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Physical Education Matters

■ IDEAS: Action and Partners to Improve PE in California

February 2008





INTRODUCTION

Educating young people is a shared responsibility of families, schools, school districts, the broader community, and governments at the local, state, and federal levels. Despite an unfortunate trend to the contrary, this shared responsibility includes that for physical health and overall well-being. School physical education (PE) has been in a state of decline, partly because of the single-minded focus on academic achievement (for example No Child Left Behind), PE's "second class status" in the education field,

and the **incorrect** assumption that PE time detracts from academic achievement. This neglect of PE has come at the worst possible time, as continuing epidemics of childhood obesity and diabetes create a need for expanded physical activity programs, beginning with a solid foundation of PE throughout the school years.

Enhancing the quantity and quality of school PE in California will require the coordinated efforts of several groups. Figure 1 shows the numerous stakeholders who have been, or need to be, engaged in efforts to improve PE. Though not all groups need to be actively involved to achieve success, no single group will be able to succeed unilaterally. Most likely, each school and district across the state will create

partnerships consisting of a unique mix of stakeholders. There will be many pathways to success.

Even if there is no single roadmap to a better PE program, it is useful to have a list of the potential partners and the contributions they can make. The purpose of this report is to identify the groups who can contribute to improving PE in California schools and provide guidance about specific actions they can take. Leadership can come from the bottom, middle, or top and this document outlines the requests that can be made of each stakeholder group. Stakeholders can not only check whether they are performing their own role to the utmost but also check whether others are playing their part sufficiently. If you are attempting to

influence others, you need to have clear goals and realize that advocating for change is a long term process. For all individuals and groups you approach, try to find out about their priorities and challenges and try to match your demands to their needs.

This report was developed based on interviews with a wide variety of individuals, especially those involved in PE at the school, district, and state levels. Our aim is to present options and opportunities that can be combined in different ways to meet local needs. We hope these ideas will assist local and statewide groups to be effective in their efforts to improve children's health and well-being through enhanced school PE.

We welcome your feedback about how to improve this report. Please send us your stories about success in improving PE and how this guide may have contributed.

Figure 1 demonstrates the multiple partners and decision makers that can influence whether PE is a priority in your school, district or county. This document hopes to identify the key individuals or groups at each level, what they can do to prioritize quality PE and how you may work with them to ensure that PE is on the agenda at a local, state and national level.

FIGURE 1

NATIONAL: POLICIES, RECOMMENDATIONS, FUNDING

- ✓ Legislators
- ✓ National Corporations
- ✓ Non profit organizations and Health foundations
- ✓ Health care providers, agencies, associations
- ✓ Health insurance companies
- ✓ Government agencies
- ✓ NASPE

COMMUNITY: FUNDING, SUPPORT, ADVOCACY, EVALUATIONS

- ✓ Recreation centers
- ✓ Sport Clubs/Leagues
- ✓ Local businesses
- ✓ Policy advocates
- ✓ Media
- ✓ Universities, researchers
- ✓ Community coalitions
- ✓ Health Care providers

INDIVIDUALS: ADVOCACY, SUPPORT

- ✓ Parents/guardians
- ✓ Students

STATE & LOCAL GOVERNMENT: POLICIES, FUNDING, MONITORING

- ✓ **Department of Education**
- ✓ **County PE Coordinators, Curriculum Developers**
- ✓ **Superintendent**
- ✓ **Legislature**
- ✓ State and local public health departments
- ✓ Parks & recreational agencies
- ✓ Elected officials (general)
- ✓ Assistant Superintendent

SCHOOL DISTRICTS: SUPPORT, ADVOCACY, IMPLEMENTATION

- ✓ **Superintendent**
- ✓ **School Board Members**
- ✓ **School Board Presidents**
- ✓ **PE Advisor**
- ✓ Teachers Unions
- ✓ School wellness committees
- ✓ Chief Instructional Officers
- ✓ Taskforces
- ✓ District grant administrator

SCHOOLS: IMPLEMENTATION, PRIORITIZATION, WELLNESS POLICIES

- ✓ **Classroom teachers (elementary)**
- ✓ **PE teachers and specialists**
- ✓ **Principal**
- ✓ Other subject staff
- ✓ PTA
- ✓ School site council
- ✓ Curriculum directors

Bold=key groups

PE POLICY GOALS

The California Endowment, in partnership with researchers at San Diego State University and University of California Los Angeles, has developed a list of fundamental policy priorities for PE. This list was developed after reviewing recommendations provided by the California Department of Education, the National Association of School Boards of Education, the Centers for Disease Control and Prevention, the American Alliance for Health, Physical Education, Recreation & Dance and after consulting with PE specialists at the local, district, county and state level in California. This list emphasizes the priorities of The California Endowment, which includes reducing health disparities, and may serve as a basis for the development of state and local goals.

