

Working with Winners

How to tap into experience when
writing your grant.

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Working with Winners

– Agenda

- Working with Business Partners
- Grant Writing- Do's and Don'ts
- Formula for Success
- Activity: Practice Makes Perfect

Business Partners

- Is it a winning strategy for you?
 - Experienced grant writers
 - Time to write the 30+ page grants
 - Record of success
 - Could lack technical knowledge around curriculum and issues facing grant administration
 - Don't know your community
 - Goal to sell their “stuff”

Business Partners

- Making it work
 - District contact person to supply local assessment data
 - District vision of what's needed
 - Early approval from district administrators and board
 - Lengthy timeline for data gathering and writing

Business Partner

- What to Look for
 - Technical Expert in Physical Education Curriculum
 - Technical expert in Childhood Obesity Prevention and Programming
 - Successful grant writing record
 - RESEARCH supported Programs

Business Partner

- Advantages
 - Free grant writing services
 - Free data collection services and interpretation support
 - Free Technical Advice for Programming
 - Free Experience from Successful Grant Writer

Grant Writing Do's and Don'ts

- Do

- Allow time for grant writing (60 hours)
- Ask for assistance when needed
- Stick to grant criteria and funding areas
- Write a well written and clearly organized grant application
- Get approvals early including signatures
- Cite research
- Use DATA!!!

- Don't

- Wait to last minute
- Make your first grant a PEP grant
- Ramble. Make each word count
- Say you need equipment without tying it to programming
- Make excuses. “I’ve been really busy.”

Grant Writing

- Do
 - Allow plenty of time
 - Read Application
 - Follow formatting guidelines
 - Structure narrative according to selection criteria
 - Be clear, concise and specific in responses to specific criteria
 - Justify funding by project activities
 - Proofread
 - Use checklist of printed form requirements
 - Plan to submit application early (allowing time for signatures)
 - <http://www.ed.gov/programs/whitephysed/resources.html>
 - Additional resources

Formula for Success

- **Write to Criteria (Pep 2004)**
- The Secretary has established the following key performance measures for assessing the effectiveness of the Carol M. White Physical Education Program:
 - a) The percentage of students served by the grant actively participating in physical education activities will increase; and
 - b) The percentage of students served by the grant who make progress toward meeting state standards for physical education will increase.
- **These two measures constitute the Department's indicators of success for this program.** Consequently, applicants for a grant under this program are advised to give careful consideration to these two outcomes in conceptualizing the design, implementation, and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their annual performance reports and in their final report about progress toward these goals.

Writing to Criteria

Abstract

Saugus Opening Paragraph in Abstract

- The Saugus Union School District (SUSD) addresses physical education for its 10,242 students through hiring elementary physical education specialists who instruct children two times a week in a 30-minute lesson. Building upon existing efforts, SUSD proposes to expand/improve its current physical education program at all 14 elementary school sites by increasing the physical education instruction time from 60 minutes to 100 minutes per week and by providing training so that students are more active both during physical education class, as well as, recess and after school in order to increase progress toward State Physical Education Challenge Standards (SS).

Formula for Success

I. Need = Making the Case

Saugus Current Program Practices and GAPS with State Standards

CA State Challenge Standards	Saugus Program
1. Student will be competent in movement activities.	GA P: Curriculum includes memoromotor skills instruction but limited (if any) instruction in lifelong fitness concepts or social emotional instruction. GA P: No current method for evaluating motor skills and progress toward state standards exists.
2. Students understand why and how to move in a variety of situations.	GA P: PE Specialist only offer 60 minutes a week. 40 minutes per week of instruction is expected to be delivered by the classroom teacher. While qualified physical education specialists provide developmentally appropriate instruction many classroom teachers do not.
3. Achieve and maintain health enhancing level of physical fitness.	GA P: According to needs assessment playgrounds need additional supplies and equipment in order for increased student involvement. GA P: 30% of students are not currently in healthy fitness zone in Fitnessgram assessment.
4. Student understands the benefit of an active lifestyle and physical activity provides enjoyment and challenge.	GA P: All grade levels currently experience limited physical activity time in recess due to limited equipment and practice opportunities. GA P: Currently recess is not seen as an opportunity to extend physical education learning or an opportunity to increase physical activity. Few game markings. GA P: Lack of equipment limits opportunities for practice at all grade levels.
5. Student demonstrates responsible personal behavior.	GA P: 15% of students report being bullied or even hit at recess.
6. Student demonstrates responsible social behavior.	GA P: 15% of students report being bullied or even hit at recess.

