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Youth-Led School Health Initiatives: Perceptions And Processes

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YOUTH-LED SCHOOL HEALTH INITIATIVES: PERCEPTIONS AND PROCESSES

by

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CHAPTER 1: INTRODUCTION

Obesity Prevalence and Effects

Public health organizations have prioritized efforts to reduce the incidence of obesity, focusing on public policy as well as targeted interventions for communities and individuals (Institute of Medicine [IOM], 2012; Office of the Surgeon General, 2010; U.S. White House Task Force on Childhood Obesity, 2010). Although previous decades have seen a dramatic increase in the prevalence of obesity among both children and adults, data collected through the National Health and Nutrition Examination Survey (NHANES) identified no significant change in obesity rates for children or adults between the years of 2003–2004 and 2011–2012 (Ogden, Carroll, Kit, & Flegal, 2014). In 2011–2012, employing standard BMI cut-points, Ogden et al. (2014) categorized 31.8% of children (aged 2–19 years) and 69% of adults as either overweight or obese. Given the magnitude of the population affected, it is important to understand risks associated with obesity.

Evidence suggests that there are a multitude of physical and emotional effects of obesity as well as significant healthcare costs related to treating associated conditions. Obesity is acknowledged as "a major contributor to preventive death in the United States" due to increased risk for conditions such as coronary heart disease, type 2 diabetes, hypertension, stroke, and some cancers (National Heart, Lung, and Blood Institute [NHLBI] Obesity Education Initiative Expert Panel, 1998, p. xi). Utilizing data from Medical Expenditure Panel Surveys, IOM (2012) estimated the annual cost of obesity-related physical conditions at $190 billion for 2000–2005. This cost corresponds to almost 21% of the total annual medical expenditures for the United States and does not include other economic costs, such as lost productivity (IOM, 2012). Adults and children alike have experienced negative impacts on their emotional well-being related to

obesity, such as body dissatisfaction, increased depression, and reduced self-concept (Cornette, 2008; Mond, van den Berg, Boutelle, Hannan, & Neumark-Sztainer, 2011). Due to the associated influences of obesity and broad population reach, continued focus on reducing the current incidence and preventing future cases of obesity might result in positive outcomes for Americans.

While obesity is widespread in the United States, it does not affect age, race, and socioeconomic groups equally. In 2011–2012, children aged 2–5 had an obesity prevalence of 8.4%, 6–11 year olds experienced obesity at a frequency of 17.7%, 12–19 year olds had a prevalence of 20.5%, and adults who were 20+ years old experienced obesity at a rate of 34.9% (Ogden et al., 2014). Research has shown that children and adolescents who are obese have an increased risk for becoming obese adults (Engeland, Bjørge, Tverdal, Søgaard, 2004; Serdula et al., 1993; Singh, Mulder, Twisk, Van Mechelen, & Chinapaw, 2008). Children from lower socioeconomic families/households and of minority ethnicities experience obesity at a disproportionate rate (Wang & Beydoun, 2007). Therefore, interventions that target young children from minority, low socioeconomic status (SES) families could make the biggest impact in reducing the prevalence of childhood obesity and preventing future cases of adulthood obesity.

Obesity prevention is commonly thought of as an individual accountability; however, the reality is more complex. According to the Office of the Surgeon General (2010), "In addition to consuming too many calories and not getting enough physical activity, genes, metabolism, behavior, environment, and culture can also play a role in causing people to be overweight and obese." (p. 4). While the combination and influence of each factor may vary by person, public health interventions target primarily behavioral and environmental factors due to their considerable impact in determining body weight for a majority of the population (IOM, 2012;

Office of the Surgeon General, 2010). Specifically, promoting healthy eating (HE) and physical activity (PA) behaviors, while also creating an environment supportive of these healthy behaviors, could lead to a reduced incidence of obesity (IOM, 2012; NHLBI Obesity Education Initiative Expert Panel, 1998; Office of the Surgeon General, 2010; U.S. White House Task Force on Childhood Obesity, 2010).

Healthy Eating and Physical Activity Guidelines

According to the U.S. Department of Agriculture and U.S. Department of Health and Human Services (2010), "To curb the obesity epidemic and improve their health, Americans need to make significant efforts to decrease the total amount of energy they consume from foods and beverages and increase energy expenditure through physical activity" (pp. 8–9). Individuals should focus on minimizing the consumption of "empty" kilocalories (kcals) found in solid fats and added sugars (SoFAS), while eating primarily nutrient-dense foods, such as vegetables, fruits, whole grains, dried beans, low-fat dairy, and lean meats.

Overall, research has found that children, specifically, consume more than the recommended amount of total energy and that an excess of this energy comes from foods high in SoFAS (Reedy & Krebs-Smith, 2010). Reedy and Krebs-Smith conducted a cross-sectional study, utilizing NHANES data to examine the food sources for total energy consumed by children (age 2–18) and the percent of energy from SoFAS. Children's top five food sources of energy were grain desserts (e.g., cakes, cookies, pies), pizza, soda, yeast breads, and chicken and chicken mixed dishes. The average daily energy intake was 433 kcals from solid fats and 365 kcals from added sugars across all aged groups. Combined kcals from SoFAS accounted for 40% of total energy consumed, in relation to guidelines that allow for 8%–20% of total energy to come from these discretionary sources.

There are important environmental factors that influence HE behaviors that appear to be contradictory to dietary recommendations (Story, Kaphingst, Robinson-O'Brien, & Glanz, 2008). Research has found that children's dietary intake is constrained by physical environmental factors, such as the type of food available in the home and at school (Rasmussen et al., 2006). Additionally, Story et al. point to population-wide environmental factors and policies, described as macro-level factors. "Macro-level factors operating within the larger society include food marketing, social norms, food production and distribution systems, agriculture policies, and economic price structures" (p. 255). The proliferation of high-calorie, low-nutrient, inexpensive foods available in grocery stores, fast food restaurants, and even in schools is considered the result of macro-level factors (Story et al., 2008).

Environmental factors, such as food access and affordability, have been shown to disproportionately affect low-income communities (Story et al., 2008). Urban, low-income neighborhoods have seen grocery stores move out and fast food restaurants move in, creating fewer opportunities to choose fruits, vegetables, and low-fat foods aligned with dietary guidelines (Baker, Schootman, Barnidge, & Kelly, 2006). Baker et al. conducted a study of the spatial distribution of grocery stores by neighborhood race and income levels in the greater St. Louis, Missouri, area to identify inequalities in access to healthy foods. The results showed that access to healthy foods was best in white, higher income communities. Mixed race, high-poverty white, or African American neighborhoods (irrespective of income) had lower access to food outlets and healthy food options. According to Story et al., "Lack of access to affordable and healthy foods may be contributing to disparities in diet-related chronic diseases and obesity rates" (p. 261). Therefore, HE interventions that target ethnic minority and low-income, urban communities most affected by access and affordability environmental factors should help reduce

the incidence of obesity and associated deleterious health effects, which might narrow the existing health gap between segments of society based on income and ethnicity.

According to the U.S. Department of Health and Human Services (USDHHS; 2008), "Regular physical activity also helps control the percentage of body fat in children and adolescents" (p. 12). While the PA necessary to result in positive health outcomes varies for individuals, general science-based guidelines for children and adolescents aged 6 to 17 have been identified (USDHHS, 2008). It is recommended that children engage in 60 minutes of PA on most days, including aerobic activities, generally at moderate to vigorous intensity levels. Muscle- and bone-strengthening activities, such as gymnastics and running, also should be incorporated at least three days a week. Short bouts of PA that accrue to 60 minutes a day are often more appropriate to children's daily life than is one 60-minute increment of exercise.

Comparable to the gap between dietary guidelines and typical eating patterns, most children are not currently meeting PA recommendations (Troiano et al., 2008). Troiano et al. conducted a national, cross-sectional study using accelerometer data to track PA for 6,329 participants identified by age group. The results indicated that 42% of children (ages 6–11) and 8% of adolescents (ages 12–19) achieved 60 minutes of moderate to vigorous physical activity (MVPA) on most days. Fewer than 5% of adults (ages 20+) achieved the recommended 30 minutes of MVPA on at least five out of every seven days. Participants in this study exhibited a dramatic decline in the adherence to PA guidelines in adolescents and adults when compared to children.

Similar to HE, the physical environment also can affect opportunities for, and participation in, PA. Davison and Lawson (2006) conducted a literature review of 33 quantitative studies to identify collective associations between children's PA and the physical

environment. The collective research showed that children's participation in PA is positively associated with access to public recreation facilities, including schools, and components of transport infrastructure, such as sidewalks and controlled intersections. Negative associations for children's PA included transport infrastructure items, such as traffic density/speed, number of roads to cross, and local conditions, including crime and area deprivation.

Just as HE environmental impacts disproportionately affect low-income and ethnic minorities, so, too, do PA environmental impacts. A nationally representative cohort study measured PA facilities by neighborhoods, which were coded by income and ethnicity, to identify potential disparities in access by demographic group (Gordon-Larsen, Nelson, Page, & Popkin, 2006). The results showed that low-SES and high ethnic minority communities had less access to PA and recreational facilities. Thus, interventions aimed at providing additional opportunities for ethnic minority children in low-SES communities to engage in PA could decrease the disparities that exist in PA engagement, physical fitness, and overweight patterns (Fahlman, Hall, & Gutuskey, 2013; Gordon-Larson et al., 2006).

The Role of Schools

Public health organizations have identified schools as an essential partner in preventing and reducing the incidence of childhood obesity through improving opportunities to engage in and learn about HE and PA (IOM, 2012; Office of the Surgeon General, 2010). School policies and environments have a broad influence, as most children over the age of five attend a school of some type (IOM, 2012). Children spend a significant amount of time at school, making their food intake and activity engagement during these hours influential to their overall eating and PA practices (IOM, 2012; Office of the Surgeon General, 2001). Further, many people believe that the mission of schools should include a commitment to educating the whole child, including

matters of health, to help children reach their full potential (Greenberg et al., 2003; Story, Nanney, & Schwartz, 2009).

Academic benefits of HE and PA. In addition to the physiological benefits that children can achieve through school health programs, cognitive benefits also are associated with positive HE and PA behaviors, strengthening the belief that schools should play a role in promoting the health of children (Centers for Disease Control and Prevention [CDC], 2011). A literature review conducted by the CDC (2010) in regard to the association between school-based PA programs and academic performance identified no adverse effect between PA and academic performance. Fifty school programs were included in the review, and a variety of PA settings were targeted, such as physical education (PE), recess, and classroom-based and extracurricular activities. Overall, 50.5% of the associations between PA and academic performance were found to be positive, 48% of the associations were not significant, and 1.5% of the associations were reported as negative.

Positive associations included measurements related to academic achievement and behavior, cognitive skills and attitudes, on-task behaviors, and classroom conduct. Hillman, Pontifex et al. (2009) reported that, after acute bouts of moderately intense PA, children's attention and performance on academic tests for reading significantly improved. Additionally, Castelli, Hillman, Hirsch, and Drolette (2011) found that children's performances on executive function tasks were found to be positively associated with time spent in vigorous levels of PA during an after-school PA club. Hillman, Buck, Themanson, Pontifex, and Castelli (2009) conducted a cross-sectional study in which they classified children as either high-fit or low-fit, and identified higher-fit children as performing better on cognitive tasks associated with executive control.

While HE benefits on cognition have been difficult to quantify, studies have shown that overall diet and specific eating behaviors, such as breakfast consumption, also have been linked to academic achievement, cognitive functioning, and attendance rates (Rampersaud, Pereira, Girard, Adams, & Metzl, 2005; Sigfúsdóttir, Kristjánsson, & Allegrante, 2007). Rampersaud et al. discussed possible mechanisms found in the literature that would explain how eating breakfast affects cognitive performance during school. Breakfast consumption could alleviate hunger, which might increase concentration. Eating breakfast also might affect cognition by providing a supply of nutrients to the central nervous system through a short-term metabolic response or through long-term effects of nutrient intake. Research also has shown that children who increase their participation in school breakfast programs, whose nutrition status improved by adding school breakfast, also reported positive effects to their mood (Rampersaud et al., 2005).

Although schools appear to be a natural fit to provide children with the knowledge and opportunities necessary to eat healthfully and be active, some school policies and practices seem to be in direct conflict with this aim. Two obstacles that schools encounter in providing students with HE and PA, knowledge, skills, and opportunities relate to instructional time allocation and environmental barriers.

Instructional time barriers. The CDC (2013a) advocates for a coordinated school health model that incorporates the need for comprehensive health education and quality PE that should meet national standards and be taught by qualified teachers. Although the need for education around these topics is recognized as important, representations of health and PE in school curricula are minimal (Story et al., 2009). Specifically, since the enactment of *No Child Left Behind* in 2001, school administrators have increased focus on test achievement scores, resulting in reduced time allotted to health education curriculum, PE, and recess, limiting

opportunities to learn about and engage in PA (McMurrer, 2007). Public nutrition education policies that do exist for schools are often not enforced due to such issues as "poor training, professional development, instructional resources and administrative accountability" (McCaughtry, Martin, Fahlman, & Shen, 2012, p. 69).

According to the nationwide School Health Policies and Programs Study (SHPPS), elementary school instruction requirements in 2006 were a meager median of 3.4 hours for nutrition and dietary behaviors and 2.4 hours for PA and fitness (Kann, Telljohann, & Wooley, 2007). PE classes can help children learn about the benefits of PA and provide meaningful instruction regarding the skills necessary to be active. Quality PE has been linked to present and future participation in PA (National Association for Sport and Physical Education [NASPE] & American Heart Association, 2012). While daily PE that totals 150 minutes per week is recommended (NASPE, 2011; Pate et al., 2006), the SHPPS reported that only 3.8% of elementary schools were implementing PE to this standard (Lee, Burgeson, Fulton, & Spain, 2007). The gap between national recommendations and school practices regarding HE and PA instruction time in classrooms and time and frequency of PE classes may leave children without the knowledge, skills, and efficacy to enact healthy behaviors.

Environmental barriers. In addition to the lack of instructional time, there are environmental barriers in schools related to HE and PA behavior. For instance, opportunities for HE are impeded by allowing vending and a la carte options that are high in calories and low in nutrients (Story et al., 2009). Additionally, the School Nutrition Dietary Assessment Study III, conducted by the United States Department of Agriculture (USDA) in 2004–2005, reported that fewer than one-third of public school lunches met USDA standards for total fat or saturated fat content (Gordon & Fox, 2007). Lack of a necessary outdoor area, appropriate design of the

outdoor area, and/or the necessary equipment to accommodate activity during recesses and before and after school are identified barriers to PA participation (Sallis & Glanz, 2009). Environmental barriers related to children's ability to walk and bike to school include parent concerns about safety, whether there are sidewalks available along the route, and the distance to the school (Sallis & Glanz, 2009).

Educational Reform

It is clear in many cases that, if schools will realize their potential in facilitating better youth health through increased PA and HE, significant reform will need to occur in the culture and priorities of schools. However, the process of educational reform is often complex and must account for how change happens within the ecology of a school. Even initially successful reforms, with strong adoption and implementation phases, can eventually fail if they are not fully institutionalized (Fullan, 2000). Principals and teachers may feel overwhelmed by outside forces, such as the adoption of fragmented, disjointed governmental policies; implementation of too many innovations to be effective at any of them; and the necessity of building a rapport and partnering with parents and the community, who may be critical or disengaged (Fullan, 2000). The culture of the schools and the social context of communities are important factors when implementing new strategies (Fullan & Hargreaves, 1992). For instance, schools in urban, low-income neighborhoods may face unique complexities related to neighborhood violence, crime and poverty, poor working conditions, deficient school funding, and high-stakes testing requirements (Fullan & Hargreaves, 1992; Kozol, 1991; McCaughtry, Barnard, Shen, and Hodges Kulinna, 2006).

Teachers. "Educational change depends on what teachers do and think—it's as simple and complex as that" (Fullan, 2007, p. 129). Teachers should be consulted throughout the

change process, for both their ideas and their development, to help ensure that change is fully implemented and institutionalized (Fullan & Hargreaves, 1992). This includes allowing teachers to find their own meaning and motivation to support the reform and discovering their own voice to become leaders of change (Fullan, 2007; Fullan & Hargreaves, 1992). Teachers should be seen as individuals who may interpret and react to change differently, and as a collective group who can learn and grow through interactions with each other (Fullan, 2007; Fullan & Hargreaves, 1992).

Students. "Meaning must be accomplished at every level of the system, but if it is not done at the level of the student, *for the vast majority of students*, all is lost" (Fullan 2007, p. 187). While the benefits of teacher inclusion in reforms are well documented, there is less evidence regarding the participation of children's voice and appropriate roles (Fullan, 2007). Children are often thought of as the passive recipients or beneficiaries of change, not as potential resources and participants in the process (Fullan, 2007). Including students' involvement in change efforts can lead to unique and fresh ideas, help institutionalize new processes by sharing ownership, and provide positive developmental opportunities for students involved (Pekrul & Levin, 2007).

Children as Active Participants

Including youth as active participants makes sense not only in traditional educational reforms, but also in school and community-based health initiatives (Cargo, Grams, Ottoson, Ward, & Green, 2003; Dzewaltowski et al., 2009; Schilling, Martinek, & Carson, 2007). Checkoway and Gutiérrez (2006) suggested that, based on research with other populations, important positive outcomes are likely for programs that incorporate quality participation opportunities for youth. "Studies of several population groups show that participation can strengthen social development, build organizational capacity, and create changes in the

environment" (Checkoway & Gutiérrez, 2006, p. 2). Youth participant outcomes in prior research have included positive effects on confidence, personal identity and identity within their community, leadership development, social connectedness, civic competencies, and political self-determination (Checkoway & Gutiérrez, 2006; Hart et al., 1997). Further building on the idea that community and program participation can lead to positive outcomes for individuals and society, Hart (1992) stated:

> Children need to be involved in meaningful projects with adults. It is unrealistic to expect them suddenly to become responsible, participating adult citizens at the age of 16, 18, or 21 without prior exposure to the skills and responsibilities involved. An understanding of democratic participation and the confidence and competence to participate can only be acquired gradually through practice; it cannot be taught as an abstraction. (p. 5)

The roles that children can enact in projects and organizations can vary across a continuum of symbolic to meaningful (Hart, 1992). Hart et al. (1997) suggested that children will only "feel empowered if their actions make a difference" (p. 52). Checkoway and Gutiérrez (2006) correspondingly described the need for an authentic experience: "Youth participation is about the real influence of young people in institutions and decisions, not about their passive presence as human subjects or service recipients" (p. 2). One way to describe the varying levels of participation available to children is through Hart's (1992) "Ladder of Participation" (p. 8). Lower rungs, representing opportunities that are not truly participatory, include manipulation, decoration, and tokenism. More genuine degrees of participation include: assigned but informed, consulted and informed, adult-initiated with shared decisions with children, child initiated and directed, and, finally, child-initiated, shared decisions with adults.

Including children in school health programs. Involving youth as leaders in school-based health programming can result in positive changes to schools' health environment while simultaneously providing children with positive participation opportunities and associated

personal benefits (Checkoway et al., 2003; Wong, Zimmerman, & Parker, 2010; Zimmerman, Stewart, Morrel-Samuels, Franzen, & Reischl , 2011). Wong et al. (2010) stated:

> Child and adolescent health promotion is gaining recognition as a viable approach not only to preventing youth problems, but also enhancing positive development. . . . The appeal of these approaches is that they both build on young people's intrinsic strengths and actively involve them in addressing issues that they themselves identify. In addition, the issues young people identify may also be community concerns; thus, the potential to influence positively both adolescent and community development can be encouraged by actively engaging with youth. (p. 100)

While health programmers are recognizing the benefits of incorporating youth as contributing intervention members, and even leaders, the types of roles that students are provided vary. Youth Action Research for Prevention is an example of a participatory, action-based program that includes training high school students in research methods to critically assess their community and utilizing that research to enact change (Berg, Coman, & Schensul, 2009). Healthy Youth Places incorporated youth-led advocacy teams within their multi-component PA and fruit-and-vegetable-consumption, middle-school based program (Dzewaltowski et al., 2009). Peers Running Organized Play Stations utilized a "train the trainer" approach to teach older elementary school students how to instruct and supervise younger students during recess time. Objectives included increasing PA and decreasing bullying while developing leadership skills in student leaders (Bowes, Marquis, Young, Holowaty, & Isaac, 2008). While programs varied in delivery strategies, health topics, and targeted student age, a common theme was parallel objectives related to health outcomes for the overall community and individual development for student leaders.

Youth empowerment. Youth participation research regularly utilizes empowerment theory to provide context for programming design and potential outcomes. Empowerment development is population and context specific, causing a considerable obstacle to generalizing effects from incorporating youth empowerment practices within programs (Jennings, Parra-

Medina, Hilfinger-Messias, & McLoughlin, 2006; Zimmerman, 2000). Differentiations for empowerment experienced by youth may exist based on race, class, and gender, as well as existing power dynamics imbedded within school cultures (Jennings et al., 2006). Further, because most work with youth has targeted adolescents, it is unknown what impact incorporating youth as leaders would have on programming or participants in an elementary school setting.

Zimmerman (2000) discussed the need to develop specific psychological empowerment measures for particular populations and contexts to ensure that research is conceptually sound. Therefore, he suggested that qualitative exploratory methods should be utilized initially when working with a new population:

> The research may also require intense observation and involvement with a particular population in a particular context as a first step in the research process. In-depth study of the research setting and population would not only add to our understanding of PE [psychological empowerment], but would also add insight into the organizational and community settings in which it develops. (p. 51)

Given the gap in current youth empowerment research on younger children, HE and PA content, and the context of urban schools that serve children from low-income and ethnic minority families, further research can contribute to our understanding of how to empower diverse youth in a variety of contexts.

Summary

Disparities in obesity prevalence, based on a child's race and income, establish that health interventions should prioritize these target populations. Additionally, children who are from low-income families in urban neighborhoods and of ethnic minorities have unequal access to environmental determinants of HE and PA. Schools might be the best setting for these health interventions, given the understanding that a school's mission should be to educate the whole child and the substantial amount of time that a child spends in school. School-based health interventions in low-income, urban neighborhoods with a preponderance of ethnic minority

families might help reduce the incidence of obesity and associated deleterious health effects while narrowing the existing health gap between segments of society, based on income and ethnicity.

McCaughtry, Barnard et al. (2006) described the unique context of urban schools. They noted that urban communities tend to have higher poverty rates, greater racial and ethnic diversity as well as violence and gang activity, older buildings, declining tax bases, marked achievement gaps, less qualified teachers, fewer safe green spaces and playgrounds, and a higher incidence of joblessness. While educational reform that targets the health environment of urban schools could benefit from including students' ideas in programming, important social factors, such as children's feeling alienated from decision making, difficult family circumstances, and negative school experiences, should be taken into account (Berg et al., 2009). Therefore, providing opportunities for youth to feel empowered might help create sustained reform to the school health environment while also providing benefits to the youth involved, including improved confidence and personal identity (Checkoway & Gutiérrez, 2006; Hart et al., 1997), as well as benefit society through responsible and competent citizenship (Checkoway et al., 2003; Hart, 1992). Given the specific population of interest (urban children from ethnic minority, low-SES families) and program context (student-led elementary school health intervention), further exploratory research, utilizing qualitative research methods, should be conducted to identify the types of empowerment processes presented to students and student perceptions of their experiences.

Purpose of the Study and Research Questions

The purpose of this study was to examine student-led, school-health interventions in four elementary schools. Specifically, three research questions guided my research.

1. How do adult advisers perceive their experiences as part of youth-led school health transformations?

2. How do student leaders perceive their experiences as part of youth-led school health transformations?

3. How do student-led teams design and execute school health improvement initiatives?

CHAPTER 2: THEORETICAL FRAMEWORKS

Introduction

The purpose of this study was to examine student-led, school-health interventions in four elementary schools. Specifically, three research questions guided my research: 1. How do adult advisors perceive their experiences as part of youth-led school health transformations? 2. How do student leaders perceive their experiences as part of youth-led school health transformations? 3. How do student-led teams design and execute school health improvement initiatives?

In this chapter, I will describe the Fuel Up to Play 60 (FUTP60) program, which four elementary schools committed to executing during the 2014-2015 school year. Then, I will describe the theoretical frameworks that informed study design, discuss their use in previous school health interventions, and understand their fit with FUTP60. Finally, I will discuss and critique the prevailing type of education reform that occurs through top-down initiatives, and introduce literature that identifies the important roles of teachers and students in improvement processes.

Fuel Up to Play 60

According to the GENYOUth Foundation (2014), "…Fuel Up to Play 60 is the nation's largest in-school nutrition and physical activity program, now reaching 73,000 schools that enroll over 38 million students" (p.10). FUTP60 is the flagship program of the GENYOUth Foundation, which was founded through a partnership between the National Dairy Council and the National Football League. FUTP60 was launched nationally in 2010 and "…is designed to help students make changes in their schools by improving opportunities to consume nutrient-rich foods and get at least 60 minutes of physical activity every day" (GENYOUth Foundation, 2014,

p.10). FUTP60 aims to involve the entire school in enhancing the wellness culture, with students in the lead role of identifying and implementing positive changes within the school (p. 10).

Program objectives. FUTP60 goals include "empowering and engaging youth, improving school nutrition and physical activity environments to make the healthy choice the easy choice, and influencing behavior so students make positive healthy eating and physical activity choices" (GENYOUth Foundation, 2014, p.10-11). Specifically, the FUTP60 website reported the program encourages positive nutrition and PA behaviors in youth through website content, resources, ideas, and available funding opportunities (http://school.fueluptoplay60.com/welcome/faqs.php#1-1). Nutrition messaging included on the FUTP60 website targets the consumption of nutrient rich foods, such as fruits, vegetables, whole grains, and low-fat and fat-free dairy. PA messaging is concentrated on engaging in at least 60 minutes of PA daily. The FUTP60 website (http://school.fueluptoplay60.com/welcome/faqs.php#1-1) and the GENYOUth Foundation (2014, p. 10) progress report described the program as flexible, with a variety of possible "action strategies" that can be adapted to best support individual school-based teams with the HE and PA initiatives in which they are interested.

Six-step process. There is a six-step process described on the FUTP60 website, with the goal of providing school teams a roadmap to successful program implementation (http://school.fueluptoplay60.com/welcome/faqs.php#3-1). The first step is titled "Join the League." This step requires the advisor (an adult associated with the school) to sign up on the FUTP60 website and publicize the program throughout the school community. The second step, labeled "Build Teams and Draft Key Players," outlines how an advisor should go about recruiting student and adult members to the school team. Once the team has been established, the

third step is to hold a "Kickoff." This is a public event or activity within the school to officially share visibility and excitement regarding the team and the FUTP60 program. The fourth step, "Survey the field," consists of completing a FUTP60 school wellness investigation to assess the HE and PA quality of the school environment. The school wellness investigation contains 37 questions structured in three sections of school health: nutrition services; PE and PA; and family and community. The website encourages teams to use the results of the school wellness investigation to help identify which HE and PA "plays" to implement. The term "play" refers to an activity, event, or initiative implemented "…to make long-term change in your school" (http://school.fueluptoplay60.com/welcome/faqs.php#3-1). The website includes a "playbook" with a list of designed HE and PA plays from which a team can choose. The next step, "Game Time," encourages the team to enact at least one HE and one PA play. Finally, step six, labeled "Light Up the Scoreboard", requires school teams to log on to the FUTP60 website and write a "success story" regarding their experience during the school year. Success story categories currently available on the website include program advisor successes, building teams and engaging youth, using the playbook, and funds in action. After completing these six steps within a school year, teams track progress on the FUTP60 website to report successful program implementation.

Student involvement. While any student may create a login and utilize resources on the website, as a general rule, students on school teams are more engaged in the program through their connection to the six step process. According to the website, advisors are responsible for recruiting students to the school FUTP60 team, which can occur in a variety of ways (http://school.fueluptoplay60.com/gameplan/team/team-building-info.php). For instance, some advisors may find it helpful to use existing infrastructure by working with current clubs or

organizations. Teachers can also recommend students to the advisor who may be interested in becoming team members. Advisors can also advertise to the entire school via morning announcements or on the school's website. Further, the FUTP60 website provides a .pdf flyer describing the program and outlining how students can help; advisors can post this throughout the school (http://school.fueluptoplay60.com/documents/FUTP60_wch_students.pdf). Benefits listed on the flyer for student team members include being a leader, earning rewards and prizes, participating in fun challenges, and earning funds for the school.

Funding opportunities. K-12 schools enrolled in FUTP60 who participate in the National School Lunch Program and have a registered program advisor are eligible to apply for up to $4,000 per year to support their HE and PA initiatives (http://school.fueluptoplay60.com/funds/introduction.php). To apply for funds, the website instructs teams to complete the school wellness investigation (step four of the six-step process), choose a HE play and PA play from the list of plays eligible for funding, and complete the online application. The application asks general questions about the school, such as the percentage of students eligible to receive free or reduced meals, and the previous experience that the school has with FUTP60. There are also specific questions regarding the selected HE and PA plays, such as the expected changes after implementation and program sustainability in subsequent academic years   (http://school.fueluptoplay60.com/documents/Funds/funds-for-futp60-sample-application.pdf).

Alignment with standards. The "Frequently Asked Questions" section of the website addresses the question, "Does Fuel Up to Play 60 have anything to do with standards?" (http://school.fueluptoplay60.com/welcome/faqs.php#1-3). According to the answer provided, FUTP60 is aligned with National Standards for Health, National Standards for Physical

Education, and the Guidelines for Physical Activity for Children 5-12. "The program also helps schools meet their wellness goals and complements national initiatives – including the White House's Let's Move! Campaign, the U.S. National Physical Activity Plan, the USDA's HealthierUS School Challenge and the CDC's Coordinated School Health Program" (http://school.fueluptoplay60.com/welcome/faqs.php#1-3).

Research. A Google scholar search in July of 2014 for the term "fuel up to play 60" did not identify published peer-reviewed journal research regarding FUTP60. I found three articles that included "fuel up to play 60", including Lambourne and Donnelly (2011) who incorporated FUTP60 within a list of programs identified as "…evidence-based programs developed by various health organizations…" (p. 1487). Harris et al. (2012) mentioned FUTP60 as a possible funding source for schools to support the purchase of a salad bar. Finally, Ferek (2014) mentioned using FUTP60 funding for a field trip integrating nutrition with bike riding.

According to the GENYOUth Foundation (2014) report, "…program evaluation effort includes formative and summative data-gathering – including an annual utilization survey of nearly 10,000 respondents" (p.11). To understand in more detail evaluation and research conducted on FUTP60, I contacted the Director of the Knowledge & Insights Department for Research & Program Evaluation on Fuel Up to Play 60 at Dairy Management Inc. According to our discussion on July 23, 2014, program evaluation for FUTP60 includes the annual survey, referenced within the program report, as well as data collected through the website. The annual survey is intended to gather tactical data regarding program implementation, such as possible changes to the school environment as a result of FUTP60. Requests for survey completion are emailed to adults linked to a FUTP60 school on the website, while evaluation data is collected from students differently: survey respondents are asked to gather information from a variety of

sources within the school, including administrators, the food service director, and PE teacher. Complete survey results are not publicly distributed and were identified in my conversation with the Director as "proprietary," but summary data is available on the FUTP60 website and various promotional materials, including the GENYOUth Foundation 2014 progress report. Using information based on the 2013 utilization survey, the FUTP60 fund report, and program enrollment data, GENYOUth reports:

> Because of Fuel Up to Play 60*…
>
> 18 million students now have access to healthier foods at school
>
> 17 million students now have access to more physical activity opportunities at school
>
> 14 million students are eating healthier
>
> 14 million students are more physically active
>
> *Based on educator observations and reporting in enrolled schools. (GENYOUth Foundation, 2014, p.11)

Additionally, the GENYOUth Foundation reports that FUTP60 "reaches up to 38 million students in enrolled schools" and has enabled 20,000 students to serve as ambassadors who are leading and creating demand for healthy improvements in their school" (GENYOUth Foundation, 2014, p. 11). Thus, it appears that the FUTP60 research and evaluation is primarily conducted via self-reported program survey responses from participating teachers and school administrators.

Program influence. Programs and organizations such as Let's Move Active Schools, Action for Healthy Kids, American Dietetic Association, School Nutrition Association, American Academy of Pediatrics, Kraft Foods, Domino's Pizza, and *The Washington Post*

endorse FUTP60 (National Dairy Council, 2011). A GENYOUth press release (Buckspan, 2013) included the following regarding FUTP60's impact:

> In partnership with GENYOUth, Fuel Up to Play 60 has provided schools with more than $10 million in grants to help develop healthy in-school initiatives ranging from breakfast programs to walking clubs. Administrators and teachers have shared success stories indicating improved attention spans and increased attendance as a result of participating in Fuel Up to Play 60. (p.1)

FUTP60 seems to have strong national momentum, given the support of public and private organizations, the reported reach to more than 38 million students, and more than $10 million in funding provided to schools. Despite the potential influence that FUTP60 could have as "the nation's largest in-school nutrition and physical activity program" (GENYOUth Foundation, 2014, p.10), a lack of empirical data evaluating program processes and impacts leaves a gap in the literature regarding program effectiveness and the impacts on students and schools.

Theoretical Frameworks

FUTP60 has three reported objectives: "empowering and engaging youth, improving school nutrition and physical activity environments to make the healthy choice the easy choice, and influencing behavior so students make positive healthy eating and physical activity choices" (GENYOUth Foundation, 2014, p.10-11). I have selected two theories to inform my understanding of FUTP60's success at achieving these objectives. First, social ecological theory was used as a foundation to understand the program's goal of improving the school environment while also influencing student behavior. Second, youth empowerment theory advised whether FUTP60 processes do, in fact, empower youth and whether youth and their leaders perceive said processes as empowering.

Social ecological theory. In this section, I will first explain social ecological theory and describe its application to understanding children's HE and PA behaviors. Next, I will discuss

research conducted using social ecological theory to examine school health interventions. Then I will explain why social ecological theory is appropriate and useful for examining FUTP60.

The determinants of health behaviors are complex and multi-faceted (Sallis, Owen, & Fisher, 2008). As a result, interventions should be designed to comprehensively impact multiple factors that influence health behaviors. Correspondingly, research methods should aim to understand a broad scope of possible program outcomes related to these factors. Social ecological theory identifies multiple levels of factors that influence health behavior, with the aim of guiding research and practice in population-wide health behavior change efforts (Sallis et al., 2008).

While general ecological models are beneficial to visualize various levels of influence, behavior-specific models are most appropriate for application to research and program design (Sallis et al., 2008). Elder et al. (2007) reported that the application of social ecological theory to interventions targeting specific health behaviors can be challenging and could therefore be viewed as a weakness of social ecological theory, "Applying SE [social ecological] models to the design of interventions is challenging because models must be tailor-made for each behavior and population, other theories need to be integrated into multilevel frameworks, and empirical research to guide model development is limited" (Elder et al., 2007, p. 155). While some individual level variables are recognized as factors for a multitude of health behaviors, other variables are associated only with particular behaviors. For instance, a PA program designed to promote active transportation for adults might focus on factors such as availability and promotion of sidewalks and bike lanes, while a program designed to increase childhood PA could focus on PA opportunities in schools and neighborhood playgrounds. Therefore, specifying explicit health behaviors, populations, and research questions can help to identify the

ecological model levels and which unique factors should be targeted for research and intervention design (Sallis et al., 2008). In the sections that follow, I will describe the levels of influence within social ecological theory and provide examples of factors at each level for children's PA and HE behaviors.

Multiple levels of influence. Within social ecological theory literature, the factors that impact health behavior can be grouped in several ways. Sallis et al. (2008) identified five levels of determinants on health behavior: intrapersonal, interpersonal, organizational, community, and public policy. On the contrary, Welk (1999, p. 7) described four levels of determinants: social, cultural, physical, and institutional. Additionally, Wechsler, Devereaux, Davis, and Collins (2000, p. S122) labeled health behavior factors as either individual or environmental, with environmental factors comprising social, institutional, and physical determinants of behavior. Although health behavior factors can be categorized differently, FUTP60's reported objectives align most closely with the levels described by Sallis et al (2008). Specifically, FUTP60's objectives aim to target students' behavior to make health choices (intrapersonal levels), involve the entire school to enhance the wellness culture (interpersonal level), and improve the school environment (organizational). Therefore, in this chapter I will examine factors that influence children's PA and HE behaviors using Sallis et al.'s (2008) intrapersonal, interpersonal, organizational, community, and public policy levels (Figure 1).
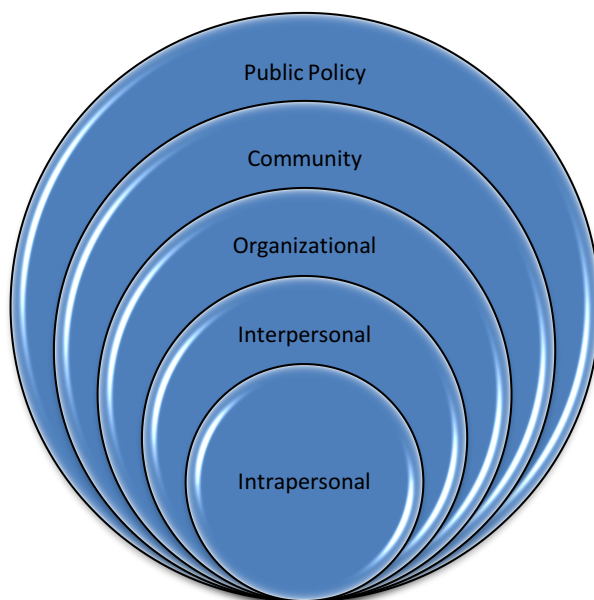
Figure 1. Social ecological model: Levels of influence, as described by Sallis et al. (2008).

Intrapersonal level. Factors of influence at the intrapersonal level include biological, demographic and psychological factors. Belcher et al. (2010) reported that biological correlates for children's PA participation could include genetic factors and weight status. Butcher, Sallis, Mayer, and Woodruff (2008) found demographic correlates with PA for gender (boys were more active than girls) and SES factors (higher household incomes and higher parent education level were positively associated with PA). According to a literature review conducted by Sallis et al. (2000), psychological factors related to children's PA included self-efficacy, perceived competence and attitudes, achievement orientation, and intentions to be active. Intrapersonal factors for fruit and vegetable consumption, based on literature reviews conducted by Patrick and Nicklas (2005) and Rasmussen et al. (2006), include socioeconomic status, ethnicity, attitudes, beliefs, knowledge, food preferences, and self-efficacy.

Interpersonal level. The interpersonal level encompasses social factors related to personal relationships that can influence health behavior. Trost et al. (2003) and Welk (1999)

suggested that relationships with family and friends are the most critical personal interactions impacting children's values and beliefs. Utilizing data gathered from parent and child surveys, Trost et al. (2003) found that parental support of PA (how often parents encouraged their children to be physically active, were physically active with their children, provided transportation for or watched their children during physical activity, and told their children that being physically active is good for their health) correlated with children's PA behavior. Parents also impacted their children's HE behaviors, as Rasmussen et al. (2006) found in their review of factors related to children's fruit and vegetable consumption, interpersonal level determinants included parental support for eating fruits and vegetables, shared family meals, and perceived friend intake of fruits and vegetables. Peer support is also a significant factor in health behaviors. Hohepa, Scragg, Schofield, Kolt, and Schaaf (2007) reported perceived friend support was positively associated with PA during both lunchtime and after school. Stanton, Green, and Fries' (2007), reported that family and friend support for healthy eating behaviors were both positively associated with fiber intake for their population of rural adolescents.

Organizational level. According to Millstein and Sallis (2011) the organizational level includes places like "…workplaces, corporations, schools, and community groups" (p. 502). Organizational factors can include psychosocial, policy and physical factors within the places that children frequent; such as schools, churches, and after-school programs. Schools are the most common organization studied in association with children's PA and HE behavior, probably because of the amount of time children spend in school. Erwin, Beighle, Carson, and Castelli (2013), reported that school factors related to children's PA participation include PE (frequency, time, and content), recess (time and frequency), available equipment and facilities for PA, intramural sports and PA programming available, and curriculum choices. According to

Rasmussen et al. (2006), fruit and vegetable consumption factors within the physical school environment include the content of school meals and vending and a la carte offerings. Wechsler et al. (2000) also suggested that the school environment can provide psychosocial support for HE and PA through school policies that help children to establish accepted norms, like prohibiting the use of PA for punishment and not using candy as a reward.

Community level. Similar to factors at the organizational level, community level determinants can be either psychosocial or physical in nature. Psychosocial determinants at the community level for PA participation could include perceptions of safety and attractiveness of outdoor areas (Sallis & Glanz, 2006). Patrick and Nicklas (2005) and Sallis and Glanz (2006) reported physical neighborhood factors related to children's HE behavior, including access to grocery stores and fresh produce, prevalence of fast food restaurants, and cultural values and customs concerning food. According to Sallis and Glanz (2006), "The community nutrition environment may explain some of the racial, ethnic, and socio-economic disparities in nutrition and health, such as the increasing prevalence of overweight in low-income children" (p. 97). Physical community factors that impact children's PA tendencies tend to be linked to neighborhood characteristics, including access to parks, recreational facilities, sidewalks, and organized PA programs (Sallis & Glanz, 2006; Welk, 1999). According to Sallis and Glanz (2006), fewer neighborhood opportunities exist for PA in low-income neighborhoods compared to more affluent areas, which could lead to additional barriers for low-income youth to be physically active.

Public policy level. Public policy factors of influences involve laws, regulations and policies enacted that affect the range and ease of healthy choices available to the population. Policies exist within the organization and community levels, as well as at higher levels of state

and federal government. School policies regarding PA and HE include previously discussed examples, such as the variety of food available and the allocation of time to PE during the school day. Community policies impacting PA behavior could include decisions about where to build public recreation facilities and parks, and the maintenance quality of public PA areas (Sallis & Glanz, 2006). HE community level policies could require fast food chains to post nutrition information or limit the number of fast food restaurants within a neighborhood (Sallis & Glanz, 2006). National policies related to adolescent HE behaviors include the federal Healthy, Hunger-Free Kids Act of 2010, which includes updated nutritional lunch standards for schools who participate in the National School Lunch Program (USDA, 2014). Similar to other educational reforms, even when policies are implemented mandating school-level change, getting support from school staff is critical to ensure the implementation and sustainability of the reform (Wechsler et al., 2000). The School Health Policy and Practices Study (SHPPS) reported trends of increased state and district policies supportive of national health standards, although they fell well short of 100% compliance at the local levels (CDC, 2013b). For instance, in the most recent SHPPS report (CDC, 2013b), 93.6% of districts required elementary schools to teach PE, up from 82.6% in 2000.

Factors of influence interact across levels. "The identification of predictive factors at multiple levels of influence is crucial because factors that are most potent and amenable to change should form the foundation for planning interventions" (Story, et al., 2002, p. S49). For example, a school's decision to sell soft drinks or fundraise with candy could be influenced by concerned parents (interpersonal level) or public policy, such as district or state mandates (Schmid, Pratt, & Howze, 1995). Health interventions are not able to impact all factors of influence on a health behavior, and should therefore target specific determinants that have the

best chance to effect favorable change. As a result, research that identifies not only the significance of individual factors, but also ascertains possible existing relationships among factors can help to identify targeted and effective multi-level intervention designs (Sallis et al., 2008).

Although existing literature identifies relationships between PA or HE and a variety of factors, identifying which variables are causal and which contexts are significant is difficult (Bauman, Sallis, Dzewaltowski, & Owen, 2002). According to Bauman et al., 2002,

> There are few examples of absolute causal factors that "cause" the outcome in 100% of cases, but none in the behavioral realm. In behavioral research, there is also the possibility of multiple causal factors (which might "cause" physical activity) and also reciprocal determinism, where the causal relationships are bidirectional—this makes discussion of traditional "causal" pathways more complex. Further, exposure to a factor does not "inevitably" lead to the behavioral outcome. Thus, etiologic variables in behavioral sciences are probabilistic factors that substantially increase the likelihood of the outcomes subsequently occurring, but do not "guarantee" them. (p. 6)

For this reason, behavior specific interventions, focused on the most essential factors, can be more targeted and more influential than those targeting generalized factors at multiple levels of social ecological theory (Sallis et al., 2008). For children's PA engagement, the weight of predictive variables may be directly related to PA, or they may work through moderating variables, such as gender and age (Welk, 1999). Variables might also be categorized as "…factors that predispose, reinforce, or enable physical activity behavior" (Welk, 1999, p. 11). Figure 2 represents Welk's (1999) model, which links factors that could be causally related to PA, and therefore most responsive to change.
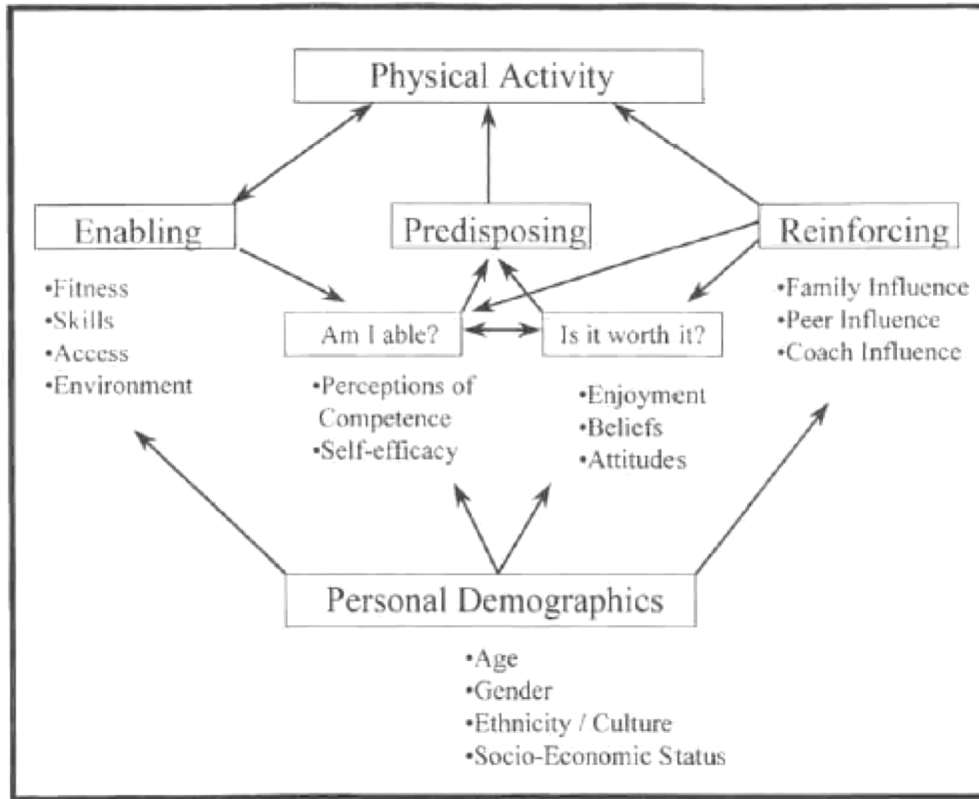
Figure 2. Conceptual diagram of Youth Physical Activity Promotion Model (Welk, 1999, p. 12)

Multi-level interventions. Interventions targeting environmental factors of influence could have notable benefits over interventions focused only on individual level factors. According to Wechsler et al. (2000),

> By reaching wider audiences, environmental interventions can be less costly and more efficient. In addition, unlike individual interventions, they can take advantage of passive approaches, such as changing the food preparation practices of school cafeterias that do not require voluntary or sustained effort by targeted individuals. (p.123)

Due to the broad scope of policy and environmental approaches, individuals who would not "self-select" into traditional behavior interventions can also be impacted (Glanz & Mullis, 1988). In the context of HE and PA behaviors in the school environment, passive changes could include food access and availability, as well as increasing opportunities to engage in PA during PE, recess, and after-school programming.

While multi-level interventions can be beneficial for a multitude of health topics, they may be particularly fitting for PA and HE behaviors. Both PA and HE behaviors are related to choices made by individuals, but they occur within a physical environment that shapes the types of choices available (Elder et al., 2007; Glanz & Mullis, 1988).

> It is unreasonable to expect large proportions of the population to make individual behavior changes that are discouraged by the environment and existing social norms. It is equally unrealistic to expect communities or organizations to enact policy changes for which there is no broad-based understanding and support. (Schmid et al., 1995, p. 1207)

Consequently, interventions focusing only on personal determinants (such as the confidence and intention to engage in HE and PA) that are not also supported by an environment that makes those healthy choices possible or easy, may not lead to sustainable change (Sallis et al., 2008). Thus, supportive environment for healthier behaviors may not be fully utilized if people lack the knowledge and skills to make healthy choices (Sallis et al., 2008).

Social ecological theory provides a framework to understand people's connection to their social and physical environments and the impact those interactions can have on how health behaviors are enacted (Glanz et al., 2008). Employing social ecological theory in the context of school HE and PA interventions can provide students with the motivation and skills to enact healthy behaviors while implementing policies and effecting environmental changes to support those healthy decisions. According to Wechsler et al. (2000),

> The various factors that comprise the school physical activity and nutrition environment are more likely to influence student behavior in a positive direction when they promote the same health messages and give students numerous, diverse opportunities to practice health-enhancing behaviors through a variety of channels. (p. S133)

Social ecological theory research in school health programs. The next section of this chapter will review literature that describes school HE and PA programs designed to impact multiple levels of influence within social ecological theory and any associated outcomes. Interventions utilizing social ecological theory need to identify behavior determinants relevant to

specific targeted health behaviors, population, and setting. Consequently, understanding previous program designs and associated outcomes will help the understanding of possible outcomes of FUTP60 implementation.

Eat Well and Keep Moving (Gortmaker et al., 1999). The Eat Well and Keep Moving initiative was a two-year program that employed a quasi-experimental design, including six treatment and eight matched control elementary schools. Program objectives included decreasing intake of high-fat foods, increasing fruit and vegetable consumption to five or more per day, reducing screen time to fewer than two hours per day, and increasing MVPA. Three levels of influence were targeted: intrapersonal, interpersonal, and organizational. Teachers integrated health content throughout an inter-disciplinary curriculum, which included language arts, math, science, and social studies; the focus was on teaching children about healthy behaviors (intrapersonal and organizational). Professional development was provided to teachers to ensure the fidelity of the curriculum delivery (organizational). Families were provided materials to help create supportive environments at home (interpersonal), and food service workers were informed about strategies for improving healthy eating behaviors during school (organizational). Because multiple levels of influence were targeted by this particular intervention, interactions across the levels were noted in the study. For instance, their implementation of new health curriculum is an organizational level construct because it provides psychosocial support for students to make health choices, but also an intrapersonal construct because of its focus increasing students' knowledge regarding health behaviors.

Teachers reported using an average of 21 of the 31 possible lessons over the two-year intervention period. Scores for knowledge related to diet (P=.05) and healthy activities (P=.02) significantly increased in the treatment vs. comparison groups, controlling for baseline measures.

Data collected from 24-hour food recalls showed significant reductions in total energy from fat and saturated fat, and an increase in vitamin C intake and the consumption of fruits and vegetables. No significant change was found for hours of television and video gaming or vigorous PA. So while students' self-reported knowledge and certain behaviors changed, this program might have benefited from further environmental impacts to support increased PA, such as additional PE sessions, increased MVPA during PE, and enhanced opportunities for PA before, during and after school. After the program concluded, the superintendent for Baltimore public schools recommended program implementation in all district elementary schools, resulting in training and information provided to teachers at an additional 50 schools. Although outcomes were not measured for the district-wide integration of the program, it demonstrates feasibility of inter-disciplinary integration of HE and PA curriculum material on a larger scale.

Child and Adolescent Trial for Cardiovascular Health (CATCH; Luepker et al., 1996). CATCH was a randomized, controlled trial including 56 intervention and 40 control elementary schools in California, Minnesota, Louisiana, and Texas over a three-year period. The main goal of CATCH was to improve HE and PA behaviors for third through fifth grade students. Intervention components encompassed intrapersonal, interpersonal, and organizational levels of social ecological theory by incorporating new classroom curriculum to help children make healthy choices (intrapersonal and organizational), providing family education (interpersonal), improving PE curricula (organizational), and modifying food service offerings (organizational).

Significant results associated with CATCH at the school-level included reducing the intake of fat, saturated fat, and total energy from school lunch offerings. MVPA in PE classes also significantly increased for treatment schools, when compared to pre levels and comparison schools. Individual-level self-reported change was captured through surveys, included

significant increases in healthy food choices, nutritional knowledge, and dietary intentions. Additionally, physiological measures were reported, such as a decrease in serum cholesterol levels for treatment vs. control students, but were not significant (p=.68). Therefore, while there were significant positive changes in HE and PA behavior and intention, this did not result in a significant reduction of physiological risk factors for cardiovascular disease, like cholesterol levels, blood pressure, or BMI. Authors of the CATCH study suggested the relationship between health behaviors and cardiovascular disease risk factors may be concealed at this age due to other developmental factors, and that setting lifetime health behaviors may result in reduced risk for disease as adults. The modest results of the schools using the family level component of the intervention may also suggest that this level needs to be more extensive and intensive in order to produce significant and sustainable changes in children's health habits.

Middle School Physical Activity and Nutrition Study (M-SPAN; Sallis et al., 2003). M-SPAN was a two-year program conducted in 24 randomized middle schools in San Diego County, CA. The program aimed to improve opportunities for HE and PA through organizational and interpersonal level influences. Most of the specific objectives targeted the school setting to increase opportunities for PA and decrease total grams of saturated fat purchased or brought to school. PA increases were targeted in PE through professional development provided to teachers, a new PE curriculum package, and additional classroom equipment. PA opportunities outside of PE were enhanced by providing equipment and recruiting volunteers to supervise increased opportunities before school, during lunch, and after school. Nutrition intervention components included food service trainings on purchasing, preparing, serving, and promoting lower-fat options for breakfast, lunch, and a la carte options. School stores selling high-fat food items reduced their hours, and educational materials regarding

how to substitute and advertise lower fat options were provided to store managers. Additionally, the intrapersonal level of influence was addressed through newsletters sent to parents regarding lower-fat brown bag options. Health policy committees and student health committees were formed in schools and to guide school-specific initiatives, such as "serve 1% and skim milk only" (p. 210).

Program evaluation results showed a significant increase in PA for boys ($p<.001$) but not girls ($p=.396$). The intrapersonal level was measured through the fat content of lunches brought from home, which showed no significant change. There was also no significant change for fat content purchased through the school stores, which was a targeted organizational level outcome. The authors discussed the difficulty in evaluating the success of environmental level policies, as the impact on individuals is difficult to assess. For instance, school level differences in the adherence to new lower-fat food service recipes was hampered by factors such as staff buy-in, whether food was prepared centrally for the district or at the school, and reluctance to forego profit from high-fat a la carte items in exchange for untested, expensive, healthy, often perishable alternatives. This issue speaks to the necessity of program buy-in from school personnel; indeed, they are essential for implementation and sustainability of environmental changes.

Trial of Activity for Adolescent Girls (TAAG; Elder et al., 2007; Webber et al., 2008). TAAG was a two-year randomized controlled trial conducted in six sites (Arizona, California, Louisiana, Maryland, Minnesota, and South Carolina), each with three treatment and three control middle schools. The program used an ecological model to increase opportunities, skills, and encouragement for girls to be physically active. Multiple theories were used to inform the development of an ecological model (see Figure 3) created specifically to inform program design

related to the targeted health behavior (PA), population (adolescent girls), and context (school as a part of the community). Program components included intrapersonal, interpersonal, organizational and community levels of social ecological theory, encompassing both physical and social aspects of the environment. Program strategies included providing additional opportunities for non-competitive PA at the school and within the community (organizational and community levels), promoting awareness of PA programs with children and families (intrapersonal and interpersonal), increasing availability of transportation between school and community venues (community), providing additional equipment and professional development for PE teachers (organizational), and supplying in-class lessons and activities regarding barriers to and enjoyment of PA (intrapersonal and organizational). Programmers recruited and trained "champions" within the school to maintain program components after the two-year intervention was complete.
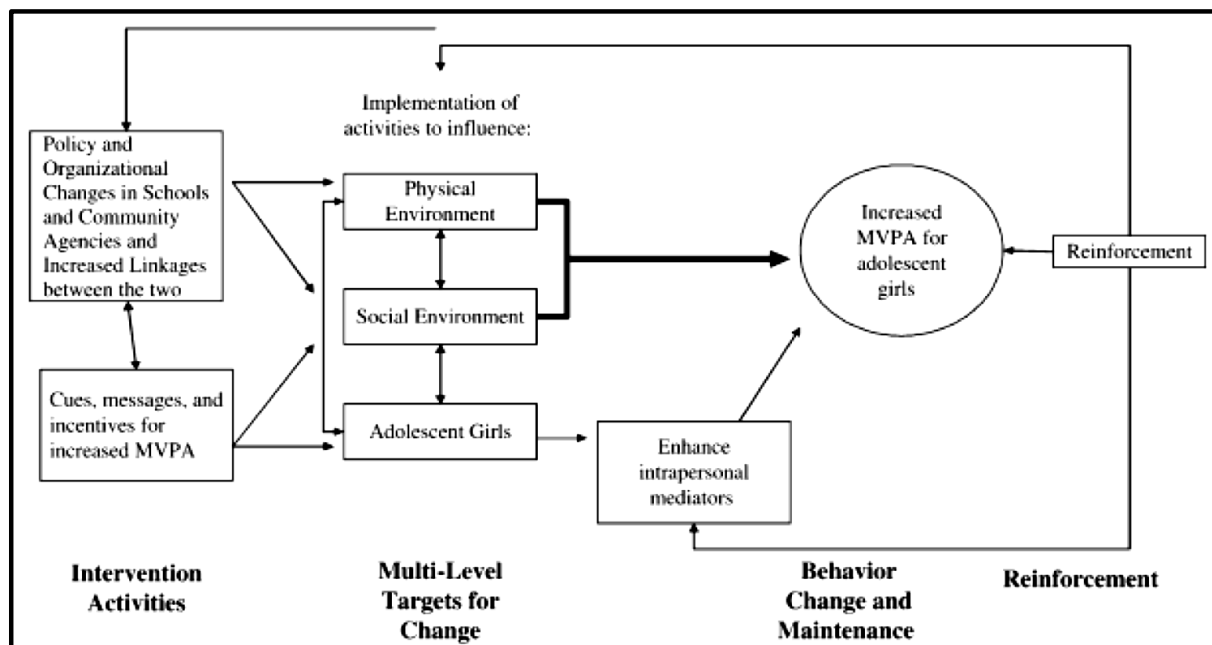
Figure 3. Ecological model for used for TAAG (Elder et al., 2007, p. 158)

At the organizational level of outcomes, PE classes in schools using the intervention included 4% more MVPA time than control classes during post-data collection. There was no significant difference in the changes between 6th and 8th grade students in treatment and control schools regarding body composition measurements, which is an intrapersonal level measure of program success. Despite overall increases in time dedicated to MVPA in TAAG PE classes, results indicated that 8th grade girls in treatment and control schools had no significant differences in MVPA minutes, using seven-day actigraphs to report PA levels. However, after an additional year of programming led by the school champion, there were significant differences between treatment and control schools. Eighth grade girls in both schools showed a reduction in MVPA minutes, which is consistent with national trends, but girls from treatment schools declined less than their control school counterparts. The authors discussed potential confounding variables to these mixed results, such as possible unknown variables in control schools, using imputations for missing data, and the known assignment into treatment and control by participating schools.

Switch what you Do, View, and Chew (Gentile et al., 2009). The "Switch" intervention included ten randomly assigned elementary schools in Minnesota and Iowa. The study targeted three behaviors: fruit and vegetable consumption, increased PA, and reduced screen time, with the hope to impact risk factors associated with childhood obesity. Utilizing social ecological theory, program components were designed to target factors at the intrapersonal, interpersonal, organizational, and community levels of influence. Teachers were provided materials to reinforce program messages intended to integrate within existing curricula (intrapersonal and organizational). The family component included resources for parents and students with materials to facilitate healthy behaviors (intrapersonal and interpersonal). Community

components included social media (paid and unpaid sources) relaying key messages aimed at reaching both treatment and control populations.

Program evaluation focused on intrapersonal behavior outcomes through parent and child surveys, pedometers, and height and weight measurements. Intervention parents reported more significant positive changes in reduced screen time and increased fruit and vegetable consumption than did parents of students in control schools. Self-reported results by students for the same variables were not significant. Pedometer steps for treatment students increased, but were not statistically significant when compared to control students, and there was no difference in BMI change for the two groups. Six-months post-intervention, screen time was still significantly lower (about two hours per week) when compared to control students, but only when reported by parents. Both parent and student reports of fruit and vegetable consumption significantly increased for intervention students compared to those in control groups. Six months-post intervention, pedometer recorded steps and BMI between the two groups were still not statistically significant. When analyzing the effect of moderating variables on outcomes, researchers identified that a child's sex, BMI, and family involvement in program components were all significant moderators on selected variables.

