

*Take Time!*  
**Physical Activity in Schools Initiative**  
Year 4 (2007-2008)

Evaluation Report



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# ***Take Time! Physical Activity in Schools Initiative***

## **Project Evaluation for 2007-2008 School Year**

### **Introduction**

#### Background

In December 2003, the Maine-Harvard Prevention Research Center (MHPRC) held a statewide conference that focused on the importance of physical activity for youth in schools. Following that conference, the MHPRC and the USM Muskie School's Maine Nutrition Network partnered to lead an effort to increase opportunities for physical activity in schools. A workgroup was formed that included more than 20 individuals from schools, community and state level organizations, state government agencies, and other interested individuals. The workgroup developed the concept of *Take Time!*, which requires participating schools to engage all students in 10 minutes or more of physical activity every day, outside of physical education classes or unstructured recess. *Take Time!* was pilot tested in 10 schools during the 2004-2005 school year. Because of its initial success and continued interest among schools across the state of Maine, *Take Time!* is now its fourth year.

#### The *Take Time!* Program

The *Take Time!* program is aimed at increasing opportunities for physical activity outside of the regular physical education curriculum, primarily within elementary and middle schools in Maine. Schools self-select to participate in *Take Time!* based on their interest and knowledge of the program and its goals. School Health Coordinators (SHCs) from the Healthy Maine Partnerships (HMP) Initiative help to identify and recruit schools. Thirteen (13) schools participated in the pilot program in 2004-2005. In year two, 19 schools implemented *Take Time!* and in year three the number of participating schools increased to 24. Forty-six (46) schools participated in the fourth year of the program, with 30 coordinators or 'champions' guiding implementation during the 2007-2008 school year.

Each school adopts *Take Time!* in a unique way. At the beginning of the year, the program provides school champions with resources such as fact sheets, a guiding document for policy development, ideas for daily physical activity, music CDs, and calendars with stickers to document physical activity time. Implementation and utilization of the resources is left up to individuals schools. Contacts vary, but the majority of *Take Time!* champions in year four were SHCs employed through the HMP Initiative.

### **Evaluation Process and Framework**

#### Evaluation Design

The evaluation of *Take Time!* was designed and implemented with the technical assistance of the MHPRC in partnership with the *Take Time!* workgroup. The US Centers for Disease Control and Prevention's *Framework for Program Evaluation in Public Health, MMWR 1999;48 (No. RR-11)* was used as the guiding framework for the evaluation efforts. The evaluation process was participatory. Evaluation questions came from the workgroup and all final decisions were made with its input and approval. The resulting evaluation design has guided the evaluation process each year of the *Take Time!* program and related data have informed and improved annual programming planning.

Table 1 describes the agreed-upon evaluation questions and links them to the program logic model. As indicated, surveys have been developed and modified over the years to answer these evaluation questions. These surveys are the primary data source for the *Take Time!* program evaluation. Results are summarized in this evaluation report.

**Table 1 – *Take Time!* Evaluation Questions**

	<b>Process of creating opportunities in the schools</b>	<b>Short-Term Outcomes: school environmental changes (policies, activities, and resources used)</b>	<b>Intermediate Outcomes: students' and teachers' physical activity (behavior)</b>	<b>Long-Term Goals: benefits of physical activity (health, well-being)</b>
<b>Evaluation Questions</b>	<ol style="list-style-type: none"> <li>1. What was the administrative process?</li> <li>2. Was this discussed at staff meetings?</li> <li>3. Was this discussed at parent/teacher conferences?</li> <li>4. Were parents informed?</li> <li>5. How were teachers supported?</li> <li>6. How did coordinators do their job? What worked?</li> <li>7. Challenges?</li> </ol>	<ol style="list-style-type: none"> <li>1. What policies were adopted</li> <li>2. What activities were conducted, how often, and when?</li> <li>3. What resources were used?</li> <li>4. Challenges?</li> </ol>	<ol style="list-style-type: none"> <li>1. How much and what kind of physical activity was achieved?</li> <li>2. Challenges?</li> </ol>	<ol style="list-style-type: none"> <li>1. Were there any positive benefits of the physical activity such as in discipline, stress, ability to focus, absenteeism/illness, academic performance, satisfaction with school and/or other school-level changes?</li> </ol>
<b>Possible Indicators and population</b>	<ol style="list-style-type: none"> <li>1. Administrators' reports of the process</li> <li>2. Evidence of discussions at staff meetings</li> <li>3. Teachers' reports of possible parent/teacher discussions</li> <li>4. Evidence of parental notification and/or education</li> <li>5. Teachers reports of how they were supported, and administrators reports of support given</li> <li>6. Teachers' and administrators' reports of challenges</li> </ol>	<ol style="list-style-type: none"> <li>1. Inventory of policies adopted, from administrators, teachers, and other staff</li> <li>2. Inventory of activities conducted by administrators and teachers</li> <li>3. Administrators and teachers reports of resources used</li> <li>4. Challenges reported by administrators and teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. How often and at what intensity were physical activity goals met by administrators and teachers</li> <li>2. What challenges were encountered by administrators and teachers in meeting physical activity goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers' perceived need for discipline; stress level of administrators, teachers and students' perceived ability to focus; students' and teachers' absenteeism; perceived academic performance-teachers, students perspective; teachers' and students' satisfaction with school</li> </ol>
<b>Data Sources</b>	<ol style="list-style-type: none"> <li>1. Administrator survey</li> <li>2. Teacher survey</li> <li>3. Student survey</li> <li>4. Coordinator survey</li> </ol>			

