

State Indicator Report on Physical Activity, 2010



DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION

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State Indicator Report on Physical Activity, 2010

The *State Indicator Report on Physical Activity, 2010*,^{*} provides information on physical activity behavior and policy and environmental supports within each state. Physical activity, essential to overall health, can help control weight, reduce the risk of heart disease and some cancers, strengthen bones and muscles, and improve mental health.¹ The Centers for Disease Control and Prevention's (CDC) goal of increasing physical activity among all Americans is supported by key strategies such as creating or enhancing access to places for physical activity, enhancing physical education and activity in schools and physical activity in child care settings, and supporting urban design, land use, and transportation policies.^{2,3}

National and state-specific information is reported in the *State Indicator Report on Physical Activity, 2010*, for behavioral, policy, and environmental indicators. The behavioral indicators are derived from physical activity recommendations outlined in *Healthy People 2010 Objectives*⁴—our nation's framework for health priorities, and the *2008 Physical Activity Guidelines for Americans (2008 Guidelines)*—a science-based guide on the types and amounts of physical activity that provide substantial health benefits for Americans.¹ Behavioral indicator data are from CDC-supported health surveillance systems. This report also presents 12 policy and environmental indicators which are derived from strategies recommended by *The Guide to Community Preventive Services*,^{3,5} *CDC's Guide to Strategies for Increasing Physical Activity in the Community*,² *The Surgeon General's Vision for a Healthy and Fit Nation*,⁶ and *The National Physical Activity Plan*.⁷ They are from multiple data sources and measure several aspects of a state's ability to support physical activity. Each indicator can be measured in most states. Individual states, however, may have information collected through state-wide surveys and/or have policies enacted outside the monitoring period that can augment the data in this report and thus be used to further inform decision makers.

As measures of a state's ability to support PA behavior and policy systems and environmental approaches, the report's indicators show where a state has been successful and where more work may be needed.

Throughout states and communities, many groups play a role in supporting policy and environmental supports that will ensure individuals and families can easily be physically active. When state officials, health professionals, nonprofit organizations, urban planners, parks and recreation representatives, school staff, transportation officials, and community members work together, their efforts can increase the number of Americans who live healthier lives, by creating communities that support and encourage physical activity.

BEHAVIORAL INDICATORS – The five selected behavioral indicators measure each state's progress toward achieving select recommendations from the *2008 Guidelines*¹ and from *Healthy People 2010 Objectives*.⁴ The behavioral indicator data are derived from the 2007 and 2008 Behavioral Risk Factor Surveillance System and from the 2007 Youth Risk Behavior Surveillance System.

POLICY AND ENVIRONMENTAL INDICATORS – The 12 policy and environmental indicators measure different types of physical activity supports in each state recommended by *The Guide to Community Preventive Services*,^{3,5} *CDC's Guide to Strategies for Increasing Physical Activity in the Community*,² *The Surgeon General's Vision for a Healthy and Fit Nation*,⁶ and *The National Physical Activity Plan*.⁷ These indicators are grouped within four strategies: 1) create or enhance access to places for physical activity; 2) enhance physical education and activity in schools and physical activity in child care settings; 3) support urban design, land use, and transportation policies; and 4) develop and maintain a public health workforce competent in physical activity. Data in the *State Indicator Report on Physical Activity, 2010*, can be used to:

- Portray how states support the behavior of physical activity
- Monitor progress and celebrate state successes
- Identify opportunities for improvement in physical activity support through policy systems and environmental approaches





State Indicator Report on Physical Activity, 2010 Behavioral Indicators

The *State Indicator Report on Physical Activity, 2010*, presents behavioral indicators of physical activity from both *Healthy People 2010 Objectives*⁴ and the *2008 Guidelines*.¹ The indicators profile the extent to which states achieve these objectives and guidelines. The *Healthy People 2010 Objectives*⁴ and *2008 Guidelines*¹ selected as behavioral indicators include:

1. **The proportion of adults in the state who achieve at least 150 minutes a week of moderate-intensity aerobic physical activity or 75 minutes a week of vigorous-intensity aerobic physical activity or an equivalent combination of moderate- and vigorous-intensity aerobic activity.**
2. **The proportion of adults in the state who achieve more than 300 minutes a week of moderate-intensity aerobic physical activity or 150 minutes a week of vigorous-intensity aerobic physical activity or an equivalent combination of moderate- and vigorous-intensity aerobic physical activity.**
3. **The proportion of adults in the state who engage in no leisure-time physical activity.**
4. **The proportion of students in grades 9-12 in the state who achieve 1 hour or more of moderate- and/or vigorous-intensity physical activity daily.**
5. **The proportion of students in grades 9-12 in the state who participate in daily physical education.**

The behavioral indicators are assessed from the physical activity survey items included in the 2007 and 2008 Behavioral Risk Factor Surveillance System (BRFSS, adults aged ≥ 18 years) and the 2007 Youth Risk Behavior Surveillance System (YRBSS, students in grades 9-12). All states have BRFSS data and the majority of states have YRBSS data. Confidence intervals are

provided on the web-based version of this report in addition to the estimates and should be used when comparing data.

