



# IHT Spirit Funding Resources: **Explore Every Option**



Understand Different Ways  
Schools Are Funding IHT Heart  
Rate Monitor Purchases



# Creative Ways Schools Fund Heart Rate Technology for Wellness and Learning

Teachers exploring heart rate monitors to enhance student wellness and performance have discovered a variety of effective funding paths. Educators across the country have successfully purchased IHT monitors and software by using:

- Direct campus or tech budgets
- Combined department resources
- Local grants and business donations
- Federal funding, including ESSA (Title IV, Part A)

The federal Every Student Succeeds Act remains a key source of support. The Title IV-A grant funds programs promoting student health, well-rounded education, and effective use of technology—all of which include PE.

Arizona’s Keri Schoeff calls it a “game-changer,” while Texas PE leader Mario Reyna emphasizes aligning funding requests with student health and academic growth: “Wellness will improve academics without a doubt.”

Beyond federal funds, teachers like Chris Meyer (ID) and Tammy Brant (IN) have secured local grants from healthcare foundations and businesses like Dick’s Sporting Goods. Building relationships and simply sharing your story can open unexpected doors.

Collaboration also plays a major role. Vermont’s Tammy Claussen secured help from her athletic director during COVID to purchase monitors for online PE, while Illinois teacher Orlandus Thomas launched a small pilot program using 10 monitors to prove impact—then gained full administrative support.

Whether through budgeting, teamwork, or community partnerships, educators are finding powerful ways to bring IHT technology into their programs and empower students through measurable, meaningful wellness.



Read the full story here  
[www.ihtusa.com/iht-blog/teachers-still-have-plenty-of-funding-options-even-as-esser-expires](http://www.ihtusa.com/iht-blog/teachers-still-have-plenty-of-funding-options-even-as-esser-expires)

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## **Case Study:** District Expands Emotional Management Curriculum that Empowers Students Through Heart Rate Technology

**Successful elementary school emotional health management program expands into multiple schools for 2020–21**



After a successful debut at East Elementary School, a program that uses heart rate monitors to help students manage their emotions will be launched throughout Littleton Public Schools in the 2020–21 school year.

On an Interactive Health Technologies webinar explaining his district's program, Littleton Public Schools Director of Social, Emotional and Behavioral Services Nate Thompson explained that, thanks to a grant from the Littleton Public Schools Foundation, the district's other 12 elementary schools will implement the program which began as Operation Dragon Heart next year.

As part of its focus on mental well-being in schools, the Littleton Public Schools Foundation raised \$5,000 for the initial pilot program at East Elementary. More recently, the foundation was able to raise an additional \$69,000 dollars from the community to expand the heart rate monitors to every elementary school in LPS.

"We know that when kids are mentally well they're going to learn better, they're going to be happier and more successful in school, and we felt that was really an important need that we needed to help provide," said Beth Best, executive director of the Littleton Public Schools Foundation.

"We're going to do this with fidelity and do it well at all of our elementary schools," Thompson said. "Heart rate is one of the simplest and easiest ways to see how people are doing on the inside."

The East Elementary School program involved a set of IHT ZONE heart rate monitors and collaboration between counselors, teachers, students, and families. The teachers and counselors identified students who might benefit from a program that taught them a new way to control their emotions.

"How do we help kids see that they have some power and the ability to regulate themselves?" Thompson said. "How do we do that in a way that's visual? We looked at heart rate as a way to do that."

### **Finding Technology to Connect Heart Rate, Students' Emotions**

"We wanted to start small and do something we felt would be successful at one school," Thompson said. "That's what it comes down to for us. We wanted to figure out how to get our schools get this on an individual student level and look at self-regulation in a different way."

Littleton chose the IHT ZONE heart rate monitor as the tool to connect students with their heart rate and emotional state.

"The IHT product was one we felt that, after looking at 10 or 12 products, was the best one for kids," Thompson explained. "It was built for students. It was visual and it had the different colors. That got us going."

### **Six-Week Program Helps Gives Students Power to Manage Emotions**

With the technology and corresponding Social-Emotional Learning curriculum, East Elementary launched the six-week program that showed students and parents how to identify changes in heart rate that usually indicate a change in emotion that triggered various types of behavioral episodes.

