

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 # S215F130017

Grants.gov Tracking#: GRANT11375495

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.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="04/09/2013"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
B. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="New London Public Schools"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="060935363"/>	* c. Organizational DUNS: <input type="text" value="1000118730000"/>	
d. Address:		
* Street1: <input type="text" value="134 Williams Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="New London"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="CT: Connecticut"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="063205296"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Chief Academic Office"/>	Division Name: <input type="text" value="Grants"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Steve"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Cravinho"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Athletic Director"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="860-437-6435"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="cravinhos@newlondon.org"/>		

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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:**

Project Fit Kids

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>Jamella Etienne</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>New London Public Schools</p>	<p>* DATE SUBMITTED</p> <p>04/08/2013</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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: n/a
* Street 1: n/a Street 2: _____
* City: n/a State: CT: Connecticut Zip: _____
Congressional District, if known: _____

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: n/a Middle Name _____
* Last Name: n/a Suffix _____
* Street 1: n/a Street 2: _____
* City: n/a State: CT: Connecticut Zip: _____

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

Prefix _____ * First Name: n/a Middle Name _____
* Last Name: n/a 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: Jamella Etienne
* Name: Prefix Dr. * First Name: Nicholas Middle Name: A.
* Last Name: Fischer Suffix: _____
Title: Superintendent Telephone No.: 860-447-6000 Date: 04/08/2013

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

PR/Award # S215F130017

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.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

STATEMENT OF EQUITABLE ACCESS

General Education Provisions Act (GEPA 427)

New London Public Schools will ensure equitable access or participation in project activities across all potential barriers (*gender, race, national origin, color, disability, or age*). In order to meet the needs of students, teachers and any other program beneficiaries with disabilities or special needs, special education personnel will collaborate with district administrators and planning team members in order to accommodate various needs. All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and/or special needs, including different languages. All school buildings are handicapped accessible.

The district will also make use of current technologies to ensure that materials relating to this initiative are made available to persons who are visually-impaired, hearing impaired and learning disabled.

The district fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all. The district does not discriminate on the basis of gender, race, national origin, disability, color, age or homelessness status. Special efforts will be made to encourage persons from diverse backgrounds (e.g., older citizens, persons of color, persons of diverse ethnic backgrounds, etc.) to become involved in the project team.

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

New London Public Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Nicholas Middle Name: A.

* Last Name: Fischer Suffix:

* Title: Superintendent

* SIGNATURE: Camella Etienne

* DATE: 04/08/2013

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:

Project Abstract

Serving a student population of approximately 3,000 K-12 students across six buildings, the New London Public Schools (NLPS) is located in New London, Connecticut (population 27,569). The student population is highly diverse and comprised as follows: 1.1% American Indian, 1.7% Asian, 29.5% Black, 48.1% Hispanic, 0.1% Pacific Islander, 16.5% White, and 2.9% two or more races. NLPS serves a high-poverty student population with an average of 82.4% of students qualifying for free or reduced lunch district-wide. In addition, 21.7% of students are not fluent in English and the number of non-English home languages in the district is 14. About 15.5% of students receive Special Education services. The district conducted a thorough self-assessment January-March 2013 by administering Modules 1-4 of the School Health Index (SHI); identifying weaknesses in program infrastructure; and reviewing the results of student surveys, fitness and BMI assessments. Results of the assessment indicated that students are not meeting state physical education (PE) standards and identified gaps and weaknesses in programming, infrastructure, and services inhibiting achievement. Overall, the assessment revealed a number of critical gaps that combined, are resulting in poor student fitness and nutritional outcomes.

With the assistance of **\$844,104** in PEP funding for over two years (NLPS will provide **\$331,400** in matching funds), NLPS will launch **Project Fit Kids**, which has been specifically designed to address the critical gaps identified by the comprehensive needs assessment process carried out earlier this year. **Project Fit Kids** has been specifically designed to address the critical gaps identified through the needs assessment process described above, while addressing all five of the PEP elements. **Project Fit Kids** meets the **Absolute Priority** and **Competitive Preference Priority 2**. The **objectives** of the project are to: 1) improve the PE curriculum in relation to recognized standards; 2) increase PE teachers' knowledge of evidence-based practices

and strategies for improving students' fitness and nutrition outcomes; 3) increase the amount of time our students are active; 4) improve students' fitness levels; 5) increase percentage of students with a healthy body mass index (BMI); and 6) improve students' eating habits.

Key **Project Fit Kids** activities include: increasing opportunities for students to be active throughout the day by making school fitness facilities available before and after school; addressing the problem of 'too many students standing idle' in PE class by adding new equipment and physical activities that will enable students of all ages and abilities—including those with special needs or disabilities—to engage in fun, healthy physical activities; revising and updating physical activity and nutrition policies and curricula to ensure alignment to CT standards while reflecting proven models and best practices; adding monitoring and assessment technologies that will enable teachers and students to establish accurate fitness baselines and allow for real-time performance monitoring and feedback; incorporating individual fitness portfolios for PE students; and providing ongoing, job-embedded professional development for teachers. **Project Fit Kids** will serve approximately 3,000 students across six school sites. Project **outcomes** include: 1) increase PECAT and HECAT scores when reviewing PE curriculum; 2) PE teachers will increase their knowledge of the latest research, strategies and trends in PE; 3) reduce student screen time; 4) increase the percentage of students achieving 60 minutes of daily physical activity; 5) increase the percentage of students who meet the healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment; 6) decrease the percentage of students who are overweight or obese (as measured by Body Mass Index); and 7) increase the percentage of students who consume fruit two or more times per day and vegetables three or more times per day.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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NEED FOR THE PROJECT

(A) Serving a student population of approximately 3,000 K-12 students across six buildings, the New London Public Schools (NLPS) is located in New London, Connecticut (population 27,569). The student population is highly diverse and comprised as follows: 1.1% American Indian, 1.7% Asian, 29.5% Black, 48.1% Hispanic, 0.1% Pacific Islander, 16.5% White, and 2.9% two or more races. NLPS serves a high-poverty student population with an average of 82.4% of students qualifying for free or reduced lunch district-wide. In addition, 21.7% of students are not fluent in English and the number of non-English home languages in the district is 14 15.5% receive Special Education services.

Current Physical Education (PE) environment: NLPS employs 8 PE teachers at 7.5 FTE across the district (3 elementary—1 per school; 2 middle school and 2.5 high school). As shown in the ‘gaps in meeting state standards’ section below, space is an issue at all schools. At the elementary school level, students have PE class for 45 minutes, once per week. Activities include: running, hopping, jumping, cooperative games, and similar activities that facilitate the development of motor and locomotor skills and understanding of movement concepts.

In grade 6, students have PE class every day for 52 minutes and in grades 7 and 8, students have PE class every other day for 52 minutes. Classes can include as many as 75 students to one PE teacher. In 2012, we were able to set up a small fitness training area in the middle school by recycling equipment from the high school and winning two grants through Fuel Up to Play60. Our modest fitness room includes: 3 spinning bikes, 2 TRX suspension trainers, Zumba and P90X. While this has been a significant positive step for us, five pieces of older cardio equipment are clearly inadequate to support a full PE class. In addition to the fitness room, middle school (MS) PE activities include: traditional team sports, group games like Capture the

Flag, Workout of the Day (WOD), resistance training, and cardio training in the gymnasium including PACER runs and interval workouts.

In high school, students have PE 6 days out of a 7-day rotating schedule for 45 minutes per session. However, at the high school, we often have a staff-to-student ratio of up to 1:50-- meaning up to 100 students in the gymnasium at a time. High school students participate in organized sports, group activities (e.g., calisthenics), and are able to use the school's small weight room.

At the secondary level, we currently pretest our students in September and October using the Connecticut Physical Fitness Assessment test. A posttest is administered in May of every year. We also have "PACER Friday" each week. At the middle school, this includes challenging students to improve their personal best scores by a minimum of 2 units. No fitness assessment and tracking software is in place, however, so data tallying and analysis is time-consuming and we are limited in the amount of individual and group results reporting that can be done. Individual fitness plans are not used at all at this time (as noted by SHI results below) due to lack of software needed for effective implementation and results tracking.

Self-assessment: The district conducted a thorough self-assessment January-March 2013 by administering Modules 1-4 of the School Health Index (SHI); identifying weaknesses in program infrastructure; and reviewing the results of student surveys, fitness and BMI assessments.

NLPS Summary School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			44%		
#2 - Health Education			48%		
#3 - Physical Education and Other Physical Activity Programs			57%		
#4 Nutrition Services			58%		

Summary of key SHI gaps: As shown above, no module scored above 58%, indicating serious gaps in the overall NLPS approach towards Physical Education (PE) and nutrition education. For example, **key Module 1** gaps include lack of professional development, inadequate physical facilities and lack of access to physical activity facilities outside of school hours. Critical deficiencies in **Module 2** stem from a complete lack of professional development in health education, curriculum delivery and classroom management technique. NLPS scored poorly on **Module 3** due to: inadequate amounts of PE offered each week for grades K-5, 7 and 8; no use of individual fitness plans; inconsistent approach to health-related fitness; limited professional development for teachers; minimal participation in intramurals or physical activity clubs; minimal promotion of walking and bicycling to school; and physical activity facilities that do not full meet safety standards. Lastly, in **Module 4**, significant weaknesses identified were insufficient professional development opportunities and limited collaboration between nutrition staff and teachers. Only 3 questions (#1, #11 and #12) in this module received a score of ‘3/fully in place.’

Gaps in meeting state standards: Connecticut has six standards for PE programs. Through the assessment process, the NLPS identified gaps in meeting the following standards.

Standard	Gap
1. Motor skill performance: students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities	As evidenced by scores on the FITNESSGRAM (see below), the majority of our students are not achieving standards 1, 2 or 3 . A significant part of the problem stems from the fact that our schools have very limited space in which to hold PE class.
2. Applying concepts and strategies: students will demonstrate understanding of movement concepts, principles, strategies and tactics as they relate to the learning and performance of physical activities	Additionally, at times there are two to four classes concurrently utilizing the same area. At the middle school, we have limited field space. Classes must walk to a nearby lot that is slanted and hilly, making outside activities difficult and potentially unsafe. In addition, at the middle and high school, aggregate class size can range from 30 to 75 students, meaning that many students spend much of PE class time standing around being idle . The State of Connecticut <i>Action Guide for School Nutrition and Physical Activity Policies</i> , recommends a teacher to student ratio of 1:25. Space is also an issue at our elementary schools. Classes in one elementary school are held
3. Engaging in physical activity: students will participate regularly in physical activity	

	<p>in portables. (semi-permanent mobile buildings). In that setting, the “gym” is comprised of two classrooms combined—with the “gym” also used for storage. The other two of the elementary schools hold gym class in the cafeteria. All of our gyms have very limited equipment (balls, mats, jump ropes), significantly restricting the types of activities in which students are able to participate (which subsequently limits our ability to teach students specific skills).</p>
<p>4. Physical fitness: students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness</p>	<p>Again, as evidenced by the results of the FITNESSGRAM test, and the completed SHI, our students are not achieving this competency. The activities in which the students participate are based on older PE models in which the focus is on group activities (without regard to student interest and ability) and team sports. These activities are primarily focus on keeping students busy and do not include specific learning objectives. The current PE curriculum is not built upon standards-based activities that are tied to specific learning objectives.</p> <p>None of the elementary schools have heart rate monitors, pedometers or assessment technologies that would allow students to measure cardiovascular fitness, exertion levels or body composition. Lack of monitoring and assessment technologies also prevents elementary school students from engaging in personal fitness planning and/or evaluation. In addition, only the Middle School has heart rate monitors (and only 20—not nearly enough to enable all students in a class to utilize them since the middle school serves 30-75 students per class). There are no heart rate monitors or other assessment technologies at the high school.</p>

Survey results: Program gaps render students minimally active during school, and 2012 youth risk survey results for students in grades 7-12 show high levels of sedentary activity outside of school. Specifically, 34.9% of boys, 35.9% of girls, and 35.5% watch three or more hours of TV per day, and 11.7% of boys, 13.3% of girls, and 12.6% of all students watch 7 or more hours of TV per day. Additionally, 46.0% of girls, 41.0% of boys, and 43.6% of all students use the computer for reasons unrelated to school for three or more hours per day, and 20.7% of boys, 19.1% of girls, and 20.1% of all students use the computer for reasons unrelated to school for seven or more hours per day.

