
Policy in Action Training: Maximizing Opportunities for Physical Activity in Tough Budget Times



California School Boards Association

California Project LEAN

Fresno County Office of Education

February 17, 2010

Welcome

Deputy Superintendent Jim Yovino
Fresno County Office of Education

Training objectives

- Strengthen physical education and physical activity opportunities for students without sacrificing the bottom line.
- Utilize tools, sample policies and case studies to develop comprehensive physical activity policies.
- Develop strategies to improve the quantity and quality of student physical activity before, during and after school.

Project Support

Support for this project have been provided by grants from The California Endowment and Vitamin Cases Consumer Settlement fund.

What can School Boards do?

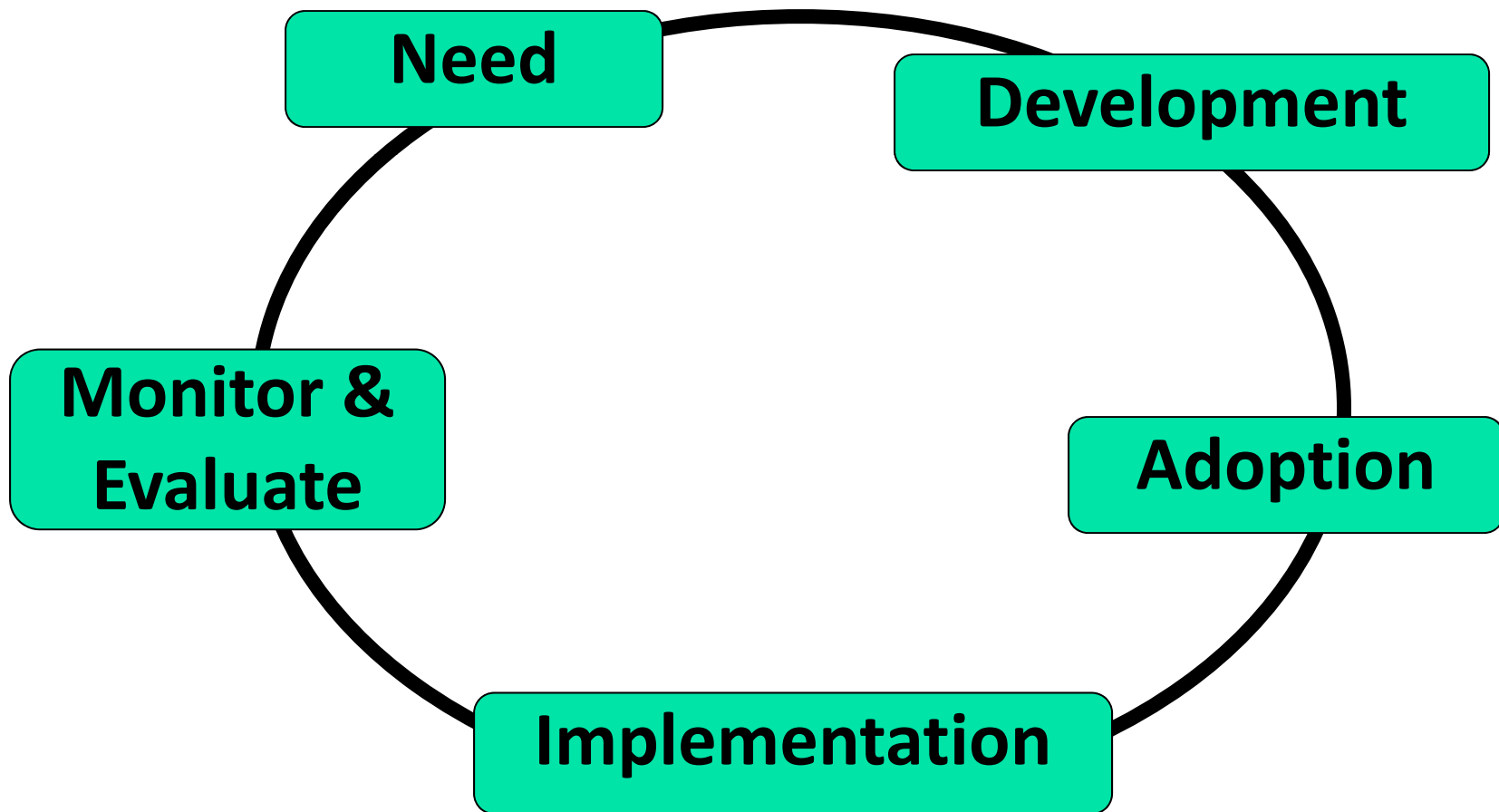
The role of the board

To ensure that school districts are responsive to the values, beliefs and priorities of the community

The Board's Responsibilities

- Set direction for the district
- Establish a structure for action
- Provide support for implementation
- Hold the system accountable
- Engage and lead the community

Policy Development Cycle



Introductions

**Setting direction:
Active Bodies, Active Minds**

Lindsey Cox, Physical Activity Specialist,
California Project LEAN

Strengthening Physical Activity and Physical Education in Schools:

- Identify and address **barriers** and **opportunities** for school districts/COEs to improve P.E. and physical activity
- Support school districts/COEs to improve physical activity through **policy resources** and **trainings**



Physical Activity and Physical Education in California Schools
A survey of district/county office of education perceptions and practices

Research Brief | September 2009

INTRODUCTION AND BACKGROUND

Research shows that students who participate in daily physical activity exhibit a more positive attitude towards school, better attendance and increased academic performance.¹ However, children are less physically active than ever before.² Nearly 40 percent of California children are not physically fit,³ and the prevalence of obesity among school-age children has more than doubled for children aged 6-11 years (from 7 percent to 17 percent) and more than tripled for children aged 12-19 years (from 5 percent to 18 percent) in the past 30 years.⁴

Schools play an important role in influencing student physical activity behaviors and promoting cognitive learning related to lifelong participation in physical activity. They are also in a unique position to provide a safe environment for physical activity opportunities before, during and after the school day. Schools with numerous physical activity opportunities and quality physical education programs may see an increase in student concentration, a reduction in disruptive behaviors and improved academic performance.⁵ Further, quality physical activity and P.E. programs can contribute to the prevention of obesity and chronic disease.⁶

School boards should consider adopting, supporting and monitoring comprehensive policies and programs that strengthen opportunities for students to be physically active, healthier and more ready to learn.

This research brief summarizes key results from a confidential online survey given to California school board members on "Physical Activity and Physical Education in California Schools" developed by the California School Boards Association (CSBA) and California Project LEAN (Leaders Encouraging Activity and Nutrition) (CLEAN). Based on the survey results, this brief highlights actions school districts/county offices of

education (COEs) can take to support physical activity and P.E. The survey objectives were to determine existing physical activity and P.E. district/COE policies and practices, the opportunities and barriers to improving physical activity and P.E. and the perceptions of school board members regarding the impact of student physical activity.

