

# **CDC'S YOUTH MEDIA CAMPAIGN VERB. IT'S WHAT YOU DO.**

## **Summary Report**

Projects of State and Local Education Agencies and  
National Organizations to Increase Physical Activity  
among Youth and Reinforce Campaign Messages

**PROJECTS FUNDED BY THE DIVISION OF ADOLESCENT AND SCHOOL HEALTH (DASH)  
OF THE CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)  
SUPPLEMENT TO PROGRAM ANNOUNCEMENT 98005 - STATE AND LOCAL EDUCATION AGENCIES  
PROGRAM ANNOUNCEMENT 01130 - NATIONAL ORGANIZATIONS**

## **BACKGROUND INFORMATION**

In December 2000, Congress charged the US Department of Health and Human Services' Centers for Disease Control and Prevention (CDC) with creating a healthy movement among youth through a paid media campaign, "VERB: It's what you do."

The mission of CDC's youth media campaign is to increase and maintain physical activity among tweens (9- to 13-year-olds). The campaign is using communications designed by the best youth advertisers and marketers and involving young people at all stages of planning so that the campaign is "for kids, by kids."

Campaign messages are reaching tweens, their parents, and others who are important influences in children's lives (such as educators and youth leaders). The national media is reaching into every community. There are TV, Internet, print, and radio ads with specific messages for young people, parents, adult influencers, and the African American, American Indian/Alaska Native, Asian American/Pacific Islander, and Hispanic/Latino audiences. The messages are informational as well as motivational.

The campaign "VERB. It's what you do," began in June 2002 with teaser ads and was fully launched in October 2002. The campaign is planned as a five-year strategic effort to promote physical activity through research, media, partnerships, and community efforts.

Partnering with a variety of organizations and agencies is an important part of the campaign. Partnerships are essential to extend the reach of advertised messages, reinforce those messages, and provide tweens with lasting opportunities for physical activity in their own communities.

In fiscal year 2001, the campaign partnered with CDC's Division of Adolescent and School Health (DASH) to provide funding to state, territorial, and local education agencies and national organizations to initiate or expand efforts to increase physical activity among youth and reinforce the messages of the campaign. Funding was available to all state and local education agencies funded by CDC program announcement 98005, "School Health Programs to Prevent Serious Health Problems and Improve Educational Outcomes." Additionally, funding was available to national organizations on a competitive basis for "National Programs to Promote Physical Activity Among Youth."

CDC/DASH was able to provide one year of funding to 43 state, 4 territorial, and 15 local education agencies; and 8 national organizations. These agencies and organizations successfully developed and implemented innovative school, after-school, and community programs to increase the availability and quality of physical activity opportunities for our nation's youth. This report provides summaries of 31 funded projects.

This report was developed by CDC's Division of Adolescent and School Health with assistance from CDC's Youth Media Campaign and the Texas Education Agency. It provides summaries of 31 funded projects. The summaries were requested from the funded projects on a voluntary basis by the Youth Media Campaign during summer 2002.



# State Education Agencies



## **CALIFORNIA DEPARTMENT OF EDUCATION**

### **Project:**

**A model after-school physical activity program**

### **Type:**

- Physical activity program
- Professional development

### **Setting:**

- School-based
- Community-based

### **Partners:**

- Local school district/school(s)

### **Goal:**

- To improve the quality and quantity of physical activity opportunities for youth in after-school programs.

### **Description:**

In partnership with the San Diego County Office of Education, the California Department of Education developed a model physical activity program for children ages 9-13 in after-school programs ([www.afterschoolpa.com](http://www.afterschoolpa.com)). The model program builds on the knowledge, skills, and attitudes taught in quality physical education programs and provides youth the opportunity to develop and practice leadership skills. The program was developed and field-tested in spring 2002, and training of after-school staff began in October.

### **Successes:**

- After-school care providers were given descriptions of physical activities and management strategies for using them. They acquired basic management tools and skills that are often lacking in after-school activities.
- Dissemination through a trainer-of-trainers strategy and the Internet makes materials available to a wide variety of people.
- Schools were allowed to retain physical activity equipment provided by the project during field-testing, thus addressing the large barrier to activity programming created by lack of equipment.

### **Challenges:**

- Some physical education teachers did not realize that other program personnel may not have important group management skills.
- The need to focus on delivery and management strategies for after-school providers was apparent.



### **Sustaining strategies**

- The trainer-of-trainers model will disseminate knowledge and allow programs to be rolled out on a variety of schedules. Pairing of physical educators and after-school staff trainers provides an accessible resource to the after-school staff.
- The program is available on the Internet ([www.afterschoolpa.com](http://www.afterschoolpa.com)) to ensure access by all after-school providers. Features of the website include:
  - Video clips of management, safety, and activity strategies to provide for maximum participation by students
  - Step-by-step activity guidelines (ready to print and use)
  - Management tips (including preparation for activity, grouping students, and managing equipment)
  - Equipment lists and resources.

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**COLORADO DEPARTMENT OF EDUCATION**

**Project #1:  
Creative strategies to get tweens moving**

**Type:**

- Physical activity program

**Setting:**

- School-based
- Community-based

**Partners:**

- State Physical Activity Council: Governor's Council on Physical Fitness

**Goal:**

- To promote physical activity for 9- to 13-year-olds who do not traditionally engage in sports.

**Description:**

Thirty mini-grants of \$4,000 each were awarded to projects around the state to engage tweens in physical activity through creative outreach strategies. In-school and after-school programs used funds in a variety of ways, including equipment purchases, enhancement of off-site activities such as bowling and skiing, fitness courses, and digi-walker programs.

**Project #2:  
"Places to Go" activity guide**

**Type:**

- Information for parents/guardians
- Media campaign

**Setting:**

- Community-based

**Partners:**

- State Physical Activity Council: Governor's Council on Physical Fitness

**Goal:**

- To encourage family members to support their 9- to 13-year-old children in physical activity.

**Description:**



A "Places to Go" Resource Guide for tweens and their parents was created to direct families to free and low-cost parks, activities, and trails in the six-county Denver metropolitan area (69 percent of Colorado's population). The Resource Guide will be released as a free guide in conjunction with the CDC National Youth Media Campaign.

**Successes:**

- More than 4,300 tweens and their family members across the state participated in physical activities.

**Strategies for sustainability:**

- The Colorado Department of Education and the Governor's Council on Physical Fitness will jointly sponsor a fall showcase for the mini-grant coordinators and will offer a second round of funding through the state-funded Comprehensive Health Education program for those projects that wish to continue. The creative outreach strategies for the mini-grants and the Resource Guide will be collected and published on the CDE website.

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## CONNECTICUT DEPARTMENT OF EDUCATION

### **Project:**

**T.E.A.M. Connecticut “Together Educating About Movement”**

### **Type:**

- School/community health education
- Professional development
- Other: summer training institute

### **Setting:**

- Community-based

### **Partners:**

- State health department
- Local health department(s)
- Local parks/recreation department

### **Goal:**

- To create and implement a summer training institute, “Together Educating About Movement,” that builds community partnerships to increase preteens’ physical activity.

### **Description:**

A three-day summer institute, Aug. 19-21, hosted 16-20 TEAMS (two to eight people each) made up of school and town personnel from physical education departments, school health services, parks and recreation departments, local health departments, youth service bureaus, etc. The curriculum included: identifying issues, strategies for building community partnerships and teams, and existing exemplar programs; focus training strands (Physical BEST, Sport for All, ROPE – Rite of Passage Experience, and CATCH); and assessment, action planning, and accountability. Each TEAM received a \$2,000 incentive grant for program implementation.

### **Successes:**

- The provision of four nationally recognized training opportunities to professionals in Connecticut.
- Increased awareness of existing exemplars within the state and region.
- Opportunity to build on the growing coordinated school health program initiative within the state.
- The state health department was involved in planning and running the institute.
- The institute was co-planned and facilitated by a university faculty member, and there were presenters from three different universities.
- The state AAHPERD association gave a presentation about the institute at their state convention and advertised it on their website.





**Challenges:**

- Lack of time and resulting vacancies in institute participation. An alternative summer institute may increase accessibility but conflict with individuals' personal time.
- The target audience often did not receive the institute brochure.
- Recruitment of TEAMS to foster collaboration was more difficult than recruitment of individuals. Subsequently, TEAMS have been encouraged to expand and invite other colleagues to fill Day 2 spots.

**Strategies for sustainability:**

- The state's departments of education and public health have been making great strides through the coordinated school health program model. The project staff hopes to expand professional development offerings and build on partnerships, such as those with the department of public health, related to obesity, cardiovascular health, and nutrition and with the state AAHPERD association to be able to replicate the institute next summer.

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## **HAWAII DEPARTMENT OF EDUCATION**

### **Type:**

- Media campaign
- Other: interactive website/technology

### **Setting:**

- School-based
- Community-based

### **Partners:**

- State health department
- State physical activity council
- State AAHPERD association
- Local parks/recreation department
- Other state organization: American Cancer Society
- Colleges/universities: University of Hawaii
- Media outlet(s): local TV station KGMB
- Other: Pacific Resources for Education and Learning
- Other: Web design company and Internet hosting company

### **Goal:**

- To increase youth physical activity levels and access to current information on youth physical activity opportunities across the state.

### **Description:**

An interactive website ([www.808HYPA.com](http://www.808HYPA.com)) was created to provide parents and youth with current information on youth physical activity opportunities around the state. Site visitors can search the database by activity, cost, age, location, dates and times of registration, etc. The site includes an online survey and hit counter to keep track of use and gain public feedback on the site. The second major project was the production of a media campaign, including a 30-second commercial to be aired on Hawaii's local TV station KGMB for nine months.