## Survey Methodology

In year four, a web-based approach to surveying *Take Time!* teachers, principals, champions, and students was piloted using SurveyMonkey, an online survey tool. The fully electronic evaluation of the program was designed to streamline survey implementation and facilitate improved data collection. Individual surveys were designed for all four stakeholder groups at the school level. E-mail requests to fill out the online evaluation surveys were sent out to participating schools in May of 2008, with an end-of-school-year deadline for completing the surveys. Reminder e-mails were sent out to program champions in mid-June.

E-mail notification of the evaluation survey was directed to all 46 participating schools. Survey links were transmitted to 262 participating teachers, 46 school principals, and 30 *Take Time!* champions. School staff were encouraged to solicit feedback from student participants in the program via the online student *Take Time!* survey.

## Limitations

Technical difficulties with the electronic communication of the online survey link occurred during the initial request for survey participation. Due to an incomplete web address, respondents were unable to successfully link to their assigned survey page. Although this problem was corrected within a week and a half, the lower response rate for some of the school stakeholders may be attributed to this initial web-link error.

Response rates were as follows<sup>1</sup>:

Schools<sup>2</sup> – 27 out of 46, or 59%  
Teachers – 124 out of 262, or 47%  
Principals – 10 out of 46, or 22%  
Champions – 27 out of 30, or 90%

Not all respondents for each survey answered all of the survey questions and some questions allowed for multiple responses. Therefore, not all totals amount to total respondents per survey. Percents are calculated based on the total valid responses for each survey question.

Because the number of survey respondents is small, broad interpretation of the data is possible and presented in this report, but statistical analysis is limited.

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<sup>1</sup> No response rate is calculated for the student survey. Participation was optional. Student surveys were filled out by only 3 of the 45 schools, with a total of 47 student respondents. The limited response may be related to the challenges schools faced in providing computer access to large groups of students. Survey data are reported on a very limited basis to provide feedback only, without broader interpretation.

<sup>2</sup> The school response rate is calculated using responses to the teacher survey. Nineteen (19) schools had no teacher respondents.

## ***Take Time!* Participating Schools**

The following 46 schools participated in *Take Time!* during year four of the program's implementation in Maine:

Alexander Elementary	Newport Elementary School
Ames Elementary School	New Sweden School
Athens Elementary	Nickerson School
Bloomfield Elementary	Noble IV School
Calais Elementary School	Pittston Consolidated School
Calais Middle School	Readfield Elementary School
Calais High School	River View Community School
Eagle Lake Elementary School	Robinston Grade School
East Belfast School	St. Albanes Consolidated School
George J. Mitchell School	St. Francis Elementary School
Gilford Butler School	Shirley Elementary School
Gladys Weymouth School	Starks Elementary School
Hartland Consolidated School	Stevens Brook Elementary School
Helen Thompson School	Stratton Elementary School
Laura E. Richards School	Teresa C. Hamlin School
MacDougal School	Trenton Elementary School
Madison Elementary School	Walker School
Manchester Elementary School	Wallagrass Elementary School
Marranacook Community School	Wayne Elementary School
Morse Elementary School	Wellington Elementary School
Mt. Vernon Elementary School	Winslow Elementary School
Mt. View Elementary School	Woodland Consolidated School
Newburgh Elementary School	Woodstock School

The following 30 *Take Time!* champions worked with each of their schools, teachers, and administrators to implement the program and coordinate the evaluation: Anthony Anderson, Barbara Keene, Colette Thompson, Dawna Blackstone, Debbie Richards, Deborah Sutherland, Dottie Palmer, Heather Henry, Jen Sokol, Karyn Martin, Kate Coleman, Katie Lee, Kelly McCullin, Kristy Sullivan, Linda Hartkopf, Lynn Brown, Marci Brier, Michelle Dupry, Raya Kouletsis, Roxanne Mayhew, Sharon Chasse, Fawn Haynie, Karen Craig Foley, Pam Dufor, Barbara Russell, Pat Snow, Sonia Godbout, Claire Heffernan, Courtney Rice, and Dave Sprague.

