coach; Previous local teacher of the year
Mrs. Welton	Douglas Anderson ES	2 nd grade	All subject areas	25 years	Nominated for TOY in LSU's College of Education, Excellence in Teaching Reading Award
Ms. Lane	Bartram Trail ES	K	All subject areas	9 years	Masters in Elementary Education
Mrs. George	Julington Creek MS	7 th grade	English language arts	2 years	Assistant girls basketball coach
Mr. Johnson	Bartram Trail ES	3 rd grade	Science and social studies	9 years	Recognized as teacher of the year three times
Mrs. Frederick	Douglas Anderson ES	K	All subject areas	17 years	Masters degree and is Nationally Board Certified

Bartram Trail Elementary School (ES) is a public elementary school, which serves grades pre-kindergarten through 5. This magnet school boasts its academic performance as well as its students' participation in art, dance, music, drama and creative writing. Bartram has been awarded the Exemplary Academic Growth award for the state. With 438 students, forty-five

percent of the student population is eligible for free or reduced-price lunch. In terms of demographics, the majority of students are black (53%) with 39% white, 6% Asian, and 2% Hispanic. Ms. Eldridge, the physical education (PE) teacher at this school, has been teaching for 22 years and has been recognized at both state and national levels. Mr. Herring has been principal of Bartram Trail ES for 10 years, with 42 years of total experience in the school system.

Douglas Anderson School is a college preparatory public school for grades K-12. The school has a student population of 1360, which encompasses the elementary and high school areas. The teacher to student ratio is 1:23, and Douglas Anderson is ranked by the state of Louisiana as a 5 Star School. Scores are 30% higher than the national average on the iLEAP in the third, sixth, and seventh grade. The school has an impressive array of resources available to the students including a computer-to-student ratio, which is approximately 1 to 1.7. Mrs. Weaver, the PE teacher for Douglas Anderson ES, has been teaching for over 20 years and has been recognized on the local, state, and national levels. Assistant Principal for K-12, Mrs. McCullough, has 24 total years of experience with 12 of those served at Douglas Anderson ES. She has also been recognized as the AdvancED School Improvement Coordinator.

Julington Creek Middle School (MS) is a tuition-free, public magnet school, which serves grades 6 through 8. Arts are a major priority at this school, which offers band, chorus, dance, and drama. With 705 total students, the teacher to student ratio is 1:16. The student population is 87% black, 11% white, and the other three percent consists of Hispanic as well as Asian/Pacific Islander. Seventy-six percent of the students are eligible for free or reduced-price lunch. Ms. O'Donnell, the PE teacher at this school, has been recognized on the local, state and national levels and has been teaching for 27 years with 20 of those at the university level and 7 at

Julington Creek MS. Further information about the principal, Mr. Patton, was unable to be obtained after several attempts.

Data Collection Measures

National CSPAP Survey (PE teachers only; $n=3$). Following contact of PE teachers within schools, all were asked to complete the 2011 CSPAP survey (AAHPERD, 2011; refer to Appendix A). This electronic survey was intended to assess implementation of physical activity before, during and after school as well as determine participation percentages for physical activity offerings for students and staff (AAHPERD, 2011). More detailed examples of questions can be seen in the table below (see Table 3).

Table 3

National CSPAP Survey Overview of Sample Questions

Component	<i>n</i>	Subscale	Sample items
PE	3		“Is all physical education in your school taught by state-certified physical education teachers?”
PA During School	10	PA in the classroom	“How many classroom teachers at your school are integrating physical activity in their classrooms, other than recess?”
		Recess	“How long is a scheduled recess period?”
PA Before/After School	25	Walk/Bike to School	“Who is primary coordinator of this program?”
		PA Clubs, Intramurals, Interscholastic sports, School-based Child Care	“What approximate percentage of your school’s FEMALE student population participates in at least one physical activity club or intramural sport during the school year?”
Staff Involvement	9		“What approximate percentage of your school’s staff participates in the staff physical activity classes/programs offered by your district and/or school?”
Family & Community Involvement	9		“Has your school conducted or is it planning to conduct any special events in which families are invited to engage in physical activity with students during this school year?”

Self-designed e-mailed question set (PE teachers only; $n=3$). After the CSPAP Surveys were analyzed for each school and verification that *physical education* as well as at least one other component was implemented, the three PE teachers that met these qualifications were then asked to complete an self-designed question set, which was emailed to them (refer to Appendix B). The question set served as a way to obtain more detailed information about programs prior to interviews. Examples of questions asked on the emailed question set included the number of activities within CSPAP components incorporated into the school, as well as a ranking of difficulty of implementation for each CSPAP component. PE teachers were also asked about variations in daily physical activity between gender, SES, ethnicity and grade, as well as the average amount of physical activity students receive per day, and necessary strategies or barriers to CSPAP implementation.

Individual, in-person interviews (all participants; $n=12$). All interviews were conducted at a convenient time and location at the school site, typically in classrooms or offices. The average length of interviews was 15 minutes; however some were as short as five minutes, due to time constraints, or at a maximum length of 40 minutes. Three different interviews were conducted, with the first interview being with the PE teacher (refer to Appendix C). Following this interview, the PE teacher was asked to contact two individuals within their school who assist with their CSPAP and work to promote activity within the school, and the most likely resource contacted was a classroom teacher. The two classroom teachers were then interviewed (refer to Appendix E) in addition to the principal (refer to Appendix D), in no exact order. The different question sets for PE teachers, principals, and classroom teachers were composed based on likely knowledge and general understanding of the CSPAP.

Recruitment Procedures

The total number of PE teachers that I contacted was 439; twelve replied to the initial email to portray interest, and 5 PE teachers completed the national CSPAP survey—after which, 3 agreed to participate in the study. The timeline of the research was as follows: After approval was granted by Institutional Review Board (IRB) on June 2011, the recruiting and contacting of individuals to participate in the study occurred over a period of 7 months, beginning with the contact of Mr. Bill Dickens, the Executive Director of LAHPERD, in August 2011. It was requested that Dickens send an email to all LAHPERD members regarding participation in the project. Several emails and phone calls were made to finalize details of the email, which included determining which parishes would be included in the email for feasibility reasons. The final email was sent to an estimated 250 to 300 individuals and responses were gathered from 8 individuals. One follow-up email was also sent to all recipients one week later as a reminder to encourage participation. Only 2 individuals completed the CSPAP survey from the 8 that indicated interest. The next source of recruitment came from emailing and personally requesting CSPAP surveys from personal contacts, who served as supervising teachers of an enrolled methods class at Louisiana State University. Finally, AAHPERD was also contacted and, following several emails providing details of the project, Mrs. Gayle Claman, the Research Consortium Director of AAHPERD, emailed 135 Louisiana PE teachers who previously completed the national CSPAP survey. Out of these 135, only two responded to the email to indicate interest but neither replied with a completed national CSPAP survey.

Data Analysis

Quantitative data

Due to the nominal nature of the data, data tabulation was performed with the data. From the national CSPAP Survey, the following was analyzed through data tabulation: number of CSPAP components implemented within each school, number of aspects being implemented within each component, and the percentage of student population as well as staff population, participating in physical activity offered within the school.

In regards to the emailed question set, data tabulation was again used to determine the sum of activities within CSPAP components incorporated into each school, as well as the average amount of physical activity students receive per day. The researcher provided a personal assessment of whether a CSPAP component was being implemented at the school based mainly on a comparison of the CSPAP Survey results to what teachers reported during the interviews. In addition, the researcher's assessment of CSPAP implementation also reflected whether a component was implemented fully enough to impact the health of the individuals involved along with serving the components intended purpose. If there was uncertainty with this assessment, both researchers met and debated until an agreement was reached.