POLICY GOALS FOR IMPROVING PE IN CALIFORNIA

The California Endowment in partnership with researchers at San Diego State University and University of California Los Angeles has developed a list of fundamental policy priorities for PE. This list was developed after reviewing recommendations provided by California Department of Education, the National Association of School Boards of Education, the Centers for Disease Control and Prevention, the American Alliance for Health, Physical Education, Recreation

& Dance and after consulting with PE specialists at the local, district, county and state level in California. This list emphasizes the priorities of The California Endowment which includes reducing health disparities.

- ✓ Ensure PE minutes provided to each student meet or exceed state requirements by improved monitoring and enforcement.
- ✓ Ensure all PE classes are taught by certified PE specialists who receive continuing professional development. If classroom teachers provide PE instruction, they must receive adequate training in PE instructional methods.
- ✓ Encourage the adoption and implementation of activity-focused PE curricula that are research-based or consistent with content standards.
- ✓ Increase requirements for PE minutes in elementary schools.
- ✓ Eliminate exemptions from PE, except for medical contraindications.
- ✓ Ensure PE class sizes are consistent with those of other subjects.
- ✓ Ensure there are adequate indoor and outdoor facilities and sufficient equipment for PE.
- ✓ Target funding for improving PE quantity and quality to schools serving low income communities.
- ✓ Enhance the value of PE within the education community by including PE in school accountability measures,

including PE grades in GPA's used by universities, and add PE as a core subject in the federal No Child Left Behind act.

ADVOCACY ADVICE

This document presents action points for those trying to improve PE. There are many stages to such advocacy or action which have not been outlined in this piece. The following resources may be helpful for those campaigning for better quality PE. They include advocacy examples beyond PE, but that could be applied to PE advocacy. The California Endowment also produces a "PE Matters brief" which summarizes the state of PE in California and can be used by advocates to build the case for the importance of PE.

PE4life Blueprint for Change

[http://www.pe4life.org/UserFiles/File/Blueprint_Version_2\(1\).pdf](http://www.pe4life.org/UserFiles/File/Blueprint_Version_2(1).pdf)

KABOOM! Road Map to change a child's world

<http://www.kaboom.org/Home/DoItYourselfResources/TheRoadMap/tabid/425/Default.aspx>

Afterschool Alliance Advocacy resources, tips and tools

http://www.afterschoolalliance.org/action_hero_voice.cfm

Center for Advancement of Standards-based Physical Education Reform (CASPER)

<http://www.csuchico.edu/casper/>

AAPHERD: Updates Plus Sept/Oct 2007 Physical Education is being left behind in my school.... What can I do? Monica Lounsbury, University of Nevada, Las Vegas The Health Advocacy Tool Box

<http://www.cthealthpolicy.org/toolbox/Default.htm>

California Center for Public Health Advocacy

<http://www.publichealthadvocacy.org/advocacystrategy.html>

AAPHERD Advocacy Legislative Action Center

<http://member.aahperd.org/advocacy/>

NASPE Advocacy Tips and Teacher Toolbox

<http://www.aahperd.org/naspe/template.cfm?template=advocacyTips.html>

Action for Healthy Kids

<http://www.actionforhealthykids.org/index.php>

Project LEAN: Physical Activity Bright Ideas

<http://www.californiaprojectlean.org/brightideas/genBrightIdeasList.asp?CATNID=1005>

California School Boards Association

<http://www.csba.org/LegislationAndLegal/Legislation/ActionAlerts/TheManyFacesOfAdvocacy.aspx>

Strategic Alliance for Healthy Food and Activity Environments

<http://www.preventioninstitute.org/sa/>

SCHOOL LEVEL ACTIONS ELEMENTARY CLASSROOM TEACHERS

There are many ways that classroom teachers can improve PE at their elementary schools. Teachers can take it upon themselves to ensure students are getting the required number of PE minutes (200 minutes every 10 days in California) and are active for at least 50% of that time. They can advocate for appropriate well-maintained facilities and equipment

for daily PE and model the activities for students. Teachers need to ask for training in special PE teaching techniques to ensure all students participate and are active. They will need to solicit support from their principals for this much needed staff development. If principals are not convinced of the value of PE, classroom teachers can provide data about the benefits of improved behavior and increased attentiveness in all classes. As the availability of funding is often an obstacle in low resource schools, teachers can apply for additional funding through grants and sponsorship for professional development and equipment that keeps all children engaged and active. Districts may also be able to provide PE specialists and training, so teachers and schools can request such services. Special PE curricula are available for elementary schools and schools may partner with sponsors to implement these or allocate special funds to support them.