Summary of programs. Overall, using social ecological theory to examine health behavior determinants at multiple levels led to important insights about the implementation of school health interventions. For instance, all programs utilized current school staff to some degree in program implementation, thus successful execution relied heavily on the willingness of school staff to buy in to program philosophy and to carry out assigned roles. Generally, programs tended to target food service staff, PE teachers, and classroom teachers. If, for example, classroom teachers did not integrate health lessons into their chosen curriculum or food

service workers did not initiate new purchasing and preparation techniques, students were not provided with programming as intended.

Several programs identified a long-term goal of reducing disease risk factors, most often targeting incidences of overweight and obesity. Significant change in BMI seemed difficult to achieve, given program and evaluation time frames and the growth changes naturally occurring in children. Researchers hypothesized that a longer period of follow-up on program outcomes may be needed to identify significant positive impacts on risk factors, such as BMI. Additionally, longer-term programs may be needed to create sustainable culture changes within school and community environments. It could also be argued that HE and PA programs, even working at multiple levels of social ecological theory, cannot impact enough determinants of complex factors like obesity and BMI to the degree necessary to result in significant change.

While interventions varied in terms of identifying which level of social ecological theory would be their primary target (increased knowledge at the individual level or increased opportunities at the organizational level, for example), all programs included components at multiple levels. A common theme was the difficulty in effectively evaluating outcomes for community based, multi-component programs involving both individual and environmental health behavior determinants. Environmental factors may impact individuals differently, take time to result in behavior changes, and be influenced by more than just the intervention. Therefore, school-based health programs impacting multiple levels of influence should consider including process and outcome evaluations to understand the possible effects of the program and whether it was implemented as designed. The outcome variables measured should also be linked directly to the determinants targeted by the intervention.

Social ecological theory fit with FUTP60. Social ecological theory informed my interpretation of how youth-led teams enacted change within their schools. Based on the depiction of FUTP60, the program could impact PA and HE behavior at multiple levels, which could lead to children's change in health behavior. FUTP60 targets organizational levels of influence within the school environment, "…to make the healthy choice the easy choice…" and the individual level of influence, "…so students make positive healthy eating and physical activity choices" (GENYOUth Foundation, 2014, pp.10-11). Social ecological theory provided a framework with which to interpret teams' efforts throughout the school year. During the year, I speculated that teams would enact a variety of activities, events, and initiatives they believed would help students eat healthy and be physically active. Through the framework of social ecological theory, I interpreted the levels of influence targeted through teams' enacted processes, through which I could determine if the teams' chosen processes led to their intended outcomes. Additionally, social ecological theory allowed me to ascertain if FUTP60 was in fact implemented in schools at multiple levels of influence and if program components were aligned with known factors of children's HE and PA behaviors. Given the national attention and funding support of FUTP60, it was imperative to understand if the program, as described, successfully impacted factors at multiple levels of student's HE and PA behaviors. If the program is aligned with social ecological theory, further research studies could be designed to understand the program's possible impact on targeted factors of influence.

Empowerment theory. In this section, I will describe empowerment as a value orientation for programmers as well as the use of empowerment theory to inform research study outcomes. Then, I will discuss research using empowerment theory in school health interventions. Finally, I will explain how applying empowerment theory in this study helped to

explain how FUTP60 team participants feel about their experiences leading a school health initiative.

Jennings et al. (2006) defined empowerment as "…individuals, families, organizations, and communities gaining control and mastery, within social, economic, and political contexts of their lives, in order to improve equity and quality of life" (p. 32). According to Peterson et al. (2006), empowerment was first introduced to the field of community psychology by Rappaport (1981). Peterson et al. (2006) suggested,

> …Empowerment has become a cornerstone in prevention science and has extended the reach of community psychology to other disciplines such as social work (Itzhaky, 2003) and public health (Koelen & Lindstrom, 2005; Minkler, 2004), as well as to community practice (Holden et al., 2005). (p. 294)

Zimmerman (2000) claimed that empowerment theory "…suggests that actions, activities, or structures may be empowering, and that the outcome of such processes result in a level of being empowered" (p. 45). Accordingly, empowerment can be both a method for program design and an outcome experienced by program participants.

Empowerment value orientation. An empowerment value orientation encompasses the belief that people should be provided with the skills, resources, and opportunities to better their quality of life, instead of needing to rely on others to do so (Zimmerman, 2000). Israel, Checkoway, Schulz, and Zimmerman (1994) claimed that health programmers should go beyond teaching people how to cope with health disparity issues and individual level programs, as this could result in a "blaming the victim" (p. 150) approach. Instead, Israel et al. (1994) suggested programmers engage people and communities in the necessary social changes to eliminate health disparities and improve environmental factors that influence health.

Health programs aimed at empowering a group of people need to include the population's voice throughout the intervention design, implementation, and evaluation processes

(Zimmerman, 2000). Laverack and Labonte (2000) suggested that programs incorporating an empowerment component are often considered bottom-up approaches, compared to the more traditional top-down health programs. Notable differences between top-down and bottom-up programs are provided in Table 1. In bottom-up programs, the community, or target population, should play a central role in identifying health issues relevant to their lives in empowerment-based programs (Laverack & Labonte, 2000). According to Zimmerman (2000), the community should be involved in the actions and activities designed to achieve program goals, and should have an understanding of the outcomes. In programs that develop empowerment within populations, health professionals should adopt a support role to the community; instead of experts and leaders, they should be thought of as resources and collaborators (Laverack & Labonte, 2000; Zimmerman, 2000). Rappaport (1987) suggested, "The people of concern are to be treated as collaborators; and at the same time, the researcher may be thought of as a participant, legitimately involved with the people she is studying" (p. 140). In essence, people should not just be given jobs within a project; rather, they should be encouraged to consider their individual capacity to effect change.

Table 1.

Differences between top-down and bottom-up programs (Laverack & Labonte, 2000, p. 256).

	Top-down	Bottom-up
Root/metaphor	Individual responsibility	Empowerment
Approach/orientation	Weakness/deficit Solve problem	Strength/capacity Improve competence
Definition of problem	By outside agent such as government body	By community
Primary vehicles for health promotion and change	Education, improved services, lifestyle	Building community control, resources and capacities toward economic social and political change

Role of outside agents	Service delivery and resource allocation	Respond to needs of community
Primary decision makers	Agency representatives, business leaders, 'appointed community leaders'	Indigenous community leaders
Community control of resources	Low	High
Community ownership	Low	High
Evaluation	Specific risk factors Quantifiable outcomes and 'targets'	Pluralistic methods documenting changes of importance to the community

According to Labonte, Woodard, Chad, and Laverack (2002), community capacity building and empowerment have often been viewed "…not as ends in themselves but as strategies to accomplish certain program objectives" (p. 181). Labonte et al. (2002) go on to suggest that the reverse relationship may also exist: health programs could be used as an opportunity to build community capacity and empowerment. Subsequently, it is useful to understand how health programs incorporating empowerment processes can lead to feelings of empowerment for participants.

Levels of empowerment. Rappaport (1987) outlined assumptions for an ecological empowerment theory, including concepts similar to social ecological theory—specifically that empowerment was a multilevel construct. Empowerment could occur at the level of "…individuals, groups, organizations, and other settings, communities, and social policies" (p. 139). Zimmerman (2000) also described the potential for empowerment at multiple levels of analysis, including individual, organizational, and community levels. Jennings et al. (2006) defined empowerment as "…a social action process that can occur at multiple levels, e.g., individual, family, organization, and community" (p. 33). According to Christens, Peterson, and Speer (2011), Zimmerman's (2000) theory of empowerment describing three levels of analysis is

widely used in empowerment literature. Interpreting empowerment within Zimmerman's (2000) three levels is appropriate for a school-based intervention; given the concept that a health committee could enact change within the school, and a school could be an important organization within a community. Thus, I will describe empowerment outcomes using Zimmerman's levels, summarized in Table 2.

Table 2.

Empowering processes and outcomes across levels (Zimmerman, 2000, p. 47)

Level of Analysis	Process (empowering)	Outcome (empowered)
Individual	Learning decision-making skills Managing resources Working with others	Sense of control Critical awareness Participatory behavior
Organizational	Opportunities to participate in decision-making Shared responsibilities Shared leadership	Effectively compete for resources Networking with other organizations Policy influence
Community	Access to resources Open government structure Tolerance for diversity	Organizational coalitions Pluralistic leadership Residents' participatory skills

Individual level empowerment. Empowerment at the individual level is often referred to as psychological empowerment (Zimmerman & Rappaport, 1988). Psychological empowerment occurs when individuals perceive they have gained greater control, or influence, over outcomes of importance to them (Christens et al., 2011; Holden, Messeri, Evans, Crankshaw, & Ben-Davies, 2004; Zimmerman, 2000). Zimmerman and Rappaport (1988) explained, "The individual experience of empowerment is expected to include a combination of self-acceptance and self-confidence, social and political understanding, and the ability to play an assertive role in controlling resources and decisions in one's community" (p. 726).

Zimmerman (2000) identified three categories of psychological empowerment outcomes: intrapersonal, interactional, and behavioral. Intrapersonal outcomes include perceived control

and self-efficacy. Interactional outcomes encompass the use of critical skills to influence the environment. Behavioral outcomes are characterized by taking action to exert control through community or organization activism. Researchers have employed Zimmerman's description of intrapersonal, interactional, and behavioral outcomes in numerous psychological empowerment studies (Holden, Crankshaw, Nimsch, Hinnant, & Hund, 2004; Peterson et al., 2006; Speer, Jackson, & Peterson, 2001).

According to Zimmerman (2000), psychological empowerment can increase through involvement in organizations and participation in activities. These participatory experiences can help people develop analytical skills, manage resources, and work with others, which, in turn, can lead to positive psychological empowerment outcomes. In a study of the relationship between community participation and psychological empowerment, Christens et al. (2011) found that community participation can predict future scores of psychological empowerment. Holden, Crankshaw et al. (2004) studied the influence of participation on intrapersonal and interactional psychological empowerment. Participation was measured through duration (number of months involved in program), intensity (number of hours involved in the past month), and quality (performing leadership roles). Results showed that increased quality and intensity of participation were consistent with increased intrapersonal and interactional psychological empowerment. Given these findings, programs should incorporate opportunities for quality participation when aiming to increase feelings of empowerment at the individual level.

Organization level empowerment. Two types of empowerment exist at the organizational level: empowering organizations and empowered organizations. Zimmerman (2000) described empowering organizations as providing experiences to their members that lead to individual empowerment. Through their study of empowering organizations, Maton and Salem (1995)

identified key organizational characteristics that helped to develop empowered members. The first characteristic is a shared belief system among members with a focus on setting challenging and motivating goals that are perceived to be attainable, and encouraging members to view themselves not just as individuals, but as part of the larger community (Maton & Salem, 1995, p. 640). The second common characteristic is the opportunity for members to take on a variety of meaningful roles designed to allow individuals to "…develop, grow, and participate" (Maton & Salem, 1995, p. 643). The third characteristic Maton and Salem (1995) described was a support system available to members that was, "… (a) encompassing, (b) peer-based, and (c) provides a psychological sense of community" (p. 646). In summary, empowering organizations provide the type of quality and intensity of participation that were recognized as leading to psychological outcomes at the individual level of empowerment.

Zimmerman (2000) described empowered organizations as those "…that successfully develop, influence policy decisions, or offer effective alternatives for service provision…" (p. 51). According to Peterson and Zimmerman (2004), empowerment research has focused primarily on the individual level, leaving a gap in the understanding of empowering processes and outcomes at the organizational level. Peterson and Zimmerman (2004) developed a theoretical framework for conceptualizing three components of empowered organizations: intraorganizational, interorganizational, and extraorganizational. Intraorganizational variables represent internal characteristics of empowered organizations, such as actively holding meetings and having multiple subgroups that are empowered to influence the organization's agenda and decisions. The interorganizational component includes the connections and relationships existing between organizations. Links between organizations allow for the sharing of resources and information that can help groups achieve their goals. Extraorganizational variables include

instances where organizations take action to exert control. This could include influencing public policy or creating community programs for underserved populations. Hughey, Peterson, Lowe, and Oprescu (2007) further elaborated on the characteristics of empowered organizations by testing a scale measuring "organizational sense of community" (p. 2). Results identified organizational sense of community as a characteristic for empowered organizations in community-based health education. Similar to individual empowerment, it appears that empowered organizations should promote frequent and valuable experiences for members, while adding dimensions related to quality relationships with other organizations and the overall community.

Community level empowerment. Empowerment at the community level, similar to the organizational level, can be both empowering for community members and empowered in its ability to impact decisions affecting the community (Wiggins, 2011). Zimmerman (2000) described empowering communities as those that provide access to resources and equal opportunities for all citizens to be involved in activities and programs. According to Zimmerman (2000), an empowered community is "one that initiates efforts to improve the community, responds to threats to quality of life, and provides opportunities for citizen participation. Laverack (2005) also acknowledged the merits of empowerment in community development despite the fact that "the application of this concept has proven to be difficult" (p. 4). Laverack (2005) discussed nine empowerment domains of a successful community development program,

- improves participation;

- develops local leadership;

- increases problem assessment capacities;

- enhances the ability to 'ask why';

- builds empowering organizational structures;

- improves resource mobilization;

- strengthens links to other organizations and people;

- creates an equitable relationship with outside agents; and

- increases control over programme management. (pp. 5-6)

Similar to empowered organizations, empowered communities are characterized by their quality participation opportunities for members, relationships among organizations, and ability to address important concerns of quality of life and equity.

Interactions across levels. Empowerment is enacted at individual, organizational and community levels, with common outcome themes interwoven throughout, including quality participation, perceived control, and a critical awareness for the necessity of change (Wiggins, 2011). The existence of interactions across levels is evident; empowering organizations and communities can contribute to the empowerment of individuals, who can lead to positive changes at organizational and community levels. Since empowered individuals, organizations, and communities can all advance equity and quality of life issues, the focus for research depends on the specific population, and topic of interest. Zimmerman (2000) posited,

> Empowerment is an individual-level construct when one is concerned with intrapersonal and behavioral variables, an organizational-level construct when one is concerned with resource mobilization and participatory opportunities, and a community-level construct when sociopolitical structure and social change are of concern. (p. 59)

Youth empowerment. According to Hagquist and Starrin (1997), empowerment models for school health programs, which are becoming more popular, are based on the perception that children can be partners in health education aims. Too often, suggested Finn and Checkoway (1998), youth find themselves as passive recipients of programming, seen by adults as in need of

changing or fixing. Holden, Messeri, et al. (2004) described the empowerment approach to working with youth; "The YE [youth empowerment] model regards youth not as a community problem in need of prevention but as community assets who are empowered to better their own lives as well as that of the larger community" (p. 550). Powers and Tiffany (2006) acknowledged a paradigm shift in programming that provides youth a voice, compared to more traditional adult-led interventions.

A common theme across empowerment literature is the importance of the context in which a program operates (Jennings et al., 2006; Peterson et al., 2006; Zimmerman, 2000). Rappaport (1987) argued that whether an experience can be considered empowering depends on the person and the cultural and historical context of his or her experience. According to Wiggins (2011), when planning empowering health interventions "…it is necessary to take the social, political, and economic context into account" (p. 368). Specifically referring to the empowerment of youth, Jennings et al. (2006) suggested,

> Individual youth, youth groups, and communities, will not experience empowerment in the same way. The intersections of other potential power inequalities and differentials (e.g., race, class, gender, culture, language, immigration status, sexuality) are another area for further examination within the CYE [critical youth empowerment] framework. (p. 53)

Hagquist and Starrin (1997) suggested one concern with youth empowerment in practice is the traditional power inequality in relationships between youth and adults. In their study of youth empowerment within the context of a community health promotion intervention, Cargo, et al. (2003) found that empowerment was a transactional partnering process, where adults created an environment that enabled children to become empowered. According to Hagquist and Starrin (1997), within the context of a school intervention, all school personnel, students, and staff would need to work together throughout the change process. "Teachers and other staff can play the role of facilitators of the empowerment process among the pupils" (Hagquist & Starrin, 1997,

p. 230). Jennings et al. (2006) identified six dimensions for a critical youth empowerment model: "a welcoming and safe environment, meaningful participation and engagement, equitable power-sharing between youth and adults, engagement in critical reflection on interpersonal and sociopolitical processes, participation in sociopolitical processes to effect change, and integrated individual and community-level empowerment" (p. 41). Therefore, while the context of youth empowerment within a school-based program is complex, and the relationship between adults and children program participants requires consideration, there is a possibility for creating empowering processes for youth that could lead to empowerment outcomes.

Levels of children's participation. Throughout the descriptions of empowerment theory and youth empowerment, the concept of 'meaningful participation' has been dominant, yet its parameters remain ambiguous.   O'Donaghue, Kirschner, and McLaughlin (2002) speculated "…even adults and youth with the best intentions struggle with just what youth participation means. What does it look like? How does it happen?" (p. 16). According to Oliver, Collin, Burns, and Nicholas (2006), one of the most recognized conceptions of youth participation in decision-making is Hart's (1992) ladder of participation (see Figure 4).
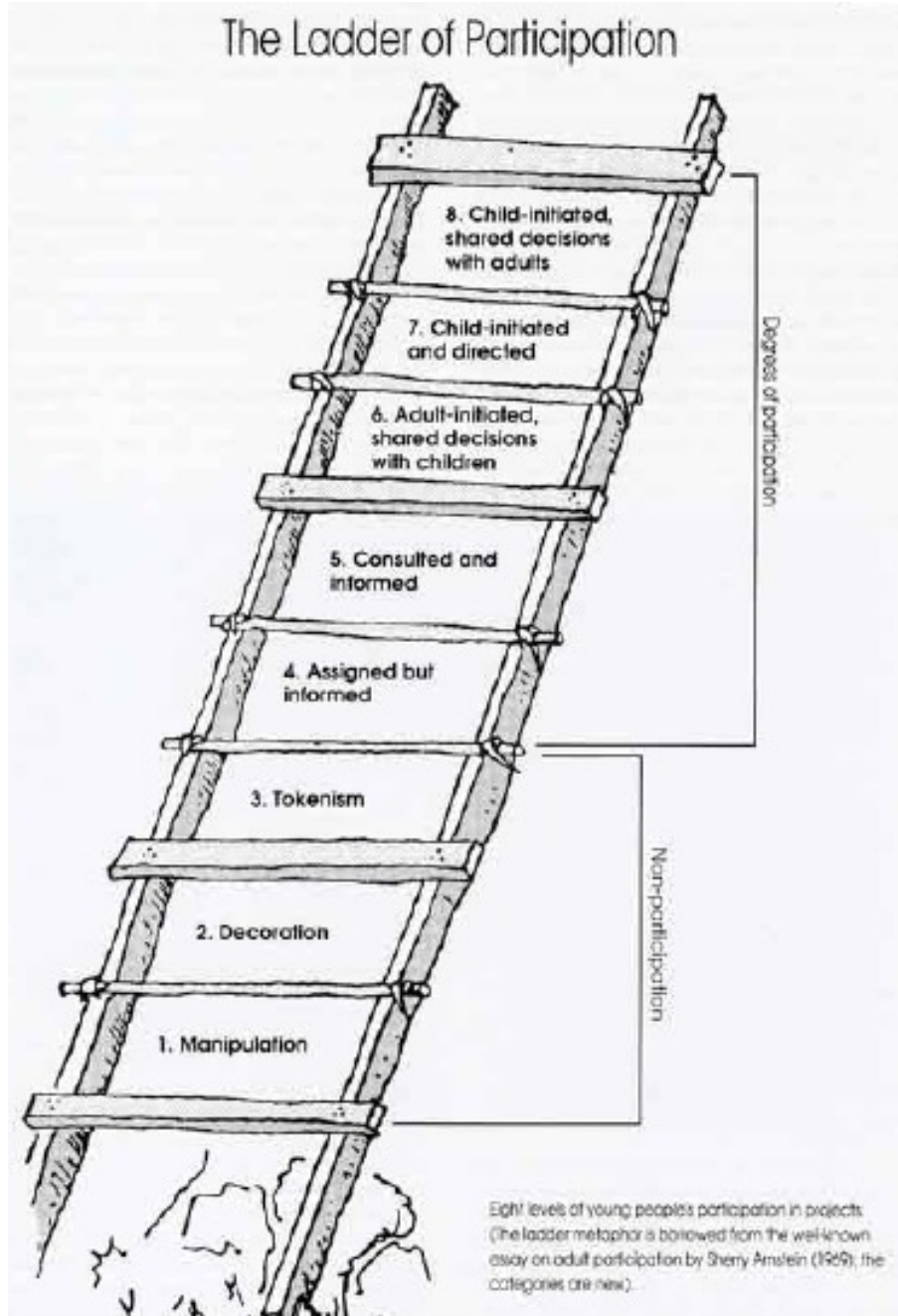
Figure 4. The ladder of participation (Hart, 1992, p. 8)

The lower rungs of the ladder represent situations in which it may appear that children are provided opportunities for decision-making, but do not embody true participation. Hart (1992) described an example of "Manipulation," the first rung on the ladder, as when children are consulted in a project, but given no feedback on how their ideas may have been used.

"Decoration," the second rung on the ladder (and still considered non-participatory), is when, for instance, "…children are given T-shirts related to some cause, and may sing or dance at an event in such dress, but have little idea of what it is all about and no say in organizing the occasion" (Hart, 1992, p. 9). Hart (1992) goes on to say that there are more instances of 'Tokenism,' the third ladder rung, than there are "genuine forms of children's participation in projects" (p. 9). Tokenism is described as those cases when children are seemingly given a voice, but provided little opportunity to impact the program's agenda or formulate and enact their own ideas.

The upper rungs of the ladder indicate real opportunities for children to participate. Hart (1992) described four requirements that must be met for a project to be labeled as truly participatory,

1. The children understand the intentions of the project;

2. They know who made the decisions concerning their involvement and why;

3. They have a meaningful (rather than 'decorative') role; and

4. They volunteer for the project after the project was made clear to them. (p. 11)

Rung four, "Assigned but Informed," represents opportunities for children to participate in adult-run programs in ways identified by the adults in charge. The next level of participation, "Consulted and Informed", is still characterized by adult designed and led programs, where children are included and their opinions are considered and incorporated into the program. "Adult Initiated, Shared Decisions with Children" represents the first level of true participation, since children are now involved in decision-making, along with the adults who initiated the program. The next level of participation, "Child Initiated and Directed," represents programs initiated and led by children, with adults playing only facilitative and supportive roles. The final rung of the ladder, "Child Initiated, Shared Decisions with Adults," represents projects that are

initiated based on children's vision and the decisions to enact change are shared with concerned adults. Hart (1992) suggested that this highest rung is most often attained by teenagers who can apply knowledge learned from adults and relate it to issues they believe are important. Given the importance of meaningful participation opportunities to developing youth empowerment, it is imperative to determine the levels of participation opportunities provided to children in empowerment programs.

School health programs incorporating youth empowerment. Given the significance of the target population and context in understanding empowerment, programs aligned with this study (elementary school health interventions targeting children from urban, ethnic minority, low-SES families) were sought for review. Most programs providing higher levels of participatory opportunities for youth worked with teenagers, making it difficult to find programs that matched both population and context, while still providing experiences that could lead to empowerment.

Youth Empowerment Strategies (YES!; Wilson et al., 2007). YES! was a CDC funded program targeting a variety of health risk behaviors, including alcohol, tobacco and drug use, bullying, and fighting. The program utilized an individual and group empowerment intervention design intended to provide underserved students (aged 9-12) "…with opportunities for civic engagement with other youth around issues of shared concern in their schools and neighborhoods" (p. 241). The program was implemented in six California elementary schools in low-income communities. Students volunteered to participate in the program and were placed into groups of 6-10, totaling 13 groups of 122 participants. There were two leaders for each group—a graduate student from a local university and a high school student, who were trained "…in participatory education techniques, youth development, group facilitation and

management, and conducting social action projects with youth" (p. 244). Groups met weekly after school for 90 minutes, approximately 25 times throughout the school year. Leaders used a sequential curriculum to cover topics such as team building, photo voice techniques, and the identification and implementation of social action projects.

The results section of the article reviews the success of the social action projects developed by groups, but does not mention individual or group empowerment outcomes. An additional review of other YES! literature revealed no mention of empowerment outcome measurements or results (Wilson et al., 2006; Wilson, Minkler, Dasho, Wallerstein, & Martin, 2008). Most student-enacted projects focused on raising awareness around student identified problems without addressing the source of the issues. For instance, graffiti in a bathroom was repainted with the assumption that if the bathrooms were attractive they would stay that way. Program leaders reported mixed success in managing group behavior and provoking critical thinking in group discussions. Researchers expressed a concern with the lack of analysis evident in students' photo voice free-write sessions. Possible reasons for this could relate purely to cognitive development, a lack of previous exposure to critical thinking exercises, or the large number of English language learners in the program. Additionally, children expressed a dislike of 'school type' activities included in YES!, such as writing and discussing, which could have impacted their depth of analytical writing.

Legacy's Statewide Youth Movement Against Tobacco Use (SYMATU; Holden, Crankshaw et al,. 2004). SYMATU aimed to help youth become agents of change in their communities through youth-led initiatives regarding tobacco control. Researchers hypothesized that meaningful participation in the program would lead to intrapersonal and interactional outcomes as described in Zimmerman's (2000) model of psychological empowerment. Local

coordinators collected survey data from youth participants of health department programs in 17 states. Researchers indicated that local coordinators should include a sample of youth who participated at varying levels, rather than just those who were heavily involved. Surveys were completed by 3,587 youth, ranging in age from 10 to 21 (mean of 15 years). Sixty percent of respondents were white, 20% African American, 8% Hispanic or Latino, and 7% American Indian or Alaskan Native. Ninety-two percent reported that they were either in college or planned to attend and 66% reported having "better than average" performance in school.

Participation measurements included constructs for duration and intensity as well as constructs to identify the quality of their participation. Quality participation was determined by taking on a formal leadership role, participation in group discussions, encouraging others to participate, and taking responsibility to get things done. While duration and hours were not associated with psychological empowerment, the higher quality their participation, the more likely they were to report psychological empowerment characteristics. Still, there appeared to be several limitations to this study. For example, due to the study's cross-sectional design, it was difficult to identify a causal relationship between participation and psychological empowerment constructs. There were also several issues regarding the general nature of the sample in comparison to other populations. First, since convenience sampling by program leaders was used, it is unknown if surveyed youth were representative of all participating youth. Second, it is unclear how original recruitment for participation in programs occurred. Third, the high percentage of youth who identified as high achieving and college bound may indicate a non-representative sample of students with a pre-disposition toward positive psychological empowerment attributes. An additional drawback of the research design was the possible variations in program format in which the youth participated. Since there are no process

evaluation indicators, the degree to which these programs implemented processes designed to increase intrapersonal and interactional psychological empowerment is unknown. Based on the constructs of quality participation, it appears that youth were engaged in one of the true participatory categories described by Hart (1992), although there could have been variation across individual projects. While the results indicated that meaningful participation could lead to psychological empowerment, the definition of meaningful participation could differ based on populations and program contexts.

Youth Action Research for Prevention (YARP; Berg, Coman, & Schensul, 2009). YARP focused on reducing or delaying drug-related and sexual behaviors while increasing educational expectations and individual and collective efficacy (Figure 5). Program design incorporated youth empowerment as part of a multi-level intervention targeting individual, group, and community empowerment. Individual level objectives included: "increase positive attitudes toward education, develop critical social analytic skills, instill self-efficacy and a sense of hope and empowerment to act, and reduce and/or delay drug and sex risks" (Berg et al., 2009, p. 347). Group level empowerment objectives were to "…develop group cohesion, develop prosocial norms, and collective efficacy regarding the ability to act effectively upon the world (i.e., their communities) as a group both as a component of the intervention and as a consequence…" (Berg et al., 2009, p. 347). Community level empowerment was targeted "…via, youth advocacy and action, seeks to bring about community level change in policies and institutions that affect youth" (Berg et al., 2009, p. 347).
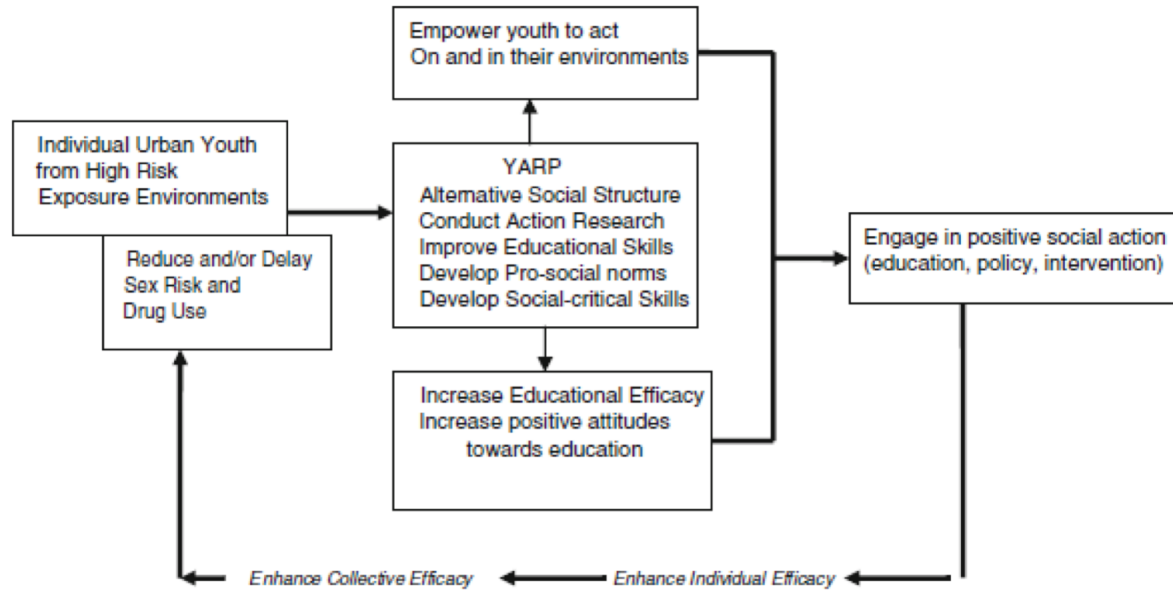
Figure 5. YARP interactive research intervention design (Berg et al., 2009, p. 346)

Connecticut high school students (n=114) participated in YARP over three years, including after-school and summer components. Youth were trained in groups on how to build cohesion and conduct community ethnography. Groups applied knowledge gained through the ethnography process to design and enact social change within their schools and communities.

Mixed methods research techniques (surveys, observations, interviews, focus groups, artifact collection) were used to identify individual and group level outcomes. As a result of program participation, youth appeared to gain "…analytic and inquiry skills, developed personal agency and direction, generally embraced positive peer norms which they reinforced with one another in group meetings, and developed a sense of collective empowerment and self-efficacy in relation to social action" (Berg et al., 2009, p. 356). Observation data indicated that adult facilitators played a key role in providing youth with an environment that supported critical thinking and group decision-making. "Facilitators must be well trained in social construction facilitation techniques, able to suspend the desire to direct youth decision-making, and skilled in posing questions that challenge youth to negotiate and consider alternative perspectives" (Berg et

al., 2009, p. 354). The findings did not discuss results of the original community level empowerment objectives related to policies and institutions affecting youth. The length of the intervention allowed researchers to determine individual and organization level empowerment developed over time as youth were engaged in participatory action research which they perceived as meaningful.

Youth Empowerment Solutions (YES; Franzen, Morrel-Samuels, Reischl, & Zimmerman, 2009). YES was designed as a community-level intervention to address youth violence in Flint, Michigan. The intervention used empowerment theory and social ecological theory to "…focus attention on youths' strengths and assets, engage youth in community change efforts, and strengthen community partnerships" (Franzen et al., 2009, p. 290). YES provided adult mentoring and supervision that encouraged social norms supportive of community involvement and nonviolence. Researchers hypothesized that community engagement and cohesion would occur through adult and youth partnerships. Youth met bi-weekly to engage in YES curriculum activities aimed to increase individual empowerment constructs such as, "…self-esteem, citizenship skills, and ethnic identity and pride" (Franzen et al., 2009, p. 291). Group and community level empowerment constructs such as "…team building, learning about community resources, and developing community change project plans" (Franzen et al., 2009, p. 291) were also covered in the curriculum. Neighborhood adults, who volunteered to participate in the program, were trained in methods to collaborate with local middle school students. Teams of adult and student participants designed and implemented change projects within the community. The first year of the study included 66 seventh and eighth graders who voluntarily participated in the program. Fourteen students remained in the program during the second year, along with 53

new seventh and eighth graders. All students identified as African American and ranged in age from 12 to 15.

The article did not discuss outcome evaluation; rather, it focused primarily on process evaluation for the effectiveness of program implementation. Process evaluation occurred after each year of the program, with lessons learned from the first year impacting the second year's program design. Authors discussed how the process of including youth in process evaluation methods could, in itself, be perceived as an empowering process. Youth reported feeling as if their opinions mattered, and students who returned in the second year appreciated how their feedback was used to adjust the program. Through questionnaires and focus groups with youth and interviews with adult community volunteers, data revealed that while youth recognized the benefit of interacting with caring adults, the volunteers needed more training on how to encourage youth and provide them more control over the projects.

Summary of programs. Literature reviewing the use of empowerment theory in health related interventions illuminated the complexity of incorporating processes and measuring outcomes associated with empowering youth. Overall, the significance of context in relation to population and program characteristics was of particular importance in the literature. For instance, the age of participants determined the complexity of tasks they were able and willing to complete. Several programs implemented a designed curriculum of some sort, with planned activities around topics such as self-esteem and group cohesion. The use of empowerment curricula is useful for evaluating implementation procedures, but, given the uniqueness of empowering experiences for individuals, could be questionable for psychological empowerment outcomes.

Most often, youth were recruited through their schools for voluntary participation in the programs. This is notable because while program outcomes may be reproducible with the same age youth in other volunteer programs, similar results may not be achieved if used in compulsory settings, such as the classroom. Additionally, the variation in the program foci may have attracted youth with inherently different characteristics and motivations, which makes generalizing the findings more challenging. The young people, for example, who volunteer for tobacco prevention programs may have different impetuses than those who were passionate about HE and PA or violence prevention.

Several programs discussed the implications of the relationship between adult facilitators and youth participants. Interventions ranged in their use of community volunteers, high school and college students, or hired program staff to administer and staff their programs. Training for adult facilitators appeared to be important, specifically for balancing the need to move the program agenda forward, while not directly assuming decision-making responsibilities. The use of social construction techniques was suggested as useful mechanisms for adults to help students find meaning in program content and activities (Bert et al. 2009).

Since all programs were adult-initiated, the top two levels of the ladder of participation were not represented. While several programs allowed youth to help design specific projects within the school or community session, in each case there were preexisting, prescribed program agendas targeting specific health topics used for implementation. Since youth were voluntarily participating and not assigned to the programs, the quality of participation experiences was most likely either rung five (consulted and informed), or rung six (adult-initiated, shared decisions with children).

While all programs identified working within at least one level of empowerment (individual, organizational, community) several programs targeted more than one level. Most literature focused on either process evaluation or outcome evaluation, making it difficult to draw clear conclusions regarding the efficacy of program implementation and the direct impact on measured outcomes. Similar to programs utilizing social ecological theory to target outcomes at multiple levels of influence, the interaction across levels of influence makes it difficult to categorize how each process separately impacted outcomes.

Empowerment theory fit with FUTP60. According to Wiggins (2011), "Despite the long time-frames generally required to document associations between health promotion outcomes and improved health (Wallerstein and Bernstein, 1988; Nutbeam, 1998), studies have supported the idea that increased empowerment is associated with improved health" (pp. 358-359). FUTP60 literature states that empowering youth is an objective of the program. For this objective to occur, empowering processes must be present within the execution of the program, thus resulting in students feeling empowered. Empowerment research has shown that,

> …Psychological empowerment is not something that can be done to people through policies and programs. Instead, studies have shown that empowerment is something that people can achieve through active community engagement and organizational participation…. Programs and activities that are disconnected from these activities are unlikely to 'empower' participants who will then go and create change in other settings. (Christens, 2013, p. 372)

Empowerment theory provided a lens for me to view FUTP60, helping me to unpack the creation of student-led health teams and how they might enact change in the school environment throughout the duration of the program. Through this framework, I interpreted the empowerment processes at individual, organizational, and community levels. For instance, at the individual level, understood recruitment processes for students and advisors, interactions between students and advisors, the types of participation opportunities provided to students, the

engagement of students throughout critical analysis and decision-making processes, and the perceptions of students and advisors regarding their responsibilities. At the organizational level, I examined how the youth-led health team is viewed within the school. I considered how resources were made available to the team for their initiatives, to what extent they were empowered to enact decisions for the school, and how they connected with other groups within the school to further their agenda. I also analyzed the community level processes included within the teams' initiatives. Specifically, I considered how teams targeted the community level throughout the FUTP60 school environment assessment and when making decisions regarding events and activities to enact. For example, I examined how extensively families and neighborhoods are engaged in program initiatives. Due to the novel use of empowerment theory with elementary school students in a health initiative, empowerment theory provided a framework to guide my interpretation of FUTP60's effectiveness to achieve their objectives of empowering youth and enhancing the wellness culture through school-wide involvement.

Education Reform

In the last section of this chapter I will discuss education reform, which has significantly impacted schools, especially in low-income urban areas. Specifically, I will discuss the consequences of ineffective, top-down initiatives on teachers and students and review the literature that suggests important roles teachers and students should have in change initiatives. I will conclude with a discussion regarding the role education reform had in my exploration of FUTP60's implementation in urban elementary schools.

Mandated national reform. According to Hursh (2005), the education policies regarding standardized assessment and testing, beginning in the 1980s, "…have transferred power away from teachers, parents, and local community members and towards corporate and

political leaders at the state and federal levels" (pp. 605-606). Hursh (2005) claimed that the No Child Left Behind (NCLB) Act passed in 2002 extended mandates concerning school level accountability and standardized student assessments to the national level that were becoming popular at the state level. NCLB required all states to conduct standardized testing in math and reading for grades 3 through 8, with additional subject areas and grade levels added in 2008 (No Child Left Behind, 2002). Regular increases in test scores were expected, and schools that failed to meet expectations could face sanctions, including privatization (Hursh, 2005). Smith and Sobel (2010) claimed that "nearly everything about the No Child Left Behind Act is punitive in nature" (p. 33) and that current reforms are "…dominated by the belief that fear of failure and institutional censure will lead teachers to do a better job and students to apply themselves to their studies" (p. 33).

Justifications for national reform. Hursh (2005) identified three public rationales for national-level education reform: "they are necessary within an increasingly globalized economy, they will reduce educational inequality, and they will increase assessment objectivity" (p. 606). Hursh (2005) went on to suggest that policymakers' argument for the purpose of standardized assessments was "…because teachers and administrators cannot be trusted to assess objectively and accurately student learning. Therefore, teacher generated assessment protocols and instruments are dismissed, within this discourse, as subjective and unreliable" (p. 610). Similarly, Lipman (1997) hypothesized that U. S. corporate interests have been a driving force for current educational reform, insisting, "…schools prepare students to work in a globally competitive, information-based economy" (p. 6).

Urban school reform. While reform policies like NCLB are mandatory for all schools, the consequences specifically for urban schools serving low income, minority populations can be

devastating. According to Lipman (2004, p. 5), urban schools are often the targets of reform initiatives and have been at the center of the reform debate for the past forty years. Lipman (2004) contended that urban schools face unique inequalities that impede the reform process, such as "…inadequate funding and resources, unequal educational opportunities, high dropout rates and low academic achievement, student alienation, racial segregation, and race and class inequality within and among urban schools" (p. 5). Payne (2008) described the perception of teacher failure related to the context of urban schools, "If we are not mindful of the inadequacy of the resource base, it always seems as if the problem is just those nutty people teaching in urban schools, as opposed to the conditions under which we expect them teach" (p. 24). McCaughtry, Martin, Hodges-Kulinna, and Cothran (2006) summarized change within urban schools as a "…complex process that couples teachers, students, administrators, parents, instruction, curriculum, and political agendas" (pp. 99-100). Consequently, the complexity of implementing change initiatives within urban schools is exacerbated by the existing inequalities in resources, opportunities, and expectations.

Demoralized environment. A noteworthy challenge of urban school reform initiatives is the likelihood of a demoralized environment within the school, where new program support and buy-in are difficult to achieve from key stakeholders (Payne, 2008). Payne (2008) described examples of a demoralized environment including a lack of trust between administration, teacher, and parent groups, a generalized belief that new programs will eventually fail, a lack of power that principals retain as leaders of a failing school, and the overall tension between the necessity for publicizing positive results and the need for accurate assessment. Lipman (2004) included an excerpt from an administrator's interview in which he/she described observing teacher demoralization, "And so what I sometimes don't see is when that flame is flickering in

people and it doesn't seem to be able to be relit too easily" (p. 100). A demoralized environment can create difficulties not only in administration's efforts to implement new programs, but also create substantial obstacles for outside programmers who partner with schools. Payne (2008, p. 26) suggested that staff and parents in urban school settings often have a predisposed suspicion of outsiders because they may feel patronized by outside programmers, have previous ineffectual interactions, or make judgments based on differences in race and background, especially when white programmers work in communities of color.

The consequences of mandated reform. In many cases, reform objectives regarding improved student achievement and equity in education have remained unattainable. According to Fielding (2004), "Good teachers achieve despite the current system rather than because of it, whilst significant and increasing numbers of young people find school unfulfilling or reject it altogether" (p. 198). Payne (2008) described his disillusionment with the Chicago reform efforts,

> I started, like many others, with the notion that there was some particular kind of programming or some particular form of pedagogy that was going to transform the system…. Very little was taking root, and almost everyone was caught off guard by how arduous and unpredictable the work was. (p. 2)

Payne went on to claim, "After a couple of decades of being energetically reformed, most schools, especially the bottom-tier schools, and most school systems seem to be pretty much the same kind of organizations they were at the beginning" (p. 4). Smith and Sobel (2010) contended, "after two decades of the accountability movement and the adoption of state testing standards, however, low performance on the part of a significant portion of American students continues to be a national preoccupation" (p. 33). According to Hursh (2005), a significant achievement gap between "…white students and students of colour, students without and with disabilities, and students for whom English is a first and second language has increased" (p.

618). The sections below describe impacts to both teachers and students as a result of mandated, top-down reform initiatives.

Teacher consequences. Fullan (2007) suggested that education reform is resulting in deleterious consequences for teachers, "teacher stress and alienation are at an all-time high, judging from the increase in work-related illness, and from the numbers of teachers leaving or wanting to leave the profession" (p. 129). Teachers of subjects involved in high-stakes testing can feel pressure to improve students' scores by 'teaching to the test', neglecting creative techniques, analytical skills, and complex subjects not tested (Hursh, 2005; Lipman, 2004). This can lead to teacher dissatisfaction and, eventually, burnout. Worse yet, teachers of subject areas not tested, such as PE, can feel even more deprioritized within the school because they often receive fewer resources and professional development than teachers of tested subjects like math and language arts (McCaughtry, Barnard et al., 2006; McCaughtry, Martin et al., 2006). Lipman (2004) described how the cultures of urban schools she explored were dominated by themes of test preparation and accountability. Furthermore, the importance of test performance for teachers was not linked to positive student outcomes, but to "punitive consequences" (Lipman, 2004, pp. 76-77).

Student consequences. Hursh (2005) argued that since standardized test scores are correlated with a student's family SES, "…a school's score is more likely to reflect its students' average family income rather than teaching or the curriculum" (p. 613). Given the pressure on school districts, teachers may feel pressured to focus the most attention on students who can pass the test with slight improvement, resulting in the neglect of students who are too far behind to get caught up or those who are already passing the test (Hursh, 2005; Lipman, 2004). Hursh described barriers to student success related to high-stakes testing and accountability, such as

placing students with lower scores in special education so their scores are not reported, and retaining students at a grade level that does not have testing to give them another year of preparation. Retaining students in lower grades can be demoralizing and increase the student's likelihood of dropping out (Hursh, 2005). Lipman (1998) speculated that even students who meet achievement test objectives still are not learning the skills they need to be successful in society. According to Smith and Sobel (2010), current educational practices, including teaching to the test, is "…divorced from children's direct experience of the world…" (p. 32) and is failing to engage students in actual learning.

Summary. The literature review supported the notion that mandated national reform efforts have failed to provide teachers and students with the meaning and motivation essential to implement and sustain change initiatives. Consequences associated with missing reform benchmarks, such as those outlined in NCLB, can be overwhelming, specifically for urban schools that are often already facing inequalities in funding, resources, and support. Consequences of ineffective reform initiatives include stressed teachers who feel pressure to target students and build teaching objectives around test scores. Teachers in non-tested subjects often experience a diminished status, with reduced resources and time with students. Students learn to associate their value with their tests scores and may be targeted or tracked based on their performance. As a result, students can feel disconnected to school and its associated outcomes. With disengaged students and demoralized teachers, change initiatives have a diminished likelihood to result in true positive change.

Grassroots reform efforts. Initiatives originating at the school or district level and incorporating the voices of teachers and students may be effective in developing innovative and viable change reforms. In the following sections, literature regarding the participatory roles of

teachers and students in change initiatives will be presented, making a case for the possible advantage to teacher-initiated and student-inclusive school reforms, such as FUTP60.

Teachers and reform initiatives. Fullan and Hargreaves (1991) posited, "educational reform has failed time and time again" (p. 14) due to either ignoring or oversimplifying the role of teachers and the school culture in relation to student learning. According to Fullan (2007), "top-down change doesn't work because it fails to garner ownership, commitment, or even clarity about the nature of the reforms" (p. 11). Correspondingly, Cothran, McCaughtry, Hodges-Kulinna, and Martin (2006) asserted, "…it is the teacher's perceptions of the change efforts and consequences, not necessarily the 'quality' of the new program that may ultimately determine the success or failure of a change initiative" (p. 535). Including teachers throughout the change process can provide meaning and motivation, not only for initial reform implementation but also to support its assimilation into the school's culture (Fullan, 2007; Fullan & Hargreaves, 1992).

Teacher development. In their book, *Teacher Development and Educational Change*, Fullan and Hargreaves (1992) open with the declaration, "for something as obvious as the need to relate teacher development and educational change, it is surprising how little systematic attention has been devoted to understanding the topic and taking appropriate action" (p. 1). According to Armour and Makopoulou (2012),

> It has certainly been argued extensively that the traditional CPD [continuing professional development] model of sporadic one-day 'courses' for teachers, disconnected from previous professional learning, and delivered out of the school context, fails to have measurable impact on teachers' practices (Ball & Cohen, 1999; Day & Sachs, 2004; Elmore, 2002; Fishman, Marx, Best, & Tal, 2003; Garet, Porter, Desimone, Birman, & Yoon, 2001; Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003; Stein, Smith, & Silver, 1999). (p. 338)

Similarly, Parker, Patton, Madden, and Sinclair (2010) asserted that for effective developmental experiences "…teachers need opportunities for active hands-on learning which is intensive and

sustained over time, built into the school day, connected to comprehensive change, organized around collaborative problem solving, and facilitated with care" (p. 338).   While teacher development is usually included in some form within educational reforms, not all development plans are effective. Fullan and Hargreaves (1991) asserted, "Many staff development initiatives take the form of something that is done *to* the teachers rather than *with* them, still less *by* them" (p. 17).   Payne (2008) proclaimed the importance of teachers' roles in educational change implementation has been known for decades,

> Berman and McLaughlin [1978] concluded that one-shot, pre-implementation was ineffective; that training should be concrete, teacher-driven, and extended; that teachers should be provided assistance in the classroom; that they should observe similar projects in other schools; that there should be regular project meetings focused on practical problems; that principals should participate in training and teachers in project decision making. (p. 179)

Patton, Parker, and Neutzling (2012) discussed how professional development utilizing constructivist-learning approaches can help teachers build new meaning related to change initiatives based on prior experiences and knowledge.

Psychological factors. When looking at the impact teachers can have on implementing and sustaining change, consideration should be given to the "whole" teacher (Fullan, 2007; Fullan & Hargreaves, 1992). For instance, individual teachers' psychological states and whether they are predisposed toward considering change can influence their engagement in a reform. Similarly, a teacher's self-efficacy can influence whether they provide persistent effort toward successfully sustaining changes (Fullan, 2007). Fullan (2007) asserted, "Researchers have found that some schools have a much higher proportion of change-oriented teachers than do others…" (p. 97). Lipman (1997) summarized the importance of teacher and school context in providing a supportive strategy for reform implementation,

> …The actual character and outcome of restructuring are likely to be mediated by school, community, and national contexts. Thus, the assumptions underlying teachers'

participation in reform ought to be examined in the light of ideological, political, and social factors influencing educators and in the light of the specific contexts within which teachers work. (p. 6)

The alignment of initiatives to teachers' values can also impact their motivation and support of change (Fullan & Hargreaves, 1992). According to Fullan and Hargreaves (1992), research has shown "…age, stage of career, life experiences, and gender factors—things that make up the total person—affect people's interest in and response to innovation and their motivation to seek improvement" (p. 5). Similarly, McCaughtry, Martin et al. (2006) reported that for teachers involved in a curriculum reform project "…teacher emotion plays a key role in many facets of change, from why teachers volunteer even though they already have tenure, to how they view professional development, and to why they stay invested in the process" (p. 112).

Overview. To recapitulate, the importance of the role of teachers in the reform process is often overlooked. Teachers' ability to find meaning and value in change efforts can help result in successful implementation and sustainability of initiatives. Meaning and value can be enhanced through teacher development experiences that are constructivist in nature and include opportunities for problem solving and decision-making. Development should also be integrated throughout the daily routines of teachers, not separated into off-site workshops and seminars. In addition to productive teacher development, the emotional and psychological dimensions of teachers need to be accounted for in change initiatives. Teacher self-efficacy, personal values, age, career aspirations, and their perception of the political climate and school climates can all impact not only their acceptance of change reform, but also the effectiveness of said reforms' implementation. Engaging and supporting teachers in identifying and implementing initiatives is one method of ensuring that teachers find meaning and motivation in change reform. Consequently, grassroots initiatives, designed and implemented by teachers, could be contextually relevant to schools and might result in sustained positive outcomes.

Students and reform initiatives.   In addition to incorporating teachers, reform initiatives should embrace students as active participants throughout the change process. Silva and Rubin (2003) discussed the importance of the student perspective in school reform: "Particularly in schools confronting persistent problems of racial, class and gender inequality, the significance of students' experience is neither a well understood, nor commonly explored factor in school planning and reform" (pp. 1-2). Fullan (2007) asked, "What would happen if we treated the student as someone whose opinion mattered in the introduction and implementation of reform in schools?" (p. 170). Fullan (2007) goes on to assert that just as making reform meaningful for teachers is important for success the same holds true for student. Cook-Sather (2006) used the term "student voice" to identify a philosophy that repositions students within the discussion of education research and reform. According to Cook-Sather (2006), three key principles guide the promotion of student voice: "…that young people have unique perspectives on learning, teaching, and schooling; that their insights warrant not only the attention but also the responses of adults; and that they should be afforded opportunities to actively shape their education" (pp. 359-360).

Benefits of student voice.   Cook-Sather (2006) discussed the benefits of including students within initiatives, "the positive aspects of student voice … highlight how student presence and involvement within conversations and efforts that have traditionally been the purview of adults has the potential to effect a cultural shift in educational research and reform" (Cook-Sather, 2006, pp. 365-366). Cook-Sather (2006) claimed that student voice can result in students feeling more respected, which can lead to more constructive participation in school as well as positive relationships between students and teachers. Fielding (2004) detailed examples of student voice activities such as peer support groups and student councils, and more overt

examples of student leadership, such as students as lead-learners. Similar to promoters of critical pedagogies, Cook-Sather (2006) suggested education reform that incorporates student themes such as,

> Listening to students and building teaching around themes that are relevant to and that emerge from students' own lives can be transformative both personally and politically (Freire, 1990; McLaren, 1989; Shor, 1987, 1992), and that listening to students can counter discriminatory and exclusionary tendencies in education (Banks, 1996; Hooks, 1994; Ladson-Billings, 1994; Nieto, 2000). (p. 367).

Concerns with student voice. Incorporating aspects of student participation, or student voice, within an initiative is not always effective. For instance, Cook-Sather (2006) indicated it is important to recognize there is not one single unifying voice of students. Likewise, Silva and Rubin (2003) speculated, "Yet, more often than not, the student perspective is often represented in fixed and uncomplicated terms that undermine the true agency and diversity of students and student experiences" (p. 1). Additionally, Fielding (2004b) detailed that student voice activities may be "…benign but condescending, cynical and manipulative, [or] supportive and groundbreaking…" (p. 200). Fielding (2004b) goes on to reference Hart's (1992) ladder of participation as one way to measure the effectiveness of student voice activities. Cook-Sather (2006) and Lipman (1998) both described how issues of power between students and teachers and administrators could influence students' comfort with participating in school activities. Additionally, the social and cultural context of the school could determine if student voices are heard or acted upon (Cook-Sather, 2006). Fielding (2004a) discussed difficulties the balance of power adds to student voice initiatives. For instance, when soliciting student perceptions, those in power should expect to receive critical feedback about what is not working for students. Additionally, students who provide feedback should be followed up with so they understand the ways in which their opinions were acted upon. While there are complexities with incorporating

students and their perceptions within education initiatives, advocates of the process believe the shared meaning and innovative outcomes make the process worth the effort.

Overview. Similar to the foundations of youth empowerment theory, the ideology of student voice identifies positive outcomes both for the students and the overall school when students are a part of change reforms. Students could feel more respected within the school community, resulting in improved relationships between students and teachers and an increased value placed on their education. Initiatives incorporating student knowledge may lead to unique perspectives on reform implementation and sustainability processes. Meaningful participation opportunities should be provided, where students perceive they are having a vital impact in observable ways to their educational experience. For these reasons, initiatives incorporating the concerns, knowledge, and values of students could result in innovative reform strategies.

Education reform and FUTP60. Understanding the complexities of implementing top-down reforms and the potential of bottom-up, grassroots change initiatives provided me with a framework to interpret how FUTP60 worked within the culture and context of urban elementary schools. FUTP60 does not follow the dominant form of mandated national reform, which seems relatively ineffective at enacting change and can result in demoralized, disengaged teachers and students. According to education theorists, including Fullan, Hargreaves, and Lipman, using this type of teacher-initiated approach and incorporating students' perspectives may create positive results by providing meaning and value to the stakeholders who are ultimately responsible for bringing about change within the school culture.

FUTP60 advisor and change. Through my lens of inclusive education reform, I was able to interpret how FUTP60 team advisors were prepared and supported in their responsibility to guide the design and implementation of student-led health initiatives within the school. For

example, FUTP60 program objectives included improved healthfulness of the school environment and culture, positive changes to student health behavior, and the empowerment of student team members. Based on education reform literature, I was able to recognize the types of development team advisors were provided to help guide efforts related to these objectives. Additionally, I utilized my understanding of reform strategies to examine if buy-in for program objectives was developed, for instance, through advisors' motivations for signing up with FUTP60. Furthermore, I wanted to understand how teachers were developed and prepared for their roles as change agents within the school.

FUTP60 student team and change. Through the framework of student voice and student participation, I was able to unpack the progression of how elementary students might be developed into student leaders who were charged with creating positive change in their schools. For instance, how much voice did student leaders provide in decision making and planning processes? This framework also allowed me to evaluate the specific groups of students who were represented on the team. For example, was the team comprised only of students who perform well academically? Is there a large ESL population in the school, but the team only had native English speakers represented? Within the team, was there equal emphasis on different members' perspectives and ideas? Furthermore, I was aware that issues could emerge related to the negative aspects of student voice, similar to those discussed within youth empowerment and the levels of youth participation. Specifically, I aimed to answer questions regarding the ways in which adults receive students' criticisms. Were students' ideas and concerns acted upon, and if so was there a process to inform students how their input was incorporated? Did student leaders perceive their input was taken into account in order to positively influence the school environment or their peers' health behaviors?

Administrators, staff and change. While FUTP60 can be interpreted as a grassroots initiative, someone within the school is the initiator so it still required overall acceptance from teachers and administrators for the school health environment and culture to effectively change. All schools in this study were in urban communities, served low-income families, and had a high proportion of ethnic minority students. I expected that some, or all, of these schools may have aspects of a demoralized environment, which could lead teachers or administrators to question the alignment of FUTP60 with school goals, and doubt its effectiveness in bringing about change. Lipman (2004) suggested that because urban schools already face issues related to "…inadequate funding and resources, unequal educational opportunities, high dropout rates and low academic achievement, student alienation, racial segregation, and race and class inequality" (p.5), there may be limited time, energy, and resources to devote to student-led health initiatives. When adding this to the punitive outcomes schools may be experiencing related to NCLB, the readiness of the school culture to accept and support a student-led school health transformation seemed uncertain. Through the framework of current mandated reform and its consequences, as well as the body of literature that underscores the importance of including teachers and students in school initiatives, I examined FUTP60's success at achieving greater staff acceptance and support.

Summary. Characteristics of successful reform initiatives, such as providing meaningful participation opportunities for teachers and students, provided context for my analysis and findings related to school teams' successes and failures as they enacted the FUTP60 initiatives. Student-led teams were able to create their own interpretation of what it meant to create positive change within the school health environment, designing and implementing changes that they deemed valuable and appropriate. Throughout the school year I sought to understand how this

process was executed and how teams perceived their objectives and outcomes. For instance, which components of the environment and what types of changes did teams target? How did adult advisors enact their support role to student leaders? Did students play a central role in the team with meaningful opportunities to lead change? If changes were achieved, were they sustainable? What challenges or pitfalls did teams confront related to the complex issues urban schools often encounter? Since FUTP60 was initiated, designed, and enacted by school staff and students instead of mandated by outsiders, were substantive changes in the school environment achieved, as theorists hypothesize, or were the impacts trivial?

Theoretical Overview

FUTP60 is a national program, which has provided more than $10 million to schools, with the goal of empowering youth to take a lead role in improving the school health culture and environment and positively influence the health behaviors of students. To date, the primary source of evaluation data has been self-reports from teachers and staff involved in the program. Through the perspectives of social ecological theory, youth empowerment theory, and education reform, my intention was to unpack the process of enacting FUTP60 for youth-led teams, and garner the perceptions of adult and student team members of their roles and experiences throughout the program.

Social ecological theory informed my interpretation of how FUTP60 teams designed and implemented change initiatives targeting the school environment, school culture, and student HE and PA behaviors. Through this framework, I identified what levels of the social ecological framework (intrapersonal, interpersonal, organizational, community, and public policy) and what factors of influence, within each level, teams targeted for improvement. Additionally, I investigated whether teams targeted a single level or designed a multi-level program. Previous

studies utilizing social ecological theory have described problems with identifying significant change to program goals, such as reductions in cholesterol or BMI, as a result of interventions targeting multiple levels of influence. This can be due to the long-term nature of some environmental changes and the multitude of determinants that can impact these types of measurements. Identifying the need for measurable process and outcome goals that are predictors of long-term change could help assess a program's success and provide feedback to program stakeholders.

Youth empowerment theory allowed me to understand what types of empowering processes were included in the execution of FUTP60 and determine whether students felt empowered as a result of their experiences on a youth-led school health team. Similar to social ecological theory, empowerment can occur at multiple levels (individual, organization, community); this allowed me to identify how teams incorporated empowerment throughout the design and implementation of their initiatives. Hart's (1992) ladder of participation was important for me to classify the type of roles students were provided on the team by their adult advisor. Youth empowerment theory embraces the importance of context, so understanding how the age of students, the culture of the school, and the teacher-student dynamic outside of the youth-led team allowed me to further frame the empowerment opportunities afforded to student leaders.

Education reform literature discusses the necessity of providing inclusive roles and motivation for change stakeholders. Interventions utilizing social ecological theory have reported that in order for an initiative to be successful, it must rely on school staff to adopt program purposes and accept their assigned roles. This is aligned with education reform theorists, who have asserted that teachers are often the driving force of change within a school

and therefore need to identify meaning within an initiative. In comparison, FUTP60 is initiated from within the school and therefore may be more readily accepted. Youth empowerment theory is well aligned with education reformers' views of providing students a voice in their school and a motivation to engage in change initiatives. Hart's (1992) ladder of participation was mentioned in both empowerment theory literature and education reform and was essential to interpreting the roles of student leaders on FUTP60 teams. The context of schools is another common theme between education reform and empowerment theory. Acknowledging the role of a school's situation regarding funding, resources, NCLB punitive measures, demoralization of staff, and student concerns can all influence the acceptance, implementation, and sustainability of a change initiative.

The purpose of this study was to examine student-led, school-health interventions in four urban elementary schools. Specifically, three research questions guided my research: 1. How do adult advisors perceive their experiences as part of youth-led school health transformations? 2. How do student leaders perceive their experiences as part of youth-led school health transformations? 3. How do student-led teams design and execute school health improvement initiatives? Throughout the course of this study I utilized my theoretical lens to interpret themes such as the targeted levels of influence, types of participation opportunities provided to student leaders, and the ways in which students and teachers navigated the context of the school environment to gain program acceptance.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this study was to examine student-led, school-health interventions in four elementary schools. Specifically, three research questions guided my research: 1. How do adult advisors perceive their experiences as part of youth-led school health transformations? 2. How do student leaders perceive their experiences as part of youth-led school health transformations? 3. How do student-led teams design and execute school health improvement initiatives? In this chapter, I will explain: my research methodology, including theoretical justifications and assumptions of the interpretivist paradigm; the research participants and settings, the data collection and analysis techniques I employed; and potential cases of researcher bias.