## Key Findings

### Take Time! Teacher Survey

One-hundred and twenty-four (124) teachers provided feedback on the implementation of *Take Time!* in year four. Teachers from grades one to three were best represented in the survey (80% of respondents taught grades one, two, or three). Fifty percent (50%) of the teachers were first-year *Take Time!* participants, 29% were second-year, 17% were third-year, and 5% were fourth-year participants. Table 2 summarizes key findings from the teacher survey.

**Table 2 – Key Findings from the *Take Time!* Teacher Survey**

<b>KEY FINDINGS FROM THE TAKE TIME! TEACHER SURVEY (N=124)</b>
<b>ADMINISTRATIVE SUPPORT</b>
<ul style="list-style-type: none"> <li>• Almost all teachers (99%) felt the school administration supported their participation in <i>Take Time!</i></li> <li>• 80% of teachers indicated that school administration support was provided via encouragement from the principal</li> <li>• 50% indicated support via inclusion of <i>Take Time!</i> on the agenda for staff meetings</li> <li>• 40% noted the provision of time for training as perceived administrative support</li> </ul>
<b>POLICIES, PROCEDURES, OR PRACTICES/ACTIVITIES ADOPTED</b>
<ul style="list-style-type: none"> <li>• 80% of teachers adopted classroom policies, procedures or practices/activities as part of <i>Take Time!</i></li> <li>• Using music for daily dance/movement breaks was the most often adopted practice (80%), followed by incorporating physical activity into classroom lessons (76%), and daily stretch breaks (59%)</li> </ul>
<b>TAKE TIME! RESOURCES</b>
<ul style="list-style-type: none"> <li>• Receiving the boom box and other music CDs were rated as the most useful program resources</li> <li>• The Tony Chestnut CD and the stretch bands were also noted as useful resources</li> </ul>
<b>CLASSROOM GOAL SETTING</b>
<ul style="list-style-type: none"> <li>• Just over half of teacher respondents (56%) set time-specific physical activity goals</li> <li>• 56% set per-student goals of 10 minutes per day and 26% set goals of 15 minutes per day</li> <li>• 58% noted that the classroom goals were almost always met</li> </ul>
<b>PARENTAL NOTIFICATION</b>
<ul style="list-style-type: none"> <li>• 68% of teachers notified students' parents about the <i>Take Time!</i> program – most through a newsletter (77%)</li> <li>• 32% talked about the program at parent/teacher conferences and 29% indicated they sent the letter home that was provided in the program resource packet</li> </ul>
<b>PROGRAM IMPACT</b>
<ul style="list-style-type: none"> <li>• 81% of teachers noticed a difference among students as a result of <i>Take Time!</i></li> <li>• In response to the question regarding seeing positive changes, 100% answered 'yes,' with increased ability to focus as the most frequently noted positive change (75%), followed by decreased stress level (50%)</li> <li>• In response to the question regarding seeing negative changes, 14% answered 'yes,' indicating most frequently (8 out of 11 respondents) that the negative change was students misbehaving during program time</li> <li>• 88% of teachers participated in the physical activities themselves, with 70 out of 86 respondents noting positive changes as a result. Decreased stress level was most often noted (70%). 44% saw an increased personal fitness level.</li> <li>• Only 2 teachers noted negative changes for themselves: "Just one more thing to do" (1) and "Took time from my teaching duties" (1)</li> </ul>

**Table 2 – Key Findings from the *Take Time!* Teacher Survey (continued)**

<b>BARRIERS TO IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>64% of respondents noted encountering barriers to implementation</li> <li>'Lack of time' was the most frequently noted barrier (77%), followed by 'remembering to document time' (63%), and remembering to do program activities (29%)</li> </ul>
<b>WOULD YOU LIKE TO SEE A STATE MANDATED POLICY FOR PHYSICAL ACTIVITY LIKE <i>TAKE TIME!</i>?</b>
<ul style="list-style-type: none"> <li>Of the 94 teacher respondents who answered the question, "54% said 'no' and 46% said 'yes'"</li> </ul>

<p><b><u>Notable Teacher Comments</u></b></p> <p><b>Benefits</b></p> <p>"Students developed more confidence."</p> <p>"Calmer just following the exercise...good to do before long portions of inactivity."</p> <p>"I enjoyed having fun with the children. I think it improved our rapport."</p> <p>"It became easier to think of ways to integrate activity into the classroom as I did it."</p> <p><b>Challenges</b></p> <p>"It was often hard to get first-graders to calm down afterwards and refocused on work."</p> <p>"Some students were unable to refocus, but only a few."</p> <p>"Fitting the time in due to assessment requirements."</p>
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**Take Time! Principal Survey**

Ten (10) principals provided feedback on the implementation of *Take Time!* in year four. Most principals (6 out of 9 respondents) represented schools in their first year of implementing *Take Time!*. For 6 out of 8 principal respondents, this year was the first year they participated as principals in *Take Time!*. The other two principals that answered this question were in their second year. Table 3 summarizes key findings from the principal survey.

