

**Active Schools Program Endorsement**

Many supporting organizations have programs that contribute to an active school culture. Active Schools invites these organizations with programs that align with the [Active Schools Guiding Framework](https://www.activeschoolsus.org/guidingframework/) to apply for Active Schools Program Endorsement. Programs that become endorsed will be featured on the [Menus of Evidence-Based Practices](https://www.activeschoolsus.org/menu-of-practices/) and will be highlighted by Active Schools through other channels of communication (e.g., website, newsletters, Summit, etc.).

Diagram

Description automatically generated

**Essential Elements of an Active School Culture**

(Active Schools, 2022)

**Program Endorsement Process:**

1. Complete the Program Endorsement Application (below)
2. Gather documentation to demonstrate program alignment with the elements of an active school culture and program effectiveness
3. Submit (upload) the Program Endorsement Application Form and supporting documentation files to the online [Submission Form for Active Schools Program Endorsement](https://docs.google.com/forms/d/e/1FAIpQLSeL_N61Lmk2DloZ5J3ivLaMVZX3WhuMQ-MSKT9rTeBK0QUouA/viewform?usp=sf_link)
4. The Program Endorsement Review Team will evaluate applications three times per year (May, August, and December) and provide results and feedback.

The application for program endorsement contains the following sections:

* Organization/program name & contact information
* Program description
* Description of program practices and how they align with evidence-based practices.
* Documentation/evidence demonstrating program alignment with elements of an active school culture and program effectiveness. Examples of documentation/evidence include peer-reviewed research articles, presentations, program evaluation reports, white papers, program website links, handouts, videos, photos, participant testimonials, etc.

The following rubric will be used to evaluate the alignment and strength of evidence according to the information and documents submitted on the application.

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| **Program Description and Outcomes**  **Alignment to Evidence-Based Practices**  **Evidence/ Documentation of Effectiveness** | Clear and comprehensive description of the program and outcomes. Includes the who, what, where, when, why, and how of the program. Details allow the reader to have a clear understanding of the program implemented.  Program/practices are clearly aligned to the Active Schools Guiding Framework and evidence-based practices in Menus.  Sufficient high-quality evidence/ documentation provided to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data) |

**Awarding Program Endorsement**

Program endorsement will be awarded when **all three criteria are met** for a given element. Programs who are awarded Program Endorsement will receive an Active Schools Endorsed Program digital badge to add to the program’s website and other marketing materials, as well as other incentives, including but not limited to the program name/logo/website link being listed, recognized, or highlighted in the following locations:

* Menus of Evidence-Based Practice
* Active Schools Endorsed Programs webpage
* Conference Presentations
* Professional Development Courses

Applicants may choose which of the 9 essential elements they wish to seek endorsement. Review the [Active Schools Menus of Evidence-Based Practices](https://www.activeschoolsus.org/wp-content/uploads/2022/08/Active-Schools-Menus-of-Evidence-Based-Practice.pdf) for the 9 essential elements:

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| --- | --- | --- |
| DEI Opportunities for PA  Page 5 | Physical Education  Page 7 | Physical Activity During School  Page 10 |
| Physical Activity Before & After School  Page 12 | School & Staff Leadership  Page 15 | Planning, Implementation, & Evaluation  Page 17 |
| Family & Community Engagement  Page 20 | Policy & Advocacy  Page 22 | Professional Development & Training  Page 23 |

**Active Schools Program Endorsement Application**

Directions: Complete the application by typing your responses in the text boxes below each prompt. When the application is complete, save the file to your computer. When you are ready to submit the application, upload the application file, along with supporting documentation to the online [Submission Form for Program Endorsement.](https://docs.google.com/forms/d/e/1FAIpQLSeL_N61Lmk2DloZ5J3ivLaMVZX3WhuMQ-MSKT9rTeBK0QUouA/viewform?usp=sf_link)

**Program Information:**

Organization/program name:

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Website address (if applicable):

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**Contact Information:**

Primary contact name:

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Primary contact email:

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Secondary contact name (optional):

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Secondary contact email (optional):

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**Program Description:**

Describe your program and outcomes. Include the who, what, where, when, why, and how of the program.

