



# Evaluation Brief: The Carol M. White Physical Education Program Project Implementation During Year 1 of the Grant

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## Overview

In 2010, the U.S. Department of Education (the Department) issued regulations for the Carol M. White Physical Education Program (PEP) to reflect best practices and research for improving children's and adolescents' health and fitness. The goal was to encourage physical activity and healthy eating and help students meet their state standards for physical education. The primary focus of PEP continues to be the development of high-quality physical education programs and an environment supportive of physical activity. However, PEP has expanded in a variety of ways, including an additional focus on promoting healthy eating habits and good

nutrition, requiring nutrition- and physical-activity-related policy development, establishing community partnerships for a collaborative approach to youth fitness and nutrition, and implementing new youth outcome measures. This brief provides an overview of the new projects funded by FY 2010 PEP grant awards. These projects represent the first cohort of grantees since the revision of PEP. This brief reports on implementation processes, activities, and grantee-reported accomplishments and challenges during the first year of the grants. A final report will document project activities and experiences over the three-year grant cycle.

## Year 1 Highlights

- **The 76 FY 2010 new PEP grantees reported serving almost 300,000 youths across the nation.**
- **All but one project formed community partnerships, indicating the success of the revised PEP's emphasis on promoting collaboration.**
- **All but three grantees either collected or planned to collect body mass index (BMI) data, a new PEP competitive preference priority.<sup>1</sup>**
- **Seventy-six percent of PEP grantees reported implementing the majority of planned Year 1 activities, with 9 percent of those indicating the implementation of all planned activities.**
- **Frequently reported PEP project implementation challenges included issues with *Government Performance and Results Act (GPRA)* data collection and a lack of time to prepare for the start of the PEP grant following the award notification.**
- **The most common reported challenges with *GPRA* data collection included the lack of proper reporting by youths, loss or theft of equipment, and failure to return information.**

<sup>1</sup> An application that meets the requirements of a competitive preference priority is awarded additional points.

Childhood obesity has tripled over the last three decades in the United States (Centers for Disease Control and Prevention [CDC] 2011), making the physical fitness of America's youths a topic of national attention. The percentage of children aged 6–11 years in the United States who were obese increased from 7 percent in 1980 to nearly 20 percent in 2008. Similarly, the percentage of adolescents aged 12–19 years who were obese increased from 5 to 18 percent over the same period.<sup>2</sup> In 2010, the Department revised PEP, its sole program focused on physical education, to “support a broader, strategic vision for encouraging the development of lifelong healthy habits, and improving nutrition and physical education programming and policies in schools and communities to prevent and decrease childhood obesity” (U.S. Department of Education, Office of Safe and Drug-Free Schools, 2010, 10). The new direction of PEP applies best practices based on research and program evaluation to encourage physical activity and healthy eating and help students meet their state standards for physical education. It also represents the Department's efforts to align relevant program objectives with First Lady Michelle Obama's *Let's Move!* Initiative, which is dedicated to solving the problem of childhood obesity within a generation.<sup>3</sup>

Currently administered through the Department's Office of Elementary and Secondary Education (OESE), PEP is authorized by the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, to provide grant funds to projects led by school districts (districts) or community-based organizations (CBOs) to initiate, expand, or enhance physical education programs. While the primary focus of the program remains on developing high-quality physical education

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<sup>2</sup> Based on the National Institutes of Health, National Heart, Lung, and Blood Institute's (2010) definition of *obesity* as having excess body fat.

<sup>3</sup> *Let's Move!* was launched in February 2010. See “About *Let's Move!*” accessed Jan. 13, 2012. <http://www.letsmove.gov/about>.

programs and an environment supportive of physical activity, the Department's revisions to PEP included:

- ◆ creating an absolute priority<sup>4</sup> such that projects must include both instruction in healthy eating habits and nutrition and at least one of the five authorized physical fitness activities;
- ◆ requiring projects to develop, update, or enhance nutrition and physical activity policies;
- ◆ encouraging partnerships with community entities and the collection and use of BMI<sup>5</sup> by adding these new elements in the form of two competitive preference priorities; and
- ◆ establishing new *GPRA* measures.

The Department aimed to fund comprehensive PEP projects, supported at the community level, that integrate physical activity programs and policies with nutrition education and policies. The FY 2010 new PEP grantees represent a diverse group of agencies and organizations from many different regions of the country. Grantees consist of a variety of 64 district-led projects (e.g., public school districts, charter schools) and 12 CBO-led projects (e.g., Boys and Girls Clubs of America) from 25 states and diverse locales.<sup>6</sup>

To gain insight into how new PEP projects are administered and implemented, the Department's Policy and Program Studies Service (PPSS) awarded a contract to conduct a comprehensive process evaluation of the projects funded during the first grant cycle (up to three years) of the revised program. This brief focuses on the newly revised PEP, describing the experiences of the first cohort

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<sup>4</sup> An absolute priority must be addressed by applicants in order to be considered for a grant; those that fail to meet the priority are considered ineligible and not considered for funding.

