

DEVELOPING A WINNING PEP PROPOSAL

Some Tips On the Proposal Development Process

Preparation

A successful grant proposal is one that is well-prepared and thoughtfully planned. The potential applicant should become familiar with all of the pertinent program criteria related to the program from which assistance is sought. Individuals without prior grant proposal writing experience may find it useful to obtain technical assistance, writing support and generic proposal models.

Writing the Proposal Narrative

- Before writing, read the complete PEP Request for Proposal (RFP) or application package, collect data, review research, consult with others, plan all aspects of the project, and develop an outline that addresses in the designated order each section and subsection of the RFP. Read carefully PEP's Absolute Priority and its Competitive Priority.
- Be clear, concise, concrete, and responsive to the RFP.
- See the addendum at the end of this document for information on meeting the PEP program elements.
- Be reader-friendly.
 - ◆ Follow the RFP exactly and place each response beneath the corresponding RFP section or subsection.
 - ◆ Paginate the proposal narrative, and make sure that page numbers for each section and subsection correspond to those in your table of contents.
 - ◆ Stay within the maximum number of pages required or suggested. A PEP grant can not be more than 25 double-space pages (one side only). Use margins of at least an inch.
 - ◆ Use a font that is **at least 11 point**, the required minimum size for a PEP grant.
 - ◆ Use indentations, **bold type**, underlining, and bullets to make the narrative easier to read.
 - ◆ Avoid jargon, cliches, slang, and (except to avoid a choppy style) long sentences.
 - ◆ Write in easy-to-read language.
 - ◆ Use short paragraphs and focus each, for example, on a particular activity, project component, or aspect of need (e.g., community profile, student achievement).
 - ◆ Be concrete. Don't substitute general statements or impassioned or flowery language for data and other specifics.
 - ◆ Write with an energetic and positive writing style.

- ◆ Ask someone unfamiliar with the project to read all drafts, and to provide feedback related to the substance, clarity, and effectiveness of the narrative.
- ◆ Review all required forms, attachments, and assurances in advance of the deadlines.
- ◆ Ask someone unfamiliar with the proposal to proofread for typographical and other errors. Do not rely on computer spell- or grammar-check functions.

Signature

The signatures of the chief administrative official is required for federal grants.

Mailing

Carefully follow the description in the RFP of how to submit a PEP application. This provides detailed information about the due date, how to mail your application, and the number of copies required.

PART TWO: WRITING THE GRANT PROPOSAL

The information presented here is designed to help you effectively address the selection criteria outlined in the PEP application.

Title Page (ED Form 424)

Table of Contents

The Proposal Abstract

Include a one-page, double-spaced proposal abstract. Proposal writers usually prepare the abstract after the proposal has been written. This document becomes the cornerstone of your proposal, and the initial impression it gives will be critical to the success of your venture. In many cases, the summary will be the first part of the proposal package seen by agency officials and very possibly could be the only part of the package that is carefully reviewed before the decision is made to consider the project any further.

Need for the Project

To be considered for PEP funding, applicants must have conducted a needs assessment that will be the basis of the proposal activities and goals and objectives. The information provided should be both factual and directly related to the problem addressed by the proposal. Areas to document are:

- The purpose for developing the proposal.
- The beneficiaries -- who are they and how will they benefit.
- The social and economic costs to be affected.

- The nature of the problem (provide as much hard evidence as possible).
- How the applicant organization came to realize the problem exists, and what is currently being done about the problem.
- Most importantly, the specific manner through which problems might be solved. Review the resources needed, considering how they will be used and to what end.

There is a considerable body of literature on the exact assessment techniques to be used, such as questionnaires and focus groups. Types of data that may be collected include: historical, geographic, quantitative, factual, statistical, and philosophical information, as well as studies completed by colleges, and literature searches from public or university libraries. Local colleges or universities which have a department or section related to the proposal topic may help determine if there is interest in developing a student or faculty project to conduct a needs assessment. It may be helpful to include examples of the findings for highlighting in the proposal.

