

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Carol M. White Physical Education Program Application Package

CFDA # 84.215F

PR/Award # S215F130012

Grants.gov Tracking#: GRANT11371651

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1241-MSDPECATforMSDPE.pdf](#), [1239-MSDSHIScoreCARDS.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/05/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

Middleton School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):

826003508

* c. Organizational DUNS:

0296464030000

d. Address:

* Street1:

5 South 3rd Avenue West

Street2:

* City:

Middleton

County/Parish:

* State:

DC: District of Columbia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

836445563

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Richard

Middle Name:

* Last Name:

Bauscher

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

2085853027

Fax Number:

2085853028

* Email:

rbauscher@msd134.org

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

* Title:

Office of Elementary and Secondary Education (OESE); Carol M. White Physical Education Program
CFDA Number 84.215F

13. Competition Identification Number:

84-215F2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Middleton School District_Idaho_2013 PEP Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

| | |
|---|---|
| <p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Rebecca Jones</p> | <p>* TITLE</p> <p>District Superintendent</p> |
| <p>* APPLICANT ORGANIZATION</p> <p>Middleton School District</p> | <p>* DATE SUBMITTED</p> <p>04/05/2013</p> |

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
|--|--|--|

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Middleton School District

* Street 1: 5 South 3rd Avenue West * Street 2: _____

* City: Middleton * State: _____ * Zip: _____

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

| | |
|--|--|
| 6. * Federal Department/Agency: US Department of Education | 7. * Federal Program Name/Description: Fund for the Improvement of Education |
| | CFDA Number, if applicable: 84.215 |

| | |
|---|---|
| 8. Federal Action Number, if known: _____ | 9. Award Amount, if known: \$ _____ |
|---|---|

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Rebecca Jones

* Name: Prefix Dr. * First Name Richard Middle Name _____

* Last Name Bauscher Suffix _____

Title: _____ Telephone No.: _____ Date: 04/05/2013

Federal Use Only: _____ Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

PR/Award # S215F130012

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

MSDGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act (Section 427) – Description of Steps to Ensure Equitable Access and Participation in Middleton School District Physical Education Program

Middleton School District (MSD) recognizes the right of every student to take part in activities organized by the school district and is dedicated to providing equal participation and equitable access opportunities to all students. We are committed to building a Physical Education Program that is comprehensive and state standards-based while overcoming barriers based on gender, race, national origin, color, disability or age. MSD will implement a K-12 articulated curriculum and curriculum infrastructure that is aligned to Idaho State Standards, thus optimizing the opportunity for all students to be active and learn about healthy lifestyle choices. This district-wide individualized program will allow students to succeed regardless of their fitness, interest in sports, race, gender, age or disability.

MSD student body is diverse and includes 5% Hispanic/Latino, 1% Native American and over 9% mixed Race/Ethnicity. We have 5 schools, serving 3,284 students, with more than 53% eligible for free or reduced-priced meals. We will enhance and continue several food programs in our schools including a backpack program where students take a backpack full of food home for the weekend. MSD also offers free breakfast and mid-morning snack to all students, regardless of socio-economic status, race, gender, national origin, disability or age. Many of MSD's students are part of the Limited English Proficiency (LEP) program. These factors limit access to health and activity programs.

We have several staff members that are specifically assigned to work with our migrant, LEP and homeless populations. Students receiving LEP services will receive translated instructional materials in their native language. Staff members at each school will also be provided with resources to ensure proper accommodations for all LEP students.

MSD will concentrate on significantly expanding no cost, accessible opportunities for all students and their families to participate in physical activity and nutrition education. We will provide expanded programs, including Open Gym, nutrition classes, community planning for community garden and/or walking trail, and other various after school partner activities. Accommodations, transportation, and equipment will allow inclusive involvement of all youth as well as their families regardless of socio-economic status, race, disability, gender, age, or development challenges. In addition, teachers will modify instructional methods to meet the unique fitness needs of students with disabilities or special needs. As needed, equipment will be adjusted and accommodations will be made to ensure all students will be successful in participating in exercise and movement.

Throughout the development and implementation of our comprehensive Physical Education Program, access and involvement barriers will be exposed by thorough breakdown and analysis of wide-ranging and informative data on participation, fitness achievement results, and other participant feedback, obtained throughout the district. We will overcome any discovered barriers, therefore ending disparities and enhancing the opportunities for all students to be active and acquire lifelong fitness skills and healthy habits.

As we further define, expand, and implement a K-12 articulated, state standards-based Physical Education Program, we will gather input from females, minority groups, students with disabilities, and groups disproportionately affected by poverty in order to design activities, offerings, and interventions that will encourage participation of these student groups. In addition, we will continue to monitor occasions to provide all students equal access to after school activities, including athletics.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | | |
|--|-----------------------|--------------|
| * APPLICANT'S ORGANIZATION Middleton School District | | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | | |
| Prefix: Dr. | * First Name: Richard | Middle Name: |
| * Last Name: Bauscher | Suffix: | |
| * Title: District Superintendent | | |
| * SIGNATURE: Rebecca Jones | * DATE: 04/05/2013 | |

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT Middleton School District

Four years ago a handful of physical education teachers in Middleton School District (MSD) began the discussion of a need to do more to help our students understand the importance of being fit and healthy. A year later with the support of a Community School Health program, that small group had morphed into a formidable group of district teachers, administrators and community members who were intent on bringing about change. The analysis of our fitness and health program led to the conclusion that we have a great staff and community moving forward in exciting, innovative, but disjointed directions to promote student health. We now realize we lack an articulated curriculum and a coordinated district-wide approach to successfully address and maximize the promotion of fitness and health. Our overarching goal is to develop, implement, and sustain a district-wide plan to improve the knowledge, skills, physical activity and nutrition levels of our students. We have identified goals, measurable outcomes and implementation plans to achieve our over-arching goal. We will accomplish this by developing a managerial and curricular infrastructure that supports the key elements of our plan: increased nutrition, fitness, activity opportunities for students, professional development, equipment acquisition, program evaluation, community collaboration. Embedded in these key elements are exciting district- and community wide opportunities that will have a positive impact and ensure reaching our goal.

This is truly a community based project and proposal. MSD has rallied the support of our staff, parents, city government and social service agencies to address this critical issue: the fitness and health of our children.

PEP PROJECT OBJECTIVES AND ACTIVITIES

| Objectives and Activities | Outcomes |
|---|--|
| Adopt and implement a physical education curriculum with nutrition education related components aligned to Idaho State Standards and articulated from grades K-12 | Improved instruction for all students; all students meet state standards; students lead healthier productive lives |

| | |
|---|--|
| Increase opportunities for students to learn relationship of nutrition to their health and personal fitness | Students will increase their levels of fitness and nutrition and live healthier and productive lives. |
| Acquire nutrition and fitness equipment required to implement new curriculum | Students have needed equipment to gain benefits of curriculum; students successful at meeting state standards |
| Schedule and provide teacher training targeted at curriculum implementation | Teachers gain needed knowledge to effectively teach curriculum so students can gain information and skills in nutrition and fitness. |
| Develop online system to gather fitness/health data to share with students, parents district | Teachers and district can easily measure progress and make program modifications. Students and parents have access to personal fitness plans and progress. |
| Build on current community collaboration and partnerships to advance project goals | Collaboration engages community and increases likelihood of success; increases venues of nutrition educations for students and families |

APPLICABLE PRIORITIES

Absolute Priority - Our project undertakes all facets of Absolute Priority. We are developing our physical education program and addressing our state standards by addressing activity (1) Increasing instruction in healthy eating habits and good nutrition and addressing activity (2) Increasing opportunities for physical fitness activities. With Activity 2 we have addressed all 5 subsets – A through E.

Competitive Preference 2 - We have developed unique and exceptional relationships with city government and businesses and health departments in our community to promote and complete the objectives of our proposal.

Requirements 1-7; Design Elements 1-7 - We have incorporated all PEP Requirements and Design Elements into our PEP Project

Number Participants Served (Target Population) - 3457 Students; Grades K-12

Number and location of Proposed Sites – We are serving students at 5 sites all located in Middleton, Idaho: Middleton High School, Middleton Middle School, Middleton Heights Elementary, Mill Creek Elementary School, and Purple Sage Elementary School

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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MIDDLETON SCHOOL DISTRICT PEP NARRATIVE

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MIDDLETON SCHOOL DISTRICT PEP NARRATIVE

The Middleton School District (MSD) and Idaho Southwest District Health (SDH) have been working together to address community and school fitness and health issues with the support of an Idaho Coordinated School Health Grant (CSH). In the past three years, we have established a school health committee – the Middleton Coordinated Health Action Team (MCHAT), completed the Healthy School Report Card process, and developed a Coordinated School Health Action Plan that targets identifying and resolving health-related gaps in our school program. As of August of 2012, we achieved the following objectives:

1. Restructured our breakfast program to add a mid-morning nutritious snack, resulting in less wasted food and having a positive impact on mid-morning energy slump
2. Increased education opportunities for staff, students and parents re: nutrition in school meals
3. Instituted Staff Wellness Program
4. Published ideas for packing healthy, economical lunches from home on a monthly basis
5. Reviewed practices of using candy as rewards or food choices for school parties
6. Made changes to our physical education (PE) curriculum
7. Participated in the Revision of the Local Wellness Policy
8. Developed positive behavior incentives for students

NEED FOR PROJECT – *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 nature and magnitude.* While we celebrate these achievements, teacher feedback indicated our physical education program was not helping students meet state standards. Combining that with disturbing assessment results produced serious concern that our children are not making progress in the critical areas of physical activity and nutrition that we know through research are

linked to academic performance and living lifelong productive lives (CDC 2010).

To gather more data, we completed a PECAT and HECAT assessment of our curriculum and the scores affirmed that our current curricula does not offer what students need to meet the Idaho State Standards (ISS). Our scores in all Content Analysis areas were consistently low with both our PECAT and HECAT assessments. Knowing we needed more data, we assessed 1676 of our students district-wide with the Presidential Fitness Assessment (PFA). This process would give us pre-data for a possible PEP application and give us a more definitive picture when combined with data from our curriculum assessments and teacher feedback. The disturbing PFA results confirmed the critical need to reorganize our efforts as a district and community to increase the health of our children. **PFA Results:** 99% of the 1676 students taking the assessment *did not qualify* for the Presidential Fitness Challenge that requires an 85% benchmark for the assessment. *Less than 13% qualified* for the award that requires only 50% completion of the benchmarks. It is an understatement to say that we were devastated.

Our resolve to develop this project increased when we compared the **Youth Risk Behavior Survey (YRBS)** results from 2009 and 2011. We found that 1) the percentage of students considered to be obese continues to increase; 2) the percentage (18%) of students who eat fruits or vegetables 5 times a week has not increased; 3) the percentage of students who drink milk decreased from 26% to 17%; and 4) the percentage of students who attend PE classes on a daily basis actually *decreased* from a high of 32% in 2007 to a low of 23.7% in 2009 (YBRS, 2011). **With this data we established the critical need for our proposed project – to improve nutrition and physical education for current and future enrolled students in Middleton School District. Target Population:** – Middleton School District 3357 students – Ethnic Demographics: African-American .57%; Asian-American .8%; Hispanic 5%; Native American 1.07%; White 82.9%; Other 9.66%. An additional statistic related to the health and welfare of

our children increased our resolve to be proactive in our children's health: A February 2012 report from the Suicide Prevention Network of Idaho listed **suicide as 2nd leading cause of death for Idahoans age 15-34 and for males age 10-14**. Idaho is consistently among the states with the highest suicide rates. In 2009 (the most recent year available) Idaho had the 4th highest suicide rate, 67% higher than the national average. (SPAN, 2012). While this PEP Project will not focus on suicide prevention, research substantiates that one's sense of well-being and self-worth is related to your fitness and health (Barbour, 2007) (Salmon, 2001).

This documented data led us to review and reprioritize the objectives of our CSH Plan. While we are still proud of our achievements in reaching out to the community and addressing nutritional needs, we recognize that we must do more to ensure ALL of our children have the opportunity and the necessary skills to take personal action for their health and well-being. In our restructuring, we addressed two main facets: Nutrition and Physical Education. **PHYSICAL EDUCATION:** Our original CSH Goal Plan three years ago *did* include a need for an updated physical education program. We responded at that time with in-house improvements – curricula and packets developed by MSD teachers. However, the resulting changes did not articulate curricula grades K-12, did not empower students to take responsibility for their own health and fitness levels, and did not include a comprehensive component that allows us to gather student health and fitness data for program evaluation and adjustment. We now realize that we need to obtain a research-proven, standards-based articulated curriculum, aligned to Idaho State Standards (ISS), and supported with teacher training and appropriate equipment. This will effect change that will allow our students to increase their health and fitness levels and meet all 5 ISS: 1) Skilled Movement, 2) Movement Knowledge, 3) Valuing a Physically Active Lifestyle, 4) Personal Fitness, and 5) Personal and Social Responsibility (*See Appendix for complete copy of ISS and related Goals and Objectives*).

NUTRITION EDUCATION: We will continue our work in increasing opportunities for students

and families to learn about and participate in nutrition-focused activities. We will enhance this process by evaluating and incorporating instruction in healthy eating habits and good nutrition into our physical education/health program where we can impact K-12 students on a daily basis.

Next Steps: In the fall of 2012, we completed all 8 modules of the CDC School Health Index in preparation for this application. Teachers and administrators district wide indicated that our PE program did not provide opportunity for students to meet state standards: they consistently rated scores ‘Low’ in all but one category (See Appendix for SHI results). The comprehensive nature of the SHI and its resulting clarification of crucial gaps and weaknesses strengthened our resolve to collaborate as a district and community in making necessary changes to increase the level of our students’ health and fitness. We identify our gaps and weaknesses in the following tables and link them to ISS, Requirements, Design Filters and PEP Grant Priorities.

Table 1: Gaps & Weaknesses - Links to ISS, Nature, Magnitude

| IDENTIFIED GAPS & WEAKNESSES | ISS | NATURE | MAGNITUDE* |
|--|---------------------|---|--|
| The current K-12 PE program does not build a comprehensive ISS-based foundation linking nutritional concepts , fitness, & health to activity. | PE 1-5 Hlth 1, 7 | Infrastructure Curriculum Instruction | Abs Priority Req #2, 3, 5 DF #2-4, 6-7 |
| The current program does not have infrastructure needed to support sustainable program change, i.e., equipment aligned to curriculum, vision, curriculum guide, common assessment timelines, district & school curriculum maps, best practice lessons. | PE 1-5 Hlth 1 | Infrastructure Curriculum Instruction | Abs. Priority Req. #5 DF #2-7 |
| The current program is not providing a fitness-planning component for students to assure they have assimilated the information necessary for them to practice healthy nutrition & activity behaviors. | PE 2-4 Hlth 1, 7 | Infrastructure Curriculum Instruction | Abs Priority DF #1-7 |
| There has not been teacher training to implement quality program design & curri. The result is inconsistent delivery methods & lack of evaluation re: students meeting ISS. | PE 1-5 Hlth 1 | Infrastructure Curriculum Evaluation | Abs Priority DF #5 |
| Nutrition education is not available to all teachers nor aligned with ISS; community health events, nutrition services not coordinated for best delivery. | Hlth 1 | Infrastructure Curriculum | Abs Priority DF #1-7 |

* Magnitude is related in Table 1 in terms of the depth of the PEP Grant divisions that the particular Gap or Weakness effects.

The SHI gave us a vehicle to create a plan that will guide us in achieving goals that address the identified gaps and weaknesses directly related to the disturbing health and fitness data we shared previously. The next step in this process was to develop a Plan For Improvement prioritizing Actions needed to address the gaps. We show here the action steps from our SHI Improvement Plan that relate to the request of a PEP Grant.

Table 2: Action Items To Address Gaps And Weaknesses with Links to ISS and SHI G&W

| Action Items | Outcomes |
|--|---|
| <p><i>1. Research & Adopt standards-based articulated fitness & health/nutrition-based physical education curriculum; Review Wellness Policy.</i> ISS: PE 1-5; HLTH 1</p> | <p>Instruction for all students ensuring mastery of ISS improves; instruction aligns to ISS & articulates in grades K-12; students' knowledge of nutrition/fitness/activity improves. Wellness Policy supports K-12 PE/Health Program. SHI GAPS & WEAKNESSES ADDRESSED: 1-4</p> |
| <p><i>2. Develop Teacher Training program for implementing curriculum & proper use of aligned equipment.</i> ISS: PE 1-5; HLTH 1</p> | <p>100% of teachers engage & deliver instruction; efficacy of program delivery increases through effective use of equipment & curricular infrastructure development. Train the Trainer is in place to sustain program. SHI GAPS & WEAKNESSES ADDRESSED: 1-4</p> |
| <p><i>3. Ensure that additional infrastructure to support PE program change is in place, i.e., aligned equipment, Wellness Policy support, alignment with district assessments</i> ISS: PE 1-5; HLTH 1</p> | <p>Equipment is identified, procured & in place; Wellness Policy is reviewed & updated annually; All teachers have curriculum guides, maps, support materials & have confidence & are competent in their use. SHI GAPS & WEAKNESSES ADDRESSED: 1-4</p> |
| <p><i>4. Research & acquire web-based software to allow seamless data gathering re: student fitness</i> ISS: PE 1-4; HLTH 1</p> | <p>Can measure individual, building & district wide progress & use data for program adjustment. Students have ability to create personal fitness portfolio & record personal stats to guide fitness plans. SHI GAPS & WEAKNESSES ADDRESSED: 1-4</p> |
| <p><i>5. Create plan to coordinate & create new nutrition & activity opportunities with Nutrition Services, CSH, MParks/Rec; Chamber of Com; City Council; Terry Health Clinics; Explore community garden & walking trail possibilities.</i> PE 3, 4; HLTH 1</p> | <p>Community partnerships provide opportunities for children & families to learn & practice healthy eating and opportunities for being active increase. Nutrition classes change community culture. Community planning for community garden and/or walking trail engages and makes community aware of importance of fitness/health of our children. Open Gym meets needs of community families. Coordinate with CSH, PEP and PE priorities. SHI GAPS & WEAKNESSES ADDRESSED: 1-4</p> |

The two assessments we recently undertook – the CDC SHI and the ASCD Healthy School Report

Card associated with our CSH plan –strengthened our process for developing specific goals tied to the needs of our students. Our plans include integrating and coordinating our PEP Project with the CSH Plan to ensure there is no duplication of resources but, instead, increased efficacy in achieving nutrition- and health-related goals.

SIGNIFICANCE: *Likelihood project will result in system change or improvement - Our identified gaps and weaknesses indicated that we needed systemic change* including a standards-based PE curriculum, targeted teacher training, and increased opportunities for nutrition education, policy and procedure adaptation. We developed specific and measurable goals, objectives, and outcomes relevant to our identified gaps and therefore, the needed systemic changes. They align with our SHI Actions, the 7 Design Filters, and sections of the Absolute Priority. ***This collaborative effort of targeted, purposeful planning (clarifying our vision, establishing objectives and developing measurable outcomes) ensures that systemic change and improved fitness and health levels of our students will occur.*** An additional reason that the likelihood of systemic change will occur focuses on the word ‘collaborative.’ This proposed project is the result of over three years of gathering information, expertise, and community partners to one table and one vision. Our district is committed to engaging in this change and has identified ongoing budgetary support for this PEP Project including staffing, teacher professional development, substitute costs, infrastructure support, facility usage. (See LEA Assurance for detailed listing of contribution commitment.)