For the purposes of the survey, physical activity is defined as bodily movement of any type. Opportunities for physical activity before, during and after the school day include:

- P.E. class
- Classroom-based movement (activity breaks and incorporating physical activity into academic lessons)
- Recess or free play
- Walking, bicycling or other active transportation to and from school
- Recreational sport and play

METHODOLOGY

In January 2009, an online survey was sent to 2,669 California school board members with e-mail addresses. The survey yielded 339 responses for a response rate of 13 percent. The survey data included responses from districts/COEs of various sizes and income levels in every geographic region throughout California.

KEY FINDINGS

Perceptions regarding positive impact of physical activity

School board members held a prevailing belief that physical activity positively impacts a variety of student health and academic outcomes (see Figure 1 on page 2). The majority of respondents indicated that physical activity has a positive "high impact" and

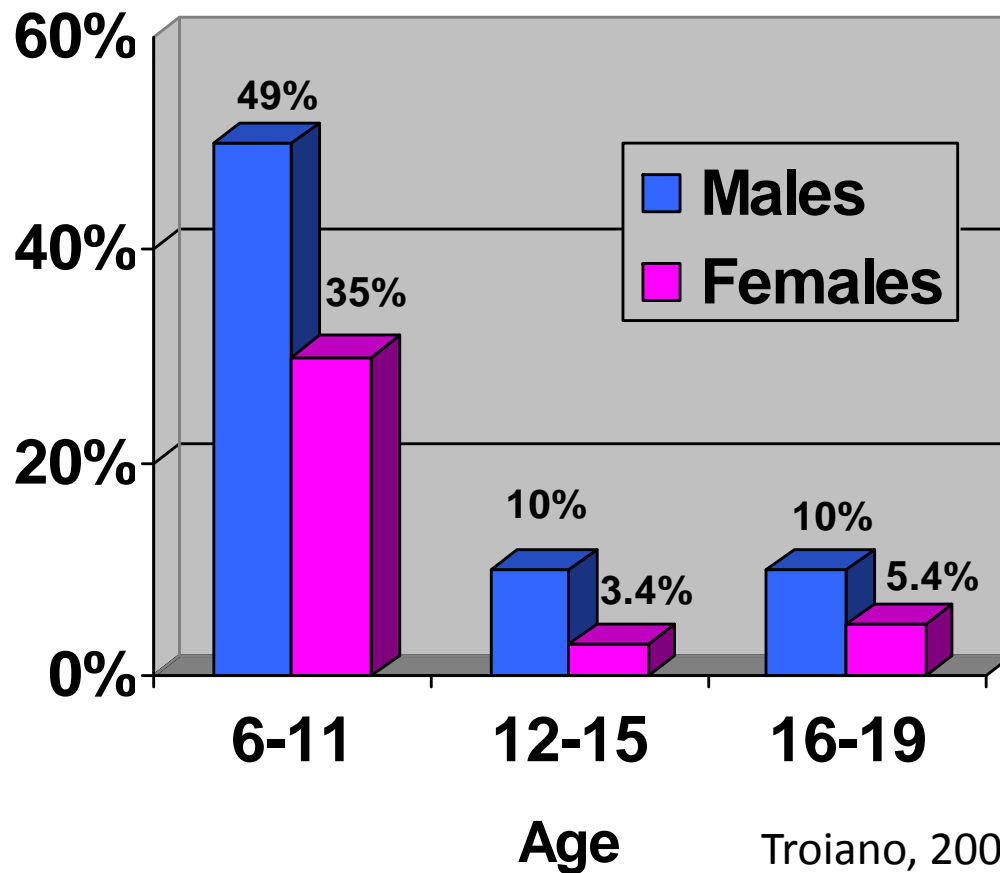


National Recommendations

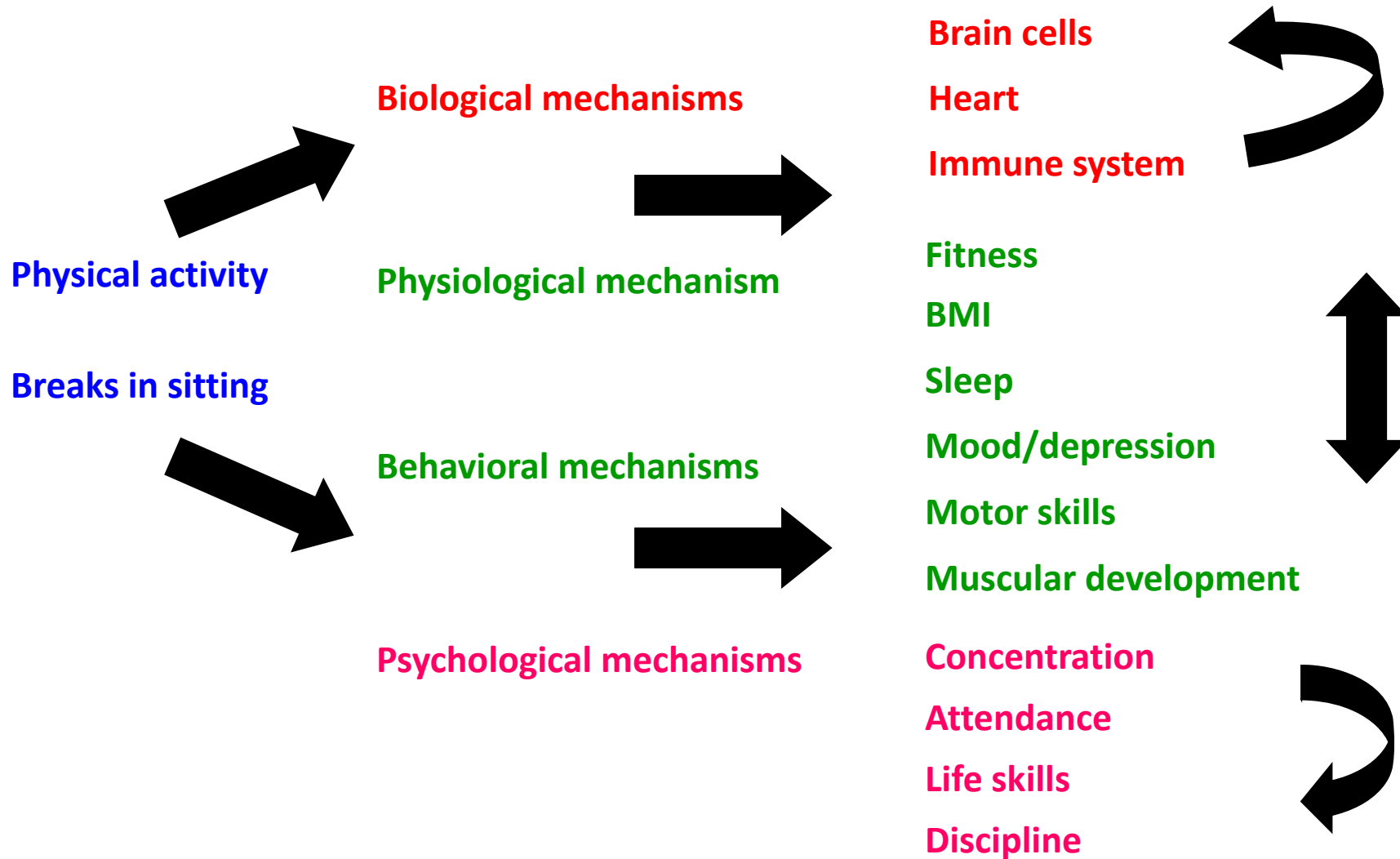
- U.S. Department of Health and Human Services, *Physical Activity Guidelines for Americans* (2008)
 - Children and adolescents should get 60 minutes (1 hour) or more of physical activity daily
- Institute of Medicine of The National Academies, *Preventing Childhood Obesity: Health in the Balance* (2005)
 - Schools provide at least half of the recommended daily physical activity time for youth [30 minutes per day], including at least 50% of P.E. time.

