



HIGHMARK[®]
FOUNDATION

SCHOOL GRANTS &
AWARDS PROGRAMS



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 highmarkfoundation.org.

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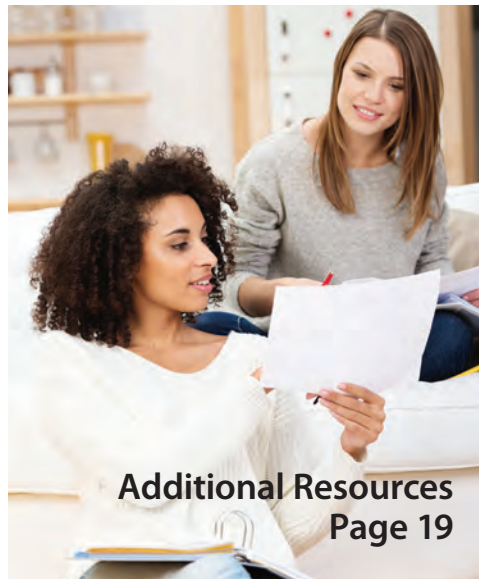
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Introduction

Highmark Foundation is pleased to present the 2019–2020 School Grant and Awards Program available to schools in central, northeast, and western Pennsylvania and West Virginia. This coordinated approach provides schools with three distinct opportunities for improving health and wellness in their schools:



Highmark Foundation School Grants

Schools in Pennsylvania and West Virginia can apply for grants in the following categories: bullying prevention, child injury prevention, environmental health, healthy eating and physical activity, and school-based health.



Advancing Excellence in School Nursing Awards

Awards will be given to school nurses in central, northeast, 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 and will be recognized widely through coordinated press releases and social media on National School Nurse Day.



Supportive Services Health Grants

This strategy supports economically disadvantaged school districts and high-needs schools with supplementary assistance through grants to meet basic student health needs.

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.

Items such as personal care/hygiene, eyeglasses, supplemental clothing/undergarments, healthy and nutritious food items, and winter clothing are all examples of acceptable expenses.

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.).**

Items such as vision screeners, digital scales, new cots, blood pressure monitor, glucose meters, stethoscopes, and AED machines are all examples of acceptable expenses.





School Grants

Application Deadline: Friday, March 29, 2019





Highmark Foundation School Grant Program

The following pages provide examples of high-quality programs that are available for your school to implement. The programs listed, with the exception of Bullying Prevention, are provided as a resource or example.



BULLYING PREVENTION

Research is still developing that helps us to better understand and prevent bullying before it starts. 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.



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 promote widespread adoption of these practices and policies.



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.



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.



SCHOOL-BASED HEALTH

Schools continue to experience increasing demands related to student health issues. The student health issues can be acute or chronic and have increasing complexity. Challenges exist for addressing the increasing demand for health services in schools. Schools are encouraged to submit proposals for strategies that will enhance its capacity and/or school nurses to provide comprehensive services to the students of their districts.



Eligibility Criteria

Pennsylvania and West Virginia Schools (*Public, Private, Charter, Vocational High Schools, and Parochial Schools*)— Schools will be awarded **up to \$7,500** to implement programs that improve access to quality school-based health and wellness programs.



Notes Regarding Eligibility

- ▶ Applications for bullying prevention will only be awarded to support those programs listed on page 9.
- ▶ Equipment is only considered when necessary for the implementation of the program. Grants will not be awarded exclusively for equipment such as elliptical machines, stationary bikes, treadmills, weight room power racks and storage, weight room benches, or other large, single pieces of equipment. **Grants will not be awarded to support the purchase of iPads, Fitbits, or televisions.**
- ▶ Applications will be evaluated on the strength of the proposal, the specific project and need, the use of funds and outcomes.
- ▶ Applications that do not meet the eligibility criteria will be declined.

Deadline for submission: Friday, March 29, 2019.



Bullying Prevention

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. Should your school receive a grant, the Center for Safe Schools will follow up with the grant coordinator to answer questions and provide technical support.

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

NOTE: Any school that may want to implement the Olweus Bullying Prevention Program (OBPP) must first conduct the Olweus Bullying Questionnaire (OBQ) to assess the levels of bullying in the 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.

Please select one (1) of the following evidence-based programs:

1. OLWEUS BULLYING PREVENTION PROGRAM 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. 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. It is designed and evaluated for use in elementary, middle, junior high, and high schools (**K through 12**).

2. I CAN PROBLEM SOLVE (ICPS) icanproblemsolve.info

The ICPS program teaches students how to generate alternative solutions, anticipate consequences, and effectively solve problems. It is designed for use in prekindergarten through the elementary grades and is divided into three sets of lessons for prekindergarten (59 lessons), kindergarten and primary grades (83 lessons), and intermediate elementary grades (77 lessons). It is acknowledged by the Collaborative for Academic, Social and Emotional Learning (CASEL) as an effective SEL program.

Pre-K through 6th Grade.

3. STEPS TO RESPECT BULLYING PREVENTION PROGRAM cfchildren.org/programs/bullying-prevention

This is a social-emotional learning 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. **K through 5th Grade.**

4. RESPONSIVE CLASSROOM 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.

Pre-K through 4th Grade.