For more, visit: [www.ihntusa.com/ihnt-blog/heart-rate-monitors-act-as-personal-counselors-for-students/](http://www.ihntusa.com/ihnt-blog/heart-rate-monitors-act-as-personal-counselors-for-students/)

## **Case Study:** Students Commit to Wellness Using IHT ZONE Heart Rate Monitors

### **Humble ISD Uses Federal ESSA Title IV, Part A Grant to Add IHT Heart Rate Monitors to Five Campuses**

**S**ticking to a well-developed plan enabled Humble (Texas) school district Coordinator of PE/Wellness Helen Wagner to use her school district's Every Student Succeeds Act (ESSA) grant allocation to strengthen her district's wellness curriculum using IHT heart rate technology.

"I talk about things on the horizon, how I would grow our PE program by going beyond what people think of as a traditional PE class," Wagner said. "I really felt like IHT, and I did all of the research on lots of products, helps visualize things for the students. The product also met priorities that were identified by our district comprehensive needs assessment."

Wagner wanted to add the combination of IHT ZONE wrist heart rate monitors and IHT's Spirit Assessment Measures software, but she lacked the budget to purchase it on her own. She did more research, got familiar with ESSA, and Title IV, Part A in particular, and went to work.

decides how it will distribute the funding to local education agencies. Most states use a formula to divide the money evenly across the local agencies while others require LEAs to apply through what amounts to a competitive grant program.

Once Wagner became familiar with ESSA funding and how much the Texas Education Agency allocated to Humble ISD, a large district adjacent to Houston, she put together a plan of action and stuck to it.

#### **Defining the Scope of a Pilot Program**

When introducing new tools for her program, Wagner likes to start small so she can ensure her teachers have a greater chance to succeed in influencing students. Wagner chose five of Humble's 42 campuses to get started with the IHT ZONES: two elementary schools, two middle schools, and Summer Creek High School.

"We want to take a baby step today in order to take a giant step later," she said. "I need to know how IHT technology will



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**-Helen Wagner**  
Coordinator of PE/Wellness

Enacted in 2015, ESSA remains the single largest source of federal education funding. The full ESSA budget allocates \$168 billion for its various programs. Title IV Part A provides funding for programs that meet several criteria as described in the Student Support and Enrichment grants:

- Support well-rounded educational opportunities;
- Safe and healthy students; and
- Effective use of technology

For the 2019-20 school year, \$1.17 billion will be distributed to the states on a population-based formula. Each state then

be used to its greatest potential across all of our campuses. Teachers are the biggest factors in that."

Both Wagner and the teachers she selected to participate in the program are committed to making it work. The goals for the first semester seem simplistic, but they are essential to long-term success, which shows the administration Wagner understands the commitment they've made to her program and, more importantly, the students.

For more, visit: [www.ihtusa.com/iht-blog/request-your-districts-federal-funding-to-add-iht-zones/](http://www.ihtusa.com/iht-blog/request-your-districts-federal-funding-to-add-iht-zones/)



## **Case Study:** California High School Accesses CARES Funding to Keep Students Connected

### **California makes \$5 Billion Available to Local Schools to Address Health, Wellness, and SEL**

**A** California physical education department chairperson used a portion of the state's Coronavirus Aid, Relief and Economic Security (CARES) Act funding to add IHT ZONE wrist heart rate monitors to the district's online PE program.

The PE teacher had added IHT ZONES for high school freshmen and sophomores to use in on-campus PE classes in 2018 and saw a marked improvement in student wellness. When Covid-19 forced schools to close campuses and shift to online learning, she found herself in need of a way to keep students active.

"When the shutdown came, we didn't have things to get them motivated," she said. "You can say what you want [to get them motivated], but getting them moving is the main goal."

### **Accessing California's Learning Loss Mitigation Fund**

The California Department of Education supplemented its CARES Act allocations with discretionary funding from the governor's office to create a Learning Loss Mitigation Fund. The fund made more than \$5 billion available to local districts for programs that, among several criteria, "support services such as health, counseling, and mental health, as well as programs to address trauma and social-emotional learning, professional development for teachers, and facilitate access to school nutrition programs."

School districts had until July 15, 2020 to apply for the funding and must spend the money before Dec. 31, 2020.

When she learned about the new federal funding her district received, she immediately sought to access the funding to keep students moving. She knew, based on the

initial on-campus IHT ZONE use, that students would benefit from having the same technology at home.

"After we initially ordered the IHT monitors [in 2018] and saw a difference in our PE class with improved motivation, this conversation was easy," she said.

