

# Writing a Winning PEP Grant

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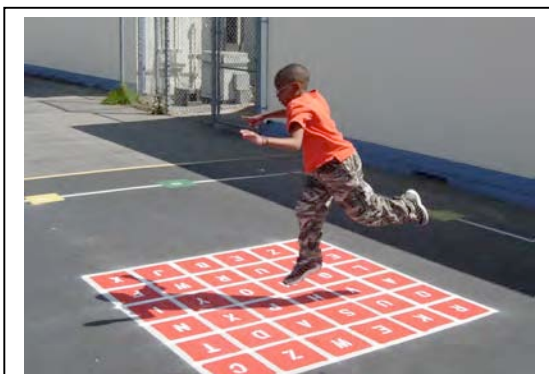
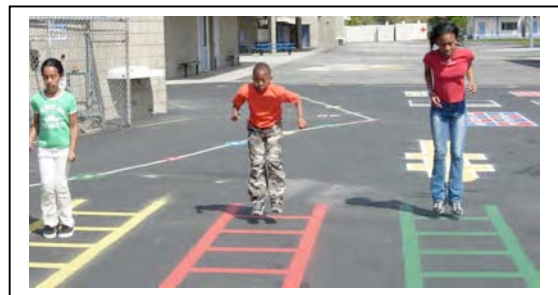
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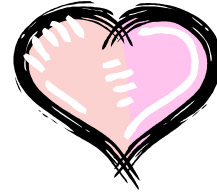


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## ABSTRACT

The Anywhere School District 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, ASD 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).



H ealth  
E ducation  
A ctivity  
R ecreation  
T ogether

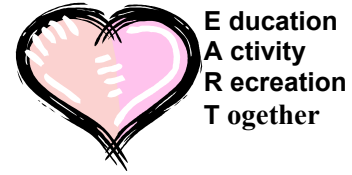
These project goals were selected based on a *teacher and administrator needs assessment*, which identified a significant need to provide teacher training and equipment to provide a high quality physical education program evidenced by two key goals:

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

ASD has set measurable goals and objectives to provide structure for measuring project success. All schools will receive training and equipment to assist them in the implementation of this research-based comprehensive approach to develop positive attitudes toward increased levels of personal fitness and healthy habits. All six program elements will be addressed in this project including professional development for teachers on latest research and trends in field. It is intended that through participation in this project students will increase their fitness level and knowledge on healthy choices regarding nutrition and physical activity. Another intended outcome is that students will make progress toward State Physical Education Standards.

## Introduction and Background Information

Anywhere School District is an elementary district which serves 14 elementary schools with 10,242 students in KDG through Grade 6. The district is located in Los Angeles County, California. The student population is multicultural and the district has three Title 1 schools.



*The district continues to grow in population and is preparing to open a 15<sup>th</sup> elementary school site.* Administrators have identified the need for a consistent district-wide Physical Education program, as well as, constructive activities for large groups at recess as the impetus for applying for this grant. Currently, the PE curriculum is a site by site decision, with little consistency and minimal concentration on physical activity and nutrition's contribution to lifelong well being.

In addition, *modified California Healthy Kids surveys from past years indicate at least 15 % of 5<sup>th</sup> grade students have been bullied and/or even hit at recess.* The district wants to institute a program that will help students to meet state physical education standards including developing positive social and cooperative skills.

California has adopted Physical Education Challenge Standards . The Standards and *Anywhere district* identified gaps with those standards are identified in the chart below.

## Saugus Current Program Practices and GAPS with State Standards

| CA State Challenge Standards  | Saugus Program   |
|---|--|
| 1. Student will be competent in movement activities.  | GAP: Curriculum includes some motor skills instruction but limited (if any) instruction in lifelong fitness concepts or social emotional instruction.<br>GAP: 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.  | GAP: PE Specialists 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.   | GAP: According to needs assessment playgrounds need additional supplies and equipment in order for increased student involvement.<br>GAP: 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. | GAP: All grade levels currently experience limited physical activity time in recess due to limited equipment and practice opportunities.<br>GAP: Currently recess is not seen as an opportunity to extend physical education learning or an opportunity to increase physical activity. Few game markings.<br>GAP: Lack of equipment limits opportunities for practice at all grade levels. |
| 5. Student demonstrates responsible personal behavior.  | GAP: 15% of students report being bullied or even hit at recess.   |
| 6. Student demonstrates responsible social behavior.  | GAP: 15% of students report being bullied or even hit at recess.   |

*California PE Challenge Standard #3 states that students will achieve and maintain a health enhancing level of physical fitness. Anywhere District administers an annual State mandated assessment to 5<sup>th</sup> grade students, which allows the district to compare their performance against state standards. The mandated California Fitnessgram measures six elements of student fitness: aerobic capacity, body*

composition, abdominal strength, trunk extension strength, upper body strength and flexibility. Results from the *California Physical Fitness Test* reveal that 28.9% of 5<sup>th</sup> grade students are not in the 'Healthy

**Demographics**

|       |                  |
|-------|------------------|
| 4.8%  | Asian            |
| 2.4%  | Filipino         |
| 16.8% | Hispanic         |
| 2.9%  | African American |
| 72.8% | White            |
| .2%   | Pacific Islander |