Policy and Environmental Indicators

Twelve policy and environmental indicators presented in the *State Indicator Report for Physical Activity, 2010*, represent four different types of strategies to increase physical activity supported by *The Guide to Community Preventive Services*,^{3,5} *CDC's Guide to Strategies for Increasing Physical Activity in the Community*,² *The Surgeon General's Vision for a Healthy and Fit Nation*,⁶ and *The National Physical Activity Plan*⁷: 1) create or enhance access to places for physical activity; 2) enhance physical education and activity in schools and physical activity in child care settings; 3) support urban design, land use, and transportation policies; and 4) develop and maintain a public health workforce competent in physical activity. These types of strategies can occur or be supported at the state-level and/or occur or be supported at the community-level across the state. States may focus on improving a few or many of the indicators based on their existing capacity, partnerships, and resources.

Create or Enhance Access to Places for Physical Activity

The creation or enhancement of access to places for physical activity is encouraged through development of policy or environmental modifications that support physical activity. These environmental and policy approaches are designed to provide environmental opportunities, support, and cues to help people develop healthier behaviors.³ Opportunities and supports that create or enhance access to safe places for physical activity may include improving neighborhood access to fitness and recreational centers, parks, or providing access to local school physical activity facilities.

1. **Percentage of middle and high schools that allow community-sponsored use of physical activity facilities by youth outside of normal school hours**





A *Healthy People 2010* developmental objective (22-12) was set to increase the proportion of the nation's public and private schools that provide access to their physical activity spaces and facilities for all persons outside of normal school hours (e.g., before and after school, on weekends, and during summer and other vacations).⁴ In most communities, schools are a resource, and providing access to their indoor and outdoor facilities for physical activity may enhance physical activity participation among youth community members.⁸

2. Percentage of youth with parks or playground areas, community centers, and sidewalks or walking paths available in their neighborhood

The percentage of youth with parks or playground areas, community centers, and sidewalks or walking paths is one measure of access to places for physical activity. Youth without access to opportunities for physical activity during nonschool hours are less likely to be as physically active as their peers.⁹ At least one study shows that by increasing access to places for physical activity, youth not only have higher levels of physical activity but are less likely to be overweight or obese.¹⁰ Preliminary evidence also suggests that access to parks, playgrounds, and recreation centers may lead to other healthy lifestyle choices, such as using modes of active transportation—like biking or walking to a park location.¹¹

3. Percentage of census blocks that have at least one park located within the block or ½ mile from the block boundary

4. Percentage of census blocks that have at least one fitness or recreation center located within the block or ½ mile from the block boundary

To increase physical activity, having access to places and opportunities for physical activity is important. Access to places for physical activity

can be created or enhanced by having safe, attractive parks and fitness or recreation facilities in local neighborhoods.³ This measure of access can be assessed by the percentage of state census blocks—the smallest geographic area for which the Census collects and tabulates decennial census data—that have a place (park or fitness or recreation center) where one can be physically active, located within or ½ mile from the block boundaries.

Enhance Physical Education and Activity in Schools and Physical Activity in Child Care Settings

Schools and child care settings are well-positioned to promote and reinforce healthy behaviors by requiring physical education, recess, and other structured opportunities for children and adolescents to engage in moderate- or vigorous-intensity physical activity. State-level policies that encourage these behaviors create conducive environments for increasing physical activity levels among children and adolescents.¹²

5. State requires or recommends regular elementary school recess

The National Association for Sports and Physical Education recommends that elementary schools provide all students with at least one daily period of recess for 20 minutes.¹³ Regular recess provides students with the opportunity to engage in physical activity. Studies that have implemented intervention strategies to improve physical activity levels indicate that recess can contribute toward children and adolescents meeting physical activity guidelines.¹⁴





6. State policy requiring elementary, middle, and high schools or districts to teach physical education

Physical education as a requirement in both primary and secondary schools provides an opportunity for students to participate in physical activity during the school day. Ideally, elementary school students should participate in 150 minutes per week of physical education and middle and high schools students should participate in 225 minutes of physical education.¹⁵ Physical education programs provide the opportunity for all youth to learn knowledge and skills that can improve their fitness and lead to a physically active lifestyle.¹² In addition, for students that live in locales with fewer opportunities for physical activity, physical education and increased physical activity in physical education classes may help those children and adolescents achieve optimal levels of physical activity.