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**Nine Essential Elements of an Active School Culture**

The following sections contain each of the nine essential elements of an active school culture and their respective evidence-based practices. Only complete the sections for the elements that you would like to have considered in your application. Please note that the evidence-based practices listed for each element are primarily intended for *schools* to implement. Some practices are not appropriate or even possible for external programs/organizations to implement (e.g., providing 150 minutes of PE/week), however, if a program explicitly promotes a listed practice but doesn’t technically use/implement it, it may be one to consider including. Additionally, not all evidence-based practices in each element must be selected, and it is expected that organizations only select those that their program meets/implements. Simply leave the practices your program doesn’t implement blank.

**When you are finished, submit this application document along with all evidence/documentation via electronic upload in the** [**Program Endorsement Submission Form**](https://docs.google.com/forms/d/e/1FAIpQLSeL_N61Lmk2DloZ5J3ivLaMVZX3WhuMQ-MSKT9rTeBK0QUouA/viewform?usp=sf_link)**.**

**Element #1. Diverse, Equitable, & Inclusive Opportunities for Physical Activity**

*Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

**☐Opportunities for Physical Activity:** Offer opportunities for students to be active before, during, and after the school day

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☐**Opportunities for Physical Activity:** Ensure activities include aerobic, bone strengthening, and muscle strengthening opportunities

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☐**Opportunities for Physical Activity:** Offer more than 60 minutes of physical activity opportunities each day

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☐**Opportunities for Physical Activity:** Have a physical activity expert (e.g., physical education teacher) review activity options to ensure they are age-appropriate, safe, and contribute to the joy of physical activity

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☐**Inclusive:** When information is presented to students, ensure it is presented in multiple ways (e.g., verbally, through images, videos, demonstrations)

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☐**Inclusive:** Offer a variety of equipment students can choose from when performing tasks, skills, and playing games

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**☐Inclusive:** Allow students to choose the level of challenge they wish to experience (e.g., distance, height, speed, level of competition) within activities

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**☐Inclusive:** Keep the focus on individualized goals and achieving one’s personal best

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**☐Inclusive:** Enlist the support of trained paraprofessionals to assist students with disabilities in physical activity settings

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☐**Inclusive:** Use peer tutoring to teach skills and develop positive relationships among students

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☐**Culturally Responsive:** Ensure physical education teachers and physical activity facilitators take deliberate steps to get to know students and form relationships

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☐**Culturally Responsive:** Give students a voice by conducting surveys and giving opportunities for feedback and discussion

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☐**Culturally Responsive:** Present images and multimedia with diverse role models so students can see representations of themselves in imagery

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☐**Culturally Responsive:** Present information to students and families in native languages

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☐**Culturally Responsive:** Have school leaders engage in diversity training and critical self-reflection

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☐**Equitable:** Evaluate participation and satisfaction rates in physical activity opportunities to expose any disparities that may exist

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☐**Equitable:** Ensure equal opportunity for physical activity regardless of age, gender, ethnicity, ability, socioeconomic status, religion, sexual orientation, or any other personal characteristic

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**Element #2. Physical Education**

*Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

☐**Policy and Environment:** Advocate for robust physical education policies and practices that are aligned with SHAPE America’s national recommendations

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**☐Policy and Environment:** Require all students to take physical education for 150 minutes per week at the elementary level and 225 minutes per week at the secondary level

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☐**Policy and Environment:** Include all students in physical education and do not allow waivers, exemptions, or substitutions

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☐**Policy and Environment:** Ensure class sizes in physical education are similar to other subject areas

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☐**Policy and Environment:** Ensure physical education is being taught by certified/licensed physical education teachers

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☐**Policy and Environment:** Do not assign or withhold physical activity as punishment

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☐**Curriculum:** Develop a physical education curriculum based on national or state physical education standards

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☐**Curriculum:** Have a written physical education curriculum that is sequential and comprehensive

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☐**Curriculum:** Use a physical education curriculum that is consistent with the design of curricula for other subject areas

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☐**Appropriate Instruction:** Use deliberate-practice tasks that support the goals and objectives defined in the school’s physical education curriculum

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☐**Appropriate Instruction:** Teach to the psychomotor, cognitive, and affective domains of learning

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☐**Appropriate Instruction:** Differentiate instruction and modify tasks to meet the individual needs of students

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☐**Appropriate Instruction:** Maximize the number of practice opportunities for motor skill development

