Evaluation of the Texas Fitness Now Grant Program: 2007-08 to 2009-10 School Years

A Report to the 82nd Texas Legislature

Submitted in fulfillment of
Rider 69 (81st Texas Legislature) by the
Texas Education Agency
Office for Planning, Grants and Evaluation

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EXECUTIVE SUMMARY

Highlights

- During the 2007–08 to 2009–10 school years, the Texas Education Agency awarded Texas Fitness Now (TFN) grants totaling $27.4 million to Texas schools with students in Grades 6–8 (605, 575, and 981 schools, respectively). In 2009–10, TFN-funded activities potentially impacted as many as 425,000 students attending grantee campuses.
- TFN participation was associated with significant increases in the percentage of boys and girls who scored in the Healthy Fitness Zone (HFZ) from pre- to post-tests on five of the six FITNESSGRAM® assessments, specifically Aerobic Capacity, Curl-Ups, Trunk Lift, Upper Body Strength and Endurance, and Flexibility.
- Data were not available to allow examination of the relationship between individual student fitness and academic outcomes. Generally, TFN campuses with high percentages of students scoring in the HFZ at post-test also had high percentages of students who met Texas Assessment of Knowledge and Skills (TAKS) passing standards (specifically TAKS-Math and TAKS-Reading passing standards). The greatest number of statistically significant positive correlations between physical fitness assessments and TAKS performance was found in the 2009–10 school year, with the fewest found in the 2007–08 school year, indicating there may be a cumulative effects of TFN participation. Importantly, this data is relational rather than causal.

This document reports on the evaluation of the Texas Fitness Now (TFN) grant program, in fulfillment of Rider 79 (General Appropriations Act (GAA), Article III, 80th Texas Legislature). TFN was authorized by Rider 89 (GAA, Article III, 80th Texas Legislature; further authorized by Rider 79, GAA, Article III, 81st Texas Legislature). Commencing during the 2007–08 school year, the purpose of TFN grants was to supplement in-school physical education (P.E.), nutrition, and fitness programs with the goal of reducing childhood obesity and the future incidence of Type II diabetes among early adolescents within middle schools containing large populations of economically disadvantaged students. TFN placed specific emphasis on the importance of P.E. and fitness for students in Grades 6, 7, and 8 as the foundation for a life of healthy choices. The Texas Comptroller of Public Accounts (CPA) and the Texas Education Agency (TEA) have developed the TFN program and set the guidelines, while TEA has processed TFN grant applications and distributed the grants.

TFN Grant Funding and Eligibility

In the 2008-2009 biennium, TFN funding sources were identified by the CPA per Rider 89 (GAA, Article III, 80th Texas Legislature). TFN funding for the 20010-2011 biennium was continued per Rider 79 (GAA, Article III, 81st Texas Legislature). TEA awarded approximately $9.1 million in grant funds in 2007–08, $9.4 million in 2008–09, and $8.9 million in 2009–10. TEA will award TFN grants for 2010–11, but these grants are beyond the scope of the present evaluation.

TEA awarded TFN grants to eligible public schools, consisting of school districts and open-enrollment charter schools. In the first two years of this non-competitive grant program (2007–08 and 2008–09), eligible campuses were those that served students in Grades 6, 7, or 8, and that had student populations composed at least 75% economically disadvantaged students. In the third year (2009–10), the list of eligible campuses expanded to include campuses whose student populations were at least 60% economically disadvantaged.

TFN Program Evaluation

This evaluation first summarizes the distribution of TFN funds during each grant year. Next, implementation of TFN by grantees is described, followed by a description of the factors that facilitated or impeded implementation of TFN activities across each grant year. Finally, the evaluation examines the extent to which students' physical fitness measures changed over each school year, based on pre- and post-test FITNESSGRAM® assessments, and the relationship between students' physical fitness assessments and academic performance.

Findings

Distribution of TFN Grants

- The number of campuses that were awarded TFN grants increased by over 62% from 2007–08 to 2009–10, due in part to the shift in eligibility requirements.
    - TEA awarded TFN grants to 605 campuses in 2007–08 and to 981 campuses in 2009–10. The potential number of students served by TFN grants also increased from approximately 254,392 students in 2007–08 to about 425,333 students in 2009–10.
    - Exact numbers of students participating in TFN grant activities are unknown, as is any given student's level of participation in TFN grant activities. For example, in 2007–08, participating campuses reported approximately 255,000 students in Grades6–8, the grade levels targeted by this program. Though it is unlikely that all of these students participated in TFN funded activities, this number indicates the potential population served by the program. Grantees could choose to serve students only in certain grades and/or could run TFN activities before and after school with subgroups of students based on grantee needs.
- The average TFN grant award decreased from 2007–08 to 2009–10. In 2007–08, the average TFN grant award was about $15,006. This increased to $16,300 in 2008–09. Due to the additional number of eligible campuses, the average award dropped to $9,042 in 2009–10.
- Many of the 2007–08 TFN campuses were also awarded a TFN grant in subsequent years. In 2008–09, 96% of the 575 grant recipients were second-year TFN participants. In 2009–10, 53% of the 981 grantees were third-year participants, 7% were second-year participants, and the remaining 40% were first time grantees (most of whom were eligible for TFN for the first time).

Campus Use of TFN Funds by Grant Year

Opportunities for Students Provided by TFN Funds

- During all three years, campuses reported that they were able to provide more traditional P.E. equipment (e.g., balls, racquets) to their students than they had in the past. This ranged from 62% of campuses in 2007–08 to 65% in 2008–09, with 64% reporting this in 2009–10.
- At least 40% of respondents during each grant period reported that they used grant funds to provide more of the following materials or activities than they had in the past: (1) pedometers, (2) non-traditional P.E. equipment (e.g., yoga mats, Pilates balls), and (3) increased access for physical activity (e.g., additional opportunities for students to engage in physical activity). Across all three years, respondents identified computer equipment, exercise machines, and fitness game centers as items that they had not yet purchased but would like to provide to students in the future.
- Many grantees provided open-ended responses clarifying new opportunities provided to students. For example, a 2007–08 respondent explained that the purchase of "a classroom pack of heart rate monitors… along with a sport wall," enabled the school to "track students' cardio and work to get students to the HFZ." In 2009–10, a grantee reported developing a "wellness program" to offer students "nutrition education and consultants who provided presentations targeting student health and wellness."

Opportunities for Staff Provided by TFN Funds

- TFN funds provided staff with new/additional fitness curriculum (38% in 2007–08; 49% in 2008–09; 45% in 2009–10) and expanded staff professional development (PD) opportunities (30% in 2007–08; 34% in 2008–09; 36% in 2009–10).
- Across all three years, the lowest percentage of respondents reported using TFN funds to add additional staff, with 6% or less of all respondents reporting that they were able to hire a greater number of fitness staff than in the past.
- When asked to report in an open-ended format the opportunities and materials afforded to staff, many grantees discussed PD training. For example, a 2009–10 respondent noted, "[P]rofessional development has been one of the best investments our campus has made with the grant funds. All of the teachers have come up with new ideas and lessons..."
- Across all three grant years, grantees reported that one unexpected benefit of TFN was the provision of fitness and nutrition resources to staff, complementing the wellness opportunities provided to students. For example, a 2008–09 participant noted that "[h]aving more of a variety of workout equipment provides the teacher/staff more of an option of ways they can choose to work out and stay in shape. The participation of teachers in staff wellness incentives has increased the moral[e] and attitude, which reflects on their expectations of their students." These statements suggest that some campuses were working toward developing schoolwide health and fitness programs, in which student and staff fitness goals reinforce one another.

Implementation of TFN Grant Activities

- From 2007–08 to 2009–10, increasing percentages of grantees reported having fulfilled TFN grant requirements.
    - By the end of 2009–10, approximately 90% of grantees reported having fulfilled implementation of each of the following activities: (1) conducted initial fitness assessment, (2) adhered to appropriate practices for P.E., and (3) provided opportunity for the target population to participate in physical activity 30 minutes daily.
    - Developing a schedule for the School Health Advisory Council (SHAC) and coordinating with Wellness Policy requirements for the Texas Department of Agriculture (TDA)[1] were the two areas in the greatest need of development, as measured by the percentage of respondents indicating no implementation or only plans for implementation by the end of 2009–10.
- By the end of 2009–10, at least 80% of campuses reported that they were able to pursue five of the eight grant activities with no obstacles. Across all three years, time was the most commonly mentioned barrier to TFN implementation. One challenge was the timing of TFN grant awards. TEA informed grantees early in the school year that they were eligible for the grant, but actual awards in each of the three years occurred did not begin until November to February. Grantees reported feeling unable to order materials without an award letter in place. A second time challenge related to conducting both pre- and post- FITNESSGRAM® assessments. Grantees reported large class sizes and students being removed from P.E. class for academic tutoring as challenges to having the time to complete all assessments.
- From 2007–08 to 2009–10, implementing a Coordinated School Health Program (CSHP), coordinating with Wellness Policy requirements, and developing a schedule for the LEA's SHAC meeting were also activities with which participants commonly struggled. This suggests that participating campuses may need more support in pursuing these activities.
- When asked what factors facilitated the implementation of grant activities, at least two-thirds of 2009–10 respondents reported at least one facilitator for each of the eight program activities. Grantees listed administrative support, staff expertise, and student enthusiasm as key for successful program implementation. Participants were more likely to select one or more facilitator for each activity in 2007–08 than they were in 2009–10. This may indicate that grantees relied less on facilitators or were able to fulfill more easily grant activities during the third year of the program than they did during the first year.

Physical Fitness Levels in TFN Schools

- Within each of the three evaluated years of the TFN program, the percentage of boys and girls who scored in the Healthy Fitness Zone (HFZ) increased between pre- and post-tests for the following FITNESSGRAM® assessments: Aerobic Capacity, Curl-Ups, Trunk Lift, Upper Body

[1] For more information on TDA's Local Wellness Policy, please refer to the following document: http://www.squaremeals.org/vgn/tda/files/2348/38183_FND-05,%20Local%20Wellness%20Policy%20Checklist.doc

Strength and Endurance, and Flexibility. This represents improvement in five of the six FITNESSGRAM® assessments.
    - The only assessment that showed evidence of a decline from pre- to post-test was Girls Body Composition in 2009–10, with just over a one-percentage-point difference between the two tests.
- Data indicated that students' pre-test scores on the fitness assessments tended to improve across the three years of the TFN program (e.g., a greater percentage of students' scored in the HFZ on the 2009–10 pre-test than on the 2008–09 pre-test). This suggests that students on campuses receiving TFN grants may be maintaining or improving their fitness levels from one year to the next.
- In 2009–10, additional analysis examined fitness levels based on number of years of implementation. Campuses in their first year of implementation tended to report higher percentages of students scoring in the HFZ at post-test than did campuses in their second or third years of the program. Pre-test scores did not vary greatly across first-, second-, or third-year participants in 2009–10.

Relationship between Physical Fitness and TAKS Outcomes in TFN Schools

- Most of the significant relationships between fitness assessments and academic outcomes were positive. Physical fitness outcomes, as measured by the percentage of students scoring in the HFZ at post-test, were more likely to correlate significantly with TAKS-Reading or TAKS-Math outcomes than with TAKS-Social Studies or TAKS-Science outcomes, although that may have been an artifact of the smaller number of campuses reporting Social Studies and Science outcomes. The following correlations were statistically significant:
    - The following fitness assessments were positively correlated with TAKS-Reading: Girls Flexibility (2009–10), Girls Body Composition (2008–09, 2009–10), and Boys Body Composition (2009–10). In 2007–08, Girls Body Composition was negatively associated with TAKS-Reading.
    - Girls Body Composition (2008–09, 2009–10) was positively correlated with TAKS-Math outcomes. Boys Flexibility (2008–09) and Boys Body Composition (2008–09) were negatively associated with this test.
    - Girls Body Composition (2009–10) was positively correlated with TAKS-Science outcomes.
- The greatest number of statistically significant positive correlations between physical fitness assessments and TAKS performance was identified for the 2009–10 school year. The fewest statistically significant correlations were found in the 2007–08 school year. This pattern may indicate that effects of the TFN program are cumulative. As campuses develop and expand the wellness programs offered to students and staff, the discipline and effort required to achieve acceptable physical fitness levels may extend into the classroom.

Conclusions

TFN grantees were overwhelmingly positive about their experiences with the grant. Many grantees commented that new materials and opportunities provided by the grant resulted in increased enthusiasm on the part of both staff and students. Campus-level improvements on student performance from pre- to post-test on the FITNESSGRAM® assessment suggests that TFN grant opportunities may be positively impacting the health of middle school students in Texas. TEA would need to collect student-level data, which were unavailable for the current report, to assess more precisely the potential impact of TFN. Finally, while many grantees reported successes related to engaging students, staff, parents, and the community in TFN support activities, other grantees clearly report being challenged in doing so. Recommendations for the future, should the TFN grant continue, include creating opportunities for grantees to communicate with one another and identifying potential best practices.

CHAPTER 1. INTRODUCTION

This report provides an evaluation of the Texas Fitness Now (TFN) grant program. TFN was created jointly by the Texas Education Agency (TEA) and the Texas Comptroller of Public Accounts (CPA) as directed by Rider 89 (General Appropriations Act (GAA), Article III, 80th Texas legislature, extended by Rider 79, GAA, Article III, 81st Texas Legislature). The evaluation was conducted under Rider 79 (GAA, Article III, 80th Texas Legislature, further required by Rider 69, GAA, Article III, 81st Texas Legislature). In the 2008-2009 biennium, TFN program funding sources were identified by the CPA per Rider 89 (GAA, Article III, 80th Texas Legislature). TFN funding for the 2010-2011 biennium was continued per Rider 79 (GAA, Article III, 81st Texas Legislature). TEA awarded approximately $9.1 million in grant funds in 2007–08, $9.4 million in 2008–09, and $8.9 million in 2009–10. TEA will award TFN grants for 2010-11, but these grants are beyond the scope of the present evaluation.

The purpose of the TFN grant was to supplement in-school P.E., nutrition, and fitness programs with the purpose of reducing childhood obesity and the future incidence of Type II diabetes among early adolescents. TFN placed specific emphasis on the importance of P.E. and fitness for students in Grades 6, 7, and 8 as the foundation for a life of healthy choices. TEA and CPA developed the TFN program and set program guidelines, while TEA processed the applications and distributed the grants.

TFN was designed to accomplish the following objectives:

(1) Provide assistance to schools for the support of in-school P.E. programs
(2) Provide funding to schools to prepare teachers of Grades 6, 7, and/or 8 to identify specific barriers facing student adoption of fit and healthy lifestyles and to provide teachers with the tools necessary to promote such adoption
(3) Provide assistance to schools in selecting and/or developing effective instructional materials, programs, learning systems, and strategies based on the characteristics of Quality Physical Education[2]
(4) Strengthen coordination among schools and families to improve fitness and promote healthy lifestyles for all children
(5) Increase self-esteem, decrease body fat, increase strength and endurance, and prevent exercise-related injuries
(6) Improve students' cognitive abilities through increased fitness
(7) Provide a foundation for a life of fitness and healthy lifestyle choices

Program Requirements and Grants

In the first two years of the grant (2007–08 and 2008–09), eligible campuses were those that served students in Grades 6, 7, or 8, and that had student populations that were at least 75% economically

[2] Characteristics of Quality Physical Education were based on the Centers for Disease Control (CDC) recommendations.

disadvantaged. In the third year, the list of eligible campuses was expanded to include campuses with student populations of that were at least 60% economically disadvantaged. TEA retained the latter set of criteria for the 2010-11 school year. In addition to meeting the grade level and economically disadvantaged population requirements, applicants were required to complete the following tasks in order to be eligible to receive TFN grants:

(1) Describe the P.E. requirement – Local educational agencies (LEA) ensured that participating students in the identified grade level(s) engaged in physical activity for either a minimum of 30 minutes per day or 225 minutes per two-week period for the entirety of the school year; and
(2) Describe how the campus P.E. curriculum adhered to the appropriate practices for P.E., as identified by the National Association of Sports and Physical Education (NASPE).[3]

Additionally, applicants must have indicated compliance with all of the following program components [4]:

(1) **Coordinated School Health**: The district has or is in the process of adopting a Coordinated School Health Program and all of its components as described in TEC §38.013
(2) **Quality TEKS-Based Physical Education Program**: Provide a plan for combining education, fitness, and nutrition during school that promotes a healthy lifestyle. The plan must consist of functional fitness, cardiovascular and strength training benefiting coordination development, sports development and injury prevention, all including the use of recommended activities and equipment aligned with the Texas Essential Knowledge and Skills (TEKS)
(3) **Wellness Policy and Nutrition**: Submitted the district's wellness policy to the Texas Department of Agriculture according to the requirement set forth in the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act and complies with the requirements of the Texas Public School Nutrition Policy having no Coordinated Review Effort findings
(4) **School Health Advisory Council (SHAC)**: A School Health Advisory Council has been established and will meet at least four times a year to review the implementation of the grant as provided in Texas Education Code (TEC) §28.004
(5) **Certified Physical Education Teachers**: Certified physical education teacher(s) and/or the district level administrator responsible for the physical education curriculum will administer the grant expectations through the physical education classroom with general oversight by the campus principal and provide a plan for training teachers and administrators to implement a functional fitness program
(6) **Student Fitness Assessment**: Conduct student fitness assessment twice—once prior to a specified date in the fall semester and again at the end of the school year, [5] each time utilizing the student fitness assessment instrument adopted by the commissioner of education (FITNESSGRAM®); and

[3] These practices are described in NASPE's publication, *Appropriate Practices for Middle School Physical Education*.
[4] See the TFN Request for Application online.
[5] The specific dates by which participants must have completed their mid-year and end-of-year fitness assessments varied by program year.

(7) **Best Practices**: Implement best practices for Physical Education[6]

During the first year of the program (2007–08), TFN grants were awarded to 605 public schools and open-enrollment charter schools. This translated to approximately 255,000 students who were potentially served with the $8.7 million first-year distributed budget.[7] In the second year (2008–09), 575 campuses and approximately 255,000 students were served by $7.8 million in TFN grants. In the third year (2009–10), $8.2 million was distributed to 981 campuses, which served over 425,000 students.

FITNESSGRAM®: Physical Fitness Assessment Instrument

One objective of TFN grants was the establishment of in-school P.E. programs to provide a foundation for healthy lifestyle choices and improve the physical fitness of participating students. To measure progress in meeting this objective, grantees were required to conduct student fitness evaluations twice a year, once by the middle of the school year (pre-test) and once at the end of the school year (post-test). Both pre- and post-test evaluations utilized FITNESSGRAM®, a fitness assessment instrument adopted by the TEA commissioner of education. The FITNESSGRAM® assessment includes subtests in the following key physical fitness areas:

(1) **Aerobic Capacity:** Teachers and/or coordinators were able to select one of the following three tests to serve as students' Aerobic Capacity evaluation:
   a. PACER test –a progressive, multistage shuttle test
   b. One-mile run/walk
   c. Walk test (ages 13 or greater)

(2) **Body Composition:** Teachers and/or coordinators selected one of the following options:
   a. Percent body fat—calculated from triceps and calf skin folds
   b. Body mass index—calculated from height and weight

(3) **Muscular Strength, Endurance, and Flexibility:** Teachers and/or coordinators were required to assess students in each of the following areas:
   a. Abdominal strength and endurance (Curl-Up)
   b. Trunk extensor strength and endurance (Trunk Lift)
   c. Upper body strength and endurance (choose from push-up, modified pull-up, and flexed arm hang)
   d. Flexibility (choose from back-saver sit-and-reach and shoulder stretch)

Throughout this report, the FITNESSGRAM® assessments will be referred to as Aerobic Capacity, Body Composition, Curl-up, Trunk Lift, Upper Body Strength and Endurance, and Flexibility. For each of these, students' scores are compared against criterion-referenced standards that were established to identify

[6] Best practices for Physical Education were based on American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) recommendations.

[7] The number of students served is based on the number of students in Grades 6-8 on each participating campus. Since grantees were not required to serve all students on their campuses, this figure represents the potential number of students who may have been served by TFN grants.

healthy fitness levels. These standards were developed for boys and girls based on age, and are referred to as the Healthy Fitness Zones (HFZ).[8]

Although TEC, §38.101 and §38.103, requires that the fitness levels of all students in Grades 3–12 be assessed at least once per school year, TFN grantees were required to submit fitness assessment outcomes only for those students who were served by TFN grant funds, not for all students on their campuses. TEA requested that each campus submit the number of boys and girls who were assessed on each test and the number of boys and girls who scored in the HFZ for each test. Due to student confidentiality requirements, these data were reported to TEA at the campus level and contained no student-level data. Although it was assumed that most students who participated in the post-test also participated in the pre-test, there are likely to be some students who only participated in one or the other of these tests. For this reason, the data cannot show how many students improved their physical fitness over the course of the year, but it can reveal general trends for students in Grades6–8.

Chapter 2 provides an overview of the TFN program and summarizes the obesity and fitness issues confronting the United States and Texas. Chapter 3 describes the data sources and tools used for the evaluation. Chapter 4 describes the evaluation outcomes in terms of grantees' self-reported program implementation, while Chapter 5 covers campus-level fitness outcomes. Chapter 6 concludes with a summary of the evaluation findings, including a set of recommendations.

[8] A description of the FITNESSGRAM© HFZ standards used from 2007–10 can be found online.

CHAPTER 2. OVERVIEW OF THE TEXAS FITNESS NOW PROGRAM

Obesity and Fitness in the US and Texas

From 1980 through 2008, obesity rates for adults in the United States (U.S.) doubled, while the rates for children tripled. Currently, one in six—or 17%—of school-age students is overweight (CDC, 2010a). [9] This pattern of increasing obesity has been apparent across all groups in the U.S., regardless of age, gender, race, ethnicity, socioeconomic status (SES), educational attainment, or geographic region. In 2010, the U.S. Office of Disease Prevention and Health Promotion identified overweight and obesity as one of 10 leading health indicators and called for a reduction in the proportion of children and adolescents who are overweight or obese.

Within Texas, this has become a public health concern; in 2007, 39% of students in Grade 8 in the state were classified as overweight or obese. In 2009, 37% of adults in Texas were classified as overweight, while another 30% were obese. In the same year, just under half (48%) of adults in Texas reported that they participated in at least 30 minutes of moderate physical activity five or more days per week, or vigorous physical activity for at least 20 minutes three or more days per week (CDC, 2010b).

Obesity may result in physical, psychological, and social consequences for adults and children. For example, children and adolescents are now developing obesity-related diseases, such as Type II diabetes, that in the past were seen only in adults. In 2007, approximately 186,300 young people in the U.S. under 20 years of age had been diagnosed with Type I or Type II diabetes (NDIC, 2008). According to the Centers for Disease Control (CDC) (2010a), a study of 5- to 17-year-olds found that 70% of obese children had one or more risk factors for cardiovascular disease and 39% had two or more risk factors.

Children living in poverty are at a higher risk of developing Type II diabetes than those who are not (Trevino et al., 2008). Results from a 2008 study (Trevino et al.) based on economically disadvantaged students in Texas suggest that early detection and intervention programs are beneficial to this population. Furthermore, a combination of increased physical activity and intake of nutrient-dense foods was suggested as a more effective way to combat this issue than calorie restriction alone.

A 2009 study (Van Dusen) of 13 Texas school districts suggested that all FITNESSGRAM© campus-level assessments except BMI showed significant, positive associations with academic performance after controlling for sociodemographic differences. A 2010 study (Welk et al.) reinforced this. This study examined the associations between indicators of health-related physical fitness, such as cardiovascular fitness and body mass index (BMI), and academic performance on the Texas Assessment of Knowledge

[9] *Overweight* and *obese* are both terms for ranges of weight that exceed what is generally considered healthy for a given height. The terms also represent weight ranges that have been shown to increase the likelihood of certain diseases and other health issues. For children and teens, the CDC currently defines *overweight* as a body mass index (BMI) at or above over the 85th percentile but below the 95th percentile and *obese* as at or above the 95th percentile. Both classifications are age- and gender-specific because children's and adolescents' Body Compositions change as they age and vary between males and females.

and Skills (TAKS) for Texas students in Grades 3-12. Results showed TAKS performance was generally more strongly associated with cardiovascular fitness than with BMI, and these relationships were consistently stronger in the middle school grades than in the higher or lower grades.