*The many sources reviewed for the ERIC Digest on National Standards for Physical Education support the recommendation that: "Students should...use technology in today's physical education classes to explore fitness and motor skill concepts in ways that personalize the curriculum more than ever before. Heart rate monitors, video and digital photography, computer software, and equipment to measure body composition are a few of the tools made possible by technology." Many schools and districts do not have such technology and do not have staff trained to use it. This represents an important need that **Polar/ HealthFirst** can address.*

Significance

- Indicate how broadly the proposed project will be used (e.g., number of students, number of schools). The greater the impact, the greater the significance.
- Explain how the program will be supported once PEP funding ends, including the availability of other resources necessary to implement the grant.
- Significance is related to the long-lasting and systemic impact of the funded program.
- Indicate the outcomes to be attained.
- Highlight any innovative or outstanding features of the proposal.

*In October, 1998, Lake Park High School, which uses **Polar** and **HealthFirst** technology, received the Illinois AHPERD Blue Ribbon Award as one of only four schools in the state to receive this award for outstanding Physical Education Programs. Since the criteria used to evaluate their program reflect state and national professional standards and those of the Illinois State Board of Education, their program provides a model in the State of excellence and encouragement to all Illinois schools for program development.*

*All of your activities, including use of **Polar/HealthFirst** technology and professional development, will help your schools do a better job of responding to the National Standards for Physical Education. **Polar/HealthFirst** can address the need for your schools to do a better job of developing physically educated students at a time when "the focus of contemporary physical education is on health-related fitness and the behavioral competencies and motor skills needed for lifelong engagement in healthy and satisfying physical activity" (ERIC Digest on National Standards for Physical Education). Depending on how you design your project, **Polar/HealthFirst** will have an impact on all the students in a single school, all those in the district, or all those at a certain level, such as all high school students.*

Quality of the Project Design

Program objectives refer to specific activities in a proposal. It is necessary to identify all objectives related to the goals to be reached, and the methods to be employed to achieve the stated objectives. Consider quantities or things measurable and refer to a problem statement and the outcome of proposed activities when developing a well-stated objective. The figures used should be verifiable. Remember, if the proposal is funded, the stated objectives will be used to evaluate program progress, so be realistic. There is literature available to help identify and write program objectives.

The program design refers to how the project is expected to work and solve the stated problem.

- Each activity should correlate to one or more objectives and to a previously identified need.
- Describe each activity in enough detail so that the funder can see that you have a clear and well thought-out strategy for implementing it.
- In addition to a formal timeline, it is very helpful to the reader to indicate the timeframe in your narrative description of activities. Indicate when key activities will start and end.
- For each activity, make clear exactly who will participate.
- Indicating the number of participants in each activity will make clear whether staffing and other resources are sufficient to serve them and will communicate

the overall scope of the project.

- Indicate the title of the person(s) responsible for carrying out each activity.
- Describe the content of each activity.
- Relate each activity, where feasible, to National and State Standards for Physical Education.
- Whenever possible, use appendices to provide details, supplementary data, references, and information requiring in-depth analysis. These types of data, although supportive of the proposal, if included in the body of the design, could detract from its readability. Appendices provide the proposal reader with immediate access to details if and when clarification of an idea, sequence or conclusion is required. Time tables, work plans, schedules, activities, methodologies, legal papers, personal vitae, letters of support, and endorsements are examples of appendices.

Develop a proposal whose program design reflects up-to-date knowledge of research and effective practices. The Department of Education site contains a database of online publications, as well as research and statistics. It can also link you to many key research sites, including ERIC (Educational Resources Information Center), with online digests on many topics, a searchable database, and university- and research institute-based clearinghouses with different foci (e.g., assessment, urban education, language and linguistics). Cite, where possible, research, effective practices, and model programs that have been recommended by the National Association for Sport and Physical Education (NASPE), U.S. Department of Education and similar entity.

Polar/HealthFirst can fit the needs of elementary, middle, and high school physical education programs. It is now being used in schools across the country.

Teachers or Wellness and Fitness Specialists, for example, can prepare fitness profile reports, for each student, which will compare students with others of the same sex and age including:

- *Body weight*
- *Body fat*
- *Heart rate*
- *Blood pressure*
- *Flexibility*
- *Strength*
- *Cardiovascular conditioning*

The HealthFirst TriFIT computerized evaluation can help in the creation of personalized workout routines based on the activities and facilities available at the school.