### **Successes:**

- An increasing number of agencies are uploading activity information to the website.
- An Internet hosting company donated hosting costs.
- Local TV station KGMB produced a story to promote the website.
- Nine agencies, education entities, and businesses collaborated on the project.
- The website's back end database and administration are almost totally automated. The site automatically deletes activities that expire, according to their dates.



**Challenges:**

- Developing a user-friendly website poses design challenges. County and city website protocols were incompatible with a public-access site, and their internal systems were not compatible. The design of the back end database is critical to the success of the interactive website.

**Strategies for sustainability:**

- The website is completed and will be hosted at no cost for one year.
- Funds from the tobacco settlement will be used to continue the project in subsequent years.
- The Hawaii Physical Activity Committee will continue to pursue grant opportunities and act as a long-standing group in support of statewide physical activity promotion.

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## **KANSAS DEPARTMENT OF EDUCATION**

### **Project:**

### **School Health Program to Prevent Serious Health Problems and Improve Educational Outcomes through the Youth Media Campaign**

### **Type:**

- School physical education
- School/community health education
- Professional development

### **Setting:**

- School-based
- Community-based

### **Partners:**

- State health department
- State AAHPERD association
- Colleges/universities

### **Goal:**

- To implement professional training to support improved physical education and physical activity for youth.

### **Description:**

Training for teachers, school nurses, and directors of after-school activity programs was conducted in the following areas: three workshops for teachers on the Physical Essentials and Physical Focus physical education curriculum, three workshops for teachers and school nurses on coordinated school health education, a workshop on technology and physical activity, a workshop on enhancing physical activity for students with disabilities, and three workshops across the state for directors of after-school activity programs. Process and impact evaluations of each workshop were conducted by the Jones Institute for Educational Excellence at Emporia State University.

### **Successes:**

- At least 420 teachers received training through workshops in school curriculum; the School Health Index; Fit, Healthy and Ready to Learn; technology and physical activity
- Enhanced physical activities of students with disabilities.

### **Strategies for sustainability:**

- Training provided to teachers and other professionals will positively affect physical education in future years.
- This project's accomplishments will become a foundation for fundraising from state foundations to support future work.



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## **KENTUCKY DEPARTMENT OF EDUCATION**

### **Project:**

#### **After School Physical Improvement Regional Effort (ASPIRE)**

### **Type:**

- Physical activity program
- School/community health education
- Professional development

### **Setting:**

- School-based
- Community-based

### **Partners:**

- State health department
- Colleges/universities
- Other: Louisville Science Center
- Other: Family Resources Centers in the Cabinet for Families and Children

### **Goals:**

- To incorporate more physical activity in the after-school programs that participate in the project.
- To develop and support a teen volunteer initiative supporting physical activity and cardiovascular health among students.
- To increase statewide the number of teachers who use hands-on activities related to physical activity and cardiovascular health.

### **Description:**

The Louisville Science Center and the Kentucky Department of Education partnered to create the After-School Physical Improvement Regional Effort (ASPIRE). Three linked projects were completed: 1) The after-school project provided training to after-school program coordinators, student trips to the Louisville Science Center, and mini-grants to implement physical activities. 2) The field-trip program supported health-related field trips for students at 35 middle schools and provided teachers with a distance-learning professional-development tele-link. 3) The teen health advocate project trained eight teens in cardiovascular health and physical fitness, and the teens then assisted in after-school programs

### **Successes:**

- More than 1,700 middle-school children were affected by the program.
- Fifty-five teachers were trained through on-site and long-distance sessions.
- Teen advocates spent 25 hours each with tween groups.
- Community partnerships with local arts and fitness businesses emerged.
- Teachers were very complimentary of the program.



**Challenges:**

- Recruiting enough school groups for the after-school and field-trip programs was problematic, as some schools were unwilling or unable to meet their financial share of the projects.
- The limited number of available buses.

**Strategies for sustainability:**

- The Science Center programs (permanent life sciences, health and wellness exhibit, IMAX film *The Human Body*, CardioLab) will be sustained.
- Discussions will continue about ways to maintain the physical activity connection between professionals and tweens.
- FIT is the newest exhibit from the Louisville Science Center, which opened in December 2002. A hands-on exhibit devoted to physical activity and cardiovascular health, FIT, is tied to the Kentucky Core Content and targets the tween population in an entertaining and educational setting. FIT will travel to Eastern Kentucky University for a Coordinated School Health Conference this summer and, it is hoped, will have the chance to travel to state health departments and school systems after it spends fall 2003 at the Science Center. FIT is a 1,200 square foot hands-on exhibit developed in conjunction with a design firm and a fabrication firm.

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## **MICHIGAN DEPARTMENT OF EDUCATION**

### **Type:**

- Physical activity program
- Professional development

### **Setting:**

- School-based

### **Partners:**

- Local parks/recreation department
- Colleges/universities

### **Goals:**

- To develop a collaborative partnership between physical education teachers and parks and recreation programs.
- To provide consistent language and philosophy throughout a student's day, whether in physical education class or an after-school physical activity program.
- To promote physical activity during and after the school day.
- To involve youth and school and community members.
- To develop an after-school physical activity curriculum.
- To provide best-practice professional development for all grantees.

### **Description:**

Multiple projects included a survey of students at 14 participating schools to assess knowledge and attitudes and to solicit ideas about physical activity; professional training for teachers; and development and pilot implementation of an after-school program.

### **Successes:**

- The project developed and piloted an after-school physical activity program. The commitment of the Physical Activity Steering Committee was important, as were the camaraderie and mutual support of parks and recreation and physical education staffs. Evaluation data were gathered. Grant recipients indicated they appreciated the training and have better communication with and information from the state and Michigan State University extension programs.
- Greater collaboration and awareness are occurring among site coordinators, schools, communities, families, and youth, and there is increased confidence in community initiatives.
- Schools purchased heart-rate monitors.
- Youth benefited from high attendance and increased physical activity opportunities and provided valuable input through focus groups. Two elementary schools were involved.





**Challenges:**

- Community recreation/out-of-school sites were difficult to obtain in rural areas, especially in northern areas of the state.

**Strategies for sustainability:**

- The participants will implement new training skills in the coming year.
- Technical assistance is always available.
- Field sites increasingly view the agency as a supportive entity.
- The new relationships among parks and recreation and physical education staff members will continue.

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## **MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING**

### **Type:**

- Physical activity program

### **Setting:**

- School-based
- Community-based

### **Partners:**

- State health department

### **Goals:**

- To strengthen the role of coordinated school health in promoting physical activity in youth aged 9-13, their parents, and adult and teen influencers.
- To reinforce and align the messages from the state and National Youth Media Campaign.
- To facilitate and support local sustainable opportunities to encourage healthy activity, especially physical activity, to promote healthy lifestyles, and to displace unhealthy, risky behaviors in preteens.

### **Description:**

The status of physical education and physical activity practices and policies statewide was assessed through a survey conducted as an addendum to the School Health Education Profile survey. A sample of elementary principals and physical education teachers was also surveyed. Physical activity was promoted through presentations at conferences, expansion of information and resources on the coordinated school health (CSH) website ([www.mnschoolhealth.com](http://www.mnschoolhealth.com)) and in its newsletter, and work with local youth risk behavior projects, CSH pilot sites, and local schools and public health agencies. Walk to School programs were promoted through mini-grants to schools and agencies, training workshops, technical assistance, and participation in a local initiative.

### **Successes:**

- CSH strengthened its leadership and partnership roles with numerous organizations.
- Its partnerships have led to the training of 220 educators in the use of physical education technology (pedometer, heart-rate monitor, etc.), the funding and promotion of Walk to School programs, establishment of a Be Active Minnesota school physical activity work group, exploration of increasing physical activity in after-school programs, and increased technical assistance.
- Staff achieved a 70 percent return rate for the statewide survey.
- Five school districts received \$2,000 mini-grants to support physical activity among 9- to 13-year-olds.



**Challenges:**

- The most challenging task was development of survey tools applicable to a variety of policies, practices, grades, and school systems while avoiding reduced survey return rates.
- Even in the face of reduced bus services, schools are not highly focused on alternative transportation. Implementation of the new Walk to School concept takes grassroots organization and effort.

**Strategies for sustainability:**

- Ways to continue to fund the state CSH physical activity position are being explored.
- Each mini-grant recipient plan was required to address sustainability.
- Local councils that include youth have been created/strengthened and plan to continue their proposed efforts. Promotion of Walk to School concepts will continue.

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## **MONTANA OFFICE OF PUBLIC INSTRUCTION**

### **Type:**

- Physical activity program
- Professional development

### **Setting:**

- School-based

### **Partners:**

- State AAHPERD association
- Media outlet(s)

### **Goal:**

- To implement sustainable statewide and local initiatives designed to increase the time that 9- to 13-year-olds spend in physical activities.

### **Description:**

A statewide conference of health and physical education (health enhancement) teachers focused on staff development and continuing education. The conference, organized by the Montana Office of Public Instruction and the state AAHPERD association, offered sessions on increasing student participation in physical activities, conducting program assessment by using the School Health Index, and student assessment. Pilot projects in two Montana school districts (East Helena and Missoula) provided a variety of activities designed to promote physical activity among preteens, especially those not athletically gifted. The school pilot projects administered the School Health Index, promoted physical activities for high-risk youth and student and student-parent walking programs, and developed a directory of community-wide physical activity opportunities. Media highlighted nontraditional games and activities.

### **Successes:**

- Projects requiring a full school year for implementation were completed and evaluated.
- Local and state media covered activities that were not traditional athletic events.