Another recent campus-level study showed that middle school students in Texas who had BMIs within the FITNESSGRAM® HFZ reported higher levels of self-esteem and body satisfaction and rated themselves as being more flexible and having greater endurance than those who did not (Greenleaf, Petrie, & Martin, 2010). In addition, girls who scored in the HFZ for cardiovascular exercise had higher levels of self-esteem and body satisfaction and rated themselves as stronger, having greater endurance, and having lower levels of depression than girls who were not in the HFZ. Similarly, boys who were assessed to be in the cardiovascular HFZ reported having greater endurance and being stronger and more satisfied with their bodies than boys who did not meet the criteria.

Research in this area indicates that physical fitness and academic success may be complementary goals within the school environment. Developing and implementing high-quality P.E. programs not only decreases adolescents' likelihood of developing heart disease, Type II diabetes, and obesity (US Department of Health and Human Services, 2008), but has also been shown to be associated with—though not necessarily cause—academic gains, such as improved memory and concentration and better classroom behavior (CDC, 2010c; Budde, Voelcker-Rehage, Pietrasyk-Kendziorra, Riberio, & Tidow, 2008; Della Valle et al., 1986; Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001).

TFN Program Funding and Participation

TFN was developed as a strategy to address childhood obesity. The Texas CPA and TEA have provided non-competitive grants to LEAs to supplement P.E. and fitness programs offered to middle school students. Allowable uses of grant funds included, but were not limited to, the following equipment and material, which support good health and physical fitness:

- *Fitness-Related Equipment and Materials*: Heart rate monitors, pedometers, exercise balls, jump ropes, wobble balls, balance disks, aerobic steps, agility ladders, dumbbells, electric pump inflators and needles, stopwatches, and other fitness-related equipment and materials
- *Sports-Related Equipment and Materials*: Footballs, flag football equipment, basketballs, tennis rackets and balls, ping pong tables and balls, soccer balls, softball equipment, non-traditional sports related equipment and materials such as flying discs (i.e., Frisbees), climbing equipment, floorball equipment, noncompetitive gaming supplies, and other sports-related equipment and materials
- *Nutrition-Related Equipment and Materials*: Curricula, food purchased for instructional use, food scales, cookbooks, etc. and other nutrition-related equipment and materials
- *PD Opportunities*: Local, state, or national conferences, courses, materials, or other resources that support P.E.

Although grants could not be used to provide resources exclusively to athletic teams, grantees were given discretion to select the students on their campuses that were served by TFN funds. Thus, some campuses chose to serve all eligible students, while others selected certain student subgroups by grade,

gender, and/or perceived need. For example, some campuses served only girls, only Grade 6 students, or only students with particular fitness or health needs.

To ensure that TFN grants served as many schools and students as possible, the program implementation requirements were kept simple, requiring minimal equipment. These requirements aligned with the intention of the program to establish the foundation of lifetime exercise and fitness that does not necessarily rely upon fitness facilities or specialized equipment.

Table 1 shows the number of campuses and approximate number of students who were served by TFN grants each year. Additionally, it displays the total amount of grants awarded each year, as well as the range and average grant amount. The figures indicate that the program significantly expanded in terms of participants from 2007–08 to 2009–10. While 605 campuses and about 254,392 students were involved in the TFN program in 2007–08, this increased to 981 campuses with about 425,333 students served in 2009–10. In 2008–09, 575 campuses and 256,485 students participated in TFN.

The average TFN grant award decreased from 2007–08 to 2009–10. In 2007–08, over $9 million in grant funds was awarded, with an average award of $15,006 per campus. The average grant increased from 2007–08 to 2008–09. In the second year, the average grant award was $16,300, with all grants totaling just under $9.4 million. In 2009–10, about $8.9 million in grants was awarded, but with a greater number of participating campuses, the average grant was $9,042 per campus, a decrease from 2008–09.

Table 1. TFN Grant Distributions and Recipients by Year

	Grant Year: 2007–08	Grant Year: 2008–09	Grant Year: 2009–10	All Grant Years
Number of campuses receiving TFN grants	605	575	981	1,056
Potential number of students served [a]	254,392	256,485	425,333	--
Total grant awards	$9,078,405	$9,372,518	$8,870,618	$27,321,541
Range of TFN grant awards	$1,596-$60,572	$1,599-$62,442	$1,022-$51,419	$1,022-$62,442
Average TFN grant award	$15,006	$16,300	$9,042	$12,637

Source: Grants Division, TEA

[a] Since campuses do not submit student-level data on TFN participation, the total number of unique students served over the three grant years cannot be determined precisely. Additionally, this figure represents the total number of students in Grades6–8 on each participating campus, although grantees were not required to serve all eligible students on their campuses.

CHAPTER 3. EVALUATION METHODOLOGY

Chapter 3 outlines the objectives and research questions used to guide the program evaluation. Additionally, it describes the sources of the data used to assess the implementation and effectiveness of TFN.

Evaluation Purpose

TEA conducted the evaluation of the TFN program to meet the evaluation requirements specified in Rider 69 (GAA, Article III, 81st Texas Legislature). The purpose of the evaluation was to assess the program's impact on participating students and school staff during the 2007–08, 2008–09, and 2009–10 school years. To that end, the evaluation focused on program implementation strategies, use of grant funds, and campus-level effects of the program on students and staff. Evaluation activities were guided by the following research questions:

(1) To what extent were TFN program objectives implemented across campuses, and were these objectives more likely to be fulfilled as the program developed?
(2) What were the barriers and facilitators to program implementation, and did they vary by program year?
(3) How were grant funds used to support students and staff?
(4) What is the effect of TFN programs on participating students' physical fitness levels, and did the effect strengthen over each year of implementation?
(5) To what extent did students' physical fitness levels correspond to academic performance, as measured by TAKS?

The evaluation summarizes (1) the factors that facilitated or impeded implementation of TFN activities across each grant year, (2) how TFN funds were used on campuses during each grant year, (3) the extent to which students' physical fitness measures changed over each school year, based on pre- and post-test assessments, and (4) the relationship between students' physical fitness assessments and academic performance. Although grants were awarded for four years (2007–08 to 2010-11), this report covers only the first three years of the TFN program (2007–08 to 2009–10).

Data Sources

This section reviews the three data sources that TEA used to collect information for the program evaluation: (1) grantee progress reports, (2) Public Education Information Management System (PEIMS), and (3) campus-level TAKS data.

Progress Reports

Grantee campuses were required to participate in all evaluation activities, including submission of mid-year and end-of-year progress reports. Each year, the first progress report was submitted between January and March, and the second progress report was submitted between May and August. These reports were typically submitted by P.E. teachers, although district or campus coordinators, P.E.

department chairpersons, and principals sometimes provided the information.[10] The progress reports included the following components:

(1) Responses regarding the extent to which TFN program requirements had been fulfilled
(2) Responses to questions regarding barriers and facilitators to program implementation
(3) Responses regarding the extent to which TFN funds were used to provide programs, materials, and opportunities to students and school staff
(4) Pre- and post-test assessment data—based on FITNESSGRAM® tests—aggregated by gender

For both mid-year and end-of-year progress reports, data were submitted to TEA by grantee representatives through Survey Monkey, an online survey instrument. Table 2 shows the number and percentage of grantees that submitted mid-year and end-of-year progress reports for each year of the grant. In 2007–08, 493 (82%) of the 605 campuses that were awarded TFN grants submitted responses to one or more questions on the mid-year progress report.[11] A greater number of campuses submitted data for the end-of-year progress report (n=574, 95%). In 2008–09, 373 (65%) of the 575 grantees submitted mid-year progress reports, while 474 (82%) returned end-of-year progress reports. Submission rates were lower in 2009–10, wherein 500 (51%) of the 981 grantees provide mid-year progress reports and 627 (64%) of grantees returned end-of-year progress reports.

For this evaluation, most of the data were extracted from the end-of-year progress reports since that information more accurately reflects grantees' program implementation and students' fitness level progress over the course of the school year than data from mid-year progress reports. Although this evaluation did not include site visits, grantees did include open-ended responses to many survey questions. When relevant, samples of these responses are provided throughout the report to provide additional context to the evaluation outcomes that are reported.

Table 2. Number and Percentage of Grantees that Submitted Mid-Year and End-of-Year Progress Reports by Grant Year

Grant Year	Number of Grantees that Submitted Mid-Year Progress Reports	Percentage of Grantees that Submitted Mid-Year Progress Reports	Number of Grantees that Submitted End-of-Year Progress Reports	Percentage of Grantees that Submitted End-of-Year Progress Reports	Total N
2007–08	493	81.5%	574	94.9%	605
2008–09	373	64.8%	474	82.3%	575
2009–10	500	51.0%	627	63.9%	981

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Mid-Year and End-of-Year Progress Reports, TEA.

[10] Each campus was required to submit a progress report for the middle of the year and the end of the year. If more than one progress report was submitted for one time period (i.e., one contact person accidentally submitted more than one report or two or more persons submitted progress reports for the same campus), the more complete report was selected for analysis.

[11] For all reported submission figures, statistics are based on respondents that submitted one or more valid response to the questions regarding program implementation, program expenditures, or FITNESSGRAM® assessment data.

Public Education Information Management System (PEIMS)

Grantees' self-reported information was supplemented with campus-level data from TEA's PEIMS data. This information included the following student demographic variables: at-risk of dropping out,[12] economically disadvantaged status,[13] Limited English Proficiency (LEP) status, migrant status, and special education status.

Texas Assessment of Knowledge and Skills (TAKS)

Academic performance data were extracted from the 2007–08, 2008–09, and 2009–10 Student Assessment TAKS data files. Academic performance data used for the evaluation included the number of students achieving standard or commended status on the Reading, Math, Science, and Social Studies TAKS examinations. These data were collected at the campus level, separated by gender and school year, and restricted to only students in Grades6–8, even if the campus served other grades.

Data Limitations

It is important to note that one limitation of the data is that campuses were required to aggregate FITNESSGRAM© data due to student confidentiality requirements. Thus, it is not known from the campus reports what percentage of students completed both a pre- and post-test. For this reason, there is some chance that the students tested during the pre-test period are not the same students as those tested during the post-test period. he data do demonstrate general physical fitness trends for boys and girls in Grades6–8 over the school year on grantee campuses. The unavailability of student level fitness data also means that it is not possible to determine from the data how individual students were impacted by the grant. That is, the relationship between percentages of students on the campus scoring in the HFZ and percentages of students meeting TAKS passing standards was possible, but not the relationship between any given student's performance on the FITNESSGRAM© and their performance on TAKS.

Data Analysis

Relying on campus-level progress report data, FITNESSGRAM© outcomes, PEIMS demographic data, and TAKS results, the analyses in this evaluation are primarily descriptive. The descriptive analyses present the number and percentage of survey respondents, by grant year, who had reported (1) implementing each grant activity, (2) encountering particular barriers or facilitators to program implementation, (3) purchasing materials or offering specific opportunities to students or staff, or (4) participating in writing

[12] In accordance with TEC §29.081(d), a "student at risk of dropping out of school" includes each student who is under 21 years of age and who meets the criteria listed.

[13] The *economically disadvantaged* classification includes students eligible for free or reduced-price meals or (a) from a family with an annual income at or below the official federal poverty line, (b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, (c) received a Pell Grant or comparable state program of need-based financial assistance, (d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or (e) eligible for benefits under the Food Stamp Act of 1977.

and implementing the TFN grants. Similarly, descriptive statistics were used to present the percentage of students who scored in the HFZ at pre- and post-test, as well as the change in these percentages over the course of each grant year.

To determine whether the percentages varied significantly over each grant year or by number of years of implementation, paired t-tests were used. Paired t-tests are used to compare means within the same group over time (i.e., repeated measures of the same test on the same campus). This analysis was used to determine whether the percentage of students scoring in the HFZ increased significantly from the pre- to post-test.

Correlation analysis was used to determine the relationship between the campus-level percentage of students scoring in the HFZ and the percentage of students who met the standard or earned commended performance on TAKS subject tests. To identify the statistically significant relationships that existed between these two sets of variables, Pearson R correlations, which indicate the magnitude and direction of associations, were reported. As noted throughout the Results section, these outcomes do not imply causation.

CHAPTER 4. EVALUATION FINDINGS: PROGRAM IMPLEMENTATION

This chapter describes the outcomes of the TFN program evaluation. Specifically, the chapter includes the following components, which address the primary research questions:

(1) Description of the characteristics of the campuses that participated in one or more years of the TFN program, including student demographics and the number of years that schools were TFN participants
(2) Summaries and comparisons, by program year, of the factors that facilitated or impeded implementation of TFN activities and how TFN funds were used across campuses
(3) Summaries and statistical comparisons of changes in students' physical fitness outcomes by grant period and years of program implementation
(4) Assessment of the relationships between students' physical fitness levels and academic performance, as measured by TAKS

Characteristics of Campuses Participating in TFN

As long as they met the grant fulfillment criteria for the previous year, campuses were eligible to receive TFN funds for more than one year. Table 3 indicates the percentage of campuses that were in their first, second, or third year of implementation for each grant period. This table is based on all grant recipients, regardless of whether they submitted the required progress reports during any grant year.

Table 3. Percentage of Participating Campuses by Number of Years in TFN Program

Grant Year	Percentage of Grantees in First Year of Implementation	Percentage of Grantees in Second Year of Implementation	Percentage of Grantees in Third Year of Implementation	Total Number of Grantees
2007–08	100.0%	--	--	605
2008–09	3.9%	96.1%	--	575
2009–10	39.7%	7.1%	53.2%	981

Source: 2008-10 PEIMS data, TEA

Based on the number of campuses receiving TFN funds in 2008–09, about 96% of the 575 campuses were participating in the program for the second time. In 2009–10, 7% were in their second year of implementation, while 53% were third-year participants. About 40% were first-time participants, most joining the program in the third year due to the expanded eligibility requirements.

Over the first three years of the program, TFN grants have served over 1,000 campuses, potentially allowing hundreds of thousands[14] of students the opportunity to increase their physical fitness and achieve healthy lifestyles. Table 4 indicates the percentage of students at these campuses who were classified as at-risk of dropping out of school, economically disadvantaged, LEP, migrant, or enrolled in special education classes, as well as the total number of campuses participating in the program, by grant year.

Table 4. Demographic Composition of TFN Grantees

Grant Year	Average % At-Risk	Average % Econ. Disadv.	Average % LEP	Average % Migrant	Average % Special Ed	Total Number of Grantees
2007–08	57.2	85.9	18.7	2.3	13.0	605
2008–09	57.9	85.9	19.6	1.9	11.9	575
2009–10	52.2	81.0	16.6	1.3	11.3	981

Source: 2008–10 PEIMS data, TEA

Campuses were allowed to select the students who participated in the program, so not all students in a school were necessarily TFN participants. To protect students' confidential health-related data, TEA did not receive physical fitness data at the student-level and therefore cannot determine the demographic composition of the actual TFN student populations by year. Instead, Table 4 presents an overview of the demographics of the campuses that participated in TFN.

Due to shifting program requirements after the second year of the program, the student demographics in the first two years tended to be more similar than those in the third year. During the 2007–08 and 2008–09 school years, about 86% of students in participating schools were classified as economically disadvantaged. When the criteria for program eligibility was expanded to include campuses with 60% or more students considered economically disadvantaged instead of 75% or more, the overall percentage of students in this classification dropped to 81%.

In the first two years, about 57% to 58% of students in schools receiving TFN grants were identified as being at risk of dropping out of school. This figure decreased to about 52% in the third year. The percentage of students classified as LEP learners varied from about 17% to 20% across the three years, with the largest percentage (20%) in the second year. Migrant and special education students made up slightly larger percentages of the student population in the first year than the latter two years. While migrants made up over 2% of the population on TFN campuses in the first year, the percentage decreased to 2% in the second year and just over 1% in the third year. Likewise, in the first year of the program, TFN participants had 13% of students enrolled in special education courses. This dropped to about 12% in the second year and 11% in the third year.

[14] Since TFN grants serve students in Grades 6-8, it is likely that students will be in the program for more than one year. Because TEA received aggregated data from grantees, rather than student-level data, it is not possible to identify which students participated more than one year and thereby determine the total unduplicated number of students who were served over the three years of program implementation.

Level of TFN Program Implementation by Grant Year

Prior to receiving TFN grants, participating campuses were required to sign forms indicating that they would abide by and pursue eight key program components. (See Table 5 for list of activities.) To document campus-level advancement towards full program implementation, grantees completed online progress reports at two time points each school year. The data presented in Table 5 are based on end-of-year progress reports, which were submitted at the end of the second half of the school year, after students' second set of physical fitness assessments were completed.

For each of the primary TFN grant activities, respondents indicated the level of implementation at their campuses by the end of the school year. Five measures of program implementation were provided: *not implemented, planned, piloted, implementing*, and *fulfilled*. *Not implemented* indicated that there was no evidence of the activity—either in terms of planning or implementing—on the campus. *Planned* suggested that the school was planning to implement the activity, but it was only in the planning stages. Conversely, *piloted* referred to activities that had been partially implemented but had not yet met grant requirements. *Implementing* implied that the activity had been implemented in accordance with the description in the grant application but still had room for development. Finally, schools that had *fulfilled* grant activities had fully developed the strategy according to program requirements, and it was evident campus-wide.

Based on participants' responses, the percentage of campuses that were implementing or had fulfilled program activities showed a definite increase from 2007–08 to 2009–10. (See Table 5.) However, there tended to be a slight decrease in the percentage of campuses that were implementing or had fulfilled program requirements from 2008–09 to 2009–10. This pattern was due in part to the large number of new campuses that received TFN grants in 2009–10 due to expanded eligibility requirements. Campuses in the first year of implementation may have required greater time and effort to fulfill grant requirements than those who had been participating in the program two or three years. As one participant noted, “The 2009-2010 school year was our first year. My campus has received no equipment/supplies for the TFN grant. Our equipment is on order and should arrive during the summer (2010) and I hope to implement/use it to its full extent next year.”

By the end of the third grant year (2009–10), the majority of campuses indicated that they had fulfilled or implemented each of the activities. Approximately, 90% of grantees reported having fulfilled implementation of the following three activities: Conducted initial fitness assessment (90%), adhered to appropriate practices for P.E. (90%), and provided opportunity for target population to participate in physical activity 30 minutes daily (92%). Developing a schedule for the LEA’s SHAC (12%) and coordinating with Wellness Policy requirements for the Texas Department of Agriculture (9%) were the two activities most likely to show no implementation or only plans for implementation.

Table 5. Level of TFN Program Implementation: Percentage of Respondents by TFN Activity and Grant Year

TFN Activity and Grant Year [a,b]	Not Implemented	Planned	Piloted	Implementing	Fulfilled
Designated certified physical education teachers to supplement direct instruction specific to TFN preparation					
2007–08	1%	3%	2%	21%	72%
2008–09	<1%	2%	1%	12%	84%
2009–10	2%	4%	2%	16%	76%
Implemented a Coordinated School Health Program (CHSP) in appropriate grade levels					
2007–08	2%	21%	7%	34%	35%
2008–09	2%	8%	7%	31%	51%
2009–10	3%	9%	5%	30%	53%
Provided instruction aligned with the TEKS for physical education that combined fitness and nutrition education					
2007–08	0%	3%	4%	37%	55%
2008–09	1%	2%	1%	23%	73%
2009–10	1%	4%	3%	20%	73%
Coordinated with Wellness Policy requirements for the Texas Department of Agriculture, having no coordinated review effort findings					
2007–08	9%	13%	7%	26%	45%
2008–09	8%	10%	6%	27%	49%
2009–10	9%	14%	4%	26%	48%
Developed schedule for the district's School Health Advisory Council's (SHAC) meeting to meet at least four times during the year					
2007–08	10%	15%	5%	23%	48%
2008–09	7%	11%	6%	24%	52%
2009–10	12%	12%	5%	20%	53%

TFN Activity and Grant Year [a,b]	Not Implemented	Planned	Piloted	Implementing	Fulfilled
Conducted initial student fitness assessment among target population					
2007–08	1%	1%	3%	12%	82%
2008–09	1%	<1%	<1%	5%	93%
2009–10	1%	1%	1%	8%	90%
Adhered to appropriate practices for physical education					
2007–08	0%	1%	1%	18%	81%
2008–09	<1%	<1%	<1%	7%	92%
2009–10	<1%	1%	1%	9%	90%
Provided opportunity for target student population to participate in physical activity 30 minutes daily or 225 minutes per two weeks					
2007–08	1%	3%	1%	14%	82%
2008–09	1%	<1%	<1%	8%	90%
2009–10	<1%	1%	1%	6%	92%

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Grant End-of-Year Progress Reports, TEA

[a] Number of valid end-of-year responses: 2007–08 (n=572), 2008–09 (n=495), and 2009–10 (n=627)

[b] Due to rounding, the row totals for each year may exceed 100%.

From 2007–08 to 2009–10, implementing a Coordinated School Health Program (CSHP) and providing instruction aligned with the TEKS were the two activities that showed the largest growth in terms of fulfillment. In 2007–08, 35% of campuses had fulfilled the former activity; by 2009–10, this had increased to 53%. Likewise, in 2007–08, 55% of schools reported having fulfilled the latter activity; this rose to 73% in 2009–10. In both cases, this was an increase of 18 percentage points. Nonetheless, compared to fulfillment stages for some grant activities, these two tasks showed room for development. As one 2007–08 participant acknowledged, "More training and staff development on CSHP [is] needed."

Coordinating with Wellness Policy requirements was the activity least likely to be developed, with less than half of participating schools fulfilling this objective across all grant years. The highest percentage of campuses fulfilling this activity was in the 2008–09 school year (49%), with 45% and 48% of participants fulfilling the goal in 2007–08 and 2009–10, respectively. Developing a schedule for the LEA's SHAC's meeting also showed relatively lower fulfillment rates, ranging from 48% of campuses in 2007–08 to 53% of campuses in 2009–10. However, even schools that reported relatively low levels of implementation across TFN grant activities expressed hope for positive outcomes in the future. A first-year 2009–10 grantee stated, "I believe that once everything involving the program is completely implemented, during the new school year there will be many success stories to share."

Barriers to TFN Program Implementation by Grant Year

On the end-of-year progress reports, participants were asked to indicate what obstacles or barriers they encountered in implementing each of the program activities. The data in Table 6 summarize the responses for each year. As the figures under the *None* column indicate, the percentage of campuses reporting no barriers tended to increase from 2007–08 to 2009–10. Across all years and grant activities, at least half of all respondents reported no impediments, suggesting that they either did not encounter particular barriers or found ways to mitigate them. For those that indicated they did have barriers, the most common barrier reported was insufficient time for implementation (32%), with insufficient staff training and technical support coming in second (14%). A relatively large percentage of respondents also indicated that students were pulled out of health or P.E. courses for other classes or programs, creating an issue for some activities. The activities that posed the greatest number of obstacles corresponded to the activities that were least likely to be reported as fulfilled in regards to implementation. (See Table 6.)

By the end of 2009–10, at least 80% of campuses reported that they were able to pursue five of the eight grant activities with no obstacles, namely: (1) designating certified P.E. teachers to supplement direct instruction specific to TFN preparation, (2) providing instruction aligned with the TEKS for P.E., (3) conducting initial student fitness assessment among target population, (4) adhering to appropriate practices for P.E., and (5) providing opportunity for target student population to participate in physical activity for 30 minutes daily or 225 minutes per two weeks. Across all three years, implementing a CSHP, coordinating with Wellness Policy requirements, and developing a schedule for the LEA's SHAC meeting were the activities participants struggled with the most. In both 2008–09 and 2009–10, 36% of campuses listed at least one barrier to implementing a CSHP; in 2007–08, 46% of campuses reported at least one barrier. Across all three years, insufficient time was the most common obstacle, with 32% of

2007–08 respondents reporting this, and 11% and 17% of 2008–09 and 2009–10 respondents, respectively, indicating the same. Insufficient time and insufficient staff training were also reported to impede campuses' progress toward meeting Wellness Policy requirements in all three years. Likewise, grantees reported that insufficient time caused delays in scheduling LEAs' SHAC meetings.

For all three years, respondents were also provided the option of recording other impediments that were not included on the list. Across all years, large class sizes was the most commonly listed issue. Specifically, participants expressed difficulties coordinating and completing fitness tests when classes contained a large number of students. For example, one 2009–10 respondent wrote, "Class sizes [were] the largest they'd ever been--up to 65 students per teacher…with no class aides." A related barrier was lack of time. Several grantees listed "insufficient time" to complete pre- and post-tests as a barrier. Additionally, during all grant periods, a number of participants noted that they had expected to receive grant funding earlier than it had arrived. For this reason, some campuses delayed purchasing materials until they received their allocated funds.

