

**(1) Need for project (25 points):** *In determining the need for the proposed project, the following factors are considered:*  
a) *The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.*

Good things are happening in Hammon, America and it is past due. Recently a group of wary, but determined, White and Native American leaders sat around a table at school and determined to join forces for the good of their children. This group also had the timely good fortune of having a leader from another group present, the Boys and Girls Club of America. The results of that meeting have been a newly formed Boys and Girls Club and a newly awarded 21<sup>st</sup> Century Community Learning Center. Both of these programs will provide after school and summertime programs for the district starting in the school year 2003-2004.

However, it was not good things that brought about this meeting. It was concern and fear for the education and well being of the youth in this community. Located in western Oklahoma, Hammon is a small town surrounded by rolling hills. Close by Hammon, the Washita River curves through green fields and red hills. However, the town itself is not so picturesque. Main Street has nothing to offer but a post office, city hall and vacant storefronts. Old empty stores have been destroyed by vandalism and are covered with graffiti. New businesses do not last long because they are plagued with theft and vandalism (usually by school age children).

The majority of the workforce drives twenty or thirty miles to neighboring towns to work and shop. There are no health or shopping services. Average income for the district is \$4,000 below state average. (OK Department of Education Profiles District Report 2000). The community lacks a local movie theater, juvenile recreational facilities, or reputable gathering places for students. Even the school playground is uninviting and it has minimal equipment to entice students to hang around after school is out. A student survey showed that nearly 33% of students were involved in gang activities “sometimes” and 7% were involved “a lot”. In a recent community

survey, residents of the community list “property vandalism” and “property crime” (perpetrated by juveniles roaming the town after dark) as two of their main concerns.

Hammon School District serves approximately 200 (K-12) students, which are 39% Native American; 2% Hispanic; and 66% Caucasian. The Free and Reduced Lunch Program rate is over 71%. Despite best efforts, Hammon students are performing lower than state and national averages. Reading and language scores are worsening as students progress into higher grades.

<b>Achievement test tracking of reading and language scores (2002 school year)</b>		
<b>Grade</b>	<b>Percent of Reading scores below level</b>	<b>Percent of Language scores below level</b>
<b>1<sup>st</sup> Grade (IOWA)</b>	0	50%
<b>2<sup>nd</sup> Grade (IOWA)</b>	31.25%	12.5%
<b>3<sup>rd</sup> Grade (SAT 9)</b>	54.5%	36.3%

As a result of elements of family or personal background with a negative impact on school success, many of Hammon's Native American students exhibit passive disengagement. Students are inattentive, highly distractible and have short attention spans. Truancy, chronic tardiness, and absenteeism lead to dropping out. The district's 2002 Academic Performance Index shows that 5<sup>th</sup> grade White students API Index is more than double American Indian students in reading and triple in math. The state's average API Index is 1000.

LEVELS:      ADV -advanced performance level                      SAT - satisfactory performance level  
                   LK - limited knowledge performance level                UN - unsatisfactory performance level

<b>READING</b>	<b>ADV</b>		<b>SAT</b>		<b>LK</b>		<b>UN</b>		<b>API</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
Grade 5	N	%	N	%	N	%	N	%	API
Amer. Indian	0	0.0	2	18.2	5	45.5	4	36.4	<b>456</b>
White	1	12.5	6	75.0	0	0.0	1	12.5	<b>1089</b>

MATH	ADV		SAT		LK		UN		API
	N	%	N	%	N	%	N	%	
Grade 5	1	9.1	2	18.2	4	36.4	4	36.4	<b>326</b>
Amer. Indian	1	12.5	5	62.5	2	25.0	0	0.0	<b>1024</b>

District administrators and teachers are also concerned that while many Indian students are quietly and passively disengaged in classroom activities, there are those who are more actively disengaged through various kinds of misbehaviors at school and in the community after school. Such misbehaviors put students at higher risk and range on a continuum from classroom discipline problems to delinquency and criminal behaviors. 17% of the student population has been arrested for vandalism (several more than once).

The 2002 Oklahoma Kids Count Factbook shows the county to have an extremely high percentage of child neglect; child poverty; high school dropouts; and infant mortality (tied for 1<sup>st</sup> out of 77 counties in OK).