**Table 3 - Key Findings from the *Take Time!* Principal Survey**

<b>KEY FINDINGS FROM THE <i>TAKE TIME!</i> PRINCIPAL SURVEY (N=10)</b>
<b>FOLLOWING RECOMMENDATIONS OF <i>TAKE TIME!</i> PROGRAM IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>On a scale of 1 to 5 (1=very well, 5=not well), respondents ranked the schools implementation of 6 out of the 7 recommendations as 1 or 2</li> <li>Providing teachers with resource packets was the highest ranked recommendation (avg. rating 1.3), followed by encouraging teachers to take regular physical activity breaks with their students (avg. rating 1.4)</li> <li>The lowest ranked recommendation (avg. rating 2.3) was informing parents about <i>Take Time!</i></li> </ul>
<b>PARENTAL NOTIFICATION</b>
<ul style="list-style-type: none"> <li>7 out of 10 respondents noted taking steps to inform parents about the program</li> <li>Notifying parents through a newsletter (4) or through the letter home that was provided in the program resource packet (4) were the most often used methods</li> </ul>
<b>POLICIES, PROCEDURES, OR PRACTICES/ ACTIVITIES ADOPTED</b>
<ul style="list-style-type: none"> <li>7 out of 10 respondents reported implementing a school-wide policy or procedure to support the program so that every student has at least 10 minutes of physical activity each school day</li> <li>Of the 7 respondents who answered the question regarding which procedures had been instituted, all 7 (100%) noted support for teachers to incorporate daily physical activity into classrooms</li> </ul>

**Table 3 - Key Findings from the *Take Time!* Principal Survey (continued)**

<b>SCHOOL-WIDE GOAL SETTING</b>
<ul style="list-style-type: none"> <li>7 respondents indicated they had instituted time-specific goals for the school (out of 8 respondents); 2 principals noted that 10 minutes per day was their school-wide goal</li> </ul>
<b>BARRIERS TO IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>5 out of 9 respondents indicated that there were barriers to implementation, with teachers' perceived lack of time (5) and competing priorities (4) noted as the primary barriers</li> </ul>
<b>PROGRAM IMPACT</b>
<ul style="list-style-type: none"> <li>8 out of 9 respondents indicated they noticed school-wide benefits as a result of participating in <i>Take Time!</i></li> <li>Increased staff morale, more fit kids, and fewer discipline problems were noted benefits by respondents (3 each)</li> <li>5 principals reported to have participated themselves in <i>Take Time!</i> activities; all 5 reported positive personal changes as a result – primarily increased satisfaction with work (3). No negative personal changes were noted.</li> </ul>
<b>WOULD YOU LIKE TO SEE A STATE MANDATED POLICY FOR PHYSICAL ACTIVITY LIKE <i>TAKE TIME!</i>?</b>
<ul style="list-style-type: none"> <li>Of the 9 principal respondents who answered the question, 6 said 'no' and 3 said 'yes'</li> </ul>
<b><i>TAKE TIME!</i> AS A COMPONENT OF THE SCHOOL WELLNESS POLICY</b>
<ul style="list-style-type: none"> <li>4 out of 9 principals reported using <i>Take Time!</i> as the physical activity component of their wellness policy</li> </ul>

**Notable Principal Comments**

**Benefits**

*"It's a great program. I need to work harder with the teachers at the older grades to encourage more use..."*

*"More discussion among teachers about the benefits of movement and it's connect to learning. It's hard to say that the time spent walking causes better grades...but I would say students appear to be able to focus more with consistent breaks."*

**Challenges**

*"Take Time! needs to be optional. Teachers incorporate movement in many ways throughout the day. Having them document this time does not seem necessary. If it is State mandated, it will be another top down initiative...we do not need more State - or even local - mandates."*

*"We loved this program and did use it effectively at the K-2 level. Grades 3-5 was more of a challenge to use on a regular basis."*

