



SHAPE UP SF PE ADVOCATES

Elementary PE Assessment Results & Recommendations
Creating equal access to physical activity opportunities during the school day

February 2012



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Acknowledgements

The PE Advocates is a project of Shape Up SF, whose long-term goal is for every student in the San Francisco Unified School District (SFUSD) to get daily, quality PE (Physical Education) from a credentialed PE teacher.

In August 2010, Shape Up SF was awarded funding from the California Obesity Prevention Program to increase physical activity through physical education (PE). Funding went to support an assessment of the current state of PE in SFUSD. The assessment was conducted by UCSF. Special thanks to Hannah Thompson, MPH, PhD(c), Jennifer Linchey, and Kristine Madsen, MD, MPH, who conducted the assessment and data analysis. Primary writing for this report was done by Marianne S. Szeto, MPH (Shape Up San Francisco) and Christina Goette, MPH (San Francisco Department of Public Health), and excerpts from the UCSF assessment written by Hannah Thompson, MPH (University of California, San Francisco).

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EXECUTIVE SUMMARY

Background



Shape Up San Francisco is a public-private partnership that was launched in 2006 to address chronic disease prevention, reducing health disparities, and promote policy and systems change around physical activity and nutrition.

As a nation, we consume high calorie foods and drinks with little nutritional value, and we are largely sedentary—all of which have contributed greatly to the nation's obesity epidemic. When considering the root causes of chronic disease, they are ultimately far more widespread than the poor choices of an individual. To that end, addressing chronic disease is far more complicated than simply asking people to eat their fruits and vegetables and start exercising 30 minutes a day. To ask people to make those changes to their habits, we must consider how their behaviors are shaped by their social, physical and political environments.

In 2004, nearly one quarter (24.4%) of San Francisco children in grades 5, 7, and 9 were overweight (California Center for Public Health Advocacy). In 2010, the prevalence of overweight 5, 7, and 9th graders in San Francisco climbed to 32.2%.¹ Researchers note that 75% of children who are overweight are expected to be overweight as adults, contributing to increased cases of diabetes, heart disease and other chronic diseases.

Ensuring that children receive quality physical education (PE) in school is one strategy to address this growing childhood obesity epidemic. California mandates 200 minutes of PE every 10 days to elementary school children. However, the California Department of Education (CDE) records reveal a consistent lack of compliance throughout the state. It is difficult for students to get the recommended health-enhancing 60 minutes of moderate to vigorous physical activity (MVPA) per day when there is not sufficient time for PE scheduled into the school day. While PE and physical activity (PA) are often used interchangeably, there are important differences. Physical activity, or bodily movement of any kind, is the ultimate life goal, but PE, which is based on age-appropriate content standards, is the equitable way for all students to gain the knowledge, skills and confidence necessary to engage in a lifetime of physical activity.

PE Advocate (P – E | ad – vuh – kit)

noun

1. An individual or organization that believes in and supports/defends equal access to opportunities for physical activity during the school day through daily, quality physical education, recess, and activity breaks.

In November 2010, Shape Up SF's Physical Activity Council (PAC) concluded a study of local, state and national policies that impact opportunities for physical activity. The PAC Policy Committee released recommendations to provide long term guidance for creating environments conducive to physical activity. Physical Education was one of the recommended areas that could make a significant contribution to health for San Francisco Unified School District students.

The 2010 release of Physical Education Research for Kids (PERK), a study from the California Task Force on Youth and Workplace Wellness, provided additional motivation for Shape Up SF to turn its attention to PE. PERK outlined a menu of options for policy makers, with the first priority area to improve content and evaluation of Physical Education.

PE Advocates



Shape Up SF first convened the PE Advocates in May 2010. The PE Advocates are a group of diverse partners, including the SFUSD Physical Education Department, that are unified in our belief that PE offers an equitable way for all children to get regular physical activity.

The first order of business was to discuss the PAC and PERK recommendations and draft a plan of action. The PE Advocates determined that to be effective we must understand the current status of and environment for physical education programs in the San Francisco Unified School District (SFUSD). The provision or absence of PE in our public schools is influenced by many factors (including increased testing, decreased budgets); as such, the recommendations resulting from the study are intended to create a foundation for a productive collaboration with SFUSD to increase PE minutes and quality.



Additionally, students were surveyed and interviews were done with all teachers who were observed teaching PE, principals, and parent PTA presidents at each school.

