



FLORIDA DEPARTMENT OF EDUCATION

**Request for Proposal (RFP)
for
Competitive Grants**

Bureau / Office	K-12 Education, Bureau of Instructional Support and Community Services (BISCS), Office of Coordinated School Health
Title	Tobacco Prevention and Intervention Teacher Training Project
Specific Funding Authorities	State: <ul style="list-style-type: none">• Title XXXIV Alcoholic Beverages and Tobacco Trust Fund, (s. 561.025(2), F.S.). Ten percent of the revenues derived from retail tobacco products dealer permit fees collected under s. 569.003, F.S., shall be transferred to the Florida Department of Education (DOE) to provide for teacher training and for research and evaluation to reduce and prevent the use of tobacco products by children.• Title XXXIV Alcoholic Beverages and Tobacco-Tobacco Products, (s. 569.11(6), F.S.). Eighty percent of all civil penalties received by a county court pursuant to this section shall be remitted by the clerk of the court to the Department of Revenue for transfer to the DOE to provide for teacher training and for research and evaluation to reduce and prevent the use of tobacco products by children.
Funding Purpose	This project will enable school districts to provide quality training for teachers to implement effective tobacco prevention and intervention programs in their classrooms and schools. Projects can include other risk behavior content focusing on universal refusal skills associated with tobacco and these other risk behaviors.
Target Population	Instructional personnel who will implement tobacco education in Florida public schools.
Eligible Applicants	Florida public school districts
Application Due Date	Proposals must be received by the DOE by the close of business, May 25, 2004 . This date refers to receipt by DOE and not a postmarked date. Facsimile (faxed) copies or electronic mail (e-mail) proposals will not be accepted.
Delivery Address	Bureau of Grants Management, Unit C Florida Department of Education 325 West Gaines Street Turlington Building, Room 325 Tallahassee, Florida 32399-0400 (850) 245-0498
Contact Person	Program Issues: Dr. Antionette Meeks, 850/ 245-0480; Suncom: 205-0480; Fax: 850/ 245-9957; E-mail: Antionette.Meeks@fldoe.org . Technical/Fiscal Issues: Kay Caster, 850.245-0509; Suncom: 205-0509; Fax: 850/245-5036; E-mail: Kay.Caster@fldoe.org .
Total Funding Amount	Fund source, s. 561.025(2), F.S.: \$568,981.03 Fund source, s. 569.11(6), F.S.: <u>\$1,248,875.24</u> Total Funding Amount: \$1,817,856.27

Range of Awards	Awards will be a minimum of \$25,000.00 and a maximum of \$50,000.00 per individual school district.
Budget Period	June 1, 2004 through June 30, 2005
Additional Years of Funding, if Known to be Available	Not applicable
Funding Method	State funds will be paid in full, upon project approval, prior to the end of the current fiscal year, June 30, 2004. <i>Full payment to be made upon approval of the project, prior to June 30, 2004.</i>
Local Match	None required
General Terms, Assurances and Conditions for Participation in Federal and State Programs	<p>The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:</p> <ul style="list-style-type: none"> • 34 CFR Part 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education; • applicable regulations of other Federal agencies; and • state regulations and laws pertaining to the expenditure of state funds. <p>In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at http://www.firn.edu/doe/comptroller/gbook.htm.</p> <p><u>School Districts, Community Colleges, Universities and State Agencies</u></p> <p>The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.</p>
Conditions for Acceptance	<p>To be accepted for consideration, all proposals submitted by the proposal due date must include the forms listed below, including an original signature by the superintendent or an authorized entity, the required narrative and attachments. The DOE forms 100B and 101 can be accessed on-line at http://www.firn.edu/doe/commhome/granhome.htm or http://www.firn.edu/doe/comptroller/gbook.htm. The application should be assembled in the order of the required forms, program narrative, and the letter of commitment.</p> <ul style="list-style-type: none"> • Project Application Form (DOE 100B) with the Superintendent's original signature. If the signature on the DOE 100B is other than the superintendent, applications must include a letter signed by the appropriate agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100B when the application is submitted. • Budget Narrative Form (DOE 101) – Provide a specific description for each type of expenditure and the budget amount requested for each line item with a subtotal or grand total at the bottom of the budget pages, for each fund source. Descriptions will be reviewed and evaluated as to how reasonable and rational they are in relation to the objectives, activities, and outcomes. (Refer to item 8, under Scoring Criteria). • Additional Assurances – All Projects should have the name of the fiscal agency submitting the proposal labeled at the top of the page. This page specifies the

applicant's adherence to additional project requirements and adherence is subject to monitoring by the DOE/CSHP. These assurances must be submitted without modification as part of the completed application document. Applications submitted without this page will not be recommended for funding. (Refer to page 12)

Technical / Format Requirements

One (1) original proposal with signature of the superintendent, or authorized official, and three (3) copies. It is recommended that the signature be made in an ink color other than black. The original may be stapled, but no other binding will be acceptable. Project narratives must not exceed five pages. Letters of commitment from community partners and program design sheets are not included in this page limit. The project narrative must be prepared using a 12-point font size, 1" margins, and single line spaced, typed 8.5 x 11-inch sized pages. As a courtesy to reviewers in helping them score your proposal, assemble your proposal as outlined in the RFP, using the headers listed under "**Narrative Requirements**", as headers within your proposal. Failure to meet the format requirements may result in point deductions.