7. Percentage of middle and high schools that support or promote walking or biking to and from school

When schools are well-located, with safe sidewalks and pedestrian-friendly street crossings, youth are more likely to walk to school.¹⁶ The support or promotion of active transport to school can include programs such as KidsWalk, Walk to School, Walking School Bus, and Safe Routes to School. These programs have the potential to increase physical activity among a large number of youth on a regular basis.²

8. State regulation specifying that children shall be engaged in moderate- or vigorous-intensity

physical activity in licensed, regulated child care centers

Nearly 45% of children aged 3 to 4 years with employed mothers participate in center-based care as their primary child care arrangement.¹⁷ Thus, the child care center is a promising setting to increase physical activity opportunities among children. One method for increasing activity among children of child care centers is to specify regulating language to include engaging children in moderate- or vigorous-intensity play or physical activity.¹⁸

Support Urban Design, Land Use, and Transportation Policies

State-level policies or laws that support physical activity through urban design, land use, or creating non-motorized travel options are recommended environmental strategies to increase physical activity.⁵ These policies can improve and provide the necessary infrastructure to support physical activity in communities.

9. Existence of at least one state-level enacted community-scale urban design/land use policy

Community scale urban design and land use policies support physical activity in geographic areas — generally several square kilometers or miles in area or more. These policies can include zoning regulations and design standards that promote destination walking and co-location of residential, commercial, and school properties (i.e., mixed-use zoning, and transit-oriented development). The physical design of communities, such as those used in community-scale urban design and land use policies, provides permanent, sustainable environments that support physical activity.^{2,5}





10. Existence of at least one state-level enacted street-scale urban design/land use policy

Street-scale urban design and land use policies aim to support physical activity in small geographic areas — generally limited to a few blocks. These policies may include legislation and regulation to improve street lighting, increase the ease and safety of street crossing, introduce or enhance traffic calming, enhance the aesthetics of the streetscape, and ensure sidewalk continuity. Street-scale urban design and land use policies and practices may increase environmental supports such as safety, walkability, decreased isolation, and reduction in crime and stress.^{2,5}

11. Existence of at least one state-level enacted transportation and travel policy

Transportation and travel policies create options for travel other than by motorized vehicle by providing opportunities for alternative transport, such as biking and walking, and by facilitating even modest increases in physical activity as part of using public transit rather than motorized vehicles. These policies can include legislation that support strategies such as changing roadway design standards, creating or enhancing bike lanes, expanding, subsidizing, or otherwise increasing the availability of, and access to, public transportation, providing bicycle racks on buses, providing incentives to establish car or van pools, and increasing parking costs.^{2,5}

Develop and Maintain a Public Health Workforce Competent in Physical Activity

State health departments are the central state agencies responsible for the public health and welfare of their state. Among their many

responsibilities, employees in these agencies help ensure promotion of physical activity in public programs and services. Staff dedicated to physical activity can help state health departments achieve their goals of promoting health and preventing and reducing chronic disease.

12. Number of state health department full-time equivalent (FTE) personnel primarily focused on state physical activity

FTEs dedicated to the promotion and support of physical activity are needed to develop, implement, monitor, and maintain physical activity interventions and programs, as well as foster partnerships that promote policies to support physical activity. The number of FTEs in a state health department can be an indicator of a state’s workforce capacity to assess, promote, and support physical activity.⁷

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The *State Indicator Report on Physical Activity, 2010*, is available at: http://www.cdc.gov/nccdphp/dnpa/physical/health_professionals/reports/statereport.html

*Data reported in the *State Indicator Report on Physical Activity, 2010*, were collected prior to 2009. Thus, indicators provided could under or over report a state’s current ability to support physical activity behavior or policy systems and environmental approaches.

References to ‘states’ in the *State Indicator Report on Physical Activity, 2010*, when applicable, include the District of Columbia as well as the 50 states.





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Data Sources

Behavioral Indicators

The proportion of active adults in the state.

The proportion of highly active adults in the state.