5. SECOND STEP BULLYING PREVENTION UNIT secondstep.org/bullying-prevention

Based on the latest field research, Second Step's Bullying Prevention Unit teaches Kindergarten–Grade 5 students how to recognize, report, and refuse bullying. As students master these crucial skills, educators and school staff learn to recognize and respond appropriately when they observe bullying or receive a bullying report, all while gaining insight into teaching the unit to children. **K through 5th Grade.**

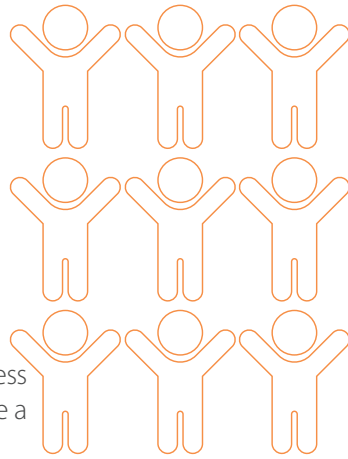


Child Injury Prevention

According to the CDC, injury is the number one killer of children and teens in the United States. Some of the leading causes of child injury include accidental poisoning and drownings, injuries from all-terrain vehicles and bicycles, suffocation, fires, and falls. But child injury is predictable and preventable.

In 2009,
**more than
9,000
youth**

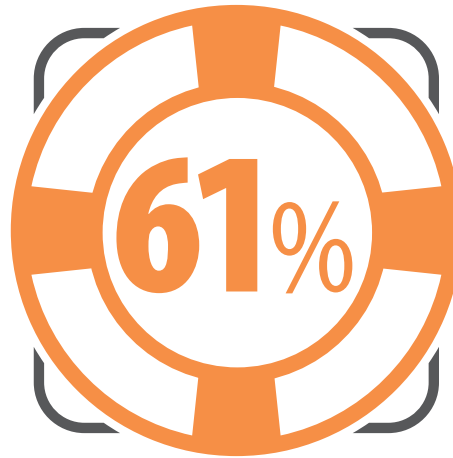
died from unintentional injuries in the United States and countless others suffer injuries that require a trip to the emergency room.



designed for young kids' learning needs. Through an experiential approach, kids participate in the discovery and identification process and learn preventative measures as well as emergency responses.

The Stop Drowning Now Water Safety Challenge is a great way to allow the community to assess their water competency.

Grant funding could also be used to purchase supplies or supplemental resources related to swimming safety and accidental drownings to support an active and engaged classroom environment.



A recent Red Cross survey finds 61% of children, including more than half of all teens, can't perform basic swim safety skills.

Progress has been made in preventing child injury. Your school can help reduce the number of unintentional injuries by teaching kids safe habits and raising awareness of dangers that contribute to injury.

Schools are a great place to teach kids lifelong habits of preventing injury. We all want to keep our children safe and secure and help them live to their full potential. Knowing how to prevent leading causes of child injury is an important step.

Please select one (1) of the following evidence-based programs:

1. ACCIDENTAL DROWNINGS

Everyone should know the basics of swimming (floating, or moving through the water) and cardiopulmonary resuscitation (CPR). These critical water safety skills, also known as "water competency," are the ability to:

- ▶ Step or jump into the water over your head
- ▶ Return to the surface and float or tread water for one minute
- ▶ Turn around in a full circle and find an exit
- ▶ Swim 25 yards to the exit
- ▶ Exit from the water (if in a pool, be able to exit without using the ladder)

Stop Drowning Now's Water Safety Curriculum teaches kids how to recognize drowning risks and to protect themselves and others. The curriculum is specifically

2. CPR TRAINING

According to the American Heart Association, children as young as nine-years-old can learn and retain CPR training. There are countless incidents of young people performing CPR, first aid, or utilizing other emergency training skills to save a life, sometimes years or even decades later.

K through 12th Grade.

- ▶ Certified CPR instruction for faculty, staff, and high school students by the American Heart Association or American Red Cross certified trainer. Schools may contact the American Heart Association or American Red Cross certified centers to engage the services of a certified instructor to teach CPR and to provide the necessary equipment for training.
- ▶ The average cost for CPR instruction per person should be in the \$35–\$50 range. CPR certification is valid for two (2) years.
- ▶ A rotational plan for implementing CPR in a school building is important to maintain certification.
- ▶ Purchase of Automated External Defibrillators for school buildings with CPR instruction.

Grant funds may be used to purchase educational materials, hire certified trainers, and purchase Automated External Defibrillators (AED) to coincide with trainings and education, etc. Highmark Foundation will not support the purchase of manikins or for training for school faculty or staff members to become certified in CPR training.



3. TRAUMATIC BRAIN INJURY (TBI)

Heads Up to Schools is a series of educational initiatives developed by the CDC that all have a common goal: Protect kids and teens by raising awareness and informing action to improve prevention, recognition, and responses to concussion and other serious brain injuries.

Initially, HEADS UP materials addressed health care professionals and their important role in diagnosing and managing concussions. More recent HEADS UP initiatives focus on sports programs and schools as key places to share concussion information with coaches, parents, and school professionals.

HEADS UP educational materials are designed to help support individuals and organizations with their concussion efforts and are available in a variety of formats.

K through 12th Grade

4. IMPACT

ImPACT (impactconcussion.com) is an evidence-based concussion assessment tool that has two components: baseline testing and post-injury testing which are used in conjunction to determine if a student can safely return to activity.