We would like to note that we have identified possible curriculums that meet our project needs by completing a HECAT and PECAT assessment and further in-depth research. We do not name them in this proposal, as our district procurement procedure will determine the actual selection when we receive the grant.(Req. #5). The possible curriculums all focus on cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition to give

learners the skills to gain control over their bodies, their choices, and their physical and mental health (DF #1-3). They assume all students should graduate from high school with the knowledge, skills and behaviors to be fit, healthy and active for life (DF #1). They are all activity-based programs designed to teach the principles of health and fitness while continually improving student fitness levels. A common goal is to build a fascination with how habits and choices can have a direct and observable effect both physically and mentally; with an emphasis on vocabulary building, students are empowered to monitor their well-being (DF #2-4, 7). As the programs advance from primary grades through high school, students develop correspondingly more sophisticated skill sets that prepare them for a lifetime of healthy habits and practical knowledge about their health.

We share our goals/objectives/outcomes and correlate them to SHI Actions/Design Filters and Absolute Priority in the following tables. *Note: Correlation of Design Filters in the following tables is discussed in Project Design.*

| Goal 1: Implement PE curriculum that integrates instruction in good nutrition/healthy eating with fitness concepts & application, increases student activity, and creates development of positive social/cooperative skills through activity. | |
|---|---|
| <i>Objectives/Action Items</i> | <i>Measureable Outcomes (by year 3 of the grant)</i> |
| Procure & implement K-12 ISS based PE curriculum. Review K-12 Policies/Procedures on providing updated curriculum. | Curriculum is in place & taught by all teachers. Students improve nutrition/fitness/activity knowledge by 25%. Students increase by 20% their ability to identify how physical activity increases their fitness levels. Student activity levels increase by 65%. Wellness Policy supports K-12 PE/Health Program. |
| Goal 1 Correlation: SHI Actions 1, 2; Absolute Priority 1, 2, a-e; Design Filters #1-7 Assessment Instruments: Summative assessments, 3-Day Activity Recall, Student Surveys, Participation Logs, Pedometer Logs, Teacher Surveys, & Wellness Policy Changes | |

| Goal 2: Provide Professional Development to implement curriculum. | |
|--|---|
| <i>Objectives/Action Items</i> | <i>Measureable Outcomes (by year 3 of the grant)</i> |
| Schedule & provide teacher training targeting curriculum implementation, concepts of fitness/health integration during activities; increased student activity; & | Curriculum is in place & taught by all teachers. Teachers use aligned equipment & support materials effectively. Middleton Trainers provide training & planning for ongoing professional development after grant ends. Student outcome measures: Same |

| | |
|---|------------|
| proper use of equipment for program use. Develop Train the Trainer Program. | as Goal 1. |
| Goal 2 Correlation: SHI Actions 2; Absolute Priority 1, 2, a-e; Design Filters #2, 3, 5; Assessment Instruments: Summative assessments, 3-Day Activity Recall, Student Surveys, Participation Logs, Pedometer Logs, Teacher Surveys, | |

| | |
|---|--|
| Goal 3: Increase students' understanding of healthy nutritional habits & relationship of nutrition to health, performance, & appearance. | |
| <i>Objectives/Action Items</i> | <i>Measurable Outcomes (by year 3 of the grant)</i> |
| Provide staff development on effective nutrition instruction. Increase percentage of K-12 students receiving good nutrition & healthy eating habits instruction. Provide students & families with nutrition & healthy eating opportunities outside school. | Students' (K-12) nutrition instruction increases 25%. Students (K-12) eating fruit 2+ times/day & vegetables 3+ times/day increases by 30%. Students (10 th gr.) making informed food choices inside/outside school increases by 30%. Family knowledge of value of nutritional foods increases by 30%. K-12: 50% of families aware of community-offered nutrition classes. |
| Goal 3 Correlation: SHI Actions 1, 2, 4, 5; Absolute Priority 1, 2, a-e; Design Filters #1-7; Assessment Instruments: Nutrition Assessments, Nutrition Logs, Youth Risk Survey, Publicity of Nutrition Events, Cooking Class Attendance & MCHAT Survey | |

| | |
|--|---|
| Goal 4: Acquire assessment software that disaggregates, analyzes, & reports data to provide immediate & long-range results to students, families & administration, tracking & reporting progress & needs for program change. | |
| <i>Objectives/Action Items</i> | <i>Measurable Outcomes</i> |
| Purchase software package that enables assessment system to collate data & provides sophisticated reports for outcomes analysis. Train teachers to use software to manage their students, classes, & school data after grant ends. Intentionally gather & analyze current & longitudinal data to understand student growth toward ISS & inform program change. Disaggregate data to identify achievement gaps, particularly among underrepresented groups. Students (K12) use online nutrition & activity logs to understand behaviors | 100% of students have data needed to set nutrition/fitness/activity goals. 80% of students (10 th gr.) monitor & adjust nutrition/fitness/activity plan by time they exit MSD. 100% of teachers are proficient in the software by year 3. Years 2 & 3, MCHAT uses data to understand K-12 at-risk groups' fitness. MCHAT reports results of data to school board annually. 75% of students qualify for Presidential Fitness Award, 85% of students in PE (9-12) monitor & adjust nutrition/fitness plan upon high school exit. |
| Goal 4 Correlation: SHI Actions 2, 3, 4; Absolute Priority 1, 2a,b,c,e; Design Filters #1-7; Assessment Instruments: Online Student Portfolio, Longitudinal Data, Teacher Surveys & Qualitative Interviews, MCHAT Meeting Minutes & School Board Meeting Minutes | |

| | |
|---|----------------------------|
| Goal 5: Obtain current nutrition & fitness equipment to build a comprehensive program in PE to provide natural school-to-life transition for students. | |
| <i>Objectives/Action Items</i> | <i>Measurable Outcomes</i> |

| | |
|--|--|
| <p>Acquire fitness equipment to implement comprehensive nutrition/fitness program. Train teachers & activity leaders to use equipment to provide effective instruction to students. Motivate students to increase activity/fitness behaviors that help them develop lifelong fitness habits. Provide access to fitness equipment for all students.</p> | <p>85% of 4-12 PE students improve # of healthy ISS's met in fitness components. Students K-12 perform pre/post fitness measurements each year to maintain or improve in 5 components of fitness. 100% of students report increased activity by end of year 3. 100% of teachers trained to use fitness equipment to improve fitness.</p> |
| <p>Goal 5 Correlation: SHI Actions: 1-3; Absolute Priority: 1, 2, a-e; Design Filters: #1-7 Assessment Instruments: Fitness Measurements, Pedometer Logs, Cognitive Assessment, Student Survey, Fitness Logs & Teacher Workshop Surveys</p> | |

| <p>Goal 6: Build on current community collaboration & partnership opportunities, advancing goals of program by extending learning beyond classroom.</p> | |
|--|---|
| <p><i>Objectives/Action Items</i></p> | <p><i>Measurable Outcomes</i></p> |
| <p>Coordinate all PEP activities with Fed. CSH Program & 21st Cent Grant. Build collaborative partnerships aligned with curriculum to produce increased activity behavior outside school & opportunities for nutrition, fitness, & positive social experiences. Form connections with parents, helping students reach nutrition/fitness/activity planning goals. Work within MCHAT building advisory role & capacity through community partners. **Specific community partners discussed in Project Design</p> | <p>Student participation in inside/outside school activities (aligned with objective-increasing activity) improves by 10% annually. 4-12 students improve self-reported activity by 10% each grant year. Parent attendance at community events to improve healthy behaviors improves yearly by 10%. MCHAT & Chamber of Commerce meet to discuss planning walking trail & community garden(yr 1) Plan feasibility developed (yr 2) Funding secured (yr 3)</p> |
| <p>Goal 6 Correlation: SHI Actions: 3, 5; Absolute Priority: 1, 2, a-e; Design Filters: #1-4, 5-7; Assessment Instruments: Attendance Logs, After School Logs, Activity Logs, Student Survey</p> | |

QUALITY OF PROJECT DESIGN: (A) *The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance* - Our ability to build capacity and sustainability with this project ties to the fact that our project focuses on making *systemic changes*, as noted previously in the previous section, Significance. The following systemic changes will keep our project sustainable beyond grant funding: adopting and implementing a district-wide curriculum with support in place to guarantee teacher understanding and delivery (buy-in); embedding processes to assure ongoing policy review, alignment and support; and evaluation processes that are qualitative and quantitative to determine progress.

Six key grant proposal parts and/or processes contribute to our project's sustainability and align with PEP Grant Requirements (where applicable) as follows:

1. Oversight - By design, MCHAT will play a key oversight role in all facets of our PEP project and ensuing district fitness/health activities. Their oversight function will guide continual evaluation by monitoring and adjusting, as needed. This will ensure that we achieve our goals, that systemic processes are in place, and, therefore, that the health/fitness needs of our children are met. MCHAT has been in operation since the advent of the Idaho Community Health Grant three years ago. Responsibilities include developing strategic plans and processes but, more importantly, the group is committed to developing aligned procedures with our initiatives to ensure effective monitoring processes are in place.

2. Deliver standards-based curriculum and assessment - Full implementation of a standards-based curriculum tied to assessment allows for measureable improvement of student fitness/health over time and for program sustainability. The ISS are designed for students to develop the needed knowledge and skills to maintain a healthy lifestyle after they graduate. Our proposed project will provide a curriculum aligned with the ISS and will allow students to learn nutrition-, fitness-, and health-based concepts through activity that improves their fitness. Assessments tied to the curriculum allow for both students and teachers to identify what the students have learned and what adjustments they need to make. Fitness assessments allow for individualization so students can set goals and develop fitness plans based on their own data. We will use an online tool to enable teachers to easily gather student health and fitness data and communicate the results to students, parents, school and district administrators, community members, and researchers. We will comply with all district, state and federal guidelines regarding privacy including including the Family Educational Rights and Privacy Act.

Essential curriculum in our PEP project is articulated from kindergarten to high school. Too of-

ten, students move through their school years without linking current learning to previous learning (Jacobs, 1997). With our articulated program, students will link information as they move from grade to grade and from elementary to middle to high school. Students will build on previous knowledge as they work towards independently developing personal fitness and health plans. Both cognitive and fitness assessments will provide feedback to students as they move from level to level. This has been sorely lacking in our current program. Students are not building from one skill to the next and are often frustrated with either their lack of ability or are bored as they sit through lessons regarding skill sets they already have.

The development of the program infrastructure will include a complete curriculum guide by the end of the grant: *vision/mission statement; district policies; K-12 curriculum maps and assessment framework; fitness protocols; timelines; fitness assessment; opt out document; data sample; motor skill framework and rubrics; and supporting academic content resources*. This will provide the tools for the ongoing delivery of a comprehensive program. A curriculum committee will continue to revise, update and address issues within the program. Implementing a quality standards-based curriculum and program will ensure sustainability after the funding ends.

3. Policy Review (Req. #2) - Policy sustains and provides accountability for efforts infusing nutrition, health and physical activity into the school setting. The MCHAT takes part in evaluating MSD Local Wellness, Nutrition, and Fitness/Health Policies. Currently, MSD reviews and evaluates policies every three years. In February of 2012, MCHAT contributed to the Local Wellness Policy review of the district's physical activity and nutrition education guidelines (See Appendix). MCHAT influenced the addition of two key items promoting fitness/health: a) requiring 1 credit of health instruction and b) requiring 2 credits of PE. MCHAT members will continue participating in the district-wide process of policy evaluation and renewal concerning these policies. Earlier this year, the American Alliance for Health, PE, Recreation, and Dance (AAPHERD)

joined Michelle Obama's *Let's Move!* Initiative and offered a vehicle – *the Comprehensive School Physical Activity Program (CSPAP) Policy Continuum Policy* – to help evaluate and assess school physical activities (AAHPERD, 2013). We will use this assessment tool to help us make recommendations for amending policy. In addition to helping drive policy, this tool gives us additional data to guide our PEP project of increasing student activity levels.

4. Providing Opportunities to Improve Healthy Nutrition & Physical Activity Behaviors.

AND Build Community Partnerships (Competitive Preference Priority 2 & Absolute Priority) -

Our work in the past three years with the Community Health Grant created a foundation for building ongoing community support of initiatives that affect our children's health and welfare. The creation of MCHAT brought representatives from our City Government and local health district to the table to help us involve the broader community in our work. For this PEP Project, we broadened our representation even more to include support and representation from Middleton Connects, Terry Reilly Health Services, the 21st Century Grant, Parks and Recreation, and the Chamber of Commerce. These partnerships are essential for us to develop programs that are responsive to the nutrition- and activity-related needs of families. In order for the program to be sustainable beyond the conclusion of the grant, these relationships and projects will be ongoing.

To increase the opportunities for our students to be active and gain basic fitness skills, we have developed the following partnerships and/or strategies: *(Identified by bold font and caps)* We are partnering with the **21ST CENTURY GRANT** (21stCG) to increase after school, physical enrichment courses. Currently, 21stCG offers four activity-centered courses each week. In partnership with PEP, 21stCG will offer a new, after school activity curriculum of two additional courses and will provide the instructors and necessary basic equipment. Since this after school program will complement the curriculum in the school physical education classes, the PEP project will include the 21stCG teachers in the PEP teacher training. This engaging program is filled

with activities, motor skill development, and content-loaded games and aligns with the required learning necessary to master the ISS. It will provide positive social and cooperative experiences for our students. The second strategy for improving our activity time is **CLASS-ROOM ACTIVITY BREAKS**. Our elementary schools will provide 5-minute transition breaks that will provide challenging fitness routines and brain activating movements. Classroom teachers will continue to assist us in the mastery of our content and improved activity time for students. **CREATE OPEN GYM OPPORTUNITIES** – At the middle and high schools we will open up gyms for community use in the early evenings enabling families to increase their daily activity levels. This is appreciated particularly in our long winter season where there are no venues for families to walk or to play sports. **GREATER MIDDLETON PARKS & RECREATION DISTRICT (GMPRD)** has offered to coordinate the nutrition-focused cooking demonstrations at our Community Health Fairs. In addition, they are supplying venues for added fitness events (Fun Runs) throughout the year with awards and trophies. **NUTRITION SERVICES** will continue their innovative practices of increasing opportunities for students to learn about and to consume nutritious foods. Our Breakfast In the Classroom (Grab & Go), a program offering ‘brown bag’ healthy snacks rather than a prepared dished-up breakfast, has significantly decreased wasted food and has increased participation in the breakfast program. We are using fruits and vegetables from Farm to School and plan to supplement with foods from our high school greenhouse. Nutrition Services will play an integral role in our Community Health Fairs, offering use of our kitchen facilities and offering information on nutritious meals. In Planning Stage: The **MIDDLETON CHAMBER OF COMMERCE**, in partnership with MCHAT, will explore the development of a community garden and a walking trail. These two developments are discussed in Section C.

5. Professional Development – helping teachers gain necessary skills and buy-in to the program (Abs Priority, DF #5)- The implementation of staff development and training throughout

the grant period will improve the quality of instruction for PE students. Our plan for professional development is to train all K-12 staff and to develop a cadre of trainers that can continue to provide quality training for our staff in the newly developed program after the grant has ended. We will utilize Training of Trainers in the professional development model so that learning is ongoing and best practices are shared in a seamless manner year to year. Our cadre of trainers will attend local and national workshops to improve their capabilities and will share their expertise with staff. Teachers will have access to updated best-practice teaching strategies. The amount of time that students are in moderate to vigorous physical activity each day has a correlation with their readiness to learn. Research confirms that when effective teaching strategies are implemented, the amount of moderate to vigorous physical activity during a physical education class can increase dramatically (Sallis & McKenzie, 1997). The cadre of trainers will lead the staff in developing new ideas for implementing the curriculum and developing the infrastructure for support. The grant will provide for training during the course of funding and the cadre of trainers will be set to continue training staff during our district professional development days after the grant.

6. Transparency and Accountability (Requirement #7) - Our project includes hiring an independent evaluator who will comply with all PEP grant reporting regulations to provide information on key program indicators described in the RFP. These reports and timelines are discussed in detail in Project Evaluation. **Planned Method for Reporting:** All findings and reports from the evaluator will be accessible to our Project Director through a password-protected site. The Project Director will disseminate 'public consumption' materials following all Fed/State/local privacy provisions and integral evaluation materials to MCHAT on a quarterly basis. To ensure that the work accomplished during the PEP grant will continue, an annual report presented to the school board will provide data comparing student fitness data with state academic performance scores and descriptive qualitative information recommendations for contin-

ued program and policy modification. Our goal is to remain accountable to local, state, and national stakeholders by sharing openly ongoing progress assessments.

DESIGN (B) Knowledge from research & effective practice reflected in program design -

MCHAT has led this process of renewal, reflection, and revision with the guidance of research-driven best practice, knowing that using best practices increases students' healthy behaviors and their success in school (Dufour, 1998). While as individuals and as a group we have strived to find best practice models to increase activity, nutrition and community collaboration, the Idaho Coordinated Health Program helped our process significantly by giving us access to up-to-date research. Through trainings and workshops they introduced us to key concepts that became part of the framework for our project.

Reflecting on supportive research with our over-arching design - The U.S. Department of

Health and Human Services, July 2011 report (CDC, 2011) revealed that programs designed to improve the quality of PE involve two *key strategies*: 1) implementing a well-designed curriculum and 2) providing teachings with appropriate training. *These two critical elements create the foundation with which we address the Absolute Priority.* In addition, our PEP Project is aligned

with the 5 components of a Comprehensive School Physical Activity Program (CSPAP): 1) Physical Education, 2) Physical Activity During the School Day, 3) Physical Activity Before and After School, 4) Staff Involvement, and 5) Family and Community Involvement. The National Assn. of Sport and Physical Education (NASPE) defined the CSPAP and defined the foundation of a Quality Physical Education (NASPE, 2012.) By addressing these five components, our PEP Project aligns with key elements that NASPE research has deemed as critical to a quality program. Research shows that Quality Physical Education programs contribute to students' regular participation in physical activity (Fairclough, 2005).

Reflecting on supportive research with specific program design elements -

Professional Development - Exemplary teaching can be described as supporting students in learning how to think, solve problems, and expand their knowledge. Teacher learning should happen in the exact same method, i.e., supporting teachers in learning how to provide better instruction and enhance their performances in their classrooms. Without improved opportunities for professional learning, we are simply labeling teachers and magically thinking that they will somehow invent better ways to teach (Brown and DeMonte, 2013). Our plan for professional development and our Train the Trainer program is validated by the research, which suggests new professionals can no longer be prepared in “silo curricula,” or “play in parallel” where specialized nature of professional services is emphasized (Siedentop & Tannehill, 1999; Becker, 2009).

School Policy Development - Policy is only effective when it is well implemented. For a program to be real & sustainable, policy must be designed with program criteria in mind, ensure teacher & building accountability throughout the system, and identify meaningful steps along the path toward optimal policy ((Satcher 2010; AAHPERD, 2012).

Classroom Activity Breaks; Community Collaboration; 21st Century After School Programs;

Community Health Fairs - Implementation through schools in multi-factored approach, PE, classroom activity breaks, after school programs, motivational coaching (all including nutrition instruction) is supported by research in health & physical education curriculum (Booth, 2002; Corbin, 2002; Sallis & McKenzie, 1996; Siedentop and Tannehill, 1999).

Increasing physical activity and fitness levels of all students - The scientific evidence supporting physical activity’s role in health and well-being has been extensively documented, and there is little question that physical education plays an important role in public health because it reaches most children (Pate, Corbin, Simons-Morton & Ross, 1987; Sallis & McKenzie, 1991).

