

IHT Spirit Resources:

How Schools Buy Their

IHT ZONE Heart Rate Monitors



**An Update on ESSER III and the Different
Ways Schools Fund Purchases of
IHT ZONE Heart Rate Monitors
for Student Wellness Programs**



IHT Funding Roadmap:

How Much Funding Remains and How Districts are Prioritizing New Purchases

According to McKinsey survey conducted in April and May, schools list learning technology, social-emotional learning and student physical health and well-being as top priorities for spending their remaining ESSER relief funding.

The survey asked nearly 500 K-12 public and charter school administrators about their Elementary and Secondary School Emergency Relief plans and how they are spending the nearly \$200 billion in federal funding. With ESSER III specifically, schools still have nearly \$60 Billion that must be allocated by Sept. 30, 2024 and spent by Jan. 28, 2025, according to the latest Education Stabilization Fund reporting.

The reporting shows that:

- 29 states still have more than 50% of their ESSER III funding available
- 12 states have more than 60% of their ESSER III funding available
- 7 states have more than \$2.5 Billion of their ESSER III funding available, including Texas (\$7.4

Billion), California (\$7.3 Billion), Florida (\$3.9 Billion) and New York (\$3.1 Billion)

McKinsey's survey shows that schools "expect to spend on teacher retention and student well-being." More specific top priorities include:

- Addressing learning loss through digital tools and tech
- Providing social-emotional learning
- Addressing challenges in physical health and well-being and
- Investing in technology improvements

The survey also shows that 72% of district leaders have concerns over their ability to continue funding long-term recovery programs after the ESSER stimulus funds expire.

Build a Request for ESSER Funds on the District's Top Priorities

All of this could lead districts to focus spending on one-time purchases that address the above-mentioned needs. Technology



such as IHT's heart rate solution – the combination of the IHT ZONE heart rate monitor and assessment software – could provide schools with a way to address several of their top priorities, most obviously investing in technology improvements and addressing challenges in physical health and well-being along with social-emotional learning.

[Read the McKinsey Survey](#)

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Case Study:

Local Healthcare Foundation Grant Allows School to Add New Fitness Equipment Including IHT ZONES

When a community bond paved the way for a new high school building in Lewiston, ID., Chris Meyer saw an opportunity to recreate the school's physical education program with new class offerings and heart rate technology that introduced students to fitness techniques they can use as adults.

"We had a really solid PE program, we felt, but we wanted to take it to the next level," Meyer said. "That's been the challenge I have given my department, going to that next level. What does that look like?"

For Meyer and her Lewiston High School team, that 'next level' vision included implementing the Comprehensive School Physical Activity Program model. With a strong program in place, they evaluated their program and set goals to implement fitness technology (heart rate monitors), expand opportunities for physical activity during school, and improve family, community and staff involvement.

In redesigning the curriculum, the team merged specialized classes where students focus on different elements of fitness with heart rate technology to help them track their activity and maximize the time they spend in class. At the time, the newest member of the teaching team -- 2012 National Middle School PE Teacher of the Year Jessica Shawley -- had experience both with IHT ZONE heart rate monitors and writing grant applications.

"We wrote a lot of grants," Meyer said. "We were very fortunate to receive several of them and that's what allowed us to purchase the heart rate

monitors along with fitness curriculum and fitness equipment."

The two largest grant awards came from the Lewis & Clark Valley Healthcare Foundation, a fund developed when the local hospital changed ownership, and the Idaho Office of Drug Policy Substance Abuse Block Grant.

They used the first \$10,000 grant on IHT ZONE heart rate monitors and the second on iPads for students to use in their PE classes. When the teachers received their first \$10,000 grant, the local school district provided several laptop computers that Meyer and her teaching team could use to run the heart rate monitors during classes.

"The LC Valley Healthcare Grant and the Idaho Office of Drug Policy Grant have been very generous to us," Meyer said. "We received several other regional grants that provided significant funding, but they were the ones that made our IHT ZONE heart rate monitors and our CrossFit style fitness gym happen."



"We wrote a lot of grants. We were very fortunate to receive several of them and that's what allowed us to purchase the heart rate monitors along with fitness curriculum and fitness equipment."