Qualitative data

The qualitative data was initially analyzed three different ways: within participant groups, within schools, and across participants/schools. The within participant group analyses were performed within PE teachers, within principals, and within classroom teachers. The within schools analyses were performed only with the similar questions asked between groups. There were two similar questions asked across all three participant groups, and the three similar questions asked only to principals and classroom teachers (see Table 4). The third analysis was

performed by analyzing these same similar questions but across all schools as well as all participants. The within schools analyses did not result in any substantial or unique findings; therefore, the results reflect only the within participant group and across participants/schools analyses.

Table 4

Similar Questions Asked During Interviews

Similar Questions	PE Teacher	Principal	Classroom Teachers
“What were helpful strategies to implement these CSPAP components and activities at your school?”	X	X	X
“Based on your observation, what kind of impact (positive or negative) did the CSPAP have on your school, culture, staff, students, parents, and community?”	X	X	X
“Inform them of the CSPAP components that have been implemented in their school as well as components that have not. Do you think you could realistically implement these components into your school?”		X	X
“Are there any components that seem completely unrealistic for implementation?”		X	X
Do you have any advice to a hesitant principal or classroom teacher on how to implement physical activity into the school?		X	X

Inductive analysis of data was accomplished through a three-step process of open, axial and selective coding (Strauss & Corbin, 2008). The interview questions were initially organized into categories. Then data was read and reread with the research questions in mind. The data was then analyzed more closely and open-coded. Examples of this open coding were perceptions of the programs and characteristics of the program. After another reading of the data, the axial coding process allowed for the previously coded data to be arranged according to common characteristics of answers (e.g., crucial components to the implementation of the CSPAP, obstacles to implementation, ways to garner support). Finally, these analyses were further organized into central themes. The data is integrated data due to the inductive analysis.

Peer debriefing and member checking with all participants, except Mr. Patton, was used to ensure trustworthiness. The peer debriefing occurred weekly either in-person or through the phone with a researcher who had experience and expertise with CSPAPs. Findings, updates on progress, as well as potential interpretations of data were critically reviewed by and deliberated on with the same researcher at these weekly meetings until final interpretations were agreed upon. Member checking involved all of the participants being sent emails, which included a list of quotes specific to the individual that were incorporated into the paper. The majority of participants responded to this initial email, but a follow-up email was sent a week later to those who had not responded initially. Finally, a visit to the schools was made in a final attempt to contact those who had not yet replied to the email; however, one individual, Mr. Patton, was still unable to be reached. After the participants had reviewed the data, only two participants requested some rephrasing of their included quotations. Furthermore, a lone researcher conducted all analyses in order to ensure minimized researcher bias.

Results

Quantitative

According to the surveys distributed to the PE teachers, *physical education* class is the main time for the students to receive physical activity during the school day. Ms. O'Donnell of Julington Creek MS stated that her students get an estimated two hours of physical activity during the school day, and their *physical education* class lasted from 180 to 270 minutes. This large portion of activity coming from the *physical education* class was also occurring at Douglas Anderson ES where students receive one hour or less of activity per day with thirty minutes of that activity being from the *physical education* class. Similar and possibly even more substantial results were found from Bartram Trail ES where Ms. Eldridge stated that her students receive 30

minutes or less physical activity per day on average, and her *physical education* classroom lasts approximately 30 minutes.

The data collected from the survey illustrated several key points. One of the key points is that a variety of activities were implemented within each school that fulfilled at least two components of the CSPAP. Douglas Anderson ES had implemented all components and Bartram Trail ES had implemented four of the five. *Physical education* as well as *before and after school physical activity* were the only two components implemented across all schools. The component that was least likely to be addressed was *physical activity during school*. There were efforts being made to implement every component within all schools; however, within the *physical activity during school*, *staff involvement*, and *family and community involvement* components there was a disconnect between what the PE teacher reported and what the researcher discovered, which is shown as “Researcher Assessment of Implementation” and found at the bottom of each component section (refer to Table 5).

Table 5

Implementation of CSPAP Components Reported by PE Teachers as Compared to the Researcher’s Assessment

CSPAP Components	Bartram Trail ES	Douglas Anderson ES	Julington Creek MS
Average amount of physical activity acquired per day	30 minutes or less	1 hour or less	2 hours or less
<i>Physical Education</i>			
Students receive at least 60 minutes of physical education class per week	✓	✓	✓
Age appropriate content	✓	✓	✓
Varied and appropriate content	✓	✓	✓
Maximal safe participation	✓	✓	✓
Regular assessments	✓	✓	✓
Required teacher certifications	✓	✓	

CSPAP Components	Bartram Trail ES	Douglas Anderson ES	Julington Creek MS
<i>Physical Education continued</i>			
Moderate (e.g., brisk walk) to vigorous (e.g., running) physical activity for 50% of the class	✓	✓	✓
Other (Explain)			
Total	7	7	6
Researcher Assessment of Implementation	X	X	X
<i>Physical Activity During School</i>			
PA or “Brain” Breaks (e.g. five minute classroom breaks between lessons to refocus attention or reenergize the class)	✓		
Active Classrooms		✓	✓
Elementary: Daily recess with free play (equipment provided, lists of activities available, and activity zones arranged)	✓	✓	
Secondary: “Drop in” activities (e.g opportunities, such as a Zumba class, presented during school recess that allows students to “drop in” and participate in that activity)			
Record steps via pedometers		✓	✓
Start-of-day movement (during announcements)			
Stretching immediately prior to testing			
Other (Explain)			✓(Recess 10 minutes after lunch)
Total	2	3	3
Researcher Assessment of Implementation		X	
<i>Before and After School Activity</i>			
Field trips to local venues			
Weekend active outings			
Physical activity of the day program			
Open gym time			

CSPAP Components	Bartram Trail ES	Douglas Anderson ES	Julington Creek MS
<i>Before and After School Activity continued</i>			
Before and after activity school physical activity clubs/intramurals (e.g., walking and jogging club)		✓ (M: N/A; F: N/A)	✓ (M: 0-24%; F: 0-24%)
Interscholastic sports		✓ (M: 75-100%; F: 50-74%)	✓ (M: 0-24%; F: 0-24%)
After school programs implement physical activity	✓		
Active transport to school (e.g., walking school bus, safe routes to school)		✓	
Fundraisers for physical activity (raising money for physical activity amount)		✓	
Other (Explain)			
Total	1	4	2
Researcher Assessment of Implementation	X	X	X
<i>Staff Involvement</i>			
Walking/jogging PA programs		✓	
Group aerobic activities		✓	
Staff access to fitness facilities			
Sport, intramural clubs for staff			
Staff PA breaks			
Medical screenings			
Fitness testing and consultation			
Weight control and nutrition programs			
Healthy choice advocacy and modeling			
School administrator observation of at least 10 minutes of physical education class during school year	✓ (3 times)	✓ (5 times or more)	
Other (Explain)	✓ (0-24% of faculty participates in strength training classes)		✓ (Student/teacher volleyball and basketball activity)
Total	2	3	1
Researcher Assessment of Implementation	X	X	

CSPAP Components	Bartram Trail ES	Douglas Anderson ES	Julington Creek MS
<i>Family and Community Involvement</i>			
Family wellness nights			
Walking program			
After school activity stations			
Family Nutrition Plan			
Jump Rope for Heart	✓	✓	✓
Field days	✓		
Family physical activity homework		✓	
Sharing facilities and resources with community organizations			✓
Local physical activity providers as class demonstrators or assembly presenters		✓	
Peer and adult modeling (e.g. pedometer challenges, family exercise classes after school)			
Walk to school program with community acting as “bus drivers”		✓	
Other (Explain.)			
Total	2	4	2
Researcher Assessment of Implementation	X	X	

Note. Researcher Assessment was based on comparing the results of the CSPAP Survey to interview data. X = Implemented, M=Male population participating, F=Female population participating

Qualitative

Three separate themes continually emerged during the within participant group analysis. Each of these three themes illustrates important components to implementing a successful CSPAP. The two overall themes that emerged from the across schools/participant groups analysis demonstrated the need for support within the school as well as the importance of the PE teacher. To reiterate, no significant results were found from the within schools analysis.

