

SAMPLE

FEDERAL PEP GRANT PROPOSAL*

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For confidentiality, the name and location of the school district are fictional.

**This sample is a federal grant proposal written on behalf of a school district that is requesting funding from the Carol Wright Physical Education Program (PEP) Grant this year. The PEP grant provides up to \$300,000 per year for three years per awarded school district. In 2004, our PEP grant proposal written for a New Jersey school district successfully secured \$250,000 in annual funding.*

**Harrison Heights Local School District
Madison, Ohio**

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Program Abstract

The communities of Harrison Heights Local School District dot the rural landscape of the Ohio River Valley just west of Steubenville, Ohio. Living and working in an economically depressed area that once thrived with the steady buzz of steel production is very challenging. Even though we have lost a large part of our tax base, Harrison Heights is ranked as one of the best school districts in Ohio and is an award-winner in the “No Child Left Behind” program.

It’s no secret, though, that our students are failing in one, all-important area: they are part of a national health epidemic of unfit, unhealthy and overweight children.

We passionately want to change to the “New P.E.” philosophy; but we don’t have the most basic, assessment tools to measure fitness levels or to monitor performance on treadmills or bicycles. We don’t have the tools to teach students how to take personal responsibility for their health and fitness levels. Our PE staff isn’t trained to teach a wellness-based curriculum.

L.I.F.E. Fitness Program is a comprehensive strategy that will transform our sports-based program into a wellness-based program and aggressively reverse the downward spiral of our unhealthy children. With the help of PEP Grant funds, ***L.I.F.E. Fitness Program*** will teach our students how to develop *healthy habits now* that will help them throughout life. In this stimulating environment, each student will develop a personal health and fitness plan and implement it daily in our *Wellness Center*. They will develop “an itch to be active” that will pave the way for a lifelong enjoyment of health, exercise, and fitness.

1. The Need for the Program

American neighborhoods are a lot quieter these days. The happy sounds and squeals of children at play are often missing. Chances are you'll find these children inside, playing video games, watching TV and eating junk food – creating a new, silent breed of our nation's youngest "couch potatoes."

One of the most alarming developments according to the Centers for Disease Control and Prevention (CDC) in their 2005 *"Blueprint for Change"* is the statistical fact that the percentage of younger children ages 6 to 11 who are overweight has increased nearly 300 percent over the past 25 years. The numbers are almost identical for teenagers. This alarming trend is expected to worsen as more schools eliminate physical education classes and recess.

During the past decade, the number of U.S. high school students attending daily physical education classes dropped from 42% to 29%. Today nearly half of all students and 75% of high school students do not attend any PE classes, according to the *National Association for Sport and Physical Education* (NASPE), the nation's largest organization for PE teachers. According to Dr. William Klish, pediatrics professor at *Baylor College of Medicine*, these new habits are quickly transforming our children into *"America's first generation in one-hundred years to have a shorter life expectancy than their parents."*

The results of a worldwide, obesity study spanning twenty-five years (1980 – 2005) and forty-two countries, were published in a February, 2006 article in the *International Journal of Pediatric Obesity*, stating that childhood obesity rates will rise worldwide by 2010, placing children in 42 countries at risk for lifelong health complications and shorter life expectancy than their parents. In the United States, more than 10 million children ages 6 to 17 are considered overweight and almost half of these are severely obese. Dr. Brian McCrindle, a childhood obesity expert and professor of pediatrics in Toronto, Canada, predicted, *"The wave of heart disease and stroke could totally swamp the public health care system."* According to diabetes

epidemiologist Dr. K.M. Venkat Narayan, "One in every three U.S. children born after 2000 will become diabetic unless many more people start eating less and exercising more."

Disturbing reports are pouring in from many sources, all confirming that our precious children don't have youth on their side anymore to protect them from adult health problems. Their young bodies are weakening and losing their natural defenses more every day. It is bad enough that our children's health is in grave danger, but new brain research illustrates why the situation is far worse than we once thought.

First study to confirm link between exercise and changes in the brain.

Exciting new brain research is proving that there is a powerful, cellular connection between physical activity and brain function. A study in the February, 2003 issue of the *Journal of Gerontology: Medical Sciences* was the first to show, using brain scans, the anatomical differences in gray and white matter between physically fit and less fit aging humans. The study went on to show that an exercise program over thirty minutes in length combining aerobic exercise and strength training produced better results on cognitive abilities than either one type of exercise produced alone.