Theoretical Justification and Beliefs of the Interpretivist Paradigm

According to Esterberg (2002), "…paradigms shape the methodological choices you make and the relationships you see between theory and data" (p. 10). A researcher's paradigm is essentially how they view the world, which can impact research topics explored, the purpose of the research, the methods employed, and which discoveries they believe are worth documenting and distributing (LeCompte & Schensul, 2010). In this section, I will describe the interpretivist approach—which encompasses the belief that individuals construct their own reality—that guided my research.

Interpretivsts believe individuals create meaning as they interact with objects and other humans (Esterberg, 2002; Hesse-Biber & Leavy, 2011). LeCompte and Schensul (2010) described interpretivism as the belief that, "…reality is a 'social construction'; that is, what people know and believe to be true about the world is *constructed or created and reinforced and supported* as people interact with one another over time in specific social settings" (p. 67).

LeCompte and Schensul (2010) noted that the individuals' social construction of reality relies on a combination of emotions and meanings from past experiences as well as how they feel about the context in which they find themselves. Since individuals will each assign a different meaning and interpretation to the interactions they have, there is not one true reality on which researchers can report (LeCompte & Schensul, 2010). As described by Esterberg (2002), interpretivist researchers are interested in understanding how given realities are produced by individuals. Just as individuals interpret their own reality, interpretivist researchers recognize their work as an interpretation of their interactions with research participants and objects of study (Esterberg, 2002).

Through my interpretivist perspective, I developed my research study to understand the meanings and realities constructed by student and adult team members, related to their experiences implementing a school health initiative. While all schools utilized FUTP60, each team and each team member interpreted the program differently, thus they created their own meaning and value for their participation on the team. I used my interpretivist lens to understand the value individuals placed not only on the program, but also to understand how they developed and initiated program objectives. For instance, how did team members view the significance of producing HE initiatives compared to PA initiatives? What types of program activities and outcomes did individuals and teams value over other program elements? A supplementary component of the FUTP60 program is to provide empowering opportunities to students, so I wanted to understand how team members interpreted this objective. What types of experiences did advisors and students think were empowering? How important did team members think youth empowerment was for overall program success? After the program ended, did advisors and students perceive that youth felt empowered? What commonalities and differences in

interpretation existed within and across school teams?   What contextual characteristics influenced individuals and teams?   These interpretivist questions guided my research design. Specifically, my understanding of youth-led school health teams was strengthened through the incorporation of interpretivist grounding in ontology, epistemology and research methodology.

Interpretive theoretical beliefs regarding ontology.   A few key concepts to the interpretivist paradigm helped me arrive at a shared understanding of the experiences that students and adult advisors encountered as part of youth-led school health teams.   The first component in the social construction of reality is the importance of context.   LeCompte and Schensul (2010) discussed the importance for researchers to "situate" constructs and meanings by describing circumstances that might influence how individuals create meaning.   Relevant contextual characteristics might include, "…social, political, cultural, economic, ethnic, age, [and] gender…" (p. 68).   For instance, in my research, each student described varying levels of empowerment for the same experience, depending on contextual considerations such as: their degree of active engagement on the team; the relationship with their team advisor within and outside of the team; and finally, the types of responsibilities they had at home.

Connected to the importance of context in the social construction of reality is the role of culture. LeCompte and Schensul (2010) defined culture as "… an abstract 'construct' put together or 'constructed' as people interact with each other and participate in shared activities. It is created as many individuals share or negotiate multiple and overlapping socially based interpretations of behavior in various settings" (pp. 67-68). For students and advisors on a youth-led school health team, the culture of the school, families, and the community all impacted their interpretation of the value placed on the team, their motivation to participate, and the outcomes they targeted.   For instance, did students and advisors view HE and PA behaviors as important?

Were students regularly provided empowering experiences, or did the school culture value discipline and obedience?

A third key component of interpretivism is that while individuals or groups may believe in alternate realities, one reality is not more or less "true" than another (LeCompte & Schensul, 2010, p. 69). This contradicts the positivist approach, which suggests there is one true reality that researchers can "discover." Esterberg (2002) described the positivist view of uncovering truth: "Explanations in the form of causal reasoning are taken as 'true' when they have no logical contradictions and are consistent with observed facts (empirical evidence)" (p. 10). In contrast, an interpretivist researcher describes the reality as it exists for individuals or groups studied, within the cultural context in which it is constructed. LeCompte and Schensul (2010) indicated that researchers might identify a belief not as true or untrue, but on spectrums such as "…more or less informed and/or sophisticated" (p. 69). For instance, youth in this study might have been provided with the types of participation and opportunities that led to feelings of empowerment in previous studies, and yet experienced no feelings of empowerment. This does not make their opinion that they haven't been empowered "wrong." Conversely, students could be provided with very token forms of participation and within their cultural and contextual situation, perceived they have been empowered.

Interpretive theoretical beliefs regarding epistemology. LeCompte and Schensul (2010) described epistemology as "…a way of studying so as to 'know' the world. Epistemologies define the kinds of evidence needed to substantiate the validity of facts and the interpretive frames for interpreting the truth" (p. 57). For an interpretivist researcher, participation and interaction with research participants is a necessary way of 'knowing'. As described by LeCompte and Schensul (2010), "Interpretive, interactionist, constructivist, and

phenomenological approaches are inherently participatory, since meaning can be created only through human interaction" (p. 70). Participation and interaction with research participants is also essential to be able to 'situate' findings within their cultural and contextual meanings. For student leadership teams, this meant spending time within the school, interacting with student leaders and advisors, as well as in the overall school community to understand cultural and contextual factors for team members.

Since new experiences can alter preconceptions, an individual's view of reality can change over time (LeCompte & Schensul, 2010). LeCompte and Schensul (2010) explained that through interaction with participants, researchers begin to identify constructs and themes, which are created and recreated as the study progresses and as new experiences occur and new meanings are created, for both participants and the researcher. Team members' values and beliefs associated with topics such as: identified program objectives, the importance of health behaviors, and the need to implement change could have shifted many times throughout program implementation. Additionally, students' experiences and expectations for participation might have transformed throughout the project, leading them to amend their interpretation of empowering opportunities.

Interpretive theoretical beliefs regarding methodology. As a result of the individualistic nature of reality, the importance of context to interpret meanings, and the ever-changing nature of knowledge and reality, interpretive studies should be designed to allow for ample interaction with research participants. For these reasons, I determined that ethnography was an appropriate fit within my interpretive paradigm, ontology, and epistemology. Hesse-Biber and Leavy (2011) asserted that an ethnographic perspective relies on epistemological beliefs aligned with an interpretive perspective on the nature of social reality. According to

LeCompte and Schensul (2010), there are seven characteristics that identify a study as ethnographic:

- It is carried out in a natural setting, not in a laboratory.

- It involves intimate, face-to-face interaction with participants.

- It presents an accurate reflection of participant perspectives and behaviors.

- It uses inductive, interactive, and recursive data collection and analytic strategies to build local cultural theories.

- It uses multiple data sources, including both quantitative and qualitative data.

- It frames all human behavior and belief within a sociopolitical and historical context.

- It uses the concept of culture as a lens through which to interpret results. (p. 12)

LeCompte and Schensul's ethnography characteristics align with the interpretive beliefs described in previous sections. Correspondingly, Fetterman (2010) described ethnography as giving "…voice to people in their own local context, typically relying on verbatim quotations and a 'thick' description of events…. ensuring that the behaviors are placed in a culturally relevant and meaningful context" (p. 1).

Fetterman (2010, p. 40) asserted that interviews are an ethnographer's most crucial technique for gathering data. Interviews allow ethnographers to explain and contextualize what they have observed in the research setting. In this way, interviews can ensure that researchers don't impose their interpretations onto participants, but instead allow participants to articulate the meanings they place on events and interactions. Additionally, interviews allow researchers to elicit important details regarding how meanings are situated with prior knowledge, experiences, culture, and context. According to Weiss (1994), interviews are also useful as a way to rescue "…events that would otherwise be lost" (p. 2). For instance, historical events, or

interactions that occur when the researcher is not present may have significance to the study and can be captured through interviews.

In addition to interviews, observations within the research setting are integral to ethnography. A central purpose of observations is the collection of field notes. Schensul and LeCompte (2013) described the importance of observation and the resulting field notes: "It is only through proper and accurate recording that information can be validated through additional observations, shared with others, interpreted, cross checked and cross validated, interrogated, and transformed into knowledge…" (p. 47). Hesse-Biber and Leavy (2011) claimed that as long as the ethnographer's presence as a researcher is known within the group they are studying, it should be considered "participant" observation. As a participant observer, researchers must be aware that their interaction and presence could change the setting and interactions among participants (Hesse-Biber & Leavy, 2011). Esterberg (2002) explained that participant observation requires the researcher to immerse herself within the "...social life of a group, observing, and writing about what you see" (p. 58).

While ethnography relies heavily on interactive methods, collecting artifacts or documents can provide insight to supplement interviews and observations (Fetterman, 2010). According to Esterberg (2002), collecting written materials and artifacts allows a researcher to study human behavior unobtrusively. Hesse-Biber and Leavy (2011) theorized that through the analysis of documents and artifacts, "…we can learn about social life, whether it be norms or values or socialization or social stratification, by looking at the things we produce that reflect macro social processes and our worldview" (p. 227). Similarly, Esterberg (2002) claimed that analyzing the productions of research participants can provide insights into their creation of

meaning. For instance, the choice of topic and language utilized in documents can offer insight into what is valued.

Overview of interpretive beliefs. Researchers' paradigms drive their worldview, including the topics they study, the research questions they frame, how they come to know the world, and the methods they employ. As an interpretivist, I believe that reality is socially constructed for individuals through current and past interactions with people and objects. The social construction of reality is situated within cultural and contextual meanings, with no reality being "more true" than another. To situate the meanings and realities of individuals and groups, researchers must interact with the people they study. Since individuals are continually interacting with people and objects, meanings and interpretations can change over time, so research can only ever capture the meanings produced within a certain time and location. The aforementioned interactionist nature of ethnography provided me the framework to study student-led school health teams. Through interviews with students and advisors, participatory observations of team members in their natural setting, and the collection of materials produced by teams, I captured the realities and shared meanings of team members regarding their experiences on student-led school health teams.

Study Methods

In this section I will describe and justify the criteria employed for recruiting research participants. Then I will provide a synopsis of research participants and school settings. Finally, I will detail the data collection procedures employed in this ethnography.

School selection criteria. My first criterion was to select from elementary schools who had applied for and been selected to participate in a comprehensive school health program, during the 2014-2015 school year. The comprehensive school health program (CSHP) is built on

a social ecological framework with the goal of embedding HE and PA opportunities and education throughout the school environment. Specifically, the program incorporates four components: healthy messaging, during school physical activity and health promotion, student leadership through FUTP60, and after-school clubs. Schools are assigned a CSHP staff liaison, to help facilitate school leaders with component implementation throughout the year. To be eligible for the CSHP, schools must apply for the program and demonstrate a commitment from school administration and staff to assign leaders to enact each component of the program. Although any school can implement FUTP60, schools participating in the CSHP have already demonstrated a commitment to enact school-initiated change, thus increasing the likelihood they embody characteristics supportive of grassroots change initiatives.

While the 15 schools participating in the CSHP during 2014-15 were located in the same Midwestern state, their profiles varied considerably; they included rural, suburban, and urban locations and diverse student demographics with regards to race and socioeconomics. Some schools were part of public districts, others were operated as charters, and still others were private, religious schools. The number of students attending schools enacting the CSHP ranged from 100 to 800. Given the diversity of CSHP schools, I needed additional selection criteria to determine which of the 15 schools should be included.

Ogden et al. (2014) reported that 31.8% of children were overweight or obese in 2011-2012. While obesity is widespread in the United States, it does not affect age, race, and socioeconomic groups equally. Obesity rates increase as children age, with childhood obesity linked to obesity in adulthood (Engeland et al., 2004; Ogden et al., 2014; Serdula et al., 1993; Singh et al., 2008). Children from lower SES families/households and of minority ethnicities experience obesity at a disproportionate rate (Wang & Beydoun, 2007). Therefore, interventions

targeting children from minority, low SES families could result in the biggest reductions childhood obesity and associated health effects. With these considerations in mind, I added selection criteria regarding student demographics. I chose to establish criteria to examine only schools with at least 75% of students identified as ethnic minorities. As a measure of SES, I used the percent of students eligible for the national free or reduced school meal program, again setting my criteria at 75% of students. I chose 75% as the threshold to help ensure schools included in the study would serve children affected by inequalities related to the prevalence of obesity, while not limiting the schools fitting my criteria.

Public health organizations have identified schools as essential partners in preventing and reducing the childhood obesity through improving opportunities to engage with and learn about HE and PA (IOM, 2012; Office of the Surgeon General, 2010). Given the prevailing view that schools should educate the whole child, not to mention the cognitive and academic benefits associated with HE and PA behaviors, schools are a natural fit for health programming. Unfortunately, schools often face obstacles to providing students a healthy environment due to pressures related to mandated reforms, such as NCLB, and barriers related to instructional time and the physical environment. Schools in urban, low-income neighborhoods face additional challenges related to unequal funding and distribution of resources, race and class inequalities, and neighborhood disparities related to crime and poverty. Consequently, health initiatives providing support to urban schools serving students from ethnic, low-income families, might narrow health and resource gaps presently existing between segments of society based on income and ethnicity. For this reason, my third selection criterion was to work only with CSHP schools in urban settings.

After applying the criteria regarding CSHP participation, student demographics, and schools in urban locations, I was left with 10 schools that fit my selection conditions. Next, I reviewed school applications to find other possible factors that might be appropriate to consider during the selection process. I removed one school because it was comprised of only Kindergarten and first grades. Incorporating meaningful participation opportunities for students this young would be difficult and not aligned with my primary interest of what empowerment looks like for upper elementary students. I also eliminated two K-8 schools that had students in 7th and 8th grades on their student leadership teams. Including schools with only upper elementary students (3rd through 6th grades) might have limited contextual differences between age groups. Two additional schools were eliminated because of previous experience with FUTP60; given the exploratory nature of this study, I wanted to understand perceptions of how team members thought the program was going to be enacted, and then investigate how these perceptions might change over the first year. After my extensive filtering process, five schools remained eligible for this study.

An essential criterion for ethnography is to provide a thick description of the culture and context that teams work within, including observations of team meetings and events as well as the day-to-day operation of culture within the school environment. Studying too many teams would limit my time in the field with each school, and including too few teams could limit the ability to apply what I learned to other schools and teams. Consequently, I contacted the five schools identified by my selection process, with a goal of recruiting four schools willing to participate in this study, allowing me access to their teams. However, based on my initial research on school settings, I was especially interested in two of the five schools because of some distinguishing characteristics. First, Lincoln Elementary was the only public school

meeting my criteria and was part of a district experiencing financial hardship. These conditions might lead to unique influences for the project, not experienced by the other school teams. Second, Davis Academy's website specifically mentioned community empowerment and appeared to have a distinct culture as the only Academy to offer place-based education and without a uniform requirement. By including these two schools, in addition to two of the remaining three remaining Academies, I hoped to compare team experiences and look for themes based on unique school characteristics to determine the generalizability of findings. Through visits to the schools and follow-up emails, and phone calls, I successfully recruited four schools to participate, including Lincoln and Davis.

Research setting. In this section I describe the basic demographics of the four schools, advisors, and student team members that participated in this ethnography. During data collection I gathered thick descriptions of each school and team; description specifics will be provided in Chapter 4 with the write-up of my results. Providing thick descriptions of research settings and participants allows a researcher to explain their interpretation of participants' behavior and the cultural and contextual influences which exist (Ponterotto, 2006). This allowed me to situate my research findings within the contextual and cultural setting of each school and its team members. Pseudonyms are used for school, teacher, and student names and specific geographic locations have not been included. All schools were located within the same large urban city; several were within a few miles of each other.

Lincoln Elementary. Lincoln Elementary is the only public school meeting selection criteria and is located in a residential neighborhood within a predominantly Hispanic population. Their website describes their goal as building life-long learners and that teaching should go beyond the classroom and into the real world. Lincoln is a community school, which means that

it is open beyond the traditional school day with a consolidation of community resources by multiple agencies available in one location. Lincoln has approximately 550 students enrolled in grades Pre-K-5, 85% of whom identified as Hispanic. The school reported that 100% of students receive free or reduced school meals. All content on the website is available in English and Spanish and reports that the school has met or exceeded annual yearly progress (related to NCLB) since 2001. Lincoln has received several grants associated with improving the PA environment, including a playground renovation and implementation of Safe Routes to School. Lincoln also partners with the same non-profit recess organization as Western; the organization provides a full-time recess coach with the goal of increasing PA, decreasing bullying, and supporting learning. Lincoln also offers soccer and basketball after school through the same non-profit sports program as the other three schools.

Lincoln's student leadership team advisor is Diego Martinez, the school's student advocate, who is contracted through a non-profit organization. Although most of Diego's time is spent working during the school day with students who have behavior issues, he also manages the soccer team after school. The student members of the leadership team included 11 boys and girls from the fourth and fifth grade who were selected by their homeroom teachers (table 6).

Table 3.

Lincoln Elementary's Student Leadership Team Members

Name	Description
Diego Martinez	Advisor; Hispanic male in his 30s; Student Advocate.
Adrian	4th grade Hispanic boy
Amelia	4th grade Hispanic girl
Andrea	5th grade Hispanic girl
Elena	5th grade Hispanic girl
Gabriela	5th grade Hispanic girl
Isabella	4th grade Hispanic girl
Laura	4th grade Hispanic girl
Luis	5th grade Hispanic boy

Mariana   4th grade Hispanic girl
Mateo   4th grade Hispanic boy
Olivia   4th grade Hispanic girl

Western Academy. Western Academy's mission statement reports that it is committed to a student-centered environment focused on both academic potential and moral character. A public charter school, Western offers Pre-K through eighth grades to an enrollment of approximately 700 students. The school reported 80% of students participate in the free or reduced school meals program and 100% of students are African American. Western Academy's website includes links regarding a homeless education program, uniform policy, and details of a requirement for all parents to volunteer at the school for at least 30 minutes, twice per year. Western offers soccer after school through a non-profit sports program. The program is run by community volunteers, with the goal of building character in youth through sports, academics, and leadership development programs. The organization operates programs in all four schools participating in this study. Additionally, Western partners with a non-profit organization that provides a full-time recess "coach." The organization's chief goals are to increase PA, decrease bullying, and support learning.

The student leadership team at Western consisted of two adult co-advisors and six 5th grade students: three girls and three boys (Table 3). Matt Cook, in addition to his role as the PE teacher, acted as the main advisor for the student leadership team and the unofficial leader of the CSHP within Western Academy. Amy Thomas assisted Matt with the student leadership team throughout the year, in addition to her role as a paraprofessional. Each fifth grade homeroom teacher selected a boy and girl from their classroom to join the student leadership team.

Table 4.

Western Academy Student Leadership Team Members

Name	Description

Matt Cook	Advisor. Caucasian male in his fifties, PE teacher
Amy Thomas	Advisor. African American female in her forties, paraprofessional
Aliyah	5th Grade African American girl
Jada	5th Grade African American girl
Jordan	5th Grade African American boy
Kiara	5th Grade African American girl
Lamar	5th Grade African American boy
Xavier	5th Grade African American boy

Northern Academy. Northern Academy's mission statement describes their goal as preparing students for college through an arts-infused program. Northern Academy is part of a national nonprofit network of charter schools that includes 20 schools across multiple states. The school opened in 2013 and reported just under 40 students enrolled in grades K-6 during the 2014-15 school year. Northern's website identifies a growth goal of adding one grade per year until a K-12 offering is reached. Ninety-two percent of students participate in the free or reduced school meals program; 65% of students are Hispanic and 30% are African American. The website provides links to the school handbook—available in English and Spanish—which discusses topics such as homework, the uniform policy, and the code of conduct. Northern offers soccer after school through the same non-profit sports program the other three schools partner with.

The student leadership team at Northern Academy consisted of one advisor, Renee Roy, and 19 students, who participated at different times throughout the school year (Table 4). Renee was a classroom assistant the year before, but took on the role of behavior specialist during 2014-15. During the 2013-14 school year she created a group, the Top Leader Team, to reward good behavior amongst fourth and fifth graders. The principal asked Renee to integrate the FUTP60 student leadership team into the Top Leader Team for the 2014-15 school year. Top Leader students were selected by their teachers or Renee and followed an application process to become members. Some of the Top Leader students had been on the team since it originated the

year before, while others joined throughout the year. Students were also removed from the team throughout the year for behavior or academic reasons. Consequently, a subset of students shows up in only a portion of the data collection results.

Table 5.

Northern Academy's Student Leadership Team Members

Name	Description
Renee Roy	Advisor; African American female in her late twenties; behavior specialist
Adam	5th grade African American boy
Alexandra	5th grade African American girl
Amar	5th grade Middle Eastern boy (joined team in February)
Anita	6th grade Hispanic girl
Brian	5th grade Hispanic boy
Catherine	5th grade African American girl
Daniel	6th grade African American boy
Deandre	6th grade African American boy
Juan	5th grade Hispanic girl
Keandra	5th grade African American girl (joined in December)
Kendra	5th grade African American girl
Kennedy	6th grade Caucasian girl
LaTonya	6th grade African American girl
Lena	5th grade Hispanic girl
Maria	6th grade Hispanic girl
Nicolas	4th grade Hispanic boy
Miguel	5th grade Hispanic boy (left team in February)
Robert	5th grade Caucasian boy
Sofia	5th grade Hispanic girl (joined in January)

Davis Academy. Davis Academy's mission is to nurture critical and creative thinkers with a community focus. Davis Academy is a public charter that opened in 2013, serving approximately 90 students in grades K-4. The school's website identifies a growth goal of adding a new grade each year until K-12 offerings are achieved. Ninety percent of Davis' students participate in the free or reduced school meals program; the school reported that 82% of students are African American, 13% are "more than one" ethnicity, and 5% are Caucasian. The school's website features links regarding their core policies, including community empowerment, daily schedule, and anti-bullying policy. While reviewing the school's Facebook

page I found a message to new parents that there is no uniform, but students need to "wear closed-toe shoes and be prepared to get dirty." Davis Academy's website identifies the use of a place-based education model. Davis offers soccer after school through the same non-profit sports program with which the other three schools partner.

Claire Roberts is the Program Director for Davis and took on the role as advisor for the FUTP60 team. Claire, unlike the other school advisers, decided to combine the student leadership team with the CSHP after school club. Due to the newness and size of the school and its staff, Claire was concerned that there was a lack of capacity to manage all of the components of the CSHP, and therefore wanted to incorporate the leadership team within the after school club, which met after school on Fridays from January through May. To become a member, students had to be signed up for after school programming. Because multiple programs were offered each afternoon, students and their parents ranked their selection for each day on a sign-up form. This program combination and selection criteria created a unique situation where team members ranged from Kindergarten through fourth grade and attendance varied considerably from week to week. Table 5 lists the four third and fourth grade members identified when the team was formed.

Table 6.

Davis Academy's Student Leadership Team Members

Name	Description
Claire Roberts	Advisor; Caucasian female in her 30s, Program Director
Sarah	Parent volunteer (of Kindergarten student); Caucasian female in her 30s.
Jillian	4th grade; African American girl
Mia	4th grade; African American girl
Nala	3rd grade; African American girl
Deon	3rd grade; African American boy

Data collection. I collected data over the span of seven months (November through May) during the 2014-2015 academic year. Throughout this time, I visited schools to attend

team meetings and observe their enactment of FUTP60 HE and PA plays, conduct formal interviews with team members, and spend time within the school environment to gain an understanding of the contextual considerations related to the implementation of team initiatives. While the frequency and length of my visits varied, I visited each school between nine and 14 times (Western: 14, Northern: 14, Davis: 11, Lincoln: 9). The number of visits varied by school due to several factors, including: the number of students; how many I could interview during a school day; the frequency and advanced notice of meeting times; and the frequency of HE and PA plays. During my visits, I allowed for time to become familiar with the school culture and interact with advisors and student team members outside of their leadership team responsibilities, which allowed me to develop thick descriptions of the setting and participants.

During this ethnography, my theoretical framework and research questions guided my collection of data through interviews, observations, and artifact collection. While I created a data collection plan to allow for what I believed was adequate time in the field, as a qualitative researcher I knew that continuous data collection was necessary in order to recognize emerging themes; these themes were essential to adequately answer my research questions and yield meaningful findings.

Advisor and student interviews. According to Hesse-Biber and Leavy (2011), in-depth interviews are an endeavor of "meaning-making" (p. 94). Hesse-Biber and Leavy (2011) went on to state that in-depth interviews are issue oriented, with the goal of obtaining "…rich qualitative data on a particular subject form the perspective of selected individuals" (p. 95). Because the purpose of this study included understanding how advisors and students perceived their experiences as members of a youth-led school health teams, interviews with team members were crucial to capture participants' perceptions. Given my interpretivist belief that each team

member creates his or her own interpretation of what it means to be on a youth-led school health team, I could not truly understand these meanings without capturing how participants articulated their feelings. Additionally, to understand the process of how teams design and execute their chosen school health initiatives, interviews allowed me to ask about factors that influenced the beliefs and decisions of each team member.

Specifically, at three points throughout the study, 109 formal interviews were conducted with advisors and student team members using semi-structured interview guides (Appendix A). Interviews with advisors ranged from 30 to 90 minutes and student interviews lasted between 20 and 30 minutes. The first round of interviews occurred at the beginning of the research study; the purpose was to collect information about each participant and understand his or her perceptions about, among other topics, why they joined the team and their expectations for the team. Interviews began with topics advisors and students could view as more straightforward regarding joining the team and recruiting students. As interviewees felt more comfortable, the interview guide allowed for a transition to more delicate topics, such as advisors' concerns, school culture, and opinions about youth empowerment.

The second round of interviews was conducted in February and March and was intended to capture participants' perceptions of the teams' progress and to reflect on any changes in opinions since the first interview. By this point, my rapport with participants allowed me to delve deeper into sensitive topics, such as how students viewed their advisor and how advisors viewed support from school staff and administrators. Additionally, by demonstrating neutrality regarding PA and HE topics and objectives throughout my time in the field, participants felt more willing to sharing negative feelings about FUTP60 and other school health initiatives. This round of interviews also gave me a chance to revisit recurring themes from the initial interviews.

The third round of interviews occurred in May, and was reflective in nature. Questions focused on perceptions of team participation, barriers the teams encountered, support the teams received, and perceptions regarding the broader impact on the school health environment and youth empowerment. This final round of interviews also allowed me to check themes emerging from the second round of interviews.

Interviews were semi-structured, with mostly open-ended questions, allowing participants to share freely their opinions and experiences. In some cases, to avoid leading questions, I needed begin with a closed question and follow up with a clarifying, open-ended question. For instance, "Do you think adults in the school care about kids' opinions? Can you tell me all the things that make you think that?" To ensure we discussed what the interviewee deemed important, I also looked for markers that participants might use. For instance, I anticipated that when I asked advisors about the support they received from principals or peers, there might be markers that allowed me to follow up on sensitive topics. There were a variety of probes used throughout interviews to help subjects provide additional detail when primary answers lacked specifics. I have found this particularly useful when interviewing children, who might not be accustomed to or feel comfortable sharing long, detailed responses with adults. Probing questions included: "What else can you tell me about that? Can you think of any other examples?" and "Tell me more about that."

In addition to utilizing my theoretical framework and member checking to construct interview guides, observations of team meetings and events also informed interviews. For instance, during observations of team meetings and events I recorded how decisions were made and the nature of team members' interactions. In the next interview, I asked team members to reflect on the same meeting/event and talk about decisions that were made and tasks that were

completed. This allowed me to compare participants' perceptions against my record of the same event.

Informal interviews also occurred throughout my time in the field. These interviews, were less formal and less structured, occurred during school events, before and after team meetings, and between student interviews. Schensul and LeCompte (2013) discussed how informal interviews can allow the researcher to define terminology, explore emerging themes, or identify differences of opinion that occur within a group. For this study, I used informal interviews to understand how participants felt about meetings or events, get clarification about details and decisions that were made, and further my ability to provide a thick description of school settings and team members. For instance, in chapter 4 I discuss employment issues faced by the team advisor at Lincoln Elementary, which were primarily discussed walking through the halls or sitting in his office when I visited to touch base or set up appointments to interview students. Often, I took notes from informal interviews in my phone after the interview was completed, either in the school or when I reached my car. Notes from my informal interviews were read along with fieldnotes and interview transcriptions in preparation for describing a school setting and sharing advisor and student perspectives in chapter 4.

The trust and rapport I built with participants was critical in their sharing perceptions and opinions with me. First, advisors knew that I was associated with the CSHP. Also, I was present at the program kickoff and was introduced in the FUTP60 session as someone who was studying the implementation of FUTP60 and may contact advisors in the future. Based on my association with the program, advisors might have presumed I supported FUTP60 and PA and HE initiatives in schools, which could make them hesitant to share negative opinions or experiences with me. They might have also felt cautious that that their observations could be communicated to school

administrators or negatively affect the school's relationship with CSHP staff. Because of these inherent tensions, I tried to present myself as a neutral, nonjudgmental party. I also tried to build rapport by sharing personal information and finding common interests with advisors. By allowing advisors to get to know me, I hoped it would make them more comfortable in our interactions.

I anticipated that building rapport and trust with students would be challenging. Since I am an adult, I figured they might see me in a position of authority, similar to that of a teacher or school staff member. This could have influenced the answers they provided during interviews; students often assume authority figures are always looking for a "correct" answer. As an adult, they might have thought that if they criticized a teacher or the school that I might report them. While I knew these feelings could diminish over time, I made a concerted effort to make students feel more comfortable. For example, I allowed students to pick their own pseudonyms and deliberately called them by their pseudonym with the tape recorder on and wrote the pseudonym across the top of my interview guide. When students noticed that I was only in school for FUTP60, they could identify me as only related to that project and not with the overall school environment. While these strategies helped students feel more comfortable talking about their advisor and the school, seeing me as an advocate of PA and HE behaviors could also influence students' answers regarding health topics. To minimize this, I tried to appear neutral to student responses about health topics and probed for evidence to support their answers. This allowed me to pick up markers that led to more honest perceptions from students about health topics in general.

During interviews, I made notes regarding syntax and body language, which allowed me to more effectively report participants' perceptions and meanings. For instance, in Western's

case study I describe how Amy, one of the team's advisor, cut me off repeatedly to respond "I don't know" when I asked about support from the school's new management company. This was important because it showed her reluctance to discuss the topic. While in a later interview she did share her perception of the support received from the management company. Since it was sometimes difficult to take notes regarding these unspoken meanings during interviews, I allowed time directly after each interview to quickly record any important notes. I used two digital audio recorders during interviews, which were later transcribed.

Observations. The second form of data collection in this ethnography was observations and associated field notes. Spending time in the field, observing and recording what we see and hear is essential to an ethnography. According to Schensul and LeCompte (2013),

> Writing field notes is a complex task that requires careful listening, keen observation, and good writing skills. The main task of field notes is to record as accurately as possible the behaviors, conversations, processes, and institutional structures that unfold in the presence of or manifest themselves to the researcher. (p. 48)

While in the field, I took as many notes as the setting allowed. When more subtlety was required, I recorded important notes in my phone, or recorded notes after the given interaction concluded. Field notes also included informal interviews conducted during visits, which often transpired in short episodes throughout the day (Schensul and LeCompte, 2013). Again, writing down direct quotes, as appropriate, helped capture essential data for later analysis. To aid in full recollection of an event, transcribing field notes soon after I left the field was beneficial.

To help inform my thick description of the research settings my observations were comprised of team meetings, enactments of FUTP60 plays; I also gathered background data regarding the school and participants Observations of team meetings and events followed observation guides included in this document as Appendix B. While in the field, I wanted to minimize my impact on the setting as much as possible, so while attending meetings and events,

I tried to place myself to the side or in a corner where I could still observe what was going on without interfering.

During team meeting observations, I captured information regarding my research questions concerning perspectives of students and advisors and their understanding of how FUTP60 is enacted within elementary schools. Specifically, I wanted to record details relevant to my theoretical frameworks. Teams were tasked with designing and implementing FUTP60 "plays" to improve PA and HE opportunities in the school environment as well as student behaviors. According to social ecological theory, teams should include multiple levels of influence and determinants known to be associated with children's PA and HE behaviors. To this end, I wanted to understand if team initiatives aligned with the key components of a successful social ecological intervention. According to youth empowerment theory, student team members should be provided meaningful opportunities to participate and impact decision-making within the teams. My observations helped me evaluate if student team members emerged as the 'leaders' of their team, as the program intended. According to education reform theorists, teams should benefit from working within the school to create meaningful change. Further, during observations of team meetings, I wanted to determine if program initiatives were developed utilizing grass roots reform components, such as the inclusion of key stakeholders, and that they were tailored to meet the school's needs.

Similarly, team enactments of FUTP60 plays helped me to situate findings within my theoretical frameworks to answer research questions. For instance, did the enactments align with the objectives identified by the team in meetings and interviews? Were the key components of social ecological theory not only planned, but also executed? What issues arose during implementation? Related to youth empowerment theory, I wanted to understand how

preparation and implementation tasks were divided between adults and students and within student groups. Finally, related to education reform literature, how/did school staff and students support the team's initiatives?

Visiting schools for team meetings and events and conducting interviews helped me understand the school environment and culture. For instance, to understand why teams selected or ignored possible physical environment changes, I had to understand the environmental factors, such as the accessibility to and condition of PA equipment. To contextualize youth empowerment development, it was critical to assess the schools' general culture regarding the power dynamic between students and adults. For instance, were students provided opportunities throughout the school to voice their opinions openly with teachers?

In addition to providing unique data within the ethnography, observations provided a secondary purpose. They helped to inform future interview guides, allowing me to capture participants' perceptions of events, in comparison with my own account of the same events. This helped me situate their interpretations of events and understand the meaning they attached to interactions. Observations also afforded me a first-hand account of how participants acted upon objectives discussed in previous interviews. For instance, an advisor might provide examples in the first interview of how students were empowered through rotating responsibilities leading monthly meetings. If I only saw advisor leading meetings in the future, then I could identify an inconsistency between his or her intentions and actions.

Artifact collection. Collecting documents and artifacts from the field throughout an ethnography has several benefits. First, they provide evidence related to findings and my research questions. For instance, collecting team meeting agendas offered insight into who decided what topics were covered in meetings and what topics were identified as important.

Additionally, artifacts represented the end result of a team's objective and often intersected with other data. An illustration of this was a poster used to collect votes after a HE taste test. During an interview, I asked participants how the poster was developed (who thought of the idea to make a poster and who was in charge of making sure students voted as they left the tasting area). School wellness investigations and success stories submitted by advisors were also printed from the FUTP60 website and saved. All artifacts and documents were recorded, including an identification of the date and location it was acquired, description of item, and any additional information pertinent to the study.

Data Management and Analysis

Data were analyzed using an inductive analysis and constant comparison approach (Hesse-Biber and Leavy, 2010). Constant comparison entails comparing pieces of data to each other while identifying similarities and contradictions within the data. LeCompte and Schensul (2010) claimed, "A key feature of ethnographic data analysis is that the process is **recursive** or iterative" (p. 197). An iterative approach to data analysis includes gathering data, beginning to analyze it through memo writing and coding, collecting more data, analyzing that data, and so on (Figure 6).
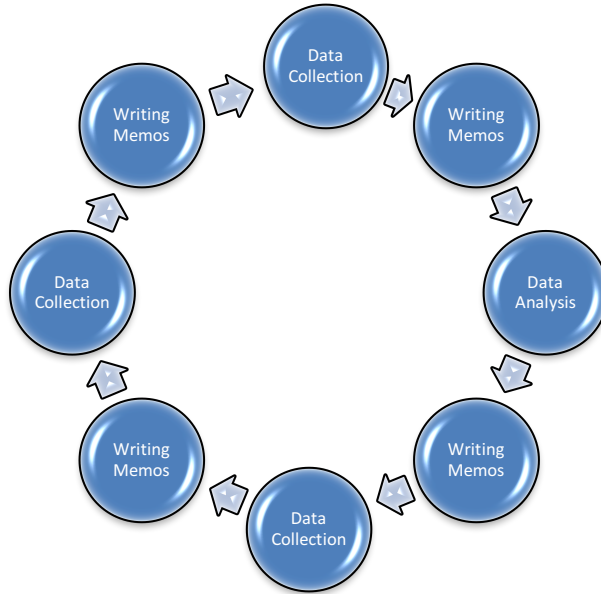
Figure 6. The iterative process of data analysis, as described by Hesse-Biber and Leavy (2011).

To ensure productivity and organization I created a study protocol, comprised of a 14-step process to collect, transcribe, analyze, interpret and store data. Each step is described below and outlined in Table 7. The establishment of procedural steps should not indicate that one step is completed before moving on to the next step. Due to the iterative nature of data collection and analysis in this study, there were many instances of overlap between steps, especially across schools. For instance, each school had individualized meeting schedules, which meant that I was attending one school's team meeting while transcribing interviews from another school. While this type of flexibility was necessary, I was aware that identifying emerging themes from one source of data was needed in order to inform future data collection.

Step 1. Before beginning data collection, I created semi-structured interview guides and observation guides to help focus my time spent in the field. Both instruments were designed to collect data relevant to my research questions and theoretical frameworks, while still allowing themes meaningful for participants to guide my work. Advisor interview guides encompassed an assortment of open-ended questions related to topics such as team formation, program

expectations and implementation, school culture perceptions, and feelings about youth empowerment. Student interview guides included open-ended questions regarding responsibilities on the team, program expectations and implementation, and thoughts on the benefits of team participation. Interview probes were used to follow up on initial responses to help elicit full, descriptive answers from participants. Since formal interviews were conducted at various points throughout the study (beginning, middle, and end), interview guides covered a variety of topics in each round, and included opportunities for reflection on changes in meaning and perceptions that might occur throughout the school year. Conducting interviews at multiple points in time also allowed for the deferment of topics to a later interview if it appeared a topic was sensitive, or if I felt that additional rapport with a participant was needed. Observation guides contained descriptors such as the time, date, and attendees at team meetings or events. Observation prompts regarding research questions and theoretical frameworks were also incorporated. This included themes regarding program design and implementation processes, decisions made and decision makers, the roles of students and advisors, and the demonstrations of support and engagement from and students.

Step 2. The first step in data collection consisted of initial individual interviews, first with advisors, then with student team members. This allowed me to capture participants' perceptions at the beginning of the research study, prior to having their experiences on the team influence their feelings. Interviews with advisors occurred in their office or classroom, while interviews with students occurred in advisors' offices. Student interviews occurred within the span of one to two days, depending on the size of the team, which allowed me to capture all students' perceptions at about the same time.

Step 3.   Interview transcription of the first round of interviews occurred before the second round began, and when possible, before visiting that same school again. For interview transcriptions, I used an Olympus AS-2400PC transcription kit, including a foot pedal. Any notes taken on the interview guide during or directly after the interview were included in the transcription document. All transcription documents were created in Microsoft Word.

Step 4.   According to Hesse-Biber and Leavy (2010), memo writing helps researchers develop ideas concerning their data and code categories and should occur throughout the analysis process. Reading and rereading interview transcriptions, conducting open and focused coding, and recording preliminary analyses of these codes through memo writing allowed me to identify emerging themes, which informed the remainder of my data collection. Focused codes can be used to identify emerging themes aligned with my research questions and theoretical frameworks. Additionally, open coding, conducted by going line by line through transcriptions and creating a code for each idea, is a process that can help identify important but often unexpected themes.

Step 5.   Based on the emerging themes discovered in the first round of interviews, I updated future interview and observation guides. Updates included looking for confirmatory data that did one of the following: reinforced emerging themes as well as negative cases; contradicted emerging themes; or identified contextual requirements for specific themes. Furthermore, I tried to assess if there were clear gaps in initial data collection regarding any research questions or aspects of theoretical frameworks, in order to ensure that future interviews, observations, and artifact collection addressed said gaps.

Step 6.   Next, I conducted field visits. My time in the field included observing team meetings, attending team activities or events, and collecting rich data regarding school

environments and cultures. Observation guides assisted in the collection of data regarding the time and date of visit, as well as key information regarding research questions and theoretical frameworks. In addition to collecting data included on the guide, I was receptive to new ideas and themes, which might further inform the study. Informal interviews also occurred while in the field, which allowing me to better understand participants' perceptions, clarify my understanding of interactions between group members, and to check emerging themes with team members.

Step 7. While in the field for observations or interviews, I collected artifacts related to research questions and emerging themes. Artifacts included meeting and even agendas and team-produced materials, such as posters. I also kept emails from advisors and took pictures of the school environment.

Step 8. After each field visit, I transcribed my field notes and documented collected artifacts. Transcriptions included notes from observations, including short jottings, as well as notes taken directly after the visit and recollections that occurred during transcription. This allowed me to paint a clearer picture of the visit and assist in utilizing any newly emerging themes in future data collection opportunities. Artifact documentation included identifying the when and where it was acquired, a description of the item, the name of the person from whom it was acquired, and any additional relevant information. All field note transcriptions and artifact documentation occurred in Microsoft Word.

Step 9. After transcriptions of field notes and documentation of artifact collection was completed, I conducted further memo writing and coding. I used focused coding to identify how data fit within the scope of my research questions and theoretical frameworks, and I used open coding to identify emerging new themes. In addition to understanding how new data reinforced

emerging themes, I conducted a negative case analysis—a key concept of constant comparison—by examining how new data might have contradicted previous findings.

Step 10. Next, I updated future observation and interview guides based on the current emerging themes. It was also important throughout the data collection and analysis process to conduct member checks with research participants. This allowed me to confirm that the emerging themes I found related to participants' perceptions rang true to and solidified my findings.

Step 11. In addition to transcribing data and writing analytical memos regarding emerging themes, I kept a researcher journal. By reflecting on my time spent in the field, I was able to develop insights and interpretations related to themes. The journal was also helpful for me to reflect on my perception of what was happening throughout the study. This can occur by writing about particular interviews or observations that might have created a break-through in my thinking (LeCompte and Schensul (2010). Writing in a journal also allowed me to identify my biases; for example, I thought I might unfairly question the commitment of the advisors. By having a "safe place" to unload these feelings, I was able to remain more objective during the data collection and analysis processes.

Step 12. My analysis procedure also accounted for the trustworthiness strategies employed during this ethnography. While I will discuss trustworthiness strategies in more detail later in this chapter, it is appropriate to mention their use within data analysis as well. One credibility strategy previously mentioned is conducting member checks to confirm that research participants agree with emerging themes. Another credibility strategy is the continuous search for negative cases through constant comparison. This means I deliberately looked for data

contrasting a current theme, which allowed me to provide additional detail—perhaps contextual characteristics—a bout when a theme may or may not be evident.

Step 13. I continued to repeat steps 2-12, collecting and analyzing data, for the remainder of my time in the field, ensuring I had a clear understanding of participants' perspectives regarding their experience during the execution of the school health initiatives. I remained in the field, collecting new data until data saturation occurred. Data saturation occurs when new data is no longer being discovered (Hesse-Biber & Leavy, 2010).

Step 14. Throughout this study, electronic documents, audio files, and Microsoft Word transcriptions were stored on my personal computer, which is password protected. A back up of all electronic data was kept on an external flash drive, which was kept in a file cabinet at my home, and on my iCloud account, which is password protected. All paper documents were stored in a file cabinet at my home.

Table 7.

14-step research protocol

Step	Description
1	Developed interview and observation guides based on research questions and theoretical frameworks.
2	Conducted formal semi-structured interviews, round 1.
3	Transcribed interviews, round 1.
4	Memo writing and initial coding.
5	Updated and adjusted observation guides and future interview guides. based on initial findings.
6	Field visits including observations and informal interviews.
7	Artifacts collected during field visits or through other avenues (emails).
8	Transcribed field notes and document artifacts.
9	Memo coding and writing.
10	Updated and adjusted future observation and interview guides based on initial findings.
11	Researcher journal used for bias and insights.
12	Employed trustworthiness strategies.
13	Repeated steps 2-12 as necessary for the remainder of the study.
14	Data storage and back up.

Trustworthiness Strategies

Incorporating trustworthiness strategies in qualitative research studies ensures that readers can trust associated findings (Suter, 2012). It also allows the researcher to offer compelling arguments and support for findings, and offers transparency to readers regarding data collection methods and analysis techniques. There are four components of trustworthiness: credibility, transferability, dependability, and confirmability. In the following sections, I will detail strategies integrated throughout this study to meet requirements related to the four components of trustworthiness.

Credibility. According to Schensul and LeCompte (2013), "A key determinant of research quality is its credibility; no research that is not credible or believable can be considered to be of high quality" (p. 317). Shensul and LeCompte (2013) go on to note that high-quality research contains convincing arguments supported by sufficient evidence and holds up to the scrutiny of the population studied. In this study, I employed techniques such as prolonged engagement, triangulation, negative case analysis, member checking, and peer debriefing throughout data collection and analysis of emerging themes to enhance the credibility of findings.

Prolonged engagement. During this ethnography, I visited schools 48 times throughout a seven-month period in order to gain familiarity with the setting and participants I studied. This allowed participants, as well as other school staff and students, to become familiar and comfortable with my presence in order to build rapport and trust. It also provided ample opportunities to collect data regarding any contextual or cultural characteristics of the school and team to help situate my findings.

Triangulation. Triangulation occurs when multiple data collection strategies are utilized to substantiate research findings. Esterberg (2002) claimed,

> Each research strategy has particular strengths and weaknesses. For example, in-depth interviews can provide insight into people's thoughts and feelings, but people's behaviors don't always match their words. Analysis of texts can tell you about social ideals for behavior, but the texts can't tell you how people actually respond to them. (pp.36-37)

For these reasons, conducting interviews and observations and collecting artifacts allowed me to compare and contrast different types of data to tell a more complete story regarding the experiences and process involved with implementing a youth-led school health initiative. Using constant comparison, I compared themes across schools, allowing me to further build evidence regarding findings.

Negative case analysis. In addition to utilizing constant comparison to understand when themes were supported by multiple participants or teams and across data collection techniques, I focused on the differences between data points. In particular, when a theme appeared to be fully developed, I searched for data that could potentially contradict it. This allowed me to add detail and authenticity to themes, and provide contextualization for when it didn't develop.

Member checking. Member checking, which has been mentioned throughout this chapter, was also critical for establishing the credibility of findings. Member checking involves a researcher sharing with participants the emerging themes and meanings that are constructed as a result of their involvement in the study. During the 14-step analysis plan, there were multiple opportunities to include member checks regarding emerging themes with participants, during both interviews and observations.

Peer debriefing. Another strategy to enhance credibility is peer debriefing. A peer debriefer adds expertise and perspectives related to data collection techniques, and offers advice and enrichment to methods and time in the field. Additionally, a peer debriefer serves as a

sounding board to test interpretations of the data by adding his or her perspectives and interpretations to ensure a more thorough analysis of themes. Another benefit of interacting with a peer debriefer relates to subjectivity and potential bias. My primary peer debriefer was the program manger for CSHP. By understanding my tendency toward a programmer perspective, my peer debriefer could when necessary, challenge my judgments or perceptions and provide feedback on how to separate myself from the program being implemented in the schools. For instance, in Chapter four I will discuss the late start of Davis' club and how their interpretation of FUTP60 limited the program's impact within the school. Talking with my peer debriefer allowed me to remember my role as observer and recorder of events and to not step in and influence the success of the program. Additionally, a researcher involved in the design, execution, and evaluation of CSHP acted as a peer debriefer. We similarly discussed my relationships with advisors and student leaders and the progress and obstacles teams throughout the study.

Transferability. In addition to credibility, transferability of findings to other cases underscored the trustworthiness of this ethnography. According to Lincoln and Guba (2000), transferability can be aided by providing readers with a thick description of the setting and context of findings. This thick description allows other researchers to create a working hypothesis on the appropriateness, or fit, to transfer the conclusions of one study to another. Consequently, my objective was to provide a thick description of schools, teams, and participants, in order to allow my readers to determine to what extent my findings could transfer to their experience.

Dependability. According to Suter (2012), "Dependability is enhanced by common qualitative strategies (audit trails, rich documentation, triangulation, etc.) …." (p. 363).

Dependability within this study was ensured through thick descriptions related to the context of findings, triangulation across data collection methods and participants, and transparency to my committee in the availability of my stored data, memo writing, and coding processes.

Confirmability. An additional strategy to ensure trustworthiness of qualitative research is confirmability. Denzin and Lincoln (1994) described confirmability as ensuring the objectivity in research findings. I employed confirmability during this ethnography in three ways: researcher journal, peer debriefer, and organized and accessible data storage techniques. First, I used my researcher journal to reflect on my interpretations and subjectivity as I worked to understand findings related to my research questions and theoretical frameworks. Second, I utilized my peer debriefer to discuss and add perspective to findings, assuring themes were as unbiased as possible. Third, by allowing access, as appropriate, to my audit trail in order to provide full disclosure of the ethnography.

Researcher Perspectives

This section covers two concerns related to research with human participants. First, I will discuss ethical considerations related to qualitative research. Second, I will discuss how my background and perceptions affected my subjectivity and interpretations for this study.

Ethical dimensions of research. There are unique ethical considerations that ethnographers must consider, given the close relationships between themselves and their participants (LeCompte & Schensul, 2010). My diligence in executing the following ethical dimensions of research ensured the protection of participants and stakeholders, while upholding the integrity of the research community.

Before beginning this study, I secured the appropriate permissions. First, this research was approved by the Wayne State University Institutional Review Board (IRB). I also discussed

with each advisor and student the focus of the study, the methods I used, and the specifics of confidentiality related to the individuals, the team, and the school. I also disclosed the voluntary nature of their participation in the study, as well as potential benefits and risks. Additionally, aligned with IRB requirements, adult participants received informed consent paperwork and the parents/guardians of minors received informed assent paperwork, advising them of the project scope and their permission to opt out of any or all research activities.

When conducting an examination in the field, researchers should take precautions to diminish unforeseen risks for participants. Throughout the collection and analysis of data, identifiable features were removed. This occurred through the use of pseudonyms for the names of schools, participants, and any other mention of people or places. The locations of schools are discussed only in generalized terms, such as "urban," or "located in a primarily Hispanic community." None of the information collected will be used unfavorably towards research participants or schools. During data collection, I omitted information that could be sensitive to schools or research participants. Due to the involvement of children in this study, I acknowledged my duty to report any issues related to harm to children that may have occurred. I was also prepared to immediately discuss with my advisor any concerns related to interactions I witnessed or became aware of in order to, if necessary, take action.

During and after the study, it was important for me to acknowledge the contributions made by each participant. This included providing opportunities of member checking to ensure the accuracy of my interpretations. At the conclusion of the study I thanked each member for his or her help and participation.

As described in step 14 of my data analysis plan, data protection and safe storage was employed throughout the study: electronic files, including audio files, Microsoft Word

transcriptions, and possible artifacts, were kept in three places. First, data was stored on my personal computer protected with a password, kept on a flash drive stored in a file cabinet at my home, and in my password protected iCloud account. All paper documents were stored in a file cabinet at my home.

Researcher subjectivity. "Social constructivists' findings are explicitly informed by attention to praxis and reflexivity, that is, understanding how one's own experiences and background affect what one understands and how one acts in the world, including acts of inquiry" (Patton, 2002, pp. 267-269). As an interpretivist, I understand that just as participants' backgrounds and past experiences play a role in their interpretations, my background affected my interpretations and analysis within this study. Being aware of my subjectivities allowed me to actively manage their influence during this study. For instance, discussing them with my advisor and peer debriefer throughout the study held me accountable to my subjectivities' influence, thus minimizing their impact. Additionally, keeping a researcher journal where I could reflect on my judgments and biases helped to maintain a balanced perspective.

After obtaining a BA in Finance, for almost ten years I held a variety of positions within corporate finance and real estate finance organizations. During my last year I began to experience "burnout." I found myself lacking any sort of personal fulfillment related to my career accomplishments and aspirations.

It was at this point I decided to return to school and obtain my M.Ed. in Community Health. The primary motivation behind my choice of study was a desire to work within the field of health programming, specifically with children and adolescents. I hoped that my unique background in business and finance, combined with content knowledge and practical experience in community health, would allow me to contribute to the field and feel personally fulfilled by

doing meaningful work.. During my M.Ed. program I decided to continue on and obtain a Ph.D., specializing in school programming and research with a focus on   the environmental and behavioral factors related to physical activity and healthy eating.. I quickly gravitated toward an interest in understanding how students could be included as leaders within school health programs.

My course work provided me with the necessary knowledge regarding health behaviors, appropriate behavioral theories, and the skills to conduct programming. Additionally, I expanded my worldview regarding topics surrounding education such as social justice and pedagogical techniques. During my experiences as a graduate research assistant I was involved in a variety of tasks related to school nutrition and physical activity programming in elementary and high schools. This included observing and evaluating programs as well as conducting programming and professional development trainings. I have also taught an undergraduate personal health course and assisted in teaching courses in human disease and health teaching methods and techniques.

As a result of my personal motivations and collection of experiences, my identity as a health programmer is deeply ingrained. Due to my interest in student leadership, I became somewhat of a "FUTP60 expert" within my work group. Through this interest, I became familiar with the FUTP60 website and provided informal trainings and regarding the FUTP60 program for colleagues. Therefore, my new role as a researcher in this study, where I was not directly involved in the design or implementation of FUTP60 programming was sometimes uncomfortable.

Due to my programmer identity, previous knowledge of FUTP60, and my theoretical lens, I needed to consciously step back while in the field and learn to observe without undue

influence. For instance, I avoided providing commentary regarding topics such as team objectives or chosen activities. Advisors, who viewed me as a source of knowledge and occasionally asked my opinion or looked to me for confirmation during interviews or observations, challenged my neutrality. During these instances, I carefully balanced my role as a researcher while still building rapport and trust with advisors.

In addition to influencing my interactions in the field, my perspectives and background could have impacted my analysis of data as well. For instance, I anticipated advisors may have been chosen for their role by the principal, and thus did not feel genuinely connected to the program. Or advisors might have become disengaged in their role, due to outside personal or professional factors. During my analysis I acknowledged the complexity of advisor characteristics and motivations without passing judgment. Additionally, based on previous encounters, some schools have a culture centered on authority and discipline. I expected that this could influence the likelihood of traditionally empowering experiences being available to students. I understood that if this was the case, it was critical to remain objective in understanding students' perspectives regarding empowerment, instead of my own interpretations of empowerment.

Summary

The purpose of this study was to examine student-led, school-health interventions in four elementary schools. As an interpretivist, I believe individuals create their own reality through social interactions, recognizing the role that previous experiences, emotions, and culture play in the construction of these meanings. Through my interpretivist perspective, I wanted to gain an understanding of the processes related to implementing a youth-led school health initiative and the perspectives of students and adults involved. Forty-eight visits to four elementary schools

were completed across seven months. Visits to schools included formal and informal interviews, observations of team meetings and events, and artifact collection. I employed a variety of trustworthiness strategies to ensure my findings were credible, transferable, dependable, and confirmable. Participants and their resulting data were handled according to strict ethical standards. My own subjectivity and perspectives on health programming and youth empowerment were managed through discussions with my advisor and peer debriefer, and a researcher journal.

CHAPTER 4: FINDINGS

Introduction

The purpose of this study was to examine student-led, school-health interventions in four urban elementary schools. Specifically, three research questions guided my research: 1. How do adult advisors perceive their experiences as part of youth-led school health transformations? 2. How do student leaders perceive their experiences as part of youth-led school health transformations? 3. How do student-led teams design and execute school health improvement initiatives?

Chapter organization

The chapter is organized as a series of case studies by school. Within each case study, first, thick descriptions will be provided of the school setting. This will include the physical setting as well as insight into their school community and other health-oriented programming within the school. Second, an account of the process teams followed throughout the year will be provided. The process section details the selection procedure for the team's advisor and student members, team meetings, and their implementation of the FUTP60 six-step program. Third, the team advisor's perspectives will be shared. Advisors shared their feelings about their role with the team, school support for the team, potential outcomes experienced by student leaders, and possible impacts the team had within the school environment. Next, the perspectives of student team members will be presented. This section will include their perceptions of team membership and the support received, the teams' impact on the school, and any outcomes they experienced as a result of team membership. The final section of the case study encompasses the researcher perspective. This section allows me to provide an additional viewpoint of the teams' process and the perceptions of advisor and student participants. This section was necessary to provide the

reader additional data regarding discrepancies between my perceptions, through my researcher lens, compared to participants' accounts. For instance, compared to expectations, the reported program impact on the overall student body often seemed inflated in advisor and student interviews, given the scope and frequency of initiatives executed throughout the year.

Lincoln Elementary

School setting. Lincoln is located in a predominantly Hispanic neighborhood in a large city. The main street running through the area has mostly one-story buildings and stores. I notice bars, hair and nail salons, convenience stores, banks, mattress stores, and an auto parts store on my way to the school from the highway. A charter school is located on the main road, just before the turn for Lincoln. Sometimes students are on the playground of the charter school, which has a chain link fence separating the area from the public sidewalk.

Lincoln is one block from the main street, in a rundown neighborhood filled with single-family homes packed closely in rows. The front of the building overlooks boarded up homes and the side of the building, where I park, faces a row of like homes with different color schemes, most of which look like they have not been painted in decades.

The school is an old, brick building. A playground is located next to the building, within a fenced area that separates it from the public sidewalk-- similar to the charter school, but smaller. The playground has only structure and very little space to run around. In November, yard signs lined the walk to the front of the building, in both English and Spanish, encouraging parents to enroll their students in the city's public schools. The stop sign at the corner of the building has been tagged with graffiti.

To enter the building, you have to be buzzed in to the school by pushing a doorbell near a video camera; this is the same procedure in all four schools. Once inside, you can either go up a

set of stairs to the main floor or down the stairs to the basement where the cafeteria is located. The building has three floors, including the basement. The floors of the building are very old varnished hardwoods and the halls are lined with lockers; the main stairwell is about six feet wide. In December a Christmas tree, with wrapped presents at its base, stands in the hall outside of the office.

The school offers Pre-K through fifth grade, and their website reports a goal of creating life-long learners and providing an education relevant to the real-world. Additionally, Lincoln's website highlights that the school has met or exceeded annual yearly progress each year since 2001. About 550 students are enrolled, 85% of whom are Hispanic and just over half are reported as bi-lingual. Free breakfast and lunch are available for all students and the district provides fruits and vegetables daily through a Farm to School program. Students are required to wear a traditional style uniform of dark or khaki pants and polo shirts. Lincoln received a Safe Routes to School grant a few years ago to provide physical improvements and education to encourage students to walk to school. Lincoln also partners with an organization whose objective is to increase PA and decrease bullying and a second organization that organizes after school sports programs in soccer and basketball.

As well as having bilingual website content and signs within the school, the site reports that many of the school's teachers and staff are fluent in Spanish. Monthly parent organization meetings are also held in both English and Spanish. Lincoln is identified as a community school, with resources and programming offered beyond the traditional school day. This includes health and wellness resources such as Cooking Matters classes, exercise and fitness classes, and assistance with weight control. Cooking Matters is a program designed to help low-income families learn how to eat well at a low cost. The school has a parent resource center located next

to the main office with computers available and parent workshops on topics such as resume building, employment searches, and parenting strategies.

Process. In this section I will begin by describing the student leadership team's adult advisor, including his primary role in the school and how he was chosen as the team's advisor. Then I will describe the student team members and how they were selected for the team. Finally, I will chronicle the team's progression throughout the year, including team meetings and the implementation of the six-step FUTP60 process.

Advisor description. Lincoln's SLT was advised by Diego Martinez, the school's student advocate. Diego is a Hispanic man in his thirties and had worked at Lincoln for four years. In his role as student advocate, he spent much of his time working with children identified as having behavior issues or who were considered troubled and in need of extra guidance and attention. Diego described his role as:

> …I'm just like a dad, a second dad at the school. I walk around, I talk to the teachers, "How you doing, blah blah blah, how are your kids?" I check in with the kids I need to check in with a little bit more; other kids I need to pull aside everyday…. I pretty much know the kids' story. I know their parents; I know if you don't have heat at your house; I know if you've got a parent that's not the best parent…I know if I call your parents, okay, you gonna get a whoopin'.

When Diego and I walked through the halls, he would often stop to talk with students, staff, and parents, switching between English and Spanish as needed. In addition to his formal role as student advocate, coaching soccer after school, and being the SLT advisor, Diego also agreed to be shadowed by two counseling students from a local University, who contacted him in early November.