In the first year of the TFN program, participants reported struggling with support from other teachers at the school and from campus/LEA leadership. These limitations included "getting some principals to support new initiatives" and other teachers who "did not follow protocols." Participants in the 2008–09 program listed Hurricane Ike (2008), swine flu outbreaks, and logistic issues, such as lack of facility space, equipment, and transportation, as the primary impediments to their programs. For example, "Due to damages to the campus gym, we did not have access to the gym from October 2008 to March 2009. [We] used the school cafeteria when suitable to perform the activities being implemented." In 2009–10, common open-ended responses included the following impediments: grant funds received later than expected, lack of facility space and equipment, and staff turnover. One grant recipient noted, "We did not receive all of our equipment until late in the year. Next year there will be more implementation into our curriculum."

As some of the examples above indicate, many respondents not only listed the barriers to program implementation, but they also specified the actions they took to overcome the adversities. Additionally, participants often noted what they planned to do in the following years to sidestep certain barriers. For example, a 2008–09 grantee reported, "Community and parent involvement was a problem for our campus. Next year we are planning to challenge community members to set fitness goals. Hopefully this will increase participation not only in school but away from school also."

Table 6. Barriers to TFN Program Implementation: Percentage of Respondents by TFN Activity and Grant Year

TFN Activity and Grant Year[a]	None	Insufficient school funding	Insufficient time for implemen-tation	Insufficient staff training/ technical support	Insufficient staff availability	Insufficient support from School Health Advisory Council	Insufficient support from district/ campus leadership	Student disinterest	Students pulled out for other classes/ programs	Other
Designated certified physical education teachers to supplement direct instruction specific to TFN preparation										
2007–08 (n=566)[b]	78%	2%	10%	8%	8%	1%	1%	2%	5%	1%
2008–09 (n=68)	79%	1%	2%	5%	5%	<1%	1%	4%	10%	2%
2009–10 (n=626)	83%	1%	6%	5%	3%	1%	2%	1%	4%	2%
Implemented a Coordinated School Health Program in appropriate grade levels										
2007–08 (n=567)	54%	6%	32%	11%	8%	2%	2%	3%	4%	2%
2008–09 (n=471)	64%	3%	11%	11%	9%	3%	4%	2%	8%	2%
2009–10 (n=626)	64%	2%	17%	9%	5%	3%	6%	2%	4%	3%
Provided instruction aligned with the TEKS for physical education that combined fitness and nutrition education										
2007–08 (n=561)	83%	2%	7%	5%	2%	1%	1%	2%	4%	1%
2008–09 (n=471)	88%	1%	5%	2%	3%	0%	1%	2%	2%	<1%
2009–10 (n=626)	86%	1%	6%	4%	2%	1%	2%	2%	3%	1%

TFN Activity and Grant Year[a]	None	Insufficient school funding	Insufficient time for implemen-tation	Insufficient staff training/ technical support	Insufficient staff availability	Insufficient support from School Health Advisory Council	Insufficient support from district/ campus leadership	Student disinterest	Students pulled out for other classes/ programs	Other
Coordinated with Wellness Policy requirements for the Texas Department of Agriculture, having no coordinated review effort findings										
2007–08 (n=566)	72%	2%	16%	12%	5%	2%	2%	1%	1%	2%
2008–09 (n=470)	71%	1%	10%	14%	4%	2%	2%	2%	2%	1%
2009–10 (n=626)	71%	2%	11%	11%	4%	2%	3%	1%	2%	2%
Developed schedule for the district's School Health Advisory Council's meeting to meet at least four times during the year										
2007–08 (n=568)	71%	2%	17%	5%	6%	3%	2%	<1%	<1%	2%
2008–09 (n=471)	62%	2%	14%	7%	7%	4%	4%	<1%	<1%	9%
2009–10 (n=626)	73%	1%	15%	4%	5%	3%	3%	0%	1%	3%
Conducted initial student fitness assessment among target population										
2007–08 (n=566)	75%	1%	11%	6%	4%	1%	<1%	4%	9%	1%
2008–09 (n=469)	83%	<1%	3%	1%	3%	0%	<1%	4%	10%	2%
2009–10 (n=626)	84%	1%	3%	1%	1%	0%	1%	3%	9%	1%

TFN Activity and Grant Year[a]	None	Insufficient school funding	Insufficient time for implemen-tation	Insufficient staff training/ technical support	Insufficient staff availability	Insufficient support from School Health Advisory Council	Insufficient support from district/ campus leadership	Student disinterest	Students pulled out for other classes/ programs	Other
Adhered to appropriate practices for physical education										
2007–08 (n=566)	87%	1%	4%	4%	2%	<1%	2%	2%	5%	1%
2008–09 (n=471)	95%	<1%	1%	1%	<1%	<1%	<1%	1%	2%	0%
2009–10 (n=626)	93%	1%	1%	1%	0%	0%	1%	1%	2%	1%
Provided opportunity for target student population to participate in physical activity 30 minutes daily or 225 minutes per two weeks										
2007–08 (n=567)	82%	1%	4%	1%	2%	<1%	1%	3%	13%	1%
2008–09 (n=469)	87%	<1%	1%	0%	2%	<1%	2%	1%	10%	1%
2009–10 (n=626)	87%	<1%	1%	1%	0%	0%	1%	3%	8%	2%

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Grant End-of-Year Progress Reports, TEA

[a] Sum of the rows may be greater than 100% since multiple entries were allowed.

[b] Not all grantees responded to all items: n is the number of grantees who responded to the given item.

Facilitators to TFN Program Implementation by Grant Year

On the end-of- year progress reports, TFN grant recipients were asked to report factors that facilitated the implementation of each of the program activities. Table 7 shows a summary of the responses for each year. Results indicate that participants were more likely to select one or more facilitator for each activity in 2007–08 than they were in 2009–10. This may indicate that participants relied less on facilitators or encountered fewer barriers during the third year of the program than they did during the first year. Across all years, participants reported that the two most motivating factors were LEA/campus leadership support and staff receiving training or technical support. A relatively large percentage of respondents—up to 49% for some grant activities—also indicated that access to school funding and SHAC support helped them fulfill program obligations. Similar to the pattern found when examining barriers to implementation (Table 6), the activities with the greatest number of facilitators corresponded to the activities that were most likely to be fulfilled (Table 5).

By the end of 2009–10, at least two-thirds of campuses reported at least one facilitator for each of the eight program activities. At least 80% of campuses listed one or more positive catalyst for the following grant activities for all grant years: (1) designating certified P.E. teachers to supplement direct instruction specific to TFN, (2) providing instruction aligned with the TEKS, (3) conducting initial student fitness assessments, (4) fulfilling appropriate practices for P.E., and (5) providing opportunities for students to participate in physical activities for 30 minutes daily. These results suggest that participants are generally receiving the support they need to fulfill these activities. A 2008–09 respondent indicated how teachers in her LEA were assisted, by noting, "[A] school nurse facilitates and assists with height and weight screening of all students."

Across all three years, coordinating Wellness Policy requirements and scheduling LEAs' SHAC meetings were the two activities reported least as facilitators to implementation. This indicates that grantees may need more assistance in these areas. In the end-of-year progress report, one participant indicated, "[I've] never seen Wellness Policy requirements for the Texas Department of Agriculture [or heard of a] School Health Advisory Council."

For all grant years, respondents were also provided the option of recording other facilitators that were not included on the list. Across all years, administrative support, staff expertise, and student enthusiasm were listed as key catalysts for successful program implementation. For example, a 2007–08 participant stated, "I cannot stress how important our administration was in supporting us, both at the campus and district level." This sentiment was repeated by grantees in 2008–09 and 2009–10. Participants noted that staff expertise and enthusiasm not only motivated the students, but also reduced the time and effort required to complete the physical fitness assessments. A second-year 2008–09 grantee stated, "The main factors that facilitated program activities were the passion and desire our coaches have for our students. We are very interested in seeing our students succeed, and we go out of our way to provide them with every opportunity regardless of what circumstances surround us."

In the first year of the program, participants also reported that professional development (PD) opportunities and Department of Agriculture posters benefited the program. 2008–09 respondents

listed as program facilitators the coordination of school fitness and nutrition programs and partnerships among teachers, staff, and parents. In 2009–10, PD opportunities were listed as common open-ended response.

Table 7. Facilitators to TFN Program Implementation: Percentage of Respondents by TFN Activity and Grant Year

TFN Activity and Grant Year[a]	None	Access to School Funding	Staff Received Training/ Technical Support	Community Partnerships	School Health Advisory Council support	District/ Campus Leadership Support	Student Interest	Other
Designated certified physical education teachers to supplement direct instruction specific to TFN								
2007–08 (n=570)[b]	14%	35%	54%	9%	25%	59%	23%	2%
2008–09 (n=72)	15%	37%	51%	11%	1%	66%	22%	2%
2009–10 (n=624)	19%	37%	50%	5%	26%	56%	23%	1%
Implemented a Coordinated School Health Program								
2007–08 (n=568)	19%	30%	42%	16%	40%	59%	20%	2%
2008–09 (n=471)	20%	31%	42%	19%	41%	63%	21%	2%
2009–10 (n=624)	21%	26%	40%	18%	40%	55%	21%	1%
Provided instruction aligned with the TEKS								
2007–08 (n=566)	17%	28%	56%	11%	25%	60%	25%	1%
2008–09 (n=472)	15%	36%	58%	10%	26%	67%	27%	2%
2009–10 (n=621)	18%	29%	53%	8%	23%	60%	26%	1%
Coordinated with Wellness Policy requirements								
2007–08 (n=566)	32%	16%	23%	13%	38%	48%	10%	1%
2008–09 (n=471)	30%	17%	23%	13%	40%	49%	8%	4%
2009–10 (n=617)	34%	12%	23%	10%	35%	46%	8%	2%

TFN Activity and Grant Year[a]	None	Access to School Funding	Staff Received Training/ Technical Support	Community Partnerships	School Health Advisory Council support	District/ Campus Leadership Support	Student Interest	Other
Developed schedule for the district's School Health Advisory Council's meeting								
2007–08 (n=565)	27%	7%	15%	20%	46%	53%	5%	2%
2008–09 (n=471)	29%	6%	16%	20%	49%	55%	5%	3%
2009–10 (n=620)	30%	6%	13%	19%	46%	48%	4%	3%
Conducted initial student fitness assessment								
2007–08 (n=566)	13%	26%	66%	8%	23%	64%	36%	2%
2008–09 (n=472)	12%	28%	67%	9%	17%	63%	30%	3%
2009–10 (n=619)	17%	23%	56%	4%	15%	62%	30%	1%
Appropriate practices for physical education								
2007–08 (n=565)	16%	23%	61%	8%	20%	63%	29%	1%
2008–09 (n=469)	14%	30%	59%	10%	20%	66%	25%	2%
2009–10 (n=618)	19%	26%	55%	6%	18%	60%	31%	1%
Provided opportunity for students' participation in physical activity 30 minutes daily								
2007–08 (n=569)	16%	26%	41%	8%	23%	65%	36%	4%
2008–09 (n=473)	14%	30%	44%	10%	25%	73%	31%	2%
2009–10 (n=619)	18%	26%	40%	6%	24%	65%	33%	<1%

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Grant End-of-Year Progress Reports, TEA

[a] Sum of the rows may be greater than 100% since multiple entries were allowed.

[b] Not all grantees responded to all items: n is the number of grantees who responded to the given item.

Campus Use of TFN Funds by Grant Year

At the end of each grant year, program participants were asked to report the materials and opportunities that they were able to provide students and staff using TFN funds. This section outlines the extent to which campuses were able to offer to each population specific supplies and activities.

Opportunities for Students

Table 8 presents the summary of responses to the question, *"What, if any, student support materials/opportunities has your school been able to provide to students since receiving TFN funds?"* Results indicated that TFN funds were used to provide a range of new materials and opportunities to students. During all three years, campuses reported that they were able to provide more traditional P.E. equipment (e.g., balls, racquets) to their students than they had in the past. This ranged from 62% of campuses in 2007–08 to 65% in 2008–09, with 64% reporting the same in 2009–10. Based on the open-ended responses, it appeared that some campuses might have accumulated sufficient traditional P.E. equipment before pursuing non-traditional options. For example, a 2008–09 grantee stated that their funding was used for traditional P.E. equipment: "Our school is located in a low socio-economic area. To see the faces of our students when we order new equipment for our students is priceless. These students have never seen some of the new equipment that we use." Conversely, another grantee indicated that their 2009–10 funds were used to "introduce a wide variety of non-traditional P.E. equipment" since their students were already accustomed to traditional gear.

At least 40% of respondents during each grant period reported that they used grant funds to provide more of the following materials or activities than they had in the past: (1) implementing a CHSP, (2) pedometers, (3) non-traditional P.E. equipment (e.g., yoga mats, Pilates balls), and (4) increased access for physical activity (e.g., additional opportunities for students to engage in physical activity). Across all three years, respondents identified computer equipment, exercise machines, and fitness game centers as three common items that they had not yet purchased but would like to provide to students in the future.

Grantees split over whether they intended to use funds to support added classes or staff. In 2008–09 and 2009–10, 48% of campuses reported that additional P.E. classes were not an intended activity on their campus. In the same years, 31% and 26%, respectively, of grantees indicated that they were not yet able to provide, but would like to provide, additional classes in the future. Likewise, 45% of 2007–08 grantees were not intending to add classes, while 32% indicated that they had not added classes but would like to do so. Likewise, 49% of 2009–10, 47% of 2008–09, and 43% of 2007–08 grantees had not planned to add staff with their TFN funds. During the same years, 36%, 38%, and 44%, respectively, of respondents reported that they had not yet added staff but would like to do so in the future. In 2009–10, 6% of respondents stated that they had added more staff, with an additional 9% stating that they had added staff but would like to add more in the future. In 2008–09, about 7% of respondents had added staff and an additional 8% had added staff with hopes of adding more in the future. Finally, around 6% of 2007–08

respondents reported adding staff, with an additional 7% stating that they had used TFN funds to increase the number of staff members but hoped to add even more in the future.

Grantees were also asked to report any other opportunities or materials, which may not have been listed, that they were able to provide to students. Many respondents offered detailed descriptions of the specific programs and lessons that they had provided to students with TFN grants. For example, a 2007–08 respondent explained that the purchase of "a classroom pack of heart rate monitors… along with a sport wall," enabled the school to "track students' cardio and work to get students to the HFZ." In 2009–10, a grantee reported developing a "wellness program" using TFN funds. The purpose of the program was to offer students "nutrition education and consultants who provided presentations targeting student health and wellness."

Table 8. Opportunities and Materials Provided to Students through TFN Grant: Percentage of Respondents by Grant Year

Student Support Materials/Opportunities and Grant Year	Yes, now able to provide more than in the past	Yes, but would still like to be able to provide more	Not yet able to provide but would like to provide	Not an intended TFN program activity at our campus
Coordinated School Health Program (CHSP)				
2007–08 (n=562) [a]	40%	33%	24%	3%
2008–09 (n=471)	50%	33%	12%	5%
2009–10 (n=620)	51%	29%	12%	9%
Pedometers				
2007–08 (n=563)	40%	23%	33%	5%
2008–09 (n=471)	44%	35%	16%	5%
2009–10 (n=621)	42%	23%	23%	12%
Fitness game systems				
2007–08 (n=564)	25%	30%	39%	6%
2008–09 (n=472)	33%	29%	31%	7%
2009–10 (n=624)	35%	27%	29%	9%
Computer equipment				
2007–08 (n=563)	16%	18%	50%	16%
2008–09 (n=470)	18%	21%	42%	19%
2009–10 (n=622)	20%	20%	40%	20%
Exercise machines				
2007–08 (n=555)	19%	21%	48%	12%
2008–09 (n=467)	25%	30%	33%	12%
2009–10 (n=619)	22%	24%	37%	17%

Student Support Materials/Opportunities and Grant Year	Yes, now able to provide more than in the past	Yes, but would still like to be able to provide more	Not yet able to provide but would like to provide	Not an intended TFN program activity at our campus
Traditional P.E. equipment (e.g., balls, racquets)				
2007–08 (n=569)	62%	33%	4%	1%
2008–09 (n=472)	65%	33%	1%	1%
2009–10 (n=624)	64%	30%	3%	3%
Non-traditional P.E. equipment (e.g., yoga mats, Pilates balls)				
2007–08 (n=565)	35%	33%	29%	3%
2008–09 (n=472)	45%	39%	13%	3%
2009–10 (n=626)	43%	33%	20%	5%
Increased access for physical activity				
2007–08 (n=565)	48%	38%	9%	5%
2008–09 (n=467)	52%	39%	6%	3%
2009–10 (n=622)	53%	33%	9%	5%
Added classes				
2007–08 (n=559)	12%	11%	32%	45%
2008–09 (n=468)	15%	11%	26%	48%
2009–10 (n=620)	9%	12%	31%	48%
Added staff				
2007–08 (n=560)	6%	7%	44%	43%
2008–09 (n=470)	7%	8%	38%	47%
2009–10 (n=616)	6%	9%	36%	49%

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Grant End-of-Year Progress Reports, TEA

[a] Not all grantees responded to all items: n is the number of grantees who responded to the given item.

Opportunities for Staff

In response to the question, *"What, if any, staff support materials/opportunities has your school been able to provide to students since receiving TFN funds?"* grantees indicated that TFN funds were being used to provide a wide range of items and activities. As shown in Table 9, with the exception of attending the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) conference,[15] the percentage of campuses stating that they were able to provide each activity—whether it was more than in the past or if they wanted to provide more—increased from 2007–08 to 2009–10. The focus of TFN funds regarding opportunities for staff appeared to be on providing fitness curriculum and expanding PD opportunities.

[15] While the AAHPERD conference is at the national level, the Texas Association for Health, Physical Education, Recreation & Dance (TAHPERD) conference takes place at the state level.

Providing fitness curriculum and attending LEA- or campus-level fitness training were the two activities that grantees were most likely to report as offering more frequently due to TFN funds. In particular, 38% of 2007–08 participants reported being able to provide more fitness curriculum than in the past, compared to 49% of those in 2008–09 and 45% in 2009–10. Likewise, 30% of respondents in 2007–08, 34% in 2008–09, and 36% in 2009–10 responded that they were able to attend more local conferences than they had in the past due to TFN grants.

Across all three years, the lowest percentage of respondents reported using TFN funds to add additional staff, with 6% or less of all respondents reporting that they were able to hire more fitness staff than in the past. Similarly, relatively few respondents indicated that they were able to attend the AAHPERD conference more frequently than they had in the past. Thirteen percent of respondents in the first year selected this option, compared to 18% in 2008–09 and only 7% in 2009–10. Although over half of all respondents in all three years reported that they were not yet able to offer this option but would like to do so, the percentage of campuses indicating that this was an intended TFN activity increased from 18% in 2008–09 to 30% in 2009–10.

When asked to report in an open-ended format the opportunities and materials afforded to staff, many grantees discussed PD trainings. In 2007–08, a grantee reported that, “In 12 years, our staff has not been able to go to TAHPERD conference. With this grant, we [were] able to attend.” Similar accounts were reported in 2008–09 and 2009–10. For example, a 2009–10 respondent noted, “[P]rofessional development has been one of the best investments our campus has made with the grant funds. All of the teachers have come up with new ideas and lessons...”

Across all three grant years, participants reported that one unexpected benefit of TFN was using TFN funds to provide fitness and nutrition resources to staff, complementing the wellness opportunities provided to students. In 2007–08, a grantee reported being in the development stages of “a fitness class or program for staff, faculty, and community members.” Likewise, a 2008–09 participant that “[h]aving more of a variety of workout equipment provides the teacher/staff more of an option of ways they can choose to work out and stay in shape. The participation of teachers in staff wellness incentives has increased the moral[e] and attitude, which reflects on their expectations of their students.” These statements suggest that some campuses were working toward developing schoolwide health and fitness programs, where student and staff fitness goals reinforce one another.

Table 9. Opportunities and Materials Provided to Staff through TFN Grant: Percentage of Respondents by Grant Year

Staff Support Materials/Opportunities and Grant Year	Yes, now able to provide more than in the past	Yes, but would still like to be able to provide more	Not yet able to provide but would like to provide	Not an intended TFN program activity at our campus
Fitness curriculum				
2007–08 (n=566) [a]	38%	41%	19%	2%
2008–09 (n=471)	49%	34%	12%	5%
2009–10 (n=624)	45%	31%	16%	9%
Additional fitness staff				
2007–08 (n=565)	5%	12%	47%	37%
2008–09 (n=469)	6%	9%	42%	44%
2009–10 (n=620)	6%	14%	35%	46%
Attend American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Conference				
2007–08 (n=565)	13%	11%	59%	18%
2008–09 (n=470)	18%	10%	54%	18%
2009–10 (n=623)	7%	9%	54%	30%
Attend Texas Association of Health, Physical Education, Recreation and Dance (TAHPERD) Conference				
2007–08 (n=570)	20%	18%	53%	9%
2008–09 (n=470)	36%	25%	30%	10%
2009–10 (n=622)	32%	22%	31%	16%
Attend other conference or workshop related to fitness				
2007–08 (n=564)	20%	33%	41%	6%
2008–09 (n=470)	25%	35%	32%	9%
2009–10 (n=623)	30%	26%	34%	10%
Attend district- or campus-level fitness training				
2007–08 (n=565)	30%	46%	20%	4%
2008–09 (n=469)	34%	42%	17%	7%
2009–10 (n=624)	36%	32%	22%	11%

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Grant End-of-Year Progress Reports, TEA

[a] Not all grantees responded to all items: n is the number of grantees who responded to the given item.

Physical Education Teacher Involvement with the TFN Grant by Grant Year

Grantees were asked to report about the level of involvement that P.E. teachers had in writing and implementing the TFN grant. Responses to this question may indicate the extent to which P.E. teachers, who typically administer the FITNESSGRAM© assessments, are involved in the grant process. If teachers are more involved in the grant writing process, they may be more likely to implement grant activities. The question regarding the extent to which P.E. teachers were involved in implementing the grant during the fall was only asked of 2007–08 participants, of which nearly half (49%) indicated that they were involved to a great extent (see Table 10). Fewer teachers were involved in the writing process, with about 39% to 41% of respondents reporting that teachers were involved to a great extent during this step of the program. However, 72% of grantees in both 2007–08 and 2008–09 reported that P.E. teachers were involved to a great extent in implementing the TFN grant during the spring of the grant year. This dropped to 64% in 2009–10. However, across all three years, 10% or fewer respondents responded that P.E. teachers were not involved or involved only minimally in the spring components of the grant processes. This indicates that 90% or more of P.E. teachers from participating campuses were at least moderately involved in implementing TFN activities in the spring of each grant year.

Table 10. TFN Grant in 2009–10: Level of Physical Education Teacher Involvement in TFN Grant Input and Implementation by Grant Year

TFN Activity	Not at all	Minimal Extent	Moderate Extent	Great Extent
To what extent were the physical education teachers able to provide input during the grant writing process?				
2007–08 (n=570) [a]	11%	26%	24%	39%
2008–09 (n=473)	9%	17%	33%	41%
2009–10 (n=626)	12%	15%	33%	41%
To what extent were the physical education teachers involved in implementing the TFN grant during Fall?				
2007–08 (n=570)	6%	23%	22%	49%
2008–09	--	--	--	--
2009–10	--	--	--	--
To what extent were the physical education teachers involved in implementing the TFN grant during Spring?				
2007–08 (n=570)	1%	7%	20%	72%
2008–09 (n=472)	2%	6%	20%	72%
2009–10 (n=626)	3%	6%	27%	64%

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Grant End-of-Year Progress Reports, TEA

[a] Not all grantees responded to all items: n is the number of grantees who responded to the given item.

General Impact of the TFN Grant by Grant Year

Following the conclusion of each grant year, participants were asked to respond on the end-of-year progress report to the following question*: "Since receiving the TFN grant, which of the following new opportunities have you been able to provide that you would not have been able to provide prior to receiving the grant funds?"* Table 11 summarizes grantees' responses. By the end of the third year of the program, 45% to 60% of grantees indicated that they were able to provide a range of new programs, materials, and opportunities to students, although 34% to 39% would like to be able to provide more. In comparison, during the same period, 26% to 31% of grantees reported being able to provide a range of new programs, materials, and opportunities to staff, but 31% to 39% indicated that they wanted to provide more.