Physical Activity Module, Behavioral Risk Factor Surveillance System, 2007. Weighted percentage.

Numerator: Respondents who answered the following questions: "When you are not working, in a usual week, do you do moderate activities for at least 10 minutes at a time, such as brisk walking, bicycling, vacuuming, gardening, or anything else that causes some increase in breathing or heart rate?" Respondents who answered, "yes", were then asked, "How many days per week do you do these moderate activities for at least 10 minutes at a time?" Finally, respondents were asked, "On days when you do moderate activities for at least 10 minutes at a time, how much total time per day do you spend doing these activities?" To assess participation in vigorous-intensity activities, respondents were asked, "When you are not working, in a usual week, do you do vigorous activities for at least 10 minutes at a time, such as running, aerobics, heavy yard work, or anything else that causes large increases in breathing or heart rate?" Respondents who answered, "yes", were then asked, "How many days per week do you do these vigorous activities for at least 10 minutes at a time?" Finally, they were asked, "On days when you do vigorous activities for at least 10 minutes at a time, how much total time per day do you spend doing these activities?"

Respondents were classified as active adults if they reported at least 150 minutes per week of moderate-intensity activity, or at least 75 minutes per week of vigorous-intensity activity, or a combination of moderate-intensity and vigorous-intensity activity (multiplied by two) totaling at least 150 minutes per week. Respondents were classified as highly active adults if they reported more than 300 minutes per week of moderate-intensity activity, or more than 150 minutes per week of vigorous-intensity activity, or a combination of moderate-intensity and vigorous-intensity activity (multiplied by two) totaling more than 300 minutes per week.

Denominator: Adults aged ≥ 18 years. Respondents whose physical activity level could not be categorized due to missing physical activity data were excluded. Survey methods and data available at:

http://www.cdc.gov/brfss/technical_infodata/surveydata/2007.htm .





The proportion of adults in the state who engage in no leisure-time physical activity.

Behavioral Risk Surveillance System, 2008. Weighted Percentage.

Numerator: Respondents who answered, “No”, to the following question: “During the past month, other than your regular job, did you participate in any physical activities or exercises such as running, calisthenics, golf, gardening, or walking for exercise?”

Denominator: Adults aged ≥ 18 years. Respondents with missing data were excluded. Survey methods and data available at: http://www.cdc.gov/brfss/technical_infodata/surveydata/2008.htm.

The proportion of students in grades 9–12 in the state who achieve 1 hour or more of moderate- or vigorous-intensity physical activity daily.

Youth Risk Behavior Surveillance System, 2007. Weighted Percentage.

Numerator: Respondents were classified as active if they answered, “7 days”, to the following question: “During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spend in any kind of physical activity that increases your heart rate and makes you breathe hard some of the time.)”

Denominator: Students surveyed in grades 9–12. Respondents whose physical activity level could not be categorized due to missing physical activity data were excluded. Survey methods and data available at: <http://www.cdc.gov/HealthyYouth/yrbs/data/index.htm>.

The proportion of students in grades 9–12 in the state who participate in daily physical education.

Youth Risk Behavior Surveillance System, 2007. Weighted Percentage.

Numerator: Respondents who answered, “5 days”, to the following question: “In an average week in school when you go to school, how many days do you attend physical education (PE) classes?”

Denominator: Students surveyed in grades 9–12. Respondents with missing data were excluded. Survey methods and data available at: <http://www.cdc.gov/HealthyYouth/yrbs/data/index.htm>.

Policy and Environmental Indicators

Percentage of middle and high schools that allow community-sponsored use of physical activity facilities by youth outside of normal school hours

School Health Profiles, School Principal Survey, 2006.

Numerator: Number of public middle and high schools that had a, “yes”, response to the following question: “Outside of school hours or when school is not in session, do children or adolescents use any of this school’s physical activity or athletic facilities for community-sponsored sports teams, classes or lessons?” States with estimates are those with weighted data.

Denominator: All public middle and high schools surveyed. Survey methods and data available at: http://www.cdc.gov/HealthyYouth/profiles/pdf/Profiles_2006.pdf.





Percentage of youth with parks or playground areas, community centers and sidewalks or walking paths available in their neighborhood

National Survey of Children's Health, 2007. Weighted percentage.

Numerator: Number of youth whose parents answered, "yes", to all of the following questions preceded by, "Please tell me if the following places and things are available to children in your neighborhood, even if [CHILD'S NAME] does not actually use them: 1) park or playground area? 2) a recreation center, community center, or boys' or girls' club? 3) sidewalks or walking paths?"