One high school integrates the TriFIT 600 system into a number of different curriculums and is considering expanding its use to Physiology and Sports Medicine (tentatively).

Currently the TriFIT system is being used both in Health and Physical Education.

One school district uses various HealthFirst technologies, including portable interactive assessment systems and hand held computers that teachers use to enter in assessment data while in the field and then download to the TriFIT system for subsequent reports.

Assessments performed by the freshmen are height, weight, push-ups, curl-ups, mile run, modified sit & reach and body composition. The students are assigned to take the results from their assessments and create their own programs on how to improve and maintain healthy lifestyles.

The educational benefits for students of the TriFIT Computer System include:

- *Measure individual fitness and wellness levels such as strength testing, cardiovascular assessment and blood pressure.*
- *Analyze lifestyle changes that need to be made to improve health and fitness levels such as weight control programs and lifetime exercise plans*
- *Chart self-improvement levels*
- *Develop an individual nutrition plan with the assistance of instructors*
- *Conduct health risk appraisals such as stress reduction plans, safety assessment plans and disease prevention.*

The nature of the use of this technology is interactive. The student, interacting with the teacher and the technology, will personalize instruction to meet his/her fitness and wellness needs.

Instruction Strategies include using the computer system as:

- *A demonstration model in step aerobic classes for curriculum topics such as wellness; fitness and exercise; nutrition; and disease prevention.*
- *An assessment tool in Weight Training classes as evaluation of the student by the teacher and by the student for self-evaluation for personal fitness goals.*
- *An exploratory method for Physical Education classes for methods of expanding horizons in physical fitness, wellness and recreational opportunities.*

The benefits of using Polar heart rate monitors include:

- *Objective and authentic assessment of students' exercise intensity and participation*
- *Ensures accountability for both students and teachers*
- *Creates a "level playing field" for athletes and non-athletes alike*
- *Motivates students to take an active role in their physical education*

Traditionally, physical educators have had to rely on visual impressions, which are subjective, compare one student against another, or rely on fitness test results, which can create negative feelings of competition. Heart rate is an objective indicator of exercise intensity. The harder people exercise, the higher their heart rates will go. Use of heart rate monitors allow educators to objectively determine if a student, or a class of students, has exercised in the appropriate zone necessary to achieve a cardiovascular training effect, and/or met with the goal of the lesson plan.

Heart rate monitors create an opportunity for objective assessment but also authentic assessment. Thus an educator can make an assessment of that which happens in the real environment, whether that is playing a basketball game or doing some kind of fitness test.

Students vary in many ways, including fitness levels, medical conditions and percentages of body fat. Heart rate monitors act as personal fitness trainers that give immediate feedback to their user, so students don't have to keep pace with their classmates. All they have to do is stay in their target heart rate zone, whether that means walking or running, and their fitness will increase over time. Pushing a student too hard

Quality of the Project Evaluation

The evaluation component is two-fold: (1) product evaluation; and (2) process evaluation. Product evaluation addresses results that can be attributed to the project, as well as the extent to which the project has satisfied its desired objectives. Process evaluation addresses how the project was conducted, in terms of consistency with the stated plan of action and the effectiveness of the various activities within the plan.

- Evaluations may be conducted by an internal staff member, an evaluation firm or both. Indicate who (external evaluator; district, project, and/or school staff) is going to be responsible for the various evaluation activities.
- Evaluation activities begin at the start of the program (with, for instance, pre-tests, reviews or identification of baseline data) and are ongoing throughout the program. They end with the final evaluation report.
- An effective evaluation section will indicate the extent to which the project met its objectives; describe evaluation instruments, data collection methods and data analysis processes; identify the evaluator; demonstrate how the evaluation will

contribute to improving the program; and describe the evaluation reports to be produced.