Narrative Requirements

The narrative provides the reader with a thorough understanding of what the applicant plans to do. It is important to be specific when discussing the focus of the project. The narrative will identify what the applicant plans to do, how it will be done, why it is being done (evidence that indicates the need), when it will occur, and the desired outcomes. In addition to the detailed explanation of the project, utilize the program design template on page 31 to organize the proposed project. Proposals will be assessed on the following sections.

Section I. Project Requirements

1. Describe how the project will support the Governor's comprehensive and coordinated reading initiative specifically, **Just Read, Florida!**, and the kind of support the proposed project will provide. Information about the initiative is available at: <http://www.justreadflorida.org/>.
2. Describe how the target audience will be informed about the project. Include the methods the recipients will use to disseminate and market information about the project to appropriate populations.

Section II. Project Design

3. **Project Need and Goals** – Describe the need for the project, how the project will assist your district in meeting those needs, and what you hope to achieve through the project. Describe how this project will help your district meet Florida's Sunshine State Standards. Describe how this project will utilize technology to enhance implementation and communications. Please see attached **SAMPLE** and **EXAMPLE** of how to format this section (refer to pages 14 and 15).
4. **Target Population** – Describe the teachers or other school personnel who will receive training; include the number of teachers you expect to train. Describe the students you have determined will receive the tobacco education, including grade level(s).
5. **Objectives and Activities** – Describe how you will reach your goal by detailing specific objectives and activities you will implement. Objectives must be specific, realistic, and measurable. Using the SMART model, please carefully review your objectives. Objectives are to be **Specific, Measurable, Achievable, Relevant, and Time-bound**. Incorporate your evaluation plan into the activities for each objective. The application should include how existing community expertise and resources will be used. Proposals must provide timelines for accomplishing the outcomes for identified objectives and activities (see Sample Planning Format on page 14).
6. **Evaluation Plan** – Proposals must provide the procedure for measuring achievement of stated objectives. The evaluation plan must contain a procedure to determine the

Scoring Criteria

number of teachers and school personnel reached and their satisfaction with the training. Additional quantitative and qualitative measures may be included in your plan if your district has a need for such information. Projects must include, at a minimum, the following evaluation components:

- The number of teachers and other personnel who received training.
- The number of students who were reached through program implementation.
- The extent to which teacher knowledge was increased.
- Feedback from recipients on their satisfaction with training.

7. **Community Collaboration and Partnerships** – Describe the responsibilities of each partner in the project and ways in which they will collaborate. The required letter(s) of commitment from each partner should clearly outline roles and contributions.

The scoring criteria for each section of the project narrative are described below. The reviewer will score each section based on the maximum possible points for each section. The total number of points attainable is 100. To receive funding, a proposal must attain a minimum of 70 points.

Section I. Project Requirements (4 Possible Points)

1. The project effectively supports Just Read, Florida!
2. The project employs effective methods and means of dissemination to reach the appropriate populations.

Section II. Project Design

3. Project Need and Goals (15 Possible Points)

- The applicant provides a convincing rationale for the need for the project.
- The project should effectively help the district in meeting the needs described.
- The project will help the district meet the Sunshine State Standards for Health Education.
- The applicant provides effective ways the project will utilize technology to enhance implementation and communications

4. Target Population (10 Possible Points)

- The applicant describes the appropriate teachers and school personnel to receive the training.
- A sufficient number of teachers will be trained for the budget requested.
- The applicant provides a clear description of the students to receive tobacco education, with numbers and grade levels.

5. Objectives and Activities (15 Possible Points)

- Objectives and activities address the identified needs and goals for the project
- Objectives are specific, measurable, and realistic with indicators for documentation of evidence of outcomes.
- Proposal adequately identified timelines for accomplishing outcomes.

6. **Evaluation Plan (20 Possible Points)**

- The evaluation plan should accurately measure achievement of stated objectives.
- The evaluation plan contains an effective procedure for determining the number of teachers and school personnel reached and their satisfaction with the training.

7. **Community Collaboration and Partnerships (16 Possible Points)**

- The applicant provides an effective plan for using existing community expertise and resources.
- The applicant provides a detailed description of the roles of each partner and contributions that will help the project achieve its objectives.
- Letters of commitment verify the information described in Community Collaboration and Partnerships.

8. **Budget Narrative (from DOE 101 Budget Narrative Form) (20 Possible Points)**

- Expenditures are reasonable and realistic in relation to proposed objectives.
- Expenditures are broken down by unit cost and number of units or months required.
- All funded projects and any amendments are subject to the procedures outlined in the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) and the *General Assurances for Participation in Federal and State Programs*. The text for the Green Book may be accessed on-line at <http://www.firn.edu/doe/comptroller/gbook.htm>.
- **Allowable Expenses:** Project funds must be used for activities that directly support the preparation, training, and engagement in public school tobacco education in grades K-12. Allowable expenditures include professional training fees, training supplies and materials, teacher stipends, substitute teachers, tobacco curricula, evaluation and report preparation, and audiovisual and room rentals. **Note:** Funds may be used for substitute teachers only when classroom teachers attend training during normal working hours.
- **Unallowable Expenses:** Project funds may not be used for salaries of regular or temporary school district employees, creation of positions or supplanting of existing programs and funding, nonexpendable equipment or consumables such as computers, DVD players, TVs, VCRs, or other electronic or telecommunications equipment, indirect administrative costs, student training or transportation of students, food and beverages, financial incentives for staff and students, non-educational products or gifts, (such as t-shirts), and materials not directly related to tobacco prevention and intervention. Indirect costs cannot be applied to state funded projects.
- Appropriate time distribution records must be kept that substantiate an equitable distribution of time and effort by fund source.
- The project recipient must submit a complete DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification. Any unexpended general revenue funds must be returned by check issued to the DOE with the DOE 399 form.