<sup>5</sup> BMI or body mass index is a number calculated from a person's weight and height.

<sup>6</sup> Eligible CBOs are private or public nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segments of a community and provide educational or related services to individuals in the community.

of PEP grantees during the first year of the new PEP, summarizing implementation activities to date, and outlining key benefits and challenges that have

been identified. Appendix A includes all supporting exhibits.

## Methodology and Data Sources

The evaluation of PEP consists of two components: an online survey of grant project directors administered once in year 1 and a second time in year 3 of the grant cycle (Component I) and a case study of a sample of PEP projects (Component II). Together, the two components will provide rich information about the grants' implementation and operation during the early stages of the revised program, which will be included in the final report. The final report will address research questions related to implementation, partnerships, and data use over the grant cycle based on findings from both the Component I surveys and the Component II case study.

This evaluation brief reports selected results of the data collected as part of the first survey of PEP project directors (part of evaluation Component I; i.e., *Survey of 2010 PEP District and CBO Grant Recipients: Year 1*, hereafter referred to as the Year 1 Survey) administered August–September 2011. The Year 1 Survey focused on the PEP projects' design and implementation experiences during the first year of the grant. (Depending on their individual response dates, grantees provided feedback based on their initial 10- to 12-month grant period.) All 76 of the surveyed grantees completed the online survey administration, yielding a 100 percent response rate. Study team members conducted analyses across all grantees and by grantee type (district or CBO) to identify any systematic differences between the two types. Where different response patterns emerged between the district and CBO grantees, the Year 1 Evaluation Brief includes results by grantee type; otherwise, the brief reports results across all grantees.

## Who Are PEP Projects Serving?

*PEP FY 2010 new projects served almost 300,000 youths over the course of the first grant year.*

As in previous years, the new PEP grantees and their community partners were not provided with specific directions regarding what population to target, other than to focus on students in kindergarten through grade 12. Although some projects indicated that they targeted specific groups of students (e.g., students with physical or learning disabilities, students receiving free or reduced-price lunches), the majority (70 percent) of the 76 PEP projects reported serving their entire applicable youth population.<sup>7</sup> CBO projects served 2,005

youths on average, and district projects served 4,334 youths on average (see Exhibit 1).

## How Do Grantees Implement PEP Projects?

*Based on their proposed first year budgets, district and CBO grantees had similar distributions of funds among the various budget categories, with both designating more than half of grant funds for equipment and personnel.*

The average PEP grant award for the entire grant period was \$1,101,757, with awards ranging from \$189,664 to \$2,478,698. Both district and CBO grantees designated more than half of their first-year grant funds for equipment and personnel. District grantees allocated the largest proportion of

<sup>7</sup> Based on the survey item which asked district grantees if they served all schools in their school district and CBO

grantees if they served the entire youth population affiliated with their CBO.

their projects' budgets for equipment, while CBO grantees allocated the largest percentage of their funds to personnel (see Exhibit 2). In addition, most grantees (92 percent) reported the need to adjust their proposed first-year grant budgets. The most common reason for necessary budget revisions was unexpected *savings*, followed by underestimated and unexpected costs.

***All PEP grantees reported that their projects addressed all five of the authorized physical fitness activities.***

Although the new PEP absolute priority required projects to undertake only one of the five authorized physical fitness activities, in addition to instruction in healthy eating habits and good nutrition, 100 percent of the PEP grantees reported proposing that their projects would address all five. PEP projects included a moderate to significant focus on all five physical fitness activities authorized in the statute<sup>8</sup> (i.e., fitness education and assessment; instruction in physical activities; development of, and instruction in, cognitive concepts about motor skills and physical fitness; physical activity participation; and professional development for teachers of physical education).

***All PEP grantees reported plans to offer professional development.***

All district and CBO grantees planned professional development activities as part of their PEP projects and reported a similar focus on the topics to be offered. The three most commonly reported topics were curricula development or improvement, instructional strategies, and student assessment (see Exhibit 3).

<sup>8</sup> ESEA, Title V, Part D, §§ 5501–5507; 20 U.S.C. 7261–7261f.