Denominator: Youth aged ≤ 17 years old. Survey methods and data available at:

<http://www.nschdata.org/Content/RequestADataset.aspx>

Percentage of census blocks that have at least one park located within the block or $\frac{1}{2}$ mile from the block boundary

Numerator: The number of census blocks in each state that have at least one park located within the block or a $\frac{1}{2}$ mile buffer from the block boundary. National, state, county, and local parks data are from Geographic Data Technology Database (2007).

Denominator: Number of census blocks in a state. Census Block Information, 2000 United States Census Bureau, available at: <http://ftp2.census.gov/geo/maps/blk2000/>.

Percentage of census blocks that have at least one fitness or recreation center located within the block or $\frac{1}{2}$ mile from the block boundary

Numerator: The number of census blocks in each state that have at least one fitness or recreation facility within the block or a $\frac{1}{2}$ mile buffer from the block boundary. Fitness and recreation facility data are derived from the InfoUSA commercial database. Fitness and recreation facilities are defined by the 2007 North American Industry Classification Code (NAICS) of 713940. The 2007 NAICS description is available at: <http://www.census.gov/eos/www/naics/>.

Denominator: Number of census blocks in a state. Census Block Information, 2000 United States Census Bureau, data for this indicator were obtained from: <http://ftp2.census.gov/geo/maps/blk2000/>.

State requires or recommends regular elementary school recess

School Health Policies and Programs Study, 2006.

State education agency personnel that answered, "yes", to the question, "Does your state require or recommend that elementary schools provide students with regularly scheduled recess?" Physical Education State Questionnaire. Survey methods and data available at:

<http://www.cdc.gov/HealthyYouth/shpps/2006/data/index.htm>.

State policy requiring elementary, middle, and high schools to teach physical education

School Health Policies and Programs Study, 2006.

State education agency personnel that answered, "yes", to all of the following questions: 1) "Has your state adopted a policy stating that elementary schools will teach physical education?", 2) "Has your state adopted a policy stating that middle or junior high schools will teach physical education?", and 3) "Has your state adopted a policy stating that senior high schools will teach physical education?" Physical Education State





Questionnaire. Survey methods and data available at:
<http://www.cdc.gov/HealthyYouth/shpps/2006/data/index.htm> .

Percentage of middle and high schools that support or promote walking or biking to and from school

School Health Profiles, School Principal Survey, 2006.

Numerator: Number of public middle and high schools that had a, “yes”, response to: “Does your school support or promote walking or biking to and from school (e.g., through promotional activities, designating safe routes or preferred routes, or having storage facilities for bicycles and helmets)?” States with estimates are those with weighted data.

Denominator: All public middle and high schools surveyed. Survey methods and data available at:
http://www.cdc.gov/HealthyYouth/profiles/pdf/Profiles_2006.pdf .

State regulation specifying that children shall be engaged in moderate- or vigorous-intensity physical activity in licensed, regulated child care centers

State licensing regulations for children in child care centers in each state and the District of Columbia were downloaded from national and state web sites. State-level child care center licensing regulations for preschool-aged children qualified if regulations specified that children shall be engaged in moderate or vigorous play or physical activity. Data accessed from January 2006 to April 2006. See data and comprehensive review of methods as published by Kaphingst KM and Story M.¹⁸

Existence of at least one state-level enacted, community-scale urban design/land use policy

State-level legislation of community-scale urban design and land use policy was included if enacted between January 2001 and December 2009, and if the policy supported any of the following goals: 1) Create more livable communities; 2) Promote zoning regulations and building codes as related to community design; 3) Encourage transit-oriented development, and policies addressing street layouts, the density of development, the location of more stores, jobs, and schools within walking distance of where people live; 4) Improve preservation of or creation of green space and improve aesthetic qualities of the built environment; 5) Provide places people need or want to visit, such as retail or commercial establishments or places of employment close enough to be reached by methods other than driving, and safe and attractive pathways or recreation trails to get there; 6) Promote mixed land use (e.g., proximal residential and commercial areas); 7) Promote “Smart Growth” plans; 8) Promote school siting, zoning, or developing within easy walking or biking distance of residential areas; 9) Specify health impact assessments as related to community design. Information on the policy was obtained from a comprehensive review of bill summaries from the following two data sources:

- A. CDC Nutrition, Physical Activity and Obesity Legislative Database. Available at <http://apps.nccd.cdc.gov/DNPAleg/>. Date accessed February 1, 2010.
- B. National Conference of State Legislatures Healthy Community Design and Access to Healthy Food Legislation Database. Available at <http://www.ncsl.org/?tabid=13227>. Date accessed December 8, 2009.