Fiscal Requirements

Required Attachments

Proposals must include letters of commitment from community partners and district personnel, describing their roles and responsibilities with the project. Please review your application to make sure that the required attachments are included and that the superintendent's original signature is present.

- DOE 100B – Project Application Form, with at least one copy with the appropriate original signature.

	<ul style="list-style-type: none"> • DOE 101 – Budget Narrative Form • Additional Assurances – All Projects (Refer to page 12) • Letters of commitment from community partners
Method of Answering Frequently Asked Questions or Providing Changes or Addenda	<p>Frequently asked questions, changes in dates, clarifications or addenda to the RFP will be conveyed via e-mail to the e-mail addresses and designated recipients filing a notice of Intent-to-Apply. The cut-off date for new questions to be submitted by applicants is May 19, 2004.</p>
Notice of Intent to Apply	<p><i>The deadline date to notify the contact person of intent-to-apply is April 26, 2004.</i> Send the notification by e-mail to Dr. Antoinette Meeks with an e-mail address. Providing the intent-to-apply is not required for a proposal to be considered, but assists the applicant by assuring receipt of answers to frequently asked questions and competition updates. Conversely, eligible organizations which file an intent-to-apply are not required to apply.</p>
Method of Selection	<p>A committee of representatives from the Florida Department of Education, the Florida Department of Health, and voluntary health based organizations will evaluate proposals. The review panel is instructed to treat every proposal equally. Projects that focus on program priorities (see page 13) will have preference. Final recommendations for funding will be made by review committee consensus and forwarded to the Commissioner of Education for final approval. Successful applicants will receive an approved Project Award Notification (DOE 200).</p>
Implementation Requirements	<p>According to the <i>CDC Guidelines for School Health Programs: Preventing Tobacco Use and Addiction</i>, well-designed, well-implemented school programs to prevent tobacco use and addiction</p> <ul style="list-style-type: none"> • provide effective strategies for preventing tobacco use; • provide prevention education during the years when the risk of becoming addicted to tobacco is greatest; • provide a tobacco-free environment that establishes nonuse of tobacco as a norm and offers opportunities for positive role modeling; and • can help prevent the use of other drugs, especially if the program addresses the use of these substances. <p><i>School programs to prevent tobacco use and addiction will be most effective if they</i></p> <ul style="list-style-type: none"> • provide developmentally appropriate instruction in grades K-12 that addresses the social and psychological causes of tobacco use; • are part of a coordinated school health program through which teachers, students, families, administrators, and community leaders deliver consistent messages about tobacco use; • prohibit tobacco use at all school facilities and events; • encourage and help students and staff to quit smoking; and • are reinforced by community-wide efforts to prevent tobacco use and addiction.
Reporting Outcomes	<p>Recipients are required to submit a final project report to:</p>

Dr. Antionette Meeks
Florida Department of Education
Office of Coordinated School Health
325 West Gaines Street
Turlington Building, Room 554
Tallahassee, Florida 32399-0400

**Attachments to the
RFP**

1. DOE 100B – Project Application Instructions and Form, pgs. 8-9
2. DOE 101 – Budget Narrative Instructions and Form, pgs. 10-11
3. Additional Assurances – All Projects, pg. 12
4. Funding Priorities, pg. 13
5. Sample Suggested Planning Format Sheet, pg. 14
6. Example of Suggested Planning Format Sheet, pg. 15
7. RFP Checklist, pg. 16
8. Proposal Planning Materials List, pg. 17
 - ◆ Using the School Health Index, pg. 18
 - ◆ School Health Index: Tobacco Focus Scoresheet, pg. 19
 - ◆ School Health Index: Tobacco Focus Items, pg. 20-27
 - ◆ School Health Index: Recommendation Assessment Worksheet, pgs. 28-29
 - ◆ School Health Index: Action Planning Worksheet, pg. 30
 - ◆ Program Design Template, pg. 31

Bidders' Conference

A conference call is scheduled for all parties interested in applying for this funding.

DATE: May 3, 2004

TIME: 10:00 a.m. – 12:00 noon

PHONE NUMBER: 1-850-921-6623 or Suncom 291-6623

Instructions for Completion of DOE 100B

- A.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
 - B.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
 - C.** If not pre-printed, enter name of program(s) for which funds are requested in this project.
 - D.** Enter the total amount of funds requested for each program in this project.
 - E.** The original signature of the appropriate agency head is required. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the appropriate agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100B when the application is submitted

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Numbers
1.4C094
2.4C095
3.