At Norwood Elementary School in LAUSD, Trish Birk has learned to teach active PE classes through the NikeGO program. She has noticed that the number of children reading at grade level has increased since implementing the daily PE program. She also found additional funds from multiple sources by surfing the internet, such as the Jordan Fundamentals Grant.

Sanger Unified School District and LAUSD have provided PE specialists to elementary schools. The program in Sanger is funded by the district and provides each school with a PE specialist. In Los Angeles, PE specialists are not available to every elementary school; however the district PE Advisor directs outside funding opportunities for PE specialists to schools that are both in need and willing to accommodate a new program. For example, Norwood Street Elementary received a PE specialist for 2 years through a Healthy Eating, Active Communities-funded program. The PE specialist not only taught PE to students but also provided professional development to the classroom teachers.

PE TEACHERS AND SPECIALISTS

Like classroom teachers, PE specialists need to ensure that students are receiving the required PE minutes (400 minutes every 10 days in California for grades 7-12) and are active for at least 50% of class time. Selecting or developing an appropriate PE curriculum and goals helps to keep both students and staff organized. Including non-traditional activities and new equipment helps keep the students active and makes PE fun. PE teachers who do not have the necessary funds for equipment can either be creative by formulating activities that use minimal equipment or by applying for outside

grants. By integrating social skills and character development into the PE activities, students have the opportunity to learn valuable lessons about teamwork, conflict resolution and patience. Character development helps to keep order, especially in large PE classes. Outside of the classroom, PE specialists can volunteer on school or district committees to represent a PE viewpoint and learn more about wider issues in school programming. They can act as PE leaders or champions and can work with the teachers' unions and their principal to keep class sizes to that of other subjects. Principal support is also key to scheduling enough time for PE during the school day. As a group, PE specialists can learn from one another by visiting schools with successful PE programs. To gain principal support, teachers can take them to view a quality PE program in action and get them to participate in a good class to experience themselves the benefits of physical activity.

Ashley Wirth at Keiller Leadership Academy re-established discipline in her classes and has lesson plans on display in the locker room and by the activity space. This way, children know what is expected and movement between play spaces occurs efficiently, maximizing activity time. She started writing grants for additional PE equipment from "Grant Writing for Dummies". The Cox Communication Grant allowed time

to be spent on establishing Character Pillars that teach respect and fair play.

At San Fernando Valley High School, Jodi Eyraud and Sheilah Conway developed a skill level program, where students select whether they play at Rookie, Semi-Pro or Pro level during team sports so that they are competing on a level playing field. This keeps all children active and involved.

PRINCIPALS

Principals play a key role in ensuring the quality of their school's PE program and should be informed about state and national standards for PE. Though PE may not be an academic priority like math or language arts, principals need to recognize the many benefits of a quality PE program. Improvements in academic achievement, health, classroom behavior and overall school discipline may occur when principals make PE a priority. In order to have a quality PE program, the required PE minutes must be met and all students should be active for at least 50% of class time. This means PE classes have to be capped at a size similar to other subjects. At the same time, there need to be fewer exemptions to PE should be allowed and dress codes for PE classes enforced. Having more students participating in PE requires thoughtful scheduling of classes and sufficient staff numbers. PE teachers need

principal support for longer periods for PE in order to allow instruction and practice in skills as well as fitness work. A common prep period for the PE teachers provides them time to develop curriculum and new activities, as well as evaluate their goals for the students. Principals can support PE staff by providing professional development or by providing a substitute teacher while PE teachers write grants or attend training. Often, principals can provide some equipment out of school funds, or else look for outside sources of funding. Principals need to be engaged in assessing PE at their school on a regular basis. They should be aware of the state's physical fitness test (PFT) results (the FITNESSGRAM) and regularly evaluate the PE program, staff and lesson plans. In addition, they can observe PE classes at their own school and visit other schools with successful PE programs. School principals can also attend district meetings and ensure that PE is on the agenda and that training for principals includes issues in PE. If the district presents new opportunities to improve their school's PE program, schools need to take advantage of the offer and be prepared to work to integrate the new program if it provides training and opportunities for all children to be active. Principals can rate their PE program using 15 questions developed by NASPE. If answers to any of the questions are no, there is an action plan to set goals to improve the program. If all the answers

are yes, then a school may be eligible for the NASPE Stars program. For a guide to high quality PE program components, consult the NASPE Superstar criteria (http://www.aahperd.org/naspe/stars/pdf_files/criteria_super06.pdf).

