

2017

CREATING A *Healthy* SCHOOL ENVIRONMENT

Grant and Awards Program



Building Sustainable and Lasting Changes in Schools



Advancing Excellence in School Nursing



Meeting Health Needs Through Supportive Services

Mission and Focus:

The Highmark Foundation is a private, charitable organization dedicated to improving the health, well-being, and quality of life for individuals and communities throughout the areas served by Highmark Inc. and its subsidiaries and affiliates. We fulfill our mission by awarding high-impact grants to charitable organizations that implement evidence-based programs aimed at improving community health. Central to the Foundation's mission is identifying and continuously re-evaluating our region's prevailing health care needs. By doing so, the Foundation remains at the forefront of those needs, well equipped to pinpoint issues that most urgently need support.

For more information, visit www.highmarkfoundation.org.

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INTRODUCTION

Highmark Foundation recognizes that schools are powerful places to shape the health, safety, education, and well-being of our children. Our goal is to create healthier school environments.

Creating a Healthy School Environment Grant and Awards Program addresses six areas that shape the health, education, and well-being of our children through grants, partnerships, social media, school updates, professional development for teachers, administrators, and school nurses, and publishing or presenting findings from evidence-based interventions. Promoting child health and wellness is consistent with Highmark Foundation's goals, strategies, and focus to illustrate the effectiveness of early intervention and preventive health programs that address childhood

injury prevention, healthy eating and physical activity, environmental health, and bullying prevention.

Healthy students are better learners. Good health habits promote overall health and well-being and improve academic achievement. School grants are essential because schools are more challenged than ever to meet objectives concerning student health with decreasing education budgets and increasing pressures to improve student academic performance. The Creating a Healthy School Environment Grant and Awards program provides schools with opportunities to implement best practices and to demonstrate the effectiveness of promoting a culture of school health and wellness.

Applications must be completed online at <https://highmarkfoundationrfp.versaic.com>.



Highmark Foundation is pleased to present the Creating a Healthy School Environment Grant and Awards program available to schools in central and western Pennsylvania and West Virginia. This coordinated approach provides schools with three distinct opportunities for improving health and wellness in their schools:

- **Building Sustainable and Lasting Changes in Schools:** Schools in Pennsylvania and West Virginia can apply for grants in the following categories: bullying prevention, child injury prevention, environmental health and healthy eating, and physical activity (see page 3).

- **Advancing Excellence in School Nursing Awards:** will be given to up to eight school nurses in central and western Pennsylvania and West Virginia who demonstrate excellence in care, compassion, knowledge, and implementation of best practices. Award recipients will receive \$1,500 to support professional development or health-related supplies or equipment for their school (see page 20).
- **Meeting Health Needs Through Supportive Services:** This strategy supports economically disadvantaged school districts and high-needs schools with supplementary assistance through grants to meet basic student health needs (see page 23).

Building Sustainable and Lasting Changes in Schools

Application Deadline: Friday, March 17, 2017



ELIGIBILITY CRITERIA

Pennsylvania Schools

1. Public, Private, Charter, Vocational, and Parochial Schools

- A. Schools in Pennsylvania will be awarded up to \$7,500 to implement programs that improve access to quality school-based health and wellness programs.

West Virginia Schools

1. Public, Private, Charter, Vocational, and Parochial Schools

- B. Schools in West Virginia will be awarded up to \$5,000 to implement programs that improve access to quality school-based health and wellness programs.

Notes Regarding Eligibility:

- All schools are **REQUIRED** to submit a **baseline report due on October 31, 2017, and a final report due on May 31, 2018**. Reports include **quantitative/measurable** pre- and post-program knowledge and changes in health status indicators depending on your program.
- **Grants will not be awarded exclusively for equipment such as treadmills, bikes, etc.**
- Grants will not be awarded to support the purchase of iPads, Fitbits, or televisions.
- Equipment will only be considered if necessary for the implementation of an evidence-based physical activity program such as SPARK.
- Applications for bullying prevention will only be awarded to support those programs listed on Page 6.
- Interventions should be developed using baseline or existing data that illustrates the problem. Using data allows the school to design a program to meet the students' needs.
- Applications will be evaluated on the strength of the proposal, data, metrics, and evaluation plan.
- Applications that do not meet the eligibility criteria will not be reviewed.

- Applications must be completed online at <https://highmarkfoundationrfp.versaic.com>.

PRIORITY AREAS

The Highmark Foundation will award grants for evidence-based programs that address one of the following topics. Applicants may apply for funding in only one of the four areas described:

- 1. Bullying Prevention:** Bullying threatens young people's well-being. Bullying can result in physical injuries, social and emotional difficulties, and academic problems. The harmful effects of bullying are frequently felt by others, including friends and families, and can hurt the overall health and safety of schools, neighborhoods, and society. Research is still developing that helps us to better understand and prevent bullying before it starts.
- 2. Child Injury Prevention:** The public health approach for reducing childhood injuries includes identifying the magnitude of the problem through data collection, analysis, identifying risk, and protective factors. In addition, on the basis of this information, schools can collect their own data, develop, implement, and evaluate evidence-based interventions, and promote widespread adoption of these practices and policies.
- 3. Healthy Eating and Physical Activity:** Engaging children and adolescents in healthy eating and regular physical activity can lower their risk for obesity and related chronic diseases. The dietary and physical activity behaviors of children and adolescents are influenced by many sectors of society, including families, communities, schools, and health care providers. Proposals that aim to influence the role of one or more of these sectors are encouraged.
- 4. Environmental Health:** Factors that influence the physical environment include the school building and surrounding areas, any biological or chemical agents that are detrimental to health, and physical

conditions such as temperature, air quality, safe routes to schools, noise and lighting, and fresh drinking water. A healthy environment includes the physical, emotional, and social conditions that affect the well-being of students.

Remember!

Applications must be completed online at <https://highmarkfoundationrfp.versaic.com> by Friday, March 17, 2017.