Existence of at least one state-level enacted, street-scale urban design/land use policy

State-level legislation of street-scale urban and land use policies were included if enacted between January 2001 and December 2009, and if the policy supported any of the following goals: 1) Improve street lighting





or infrastructure projects that increase the ease and safety of street crossing, ensure sidewalk continuity, introduce or enhance traffic calming measures such as center islands or raised crosswalks, or enhance the aesthetics of the street area, such as landscaping; 2) Create or provide safe, secure, and enjoyable streets and sidewalks for walking and biking; 3) Enhance the environment by redesigning streets and sidewalks and improving the perceived environment; 4) Promote “Complete Streets.”

Information on the policy was obtained from a comprehensive review of bill summaries from the following two data sources:

- A. CDC Nutrition, Physical Activity and Obesity Legislative Database. Available at: <http://apps.nccd.cdc.gov/DNPAleg/>. Date accessed February 1, 2010.
- B. National Conference of State Legislatures Healthy Community Design and Access to Healthy Food Legislation Database. Available at: <http://www.ncsl.org/?tabid=13227>. Date accessed December 8, 2009.

Existence of at least one state-level enacted transportation and travel policy

State-level legislation of transportation and travel policies were included if enacted between January 2001 and December 2009, and if the policy supported any of the following goals: 1) Improve pedestrian, transit and light rail access, increase pedestrian and cyclist activity and safety, reduce car use, and improve air quality; 2) Create and/or enhance bike lanes, require sidewalks, subsidize transit passes, provide incentives to car or van pool, increase the cost of parking, and add bicycle racks on buses; 3) Promote active transportation to school; 4) Create or promote walking, bicycling, and hiking trails. Information on the policy was obtained from a comprehensive review of bill summaries from the following two data sources:

- A. CDC Nutrition, Physical Activity and Obesity Legislative Database. Available at: <http://apps.nccd.cdc.gov/DNPAleg/>. Date accessed February 1, 2010.
- B. National Conference of State Legislatures Healthy Community Design and Access to Healthy Food Legislation Database. Available at: <http://www.ncsl.org/?tabid=13227>. Date accessed December 8, 2009.

Number of state health department full-time equivalent (FTE) personnel primarily focused on state physical activity

The state health department physical activity representative, who reported number of state health department FTEs, primarily focused on state-based physical activity issues. The representative was contacted by the Wisconsin Department of Health Services for participation in a web-based, “State Physical Activity Capacity” survey hosted by the Wisconsin Department of Health Services. The representative responded to the following question: “What is the total number of FTEs in your state that are primarily focused on statewide physical activity issues? (example: if you have only one person and they are 0.5 FTE physical activity and 0.5 FTE Nutrition, list the number as 0.5 FTE).” Data provided to the CDC on February 15, 2010.