DESIGN (C) Extent to which proposed project represents exceptional approach for meeting statutory purposes & requirements - Our PEP Project has an exceptional approach to achieving

the Absolute Priority in that it involves the coalescing of an entire community to address concerns about the nutrition and physical activity of their children. Middleton School District covers 102 square miles of rural land in southwest Idaho and serves 3,219 students in Grades K-12. Farmland, grazing land and the town of Middleton makes up much of the school district's geographic area. The town of Middleton is not a metropolis and sadly, the big box stores that are located closer to the nearby city of Caldwell have resulted in Middleton losing the small retailers it once had. We tell you this story because Middleton is like many small communities in our country. We do not have community gathering places like the YWCA or Big Brother and Sister facilities where families can gather and children can exercise and attend enrichment classes. We feel that the gathering of our community to take part in addressing and achieving the goals that allow our students to meet the ISS is, indeed, exceptional.

Addressing our exceptional approaches according to PEP Priorities and Requirements -

Our approach to each of the Priorities and Requirements is exceptional in that we have painstakingly aligned our gaps with plans for improvement, goals and objectives and evaluative measures. We believe our vision and mission are clear and processes are in place to ensure sustainability.

| Re-quireme-nt | Exceptional Approaches to Meeting Requirements |
|---------------|---|
| #2 & #3 | Policy framework: Exceptional approach in that MCHAT successfully lobbied for change in Local Wellness Policy that includes Nutrition and Physical Activity components. In addition, we researched and acquired tools to assist in future policy review and revision (CSPAP). This is discussed in detail in Project Design (A) |
| #4 | Coordination of PEP Project with ongoing efforts similar to PEP: We recognize the importance of developing a program that does not supplant but rather complements ongoing initiatives. Our CSH Program focused on staff wellness, establishing a community to assist MSD in the initial steps of assessment of our nutrition and PE programs. While CSH will still be an |

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| | active part of this process, each initiative’s goals are clear and there is no duplication but rather, added efficacy. We established the same processes to ensure no supplantation with our coordination with 21 st Century Grant. |
| #5 | Updates to PE and nutrition curricula – use of HECAT and PECAT: Our process was exceptional in that we used the HECAT and PECAT to evaluate our own program in addition to the programs we were researching to adopt with a PEP Grant. This process enabled us to see the areas lacking in our program and gave us expertise in identifying new curriculum that would allow our students to meet ISS Standards. |
| 7 | Transparency and accountability: Our process is in detail in Project Design (A). Our process is exceptional in that we have chosen to hire an outside evaluator with experience working with the regulations of a federal grant. In addition we have ensured transparency accountability with the delineated responsibility of our MCHAT as an oversight body. |

ADEQUACY OF RESOURCES: *Extent to which the costs are reasonable for those served -* MSD has thoughtfully and with targeted purposefulness developed a budget with costs aligned to each of the objectives of our project. We discuss per pupil cost reflecting whole budget and by individual goals.

The cost of implementing the PEP Project as a whole is \$227.00 per pupil. The project resources will benefit not only the 3357 students currently enrolled but also the future students of the next 3, 6, 9... (and following) years. The systemic changes that the MSD project goals achieve- aligned curriculum and equipment, trained teachers, assessment processes, community collaboration will not require additional future costs. In fact, in a 10-year-period, with additional new enrollment, the cost of serving each pupil per year will be *reduced* to \$135.00. It is significant that this program’s benefits will improve the fitness and health of not just our currently enrolled students but also our future students and their families.

Below we display in table form cost per pupil per goal. This analysis revealed a per pupil cost per goal of approximately \$40. for Goals 1-5 and \$23. for Goal 6. Most cost categories – personnel, fringe, travel, equipment, supplies, contractual and other were linked and therefore spread

across all categories for Goals 1-5.

Cost Per Pupil Per Goal for Goals 1-5

| |
|---|
| Budget categories: Personnel (\$19,800), fringe (\$5,300), travel: (\$8,500), equipment: (\$55,600), supplies (\$8,000) contractual 38,600), other (\$1,850) |
| Total Costs for each of Goals 1-5: \$137,650; Total Population: 3357; Cost per Student per goal: \$41. |
| GOAL 1: Curriculum Adoption Results – Curriculum is in place and taught by all teachers. Benefits – All students will improve fitness levels, time in activity, healthy eating and school success. Students will have tools to meet state standards |
| GOAL 2: Teacher Training Results – Teachers will have knowledge to teach curriculum and use aligned equipment efficiently; 100% of target population by year 3 will receive a quality physical education program Benefits – All students will improve fitness levels, time in activity, healthy eating and school success. Students will have tools to meet state standards; Teachers will have buy-in to new curriculum capabilities. |
| GOAL 3: Increase students’ understanding of the relationship of nutrition & health Results – Students will receive additional nutrition education; students will increase their intake of fruits and vegetables; families will increase their knowledge of nutrition Benefits – All students will eat better, families will prepare more nutritious meals; All students will increase their level of health through understanding nutrition |
| GOAL 4: Acquisition of Assessment Software Results – All students will have data to set personal nutrition/fitness/activity goals; Teachers will have knowledge to use software to record data and assist students with personal health portfolios; More students will pass Presidential Fitness Assessment. Benefits – Students will increase their level of fitness/health by setting personal goals; Teachers and district will have access to disaggregated data to assess program and make modifications. |
| GOAL 5: Obtain Nutrition & fitness equipment to align with new curriculum Results – All students will have access to necessary equipment to meet nutrition/fitness/health goals. Teachers will have equipment resources necessary to implement curriculum. Benefits – Students will succeed in meeting personal fitness/health goals; Students will increase their level of fitness. |

Cost Per Pupil Per Goal for Goal 6

| |
|---|
| Budget categories: Personnel (\$19,800), fringe (\$5,300), travel: (\$5,000), supplies (\$7,000) contractual 38,600), other (\$1,850) |
| Total Costs for Goal 6: \$77,500; Total Population: 3357; Cost per Student per goal: \$23. |
| GOAL 6: Community Collaboration Results – Students have increased opportunities to be active and to gain knowledge about nutrition outside of the classroom. Community members gain knowledge about importance of fitness/nutrition. |

Benefits – Students and families will be more active and understand the relationship of fitness/nutrition. Community members will become more aware of the benefit of working together for common goal of increase our children’s level of health.

QUALITY OF MANAGEMENT PLAN: Adequacy of Management Plan in Achieving Objectives and Milestones - The MDS PEP Management Plan efficiently uses resources in coordination with all its objectives. Linkages provide quality control and accountability. The PEP Director (PD), PEP Assistant (PA) are fully responsible for completion of all tasks.

| Task Projections, Objectives, Milestones | Activities, Responsibilities, Outcomes |
|---|--|
| Curriculum Acquisition (federal funds needed) is a milestone in improving students’ health as curriculum is essential to coordinate learning so students master ISS. (Yrs 1-3) | PD follows MSD District policies for adoption, acquisition and purchasing. K-12 PE, after school & early learning fitness programs focus on nutrition ed., fitness & physical activity behaviors. Students master ISS. |
| Effective K-12 PE Professional Development provides deep alignment between curriculum, instruction & assessment & significantly impacts student learning. Planned, sequential prof. dev. specific to preventing childhood obesity is a milestone for MDS. (Yrs. 1-3) | Hired experts train PE teachers, activity leaders & administrators in best practices for program delivery. PD & district purchasing agent complete bidding process. PA arranges trainings including securing sites, providing equipment, & communicating with trainers, teachers & administration. |
| Equipment Acquisition is a critical plan objective, necessary to fulfill program change & students’ natural transition from school to life. Equipment purchases are milestones needing PEP grant. (Yrs. 1-3) | Equipment in Year 1: functional fitness & nutrition, evaluation & after school program, all aligned with ISS. Year 2: early learners, fitness centers, lifetime activities, heart rate monitors. PD manages bids & purchases. PM handles receiving, distribution & issues that arise. |
| Travel for Training: Leadership team applying to present at state & national AAHPERD conferences to share results of work represents a milestone. (Yrs. 1-3) | PD, PA, leadership team, & selected staff committed to further peer-training expertise. PD develops training plan, makes selections & ensures grant compliance. PA arranges travel following policies & procedures. |
| Curriculum Infrastructure Development is an intricate part of project change & sustainability. For PE to take its place as valuable curriculum, creating milestone for PE, it needs same tools in place as reading, writing, math & science. (Yrs. 1-3) | PD leads curriculum team in curriculum guide development & ensures project is completed, approved by staff, administration, & school board. |
| Curriculum Software Implementation: Longitudinal district data, used by educational community to understand student learning in nutrition/fitness/activity behaviors, is a milestone for program. (Yrs. 1-3) | All teachers & administrators are trained to guarantee independent operation of the software & data to understand mastery of state ISS & program evaluation. PD & purchasing agent bid out software specifications. PA arranges trainings & interfaces with IT department. Selected vendor provides staff training, leads trainer & administration for sustainability. |

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| Increasing Physical Activity Behaviors is a focus throughout grant. Community focus is a milestone in preventing childhood obesity. (Yrs. 1-3) | PD & PA work with PE & classroom teachers & 21 ST Century Grant to expand opportunities for all students for free after school activities. The coordinated effort focuses on nutrition/activity/fitness behaviors. |
| MCHAT: CSH supports strong representation by, acting as oversight for grant & policy improvements tied to PE & nutrition. Effective MCHAT initiating & completing policy improvements is a milestone of major importance. (Yrs. 1-3) | PD holds meetings based on school-health-model action plan. Recommendations are made to superintendent & school board for policy & procedure improvements. |
| For Research & Evaluation: Ability to develop quality PE program & understand effectiveness is a milestone for MDS. Evaluators provide measurement tools, research results & evaluation reports needed to determine progress & necessary project adjustments. All reports will be condensed & made available to school board, administrators, teachers, MCHAT & community. (Yrs. 1-3) | Independent evaluators will complete required agreements, as well as follow the research design required of national evaluation with performance-measure data methodology from Dept. of Ed. PA & teachers are responsible for data collection for 3 performance-required measures by GPRA. We have completed the assessment master schedule for PE & classroom teachers for distribution of pedometers & completion of activity & pedometer logs, as well as surveys based on projected timelines. PA will develop parent & teacher communications; distribute, collect, & replace pedometers & other needed evaluation equipment. |
| Project Compliance: Coordinated school-health-team model is a milestone for focusing efforts on preventing childhood obesity. (Yrs. 1-3) | Accomplished by PD, PA, internal services, PE staff, community partners, & MCHAT for oversight. Plan is complete. Superintendent, community & district partners are committed. PD is driving force & has experience to be on time & within budget. |
| Management/Implementation Team | Roles & Responsibilities |
| PEP Grant Director (PD): Kelly Stauffer (100% FTE) | Oversee all goals & objectives; develop training & travel plans; bid out equipment, curriculum, services; track budget/expenses; finalize evaluation reports, etc. |
| PEP Assistant (PA): Lisa Stout (20% FTE) | Manages & accomplish tasks needed to meet grant objectives & student outcomes. |
| District Personnel: Various District Staff | Assist PD & PA to implement & provide grant fiscal management (secretarial, accounting, & other tasks). |
| District PE & Classroom Teachers: All PE Teachers | Implement new programs. Donate time to collect data from students & attend trainings. |
| District PE Leadership (Teacher Trainers) Team: TBD in Year 1 | Train 3 years to develop curriculum infrastructure and provide staff development & coach struggling teachers. |
| Local Government Designee: City Council Representative Carrie Huggins | Attend MCHAT Meetings; provide input and feedback on programs and policies; oversee community partnerships; oversight help on avoiding duplication of services |
| 21 st Century Community Learning Centers: Ian Norland | Collaborate by offering instructor and equipment for after school activity class; attend MCHAT meetings |

| | |
|--|---|
| Middleton Parks and Recreation District: Tim O'Meara | Coordinate activities that promote fitness and nutrition; coordinate cooking and nutrition focused presentations at Community Health Fairs; Supply venues and awards for added fitness events; serve on MCHAT |
| Middleton Chamber of Commerce: Kassa Hartley | Community lead on exploring community garden and walking trail & research Safe Routes to School |
| Nutrition Services Director: Barbara Baumgardner, SNS | Collaborate & train with PE teachers to nutrition interventions. Attend MCHAT meetings. |
| Terry Reilly Health Centers: Assigned staff member TBD | Give health-related feedback for PEP Initiatives; participate in Community Health Fairs; provide brochures; attend MCHAT on quarterly basis.. |
| Southwest District Health: Carol Julius | Representative attends MCHAT and consults on community health services available for PEP Initiatives. |
| MCHAT Policy Review Committee: Kelly Stauffer (PEP Director) Lisa Stout (PEP Assistant Barbara Baumgardner - Nutrition Services Director School Nurse - TBD PE Teacher - TBD Carol Julius - Southwest Health District Parent Representative - TBD Student Representative - TBD | Review and make recommendation to School Board for needed amendments or development of new health-related policies for the District. |
| Evaluation Team: TBD | Provide quantitative & qualitative evaluation & research results. Data management company assists with data gathering. |

Project Timelines (timeline detail and dates of all project tasks included in all annual reports)

| Category | Begin | Assigned | Tasks |
|------------------------------|-------------|------------------|--|
| <i>Budget Management</i> | Aug. 1 | PD / PA | Meet with Accounting, set-up account with Dept.of Ed., design budget template to match forms |
| <i>Staff Dev.</i> | October | PD / PA | Prof. Development K-12 (PE, Curriculum Software, etc.) |
| <i>Equipment Acquisition</i> | Oct. / Nov. | PA / PE Teachers | Inventory all district equipment, compile bid list,check district bid sheets, order pedometers |
| <i>Software Implement.</i> | Oct. / Nov. | PA / IT Dept. | Import student data in software, set up auto updates; train teachers & administrators |
| <i>MCHAT</i> | Nov. | PD / PA | Set up MCHAT meeting agenda(s), place, etc. |
| <i>After School Program</i> | Nov.- Feb. | PA | Order curriculum & equipment, coordinate equipment order with 21 st Century Grant |
| <i>Community Partners</i> | Dec.- Feb. | PA / CP | Plan annual activities to implement during/outside of school day |
| <i>Nutrition</i> | Feb. | PA/Nut-n | Plan role in PEP & community health fairs |

| | | | |
|----------------------------------|-------|--------------------|---|
| <i>Classroom Activity Breaks</i> | Jan. | PD / PA / Trainers | Train principals and PE and classroom teachers in Classroom Activity Breaks |
| <i>Curriculum</i> | Jan | PA | Plan leadership group and curriculum design training |
| <i>Evaluation</i> | Sept. | PA | Call with evaluators, and develop evaluation timelines |

QUALITY OF PROJECT EVALUATION: Evaluation will use quantitative and qualitative methods to measure project impacts and monitor benchmarks and goals. The evaluation team has assembled a suite of data collection instruments and protocols and will develop/adapt the instruments, as needed, to collect and report data to support ongoing improvement. These tools will be used for impact evaluation and process monitoring.

| Instrument | Timeline | Constructs Measured |
|---|--|---------------------------------------|
| Pedometer Logs | Yr 1: Baseline + 2 Yr 2: Pre/Post Yr 3: Pre/Post | Daily activity |
| 3-Day Physical Activity Records | | Daily activity |
| Standardized Fitness Protocols | | Fitness |
| Nutrition Surveys (age appropriate) | | Fruits and vegetables consumption |
| Student Surveys | Yearly: Pre/Post | Attitudes/behaviors/health awareness |
| Teacher Surveys | Yearly: Pre/Post | Implementation and needs |
| Student Focus Groups | Year 2 | Perceptions, knowledge, understanding |
| Teacher Focus Groups | Years 1 & 3 | Implementation |
| Administrator/Stakeholder Interviews | Years 1 & 3 | Implementation/sustainability |
| SOFIT | Years 1 & 2 | MVPA/Promotion of activity |
| School-Health Advisory Council Survey | Yearly | Implementation/sustainability |
| Document Analysis (policy, curricula, logs) | Yearly | Implementation; Participation |
| Activity Spaces Environmental Audits | Years 1 & 2 | Support of quality PE |
| Cafeteria Audit | Yearly | Changes in school nutrition |
| Parent Surveys | Yearly | Student behavior change |
| Cognitive Assessments | Pre/Post Units | Fitness/Nutrition Knowledge |

GPRA Measures. We will draw probability samples for each trial and take steps to ensure a response rate >80%. Will collect GPRA data 7 times: In Year 1, will collect data for a baseline plus 2 trials (mid- and end of year). Will collect Year 2 and 3 data at the beginning and end of each school year.

| GPRA | Instrument/Targets/Analysis |
|------------------------|--|
| 1 Activity | a. Pedometers track daily steps (K-12); Pass = 9,100 steps or more on each day of trial b. 3DPAR (5-12); Pass = 60 minutes or more of MVPA on log Analysis: Scores for pedometer and 3DPAR merged; Pass = pass on either measure |
| 2 Fitness | Data collected from all students; Results reported for both sampled and population Performance on selected fitness measures will be scored using <i>PYFP website</i> benchmarks Analysis: Pass = students who meet/exceed the target on 5 or more fitness measures |
| 3 Nutrition | a. YRBS survey items used to measure fruits and vegetables consumption (older students) b. A survey for young children has been developed Analysis: Responses scored using US ED guidelines for passing (fruits & vegetables scored) Pass = Students passing fruits AND vegetables pass on this measure |

We will collect data according to the timeline above and analyze it to determine the extent to which project goals and benchmarks are being met. The measures for each goal are:

| Goals | Measures |
|---------------------------------------|---|
| 1: Quality PE | GPRA Measures; Cognitive Assessments; SOFIT; Focus Groups; Document Review (e.g., Curriculum Maps, Policies); Teacher & Student Surveys; Logs |
| 2: Nutrition/ Fitness | Focus Groups; Parent Survey; Nutrition Assessments, Nutrition Logs, YRBS, Publicity of Events, Event Attendance Logs, and MSD Survey |
| 3: Motivation | Student Survey; Site Visit, Document Review; Cognitive Assessments, Goal Setting, Pre/Post Student Presidential Fitness Report, Nutrition/Activity Logs, Student Portfolios, Wellness Policy. |
| 4: Portfolios | Document Review; Teacher/Student Surveys; Online Reporting use; Online Student Portfolio, Longitudinal Data.; Student/Teacher Focus Groups, MCHAT Meeting Minutes and School Board Meeting Minutes. |
| 5: Equipment | Site Visit; Fitness Measurements, Pedometer/Fitness Logs, Cognitive Assessments; Student Survey, Teacher Workshop Surveys |
| 6: Community collaboration | MCHAT Survey; Site Visit interviews; Attendance Logs, After School Logs, Activity Logs, Student Survey |

Reporting, Progress Monitoring, and Accountability - Reports will monitor and document program implementation to assist strategic planning efforts. We will submit progress on GPRA and project goals annually. Reports will provide all data (graphically and textually), explanatory information, timelines, and analyses of progress. Quantitative data from Years 2/3 will demonstrate trends; qualitative findings from yearly site visits will provide contextual information. The latter, iteratively designed, will provide findings to monitor progress to achieving desired out-

comes. Areas to be assessed include environmental, logistical, perceptual, and knowledge. These process measures will assist in determining: 1) Project relationship to appropriate community, state and federal resources, 2) Resource allocation, e.g., are those with the greater needs receiving greater resources?, 3) Opportunity equitability; motivation for learning and behavior change 4) Impact of the School Health Advisory Committee, both short- and long-term? 5) Effectiveness of professional development and district-wide teacher collaboration, 6) Facilitators and enablers of implementation.

Findings and reports will be available to Project Director through a password-protected site. This continually updating repository will assist the creation of materials for program dissemination and improvement and “public consumption” materials for community outreach efforts

Summative Questions. In Year 3, data analysis will answer the following evaluative questions:

1. Did the program develop, expand, and improve PE for K-12 students?
2. Did the program address state standards and did students make progress toward them?
3. Did the program teach healthy eating habits and good nutrition?
4. What were the particular strategies and focus areas of the project?
5. What proportion of students served was enrolled in persistently lowest-achieving schools?
6. To what extent did the program achieve the recommended guidelines on dosage/duration?
7. How engaging and fun did students find the program?
8. What lessons were learned that will be helpful to others trying to achieve similar goals?