Key Findings

While the assessment by UCSF included a sample of both middle and high schools, the current focus of Shape Up SF's PE Advocates (and of this report) is on the elementary level. A key finding of the assessment was that when PE is occurring, students are engaging in an adequate amount of moderate to vigorous physical activity (MVPA). The study also showed that elementary schools are well below the mandate for number of scheduled minutes of PE per week. The majority (80%) of elementary schools in the study did not meet the mandated 200 minutes of PE scheduled every 10 days.

The findings from the assessment established a need to develop recommendations and strategies to assist SFUSD in meeting state mandated minutes of PE and increasing opportunities for health benefiting physical activity during the school day.

Based on the assessment findings and other research, Shape Up SF's PE Advocates developed recommendations in three categories, with specific strategies outlined for each:

- 1 . Increase awareness about the benefits of physical education (PE) and physical activity (PA);
- 2 . Increase the number of minutes of PE that students receive to meet state mandated minutes for PE; and
- 3 . Develop and implement measures of accountability to ensure quality PE throughout the school district.

The purpose of this brief is to highlight, in further detail, the recommendations and strategies.

The Assessment

Led by Kristine Madsen, MD, MPH of the University of San Francisco's (UCSF) Department of General Pediatrics, the assessment included direct observations of 5th, 7th and 9th grade PE classes in 20 randomly selected elementary schools, four middle and four high schools. Each PE class was observed up to three times during the study period (March – May 2011) using the validated System for Observing Fitness Instruction Time (SOFIT) tool.

WHY PE?

No Child Left Behind, increased testing, and decreasing budgets result in many public schools dramatically reducing time for PE, despite state mandates. While it has long been known that physical activity is an important part of a healthy lifestyle, recent evidence highlights the importance of physical activity in promoting academic performance and improving classroom behavior.²

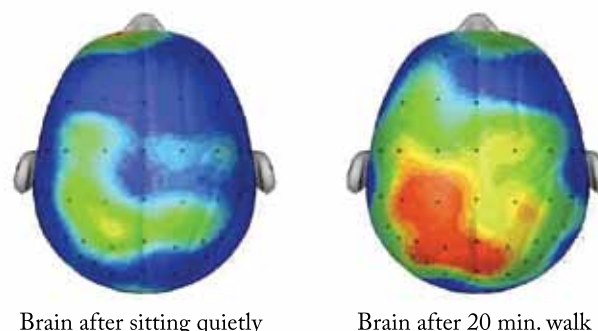
PE in schools is one place that students from all backgrounds have an opportunity to participate in quality physical activities led by an adult. California law mandates that elementary students receive 200 minutes of scheduled PE every 10 days. In addition, the national recommendation is for students to spend 50% of PE class time in health-enhancing moderate to vigorous physical activity (MVPA).³ Despite the importance of PE for youth, it has been shown that schools frequently do not meet the mandated minutes or achieve sufficient time in MVPA, with elementary schools being farther from these goals than middle and high schools.⁴

Physical education and physical activity are often used interchangeably, but there are important differences as described in the table:

Physical Education (PE)	Physical Activity (PA)
PE curriculum is based on content standards to develop physically-educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. ⁵	Physical activity is bodily movement of any type produced by skeletal muscles that requires energy expenditure. ⁷
California State Board of Education policy #99-03 requires a minimum 200 minutes of PE each 10 days in grades 1-6. ⁶	The Centers for Disease Control and Prevention recommends school-age children get at least 60 minutes of PA per day. ⁸

Increasing physical activity is the ultimate goal, and PE is a means of getting more physical activity. School PE offers the best way to provide equal access to physical activity for all children; to teach them the skills and knowledge needed to establish and enjoy an active lifestyle; and to provide brain-enriching, academic-enhancing quality movement. According to the U.S. Surgeon General, a student who participates in quality PE is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout life.

Figure 1. Average composite of 20 student brains



Dr. Chuck Hillman, University of Illinois

Figure 1 illustrates the positive impact physical activity has on the brain. After 20 minutes of aerobic activity, the colors on the brain scan to the right indicate higher levels of brain chemicals associated with brain cell growth, functioning, attention, cognition, motivation, alertness, mood, learning and self-esteem.