Dr. John J. Ratey, a Harvard brain-research specialist, is a strong believer in physical activity's positive impact on the brain. He and fellow researchers see overwhelming evidence that exercise and movement are a powerful fertilizer for the brain. As Dr. Ratey says, "*Exercise is Miracle-Gro for the brain.*"

The Bad News: Children and adults who do not regularly exercise have more trouble focusing, concentrating and learning. When the condition of obesity is added to the equation, a bad situation grows worse. Historically, learning disabilities have been seen as originating in the brain itself. Now we are seeing a new type of learning disability that is originating from inactive, unhealthy bodies. ***The mind-body connection is real: A fit body does create a fit mind, and an unfit body creates an unfit mind.***

Background of Harrison Heights Local School District

North of the Appalachian Mountains, across from the panhandle of West Virginia, the five schools of **Harrison Heights Local School District** are nestled in a rural, 72-square-mile area of the Ohio River valley on the western outskirts of Steubenville, the Harrison County seat. Forty miles west of Pittsburgh on the banks of the Ohio River, Steubenville is known internationally for its outdoor gallery of gigantic, historical murals downtown.

These days, the Harrison Heights Local School District is more concerned about the future of its students, not the area's history, because they know realistically that they are in for the struggle of their lives. The reasons for their struggle are all around them.

Economic Downswing. Once a community with a strong tax base, Harrison County is losing more tax monies yearly due to the near-collapse of the region's steel industry. Increasing numbers of the county's population are traveling farther to jobs, especially to Pittsburgh. This long-distance commuting has had a positive, stabilizing effect on housing values in the district. However, it continues to be difficult to fund most kinds of improvements for the school district itself, including programs that could help the district's transition from the "Old P.E." to the "New P.E."

The District has three elementary schools, grades Pre-K-6, one junior high school, grades 7-8, and one high school, grades 9-12. With an enrollment of 2300 students, Harrison Heights seems to be one of the few districts in the county that is increasing its student population.

Over half of area high school graduates leave for employment elsewhere, and few students who leave the area to go to college come back to live and work here. There has been some success in attracting business and industry to the area. Economic survival is becoming more and more tied to the Greater Pittsburgh Metropolitan Area, and its continued growth westward toward Weirton and Steubenville and an improved highway system that would improve

transportation between Harrison County and the greater Columbus area. Many of the families in the district are either unemployed, under-employed or subject to lay-offs.

The Harrison Heights Local School District has been affected by the economic decline of Harrison County. The lunch program has increased its service from less than 30% to over 50% qualifying for free or reduced lunches in just five years. There are other services that normally could be met by parents that are either delayed or ignored due to the decrease in family income.

Health and Fitness Downswing. The health and fitness levels of students in the Harrison Heights Local School District are a microcosm of the international epidemic affecting youth. In 2003, the State of Ohio conducted its annual CDC-funded “*Youth Risk Behavior Study.*” Based on the responses of high school students statewide, the news was alarming:

- ❖ 37.7% of females and 27.5% of males describe themselves as slightly or very overweight
- ❖ 60% of females and 30.9% of males were trying to lose weight
- ❖ 27.1% of females and 35.9% of males attend Physical Education daily
- ❖ 60.3% of females and 74.7% of males exercised or participated in physical activities for at least 20 minutes that made them sweat and breathe hard on three or more of the past seven days
- ❖ 44.7% of females and 62.3% of males did exercises to strengthen or tone their muscles on three or more of the past seven days
- ❖ 77.7% of females and 81.8% of males exercised or played sports more than 20 minutes during an average Physical Education class
- ❖ 57.7% of females and 67.3% of males played on one or more sports teams during the past 12 months
- ❖ 30.8% of females and 33.5% of males watch TV three or more hours on an average school day

Body Fat Statistics of Freshmen Class

In Spring 2006, Harrison Heights High school physical education staff conducted body-fat tests on 76 out of 78 girls and 87 out of 87 boys in the freshman class for the first time. These body fat measurements will be taken regularly at the beginning and end of the first and second trimesters.

Body Fat Statistics Measured by Omron Body Logic Body Fat Analyzer		
Girls	Boys	Body Fat Percentage
15.8%	11.5%	low (5-7%)
39.5%	56.3%	recommended (8-20% range)
39.5%	10.3%	high (21-25% range)
5.3%	21.8%	very high (greater than 25% range)
55.3% of girls were in the low to recommended body fat percentage range		
44.8% of girls were in the high to very high body fat percentage		

Current P.E. Classes Regimen:

In **Heights Elementary School**, a K-6 school, students in classes of 22 students participate in physical education four times a week for 40 minutes. Activities include: fitness, neuromuscular and fine motor skills, gross motor skills, team activities. There is no objective heart rate assessment method.

In **Indian Pass Elementary School**, students in K-6 classes of 22 students participate in physical education once a week for 40 minutes. Activities include: fitness, neuromuscular and fine motor skills, gross motor skills, team activities. Emphasis is on the development of character, cooperation, sportsmanship and safety. There is no objective assessment method for measuring heart rate.

