

**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 # S215F130020**

**Grants.gov Tracking#: GRANT11375819**

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" value="N/A"/>	
5a. Federal Entity Identifier: <input type="text" value="N/A"/>	5b. Federal Award Identifier: <input type="text" value="N/A"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="N/A"/>	
<b>B. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Cedar Falls Community School District"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="420862684"/>	* c. Organizational DUNS: <input type="text" value="0406079050000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="1002 W 1st Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Cedar Falls"/>	County/Parish: <input type="text" value="Black Hawk"/>	
* State: <input type="text" value="IA: Iowa"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="50613-2214"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="N/A"/>	Division Name: <input type="text" value="N/A"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Mike"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Wells"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Superintendent of Schools"/>	
Organizational Affiliation: <input type="text" value="N/A"/>		
* Telephone Number: <input type="text" value="319-553-3000"/>	Fax Number: <input type="text" value="319-277-0614"/>	
* Email: <input type="text" value="mike.wells@cfschools.org"/>		

**Application for Federal Assistance SF-424**

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

G: Independent School District

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

**CFDA Title:**

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

**\* Title:**

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

**13. Competition Identification Number:**

84-215F2013-1

**Title:**

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

Add Attachment

Delete Attachment

View Attachment

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

Partnering in the Cedar Valley for Healthy Kids (PCVHK) - K-12 physical education program that focuses on achieving state standards, good nutrition and healthy eating habits, and lifetime fitness.

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>Kimberly Byers</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Cedar Falls Community School District</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Cedar Falls Community School District

\* Street 1: 1002 West 1st Street Street 2: \_\_\_\_\_

\* City: Cedar Falls State: IA: Iowa Zip: 50613

Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> N/A	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215
---	--

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ 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: Kimberly Byers

\* Name: Prefix Mr. \* First Name Mike Middle Name \_\_\_\_\_  
\* Last Name Wells Suffix \_\_\_\_\_

Title: Superintendent of Schools Telephone No.: 319-553-3000 Date: 04/08/2013

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

PR/Award # S215F130020

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

PERGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**Compliance with General Educations Provision Act (GEPA)  
Section 427**

It is the policy of the Cedar Falls Community School District to provide equal educational opportunities and not to discriminate on the basis of gender, race, color, national origin, religion, marital status or disability in its educational programs and activities. The Cedar Falls Community School District will affirmatively integrate students in all attendance centers, programs and classes. *Partnering in the Cedar Valley for Healthy Kids (PCVHK)* physical education program will implement rules and policies to ensure that all six types of barriers that can impede equitable access are addressed. We will welcome all persons and provide equal access to the program as explained in Section 504 of the Rehabilitation Act. The district's equity coordinators will annually monitor *Partnering in the Cedar Valley for Healthy Kids* student participation records, programming choices, and instructional methods to ensure compliance with district policy.

It is also the policy of the Cedar Falls Community School District to provide programs, activities, curricula, and instructional resources which reflect the racial and cultural diversity of the United States and the variety of opportunities open to both men and women, including individuals with disabilities, in our society. One of the objectives of the Cedar Falls Community School District is to reduce stereotyping and to eliminate bias, prejudice, and discrimination. *Partnering in the Cedar Valley for Healthy Kids* curriculum, programs, and services shall foster respect and appreciation for cultural diversity and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

*Partnering in the Cedar Valley for Healthy Kids* planning and program committee members will reflect diversity and include persons of different genders, races, national origins,

## **GEPA-Section 427 Compliance**

colors, disabilities, and ages. The Board of Education has adopted criteria for selecting instructional materials and media materials which direct staff to select materials which reflect the contributions and perspectives of diverse racial/ethnic groups, both men and women, and persons with disabilities. This policy – which will guide the project director and the advisory committee as they select the grant supplies/equipment - is aligned with the board's multicultural, gender fair education policy.

Persons with disabilities will be provided equal and appropriate access in order to participate in opportunities provided by *Partnering in the Cedar Valley for Healthy Kids* program. Adaptive fitness technology and methodology are integral parts of our equipment and instructional plans. Our Coordinator of Student Services (who works primarily with our special needs population) will be included in the implementation and execution of all aspects of our program.

Flyers and marketing materials will be developed so persons of varying educational, cultural, and racial background will understand the services available and the importance of these services. All Cedar Falls students will be encouraged to participate in the programming during and after school hours.

All sites are handicapped accessible for the general public, students, and parents. In addition, students with special needs will have access to health treatment and transportation. Transportation for students with special needs is included in our districts' transportation plan.

Volunteers from local businesses and organizations, as well as from the University of Northern Iowa, will include individuals of different races, genders, and cultures.

School administrators will monitor any issues related to equal access or discrimination.

## **GEPA-Section 427 Compliance**

Appeal procedures have been established within the district for students and/or families who feel they have been discriminated against in the areas of gender, race, national origin, color, disability, or age.

## **GEPA-Section 427 Compliance**

## 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

Cedar Falls Community School District

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name: Mike Middle Name:

\* Last Name: Wells Suffix:

\* Title: Superintendent of Schools

\* SIGNATURE: Kimberly Ebers

\* 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***

The Cedar Falls (IA) Community School District, together with the City of Cedar Falls, the Black Hawk County Health Department, and the University of Northern Iowa (UNI), will implement the *Partnering in the Cedar Valley for Healthy Kids (PCVHK)* project designed to improve K-12 physical education curriculum and instruction as well as community opportunities for lifetime physical activity. ***PCVHK meets the absolute priority and competitive preference priority #2 of the PEP grant initiative.*** *PCVHK* project design also meets invitational priority 1.

Led by the Cedar Falls School District, *PCVHK* is a community-wide plan designed to assist students in meeting standards and developing lifelong fitness habits and practices. Three overarching goals will guide the comprehensive project: *Goal 1: Fitness and Active Lifestyles* – Students will meet state standards and engage in minimum amounts of physical activity; *Goal 2: Good Nutrition and Healthy Eating Habits* – Students are proficient in nutrition knowledge and engage in healthy eating habits; and *Goal 3: Lifetime Fitness* – Students have instruction in and opportunities for participation in a variety of social and cooperative physical activities. All *PCVHK* project strategies and activities are based on research/best practices and aimed to address the Iowa state standards/essential concepts, the School Health Indices, the Presidential Youth Fitness Program, and the GPRA measures set forth by the U.S. Department of Education. Project outcomes include all Cedar Falls K-12 students achieving proficiency in the PYFP measures of fitness, choosing healthy eating habits, and engaging in the recommended amounts of daily physical exercise. *PCVHK* outcomes also include the development/improvement of “built environments” to support students’ achievement of lifetime fitness goals. All 7 PEP grant program requirements are addressed in the comprehensive *PCVHK* partnership plan.

The Cedar Falls Community School District's *PCVHK* project will serve 5,120 students annually in grades K-12. All instructional sites are included as follows:

Elementary Schools – grades K-6	
Lincoln Elementary School	715 Franklin Street, Cedar Falls, IA
North Cedar Elementary School	2419 Fern Ave, Cedar Falls, IA
Orchard Hill Elementary School	3909 Rownd Street, Cedar Falls, IA
Cedar Heights Elementary School	2417 Rainbow Drive, Cedar Falls, IA
Southdale Elementary School	627 Orchard Drive, Cedar Falls, IA
Hansen Elementary School	616 Holmes Drive, Cedar Falls, IA
Junior High Schools – grades 7-9	
Holmes Junior High School	505 Holmes Drive, Cedar Falls, IA
Peet Junior High School	525 E. Seerley Blvd., Cedar Falls, IA
High School – grades 10-12	
Cedar Falls High School	1015 Division Street, Cedar Falls, IA

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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***Need for the Project*** (A) *Specific gaps or weaknesses in services, infrastructure, or opportunities are identified and will be addressed, including the nature/magnitude of gaps and weaknesses (20 points).*

The Cedar Falls Community School District (CFCSD) serves the residents of Cedar Falls as well as students from surrounding rural areas and the smaller communities of the Cedar Valley (six county region in Northeast Iowa). Total K-12 student enrollment is 5,121 which includes 300 students open-enrolled in to our district from 11 neighboring districts and special-education tuition-in students attending CFCSD from 13 neighboring districts. There are ten instructional centers: Cedar Heights, Hansen, Lincoln, North Cedar, Orchard Hill, and Southdale Elementary Schools – grades K-6; Holmes and Peet Junior High Centers – grades 7-9; and the Cedar Falls High School and Alternative High School campuses. Our target population is all K-12 students served by CFCSD. With this in mind, CFCSD has identified *substantial need* in three primary areas: (A) *students' physical fitness and health levels;* (B) *schools' health/PE policies and supporting infrastructure;* and (C) *school/home/community integration of environments that promote lifetime health and fitness for students.*

**A. Student performance in the fitness areas** as established by the Presidential Youth Fitness program and as measured with the Fitness Gram assessment tool reveals key data on the physical health needs of our students. The table below summarizes the % of students who are *overweight* or at-risk for obesity, and who are *failing minimum ability levels* in key fitness indicators.

<i>Grade</i>	<i>BMI Index % overweight</i>	<i>Aerobic Capacity % failing</i>	<i>Upper Body Strength/Endurance % failing</i>	<i>Flexibility % failing</i>	<i>Abdominal Strength/Endurance % failing</i>
K-6 Girls	31%	32%	47%	34%	30%
Jr. Hi Girls	34%	34%	34%	30%	32%
H.S. Girls	25%	37%	32%	40%	45%
K-6 Boys	32%	33%	33%	38%	31%
Jr. Hi Boys	31%	37%	33%	36%	33%

H.S. Boys	31%	33%	38%	36%	51%
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Cedar Falls’ secondary students also completed the *CDC’s Youth Risk Behavior Survey* in March 2013 to help the project planning committee identify gaps in students’ eating and physical exercise practices. Data reveals that the vast majority of students (67%) are not spending 60 minutes or more each day engaged in physical activity (GPRA measure 1). Survey results also indicate that only 24% of students are eating the recommended daily servings of fruit; and only 16% of students are eating the recommended daily servings of vegetables (GPRA measure 3). This recently collected data constitutes baseline measures for GPRA 1 & 3.

**B.** Our planning committee utilized the *CDC’s 2012 School Health Index (SHI) Modules 1-4* to identify gaps/weaknesses in our school policies, programming, and infrastructure. Areas in urgent need of improvement are listed below (see individual school score cards in appendices as required by RFP).

<b>Module 1 – School Health Polices and Environment</b>	Elementary Schools Average Score = 47%	Middle/High Schools Average Score = 80%
Staff development on injuries, etc.	1- under development	0 - not in place
Fundraising efforts meet nutritional standards	1- under development	1 – under development
Representative school health committee	2 – partially in place	2 – partially in place
Adequate physical activity facilities	2- partially in place	1 – under development
<b>Module 2 – Health Education</b>	Elementary Schools Average Score = 53%	Middle/High Schools Average Score = 73%
Professional development in health education	0 – not in place	
Credentialed health education teachers		1 – under development
Health education taught in all grades	1 – under development	
Required health education courses		2 – partially in place

<b>Module 3 – Physical Education Programs</b>	Elementary Schools Average Score = 62%	Middle/High Schools Average Score = 71%
150/225 minutes of PE per week	0 – not in place	0 – not in place
Adequate teacher/student ratio	1 – under development	1 – under development
Professional development for teachers	0 – not in place	
Prohibit exemptions/waivers from PE class		0 – not in place
<b>Module 4 – Nutrition Services</b>	Elementary Schools Average Score = 63%	Middle/High Schools Average Score = 86%
Collaboration b/t teachers and nutrition staff	1 – under development	2 – partially in place
Preparedness for food emergencies		2 – partially in place
Professional development of nutrition director	0 – not in place	

Historically, Iowa schools had developed education standards at the local level. This long-held tradition was finally abandoned in 2005 with passage of Iowa SF425 requiring a statewide *core* curriculum. However, not until 2010 did the state finalize its “21<sup>st</sup> Century Skills” framework which includes employability skills, financial literacy, health literacy and technology literacy. This framework provides state standards (essential concepts) in all non-core areas, with the health literacy component guiding nutrition and physical education programming. Health literacy is defined as the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. Iowa’s essential concepts reflect the belief that children must take an active role in accessing and appropriately using information which affects their health. It is also recommended that the essential concepts and skill sets for health literacy be integrated across content areas to provide students with systemic thinking and problem solving processes to enhance individual health levels ([iowacore.educateiowa.gov](http://iowacore.educateiowa.gov)).