Frances Goldman, principal at Norwood Street Elementary School, took advantage of the opportunity to have a PE specialist at her school. She also helped to ensure the success of the program by working with her classroom teachers and motivating them to participate by going out with their students when the PE specialist taught PE.

Patti Ladd understands the importance of credentialed PE teachers and appreciates her dedicated PE staff. She allows longer periods for PE by scheduling 90-minute blocks for class, which aid the PE teachers in instructions and skills development. A scheduled daily common prep period for her PE teachers provides time for staff unity, continuous improvement and curriculum development.

Chad Fenwick in LAUSD provides training for principals, which includes activity breaks to emphasize the benefits of PE.

PARENTS

Parents are key voices in the school community and often have a great deal of

influence over school priorities and actions. Parents can be concerned whether their children are receiving a balanced education and PE is an integral part of the school day. First parents must learn about PE and the important benefits it has for their children. Parents can check with the school principal and teachers that their children are receiving the required minutes of PE; they can remind schools of the legal requirements for PE and even ask to observe PE classes to assess quality and activity levels. If parents show a greater interest in PE and its outcomes, for example by requesting their child's FITNESSGRAM results, principals and teachers will be more likely to pay attention to PE. At the high school level, parents may want to check the school PE exemption policy and comment on its appropriateness. Parents can also gain a greater voice in the school process by joining the Parent Teacher Association and advocating for PE staff development, hiring of PE specialists, funds for equipment, and grant writing for additional support. Parents can highlight the importance of PE in low resource schools, where there may not be play opportunities in the local neighborhood or after school, by emphasizing that PE in schools may be the only time when children are active and have the opportunity to learn important physical and social skills. Parents can also influence the school board members by petitions such as smaller class sizes for PE or by running for school board

positions. NASPE has a brochure "Physical Education is critically important" which it suggests be used to build support for PE programs in the community. CASPER also provides a rating scale for parents to use to assess their child's PE (www.csuchino.edu/casper/ratingscale/parents.html) and suggestions for how parents can proceed to raise the issue of PE in their child's school (www.csuchino.edu/casper/parents/index.html).

IDEAS FOR WHAT OTHER GROUPS AT THE SCHOOL LEVEL CAN DO:

- | | |
|------------------------------------|---|
| OTHER SUBJECT
STAFF | <ul style="list-style-type: none"> • Recognize PE as an important part of the school day • Voice the benefits seen in students after PE • Recognize that adequate PE time is needed consistently in the week |
| PTA | <ul style="list-style-type: none"> • Organize fund raisers for PE equipment, staff development, curricula, PE specialists • Ensure PE requirements are being met • Pressure school and school board to meet PE requirements and to use evidence based PE programs |
| SCHOOL SITE
COUNCIL | <ul style="list-style-type: none"> • Prioritize money for PE staff professional development • Prioritize money for equipment and maintenance of PE facilities |
| CURRICULUM
DIRECTORS | <ul style="list-style-type: none"> • Investigate evidence based PE curricula • Provide curricula materials • Assess PE lesson plans • Provide training for PE staff |
| SCHOOL WELLNESS
COUNCIL | <ul style="list-style-type: none"> • Include realistic and achievable physical activity goals in Wellness Policy documents • Use national and state guidelines to prioritize appropriate physical activity goals • Give physical activity equal weighting as nutrition in policy documents |
| STUDENTS | <ul style="list-style-type: none"> • Tell parents, teachers, principals etc. how PE makes them feel and if it helps them concentrate better in class • Ask for more PE time • Help with PE fundraisers • Older children can be fitness mentors for younger students • Recognize the achievement of passing the FITNESSGRAM • Attend to rules to help PE classes run smoothly • Play fairly to allow all children to be included • Always dress prepared for active PE |

SCHOOL DISTRICT AND COUNTY LEVEL ACTIONS

School Districts are responsible for PE funding, support, advocacy, PE policies, curriculum, facilities, implementation of PE standard and monitoring and evaluation of PE programs and standards. Many policies that influence the quality of PE are set at the district, county and state level.