These patterns were stable across all three years of the grant, with respondents stating that they were able to provide more for students than for staff. Similarly, across all grant years, respondents were more likely than not to report that they were able to provide new programs, materials, and opportunities to students and staff—whether more than in the past or with the desire to provide more. Many respondents expressed enthusiasm for the acquisitions funded through TFN grants:

> *Through funding from the TFN, we have been able to provide fitness treadmills, exercise bikes, and coordinated game systems. The students enjoy working and achieving as a team. The newly installed climbing wall, free weights, and body bars have helped our students improve their upper body strength while having fun. The nutritional sources and materials provide a hands-on approach that stays with the students. The Pilatse balls, pedometers, stopwatches, and other materials have empowered our students to be responsible for their health levels. Awesome, awesome, awesome.* (2008–09 respondent)

Other respondents provided descriptive accounts of what their campus had accomplished with TFN funds during one school year and what they hoped to achieve in subsequent years. For example, a 2008–09 respondent provided the following narrative on what had been purchased and what their campus hoped to purchase or pursue in the future:

> *The pedometers would be a great help to our walking and running programs that we started this year. The computers would help the students see how much calories they burn up and the heart rate increase and decrease doing certain exercises. Fitness games are great but expensive and taking care of them is a problem. I have been to workshops that had them and they are great, especially with the overweight students. We have stock[ed] our everyday equipment up real well. We do a roller skating program once a year with the students that can afford it. I would like to have the program for all the students. [A]lso I would like to rent a fitness game for all the classes.* (2008–09 respondent)

In open-ended responses, many grantees noted what they had been able to purchase or offer, while also indicating what they would like to pursue in the future. For example, when referencing PD opportunities made available with TFN funds, one 2007–08 grantee stated, "We will be looking towards attending the state conference. We attended the local TAHPERD conference [this] year. Funds will also allow us to look at various fitness type workshops next year." Similarly, a 2009–10 participant reported that they had

"been able to bring in many new items and introduce many new activities that [they] would have not been able to provide without these funds." They added that they were "always looking for new equipment and ideas to keep up with [their] children and their interest." These results indicate that TFN funds are being used to promote healthy school environments by expanding or enhancing program offerings and opportunities and purchasing new materials for students and staff.

Table 11. TFN Grant in 2009–10: New Opportunities

New Opportunity	Yes, now able to provide more than in the past	Yes, but would still like to be able to provide more	Not yet able to provide but would like to provide	Not an intended TFN program activity at our campus
Programs for Students				
2007–08 (n=568) [a]	37%	47%	15%	1%
2008–09 (n=472)	47%	42%	10%	1%
2009–10 (n=623)	45%	39%	12%	4%
Materials for Students				
2007–08 (n=569)	46%	47%	7%	1%
2008–09 (n=472)	59%	39%	2%	0%
2009–10 (n=624)	60%	34%	5%	1%
Opportunities for Students				
2007–08 (n=568)	42%	51%	7%	1%
2008–09 (n=472)	52%	44%	3%	<1%
2009–10 (n=625)	54%	38%	6%	1%
Programs for Staff				
2007–08 (n=569)	21%	34%	39%	5%
2008–09 (n=472)	29%	38%	25%	7%
2009–10 (n=624)	26%	31%	32%	10%
Materials for Staff				
2007–08 (n=568)	24%	38%	33%	5%
2008–09 (n=472)	34%	43%	18%	5%
2009–10 (n=625)	31%	35%	25%	9%
Opportunities for Staff				
2007–08 (n=566)	21%	41%	34%	4%
2008–09 (n=472)	30%	42%	22%	6%
2009–10 (n=623)	26%	39%	27%	9%

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Grant End-of-Year Progress Reports, TEA

[a] Not all grantees responded to all items: n is the number of grantees who responded to the given item.

CHAPTER 5. EVALUATION FINDINGS: CAMPUS-LEVEL FITNESS OUTCOMES

Changes in Students' Physical Fitness Development by Grant Year

A key goal of the present evaluation is to examine evidence that may enhance understanding of the actual or potential impact of the TFN program. One way to assess the impact of a program is to look for changes across time on the outcomes the program is designed to change. Table 12 presents summaries and comparisons of campus averages of the percentage of students scoring in the HFZ at pre- and post-test for each of the first three grant years of TFN. Comparisons are based on paired t-test analyses, run separately for each of the subscales and by gender and year. Where comparisons are labeled statistically significant, this indicates that the observed change over time is unlikely to be the result of chance alone. In order to be included in these analyses, a campus had to submit both pre- and post-test data for the given year being examined

It is important to note that one limitation of this data is that campuses are reporting aggregate data due to student confidentiality requirements. The numbers reported in Table 13 are averaged across all students at the campus. It is not known from the campus report what percentage of students completed both a pre- and post-test. That is, campuses reported the number of students tested at pre-test and what percentage were in the HFZ and also reported the number of students tested at pre-test and what percentage were in the HFZ, but it is unknown if the students tested at the two times were the same or different. Thus, there is some chance that the students tested during the pre-test period are not the same students as those tested during the post-test period. This also means that it is not possible to determine from the data how individual students were impacted by the grant. However, the data do demonstrate general physical fitness trends for boys and girls in Grades6–8 over the school year on grantee campuses.

Descriptively, in all three years of program implementation, the percentage of both male and female students who scored in the HFZ increased between pre- and post-tests for the following FITNESSGRAM® assessments: Aerobic Capacity, Curl-Up, Trunk Lift, Upper Body Strength and Endurance, and Flexibility. Furthermore, the percentage of boys with Body Composition assessments qualifying them for HFZ status increased from pre-test to post-test for all three years. This represents improvement in five of the six FITNESSGRAM® assessments for girls and in all six of the assessments for boys. In fact, the only assessment that showed evidence of a decline in HFZ from pre- to post-test was Girls Body Composition in 2009–10, with just over a 1% difference between the two testing periods. However, during 2007–08 and 2008–09, the percentage of girls in the Body Composition HFZ increased over the school year. These findings are descriptive only, though. Next, this section of the report identifies which of those changes were statistically significant.

For the Upper Body Strength and Endurance assessment, the percentage of boys and girls achieving HFZ status at post-test increased significantly from pre-test results during all three grant periods. For Girls and Boys Aerobic Capacity, the increase in percentages of students scoring in the HFZ was statistically

significant, except for girls in 2009–10. The percentage of students attaining scores in the HFZ for the Trunk Lift was significantly higher at post-test compared to pre-test for both boys and girls in 2008–09 and 2009–10. In 2007–08, only girls showed significant improvement in terms of campus-level improvement for this test. Similarly, increases in the percentage of students earning HFZ status for Flexibility were significant for both boys and girls in 2008–09 and for boys in 2007–08. Finally, none of the increases or decreases in the percentage of students in the HFZ on Body Composition could be attributed to anything other than chance for either boys or girls. That is, while descriptively there were primarily increases in the percentage of students in HFZ on Body Composition, these differences were not statistically higher in any case.

The data in Table 12 also indicate that students' pre-test scores tended to improve over each year of the TFN program. For example, when examining the percentage of girls who scored in the HFZ on the Aerobic Capacity at pre-test, about 53% of those in 2007–08 earned this status. This figure increased to 57% in 2008–09 and over 59% in 2009–10. A similar pattern was seen with boys: about 47% scored in the HFZ on this test in 2007–08, increasing to over 50% by 2009–10. At the same time, the difference between pre- and post-test scores seemed to decrease each year. For example, a slightly higher percentage of girls attained HFZ status in 2009–10 than in 2007–08 (61.0% vs. 60.9%). However, the difference between pre- and post-test scores was around 9% in 2007–08 and only 2% in 2009–10.

Although girls and boys generally showed improvements across all fitness assessments for all three years of the program, the increasing percentage of students at pre-test in the HFZ may have caused pre- to post-test differences within a given year to be lower across time. That is, the increasing percentage of students scoring in the HFZ at pre-test may indicate that students are maintaining the fitness levels that they achieved in the previous year.[16] In other words, after participating in the program for a year, a larger percentage of students may have returned to school still in the HFZ the next year. This may make it more difficult for campuses to show a large change in the percentage of students in the HFZ between pre-test and post-test.

[16] Although it cannot be tested at the student-level with the extant data, campus-level data based on grantees with three years of program participation (2007-08 to 2009-10) support this hypothesis. Please refer to Appendix A for a more complete review of the analysis comparing changes in pre-test percentages of students in the HFZ over time.

Table 12. Comparison of Campus-Level Percentage of Students in the Healthy Fitness Zone at Pre- and Post-Test by Program Year

Fitness Assessment	2007–08: Pre-Test Percentage Scoring in the HFZ	2007–08: Post-Test Percentage Scoring in the HFZ	2007–08: Difference between Pre and Post Percentage Scoring in the HFZ [a]	2008–09: Pre-Test Percentage Scoring in the HFZ	2008–09: Post-Test Percentage Scoring in the HFZ	2008–09: Difference between Pre and Post Percentage Scoring in the HFZ [a]	2009–10: Pre-Test Percentage Scoring in the HFZ	2009–10: Post-Test Percentage Scoring in the HFZ	2009–10: Difference between Pre and Post Percentage Scoring in the HFZ [a]
Girls Aerobic Capacity [b]	52.5	60.9	8.5***	56.6	59.9	3.4*	59.4	61.0	1.6
Boys Aerobic Capacity	47.1	52.6	5.5***	46.3	50.1	3.8**	50.4	51.6	1.2***
Girls Curl-Up	67.6	72.4	4.8***	68.2	73.4	5.3***	71.8	75.0	3.2***
Boys Curl-Up	73.3	78.3	5.0***	74.4	79.5	5.1***	76.8	80.3	3.5***
Girls Trunk Lift	75.3	78.5	3.2***	76.3	81.4	5.1***	81.3	84.2	2.9***
Boys Trunk Lift	79.1	79.2	0.1	76.4	81.9	5.5***	80.0	83.0	3.0***
Girls Upper Body Strength and Endurance	58.7	66.7	8.1***	61.7	67.3	5.6***	66.0	68.7	2.7**
Boys Upper Body Strength and Endurance	65.6	78.4	12.8***	67.9	71.3	3.3*	70.4	72.3	1.9*
Girls Flexibility	66.6	68.8	2.2	68.0	71.4	3.3**	73.3	74.1	0.8
Boys Flexibility	64.1	66.3	2.3*	64.5	68.8	4.3***	70.0	70.7	0.7
Girls Body Composition	69.2	74.2	5.0	67.3	70.1	2.8	69.4	68.2	-1.2
Boys Body Composition	59.3	69.5	10.2	57.0	60.9	3.9	60.5	60.6	0.1

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Mid-Year and End-of-Year Progress Reports, TEA

[a] Significance level: *** p<.001, ** p<.01, * p<.05

[b] Not all grantees responded to all items on the mid-year and end-of-year progress reports. To see the number of grantees who provided both pre- and post-test results for the listed assessment, please refer to Appendix B.

Changes in Students' Physical Fitness Development by Years of Implementation

While some campuses joined the TFN network in the first year of the program and have continued receiving funds for all three years, other schools may have participated for only one or two years. The previous table (Table 12) shows changes in students' physical fitness outcomes over each year of the grant, but it does not indicate whether the improvements were associated with campuses' longevity in the program. The results in the following table (see Table 13) are organized by the number of years campuses have remained in the program, or *years of implementation*. The data are based on 2009–10 FITNESSGRAM® pre- and post-test assessments. It is worth noting that the number of campuses with two years of implementation in 2009–10 was significantly smaller than the number of those with one or three years. While at least 190 first-year implementers and at least 236 third-year implementers were used for all pre- and post-test assessments, some second-year assessments were based on only 20 campuses. This may skew the results for second-year implementers. (Please refer to Appendix C for the number of campuses used in each pre- and post-test fitness assessment.)

The results in Table 13 show that first-year participants in 2009–10 tended to be more likely to show significant differences from pre- to post-test on the fitness tests than those in their second or third years. While Table 12 showed that pre-test scores tended to be higher during 2009–10 than the previous two years, Table 13 indicates that pre-test scores in 2009–10 did not vary greatly across first-, second-, or third-year participants. However, first-year participants tended to report higher percentages of students scoring in the HFZ at post-test than those in their second or third years. For example, at post-test, campuses in their first year of TFN implementation indicated that 78% of girls scored in the HFZ on the Flexibility assessment. Campuses in their second year of program implementation reported only 61% of girls earning this level of fitness, while those in their third year reported 72%.

The generally higher post-test percentages for first-year participants in 2009–10 meant that this group was more likely to show significant improvements in students' physical fitness over the course of the year than those in their second or third year of program participation in 2009–10. Of the twelve fitness test-gender combinations, seven of the 12 showed significant improvements for first-year program participants. For campuses in their second year of implementation, only Girls Trunk Lift showed a significant increase in the percentage of students scoring in the HFZ. Likewise, for third-year participants, only three of the 12 tests showed significant improvements: boys and girls Curl-Up and Boys Trunk Lift.

The reasons for these differences are not known. Campuses in their first year of participation may have performed better than their more experienced counterparts due to their initial enthusiasm and sense of competition. Or it is possible that campuses that did not begin the program until 2009–10 somehow benefitted from the fact that TFN as a program was no longer new, that the program itself may have changed for the better, or that by 2009–10 knowledge of how to make the best use of TFN had filtered from experienced campuses to ones just beginning the program.

Table 13. TFN Grant Year 2009–10: Comparison of Campus-Level Percentage of Students in the Healthy Fitness Zone at Pre- and Post-Test

Fitness Assessment	One Year of Implementation: Pre-Test Percentage Scoring in the HFZ	One Year of Implementation: Post-Test Percentage Scoring in the HFZ	One Year of Implementation: Difference between Pre and Post Percentage Scoring in the HFZ [a]	Two Years of Implementation: Pre-Test Percentage Scoring in the HFZ	Two Years of Implementation: Post-Test Percentage Scoring in the HFZ	Two Years of Implementation: Difference between Pre and Post Percentage Scoring in the HFZ [a]	Three Years of Implementation: Pre-Test Percentage Scoring in the HFZ	Three Years of Implementation: Post-Test Percentage Scoring in the HFZ	Three Years of Implementation: Difference between Pre and Post Percentage Scoring in the HFZ [a]
Girls Aerobic Capacity [b]	58.5	61.1	2.6	52.7	59.5	6.8	60.6	60.7	0.1
Boys Aerobic Capacity	50.9	52.6	1.7	41.5	50.0	8.5	50.6	50.7	0.1
Girls Curl-Up	72.7	77.1	4.4***	74.5	71.9	-2.6	70.5	73.1	2.6*
Boys Curl-Up	77.6	80.4	2.8*	79.2	79.4	0.2	75.6	80.0	4.4***
Girls Trunk Lift	82.5	85.7	3.2**	70.9	80.7	9.8*	80.8	82.9	2.1
Boys Trunk Lift	80.4	83.8	3.4**	77.0	80.4	3.4	79.7	81.2	1.5*
Girls Upper Body Strength and Endurance	66.1	70.8	4.7***	63.4	68.3	4.9	65.7	66.7	1.0
Boys Upper Body Strength and Endurance	69.3	73.0	3.7**	73.5	70.5	-3.0	70.7	71.7	1.0
Girls Flexibility	75.0	77.5	2.5*	58.9	60.9	2.0	72.8	72.1	-0.7
Boys Flexibility	70.1	72.0	1.9	64.3	70.8	6.5	70.1	69.4	-0.7
Girls Body Composition	69.7	69.8	0.1	70.8	61.3	-9.5	68.8	66.9	-1.9
Boys Body Composition	62.2	64.0	1.8	48.9	51.9	3.0	59.9	58.3	-1.6

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Mid-Year and End-of-Year Progress Reports, TEA

[a] Significance level: *** p<.001, ** p<.01, * p<.05

[b] Not all grantees responded to all items on the mid-year and end-of-year progress reports. To see the number of grantees who provided both pre- and post-test results for the listed assessment, please refer to Appendix C.

Relationship between Campus-Level Percentage of Students in the Healthy Fitness Zone at Post-Test and TAKS Outcomes

One of the goals of the evaluation was to determine whether students' fitness levels could be linked to academic performance. Table 14 presents the relationship between the percentage of students achieving HFZ status at post-test and the percentage of students who met or exceeded the passing standard (Met Standard) and the percentage that met or exceed the commended standard (Commended) on the following TAKS subject tests: Reading, Mathematics, Social Studies, and Science. As the term suggests, Met Standard indicates that students performed at the level required to pass a specific TAKS test. Both sets of data were collected at the campus level. Commended Performance refers to the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that was considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.[17]

As has been noted previously, due to student confidentiality requirements, the physical fitness data were available only at the campus level. This limitation eliminates the possibility of analyzing fitness data matched to TAKS scores for individual students. Fitness data and TAKS data for the entire school (campus-level data) were used for analysis, and it is important to note that some students in the TFN program may not have taken a particular TAKS test, and some students who took the TAKS tests may not have been participated in activities related to TFN. To correspond with the fitness assessments, which were reported by gender, the TAKS results were also separated by gender at the campus-level. Including gender breakdowns for both sets of variables allows for a more precise evaluation of the potential correlations.

Correlation values closer to +1 indicate a strong positive relationship between the two variables, meaning that as one variable increases, so does the other. Values closer to -1 indicates a strong negative relationship (or inverse relationship), meaning that as one variable increases, the other decreases. The presence of a positive or negative relationship between campuses' student fitness levels and TAKS outcomes does not indicate causality. This means that, in the case of a positive correlation, although many campuses that performed well on TAKS exams also performed well on fitness tests, it cannot be inferred that students performed well on TAKS exams *because* they were more fit (or vice versa, that they were fit because they performed well on TAKS exams). Although the two variables seem to be related, there may be a third variable (set of variables) that has an impact on both, causing the observed relationship.[18]

[17] To see the average percentage of students who met TAKS standards or achieved commended status, please refer to Appendix D. These results are presented by gender, program year, and TAKS test type.

[18] To determine whether partial correlations were required, a regression model with campus-level demographics was first run. The results of this analysis indicated that it was not necessary to control for variance from the demographic variables. This does not suggest that there are no campus-level variables that exert significant

Of the 288 cells listed in Table 14, about 61% are positive (n=176). This indicates that the majority of the relationships between campus physical fitness levels and TAKS results are positive, with 32 being statistically significant. That is, in general, campuses with high percentages of students in the HFZ also had high percentages of students passing TAKS, although the relationship was only significantly positive for 11%. About 2% (n=7) of the values were statistically significant and negative.

It is important to note that while some of the relationships were statistically significant, the correlation coefficients were relatively small, with 0.22 serving as the highest absolute value, indicating a slight degree of practical significance. Within each pair of variables, the amount of shared variance (or variability) between the fitness measure and the paired TAKS measure is no more than five percent (calculated as the square of the correlation coefficient). Put another way, knowledge of a campus's percentage of students in the HFZ for a particular fitness measure is of minimal help in predicting the same campus's percentage of students meeting a standard for any particular TAKS examination (based on the data in the present evaluation). The following discussion of the correlations found in this evaluation in presented, however, as the relationships found may suggest areas for further study with student-level data, if such become available for research purposes.

Physical fitness outcomes (post-test percentages of students in the HFZ) were more likely to correlate significantly with TAKS-Reading or TAKS-Math outcomes than with TAKS-Social Studies or TAKS-Science outcomes, although this may be an artifact of the smaller number of campuses reporting Social Studies and Science outcomes, decreasing the statistical power of the test of those relationships. Furthermore, TAKS-Social Studies and TAKS-Science performances were more likely to correlate with boys' fitness performances than with girls' (with one exception—Girls Body Composition in 2009–10).

Across the six fitness assessments, Aerobic Capacity had the most consistent relationship with TAKS outcomes. Specifically, higher percentages of students meeting standards or achieving commended status on TAKS-Reading and TAKS-Math were associated with higher percentages of students in the HFZ for Aerobic Capacity and, conversely, lower percentages of students meeting these TAKS standards were associated with lower percentages of students in this HFZ. These associations were statistically significant for both boys and girls in 2009–10 and for girls in 2008–09. In 2007–08, girls' performance on the Aerobic Capacity assessment was correlated significantly and positively with TAKS-Reading outcomes. In 2007–08, boys' performance on the Aerobic Capacity assessment was positively associated with the percentage of boys meeting standards on the TAKS-Science test.

For some fitness assessments, statistically significant correlations with campus-level TAKS were found only for one gender. For example, the percentage of girls scoring in the HFZ on Curl-Ups was not significantly correlated with any of the TAKS subject tests results for any program year. However, in 2007–08, the percentage of boys scoring in the HFZ on Curl-Ups was significantly and positively associated with the following TAKS subject test results: TAKS-Reading (Met Standard), TAKS-Math (Met Standard), TAKS-Social Studies (Met Standard and Commended Performance), and TAKS-Science (Met

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influences on both fitness levels and academic performance. For a full description of the analysis and the results, please refer to Appendix E.

Standard). Likewise, the percentage of girls scoring in the HFZ on the Trunk Lift in 2009–10 was significantly associated with the percentage of girls earning Commended Performance on TAKS-Reading and meeting the standard on TAKS-Math. For this fitness assessment, no statistically significant correlations with TAKS measures existed for boys across any of the three years.

Although most of the statistically significant correlations were positive, some relationships were significant and negative. For example, in 2008–09, boys' performance on the Upper Body Strength and Endurance test was negatively associated with the percentage of boys meeting the standards for TAKS-Social Studies. Thus, as the percentage of boys scoring in the HFZ increased, the percentage of boys meeting the standards for TAKS-Social Studies decreased, and the converse. A similar negative association was found between the percentage of boys earning HFZ status in Flexibility and the percentage of boys meeting standards for TAKS-Math in 2008–09.

In 2008–09, the percentage of boys scoring in the HFZ for Body Composition was negatively correlated with TAKS-Math and TAKS-Social Studies outcomes. This association was not apparent in any of the other years, so it may reflect an issue particular to that year, or error (in the statistical sense). One respondent reported the following issue on his/her campus during the 2008–09 school year:

> *A big challenge this year was motivating the boys to do well in P.E. and the FITNESSGRAM©. I have to admit that usually at the junior high level, it is the girls that require intense motivation. This year, our campus had a high percentage of boys returning from retention due to failing Grades in TAKS. I believe their apathetic behavior influenced others, and during the Pacer, we encountered these students did not give their best effort. We are trying to solve this problem by working with the school counselor to place most of these types of students in their own P.E. class next year.* (2008–09 respondent)

Although the reasons for the negative association between boys' Body Composition and particular TAKS outcomes are not apparent from the data, narratives such as the one listed above may provide insight into the potential causes for this result.

Overall, there appeared to be an increase in the number of significant positive relationships between students' fitness assessments and performance on TAKS subject tests over time. The fewest statistically significant correlations were found in the 2007–08 school year and the greatest number of statistically significant correlations between physical fitness assessments and TAKS performance were found in the 2009–10 school year. This may be a statistical artifact reflecting the greater number of campuses for which data are available for 2009–10, or this pattern may be suggestive of cumulative effects of the TFN program. In other words, as campuses develop and expand the wellness programs offered to students and staff, the discipline and effort required to achieve acceptable physical fitness levels may extend into the classroom. Previous studies have reported that physical fitness programs promote better memory, concentration, and classroom behavior in school-age children (Budde, Voelcker-Rehage, Pietrasyk-Kendziorra, Riberio, & Tidow, 2008; Della Valle et al., 1986; Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001).

Although causation cannot be implied from these results, the positive and consistent associations between physical fitness and academic test outcomes suggest that these goals may reinforce one another. Moreover, the increase in the percentage of students scoring in the HFZ may be linked to other health benefits, such as decreases in the risk for Type II diabetes, although data on medical outcomes were not collected for the current evaluation. Ultimately, confidential student level fitness and medical data, as well as achievement data, would be required in order to explore more fully the relationships among physical fitness, health, and academic performance.