***Most (76 percent) of the PEP grantees reported implementing the majority of their grant's planned Year 1 activities.***

Of the 58 grantees implementing the majority of their Year 1 activities, 9 percent reported the implementation of all planned activities. Only three grantees reported implementing fewer than half of their PEP grant's proposed first-year activities.

The Year 1 Survey also requested information about whether projects implemented specific types of activities that aligned with PEP's authorized physical fitness activities and instruction in healthy eating habits and good nutrition. Grantees reported implementing the majority of the types of physical activities listed in the survey. Over 95 percent of the projects implemented activities to improve personnel capacity to provide physical education instruction, and to improve physical education instruction related to physical fitness and specific to physical activity (see Exhibit 4). The majority of grantees implemented many of the activities related to healthy eating habits and good nutrition as well—the most common focus for these was improving instruction on nutrition education (see Exhibit 5).

## **What Role Do Partners Play in PEP Projects?**

***Almost all PEP projects established partnerships with a variety of community entities.***

The Department's notice inviting applications for the revised PEP promoted the establishment of community partnerships as a collaborative approach to combating youth obesity. All but one grantee established partnerships with community entities.<sup>9</sup> The 75 PEP projects with partners

<sup>9</sup> The Year 1 Survey asked grantees about official partnerships (i.e., proposed for the competitive preference priority), as well as any other "unofficial" collaborations (i.e., not proposed for the competitive preference priority) that had taken place over the course of the first year of the grant. To provide an

indicated collaborations with a diverse range of community entities (e.g., other districts and CBOs, public health departments or boards, and public park or recreational authorities). On average, grantees reported that their partners had a moderate level of involvement in project activities. However, different response patterns emerged for district versus CBO grantees, both in the types of partners they most commonly collaborated with and in the reported level of involvement with each type (see Exhibit 6).

CBO grantees most commonly partnered with districts, and reported that the districts averaged a moderate to significant level of involvement with project activities. District grantees most commonly partnered with their food service or child nutrition director, and reported a moderate level of involvement by such partners. The few CBO grantees that did partner with a district's food service or child nutrition director provided the lowest reported degree of involvement for these partners.

Although district and CBO grantees reported different forms of partner relationships, they reported similar partnering challenges and benefits. The two most common challenges with partnerships included the diversion of time and resources away from other priorities or obligations of their PEP grants and difficulties in coordinating meetings and activities. The one challenge about which district and CBO grantees diverged was related to personnel turnover within the collaborating entities; personnel turnover was identified as a challenge by a larger number of the CBO grantees relative to the district grantees (83 percent versus 30 percent). Reported benefits of partnerships included the contribution of additional personnel, the capability of reaching more of the targeted population, and the opportunity to allow personnel to focus on their specific areas of expertise.

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overview of PEP projects' partner-related activities, responses were collapsed across official and unofficial partnerships; these will be reported separately in the final report.

## What Are PEP Projects' Experiences With the New GPRA Measures?

*Grantees experienced challenges in collecting data for the new GPRA measures.*

Under the revised PEP, the Department requires grantees to use uniform data collection methods<sup>10</sup> to collect data for three new GPRA measures designed to align with the multiple foci of the new program:

**Physical activity measure:** The percentage of students who engage in 60 minutes of daily physical activity, with data collected using pedometers for students in grades K–12, as well as the 3-Day Physical Activity Recall (3DPAR)<sup>11</sup> for students in grades 5–12.<sup>12</sup>

**Physical fitness measure:** The percentage of students who achieve age-appropriate cardiovascular fitness levels, with data collected for students in middle and high school using the 20-meter shuttle run.

**Nutrition measure:** The percentage of students who consume fruit two or more times per day and vegetables three or more times per day, with data

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<sup>10</sup> The Department required uniform data collection methods be used for appropriate age groups. Grantees serving youths of ages other than those specified were able to choose alternate data collection methods; thus, the number of grantees using each method varied (see Exhibit 7).

<sup>11</sup> The 3DPAR is a self-report instrument that asks students to recall their physical activity behavior on each of the previous three days, beginning with the most recent day.

<sup>12</sup> Grantees were required to have youths in grades 5–12 wear pedometers for seven consecutive days in each data-collection window. Youths in grades K–4 were to wear pedometers for four consecutive days in each data-collection window. To capture activity at and away from the project sites, PEP required that the youths wear pedometers all day, every day, during the collection periods.

collected for high school students using the Youth Risk Behavior Survey (YRBS).<sup>13</sup>

Of the grantees collecting pedometer and 3DPA data for the new *GPRA* physical activity measure, the majority reported moderate to extreme difficulty (Exhibit 7). In addition, CBO grantees reported greater difficulty than district grantees in collecting the physical fitness and nutrition data, while the majority of the district grantees (81 percent) reported that these data collections were not at all or slightly difficult; most CBO grantees (82 percent) reported the YRBS as moderately or extremely difficult, and more than half (58 percent) reported moderate or extreme difficulty in collecting 20-meter shuttle run data. In fact, the most commonly cited challenge PEP projects faced during the first year was *GPRA* data collection (see *What Challenges Did PEP Grantees Experience During the First Year of the PEP Projects?* below).