Her application consisted of making her request – 465 IHT ZONE monitors and personal chargers for her freshmen and sophomores to use remotely – and submitting a spreadsheet to the district office.

"That was it," she said. "They had funding that needed to be used by Dec. 31. Bada-bing, bada-boom."

### **Focusing on Meaningful Student Activity**

Introducing the heart rate monitors in on-campus PE classes produced several key results:

- Students were more motivated to meet goals for minutes of exercise,
- Students were empowered by feedback specific to them and their movement, and
- Teachers received objective information about each student's effort.

A student enters the recovery portion of an exercise session having pushed his heart rate into the yellow (moderate activity) zone as indicated on the IHT ZONE heart rate monitor.

"There is no way to measure a child's effort," she said. "That's subjective – are they working hard or not, how can you really tell? But with this, we know they are working toward their best rate."

The same factors will exist as students move from on-campus PE to online PE. Now that schools have had time to plan to give students a better online learning experience, the teacher expects students will continue to meet goals, especially when given more freedom to choose their own activities.

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## **Case Study:** Teacher Works With Local Health Department to Fund Heart Rate Monitor Purchase

### **TV Show–Style Fitness Challenge Motivates Students to Work Together, Stay in Target Heart Rate Zones**

**H**amilton Bicentennial Elementary (Port Jervis, N.Y.) PE students recently put their heart rate management skills on display for a special audience that included principal Jared Kahmar.

HBE students began wearing IHT ZONE wrist heart rate monitors at the start of the school year and recently dominated a custom-made American Ninja Warrior–style fitness challenge while learning how their hearts respond during exercise.

“The new thing we did this year was our Ninja Warrior course,” PE teacher Nicole Beam said. “We just made a continuous course where students worked on balance, jumping, different agility exercises, crawling. We even had our principal come down and participate with us. They really enjoyed it.”

### **Creating Fitness Warriors**

Beam and colleague Jon Foley aren’t looking to create the country’s next generation of Ninja Warriors. Instead, they wanted students to experience a fun, new way to approach their December unit on heart health.

“The goal was, in a group, to successfully complete the obstacles as many times as they could while staying in their target heart rate zones,” Foley explained. “They had to jump off a trampoline and use both hands and land on a mat. I think a lot of kids liked that one. There was another one where they had to do a lot of crawling under a net. The last one was a rope that we called the Tarzan Swing.”

### **100 Percent PE Class Participation**

Beam and Foley loved the results they saw from the Ninja Warrior fitness challenge. Once they introduced the challenge, they saw fewer students find reasons not to participate. Further, they saw students working harder together to stay in their target heart rate zones and meet daily goals.

“We had 100 percent participation in every grade,” Foley said. “In an average day we might have a kid in each period who isn’t feeling good, isn’t up to par, maybe forgets his shoes. Not a single kid chose to not wear the heart rate monitor or not participate in the challenge.”

The teachers noticed students spending the bulk of each class session – Beam estimated students could spend 25 minutes of their 35-minute PE class on the course – moving and working to complete multiple circuits. Students proved extremely agile, Foley said.

“The big clarity moment for us is seeing how good kids’ balance really is,” he said. “We don’t get to see them at home or in other classes, so seeing how well they acclimated to the



obstacles...they aren’t everyday obstacles. They are jumping on things, crawling under and through things, and these aren’t things they do in a regular day.”

### **The Importance of Heart Rate Training**

Beam and Foley are both newer teachers at HBE, but heart rate has long been a staple of their PE programs. Beam worked with the PTA to secure 48 ZONE monitors while at Port Jervis’ other elementary school – Kuhl Elementary – and Foley won a grant from the local Orange County Department of Health to provide ZONES at all of Port Jervis’ schools.

For more, visit: [www.ihntusa.com/journal/from-local-to-federal-schools-secure-funds-to-ihnt-zone-heart-rate-technology/](http://www.ihntusa.com/journal/from-local-to-federal-schools-secure-funds-to-ihnt-zone-heart-rate-technology/)



## **Case Study:** Teacher Combines Funding Sources to Add PE Heart Rate Monitors to Curriculum

### **Elementary Students Display Improved Performance, Increased Attention to Exercise Habits**



**B**y pairing funding from his local education foundation with technology department funding, Lincoln (St. Charles, Ill.) Elementary School PE teacher Will Navis added key fitness tools to his program.