Table 14. Correlation between TAKS Performance and Campus-Level Percentage of Students in the Healthy Fitness Zone at Post-Test by Program Year

Fitness Assessment: Percentage of Students in HFZ at Post-Test [a]	TAKS-Reading: % Standard	TAKS-Reading: % Commend	TAKS-Math: % Standard	TAKS-Math: % Commend	TAKS-Social Studies: % Standard [b]	TAKS-Social Studies: % Commend [b]	TAKS-Science: % Standard [b]	TAKS-Science: % Commend [b]
Girls Aerobic Capacity								
2007–08 (n=419/249) [b]	**0.14****	**0.10***	0.05	0.09	-0.04	0.03	0.08	0.08
2008–09 (n=455/292)	**0.17*****	**0.20****	**0.13****	**0.22*****	-0.05	-0.03	0.05	0.03
2009–10 (n=497/317)	**0.12****	**0.12****	**0.13****	**0.14*****	-0.05	-0.04	-0.02	0.02
Boys Aerobic Capacity								
2007–08 (n=419/250)	0.06	0.01	0.07	0.05	0.12	0.09	**0.15***	0.11
2008–09 (n=453/291)	0.04	0.06	0.01	0.03	-0.07	-0.07	0.05	-0.02
2009–10 (n=494/313)	**0.12****	**0.12****	**0.14****	**0.18*****	0.08	0.00	0.04	0.01
Girls Curl-Up								
2007–08 (n=420/251)	0.08	0.07	0.05	0.05	0.00	0.09	-0.01	-0.02
2008–09 (n=454/291)	-0.04	-0.01	-0.04	-0.01	-0.06	-0.01	-0.01	0.00
2009–10 (n=495/317)	0.04	0.06	0.05	0.02	-0.02	-0.07	0.00	0.00
Boys Curl-Up								
2007–08 (n=420/252)	**0.10***	0.07	**0.11***	0.05	**0.15***	**0.14***	**0.14***	0.07
2008–09 (n=453/291)	-0.05	0.05	-0.03	0.02	-0.07	-0.02	-0.01	-0.01
2009–10 (n=483/306)	0.08	0.04	0.05	0.07	-0.02	-0.06	-0.05	-0.04
Girls Trunk Lift								
2007–08 (n=405/245)	0.02	0.07	0.05	0.08	-0.04	0.03	-0.12	-0.03
2008–09 (n=447/288)	0.05	0.05	0.04	0.05	0.04	0.11	0.06	0.07
2009–10 (n=490/312)	0.07	**0.12****	**0.09***	0.05	0.07	0.05	0.08	0.04
Boys Trunk Lift								
2007–08 (n=404/246)	0.06	0.02	0.05	0.04	0.07	0.00	-0.01	0.06
2008–09 (n=445/287)	0.05	0.05	0.01	0.03	0.02	0.10	0.04	0.04
2009–10 (n=490/310)	0.04	0.06	0.04	0.01	0.06	0.01	0.05	-0.02

Fitness Assessment: Percentage of Students in HFZ at Post-Test [a]	TAKS-Reading: % Standard	TAKS-Reading: % Commend	TAKS-Math: % Standard	TAKS-Math: % Commend	TAKS-Social Studies: % Standard [b]	TAKS-Social Studies: % Commend [b]	TAKS-Science: % Standard [b]	TAKS-Science: % Commend [b]
Girls Upper Body Strength and Endurance								
2007–08 (n=418/251)	-0.05	0.01	0.00	0.00	0.04	0.07	-0.02	0.00
2008–09 (n=453/291)	-0.08	-0.04	-0.06	-0.01	-0.11	-0.05	-0.05	-0.02
2009–10 (n=488/312)	-0.06	0.05	-0.03	-0.07	-0.04	-0.05	-0.05	0.00
Boys Upper Body Strength and Endurance								
2007–08 (n=418/252)	-0.04	-0.03	-0.03	-0.03	0.05	-0.02	-0.11	-0.08
2008–09 (n=452/291)	-0.05	0.00	-0.08	0.00	**-0.14***	-0.08	-0.10	-0.10
2009–10 (n=488/310)	0.02	-0.05	-0.05	-0.03	-0.02	-0.04	-0.10	-0.03
Girls Flexibility								
2007–08 (n=405/244)	0.05	0.07	0.02	0.02	-0.07	0.06	-0.08	-0.01
2008–09 (n=448/288)	0.00	0.02	0.03	0.05	-0.06	0.03	0.05	0.03
2009–10 (n=485/309)	**0.09***	**0.15*****	-0.01	0.00	-0.01	0.03	0.03	0.01
Boys Flexibility								
2007–08 (n=405/245)	-0.05	-0.07	-0.08	-0.06	0.12	0.07	0.02	0.04
2008–09 (n=447/288)	-0.05	-0.06	**-0.12****	-0.08	-0.06	-0.02	-0.01	-0.07
2009–10 (n=482/306)	-0.03	0.00	-0.05	-0.05	-0.06	-0.03	-0.02	-0.01
Girls Body Composition								
2007–08 (n=379/224)	**-0.10***	-0.03	-0.04	-0.07	0.01	0.05	-0.01	0.05
2008–09 (n=417/270)	0.03	0.12*	0.09	**0.14****	-0.06	-0.08	0.01	-0.05
2009–10 (n=442/282)	**0.16*****	**0.15*****	**0.12***	**0.10***	0.02	0.00	0.08	**0.12***
Boys Body Composition								
2007–08 (n=378/224)	-0.05	-0.04	-0.05	-0.05	0.05	-0.03	-0.11	-0.08
2008–09 (n=416/270)	-0.04	-0.06	**-0.11***	**-0.11***	**-0.18****	**-0.17****	-0.05	-0.07
2009–10 (n=442/282)	**0.11***	**0.10***	0.05	0.05	0.03	0.00	0.04	0.05

Source: Data from TAKS and TFN Grant End-of-Year Progress Reports, TEA. [a] Significance level: *** p<.001, ** p<.01, * p<.05

[b] Not all grantees responded to all items on the mid-year and end-of-year progress reports: n is the number of grantees who provided both pre- and post-test results for the listed assessment and had the corresponding TAKS data (TAKS-Reading & Math/TAKS-Social Studies & Science).

[c] The smaller sample size for TAKS-Science and TAKS-Social Studies outcomes is due to these tests being administered only to students in Grade 8.

Grantee Comments

Throughout this report, comments provided by grantees in response to open-ended questions have been included. Appendix F provides a broad range of responses from grantees regarding success stories, ongoing challenges, and other general comments regarding TFN. In reviewing these comments, grantee enthusiasm is readily apparent across all three years of TFN. While the grant process itself, including waiting on awards and completing progress reports, sometimes presented challenges, the benefits clearly outweighed any costs for most grantees. The following quote is illustrative of this:

> *This was the year of progress and fitness. Many staff and students were extremely excited because of our exemplary rating. We could not have been an exemplary campus without being HEALTHY first of all. The Texas Fitness Grant provided us with the energy, will-power and the burning desire to accomplish to be all that we could be. Barriers and obstacles will always present themselves. However, champions will always find a way to win and succeed through perseverance and hard work. TFN is an outstanding program that can benefit students in need of assistance and benefits those who want to better themselves through hard work and motivation. We like to call our program The TFN make over because of the positive results that we always get. Thank you for being a part of our lives and our school. You have made us exceptionally exemplary!!!!!* (2009–10 respondent)

CHAPTER 6. SUMMARY OF FINDINGS

The evaluation of TFN considered the experiences of TFN participants and program outcomes over the first three years of program implementation, from 2007–08 to 2009–10. The evaluation focused on the extent to which campuses had implemented TFN grant activities, barriers and facilitators to successful program implementation, allocation of grant funds, changes in students' physical fitness assessments over the course of each school year, and the relationship between students' fitness levels and academic performance, as measured by TAKS exam scores. This section of the report summarizes findings for each of the four research questions (see p. 9) by providing the following information:

(1) Descriptions of the characteristics of the campuses that participated in one or more years of the TFN program, including student demographics and the number of years that schools were TFN participants

In the first two years of TFN, schools that served students in Grades 6, 7, or 8, and served student populations that were classified as 75% to 100% economically disadvantaged were eligible to receive grants. In 2009–10, the eligibility requirement was expanded to include schools with 60% or more of the students considered economically disadvantaged. For this reason, about 45% of the campuses that participated in the 2009–10 TFN program were in their first year of implementation. In comparison, in 2008–09, about 92% of campuses were in their second year, having started TFN program implementation in 2007–08.

(2) Summaries and comparisons, by program year, of the factors that facilitated or impeded implementation of TFN activities and how TFN funds were used across campuses

When asked to report barriers to program implementation, the activities that posted the greatest number of obstacles corresponded to the activities that were least likely to be fulfilled (or, fully implemented). Across all three years, implementing a CSHP, coordinating with Wellness Policy requirements, and developing a schedule for the LEA's SHAC meeting were the activities with which participants most struggled. This suggests that participating campuses may need more support in pursuing these activities.

For the first three years of the program, insufficient time was reported as the most common obstacle, with some respondents indicating that insufficient staff training was also a significant challenge. While opportunities for staff training may increase as grantees remain in the program, the time issue is likely to remain a challenge, particularly on campuses with large class sizes. Nonetheless, by the end of 2009–10, at least 80% of campuses reported that they were able to pursue five of the eight grant activities with no obstacles.

When asked what factors facilitated the implementation of grant activities, at least two-thirds of 2009–10 respondents reported at least one facilitator for each of the eight program activities. Participants were more likely to select one or more facilitator for each activity in 2007–08 than they were in 2009–

10. This suggests that grantees were able to fulfill grant activities with fewer facilitators during the third year of the program than they did during the first year.

Across all years, participants reported that the two most common facilitators were district/campus leadership support and training or technical support for staff. A relatively large percentage of respondents also indicated that access to school funding and SHAC support helped them fulfill program obligations. Similar to the pattern found when examining barriers to implementation, the activities with the greatest number of facilitators corresponded to the activities that were most likely to be fulfilled. These outcomes reinforce the idea that networks of support lead to higher levels of program implementation.

(3) Summaries and statistical comparisons of changes in students' physical fitness outcomes by grant period and years of program implementation

When comparing campus-level student outcomes over the first three years of TFN, there were some differences between first-time participants and participants with more years of experience. For example, when examining 2009–10 FITNESSGRAM® data, campuses that were in their first or third year of implementation (during 2009–10) tended to show better pre- to post-test results than second-year implementers. Since the number of second-year implementers was significantly smaller than either first- or third-year implementers, this outcome may have been a result of sample size. Overall, grantees in their first year of implementation in 2009–10 showed higher percentages of students scoring in the HFZ at post-test than those in their second or third years of implementation. Although the reasons for this outcome are not clear from the extant data, campuses participating in their first year of TFN may have performed better than their counterparts with more experience due to their initial enthusiasm and sense of competition or, again, this may have been an artifact of sample size.

Level of program implementation did not appear to be significantly affected by the introduction of new grantees in 2009–10. From 2007–08 to 2009–10, increasing percentages of grantees reported having fulfilled TFN activity requirements. By the end of 2009–10, approximately 90% of grantees reported having fulfilled implementation of each of the following activities: (1) conducted initial fitness assessment (90%), (2) adhered to appropriate practices for P.E. (90%), and (3) provided opportunity for target population to participate in physical activity 30 minutes daily (92%). Developing a schedule for the LEA's SHAC (12%) and coordinating with Wellness Policy requirements for the Texas Department of Agriculture (9%) were the two areas in the greatest need of development, as measured by the percentage of respondents indicating no implementation or only plans for implementation by the end of 2009–10.

(4) Assessment of the relationships between students' physical fitness levels and academic performance, as measured by TAKS

Results indicated increasingly positive relationships between students' fitness assessments and TAKS outcomes. The greatest number of statistically significant correlations between physical fitness assessments and TAKS performance were during the 2009–10 school year, while the fewest were found

in the 2007–08 school year. Although data cannot confirm, this pattern may indicate the cumulative effects of the TFN program.

About 82% (n=32) of the statistically significant relationships between fitness assessments and academic outcomes were positive, although the correlation coefficients were relatively small. Physical fitness outcomes, as measured by the percentage of students scoring in the HFZ at post-test, were more likely to correspond significantly and positively to TAKS-Reading or TAKS-Math outcomes than to TAKS-Social Studies or TAKS-Science outcomes. Across the six fitness assessments, Aerobic Capacity had the most consistent relationship with TAKS outcomes. Specifically, as the percentage of students meeting standards or achieving commended status on TAKS-Reading and TAKS-Math increased, so did the percentage of students in the HFZ for Aerobic Capacity.

Recommendations

Based on the evaluation outcomes, there are certain recommendations that may facilitate program implementation at both the LEA and campus levels:

- **Consider providing targeted PD from the state level to LEAs and campuses**. Many grantees listed insufficient staff training as a barrier to implementation. Similarly, grantees considered staff expertise to be a catalyst to successful program implementation. Increasing participants' knowledge of physical fitness and general wellness may enhance participants' willingness and ability to pursue TFN grant activities. As a 2009–10 grantee noted, "We would like [there] to be more opportunities to broaden our knowledge about physical education, but there are not a lot of options for professional development."
- **Increase participants' access to relevant resources and ability to share information.** In addition to receiving PD, grantees may also benefit from the increased availability of wellness materials and opportunities to communicate with other grantees. Some grantees cited outside information as a program facilitator. For example, a 2008–09 participant reported that their campus relied on "resources provided by TEA through email and TETNs [Texas Education Telecommunications Network]." In 2008–09, a grantee indicated that they "would like to see what worked at other schools, maybe have an in-service to share success stories and expand successful programs to other schools." P.E. teachers are eligible for Project Share[19] accounts and may wish to join professional learning communities, share resources and explore opportunities for collaboration and professional development.
- **Identify best practices from campuses showing the greatest levels of success**. Many TFN grantees participated in the program for more than one year, and it may be beneficial to determine the key activities implemented by those campuses that that have shown consistent improvements in students' physical fitness levels. If pursued, future research could focus on the

[19] Project Share is a TEA initiative that is designed to explore the development and delivery of high quality PD in an interactive and engaging learning environment. Project Share utilizes a collection of Web 2.0 tools and applications to provide PD resources to teachers across the state and to build professional learning communities where educators can collaborate and participate in online learning opportunities.

determining the supplemental materials or activities that generated the greatest gains in students' fitness, as measured by FITNESSGRAM© outcomes.

- **Consider comparing campus-level economic levels to the percentage of students earning HFZ status to determine whether the appropriate students are being targeted by grant funds**. In 2007–08 and 2008–09, campuses with 75% or more of students classified as economically disadvantaged were considered eligible for TFN grants. In 2009–10, the eligibility requirements were expanded to include campuses with student populations that were at least 60% economically disadvantaged. The current evaluation did not examine whether or not a relationship exists between economic disadvantage and scoring in the HFZ beyond the evaluation sample. Future research may need to be pursued to determine if the current eligibility criteria targets the campuses in the greatest need of supplemental in-school P.E., nutrition, and fitness programs.
- **Participating campuses may want to consider using grant funds to provide community-based fitness activities to increase family participation.** Some grantees reported that children were benefiting from the TFN program at school, but parents were not necessarily supporting the healthy lifestyle changes at home. To overcome this obstacle, some grantees reported that they created family-based activities. For example, a 2008–09 participant noted that their campus offered a "Family Fun Fitness night" to promote physical fitness for the whole community. This event included a "light high protein/energy meal…, a nutrition lesson on portion size, educational handouts, and a 30-minute workout." Within this setting, P.E. and health instructors could provide information to parents regarding the health benefits of physical fitness, which include reduced risk of Type II diabetes and other diseases related to obesity.
- **To the extent possible, teachers on participating campuses should link instruction in TAKS subject areas with physical fitness.** To reinforce the positive relationship between physical fitness and academic performance, health and P.E. teachers could coordinate with teachers in other subjects, such as mathematics, reading, science, or social studies, to create lessons that combine the two content areas. For example, a 2007–08 survey respondent reported the following:

  This TFN grant can give students the opportunity not only to improve their health but also [to] apply skills from the classroom to physical fitness. For example, we measured the weights of all the students for the fitness test. As a math teacher, I took a snap shot of the data and asked the students to calculate the average (mean) weights of these students and to evaluate from the [HFZ] graph, if these students were in that zone. My campus can use this TFN grant to contribute to the success of all students. (2007–08 respondent)

In conclusion, based on feedback provided on the mid-year and end-of-year progress reports, teachers and physical fitness coordinators expressed enthusiasm for the TFN program and generally considered it to have had a positive impact on the students and staff at their respective campuses. They cited support and training from program staff, administrators, and teachers as a large factor in their programs' achievement. Participants reported large class sizes and delayed receipt of grant funds as two of the

more common barriers to successful implementation, but many of the listed impediments were also accompanied by successful strategies that were used to overcome them. Many grantees reported seeing improvements in their students' fitness levels over the course of the school year, and in general, these judgments were supported by the evaluation data. Although the improvements in students' physical fitness abilities cannot be directly attributed to the supplemental instruction that students received through TFN, the results indicate that students who were part of the program generally showed improvements in most of the assessments from pre- to post-test for all three years of the program. Likewise, while causation cannot be implied from the significant correlational outcomes, the positive and relatively consistent associations between physical fitness and academic test outcomes suggest that these goals may reinforce one another.

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APPENDICES

APPENDIX A: Paired T-Test Results

Table A1 shows the campus-level changes in the percentage of students scoring in the HFZ at pre-test for grantees who participated in TFN for three years (2007–08 to 2009–10). The results indicate that increasing percentages of students earned HFZ status at pre-test across each year of implementation. In 2008–09, the sample's second year of participation, most pre-test outcomes did not vary significantly from those reported in 2007–08. Only the Girls Aerobic Capacity assessment showed a significant change in the percentage of students in the HFZ.

Results indicated that most assessments had a significantly larger percentage of students in the HFZ at pre-test in 2009–10 than at pre-test in 2008–09. While Aerobic Capacity, Upper Body Strength and Endurance, and Flexibility tests showed significant campus-level improvements for both boys and girls, Body Composition showed no significant changes for either gender and Curl-Up and Trunk Lift assessments improved significantly only for girls.

This pattern of outcomes was also evident when comparing the 2007–08 pre-test outcomes to those in 2009–10. While the percentage of boys and girls scoring in the HFZ for the Aerobic Capacity, Trunk Lift, Upper Body Strength and Endurance, and Flexibility assessments increased significantly over this three-year period, there were no changes in Curl-Up or Body Composition outcomes for either gender. Although these results are measured at the campus-level and cannot identify student-level changes in fitness, the outcomes suggest that students on participating campuses may be maintaining or improving their physical fitness over each year of program implementation.

Table A1. Paired T-Test Results: Difference in Pre-Test Percentages of Students in the Healthy Fitness Zone by Grant Year for Grantees with Three Years of TFN Participation

Fitness Assessment [a]	2007–08 to 2008–09: Difference between Pre-Test Percentages Scoring in the HFZ [a]	2008–09 to 2009–10: Difference between Pre-Test Percentages Scoring in the HFZ [a]	2007–08 to 2009–10: Difference between Pre-Test Percentages Scoring in the HFZ [a]
Girls Aerobic Capacity [b]	+4.4*	+5.6**	+11.0***
Boys Aerobic Capacity	+0.4	+5.5**	+7.4***
Girls Curl-Up	+0.3	+3.6*	+1.3
Boys Curl-Up	-0.1	+1.7	+1.3
Girls Trunk Lift	+0.2	+3.6*	+4.1*
Boys Trunk Lift	-0.1	+2.6	+3.2*
Girls Upper Body Strength and Endurance	+1.6	+5.7***	+5.5**
Boys Upper Body Strength and Endurance	+0.7	+3.9**	+3.9*
Girls Flexibility	+0.6	+6.2***	+5.1**
Boys Flexibility	-0.4	+6.1***	+5.7**
Girls Body Composition	-0.5	-1.4	+0.1
Boys Body Composition	-0.4	+1.5	+2.4

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Mid-Year Progress Reports, TEA

[a] Significance level: *** p<.001, ** p<.01, * p<.05

[b] Not all grantees responded to all items on the mid-year and end-of-year progress reports. The number of pairs of samples used in each analysis ranged from 182-295.

APPENDIX B: Sample Used in Table 13

Table B1. Number of TFN Participants Used to Determine Campus-Level Percentage of Students in the Healthy Fitness Zone at Pre- and Post-Test by Program Year

Fitness Assessment	Number of campuses with pre- and post-test FITNESSGRAM© results: 2007–08	Number of campuses with pre- and post-test FITNESSGRAM© results: 2008–09	Number of campuses with pre- and post-test FITNESSGRAM© results: 2009–10
Girls Aerobic Capacity	378	366	500
Boys Aerobic Capacity	378	365	497
Girls Curl-Up	378	364	498
Boys Curl-Up	378	364	486
Girls Trunk Lift	359	359	491
Boys Trunk Lift	359	358	490
Girls Upper Body Strength and Endurance	375	364	490
Boys Upper Body Strength and Endurance	376	364	489
Girls Flexibility	362	358	487
Boys Flexibility	361	358	484
Girls Body Composition	341	319	445
Boys Body Composition	340	318	445

Source: Data from the 2007–08, 2008–09, and 2009–10 TFN Mid-Year and End-of-Year Progress Reports, TEA

APPENDIX C: Sample Used in Table 14

Table C1. Number of TFN Participants Used in Campus-Level Analyses of Percentage of Students in the Healthy Fitness Zone at Pre- and Post-Test in 2009–10 by Years of Implementation

Fitness Assessment	Number of campuses with pre- and post-test FITNESSGRAM© results: One Year of Implementation	Number of campuses with pre- and post-test FITNESSGRAM© results: Two Years of Implementation	Number of campuses with pre- and post-test FITNESSGRAM© results: Three Years of Implementation
Girls Aerobic Capacity	221	23	257
Boys Aerobic Capacity	220	23	255
Girls Curl-Up	218	23	258
Boys Curl-Up	211	23	253
Girls Trunk Lift	216	21	255
Boys Trunk Lift	214	23	254
Girls Upper Body Strength and Endurance	214	22	255
Boys Upper Body Strength and Endurance	214	22	254
Girls Flexibility	214	22	252
Boys Flexibility	213	22	250
Girls Body Composition	190	20	236
Boys Body Composition	190	20	236

Source: Data from the 2009–10 TFN Mid-Year and End-of-Year Progress Reports, TEA

APPENDIX D: TAKS Outcomes by Gender, Program Year, and Test Type

Table D1 presents the average campus-level percentage of boys and girls who Met Standards or achieved Commended Performance on TAKS subject tests by program year and test type. The data in the table combines Grades6–8 TAKS performance. While performances varied little over the three years in TAKS-Reading and TAKS-Math, the results in the table indicate that greater percentages of boys and girls either Met Standards or achieved Commended Performance on TAKS-Social Studies and TAKS-Science in 2009–10 than in the previous two years.

Table D1. Percentage of Students who Met Standard or Achieved Commended Performance on TAKS by Gender, Program Year, and TAKS Test Type

Gender and Program Year	TAKS-Reading: % Standard	TAKS-Reading: % Commend	TAKS-Math: % Standard	TAKS-Math: % Commend	TAKS-Social Studies: % Standard	TAKS-Social Studies: % Commend	TAKS-Science: % Standard	TAKS-Science: % Commend
Girls								
2007–08	89%	37%	71%	21%	81%	19%	54%	6%
2008–09	88%	35%	74%	23%	81%	26%	57%	12%
2009–10	87%	32%	75%	23%	86%	30%	62%	14%
Boys								
2007–08	84%	31%	71%	21%	82%	25%	63%	11%
2008–09	84%	31%	72%	23%	81%	26%	57%	12%
2009–10	84%	30%	73%	22%	86%	30%	62%	14%

Source: 2007-10 TAKS, TEA

APPENDIX E: Linear Regression Results

Multiple linear regression analysis was used to determine whether any consistent significant relationships existed between campus-level demographic characteristics and the percentage of students scoring in the Healthy Fitness Zone (HFZ) by the end of the year.[20] Specifically, Table B1 shows the extent to which the following campus-level factors were able to predict the percentage of students scoring in the HFZ: percentage of students classified as (1) at-risk of dropping out, (2) economically disadvantaged, (3) LEP, (4) migrant, (5) special education, and (6) years in TFN program. The constant represents the percentage of students who would be expected to be in the HFZ at post-test if all other independent variables were 0.00. Regression coefficients (β) and standard errors (σ) are presented in Table E1. The coefficients represent the correlation between a specific campus-level independent variable and the percentage of students in HFZ, controlling for all other listed independent variables. Higher coefficients indicate that as the percentage of students in a demographic groups or number of years participating in TFN increase, the percentage of students in HFZ at post-test also increases.