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☐**Appropriate Instruction:** Ensure at least 50% of physical education class time is spent in moderate to vigorous physical activity

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☐**Appropriate Instruction:** Offer physical education with adequate equipment and space

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☐**Appropriate Instruction:** Provide meaningful and constructive feedback to students

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**☐Student Assessment:** Ensure assessments are aligned with national or state standards

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☐**Student Assessment:** Conduct student assessment that measures student progress in the psychomotor, cognitive, and affective domains

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**☐Student Assessment:** Conduct formative assessments that monitor student learning and inform instruction

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☐**Student Assessment:** Conduct summative assessment to evaluate student learning at the end of instructional units

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**☐Student Assessment:** Grade students on the achievement of standards

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☐**Student Assessment:** Regularly report assessment results to students and parents/guardians

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**Element #3. Physical Activity during the School Day**

*Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

☐**Classroom Movement:** Include several opportunities throughout the day for students to move in the classroom, including: physically active academic lessons, brain energizers, active transitions, and flexible seating options

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☐**Classroom Movement:** Provide teachers and staff with professional development related to classroom movement

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☐**Classroom Movement:** Plan classroom movement activities that require little-to- no equipment

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☐**Classroom Movement:** Offer movement opportunities in the classroom that are ~10 minutes in duration

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☐**Classroom Movement:** Establish a management plan for classroom movement

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☐**Classroom Movement:** Include classroom movement in all grade levels

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☐**Recess and Breaks:** Ensure that all students, regardless of grade level, have multiple breaks throughout the day where there are physical activity opportunities available

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☐**Recess and Breaks:** Provide supervision by trained adults

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☐**Recess and Breaks:** Ensure access to play equipment and facilities during recess and breaks

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☐**Recess and Breaks:** Create engaging play areas using playground markings that encourage activity and/or designate zones for various types of activities

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☐**Other Physical Activity Opportunities:** Allow students and staff to have walking discussions and/or meetings throughout the school day

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☐**Other Physical Activity Opportunities:** Organize intramurals that are accessible to all students and that include a variety of non-traditional and traditional activities

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☐**Other Physical Activity Opportunities:** Create active pathways in hallways and around the school building to stimulate more movement when students are transitioning throughout the day

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**Element #4. Physical Activity Before & After School**

***Directions****: Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

☐**Before & After School Programs & Clubs:** Offer a mileage club where students can walk or jog with friends and track their mileage.

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**☐Before & After School Programs & Clubs:** Facilitate a club that is focused on reinforcing healthy behaviors like good nutrition and physical activity

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☐**Before & After School Programs & Clubs:** Work with existing after school program providers to offer structured and unstructured physical activity opportunities for students

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**☐Before & After School Programs & Clubs**: Train before/after school program providers on strategies to promote physical activity in a positive manner

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☐**Before & After School Programs & Clubs**: Ensure that after school programs have policies aligned with healthy eating and physical activity (HEPA) standards

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☐**Before & After School Programs & Clubs:** Survey students to identify their interests related to physically active clubs or sports

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☐**Before & After School Programs & Clubs:** Identify school staff and volunteers who have expertise and interest in leading physical activity clubs

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☐**Active Transportation:** Form a group of parents and school community members interested in promoting active transportation

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**☐Active Transportation:** Conduct an audit of the built environment around the school with attention towards accessibility and safety

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☐**Active Transportation:** Ensure sufficient infrastructure for bike/scooter/ skateboard storage

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☐**Active Transportation:** Work with local law enforcement to address unsafe traffic practices

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☐**Active Transportation:** Host special events like walk/bike to school days to promote active transportation

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☐**Active Transportation:** Formally educate children about the benefits of active transportation and how to do it safely

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☐**Active Transportation:** Facilitate a walking school bus where community members walk to school with neighborhood children

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☐**Active Transportation:** Promote participation in walking school buses using signage, announcements, newsletters, PTA meetings, local neighborhood associations, etc.