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MIDDLETON COORDINATED HEALTH ACTION TEAM (MCHAT)

| Position | Name | Title |
|--|---|--|
| Physical Education Teacher (Pep Manager) | Lisa Stout | PE/Sports Medicine Teacher |
| Health Education Teacher Pep Director | Robin Gilbert | PE/Health Teacher |
| Nutrition Services Representative | Barbara Bumgardner | Nutrition/Food Service Director |
| Counseling/Social Services Representative | Teresa Brown Angie Davis | MSD staff |
| Medical Professional/ Health Service Provider (e.g., nurses, school clinic staff) | Carolyn Cramer Juanita Aguilar Staff TBD | School Nurse Southwest District Health Terry Reilly Health Clinics |
| Community Member (e.g., business, public health, after-school care) | Kassa Hartley Juanita Aquilar Carrie Huggins Becky Crofts Tim OMeara Ian Norland | Chamber of Commerce Southwest District Health City Council Middleton Connects Greater Middleton Parks & Rec 21 st Century Learning Communities |
| Other Members: (please list affiliation if not associated with District) | Robin Gilbert | Elementary School Principal |
| | Molly Burger | Middle School Principal |
| | Tessa Howard | Elementary PE |
| | Shannon Forrester | Elementary PE |
| | Toni Waters | Elementary PE |
| | Peg Ramsey | Middle School PE/Health |
| | Lisa Harris | Elementary Teacher |
| | Lindy Ekart | Elementary Teacher/SPED |

Angelee Anderson Davis

(b)(6)

| | | |
|-------------------|---|--|
| EDUCATION | Master of Arts in Educational Counseling Azusa Pacific University | July 2010 Azusa, California |
| | Bachelor of Arts in Social Science Chapman University | June 2004 Orange, California |
| EXPERIENCE | Elementary School Counselor Mill Creek, Heights, Purple Sage Schools Middleton School District | October 2010 - Current Middleton, Idaho |
| | Counsel students, parents, teachers and staff in educational, emotional, behavioral and personal issues. Assess, develop and implement plans for at-risk students. Develop and implement character lessons for the classroom setting. Facilitate group and individual counseling. Coordinate and provide data for School-wide Positive Behavior Interventions and Supports for Tier 1 and Tier 2 levels. Collaborate in community and school events. Member of Threat Assessment, Crisis and Health district teams. | |
| | School Counselor Intern Ranchero Middle School Hesperia Unified School District | February 2010 – May 2010 Hesperia, California |
| | Counseled and assisted at-risk students (suspended and/or failing grades). Assisted and implemented 2010 California State Testing. | |
| | School Counselor Intern Sultana High School Hesperia Unified School District | September 2009 – February 2010 Hesperia, California |
| | Met with freshman and constructed four year high school plan. Met and compiled senior information for graduation checks. Supervised the Career Center. | |
| | Speech Assistant / Substitute Teacher Elementary and Middle Schools Hesperia Unified School District | December 2005 – October 2007 Hesperia, California |
| | Developed and implemented programs for children with speech impediments. Substitute taught in a variety of elementary and middle schools in the district. | |
| SKILL SET | Ability to relate to and counsel individuals or groups from diverse socioeconomic and cultural backgrounds, irrespective of age, ethnicity or gender. | |
| OTHER | School Wide Information System Facilitator | October 2011 |
| | Woodcock-Johnson Certified | June 2010 |
| | Praxis Exam – School Counseling | November 2009 |
| | American Counseling Association | September 2009 |
| | American Red Cross Volunteer | March 2009 |

Barbara Bumgardner, SNS

(b)(6)

EDUCATION

University Of Phoenix, Boise, ID
Bachelors of Science in Business Management, May 2006
Human Resource Certificate, March 2007
School Nutrition Association
Level 3 certification, May 2000
School Nutrition Specialist (SNS), August 2006

WORK EXPERIENCE

Food Service assistant, Middleton School District (Dec 1991 – May, 1997)
Food Service Director, Middleton School District (June 1997 – present)

COMMUNITY INVOLVEMENT

Middleton School District

School Nutrition Association (SNA): This is the national organization for school nutrition professionals that offers ongoing trainings for members who wish to be certified and/ or credentialed/ up-to-date USDA information/ conferences/ monthly magazines as well as scholarships for those members wanting to continue their education. I am a member of the local chapter and have served as president (1998-1999)

Middleton School District Wellness Committee Chair (2005 – present) formed the committee that wrote and updates the district's student wellness policy

Member, Middleton School District Wide Safety Committee: Attended Train the Trainer Emergency Planning training with Homeland Security in Gettysburg, PA in November 2007.

Member, Middleton Coordinated Health Action Committee: (2008?- present)

Middleton Chamber of Commerce: Help with annual fall bazaar.

Girl Scouts of America: Am a lifetime member who was a girl scout; served as a troop leader for three different age levels; served as the service unit director for two service units and have been a trainer of other adult leaders.

Carolyn S. Cramer

(b)(6)

EDUCATION

Idaho State University, Pocatello, Idaho

Bachelor's of Science in Nursing, May, 1974

Registered Nurse in Idaho, License Number # N-12822

American Heart Association Certification for CPR-renewal issued 12/08/2010

WORK EXPERIENCE

Surgical ICU Nurse, St. Vincent's Hospital, Portland, Oregon (June 1974-August 1975)

Surgical Floor Nurse, Sacred Heart Hospital, Eugene, Oregon (October 1975-August 1978)

Surgical Floor Nurse, Mercy Medical Center, Nampa, Idaho (October 1978-1980)

Emergency Room Nurse, Mercy Medical Center, Nampa, Idaho (1981-1997)

Day Surgery Nurse, Mercy Medical Center, Nampa, Idaho (1997-2003)

School Nurse, Nampa School District, Nampa, Idaho (September 2004-May 2007)

School Nurse, Middleton School District, Middleton, Idaho (September 2007 to present)

COMMUNITY INVOLVEMENT

Middleton School District (MSD)

Member of Middleton Coordinated Health Action Team (MCHAT)

Member of the Middleton Education Association

Member of National Association of School Nurses (NASN)

Carrie Huggins

Experience January 2012 - Present

City Council Member City of Middleton Middleton, Idaho

Elected to a 4 year term as a City Council Member for Middleton, Idaho. Responsible for City decisions regarding public utilities, budgets, and land use. City liaison to Middleton School Board.

May 2003 - Present

Office Manager/ Bookkeeper Lyon Feeders, Inc. Caldwell, Idaho

Lyon Feeders is a feedlot processing approximately 3,500 head of cattle annually. Manage all accounting functions including accounts receivable, accounts payable, payroll and payroll taxes, and preparing annual statement for the CPA. Responsible for three separate entities: feedlot, farm, and family trust

December 1990 - Present

Office Manager/ Bookkeeper JH Concrete Middleton, Idaho

JH Concrete is a small construction company involved in diverse concrete projects ranging from public buildings, office complexes and retail shopping malls to residential homes. Manage accounting functions, insurance, lien filings, work in progress tracking, and act as project manager as needed

August 2009 - May 2010

Teachers Aide Vallivue School District Caldwell, Idaho
Part-time kindergarten teachers aide

1986 - 1992

Vice President Administration The Balanced Program Seattle, WA

Supervised all aspects of administration for an investment and insurance corporation.

Community Involvement

2003-2006 Parent Advisory Committee Middleton Heights

Past President & Vice-President
Parent Advisory Committee meets once a month during the school year to discuss significant student issues

2004-2009 PTA Middleton Heights

Past President, Vice-President, & Treasurer

2006-2009 Girls on the Run Middleton Heights

Coach, one session per year

Education

Bachelor of Science - Business Marketing and Management University of Idaho

Post Graduate Courses in Tax Accounting Boise State University

Kelly Stauffer

(b)(6)

Education

| | |
|---------------------------------|---|
| College/School: | Degree: |
| College of Southern Idaho | Associates Degree |
| University of Nevada, Las Vegas | |
| Boise State University | BS Kinesiology; K-12 PE/Health Ed. |
| Northcentral University | Currently enrolled to receive M. Ed. in Coaching Spring 2013 |

Experience

| | |
|---|--------------|
| Bandanna Running and Walking | 2001-2003 |
| Sales associate | |
| Greenleaf Friends Academy | 2001-2003 |
| K-12 Physical Education and Health. Head track and cross-country coach | |
| Puma Running | 2005-2007 |
| Puma Ambassador | |
| Middleton High School | 2003-Current |
| Fitness, Weight-Training, and Health Instructor. Head Cross-Country Coach. PE/Health Department Chair | |
| College of Western Idaho | 2010-Current |
| Dual-credit Instructor for Advanced Health, Personal Fitness, and Weight Training | |

Certifications

Idaho State Teaching Certificate
CPR/AED Certified

References

| | |
|---|----------|
| Lisa Stout, Physical Education Instructor | |
| Middleton High School | 283-8893 |
| Bruce Logsdon, English Teacher, Asst. | |
| Cross Country Coach | |
| Middleton High School | 870-4545 |
| Mike Dilley, College Professor: Health | |
| College of Idaho | 459-5870 |
| Gerry Nutt, Colleague | |

Technical Skills

I have been involved professionally in health and fitness for the past 12 years both as a physical education and health instructor, and as a college and post collegiate endurance athlete and coach. My experiences have built the basis for success and have energized a deep determination to excel and influence the physical well being of others.

Lindy Ekart

(b)(6)

EDUCATION

Boise State University, Boise, ID

Bachelor's of Art in Education, December 2005

Endorsement in Special Education K-12. December 2005

WORK EXPERIENCE

Special Education Teacher, Middleton Middle School (Dec. 2005- June 2008)

First Grade Teacher, Purple Sage Elementary (Aug. 2008- present)

SCHOOL INVOLVEMENT

Member, MCHAT Committee (2009-present)

Member, School Sunshine Committee (2008-present)

School Liaison, Staff Fitness Program (2009-2011)

Lisa Harris

(b)(6)

EDUCATION

Idaho State University, Pocatello, ID

Bachelor of Arts in Elementary Education, December, 1979

Bachelor of Arts in Special Education, December, 1979

Boise State University, Boise, ID

Masters of Arts in Education in Special Education, December 1985

WORK EXPERIENCE

Special Education Teacher, South Junior High School, Nampa, ID, 1980-81

Special Education Teacher, Prairie Elementary School, Cottonwood, ID 1981-82

Special Education Teacher, Peace Corps Volunteer, Kingston, Jamaica 1982-83

Title I Teacher, Middleton Elementary School, Middleton, ID 1983-85

Classroom Teacher, Middleton Heights Elementary 1985-present

SCHOOL COMMITTEES

Middleton Coordinated Health Action Team, 2010-present

Middleton District Evaluation Committee, 2005-2010

Schoolwide Title I Committee, 2005-2010

COMMUNITY INVOLVEMENT

YMCA Strong Kids Campaign Volunteer 2010-present

People to People Leader, 2008-present

Lisa A. Stout

(b)(6)

Education

Northwest Nazarene University, Nampa, ID

Education Specialist (Ed.S), Educational Leadership – Building Administrator

GPA: 4.0

May 2012

Albertson College of Idaho, Caldwell, ID

GPA: 3.50

Master of Arts, Teaching

August 2007

Bachelor of Science, Exercise Science, Physical Education

June 2006

Idaho Teaching Credential, Physical Education/Health K-12

July 2007

Idaho Teaching Credential, Elementary Education K-8

July 2007

Experience

August 2008-Present

Physical Education/Sports Medicine Teacher, Middleton High School, Middleton, ID

- Taught 9th-12th Physical Conditioning, Physical Activities, and Freshman PE
- Taught 10th-12th Sports Medicine
- Administrative Intern with Principal, Athletic Director and Vice Principal
- MCHAT Committee Co-Lead - works to keep Coordinated School Health Action Plan moving forward.
- Leadership Team Member - works directly with building administration on grant opportunities and as a grant coordinator for the GO ON Foundation Grant.
- Advisory Lead Member - direct works for advisory lead committee and builds advisory curriculum.
- Organizes, manages Athletic Training Staff and Facility, inventory athletic supplies, fill in as athletic trainer when needed, budgets numerous programs, advisory role on committees, dual credit instructor College of Western Idaho, oversaw student teacher, lead professional development opportunities in physical education department, doubled growth of Sports Medicine program.
- Organized opportunities with several colleges and local business people to get Sports Medicine students out in the field, including visits to Boise State University, Idaho Stampede, and Idaho Steelhead venues. Built close relationship with numerous staff members at above venues.
- Filled in for Athletic Director on numerous occasions for numerous types of athletic events. Assisted Athletic Director whenever asked during events and tournaments. Assisted in planning new facilities with Athletic Director, helped in storing materials for new facility with Athletic Director during summer time.
- Worked clock or book numerous times for Athletic Director. Including entire seasons of girl's basketball or boy's basketball.

June 2010-July 2012

Physical Education/Freshman Academy Summer School Teacher, Middleton High School, Middleton, ID

- Taught summer school physical education program
- Taught summer school Freshman Academy class

- Organized workouts throughout the parks of Middleton, budgeted program, planned credit recovery for at-risk students

August 2007-August 2008

7th Grade Social Studies Teacher, Middleton Middle School, Middleton, ID

- Taught 7th grade World History
- Participated with curriculum development, SMART Team meetings, Leadership meetings

February 2007-Present

Coaching, Middleton High School, Middleton, ID

- Head Varsity Soccer Coach, 6 seasons
 - 2010 4A Girls Soccer Coach of the Year
 - Assisted in community programs for athletes to build higher participation level in soccer.
 - Organized numerous camp opportunities for youth of Middleton.
 - Organized camps with College of Idaho, Northwest Nazarene University and Boise State University.
 - Served on Officials Committee for numerous years evaluating officials and building relationships between officials, coaches and schools.
 - Solely organized a statewide soccer coach's clinic with 4 different college coaches as speakers in the Treasure Valley.
 - Organized All Star Game for league teams.
 - Organized 5 separate indoor soccer teams yearly to help support local community soccer.
 - Worked with Idaho Youth Games to enhance high school participation.
 - Worked concessions yearly at home football games.
- Head Varsity Softball Coach, 6 seasons
 - Brought college clinics to Middleton for up coming athletes.
 - Organized teams with local community board from Middleton and Caldwell.
 - Helping restructure organization of community programs.
 - Help bring about indoor hitting facility.
 - Organized All Star Game working with 5A coaches.
- 9th grade Softball Coach, 1 season
- Supervise athletes, manages budgets, evaluates high school athletes to ensure progress and ability, handle parent relations, work to support and assist booster club, worked with 3A, 4A, 5A coaches, and athletic directors.

Proficiencies

Microsoft Word, Excel, PowerPoint, Access, Frontpage, Printshop, SPSS, email, IgPro, SASI, Smart Board, Web Advisor, My Big Campus, CIS, and Blackboard



Molly Burger

(b)(6)

EDUCATIONAL ADMINISTRATOR

Energetic, innovative administrator with a proven track record of increased student achievement through long range strategic planning

PROFESSIONAL EXPERIENCE

Principal; Middleton Middle School, 2004-Present
Middleton School District, Middleton, Idaho

Assistant Principal; Middleton Middle School, 2003-2004
Middleton School District, Middleton, Idaho

Assistant Principal; Monticello Middle School, 2002-2003
Longview School District, Longview, Washington

Teacher, Social Studies; Mark Morris High School, 1996-2002
Longview School District, Longview, Washington

CAREER HIGHLIGHTS

Leadership:

- Long range school improvement plans resulting in improved student achievement and enriched learning
- Implement innovative programs that have served as models to other schools in the state and nation
- Wrote and awarded over \$1.6 million in grants
- Designed and launched new specialized school
- Developed teacher leaders through shared leadership structures

Curriculum, Instruction and Assessment:

- Developed and implemented Common Core State Standards and school wide literacy strategies including 6+1 Traits of Writing and 7 Key Reading Strategies
- Developed data based intervention programs designed to address the needs of all learners; intensive intervention for struggling learners to enhanced opportunities for highly capable learners
- Designed grading system including differentiated grading in content knowledge, work habits and behavior
- Promoted innovative use of technology in instruction including mobile devices, social media, and educational apps

EDUCATION

Graduate Certificate, Educational Leadership

City University, Vancouver, WA
Summa Cum Laude, 2002

MA Ed., Curriculum and Instruction

Austin Peay State University,
Clarksville, TN
Summa Cum Laude, 1995

BA, Political Science and International Studies

Whitworth College, Spokane, WA
Magna Cum Laude, 1992

CERTIFICATION

Administrator, School Principal
Pre-K-12

Teacher, Standard Secondary
Social Studies, History, Political
Studies

AWARDS

School of Merit
Idaho State Dept. of Education

New School Status
Idaho State Dept. of Education

Healthier US School Challenge Gold Level of Distinction
US Department of Agriculture

21st Century Community Learning Center Grant, \$1.3 million
Idaho State Dept. of Education

Comprehensive School Reform Grant, \$281,000
Idaho State Dept. of Education

CAREER HIGHLIGHTS continued

Student Services:

- Oversaw extra-curricular program focused on building strong teamwork, sportsmanship, and development of foundational skills
- Designed after school program that provides academic, social and physical enrichment opportunities at no cost to all students; program recognized as one of the best in the State of Idaho
- Ensured successful transition of middle school students from elementary and to high school through dynamic orientation programs for both students and parents
- Provided co-curricular program in art, drama, music, and physical education designed to ensure development of the whole child

Community Partnerships:

- Cultivated strong relationships with community through programs, interviews, and collaborative activities both on and off campus
- Provided parent and community education programs including parenting classes, English language classes, math/reading nights
- Led participation in local events including fun runs, parades, community fairs and festivals
- Facilitated Parent Advisory Committee as board advising administration on key school improvement plans
- Organized and promoted charitable campaigns raising substantial funds for organizations such as The American Red Cross, The American Heart Association, The Middleton Food Bank, and Invisible Children

Managerial:

- Developed master schedule accounting for needs of all programs, creating team collaboration for all teachers, and ensuring access to all program for all students
- Maximized school budget funds through effective planning, research, and purchasing
- Oversaw standardized testing ensuring fidelity and validity of testing results

Personnel Administration:

- Conducted staff observations and evaluations based on *Enhancing Professional Practice*
- Trained and supported certificated and classified staff
- Hired certificated and classified staff including recruitment, screening, interviewing, and vetting

PROFESSIONAL DEVELOPMENT

- Curriculum development
- Middle school methodology
- Common Core State Standards
- Mathematical Thinking Initiative
- Assessment for Learning practices
- Grading practices
- Instructional Technology
- Response to Intervention,
- Data based decision making
- Teacher evaluation, Enhancing Professional Practice
- Strategies for at-risk learners
- Positive Behavioral Intervention
- Love and Logic
- Alcohol and Substance Abuse

RESULTS

- Math – increased proficiency/advanced ratings by 27% on Idaho state assessment
- Reading – increased proficiency/advanced ratings by 24% on Idaho state assessment
- Language – increased proficiency/advanced ratings by 18% on Idaho state assessment
- Hispanic students – increased proficiency/advanced ratings by 62% in math; 63% in reading on Idaho state assessment
- Economically Disadvantaged students – increased proficiency/advanced ratings by 51% in math; 47% in reading on Idaho state assessment
- Special Education Students - increased proficiency/advanced ratings by 21% in math; 43% in reading on Idaho state assessment

Margaret S. Ramsey

(b)(6)

- Objective** To obtain a part-time on-line teaching position in P.E./Health.
- Education** Northwest Nazarene University, May 2007
Major: Master of Science in Counseling
GPA 3.6/4.0
- University of Wisconsin-Platteville, May 1992
Major: Bachelor of Science Physical Education
Minor: Health Education and Health Promotion
Adaptive Physical Education Add on Certification
GPA 3.35/4.0
- Work History**
- July 2001-
Present** **Physical Education Teacher/Health Teacher**
Head Volleyball Coach 2001-2003
Middleton School District
*Teach 6-8th Grade P.E. And Health classes.
- July 1998-
May 2001** **Physical Education Teacher Junior Varsity Volleyball and Track Coach**
El Paso Independent School District/Polk Elementary
*Developed and taught all lessons to grades K-5.
- August 1993-
May 1995** **Physical Education Teacher and Junior Varsity Volleyball and Track**
El Paso Independent School District/Alta Vista Elementary and Jefferson High
*Developed and taught all units and lesson to 175 Grade 1-5 students.
- October 1984-
July 1993** **Customer Service/Mail Specialist/Phone Sales/Marketing/Receptionist**
Lands' End, Dodgeville, WI
*Answered main switchboard/customer service lines
*Answered customer sales phone lines/entered mail and phone orders
- Honors
Activities** Member of Iota Roh Kappa Delta Pi, Educational Honor Society and
District and School Leadership Team member
- References** Jan Arrasmith, Stevens Henager College, 12981 Okie Ridge, Caldwell, ID 83607
208-989- 2425.
- Molly Burger, Principal Middleton Middle School, Middleton SD, 248 N.
Aspen Lakes Way, Star, ID 83669, 208-890-2445.
- Flo Valdez, Franklin High School Head Volleyball, (Former President National
Coaches Federation), 2717 Catnip, El Paso, TX 79912, 915-591-8459.