Formula For Success

Template PEP

- PROJECT ABSTRACT (1 page overview)
 - PROGRAM NARRATIVE
 - I. Need
 - II. Significance
 - III Quality of Design
 - IV Quality of Project Evaluation
 - BUDGET
 - BUDGET NARRATIVE
 - ASSURANCES
 - Standard Form 424B
 - ED Form 80-0013
 - Standard Form LLL
 - ED Form 80-0014
 - APPENDICES
- = 30-50 pages

Formula for Success

Need = Data

Saugus Union Elementary School District
District Fitnessgram Results
Percentage of students outside the Healthy Fitness Zone (HFZ)

Fitness Event	Aerobic Capacity	Body Comp	Abdominal Strength	Trunk Extension Strength	Upper Body Strength	Flexibility
Gr. 5 Combined	23.5%	28.9%	9.1%	11%	13.6%	22.7%
African American	22%	31.1%	11.1%	24.4%	13.3%	22.2%
Hispanic/Latino	26.5%	37.8%	13.8%	7.1%	15.8%	21.4%
White	23%	24.9%	7.6%	11.2%	13.6%	23.8%
Asian/Asian American	19.3%	28.1%	15.8%	8.8%	12.3%	15.8%
Filipino/Filipino American	23.7%	23.7%	7.9%	18.4%	13.2%	15.8%

Formula for Success

II. Significance

a. The likelihood that the proposed project will result in system change or improvement.

The simplest way for children to stay fit is to maximize the time they spend actively on the school playground, as children are more likely to engage in moderate and vigorous physical activity, where they are free to interact with their play area and their peers (Pate et al. 1996).

- *Through the promotion of daily physical activity through classroom and recess activities and through nutritional information and education to help maintain healthy lifestyles, the district curriculum will provide guidelines for a comprehensive approach to healthy living strategies.*
- *With all the components in place – curriculum, equipment, and teacher training*
 - Teachers will have the necessary skills and training to deliver a quality physical education program,
 - This program will support student's achievement toward state standards and healthy lifestyles, and
 - Students will have increased opportunities to be physically active in PE, recess and after school opportunities.

Formula for Success

II. Significance

- **b The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**
- The strategy of “changing the environment rather than changing the individual” has received much notice by researchers looking at an effective intervention for the ever growing trend toward childhood obesity. Changing the environment (adding numerous and attractive markings), in addition to sequential instruction of skills, is a strategy that brings about the changes needed in our current program and will result in increased activity and quality of instruction for students. The new opportunities for participation, as opposed to watching, will promote healthy physical fitness life styles. To have change, the students must first be able to see the need for change. Through the use of pedometers, students will be able to record and see their own individual level of activity.

Formula for Success

Quality of Project

- a. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.**

Professional development for all teachers will be provided. Teachers will be required to take 15 hours of professional development concerning physical education and use their knowledge to advise and teach students on the importance of health and physical education.

Formula for Success

Quality of Project

Curriculum with Fitness Emphasis	<p>Integrated Curriculum with Motor Skill Development and Wellness Instruction</p> <ul style="list-style-type: none">• Perceptual Motor Development Program• Dynamic PE• Play Hard, Eat Smart Program
Teacher Training	<p>Training Materials</p> <ul style="list-style-type: none">• Face to Face Training• On site coaching as needed• Involvement of all teachers
Equipment and Facilities	<ul style="list-style-type: none">• Peaceful Playgrounds Equipment Package• Perceptual Motor Development Equipment Package• Dynamic PE Equipment Package <p>100 games and motor skills markings permanently available</p>
Assessment & Evaluation	<ul style="list-style-type: none">• Pedometers• Fitness Gram• Teacher Surveys• Clark Motor Skills Inventory