Fitness results: Given the significant gaps uncovered through the assessment process, it is not surprising that overall, NLPS students are faring poorly in terms of their fitness outcomes. For example, at the high school, just 32% of males and 22% of females passed the PACER test of cardiovascular fitness, and only 27% of males and 10% of females passed all four elements of the FITNESSGRAM Fitness Test. At the middle school, just 31% of 6th grade students, 42% of 7th grade students, and 43% of 8th grade students passed all four elements of the test. Not surprisingly, Body Mass Index (BMI) rates for our students show that many are overweight or obese. The percentage of high school boys who are either overweight or obese is: 35% (9th); 25% (10th); 36% (11th); and 29% (12th); and among girls: 35% (9th); 53% (10th); 10.5% (11th); and 70% (12th). According to BMI scores, the percentage of middle school students who are either overweight or obese among boys is: 19% (6th); 31% (7th); and 22% (8th grade); among girls: 28% (6th); 19% (7th); and 46% (8th).

Addressing the gaps: With the assistance of **\$844,104** in PEP funding for over two years (NLPS will provide **\$331,400** in matching funds), NLPS will launch **Project Fit Kids**, which has been specifically designed to address the critical gaps identified by the comprehensive needs assessment process carried out earlier this year. Key project activities include: increasing opportunities for students to be active throughout the day by making school fitness facilities available before and after school; addressing the problem of ‘too many students standing idle’ in PE class by adding new equipment and physical activities that will enable students of all ages and abilities—including those with special needs or disabilities—to engage in fun, healthy physical activities; revising and updating and updating physical activity and nutrition policies and curricula to ensure alignment to CT standards while reflecting proven models and best practices; adding monitoring and assessment technologies that will enable teachers and students

to establish accurate fitness baselines and allow for real-time performance monitoring and feedback; incorporating individual fitness portfolios for PE students; and providing ongoing, job-embedded professional development for teachers.

SIGNIFICANCE

(A) Systemic change and improvement: As noted in the previous section, the current NLPS PE environment is not adequately addressing the physical, health and nutrition education of our students. Project Fit Kids was collaboratively developed to address the critical gaps identified through the self-assessment process (including the SHI assessment). The project’s goals, objectives and outcomes—and the strategies that we will employ to achieve them—have all been designed to sustainably address those gaps by bringing about systemic change and improvement in the district-wide approach towards physical, nutrition and health education. Toward that end, Project Fit Kids addresses each of the elements of systemic change and improvement in school districts identified by the National School Board Association model of systemic change:¹

Element	Project Fit Kids linkage
1) Create a vision of what you want the system to look like and accomplish	Includes ambitious yet attainable goals and objectives along with a thorough, well-defined plan for achieving them
2) Take stock of the current situation	Was developed based on a thorough needs assessment
3) Identify strengths and weaknesses of the system in light of the vision	Project planning included an in-depth inventory of available resources, skill sets and capabilities
4) Target several priority items for improvement	Our project goals and objectives target priority items identified through assessment for improvement
5) Assess progress regularly and revise actions as needed; and 6) take stock again and use feedback to revisit vision and begin the cycle again	The project approaches includes a comprehensive, thorough plan for continually monitoring and assessing project progress while ensuring a sustained process of continuous improvement

Goals, objectives and outcomes: Project Fit Kids includes three goals. Through this initiative, all NLPS students: 1) be offered a PE program that enables them to meet state standards for nutrition and physical education (**SHI Modules 1, 2, 3 and 4**); 2) will develop and achieve personal physical fitness goals—including a healthy BMI (**SHI Modules 1, 2, 3 and 4**); and 3) improve their knowledge of nutritional concepts and adopt healthy eating habits (**SHI**

Modules 1, 2 and 4). Each of the goals above was chosen to address gaps identified through the SHI assessment, therefore **meeting PEP Requirement 1** (align project goals to needs identified using the School Health Index). **Objectives and outcomes are shown below:**

Goal 1: All district students will be offered a PE program that enables them to meet state standards for nutrition and physical education.	
Objective 1: To improve the PE curriculum in relation to recognized standards	Outcomes 1.1 and 1.2: By the end of the grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools).
Objective 2: To increase PE teachers’ knowledge of evidence-based practices and strategies for improving students’ health, nutrition and fitness outcomes.	Outcome 2.1: 100% of PE teachers will participate in at least four evidence-based health, nutrition and/or physical education professional development sessions; Outcome 2.2: 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes by the end of the project period.
Goal 2: All district students will develop and achieve personal physical fitness goals—including a healthy BMI.	
Objective 3: To reduce the amount of student screen time. Objective 4: To increase the amount of time our students are active. Objective 5: To improve the fitness levels of our students. Objective 6: To increase percentage of students who have a healthy body mass index (BMI).	Outcome 3.1: In comparison to baseline, the percentage of students with three or more hours of daily screen time will decrease by 10% each year. Outcome 4.1 (GPRA 1): In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 10% each year (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR--for grades 5-12). Outcome 5.1 (GPRA 2): In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 15% each year (as measured by PYFP fitness testing). Outcome 6.1: In comparison to baseline, the percentage of students who have a BMI of overweight or obese will decrease by 3% by the end of the grant period (as measured by yearly BMI assessment).
Goal 3: All district students will improve their knowledge of nutritional concepts and adopt healthy eating habits	
Objective 7: To improve students' eating habits.	Outcome 7.1 (GPRA 3): In comparison to baseline, the percentage of students who consume fruit two or more times per day and vegetables three or more times per day will rise by 5% each year (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)

Strategies and approaches: The strategies that comprise **Project Fit Kids** include:

SPARK: This is a research-based K-12 PE curriculum that is designed to encourage health-related results (i.e., increase fitness levels, decrease student BMI). The SPARK curriculum

focuses on increasing physical activity during class time and promoting the generalization of physical activity beyond classes to become a component of an active lifestyle. The curriculum is designed to take best advantage of developmentally-appropriate activities without overwhelming students or teachers. Repetition within classes and units allows students to develop sufficient skills and become comfortable with activities. SPARK emphasizes health-related physical activities while achieving student outcomes such as attainment of physical skills, fitness, and social development. Games throughout the curriculum promote the development of positive match physical activities with state standard concepts and strands. This informs teachers of the applicability of the class activities to specific state standards. At the elementary school, SPARK will be supplemented with the addition of a Railyard system, which is fitness-building obstacle course for indoor use that can easily be assembled and disassembled to change the course and/or easily store course components.

HOPSports: HOPSports Training System (HTS) system is a multi-media instructional tool that is delivered via Digital Video Recorder (DVR) technology. The HOPSports Video Library encompasses over 100 fitness lesson plans specifically designed to meet state and national physical education standards. These engaging and interactive lessons deliver physical education directly to children through the merger of media and technology. HOPSports has created innovative, cost-effective fitness programming for schools and community organizations that train, evaluate, educate and entertain all ages while marketing nutrition and career opportunities in a multi-screen, dynamic presentation that captures children's attention and speaks their language. The HTS incorporates traditional sport skills such as baseball, basketball, football, and soccer but also exposes students and teachers to activities to which they otherwise might not be exposed. For instance, students can participate in yoga, Pilates, martial arts, kickboxing, fencing

and a broad range of types of dance to name a few. Similarly, Physical Educators can expand their areas of competency due to the wide variety of activities that exist in the HOPSports Video Library. For example, while teaching Hip Hop Dance may be outside a particular teacher's comfort zone, there are a large number of other options from which to choose. HOPSports features well-known dancers and choreographers from the popular television show "So You Think You Can Dance." The HOPSports "experts" instruct students on the skills while the teacher is freed up to help students and provide encouragement. The system offers more than 100 different lessons in a broad range of disciplines and has been empirically shown to **increase the amount of time students are active while also providing opportunities for students to develop positive social and cooperative skills through physical activities.** This will be integrated into the elementary and middle school PE curricula.

***Both SPARK and HOPSports are known for their ability to fully engage even very large groups of student simultaneously in moderate to vigorous physical activity even in small spaces-- a perfect fit for NLPS's large classes and limited PE spaces!*

Cardio and strength training rooms: NLPS intends to place cardio and strength training equipment into empty rooms located adjacent to the gymnasiums in both the middle school and the high school. The rooms will allow all students, including non-athletes, to participate in healthy physical activities in a relaxed, non-competitive environment. All equipment selected is easy for students of all skill levels and athletic abilities to use, and we have included items for students with special needs and disabilities. Additionally, both rooms have outside access, making them ideally suited for **before- and after-school drop-in fitness clubs.** Both rooms will be available for (supervised) student use for one hour per day before- and after-school, Mondays, Wednesdays and Fridays. NLPS PE teachers will provide supervision and assistance with

training as needed.

Addition of lifetime physical activities: Due to severely limited equipment, the current PE program offers students almost no training lifetime physical activities. PE teachers will use the results of the Physical Education Curriculum Analysis Tool (PECAT) to assist in the selection of equipment for lifetime physical activities for each building in the district. Activities to be added to the program may include: biking, skating, snowshoeing, orienteering/hiking, archery, Cross Fit, functional fitness training, etc.

Monitoring and assessment: To enable PE teachers at all levels to establish accurate fitness baselines, monitor fitness progress, and gather real-time performance feedback, NLPS will introduce the use of heart rate monitors, pedometers, activity monitors, and fitness assessment tracking software into activity sessions. By introducing these technologies: 1) all students will be able to objectively assess their current fitness levels; 2) with the assistance of PE teachers, all students will be able to establish an individual fitness portfolio (see below for description) with individual goals based on the baseline assessment; 3) students and teachers will be able to monitor students' progress towards achieving their stated goals; 4) PE teachers will be able run reports for presentation to students, parents and even the school district (all student data will be coded to ensure privacy); 5) PE teachers will be able to identify trends and make data-driven curriculum and teaching decisions; and 6) students will learn about concepts such as exertion level, target heart rate, healthy fitness zones, body mass index (BMI) and the difference between various activity levels.

Individual portfolios: With the assistance of the monitoring and assessment technologies, students will create individual fitness portfolios in PE classes that will include baseline fitness information along with information about the students' activity levels (e.g., time spent engaged in

physical activity and intensity levels) and nutrition habits. With the assistance of the PE teacher, the students will establish personalized fitness and nutritional goals and objectives. Monitoring and assessment technologies will enable students to chart their progress towards achieving their goals and objectives.

Nutrition education: Through **Project Fit Kids**, NLPS will review the district's nutrition curriculum using the Healthy Eating Module of the Health Education Curriculum Analysis Tool (HECAT). Additions and revisions to the curriculum will be made based on the outcome of that assessment. Community partners (Child Nutrition of New London, School Based Health Center of New London ACHIEVE, Ledge Light Health District and FRESH of New London) will participate in the HECAT assessment process. Once the assessment is complete the team will identify evidence-based model nutrition programs to address identified deficiencies. In addition, community partners such as FRESH will provide nutrition-focused activities (refer to partner table in the 'building capacity' section below). At the elementary and middle schools, the Coordinated Approach to Child Health (CATCH) curriculum will be used to improve nutrition programming for student. CATCH is a research-based program designed to promote physical activity and healthy food choices. It was developed by leading child health experts at the UT School of Public Health, University of Minnesota, Tulane University, and University of CA-San Diego. CATCH provides training, support, consultation and nutrition curriculum aligned to state standards and is comprised of 4 components: (1) classroom curriculum, (2) physical education curriculum, (3) child nutrition services program, and (4) family involvement (Home Team). In addition, The CATCH Eat Smart Guide helps food service staff in their efforts to promote healthier foods and enhance the school wellness environment. Includes strategies to reinforce nutrition and physical activity messages, and helps food service personnel in planning and

promotion of healthy foods and healthy messaging.