For PE to become a priority, i.e. given equal status as math and reading, it is important that policies support the following aims:

- ✓ Class size equity with all subject areas
- ✓ Articulated grades (grade level pure classes)
- ✓ Expand resources and upgrade facilities to meet or exceed state regulations
- ✓ Establish and maintain optimal instructional environments that are safe and secure
- ✓ Consistent quality professional development
- ✓ Achieve gender equity for instructors and students
- ✓ Standards based curriculum supported by qualified credentialed teachers at all grade levels
- ✓ Credentialed physical education instructors at each elementary school
- ✓ 50% of PE time spent in moderate to vigorous activities

PE ADVISORS/ CURRICULUM DIRECTORS

In addition to the superintendent, many school districts have a curriculum director for all subject matter areas including PE. However, in many cases, PE does not have its own curriculum director. Individuals in charge of curriculum report to upper levels of district administration and are often charged with professional development, assessment related reports, and formulation of committees to examine curriculum related issues. PE advisors play a critical role in helping to advocate for PE at the district level and support schools, PE specialists and classroom teachers charged with responsibility for PE. Districts can have a PE advisor or dedicated PE curriculum director. Funds from other programs such as obesity prevention or wellness committees may help fund such positions.

One key group for PE advisors to engage is principals. By holding trainings for principals on what quality PE can do for students (improved attendance, classroom behavior and academic achievement), they will be more likely to implement quality PE programs in their schools. PE advisors can also work with principals to evaluate PE programs at their schools in order to ensure that high standards quality and adequate quantity of PE are being met. Other key groups to involve would be physicians, who can help make the case for PE in light of children's health, and parents, who

can serve on committees. A committee on health, sports and PE could be formed to educate parents about the benefits of PE and the status of PE at their child's school, which may help motivate parents to be advocates for PE.

The PE advisor can also urge the (assistant) superintendent to put resources towards PE. These resources could be used for purchasing PE equipment, which can be ordered in bulk to get better prices, selecting and providing an appropriate activity-focused PE curriculum for schools (preferably evidence-based), and also offering professional development for PE teachers and classroom teachers who instruct PE. If funds are not available for providing PE equipment and facilities, the PE advisor could work with local organizations such as the YMCA or parks and recreation centers for joint-use agreements. Outside sources of funding can also be obtained for equipment, professional development and special curricula by writing grants or partnering with industry sponsors. If potential partners for PE are unfamiliar with the schools system, then the PE advisor can help them negotiate the bureaucracy. The PE advisor can also perform needs assessments for schools and identify which schools are not only in need (based on PFT or API scores), but also consider their willingness to work and accept the burden of an additional program. Another way to support PE teachers is to instruct them on how to properly adminis-

ter the FITNESSGRAM testing and to help them understand and meet the state content standards.

Chad Fenwick is the PE Advisor for LAUSD. He provides direct support to classroom teachers and PE specialists by offering professional development trainings. He is also the connection between outside parties or programs interested in working in LAUSD, such as NikeGO and Marathon Kids, and the schools. In addition to writing grants for additional funding, he is involved in a district taskforce that brings together politicians, health professionals and other key groups to help prioritize PE.

COUNTY PE COORDINATORS

The county PE coordinators, like district PE coordinators, play a key role in ensuring quality PE for schools. By working with the assistant superintendents, accountability for PE quality and funding needs can be addressed. Schools not meeting state required PE minutes can receive on-site, direct assistance from the county PE coordinator. The county coordinator serves in a supportive role for schools and teachers. One way to provide support is to establish a lead PE teacher in each district and develop a communications network with those leads. The county coordinator can hold meetings and videoconferences for PE teachers, principals and assistant superintendents on relevant topics such as how

to write grants for outside funding or how to implement the content standards, and host web-based chat rooms and list serves. Coordinators can give teachers specific articles and materials to share with their principals. They can also instruct classroom and PE teachers on how to administer the FITNESSGRAM. Coordinators can provide professional development workshops and in addition provide substitute teachers for schools that can't afford to send their PE teachers to the workshops. Elementary classroom teachers often need additional support and training on how to teach PE. County coordinators can serve as advocates for PE, by presenting arguments for quality PE at PTA, school board and community group meetings. Sometimes local or national organizations such as sports leagues or commercial companies approach counties to sponsor PE programs. The County coordinator can help work with them to develop ideas, support programs or even appropriate curricula. They can help identify schools in most need of resources and help schools and community members to work together towards common goals.