Please return to: Florida Department of Education Bureau of Grants Management Room 325 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Name and Address of Eligible Applicant: Tobacco Prevention and Intervention Teacher Training Project	DOE USE ONLY Date Received
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B) Applicant Contact Information	
Contact Name:	Mailing Address:
Telephone Number:	E-mail Address:
Fax Number:	SunCom Number:

C) Program Name (1) s. 561.025(2), F.S., TAPS #4C094	C) Program Name (2) s. 569.11(6), F.S., TAPS #4C095	C) Program Name (3)
Project Number: (DOE Assigned)	Project Number: (DOE Assigned)	Project Number: (DOE Assigned)
\$ D) Total Funds Requested:	\$ D) Total Funds Requested:	\$ D) Total Funds Requested:
Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$	Total Approved Funds: (DOE USE ONLY) \$

CERTIFICATION

I, _____, (*Please Type Name*) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

DOE 101 Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

(DOE USE ONLY)

COLUMN 1 - OBJECT:

SCHOOL DISTRICTS: Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES: Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES: Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES: Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 2 – ALL APPLICANTS:

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 3 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on a 40 hour workweek) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (40) for the position into the actual work hours to be funded by the project.

COLUMN 4

AMOUNT - Provide the budget amount requested for each object code.

TOTAL - Provide the total for Column (4) on the last page. Must be the same amount as requested on the DOE-100A or B.

ADDITIONAL ASSURANCES - ALL PROJECTS

Fiscal Agency: (name of school district)

Submission of this application hereby assures that the applicant and all participating districts will implement the project consistent with the following requirements:

- Assurance is hereby provided that project funds will not be used to purchase furniture or equipment without prior written approval from the DOE/BISCS. Upon termination of the project, at the option of the DOE/BISCS, all equipment purchased with project funds will be transferred to the location(s) specified by the DOE/BISCS, and all necessary property records actions will be taken to transfer ownership to the DOE or its designee.
- Assurance is hereby provided that the fiscal agent for this project accepts responsibility for implementing all project activities as specified in this application or subsequent amendments, specifically including those of a regional or statewide nature. The fiscal agent will ensure that activities essential to project effectiveness including, but not limited to, reimbursement of travel expenses for persons from other districts/agencies, employment of substitutes for teachers in other school districts, or payment of consulting fees for persons to provide services to other school districts will be implemented in an efficient and timely manner.
- Assurance is hereby provided that products developed for statewide dissemination will be submitted to content and policy review by the DOE/BISCS prior to any distribution for other than awareness, field-test, or validation purposes. This fiscal agent will ensure that product developers adhere to policies and procedures set forth in "Guidelines for Project Publications," available from the BISCS Clearinghouse Information Center. The applicant will allow a minimum of four weeks for the BISCS to complete the content and policy review of any product, and will also allow sufficient time to make required revisions, have the revisions verified by the BISCS, and have the final document reproduced.
- Assurance is hereby provided that any products produced by or developed in connection with these projects remain the exclusive property of the State of Florida, unless ownership has been explicitly waived. Products include all print, audio-visual, computer programs, and internet websites fully or partially developed with project resources (fiscal and personnel resources). Such products must be pre-approved by the designated contact person and must contain a funding statement acknowledging the use of federal funds for development and dissemination. Questions regarding product development, ownership, or funding statements should be directed to Arlene Duncan, Supervisor, Clearinghouse Information Center at 850/ 245-0477; or E-mail: Arlene.Duncan@fldoe.org.
- Assurance is hereby provided that fees will not be charged for any service provided under the auspices of the project without prior written approval of the DOE/BISCS.

PROGRAM PRIORITIES

Projects should address the following priority areas.

- Training is delivered to teachers and other school personnel who work with a targeted group of students.
- The project describes the need to target this specific group of students and how the training provided will affect them.
- The project provides training in universal refusal skills and strategies.
- The project uses community expertise and resources including, but not limited to, county health department personnel; local and regional offices of health agencies such as the American Cancer Society, the American Heart Association, and the American Lung Association; and the Florida Department of Health Regional Tobacco Coordinators.
- The project includes an evaluation plan.
- The project assists teachers in meeting Florida's Sunshine State Standards.
- The project can easily be replicated and is cost effective.
- The training targets teachers and other school personnel who have not recently received (within two years) tobacco prevention and intervention training.
- The project integrates tobacco prevention education into current staff development and student curriculum.
- The project utilizes technology to support dissemination and implementation.

SAMPLE SUGGESTED PLANNING FORMAT

PROGRAM GOAL: 1 <i>(Scoring Criteria Section II, 5)</i> <i>Concept or focus of proposed accomplishment (Scope of Work)</i>		Sunshine State Standard: <i>(Scoring Criteria Section II, 3)</i>		
Program Objective: 1.1 <i>(Scoring Criteria Section II, 5)</i> <i>Specific and measurable operational strategy to achieve GOAL</i>		Measure of Accomplishment: <i>(Scoring Criteria Section II, 6)</i> <i>How will you know you have been successful?</i>		
Program Activities: <i>(Scoring Criteria Section II, 5)</i> <i>Step-by-step plan to achieve Objective (Sequence)</i>	Evidence/Documentation of Outcome: <i>(Scoring Criteria Section II, 5)</i> <i>How will you demonstrate that you have completed this activity?</i>	Begin/End Date: <i>(Scoring Criteria Section II, 5)</i>	Person Responsible: <i>(Scoring Criteria Section II, 5)</i>	Proposed Budget Expenditure: <i>(Scoring Criteria Section II,8)</i>
1.1.1				
1.1.2				
1.1.3				
1.1.4				
1.1.5				

Note: This Sample Planning form is provided to assist in the development of the project design. A template is provided on page 31 for your convenience. This form may be attached to the application narrative and should not be included in page limit count.