**Take Time! Champion Survey**

Twenty-seven (27) *Take Time!* champions provided feedback on the implementation of *Take Time!* in year four. Most champions (13 out of 24 respondents) represented districts in their second year of implementing *Take Time!*. For 8 out of 24 champion respondents, this was the first year their district participated in *Take Time!*. One district was in their third year of participation and two were in their fourth year. In terms of champion involvement with *Take Time!*, 13 of 22 respondents (59%) were in their first year of participation, 7 (32%) were in their second year, and one each were in their third or fourth year. Champion respondents indicated that the average number of schools per district was about 3 (2.8 response avg.). Forty-six percent (46%) of champions hold the position of SHC in their school (10 out of 22 respondents). Thirty-six (36%) were classroom teachers (8 out of 22). Two respondents were physical education teachers, one was a principal and one was a technology staff person. Of 21 champion respondents, 14 (67%)

indicated that their school(s) qualified as low income to receive additional teacher resources. These resources were primarily distributed at staff meetings. Table 4 summarizes key findings from the champion survey.

**Table 4 – Key Findings from the *Take Time!* Champion Survey**

<b>KEY FINDINGS FROM THE <i>TAKE TIME!</i> CHAMPION SURVEY (N=27)</b>
<b>PROGRAM ACTIVITIES UTILIZED FOR IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>The most frequently reported activities used by champions to implement the program were to attend at least one <i>Take Time!</i> training and to present the program to teachers at a staff meeting (both 86%)</li> <li>Distributing and collecting calendars was also a frequently reported activity (81%)</li> </ul>
<b>BARRIERS TO IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>Just over half of the champions (52% or 11 out of 21 respondents) indicated there were barriers to implementation, with teachers' attitudes toward the project not always being positive noted as the primary barrier (5 out of 11 respondents)</li> <li>The most common ways to overcome barriers to implementation were by motivating teachers at staff meetings or sharing resources with teachers (each selected by 5 of the 10 respondents)</li> </ul>
<b>PROGRAM IMPACT</b>
<ul style="list-style-type: none"> <li>When asked about the program's success in their district, 100% of respondents felt <i>Take Time!</i> succeeded this year</li> <li>The most important factors contributing to the program's success were: Presenting at staff meetings and administrative support (62% each)</li> <li>Consistent follow up with teachers, obtaining teacher buy-in, and having champions in each school were also noted as contributing to program success (57% each)</li> </ul>
<b><i>TAKE TIME!</i> RESOURCES</b>
<ul style="list-style-type: none"> <li>Receiving the boom box and other music CDs were rated as the most useful program resources</li> <li>Sample activities for classrooms from Jean Blaydes' fitness ideas and the <i>Take Time!</i> calendars with stickers to document time were also rated as useful resources</li> </ul>
<b>DOCUMENTATION OF PHYSICAL ACTIVITY TIME</b>
<ul style="list-style-type: none"> <li>18 out of 21 respondents felt it was "easy" or "very easy" to document time spent on <i>Take Time!</i></li> </ul>
<b>TECHNICAL ASSISTANCE</b>
<ul style="list-style-type: none"> <li>On a scale of 1 to 5 (1=helpful, 5=not helpful), respondents ranked <i>Take Time!</i> training by staff as the most helpful (78% rated 1). The school resource packet (3-ring binder) was also seen as helpful (68% rated 1).</li> </ul>
<b>EVALUATION RESULTS</b>
<ul style="list-style-type: none"> <li>Only 4 of 8 respondents noted that they had seen the evaluation results compiled for their school. Of those that did see their results, all found them relatively helpful.</li> </ul>
<b><i>TAKE TIME!</i> AS A COMPONENT OF THE SCHOOL WELLNESS POLICY</b>
<ul style="list-style-type: none"> <li>10 out of 21 champion respondents reported that <i>Take Time!</i> concepts and/or results were included in their district's wellness policy, while 4 said they were not and 7 did not know</li> </ul>

### Notable Champion Comments

#### **Benefits**

“Teachers were committed to doing *Take Time!* so it was easy.”

“Miscellaneous questions were generally answered promptly and fully by e-mail.”

#### **Challenges**

“Upper grades found it easier [to document time on calendars] because the students could be in charge of recording minutes. The kindergarten teacher had more difficulty documenting due to the neediness of the age group.”

“I had difficulty finding time to share the program with other schools in the district.”

### Take Time! Student Survey

Only three of the 46 *Take Time!* participating schools solicited feedback from students during the 2007-2008 school year, with a total of 47 respondents. Twenty-two (22) of the student respondents (47%) were in fifth grade, 17 (36%) were in sixth grade, six (13%) were in fourth grade, and one (2%) each were in seventh and tenth grade. Twenty-five (25) of the student respondents (54%) answered ‘yes’ to the survey question that asked if they took part in *Take Time!* this year. Nine (9) of the students (20%) answered ‘no’ to this question and 12 (26%) were not sure. Therefore, it is unclear if students recognized the *Take Time!* program and if they were answering survey questions in relation to the program.