Helpful Hints:

- Highmark Foundation expects schools to produce data-driven informational reports. **A Baseline Report is due on October 31, 2017, and a Final Report is due on May 31, 2018.** Interventions should be developed using baseline or existing data from their school that illustrates the problem. Using data collected by the school allows the school to design a program to meet the students' needs. Applications will also be evaluated on the strength of the data, metrics, and evaluation plan. It is important to collect data that provides information which is purposeful and easy to understand.
- Descriptions of the priority areas, data collection and evaluation, and evidence-based interventions are provided to guide you as you apply for the appropriate grant funding. Please note that all schools are expected to collect quantitative (numerical) and qualitative (descriptive) data.
- **Penn State Hershey PRO Wellness Center** will be available to provide technical assistance especially with measurement and evaluation involving data collection and measurement tools for healthy eating and physical activity and child injury prevention programs. Contact them by phone at 717-531-1440 or email PROwellness@hmc.psu.edu.
- **Center for Safe Schools** will be available to provide technical assistance with measurement and evaluation tools for bullying prevention programs. Contact them at 717-763-1661, extension 164.
- Inside you will find examples of evidence-based programs that are available by download or to order at no cost to your school or district. These programs are only examples to show you what can be used at your school or district. It is not mandatory that you select one of these programs, **with the exception of Bullying Prevention**. If you do not select one of the featured programs, your school/district can still apply for funding to support another program (**except Bullying Prevention programs**). If you are using another program – or a program that has been developed by your school or school district – you must be sure to collect meaningful pre- (baseline) and post-data at the end of program. Many of the featured programs have built-in evaluation components.
- **Women for a Healthy Environment** will be available to provide technical assistance with measurement, data collection, and evaluation for physical and environmental health programs. Contact them at 412-404-2872 or email info@healthyschoolspa.org.
- If selected to receive a grant, a publicity toolkit will be available for schools to promote the grant to parents, the media, students, and their communities.

BULLYING PREVENTION



Research is still being developed that helps us to better understand and prevent bullying. School-based bullying prevention programs are widely implemented but not always evaluated. However, research suggests promising program elements include:

- Improving supervision of students
- Using school rules and behavior management techniques in the classroom and throughout the school to detect and address bullying by providing consequences for bullying
- Having a whole school anti-bullying policy, and enforcing that policy consistently
- Promoting cooperation among different professionals and between school staff and parents

The following programs and/or resources provide additional information on bullying, electronic aggression, youth violence prevention, and safe schools. **Funding will not be provided for school assemblies, one-day programs, or speakers. Schools/districts must select an evidence-based bullying prevention program.**

Any school that may want to implement the Olweus Bullying Prevention Program (OBPP) needs to first conduct the Olweus Bullying Questionnaire (OBQ) to assess the levels of bullying in schools, readiness, and sustainability. Schools may use grant funds to purchase the survey tool. Grant funds will NOT be used for full implementation of the OBPP. **If your school/district is interested in applying for funding for the survey tool, please contact the Center for Safe Schools (CSS) at 717-763-1661, extension 164.**

PROGRAMS:

1. **Olweus Bullying Prevention Program,** <http://olweus.sites.clemson.edu/> The Olweus Program (pronounced OI-VAY-us) is a comprehensive approach that includes school-wide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high, and high schools (K-12). The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among students, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States.
2. **I Can Problem Solve (ICPS),** www.icanproblemsolve.info. ICPS was originally designed for use in preschool and kindergarten, and has now been successfully implemented with children up to and including grade six. The curriculum includes pre-problem and problem solving skills with easy-to-use teacher lessons. The cost is \$50 per class for the curriculum, plus two day training; (approximately \$2,500 for a year of training and consultation).
3. **Steps to Respect Bullying Prevention Program,** www.cfchildren.org/Advocacy/AboutUs/tabid/265/Default.aspx. A social-emotional learning K-5 program that works on a school-wide level. It starts with administrators taking stock of their bullying policies and procedures and creating a baseline using surveys and existing data to track progress. The cost is \$1,000 for the curriculum. No training is required.

- 4. Responsive Classroom,** www.responsiveclassroom.org. A research- and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. Requires one week of initial training. Check website for pricing.
- 5. Roots of Empathy,** www.rootsofempathy.org. An evidence-based classroom program that has shown significant effect in reducing levels of aggression among school children while raising social/emotional competence and increasing empathy. The program is delivered in school classrooms during regular school hours. The program is offered to elementary school children from kindergarten to grade 8, using a specialized curriculum that is developmentally appropriate. The cost is \$10 per class, plus training. Cost for training to be determined.

RESOURCES:

- 1. Pennsylvania Bullying Prevention Network**
Trainers can be located at: www.safeschools.info/bullying-prevention/locate-a-trainer. Members of the PA Bullying Prevention Network have received certification in the Olweus Bullying Prevention Program.
- 2. Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools** to identify metrics can be accessed from the CDC (Centers for Disease Control and Prevention) National Center for Injury and Prevention Control. This compendium provides researchers, prevention specialists, and health educators with tools to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences. Download the compendium at no cost. http://www.cdc.gov/violenceprevention/pdf/yv_compendium.pdf.

- 3. Please mark your calendar.** You have an opportunity to participate in monthly **Center for Safe Schools “Third Thursday” webinars** held from 3 – 4:15 p.m. on the third Thursday of each month during the school year. In addition to live, monthly webinars, approximately 30 pre-recorded webinars on various topics relevant to bullying prevention are also available. One pre-recorded session that may be particularly helpful to prospective applicants is the session titled, “Best Practices in Bullying Prevention: Components of Effective Practice at the School Level,” which highlights the Bullying Prevention trainer network’s seven basic elements of best practices in bullying prevention. Schools that participate in the webinar can learn about alternative programs that can be implemented in their schools based on what they currently have (or don’t have) now, and how they can access a member of the trainer network to provide customized training to schools. To access this recorded webinar, please visit: www.safeschools.info/bullying-prevention/professional-development/390.
- 4. The federal government** created a website specifically dedicated to providing parents, educators, teens, and community members with free resources to prevent bullying. The website is designed to build bullying prevention material into the curriculum and school activities and train teachers and staff on the school’s rules and policies. Access the website at www.stopbullying.gov for downloadable resources, video clips, links to state laws, and more. Materials are also available in Spanish.
- 5. Free, downloadable bullying prevention and intervention resources** are available from the Center for Safe Schools, including the Bullying Prevention Toolkit and related guides. These resources are designed for parents, educators, and professionals serving youth in school and out-of-school time settings. They include specific information about how to differentiate between bullying and conflict, how to respond to cyberbullying, and potential and legal implications of bullying-type behaviors. Access these resources at www.safeschools.info/bp-toolkit-guides.