EXAMPLE OF SUGGESTED PLANNING FORMAT

PROGRAM GOAL: 1 <i>A cadre of skilled tobacco prevention educators will be established.</i>		Sunshine State Standard:		
Program Objective: 1.1 1.0. All 7 th grade health teachers will be trained to implement <i>Tobacco Prevention Education</i> in their curricula, August, 2004 through December 15, 2004..		Measure of Accomplishment: At least 95% of 7 th grade health teachers will be trained to implement Project TNT.		
Program Activities:	Evidence/Documentation of Outcome:	Begin/End Date:	Person Responsible:	Proposed Budget Expenditure:
1.1.1 Quality curriculum will be identified and review	Review team reports	8/1-9/1, 2004		N/A
1.1.2 Materials will be ordered.	Purchase Order completed and approved	9/1-9/15, 2004		2,800.00
1.1.3 Training programs will be organized and presented.	Agenda and sign-in sheets from training	10/1-11/15, 2004		10,000.00
1.1.4 Training participants will demonstrate increased skills and knowledge	One hundred percent of training participants will show a growth of a least 80% in knowledge between pre- and post-training testing.	11/15-12/15, 2004		N/A
1.1.5 Training program impact will be evaluated	Student feedback will be gathered	11/15-12/15, 2004		N/A

<p style="text-align: center;">TOBACCO PREVENTION AND INTERVENTION TEACHER TRAINING PROJECT 2004</p>

CHECKLIST

Prior to mailing your application, please make sure all of the required information has been provided for review. We look forward to receiving your application no later than the close of business day, Tuesday, May 25, 2004.

- DOE 100B – Project Application Form, includes one original and three copies
- DOE 101 – Budget Narrative Form
- Project Narrative and Design
- Additional Assurances – All Projects
- Letters of Commitment, included from all partners

Proposal Planning and Support Materials:

- ♦ **USING THE SCHOOL HEALTH INDEX**
- ♦ **SCHOOL HEALTH INDEX: TOBACCO FOCUS**
- ♦ **RECOMMENDATION ASSESSMENT WORKSHEET**
- ♦ **SCHOOL HEALTH INDEX: TOBACCO-FOCUSED ITEMS**
- ♦ **RECOMMENDATION ASSESSMENT WORKSHEET**
- ♦ **RECOMMENDATION ASSESSMENT WORKSHEET**
- ♦ **ACTION PLAN WORKSHEET**
- ♦ **PROGRAM DESIGN TEMPLATE**

If assistance is needed to complete the modified Index or any of the planning and support materials, please contact Dr. Antionette Meeks, Health Education Coordinator, at 850/245-0480.

USING THE SCHOOL HEALTH INDEX

The School Health Index was developed by the Centers for Disease Control and Prevention (CDC) and enables a school or school district to:

- ◆ identify the strengths and weaknesses of health promotion policies and programs
- ◆ develop action plans for improving student health
- ◆ involve teachers, parents, students, and the community in improving school services

For the purposes of the grant, the focus is only on tobacco and those items within the School Health Index that focus on tobacco. Below are general tips, developed by CDC, which will assist with the completion of the Index. A modified version of the Index is located on page 19, followed by descriptors of the items and the scoring rubric for each of the items. You may use this questionnaire to reflect on district level tobacco prevention initiatives as well. Completing this instrument will assist in the development of benchmark and the proposal evaluation plan.

General Tips for Completing the School Health Index

Accuracy counts. Please answer all questions as accurately as possible. The *School Health Index* is **your** school-based self-assessment and planning tool; it should not be used for auditing or punishing school staff.

The focus is on health promotion. The *School Health Index* is designed to assess implementation of health promotion activities across each of the eight school health components. It does not address basic administrative duties, such as bookkeeping.

There is no passing grade. The *School Health Index* is not intended to compare one school to another. You should use your *Index* scores only to help you understand your school's strengths and weaknesses and to develop an action plan for improving your health promotion efforts. It is realistic to expect low scores in certain areas; low scores will make you aware of areas that need improvement.

Some actions are easier than others. Use of the *School Health Index* tool might lead your team to recommend actions that require additional resources. You might find, however, that many of the recommended actions involve simply making better use of existing resources.

Keep the team together. The purpose of completing the *School Health Index* is to start on a path to improve your school's services. Once you have started, you can keep the team together and use the *Index* to monitor your progress. Establish a schedule for annual assessments, so that the *Index* can be a tool for continuous improvement and accountability over time.

In addition to the Tobacco Prevention and Intervention Teacher Training Project, the information gathered using the Index assists in focusing on other areas related to tobacco that have an impact on student achievement and participation in this health risk behaviors. Additional planning tools have been included to assist with the development of or fine tuning of a comprehensive tobacco prevention/intervention program.

SCHOOL HEALTH INDEX: TOBACCO FOCUS SCORESHEET

Instructions

1. Carefully read and discuss the questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card. See the attached descriptions for assistance.
2. Check or click the most appropriate score for each item.
3. After all questions have been scored, calculate the overall score.