Professional development: Professional development for NLPS PE instructors is a core focus of this proposed project. Through professional development sessions, the instructors will gain the technical skills to utilize the wellness technology incorporated into this project. Also, educators will gain new knowledge in regards to instructional strategies for curriculum integration, while attendance at PE professional conferences will keep them up to date on the very latest and most effective strategies for fitness and wellness education. The implementation of this project will ensure that our teachers are equipped with the knowledge, skills and supporting technology that will enable them to help their students achieve and sustain lifetime physical fitness and overall wellness. PE teachers will attend the CTAPERHD conference and participate in at least 24 hours of professional development on topics including (but not limited to): incorporating the use of assessment technologies into the PE environment; monitoring, assessment and other technologies in the PE classroom; and proper use and maintenance of equipment.

Out-of-school opportunities to be active (community partners): The partner table in the 'building capacity' section below illustrates the numerous partners that will support NLPS in achieving **Project Fit Kids'** goals, objectives and outcomes. Examples of the activities of these partnership and the activities they will offer include: New England Science & Sailing (field days); US Sailing (on-the-water experiences); Connecticut College, the Office of Volunteer Services (daily after-school visits to the Athletic Complex of Connecticut College); Ocean Beach (summer beach activities); United States Coast Guard (USCG) Leadership Training School (team building and leadership activities); US Coast Guard Academy (sport day); New London Community Boating (sailing); and Velocity Workout World (supervised fitness training lessons).

QUALITY OF THE PROJECT DESIGN

(A) Building capacity and sustainability: All of the project activities and strategies that comprise Project Fit Kids are designed to build the capacity of NLPS to sustain the initiative for the long-term. First, the equipment we have selected will provide years of service to our students. NLPS will fund ongoing maintenance costs. Professional development will also build the district's capacity to sustain Project Fit Kids. PE instructors will learn about the latest standards-based techniques, strategies, resources and materials for improving fitness outcomes in the PE classroom, including research-based proven effective programs like SPARK, CATCH, and HOPSports. In addition, they will also learn about how to effectively incorporate heart rate monitors, pedometers and assessment technologies into PE class and how to use this information to tailor activities specifically to meet students' needs and abilities. Furthermore, with the implementation of CATCH (which takes a Coordinated School Health approach to nutrition education by engaging teachers, administrators and food service staff), opportunities for training for food service staff will be available. Moreover, CATCH includes specific strategies for improving coordination and communication between food service and PE staff, thereby addressing SHI Module 4 key weaknesses. Information and lessons learned from all of the professional development sessions will be compiled into notebooks in order to ensure that new teachers are trained in PE strategies and in the proper use of the equipment and technologies. Professional development activities will continue beyond the grant period, with NLPS covering the registration costs for PE instructors. **Peer Coaching and Support:** To further ensure that knowledge is shared and passed on, professional development knowledge will be shared via New London Public Schools' existing teacher peer network, which encourages mutual support, the sharing of information and lessons learned among teachers through the following activities.

Peers agree to observe each other’s classes a minimum of two times during the school year. The purpose is to provide and receive feedback pertaining to their goals. The peer should be someone who is helpful, supportive, and knowledgeable. The teacher may choose to have more than one peer observe at the same time or a series of peer observers over a period of time. With peer observation, two teachers may be working on similar growth plans or be working on very different plans. Alternatively, teachers may request support from district/school consultants to provide professional feedback and support. **Study Groups:** Participants meet with a group of 4-6 colleagues to learn new strategies, experiment with teaching strategies, analyze the resulting student work from these strategies, and problem solve. Study groups can be formed to focus on content that supports a teacher’s goal or to support the implementation of a district goal.

Mentor/Cooperating Teacher: A teacher serves as a mentor and/or cooperating teacher.

Participants agree to observe and provide feedback to the beginning and student teacher, and to write a written reflection at the end of the year for review with another colleague and with their supervisor.

Partnerships: Project Fit Kids is a collaborative effort that includes the involvement of the following community partners (partnership agreements are attached):

PARTNER	PROGRAM BRIEF
New England Science & Sailing (NESS)	Provide Field Days as an incentive for students passing fitness test by providing on the water experiences. (kayaking, snorkeling, sailing, paddle boarding)
Connecticut College, the Office of Volunteer Services (OVCS) and Kids, Books, and Athletics(KBA)	Every Wed and Thursday our students will travel to the Athletic Complex of Conn College. While there they will be exposed to a wide assortment of games and activities under the guidance of Mr. Wuyke (Strength and Conditioning Coach). Activities to include fitness activities and games. Program is for 2 hours a day Monday through Thursday from 2:30 to 4:30. @100 students involved.
Ocean Beach	Beach games and activities (e.g., soccer, volleyball, etc.)
USCG Leadership Training School	Team building and Leadership Activities
US Coast Guard Academy	Sport Day at US Coast Guard Academy

Velocity Workout World	Yearly commitment to place 120 students through a comprehensive fitness workout utilizing their staff and trainers. 3 sessions for 40 students per lasting 2 hours each.
AMC – YOP (Appalachian Mountain Club-Youth Organizer Program)	Support in developing an outdoor-oriented program. Support in the form of equipment loaning and training for Youth Organizer (Ed Sweeney)
Child Nutrition of New London	Support nutrition program including participating in reviews of nutrition-related policies and nutrition education;
School Based Health Center of New London	Review performance feedback and contribute to continuous improvement; participate in PECAT/HECAT assessments; promote the program to students and the community
ACHIEVE, Ledge Light Health District	Review performance feedback and contribute to continuous improvement; participate in PECAT/HECAT assessments; promote the program to students and the community
FRESH of New London	Educate students about healthy foods; provide opportunities for students to work in an urban garden; and provide service learning opportunities

Similarly, the quality of the program and the capacity of NLPS to sustain the systemic changes brought about through Project Fit Kids will also achieved through leveraging the following local, state and federal resources.

Initiative	Linkage with Project Fit Kids
CT Nutrition, Physical Activity & Obesity Prevention Program (State)	This is a framework and process through which Connecticut communities and institutions implement strategies to promote health through healthy eating and active living. Project Fit Kids is linked to several of the Connecticut plan goals, such as Goal #2, which states, "Develop state and local school district policies that increase physical education opportunities and healthy eating habits," with the following recommendation: "Create proactive collaboration with partners and allies," which this project will have.
Alliance for a Healthier Generation (Federal)	Alliance resources will be used to develop and structure out-of-school programming for students at all grade levels. The Alliance includes resources and model programs for increasing physical activity and activity-based nutrition education. This is part of the federal Let's Move initiative
Department of Health (local)	The Project Director will collaborate with Department of Health and develop a community-wide plan to incorporate Project Fit Kids into a community obesity prevention plan, which will include making signs and using social media (e.g., Facebook, Twitter) to have the town involved in raising awareness and encouraging children and families to be active to adopt healthy eating behaviors.

Sustaining Project Fit Kids: PEP grant funds will provide for the purchase of necessary equipment, supplies and curriculum to achieve the project's intended goals, objectives and outcomes. NLPS and its project are fully committed to sustaining Project Fit Kids for the long-term. Toward that end, NLPS will fund maintenance costs for all equipment and is committed to

keeping the project intact—providing the same level service to the same number of students—for years to come. All project partners have committed to maintain their involvement beyond the two-year PEP grant funded timeframe.

(B) Up-to-date knowledge: Proven models and research-based approaches form the foundation upon which **Project Fit Kids** was built. A summary of the research-base of key project elements is provided in the following table.

Program	Research base
SPARK	More than 45 refereed publications have demonstrated that SPARK has a positive impact on students physical and health outcomes. Furthermore, SPARK was identified by the Center for Disease Control (CDC) as a national model for programs designed to increase physical activity and combat childhood obesity in their report <i>School-Based Physical Education: An Action Guide</i> . ⁱⁱ SPARK is also fully aligned to Connecticut State Standards for PE. ⁱⁱⁱ The SPARK curriculum will increase the percentage of students attaining 50% or more of moderate-to-vigorous physical activity a day in physical education. This will increase physical activity levels during PE by approximately 5-10 minutes a day with an additional 15-20 minutes a day for the students served by our afterschool programs.
HOPSports	Independent studies have conclusively shown heightens periods of moderate to vigorous physical activity that improves a student’s flexibility, muscular strength, endurance and body composition. HOPSports adapts physical education to help students understand the importance of maintaining their physical well-being. HOPSports empowers students by having them interact with 21st century technology in a manner that is fun, new, motivating and exciting. The lesson’s multi-screen display format enables appropriate sensory distraction so that participants achieve end-result stimulating physical education at the same time while they are watching entertaining video and receive other messaging. This concept aligns with this age of multi-tasking youth and promotes socially adaptive behavior whereby children can easily incorporate physical fitness into modern lifestyles. Lastly, HOPSports-supported PE provides a more efficient use of class time than traditional PE with studies showing that all children are 55% more active during HOPSports supported PE, and girls and students with an unhealthy weight benefit even more than their counterparts. ^{iv}
CATCH	CATCH has undergone extensive research with the first controlled trial taking place from 1991–1994 in 96 schools (56 intervention, 40 control) in four states (California, Louisiana, Minnesota, and Texas) and included over 5,100 students with diverse cultural and ethnic backgrounds. The CATCH trial was the largest school-based health promotion study ever funded in the United States (through the National Heart Lung and Blood Institute). The evidence of the Main Trial indicated that CATCH indeed decreased student fat consumption and increased physical activity among children and adolescents. In 1999, a follow-up study of 3714 (73%) of the initial CATCH cohort of 5106 students was conducted. energy intake from fat at baseline was virtually identical in the control (32.7%) and intervention (32.6%) groups. At grade 5, the intake for controls remained at 32.2%, while the intake for the intervention group declined to 30.3%. At grade 8, the between-group differential was maintained. The study concluded that CATCH demonstrated that school-level interventions could modify school lunch and school physical education

	programs as well as influence student behaviors. The 3-year follow-up without further intervention suggests that the behavioral changes initiated during the elementary school years persisted to early adolescence for self-reported dietary and physical activity behaviors. ^v
Systemic Change	As noted above, we have addressed all elements necessary for bringing about sustainable systemic change in school districts. Long-lasting positive changes require systemic (institutional) change rather than isolated actions of individuals. ^{vi}

(C) Exceptional approach: As shown in the table below, the PEP **Absolute Priority** guided development of the **Project Fit Kids** project.

Priority	Project Fit Kids alignment
Instruction in healthy eating habits and good nutrition	With the input of food service personnel, the local health department and project partners, NLPS will revise and updates its nutrition education. The revised curriculum will be aligned to rigorous standards and reflect proven models and best practices. In addition, for elementary and middle school students, we will introduce CATCH.
Physical fitness activities: a) fitness education and assessment b) instruction in a variety of motor skills and physical activities that enhance the physical, mental, and social or emotional development c) cognitive concepts that support a lifelong healthy lifestyle d) opportunities to develop positive social and cooperative skills through physical activity participation e) professional development	a) Technologies such as pedometers, activity monitors, heart rate monitors, and fitness results tracking software will enable each student to establish a fitness baseline, personal fitness goals and have the capacity to monitor his or her progress towards achieving those goals. b) New programs such as HOPSports, SPARK, and CATCH will be merged with additional cardiovascular equipment (e.g., treadmills, etc.), and lifetime physical activity equipment, that will engage students of all abilities and ages in healthy, fun physical activities that facilitate the development of motor skills, while enhancing students’ physical, mental and social development. c) Activities and curriculum (e.g., HOPSports, SPARK, CATCH, etc.) will educate students about cognitive concepts that support a lifelong healthy lifestyle. d) New fitness activities such as group cooperative games offered through CATCH and SPARK, which are <i>inclusive</i> programs, in addition to new opportunities to engage with peers through afterschool physical activity programs, will help students develop positive social and cooperative skills. e) NLPS PE teachers will participate in a minimum of 24 hours of professional development to help them stay abreast of the latest research, issues, and trends in the field of physical education.