Due to the low student response rate and the variation in student ability to answer survey questions, interpretation of student data is very limited. Although summary findings are presented in Table 5 to provide some student feedback for year four, broad interpretation of these data is not advised.

**Table 5 – Key Findings from the *Take Time!* Student Survey**

<b>KEY FINDINGS FROM THE TAKE TIME! STUDENT SURVEY (N=47)</b>
<b>LIKED MOST ABOUT THE TAKE TIME! PROGRAM</b>
<ul style="list-style-type: none"> <li>• When asked what they liked best, ‘dancing to music’ was selected most often by the student respondents (11 out of 25)</li> <li>• Students also liked ‘getting more exercise’ (9 out of 25), ‘feeling less stressed out’ and ‘getting outside’ (8 out of 25 each)</li> </ul>
<b>LIKED LEAST ABOUT THE TAKE TIME! PROGRAM</b>
<ul style="list-style-type: none"> <li>• Students noted most frequently (56% or 14 out of 25) that there was not enough time for the program</li> <li>• Students also said the program made them more tired, that they like the dancing least, and that the activities were boring/not cool (16% or 4 out of 25, each)</li> </ul>
<b>ON BEING MORE PHYSICALLY ACTIVE</b>
<ul style="list-style-type: none"> <li>• Most (56%) said that it was ‘really fun’ to be more active during the day; 44% said that it was ‘somewhat fun’</li> <li>• 10 out of 25 respondents said it was easier to think because they have become more active</li> <li>• Students also noted they were happier in school and had less stress (7 out of 25, each). Six students said they felt healthier.</li> </ul>

**Table 5 – Key Findings from the *Take Time!* Student Survey (continued)**

<b>ON OPPORTUNITIES FOR PHYSICAL ACTIVITY DURING THE SCHOOL DAY</b>
<ul style="list-style-type: none"> <li>• 53% of the students said they think they have the right amount of time to be physically active during the school day</li> <li>• When asked to rate ideas (good, bad, don't care) for increased physical activity during the school day, recess was most often rated as 'good,' followed by more time for physical activity in the classroom</li> <li>• Running around and being outside were student suggestions for additional movement during the day</li> </ul>
<b>ON BARRIERS TO BEING ACTIVE IN SCHOOL</b>
<ul style="list-style-type: none"> <li>• Students were nearly equally divided about barriers to being active at school – 46% said there were things that made it hard and 54% said there were not</li> <li>• Most often noted as something that makes it hard to be active in school was that sometimes recess gets taken away for punishment (70% of respondents), followed by not having enough time (50%), and not having enough equipment like balls or jump ropes (40%)</li> </ul>

### **Notable Student Comments**

#### **Benefits**

*"It was fun dancing in the morning; it got us to wake up." (3)*

*"Go into the gym and do *Take Time!* as a school!"*

#### **Challenges**

*"I think we need longer recesses and gym classes."*

## **Recommendations**

### **Survey Administration**

- Assure accurate communication of web-link information for online survey notification by conducting administrative checks
- Modify survey methodology so that all teachers, champions, and principals in participating schools are surveyed (respondents are tracked as to whether they returned a survey or not and those who do not fill out a survey are followed up with)
- Consider linking surveys via a unique school variable for each school so that analyses can be performed that link teachers, principals, champions, and students at each school
- **Teacher Survey:** Consider adding a question regarding the 'value added' of having a physical activity program like *Take Time!*, i.e., Overall, has there been an increased awareness of the need for physical activity during the school day because of your school's participation in *Take Time!*?
- **Principal Survey:** Consider adding a question about whether the respondent would be willing to share implementation successes and barriers with other principals to promote increased awareness at the administrative level
- **Champion Survey:** Consider probing for question #20 regarding utilization of evaluation results. What were the barriers to utilizing results – administrative, format, timing, etc.?
- **Student Survey:** Determine the reason for the very low participation in this survey (a paper survey may be necessary for optimal student participation). A systematic sample of students is recommended, with a survey tool written for a specific age group. It is also suggested to keep track of the total number of student surveys so a response rate may be calculated.