Rating Grid		Fully In Place	Partially In Place	Under Develop- ment	Not in Place
<i>School Health Policies and Environment</i>					
1.12	Prohibit tobacco use among students	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
1.13	Prohibit tobacco use among staff	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
1.14	Prohibit tobacco use among visitors	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
1.15	Enforcement of tobacco-use policies	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
1.16	Prohibit tobacco advertising	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
1.17	Orient staff to school health policies	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
1.18	Communicate school health policies to students, parents, staff, and visitors	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
M/H	Tobacco-use cessation services (middle/high ONLY)*	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<i>Health Education</i>					
2.2	Sequential health education curriculum consistent with standards (tobacco only)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2.5	Essential tobacco-use prevention topics	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<i>School Health Services</i>					
5.3	Prevent tobacco use and promote cessation	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5.4	Collaborate with staff (tobacco-free lifestyle only)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<i>School Counseling, Psychological, and Social Services</i>					
6.3	Prevent tobacco use and promote cessation	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6.5	Collaborate with staff (promote tobacco-free lifestyle)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<i>Health Promotion for Staff</i>					
7.1	Health screening for staff (tobacco only)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7.4	Tobacco-use cessation programs for staff	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<i>Family and Community Involvement</i>					
8.1	Educate families (tobacco-free lifestyle only)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8.3	Parent and community involvement in programs	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8.4	Promote community-based programs (tobacco prevention/cessation)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8.5	Community access to school facilities (e.g., tobacco-use cessation)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
COLUMN TOTAL					
TOTAL SCORE:					
Divide Total Score by 57(Elementary) or 60 (Middle/High Schools) = <u> </u>					
Multiply sum by 100= <u> </u> %					

Low 0-20%	Medium 41-60%	High 81-100%
21-40%	61-80%	
Review Index to prioritize needs and identify programs that could meet these needs.	Good start, review Index to determine next steps.	Great job. Maintain existing programs. Review Index for additional program needs.

***Middle/High Schools ONLY**

SCHOOL HEALTH INDEX: TOBACCO-FOCUSED ITEMS

SCHOOL HEALTH POLICIES AND ENVIRONMENT

1.12 Prohibit tobacco use among students

Does the school prohibit the use of tobacco* by students 24 hours a day in the following locations?

- on all school property (includes all buildings, facilities, and school grounds)
- in any form of school transportation
- at school-sponsored events on or off school property (for example, field trips)

**Tobacco use means all forms: cigarettes, cigars, cigarillos, chewing tobacco and snuff, bidis, clove cigarettes, etc.*

3 = Yes, for all three areas.

2 = On all school property and for one of the other areas (transportation **or** away events).

1 = For one of the areas.

0 = No.

1.13 Prohibit tobacco use among staff

Does the school prohibit the use of tobacco by staff 24 hours a day in the following locations?

- on all school property (includes all buildings, facilities, and school grounds)
- in any form of school transportation
- at school-sponsored events on or off school property (for example, field trips)

3 = Yes, for all three areas.

2 = On all school property and for one of the other areas (transportation **or** away events).

1 = For one of the areas.

0 = No.

1.14 Prohibit tobacco use among visitors

Does the school prohibit the use of tobacco by visitors 24 hours a day in the following locations?

- on all school property (includes all buildings, facilities, and school grounds)
- in any form of school transportation
- at school-sponsored events on or off school property (for example, field trips)

3 = Yes, for all three areas.

2 = On all school property and for one of the other areas (transportation **or** away events).

1 = For one of the areas.

0 = No.

1.15 Enforcement of tobacco-use policies

Does the school handle violations of the tobacco-use policies in each of the following ways?

- designating individual(s) to enforce the policy
- having written policies for addressing violations by student, staff, and visitors
- providing educational opportunities (for example, smoking-education or smoking cessation sessions) and not using solely punitive measures (for example, detention and suspension)
- referring students to the school counselor or nurse
- tracking the frequency of violations by students so that repeat offenders can be identified and receive heavier consequences
- communicating violations to parents

3 = Yes, in each of the six ways.

2 = In four or five of these ways.

1 = In one to three of these ways.

0 = No.

1.16 Prohibit tobacco advertising

Does the school prohibit advertising and displaying of tobacco-industry brand names, logos, and other identifiers in each of the following locations?

- on school property
- at school functions
- in school publications
- on student and staff clothing, shoes, and accessories
- on student and staff gear and school supplies (for example, backpacks, lunchboxes, games, book covers, or other personal items)

3 = Yes, in each of the five ways.

2 = In three or four of these areas.

1 = In one or two of these areas.

0 = No.

1.17 Orient staff to school health policies

Is staff oriented to and given copies of the policies on physical activity, healthy eating, and tobacco use that relate to their job responsibilities?

3 = Yes.

2 = Oriented to or given copies, but not both.

1 = No, but there are plans to do so.

0 = No, and there are no plans to do so.

1.18 Communicate school health policies to students, parents, staff, and visitors

Does the school communicate its policies on physical activity, healthy eating, and tobacco use to students, parents, staff, and visitors in each of the following ways?

- tobacco-free-school signs
- staff orientation and staff meetings
- student orientation
- student handbook
- staff handbook
- parent handbook and/or newsletters
- contracts with outside vendors and organizations that rent school facilities
- announcements at school events community meetings

3 = Yes, all of the ways are used.

2 = Most of the ways are used.

1 = Only a few of the ways are used.

0 = None are used.

MIDDLE/HIGH SCHOOL ONLY: Tobacco-use cessation services

Does the school offer or refer students to school or community tobacco-use cessation services such as the following?

- group tobacco-use cessation program
- brief clinical counseling from a school nurse or counselor
- self-help cessation materials
- computer-based tobacco-use cessation program
- telephone quit lines
- a local physician

3 = Yes, several different services are offered.

2 = Yes, but only one type of service is offered.