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☐**Youth Sports:** Offer intramural sports at least two days per week before or after school

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☐**Youth Sports:** Consider non-traditional intramural sports or games that are inclusive of all ability levels

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☐**Youth Sports:** Offer more competitive interscholastic sport opportunities with limited or no fees or cuts

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☐**Youth Sports:** Partner with local recreational sports providers to encourage sport participation among students

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☐**Youth Sports:** Secure shared-use agreements so community sport providers can use school facilities outside of school hours

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☐**Youth Sports:** Ensure youth sport opportunities connected to the school are focused on physical literacy and positive social skills

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**Element #5. School & Staff Leadership**

***Directions****: Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

☐**Form an Active School Committee:** Create a triad of an active school champion, supportive school administrator, and an active school committee

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☐**Form an Active School Committee:** Identify an active school champion, who is oftentimes a physical education teacher, to coordinate the active school committee and facilitate meetings

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**☐Form an Active School Committee:** Provide formal training for the active school champion for this role

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☐**Form an Active School Committee:** Identify a supportive administrator to join the triad who values and prioritizes physical activity, serves as a role model, supports physical activity programming, and builds community

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**☐Form an Active School Committee:** Have the active school committee work closely with district and school administrators to manage policies, programs, events, and resources

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☐**Form an Active School Committee:** Include diverse school community members on the active school committee

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☐**Form an Active School Committee:** Secure funding for physical activity programs

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**☐Empower Teachers and School Staff:** Provide ongoing professional development for teachers and school staff related to school physical activity promotion

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**☐Empower Teachers and School Staff:** Provide teachers and school staff with resources (e.g., equipment, curriculum materials) to support physical activity integration during the school day

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☐**Empower Teachers and School Staff:** Allow teachers and school staff the autonomy to determine how to integrate physical activity into their routines

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**☐Empower Teachers and School Staff:** Encourage teachers and school staff to act as role models for leading a physically active lifestyle

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☐**Staff Wellness Program:** Include staff wellness initiatives in the school’s goals and annual plans

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☐**Staff Wellness Program:** Provide diverse opportunities for school staff to participate in physical activity

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☐**Staff Wellness Program:** Use strategies such as goal-setting, wellness screening with follow-ups, and personalized counseling to support school staff wellness efforts

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☐**Staff Wellness Program:** Offer incentives for participation in staff wellness programs

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**Element #6. Planning, Implementation, & Evaluation**

***Directions****: Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

☐**Needs Assessment, Goals & Objectives:** Conduct a needs assessment to determine areas of strength and weakness in physical activity opportunities before, during, and after school

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☐**Needs Assessment, Goals & Objectives:** Identify assets in the school community that can contribute to physical activity opportunities for students

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☐**Needs Assessment, Goals & Objectives:** Write a goal statement that articulates the school’s vision for an active school culture

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☐**Needs Assessment, Goals & Objectives:** Write Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) objectives for physical activity

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☐**School Capacity & Implementation Planning:** Conduct an audit of your school’s financial, environmental, and human resources for physical activity programming

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☐**School Capacity & Implementation Planning:** Make a detailed list of tasks associated with implementation of new programs and practices and assign specific people to be in charge of each implementation task

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**☐School Capacity & Implementation Planning:** Create a timeline for implementation

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**☐School Capacity & Implementation Planning:** Publicly post your school’s implementation plan and market your physical activity initiative to the school community

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**☐Evidence-Based Practices & Adaptation:** Identify research-based programs and practices that could be applied to your unique school environment

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☐**Evidence-Based Practices & Adaptation:** Seek input from key stakeholders (e.g., administrators, teachers, parents, students) about which programs and practices may work best for your school

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☐**Evidence-Based Practices & Adaptation:** Adapt and modify programs and practices as necessary to meet the needs, values, and preferences of your school community

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☐**Process & Outcome Evaluation:** Develop an evaluation plan that includes both process and outcome measures

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☐**Process & Outcome Evaluation:** Collect information on process measures such as frequency/duration of opportunities, participation rates, satisfaction, expenses. etc.

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☐**Process & Outcome Evaluation:** Collect information on outcomes related to your school’s physical activity goals and objectives

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☐**Process & Outcome Evaluation:** Measure physical activity levels of students

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**☐Continuous Improvement & Sustainability:** Organize, analyze, and report to the school community data related to process and outcome measures

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☐**Continuous Improvement & Sustainability:** Make a list of areas of strength and areas for improvement

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☐**Continuous Improvement & Sustainability:** Adjust your school’s implementation plan according to the results of process and outcome evaluation

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☐**Continuous Improvement & Sustainability:** Pursue funding and community buy-in for continuing physical activity programs

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**Element #7. Family & Community Engagement**

***Directions****: Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

**☐Family Engagement:** Consider cultural, parental, and socio-environmental factors when designing physical activity programs

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☐**Family Engagement:** Keep families informed through frequent communication via newsletters, emails, phone calls, texts, fliers, bulletin boards, social media, etc.