## How Do PEP Projects Plan to Use BMI Data?

*All but three PEP projects either collected or planned to collect BMI data.*

Grantees provided feedback regarding their planned uses of their BMI data collection by selecting from a list of potential uses of BMI measurements (see Exhibit 8). District grantees most frequently (81 percent) reported plans to use the BMI data to assess the weight status of the youth population across time. CBO grantees' most frequently (91 percent) reported plans to use the BMI measures to guide nutrition-related and physical activity program development as well as to assess outcomes related to PEP grant activities.

<sup>13</sup> Alternate measurement methods from the YRBS were permitted for elementary and middle school youth participants.

## What Challenges Did PEP Grantees Experience During the First Year of the PEP Projects?

*Almost all grantees reported experiencing implementation challenges during the first year of their PEP projects, with most of those grantees implementing changes or strategies to address such challenges.*

Only two grantees reported no implementation challenges in the first year of their PEP projects. The remaining 97 percent of the grantees reported *GPRA* data collection, lack of time to prepare for the start of the grant following award notification, and delays related to arrival of equipment, administrative approvals, or hiring as the most common challenges (see Exhibit 9). Although district and CBO grantees reported the same three top challenges, some differences emerged in the reporting of less frequent challenges. For example, a larger percentage of district grantees reported challenges in equipment installation and setup compared with the CBO grantees. Conversely, a larger percentage of CBO grantees than district grantees reported challenges with coordination across sites and staff turnover.

The high percentage of grantees reporting challenges with *GPRA* data collection aligns with the reported level of difficulty in collecting *GPRA* data. The 62 grantees reporting *GPRA* data collection challenges also indicated the type of challenges experienced; the three most common challenges included lack of proper reporting or data collection by students, loss or theft of equipment, and a failure to return requested information<sup>14</sup> (see Exhibit 10).

<sup>14</sup> The survey did not delineate from whom the information was requested. Thus, failure to return requested information may vary by how the grantees collect the various *GPRA* data (e.g., students, parents, personnel, or contracted evaluators).

Of the 74 PEP grantees experiencing implementation challenges, 84 percent reported implementing strategies to address such challenges. The most common strategies included adjustments to timelines, revisions to data collection methods, and the reorganization of personnel or staff responsibilities. More importantly, the grantees' strategies aligned with the most reported challenges: delays, lack of time to prepare following award notification, and issues with GPRA data collection.

## What Are the Next Steps in the Evaluation of PEP?

This brief reported selected first-year results of the comprehensive three-year evaluation of the new PEP. The final report will address the three main study areas of implementation, partnerships, and data use, and will include in depth findings, from both (I) the first- and third-year surveys, and (II) the in-depth case study of a sample of the FY 2010 new PEP grantees. Final report analyses will address the following:

- ◆ Implementation of program activities
- ◆ Alignment with and changes to physical activity and food- and nutrition-related policies
- ◆ Partner roles, including perceived benefits and challenges

- ◆ Grantees' experiences with and uses of outcome data collection, including BMI and GPRA data
- ◆ Challenges experienced, strategies used, and lessons learned by grantees
- ◆ Grantee-reported project accomplishments

## Acknowledgments

The members of the study team express our appreciation to the FY 2010 new PEP grantees who took time out of their busy schedules to speak with us. The contributions of these individuals were essential for the production of this brief.

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- U.S. Department of Education Office of Safe and Drug-Free Schools. 2010. "Carol M. White Physical Education Program CFDA #84.215F: Information and Application Procedures for Fiscal Year 2010" [Grant application]. OMB No. 1894-0006.

The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education is intended or should be inferred.