ImPACT measures visual and verbal memory, reaction time, and processing speed on a desktop computer during a 25-minute online test. Baseline testing can be administered in the presence of a nurse, physician, athletic trainer, athletic director, or coach; however, only a licensed health care provider can administer an ImPACT post-injury test. Results are interpreted by a licensed health care provider.

Grant funding could be used to purchase supplies or supplemental resources related to education and awareness of TBI. Schools may not use grant funds to purchase new helmets or other sports equipment.

5. STOP THE BLEED

Stop the Bleed is a national awareness campaign and a call to action. Stop the Bleed is intended to cultivate grassroots efforts that encourage bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives.

A person who is bleeding can die from blood loss within five minutes. According to a recent National Academies of Science study, trauma is the leading cause of death for Americans under age 46.

▶ Schools should engage the services of a Certified Stop the Bleed trainer (often available through your local hospital). The training may have a cost associated with it and the cost will be covered by the Highmark Foundation Grant.

▶ Kits that are pre-built can be purchased for \$99/kit at bleedingcontrol.org/ *See sentence referenced above.*

- ▶ The number of kits needed per building would be no more than one (1) per classroom and can be as limited to administrative offices, school nurse offices, etc.
- ▶ Stop the Bleed training is best implemented if there are adequate members of the faculty and/or staff who are also CPR certified.

Stop the Bleed training is geared toward faculty, staff and high school level students who have the maturity to participate in the training. Schools should engage the services of a Certified Stop the Bleed trainer (often available through your local hospital).

The training may have a cost which will be covered by the Highmark Foundation Grant. Stop the Bleed training is best implemented if there are adequate members of the faculty and/or staff who are also CPR certified. Kits that are pre-built can be purchased for \$99/kit at: bleedingcontrol.org/.

K through 12th Grade.

Grant funds may be used for logistical arrangements for on-site training, supplies, and educational materials.



A person who is bleeding
can die from blood loss
within five minutes.



Environmental Health

AIR QUALITY

There are many environmental factors that contribute to poor air quality, as well as affect individual health. Some of these impacts include lack of cleaning supplies, existence of mold, building renovation dust and debris, fumes from bus idling, lack of cleaning maintenance equipment, pesticides, or radon.

Poor air quality in schools can negatively affect a child's ability to consistently attend school and learn. According to Women for a Healthy Environment, an estimated 50% of the nation's schools have problems linked to poor indoor air quality and asthma is a leading chronic illness for young children and adolescents.

Please select one (1) of the following evidence-based programs:

1. FRAGRANCE-FREE ENVIRONMENT

When scented products are used, a person's health may be adversely affected by some or all of the following symptoms: headaches, nausea, weakness, shortness of breath, skin irritation, and upper respiratory infections. Schools can improve the air quality by taking simple, cost-effective steps.

K through 12th Grade.

2. TAKE ACTION TO IMPROVE INDOOR AIR QUALITY IN SCHOOLS

Access EPA's IAQ Tools for Schools Action Kit today! This Action Kit provides guidance and tools to help resolve current IAQ problems, prevent future IAQ problems, and maintain good indoor air quality in your school.

K through 12th Grade.

Informational Link:

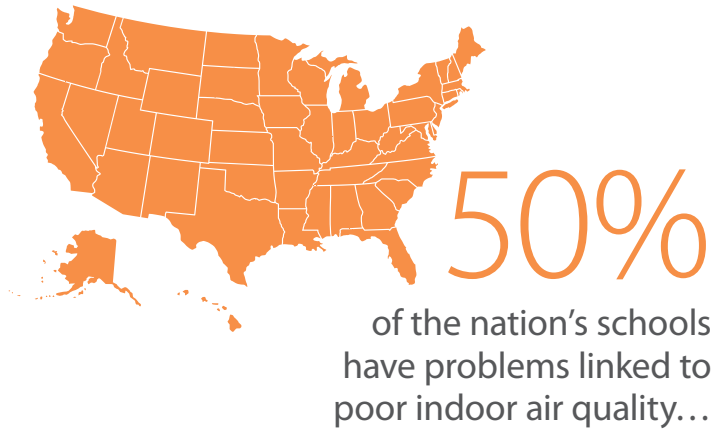
EPA Resources for Parents and Students

3. FOCUS ON ASTHMA

This brochure offers tips on how to manage asthma and follow simple steps to minimize exposure to asthma triggers found indoors and out.

Managing Asthma in the School Environment

This resource includes information on how to identify and control common environmental factors in schools that trigger asthma attacks.



Help Your School Become an "Asthma Friendly" School

- ▶ Maintain a healthy school environment to improve indoor and outdoor air quality
- ▶ Develop and follow an air quality management plan
- ▶ Enlist school nurses to identify and track students with asthma
- ▶ Use asthma action plans that provide information and instructions on how to manage asthma. **Plans include:**
 - Medicines
 - Worsening symptoms
 - What to do in an emergency
 - Develop an integrated team effort asthma management which includes parents, guardians, school administrators, school nurses, and health care providers
 - Create supportive policies regarding guidelines for asthma medication students and staff
 - Provide asthma education to all students and staff

4. TEST FOR LEAD, RADON, AND PCBS IN THE SCHOOL ENVIRONMENT

- ▶ **Lead:** Students and staff can be exposed to lead through drinking water, chipping paint, or lead dust. No safe blood lead level in children has been identified. Lead exposure can affect nearly every system in the body. Because lead exposure often occurs with no obvious symptoms, it frequently goes unrecognized. The CDC estimates that



over half a million children, aged 1-5, have blood lead poisoning in the U.S., making this a key issue for schools to tackle (cdc.gov/nceh/lead).

