CREATING A HEALTHY SCHOOL ENVIRONMENT:
Building Sustainable and Lasting Changes in Schools

Applications are due May 8, 2015. Applications are only accepted online.

Highmark Foundation
Mission

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.

Highmark Foundation Board of Directors

Daniel A. Onorato, Chair
Executive Vice President, Public Policy, Chief Government Relations and Community Affairs Officer, Highmark Health

James B. Bramson, DDS
Chief Dental Officer, United Concordia Companies, Inc.

Janine K. Colinear
Senior Vice President, Allegheny Health Network Finance, Corporate Services

Patricia J. Darnley
President and Chief Executive Officer, Gateway Health

Evan S. Frazier
Senior Vice President of Community Affairs, Highmark Health

Judy W. Sjostedt
Executive Director, Parkersburg Area Community Foundation

Doris Carson Williams, Vice Chair
President & CEO, African American Chamber of Commerce
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 that have sustainable and lasting change through a comprehensive school strategy.

Creating a healthy school environment 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.

To help schools promote student health and wellness, Highmark Foundation is providing schools throughout the areas served by Highmark Inc. and its subsidiaries and affiliates, as well as all counties in West Virginia with funding and resources necessary to create healthier and safer environments for students.

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, physical and environmental health and bullying prevention.
The Foundation is pleased to announce a funding opportunity for schools. This funding opportunity will make $250,000 available to schools in central and western Pennsylvania and $75,000 to schools in West Virginia for the 2015 – 2016 school year. The goal is district-wide impact. **Individual school buildings located in Pennsylvania are not eligible to apply** unless they are charter, parochial, private or vocational schools.

Application is available at: [https://highmarkfoundationrfp.versaic.com](https://highmarkfoundationrfp.versaic.com). Follow the instructions to create an account.

1. Public school district grants up to $10,000 each will be awarded to 15 school districts for implementing programs that improve access to quality school-based health and wellness programs. We are interested in public schools applying as districts for implementing programs.
   a. If awarded, school districts should identify and select schools within their district to receive funding.

2. Private, charter, vocational and parochial schools (Grades K-12)
   c. Mini-grants up to $5,000 will be awarded to 20 non-public school buildings
   d. Private, parochial and charter schools may only apply for the $5,000 mini-grants

**WEST VIRGINIA SCHOOLS**

1. Public, private, charter vocational and parochial schools (Grades K-12)
   a. $5,000 mini-grants will be awarded to 15 schools
   b. West Virginia schools may **only** apply for the $5,000 mini-grants

Notes Regarding Eligibility:

- Grants will not be awarded exclusively for equipment such as treadmills, bikes, etc.
- 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 four.
- 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 student’s needs.
- All schools are **REQUIRED** to submit a baseline report due on January 29, 2016 and a final report due on September 30, 2016. Reports include quantitative/measurable pre- and post-program knowledge and changes in health status indicators depending on your program.
- 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 considered.
- Applications must be completed online at [https://highmarkfoundationrfp.versaic.com](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. **Physical and 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.

**HELPFUL HINTS:**

- Highmark Foundation expects schools to produce data driven informational reports. **A Baseline Report is due on January 29, 2016 and a Final Report is due on September 30, 2016.** 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 student’s 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.

- 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.

- 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.

- **Technical assistance is available from the following organizations:**
  - 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. Call PRO Wellness at 717-531-1440 extension 3 or e-mail at PROwellness@hmc.psu.edu.
  - 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 the grant funding can be used for 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. Technical assistance is still available from The Center for Safe Schools regardless of the bullying prevention program chosen. Many of the featured programs have built in evaluation components.

- **The Center for Safe Schools and Communities** will be available to provide technical assistance with measurement and evaluation tools for all bullying prevention programs. Call Center for Safe Schools and Communities at 717-763-1661, extension 212.

- **Women for a Healthy Environment** will be available to provide technical assistance with measurement, data collection and evaluation for physical and environmental health programs. Call Women for a Healthy Environment at 412-404-2872 or e-mail at info@healthyschoolspa.org.
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. Also, any school that may want to implement the Olweus Bullying Prevention Program 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.

**PROGRAMS:**

1. **I Can Problem Solve (ICPS),** [www.icanproblemsolve.info](http://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 curriculum, plus 2-day training; (approximately $2,500 for a year of training and consultation).

2. **Steps to Respect Bullying Prevention Program,** [http://www.cfchildren.org/Advocacy/AboutUs/tabid/265/Default.aspx](http://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 curriculum, no training required.


4. **Roots of Empathy,** [www.rootsofempathy.org](http://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](http://www.safeschools.info/bullying-prevention/locate-a-trainer). Members of the PA Bullying Prevention Network have received certification in the Olweus Bullying Prevention Program.