Within participant groups

Physical education teachers: PE teachers must garner support by having a good physical education program. All three PE teachers stated that the first component of the CSPAP that they addressed was their PE program. Ms. Eldridge of Bartram Trail ES stated that “strong teaching, [and] good lessons” were key to the success of her program. All three PE teachers also considered administrator, parent, and student support critical. The key to receiving this support seemed to be having a great PE program. Parents were found to be impressed with the programs in place because they were not like what they had “when they were in school” (Ms O’Donnell, Julington Creek MS, PE teacher). Students “can’t wait to come back” to PE class, and this excitement is conveyed to parents (Ms O’Donnell, Julington Creek MS, PE teacher). Ms. Eldridge has an afterschool program, which has grown significantly due to interest from students who in turn encourage the interest of their parents. “Parents demand” the activity when they see the effects on the students and when the school presents the physically active school culture as essential, which is why administrator support is critical (Mrs. Weaver, Douglas Anderson ES, PE teacher). All of this support is necessary and is easiest to garner when the PE teachers “sell” their program (Ms. Eldridge, Bartram Trail ES, PE teacher).

Principals: The CSPAP starts with the PE teachers and will spread throughout the school. All three principals interviewed stated that teachers are very helpful to CSPAP implementation by having a “vision” (Mr. Herring, Bartram Trial ES, Principal). Furthermore, Mr. Patton, the principal of Julington Creek MS, stated that he believed “If you find a successful physical education department, you’ll find successful schools.” The positive impact of the physical education program “permeates” the school by affecting everything including children’s happiness, school funds because of fundraising, and parent activity (Mrs. McCullough, Douglas

Anderson ES, Principal). Students being active can get parents interested in activities, which was true for Mrs. Frederick, whose children participated in the roller blading unit at Douglas Anderson ES, so they “all went out as a family and bought roller blades so that we could roller blade in the neighborhood” (Mrs. Frederick, Douglas Anderson ES, Classroom teacher).

Classroom teachers: There are many ways to implement activity into the classroom, and students need this activity. All classroom teachers included in this study had implemented activity into their classrooms in some form or another for various reasons (see Table 6). All classroom teachers agreed that the reasons to implement physical activity included it being hard for students to sit “long enough” in the allotted classroom time (Mr. Johnson, Bartram Trail ES, Classroom teacher). All classroom teachers reported using physical activity as transitions within the classroom. Julington Creek MS teachers reported students “dosing off,” and they chose to use physical activity as a remedy for this (Ms. George, Julington Creek MS, Classroom teacher). Several of the teachers reported integrating activity into the content of the course. Mr. Johnson of Bartram Trail ES used the activity for “concept association,” while Mrs. Frederick of Douglas Anderson ES was more specific, referencing a dice rolling activity that incorporated math through the repetitions of an exercise performed. Douglas Anderson ES teachers reported using dancing for breaks at any time throughout the class period. The teachers also gave advice on how to incorporate physical activity into the classroom (see Table 6).

Table 6

Representative Classroom Teacher Interview Data Clips

Classroom Teacher	Positive Impact of Activity on Students	Advice on Implementing Activity into Classroom
Ms. Lane, Bartram Trail ES, All subject areas	Activity “calms them down, helps them focus more.”	“Train them. You have to model it.”
Mr. Johnson, Bartram Trail ES, Science and social studies	“They’re happier... Seem more interested in the topics after we do that.”	“Go over some ground rules.”
Mrs. Frederick, Douglas Anderson ES, All subject areas	“They’re ready to move on and learn the next thing” when they come in from <i>physical education</i> class.	“Start with transitions.”
Mrs. Welton, Douglas Anderson ES, All subject areas	“You’re exhausted but then you feel so good after” any physical activity.	“Go to your physical education person.”
Mr. Marks, Julington Creek MS, English	Students are “engaged” following physical activity.	“Think outside the box.”
Ms. George, Julington Creek MS, English	Students need an “outlet for energy.”	Try “funny ways” of incorporating activity that will make the students laugh.

Across schools/participant groups

Theme 1: There is a need for an overarching physical activity support and facilitation network within schools. When asked about implementing more physical activity into the school or aspects of the CSPAP that were not currently implemented, it was found that many of those interviewed maintained a positive outlook. A “meeting of minds,” which would “get everybody involved” within the school, was seen as necessary to the success of the program (Mr. Marks, Julington Creek MS, classroom teacher; Mrs. Frederick, Douglas Anderson ES, Classroom teacher). This type of support network could also be necessary to reduce the lack of centralization within the physical activity programs at the schools examined. Particularly at Julington Creek MS, Ms. O’Donnell, the PE teacher, did not mention any staff wellness programs being implemented within the school; however, both the principal and Ms. George, a classroom teacher, were aware of several attempts to establish such a program. The issue with a non-centralized program is that it makes more activity less likely to be implemented because the

responsibility and pressure is too much for an already “overworked and underpaid” teacher (Ms. George, Julington Creek MS, Classroom teacher). Ms. O’Donnell, PE teacher of Julington Creek MS, and Mrs. Weaver, PE teacher of Douglas Anderson ES both mentioned wanting to implement more before school activity opportunities; however, a key issue was their time constraints, which could potentially be rectified with a centralized program.

Theme 2: The PE teacher is an extremely valued component for the implementation of a CSPAP. Every principal as well as five out of the six classroom teachers interviewed noted the PE teacher as a helpful strategy to the CSPAP implementation at their respective schools (see Table 7). The one classroom teacher who did not mention the PE teacher instead mentioned the structure of the *physical education* department as being helpful in increasing the activity of the students. The content and personalities of the PE teachers were described as being critical to the success of the program (see Table 7).

Table 7

Representative Data Clips Portraying Value of PE Teacher

Mr. Herring, Bartram Trail ES, Principal	“A teacher has to have that vision first.” “She focuses on self-improvement activities as opposed to competition.”
Mr. Marks, Julington Creek MS, Classroom teacher	“We have very dedicated PE coaches.”
Mrs. Welton, Douglas Anderson ES, Classroom teacher	“They’re teaching life skills.”
Ms. Lane, Bartram Trail ES, Classroom teacher	“She’s active herself and loves to ‘play’ with the kids.”
Mrs. Frederick, Douglas Anderson ES, Classroom teacher	“I think her creativity has really helped the PE program here come along.”

Discussion

It has been indicated that an environment that provides support for healthy behaviors can build a healthy foundation for children, and CSPAPs are in place to further this belief (Vecchiarelli et al., 2005). The goal of the CSPAP is to increase student’s physical activity levels

to the recommended 60 minutes of physical activity per day as well as provide them with the knowledge and confidence to lead a physically active life (AAHPERD, 2012). The purpose of this project was twofold: (a) to determine the common characteristics of current CSPAPs in Louisiana (LA) and (b) to identify CSPAP implementation strategies. Since schools could provide vital support for encouraging children to be healthy, it is important to know what is necessary to implement a successful and sustainable CSPAP. Results from the collected quantitative and qualitative data will now be discussed.