Although some of the predictor variables had statistically significant zero-order correlations with the percentage of students in HFZ for particular post-test fitness assessments, the results in this table indicate that none of the variables consistently influenced outcomes. For this reason, full correlations (rather than partial correlations) were examined when determining the relationship between TAKS outcomes and students' physical fitness outcomes (see Table 14).

It is worth noting that the relationships between physical fitness and campus-level demographic variables presented in the Table E1 may not be generalizable to all Texas schools. Since this evaluation was based on campuses with disproportionately higher rates of students who were classified as economically disadvantaged or at risk of dropping out, there was relatively little variation within some of the campus-level variables. When examined from a broader context, some of these variables may correspond significantly with the percentage of students in the HFZ.

[20] In Table E1, campus-level characteristics reflect data that are available from publicly accessible sources. Other campus-level factors may have served as significant fitness predictors, but they were not available for analysis.

Table E1. Relationship between Campus-Level Demographic Characteristics and Campus-Level Percentage of Students in the Healthy Fitness Zone at Post-Test by Program Year

Fitness Assessment: Percentage of Students in HFZ at Post-Test [a]	Constant: β (σ)	Percentage At-Risk: β (σ)	Percentage Economically Disadvantaged β (σ)	Percentage LEP: β (σ)	Percentage Migrant: β (σ)	Percentage Special Education: β (σ)	Number of Years in TFN Program: β (σ)
Girls Aerobic Capacity							
2007–08 (n=419)[b]	.78 (.29)**	.07 (.23)	-.28 (.36)	-.08 (.23)	-.73 (.60)	.32 (.44)	--
2008–09 (n=454)	.95 (.14)***	.08 (.11)	-.44 (.16)**	.14 (.11)	-.31 (.30)	-.00 (.23)	-.02 (.02)
2009–10 (n=495)	.76 (.10)***	-.35 (.11)***	-.11 (.16)	.20 (.12)	-.66 (.38)	.55 (.23)*	.02 (.02)
Boys Aerobic Capacity							
2007–08 (n=419)	.51 (.16)**	-.14 (.13)	.09 (.20)	-.10 (.13)	-.00 (.37)	.28 (.25)	--
2008–09 (n=452)	.87 (.18)***	-.04 (.13)	-.19 (.20)	-.03 (.14)	-.14 (.39)	-.04 (.29)	-.07 (.03)
2009–10 (n=493)	.70 (.10)***	-.33 (.10)***	-.08 (.15)	.15 (.12)	.02 (.37)	.12 (.22)	.01 (.02)
Girls Curl-Up							
2007–08 (n=420)	.97 (.13)***	.04 (.10)	-.31 (.16)*	-.02 (.10)	-.36 (.27)	.05 (.19)	--
2008–09 (n=453)	.82 (.12)***	.16 (.09)	-.20 (.13)	.04 (.09)	.21 (.25)	.03 (.19)	-.01 (.02)
2009–10 (n=493)	.97 (.08)***	.04 (.09)	-.31 (.13)*	.14 (.10)	-.04 (.32)	-.06 (.19)	-.00 (.01)
Boys Curl-Up							
2007–08 (n=420)	.82 (.11)***	-.03 (.09)	-.05 (.14)	-.07 (.09)	-.31 (.25)	.23 (.17)	--
2008–09 (n=452)	.81 (.10)***	.08 (.08)	-.13 (.12)	.09 (.08)	-.04 (.23)	.28 (.17)	-.00 (.02)
2009–10 (n=482)	.97 (.08)***	-.05 (.08)	-.23 (.12)*	.13 (.09)	-.30 (.28)	-.01 (.17)	.02 (.01)
Girls Trunk Lift							
2007–08 (n=405)	.86 (.13)***	-.08 (.10)	-.07 (.16)	.12 (.11)	-.05 (.27)	.11 (.20)	--
2008–09 (n=446)	.83 (.12)***	-.03 (.09)	-.08 (.13)	.05 (.09)	.28 (.25)	.32 (.20)	.00 (.02)
2009–10 (n=488)	.93 (.09)***	-.27 (.09)**	.07 (.13)	.07 (.10)	.18 (.32)	-.06 (.19)	-.01 (.01)
Boys Trunk Lift							
2007–08 (n=404)	.70 (.15)***	-.22 (.12)	.20 (.19)	.15 (.13)	-.09 (.34)	.20 (.23)	--
2008–09 (n=444)	.89 (.12)***	.03 (.09)	-.19 (.13)	.06 (.09)	.35 (.25)	.46 (.19)*	-.00 (.02)
2009–10 (n=489)	.87 (.09)***	-.15 (.09)	.08 (.13)	.04 (.10)	.22 (.32)	-.14 (.19)	-.01 (.01)

Fitness Assessment: Percentage of Students in HFZ at Post-Test [a]	Constant: β (σ)	Percentage At-Risk: β (σ)	Percentage Economically Disadvantaged β (σ)	Percentage LEP: β (σ)	Percentage Migrant: β (σ)	Percentage Special Education: β (σ)	Number of Years in TFN Program: β (σ)
Girls Upper Body Strength and Endurance							
2007–08 (n=418)	.80 (.27)**	-.04 (.22)	-.18 (.33)	.17 (.22)	-.84 (.56)	.18 (.41)	--
2008–09 (n=452)	.56 (.13)***	.12 (.10)	.04 (.15)	-.01 (.10)	-.22 (.28)	.08 (.22)	.00 (.02)
2009–10 (n=486)	.95 (.10)***	.12 (.10)	-.43 (.15)**	-.00 (.11)	.20 (.36)	-.02 (.22)	.01 (.02)
Boys Upper Body Strength and Endurance							
2007–08 (n=418)	.32 (.86)	-.44 (.69)	.47 (1.1)	.86 (.70)	-1.7 (1.9)	1.3 (1.3)	--
2008–09 (n=451)	.72 (.12)***	.18 (.09)*	-.14 (.13)	.01 (.09)	.02 (.25)	.26 (.19)	-.01 (.02)
2009–10 (n=487)	.90 (.08)***	.09 (.08)	-.35 (.12)**	.00 (.10)	-.18 (.30)	.15 (.18)	.02 (.01)
Girls Flexibility							
2007–08 (n=405)	.82 (.13)***	-.09 (.10)	-.09 (.16)	-.10 (.10)	-.01 (.26)	.16 (.21)	--
2008–09 (n=447)	.80 (.11)***	.11 (.09)	-.12 (.13)	.02 (.09)	.27 (.25)	.36 (.19)	-.04 (.02)
2009–10 (n=483)	.91 (.07)***	-.01 (.08)	-.25 (.11)*	-.02 (.09)	.47 (.28)	.42 (.16)**	-.01 (.01)
Boys Flexibility							
2007–08 (n=405)	.40 (.12)**	-.00 (.10)	.34 (.15)*	-.18 (.10)	-.43 (.28)	.10 (.20)	--
2008–09 (n=446)	.64 (.11)***	.16 (.08)	-.02 (.13)	-.06 (.09)	.14 (.24)	.56 (.18)	-.04 (.02)
2009–10 (n=481)	.64 (.08)***	.00 (.08)	.08 (.12)	-.08 (.09)	.19 (.28)	.40 (.17)*	-.02 (.01)
Girls Body Composition							
2007–08 (n=378)	.82 (.13)***	-.09 (.10)	-.09 (.16)	-.10 (.10)	-.01 (.26)	.16 (.21)	--
2008–09 (n=416)	.76 (.09)***	-.03 (.06)	-.04 (.10)	.10 (.07)	.09 (.20)	.03 (.15)	-.02 (.01)
2009–10 (n=440)	.83 (.07)***	-.15 (.07)*	-.13 (.10)	.04 (.08)	.36 (.24)	.19 (.14)	.00 (.01)
Boys Body Composition							
2007–08 (n=378)	.18 (.85)	-.17 (.67)	.42 (1.1)	.76 (.71)	-1.7 (1.9)	1.0 (1.3)	--
2008–09 (n=415)	.83 (.12)***	.11 (.09)	-.28 (.13)*	-.01 (.09)	.16 (.27)	.67 (.20)***	-.05 (.02)**
2009–10 (n=441)	.81 (.07)***	-.09 (.07)	-.17 (.11)	-.06 (.08)	.19 (.26)	.08 (.15)	-.01 (.01)

Source: Data from the 2009–10 TFN Grant Mid-Year and End-of-Year Progress Reports, TEA [a] Significance level: *** p<.001, ** p<.01, * p<.05

[b] Not all grantees responded to all items on the mid-year and end-of-year progress reports: n is the number of grantees who provided both pre- and post-test results for the listed assessment.

APPENDIX F: Sample Qualitative Responses (2009-2010 Grantees)

Appendix F provides a wide range of responses from 2009-2010 TFN grantees to the following three critical open-ended questions:

- Please describe any success stories related student/staff involvement in activities related to the TFN program.
- Please describe any challenge stories related to student/staff involvement in activities related to the TFN program.
- Please share any additional comments you might have about your school's participation in the TFN program. This can include any additional information about barriers/obstacles to implementing the program as well as any additional information about factors that have facilitated program implementation. If there is anything we did not ask you that you think it is important for us to know about what your school is doing related to this grant, please let us know that here.

The responses presented here are representative of the range of grantee responses, but are not all-inclusive. For example, similar responses provided by multiple grantees are not all included. In addition, responses providing details that might allow identification of a student or staff member were edited or removed as appropriate. Minor editing to correct spelling errors occurred but otherwise the responses are as submitted by grantees. Finally, responses provided from grantees in the first two years of the grant were similar in tone to the range of responses provided here, but are not included here.

Table F1. Sample Responses Related to TFN Success Stories (2009–10 School Year)

Please describe any success stories related student/staff involvement in activities related to the TFN program.
Two 6th Grade students, both girls, became very active in developing a program in losing weight. Designing a special exercise and diet plan of less calories, each of these girls lost 10+ pounds during the schedule allotment. Their interest of better health and exercise became much more apparent after visiting the "Bodies Exhibit" field trip funded from the TFN grant monies. This field trip was an amazing learning tool for our students. Not only for these two girls, but for the entire 6th Grade.
"I've never used a glove (softball) before; this is harder than it looks! Are we going to do this tomorrow?" quoted one student using equipment purchased with the TFN Grant. Heart rate monitors are awesome to use in class. There was a student who did not approve of this new piece of equipment until he put it on. I couldn't get him to stop moving. It inspired him to work out MVPA style even when isn't wearing a monitor.
A general overall success is that we are able to provide many more activities that engage student.
After the post testing was completed some of the student realized they needed to start doing something about their BMI score. They wanted to learn more on how the foods they ate effected their moods, attitudes and most of all the way they looked. I had more 5th Graders interested in changing the way they look and feel. A set of twin challenged each other to be the BIGGEST LOSER the second semester and they thanked me for being a better coach then their past coaches.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
All special education students participated with modifications and were encouraged by the regular education students.
All teachers and administrative staff were very supportive and helpful when testing all students. Some teachers proposed for the fitness gram tests to be done on a monthly basis to keep closer track of students' achievement in the physical tests. Some of them also wanted to be part of it to be tested as well! Teachers helped coaches keep track of students' scores by imputing their records on a spreadsheet. This made it easier for us to input the data. Many of our students were excited to see their progress and the results of working out hard to achieve their own personal fitness goals.
As budgets are getting tighter and tighter, this grant money was truly welcomed and appreciated. It allowed for the implementation of CATCH for Grades 6, 7, and 8. The results of the pre- and post fitness tests have increased the awareness of the importance of coordinating health and fitness activities.
At the beginning of the year the students didn't see why they needed the physical activity. By the end of the year the students felt better about the activities and could feel the positive benefits their bodies were gaining.
At the beginning of the year the students were reluctant to get involved, especially the girls. As the year progressed almost all of the students began to enjoy the physical activity, and by the end of the year most students expressed an interest in participating in junior high athletics.
Before the program we had several overweight students that were oversized and lacked energy and enthusiasm. After being involved the TFN both students and staff changed their prospective about weight, eating habits and their overall appearance. Self esteem and confidence started to become a major part of their lives. Now our students are more happier and confident that they can achieve self pride and self esteem through daily fitness and health eating. Surprising as it may seem the boys over achieved because of the lack of self confidence shown by peer girls during their adolescence years. The staff even tried working out on their conference periods when non were scheduled and served as a model that as professionals if they could do it at their age students should at least try and follow suit.
XXX's physical education program utilizes the outdoors for some activities. Many of the non-athletic 6th Grade girl students, because of the climate of Houston, did not enjoy the fact that they had to participate in outdoor activities. The activities for the students included but were not limited to;Frisbee and hula-hoop games, soccer, flag football, and other activities using the equipment that was available to the teachers. The Texas Fitness Now grant allowed the purchase of outside equipment that most of XXX's students were not accustomed to seeing or playing with. These items include but are not limited to; Frisbee golf, badminton, croquet, etc. Not only did the new outside equipment pique the interest of our non-athletic 6th Grade girls, but it made them along with other students excited to participate in outdoor activities without any complaints.
Students have begun walking and exercising with parents for healthier lifestyles.
Due to socioeconomic disadvantages, lack of proper nutrition and facilities to assure athletic opportunities with this community, our students performed well greater than their means in the upper body strength and aerobic capacity.
Due to the grant money, I was able to attend TAHPERD to better myself as a teacher. I took away great game ideas along with some purchases to aide in my Physical Education Program. One item that I did purchase was the SPARK curriculum; without the funding I was not going to be able to purchase it. I wanted something new for my students and this was the answer.
During our Fitnessgram testing we noticed an increase in student scores that I believe directly correlates to the TFN grant monies received.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
During the months of April-June, I started a contest Titled, "King of the Pacer Run." The students got very involved in trying to be the best boy or girl in the school with the best Pacer score. There were 30 kids to get pass the 100 mark, 4 who passed the 120 mark and 2 that soared pass the 140 mark. 148 was the highest score. Also, 64 students signed up and ran in the TCH Fun Run (2 mile run) through the streets of down town Houston. This event is held every year as the kickoff to the Houston marathon. K-8 Grade schools from all over Texas come to this event every year. Just another way to promote physical health through the TFN Grant.
During this year (2009-2010) one of our 7th Grade male students informed me that he wanted to lose weight. His goal was to get in shape for next year's football season. Over the course of the year this student lost over 50 lbs. This is one of our most successful stories of the year. He is very proud of himself and so are we.
Each year our students seem to improve on the Fitnessgram. Where we only had a few students pass certain areas, we are now seeing that students are passing many of the skills that are tested. We are able to look at the results and plan our methods of physical fitness in order to see what skills need to be improved.
Excellent for the kids. We are a small rural school with limited areas to perform sport and physical activities outside of the school grounds. The students were excited by all the new equipment and couldn't wait to get to PE class each day.
February was our heart month and students kept logs of activities at school and home with family and finished with a fun run in which parents were invited to participate during their student's class period.
Had a girl in 8th Grade that wasn't able to [complete] her "Curl-Up during pre-test, but when it was time for the Post-test she had mastered them. I was so very proud of her and she as well.
Having the luxury of physical education equipment has allowed our campus to have field days with several different activities taking place at the same time. This was something that was unheard of a few years back.
Here at XXX we used most of our TFN grant money to develop a Fitness Room. We purchased enough fitness equipment to accommodate 1/3 of each of our classes. The Fitness Room consists of 8 stations. The students rotated through the fitness room over the last 6 weeks of school. They loved it. The students were wanting more time in the room. We just ran out of time due to summer approaching. I myself felt that if I were to be working out with the students, I must be able to participate in all of the fitness stations. Therefore, I started working out myself. I was able to shed 20 lbs. I feel great, I have more endurance than before, and this is noticed by my students. So, I would have to say that I, myself would qualify as a success story. As for the students' success, the numbers prove that this fitness room helped them improve from the pre test to the post test. Especially in the flex arm hand since one of our stations is a pull up station. I can hardly wait till next year where we will be using this fitness room year round.
I had at least 10 girls who told me that they had lost 5-10 pounds during the school year. At this time in their life, they are usually gaining weight so they were very pumped. I have also had several faculty members get healthier because they now use the weight room. My kids love staying after school to participate in physical activity. It is not always the overweight students who stay.
I had one student who could not complete 5 pushups during the beginning of the school year. With the weight room that the TFN funds provided, the student now can complete 30 straight pushups.
I have had several children exceed their own expectations of what they can accomplish in Physical Education. It has really motivated them to see improvement in their skills.
I interviewed a student that lost 20 pounds through the school year.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
I like how several of my students want to challenge themselves after the test to make sure they can run an extra lap or do the arm hang a little bit longer.
I purchased 9 TRX SUSPENSION trainers with the TFN Grant. This was imperative, I feel, in the improvements seen in upper body strength. This equipment allows those who have not developed the upper body strength to gain that strength. It allows the students to modify the exercise until enough gains have been made to do the exercise without modifications. I have also made this equipment available to staff to use after school.
I think this year we had more students willing to participate and give 100% effort pertaining to the Pacer. The students love doing that test. I also had 8th Grade and elective teachers help with administering the tests. It turned out well.
In general, students realized being fit and active doesn't have to be what they see on television, but can be fun and as simple as walking with friends and listening to music.
In many areas I could see improvements. Because of the money from the grant we have been able to buy equipment pertaining to the climbing wall. This has helped students to improve with their upper body strength. Over time we will see great improvement in upper body strength because of this program.
In reviewing the pre and post-test data I am pleased to see that there have been gains in most areas of testing with our 6th Graders.
It was very exciting to see the students when equipment began coming in. There were never many problems getting most of the students to participate in activities but when the stuff came in it was like the children were in a new world. One student that liked to mope around and cause a bit of trouble became a totally different person when he/she took a badminton racket and began playing. Many other students loved it, as well. The Roller Racers were a huge hit with all of the classes.
Junior High PE students enjoyed having equipment for their own use. In the past any equipment used was borrowed from Athletics. Students were able to enjoy a variety of activities designed to increase their level of cardiovascular fitness. Baseball, volleyball, kickball, golf, tennis and aerobic fitness were just some of the units XXX physical education classes enjoyed this year due to additional equipment for our program. The lead physical education teacher hid all of the new equipment in his classroom to ensure none of it disappeared or was confiscated by the athletic department.
Many6–8 Grade students chose to run the mile instead of opting for the run/walk option.
Many of my sixth Grade students will be in athletic classes in junior high. They seem to have more confidence due to the testing/results this year.
Many of our students improved in overall fitness. Last year, I gave only seven fitness certificates if students scored in the healthy fitness zone on all five fitness tests. This year I gave over 30. The program we are doing seems to be working and the students are motivated to score high on the fitness tests. One boy in particular improved from 21 on the 20m pacer to 42 and 38 curlups to 50. He also lost 12 pounds. Others have great success stories but he stands out the most.
Many students are more aware of the nutrition part of the program than before because of the healthy snack lesson curriculum planned in conjunction with the junior high life skills classes. Also the coaches stated that the body fat ratio had decreased on many students since the program has been started.
More kids actively involved in our running club.
More students are actively participation in PE due to us having enough equipment for everyone to participate at the same time. We also are playing sports that most of these students have never played before like: team handball, golf, and tennis.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
Most of the success stories deal with the use of the new equipment this grant money allowed us to purchase. The students were absolutely thrilled upon learning that we had grant money to purchase new basketballs, footballs, soccer balls, volleyballs, etc. They are very thankful that we were allowed to obtained new equipment for our gym use. From all our students and myself, thanks again!!!
Ms. XXXXX was able to attend excellent professional development that supported health and fitness initiatives. She was excited about how this information would be beneficial not only to this year's students, but she would implement new practices with all of her other classes. Students were excited about charting their progress throughout this process of the grant.
My entire school is more health conscious because of fitness related equipment and posters.
My name is XX. I am the Department Chairperson of the Physical Education Department at XXX Middle School. The funds from the TFN grant have helped our school in so many ways. It has given students an opportunity to be exposed to different types of physical fitness tools. It has also provided motivation for our students to take responsibility for their own personal health. The TFN grant has provided opportunities for Physical Educators to go to conferences to improve their knowledge and instruction.
My students enjoyed using the physioballs to increase their strength, flexibility, and overall level of functional fitness. Students also enjoyed participating in activities found in the SPARK curriculum.
My students love the activities they are able to participate in thanks to TFN funds. They love the newer activities such as yoga, lacrosse, and hopsport. But they still get excited and love participating in badminton, archery, and kickball.
Now students are able to use technology in P.E. They love new and different thinks. Just running and throwing the ball is boring to some kids.
On the average we had more students interested on their fitness results comparing the pre-test to the post-test, while also viewing the chart to find out what score/number they would need to be in the healthy fitness zone. Upon locating that information some students tried to exceed their previous number or meet their required age number.
One of my 15 year olds was adamant from day 1 that she was not going to make the 32 minimum on the PACER. By the end of the year, she did complete the 32 and was shocked that she could!
One of my students had an aha moment when he was given his pretest and post test results at the same time. He jumped 13 laps in the pacer and improved significantly in most other categories. Seeing that hard work pays may have changed his health goals for a lifetime. Thank you fitnessgram.
One of our 6th Grade girls was very heavy and very self-conscious at the beginning of the school year. However, she worked very hard with all of our activities and greatly improved her fitness level. In the spring, she qualified to play in our basketball play-off games. She made several baskets. Both she and her parents were so excited! Now she is planning to be in junior high athletics.
One of our goals with the TFN grant was to introduce our students to new fitness ideas and activities. We chose to bring in a rock climbing wall for a 2 day activity. Students who were making healthy choices throughout the school day were rewarded with an opportunity to climb the wall during the class time of their choice. Unfortunately, the first day of the climb was a rain out. And the second day was misty and overcast, really putting a "damper" on the reward. The owner/operator was gracious enough to return approximately 3 weeks later. To our surprise and satisfaction, after the initial climbing day, students word of mouth really sparked interest causing more student to make healthy and educated choices throughout the school day.
One selected example of "fitness for life" improvement is the addition of a junior high tennis program in the spring of 2010.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
One student in particular could not run the mile in under 11:30. During the school year, every Monday PE would go out and run the mile. This student put in a lot of time and effort on the run days, he was able to run the mile in 10:23 for the post test!!!
One success story that comes to mind is the one of an eighth Grade girl…She's one of those girls that we all have in our classes that loves to talk about herself. However, she was a little different. She loved to talk about her brother. I had her brother many years ago when I used to teach at the local high school, so I knew who he was. One day I asked how he was doing and she started to cry. She told me that she was so sad because he was leaving to the ARMY. . . . As months went by, she found other things to talk about…until one day she said "Mrs. I want to tell you thank you." . . . I responded, "Thank you for what?" "Thank you for pushing me whenever we do our warm-up and mile in P.E." I said, "Really, why is that?" Well, remember I was telling you about my brother leaving to the ARMY? Well, I have been running, doing push-ups and sit-ups with him in the mornings before school…and he told me that I was the reason why he passed his P.T. test for the ARMY!"
Our 6th Grade class was in the HFZ at least 70% or higher for every test- this was really fun to see them brag to the 7th and 8th Graders. The 6th Grade girls scored high in every test and were very competitive and supportive of each other.
Our campus started a walking program, students were able to use pedometers purchased with TFN grant. As the year progressed the group gained in popularity the group grew to about 20 members who were in attendance on a regular basis. 2 students never missed a day from the time the group started until the end of the year. Many students saw their level of fitness increase as the year progressed.
Our Fit Now Summer Camp targets girls whose BMI is over 25 and we have begun the program; there are 30 girls who are on the list. We will be able to provide a program from 9am to noon; provide breakfast and begin the fitness movement activities non-stop and allowing for water breaks and healthy snack breaks. It is a fabulous program that works. The girls weigh in on Monday morning and again on Thursday morning to see the results. We have included a Water Aerobics component to the summer program and the students enjoy that.
Our Fitness night activity was the first of its kind and we hope to make this even better. Great turnout from the community.
Our school competed in a "Walking Tour of Texas Colleges", and as the miles added up, we walked the miles from our school to several Texas colleges, learning about each college along the way. Our students enjoyed getting to know our state colleges and all the information we provided. I look forward to next year!
Our school has greatly benefited from this grant. With the equipment we purchased more of our students are excited about taking P.E. Some are even more concerned about what they eat. Thank you so much for this opportunity.
Our school next year will have a full health coordinated team including staff, parents, and students. Programs will be implemented before and after school when students are available and willing to participate.
Our students are very excited about the new activities. This was the first year for the grant at our school, and the students have been very receptive and motivated to work out. Our staff is ready to start a fitness club which will begin next year. They are very excited about the new equipment. Thanks!
Our students did very good in curl-ups as we targeted abdominal strength building. Next year based off our results we will target aerobic capacity and upper body strength as they are our areas of need.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
Our students enjoyed the testing more this year --they were very competitive especially in the pacer running--I feel they really benefitted from this program--made them more aware of the benefits of fitness.
Our students have gained a lot from the fitness bands that we purchased with our funds. So many of our students are coming up and telling us about how great this is to have a place to work out at since they cannot afford to go to a gym and how good they are feeling about themselves.
Our students loved the new equipment we were able to buy due to this amazing grant. Our sixth Graders are proud to have helped our school with their effort. Many students are understanding units better with the reinforcement tools we purchased. THANK YOU!!!
Overall we are seeing the interest level going up in students because of the new activities we are able to offer students. We have added new equipment in our schools and the kids are really enjoying it.
Overall, student participation has improved. The new equipment has motivated students to take a more active role in being responsible for their own health and what they need to do to improve their health and fitness levels. Students come to class excited at being able to utilize the new equipment. They also have taken more interest in learning new activities.
XXX Jr. High School will be modifying their current schedule to allow more students to participate in physical education as well as other electives such as band at the same time. In addition, due to the comparison of assessments, the physical education activities have been modified to be more rigorous and relevant.
Saw an increase in staff interest in fitness activities. Students were able to make the connection that fitness can be fun because they were introduced to a wide variety of nontraditional PE equipment.
Several 6th and 7th Grade boys and girls would participate actively in our activities because of the equipment that we have received through the grants. Most students played and had fun, not realizing that they were exercising the whole time. Had several kids compare their weights and heights during the post test and found that they had lost weight.
Several students were a little over weight, but due to trying real hard to pass the fitness test, they lost so weight and was very proud of themselves. The girls were the leading force that some of the boys needed to pass half of the test.
Several students, who had in the past had trouble finding enjoyment with traditional PE approaches, asked to come and use the XXXXX Wellness Center on their own time. Our district's physical therapist met with XXXXX students in the wellness center before school each week. The treadmills provided perfect therapy for students working to increase their mobility.
Since purchasing an interactive gaming system student interest has increased therefore increasing their amount of moderate to vigorous activity.
XXXXX Elementary has been awarded the TFN Grant for three years in row. My students have all benefited from this grant. I have five students that have really benefited from the TFN Grant. These five students have lost weight, changed their eating habits, carry water bottles with them all the time, and stay away from sugar in the past two years. This is due to the TFN Grant materials I have received the past three years. I ordered a lot of visual diagrams of heart models, How Much Fat? Diagrams, How Much Sugar Diagrams, and exercise diagrams. These have really helped these five students understand the meaning of being physically active and maintaining a healthy lifestyle.
Some of my students were excited to come and "work out" during P.E. class. With the grant money we were able to buy a resistance band system and other types of equipment to provide an "exercise club" type of feel during our sixth Grade p.e. Classes. I had one student, a girl, start weighing herself (in our gym) everyday before we "worked out" because she started noticing that she was losing some weight.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
Some students lost considerable amount of weight and greatly improved their self-esteem. This also gives students, staff, and parents input into the students overall health and fitness according to state norms. This proved very beneficial.
Some students made comments that they could see some improvement in various areas compared to how they tested earlier in the year.
Student A, a sixth Grade girl, who was outside the HF2 zone in more than one area was able to lose eight pounds. After Christmas, she became really focused and got into our cardio fitness running program. She was then able to meet all six areas on the fitness gram in the HF2 areas.
Students are becoming more aware of exercising, moving and calorie burning. They are actually becoming more involved in their eating and exercise habits.
Students continue to improve, although we still have a ways to go.
Students enjoyed all of the PE equipment that was purchased through the TFN program, and if it wasn't for the program, we probably wouldn't have the equipment.
Students greatly appreciate the variety of activities and access to new equipment as a result of the grant. Staff has enjoyed working out also, providing a positive impact on overall campus health.
Students have become accustom to the individual fitness assessments and have become quite successful.
Students have class notebooks and one worksheet allows them to set fitness goals for the year. There were 86 girls who achieved their 10,000 steps a day award through the use of our pedometer activities. Many students had also achieved their fitnessgram goals by January.
Students in general are always eager to participate. This year our school principal came in while we were about to start with our push-up testing. He demonstrated for our kids and our students were very surprised at the fact the their principal was able to perform 20 push-ups. They took it as a challenge and were trying to perform more than 20. It was a really neat experience.
Students kept P.E. notebooks with their pre-test Fitnessgram scores and filled out a goal sheet for the year. When revisited at mid-year many had already reached their goals for passing or improving. There were also 86 girls who achieved their goal of 10,000 steps a day by participating in the "Steps for Success" pedometer program.
Students really get energized when they have a goal in mind. Also, when we receive new PE equipment, they are very excited. They love to break the equipment out and use them for the first time.
Students were better equipped to know how to follow proper nutrition habits and follow a healthy life style. One student in particular was very happy that he was losing weight and feeling better about himself.
Teacher interest in professional development is definitely improved. Multiple opportunities throughout the year were offered and well-attended.
TFN coordinator was able to attend TAHPHERD convention and a one day summer workshop in Arlington. Treadmills, stationary bikes, re-bounders, and body bars helped to increase the students aerobic fitness. Dumbbells allowed independent work on targeted areas.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
Story #1: Throughout the year, our students demonstrated successes as indicated by their “pre” and “post” test data. We recognized an improvement in the students’ self-esteem as they continued to show improvement in the areas of physical and core strength and cardio endurance. One could see the pride and excitement exhibited by the students as they began to notice individual gains in the various targeted areas which they were tested. Across the board, our 6th Grade students showed the most improvement as they benefited from having physical education on a daily basis which had not been provided in the past. There were two 6th Grade boys, in particular, who dramatically improved in all targeted areas as they reached the Healthy Fitness Zone level after performing poorly on the pre-test. A huge factor which I feel contributed to the overall success of student performance was the support and encouragement the students were willing to provide for each other. They celebrated the accomplishments and provided words of encouragement to their peers as they worked to master their individual goals. Our daily warm ups were a huge contributing factor to our students attaining their overall fitness levels within the Healthy Fitness Zone as it provided all of our student a base line of strength and cardio improvement. Story #2: I had a particular student that was uncomfortable with her body as she practiced eating unhealthy on a regular basis. During the pre-fitness exam, she became aware of her unhealthy status and began to inquire ways to improve her current unhealthy practices outside of school. Throughout the school year, I noticed a change in her participation in class activities and in her eating habits during lunch. The student often reported to me the various activities she would participate in outside of class with family and friends. She shared that she would incorporate some of the games and activities learned in class during her exercise time at home. During the post-fitness exam, the student made significant gains as her scores moved in the area of the healthy fitness zone. The student also reported that she began to sleep better, feel better, and even concentrate more in class.
TFN has allowed us many opportunities that we would not have been able to have. We thank you for your support of education and making the youth of today more aware of their health and need to be physically fit.
TFN has allowed us to get a variety of equipment which has allowed us to reach more students by engaging in physical activity of some type. The more interested they are in the activity, the student does not realize that they are exercising. This enjoyment promotes the students to go home and teach siblings the new activities and with this more people are becoming physically active.
Thanks to each new equipment that we received we were able to see above average percentage passing rate. We saw great improvements from our pre tests to our post tests among our students.
Thanks to the new equipment I will be able to implement various physical related activities.
The added addition of exercise machine allowed for the students, staff, and community to improve their fitness goals. The community was also invited to participate in Zumba classes, a fitness dance class, that was provided to them by the grant. One teacher on campus started the year not being able to run more than 2 min. And after running everyday on the treadmills provided was able to complete a half marathon in Dallas! Students also were unable to do proper pushups are now doing more than 5 thanks to the equipment provided for them.
The entire school benefited from this grant. We were able to purchase a new soccer field and balls and all of the children were able to make use of the field either after school or during the day (PE/recess). This has been an invaluable addition to our school and we are so thankful. We are looking forward to continue with this program.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
The funds from the TFN grant provided our kids an opportunity to run in the Texas Children's Fun Run in downtown Houston. They were very excited about the opportunity to run with so many other kids from the Houston area. We will be back next year!
The high light of the year was definitely the collaboration of our Special Education Department, Library Media Specialist and Physical Education Dept throughout our TFN Assessments, and the implementation of the Meet In Middle campaign. Our entire student body worked extensively hard to promote physical fitness throughout the entire academic year. The Meet in the Middle project began early in the school year and carried out throughout the year, to the point where students that served as MIM buddies worked with their fellow peers to prepare for Special Olympics. It all begin with TFN Grant.
The majority of our students increased their cardiovascular endurance throughout the year with the implementation of the Fitness Now program.
The program served our campus well. Our annual Gator Fit Nights are well attended by parents, students, staff, and community members. It is wonderful to see families participating in competitive sports as well as learning about nutritional snacks and alternative exercises such as yoga, dance, casting, archery and Frisbee golf. We also hold a Ragin Cajun celebration that partners with Texas Parks and Wildlife. This gives our students a chance to sample outdoor activities such as kayaking, casting, archery and rock climbing. Student also utilized some of the equipment purchased using the grant. It has truly changed the way of thinking of our campus.
The sixth Graders at my school were on the whole better at their exercises than ever before. We really worked hard at cardio activities
The student enjoyed exercising to music which increased their curl-up, flexibility and pacer. They enjoyed exercise through-out the entire song which kept their attention.
The students enjoyed the new equipment that we received from the grant. They were more engaged in the learning process and enjoyed the classes that were provided.
The students love to lift weights while listening to music. Even the principals started to do it.
The students seemed to be more enthusiastic about participating in the variety of activities during class.
The students were disappointed when we did not continue the program until the last day of school. We ran out of funds before the end of the school year and we had to discontinue a month early.
The Students were working out hard and enjoying every minute of it. Some students were able to lose weight, while others toned. The TFN program has been the best program ever. Students love it!
The TFN grant has been a tremendous success to the entire school. More students at one time can participate in the activities using the equipment that the grant provided. Students are also able to use the equipment that was bought for aerobic activity and have increased their aerobic capacity. I have seen quite a few students slim down this past year by using the equipment. Also, posters and hands on nutrition information has been very valuable for student's learning process. I am thrilled that my school was chosen for the grant this year!
The TFN grant was a wonderful opportunity for our physical education program to be recognized by our district and community. We were able to purchase materials that allowed us to implement many aspects of our PE curriculum. We feel that this grant will provide our students opportunities to be healthier and more active in school activities and sports.
The TFN program has impacted students greatly at XXXXX Middle School. Our students are now making healthier decisions about Health and Wellness. Thanks for the wonderful opportunity!!!
The TFN program has provided the students at my campus with a lot of equipment that they would not have had. The students love the hopsports activities.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
There has been a significant awareness, of the students, in maintaining healthier bodies. We ordered the smokers lungs and it was a wakeup call as to what smoking does to their lungs. We appreciated this opportunity to further the students education with the visual aids that the grant provided. Thank you again.
There were many success stories throughout the school year. However; two in particular had profound effects on certain classes and myself as well. One day after preparing my students several days for the mile run, one of my students asked about how diabetes can be avoided? I asked the class to reflect on the unit we covered discussing diabetes and to my amazement, my students really had a clear understanding of how being physically active can be one sure way to combat the disease. They began talking about how they hated the fact that I made them run every day, but if I didn't the chances of them doing so would be minimum. One student shared how she was able to talk her mother into going to get checked because she portrayed several of the warning signals that indicated that she may be at risk for developing diabetes. To their shock, her mother's doctor informed her that her blood sugar count was extremely high and that if she didn't start taking better care of herself, she would be in danger of losing her sight or even worse. That student then started walking with her mother after school and a few months later, her mother received better news from her doctor. The entire student body shared their excitement about our school getting its own Fitness Center. All of the students like the fact that not only will they be able to use the center, but eventually they will be able to teach their family members how to use the center in a safe and fun way!
There were several students who were able to reduce their BMI. There were also students who were able to cut a substantial amount of time off the mile.
This grant has allowed us to provide additional exercise activities to our student population. In our, Physical Education classes the majority of our male students enjoy playing sports and games. However, our female students are more difficult to get to participate in these type of class activities. The Texas Fitness Now Grant has provided us with the funding to purchase health club type equipment. We are now able to structure some of our classes like a health club type atmosphere. We purchased aerobic steps, mats, dumbbells, kettles, and other equipment to allow us to offer our students step, cardio pump, and boot camp type classes. These classes have helped tremendously in motivating our female students.
This was the second year in a row that over 90 percent of my students increased their fitness gram numbers from the beginning of the year to the end of the year assessment
Throughout the course of the year, our staff saw a significant improvement in the students' achievement strides in the fitness area. Students remained positive and gained momentum as they saw other student meet the goals they set for themselves. We believe positive reinforcement on the students' ability helped on a daily basis.
Using pedometers at our school was great. Our school used them to reach the 200 Mile Step It Up Challenge. Teachers and students used them to walk 200 miles. Students are fascinated with technology and using pedometers is one way to keep their interest in fitness. Anytime there's extra funding it helps in many ways. It helps having more equipment for large classes. When you have more equipment and a variety of equipment it also helps with management and discipline. So the TFN grant helps in many ways.
We are able to continue to improve our campus fitness room, with more equipment and better equipment. The students want to go more often to lift weights, run on the treadmills, or exercise on the ellipticals and exercise bikes.