In **Columbia Elementary, Buchanan Building**, students in grades 1-6 (average 24/class) have a 40-minute PE class once a week and work on fine motor skills and team sports knowledge. Facilities include a large gymnasium, which cannot be used the last three months of the school year. At that time, class is moved to the much-smaller wrestling room where classes are understandably more limited.

In **Columbia Elementary, Bantam Ridge Building**, students in Pre-K and Kindergarten begin every day with a 10-minute warm-up. Physical education class is once a week for 40 minutes, all year long,

and includes exercises, dancing, sports, movement to music, games, and eight, basic movement skills – walking, running, jumping, hopping, skipping, sliding, leaping, galloping. Our Special Needs pre-school has several children who have arthritis, heart conditions, asthma, and physical handicaps.

Harrison Heights Middle School Regimen: Our middle school (Grades 7-8) has one PE teacher in co-ed classes of 27 students. Every student attends PE class (1hour-20-minutes long) Monday thru Friday on a 25-day rotation. Two rotations are PE; one rotation is Health. Students alternate between walking activities, weight room circuit, and team and individual sports. No fitness testing or technology-based exercises are done in our middle school. All student assessment is teacher-observation based.

Harrison Heights High School: In our current PE program, sophomores, juniors and seniors are not required to attend any physical education classes. That means that every school day of every school year, approximately 75% of our high school students – and 25% of our district-wide students -- are not getting regular exercise during the school day. Even worse, these three years are the last years that our teachers can have any positive effect on their establishment of lifelong fitness and health habits.

Freshmen at Harrison Heights High School are the lucky ones (although they might not agree!). They attend a one-hour Health Class five days a week for one trimester and a one-hour PE class five days a week for two trimesters. In PE class, students alternate days between Fitness Circuit Training and regular PE activities that emphasize individual and team sports.

Fitness Circuit Training is set up on a circuit of 15-17 stations of different exercises that don't need expensive equipment. Students must conduct each exercise for 30 seconds and take just 30 seconds to go to the next station. The exercise stations are: jump ropes; chair squats; dot mats for agility; regular individualized fitness exercises such as push-ups, sit-ups, jumping jacks, line hops, wall touches, wall pushes, burpees (4-count movement exercise), leg lifts, crunches, calf raises, toe raises and lunges.

This circuit training is done to, hopefully, get them in their target heart rate, but we have *no way of measuring currently*, because we don't have heart rate monitors or any other assessment equipment.

Students are graded on a 5-point system every day based on five elements: 1) five-minute warm-up; 2) stretching sequence; 3) dressed for PE; 4) participating in PE, and 5) sportsmanship.

Current P.E. Programs are based on subjective, teacher observation.

Harrison Heights Local School District lacks basic physical education equipment and monitoring and assessment tools to get a clear picture of the fitness status of their students. Lacking basic assessment tools, such as Heart Rate Monitors, teacher observation is the main method of assessment. *In short, we as educators, have no way to determine if a student is working too hard or too little.*

Relying on this subjective, observation approach may be relatively harmless in a situation where students are reasonably fit and slender. However, the lack of scientific and objective assessment methods creates a dangerous potential for over-working our overweight and obese students in a way that can stress their hearts and bodies far above the safe target zone. Even with students who are not overweight, teacher observation methods can be dangerous due to unknown or undetected heart or lung problems in students.

Safe and reliable assessment tools are necessary to take care of the highly individualized needs of an unhealthy, unfit student population. PEP Grant funds will be used to purchase these tools.

Our biggest health and fitness challenge is high school students. Among the millions of young people who fail to get enough exercise, the biggest decline in physical activity occurs when students reach high school, according to CDC's 1999 Youth Risk Behavior Survey. *This is a big problem at Harrison Heights High School because our students are not required to take any physical education classes for the last three years of their high school career.*

Our Last Chance to Have a Positive Effect on their Lives. When our senior students take off their caps and gowns and go home, college-bound or job-bound, they will feel immortal, their lives spreading out before them like one long, lazy summer. In reality, their lives are already shortened, their options already limited, by being unfit, overweight, and lazy. Many may soon develop health complications as a result of being unfit – obesity, Type II Diabetes, and cardiovascular problems. *Their life expectancy will be shorter than their parents' for the first time in 100 years.* Harrison Heights Local School District will begin reversing these dangerous lifestyle trends with our ***L.I.F.E. Fitness Program.***

“L.I.F.E. Fitness Program.” A Fitting Solution for our District-wide Problem

The approximately 2300 students in the Harrison Heights Local School District are no exception to the shocking national and state statistics about youth fitness and obesity. That is why this grant proposal will clearly illustrate how our school district is ready to arm itself for this monumental fight against these pervasive habits that are threatening the quality and longevity of our children’s lives.