Robin Renee Gilbert

(b)(6)

Professional Profile

Experienced administrator specializing in strategic planning and professional development in the areas of Professional Learning Communities, Assessment for Student Achievement and Single-gendered Instructional Approach.

Professional Goal

Superintendent of Caldwell School District

Education

Northwest Nazarene University Nampa, Idaho **Ed.S.** May 2012
Educational Leadership - Superintendent

Northwest Nazarene University Nampa, Idaho **M.A.** June 1994
Educational Leadership - Administration

Northwest Nazarene College Nampa, Idaho **B.A.** June 1979
Elementary Education

Professional Experience

Principal Middleton Heights Elementary School March 1998 to Current

Inspired and instituted research based innovative instructional strategies.

- Single-sex classrooms
- Multi-aged classrooms
- Nutritional break
- Collaboration
- Recess before lunch

Acquired grant funding.

- Character Education, \$20,000 over two years
- Full day Kindergarten, \$30,000 for five years
- Coordinated School Health, \$26,000 over four years

Launched administrative collaboration as model of expectations for staff. Utilize research and data inquiry to encourage professional growth for District.

Provided oversight of major building projects to update facilities.

- Gymnasium addition
- Modular additions
- Lighting and window upgrades
- Rewiring for Technology
- Parking lot with revised traffic patterns

Vice Principal Middleton Heights Elementary School August 1997 to March 1998
Directed instructional programming. Managed classified personnel. Assessed special programming.

Service Coordinator Middleton School District August 1995 to July 1997
Reorganized the District student service model.
Directed special services and implementation of individualized education plans.
Trained teachers and paraprofessionals in differentiated instructional practices.

Title I Director/Teacher Middleton School District August 1988 to July 1995
Oversight of Title I Federal Programs including budget, legal aspects and audits.
Taught remedial reading and math to at-risk students.
Managed staff of one teacher and four paraprofessionals.

Gifted Facilitator Canyon-Owyhee School Service Agency August 1985 to July 1988
Developed G/T service model for six school districts.
Identified qualified students through data collection.

Teacher Marsing School District August 1979 to July 1985
Taught first grade, creating a joint effort of teachers sharing instructional expertise.

Professional Development

- Mathematical Thinking for Instruction, Regional Unit study and curriculum mapping, 2011
- Assessment Training Institute, Leading Professional Development in Classroom Assessment for Student Learning, 2010
- Teaching Professional Development class of Assessment for Student Learning, NNU credit, 2010
- National Writing Project/Reading, Scholastic training video project, 2008-2009
- National Association of Single-Sex Public Education, annual conference presenter, 2009
- Reading Study Committee for the State of Idaho, 1997-1998
- Trainer for the Department of Education State Assessment Workshops, 1998

Professional Affiliations

Idaho Association of Elementary School Principals
National Association of Elementary School Administrators
Association for Supervision and Curriculum Development

National Association of Single-Sex Public Education

Professional and Community Involvement

- Boise State University College of Education Advisory Council
- The College of Idaho College of Education Advisory Council
- Idaho Association of Elementary School Principals, Vice President
- Idaho Association of Elementary School Principals, Regional Representative
- Learning for the 21st Century after school programming grant
- Middleton Paint the Town, led Administrative Team in giving back to the community through annual Paint the Town event
- District representative to Middleton City Council
- Middleton Chamber of Commerce, Fourth of July event judge and annual participation in Christmas parade
- Middleton Chamber of Commerce, firework sales fund-raising
- Concerned Mothers of Middleton for Change, District representative
- Girls on the Run, trainer and coach
- Bond Levy Committee member, Middleton School District

References

Debra L. Yates, Ed.D., Associate Professor of Education, The College of Idaho, 2112 Cleveland Avenue, Caldwell, ID 83605 208-459-5212 (office) 208-459-6810 (home)
dyates@collegeofidaho.edu

Mike Friend, Ph.D., Assistant Superintendent, Middleton School District, 5 South 3rd Avenue West, Middleton, ID 83605 208-585-3027 (office) mfriend@msd134.org

Angela Young, Gifted and Talented Facilitator, Middleton School District, 5 South 3rd Avenue West, Middleton, ID 83605 208-585-3021 (office) 208-631-6104 (cell)
ayoung@msd134.org

QUALIFICATIONS:

- Work well without supervision
- Bilingual English/Spanish
- Ability to prioritize and meet deadlines
- Good customer service skills with internal and external customers
- Flexible with new changes

EXPERIENCE:

09/05- Current **Southwest District Health** Caldwell, ID

WIC Registered Dietitian/Health Promotion

- Provide nutrition education/care plans for high risk women, infant and children
- Program Coordination for the Diabetes Prevention and Control Program and the Idaho Physical Activity and Nutrition Grants
- Meets statewide goals and objectives for health promotion programs
- Develop and submit program work plans and quarterly reports

6/04 - 8/05 **Central District Health** Boise, ID

WIC Registered Dietitian/Diabetes Coordinator

- Provide nutrition education/care plans for high risk women, infant and children
- Program Management for the Diabetes Prevention and Control Program
- Develop and submit program work plans and quarterly reports
- Meets statewide goals and objectives health promotion programs

07/98 - 08/03 **Holy Rosary Medical Center** Ontario, OR

Clinical Dietitian/Outpatient Diabetes Educator

- Provided Medical Nutrition Therapy for high risk inpatients
- Evaluate, interpret, monitor and document the nutritional status and nutritional needs of hospitalized patients and out patients
- Conducted training for kitchen staff
- Monitors meals served for conformance to prescribed diets and for standards of palatability and appearance, and temperature
- Provided outpatients Diabetes Education
- Maintained documentation for ADA Recognized Diabetes Education Program

1/02-10/06 **Humphreys Diabetes Education Program** Boise, ID

Certified Diabetes Educator

- Provided Outpatient Diabetes Education
- Conducted group classes
- Provided professional education classes for Medical Personnel

EDUCATION:

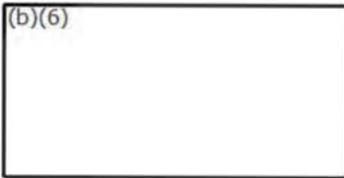
1998 **University of Idaho, Bachelors of Science In Family and Consumer Sciences/Food and Nutrition**

Certifications

- Certified Diabetes Educator
- International Board Certified Lactation Counselor
- Certified in Weight Management for Adults
- Certified in Weight Management for Adolescents
- Licensed in Oregon and Idaho
- Registered by the Commission on Dietetic Registration

Shannon Forrester

(b)(6)



Education

University of Idaho, Moscow, Id
Bachelor's of Science in Education, May 1987

Boise State University, Boise, Id
Physical Education K-12 Endorsement, May 2009

Work Experience

Elementary Classroom Teacher, grades K, 2nd, 3rd & 4th (1987-2009)

Elementary Physical Education (2009-present)

Community Involvement

Member, IAHPERD

Member, Purple Sage Elementary PTA

Member, Middleton Coordinated Health Action Team

Member, Middleton High School Booster Club

Teresa BROWN

(b)(6)

(b)(6)

Professional Profile

- Licensed Social Worker
- Community Resource Specialist
- Parent Educator
- Community Liaison
- Homeless Contact
- Love and Logic Facilitator
- Knowledge of Idaho Statutes on Child Safety and the Legal System

Professional Accomplishments

Child Development Specialist

- Completed Parents As Teachers Training
- Two years post Graduate work in Children's' Development and Brain Development.
- 20 years experience in Family system interactions.
- Child Welfare and Child Protection experience.

Parent Educator

- Family Education Training in Mental Health, Family Systems, Family Violence, Addictions, Co-dependency, and the Family Court and legal systems.
 - How to become a Love and Logic Parent Facilitator
 - 9 Essential Skills for the Love and Logic Classroom facilitator.
- Extensive training in early childhood development and milestone designed to facilitate school readiness.

Family Resource Specialist

- 20 years experience in the Welfare system, legal system, and law enforcement systems in Idaho.
- Training in Idaho Laws and Statutes relevant to family and Children's' rights.
- 20 years experience in services available in Idaho

Work History

| | | |
|---------------------------------------|---|--------------|
| Parents As Teachers Supervisor | Middleton School District, Middleton, Idaho | 4/98-present |
| Child Protection Worker | State of Idaho Department of Health and Welfare, Nampa, Idaho | 3/96-4/98 |
| Daycare operator | Self employed, Pocatello, Idaho | 10/86-11/95 |

**Administrative
Assistant**

**Farmers
Insurance,
Pocatello, Idaho**

2/84-10/86

Education

**Bachelor of Arts in
Social Work**

**Boise State
University**

5/96

References

Rebecca Denlinger Jones Director of Curriculum, Middleton School District, Middleton, Idaho
83644 (208) 585-3027 ext. 137

Aaron Mitchell, Director of Federal Programs and Testing, Middleton School District, Middleton,
Idaho 83644 (208) 585-3027 ext. 161

Tessa Howard

(b)(6)

EDUCATION

Boise State University, Boise, ID

Bachelor's of Science in Health Promotion, May 1997

Physical Education (K-12) Certification, May 1999

Health Education (6-12) Certification May 1999

WORK EXPERIENCE

Physical Education/Health Specialist, Mill Creek Elementary (Sept. 2009 – Current)

Learning Gym Teacher, Mill Creek Elementary (Sept. 2009 – Current)

Physical Education Specialist, Purple Sage Elementary (Sept. 2004 – May 2009)

Physical Education/Health Specialist, McCain Middle School (Sept. 2000 – May 2004)

Volleyball, Basketball, and Track Coach, McCain Middle School (Sept. 2000 – May 2003)

Physical Education/Health Specialist, Pilot Rock Jr. /Sr. High School (Sept. 1999 – May 2000)

Volleyball Coach, Pilot Rock Jr. /Sr. High School (Sept. 1999 – May 2000)

COMMUNITY INVOLVEMENT

Member, American Alliance for Health, Physical Education, Recreation, and Dance (present)

Member, Idaho Alliance for Health, Physical Education, Recreation, and Dance (present)

Member, Middleton Coordinated Health Action Team (2009 – present)

Team Lead, Middleton Coordinated Health Action Team (2011 –2012)

Member, National Education Association (1999 – current)

Member, Middleton Education Association (2004 – current)

Member, Payette Education Association (2000 – 2004)

Toni Waters

(b)(6)

Education

University of Idaho, Moscow, Idaho

BS Education

Endorsements: K-12 Physical Education,
K-12 Health Education, Drivers Education

Boise State University, Boise, Idaho

Continuing Education Credits

Northwest Nazarene University, Nampa, Idaho

Continuing Education Credits

Idaho State University, Pocatello, Idaho

Continuing Education Credits

College of Idaho, Caldwell, Idaho

Continuing Education Credits

Work Experience

Drivers Education, Jerome, Idaho summer 1986

Drivers Education, Middleton, Idaho 1986-1996

Drivers Education, Caldwell, Idaho 1996-1999

K-5 Physical Education and Health, Middleton, Idaho 1986-Present

Professional Membership and Committee Involvement

Volunteer American Heart Association

Volunteer Special Olympics

City Recreation Softball Coach

Coordinator Staff Wellness – District and Building

Member and Coordinator Middleton Coordinated School Health Action Team (MCHAT)

Health and Physical Education Curriculum Committee – District and State

Member Middleton, Idaho State and Nation Education Association

President Middleton Education Association

Member Idaho Association of Health, Physical Education, Recreation and Dance
(IAHPERD)

Member NWAHPERD and NAAHPERD

President elect, President, Past President, Secretary, Treasure, Historian, District Rep for
IAHPERD

Awards and Recognition

Idaho Elementary Physical Education Teacher of the Year 2002

Idaho AHPERD, Distinguish Service Award 2010

Jump Rope For Heart Top Fundraiser 1997-98

Community Involvement

4-H Leader and Volunteer

Caldwell High School Band Booster

Jefferson Middle School Athletic Booster

Member Caldwell Christian Church

PROGRAM SPECIFIC ASSURANCE

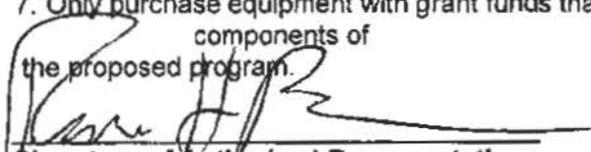
Agency Name: MIDDLETON SCHOOL DISTRICT

DUNS # 0296464030000

Please ensure you have included a Program Specific Assurance with your application. You must print out your signed Assurance and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to include your Agency name and DUNS# on your Assurance.

As the duly authorized representative of the applicant, I certify that the applicant shall:

1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project.
2. Align our PEP project with the district's Local Wellness Policy, if applicable.
3. Align our PEP project with similar ongoing initiatives, whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education, specifically:
 - Coordinated School Health Program
 - Team Nutrition Training Grant
 - Recovery Act Communities Putting Prevention to Work – Community Initiative
 - Others not listed here – 21st Century Grant
 - We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.
4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.
5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures
6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.
7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.


Signature of Authorized Representative

Middleton SD #134
Applicant Organization

Supt.
Title

4-4-13
Date Submitted

LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: MIDDLETON SCHOOL DISTRICT

DUNS # 0296464030000

This agreement is only necessary if you intend to address Competitive Preference Priority #2 –

Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out your signed agreement(s) and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to indicate your Agency name and DUNS # on your agreement(s).

Page 1 of 5 (LEA Partner) MIDDLETON SCHOOL DISTRICT

LEA Authorized Representative DR. RICHARD BAUSCHER

Roles and Responsibilities:

Contribution to the Project:

IN KIND: PEP Coordinator: A PEP Coordinator will be responsible to oversee the actions of the PEP Manager to include all professional staff development, purchasing equipment, supplies and curriculum, supporting teachers, providing reports and administrative work needed to meet the objectives of the PEP grant throughout the 3 year grant. The Coordinator will work 20% of their time on the implementation of the PEP grant. (20% X \$59,462 Salary)

IN KIND: Professional Staff Development: To be paid at the District approved substitute rate. 3 professional staff development days will help with implementation of the physical education curriculum. (3 Days X 10 Teachers X \$67/day = \$2,010)

IN KIND: Substitute Costs for Offsite Professional Development Opportunities: To be paid at the District approved substitute rate. Over the 3 year period substitutes will be required to allow for the Physical Education staff to attend the State AAHPERD Conference. (18 Substitute Days X \$67/day in year 1, 2 and 3 = \$1,206)

IN KIND: MCHAT Reality party: Middleton School District will cover the costs of volunteers for the MCHAT Reality Party. Volunteers set up the event to include a local coroner, police department and students in order to educate students about drug awareness. (10 Staff X 15 Hours X \$26/hr = \$3,900)

IN KIND: MCHAT Health Fair/Fun Run: Middleton School District will cover the facility costs and supply volunteers for the annual fun run. (10 Staff X 18 Hours X \$26/hr = \$4,680)

IN KIND: 5 Teachers will attend the Advanced Training (5 Staff X 12 Hours X \$26/hr = \$1,560)

IN KIND: Teacher Self-Directed Supplemental Pay: 9 PE teachers volunteer 36 hours/year time for PEP activities. The responsibilities will include entering fitness data, creating cognitive assessments, gathering pedometer data, logging data, etc... (10 PE Teachers X 36 Hours X \$32.50/hour = \$10,530/year for three years)

IN KIND: Tech Department: Each year of the grant the technology department will dedicate 16 hour per week to the technology needs of the PE teachers to meet PEP objectives (16 hours X \$11.59/hour = \$185)

IN KIND: Physical Education Equipment: Our physical educators have elected to utilize all allocated budget monies for PE equipment to go towards purchasing equipment that meets PEP objectives for all three years of the grant. Equipment needs will be selected based on staff decisions based on gaps within program. (Middleton Middle School = \$500, Middleton High School = \$1,500, Total = \$2,000)

IN KIND: State AHPERD Registration: We plan on sending 9 PE teachers to the state conference each year of the grant. Attending our state AHPERD organization is vital if we are to keep our program abreast of the profession. (Year 1, 2, 3 = 9 teachers X \$110 = \$990)

IN KIND: MCHAT Health Fair/Fun Run: Middleton School District will cover the facility costs for the annual fun run. (Gym costs = 6 Hours X \$25/hr = \$150, Total Costs = \$150)

IN KIND: MSD Open Gyms: The three elementary gyms will be open during the spring during after school hours for students to come together and participate in physical activities. (Gym Cost - \$20/hr X 60 Total Hours = \$1,200)

This agreement is in support of MIDDLETON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

Dated:

4/3/13

CBO Name Idaho State Department of Education – Coordinator School Health Program

Roles and Responsibilities:

The Idaho State Department of Education has worked in collaboration with the Middleton School District to support district efforts to establish and sustain a coordinated school health council to address a variety of health issues. The main focus of the support has been to address childhood obesity through increased physical activity/physical education programs, healthy eating through school lunch and vending options, and reduce tobacco use. The Middleton CSH Council has established leadership to support these efforts by increasing school and community partnerships. We will continue to support Middleton School District through our Coordinated School Health Program and will ensure that the programs are coordinated and there is not a duplication of funds.

This agreement is in support of MIDDLETON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

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Dated: *March 26, 2013*



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

March 28, 2013

Dr. Richard Bauscher, Superintendent
Middleton School District
Five S Third Avenue W
Middleton ID 83644

Dear Dr. Bauscher:

We are writing to support Middleton School District's application to the U.S. Department of Education under the program announcement, Carol M. White Physical Education for Progress (PEP) Grant, for funding to expand and enhance the K-12 Physical Education program in your district. We support the efforts you are making to provide a high quality physical education program in both best practice strategies and gathering of data and assessment for students.

We recognize the skills and leadership of your physical education staff and their capacity to achieve the outcomes outlined in your grant application. Middleton School District is one of thirteen school districts in Idaho successfully piloting Coordinated School Health. We have featured Moscow's CSHP success story on our Idaho State Department of Education website, <http://www.sde.idaho.gov/site/csh/>, where staff share numerous examples of increasing physical activity and improving nutrition of young people in the school community.