SFUSD's *PE Master Plan* is the map that the District, families, community, and other stakeholders use to work together to provide comprehensive, sequential physical education instruction for every student in the SFUSD.

SFUSD has approximately 75 elementary schools. Ideally, each school site would have a credentialed PE teacher, but there currently is not adequate funding to support this model. Instead, the PE Master Plan for Elementary Schools utilizes full-time credentialed PE Teachers (PE Specialists) who rotate between 2-3 school sites to provide:

- Professional development for classroom teachers;
- Supervised and coordinated Physical Education implementation;
- Physical education equipment, curriculum and instructional materials; and
- Supervised state compliance for physical education.

SFUSD's PE programs are currently funded through the Public Education and Enrichment Fund (PEEF) also known as Prop H; which was authorized by voters in 2004.

PE ASSESSMENT

Shape Up SF PE Advocates, the San Francisco Unified School District (SFUSD), and the University of California San Francisco (UCSF) partnered during the 2010-11 school year to assess the current state of PE in SFUSD. The overarching goal of the collaboration was to provide data on the state of PE in a large urban district that likely represents conditions in other urban districts, and to provide data directly to SFUSD on the current strengths and challenges of its PE program. The study had two primary aims:

1. To evaluate the current state of physical education in SFUSD; and
2. To identify factors associated with a greater quantity of high quality PE.

Twenty-eight schools participated in this study, including 20 randomly selected elementary schools (10 selected from those with a District-hired PE specialist and 10 selected from those without), 4 middle schools, and 4 high schools. Middle and high schools were selected to be representative of the range of student performance seen on the FITNESSGRAM aerobic capacity test. Study data, which were collected from 5th, 7th and 9th grade students and teachers between February and May of 2011, consisted of:

- PE class observations
- Teacher interviews
- School PE facility inventories
- Principal interviews
- Student surveys
- PTA President surveys

The focus of this brief is on elementary schools. UCSF's full report can be accessed at www.shapeupsf.org/PE.

Of the 20 elementary schools, four (20%) met the mandated 200 minutes of scheduled PE every 10 days. On average, elementary students had 75 minutes of PE scheduled per week, (about 150 scheduled minutes of PE every 10 days.) However, elementary students on average received 114 minutes of PE every 10 days since classes did not always occur as scheduled.

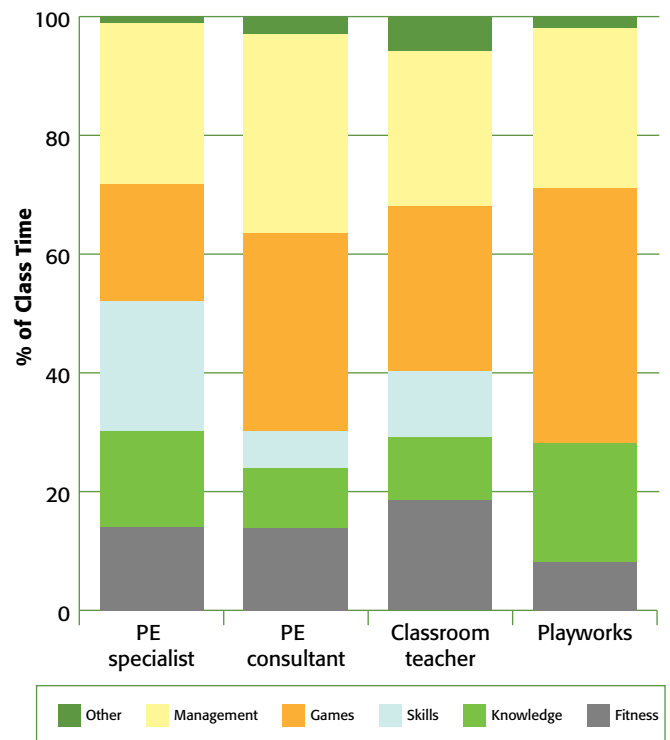
Across all school types, during observation of PE lessons, from when the teacher started actually teaching to when he/she stopped teaching, students spent 54% of class time in MVPA, which exceeds the national recommendation. When looking at the average percent of *total class time*, from when the class was officially scheduled to

begin to when it was scheduled to end, spent in MVPA, students spent an average of 45% of class time in MVPA. MVPA levels differed significantly by gender, with boys spending a greater amount of total class time in MVPA than girls. Elementary schools with PE specialists were the only schools in which boys did not spend a statistically significant greater percent of total class time in MVPA.