The comprehensive strategy behind our ***“L.I.F.E. Fitness” Program*** (Living In Fitness Everyday) will help us transition successfully from our current, sports-based program to a wellness-based physical education environment where the focus is on developing healthy, active, lifestyle habits with regular, individual exercise and proper nutrition.

L.I.F.E. Fitness Program is designed to ensure that all district students, over the course of the three-year grant period, meet the Performance Standards outlined in the **PEP GRANT GUIDELINES:**

- **Elementary School students** will have 30 minutes of Physical Activity five days a week for a total of 150 minutes of physical activity.
- **Middle School and High School students** will have 45 minutes of moderate physical activity five days a week for a total of 225 minutes of physical activity.

Our strategy is designed to meet and exceed the recently revised Pennsylvania State Standards for health and physical education with a powerful, winning combination of the best available teaching tools, technology, teacher training and development, with full support from the Harrison Heights Local School District, community leaders and businesses.

2. Significance of the Project

The foundation of our **L.I.F.E. Fitness Program** began when physical education teachers, administrators, board members, parents and community leaders and staff from the Harrison Heights district attended P.E.4LIFE Training Academy in Titusville, Pennsylvania in 2005 and the P.E.4LIFE Summit in Indianapolis, Indiana in February, 2006. After attending both of these trainings, we knew that we not only were eager to transform our “Old PE” curriculum to the “New PE” curriculum; we knew that we had an additional goal: **to be the first P.E.4LIFE Institute in the state of Ohio.**

At the trainings, Harrison Heights attendees learned about the exciting successes of P.E.4LIFE Institutes all over the United States. The ultimate success and sustainability of our **L.I.F.E. Fitness program** will be ensured by building in the following, key, success factors:

A. District Involvement and Commitment: A KEY SUCCESS FACTOR

Our district-wide group returned from the summit with a better understanding of the steps necessary to make the attitude and curriculum changes that will transform our “Old PE” program into a new “fitness for life” program. Our group returned with a solid commitment to the change, **enhanced with the goal of becoming the first P.E.4LIFE Institute in Ohio.**

Commitment to on-going faculty training

Our **L.I.F.E. Fitness Program** supervisor, along with the new and existing PE staff, will take advantage of professional development time that is already in place to train teachers and promote our **L.I.F.E. Fitness Program**: 1) four curriculum days each year; 2) monthly supervisor meetings with each teacher, and, 3) “Share Sessions” during which Physical Education teachers will share their successful experiences, lessons and strategies in the **L.I.F.E. Fitness Program**

B. Fitness leads to scholastic improvement. A KEY SUCCESS FACTOR.

Important brain research findings are now providing the scientific foundation for a phenomenon that teachers in the “New P.E”-style schools have been witnessing first-hand in their daily classes. ***The mind-body connection is real: A fit body does create a fit mind, and an unfit body creates an unfit mind.***

Dr. John J. Ratey, a Harvard brain-research specialist, is a strong believer in physical activity's positive impact on the brain. He and other researchers are seeing overwhelming evidence that, as Dr. Ratey says, *“Exercise is Miracle-Gro for the brain.”*

Our district-wide teachers understand that children who do not regularly exercise have more trouble focusing, concentrating and learning. In contrast, a physically fit student who pays more attention in class comprehends more, and scores better on tests. *Physical activity changes the way our brains function, and finally, brain scan studies are proving those changes are a scientific fact.*

Historically, learning disabilities have been seen as originating in the brain itself. Now we are seeing a new type of learning disability that is originating from inactive, unhealthy bodies. ***The mind-body connection is real: A fit body does create a fit mind, and an unfit body creates an unfit mind.***

C. Students accept personal responsibility for health and wellness. A KEY SUCCESS FACTOR.

No longer can students hold back on the sidelines and melt into an anonymous, physical education class. No longer will our sports teams be the only athletic heroes in our district. In our new ***L.I.F.E. Fitness Program***, each student will realize that physical education can help them do their own personal best, and that they, too, can be an All-Star.

Adolescents are extremely conscious of how they dress, and how they fit in with the popular fashion trends and styles. Our ***L.I.F.E. Fitness Program*** will teach them that *the most attractive “clothing” they can wear is a healthy, strong, lean body that moves confidently because they are comfortable in their*

own skin. Students will understand the “holistic approach” of health and fitness – the mind-body connection. They will understand: 1) why a sedentary lifestyle causes chronic diseases; 2) how the foods they consume will either enhance or inhibit their ability to be healthy and active; and 3) how to set goals and develop and implement a personal wellness plan, and 4) be empowered with the knowledge and skills to make positive lifestyle changes.

The amazing impact of having more energy.

An immediate outcome of regular exercise in the “target zone” is having more energy. In our ***L.I.F.E. FITNESS Program***, students will experience regular “in the zone” exercising and a higher energy level immediately.