All of the above "fear factors" were enough to get the community moving towards a common solution but there were also the health factors:

- According to a recent screening (using the BMI rate), 29.3% of Hammon elementary students were obese and 12.2% were actually at-risk.
- A 2002 Hammon student survey disclosed widespread use of tobacco, drugs, and alcohol.

Over 71% believes drugs and alcohol are easy to obtain

Alcohol (use in past 12 months) – 39.7%

Marijuana - 17.7% and Methamphetamine - 3.8%

- **15.4%** of Hammon students are now pregnant or already have babies (some more than one)
- 46.2% of Hammon Middle School and High School are sexually active (student survey)
- 5% of students have been arrested for using drugs
- 6.3% have been arrested for possession of alcohol

- 42% used tobacco in the past 12 months

Hammon School District and partners (the Boys and Girls Club and the Cheyenne and Arapaho Tribes) decided that the health of their students and community members were at risk and “in their hands”. After securing partners and funding for after school and summertime programs, the district developed this plan for a Carol M. White PEP grant to provide needed equipment and programs to address the health issues of their students and community members. In researching data to assess the specific needs for this proposal, the district gathered information from:

- School and community surveys;
- "Western Oklahoma Coalition for Community Strengthening" needs assessment, 2003;
- OK Department of Health;
- Cheyenne and Arapaho Tribes;
- Ok Department of Education;
- OK Kids Count, 2002 and;
- Various other sources.

All of the activities for this proposal are based on assessed and very real needs. Hammon Schools set in an oil and gas rich location and the district has resources for most regular day activities. However, the isolated location also creates problems that the school does not have resources to address. Nowhere in the state was an after school and summer program needed as badly as it was in Hammon. It is impossible to count the loss of talented artists, athletes and scholars. Far too many are alcoholics and/or drug addicts and they roam the empty streets of Hammon on a daily basis; and following behind them are young teenagers who are on the verge of following for life. School and city officials daily battle the problems that they create with graffiti and building damage, as well as, fighting and violence. The school walks a fine line of trying to

help and looking the other way so that they will not have to take action that will result in students never returning to school.

Disturbed school officials and tribal leaders have finally come together and created a plan that they believe might finally make a difference. All partners are in firm commitment - as far as their resources will stretch and beyond. This proposal is part of the ultimate plan. Many people showed up to be a part of this proposal and to offer as much support as possible. They all agree that a safe, drug free learning environment with creative, physically active activities is part of a long road to recovery - recovery of self-esteem, pride and achievement.

The Hammon "Community Needs Assessment of Risk and Protective Factors" (Western Oklahoma Coalition for Community Strengthening, 2003) concluded that:

- ❑ Programs to benefit youth and prevent risky behavior cannot start too early.
- ❑ Two primary factors associated with risky behavior are absence of adults at home after school and students' lack of involvement in extracurricular activities.
- ❑ Alcohol is the “gateway” drug and use of alcohol is the primary factor associated with other risk factors.
- ❑ Programs and strategies should take into account the situations of families and aim at strengthening them and increasing their involvement in schools.

There are specific needs that the district must address with this proposal. They include:

- 1) Unhealthy lifestyles - Hammon district and community surveys provide evidence that students are engaging in unhealthy lifestyles, including lack of physical activity, which leads to obesity. Tobacco, drug and alcohol abuse are alarmingly high for the area.
- 2) Inadequacies in the physical education program and activities - Hammon has only one designated physical education class for junior high and high school. Like most small school districts across Oklahoma, emphasis is on team sports such as basketball, softball and baseball.

The state has required physical education standards but it does not require accountability documentation. Faculty discussions with administrators concerning physical education programs and activities infer that Hammon classroom teachers feel their skills and knowledge are inadequate and they are unprepared to fully incorporate physical education programs and activities into the daily curriculum.

- 3) Insufficient funding - Hammon District has adequate facilities to provide for needed physical education programs and activities but does not have the funding to implement a comprehensive program. According to Federal guidelines, Hammon qualifies as a Title I school; however, the monies are mainly spent on academics. The state of Oklahoma is 42<sup>nd</sup> in the nation in expenditures on physical education.

The planning committee for this proposal assessed the surveys from the school, input from community members, information from OK Department of Health, Cheyenne and Arapaho tribes, OK Kids Count, and reviewed statistics from other sources. Consideration was given to 1) Oklahoma state & National standards for physical education; 2) assessment from surveys; 3) Goals and Objectives; and 4) design and effectiveness of the proposal. All stakeholders agree that this proposal will provide needed programs and activities to address gaps and weaknesses in the physical education and health of students and community members of Hammon District.