- 6. The NEA is focusing on three areas of bullying prevention and school climate** – Positive Behavioral Interventions and Supports (PBIS), OBPP, and social-emotional learning models as supported by CASEL (Collaborative for Academic, Social and Emotional Learning). Visit www.nea.org/bullyfree to download bullying prevention resources, including The NEA Bullying Prevention Kit designed by educators for educators. The kit reflects the best available research on bullying prevention. Visit <http://www.nea.org/home/63900.htm> to download the Importance of School Climate Research Brief.
- 7. Bullying Prevention: 2015 Resource Guide** provides links to organizations, programs, publications, and resources focused on bullying prevention. It is divided into seven sections: (1) Organizations and Websites; (2) Data, Definitions, and Research; (3) Programs, Campaigns, and Toolkits; (4) Policies, Laws, and Legislation; (5) Publications and Resources; (6) At-Risk Populations; and (7) Bullying and Co-Occurring Issues. Each item in this resource guide includes a short description and a link to the resource itself. Descriptions of reports, guides, toolkits, campaigns, websites, and initiatives are, in most cases, excerpted from the resources themselves while descriptions of research studies are excerpted from the study abstracts. Visit <https://www.childrenssafetynetwork.org/guides/bullying-prevention> to access the 2015 Resource Guide.



METRICS:

The table below provides metrics for Bullying Prevention that can be used to evaluate your program at the **school or district level**. These can be used in addition to the evaluation component of any evidence-based program you may use. You will need to collect baseline data to demonstrate how your program changed behavior, health status, or knowledge. *Select all that apply.*

Policy Change? Y or N	Describe	# of students impacted? # of staff impacted? Change in behaviors? Change in data collection process?
Professional Development? Y or N	Describe	# of staff trained?
Changes to School Environment? Y or N	Describe	# of students impacted?
Staff trained? Y or N	Describe	# of students impacted? # of staff trained
Number of students engaged in BP efforts? Y or N	Describe	# of students engaged?
Access to discipline data regarding bullying? Y or N	Describe	# of records reviewed
Student surveys related to awareness of bullying and prevalence of bullying? Y or N	Describe	# of students surveyed including basic demographics. <i>(Surveys results analyzed pre-and post-program)</i>
Reduction in reported incidents of bullying? Y or N	Describe	# of reported incidents <i>(pre-and post-program)</i>

CHECKLIST:

Does your program (check all that apply):

- ☐ Implement evidence-based bullying prevention strategies?
- ☐ Strengthen school/district bullying prevention policies?
- ☐ Provide bullying prevention techniques and education for students?
- ☐ Provide bullying prevention training for teachers and school personnel (nurses, janitors, bus drivers, etc.)?
- ☐ Offer bullying prevention materials for families and/or school staff?
- ☐ Promote a bullying free and safe school environment for all students and staff?
- ☐ Provide professional development for teachers and school personnel?
- ☐ Engage parents/families in bullying prevention?
- ☐ Engage the community in bullying prevention efforts?

CHILD INJURY PREVENTION



Building Sustainable and Lasting Changes in Schools recommends that schools implement evidence-based programs to impact and decrease childhood injuries and the severity of those injuries. When schools and families use injury prevention strategies to promote child safety and prevent child injuries, children are more likely to be safe and engage more fully in learning. These programs use evidence- and research-based strategies to prevent injury.

Funding possibilities: The following evidence-based programs are **examples** of what could be funded for implementation in your school or school district. These programs are available for download and/or order at no cost to schools. You may also implement another evidence-based child injury prevention program.

- 1. CDC's Injury Center HEADS UP Partners Concussion,** Consists of extensive resources for parents, teachers and coaches (youth and high school) can be downloaded and/or ordered at no cost from www.cdc.gov/headsup/resources/index.html.
- 2. Safe Kids Worldwide,** is a global organization dedicated to preventing injuries in children. Injury treatment is the leading cause of medical spending for children. The estimated annual cost of unintentional child injuries in the United States is nearly \$11.5 billion, and millions of children are injured in ways that can affect them for a lifetime. Safe Kids is dedicated to reducing childhood injuries wherever they may occur. Safe Kids has coalitions across the country. To locate a coalition near you and to access the educator portal, visit www.safekids.org.
- 3. The Children's Safety Network (CSN) National Injury and Violence Prevention Resource Center** works with states to utilize a science-based, public health approach

for injury and violence prevention (IVP). CSN is available to provide information and technical assistance on injury surveillance and data, needs assessments, best practices, and the design, implementation, and evaluation of programs to prevent child and adolescent injuries. Access www.childrensafetynetwork.org to locate data for Pennsylvania and West Virginia.



METRICS:

The table below provides metrics for Child Injury Prevention that can be used to evaluate your program at the **school or district level**. These can be used in addition to the evaluation component of any evidence-based program you may use. You will need to collect baseline data to demonstrate how your program changed behavior, health status, or knowledge. *Select all that apply.*

Improve school policy regarding childhood injury prevention.	Agree or Disagree
Provide education or training on childhood injury prevention to staff.	Agree or Disagree
Provide education or training on childhood injury prevention to students.	Agree or Disagree
Provide education or training on childhood injury prevention to families.	Agree or Disagree
Reduce head injuries among students.	Agree or Disagree
Reduce injuries due to climbing, falling, and grabbing on the playground among students.	Agree or Disagree
Describe any changes to the physical environment your awarded program intends to make.	
Describe the school policy changes made as a result of your awarded program.	