- Chris Meyer, Lewiston High School Physical Education Teacher

For more, visit: www.ihntusa.com/Lewiston

Case Study:

National Sporting Goods Store's Local Award Surprises Middle School Teacher

Getting to know the store manager at her local sporting goods store resulted in timely funding for Selma (Ind.) Middle School PE teacher Tammy Brant.

"We are in a small community that's like a little college town," Brant said. "We have one sporting goods store in town and it's Dick's Sporting Goods. I obviously go in there a lot and I got to talk with the assistant store manager quite a bit and I told her about my program, just talking."

"I know that every time I check out, they ask you if you want to donate a dollar to 'Sports Matter,'" she said.

Sports Matter is Dick's non-profit foundation. Through Sports Matter, Dick's provides funding and equipment and also sponsors youth teams and leagues.

To Brant's surprise, Dick's also provides funding for public school programs in the form of local store awards and larger national grants. According to their website, the Sports Matter Foundation has donated to 1 in 21 public schools across the country.

"I didn't know they awarded money to schools," Brant said. "Most of the time, I think it's little leagues or a basketball organization or a football program. They want to 'help save youth sports.'"

Brant didn't expect her friendly conversations as a customer with the store manager were anything more than friendly conversations. Then, while at the SHAPE America conference in New Orleans in April, she got a call with surprisingly good news: the local Dick's Sporting Goods, as part of its community support program, awarded her a \$5,000 award to use for her

PE program.

"The manager had asked if I could use \$1,000, and then they came back and said it was going to be \$5,000. I was actually at SHAPE America when I found out."

The award was one of five that schools in that specific Dick's Sporting Goods region received. Officials from Dick's Sporting Goods regional office came to Selma Middle School to celebrate.



"I knew exactly what I was going to do with that," Brant said of her newfound funding.

Brant purchased a set of IHT ZONE heart rate monitors and began using them with her students almost immediately.

"We have one sporting goods store in town and it's Dick's Sporting Goods. I obviously go in there a lot and I got to talk with the assistant store manager quite a bit and I told her about my program, just talking."

- Tammy Brant

2011 SHAPE America National Middle School PE Teacher of the Year, Selma (Ind.) Middle School

For more, visit: www.ihntusa.com/SportsMatter

Funding Overview:

How to Make Your ESSER Request a Priority for Your District Administrators

Most school districts have individuals or departments tasked with managing the federal funding. It's important to identify these people or people within the departments and introduce yourself long before you need to make a request.

"One of the first things I tell people when I do advocacy work is to make friends before you need them," Dr. Kymm Ballard, the 2022-23 SHAPE America President, said. "That's relationship-building. When you go to people and ask for money and they've never seen you before, chances are you're not going to get it."

To increase your chances for success, align your project with your campus or district school improvement plan. Even better, she said, join the school improvement team so your voice is heard.

"That's where a lot of money goes, and if you're working with your school improvement team, you're working on the bigger picture," she said. "You're part of the blueprint that is inevitably going to be funded. If you can make your case on that kind of team that health and PE needs to be a priority, you may not get the first round of dollars, but you'll be able to get some of those dollars."

No Time Like the Present

Regardless of what you've been told before, schools that haven't spent all of their initial allocations will be looking to do so.

While the ESSER III spend-



out deadlines is still in the near future, creating proposals now and working with your district's decision-makers can increase your chances of success when you submit your request. School districts will be spending out their federal money throughout the year and the longer you wait to make your request, the more you risk.

"See what the district has leftover," Ballard advises. "Put in a budget. Have a very good reason why (you need what you're requesting). What's your why? What's the need? And really show that there is a need."

The proposal needs to be data-driven. Include key statistics about your program as it currently exists. Quantify how your program would

benefit from the products or new technology you are seeking.

"You can't just go in and say 'I need this,'" she said. "The need has to be real. You have to be able to show it. The data has to add up. You have to have something that backs up why you need that amount."