### **Challenge:**

- It was a challenge to assist communities in finding small amounts of seed money to help improve child health.

### **Strategies for sustainability:**

- The School Health Index, walking programs, and local health councils are well-liked programs and are likely to be sustained.
- Funds must be found for programs for high-risk youth, media promotion, and equipment purchases as these will not continue without recurring funding.



- The agency will introduce the School Health Index and walking programs to additional schools.

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## **NEW HAMPSHIRE DEPARTMENT OF EDUCATION**

### **Type:**

- Physical activity program
- Professional development
- Policy
- Media campaign/event

### **Setting:**

- School-based

### **Partners:**

- Local school district/school(s)

### **Goals:**

- To raise statewide awareness of the importance of physical education.
- To fill critical gaps in professional and program development.

### **Description:**

Four activity components included middle and junior high school program assessment (physical education module of the School Health Index) and development of a resource packet for school use, a policy initiative, development of student standards in physical education, and the National Youth Media Campaign Intergenerational Wellness Walk.

### **Successes:**

- The middle and junior high school program assessment achieved a 38 percent return rate (26 of 68 schools); responding schools were awarded \$1,000 to be put toward program improvement. Teachers used the resource book in PEP grant applications.
- The Governor's Council on Physical Fitness was presented with a policy statement supporting daily physical activity for children.
- Development of standards for physical education included nationwide research in preparation for a recommendation from the State Board of Education that standards be written.
- Media promotion of the annual Wellness Walk was very successful with grant support, resulting in higher participation and greater news coverage.

### **Challenges:**

- Fiscal procedural issues slowed progress initially.
- Subcontractors needed to learn how money flows in and out of the Department of Education, the paperwork necessary for this to occur, and how to abide by the confines of a tight time frame.

### **Strategies for sustainability:**

- The field has been energized.



- New partnerships with key stakeholders have been established, development of student standards is under way, and a statewide awareness of physical activity has occurred through the Intergenerational Wellness Walk. Through these opportunities, even greater opportunities will emerge.

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## **NEW JERSEY DEPARTMENT OF EDUCATION**

### **Project:**

#### **Four regional "Be Fit!" forums**

### **Type:**

- Physical activity program
- Information/event for parents/guardians
- Policy
- Media campaign/event

### **Setting:**

- School-based
- Community-based

### **Partners:**

- State physical activity council: New Jersey Council on Physical Fitness
- Colleges/universities
- Media outlet(s): The New Jersey Network

### **Goals:**

- To encourage healthy activity, especially physical activity.
- To promote healthy lifestyles.
- To displace unhealthy risk behaviors among preteens, their parents or primary caregivers, community leaders, teachers and other school personnel, and college students preparing to become health and physical education teachers.

### **Description:**

Four "Be Fit!" forums at regional sites drew representatives of 94 schools statewide and included 500 students, parents, teachers, college students, agency representatives, and guests. Teams consisting of a teacher, two students (one male and one female from grades 4-8), and a parent or community representative attended the sessions. Speakers, including former Olympic athletes and officials, emphasized regular physical activity, healthy eating, sportsmanship, motivation, and academic achievement as keys to personal success. Student focus groups were facilitated by trained college students preparing to become health and physical educators. Separate parent and teacher focus groups were led by members of the planning committee. Information obtained in these focus groups is being developed into a summary report that will be shared with the schools and other stakeholders at state conferences and meetings. At each forum, an activity session showcased nontraditional approaches to physical education and activity, such as cooperative games, challenge courses, and climbing walls. The activities were planned and supervised by the college students. Participants who submitted fitness goals and plans were eligible for prizes, including cookbooks, character-education videos, sports equipment, autographed sports memorabilia, and tickets to professional sporting events.





- Before conducting the forum focus groups, 22 college students completed a five-hour training conducted by the Princeton Center for Leadership Training.
- A summary report focuses on the themes presented in the student, teacher, and parent focus groups. Issues include access to school and community facilities (e.g., gyms, fields, weight rooms), class size and scheduling, transportation to school and activity sites, and food choices. The report will lead to further discussion as the state completes its review of the Core Curriculum Content Standards in Health and Physical Education.
- Forum proceedings, personal interviews, and on-site school footage were taped by the New Jersey Network, which assisted in developing public service announcements for its TV stations and web-based messages and links for its website. The network's health and medical correspondent developed a feature on youth fitness in New Jersey. The New Jersey Council on Physical Fitness and Sports plans to use the media messages to kick off a statewide health and fitness campaign, beginning in early 2003. Activities at the Rowan University Forum were taped by the Madison Square Garden Network for inclusion in a documentary on the life of keynote speaker Joetta Clark Diggs.

#### **Successes:**

- A fourth forum was added because of overwhelming demand. Input was gathered from 94 school district representatives.
- Networking and sharing were helpful, particularly in the student focus groups, which provided information on classroom practices, program availability, and resources.
- Participants had an opportunity to see the "new PE" in action. Parents and kids attending the session overwhelmingly supported the kinds of activities presented at the sessions.
- The project brought together numerous state agencies and organizations to focus on youth fitness, and they are discussing future collaborations.
- Joetta Clark Diggs, a former NCAA and Olympic track champion and a capable and enthusiastic spokeswoman, has expressed interest in becoming more involved in promoting youth fitness in New Jersey.

#### **Challenges:**

- It is difficult to organize events of this magnitude in such a short time.
- In spite of the state's mandate for health and physical education, schools in the state have a long way to go in providing quality programs, and most of them want help.
- Different geographic areas experience different obstacles to participation in school and community programs (e.g., residential growth, safety concerns, and lack of transportation, space, coaches, or money). These issues need to be looked at more closely as the project addresses issues of obesity and health.



**Strategies for sustainability:**

- A new “healthy kids” website related to the campaign will allow continued sharing of information with kids, parents, and teachers. Other state agencies, nongovernmental organizations, businesses, and interested citizens will be asked to help convene a similar activity each year. Public-relations staff members will publicize the outcomes of the sessions and promote the campaign. The summary report will be shared with the commissioners of education and health, state legislators, and the governor.

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## **NEW YORK STATE DEPARTMENT OF EDUCATION**

### **Project #1: Walk Our Children to School (WOCS)**

#### **Type:**

- Physical activity program

#### **Setting:**

- School-based
- Community-based

#### **Partners:**

- State health department
- Other state government agency: state department of transportation, state department of motor vehicles
- State physical activity coalition: New York Physical Activity Coalition
- Colleges/universities: Adelphi University, C.W. Post – Long Island University, Ithaca College, SUNY Brockport
- Other: New York Statewide Center for Healthy Schools, Governor's Traffic Safety Committee/Pedestrian Program

#### **Goals:**

- To provide access for youth aged 9-13 to physical activity opportunities in a variety of venues and through improved physical education programs.
- To establish Physical Activity Coalitions for Preteens (PACP) demonstration sites in five counties or regions and implement action plans to provide preteens with access to physical activity.

#### **Description:**

A newsletter to schools was dedicated to the WOCS program, and a web page for teachers to register for the event was created. In addition, student major clubs at institutions of higher education were encouraged to work with local elementary schools for the WOCS event. College students walked with elementary students and together they completed a "walkable community checklist." As a part of the project college students will work with students and teachers to develop a report on how to make their communities more walker-friendly. In the fall of 2002, fifty-six schools participated in the WOCS event with 12,442 students and 997 adults officially registered for the events.

#### **Successes:**

- Throughout the Walk Our Children to School project we have developed an excellent working relationship with the partners identified above.
- Despite the limited funding opportunities for 2003, the foundation has been established for future work in the area of physical activity. Many of these partners



- are working diligently to seek funding opportunities to maintain our momentum in the area of physical activity and nutrition.
- The partnerships that were developed have led to a cooperative environment as opposed to a competitive mindset.
  - The project has provided us with the opportunity to begin to establish relationships with several college and university programs in our state.

**Challenges:**

- Developing a timeline that is acceptable to all organizations always seems to be a challenge.
- Having the financial resources to develop and maintain successful programs is a major challenge.
- Promoting large statewide programs sounds easy, but in reality it is difficult to get broad buy-in to a program.

**Strategies for sustainability:**

- Despite severely restricted resources for the foreseeable future, we continue to meet with our partners on a regular basis.
- Programs may need to be scaled down, but it is clear that there is a commitment to improving physical activity and nutrition conditions for youth.

**Project #2:**

**Fit Individuals through Recreation and Sports Training (FIRST)**

**Type:**

- Physical activity program

**Setting:**

- School-based
- Community-based

**Partners:**

- State AAHPERD association and state AAHPERD zones
- Other: New York Statewide Center for Healthy Schools, the Warren Company

**Description:**

Fit Individuals through Recreation and Sports Training (FIRST) captures students who are less interested in traditional physical activities and is an Olympic feeder program in nontraditional sports, including BMX biking, roller hockey, skateboarding, and inline skating. The program, focusing on 9- to 13-year-olds, is a collaboration among the Statewide Center for Healthy Schools; the state Association for Health, Physical Education, Recreation and Dance; local school districts; local park and recreation programs; and the Warren Company. Throughout the summer of 2002, ten communities hosted a FIRST event and 838 students took part in those events. An additional 652



participants attended week-long “camps” to improve their skills in fencing, BMX biking, in-line skating, skateboarding, in-line hockey, and in-line speed skating.

**Successes:**

- Working with NYS AHPERD and their zone (regional) structure allowed us to obtain student input about physical activity programs that would be more appealing to the 9- to 13-year-old student population.
- Working through physical education teachers, we discovered that the activities supported by the FIRST program would be of interest to many students who don't particularly care for traditional team activities. After they had this information, teachers were fairly successful in convincing their schools and communities to host these programs.