CHECKLIST:

Does your program (check all that apply):

- ☐ Include evidence-based components?
- ☐ Collect baseline data?
- ☐ Use tools such as sports injury surveillance software for concussion screening?
- ☐ Help youth develop sound decision making skills to reduce injury?
- ☐ Promote an environment of safety and/or injury reduction?
- ☐ Offer professional education for school personnel?

Please answer the following question:

Will this grant result in an improvement in your annual SHARS (School Health and Related Services) report, "Serious School Injuries"? If so, note in your application the number and manner of students impacted.



HEALTHY EATING AND PHYSICAL ACTIVITY



Schools can be helpful in addressing barriers and identifying effective solutions to work towards improving the health status of children. Recognizing that there is more than one solution to childhood obesity, strategies involving the children, schools, families and communities are more effective in improving health behaviors.

Programs should have a focus on sustainability beyond one year of funding. This could include the adoption of a new, evidence-based curriculum, an assessment of Healthy Eating and Physical Activity levels for students, professional development opportunities for staff, and increasing the use of facilities to promote lifelong, healthy behaviors. To reverse the obesity epidemic, places and practices need to support healthy eating and active living in many settings. Below are examples of recommended programs to prevent obesity.

Remember, grants for equipment will only be awarded if used along with an evidence-based physical activity program such as those described below. These programs may be purchased by schools and/or school districts. Please submit a copy of your completed order form with your application.

1. SPARK (www.sparkpe.org)

SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12th grade students.

2. President's Youth Fitness Program (www.pyfp.org)

The Presidential Youth Fitness Program helps schools achieve excellence in physical education through

quality fitness education and assessment practices by providing tools to teach fitness concepts, assess fitness and understand results, plan for improvement or maintenance of fitness levels, and empower students to be fit and active for life.

3. Fitnessgram software assessment and reporting tools (www.fitnessgram.net)

Fitnessgram is a comprehensive educational, reporting, and promotional tool used to assess physical fitness and physical activity levels for children. It is the most widely used children's health-related physical fitness assessment in the world.

4. CATCH (www.catchusa.org)

The CATCH Program for schools is based on the CDC coordinated school health model (as it relates to physical activity and diet) in which eight components work interactively to educate young people about and provide support for a healthful lifestyle. CATCH employs a holistic approach to child health promotion by targeting multiple aspects of the school environment.

5. Take 10! (www.take10.net)

TAKE 10! integrates grade-specific academic learning objectives with short periods of structured physical activity in the K-5 classroom.

6. Whole Kids Foundation and the American Heart Association School Garden Lesson Plans

Register for a copy of the guide at the American Heart Association and received the monthly Healthy Living e-newsletter and the quarterly Teaching Gardens e-newsletter:
http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp

A garden is a great resource to use when teaching students about healthy eating and agriculture. Even if you don't have an in-ground garden, you can still complete the activities in this guide with your students. This guide contains 35 lesson plans with activities to engage your students in a fun and educational exploration of fruits, vegetables, and healthy eating. The lessons are cross-curricular and support curricula for Pre-K-5th grade. A variety of activities is included so you can pick and choose the learning objectives that are appropriate for your students.

RESOURCES

Alliance for a Healthier Generation

www.healthiergeneration.org/resources/

Resources include videos, printables, websites, and curricula to help you make healthy changes at your school and out-of-school time setting. The Healthy Schools Program Framework of Best Practices is a collaboration with the CDC designed to assess health and wellness at your school at the building and district level.

GoNoodle www.gonoodle.com/

GoNoodle is a website with interactive games and videos that keep kids' moving and having fun! GoNoodle got its start in schools, where 1 in 4 elementary teachers use it to keep students moving and energized throughout the day. GoNoodle turns movement into a game and makes it easy to be active, the kid way—silly, energetic, playful, and fun. Just press play on hundreds of custom-created videos and get kids running, jumping, dancing, stretching, and practicing moments of mindfulness.

Penn State PRO Wellness and Penn State Health Children's Hospital Healthy Champions Program

http://prowellness.vmhost.psu.edu/outreach/healthy_champions

Through outreach events, the Health Champions program provides tools and resources for making behavior changes to support increasing consumption of fruits and vegetables, making better beverage choices, understanding proper portion size, increasing minutes of daily physical activity, and recognizing the need to balance calories consumed through food/drink versus calories burned through physical activity and growth.

5-2-1-0 Let's Go!

www.letsgo.org

Let's Go! helps children and families eat healthy and be active. They partner with teachers, doctors, child care providers, and community organizations to help share the same four healthy habits of "5 2 1 0" (5 or more fruits and vegetables, 2 hours or less recreational screen time, 1 hour or more of physical activity, 0 sugary drinks, more water) every day.

Let's Move! Schools

www.letsmove.gov/schools

Principals, teachers and parents can help make schools healthier places to learn by providing quality nutrition, integrating physical activity during the day and teaching children about the importance of embracing a healthy, active lifestyle. The comprehensive initiative provides a variety of print and multimedia materials and links to helpful websites.

Polar GoFit

<https://polargofit.com/>

Polar (purchase necessary) offers a complete physical education solution that promotes safety, motivation and accountability among students, while bringing documentation and objective assessment to PE programs. Polar heart rate monitors, activity monitors, and fitness assessment software give physical educators the ability to evaluate students efficiently and fairly – as individuals or entire classes. Collect data while individually motivating students to achieve higher levels of their own personal fitness, analyze and report results, proving a program's effectiveness.

Robert Wood Johnson Foundation Roadmaps to Health

www.countyhealthrankings.org/policies

What Works for Health provides information on programs that are proven to work at improving health outcomes. It includes a list of various interventions with their expected beneficial outcomes and the evidence for effectiveness. Look to this resource for information on school breakfast programs, active recess interventions, enhancing quality physical education, and more.