***(2) Significance (25 points): In determining the significance of the proposed project, the following factors are considered:***  
*a) The likelihood that the proposed project will result in system change or improvement;*

A system wide change is “on the horizon” for the district and community. For years Hammon School has tried to reach all students and members of the community, especially the Native American sector, in the field of all educational endeavors. With partners from a new Boys and Girls Club of America and the Cheyenne and Arapaho Tribes of Oklahoma, Hammon School

was awarded a 21<sup>st</sup> Century Community Learning Center (CCLC) grant in April, 2003. The school as well as community members are looking forward to having educational opportunities for after school and summer programs. This 21<sup>st</sup> CCLC provides an opportunity of a lifetime for the district. However, the district needs to incorporate physical education into the 21<sup>st</sup> CCLC program. With funding from this proposal, students and community members will have an opportunity for both physical and mental development activities.

This proposal is reasonable and workable for the district to incorporate a comprehensive physical education program. The overall goals of the district are:

1) Students K-12 will regularly participate in physical education activities during the school year, after school and summers.

2) Students will meet the OK and National physical education standards, which are the same.

Standards state that a physically educated student:

- Demonstrates competency in many movement forms and proficiency in a few movement forms
- Applies involvement concepts and principles to learning/development of motor skills
- Exhibits a physically active lifestyle
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal and social behavior in physical activity settings
- Demonstrates understanding and respect for differences among people in physical activity settings
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction

3) Students will have courses that relate to their physical well-being including education and prevention courses on substance abuse.

- 4) Teachers will have professional development training.
- 5) Parents, community members will be offered physical education courses and activities.
- 6) The district will provide resources and materials for physical education and activities throughout the school year, after school and summers.

*(b) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.*

This application did not require or ask for partners, however, the district has two strong partners. They are the Boys and Girls Club of Hammon, and the Cheyenne and Arapaho Tribes of Western Oklahoma (activities and services are listed under "Project Activities"). This alliance has already provided two new programs (21<sup>st</sup> CCLC & Boys and Girls Club) to help provide for the diverse needs of this community's young people. In addition to this proposal, the district also has "Reading First" and "Improving Literacy Through School Libraries" grants pending. The stakeholders in this project have a strong desire to improve the health and well being of their children.

The district will coordinate the funds for this proposal with all other existing local, district and federal programs. They include but are not exclusive of: Title I, Title II, Title VI, Indian Education, 21<sup>st</sup> CCLC and others.

The proposed project will involve new strategies that build on existing strategies. Hammon District will reform and restructure the physical education program to include all students. Emphasis will move "away" from competitive physical education sports such as basketball, baseball, softball, etc. to teaching students healthy lifestyles. A variety of physical activities that captures the non-athlete student's interests will be implemented to change attitudes about physical well-being. Even the playground is being revamped to be more enticing and provide more challenging activities. All activities will be age related to ensure that skills are obtainable.

Educational courses will be taught that address the physical well-being such as nutrition, and physical well-being including education and prevention courses on substance abuse, pregnancy and health issues such as diabetes. Teachers will be provided professional development in physical education. The district will provide the personnel, equipment and supplies necessary for a systemic wide reform effort.

*(c) The importance or magnitude of the results or outcome likely to be attained by the proposed project, especially improvements in teaching and student achievement*

Enhanced brain function, energy levels, body builds/perceptions, self-esteem, and behavior have been attributed to physical activity and to improved academic performance. The district is very interested in using this program to increase low test scores through the use of physical activities. A positive relationship of physical activity and academic performance has been explored through several studies conducted in the USA by the California Department of Education; Dwyer, Sallis, Blizzard, Lazarus, & Dean (2001); Dwyer et al. (1983); Linder (1999); Linder (2002); Shephard (1997); Tremblay et al. (2000); and others.

Studies have proven that students who are physically fit perform better on achievement tests. By initiating new reform efforts, the District will provide a comprehensive physical education program. Teachers will have training and necessary equipment to instruct their students toward positive lifestyle changes. Students and community members will benefit from engaging in age appropriate physical activities. Attitudes will change and participation in unhealthy behaviors will decrease. Combined efforts will prevent sedentary lifestyle and obesity related illnesses.