- ▶ **Radon:** Radon is a natural occurring odorless gas that is a class A carcinogen. A nationwide survey conducted by the EPA — the National School Radon Survey — estimated that nearly one in five schools has at least one room with a high short-term radon level. The EPA recommends all schools should be tested for radon, but in most states, this is not a requirement. The U.S. EPA has established 4 pCi/L as the radon action level and recommends that levels remain below this limit in homes and other buildings, including schools. If levels are found to be above 4 pCi/L, mitigation and retesting is recommended.
- ▶ **Polychlorinated biphenyls (PCBs):** Polychlorinated biphenyl (PCB) is a class of organic chemicals used in caulk, electronics, fluorescent light ballasts, and other building materials from the 1950s to 1979. They are classified as a probable carcinogen (epa.gov/pCBS/learn-about-polychlorinated-biphenyls-pcbs). Replacing PCB-containing lighting fixtures in school buildings with energy-efficient lighting eliminates a public health hazard, provides better lighting for students and staff, decreases energy costs, and reduces the potential risks of PCBs.



...estimated that nearly **one in five schools** has at least one room with high short-term radon level.



5. GREEN CLEANING IN SCHOOLS

Preparing Your School for a Green Cleaning Program and building a successful program requires several essential steps, including creating a green team of school stakeholders and assessing where your school currently stands when it comes to green cleaning. You may also need to address ways to create new policy, continue ongoing policies, and learn ways to evaluate your progress. GreenCleanSchools.org can help you develop a green cleaning program and establish a clean and healthy environment for students, faculty, staff, and parents!

For information on how to get started, visit: Greencleanschools.org today.

K through 12th Grade.

Examples of purchases may include:

- ▶ Dirt-grabbing indoor/outdoor mats
- ▶ Microfiber cloths and mops
- ▶ Vacuums with HEPA filters
- ▶ Disinfectants and environmentally friendly cleaning supplies

Grant funds may be used for air/water quality assessments, new cleaning materials and supplies, and educational curriculum for an engaged classroom experience.



Healthy Eating and Physical Activity

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

Note: The following are INELIGIBLE for grant funds: elliptical machines, stationary bikes, mountain bikes, treadmills, weight room power racks and storage, weight room benches, or other large, single pieces of equipment.

Please select one (1) of the following evidence-based programs:

1. SPARK®

Dedicated to creating, implementing, and evaluating research-based programs that promote lifelong wellness, SPARK aligns to national and state PE standards. SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Early Childhood, and Safe & Healthy Students programs to teachers and recreation leaders. Each SPARK program fosters environmental and behavioral change by providing a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment.

K through 12th Grade.

Grant funds may be used for optional trainings, curriculum kits, classroom kits, and associated equipment kits.

2. CATCH (COORDINATED APPROACH TO CHILD HEALTH)

CATCH is proven to prevent childhood obesity and supported by 25 years and 120 academic papers indicating as much as 11% decrease in overweight and obesity. Its community health programs aim to impact the messaging a child receives in physical education, the lunchroom, the classroom, and at home to influence a child's choices not only in school, but lifelong.

CATCH creates behavior change by enabling children to identify healthy foods and by increasing the amount of moderate to vigorous physical activity (MVPA) children engage in each day. The health education curriculum uses terminology for identifying healthful foods — GO, SLOW, and WHOA — that has been adopted colloquially nationwide as a simple means of labeling food's nutritional content.

CATCH Activity Boxes and PE Trainings arm teachers with the tools needed to increase students' MVPA, and the curriculum provides teachers with simple suggestions of how to incorporate physical activity into their lessons.

K through 8th Grade.

Grant funds may be used for program materials, training expenses, and online access to additional resources.



3. PEACEFUL PLAYGROUND®

Peaceful Playground® playground markings are currently a popular intervention strategy in the increasing epidemic of childhood obesity. Numerous playground research studies have shown that playground markings increase children's physical activity levels at recess. Scientifically based research cited in the literature review demonstrates that a research base exists to support the use of playground markings for improving children's physical activity levels.

Research on the Peaceful Playgrounds Program found that it reduces playground injuries and visits to the school nurse or principal's office while increasing the number of physically active children. The Peaceful Playgrounds Program is an inexpensive way to improve recess and overall school climate before, during, and in after school programs. Best of ALL, children love the colorful transformation provided by the 100 NEW games and activity choices on the playground.

K through 8th Grade.

Grant funds may be used to purchase some or all of the available kits. Grant funds MAY NOT be used to purchase playground equipment, building supplies, mulch or other foundation materials, or labor costs.

4. TAKE 10!®

TAKE10!® is a classroom-based physical activity program that engages students in movement while reinforcing specific academic objectives in math, reading, language arts, science, social studies, and nutrition and health. The





program reinforces curriculum concepts with 10-minute bursts of fun exercise to help students meet their 60 minutes of physical activity each day.