Looking to purchase a class set of IHT ZONE wrist heart rate monitors along with the IHT Spirit System assessment software to enhance student motivation in class, Navis needed close to \$5,000. He just didn't know where he'd find it in one place.

Late in the 2017-18 school year, Navis searched several places, including his school's technology department and the local St. Charles Education Foundation, a non-profit entity that raises money to be spent where the school district's budget falls short.

"They do a couple of fundraisers throughout the year, and all of those funds are given out in grants," Navis said. "I've won a couple of grants from them for other things, but this has been by far my biggest one."

Navis applied for and received a grant for \$2,500, nearly half of the cost and exactly what he needed to show his technology officer.

"I got half of my funding through this grant and the other half from a conversation I had with our technology officer about a year ago," Navis, the current president of the Illinois Association for Health, Physical Education, Recreation and Dance, said.

While researching how he could order tablets to be used for his IAHPERD conferences through his school, he asked about available funding for technology he could use directly with his students. The technology budget didn't have a lot of money available, but the officer made Navis a commitment.

"I told him that it was going to be about \$5,000 and I didn't have that in my budget but could he help me with any of it?" Navis recalled. "He told me that if I wrote the foundation grant and got half the funding, the technology department would match it. I thought that was awesome."

### **Impacting Student Engagement with Technology**

Navis received the heart rate monitors at the beginning of the current school year and began using them with his third, fourth and fifth-grade classes. As he began collecting data, he noticed student engagement skyrocketing, manifest by the amount of time each student is spending in their target heart rate zones.

Not only does Navis see it as he scans the class during sessions, he sees it in the reports he can run following class through the Spirit System. In a recent presentation to the education foundation, Navis showed members exactly what their funding enables him to do.

**"There are definitely kids who are highly motivated by them," he said. "I'm seeing a change in what they are choosing to do [during class] so they keep their heart rate up higher."**

"I did some screenshots of some of the reports," he said. "They were just floored. 'You get all that?' 'Yes, I get all of that, and I can email it to parents.' They were very impressed."

The reports – and the increased student performance – impressed district officials as well. During the 2019-2020 school year, seven other elementary schools in St. Charles Community USD 303 will be using IHT ZONE monitors.

For more, visit: [www.ihtusa.com/journal/while-administrators-focus-on-essa-funding-teachers-continue-to-look-for-other-sources/](http://www.ihtusa.com/journal/while-administrators-focus-on-essa-funding-teachers-continue-to-look-for-other-sources/)



# Spirit Packages Eligible for Federal, ESSA, Local Grant Funding

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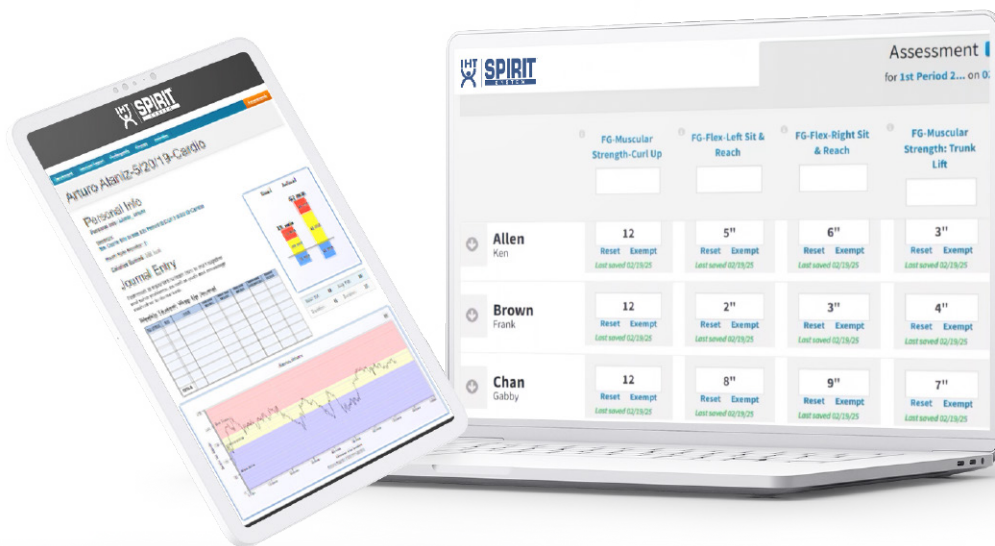
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- 4 Spirit USB Chargers
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