The district will implement the "Brain Gym" program for all students K-3 and for all special education students. Brain Gym is a system in which simple, enjoyable physical movements are used to enhance the ability to learn, process information and respond to the world in an effective way. The program is a spectrum of techniques known as Educational Kinesiology (Edu-K). The use of

Brain Gym has been proven to produce greater effectiveness in all areas of academic endeavor, including reading comprehension, oral reading fluency, spelling, creative writing, math computation and problem solving, memory, accuracy, focus, and attention. Test scores consistently rise after using Brain Gym. Students develop greater physical coordination, agility and confidence in their remarkable results come from improved behavior and self-esteem. Brain Gym movements and balances create immediate and positive changes in low performing children. The National Learning Foundation, created in response to the White House Council on Education, recently assessed Brain Gym as one of twelve "Exemplary Learning Strategies".

**(3) Quality of the Project Design (25 Points)**

*In determining the quality of the design of the proposed project, the following factors are considered: (a) The extent to which the proposed activities constitute a coherent, sustained program of training in the field;*

Professional development for all teachers will be provided. Teachers will be required to take 15 hours of professional development concerning physical education and use their knowledge to advise and teach students on the importance of health and physical education.

In addition, the project coordinators will attend the national OSDFS conference in Washington, DC - October 27-29, 2003. Coordinators will share conference information with regular teachers on their return. Coordinators will also attend all state conferences.

The proposed plan will increase the district's ability to help all students meet more challenging standards. A successful program will have the capacity to sell itself to future school boards and community members. The LEA and partners will continue the project, equal to or above same operational level, after federal funding period ends. The budget was carefully planned to provide district with a smooth funding transition (Equipment, trained teachers and programs will be in place). Continual staff development will be provided for all project staff with local staff

development monies and Title II. An ongoing parental involvement program will continue to consider the parent in the role of learner, problem-solver and teacher.

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

According to the National Association for Sport and Physical Education (NASPE), a physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activity and its contribution to a healthy lifestyle.

The Senate of Indian Affairs Committee examined the challenges Indian Youth face and what programs are available to meet their needs. J. R. Cook, executive director of United National Indian Tribal Youth Inc. (UNITY) described programs that are needed for Indian Youth are those promote education, physical health and entrepreneurship among young American Indians. He stated, "If we do not provide positive activities for them, then we should not be surprised at those who engage in destructive and abusive actions. Indian youth need more activities, positive role models and mental health care to keep them from the despair that causes suicide and substance abuse. More activities must be made available to Native youth. Existing facilities such as school, community centers and tribal facilities must be kept open after school, evening and weekends for positive activities."

"Physical activity will result in reduction in chronic disease risk--hypertension, type 2 diabetes, high blood lipids, cardiovascular disease, and obesity. Even among children and adolescents, physical activity can prevent or delay the development of hypertension and can reduce blood pressure in those young people who already have hypertension." (Physical Activity, 1996)

*(c) The extent to which the goals, objectives, and outcome to be achieved by the proposed project are clearly specified and measurable.*

**Beginning Dissemination:** A field trip to the Washita National Wildlife Refuge will be planned to promote and introduce the PEP program to all students, parents, and community members. Students will explore the nature trails, view wildlife, and enjoy the playgrounds. Additionally, the district will host a "Roll 'em" skating party. The district will use these events to promote physical activities and disseminate PEP program details, benefits, and activities planned for the upcoming school year.

**GOALS & OBJECTIVES**

**GOAL:** *To create and implement a standards-based PEP program that will provide a varied curriculum for all Hammon students and a health and fitness program for the Hammon community.*

Outcome Objective 1 - By May 2004, 75% of regular (3 - 45 minute sessions weekly) participants will improve physical fitness as measured by individual Physical Fitness Program Profile.

Outcome Objective 2 - By May 2004, 85% of Hammon students, K-12, will meet the OK physical education PASS standards.

Outcome Objective 3 - On the 2003-2004 Academic Performance Index report, Hammon's overall API for reading and math will be on or above state average of 1000.

Process Objective 1 - Teachers will have relevant professional development training

Process Objective 2 - Resources and materials will be provided for physical education and activities throughout the school year, after school and summers.

Process Objective 3 - Students will pass the OK and National physical education standards

Process Objective 4 - Students' academic achievement will improve

Process Objective 5 - Students will have programs that relate to their physical well-being including education and prevention programs on substance abuse, diseases (i.e., diabetes), safe sex, etc.