Cedar Falls is just now completing the transition away from national PE standards to the new state articulated standards embedded within the health literacy framework. *Specific gaps in meeting Iowa standards*, as identified by our P.E. Department, that will be addressed include:

**Essential Concept/Standard 1 - Utilize basic health concepts to enhance personal health.**

Performance/Skill Set 1a: Develop individual *preventive* physical and mental health measures.

Gap/Weakness – currently, this is not a curriculum focus in Cedar Falls. Performance/Skill Set

1b: Understand the influences of diversity, peers, cultural practices and attitudes on individual

health. Gap/Weakness – again, Cedar Falls has not yet integrated these concepts into its PE

courses. **Essential Concept/Standard 2 - Synthesize literacy and social skills to establish/**

**monitor personal goals related to all aspects of health.** Performance/Skill Set 2a: Collaborate

with others to improve individual, family, and community health. Gap/Weakness – Students are

not collaboratively working towards personal health goals that encompass their school, home,

and community activities and membership. **Essential Concept/Standard 3 – Apply critical**

**literacy/thinking skills related to personal wellness.** Performance/Skill Set 3a: Engage in an

ongoing cycle of goal-setting, implementation, evaluation, and readjustment to enhance health

status. Gap/Weakness – Students are not currently doing this; and, moreover, staff are just

beginning to develop a process to support students in this effort. **Essential Concept/Standard 4**

**– Analyze media and other influences to effectively manage health risk situations and**

**advocate for self.** Performance/Skill Set 4a: Demonstrate appropriate responses to negative and

positive health influences. Gap/Weakness – currently, there is no system in place to measure or

evaluate whether students are competent in this area. Performance/Skill Set 4b: Recognize public

health policies that aid in the prevention and maintenance of health. Gap/Weakness - again, there

is no system in place to help us ascertain student competency in this essential concept. **Essential**

**Concept/Standard 5 – Demonstrate behaviors that foster a healthy, active lifestyle.**

Performance/Skill Set 5a: Maintain appropriate levels of cardiovascular endurance, muscular strength, flexibility, and body composition. Gap/Weakness – as identified by student performance records and testing, too many Cedar Falls students are not meeting this standard.

Performance/Skill Set 5b: Establish healthy eating behaviors. Gap/Weakness – data from the Youth Risk Behavior Survey indicates most students *are not* eating the recommended amounts of fruits/vegetables (see page 2).

Another school policy/infrastructure need that will be addressed includes the lack of health and wellness councils *within each school that meet regularly* to promote student health.

C. Finally, for students to achieve optimum physical health and fitness, school/home/community efforts must be integrated to create seamless, supportive environments. In Iowa, public school students receive 180 days (of approximately 7.5 hours) of instruction – *only 49% of the time are kids in school!* Moreover, nutrition and physical exercise classes are typically scheduled on a rotating basis with other non-core classes, creating even less time at school for students to receive instruction in these vital concepts. Students need to hear the same messages at home and throughout the larger community for lifetime fitness goals to be realized.

As specified above, our research has revealed serious student needs as well as gaps in school/community practices that demand a *joint effort* to improve. Our proposed project - ***Partnering in the Cedar Valley for Healthy Kids (PCVHK)*** – meets both the absolute priority and competitive preference priority #2 through a community-wide action plan to improve student outcomes. The ***PCVHK*** project mission statement: *All Cedar Falls students will meet state physical education standards and engage in behaviors that support lifetime fitness* – will guide (a) improved interdisciplinary health and fitness curriculum, instruction and assessment; (b)

instruction and assessment in healthy eating practices and good nutrition; (c) instruction in and opportunities for student participation in a variety of social and cooperative physical and nutritional activities; and (d) professional development/training in best practices methodologies.

**Significance of the Project** (A) *The project will result in system change/improvement (15 points)*

Our **PCVHK** project builds on a FY2009 PEP grant implemented in Cedar Falls which truly served as the catalyst to begin advancement of our K-12 PE programs. As a result of the 2009 project, several system changes and improvements were realized. First, a substantial instructional paradigm shift occurred – the move from team sports instruction to overall fitness instruction customized to each individual student. Secondly, we achieved an average gain of nearly 40% in scores on the 2005 School Health Index Modules 3 and 4. Thirdly, many students improved their physical fitness scores and became more active during the project. For example, we saw an increase of 8% in elementary students and 34% in secondary students who engaged in the recommended weekly amounts of physical activity. This is testament to the “Can Do” attitude in the CFCS and indicative of the continued improvements planned with **PCVHK!**

Despite the successes mentioned above, schools cannot work in isolation to improve student health. Our **PCVHK** project is a *partnership* designed to positively affect the physical health environments students experience all day long, every day of the year. Community entities working together will yield the systemic change toward greater student health and fitness, as parents, families, and businesses support our efforts. **PCVHK** has already secured the support of the entire community via the Blue Zones Initiative and aligns seamlessly with the Blue Zones plan. Brought to Iowa through an innovative sponsorship by Wellmark Blue Cross and Blue Shield, in collaboration with Healthways, the Blue Zones Project initiative encourages all Iowa communities to change their built environments to make the healthy choice the easy choice.

Based on the work of National Geographic explorer and author Dan Buettner, Blue Zones refer to those geographical areas of the world wherein cultures naturally include a lifestyle of habits that help people live longer. On average, people living in Blue Zones areas live 12 more *healthy* years than U.S. citizens. In these longevity “hotspots” of Loma Linda, CA; Okinawa, Japan; Nicoya, Costa Rica; Sardinia, Italy; and Ikaria, Greece people are 3 times more likely to live to be 100! Blue Zones project research has confirmed the key principles common to these areas that lead to longer, healthier life.

In 2012 in light of the Blue Zones research-based prototype, Cedar Falls leaders dedicated six months to assessing the comprehensive well-being of the community, engaging stakeholders in conversations to understand current conditions and resources, and mapping out the strategies that have the greatest likelihood of improving well-being in Cedar Falls. The result was a local blueprint designed to earn Blue Zones certification, which means that enough has changed within the community so that making healthy choices is easier than making unhealthy choices. Blue Zones certification demonstrates that citizens are choosing to change their culture so that their children will live into a healthier future, not a sicker one. The certification model sets goals for six sectors: individuals, community policy, schools, worksites, restaurants, and grocery stores. Aligning our *PCVHK* project with the Blue Zones initiative is key to realizing significant improvement as students will be exposed to a community-wide environment that has pledged implementation of strategies to improve health and well-being for all citizens.

Furthermore, Cedar Falls is home to the University of Northern Iowa (UNI), a prestigious public university of nearly 14,000 students focusing primarily on pre-service, in-service, and veteran teacher education; consistently rated among the top universities in the nation for its College of Education; and whose significant presence in our community plays an important

partnership role in our Cedar Falls K-12 schools, and especially in this innovative physical education project. Currently, the CFCSD and UNI are joining forces to establish Professional Learning Communities (PLCs) wherein our staff members collaborate with UNI faculty to improve *all* teaching and learning practices in Cedar Falls. Utilizing UNI methodology as a guide, we are subscribing to a K-16 philosophy of PE curricula alignment. Our current strategies for students to engage in increased physical activity – PE classes during the day; after-school programming; intra-mural and team sports – will not be abandoned, but enhanced and improved through PLC work in the following: Instruction and Collaboration: (a) Interdisciplinary teaching techniques will be implemented in the integrated physical education/nutrition curriculum. Students will learn the importance of both good nutrition and active lifestyles in maintaining life-long fitness; (b) Instruction will follow curriculum designed around the IA essential concepts/standards and reflect current best practices and appropriate techniques, including adaptive modifications so that participation opportunities are equitable; (c) Instructors will keep students moderately to vigorously active at least 90% of the time during physical education classes and *avoid* using practices that result in inactivity; (d) Staff development opportunities and shared planning time to increase the effectiveness of integrated fitness curriculum; and (e) collaboration among PE, food services, and family/consumer science staff to improve our coordinated effort to integrate health literacy across content areas. (IA Standards, see page 3).

Lastly, systemic change/improvement will be realized through: School and Community Facilities: (a) Organization of the curriculum, instruction, and equipment in a way that encourages student involvement outside of specific school class times; (b) Effective utilization of all school and community facilities to provide sufficient variety for students and to accommodate the holistic physical education curriculum needs for effective teaching both indoors and

outdoors. School Equipment/Resources: (a) Provision of adequate materials, technology and exercise equipment within all of our buildings to augment instruction; (b) Provision of proper equipment and supplies in sufficient quality and quantity to permit each and every student to participate effectively in activities to increase personal fitness; and (c) Provision of nutritional and health information resources and practices to encourage/assist students in making healthy choices both when in school and at home/community.

**Quality of the Project Design** (A) *The project will build capacity and yield results to extend beyond period of Federal financial assistance (10) points*

One key strategy of our District’s continuous improvement process is effective, engaging community partnerships. Through this planning and application process, ***Partnering in the Cedar Valley for Healthy Kids (PCVHK)*** has already *built ownership* among stakeholders, a valuable method for increasing capacity and the desire to continue project components beyond initial Federal funding. Furthermore, our intended outcomes are research-based and designed to be permanently integrated into a community-wide plan of improved “built environments.” The project planning committee will continue to serve as an advisory committee and already includes parents, students, community and business members truly making this a *community project* for Cedar Falls. Our program *evaluation plan* will build capacity as evaluation information is shared among all stakeholders thereby increasing and strengthening community partnerships. Research indicates that conducting a rigorous, reliable, and valid evaluation of any program is an essential component of its long-term sustainability and impact (2008. W.K Kellogg Foundation Evaluation Handbook).

Our area of the state, the Cedar Valley, possesses unique characteristics that can be utilized for sustainability of projects. Cedar Falls has access to funding through the

“Decategorization” project which blends child welfare and juvenile justice funding streams while waiving many state requirements. This unique opportunity allows local agencies to decide how best to spend these funds on programming which benefits local residents. With the data collected throughout program implementation, our school community will have a solid base from which to request “Decat” monies to continue the strategies that result in positive change. Secondly, Iowa is a unique state in that Boards of Education can raise local property taxes without a public referendum if the funds will be spent on programs and services that benefit at-risk children and their families. These funds - entitled “Additional Allowable Growth Funds” - will be considered if necessary. The correlation between good health and academic success is well-documented; and currently 1/3 of our students are overweight or at-risk for obesity (see page 1).