What % of children meet 60 minutes per day moderate-vigorous intensity physical activity?

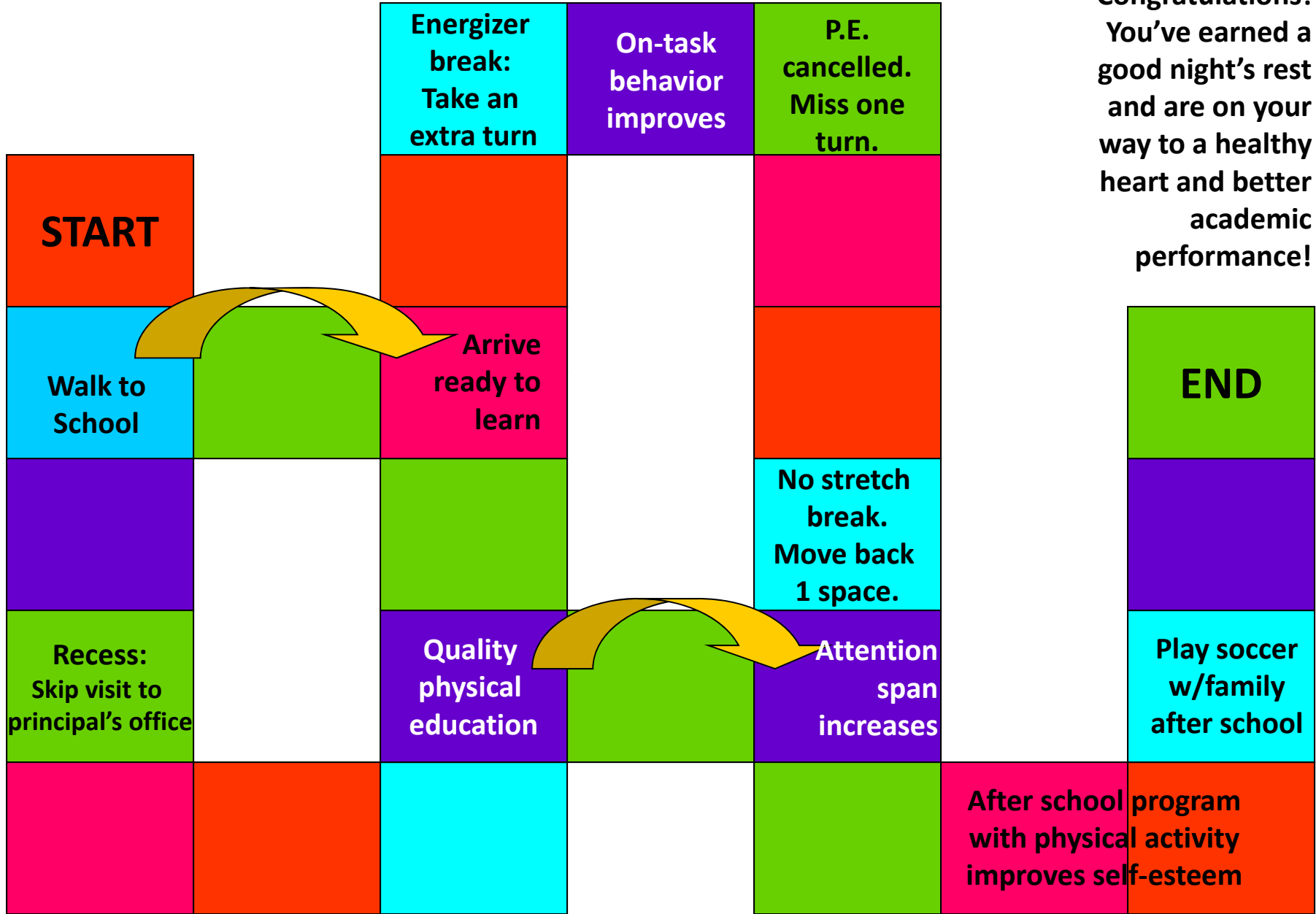
Percentage meeting 60 min/day physical activity guidelines.
Based on accelerometers. NHANES 2003-4



Closing the Achievement Gap:



Visualize an active school environment...



Congratulations!
 You've earned a good night's rest and are on your way to a healthy heart and better academic performance!

Play soccer w/family after school

After school program with physical activity improves self-esteem

Overcoming the Physical Inactivity Epidemic

<i>Activity</i>	<i>Min/day</i>
Classroom breaks (2/day x 5 min each)	10
Physical Education (20 min class)	10
Recess (one 20 min/day)	20
Total Physical Activity	40
Walking to school	10
After-School Program	30
Total Physical Activity	80

Making the Case: Activity Matters

Delano Union School District

- Romeo Agbalog, Board President
- Ken Dyar, District Coordinator of Physical Education, Wellness, and Athletic Competition

2006 California Teacher of the Year

Establishing Structure: Achieving Excellent P.E.

Success Story Panel: Sanger Unified School District

- Fred Ratzlaff, P.E. Department Chair, Sanger Unified School District
- Cyndi Dean, Physical Education Program Consultant, Fresno County Office of Education
- Moderator: Vicki Berends, Marketing Manager, California Project LEAN