*Fitness Zone*' for body composition. That figure rises to 31.1% of African American students and 37.8% of Hispanic/Latino students. *The Child Health and Disability Prevention (CHDP) program* found that the incidence of overweight youth has increased over the years and that local Latino children aged 10-12 had the highest rate of overweight/obesity with 27% weighing more than the 95<sup>th</sup> percentile on the pediatric growth chart. Anywhere District Fitnessgram results indicate an even higher rate with 37.8% of Hispanic/Latino 5<sup>th</sup> graders, 31.1% of African/American 5<sup>th</sup> graders, 28.1 % of Asian 5<sup>th</sup> graders are not in the Healthy Fitness Zone for body composition. *The Surgeon General's Report on Physical Activities and Health (1996)* identified the substantial health benefits of regular participation in physical activities including the prevention of many premature diseases and health conditions. (JOPHER , January 2003) The district wants to include a curriculum that focuses on:

- increased physical activity,
- conflict resolution strategies
- training, and
- an ongoing nutrition program

in their PE program to increase students achieving state physical education standards and to combat the growing issue of childhood obesity. These significant and long lasting changes will benefit every child in the district. But the most important, immediate and

long lasting benefit will be the increase in the percentage of students who are healthy and fit, and the corresponding decrease in those who demonstrate signs of diminished cardiovascular health and tendencies toward Type 2 diabetes.

The **one year project**, funded by the Carol M. White Physical Education Grant will enable Anywhere District to initiate a consistent physical education program for grades K-6, (**Fundamental Movement** Program grades K-2 and **SPARK or Dynamic PE program grades 3-6**); obtain the necessary equipment; incorporate educational nutrition programs (**Play Hard, Eat Smart**) and **We Count** in the curriculum; address positive social and cooperative skills (**Peaceful Playgrounds**); and, provide staff development. These major components will improve the district's physical education program and enable all students to make healthy lifestyle changes. An integral part of the program will be the inclusion of physical education specialists, classroom teachers, and yard aides in the professional development process in order to ensure that all personnel will have an understanding of the programs and objectives and which will increase the amount of quality daily physical education that students receive.

1. **Need for project.**

- a. **The extent to which specific gaps or weakness in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

As evidenced in the needs assessment, the major need in the Anywhere District is for a consistent district-wide physical education curriculum that stresses activity, nutrition, social and cooperative skills, and that its mission is understood by physical

education specialists and classroom teachers alike. The needs assessment also identified the need for equipment and materials in order to offer a comprehensive physical education program. Rapid growth has reduced playground space due to increased need for additional portables. Finally, teachers identified the need for a “teacher friendly” professional development program for all teachers so that they have an understanding and are able to instruct in a quality physical education program designed around healthy choices and lifelong fitness. A self-assessment survey revealed areas of need in the Anywhere District District Program.

| Survey   | Poor-Needs Improvement | Fair | Good | Excellent |
|--|------------------------|------|------|-----------|
| Qualified Teachers/ Teacher Professional Development |                        | X    |      |           |
| Equipment & Materials                                |                        | X    |      |           |
| Student Fitness                                      |                        | X    |      |           |
| Curriculum   |                        | X    |      |           |
| Assessment of Student Progress                       |                        | X    |      |           |

*1. Program Emphasis:*

The ***need for a curriculum*** that will help align our PE program to California state standards, as well as create a uniform, high quality instructional program at all sites to all students, and includes:

1) a consistent guide in motor development (*PE Standard #1 Students will acquire movement skills*);

2) a curriculum which incorporates increased moderate to vigorous physical activity (*PE Standard #3 Achieve and maintain fitness*);

3) the opportunity to learn pro-social skills and conflict resolution (*PE Standard #4 Students will demonstrate responsible social behavior*); and,

4) the opportunity for a lifelong understanding of nutrition.

The desire is to enhance the district-wide physical education curriculum to be rigorous, comprehensive, well organized, and “teacher friendly”.

The curriculum will address the need for increased physical activity of students served Anywhere District. This priority is emphasized in percentages of students not in the Healthy Fitness Zone (HFZ), as evidenced in the annual results of the Fitnessgram. Fitness Data indicates that an unacceptable percentage of the population falls outside the Healthy Fitness Zone criteria on the Fitnessgram and that *only 66.7% are able to pass at least 5 of 6 State fitness standards.*

**Anywhere 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%       |

*Body composition (percentage of fat and body mass index) is a great concern because negative tendencies begin at such an early age and are so difficult to reverse.*

*Over one-third of the district's Hispanic/Latino population is not in the HFZ for body composition.*

The district is in need of a curriculum that will afford students multiple opportunities to participate in physical activities which will carry over into recess and after school activities. The combined activity time will afford students the opportunity to achieve “the recommended 30-60 minutes per day of physical activity that represents both a national and state goal for daily physical activity. (Physical Activity and Health, CDE 1996) The Play Hard, Eat Smart, U.S. Department of Education Team Nutrition Program, will be utilized to reinforce nutritional concepts like: “Balance your day with food and play.” and “Make family time an active time.” Recent research confirms that there are many benefits to the dual promotion of physical activity and healthy eating. (Strategies for Action, California Department of Health Services)

The curriculum will include programs that emphasize positive social and cooperative skills. *The need for this curriculum is reflected in a 15% office referral rate for students which have been bullied and/or hit on the playground.* A coordinated program is needed to help students learn to develop self management skills through a variety of problem solving strategies. (California Challenge Standard #5 – Students will demonstrate responsible social behavior while participating in movement activities.)