3. **Please mark your calendar.** You have an opportunity to participate in monthly Center for Safe Schools “Third Thursday” webinars held from 3:00 – 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 7 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: [http://www.safeschools.info/bullying-prevention/professional-development/390](http://www.safeschools.info/bullying-prevention/professional-development/390). For more information about registering for live and other pre-recorded events, please visit [http://www.safeschools.info/bullying-prevention/professional-development](http://www.safeschools.info/bullying-prevention/professional-development).

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 [http://www.stopbullying.gov/](http://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 [http://www.safeschools.info/bp-toolkit-guides](http://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](http://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. Click here to view or 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. Access the guide here: Bullying Prevention: 2015 Resource Guide [PDF].

**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.**

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

**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?
Creating a Healthy School Environment recommends that schools implement evidence-based programs to impact and decrease childhood injuries and the severity of those injuries. When programs 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/concussion/HeadsUp/partners.html](http://www.cdc.gov/concussion/HeadsUp/partners.html).

**2. The School Health Index (SHI): Self-Assessment & Planning Guide 2014** is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It’s easy to use and completely confidential. Available for elementary, middle and high schools at no cost.

   - [School Health Index (SHI)]
   - [SHI for Elementary Schools]
   - [SHI for Middle and High Schools]

**3. Safe Kids Worldwide.** 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 [https://www safekids org/](https://www.safekids.org/).

**4. 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.childrenssafetynetwork.org](http://www.childrenssafetynetwork.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.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th>Impact Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Change? Y or N</td>
<td>Describe</td>
<td># of students impacted?</td>
</tr>
<tr>
<td>Professional Development? Y or N</td>
<td>Describe</td>
<td># of staff trained?</td>
</tr>
<tr>
<td>Changes to School Environment? Y or N</td>
<td>Describe</td>
<td># of students impacted?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What was the impact?</td>
</tr>
<tr>
<td>Educational Session? Y or N</td>
<td>Describe</td>
<td># of students impacted?</td>
</tr>
<tr>
<td>Concussion screening software? Y or N</td>
<td>Describe</td>
<td># of students who have used?</td>
</tr>
<tr>
<td>Increase concussion identification</td>
<td>Describe</td>
<td># of students taken out of play?</td>
</tr>
<tr>
<td>First aid equipment? Y or N</td>
<td>Describe</td>
<td># that have used?</td>
</tr>
</tbody>
</table>

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, please describe and note the number of students impacted and describe how they were impacted.
Schools can be helpful in identifying effective approaches to create healthy weight in children. Recognizing that there is no single or simple solution to childhood overweight, strategies that improve children's health behaviors by involving the children, their schools, families and communities are more effective. 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. **Fitnessgram software assessment and reporting tools** ([www.fitnessgram.net](http://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.

2. **SPARK** available from [www.sparkpe.org](http://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.


4. **CATCH** [www.catchusa.org](http://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. **JDRF Kids Walk to Cure Diabetes** is an engaging way to teach students about type 1 and type 2 diabetes. The Highmark Foundation encourages schools to consider participating in the Kids Walk and learn about the importance of a healthy diet, and exercise. This is a great way to bring students and staff together in the spirit of service for others. [Click here](http://www.catchusa.org) to download a pdf with more information.

6. **We Can!** (Ways to Enhance Children's Activity & Nutrition) is a national movement designed to give parents, caregivers, and entire communities a way to help children 8 to 13 years old stay at a healthy weight. Science-based educational programs,
support materials, training opportunities, and other resources to support programming for youth, parents, and families in the community are available at www.nhlbi.nih.gov/health/public/heart/obesity/wecan/.

7. **School Health Guidelines to Promote Healthy Eating and Physical Activity** may also be a useful resource. This resource provides nine guidelines that serve as the foundation for developing, implementing, and evaluating school-based healthy eating and physical activity policies and practices for students in grades K-12.

8. **The Alliance for a Healthier Generation** is an excellent resource that includes videos, printable resources, websites, and curricula to help you make healthy changes at your school and out-of-school time setting. Their 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. More information is available at https://www.healthiergeneration.org/.

9. **Healthy Champions Program** is available free to you. Through outreach events, this 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. Check out www.pennstatehershey.org/PROwellness/champs for more information.

**Individual Level**

For one or two classes impacted by grant funding, provide aggregate student level data that demonstrates a change as a result of your project. An example of aggregate student level data could include Fitnessgram data (baseline and post program) in the areas of aerobic capacity, muscle strength, endurance, flexibility, and body composition.

---

**CHECKLIST:**

Does your program (check all that apply):

- [ ] Improve children's nutrition and physical activity in schools through healthier school foods and physical education classes that accommodate the health and nutrition needs of all students?