Process Objective 6 - Parents, community members will participate in physical education programs

and activities

Process Objective 7 - Students' physical strength and ability will develop as they participate in 45 minutes of physical education classes to meet the state and national standards for physical education.

#### TIMELINE

August, 2003 - Consult with federal program officers. Form advisory and evaluation committee. Order supplies and equipment. Implement program with professional development; dissemination; individual fitness screenings and profile development; align activities with standards; program schedules; etc.

September, 2003 to June, 2004 - Implement program with monthly evaluation meetings (advisory and evaluation committee)

Final evaluation and reports as required by federal mandates.

**Activities:** In developing a comprehensive program for all students in Hammon School District several factors were considered. Like most rural small schools in Oklahoma competitive sports provide exercise for the students who compete; however, competitive sports only reach a limited number of students. Therefore, the district will provide a physical education program to promote, develop and interest all students about healthy lifestyles.

Guidelines for development of the program will be aligned with the OK "Priority Academic Student Skills" (PASS). The Health and Safety component represents standards that describe what students should know concerning health and safety. A well-informed, self-directed student has the foundation for leading a healthy, productive life. OK Physical Education standards are to promote the health and well being of students and guide them toward becoming physically active for life. The *Priority Academic Student Skills (PASS)* are categorized under three major areas: Motor Skill

and Lifetime Activity Development; Health-Enhancing Activity Development; and Personal and Social Skill Development.

Two co-project coordinators (elementary and high school) will be assigned to work together to implement, administer and evaluate the PEP proposal. An advisory committee will be formed to help implement and evaluate the program. The committee will consist of the superintendent, co-project coordinators, two parents (one Native American and one white), two regular teachers (one high school and one elementary), one coach, the school nurse, the 21<sup>st</sup> CCLC project director, the Boys and Girls Club coordinator and two students (one Native American and one white). This committee will meet each month to evaluate the program and make modifications as necessary.

The superintendent will serve as the fiscal manager. The superintendent, Ms. Randy Stickney, has 12 years experience in administration. She has served as superintendent at Ninnekah and Hammon and has managed many federal programs such as Title I, Title VII, REAP, Title II and other federal and state programs.

Project dissemination (including availability of services) will utilize a variety of resources such as school newsletters, the school website, a local weekly newspaper, notes sent home with school children, a tribal newsletter and word of mouth. In addition, Cheyenne and Arapaho Indian Tribes will inform their tribal members of the services and benefits of this program. One of the most problematic elements of this program is parental involvement, especially with Native American parents. After generations of intense political and economic disenfranchisement, the idea of being able to participate and make a difference in the character of a public institution seems beyond their scope of reality, so they tend to withdraw from such civic participation. The district has been fortunate in having a Native American serve on the current school board. With this proposal, the district will increase their efforts to involve parents. The Cheyenne and Arapaho tribal government is an active partner in this proposal and will help educate parents about the direct

benefits to their children, as well as, community-wide benefits.

The Boys and Girls Club of Hammon will also provide family support activities, programs and events. These programs are designed to benefit Club members by promoting family stability, cohesion and connection.

To meet or enhance the OK PASS Standards for Physical Education, Hammon will implement the following activities/programs:

1. Students plan and implement a lifetime physical fitness program profile: Classroom and physical education teachers will establish a database that contains confidential information concerning all students (as well as interested community members) as to Body Mass Index (BMI), weight, fitness levels, strength endurance, and other pertinent information. Each semester comparisons will be made to ensure progress is being made for each participant. Program modifications will be made if necessary.
2. Students achieve and maintain a health-enhancing level of physical fitness: The district will implement “The President’s Challenge Program”, Presidential Adult Active Lifestyle Award (PAAL) and The Health Fitness Award (HFA) for students and members of the community.

**Presidential Active Lifestyle Award (PALA):** To earn this award students must keep track of their physical activity. One way is to accumulate a minimum of 60 minutes of physical activity. This activity can be done at one time for 60 minutes or the minutes of activity can be accumulated in shorter segments throughout the day. Another way to measure activity is to use a pedometer. The pedometer measures steps taken during the day. The number of pedometer steps that must be reached anytime throughout the day is 11,000.

The success of the physical activity, physical fitness, and health fitness elements of The President's Challenge depends on the enthusiasm, knowledge, and role modeling by physical educators and other youth leaders. This is a unique opportunity to help all the children and youth in

program earn activity and/or fitness awards to enhance their health and fitness.