Middleton's CSH Team is one of the strongest and most active school health council's in Idaho. They have brought together numerous school and community partners to address the issue of obesity, as well as, other health issues in their community. They have conducted the School Health Index to determine their strengths and their needs in determining the goals of their PEP grant application.

Currently, the State Department of Education (SDE) is funded for Coordinated School Health under CDC's program announcement, *Improving the Health and Educational Outcomes of Young People*, to implement activities under Priority 3: Coordinated School Health Programs with an emphasis on Physical Activity, Nutrition and Tobacco (PANT). This funding provides the SDE with a greater capacity to work collaboratively with school districts to improve physical education and health education programs expanding partnerships and sharing resources at every opportunity. The support of NASPE has provided us with the ability to deliver professional development and build our capacity to improve physical education in Idaho.

We wish you good luck in your effort to seek grant funding and will work collaboratively with you to support these efforts!

Sincerely,

(b)(6)

Patricia Stewart,
School Health Coordinator

Rhonda Heggen
PANT Coordinator



Page 2 of 5 (CBO Partner)

CBO Name Greater Middleton Parks & Recreation District

Roles and Responsibilities:

GMPRD will coordinate activities that promote fitness and healthy lifestyles for area students. We will participate in the Community Health Fairs and supply facilities and venues for fitness events and programs including \$250.00 for trophies and awards.

Contribution to Project:

IN KIND: Middleton Parks and Recreation: Staff will be participating in the MCHAT meetings to discuss policies and procedures to enhance fitness and health education and activities for MSD students and also provide fun items for the fun run. (\$1,250)

This agreement is in support of MIDDLETON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

Dated: March 26 2013

Page 2 of 5 (CBO Partner)

CBO Name Chamber of Commerce

Roles, Responsibilities and Contributions to Project:

Kassa Hartley, Middleton Chamber of Commerce President will participate in MCHAT meetings to give community insight and feedback to PEP Grant Initiatives. We will actively participate in the exploration of creating a community walking trail and other community PEP related projects that help give our children an opportunity to be active.

This agreement is in support of MIDDLETON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

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Dated:

3/28/2013

Page 2 of 5 (CBO Partner)

CBO Name Terry Reilly Health Services

Roles and Responsibilities:

Terry Reilly Health Services will partner with the MSD for the Middleton PEP Project. We will volunteer one Terry Reilly Health Services staff member to sit on the MCHAT and meet quarterly throughout the school year to give health related community feedback to the PEP Initiatives. We will also participate in the Community Health Fairs by having Health Services personnel offer information and provide brochures when appropriate.

Contribution to the Project:

IN KIND: Terry Reilly Services: Staff will be participating in the MCHAT meetings to discuss policies and procedures to enhance fitness and health education and activities for MSD students. (\$325)

This agreement is in support of MIDDLETON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

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Dated: 4-3-2013

Page 2 of 5 (CBO Partner)

CBO Name 21st Century Community Learning Centers in Middleton School District

Roles, Responsibilities and Contributions to Project:

21st CCLC's will partner with the PEP Project and offer 2 additional physical enrichment courses each week to our participants. Furthermore, we plan to arrange for our instructors to participate in PEP Professional Development opportunities to better inform our course instructors and offer a wider variety of physical enrichment activities.

This agreement is in support of MIDDLETON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

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Dated: 4-4-13

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Southwest District Health

Roles and Responsibilities:

Southwest District Health will attend the four meetings per year held by the Middleton Coordinated Health Action Team for the next 2-3 years. We will continue to work closely with the CSH process and offer support for Community Health Fairs.

Contribution to the Project:

IN KIND: Southwest District Health: Staff will be participating in the MCHAT meetings to discuss policies and procedures to enhance fitness and health education and activities for MSD students. (\$850 per year)

This agreement is in support of MIDDLEDTON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative:

DATED: _____

SOUTHWEST DISTRICT HEALTH
Name of Organization

Bruce A. Krosch, CPM
Name of Signature Authority (printed)

Title: Director
(b)(6)

Signature

3/27/13
Date

Mailing Address: P. O. Box 850
Caldwell, ID 83606

Telephone No: 208-455-5317

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: Barbara Bumgardner, SNS

Roles, Responsibilities, Contributions:

The Food Service Director will sit on MCHAT and offer guidance to all activities related to food service in the district related to the PEP Project. We will continue our Breakfast in the Classroom Program, work with Farm To School and the Middleton High School Greenhouse. We will support the development of a community garden by purchasing any fresh produce grown during the school year to supplement district wide school meals. We will also whenever possible waive the kitchen facility fee and the hourly labor fee for different functions.

This agreement is in support of MIDDLETON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Food or Child Nutrition Authorized Signature:

(b)(6)

[Redacted Signature]

SNS

Dated: April 3rd, 2013

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Carrie Huggins, MIDDLETON CITY COUNCIL

Roles, Responsibilities, Contributions to Project:

Volunteer to participate on the Middleton Coordinated Health Action Team to provide input and feedback on programs and policies, help oversee community partnerships, make recommendations for progress in achieving MCHAT goals and objectives and avoid duplication of services.

This agreement is in support of MIDDLETON SCHOOL DISTRICT PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee

(b)(6)

Dated: 3/25/2013



Indirect Cost Calculation Worksheet

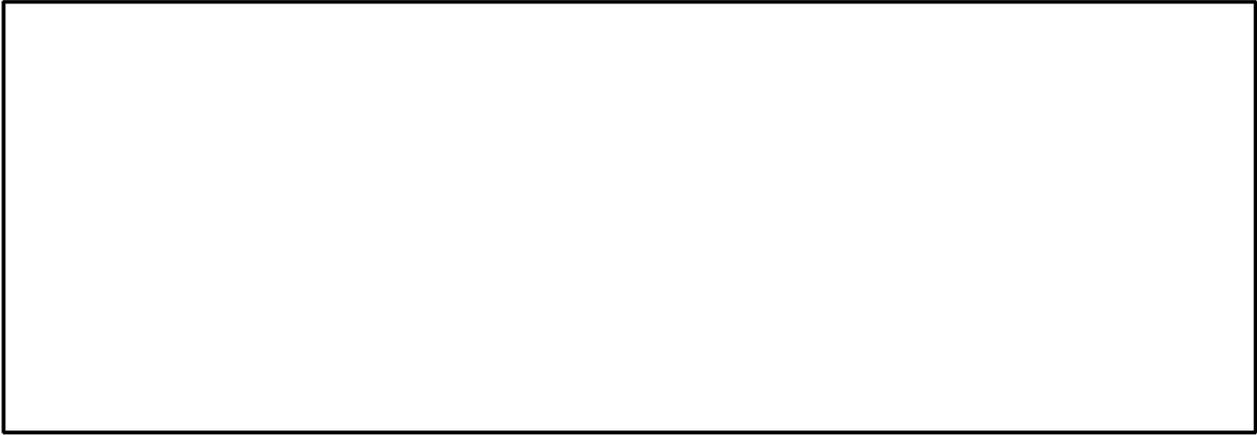
134 MIDDLETON SCHOOL DISTRICT

| Function / Program | (A) Actual 2010-2011 | (B) Unallowed Costs | (C) Indirect Costs | (D) Excluded Costs | (E) Direct Costs |
|---------------------------------------|----------------------------|---------------------------|--------------------------|--------------------------|------------------------|
| 512 Elementary School | 4,820,256 | - | - | 3,175 | 4,817,081 |
| 515 Secondary School | 4,301,152 | - | - | 103,308 | 4,197,844 |
| 517 Alternative School | 215,678 | - | - | - | 215,678 |
| 519 Vocational-Technical Program | - | - | - | - | - |
| 521 Exceptional Child | 1,686,417 | - | - | 1,062 | 1,685,355 |
| 522 Preschool Exceptional | 92,020 | - | - | - | 92,020 |
| 524 Gifted & Talented | 115,093 | - | - | - | 115,093 |
| 531 Interscholastic | 267,559 | - | - | - | 267,559 |
| 532 School Activity | - | - | - | - | - |
| 541 Summer School | 54,103 | - | - | - | 54,103 |
| 542 Adult School | - | - | - | - | - |
| 546 Detention Center | - | - | - | - | - |
| 611 Attendance / Guidance / Health | 431,577 | - | - | - | 431,577 |
| 616 Special Services | 140,305 | - | - | - | 140,305 |
| 621 Instruction Improvement | 578,458 | - | - | 21,131 | 557,327 |
| 622 Educational Media | 188,216 | - | - | 718 | 187,498 |
| 623 Instruction-Related Technology | - | - | - | - | - |
| 631 Board of Education | 14,428 | 14,428 | - | - | 14,428 |
| 632 District Administration | 276,129 | 233,534 | 42,595 | - | 233,534 |
| 641 School Administration | 1,005,692 | - | - | - | 1,005,692 |
| 651 Business Operation | 382,727 | - | 382,727 | - | - |
| 655 Central Service | - | - | - | - | - |
| 656 Administrative Technology Service | - | - | - | - | - |
| 661 Buildings - Care | 1,006,894 | - | - | - | 1,006,894 |
| 663 Maintenance - Non Student Occ | - | - | - | - | - |
| 664 Maintenance - Student Occupied | 337,100 | - | - | - | 337,100 |
| 665 Maintenance - Grounds | 79,708 | - | - | - | 79,708 |
| 667 Security | 4,850 | - | - | - | 4,850 |
| 681 Transportation - School | 1,189,805 | - | - | - | 1,189,805 |
| 682 Transportation - Activity | 4,851 | - | - | - | 4,851 |
| 683 Transportation - General | - | - | - | - | - |
| 691 Other Support Services | - | - | - | - | - |
| 710 Food Services | 1,075,750 | - | - | 23,922 | 1,051,828 |
| 720 Community Services | - | - | - | - | - |
| 730 Enterprise Operations | - | - | - | - | - |
| 810 Capital Assets - Student Occ | 200,822 | - | - | 200,822 | - |
| 811 Capital Assets - Non Student Occ | 18,839,895 | - | - | 18,839,895 | - |
| 911 Debt Services - Principal | 6,555,689 | - | - | 6,555,689 | - |
| 912 Debt Services - Interest | 1,973,383 | - | - | 1,973,383 | - |
| 913 Debt Services - Refunded Debt | - | - | - | - | - |
| Total | 45,838,557 | 247,962 | 425,322 | 27,723,105 | 17,690,130 |

Indirect Cost Rate = Total (C) divided by Total (E) = **2.404%**

Discounted Indirect Cost Rate = Indirect Cost Rate multiplied by 95% = **2.3%**

| | |
|---|-------------|
| Restricted Indirect Cost Rate for July 1, 2012 - June 30, 2013 = | 2.3% |
|---|-------------|



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Middleton Budget Narrative – Federal Funds – Year One

The following expenditures have been identified to meet our goals and objectives. Following each description of cost we have listed Table References from the Project Narrative that identify the aligned curricular components in detail.

Personnel

PEP Director: The Director will be responsible to carry out and accomplish the tasks needed to meet the PEP objectives. This person will develop plans for training and travel, bid out equipment, curriculum and services and create distribution plans for curriculum and equipment. The PEP Director will work 100% of their time on the PEP grant. (\$34,003) Goal - 1, 2, 3, 4, 5, 6

| | |
|--------------|----------|
| PEP Director | \$34,003 |
|--------------|----------|

Professional Staff Development: To be paid at the District approved substitute rate. 5 professional staff development days will help with implementation of the physical education curriculum. (5 Days X 10 Teachers X \$67/day = \$3,350) Goal - 1, 2, 3, 4, 5

| | |
|--------------------------------|---------|
| Professional Staff Development | \$3,350 |
|--------------------------------|---------|

Substitute Costs for Offsite Professional Development Opportunities: To be paid at the District approved substitute rate. Over the 3 year period substitutes will be required to allow for the Physical Education staff to attend the State and National AAHPERD Conference and PEP required meetings. (20 Substitute Days X \$67/day in year 1, 2 and 3 = \$1,340) Goal - 2

| | |
|---|---------|
| Substitute Costs for Offsite Professional Development Opportunities | \$1,340 |
|---|---------|

Professional Staff Development: To be paid at the District approved substitute rate. 1 professional staff development day will help with implementation of the early learner fitness program. (1 Day X 12 Teachers X \$67/day = \$804) Goal - 1, 2, 3, 5

| | |
|--------------------------------|-------|
| Professional Staff Development | \$804 |
|--------------------------------|-------|

Professional Staff Development: To be paid at the District approved substitute rate. 1 professional staff development day will help with implementation of the after school program. (1 Day X 4 Teachers X \$67/day = \$268) Goal - 1, 2, 3, 5,

| | |
|--------------------------------|-------|
| Professional Staff Development | \$268 |
|--------------------------------|-------|

| | |
|---------------------------|-----------------|
| Personnel Subtotal | \$39,765 |
|---------------------------|-----------------|

Fringe Benefits

This is the estimated benefit rate contracted employees. Includes health costs, FICA and retirement and is calculated at 31.8% of an individual's annual salary. Goal - 1, 2, 3, 4, 5, 6

Fringe Benefits \$10,813

Fringe Subtotal \$10,813

Travel

Project Director Meeting Travel: Two of our people will travel to attend a 2-day Project Director's meeting to fully understand the requirements necessary to implement the PEP grant. The budget includes meals, travel, and lodging. Air $\$510 \times 2$ people = $\$1,024$; Ground Transportation $\$65 \times 2$ people $\times 2$ days = $\$260$; Hotel $\$200 \times 2$ people $\times 2$ days = $\$800$; Meals $\$78 \times 2$ people $\times 3$ days = $\$468$. ($\$1,024 + \$260 + \$800 + \$468 = \$2,552$) Goal - 1, 2, 3, 4, 5, 6

Project Director Meeting Travel \$2,552

Travel to the State AHPERD conference: 10 staff will learn about the latest research and best practices in physical education to bring back to their district. This includes meals, transportation, and lodging. Air $\$278 \times 10$ people = $\$2780$; Ground Transportation $\$20 \times 10$ people $\times 2$ days = $\$400$; Hotel $\$115$ for 10 people in 6 rooms $\times 2$ days = $\$1380$; Meals $\$61 \times 10$ people $\times 3$ days = $\$1830$. ($2780 + 400 + 1380 + 1830 = 6390$) Goal - 2

Travel to State AHPERD conference \$6,390

Travel to National AAHPERD Conference: 5 staff in each year of the grant will have the opportunity to learn best practices and new innovations in the field of physical education. Includes transportation, lodging and meals. Air $\$400 \times 5$ people = $\$2000$; Ground Transportation $\$68 \times 5$ people $\times 2$ days = $\$680$; Hotel $\$198$ for 5 people in 3 rooms $\times 2$ days = $\$1188$; Meals $\$78 \times 5$ people $\times 3$ days = $\$1170$. ($2000 + 680 + 1188 + 1170 = \5038) Goal - 2

Travel to National AAHPERD Conference \$5,038

Travel to attend the Advanced Training Workshop: 5 staff will attend during the summer months to develop our staff of district trainers to ensure sustainability of our program after grant funding ends. This workshop brings in experts in the field of physical education who are implementing fitness and health programs within their school districts. Includes transportation, lodging and meals. Air $\$260 \times 5$ people = $\$1300$; Ground Transportation $\$20 \times 5$ people $\times 2$ days = $\$200$; Hotel $\$120$ for 5 people in 3 rooms $\times 2$ days = $\$720$; Meals $\$61 \times 5$ people $\times 3$ days = $\$915$. ($1300 + 200 + 720 + 915 = \3135) Goal - 2

Travel to attend the Advanced Training Workshop \$3,135

Travel Subtotal \$17,115

Equipment

Elementary Equipment Package: To fully implement the elementary curriculum the following equipment is needed. (3 elementary school equipment packages) Goal 1, 2, 3, 5

| Number of Schools: | | | | |
|---|--|------------------|----------------------|-----------------------|
| Elementary (K-5) | 3 | | | |
| Equipment Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
| 12" TurboScooter Set of 6 | 1 | 3 | \$260 | \$780 |
| Balance Board | 3 | 9 | \$70 | \$630 |
| Balls - Tuff Softi Prism Pack 6 - 6.25" | 3 | 9 | \$77 | \$693 |
| Balls - Tuff Speciality Prism Pack 6 - 8.25" | 2 | 6 | \$145 | \$870 |
| Bar - Work Out Bar 12lbs | 8 | 24 | \$41 | \$984 |
| Bar - Work Out Bar 9lbs | 8 | 24 | \$36 | \$864 |
| Bowling Pins - Gamecraft Multi-Colored Sets | 2 | 6 | \$65 | \$390 |
| Cones - Color My Class 12" - Set of 6 | 3 | 9 | \$44 | \$396 |
| Core Stability Ball 55cm Red | 4 | 12 | \$20 | \$240 |
| Dumbbell - Neoprene 3lbs -ea. | 30 | 90 | \$5 | \$449 |
| Exertube w/ Handles - Green - Light | 15 | 45 | \$13 | \$585 |
| Exertube w/ Handles - Red - Medium | 15 | 45 | \$15 | \$675 |
| Fitness Step - 6" | 15 | 45 | \$30 | \$1,350 |
| Football - Poof Foam | 15 | 45 | \$9 | \$405 |
| Gamecraft 5" Nylon Bean Bags Prism Pack (dz) - 5" | 4 | 12 | \$15 | \$180 |
| Hoops 36" Premium No-Kink Multi-Colored -dz | 2 | 6 | \$69 | \$414 |
| Medicine Ball - Rubber - 4lb | 8 | 24 | \$33 | \$792 |
| Poly Spots Prism Pack-9" Set of 6 | 5 | 15 | \$28 | \$420 |
| Quick Feet 15" Donut Set w/Drill | 4 | 12 | \$42 | \$504 |
| Jungle Gym w/ wall Mount - blk straps | 15 | 45 | \$65 | \$2,925 |
| Snap-On Train Station | 15 | 45 | \$98 | \$4,410 |
| Train Station Extra Cable Sets | 15 | 45 | \$36 | \$1,620 |
| Movement Progression Cards/DVD | 1 | 3 | \$159 | \$477 |
| Jungle Gym Circuit Cards / DVD | 1 | 3 | \$59 | \$177 |
| Train Station Circuit Cards / DVD | 1 | 3 | \$109 | \$327 |
| Portable Cable Caddy | 1 | 3 | \$160 | \$480 |
| Mountain Bikes - Mongoose HD Bike | 32 | 32 | \$299 | \$9,568 |
| Mongoose Helmets | 32 | 32 | \$17 | \$542 |
| Rainbow Compound Bows Set of 6 | 5 | 5 | \$1,200 | \$6,000 |
| Fiberglass Arrows | 5 | 5 | \$259 | \$1,295 |
| Self-Healing Standing Target | 15 | 15 | \$259 | \$3,885 |
| Bowling Set Foam | 15 | 15 | \$135 | \$2,025 |
| Storage Unit for Bikes | 1 | 1 | \$649 | \$649 |
| Black Lungs Model | 1 | 3 | \$212 | \$637 |
| Smoking Head Model | 1 | 3 | \$125 | \$375 |
| | Sub-Total | | | \$47,009 |
| | Shipping & Handling Charges | | | \$7,992 |

| | | |
|--|--------------|-----------------|
| | Total | \$55,001 |
|--|--------------|-----------------|