Our ***L.I.F.E. Fitness Program*** is designed to ensure that all district students, over the course of the three-year grant period, meet the Performance Standards outlined in the **PEP Grant guidelines: 1) Elementary School students** will have 30 minutes of Physical Activity five days a week for a total of 150 minutes of physical activity, and 2) **Middle School and High School students** will have 45 minutes of moderate physical activity five days a week for a total of 225 minutes of physical activity.

With this new energy acquired by regular, daily exercise, students will be in a positive position to make immediate lifestyle changes. Instead of going home and playing computer games or watching television, they will realize that their sedentary habits don't have the same appeal.

They will begin to make different choices. Instead of going home right after school, they might decide to get together with friends and take a hike or ride their bikes.

What is going on? They are beginning to develop that “itch to be active.” Their renewed energy makes them feel more alive and optimistic. They will begin to tackle their homework with more enthusiasm

because their “energized brain” is working better; they are able to focus and concentrate more easily. They are becoming better learners.

D. Assessment and monitoring will be ongoing. A KEY SUCCESS FACTOR.

Teachers will be able to accurately monitor all activities, indoors and out. With heart rate monitors, students will see immediate effects of their exercise and understand when they are in their optimal cardiovascular “target zone,” enjoying maximum results for their efforts. *This critical “cause and effect” is the most powerful component and benefit of L.I.F.E. Fitness Program’s new tools and technology.* A steady stream of detailed information for school and district authorities and the PEP grant committee will draw a vivid picture of the accomplishments of the program. This nonstop information will ensure that the program continues to receive the funding it will need to expand and build upon each first, successful year.

E. Community Involvement: A KEY SUCCESS FACTOR

We will bring nutrition, health and fitness experts from our community to speak on topics that emphasize the “L.I.F.E. Fitness” concepts; for example: 1) hospital nutritionist; 2) physician; 3) pulmonologist; 4) cardiologist; 5) health and fitness club manager; 6) health food store manager; 7) state agricultural speaker, and 8) experts from local colleges and universities.

Community involvement also shows students that *even after students graduate from high school*, help and expertise exists in the community to support their life-long goals of fitness and health.

F. Plans for Future Enhancements. A KEY SUCCESS FACTOR.

We will implement **major curriculum changes** that reflect wellness and fitness such as new classes in strength training and conditioning. We will correct a **major, inherent flaw** in our current curriculum that will promote our new, “every student, every day” approach to exercise, wellness and fitness. Instead of the

current schedule of two trimesters of PE and one trimester of Health, it will change to having PE classes all semester long, four days a week and Health classes all semester long, one day a week. This continuity will help instill the new “**L.I.F.E. Fitness**” habits and practices in our students. With PEP grant monies, all our students, *including high school sophomores, juniors and seniors who do not currently take PE*, will participate in our new “**every student, every day**” curriculum.

G. Pennsylvania State Health and Physical Education Standards will be met or exceeded. A KEY SUCCESS FACTOR.

Harrison Heights School District will adopt Pennsylvania’s *Academic Standards for Health, Safety and Physical Education* until the State of Ohio finalizes the standards they are currently working. We have chosen to adopt Pennsylvania standards for two reasons.

- **Pennsylvania’s state standards were updated and approved in 2003** and reflect the proper emphasis on health, fitness, and lifestyle choices that fit into the P.E.4LIFE philosophy and program.
- **Ohio and Pennsylvania share many similarities geographically**, demographically and financially. We are struggling with many of the same issues in our schools and our communities – economic hard times due to major layoffs in the steel and oil industries. The communities in our district are considered the western suburbs of Pittsburgh. So, you see, our fates, **as two bordering states**, seem to be inextricably intertwined.

Our **L.I.F.E. Fitness program** will allow us to fully comply with all five state standards. These standards describe what students should know and be able to do by the end of grades 3, 6, 9, and 12.

Pennsylvania State Standard 10.1: CONCEPTS OF HEALTH: *By Grade 12 students will be able to:*

- 1) *Evaluate factors that impact growth and development during adulthood and late adulthood.* 2) **Evaluate**

factors that impact the body systems and apply protective/preventive strategies. 3) Analyze factors that impact nutritional choices for adults

This standard addresses core issues of our new **L.I.F.E. FITNESS program**. We will meet this standard by making PE personal to each student. With assessment and monitoring information in the *Wellness Center*, students will understand how to perform specific daily activities to achieve realistic fitness and/or weight goals. Overweight students will develop a personalized nutrition plan and understand how nutrition and exercise work together for weight-loss. On-line articles and other information resources at the *Wellness Center* will further promote nutrition and exercise as the safe solution for losing weight, instead of diet pills, drugs or strange, unhealthy diets and reinforce Health class lessons.