Question & Answer

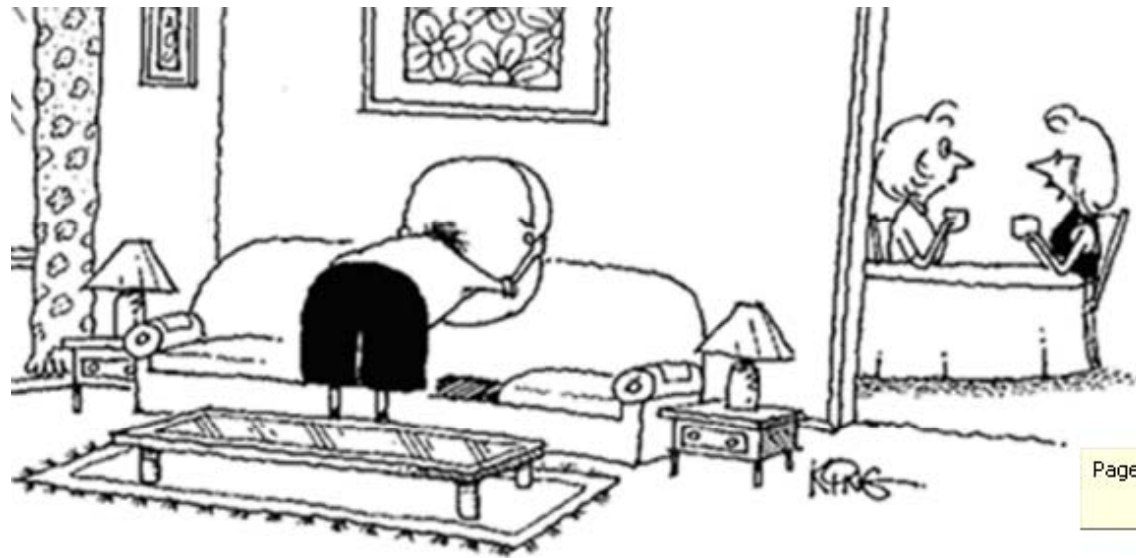
Recess before Lunch

- Jane Alvarado, California Project LEAN

Lunch

Active students: A Health Imperative

- Dr. Razia Sheikh MD, Pediatrician, Fresno



Page:

The doctor said he needed more activity. So I hide his T.V. remote three times a week.

Engaging the Community: Joint use of school facilities

- Robert Ogilvie, Program Director, Public Health Law and Policy
- Veva Islas-Hooker, Project Coordinator, Central California Regional Obesity Prevention Program (CCROPP)
- Susan Elizabeth, Community Coordinator, Healthy for Life, CCROPP



Photo by Tim Wagner for HEAC

Pixley video

Collaboration in Action: The Merced Experience

Success Story Panel:

- Ken Testa, Director of Special Education and Pupil Services, Merced City School District
- Alexander Hall, Director of Community Development, City of Merced
- *Moderator:* Robert Ogilvie, Program Director, Public Health Law and Policy



**City of Merced
Parks & Community Services
690 W. 16th St.
Merced, CA 95340**

**Collaboration In Action:
The Merced Experience**

February 17, 2010

**Alexander Hall,
Director of Parks & Community Services**

Phone: 209-385-6854

Fax: 209-726-5327

E-mail: halla@cityofmerced.org

History of the City's Joint Use Agreements

The City has never owned many indoor facilities

1- Gymnasium operated by the Boys and Girls Club of Merced County.

2- Senior Community Center operated by the Merced Seniors Inc.

3- Small recreation centers/renovated fire stations.

4- Small Zoo Education Building-capacity 60.

5- Small Scout Hut-capacity 50

In 1991 the city manager and superintendent of Merced City School District came together to establish a joint use agreement/compact. A second agreement with Merced Union High School District followed in 1995.

Each subsequent superintendent has been orientated and has reauthorized the agreements

City's Role in Maintaining the Facilities!

The City has scheduling rights for City-owned buildings and fields, Merced City School District fields, and some Merced Union High School facilities.

The City schedules all ball field rentals and gym use for the youth sports organizations, fee based leisure classes, sports leagues and tournaments.

We provide all ball field maintenance on City-parks and Merced City School District fields. We share the cost of the hardwood gym floor refinishing, repairs, and pay all sports field lighting charges.

Managing Joint Use Facility Requests!

We host a meeting with six youth sports organizations on the 2nd Wednesday of each month. The Recreation staff and Park Maintenance Supervisors attend!

The issues include:

Scheduling the limited number of fields to provide appropriate opportunities for each youth sports organization to have practice and league games.

Maintenance of facilities and in-kind contributions – some groups do much better than others– some need to be pressured by the other organizations!

Adult groups are not covered by joint use agreements. They can not use fields without a permit or paying a fee!

The City only pays the Merced City School District for utilities used for 8 classrooms and 2 gyms for a 10 week Summer Camp. The total cost is \$6,800.

Question & Answer

Providing Support: Resources for Success

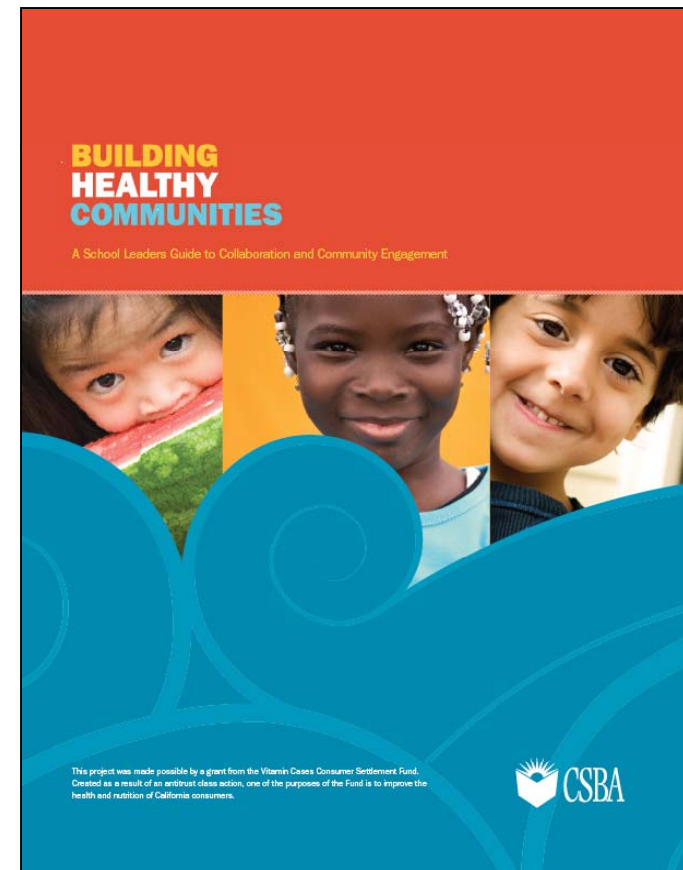
- Betsy McNeil, Student Wellness Consultant, CSBA
- Jessica St. John, Physical Education and Physical Activity Consultant, CSBA

Joint use resources

- Joint use policy brief
- Sample Board Policy 1330
- Joint use fact sheet
- Healthy Communities Healthy Students Collaboration Guide