**Presidential Adult Active Lifestyle Award (PAAL):** This award is for adults (18 years and older) to earn on their own or by being active with children and youth. By earning this award, adults enhance their own health, serve as role models, and encourage children and youth to live actively. This is a new award to recognize adults for committing to regular physical activity five days a week for six weeks. Adults are encouraged to achieve this award with a child or adolescent, but it can also be earned independently. There are two ways to keep track of physical activity for this award. One way is to accumulate a minimum of 30 minutes of physical activity (either one bout of 30 minutes or shorter segments adding up to 30 minutes). Another way to measure activity is to accumulate 10,000 steps using a pedometer, which measures the number of steps taken during the day. Physical activities (30 minutes of activity or 10,000 pedometer steps each day for at least 5 days per week) may be done with one or more young persons.

**The Health Fitness Award (HFA)** recognizes students who achieve a healthy level of fitness. As with the physical fitness awards, the Health Fitness Award is given based on the results of a five-item assessment: (partial curl-ups, one mile run/walk: 1/4 mile 6-7 year old, 1/2 mile 8-9 year old, V-sit: sit and reach, right angle push-ups or pull-ups and a measurement of body mass index). Body Mass Index is based on height and weight and estimates body composition without actually measuring body fat. Students are eligible to receive an embroidered emblem and/or certificate. The Health Fitness Award recognizes those students who maintain a "healthy level of fitness." All requirements are free and online as well as assessments, walking schedules, etc.

3. Students will participate in health-enhancing activities for the development of a lifetime health and fitness. The district's physical education program will be reformed to include all students and to develop after school and summer programs. Implementation of new quality courses and activities will include:

**Elementary:** playground activities, tricycle/bike riding, tumbling, skipping, rhythm movements, ball activities (such as kicking, catching, dribbling, etc.) running, dancing, skating, volleyball, table tennis, badminton, parachute play, jump rope activities, skateboarding, fishing, arrowhead hunting, nature walks, group games, etc.

**Junior & Senior High:** weight training, treadmills, parallel bars, badminton, archery, bike riding, dance, skating, volleyball, horseshoes, table tennis, skateboarding, fishing, arrowhead hunting, pow-wow participation, beading, nature walks, etc.

By implementation of the above activities, the district will meet a majority of the PASS skills such as: participation in activities that involve large and small motor skills; interacting with other and caring for oneself; individual and group fitness activities in and out of the school setting; demonstrate basic to intermediate proficiency in at least one of the following categories: aquatics, dance, gymnastic, and outdoor pursuits, etc.

Equipment will be purchased to provide all students and community members with opportunities to become better fit; thus, healthy. An appointed physical education teacher will offer support by conducting lessons equipment benefits and use.

Students will be provided with courses about health, physical fitness, and hazards of substance abuse. All students will have the opportunity to have at least 45 minutes of physical education activities and/or courses daily.

4. Students will comprehend concepts related to health promotion, disease prevention, and safety practices: To promote a healthy lifestyle , programs will be provided concerning substance abuse (that target tobacco, alcohol, and drugs), diabetes, and safe sex. In addition to the programs that this PEP proposal will provide, partners will also provide the following services.

Cheyenne and Arapaho Health Services will provide additional services. The Diabetes Wellness Program and the REACH Program hosts information sessions on diabetes for tribal

members, participates in workshops and conferences and schedules visits to the Head Start facility and the Elderly nutrition sites. The Cheyenne & Arapaho Substance Abuse Program provides the following services in an effort to reduce the use of alcohol and drug abuse and to address individual, family and community issues prompted by alcohol/drug abuse. These services will include: 1) Community based prevention and outreach programs 2) Primary residential treatment center 3) Outpatient Care 4) Aftercare and 5) Family counseling.

The Boys and Girls Club of Hammon will have the following programs available to add to the program:

**"SMART Moves"** (Skills Mastery and Resistance Training) prevention/education program addresses the problems of drug and alcohol use and premature sexual activity. Based on proven techniques, the program uses a team approach involving Club staff, peer leaders, parents and community representatives. More than simply emphasizing a "Say No" message, the program teaches young people ages 6-15 how to say no by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influence. The ultimate goal: to promote abstinence from substance abuse and adolescent sexual involvement through practice of responsible behavior.