CSPAP Activities

It was difficult to find schools that had implemented several aspects of the CSPAP, which is plausible when research shows that less than one-sixth of schools in the United States are currently implementing a CSPAP (AAHPERD, 2011). The lack of CSPAP implementation could be for several reasons including a lack of knowledge of what constitutes a CSPAP, as well as potential obstacles for the PE teacher including time constraints, a focus on academics due to standardized testing pressures, or a lack of centralization, all of which were issues discovered during this study.

While it was difficult to find schools, according to the quantitative data, the schools that actually participated in this study had implemented several aspects of the CSPAP, according to researcher assessment. The schools were physical activity oriented even though only *physical education* and *physical activity before and after school* were implemented across all schools interviewed. Each school had differing needs and goals for physical activity, but these two components could be considered as the easiest to implement due to their consistent implementation. Ease of implementation could be because these activities are the most traditional school activities with students and parents typically being accustomed to participation

in after school activities. While these two aspects were the only ones that were implemented across all schools, a limitation of this finding is that it is difficult to conclusively label a component as implemented because the standards for successful implementation of any CSPAP component is yet to be established. With the CSPAP being a recent topic of study because it stems from another recent movement, Michelle Obama's Let's Move program, future research defining what actually makes a CSPAP considered successful is important. However, even if researcher assessment did not consider a component fully implemented, there were still typically some aspects of this component in place, which means that there are currently exceptional teachers in schools that are implementing programs similar to the CSPAP. When considering a component implemented, the disconnect between the researcher and PE teachers of Bartram Trail and Julington Creek may have been due to a lack of understanding of the CSPAP and its components. This disconnect could also be because of social desirability, in which the teachers shared information that seemed desirable to the researcher.

Although a slight disconnect was found, the amount of activity opportunities offered at the schools is substantial; however, the CSPAP would provide students with more opportunities to obtain activity during the day, which may be necessary in the schools visited because the quantitative data also portrayed that, while there are scholastic and intramural sports offered, only a maximum of 24% of students at Julington Creek are actually participating in these extracurricular options. This finding emphasizes the necessity of the *physical education* program, in which the majority of students are required to participate. The PE teacher is essential if there are such a small number of students receiving activity from known outside sources, such as the sports programs, which means the main area students are receiving their activity is most likely during the *physical education* class.

Integral Role of the *Physical Education* Program and PE Teacher

Improvement and growth of the PE program through expansion of equipment as well as incorporation of a variety of opportunities to be active is necessary because, as stated before, this is where students receive the majority of their activity, according to the quantitative data. Recess is another likely area to acquire activity; however, previous research has shown that physical education is an effective way to increase a student's physical activity levels, which is why *physical education* is the focus of the CSPAP and the PE teacher has such a significant role in the school (Leviton, 2008). The PE teacher, in order to retain his or her importance in the school curriculum, must ensure that the *physical education* classroom is meeting education standards (AAHPERD, 2012). Furthermore, due to the innate perception of PE teachers, they should be the key stakeholder and advocate for school wide physical activity. In this study, according to the qualitative data, the PE teacher was perceived by others (i.e., administration, classroom teachers, etc.) to be significant to the success of the CSPAP. One meaningful way PE teachers might solidify this role is to become a physical activity director who advocates and spearheads school-wide physical activity promotion efforts (Castelli & Beighle, 2007). The newly established Director of Physical Activity (DPA) training and certification opportunity serves this purpose by training current PE teachers to implement a CSPAP as well as a wellness team, which should make implementation of both more likely (NASPE, 2012; Carson, 2012). Individuals receiving the DPA certification would learn the necessity of making a centralized program with a wellness team, which would not only reduce pressure on them to implement any new physical activity opportunities within the school but also cement their imperative role to the school as a physical activity leader (NASPE, 2012).

Supportive Role of Administration/Classroom Teachers

According to the qualitative data, the PE program serves as the foundation for the CSPAP and, in order to sustain and expand ones' program, administrator support is necessary.

Administrators will support a program and be more willing to appropriate funds to allow program growth to occur when they observe learning occurring, classroom teachers will support the program when they see the positive learning effects from the students following *physical education* class, and parents will become interested in the program because their children will bring new activities home and be excited about their PE class, which will then cause the parents to be more likely to pressure the administration to support the program. Administration support particularly will allow the *physical education* program to grow and expand because appropriating funds is the duty of the principal and an increase in funds will allow for more equipment and, therefore, more activity opportunities. The more support offered, whether it be amount or type (e.g., financial, time, equipment, space, personnel), will allow a CSPAP to expand by providing more physical activity opportunities for students, which is the entire purpose of the CSPAP (AAHPERD, 2012). When the principal makes visits, which the quantitative data found to occur several times per year, then these visits should be considered opportunities to impress him or her and ensure that the administration is aware of the quality of the program by ensuring they observe learning and movement occurring within the classroom.

Administration is a key facet in which to garner support to make for a successful CSPAP, but the *physical activity during school* component of the CSPAP also requires classroom teachers to be supportive of physical activity. Previous research states that physical activity and nutrition mandates currently in place may not be being followed since academic subjects are prioritized due to pressures of high stakes standardized testing; however, the schools interviewed

have very impressive statistics on their testing scores in the state and still all classroom teachers interviewed found ways to implement activity because they deemed it necessary (Vecchiarelli et al., 2005). Using physical activity as a way for concept association can definitely occur in the *physical education* classroom, but, by doing it in the regular classroom as well, this research found that students were more interested in the topics and learning seemed more likely to occur, according to classroom teacher interviews. Other studies have also found evidence of improved learning when activity is incorporated into the classroom, such as one that noted children have difficulty concentrating on classroom content on days without recess (Leviton, 2008). These findings assist in recruiting classroom teachers or administration within the school to participate in a CSPAP intervention program.

Conclusion

Although there were limitations and struggles with this research, the study did succeed in suggesting future research. This area of study is expanding due to the need for more physical activity opportunities in schools because of the 12.5 million obese children and adolescents in the United States (Ogden, Carroll, Kit, & Flegal, 2012). The implementation of any CSPAP component is a positive, and, as revealed in this study, can have beneficial effects. Participants in this study indicated that CSPAP activities pertaining to *physical activity during school* have positively affected students' classroom engagement. This research also found that *physical education* class was crucial in increasing physical activity levels in children and possibly valuable for the parents of these students as well because of students bringing activities from *physical education* class home. The positive impact was also possible due to the PE teacher having a wellness support network of classroom teachers and administration. A CSPAP cannot be expanded and sustained if there are not supportive individuals within the school environment,

and sustainability is essential since it has been demonstrated that this is the biggest obstacle for wellness programs within schools (Leviton, 2008). The wellness support network will also allow for easier communication with others, thereby reducing the pressure and responsibility for a centralized program where one individual, in this instance typically the PE teacher as a certified DPA, leads the physical activity (NASPE, 2012). A certified DPA, together with strong wellness support network, will create an environment in the school that can assist students in beginning their physically active lifestyle.

Individuals having the official title of DPA may widen the pool of study participants for future research in this area as well as ease the process of categorizing a successful CSPAP, which could make any future research easier and more successful. There could also be research investigating the maintenance of already established programs to expand upon the matters of keeping participation and motivation levels high within such a program. An active research design of personal interest would be to become the PE teacher at a school and implement a CSPAP, while documenting improvement measures (i.e., fitness, affect, knowledge) on students, teachers, administration and families. These avenues for future research will help generate important knowledge for further implementation of successful and sustainable CSPAPs nationwide.