Community Collaboration: Healthy Communities Healthy Students project

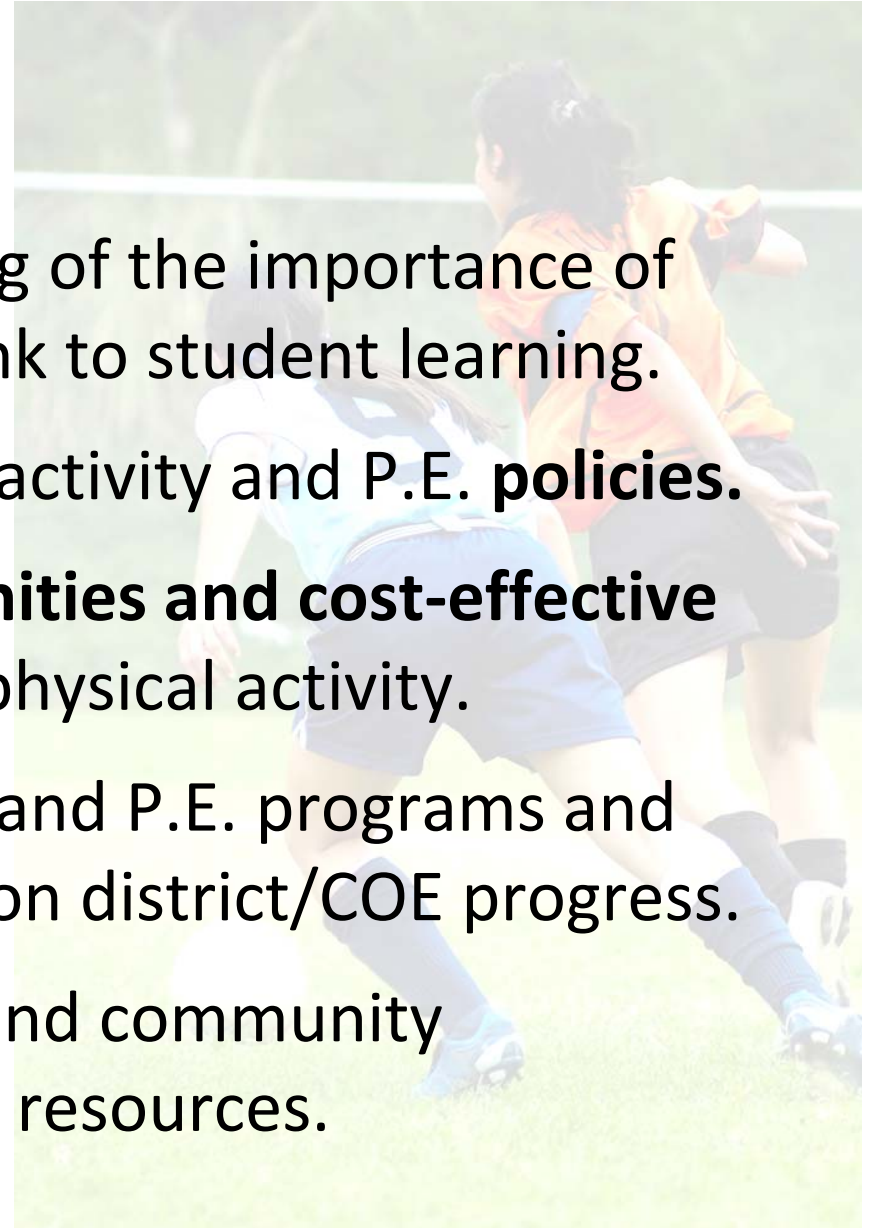
- Equip school board members with the resources, tools and training needed to engage other locally elected officials on the issues and impact of childhood obesity.



CSBA and Cities Counties Schools Partnership

Action Steps for Boards

- **Develop** an understanding of the importance of physical activity and its link to student learning.
- **Adopt and align** physical activity and P.E. **policies.**
- Explore **funding opportunities and cost-effective strategies** for improving physical activity.
- **Monitor** physical activity and P.E. programs and schedule regular reports on district/COE progress.
- **Collaborate** with school and community stakeholders to maximize resources.





Research

Funded by and prepared for:
The California Endowment



Physical Education Matters

ACTIVE LIVING RESEARCH | A national program of the Robert Wood Johnson Foundation



Active Education

Physical Education, Physical Activity and Academic Performance

FALL 2007 RESEARCH BRIEF

■ ACTIVITY MATTERS FOR CALIFORNIA KIDS® POLICY BRIEF January 2007

Physical Education Matters for California Kids

There is unprecedented need to reform physical education (PE) in California's schools. High levels of obesity and diabetes in California children, particularly in Latino, African American and Native American youth, indicate the need for our schools to make PE a priority. Action to improve the quantity and quality of PE should be guided by evidence. This brief identifies several areas in which

California PE is serving children poorly and summarizes research on effective strategies to improve PE. There are many opportunities for improving PE, but they require policy changes at the state, district and school levels. We hope this brief will be helpful to educators, health professionals, lawmakers, parents and other groups working to improve PE for the benefit of children's health and education.

Active Living Research
Building Evidence to Prevent Childhood Obesity
and Support Active Communities

RESEARCH BRIEF | May 2009

www.activelivingresearch.org

Walking and Biking to School, Physical Activity and Health Outcomes

Over the past few decades, a number of social and environmental changes have limited children's access to safe places where they can walk, bike and play. As a result, children and adolescents are less physically active than they were a generation ago.¹ For example, traffic dangers, neighborhoods that lack sidewalks and urban sprawl have contributed to a sharp decline in the number of students ages 5 to 18 who walk or bike to school, from 42 percent in 1969² to only 11 percent in 2001.³

This decrease in active transport to school coincided with an alarming increase in childhood obesity. During the past four decades the obesity rate for children ages 6 to 11 has more than quadrupled (from 4.2 to 17 percent), and the obesity rate for adolescents ages 12 to 19 has more than tripled (from 4.6 to 17.6 percent).^{4,5} Policies and practices that address environmental barriers to daily physical activity are critical to preventing obesity among children of all ages, and supporting active transport to school presents an excellent opportunity to increase daily physical activity among youth.

Safe Routes to School (SRTS) is a federal program that creates safe, convenient and fun opportunities for children to bicycle and walk to and from their schools, and aims to help children be more physically active. SRTS focuses on increasing the number of

Funded by and prepared for:
The California Endowment



Failing Fitness:

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION IN SCHOOLS

■ ACTIVITY MATTERS FOR CALIFORNIA KIDS® POLICY BRIEF January 2007

Increasing Physical Activity for Healthy Children

Escalating rates of childhood obesity and diabetes, and the precipitous decline in children's physical activity levels, constitute alarming national health trends. There are twice as many

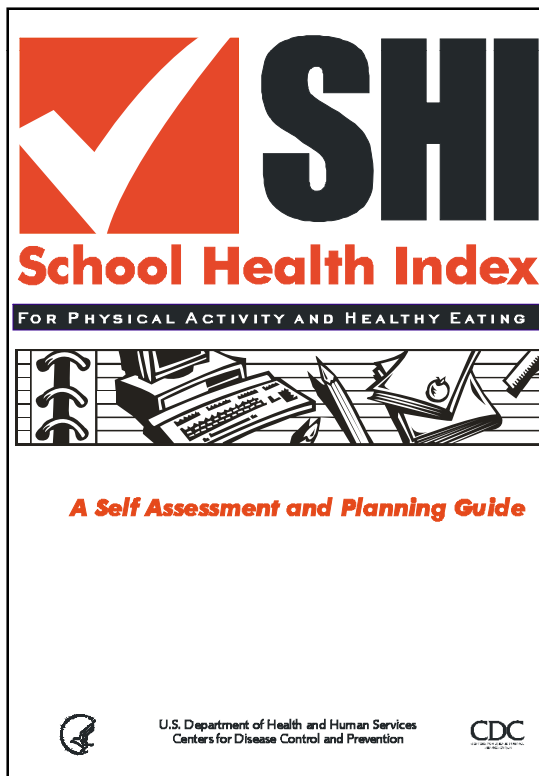
physical activity and growth is contributing to increasing rates of obesity.⁴

Reversing this troubling trend means addressing this energy surplus in the

The California Endowment commissioned this report as part of its efforts to improve physical activity, reduce 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.