The elementary schools in Anywhere District have a ***need for professional development.*** Although Anywhere school P.E. specialists, their caseload is such that they only meet with *students for 60 minutes a week. This is 40 minutes short of the CDE Education Code mandate of 200 minutes each 2 weeks.* While classroom teachers are expected to offer physical education instruction for the remaining 40 needed minutes per

week, many currently do not. The greatest obstacle appears to be the classroom teacher's content knowledge base for teaching movement skills and movement concepts which is represented by California Challenge PE Standard #1. With funding cuts and less time allocated for staff development in recent years, there has been limited professional development opportunities offered to classroom teachers on effective physical education practices and instruction in teaching movement skills and movement knowledge.

*According to Sue Smith, Coordinator for Anywhere District, the school survey revealed "a need for a consistent district-wide P.E. program as well as a desire for PE activities to carry over into constructive activities for large groups at recess".* In addition, with a very site-based district decision-making process, and with curriculum determined on a site by site basis, many teachers may utilize inappropriate physical education instructional strategies. This practice actually hinders students from being active during instructional time and affords students limited practice opportunities due to waiting in lines, reflecting the teachers' limited knowledge in "best practices" in P.E. A typical PE lesson rarely provides for instruction in fitness activities and nutrition. While fitness skills are "tested", rarely will teachers address the need for physical fitness as a life long endeavor requiring personal commitment. According to, *Sue Smith, Coordinator, in-service training specific to physical education for either physical education specialists or classroom teachers has not occurred in recent years.*

The Anywhere District has a ***need for additional resources***. Reduced budgets have prevailed in *California schools* over the last three years and physical education training equipment and resources have not been at the top of the priority list. In addition, Anywhere District receives \$200 per ADA less than any other district in *Los Angeles*

County. The district needs to provide consumable equipment in order to instruct students in a variety of motor skills and physical activities designed to enhance the physical development of every student. Consumable equipment includes: balls, bean bags, hoops, jump ropes, balance boards, throwing targets etc.

With a program designed to provide enough necessary and accessible equipment, the district strives to insure active participation during physical education classes and reduce periods of inactivity. The district will increase student awareness of their personal activity level through the use of pedometers to self record activity levels.

## **2. 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
- Students will have increased opportunities to be physically active in PE, recess and after school opportunities.

The likelihood of systemic change is great based on the permanent markings painted on the blacktop, the curriculum received, staff development, and resources for successful implementation of quality physical education. The markings provide a visual reminder of the activity choices available to teachers in teaching physical education and to students at recess or after school. New equipment will provide opportunities for more choices and variety in activities and therefore, less standing and waiting or watching.

This project will rely on four programs to insure that students have access to and teachers have the skills to deliver a comprehensive physical education program that extends into recess, lunch and after school opportunities, to enable extended practice opportunities in motor skills and social skills, and opportunities for increasing children's physical activity. The four programs which combined address all six of the PEP program elements are:

(1) Fundamental Movement

provides the resources necessary to guide classroom teachers in specific skill focus, including instruction in teaching strategies, sequential introduction of motor skills and movement knowledge enhanced by skills checklists and teaching cues;

(2) The Dynamic Physical Education Program (DPE)

is a comprehensive elementary curriculum designed to bring youngsters in touch with activities they enjoy and want to learn. It is developmental in nature and designed to ensure student success in learning physical skills. It places strong emphasis on teaching the lifestyle skills necessary for children to live active, healthy lives. The Dynamic Physical Education Program focuses on the "Education" component of physical education, teaches children lifestyle skills and activities, and puts the development needs of the student first.

(3) Peaceful Playgrounds Program

Extends the Perceptual Motor Development into recess and after school activities through the use of activity guides which list developmentally appropriate games, each with a specific motor development skill identified and categorized for students (K, K-3<sup>rd</sup>, 3<sup>rd</sup> – 6<sup>th</sup>, and grass games and activities;

(4) Play Hard, Eat Smart Team Nutrition Program; and,

Eat Smart. Play Hard. is about making America's children healthier. It is about practical suggestions that will help you motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard., campaign messages and materials are fun for children and informative for caregivers. To make the job easier, the messages have been kid-tested and are based on the Food Guide Pyramid and Dietary Guidelines for Americans.

(5) We Count Wellness Pedometer Program

The We Count Pedometer Wellness Program uses pedometers as an aid to kids in fighting fat. The program's design is based on research that indicates that inexpensive step-counting devices (pedometers) motivate and educate kids to be more active, thereby impacting the alarming number of overweight children. The program comes complete with teacher materials that support cognitive development in the areas of physical activity and nutrition, and concepts related to combating obesity.