Elementary students reported that they liked PE more than middle and high school students, regardless of who taught it; and they believed they improved their physical skills as a result of participating in PE. Elementary students also reported spending an average of only 10-20 minutes in physical activity after school.

At the elementary school level, UCSF researchers observed: (1) a 5th grade classroom teacher; and (2) a non-classroom PE leader (districted-provided PE Specialist or a school-hired PE teacher/PE Consultant, or a Playworks Coach.)

Average percent of observed 5th grade class spent in context type* in elementary schools, by teacher type



Average Scheduled 5th Grade Elementary PE per week during spring 2011				
	Scheduled days of PE ^A per week	Scheduled minutes of PE ^B per week	No-show rate ^C	Predicted minutes of PE per week
Specialist Schools				
School E1*	3 – 4	123	63%	46
School E2	1	45	25%	34
School E3*	2 - 3	72	33%	48
School E4	3	120	25%	90
School E5	3	85	25%	64
School E6	2	105	33%	70
School E7	2 – 3	79	25%	59
School E8	1	30	25%	23
School E9	1	35	0%	35
School E10	3	95	33%	64
Specialist Average	2.25	79	29%	56
Non-Specialist Schools				
School E11	3	83	0%	83
School E12*	1 – 3	53	25%	40
School E13	1	35	25%	26
School E14*	2	68	40%	41
School E15	5	175	25%	131
School E16*	2	73	25%	55
School E17*	0 - 1	15	0%	15
School E18*	1 – 2	78	33%	52
School E19*	2	85	0%	85
School E20*	1 – 2	52	20%	42
Non-Specialist Average	2.10	72	19%	58

^A Days and scheduled minutes varied within school by classroom teacher. Numbers presented are averages across all classrooms.

^B One specialist and two non-specialist schools had additional non-PE physical activity (dance, drumming, capoeira) scheduled weekly that is not included in this table.

^C No-shows were when UCSF went to do an observation and the PE class did not happen as scheduled. These do not include classes that did not happen due to Fitness testing, STAR testing, or inclement weather, or observations that were rescheduled with the observer beforehand. Recurrent reasons for no-shows included: school events (field trips, assemblies, walk-a-thons, class pictures etc.), outside (non-PE) programs coming in to work with students, teacher absences, and District PE professional development days.

* Had to schedule at least one observation at this school, ahead of time, because the teacher either did not have a set PE schedule or because UCSF wanted to get at least 2 observations done and scheduling was the only way to complete observations.

Overall, elementary students spent 12.5% of class time in skill development. Students who were taught by a PE specialist spent significantly more time (21%) in skills than students taught by non-specialists (3%). Playworks coaches did not teach skills at all.* A PE Consultant is a PE teacher hired by the school. At the elementary level, “other” represents primarily free play.

* Playworks is a national nonprofit organization that supports learning by providing safe, healthy and inclusive play and physical activity to schools at recess and throughout the entire school day. Their focus is on conflict resolution and inclusive play and is not based on content standards.

Barriers to Implementing Quality PE

UCSF interviewed the principals and teachers whose PE classes were observed at all study schools. Some key findings from these interviews include:

- The number one recommendation to improve PE from elementary teachers and principals was: “hire a full-time PE teacher.”
- Principals at elementary schools with PE specialists find the District to be more supportive of PE than principals at elementary schools without PE specialists.
- In elementary schools, top barriers to quality PE were time in the school day, and the number of PE specialists.

- Across all school types, top barriers to quality PE were low priority for PE, limited District support for PE, and large class sizes.
- All elementary PE specialists reported using the SFUSD curriculum. Two of the eight specialists said the curriculum was “dated” such that many of the lessons needed to be adapted for current use. Seven classroom teachers said they do not use any curriculum to teach PE, four use the District curriculum, and three use some other curriculum (SPARK, Fitness for Life, or self-written curriculum). One classroom teacher said, “There is a big binder from the district but it’s not user-friendly at all. Lessons are so far out there. Kids would never do it.”