- Evaluation activities should be both quantifiable (e.g., scores on standardized tests, attendance records) and qualitative (e.g., data from surveys, teacher observations, evaluation forms).
- Sponsoring agencies are interested in your using your evaluation findings to improve your program, so describe your plan to report these results and describe how project staff will use the findings to modify and improve the program in an ongoing way (formative evaluation), not just at the end of each project year.
- One way to communicate information about evaluation activities is through a chart that clearly shows each objective, the evaluation instrument used to determine whether that objective has been met, and the timeframe for collecting each type of data.

The Proposal Budget: Planning the Budget

A well-prepared budget justifies all expenses and is consistent with the proposal narrative.

- Carefully read the directions regarding budget in each RFP, including, in many instances, a section on allowable costs.
- Be realistic.
- Review each project component and determine the cost of each. Don't forget such items as supervisory and support staff, per-session payments, copying, local travel, and evaluation and other consultant services. List the evaluator and other consultants separately, with each having its own responsibilities, per diem rate, and total project costs.
- The total budget must not exceed the maximum allowed. Don't forget to include fringe benefits and indirect costs.
- In-kind contributions are made by the target school(s), the district, and/or the partners. PEP requires that you provide a match (cash or in-kind) that equals 10% of the total amount of the cost of the project. You need to estimate the dollar value of in-kind contributions (e.g., staff time, materials; facilities/space).
- Make your budget clear, easy to read, and accurate.

Appendices

The PEP guidelines identify only a single item as one that should be included as an appendix to the application: a response regarding Equitable Access and Participation.

- Include a description of the steps you propose to take to ensure equitable access to, and participation in, your PEP program for students, teachers, and other program beneficiaries with special needs.
- Pay attention to the highlights in the statute of six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.
- Provide a clear and succinct description of your plan for addressing those barriers relevant to your particular circumstances.
- Refer to the examples in the RFP of how you may comply with this section.

ADDENDUM

**STRATEGIES FOR MEETING
THE PEP
PROGRAM ELEMENTS**

Within the PEP Application, there are six program elements which the department of education has identified as important to a successful PEP proposal. The following text is taken from the PEP application.

SEC. 1099E APPLICATIONS; PROGRAM ELEMENTS.

- (a) APPLICATIONS. – Each local educational agency desiring a grant or contract under this part shall submit to the Secretary and application that contains a plan to initiate, expand or improve physical education program in the schools served by the agency in order to make progress toward meeting state standards for physical education
- (b) PROGRAM ELEMENTS.—A physical education program described in any application submitted under subsection (a) may provide--
 - (1) **Fitness education and assessment to help children understand, improve or maintain their physical well-being;**
 - (2) **Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every child**
 - (3) **Development of cognitive concepts about motor skill and physical fitness that support a lifelong healthy lifestyle**
 - (4) **Opportunities to develop positive social and cooperative skills through physical activity**
 - (5) **Instruction in healthy eating habits and good nutrition**
 - (6) **Teachers of physical education the opportunity for professional development to stay abreast of the latest research, issues and trends in the field of physical education**

Within your proposal narrative it is important to show how you will meet these program elements. Below are examples how the Polar/HealthFirst PEP solutions will help.

PROGRAM ELEMENT #1

Fitness education and assessment to help children understand, improve or maintain their physical well-being;

Polar/HealthFirst provides state of the art wellness technology which provides objective, valid and reliable data which creates a comprehensive profile of student wellness. This type of authentic assessment utilizes inter-active software and hands on technology.

E Series heart rate monitors give students immediate feedback on their heart rate, specifically, time spent in, above or below the target heart rate zone. This information addresses the concept of exercise intensity, student safety and individualizes exercise programs. Students no longer have to compete with each other, rather, because the data is quantified, they learn to exercise at a level which is most efficient for improving or maintaining their personal fitness.

Also, the TriFIT 600 and 620 Systems allows for customizing testing protocols and produces detailed reports including recommendations to improve performance. The TriFIT Software also offers a Programs option which includes not only a nutritional component but the ability to customize a strength and cardiovascular exercise program.