Middle School Equipment Package: To fully implement the middle school curriculum the following equipment is needed. (1 middle school equipment package) Goal 1, 2, 3, 5

| INTERMEDIATE EQUIPMENT LIST | | | | |
|--|-----------------------|------------------|----------------------|-----------------------|
| | | | | |
| Number of Schools: | | | | |
| Middle (6-8) | 1 | | | |
| | | | | |
| Equipment Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
| 12" TurboScooter Set of 6 | 1 | 1 | \$260 | \$260 |
| Balance Board | 4 | 4 | \$70 | \$280 |
| Balls - Tuff Softi Prism - 6pk 6.25" | 2 | 2 | \$77 | \$154 |
| Balls - Tuff Specialty Prism -6pk 8.25" | 2 | 2 | \$145 | \$290 |
| Bar - Work Out Bar 12lbs | 12 | 12 | \$41 | \$492 |
| Bar - Work Out Bar 15lbs | 6 | 6 | \$46 | \$276 |
| Bar - Work Out Bar 9lbs | 6 | 6 | \$36 | \$216 |
| Beanbags Prism Pack- 5"-dz | 4 | 4 | \$24 | \$96 |
| Bowling Pins - Gamecraft Multi-Colored Sets | 3 | 3 | \$65 | \$195 |
| Cones - Color My Class 12" - Set of 6 | 4 | 4 | \$44 | \$176 |
| Dumbbell Neoprene Covered - 5lb EA | 24 | 24 | \$8 | \$201 |
| Dumbbell Neoprene Covered - 8lb EA | 24 | 24 | \$14 | \$336 |
| Exertube w/ Handles - Blue - Heavy | 12 | 12 | \$18 | \$216 |
| Exertube w/ Handles - Green - Light | 12 | 12 | \$13 | \$156 |
| Exertube w/ Handles - Red - Medium | 24 | 24 | \$15 | \$360 |
| Fitness Step - 6" | 18 | 18 | \$30 | \$540 |
| Football - Poof Foam | 15 | 15 | \$9 | \$135 |
| Hoops Premium No-Kink Multi-Colored 36" -dz | 2 | 2 | \$69 | \$138 |
| Poly Spots Prism Pack-9" Set of 6 | 5 | 5 | \$28 | \$140 |
| Quick Feet 15" Donut Set w/Drill | 4 | 4 | \$42 | \$168 |
| Stability Core Ball 55cm Red | 10 | 10 | \$20 | \$200 |
| Stability Core Ball 65cm Yellow | 10 | 10 | \$24 | \$240 |
| Filled Sandbell Package | 1 | 1 | \$2,570 | \$2,570 |
| (10-2#, 10-4#, 30-6#, 30-8#, 20-10#, 10-12#, 10-15, 8-20#) | | | | |
| Jungle Gym w/ Carabineer- blk straps | 18 | 18 | \$53 | \$954 |
| Snap On Wall Mount Train Station | 18 | 18 | \$99 | \$1,782 |
| Train Station Extra Cable Sets | 10 | 10 | \$36 | \$360 |
| Train Station Extra Double Cable Sets | 10 | 10 | \$46 | \$460 |
| PowR Walks | 36 | 36 | \$29 | \$1,044 |
| Circuit Trainer Bands | 18 | 18 | \$41 | \$738 |

| | | | | |
|--|-----|-----|-------|-----------------|
| Circuit Trainer Center Rings | 3 | 3 | \$20 | \$60 |
| Mini-Bands | 108 | 108 | \$3 | \$324 |
| Portable Cable Caddy | 5 | 5 | \$160 | \$800 |
| Instructional Materials Package (Crct Cds/DVD) | 1 | 1 | \$619 | \$619 |
| Sub-Total | | | | \$14,975 |
| Shipping & Handling Charges | | | | \$2,546 |
| Total | | | | \$17,520 |

High School Equipment Package: To fully implement the high school curriculum the following equipment is needed. (1 high school equipment package) Goal 1, 2, 3, 5

| Number of Schools: | | | | |
|---|-----------------------|------------------|----------------------|-----------------------|
| High School (9-12) | 1 | | | |
| Equipment Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
| 12" TurboScooter Set of 6 | 1 | 1 | \$260 | \$260 |
| Balance Board | 4 | 4 | \$70 | \$280 |
| Balls - Tuff Softi Prism - 6pk 6.25" | 2 | 2 | \$77 | \$154 |
| Balls - Tuff Specialty Prism -6pk 8.25" | 2 | 2 | \$145 | \$290 |
| Beanbags Prism Pack- 5"-dz | 4 | 4 | \$24 | \$96 |
| Bowling Pins - Gamecraft Multi-Colored Sets | 3 | 3 | \$65 | \$195 |
| Cones - Color My Class 12" - Set of 6 | 4 | 4 | \$44 | \$176 |
| Dumbbell Neoprene Covered - 5lb EA | 24 | 24 | \$8 | \$201 |
| Dumbbell Neoprene Covered - 8lb EA | 24 | 24 | \$14 | \$336 |
| Exertube w/ Handles - Blue - Heavy | 12 | 12 | \$18 | \$216 |
| Exertube w/ Handles - Green - Light | 12 | 12 | \$13 | \$156 |
| Exertube w/ Handles - Red - Medium | 24 | 24 | \$15 | \$360 |
| Football - Poof Foam | 15 | 15 | \$9 | \$135 |
| Hoops Premium No-Kink Multi-Colored 36" -dz | 2 | 2 | \$69 | \$138 |
| Poly Spots Prism Pack-9" Set of 6 | 5 | 5 | \$28 | \$140 |
| Quick Feet 15" Donut Set w/Drill | 4 | 4 | \$42 | \$168 |
| Stability Core Ball 55cm Red | 10 | 10 | \$20 | \$200 |
| Stability Core Ball 65cm Yellow | 10 | 10 | \$24 | \$240 |
| Filled Sandbell Package (10-4#, 10-6#, 10-8#, 10-10#, 10-12#, 10-15#, 10-20#, 10-25#, 10-30#, 6-40#, 6-50#) | 1 | 1 | \$4,537 | \$4,537 |
| C-Band | 18 | 18 | \$32 | \$576 |
| Circuit Trainer Band | 18 | 18 | \$42 | \$756 |
| Circuit Trainer Center Ring | 3 | 3 | \$20 | \$60 |
| Mini-Bands | 108 | 108 | \$3 | \$324 |
| Instructional Materials Package (Crct | 1 | 1 | \$619 | \$619 |

| | | | | |
|--------------------------------------|--|----|---------|------------------|
| Cds/DVD) | | | | |
| Stationary Bikes | 40 | 40 | \$1,595 | \$63,800 |
| Fitness Ropes Stronghold Pack | 3 | 3 | \$2,000 | \$6,000 |
| Kettle Bells | 3 | 3 | \$1,000 | \$3,000 |
| Punch Mitts | 10 | 10 | \$45 | \$450 |
| TRX Suspension Trainer -Professional | 2 | 2 | \$2,800 | \$5,600 |
| | Sub-Total | | | \$89,461 |
| | Shipping & Handling Charges | | | \$15,208 |
| | Total | | | \$104,670 |

After School Program Equipment Package: Equipment necessary to fully support the After School Program. (3 after school program equipment package) Goal 1, 2, 3, 5

| | | | | |
|---|--|------------------|----------------------|-----------------------|
| Number of Schools: | | | | |
| Elementary (K-5) | 3 | | | |
| | | | | |
| Equipment Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
| 1kg Rubber Medicine Balls | 3 | 9 | \$26 | \$234 |
| Exertube w/ Handles - Yellow - X-Light | 8 | 24 | \$11 | \$264 |
| Color My Class - Foam Dice 3" | 3 | 9 | \$38 | \$342 |
| Ex-U-Rope Licorice Speed Rope - 6' | 10 | 30 | \$3 | \$99 |
| Foam Tennis Trainers | 10 | 30 | \$3 | \$90 |
| Hand Tally Counter | 1 | 3 | \$10 | \$30 |
| Intermediate Size Basketballs (set/6) | 5 | 15 | \$63 | \$945 |
| Large Foam Dice - 1 Pair | 1 | 3 | \$22 | \$66 |
| Soccer Balls - 4 Sponge Fun Size - Set of 6 | 18 | 54 | \$85 | \$4,589 |
| Throw Down Bases | 1 | 3 | \$15 | \$45 |
| Triple Threat Flag Football Belts - Red | 15 | 45 | \$4 | \$180 |
| Triple Threat Flag Football Belts - Yellow | 15 | 45 | \$4 | \$180 |
| Voit Tuff Coated Foam 9 -3/4 Junior Football - Prism Pack | 2 | 6 | \$103 | \$618 |
| Volley Enduro Trainer- Prism Pack - Set of 6 | 6 | 18 | \$120 | \$2,160 |
| | Sub - Total | | | \$9,840 |
| | Shipping & Handling Charges | | | \$1,673 |
| | Total | | | \$11,513 |

Early Learner Fitness (ELF) Program Equipment Package: Equipment necessary to fully support ELF. (3 Early Learner Fitness Program equipment package) Goal 1, 2, 3, 5

| | | | | |
|---------------------------|---|--|--|--|
| Number of Schools: | | | | |
| Elementary (K-5) | 3 | | | |
| | | | | |

| Equipment Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
|--|-----------------------|------------------|----------------------|-----------------------|
| Balance Beams - Educational Pieces Set of 5 | 1 | 3 | \$340 | \$1,020 |
| Beach Balls - 12" | 6 | 18 | \$3 | \$54 |
| Buckets - set of 12 (red, bl, grn, yllw) | 1 | 3 | \$40 | \$120 |
| CD Music "We All Live Together" | 1 | 3 | \$15 | \$45 |
| Feet Markers - set of 12 | 2 | 6 | \$19 | \$114 |
| Floor Marking Tape 1"x60yd- blu/grn/red/wh/yw/blk | 1 | 3 | \$5 | \$16 |
| Hard Rounded Markers - Set of 48 (8 of ea. color) | 1 | 3 | \$65 | \$195 |
| My Plate Food Set | 1 | 3 | \$335 | \$1,005 |
| Hurdles - Multi Height Flex Hurdle-set of 4 | 1 | 3 | \$61 | \$183 |
| Mat - Foam Bonded 4 'X 2 'X 8' - | 2 | 6 | \$260 | \$1,560 |
| PUGG Goal | 1 | 3 | \$150 | \$450 |
| Sight Word Steps | 2 | 6 | \$40 | \$240 |
| | Sub Total | | | \$5,001 |
| | Shipping | | | \$850 |
| | Total | | | \$5,851 |

Fitness Center Equipment: Developmentally appropriate fitness center designed for optimal fitness. (1 high school fitness center) Goal 1, 2, 3, 5

| Number of Schools: | | | | |
|-----------------------------------|--|------------------|----------------------|-----------------------|
| High Schools (9-12) | 1 | | | |
| | | | | |
| Fitness Center Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
| Matrix Chest Press | 1 | 1 | \$3,550 | \$3,550 |
| Matrix Shoulder Press | 1 | 1 | \$3,300 | \$3,300 |
| Matrix Pec / Rear Delt | 1 | 1 | \$3,875 | \$3,875 |
| Matrix Lat Pulldown | 1 | 1 | \$2,900 | \$2,900 |
| Matrix Seated Leg Press / Calf | 1 | 1 | \$5,550 | \$5,550 |
| Matrix Leg Extension | 1 | 1 | \$3,400 | \$3,400 |
| Matrix Seated Leg Curl | 1 | 1 | \$3,400 | \$3,400 |
| MATRIX ROWER | 2 | 2 | \$1,495 | \$2,990 |
| MATRIX KRANK CYCLE | 2 | 2 | \$2,295 | \$4,590 |
| MATRIX GROUP EXERCISE BIKE | 8 | 8 | \$1,395 | \$11,160 |
| | Sub-Total | | | \$44,715 |
| | Shipping & Handling Charges | | | \$7,602 |
| | Total | | | \$52,317 |

Equipment Subtotal

\$246,872

Supplies

K-12 PE Curriculum: Our district is procuring a comprehensive physical education curriculum. Each PE teacher in the district will be responsible for implementing the curriculum and therefore needs a full teacher kit to accomplish this. Each teacher kit will be comprised of one curriculum manual appropriate for the level of that teacher, a nutrition kit, a circuit training kit, a DVD series and a resource CD. (10 teachers X \$850 = \$8,500) Goal 1, 2, 3

K-12 PE Curriculum \$8,500

After School Program (ASP) Bundle: Our district is purchasing the ASP Bundle that coordinates with the chosen PE curriculum. ASP will increase activity levels of all students participating during after school hours. Each site responsible for implementing the ASP needs a bundled set of after school curriculum and nutrition kit to accomplish this. (2 program sites X \$410 = \$820) Goal 1, 2, 3

After School Program (ASP) Bundle \$820

Early Learner Fitness Program: A K-3 early learner fitness program will be purchased that coordinates with the selected PE curriculum and the After School Program. The early learner fitness program will engage emergent learners in reading, writing and math skills while being physically active. Each site responsible for implementing the program needs a bundled set of curriculum and nutrition kit to accomplish this. (12 teachers in year 1, 2 and 3 X \$340 = \$4,080) Goal 1, 2, 3

Early Learner Fitness Program \$4,080

Classroom Activity Break Program: This program will be administered at the elementary/middle school site by classroom teachers to encourage more movement throughout the school day. A site license will be purchased for each site offering this program. (3 sites X \$400 = \$1,200) Goal 1, 3, 6

Classroom Activity Break Program \$1,200

Evaluation Materials: Items needed to collect valuable data to support the PEP objectives. Evaluation materials are necessary to accurately teach students about moderate to vigorous activity as well as fitness measurements, including: pedometers, fitness measurement tools, and heart rate monitors. Each site will need these materials if they are responsible for collecting PEP data. Goal - 1, 2, 3

Evaluation Materials \$19,467

| | | | | |
|---------------------------|---|--|--|--|
| Number of Schools: | | | | |
| Elementary (K-5) | 3 | | | |

| Equipment Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
|--------------------------------|-----------------------|------------------|----------------------|-----------------------|
| Pedometers (X32) : Ekho One .5 | 2 | 6 | \$720 | \$4,320 |
| Pedometer Storage Case | 2 | 6 | \$10 | \$60 |
| Flexibility Assessment Tester | 1 | 3 | \$110 | \$330 |
| Pacer CD - 20 Meter | 1 | 3 | \$30 | \$90 |
| Stadi-O-Meter | 1 | 3 | \$125 | \$375 |
| iPad Mini | 1 | 3 | \$299 | \$897 |
| Apple TV | 1 | 1 | \$99 | \$99 |
| Bose® music-to-go package | 1 | 3 | \$460 | \$1,380 |
| | Sub - Total | | | \$7,551 |
| | Truck Shipping | | | \$1,284 |
| | Total | | | \$8,835 |

| Number of Schools: | | | | |
|--------------------------------|-----------------------|------------------|----------------------|-----------------------|
| Middle (6-8) | 1 | | | |
| Equipment Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
| Pedometers (X64) Ekho Three .5 | 2 | 2 | \$1,728 | \$3,456 |
| Pedometer Storage Case | 2 | 2 | \$10 | \$20 |
| Flexibility Assessment Tester | 1 | 1 | \$110 | \$110 |
| Pacer CD - 20 Meter | 1 | 1 | \$30 | \$30 |
| Stadi-O-Meter | 1 | 1 | \$125 | \$125 |
| iPad Mini | 1 | 1 | \$299 | \$299 |
| Apple TV | 1 | 1 | \$99 | \$99 |
| Bose® music-to-go package | 1 | 1 | \$460 | \$460 |
| | Sub - Total | | | \$4,599 |
| | Truck Shipping | | | \$782 |
| | Total | | | \$5,381 |

| Number of Schools: | | | | |
|--------------------------------|-----------------------|------------------|----------------------|-----------------------|
| High School (9-12) | 1 | | | |
| Equipment Description | QTY Per School | Total QTY | Cost Per Item | Extended Total |
| Pedometers (X64) Ekho Three .5 | 2 | 2 | \$1,728 | \$3,456 |
| Pedometer Storage Case | 2 | 2 | \$10 | \$20 |
| Pacer CD - 20 Meter | 1 | 1 | \$30 | \$30 |
| Stadi-O-Meter | 1 | 1 | \$125 | \$125 |
| iPad Mini | 1 | 1 | \$299 | \$299 |
| Apple TV | 1 | 1 | \$99 | \$99 |
| Bose® music-to-go package | 1 | 1 | \$460 | \$460 |
| | Sub - Total | | | \$4,489 |

| | | |
|--|-----------------------|----------------|
| | Truck Shipping | \$763 |
| | Total | \$5,252 |
| | | |
| | | |

Supplies Subtotal

\$34,067

Contractual

Contracted Services for Program Curriculum: Technical assistance for implementation of the grant to include the development of the district curriculum infrastructure (curriculum guides, consensus district curriculum maps and timelines), researching vendors, purchasing equipment, organizing professional staff development, teacher support, generating reports, etc. The end result being a fully completed curriculum guide, program timelines, and curriculum maps that will ensure sustainability of the program. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Program Curriculum

\$10,000

Contracted services for web-based Software: A fitness and curriculum software will be purchased that will allow teachers and students access to fitness and cognitive information that will help them in reaching state standards. The benefits include allowing teachers to view the results of pre and post fitness test scores and cognitive scores to inform their instruction and address gaps and weaknesses that are revealed. In addition, reports can be generated that will allow both parents and students to see how well the child is doing in meeting minimum health related standards in various fitness tests and how their behavioral choices are affecting their fitness and cognitive outcomes. The software will enable our district to fully implement the selected PE curriculum and provide access to data to inform our instruction. Included within this web-based software application will be an online student portfolio that is connected to our fitness and health program at the middle and high school level. Goal 4

Contracted Services for Web-based Software

\$14,750

Contracted Services for Quantitative Evaluation: The quantitative evaluation component of the grant will be contracted with an outside evaluator. The quantitative evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the quantitative evaluator will generate both preliminary and final reports to guide program change. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Quantitative Evaluation

\$10,200

Contracted Services for Qualitative Evaluation: The qualitative evaluation component of the grant will be contracted with an outside evaluator. The qualitative evaluator will conduct on-site visits and evaluate the process of our implementation through focus groups, walk-throughs and in depth interviews with students, teachers and administrators. After analyzing the data and

information they have gathered through multiple sources, the evaluator will generate both preliminary and final reports to guide program change. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Qualitative Evaluation \$7,500

Contracted Services for Data Collection for Evaluation: Data collection will be handled by a data collection and entry provider. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Data Collection for Evaluation \$12,300

Contracted Services for K-12 PE Professional Development: 8 days of Activity and Curriculum training per year will be contracted through an established curriculum company. PE Teachers will be fully trained on the use of the selected PE curriculum, equipment being purchased, best practices and teaching strategies as well as the PEP grant requirements. In addition, a leadership team will create a curriculum guide that includes vision/mission, power standards, curriculum maps, common assessment plan, etc. (8 Days X \$3,000 = \$24,000) Goal - 1, 2, 3, 4, 5, 6

Contracted Services for K-12 PE Professional Development \$24,000

Contracted Services for the After School Program Training: 1 day of after school training per year will be contracted. All after school leaders will be fully trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000 = \$3,000) Goal - 1, 2, 3, 5, 6

Contracted Services for the After School Program Training \$3,000

Contracted Services for the Early Learner Fitness Program Training: 1 day of training will be contracted in each year of the grant. All elementary PE teachers and classroom teachers that will implement the program will be fully trained. (1 Day X \$3,000 = \$3,000) Goal - 1, 2, 3, 5, 6

Contracted Services for the Early Learner Fitness Program Training \$3,000

Contractual Subtotal \$84,750

Other

Advanced Training Workshop Registration: 5 teachers will travel to and attend a 2 day workshop every year of the grant. The advanced training workshop will be held in Spokane, WA with instructional leaders in the field of physical education. (Year 1, 2 3 = 5 teachers X \$350 = \$1750) Goal -2