The continuity of the program and suggestions for implementation provide a pacing type calendar for instruction in the various activities. Having guides that enable teachers to offer developmentally appropriate skills will give them the opportunity for mastery and success while monitoring progress toward State PE Standards. The Clark Motor Skills Inventory will be used to assess students motor skill development gains during this program. Educating all teachers is a must so that all teachers have an understanding of the curriculum, its goals and objectives. The addition of the program will not only introduce students to new, challenging and enjoyable activities, which are developmentally appropriate, but will also show them that physical education can be fun. Recess time can be spent in appropriate physical activity that increases not only active time but also essential motor development skills. Some examples of games and activities which develop motor skills and enhance physical education instruction and carry into recess are the skipping track, gallop track, hopping and jumping grids designed to assist in the instruction of loco motor skills, and painted targets for practicing hand-eye coordination activities. The new programs addressing nutrition and self-discipline will change student views in the direction of lifetime wellness standards.

This project requires the involvement of the total school community:

- ✓ PE Specialists and teachers deliver the instruction,
- ✓ yard aides can redirect or oversee multiple activities to reduce the number of students waiting for turns, which will reduce the amount of conflict,
- ✓ parents and community members add the games and markings,
- ✓ students self regulate and learn to solve problems appropriately,
- ✓ school administrator's budget equipment and continue funding for program success.
- ✓ school site food services personnel will assist with the Play Hard, Eat Smart nutrition program through supporting the cafeteria components of the program including charts and table cards reminding students of the nutrition messages included in the program.

Parents and teachers also play a part in delivering the curriculum through the teachers Play Hard, Eat Smart resource kit. Parents receive an “at home” component of the various programs, which includes messages like “make family time active time”. Fundamental Movement Program Parent Newsletters keep parents up-to-date on motor skills students are learning and the We Count Parent Newsletters inform parents of how that can show support for their child's physical activity interests at home. The sustainability of this program is evident by the district's commitment to retain elementary physical education specialists even in a time of dire financial constraints. Teacher empowerment for change occurs with increased knowledge which is supported by trainings, networking, resources, and additional curricular lessons.

A workshop for district administrators, school board members, and site administrators will be offered to educate these school leaders and change agents about the importance and contribution of Physical Education and fitness and their relationship to student's academic achievement. The link between a healthy mind and healthy body serves as an 'awareness' activity for policy review, policy changes and continuing commitment to supporting the project based on program results.

**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 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. Though the use of the We Count Program pedometers, students will be able to record and see their own individual level of activity.

Teachers at all grade levels will benefit from a new curriculum and new program resources. Professional development is a priority to enable all teachers to understand the objectives of the program and "buy in" to the desired goals which are aligned to State PE

*Challenge Standards.* All teachers will have the opportunity to receive in-service training in the strategies contained in the new P.E. curriculum. An understanding of the program will help all teachers in reinforcing activities and skills learned in the P.E. curriculum.

### **3. Quality of the Project Design**

- 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. In addition, site project coordinators will share conference information with teachers upon their return. The proposed plan will increase the district's ability to help all students meet more challenging standards through the following program elements:

The use of the *Fundamental Movement Program Grades K-2, ,* the *Dynamic PE Program Grades 3-6,* the *Peaceful Playgrounds Program,* *The We Count Wellness Program* and the *Play Hard, Eat Smart* will provide the basis for a comprehensive program that can be instituted in physical education and carried over into recess periods. The *We Count* pedometer program will allow students to monitor their step counts and self assess their activity level. Additionally, the pedometer has been shown in previous research studies (McKenzie 2000) to provide motivation for children to increase their activity through goal setting activities.

#### **Proposed Program Design**

|                        |   |
|------------------------|---|
| <b>Curriculum with</b> | Integrated Curriculum with Motor Skill Development and Wellness Instruction |
|------------------------|---|

|                                    |  |
|------------------------------------|--|
| <b>Fitness Emphasis</b>            | <ul style="list-style-type: none"> <li>• Fundamental Movement Program</li> <li>• Dynamic PE</li> <li>• We Count Pedometer Wellness Program</li> <li>• Play Hard, Eat Smart Program</li> </ul>  |
| <b>Teacher Training</b>            | Training Materials <ul style="list-style-type: none"> <li>• Face to Face Training</li> <li>• On site coaching as needed</li> <li>• Involvement of all teachers</li> </ul>  |
| <b>Equipment and Facilities</b>    | <ul style="list-style-type: none"> <li>• Peaceful Playgrounds Equipment Package</li> <li>• Fundamental Equipment Package</li> <li>• Dynamic PE Equipment Package</li> <li>• We Count Wellness Pedometers and Curriculum Materials</li> </ul> 100 games and motor skills markings permanently available |
| <b>Assessment &amp; Evaluation</b> | <ul style="list-style-type: none"> <li>• Pedometers</li> <li>• Fitness Gram</li> <li>• Teacher Surveys</li> <li>• Clark Motor Skills Inventory</li> </ul>  |

***Student Activity, Fitness, Conflict Resolution and Nutrition***

The Peaceful Playground Program was selected because program elements include instruction in and assessment of children’s physical activity through the use of pedometers to monitor their activity levels pre and post implementation of adding designs to the PE and playground areas.