A key purpose of PE is to promote students’ skills and knowledge, in order to improve their enjoyment of and self-efficacy for physical activity throughout life.⁴

Based on these findings, UCSF developed four recommendations for improving PE at the *elementary school level* in SFUSD:

- 1 . Elementary schools should schedule PE to meet state mandates of 200 minutes every 2 weeks. In all 20 elementary schools, when PE occurred, 5th grade students engaged in a high amount of MVPA. Elementary schools were far below the mandate for number of scheduled minutes of PE per week.
- 2 . Elementary schools should adhere to PE schedules in order to increase minutes of PE. About 25% of scheduled PE classes in elementary school did not occur, and the actual minutes of time spent in PE were 86% of scheduled minutes.
- 3 . Teachers should follow California’s Model Content Standards⁹ to deliver age-appropriate skills during PE. Teachers should focus on spending more class time in skill development, which has been shown to improve students’ enjoyment of and confidence for physical activity throughout life.
- 4 . Reformat SFUSD PE curriculum to make it more relevant and user-friendly. Many of elementary classroom teachers did not use the SFUSD PE curriculum and PE specialists said the curriculum should be updated.



SHAPE UP SF PE ADVOCATES' RECOMMENDATIONS TO INCREASE SCHOOL DAY PHYSICAL ACTIVITY

Physical education and physical activity during the school day is the equitable way for all children to get regular physical activity.

To that end, the PE Advocates have developed the following recommendations based on findings from UCSF's PE Assessment and other literature and best practices in the field.

As the movement to increase school day physical activity grows, there is an evolving body of literature that addresses strategies for increasing time spent in physical education. The PE Advocates' recommendations are built upon existing efforts or emerging best practices in San Francisco and aim to create long-term and far-reaching improvements for SFUSD elementary students to improve their physical and academic health. The recommendations fall into three broad categories and are intended to provide a long term roadmap for action:

1 . Increase awareness about the benefits of physical education

and physical activity;

- 2 . Increase the number of minutes of physical education that students receive to meet state mandates; and
- 3 . Develop and implement measures of accountability to ensure equitable access to quality physical education throughout SFUSD.

Within each category are specific strategies that have emerged from the assessment or other literature. Evidenced-based recommendations are cited as appropriate.

Recognizing the complexities associated with improving PE, the following recommendations are intended to provide long term guidance that will increase the quantity of physical education and opportunities for physical activity among SFUSD elementary school students.



Category	Rationale	Recommendations
I. Increase awareness about the benefits of physical education (PE) and physical activity (PA).	<p>Incorporating opportunities for physical activity throughout the school day has shown to increase physical activity levels among students, but also to increase attention in the classroom and reduce disciplinary behavior problems.</p> <p>Studies have repeatedly shown that physical activity has a positive influence on students' academic performance, as measured by improved grades and standardized test scores.¹⁰ The California Department of Education found that physically fit children scored twice as well on academic tests as those that were unfit.¹¹</p>	<ul style="list-style-type: none"> A . Create a school culture that promotes health and well being of students by incorporating physical education and physical activity into the full school program. B . Update district wide policies to support PE and PA. C . Increase opportunities for PA during the school day. D . Revise FITNESSGRAM report letters to be clear, actionable, and translated minimally into Spanish and Chinese.
II. Meet state mandates for number of physical education minutes provided.	<p>Research shows that including physical education as part of the school curriculum by using time allocated to other subjects does not decrease student academic achievement.¹² Conversely, quasi-experimental data have shown that adding time to academic subjects by taking time from PE does not enhance grades in these subjects and may be detrimental to health.¹³ Studies also show that structured physical activity such as PE is more consistently associated with better school grades than unstructured activity, such as recess.¹⁴</p> <p>Data indicate that there is inequitable access to PE. Schools in low-income areas are less likely to meet PE minute requirements; students from low-performing schools with the highest exposures to academic risk factors such as violence, low expectations, and lack of exposure to caring relationships, have the most to gain from PE.¹⁵</p>	<ul style="list-style-type: none"> A . Require schools to submit and implement a PE Master Schedule that meets state mandates for PE minutes. B . Ensure that at least 50% of class time is spent in moderate to vigorous physical activity (MVPA).
III. Develop and implement measures of accountability to ensure equal access to quality PE throughout SFUSD.	<p>The state of California mandates 200 minutes of PE per 10 school days at the elementary level and 400 minutes at the secondary level, yet this is an unfunded and largely unenforced mandate. No Child Left Behind, increased testing, and decreasing budgets result in many public schools dramatically reducing (or eliminating) time for PE, despite state mandates. Additionally, the Academic Performance Index (API) does not include any measure of physical education. Measures must be put into place to ensure accountability and support at all levels throughout the school district.</p>	<ul style="list-style-type: none"> A . Provide funding for physical education to support implementation and evaluation of PE across the state. B . Include measures of fitness and PA opportunities into accountability structures.