Advanced Training Workshop Registration \$1,750

National AAHPERD Registration: We plan on sending 5 PE teachers to the national conference each year of the grant. Attending our national AAHPERD organization is critical to keeping our program current on the latest developments in the field. (Year 1, 2, 3 = 5 teachers X \$415 = \$2075) Goal - 2

| | |
|---|------------------|
| National AAHPERD Registration | \$2,075 |
| Other Subtotal | \$3,825 |
| Direct Costs (Includes all Subtotals) | \$437,207 |
| Indirect Costs (Calculated on all direct costs except equipment) | \$4,378 |
| Total Costs (Direct and Indirect Costs) | \$441,585 |

Middleton Budget Narrative – Federal Funds – Year Two

Personnel

PEP Director: The Director will be responsible to carry out and accomplish the tasks needed to meet the PEP objectives. This person will develop plans for training and travel, bid out equipment, curriculum and services and create distribution plans for curriculum and equipment. The PEP Director will work 100% of their time on the PEP grant. (\$34,003) Goal - 1, 2, 3, 4, 5, 6

| | |
|--------------|----------|
| PEP Director | \$34,003 |
|--------------|----------|

Professional Staff Development: To be paid at the District approved substitute rate. 5 professional staff development days will help with implementation of the physical education curriculum. (5 Days X 10 Teachers X \$67/day = \$3,350) Goal - 1, 2, 3, 4, 5

| | |
|--------------------------------|---------|
| Professional Staff Development | \$3,350 |
|--------------------------------|---------|

Substitute Costs for Offsite Professional Development Opportunities: To be paid at the District approved substitute rate. Over the 3 year period substitutes will be required to allow for the Physical Education staff to attend the State and National AAHPERD Conference and PEP required meetings. (20 Substitute Days X \$67/day in year 1, 2 and 3 = \$1,340) Goal - 2

| | |
|---|---------|
| Substitute Costs for Offsite Professional Development Opportunities | \$1,340 |
|---|---------|

Professional Staff Development: To be paid at the District approved substitute rate. 1 professional staff development day will help with implementation of the early learner fitness program. (1 Day X 12 Teachers X \$67/day = \$804) Goal - 1, 2, 3, 5

Professional Staff Development \$804

Professional Staff Development: To be paid at the District approved substitute rate. 1 professional staff development day will help with implementation of the after school program. (1 Day X 4 Teachers X \$67/day = \$268) Goal - 1, 2, 3, 5,

Professional Staff Development \$268

Personnel Subtotal \$39,765

Fringe Benefits

This is the estimated benefit rate contracted employees. Includes health costs, FICA and retirement and is calculated at 31.8% of an individual's annual salary. Goal - 1, 2, 3, 4, 5, 6

Fringe Benefits \$10,813

Fringe Subtotal \$10,813

Travel

Travel to the State AHPERD conference: 10 staff will learn about the latest research and best practices in physical education to bring back to their district. This includes meals, transportation, and lodging. Air \$292 x 10 people = \$2920; Ground Transportation \$21 x 10 people x 2 days = \$420; Hotel \$121 for 10 people in 6 rooms x 2 days = \$1452; Meals \$64 x 10 people x 3 days = \$1920. (2920 + 420 + 1452 + 1920 = \$6712) Goal - 2

Travel to State AHPERD conference \$6,712

Travel to national AAHPERD Conference: 5 staff in each year of the grant will have the opportunity to learn best practices and new innovations in the field of physical education. Includes transportation, lodging and meals. Air \$210 x 5 people = \$1050; Ground Transportation \$84 x 5 people x 2 days = \$840; Hotel \$221 for 5 people in 3 rooms x 2 days = \$1326; Meals \$75 x 5 people x 3 days = \$1125. (1050 + 840 + 1326 + 1125 = \$4341) Goal - 2

Travel to National AAHPERD Conference \$4,341

Travel to attend the Advanced Training Workshop: 5 staff will attend during the summer months to develop our staff of district trainers to ensure sustainability of our program after grant funding ends. This workshop brings in experts in the field of physical education who are implementing fitness and health programs within their school districts. Includes transportation, lodging and meals. Air \$273 x 5 people = \$1365; Ground Transportation \$21 x 5 people x 2 days = \$210; Hotel \$126 for 5 people in 3 rooms x 2 days = \$756; Meals \$64 x 5 people x 3 days = \$960. (1365 + 210 + 756 + 960 = \$3291) Goal - 2

| | |
|---|-----------------|
| Travel to attend the Advanced Training Workshop | \$3,291 |
| Travel Subtotal | \$14,344 |

Supplies

Early Learner Fitness Program: A K-3 early learner fitness program will be purchased that coordinates with the selected PE curriculum and the After School Program. The early learner fitness program will engage emergent learners in reading, writing and math skills while being physically active. Each site responsible for implementing the program needs a bundled set of curriculum and nutrition kit to accomplish this. (12 teachers in year 1, 2 and 3 X \$340 = \$4,080) Goal 1, 2, 3

| | |
|-------------------------------|----------------|
| Early Learner Fitness Program | \$4,080 |
| Supplies Subtotal | \$4,080 |

Contractual

Contracted Services for Program Curriculum: Technical assistance for implementation of the grant to include the development of the district curriculum infrastructure (curriculum guides, consensus district curriculum maps and timelines), researching vendors, purchasing equipment, organizing professional staff development, teacher support, generating reports, etc. The end result being a fully completed curriculum guide, program timelines, and curriculum maps that will ensure sustainability of the program. Goal - 1, 2, 3, 4, 5, 6

| | |
|--|----------|
| Contracted Services for Program Curriculum | \$10,000 |
|--|----------|

Contracted services for web-based Software: A fitness and curriculum software will be purchased that will allow teachers and students access to fitness and cognitive information that will help them in reaching state standards. The benefits include allowing teachers to view the results of pre and post fitness test scores and cognitive scores to inform their instruction and address gaps and weaknesses that are revealed. In addition, reports can be generated that will allow both parents and students to see how well the child is doing in meeting minimum health

related standards in various fitness tests and how their behavioral choices are affecting their fitness and cognitive outcomes. The software will enable our district to fully implement the selected PE curriculum and provide access to data to inform our instruction. Included within this web-based software application will be an online student portfolio that is connected to our fitness and health program at the middle and high school level. Goal 4

Contracted Services for Web-based Software \$4,000

Contracted Services for Quantitative Evaluation: The quantitative evaluation component of the grant will be contracted with an outside evaluator. The quantitative evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the quantitative evaluator will generate both preliminary and final reports to guide program change. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Quantitative Evaluation \$10,200

Contracted Services for Qualitative Evaluation: The qualitative evaluation component of the grant will be contracted with an outside evaluator. The qualitative evaluator will conduct on-site visits and evaluate the process of our implementation through focus groups, walk-throughs and in depth interviews with students, teachers and administrators. After analyzing the data and information they have gathered through multiple sources, the evaluator will generate both preliminary and final reports to guide program change. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Qualitative Evaluation \$7,500

Contracted Services for Data Collection for Evaluation: Data collection will be handled by a data collection and entry provider. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Data Collection for Evaluation \$12,300

Contracted Services for K-12 PE Professional Development: 8 days of Activity and Curriculum training per year will be contracted through an established curriculum company. PE Teachers will be fully trained on the use of the selected PE curriculum, equipment being purchased, best practices and teaching strategies as well as the PEP grant requirements. In addition, a leadership team will create a curriculum guide that includes vision/mission, power standards, curriculum maps, common assessment plan, etc. (8 Days X \$3,000 = \$24,000) Goal - 1, 2, 3, 4, 5, 6

Contracted Services for K-12 PE Professional Development \$24,000

Contracted Services for the After School Program Training: 1 day of after school training per year will be contracted. All after school leaders will be fully trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000 = \$3,000) Goal - 1, 2, 3, 5, 6

Contracted Services for the After School Program Training \$3,000

Contracted Services for the Early Learner Fitness Program Training: 1 day of training will be contracted in each year of the grant. All elementary PE teachers and classroom teachers that will implement the program will be fully trained. (1 Day X \$3,000 = \$3,000) Goal - 1, 2, 3, 5, 6

Contracted Services for the Early Learner Fitness Program Training \$3,000

Contractual Subtotal \$74,000

Other

Advanced Training Workshop Registration: 5 teachers will travel to and attend a 2 day workshop every year of the grant. The advanced training workshop will be held in Spokane, WA with instructional leaders in the field of physical education. (Year 1, 2 3 = 5 teachers X \$350 = \$1750) Goal -2

Advanced Training Workshop Registration \$1,750

National AAHPERD Registration: We plan on sending 5 PE teachers to the national conference each year of the grant. Attending our national AAHPERD organization is critical to keeping our program current on the latest developments in the field. (Year 1, 2, 3 = 5 teachers X \$415 = \$2075) Goal - 2

National AAHPERD Registration \$2,075

Other Subtotal \$3,825

Direct Costs (Includes all Subtotals) \$146,827

Indirect Costs \$3,377

Total Costs (Direct and Indirect Costs) \$150,204

Middleton Budget Narrative – Federal Funds – Year Three

Personnel

PEP Director: The Director will be responsible to carry out and accomplish the tasks needed to meet the PEP objectives. This person will develop plans for training and travel, bid out equipment, curriculum and services and create distribution plans for curriculum and equipment. The PEP Director will work 100% of their time on the PEP grant. (\$34,003) Goal - 1, 2, 3, 4, 5, 6

PEP Director \$34,003

Professional Staff Development: To be paid at the District approved substitute rate. 5 professional staff development days will help with implementation of the physical education curriculum. (5 Days X 10 Teachers X \$67/day = \$3,350) Goal - 1, 2, 3, 4, 5

Professional Staff Development \$3,350

Substitute Costs for Offsite Professional Development Opportunities: To be paid at the District approved substitute rate. Over the 3 year period substitutes will be required to allow for the Physical Education staff to attend the State and National AAHPERD Conference and PEP required meetings. (20 Substitute Days X \$67/day in year 1, 2 and 3 = \$1,340) Goal - 2

Substitute Costs for Offsite Professional Development Opportunities \$1,340

Professional Staff Development: To be paid at the District approved substitute rate. 1 professional staff development day will help with implementation of the early learner fitness program. (1 Day X 12 Teachers X \$67/day = \$804) Goal - 1, 2, 3, 5

Professional Staff Development \$804

Professional Staff Development: To be paid at the District approved substitute rate. 1 professional staff development day will help with implementation of the after school program. (1 Day X 4 Teachers X \$67/day = \$268) Goal - 1, 2, 3, 5,

Professional Staff Development \$268

Personnel Subtotal \$39,765

Fringe Benefits

This is the estimated benefit rate contracted employees. Includes health costs, FICA and retirement and is calculated at 31.8% of an individual's annual salary. Goal - 1, 2, 3, 4, 5, 6

Fringe Benefits \$10,813

Fringe Subtotal \$10,813

Travel

Travel to the State AHPERD conference: 10 staff will learn about the latest research and best practices in physical education to bring back to their district. This includes meals, transportation, and lodging. Air: $\$306 \times 10 \text{ people} = \3060 ; Ground Transportation $\$22 \times 10 \text{ people} \times 2 \text{ days} = \440 ; Hotel $\$127$ for 10 people in 6 rooms $\times 2 \text{ days} = \1524 ; Meals $\$67 \times 10 \text{ people} \times 3 \text{ days} = \2010 . ($3060 + 440 + 1524 + 2010 = \7034) Goal - 2

Travel to State AHPERD conference \$7,034

Travel to national AAHPERD Conference: 5 staff in each year of the grant will have the opportunity to learn best practices and new innovations in the field of physical education. Includes transportation, lodging and meals. Air $\$550 \times 5 \text{ people} = \2750 ; Ground Transportation $\$81 \times 5 \text{ people} \times 2 \text{ days} = \810 ; Hotel $\$243$ for 5 people in 3 rooms $\times 2 \text{ days} = \1458 ; Meals $\$95 \times 5 \text{ people} \times 3 \text{ days} = \1425 . ($2750 + 810 + 1458 + 1425 = \6443) Goal - 2

Travel to National AAHPERD Conference \$6,443

Travel to attend the Advanced Training Workshop: 5 staff will attend during the summer months to develop our staff of district trainers to ensure sustainability of our program after grant funding ends. This workshop brings in experts in the field of physical education who are implementing fitness and health programs within their school districts. Includes transportation, lodging and meals. Air $\$287 \times 5 \text{ people} = \1435 ; Ground Transportation $\$22 \times 5 \text{ people} \times 2 \text{ days} = \220 ; Hotel $\$132$ for 5 people in 3 rooms $\times 2 \text{ days} = \792 ; Meals $\$67 \times 5 \text{ people} \times 3 \text{ days} = \1005 . ($1435 + 220 + 792 + 1005 = \3452) Goal - 2

Travel to attend the Advanced Training Workshop \$3,452

Travel Subtotal \$16,929

Supplies

Early Learner Fitness Program: A K-3 early learner fitness program will be purchased that coordinates with the selected PE curriculum and the After School Program. The early learner

fitness program will engage emergent learners in reading, writing and math skills while being physically active. Each site responsible for implementing the program needs a bundled set of curriculum and nutrition kit to accomplish this. (12 teachers in year 1, 2 and 3 X \$340 = \$4,080)
Goal 1, 2, 3

| | |
|-------------------------------|----------------|
| Early Learner Fitness Program | \$4,080 |
| Supplies Subtotal | \$4,080 |

Contractual

Contracted Services for Program Curriculum: Technical assistance for implementation of the grant to include the development of the district curriculum infrastructure (curriculum guides, consensus district curriculum maps and timelines), researching vendors, purchasing equipment, organizing professional staff development, teacher support, generating reports, etc. The end result being a fully completed curriculum guide, program timelines, and curriculum maps that will ensure sustainability of the program. Goal - 1, 2, 3, 4, 5, 6

| | |
|--|----------|
| Contracted Services for Program Curriculum | \$10,000 |
|--|----------|

Contracted services for web-based Software: A fitness and curriculum software will be purchased that will allow teachers and students access to fitness and cognitive information that will help them in reaching state standards. The benefits include allowing teachers to view the results of pre and post fitness test scores and cognitive scores to inform their instruction and address gaps and weaknesses that are revealed. In addition, reports can be generated that will allow both parents and students to see how well the child is doing in meeting minimum health related standards in various fitness tests and how their behavioral choices are affecting their fitness and cognitive outcomes. The software will enable our district to fully implement the selected PE curriculum and provide access to data to inform our instruction. Included within this web-based software application will be an online student portfolio that is connected to our fitness and health program at the middle and high school level. Goal 4

| | |
|--|---------|
| Contracted Services for Web-based Software | \$4,000 |
|--|---------|

Contracted Services for Quantitative Evaluation: The quantitative evaluation component of the grant will be contracted with an outside evaluator. The quantitative evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the quantitative evaluator will generate both preliminary and final reports to guide program change. Goal - 1, 2, 3, 4, 5, 6

| | |
|---|----------|
| Contracted Services for Quantitative Evaluation | \$10,200 |
|---|----------|

Contracted Services for Qualitative Evaluation: The qualitative evaluation component of the grant will be contracted with an outside evaluator. The qualitative evaluator will conduct on-site visits and evaluate the process of our implementation through focus groups, walk-throughs and in depth interviews with students, teachers and administrators. After analyzing the data and information they have gathered through multiple sources, the evaluator will generate both preliminary and final reports to guide program change. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Qualitative Evaluation \$7,500

Contracted Services for Data Collection for Evaluation: Data collection will be handled by a data collection and entry provider. Goal - 1, 2, 3, 4, 5, 6

Contracted Services for Data Collection for Evaluation \$12,300

Contracted Services for K-12 PE Professional Development: 8 days of Activity and Curriculum training per year will be contracted through an established curriculum company. PE Teachers will be fully trained on the use of the selected PE curriculum, equipment being purchased, best practices and teaching strategies as well as the PEP grant requirements. In addition, a leadership team will create a curriculum guide that includes vision/mission, power standards, curriculum maps, common assessment plan, etc. (8 Days X \$3,000 = \$24,000) Goal - 1, 2, 3, 4, 5, 6

Contracted Services for K-12 PE Professional Development \$24,000

Contracted Services for the After School Program Training: 1 day of after school training per year will be contracted. All after school leaders will be fully trained on the use of the program being implemented, equipment being purchased as well as best practices and teaching strategies in the after school program. (1 Day X \$3,000 = \$3,000) Goal - 1, 2, 3, 5, 6

Contracted Services for the After School Program Training \$3,000

Contracted Services for the Early Learner Fitness Program Training: 1 day of training will be contracted in each year of the grant. All elementary PE teachers and classroom teachers that will implement the program will be fully trained. (1 Day X \$3,000 = \$3,000) Goal - 1, 2, 3, 5, 6

Contracted Services for the Early Learner Fitness Program Training \$3,000

Contractual Subtotal **\$74,000**

Other

Advanced Training Workshop Registration: 5 teachers will travel to and attend a 2 day workshop every year of the grant. The advanced training workshop will be held in Spokane, WA with instructional leaders in the field of physical education. (Year 1, 2 3 = 5 teachers X \$350 = \$1750) Goal -2

Advanced Training Workshop Registration **\$1,750**

National AAHPERD Registration: We plan on sending 5 PE teachers to the national conference each year of the grant. Attending our national AAHPERD organization is critical to keeping our program current on the latest developments in the field. (Year 1, 2, 3 = 5 teachers X \$415 = \$2075) Goal - 2

National AAHPERD Registration **\$2,075**

Other Subtotal **\$3,825**

Direct Costs (Includes all Subtotals) **\$149,412**

Indirect Costs **\$3,436**

Total Costs (Direct and Indirect Costs) **\$152,848**

Middleton Budget Narrative – Non-Federal Funds – Year One

(b)(4)

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Withheld pursuant to exemption

(b)(4)

of the Freedom of Information and Privacy Act

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of the Freedom of Information and Privacy Act

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Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Middleton School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|------------|
| 1. Personnel | 39,765.00 | 39,765.00 | 39,765.00 | | | 119,295.00 |
| 2. Fringe Benefits | 10,813.00 | 10,813.00 | 10,813.00 | | | 32,439.00 |
| 3. Travel | 17,115.00 | 14,344.00 | 16,929.00 | | | 48,388.00 |
| 4. Equipment | 246,872.00 | | | | | 246,872.00 |
| 5. Supplies | 34,067.00 | 4,080.00 | 4,080.00 | | | 42,227.00 |
| 6. Contractual | 84,750.00 | 74,000.00 | 74,000.00 | | | 232,750.00 |
| 7. Construction | | | | | | |
| 8. Other | 3,825.00 | 3,825.00 | 3,825.00 | | | 11,475.00 |
| 9. Total Direct Costs (lines 1-8) | 437,207.00 | 146,827.00 | 149,412.00 | | | 733,446.00 |
| 10. Indirect Costs* | 4,378.00 | 3,377.00 | 3,436.00 | | | 11,191.00 |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 441,585.00 | 150,204.00 | 152,848.00 | | | 744,637.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 2.30 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

| | | |
|---|---|--|
| Name of Institution/Organization Middleton School District | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | (b)(4) | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | |
| 10. Indirect Costs | | | | | | |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| | Lisa | | Stout | |

Address:

| | |
|-----------|--------------------|
| Street1: | 1538 Emmett Road |
| Street2: | |
| City: | Middleton |
| County: | |
| State: | ID: Idaho |
| Zip Code: | 83644 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 2085856657 | |

Email Address:

| |
|-------------------|
| lstout@msd134.org |
|-------------------|

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

| |
|--|
| |
|--|

No Provide Assurance #, if available:

| |
|--|
| |
|--|

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|