- [ ] Provide spaces and facilities for physical activity (including playgrounds and sports fields) that meet or exceed recommended safety standards?

- [ ] Support quality daily physical education in schools?

- [ ] Make school's physical activity spaces available before and after school hours?

- [ ] Use existing data to create school-based prevention, physical activity and nutrition programs?

- [ ] Engage students in at least 60 minutes or more of physical activity every day?

- [ ] Offer professional education for school personnel?

- [ ] Incorporate health, safety and wellness into student curriculum?

- [ ] Collect baseline and post program data?

---

A report may look something like this:

3rd grade class of 27 students, 16/27 showed improvement in aerobic capacity and 14/27 showed improvement in number of push-ups. A 5th grade class of 32 students, 20/32 showed improved in PACER score, 12/32 showed improvement in trunk lift.
**METRICS:**

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. You will need to collect baseline data to demonstrate how your program changed behavior, health status, or knowledge. **Select all that apply.**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th>Impact</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>School policy changes? Y or N</td>
<td>Describe</td>
<td># of students impacted? How were they impacted?</td>
<td></td>
</tr>
<tr>
<td>Opened use of facilities beyond school day to students and/or community? Y or N</td>
<td>Describe</td>
<td># of students or people impacted?</td>
<td></td>
</tr>
<tr>
<td>Increased recess time? Y or N</td>
<td>Describe</td>
<td># of students impacted? How did that change physical activity?</td>
<td></td>
</tr>
<tr>
<td>Funded technical assistance to assist with making changes? Y or N</td>
<td>Describe</td>
<td>What changes were implemented after technical assistance was provided?</td>
<td></td>
</tr>
<tr>
<td>Change in physical education instruction or classes? Y or N</td>
<td>Describe</td>
<td># of students impacted?</td>
<td></td>
</tr>
<tr>
<td>Offered new spaces or facilities for physical activity? Y or N</td>
<td>Describe</td>
<td># of students impacted? What was the impact?</td>
<td></td>
</tr>
<tr>
<td>Increased number of minutes of physical activity? Y or N</td>
<td>Describe</td>
<td># of students impacted? What was the impact?</td>
<td></td>
</tr>
<tr>
<td>Equipment purchase? Y or N</td>
<td>Describe</td>
<td># of students impacted? How were they impacted?</td>
<td></td>
</tr>
<tr>
<td>Serve fresh fruit at least 1 day per week? Y or N</td>
<td>Describe</td>
<td># of days increase in fruit consumption by students</td>
<td></td>
</tr>
<tr>
<td>Offer healthy foods/snacks in vending machines? Y or N</td>
<td>Describe</td>
<td>Increased selection of healthy foods? (Explain what foods were replaced by the vendor.)</td>
<td></td>
</tr>
<tr>
<td>Offer only nonfat milk and low-fat milk each day? Y or N</td>
<td>Describe</td>
<td>Amount consumed?</td>
<td></td>
</tr>
<tr>
<td>Make safe, unflavored drinking water available to students throughout the day? Y or N</td>
<td>Describe</td>
<td>How much was consumption increased?</td>
<td></td>
</tr>
<tr>
<td>Offer edible school yards? Y or N</td>
<td>Describe</td>
<td>Edible education curriculum developed? # of students served?</td>
<td></td>
</tr>
</tbody>
</table>
A continued investment in creating a healthy school environment 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. Creating a healthy school environment decreases absenteeism, improves student achievement and 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. **CDC’s National Asthma Control Program**, [http://www.cdc.gov/asthma/](http://www.cdc.gov/asthma/). CDC’s National Asthma Control Program (NACP) plays a pivotal role in promoting asthma-friendly schools. Asthma-friendly schools are those that make the effort to create a safe and supportive learning environment for students with asthma. They have policies and procedures that allow students to manage their asthma. CDC developed several tools to help schools and districts become more asthma-friendly accessible at no cost to schools from [http://www.cdc.gov/asthma/pdfs/schools_fact_sheet.pdf](http://www.cdc.gov/asthma/pdfs/schools_fact_sheet.pdf).

2. **Environmental Protection Agency’s Tools for Schools Program**, [http://www.epa.gov/iaq/schools](http://www.epa.gov/iaq/schools). Use the IAQ Tools for Schools Framework and sustain an effective and comprehensive indoor air quality (IAQ) management program or other overall health and safety initiatives in the school environment.

3. **Environmental Protection Agency (EPA)**, [www.epa.gov/asthma/school-based.html](http://www.epa.gov/asthma/school-based.html). Search the website and download at no cost for valuable resources for managing indoor air quality, school chemicals and clean school buses.