State Indicator Report on Physical Activity, 2010 Behavioral Indicators

State	Adults			Students in grades 9-12	
	Physically active ¹	Highly active ¹	No leisure-time physical activity ¹	Physically active ²	Daily physical education ²
U.S. National	64.5	43.5	25.4	17.1	30.3
Alabama	59.0	39.4	29.3	NA	NA
Alaska	72.5	50.7	25.1	18.7	17.7
Arizona	66.5	46.9	22.9	16.2	26.9
Arkansas	62.1	43.1	29.2	24.9	31.3
California	66.7	45.0	23.5	NA	NA
Colorado	70.9	49.0	19.1	NA	NA
Connecticut	68.3	47.1	22.0	24.2	NA
Delaware	64.3	42.5	24.0	22.8	28.3
District of Columbia	66.3	45.4	21.3	18.5	16.3
Florida	63.5	44.4	25.4	23.0	23.0
Georgia	66.8	45.1	23.2	26.1	34.3
Hawaii	70.4	51.4	19.6	18.1	7.8
Idaho	70.7	50.3	21.1	23.2	32.0
Illinois	63.1	41.8	28.0	21.7	47.3
Indiana	64.3	42.7	27.4	23.5	25.2
Iowa	64.1	41.8	24.4	26.3	20.0
Kansas	64.7	42.0	25.4	26.3	25.7
Kentucky	57.9	37.0	30.1	17.6	20.0
Louisiana	56.0	35.6	29.8	NA	NA
Maine	71.3	49.8	22.4	22.1	6.7
Maryland	64.9	42.8	24.0	16.3	15.6
Massachusetts	66.9	46.2	21.8	21.5	18.2
Michigan	66.6	45.7	25.1	21.9	29.8
Minnesota	62.9	39.0	17.9	NA	NA
Mississippi	57.2	36.1	32.4	21.5	23.4
Missouri	65.0	43.7	27.2	26.8	24.1
Montana	72.4	52.2	22.8	21.2	32.8
Nebraska	67.5	46.1	24.4	NA	NA
Nevada	62.5	43.3	27.6	22.6	NA
New Hampshire	70.0	49.3	21.1	24.0	17.2
New Jersey	62.9	41.4	26.8	NA	NA
New Mexico	67.9	47.9	23.8	22.1	29.8
New York	63.9	43.6	26.1	20.6	13.1
North Carolina	60.9	39.5	24.5	24.5	29.0
North Dakota	67.3	43.8	25.4	21.8	NA
Ohio	65.6	45.2	25.6	26.8	26.2
Oklahoma	62.6	42.0	31.0	29.4	34.3
Oregon	70.6	49.2	18.8	NA	NA
Pennsylvania	66.1	44.7	25.1	NA	NA
Rhode Island	66.3	43.5	23.9	24.1	23.1
South Carolina	64.3	43.6	26.9	20.1	23.1
South Dakota	62.7	38.4	26.5	22.6	14.5
Tennessee	51.8	29.9	27.3	24.3	30.4
Texas	63.7	43.0	28.8	25.7	40.5
Utah	71.8	49.7	20.7	19.9	29.9
Vermont	73.3	50.9	19.0	25.8	18.6
Virginia	67.1	45.3	23.6	NA	NA
Washington	69.6	47.7	19.4	NA	NA
West Virginia	62.2	41.6	30.5	26.3	25.5
Wisconsin	70.7	48.5	21.9	18.8	NA
Wyoming	70.9	51.1	24.3	26.4	21.9

¹Weighted percentage; ²National percentage from national YRBSS survey; state percentages from state YRBSS surveys; both are weighted percentages; NA = Not available





State Indicator Report on Physical Activity, 2010 Policy and Environmental Indicators