Diego talked about his past roles as a mentor to high school dropouts, teaching sex education at a middle school, and working in a variety of summer programs with children. He

also shared personal background, "I've been on my own since I was 16. So, when you've got a person in my position, [students] know okay, I'm here to help you.…"

Throughout the school year, Diego encountered complications with his employment contract. The school district outsourced the student advocate position to the organization that employed Diego; that organization was, at the time, under investigation for embezzlement, which led the school district to suspend the organization's contract. Diego told me that most of the contractors were pulled from the schools, but Lincoln's principal was on board with him being a "volunteer." This meant Diego had been volunteering at the school, doing his regular job for the past six months, without receiving a paycheck. The situation appeared to be resolved in early November and he began receiving pay, but by Thanksgiving more complications arose with the investigation and his status returned to volunteer. In addition to applying for unemployment, Diego was worried if the issues went on too long he would have to look for other work, which would mean he would not be able to come in to the school. These challenges did not seem to impact his commitment to Lincoln, although they did lessen his time in the school in December, when he took on part time work as a cook. By the end of March, the contract difficulties seem to be resolved. The district was contracting with a new organization that hired Diego to continue in the same position. Once the initial contract details were worked out, he began receiving paychecks again. I followed up with Diego in the Autumn of the following school year to see how he was doing and I learned he was again having contract issues and was in volunteer status while waiting to work "…on the books again."

Although Diego was listed as the school's SLT advisor on their CSHP application the previous Spring, he seemed to find out about the role during the all-day CSHP kickoff training event. He recalled, "They asked me about going to the [kickoff]. So when I agreed to it, I

agreed to go to the meeting. I didn't agree to be the advisor for the [SLT] group." Once he was at the kickoff, Diego learned he was signed up for a breakout session about the SLT and decided to learn more. He was worried about balancing the workload with his regular job, but could see that the team would benefit students:

> I do believe it's a cool idea, but I do my regular job, which is a lot…. That being said, back to the question, why I got threw into this is that it benefits the kids. So I agreed to it. Cause I could have been like, "well, I'm not doing it."

Student team selection. Diego relied on 4th and 5th grade teachers to select students for the team, which he named the student council. Table 8 provides a list of student leadership team members' pseudonyms, grades, ethnicity, and gender. Diego described student council members as, "These [students] are the cream of the crop. The kids that show either leadership skills or academic; where they can be out thirty minutes and still come back and make up the 30 minutes they were gone." He also recounted sharing the selection process with the team during their first meeting, "You're the cream of the crop. Your teacher picked you because you are one of the students in class that are doing the work, your behavior is well, and you're a go-getter, and you're a leader in the class." Later in the year Diego described the students in a somewhat different way, as those who could be motivated by team membership to be better:

> There's a couple of the 4th graders that are B/C students, but I wanted to use being in the group to push them, to make them feel like, "Okay, I gotta be better. I can study more because I gotta be a role model.

Table 8.

Lincoln Elementary's Student Leadership Team Members

Name	Description
Diego Martinez	Advisor. Hispanic male in his 30s, Student Advocate.
Adrian	4th grade Hispanic boy
Amelia	4th grade Hispanic girl
Andrea	5th grade Hispanic girl
Elena	5th grade Hispanic girl

Gabriela	5th grade Hispanic girl
Isabella	4th grade Hispanic girl
Laura	4th grade Hispanic girl
Luis	5th grade Hispanic boy
Mariana	4th grade Hispanic girl
Mateo	4th grade Hispanic boy
Olivia	4th grade Hispanic girl

The eleven student council members were selected from the four fourth and fifth grade classrooms, which were the highest grades in the school. When I asked students why they thought their teachers chose them, all answered with a variation related to getting good grades and/or having good behavior in class. For instance, Mariana recalled, "… I got picked for student council because I was being good and I got my grades up and I was catching up on all my work." Olivia described the beginning of the team's first meeting similarly to how Diego had, "We came in [Mr. Martinez's] office and he told us that our teacher picked us because we have good grades, we behaved, and we were showing other kids what to do that's right."

Team meetings. It was clear throughout the year that holding regular meetings with the team was a challenge for Diego. Originally, he decided to meet with the council on Fridays at 2pm, but after I asked if I could attend team meetings, he felt uncomfortable committing to a set time. Diego conveyed hesitancy at setting a specific meeting time and alluded to his reluctance of accepting the role as advisor:

> I gotta do my job first…. Sometimes I see, well I might not be able to do it at 2 o'clock, so I'll pull them out at 1:30…. It's kinda like a spur of the moment. But I try to [hold meetings], because it's so, it's so not what I signed up to do, pretty much.

In addition to his own schedule and time constraints, Diego was careful to limit disruptions to class time. Diego mentioned that short meetings were all classroom teachers would be supportive of, "[Teachers] support [meetings] already, and they're fine with that, but only 3-5 minutes." A further obstacle to regular team meetings later in the year was the heavy

testing schedule from March through May. Diego reflected on the progression of meetings from longer discussions to short touch bases:

> Well, we started off running and hitting the gate…. When we met, we sat down and met like 20 minutes at a time. Now, it's like there's all this testing going on and a lot of other stuff going on with the kids…. So when we meet now, it's like 3-5 minutes and it's like, "what exercise do you want?" But it's okay, because they already know the roles, so I don't have to explain too much.

While Diego seemed agreeable to the intermittency and shortness of team meetings during the year, in retrospect he would have added more structure and organization to meetings, "I think I would've made sure I had specific times set, like at 10:00 I gotta go, instead of just "I'll get you in a minute or another hour" because it shows them structure, too."

Student perception of meetings. During student interviews throughout the year, council members discussed team meetings, including the frequency and types of decisions and opinions students shared in meetings. In March interviews Elena mentioned that meetings and the weekly in-class PA breaks had not occurred the past few weeks: "Well, we haven't really been doing anything lately, because we haven't been meeting." When I asked why she thought that was, Elena responded, "I don't know, I think Mr. Martinez is just too busy right now." Along similar lines, Laura told me in our May interview that testing had interfered with meetings and in-class PA breaks, "Since we're testing we've been not doing it that much, but we're doing it today."

Regarding decisions made during meetings, most students, characterized by this quote from Luis, informed me that students' main contribution to meetings was to select the PA breaks: "…we only vote on which exercises we do." Gabriela told me that exercises were selected by students or Mr. Martinez, "Sometimes we vote on it or Mr. Martinez tells us to do it."

Meeting observation. Given the unplanned nature of team meetings as the year progressed, I was only able to attend one meeting in mid-November. Students had completed the first PA play: In-class PA breaks, earlier in the week and were planning on continuing PA breaks

every Wednesday. Further details regarding the PA breaks are included under "Step 5. Game Time," later in this section. Diego called each of the four classroom teachers who had student council members and asked them to send the students to his office, who arrived a few minutes later. The students were huddled around Diego's desk, with most students standing. I sat in one of the two visitor's chairs and a female student member sat in the other. The topic of the meeting was to pick the exercises students would lead classrooms next Wednesday in classrooms.

Before the meeting, Diego had printed a sheet listing nine in-class PA break ideas from the FUTP60 website. Diego explained that three students would each read three of the ideas out loud to the team and then the team would vote on which one they wanted to do the following week. After each idea was read out loud, Diego asked the group if they understood the idea, and acted it out or further described it if they seemed at all confused. One of the ideas is dance oriented and after it was described, Diego asked, "Who knows how to dance?" One girl raised her hand really fast and then two girls more slowly raised their hands. Meanwhile one of the boys said, "I'm not a dancer, I'm a sports player." Students continued to read ideas to the group. One of the ideas was to have students run around and engage in different activities. Diego gave examples: touch ten chairs, touch elbows with five people, etc. He asked the team their opinion of doing exercises with older classes compared to younger classes. One girl said that it would work only with older students, since they would be running around the classroom. Another girl said she thought it would work for younger classes because she knows her cousin's class was really active. Diego listened to both students without making a comment.

After all the ideas were read, Diego declared no dance activities and no to the "stress test" idea (students take a five-minute walking break before tests) since individual classroom testing schedules were not known; however, students could ask teachers to have students do it

before a test. A girl raised her hand and announced, "Our spelling test was rescheduled for Monday." Diego responded, "So you can suggest to the teacher to have the kids exercise first." Diego went on to tell students that whichever idea was picked, the team would practice together on Monday and then do them with classes on Wednesday. After voting, they settled on "take a tour" (leading students on an imaginary tour of a location, like a state). Diego then told students that the Monday meeting to practice would occur during their recess, to minimize classroom disruption. At this point, the meeting was over and students headed back to class.

FUTP60 six-step process. The following sections describe the team's completion of the six-step FUTP60 process. Completing any three of the six steps is identified on the FUTP60 website as scoring a "first down." Completing five steps is considered a "field goal" and finishing all six is a "touchdown." The website reports that achieving each level unlocks rewards, but specific rewards are not detailed. Additionally, the website informs users that the steps can be completed in any order.

Step 1. Join the league. Diego completed the first step of the FUTP60 six-step process by logging on to the website. A welcome kit, which is typically mailed once an advisor signs up, was mailed to Lincoln and all CSHP schools in September, based on their commitment to creating a student leadership team as a component of the CSHP program. The kit included a FUTP60 banner and posters for display in the school, giveaways (t-shirts, bags, and footballs) for students, and a sample "spirit cup" to promote a fundraising opportunity. The fundraiser entailed having students sell NFL branded cups. Diego told students about the fundraiser in one of their first meetings and asked students to vote on whether the team should participate; he reported that eight of 11 were in favor of it. Diego presented the idea to the principal, who turned it down because she thought the price points ($10-30 per cup) were too high for their parent group.

Step 2. Build teams and draft key players. To accomplish step two, at least one student at the school needed to sign on to the website and reach "ambassador" status. Reaching ambassador status is achieved by earning 30,000 points on the website. Points are accumulated when students report that they have completed different tasks, such as "lead your team in school-wide plays", "complete challenges", and "spread the word about Fuel Up to Play 60." Diego spent time in the first few meetings encouraging students to sign up on the website. Diego was given more motivation than most advisors to get steps completed early in the year, since CSHP schools that checked off at least three steps by October 29th would be entered into a raffle for NFL tickets. While Diego mentioned the raffle to me, he said he wanted to leave it up to students if they wanted to log in and work to become ambassadors. Diego recounted:

> I'm not gonna try to, you know, push students to be ambassadors. Well yeah, I would like them to be ambassadors so we can get to the next stage, but I want them to be an ambassador because it's a goal that they had…. Play 60 is a tool for them to feel better and to get that leadership and feel that, okay, I really did something.

Although he might not have "pushed" students to use the website, he facilitated the process of signing up by taking students to the library to use available computers. Parent consent was necessary to complete the sign up process; by having students initiate the login and providing their parent's email address for an approval form to be sent to. It became clear to Diego that this was not working and parents were not approving requests. To circumvent this request, Diego suggested to students that if their parents provided them with their email address and password, he would help students complete the process at school. Students reported back that parents were not comfortable sharing their passwords. Diego and I discussed two students who were regularly active on the site in October, but their interest dropped off; Diego thought this was due to no new games being available. Again, indicating that he did not want to compel their involvement, he recalled, "I don't really push them…I would ask them if they went on it.

They'd say, 'I don't have time.' So I'd say, 'Don't worry about it, whenever you have time.' and I'd do it that way." By the end of November, five of the 11 student council members had logged on and created accounts, although no students achieved ambassador status during the school year, meaning that this step was not completed.

When I asked students about FUTP60 and the website, most only recalled seeing the website when Diego showed it to them. Students shared a variety of barriers they encountered: Olivia did not have a working computer at home; Mariana and Isabella could not remember their passwords; and Gabriella forgot to ask her parents for permission. Students who either visited www.fueluptoplay60.com on their own, or recalled seeing it with Diego, provided positive feedback of the website itself. For instance, Elena reported, "It was fun and cool because there were facts almost everywhere and you could read them." Isabella similarly described the website, "It was cool. You could play games on it to earn points for your school."

Step 3. Kickoff. The third step in the process entailed holding some sort of event or activity for the entire student body to publicize the school's involvement in FUTP60. Kickoff event examples include holding a school-wide assembly to discuss the FUTP60 program or hosting a walk-to-school event where the school's participation in FUTP60 is promoted. Diego checked this step off in late October, but no kickoff event seemed to be held for the school. Throughout our interviews and discussions, he did not mention a school-wide kickoff event, although I did not directly ask if one was held. Since no mention of a kickoff event was found in any of my interview transcriptions or field notes, I followed up with the CSHP staff liaison, who partnered with Diego throughout the school year. Likewise, she could find no record and had no recollection of a kickoff event to promote FUTP60 held at any time during the year. It was her belief that Diego counted the first week of the in-class PA breaks as the "kickoff" of the FUTP60

program in the school. Given Diego's desire to be entered into the raffle for NFL tickets, which had a deadline of completing three steps by October 29th, it might be reasonable to infer he checked this step off to be eligible, since he did not have luck motivating students to complete step 2.

Step 4. Survey the field. Step four required student leadership teams to complete the FUTP60 school wellness investigation: a 37 item assessment of the school health environment. Questions were divided into three sections: nutrition services, PE and PA, and family and community. The website encouraged advisors to involve student team members in gathering data for the investigation and utilizing results when identifying which HE and PA plays to implement in step five.

Diego's goal was to have the survey completed by October 29th, so Lincoln would be eligible for the aforementioned NFL ticket raffle. To complete the investigation, Diego split up the team and gave each group of 2-3 students a set of questions during their Friday meeting on October 24th. He suggested potential subjects for each section (lunch lady, principal, etc.) and asked student groups to complete the investigation during their free time, then turn it in by the following Wednesday. Two of the five groups brought their information back on time. Due to the raffle deadline, Diego filled out the missing information independently and did not follow up with the remaining groups. After the deadline, one more set of students turned in their questions and he never heard from the remaining two groups.

When I asked students to discuss the team's activities, only Mariana and Olivia mentioned their contribution to the school wellness investigation. Olivia recounted, "The first few days, what we did was, we asked questions to the lunch ladies, to the principal, and some teachers." Correspondingly, Mariana recalled going to the lunchroom and asking questions, such

as how many beverages were served each day. She went on to describe the activity as fun, "I think it seemed like fun, cause there's lots of team work."

After completing the school wellness investigation, the FUTP60 website provided a "scorecard" to display the results for each of the three modules, presented in table 9. Along with module level results, the scorecard recommended three plays. The first was, "Make Your Case for Quality Physical Education!" This play entailed creating an awareness campaign to ensure the school has a quality PE program; including daily PE for all students. The play encouraged teams to use resources from the Presidential Youth Fitness Program in their campaign. The second recommended play was, "Walk for Wellness Club." This play involved creating a walking club for students, teachers, staff, and community members in order to promote walking every day. The play was developed in collaboration with the Safe Routes to School National Partnership. The third play recommended in the scorecard was, "Get Into Intramurals." This play encompassed the organization of intramural sports, either at the school or a local park, with involvement opportunities for students and families.

Table 9.

Lincoln Elementary's School Wellness Investigation Results

Module	Low 0-20%	Medium 21-40%	41-60%	61-80%	High 81-100%
1. Nutrition Services					83.3%
2. PE/PA				61.9%	
3. Family and Community			58.3%		

Step 5. Game time. The FUTP60 website instructed advisors to implement one PA initiative, referred to as a "play" and one HE play with their team during the school year. The website included suggested plays and associated resources for advisors to utilize with their

teams. While PA and HE initiatives were executed during the year at Lincoln, and described in the following sections, step 5 on the website was never checked off.

PA Play. The student council planned to do PA breaks in each of the school's classrooms once a week on Wednesdays, right before lunch. Each of the students on the team were assigned or or two classrooms and it was their responsibility to visit the classroom(s) and lead students in a series of exercises for 5-10 minutes. The school had two lunch periods, with upper grades eating first, followed by recess. Diego planned the timing of the in-class PA breaks so that council members would only miss about ten minutes of class time right before lunch to exercise with the upper grades. Council members then used the beginning of their lunch time to do exercises with the lower grade classrooms. This meant that upper grades got the PA breaks right before they went to lunch and lower grades received them about 20 minutes before they went to lunch. Council members were able to select which classes they wanted to lead the exercises in.

I observed the third week, which was Thanksgiving week, of in-class PA breaks. Due to the holiday break, council members were completing the exercises with classes on Tuesday instead of Wednesday. When I arrived, Diego informed me that he had not had time to meet with the team at the end of the previous week to vote on exercises, so he had picked activities for the team. The exercises were to each be done for one minute in the following order: running in place, jumping jacks, high knees, hop on one foot, hop on the other foot, and hop on both feet.

Diego and I walked down to the fourth and fifth grade classroom hallway and pulled student council members out of class. He asked if they remembered the activities to do with the classes and they all seem to recall the exercises, but in different orders. Two of the students went back to their own classes, which were their assigned classrooms, and Diego walked Adrian down to his assigned classroom. Adrian is a fourth grader and chose to lead exercises in one of the two

fifth grade classrooms. I asked him about this in our interview and he said that the "little kids play around more" and so he liked that the "older kids would pay attention better." The fifth grade teacher had the class lined up for a restroom break and seemed reluctant to interrupt the schedule for the PA break, but after polite insistency by Diego, the teacher instructed the class to move into the hallway, spread out (four students wide and about five students deep) and give their attention to Adrian. The teacher further instructed the class to listen to Adrian like he was a teacher. Adrian led the class through all of the exercises and the students appeared to be listening and following along. Once they completed the last exercise, Adrian asked the group a series of questions: "Who can show me high knees? Who can show me running in place? Who can give me five jumping jacks?" Several students raised their hand to each question and Adrian selected a different student for each demonstration and told him or her, "good job" when they finished. Adrian ended the session with the question, "Who can show me an exercise we didn't do?" The student he selected demonstrated squats and Adrian had the entire class complete a few squats.

Students told me they found out about doing in-class PA breaks during the first student council meeting with Diego. Accounts from Diego and student team members were consistent that the weekly schedule became routine from November through February, but the implementation of in-class PA breaks was more sporadic from March through the remainder of the school year. Specifically, the team did not meet or perform PA breaks when any of the grades were testing.

HE Play. While a healthy eating play was not selected from the FUTP60 website, Diego and the student council led an apple distribution event for the school. As part of the CSHP, Lincoln was provided with a variety of apples and recipe cards, featuring apples in both English

and Spanish. The CSHP liaison working with Lincoln suggested that Diego utilize the student council to distribute the apples. The apples were dropped off the Monday of Thanksgiving week and Diego and I discussed his plan when I visited that Tuesday to observe the in-class PA breaks. Diego noted that not enough apples were provided to give each student one of each variety and no one was available to slice apples. He hoped the two leaders of the after-school health club, another component of the CSHP, would help with the distribution. Instead of eating the apples at school, he said he wanted the students to take apples home to try with their parents.

Team members discussed the apple distribution with me: Elena recalled, "We gave the bag to the teacher and we told them they had to take it home and the [recipe] card came with it." When I asked if they were able to talk with the students during the distribution or just the teacher she replied that they only talked with the teacher. Similarly, when I asked Luis if they talked with the students at all or just handed the apples to the teachers he told me, "No, all we did was drop it off and leave." After the distribution, Diego noted that some of the apples had to be discarded, because the distribution happened the week after their delivery. He acknowledged it was a busy time at the school, with the Thanksgiving break, and it was a lot to manage on his own, since the two after-school health club leaders did not help.

Step 6. Light up the scoreboard. The final step in the FUTP60 process required the team to write a "success story" on the FUTP60 website. A success story is a way to share with other FUTP60 website users something that worked well at your school, as a result of the student leadership team. Typically written by the advisor, they are usually one to two paragraphs in length, and can include pictures or a YouTube clip. This step was not completed by Lincoln's team during the school year.

FUTP60 six-step process summary. Throughout the school year, three of the six steps were checked off on the FUTP60 website: Step 1. Join the league, Step 3. Kickoff, and Step 4. Survey the field. While Step 3. was checked off, no record existed of it occurring in the school. Step 2. (Build teams and draft key players) was initiated by five of the eleven student members logging on and making accounts, but was not completed since none of those students achieved ambassador status. Step 5. Game time was completed in the school, but not checked off on the website and Step 6. Light up the scorecard was not initiated. The three steps that were checked off (1, 3, 4) all occurred before the end of October, which allowed the team to be entered into a raffle open to CSHP schools for NFL tickets. No other raffles were held later in the year for schools that completed additional steps.

The student council at Lincoln primarily focused on implementing the PA play: In-school PA breaks throughout the year. The student team members seemed to have limited exposure to the FUTP60 program and website, but seemed to understand the connection between the program and the council, based on viewing the website with Diego at the beginning of the team's formation.

Advisor perspectives. This section presents Diego's perspectives, shared during formal and informal interviews, and is organized into four major themes. Diego's formal interviews occurred at the inception of the team in November, mid-way through the teams' process in March, and as a reflection of the year in May. Informal interviews with Diego occurred during visits to the school for in-class PA break observations and student leader interviews. The first theme is Diego's perceptions regarding the time commitment he could apportion to his role as advisor, given his primary responsibilities in the school. Second, Diego's feelings of principal and teacher support for the student council will be examined. Next, Diego's views of student

leadership will be discussed. Finally, Diego's perceptions of benefits experienced by the student council and overall student body will be revealed.

Time commitment. Competing demands for Diego's time was a major influence on how he enacted his role as advisor. "The main thing is the time. It's not that it took a lot of time, it's just that I don't have time." This continued topic of limited time to commit again emerged when he discussed FUTP60 and associated website, "In general, I think it's a good website. And I believe it's set up, you know, great. But for me to utilize it, like 100%- it ain't gonna be for me to utilize it 100%. Because it's time consuming."

To resolve the time commitment issues experienced as an advisor, Diego had two suggestions for FUTP60: either pay advisors to enact the program or provide an outside advisor to help during busy times in the school. At the beginning of the program Diego proposed needing to pay in-school advisors, "Well, to be a success FUTP60 needs to pay people to do it. And it will be a big success…. So FUTP60 is not going to be done 100% by me because I have my job first." At the end of the year, Diego discussed a second recommendation of having an outside-school advisor, similar to the CSHP staff liaison, who visits the school and partners with school staff to ensure program implementation is effective. This person could be responsible for meeting with students and implementing initiatives, "If you had a person that came into the school, like Sally [the CSHP liaison], to do [the meetings], like a support. And they would come in, and kind of take over. Obviously the school would support that person."

School support. Throughout the year, Diego and I discussed principal and teacher support, either received or withheld, for the student council and their chosen initiatives. Diego believed the priority of the principal and teachers was on academic time in the classroom. This conviction impacted his choice for meeting times (workout practices on recess time), the length of meetings (3-5 minutes), the cancellation of meetings and PA breaks during testing, and the selection of PA breaks for their PA play (as the least time intensive of the options).

Principal support. When Diego first discussed the in-class PA breaks with the principal and vice principal, the principal's impression was that it would be a one-time event. When he told her the breaks would be once a week, she seemed uneasy. "I tried to talk as briefly about it as possible, just give her information. I went to her and was like, 'yeah we're talking about going into classrooms and doing a workout.' She had like 12 questions behind that." Diego reassured the principal that of all the options on the website, this seemed to be the most minimal interruption to class time and he would ensure the breaks would be 3-5 minutes, once the routine was established. He also rationalized that the students would benefit from the added activity.

> I explained to her, "… look, there's studies shown that if they are, you know, do the exercise, is like powering the brain and basically have them succeeding in class by doing the 3-5 minute exercises in class. And the electrodes." I don't know how to explain it.

Additionally, Diego justified that if the exercise breaks were not effective or timely, they could reconvene and figure something else out. The Vice Principal insisted that Diego supervise the breaks, to which Diego responded, "Nope, these kids were picked because they're leaders."

Diego mentioned multiple times throughout our discussions in November that the principal might decide to cancel the in-class PA breaks. He was even worried that by the time I visited to observe the breaks in the third week they would have been cancelled. "Once we start implementing this, I guess we'll see, cuz like I said, you know, two weeks, the principal might say, 'Oh it's not working and we got to find something else for the leadership to do.'" He also

perceived that she would not be supportive of the PA breaks occurring during heavy testing times, "She knows that I'll stop during the testing because she knows that it's not benefitting the kids that are doing the exercising and I know that she doesn't want the kids getting interrupted."

When I asked Diego in November how the principal felt about the FUTP60 program and student council, he responded while laughing, "She feels that she shouldn't have put me in charge of it because, well, I'm implementing it…" In March, when I asked Diego if he felt supported by the principal, he said, "She knows I do a lot, so that part she's supportive of. She says, 'Go ahead and do what you do. Do up to the top, and then if you can't do anymore, that's the best you can do.'" During his reflection interview, Diego's feelings of being supported by the principal continued, "I think that the principal, she supported and pretty much let me do what I wanted to do and supported it."

Teacher support. Diego discussed teachers' priority on academics and the stress they incurred throughout our conversations, "So the principal is, you know, on them because the setting in class need to be academics and stuff and all these work rules that are supposed to be set for the teachers…." When discussing the standardized testing focus from March through May, Diego described teachers' mentality: "Teachers are a little bit out of their mind…. Because they have a deadline. Their heads are on the chopping block if they don't get all these tests done or these grades in."

In relation to teachers' support of the student council, Diego felt they would be supportive at the outset of the team's formation, but was unsure of their support once the in-class PA breaks began. "Well the teachers are supportive, because they picked [the student council] and they know these are the top students of the class. I don't know. I guess we gotta see once we start implementing [the in-class PA breaks]." Later in the same interview, Diego revealed a

perception of more limited support from teachers for non-academic programs, "And things like [FUTP60], okay, the ideas benefit [students], but [teachers'] mindset is if you're interrupting class, [students] aren't getting what they're supposed to."

In March, I asked Diego to provide examples of team related items teachers would not be supportive of and he quickly responded, "To do more. [Exercise] more times a week, or add in extra things, or [ask for] more support. I think right now they're at their top level of support." He went on to provide an example of getting pushback when calling the teachers to send the student council members down to his office, even just for a few minutes. "It's not like I just want to hang out with them, it's like some of that, what we put in at the beginning we have to follow through with, because it benefits [students]. So they understand that part."

In Diego's year-end reflection on changes he would have made, he considered the need for added teacher support, "I would explain to the teachers that we'll be asking for more support in the future, because they're at their wits end. Like, 'Now you're getting annoying.'" Later in our reflection interview, I asked Diego if he thought teachers would be willing to lead in-class PA breaks during times of heavy testing, allowing students to still benefit from the breaks, but without the time spent planning and missing class for the student council:

> No, I don't think they would, because it's so much stress riding on all these tests. If they fail, you're fired. So I think that would be a lot to ask the teachers to do, for one. For two, there's a big union push down in [the State capital] now for teachers. The teacher union, they striked three weeks ago and like 10 or 15 schools closed, because there wasn't enough teachers.

Interestingly, at the conclusion of our reflection interview, I asked for tips on how principals and teachers could best support SLT advisors and Diego's answer seemed inconsistent with his previous comments regarding the need for more support, "I think that for the school here they were very supportive so I don't really [have any]." He then elaborated that communication with teachers was key to their support, "I took that time to let [teachers] know… I'm getting a

group together to come in the class and do the workouts. I think that the communication between the advisor and the teachers is key to the support." Possibly, Diego's awareness of the pressure put on teachers, combined with his perception that teachers were supportive of the team, but his reflection that he wished he had asked teachers for more support- might indicate Diego felt supported for everything he originally asked for, but felt unable to ask for anything additional.

Student leadership. When I asked how he would describe the advisor role to other potential advisors, he used words like "mentor" and "facilitator." Throughout interviews, he elaborated on this idea of "guiding" the team; for instance: "I like to run my groups just as guiding them and I want them to be the true leaders of the group, where they're expressing their ideas…." and "I want them to brainstorm amongst themselves and kind of come up with that themselves. And me, just guiding them down the path." In addition to Diego's perception of his role as mentor and guide for the team, he frequently noted that his motivation for being involved in the program was the leadership opportunity and benefits for student team members: "The only reason I'm doing it is because the kids are getting something out of it. If they weren't getting nothing out of it, I probably wouldn't do it; and that's just being honest."

Diego became familiar with the FUTP60 website and the six-step process during the creation of the student council in October. During our first interview, I asked his thoughts on the concept of student empowerment, which is mentioned throughout the website, and how it worked within the program, "Just that we're giving them something to do, but having them choose it themselves. Make up the rules, and make up how they want to do it, instead of an adult always on them, supervising them, and directing them." Diego went on to say that this was a meaningful subject to him, "And I feel it's very important for a child to feel like they're a part of

something, and actually not only they're a part of something, they're leading it…." When I asked if he thought FUTP60 was designed around empowering opportunities for students he thought that it was, because, "they feel that they're a part of something."

Positive outcomes. Throughout our interactions, it became clear that Diego's focus was much more on benefits to student council members than the overall student body's health behaviors or school health environment. This could have been related to his perspective in his role as student advocate, which focused on individual student mentorship. This focus on council members was also aligned with his motivation for accepting the role of team advisor, which he expressed was for the leadership opportunity it would provide to students.

Behavior. Diego used the privilege of team membership to remind student council members they should demonstrate positive behavior and he thought that his method had improved team members' behavior. Diego shared a story about catching Olivia playing around in the hallway with other students, "I just told her, 'I know you're better than this, I believe in you and if something's going on with other kids, just walk away.'" In addition to stressing the importance of behaving well to stay on the team, Diego talked with student council members about setting the example for other students. This focus on good behavior seemed aligned with Diego's main role in the school as student advocate, where he spent much of his time working with students who were referred to him for behavior issues in class. Diego shared his philosophy regarding the importance of council members modeling good behavior:

> They feel that they should be the role model because that's what I push to them. I make sure that they know we picked them because their behavior…. So if you mentally make them feel it's "in" to be good now, not "in" to be the bad boy, that benefits them overall in life. I try to teach them life skills as well as the skills you get on a day to day basis.

Self-confidence. Diego said that he wanted to use the team to provide shy team members with opportunities to gain confidence in public settings, "…they're shy, so I wanted to pick them

to make sure they got exposed to public speaking and interacting with not only their peers, but older kids or younger kids." The shyness of some council members was evident during the initial PA breaks in classrooms. Diego reflected, "One girl was nervous and the classroom teacher said she froze, so the teacher helped her out. Another teacher said the girl was in and out in about a minute and a half!" To help students who felt shy in public speaking situations, Diego encouraged them to try to lead the classes on their own, but offered support and assistance if they wanted it:

> Olivia, Gabriela and Amelia, those three were the ones that were a little bit nervous, that I pushed and said, okay if you need me let me know…. The first and second time they went, I'd be outside the door and if I heard them struggling, I'd walk inside so they were supported. I think that gave them motivation to push themselves out of their comfort zone, to where they said, "I'm gonna do it and make sure I rock it out."

When I asked Diego if he thought students gained confidence during the year, he indicated that at least some had, "Yeah for the most part they did. It depends on the grade level [of the class they led]. They were a little bit scared or timid to do the upper grades, they wanted the kindergarten or the little ones."

Student body. When Diego discussed the objectives of FUTP60, he referred first to the leadership opportunity for students on the team, "You want [students] to be leaders." Second, he mentioned the impact to the overall school, "And basically their job is to make the school healthier…. We're gonna try to make sure the school knows that we need to do more healthy things to help us." Yet, when I asked Diego benefits he saw for the school in having a student-led FUTP60 team, his response focused only on the benefits for student team members, "I don't know. Showing them how to be leaders, cuz that's the benefit. Ummm. That's pretty much it."

During our initial interview, I asked Diego about the types of changes he was expecting to see in the school, based on the teams' focus. His answer concentrated on giving information to the student council and demonstrated he did not expect to influence great change in the school:

Basically, I guess, this or nothing. Basically to get [the student council] whatever information we can fit in during the year. It's not a set amount that I'm setting myself, I'm not saying we want to hit 70% of all this information on play for 60. We might hit 20, and that's still good to me.

At the end of the year, I asked Diego if change occurred in the school, based on the team's accomplishments. His response suggested he did not perceive they directly impacted the school:

Well, I don't know. The school changes every year. I've been here four years, so it changes for the better, I believe, every year. So I don't necessarily believe that one little thing is changing, but I believe that every little thing we do benefits the school and it changes because of that.

He went on to mention that students in the classes were changing, "…because they're more receptive to the [student council]." When I followed up more specifically on any changes or benefits that students in the classes might have had, related to the student council, Diego could not identify any that he was aware of, "Well I haven't really talked to the kids about it…. I don't know, they don't say anything negative about it, but I never asked."

Advisor perspective summary. Diego felt limited in the time he could commit to advising the team, while still performing his primary role. At different points during the year he shared two suggestions for how the program could resolve this issue for advisors; either pay advisors for their time or hire an outside advisor to partner with the school. His perceptions about support from the principal and teachers seemed to ebb and flow. At points during interviews, he expressed his desire for more support, at other times he conveyed that he felt well supported. He operated the team with an understanding that academics and performance on tests were the priorities of the school, and the council would have to work within those parameters. Diego saw his role as a guide and mentor to the student council and his primary objective was to provide student council members with a meaningful leadership experience. Overall, Diego did not prioritize impacting the student body or school health environments and chose to focus on

student council members' experience on the team. Diego believed that it was effective to use team membership to encourage positive behavior and role modeling; further, he noted that students who were shy gained confidence from leading classes in PA breaks. When asked, Diego could not indicate any direct impacts the team had on the overall school.

Student perspectives. In this section, I will present the perspectives of Lincoln's student council members. Formal interviews with students occurred in early December, March, and May. Informal interviews occurred during team meeting and in-class PA break observations. First, I will share students' perceptions of team membership, including the council's purpose and their feedback about the council. Second, students' beliefs about youth leadership will be revealed. Third, students' perspectives on the role of principal and teacher support for student-led health teams will be explored. Next, students' perception on the impact they had on the student body will be demonstrated. Finally, how the students believed team membership impacted them personally will be presented.

Team membership. When asked to describe the council, students focused on personal characteristics required for membership. This included Mateo, who replied, "I would describe it by saying that you have to be responsible and respectful to be in it. And it's fun." Similarly, Mariana's response included the primary characteristic for selection and the council's objective, "I would say that student council is; you get picked if you be good and you try to make your school healthier." Adrian concentrated more on the responsibilities of council members, "Doing a lot of exercise, doing healthy stuff. Make their muscles move, make their bodies move." Whereas Amelia chose to consider a personal benefit of council membership, "You learn new things that are good for you" and Luis' answer reflected his dissatisfaction with the team, "Hard and sometimes boring." Luis was the only council member who voiced unhappiness with being

on the team at any point during the school year; this will be discussed in more detail later in this section.

Council's purpose. All students agreed that the main goal of the council was to improve health. Within the theme of health, members focused on overall health, specifically HE and PA, or just PA/exercise. Amelia and others considered the goal to positively influence students' health: "To make the kids healthier." Isabella expanded on Amelia's ideas to include more than just students, "To make the whole school and all the kids- to make their family healthier." Other members, like Elena, mentioned both eating and exercise in her response, "To tell the kids more about eating healthy and exercise." Alternatively, some students provided answers exclusive to PA and exercise, Mateo: "To make people exercise more" and Laura who declared, "The number one goal is to get everyone active." The students who perceived the purpose of the council as exclusively related to PA might have been influenced by the team's concentration on in-class PA breaks throughout the year, as compared to a single event related to HE: the apple distribution in December.

Feedback and reflection. Throughout the year, students discussed their favorite aspects of being on the council. Three themes emerged: helping students in the school be more active, having a say in the exercises that were done with classes, and feeling comradery with other council members.

Overwhelmingly, council members agreed that they enjoyed going to classes and leading students in exercises. Many articulated that the reason they enjoyed this was because they were helping and teaching students. Mateo and Isabella both concentrated on working with younger students and helping them become healthier: "Showing kids that are younger ways to be healthy so when they're older they won't just stay inside" (Mateo) and "We got to do exercises with kids

that are littler than us and we could show them to be healthier" (Isabella). Andrea enjoyed the interaction with students in her assigned classrooms, "Having fun doing the exercises with the kids, seeing their big smiles." Similarly, Laura found the interaction with students rewarding and liked the personal benefit of exercising: "It helps me get more exercise and teaching kids; because I love teaching little kids. I have a second grade class and they're just so cute when I see them do the exercises."

In addition to helping students in the classrooms, many council members appreciated the opportunity to make decisions when picking exercises for PA breaks. For instance, Gabriela and Elena both mentioned sharing their opinions: "My favorite thing was that we all gave our opinion to Mr. Martinez" (Gabriela) and "That we can share our opinion and [Mr. Martinez] won't shut us down, he'll actually take it" (Elena). Similarly, Isabella and Mariana told me about their involvement in picking exercises: "…and then [Mr. Martinez] let us pick the things that we want to do for the kids" (Isabella) and "I like that when we get to go to student council, we get to make up our own exercises" (Mariana).

Student leaders also discussed their relationships with each other as a favorite aspect of team membership. Andrea liked "the amazing support that all of us give each other." She then went on to illustrate this point by telling me that they all cover each other's classes when a council member is absent. Isabella mentioned the positive team experience in multiple interviews: "I like we could be as a team and work together" (March) and "I could meet new people and I could make friends with them" (May). Likewise, Mariana shared her perception of team cohesiveness: "I like the people. And I like that we all get along." In addition to thinking the team supported each other well, Olivia also mentioned the support she received from Mr.

Martinez: "Sometimes I'm shy to do the exercises, but Mr. Martinez came with me one time and I'm not shy any more."

In addition to these main themes, some students enjoyed other aspects of team membership. For instance, Luis enjoyed dividing and delivering the apples to all of the classes and he liked that, as a team member, he got to get out of class for different activities. Amelia liked that the team "helps me be healthy."

Dislikes about student council. Students discussed in multiple interviews changes they would make to the council. Olivia, Adrian, and Mateo were consistent across interviews that they would change nothing, while the remaining eight students identified at least one suggestion. Two themes emerged: a desire to do *more initiatives* than just in-class PA breaks and the apple event or a desire to do the in-class PA breaks *more often* than just once a week. For instance, Elena mentioned she wished "that we did more things than just those two things." When I asked if she had any suggestions on things that could be added, she responded, "I don't know, but it'd be cooler if we did other stuff with it." Specifically, Gabriela suggested they could have raised money to help support the soccer team. Laura and Mariana both mentioned increasing the in-class PA breaks from one day a week to three days a week and increasing the meetings and discussions of events/initiatives the council could do. Additionally, Laura suggested that if the students on the team could make more decisions and share their opinions, it might help those who were hesitant to speak up.

Luis' discontent with student council. During the first interview round, all students were excited they had been chosen for the council. The positive feelings related to being on the team continued throughout the year, for all students except Luis. In his second interview, Luis shared with me that he had stopped going to meetings because they were boring. Although Luis wanted

to drop out of the team before our interview in March, Diego asked him to stay on for the remainder of the school year, which he did. In his third interview he felt the same way: "Sometimes it's boring because when we have to come to the meetings you just sit there and [Mr. Martinez] talks a lot." Luis went on to tell me that he also thought it was "hard" to be on the council because the student members would sometimes forget which exercises to do and the correct time to go to classes to do the PA breaks.

Given his dissatisfaction with being on the council, and that he was the only member to share these types of feelings with me, we spent more time discussing which changes he would like to see made to the council. Luis mentioned that he had never been asked if he wanted to be on the team and that team membership seemed "expected." He wished, "They could've explained it first, then gave us a choice, yes or no." He thought this would have allowed the students who wanted to do the in-class exercises to stay, and students who did not want to do them could say no. When I asked who on the team he thought would not want to do the exercises, he said he did not know. Additionally, Luis thought the way exercises were done was "boring." He would have preferred to stop doing in-class PA breaks and instead play activities in the gym with students or do something at recess with them. Additionally, Luis said he wished the classrooms council members were assigned were different and they could occasionally get a day off from doing the exercises. When it came decision making, Luis said that most of them were made by Diego and he felt, "Instead of [Mr. Martinez] making all the decisions, let the kids do half of them." Examples of decisions the students should make included, "What days they do the exercise, what exercise they want to do, and how long."

Youth leadership.   As a part of each interview, I asked students to define the term "leadership." The most common theme in council members' responses, mentioned by eight of eleven, related to good behavior. For instance, Luis felt that leadership meant modeling good behavior, "to not do bad things and show kids the right way to go." Other students, who also saw the connection between good behavior and leadership, used terms such as, "follow the directions" (Mateo and Mariana), "follow the rules" (Adrian), "you wouldn't really get in that much trouble" (Elena), and "listening to the teacher" (Isabella). Beyond having good behavior, some students mentioned that leadership was connected to being responsible. To Mateo, being responsible meant, "…so you won't forget if you have something really important to do and you won't forget to do it."

In addition to having good behavior and being responsible, a few students defined leadership in other ways. Elena and Andrea both used the word "confidence" in their responses. "I've heard the saying, 'don't be a follower, be a leader.' It means don't follow other people's personalities, be your own self and trust yourself and have confidence" (Andrea). Gabriela elaborated that being a good leader included understanding "…other people's opinions, other people's feelings and behavior, and what the other people are willing to do. That's what makes a leader." Laura and Mariana both provided examples of how leading classes in PA breaks exemplified good leadership. "A good leader has to be nice, they have to help [students] if they can't do the exercise. We always explain what we have to do and how you can do it."

Youth vs. adult-led initiatives.   When I asked student council members if they thought it would be better to have students on the team or the adult advisor come up with the ideas of what to do for the year, most students responded that it would be better to have students make the decisions. The most common theme was that student leaders could come up with things that

were more fun (or less boring) than adults. In the second interview, I added a member check for this theme and all 11 students agreed and could elaborate on this concept. For instance, Gabriela, Adrian, and Adrian all explained how *not* fun adults could be when they were in charge: "Kids will be funner and adults will be like a lot bossy" (Gabriela), "Cause kids don't scream at kids like that" (Adrian), and "Because with the students, sometimes we have a little fun. But with the adults, they make it strict" (Luis). While other students thought that students in the school would like their ideas more "Well, for the exercise, for the little kids, it would probably be weird to have adults do it 'cause it would probably be more funner to have kids do it" (Elena).

In addition to being more fun, or less boring/strict, some student council members reported that students' ideas should be used because they could have good ideas: "Sometimes a lot of kids have a lot of ideas and the ideas are just sitting out in their mind, like they really want to do it, but we don't do it" (Olivia) and "I think the team should [come up with the ideas] because they can come up with good ideas" (Laura). In addition to having good ideas, some student leaders thought they were more in touch with students' needs than adults were, "Because the adult's childhood was a long time ago, so they'd be more focused on things from adults, and us kids know, like what [we need]" (Andrea).

A few students also reasoned that council members could handle the additional responsibility and making more decisions would benefit the council members. For instance, Adrian reported, "because they're responsible." Similarly, Mateo told me, "because the kids have to learn how to be responsible." Elena discussed responsibility throughout her interviews: "That it would make the kids be a better person when they grow up, because they would have more responsibility" (December), "Because we have enough responsibility to do that now"

(March), and "Because you train them to be role models, so they should have their own ideas…." (May).

About half of the council members shared that the best way was a balance between having the advisor and students on the council make decisions. For instance, Adrian thought that if students were given decisions about HE events, they might pick junk food. Mateo was concerned that the council would have a hard time agreeing on ideas, so having the advisor help would make it easier. Mariana thought that the advisor should pick the team's plan for the year, "because they'll remember better," but that the team should pick the exercises "because Mr. Martinez sometimes picks the same things over and over." Elena liked the amount of decisions that the team had now, and thought that it was best to have the council members pick exercises, "because we're the ones doing the exercise."

School support. Similar to interviews with Diego, throughout the school year I asked students a variety of questions to understand their perceptions of support for the student council, from both classroom teachers and the principal. Additionally, in reflection interviews, I solicited advice for future teachers and principals at schools who would be implementing similar student health teams.

Principal's support. When I asked how the principal had helped the team, five students could not think of anything. Three students mentioned she was supportive of the team's creation and initiatives: "[The principal] lets us go inside the classes and do the exercise" (Luis), "She sponsored [the council]. Like now we have a shirt that says Fuel Up to Play 60" (Andrea), and "She gives us a lot of space to work here and ideas" (Olivia). When I asked Olivia for examples of ideas the principal gave the team, she could not think of any. Andrea reported that the

principal also provided the apples to distribute (which were provided by CSHP) and Isabella recalled that she "let us pass out apples to every class."

Tips for principals. About half of students perceived that principals could help student councils by having exercise occur more during the week and by providing snacks more often. For instance, Laura told me, "Have snacks two times a day and have more activity times or class workout time." Some students specified that the snacks should be healthy or consist of fruits and vegetables, "start giving out more fruits and vegetables" (Mariana). In addition to snacks and activity, Elena just wanted her principal to keep the program and Andrea suggested they "start out small and then throughout the school year grow bigger and bigger, getting more ideas."

Classroom teachers' support. When I asked students how classroom teachers had helped the council throughout the year, I learned that a fourth grade teacher had been implementing in-class PA breaks more often than when the council led them. Amelia, Isabella, and Mateo were in the same fourth grade class and all mentioned the extra breaks. A regular schedule did not seem to exist for the breaks; rather, they occurred when the students appeared to need them. Isabella characterized the breaks as follows: "Sometimes we're lazy because we're sitting all day in the chairs and then the teacher tells us to do exercises." During another interview, Isabella said they would do the exercises so students "wouldn't be tired and yawning and sleepy." In addition to the teacher implementing extra PA breaks, Olivia mentioned that her teacher had brought in someone to talk to the class. This was the CSHP liaison, who visited all classes in the school throughout the year and did 15-20 minute presentations on a variety of HE topics. Elena said her teacher talked more about about health and Adrian said teachers helped the council because they "picked the right people" to be on it. Andrea mentioned that the teacher in her assigned class

helps maintain order when she leads them in the exercises and Laura added, "They participate with us. Even though they're old, they still participate."

Tips for classroom teachers. During reflection interviews at the end of the school year, I asked students to provide tips and advice for future schools making student councils focusing on health. Regarding ways teachers could help councils, three students recommended implementing in-class PA breaks more often. Another three council members wanted teachers to participate and better control students in classes during PA breaks. Similar to others, Laura reported, "Make sure the kids don't goof around that much." Elena and Andrea thought it would be helpful to have teachers talk about health, "Maybe just 10-20 minutes they could just talk about it" (Elena).

Impact on student body. All student leaders perceived the council had impacted both HE and PA behaviors of at least some of students in their school. Laura recollected, "[Students] have said, 'You are the best. We have stretched a lot, and thanks to you, we're eating healthier.'" Mariana agreed that they positively impacted students, "We've made it a better place by helping kids get healthier and having them workout." Correspondingly, Gabriela reported that the council is "helping the kids be healthier by exercising and eating well."

When I asked council members *how* they had helped students eat healthier, two themes emerged; the apple distribution and talking with students about eating healthier. For instance, Luis told me, "Yeah, a lot of kids are starting to eat more fruits." When I asked him why that was, he responded, "Because when we gave them the apples; they know how to make different snacks with them." Mariana told me that one of the reasons students were eating healthier was because, "When I go to my student council classes I tell them to be healthy." When I asked if she thought they were taking her advice, she thought "some of them" were.

Regarding the changes in activity levels, all students believed this was due to the in-class PA breaks they had implemented throughout the year. For instance, Isabella recounted, "Because every time we do exercise, every kid from the classes get to be active and be healthier, and they get to feel how it is more than just watching TV on the couch…." Similarly, Andrea described how the PA breaks were helping students, "Now they're more active. Before they were just sitting there and bored, but when they do the exercises, they're happy and active and getting out all of their energy."

In addition to providing examples of council members' had impact on students' health, they also provided examples of other significant health-related changes. For instance, Mariana, among others, told me about how the cafeteria now only sold white milk, "Because they used to sell chocolate milk, but it had more sugar in it so they just cut it down to regular milk and water." Diego had also discussed this change to just white milk, which had occurred at the beginning of the school year, in our first interview. Additionally, several students told me about a new policy regarding lunches brought from home. Now, lunches must include more than just "junk food" and "candy": "There's a new rule in the lunchroom; you can't bring any chips or candy if you don't bring a lunch like a sandwich or an apple" (Laura). Additionally, students told me the cafeteria offered more fruit, and that sometimes fruit was handed out after school for students to take home.

Impact on student leaders. To capture all possible perceptions of how student leaders might have benefited from being on the council, I asked a variety of questions throughout the year and included member checks in the second and third interview rounds. Throughout interviews, two shared themes emerged for all students: feelings of increased leadership and

improvement of their own health behaviors. Two additional themes arose for subsets of the team, with respect to decreased shyness and increased connection to the school.

Leadership/responsibility.   Students shared feelings of increased leadership and responsibility, due to their council member role. As a result of these emerging themes, I included member checks related to leadership and responsibility in the March interview round, and for being responsibility and role modeling in the May interview round. Students' responses to member check questions overlapped, with the term "responsibility" often used in response to being a leader. This overlap of terms is aligned with students' leadership definitions often having the term "responsibility" included.

Several students mentioned how they were more responsible in doing their homework as a result of being on the council, "I used to do my homework late at night and I wouldn't finish and I'd have to do it in the morning; but now I do it afterschool" (Mateo). Isabella mentioned that being on the team helped her be more responsible and respectful to her teammates. As an example, she discussed how they cover each other's classes, when a council member is absent. Some students perceived they were a leader in the literal sense of leading classes in PA breaks. This interpretation was true for Laura, "I think I'm a leader because I lead the kids at what they're doing."

Olivia discussed how student council members were role models of good behavior: "It's helped me being more responsible and understand more things about behavior. Sometimes we will run in the hall but now we don't because we're supposed to show the other kids how to behave." Mariana also discussed improving her own behavior, since council members were considered role models:

Sometimes I'd get in trouble, but then Mr. Martinez pulled me out and told me if I'm better, I could be on the student council. I didn't actually know what student council was, so I was like, I'll try it out.

Health behaviors. Most students indicated improving either their HE or PA behaviors, with just over half responding that both their eating and activity had improved as a result of their role on the council. Concerning their healthier eating habits, Laura echoed the sentiments of her peers, "I've been eating more vegetables and fruits. I think it's important because it's part of the [council] and it's healthy for you." Elena talked about swapping unhealthy snacks with healthy choices, "Because when I come home from school- before I used to eat something sweet, like candy, but now I eat an apple or a fruit." Isabella mentioned in several interviews that she initiated new healthy habits for her and her family: "Now my family and me are being healthier; we're doing exercise almost every day and we're eating vegetables." Two students specifically mentioned eating and liking apples more because of the apple distribution in December.

Regarding increased PA, some students mentioned that being on the team had helped increase their *interest* in being active. For instance, Mariana reflected, "I never used to like doing exercises, but now I got into this, it made me want to start running and do a lot of exercises." Andrea and others mentioned that they had reduced their TV watching in favor of being physically active: "Before I used to be on electronics every day. Now… I just go outside by myself with my little brother and we start running around." Students who had not increased their PA levels indicated they had already been very active before the student council and were continuing at the same high level.

Shyness. About half of council members told me that at the beginning of the year they were too shy to lead classes in PA breaks. After leading them on a weekly basis, they felt more confident in their abilities to lead effectively. For some students, doing the exercises over and over or having Mr. Martinez offer support, helped decrease their shyness and helped them to feel

comfortable leading the exercises. For Elena and Andrea, overcoming their shyness while doing

the PA breaks helped improve their confidence in other areas of public speaking:

> At first I was really shy, it would take me 10 minutes then I'd speak a little. But now I'm on the team, I'll be speaking to someone like "hey now we're gonna do the exercises." And when I'm without the team, I'll be speaking loud and confident in front of a lot of people I do not know. (Andrea)
>   Because you would be scared going to the classes; you don't really know the kids. But if you do it, you have more confidence. Enough to do three to four exercises in front of 20 kids in a class by yourself. In school when we have to present something, sometimes I just hold the thing and I don't really want to talk; but now I want to talk a little bit more, especially if you're going to present it. (Elena)

For remaining students, some did not feel shy in the beginning, thus activities on the team had no

impact on them. Others, like Amelia and Gabriela shared that they felt shy at the beginning

leading the classes and still felt very shy: "I kind of feel shy because when I do the fifth grader's

exercise I get shy because I feel like they don't hear me and they're just being silly and that's

what makes me shy" (Gabriela).

Connection to the school. When I asked students if they felt more connected to the

school because of their role on the council, just over half agreed that they did. For some, the

increased connectedness was a direct result of going into the classes to lead PA breaks: "Yes,

because when you go to classes and you know the people more; you get to learn the names like

that" (Adrian). Alternatively, Laura had just started at Lincoln the previous April and Mariana

just started at the beginning of the school year. For them, involvement on the student council

seemed even more important: "It means so much to me because I never thought I'd be here to

this awesome school and [being on the council] helped me a lot" (Laura) and "Because this is my

first year and I didn't really know about the school when I got here, and I seen that it was gonna

be something great and important" (Mariana).

Student perspective summary. All students were excited to be selected for the team, and

with the exception of Luis, were happy to be a part of the team for the remainder of the school

year. They enjoyed helping students in the school become healthier, sharing their opinions and making decisions about which exercises to do in PA breaks, and feeling like a part of a team. However, Luis thought the team's agenda of primarily focusing on in-class PA breaks was boring. Regarding changes to the team, the most common answers were to add more initiatives or increase the frequency of the weekly in-class PA breaks. Students were split on whether they should decide everything that the team did for the year, or if decisions should be shared between students and the advisor. Most council members thought students on the team would have good and fun ideas for the team to implement.

Students did not seem to make a direct connection between the principal and the student council's work; rather, they thought that teachers could improve the health environment in their classroom by supporting healthy food for snacks and parties, increasing PA breaks, and controlling student behavior while council members led PA breaks. Council members felt that students in the school had improved their HE and PA behaviors based on the team's efforts for the apple distribution, PA breaks, and talking to them about health. They could also identify other healthy changes within the school, not directly related to the council's work. Additionally, students perceived improvements in themselves, related to HE and PA behaviors, as well as leadership and responsibility characteristics. Some students also felt more confident in public speaking and an increased sense of connection to the school, as a result of their student council membership.

Researcher Perspectives. In this section, I will describe my perceptions, providing additional context to the processes and perspectives conveyed by Diego and student council members. First, I will discuss the top leader team's process compared to the FUTP60 model. Second, I will discuss youth leadership opportunities provided to student council members.

Next, I will discuss school support for the team. Finally, I will discuss my perceptions of the team's impact on the student body within the context of Diego's and the students' feedback.

Implementation of FUTP60. Over the course of the year, Lincoln's student council completed step 1, 4, and 5 of the six-step FUTP60 program. Step 3 was checked off, but did not seem to occur. As a result, while students were aware they were on a FUTP60 team, essentially it was a team that led weekly PA breaks, without opportunities to impact the school health environment or students' health in other ways. School-wide events were not implemented and the focus between HE and PA initiatives in Step 5 were unbalanced.

Step 5. Game time. Diego selected in-class PA breaks for the council's PA play because he perceived it would incur the least time commitment and disruption to academics. The HE play implemented for step 5 consisted of passing apples and recipe cards out to teachers for distribution to students, that had been supplied by CSHP staff. Much more could have been done within this HE play to increase the possible impact for the student body. For instance, the concept shared by CSHP staff was to allow students to try slices from the three varieties of apples provided and to vote on which one they liked best. This could have demonstrated to students that different apples have a range of tartness to sweetness, allowing them to find one they like the most. Additionally, student council members could have provided healthy messages to classes regarding the importance of eating fruits and vegetables every day and that apples make great snacks to take with you to school. This could have increased perceived peer support of eating fruits and vegetables.

Youth leadership. Although Diego mentioned multiple times that his motivation for involvement in FUTP60 was the leadership opportunity for students, they were often not included in decisions or planning for the team. For instance, while students were assigned

portions of the school wellness investigation, Diego did not follow up with students to collect their responses or discuss the results. Students did not seem to be provided opportunities to share their opinions about possible initiatives or ways to improve the school's health environment or students' health behaviors. Based on my observations and students' feedback, the only decision students appeared to make during the year was to sometimes vote on which activities they would lead classes in for PA breaks. Even though this may seem like a token decision, when asked what their favorite thing was about the council, one of the three themes related to having a say in which exercises were done with classes.

School support. Diego's opinion regarding principal and teacher support the team was inconsistent. Sometimes he discussed feeling supported, while other times he wished for more support. Diego perceived the principal's support was conditional on his ability to not impact his primary role and wanted him to limit the impact to academics for the student council and student body. Based on his comments, I believe Diego felt supported in everything he had requested, but felt that further requests for student council members' time or interruptions to academics would not be allowed.

For instance, when I first mentioned my desire to conduct individual interviews with council members, Diego put his hands up and backed his chair away from his desk, exclaiming that I would need the principal's approval for something like that. Based on Diego's advice, I emailed the principal explaining my project and request to interviews students individually. A few days later Diego called me to set up the interviews. When I explained that I had not received a response from the principal, Diego said that since she had not replied negatively it was okay. I followed this process for the next two rounds of interviews: I would email the principal asking

for permission and then a few days later after no response I would ask Diego to set up the interviews with classroom teachers.

When PA breaks were initiated in November, Diego felt uncertain that the principal would let them continue weekly, as he intended. The PA breaks were discontinued for about a month in the Spring, when mandatory testing occurred, because of the distraction and time away from class. I asked Diego if he thought teachers might be open to leading the class during testing, to avoid the issue of having student council members missing class and possibly interrupting at in opportune times. He thought teachers would absolutely not be supportive of that.

Team's impact on student body. Diego did not share ways that the team had positively impacted the school or student body. At one point he said the school changes for the better every year, but that it would be difficult to identify the impact solely from the student council. At another point he told me that he had not talked with students in the school about the PA breaks the council led. On the contrary, student council members did share that they had helped students become healthier. They thought that the apple event and healthy messages that some shared in class while doing the PA breaks had helped students eat healthier. Laura even shared that a student in one of her assigned classes had said, "thanks to you, we're eating healthier." Given the lack of context around the apple distribution as supporting healthier eating behaviors, it would be difficult to expect the event resulted in a long-term impact to students' eating. While some students mentioned delivering healthy messages when they were in classes for PA breaks, this was not an official part of their process, so it is unknown what messages contained, which council members delivered them, and how frequently they included them.

Additionally, students shared that in-class PA breaks were helping students be more active. Although students were being more active for the amount of minutes that student leaders led PA breaks, the overall impact on students was probably minimal. Students led breaks for about 4 minutes once a week, unless testing was occurring, in which case PA breaks did not occur. The exception seemed to be one fourth grade classroom teacher, which many council members mentioned had started doing in-class PA breaks more often with their class. Since fourth grade classes rotated, this teacher's inclusion of PA breaks might have impacted all fourth grade students, and an opportunity for social support.

Research perspective summary. The student council did not implement the complete FUTP60 program and focusing almost solely on weekly PA breaks: incorporating no school-wide events and a limited HE initiative. Although Diego noted that his motivation for advising the team was to provide leadership opportunities to council members, the only decision students seemed to make throughout the year was to sometimes vote on which activity they would conduct during PA breaks. Diego's perception of limited school support impacted his implementation of the program; he was wary that if he asked for too much from the principal or classroom teachers, he would be turned down. Although Diego did not specify impacts the team had on the student body, council members perceived they had helped students eat healthier and be more active, as a result of the apple distribution and PA breaks. Given the parameters of the apple distribution and the frequency and duration of PA breaks, the impact on HE behavior was doubtful and the impact on PA behavior was most likely limited to the increase in minutes, related specifically to when PA breaks occurred. An exception of this seemed to be a fourth grade classroom teacher who implemented PA breaks more often throughout the week.

Western Academy

 School setting. Western is located in an urban area within view of a major highway, high-rise buildings, apartment complexes, and casinos. Western's building was originally used as a mental health hospital, so fences and gates surround the property; the gates seemed to remain open during the day. The entrance of the building has a large waiting area with chairs, a guard's desk by an interior door, an open window to the office area, and a grand piano. Visitors sign in with the office and walk to the interior door, where the guard punches a code on the handle and open the door. The same guard, a Caucasian man in his twenties with tattoos on his head and neck, was on duty for all of my visits.

 The interior walls of the building are grey cinderblock and the trim and doors are blue (the school's colors are grey and blue). The main hallway, where the youngest grades are located, is covered in brightly colored spray paint murals, with logos for many of the state's universities and colleges. Similar to Northern, classroom doorways have plaques with the teacher's name and paper signs displaying the college or university from which the teacher graduated. The building is two stories, with heavy metal doors at the ends of each hall. The metal doors typically lead to vestibules, with options to go up stairs or continue on through more doors to other hallways on the same floor. The stairwells are open within these areas, but have a sort of chain link enclosure barricading them from the open area. Besides the brightly colored murals and posters, the building itself feels unfit as a school. This might be why staff and students were quick to reveal the building's original purpose as a mental health hospital.

 Western is a charter school operated by a management company. The previous management company and principal were replaced this past summer, due to low achievement scores—according to the PE teacher. The new management company's website states they are

known for executing "school turnarounds." Since the management company and principal were appointed after application and acceptance into the CSHP, I was interested in how supportive the administration would be of the student leadership team.

The Academy offers grades Pre-K through 8 and splits the building between an elementary school and middle school. While the upper grades are located in a different section of the building, all grades utilize some of the same community areas, so it was common to see older and younger children passing each other in the halls.   On the CSHP application, school administration reported there were about 700 students, with approximately 80% participation in the free and reduced lunch program; 100% of students were African American.