CFCSD is building local capacity through an *investment* in both its *human and facility resources*. As a part of their negotiated contracts, *all* Cedar Falls teachers spend 6 full days each year and 1.5 hours each week engaged in professional training or planning and preparation activities. The additional grant supported professional development opportunities are designed to build human capacity in the following ways (1) staff learn improved instructional strategies; (2) staff increase their knowledge base surrounding best practices in physical education and fitness; and (3) staff engage in increased collaboration with UNI faculty and staff. *Improved teaching and learning will yield positive student results well into the future! In fact, the number one way to improve student outcomes is with improved instructional strategies!*

*Improved facilities* also increase capacity. In 2010-2011, the District added state of the art gymnasiums, weight rooms, media rooms, family and consumer science classrooms at both Peet and Holmes Junior High buildings. Presently, the Southdale and Hansen elementary buildings are undergoing extensive renovations which include new gymnasiums to enhance physical

education. All Cedar Falls schools are kept in good repair with renovations and updates prioritized annually for the continued provision of effective 21<sup>st</sup> Century learning environments.

*(B) Project reflects up-to-date knowledge from research and effective practice (10 points)*

Members of our planning committee collectively reviewed *The Research Digest*, a quarterly publication of the President’s Council on Fitness, Sports & Nutrition, to determine the latest guidelines for physical activity and nutrition. For example, in the June 2012 issue, the idea of *energy balance* was reviewed with recommendations on how to integrate this concept into curriculum so students can develop an *individualized plan* for minimum amounts of exercise; food choices; and food portion control. *PCVHK* project goals and objectives have been designed utilizing concepts proven effective via this resource as well as research from the CDC; U.S. and Iowa Departments of Education; the University of Northern Iowa; and the Presidential Youth Fitness Program (PYFP). *PCVHK* outcomes will generate data to inform the discourse on student achievement of standards in physical education and leading active, healthy lifestyles.

***Goal 1: Fitness and Active Lifestyle: Students meet state standards and engage in minimum amounts of physical activity***

Objectives	Performance Indicators	Outcomes Met/Addressed Initiative Alignment
1a. Increase # of students who engage in 60 minutes of daily physical activity by 10% annually	Pedometer Data; 3DPAR Data	GPRM Measure 1; IA Essential Skill 5; SHI 3
1b. Increase # of students who improve their BMI scores by 5% annually	Body Composition Analyzer scores	GPRM Measure 2; PYFP measure of fitness ; SHI 3
1c. Increase # of students who improve their flexibility scores by 10% annually	Fitness Gram Data	GPRM Measure 2; PYFP measure of fitness; SHI 3
1d. Increase # of students who improve their aerobic capacity by 10% annually	Fitness Gram Data	GPRM Measure 2; PYFP measure of fitness; SHI 3
1e. Increase # of students who improve upper body strength/endurance by 10% annually	Fitness Gram Data	GPRM Measure 2; PYFP measure of fitness; SHI 3
1f. Increase # of students who improve abdominal strength/endurance scores by 10% annually	Fitness Gram Data	GPRM Measure 2; PYFP measure of fitness; SHI 3

1g. Increase # of students who have personal fitness plan by 10% annually	Annual survey	IA Essential Skills 1,2,3 SHI 1,2
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***Goal 2: Good Nutrition and Healthy Eating Habits: Students are proficient in nutrition knowledge and engage in healthy eating habits.***

2a. Increase # of students who eat fruit 2+ times/day and vegetables 3+ times/day by 10% annually	Youth Risk Behavior Survey for H.School Local survey for others	GPRa Measure 3; IA Essential Skills 1,4,5 SHI 2
2b. Increase # of schools who plant and maintain a school garden by 3 annually	Annual comparison of # of school gardens	IA Essential Skills 1,2,3 SHI 1,2,4
2c. Increase # of elementary schools who offer Healthy Snack Cart programs by 2 each year	Annual comparison of # of Healthy Snack Cart programs	IA Essential Skills 4, 5 Blue Zones strategy; SHI 1,2, 4
2d. Decrease # of unhealthy foods used in school fundraisers by 10% annually	Annual comparison of fundraising food options	IA Essential Skills 3,4,5 Blue Zones strategy; SHI 1
2e. Increase the number of school health and wellness councils by 2 each year or until 100% of schools have instituted these councils	Annual comparison of # of individual schools with health/wellness councils	SHI 1,2,3,4 Blue Zones strategy

***Goal 3: Lifetime Fitness: Students have instruction in and opportunities for participation in a variety of social and cooperative physical activities.***

3a. Increase # of schools with Walk-to-School initiatives by 3 each year	Annual comparison- # of students who walk to school on a regular basis	GPRa Measure 1; IA Essential Skill 5; SHI 1, 3
3b. Increase # of students who participate in physical activities during out-of-school times by 10% annually	Semi-annual comparison of student/parent activity logs	GPRa Measure 1; IA Essential Skills 1-5; Blue Zones strategy; SHI 1,3
3c. Increase # of students who participate in physical activities offered during Cedar Falls afterschool programs by 10% annually	After-school enrollment data; teacher observation; student logs	GPRa Measure 1; IA Essential Skill 5; SHI 3
3d. Increase # of students who participate in family/group/team physical exercises by 10% annually	Student logs; Partner organization data	GPRa Measure 1; IA Essential Skills 1-5; Blue Zones strategy alignment

*(C) Project represents an exceptional approach for meeting statutory requirements (10 points)*

Faculty development must lead curriculum development. In order for our students to meet the newly articulated 21<sup>st</sup> Century Skills Framework – Health Literacy Essential Concepts (see page 3), our teachers must learn new techniques for implementing innovative instructional practices and designing interdisciplinary curriculum. We will follow the Iowa Professional Development Model (IPDM) – a comprehensive guide developed by the Iowa Department of

Education in response to the legislature’s passage of the Teacher Quality bill – which mandates that *all* professional development plans “contain research-based instructional strategies aligned with the school district’s student achievement needs and the long range improvement goals established by the district.” The fundamental tenet of the IPDM is: *Student need will drive decision making, and student learning will form the basis on which professional development is judged.* The following eight foundations of the IPDM will guide our grant supported professional development activities as they guide all training activities in Cedar Falls.

1. Instruction and curriculum focus	Theory is present underlying the instructional strategy; the strategy directly addresses student achievement in specific disciplines; and has research base
2. Study of implementation	Built in as routine, faculty studies student data related to content of professional development; teachers study implementation data to know what students are experiencing
3. All site and district personnel involved	All teachers are included and the principal is heavily engaged in all aspects of the initiative; administrative personnel and approved providers are involved in training and follow-up activities
4. Goals focus on student learning	Clearly identified needs based on student data and district’s long range plan and improvement goals provide the direction for staff development efforts; selected strategies can be interpreted/applied in classroom settings
5. Intensive professional development	In addition to presentations of theory, teachers are provided multiple demonstrations and opportunities to practice the instructional strategy; professional development is sustained over time
6. Collaboration	Opportunities for teachers to work together on a regular basis is built in; focal point of planning and implementation is at building levels; adequate time for workshops
7. Ongoing assistance	An LEA or AEA consultant or approved provider provides ongoing support and technical assistance regularly in the classroom
8. Evaluation	Formative evaluation ensures regular and systematic collection of relevant data; summative evaluation provides information about the cumulative impact of a planned change on student learning

In addition to the joint Professional Learning Community (PLC) work with UNI (see page 8) collaboration with the University's School of Health, Physical Education and Leisure Services will assist us in meeting the statutory requirements. Cedar Falls' cutting edge philosophy of K-16 educational alignment – enhanced by the proximity of UNI and the College's commitment to support our program (see letter) – can be further developed with *PCVHK* which will implement physical education in the context of a Coordinated School Health Program (CSHP) as developed by the Centers for Disease Control (CDC). We will utilize our close and collegial relationship with UNI to implement both the *PECAT* and *HECAT* processes. These tools will allow educators to assess, plan, and improve actions in the 4 main areas that ensure high quality physical education and health programs: (1) curriculum; (2) policies and environment; (3) instruction; and (4) student assessment. Both the *PECAT* and *HECAT* will be used throughout our project as we continue to improve K-12 physical education and nutrition curriculum in support of students meeting our new state standards. With both the K-12 school system and UNI using these tools to guide instructional programming, students attending UNI after high school graduation will have a seamless, effective physical education environment that supports health and lifetime fitness. Nearly 50% of Cedar Falls High School graduates enroll in postsecondary education locally! Moreover, for graduates who leave Cedar Falls, the likelihood is they will experience similar postsecondary transitions through UNI's dominance in teacher preparation programs and national recognition as a progressive teaching university to emulate.

Aligning *PCVHK* with the City of Cedar Falls' Blue Zones initiative represents a uniquely exceptional approach towards students achieving state standards through an expanded, improved *community* physical education environment. In May 2012, Cedar Falls was among the first four cities in the state of Iowa selected by Healthways/Wellmark to permanently transform

its entire community into a setting that supports lifetime health and fitness for all residents. The Blue Zones Project™ - a community well-being improvement initiative designed to make healthy choices easier through permanent changes to environment, policy, and social networks – is well underway in Cedar Falls. Blue Zones employs evidence-based ways to help people live longer, better lives by taking a systematic, environmental approach to well-being, which focuses on optimizing policy, social networks, and the built environments where we spend our time. It is the centerpiece of the Healthiest State Initiative to make Iowa the healthiest state by 2016 as measured by the Gallup-Healthways Well-Being Index, the first-ever daily assessment of U.S. residents' health and well-being.

Key components of the Blue Zones initiative, the CDC's School Health Indices, UNI's expertise, the IPDM, and the US Department of Education research and recommendations have guided the development of our project and will continue to influence all **PCVHK** activities, thus reflecting an overall, integrated approach that results in local achievement as well as serving as a K-12 school prototype for student success. *All 7 program requirements* as outlined in the RFP will be addressed with our project (see page 18).

**Adequacy of Resources** (A) *Costs are reasonable in relation to number of persons served and to anticipated results/benefits (10 points)*

The CFSCD is well-positioned to undertake a project of this magnitude. District resources already in place to support **PCVHK** include: (1) Physical Plant and Equipment Levy in place through 2018; Instructional Support Levy through 2022; and the State Wide Penny resource through 2029; (2) a District wellness committee which will provide the template as we further embed implementation of health/wellness committees in each of our nine instructional sites; (3) 100% of our teachers and paraprofessionals meet the “highly qualified” designation

under No Child Left Behind standards; (4) the majority of our teaching staff hold masters' degrees; and (5) for the 20<sup>th</sup> consecutive year, the District has received the "What Parents Want Award" from the School Match Corporation in Columbus, Ohio, indicating a strong parent involvement/support connection.

Inherent within the Cedar Falls community are myriad resources which will also assist us in helping students reach proficiency in the Iowa Essential Skills/Concepts and develop lifelong habits to support personal fitness. Included among these resources are 35 city parks; two golf courses; 80 miles of recreational trails for hiking, biking, cross-country skiing, and skating; an aquatic center; two swimming pool facilities; bowling alleys; and the UNI Recreation Center.

The City of Cedar Falls Recreation Center offers over 30 types of exercise programs and classes, as well as racquetball and tennis courts, gymnasiums, weight and exercise rooms; scuba, snorkeling, swim and lifeguarding lessons, sports leagues, personal trainers, and lifestyle management coaches. These community resources will enhance our efforts towards students meeting standards and being committed to lifelong fitness by providing more choices for physical activity outside of school hours and offering exercise programs for the entire family.

A melding of the existing internal District resources with external community resources allows for optimum utilization of federal grant monies through coordinated efforts and activities that target students during in-school and out-of-school times, including the summer months. Based on a K-12 student enrollment of 5,120, the *cost per student of PCVHK averages just \$90 annually!* This is a very reasonable investment for implementation of proven strategies; and an even smaller price when compared with the costs of an unfit, unhealthy student body.