The following paragraphs outline the degree to which Project Fit Kids address all of the **PEP program requirements**. First, as noted earlier, this project was designed around a thorough assessment of NLPS’ strengths, weaknesses and resources, including the SHI assessment (thereby addressing **requirement 1**). **Project Fit Kids** also includes a thorough assessment and revision of NLPS nutrition- and physical activity-related policies, which addresses **requirement**

2. In particular, the policy reviews and updates will look at changes will increase the amount of time NLPS students spend being active throughout the day (including in the classroom), encouraging time for recess, and setting minimum PE- and nutrition-related professional development recommendations. Coordination with the NLSP Wellness Policy (**requirement 3**), which promotes nutrition standards (e.g. use of the MyPlate, Team Nutrition, Food4Life and NutraKid model programs, etc.) for students, will help ensure that the positive changes brought about by **Project Fit Kids** are sustained for many years to come. As an example, the Wellness Policy will be updated to include recommendations for ongoing achievement of the project's goals and objectives (e.g., recommendations for the amount of time students spend each day being physically active, etc.). To address **requirement 4, Project Fit Kids** will also be coordinated with the local, state and federal resources outlined in the 'building capacity' section above. Next, NLPS physical education and nutrition instruction curricula will be reviewed and revised utilizing the PECAT and HECAT tools (**meeting requirement 5**), which will ensure that both curricula are aligned to state standards while reflecting proven models and national best practices. To address **requirement 6**, all equipment that will acquired with PEP funds is directly aligned to the needs identified through the self-assessment process as well as all goals and objectives. For example, cardiovascular equipment for the fitness rooms will provide even non-athletic students regular opportunities to participate in fun, healthy and engaging physical activity. The evaluation plan **addresses requirement 7** by ensuring a high degree of transparency and accountability throughout all areas of the project. For instance, the project management plan includes sufficient oversight and multiple checks and balances to ensure accountability and transparency. Data collection and reporting will ensure confidentiality of personal information and also includes collection and reporting of data relating to **Government**

Performance and Results (GPRA) measures. Lastly, as shown below, **Project Fit Kids** also addresses **Invitational Priority 1:**

Priority	Alignment
Strive for universal access; and include a range of age-appropriate activities	All activities will be age- and skill level-appropriate for all students. For those students with special needs or disabilities, activities will be adapted to enable them to fully participate. Project Fit Kids program materials will be distributed in the many different languages represented by our students and their families (as indicated in the “need” section)
Aim to reach the recommended guidelines on dosage and duration	Project Fit Kids aims to significantly increase the amount of time our students spending being active each week with the target that all students reach the recommended guidelines on dosage and duration
Be engaging and fun for kids	We have selected activities that have been identified as best practices, both for their efficacy and because they have proven to be both engaging and fun activities that students enjoy
Be led by well-trained coaches and mentors	Ongoing professional development will ensure that our PE teachers are knowledgeable about the latest research-based strategies, trends and issues in physical education
Track progress, both individually and for the group	Our project approach includes individual student portfolios (to track progress individually) as well as a comprehensive evaluation plan that tracks progress for the group
Provide consistent motivation and incentives	The monitoring and assessment technologies will provide real-time feedback, enabling students to see their progress each week. Post Work out of the day times and records. Students with the best times, reps, or sets will have workouts named after them. Similar to what is used as a motivator in crossfit gyms.

ADEQUACY OF RESOURCES

(A) Reasonableness of costs: We have carefully developed the Project Fit Kids budget to ensure that it covers all necessary expenses, while being adequate and sufficient to achieve project goals, objectives and outcomes—at a reasonable overall and per-student cost. For example, as noted in the ‘Need’ section, lack of space, limited equipment and high staff-to-student ratios are all critical gaps in the NLPS PE program. All of these typically require costly, time-consuming measures to address such as, constructing (or remodeling) facilities, hiring new teachers and acquiring significant amounts of new equipment—overall, **a multimillion dollar undertaking**. Instead, **Project Fit Kids** takes an approach that seeks to address the identified gaps **taking into account available resources such as space and staffing**. NLPS—through

Project Fit Kids—will resolve these issues through one-time purchases of proven, evidence-based programs (SPARK, HOPSports, and CATCH), all of which are known to effectively engage large numbers of students even in small spaces. In addition, NLPS has taken a cost effective approach towards increasing PE space by utilizing existing rooms and outfitting them equipment that will enable more students to be active by rotating through equipment in small groups. Additionally, by offering before- and after-school access to the fitness rooms, middle and high school students will be available to increase the amount of time they spend being physically active **by up to six additional hours each week**. In two years, with a comparatively small investment, **Project Fit Kids will sustainably address all of the key gaps identified through the needs assessment.**

The budget funds the acquisition of necessary supplies and equipment, all of which will provide years of service and will support our fitness goals. The district will support all ongoing maintenance and upgrade costs. In addition, the **Project Fit Kids** management plan accounts for all key activities and ensures sufficient oversight and accountability to carry out the high quality programming we have proposed. All of this will be accomplished at a reasonable cost of **\$281.37** per student over two years.

QUALITY OF THE MANAGEMENT PLAN

(A) Management plan: Project Fit Kids will be managed by Stephen Cravinho (Athletic Director and District Physical Education Chair), who will serve as Project Director, devoting approximately one-half (.50 FTE) of his time towards the project. Stephen is a degree, certified professional with more than 15 years' experience in the field of physical education. The Project Director will supervise and ensure that the project plan is being carried out as intended and that its vision is being considered in all aspects of the decision-making process. Other key roles of

the Project Director include: managing project budgets; ensuring compliance with grant program requirements; overseeing project personnel; working with the evaluator to certify that data, reports, and feedback are fully utilized, among other duties as outlined in the attached job description. In addition, all PE teachers, a Site Coordinator representing the elementary, middle and high school levels (Barbara Brooks—elementary; Ed Sweeney—middle school; Mike Wheeler—high school), representatives from community partners (Gail Sharry—Child Nutrition of New London; Nancy Grant—School Based Health Center, NLPS; Cindy Barry—ACHIEVE, Ledge Light Health District; and Arthur Lernier—FRESH of New London), and parents (at least two) will serve on the Project Fit Kids Advisory Council. PE teachers will meet monthly with the full council meeting quarterly. The council will coordinate collaborative activities and review evaluation reports and feedback, providing suggestions and recommendations for improving the program based on that feedback (for continuous improvement). The Council will also provide general oversight, review budgets and expenditures, and ensure that the overall project is implemented as planned, within budget and on schedule. A proposed timeline is shown below.

Date	Activity	Objective	PERSON	MILESTONE
Oct. 2013	Advisory Council (AC) meets (monthly throughout project period)	Finalize list of equipment, roles & responsibilities & professional development (PD) schedule	Project Director (PD) and AC	Equipment inventoried; monthly meeting schedule set ; PD schedule finalized
Oct. – Nov. 2013	Issue RFP purchase, install equipment; activity schedules; \	Bid equipment/select vendors, purchase equipment; finalize activity schedules, project promotion begins;	PD, AC, PE teachers, trainers	Equipment bid, purchased, installed; student PE activity schedules finalized; promotion underway; plan and timetable for updating curriculum finalized;
Nov. 2013	Professional development and training	Improve staff knowledge and skills	Vendors; partners; contractors	Professional development is underway

Dec 2013	Align curriculum to state standards;	Begin PECAT/HECAT assessments	PD, AC	Curriculum evaluation is underway
Jan. 2014	Establish student fitness baselines	Measure student fitness levels	PD, AC, PE teachers	Baseline established (3 measurements)
June-July 2014	Continue PECAT and HECAT review	Identify areas in which curricula and policies are not aligned to state standards	PD, AC, PE teachers, Evaluator	Work plan for curriculum/policies revisions done; PECAT - HECAT reviews completed
July 2014	Conduct SHI; plan for year two	Measure SHI improvements; plan year two activities using year 1 feedback to refine, strengthen and improve the project approach as appropriate	PD, AC, PE teachers, Evaluator	SHI reassessment is conducted; process of continuous improvement is used to strengthen Project Fit Kids
Sept. 2014	Review assessment data; year two baselines	Summarize year one results; PT audits budgets; establish baselines for student fitness	PD; AC; PE teachers	Budget audited; summary report completed; baselines set
Oct. – Nov.	Reports; implement curriculum and policy changes;	Meet reporting requirements; ensure alignment to national models, best practices and evidence-based approaches	PD; AC	Required report is submitted; curricula and policies meet state and national standards and guidelines
Nov 2014	Issue RFP purchase, install equipment; activity schedules;	Bid equipment/select vendors, purchase equipment; finalize activity schedules, project promotion begins;	PD, AC, PE teachers,	Equipment bid, purchased, installed; student PE activity schedules finalized; promotion underway; plan and timetable for updating curriculum finalized;
May 2015	Follow-up assessment	Measure student progress	PD, AC, PE teachers,	Progress measured
Oct-Dec 2015	Final report	Meet reporting requirement	PD	Required report is submitted

QUALITY OF PROJECT EVALUATION

(A) Evaluation plan: To facilitate objective, unbiased evaluation of the degree to which Project Fit Kids meets its intended goals, objectives and outcomes, NLPS will contract with a skilled, third-party evaluator experienced in evaluating PEP-funded projects. The evaluation plan outlined below will ensure a data-driven framework that utilizes performance feedback to track

progress towards achieving intended goals, objectives and outcomes while supporting a process of continuous program improvement. This approach is incorporated into all formative and summative evaluation activities for the program. Formative evaluation will: (1) ensure that the project timeline and goals are met; (2) identify issues and topics that may interfere with program success; and (3) share and discuss these issues among project leadership and make recommendations for overcoming these challenges. All evaluation activities will follow American Evaluation Association Guidelines for Ethical Conduct.

Instruments to be developed and when: To measure stakeholder (e.g., students, parents, administrators, project partners) satisfaction, the evaluator will develop a comprehensive **Project Fit Kids** online survey. The survey will be hosted by a reputable online service (e.g., Survey Monkey or similar) and will include 15-20 questions with Likert-like responses (scale of 1 to 5) and will include space for comments. Responses will be tracked and tallied and included in the project report. In addition, to gather informal feedback the Project Director will create social media page (Facebook) that will serve as an interactive forum for updating stakeholders and gathering feedback and suggestions for improvement.

Data collection: Data will be collected using assessment technologies and reporting. Students and teachers will regularly enter data into the system as part of PE class using the data produced by fitness testing and assessments incorporated into technology software. The table below outlines data to be collected as well as the method by which it will be collected and the frequency of collection. PE teachers will collect data for outcomes 3.1 through 7.1; the Project Director will collect data for 1.1, 1.2, 2.1 and 2.2.