Other nutrition programming at Western included the USDA's fruit and vegetable program, which funds the distribution of fresh produce as snacks throughout the school day. Regarding physical activity, after-school sports were offered through a local community volunteer organization and another organization that provided a recess coach to increase PA while decreasing bullying. Furthermore, the schedule for K-5 at the beginning of the school year had been designed to support daily PE for each class. This created a schedule for the PE teacher that was difficult to maintain, including having multiple classes in the same small gym at the same time. The schedule was changed in October to a rotation where classes received daily PE for a number of weeks and then rotated to a different "special" (i.e. art, music, etc.) for the next several weeks.

Process. In this section, I will provide a description of the student leadership team co-advisors, Matt and Amy, including their primary roles in the school and how they came to advise the SLT. Next, I will explain the student team selection process. Finally, I will provide an

account of the team's activities throughout the year, including their meetings and enactment of the six-step FUTP60 process.

Advisor description. The primary advisor for the student leadership team was Matt Cook. Matt is a Caucasian man in his fifties and was the PE teacher at Western for several years. In addition to teaching PE, Matt coached sports after school, created a wellness program for school staff, led the school's participation in the American Heart Association's Jump Rope for Heart activities each year, and had spear-headed the school's application for the CSHP the previous winter. While Matt had originally listed another staff member as the SLT advisor on the CSHP application, when I met with him in the fall, Matt had decided he would be advising the team, with assistance from Amy, a paraprofessional, and Mr. Boyd, who had PE teaching and substitute teaching responsibilities during the year.

During the school year, Matt experienced adverse health conditions that led to a leave of absence in the Winter and then again in the Spring. In December, Matt went on leave for high blood pressure issues and returned in late January. During meetings in his office, after his return, he sometimes took his blood pressure and recorded the reading while we talked. In March, he informed me that he was scheduled for hip surgery in mid-April. He expected his recovery would keep him out for the remainder of the school year.

Throughout the year, Matt seemed to struggle navigating the FUTP60 website. In our first meeting, Matt mentioned the food service director had formerly led FUTP60 in the school and when she left, he had wanted to find out more,

> I noticed [the banner] in the lunch room, you know for elementary, and didn't really understand it. Then I saw it on TV, and then somebody told me to go online last year. I couldn't figure out what it was all about, I'm still not clear on some of the things that they have with the kids and stuff like that. Then I tried it last week. I'm not sure how to join and register.

By early December Matt had not signed in on the website and asked if I could help him navigate the process when I was visiting. Since he knew I was familiar with the website, I felt it appropriate to acquiesce. I was aware that Matt saw me as a program resource, so in the future when Matt asked for help or wanted to run ideas by me, I suggested he partner with Mary, his CSHP liaison. After a few more occurrences, Matt no longer asked me about CSHP or FUTP60, but was still open to my presence at meetings and events.

Amy Thomas was the other advisor for the student leadership team. Amy is an African American woman in her forties and had worked at the school for eleven years. Her official role was as a paraprofessional, although she performed a variety of roles within the school. Amy told me that one of her primary responsibilities was to manage the testing process for the school, which she did three times a year. I saw this first-hand in May, when she managed the testing room filled with computers. Because of her schedule, our last interview took place in the back of the room while students tested.

In addition to managing the testing process, which Amy described as "the most important" of her duties, she would also substitute teach when needed. "If I'm not doing [testing] then I'm subbing. We don't get good subs. So then, you support." Amy also led special breakout groups with students, "Well, I'm responsible for pulling the children that are either the lowest or highest out of the classroom and do different things with them. Like I said, when this time of year [testing] comes, that even leaves, and I can't even do that." When she was not managing the testing room, she had her own room with a crescent-shaped table to sit at with children. During my fall visits, she often had a small group of students in her room when I arrived.

Amy heard about the SLT from Matt, "He was looking for some people and I was like, 'Sure, you know. Yeah, I'll help you out.'" Last year Amy had led the safety patrol, which she was not involved with this year. She saw the leadership team as another opportunity to work with students, but in a "different capacity" than safety patrol. Amy has a son and she saw an additional benefit of FUTP60 involvement related to applying the knowledge she gained at home with him, "I don't want him to battle with being overweight and getting unhealthy habits and things like that."

Matt had originally intended to co-advise the group with Amy, and in the beginning they partnered for the kickoff and a HE play. After that, the advisor role seemed to be divided, with Matt leading the group in February and March for the implementation of the weekly PA play. Then, Amy took over for April and May when Matt went on leave for hip surgery. As a result of the rotation in responsibilities, I conducted the first round of advisor interviews with both Matt and Amy in November to understand their expectations for the team. During the mid-round in March, I only interviewed Matt, since Amy had not worked with the team since early December. Since Amy took over in April, and Matt was on leave for the remainder of the school year, only Amy completed a reflection interview in May.

Originally, Matt had also expected Mr. Boyd to help advise the team. While Mr. Boyd was present and played a role at the kickoff and HE play in November, he did not assume an official position with the program or help with future events. Similar to Amy, he rotated through many roles in the school. When a fifth grade teacher left the school in March, Matt told me Mr. Boyd had been assigned to her class until they found a replacement. When I visited the school in late May, Mr. Boyd was still the class's teacher.

Student team selection. Matt had originally recruited third and fourth grade students for the team during PE classes. Matt reflected that this original plan "went by the wayside" and he eventually asked Amy to recruit students and "be the student leadership team coordinator." Matt went on to tell me that Amy recruited students that "… wanted to step up and show their leadership skills, and were really happy about that." During Amy's first interview, she recounted,

> I asked the teachers for students that had already demonstrated leadership in the classroom, and umm, that would listen well. I did that because I've had kids before in a group where it doesn't really go anywhere, because you have kids, they just don't have that skill and they're not in a place yet where you can, you have the time to build it. I want kids that are already showing leadership rather than kids that haven't shown any, and because, we, you know, because our time is planned here, we don't have a lot of extra time. So I need kids that are all ready right off the bat.

Amy targeted fifth graders because she felt that was the "perfect age" where students were "ready for leadership." Teachers of the three fifth grade classes each recommended one girl and one boy for the team. A description of team members is provided in table 10.

Table 10.

Western Academy Student Leadership Team Members

Name	Description
Matt Cook	Advisor. Caucasian male in his fifties, PE teacher
Amy Thomas	Advisor. African American female in her forties, paraprofessional
Aliyah	5th Grade African American girl
Jada	5th Grade African American girl
Jordan	5th Grade African American boy
Kiara	5th Grade African American girl
Lamar	5th Grade African American boy
Xavier	5th Grade African American boy

When I asked students why they were chosen for the team, each of the six responded with a variation of their status as a good student. Echoing the sentiments of the team, Jada told me, "We're like the high kids in the school." Similarly, Lamar disclosed, "Because I'm a good student in class." Overall, students' answers seemed aligned with Amy's description of student

leader characteristics, although only one student mentioned previously being a leader "…maybe they just saw us being leaders already" (Kiara). Jordan elaborated that since he was responsible, "…they pick me for a lot of stuff cause they know I'll do my work and I can get stuff done."

Team meetings. Team meetings occurred sporadically throughout the school year and were only held to discuss an initiative or event before it occurred. During the first meeting in early November, Amy asked students if they were "afraid to talk to other kids," to which all students responded that they were not afraid. Amy went on to explain that the team would be leading students in signing a pledge banner (described in more detail as Step 3. Kickoff). Last year's banner was hanging in the cafeteria and Amy asked students if they knew "what it was and what it meant." One of the students answered that "it's a commitment to be healthy, be active." Amy and Matt went on to tell students that they would make an announcement in the cafeteria and have everyone sign the new banner. Kiara and Jada were both on the cheer team and tell told the group that they made a cheer for FUTP60. They demonstrated it for the team; it included hand movements and walking back and forth while cheering: "Fuel Up. Play 60." The other students clapped and the meeting was adjourned.

I also attended a team meeting in March, led by Matt. I was not aware that the team was meeting that day; I had stopped by to connect with Matt, who seemed to be better with touching base in-person than through email. Matt informed me that he was just about to pull students near the end of their lunch period to discuss the in-class PA breaks students would begin implementing the following week as their PA play (discussed in more detail as Step 5. Game Time). Matt and I walk down to the cafeteria together and before the meeting started, Matt handed a piece of paper to one of the girls on the team. She wrote down the names of the six team members on the paper and handed it back. I did not ask Matt about this, but my perception

was that he did not remember who was on the team. Near the end of their lunch period, Matt pulled the six student members from the cafeteria and they met in a quiet open area close by. During the meeting Matt talked about how they would be going into classrooms and leading the classes in a PA break. Students had previously selected which grades they wanted to lead. Matt had printed copies of a PA break for students to practice during the meeting—one for lower grades and another for upper elementary. The PA breaks had been included in the CSHP program manual for classroom teachers. The meeting lasted about 15 minutes; when lunch was over students returned to their classroom.

From my observation of these two meetings, Matt and Amy came prepared to discuss an initiative with the team and students' role during the event. In student interviews, I asked a variety of questions related to who selected events, who planned and organized events, and who carried out events for the team during the year. All students reported either Mr. Cook, or a combination of Mr. Cook and Ms. Thomas, selected events and initiatives for the team. Most students reported that Mr. Cook, or Mr. Cook and Ms. Thomas, were also responsible for the organization and planning of events. Contrarily, Kiara and Aaliyah perceived that the adult advisors *and* student team members were all in charge of organizing events. Team members agreed that while the selection and planning was mostly Mr. Cook and Ms. Thomas, the students were responsible for *carrying out* the events. This division of duties was summarized well by Kiara, "Well, we do the events but they probably think of them."

FUTP60 six-step process. This section details the team's completion of the six-step FUTP60 process. According to the FUTP60 website, completing any three steps is the equivalent of scoring a "first down." Completing five steps corresponds to a "field goal" and finishing all six is a "touchdown." The website reports that achieving each level will unlock

rewards; specific rewards were not listed. Additionally, the website informs users that the steps can be completed in any order.

   Step 1. Join the league. Step one is achieved when a school's program advisor signs up on the FUTP60 website. Matt did not log on to the FUTP60 website until December, when I helped him, but the welcome kit was mailed to Western and all CSHP schools in September, based on their commitment to creating a student leadership team as a component of the CSHP program. Typically, the welcome kit would not be mailed until an advisor signs up on the website. During my visit in early November, Matt was not aware that a kit had been sent to Western, so we went through the school asking staff about the kit and found it unopened in Mr. Allen's office, who was the head of food service, technology, and maintenance. The kit included posters and a FUTP60 pledge banner, student giveaways (t-shirts, bags and footballs), and a sample "spirit cup" to promote a fundraising opportunity. Student team members were each assigned a FUTP60 t-shirt from the welcome kit. Amy kept the shirts, but students wore them over their uniforms during team events. Amy told them they could keep the shirts and take them home at the end of the school year.

   Step 2. Build teams and draft key players. Step two encompassed student participation, by having at least one student signed up on the FUTP60 website and attaining "ambassador" status. Ambassador status is achieved when a student earns 30,000 points. Students can accumulate points by checking off that certain tasks have been completed. Examples are, "lead your team in school-wide plays" and "spread the word about Fuel Up to Play 60." While Western's SLT members were aware they were on a FUTP60 team and could provide descriptions of FUTP60, no students signed up on the website during the school year. During our interviews, some students told me they did not have computers at home, or their internet was

broken. When I asked leaders if they thought students in general had access to computers and internet at home, the responses seemed to be that some did, but not all. They did seem to think students had access to phones on which they could play with apps.

   Step 3. Kickoff. The third step in the FUTP60 program required teams to hold an event to promote FUTP60 to the student body. Often, kickoffs were school-wide assemblies, but they could be anything that the team wanted. At Western, the kickoff occurred in mid-November and included a pledge banner signing by the fourth and fifth grade classes in the cafeteria during their lunch period. Although the kickoff occurred in November, Matt checked the step off on the website in March. The banner is about 3' x 5' and hangs by the main entryway of the cafeteria. The top of the banner is displayed in figure 7. Below the pledge is open white space for students to sign.
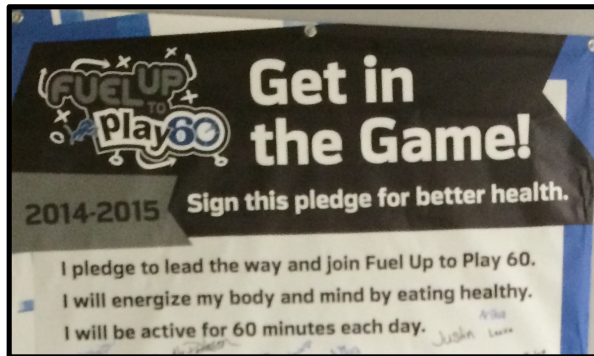
Figure 7. FUTP60 Pledge Banner

   At the beginning of the lunch period on the assigned day, Amy handed out the FUTP60 t-shirts to leadership team members while they stood in line for lunch. About ten minutes into lunch, Matt asked the student team members to line up against the wall at the front of the room and takes pictures of them. I asked students if they were excited for the banner signing, to which they all responded, "Yes!" When I asked if they knew what they were going to say, some students shook their head while others said, "No."

About 15 minutes into lunch, Mr. Boyd used a microphone to address the room and introduce the student leadership team, who were standing behind him. As each of their names was read, students at the lunch tables clapped. Mr. Boyd then told students that classes would "sign up on a banner while you're waiting in line for lunch. Fourth grade, table 1, you sign first." I hear students near me saying, "huh?" No further explanation of FUTP60 or the banner were provided. Students stood up when their table number was called and waited in line to sign the banner. As students reached the banner at the front of the line, Amy handed them one of two markers and instructed students to "go fast," "only sign your first name," and "no extra hearts or anything for your name." At one point Amy delegated the marker responsibility to two of the leadership team members and told them, "make sure the kids know: one hour of play a day and to eat healthy." Mr. Boyd continued to maintain order in the line and called table numbers while Matt stood with me. Near the end of the signing, Amy took over marker responsibilities from student leaders and reiterated to only sign your first name. Mr. Boyd told students in line, "Keep it moving. Sign your first name only. Let's go." At the end of the lunch period and banner signing, the leadership team members handed their shirts back to Amy, who put their initials on the tags.

Step 4. Survey the field. Step four entailed completing a 37-item school wellness investigation, assessing the school health environment. The Western Academy team did not complete the wellness investigation during the 2014-15 school year.

Step 5. Game time. For step 5, teams should complete at least one HE and one PA initiative during the school year. Plays should impact all students in the school, through the promotion of healthy student behaviors and/or a positive school health environment. The FUTP60 website includes a "playbook" that teams can utilize to select a play for each category.

Western's team completed an apple taste test in November with one fifth grade class and initiated weekly in-class PA breaks with all K-5 classes in March. Matt checked off step 5 on the website in March.

HE Play. Similar to Lincoln Elementary and Northern Academy, the CSHP provided Western with a shipment of apples and recipe cards to distribute to students. The SLT took the lead on hosting an apple taste test as a HE initiative. When I talked with Amy the week before the taste test, she had planned to have the team stay after school for parent conferences and set up a table for people to visit. Although "this would make for a long day," Amy felt like she needed to create a strategy to minimize time away from academics,

> So it's just a matter of us strategically making things happen when it is more convenient. And the less time that we take away from our set schedules, the school will cooperate…. As long as we keep it like that, we're gonna have people on board and they're going to support it.

Amy went on to tell me that student leaders would be in charge of the tasting, "They're going to be running that. I'll be able to supervise, but actually we need them to do that, so that's the plan."

When I emailed Matt the day before the tasting to confirm when to arrive, he informed me that the plan had changed to do the tasting during the lunch period. Matt's schedule had been adjusted since the pledge signing and he was now teaching during the fifth grade lunch period, so he had another staff member cover his class in the gym while he helped organize the tasting. Matt had sliced enough apples to have one paper plate filled with each of the three kinds of apples: Gala, Jonagold, and Braeburn. When we arrived in the lunch room, some students were already eating at tables and others were still going through the lunch line. The SLT members were wearing their FUTP60 shirts while they ate. Mr. Boyd announced to students that there would be an apple tasting and that he was going to pull table numbers to see who would do the

tasting first. There was a lot of noise in the lunch room and Mr. Boyd declared that tables one through eight were disqualified for being too noisy. Matt went on to describe the process, "When your table number is called, you'll go into the adjoining room and use a toothpick to take a slice of apple, chew it, and take another slice, and after the third apple slice, you'll take a sticker and vote for which one you like best." The first table number chosen was #1, but Mr. Boyd said they were disqualified. The second number chosen was #3 (which had also been disqualified). Mr. Boyd walked over to the table and saw that some students just sat down and most still had food to eat, so he told them to eat fast and then get in line.

During the lunch period, there was only enough time for one class to taste the apples. Since students did not have individual plates for the apple slices, they all stood around the table with the plates of apple slices on them. By this point, the slices were starting to turn brown. When students were done tasting, two of the SLT members give them a bookmark and a sticker to place on a poster to vote for which apple they liked the most. Figure 8 displays the poster used for students to vote. The other four SLT members stood by the poster or talked to students in line. Apple slices ran out with three students left, so a food service worker took one apple of each kind out of the boxes and sliced it up. I asked Mr. Boyd if there was a plan for the rest of the apples (there were hundreds in boxes stacked by the table) and he said they might do the rest the next day at lunch or maybe all students would just get a whole apple on Monday.
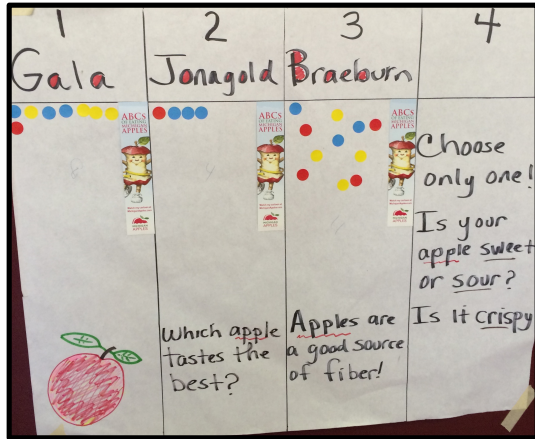
Figure 8. Apple tasting poster

An additional team initiative related to HE was a partnership with food service to manage the sorting and delivering of afternoon snacks, provided through the Fresh Fruit and Vegetable Program. The Fresh Fruit and Vegetable Program is administered by the United States Department of Agriculture and Food and Nutrition Service, is available to schools with at least 50% free and reduced-price meal eligibility to offer fruits and vegetables as free snacks at non-meal times for all students within a school. While the student leaders were excited by this role and enjoyed helping, Amy reported that the kitchen staff thought it was too much to organize the team and it was easier to do the delivery themselves. As a result, team members were only able to help a few times in November.

The third and final HE-related team project involved the healthy messaging component of the CSHP. To provide modeling and support for HE and PA behaviors, the CSHP provided Western with a short (one to two sentences) healthy message for each school day of the year. Schools were asked to include the message with the morning announcements. Often, this was done by the principal or office staff, but at Western, pairs of SLT members were assigned, on a weekly basis, to announce the healthy message at the end of the traditional morning update, delivered over the public announcement system by the principal. In his interview, Jordan

described the morning announcement routine, "Well, I get to say the healthy message and sometimes the DREAM creed or the pledge of allegiance." The DREAM creed was specific to Western; DREAM was an acronym for Discipline, Respect, Enthusiasm, Accountability, and Maturity. Kiara also told me about the healthy message announcements, "I was the first one who did it and [the Principal] had told Ms. Thomas as long as she gets us down here at like 8 o'clock, I think, then we can do them." While team members performed the healthy message throughout the school year, several students mentioned that they sometimes forgot or did not make it to the office in time. In those instances, the principal delivered the healthy message to the school.

PA Play. For the team's PA Play, Matt chose to have them implement in-class PA breaks every Thursday morning during second hour. Second hour was leaders' "special" time, when they would be in music, art, etc. and not miss their core class time. The weekly in-class PA breaks were conducted about eight times, beginning in mid-March and continuing through the end of the school year, with a few weeks missed for testing and in the transition from Matt to Amy in April. The procedure was for students to first go to Matt (in March and early April) or Amy (in May) to collect t-shirts and sheets of paper with the exercises for the week. Then leaders would go to their assigned classrooms and lead classes in the exercises. After they finished, leaders would bring the shirts back to Matt or Amy.

I followed the team to their assigned rooms one Thursday in May. Student leaders spent about ten minutes walking the halls, trying to find which room their classes were in (homeroom or a special). Jada and Kiara decided to partner for their classes (third and fourth grade). A fourth grade class was watching a movie when they arrived, so the teacher turned the girls away and said they should come back later. Next, they went to a third grade class. The teacher was supportive of the girls and reminded them to use the "stop, watch, and listen" command to get

students' attention. The teacher stood in the back of the class and helped students near her with the exercises. The PA break took about five minutes. At one point Kiara, Jada, and I met Lamar in the hallway and found out that he did exercises in one of Xavier's class before Xavier could get there. Lamar also told us he could not remember the teacher's name for one of his classes, so he skipped that one.

Step 6. Light up the scoreboard. The final step of the program is completed when an advisor submits a "success story" to the FUTP60 website. The success story should include an accomplishment of the SLT. This step was not completed by the Western team during the school year.

FUTP60 six-step process summary. Over the course of the 2014-2015 school year, Western Academy's SLT completed steps 1, 3, and 5 of the six step FUTP60 process. Steps 2, 4, and 6 were not attempted or completed. The first step completed was 3 (Kickoff), which entailed fourth and fifth graders signing the pledge banner during lunch. Next, the team implemented an HE play for Step 5. Game Time, by conducting an apple tasting with one class during their lunch with apples provided by the CSHP. In December, Matt signed up on the website, which accomplished Step 1. Join the League. In March through May, the team implemented weekly in-class PA breaks, which fulfilled the PA Play requirements for the completion of Step 5 (Game Time).

Advisor perspectives. Throughout interviews and observations, four common themes emerged for Matt and Amy. First, their perceived support from their principal, management company administrators, and classroom teachers will be discussed. This includes the perception that administrative support was contingent on advisors' ability to limit disruptions to their primary roles and minimize impact to students' academic time. The second theme, time

commitment, developed from the perception that support depended on their primary roles not being compromised. This resulted in a mindset that limited time could be committed to advising the team. Third, Matt and Amy's perspectives on youth leadership will be explored. Finally, co-advisors considered benefits experienced both by students on the team and the overall student body.

School support. Amy and Matt both felt that Mr. Lewis, the principal, was in favor of improving the health knowledge and environment in the school, and was specifically supportive of the SLT's efforts. Mr. Lewis, an African American male in his mid-thirties, had been the assistant principal for many years and was promoted to principal the previous summer by the new management company. Matt told me there were three factors supporting his conclusion that Mr. Lewis "was on board" with the SLT's initiatives,

> Number one, he played college football. Number two, he was a PE minor. He was going for PE. Number three, he's really heavy into focusing on healthy living, because he is, man, if you see Mr. Lewis, he works out like three or four times a week, so he's bridged that gap. I mean, he's fantastic. So three things I look at him and I know it's what he wants to see his kids be. You know, here.

Matt also believed the implementation of daily PE at the beginning of the year was underscored the importance of students' PA and healthfulness.

Matt thought open and frequent communication was key to maintaining Mr. Lewis' support and brought this up frequently in our interviews. One such comment, representative of others, was, "And of course I have to tell him what I'm doing. I'm not just going to run out there and say we're going to do this, and adopt this program…." Later in the year, Matt reflected on Mr. Lewis' support related to implementing the weekly in-class PA breaks, "Because last Wednesday I emailed Mr. Lewis and said, 'We're gonna do these activities every week.' And he said, 'That's great.' He's very supportive."

Likewise, Amy perceived Mr. Lewis' personal health as evidence he was supportive of health initiative. While Matt felt support was conditional on communicating team activities, Amy thought support relied on their ability to operate without disturbance to academic time or their primary roles,

> Yeah, I think he is [supportive], as long as it's not affecting our schedule. I do. I do. He thinks it's a good idea, because he's very healthy. And umm, so he's all about the kids being healthy. But, you know, we still have to keep the academics and we can't take out time, you know, that kinda thing, so, that's all. Yeah.

Both co-advisors further discussed Mr. Lewis' interaction with the team during the morning healthy messages as evidence of his support for the CSHP and SLT, but with somewhat different perspectives. Matt solely saw it as encouraging of the CSHP and SLT, "…of course the morning announcement. He's got one student leadership [member] introducing themselves and giving the morning announcement while he's standing there. And that's just his main overall support, overseeing the [CSHP]." Contrastingly, Amy saw the encouragement of SLT members doing the announcement as also beneficial to Mr. Lewis, "The principal does the announcement; he gladly welcomes someone in there. We could probably incorporate more stuff in with the announcement because he doesn't want to do all of it."

Administrative support. Along with Mr. Lewis' support, Matt and Amy communicated with, and received approval for program initiatives from administrators representing the new management company. When I asked Matt if the new administrators were supportive of his efforts with the CSHP and SLT, he reflected,

> Uhh, as far as injecting health into the classrooms and physical activity, uhh, I wasn't warned, but I was told, you know as long as it doesn't interfere with their, umm, learning process. So, uhh, I think if you, I'm not saying *sneak* it in there or anything like that, if you, umm, inject it slowly….

Early in her first interview, Amy told me, "It's just a matter of us strategically making things happen when it's more convenient. And the less time we take away from our set schedules, the

school will cooperate." Later in the interview, when discussing specific sources of support for the SLT, I touched on the new management company,

> Me: What about the- there's a new management group this year, right?
> Amy: Yes.
> Me: What do you think about-
> Amy: I don't know.
> Me: Okay.
> Amy: I don't know.

In May, Amy was more open to discussing the conditional support from administrators, regarding the understanding that advisors could not compromise their primary duties: "It just depends on what you can do with the staffing, because first is our jobs that we were hired to do. And they make that very, very clear- can't interfere!" Later, in response to advice she would give to other schools looking to implement FUTP60, Amy reflected,

> I would say I think you need to make sure the school will work with you to allow you to do certain things, and they have been good [at Western]. We haven't really pushed the envelope either, we've been working within what we could. So you need your administration to be supportive of it, you have to get creative with it, you have to make it fit, and do as much as you can around the time that you do have available. And I thought we got really good with that.

The management company's support, and priorities, were further exemplified in Matt's reflection of the discussion he had with the company's liaison regarding the in-class PA breaks. Matt remembered, "We had to, well not beg, but we won't cut into the curriculum; this is good for the kids, it's a break." The liaison Matt worked with set the timing of the PA breaks during students' special hour. Matt reflected, "She said, 'Tell the kids to go in on Thursday, second hour.' She asked, 'how long does it take?' I said, 'Oh no, it's gonna take- three classes a piece, they'll be done in a half hour, altogether." While Amy and Matt both seemed to understand that the program had to be worked around schedules and academics, they appeared to deal with this in a straightforward manner. It did not seem to influence their impression of the importance of the team's efforts.

Classroom teacher support. The co-advisors felt that classroom teachers were, for the most part, supportive of the team's initiatives. In his first interview, Matt told me that generally, teachers were very supportive. For example, they encouraged him when his schedule was hectic in the beginning of the year, "When I was burning out with those first two months, and now the schedule's changed, I had so many, so much support…. They care. So they must care about their kids." He went on to tell me, regarding support for the SLT, "Not everybody has to be, you know the perfect ten."

In March, when I asked if teachers were supportive of the team, Matt perceived that support for projects like this could be related to a teacher's tenure,

> There's teachers, they're younger teachers and they don't have a lot of years of experience here, it's their second year. When I email them, they want to get on board…. But the ones that've been here 12-13 years- it's the new ones that are so excited, yeah passionate.

Matt also talked about how some teachers are less supportive of health education in their classroom because they "probably never exercise. Why should they give it to the kids if they're not excited about it, they don't see the benefits?"

When I asked in the fall if teachers were supportive of the team, Amy responded that they were. She went on to give examples of teachers encouraging students to eat the snacks provided through the fruit and vegetable program, "… the teachers that I hear all the time trying to encourage the students to eat them, healthy vegetables" and that they were supportive of the school lunches adding more multi-grain options.

During her reflection interview, Amy used teachers' reaction to the in-class PA breaks to gauge their support of the team. She shared that when Matt first announced the breaks to teachers, "…some of the teachers were like, [sigh], but they allowed the kids to do it because it is very short…." Overall, she thought most were supportive, but admitted some had been

uncooperative, "The teachers, well most of them- not everybody, but most of them, enjoy it and like to have [leaders] come in their class and do that…. There's a few that don't. They're like 'well, we're not doing it today.'"

In our May interview, I mentioned to Amy that all classroom teachers get a CSHP program book that includes the same in-class PA breaks that student leaders were working on in class. Her response: "Do they? Are they looking at it? No they're not looking at it, I can tell you that."

Time commitment. Matt and Amy shared a perception that only minimal time could be dedicated to the advisor role and learning about FUTP60. This theme emerged from feelings that administrative support was conditional on the team's ability to operate without interfering with their primary roles. Both Matt and Amy discussed how their responsibilities in the school had to be their priority, and that advising the SLT had to fit in around their other duties.

In March, Matt reflected that the level of support from Amy and Mr. Boyd was lower than he had expected,

> …I thought I would have more teamwork with Ms. Thomas. She'd love to help, she's a firecracker, but when she gets pulled it's totally on my shoulders. Then you got Mr. Boyd. Same thing, they might pull him for lunch duty, subbing in the AM, subbing for the PM, subbing all day; that kind of thing.

Matt also perceived his own time commitment as inadequate, "…I'm spread so thin…" which Matt saw as an obstacle for the team's progress during the year.

Similarly, when discussing the support she would need at the team's inception, Amy shared concerns related to time and scheduling conflicts, "Just the time factor that they'll allow us to do things, you know, 'cause I have a set schedule. It doesn't go with Mr. Cook's schedule. And they don't want me to cheat the children that I'm working with, and I get that." Later in the interview, when discussing anticipated concerns with acting as the team's co-advisor, Amy's

only apprehension was related to responsibility conflicts, "It would go back to still being able to do the things that I'm required to do; the schedule and things like that."

When reflecting on obstacles throughout the year, both Matt and Amy noted the limited time to implement the program. For Matt, this meant he wished he could have involved other school staff, like food service, who had run the program previously, or young teachers who expressed interest in the program later in the year. For Amy, she reflected that starting earlier, by planning and talking with teachers about the program the previous summer, would have been better and the team could have gained more support and traction with a minimal increase in time commitment.

Student leadership. During interviews, Matt and Amy discussed their expectations for student team members to act in leadership roles during the year. At the team's inception, Matt described how FUTP60 would provide students with an opportunity for leadership. "There's a lot of kids that want to spearhead something or volunteer for things, but they're never approached, or they don't know how to lead and when to lead. So FUTP60 will play an important role in the school." Matt went on to describe his desire for including student-generated ideas in the team's plan of initiatives for the school,

> I expect them to bring some ideas to the table, even though they're fifth graders. And then, you know, of course as the coordinator, we can inject some ideas to them. And then they can put their ideas with our ideas and make a lot of fun for their grade levels.

When I asked Matt how important it was to incorporate opportunities for students to lead the team, he mentioned the concept of adults as guides for students,

> Well, at the fifth grade level, these boys and girls have to be guided. And I think once
>
> they're guided, then they can generate—the freedom to generate some ideas is very
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> important. When you get older, then it's not really adult driven, it's student driven. But

at this point, you know a little help guiding, guidance from the teachers, and Ms. Thomas, and the principal.

Contrarily, Amy did not discuss the idea that students would initiate the plan for the team's focus, but instead concentrated on the importance of a peer-delivered program. Amy felt strongly that delivering the program through peers would have a greater impact than having it perceived by the student body as adult driven, "Cause kids listen to other children a lot of times better than they do the adults, and that's just the way it is." In her description of student team members' roles, she specified wanting to make sure they felt confident talking in front of classes and advocating for health topics. Regarding the importance of incorporating student leadership opportunities for team members, the idea of a peer-delivered program came up again,

> The difference with this [program] right here, coming in and trying to change maybe the environment, is that it's kids getting other kids to buy into it. It's not like adults, once again saying, "oh yeah, this is better for you guys, go ahead and you eat it."

During her reflection interview, Amy shared that students had demonstrated leadership by driving the in-class PA breaks, after Matt went on leave, with very little help from her. Since she was managing the school's testing, she was limited in her ability to leave her assigned room, so her primary role for the team was to have the t-shirts ready for them to grab as they went to their assigned classes. Amy detailed three types of decision making student leaders had participated in, over the course of the year. First, they provided feedback on whether to do initiatives, "whether or not they wanted us to do something. Like when we had the apple testing, did they want to do it." Second, students picked which grade level they wanted to be assigned for PA breaks, "How they want to do the PA breaks in the classroom. Like how are [grades] to be divided." Third, students expressed to Amy that they wanted to switch out the PA break activities they had been doing,

>Mr. Cook had suggested that I give them the ones that they had been doing and I was like, "no," because when I tried that the first time the student leadership team was like, "ugh." They didn't want to do the same ones, they wanted to do different ones. So I just went on and gave them different ones.

It should be noted that although students expressed to Amy their desire for new PA break activities, Amy, not the students, selected the new activities. Matt did not discuss any student-generated ideas or decisions.

Positive outcomes. While I discussed possible benefits for team leaders and the student body with both co-advisors, Amy seemed more capable than Matt of expressing perceived benefits. This might have been due to timing; Matt's second, and last, interview occurred in March, during the first week team leaders implemented in-class PA breaks. As a result, Matt could reflect on the potential impact of the kickoff and HE initiatives, while Amy could focus on the weekly PA initiative.

When I asked Matt about potential benefits for student leaders, he responded with an example of their excitement to be on the team, "They're waiting at lunch time, 'what do we do next?'" Then, Matt asked me for program benefits, "So are their benefits of FUTP60? I know there's money, but are there other benefits for the kids?" I provided examples of benefits on the FUTP60 website, such as feeling more empowered because of their role as leaders. Matt responded that students' knowledge about health in school could impact their home life, "It does trickle down to their home environments, because they did tell me 'We did stuff in school, then we carried it over with health.'" An example Matt provided of the impact at home was, "Dad, you're not supposed to be eating that."

Amy discussed the impact team membership had on student leaders' personal health, "I think they really get the importance of being healthy and the importance of exercise. They really believe that, I really think they get that. Just having a healthier lifestyle." Additionally, for

Aliyah specifically, Amy observed increased self-confidence, "Aliyah is very shy…. I've seen her come out; she's smart and she's just kind off to herself. And so when I saw her take charge, I was like 'Oh, good for you, Aliyah!' She's more outgoing, like that." Additionally, Amy perceived student leaders' success at implementing chosen initiatives as an indication that students could take on more leadership responsibilities,

> We can probably get the kids to take more leadership roles than we think we can. They're capable of doing more than probably what you think; and that if they believe in something, they'll sell it…. I thought they stepped up, I really did. I don't even have to micromanage it, I can just tell them what it is and they go and do it… There's probably a lot more [students] that are capable of doing it and there's probably a lot of ways we can use them that we just haven't been opened up to yet.

Student body. In his March interview, Matt shared that efforts of the FUTP60 team could lead to lunch room changes,

> It might even change the way the lunch environment is. Right now they're just sitting, they're putting each other down. They throw away so much food, you would be shocked. They get their whole thing and just dump it. Is it because it doesn't taste good? Doesn't look good? I don't know.

Based on our discussion, it was difficult to ascertain how the FUTP60 team's initiatives would impact the changes he wanted to see in the lunch room, specifically in regards to negative social interactions and food waste. Matt also shared that students were motivated to be on committees by seeing SLT members, "I've got other kids that want to form another committee. I'm thinking, 'What do we need another committee for?' We've got one committee, but these kids want to help and volunteer, they want to be involved."

Likewise, Amy shared that other students approached her about being on the SLT, "They love this. I have kids ask all the time, 'How can I get that job where I get the shirt?'" Amy also thought the healthy message read by student leaders was impacting some students' eating, "Like one of [the student leaders] came through and the little kids know who they are and what they

represent and might say something like, 'I'm eating my vegetables, or I tried something new today.' Whatever the message was [about]."

Summary of advisor perspectives. Matt and Amy's shared perspective that the principal and administration's support was contingent on their ability to operate without interruption to academics or their primary responsibilities was a dominant theme that influenced their implementation of FUTP60. It impacted which initiatives they selected, when they enacted initiatives, and meeting times and frequency with student leaders. Matt and Amy both noted receiving moderate support from teachers related to team initiatives. Matt perceived newer teachers and teachers who valued their own health as more supportive than their counterparts. Amy felt that most teachers were supportive of student leaders' in-class PA breaks. She was surprised to hear that teachers had received their own CSHP resources to lead PA breaks and speculated that teachers had not reviewed resources. This feeling of conditional support also led to the second major theme shared by Matt and Amy: limited time availability to commit as advisor. Advisors felt pressure to only spend time with the team during their planning periods and students' lunch period, which did not always fit with each other's schedule and students' lunch hour.

Matt had originally mentioned his expectation that students would develop their own ideas for team initiatives and that adults would take a "guiding" role to help develop students' leadership capabilities. Amy had initially described students' roles more as the delivery method for team initiatives than the decision makers for the team. When reflecting on the year, Amy perceived the students' leadership as integral to having PA breaks continue after Matt went on leave. She provided decision making examples for student leaders related to confirming their

interest in enacting initiatives, selecting which grade level to deliver PA breaks, and asking to implement new PA break activities.

When reflecting on benefits to student leaders, Matt could only discuss their excitement to be on the team, and then asked me if there were other benefits for team members. Contrarily, Amy shared that student leaders placed more value on their personal health as a result of being on the team and felt that one leader had become more confident. When contemplating possible impacts on the overall student body, Matt and Amy both felt that other students were motivated to be on the SLT or a similar committee. Amy also felt that reading healthy messages in the morning was helping students try new health behaviors; meanwhile, Matt expressed hoped that the lunchroom social dynamics and food waste would diminish from the team's work.

Student perspectives. This section will present the perspectives of Western Academy's student leadership team. Formal interviews were held with each of the six members in November, March, and May. Informal interviews occurred during visits for team meetings and initiatives. The first theme demonstrates students' perceptions about the SLT, such as the team's purpose and feedback about how the team operated. Next, students' thoughts about youth leadership will be explored. The third theme explores students' feelings of support for the team from their principal and classroom teachers. Then, students' perspective of the impact the team had on the school will be examined. The final theme will describe the impact team membership had on student leaders.

Team membership. When describing the team's main objective, students' responses embodied the concept that the team helped students become healthier. For instance, Jada explained, "To help people around the school; well to inspire them to eat more fruits and vegetables and exercise." Similarly, Lamar detailed, "It's about a group of kids from fifth grade

from different classrooms that help kids live a better life" (Lamar). Xavier summarized, "To teach kids healthier ways to act."

To understand students' perspectives regarding the importance of school health initiatives and student participation in school initiatives, November interviews included discussions on these topics. All student leaders agreed that it was important for schools to help students become healthier; they offered reasons such as, "Because everybody can have a good diet and play actively and be energized" (Aaliyah) and "Because if they don't help the kids try to be healthy, they might not exercise at home at night and might not eat healthy at home and just eat junk food" (Xavier). Additionally, all team members agreed that students should help make the school better by helping other students become healthier. For Lamar, the importance had to do with incorporating students' ideas, "Because if it was all up to adults we would be robots." Jordan discussed the importance related to helping other students become healthier, "I think it's important because if kids get healthy now, they won't have to worry about it later in life."

Feedback and reflection. Throughout interviews, student leaders' likes and dislikes regarding team membership was discussed. The most popular team initiative was the weekly PA breaks that began in March. Five of six team members (all but Jordan) brought up that they enjoyed the breaks. To Kiara, the PA breaks were an opportunity to be a leader, "It's fun because we get to ask them questions, like we're the leader, and it helps us become better leaders." Four leaders mentioned the apple tasting (Aaliyah, Jordan, Kiara, and Xavier). Unlike PA breaks, which leaders liked because of their interaction with other students, the apple tasting was a positive experience because leaders enjoyed the tasting themselves. For instance, Xavier concisely recalled, "The apple tasting. Because I liked the different apples." Additionally, Jada, Lamar, and Xavier thought that time spent with the other leaders was a benefit of team

membership, "My friends; being with them" (Jada). Jada, Jordan, and Lamar thought that helping other students was a positive experience on the team, "Helping people. Making them live better" (Lamar). Finally, Jordan and Lamar both mentioned they enjoyed delivering the healthy messages "I like doing the announcements" (Jordan) and missing class to complete team tasks, "Getting out of class" (Lamar).

When asked to provide negative feedback about the team, students' most common response was that they were unable to think of anything. For instance, Aaliyah responded, "I don't know, I don't have a least favorite." Similarly, Jordan replied, "I wish I could change- no, I'd keep it the same. Nothing, it's perfect." Correspondingly, Kiara told me, "No, I liked all of it." To help students critically examine potential areas for improvement, I asked a variety of questions throughout all three interviews. By asking if there was anything they wanted to do less of, or more of, wished was different about the team, how they would change the team, and their least favorite part of the team, five of the six members provided at least one possible improvement for the team. Only Lamar was steadfast in wanting nothing different.

Aaliyah, Jada, and Kiara all mentioned they would like to take classes outside to be active. For instance, Aaliyah reflected, "We can take the classes outside. We would like do some sports things, like running and playing sports." Jada and Aaliyah also wanted to provide snacks to students. Aaliyah wanted to resume helping with the distribution of fruit and vegetable snacks and Jada wanted to add snacks to the PA breaks, "Every time we go to the kids' room, we could bring a little snack for them so they could eat good and they could try it" (Jada). Other ideas individual team members discussed included adding more fruit taste tests (Xavier), making a middle school team (Jada), and incorporating more decision making for student leaders (Kiara). In response to anything she wished had been different during the year, Kiara reflected, "Maybe

we could've brainstormed ideas together, instead of them just brainstorming ideas. Because we could've related to what the kids like, since we're kids, and adults seem like maybe they know what we like, but sometimes they really don't."

Youth leadership. Throughout interviews, students shared what they thought it meant to be a leader. Their descriptions often included an aspect of helping other students. For instance, Aaliyah told me, "I think it means that you're helping other kids." Similarly, Xavier said, "To inspire other kids and be a good influence." Jordan reflected, "Well, if you're a leader, kids look up to you and expect you to do things."

When reflecting on why it might be better to involve students on a school health team, instead of just adults, answers concentrated on students' having higher energy levels. For instance, Lamar reflected, "Because [students are] more active and have more energy, so they can do lots of things faster." Likewise, Aaliyah reported, "Because, I'd say students have more energy and we can do it faster." Additionally, Kiara and Lamar thought that students could come up with more fun ways to teach other students about health, "We can make things more fun" (Kiara). Xavier picked up on benefits for the student team members themselves, "So we could have the experience of what it feels like to lead people to try to stay healthy and eat healthy."

Youth vs. Adult decision making. Earlier in this case study, it was demonstrated that student leaders thought that advisors decided which initiatives the team implemented throughout the year. In addition to determining who developed initiatives, students discussed decisions made during team meetings and decisions made in general. All students agreed that no decisions were made by student leaders during meetings or for the team in general. Aaliyah, Jada, Lamar, and Xavier specifically responded that meetings were held only to review the next in-class PA

routine, "Actually, we didn't really talk about anything, we just learned to do the exercises" (Lamar).

When asked who *should* be in charge of making decisions for the team—adult advisors or student leaders—responses were mixed. Perceptions varied across students and also sometimes changed for a student between their March and May interviews. Lamar and Aaliyah consistently thought that advisors should make the decisions, along with Jada in March and Jordan in May. When choosing the advisor to make all the decisions, leaders elaborated that students' ideas might be flawed or not as good as adults: "If kids came up with it we would all end up being hurt" (Lamar) and "The adult should do it because the kids, they're not that experienced" (Aaliyah). Kiara and Xavier consistently thought that decision-making should be shared between adult and kid members of the team; "I think that we should make some decisions this year" (Xavier). Jada also mentioned shared responsibilities in her May interview, "I think we could come up with some ideas and we could share each other's ideas and we could mix it together and make a big idea." In his March interview, Jordan shared that the students on the team should be responsible for all of the ideas, "I think it should be the kids. It's my opinion that the kids have more ideas than most adults. Because we're still young, and we're still gonna do the things, and we come up with more ideas."

School Support. Similar to advisors, student leaders shared perceptions of support from the principal and classroom teachers. To understand student perceptions, November, March, and May interviews included discussions on how the principal and teachers had helped the team. May interviews also included suggestions for how future principals and teachers could help SLTs.

Principal's support. All student leaders perceived their principal, Mr. Lewis, to be supportive of the team's efforts. Each student indicated that his support was demonstrated by having student leaders delivering healthy messages during morning announcements. Representative of the team, Jada reflected, "He's been letting us do the healthy message. He's been introducing us on the PA." In addition to the interaction with Mr. Lewis for the healthy message announcements, some students felt he was an advocate for health within the school. For instance, Aaliyah told me, "I think he thinks [being healthy] is superb. Because he's always talking about good things and healthy things." Similar to Matt and Amy, Xavier thought Mr. Lewis' healthy appearance was an indication of his support for students to be healthy, "He looks like he's pretty healthy himself, so he wants us to be healthy, also."

Tips for principals. There was no dominant theme within students' suggestions for principals to support SLT teams in the future. Aaliyah thought principals should make more announcements about activities and sports, while Xavier suggested they provide healthy messages and have students exercise every morning. Jordan and Lamar offered more general suggestions: "You could help out the team more of what we're doing" (Jordan) and "Go around and do good stuff that you don't normally do." Kiara perceived that principals could help make snacks and lunch options healthier and could contribute to the SLTs ideas and participate in their initiatives, "For fun, maybe they can come with us, or brainstorm ideas, or come to the classrooms and do exercises with us." Similarly, Jada saw an opportunity for the principal to impact healthy food options, "They could change our diet just a little bit."

Classroom teachers' support. When reflecting on classroom teachers' support, half the student leaders (Lamar, Jada, and Kiara) referred to their teachers allowing (or reminding) them to go to the office for the healthy message announcement or go to their assigned classrooms for

the PA break as evidence of their support. For instance, Jada detailed, "They let us go down for the healthy messages and they remind us for the healthy messages" and Kiara said, "She reminds us to go to our classes."

Tips for classroom teachers. Regarding how classrooms teachers *could* help support SLTs, Aaliyah, Jordan, Kiara, and Xavier all mentioned leading classes in exercises, similar to how the team instituted in-class PA breaks. For instance, Aaliyah suggested, "They should, like every hour and thirty minutes, we should do some activities. Like exercising, like jumping jacks." Similarly, Jada thought teachers could increase recess time, allowing students to get more activity. Additionally, Jordan and Kiara thought that teachers could provide healthy snacks for students, "Maybe they can help by bringing healthy snacks, like healthy but good snacks." Furthermore, Aaliyah and Xavier wanted teachers in assigned PA break classrooms to help control students' behavior better, "If the teacher could maybe try to keep all [the students] quiet so I could do their class." Only Lamar had no suggestions for how classroom teachers could support SLTs.

Impact on student body. Student leaders discussed the impact they perceived the team had on the school and the student body in both March and May interviews. Overall, each student thought the team had a positive impact on Western Academy. Lamar was the most hesitant in declaring change and thought it depended on students' inclination for change, "Depending on who they are. Like even if we want to help them- if they want us to help them, then they gonna do it. If they don't, then they're gonna do [the PA break] just because." Jordan was more optimistic and thought the team had impacted his health as well as students' health, "Basically, I'm getting more healthy and the kids here are getting more healthy."

Healthy eating. "If it wasn't for the student leadership team, we probably wouldn't have all these kids eating the right way" (Xavier). Leaders discussed the healthy message announcements most frequently as an indicator of improved knowledge and eating behavior. Kiara, for example, presumed the healthy messages were impacting behavior at home, "Probably like, when they learn new things they're probably going home and ask their mom; can she make it for dinner or breakfast." Jordan mentioned the impact he thought the apple tasting in December had on students, "Well, we did the apple tasting contest. Ever since we done that, I been seeing a lot of kids eating apples now." Four of the six students also mentioned healthy changes in the lunch or the addition of fruit and vegetable snacks in the afternoon as evidence that the SLT was making a difference in the school. The team had not directly influenced meals or snacks, but had helped distribute the afternoon snacks earlier in the year. This might have resulted in student leaders' perception that the snacks were related to the team. After students' responses regarding healthier food at lunch or in the snack, I followed up with, "And that was because of the team?" Student responses varied; sometimes they confirmed that it was, other times they indicated they were unsure, or that it was not because of the team.

Physical activity. "People are starting to exercise. It's exciting" (Jada). The team's weekly in-class PA breaks were the top cited reason students were learning more about or participating more in PA. For instance, Xavier reported, "All the different routines that we're doing. I think that's helping out the most." Some leaders felt the PA breaks were just helping students get more PA while they participated in the breaks, while other leaders thought the PA breaks were leading to students' being more active at other times as well. For instance, Aaliyah felt the energizers were leading to more PA at recess, "Everyone's like, when they have time for recess, they get to play outside, exercise, all that."

Impact on student leaders. Throughout the year, students discussed the outcomes of being on the team. Each interview (November, March, and May) included a variety of questions to capture students' perceptions regarding possible personal outcomes. Additionally, March and May interviews included member checks regarding previous emerging themes. Consequently, themes developed for all leaders related to: leadership, responsibility, helping students, public speaking, healthy eating, and physical activity.

Increased leadership. Each team member declared they had become a better leader as a result of their experience on the SLT. For Lamar, this meant listening and including people more, "I used to command everything. Now everybody gets their say in what they want to happen." Jada and Jordan saw themselves as role models from leading classes in PA breaks,

> When I do the kindergartners I think I'm setting a really good influence for them. Instead of them just being unhealthy, they need to be very healthy so they can take care of their bodies, so they can live very long. It makes me feel good (Jordan).

For Kiara, her improved leadership changed her self-concept, "Now I think of myself as a leader; but probably before I just thought of myself as someone that's smart."

Improved responsibility. The six student leaders all believed they had improved their responsibility as a result of team membership. This was most often a direct result of needing to keep track of papers for the healthy message announcements or PA break handouts. For instance, Lamar described, "Because I always need to keep track of the [PA break handouts]. I can keep track of papers when I need them, and going down for the morning announcements." Xavier interpreted responsibility differently; he said he was more responsible with his dog because he played with him instead of just letting him out in the backyard.

Helping students. SLT members felt they were helping other students in the school. Although helping students could be interpreted as a benefit for the school, leaders consistently shared that helping students was also a personal benefit because it made them feel good. For

instance, Jada mentioned this benefit often, such as when she expressed, "helping kids is very fun." In another interview I asked why she liked helping students and she replied, "Because it makes me feel good inside. And every time I look at myself in the mirror, I just smile." Kiara told me a personal benefit for her was, "Helping people. Like exercising with them and so they can stay healthy." She went on to explain it made her, "feel better as a person." Similarly, Jordan expressed, "I really like to help other kids around my age or younger than me." When I asked why, he explained, "It makes me feel good. I really don't know."

Improved confidence in public speaking. An additional common theme for all student leaders was improved confidence with public speaking. In their explanations, leaders mentioned their experiences leading PA breaks in classes had led to more confidence, or less nervousness, in public speaking. For instance, Lamar summarized the change in himself, "No more stage fright." Kiara recalled, "Because the first class I did I was nervous, but after I did that class, I said, 'I can do this!' And it's easy now." As a result, when Kiara's teacher asked her to read a poem in front of the school, her experiences on the SLT "…gave me more confidence, because I was like, it's just like the kids, only bigger." In addition to the PA breaks, Aaliyah and Xavier also mentioned their experience reading the healthy messages over the public announcement system in the mornings. Mr. Lewis helped Xavier feel more comfortable by telling him to "act like I'm just regularly talking on the phone."

Healthy eating. Each student described making a change in his or her eating as a result of being on the SLT. Most students reported eating healthier foods, like Jordan, "[the team] helps me because I been starting to eat more fruits and vegetables, and I really like that." Meanwhile, Lamar reduced his consumption of unhealthy foods, by "not eating junk food." Xavier mentioned both increasing healthy foods and decreasing unhealthy foods as a result of the

knowledge he gained from the healthy messages, "The healthy messages. Eating healthier stuff and not eating junk food." The apple tasting affected Aaliyah, "Well, the apple eating contest, I got to try new apples that I haven't tasted before."

Physical activity. Several team members had been regularly active before joining the SLT. Jada and Kiara were on the cheer team and Xavier played football and ran track. Even so, each member talked about how they were more active as a result of the SLT. Several students reported that just by leading multiple classes in PA breaks they had become more physically active. Often, they also listed how being on the team had resulted in them being more active at other times as well. For instance, Lamar described himself as "more of an indoor person" but was trying to ride bikes more with his sister. Xavier described, "I've learned to stay fit every day. Even if it's cold outside, try to do some exercises in the house and stay active." Jordan was the most emphatic in the change in his PA level. In March he told me, "Usually I used to just stay in the house and do nothing, but ever since I got on the team I never be in the house. They can rarely find me because I just be everywhere running around." In March I asked if he would be different in any way if he had not joined the team, he responded, "I would probably still be the same and never go outside and be in the house."

Student perspective summary. SLT members shared a perspective that the team's goal was to help students improve their health. When reflecting on the team's achievements during the school year, leaders provided overall positive feedback and had difficulty thinking of things they would change or did not like. In general, when contemplating changes, students increased the frequency of initiatives, such as adding more tastings or leading PA breaks more days of the week. On the whole, students defined leadership as helping and influencing other children. They perceived the co-advisors had done all of the decision-making for the team; students'

feelings were mixed on whether that was the best way or if there should have been shared decisions between advisors and student leaders. Western's principal, Mr. Lewis, was viewed as supportive of the SLT by students, primarily because of their interaction with him when reading the healthy messages during morning announcements. Students' teachers were also seen as supportive, largely because they provided reminders to leaders regarding their morning announcement and PA break duties. Leaders felt that students in the school had improved HE and PA behaviors, primarily through the healthy messages and PA breaks. They also perceived positive changes in their own HE and PA behaviors, as well as improved leadership, responsibility, and confidence in public speaking. Finally, leaders felt good about themselves as a result of helping other students become healthier.

Researcher Perspectives. In this section, I will describe my perceptions of Western's SLT, providing additional context to the processes and perspectives conveyed by the student team members and their advisors. First, I will discuss the top leader team's process compared to the FUTP60 model. Next, I will discuss the possible impact that team membership had on student leaders, considering my observations of the team's process and the perspectives of advisors and students. Finally, I will discuss my perceptions of the team's impact the student body, in relation to perspectives shared by advisors and students.

Implementation of FUTP60. Over the course of the year, Western's SLT completed three of six FUTP60 program steps, but in such a superficial way that initiatives did not satisfy program intentions. For instance, while FUTP60 promotes school-wide change, two of Western's SLT initiatives were limited to either upper grades, or just one class of students. The pledge banner signing and apple tasting both took place during the student leaders' lunch period, only impacting students in the same lunch period as the team. Furthermore, based on my

observations, even the limited student group that received the pledge banner signing and apple tasting were not made aware of FUTP60 objectives, did not understand the "pledge" they were making, or have an understanding of the connection between these one time activities and improved health behaviors.

The only initiatives that could have influenced the entire student body were the healthy messages read during morning announcements and in-class PA breaks. Based on my observation PA break observation, at least two classes did not receive the breaks that week. Additionally, the FUTP60 website provided guidance for implementing PA breaks, including to "…set up times during the week…" to implement breaks with the entire school (https://www.fueluptoplay60.com/playbooks/current-seasons-playbook/in-class-physical-activity-breaks#tab_tab5). Since the PA breaks were only offered once a week from March through May, and some weeks were skipped, classes could only have received a maximum of eight breaks over the course of the year. This suggests a minimal level of implementation, compared to what FUTP60 would have intended.

While administrative representatives acquiesced to Matt's requests to implement FUTP60 within the school, they worked with him to ensure minimal disruption to the school's schedule and focus on academics. For instance, they instructed Matt to pull student leaders from their "special" hour to conduct PA breaks, so their core classes would not be affected. Matt only met with students during their lunch period, which meant he sometimes missed his planning period, or if he had a physical education class at that time, had a staff member stay in the gym with his students. In fact, the only team activity that pulled student leaders from their core classes was interviewing with me three times during the year. To my knowledge, Matt received no

resistance to scheduling my interviews with classroom teachers, nor did I when going pulling students for their assigned interview time.

    Youth leadership. Limited principal and administration support led advisors to feel restricted in how much time they could allot to advising the team and when the team could lead initiatives within the school. The clear message was that advisors' primary roles could not suffer and academic interruptions had to be limited. This resulted in a version of FUTP60 that did not provide leadership and decision-making opportunities for student leaders.

    Although Matt had described his intention to provide opportunities for student-generated initiatives, discussions within the team regarding the FUTP60 process and students' ideas never took place. Student leaders were not given opportunities to impact the team's process, select the team's focus or initiatives, or make meaningful decisions of any kind for the team. Amy had never seen students' roles as idea generator or decision makers, but instead saw their role as *delivering* the program to their peers. She believed a peer messaging system would be more influential with students than an adult-delivered program, which was more traditional. In her reflection interview, when asked for examples decisions made by student leaders, her examples were superficial. For instance, Amy shared that students had wanted new activities for PA breaks instead of the ones they had done previously. Her solution was to select new activities without soliciting their input.

    Only a few meetings were held during the year, specifically to inform student leaders of upcoming initiatives. Student leader roles during the pledge banner signing and apple tasting were not organized or discussed in advance; they acted purely as support for adults, doing as they were told during the event. Student leader roles related to in-class PA breaks were more autonomous than previous initiatives. Students were provided with the activity, but were

expected to go to the class and lead classes on their own. Students were also expected to go to the main office on time to announce the healthy message in the morning. Students mentioned that their classroom teacher sometimes reminded them of when to leave for the in-class PA breaks and healthy message delivery.

Impact on student leaders. The team's advisors were in charge of selecting initiatives for the team, and at least most of the planning for those initiatives. Student team members perceived that they were most responsible for carrying out the events/initiatives. Specifically, student leaders had the following roles throughout the year: help students sign the pledge banner, taste test the apples, deliver healthy messages in the morning, and lead classes in PA breaks.

Given the limited roles of students, it would seem unlikely that team membership would have impacted students' feelings of empowerment or health behaviors to a considerable degree. This seemed supported when Matt had difficulty coming up with any benefits for student leaders, besides being excited to be on the team, and in fact responded to my question of possible benefits by asking me if there were other benefits. Amy indicated students knew more about being healthy, but did not provide any support for the statement. However, Amy did discuss examples how one student had become less shy, as a result of team membership.

Since they were provided many opportunities to talk in front of groups while leading PA breaks and talking on the public announcement system, it is understandable that their confidence in public speaking improved. Students' examples of taking on more "responsibility" were often limited to being more responsible with paperwork, because of healthy message and PA break paperwork. Additionally, while students provided positive responses regarding changes to their own HE and PA behaviors, it is difficult to know the degree to which these changes impacted their overall eating behavior and how sustainable these changes were. Some leaders elaborated

that their increased PA was specifically related to the minutes they led classes in PA breaks on Fridays.

Impact on student body. Given the limited initiatives executed with the student body, team's impact on the student body could only relate to either morning healthy message announcements or guiding about eight PA breaks in classes from March through May. Both advisors mentioned that an impact of the team was that other students wanted to be on the team. Other than that, Matt only mentioned hoping to impact the lunchroom environment, which did not seem aligned with the team's initiatives, and Amy mentioned the impact of the morning healthy messages. Student leaders mentioned improvements in other students HE and PA behaviors, as a result of the team. While some students mentioned that the healthy messages had influenced health behaviors, others suggested that the one-time apple event with a single class as a reason that students in the school were eating healthier, or non-SLT related items like the fruit and vegetable snack program and lunch offerings. Students felt that PA behaviors had increased, either directly related to the minutes of PA during in-class breaks, or that in-class PA breaks made students want to be more active at other times of the day; this, however, was not supported by evidence.

Researcher Perspective Summary. Student leaders were not provided empowering experiences and the team did not execute initiatives that would bring about sustainable change to the school health environment or improve student health behaviors. Over the course of the year, the SLT held two one-time events with only a portion of the student body, provided healthy messages to all students, led weekly in-class PA breaks for roughly two months, and met a few times as a team. Given that CSHP staff had organized the apple delivery and the healthy messages were a part of the overall CSHP and would have been read regardless, the impact

specific to the SLT in the school year was minimal. Support for the team was limited to allowing the team to exist and conduct events that minimized the impact to academic time.