Smarter Lunchrooms Movement

<http://smarterlunchrooms.org/>

Smarter Lunchrooms use easy no-cost and low-cost changes to encourage students to select, eat, and enjoy healthier foods in school without eliminating their choice. These interventions can maintain or improve revenue and increase participation.

The table below provides metrics for Healthy Eating and Physical Activity that can be used to evaluate your program at the school or district level. These can be used in addition to the evaluation component of any evidence-based program you may use. Select all that apply. Baseline and post-program data should be reported in aggregate. This means that if your program targets 300 K-5th grade students, your reported data could look similar to the following examples: • 0/50 (baseline) kindergartners participated in SPARK PE curriculum; 50/50 (post) kindergartners participated in the SPARK PE curriculum. • 40/50 1st grade students had increases in the number of push-ups completed from pre- to post. 10/50 (baseline) 4th grade students reported eating 5 servings of vegetables per day. 38/50 (post) 4th grade students reported eating 5 servings of vegetables per day following the program.

METRICS

Increased/enhanced physical education and activity during school? Y or N	Describe	# of students engaged? (pre- and post-program) Change in time allowed for physical activity during school hours? Change in availability of physical activity spaces before and after school hours?
Number of students engaged in nutrition education and physical activity efforts? Y or N	Describe	# of students engaged? Change in student use of fitness assessments?
Access to data regarding nutrition education and physical activity? Y or N	Describe	# of records reviewed? Reduction in school nurse visits? Reduction in behavior referrals? (changes as a result of program)
Student surveys related to knowledge of nutrition education and physical activity. Y or N	Describe	# of students surveyed including basic demographics? (surveys results analyzed pre-and post-program) Change in knowledge?
Professional education in nutrition or physical activity to staff? Y or N	Describe	# of staff trained? Types of education provided?
Changes to school environment? Y or N	Describe	# of students impacted? # of staff impacted? # of lunches sold to students participating in National School Lunch Program? Change in access to fruits or vegetables?
Select all grades this program intends to reach.	K - 12	# List all the grades impacted by this program
Policy change? Y or N	Describe	# of students impacted? # of staff impacted? Change in nutrition education curriculum? Change in data collection process?

ENVIRONMENTAL HEALTH



A continued investment in Building Sustainable and Lasting Changes in Schools will provide an atmosphere in which students can learn and thrive in a building that contains no environmental contaminants or hazards. In this environment, students can practice what they learn about making healthy decisions and staff can practice and model healthy behavior.

A safe space is also created where students, faculty, and staff can network with parents and the community to share best practices. Building Sustainable and Lasting Changes in Schools decreases absenteeism, improves student achievement, and increases the productivity of faculty and staff. We know that many schools have made great progress in increasing healthier and safer environments for students. Below are resources available to schools at no cost.

1. School Gardens

School gardens offer opportunities for fun and physical activity while serving as an important educational tool to help students understand how healthy food is produced.

School Garden Checklist

<http://www.letsmove.gov/school-garden-checklist>

2. Environmental Protection Agency's Tools for Schools Program, www.epa.gov/schools.

Use the IAQ Tools for Schools Framework and search the website to download, at no cost, valuable resources for managing indoor air quality, school chemicals, and clean school buses. The Healthy School Environments Assessment Tool (HealthySEATv2) is an easy-to-use software program. HealthySEAT is a free download that is fully customizable and designed to help school districts evaluate and manage ALL of their environmental, safety, and health issues.

3. Collaborative for High-performance Schools

(CHPS), www.chps.net/dev/Drupal/node. CHPS provides many free resources to schools, school districts and professionals about all aspects of high performance school design, construction and operation. CHPS offers a six-volume best practices manual, training and conferences, a high performance building rating, and other tools for creating healthy, green schools.

4. The USGS Water Science School, <http://education.usgs.gov>.

U.S. Geological Survey's (USGS) Water Science School's. USGSEducation contains lesson plans and knowledge assessments for Grades K-12 and is accessible at no cost to schools.

5. Healthy Schools PA. A program of Women for a Healthy Environment (WHE), launched a Fragrance-Free Schools Initiative to educate school personnel, parents, and students about the harmful health effects of fragranced products in schools and actions they can take to improve indoor air quality and the health of all those who visit school buildings. Visit www.HealthySchoolsPA.org to download the toolkit and learn tips for creating fragrance-free schools. Contact WHE staff at (412) 404-2872 to schedule a presentation for faculty, parents, and/or students.

METRICS:

The table below provides metrics for Environmental Health that can be used to evaluate your program at the **school or district level**. These can be used in addition to the evaluation component of any evidence-based program you may use. **Select all that apply.**

1. School Gardens:

School gardens offer opportunities for fun and physical activity while serving as an important educational tool to help students understand how healthy food is produced. <http://www.letsmove.gov/school-garden-checklist>

Metrics for School Garden Program

Policy changes? Y or N	Describe	# of students impacted? # of staff impacted? Change in behavior? Change in data collection?
Professional Development? Y or N	Describe	# of staff trained?
Changes to School Environment? Y or N	Describe	# of students impacted? Is garden integrated into other academic subjects 9 – math, science, art, etc.)
Staff trained? Y or N	Describe	# of staff trained?
Number of students engaged in the project?	Describe	List all classes or grades engaged in the project.
Student surveys related to awareness of healthy eating and the effects of learning in the outdoor environment? Y or N	Describe	# of students surveyed, including basic demographics (<i>Survey results analyzed pre -and post-program</i>)
Are students making healthier eating choices?	Describe	# of students impacted? # of students surveyed % healthy food purchases (school cafeteria) Decrease in convenience foods purchased/sold (if schools have vending) and/or vegetable consumption?