References

- American Alliance for Health, Physical Education, Recreation, and Dance. (2011). New Survey Shows Schools Need to Take a Comprehensive Approach to Increasing Physical Activity Levels of Students and Staff. *AAHPERD Press Room*. Retrieved March 8, 2012, from http://www.aahperd.org/pressroom/cspap_surveyreport.cfm.
- American Alliance of Health, Physical Education, Recreation and Dance (2012). Let's Move in School. Retrieved June 24, 2012, from <http://www.aahperd.org/letsmoveinschool/>
- Beighle, A., Castelli, D., Erwin, H., & Ernst, M. (2009). Preparing Physical Educators for the Role of Physical Activity Director. *Journal of Physical Education, Recreation and Dance*, 80(4), 24-29.
- Carson, R. L. (2012). Certification and duties of a Director of Physical Activity. In J. Rink (Ed.), Implementing comprehensive school physical activity programs: The role of Directors of Physical Activity [Special issue]. *Journal of Physical Education, Recreation and Dance*.
- Castelli, D. M. & Beighle, A. (2007). The Physical Education Teacher as School Activity Director. *Journal of Physical Education, Recreation and Dance*, 78(5), 25-28.
- Eaton, D. K., Marx, E., & Bowie, S. E. (2007). Faculty and Staff Health Promotion: Results from the School Health Policies and Programs Study 2006. *Journal of School Health*, 77(8), 557-566.
- Faber, L., Kulinna, P. H., & Darst, P. (2007). Strategies for Physical Activity Promotion Beyond the Physical Education Classroom. *Journal of Physical Education, Recreation and Dance*, 78(9), 27-31.
- Forster-Scott, L. (2007). Sociological Factors Affecting Childhood Obesity. *Journal of Physical Education, Recreation and Dance*, 78(8), 29-30.

Heidorn, B. D., Hall, T. J., & Carson, R. L. (2009). Comprehensive School-based Physical Activity Program. *Strategies*, 33-35.

ILSIResearch Foundation. (2012). *Take 10*. Retrieved from www.take10.net

Kahan, D. (2008). Recess, Extracurricular Activities, and Active Classrooms: Means for Increasing Elementary School Students' Physical Activity. *Journal of Physical Education, Recreation and Dance*, 79(2), 26-31.

Lee, A. & Solmon, M. (2007). School Programs to Increase Physical Activity. *Journal of Physical Education, Recreation and Dance*, 78(5), 22-24.

Leviton, L. C. (2008). Children's Healthy Weight and the School Environment. *The ANNALS of the American Academy of Political and Social Science*, 615, 38-55.

National Association for Sport and Physical Education. (2011). *Physical Education is Critical to Educating the Whole Child*. Retrieved July 20, 2012, from <http://www.aahperd.org/naspe/standards/upload/Physical-Education-Is-Critical-to-Educating-the-Whole-Child-Final-5-19-2011.pdf>

National Association for Sport and Physical Education. (2012). *NASPE Director of Physical Activity (DPA) Certification Program*. Retrieved June 24, 2012, from <http://www.aahperd.org/naspe/professionaldevelopment/dpa/index.cfm>

Ogden C.L., Carroll M.D., Kit B.K., & Flegal K.M. (2012). *Prevalence of Obesity in the United States, 2009–2010*. (NCHS Data Brief. No 82). Retrieved from National Center for Health Statistics website: <http://www.cdc.gov/nchs/data/databriefs/db82.pdf>

Rahman, T., Cushing, R. A., & Jackson, R. J. (2011). Contributions of Built Environment to Childhood Obesity. *Mount Sinai Journal of Medicine*, 78, 49-57.

School Specialty, Inc. (2012). *SPARK*. Retrieved from www.sparkpe.org

- Strauss, A. L., & Corbin, J. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Thomas, I. M., Sayers, S. P., Godon, J. L., & Reilly, S. R. (2009). Bike, Walk, and Wheel: A Way of Life in Columbia, Missouri. *American Journal of Preventive Medicine*, 37, 322-328.
- Vecchiarelli, S., Prelip, M., Slusser, W., Weightman, H., & Neumann, C. (2005). Using Participatory Action Research to Develop a School-based Environmental Intervention to Support Healthy Eating and Physical Activity. *American Journal of Health Education*, 36(1), 35-42.
- West, S. T. & Shores, K. A. (2008). A Comparison of Four Recreation Styles and Physical Activity Outcomes in Elementary School Children. *Journal of Park and Recreation Administration*, 26(2), 115-133.

Appendix A: National CSPAP Survey

2011 CSPAP Survey**1. Welcome to the CSPAP Survey**

Welcome to the 2011 Comprehensive School Physical Activity Program (CSPAP) Survey, being conducted by NASPE/AAHPERD. The purpose of this survey is to better understand the extent to which schools across the US are implementing the components of a CSPAP at the elementary, middle and high school levels. Your participation is very important in answering these questions—even if you do not currently have a structured or organized CSPAP at your school.

Before beginning, please review the following information.

The survey will take approximately 15-20 minutes and should be completed in one sitting. Responses will be reported in the aggregate, and your participation is completely voluntary.

At the end of the survey, you will have the opportunity to make general comments.

When answering the questions, unless otherwise specified, please provide information based on the 2010-11 school year.

Note: Your school should submit only one response to this survey. Before beginning, please consult with your colleagues as appropriate to determine who will complete the survey on behalf of your school. Also, if you teach at multiple schools, please complete the survey once for each school (unless someone else at one of the schools will be completing the survey).

After completing the survey, you may submit your name and email if you wish to receive a summary of key data from this survey when it is completed.

2. Survey Respondent Position and School Level*** 1. What is your primary position?**

☐ Physical Education Teacher

☐ Athletic Director

☐ Administrator

Other (please specify)

*** 2. What is the level of your school?**

☐ Elementary School

☐ Combination Elementary and Middle (or Junior High) School

☐ Middle School or Junior High School

☐ High School

☐ Combination Middle (or Junior High) and High School

☐ Kindergarten or Pre-Kindergarten through Grade 12

3. Brief School Demographics

2011 CSPAP Survey*** 1. At what type of school do you work?**

- ☐ Public
- ☐ Private, religious based
- ☐ Private, non-religious

2. If your school is not a public school, skip this question. If a public school, is your school a charter school? (Charter schools in the United States are primary or secondary schools that receive public money but are not subject to some of the same rules, regulations and statutes that apply to other public schools in exchange for some type of accountability for producing certain results, which are set forth in each school's charter).

- ☐ Yes
- ☐ No

*** 3. What is the student population at your school?**

- ☐ Less than 250
- ☐ 250-499
- ☐ 500-749
- ☐ 750-999
- ☐ 1000-1249
- ☐ 1250-1499
- ☐ 1500-1749
- ☐ 1750-1999
- ☐ 2000 or more
- ☐ I don't know

2011 CSPAP Survey

✱ **4. What percentage of students in your school are categorized in each of the following race or ethnic groups? (Your responses across the categories do not need to add up to 100%.)**

	<10	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100	I don't know
American Indian or Alaskan Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic or Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or other Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White, not Hispanic or Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

✱ **5. What percentage of students in your school qualify for free and reduced price meals?**

- ☐ <10
☐ 10-19
☐ 20-29
☐ 30-39
☐ 40-49
☐ 50-59
☐ 60-69
☐ 70-79
☐ 80-89
☐ 90-99
☐ 100
☐ I don't know

✱ **6. What geographic categorization best describes the location of your school?**

- ☐ Urban
☐ Suburban
☐ Exurban (a region lying beyond the suburbs of a city)
☐ Rural
☐ I don't know

2011 CSPAP Survey**4. Physical Education**

Physical education is a planned, sequential program of curricula and instruction that helps students develop the knowledge, skills, and confidence needed to adopt and maintain a physically active lifestyle.