**Challenges:**

- Limited infrastructures of other organizations minimize their ability to handle the number of willing program participants.
- An issue that seems to be a major obstacle for expanding the FIRST program is the fact that many schools and communities don't want to assume the insurance liability for the promotion of nontraditional physical activities. Yet teaching students how to engage in these activities safely is at the core of these programs.

**Strategies for sustainability:**

- The relationships established with NY state AHPERD and the Warren Company was designed to “seed” and develop the concept of participation through nontraditional sports and activities.
- As this program enters 2003, nine communities have programs planned for the summer of 2003. Three more communities will host programs throughout the fall of 2002, during vacation breaks, and have requested more extensive programming for the summer of 2003.

**Project #3:  
Healthy Steps**

**Type:**

- Physical activity program

**Setting:**

- School-based

**Partners:**

- State AAHPERD association
- Other: New York Statewide Center for Healthy Schools, Regional Coordinated School Health and Wellness Centers, PE Central



**Description:**

Healthy Steps is a walking program designed for elementary school students (grades K-5) and staff ([www.nyshealthyschools.org](http://www.nyshealthyschools.org)). It is a friendly competition that encourages the school community to accumulate the most miles they possibly can in a 10-day period. Healthy Steps registration and record keeping is available either in paper form or online. Healthy Steps online allows schools to record their miles quickly and easily, track competitions between classes within their school, compare themselves with other schools statewide, monitor their progress via a virtual hike across America, and learn about destinations along the way. Healthy Steps is designed in such a way that it can easily be integrated across many different disciplines. Since the fall of 2001, one hundred eight schools have registered for the Healthy Steps program. During the 10-day programs, 35,946 students walked over 236,000 miles.

**Successes:**

- This was our first venture into offering online programming. We had a 50 percent increase in program participation over the paper version that was implemented a year earlier. It's anticipated that approximately three years will be needed for this site to reach its potential.
- Additionally, because this is now an online program, it can be offered in both the fall and spring at minimal cost.

**Challenges:**

- Promoting large statewide programs sounds easy, but in reality it is difficult to get broad buy-in to a program.
- Using "state of the art" technology to develop a site causes problems for individuals and schools that don't have updated technology. While they were able to access the core components of the program, they often were unable to take advantage of all the features the site had to offer.

**Strategies for sustainability:**

- Web-based programs make sense because the resources required to maintain and expand them are minimal.

**Project #4:  
Ready-Set-Go!**

**Type:**

- Professional development
- Policy

**Setting:**

- School-based

**Partners:**

- State health department



- State AAHPERD association
- Other: New York Statewide Center for Healthy Schools, Regional Coordinated School Health and Wellness Centers

**Description:**

Ready-Set-Go! is a project that was developed to provide schools with the tools and leadership to enhance the physical activity, nutrition, and tobacco (PANT) initiatives in their districts. Framed in a coordinated school health approach, workshops were held throughout the state to train individuals how to use the CDC's School Health Index (SHI) to assess the status of PANT in their schools. Six-months after attending the workshop schools were sent flyers inviting them to report the results of their SHI results. This on-line reporting system became available in January 2003. Throughout 2002, more than 700 Ready, Set, Go! tool kits were distributed, and 448 teachers and administrators received in-service training on how to use the kits.

**Successes:**

- The number of kits that have been distributed and the number of people who have been trained through attending the Ready, Set, Go! workshops are impressive.
- The measure of success will be determined by the number of schools who report having done something with the SHI in their schools or districts. We are at the beginning stages of collecting these data.

**Challenges:**

- Monitoring how schools use the SHI will be a major challenge.
- It is also difficult to maintain an infrastructure to provide the technical assistance required of schools after they have completed the assessment of their schools.

**Strategies for sustainability:**

- A web-based reporting system has been established for schools to report their findings from completing the SHI.
- The work of the Regional Coordinated School Health & Wellness Centers will be crucial in assisting schools to address their needs as identified by the SHI.

**Project #5  
Healthy Hearts**

**Type:**

- Physical activity program
- School/community health education

**Setting:**

- School-based
- Community-based

**Partners:**



- State AAHPERD association
- Colleges/universities: Adelphi University, Ithaca College, SUNY Brockport
- Other: New York Statewide Center for Healthy Schools, Regional Coordinated School Health and Wellness Centers, PE Central

**Description:**

Healthy Hearts is an interactive web-based learning module intended to positively affect the knowledge, attitudes, and behaviors of students in the fifth and sixth grades relating to physical activity, nutrition, cardiovascular health, and tobacco usage ([www.nyshealthyschools.org](http://www.nyshealthyschools.org)). Healthy Hearts is a teacher-guided curricular intervention that encourages students to participate in regular physical activity, eat properly, and avoid the use of tobacco products. The instructional module is designed to increase children's awareness of the risk factors associated with cardiovascular health. The program encourages youngsters to read, write, and problem solve, while learning to make wise decisions that will affect them throughout their lifetimes. It also encourages parents to participate with their children in contests related to physical activity and nutrition throughout the school year. This site will be launched during the spring of 2003.

**Successes:**

- New program

**Challenges:**

- Promoting large statewide programs sounds easy, but in reality it is difficult to get broad buy-in to a program.

**Strategies for sustainability:**

- Web-based programs make sense because the resources required to maintain and expand them are minimal.

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## **NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION**

### **Project #1: Physical Education Is Active**

### **Project #2: The Movin' Van**

#### **Type:**

- Physical activity program
- School/community health education
- Information/event for parents/guardians
- Professional development
- Media campaign/event

#### **Setting:**

- School-based
- Community-based

#### **Partners:**

- State health department
- Local health department(s)
- State AAHPERD association
- Local parks/recreation department
- Media outlet(s)

#### **Goals:**

- To activate local communities to raise awareness of physical education/activity and the National Youth Media Campaign.

#### *Project #1*

- To develop a resource for physical educators, health educators, classroom teachers, administrators, after-school programmers, higher-education teachers, and parks and recreation program specialists.

#### *Project #2*

- To generate activity for youth aged 9-13 in housing areas that lack safe play areas and transportation to activities.

#### **Description:**

##### *Project #1*

For Physical Education Is Active, a CD-Rom and website teacher training were developed and emphasized the state's Standard Course of Study and provided online resources to help schools implement and enhance after-school programming. The intent is to focus the after-school programs on the state and national standards and enhance what the physical education professional is teaching in the classroom.

##### *Project #2*

The Movin' Van project took structured activities to underserved youth. Noncompetitive grassroots grants funded regional partnerships with local education and health agencies to



inform the local communities via the media and to develop year 2010 objectives. The grant process mandated teamwork and a media event.

**Successes:**

*Project #1*

- More than 600 CDs were distributed to physical education teachers, and most teachers received training.
- More than 80 principals received the CD.
- An emerging partnership with parks and recreation organizations led to training with their staff members.

*Project #2*

- The Movin' Van provided community education and received recognition. Networking opportunities were created through local media coverage.
- Children met and played in a safe environment, and parents were grateful.

**Challenges:**

*Project #1*

- The physical education teachers need training in computer skills.
- Students were more interested in playing than in developing skills, and so activities had to be sought that combined play with learning skills.

**Strategies for sustainability:**

*Project #1*

- The state education agency will partner with the state AAHPERD association and Be Active North Carolina to provide continued CD/website training.

*Project #2*

- The Van project is seeking additional funding from local businesses.
- A manual will help community-based organizations replicate the program.

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## **OKLAHOMA DEPARTMENT OF EDUCATION**

### **Project:**

#### **Fit and Healthy Schools**

### **Type:**

- School/community health education
- Information/event for parents/guardians

### **Setting:**

- School-based

### **Partners:**

- State health department
- State AAHPERD association
- Media outlet(s): local media coverage, radio spots statewide
- Other: Schools for Healthy Lifestyles Program, Turning Point, Task Force on Children's Health

### **Goals:**

- To increase physical activity opportunities in schools and communities.
- To develop a youth media campaign targeting healthy lifestyle choices.
- To promote coordinated school health in each school.
- To enhance opportunities for healthy snacks and food choices in school.
- To provide schools and communities with resources, training, and technology for quality physical education programs that will promote lifetime health, fitness, and nutrition education.

### **Description:**

The Fit and Healthy Schools program was implemented in five middle schools and one elementary school. Implementation included training for FitnessGram, a health-related fitness assessment; Polar heart-rate monitors; the CDC School Health Index; curriculum for lifetime health, fitness, and nutrition education; media campaign kits for local use; and a youth media campaign provided by the Oklahoma State Department of Education with radio spots and project brochures for parents.

### **Successes:**

- The Fit and Healthy Schools program received excellent local media coverage.
- Outstanding leadership by the physical education teachers was instrumental in implementing all phases of the program.
- Radio spots ran statewide encouraging family physical activity and healthy nutrition choices.
- Parent and community involvement made the project more successful.



**Challenges:**

- Program evaluation was a major challenge.
- Obtaining consistent data from all schools was difficult, and the data collection form needed improvement.
- Program time in the schools was limited, and this affected the data's reliability.

**Strategies for sustainability:**

- The six original pilot sites will continue this program.
- Promotion of physical activity and good nutrition will continue through the state's Healthy Bodies-Strong Minds Initiative.
- Continue partnerships with the local Schools for Healthy Lifestyles program, the Governor's Task Force on the Promotion of Children's Health, and the state's Turning Point initiative.