**"SMART Girls"** is an outgrowth of the popular and effective SMART Moves program, SMART Girls is a health, fitness, prevention/education and self-esteem enhancement program for girls ages 10-15. The program is designed to encourage healthy attitudes and lifestyles that will enable early adolescent girls to develop to their full potential.

**"Act SMART"** Developed as a joint project between Boys & Girls Clubs of America and the American Red Cross, Act SMART is an HIV/AIDS prevention program designed for Club members ages 6-17.

**"KIDS IN CONTROL"** is a 15-session safety awareness program designed to help Club members ages 8-10 develop the personal safety habits and practical skills needed to be safe at the Club, at home and in the community. The program offers interactive approaches to building Club members' crime prevention and personal safety skills through role-playing, games and other participatory activities.

**"STREET SMART"** Boys & Girls Clubs of America's Street SMART initiative consists of three components designed to help young people ages 11-13 effectively resist gangs and violence, resolve conflicts and be positive peer helpers in their communities. It also allows them the opportunity to hold annual events that celebrate anti-gang, anti-violence themes.

*(c) The importance or magnitude of the results or outcome likely to be attained by the proposed project, especially improvements in teaching and student achievement.*

Positive results or outcomes will include:

- ❑ Teachers will have relevant professional development training
- ❑ Resources and materials will be provided for physical education and activities throughout the school year, after school and summers.
- ❑ Students will pass the OK and National physical education standards
- ❑ Students' academic achievement will improve
- ❑ Students will have programs that relate to their physical well-being including education and prevention programs on substance abuse, diseases (i.e., diabetes), safe sex, etc.
- ❑ Parents, community members will participate in physical education programs and activities
- ❑ Students' physical strength and ability will develop as they participate in 45 minutes of physical education classes to meet the state and national standards for physical education.

***(4) Quality of the Project Evaluation (25 Points)***

*In determining the quality of the evaluation, the following factors are considered:*

*(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.*

Co-project coordinators (elementary and high school) will work together to administer the evaluation plan. An advisory committee will be formed to help implement and evaluate the program. The committee will consist of the superintendent, co-project coordinators, two parents (one Native American and one white), two regular teachers (one high school and one elementary), one coach, the school nurse, the 21<sup>st</sup> CCLC project director, the Boys and Girls Club coordinator and two students (one Native American and one white). This committee will meet each month to review, evaluate, both positive and negative objective performances and intended outcomes of the program. If necessary, modifications will be made to meet the intended outcomes. At the completion of the project the task force will do an overall evaluation which includes: (a) meeting goals and objectives, (b) instruments and methods of evaluation, (c) collect necessary information, review data, and determine that the impact, outcome, and objectives are being met, and (d) provide monthly and final year-end reports.

The evaluation rubric on the following pages outlines the use of objective performance measures that are directly correlated to the program goals and objectives. A complete listing of the multifaceted data collection and performance indicators is provided in the rubric. Data will include but will not be restrictive to: records of notification, identification and recruitment activities; student data; test results; attendance data; feedback from participants, teachers, others; achievement rate; activity schedules; participation in programs; number and percent of participants who report changed behavior; and others.

## EVALUATION RUBRIC

Progress on OK State standards (PASS) and National standards will be assessed. Standards state that a physically educated student:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms
2. Applies involvement concepts and principles to the learning and development of motor skills
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhancing level of physical fitness
5. Demonstrates responsible personal and social behavior in physical activity settings
6. Demonstrates understanding and respect for differences among people in physical activity settings
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction

PROJECT & OBJECTIVES	EFFECTIVENESS OUTCOMES	MEASURES	STATISTICS
Planning & Implementation	<ul style="list-style-type: none"> <li>▪ Needs assessed</li> <li>▪ Program Implementation indicators</li> <li>▪ Timely completion</li> <li>▪ Program functional by target date</li> </ul>	<ul style="list-style-type: none"> <li>▪ OK PASS standards</li> <li>▪ National standards</li> <li>▪ Presidential Physical Fitness Test</li> <li>▪ Meet agendas</li> <li>▪ Attendance</li> <li>▪ Focus groups</li> <li>▪ Observation</li> <li>▪ Performance report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequency counts</li> <li>▪ Qualitative analysis</li> <li>▪ (Verbal answers, focus groups, or written questionnaires)</li> <li>▪ Interpretive information</li> </ul>
School PE Program After-School &	<ul style="list-style-type: none"> <li>▪ Activities provided as specified to meet the objectives</li> <li>▪ According to objectives, participants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Competency assessments</li> <li>▪ Pre and post fitness tests</li> <li>▪ Identification of baseline data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mean ratings</li> <li>▪ Qualitative analysis</li> <li>▪ Frequency counts</li> </ul>