## Appendix A. Supporting Exhibits

**Exhibit 1. Average, median, minimum, and maximum number of youths served by district and CBO PEP grantees for Year 1**

Type of grantee	Average	Median	Minimum	Maximum
District	4,334	2,950	128	38,063
CBO	2,005	1,300	157	10,000

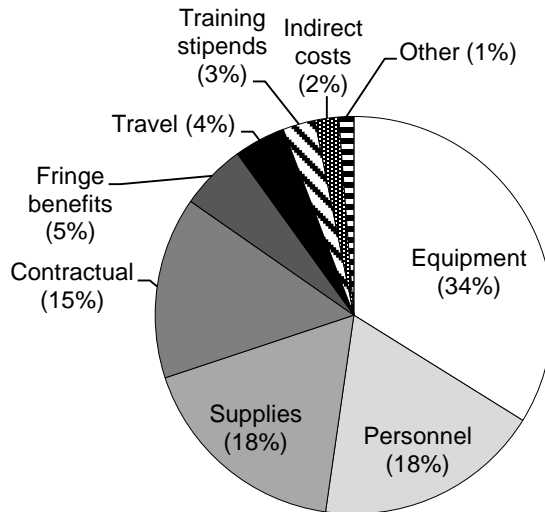
**Exhibit reads:** District PEP projects served an average of 4,334 youths over the course of the first year of the PEP grants. CBO PEP projects served an average of 2,005 youths over the course of the first year of the PEP grants.

**Note:** The table reports statistics based on the entire population of grantees, 64 district grantees and 12 CBO grantees (N = 76).

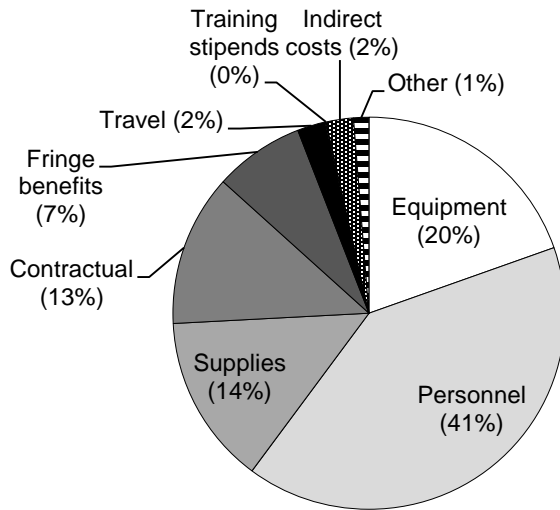
**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.



**Exhibit 2. Average proposed percentage of Year 1 PEP grant funds allocated to specific budget categories by district and CBO PEP grantees**



**District**



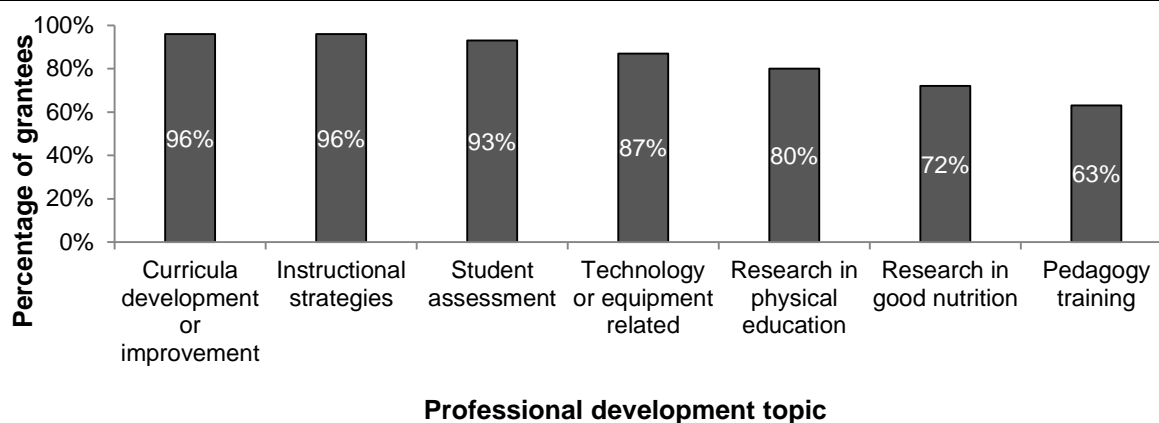
**CBO**

**Exhibit reads:** District grantees allocated 34 percent of Year 1 PEP grant funds to equipment, whereas CBO grantees allocated 20 percent of Year 1 grant funds to equipment.

**Note:** The graph reports percentages based on the entire population of grantees, 64 district grantees and 12 CBO grantees (N = 76).

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.

**Exhibit 3. Percentage of projects with plans to offer specific professional development topics**



**Exhibit reads:** Ninety-six percent of PEP grantees reported plans to offer professional development on curricula development or improvement.

**Note:** The graph reports percentages based on 64 district grantees and 12 CBO grantees (n = 76).

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.