Formula for Success

Quality of Project

Professional Development			
Training	Grade Levels Who	Key Topics	Time
Dynamic PE	Teachers Grades 3-6	-Emphasis on healthy lifestyle though activity -Motor skills	2 half days
Perceptual Motor Development	Teachers K-2	-Motor skill development -social and personal skills	2 half days
Peaceful Playgrounds	All Teachers Yard Aides Administrators	-Social skill development -physical activity	1/2 day
Play Hard Eat Smart	All Teachers and Administrators Parents Invited	-healthy eating -food pyramid -increase leisure activity	After school trainings
Program Overview	Administrators Board Members	-PE links to academic success -Heart Program Goals and Objs.	1 hour

Formula for Success

Quality of Project

- b. **The extent to which the design of the proposed project reflects up- to-date knowledge from research and effective practice.**

- **RESEARCH**

- *The Peaceful Playgrounds Program has demonstrated and been recognized as a promising practice by various professional associations and educational groups – a further indication that systemic change has occurred in schools that have previously implemented the programs. The Golden Bell Awards program promotes excellence in education by recognizing outstanding programs in school districts. This award program contributes to the development and evaluation of curriculum, instruction and support services by “seeking out and recognizing sustainable, innovative or exemplary programs” which have been developed and successfully implemented by California teachers.*

Formula For Success

• Quality of the Project Evaluation

- a. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Performance Measures	Performance Outcomes	Data to be Collected
# 1 The percentage of students actively participating in PE activities will increase.	Increase by 5% the number of students who meet or exceeded 6 fitness standards for the ir grade level by May 2005 . State Standard 3	District Fitness program results May 2005 .
	Increase by 10% the steps taken by students in physical activity including PE, recess and after school activity by May 2005 . State Standard 4	Pedometer readings monthly pre- and post-implementation of new curriculum, training and markings . Pre-Step counts in Oct. 2004 and Post step counts in May 2005 .
	Increase motor skills markings and playground activity markings by 15% by December 4, 2004 . Contributes to State Standards 1, 2, 3 , & 4 .	Playground marking assessment instrument recording markings pre and post.
	Decrease by 2% the number of students who fall outside of the recommended BMI score State Standard 2	District Fitness program results May 2005
	Decrease the % of students being bullied at recess by 7% by May , 2005 . State Standards 5 & 6	Student written surveys .

Formula For Success

. Quality of the Project Evaluation

Performance Measures	Performance Outcomes	Data to be Collected
# 2 Professional development and curriculum materials so that teachers receive training to instruct students in meeting state standards in P.E.	Increase pre- and post-test score by 25 % indicating gain in student knowledge of nutrition and healthy eating, benefits of regular physical activity by May 2005 . State Standard 3	District constructed paper and pencil assessment constructed on Play Hard Eat Smart Program.
	Increase pre and post test score by 25 % indicating teachers' knowledge and confidence in teaching concepts of nutrition and fitness and the ir ability to implement effective physical education practices to instruct students to State Standards as demonstrated by written survey by May, 2005. State Standard 1	Paper and Pencil survey regarding PE specialists/teacher confidence in teaching concepts in nutrition, fitness, and motor skills instruction necessary to instruct students in meeting State PE Standards.
	Recommended amount of specific equipment distributed to each school site to insure activity and instructional materials available.	Project data receipt of purchased equipment.
	70 % of students will acquire skills toward State Standard 1 in PE as demonstrated by students scoring in the 40-52 ranges on the Clark Motor Skills Inventory demonstrating acquisition of fundamental motor skills . State Standard 2	Student's results on Clark Motor Skills Inventory .
	80 % of PE specialists, teachers and yard aides to participate in 15 hours of professional development activities .	Sign in sheets at professional development activities .