## Programmatic

### Teacher Component:

- Encourage time-specific goal setting in the classroom (44% of teacher respondents are not setting time-specific goals)
- Encourage parental notification through utilization of provided communication pieces (68% of teacher respondents did not notify parents about the program)
- Increase communication of ideas regarding student behavior during physical activity time to address negative changes noticed by teachers
- Share ideas about 'cool down' activities after exercise to help students re-focus
- Encourage teacher participation in physical activities (12% of teacher respondents did not participate in *Take Time!* activities)
- Continue to support teachers in the time management aspect of implementing the program
- Regularly e-mail or photo copy new ideas for physical activities
- Most teacher respondents preferred the hard copy of the three-ring binder. Continue to make the online version available, but supply the hard copy when possible.
- Check in with all participants to make sure they have received required resources (one teacher noted never receiving the boom box)
- Consider the provision of more CDs and physical activity props, as these were well received by teacher respondents
- Consider providing an alternative to the stretch bands as some schools are latex-free
- Consider a follow-up question or separating out the calendar with stickers to document time in order to better understand the usefulness of this program strategy

### Principal Component:

- Continue to promote adoption of school-wide policies or procedures to support time-specific physical activity goals (87% of principals did not have time-specific goals)
- Assist principals in communicating time management strategies for teachers, as teachers' perceived lack of time was the most often noted barrier to implementation
- Consider follow-up to limited use of *Take Time!* as the physical activity component of school wellness policies (56% did not use the program)

### Champion Component:

- Continue to communicate ideas about how to promote the program to teachers (attitudes towards the program and perceived lack of time were noted as barriers to implementation)
- Continue to provide resources to implement the program – the boom box and music CDs were noted as useful resources by most champion respondents
- Trainings by *Take Time!* staff and school resource packets (both three-ring binder and online) are rated as helpful resources
- Review the school-specific evaluation component of the program and determine the barriers to use (few champion respondents reported seeing and using the evaluation results compiled for their school)
- Ensure timely distribution of resources to guarantee prompt implementation
- Consider site-visits on an as-needed basis to assist with time constraints of teachers and build program enthusiasm

## **Appendix A – Summary of Key Findings**

***Take Time!* Physical Activity Program Evaluation  
Year 4 (2007-2008)**

~SUMMARY OF KEY FINDINGS~

<b>KEY FINDINGS FROM THE <i>TAKE TIME!</i> TEACHER SURVEY (N=124)</b>
<b>ADMINISTRATIVE SUPPORT</b>
<ul style="list-style-type: none"> <li>• Almost all teachers (99%) felt the school administration supported their participation in <i>Take Time!</i></li> <li>• 80% of teachers indicated that school administration support was provided via encouragement from the principal</li> <li>• 50% indicated support via inclusion of <i>Take Time!</i> on the agenda for staff meetings</li> <li>• 40% noted the provision of time for training as perceived administrative support</li> </ul>
<b>POLICIES, PROCEDURES, OR PRACTICES/ ACTIVITIES ADOPTED</b>
<ul style="list-style-type: none"> <li>• 80% of teachers adopted classroom policies, procedures or practices/activities as part of <i>Take Time!</i></li> <li>• Using music for daily dance/movement breaks was the most often adopted practice (80%), followed by incorporating physical activity into classroom lessons (76%), and daily stretch breaks (59%)</li> </ul>
<b><i>TAKE TIME!</i> RESOURCES</b>
<ul style="list-style-type: none"> <li>• Receiving the boom box and other music CDs were rated as the most useful program resources</li> <li>• The Tony Chestnut CD and the stretch bands were also noted as useful resources</li> </ul>
<b>CLASSROOM GOAL SETTING</b>
<ul style="list-style-type: none"> <li>• Just over half of teacher respondents (56%) set time-specific physical activity goals</li> <li>• 56% set per-student goals of 10 minutes per day and 26% set goals of 15 minutes per day</li> <li>• 58% noted that the classroom goals were almost always met</li> </ul>
<b>PARENTAL NOTIFICATION</b>
<ul style="list-style-type: none"> <li>• 68% of teachers notified students' parents about the <i>Take Time!</i> program – most through a newsletter (77%)</li> <li>• 32% talked about the program at parent/teacher conferences and 29% indicated they sent the letter home that was provided in the program resource packet</li> </ul>
<b>PROGRAM IMPACT</b>
<ul style="list-style-type: none"> <li>• 81% of teachers noticed a difference among students as a result of <i>Take Time!</i></li> <li>• In response to the question regarding seeing positive changes, 100% answered 'yes,' with increased ability to focus as the most frequently noted positive change (75%), followed by decreased stress level (50%)</li> <li>• In response to the question regarding seeing negative changes, 14% answered 'yes,' indicating most frequently (8 out of 11 respondents) that the negative change was students misbehaving during program time</li> <li>• 88% of teachers participated in the physical activities themselves, with 70 out of 86 respondents noting positive changes as a result. Decreased stress level was most often noted (70%). 44% saw an increased personal fitness level.</li> <li>• Only 2 teachers noted negative changes for themselves: "Just one more thing to do" (1) and "Took time from my teaching duties" (1)</li> </ul>
<b>BARRIERS TO IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>• 64% of respondents noted encountering barriers to implementation</li> <li>• 'Lack of time' was the most frequently noted barrier (77%), followed by 'remembering to document time' (63%), and remembering to do program activities (29%)</li> </ul>
<b>WOULD YOU LIKE TO SEE A STATE MANDATED POLICY FOR PHYSICAL ACTIVITY LIKE <i>TAKE TIME!</i>?</b>
<ul style="list-style-type: none"> <li>• Of the 94 teacher respondents who answered the question, "54% said 'no' and 46% said 'yes'"</li> </ul>