**Quality of the Management Plan** (A) *Adequacy of management plan to achieve project objectives on time, within budget, with defined roles, responsibilities, and timelines (15 points)*

The Cedar Falls School District has received numerous federal and state grants for innovative programs, many in partnership with UNI and other area agencies. The district practices sound fiscal management and has all necessary financial and administrative support resources in place to assist with *PCVHK*. Mr. Troy Becker, currently on staff at Cedar Falls High School as Associate Principal/Assistant Athletic Director, will serve as the *PCVHK* project director (see resume in appendices). With District reassignment of some administrative duties, Mr. Becker will devote .4FTE time to the project, integrally involved with all aspects of implementation – providing extensive staff support for all K-12 PE teachers and ensuring that all project activities are aligned and support the overall goals and objectives. Further enhancing Troy's management of *PCVHK* is his membership on the Blue Zones initiative leadership team. This will ensure alignment of initiatives in a supplemental, rather than supplanting manner.

Building principals will assist the project director and be responsible for coordinating interactions among staff and parents at their respective schools, as well as providing leadership to increase the effectiveness of physical education and nutrition instruction. The project planning committee (already in place and including parents, students, and community members) will serve as the project's Advisory Committee. This Advisory Committee, headed by Mr. Becker, will meet monthly; provide direct oversight of all project activities; and report quarterly to the Board of Education. BLC's (Building Level Committees) are already in place at each school and will be instrumental in the communication and implementation of building level activities. One member of each BLC will join the larger Advisory Committee. In addition, every school in the district has a parent committee responsible for informing parents about available programs and activities as well as promoting parent participation in volunteer, advisory, and advocacy roles. Each BLC will apprise our parent committees monthly on *PCVHK* progress. With leadership from an external

evaluator (see page 23) we will create an evaluation team responsible for measuring the success of *PCVHK*; and developing appropriate methods for sharing program success with stakeholders.

The following timeline illustrates specific activities, persons responsible, and milestones for successful project implementation and also implies that previously learned staff and student skills will be used and expanded with higher expectations each time the skill and/or strategy is employed. All 7 program requirements - (1) alignment with SHI; (2) nutrition/physical activity-related policies; (3) linkage with local wellness policy; (4) linkage with other health initiatives; (5) updates to PE/nutrition curriculum; (6) equipment purchases aligned with state standards achievement; and (7) increased transparency/accountability – are outlined below in our plan to meet the absolute priority to improve physical education programs and address state standards.

Codes used in table: PD=Project Director; AC=Advisory Committee; BLC=Building Level Committee; DA=District Administration; BP=Building Principals; TS=Teaching Staff; UNI=University of Northern Iowa; CBO=Partner Organizations; EE=External Evaluator; S=Students; P=Parents; WC=District Wellness Committee

<i>Year 1</i>	<i>2013-2014 Project Activities and Milestones</i>	<i>Person(s) Responsible</i>
October <i>Requirement 7</i>	1- Grant Awarded; Staff Notified 2-Advisory Committee reviews grant; notifies partners; and begins monthly meeting schedule 3-Teachers “gear up” for project activities 4- External Evaluator contracted 5-Monthly common planning time and PLC schedules for PE staff developed for remainder of 2013-14 year	1-PD, AC 2- PD, AC, CBO 3-TS 4- DA 5- PD,BP,DA
November <i>Requirement 1,2,3,4</i>	1- Pedometers/3DPAR units ordered; baseline data collected 2-Weight rooms open before/after school for additional student use opportunities 3-Begin healthy snack cart programs at Lincoln & Southdale	1-PD, TS, EE 2-TS, BP 3-PD, BP, TS, CBO
December <i>Requirement 1,2,6</i>	1-Baseline analysis of foods used in school fundraisers 2-Project Director attends required USDOE conference 3-Equipment purchased to support state standards achievement 4-iDance2 system integrated into elementary curriculum 5-Climbing walls/training integrated into secondary curriculum	1-TS, PD, CBO, BP 2-PD 3-PD,BP,TS,DA 4-TS,S 5-TS,S
January <i>Requirement 1,2,7</i>	1- UNI and school staff implement <i>PECAT &amp; HECAT</i> 2-Teachers begin integration of nutrition/healthy eating components into curriculum with assistance from UNI health instructors and District Wellness Committee 3-Health/wellness councils established at Peet, Holmes, CFHS	1-TS, PD, UNI, BP 2-TS, PD, UNI, WC 3-BP, WC, PD, CBO

Cedar Falls Community School District – Carol M. White Physical Education Program (PEP) FY13

	4- Parent night activity focusing on lifetime fitness 5-Evaluation reports to committees	4- TS, P, S, BP, PD 5- EE, PD
February <i>Requirement 3,4,5</i>	1- Host Jean Blades – <i>Action Based Learning</i> – professional development seminar K-6 2- NutriPlay integrated into K-6 curriculum 3- BodyBuggs unit integrated into secondary curriculum 4-School nurses (Black Hawk Co. Health)collaborate with staff to improve instruction in healthy eating habits 5- Expand Strength & Conditioning PE class to focus on overall strength/enjoyment of daily physical exercise – grades 10-12	1- PD, TS, BP 2-TS, S 3-TS, S 4-TS, CBO 5-TS, S
March <i>Requirement 1,2,4,5,7</i>	1-Begin Walk-to-School Initiative @ N Cedar, O.Hill, C.Heights 2-Integrate concepts of student personal fitness plans into curriculum – 7-12 3-Implement lifetime activities units – grades 7-12 4-1 <sup>st</sup> process evaluation; ongoing evaluation reports 5-Staff attend national PE conference	1-PD, BP, S, P 2-S, TS, UNI 3-S, TS, CBO 4-EE, PD 5-TS, PD
April <i>Requirement 1,2,3</i>	1-Implement garden plots at Lincoln, N.Cedar, CFHS 2- Inclusion of Rec Center opportunities for PE choices 3-Nutrition focus incorporated into after-school program options 4- Parent activity focusing on lifetime fitness during spring parent-teacher conferences	1-S, TS, PD, CBO 2- S, CBO, TS, PD 3- S, TS, P 4- TS, P, BP
May <i>Requirement 4,5</i>	1- Summer physical exercise activities planned 2-More cardiovascular activities integrated in all regular PE classes 3- Archery units established - grades 7-12 4-Increased low-fat food choices in school cafeterias	1-TS,PD,BP,DA, CBO 2-TS, UNI 3-TS, S 4-BP, DA, CBO
June <i>Requirement 1,7</i>	1-Parent/family night to set schedule for maintaining school gardens during summer months 2-Celebration of year one accomplishments 3-Assessment/evaluation of student and program data; reports to Board of Education, local stakeholders, and USDOE 4-Plan any project modifications for year two 5-Students start summer personal exercise logs in exchange for Rec Center membership – grades 7-12	1-PD, P,S, BP, DA 2-All 3-PD,DA,EE 4-AC, PD, TS, BP,DA 5-S,P, CBO
<b>Year 2</b>	<b>2014-2015 Project Activities and Milestones</b>	<b>Person(s) Responsible</b>
August <i>Requirement 1,2,5</i>	1- Advisory and Building Level Committees, Wellness Committees begin annual schedule of monthly meetings 2-Students begin to develop personal fitness plans 3-Students/parents continue harvesting from school gardens – nutritional information applied with interdisciplinary focus	1-AC, BC, WC 2-S, P, TS, CBO 3-S,P, TS, BP
September	1-Monthly Common planning time and PLC schedules for PE staff developed for 2014-2015	1-TS, PD, BP

Cedar Falls Community School District – Carol M. White Physical Education Program (PEP) FY13

<i>Requirement</i> 2,3,4,5	2-Continue keeping weight and cardiovascular rooms open before and after school during 2014-2015 school year 3-Begin healthy snack cart programs at N.Cedar & O.Hill 4-Independent study option available for students in 10-12 5-Independent study curriculum includes specific courses based on individual student interest (yoga, Pilates, aerobics)	2-S, TS 3- PD, BP, TS, CBO 4-S, TS 5- S, TS, CBO
October <i>Requirement</i> 1,2,4,7	1- Health/wellness councils established at N.Cedar, Southdale, and Lincoln Elementary Schools 2-Implement improved student fitness assessment strategies 3-Student field trips to Cedar Trail System 4-Evaluation reports to committees; semi-annual process evaluation	1-PD, BP, WC, CBO 2-TS 3-S, TS, CBO 4-EE, PD
November <i>Requirement</i> 5,6	1-Fitness-gram;BMI; 3DPAR; Pedometer testing/data collection 2-Implement fitness unit that includes both aerobic and strength training activities – grades 7-9 3-Institutionalize units on lifetime physical fitness strategies – grades 3-12 4-PD/Staff attend required annual USDOE conference	1-TS, S, EE 2-TS, S 3-TS, S, CBO, UNI 4-PD, TS
December <i>Requirement</i> 1,5	1-Host PE professional development seminar – K-12 staff 2-Design cardiovascular training/total body sculpting class for high school students 3-Implement adaptive PE cardio/strength training classes 4-Implement Wii Group Fitness unit K-6	1-PD, TS 2-TS, UNI, CBO 3-TS, S, UNI 4-TS, S
January <i>Requirement</i> 1,4,5,7	1- Winter Rec Center field trips – K-12 2-Snowshoeing, Cross-Country Ski units implemented 3- Institutionalize cooking units during afterschool programs to include proper nutrition and healthy eating habits – grades 7-9 4-Analyze and make changes to school fundraiser food options	1- S, TS, PD, CBO 2- S, TS 3- TS, WC, CBO 4-PD, WC, CBO, BP
February <i>Requirement</i> 1,4,7	1-Staff attend annual Naperville PE Conference – K-12 2-Evaluation reports to committees; grant progress data to community stakeholders 3-UNI pre-service teachers intern in PE classes – K-12	1-TS, PD 2-EE, PD, DA 3-TS, UNI
March <i>Requirement</i> 1,5,7	1- Begin Walk-to-School Initiative @ Sdale, Lincoln, Hansen 2-Increase Independent Study exercise options 3-Assessment and improvement of all vending machine options	1-S, P, BP, DA, PD 2-TS, S, CBO 3-WC, BP, PD
April <i>Requirement</i> 1,4	1. Implement garden plots at Orchard Hill, Southdale, Peet 2. Fitness-gram; 3DPAR; Pedometer testing/data collection 3. Parent activity focusing on lifetime fitness during spring parent-teacher conferences	1-TS, S, P, CBO, BP 2-TS, S, EE 3-TS, P, BP, CBO
May <i>Requirement</i> 1,4,7	1-Student field trips to Pheasant Ridge Golf Course 2-PE staff present PEP grant success/improvements at regional education agency conference to benefit other area schools	1-S, PD, TS, CBO 2-TS, PD

	3-Equity study on project participants	3-PD, DA, EE
June <i>Requirement 4</i>	1-Celebration of year two accomplishments 2-Parent night activity focusing on lifetime fitness and summer student opportunities 3-Plan final modifications for year three	1-All stakeholders 2-S, P, TS, CBO 3-PD, TS, EE
<b>Year 3</b>	<b>2015-2016 Project Activities and Milestones</b>	<b>Person(s) Responsible</b>
Aug-June  <i>Requirement - All</i>	Repeat and refine recurring activities from previous program years including implementation of health/wellness councils; walk-to-school programs, and school gardens to encompass all 9 instructional sites; continue program and student assessments; complete SHI Modules 1-4; <i>PECAT/HECAT</i> for comparison with baseline data; share results with all stakeholders; prepare to serve as a model in best practices to increase student performance and achievement.	All Stakeholders

***Quality of the Project Evaluation*** (A) *Evaluation methods are thorough, feasible, and appropriate to the project goals, objectives, and outcomes (10 points)*

Our evaluation plan was developed in tandem with our program components. The planning committee has identified the individual and collective needs of schools in CFCSD. We will employ the *participatory evaluation* approach which emphasizes program improvement as well as assessment of program merit. This approach incorporates a practical, objective orientation to the collection of valid and reliable data and emphasizes the need to provide key decision makers with timely, relevant information. When compared to other frequently used evaluation approaches, the participatory approach rates high in overall compliance with the American Evaluation Association’s four standards of excellence: feasibility, utility, propriety, and accuracy (Stufflebeam, 2001). Through continued analysis, the evaluation plan will monitor project goals, objectives, and outcomes (see page 11).