2. Green Cleaning in Schools:

Why Green Cleaning? Green cleaning helps students stay healthy and ready to learn. Green cleaning protects custodial staff. Green cleaning increases facility lifespan. Green cleaning products and techniques can reduce the risk of illness and injuries. <http://greencleanschools.org/>

Metrics for Green Cleaning Program

Policy changes? Y or N	Describe	# of students impacted? # of staff impacted? Change in behavior? Change in data collection?
Professional Development? Y or N	Describe	# of staff trained? (survey teachers before implementing program to determine amount and types of waste)
Changes to School Environment? Y or N	Describe	# of students impacted? (survey students before implementing program to determine amount and types of waste)

Staff trained? Y or N	Describe	# of staff trained?
Number of students engaged in the project?	Describe	List all classes or grades are engaged in the project.
Have the number of visits to the school nurse regarding asthma decreased since implementing green cleaning?	Describe	# of school nurse visits for asthma pre- and post-program # student days missed for asthma-related conditions (increase or decrease)
Has the cost for cleaning supplies increased or decreased since implementing green cleaning?	Describe	Cost difference between the school's new green cleaning program and the school's old cleaning program?

3. Waste Reduction:

Tools to Reduce Waste in Schools — Reduce, Reuse, Recycle, Buy Recycled

Waste reduction projects in schools generate interest in the topic of solid waste as an environmental issue. These projects focus on reducing, reusing, and recycling material waste at a school with the overall goal of replacing waste at the school. A successful waste reduction project includes a focus on preventing waste, understanding where waste ends up, and exploring how waste issues impact the land, air, water, and other living things in the local environment.

Students involved in waste reduction projects explore topics of how humans interact with the world around them, including the use of natural resources, impacts on the land, water, air, and other living things in a local environment. Students think about their actions and learn to make their own choices. Students begin to develop a sense of wonder about the world around them and will understand the importance of caring for the Earth.

Metrics for Waste Reduction Program

Policy changes? Y or N	Describe	# of students impacted? # of staff impacted? Change in behavior? (students and adults) Change in data collection?
Professional Development? Y or N	Describe	# of staff trained?
Changes to School Environment? Y or N	Describe	# of students impacted?
Staff trained? Y or N	Describe	# of students impacted? # of staff trained?
Number of students engaged in the project?	Describe	List all classes or grades are engaged in the project.
Has waste diverted from the landfill since program was established?	Describe	Approximate amount of waste diverted.
What tools for waste diversion is the school using most? (reduce, reuse, recycle, compost)	Describe	Approximate amount of waste diverted per waste diversion tactic.

CHECKLIST:

Does your program (*check all that apply*):

- | | |
|--|--|
| <input type="checkbox"/> Implement school-based asthma policies and asthma management? | <input type="checkbox"/> Monitor air quality in schools? |
| <input type="checkbox"/> Promote self-management and education for students? | <input type="checkbox"/> Promote water consumption in schools as an alternative to sodas and sugar-sweetened drinks? |
| <input type="checkbox"/> Offer school nurse education? | <input type="checkbox"/> Make bottled water available during school meals? |
| <input type="checkbox"/> Provide standardized asthma action plans for school nurses and faculty? | <input type="checkbox"/> Increase access to clean drinking water and clean water fountains? |
| <input type="checkbox"/> Use evidence-based asthma prevention interventions? | <input type="checkbox"/> Improve school filtration system? |
| <input type="checkbox"/> Offer asthma training for families and/or school staff? | <input type="checkbox"/> Provide professional development for school personnel? |

BUILDING SUSTAINABLE AND LASTING CHANGES IN SCHOOLS APPLICATION GUIDELINES:

The Application is available online only at <https://highmarkfoundationrfp.versaic.com>.

FOLLOW THE INSTRUCTIONS TO FIRST CREATE AN ACCOUNT. Incomplete applications will not be considered. If you have questions, please contact the Highmark Foundation at 1-866-594-1730 or info@highmarkfoundation.org.

Highmark Foundation Building Sustainable and Lasting Changes in Schools grants will be awarded to schools or school districts based on the merits of the proposal as defined in the following Application Guidelines.

1. Highmark Foundation review committee will be looking for the following elements in your application:
 - A. Is the program well-conceived, well-planned and does it show an understanding of the children's health issues addressed in the proposal?
 - B. Does the school or school district have the capacity to carry out the program?

- C. Does the program have a solid evaluation plan?
- D. Is the budget submitted appropriate for the overall program?
- E. Is the timeline realistic for the activities proposed?

2. Public school districts and private, parochial, and charter schools grades K-12 within the 62 counties in Pennsylvania served by Highmark Inc. and all counties (55) in West Virginia are eligible to apply.
3. Applications are currently being accepted for the 2016-2017 school year until **Friday, March 17, 2017**. Awards will be announced on or about June 30, 2017.
4. The grant review process varies depending on the completeness of your application. If your school or district is awarded a grant, the grant check will be included in your award letter. Please be sure to complete and attach the signed Terms and Conditions document which is found online with the application.
5. Funded programs must begin within two months of receiving the award. Funding is provided for a maximum of 12 months. Funds may not be carried over into the next school year. For questions or additional information about the Highmark Foundation's Building Sustainable and Lasting Changes in Schools grant program, call the toll-free telephone number: 1-866-594-1730 or e-mail: info@highmarkfoundation.org.

Please complete the **Building Sustainable and Lasting Changes in Schools** application online. Application is available at <https://highmarkfoundationrfp.versaic.com>.