- * **1. In which grade level(s) in your school is physical education provided? (Note to middle and high schools: If the ONLY physical education offered at a particular grade level is elective physical education, please answer "No" for that grade level.)**

	This school does not have this grade level	Yes	No	I don't know
Pre-Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * **2. Is all physical education in your school taught by state-certified physical education teacher(s)?**

- ☐ Yes
☐ No
☐ I don't know

- 3. Please provide any additional comments you may have on required and/or elective physical education at your school.**

5. Physical Activity During School - Recess

Recess is time during the school day that gives students an opportunity for physical activity and social interaction.

2011 CSPAP Survey*** 1. In which grade level(s) in your school is scheduled recess provided?**

	This school does not have this grade level	Yes	No	I don't know
Pre-Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindergarten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In the grade level(s) that have scheduled recess, how many days per week is recess provided?

- ☐ This school does not have any scheduled recess
- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days
- ☐ Varies by grade level
- ☐ I don't know

2011 CSPAP Survey**3. How long is a scheduled recess period?**

- ☐ This school does not have any scheduled recess
- ☐ Less than 15 minutes
- ☐ 15-19 minutes
- ☐ 20-29 minutes
- ☐ 30 minutes or more
- ☐ Varies by grade level
- ☐ I don't know

4. Does your school have a policy or practice that recess will NOT be withheld from individual students or entire classes as a behavioral consequence or form of punishment (e.g., class work not completed, rowdy classroom behavior)?

- ☐ Yes
- ☐ No
- ☐ I don't know

5. Please provide any additional comments you may have on recess at your school.
6. Physical Activity During School - Physical Activity in the Classroom

Physical activity in the classroom is a method of integrating periods of movement into the classroom setting. Physical activity may be integrated into the lesson or conducted between lessons as a physical activity break.

*** 1. How many classroom teachers at your school are integrating physical activity in their classrooms, other than recess? (If none or I don't know, skip to question #3).**

- ☐ All
- ☐ Most
- ☐ Some
- ☐ None
- ☐ I don't know

2011 CSPAP Survey**2. How are classroom teachers at your school integrating physical activity in their classrooms, not including recess?**

	Yes	No	I don't know
Movement activity in the morning to start the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movement conducted between lessons as a physical activity break	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movement integrated into lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do any teachers at your school engage students in physical activity (e.g., yoga) immediately prior to testing?

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Does your school and/or district provide classroom teachers with the following types of support for integrating physical activity into the classroom?

	Yes	No	I don't know
Professional development/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn-key resources (e.g., lesson plans, follow-along videos or audiotapes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical activity equipment (e.g., bean bags, stretch bands)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

5. Please provide any additional comments you may have on integrating physical activity in the classroom at your school.

7. Physical Activity Before and After School - Walk/Bike to School

A walk/bike to school program is a way for schools, parents and community leaders to improve safety and encourage more children to safely walk and bike to school. In the process, programs help reduce traffic congestion and improve health and the environment, making communities more livable for everyone. (Adapted from National Center for Safe Routes to School; <http://www.saferoutesinfo.org/>)

YOU ARE 1/3 COMPLETE - THANK YOU FOR YOUR TIME!!

2011 CSPAP Survey

* 1. Does your school have any type of structured walk or bike to school program (e.g., Safe Routes to School) in place?

- ☐ Yes
- ☐ No
- ☐ I don't know

8.

1. What approximate percentage of the students in your school participate in the structured walk or bike to school program?

- ☐ <10%
- ☐ 10-19%
- ☐ 20-29%
- ☐ 30-39%
- ☐ 40-49%
- ☐ 50-59%
- ☐ 60-69%
- ☐ 70-79%
- ☐ 80-89%
- ☐ 90-99%
- ☐ 100%
- ☐ I don't know

2011 CSPAP Survey**2. Who is the primary coordinator of the walk or bike to school program for your school?**

- ☐ PTA/PTO
- ☐ Parent volunteer(s) other than the PTA/PTO
- ☐ Community organization
- ☐ Community member(s) not representing a particular organization
- ☐ Athletic director
- ☐ Physical education teacher(s)
- ☐ Teacher(s) other than the physical education teacher
- ☐ School administrator
- ☐ I don't know

Other (please specify)

3. Did your school participate in Walk to School Day on October 6, 2010?

- ☐ Yes
- ☐ No
- ☐ I don't know

4. Please provide any additional comments you may have on activities related to walking and/or biking to school at your school.**9. Physical Activity Before and After School - Physical Activity Clubs and Int...**

Physical activity clubs and intramural sports are school-based physical activity opportunities that occur before, during, or after the school day. For most schools, physical activity clubs and intramural sports are used to promote and provide enjoyable participation in physical activity and enable students who do not compete in interscholastic or elite sports to be physically active with their peers. By definition, intramural means "existing or carried on within the bounds of an institution, especially a school"; however, some intramural sport contests occur between different schools (sometimes called extramurals).

2011 CSPAP Survey

***1. Are any school-sponsored physical activity clubs and/or intramural sports offered to students in your school before, during, or after the school day? (If no or I don't know, skip to question #7.)**

- ☐ Yes
- ☐ No
- ☐ I don't know

2. What approximate percentage of your school's MALE student population participates in at least one physical activity club or intramural sport during the school year?

- ☐ My school is a female-only school
- ☐ 0-24%
- ☐ 25-49%
- ☐ 50-74%
- ☐ 75-100%
- ☐ I don't know

3. What approximately percentage of your school's FEMALE student population participates in at least one physical activity club or intramural sport during the school year?

- ☐ My school is a male-only school
- ☐ 0-24%
- ☐ 25-49%
- ☐ 50-74%
- ☐ 75-100%
- ☐ I don't know

2011 CSPAP Survey

4. Who is the primary coordinator of the overall physical activity clubs and intramural sports program at your school?

- ☐ PTA/PTO
- ☐ Parent volunteer(s) other than the PTA/PTO
- ☐ Community organization
- ☐ Community member(s) not representing a particular organization
- ☐ Athletic director
- ☐ Physical education teacher(s)
- ☐ Teacher(s) other than the physical education teacher
- ☐ School administrator
- ☐ I don't know

Other (please specify)

5. Is there a fee for students to participate in your school's physical activity clubs and/or intramural sports program? (If no or I don't know, skip to question #7.)

- ☐ Yes for all activities
- ☐ Yes for some but not all activities
- ☐ No for all activities
- ☐ I don't know

6. If a student is unable to pay the fee to participate in a physical activity club or intramural sport, does the school or district waive the fee or provide a scholarship?

- ☐ Yes
- ☐ No
- ☐ I don't know

7. Please provide any additional comments you may have on the physical activity clubs and/or intramural sports program at your school.

10. Physical Activity Before and After School - Interscholastic Sports

Interscholastic sports are sport events and/or competitions conducted between two or more schools.

2011 CSPAP Survey

YOU ARE HALF WAY DONE - THANKS SO MUCH - PLEASE KEEP GOING!

*** 1. Does your school have an interscholastic sports program? (If no or I don't know, skip to question #7.)**

- ☐ Yes
- ☐ No
- ☐ I don't know

2. What approximate percentage of your school's MALE student population participates in at least one interscholastic sport during the school year?

- ☐ My school is a female-only school
- ☐ There are no interscholastic sports for male students in my school
- ☐ 0-24%
- ☐ 25-49%
- ☐ 50-74%
- ☐ 75-100%
- ☐ I don't know

3. What approximate percentage of your school's FEMALE student population participates in at least one interscholastic sport during the school year?

- ☐ My school is a male-only school
- ☐ There are no interscholastic sports for female students in my school
- ☐ 0-24%
- ☐ 25-49%
- ☐ 50-74%
- ☐ 75-100%
- ☐ I don't know

2011 CSPAP Survey

4. Is there a fee for students to participate in your school's interscholastic sports? (If no or I don't know, skip to question #6.)