Outcome	Data to be collected/method	Frequency
Outcomes 1.1 and 1.2: By the end of the two-year grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum	Curriculum assessment (PECAT and HECAT tools)	Baseline and end of project/year

review using said tools).		
Outcome 2.1: 100% of PE teachers will participate in at least four evidence-based health, nutrition and/or physical education professional development sessions Outcome 2.2: 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes by the end of the project period.	PD participation; knowledge gained; use of knowledge (sign-in logs; post-participation survey; lesson plan reviews; annual survey)	As sessions occur (sign-in & tracking log); annual curriculum or lesson reviews; PE class observations / walk-throughs by PD or evaluator; teacher survey
Outcome 3.1: In comparison to baseline, the percentage of students with three or more hours of daily screen time will decrease by 10% each year.	Student survey and student logs	Twice in Year 1 (baseline and follow-up) and end of Year 2
Outcome 4.1 (GPRA 1): In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 10% each year. (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR--for grades 5-12)	Number of steps (pedometers); activity levels (3DPAR)	Three times in Year 1 and twice in Year 2
Outcome 5.1 (GPRA 2): In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 15% each year. (as measured by PYFP fitness testing)	Student fitness levels (Presidential Youth Fitness Program assessment)	Three times in Year 1 and twice in Year 2
Outcome 6.1: In comparison to baseline, the percentage of students who have a BMI of overweight or obese will decrease by 3% by the end of the grant period (as measured by yearly BMI assessment).	Student BMI data using CDC BMI calculation tool	Beginning and end of Year 1 and end of Year 2
Outcome 7.1 (GPRA 3): In comparison to baseline, the percentage of students who consume fruit two or more times per day and vegetables three or more times per day will rise by 5% each year. (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)	Eating behaviors (YRBS in high school; food logs and/or age-appropriate survey for middle and elementary students)	Three times in Year 1 and twice in Year 2

Data analysis: The evaluator will analyze the data that clearly indicates the degree to which

Project Fit Kid goals, objectives and outcomes were met. After analysis, data will be disaggregated by gender age or grade level. No individually-identifiable information will be included (all student data will be coded). **Availability of data and reports:** The evaluator will prepare written mid- and year-end programmatic and financial reports, which will presented to

the Advisory Committee for review and comment. Aggregate outcomes data will be posted on the district website at the end of the project period for community and stakeholder review and feedback. Students, parents, teachers, administrators and community partners will be asked to complete an online survey (e.g., Survey Monkey, etc.) that will include statements and a 1-5 agreement scale with room for comments at the end. Survey results will be summarized and reported to the district. At the end of the project, a comprehensive summative evaluation report will provide a rich, contextualized understanding of the project's results and how/why these results were achieved (e.g., what worked well, what didn't work well and what could be improved upon). This final report will be available to other districts interested in replicating our PEP approach.

Use of information: Performance feedback gathered through the evaluation process will permit periodic assessment of progress towards achieving the desired goals, objectives and outcomes. Moreover, through ongoing tracking of key performance measures and financial data (e.g., actual expenses versus budget, etc.), the evaluation plan will ensure fiscal and programmatic transparency and accountability. As noted, the Project Director will provide the Advisory Council with reports on progress, which will provide accurate and timely information so that stakeholders can review and discuss the performance feedback gathered to refine, strengthen and improve the project approach as improvement (continuous improvement). The final evaluation report will serve as a 'lessons learned' document that can be used by other districts to replicate our success in other communities throughout the United States. The Project Director will be available (via telephone or email) to answer questions.

Other Attachment File(s)

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Bennie Dover Jackson Middle School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			44%		
#2 - Health Education			48%		
#3 - Physical Education and Other Physical Activity Programs			57%		
#4 Nutrition Services			58%		
Jennings Elementary School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			44%		
#2 - Health Education			48%		
#3 - Physical Education and Other Physical Activity Programs			57%		
#4 Nutrition Services			58%		
Nathan Hale Elementary Summary School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			44%		
#2 - Health Education			48%		
#3 - Physical Education and Other Physical Activity Programs			57%		
#4 Nutrition Services			58%		
New London High School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			44%		
#2 - Health Education			48%		
#3 - Physical Education and Other Physical Activity Programs			57%		
#4 Nutrition Services			58%		
Winthrop Magnet Elementary School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			44%		
#2 - Health Education			48%		
#3 - Physical Education and Other Physical Activity Programs			57%		
#4 Nutrition Services			58%		
NLPS Summary School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-

					100%
#1 - School Health Policies & Environment			44%		
#2 - Health Education			48%		
#3 - Physical Education and Other Physical Activity Programs			57%		
#4 Nutrition Services			58%		

Stephen Cravinho

(b)(6)

Professional Objective

To be an Assistant Principal or Dean of Students in a secondary public school setting.

Administrative / Leadership Experience

Supervisor of Athletics, New London High School, New London, CT.

Responsibilities include budget, scheduling, transportation, physical education department evaluations, Dean of Students. 2012 – present)

Bennie Dover Jackson Middle School, New London, CT. Department Chair – Unified Arts Department. Coordinated the Physical Education, Art, Music, Computer Education, Spanish, and Consumer and Family Science Departments grades 6,7, and 8. Responsibilities included observations, evaluations, budgets, curriculum development, and professional growth plan reviews for ten Teachers. (8/2006 - present)

Bennie Dover Jackson Middle School, New London, CT. Substitute Dean of Students. Responsibilities included implementation of the discipline code, suspensions, effective communication with parents and guardians, support teachers and staff as necessary to provide a safe learning environment for all students. (9/2008 – present)

Bennie Dover Jackson Middle School, New London CT. Administrative Intern. Responsibilities included implementation of the discipline code, suspensions, effective communication with parents and guardians, support teachers and staff as necessary to provide a safe learning environment for all students. (1/2007 – 6/2007)

Edgerton Elementary School, New London, CT. NEAS&C Accreditation Steering Committee Chair. Responsibilities included coordination of each standard area, coordination of each learning area, and coordination of professional development for teachers to successfully complete the school wide project. (2001 – 2002)

Edgerton Elementary School, New London, CT. Afterschool Program Coordinator. Performed all administrative responsibilities including hiring of teachers, discipline, data collection, and teacher evaluation. (2001)

Teaching Experience

New London High School, New London, CT. Physical Education Teacher. (2011 – present)

Bennie Dover Jackson Middle School, New London, CT. Physical Education Teacher grades 6, 7, and 8. (2005 – present)

New London Public Schools, Elementary Physical Education Itinerant Teacher grades K – 5. (1997 – 2005)

Lebanon Middle School, Lebanon, CT. Physical Education Teacher grades 7 and 8. (1996)

Stonington Public Schools, West Vine and West Broad Elementary Physical Education Teacher grade K - 4. (1996)

Other Employment Opportunities

Commercial Towing Captain and Salvage Master, Southeastern Marine Inc. Provide quick response marine towing and salvage services for emergency and non-emergency situations on Fishers Island Sound, Block Island Sound and Long Island Sound. (1999 – present)

Commercial Lobsterman, F/V Whistler Inc., First Mate of an inshore lobster vessel in Long Island Sound. (1986 – 1999)

Connecticut Endorsement Codes

- 092 – Connecticut Intermediate Administrator Certificate
- 044 – Physical Education Grades Pre K – 12
- 065 – Comprehensive Special Education Grades Pre K – 12
- Five Year Renewable Coaching Permit

Other Certifications

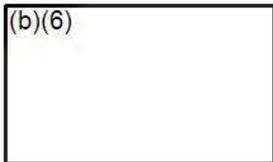
- First Aid and CPR Certified
- Transportation Workers Identification Credential (TWIC)
- U.S. Merchant Mariner's Document (MMD)
- United States Coast Guard 50 Gross Ton Captains License

References

Available on request.

Mike Wheeler

wheelerm@newlondon.org



OBJECTIVE To secure funding from the 2013 PEP grant program

EDUCATION **Southern Connecticut State University** –
Master of Science in Special Education – June 2008
Springfield College, Springfield, Massachusetts
Bachelor of Science in Movement of Sport Studies(PE), May 2006
Minor: Health Education
Licenses: CT - Physical Education Provisional(BEST Certified) , Pre K - 12
CT - 5 Year Renewable Coach

PROFFESIONAL DEVELOPMENT Attended CTAHPERD Conference **Fall 2007, 2008, 2009**

TEACHING EXPERIENCE
New London High School **Fall 2013 – Current**

- Teach Intro to Physical Education and Advanced PE classes
- Plan and implement 50 minute lessons for class sizes ranging for 30-100 kids.

New London Public Schools Elementary Schools **Fall 2009 - Current**

- Teach Kindergarten through fifth grade students in physical education classes.
- Plan and implement 55 minute lessons for all grades.
- Plan for limited space activities (size of a classroom) on a daily basis.

Duel Language Arts Academy Magnet School **Fall 2009 – Current**

- Teach sixth, seventh and eighth grade bilingual students in physical education class.
- Utilize the use of the Spanish language to communicate with students on a basic level.

Bennie Dover Jackson Middle School **Fall 2007 – 2009**

- Teach sixth, seventh and eighth grade physical education classes.
- Teach seventh and eighth grade health classes.
- Collaborate with three other physical education teachers to plan and implement lessons to class sizes that vary from 20-80 students at a time and are based around life-time fitness.
- Collaborated with other physical education teachers to research and write a Polar Equipment “Energy Now” grant that we were rewarded.

Groton Public Schools **Summer 2007**

- Served as a teacher for the 2007 extended year special education program.
- Planed and implemented daily lessons to four students with varying disabilities.

Robert E. Fitch Senior High School **2006-2007**

- Worked with the special education population at Fitch which is comprised of students with varying social, emotional and oppositional disabilities.
- Created a positive cognitive and social environment for students to learn and interact in.

Mike Wheeler

- Modified classroom assignments for the students and tutor those students in need of academic support.
- Competent in utilizing Roundup (special education program for viewing and modifying IEP's) and ClassXP (student attendance and scheduling program).

Springfield Central High School

Spring 2006

- Planned and taught all lessons during an eight-week, full time practicum in an inner city setting.
- Planned and implemented lessons for over 100 students at a time.

Thornton Burgess Middle School (grades 5-8)

Spring 2006

- Planned and taught all lessons during an eight-week, full time practicum in a suburban setting.
- Worked with a student with Down syndrome and integrated him into all his lessons.

Forest Park Middle School

Fall 2006

- Planned and taught four lessons a week at an inner city middle school.

Glickman Elementary School, Springfield, MA

Fall 2004

- Effectively worked with a Down syndrome student.
- Planned eight, thirty-minute sessions where basic skill themes and movement concepts were developed.

Springfield College, Springfield, MA

Fall 2004

- Actively participated in a Wheel Chair soccer program for students with physical disabilities.
- Counseled, assisted and coached participating students during all six sessions.

Pathfinder Vocational School, Palmer, MA

Spring 2004

- Created and taught Disc Golf unit plan in a suburban setting.
- Effectively managed and instructed over 20 students with diverse learning abilities at a time.
- Assessed the students' learning with a written quiz and a skills test at the end of the unit.

Glickman Elementary School, Springfield, MA

Spring 2004

- Effectively managed and instructed fifteen 3rd graders of diverse learning and social abilities.

RELATED EXPERIENCES – Coaching

New London Varsity Baseball Coach

Spring 2009 - Current

- Won the Connecticut Class M State Championship in my first year as head coach.
- Won the ECC Small Division Championship.
- Doubled the previous seasons win total in my first year of taking over the program.

New London Varsity Assistant Soccer Coach

Fall 2009 – Current

- Tripled previous seasons win total in our first year of taking over the program.

BDJMS Boys Basketball Coach

Winter 2007 - Current

Fitch High School Freshman Baseball Coach

Spring 2008

Fitch High School Varsity Baseball Volunteer

Spring 2007

CERTIFICATIONS

CPR, First Aid, CT coaching certified

(b)(6)

OBJECTIVE: To obtain a full time Physical Education and/or Health position in a progressive and successful school system.

EDUCATION: Eastern Connecticut State University, Willimantic, Connecticut
Degree of Bachelor of Science in Physical Education with a Health Education Minor
Graduation December 2011 GPA: 3.47
Teacher Certification in Physical Education and Health Education

Southern Connecticut State University, New Haven, Connecticut
Degree of Masters Science in Special Education
Anticipated Graduation May 2014 GPA: 3.88
Teacher Certification in Special Education

CERTIFICATIONS: State of Connecticut –Initial Educator Certificate
Endorsement Physical Education, Pre-Kindergarten – Grade 12 (Code 044)
Endorsement Health Education, Pre-Kindergarten – Grade 12 (Code 043)
Endorsement Special Education, Kindergarten – Grade 12 (Code 265) (Pending)
State of Connecticut – Coaching Permit (Code 600)

RELATED EXPERIENCES:

Wintrop Elementary School, New London, Connecticut Januray 2013 to Present
Physical Education Teacher:

- Created, prepared and implemented lesson plans for students in kindergarten through fifth grade.
- Instructed and assisted students individually and in small groups.