Please describe any success stories related student/staff involvement in activities related to the TFN program.
We found that the girls were helping their mothers with grocery shopping. They took an interest in grocery shopping and used that experience to help teach their mothers how to make healthier choices. The girls were also reporting that they were doing some of the cooking at their homes with their families. The local fitness center, as a result of this program, offered a special membership to the girls in the class. The girls who participate will receive advice from fitness trainers and will be encouraged to use fitness equipment appropriately.
We had an awesome Fitness Night for students, parents and staff with a wide variety of community involvement. We have never had the funds to do this type of activity and are being encouraged to continue the practice.
We had several students complete the Dallas/Mayor's Race 5k. Students talked about how they were planning on being active in different summer programs.
We had several students really excited about nutrition and keeping track of their weight loss and new healthy ways to be active.
We had students who were always last and never got to touch a ball (because they were slower), now getting to be the BEST of the class at things. One student said "now I know why Susie liked this game so much". We also had students who had never been on a treadmill or any fitness equipment. One student told me she loved the treadmill because when she got tired she could SLOW it down. I let them bring water bottles to class and they could use them whenever--this definitely taught them that water was good for them (it was all they could drink in class)--so, they began to drink water and really decided that they liked it. The hardest part for students was breaking bad habits--especially if they are allowed to drink anything and as much as they want of it at home.
We have been able to provide so much more opportunities for our Physical Education students because of the Texas Fitness Now grant. We had so little equipment available to our kids because of the lower income area we are in. Since receiving the monies we were able to purchase a lot of health materials to provide information to our community at the Health Fair. The grant allowed us to provide our students with some lifelong individual sports equipment that we could not afford prior and some excellent fitness equipment to work with as well. We have truly enjoyed receiving the Texas Fitness Now Grant it has improved our Physical Education program immensely.
We have many of our staff members coming out to participate and use our facilities. Many have taken the opportunity to exercise on campus. We have a staff member that has suffered several strokes and the fitness room at campus has been a great resource for him. Teachers and the community get together and support each other.
We have much happier students and are able to have more activities to choose from because of more equipment. Our children tell me all the time that they love all the new games we get to play in P.E. and it is because of the new equipment we have received from the TFN grant. Thank you so much from a school that didn't really have a lot of equipment.
We held a community health fair. Students, parents, teachers all participated and gained knowledge of such things as; exercise including Zumba, Taekwondo, and jazzercise. They also sampled healthy snacks, received health tips and check blood pressure as well as receive a physical if wanted.
We just received the equipment so the students have not been able to utilize the machines to see greater results. I believe the main thing it that our teachers are more aware of the physical activities that our students need to participate to be lifelong physically active.
We now have students eating right and exercising daily because of TFN program. TFN has set the foundation for our students to live a healthy lifestyle. Awesome!!!

Please describe any success stories related student/staff involvement in activities related to the TFN program.
We purchased Wellness Center equipment with our funds. Students enjoyed working in the center on a regular basis. Faculty and staff on campus were also able to utilize the area during conference periods, before and after school. Students were also able to participate in heart rate labs with heart rate monitors purchased with the funds. Students collected data and compiled a personal fitness plan with attached goals for improvement
We were able to buy equipment that we have only "dreamed" of owning. This enabled us to buy equipment we never thought possible because it is so expensive, but it also enabled us to replenish things that have been damaged and also to add to our number of pieces with equipment that we simply never had enough of.
We were able to teach weight lifting in our P.E. classes. We were able to have a summer fitness camp.
We were elated to see such improvements from the post test results. Most students were aware of what was expected of them.
We were very impressed with the improvement in the area of aerobic capacity. Pacer scores were greatly improved.
When doing this test, we had some that were absent when the test was given the first time. On the makeup day for those that missed the test (The Pacer test in particular), we had several students that wanted to retake the Pacer test. They wanted to better their results. We even had a few students that retook the test more than once!
With 100% of our 6th, 7th and 8th Graders obtaining the HFZ in all exercises and measures I can say with great confidence that our physical education program is a tremendous success. I want to say I am proud of our students and staff for this accomplishment.
With the financial help of the TFN grant we have turned our old field house into a top notch fitness center. We have weights, a TV for exercise videos, step benches, fitness bars, medicine balls and much more. It's our mini 24 hour fitness!
With the grant money received, I was able to implement more various activities within my physical education program. The students were able to experience new activities and enjoyed them. Also, I was able to add more activities to my holistic after-school program to help decrease obesity.
With the help of the TFN grant we were able to host an afterschool program and a 5K run/ walk for our community! It was great and our school community love it!!!

Source: Data from the 2009–10 TFN End-of-Year Progress Report

Table F2. Sample Responses Related to TFN Challenges (2009–10 School Year)

Please describe any challenge stories related to student/staff involvement in activities related to the TFN program.
7th and 8th Graders had very little motivation to run the one mile test in May. Most of them had better scores in November for the pre-test. (Very disappointing) Next year I will do the Post-test in April to help with motivation. 7th Grade overall was 40% in HFZ and 8th Grade was only 37% in the HFZ. I know they could have done better.
A challenge we experienced were the limited accessories/equipment for several assessment such as the Body Composition and sit-n-reach.
A few students that desperately needed physical education and fitness were failing their classes and needed to be in additional tutorials classes. They were only able to participate in physical education the minimum number of minutes required for their Grade level. It was difficult to help them.
A lot of our students will bring parent notes stating that they are not to run in PE class that day (that day being testing day). We do not have the parental backing.
A smaller student/teacher ratio would make it easier for not only administering tests, but also in teaching TFN program.
Again having the personnel necessary to carry out all of the activities is very difficult for a small school such as ours. We have not really added any physical education staff members,
Anticipating over 100 6th Graders for 2010-2011, time and having students "wait" their turn to be tested is a big concern of mine. Having another certified Physical Education teacher for an extra pair of eyes besides a certified assistant would certainly benefit accuracy.
As our wellness center is utilized through our PE classes, students come to the wellness center on a rotating schedule. This rotation does not allow for wellness center workouts on a daily basis. While students have other options for physical activity, we would like to offer more time in the wellness center for everyone.
As usual, the most trouble I encountered was being the only certified person to administer the test. It is difficult to pay attention to each student while having large classes during test administration.
At times it was difficult testing all the grade levels all at once. Although the majority of the students took it seriously, there were some students who simply were not motivated to perform the activities, but we eventually got them going. I wish some students were more motivated towards exercise and physical activity.
Classes are still sometimes too large. It is great to have heart rate monitors but there is not enough for a class over 30. Even if students share from one day to the next, they tend not to work or care. I am going to try to figure out how to get at least 15 more monitors.
Coordination between health/nutrition and PE staff in implementing the program.
Could we have a code for our handicapped students. I had some that could participate in the shoulder test but were in wheelchairs so left the rest of the test blank. I would like to see a Code "HC" or something to that nature. A code for my migrant students would be nice as well. We start off testing them but then they move out of state so the post test is usually never completed on them.
Current Challenges in Physical Education classes:1. Extra Large class sizes; 2. Need two certified Physical Education Teachers; 3. Need more info about SHAC from the district; 4. Need staff development from the district; 5. Need leadership with Elementary Physical Education; 6. Need opportunities to grow in leadership; 7. XXX ISD needs to change from the current situation due to lack of leadership and passing on critical information and help due to the lack of that the PE teachers are getting currently.
Did not receive any of our supplies and equipment in time to use it but we are looking forward to a successful 2010-11 school year.

Please describe any challenge stories related to student/staff involvement in activities related to the TFN program.
Due to lack of funds and this being our first year to take part in the grant we got a late start of getting and receiving new equipment to help us implement the program.
Due to the construction within our district our middle school students did not have access to a gym. The gyms at the other campuses were unavailable to the middle school P.E. classes. Although we were unable to overcome this challenge during the current school year, we look forward to the upcoming school year and completion of the renovations of our new facilities.
Fitnessgram software: to viewing certain reports is limited by window size and makes it difficult to input data. Also, having to have a computer with installed Fitnessgram software proves to be inefficient. I would recommend providing a secure online method for achieving the purpose of the program. This would allow for much greater opportunities to update, use, and study the data.
I have had a problem building the upper body strength of the student due to the fact that most children upper body is weaker than the bottom part. Trying to teach them the method for the push-ups was very challenging.
I would like to see the money allocated for the fitness equipment to be better explained to all parties involved from the teachers to the principal and the campus financial personnel.
It is challenging to not be able to include all of our students due to the fact that many of our kids have to attend after school TAKS tutoring that is mandatory. There is no getting around that. At this time our eighth Grade students are unable to take p.e. because we only have 2 p.e. teachers.
It is hard to access the money and know how much you have. We need to have more control as the manager.
It was difficult to test the students because of their absences, tutorial pullouts, and suspensions.
It was difficult to understand how our junior high boys were unable to meet the requirements for the Pacer test when the majority of boys ran their hardest and did the best they could. We, as a staff, were totally surprised that they did not meet the requirements when they are a very athletic group.
It would help if we have a department head. A lot of teachers did not know of the grant because we really are not under a health athletic department head.
lack of facilities
Last year, we were able to test more of our students on the post test. This year due to issues with staffing and coinciding with preparation for TAKS testing for eighth Graders, we were not able to test as many eighth Grade students as in the past. Our CATCH committee has already started plans to rectify the situation and ensure that we are able to test more students during the testing window next year.
Late notification of receipt of grant proposal delayed equipment purchasing. Test results could be skewed due to late receipt of specific equipment.
Not all physical education personnel put forth the effort needed to make the physical education a success for helping our students increase or improve their fitness needs or levels. They tend to make excuses and just throw out a ball or make the students walk - bring down self esteem and a desire to work hard.
Not being able to have the entire 8th Grade class involved in TFN throughout the year. Only during FitnessGram testing.