Northern Academy

  School setting. Northern Academy is located in a neighborhood less than three miles from Lincoln Elementary; both are in a primarily Hispanic area of a large urban city. Neighborhood homes span a variety of upkeep levels and designs. Several homes appear to have suffered fires and have been abandoned, while other lots sit empty. The school property takes up about two city blocks and a chain link fence surrounds the perimeter. The building, parking lot, playground and several grassy areas are all located within the fenced area. The school, and its building, are in their second year of operation. At the entrance of the property is a parking lot for staff and visitors and a large turnaround that parents utilize to drop students off in the morning and pick them up in the afternoon. A gate stands at the entrance, but I have never seen it shut. Signs on the main doors for parents are in both English and Spanish.

  Northern Academy is managed by a national non-profit organization, operating 18 schools in seven states. According to the organization's website, they focus on providing a college preparation education for people of color; who they describe as disproportionately affected by the achievement gap and cycle of poverty. The website goes on to describe the three pronged model employed to achieve college preparation for their students: rigorous academics, social development, and arts infusion. Similar to their Western Academy counterparts, teachers display the name and mascot for their alma mater outside their classroom door. To further demonstrate a culture of college preparation, in assemblies, students from each grade shout in unison the year their cohort would begin college.

During the 2014-15 school year, Northern Academy offered grades K-6, with plans to add one grade per year until grades K-12 were represented. Currently, 11 classrooms being utilized in the school; two for each grade, K-5, and one class of 6th graders. The school reported that about 65% of students were Hispanic and 30% were African American; 92% of students participated in the free or reduced school meals program.

In addition to their partnership with CSHP, Northern Academy participated in the PE-Nut (Physical Education and Nutrition Education) program during both years of its operation. PE-Nut provided classroom lessons and resources for teachers, students, and parents regarding HE and PA topics. With respect to PA offerings, the school partnered with the same local non-profit organization as the three other schools for a year-round soccer program.

Process. In this section, I will describe the student leadership team's advisor, Renee, including her role in the school and how she came to advise the team. Next, I will describe the process Renee employed to select student team members. Finally, I will provide an account of the team's activities throughout the year, including a depiction of their meetings and enactment of the six-step FUTP60 process.

Advisor description. Northern Academy's student leadership team was advised by Renee Roy, an African American woman in her late twenties. Renee was the behavior specialist for Northern, which meant that she worked with troubled children in the school. The year before, Renee had been a paraprofessional, in charge of pulling children from classes for special reading and math group work. Renee lived in the community with her daughter, Catherine, who attends Northern and is a member of the leadership team. At the time, Renee was attending a local university, part time, to attain her teacher certification in elementary education.

When teachers brought students to Renee, they commonly use phrases such as "disturbing learning time for the class" as a reason why the student needed to be excluded from class. When this happened, Renee usually talked with the student about his or her behavior and which of the school's values he or she were failing to show. If the student wanted to stay in her office for "cool down" time, she provided worksheets. Often, during my visits with Renee, I would see the same three or four boys in her office as a result of problems they had in class. Sometimes students would come down on their own, while other times they were escorted by teachers. In addition to working with students on their behavior, I observed Renee calling parents to inform them that their child was suspended. For instance, during one of my visits she left a voicemail for a parent regarding a fight on a school bus that had led to a suspension. I have also been present when Renee was asked to take on lunch duty, to help maintain order and substitute for a teacher who had to leave for an appointment.

Renee initiated a "top leader" team the previous year. Her objective was to promote the school's core values by providing team membership as a reward for students who were demonstrating good behavior. She recalled, "I started to see we had numerous behavior issues and the principal was constantly dealing with behavior issues in the office." Renee expressed her hope to promote positive behaviors in students through her work with the top leader team, instead of only working reactively to change poor behavior: "Now, I'm not dealing just with kids who have behavior issues, but I'm also trying to promote the positive behavior in students, and really recognizing students who are showing positive behaviors." At the beginning of the school year, the principal asked Renee to integrate the student leadership team component of the CSHP program into the top leader team.

In November, Renee told me she was pregnant and the baby was due in late June. By February, Renee was wearing an engagement ring and told me she was planning to marry her boyfriend in mid August. In fact, Renee and her fiancé were married in mid-April. About a week later, Renee asked to be removed from her position as behavior specialist due to her pregnancy and the "great deal of stress" the role was causing her. Subsequently, Renee transitioned to a paraprofessional role assisting in a Kindergarten classroom and ended the meetings and activities with the top leader team. She still coordinated my visit for student interviews in early May and met with me in late May for her final interview.

Student team selection. Renee targeted students for the top leader team who were demonstrating undesirable behavior, but who she thought wanted to improve. Renee described the team as an opportunity to "lead students into the right direction. They will change their behavior because they want to be a part of it and then other students will see they're a part of it and will want to follow suit." We discussed how top leaders might be potentially natural leaders, but needed to redirect those abilities in more productive ways. She hoped that by involving them in school projects as leaders or helpers for staff they would feel more "invested" in their school. Renee felt that top leaders were students that could be trusted to "leave out of your classroom and do exactly what they say they're going to do."

Student members of the top leader team were referred to as "certified leaders." To become a certified leader, students needed three positive referrals from school staff, usually from their classroom teacher. Students could then attend meetings on a provisionary basis. After attending three meetings, a student could apply for membership to the team. The application process included providing two letters of reference—typically provided by teachers or family members—and signing a contract. Catherine told me that signing the contract meant that as a

certified leader, "you can't get reflections and you have to be a role model to the younger kids." Reflections were the term used for referrals to Renee for behavior problems. Some students had been on the team since its origination the year before, while others joined throughout the 2014-15 school year. Table 11 provides a description of top leader team members who participated in interviews and observations throughout the year. As a result of students joining or leaving the team and absences, nine of the 18 top leaders were interviewed three times, seven were interviewed twice, and two were interviewed once.

Table 11.

Northern Academy Student Leadership Team Members

Name	Description
Renee Roy	Advisor; African American female in her late twenties; behavior specialist
Adam	5th grade African American boy
Alexandra	5th grade African American girl
Amar	5th grade Middle Eastern boy (joined in February)
Anita	6th grade Hispanic girl
Brian	5th grade Hispanic boy
Catherine	5th grade African American girl
Daniel	6th grade African American boy
Deandre	6th grade African American boy
Juan	5th grade Hispanic boy
Keandra	5th grade African American girl (joined in December)
Kendra	5th grade African American girl
Kennedy	6th grade Caucasian girl
LaTonya	6th grade African American girl
Lena	5th grade Hispanic girl
Maria	6th grade Hispanic girl
Nicolas	4th grade Hispanic boy
Miguel	5th grade Hispanic girl (left team in February)
Robert	5th grade Caucasian boy
Sofia	5th grade Hispanic girl (joined in January)

Students overwhelmingly agreed that they wanted to be on the top leader team so they could help fellow students and make the school a better place. For instance, Kennedy echoed the sentiments of her peers when she told me, "Well, I just get a great experience of helping people, like being involved with other kids and helping them. That's really what I'm going for."

Similarly, Catherine detailed, "I thought if I was a certified leader, I could make a change around the school." Alexandra's response was similar, but included a secondary motive, "Well, I always liked to help people, and I like to help out around the school. And to tell the truth, sometimes to get out of my classes, too." Some students also discussed being a positive behavior role model for other students; like Anita who wanted to be on the team, "so I could show all the people how to behave."

Certified leaders concurred that team membership was desirable and most of their classmates wanted to be on the team. Miguel, similar to others, perceived that classmates were jealous of certified leaders, but struggled with meeting selection criteria, "They're jealous. Because they want to be on the top leader team, but they keep on being bad so they can't get on." Similarly, Juan told me, "Yeah, mostly the whole class wants to be on the team." Some leaders, such as Deandre, thought classmates wanted to be on the team because "it's fun" and "you get to help out in the community." In contrast, Daniel thought students wanted to be on the team because of the benefits, such as getting an extra snack during meetings.

Team meetings. Team meetings were held during students' lunch period, lasted about thirty minutes, and were scheduled every other Friday. Due to planned Fridays off and unscheduled closings due to snow or cold, meetings were typically held monthly instead of bi-weekly. I attended meetings in November, December, and March. Renee would type up and print copies of meeting agendas ahead of time to share with students. Figure 9 is a screen shot for November's meeting, with pseudonyms inserted.

T.O.P Leadership Lunch/Meeting Agenda

Welcome.................... **Ms. Roy**   Today is Friday November 21, 2014

Sign in.........................All T.O.P Leaders must sign in

Today snack (Muffins)..........Shout out to **Kennedy and Deandre** thanks for bringing in a snack for everyone enjoy!

Everyone eat you lunch and listen!

Can Drive Plans..................Let's decorate Thanksgiving boxes at 3pm today(each leader should decorate one box only). **Northern** Families will pick-up Thanksgiving boxes on Monday.

T.O.P Leaders...............Reflections on the Building Healthy Community: Apple Tastes

What are your thoughts? Was it fun? Did you like it? Which part did you enjoy the most?

Your Homework for the weekend: Go online and visit FuelUpToPlay60.com Be sure to sign in as a student and we will decided your experience on Tuesday.

Special guest speaker........ **Parent volunteer** student blog information)

Shout outs: Shout out to all the T.O.P Leaders for hosting an amazing apple tasting you all did an fantastic job. I can't wait until our next tasting!

******Sign-up for snack, sign up to be Joy Fest Speaker (also recommend a Potential Leader Speak other than yourself), and recommend someone to do morning announcements for next week.

Figure 9. November Meeting Agenda

November meeting. November meeting attendees included 15 certified leaders, Renee, a parent volunteer, me, and one boy who was sent down to Renee for disruptive behavior that she had sit to the side. The meeting convened in a large room connected to Renee's office. I helped Renee pull folding metal chairs into the middle of the room and organized them in a circle. Students got their lunch form the cafeteria and brought it to the meeting room. Kennedy and Deandre had been previously assigned to bring snacks to the meeting. Kennedy brought home made mini pumpkin muffins and Deandre brought a bakery box full of a variety of churros: plain, stuffed with icing, or stuffed with caramel. Students seemed excited by the churros and crowded around the box, calling out which kind they wanted. Deandre said loudly that there was

more than enough for everyone to have at least two churros, to which Renee responded, "No, they only need one." She went on to say that if it was the end of the day and students were going home they could have "all that extra sugar," but not here at school. At some point she looked at me and made a joke about the choice of snacks not being very healthy. When the snacks are brought around, I take a caramel filled churro and a pumpkin muffin.

The meeting started with students acknowledging each other in "shout outs." Renee and several students gave shout outs to Kennedy and Deandre for bringing snacks, another boy gave a shout out to everyone for doing the apple tasting and another boy added a shout out to all the students on the team for being good students in class. Then, Renee let the team know they can come to her office at 3pm that day to decorate the cardboard boxes filled with food that was donated for families in need. Next, the apple tasting that occurred earlier in the week was discussed (further described under Step 5. game time). Juan contributed that he "liked passing out the chocolate and most kids liked the chocolate and that made me happy." He added, "We needed to give them more sauces." Renee responded, "We wanted to mainly focus on the healthy part, the apple." Other feedback was that they wanted to pick their own role instead of having Renee assign it to them.

Then, the parent volunteer (Caucasian woman probably in her thirties), told the team about the blog she updates for the school. She told the group she had heard from her son that the bathrooms were experiencing a variety of vandalism issues; such as having the knobs stolen, candy wrappers left everywhere, soap put on the mirrors and floors, and paper towel pulled out and left all over. She asked the team if they had suggestions to help prevent these issues. One student suggested hanging signs that read, "Keep Calm and Keep the Bathroom Clean." Another student added, "We are the top leaders and need to keep the bathroom clean." Other suggestions

included each student bringing their own soap to the bathroom, having the bathrooms split by grades, having sign-in sheets posted outside the bathrooms, and having students go to the bathroom in pairs. Renee concluded that a bathroom committee would be formed to work with the parent volunteer on possible solutions. At the end of the meeting, Renee assigned the homework of logging on to the FUTP60 website, which is discussed in more detail under *Step 2. Build teams and draft key players.*

December meeting. I helped Renee set up the folding metal chairs in a circle in the middle of the room before the meeting starts. Miguel, the first student to arrive, said, "I don't wanna come to the leadership meeting today." Renee responded, "You don't wanna come? You have to!" Miguel tells her, "But leadership is boring." Eleven more students arrived with their lunch trays. Juan handed out agendas, which were hard to read because the toner was almost empty on the copier. Renee started the meeting by saying that Miguel thinks the top leadership meetings are boring, so he has to tell me how to fix it and make it fun. Then she tells the group, "We want to make sure we bring healthy snacks, so I brought crackers today. I wanted to bring cheese, too, but I just have the crackers." A student responds, "These aren't healthy." Renee tells him, "Those *are* healthy. They're *wheat* Ritz crackers."

Next, Renee told the team she would make a sheet that the team would use to check the bathroom and report if "anything bad has been done and if you saw who did it." The top leaders would also be helping with the next perfect attendance ice cream party. Leaders would be assigned jobs and go to classes to gather perfect attendance students, bring them down, and serve them ice cream. Top leaders would receive ice cream for helping and an "extra special present" that Renee would not describe in more detail. Near the end of the meeting Renee selected a student at random, using colored popsicle sticks, and told him he could pick a game to play for

the rest of the meeting time. The student picked a game called, "Murder." It became chaotic at this point, with students all trying to tell Renee how to play the game, which seemed to entail everyone closing their eyes and Renee tapping two students' shoulders. Everyone started shaking each other's hands and some start falling on the ground. When this happened, students started yelling out names, trying to guess the "murderers" were, that were tapped on the shoulder. By this point, lunch was over and Renee told them to return to class and that next time they should have to be more organized and pick a game that everyone knows, for less confusion.

March meeting. Eighteen students attended the March meeting, which had to be held in Renee's office because another class was using the larger room next door. Students brought folding metal chairs in from the larger adjacent room. The room was too small for all students to have a chair and sit, so some stood. I volunteered to bring the snack in- clementines and bananas—a way to thank students for letting me interview them. Renee announced she had a lot to cover and the first topic was to select a field trip for the team to take at the end of the school year. Renee handed out a sheet with the three options and instructions to circle their top choice: a trip to a children's hands-on museum, a local university, or a historical museum. After the meeting, Renee tallied responses and the local university won. The team had raised money for the field trip by hosting a movie night at the school a few weeks earlier.

Next, Renee told the group about the new mentoring program she wanted to implement. She had a sign up sheet for students who were interested in mentoring a student in Kindergarten through fourth grade. Renee said she was looking for about 20 mentors to focus on "behavior or academic struggles." She went on to say, "To be a mentor, a student must show integrity and all of the school values. It will last about two months, you'll check in and out with them daily and help teachers with things in the class that they might need help with." Then she asked the group,

"What are good qualities of a mentor?" Kennedy responded that you should "Show all the values and be a good leader, and show patience and explain something easily and practice it with them, like being a tutor." Juan added, "Working hard and completing assignments." Students told me later in their final interviews that the mentoring program was not implemented during the year.

The meeting ended with shout outs, where students could acknowledge their peers. Kennedy gave a shout out, "to those who remembered the meeting, because that shows integrity." Next, Brian gave a shout out to Amelia and Vince who were attending their first meeting. Then Vince gave a shout out to Amelia, "for her first meeting," adding under his breath "and because she's beautiful." This makes some boys laugh loudly and Renee dismissed the group.

Team meeting summary. Based on the three meetings I attended, the team's focus on FUTP60 and HE and PA initiatives seemed minimal. Looking on the FUTP60 website was assigned as homework, but based on students' feedback and the website, students were not utilizing the site. Students seemed to enjoy coming to the meetings, except for Miguel's comment in December that meetings were boring. Given the large number of students who attended, side conversations which created background noise, students need to multi-task between eating and discussing meeting topics, and the time allotted for meetings, not much seemed to be accomplished in actual meetings. The only decision I witnessed students making in meetings was selecting the field trip from the list of three ideas provided by Renee.

FUTP60 six-step process. Next, I will detail the team's completion of the six-step FUTP60 process. When a team completes any three steps, they are considered to have scored a "first down." Executing five steps is a "field goal" and finishing all six steps is a "touchdown."

According to the FUTP60 website, achieving each level unlocks rewards; the specific rewards are not specified. Steps can be completed in any order.

Step 1. Join the league. Step one is completed when the program advisor logs on and signs up on the FUTP60 website; Renee completed this step by mid-October. The welcome kit was mailed to all CSHP schools in September, based on their commitment to including a FUTP60 student leadership team as a component of CSHP. The welcome kit included a banner, posters, student t-shirts and bags, and other giveaways. I did not observe any of the welcome kit materials used or displayed during the school year.

Step 2. Build teams and draft key players. Step two requires student participation on the FUTP60 website and is achieved when at least one student signs up on the FUTP60 website and attains "ambassador" status. Ambassador status could be attained by a student earning 30,000 points. Points accumulate when students check off tasks that the team completes, such as "lead your team in school-wide plays" and "spread the word about Fuel Up to Play 60."

In the November team meeting I attended, Renee assigned students to log on to the FUTP60 website at home and "list some things you like, which will be discussed the following week." In the December team meeting I attended about a month later, Renee asked students if they had completed the homework by logging on to the website, to which all students replied they had not. Some students mentioned issues with broken computers or they just moved and they did not have internet yet. Renee let them know that it was mandatory to complete the homework and they could come to the computer lab Mondays and Wednesdays near the end of the day, with their teacher's permission, if they needed to. To my knowledge, the homework assignment was not brought up again with the team. According to the website, one student

(Brian) logged in and linked to the school by the end of January, but did not reach ambassador status. So this step was not completed for Northern during the school year.

Step 3. Kickoff. Step 3 is accomplished by holding a school-wide event to promote FUTP60. While a kickoff assembly was held at the end of January, Renee never checked this step off on the website. The assembly was held in the gymnasium on a Friday, at the beginning of the day and lasted about 25 minutes. Renee created an agenda for the kickoff, with each item assigned to a top leader; such as reading the healthy messages, talking about the website and so on. As we waited for the assembly to begin, I asked a few of the top leaders if they got to pick their assignments, which they did not. Renee began the assembly by introducing the top leader team and told the audience that they were participating in the FUTP60 program this year. She let students know they should look for posters about being healthy in the hallways (figure 10). Alexandra took the microphone and told the school to try to make half their plate fruits and vegetables this weekend. Next, Robert stepped to the middle and told the school about a fruit or vegetable he has tried. He laughed nervously and said, "I had some potatoes. Yeah. They were good." Then, Catherine reminded students to bring a healthy snack, followed by Kendra who read from the sheet in her hand that they would be starting "Try Something New Tuesday." Her statement was confusing, so Renee took the microphone next and told the school they would be handing out log sheets to each class and that on Tuesdays, students should bring a healthy snack to share with a friend. Next, it was Brian's turn and he encouraged students to go for a walk. Then Renee asked the audience if anyone could share a healthy tip with the school. One boy shared that you should drink eight glasses of water a day and a girl told students that you should exercise. Then, two top leaders each picked an exercise—yoga and jumping jacks—and lead the school. Next, Adam led students in deep breathing, followed by Keandra who told the group that

she had been to the FUTP60 website and it is "a healthy site where you get to play games based on grains, dairy, protein, and fruit. The game I played was a maze where you collect healthy snacks. You can go on with your parents' permission." Kennedy closed the assembly by saying, "Thank you. This is really important to stay fit and healthy, so you can be healthy at school and play with your friends." Top leaders later told me that they were confused during the assembly because they had not practiced at all and had to change assignments because some leaders were absent.
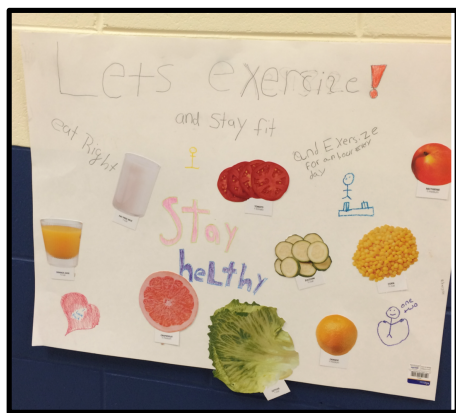
Figure 10. Healthy Poster in Hallway

Step 4. Survey the field. This step entailed completing a 37-item school wellness assessment, and logging the results on the website. Renee discussed the completion of the survey with me in our November interview, but did not submit results on the website during the year. Renee shared her thoughts on student involvement in filling out the assessment:

> Yeah, I kinda went through [it with] the team. I sat down with them and I asked them like the different questions that were asked, and I inputted their responses. And pretty much it was their, their answers and we went with the majority and that's what we chose to do. It was pretty much student driven. I think a lot of them were like, "We didn't think about that. We didn't think about that." You know, things about the lunch room and things about just, daily activities and different things like that…. And some, a lot of kids had some very interesting responses and it really was like, you know the students were really involved and really patient and so. It was pretty good.

Step 5. Game time. To complete step five, teams should enact one HE initiative and one PA initiative during the school year. The step can be checked off on the website after the completion of either initiative. Initiatives should promote healthy student behaviors and/or a positive health environment and reach all students. The FUTP60 website includes a "playbook" that teams can select plays from. Northern's top leader team completed an apple tasting in November and Renee checked the step off on the website in January. No PA play was completed during the school year.

HE Play. Similar to Lincoln and Western Academy, the SLT at Northern managed the distribution of apples and recipe cards, provided to the school through the CSHP. A variety of apple types were allocated to the school, with the intention of allowing each student to try different types of apples and select their favorite variety.

Over the course of two days, Renee created a schedule to visit each classroom for about 10-15 minutes to conduct the taste test. Two top leaders were assigned to help Renee with the distribution for each half hour of the schedule. Deanna, the schools CSHP liaison, sat in Renee's office cutting apples for most of the first day, which Renee then placed in bowls on a rolling cart to take to classrooms. Students each received three slices along with three different dips to try with the apples: peanut butter, caramel, and a chocolate spread. Each student also received recipe cards to take home to parents, with information about how to incorporate apples into snacks, meals, and breakfast.

I came to observe the activity for most of the first day and Renee asked if I could help with the distribution. When Renee, the top leaders, and I would enter a classroom, Renee introduced the activity to the class and give jobs to me and the top leaders (pass out plates, apple slices, put dips on plates, pass out recipe cards). For most of the activity, Renee had one or two

boys follow her around because they were having behavior issues in class and the teacher had sent them to her. Recipe cards came in both English and Spanish and the classroom teacher would identify how many of each language the class should receive. The teachers ensured the recipe cards would make it into folders to go home. Top leaders seemed really excited to help with the activity and often asked to stay beyond their assigned time slot, which Renee would agree to, so oftentimes, four to six certified leaders would help in each class. During Juan's turn helping the team, he was eating the chocolate dip in the hallway with a girl on the team and Renee told them the dip would run out if they did not stop. Juan responded, "I'm just too excited!" At one point a top leader stuck their finger in one of the dip containers and licked it. At the end of some visits, right before we left, a top leader would say something similar to, "thank you for trying our healthy snack and I hope you make healthy choices." This seemed to be the only HE messaging that accompanied the activity.

The schedule to visit each classroom had been adapted from the original version Renee had given me. Originally, all classrooms would have been visited in a single morning, but now the visits occurred over a day and a half. Renee told me the change was made at the request of the principal and classroom teachers, so visits would coincide with each class' recess time. While students appeared excited during the visits to try the apples and dips, I heard on a later visit that students were upset to learn they did not get a recess period that day because of the tasting.

Step 6. Light up the scoreboard. The final step of the program is considered accomplished when the advisor submits a "success story" to the FUTP60 website. The success story, usually one to three paragraphs in length, should include an accomplishment of the SLT. This step was not completed by Northern's team during the school year.

FUTP60 six-step process summary. Throughout the year, Renee signed up on the FUTP60 website and the Northern top leader team held a FUTP60 assembly and HE taste test. Only steps 1and 5 were checked off on the website, and the second part of step 5, implementing a PA play, was not completed. In general, the team appeared focused on other objectives instead of FUTP60 initiatives. During the school year, Renee and top leaders discussed non-FUTP60 events they held in team meetings and interviews. Examples were hosting movie nights, helping with perfect attendance, popcorn, pizza, and ice cream parties, decorating boxes for food donations, checking on the bathrooms between classes, participating in a candy bar fundraiser, designing top leader t-shirts, and planning an end-of-year field trip to a university.

Advisor perspectives. During my visits to Northern and our interviews, Renee shared her perspectives related to her role as advisor and positive outcomes she perceived as a result of the team's accomplishments. Themes emerged surrounding Renee's limited time to commit to the team and the support she received and desired for the team. Additionally, Renee discussed her thoughts regarding student leadership and the ways she felt leaders and the student body benefitted from the top leader team's efforts.

Time commitment. During our first interview, Renee brought up her main concern for advising the team: limited time. One of her concerns related to having enough time to meet with students regarding FUTP60 initiatives and existing top leader topics, "First, time is a concern. That might be a slight issue, because I'm noticing that- what I'm trying to do is have our regular meetings, but then incorporate another meeting within them and it's like almost impossible." Renee discussed the limited time to meet with top leaders again in March, "Just having more time; like more quality time. We're meeting every Friday, but they're eating…it's a *huge* team, to hear everyone, get everyone's opinion and what they think- it's just not enough time."

Furthermore, Renee felt compelled to prioritize her role as behavior specialist, "My main role here at the school is still with behavior and so that is at the forefront over everything. Because that's my original job description and that's what I do to make sure that the school is safe." Since her role incorporated diffusing situations with students, her schedule was somewhat unpredictable, "Sometimes things don't happen when you think they're going to happen, like my job is just you know, when it happens, I have to take care of it!" Renee shared that she had not discussed the time commitment or different priorities with the principal and that as long as she continued getting her main role done, she did not expect to have any issues, "She basically saw me doing my job; nothing's lacking. So I guess by her not seeing anything that wasn't taken care of, everything was documented, everything that my job required me to do was done."

Renee also felt that her limited time to commit to the top leader team impacted her capacity to apply for more grants and gather parent support for students' utilization of the FUTP60 website. In her last interview, Renee talked about how she could have researched and applied for more funds, if she could have invested more time:

> If I had more time, I could apply for different grants and things that come up. Umm, but it gets a little difficult with me balancing school and work and daughter and pregnancy and being engaged. So I just kind of wish I had more time to look at those possible opportunities, they have grants and things like that.

Wanting more parent participation with the team was a common theme across Renee's interviews, such as in her last interview when she considered anything that could have gone better,

> Just getting parent participation, getting them in it and also and getting the website, getting those steps completed was kind of hard for me because it's just so time consuming for me. I was able to meet with my group but it was hard making that connection from student to website to home it was really hard pushing that in and having parents involved in that process.

Support sources for the team. "I think from the teachers' and the principals' perspective, I think, education is definitely ranked really high. And then when it comes to physical fitness, it's somewhere- it's in the middle." Renee seemed to understand that the top leader's FUTP60 objectives would need to be coordinated in a way to not impact academics. "[The principal is] very cautious of that, like the academic time is very important. Which, that's why I created the schedule like I did, so that I'm not dipping into academic time." For instance, Renee scheduled meetings during students' lunches, the kickoff assembly occurred during classes' "community time" on Friday mornings, and the apple tasting took the place of classes' recess time.

Renee recollected that the principal was supportive of her plan for the team, "When I presented her with what they were going to be doing and she saw what they were doing, she was very supportive of it." Renee felt that the principal's only concern with the group was that it had so many members it was hard to be effective, "She informed me that they're doing a great job, but if you have like 20 kids making popcorn bags, then you have this big mess…. So kind of like breaking up those jobs."

During Renee's reflection on how the principal had supported her and the team during the year, she saw the principal's contribution in applying for the original CSHP grant and allowing the team to occur.

> I would say, just to allow us and create the space to do things…. I know she was trying to work out other things with it being her first year as a principal, so I know she wasn't in the meetings as much as she wanted to be.

Regarding advice for how future principals could support FUTP60 student leadership teams, Renee discussed being present at team initiatives, such as assemblies, to model and show support of health topics and coming to team meetings to demonstrate the importance of team objectives to student leaders. "Just showing her face and letting them know I'm here and I support what you're doing. I think just being there shows that support."

Classroom teachers. In general, Renee felt supported by classroom teachers for her work with the top leader team. She shared that teachers "think it's a great opportunity for kids to be involved in their school." She continued by saying, "A lot of them thank me for getting things started and having their kids invested in something that will help them be a productive adult and leader." Regarding the healthy initiatives associated with FUTP60, Renee mentioned several times that teachers could have bought more into CSHP and the FUTP60 aspect of the top leader team. "…learning is great, it's like the reason we're here, but at the same time, we still want to promote other key components for building a healthy life…" Renee disclosed she would have liked CSHP program staff to meet with staff at the beginning of the year to discuss initiatives that would be implemented to help gain their support, "There could be leaders to come in and help me with those meetings. That would have helped in the beginning, I think."

Regarding how teachers had been supportive of the team during the year, Renee reflected, "They have allowed their top leaders to be involved in surveys, school rallies, meetings, in that way they have supported them." Her advice for how future classroom teachers could be supportive of FUTP60 teams was similar to her advice for principals, be available and show support for the team:

> Just the encouragement piece of it, "I really see what you guys are doing and I'm really proud of you." And even if we started something on Saturday, stopping by then. Just opening up that door and hopefully teachers will accept that invitation, and I'm not saying every teacher will because teaching is a very big job, it leaves you with work during the weekend.

FUTP60 program staff support. Overall, Renee seemed to accept the level of support she received from the principal and teachers, but voiced a desire for more support from FUTP60 program staff. Renee discussed this in her first interview:

> I think the [FUTP60] program itself is okay, I just kinda wish that I did have someone to come in and you know, give me a more in-depth way of going about, like how we should

start…. Like I said, the site is very helpful, but having someone actually come in and actually kind of show me the ropes a little bit.

Renee suggested this again in her last interview:

> It definitely would've made things a lot easier in the beginning, I think, just having that support. That type of support is very useful and helpful in having a strong start… knowing what to do, where to go next and how to set it in place… just being able to have someone give you a glimpse of how that structure should look would be very beneficial.

To understand more about Renee's request for outside program support, I shared a related suggestion from another advisor, Diego at Lincoln Elementary, to get her thoughts. Diego had recommended FUTP60 assign a program staffer as a co-advisor or back-up advisor to teams, to come in and lead meetings when the main advisor was unable to make time for the team. Renee was very supportive of this suggestion, replying, "I totally agree with that."

Student leadership. The importance Renee placed on providing leadership opportunities for certified leaders was evident throughout our discussions. In our first interview, Renee asserted, "I want them to be leaders. I want them to be looked at as leaders." Later, she elaborated, "I just want to see the team become leaders. Like health leaders. Like healthy eating, promoting healthy eating, exercise and why it's important." When discussing the FUTP60 program, Renee again mentioned her desire to see students generate and lead their own health initiatives, "I want to see it being student driven…. We have a lot of ideas in the [FUTP60] program, but I want them to generate some of their own ideas, because that lets you know students are really involved."

In her second interview, Renee discussed how she enjoyed being able to help cultivate leadership in students:

> I like that I can empower students and make them well really, guide them into being leaders and they can take the role and lead themselves. I love to sit back and watch students conduct different activities and put on different events and be able to take the role, take the lead role, and I just watch them.

When describing team members' duties, Renee included items such as, "their responsibility is to lead the meetings" and "sometimes after the meeting we choose someone to recap what we came up with." Besides having roles in meetings, Renee also saw a job duty for team members as, "they also have roles where they can go and monitor restrooms and update me on different issues that they're noticing." Renee went on to say students' roles were "pretty much" as she expected, but that she would still like to see them "step up" and "take charge" more.

In her last interview, Renee talked about how she had sat back and "let them go and take the lead." Reflecting back on the year, she said, "I think student involvement, it really helps for other students to see, 'look they're leading this or they're doing this!' It catches the other students' attention so fast. Quicker than me doing it on my own."

Positive outcomes. Renee discussed benefits experienced by certified leaders, as a result of team membership, in three categories: interpersonal traits, academics, and health. Renee's examples of improved interpersonal traits for team members included conflict resolution, role modeling, confidence, and feelings of empowerment. For instance, Renee disclosed, "I've seen students learn how to solve issues on their own. How to, conflict resolution, you know, like when they have an issue. Being able to talk and figure it out, with very little adult supervision." Renee also mentioned that certified leaders became role models for other students, "…responsibility, ownership, accountability, just to take ownership of it. To say, 'this is what I want to do' and not just tell other students what they should do, but they're also leading by example by doing it themselves. Additionally, Renee felt some team members improved their confidence, "My shy kids, they benefitted from it. … because it was kind of hard for them to

come out of their shell, but once they did it was like, 'oh, I love this. I like to do it.'" The last

interpersonal trait Renee perceived had improved was feelings of empowerment:

> I think that the apple tasting was a very empowering moment for them. They felt like, "Wow, I'm promoting healthy eating. Through this taste test, I'm able to pass it out, I'm able to explain to kids what they're going to have, I'm able to even pass out little literature cards that help kids come up with a healthy snack using apples." And so that right there was a very empowering moment for all of the top leaders, and they were all able to participate in that.

> In addition to interpersonal skills, Renee felt that certified leaders' grades and testing

scores had improved because of their team membership:

> They've had a lot, really, they've done well on their testing, their report card. They just got a report card and I've seen some of the top leaders come in and show me, like, 'look what I got.' So not only is their behavior matching up with top leadership qualities, but their grades are. So that's very, to me, that's what I want to see. I want them to be able to have those social skills and leadership skills, but also be able to academically achieve their goals, as well. And achieve those scores in reading and math, and I want those scores to go up. And I think that's the success I've seen.

> The final positive outcome Renee perceived top leaders experienced was related to their

personal health habits. At the beginning of the year, Renee saw this as a potential benefit: "I

think the benefit would be a healthier lifestyle. It's giving them knowledge and knowledge is

power." In March, Renee talked about the success team members were beginning to have related

to their health:

> They've kind of succeeded in eating healthier…. So I think they still have, we all have, a ways to go for a life of physical fitness and eating healthy, but I think they've made a lot of progress in those areas.

Renee went on to share that team members talked with her about healthy topics, "…and they'll

tell me cool stuff, 'cause they feel like it's really important. Especially important to me, since

I'm the advisor that's promoting it. So they feel like it's very important to let me know that

they're being healthy." During her May interview, Renee revisited this benefit for student

leaders, "I would say, for the most part, yeah it has. It has really made a difference in several of the students' lives. Healthy eating lifestyles, I would say so."

Student body. In addition to team members, Renee perceived that other students in the school also benefitted from team's initiatives. Specifically, Renee felt students were more aware of HE topics and were trying to make healthier choices. To illustrate this, Renee relayed conversations she had with students in the lunchroom, "I think the school is more engaged in why they should eat healthy. They'll even say to me when I'm on lunch duty, 'I don't know about this. Is this healthy, Ms. Roy?' Like they need my okay." Renee also shared feedback she received from teachers, which led her to believe students were thinking and talking more about healthy eating, "I think there's more conversations during class or during community time. [Students] bring up healthy eating, teachers have mentioned it to me that they bring it up." Furthermore, Renee felt that students were talking about how to be healthier with each other:

> And just the changes as far as their day to day interactions with each other, being able to help each other be healthier and asking, "do you think that's a healthy snack? Maybe you should choose something like this, or something like that." I think it's a big change because last year you didn't hear too much of that talk about healthy eating.

In addition to Renee's role as the top leader team's advisor, she also conducted the school's morning announcements. In compliance with CSHP, morning announcements included a healthy message that promoted awareness and positive health behaviors in students. While our conversations were framed to gather outcomes related only to the top leader team's FUTP60 initiatives, I would expect it to be difficult for Renee to differentiate which CSHP components were contributing to the outcomes and conversations she described.

Advisor perspective summary. Renee perceived that the existing meetings were not long enough to accomplish everything that the team needed to do, considering the new FUTP60 initiatives embedded within the existing team. When discussing her time constraints, Renee

shared that her priority needed to be her primary role, as behavior specialist. Renee felt that the principal and classroom teachers prioritized academics and physical fitness was "in the middle." Principal and teachers' primary support for the team appeared to be allowing and encouraging the team to exist. Renee did not express an issue with this level of support, but when providing advice to future schools, suggested increased encouragement and support of the team, specifically through attending meetings and events. However, she did express a desire to receive more support from FUTP60 program staff, both in explaining the program to school staff and helping lead the meetings and getting the team off to a productive start early in the year.

During interviews, Renee discussed the importance of providing opportunities for team members to become leaders in the school, and her aspiration to empower student leaders to generate ideas for the team. Yet, when Renee described team members' roles, she listed items such as leading meetings (which I did not witness in the three meetings I attended) and monitoring the bathrooms for cleanliness. Through my observations and interviews with Renee and students, I am not aware of student generated ideas that were initiated during the year.

Renee perceived that student leaders benefited from their experiences on the team through improved interpersonal skills (conflict resolution, role modeling, confidence, and feelings of empowerment), academics, and improved health behaviors. She also thought that the overall student body was more aware of healthy eating topics and trying to eat better. These perspectives seemed based on her personal interactions with students and things she heard from classroom teachers. It was difficult to separate if these conversations took place due to Renee's role as the team's advisor or because of the healthy messages Renee read in the morning announcements each day.

Student perspectives. This section presents the perspectives of Northern Academy's top leader student members. Formal interviews were held with members in early December, March, and May. Informal interviews occurred during visits for team meetings and initiatives. Themes emerged related to students' feelings about team membership, the importance attached to student behavior, thoughts about youth leadership, principal and teacher support for the team, and the impact the team had on the school and leaders.

Team membership. When asked about the team's purpose, top leaders perceived it was to help the school and students. Students felt that being on the team was fun and team members demonstrated school values, responsibility, and good behavior. For instance, Kennedy felt that being on the team was "…full of responsibility and trustworthiness, but you also get to have fun with it and be able to feel like you're a part of the school." In Daniel's description, he shared, "…it's a fun thing to do and it's rewarding and you get to help others and it's just overall the best thing you could do for the community." Brian concentrated on how the team helped staff, "…the team is really about a bunch of kids leading the school and helping the staff do the right things for the children." Whereas, Lena discussed how the team modeled desirable characteristics to other students, "…We have grit, integrity, self-discipline and all the kids in the school need to know what those values are and some leaders to show them." No students mentioned FUTP60 in their descriptions of the team or discussed HE and PA topics, although Adam did mention CSHP, "We [have CSHP], we help the staff plan lessons or plan things. We help the kids make a better community so the school could be better."

Feedback and reflection. During interviews, top leaders shared their favorite parts of being on the team. Two primary themes emerged: *helping* and *having fun.* Students shared examples of how they helped students and teachers and assisted with events and activities. Maria reflected

that her favorite part of being on the team was, "I like finding out more things about the school and helping out with the kids. Help them know something new." Similarly, Sofia shared, "I like that we get to do some fun activities and we get to help out a lot." Brian specifically mentioned helping with fundraisers and movie nights and in general being able to volunteer. Daniel mentioned both helping and having fun, "Go on field trips and help Ms. Roy and some others, and help with donations. And really just discussing business and having fun." LaTonya's favorite part of team membership concentrated on having fun and getting out of class:

> Some people would say [they] are in the top leader stuff- they would say it's fun, because you get to get out of class. Actually no, that's not why- but well, that's like a little bit [laughs]. But it's actually pretty fun because you get to feel like you have authority, you get to feel like you make a difference in things.

To understand possible changes, additions, and/or improvements top leaders could identify for the team, I asked a variety of questions in all interviews conducted throughout the year. Some students (Robert, Deandre, and Amar) consistently had no suggestions for changes to the team. For those who did have recommendations, the common theme seemed to be adding *more* to the team and not taking away things that the team already did. This theme of *more* took on different meanings for students. At least some students discussed each of the following: doing more (activities, meetings, and/or field trips), adding more members, and having more impact on the team's initiatives.

For instance, Alexandra, Catherine, LaTonya, and Maria all mentioned wanting more activities, meetings, and/or field trips. Alexandra shared that she wanted to "Do more stuff. More activities." Catherine felt that meeting only on Fridays was not enough and the team should have "more field trips." LaTonya perceived that meetings did not result in enough action and the team should have more events, "We should've had more events. Because mostly when we have our meetings every other Friday, I think we just talk about things but they're never put

in action." Kendra, Kennedy, and Nicolas all mentioned having the top leader team available to more students or grades, "One thing I would want to change is adding like two or three students from every grade" (Kennedy). Juan and LaTonya both discussed increasing the opportunity for top leaders to make decisions and lead the team: "Instead of having adults lead it, how about having someone in the top leader team?" (Juan) and "When we have meetings it's all given to us instead of us being able to bring something to the plate" (LaTonya).

Importance of good behavior. The theme of behavior, both good and bad, was mentioned throughout student interviews. Specifically, themes emerged regarding how student leaders demonstrated good behavior, other students in the school displayed bad behavior, and that the top leader should help students improve their behavior.

Top leaders' good behavior. Top leaders thought of their invitation to join the team as a reward for their good behavior. This incentive to "be good" to be chosen for the team and to "stay good" to remain on the team was Ms. Roy's objective when she started the team the year before. Juan told me that being on the team was fun and that being a top leader was "…going to help me stay being a good behavior kid and showing all the school values" since he wanted to stay on the team. LaTonya talked about how her friend wanted to be on the team because of the status that comes with team membership, "My friend Tikaya wants to be on the team to have respect and have her teachers be like 'she's a good kid' and stuff." While Daniel and Catherine shared the belief that top leaders should be good behavior role models, they felt that not all top leaders were exemplifying this standard. Daniel told me, "They could apply themselves more in trying to be a top leader outside of the meetings and programs. Some don't behave as well as they do at the top leadership meetings and field trips." Catherine discussed one top leader in particular, describing his behavior outside of the team, "he cusses at people and he's

disrespectful to teachers and he runs in the hall. When teachers say 'stop,' he constantly does it and he talks back, and that's almost like arguing with the teacher."

Students' bad behavior. Robert, who discussed having previous issues with his behavior, shared his view on behavior issues in the school, "Some kids are bad and some are good. And the good ones get treated good and get rewards." Alexandra shared that the principal talked about how students' behavior impacted students' opportunities, "Like when we give the principal a suggestion for what to do for the class, she sometimes says, 'it's up to the kids, if they know how to behave. If they don't behave, then it doesn't work out.'" Some top leaders also talked about how students' behavior issues kept them out of the top leader group. For instance, Deandre shared that some students might not want to be on the team because they knew they could not consistently behave well, "They just don't want to [be on the team] because they know they can't get in. They know they're probably going to mess up or do something that's wrong." Similarly, Catherine said about one of her friends, "She wants to be a certified leader, but she can't act like one."

Top leaders' role in improving student behavior. In addition to perspectives that team members demonstrated good behavior and some other students had bad behavior, leaders shared that the team should help students improve their behavior. For instance, Kennedy felt that working with students on their behavior should be the priority of the team,

> I think the most important thing is helping students make the right choices. 'Cause if they're being rude and selfish and hitting other people and using bad language and reacting and showing an attitude and they don't correct the behavior, then they could be expelled or suspended.

Similarly, Lena shared her idea on how top leaders could help other students, "Some students interrupt in our class and it's wasting our time… I think that leaders should help them out too. Like talk to them and when that happens, talk to them outside in the hall." Adam felt the top

leader team had already positively impacted students' behavior, "I think the school is a better place because top leaders make sure nobody is doing bad and do the wrong thing, like spray-painting and other stuff, drawing on the walls."

Youth leadership. To understand students' thoughts on youth leadership, I asked who should make decisions for student leadership teams like theirs—the adult advisor or student members. Students' perspectives on the roles of adults versus youth varied across students and sometimes between and within conversations with students. Themes emerged supporting decisions made by adults, students, and shared responsibility between both groups. Students' feelings seemed to indicate that making decisions for the team and leading initiatives by talking with peers about healthy topics were not always related. To capture potential differences in students' assignments of responsibilities, I added a question in later interviews about which group—student leaders or adults—should talk with students about health topics.

The primary themes supporting youth-led decisions and initiatives related to the following underlying assumptions: students have valuable ideas, students would benefit from the experience of making decisions, and students would listen better to other students. Regarding the value of students' ideas, Kennedy felt that they could come up with new perspectives to reach other students, "If you get the learning from other kids you get a different perspective of feeling better and feeling more involved." Correspondingly, Latonya felt that students' ideas would be more relevant, "Well, adults don't really know what children like, so, it would be better for children to know what children like." Similarly, Kendra felt students' ideas would be less boring, "Well, sometimes adults are kind of boring and kids kind of bring out the life in things." Deandre thought the top leaders should generate ideas for initiatives because, "I think kids have a lot of bright ideas, and they have like a lot of different thinking ways."

In addition to having good ideas, some students felt that making decisions would be beneficial for leaders. Juan felt that "kids are trustworthiness [*sic*] enough" and that it would help them make better decisions when they were older. Nicolas felt that making decisions would give students a chance to "learn form their mistakes." Kennedy passionately shared her beliefs regarding the benefits of making decisions:

> Well, I think that the kids should be in charge, because teachers and parents are in charge 24/7 and that just annoys me 'cause I want kids to have a voice and to be able to make choices on their own. School is made for learning about how to make choices in life that are going to come later. So if we're preparing for the future, we should prepare on making choices on our own, instead of having someone guiding us. 'Cause we're not going to have that all the time.

Nine of the top leaders gave reasons why students would listen better to other students, regarding health topics. In general, these leaders' believed that students would ignore teachers, but would listen to peers. For instance, Maria explained, "Sometimes I feel like when adults tell me to try something, I don't want to. When another kid, like one of my friends, says that it's really good, I want to try it." Similarly, Kendra shared, "Well, sometimes the kids don't like what the teachers say... but the kids like their friends… like I tell my friends all the time you need to eat these things because I don't want them to slow down...." Daniel agreed and asked me candidly, "Why would a student listen to a teacher when they're like just yelling at them constantly?"

Student leaders who preferred the idea of adults making decisions, most commonly shared that adults were more equipped than students to make decisions. For instance, Anita said, "Maybe adults [should make the decisions], because they're older than us and they have decisions for everything." Robert shard, "Maybe the adults [should make the decisions], because we're only kids, and they know better than us." Similarly, Brian declared, "I think its better adults than students because adults have experience." Some students also felt that adults should

talk to students about health topics, instead of peers. Their reasoning was either because students would listen better or adults would be more eloquent: "I think that they would listen to adults better" (Alexandra) and "I feel like the teacher would be better because I feel like the teacher knows a better way to say it" (Deandre).

A few students shared ideas that students and adults should both make decisions for the team. For instance, LaTonya wanted students to generate ideas and receive the advisor's approval, "The children could bring up ideas and we all could give our opinion on it and then the teacher could say, is that okay…." Keandra thought a voting system would allow students and the advisor to both have input, "I think the team and the advisor should vote on something together. So, in case [students] don't like what they're doing, they could have some ideas for the advisor and then the people could vote on it." Kendra and Robert thought that everyone could have good ideas, so they should share the responsibility, "'Cause I know the teachers have good ideas, and so do the students, so maybe we should just put them together and create one big idea" (Kendra).

Youth vs. Adult decision making. To understand students' perspectives on the division of responsibilities within the top leader team, the final interview included questions regarding who selected the events the top leader did, who did the planning and organizing for events, and who had responsibilities to carry out events. For the most part, students agreed that either Ms. Roy selected events for the team or Ms. Roy provided options for the team to vote on. "Ms. Roy gave us choices and we voted on them" (Daniel). Students further agreed that Ms. Roy was primarily in charge of planning and organizing responsibilities for events, but that she would sometimes delegate duties to students. "Yeah, [Ms. Roy] really made up everything: job duties, what to do, what to say" (Adam). Regarding the functions during events, students seemed to

agree that these were split between Ms. Roy and the team, with Ms. Roy assigning jobs to team members. "I think it was split in half, because [Ms. Roy] would tell us what to do and we would do it, and then she would do the other half" (Maria).

School support. To collect student perceptions of principal and classroom teacher support for the top leader team, December, March, and May interviews included questions on the topic. Additionally, students provided tips for how future principals and teachers could support leadership teams.

Principal's support. Students most often thought of the principal's support for the team in terms of allowing the team to exist and letting them hold activities within the school. For instance, Lena, echoing the sentiments of her peers, shared that the principal helped them by "giving these opportunities for us to do these things, like fundraisers…." Similarly, Brian shared that "She's approved of everything, of all our ideas, like movie nights and all our fundraisers." Besides approving of the top leader team's activities, Juan mentioned that the principal and Ms. Roy were going to get them t-shirts with their names on them. Alexandra shared that the principal had made healthy changes to the lunch menu the year before.

Tips for principal. Top leaders' tips for future principals centered on being more engaged in the teams' activities and attending some of their meetings. For instance, Miguel thought that their principal could "support us with more activities, so that way we could have a fundraiser for like after school activities and field trips." Maria suggested, "Maybe come to a meeting once a month, so they can see how we're doing it, and the principal can give us some tips back and tell us what we're doing right or what we should do better." Similarly, Alexandra added, "the principal should help out more with the leader team and give suggestions for what we should do."

Classroom teachers' support. Student leaders' opinions on how, and if, classroom teachers were supportive of the team varied. Most students did not describe teachers as unsupportive, but could not think of specific examples of how they were supportive. Some students, like Lena, shared that teachers gave the team ideas, "Teachers are trying to help us with giving us these ideas of what we could do." Kennedy perceived they were supportive by allowing students to be involved in the team, "They've been allowing the top leaders to leave the classrooms to come do certain things." On the other hand, Catherine felt that her teacher was not supportive of allowing team members to leave the class for initiatives, "Our teacher isn't really serious about this top leader thing. We have to go to leadership meetings and he doesn't let us go. He says, 'I tell you when to leave.'"

Tips for classroom teachers. Students were asked to share suggestions for how classroom teachers could help students learn how to be healthy, as well as how they could be more supportive of student leadership teams. Regarding ways to help students learn about health, top leaders suggested teachers could bring in healthy snacks for the class, introduce students to new healthy foods, bring in guest speakers to talk about health, have conversations with students about healthy eating, and share personal stories about becoming healthier. For instance, LaTonya detailed how her teacher introduced the class to new healthy foods, "My teacher, he'll bring like weird things in that we think look really cool. And he says that they're really healthy, and really good, and we trust him."

Top leaders felt that teachers could be supportive of student leadership teams by encouraging and helping the teams and permitting leaders to leave class when they need to. For instance, Maria suggested, "Maybe keep them going, encourage them, give them a little tip to

never give up if something's hard." Similarly, Brian shared, "Support the kids, because you're older than them and you have more experience."

Impact on student body. To capture student leaders' perceptions of team's impact on the student body, I asked a variety of questions regarding changes because of the team, how the team helped students, and so on. Themes emerged relating to positive impacts on students' health behaviors and overall demeanor. Additionally, some leaders indicated they perceived no real change.

Health behaviors. Student leaders shared examples of how their peers' health behaviors had improved as a result of team initiatives. The most common HE related change students discussed was that students ate more fruits and vegetables at lunch. For instance, Catherine noticed students throwing away less fruits and vegetables, "Yeah, because kids are eating more vegetables and fruits… because they usually throw away all that stuff." (Catherine). Similarly, Kendra thought students were bringing healthier lunches from home, "I noticed some of the kids in our class, they bring lunches and they bring healthier choices." Additionally, top leaders' perceived improvements in PA, related to both recess time and PE. Deandre shared his observation of improved PA at recess, "I think it made a lot of people want to be more active, because definitely there are a lot of people being active outside when we have recess." Daniel thought that PE time had also become more active, "Also, people have been trying harder in PE class." When identifying which team initiatives impacted HE and PA behavior, students brought up the the apple tasting in November, the FUTP60 kickoff in January, and the healthy messages that Ms. Roy read during daily announcements.

Overall demeanor. More than half the top leaders discussed a positive impact to the school related to students' overall demeanor. Specific changes discussed were: increased

connection, fewer behavior issues, increased kindness, and/or taking care of the bathrooms better. For instance, Kennedy shared, "[Top leaders are] getting other students involved, they're creating different ideas to show other students something that they might enjoy." Some students, including Daniel, thought that behavior had improved as a result of the top leader team, "There was more violence last year, because kids were always talking about each other behind each other's backs." Similarly, Sofia and others perceived that students in the school had become nicer than they were before the team existed, "The number one difference was kindness, because a lot of people have been kind this year instead of mean." Additionally, students felt that troubles with the bathrooms had improved due to the team's focus on the issue. "Ever since we put the posters up, we haven't heard any bathroom issues so I think that's helping" (Maria).

No real change. Six students, at some point in their interviews, expressed doubt about the team's positive impact on the school. Sometimes this seemed related to the fact that the team's activities ended prematurely, "We haven't been doing things, because of Ms. Roy's baby. So now it's going to be harder for us, but I know we can do it, and we'll try and help the students; keep them healthy…." (Lena). Other times, it was related to not seeing a difference in a team initiative, like for Adam and the bathroom issues, "No, nobody listens to [the team]. Like the bathroom, they still do [make a mess], so it really doesn't help." Alexandra wavered on if the team had made a difference, "I'm kind of going back and forth because I'm not really sure."

Impact on student leaders. Throughout their three interviews, students shared perceptions of how being on the team had positively impacted them. Questions included benefits they had received from being on the team and how being on the team had changed them or helped them. Member checking questions were also included related to emerging themes. Themes that arose for almost every top leader member included: leadership and responsibility,

HE and PA behaviors, helping students, improved behavior and academics, and feelings of outgoing and self-confidence.

Leadership and responsibility. When discussing how being a top leader had helped them, students agreed that they took on more leadership roles in their life. For instance, Kennedy felt that being on the team helped her understand more about how to be a leader, "I've learned what it takes to be a leader, and what it takes to be a helper, and how to communicate with other kids who are having a hard time, and I'm trying to show the other leaders." Similarly, Latonya felt she was taking on more of a leadership role with her peers, "Like when bad choices are made, I don't follow them, I step up and say, 'no that's not right, we shouldn't do that.'"

Very closely linked to being a leader for students was the idea of being responsible. For instance, Catherine learned from the team that she should also be more responsible at home, "Well, being on the team made me realize, not only are you supposed to take responsibility at school, also at home." Juan, echoing sentiments of other top leaders, talked about doing more chores at home as a result of team membership, "Putting my clothes away and doing my chores." Kendra felt more responsible at school, because of her experiences on the team, "Yeah, I'm more responsible with my class job. I have to write the objective on the board, I have to do it more often than I did before I was on the leadership team." Other examples mentioned by students included, helping more with siblings, doing homework on time, and not losing paper work.

HE and PA behaviors. Students shared that they were eating less "junk food" and candy and had increased their consumption of healthy foods, like fruits and vegetables, as a result of their experiences on the top leader team. For instance, Sofia started bringing her lunch to make sure she could eat healthy, "I bring my own lunch now because I have healthier stuff at home than I do here." Deandre described adding more vegetables to his dinners, "Instead of just pork

chops with some orange juice, I'll have some pork chops with peas and carrots, and maybe some water." Maria, and others, mentioned the impact the apple tasting had on them, "When we did the apple tasting, that got me liking more apples." Students also described being more active during recess or after school and watching less television. For instance, Latonya explained, "I've tried to play a lot of sports when we have recess. I did not like soccer because I was always the person to get hurt, and now I'm really good at it." Catherine felt that if she had not been on the team this year, "I would probably not be as active as I am now."

Helping students. Top leaders frequently described feelings of joy from helping students in the school. For instance, Kennedy shared, "Well, I just get a great experience of helping people, like being involved with other kids and helping them. That's really what I'm going for." Similarly, Lena smiled when telling me how much she enjoyed working with other students, "Helping other kids is actually really fun because you get to talk to them and have another experience with them." When describing the apple tasting, Daniel declared, "It made me feel happy and more caring for the school." Similarly, Kendra liked that the team's initiatives helped students, "I think that we should just be able to help other students and that's like really fun to me like we help the students be healthy and we help them be better than they are."

Behavior and academics. Several top leaders shared stories about how they had previously demonstrated bad behavior and that being on the team helped them to improve. Robert confided that he had once bullied another student, but that being on the team, "helps me stay good in school and not break the rules." Adam, who had also had issues in the past, said that now he knew to "show good values. I do the right thing all the time when nobody is looking." Nicolas simply said, because of the team he was "not as wild."

In addition to improved behavior, top leaders felt they had improved their grades, as a result of the team. For instance, Sofia talked about how her grades had improved, "I feel this room is full of magic or something…. I'm doing way better since I got on the top leader team…. I had C's and B's, but now I got up to an A." Similarly, Juan felt being on the team "helped me to get good grades and inspire kids." Daniel saw team membership as "motivation for keeping my grades up."

Outgoing and self-confidence. While most students agreed that they felt more confident or outgoing from their experiences on the team, this outcome was especially poignant for Alexandra and Latonya. Not only did Alexandra and Latonya share the changes they experienced, but fellow top leaders observed changes in them. For example, Daniel told me he personally had always felt confident and outgoing, but identified some top leaders who had become less shy in the classroom, "They don't really talk much and don't really answer questions, but still get their work done. They come in and talk more, and give more ideas and examples."

Latonya shared her story of becoming more outgoing, "I'm not a person who really likes to work with other people. I like being to myself. But being a top leader has shown me how to work with other people and made me outgoing." Without the team, Latonya told me, "I would still be super shy and quiet." Latonya felt that several things about the team had helped her make this change. First, was that Ms. Roy encouraged all top leaders to engage in the discussion: "she'll bring everyone into it." Second, was the ground rules of the team to listen to each other, "You can't reject an idea, because it may actually work. So that's why I feel like I got to express myself and not be scared." Third, was the acceptance she felt from team mates, "I did not like

talking to people. I didn't like it when people touched me or anything like that. But after all the hugs and talking and stuff, it just clicked that I like talking to people."

Similarly, Alexandra told me, "I feel more confident than I was before." One example of how she had become more confident was her willingness to sing in public, "I was really shy to sing in front of people before, but now that I got on the team I'm more brave than I was [before]." She also made an effort to be more outgoing in class, "I've been participating more in class. Well, I've been trying to, and it helped me to speak out more and share my opinion." Being on the team gave her a chance to get to know peers in a smaller group setting than in class, "Well, you get more friends being in top leader. It's like you have a smaller group, so it's easier to make more friends than what you have in the class."

Student perspective summary. Throughout interviews, students shared feelings related to team membership, the importance of good behavior in the school, youth-leadership, the support the team received from their principal and teachers, the impact the team had on students in the school, and the impact team membership had on themselves. Overall, students perceived the purpose of the team was to help the school and student body. Top leaders most enjoyed helping other students and having fun on the team. When asked how they would change the team, students often chose doing more or adding more members, not taking something away from the team.

A common theme amongst students was the importance of good behavior in the school. They saw top leaders as students who did, or should, behave well. Additionally, they shared that some other students behaved badly, and top leaders should help other students improve their behavior.

When discussing youth leadership and decision making for the team, many leaders thought they were capable of making decisions and that they had better insight and fun ideas for initiatives. This was not always the case, as some students thought adults were more experienced and capable of making decisions for student leadership teams. Overall, leaders identified that the initiatives for their team were either selected by Ms. Roy, or selected by Ms. Roy and then voted on by students. Ms. Roy also took the lead on planning and organizing events, and assigned students to job duties during events.

The principal's supported the team by allowing them to create a team and hold initiatives. Similarly, classroom teachers' support came through allowing students to be on the team. Tips for future principals and teachers included becoming more involved in initiatives and attending meetings, and providing feedback and encouragement to leaders.

Top leaders described positive HE and PA behaviors by their peers, as a result of the team, as well as improvements to their overall demeanor. Top leaders perceived a variety of positive outcomes for themselves, as a result of their membership on the team. These included: leadership and responsibility, HE and PA behaviors, helping students, improved behavior and academics, and more outgoing behavior, and self-confidence.

Researcher Perspectives. In this section, I will describe my perceptions, providing additional context to the processes and perspectives conveyed by Renee and the student leadership team. First, I will discuss the top leader team's process compared to the FUTP60 model. Next, I will discuss discrepancies between Renee's perception of youth leadership opportunities provided for the team with my observations and students' perceptions. Finally, I will discuss my perceptions of the team's impact on the student body in comparison to Renee and students' descriptions.

Implementation of FUTP60. Instead of creating a student leadership team with the single focus of enacting FUTP60 and its six-step process, Northern Academy integrated FUTP60 into the top leader team, which had been initiated the year before. The top leader team's objective, before incorporating FUTP60, seemed to focus on rewarding students who demonstrated good behavior, or behavior improvements, with membership on the team. During their reflection interviews at the end of the year, students described the team's objective most often as helping the school and students, while only one top leader included in his response a focus on health.

In addition to FUTP60 initiatives, the top leader team organized and implemented a variety of non-HE and PA initiatives. For instance, the team hosted good attendance parties that served ice cream, pizza, and popcorn. They also raised money by organizing a movie night and selling candy bars. By adding FUTP60 within an existing group that had competing objectives, obstacles arose associated with how much time was dedicated to FUTP60 initiatives throughout the year and during team meetings. These obstacles will be discussed in the context of two themes: FUTP60 process and mixed messages.