Mary Blackman is the PE and Health Curriculum Coordinator for San Diego County. She provides direct support to schools not meeting the mandated PE minutes. She also has developed a network of lead PE teachers from each district in the county. The lead teachers attend her advisory meetings where they

review relevant topics, such as the state PE framework and selected articles, and debrief each other on what is going on at their schools. She gives copies of the agendas and meeting materials to PE leads to discuss with their principals and assistant superintendents.

In Orange County, Chris Corliss works as the Health, Sport and PE Coordinator. As part of his role, he has involved many partners in the county to help support PE. He has negotiated with the local YMCA, the Boys and Girls Club and city aquatics facilities for joint-use agreements. He also advocates for PE by working with the 25 assistant superintendents in his area to make the case for putting more resources into PE.

SUPERINTENDENTS

In most cases, the superintendent, like the school principal, has extraordinary decision-making capability. This individual is instrumental in working with the school board to set district-wide standards for performance as well as policy and budget priorities. School principals are accountable to the district superintendent. The superintendents help by setting the tone for the district's prioritization of PE. Specific ways to make PE a priority would be to provide annual trainings for professional development on buyback days. Incorporating healthy/fit organizational practices and policies into district routine,

e.g., at meetings and convenings, and with their own office staff, may communicate the priority and importance of physical activity, modeling innovation in this area. For further information about these practices and policies, and resources to assist with implementation, see www.ph.ucla.edu/cehd, www.dhs.ca.gov/cpns/pa, and http://webcast.berkeley.edu/event_details.php?webcastid=19296. Superintendents can help to:

- ✓ Make PE a priority and hold schools accountable for PE compliance
- ✓ Help establish good PE policies that exceed minimum state requirements
- ✓ Assure policies are implemented
- ✓ Identify or develop PE curricula
- ✓ Regularly report to the board on PFT results and on the effectiveness of the district's PE program

SCHOOL BOARD MEMBERS

School district superintendents report to and are accountable to the school board. The school board is comprised of elected and appointed officials. School boards are in charge of setting the district's vision and goals, adopting and evaluating the effectiveness of policies, adopting the district's budget and maintaining fiscal integrity, evaluating educational programs to ensure quality education for all students, and serving as community leaders and advocates on behalf of educational programs. School boards can look for ways to improve

existing PE policies and prioritize PE. By inviting PE specialists to present at their meetings, school board members can be informed of the latest developments in PE and the benefits PE brings to their schools. Based on this information and district data provided by the superintendent pertaining to the quantity and quality of the district's program (e.g. compliance with required minutes and content standards, level of physical activity in PE classes), boards can set policies to improve PE, assure the policies are being implemented and evaluate them.

Julie Korenstein is the senior school board member for district 6 in LAUSD. She was the first school board member to invite Chad Fenwick and his committee to present on the benefits of quality PE at her district's meeting. She continues to be an advocate for PE and is involved in a Teacher's Union-led taskforce for improving PE.

Martin Gonzalez is the Assistant Executive Director of Governance and Policy Services for the California School Boards Association. He uses his position to help influence PE by producing relevant sample board policies and policy briefs on the need for quality PE.

IDEAS FOR WHAT OTHER GROUPS AT THE SCHOOL DISTRICT LEVEL CAN DO TO SUPPORT QUALITY PE IN THEIR SCHOOLS:

- | | |
|-------------------------------------|--|
| TEACHERS UNIONS | <ul style="list-style-type: none">• Work to lower PE class sizes by adding the requirement into the teaching contracts.• Invite PE teachers to present at chapter meetings on quality PE• Include information on what quality PE looks like and its effects in the Teacher's Union newspaper |
| SCHOOL WELLNESS COMMITTEES | <ul style="list-style-type: none">• Use funds to hire a PE Advisor• Set realistic but challenging goals for school PE policies; see above for list of suitable goals• Adopt healthy/fit organizational practices and policies to engage teachers and other school staff in modeling PA, as well as energizing them to prioritize PA in their decision-making. |
| CHIEF INSTRUCTIONAL OFFICERS | <ul style="list-style-type: none">• Inform school board about PE requirements in their schools• Advocate for PE curriculum developers |
| TASKFORCES | <ul style="list-style-type: none">• Meet with state legislators and the state teachers' association to convince them of the benefits of meeting state PE standards.• Present to school board members, parents and youth advocates on quality PE• Meet with the superintendent and make the argument for health/wellness positively impacting academic achievement. |
| DISTRICT GRANT ADMINISTRATOR | <ul style="list-style-type: none">• Ensure grants written by PE teachers and administrators meet grant requirements.• Help identify appropriate grants |