1 = No, but there are plans to do so in the future.

0 = No.

HEALTH EDUCATION

2.2 Sequential health education curriculum consistent with standards

- Do all who teach health education use a sequential* health education curriculum that
- addresses physical activity, healthy eating, and a tobacco-free lifestyle and is consistent**with state or national standards for health education (see standards below)?

**Sequential means a curriculum that builds on concepts taught in preceding years.*

***Consistent means that the curriculum addresses the key learning objectives identified by the standards.*

3 = Yes.

2 = Some use a sequential health education curriculum that addresses physical activity, healthy eating, and tobacco use, and it is consistent with state or national standards.

1 = Some use a sequential health education curriculum that addresses physical activity, healthy eating, and tobacco use, but it is not consistent with state or national standards.

0 = None do, or the curriculum is not sequential, or it does not include physical activity or healthy eating or tobacco-use, or there is no health education curriculum.

2.5 Essential tobacco-use prevention topics

Does the health education curriculum address all of these essential tobacco-use prevention topics?

- short- and long-term health consequences of tobacco use
- legal, social, and financial consequences of tobacco use
- addictive nature of nicotine
- effects of tobacco use on athletic performance
- health effects of second-hand smoke and benefits of a smoke-free environment
- health benefits of abstaining from tobacco use
- the social influences on tobacco use, including media, family, peers, and culture
- reasons why students do and do not use tobacco
- student overestimates of how many of their peers use tobacco
- interpersonal communication skills to avoid tobacco use (for example, refusal and assertiveness)
- goal-setting and decision-making skills related to not using tobacco
- finding valid information and services related to tobacco-use prevention and cessation
- how students can support others who abstain from or want to quit using tobacco
- school and community action to support a tobacco-free environment
- harmful effects of tobacco use on fetal development

3 = Yes.

2 = Most of the topics.

1 = Only a few of the topics.

0 = One or none of the topics **or** there is no health education curriculum.

SCHOOL HEALTH SERVICES

5.3 Prevent tobacco use and promote cessation

Does the school nurse or other health services provider discourage the use of tobacco products to students and their families through the following methods?

- distribution of educational materials
- individual advice
- small group discussions
- presentations

3 = Yes, through three or four of the methods listed above.

2 = Through two of the methods.

1 = Through one method.

0 = They are not promoted through any of these methods, **or** the school does not have a school nurse or other health services provider.

5.4 Collaborate with staff

Does the school nurse or other health services provider collaborate* with other school staff** to promote physical activity, healthy eating, and a tobacco-free lifestyle?

Examples of ways to **collaborate include:*

- *policy development*
- *curriculum development*
- *unit/lesson planning*
- *special events and projects*
- *in-service training on the health and academic benefits of physical activity, healthy eating, and a tobacco-free lifestyle*

***Examples of **other school staff** include:*

*counselors, psychologists, social workers
health education teachers
physical education teachers
recess supervisors or coaches
classroom teachers
food service staff
school administrators*

3 = Yes, collaborates to promote all three (physical activity, healthy eating, tobacco-free lifestyle).

2 = Collaborates to promote two of the three.

1 = Collaborates to promote one of the three.

0 = No, or the school does not have a school nurse or other health services provider.

SCHOOL COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

6.3 Prevent tobacco use and promote cessation

Does the school counseling, psychological, or social services staff discourage the use of tobacco products to students and their families through the following activities?

- distribution of educational materials
- individual advice
- small group discussions
- presentations

3 = Yes, through three or four of the methods listed above.

2 = Through two of the methods.

1 = Through one method.

0 = They do not do this through any of these methods, **or** the school does not have any counseling, psychological, or social services staff.

6.5 Collaborate with staff

Does the school counseling, psychological, or social services staff collaborate* with other school staff** to promote physical activity, healthy eating, and a tobacco-free lifestyle?

Examples of ways to **collaborate include:*

policy development

curriculum development

unit/lesson planning

special events and projects

professional-development training on the health and academic benefits of physical activity, healthy eating, and not using tobacco

***Examples of **other school staff** include:*

school nurse or other health services provider

health education teachers

physical education teachers

recess supervisors or coaches

classroom teachers

food service staff

school administrators

3 = Yes, collaborates to promote all three (physical activity, healthy eating, not using tobacco).

2 = Collaborates to promote two of the three.

1 = Collaborates to promote one of the three.

0 = No, **or** the school does not have any counseling, psychological, or social services staff.

HEALTH PROMOTION FOR STAFF

7.1 Health screening for staff

Does the school or district offer* staff members physical health screenings** that are accessible and free or low-cost at least once a year?

**Offer means that the school or district has a special arrangement for staff to receive health screening either on-site or off-site through a community program.*

*** Examples of items that are part of a **health screening** include:*

height and weight

blood pressure

cholesterol level

blood sugar level

tobacco use

3 = Yes.

2 = Offers accessible, free or low-cost physical health screenings for staff, but not every year.

1 = Offers physical health screenings, but they are either not accessible or not low-cost.

0 = Does not offer physical health screenings.

7.4 Tobacco-use cessation programs for staff

Does the school or district offer or refer school staff to tobacco-use cessation services* at the school or in the community that are accessible?

***Cessation services** can include any of the following:

group tobacco-use cessation program

brief clinical counseling

self-help educational materials

computer-based cessation program

referral to a local physician

telephone quit line

pharmacological cessation aids (nicotine replacement therapy, Zyban, etc.)