FUTP60 process. Team meetings were held on a variety of topics and did not focus on FUTP60 topics or initiatives. In the three meetings I attended, two FUTP60 related items were mentioned, both in the November meeting. First, students were asked to share their opinions of the apple tasting event. Second, students were assigned a homework to log on to the FUTP60 website by the next meeting. In the team's next meeting, which I also attended, the website and associated homework assignment were not brought up. While Renee told me that she did not think the logging on process was a barrier to student participation on the website, her students did not seem to be using the website and she did not continue to discuss the website with them.

While Renee discussed with me that the team had conducted the School Wellness Investigation as a team, it was never uploaded to the website and students never mentioned it to me. The purpose of the Wellness Investigation was to identify opportunities to improve the school by targeting areas where the school scored lowest with HE and PA plays. The results of the Wellness Investigation were not discussed in the meetings I attended, nor were they brought up by Renee or top leaders in their interviews.

Concerning the other steps in the FUTP60 process, Step 5 (Game time), was the only step Renee manually checked off on the website during the year. This step included two sections, a HE play and a PA play. The top leader team did not complete a PA play, and did not seem to discuss a PA initiative in their meetings or complete any other planning or organizing step related to fulfilling this program requirement. Besides logging on to the website and the completion of the HE play completed by the team, which was a distribution of apples provided to the school through the health program they participated in, the only step completed by the team during the year was the kickoff held in January, but not checked off on the website. When I asked top leaders if they were included in the design or organization of the kickoff, they indicated they had not been. Top leaders were given tasks to complete during the kickoff, including advocating healthy behaviors in front of students. The kickoff step was not checked off on the website.

Mixed messages. It is worth noting that some of the activities the top leader participated in during the year were in direct conflict with the HE concepts represented in FUTP60; such as hosting reward parties with foods such as pizza and ice cream and selling candy bars to raise money. Additionally, one student—assigned to the meeting—brought churros. Even the distribution of apples for their HE play was altered to focus less on the apple and more on the

caramel, chocolate, and peanut butter dips. The apple distribution was provided to schools with the intention of providing slices of three types of apples to each student in the building, allowing them to vote on the type of apple they liked the best. Instead, the Northern team provided three slices of apples with three different dips for students to try. Students then voted on which dip they liked best. In addition to a change in focus from the apple to the dips, the distribution was arranged to take place during students' recess time so that academic time was not interrupted; which is in conflict for a program promoting the importance of both HE and PA behaviors.

After Renee's description of the increased awareness students in the school had regarding HE topics and choices, I asked Renee about the potential "mixed message" the team and student body were receiving, considering the candy bar sales and ice cream parties, in addition to Renee's healthy messages during morning announcements and top leaders' initiatives related to healthy posters, the apple tasting, and FUTP60 kickoff. I tried to make it clear that I was not trying to be critical or single Northern out, because these inconsistencies seemed to exist in many schools, but I was curious about her thoughts. Her response seemed unclear and included ideas such as, students were already eating sugary treats and rewarding them with treats was essential to gain their participation, but that knowledge and verbal support for HE was still important:

> I would say, it's like you said, it's in every school. It's kind of hard to steer away from it, because kids are so in the habit of eating these things at home. So I would say, balance. Just present to the top leaders we know we want to promote healthy eating and that's what we want to do overall, but there is going to be snacks, there is gonna be sugar treats and things like that. We want to make sure that we downplay that a little bit, but we can't completely exempt it because they're gonna eat it. But just tell them "make a healthy choice" and continue because a lot of kids, you can't really get them involved until you offer them an ice cream sandwich. But still give them cards on yogurt or frozen yogurt, "we're gonna give this out, but we want you guys to also keep in mind it's always better to choose a healthy snack than something that is unhealthy." And just reiterate, maybe pass out something, some type of flashcard with a healthy eating tip, like desserts, would be helpful.

Youth leadership. In interviews, Renee shared her perception regarding the importance of youth leadership and that she wanted the team to be leaders, specifically "health leaders" in the school. Additionally, she shared that she wanted the FUTP60 component of the team's initiatives to be "student driven." When I asked students who selected activities for the team, responses were split between students who perceived Renee as selecting activities for the team and those who thought Renee provided a selection of activities that students were able to vote on. During the meetings I attended, I observed one opportunity for students to vote on an activity: the end of year field trip. I was also told by students that they were able to vote on the design for their t-shirts that Renee was having ordered for them. Students also perceived that Renee planned and organized activities for the team and that their function was to be designated job duties during activities by Renee.

When describing students' roles in the team, Renee included in her response, "their responsibility is to lead meetings." During meetings I attended, I did not observe a student leading any portion of the meeting. They did contribute opinions to topics such as, how the apple tasting went and how could the bathrooms be better maintained. In her reflection interview, Renee said that during the year she had, "let them go and take the lead." Given the recollections from students on how initiatives were selected, planned, organized, and carried out it does not seem that initiatives were student driven.

Team's impact on the student body. Renee and top leaders discussed the impact of the team on the student body. Student leaders shared positive improvements in students' HE and PA behaviors, such as bringing healthier lunches, playing more at recess, and participating more during PE. They also perceived that the team had helped students behave better, be more kind, and take care of the bathrooms better. These improvements weren't shared by all students; about

half of students in at least one interview told me the team had not made an impact on students, either because they were ending their team activities early or because students did not listen to them. Renee felt students were more aware of HE topics and were trying to make healthier choices because of the team and shared stories of students talking with her or each other about how to be healthy.

A few factors made it difficult to understand the role FUTP60 played in the perceived impact the team had on students in the school. One factor that could have impacted their peer's behavior was the same motivation leaders shared: being selected for the team was looked at as a reward and incentive for good behavior. Additionally, team activities beyond FUTP60 could have impacted students' behaviors, such as good attendance parties. Furthermore, positive health initiatives from CSHP beyond FUTP60 could have led to improved health behaviors by students. For instance, student leaders shared that PA behaviors related to recess and PE had improved during the year, although the only team focus on PA had been during the kickoff event in January. While Renee's morning healthy messages could have impacted students' behaviors and led to students and teachers sharing stories with Renee about these new healthy behaviors.

Researcher perspective summary. Overall, not much of the team's time and initiatives focused on FUTP60 objectives during the school year. Students' roles in the team were assigned tasks, not as leaders or decision makers. Additionally, the schools' commitment to creating an environment supportive of positive health behaviors seemed undermined by events and initiatives promoting candy bars and using food as rewards. Based on the data presented in this case study, it would seem unlikely that the team's process could have resulted in a changed school environment, sustainable positive influence on students' health behaviors, and empowered student leaders.

Davis Academy

School setting. Davis Academy is situated within a poverty-stricken neighborhood of a large city. The area surrounding the school includes single family homes, duplexes, vacant lots and abandoned homes. The school building was constructed in the early 1900s to provide a community gathering spot and school for neighborhood residents. At one time, after it was abandoned, the building was used as a warming center in the winter for people with no heat in their homes. Later, the building was again abandoned, until Davis Academy was established in 2013 and began leasing the space.

Next to the school building is a fenced-in playground and hoop house. Gardening is an integral part of the school's culture, utilizing both the hoop house and a vacant lot behind the school to engage children in growing food. No parking lot is provided for school staff and no busing system exists for students. At the end of the school day most students seem to be picked up in cars, while some walk with parents. During the winter, the neighborhood roads were not cleared of snow or maintained, resulting in snow melting and refreezing, thus creating a sheet of ice.

My research took place in the school's second year of operation. At that point, Davis served grades K through 4, with a plan to add a grade each year until they were able to offer K-12. Total enrollment at the school for the year was just under 100 students. The school reported that 82% of students were African American, 13% were "more than one" race, and 5% were Caucasian. Davis was operated by a local non-profit community organization, founded and named for a local, well-known activist couple. Davis' head administrators were also co-founders of the school. The school's core mission and values were centralized around a social justice culture. Davis utilized a place-based education curriculum, founded on the idea that the best

learning happens in the context of the local community and environment, and includes themes relevant to the learner.

In addition to the traditional school day, Davis offered a comprehensive after-school program including gardening, chess, African dance, and oral history clubs. The clubs were fee-based, but parent volunteering opportunities were available for those who could not afford the cost. Additionally, the school offered a soccer club for 1st grade and above. Along with after-school clubs for students, Davis hosted a variety of evening events for parents and the community. Examples include: monthly dinners for parents, opportunities to engage families in teaching and learning, such as "Math night," and events aligned with different clubs' efforts, like an "oral history night."

Davis had a buzzer and intercom system to gain entry to the building and a sign-in system in the office. Within the school were brightly colored walls filled with children's art work. Instead of using the traditional grade levels to identify classrooms, students were members of the rainbow room, the turtle room, and so on. The team meetings I attended were held near the front entrance, in a multi-purpose room named the "green room," aptly titled for its bright green paint.

Process. This section will be used to describe Claire Roberts, the team's advisor, and the process that transpired for Davis' SLT throughout the year. Specifically, I will describe the unique integration of the SLT with the after-school health club, as well as their meeting schedule, and the six-step FUTP60 process.

Advisor description. Claire Roberts is the school's program director and co-founder. Claire is in her late 30's and grew up in a suburban city, about 30 minutes from where Davis is located. As the school's program director, she is responsible for all non-academic programming, including the extensive after-school club offerings. Claire described herself, and other school

administrators, as "community organizers." Her work in community organizing and social justice began almost 20 years ago with a job in a summer program founded by Mr. and Mrs. Davis. In our first interview, she told me about the youth leadership work she performed in the summer program to help, "…young kids to really be leaders, and think about how they can impact their communities in transformational, significant ways." Claire saw her current work at Davis as similar to previous efforts, but was her first time working in a school setting and with younger children, "I mean my past…has really been doing a lot of youth leadership work… so, I'm [continuing] it here at Davis, just different, because it's a younger group of kids- and so what does that look like?"

Integration with after-school health club. On the school's application for the CSHP the previous Winter, Claire was listed as the leader of the after-school health club component and the PE teacher was listed as the advisor for the FUTP60 student leadership team. This autumn, a new PE teacher was hired and still being acclimated to the school and its culture, and Claire was unsure where the SLT would best fit for Davis. Claire had applied for another grant, specifically to create and fund the efforts of a student empowerment group. In October and November, she talked about integrating the SLT within this new group, if funding was acquired. Although the school did receive the grant, Claire felt that the specific requirements for that grant would not fit well with FUTP60. By the time she realized this, it was early December. Given that the school was still creating programming and determining their capacity, Claire decided to merge the SLT with the after-school health club, beginning in January and continuing through the remainder of the year.

The after-school health club was another component of the CSHP that involved offering an after-school club setting for students to learn about and practice positive HE and PA

behaviors. CSHP staff provided training, resources, and a stipend for the leader of the club. Clubs were expected to meet once a week, for about an hour, and include a healthy message and healthy snack, followed by logging walking mileage, and ending with a fun, "game like" opportunity for PA.

Impact of club integration. The remainder of the case study will demonstrate that the combined group did not operate as a conventional FUTP60 team or achieve program objectives. For instance, the term FUTP60 was not shared with students, nor were they aware of the associated website, program objectives, or six step process. Additionally, students did not work towards the creation or implementation of school health initiatives or perform leadership roles. In many ways, the club instead targeted the healthy habits of its team members, which was more aligned with the after-school health club's main objective than SLT objectives. Additionally, most of the club members were in Kindergarten, first, and second grade. As a result of both their young age and inability to share perspectives of being a team tasked with making the school a healthier place through leadership opportunities, student interviews were not conducted with club members. Furthermore, given the shorter implementation time of January through May, I decided to only conduct pre and post interviews with Claire, instead of beginning, mid, and post, as I had planned to complete with all advisors. Next, I will describe my observations of team meetings, followed by Claire's perspectives, and end with my perspectives as a researcher.

Team meetings. The SLT/after-school health club integration occurred in mid-January, during the first meeting after the December break. Club meetings were scheduled for every Friday from 4:30-6:30pm. Allowing for planned and unplanned school closings, the team met about ten times from January through May; six of which I observed.

Meeting 1. Claire led the first meeting, which was attended by 12 students. Eight students were girls and four were boys; 11 appeared to be African American and one of the boys looked to be Caucasian. The school's CSHP liaison, Betty, was also in attendance, along with Sarah, a parent volunteer and mom of the Caucasian boy. Claire started the session by discussing Martin Luther King Jr. and why the school was closed the following Monday in his honor. She then transitioned the discussion to King's favorite vegetables and asked students to introduce themselves and list a vegetable they were excited to eat that weekend. Next, Claire told the group that instead of going outside for the walking part of the club, they were going to "think about what it means to be healthy and plan an event for the rest of the school, so they know what it means to be healthy." Students took turns answering Claire's question, "What does it mean to be a healthy kid?" Students' answers included, "that you eat right for your body to be in good shape," "you give vegetables to others," and "to exercise and take care of your body and don't eat pizza and chips all day." Next, Claire asked students to stand up and move their body to the music as she played a song on her computer. When the song was over, the group ate fruit parfaits prepared by Sarah. The club concluded by playing "Simon Says." No discussion of the school-wide event Claire mentioned occurred.

Subsequent meetings. For the remainder of the school year, I observed club meetings once a month in February, March, April, and twice in May. Earlier in the week, before each observation, I emailed Claire to let her know I would be attending. During the February observation, Claire did not join the group; instead Sarah, the parent volunteer, led. In this session, they discussed Valentine's day, danced/moved to a song played on the computer, and made smoothies featuring turmeric and pomegranate. The students seemed less focused and

more disruptive than they did at the first session. At one point, a school staff member joined the group to get students settled and listening to Sarah.

For the March session, neither Claire or Sarah showed up. I sat at a table while one of the girls showed me *American Girl* books from the bookshelf in the room and told me about the different characters for about 40 minutes. Other students ran around or laid on the floor, talking to each other about their day or upcoming weekend plans. Then, the garden club leader entered the room; he had just remembered the groups were supposed to be combined that day, because Claire was out of town.

At the April session, Claire, Sarah, and Betty (the CSHP liaison) were all present. Claire told the team that it would be "a little different for the rest of the year. It's going to be the healthy leadership team." She went on to say that the team would plan a field day for the school in late May. She asked the students and adults to go around and share their thoughts on the meaning of being healthy. Most of the students talked about eating healthy foods or not eating junk foods. A few students also mentioned PA or exercise in their descriptions. After the last person shared, the group walked laps around the school building and then returned to the green room for their healthy snack: fruit and yogurt dip. The club ended by playing 20 questions, about fruits and vegetables.

During the first May meeting I attended, Claire informed the group that they would be merged with the "outside play" club, because of a shortage in staff. All of the students in the outside play group chose to go to the playground and not to stay inside with the after-school health club. Claire went outside with that group and left Sarah in charge of the after-school health club. The club began with their snack; a healthy trail mix- then walked laps around the school. Next, students wrote healthy messages in chalk on the front sidewalk. Some of the girls

asked Sarah if they could play on the playground instead (which was in view). Sarah told them they could and most of the students ran to the playground, leaving three girls drawing on the sidewalk.

In the second May meeting I attended, a school staffer stayed with club members in the green room while they had "free play" for the first 15 minutes, since Sarah had not arrived and Claire was on the phone in the main office. When Sarah arrived, she sent the students to the playground for a half hour. The students come back in for about 25 minutes to make and eat fruit smoothies. The group then returned to the playground. I could see Claire in the office as we walked back and forth; she appeared to be either emailing or texting from her phone.

Summary of meetings. Based on my understanding of the after-school health club model, it appeared that the healthy messages and snacks were often integrated. In fact, the healthy snack component seemed to be more interactive and comprehensive than the after-school health club model suggested. This might have been a result of the gardening culture and interest in where food comes from at Davis. The walking mileage aspect of the club seemed to be minimal and the games section seem to be somewhat integrated, or replaced with free play on the playground. Claire mentioned in the January and April sessions I observed that the group would be tasked with planning a school-wide health event, which was later revealed as a field day (described in Step 5. Game Time). Between the April session that Claire revealed the field day and when the field day was held, I attended two of four sessions. In the two sessions I observed, students were not assigned any tasks or provided any input for the field day.

FUTP60 six-step process. Within this section, I will discuss the club's achievements related to the FUTP60 program based on Claire's website activity, her discussions with me, and my observations of team meetings and the PA Play (field day). Throughout the year, Claire checked off step one and steps three through six on the FUTP60 website, leaving just step two incomplete.

Step 1. Join the league. By the end of October, Claire had logged on to the FUTP60 website. The welcome kit, including a banner, posters, and student giveaways, were mailed to Davis and all CSHP schools in September, based on their commitment to creating a student leadership team as a component of the CSHP. I did not see materials from the welcome kit used in the school or with the team in their meetings.

Step 2. Build teams and draft key players. Step two required that at least one student at the school sign up on the FUTP60 website and reach "ambassador" status, which is attained when a student earns 30,000 points. Points are accumulated as a student identifies certain tasks have been completed. Possible tasks included, "lead your team in school-wide plays", "complete challenges", and "spread the word about Fuel Up to Play 60." During the school year, no students at Davis signed up on the website. In the six club sessions I attended, I did not observe a discussion about the FUTP60 website or the option to have students log on. In our post interview, Claire mentioned that she wished the website portion of the program was more student-led. I brought up that a student version of the website did exist and asked if she had mentioned the student version to the club. She responded, "We haven't, because they don't have access. There's my computer, but we don't have a computer lab or anything like that."

Step 3. Kickoff. Kickoffs usually consist of a school-wide assembly, or similar event, to promote the school's participation in the FUTP60 program. Sometime in April, Claire checked

off that a kickoff had been held at the school, although I have no indication that a kickoff was held. It could be that Claire interpreted that since the team had begun meeting, the program was "kicked off."

Step 4. Survey the field. Step four of the program entails the completion of a school wellness investigation, a 37-item assessment of the school health environment. Claire completed the school wellness investigation on her own and submitted it at the end of October, before the team was formed. FUTP60 encourages student leaders' involvement for the completion of the investigation and suggests that the team discuss and utilize results to select initiatives to implement throughout the year. The results from the school wellness investigation, by module, are included in table 12.

Table 12.

Davis Academy School Wellness Investigation Results

Module	Low 0-20%	Medium 21-40%	41-60%	61-80%	High 81-100%
4. Nutrition Services			59.5%		
5. PE/PA				76.2%	
6. Family and Community				66.7%	

Based on the wellness investigation results, three plays were recommended for Davis. First, "Healthy Breakfast, Healthy Lunch-BAR NONE," which includes salad-bar-style breakfasts and lunches. The play suggests hosting taste tests with students to identify healthy, popular items to offer. The second recommended play was a Walk for Wellness Club. FUTP60 developed this play in collaboration with Safe Routes to School and suggested schools start a walking club for students, staff, and the community. The third play recommended from the wellness investigation was, "From Farm to School: Know Your Foods." This play entails

organizing awareness events about food origins, healthy eating, and the nutrients in dairy and farmed foods.

Step 5. Game time. Step five of the program suggests completing at least one HE and one PA school-wide initiative to improve student health behaviors and/or the school health environment. Teams can select plays from the "playbook" provided on the website or design their own. FUTP60 encourages the student members of the team be included in the decision-making process of which plays to implement. The advisor is encouraged to check the step off on the website once a HE or PA play is achieved. Claire checked the step off in April. While Claire mentioned in the mid-April that the club would be leading efforts for an all day field day, that event was scheduled for late May. Since the clubs seemed to focus on the HE and PA behaviors of club members instead of the overall school, it is possible that, when she checked this step off, Claire was considering the activities that were held *for* club members and not *by* club members. This interpretation of the clubs' purpose to help club members become healthier was reinforced by Claire's success story, which is discussed as a part of Step 6.

PA Play. While no school-wide PA play occurred by the time Claire checked off the step, a field day was held in late May that engaged the entire school in a variety of physical activities. During field day, different stations were set up on school property and in two vacant lots across from the school; each station featured a different type of PA. Examples of stations included a balloon toss, relay race, soccer, and "free play" on the playground. Classroom teachers walked their students from station to station. Betty, who had volunteered to coordinate the balloon toss station, had students first try to keep air-filled balloons from touching the ground. Then, students were paired for a water balloon toss. While I had planned to rotate

stations during my observation time, due to a shortage of adults, I volunteered to spend the morning at the balloon station with Betty and the afternoon at the playground with Claire.

Throughout the day, I was able to talk with club members as they rotated through the balloon and playground stations. I asked several members about the types of things they had done in preparation for the field day and none of them could recall anything that they had done or had known about in advance. When I asked Claire the same question, she told me that the five health-themed posters affixed to the fence in front of the playground had been made the week before during the club session. Figures 11 and 12 are pictures of the field day posters.

Figures 11 and 12. Field Day Health Posters

Step 6. Light up the scoreboard. To complete the final step of the FUTP60 program, an advisor needed to submit a "success story" on the website, detailing an accomplishment of the SLT. Claire submitted the following story in April:

> During our weekly after-school health club, we talk about healthy eating. We discussed the types of foods that are good for our bodies and what snacks we want to make in our club. One of our goals is to eat well and learn more about what "healthy" means. The more we introduce new foods and try new flavors, the more kids are excited to try new foods. I've seen changes in our students because they are more willing to try new foods. We've noticed that students eat what we make and enjoy it! Students decide what healthy snacks should be made at our clubs. Last month after learning about the medicinal properties of turmeric, they wanted to add it to their mango smoothies. A parent and a community teacher is helping to support this program. Students now know it's ok to try unfamiliar foods. Some students were hesitant at first and were encouraged to try a "no

thank you" portion. This means, they have to try a small amount (bite size) and if they didn't like it, they can say no thank you. We are building healthy eating into our school-wide culture. From kids, to staff, to leadership, to custodial, to parents to custodian...we are a good food school.

FUTP60 six-step process summary. Throughout the school year, Claire, reported completing five of the six program steps on the FUTP60 website. However, through my discussions with Claire, observations of team meetings, and understanding of the FUTP60 program, my perspective is that the program was not implemented as intended. Claire did sign up on the website (step 1) and fill out the wellness investigation (step 4), but with no help from students. To my understanding, a kickoff (step 3) was not held, and the field day PA event, which could have acted as step 5, offered no leadership opportunities for students; in fact, their involvement was limited to creating healthy message posters. The success story submitted for step 6 was an optimistic interpretation of events that occurred during club sessions for team members, but did not indicate any notable impact on the school.

Advisor perspectives. Claire shared a variety of insights during our January interview, as the health club sessions began, and in our May interview to reflect on the year. During her reflection, Claire was honest about the fact that the program had not worked well the way it had been implemented. At one point, when discussing her effort to combine the two clubs and create an agenda that would cover everything, she confessed, "…it was just a mess." Themes emerged in Claire's perceptions related to the school's culture, youth empowerment, barriers encountered, program recommendations, and an explanation on why FUTP60 might not be relevant for Davis Academy.

Davis Academy's culture. In our interviews, Claire discussed that the school applied for the CSHP program because of its alignment with Davis' culture of health, "One of the habits that we're working as a school community to develop with our students is the habit of health." She

went on to tell me that to achieve this, school leadership had crafted "essential questions" to focus on the habit of health: "What makes us healthy? How do we keep our lives in balance?" Claire explained that this culture of healthy living was applicable to school staff as well as students:

> In our staff meetings we ask you, "are you taking care of yourself?" You know, "what type of healthy choices have you been making lately?" And I think that those are not typical check-ins, but we know that it's one of the most important things, and if we don't have that, we don't have anything.

In addition to creating a culture of health, Claire explained the culture of community engagement that existed at Davis. This was demonstrated through the variety school partnerships: "One of the things I think we do best at Davis is build relationships and build community. [The leadership team] are community organizers; this is our background." For example, Claire was organizing a summer program for students that she wanted to implement the following year. In the program, teenage graduates of the summer leadership program Claire had previously worked in would mentor Davis students in a five-week intensive leadership camp. Additionally, the school had developed partnerships for free vision and hearing tests and a mobile dentist who visited the school. When discussing FUTP60 HE plays targeting increased breakfast distribution, Claire said, "That wouldn't apply for us because we're already doing it." Similarly, Claire reported that the HE play named "Farm to school," was already naturally being done in the school. Davis currently offered three free meals a day to all students and had an additional sign-up option to receive a backpack filled with food every Friday afternoon for the weekend. During the summer a hot lunch was provided daily and reimbursed through the city's public school district.

Youth empowerment. Throughout our conversations, the words "empowerment" and "student leadership" were examined. Since Claire disclosed her past work with leadership and

youth empowerment programs and because the term "empowerment" was in Davis Academy literature, I wanted to unpack Claire's interpretation of youth empowerment. At one point in our initial interview, I asked Claire her thoughts on applying the concept of leadership and empowerment to youth in this younger age range:

> You know, its funny when I hear things like, "kids won't eat radishes, kids won't eat kale." You know, "that's not their palate," whatever it is. And I think, okay, there's some truth to it, your palate grows and you can like new things, but when we visited a lot of gardens in the past year and a half and students are always really eager to like pull the bean off the vine and try it and dip the radish in hummus, you know two things that they may have never tried.

Based on this answer, it seemed that Claire was interpreting empowerment to mean exposing students to new experiences. Similarly, when Claire discussed exposing the club to turmeric and its use in smoothies, she provided a meaning of empowerment related to providing new information: "Knowledge empowers people; it's a form of leadership." Later in our discussion, Claire talked about empowerment in the form of helping students develop critical thinking:

> One of the things that we do to empower kids, in and outside of this program, is ask a lot of higher order questions, or just ask a lot of questions…. So it's like you've empowered them because you've facilitated a conversation to go a certain way.

A final way that Claire perceived empowerment was occurring at Davis associated with the community garden:

> We decided we would rather have six garden beds than a vacant lot. Then we decide what we want to plant in our garden, because we all like carrots. So there is leadership, that's empowering. Then people come, the neighbor comes and is like "what are y'all doing?" and then it's like "we're planting carrots" and then talking to your neighbor is empowering.

Youth empowerment in FUTP60. In addition to learning the meaning of youth empowerment according to Claire, I wanted to understand her perceptions regarding opportunities for empowerment within FUTP60. At first, she could not recall specifics about the program, so she brought up the website to refresh her memory. To illustrate the program's

integration of empowerment and leadership with Davis Academy's methods, Claire referred to the school's use of in-class PA breaks, which are mentioned on the FUTP60 website, "I know teachers give brain breaks, and you know stop and move and do things like that. And I mean, sometimes there's choices, they're kid choices, which would be a way to empower them." Claire said that to be able to discuss the opportunities in FUTP60 to a further degree, she would need to understand more about the program.

Along similar lines, I asked Claire if she thought it could be beneficial for school health programs to incorporate empowerment opportunities for students. She thought that it was, and expressed the importance of involving the targeted population in decision making and planning to increase their commitment, "whether you're an adult or a kid, when you have the ability to help design something, the outcome is better, the buy in is better, the participation is better." She went on to provide examples such as having students pick healthy snacks or lead the walking laps component of the after-school club. "I think kids know kids best, so if you want it to be fun, you definitely have to have that student leadership piece. But there also needs to be adults to help make things safe and guide the fun" (Claire).

Program expectations. Claire and I examined her expectations for the SLT component of the program, both in terms of outcomes for club members and the overall school. Regarding club members, Claire was expecting they would increase their knowledge and that the club would create an environment that was supportive of positive health behaviors:

> I think that students will get knowledge, like with the healthy messages and talking about MLK and his favorite vegetables…. Getting people talking about how they cook their kale and what types of teas they drink are not typical third grade conversations or five-year-old conversations…. Like, "I'm not the only five-year-old thinking about carrots," you know, there are other people thinking about what they want to grow in their garden or how they treat their body.

With respect to changes she hoped to see in the school, "I hope that when students organize and plan some events around health and fitness and movement and nutrition, I hope that other kids in the school like get really excited about that." Overall, it seemed Claire perceived the club would further the culture of health at the school by providing more opportunities to support healthy choices by students.

Barriers encountered. In both interviews, Claire discussed barriers she faced creating, and later leading the club. Before the club began, Claire talked about how the procedure for after-school programs was still being formed, since the school had only been established the year before:

> Well, like having systems in place. The after-school health club, the youth leadership club, is an after school thing, along with all of our other clubs: chess, martial arts, break dancing, art, theater, and African drum and dance. So I mean, it's like we're building that system and who to staff and how to organize our staff and what rooms people are going to….

In this conversation Claire went on to say that facilitating and organizing the club were not concerns; it was just the same structural barrier that the after-school programming in general was experiencing.

Contrarily, in our reflection interview the primary barrier Claire repeatedly mentioned was limited staff time to operate the club. She explained that short staffing had led to the merging of the two clubs, "So that's one of the things that made it challenging was that we did merge it, mostly because of staff." Limited staffing also resulted in Claire taking on club advising responsibilities, even though her main position provided little time for anything else: "Who's the person who can work with the kids?... I feel like part of this grant opportunity means it's my responsibility to be that person. I did my best, but I have so many hats at school. It's tough."

When considering anything she would have done differently, Claire was quick to respond that she would not have merged the after-school health club and the student leadership team. "I wouldn't have merged the two. Because it seemed like we could either focus on one thing or the other, but it was a matter of staffing. So I don't think it worked as well as it could have." Claire's answer was similar when I asked about her plan, if they continued the club next year: "I would not combine the two. I would have someone else be implementing it, not me. Those would be the only changes that I would make."

Program feedback. Claire's primary theme of program feedback was the need for an outside advisor to run the FUTP60 program. This idea was demonstrated in comments throughout our conversation, such as, "So I think one of the things that I've seen that would've been helpful, is for someone to come in and implement the program" and "In the ideal world it would be someone that comes in and does it." Claire believed that having an outside advisor would solve issues of limited staff and the time required to learn about, and then implement, the program as it was intended. She also thought having an outside advisor would provide students an enhanced experience. "I mean, it's different when someone comes in. They see me all the time, every day. so…. I think from the kid's perspective it changes how they behave, what this is going to be about."

To further understand Claire's approach, I asked her thoughts on having an external co-advisor partner with a school staffer for just one year. Specifically, would this be enough for the program to be sustainable without outside help in future years? Claire agreed that this model could work, but it needed to exist without school staff:

> Yeah I think my perfect situation would be that. It would be someone coming in and meeting with the person that is not me, or not a staff—it could be a parent. "This is what our goals are, this is how you do it, this is how you manage the website. I'm going to get to know the kids with you, here are our targets, here's our goals, and our agenda or

curriculum or structure." Help that person know how to implement the program, and then that person could fall back, but then the leader would be able to take that and run with that so that would be helpful.

Claire had attended the FUTP60 session as a part of the overall CSHP program kickoff at the end of August and had visited the FUTP60 website in October to complete the school wellness investigation. When I asked her in January to share her thoughts on the program and corresponding website, it seemed difficult for her to remember any details, "Um, so, it's been a while since I've gone on to the website. Um, but my, oh my god, the distant memory of that…." To help her recall her impressions, she opened the website and reviewed it as we talked. Her first perception was that while it seemed easy to navigate, but similar to her desire for an external advisor, she wished someone else could manage the website:

> Umm, my thought is that it would be good to have a group of people who helped manage that. You know, whether it would be parents, or students, or a couple of teachers. Like, I'm doing a billion things, you know, and it's really hard to keep current with that or make it a priority when, you know, there's other things to me that seem more important. But it seemed really easy to navigate and user friendly.

During the May interview she also mentioned wanting the students to be able to take on more of the website responsibilities. This was at odds with her telling me that the students had no access to computers (detailed previously in, *step 2. Build teams and draft key players*).

Program relevance. Based on a variety of Claire's remarks related to the culture and other programs operating in the school related to HE, PA, and empowerment, a theme emerged related to FUTP60 not adding value, or being relevant at Davis. To explore this, near the end of our May interview I suggested, "So the more you talk about the school, I'm wondering if [FUTP60] isn't really, it's not really adding value." Claire agreed with my perception, "Yeah, we're very, very health conscious. Having breakfast, making sure that people are taking breaks, making sure that people are physically active; these are part of our core values." Once this was established, Claire felt more at ease verbalizing this concept. For instance, she later elaborated,

"I think it's set up for a different audience. We're gonna have an after-school health club no matter what, we're gonna have a student leadership club no matter what." Additionally, as we concluded our final interview she ended with the thought, "I get that FUTP60 is really- the leadership piece, the health piece, those would probably be really good for schools that aren't already thinking in these ways."

Summary of advisor perspectives. During our interviews, Claire shared perceptions regarding the school's culture of health and community organizing, as well as ways that empowerment was incorporated throughout Davis. Although Claire admitted to having limited knowledge of FUTP60, she did see the opportunity for empowering experiences within the program. Her expectations for the year focused on continuing the culture of health and creating a supportive environment that encouraged positive health behaviors in students. Barriers she experienced during the year centered around capacity building to support after-school programming, and limited staff and time to implement the program, as it was intended. This led to her feeling that an external advisor would be need to fully implement the program. Additional parent volunteer support would be beneficial for the program and to manage the website. Considering Claire's description of the health and empowerment already occurring at Davis, I suggested that FUTP60 may not be adding value for Davis. Claire agreed that although she thought the program was well-designed, it would be a better fit in schools that did not already have a culture of health and empowerment.

Researcher Perspectives. This section will present my perceptions, providing additional context to the description of the team's process and Claire's perspectives. First, I will discuss Claire's commitment to the after-school health club and SLT as the designated leader and advisor. Next, I will examine the club's process compared to the FUTP60 model. Finally, I will

discuss Claire's perception of youth empowerment and my observations of the teams' exposure to leadership and empowerment opportunities.

Claire's commitment to the team. From January through May, the club met about ten times, six of which I attended. Claire led and interacted with the team during only two of the sessions I observed (January and April). Sarah, the parent volunteer, led the March meeting, stayed inside with the club in the first club meeting while Claire covered the outside playgroup, and led part of the team while integrating it with the play group in the second May club meeting while Claire stayed in the office. During the meeting I observed in March, neither Claire nor Sarah attended. They had arranged for the team to join the garden club, since Claire was out of town.

In addition to not attending club meetings, Claire seemed unfamiliar with the FUTP60 website and process. She admitted in both interviews that she was unfamiliar with the website and therefore had difficulty commenting on the integration of youth empowerment into the program, the ease of using the website, and so on. She also shared feedback that it would be nice to have students manage the website. When I mentioned that this was available through the student interface of the website, where students could check off initiatives and events that were held, she seemed surprised.

In January, Claire discussed that the school had capacity to integrate the student leadership team and after-school health club into the school's offerings, but then mentioned in May that staff capacity was a barrier to program implementation. She suggested that having an outside school member, either FUTP60 staff member or parent volunteer run the program was the only sustainable way to ensure the program could be completed in their setting.

While FUTP60 was aligned with the culture of health and empowerment Claire discussed was present at Davis, she seemed uninterested in implementing a pre-existing health program, in addition to the health initiatives already in place. When I asked Claire if the SLT was value-added for Davis, given her illustrations of the health and empowerment initiatives already in place, Claire admitted she thought the program was not a good fit. While she thought the program was well-designed, she thought it would be more relevant for schools that did not already have health and leadership inherent to their culture. This was an unexpected discovery to me. I had selected Davis intentionally because I had perceived the culture of health and empowerment would provide a more supportive environment for FUTP60 programming, which did not seem to be true.

Implementation of FUTP60. While five of the six steps were completed on the website, the club did not operate as a SLT was intended. For instance, club members were not made aware of FUTP60 and the club did not implement school-wide health initiatives with leadership opportunities for members. The club meetings often focused on components of the after-school health club, including the discussion of health topics, making healthy snacks, and being physically active. During two of my six observations, the club was merged with another club, due to staff shortages. Through my observations of team meetings, reading Claire's success story, and my discussion with her during our May interview, I believe Claire was interpreting the implementation of FUTP60's steps within the after-school club, not as a program that after-school club members should lead within the larger school population.

Youth empowerment. Upon learning in our January meeting that Claire had a 20-year history with youth empowerment, I was interested to learn her interpretation of youth empowerment and her integration of empowerment within the after-school health club. During

her discussions of youth empowerment and examples of its application within the school, I determined her interpretation centered on providing new tasting experiences to students, providing new knowledge to students ("knowledge empowers people…") and initiating a community garden to prompt discussions with neighbors. While club members were provided with new tasting experiences and discussions about what being healthy meant to them, they were not provided with empowerment opportunities described in FUTP60, such as decision making, leadership opportunities, or participation in the school health assessment

Researcher perspectives summary. Although Claire intended to incorporate the SLT within the after-school health club, and she checked off five of the six FUTP60 steps, the club did not enact the FUTP60 program with fidelity. Claire did not regularly advise the after-school club, did not mention or promote FUTP60 with the team, did not engage the team in planning or leading school health initiatives, and did not provide empowering experiences through promoting HE and PA behaviors with the school. While the school seemed to promote healthfulness and empowerment throughout its promotional materials, the culture did not seem supportive of the development of a SLT, tasked with promoting HE and PA within the school environment. This lack of support might be related to the school's newness or that its leaders were focused on integrating health and empowerment themes throughout the school in a more organic way than the explicit requirements of FUTP60, with planned assessments and initiatives for a team to complete.

Summary of Findings.

Western, Northern, Davis, and Lincoln SLTs each interpreted and enacted FUTP60 in unique ways. Distinctions included which school staff became advisors, the FUTP60 steps teams completed, and the frequency, length, and content of team meetings. Even though each school's

experience was individual, common themes emerged across settings. In this section, I will summarize the differences in program implementation across teams and describe the common themes that emerged.

Team formation. Schools created SLTs in a variety of ways; Western and Lincoln created teams specifically to implement FUTP60, while Northern integrated the program into an existing leadership team and Davis incorporated it into an existing after-school club. Team advisors included a PE teacher and Paraprofessional duo at Western, behavior specialists at Lincoln and Northern, and a program director at Davis. Student team members at Western were all fifth graders, Lincoln students were fourth and fifth graders, Northern's team was comprised of mostly fifth and sixth graders, and Davis' club included Kindergarten through fourth graders. Western, Northern, and Lincoln all formed their teams in the fall, while Davis waited until January to integrate the team into their after-school health club.

Program enactment. No teams implemented the entire FUTP60 six-step program. Western and Lincoln came the closest to the intensions of FUTP60, since they provided recurring opportunities for PA with the entire school, through the enactment of in-class PA breaks. In addition to the PA breaks, Western's team read healthy messages over the public announcement system, and held a pledge banner signing and apple tasting to a sub-set of students and. Besides in-class weekly PA breaks, Lincoln's team distributed apples to all classes and conducted a school wellness investigation. Contrastingly, Northern only implemented two one-time initiatives (Apple and dip tasting and Kickoff). On the other hand, Davis' interpretation of the team was to offer opportunities for HE and PA to team members, instead of to lead initiatives for the school. The advisor did report that the field day was SLT-led, although club members' responsibilities seemed to be limited to decorating health-themed posters that were on display.

Meeting schedules also varied by team. Western met only a few times throughout the year, while Lincoln met for a few minutes most weeks. Northern and Davis' teams had regularly scheduled meetings (every other Friday or after school on Fridays), but rarely discussed FUTP60 topics or initiatives. In addition to not discussing FUTP60 during regularly scheduled meetings, other factors influenced the number of times Northern and Davis' teams met. Northern's advisor ended the team abruptly in April, due to her job change and to focus on her pregnancy, while Davis' advisor often did not show up or merged the club with other after-school clubs.

Common themes. Based on my observations and interviews with advisors and student interviews, even though team formation and program enactment differed across schools, common themes emerged across team experiences. First, the creation of SLTs was a requirement of a larger CSHP schools were committed to enact. Without this influence to create teams and enact FUTP60, it is unlikely SLTs would have been initiated at these schools during the 2014-15 school year. Due to the administrative support for the CSHP and associated SLTs, advisors and students perceived that principals and teachers were supportive. While an overall sense of support was reported, principals and teachers did not seem to actively assist or engage with SLTs. Second, advisors shared a common barrier related to limited time to commit to teams. Advisors all had full-time primary roles in the school, and their team efforts had to be accomplished in addition to these roles. Third, no team was able to enact the entire FUTP60 program. Teams completed some steps within the school year and checked off some steps on the website, often variances existed between steps actually completed and steps reported. Fourth, opportunities for student team members to make decisions and impact the direction of the team were minimal. Student leaders were most often assigned tasks to carry out events and were sometimes allowed to vote on alternatives for events, selected by the advisor. Finally, team

meetings and initiatives were designed to limit interruptions to academics for students on the team and in the school.

Contrasting perspectives. An additional theme across school teams was the divergence between advisor and student perspectives with the researcher perspective. Often, advisors and student leaders reported more impact to team members and the overall student body than would be realistic to expect, based on my observations and the types of initiatives that were enacted. Some of these discrepancies were straightforward, like Renee's description that Northern student team members led meetings, which was never observed by me or described by students. Other differences between participants and researcher perspectives just seemed irrational, like students' belief that a one-time apple distribution would result in students eating healthier. Although my perceptions sometimes differed from those of participants, as an interpretivist, it is difficult to discern if the perspectives they revealed to me were aligned with their true reality or with what they thought I wanted to hear.

CHAPTER 5: DISCUSSION

Introduction

The purpose of this study was to examine student-led, school-health interventions in four elementary schools. Employing a qualitative research design grounded in interpretivism, I sought to understand how student-led teams designed and executed school health improvement initiatives, and the connected meanings and realities constructed by team members. The main finding of this study revealed, while each school's team interpreted and enacted FUTP60 in ways unique to their school's culture, priorities, and capacity, common themes emerged across settings. In this final chapter I will accomplish the following: complete the study by situating findings within previously reviewed literature and the theoretical frameworks guiding the study; discuss the implications of FUTP60's effectiveness as a school health reform initiative; explore several limitations inherent in the study; and offer direction for future research in school-based health initiatives.

Chapter Organization

This chapter is organized into four major sections. The first section will link findings within social ecological framework, empowerment theory, and grass-roots education reform. Second, I will present potential implications of this study for FUTP60's effectiveness within the larger field of school health reform initiatives. Then, I will explain the limitations of this study and conclude with directions for future research.

Theoretical Frameworks

This section will review and situate the study's main findings within social ecological theories of health behavior change, empowerment theory, and grass-roots education reform. Specifically, the first sub-section will discuss these teams' processes and initiatives according to

the different levels of the social ecological framework (Sallis et al. 2008). Next, student leaders' roles within the team will be situated within empowerment theory (Zimmerman, 2000). Last, the school staff support for SLT's and team initiatives will be described within the context of grass-roots education reform literature (Fullan 2007; Fullan & Hargreaves, 1992; Lipman 2007).

Social Ecological Framework. FUTP60's objectives include impacting multiple levels of PA and HE influences within the school setting. Specifically, at the organizational level initiatives should help "…to make the healthy choice the easy choice…" and impact the intrapersonal level "…so students make positive healthy eating and physical activity choices" (GENYOUth Foundation, 2014, pp.10-11). In this section, I will first review the FUTP60 process and initiatives implemented by SLTs. Next I will discuss each level of the social ecological framework, describe ideal initiatives at each level and how the initiatives implemented by each team fit within the levels. Finally, I will examine if teams' initiatives were designed to influence known factors of children's HE and PA behaviors.

FUTP60 process and initiatives. Each school completed some of FUTP60's six-step process, but no team completed the entire program. FUTP60 is designed to include an assessment (school wellness investigation) of the school's health environment and suggest associated initiatives related to the school's results. This would allow teams to focus initiatives on areas of greatest need. While two teams (Lincoln and Davis) submitted the school wellness investigation, neither team discussed the results as a team, nor did they enact suggested initiatives.

In addition to assessing the environment, FUTP60 incorporates three types of initiatives to execute with the school's student body: a program kickoff, an HE initiative, and a PA initiative. Northern and Western each held a kickoff, and although Northern's kickoff was

school-wide, Western's was offered only to fourth and fifth grade students. Northern, Western, and Lincoln all held variations of an apple distribution HE initiative. While Northern and Lincoln's apple initiatives were both school-wide, they lacked a connection to healthy eating behavior change. Northern's apple event incorporated a focus on apple dips (chocolate, caramel, peanut butter) and Lincoln's was a simple distribution with no context of why apples were being provided to students. Western's event, a taste test of three types of apples, also lacked healthy eating context and was only conducted with one fifth grade classroom. An additional HE initiative, implemented only by Western's team, was the delivery of healthy messages over the public announcement system to the student body most mornings. Regarding PA initiatives, Lincoln and Western conducted weekly in-class PA breaks and Davis held a field day at the end of the year. All PA events were school-wide and had a variety of doses for the student body. Lincoln implemented 3 to 5-minute PA breaks from November through May, suspending the breaks during testing weeks and busy times for the advisor. Western implemented 3 to 5-minute PA breaks March through May, also suspending breaks during testing and the transition between advisors from Matt to Amy. Davis implemented one full school day of activity in May.

Social Ecological Framework levels impacted by SLTs. The FUTP60 website details possible Kickoff, HE, and PA initiatives which could impact all levels of the social ecological framework. Additionally, teams are capable of creating their own initiatives, based on the individuality of their school and team interests. In the next section, I will describe each level of the social ecological framework and include examples of ideal FUTP60 initiatives at each level. Then, I will examine the four teams' efforts within each level of the framework and the likelihood they impacted known factors of HE and PA behaviors.

Intrapersonal level.　Factors of influence at the intrapersonal level include biological, demographic, and psychological factors.　Sallis et al. (2000) described psychological factors related to children's PA, including self-efficacy, perceived competence and attitudes, achievement orientation, and intentions to be active.　Intrapersonal factors for fruit and vegetable consumption include socioeconomic status, ethnicity, attitudes, beliefs, knowledge, food preferences, and self-efficacy (Patrick and Nicklas, 2005; Rasmussen et al., 2006). FUTP60 playbook initiatives affecting the intrapersonal level of the social ecological framework include nutritious food tasting experiences for students on a regular basis.　These tasting experiences could impact students' food preferences, attitudes, and self-efficacy to make healthy food choices.　Correspondingly, PA initiatives providing more opportunities to be active, such as a walking or dance club, could target psychological factors related to children's PA: self-efficacy, perceived competence and attitudes, and intentions to be active (Sallis et al., 2000).

Lincoln Elementary- intrapersonal level.　Lincoln's team provided apples to all students in the school, which is somewhat aligned with FUTP60's suggestion related to nutritious taste tastings.　Ideally, tastings should be provided for foods with which students may not be familiar, or prepared in a new way alongside a healthy message.　It would not be expected to impact factors of influence at the intrapersonal level by providing a single distribution of apples. Additionally, Lincoln's team implemented new opportunities for PA through in-class PA breaks. Given the types of activities included, such as jumping jacks and high knees, PA breaks provided additional minutes of PA for students once a week on most weeks from November through May, but it it is unlikely students applied this experience to increasing PA at other times of the day. Overall, although Lincoln's SLT enacted HE and PA initiatives which could have influenced

intrapersonal factors, their limited execution reduced potential impact on students' long-term behavior.

Western Academy- intrapersonal level. Western's team provided a tasting of three different kinds of apples to one class of 5th grade students. While this experience might have introduced students to new varieties of apples, which could have influenced their food preferences or beliefs, the limited exposure to students in just one class and the implementation of just one tasting throughout the year minimized the overall impact on students' intrapersonal level influences. Western's team also read healthy messages each morning, which might have increased students' knowledge, awareness, and intention regarding HE and PA behaviors. Additionally, the SLT provided in-class PA breaks once a week for eight weeks from March through May to most classes. Similar to Lincoln's team, while the breaks offered additional minutes of PA for students, there lacked a connection to intrapersonal level factors which could increase students' participation at other times and into the future. To summarize, the most consistent influence the team had on students was the healthy message reading each morning. If this cue to action had been paired with additional opportunities to make healthy choices, its overall effect could have been much greater. As it was implemented, the sustainable impact on the student body was minimal.

Northern Academy- intrapersonal level. Like Lincoln and Western, Northern's team also provided an apple tasting. Northern's occurred with all classes, but focused on tasting apple slices with peanut butter, chocolate, and caramel and voting on which dip students preferred. This activity could have influenced students' preference for apples, by increasing its appeal by pairing it with dips, but its overall impact on healthy eating was probably minimal. Additionally, the tasting replaced students' recess, reducing their opportunity to be physically active.

Northern's kickoff, which included demonstrations of yoga and jumping jacks, provided a one-time participation in physical activity, which was not likely to result in more PA participation in the future. In general, I would not expect an increase in intrapersonal factors which influence HE and PA behaviors, based on Northern's execution of their HE play and kickoff.

Davis Academy- intrapersonal level. Davis Academy's team operated primarily at the intrapersonal level, but concentrated only on team members instead of the student body. Davis' team met about ten times for two hours from January through May. Each session included a food tasting focused on fruit and integrating foods which might be new to students: pomegranate, ginger, and turmeric. Most sessions also included an opportunity for PA, such as free-style dance or walking laps around the building. Of the four teams, Davis' had the most comprehensive integration of experiences which might impact factors of influence at the intrapersonal level. However, ideally- the experiences would have been available to all students instead of just team members. If the team had hosted events for the entire school to the same level they had implemented within the club, I would have expected intrapersonal factors to be impacted.

Interpersonal level. Previous researchers have indicated perceived friend intake of fruits and vegetables is a factor of children's fruit and vegetable consumption (Rasmussen et al. 2006) and perceived friend support is positively associated with PA, during both lunchtime and after school (Hohepa et al., 2007). FUTP60's philosophy is directly aligned with this factor of influence; to accomplish this, the program suggests leveraging students in development and execution of the program. Ideally, student leaders would plan appealing events for their peer group and then advocate for HE and PA behaviors during events. For instance, during kickoff events, student leaders could plan and lead fun activities for students to garner excitement for the

FUTP60 program and objectives. An ideal HE initiative—incorporating peer support—would be improving on the taste test described in the intrapersonal level of influence by situating leaders at the test table and offer samples of *their* favorite fruits and vegetables to students. SLT members could also promote a walking club or lead planned activities during recess time. The following paragraphs will describe initiatives each school's team enacted in order to influence the interpersonal level.

Lincoln Elementary- Interpersonal level. Student leaders provided support for their peers' participation in PA by leading classes in PA breaks once a week for most weeks from November through May. While some leaders reported they sometimes included healthy messages while they led classes, these were not a regular part of PA break visits. Peer support could have been formally included if leaders had provided advocacy messages. For instance, one week leaders could share fruits and vegetables they liked to eat for snacks, and during another visit they could share their favorite kinds of PA. Lincoln's apple distribution ended up being a missed opportunity for demonstrating peer support. The apples were simply dropped off to each teacher; student leaders could have shared a variety of messages to increase peer support, such as their favorite ways to eat apples or how fruit can be an easy after-school snack. Given the execution of Lincoln's PA breaks and apple distribution, they missed important opportunities to incorporate peer support into their enactment of FUTP60, resulting in minimal impact on students' HE and PA behaviors at the interpersonal level.

Western Academy- Interpersonal level. At Western, student leaders read morning healthy messages, which was the most systematic opportunity for leaders at any of the four schools to demonstrate peer support for health behaviors. Western's team had additional opportunities to establish peer support, which were not fully capitalized on: the pledge banner signing, apple

distribution, and in-class PA breaks. The pledge banner signing and apple distribution were done with subsets of the student body and student team members were not provided meaningful roles in the planning or carrying out of events. Similar to Lincoln, while Western's team led classes in PA breaks, their influence on peers could have been increased with more comprehensive interactions, including advocacy for performing health behaviors. Overall, due primarily to the daily morning messages, Western's team had opportunities to demonstrate peer support which could influence students' health behaviors. Student leaders' influence would have been stronger if they had opportunities to share their own health-related behaviors and experiences with students.

Northern Academy- Interpersonal level. Northern's was the only team to implement a school-wide kickoff, which introduced the school to FUTP60 and associated objectives. Although student leaders were given opportunities to speak and advocate for HE and PA behaviors during the kickoff, they had no involvement in planning the event. During my observation of the kickoff, student leaders seemed unprepared for when they would speak and what they would say—they simply read from notes their advisor handed them during the presentation. This gave students' role in the kickoff a feeling of tokenism, which would not likely be perceived by the student body as peer support. The team had an additional opportunity to address peer support through the apple tasting event. Student leaders did have active roles in the apple distribution, and one leader ended some classroom visits by thanking students for trying their healthy snack and hoped they would make healthy choices. The event could have been improved with more planned interaction between student leaders and the classes. Overall, the teams' utilization of peer support to influence students' health behaviors was minimal. Since

team members operated as "top leaders" in the school, there could have been a much greater use of their influence to promote peers' healthy behaviors.

Davis Academy- Interpersonal level. Since Davis' team focused almost entirely on the health behaviors of team members, they did not integrate peer support for the student body into their program. The team did complete activities which could have influenced each other, such as their favorite fruits and vegetables, the meaning of being healthy, and so on. They also completed tastings as a group and shared their feedback with each other. So while there could have been peer support, there would not have been any between team members and the overall student body.

Organizational level. One type of influence within the organizational level of schools' HE and PA environment could be psychosocial support for students' health behaviors. Wechsler et al. (2000) discussed a variety of ways schools' psychosocial environment could help shape students' accepted norms related to HE and PA behaviors. Examples include relevant policies, administrative support of HE and PA behaviors, school staff's role modeling of healthy behaviors, and cues to positive health behaviors. Physical changes to the schools' environment could also support HE and PA behaviors. For instance, the Smarter Lunchrooms Movement provides evidence-based low and no cost options for cafeterias to promote healthy food selections, such as preferred placement and attractive names (Hanks, Just, Smith, & Wansink, 2012; Wansink, Just, Payne, & Klinger, 2012). Additionally, Erwin et al.'s (2013) review of school-based PA programs found classroom PA breaks could lead to significant increases in PA. Variables effecting the impact of PA breaks include: the length of breaks, frequency of breaks throughout the day and week, and the types of activities included in breaks.

The FUTP60 "playbook" provides a variety of initiatives which could positively impact HE and PA behaviors. For instance, one HE play utilizes Smarter Lunchrooms Movement recommendations to target changes to the cafeteria, highlighting and improving access to healthy options while creating visual and verbal prompts for healthy choices. PA play suggestions are provided on the FUTP60 site, which focus on policy changes to improve PA opportunities at recess and after-school. There is also an in-class PA break play, which advocates for the addition of short PA breaks in classes multiple times per week. The only play implemented by teams in this study were in-class PA breaks, which were not implemented more than once per week (below FUTP60's recommendation). Regarding psychosocial support from school staff, student leaders perceived principals and teachers were only supportive to the extent that they permitted teams to exist. It is unknown if the general student body perceived administrators and teachers were supportive of HE and PA behaviors. The following paragraphs will discuss each team's possible impact on the organizational level of influence.

Lincoln Elementary- organizational level. The SLT at Lincoln was the first to implement a PA initiative (November), by establishing weekly in-class PA breaks. Breaks were about five minutes long and occurred no more than once per week. The breaks were halted during busy times of the year for the team's advisor (January) or when students were participating in testing (March and April). PA breaks provided teachers with an opportunity to model and advocate for PA behavior, which they did in each of the classes I observed. The addition of five minutes per week was lower than the FUTP60 recommendation and seemed unsustainable, given the removal of breaks during busy times for the advisor and weeks of testing. An exception to the minimal impact of PA breaks was a fourth grade teacher at Lincoln; student leaders reported the teacher

had begun implementing PA breaks more regularly during the week as a result of the team's initiative.

Western Academy- organizational level. Given the observations and descriptions of PA breaks at Western, they were often five minutes or less and occurred no more than one time per week. Breaks were implemented about eight times during the year, from March through May (excluding weeks during the transition of advising from Matt to Amy and weeks of fifth grade testing). Teachers were provided opportunities to advocate for and role model PA behavior during breaks. Of the two teachers I observed, one modeled the break and encouraged students to participate, while the other did not. Delivery of PA breaks was not implemented with all classrooms during the week I observed, since one teacher turned leaders away when they arrived and one leader forgot the location of their assigned class. Similar to Lincoln, PA breaks were implemented less frequently during the week than FUTP60's play suggestion and seemed to be unsustainable without the advisor's direction. Consequently, the overall impact on the organizational level by Western's team seems negligible.

Northern Academy- organizational level. Posters developed by student leaders were hung in hallways (figure 10) and were used as cues to advocate HE and PA behaviors. Despite being used sparingly, posters could be environmental cues to students regarding positive health behaviors. Referring to the use of posters, Wechsler et al. (2000) explained their use as part of larger initiatives, "For example, colorful signs encouraging healthy eating choices in the cafeteria (an example of psychosocial support) are not likely to lead to behavior change by themselves, but they may contribute to behavior change if integrated with other environmental changes" (p. S133). Since Northern's posters were not integrated with other environmental changes, this attempt was insufficient to expect real influence on the organizational level.

Davis Academy- organizational level. Similar to Northern, Davis' club created health-themed posters which were displayed during their field day (figures 11 and 12). Also similar to Northern, these posters were not part of a larger environmental initiatives, and therefore would have been inadequate to effect change at the organizational level.

Community level. Similar to factors at the organizational level, community level determinants can be either psychosocial or physical in nature. Psychosocial determinants at the community level for PA participation include perceptions of safety and attractiveness of outdoor areas (Sallis & Glanz, 2006). Physical community factors which impact children's PA tendencies tend to be linked to neighborhood characteristics, including access to parks, recreational facilities, sidewalks, and organized PA programs (Sallis & Glanz, 2006; Welk, 1999). Reported physical neighborhood factors related to children's HE behavior include access to grocery stores and fresh produce, prevalence of fast food restaurants, and cultural values and customs concerning food (Patrick and Nicklas, 2005; Welk, 1999).

FUTP60 has designed plays regarding community PA opportunities and a Farm to School initiative, which could improve HE opportunities. Other ideal projects to impact community level influences could consist of offering family PA nights and park clean-up efforts. Additionally, teams could have created community gardens to increase access to fruits and vegetables. None of the four teams implemented an initiative at the community level. By not operating at the community level, teams limited the potential benefits of working at multiple levels of influence. First, factors of influence can interact across levels. For instance, providing more community-based opportunities to engage in PA can result in individuals increasing their perceived competence and self-confidence to participate in PA. Second, multi-level interventions, operating at both the intrapersonal and a variety of other levels, can create

environment supports for the new health behaviors individuals are attempting, leading to more sustainable change (Sallis et al., 2008).

Public Policy level.   Public policy factors of influence involve laws, regulations and policies enacted, affecting the range and ease of healthy choices available to the population. Policies exist within the organization and community levels, as well as at higher levels of state and federal government. Policy initiatives available in the FUTP60 program operate primarily at the organizational level and include: expanding the breakfast program, advocating for an increased amount of time to eat lunch, and the duration and frequency of PE, and/or recess. Similar to the community level, no teams in this study attempted initiatives to change policies to increase supports for HE and PA behaviors.   Policies could have been targeted at the organizational, district, or even state and national levels.   Similar to the community level, attempting to impact factors of influence at this level could have further strengthened the multi-level design of team objectives, adding support to initiatives targeting other levels, and leading to support for HE and PA behavior change for all students within schools.

Summary of Social Ecological Framework levels impacted by SLTs.   Overall, teams enacted initiatives which might have affected factors of influence at intrapersonal, interpersonal, and organizational levels of influence. Given the often incomplete and small scope of initiatives, the impact at each of these levels was minimal and thus unlikely to result in sustainable change to students HE and PA behaviors or the school's environmental support for HE and PA behaviors. Although FUTP60's site provided designed initiatives to impact multiple levels of influence, teams' efforts did not thoroughly impact the levels they operated within or include any attempt to impact community and policy levels of influence.

Multi-component interactions. It is important to note that FUTP60 teams were operating as part of a larger school health initiative, CSHP, which was designed to impact multiple levels of influence within the school environment. CSHP incorporated four components: healthy messaging, during school physical activity and health promotion, student leadership through FUTP60, and after-school health clubs. A common difficulty of multi-faceted school health programs is determining the unique impact of each component. Consequently, it is challenging to distinguish how participants' perceptions of the team's impact on the school were influenced by other CSHP initiatives and not just the SLTs. This was evident in student leaders' attributing changes to students' activity levels at recess and changes in the cafeteria to the SLT. In addition to the complexity of different components' impact on outcomes, there was prominent overlap across SLT's initiatives and other components.

The CSHP was designed to provide evidence-based initiatives across levels of influences for students HE and PA behaviors; additionally, the CHSP incorporated opportunities for student leaders to identify, design, and implement their own initiatives to influence and support students' HE and PA behaviors. However, in many cases SLTs took over the implementation of existing initiatives within CSHP, limiting their unique contribution to the program. For instance, one component of CSHP was healthy messaging, which included daily morning announcements. At Western, student leaders delivered the message after the principal spoke. At Northern, Renee delivered the morning announcements and healthy message. Similarly, all schools implemented an after-school health club, but Davis integrated the SLT within the after-school health club and focused SLT objectives on club members' experiences, instead of the student body. Two critical integrations between SLTs and the CSHP related to the HE and PA plays implemented. The only HE play enacted at any of the schools was variations of an apple distribution/tasting, with

apples provided by CSHP to the schools. Likewise, the only PA play implemented was in-class PA breaks, which were an element of CSHP's during school PA component. While CSHP promoted the implementation of PA breaks by teachers, it is unknown if teachers would have implemented them more often, if SLTs had not led them weekly.