Western Pennsylvania

Counties served: Allegheny, Armstrong, Beaver, Bedford, Blair, Butler, Cambria, Cameron, Clarion, Clearfield, Crawford, Erie, Elk, Fayette, Forest, Greene, Huntingdon, Indiana, Jefferson, Lawrence, McKean, Mercer, Potter, Somerset, Venango, Warren, Westmoreland, and Washington

Central Pennsylvania

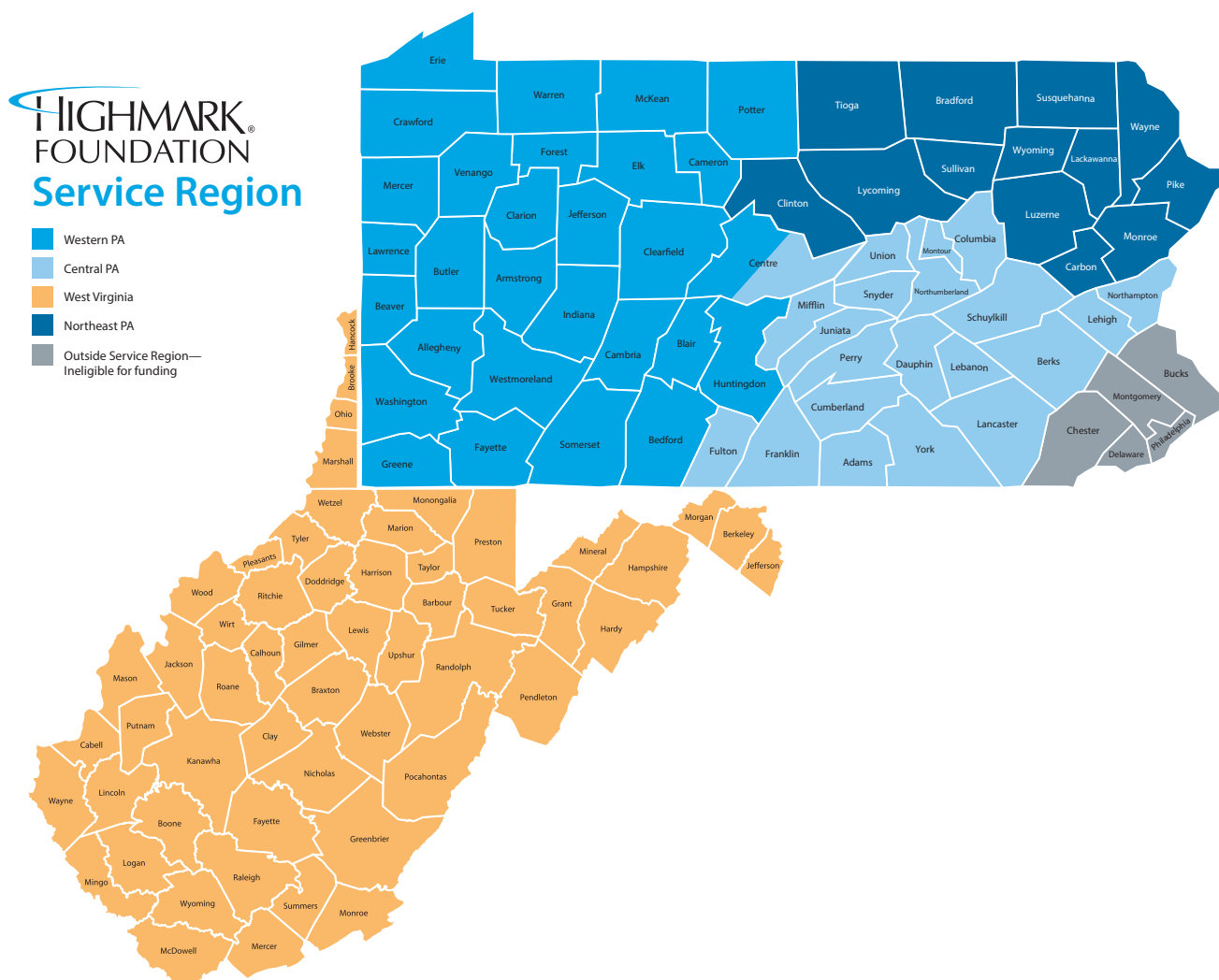
Counties served: Adams, Berks, Centre, Columbia, Cumberland, Dauphin, Franklin, Fulton, Juniata, Lancaster, Lebanon, Lehigh, Mifflin, Montour, Northampton, Northumberland, Perry, Schuylkill, Snyder, Union, and York

Northeast Pennsylvania

Counties served: Bradford, Carbon, Clinton, Lackawanna, Luzerne, Lycoming, Monroe, Pike, Sullivan, Susquehanna, Tioga, Wayne, and Wyoming

West Virginia

All counties in West Virginia are eligible to apply.



Advancing Excellence in School Nursing

Application Deadline: Friday, March 17, 2017



2017 AWARDS NOMINATIONS



For many children, school nurses play a vital role in keeping kids healthy while maintaining a strong well-being for academic success. Increased attention has been focused on the schools as a site where prevention, early intervention, and primary care can occur.

School nurses are important leaders regarding adolescent health and wellness. They often have a huge impact on wellness priorities and policies and exhibit leadership by creating a culture of health and wellness. This is accomplished by implementing strategies that promote student and staff health and safety. The school nurse as a leader coordinates all school health programs including, but not limited to:

- Health Services — Manages health services program and provides nursing care
- Health Education — Provides health education to students, staff, and parents
- Healthy Environment — Identifies school health and safety concerns and promotes a nurturing social environment
- Nutritional Services — Supports healthy food services
- Physical Education/Activity — Promotes healthy physical education, sports policies, and practices
- Counseling — Provides health counseling, assesses mental health needs, provides interventions, and refers students to appropriate school staff or community agencies
- Parent/Community Involvement — Promotes community involvement in assuring a healthy school, and serves as school liaison to a health advisory committee.
- Wellness — Provides health education and counseling, and promotes healthy activities and environment to develop staff wellness programs

The Highmark Foundation Advancing Excellence in School Nursing Awards applauds those devoted school nurses who exhibit leadership and passion and work tirelessly to keep our children healthy.

The Highmark Foundation is seeking nominations for the 2017 Advancing Excellence in School Nursing Awards. The Highmark Foundation will choose up to eight winners from the nominees representing school districts in Highmark Foundation's service regions — western Pennsylvania, central Pennsylvania, and West Virginia.

We are honored to recognize those who are working every day to advance good health within our schools, and **WE NEED YOUR SUPPORT!**

Use this questionnaire to nominate a school nurse and tell us why your school nurse deserves the 2017 Advancing Excellence in School Nursing Award.