Take 10! uses grade-specific learning objectives so teachers can incorporate activities that align with the daily lesson. The Take 10! teacher manual provides the framework for integrating physical activity in the classroom. As teachers become more comfortable with the concepts, they can start to develop their own activities or even allow their students the opportunity to lead the class.

K through 5th Grade.

Grant funds may be used to purchase program materials and other supplies.

5. ORGANIZING AND TRAINING FOR A 5K WALK OR RUN

This is an easy, low-impact form of fitness to get healthy! Whether you're race-walking, training for a competitive race, or just old-fashioned walking to get healthy, creating teams and walking clubs creates excitement and camaraderie and is more fun than walking solo.

After-school walking club

- ▶ Reinforce key concepts about the benefits of physical activity and walking as a form of exercise.

- ▶ Teach students how to take their pulse.
- ▶ Reinforce the message that exercise and being active at least 60 minutes a day is good for their health.
- ▶ Provide healthy incentives when students reach milestones (time or distance walked).

Walk Across America (or state or another country)—

Students walk measured laps where each lap represents a unit of distance in a journey from their school to specific destinations that are mapped on a school bulletin board. For more information, visit:

www.actionforhealthykids.org/tools-for-schools/find-challenges/on-the-playground-challenges/1221-walking-programs.

Grant funds may be used for goal incentives, promotion and advertising, training guides or supplies, healthy snacks, and more.

6. AMERICAN HEART ASSOCIATION PHYSICAL ACTIVITY PROGRAMS

American Heart Association Physical Activity Programs work to help families live heart-healthy lives by providing tools and resources to encourage healthier eating and physical activity. Better nutrition focuses on sodium reduction, fruits and vegetables, sugar-sweetened beverages, and more. For more information, go to: **heart.org/healthierkids**.



7. EDIBLE SCHOOLYARD PROJECT

Edible Schoolyard Project aims to shape a student’s meal choices and help them develop better connections between humans and the natural world. The Edible Schoolyard program helps students learn where their food comes from and how food choices impact their health, communities, and the environment.

6th through 8th Grade.

Grant funds may be used for trainings, curriculum supplements and other materials/ supplies required for direct programming.

8. SCHOOL GARDENS

School garden programs can help children grow up to be healthier as studies have shown that children who grow their own food are more likely to eat fruits and vegetables and to be more knowledgeable about nutrition. They are also more likely to continue healthy eating habits throughout their lives.

School garden programs not only promote healthy lifestyles in children, but have also been shown to improve children’s behavior and performance at school and improve their attitudes about and appreciation for the environment. Gardens serve as great outdoor classrooms for any number of subjects, including science and ecology, math, creative writing, and art. School gardens are wonderful spaces for kids with different learning styles and abilities to work in groups and engage in hands-on, cross-disciplinary education.

K through 12th Grade.

Grant funds may be used to purchase basic gardening equipment, curriculum or educational materials, seeds, and planting materials. Grant funds MAY NOT be used for large, gas powered equipment such as leaf blowers or tillers, building materials, or foundations.

9. SMARTER LUNCHROOMS

Smarter Lunchrooms is a movement that nudges students toward selecting and eating nutritious foods. Over 30 million children are fed by the National School Lunch Program. This program is an opportunity for kids to select and consume a balanced diet. The Smarter Lunchrooms Movement applies research-based principles that lead children to make healthy choices when provided with the full spectrum of choices. The strategies that the Smarter Lunchrooms Movement endorses have been studied and proven effective in a variety of schools across the nation.

K through 12th Grade.

Grant funds may be used for training, program supplies, or materials.





School-Based Health

Numerous studies have conclusively linked School-Based Health Care to educational and health-related outcomes.

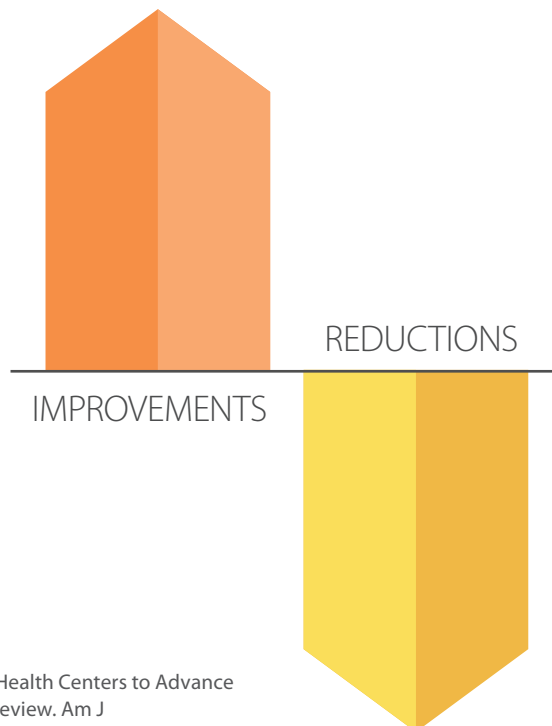
Suggestions for strategies to support school-based health include:

- ▶ **School Nurse Support for Mandated Screenings:** purchase of secretarial or professional nursing services for assistance during mandated screenings.
- ▶ **Immunization Public Relations for HPV and Other Immunizations:** development and implementation of a public relations strategy to encourage immunization administration for HPV, menactra, hepatitis B, and other immunizations that may be under-immunized.
- ▶ **Continuing Education Credits for School Nurses - PASNAP Conference:** Attendance at PASNAP conference for continuing education credits (transportation, registration, lodging, and school nurse substitute).
- ▶ **Chronic Disease Case Management:** Utilization of substitute professional staff periodically to enable the school nurse to provide case management services for students with chronic health issues.
- ▶ Other strategies to support the school-based health needs of students.