COMMUNITY LEVEL ACTIONS PUBLIC AND PRIVATE RECREATION CENTERS/ FITNESS FACILITIES

Due to lack of funding, some PE programs do not have the needed equipment and facilities to provide quality active PE or PE that meets the California content standards. Recreation centers and fitness facilities can partner with schools to provide use of their facilities for PE classes and after-school physical activity programs. They could also donate used (but still usable) equipment to schools or help with equipment maintenance. Fitness facilities, like the YMCA, can also support schools with by applying for PEP grants to fund PE and physical activity programs in schools. Some facilities can provide certified staff to help run programs.

The YMCA of Orange County saw a need in the community for improving children's health and fitness. In October 2004, the YMCA received a PEP grant for them to provide PE specialists to 32 schools from Santa Ana and Fullerton School Districts. The YMCA specialists trained classroom teachers in CATCH PE, modeled activities for them and taught alongside the teachers. Now the classroom teachers do CATCH PE with their students, and the specialists just provide feedback on the lessons.

SPORTS CLUBS/LEAGUES

As prominent role models for fitness and health, sponsoring PE programs can be a natural fit for professional sports organizations. Specific areas of need that sports organizations can address through grants or direct funds are providing PE specialists in elementary schools and needed equipment. They could also offer professional development for staff by sponsoring PE staff to attend conferences.

The San Diego Chargers developed grants for PE in order to reduce childhood obesity in 2002. By working with Mary Blackman in the County Office of Education and Superintendent Rudy Castruita, the Chargers created applications for their Chargers Champions grants. These grants provide age-appropriate fitness equipment and facilities to schools based on need.

The San Diego Padres were approached by the Childhood Obesity Initiative Coalition to work with them and the County Office of Education to run a pilot program in 8 area schools. The program gave each school a fitness circuit to get students active in addition to the activity received in PE. Some schools have used this to increase in-school activity time, while others have found it works better as part of their PE program.

The California Department of Public Health Champions for Change Network has partnered with the Professional Athletes Council (www.athletescouncil.com) to promote the re-integration of PA into the classroom and school day using an innovative IT-based initiative called Instant Recess. DVDs, CDs, and Teachers' Guides are being distributed to Network school local incentive awardees throughout the state. Teachers at the Champion School, a charter school serving a low-income area of Phoenix, AZ pilot testing the project have reported that regular participation in the 10-minute exercise breaks has improved PE engagement and confidence, particularly among girls

needs of schools, such as how PE affects academic achievement, truancy and discipline problems. Researchers can directly impact PE by developing a curriculum that ensures activity and health benefits. University students can help schools administer the FITNESSGRAM. The universities can help ensure the quality of future PE programs by instructing student teachers in evidence-based PE. Universities may also require PE proficiency for all elementary classroom teachers as an essential skill, and thereby raise the status and profile of PE majors.

UNIVERSITIES/RESEARCHERS

Academics can help support the need for quality PE by reviewing the evidence link between PE and mental and physical health, and through evaluating outcomes of various PE programs. Deans and university administrators can support researchers conducting PE research in schools and provide internal grants to facilitate the research through offices like the Community/Civic Engagement Office. In order for universities and researchers to be effective partners with the community in providing quality PE, they need to understand community research is very different from laboratory/traditional research in that it takes a few years before results may be evident. Researchers also need to learn how to frame research to the

IDEAS OF WHAT OTHER GROUPS AT THE COMMUNITY LEVEL CAN DO TO SUPPORT QUALITY PE IN LOCAL SCHOOLS

LOCAL BUSINESSES • Sponsor PE programs, staff development or costs of PE
E.G. WASHINGTON MUTUAL specialist in elementary schools

POLICY ADVOCATES • Alert voters to pending PE legislations
E.G. CALIFORNIA CENTER FOR PUBLIC HEALTH ADVOCACY • Alert schools to PE funding opportunities
 • Advocate for positive media coverage of PE
 • Advocate for enforcement of PE requirements
 • Advocate for adequate PE funding
 • Help translate PE research into understandable public messages
 • Campaign for public access to PE data
 • Train & support local advocates for improved PE
 • Educate, engage and empower community groups to work together
 • Train, educate and empower community groups to work together