The Wellness Center extends the classroom outside the gymnasium by utilizing the internet. This instructional strategy develops a shared responsibility with students, parents and teachers by becoming actively involved and aware of the relationship between health and fitness. Health Risk Appraisals can be completed on line, the Wellness Library and Wellness News can be utilized as well as exercise video clips and accessing model lessons. The Wellness Center allows you to offer advanced courses in Physical Education by going beyond the physical in Physical Education.

Additionally, the Companion hand held computer will provide teachers with the skills to collect fitness data in the field, sync this data with the TriFIT Software and web site as well as to develop classroom management strategies including attendance, performance and personalized rubrics.

This cutting edge technology provides the tools to assess and monitor the health and wellness of all members of the learning community.

PROGRAM ELEMENT #2

Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every child

The Polar/HealthFirst instructional technology utilizes a holistic approach to student assessment by addressing all three sides of the triangle of health; the mind, body and spirit.

Heart rate monitors allow for individual criterion referenced feedback on exercise intensity rather than norm referenced feedback. Students exercise at their own pace instead of having to compete against one another cardiovascular fitness progress leading to more effective exercise.

The Lesson's from the Heart teacher's reference has a variety of lessons which shows how people's emotions affect them physiologically. For example, when a person becomes angry or anxious, his or her heart rate will increase even if they're sitting still. Students can learn to recognize the physiological signs of stress and so be able to control their anger.

Also, the TriFIT System allows for an alternative assessments in aerobic capacity by utilizing a bike ergometer test to determine a sub max VO₂ rather than subjecting a student to the traditional mile run. This eliminates embarrassment for the obese student yet provides valuable feedback on cardiovascular fitness, is safe for the student and is conducted in a non-threatening environment.

A function of the Companion hand held computer is to develop a rubric for motor skill assessment and student performance.

As you adjust your program's physical activities to enhance the physical, mental, social and emotional development of your students, you will need to design and grade rubrics to assess the success of your program. The Companion management software enables you to create unique rubrics and grading for your program. Collecting the data is made easier with the Companion Pocket PC that allows rubric data to be collected in the gym or outdoors and then downloaded for report generation from the companion management software

PROGRAM ELEMENT #3

Development of cognitive concepts about motor skill and physical fitness that support a lifelong healthy lifestyle

The Programs module allows you to customize strength, cardiovascular and nutrition plans based on individual body composition data and activity levels. Also, the detailed reports generated by the TriFIT System provide not only performance data but recommendations for improvement and the ability to track scores over time.

The Wellness Center provides a wealth of technical references and a wellness library along with training tips to ensure safety by utilizing proper technique.

The E600 heart rate monitor downloads the heart rate data to a PC where it is interpreted into a variety of graphs. These graphs help students to understand the effects that exercise has on their health and fitness. For example, concepts such as aerobic versus anaerobic exercise become more less abstract because students can see their exercise graphed onto curve showing heart rate over time. They will be able to see where their bodies switched from one intensity to the other.

Through Polar/HealthFirst technology students learn that they don't need to subscribe to the "no pain, no gain" philosophy to get an effective work out. Exercise becomes more enjoyable and they are more likely to exercise regularly throughout their lives.

Developing cognitive concepts about motor skills and physical fitness is a primary function of the learning components of the TriFIT software. The Health Encyclopedia, Individualized Reports and Wellness Center provide exciting learning experiences for your students. The emphasis is placed on understanding human physiology as it relates to various aspects of fitness. Other issues such as health risks that expand beyond basic fitness and nutrition issues to include drug and alcohol abuse, contemplation of suicide, gang involvement and peer pressures are explored and explained in Wellness Center.

PROGRAM ELEMENT #4

Opportunities to develop positive social and cooperative skills through physical activity

For years, physical education put students who were not top performers in cardiovascular fitness or the obese at a significant disadvantage. These disadvantages could be embarrassing and degrading to students. By using

fitness assessment for measurable goals and heart rate monitors to provide students clear feedback regarding appropriate intensity, all students can participate and improve personal fitness.

E Series heart rate monitors teach each student to exercise at the pace which is most beneficial to his or her current fitness level. Student rivalry is taken out of the environment, thus students learn to respect the differences between one another.