NOTES

School Health Index: A Self-Assessment and Planning Guide



- ◆ Identify your own school's strengths and weaknesses
- ◆ Prioritize issues
- ◆ Develop an action plan
- ◆ Involve teachers, students, parents, and community
- ◆ Download free at www.cdc.gov/nccdphp/dash/SHI/index.htm

Policy Resources

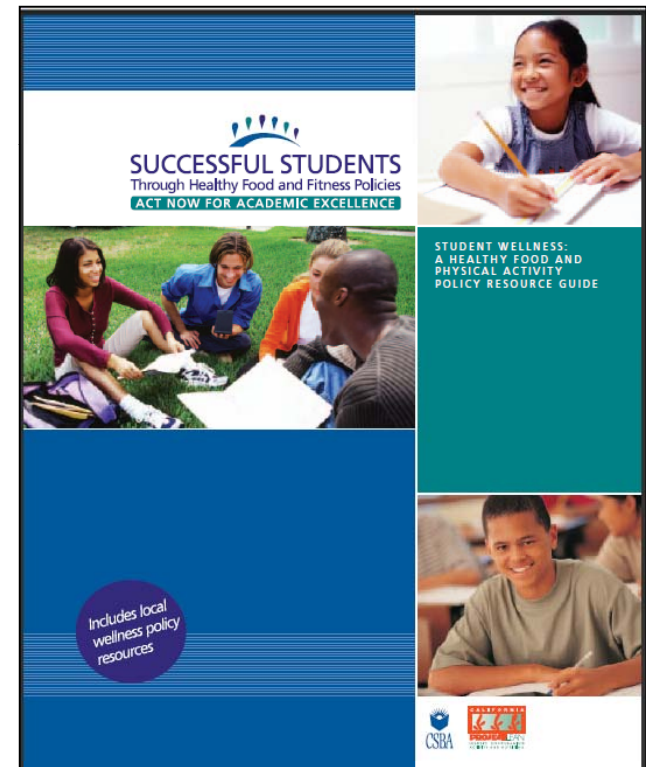
www.csba.org/PhysicalActivity.aspx

- Policy development
- Policy implementation
- Policy monitoring




Policy Development

- Student Wellness:
A Healthy Food and Physical Activity Policy Resource Guide
- Sample board policies and administrative regulations



Policy Development


■ Policy Briefs



policy
briefs

California School Boards Association
October, 2007

Physical Education and California Schools



Maximizing Opportunities for Physical Activity through Joint Use of Facilities

Policy Brief | September 2009

Common examples of joint use include:

- 1) The district/COE opens existing school outdoor recreational facilities for unsupervised public use during non-school hours. For example, Clovis Unified School District in Fresno County has a policy to make school facilities available to the community when such use does not conflict with educational or school co-curricular activities. (To see the policy, visit http://www.clovis-schools.org/news/K-1650_facility_usage.pdf.)
- 2) The district/COE partners with an agency or organization for supervised physical activity programs by either opening up existing or constructing new indoor/outdoor school recreational facilities for use before, during or after school. For example, Sweetwater Union High School District in San Diego County has a partnership with a local soccer league, allowing the soccer league to use a school field after school hours if the league maintains it.
- 3) The district/COE partners with an agency or organization to utilize existing or construct new community recreational facilities for use before, during or after school. For example, the New Millennium Institute of Education has an agreement with the Fresno County Boys & Girls Club for use of its gym. (To see a video on this project, visit <http://www.jointuse.org/resources/success-spotlight/?item=2>.)
- 4) The district/COE and agency or organization have reciprocal use of each other's indoor/outdoor recreational facilities for use before, during or after school. For example, the San Carlos Elementary School District and the City of San Carlos in San Mateo County have an agreement to make school facilities open to city residents outside of school hours and to make city facilities available to district recreation programs. (For a copy of the Joint Use Agreement, visit <http://preventioninstitute.org/sa/policies/pdf/text/SCarlosJointUse.pdf>.)

California physical education requirements


Instructional minutes

Education Code 51230 states that each school district maintaining an elementary school composed of any of grades 1-6 must provide students at least 200 minutes of P.E. instruction for every 10 school days, not including recesses and the lunch period. Pursuant to Education Code 51223, elementary school districts maintaining grades 1-8 must provide instruction in P.E. for students in grades 7-8 that matches the requirement for other elementary schools if not less than 200 minutes each 10 school days.

For students in grades 7-12, Education Code 51222 requires 400 minutes of P.E. every 10 school days. In addition, unless they receive an exemption as described below, all students are required to complete two years of physical education courses between grades 9-12 in order to graduate from high school (Education Code 51225.3).

Content standards and curriculum

In 2004, Superintendent of Public Instruction Jack McConnell appointed a committee of P.E. teachers and experts to create model P.E. content standards for students



Safe Routes to School Program and policy strategies

Policy Brief | August 2009

Increased physical activity is associated with better academic performance, concentration and classroom behavior.¹ Research shows that school-age children who have opportunities to engage in physical activity are more likely to focus on academic subjects in the classroom.² Thus, students who travel to school by walking, bicycling or using other physically active forms of transportation (including skates, skateboards and non-motorized scooters) may come to school more ready to learn. Supporting active and safe transportation to and from school through local school board policy provides an opportunity to increase daily physical activity and reinforce positive health and academic outcomes among youth (see CSBA's sample board policy and administrative regulation BP/AR 5142.2 – Safe Routes to School Program).

Over the past few decades, the number of students who walk and bicycle to and from school has been declining. A study conducted by the U.S. Department of Transportation's Federal Highway Administration found that the number of students ages 5 to 18 who walk and/or bicycle to and from school decreased almost 70 percent in 30 years, from 42 percent in 1969 to only 13 percent in 2001.³ A number of recent studies have associated the decline in active transportation to and from school with larger public health and safety concerns, such as physical inactivity, obesity, poor air quality, traffic congestion and collisions.⁴

The Safe Routes to School federal grant program (SRTS) and state grant program (SR2S) are designed to make it

HOW TO GET STARTED

School districts/COEs can begin developing Safe Routes to School programs by establishing a multidisciplinary team with parent organizations, students, school administrators and staff, local law enforcement, city planners, health officials and other stakeholders. The group can assist with realizing a community vision, developing project proposals and implementing those projects if selected for funding.