Pennsylvania State Standard 10.2 HEALTHFUL LIVING. *By Grade 12 students will be able to: 1) evaluate health care products and services that impact adult health practices; 2) assess factors that impact adult health consumer choices; 3) compare and contrast the positive and negative effects of the media on personal health and safety issues, and 4) examine and apply decision-making process to the development of personal, short- and long-range health goals*

Our **L.I.F.E. Fitness Program** will meet this standard. Students who work toward a personal health and fitness level automatically treat themselves and their bodies with more respect. Unhealthy relationships with other students who may smoke, drink, or use drugs will not be attractive to health-and-fitness-conscious students who are participating in our **L.I.F.E. Fitness Program**. Instead, students will forge relationships with others involved in healthy activities. Our new social *Heights Club* will encourage healthy interpersonal and life skills by fostering camaraderie among wellness-oriented students after school hours.

Pennsylvania State Standard 10.3 SAFETY AND INJURY PREVENTION *By Grade 12 students will be able to: 1) Assess the personal and legal consequences of unsafe practices in the home, school, and*

community; **2) Evaluate** the benefits, risk, and safety factors associated with self-selected, life-long physical activities.

Our *Wellness Center* will be a safe, controlled environment in which teachers and students can assess performance on a variety of machines, knowing when students are in the proper “target heart rate” zone. Students will understand from the effects of inactivity, smoking, and obesity on performance. Daily messages about establishing life-long physical activities will help students make wiser decisions about their health, nutrition and fitness habits.

Pennsylvania State Standard 10.4 PHYSICAL ACTIVITY. *By Grade 12 students will be able to:*

1) Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation; **2) Analyze the effects** of regular participation in a self-directed program of moderate to vigorous physical activities; **3) Evaluate how changes** in adult health status affect the responses of the body systems during moderate to vigorous physical activity; **4) Evaluate factors** that affect physical activity and exercise preferences of adults; **5) Analyze** the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities, and **6) Assess and use strategies** for enhancing adult group interaction in physical activities.

This standard addresses the core issues of our new **L.I.F.E. FITNESS Program**. With our sweeping make-over of our “Old P.E.” curriculum, Harrison Heights Middle School will create a wellness environment where every student in our district – from PK through 12th grade – will exercise and learn important skills and principles about fitness, nutrition and exercise EVERY DAY. Sophomores, juniors, and seniors, who now do not take any Physical Education classes, will soon be exercising every day, thanks to the support of PEP grant monies. *This one change, by itself, will be truly remarkable.*

State-of-the-art assessment and monitoring equipment will be at the core of our **Wellness for Life** program. For the first time, students will set personal fitness and nutritional goals and get daily feedback on their progress. Students with health problems such as obesity and diabetes will exercise safely within the framework of constant monitoring and assessments. Meal-planning software will give all students, including overweight and obese students nutrition lessons and customized meal plans.

Teachers and students will stay knowledgeable about the latest information relating to fitness and health at the new *Wellness Information Center* and reinforce lifestyle issues in homework assignments and class discussions. **Community health and fitness leaders** will speak to PE classes about the same issues and show them community resources that support and encourage lifelong healthy habits. The new, after-school **Heights Club** will attract students interested in pursuing social situations that involve exercise.

Pennsylvania State Standard 10.5. CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT

*By Grade 12 students will be able to: 1) **Apply knowledge** of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation; 2) **Incorporate and synthesize knowledge** of motor skill development concepts to improve the quality of motor skills; 3) **Evaluate** the impact of practice strategies on skill development and improvement; 4) **Incorporate and synthesize knowledge** of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use; 5) **Evaluate movement** forms for appropriate application of scientific and biomechanical principles; 6) **Analyze** the application of game strategies for different categories of physical activities*

Our **L.I.F.E. Fitness program** creates a monitored exercise environment where students learn to enjoy lifetime exercise routines such as walking, running, biking, and weight training. PEP Grant funds will bring our **L.I.F.E. Fitness program** to life, initiating a wide-sweeping, coordinated, integrated program of massive reforms that will accomplish: **1) the immediate goals** of changing our old curriculum to the “New

P.E.” approach. With our implementation of the “Every Day – Every Child” program, all students in our district will have a minimum of 45 minutes of physical activity five times a week and, 60 minutes in the high-school, and **2) the longer-range goal** of becoming the State of Ohio’s first “P.E.4LIFE” Institute

The ultimate sustainability of Harrison Heights Local School District’s new ***L.I.F.E. Fitness program*** will not be guaranteed just because we have purchased a lot of **heart-rate monitors**. Ultimate sustainability will come from a comprehensive, broad-sweeping **change of heart** in our district, school board, faculty, support staff, students, volunteers, community leaders and our community at large. Sustainability will come from an extraordinary, district-wide, coordinated group effort with one ultimate goal in mind – to instill in every one of our students a great desire to live a healthy and active life. Once we are awarded the PEP Grant, our fully-equipped Wellness Center will plant the seeds of healthy lifestyle choices and equally healthy habits.