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**☐Family Engagement:** Provide goal-setting ideas and monthly family physical activity calendars

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☐**Family Engagement:** Focus on “fun” rather than “good for health” to encourage families to be physically active

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☐**Family Engagement:** Create volunteer opportunities for families related to physical activity programming

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☐**Partner with Community Organizations:** Invite community members and organizations to school events to develop mutually beneficial partnerships

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☐**Partner with Community Organizations:** Develop shared-use agreements with community organizations to use school facilities and vice versa

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☐**Partner with Community Organizations:** Partner with university faculty who can provide effective strategies and resources for promoting physical activity and assist with program evaluation

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☐**Active School Events:** Plan multiple active school events throughout the school year to accommodate families’ diverse schedules

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☐**Active School Events:** Invite local sport and health organizations to assist with the school’s physical activity programs or events

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☐**Family & Community Members on Active School Committee:** Invite and include diverse family and community members on the active school committee

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**Element #8. Policy & Advocacy**

***Directions****: Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

☐**Policy:** Consider physical activity and physical education in all school-level policy decisions

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☐**Policy:** Make sure that the voices of diverse stakeholders are considered in all policy discussions and decisions

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☐**Policy:** Provide professional development for school staff to learn how to effectively implement physical activity policy

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**☐Policy:** Develop accountability measures to ensure that policies are being implemented as intended

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☐**Advocacy:** Partner with like-minded organizations in order to more effectively advocate for physical activity and physical education in schools

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**☐Advocacy:** Consult ready-made advocacy resources that have been developed by reputable organizations for use by teachers and schools

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☐**Advocacy:** Focus on the benefits of physical activity when advocating for priorities connected to an active school

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**Element #9. Professional Development & Training**

***Directions****: Check the box for all the evidence-based practices you have implemented and describe how your program aligns with the evidence-based practices you checked in the box following the practice.*

*Also be sure to include/list any website links and/or documentation you plan to include in the application to demonstrate effectiveness of the program/practices (e.g., peer-reviewed papers, rigorous evaluation data, program plans, videos, photos, etc.) and clearly explain how the documentation aligns with the evidence-based practice. If including links to Google Documents, please be sure that the settings allow them to be “viewed by anyone with the link.”*

☐**Quality Professional Development:** Use strategies such as interactive learning and authentic inquiry to promote active engagement during professional development sessions

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☐**Quality Professional Development:** Survey teachers and school staff to determine their needs and interests around promoting an active school culture

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**☐Quality Professional Development:** Offer ongoing professional development, technical assistance, and networking opportunities to facilitate communities of continued learning

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☐**Quality Professional Development:** Focus professional development on student outcomes by addressing content, pedagogy, and assessment

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☐**Training and Skills:** Identify an active school champion with physical activity-specific expertise

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☐**Training and Skills:** Ensure the designated active school champion has the knowledge and skills to advocate for physical education and physical activity, train other school staff, and coordinate schoolwide physical activity programs

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☐**Training and Skills:** Compensate the active school champion for their time

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☐**Training and Skills:** Hire teachers of all subjects who have graduated from teacher preparation programs that provide robust curriculum and instruction connected to school-based physical activity promotion

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☐**Training and Skills:** Encourage in-service teachers to pursue ongoing professional development via workshops, online trainings, and graduate education

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☐**Training and Skills:** Include questions about physical activity expertise in job interviews

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☐**Professional Development for School Physical Activity Promotion:** Offer specific training for teachers, administrators, and school staff on how to integrate and promote physical activity in schools

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☐**Professional Development for School Physical Activity Promotion:** Include ideas for larger systems-level change (e.g., scheduling, funding) in addition to practical strategies for day-to-day physical activity integration

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☐**Professional Development for School Physical Activity Promotion:** Offer free registration, paid leave, and continuing education credits for participation in professional development

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☐**Professional Development for School Physical Activity Promotion:** Focus on starting or expanding one or two components of a comprehensive school physical activity program at a time

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