I. Increase awareness about the benefits of physical education and physical activity.

A . Create a school culture that promotes the health and well being of students by incorporating physical education and physical activity into the full school program.

1 . Update district wide policies to support physical education and physical activity.

- a . Develop alternatives to using physical activity as a negative consequence to action.
Incorporate alternatives to benching during recess in the SFUSD Wellness Policy.
- b . Pass resolutions to:
 - i . Support Physical Education as a core subject.
 - i i. Send FITNESSGRAM result letters home.
Revise FITNESSGRAM report letters to be clear, understandable, actionable, and translated into Spanish and Chinese.¹⁶
 - i ii. Include physical education in Parent Curriculum Handbooks.

2 . SFUSD administrators can influence physical activity opportunities before, during, and after school through the adoption, monitoring, and evaluation of local board policies and administrative regulations.¹⁷

- a . Promote school wellness initiatives;
- b . Encourage interdisciplinary teaching;
- c . Offer PE and PA in the mornings during standardized testing;
- d . Give copies of PE content standards to teachers;
- e . Form a wellness committee that involves staff wellness coordinator, teachers, parents, and students;
- f . Include a PA tip in staff newsletter; and
- g . Elevate opportunities for physical activity at school-wide events like carnivals, walk-a-thons, Walk/Bike to School Days, etc.

3 . Classroom Teachers at the elementary level are responsible for teaching PE and have the most contact with students throughout the school day. There are many ways in which they can contribute to a school culture that supports and encourages PA:

- a . Attend PE professional development,¹⁸
- b . Implement grade-appropriate content standards for PE;
- c . Post PE content standards in classrooms to raise parent awareness and receive/share relevant data and research;
- d . Build FITNESSGRAM into lesson plans as a way to build school culture around fitness and physical activity;¹⁹
- e . Increase opportunities for physical activity during the school day by incorporating activity bursts/brain breaks in the classroom as a supplement (not replacement) for physical education to increase on-task behavior and attention;²⁰
- f . At Back to School Night, include PE standards with core curriculum.
- g . Elevate opportunities for PA at school-wide events like carnivals, walk-a-thons, Walk/Bike to School Days, etc.





h . Develop alternatives to using PA as a negative consequence to action. Given the value of recess in a student's physical and social development, and the need for periodic breaks from classroom instruction, using recess as punishment is inappropriate. Incentivize good behavior or find a consequence that relates to the behavior. Examples may include:

- i . Incentivizing good behavior: The "Right to Recess" Campaign suggests offering Friday Free Time. Students have thirty minutes at the beginning of the week and they can earn or lose free time according to their behavior. Use a timer and turn it on (they can hear it) if they are too loud working, lining up, etc. Add time when their behavior is good. Adding time is the most effective. You will save time by not waiting for them to settle down so their free time is really reclaiming time that would have been lost.

- i i. Disciplinary action in the classroom: Have the student write a letter to parents/guardians explaining why behavior is inappropriate or disruptive and stating what student will try to do to change behavior. Or, write a letter of apology to the person who has been wronged and discuss the importance of apologies.
- i ii. Disciplinary action on the yard: Students who misbehave have to follow one of the yard supervisors as they walk around the yard; or students lose choice of play and have to participate in a single activity.

4 . Parents - promoting parent involvement was highlighted as one of the key recommendations in the Centers for Disease Control and Prevention's "Guidelines for School and Community Physical Activity Programs."²¹ Here are a few strategies parents may employ to support a school culture of health and fitness:

- a . Hold schools accountable and expect to receive consistent health messages from the school during morning circle, weekly envelopes, Back to School/ Family Nights, FITNESSGRAM result letters, etc.
- b . When taking school tours, ask about the PE program and the school's culture of physical activity;
- c . Write legislators to fund PE;
- d . Organize Walk-a-thons and other physical activity-related fundraisers;
- e . Promote physical activity through the Parent Teacher Association; and
- f . Make family events active.