4. **EPA HealthySEAT** (Healthy Schools Environments Assessment Program), [www.epa.gov](http://www.epa.gov). 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.

5. **Collaborative for High Performance Schools (CHPS)**, [http://www.chps.net/dev/Drupal/node](http://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.

6. **The USGS Water Science School**, U.S. Geological Survey’s (USGS) Water Science School. This site provides information on many aspects of water, along with pictures, data, maps, and an interactive center where you can give opinions and test your water knowledge. USGS Education contains lesson plans and knowledge assessments for Grades K-12 and is accessible at no cost to schools at [http://education.usgs.gov/](http://education.usgs.gov/).
7. Schools are becoming increasingly aware that healthy and environmentally friendly facilities foster academic achievement and staff well-being. Women for a Healthy Environment (WHE) has launched a **Fragrance-Free Schools Initiative** to educate school personnel, parents and students about the harmful health effects of fragranced products and actions they can take to improve indoor air quality and the health of all those who visit school buildings. Visit [www.womenforahealthyenvironment.org/pages/fragrance-free-at-school](http://www.womenforahealthyenvironment.org/pages/fragrance-free-at-school) 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 Physical and 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. You will need to collect baseline data to demonstrate how your program changed behavior, health status, or knowledge. Select all that apply.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th># of students impacted and how were they impacted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School policy changes? Y or N</td>
<td>Describe</td>
<td># of students impacted and how were they impacted?</td>
</tr>
<tr>
<td>Reduce exposure to environmental toxins by purchasing recycled, biodegradable or third-party certified building products or school supplies? Y or N</td>
<td>Describe Air quality data (baseline and change)</td>
<td></td>
</tr>
<tr>
<td>Funded technical assistance to assist with making changes? Y or N</td>
<td>Describe What was the result of the technical assistance?</td>
<td></td>
</tr>
<tr>
<td>Implement a program to recycle or reduce waste (such as composting)? Y or N</td>
<td>Describe # of students impacted and how were they impacted?</td>
<td></td>
</tr>
<tr>
<td>Improve student transportation, such as creating safe routes to school or posting no idling signs? Y or N</td>
<td>Describe # of students impacted and how were they impacted?</td>
<td></td>
</tr>
<tr>
<td>Create safe schools grounds by inspecting playground equipment for toxins/hazards or prohibiting pesticides on school grounds? Y or N</td>
<td>Describe # of students impacted?</td>
<td></td>
</tr>
<tr>
<td>Implemented school-based asthma program? Y or N</td>
<td>Describe # of students impacted?</td>
<td></td>
</tr>
<tr>
<td>Make safe, unflavored drinking water available to students throughout the day? Y or N</td>
<td>Describe Water quality data</td>
<td></td>
</tr>
<tr>
<td>Implement an indoor air quality management plan? Y or N</td>
<td>Describe Percentage of particulate matter</td>
<td></td>
</tr>
<tr>
<td>Create Green Spaces for Learning (such as a school garden) and Green Spaces for Physical Activity? Y or N</td>
<td>Describe # spaces available</td>
<td></td>
</tr>
</tbody>
</table>
### CHECKLIST:

Does your program (check all that apply):

- [ ] Implement school-based asthma policies and asthma management?
- [ ] Promote self-management and education for students?
- [ ] Offer school nurse education?
- [ ] Provide standardized asthma action plans for school nurses and faculty?
- [ ] Use evidence-based asthma prevention interventions?
- [ ] Offer asthma training for families and/or school staff?
- [ ] Monitor air quality in schools?
- [ ] Promote water consumption in schools as an alternative to sodas and sugar sweetened drinks?
- [ ] Make bottled water available during school meals?
- [ ] Increase access to clean drinking water and clean water fountains?
- [ ] Improve school filtration system?
- [ ] Provide professional development for school personnel?
Creating A Healthy School Environment 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 feel free to contact the Highmark Foundation at 1-866-594-1730 or info@highmarkfoundation.org.

Highmark Foundation Creating a Healthy School Environment 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 grant evaluators 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 public private, parochial and charter schools grades K-12 within the 49 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 2015-2016 school year until May 8, 2015. Awards will be announced on or about June 30, 2015. Please check the Highmark Foundation's website at www.highmarkfoundation.org for the announcement. Checks will be mailed in August 2015.

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.

5. Funded programs must begin within 2 months of receiving the award. Funding is provided for a maximum of 12 months. For questions or additional information about the Highmark Foundation's Creating a Healthy School Environment grant program, call toll-free: 1-866-594-1730 or e-mail: info@highmarkfoundation.org.

Please complete the Healthy School Environment application online. Application is available at https://highmarkfoundationrfp.versaic.com.

Western Pennsylvania

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

West Virginia
All counties in West Virginia are eligible to apply.