| Training                            | Grade Levels<br>Who                                | Key Topics  | Time                   |
|-------------------------------------|--|---|------------------------|
| Dynamic PE                          | Teachers<br>Grades 3-6                             | -Emphasis on healthy lifestyle though activity<br>-Motor skills         | 2 half days            |
| Fundamental Movement Program        | Teachers K-2                                       | -Motor skill development<br>-social and personal skills                 | 2 half days            |
| Peaceful Playgrounds                | All Teachers<br>Yard Aides<br>Administrators       | -Social skill development<br>-physical activity                         | 1/2 day                |
| Play Hard Eat Smart                 | All Teachers and Administrators<br>Parents Invited | -healthy eating<br>-food pyramid<br>-increase leisure activity          | After school trainings |
| We Count Pedometer Wellness Program | All Teachers<br>Site Administrator                 | -nutrition<br>-increased physical activity<br>-increase family activity | After School Trainings |
| Program Overview                    | Administrators<br>Board Members                    | -PE links to academic success<br>-Heart Program Goals and Objs.         | 1 hour                 |

Student's ability to monitor their steps taken provides for them the ability and awareness for meeting this *California State Standard #3* and for achieving a healthy and active lifestyle. The Peaceful Playgrounds Program encourages movement in Physical Education through enriching the environment during P.E. class time and will carry over into recess and after school opportunities for students to continue their increased activity level. *(PEP Program Element 1)* The program uses games designed to emphasize various motor development skills and will allow students to increase daily time spent physically active. *(PEP Program Element 2)*

A study by British researchers at Liverpool University showed that playground markings alone increase the time children spend in active play and raise their daily

energy expenditures by 20% (Stratton 2002). In Peaceful Playgrounds research study, 83% of elementary school principals using the program indicated an increase in children's activity level and game participation. (Beiswenger, Webster, Hogan and Vega, December, 2003).

The students receive instruction in a wide variety of developmentally appropriate games and activities that are cooperative, competitive and cognitive. (*PEP Program Element 4*) Learning activities encourage movement aiming for less standing in line and waiting for one's turn with a piece of equipment. The curriculum pacing timeline suggests a new game or activity to be taught daily with practice opportunities at the conclusion of the instruction and demonstration. (*PEP Program Element 6*)

The program provides for visual patterning to reinforce and enhance instruction in fundamental movement through the use of skipping tracks, galloping tracks, hopping and jumping grids etc. Additional perceptual motor skills are enhanced through the use of the scattered circles in which students are instructed in body and space concepts. Bean Bag Toss Grids, Alphabet Grids and other markings provide opportunities for hand-eye coordination activities. (*PEP Program Element 2*) Development of and instruction in cognitive concepts about motor skill and physical fitness is related to the support of a lifelong healthy lifestyle. (*PEP Program Element 3*)

The significance of developing fundamental movement skills in order to maximize the health and well being of young children has been highlighted in Australia, and internationally, in recent years. Proficiency in these foundations of movement contributes to the health and well being of individuals enabling lifelong

involvement in physical activity. (Dianne Kerr, Department of Education Western Australia).

The addition of permanent playground markings is one of the latest trends in physical education and one of the most respected strategies for increasing children's physical activity. The entire nation of Ireland is adding playground markings to all primary schools (K-5) as an intervention for the growing trend to increase children's physical activity and curb childhood obesity in that country. (Northeastern Health Board, Press Release Minister of State at the Department of Health and Children Ireland. October 2003).

Students will record steps taken in their physical education class period and recess period once a week. The students chart activity levels through recording steps taken when factored with time to move. *(PEP Program Element 1)*

#### *PE Specialists/Teachers*

The Fundamental Movement Program and Peaceful Playground Kit in conjunction with the Dynamic PE Program are designed to assist teachers in planning and delivering programs that support each pupil's development of proficient fundamental movement skills. The kits includes teacher training materials including: video, staff handouts, overhead transparencies, facilitator notes and a power point presentation walking staff through the various strategies for successful implementation of the program and making the training component available for a refresher as needed or when new staff members are hired. Additionally, the face to face training and follow up on-site coaching component insures various levels of support are available based on teacher need. *(PEP Program Element 6)*

By conducting teacher workshops on the programs, teachers will understand that the *Fundamental Movement Program* in tandem with the *Peaceful Playground Program* will enhance children's motor skill development and provide lesson structure and support for teachers. The use of *Fundamental Movement*, *Dynamic PE*, *We Count Pedometer Wellness Program* and the *Peaceful Playgrounds Programs* with the teacher and supervisor training manuals, together with the *Play Hard, Eat Smart Program*, will provide the basis for a comprehensive program and clear objectives for professional development and curriculum update. (*PEP Program Element 6*)

#### *Equipment*

The *Fundamental Movement* equipment package, the *Dynamic PE* package, *We Count Program* equipment and the *Peaceful Playground Program* equipment package, are designed to provide the necessary equipment so that 100 games and activities are available with enough accessible equipment to insure active participation and reduce the time students "stand around" waiting to practice a motor skill. More equipment equals more practice time for more children, which leads to improved skills. (*PEP Program Element 2*) Additionally, the opportunities to develop positive social and cooperative skills through physical activity participation are enhanced by an ample supply of equipment thus reducing PE class and playground confrontations from students getting frustrated by waiting for a turn. (*PEP Program Element 4*) The goal of the *Fundamental Movement*, the *Dynamic PE*, *We Count*, and the *Peaceful Playgrounds* curriculums is to provide staff and students with a common language and

set of behavior expectations that are part of the positive, safe environment in which students can enjoy learning.