The TriFIT Software provides specific and individual feedback to students, allows for personal goals to be set, establishes personal exercise programs and recognizes inter-individual differences among students. The fitness assessment software does not focus on competition but rather on developing a personal fitness portfolio.

PROGRAM ELEMENT #5

Instruction in healthy eating habits and good nutrition

The TriFIT Programs module allows you to customize strength and cardiovascular workouts with an appropriate nutrition plan. The Meal Planner breaks down the carbohydrates, protein and fat percentages based on age, gender, body composition and activity levels. Additionally, servings and exchanges are calculated to provide a balance between exercise intensity and the recommended amount of calories to be consumed and expended.

The Wellness Center also provides a Youth Health Risk Appraisal specific to Nutrition, with the Wellness Library and Wellness News as technical references.

These resources address the growing concerns around Obesity and Type II Diabetes while utilizing the TriFIT Software and the HealthySchools web site.

Software modules such as the nutrition assessment section in the health risk appraisal, meal planning and nutrition analysis, are specifically targeted at creating an understanding of the importance of sound nutritional habits. These tools individualize the process so that meal plans can be created specifically around the goals of each student. The Wellness Center also offers a tremendous amount of information relating to nutritional issues. In addition, the body composition part of the assessment process is designed to help students understand the relationship between body composition and metabolic rate and the importance of improving this aspect of fitness as it relates to issues of weight management.

PROGRAM ELEMENT #6

Teachers of physical education the opportunity for professional development to stay abreast of the latest research, issues and trends in the field of physical education

The Polar/HealthFirst professional development training programs are on-going and are presented in regional locations throughout the country as well as state and district AHPERD conferences. The sessions provide both the technical skills to utilize wellness technology and instructional strategies for curriculum integration. The training programs are designed by experts in the fields of Exercise Science and Physical Education and are presented by individuals with extensive teaching experience applying instructional technology.

The educational foundations that are presented are based on the research cited in Research Quarterly for Exercise and Sport, The Journal of Teaching in Physical Education, The Journal of Physical Education, Recreation and Dance, Strategies and Educational Leadership.

Polar technology training is one of the most important aspects of our service. Our trainers, teachers themselves, have vital hands on experience and certification relating to our technologies. Typical training is divided into two components: Functional Training and Curriculum Links. Too often investment is prioritized on technology and not on training and curriculum application. We want teachers to not only be able to operate the technology but make it work effectively within their program. By expanding the skill and knowledge level of technology specific to their profession and helping them integrate technology effectively into their programs we provide a key component of an up to date professional development program.

Special PEP Grant Packages

	PEP Package I Qty.	PEP Package II Qty.	PEP Package III Qty.	PEP Package IV Qty.	PEP Package V Qty.
E200 Heart Rate Monitor	900	600	450	300	150
E600 Heart Rate Monitor	180	120	90	60	30
E600 PC Interface "The Razor"	30	20	15	10	5
Additional Elastic Straps in Assorted Sizes	1200	800	600	400	200
Class Management System	90	60	45	30	15
E200/E600 Student Guide Banners	30	20	15	10	5
Lessons From the Heart	60	40	30	20	10
TriFIT 600 Evaluation System	3	2	2	2	1
TriFIT 620 Evaluation System	3	2	1	-	-
TriFIT 4 Fitness Assessment Software	6	5	3	2	2
Wellness Center (Education, single site access)	6	5	3	2	1
Companion PocketPC, color	24	20	12	8	4
Companion Management Software (site access)	6	5	3	2	1
Three Days of Staff Development Training	2	2	2	1	1
Shipping Included	PEP Price:	PEP Price:	PEP Price:	PEP Price:	PEP Price:
	\$230,870	\$162,670	\$118,580	\$79,310	\$45,845
	List Price:	List Price:	List Price:	List Price:	List Price:
	\$277,259	\$195,045	\$143,358	\$95,691	\$53,340
	Savings:	Savings:	Savings:	Savings:	Savings:
	\$46,389	\$32,375	\$24,778	\$16,381	\$7,495

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HEALTHFIRST
 800-841-8333
www.healthfirstusa.com

POLAR
 800-290-6330
www.polarusa.com