<p>Summer Programs</p>	<p>will gain:</p> <ol style="list-style-type: none"> <li>1. Increased PE participation</li> <li>2. Regular physical activity</li> <li>3. Healthier lifestyles</li> <li>4. Understanding of importance of physical activities</li> </ol>	<ul style="list-style-type: none"> <li>▪ Program participation</li> <li>▪ Surveys</li> <li>▪ PASS Skills Performance</li> <li>▪ Monthly program reports</li> <li>▪ End of project report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interpretive information</li> </ul>
<p>Special Education Program</p>	<ul style="list-style-type: none"> <li>▪ Activities provided as specified to meet the objectives</li> <li>▪ According to objectives, participants will gain: <ul style="list-style-type: none"> <li>▪ Increased physical activity</li> <li>▪ Cognitive skills</li> <li>▪ Increased academic achievement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Competency assessments</li> <li>▪ Pre and post fitness tests</li> <li>▪ Program participation</li> <li>▪ Grades</li> <li>▪ Surveys</li> <li>▪ PASS Skills Performance</li> <li>▪ Project reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mean ratings</li> <li>▪ Qualitative analysis</li> <li>▪ Frequency counts</li> <li>▪ Interpretive information</li> </ul>
<p>Community Fitness Program</p>	<ul style="list-style-type: none"> <li>▪ Activities provided as specified to meet the objectives</li> <li>▪ According to objectives, participants will gain: <ul style="list-style-type: none"> <li>▪ Increased physical activity</li> <li>▪ Healthier lifestyles</li> <li>▪ Increased knowledge and understanding about health and the importance of physical activities</li> </ul> </li> <li>▪ Parents and community members will</li> </ul>	<ul style="list-style-type: none"> <li>▪ Surveys</li> <li>▪ Individual and /or group interviews</li> <li>▪ Focus groups</li> <li>▪ Observation of program activities</li> <li>▪ Collection of demographic and other information about program participants</li> <li>▪ Program reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualitative analysis</li> <li>▪ Frequency counts</li> <li>▪ Interpretive information</li> </ul>

	<p>be educated the extent of drug use in the community and the factors affecting it</p> <ul style="list-style-type: none"> <li>▪ Law enforcement efforts relative to drug trafficking will be increased</li> <li>▪ Increased supervised activities for youth outside of school hours.</li> </ul>		
Professional Development Program	<ul style="list-style-type: none"> <li>▪ Activities provided as specified to meet the objectives</li> <li>▪ According to objectives, participants will gain: <ul style="list-style-type: none"> <li>▪ New and improved teaching skills</li> <li>▪ Increased knowledge about the importance of physical education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Surveys</li> <li>▪ Observation of program activities</li> <li>▪ Structured measurement of targeted program outcomes</li> <li>▪ Monthly program reports</li> <li>▪ End of project report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualitative analysis</li> <li>▪ Frequency counts</li> <li>▪ Interpretive information</li> </ul>
Dissemination Program	<ul style="list-style-type: none"> <li>▪ Activities provided as specified to meet the objectives</li> <li>▪ According to objectives, the program will provide Community-wide awareness about the importance of physical activity. As a result, more students and community members will be involved in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Surveys</li> <li>▪ Attendance</li> <li>▪ Individual and /or group interviews</li> <li>▪ Focus groups</li> <li>▪ Observation of program activities</li> <li>▪ Monthly program reports</li> <li>▪ End of project report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Qualitative analysis</li> <li>▪ Frequency counts</li> <li>▪ Interpretive information</li> </ul>

*(b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.*

Input from the evaluation committee will be discussed and analyzed. This monthly information will establish whether program is on task and improving the physical fitness for the students and community members (the nurse will provide information on students at-risk or who have diabetes - as to the impact of the program). Positive action/modification will be enacted to ensure that the goals and objectives are being successfully met. When appropriate, concise assessments and modifications will be made to ensure the development of the long-term goals and objectives are being met. Each committee member will have the opportunity to provide and furnish new ideas for continuation.