Formula for Success Budget

	Grant	Inkind
1. Personnel		
4. Project Director and Program Secretary		
3. Saugus Union School District		\$50,000
2. Fringe Benefits		\$15,000
3. Travel		
3. Travel for grant director and representative Attendance at required meeting in DC	5,310	
4. Travel expenses for trainers	2,000	
4. Equipment		
5. Perceptual Motor Development Program \$1,200 per site 14/sites	16,800	
6. Perceptual Motor Development Equipment \$3300 per site 14 sites	46,200	
7. Dynamic PE Teacher Texts \$90 per teacher / 12 teachers /14 sites	15,120	
8. Dynamic PE Equipment Pack \$4765 /14 sites	66,710	
9. Peaceful Playgrounds Kit \$1200 / 14 sites	16,800	
10. Peaceful Playgrounds Equipment Packs \$2400 /15 sites	33,600	
11. Pedometers \$30 30x14 sites	12,600	
1. Supplies		
4. Paint, paint machine, rags, chalk line, measuring tape and supplies for painting markings \$250 / 14 sites	3,500	
2. Contractual		
5. Evaluation consultants 100 hrs at \$40 hr	4,000	
6. Independent Facilitator for Advisory	1,000	
7. Stipend for site coordinator \$2000 / 14 sites	28,000	
8. Perceptual Motor Trainings \$1500 / 14 sites	21,000	
9. Dynamic PE Trainings \$1500 /14 days	21,000	
10. Peaceful Playgrounds Trainings \$1500 /14 sites	21,000	
7. Construction		
8. Other - Printing, phone, meeting facilities, utilities, mailings		\$5,000
9. Total Direct Costs		
10. Indirect Costs 3% of total	13,459	
11. Training stipends for teachers	134,000	
1. Teachers will receive stipends for after school training or sub release time \$28hr / 15 hours times /320 teachers		
12. Total	462,099	\$70,000



Activity

Practice Makes Perfect

- Review Webb City Grant Evolution

Program Narrative

Goal #1: To design and develop standardized instructional units that directly target student achievement in relationship to the Missouri Show-Me Standards. (NOT COVERED BY GRANT FUNDS) Does not pay for curriculum writing – will pay to enhance curriculum.

• Our current curriculum focuses on team and individual sports, dance, sports skills and lifetime fitness with a strong emphasis on knowledge of rules and history. The Physical Best program we intend to incorporate, will provide instruction and development in cognitive concepts of physical fitness that will help support a healthy lifestyle and target our state standards. Even though we feel there is some validity to teaching sports skills, we want to develop a new curriculum to directly target our state standards.

• We will increase the number of students that score in the top two categories (WHAT ARE THEY?) on the yearly MAP (Missouri Assessment Program).

• We will develop (NOT COVERED WITH GRANT FUNDS) and teach instructional units on nutritional concepts and how exercise on aerobic machines will benefit body composition.

• We will measure and monitor all physical education students' fitness levels by using the Fitnessgram program to track all components of physical fitness. Same does not pay for developing curriculum - We will enhance the current curriculum by offer units on

....

• We will collect fitness data for 3 consecutive years on all physical education students to determine effectiveness of this project.

Goal #2: To provide professional development opportunities for physical education and health teachers that align curriculum to these state standards.

- Teachers will attend the AAPERD (American Alliance for Physical Education, Health, Recreation, and Dance) conference to receive instruction in health and physical education related instruction.

- Teachers will conduct workshops for health and physical education teachers in the district to update curriculum and alignED it to state standards.

- We will work in cooperation with Missouri Southern State University to

PARTICIPATE IN A WORKSHOP ON CURRICULUM ALIGNED TO STATE STANDARD S. conduct a workshop for the purpose of aligning our curriculum to these state standards. ALIGNING ACTIVITY IS NOT COVERED.

- We will conduct workshops for all **???? HS, MS OR ELEM???** staff on how to use the equipment and safety principles.

- We will work in cooperation with a certified nutritionist who will provide a teacher in-service about the importance of nutrition and diet.

- Physical education and health staff will continue to improve (NOT IMPROVE BUT ALIGN) curriculum by attending up-to-date conferences on fitness and health.

Goal #3: To improve students' fitness levels by increasing the quality and quantity of individualized physical activities **with the purchase (NOT WITH PURCHASE OF BUT THROUGH THE USE)** of technology-based monitoring and exercise equipment.