- ☐ Yes for all sports
- ☐ Yes for some but not all sports
- ☐ No for all sports
- ☐ I don't know

5. If a student is unable to pay the fee to participate in an interscholastic sport, does the school or district waive the fee or provide a scholarship?

- ☐ Yes
- ☐ No
- ☐ I don't know

6. Does your school or district have a no-cut policy in place for its interscholastic sports?

- ☐ Yes for all sports
- ☐ Yes for some but not all sports
- ☐ No for all sports
- ☐ I don't know

7. Please provide any additional comments you may have on interscholastic sports at your school.

11. Physical Activity Before and After School - School-based Child Care

School-based child care is a structured program for the care and supervision of school-age children in the hours immediately before and/or after the school day.

*** 1. Is school-based child care available at your school? (If no or I don't know, skip to question #5.)**

- ☐ Yes
- ☐ No
- ☐ I don't know

2011 CSPAP Survey

2. Does your school's child care program designate time in each BEFORE school session for physical activity?

☐ We don't have a before school child care program

☐ Yes

☐ No

☐ I don't know

3. Does your school's child care program designate time in each AFTER school session for physical activity?

☐ We don't have an after school child care program

☐ Yes

☐ No

☐ I don't know

4. Do the individuals employed by your school's child care program receive professional development/training on facilitating physical activity in the child care setting?

☐ Yes

☐ No

☐ I don't know

5. Please provide any additional comments you may have about the child care program at your school.

12. Staff Involvement

Staff involvement means that staff actively support student participation in physical activity before, during and after school; staff are positive role models for a physically active lifestyle; the district or school provides and/or subsidizes physical activity classes/programs as a part of school employee wellness; and district and school level administrators provide leadership for an environment that supports and values physical activity for students and staff.

YOU ARE ABOUT 75% DONE - WE APPRECIATE YOUR PARTICIPATION!

2011 CSPAP Survey

* 1. Does your district and/or school provide any employee physical activity classes/programs (e.g., walking/jogging, aerobics, yoga, basketball)? (If no or I don't know, skip to question #3.)

- ☐ Yes
☐ No
☐ I don't know

2. What approximate percentage of your school's staff participate in the staff physical activity classes/programs (e.g., walking/jogging, group exercise classes, basketball) offered by your district and/or school?

- ☐ 0-24%
☐ 25-49%
☐ 50-74%
☐ 75-100%
☐ I don't know

* 3. Does your district and/or school provide employees with any subsidies or discounts for off-site physical activity programs (e.g., community recreation class, health club membership)?

- ☐ Yes
☐ No
☐ I don't know

* 4. Has your school conducted or is it planning to conduct any special events in which staff engage in physical activity with students (e.g., student/staff basketball game, student/staff fun walk/run) during this school year?

- ☐ Yes
☐ No
☐ I don't know

2011 CSPAP Survey

*5. Has your school conducted or is it planning to conduct one or more assemblies that promote physical activity (e.g., Olympic athlete, bicycle safety, Project ACES, US Tennis Association, First Tee) during this school year?

- ☐ Yes
☐ No
☐ I don't know

*6. In the previous school year (2009-2010), did your school do anything to recognize May 1-7 as National Physical Education and Sport Week?

- ☐ Yes
☐ No
☐ I don't know

*7. How often in this school year has your school administrator (i.e., principal, assistant principal) observed at least 10 minutes of a physical education class?

- ☐ 0 times
☐ 1 time
☐ 2 times
☐ 3 times
☐ 4 times
☐ 5 or more times
☐ I don't know

8. How does your school provide a culture and environment that encourages and reinforces physical activity participation? (Check all that apply.)

- ☐ Has a school health advisory council/committee or wellness committee that addresses physical education and physical activity
☐ Has goals related to physical education and physical activity in the School Improvement Plan
☐ Includes information about physical education and physical activity in the school's written communication vehicles (e.g., website, newsletter)
☐ Includes information about physical education and physical activity in the school's audio and/or visual communication vehicles (e.g., public announcement system, video news program)
☐ Includes physical education and physical activity in multi-disciplinary school-wide events

Other (please specify)

2011 CSPAP Survey

9. Please provide any additional comments you may have about staff involvement in physical activity at your school.

13. Family and Community Involvement

Family and community involvement means that schools include family and community members in school activities related to physical education and physical activity, as appropriate; make connections between the school and community to create and/or support physical activity opportunities; and provide access to school physical activity facilities outside of school hours.

THIS IS THE LAST CSPAP COMPONENT - YOU ARE GETTING CLOSE!!

*** 1. Has your school conducted or is it planning to conduct any special events in which families are invited to engage in physical activity with students (e.g., family fitness night, family dance, fun walk/run) during this school year?**

- ☐ Yes
☐ No
☐ I don't know

*** 2. Have parents/guardians been encouraged to observe physical education class during this school year?**

- ☐ Yes
☐ No
☐ I don't know

*** 3. Have parents/guardians been surveyed about their thoughts on the school physical education and physical activity program during this school year?**

- ☐ Yes
☐ No
☐ I don't know

2011 CSPAP Survey

*4. Have students been surveyed about their thoughts on the school physical education and physical activity program during this school year?

- ☐ Yes
☐ No
☐ I don't know

*5. Which of the following facilities are available to STUDENTS before and/or after school FOR OPEN USE if they are not being used for a school physical activity club, intramural or interscholastic sport, or community class/team?

	Available	Not available	Do not have	I don't know
School Gymnasium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor Physical Activity Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*6. Which of the following facilities are available to COMMUNITY MEMBERS in addition to students before and/or after school FOR OPEN USE if they are not being used for a school physical activity club, intramural or interscholastic sport, or community class/team?

	Available	Not available	Do not have	I don't know
School Gymnasium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor Physical Activity Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2011 CSPAP Survey			
* 7. With which of the following organizations does your school communicate and collaborate to enhance school and/or community physical activity opportunities?			
	Yes	No	I don't know
Parks and Recreation Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Health Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private Businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Hospitals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth Sports Leagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YMCA/YWCA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boys/Girls Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police/Firefighters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic Association(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private Health/Fitness Clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		
* 8. Does your school or district have written agreement(s) with other organizations to share physical activity facilities?			
	Yes	No	I don't know
Parks and Recreation Agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth Sport League(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Health/Fitness Club (s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faith-based Organization (e.g., church, synagogue)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YMCA/YWCA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>		
9. Please provide any additional comments you may have about family and community involvement in physical education and physical activity at your school.			
<input type="text"/>			
<input type="text"/>			
14. School Environment/Final Comments			
As a reminder for answering the questions below, the five components of a Comprehensive School Physical Activity Program are: Physical Education, Physical Activity During School, Physical Activity Before and After School, Staff Involvement and Family and Community Involvement.			

2011 CSPAP Survey

1. Briefly describe any examples of support and/or success you have experienced with implementing one or more of the components of a Comprehensive School Physical Activity Program at your school.

2. Briefly describe any challenges you have experienced with trying to implement one or more of the components of a Comprehensive School Physical Activity Program at your school.

3. Please provide any additional comments you may have related to the Comprehensive School Physical Activity Program, or efforts to provide physical education and physical activity, at your school.

4. If you are willing to potentially be contacted with follow-up questions, please leave your name and email here.

Name:
Email:

5. Should you wish to receive a link to the survey summary once it has been developed and posted, please leave your name and email here.

Name:
Email:

15. Thank You!

Thank you for taking the time to complete this survey.

Appendix B**E-mailed Question Set for PE Teachers**

Answer the following questions. Choose one response.