<b>KEY FINDINGS FROM THE <i>TAKE TIME!</i> PRINCIPAL SURVEY (N=10)</b>
<b>FOLLOWING RECOMMENDATIONS OF <i>TAKE TIME!</i> PROGRAM IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>• One a scale of 1 to 5(1=very well, 5=not well), respondents ranked the schools implementation of 6 out of the 7 recommendations as 1 or 2</li> <li>• Providing teachers with resource packets was the highest ranked recommendation (avg. rating 1.3), followed by encouraging teachers to take regular physical activity breaks with their students (avg. rating 1.4)</li> <li>• The lowest ranked recommendation (avg. rating 2.3) was informing parents about <i>Take Time!</i></li> </ul>
<b>PARENTAL NOTIFICATION</b>
<ul style="list-style-type: none"> <li>• 7 out of 10 respondents noted taking steps to inform parents about the program</li> <li>• Notifying parents through a newsletter (4) or through the letter home that was provided in the program resource packet (4) were the most often used methods</li> </ul>
<b>POLICIES, PROCEDURES, OR PRACTICES/ACTIVITIES ADOPTED</b>
<ul style="list-style-type: none"> <li>• 7 out of 10 respondents reported implementing a school-wide policy or procedure to support the program so that every student has at least 10 minutes of physical activity each school day</li> <li>• Of the 7 respondents who answered the question regarding which physical activities or procedures had been instituted, all 7 (100%) noted support for teachers to incorporate daily physical activity into classrooms</li> </ul>
<b>SCHOOL-WIDE GOAL SETTING</b>
<ul style="list-style-type: none"> <li>• 7 respondents indicated they had instituted time-specific goals for the school (out of 8 respondents); 2 principals noted that 10 minutes per day was their school-wide goal</li> </ul>
<b>BARRIERS TO IMPLEMENTATION</b>
<ul style="list-style-type: none"> <li>• 5 out of 9 respondents indicated that there were barriers to implementation, with teachers' perceived lack of time (5) and competing priorities (4) noted as the primary barriers</li> </ul>
<b>PROGRAM IMPACT</b>
<ul style="list-style-type: none"> <li>• 8 out of 9 respondents indicated they noticed school-wide benefits as a result of participating in <i>Take Time!</i></li> <li>• Increased staff morale, more fit kids, and fewer discipline problems were noted benefits by respondents (3 each)</li> <li>• 5 principals reported to have participated themselves in <i>Take Time!</i> activities; all 5 reported positive personal changes as a result – primarily increased satisfaction with work (3). No negative personal changes were noted.</li> </ul>
<b>WOULD YOU LIKE TO SEE A STATE MANDATED POLICY FOR PHYSICAL ACTIVITY LIKE <i>TAKE TIME!</i>?</b>
<ul style="list-style-type: none"> <li>• Of the 9 principal respondents who answered the question, 6 said 'no' and 3 said 'yes'</li> </ul>
<b><i>TAKE TIME!</i> AS A COMPONENT OF THE SCHOOL WELLNESS POLICY</b>
<ul style="list-style-type: none"> <li>• 4 out of 9 principals reported using <i>Take Time!</i> as the physical activity component of their wellness policy</li> </ul>

<b><u>Notable Teacher Comments</u></b>
<p align="center"><b>Benefits</b></p> <p>“Calmer just following the exercise...good to do before long portions of inactivity.”</p> <p>“It became easier to think of ways to integrate activity into the classroom as I did it.”</p> <p align="center"><b>Challenges</b></p> <p>“It was often hard to get first-graders to calm down afterwards and refocused on work.”</p> <p>“Some students were unable to refocus, but only a few.”</p>

<b><u>Notable Principal Comments</u></b>
<p align="center"><b>Benefits</b></p> <p>“More discussion among teachers about the benefits of movement and it's connect to learning. It's hard to say that the time spent walking causes better grades...but I would say students appear to be able to focus more with consistent breaks.”</p> <p align="center"><b>Challenges</b></p> <p>“We loved this program and did use it effectively at the K-2 level. Grades 3-5 was more of a challenge to use on a regular basis.”</p>