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## **OREGON DEPARTMENT OF EDUCATION**

### **Project #1:**

#### **A four-part professional development series for 23 school district teams on implementing the new state physical education content standards**

##### **Type:**

- School physical education
- Professional development

##### **Setting:**

- School-based

##### **Partners:**

- Other: local school physical education teachers

##### **Goal:**

- To standardize and strengthen physical education instruction in Oregon public schools.

##### **Description:**

Oregon Department of Education staff guided teams of head physical education teachers and district curriculum directors through a four-part process for 1) aligning their physical education plan of instruction to the new standards; 2) developing and piloting new standards-based instructional modules; and 3) developing and piloting performance-based assessment items aligned to the standards.

Left-over funds from this main activity were used to conduct physical education staff development workshops for elementary school teachers. Workshops were based on a needs assessment that determined that these teachers felt they lacked appropriate training to provide quality physical education instruction.

##### **Successes:**

- The process also yielded a bank of instructional modules and assessment items that are available to districts across the state at [www.ode.state.or.us/cifs](http://www.ode.state.or.us/cifs).

### **Project #2:**

#### **Safe walking and biking routes to school**

##### **Type:**

- Physical activity program
- Other: physical activity program for families

##### **Setting:**

- School-based



**Partners:**

- State health department
- Other state government agency: state transportation department

**Goal:**

- To encourage and enable students to walk and bike to school.

**Description:**

The Oregon Department of Education worked with the state health department's Cardiovascular Health Program to provide mini-grants to six elementary and middle schools to assess needs and develop plans for safe walking and biking routes to school. The implementation plans included a community event on Walk-to-School Day. Each of the schools established school-community teams to conduct the activities.

**Successes**

- As a result of their assessments, some schools were able to apply for structural improvement funds from our Department of Transportation.
- Some schools created safety measures for walking students, such as "walking school buses" led by community volunteers.

**Project #3:**

**Promotional activities to highlight the Youth Media Campaign and reinforce its intent**

**Type:**

- Media campaign/events

**Setting:**

- School-based
- Community-based

**Partners:**

- Local health departments
- Local parks/recreation department

**Goal:**

- To highlight the national Youth Media Campaign and reinforce its intent.

**Description:**

Because CDC's Youth Media Campaign did not launch during the project period, funds for a media piece were shifted to mini-grants to county health departments. These grants were dedicated to promotional activities that would highlight the campaign and reinforce its intent. A sampling of activities that these mini-grants supported include Walk-to-School Day; Family Fun Nights that were focused on providing parents information on the importance of physical activity, as well as inexpensive physical activity options for



them to do with their kids; and the beginning of Walk Across America programs in which students and staff keep track of their physical activity and chart it on a map prominently placed in the school.

**Successes:**

- Many local activities

**Challenges:**

- CDC's Youth Media Campaign hadn't been launched when these activities took place

**Strategies for sustainability:**

- A new position in the state health department has been created to coordinate state planning, project implementation, and internal/external communications in the physical activity and nutrition areas in collaboration with the Oregon Department of Education for youth-oriented activities.

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## **PENNSYLVANIA DEPARTMENT OF EDUCATION**

### **Projects:**

- **Media campaign with All Children Exercising Simultaneously (ACES) Day**
- **Survey: "The Status of Physical Education in Pennsylvania"**
- **Professional development workshops**

### **Type:**

- Physical activity program
- School physical education
- Professional development
- Policy
- Media campaign/event
- Research

### **Setting:**

- School-based

### **Partners:**

- State AAHPERD association

### **Goals:**

#### *Project #1*

- To disseminate to youth and their families information on how to incorporate physical activity and nutrition more easily and effectively into one's lifestyle.
- To increase family and community members' awareness of the importance of physical activity and nutrition.
- To increase community awareness of physical education programs in the schools.

#### *Project #2*

- To assess how often physical education is being taught, how it is being taught, who is teaching it, and what equipment and facilities are used.
- To identify professional needs of teachers in becoming more effective, competent, and comfortable in their teaching and with their profession in general.

#### *Project #3*

- To develop and implement seven "Tools for Teachers: Moving Pennsylvania Physical Education into the 21<sup>st</sup> Century" workshops and eight "Physical Best" workshops for professionals.

### **Description:**

#### *Project #1*

On ACES Day, starting each year at 10 a.m. on the first Wednesday in May, millions of children, school staff members, and community group members participate in physical activity for 15 minutes. This year, as part of the CDC grant, the Pennsylvania State Association for Health, Physical Education, Recreation and Dance officially recognized ACES Day and promoted the event through its public-relations committee and network





and a new brochure. The full-color, informative, and readable brochure, titled *Stay Balanced Inside and Out* and printed in a run of 500,000, was distributed to children on ACES Day. Physical educators throughout the state completed the distribution and reported on use of the brochure and on local results of ACES Day.

*Project #2*

A 56-item survey was sent to more than 4,000 public and independent physical educators in the state and made available on a website for ease of completion. The return was 1,478 surveys, only 250 via the Internet. Only 100 surveys were returned by private schools. A summary will be developed and distributed.

*Project #3*

The well-received "Tools for Teachers" workshops were led by a traveling core team of four educators assisted by eight physical educators. About 330 instructors participated in the physical education workshops, which included standard-based instruction on the proposed Academic Standards for Health, Safety and Physical Education; inclusion; new and innovative activities; classroom assessment; and technology. The "Physical Best" workshops also were completed.

**Successes:**

*Project #1*

- Many more schools participated in ACES Day in 2002, and even more schools plan to participate next year. Many community members worked in partnership with schools on this event. The brochure was an instant hit, and more schools want the brochures for next year. Several schools/physical education programs received excellent write-ups in the community papers regarding their efforts with this special event.

*Project #2*

- The survey will provide important information to assist teachers and improve physical education.

*Project #3*

- Until this project, the Department of Education had been unable to provide workshops for physical educators.
- The workshops were well-received.

**Challenges:**

*Project #1*

- Start early on the campaign to get schools on board.
- Begin the media blitz early.
- Collaborate with other groups on promotion.
- Make the event easy, e.g., a teacher gives directions for physical activity over the public address system, and everyone throughout the school participates.

*Project #2*

- The professionals participating in this survey are still very much tied to answering surveys via paper rather than over the Internet.



- Physical educators in public schools are very willing to answer surveys about their discipline. A majority took the time to write on the surveys that they were grateful for the opportunity to have input.
- It is extremely difficult to get independent schools to respond to this type of survey.
- The next survey probably will not be anonymous.
- Inability to follow up with nonresponders cut the data pool significantly. Inclusion of independent schools requires a special effort and perhaps personal contact. Internet response should be more strongly encouraged.

*Project #3*

- Physical educators desperately want workshops geared specifically to their discipline.
- A majority of physical educators who attended the workshops are interested in exploring "how we do physical education" and are willing to make changes if provided accurate information and appropriate resources. The ability to communicate directly with physical educators must improve.

**Strategies for sustainability:**

*Project #1*

- For 2003, each school will receive a set of ideas, including both easy and more complex events. The Pennsylvania Governor's Council on Physical Fitness and Sport will be a partner in the event. Promotion will occur through numerous PSAHPERD opportunities. We are planning to mail newsletter information to members of PSAHPERD in the fall to help them become more aware of the event. With funding, the brochure will be reprinted.

*Project #3*

- Target more areas to reach more educators in the northern and central parts of the state.
- Sponsor the workshops in public schools and use basic education teachers as school coordinators. This creates a strong link with the administration.
- Improve workshop marketing strategies to reach educators more effectively.

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## **RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

### **Project:**

**Healthy Schools! Healthy Kids!: Development of statewide physical education standards**

### **Type:**

- School physical education
- Information/event for parents/guardians
- Professional development
- Policy

### **Setting:**

- School-based
- Community-based

### **Partners:**

- State health department
- State AAHPERD association
- Local parks/recreation department

### **Goals:**

- To coordinate statewide planning and assessment of physical education programs.
- To provide technical assistance for statewide implementation of physical education content standards.
- To increase community, school, and physical education and health education teacher awareness of the Rhode Island physical education content standards guide and other physical activity and physical education initiatives.
- To increase capacity of schools and communities to provide physical education/physical activity opportunities for 9- to 13-year-olds.
- To increase support among state legislators for physical activity and physical education program policies.

### **Description:**

In an ongoing project titled Healthy Schools! Healthy Kids!, the Rhode Island departments of education and health collaborated with the Rhode Island Association of Health, Physical Education, Recreation and Dance to complete development of statewide physical education standards. The project also conducted public education through two newsletters promoting physical activity.

### **Successes:**

- The Rhode Island Physical Education Framework, a statewide standards-based curriculum-development guide, was created and is under review. Statewide standards for physical education were drafted. A pilot training for teachers was also offered.



- A standards and assessments workshop was conducted for members of the physical education Standards Development Committee. This group will assist in teacher training, participate in pilot training, and provide technical assistance.
- The School Health Chronicle promoted the physical activity/physical education theme.
- Two newsletters were developed and disseminated, one targeting professionals and one promoting advocacy.

**Challenges:**

- The biggest challenge is sustaining efforts after funding ends.
- The Standards Development Committee needed training in how to develop a standards-based curriculum.
- A \$300 million state deficit necessitates arguing to keep physical education in the school day rather than requesting more funds.
- Department of Health policy severely limited mailing of the advocacy newsletter to state legislators. Instead it was sent to education policy-makers.
- Working with RIAHPERD poses opportunities and challenges, especially activating volunteers who are unfamiliar with advocacy strategies.