1. Personal History:

- a. Age: ___ a) 20s b) 30s c) 40s d) 50 and above
- b. Race: ___ a) African-American b) Caucasian-American c) Asian-American d) Others
- c. Gender: ___ a) Male b) Female
- d. Highest Education Level: ___ a) Bachelor's b) Master's c) Ph.D.
- e. Main Teaching Level: ___ a) Elementary School b) Middle School c) High School
- f. Teaching Experience: a) 1-3 years b) 4-9 years c) 10-19 years c) 20 years or more
- g. Work Responsibilities (choose all that apply): _____
 - a) Teach PE b) Coach School Team c) Athletic Director
 - d) Club Advisor e) Committee Member f) *Other

*If you checked others, please write down exactly what you do in your school?

- 2. Students are recommended to participate in 60 minutes of physical activity per day. How much activity, on average, do your students acquire per day?
 - a. ___ 15 minutes or less
 - b. ___ 30 minutes or less
 - c. ___ 1 hour or less
 - d. ___ 2 hours or less
 - e. ___ 3 hours or more
- 3. Do daily activity levels vary by any of the following student characteristics in your opinion? Please explain if levels do vary.
 - a. ___ Gender
 - b. ___ Grade level
 - c. ___ Ethnicity
 - d. ___ Socio-economic level
 - e. ___ Other (Please explain)
- 4. Which of the following have been implemented at your school? Please check all that apply. If any programs are not mentioned, please list under other.
 - a. **Physical Education**
 - i. ___ Students receive ___ minutes of physical education class per week

- ii. ☐ Age appropriate content
- iii. ☐ Varied and appropriate content
- iv. ☐ Maximal safe participation
- v. ☐ Regular assessments
- vi. ☐ Required teacher certifications
- vii. ☐ Moderate (e.g., brisk walk) to vigorous (e.g., running) physical activity for 50% of the class
- viii. ☐ Other (Explain)

b. Physical Activity During School

- i. ☐ PA or “Brain” Breaks (e.g. five minute classroom breaks between lessons to refocus attention or reenergize the class)
- ii. ☐ Active Classrooms
- iii. ☐ Elementary: Daily recess with free play (equipment provided, lists of activities available, and activity zones arranged)
- iv. ☐ Secondary: “Drop in” activities (e.g. opportunities, such as a Zumba class, presented during school recess that allows students to “drop in” and participate in that activity)
- v. ☐ Record steps via pedometers
- vi. ☐ Start-of-day movement (during announcements)
- vii. ☐ Other (Explain)

c. Physical Activity Before and After School

- i. ☐ Field trips to local venues
- ii. ☐ Weekend active outings
- iii. ☐ Physical activity of the day program
- iv. ☐ Open gym time
- v. ☐ Before and after activity school physical activity clubs/intramurals (e.g., walking and jogging club)
- vi. ☐ Interscholastic sports
- vii. ☐ After school programs implement physical activity
- viii. ☐ Active transport to school (e.g., walking school bus, safe routes to school)
- ix. ☐ Fundraisers for physical activity (raising money for physical activity amount)
- x. ☐ Other (Explain)

d. Staff Involvement

i. Those involved

- a) ☐ Administrators
- b) ☐ Classroom teachers
- c) ☐ Teacher aides
- d) ☐ Secretaries
- e) ☐ Counselors
- f) ☐ Janitorial staff
- g) ☐ Other (Explain)

ii. Programs Offered

- a) ☐ Walking/jogging PA programs
- b) ☐ Group aerobic activities
- c) ☐ Staff access to fitness facilities
- d) ☐ Sport, intramural clubs for staff
- e) ☐ Staff PA breaks
- f) ☐ Medical screenings
- g) ☐ Fitness testing and consultation
- h) ☐ Weight control and nutrition programs
- i) ☐ Healthy choice advocacy and modeling
- j) ☐ Other (Explain)

e. Family and Community Involvement

- i. ☐ Family wellness nights
- ii. ☐ Walking programs
- iii. ☐ After school activity stations
- iv. ☐ Family Nutrition Plan
- v. ☐ Jump Rope for Heart
- vi. ☐ Field days
- vii. ☐ Family physical activity homework
- viii. ☐ Sharing facilities and resources with community organizations
- ix. ☐ Local physical activity providers as class demonstrators, assembly presenters
- x. ☐ Peer and adult modeling (e.g. pedometer challenges, family exercise classes after school)
- xi. ☐ Walk to school program with community acting as “bus drivers”
- xii. ☐ Other (Explain.)

5. Please place a checkmark next to which of the following CSPAP components have been implemented into your school.
 - a. _____ Physical Activity During School (e.g. outside of the PE classroom)
 - b. _____ Staff Involvement
 - c. _____ Family and Community Involvement
 - d. _____ Physical Activity Before/After School
6. **Referring to Question 5.** Of those components that you did place a checkmark next to, please rate those on their ease of implementation (5 = was the most difficult to implement, 1 = was the easiest to implement).
 - a. _____ Physical Activity During School (e.g. outside of the PE classroom)
 - b. _____ Staff Involvement
 - c. _____ Family and Community Involvement
 - d. _____ Physical Activity Before/After School
7. **Again, referring to Question 5.** Of those components you did not place a checkmark next to, please rate them on how difficult you would believe their implementation to be (5 = would be the most difficult to implement, 1 = would be the easiest to implement).
 - a. _____ Physical Activity During School (e.g. outside of the PE classroom)
 - b. _____ Staff Involvement
 - c. _____ Family and Community Involvement
 - d. _____ Physical Activity Before/After School
8. Please identify the necessary strategies for successful CSPAP implementation at your school.
9. Please identify any barriers you have experienced throughout CSPAP implementation at your school (beginnings to current)

Appendix C

Interview Question Set for PE Teachers

1. Of the components of the CSPAP you have implemented, can you elaborate on what you have implemented within each level?
 - a. What were helpful strategies to implement these CSPAP components and activities at your school?
2. What do you consider the most crucial CSPAP component to implement at a school?
 - a. Which component did you address first?
3. Some CSPAP components have not been implemented yet. What have been the specific obstacles for their implementation?
4. How did you garner buy-in or support from others (administrator, teachers, staff, parents, community, etc.) to implement a CSPAP in your school? (e.g. benefits to school, benefits to students, implementation, conduciveness to school schedule, pros, cons)
5. Based on your observation, what kind of impact (positive or negative) did the CSPAP program have on your school, culture, staff, students, parents, and community?

Appendix D

Interview Question Set for Principals

1. Describe your involvement and support for CSPAP throughout its implementation (beginnings to present)?
2. What were helpful CSPAP implementation strategies at your school?
3. Inform the principal of the components of the CSPAP program that have been implemented into his school then tell him about the components that have not. Do you think you could realistically implement these components into your school?
 - a. Are there any components that seem completely unrealistic for implementation?
4. Based on your observation, what kind of impact (positive or negative) did the CSPAP program have on your school culture, staff, students, parents, and community?
5. What advice would you give to other physical educators or principals who are interested in implementing a CSPAP or more physical activity into the school day? (garnering “buy-in” and/or support)
 - a. If different, what would your advice be to hesitant physical educators or principals?

Appendix E

Interview Question Set for Classroom Teachers

1. How did you assist in the successful implementation CSPAP program at this school?
 - a. What convinced you to assist with this program?
2. What were helpful CSPAP implementation strategies at your school?
3. Inform the interviewee of the components of the CSPAP program that have been implemented into his school then tell him about the components that have not. Do you think you could realistically implement these components into your school?
 - a. Are there any components that seem completely unrealistic for implementation?
4. Based on your observation, what kind of impact (positive or negative) did the CSPAP program have on your school culture, staff, students, parents, and community?
5. Do you have any advice to other teachers who are unsure how to implement physical activity into the classroom?