Students will be able to use the pedometers as a means of self measurement of their activity levels. This will provide students the ability to assess their activities, acquire knowledge of body activity levels, and change toward a healthier life style.

*(PEP Program Element 1)*

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

The *Dynamic PE* program lays the foundation for a lifetime commitment to physical fitness. The DPE curriculum is based on fostering the following goals: A) A lifetime of activity; B) Competency in a wide variety of physical skills; C) Strong social and personal responsibility skills; and D) Knowledge to maintain personal wellness

DPE is the most comprehensive resource for teaching elementary PE. Written for physical education and classroom teachers alike, DPE provides clear, step-by-step techniques for teaching physical education in every classroom situation. It is tested and proven, measurable and inclusive. Tied to current NASPE National Standards, DPE facilitates accountability and the teachers' ability to measure the students' achievement of well-defined benchmarks. Finally, DPE is written by a world-renowned expert in physical education. One of the best-known experts in the field of PE, Dr. Pangrazi is a respected international speaker and the author of 37 textbooks and more than 70 research articles.

Some mid-term indicators of success for this program include: 1). Increase in teacher designed lessons on fitness concepts and activities; and 2) Student knowledge to maintain personal wellness (pedometer steps recorded against an identified target).

The *Fundamental Movement Program* follows the guidelines of developing the fundamental movement skills and has been tested in over 80 schools and shown to increase student's motor skills as determined by significantly increased scoring on the Clark Motor Skills Inventory. Additionally, the program received the highest commendations from a California Department of Education Program Review Team for "how children are learning and what children are learning. The program was selected for K-2 students due to the emphasis on fundamental motor skill development and the need for a district wide curriculum and training program indicated in the needs assessment.

An indicator of success for the Fundamental Movement Program would be progressive increases in scores on the Clark Motor Skills Inventory indicating motor skill progression toward mastery.

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 and administrators. This award was given to the elementary school for which the original

*Peaceful Playground Program* research was conducted in 1999. *Peaceful Playgrounds* appears on New York City's Sharing Success website of model programs within the state and numerous other organizations cite it as a recommended resource in the area of safety, conflict resolution, motor skills, and physical activity based on research results and proven results.

In a recently completed research project, 83% of principals reported seeing an increase in students using conflict resolution strategies, and 66% reported a decrease in playground confrontations. (Beiswenger, Webster, Hogan, and Vega. December, 2003).

Some mid-term indicators of success for *Peaceful Playgrounds* includes: 1) decrease in % of students reporting bullying, 2) observable increase in game participation; and 3) additional developmental games painted on the blacktop by mid-year specific to various grade levels.

### **Appropriateness**

The *Dynamic PE Program*, developed by Robert Pangrazzi from Arizona State, is one of the most utilized curriculums in the schools today. This program was selected to provide a comprehensive curriculum, which emphasizes fitness and healthy lifestyles, as was needed to fill the curriculum gap identified in the needs assessment data relating to multiple curriculums and students out of healthy fitness zone in fitness testing. This program was selected for 3-6<sup>th</sup> grade students.

The *Peaceful Playgrounds Program* is best known for providing a safe environment for children to learn pro-social skills while engaged in physical activity. Curran Elementary, in California, won the state's prestigious Golden Bell Award as a model program which decreased playground injuries by 67% and had an 86% decrease in

office referral for playground confrontations. (National Safe Schools Magazine. October 1998). In addition to receiving instruction in cooperative play, problem solving strategies and conflict resolution options, students learn to play appropriately during physical education, recess, the classroom, home and community. This program was selected to achieve both the increased physical activity objective and the positive social and responsible behavior objectives, as identified in the needs assessment and bullying data.

With an expanded PE curriculum and equipment, the Anywhere District believes the additional opportunities will excite and motivate more students and offer teachers and students a coordinated strategy for implementing the new physical education curriculum of fitness, skills and healthy lifestyle choices.

#### 4. 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.**

Objective performance measures (fitness tests, Clark Motor Skills Inventory, attendance records, pedometer step counts etc) will produce qualitative and quantitative data regarding the success of this project. The methods of the evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and are directly correlated to the program goals and objectives. The district will use physical education achievement toward state standards (Clark Motor Skills Inventory) and Fitnessgram results for statistics to establish benchmarks for the goals of the project.