**Exhibit 4. Percentage of PEP grantees implementing physical activities by type of activity**

Physical activity	Percent of grantees
Improve personnel/staff capacity to provide physical education instruction	99
Improve physical education instruction related to physical fitness	97
Improve physical education instruction specific to physical activity	96
Improve an existing physical education program	93
Improve physical education instruction related to cognitive concepts	91
Improve student engagement in physical activities external to school-based curricula	89
Promote social and cooperative skills in physical fitness	84
Develop or redesign physical education policies	84
Increase family involvement in student physical fitness	79
Create a new physical education program	75
Other	11

**Exhibit reads:** Ninety-nine percent of grantees reported implementing activities related to improving personnel or staff capacity to provide physical education instruction.

**Note:** Rank ordered from the largest to smallest percentage of grantees reporting the activity. The table reports percentages based on the entire population of grantees, 64 district grantees and 12 CBO grantees (N = 76).

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.

**Exhibit 5. Percentage of PEP grantees implementing healthy eating habits and good nutrition activities by type of activity**

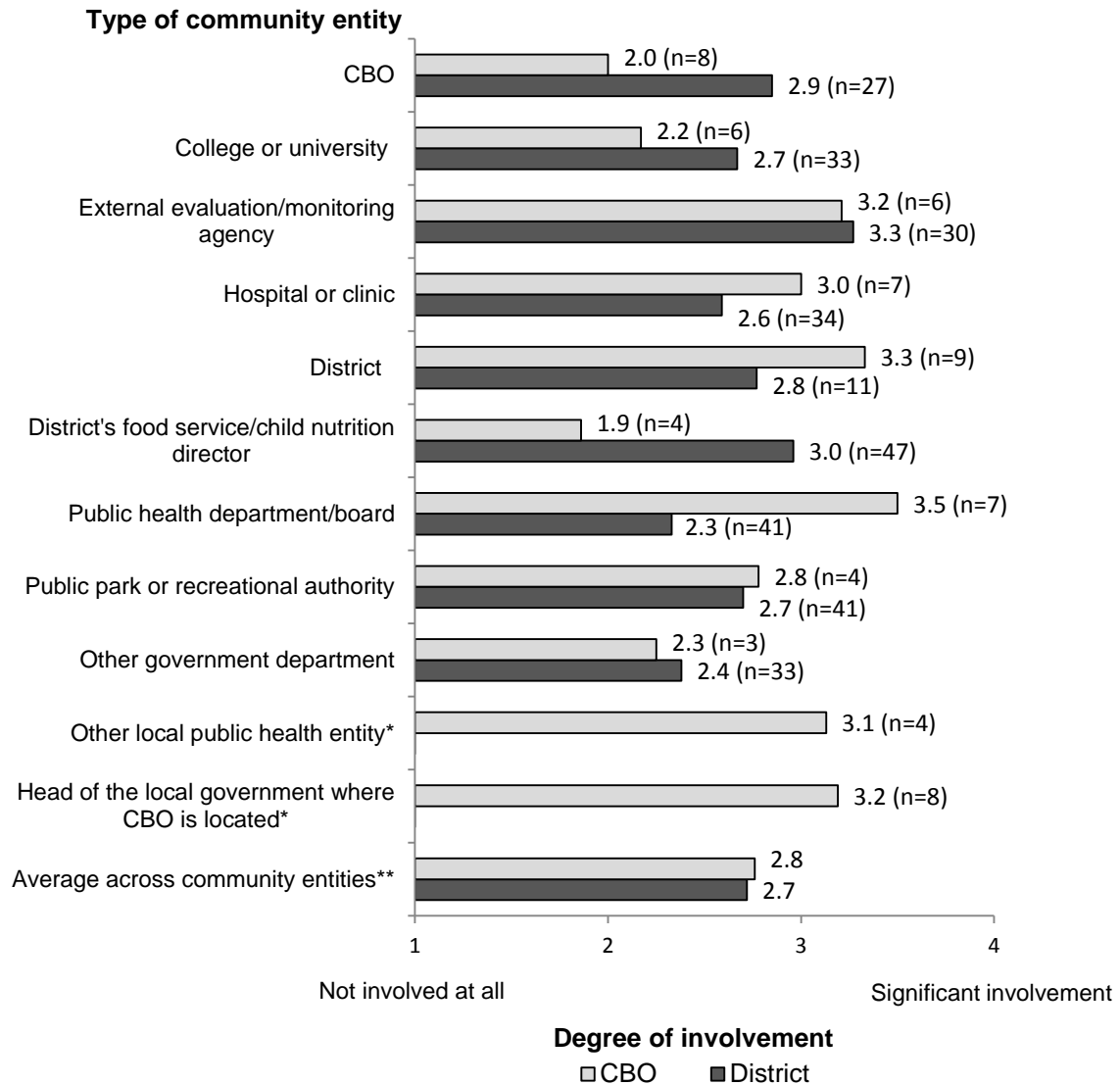
Healthy eating habits and good nutrition activity	Percent of grantees
Improve instruction on nutrition education	91
Integrate nutrition education and nutritional themes into subject areas	84
Revise/expand existing curricula for nutrition education	84
Promote nutrition awareness to parents and communities	83
Involve parents and the community in supporting nutrition education	80
Integrate school food service and nutrition education	80
Provide nutrition education preservice and ongoing in-service training to teachers and staff	75
Develop new curricula for nutrition education	72
Facilitate coordination between food service and classroom instruction	71
Encourage healthy eating habits in after-school programs	70
Establish a districtwide nutrition education committee	53
Provide training for school staff to identify unhealthy eating behaviors in students and make referrals to appropriate services	47
Other	4