**Strategies for sustainability:**

- A template for two newsletters was created.
- Once revisions are complete, the physical education framework will be distributed to every school.
- The agency will partner with RIAHPERD to provide professional development.
- The Rhode Island physical education survey instrument was completed.
- A plan is under development to enhance the Healthy Schools! Healthy Kids! website to provide professional development and resources.

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## **SOUTH DAKOTA DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS**

### **Project:**

#### **South Dakota Physical Activity Initiative Targeting Preteens**

### **Type:**

- School physical education
- Professional development
- Media campaign/event

### **Setting:**

- School-based
- Community-based

### **Partners:**

- State health department
- Local health department(s)
- Other state government agency: State Game, Fish, and Parks Department
- State AAHPERD association
- Local parks/recreation department
- Media outlet(s): public service announcements, billboards, Christmas tree promoting physical activity at the annual tree display at the state capitol

### **Goals:**

- To increase knowledge and resources related to physical activity for professionals working with adolescents aged 9-13 years.
- To design and use an assessment tool to collect data on the quality and quantity of physical education programs in schools throughout our state.
- To fund 11 local education agencies (LEAs) to develop action plans addressing obesity and inactivity among youth aged 9-13 in their schools and community.
- To design and conduct a statewide media campaign targeting youth aged 9-13.

### **Description:**

Training was provided for various professionals, including the South Dakota Association for Health, Physical Education, Recreation and Dance and state extension services. Area schools and out-of-school programs have also received support. An evaluation of South Dakota's physical education program, both in and outside of schools, was conducted. Dr. Patty Hacker of South Dakota State University submitted survey results. Five LEAs, one cooperative extension agency, and the Sioux Falls Outdoor Campus received funding to develop and carry out action plans. Pierre School District collaborated with Boys/Girls Club to offer out-of-school physical activity to youth aged 9-13 with use of the "Fitness Authority" curriculum. Beadle County Extension, Huron School District, used "Teen Tool Time" to make the connection between good nutrition and physical activity, surveyed youth physical activity, purchased snowshoes, and developed lesson plans to teach snowshoe basics and safety. Brookings School District purchased heart monitors to



use in physical education and health instruction, developed log sheets and directions, and had students measure recovery heart rates using the Harvard Step Test. Chamberlain Academy, Chamberlain School District, purchased equipment to be used collaboratively by a private youth facility, the public school, and the local community. Tiospaye Topa instituted a student Get Moving Program and incorporated it in its walking club. A media campaign distributed flying discs to all state parks, city recreation departments, and the State Fair, accompanied by suggested activities that align with state physical education standards. A Christmas tree promoting physical activity was included at the annual tree display at the state capitol and kids' physical activity magnets were given away at the tree. Over 40,000 people tour South Dakota's Capitol Christmas tree display each year. The Department of Education and Cultural Affairs and the Department of Health partnered with the Department of State Game, Fish, and Parks to sponsor a Halloween Hike at one of the parks and distributed 7,000 2003 Walk in the Park bandannas to local school districts adjacent to parks.

**Successes:**

- Involved numerous local school districts.
- Ran a state-wide media campaign. The largest newspaper featured a series of articles on physical activity and childhood obesity. Because of the state's small population, the media campaign was economical.
- Provided professional development to teachers.

**Challenges:**

- A major challenge is follow-up with the local school districts.

**Strategies for sustainability:**

- Physical activity will remain a major focus with professional development focusing on physical activity standards.
- Evaluation results will guide future programming and planning.
- Release of the National Media Campaign will sustain South Dakota's media efforts.
- The State Game, Fish, and Parks Department built two disc-golf courses after being advised on design by local high school and college youth. They will maintain courses for continued use.
- Bandannas listed a schedule for all special activities that will take place in the state parks through 2003. It is hoped that more people will take advantage of the programs. Collaboration with the State Game, Fish, and Parks Department was invaluable and plans are to continue joint efforts to promote physical activity.

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## **TEXAS EDUCATION AGENCY**

### **Project:**

#### **The Health and Physical Education Center for Educator Development**

### **Type:**

- Information/event for parents/guardians
- Professional development
- Media campaign/event
- Research

### **Setting:**

- School-based

### **Partners:**

- Other: Coordinated Approach to Child Health (CATCH)
- Other: Texas-based marketing firm

### **Goals:**

- To increase participation in healthy physical activity among tweens in Texas Education Region 12 pilot program schools.
- To increase awareness about the importance of physical activity for teens and the adults who influence their behavior through a statewide media effort using Youth Media Campaign materials.
- To provide training and support to educators and school staff who are responsible for physical activity and nutrition for school children.
- To develop project partnerships with agencies sharing an interest in the health of pre-teens in the state.

### **Description:**

The Health and Physical Education Center for Educator Development, a project of the Texas Education Agency (TEA), collaborated with the nationally known Coordinated Approach to Child Health (CATCH) project and a Texas-based social marketing firm. Teachers at ten elementary schools received professional training to implement CATCH, which includes health education, physical education and activity, school nutrition services, and parental involvement. The social marketing firm developed and printed a parents' brochure promoting the CATCH program and distributed 45 locally-oriented media packets to promote CATCH and to encourage increased awareness and physical activity for tweens and their parents. Surveys were conducted with parents and students to identify baseline attitudes about physical activity and physical education.

### **Successes:**

- CATCH was implemented in ten elementary schools, including teacher training and materials distribution.



- Through the media plan, 45 press packets were distributed to media outlets in four targeted regions to promote parent and community education about child health and physical activity and nutrition, and follow-up was conducted.
- A colorful parent education brochure was prepared for distribution.
- Strong partnerships were forged with CATCH and the American Heart Association.

**Strategies for sustainability:**

- The Health and Physical Education Center for Educator Development will build on pilot programs instituted this year.
- TEA will use survey results to help plan and market physical activity and physical education.
- A strong collaboration with CATCH and the American Heart Association was established.

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## **VIRGINIA DEPARTMENT OF EDUCATION**

### **Type:**

- Media campaign/event

### **Setting:**

- Other: series of public service announcements completed for distribution to all television and radio stations in Virginia

### **Partners:**

- Media outlet(s)

### **Goal:**

- To develop a plan to promote physical activities among preteens complementing the National Youth Media Campaign, with a target audience of parents, school administrators, and key community leaders.

### **Description:**

The media campaign is designed to reach parents through a series of public announcements and to show the importance of preteen physical fitness. To date, video work has been shown in elementary and middle schools. The videos show students participating in a variety of wellness activities. A presentation at the Blue Ridge Institute will demonstrate the importance of quality physical education instruction in promoting lifelong physical activity. The project developed ads promoting physical activity among youth and distributed them to all television and radio stations in Virginia.

### **Successes:**

- The project hired a writer, director, and producer to complete a series of public service announcements for distribution to all television and radio stations in Virginia.
- The announcements showed preteen students participating in a wide variety of fitness activities.

### **Challenges:**

- The challenge was how to reach parents of the preteen population with a positive message about the importance of physical fitness.

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## **WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

### **Project: Movin' Schools**

#### **Type:**

- Physical activity program/opportunity for students, school staff, and families
- Media campaign

#### **Setting:**

- School-based
- Community-based

#### **Partners:**

- State health department
- Other state government agency: Wisconsin Department of Justice
- State AAHPERD association
- Other state organization(s): American Heart Association
- Other: Wisconsin Education Association Trust, Gopher Sports

#### **Goals:**

- To increase physical activity among Wisconsin students aged 9 to 13.
- To increase public awareness of the benefits of and needs for physical activity.

#### **Description:**

The WDPI and Wisconsin Association for Health, Physical Education, Recreation and Dance developed a Movin' Schools program resource kit for school-based programs that included: messages promoting physical activity, tools to log many types of physical activity and convert to miles traveled, curriculum ideas for integration with social studies, ideas for involving other family members, form for description of local project, description of awards program including incentives for student and school participation, and tips for media advocacy. Schools participating in the Movin' Schools program developed creative ways to promote and increase physical activity among students, families, and their parents, including a community service component to promote volunteerism. Through an application process, 55 schools received awards to kick off year 2 (2002-2003) of the project as well as the CDC media campaign on physical activity.

#### **Successes:**

- Increased the number of students, school staff, and families participating in physical activity.
- Promoted physical activity and positive values among 10,000 students and strengthened state-level partnerships.



**Challenges:**

- Local staff and volunteer time to coordinate and implement program.

**Strategies for sustainability:**

- Obtained funding from the state Department of Justice (\$144,000) to continue the Movin' Schools Program.

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# LOCAL EDUCATION AGENCIES



## **BOSTON PUBLIC SCHOOLS, MA**

### **Type:**

- Physical activity program
- School/community health education
- Professional development

### **Setting:**

- School-based

### **Partners:**

- Local school district/school(s)

### **Goals:**

- To develop sustainable elementary school programs that increase physical activity, improve nutritional status and knowledge, and reduce sedentary lifestyles.
- To support and implement the National Youth Media Campaign as materials become available.
- To move the six program elementary schools toward greater compliance with state and school district health and physical education standards.

### **Description:**

Elementary school teachers received professional training and implemented the “Eat Well and Keep Moving” curriculum. Equipment was provided to schools lacking it.