3. Quality of Program Design

L.I.F.E. Fitness is a comprehensive program that will feature:

1. **A centralized *Wellness Center* at the middle school and high school.** The Center will include state-of-the-art treadmills, ellipticals, stationary bikes, and stair steppers, heart monitors, pedometers, and “Dance Dance Revolution,” a multimedia-based movement skills exercise. The focus will center on empowering the students with the desire to engage in physical activity now and throughout life.

The engine that will run each ***Wellness Center*** is the new assessment, monitoring, and reporting technology built into the central Computerized Evaluation System, the hand-held PCs for the teachers and heart-rate monitors for students. This engine will generate a constant stream of information, presenting more objective and reliable fitness and health data than has even been generated on students in our district. The ***Wellness Center*** environment will illustrate cognitive concepts through physical demonstration and student participation.

2. **The *Wellness Information Center*** is an extensive resource center for students and teachers with on-line news, articles, information and videos on wellness topics such as nutrition, obesity, health risks, and exercise techniques.

3. **A safe setting for students at risk.** Students with health problems such as obesity, Type II Diabetes, and cardiovascular problems will be able to safely accomplish their goals with supervision and assessment methods. We can give fitness reports to parents and family doctors.

4. **The *Wellness Center*** will be open for students, staff and faculty after school hours.

5. **Creation of the social “*Heights Club*.”** Club members will commit to wellness goals and actively promote wellness to their fellow students, as well as assist teachers in the ***Wellness Center***. Club members will go on field trips to local fitness clubs, and other wellness-focused businesses.

L.I.F.E. Fitness program at the Elementary School Level. PEP Grant monies will purchase a comprehensive tools for our elementary schools, i.e., 1) Action-based Learning Lab for all three schools, featuring the successful “movement based” curriculum. Teachers will introduce wellness concepts incorporating: 2) Simplistic heart-rate monitors that introduce wellness concept to younger children; 3) Hand-held computers for teachers with the same *Classroom Management* software used by the secondary schools, and 3) Desktop computers for downloading individual and class fitness reports from the *Wellness Center’s* computerized assessment system.

Our L.I.F.E. Fitness program ensures a “top-of-mind” presence. The sheer scope of our project ensures a “top-of-mind” presence in the school system and the community. The Center’s continuous flow of real-time health and fitness data will build a body of knowledge and research never before possible on the true wellness levels of our students. Activities and instruction will evolve from this information to create a program that is “always on track, assessing students and setting and meeting goals.

Our **L.I.F.E. FITNESS** program is designed to ensure that all district students, over the course of the three-year grant period, meet the Performance Standards outlined in the **PEP GRANT GUIDELINES:**

a) Elementary School students will have 30 minutes of Physical Activity five days a week for a total of 150 minutes of physical activity, and **b) Middle School and High School students** will have 45 minutes of moderate physical activity five days a week for a total of 225 minutes of physical activity.

Designed for long-term success. The ultimate success and sustainability of Harrison Heights Local School District’s new **L.I.F.E. Fitness program** will not be guaranteed just because we have purchased a lot of **heart-rate monitors**. Ultimate sustainability will come from a comprehensive, broad-sweeping **change of heart** in our district, school board, faculty, support staff, students, volunteers, community leaders and our community at large.

This is no easy task. Lesson plans and curriculum must coordinate with the lessons learned in the *Wellness Center*. Lesson plans must coordinate with the computer-based information resources of the *Wellness Center Resource Center*. Teachers and administrative support personnel will be encouraged to exercise at our *Wellness Centers* and volunteer to supervise extra-curricular, health and fitness-oriented activities of our new *Heights Club*. Teachers must be creative in their ways of bringing health, nutrition and fitness experts in our own community to our classrooms or planning visits and tours of local businesses involved in health-and-fitness goods and services such as experts and professionals from community medical facilities, health and fitness clubs, walking clubs, tennis clubs, weight-loss support groups, and health food stores, to name just a few.

Ultimate success and sustainability of our ***L.I.F.E. Fitness Program*** will come from an extraordinary, district-wide, coordinated group effort with one, ultimate goal in mind – to instill in every one of our students a great desire to live a healthy and active life and to give them all of the knowledge and skills they need to accomplish that life-long goal.