**Exhibit reads:** Ninety-one percent of grantees reported implementing activities related to improving instruction on nutrition education.

**Note:** Rank ordered from the largest to smallest percentage of grantees reporting the activity. The table reports percentages based on the entire population of grantees, 64 district grantees and 12 CBO grantees (N = 76).

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.

**Exhibit 6. Number of PEP grantees in partnerships and average reported degree of partner involvement by type of community entity for district and CBO PEP grantees**



**Exhibit reads:** Of the 75 grantees in partnerships, 8 CBO and 27 district grantees partnered with CBOs. CBO partners received an average degree-of-involvement rating of 2.0 from the 8 CBO grantees and 2.9 from the 27 district grantees.

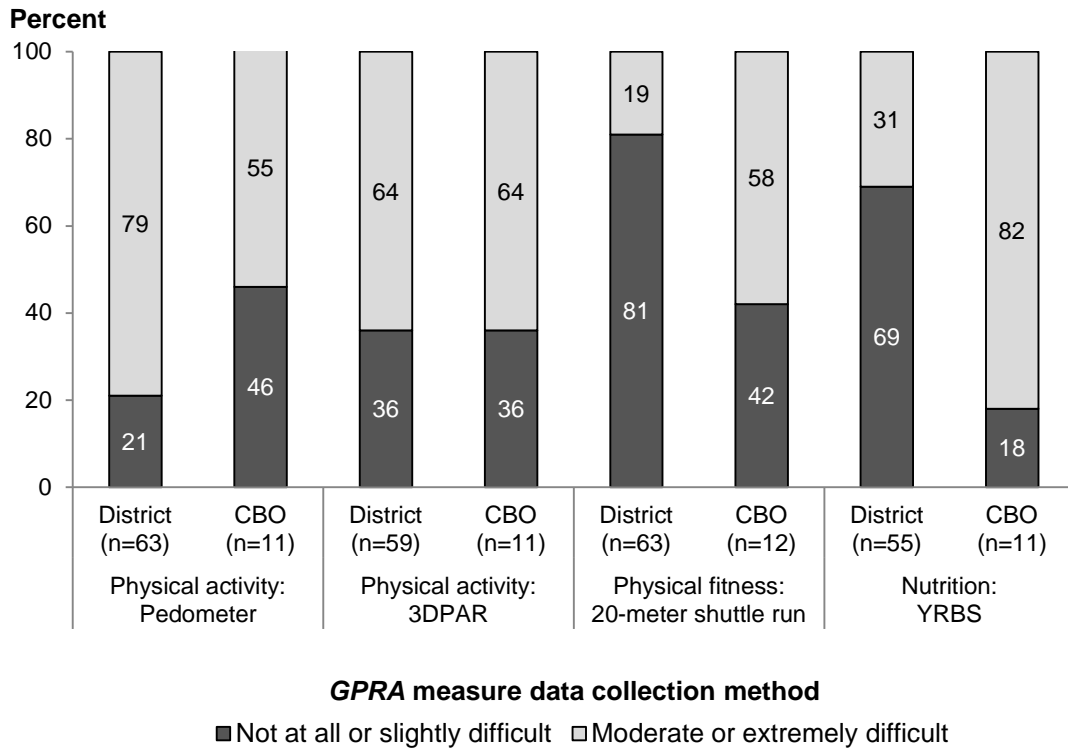
\*Indicates categories of community entities listed only in the CBO survey.