Use of SBHCs is associated with:

- Higher GPA
- Higher grade promotion
- Improved health and well-being
- Increased use of vaccination and preventive services
- Higher contraception use among females
- Improved prenatal care and alcohol consumption



- Reduced suspension rates
- Reduced non-completion rates
- Reduced asthma morbidity
- Fewer emergency department visits and hospital admissions
- Lower illegal substance use and alcohol consumption
- Reduced violence

Source:

Knopf JA, Finnie RK, Peng Y, et al. School-Based Health Centers to Advance Health Equity: A Community Guide Systematic Review. Am J Prev Med. 2016;51(1):114-26. doi:10.1016/j.amepre.2016.01.009.



Publicity Tips

CAPTURE IT!

Capture your project with photography. If you share your photos with us, we'll share them with future applicants on the Highmark Foundation website and in Annual Reports. Help us spread the word — other schools like you can also be grant winners! Check out the picture-taking tips — photos must be high-resolution and of good quality to publish.

Tips for Great Pictures:

- ▶ Use a plain background
- ▶ Use flash outdoors
- ▶ Move in close
- ▶ Move from the middle
- ▶ Watch the light
- ▶ Take some vertical photos

SHARE IT!

Share the story and photos of your school community's achievement on your own social media platforms by using hashtag **#HighmarkFoundationSchoolGrant** when posting.

PUBLISH IT!

- ▶ Request the Highmark Foundation logo for use in your grant promotional materials or on your school website.
- ▶ Print your Highmark Foundation grant certificate that you can edit with your school name and award amount.
- ▶ Want to write an article in your group's newsletter or for the local newspaper? Download a Newsletter Template to help get your team started. Not sure where to start or how to approach the media? Take a look at our Publicity Toolkit.

PROMOTE IT!

In addition to displaying your certificate of achievement, use this use this download-able flyer-sized poster to promote your grant success. Reproduce it for your weekly take-home folder or to hang on school property.

Remember — we can't wait to see what you've accomplished! Send us your news, video clips, and photos.

QUICK TIPS

Pick a project that meets your schools needs and your class's overall mission. Your project must be completed within one year of receiving the grant.

Assign a main contact for the project that will be available throughout the entire grant process, including the implementation of the project.

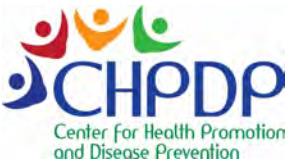
Provide as many details as possible. Incomplete applications will be disqualified.

The deadline to submit your application is: Friday, March 29, 2019.

The application can be found online at: **highmarkfoundationrfp.versaic.com**.



Thank You to our Program Partners/Technical Advisors



Center for Health Promotion and Disease Prevention (CHPDP)
 119 Jari Drive, Suite 2
 Johnstown, PA 15904
 814-243-2981
chpdp.org/



Center for Schools and Communities
 Center for Safe Schools
 275 Grandview Avenue, Suite 200
 Camp Hill, PA 17011
 (717) 763-1661
safeschools@csc.csiu.org



Women for a Healthy Environment
 877 Commerce Street
 Pittsburgh, PA 15206
 412-404-2872
womenforahealthyenvironment.org





Additional Resources

BULLYING PREVENTION PARTNERSHIPS

Partnerships are vital in the implementation of a comprehensive bullying prevention program. To maximize funding that is available through this grant opportunity, schools will need to connect with other partnerships or funding streams in order to fully implement a comprehensive, evidence-based bullying prevention program such as OBPP or Responsive Classroom.

Examples of how this funding could be used include:

- ▶ Purchase of Responsive Classroom program materials
- ▶ Purchase of Olweus Bullying Questionnaires
- ▶ Contracting fees for a certified trainer who will provide trainings and/or consultation services to school staff
- ▶ This funding opportunity will support a piece of a comprehensive evidence-based program
- ▶ Purchase of supplemental or updated program materials

To fully implement either of these programs with fidelity, schools will find it necessary to seek strategic partnerships to complete the necessary training, purchase the required materials and support ongoing consultation in either of these evidence-based programs.

START SMALL

In the development of a comprehensive approach to bullying prevention, schools may find it necessary to begin small. This funding will help support a comprehensive planning process to assess needs and develop a focus for bullying prevention efforts. The Center for Safe Schools can be a resource to help schools plan out this process over the course of a school year.

For schools that are currently engaged in an evidence-based program, they may require something to supplement efforts that are already underway. There are some approaches and curricula that have research to support their effectiveness, including:

- ▶ **1. Mindfulness**—The development of mindfulness, a moment-by-moment awareness of our thoughts, emotions, sensations and surrounding environment. For more information about mindfulness practices, see mindfulschools.org.
- ▶ **2. Kindness Curriculum**—The Center for Healthy Minds has developed this curriculum that is free to users who agree to be a part of its research study. The early research on this curriculum is promising. For more information, see centerhealthyminds.org/about/overview.