- We will increase student motivation by providing **incentives for students (INCENTIVES ARE NOT COVERED IN THE GRANT A SPECIFICALLY REFERRED TO AS AN EXEMPT EXPENSE)** to log more before or after school hours in the Cardinal Fit for Life Wellness

Sara h's revision. She ask me to write the abstract and introduction. I also sent her a sample of the elementary grant and told her to feel free to cut and paste any of it. I have highlighted things we provided in her revision.

ABSTRACT

The Webb City R-7 School District (WCSD) addresses physical education for its 988 9th through 12th through hiring 2 physical education specialists. Students at the high school are required to take 1 year (semester?) of physical education.

Webb City established a kindergartenswimming program years ago with the goal that all our children would have at least the basics skills to stay afloat and tread water until someone could come to their aid, so none of our children would be a drowning victim.

With more than one third of Missouri high school students not participating regularly in physical activity, and with that participation dropping from 73% of ninth grade students to 56% of 12th grade students, we have established a goal for all high school seniors to graduate with the knowledge and understanding of the importance of physical activity and nutrition to enable them to lead a happy, healthy level of lifetime fitness.

Building upon existing efforts, WCSD proposes to expand/improve its current physical education program at the high school level by increasing physical activity opportunities and by providing training in individual physical assessments, individual fitness planning, and increased opportunities for students to be more active both during physical education classes, as well as, after school, in order to increase progress toward Missouri School Improvement Standards (SS)

These project goals were selected based on a teacher and administrator needs assessment, which identified a significant need to provide teacher training and resources to provide a high quality physical education program evidenced by two key goals:

- To increase the percentage of students actively participating in PE activities, and
- To increase the percentage of students who make progress toward State Standards in PE.

Webb City High School 9th grade physical education students

Average body fat composition tested

Body Fat Composition Averages	9 th Grade Girls	9 th Grade Boys
	28%	20%

According to 'Promoting Healthy Weight in Missouri's Children: A Guide for schools, families, and communities, 2003 'More than one-third of Missouri high school students do not participate regularly in vigorous physical activity. Regular participation in vigorous activity drops from 73% of ninth grade students to 56% of twelfth grade students.' Missouri Youth Risk Behavior Survey, Missouri Department of Elementary and Secondary Education, Jefferson City, 2001. With this in mind, we want to incorporate a fitness unit in the Cardinal Fit for Life Wellness Center (CWC) as part of our 9th grade curriculum. Students will then be familiar with and more apt to use this fitness equipment in later years.

Evaluation

<i>Goals</i>	<i>Objectives</i>	<i>Performance Outcomes</i>	<i>Data to be Collected</i>
#1 To improve performance on Fitnessgram assessments	100% of the physical education students will actively participate within their target heart rate range for all aerobic activities. Heart rate monitors will be used. Increase 10% number of steps taken during activity.	All physical education students will be in the healthy fitness range in 4 out of the 5 categories tested, including body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.	Data will be collected every nine weeks. District Fitnessgram results May 2005. Digi-walker pedometers will be used and pre-test data collected in October of 2004 and post steps test taken in May 2005
#2 To better pulse recovery rates and resting heart rates	100% of the physical education students will test and record their heart rates throughout the school year	All physical education students will reduce resting heart rates by 3% and pulse recovery rates from their pre-test to post-test.	Data will be collected at the beginning of the school year and at the end of the class term.
#3 Junior high and high school non-physical education, physical education students, and staff will participate in before and after school hours in the CWC in addition to use during class time.	The CWC will be open every day before and after school for community members, staff, and students. Including 8 weeks in the summer.	30% of non-physical education students, physical education students, staff will participate in before or after school hours in the CWC. Community members will participate in the CWC. This number will increase 5% each year for 3 years.	Data will be collected every month throughout the school year. Non-physical education students, staff, and community members will be tested on fitness assessments, blood pressure, and resting heart rates.
#4 To improve scores on scoring guides of personal fitness program and written assessments	100% of physical education students will improve on assessments throughout the school year.	All physical education students will pass with at least an 80% throughout the class term on scoring guides and written assessments	Data will be collected at the end of the class term Results May 2005.