Two simultaneous efforts will comprise the ***Partnering in the Cedar Valley for Healthy Kids*** evaluation – *program implementation and student outcomes*. Program implementation goals and objectives focus on school structures and strategies – health/wellness committee

policies; professional development; school food choices; after-school programming; and inclusion of community resources. Evaluation of the program implementation effort determines whether the program is being implemented as designed, and answers questions such as (1) are the school structures and strategies being implemented at each school as planned? (2) how have these structures and strategies affected the quality of curriculum and instruction? and (3) has teacher, parent, and student satisfaction with physical education programming increased due to the implementation efforts? *Student Outcomes* goals and objectives focus on the 3 GPRA measures; students' physical skills abilities; students' participation in physical activities; and students' commitment to lifetime fitness. Evaluation of the student outcomes effort involves analysis of both qualitative and quantitative data sources and answers questions such as (1) are students engaging in minimum amounts of physical activity? (GPRA measure); (2) are students meeting state standards and gaining proficiency in physical skills abilities? (3) to what extent are students exhibiting the expected changes in knowledge, behavior, skills? (GPRA measures), and (4) to what extent has overall fitness improved for students?

The logic model method is included in our evaluation framework. An effective logic model can be refined and changed many times throughout the evaluation process as stakeholders learn more about the program, how and why it works, and how it is being implemented. In fact, most of a logic model's value is in the process of creating, validating, and then modifying the model (2008 W.K. Kellogg Foundation Evaluation Handbook). Testing of various pieces of a logic model leads to the discovery of which activities are working and which are not; and whether some initial assumptions were wrong, resulting in necessary revisions. Putting the logic model method into practice will inform our programming and perhaps provide even new benchmarks to measure. This iterative evaluation process will ultimately lead to continuous

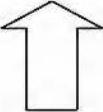
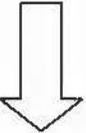
improvements in physical education programming and in stakeholders' understanding of the program and how and why it works. (See logic model on page 25.)

Evaluation requires time, resources, and expertise beyond what our project staff can provide. We will contract with an external evaluator who (1) has experience evaluating similar programs, and with measurement/statistical methods; (2) will work collaboratively with our staff; be responsive to the culture of participants and the cultural environment in which the program exists; and (3) lead our team in development of a dynamic evaluation plan that supports our goals and objectives. (see budget narrative for expected evaluator time commitment).

Our evaluator, along with our project director, will conduct *process evaluations* of ***Partnering in the Cedar Valley for Healthy Kids*** at each school at every six month interval to assess timeliness, completeness, and quality of activities being implemented. These *process evaluations* will focus primarily on the *program implementation* effort and include both qualitative and quantitative measures. Information collected from these evaluations will be shared with each Building Level Committee as well as with the larger Advisory Committee. Our external evaluator, along with our evaluation team, will collect data related to the evaluation of *student outcomes* goals and objectives once each school semester. Again, student outcome data will include both qualitative and quantitative measures and be shared with each Building Level Committee and the Advisory Committee. All evaluation reporting will be tailored to the needs of each school in the form of written and/or oral reports, visual presentations, and fact sheets. The most formal reports will be annual progress reports (APR's) and evaluation reports to the US Department of Education, as well as to our community partners and stakeholders to increase local capacity for continued improvement. Although we anticipate variation between sites, the table below indicates sequencing of proposed data collection activities. Critical analysis and

reporting of both the quantitative and qualitative data collected will provide the timely performance feedback to inform any project modifications.

<b>Evaluation Focus</b>		
<b>Measuring progress toward implementation (process)</b>		
	<b>Data Collection Tools</b>	<b>Schedule</b>
Performance of activities	Implementation Matrix	December & June each year
Sufficient engagement of participants	Administrator, Staff and Student Interviews	January of each year
Positive reactions of stakeholders	Resource Checklist	October & March of each year
<b>Measuring progress toward student/school outcomes</b>		
	<b>Data Collection Tools</b>	<b>Schedule</b>
Changes to short term outcomes (knowledge, attitudes, and aspirations)  Objectives addressed: 2b, 2c, 2d, 2e	Classroom & school observations using checklist and rubric; Curriculum & enrollment reviews; surveys; health councils review	Bi-monthly observations; Annual September curriculum and enrollment review; Student, parent, staff surveys each February; May review of individual school health councils
Changes to medium term outcomes (behavior, practices)  Objectives addressed: 1a, 2a, 3a, 3b, 3c, 3d	Questionnaires; Student nutrition and activity logs; Student personal fitness plans; Pedometer and 3DPAR data; Youth Risk Behavior Survey	Semester analysis of student log and personal fitness plans; Semester analysis of pedometer/3DPAR data/YRBS; student, staff, parent questionnaires each March
Changes in long term outcomes (students meet state standards; maintain active lifestyles, fitness, and good health)  Objectives addressed: <u>All</u>	Physical skills testing scores utilizing the Fitness Gram; administrative records; focus groups; School Health Index Modules 1-4	Physical skills testing done each semester; BMI done annually; Annual review of school and district performance records; student, parent, staff focus groups each April; SHI Modules in year three

<b>Mission:</b> <i>All</i> Cedar Falls students will meet state physical education standards and engage in behaviors that support lifetime fitness.						
<b>Diagnostic Analysis:</b> The project planning committee identified the overwhelmingly sedentary lifestyles of a large number of our students in all K-12 grades. Students who are not engaged in regular physical activities, nor who engage in healthy eating habits, are at-risk for lower academic achievement, obesity, and serious health problems.						
Inputs	Strategies		Results			
	Methods	Participants	Short Term	Medium Term		
<ul style="list-style-type: none"> <li>◆ Grant Funding</li> <li>◆ District Funding</li> <li>◆ Teachers and Staff</li> <li>◆ Fitness Technology</li> <li>◆ Equipment</li> <li>◆ Professional Development Resources</li> <li>◆ District Wellness Committee</li> <li>◆ School Health &amp; Wellness Councils</li> <li>◆ Community Partnerships</li> <li>◆ Alignment with Blue Zones health initiative</li> <li>◆ Scientifically Based Research</li> </ul>	<ul style="list-style-type: none"> <li>◆ Building-Level Activities</li> <li>◆ Student-Level Activities</li> <li>◆ Instructional-Level Activities</li> <li>◆ Policy modifications to affect 3 key components: fitness and active lifestyles; healthy eating habits and good nutrition; lifetime fitness</li> </ul>	<ul style="list-style-type: none"> <li>◆ Elementary students</li> <li>◆ Junior High students</li> <li>◆ High School students</li> <li>◆ Teachers</li> <li>◆ Administrators</li> <li>◆ Parents</li> <li>◆ Community Stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>◆ <u>Fitness and Active Lifestyles</u></li> <li>Increase frequency of physical activity</li> <li>Increase frequency of promoting lifetime fitness</li> <li>◆ <u>Healthy Eating Habits &amp; Good Nutrition</u></li> <li>Increase instructional time focusing on nutrition</li> <li>◆ <u>Lifetime Fitness</u></li> <li>Increase exposure to a variety of new activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ <u>Fitness and Active Lifestyles</u></li> <li>Improved physical skills testing scores</li> <li>Increased numbers with personal fitness plans</li> <li>◆ <u>Healthy Eating Habits &amp; Good Nutrition</u></li> <li>Improved student eating habits and choices</li> <li>◆ <u>Lifetime Fitness</u></li> <li>Increased participation in lifetime physical activities</li> </ul>		
						
			<b>Long Term (all components)</b>			
<p><i>All</i> Cedar Falls students are equipped with the knowledge and skills required to maintain active lifestyles, fitness, and good health</p>						
<p><u>Assumptions:</u> Standardized physical skills testing will continue, school and district level staff will remain constant</p>						

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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Application for Federal Assistance SF-424		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision
		<b>* # Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify):</b> _____
<b>* 3. Date Received:</b> Completed by Grants.gov upon submission	<b>4. Applicant Identifier:</b> N/A	
<b>5a. Federal Entity Identifier:</b> N/A	<b>5b. Federal Award Identifier:</b> N/A	
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> _____	<b>7. State Application Identifier:</b> N/A	
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> Cedar Falls Community School District		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 420862684	<b>* c. Organizational DUNS:</b> 0406079050000	
<b>d. Address:</b>		
<b>* Street1:</b> 1002 W 1st Street		
<b>Street2:</b> _____		
<b>* City:</b> Cedar Falls		
<b>County/Parish:</b> Black Hawk		
<b>* State:</b> IA: Iowa		
<b>Province:</b> _____		
<b>* Country:</b> USA: UNITED STATES		
<b>* Zip / Postal Code:</b> 50613-2214		
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> N/A	<b>Division Name:</b> N/A	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> Mr.	<b>* First Name:</b> Mike	
<b>Middle Name:</b> _____		
<b>* Last Name:</b> Wells		
<b>Suffix:</b> _____		
<b>Title:</b> Superintendent of Schools		
<b>Organizational Affiliation:</b> N/A		
<b>* Telephone Number:</b> 319-553-3000	<b>Fax Number:</b> 319-277-0614	
<b>* Email:</b> mike.wells@cfcschools.org		

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

\* Title:

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

**13. Competition Identification Number:**

84-215F2013-1

Title:

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

[Add Attachment](#)

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

Partnering in the Cedar Valley for Healthy Kids (PCVHK) - K-12 physical education program that focuses on achieving state standards, good nutrition and healthy eating habits, and lifetime fitness.

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

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[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:

*Mike J Wells*

### 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. §§4728-4783) 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. 91-648) 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 11986; (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 1986, 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.

*AD Well*

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Cedar Falls Community School District</p>	<p>* DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

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

## 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	
Cedar Falls Community School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Mike Middle Name:
* Last Name: Weis	Suffix:
* Title: Superintendent of Schools	
* SIGNATURE: Completed on submission to Grants.gov	* DATE: Completed on submission to Grants.gov

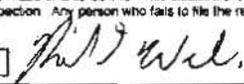
*John Weis*

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a bid/offer/application <input type="checkbox"/> b initial award <input type="checkbox"/> c post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a initial filing <input type="checkbox"/> b material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name Cedar Falls Community School District * Street 1 1001 West 1st Street Street 2 * City Cedar Falls State IA Zip 52601 Congressional District, if known		
<b>5. If Reporting Entity in No.4 is Subawardee. Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> N/A	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable 84.215	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 Street 2 * City State Zip		
<b>b. Individual Performing Services (including address if different from No. 10a)</b> Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 Street 2 * City State Zip		
<b>11.</b> 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: Completed on submission to Grants.gov  * Name: Prefix Mr. * First Name Mike Middle Name * Last Name wells Suffix Title: Superintendent of Schools Telephone No.: 515-253-3100 Date: Completed on submission to Grants.gov		
Authorized for Local Reproduction Standard Form - L.L. (Rev. 7-87)		

**LEA Partner Agreement for Competitive Preference Priority #2:**

**Agency Name: Cedar Falls Community School District**

**DUNS # 040607905**

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

**Page 1 of 5 (LEA Partner)**

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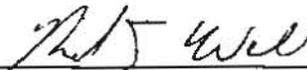
**LEA Authorized Representative Name: Mike Wells, Superintendent of Schools**

**Roles and Responsibilities:** The Cedar Falls Community School District will serve as the fiscal agent for this project; provide all grant administration duties; and organize the partner activities via regularly scheduled meetings hosted by the District. The District commits to providing all stakeholders with information on students' progress, in the aggregate, on the 3 GPRA measures as well as on all key project objectives in accordance with applicable Federal, State, and local privacy provisions; thereby increasing transparency and accountability – grant requirement #7. The District will maintain all school facilities, staff ratios, and instructional resources in such a manner to positively support student achievement in meeting State physical fitness and health standards and lifetime fitness.