4. Quality of Program Evaluation

The heart and essence of our ***L.I.F.E. Fitness Program IS*** assessment. We will easily be able to provide ongoing evaluations of the effects the program is having, utilizing the comprehensive information generated by the technology and tools from the *Wellness Center*. Teachers will gather accurate data based on real statistics and feedback from student performances:

1. The amount of time students spend in their training zone is documented in their heart-rate monitor. Every week, that information will be downloaded and kept in the student's electronic portfolio. As the teacher needs to reflect on an individual student's progress, the results of the information can be accessed during the class, at the end of the marking period, and the end of the school year. This will allow each class to be individualized, based on the information dictated by their physical performance.
2. Teachers can use hand-held personal computers to assess students in any location where they are conducting class. This assessment can be up-to-the-minute, which will allow teachers to make modifications to the lessons as needed.
3. Teachers can use information from the heart-rate monitors and assessment tools to reflect on the performance of the student. The teachers can use this information to evaluate the effectiveness of their own teaching.
4. All students will be encouraged to join the *Heights Club* to help them achieve their personal goals. In the off-season, student athletes can use the *Heights Club* to stay conditioned.
5. Teachers will be thoroughly trained in all new equipment and tools, thus being able to provide proper reports to authorities.

6. Fitness levels of all students will be assessed at the beginning of the program. Mini-assessments will provide benchmarks throughout each grant year with a complete, fitness appraisal conducted at the end of the year. These assessments will include: **a)** Cardiovascular; Strength; Flexibility; body composition and assessments conducted during the more traditional activities; **b)** Group statistics on all wellness factors will be compiled after each complete assessment. Teachers will compile their own results after each of the benchmark tests. **c)** Skills and strength assessments at the beginning of the semester and at benchmarks which will be combined with other assessment data and compiled in a digital portfolio for each student.

L.I.F.E Fitness Program addresses the six elements required for funding.

ELEMENT #1: Fitness education and assessment to help students understand, improve, or maintain their physical well-being. For the first time, students will enjoy constant feedback about their fitness level by using accurate, real-time monitoring and assessment equipment. They will understand the importance of exercising and staying in their “target zone” to attain their personal fitness goals.

Using integrated fitness assessment computer software, teachers will create detailed assessments and progress reports on individual students and their classes as a group, which can be communicated easily and regularly to the principal, district supervisor, district administration, the State, and the PEP Grant Committee.

ELEMENT #2: Instruction in a variety of motor skills and physical activities designed to enhance physical, mental, and social or emotional development of every student. Our *Wellness Center* environment will promote proper instruction in cardiovascular, strength training, flexibility and coordination. Healthier and fit, students will enjoy greater self-esteem, confidence, and the ability to learn better and improve their grades due to the mind-body connection.

ELEMENT #3: Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support sustainable, lifelong healthy habits.

In the past, it is safe to say that most students simply tolerated physical education classes. They seldom, if ever, made the connection between the activities they did in Physical Education and the healthy habits that can reward them with a long, productive life with few health complications. Our *Wellness Center* design will immerse students in an invigorating environment where they enjoy using their body and the irresistible feeling moving confidently and gaining strength. Most important, students see that they can control how strong they feel and how well they perform.

ELEMENT #4: Opportunities to develop positive social and cooperative skills through physical activity participation.

Our new *Heights Club* is designed to bring students together for their mutual enjoyment in wellness activities outside of Physical Education or Health class. This begins the healthy process of making friends with like-minded, health-conscious peers. The *Heights Club* emphasizes that “being fit is cool.”

We are fortunate to already know from other PEP grant winners that the change to the “New PE” has infused students, faculty, parents and the community with a new level of cooperation, enthusiasm and excitement about physical fitness that simply didn’t exist before. We look forward to regularly reporting these positive changes in our district.

ELEMENT #5: Instruction in healthy eating habits and good nutrition

The integrated fitness assessment computer software system will play a major role in teaching healthy eating habits and good nutrition by helping teachers develop health and fitness portfolios for students which include customized exercise, nutrition, and meal-planning programs. This customization will show students exactly how to eat to meet their goals. Students who understand nutrition and work hard

in the *Wellness Center* will make better decisions and have an increased attention span. Our **L.I.F.E. Fitness program** enhances, reinforces and complements the curriculum of our existing Health classes. It will connect the physical activities of Physical Education classes with the health and nutrition lessons taught in Health classes.

ELEMENT #6: Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Professional development may well be the most important use of our technology investment, as it ensures our success in implementing our *Wellness Center-based* program. Training will help teachers shift their focus from traditional sports based instruction to a wellness-based teaching approach. After visiting various P.E.4Life Institutes, we know about the many positive effects of a program like ours. We know that we can look forward to PE staff that is “re-charged” and highly motivated with a holistic, wellness lessons in the classroom and state-of-the-art exercise equipment and assessment tools to help their students make that vital connection to healthy choices that sets the stage for healthy, lifelong habits.

IN SUMMARY: The team that has enthusiastically researched, prepared and supported this proposal hopes that the *Carol Wright PEP Grant Committee* has all the information necessary to justify granting us the requested funds. We look forward to hearing your decision to help us move our district into the 21st century and provide a much-needed wellness program with all of its life-enhancing benefits for our student population.