Most SLT initiatives were actually other components of the CSHP, which is important for two reasons. First, schools missed opportunities to have additional initiatives implemented through FUTP60, which would have offered further opportunities for HE and PA promotion. For instance, SLTs could have implemented the lunchroom HE initiative to influence the visibility and emphasis on healthy options. Similarly, if teachers had enacted PA breaks during class time, as the CSHP intended, SLTs could have focused on a different PA play, such as opening school PA facilities after school and on the weekend for community use. A second consequence of the initiative overlap between SLTs and the CSHP is determining if the inclusion of a student-led component within a larger health program added unique value to the overall program. SLTs likely had no impact on the effectiveness of healthy messages and apple distributions, although it is possible Lincoln and Western's teams influenced the implementation of in-class PA breaks. It is unknown if teachers would have implemented PA breaks without the support of student leaders. The outcomes of these four teams lead me to believe their impact did not distinctly increase the CSHP's impact on schools, but did provide a unique peer-based delivery method for some components.

Reliance on school staff. Another common theme across previous multi-level school HE and PA programs and this study was the reliance on school staff for program implementation. Sallis et al. (2003) discussed how utilizing school staff for programming required staff buy-in for program objectives and execution of their assigned roles for effective program delivery to

students. This was also true for SLTs included in this study. Not only were team advisors school staff, but teams relied on support from administration regarding time to meet and implement initiatives, and classroom teachers to allow student leaders to miss class for initiatives and lead classes in PA breaks. Additionally, advisors felt limited in the encouragement they received from school staff, which could have influenced the type and number of initiatives they selected for the team and how often they met with the team. This is a significant perception for advisors, considering FUTP60's program model is to provide web-based ideas and tips to design and implement initiatives. Effective execution of FUTP60 is fully reliant on advisors devoting time to learning the website and meeting with students to assess, identify, plan, and implement initiatives to impact multiple levels of influence for HE and PA behaviors. If an overall theme across advisors' experiences is a perceived lack of time to spend on FUTP60, it would be unrealistic to expect a fully implemented program, impacting multiple, or possibly, all levels of influence to ever be achieved.

Social ecological framework summary. All teams enacted only a portion of the FUTP60 program. Consequently, it is unknown if teams' impact on their schools' HE and PA environment and student behaviors could have been greater if FUTP60 had been enacted in its entirety. Teams implemented initiatives which marginally impacted the intrapersonal, interpersonal, and organizational levels of influence. No initiatives were incorporated to include factors of influence at community or public policy levels of the social ecological framework. Designed initiatives existed within FUTP60 which incorporated all levels of influence, but were not utilized by teams. Additionally, teams had flexibility to create their own initiatives, which could have incorporated these levels of influence. By not incorporating more levels of influence, teams missed opportunities to support HE and PA behaviors by the synergistic interaction which

can occur when working across levels of influence. The limited effort to improve environmental support of intrapersonal determinants through successful initiatives at the interpersonal, organizational, community, and policy levels. In fact, most initiatives implemented by teams were taken from other components of the larger CSHP schools were enacting, which further minimized SLTs efforts, and created doubt regarding the value of incorporating FUTP60 within larger comprehensive school health programs. Furthermore, teams' reliance on school staff to implement the program, meaning staff buy-in and execution of their responsibilities as advisor, impacted the level of programing students received. This is an important finding, considering FUTP60's web-based model relies on school staff to devote time to learn the site and guide students through the initiative process.

Empowerment Theory. An empowerment value orientation suggests people should be provided with the skills, resources, and opportunities to better their quality of life, instead of needing to rely on others to do so (Zimmerman, 2000). Health programs aimed at empowering a group of people need to include the population's voice throughout the design, implementation, and evaluation processes (Zimmerman, 2000). Interpreting empowerment within Zimmerman's (2000) three levels of individual, organizational, and community is appropriate for a school-based intervention; since SLTs efforts could influence team members (individual) while enacting change within the school organization, and a school could be an important influence within a community. This section is organized by first examining if teams operated with an empowerment value orientation, by understanding student leaders' contributions to the design, implementation, and evaluation of team processes. Then, I will discuss SLT members' experiences and possible associated outcomes, within the three levels of empowerment theory: individual, organizational, and community.

Student leaders' involvement in program design. There was a complete lack of student involvement in the design of teams' objectives and initiatives. Advisors at all schools selected initiatives for teams to implement over the course of the year, completely independent of student leaders. This finding was supported by all researcher observations and through student and advisor interviews.

Student leaders' involvement in program implementation. Students' roles within teams were constrained solely to involvement in program implementation. Their responsibilities were most often limited to assigned tasks during the execution of initiatives. Based on observations and interviews, students were sometimes allowed to make nominal decisions in the implementation of initiatives, usually by voting on event components. Examples of decisions made during the year by student leaders for each school included: Lincoln's team occasionally voted on which activity would be conducted during the week's PA breaks, Western's team told Amy they wanted to switch the activity they had been doing in weekly PA breaks; Northern's team voted on the year-end field trip destination; and Davis' club voted on how many laps around the building they would walk during the session.

Student leaders' involvement in program evaluation. Teams did not complete any independent program evaluation measures. All advisors and students at Lincoln, Western, and Northern participated in interviews for this study. Additionally, CSHP staff conducted evaluation with school staff and students, but did not include student leaders' involvement in the collection or review of program evaluation.

Summary of value orientation. Overall, student leaders in each school were not included in the design or evaluation of programs, but were involved in the implementation of initiatives. Students were generally assigned defined roles in the execution of events and given nominal

opportunities to make decisions, typically from a prescribed menu provided by advisors. As a result, teams did not operate with an empowerment value orientation. Had they done so, it could have resulted in positive outcomes at the individual, organizational, and community levels. Each of these levels will be discussed next, in context of teams' operation and student leaders' experiences.

Individual level empowerment determinants. Zimmerman (2000) posited, through participation in activities and involvement in organizations, a person's psychological (individual) empowerment could be increased. Holden, Crankshaw et al. (2004) measured participation constructs in three ways for youth's participation in an empowerment-based tobacco project: duration (number of months), intensity (hours within the last month), and quality (leadership opportunities). They determined that increased intensity and quality of participation were consistent with increased feelings of psychological empowerment. A description of each schools SLT duration and intensity of participation will be described next, including a discussion regarding the collective impact on student leaders; followed by an examination of Hart's (1992) four requirements for projects offering true participation opportunities for children, as a measurement of quality leadership opportunities.

Lincoln Elementary- duration and intensity of participation. Lincoln's team met regularly to discuss activities for upcoming PA breaks, often for only 3-5 minutes at a time. Additionally, the team implemented weekly PA breaks for about six months of the school year and a one-time apple distribution. Overall, students' time spent on SLT responsibilities averaged about one hour per month for November through May (primarily focused on initiative execution).

Western Academy- duration and intensity of participation. Western's team met only a couple of times over the course of the year and executed one-time banner signings and apple tastings. They also implemented about eight weekly PA breaks from March through May and rotated in pairs to deliver the morning healthy messages (each pair read messages for one out of three consecutive weeks). While the time was spent differently from Lincoln's students, the hours per month spent on SLT responsibilities were about the same (one hour per month November through May) and were also focused on initiative execution.

Northern Academy- duration and intensity of participation. Northern's team tried to meet regularly on most Fridays, for about 30 minutes at lunch from November until April. Initiatives enacted over the course of the year included attendance parties, movie nights, an apple distribution, and FUTP60 kickoff. Team members averaged about four hours per month, for October through April, with their focus split between meetings and initiatives (most of which were unrelated to FUTP60).

Davis Academy- duration and intensity of participation. Davis' club meetings were scheduled after school for two hours every Friday, beginning in January and continuing through May. Due to staffing limitations, some meetings were merged with other clubs and meetings and rarely included discussion of FUTP60 or associated initiatives. Davis' club averaged six to eight hours per month; however, the focus was on improving HE and PA behaviors of club members, not the implementation of FUTP60.

Interpretation of duration and intensity. Holden, Crankshaw et al.'s (2004) measure of time, duration, intensity, and associated impact utilized data collected from 3,587 youth across 17 states, who had participated in a youth empowerment focused tobacco control program. About half of youth included in the study were involved for seven months or more, which is

consistent with student leaders for Lincoln, Western, and Northern; while Davis' club met for only five months. Youth in Holden, Crankshaw et al.'s (2004) sample participated for an average of 4.9 hours per month. Comparatively, Lincoln and Western's teams were participating for much less than this (one hour per month), Northern's team was closer to average (four hours per month), and Davis' team was above this level (six to eight hours per month). Considering only time and duration (not intensity, which will be discussed below), SLT members were below the average in Holden, Crankshaw et al.'s (2004) sample, which would indicate intensity would have to be considerable to result in increased psychological empowerment.

Hart's requirements for children's quality participation. Hart's (1992) ladder of participation, represented in figure 4, organized children's participation into eight "rungs" or levels, which can be used as a way to understand if quality participation opportunities were provided to students. If quality participation opportunities were offered, they could lead to psychological empowerment. The eight levels of participation, arranged in order from least participatory to most, are: 1. Manipulation, 2. Decoration, 3. Tokenism, 4. Assigned but not informed, 5. Consulted and informed, 6., Adult-initiated, 7. Child-initiated and directed, and 8. Child-initiated, shared decisions with adults (Hart, 1992, p. 8). According to Hart (1992), the essential distinction occurs between levels three and four; with levels one through three identified as non-participatory and levels four through eight representing "degrees of participation" (p. 8). Hart (1992) developed four requirements, which must exist for projects to be considered truly participatory; effectively separating rungs one through three from four through eight. The four requirements are:

1. The children understand the intentions of the project;

2. They know who made the decisions concerning their involvement and why;

3. They have a meaningful (rather than 'decorative') role; and

4. They volunteer for the project after the project was made clear to them. (p. 11)

To determine if student leaders' roles were truly participatory or not, I will examine student leaders' experiences with respect to each of the four requirements. Table 13 summarizes my analysis of the four teams' attainment of each requirement.

1. The children understand the intentions of the project. During interviews, I asked students to describe the team's purpose, to indicate if this requirement was met. Most answers by Lincoln and Western student leaders focused on improving students' health or their role as leaders to help students become healthier. Northern student responses focused more generally on helping the school and students, and on being a good role model. This was aligned with Northern's focus on being top leaders, with minimal time dedicated to FUTP60 and HE and PA related objectives. While Davis' club members were not interviewed, based on observations and discussions with their advisor, Claire, it was clear the club did not embody any of the four requirements. Club members were effectively recipients of a program designed to increase their HE and PA behaviors; not members of student-led health team tasked with improving the school health environment and student health behaviors. Therefore, I believe the first requirement was met for Lincoln, Western, and Northern, but not Davis.

2. They know who made the decisions concerning their involvement and why. Requirement two was similarly met for student leaders at Northern, Western, and Lincoln. When asked during interviews how they were selected for the team, students at each of the three schools responded their classroom teachers had chosen them. When I asked why they thought teachers might have selected them, students generally described they were chosen for their

demonstration of favorable characteristics related to behavior and/or academics. This perception aligned with advisors' general responses on student team member selection.

    3. They have a valuable and meaningful (rather than 'decorative') role. This requirement was not met for any of the SLTs. According to FUTP60's site, students should have a role in assessing the school health environment by completing the school wellness investigation. Teams should then collectively use school wellness investigation results to determine which initiatives they thought should be implemented throughout the year. Lincoln's SLT members were the only students who recalled working on the school wellness investigation. Diego, Lincoln's advisor, disclosed not all of the student pairs returned their portion of the assessment, so he entered results into the FUTP60 site on his own. The results of the assessment were not shared with the team or used to select team initiatives. Furthermore, students on all four teams were excluded from all decision-making opportunities regarding which initiatives should be executed over the course of the year.

    4. They volunteer for the project after the project was made clear to them. The fourth requirement was also unmet for all teams. Although almost all students proclaimed they wanted to be on the team, students and advisors did not disclose any opportunity to decide about team membership after objectives had been clearly defined. Luis, from Lincoln, indicated he did not want to be on the team, and specifically mentioned he would have liked to decide about team membership after it became clear they would primarily just be doing weekly in-class PA breaks. In fact, Luis asked Diego in March if he could quit the team and Diego asked him to continue for the remainder of the school year. All other student leaders seemed happy to be on the team, and did not inquire about their membership being voluntary

Table 13.

Four requirements for true participation, by school

4 Requirements	Lincoln	Western	Northern	Davis
1. Understand intentions	Yes	Yes	Yes	No
2. Know who made decisions/why	Yes	Yes	Yes	No
3. Valuable/meaningful role	No	No	No	No
4. Volunteer after understanding	No	No	No	No

Implications of four requirements for participatory experiences. None of the four SLTs met the list of requirements described by Hart (1992) as necessary for a program to provide truly participatory opportunities for children. Therefore, students' experiences were relegated to the first three levels of Hart's (1992) ladder of participation (manipulation, decoration, or tokenism). Along with the previous analysis of students' involvement in the design, time and duration of participation, students' experiences would not be expected to lead to psychological empowerment. To further understand the likelihood of increased psychological empowerment, the importance of context will be examined next.

Importance of context. Rappaport (1987) discussed whether an experience could be considered empowering depended on an individuals' interpretation of the experience, built on their own cultural and historical contexts. Specifically pertaining to youth, Hagquist and Starrin (1997) suggested a concern of using youth empowerment theory in programming was the traditional power inequality in relationships between youth and adults. This could be a meaningful concern particularly for school settings, where the power provided to administrators, teachers, and students are usually well defined and purposefully unequal. This natural power dynamic, tipping towards adults, might be why advisors felt it was natural to make decisions regarding which initiatives would be implemented by a "student-led" team, thus providing only nominal decision making opportunities for student leaders.

Although teams were not offered an environment supportive of youth empowerment, students at Northern, Western, and Lincoln might have interpreted enough contrast between team membership and their traditional role within the school to have resulted in some positive outcomes. For instance, as a part of the team, students were told (and believed) they were leaders in the school and advocates of positive health behaviors. Student leaders were given additional responsibilities compared to their peers, such as attending team meetings, leaving class to lead in-class PA breaks, speaking over the public announcement system, and wearing FUTP60 t-shirts over their uniforms. Moreover, student leaders at Lincoln mentioned their involvement in decision making as a favorite element of team membership. While their decision making was limited to occasional votes on PA break activities, this might have been different enough compared to their traditional level of power to feel meaningful.

Student leaders' perception of outcomes. Students on Northern, Western, and Lincoln's SLTs described increased feelings of leadership and responsibility as a result of team membership. Students discussed this increased leadership in various ways. For instance, some students described becoming peer role models for good behavior and others described taking responsibilities more seriously, both at home and school. In addition to improved leadership characteristics, students described changes they made to their own health behaviors and provided examples of increased PA and healthier food choices. Students also believed they had influenced peers through team initiatives. Although their impact on the student body is not supported by the scope and breadth of initiatives, leaders might have interpreted their impact as authentic. While outcomes described by leaders appear to be aligned with psychological empowerment, their involvement in the program's process (design, implementation, and evaluation) and the meaningfulness of their participation (measured by duration, intensity, and

quality) do not indicate experiences supportive of lasting positive changes in psychological empowerment.

Advisors' perception of student leader outcomes. While all advisors reported intentions to provide meaningful leadership opportunities to students at the inception of SLTs, the evidence suggested this did not materialize. For instance, Diego, at Lincoln, professed his motivation for taking on the advisor role was solely to provide students leadership experiences. He believed this had occurred through their involvement in selecting exercises to complete during PA breaks. Likewise, Matt, at Western, described his interest in understanding the types of initiatives leaders would come up to execute with their peers over the course of the school year. Still, leaders were never provided an opportunity to voice opinions or make decisions about team direction. Later in the year, when I asked Matt about benefits of team membership for student leaders, he could not think of any. Conversely, Amy, Western's second advisor, had always perceived leaders as program deliverers, not decision makers. Renee, at Northern Academy, reported one of leaders' responsibilities was to lead the meetings during the year. She also reflected she had "let them go and take the lead." My observations of team meetings and descriptions provided by students suggested they had never led meetings. While students accomplished their assigned tasks during events, describing this as taking the lead was misleading. Claire, at Davis, was the most interesting example to me of the disparity between intentions and actions. I had specifically included Davis because of their culture alignment with youth empowerment. Claire had 20 years of experience working in youth empowerment programs, although primarily with adolescents, not children. Yet, when she described empowering experiences, she provided examples of providing food tasting experiences, new knowledge, and gardening. She made no mention of meaningful participation, decision-making, and other aspects associated with empowering

experiences. Over the course of the project, she admitted to being unfamiliar with the FUTP60 website, missed several club meetings, and failed to incorporate a single aspect of the FUTP60 program.

Advisors' inclinations to make all decisions might have been based on barriers they experienced related to school support, time commitment, and sensitivity to interfering with academics, which will be discussed in more detail in the upcoming education reform section. For instance, Diego perceived the PA breaks as the least intrusive PA Play, and therefore most likely to be approved by the principal. In conjunction, it would be reasonable to conclude advisors' traditional power dynamic with students was too intrinsic for them to overcome. Similar to how students perceived their traditional roles in the school and their responsibilities on the SLT as different enough to feel meaningful, advisors might have held the same belief. Within the scope of empowerment theory, voting on an item from a menu of options could appear trivial, so advisors might have recognized this as the only decision students were allowed to make all day. Consequently, the disparity between advisors' descriptions and intentions for incorporating leadership opportunities and what took place, can be classified. Some descriptions of occurrences were just untrue (Renee saying students led meetings). Other intentions might have been abandoned due to time and support barriers (Matt wanting to know students' ideas). Still other intentions might have transpired, but were less impressive than I had expected (Diego having students vote on exercises for PA breaks).

Previous literature. Identifying the scope and sustainability of psychological empowerment outcomes experienced by students in relation to previous studies was complex. Some programs incorporating youth empowerment, like Youth Empowerment Strategies! and Youth Empowerment Solutions, did not report individual level outcomes, but focused solely on

process evaluation findings (Franzen, Morrel-Samuels, Reischl, & Zimmerman, 2009; Wilson et al., 2006; Wilson, Minkler, Dasho, Wallerstein, & Martin, 2008). Legacy's Statewide Youth Movement empowerment findings reported utilizing a cross-sectional regression analysis and focused on the relationship between quality participation and empowerment characteristics (Holden, Crankshaw et al., 2004). Psychological empowerment outcomes for participants of Youth Action Research for Prevention (YARP) program, were more accessible than for other programs reviewed (Berg, Coman, & Schensul, 2009). YARP participants experienced gains in individual level empowerment outcomes, such as analytic and inquiry skills, personal agency, and positive peer norms.

Essential differences existed when comparing previous program participants' experiences to SLT members. For instance, instead of younger children most programs targeted adolescents. In addition, program participants were typically volunteers who knew the group's objective, instead of SLT members being recruited by teachers. Having youth self-select into a program, based on their interests, would help achieve the four requirements described by Hart (1992) as necessary for true participation experiences for children. A final disparity relates to the context of program setting and connected power dynamics of program participants and staff. Most programs, including YARP, operated outside of the school day with adult facilitators who were not school staff. Programs often described training opportunities for adult facilitators to gain skills in how to provide empowering experiences for youth; this type of training did not occur for SLT advisors.

Organizational level. While SLTs could have integrated organizational empowerment, this level remained unaffected. Organizational empowerment could have been incorporated through partnerships built with other school-based organizations, such as parent groups, to

further the team's agenda. Additionally, teams could have enacted decisions to impact the overall school culture or procedures by integrating more opportunities for student voice and participation in decision making. For instance, many of the FUTP60 suggested initiatives provide guidance on how to survey the student body to elicit feedback on possible improvements to the school environment. Another aspect of organizational empowerment relates to the resources and support dedicated to a program. Administrators' support of SLTs was minimal, usually relegated to approving of teams' existence. So while psychological empowerment could have influenced student leaders, impacting organizational empowerment would have made sustainable positive changes within the school environment, such as improving opportunities for student voice throughout school processes. Creating organizational relationships for the improvement of common goals, like collaborating with PTOs on their support of HE and PA team objectives, could have enhanced teams' influence and further instigated school culture change, instead of the team working independently.

Community level. Similar to organizational empowerment, community level empowerment was unaffected by SLTs. To achieve community level empowerment, partnerships with families, neighborhoods, and outside school organizations could have been developed for SLT initiatives; however, these remained untapped by teams. By not operating at this level of empowerment, teams missed opportunities to empower community members to take action for their own health as well as opportunities to utilize the school's influence to improve the health environment within the community. Similar to the social ecological framework, impacting environmental levels, outside of just individuals, can have a wider influence, which leads to more sustainable change.

Summary of empowerment theory. Student leaders were not included in the design or evaluation of teams' processes, and only provided defined tasks to carry out during the execution of initiatives. Further, decision making responsibilities were generally limited to nominal selections of initiative components. Therefore, teams did not operate with an empowerment value orientation. Students' duration, intensity, and quality of participation (Hart, 1992; Holden, Crankshaw et al., 2004) fell short of levels expected to result in Zimmerman's (2000) description of opportunities which would lead to increased psychological empowerment. When applying Hart's (1992) four requirements for true participatory roles for children, Lincoln, Western, and Northern's team met two and Davis' team met none of the requirements. However, context seemed to play a role in student leaders' perceptions of outcomes of team membership.

In a school setting which typically provided them with minimal responsibility and power, students were provided extra responsibility and expected to act as role models and health advocates to their peers. Specifically, students reported feelings of increased leadership and responsibility based on team membership. Although advisors described their intentions, or even reported success, of providing students with meaningful leadership roles, this did not occur. Advisors' intentions might have been impeded by time and support barriers. Additionally, advisors, like students, might have perceived they had provided meaningful opportunities to student leaders, as compared to students' traditional role within the school.

Reports of increased psychological empowerment have occurred in previous programs (Berg, Coman, & Schensul, 2009); however, differences between programs (older youth operating in non-school settings) make it difficult to draw direct comparisons with this study. Most youth empowerment programs seem to be held outside of school, draw participants who understand and are interested in program objectives, and are guided by non-school staff, trained

facilitators. Organizational and community levels of empowerment could have been incorporated into SLT objectives, but were remained unaffected by team directives. Leaving out organizational and community empowerment aspects meant teams missed opportunities to provide empowering experiences to other students and community members. Furthermore, operating at organizational and community levels could have created organizational relationships to garner additional, sustainable support for program objectives and influence schools' culture.

Education Reform. According to education theorists such as Fullan, Hargreaves, and Lipman, teacher-initiated and student-inclusive school reform approaches may lead to positive outcomes, by providing meaning and value to those who are ultimately responsible for carrying out school culture transformations. Similarly, Cothran et al. (2006) emphasized teachers' perceptions of a change initiative might ultimately decide its success or failure. Fullan (2007) suggested making reforms as meaningful for students as they are for teachers is similarly important for successful implementation and sustainability of initiatives. Furthermore, Lipman (2004) discussed how unique issues facing urban schools, related to funding, academic achievement, segregation, and race and class inequality can limit the time, energy, and resources school staff want to dedicate to new initiatives, such as a student-led school health team. The following sections will describe how support within schools, advisors' time commitment, the priority of academics, and elements of student voice influenced SLTs.

Principal support. A common theme across advisors' and students' was the perception principals were supportive of SLTs. However, when providing details of *ways* principals were supportive, the most common answer was they allowed the team to exist and operate within the school. Principals were also seen as supportive of the school's participation within the larger CSHP, which required the creation, or integration, of FUTP60. While an overall sense of

support was perceived, principals did not actively assist or engage with SLTs. Advisors at Western, Northern, and Lincoln all noted that, although they felt generally supported, they were limited by the focus on protecting instructional time and other priorities within the school.

Education reform researchers have identified the need for teachers to find meaning and value in change reforms to promote their initial implementation and sustained integration into the school culture (Fullan, 2007; Fullan & Hargreaves, 1992). Consequently, if principals had been truly supportive of teams' objectives and initiatives, advisors might have been more likely to enact FUTP60 as intended. For instance, more initiatives might have been implemented, influencing factors of health behavior at additional levels of the social ecological framework. Similarly, the initiatives which were enacted might have been implemented more comprehensively. For instance, Western's team might have reached the entire school with their kickoff/pledge banner signing and apple tasting, instead of just one lunch period's students. Similarly, Lincoln's team might have developed an event around the apple tasting, instead of just distributing apples to teachers. In addition to improving the influence on HE and PA behaviors, genuine principal support could have improved the empowerment experience for student leaders and led to organizational and community levels of empowerment. Principals might have formulated ways to integrate meaningful roles for students into school processes, provided additional resources for team's objectives, and advocated for other school-based organizations to take on initiatives related to HE and PA behavior support.

Teacher support. Both advisors and students described classroom teachers as generally supportive of teams' formation and operation. Students provided token examples of teacher support, such as selecting students for the team and letting them lead PA breaks in classes. Correspondingly, advisors reported teachers were accepting of team initiatives, but doubted they

would commit more time or effort than was currently be asked. For instance, Diego shared teachers would not agree to lead classes in PA breaks during testing. At Western, Amy recalled some teachers had voiced discontent with incorporating PA breaks once a week. When Amy realized teachers were given the same PA break activity resource guide, through CSHP, she was using with the SLT, she seemed surprised and presumed teachers were not using it. Renee thought teachers at Northern had been supportive of her and the team, but academics was definitely their first priority. She believed if CSHP staff had interacted more with teachers in the beginning of the year, there might have been more support for related initiatives.

So while I had presumed FUTP60 would act as a grass-roots initiative and align with education theorists' description of teacher-initiated and student inclusive reform approaches, this did not occur. Since principals and key teachers indicated a desire for improving students' health behaviors and school environmental supports through the CSHP application and acceptance process, I expected principals and teachers would be supportive of FUTP60. Possibly CSHP applications were driven by one or two school staff, and overall staff buy-in never existed. At Western, Matt had described being the driver of the application the previous year with a different principal and management team. But administration changed over the summer and he was the only staff member to attend the CSHP kickoff event. The lack of support might also have been a consequence of the unique issues facing urban schools (funding, academic achievement, segregation, and race and class inequality), discussed by Lipman (2004). Considering advisors listed barriers related to time commitment and school cultures focused on academics, it is likely principals and teachers perceived similar issues impacting their support. If true, this is a critical impediment to FUTP60's adoption in schools, which needs to be understood and addressed. The link to an academic-focused culture is further discussed in the next section.

Importance of core academics. Connected to limited principal and teacher support across schools was a culture which prioritized core academic subjects and test scores. Team meetings and initiatives were designed to limit interruption to academic time assigned to core subjects. All teams met during lunch, recess or after school. Initiatives such as Western's kickoff and apple tasting and Northern's apple tasting were held during students' lunch or recess periods. Class interruptions were limited to right before lunch for Lincoln's PA breaks and during student leaders' "specials" (art, music, PE) at Western to lead PA breaks. The only common interruption to students' class time across Lincoln, Western, and Northern were the interviews I conducted for this study. The only class time impacted at Davis was during the field day at the end of May. At Lincoln, Diego understood the priority on academics and discussed the stress and pressure teachers felt regarding students' performance and testing. Renee also considered the priority of the school as academics and physical fitness was "in the middle." At Western, Matt discussed how the focus on testing and academics had led to the change in organizational management and principal the previous summer. In fact, only Claire, at Davis, neglected to mention academics as the priority for the school. Since Davis' club operated outside of the school day and did not plan recurring initiatives within the school, school day priorities were not discussed.

The primary focus on core academic subjects, which are tested, is consistent with the previous literature reviewed on mandated national reform, and its specific impact on urban schools. NCLB requires standardized testing, with regular increases in test scores (Husch, 2005). Sanctions are described as "punitive in nature" by Smith and Sobel (2010, p. 33). Consequences for urban schools, serving low income, minority populations can be devastating (Lipman, 2004). Similar to Diego's descriptions of the pressures facing teachers, education reform researchers report the effects on teachers can be devastating, leading to stress,

dissatisfaction, and burnout (Fullan, 2007; Hursh, 2005; Lipman, 2004). Furthermore, teachers of subjects not included in testing, such as health and physical education, can feel even more alienated within the school, often receiving fewer resources and professional development than teachers of tested subjects like math and language arts (McCaughtry, Barnard et al., 2006; McCaughtry, Martin et al., 2006). FUTP60's integration into a school's culture and environment relies on its ability to be perceived as worthwhile in schools. Understanding how to do this for school staff focused on minimizing repercussions of mandated national reforms will be essential if FUTP60 will ever have wide-spread adoption.

Limited advisor time commitment. Connected to the level of support by administration was advisors' perceived of a lack of time to adequately commit to and carry out FUTP60. Advisors were all aware their time spent on FUTP60 must not interfere with their primary roles in the school, but must creatively be accomplished *in addition to* their regular responsibilities. For Matt, being spread thin across projects and his primary role meant he tried to involve other staff as co-advisors. Similarly, Amy's top concern was how much time she could commit throughout the year, considering her required work was prioritized. Renee also listed limited time to commit to the project as her number one concern. She had already allotted time in her schedule for the top leader team, but struggled with incorporating FUTP60 objectives with the team's existing schedule and initiatives. Likewise, Diego's main concern for the school year was the time he could commit to advising the team. While the website seemed full of good resources, he expressed not having the time to utilize the website to its fullest. Likewise, Claire disclosed limited staff time had been a barrier to operating the club effectively.

Advisors' perspectives of limited time to commit to the team, and creatively completing advisor duties *in addition to* primary roles, was directly related to implicit and explicit messages

from administration. Advisors seemed genuinely interested in FUTP60 and its possible benefits to the school, but lacked guidance on effective implementation. If principal support had been greater, advisors might have been provided more time to implement initiatives effectively and utilize the FUTP60 more comprehensively. Another aspect which could influence advisors' ability to dedicate time to the project is appropriate training on FUTP60, which is discussed next.

Training. Team advisors were provided basic training for their role. All advisors attended a CSHP kickoff at the end of August. Renee, Claire, and Diego (but not Matt or Amy) attended a breakout session during the training about FUTP60's website and six-step process. Each advisor was also in contact with his or her CSHP liaison, who provided general guidance and support for the program. Advisors were also provided a contact at FUTP60, who occasionally sent emails to all CSHP schools' advisors and offered a raffle opportunity for NFL tickets in the autumn, for SLTs which had checked off at least three steps by October 29th. Advisors were given no direct training on how to balance the advisor role with their primary role in the school, how to garner principal and teacher support, ways to integrate initiatives within a school culture focused on academics and testing, or how to provide meaningful participation opportunities to students.

Education reform literature recognizes the role of teacher development in successful implementation and sustainability of initiatives. Development should be intensive and hands-on, built into the school day, include teachers' opinions, and incorporate opportunities for teachers to problem solve (Parker et al., 2010). While the FUTP60 site includes support for advisors who are interested in learning more about HE and PA topics, there is no emphasis on developing teachers as advisors or the barriers discussed by advisors in this study: limited principal and teacher support, academic focused culture, and limited time to commit to FUTP60. Similarly,

youth empowerment researchers note the need for program advisor training, focused on how to incorporate meaningful empowerment opportunities for youth. Without addressing this gap, FUTP60 might not be effective when used by advisors who face barriers similar to those of Diego, Matt, Amy, Renee, and Claire.

Student voice. Similar to youth empowerment theory, the philosophy of student voice recognizes including students within the change process can result in positive outcomes for the students who are included and the initiatives they help to shape (Cook-Sather 2006). For students to perceive they are truly given a voice, meaningful participation opportunities need to be provided in which students recognize they are having an observable impact within the school's culture. Hart's (1992) ladder of participation, discussed previously within youth empowerment theory, is also referenced in student voice literature as a way to measure the effectiveness of incorporating students in meaningful ways (Fielding, 2004b). Students' levels of meaningful participation in SLTs, regarding contributions to program direction and decision making, have been discussed previously and determined to be minimal.

While meaningful participation opportunities are one aspect of student voice, another consideration is all students do not have one unified voice (Cook-Sather, 2006). The *types* of students who are selected to join initiatives can impact the diversity of student voices integrated into initiatives. Just as the context and culture of schools is distinct, not all students have the same experiences, ideas, and perspectives. Incorporating some student voices in a program, while ignoring others, could impact how segments of the student body perceive the program, and more generally, their influence and relevance to the school. Additionally, the balance of power between students and adults and social and cultural context within a school can influence students' comfort in sharing their voices and adults' ability to hear and act upon those voices

(Cook-Sather, 2006; Lipman, 1998). For instance, are students free to criticize the norms of the school? And if students' do share criticisms or concerns, do adults act on them in a way students would perceive they were heard?

Students represented on SLTs were for the most part homogenous within schools. At Northern, top leaders perceived team membership as a reward for good, or improving, behavior. Western and Lincoln team members correctly identified they were chosen for their attributes as good students, either behaviorally, academically, or both. Davis' club operated to promote healthy behaviors for club members, not as a leadership team for the school, and was the only group not selected by classroom teachers, but through a ranking of their interest in after-school club offerings. The inclusion of only well-behaved students was potentially limiting in the direction and scope of team initiatives. For instance, many students did not express criticisms regarding how the team was run or any aspect of the school. This might have been due to their identity as good students within the school, who did not regularly question or challenge adults. The exceptions to this pattern were Luis at Lincoln and Miguel at Northern; who both vocalized the team, or team meetings, were boring. In response, Diego asked Luis to remain on the team through the end of the year, anyway, and Renee asked Miguel to pick a game to play at the end of the meeting to make it less boring. Other student leaders not only did not criticize the teams, but had difficulty coming up with ways to improve the team, thinking they were fine as they were. The impact is unknown if students had pressed advisors for more opportunities to make decisions, wanted to select their own initiatives, pushed for meetings and the continuation of plays when they were halted, and so on. Similar to previous topics to include in advisor training, an understanding of how and why to select a variety of students and provide an environment

open to feedback, and even criticism, could have improved the implementation of FUTP60 and students' experiences as leaders.

Education reform summary. SLT's implementation of a school-based reform was limited in a variety of ways, affecting teams' achievement of objectives related to improving student HE and PA behaviors, enhancing environmental supports for health behaviors, and empowering student leaders. I had expected characteristics of successful grass-roots initiatives to be present in SLTs' execution of FUTP60; however, a variety of barriers impeded program processes and implementation. First, principals and teachers did not provide support to SLTs. If support had been received, teams might have implemented initiatives more completely and attempted additional initiatives; resulting in a more complete execution of the FUTP60 program and influence within the various levels of the social ecological framework. Increased support could have also led to more meaningful roles for students being developed within the school and partnerships occurring between SLTs and other organizations; which could have led to increased empowerment at psychological, organizational and community levels. Second, schools' focus on core academic subjects and testing deprioritized FUTP60's objectives and teams' ability to execute school-wide change initiatives. This prioritization was associated with the impact of mandated national reform on urban schools and linked to the lack of support from principals and teachers. If FUTP60 does not equip advisors with ways to advocate for school focus on objectives, implementation of FUTP60 will suffer- particularly in urban schools. Third, time commitment barriers were experienced by all advisors because they were required to complete their advisor duties in addition to their primary roles. Fourth, limited training was provided to advisors and was focused on utilization of the FUTP60 site and HE and PA topics. If FUTP60 provided training to advisors regarding the first three barriers discussed, the program might be

implemented more comprehensively and aligned with social ecological framework and empowerment theory. Additionally, elements of student voice and youth empowerment, regarding meaningful opportunities to influence programs, ways to incorporate a variety of student voices, and how to circumvent contextual issues related to unequal power between adults and children in schools should be addressed in the program and in advisor training. Without addressing these barriers to reform initiative implementation, FUTP60's execution will likely remain ineffectual in schools facing similar difficulties as those included in this study.

Implications

In this study I attempted to understand and demonstrate the processes and perceptions of four urban elementary school student-led health teams who were tasked with the implementation of HE and PA initiatives through the enactment of FUTP60. FUTP60 goals include "empowering and engaging youth, improving school nutrition and physical activity environments to make the healthy choice the easy choice, and influencing behavior so students make positive healthy eating and physical activity choices" (GENYOUth Foundation, 2014, p.10-11). GENYOUth (Foundation, 2014, p.11) disclosed, based on educator observations and reporting in enrolled schools, "18 million students now have access to healthier foods at school, 17 million students now have access to more physical activities at school, 14 million students are eating healthier, [and] 14 million students are more physically active."

Since FUTP60 operates as a web-based program implemented by school staff, it provides a model of school health programming low in cost and potentially far-reaching. Therefore, if the program can successfully result in school environment and student behavior change, it would be an important discovery within the field of school health programing. Although FUTP60 is reported as the "nation's largest in-school nutrition and physical activity program" (GENYOUth

Foundation, 2014, p.10), there is a lack of empirical data assessing program outcomes. Additionally, process evaluations have lacked a true understanding of implementation levels and fidelity. To my knowledge, this is the first study to document the process of how FUTP60 was implemented within schools and the perceptions and possible outcomes experienced by student leaders. Therefore, the findings from this study can help to understand if FUTP60 is working as intended in schools and provide further understanding to social ecological and youth empowerment theories of a school health program targeting multi-level initiatives through the integration of meaningful youth participation.

Fidelity of FUTP60's implementation, as intended, was inadequate in each of the four schools. No school implemented the entire six step program and steps which were executed often fell short of program intentions. For instance, some events were held only with small subsets of the student body instead of the entire school and meetings were often held sporadically and without opportunities for student decision making. Furthermore, steps recorded on the FUTP60 website by advisors were often misaligned with observations and interview descriptions. Steps were checked off without taking place and other steps were implemented but not checked off on the website. Consequently, it could not be expected to understand program fidelity or reach by reviewing steps checked off on the website and the associated student count for those schools. Additional measures should be taken to understand the differentiations of program implementations and to help teams execute the program as designed.

The concept of improving both the HE and PA school environments and student behaviors is central to FUTP60's focus. Team initiatives primarily focused on increasing opportunities for PA through weekly in-class breaks and distributing apples to students. These may have impacted intrapersonal, interpersonal, and organizational levels of the social ecological

framework, but lacked the quality and scope of execution necessary to effect lasting change on factors influencing HE and PA behaviors. Although FUTP60 resources include designed initiatives at the community and policy levels, they were not utilized by teams. Sallis et al. (2003) discussed in their findings of M-SPAN, the reliance on school staff to implement the program and how varying levels of adherence to program protocol and buy-in can make it difficult to understand the fidelity of program implementation. Additionally, Sallis et al. (2003) described the difficulty of evaluating environmental impacts, such as school policy changes on individual student behavior. This same issue would exist if objective measures were employed in evaluating impacts of FUTP60, such as integrating in-class PA breaks, on student behavior.

Although FUTP60's website provided a wealth of resources on HE and PA topics for advisors and student team members, it was largely unused. Advisors reported obstacles primarily related to their perception of having limited time in general to spend on SLT-related activities. Schools in this study were a part of the CSHP and enacted FUTP60 as a component of a larger health-focused program operating in the school. In contrast, most advisors who utilize FUTP60 independently find out about the program and register for it through the FUTP60 website. This might suggest FUTP60's implementation is more likely to occur with teams led by a web-savvy advisor, since they likely discovered the program online. Furthermore, traditional advisors utilizing FUTP60 would expect only web-based resources to be available to them, while advisors in this program could have minimized their reliance on web-based resources, since they were provided additional support contacts through CSHP.

Likewise, students reported barriers to signing up and using the FUTP60 website. Most often, student barriers related to limited computer and internet access at home. Additionally, Diego (Lincoln's advisor) reported parent approval for students to access the website was a

barrier. This suggests FUTP60's website is being underutilized by students in low income areas, where households typically do not have computers and internet, and parents might not have e-mail accounts. Some students suggested if there was a FUTP60 application available for smart phones, students would likely log on and use the resources.

Even if the website had been employed more regularly by students and advisors, there were common barriers across schools, going beyond the proper utilization of the website. All advisors struggled with balancing the needs of the team with their primary responsibilities. Additionally, advisors could have benefited from understanding ways to incorporate team objectives and initiatives within schools' focus on academics. While there are currently no FUTP60 resources tying initiatives to academics, SLTs could meet with teachers at different grade levels to brainstorm how nutrition and PA content might be integrated into core classes. For instance, healthy eating topics can be incorporated into reading and writing assignments, math problems can utilize portion size and food labels, and science projects can focus on nutrition and gardening. Furthermore, although advisors expressed an interest in providing leadership opportunities for student team members, students' roles fell short of being truly participatory.

Incorporating training and resources for advisors regarding balancing their roles, garnering support from staff, integrating the teams' work within the school culture, and providing meaningful participation opportunities for students could have increased the teams' successes at achieving FUTP60's objectives. Even more necessary than time management training might be the need for FUTP60 advisors to have their primary responsibilities reduced to make capacity for their role as team advisor. This might allow advisors the time to commit to understanding the program and incorporating opportunities for student team members to learn,

discuss, design, and implement a program which could benefit the student body and work within the school's culture.

The utilization of youth empowerment theory within school health interventions targeting elementary school aged children is novel, and is therefore worth exploring. The students involved in these SLTs were provided minimal opportunities for decision making and quality participation which might lead to empowerment. School-based interventions which incorporate youth empowerment should understand the influence of existing power dynamics on the ability to provide meaningful leadership and equitable power sharing between adults and youth. Quality participation, through meaningful decision leadership and decision making are necessary to facilitate increases in psychological empowerment constructs. Similar to the findings in Youth Empowerment Solutions (Franzen et al., 2009), adult advisors might need specific training on how to provide empowering experiences for students.

Interestingly, although features of meaningful participation were not present, some students perceived they were a part of decision making, as a result of votes and opinions they were able to share. This might indicate that within these schools, student opportunities to share opinions and make decisions were so marginalized that any participation, even nominal, was different enough from their traditional role and thus seemed significant. The perception of important participation by students might also be a factor of their age, since most youth empowerment programs have studied in middle or high school students. Possibly for nine and ten year-olds, voting on a menu of adult generated ideas is more meaningful than it would be for their adolescent counterparts.

Study Limitations

School settings are a mixture of culture, capacity, priorities, and the community in which they exist. It would be unlikely that a study which aims to understand how a school-based health program relying on school staff and students to form and execute initiatives, could be generalized across all possible contexts. Additionally, I chose to work with schools who were located in poverty-stricken urban areas, with a large majority of African American and Hispanic residents. These selections were intentional, in order to understand how schools serving youth at risk for obesity and associated health risks, navigated the process of developing youth-led school health teams and executed associated initiatives, while also possibly facing unique pressures related to educational politics and funding.

Interwoven with ethnic, income, and location contexts of the schools involved, the generalizability was also impacted by the *type* of schools included. Lincoln was the only public school and the most established in its operations, but was within a school district in turmoil. Davis was the most non-traditional in its philosophy and was only in its second year of operation. Northern, a more traditional academy, was also only in its second year of operation. Western was also a more traditional academy and had been operating for the longest of the three charters, but had new management at the beginning of the school year, apparently due to low testing scores. Given the variety in types of schools, it was interesting for common themes to surface across settings. Although themes existed across these settings, many other types of schools were not investigated. For instance, it is difficult to know if findings would have held true within public schools operating in stable districts, religious-based schools, or private preparatory schools.

Within my selection criteria, I intentionally chose to work with schools who had previously applied for and committed to implementing a school-wide, multi-component school health program- CSHP. Since schools enacting CSHP had already demonstrated a commitment to execute school-initiated changes for a supportive health environment and student health behaviors, I believed a greater likelihood existed for schools to embody characteristics supportive of grass roots change initiatives. Participants did perceive a level of support from administration and classroom teachers, related to the team's existence and responsibility to enact HE and PA changes in the school, but little support or resources were actually provided by school staff. If advisors had found FUTP60 and signed up independently, the level of support they might have received is unknown, and if their barriers and motivation for participation would have been different.

Directions for Future Research

Without participation in a larger CSHP, it is unlikely any of the four schools included in this study would have participated in FUTP60 during the 2014-15 school year. Therefore, a future research opportunity exists to identify the processes and perceptions of SLTs initiated by school staff who seek out and sign up independently for FUTP60. This could create a natural program buy-in by the team's advisor, who might be more willing to commit additional time to the team and program, than advisors who were included in this study. This differentiation in advisor selection process might also change the level of perceived support by administration or classroom teachers. While administration and teachers did not outwardly advocate for or interact with the team, advisors and student leaders acknowledged staff's role in supporting the teams' existence and accommodating team initiatives. These distinctions could influence team objectives and execution of initiatives throughout the year. For instance, without the ability to

take over other components of the CSHP (like healthy messages, apple distribution, and in-class PA breaks) teams would need to operate more independently. In turn, changes in support and program initiation might create different experiences and associated perceptions for student leaders, as well as possible outcomes for the school environment and student body. Specifically, I would be interested in understanding if having a single advocate for the FUTP60 team could lead to a more complete experience for student leaders and change within the school.

Additionally, future studies could employ new methods to further understand the types and extent of impacts which could result from student-led health teams. According to most students in this study, positive outcomes were experienced by them and the overall student body, due to the team's initiatives. Given the scope and depth of initiatives enacted, it is difficult to believe all outcomes described by students occurred, or would continue to do so into the future. Collecting data from additional sources, such as the overall student body, teachers, and administration could further inform possible benefits and outcomes arising from student-led health initiatives. Along with adding other sources for data, including quantitative methods quantifying outcomes experienced by team members and the student body could further inform possible benefits of a multi-level school health program incorporating opportunities for students to be leaders and advocates.

Youth empowerment within school health interventions should continue to be examined, given the intricacy of cultural and school contexts impacting students' empowerment experiences. This could include understanding youths' experiences at different ages with FUTP60, which reports its relevance across K-12 settings. Additionally, other school health programs which incorporate a variety of student leadership opportunities could be studied. Furthermore, a variety of program delivery methods should be understood, including those led

by outside programmers, compared to school staff. Given the power dynamics embedded within school-based adult and youth relationships (Jennings et al., 2006), programs may experience different results when providing empowerment training to school staff or utilizing outside programmers who can purposefully construct a more equal distribution of power.

APPENDIX A: INTERVIEW GUIDES

Advisor interview guide #1

Thanks so much for meeting with me. I really appreciate your time and I'm looking forward to learning from you. I am interested in understanding your feelings about being an advisor of a student leadership team. I'll be using a tape recorder during our interview. All the information you tell me today is confidential and I will never use your real name.

Team formation
1. What were some of your reasons for getting involved with this project?
2. Describe your role on the team.
3. What types of training have you received to help you with this role? (what resources have you received? What support have you received?)
4. What roles do you want students to take on the team?
5. How did you recruit students for the team?
6. What types of students were you looking for?
7. Why were you looking for that type of student?

Expectations – FUTP60
8. What types of changes do you hope to see in the school as a result of the team?
    a. Walk me through how you selected those objectives? Or What factors went into your choices? Or What did you think about when you selected those changes?
9. What do you think about Fuel Up to Play 60?
10. What would you say are FUTP60's objectives?
11. Are they any different than what your objectives are for the team?
12. What concerns do you have with FUTP60?
13. What types of support and resources do you need to complete your objectives/make these changes?
14. What concerns do you have about getting any of the resources/support that you mentioned?

Expectations – students
15. What concerns do you have about advising a student leadership team?
16. What benefits do you think there are to having a student leadership team?
17. What benefits do you think students will get from being on the team?
18. The FUTP60 website talks about empowering students, what do you think that means?
19. How important do you think empowering students is?
20. How necessary is empowering students to achieving the HE and PA goals you've mentioned?
21. How do you think the principal feels about empowering students?
22. What types of things do you think students will do as a part of the team that could empower them?
23. Is there anything else you'd like to tell me?

School information
24. Tell me about your role in the school.

25. What do you think are the priorities for the school this year?
26. How supportive would you say parents are of school initiatives?
27. Tell me about the school environment in relation to supporting healthy eating and physical activity opportunities for students?
28. Tell me about the school culture in relation to supporting healthy eating and physical activity opportunities for students?
29. How important do you think it is for the school to focus on students HE and PA opportunities and behaviors?
30. Where would you rank the importance of improving students HE and PA opportunities in relation to other school priorities?
31. Where do you think the principal would rank them?
32. What about teachers?
33. How supportive of the student leadership team do you think the principal is?
34. How supportive of the student leadership team do you think the classroom teachers are?
35. What changes in the environment and culture would you like to see?

Advisor interview guide #2

Advisor role
1. Describe your current role and responsibilities on the team.
2. How is your role different than you thought it would be?
3. Are there any changes in your role that you would like to see?
4. What do you like about being the team advisor?
5. What do you not like about being the team advisor?
6. What are your reasons for staying involved in this project?
7. What have you learned from being involved in this project?
8. How do you think being on this team has benefited you?
9. Knowing what you do now, what would you have done differently at the beginning of the year?

School/Team outcomes
10. Tell me about the school wellness investigation process.
11. Tell me about how the HE and PA plays were chosen.
12. What was the process like filling out the grant application?
13. What things are different about implementing FUTP60 than you thought they would be?
14. Are the objectives for the team different than the last time we spoke?
15. What types of resources are you being provided to help the team?
16. What types of support are you being provided?
17. How do you think teachers view the team and its efforts?
18. How do you think the principal views the team and its efforts?
19. What issues are the team facing?
20. What successes has the team had so far this year?
21. What changes have you seen in the school environment so far this year?
22. What changes have you seen in the school culture so far this year?
23. In what ways have your opinions about the importance of HE and PA opportunities compared to other school priorities changed at all?

24. In what ways do you think the principal or teachers would change their ranking of the importance of improving students HE and PA opportunities in relation to other school priorities?
25. What changes in the environment and culture would you like to see over the remainder of the year?

Students
26. Can you describe your interaction with student team members outside of the team?
27. Can you describe your interaction with student team members on the team?
28. Can you compare your relationship with students on the team and outside of the team?
29. What are the roles of the students on the team?
    a. What types of decisions are students involved in?
    b. What types of activities are students involved in?
    c. At the beginning of the year we talked about FUTP60's goal to empower students. What do you think about that now?
    d. Can you think of any examples of how students may have been empowered so far this year?
30. How are the students' roles different than you thought they would be?
31. Are there any changes in their role that you would like to see?
32. What new things do you think students have learned as a result of being on the team?
33. What changes in students' behaviors have you seen that you think are a result of being on the team?
34. Member checking questions
35. Is there anything else you'd like to tell me?

Advisor interview guide #3

Advisor role
1. How would you describe the advisor role to someone who was thinking of being an advisor next year?
2. How is your role different than you thought it would be?
3. What do you like about being the team advisor?
4. What issues did you face as the team advisor?
5. What are your reasons for staying involved in this project throughout the year?
6. What have you learned from being involved in this project?
7. How do you think being on this team has benefited you?
8. In what ways have your personal health behaviors changed because of your involvement in the team?
9. Has anything changed in your school role because of your involvement as team advisor?
10. Knowing what you do now, what would you have done differently?

School/Team outcomes
11. Tell me about the process to implement the plays that were chosen.
12. How similar were the team's objectives to what you thought they would be at the beginning of the year?
13. What things are different about implementing FUTP60 than you thought they would be?

14. In what ways did administrators and teachers at the school support you?
15. In what ways could you have been better supported?
16. What issues did the team face throughout the school year?
17. What successes has the team had throughout the school year?
18. What changes have you seen in the school related to the teams efforts?
19. Have your opinions about the importance of HE and PA opportunities compared to other school priorities changed at all?
20. Do you think the principal or teachers would change their ranking of the importance of improving students HE and PA opportunities in relation to other school priorities now?
21. What changes were you hoping to accomplish that you weren't able to?
22. What factors do you think will impact if there's a student leadership team next year?

Students
23. How would you describe the roles of students at different points throughout the year?
    a. What types of decisions were students involved in?
    b. What types of activities were students involved in?
24. How were the students' roles different than you thought they would be?
25. Looking back, are there any changes you would have liked to see in students roles?
26. What new things do you think students have learned as a result of being on the team?
27. What changes in students' behaviors have you seen that you think are a result of being on the team?
28. We've talked about empowerment before. Are your thoughts about empowerment different than they were at the beginning of the year?
29. Do you think FUTP60 includes empowering opportunities for students?
30. How important do you think empowering students is?
31. How necessary is empowering students to achieve the HE and PA goals you've mentioned?
32. How do you think the principal feels about empowering students?
33. Do you think any of the students were empowered because they were on the team?
34. What types of things do you think students did as a part of the team that could empower them?
35. Member checking questions
36. Is there anything else you'd like to tell me?

Student interview guide #1

Thanks so much for meeting with me. I really appreciate your time and I'm looking forward to learning from you. I'm a student at Wayne State and I would like to ask you questions about being on the student leadership team. Everything you tell me will be kept private; I won't use your real name in my notes and I won't tell your teacher, principal or parents anything that you say about the leadership team. I'll be using a tape recorder during our interview but that's just so I don't have to write everything you say to remember it, okay?

Team
1. How did you find out about the team?
2. What made you want to be on the team?
3. Why do you think [advisor] wanted you on the team?

4. How would you describe the team to other kids?
5. What have you told your parents about the team? (what do they think about you being on the team?)
6. If there was one thing you could do more of on the team, what would it be?
7. If there was one thing you could do less of on the team, what would it be?
8. What have you learned so far being on the team?
9. Have you ever been on any other teams at school?
    a. What were those like?
    b. What do you think will be different about this one?
    c. What do you think will be the same?

Participation/responsibilities
10. What kinds of things do you do on the team?
11. What kinds of decisions do you get to make on the team?
12. Do you have specific job duties on the team?
13. What kinds of things does [advisor] do for the team?
14. Tell me about FUTP60
15. Why do you think FUTP60 wants kids to be involved and not just adults?
    a. Why do you think it's important for kids to be involved on this team?
    b. What do you think kids can do to help other kids be healthy better than adults?
    c. Do you think it's easy or hard for kids to work with adults on teams like this? What made you pick that answer?
16. What kinds of things do you think you'll get to do for the rest of the year on the team?

Program
17. What do you hope the team does to change in the school to make it easier to be healthy?
    a. What made you pick those things?
18. Do you think the teachers will help the team make the changes?
19. Do you think the principal will help the team make the changes?
20. Why is it important for schools to help kids be healthy?
21. Think about all the other important things you do in school, like math, reading, science, art, music, where would you rank learning about being healthy?
22. How important do you think [advisor] thinks it is for schools to help kids be healthy?
23. How important do you think your teachers think it is for schools to help kids be healthy?
24. What about the principal, how important does he/she think it is?
25. What do kids in your class think about being healthy?
26. Is there anything else you want to tell me about?

Student interview guide #2

Team/Role
1. What kinds of things have you been doing on the team lately?
2. What kinds of decisions have you helped make?
3. What opinions have kids on the team given about how to make the school healthier?
4. What's changed because of kids' opinions?

5. Do you think adults in the school care about kids' opinions? Can you tell me all the things that make you think that?
6. Tell me about the other kids on the team, what are they like to be on the team with?
7. What did you do to help with the school wellness investigation, that looks like this? (show copy).
8. What did other kids on the team do to help with the school wellness investigation?
9. What was that for?
10. What FUTP60 plays is the team going to do this year? How did those get picked?
11. What do you think about them?
12. Did your team fill out a grant to get money to help with the plays this year?
13. What role did the students on the team have with the grant?
14. What have you told your parents about the team? (what do they think about you being on the team?)
15. What have you told your friends about the team? (what do they think about you being on the team?)
16. What are all the things you like about being on the team?
17. What do you wish you could change about being on the team?

Change
18. What benefits do you think you've gotten from being on the team?
19. Do you think kids on the team are making a difference at your school?
20. How important do you think it is for kids to try to make a difference in their school?
21. Can you list all of the different ways the team has made your school a healthier place for students?
22. Do you think students in the school knowing more about healthy eating or physical activity because of what the team has done? What examples can you give me?
23. What about you, do you know more from being on the team? Do you have any examples?
24. What about other students on the team with you, do you think they know more? Do you have any examples?
25. Do you think students in the school making healthier choices because of what the team has done? What examples can you give me?
26. What about you, do you do anything differently health-wise from being on the team? Do you have any examples?
27. What about other students on the team with you, do you think do anything differently health-wise? Do you have any examples?
28. What types of change do you think is important to make in the school for the rest of this year?
29. What kinds of things make it hard change the school?
30. What has your principal done to help the team?
31. What have teachers in the school done to help the team?

Advisor
32. Do you ever see [advisor] outside of being on the team together? What are they like in that role?
33. What are they like on the team?
34. How is [advisor] different on the team than they are as [other role]?

35. Member checking questions

36. What else can you tell me about the team this year?

Student interview guide #3

1. Tell me about the FUTP60 plays that the team did at the school.
2. What types of things did students on the team do to get ready for the plays?
3. What types of things did the advisor do to get ready for the plays?
4. Do you think that kids on the team were given important things to do on the team? (examples)
5. Do you think the advisor listened to kids on the team? (explain)
6. What types of things happened because of kids ideas?
7. What was your favorite thing about being on the team?
8. Looking back, what do you wish was different about what the team did this year?
9. What benefits do you think you've gotten from being on the team?
10. Do you think kids on the team are making a difference at your school?
11. How important do you think it is for kids to try to make a difference in their school?
12. Can you list all of the different ways the team has made your school a healthier place for students?
13. What changes were you hoping would happen this year that didn't happen?
14. What kinds of things make it hard change the school?
15. What has your principal done to help the team?
16. What have teachers in the school done to help the team?
17. What advice would you give to other schools that are going to have a team like this next year?
18. What do you think would be different about you right now if you weren't on the team this year?
19. Member checking questions.

APPENDIX B: OBSERVATION GUIDES

Observation Guide – Team meeting

Date: Time:

School:

Attendees:

Focus of Meeting:

FUTP60 Steps discussed:

Decisions made:

Student ideas/opinions presented:

Advisor ideas/opinions presented:

Job duties assigned for follow-up:

Observation Guide – FUTP60 Play

Date: Time:

School:

Attendees (team, students, teachers, principal, families):

FUTP60 Play:

Set-up activities:

Student team members' roles:

Advisor's role:

Others with assigned roles:

Engagement/support shown by attendees:

Clean-up activities:

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ABSTRACT

YOUTH-LED SCHOOL HEALTH INITAITIVES: PERCEPTIONS AND PROCESSES

by

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Advisor: Dr. Nathan McCaughtry

Major: Kinesiology

Degree: Doctor of Philosophy

Disparities in obesity prevalence, based on a child's race and income, establish that health interventions should prioritize these target populations. Additionally, children who are from low-income families in urban neighborhoods and of ethnic minorities have unequal access to environmental determinants of healthy eating (HE) and physical activity (PA). Schools might be the best setting for health interventions, given the understanding that a school's mission should be to educate the whole child and the substantial amount of time that a child spends in school. The purpose of this study was to examine student-led, school-health interventions in four elementary schools. The Fuel Up to Play 60 (FUTP60) program was utilized by student leadership teams. FUTP60 materials report the program provides empowering experiences for youth, improves HE and PA environments within the school, and positively influencing students' HE and PA behaviors. I utilized social ecological theory and empowerment theory to inform my understanding of teams' implementation of FUTP60. Additionally, education reform literature informed this study. Specifically, comparing the often ineffective method of mandated national reform with grass-roots initiated reforms, which more commonly recognize teachers as the driving force of change within a school.

This qualitative study was grounded in interpretivism and was designed to understand the meanings and realities constructed by student and adult team members related to their experiences implementing school health initiatives. Forty-eight visits to four elementary schools were completed over the span of one school year. Visits to schools included formal and informal interviews, observations of team meetings and events, and artifact collection. Although each school's team interpreted and enacted FUTP60 student-led teams in unique ways, common themes emerged across settings: 1. In-school support for teams was limited, 2. Advisors felt they lacked time to implement FUTP60 in addition to their primary roles, 3. Teams did not enact the entire FUTP60 six-step process, 4. Youth participation in decision-making was marginal, and 5. Team meetings and initiatives were designed to limit interruptions to academics. Incorporating training and resources for advisors in regard to the barriers teams faced, could increase teams' success at achieving FUTP60's objectives.

AUTOBIOGRAPHICAL STATEMENT

Lila Gutuskey completed her PhD in Kinesiology in the College of Education at Wayne State University in 2016. She received her Bachelor's degree from Michigan State University in 2001 and a Master's of Education Degree in Community Health from Wayne State University in 2012. She maintained a 4.0 grade point average and received numerous awards during her time at Wayne State, including the American Education Research Association (AERA) Research on Learning and Instruction in Physical Education SIG Exemplary Paper Award, Society for Public Health Education (SOPHE) 21st Century Student Scholarship, and the College of Education Hubert and Elsie Watson Scholarship.

Her expertise encompasses health behavior programming and evaluation with low income and ethnic minority populations, utilizing social ecological and empowerment theoretical approaches. She has implemented and evaluated health programs working with toddlers, children, adolescents, adults, and seniors in school and community settings. Lila is an active member in SOPHE and the American Evaluation Association.

Lila is co-owner of Healthy Kids Evaluation Services, where she partners with organizations to design and conduct meaningful assessment, process, and outcome evaluations, utilizing a variety of qualitative and quantitative techniques. Additionally, Lila offers grant-writing and program design services.