**Contribution to the Project:** In leadership of the District, the Superintendent's contribution will be to monitor the project providing general administrative oversight; report progress to the Board of Education; and ensure that all aspects of the program are being implemented with fidelity. The Superintendent will guide (directly and indirectly) all District roles and responsibilities as outlined above.

**This agreement is in support of *Partnering in the Cedar Valley for Healthy Kids (PCVHK)* PEP project and was developed after timely and meaningful consultation between the required partners.**

**Signature of LEA's Authorized Representative:**



**Dated:** 4-3-13

**Page 2 of 5 (CBO Partner)**

---

**CBO Name: University of Northern Iowa (UNI)**

**Roles and Responsibilities:** UNI faculty will collaborate with CFCSD staff in Professional Learning Communities wherein interdisciplinary teaching techniques will be improved and physical education and health curriculum will be integrated to support our philosophy of K-16

curriculum alignment. UNI will assist in the development of new innovative instructional strategies to promote essential physical activity for K-12 students and may provide future teachers as interns within the CFCSD.

Contribution to the Project: UNI will serve as the postsecondary resource for our health and physical education teachers and will provide various professional development opportunities for our staff. UNI's established wellness program will serve as a model/guide as we develop health/wellness councils at each of our schools.

This agreement is in support of *Partnering in the Cedar Valley for Healthy Kids (PCVHK)* PEP project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature of CBO's Authorized Representative: \_\_\_\_\_

Dated: 4/1/13

**Page 3 of 5 (Public Health Entity Partner)**

Public Health Partner Name: Black Hawk County Health Department

Roles and Responsibilities: Via the School Outreach and Clinic Division, the Black Hawk County Health Department provides the Cedar Falls CSD with comprehensive school nursing services, which include physical assessments, health and wellness education, and health counseling services to students of all ages.

Contribution to the Project: A Black Hawk County Health Department representative will serve on the grant project's Advisory Committee, lending expertise in the nutritional components of the program. Black Hawk County Health Department nurse, Eileen Daley, will assist in efforts to coordinate project activities with the Blue Zones certification initiative.

This agreement is in support of *Partnering in the Cedar Valley for Healthy Kids (PCVHK)* PEP project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature of Public Health Entity's Authorized Representative: \_\_\_\_\_

Dated: April 2, 2013

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

Food Service or Child Nutrition Director Name: Vicki Ecker

Roles and Responsibilities: The CFCSD Food/Nutrition Department will assist in *PCVHK* implementation by providing healthy meals and snacks to all students; will aid in the development of policies governing food availability during after school activities, in vending machines, and when used for fundraising events.

Contribution to the Project: The Cedar Falls Food Service Director will attend professional development opportunities, such as the summer series of workshops focused on child nutrition offered annually by the Iowa Department of Education and Iowa State University Extension, to enhance knowledge and assist in the improvement of all aspects of food service within the District. In leadership of the Food Services Department, Ms. Ecker will ensure that above roles and responsibilities are fulfilled with integrity.

This agreement is in support of Partnering in the Cedar Valley for Healthy Kids (PCVHK) PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Food Service or Child Nutrition Director: \_\_\_\_\_

(b)(6)

Dated: 4/23/2013

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Jon Crews, Mayor of Cedar Falls

Roles and Responsibilities: In support of the PEP project, we will work to improve the walking and bicycling infrastructure as a part of the City's annual capital improvements prioritization and budgeting considerations; zoning allows the utilization of flood plain lands for open space, recreation, farms, and community gardens.

Contribution to the Project: Research shows that by improving sidewalks, planting trees, and making streets more appealing, biking and walking increase. The City of Cedar Falls commitment to improving the "built environment" will greatly assist our students in becoming more active when not in school. The City is highly motivated to lead the Blue Zones initiative to certification level, which will further support students achieving standards and lifetime fitness habits by providing them with a community designed for personal wellness.

This agreement is in support of Partnering in the Cedar Valley for Healthy Kids (PCVHK) PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee: \_\_\_\_\_

(b)(6)

Dated: 4-2-13

John Runchey, Mayor Pro Tem

PROGRAM SPECIFIC ASSURANCE

**Agency Name: Cedar Falls Community School District**

**DUNS #040607905**

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

---

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

1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project.

2. Align our PEP project with the district's Local Wellness Policy, if applicable.

\*\* Please check here if this requirement is not applicable to your application because your entity does not participate in the school lunch program authorized by the Federal child-nutrition programs as recently amended by the Healthy, Hunger-Free Kids Act of 2010 and therefore is not required to have a Local Wellness Policy and you are not part of a partner group required to have a Local Wellness Policy.\*\*

3. Align our PEP project with similar ongoing initiatives, whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education, specifically:

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here – Blue Zones Initiative

We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

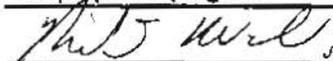
4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.

5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures

6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.

7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

---



**Signature of Authorized Representative**

**Superintendent of Schools**

**Title**

**Cedar Falls Community School District**  
**Applicant Organization**

**April 10, 2013**  
**Date Submitted**

**LEA Partner Agreement for Competitive Preference Priority #2:**

**Agency Name: Cedar Falls Community School District**

**DUNS # 040607905**

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**Page 1 of 5 (LEA Partner)**

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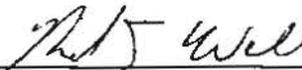
**LEA Authorized Representative Name: Mike Wells, Superintendent of Schools**

**Roles and Responsibilities:** The Cedar Falls Community School District will serve as the fiscal agent for this project; provide all grant administration duties; and organize the partner activities via regularly scheduled meetings hosted by the District. The District commits to providing all stakeholders with information on students' progress, in the aggregate, on the 3 GPRA measures as well as on all key project objectives in accordance with applicable Federal, State, and local privacy provisions; thereby increasing transparency and accountability – grant requirement #7. The District will maintain all school facilities, staff ratios, and instructional resources in such a manner to positively support student achievement in meeting State physical fitness and health standards and lifetime fitness.

**Contribution to the Project:** In leadership of the District, the Superintendent's contribution will be to monitor the project providing general administrative oversight; report progress to the Board of Education; and ensure that all aspects of the program are being implemented with fidelity. The Superintendent will guide (directly and indirectly) all District roles and responsibilities as outlined above.

**This agreement is in support of *Partnering in the Cedar Valley for Healthy Kids (PCVHK)* PEP project and was developed after timely and meaningful consultation between the required partners.**

**Signature of LEA's Authorized Representative:**



**Dated:** 4-3-13

**Page 2 of 5 (CBO Partner)**

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**CBO Name: University of Northern Iowa (UNI)**

**Roles and Responsibilities:** UNI faculty will collaborate with CFCSD staff in Professional Learning Communities wherein interdisciplinary teaching techniques will be improved and physical education and health curriculum will be integrated to support our philosophy of K-16

curriculum alignment. UNI will assist in the development of new innovative instructional strategies to promote essential physical activity for K-12 students and may provide future teachers as interns within the CFCSD.

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Signature of CBO's Authorized Representative:

(b)(6)

Dated:

4/1/13

**Page 3 of 5 (Public Health Entity Partner)**

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Signature of Public Health Entity's Authorized Representative:

(b)(6)

Dated:

April 2, 2013

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

Food Service or Child Nutrition Director Name: Vicki Ecker

Roles and Responsibilities: The CFCSD Food/Nutrition Department will assist in *PCVHK* implementation by providing healthy meals and snacks to all students; will aid in the development of policies governing food availability during after school activities, in vending machines, and when used for fundraising events.

Contribution to the Project: The Cedar Falls Food Service Director will attend professional development opportunities, such as the summer series of workshops focused on child nutrition offered annually by the Iowa Department of Education and Iowa State University Extension, to enhance knowledge and assist in the improvement of all aspects of food service within the District. In leadership of the Food Services Department, Ms. Ecker will ensure that above roles and responsibilities are fulfilled with integrity.

This agreement is in support of Partnering in the Cedar Valley for Healthy Kids (PCVHK) PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Food Service or Child Nutrition Director: \_\_\_\_\_

(b)(6)

Dated: 4/23/2013

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Jon Crews, Mayor of Cedar Falls

Roles and Responsibilities: In support of the PEP project, we will work to improve the walking and bicycling infrastructure as a part of the City's annual capital improvements prioritization and budgeting considerations; zoning allows the utilization of flood plain lands for open space, recreation, farms, and community gardens.

Contribution to the Project: Research shows that by improving sidewalks, planting trees, and making streets more appealing, biking and walking increase. The City of Cedar Falls commitment to improving the "built environment" will greatly assist our students in becoming more active when not in school. The City is highly motivated to lead the Blue Zones initiative to certification level, which will further support students achieving standards and lifetime fitness habits by providing them with a community designed for personal wellness.

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Signature of Head of Local Government or Designee: \_\_\_\_\_

(b)(6)

Dated: 4-2-13 John Kunchey, Mayor Pro Tem

PROGRAM SPECIFIC ASSURANCE

**Agency Name: Cedar Falls Community School District**

**DUNS #040607905**

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Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

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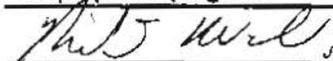
4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.

5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures

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7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

---



**Signature of Authorized Representative**

**Superintendent of Schools**

**Title**

**Cedar Falls Community School District**  
**Applicant Organization**

**April 10, 2013**  
**Date Submitted**

# TROY BECKER

---

904 Barrington Drive • Cedar Falls, Iowa 50613  
Troy.becker@cfschools.org • (319) 404-5029

## PROFESSIONAL EXPERIENCE

### HIGH SCHOOL ASSISTANT PRINCIPAL/ASSISTANT ACTIVITIES DIRECTOR

Cedar Falls Community Schools, Cedar Falls, Iowa

2007 to Present

- Community Blue Zones leadership team member.
- High school building level committee member.
- High school buildings and grounds supervisor.
- Physical Education Program (PEP) coordinator for Cedar Falls Community Schools k-12.
- Authentic Intellectual Work (AIW) team leader.
- Professional Learning Committee (PLC) leadership team member.
- Assisted in the development and evaluation of academic and activity programs consistent with district policies and procedures.
- Assisted in the recruitment, interviewing, selection, and orientation of new staff.
- Assisted with the planning and implementation of goals determined as part of the building improvement plan.
- Assisted in the monitoring of student attendance to ensure district policies and rules are followed.
- Assisted in the general supervision of students before, during, and after school as well as at school-sponsored activities.
- Assisted in planning, developing, and implementing student academic and behavioral expectations.
- Worked closely with teachers, counselors, and other administrators and support personnel to address the needs of students not meeting academic and/or behavioral expectations.
- Assisted in the development and coordination of special education services as determined by the staffing team.
- Supervised and evaluated staff performance in meeting district goals and expectations.
- Assisted in the organization, supervision and administration of student activities program.
- Assisted with the development and preparation of athletic and activity budgets.
- Assisted with the development of athletic and activity schedules.
- Assisted in assigning supervision responsibilities for school activities.
- Other duties and responsibilities assigned by the building principal and/or activities director.