There are a variety of resources, as well as examples of successful programs, available to assist districts/COEs and communities in designing and implementing Safe Routes to School programs.

The Federal Highway Administration, the federal agency that oversees the SRTS program, recommends that program implementation address the "5 E's"—education, encouragement, enforcement, engineering and evaluation as outlined below. Some of these strategies could be implemented by districts/COEs on their own, while others would more likely be implemented by city/county agencies or other program partners.

Education

Education projects may include teaching students and adults about the range of transportation choices; increasing awareness of the benefits of active transportation, including health and environmental benefits; instructing them in pedestrian, bicycle and

Policy Development

■ Fact sheets




Active Bodies, Active Minds
Physical Activity and Academic Achievement

Fact Sheet | February 2013



Maximizing Opportunities for Physical Activity during the School Day

Fact Sheet | November 2009



Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes

Fact Sheet | November 2009

Schools play a central role in providing opportunities for students to engage in physical activity. Physical education (P.E.) is the one time during the day when all students can be active.¹ School boards can consider policy and curriculum strategies to support increased physical activity in P.E.

BENEFITS OF MODERATE TO VIGOROUS PHYSICAL ACTIVITY IN P.E.

Engaging students in moderate to vigorous physical activity (MVPA) in P.E. prepares them to lead physically active lives and can improve health and academic outcomes.² Physical activity does not have to compete with educational goals; in fact, it can help students learn content by enhancing concentration skills and on-task behavior.³

- Activity-focused P.E. can contribute to academic performance, improved attendance and positive classroom behavior.⁴
- Increasing MVPA in P.E. has the greatest potential for increasing health benefits for most students⁵ as it generates more energy expenditure; contributes to obesity prevention and muscular and bone development; reduces anxiety and stress; improves self-esteem, mood and concentration; and reduces the risk of chronic disease.⁶
- Increasing MVPA in P.E. provides more opportunities to meet other P.E. goals such as motor development, increased fitness, skill enhancement and positive social interactions.⁷

WHAT IS MVPA AND HOW MUCH DO STUDENTS NEED?

Moderate physical activity refers to activities equivalent in intensity to brisk walking or bicycling. Vigorous physical activity produces large increases in breathing or heart rate, such as jogging, aerobic dance or bicycling uphill.

The Physical Activity Guidelines for Americans recommend that children and adolescents participate in at least 60 minutes of MVPA most days of the week, preferably daily. In order to attain health benefits,⁸ to help reach this goal, Healthy People 2010, an initiative of the Centers for Disease Control and Prevention and the President's Council on Fitness, recommends that students be engaged in MVPA for at least 50 percent of P.E. class time.⁹

THE CURRENT STATUS OF P.E.: NOT ENOUGH MVPA

Many P.E. classes do not provide students with adequate opportunities to engage in MVPA. A recent study of California schools found that students are sedentary most of the time during P.E., with only four minutes of every half hour spent in vigorous physical activity. Moreover, active P.E. time decreases with larger class sizes. Students in classes with more than 45 students are half as active as students in smaller class sizes.¹⁰

Percentage of P.E. time in MVPA, by class size for secondary school level

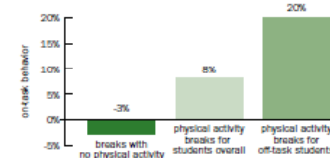


CLASSROOM-BASED PHYSICAL ACTIVITY

Incorporating physical activity into the classroom does not have to compete with educational goals. In fact, integrating physical activity into the classroom may reinvigorate, engage and energize students to focus on the classroom material.¹¹ Ideas to support physical activity in the classroom include:

- **Integrating physical activity into the curriculum.** Teachers can guide learning with activities that get students moving while learning the content in a variety of subjects (e.g., science, math and reading).⁷
- **Structuring the classroom to facilitate physical activity.** Classroom teachers may enhance learning by incorporating physical activity equipment (e.g., stability balls) into the classroom during regular instruction.⁸ To minimize costs of physical activity equipment, districts/COEs can explore contributions from local businesses.
- **Providing physical activity breaks.** Students may get restless or off-task after long periods of sedentary activity (e.g., periods of 20 minutes or more) in the classroom. By taking a short stretching or physical activity break, students may exhibit more on-task classroom behavior.⁹

Elementary students' on-task classroom behavior improves with physical activity breaks



Source: Active Education: Physical Education, Physical Activity and Academic Performance¹²

- In a California study, higher achievement was associated with higher levels of fitness for students in grades 5, 7 and 9, and achievement was greater in mathematics than in reading, particularly at higher fitness levels.¹³
- Higher levels of physical fitness are linked with better school attendance and fewer disciplinary problems.¹⁴

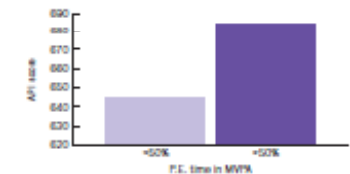
Studies show an increase in academic achievement when additional time is provided for physical activity, even when time is removed from academic instruction

- In one study, a reduction of 240 minutes per week in class time for academics to enable increased physical activity led to higher mathematics scores.¹⁵
- Research indicates that decreasing the time allotted for P.E. in favor of traditional academic subjects does not lead to improved academic performance and may harm health.¹⁶

The type of activity matters—students who engage in moderate to vigorous physical activity (MVPA) experience the greatest academic achievement gains

- One review of multiple studies found that MVPA, defined as activity that increases the heart rate, has the greatest positive effect on student performance and academic achievement.¹⁷

School Academic Performance Index (API) scores by minutes of MVPA in P.E.



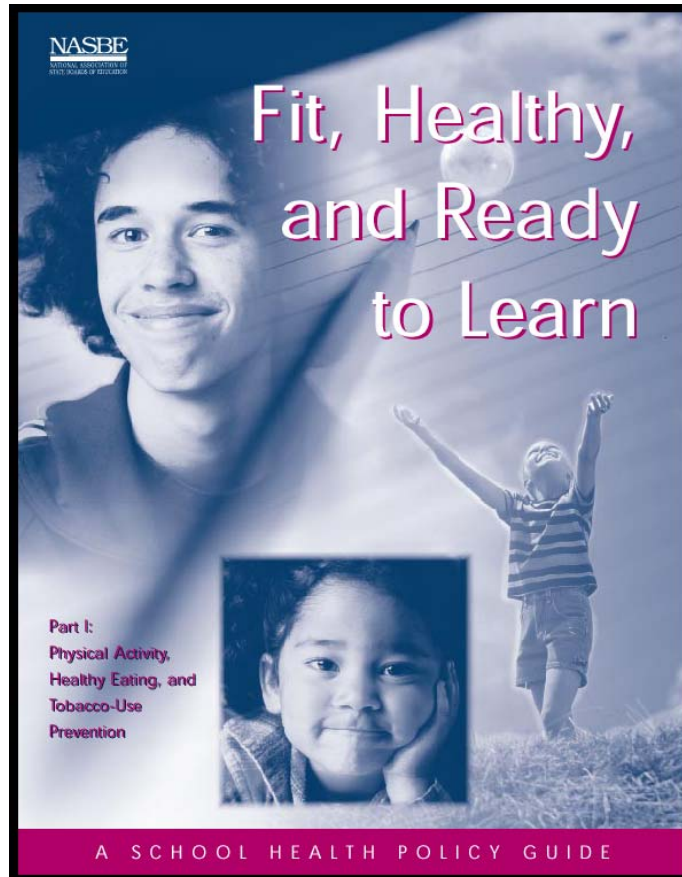
Source: Failing Fitness: Physical Activity and Physical Education in Schools