Include District Officials in the Project Ownership

Ballard also advises teachers to bring the administration into the project by creating an ownership stake for them. Creating healthy, fit, and academically ready students isn't strictly the responsibility of the PE teacher. It's a district objective, with the PE teacher using the tools they think best for the job to help them accomplish the goal.

"If they say 'no,' ask them if they can work with you to create a plan. Ask 'how can we do this? Put it back on the administration. 'Trust the data and make the investment in the students. When can we get these products, because these are a critical need for the health and academic benefit of our students?'"

**- Dr. Kymm Ballard
Shape America Past President**

For more, visit: www.ihtusa.com/Ballard

Resources:

Spend-By Deadlines and State by State Allocations

When you combine the Every Student Succeeds Act (ESSA) and the Elementary and Secondary School Emergency Relief (ESSER) allocations, nearly \$200 billion in federal funding has been made available to local education agencies to be allocated for use by Sept. 30, 2024.

The currently available federal funding includes:

Grant: ESSER III (American Rescue Plan)

- Total Funding Available: \$126 billion
- Allocate By Date: Sept. 30, 2024
- Spend By Date: Jan. 28, 2025
- As of Sept. 30, 2023, \$59.4 billion remained unallocated or unspent.

Grant: Every Student Succeeds Act (ESSA) Title IV, Part A (Student Support and Academic Enrichment State Grants)

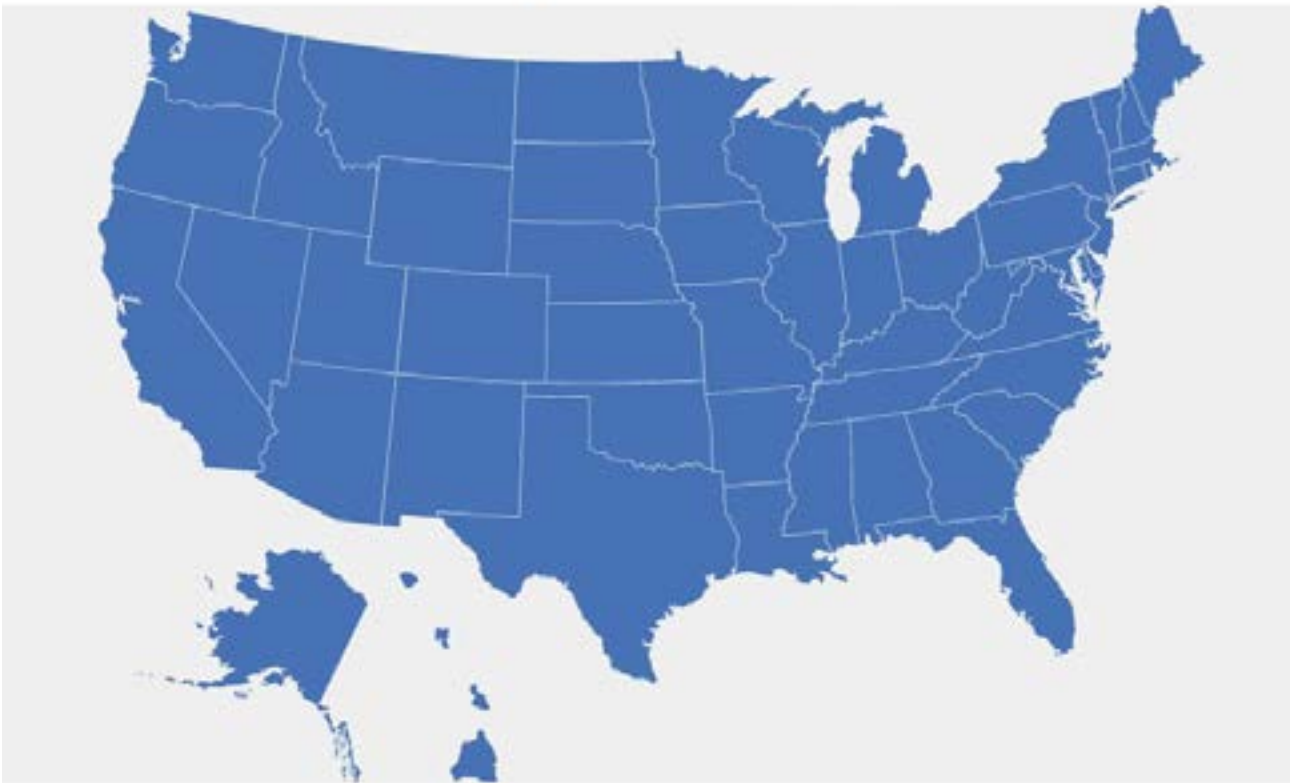
- Total Funding Available for FY 2024: \$1.4 billion
- Spend By Date: Sept. 30, 2024