### INDUSTRIAL TECHNOLOGY TEACHER, COOPERATIVE EDUCATION COORDINATOR AND COACH

Cedar Falls Community Schools, Cedar Falls, Iowa

1994 to Present

- Building Level Leadership Team member. (2006-present).
- Building Level Technology Committee member (1999-present).
- Department Chair for Industrial Technology (2005-present).
- Coordinator for the Trades & Industries/Health Occupations Cooperative Education Program (95-07).
- R4 and Iowa Summit representative for C.F.H.S.
- High School Chairperson for NCA evaluation committee.
- High School Chairperson for Gordon Black Committee.
- Incorporated Laser technology, Computer Numerically Controlled (CNC) Over Arm Router and CNC lathe into the curriculum.

## PROFESSIONAL EXPERIENCE (CONTINUED)

### INDUSTRIAL TECHNOLOGY TEACHER, COOPERATIVE EDUCATION COORDINATOR AND COACH (CONTINUED)

- Assisted in the development of departmental competencies to be presented to the State.
- Designed high school weight room facility including the selection and recommendation of equipment and programs.
- Head coach for men's cross country and women's track and field.
- Guided men's cross country program to 2 State Championships, 6 top three State team finishes, 6 MVC Divisional Conference Championships, 3 MVC Super meet titles and 6 District championships.
- Guided women's track & field teams to 4 top five State team finishes, 3 MVC Conference Championships, 2 MVC Super meet titles and 7 District championships.

### HEALTH PROMOTIONS DIRECTOR

YWCA of Black Hawk County, Waterloo, Iowa

1992-1994

- Directed adult and youth fitness and aquatics programs including the supervision and evaluation for a staff of 40 individuals.
- Complete program responsibilities including assessments, payroll, program development, statistical analysis, implementation and evaluation.
- Promoted program through the composition and layout of quarterly brochure, developed flyers and posters, radio P.S.A.'s, local newspaper, and television.

### ADMINISTRATIVE ASSISTANT FOR DISCIPLINE & TAUGHT INDUSTRIAL TECHNOLOGY

Waterloo Community Schools, Waterloo, Iowa

1990-1991

- Supervised in school suspension room where I was responsible for disciplinary actions for students including those with behavior disorders.
- Taught special needs class in Industrial Technology.

### GRADUATE ASSISTANT WELLNESS INSTRUCTOR AND ASSISTANT TRACK & FIELD COACH

University of Northern Iowa, Cedar Falls, Iowa

1989-1991

- Assisted with the planning, development and administration of over 20 collegiate and high school track & cross country meets.
- Assisted with organization and administration of fund raising projects, specifically "Casino Night".
- Involved in academic counseling and advising of student athletes
- Instructed classes in personal conditioning, golf, and weight lifting.
- Identified prospective student-athletes that have been successful in an NCAA Division I program, made initial school contacts, arranged home visitations with parents, provided an in-home orientation to the University and its many programs, and assisted with determining amount and type of athletic scholarship to be given.

## PROFESSIONAL EXPERIENCE (CONTINUED)

### INDUSTRIAL ARTS TEACHER AND COACH

Webster City Community Schools, Webster City, Iowa 1986-1989

- Taught classes in auto mechanics, power & energy, and electronics.
- Head coach for cross country, track & field, and sophomore basketball.

### EMPLOYEE FOR ACTIVITIES SPONSORED BY THE UNIVERSITY OF NORTHERN AND UNI-DOME

University of Northern Iowa, Cedar Falls, Iowa 1983-1986

- Assisted in set up of approximately 100 cultural, entertainment, and athletic events.
- Responsible for hiring additional labor and supervision of part-time employees.

## RELATED AWARDS

- Cedar Falls High School nominee for the 1998 University of Iowa Distinguished Teacher Award.
- 2 time Iowa Track Coaches Association (IATC) State cross country coach of the year.
- 12 time IATC regional coach of the year (5 times in cross country and 7 times in track & field).
- 14 time MVC Divisional coach of the year (7 times in cross country and 7 times in track & field).
- 2 time selection as Iowa's head All Star track & field coach.

<b>EDUCATION</b>	1997-1999	University of Northern Iowa	Cedar Falls, IA
		<b>Master of Arts in Secondary Administration</b>	
	1989-1990	University of Northern Iowa	Cedar Falls, IA
		<b>Master of Arts in Physical Education</b>	
	1981-1985	University of Northern Iowa	Cedar Falls, IA
		<b>Bachelor of Arts in Industrial Technology</b>	

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

**School Health Index**  
*Overall Score Card*

For each module (row), write an X in the one column where  
the Module Score falls\*

	Low 0 - 20%	21% - 40%	Medium 41% - 60%	61% - 80%	High 81% - 100%
School Health Policies and Environment - Module 1				X - 78%	
Health Education - Module 2				X - 72%	
Physical Education and Other Physical Activity Programs - Module 3				X - 70%	
Nutrition Services - Module 4					X - 85%
School Health Services - Module 5					
School Counseling, Psychological, and Social Services - Module 6					
Health Promotion for Staff - Module 7					
Family and Community Involvement - Module 8					

*Some schools like to write the module scores in each box.*

*Holmes Jr Hi*  
PLANNING FOR IMPROVEMENT - Page 5

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

**School Health Index**  
*Overall Score Card*

For each module (row), write an X in the one column where  
the Module Score falls\*

	the Module Score falls*				
	Low 0 - 20%	21% - 40%	Medium 41% - 60%	61% - 80%	High 81% - 100%
School Health Policies and Environment - Module 1				X - 79%	
Health Education - Module 2				X - 77%	
Physical Education and Other Physical Activity Programs - Module 3				X - 73%	
Nutrition Services - Module 4					X - 84%
School Health Services - Module 5					
School Counseling, Psychological, and Social Services - Module 6					
Health Promotion for Staff - Module 7					
Family and Community Involvement - Module 8					

*Some schools like to write the module scores in each box.*

*Peet Junior H*  
PLANNING FOR IMPROVEMENT - Page 5

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

**School Health Index**  
*Overall Score Card*

For each module (row), write an X in the one column where  
the Module Score falls\*

	Low 0 - 20%	21% - 40%	Medium 41% - 60%	61% - 80%	High 81% - 100%
School Health Policies and Environment - Module 1					X-93%
Health Education - Module 2				X-70%	
Physical Education and Other Physical Activity Programs - Module 3				X-70%	
Nutrition Services - Module 4					X-89%
School Health Services - Module 5					
School Counseling, Psychological, and Social Services - Module 6					
Health Promotion for Staff - Module 7					
Family and Community Involvement - Module 8					

*Some schools like to write the module scores in each box.*

*Cedar Falls H. School*  
PLANNING FOR IMPROVEMENT - Page 5

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**School Health Index**  
*Overall Score Card*

For each module (row), write an X in the one column where  
the Module Score falls\*

	the Module Score falls*				
	Low 0 - 20%	21% - 40%	Medium 41% - 60%	61% - 80%	High 81% - 100%
School Health Policies and Environment - Module 1			X-4490		
Health Education - Module 2			X-4790		
Physical Education and Other Physical Activity Programs - Module 3			X-5190		
Nutrition Services - Module 4			X-4890		
School Health Services - Module 5					
School Counseling, Psychological, and Social Services - Module 6					
Health Promotion for Staff - Module 7					
Family and Community Involvement - Module 8					

\* Some schools like to write the module scores in each box.

*Hansen Elementary*  
PLANNING FOR IMPROVEMENT - Page 5

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**School Health Index**  
Overall Score Card

For each module (row), write an X in the one column where  
the Module Score falls\*

	Low 0 – 20%	21% – 40%	Medium 41% – 60%	61% – 80%	High 81% – 100%
School Health Policies and Environment – Module 1			X-41%		
Health Education – Module 2			X-56%		
Physical Education and Other Physical Activity Programs – Module 3			X-73%		
Nutrition Services – Module 4			X-74%		
School Health Services – Module 5					
School Counseling, Psychological, and Social Services – Module 6					
Health Promotion for Staff – Module 7					
Family and Community Involvement – Module 8					

\* Some schools like to write the module scores in each box.

*North Cedar Elementary*  
PLANNING FOR IMPROVEMENT – Page 5

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**School Health Index**  
*Overall Score Card*

For each module (row), write an X in the one column where  
the Module Score falls\*

	Low 0 – 20%	21% – 40%	Medium 41% – 60%	61% – 80%	High 81% – 100%
School Health Policies and Environment – Module 1			X-42%		
Health Education – Module 2			X-43%		
Physical Education and Other Physical Activity Programs – Module 3			X-54%		
Nutrition Services – Module 4			X-49%		
School Health Services – Module 5					
School Counseling, Psychological, and Social Services – Module 6					
Health Promotion for Staff – Module 7					
Family and Community Involvement – Module 8					

\* Some schools like to write the module scores in each box.

*Orchard Hill Elementary*  
PLANNING FOR IMPROVEMENT – Page 5

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**School Health Index**  
*Overall Score Card*

For each module (row), write an X in the one column where  
the Module Score falls\*

	Low 0 – 20%	21% – 40%	Medium 41% – 60%	61% – 80%	High 81% – 100%
School Health Policies and Environment – Module 1			X-60%		
Health Education – Module 2			X-58%		
Physical Education and Other Physical Activity Programs – Module 3			X-70%		
Nutrition Services – Module 4			X-78%		
School Health Services – Module 5					
School Counseling, Psychological, and Social Services – Module 6					
Health Promotion for Staff – Module 7					
Family and Community Involvement – Module 8					

\* Some schools like to write the module scores in each box.

*Southdale Elementary*  
PLANNING FOR IMPROVEMENT – Page 5

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**School Health Index**  
**Overall Score Card**

For each module (row), write an X in the one column where  
the Module Score falls\*

	the Module Score falls*				
	Low 0 - 20%	21% - 40%	Medium 41% - 60%	61% - 80%	High 81% - 100%
School Health Policies and Environment - Module 1			X-45%		
Health Education - Module 2			X-54%		
Physical Education and Other Physical Activity Programs - Module 3			X-62%		
Nutrition Services - Module 4			X-66%		
School Health Services - Module 5					
School Counseling, Psychological, and Social Services - Module 6					
Health Promotion for Staff - Module 7					
Family and Community Involvement - Module 8					

\* Some schools like to write the module scores in each box.

*Lincoln Elementary*  
PLANNING FOR IMPROVEMENT - Page 5

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**School Health Index**  
*Overall Score Card*

For each module (row), write an X in the one column where  
the Module Score falls\*

	the Module Score falls*				
	Low 0 – 20%	21% – 40%	Medium 41% – 60%	61% – 80%	High 81% – 100%
School Health Policies and Environment – Module 1			X-47%		
Health Education – Module 2			X-60%		
Physical Education and Other Physical Activity Programs – Module 3			X-62%		
Nutrition Services – Module 4			X-63%		
School Health Services – Module 5					
School Counseling, Psychological, and Social Services – Module 6					
Health Promotion for Staff – Module 7					
Family and Community Involvement – Module 8					

\* Some schools like to write the module scores in each box.

*Adan Heights Elementary*  
 PLANNING FOR IMPROVEMENT – Page 5



OFFICE OF THE MAYOR

CITY OF CEDAR FALLS, IOWA  
220 CLAY STREET  
CEDAR FALLS, IOWA 50613  
PHONE 319-268-5119  
FAX 319-268-5126

April 3, 2013

To Whom It May Concern,

The City of Cedar Falls is excited to partner with the Cedar Falls Community School District (CFCSD) staff in support of the PEP project.

The CFCSD and its students are a very important part of our overall wellness initiative and our Blue Zones project. Research shows that by improving sidewalks, planting trees, and making streets more appealing, biking and walking increase. The City of Cedar Falls commitment to improving the "built environment" will greatly assist our students in becoming more active when not in school.