A complete list of the multifaceted data collection and performance indicators is provided in the chart. Data will include but not be restricted to: identification and recruitment activities; student fitness data, test results, teacher training surveys, activity schedules, pedometer data, Clark Motor Skills data, and equipment distribution logs. The objective performance measures of this project are presented below.

| <b>Performance Measures</b>  | <b>Performance Outcomes</b>   | <b>Data to be Collected</b>  |
|--|---|--|
| # 1<br>The percentage of students actively participating in PE activities will increase. | Increase by 5% the number of students who meet or exceed 6 fitness standards for their grade level by May 2005. State Standard 3              | District Fitnessgram 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 Fitnessgram results May 2005  |
|  | Decrease the % of students being bullied at recess by 7% by May, 2005. State Standards 5 & 6  | Student written surveys.   |

|  |   |  |
|--|---|--|
| # 2<br>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.<br>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 their ability to implement effective physical education practices to instruct students to State Standards as demonstrated by written survey by May, 2005.<br>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.<br>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.   |

- b. The extent to which the methods of evaluation will provide performance feed back and permit periodic assessment of progress toward achieving intended outcomes.**

Site Project Coordinators and the District Coordinator will work together to administer the evaluation plan. A District Healthy Playgrounds advisory committee of

classroom teachers, physical education specialists, representative administrators, and council PTA board members will be formed to help implement and evaluate the program. This committee will meet quarterly to review, evaluate, both positive and negative objective performances and intended outcomes of the program. If necessary, modifications will be made to meet intended outcomes. At the completion of the project, the advisory committee will do an overall evaluation which includes:

- a) meeting goals and objectives;
- b) instruments and methods of evaluation;
- c) collect necessary information and review data and determine that the impact, outcome and objectives were met; and,
- d) complete a year end final report meeting federal requirements.

An outside evaluator will be hired for on-going consulting, guidance, quarterly review of progress toward objectives, and for writing up the final report.

## Budget Narrative

### Anywhere District Union PEP Grant

| Position  | Computation | Costs          |                 |
|---|-------------|----------------|-----------------|
| <b>1. Personnel</b>   |             | <b>Grant</b>   | <b>Inkind</b>   |
| <ul style="list-style-type: none"> <li>• Project Director and Program Secretary</li> </ul>  |             |                | <b>\$50,000</b> |
| <b>2. Fringe Benefits</b>   |             |                | <b>\$15,000</b> |
| <b>3. Travel</b>  |             |                |                 |
| <ul style="list-style-type: none"> <li>• Travel for grant director and representative Attendance at required meeting in DC</li> </ul>                                 |             | <b>5,310</b>   |                 |
| <ul style="list-style-type: none"> <li>• Travel expenses for trainers</li> </ul>  |             | <b>2,000</b>   |                 |
| <b>4. Equipment</b>   |             |                |                 |
| <ul style="list-style-type: none"> <li>• Fundamental Movement Program \$1,200 per site 14/sites</li> </ul>  |             | <b>16,800</b>  |                 |
| <ul style="list-style-type: none"> <li>• Fundamental Movement Equipment \$3300 per site 14 sites</li> </ul>   |             | <b>46,200</b>  |                 |
| <ul style="list-style-type: none"> <li>• Dynamic PE Teacher Texts \$90 per teacher/ 12 teachers /14 sites</li> </ul>  |             | <b>15,120</b>  |                 |
| <ul style="list-style-type: none"> <li>• Dynamic PE Equipment Pack \$4765 /14 sites</li> </ul>  |             | <b>66,710</b>  |                 |
| <ul style="list-style-type: none"> <li>• Peaceful Playgrounds Kit \$1200 / 14 sites</li> </ul>  |             | <b>16,800</b>  |                 |
| <ul style="list-style-type: none"> <li>• Peaceful Playgrounds Equipment Packs \$2400 /15 sites</li> </ul>   |             | <b>33,600</b>  |                 |
| <ul style="list-style-type: none"> <li>• We Count Pedometer Wellness Kits \$399 per class 10classes \$3990/ 14 sites</li> </ul>                                       |             | <b>12,600</b>  |                 |
|   |             |                | <b>55,860</b>   |
| <b>4. Supplies</b>  |             |                |                 |
| <ul style="list-style-type: none"> <li>• Misc, rags, chalk line, measuring tape and supplies for painting markings \$250 / 14 sites</li> </ul>                        |             | <b>3,500</b>   |                 |
| <ul style="list-style-type: none"> <li>• Paint machines and paint \$225/14</li> </ul>   |             | <b>3,150</b>   |                 |
| <b>5. Contractual</b>   |             |                |                 |
| <ul style="list-style-type: none"> <li>• Evaluation consultants 100 hrs at \$40 hr</li> </ul>   |             | <b>4,000</b>   |                 |
| <ul style="list-style-type: none"> <li>• Independent Facilitator for Advisory</li> </ul>  |             | <b>1,000</b>   |                 |
| <ul style="list-style-type: none"> <li>• Stipend for site coordinator \$2000 / 14 sites</li> </ul>  |             | <b>28,000</b>  |                 |
| <ul style="list-style-type: none"> <li>• Fundamental Movement Training \$1500 / 14 sites</li> </ul>   |             | <b>21,000</b>  |                 |
| <ul style="list-style-type: none"> <li>• Dynamic PE Trainings \$1500 /14 days</li> </ul>  |             | <b>21,000</b>  |                 |
| <ul style="list-style-type: none"> <li>• Peaceful Playgrounds Trainings \$1500/14 sites</li> </ul>  |             | <b>21,000</b>  |                 |
| <ul style="list-style-type: none"> <li>• We Count Pedometer Trainings \$1000/14 sites</li> </ul>  |             | <b>14,000</b>  |                 |
| <b>7. Construction</b>  |             |                |                 |
| <b>8. Other - Printing, phone, meeting facilities, utilities, mailings</b>  |             |                | <b>\$5,000</b>  |
| <b>9. Total Direct Costs</b>  |             |                |                 |
| <b>10. Indirect Costs 3% of total</b>   |             | <b>13,459</b>  |                 |
| <b>11. Training stipends for teachers</b>   |             | <b>134,000</b> |                 |
| <ul style="list-style-type: none"> <li>• Teachers will receive stipends for after school training or sub release time \$28hr/ 15 hours times /320 teachers</li> </ul> |             |                |                 |
| <b>12. Total</b>  |             |                | <b>\$70,000</b> |