Guilford Public School System, Guilford, Connecticut 2012
Substitute Classroom Teacher:

- Instructed students with teacher provided lesson plans for various grade level and subject areas.
- Substituted for grades Pre-Kindergarten through 12.

Colchester Elementary School, Colchester, Connecticut Fall 2011
Student Teaching Placement One:

- Created, prepared and implemented lesson plans for students in kindergarten through second grade.
- Instructed and assisted adaptive students individually and in small groups.

East Lyme Middle School, East Lyme, Connecticut Fall 2011
Student Teaching Placement Two:

- Developed, prepared and implemented lesson plans for students in sixth through eighth grade.
- Instructed and assisted students individually and in small groups.

Regional School District No. 8 RHAM Middle School Spring 2011
• Developed, prepared and taught lesson plans as an independent study to the eight grade health class at RHAM Middle School.

VOLUNTEER WORK:

Windham Special Olympics

Spring 2010

- Volunteered and participated with the Special Olympic athletes in the swimming competition.

Guilford Parks & Recreation Learn to Row Camp

Summers 2012, 2009-2007

- Instructed and taught middle school students the techniques of sweep (one oar) rowing in eight person shells.

Special Olympic Skiing

Winters 2008-2010

- Trained one-on-one an autistic child in Giant Slalom (GS) Racing.

EMPLOYMENT:

Assistant Crew Coach – Guilford High School

Fall and Spring 2012

- Assist head coach with all aspects of crew training including dry land and on-the water racing.
- Conduct dry-land strength and conditioning sessions to improve individual performance.
- Instruct coxswain with techniques to improve overall team and shell performance.
- Develop and instruct rowers with strategies and techniques to insure maximum performance.

Niantic Dairy Queen

Summer 2006 to Present

- Manage all aspects of a soft-serve ice cream business. Responsibilities include (not limited to): opening and closing duties; supervising and training new and existing employees in providing customer service excellence; ordering and stocking of products; machine maintenance; inventory control; and overseeing the operations to insure high standards of service and profitability.

LEADERSHIP & HONORS:

- Health-Physical Education-Recreation-Sport-Dance Honor Society (Alpha Upsilon Chi)
- Education Honor Society (Kappa Delta Pi)
- Treasurer-Education Honor Society (Kappa Delta Pi) (2010-2012)
- Dean's List

PROFESSIONAL ORGANIZATIONS:

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD)

SKILLS:

- Certified in First Aid, CPR and AED
- Completed Concussion and Head Injury Training Requirement per Connecticut Public Act No. 10-62

REFERENCES:

(b)(6)

Education

Ithaca College, Ithaca, New York.
Department of Physical Education
M. S., Major: Physical Education
August 2007

Ithaca College, Ithaca, New York.
Department of Physical Education
B.S., Major: Physical Education (Teaching), Minor: Coaching
May 2006

**Teaching
Experience**

New London Public Schools, New London, Connecticut.
August 2008- present

Middle School Physical Education Teacher

- Physical education instructor, grades 6-8.
- Team Leader – facilitated monthly Unified Arts Meetings, liaison between department and administration.
- Conducted state mandated fitness testing - consisted of push-ups, curl-ups, mile run or Fitnessgram P.A.C.E.R. and Sit and Reach test.
- Developed and instructed multiple learning units including team sports, individual skill development and fitness activities.
- Responsibilities included all aspects of instruction, grading, student evaluations, and discipline reports.
- Utilized POLAR heart rate monitors, Mio heart rate monitors and pedometers to assess student engagement.
- Developed daily Workout of the Days (WOD's) utilizing Crossfit philosophy
- Ran morning fitness club workouts which consisted of resistance training, circuit training, speed/agility workouts and P90X/Insanity.

New London Public Schools, New London, Connecticut.
August 2007 – June 2008

Elementary Physical Education Teacher

- Primary physical education instructor, grades K-6.
- Responsibilities included instruction of physical movement, principles of physical fitness, introduction of game, structured play, team concepts, and sportsmanship.
- Sole administrator of state mandated physical fitness assessments and tabulation of official student scores.
- Collaborated with grade level teachers for integration of physical movement into scheduled classroom curriculum.

New London Public Schools, New London, Connecticut.
Summer 2010-Present

Camp Rotary/AVID Teacher

- Served as one of three teachers responsible for a five week summer program funded by New London Rotary. Camp provides 60 students grades 6-9 from New London (86% minority) a unique experience. Modeled after the AVID (Advancement Via Individual Determination) principles this camp provides leadership opportunities, college visits, academics, enrichment workshops and recreational opportunities.
- Responsibilities included but were not limited to attendance; breakfast, lunch and snack distribution; pre-camp curriculum training; enrichment (academic) planning, preparation, implementation; preparation of exhibits (Rotarian Luncheon); input into weekly objectives; supervision of students while maintaining established safety protocols; bus supervision; and the supervision of AmeriCorps-VISTA's.
- Trained through the Mystic Aquarium to present their Marine Science "Immersion" Curriculum.

Physical Education Skill Instruction:

- | | |
|--------------|-------------------|
| ▪ Tennis | ▪ Track and Field |
| ▪ Handball | ▪ Volleyball |
| ▪ Swimming | ▪ Football |
| ▪ Soccer | ▪ Basketball |
| ▪ PickleBall | ▪ Floor Hockey |

Coaching Experience

U. S. Coast Guard Academy, New London, Connecticut.
January 2008 – present

Associate Head Softball Coach

- Participated in all phases of a NCAA Division III softball program in a coaching capacity.
- Served as the first base coach during games.
- Specialized in training of the outfielders, slap hitting and base running.
- Conducted team speed, conditioning, and agility training.
- Collaborated with coaching staff for game management decisions.
- Developed opposing team scouting reports.

Assistant Soccer Coach

- Participated in all phases of a NCAA Division III soccer program in a coaching capacity.
- Specialized in training of the goal keepers.

New London Public Schools, New London, Connecticut.
November 2010- Present

Middle School Basketball Coach

- Conducted all phases of a middle school basketball coach.
- Coordinated and coached tryouts, practices and games.

Middle School Track and Field Coach

- Served as the high jump/long jump coach.
- Planned entire team warm-up/workout/cool downs.
- Managed three home meets.

Ithaca College, Ithaca New York.
August 2006 – 2007

Assistant Softball Coach

- Served in all aspects as an assistant coach for a nationally ranked collegiate softball program.
- Primarily responsible for individual player skill development.
- Oversaw non-traditional fall ball program.

GRANTS

- **Office of Minority Health-Action Learning Collaborative Award Recipient-** Fall 2011
Authored grant and was awarded \$5000 used to purchase fitness equipment, funding for four (4) trips to Velocity Training Center located within Workout World in Waterford, CT and heart rate monitors and pedometers to assess our progress.
- **Fuel Up to Play60 Grant Recipient-** Fall 2011 and Winter 2013
Authored grant and was awarded with \$3800 towards the development of a new fitness center. In conjunction with the grant held a Smoothie Mustache Night to promote nutritional awareness.
- **New London Youth Affairs Mini Grant Recipient-** Fall 2011
Authored grant and was awarded with \$1400 towards the development of a new fitness center at Bennie Dover Jackson Middle School.

CERTIFICATIONS AND PROFESSIONAL AFFILIATIONS

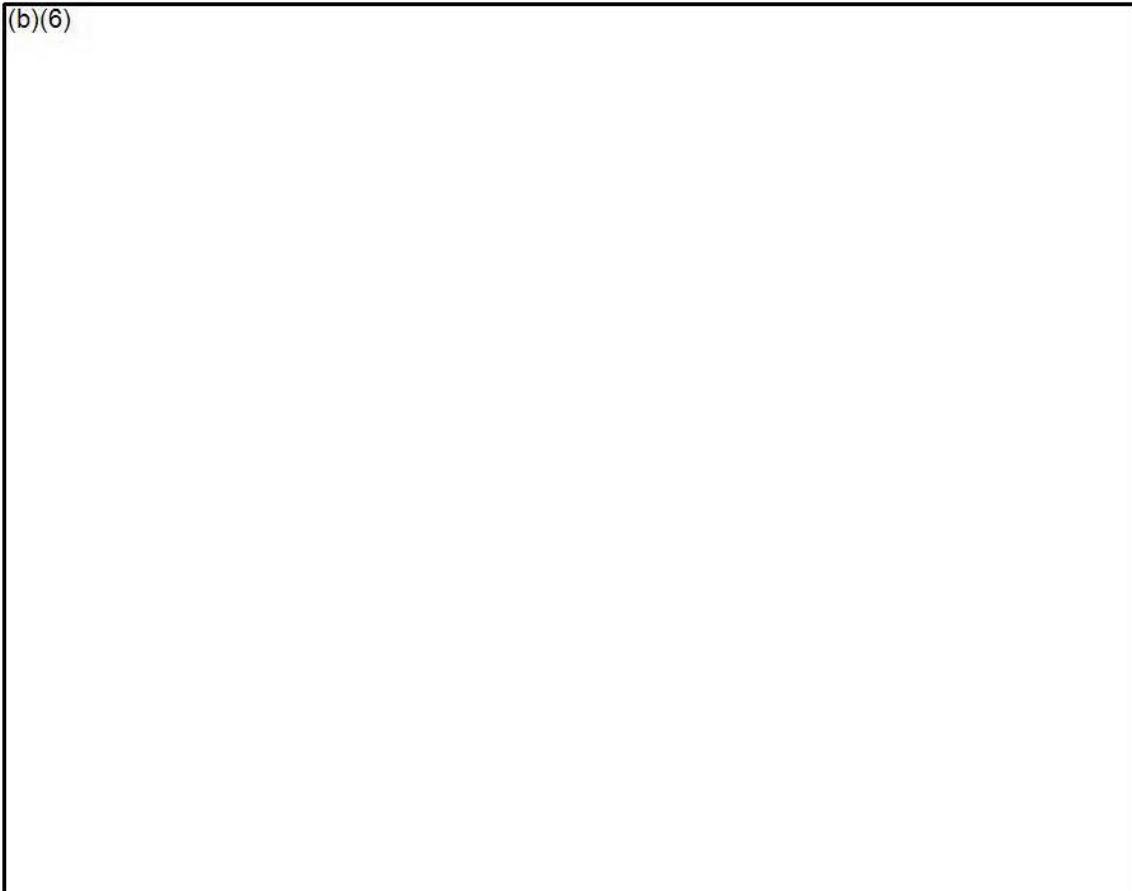
- Certified CPR, AED, and First Aid Provider
- State of Connecticut Physical Education K-12 Teacher Certification
- State of New York Physical Education K-12 Teacher Certification
- Certified Strength and Conditioning Coach Certification (in progress, passed the Practical Portion)
- Currently working on State of Connecticut K-12 health certification
- National Fastpitch Coaches Association member
- Recipient of New England Softball Coaches Association, Assistant Coach Scholarship Award-2009

PROFESSIONAL PRESENTATIONS

- Illinger, A.N. (2007, April). Tactical Games Approach. Presented the Tactical Games Approach model to physical education teachers in the Ithaca City School District
- Illinger, A.N. (2007, April). Presented P.E. Manager software using handheld PC's and Polar TriFIT system to physical education teachers in the Ithaca City School District

REFERENCES

(b)(6)



Edward P. Sweeney

(b)(6)

EDUCATION:

- 2003 - Graduate Program, Exercise Science, Southern Connecticut State University
- 1996 - Counseling in Addiction, St. Joseph's College
- 1984 - Graduate Program, Coaching, Southern Connecticut State University
- 1975 - BS Physical Education / Health K-12, Southern Connecticut State University

TEACHING EXPERIENCE:

2006-Present **City of New London Board of Education, New London, CT**

Health and Physical Education Instructor (Bennie Dover Jackson Middle School)

- Charged with implementing new curriculum for grades 6 – 8.
- Co-Author of "Polar Grant" supplying students with Polar HRM's (2009).
- Selected by NASPE as one of 3 schools to receive nationwide recognition for improvements in curriculum resulting in higher student fitness scores.
- Conduct state wide mandated fitness testing (collect/evaluate pretest and posttest data)
- Introduce and utilize technology in physical education: POLAR heart rate monitors, Mio heart rate monitors, and pedometers
- Introduce PACER Friday as a regular part of curriculum
- Initiate and develop "Tiger Fitness Center". Included the development of two adjoining classrooms into workout rooms including: funding and grant writing, TRX systems, Pull-up assisting bands, physioballs, kettle bells, olympic weights, aluminum training bars, competition bars, 2 power stations, medicine balls, bands, rubber flooring, aerobic mat room, pull-up bars, sound system, and more...
- Develop daily Workout of the Days (WOD's) into curriculum
- Take four (4) trips to Velocity/WOW of Waterford for sessions in fitness and exercise
- Take 3 trips to the Connecticut College Field House as a reward for success on the pretest CPFA. This is an in-kind service provided by Connecticut College.
- Schedule 3 trips to the New England Science and Sailing (NESS) Foundation. These PE Recognition trips are for success in the CPFA posttest. This is an in-kind service provided by NESSF
- Assist in coordinating TOPS Program through Child and Family Agency of New London for identified students.