While some of the funding has been allocated, a significant portion is likely still available through your local district, particularly with ESSER III.

[This document](#) shows how much ESSER II and ESSER III funding remains unspent or unallocated.

Work with your campus or district leadership to build a proposal that enables you to use this federal funding to improve your program.

Covid-19 Relief Funding by State



Visit two valuable websites, including the above published by [BudgetChallenge.com](#), show how much ESSER funding each school district received.

designated to each local district.

A [database maintained by the U.S. Department of Education](#) tracks spending across a number of allocations, including ESSER III.

Click the state to see how much of that has been

For more, visit: <https://ihtusa.com/Funding-Resources>

Next Steps:

Work with Your IHT Representative to Create a Successful Proposal

IHT offers resources that have helped customers receive the funding they need to purchase IHT ZONE wrist heart rate monitors and IHT's assessment software for their programs.

Work with your IHT sales representative to see templates that teachers have used successfully; receive a quote that enables you to address both individual teacher and whole campus needs; and use pre-loaded templates to work with previously successful proposals.

When seeking federal funding, follow these tips to get started writing your proposal.



Write SMART Goals: Specific, Measurable, Achievable, Relevant and Time-Oriented

1. Determine how your IHT program can reach as many students as possible?
2. Can students participating in before or afterschool activities benefit from using the IHT ZONE?
3. Review your campus or district improvement plan and make sure you align your program to that plan.

Understand the Requirements of the Federal Funding You're Requesting

1. What type of program qualifies for the specific funding? ESSA (Every Student Succeeds Act) Title IV, Part

A and CARES (Coronavirus Aid, Recovery and Economic Security) Act funds can be used for similar purchases but have different guidelines.

2. Know who manages the federal funding for your school district. Meet with them prior to submitting your proposal.
3. What are the deadlines you need to meet? Your district may need to receive proposals by a certain date. Also, understand when the funding you are requesting needs to be spent.
4. Act quickly. Federal funding made available through both the CARES Act and ESSA are available to each teacher on your campus and in your district. The sooner you submit your request,

the greater your chances of accessing your district's funding before it's allocated.

Use IHT's Template to Build Your Proposal

1. Your IHT Sales Representative can provide you with an itemized quote and a template with the actual language that teachers have used in successful proposals.

Using Technology to Improve Student Health, Academic Readiness and Social-Emotional Learning.

Set Up Your Appointment Today. [Click here.](#)

IHT ZONE Sets Eligible for Federal Funding

Sample IHT ZONE Bundles

STARTER SET | \$855

4 IHT ZONE Wrist Heart Rate Monitors
4 IHT ZONE Personal USB Chargers
1 IHT Spirit Classroom Reader
1 IHT ZONE Heart Rate Software license (lifetime)
1 Online Training with ongoing customer support

CLASS SET | \$4,770

28 IHT ZONE Wrist Heart Rate Monitors
1 IHT ZONE Charging Case
1 IHT Spirit Classroom Reader
1 IHT ZONE Heart Rate Software license (lifetime)
1 Online Training with ongoing customer support

CUSTOM IHT ZONE PACKAGES

To build a custom set that can be used in both on-campus and at-home programs, email us at spirit@ihtusa.com.

Visit ihtusa.com/pricing for more details.
Prices subject to change.

Invest in your students' future today.

Customize Your Own Spirit Package.



Let IHT Help Prepare Your Proposal

IHT has developed templates that include all of the essential data you'll need to give your proposal its best chance of approval.

[Click here to schedule a meeting](#) with an IHT representative to receive a customized quote and learn more about how IHT can support your program.

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