Strategy	Create or enhance access to places for PA				Enhance PE and PA in schools and PA in child care settings				Support urban design, land use and transportation policies			Develop PA public health workforce
	% of middle & high schools that allow youth use of PA facilities	% of youth with parks, community centers and sidewalks in neighborhood	% of census blocks with park within 1/2 mile of boundary	% of census blocks with fitness center within 1/2 mile of boundary	Require or recommend elem schools provide scheduled recess	Require elem, middle and high schools to teach PE	% of middle & high schools that support walking or biking to & from school	Child care centers specify MVPA	Community-scale urban design/land use policy	Street-scale urban design/land use policy	Transportation and travel policy	
State												
U.S. National	89.4¹	50.0	20.3	16.6	20³	37³	46.1¹	8³	27³	23³	36³	1.0¹
Alabama	75.5	33.2	7.4	10.2	No	Yes	24.8	No	No	No	No	0.5
Alaska	84.1	52.6	8.0	14.6	No	No	46.8	Yes	No	No	Yes	0.0
Arizona	64.0	48.2	18.9	14.7	No	No	62.9	No	Yes	Yes	Yes	1.0
Arkansas	82.7	34.4	4.0	8.5	Yes	Yes	37.7	No	Yes	No	No	1.0
California	NA	64.3	47.1	27.6	Yes	Yes	NA	No	Yes	Yes	Yes	15.0
Colorado	NA	67.6	31.5	21.3	No	No	NA	No	No	No	Yes	0.5
Connecticut	89.7	52.3	43.6	25.0	Yes	Yes	31.1	No	Yes	Yes	Yes	1.0
Delaware	91.1	44.9	37.2	22.0	Yes	Yes	31.0	Yes	No	No	No	NA
District of Columbia	63.7	71.6	97.1	75.3	Yes	Yes	39.3	No	No	Yes	Yes	NA
Florida	68.7	46.7	25.7	23.1	No	No	52.2	No	Yes	No	Yes	NA
Georgia	82.6	38.6	9.5	13.8	No	No	28.1	No	Yes	No	Yes	1.0
Hawaii	73.4	64.1	34.2	18.8	Yes	Yes	42.9	Yes	Yes	Yes	Yes	1.0
Idaho	95.1	41.8	9.4	10.2	Yes	No	45.9	No	No	No	Yes	3.0
Illinois	89.1	62.9	33.7	19.9	No	Yes	55.3	No	Yes	Yes	Yes	0.0
Indiana	NA	43.7	15.2	13.3	No	Yes	NA	No	No	No	No	1.0
Iowa	90.2	52.4	16.5	12.7	No	Yes	53.2	No	No	No	Yes	2.0
Kansas	93.2	50.1	7.7	11.0	Yes	No	48.2	No	No	No	No	0.5
Kentucky	NA	29.6	10.1	10.7	Yes	No	NA	No	No	No	No	0.5
Louisiana	NA	35.5	13.9	18.6	Yes	Yes	NA	Yes	No	No	Yes	NA
Maine	94.6	41.0	4.3	7.8	No	Yes	48.6	No	Yes	No	Yes	1.5
Maryland	NA	52.3	46.1	29.8	No	Yes	NA	Yes	Yes	Yes	Yes	0.0
Massachusetts	88.6	56.6	45.2	30.2	No	Yes	45.2	No	Yes	Yes	Yes	8.0
Michigan	86.4	52.0	21.3	14.7	Yes	No	46.3	No	Yes	Yes	Yes	3.0
Minnesota	NA	53.9	17.7	16.1	No	Yes	NA	No	Yes	No	Yes	1.5
Mississippi	66.8	24.7	1.9	6.8	Yes	Yes	10.3	No	No	No	No	1.0
Missouri	92.0	45.9	17.0	11.3	No	Yes	41.4	No	No	Yes	No	0.0
Montana	93.9	43.7	3.1	7.1	No	Yes	58.5	Yes	No	Yes	No	1.0
Nebraska	95.9	54.6	13.8	11.1	No	Yes	53.2	No	No	No	No	1.0
Nevada	NA	59.5	19.9	14.4	Yes	No	NA	No	Yes	Yes	Yes	NA
New Hampshire	94.4	40.6	15.6	14.3	No	Yes	53.0	No	No	Yes	Yes	NA
New Jersey	NA	57.9	34.8	31.7	No	Yes	NA	No	Yes	Yes	Yes	1.0
New Mexico	NA	43.7	10.2	8.1	Yes	Yes	NA	No	No	Yes	Yes	NA
New York	97.0 ²	53.1	30.0	25.3	No	Yes	46.8	No	Yes	Yes	Yes	1.5
North Carolina	88.9	34.6	11.3	13.9	Yes	Yes	26.7	Yes	Yes	No	Yes	2.0
North Dakota	86.5	50.3	2.6	6.0	Yes	Yes	49.9	No	No	Yes	Yes	0.5
Ohio	NA	51.1	21.7	17.2	No	Yes	NA	No	No	Yes	No	0.5
Oklahoma	NA	34.7	12.6	12.2	No	No	NA	No	No	No	Yes	1.0
Oregon	91.0	54.9	24.5	15.7	No	No	59.9	No	No	Yes	Yes	0.0
Pennsylvania	84.9	46.6	16.5	22.4	No	Yes	36.2	No	Yes	Yes	Yes	0.5
Rhode Island	80.3	60.2	35.9	28.4	No	Yes	36.3	No	Yes	No	No	1.0
South Carolina	81.3	28.9	5.5	11.4	No	Yes	35.6	No	Yes	No	Yes	2.0
South Dakota	91.4	50.8	5.3	7.2	No	No	57.4	No	Yes	No	No	0.25
Tennessee	78.5	37.8	12.1	10.7	Yes	Yes	26.1	Yes	No	Yes	Yes	1.0
Texas	85.9	48.1	17.3	14.6	No	Yes	38.3	No	Yes	Yes	Yes	1.0
Utah	96.8	67.2	31.3	14.6	Yes	Yes	59.9	No	Yes	No	Yes	1.0
Vermont	97.6	38.4	3.8	9.7	No	Yes	58.5	No	Yes	No	Yes	1.0
Virginia	95.2	46.3	19.4	18.3	Yes	Yes	29.2	No	Yes	No	Yes	NA
Washington	90.7	52.3	29.7	18.8	No	Yes	50.9	No	Yes	No	Yes	1.0
West Virginia	93.9	27.2	5.6	10.4	No	Yes	23.4	No	No	No	No	1.0
Wisconsin	NA	47.6	23.4	15.2	Yes	Yes	NA	No	No	Yes	No	1.0
Wyoming	NA	57.2	5.0	6.5	No	No	NA	No	Yes	No	Yes	NA

¹Median; ²Survey did not include schools from the New York City Department of Education; ³Total count; NA = Not available