Leadership Program Instructor

- Connecticut College / KBA School Coordinator - Work with Connecticut College administrators, staff, and students in providing BDJMS students with the opportunity to experience a collegiate environment while instilling an interest in attending a post-secondary institution.
- Responsibilities include, but not limited to: activities development; transportation; disciplinary protocols; curriculum development to include character building and leadership traits; collect, maintain, interpret, and utilize data; coordinating inter-school meetings, and solicit community organizations in developing opportunities for community service, coordinate guest speakers for motivation / information, recruit and include regular ed, RFL, and RISE students into activities
- Activities at Connecticut College include, yoga, zumba, spinning, aquatic events, track and field, rowing clinics, volleyball clinics, obstacle courses, rock wall climbing, tennis, pickle ball, ice skating, soccer clinics, basketball, and instruction on fitness equipment at the Camel Fitness Center.
- Expose students to community resources for fitness activities: Beach Volleyball and Flag Football at Ocean Beach; Rugby at Waterford Beach, Softball competition vs RFL and RISE classes at Toby May Field, Hiking at Bluff Point, Bowling at Family Bowl, Street Hockey at

Toby May Field, Roller Skating at Galaxy Roller Skating, Kayaking at Waterford Beach and Mystic River, Fitness workouts at Velocity/WOW of Waterford.

- Service Learning with Safe our Beach (SOB's) representatives. 2 days of Ocean Beach cleanup activities.
- NESS - Recently working in partnership with the New England Science and Sailing (NESS) foundation in Stonington Borough. Utilizing STEM techniques and curriculum guides, Leadership students of 2012-13 will attend the NESS campus for marine science instruction and activities 2 days/week throughout the fall and spring. PE Recognition Field Days begin this June.
- Rotary Interact – developed the school's first Rotary Interact organization including the election of officers, schedule June and July officer meetings to establish direction for the first half of school year, coordinate efforts with New London Rotary and work with Rotary liaison, Geraldine Tom.

Grants

- **Office of Minority Health-Action Learning Collaborative Award Recipient – Fall 2011**
Authored grant and was awarded \$5000 used to purchase fitness equipment, funding for four (4) trips to Velocity Training Center/WOW in Waterford, Ct along with heart rate monitors and pedometers to assess progress in fitness levels.
- **Fuel Up to Play60 Grant recipient – Fall 2011**
Co-Authored grant and awarded \$3800 towards development of new fitness center. Also developed a Smoothie Mustache Night promoting nutritional awareness.
- **New London Youth Affairs Mini Grant Recipient (fitness) – Fall 2011**
Authored grant and was awarded with \$1400 toward development of new fitness center and initiate Morning Tuff and Buff Clubs (girls/boys) at BDJMS
- **New London Youth Affairs Mini Grant Recipient (outdoor education) – Fall 2011**
Authored grant and was awarded \$1400 toward funding for kayaking at Waterford Beach and the Mystic River, compasses for orientation instruction, hiking at Bluff Point, transportation needs.
- **Aveilo Water Grant – Spring 2012**
Authored grant and was awarded \$5000 for use by Summer Camp Rotary for its trip to Block Island
- **Active School Competition – Spring 2012**
Co-authored with Connecticut College an entry into a \$100,000 competition using the Leadership Program as a highly replicable and successful program. Decision is pending.
- **Dominion Grant – Spring 2012**
Authored 3 year/\$40,000 grant for the development of an alternative energy system curriculum and implementation of 3 wind combines at BDJMS. Initial funding to focus on curriculum instruction. Decision pending.

Athletic Director (Bennie Dover Jackson Middle School)

- Responsibilities include, but not limited too; recruitment of coaches, staff appointments, staff training, scheduling, budgetary issues, coordinating contest, promotional activities, community outreach, media issues, safety and medical concerns as well as other liability issues.
- Oversee the re-introduction of wrestling and softball programs

After School Activities Director (Bennie Dover Jackson Middle School)

- Develop after school clubs and intramurals throughout a range of activities for students. Average attendance in after school activities is @150 students every Monday, Wednesday, and Thursday
- Teacher recruitment and training, payroll timesheets, disciplinary procedures, safety/liability concerns, supervision, and transportation.
- Work with community resources in expanding opportunities for students. Includes: the Flock Theatre for Drama club, Girl Scouts of America for new GIRLZ organization, Kente for Babysitting training, CPR certification, and computer club, Bea Jennette and STEPS, Inc., Dance with the Connecticut Ballet, and Gail Sharry with Cooking is Fun.

- Work with Gail Sharry(New London Child Nutrition) in the development and growth of the After School Dinner Program. BDJMS was the first pilot program of its kind in Connecticut.
- Wrote ENRICH Program. A reading and vocabulary program for grade 6 students reading below grade level. Program runs Monday through Thursday for 2 hours after school each day combining “Words Their Way” reading with enrichment at Connecticut College, a major partner.

Summer Camp Rotary Head Teacher

- Oversee the development since 2010 of the 5 week summer program for middle school students in New London. Includes staff development, budget analysis, scheduling, transportation, meals, curriculum development, and participate in community promotional activities.
- Growth from 60 students and 3 teachers in 2010 to 120 students and 6 teachers in 2012. 86% minority population, 100% free lunch qualified.
- Oversee the use of five (5) Americore VISTA workers from Connecticut College. Coordinate with Connecticut College supervisors.
- Development of partnerships with Connecticut College (recreation and college preparation), United States Coast Guard Academy (STEM and FITT Leadership Training), EASTCONN (STEM topics via Hartford University), Career opportunities with Lawrence and Memorial Hospital, Sonalyst, General Dynamics Electric Boat Division, and the Mystic Aquarium; Mystic Aquarium/Immersion Marine Science Program, and Block Island Conservatory
- Recreational partners include Ocean Beach, Community Boating/ Sailing Program, New London Customs House, Family Bowl, Galaxy Roller Skating, Mystic River Kayaking, and Block Island Bicycle.
- Collegiate visits include Yale, Quinnipiac, University of New Haven, Connecticut College, U.S. Coast Guard Academy, Worcester State, UCONN, Bryant

AVID Elective Teacher (Bennie Dover Jackson Middle School)

- Selected and trained to teach the AVID Curriculum.
- Responsible for recruitment of qualified students, curriculum implementation, work with local colleges in the recruitment of tutors for AVID students,
- Responsible for training tutors in AVID principles/methods, soliciting colleges and universities for site visits.
- Coordinating site team meetings among staff and parental committees.

1999 – 2006

City of New London Board of Education, New London, CT

Health and Physical Education Instructor (New London High School)
Head Varsity Football Coach (New London High School)
Health and Physical Education Instructor (Bennie Dover Jackson Middle School)
Outdoor Track Head Coach (BDJMS) – Conference Champions 3 seasons
Wrestling Head Coach (BDJMS) – Conference Champions 1999
Assistant Football Coach /Defensive Coordinator (New London High School)
Special Needs Tutor

SPECIAL SKILLS:

New London Babe Ruth League President and Manager
 Connecticut Coaching, CPR, and First Aid Certification
 AMC – YOP – Appalachian Mountain Club Youth Organizer Certification
 Wilderness First Aid Certification

AWARDS / RECOGNITION:

Captain of Southern Connecticut State University Football for 2 years, 1973 and 1974
 Member of 1975 New York Times All-East College Football Team
 Second Team Small College All-American
 Southeastern Chapter Football Hall of Fame - Coach of the Year
 St. Bernard's Boy's High School Hall of Fame

Barbara E. Brooks

(b)(6)

OBJECTIVE ; A challenging position with the opportunity to explore new concepts in education

EDUCATION : **Southern Connecticut State University**
Bachelor of Science in Special Education, 1986
Physical Education Certification, 1994
Master of Science Degree: Physical Education, 1995

PROFESSIONAL EXPERIENCE:

December, 2006 **PHYSICAL EDUCATION TEACHER**
To **New London Public School, New London, Connecticut**
Present

Responsible for implementing physical education programs for grades kindergarten through fifth. Program included fitness component, component, motor development, cooperative games, Individual and team sports. Documented academic achievements quarterly.

September, 2002 **PHYSICAL EDUCATION TEACHER**
To **Bennie Dover Jackson Middle School**
June 2004

Responsible for implementing programs the included individual and team sports, basic movement skills , cooperative games for grades sixth through eight. Evaluated students abilities monthly through progress reports and documented academic achievements quarterly

September, 1997 **ADAPTIVE PHYSICAL EDUCATION TEACHER**
To **New London Public School, New London, Connecticut**
June, 2002

Designed and implemented adaptive physical education programs for grades pre-school through high school levels. Program included fitness component, cooperative games, behavior modification techniques, individual and group classes. Evaluated students abilities monthly through progress reports as well as input future adaptive educational goals through Planning and Placement Team.

September, 1994 **PHYSICAL EDUCATION TEACHER**
To **New Haven Public School, New Haven, Connecticut**
June, 1997

Responsible for implementing physical education programs for grades kindergarten through fifth. Program included fitness component, motor development, cooperative games, individual and team sports. Documented academic achievements quarterly.

September, 1992 **AQUATIC DIRECTOR**
To **Woodbridge Recreation Department, Woodbridge, Connecticut**
August, 1997

Responsible for testing and placement of children in swim programs. Schedule all activities involved with pool use. Handled grievances and issues concerning the pool programs. Interviewed and hired applicants and held safety training for pool staff.

July 1st **SUPERVISOR OF LIFEGUARDS FOR SPECIAL OLYMPICS**
To **Ocean Beach Park, New London, Connecticut**
July 8th

Responsible for implementing and organizing schedules of Shifts for life guards. Included in-depth profile of athletes, Proper lifting, emergency procedures and updated records of certifications.