▶ **3. Growth Mindset**—What can you do to promote a growth mindset in students? Since growth mindset is linked to the belief that you can grow your intelligence, you can guide students toward embracing growth when you use specific types of praise. For a growth mindset approach for schools, see mindsetworks.com.

▶ **4. Edutopia** has a number of free resources on a variety of topics, including mindfulness. For more information and to access these resources, visit edutopia.org/stw-student-stress-meditation-resources-downloads#graph1.

▶ **5. Teacher Tolerance** provides free resources to educators — teachers, administrators, counselors and other practitioners — who work with children from kindergarten through high school.

The website provides a plethora of resources that are free to educators and community partners alike. The information contained here and materials are intended to supplement the curriculum, inform practices, and create civil and inclusive school communities where children are respected, valued and welcome participants. For more information, visit tolerance.org.

▶ **6. The Leader in Me — A Whole-School Improvement Model** is an evidence-based, comprehensive school improvement model — developed in partnership with educators — that empowers students with the leadership and life skills they need to thrive in the 21st century.

The framework provides a unique approach to integrating highly effective practices throughout a school's culture. Instead of focusing on academic measures alone,

Additional Resources continued on the next page...

Leader in Me embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to:

- teach **LEADERSHIP** to every student,
- create a **CULTURE** of student empowerment,
- align systems to drive results in **ACADEMICS**.

leaderinme.org/

Grant funding could also be utilized to purchase supplies or supplemental resources related to mindset/grit or social emotional learning activities to support an active and engaged classroom environment.

THE INJURY PREVENTION PROGRAMS that are listed in this booklet are direct in their objectives and can be implemented easily in a school environment. We want schools to feel confident in their programming and resources, so we offer this list of partners that can help to enhance injury prevention efforts.



THE AMERICAN HEART ASSOCIATION provides schools with materials, teaching aids, and online resources to start a program. Training high school students prior to graduation can add millions, trained rescuers and create our next generation of lifesavers. For more information, please visit CPR in Schools: cpr.heart.org/AHA/ECC/CPRECC/Programs/CPRECC/UCM_473194_CPR-In-Schools.jsp.

THE AMERICAN RED CROSS is a community partner in many areas of injury prevention, including water safety and school-based CPR training. To find out more about the resources they offer, please visit redcross.org/take-a-class.

SCHOOL HEALTH SPOTLIGHTS

The Center for Health Promotion and Disease Prevention, in partnership with the Highmark Foundation, are pleased to present School Health Spotlights! School Health Spotlights are online continuing education sessions featuring community health professionals. School Health Spotlight topics reflect current school health issues for schools, parents and student serving professionals. We invite you to register and view as many Spotlights as possible and to share them as a resource with others. Virtual attendance is free of charge. Each Spotlight is approximately one hour long. Once registered, you will be redirected to the segment selected.

Registration is available 24 hours a day, 7 days a week.

chdp.org/school-health-spotlights/

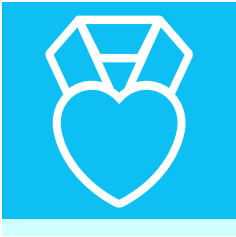
School Health Spotlight Topics Include:

- ▶ Concussions
- ▶ Environmental Safety in Schools
- ▶ Physical Activity
- ▶ Smarter Lunchroom
- ▶ Sexual Health in Adolescents
- ▶ Adolescent Mood Disorders & Risk Assessment
- ▶ Welcoming Schools: Creating Safe Spaces for LGBTQ Students
- ▶ Healthy Classroom Talk: Deliberation in the Classroom
- ▶ Cyberbullying
- ▶ School Climate 101
- ▶ PA Bullying Prevention Consultation Line



Advancing Excellence in School Nursing Awards

Application Deadline:
Friday, March 29, 2019



Advancing Excellence in School Nursing Awards

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.

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:



The Highmark Foundation is seeking nominations for the 2019 Advancing Excellence in School Nursing Awards. The Highmark Foundation will choose winners from the nominees representing school districts in Highmark Foundation's service regions — Central, Northeast, and Western Pennsylvania and West Virginia.

Information **MUST BE SUBMITTED VIA THE ONLINE APPLICATION** which is found at: highmarkfoundationrfp.versaic.com.

Use the 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 Awards

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
- ▶ Re-imagining 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, and external resources
- ▶ Goes above and beyond the norm to find resources and assistance for students, staff, and families

✓ Eligibility Criteria

You may nominate a school nurse for ONE of the 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 (Central, Northeast, and Western 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.

➔ Procedure for Submitting 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 is required.

1. Describe a specific activity in which the nominee has actively and substantially impacted the health of children he/she serves (300 words or less).
2. Provide an example of how the nominee's behavior has influenced school nursing (i.e., 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:
highmarkfoundationrfp.versaic.com.

Deadline for submission: Friday, March 29, 2019.

Winners will be announced on National School Nurse Day through coordinated communications, including press releases, social media, and website.

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



Supportive Services Health Grants

Applications are approved on a rolling basis and are accepted until December 31, 2019



Supportive Services Health Grants

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 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 Highmark Foundation School Grant and Awards program, its goal is to provide schools with the necessary resources to best meet students' needs.

The Supportive Services Health Grants 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.

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 60 percent of the students are eligible for free or reduced lunch.

SOURCES:

1. High Needs Schools. Teach.com website: [teach.com/why-teach/high-needs-schools/](https://www.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. 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.