II. Meet state mandates for number of physical education minutes provided.

A . Require schools to submit and implement a PE Master Schedule that meets state mandates for PE minutes.²²

- 1 . Reformat SFUSD PE curriculum to make it more relevant and user-friendly (i.e. urban setting with limited indoor space and no fields).²³

B . Ensure that 50% of class time is spent in moderate to vigorous physical activity (MVPA).²⁴

C . Identify and develop funding stream to hire a full time, credentialed PE teacher at each elementary school.²⁵

III. Develop and implement measures of accountability to ensure quality physical education throughout the school district.

A . At the **state level**:

- 1 . Incorporate measures of physical education assessment into accountability mechanisms such as the Academic Performance Index.²⁶ California State Superintendent of Public Instruction, Tom Torlakson, echoed this recommendation for inclusion of fitness measures into the Academic Performance Index in his Blueprint for Great Schools.²⁷
- 2 . Provide funding for physical education to support implementation and evaluation of PE across the state.
- 3 . The California Department of Education (CDE) creates a handbook for parents to provide an overview of Physical Education content standards for California public schools from kindergarten through grade 12.

B . At the **district level**:

- 1 . Incorporate physical education and physical activity in the Board of Education's Strategic Directions;
- 2 . Disseminate the CDE's parent handbook for Physical Education to parents; and
- 3 . Systematically evaluate the implementation of PE throughout the district.

C . At the **school site level**:

- 1 . Create system of classroom teacher "team teaching" to address lost time due to set up and to increase accountability;²⁸
- 2 . Include as part of the PE Master Plan, that PE specialists give school-based workshops on standards-based PE activities that classroom teachers can lead with their students, as well as methods for setting up lessons;²⁹
- 3 . Support student directed physical education activities to encourage participation and enthusiasm;³⁰
- 4 . Identify and develop funding for Physical Activity Leader stipends to encourage and motivate staff to meet state mandated minutes for PE.

Strategies To Enhance These Recommendations

- A . Explore sustainable funding streams at the national, state and local levels; and **advocate for reauthorization of Public Education Enrichment Fund** (Proposition H) to support funding for physical education.
- B . **Engage stakeholders and the public** by: providing incentives/recognition/publicity programs for student, teacher, and school achievement; funding media campaigns to increase awareness and support for PE among stakeholders; and reporting status and progress of PE and school physical activity programs and policies to the public. Write state legislators to fund PE programs.

Next Steps for Shape Up SF's PE Advocates

PE Advocates recognize that reaching our ultimate goal of quality, daily PE for SFUSD students is a long term goal. Since the preliminary release of the study data in August 2011, SFUSD administrators have worked with the PE Advocates to identify resources and mechanisms to increase PE and physical activity for San Francisco students.

The PE Advocates secured an additional two years of funding (2011-2013) from the California Obesity Prevention Program to focus on recommendations in category 1, increasing the awareness about the benefits of PE and PA through the following methods:

- 1 . Develop and disseminate three video and written PE Case Studies in order to raise awareness of and build support for PE;
- 2 . Promote PE Assessment Results and Recommendations to public and policymakers; and
- 3 . Hold a skills-based physical activity and PE training for teachers / policymakers to raise awareness of value of PE and to provide specific learning opportunities for classroom teachers to increase physical activity and physical education.

The PE Advocates are committed to continue to seek funding in order to pilot and evaluate the recommendations in the remaining categories. The PE Advocates have built a strong foundation for many more years of work and we look forward to continuing this journey to ensure that every child has access to quality physical education and opportunities for physical activity in the San Francisco Unified School District.

ENDNOTES

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ABOUT SHAPE UP SF

In 2006, the Shape Up SF coalition was formed to address the epidemic of chronic disease through primary prevention and environmental strategies, with an emphasis on physical activity and nutrition. Shape Up SF is committed to reducing health disparities in chronic diseases that disproportionately affect African American, Latino and Asian populations. Our mission is to increase the awareness of and opportunities for increased physical activity and improved nutrition where people live, play, work and learn (www.shapeupsf.org).

In November 2010, Shape Up SF's Physical Activity Council released recommendations to provide long term guidance for creating environments conducive to physical activity. Physical Education was one of the recommended areas that could make a significant contribution to health among San Francisco Unified School District students. In April 2010, Shape Up SF convened the PE Advocates to further this work.

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SHAPE UP SF POLICY ANALYSIS

Recommendations to create environments that promote physical activity

November 2010



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