### **Successes:**

- The “Eat Well and Keep Moving” curriculum was implemented in six elementary schools.
- Thirty-one teachers attended curriculum training and taught the curriculum.
- One person from each school was trained to conduct step aerobics during the regular school day or in the after-school program.
- Classroom teachers became enthusiastic about the curriculum and its value.
- The School Health Index for physical activity and healthy eating was implemented in four schools.
- Under-equipped schools received physical education equipment, including “steps,” an aerobics video, a cabinet to store equipment, and a CD player.
- A return training session allowed teachers to share successes.
- Unanticipated benefits included a social-studies-oriented walking club, use of the patterns of steps in a third-grade geometry lesson, a game based on *Family Feud* that provided a review of lessons for all classes, a “health promotion for staff” spa day at one school, a fourth-grade class helping teach a third-grade class, use of aerobic steps at a school health and fitness fair, and interest generated among children not in the formal program. Teachers benefited as well, demonstrating increased appreciation of school-day physical activity, increasing their



networking and mentoring with one another, and showing new interest in their own health and role-model responsibilities.

**Challenges:**

- The project had to compete with math and English language arts for staff-development time.
- Overtime demands for coordination of a school program created funding issues.

**Strategies for sustainability:**

- The major strategy was to keep reminding school-based coordinators and their schools to plan for sustainability. The principals and/or staff of some schools want to continue next year.

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## **THE SCHOOL BOARD OF BROWARD COUNTY, FL**

### **Type:**

- Physical activity program
- School/community health education

### **Setting:**

- School-based
- Community-based

### **Partners:**

- Other local organization(s): local YMCA
- Other: a fitness-equipment company trained teachers at both middle schools

### **Goals:**

- To encourage healthy physical activity.
- To promote healthy lifestyles.
- To displace unhealthy, risky behaviors.
- To discourage illicit drug, tobacco, and alcohol use.
- To foster lifelong good health through physical activity and healthy eating.

### **Description:**

Recreational and health-education programming was provided to 5,000 students aged 9-13 during daytime, after-school, Saturday, and summer opportunities in the cities of Lauderdale and Lauderdale Lakes.

### **Successes:**

- Significant equipment improvements include a 20-station fitness trail at Boyd Anderson High School and a complete fitness room for Lauderdale Lakes and Lauderdale middle schools, benefiting more than 6,000 students and staff members.
- The YMCA used the fitness equipment and training in its after-school programs, benefiting 1,300 more students at three locations.
- The YMCA used the fitness equipment during a summer program.

### **Strategies for sustainability:**

- The school district added the schools' equipment to a maintenance list to lengthen the life of the equipment.
- Teachers from the middle schools were trained to teach student how to use the equipment and will train other instructors.

### **Contact:**

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## **MIAMI-DADE COUNTY PUBLIC SCHOOLS, FL**

### **Project:**

#### **Sailing into New Horizons**

### **Type:**

- Physical activity program
- School/community health education
- Information/event for parents/guardians
- Media campaign/event
- Professional development

### **Setting:**

- School-based
- Community-based

### **Partners:**

- Other state government agency: Florida Department of Education
- Local parks/recreation department: City of Miami/Community Watersports Center
- Colleges/universities: Florida International University

### **Goal:**

- To provide physical activity opportunities for 9- to 13-year-olds through a marine environment.

### **Description:**

Sailing into New Horizons is an after-school sailing program for students between the ages of 9 and 13 conducted by Miami-Dade County Public Schools in collaboration with a community-based organization. Biscayne Bay is the classroom, and able-bodied and disabled students work together to learn sailing and kayaking skills. Parents and guardians are invited to participate with their children during this after-school program

### **Successes:**

- The program was a success in terms of the number of students served, the qualitative feedback from both parents and students, and the continuity of services with school and community leadership support.
- For many students, this was the first time they were enabled to perform physical activity programs in a marine environment.
- This program received coverage in the Miami *Herald* and on the cover of *Time for Kids*, September 2002.





**Challenges:**

- Providing transportation for students through the vast demographics of Miami-Dade County was challenging.

**Strategies for sustainability:**

- Based on the success of the program, additional grant monies were secured to continue the program with a mentoring component.

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## **SEATTLE PUBLIC SCHOOLS, WA**

### **Project:**

#### **Alternative Lifetime Fitness Activities for Preteens**

### **Type:**

- Physical activity program
- School physical education
- Professional development

### **Setting:**

- School-based

### **Partners:**

- Other state government agency: state education agency
- State physical activity council: Washington Coalition for Physical Activity
- Other state organizations: Washington Dairy Council,
- Other local organizations: King County Coalition for Physical Activity, Seattle Sports Advisory Council
- Other: community relations staff from the Seattle SuperSonics and Storm basketball teams

### **Goals:**

- To expand alternative lifetime fitness opportunities for preteens.
- To increase staff development activities that will sustain these offerings.
- To purchase alternative equipment for the Physical Education Resource Center (PERC).

### **Description:**

The Seattle public schools selected new activities to expand the Alternative Lifetime Fitness opportunities for students in grades 3-8. Professional development was conducted with physical education teachers during the 2001-2002 school year. Various types of alternative fitness equipment was acquired for the Physical Education Resource Center (PERC), a loaner set arrangement that has been in operation for more than 25 years, e.g., juggling, heart monitors, aerobic steps, etc.

### **Successes:**

- About 25,000 students had first-time experiences with archery, fencing, skating, bowling, unicycling, wall climbing, mountain and dirt biking, and using heart monitors.
- Students learned about target heart zones, Dr. David Satcher's recommendation to take 10,000 steps a day, and locations in the city to continue with alternative-skills development.
- Students learned about changes in the "new" physical education through informational posters created under the grant.



**Challenges:**

- To motivate teachers into new movement forms and to experiment with more innovative teaching strategies.
- To motivate students to use monthly fitness calendars to promote the benefits of physical activity outside of their classrooms.

**Strategies for sustainability:**

- Eight planned staff-development activities in the coming year will support teachers in their search for even more new experiences for their students.

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# NATIONAL ORGANIZATIONS



## **COMPREHENSIVE HEALTH EDUCATION FOUNDATION (CHEF)**

### **Project:**

#### **School/Community Initiatives to Increase Youth Physical Activity**

### **Type:**

- Other: planning guide for school/community coalitions

### **Setting:**

- Other: community coalition initiated by schools

### **Partners:**

- Other: National Middle School Association (NMSA)

### **Goal:**

- To develop a planning guide for middle-level schools to initiate the development of community coalitions that would increase opportunities for physical activity.

### **Description:**

A step-by-step guide will help schools initiate the formation of community coalitions to increase physical activity for middle-level school students. The guide will be disseminated through the National Middle School Association membership.

### **Successes:**

- The concept and initial drafts of the guide have been reviewed by an advisory group that includes state department of health and state education agency staff, university staff, middle-level educators, and community physical activity coalition members.

### **Challenges:**

- Schools are inundated with new demands and requests.
- Funding at all levels has decreased.

### **Strategies for sustainability:**

- After hard copies of the guide are gone, the guide will be available electronically.

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## **NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION (NASPE)**

### **Project:**

### **Development and Dissemination of Performance Indicators and Assessment Tasks for Assessing and Evaluating Student Performance in School Physical Education**

### **Type of project:**

- School physical education

### **Setting:**

- School-based

### **Partners:**

- State AAHPERD associations

### **Goals:**

- To complete development of the performance indicators and matching assessment task examples.
- To administer the assessment task examples in selected pilot schools.
- To disseminate Youth Media Campaign messages and the performance indicators and assessment examples for grades 4, 6, and 8.
- To prepare and publish final assessments for selected grades.

### **Description:**

This project aims to support the Youth Media Campaign by developing performance indicators and assessment examples for physical education in grades 4, 6 and 8. These products will facilitate the evaluation of school-based physical education and student achievement of national standards. Youth Media Campaign messages and activities will also be supported through NASPE/AAHPERD state affiliates.

### **Successes:**

- **Product:** The project has produced assessments, criteria for evaluation of student performance, rubrics for evaluating the level at which each student meets the criteria, and score sheets for recording the individual progress of members of the class. These assessments are valuable tools for teachers to use to evaluate student progress and report to all stakeholders (students, parents, administrators, and the public).
- **Practitioner involvement:** The first round pilot of every assessment has provided a videotape of students taking the assessment, data from the assessment, and teacher comments/evaluation of the assessment and its protocols. This information will be used to revise the assessments to improve clarity, validity, and reliability.
- NASPE members were identified for the 12 specified markets to support VERB.
- NASPE public relations staff support dissemination of Youth Media Campaign messages to members and the public.



**Challenges:**

- Soliciting sufficient numbers of volunteers for the first-round pilot.
- Extent of work involved in this first-of-its-kind effort.
- Management of large volume of data and materials.

**Strategies for sustainability:**

- Materials will be published so that teachers can implement the assessments, criteria, and rubrics in their work.
- Workshops will be conducted at state level meetings for teachers.
- Teachers will use assessments to communicate with students, parents, administrators, and the public about student progress, the success of the physical education program, and the need for increased physical activity for youth.
- Teachers will use student assessments for program evaluation and improvement.
- Teachers will create additional assessments using these assessments as models.

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## **NATIONAL COALITION FOR PROMOTING PHYSICAL ACTIVITY (NCPA)**

### **Project:**

#### **Youth and Physical Activity Media Grant**

### **Type of program:**

- Physical activity program
- School/community health education
- Media campaign/event

### **Setting:**

- School-based
- Community-based

### **Partners:**

- Other state organizations: NCPA state affiliates
- Other local associations: NCPA local affiliates

### **Goal:**

- To develop a local event that ties into the CDC Youth Media Campaign, the Physical Activity for Youth Initiative, or a NCPA event.

### **Description:**

Micro-grants were distributed to eight separate NCPA state coalitions (NY, SC, VT, DE, WA, CO, OR, and MN). Projects varied in scope and included collaborative efforts for web-based and mixed media promotional messages; enhancing a mentor-training curriculum; and hosting/highlighting active communities/safe routes for walking and biking programs.