CHILD HEALTH AND 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.

- ▶ Items such as personal care/hygiene, eyeglasses, supplemental clothing/undergarments, healthy and nutritious food items, and winter clothing are all examples of acceptable expenses.

EQUIPMENT AND SUPPLIES CHALLENGE GRANT

The Highmark Foundation recognizes that School Nurses require specialized equipment and supplies that may not be available through limited 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.).

- ▶ Items such as vision screeners, digital scales, new cots, blood pressure monitors, glucose meters, stethoscopes, and AED machines are all examples of acceptable expenses.



Eligibility Criteria

Schools must meet the criteria for being a high-needs school. The three main criteria to be met are:

- ▶ More than 60 percent of the students are eligible for free or reduced lunch.
- ▶ School district is located in an area where at least 30 percent of students come from families with incomes below the poverty line.
- ▶ School districts must be located in the Highmark Foundation service region (see Page 27).

Supportive Services Health 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 4 weeks for review and processing.

Schools are eligible for one grant in each category in a 12-month cycle. Schools may apply for both categories but must complete separate online applications.

If you have questions, please contact the Highmark Foundation at 1-866-594-1730 or via email at:

info@highmarkfoundation.org.

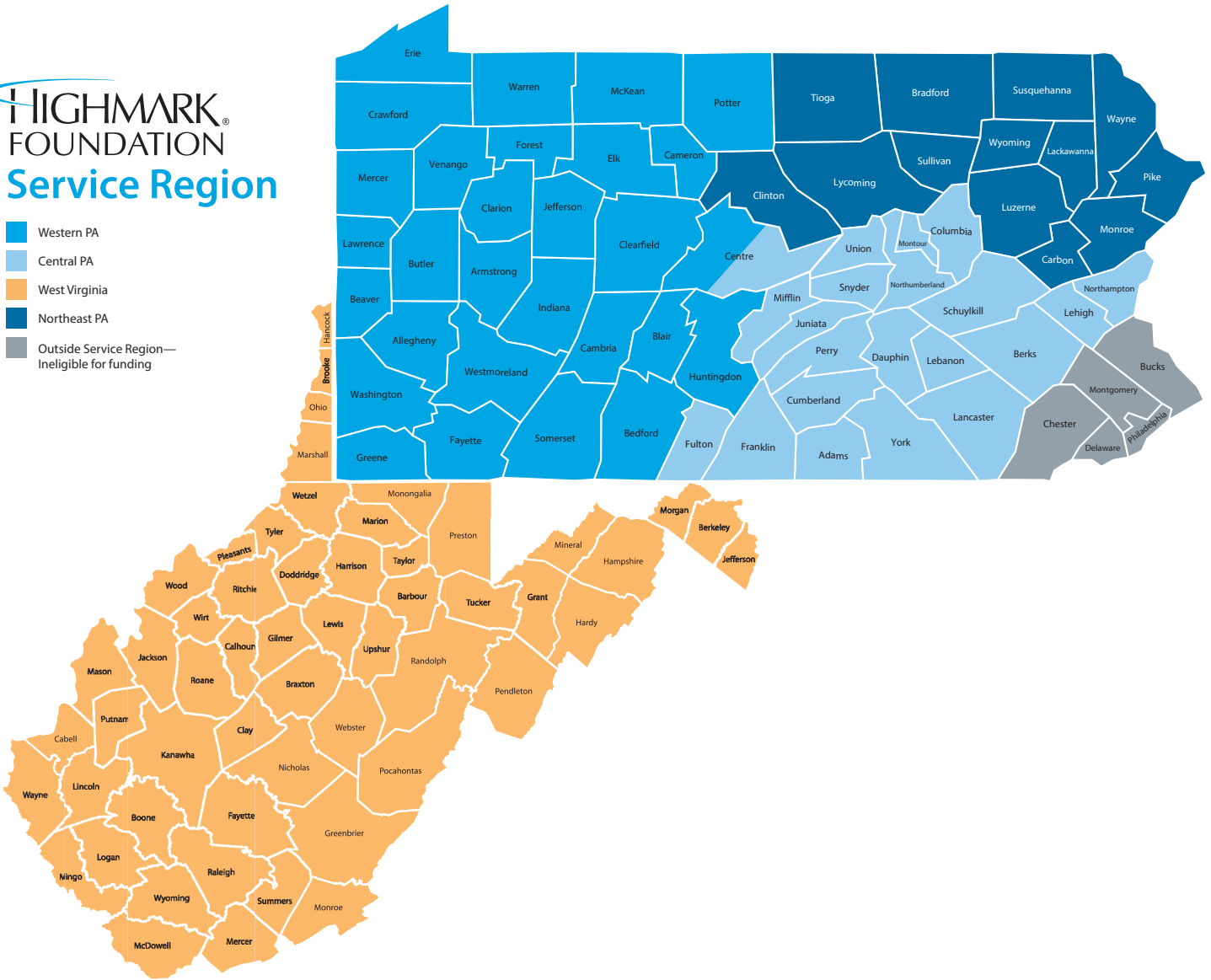
The application is available online only at:
highmarkfoundationrfp.versaic.com.



HIGHMARK FOUNDATION

Service Region

- Western PA
- Central PA
- West Virginia
- Northeast PA
- Outside Service Region—
Ineligible for funding





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