\*\*Based on the average of the average reported degree of involvement across all types of community entities. The calculation of the average was not weighted for number of grantees in partnerships so as not to apply relative importance of a given type of community entity's level of involvement based only on the number of established partnerships.

**Note:** The exhibit reports the average degree of involvement for the number of district and CBO grantees selecting each type of community entity of the 64 district grantees and 11 CBO grantees in partnerships (n = 75).

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.

**Exhibit 7. Of the PEP grantees that implemented each uniform *GPRA* data collection method, the percentage of district and CBO PEP grantees reporting degree of difficulty in collecting the *GPRA* measures by data collection method**



**Exhibit reads:** Of the 63 district grantees collecting pedometer data, 21 percent reported slight or no difficulty at all, whereas 79 percent reported moderate or extreme difficulty with pedometer data collection.

**Note:** The exhibit reports percentages based on the number of district grantees and the number of CBO grantees implementing each type of *GPRA* measure data collection method. Percentages may not total 100 because of rounding.

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.

**Exhibit 8. Of the PEP grantees that collected or planned to collect BMI data, the percentage of district and CBO PEP grantees reporting specific uses of BMI measurements**

Use of BMI measurements	Percent of district grantees (n = 62)	Percent of CBO grantees (n = 11)
To guide nutrition-related program development	79	91
To guide physical activity program development	76	91
To assess outcomes related to PEP grant activities	73	91
To assess the weight status of the youths population across time	81	64
To provide parents with information about their children's BMI to help them take appropriate action	68	64
To assess the weight status of individual youth to identify those at risk for weight-related health problems	57	73
To calculate percentage of youths of different weight statuses among the population	65	55
To provide the data to school administrator(s)/board(s) to inform policy change	73	36
To compare the population trends at different sites/schools	55	36

**Exhibit reads:** Of the 62 district and 11 CBO grantees that collected or planned to collect BMI data, 79 percent of district grantees and 91 percent of CBO grantees planned to use BMI data to guide nutrition-related program development.

**Note:** Rank ordered from the largest to smallest average of the percentage of the district and CBO grantees reporting use of BMI measurements. The table reports percentages based on 62 district grantees and 11 CBO grantees (n = 73).

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.

**Exhibit 9. Of the PEP grantees reporting Year 1 implementation challenges, the percentage of district and CBO PEP grantees reporting specific types of challenges**

Challenge	Percent of district grantees (n = 62)	Percent of CBO grantees (n = 12)
<i>GPRA</i> data collection	84	83
Lack of time to prepare following award notification	86	75
Delays	71	67
Competing academic priorities or pressures	40	50
Coordination across sites	26	42
Equipment installation and/or setup	42	25
Staff turnover	15	42
Training	21	33
Lack of facilities	16	25
Other (e.g., attendance, resistance to change)	8	25
Partnerships/collaborations	11	17
Budget	18	8
Federal grant monitors or administrative obstacles	8	8

**Exhibit reads:** Of the 62 district and 12 CBO grantees that reported implementation challenges, 84 percent of district grantees and 83 percent of CBO grantees reported challenges in implementing *GPRA* data collection.

**Note:** Rank ordered from the largest to smallest average of the percentage of the district and CBO grantees reporting challenges. The table reports percentages based on 62 district grantees and 12 CBO grantees (n = 74).

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.

**Exhibit 10. Of the PEP grantees reporting challenges with *GPRA* data collection, the percentage of district and CBO PEP grantees reporting specific types of challenges**

<b><i>GPRA</i> Challenge</b>	<b>Percent of district grantees (n = 52)</b>	<b>Percent of CBO grantees (n = 10)</b>
Lack of proper data collection/reporting by students	77	80
Loss or theft of equipment	64	80
Failure to return requested information	73	70
Lack of preparation time	58	50
Malfunctioning/faulty equipment	48	50
Coordinating data collection across sites	52	30
Lack of personnel/staff	25	50
Lack of proper data collection/reporting by personnel/staff	21	20
Other (e.g., lack of time for data collection)	21	20
Problems with sampling	10	0
Requirements not clear	8	0

**Exhibit reads:** Of the 52 district and 10 CBO grantees that reported challenges with *GPRA* data collection, 77 percent of district grantees and 80 percent of CBO grantees reported lack of proper data collection or reporting by students.

**Note:** Rank ordered from the largest to smallest average of the percentage of the district and CBO grantees reporting challenges. The table reports percentages based on 52 district grantees and 10 CBO grantees (n = 62).

**Source:** U.S. Department of Education, Policy and Program Studies Service, Survey of 2010 PEP District and CBO Grant Recipients: Year 1, 2011.