3 = Yes.

2 = Offers or refers to tobacco-use cessation programs, but the programs are not easily accessible.

1 = No, but there are plans to do so.

0 = No, and there are no plans to do so.

FAMILY AND COMMUNITY INVOLVEMENT

8.1 Educate families

Does the school give families many opportunities to learn about physical activity, healthy eating, and a tobacco-free lifestyle, through educational materials* sent home and involvement in school-sponsored activities**?

***Examples of educational materials** include brochures, newsletter articles, introductions to curricula, and homework assignments that require family participation.

****Examples of school-sponsored activities** include parent/teacher meetings, health fairs, food tastings, international meals, field days, walkathons, and fun runs.

3 = Yes.

2 = Provides many opportunities to learn about only two of the three topics.

1 = Provides few opportunities, **or** provides many opportunities to learn about only one of the three topics.

0 = No opportunities provided.

8.3 Parent and community involvement in programs

Do parents and other community members help plan and implement* school programs for physical activity, healthy eating, and tobacco-use prevention and cessation?

***Examples of ways to help plan and implement** include volunteering to help in the classroom, in the cafeteria, or with special events; serving on a curriculum committee; and designing or conducting a needs assessment or program evaluation.

3 = Yes, they help in all three areas (physical activity, healthy eating, tobacco-use prevention and cessation).

2 = They help in two of the three areas.

1 = They help in one of the three areas.

0 = No.

8.4 Promote community-based programs

Does the school staff inform students and their families about community-based programs for physical activity*, healthy eating**, and tobacco-use prevention and cessation***?

Examples of **community-based programs for physical activity include youth sports and recreation programs.*

***Examples of **community-based programs for healthy eating** include WIC, food stamps, local food pantries, and cooperative extension.*

****Examples of **community-based sources for programs for tobacco-use prevention and cessation** include state and local public health departments and tobacco control coalitions, local hospitals, American Cancer Society, American Heart Association, and American Lung Association.*

3 = Yes.

2 = Staff members provide information about community-based programs in two of the three areas (that is, physical activity, healthy eating, tobacco-use prevention and cessation).

1 = Staff members provide information about community-based programs in one of the three areas.

0 = No.

8.5 Community access to school facilities

Do community members have access to indoor and outdoor school facilities* outside school hours** to participate in or conduct health promotion programs***?

Examples of **school facilities include indoor classrooms, gymnasium, and outdoor recreational areas.*

*****Outside school hours** means after school, in the evening, on weekends, and during school vacations.*

****Examples of **health promotion programs** include tobacco-use cessation, physical activity/recreation, and education on healthy eating.*

3 = Yes.

2 = Yes, but the hours of access are somewhat limited.

1 = Yes, but the hours of access are quite limited, **or** there is access to indoor or outdoor facilities but not both.

0 = Community members do not have access to either indoor or outdoor school facilities.

School Health Index

RECOMMENDATION ASSESSMENT WORKSHEET

Using the information gathered from the rating grid, identify the top three priorities. Next, complete the Recommendation Assessment Worksheet and the Action Plan Worksheet to examine each priority by rating its Importance, Cost, Time, Commitment, and Feasibility. The chart below provides a description of each of these components. The chart on page 31 is completed by using the rating information listed.

RATING INFORMATION

<p>Importance</p>	<p><i>How important is the recommendation?</i></p> <p>5= Very important 2= Somewhat important 1= Not very important</p>
<p>Cost</p>	<p><i>How expensive would it be to plan and implement the recommendation?</i></p> <p>5= Not very expensive 3= Moderately expensive 1= Very Expensive</p>
<p>Time</p>	<p><i>How much time and effort would be needed to implement the recommendation?</i></p> <p>5= Modest time and effort 3= Somewhat high time and effort 1= Very high time and effort</p>
<p>Commitment</p>	<p><i>How enthusiastic would the school community be about implementing the recommendation?</i></p> <p>5= Very enthusiastic 3= Somewhat enthusiastic 1= Not enthusiastic</p>
<p>Feasibility</p>	<p><i>How attainable is the recommendation?</i></p> <p>5= Fairly easy to attain 3= Somewhat difficult to attain 1= Very difficult to attain</p>

School Health Index

RECOMMENDATION ASSESSMENT WORKSHEET

Tobacco Items							
Recommendations	Importance	Cost	Time	Commitment	Feasibility	Total Points	Priority Ranking
1.							
2.							
3.							
4.							

The School Health Index

ACTION PLAN WORKSHEET

<i>Recommendations</i>	Describe the recommendations from the Recommendation Assessment Worksheet.
Activities	List the activities required to meet the recommendation.
Materials, resources, and personnel	List the individuals who will do the works, and the resources and tools they will need to get the job done.
Time frame	When will implementation begin? How long will it take to finish?
Evaluation	How will you measure success (or disappointment)?

Tobacco Items				
<i>Recommendations</i>	Activities	Materials, resources, and personnel	Time frame	Evaluation
1.				
2.				
3.				
4.				

PROGRAM DESIGN TEMPLATE

PROGRAM GOAL: 1		Sunshine State Standard:		
Program Objective: 1.1		Measure of Accomplishment:		
Program Activities:	Evidence/Documentation of Outcome:	Begin/End Date:	Person Responsible:	Proposed Budget Expenditure:
1.1.1				
1.1.2				
1.1.3				
1.1.4				
1.1.5				