Use this questionnaire to nominate a school nurse in one of four categories:

- School Nursing Practice & Leadership Award
- Transformation Award
- Spirit of the Year Award
- Collaboration Award



ADVANCING EXCELLENCE IN SCHOOL NURSING AWARD

Criteria and Guidelines

You may nominate a school nurse for ONE of the following categories. In addition to demonstrating a proven track record in the chosen category, the nominee must also:

- Have at least five years' experience as a school nurse;
- Be currently practicing as a school nurse within Highmark Foundation's service region of (western Pennsylvania, central Pennsylvania and West Virginia). More than 50% of nominee's time should be spent in direct care.
- Have recommendations letter(s) demonstrating support written by a principal or school administrator.

1. School Nursing Practice & Leadership Award:

- Practice and leadership in school health;
- Evidence of special qualities of care and compassion;
- Published research
- Proven advocacy efforts on the national, state, or local level
- Supports legislative issues that impact school nursing services, student health, etc.

2. Transformation Award:

- Rethinking the delivery of school health services;
- Reimagining how health care services can provide prevention services to students;
- Advancing school nursing profession by sharing best practices and new innovations

3. Spirit of the Year Award:

- Love for school nursing profession;
- Caring and compassion for student, staff, and families;
- Willing to learn;
- True team player
- Serves as role model

4. Collaboration Award:

- Partnerships with other school districts, health providers, school based health systems, external resources;
- Goes above and beyond norm to find resources and assistance for students, staff, and families

Procedure for Submitting an Application:

Nominations can be made by school nurse colleagues, school staff, administrators, supervisors, teachers, parents, students, community members, or others. The nominee must be notified of nomination and approve of publicity and recognition requirements. Building principal and/or superintendent signature required.

- Describe a specific activity in which the nominee has actively and substantially impacted the health of children he/she serves (300 words or less).
- Provide an example of how the nominee's behavior has influenced school nursing.
 - Demonstrates best practices in school nursing
 - Uses creative resources, both human and material, to improve the school health program
 - Promotes excellence in student health and wellness

Attachments for the application (required):

- Current resume including education, awards, committees, membership in professional organizations, certifications, etc.
- No more than three (3) letters of recommendation.
- Current high-resolution digital photo of nominee (camera-ready headshot).

Information MUST BE SUBMITTED VIA THE ONLINE APPLICATION which is found at <https://highmarkfoundationrfp.versaic.com>.

Deadline for submission: Friday, March 17, 2017

Winners will be announced on Wednesday, May 10, 2017, to celebrate National School Nurse Day through coordinated communications including press releases, social media, and website.

Award presentations will take place at the awardees' school on a date mutually agreed to by Highmark Foundation and School Administration.

Meeting Health Needs through Supportive Services

**Applications are approved on a rolling basis and
are accepted until December 31, 2017**

MEETING HEALTH NEEDS THROUGH SUPPORTIVE SERVICES



Children spend seven to eight hours a day five days a week in school under the care and supervision of teachers, administrators and school nurses. Schools also play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors. Schools today are responsible for more than providing a place for students to learn. Most are also resources for improving or changing life outcomes and more often are charged with meeting the social and supportive health needs of vulnerable students and communities.

The Highmark Foundation has an extensive history of supporting schools with a strong focus on encouraging adoption of best practices that address critical health issues affecting children. Through the Creating a Healthy School Environment grant program, Highmark Foundation's goal is to provide schools with the necessary resources needed to best meet students' needs.

Meeting Health Needs through Supportive Services is a strategy to support economically disadvantaged school districts and high-needs schools with supplementary assistance through grants to meet basic student health needs. Applications will be considered based on demonstrated need and established guidelines.

Definition of a High-needs School: A high-needs school is defined as:

- Being within the top quartile of elementary and secondary schools statewide, as ranked by the number of unfilled, available teacher positions.
- Located in an area where at least 30 percent of students come from families with incomes below the poverty line.
- Low-rated academic performance.

- Located in an area with a high percentage of out-of-field teachers, high teacher turnover rate, or a high percentage of teachers who are not certified or licensed.
- Unable to fill job vacancies or retain teachers, have teachers who are not qualified, or teachers who teach in subjects outside their field.
- More than 75 percent of the students are eligible for free or reduced lunch.

Sources:

1. High Needs Schools. Teach.com website. <http://teach.com/why-teach-high-needs-schools>.
2. Concentration of Public School Students Eligible for Free or Reduced Price Lunch. National Center for Education Statistics website, Updated May 2015. https://nces.ed.gov/programs/coe/pdf/coe_clb.pdf

The Highmark Foundation is pleased to present two opportunities for schools to further supplement basic health needs. Schools are invited to apply for either grant to assist with purchasing items that impact the health of students. Applications will be considered based on demonstrated need and established guidelines.

Child Health & Wellness Grants-

Provides up to \$1,000 to assist with the purchase of specific items that impact a child's overall health and well-being.

Equipment and Supplies Challenge Grant-

The Highmark Foundation recognizes that School Nurses require specialized equipment and supplies that may not be available through tight school budgets. The intent of the Equipment and Supplies Challenge Grant is to match up to \$2,500 for the purchase of necessary items. Schools must provide a detailed invoice or purchase order and show evidence of secured funding from additional sources (PTOs, other Foundations, local business donations, school fundraisers, etc.).

GRANT CRITERIA:

School is categorized as a *High-needs* school.

School is located in the Highmark Foundation service region on page 19.

The application is available online only at <https://highmarkfoundationrfp.versaic.com>.

Meeting Needs through Supportive Services grants will be awarded to schools based on the merits of the proposal and demonstrated need. Grants are awarded on a rolling basis throughout the year and generally take 2–4 weeks for review and processing.

If you have questions, please contact the Highmark Foundation at 1-866-594-1730 or via email at info@highmarkfoundation.org.





www.highmarkfoundation.org

1-866-594-1730