MEDIA • Highlight the positives or successes of the PE programs, not just negative stories about failing fitness and obesity; highlight policy solutions

COMMUNITY COALITIONS • Engage parents, youth and other stakeholders like pediatricians.
 • Assess current situation at schools- What amount and quality of PE are students getting at all grade levels? What is the size of PE classes? What is attendance like? How many PE exemptions are issued? What is in the wellness policy about PE? What fitness levels are 5th, 7th, and 9th graders achieving? What needs improvement? (curriculum, staff development, equipment, facilities, class size, PE specialists)
 • Identify PE advocates in their community
 • Approach organizations associated with health or fitness and engage them in sponsorship of PE programs

STATE AND NATIONAL LEVEL

There are many other groups who can support PE at a state and national level. It is important for us all to remember that these groups not only have a great deal of influence, but that they are often

accountable to others or are voted into their positions. This makes them sensitive to the needs of their supporters. We need to make sure that PE is always on the agenda and that staff training, class sizes and minutes of moderate and vigorous activity are considered a priority.

OTHER GROUPS WHO CAN SUPPORT PE AT THE STATE AND NATIONAL LEVEL:

DEPARTMENT OF EDUCATION

- Provide content standards
- Provide curriculum content
- Support PE staff development
- Provide more dedicated PE staff at state level
- Provide policies language to be incorporated into student wellness policies that enhance PE requirements
- Work with Health Dept to make physical activity a priority in PE classes
- Identify or develop PE assessments
- Monitor and communicate results of PE assessments

LEGISLATURE AND POLITICIANS

- Support and adopt legislation that fund PE and address PE requirements
- Ensure that legislation content matches the needs for PE ie., minutes spent in activity not just class minutes, staff development and class sizes

DEPARTMENT OF PUBLIC HEALTH

- Present on the importance of PE in reducing childhood obesity at school board, PTA, and community group meetings.
- Encourage and fund local health departments to get involved in taskforces to represent the health community and lend support to PE initiatives.

PARK AND RECREATIONAL AGENCIES

- Make joint-use agreements with schools
- Work with districts to build schools near existing parks or recreation centers
- Work with districts to build new schools with new parks and recreation centers integrated into the school grounds

continued on next page

OTHER GROUPS WHO CAN SUPPORT PE AT THE STATE AND NATIONAL LEVEL:

NATIONAL CORPORATIONS E.G., NIKE	<ul style="list-style-type: none"> • Provide PE curriculum materials and equipment • Support professional development costs • Offer grants and sponsorship with minimal branding
NON PROFIT ORGANIZATION AND HEALTH/ EDUCATION FOUNDATIONS E.G. RWJF	<ul style="list-style-type: none"> • Provide PE curriculum materials & equipment • Support professional development costs • Support research into successful PE programs • Support research into PE outcomes e.g. health, behavior, socialization and academic achievement • Support trainings and technical assistance on developing good, strong PE policies
HEALTH CARE PROVIDERS, HEALTH AGENCIES, E.G. AMERICAN HEART ASSOCIATION	<ul style="list-style-type: none"> • Advocate for PE as part of the solution to childhood obesity • Provide support to PE leaders regarding the health value of PE • Support activity recommendations • Get involved in school wellness committees and talk to school board members
HEALTH INSURANCE COMPANIES	<ul style="list-style-type: none"> • Sponsor PE programs, staff development or costs of PE specialist in elementary schools • Sponsor PE programs • Give discounts/incentives to children to pass the FITNESSGRAM
GOVERNMENT AGENCIES E.G. CDC, NIH	<ul style="list-style-type: none"> • Fund research and community initiatives to increase PE • Provide recommendations for PE • Support publications
PE PROFESSIONAL ORGANIZATIONS E.G. NASPE, AAPHERD	<ul style="list-style-type: none"> • Training • Curriculum • Recommendations • Leadership



CLAIRE -THIS SHOULD PROBABLY BE UPDATED.

This report was completed by a team based at San Diego State University and the Active Living Research Program, UCLA School of Public Health's Center to Eliminate Health Disparities and the California Center for Public Health Advocacy.

The California Endowment commissioned this report as part of their efforts to improve physical activity, prevent childhood obesity, and reduce health disparities in California. Further reports on PE and physical activity for California youth are forthcoming to inform discussions about needed policy changes.

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Please visit http://www.healthyeatingactivecommunities.org/resources1_4.php for other briefs in this series, instructions for obtaining hard copies, and links to resources.

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