## Detailed Budget Narrative

1. Personnel  
Anywhere District will donate the salary of Sue Smith, the project coordinator, providing at least 20 hours per month during the grant award period to accomplish the grant objectives and that of Secretary, her clerk,. This category reflects the district's in kind commitment.
2. Fringe Benefits  
Fringe benefits for Sue Smith, project director, and Sally Sec, clerk, further reflect the in kind portion of the budget.
3. Travel  
Travel expenses reflected in the grant represent the fees for the Project Director and site representative to attend the required meeting in Washington, D.C.
4. Equipment and Training Materials  
The equipment reflected in the budget reflects the Fundamental Movement, Dynamic PE, and the Peaceful Playgrounds curricula. The purchase reflects a teacher guide per teacher in the project. The equipment reflected in this grant includes the Dynamic PE Fundamental Movement, We Count Pedometer Wellness Pack and Peaceful Playgrounds packs. The programs and equipment will be used as instructional resources to support the implementation of the State Standards for Physical Education. All programs contribute to Standards 1 through 7 developing motor skills and motor knowledge.

The We Count Pedometer Wellness packs per school site will assist in the assessment portion of the grant, motivation for students to be physically active, and will be used as an instruction tool to accomplish Standards 3 & 4 stating that the student will Standard (3) achieve and maintain a health enhancing level of physical fitness and Standard (4) students will enjoy a physically active lifestyle. Fitness information and tracking will provide evaluation data to both mark student progress toward project objects and program results within the evaluation process.

All programs support Standards 5 & 6 by instructional activities that Standard (5) instructional activities in demonstrating responsible personal behavior and Standard (6) instructional activities in demonstrating responsible social behaviors.

5. Supplies  
The paint and painting supplies allow for the permanent markings on the playground which will be used for Physical Education time and recess time. The Physical Education opportunities include activities which enhance Standard (1) motor skill development and Standards 3 & 4 through the additional of games and activities that have been shown to increase students physical activity levels. The markings also have been shown to enhance the development of students with Standards 5 & 6 in learning social skills.

6. Contractual

This section reflects the expenses for an ongoing evaluation consultant to assist with the evaluation, data collection, and final report in the project. Site coordinators will receive a stipend or extra duty pay for coordinating the trainings, receiving-inventorying-distributing the equipment and teacher resource materials. Stipends will be for one coordinator per school site. Contractual fees will be paid for Fundamental Movement workshop fees for trainer, Dynamic PE workshop fees for trainer, We Count trainings, and Peaceful Playgrounds workshop fees for trainers. Cost reflects a total of 15 hours of training per teacher at all 15 school sites. Training supports all 7 State Standards for Physical Education.

7. Teacher stipends

Teachers will receive stipends for after school trainings or substitute release time at \$28 per hour per district contract, for 15 hours times, 320 teachers.

8. District will support cost of printing, mailings, phone, facilities use, utilities

## ASSURANCES

APPLICATION PACKAGE CHECKLIST

**APPLICATIONS MUST BE TRANSMITTED NO LATER  
THAN**

**March 22, 2004**

CHECK:

\_\_\_\_\_ The Application Title Page has been completed according to the instructions on the back of the title page.

\_\_\_\_\_ The Application Title Page has been **signed and dated by an authorized official** and the signed original has been included with your submission.

\_\_\_\_\_ Submit one (1) signed original and two (2) copies of the application. Applicants are requested but not required to submit an additional two (2) copies of the application. **All sections of the application must be suitable for photocopying to be included in the review (at least one copy of the application should be unbound and suitable for photocopying).**

EACH COPY OF THE APPLICATION SHOULD INCLUDE THE FOLLOWING SECTIONS:

**The Application**

\_\_\_\_\_ the title page form  
\_\_\_\_\_ table of contents  
\_\_\_\_\_ narrative  
\_\_\_\_\_ the budget information form  
\_\_\_\_\_ detailed budget justification

**The Appendix**

\_\_\_\_\_ list of project personnel  
\_\_\_\_\_ one-page abstract  
\_\_\_\_\_ GEPA 427  
\_\_\_\_\_ certifications and assurances

**ADDRESS AND DEADLINE TRANSMITTAL DATE**

U.S. Department of Education  
Application Control Center  
Attention: **CFDA# 84.215F**  
Room 3633, Regional Office Building 3  
7th & D Streets, SW  
Washington, DC 20202-4725  
Telephone: 202-708-9493

*All applications must be transmitted March 22, 2004.*