Please describe any challenge stories related to student/staff involvement in activities related to the TFN program.
Once the Texas Fitness Now grant was allowed usable, it was the goal of the physical education teachers to purchase items in smaller quantity so that thirty to forty students at a time may utilize the equipment at each station. Also, the physical education teachers wanted equipment purchased that would encourage student's participation in fitness activities inside and outside of the physical education classes. The physical education classes at this school are of mass quantity. Sometimes when the stations were set up for the student's use, there would be an overwhelming response to one or more of the "stations". There was not enough equipment purchased of each item for the demand of each station. Next year, if given the opportunity to purchase equipment with the Texas Fitness Now grant, it will be the goal of the physical education teachers to purchase equipment in bulk, so that every student may utilize the equipment at one time.
One challenge we face is trying to keep the students motivated to do their best for the test.
One of our biggest challenges in the Spring was working out the timing to fitness test everyone. The Spring time is very busy with TAKS testing, field trips and other various programs, so fitness testing everyone was a little difficult to plan.
One of our main challenges is that the PE staff for 6th Grade is also our junior/senior high coaching staff. So our kids miss out on quality instruction on the days the coaches are gone to athletic competitions.
One of the biggest challenges at our campus is the classroom sizes. With the TFN money I was able to buy classroom sets of 24 for equipment. Unfortunately, our classes are sometimes up to 60 students. This issue is more of a campus problem than TFN, but it restricted me from using the equipment to the fullest.
Our biggest challenge has been the technology and being able to keep up with the information. This year our tech person changed computers in the PE department and so the information from the first part of the year was gone, and no one could find the computer to return in. We had a paper print out which saved us.
Our campus is a new recipient to the TFN grant. In our infant knowledge, we were not prepared for the expectations and were even overly eager to participate to the fullest! We found that the delays we faced in the notice of grant award resulted in having to wait to order and receive equipment. Although we used this time for design and planning, we were not able to bring some of our new ideas to life! One new activity we will introduce is disc golf. Our goal was to share this with our students before the end of the school year so they could use the outdoor facility/equipment throughout the summer in hopes of encouraging them to be more active and possibly include other friends and family members in the process.
Our daily struggle is trying to get kids involved. They do not want to participate in many of the activities we have set up because they think they look silly. As we continue to encourage them and try to get them involved they attempt it and find out it was actually pretty neat. Some have come back from High School and told us thank you for getting them involved because it opened up new horizons for them.
Our main challenge remains in the area of facilities. We are limited on space to conduct our classes. We have one gym and one weight room and four classes in those facilities at the same time.
Our numbers are so large in our district (class sizes of 130 plus), that even with the grant money, we are not able to provide enough pieces of equipment for every student, and they still have to take turns and share. Also, because of storage and space issues, some of the equipment was never able to be opened because we had no place to safely store it when it wasn't in use.
Our overweight students are embarrassed to exercise in front of other students. Our PE classes are coed and that makes it even harder for those overweight students.

Please describe any challenge stories related to student/staff involvement in activities related to the TFN program.
PE pull outs were periodically conducted, but we managed to assess a vast majority of our students in all 6 fitness tests.
Planning and scheduling can be a challenge at times but campus administration supports and helps plan physical assessments and staff development.
Some of our students were unable to complete some of the tasks due to illness or physical capabilities.
Some of the challenges I face were keeping the students motivated to exercise, as long as they were chasing a ball they will run all day without getting tired. But when we were doing the fitness gram, they say we're tired.
Some students have become very difficult to motivate, and we also have a high asthma rate at our campus that has hindered us as well.
Sometimes I still struggle with teachers who would like to keep their students out of p.e. in order to have them complete classroom assignments.
The assessment in itself is difficult to motivate students to do their best. Students appear to be concerned with meeting the minimum standard versus striving to achieve the maximum standard. In addition, multi Grade level classes were also difficult therefore XX will be modifying the schedule for the 2010-2011 school year.
The biggest challenge was that the TFN funds were not released until late in the school year. The SPARK program and Coordinated Health materials had not arrived by the end of the school year. The 2010-11 year will actually be the indicator year for XXXXX Middle School
The biggest detriment to this class this year is that it wasn't formed until 2nd semester (after the grant was approved)--and we lost half a year with the students that we should have been concentrating on more. In a regular physical education class these students fade into the woodwork. They do not want to run because they bounce, or they are slow, or because people make fun of them. Even in the class, when we would discuss eating habits, they would understand--but would continue to eat large amounts of junk or fattening foods because that was what Momma brought home, or cooked etc. Healthy foods are more expensive--especially fresh fruits and vegetables--if you don't eat them before they spoil. When on the track these students still would carry some backpacks and eats snacks they brought from home--overriding some of the benefits of exercising. I think middle school is still young to turn down something that tastes so good--I try to teach moderation.
The greatest barrier toward improving student success was trying to increase the level of commitment to exercise and healthy eating habits. Our physical education used materials to improve the student knowledge of healthy eating and ways to increase lifelong physical activities.
The challenges were very minimal because the coaches were so helpful and encouraging. One of the challenges in particular was that there were not enough materials available for many of the staff that participated along with some community parents that wanted to get involved afterschool. Materials are essentials in all that we do. Moreover, keeping the community apprised and involved is a major focus of ours that is routinely a part of everything that we do. Our success is generated through our students because of our parent involvement. It is highly likely that we can get more parents, and staff involved with more materials and possibly some CD videos to assist when the opportunity does not present itself. The staff also asked that some fitness gear also be donated to assist in promoting the program.
The hardest challenge we had to endure was getting the student to perform the mile run for the post-test. Many of the students walked the mile.
The health fitness zones need more rigor. 8th Graders soon figured out how to do just enough.....
The lack of staff and student/teacher ratio has always been an issue at our campus. This limits teacher to provide individual weight management plans to our students.

Please describe any challenge stories related to student/staff involvement in activities related to the TFN program.
The following are challenges that we have had to overcome concerning the TFN program. We did not start receiving the equipment that we were able to purchase until April. There are so many students involved in field trips in the month of May that it makes it hard to implement new programs. Another challenge we faced are large class sizes. When we have students from wall to wall in the largest gym space available safety is a huge issue. Also, in order to get more variety of equipment, we only purchased one class set, which is usually 24. Our classes are much larger than 24. Next year we will be able to set up a rotation with the equipment but it will still be divided. With the large class sizes we run into the problem of space available for activities. Another challenge is time constraints. We have to allow time for dressing out, warm up and activities.
The lack of testing instruments for large group of students was one of the hardest obstacles faced during the testing. It was necessary to use other resources in order to conduct the tests for so many students. Also, help from central office can be very helpful by inputting students' heights, weights, age, and other personal info that they have access to from students' records. This will greatly speed up the process of imputing data, because all we would have to be responsible for will be the actual scores of the different tests for the whole student body in our campus!
The main obstacle was having parents on board with the Fitnessgram testing, twice. I think the state should do more to advertise the program in avenues that would make the public more aware of what the test actually does. Parents think I am trying to develop their students into Olympic athletes . . . I have to show them the TEKs and explain what our program is for and that students have to have it to gain credit to move on.
The most difficult challenge to overcome was the updates that the Texas Institute implemented after we had input data. This created havoc on the individual campuses leaving us with a tremendous workload to implement data that was lost in the process of updating the system. We suggest all updates and necessary changes occur during the summer months.
The need to help students with their body mass index is essential. We work against what they eat at home, their lifestyle outside of school and their growth. Just having them in P.E. for 125 minutes a week is not enough. We do try and educate them through our CATCH program in XXXXX but ultimately they are on their own.
The nutrition factor. They do not know what type of food items can replace their current eating habits. Therefore, it makes a difference in their performance.
The only challenge I faced was getting the students that were not in PE or athletics to finish the Testing. Our Principal did a wonderful job helping out. I also faced a storage problem. Our storage room was not built for 10000 dollars worth of PE equipment. I know that is a problem worth having.
The only challenge that I encountered is the fact that out school needs more equipment to have a more successful program. I hope our school qualifies for the grant in the future!!
The only challenge we consistently encounter is the data collecting and entering or inputting. it is a very time consuming, perhaps we can orchestrate a method of collecting and inputting data via tech or web-based.in the end possibly randomly verifying the data entered by every single TFN participant.
The only challenges we faced was not having the equipment in enough time to utilize it. I feel that more could have been done with nontraditional sports if we had the means to teach them the skills needed. I'm looking forward to the 2010-2011 school year because everything that was order is in equipment room and a new class room has been assigned to aid in teaching more nutritional value lessons. I feel that the benefits from receiving TNF funds will not really show until then.
The only problem that is occurring now is not having enough storage space for the equipment!!! This is a good problem.

Please describe any challenge stories related to student/staff involvement in activities related to the TFN program.
The only problem that we encountered was the time that we had with our student (45 min. class periods), but we did as much as we could with them. We prepared our lessons ahead of time.
The only real challenge I faced wad being the only trained & certified teacher who had to implement all the test. The good thing is I had two years prior training and experience.
The only real challenge that we have is funding. We are a low income school with lots of needs that still need to be met for our students. There are so many more things that we could be doing to help meet the health and fitness needs of our students if we only had the funds to purchase more equipment.
The Physical Education teachers reported it was hard to get maximum performance out of the 8th Grade girls and boys. Most of them did approximately 1 to 2 rep in each of the events.
The program is very good but is time consuming when you have lots of kids and not enough staff to help in testing the students. If the process could be modified or more staff to help assist with testing.
The reliability and accuracy of the test data for the students is not completely in line. Just for the fact that the students have the option to either run the mile or walk a mile or even when some of the tests are modified. So we do not feel we are getting an accurate level of the students' fitness achievement because of the differences in physical ability.
The students as a whole were not very excited to have to do the testing a second time. Having to test a second time did take away from instruction time.
There are still some areas in which we are short equipment due to lack of funds for years past.
There was very little guidance to the process at times, particularly at campus level. I also believe that our entire district would benefit from having a person at district office level ensuring that our physical education programs are of value. As of now we have no curriculum to speak of and the athletic directors (who are great) are over physical education so it (p. e.) takes a back seat to sports.
This year was an improvement over last year. Because students get pulled from our classes, we started implementing the fitness testing earlier which benefitted us getting more participation and attaining more results. One disadvantage we had this year was student absenteeism.
Time prevented the program from being completely implemented. It took several months in receiving the funds from TFN therefore, the program did not get implemented as expected.
Unfortunately, by the time we ordered our equipment, it was delivered, and we put things together, it was time to administer the fitnessgram test again. I do not feel like our students had much time at all to use the equipment - so the pre and post-test results are not a valid assessment.
We changed PE instructors this past year, and it was hard to get some of the students to understand that they had to perform in order to pass the class. However, as the year progressed the students learned that the new teacher meant business, and they began to work hard for him.
We could always use more equipment. We could also use adaptive equipment.
We don't have enough pedometers for everyone especially with double classes. The children work so much harder when they have on a pedometer.
We faced some challenges with students. They do not have knowledge of the physiology and body mechanics behind each sport and activity, so they do not understand why some of the activities are introduced and done in class.

Source: Data from the 2009–10 TFN End-of-Year Progress Report

Table F3. Sample Responses Related to TFN Additional Comments (2009–10 School Year)

Please share any additional comments you might have about your school's participation in the TFN program. This can include any additional information about barriers/obstacles to implementing the program as well as any additional information about factors that have facilitated program implementation. If there is anything we did not ask you that you think it is important for us to know about what your school is doing related to this grant, please let us know that here.
Again, the teachers at our schools, know what obstacles we face with our students. At the district level, some things have been ordered for us. These things are not cheap. I would love to have more of my school's money come to my school. I need money to improve the act ivies my students participate in before school and during lunch. During the lunch period, most of the students are finished eating within 15 minutes. The other 15 to 20 minutes, most of them stand around outside and talk. We have space, we have balls and jump ropes, pedometers, a walk/run area. We do not have structural equipment so we can engage them in activities they want to participate in. We are so appreciative of all the things we DO have thanks to the funds you are providing with this grant. We just need to have the money reach the schools.
Are any schools successfully offering motivational rewards for students performing in the HFZ? I would like some ideas to help motivate our students to score in the HFZ.
Can an after school program be funded by the grant? Intramurals, dance, wellness programs are much needed on my campus. I am willing to help lead in this direction of student/staff participation.
Having a palm pilot to record scores would save time when you're the only one doing the recording and having 45 minutes a day to sit in front of a computer, if you’re lucky.
Having the opportunity to provide more equipment for students all over the state is wonderful. Physical Education teachers are very fortunate to have a budget no matter the amount. Many schools all over the state have little or no money in a budget for equipment. With student population on the rise, eating fast foods, and the daily battle against obesity I say thank you for this opportunity to better serve "our kids".
I am very excited to be receiving this grant. Our school greatly needs an improvement in the health and PE area. Adding technology to our PE program will help our curriculum and our students!
I feel that holding staff and students accountable through a rigorous physical education program is important. Also, using the FITNESSGRAM test to objectively measure the fitness level of our students has proven to be very critical to knowing for sure and being confident that our children are healthy and in shape
I have been a part of this program now for three years. I think that it is running more smoothly now than in the beginning. I am much more comfortable now than in the beginning.
I have concerns with the classroom material of the CATCH program. I don't believe it's being taught with much consistency. I have a block schedule, seeing students three times a week, I can't possibly teach the classroom curriculum, and still meet the physical activity requirements. This is really my only concern pertaining to the Physical Education requirements.
I just wanted to say that having supportive administrators that assist in getting the data for the FITNESSGRAM is what helps make the job a whole lot easier. The SHAC here at XXXXX Middle School really got the job done so that the P.E. coaches had all the necessary tools to successfully asses the students twice in one school year. Meeting the criteria for the TFN Grant was not an easy task, but the determination to receive the aide for our students is worth every second of it!!! Thank you!

Please share any additional comments you might have about your school's participation in the TFN program. This can include any additional information about barriers/obstacles to implementing the program as well as any additional information about factors that have facilitated program implementation. If there is anything we did not ask you that you think it is important for us to know about what your school is doing related to this grant, please let us know that here.
I think the grant has been great for the students. They enjoy getting the test results and seeing the changes in their weight through exercise or lack of exercise during the holiday periods. I am concerned about the growing number of students that are extremely overweight. There are several middle school children on my campus that weight over 200 pounds. The activity required by the grant results in minimal weight loss for these students. I would like to see the TFN grant expand and give specific guidelines for helping obese children. I know we are not supposed to single out students for being overweight, but these kids are so young and their BMI's are already off the charts.
I was reluctant to get involved with the TFN program, but I must say that I have enjoyed learning about the program as well as re-igniting my love for seeing my students excited about becoming physically fit!
Implementing the program requires knowledge of the Fitnessgram software, reports, and data entry. I feel that training in these areas would help better represent information correctly and more accurately.
In order to test body composition, our district needs Skinfold measurement tools or a Bioelectric Impedance Analyzer.
Increase in campus involvement and creating a healthier atmosphere. The students were excited about receiving the grant and having more opportunities in physical education class.
It is crucial for our school to receive this grant. It allows our students to participate in a fitness program that they would not have access to otherwise.
It would be nice to have a program workshop offered at a regional level or even as a webcast.
It's has been nice to be able to afford PE equipment because students are interested in new activities.
Just having read that Texas is the 13th fattest state with 29 % of adults in Texas considered obese (which is only 4 % less than 1st place Mississippi), I do believe that we have a battle on our hands. The types of food that are typically eaten in the south, coupled with the hot and humid weather, and the income in the homes of most of our students definitely affects our weight gain, amount of exercise, and the food choices our students and their parents make. I truly believe that we need to have a program for parents called "The Most Important Gift You Can Ever Give Your Child". We need to emphasize HABITS. Tell parents we need to change GENERATIONAL HABITS. This is not going to be something that is done overnight. That is why we need to methodically plan an overall wellness program for physical education classes that includes nutrition, activity, and stress relievers for this generation. Teachers are overwhelmed--we need time to plan a strategy.
Much equipment was received over the last two years that was badly needed, and was well used by all the students of our school
My Physical Education classes and students have benefited from the TFN Grant I have received the past three years. I am able to show students sports, activities, and games they would have never been able to play because of this grant. For example: Lacrosse, Frisbee Golf, Pillo Polo, Yoga, Palliates, Exercise Resistance Bands, and Exercise Balls. These are just a few examples of what my students have been able to play this year. I greatly appreciate everything the TFN Grant has done for my program and my students.
No comments. Thank you for this opportunity to promote physical fitness for our students.
Now that all our equipment has come in I'm looking forward to using all the inventory we have received. Thank you very much!!!!!!!!!!!!
Our school funding was reduced drastically and it limited our ability to be able to do more for our staff and students.

Please share any additional comments you might have about your school's participation in the TFN program. This can include any additional information about barriers/obstacles to implementing the program as well as any additional information about factors that have facilitated program implementation. If there is anything we did not ask you that you think it is important for us to know about what your school is doing related to this grant, please let us know that here.
Our school has participated in the grant 3 years in a row. Every year it seems we have had a problem with purchasing. Something had to be changed after it was all said and done. This is our biggest struggle that we have had.
Our school is now a lot healthier than it was a few years back. A majority of our teachers walk with their kids before playing at recess, and students see a lot more posters (health related) in the halls, gym, and the cafeteria now.
Our students were so excited to use the new equipment we were able to get with this grant. Thank You.
Overall we believe our campuses participation in the TFN program was a very positive experience. We were able to see improvement on student achievement levels and also student moral seemed to stay positive during the fitness requirements. Students are absolutely more aware of the attributes of eating healthy and maintaining a regular fitness routine.
Please bring our TFN Grant back - the money has assisted us in implementing superior PE instruction with additional materials and curricular support.
Teen pregnancy is a growing problem. I would like to meet with community officials to collaborate and structure a program on campus that will help lower or eliminate the number of pregnancies that occur on campus.
TFN grant has help to improve student attitudes and the overall perception of what fitness is, and how it can benefit you now, and for the rest of your life.
TFN has opened my eyes to things I had not thought about implementing. I feel that the surveys help me to set expectations for the next semester.
Thank you for the opportunity to provide materials and equipment that allows students to have the tools necessary to build their fitness.
THANK YOU SO MUCH FOR CARING ABOUT OUR SCHOOL!
Thanks, for your help the students love the new equipment. We have their attention again.
The funds from the TFN gave us the opportunity to purchase and do many things that we were unable to do given our school budget. This was a tremendous opportunity!
The grant has afforded activities that otherwise our students would not have benefited from. Materials purchased encouraged healthier lifestyles.
The school and district were very supportive of the TFN program. They assisted on the implementation and awareness the program.
The software is limiting the actually scores for our children. There are several activities where many of our students progressed past the required limit, but could have gone further. Students notice where for example the sit and reach they were able to go to 16, but the report only shows to 12. We then have to answer multiple questions from students and parents. The use of a Palm Pilot for collecting data within the software would be helpful.
The students at my school are not able to attend various sports/ activities outside of school for various reasons. This grant has allowed me to have the students experience different types of sports and activities in which they would not be able to otherwise. I am very grateful for this grant because I care about my students very much and it pleases me that they get to have the full experience. I feel that the activities that we are able to provide allow the students to want to be more active and healthy. Hopefully this will translate to a lifetime of intrinsic motivation of healthy living for students.

Please share any additional comments you might have about your school's participation in the TFN program. This can include any additional information about barriers/obstacles to implementing the program as well as any additional information about factors that have facilitated program implementation. If there is anything we did not ask you that you think it is important for us to know about what your school is doing related to this grant, please let us know that here.
the students have so much fun when they come to p.e.! We are able to have new and appropriate equipment and lesson plans that are exciting to them. They are learning that it is fun to be active!
The Texas Fitness Now grant has equipped the physical education teachers at XXX with the much needed funds to implement a curriculum that will hopefully help curve the country's overwhelming obesity rates one child at a time. Thank you
The Texas Fitness Now program has improved our Physical Education program, we are able to provide a broader curriculum within our classes. Our students are motivated by the new equipment and participation has increased. The grant has been a wonderful opportunity to promote physical education and improve students' fitness levels. Our school is grateful for all the funds that have been provided to our school.
The TFN has enabled the school to replace old equipment with new equipment. Students look forward to participating in P.E. activities., since it enables them to build camaraderie among themselves.
The tfn program is the best program i have seen since i started coaching 19 years ago.
There is no way we could have the Physical Education program we currently have without the Texas Fitness Now Grant. Thank you for funding the opportunities we can give our kids, they are worth it.
this grant has created many opportunities for our students campus. The supplies/materials expose students to many opportunities.
This has really been a blessing for our school and school district! I have worked in many other schools and PE programs that lacked equipment and it is very difficult to provide proper instruction without equipment.
This is a great program that has greatly enhanced the physical education and health programs at our campus.
This is an incredible fabulous program that does provide movement on a daily basis for all interested students that want to become healthy.
This was the year of progress and fitness. Many staff and students were extremely excited because of our exemplary rating. We could not have been an exemplary campus without being HEALTHY first of all. The Texas Fitness Grant provided us with the energy, will power and the burning desire to accomplish to be all that we could be. Barriers and obstacles will always present themselves. However champions will always find a way to win and succeed through perseverance and hard work. TFN is an outstanding program that can benefit students in need of assistance and benefits those who want to better themselves through hard work and motivation. We like to call our program The TFN make over because of the positive results that we always get. Thank you for being a part of our lives and our school. You have made us exceptionally exemplary!!!!!
Through the process of applying and implementing TFN programs it has brought to the forefront the extreme need to up the level of physical activity and performance for not only our targeted population, but our entire campus. I am definitely more determined than ever to provide quality programming that will positively impact my students' physical fitness and promote healthy lifestyles!
We are attempting to find a nutrition curriculum so we can begin the nutrition requirement pertaining to this grant.
We are excited that in the upcoming months, our school is going to be able to offer family fitness nights. We are encouraging our students to bring their family members to our campus and participate in games and activities.

Please share any additional comments you might have about your school's participation in the TFN program. This can include any additional information about barriers/obstacles to implementing the program as well as any additional information about factors that have facilitated program implementation. If there is anything we did not ask you that you think it is important for us to know about what your school is doing related to this grant, please let us know that here.
We are working very well with the Wellness Committee and the School Health Advisory Council. This has really worked well for the district. The committee has been an asset to our physical education program.
We at XXXXX Middle School would love to see our TFN grant money return as we are starting to be able to do so many more things due to the TFN funds the past 4 years.
We at XXX are very appreciative of the funds given to us for equipment and nutritional information for our children. We would be struggling with old equipment that is wearing out if it were not for the TFN grant. Thank you very much.
We would like to thank everyone involved with the TFN program. Our staff, students and parents were very pleased and thankful.
We got a some equipment we could not otherwise get at our school. Thank you.
We greatly appreciate the TFN funds. It has provided our school with additional support and experiences for our students.
We have been able to provide activities involving the use of technology and incorporating the use of exercise equipment. Without this grant, we would not have had the opportunity to increase student interest and participation.
We installed a jogging trail with part of the grant money funds. We have had many issues and problems with this track. Students have been injured due to falling on the surface of the track. The surface is slippery and has rocks. Also, the siding around the track is made of metal and several students have fallen on this. We have reported this to our administration but have not really gotten the attention that has been needed. This track needs to be maintained on a regular basis and the injury issues need to be taken care of. Also, our playground area never gets watered. Our playground area is very uneven due to the fact that the ground is severely cracking and there are deep crevices. This causes a very dangerous situation of students stepping in these holes and deep wide cracks causing serious injuries. This has also been brought to the attention to our administration. Dirt was brought out to fix the problem but it did not work. So, our playground area is very limited.
We just like to say thanks for allowing us to receive this grant. This has greatly increased the amount of equipment and resources available to our staff and students.
We love pre and post testing our students. It's encouraging to see their fitness levels improving over time.
We need the money!
We really benefited from this grant and we thank you so much for giving us the funds to do what we have been able to do this year. Again the only real obstacle is the fact that we do not have enough funding to provide everything we need for our students. Thank you again for the thoughtfulness you shown us by giving us this grant money.
We still need to improve our overall Coordinated School Health efforts across the campus curriculum and get overall staff involved in Health and Fitness initiatives.
We were fortunate to have members of our School Health Advisory Council participate in grant activities. We had a fitness instructor from the local fitness center and we had a certified dietitian/nutritionist, both of whom worked with the students. Having community members involved heightened the awareness of the grant activities.

Please share any additional comments you might have about your school's participation in the TFN program. This can include any additional information about barriers/obstacles to implementing the program as well as any additional information about factors that have facilitated program implementation. If there is anything we did not ask you that you think it is important for us to know about what your school is doing related to this grant, please let us know that here.
We would like to see the grant extended through the high school Grades so that we could implement some innovative programs and not have to rely on the same old running and walking routines that are normally used.
We would like to see the grant extended to high school Grades so that we could implement some innovative programs for our students that are not involved in athletics.
What kind of weight/fitness activities others d with the TFN.
With the additional funds through the TFN program the intermediate campus has been able to purchase much needed equipment for our kids to ensure they are actively engaged in all activities. Our campus has also been able to introduce and implement many new activities through the additional funding.
With the funds we received we were able to significantly improve the quality of physical education instruction with appropriate and necessary PE supplies and materials. We would love to see a continuation of this grant in the future.
With the proper funding from the TFN, I can successfully administer the school's first Health & Fitness curricular that is being generated for the new millennium and provide more physical fitness equipment that we drastically need. With the funds we did receive, I was able to provide more material for the students to obtain their goal.

Source: Data from the 2009–10 TFN End-of-Year Progress Report

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