### **Successes:**

- Developing partnerships with other organizations to promote physical activity.
- Quality of ads/media messages turned in by participants.
- Number of participants at events or taking part in programs.
- Reaching out to diverse populations and people of all ages (parents, teens, younger children).
- Mix of activities/projects completed.
- The continuation of some of the events/programs.

### **Challenges:**

- Partnering with other groups/agencies.
- Tracking user or outcome data—not enough time to develop or acquire results in order to prove success.
- Getting the appropriate backing to use the media message or ads in the future and for public consumption.





**Strategies for sustainability:**

- Partnering with other organizations or furthering collaborative efforts in order to repeat programs or events next year or to continue the use of products developed.

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## **NATIONAL RECREATION AND PARK ASSOCIATION (NRPA)**

### **Project: Mobile Outreach Program**

#### **Type:**

- Physical activity program
- School/community health education
- Research (quasi)

#### **Setting:**

- School-based
- Community-based

#### **Partners:**

- Local parks/recreation departments

#### **Goals:**

- To increase the amount of physical activity among participants in after-school recreation programs.
- To increase the opportunities youth participants have to develop lifelong physical activity skills.

#### **Description:**

Ten local recreation agencies were chosen to implement a physical activity program in already-established recreation programs within the communities (via after-school programs at community centers or schools). Program coordinators were trained on ways to implement more physical activity time into programming and on how to track participant data. Physical activity levels at each site were tracked using pre-/post-test data and pedometer readings over an approximate six-month period.

#### **Successes:**

- Inconclusive because post-test data have yet to be received.
- Getting large numbers of children (20-70 tweens) to participate in at least 30 minutes of physical activity between 2 and 5 days per week.
- Exposing children to a variety of activities (in-line skating, martial arts, hip hop dancing, leadership development through team play, and arts programming).
- Developing physical activity skills and knowledge of the importance of lifelong physical activity habits.

#### **Challenges:**

- Getting the consent of parents for data to be tracked on the children.
- Getting accurate pedometer readings (the children discovered that shaking the pedometers increases the number).



- One site experienced budget cuts that reduced the staff available to help carry out the program according to the initial timeline.

**Strategies for sustainability:**

- Through the training program managers were made aware of ways to incorporate more physical activity into recreational activities that often have an abundance of “down time” for participants (this knowledge can be used in future programming).
- Results of the program and the final analysis of pedometer readings and post-test data may determine the sustainability of this particular program for local recreation departments.

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## **NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA)**

### **Project:**

### **School Board Leadership to Promote Physical Activity among Youth through School Policies and Programs and School-Community Partnerships**

### **Type of program:**

- Policy
- Other: communications tool kit containing "issue briefs," policy assessment tool, and other documents to support school policies and programs promoting physical activity

### **Setting:**

- School-based (school boards)

### **Partners:**

- Other: National Association of State Boards of Education (NASBE)

### **Goal:**

- To strengthen the capacity and commitment of local school boards and local education agencies to support policies and programs that promote physical activity and related healthy behaviors among youth by providing information, technical assistance, and educational programming.

### **Description:**

Sample policies and related information that will help inform decision making by school policy makers are being added to the NSBA School Health Resource Database. In addition, 101 packets on physical activity and healthy eating have been developed and/or revised to make available the most current, basic information. The School Health Programs website also includes database abstracts that are searchable online and links to breaking news about physical activity and to other organizations that have useful information. A communications tool kit that will include a variety of materials useful to increasing understanding and support of school policies and programs in support of physical activity is being developed.

### **Successes:**

- Multiple resources have been added to the NSBA School Health Resource Database and website.
- Final drafts of all tool kit contents are almost ready for CDC review, including the district-level policy assessment tool.
- A session on how a school district (Titusville, Pennsylvania) has moved forward with requiring physical education for its students will be featured at the 2003 NSBA annual conference in San Francisco.



**Challenges:**

- The amount of time needed to develop the written materials and policy assessment tool has been more than anticipated.

**Strategies for sustainability:**

- NSBA's School Health Resource Database will continue to maintain sample policies and related information; the 101 packets will be updated regularly; the School Health Programs website will update information and links related to physical activity and health promotion.

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## **PEDESTRIAN AND BICYCLE INFORMATION CENTER (PBIC)**

### **Project:**

### **Promoting Physical Activity among Youth through the National Walk to School Program**

### **Type:**

- Physical activity program
- Info/event for parents

### **Setting:**

- School-based

### **Partners:**

- Other: local groups

### **Goals:**

- To increase routine walking by youth.
- To institutionalize improving and maintaining conditions for safe walking.
- To create greater awareness of the need for youth physical activity.

### **Description:**

PBIC serves as a national coordinator for International Walk to School Day. Every October, one day is set aside for children, parents, teachers, and community leaders to walk to school together to celebrate the importance of physical activity, safety, and walkable communities. Walk to School Day is a feel-good event that leads to positive community change. It also helps to combat the recent obesity epidemic among children by creating opportunities for routine physical activity.

Visit the website, [www.walktoschool.org](http://www.walktoschool.org), for more information. The PBIC provides information on how to conduct events, how to identify what to improve about the environment, and ways to encourage more walking and bicycling. The PBIC maintains the national and international websites and online registration for events in the USA.

### **Successes:**

- The program is continuing to grow rapidly. Last year more than 2,800 schools in all 50 states participated.
- Many communities used this as an opportunity to identify things to improve, such as traffic around schools and the need for sidewalks or crossing guards.
- Other communities established walking incentive programs, walking school buses, and other innovative programs to make walking and bicycling a routine part of children's lives.



## **Challenges**

- More work needs to be done to reach new communities that have not yet realized the importance of routine physical activity and the need for walkable schools and communities.
- As communities do become active, it is important that they have access to quality technical assistance so that they are making decisions based on sound science. Finding ways to provide such services to a growing number of communities is challenging.

## **Strategies for sustainability:**

- Create behavioral change. Increase routine walking so that physical activity is an automatic component of the day.
- Establish local coalitions that will directly benefit from improved schools and communities.
- Create policy and environmental change. Encourage coalitions to work to institutionalize improved conditions for safe walking through new facilities and policies.

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## Summary Table of Funded Partners

Grantee	Type										Setting			Partners										
	Physical activity program	School physical education	School/comm. health education	Info./event for parents	Professional development	Policy	Media campaign/event	Research	Other	School-based	Community-based	Other	State health department	local health department	other state government agency	State physical activity council	State AAHPERD associations(s)	Local parks/rec department	Other state organizations	Other local organizations	Colleges/universities	Local school district/school(s)	Media outlet(s)	Other
State Education Agencies (SEAs)																								
California	X				X					X	X												X	
Colorado	X									X	X				X									
Connecticut			X		X			X		X		X	X				X							
Hawaii						X		X	X	X		X			X	X	X	X			X		X	X
Kansas		X								X	X	X					X				X			
Kentucky	X		X		X					X	X	X									X			X
Michigan	X				X					X							X				X			
Minnesota	X									X	X	X												
Montana	X				X					X						X							X	
New Hampshire	X				X	X	X			X												X		





Grantee	Type									Setting			Partners												
	Physical activity program	School physical education	School/comm. health education	Info./event for parents	Professional development	Policy	Media campaign/event	Research	Other	School-based	Community-based	Other	State health department	local health department	other state government agency	State physical activity council	State AAHPERD associations(s)	Local parks/rec department	Other state organizations	Other local organizations	Colleges/universities	Local school district/school(s)	Media outlet(s)	Other	
New Jersey	X			X		X	X			X	X					X						X		X	
New York State	X		X		X	X				X	X		X			X	X					X			X
North Carolina	X		X	X	X		X			X	X		X	X			X	X						X	
Oklahoma			X	X						X			X				X						X	X	
Oregon	X	X			X		X		X	X		X		X				X							X
Pennsylvania	X				X	X	X	X		X							X								
Rhode Island		X		X	X	X				X	X	X	X				X	X							
South Dakota		X			X		X			X	X		X	X			X	X						X	
Texas			X	X			X	X		X															X
Virginia							X					X											X		
Wisconsin	X						X			X	X		X		X		X		X						X



Grantee	Type								Setting			Partners												
	Physical activity program	School physical education	School/comm. health education	Info./event for parents	Professional development	Policy	Media campaign/event	Research	Other	School-based	Community-based	Other	State health department	Local health department	Other state government agency	State physical activity council	State AAHPERD associations(s)	Local parks/rec department	Other state organizations	Other local organizations	Colleges/universities	Local school district/school(s)	Media outlet(s)	Other
<b>Local Education Agencies (LEAs)</b>																								
Boston Public Schools, MA	X		X		X					X												X		
The School Board of Broward County, FL	X		X							X	X									X				X
Miami-Dade County Public Schools, FL	X		X	X						X	X						X				X			
Seattle Public Schools, WA	X	X			X					X					X	X			X	X				X
<b>National Organizations</b>																								
Comprehensive Health Education Foundation (CHEF)								X			X													X
National Association for Sport and Physical Education (NASPE)		X								X						X								
National Coalition for Promoting Physical Activity (NCPA)	X		X			X				X	X								X	X				
National Recreation and Park Association	X		X				X			X	X						X							
National School Boards Association					X			X		X														X
Pedestrian and Bicycle Information Center (PBIC)	X			X						X	X													X
<b>Total</b>	<b>20</b>	<b>6</b>	<b>11</b>	<b>7</b>	<b>14</b>	<b>6</b>	<b>11</b>	<b>3</b>	<b>5</b>	<b>28</b>	<b>19</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>11</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>12</b>