March, 1988 **SPECIAL EDUCATION TEACHER**
To **Lorraine D. Foster Day School, Hamden, Connecticut**
June, 1991

Designed and implemented individual education programs at various levels in a self-contained setting. Evaluated students on social/emotional objectives and academic achievements quarterly. Experience in dealing with students at risk socially/emotionally as well as academically. Responsible for individual parent conferences and input on students future educational goals through Planning and Placement Team

**1993
To
Present**

Member of the Connecticut Association for Health, Physical Education, Recreation and Dance

Current position being held- Adaptive Physical Education Committee,
Region 4 director

Positions Held: Vice President of Recreation, Secretary, Eastern District Association for CT Council for Service

Committees served: Conference Planning, Teacher of the Year, Mini- Grants, Future Professionals, Adaptec Physical Education

Presented at CTAPHERD Conference

The following:

K-8 Cooperative Games
Autism and Physical Education
Adaptive PE, Movement and Speech

Awarded: Professional Service Award 2003 from CTAPHERD
Certificate of Recognition 2003 from New London
Public School

Trainer for the National Board of Professional Teacher 2001-2003

Instructed Physical Education Teacher to assess and score portfolios
Teachers that had submitted to become nationally certified

Current committees on in the New London Public Schools
Curriculum development for Physical Education
Professional Development

American Red Cross CPR Instructor
Held classes for the New London Public School Staff
2007 became BEST Mentor
2007 was nominated for Teacher of the Year for New London

References

ⁱ <http://www.nsba.org/sbot/toolkit/whatse.html>

ⁱⁱ http://www.sparkpe.org/wp-content/uploads/2010/01/CDC_PE_Action_Guide.pdf

ⁱⁱⁱ <http://www.sparkpe.org/standards/Massachusetts.pdf>

^{iv} <http://www.hopsports.com/pdfs/HOPS-Eval-2.pdf>

^v Arch Pediatr Adolesc Med. 1999;153:695-704

^{vi} <https://www.washington.edu/doi/TeamN/systemic.html>

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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Applicant: New London Public Schools, CT
 Project Name: Project Fit Kids

2013 PEP Grant Budget

FEDERAL REQUEST LOCAL MATCH

Personnel	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost
Project Director to provide overall leadership and guidance--ensure that all project activities are carried out on-time, as-specified and within the outlined budget. Stephen Cravinho, New London High School Athletic Director will devote 50% of his time towards these activities			0			0			0
Data Collection Assistant--up to 500 hours at \$15 per hour; to assist the Project Director and PE staff with outcomes data collection, data entry, results tallying, and administrative tasks related to federal reporting	500	\$15	\$7,500	500	\$15.50	\$7,750			

(b)(4)

(b)(4)

School coordinator at each site (3) to champion Project Fit Kids, coordinate implementation and ensure that all activities are carried out as outlined in the proposal. Will devote approximately 15% effort towards project activities									
Personnel Total			7500			7750			0
	Year 1 Request			Year 2 Request			Year 3 Request		
Fringe Benefits	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>
<i>(FICA, Retirement, Unemp. Ins., Workers Comp., Health Insurance) calculated at ___% of the project salary.</i>									
Project Director (benefits are calculated at 25% of base salary)									
Data Collection Specialist (25% of base salary)			1875			1937.5			
Coordinator benefits (25% of base salary)									
Fringe Benefits Total			1875			1937.5			0
	Year 1 Request			Year 2 Request			Year 3 Request		
Travel	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>

<i>(Travel must be explained in terms of costs per person for airfare, hotel, ground transport, per diem, etc.)</i>														
PEP New Grantees Meeting, Washington DC -2 attendees (Project Meeting in year two)														
Food per diem	3	80	240	3	80	240								
Airfare	2	435	870	2	435	870								
Hotel 2	2	275	550	2	275	550								
Ground Transportation	2	100	200	2	100	200								
State PE professional conference (CTAHPERD) - 8 attendees														
Registration	8	200	1600	8	200	1600								
Hotel 3 nights	3	214	5136	3	214	5136								
Food per diem	4	80	2560	4	80	2560								
Transportation mileage (500 miles x .55 per mile x 3)	3	275	825	3	275	825								
Travel Total			11981			11981			0			0		
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match	
Equipment	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>
<i>(Please indicate which building or level will receive each item)</i>														
Elementary Fitness														

Railyard systems (1 per elementary school): fitness-building obstacle courses for indoor use that can easily be assembled and disassembled to change the course and/or easily store course components	3	18000	54000											
High school strength training equipment below														
4-seat multi-station strength trainer	1	7290	7290											
All schools														
HOPSports Training Systems; electronically streamed fitness-focused PE lessons that engage students in a range of moderate to vigorous physical activities from callisthenics to Yoga to sports skills and virtual sports via a projection system and basic fitness supplies like Ballast stability balls and Sandbells	6	19900	119400											
Equipment Total			180690			0			0			0		
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match	
Supplies	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>
			0			0			0			0		
Elementary Physical Activity and Fitness			0											

<p>SPARK PE curriculum-- Grades K-2 (1 per elementary building): SPARK is a research-based, proven-effective, standards-aligned PE curriculum that engages all students in moderate to vigorous physical activity for as much of the PE class period as possible. It has been repeatedly proven to increase both activity and fitness levels.</p>				3	399	1197								
<p>SPARK PE curriculum-- Grades 3-5 (1 per elementary building): SPARK is a research-based, proven-effective, standards-aligned PE curriculum that engages all students in moderate to vigorous physical activity for as much of the PE class period as possible. It has been repeatedly proven to increase both activity and fitness levels.</p>				3	399	1197								

SPARK PE equipment packages for curriculum implementation for grades K-6 (1 per elementary building): includes a variety of basic physical activity equipment including various types of balls, cones, hoops, hurdles, polyspots, etc.				3	\$6,238	18714								
Cardiovascular Fitness Room equipment is below			0											
Middle														
Treadmill	7	\$4,695	32865											
Total Body fitness-building exercise machine w/Cross Ramp	6	\$4,695	28170											
Upright Cycle	3	1795	5385											
Recumbent Cycle	3	1895	5685											
High school														
Cardio equipment below														
Upright Cycle	5	1795	8975											
Recumbent Cycle	5	1895	9475											
Total Body fitness-building exercise machine w/Cross Ramp	12	4695	56340											
Treadmill	10	4695	46950											
HS weight/strength training equipment below														
Functional training system	1	4222	4222											
Dumbbell Rack 10 Pair	2	900	1800											
Superbench	5	787	3935											
Adjustable decline bench	1	716	716											

Smtih machine	1	3131	3131															
45-degree back extension	1	806	806															
Dip chin (assisted)	1	2433	2433															
Power cage (flexibility)	1	1706	1706															
Multi-press	1	2535	2535															
Leg extension	1	2535	2535															
Bicep/tricep machine	1	2535	2535															
Abdominal/back extension	1	2535	2535															
Back pulldown	1	1	1															
Olympic weight set (plates)	1	1876	1876															
Dumbbell set (5 - 35 pounds)	1	3770	3770															
Olympic barbell (1,500 pounds)	1	238	238															
All schools -- monitoring and assessment related equipment is below																		
Pedometers	3100	20	62000															
Downloadable step-counting physical activity monitors that measure intensity at six different levels	150	99.95	14992.5															
Battery sets for activity monitors	30	35	1050															
Activity Management System (bags for safely storing and transporting Activity monitors)	15	142	2130															
Flowlink tool for downloading Activity monitor data	5	49.95	249.75															
Wrist extenders for activity monitors	10	12.25	122.5															

Cardio telemetry system: heart rate monitoring system that projects the data onto the wall in real time so students and teachers can see and monitor progress throughout classes. Students can be assigned numbers for privacy.	3	3999	11997											
Additional sensors above system	6	1999	11994											
Sensor straps for above	40	149	5960											
Additional base station to transmit data	2	1199	2398											
Pocket PCs for collecting and reporting data	9	699	6291											
Health Risk Appraisal Surveys	2	620	1240											
Meal Planner Software	2	620	1240											
Bioimpedance Scales to measure Body Mass Index (BMI)	2	1096	2192											
Heart Rate Monitors	60	276	16560											
Additional Soft Straps for HRMs	500	14.5	7250											
HRM carrying cases	6	142	852											
IR Interfaces to transmit data	6	28	168											
Battery kits for sensors	20	35	700											
Monitoring & assessment educational tools are below			0											
Activity Zone Poster	5	14	70											

Target activity zone poster	5	14	70											
Activity progress Poster	5	41	205											
Monitor Quick Guide Poster	5	41	205											
Student Instructional Banners	2	59	118											
Nutrition and Fitness for All Schools														
Nutrition curricula and/or supplementary nutrition education teaching supplies to be determined based on HECAT Healthy Eating Module results			\$6,000											
Supplemental items for HOPSports systems such as extra Ballast Balls (\$59.95 each), T-bows (\$130 each), Sandbells (\$8-\$28 each), HopSticks (\$8 each), Beams (\$125 each) etc. to be determined after PECAT completion based on curriculum needs compared to HOPSports lesson options				1	2000	\$20,000								

Lifetime physical activity equipment to be determined after PECAT completion based on curriculum weaknesses, building needs, and ages of students served in each building. Examples may include bikes, skates, skateboards, snowshoes, archery equipment, functional fitness equipment, supplies for Cross Fit training, etc. Funds to be divided among all schools at approximately \$15,000 per school.					6	15000	90000						
CATCH nutrition curriculum for K-8 students. CATCH provides nutrition education and easy-to-implement strategies for improving students' nutritional choices				0									
CATCH online subscription (nutrition education)	6	269	1614										
CATCH manuals (4 each: K-3; grades 4, 5, 6, 7 and 8)	28	69.95	1958.6										
CATCH K-2 supplies and equipment package	1	1595	1595										
CATCH grade 3-5 supplies and equipment package	1	2295	2295										

CATCH grade 6-8 supplies and equipment package	1	2295	2295											
Supplies Total			394431.4			131108			0			0		
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match	
Contractual	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>
Web service for downloading Activity monitor data and creating individual and group results reports--1st Teacher per school annual license	5	419	2095	5	419	2095								
Web service for downloading Activity monitor data and creating individual and group results reports--1st Teacher license annual yrs 2 and 3	10	419	4190	5	419	2095								
Fitness assessment and results reporting and tracking system Single Software Licenses	2	995	1990											
Evaluation technology warranty renewal for ms/hs yrs. 2 and 3	4	290	1160											
2 Day Consecutive Install Cardio telemetry system HRM technologies	1	2625	2625											
2 Day Consecutive Training for Cardio telemetry system HRM technologis	1	2625	2625											
Heart Rate Monitor 2 Day Consecutive Training	1	2625	2625											

Additional Follow Up Training Days for assessment technologies	6	1575	9450											
Activity monitor training	1	2625	2625											
Fitness assessment and results reporting and tracking system Single Day Training	1	1575	1575											
Nutrition education curricula training	1	3000	3000											
HOPSports training	1	2500	2500											
SPARK Training (2--K-2 and 3-5/6)	2	2699	5398											
CATCH Training	2	2,500	5000											
Evaluator to lead the process for and assist with outcomes data collection, analysis, reporting, and process and project results improvement			20000											
Contractual Total			66858			4190			0			0		
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match	
Other Expenses	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>
			0			0			0			0		
High school weight training and cardio shipping	1	15422	15422											
Middle school weight training and cardio shipping	1	5215	5215											
SPARK curricula and equipment packages shipping	1	3166	3166											
Other Total			23803			0			0			0		
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match	

(b)(4)

<i>Direct Cost Total</i>			687138.35			156966.5			0
<i>Indirect Costs</i> are calculated at _____ and this approved rate is documented by an attached letter from _____.									
	Year 1 Request			Year 2 Request			Year 3 Request		
<i>Stipends</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>
			0			0			0
<i>Stipends Total</i>			0			0			0
			687138.4			156966.5			0
			844104.85						
			227450						

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

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

Name of Institution/Organization

New London Public Schools

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	7,500.00	7,750.00				15,250.00
2. Fringe Benefits	1,875.00	1,938.00				3,813.00
3. Travel	11,981.00	11,981.00				23,962.00
4. Equipment	180,690.00					180,690.00
5. Supplies	394,431.00	131,108.00				525,539.00
6. Contractual	66,858.00	4,190.00				71,048.00
7. Construction						
8. Other	23,803.00					23,803.00
9. Total Direct Costs (lines 1-8)	687,138.00	156,967.00				844,105.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	687,138.00	156,967.00				844,105.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 New London Public Schools	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.	
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**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:
	Steve		Cravinho	

Address:

Street1:	134 Williams Street
Street2:	
City:	New London
County:	
State:	CT: Connecticut
Zip Code:	06320
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
860-437-6435	

Email Address:

cravinhos@newlondon.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
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