Policy Adoption: Board policy



1. BP 5030 Student Wellness
2. BP/AR 6142.7 Physical Education and Activity (March, 2010)
3. BP/AR 5142.2 Safe Routes to School Program
4. BP 1330.1 Joint Use Agreements (March, 2010)

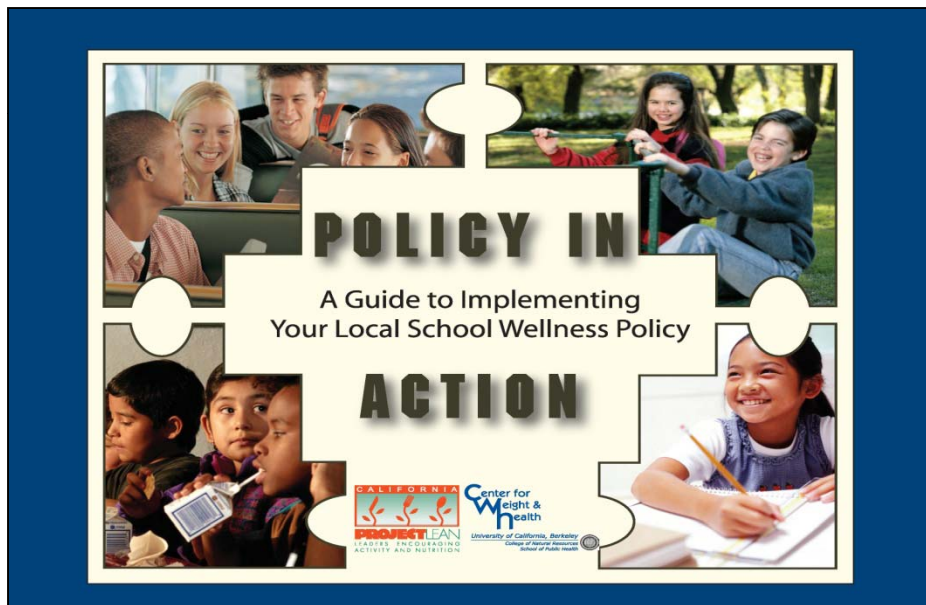
Fit, Healthy, and Ready to Learn: A School Health Policy Guide



- Guide to policymaking
- Sample policies—download at www.nasbe.org/healthyschools/fithealthy.mgi
- Research findings
- Resource lists

Policy Implementation

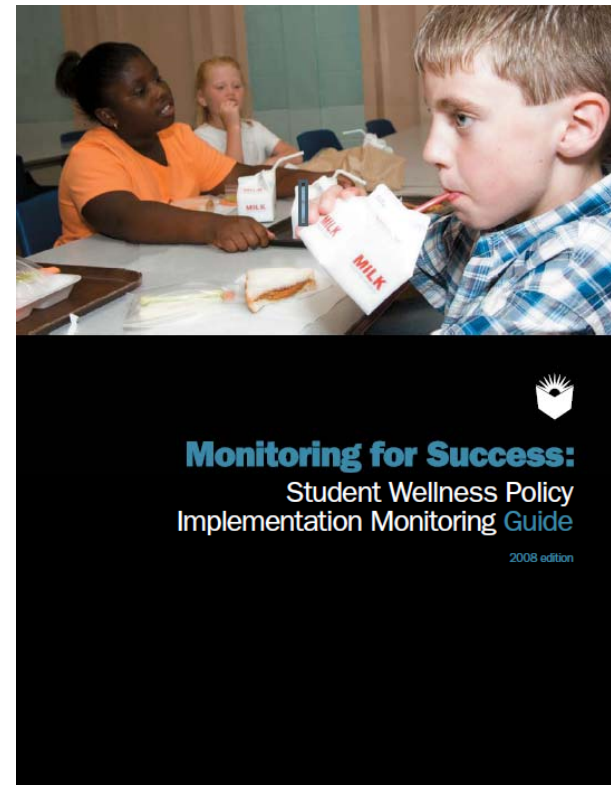
(www.CaliforniaProjectLEAN.org)



POLICY COMPONENT	PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
	H	M	L	
1. Physical Activity Policy Elements				
<input type="checkbox"/> PE				
<input type="checkbox"/> Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Fitness testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Recess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> During school (classroom activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Before or after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Nutrition Education Policy Elements				
<input type="checkbox"/> Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Policy Monitoring

- Monitoring for Success:
*Student Wellness Policy
Implementation
Monitoring Report Guide*



Funding Resources

- Physical Education and Activity
 - Carol M. White Physical Education Program (PEP) grant (www2.ed.gov/programs/whitephised/index.html)
- Before/After School
 - SR2S State Grants or SRTS Federal Grants
 - 21 Century Community Learning Centers
 - After School Education and Safety (ASES)
 - American Recovery and Reinvestment Act (www.afterschoolalliance.org/policyEconRecovery.cfm)

Funding Resources

- PA/PE Grant Web Sites:
 - SPARK Grant-finder
(www.sparkpe.org/grants/grantfunding-resources/)
 - Peaceful Playgrounds
(www.peacefulplaygrounds.com)
- School Grant Web site:
 - SchoolGrants
(www.k12grants.org/grant_opps.htm)

Low/No Cost Strategies

- North Carolina K-8 Classroom “Energizers”
(www.ncpe4me.com)
- Instant Recess
(www.networkforahealthycalifornia.net/pa/InstantRecess.html)
- Governor's Council on Physical Fitness and Sports
(www.calgovcouncil.org)
- California After School PA Guidelines and Resources
(<http://californiaafterschool.org>)

Comprehensive Physical Activity Program

- Quality Physical Education
- Active transportation to/from school
- Classroom-based physical activity
- Recess (elementary school)
- School activity breaks
- After school use of facilities
- Before and after school programs
- School and community wide initiatives



Adjourn

- Deputy Executive Director Martin Gonzalez, CSBA

Thank you for coming!

Wrap-up

- What are some key lessons you learned today that you can bring back to your district/COE?

Contact Information

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