The City of Cedar Falls is highly motivated to lead the Blue Zones initiative to certification level, which will further improve students achieving standards and lifetime fitness habits by providing them with a community designed for personal wellness. Making this commitment together will in the end help our community and students become healthier.

This letter is in support of Partnering in the Cedar Valley for Healthy Kids (PCVHK) PEP project. The City of Cedar Falls and the CFCSD have an established positive partnership with a history of collaborative projects. On behalf of our students, we look forward to strengthening this relationship with the Blue Zones project and PEP grant.

Sincerely,

A handwritten signature in cursive script that reads "John Runchey".

John Runchey, Mayor Pro Tem  
City of Cedar Falls  
Cedar Falls, Iowa 50613

"OUR CITIZENS ARE OUR BUSINESS"



**Bruce K. Meisinger**  
Director

April 2, 2013

Mike Wells  
Superintendent - Cedar Falls Community School District  
James L. Robinson Administration Center  
1002 West First Street  
Cedar Falls, Iowa 50613

Dear Mr. Wells:

On behalf of the Black Hawk County Health Department, I am pleased to support the proposal of the Cedar Falls Community School District in response to the Carol M. White Physical Education Program's (PEP) opportunity to expand, improve and promote active lifestyles and healthy eating habits reaching students across the lifespan.

The Health Department has a strong history of collaboration with all sectors of the community and is uniquely positioned to offer capacity relating to behavior change, good nutrition and lifetime fitness. With a philosophy of, "healthy learners are better students," we strive to address the physical health, environmental, and policy needs necessary to improve overall student health status through:

- Implementation of school based clinics, available to all youth in Black Hawk County, to address the health needs of the individual/family unit.
- Participation in a community policy and environmental health change initiative in response to alarming rates of chronic disease across the lifespan. This later translated into a city-wide initiative, Healthier Cedar Falls; followed by the current Blue Zones model of which the Health Department serves in a leadership role. Presently, the Health Department is working collaboratively with the Iowa Department of Public Health, Center's for Disease Control and Prevention and regional Council on Governments to promote Safe Routes to Schools including walkability assessments around elementary schools and walking school buses.
- Endorsement of the City of Cedar Falls 2020 Plan: Progressing Together for a Brighter Future, promoting community health assessment and healthy lifestyles across the lifespan.
- Collaboration with the Cedar Falls Community School District to offer direct services for school health, including regular health assessments to monitor change in population health status.

As we look to the future we are excited to continue our partnership with the Cedar Falls Community School District and wish the District success in their 2013 PEP application.

Sincerely,

(b)(6)

Bruce K Meisinger, Director

1407 INDEPENDENCE AVENUE, 5TH FLOOR • WATERLOO, IOWA 50703-4396 • PHONE (319) 291-2413 • FAX: (319) 291-2529 ■

School of Health, Physical Education  
and Leisure Services



University of Northern Iowa  
School of Health, Physical Education, and Leisure Services  
113 Wellness and Recreation Center

To Whom It May Concern,

The University of Northern Iowa (UNI) looks forward to the opportunity to collaborate with the Cedar Falls Community School District (CFCSD) staff in Professional Learning Communities with our level II, level III pre-service teachers and student teachers. During these meetings we hope our future educators will have opportunities to collaborate and be exposed to interdisciplinary teaching techniques that will offer enriching experiences to support University of Northern Iowa's teacher education mission to maintain premier educational experiences for our pre-service teachers and student teachers.

UNI is also excited about having pre-service teachers work side-by-side with the Cedar Falls Community School District with their teachers in field experiences. Working together, we feel that we can enhance our pre-service teachers' field experiences by branching out and assisting with CFCSD fitness-based and health curriculum to other schools to demonstrate an effective model that can be adapted across the nation.

UNI will assist in the development and brainstorming of new potential innovative instructional strategies that will promote physically active lifestyles for K-12 learners. UNI will serve as the postsecondary resource for health and physical education teachers and will provide various professional development opportunities. UNI's established wellness program will serve as a model/guide as CFCSD develops health/wellness councils at each of their schools and implements them successfully.

UNI supports and looks forward to being involved in the Partnering in the Cedar Valley for Healthy Kids PEP grant project. This collaboration will benefit the UNI students and staff of CFCSD to be educational leaders in the future.

Sincerely,

(b)(6)

Trey Leach, PhD.  
Assistant Professor  
University of Northern Iowa  
School of Health, Physical Education, and Leisure Services  
203 Wellness/Recreation Center  
Cedar Falls, IA 50614-0241  
Phone: 319.273.5673  
Fax: 319.273.5958

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Cedar Falls Community Schools - Physical Education Program (PEP)**  
**"Partnering in the Cedar Valley for Healthy Kids (PCVHK)"**

<b>Budget Category</b>	<b>Federal Grant Funds</b>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>TOTAL</b>
	\$635,083	\$412,211	\$337,183	\$1,384,477
<b>1. Personnel</b>				
a. <b>Project Director</b> - Troy Becker will serve as the project director, devoting 40% of his time to manage and supervise grant activities and ensure that all aspects of the K-12 program are implemented as planned with a projected 5% raise each year.	\$40,000	\$42,000	\$44,100	\$126,100
b. <b>Certified Teaching Staff</b> - 2 hours/month outside of contract hours for 14 Physical Education Staff for teaming and planning activities. \$35/hour X 28 hours X 10 months = \$9,800.	\$9,800	\$10,290	\$10,805	\$30,895
c. <b>Substitute Teaching Staff</b> - Substitute teachers to work in the classrooms while regular staff is involved in professional development activities during contracted days; and while our physical education staff members attend local, regional, and national conferences and training. Estimated at 3 days/month X 9 schools X 10 months = 270 days/year X daily sub rate of \$109/day = \$29,430 with a projected 5% raise each year.	\$29,430	\$30,902	\$32,447	\$92,779
d. <b>Administrative assistance</b> - as allowed in the RFP, up to 5% of project costs can be utilized for administrative help at each building. Current secretarial staff will log any extra hours spent outside of their normal contracts performing clerical tasks in support of grant activities. This will include assistance with entering student FitnessGram data and program communications to aid in the stakeholder sharing of data (grant requirement #7).	\$20,000	\$20,000	\$20,000	\$60,000
<b>Total Personnel</b>	<b>\$99,230</b>	<b>\$103,192</b>	<b>\$107,352</b>	<b>\$309,774</b>
<b>2. Fringe Benefits</b>				
a. <b>Standard district benefit package</b> for the Project Director: 30% of salary amount (includes 14% FICA and IPERS (retirement) as required by law, all insurances, and miscellaneous fringe.	\$13,500	\$14,175	\$12,751	\$40,426
b. <b>FICA and IPERS benefits</b> as required by law for certified staff working outside of contract hours @ 14% of salary as other fringe is already included in staff contracts.	\$1,372	\$1,440	\$1,512	\$4,324
c. <b>FICA and IPERS benefits</b> as required by law for substitute teachers @ \$18 per day	\$4,860	\$5,103	\$5,358	\$15,321
<b>Total Fringe Benefits</b>	<b>\$19,732</b>	<b>\$20,718</b>	<b>\$19,621</b>	<b>\$60,071</b>
<b>3. Travel</b>				

a. <b>Required New Grantee Meeting</b> - Travel to Washington DC (Airfare at \$500 + Lodging @ \$175/night X 2 + per diem @ \$25/day X 2 + ground transportation @ \$100 = \$) for project director for first year of project	\$1,000	\$0	\$0	\$1,000
b. <b>Required OSDFS Conference</b> - Travel to Washington DC (Airfare at \$500 + Lodging @ \$175/night X 3 + per diem @ \$25/day X 3 + ground transportation @\$150 = \$1,250 per person X 2 = \$2,500) annually	\$2,500	\$2,500	\$2,500	\$7,500
c. <b>Professional Conferences</b> - Travel in continental US to annual AAHPERD or PE4Life conferences (Airfare at \$500 + Lodging @ \$175/night X 3 + per diem @\$25/day X 3 + ground transportation @ \$100 = \$1,200 per person) X 8 persons each year = \$17,430	\$9,600	\$9,600	\$9,600	\$28,800
<b>Total Travel</b>	\$13,100	\$12,100	\$12,100	\$37,300
<b>4. Supplies</b>				
a. <b>General office, computer, and printing supplies</b> used to support student and staff activities estimated at \$1,500 per instructional site X 9	\$13,500	\$13,500	\$13,500	\$40,500
b. <b>Elementary Schools Curriculum/Instructional materials</b> to support student fitness, healthy eating habits, active lifestyles, and meeting state standards as articulated within the Health Literacy framework of Iowa's 21st Century Skills. <i>Items are less than \$5,000 per unit cost. See attached itemized listing.</i>	\$66,769	\$37,730	\$23,938	\$128,437
c. <b>Secondary Schools Curriculum/Instructional materials</b> to support student fitness, healthy eating habits, active lifestyles, and meeting state standards as articulated within the Health Literacy framework of Iowa's 21st Century Skills. <i>Items are less than \$5,000 per unit cost. See attached itemized listing.</i>	\$170,985	\$111,826	\$13,192	\$296,003
<b>Total Supplies</b>	\$251,254	\$163,056	\$50,630	\$464,940
<b>5. Equipment</b>				
a. <b>Elementary Schools Physical Education equipment</b> to support student fitness, active lifestyles, and meeting state standards. <i>Items are more than \$5,000 per unit. See attached itemized listing.</i>	\$56,995	\$0	\$0	\$56,995
a. <b>Secondary Schools Physical Education equipment</b> to support student fitness, active lifestyles, and meeting state standards. <i>Items are more than \$5,000 per unit. See attached itemized listing.</i>	\$136,772	\$55,145	\$89,480	\$281,397
<b>Total Equipment</b>	193,767	55,145	89,480	338,392
<b>6. Contractual</b>				

a. <b>Evaluation Services.</b> Contract with an outside evaluation service provider - Estimated using Non-Profit Times data; and The Evaluation Center <i>Evaluation Contracts Checklist</i> by Stufflebeam	\$38,000	\$38,000	\$38,000	\$114,000
b. <b>Professional Training Consultants,</b> such as Phil Lawler - PE4Life - and Jean Blades - Action Based Learning - to provide one-day seminars to school staff. \$5,000/day x 2 days each year.	\$10,000	\$10,000	\$10,000	\$30,000
c. <b>Local Contract</b> - Agreement with Cedar Falls Recreation Center to provide summer swim passes for socio-economically at-risk students interested in this type of physical exercise.	\$10,000	\$10,000	\$10,000	\$30,000
<b>Total Contractual</b>	\$58,000	\$58,000	\$58,000	\$174,000
<b>Total Grant Request</b>	<b>\$635,083</b>	<b>\$412,211</b>	<b>\$337,183</b>	<b>\$1,384,477</b>

*Partnering in the Cedar Valley for Healthy Kids*

**Additional Budget Narrative**

**Cedar Falls Community Schools Physical Education Project**

All federal grant funds will directly support the grant activities as outlined in this proposal. The comprehensive, diversified budget will support student activities and instruction in *all* K-12 grades. Our total budget request over the 3-year grant initiative reflects an average **per student cost of approximately \$90 per year** – a very small price for implementation of proven strategies; and an even smaller price when compared with the costs of an unhealthy student body.

**Personnel** – (23% of total request) Grant funds will be allocated to support the staff time required to accomplish all project objectives and to integrate and institutionalize these components into the Cedar Falls physical education programming. Salaries and benefits for the .4FTE project director, existing staff, and substitute teaching staff have been set in accordance with the typical salary agreements negotiated by the district and the unions representing teachers. Annual salary increases are calculated at 5%, the average wage increase in the district. As outlined on page 17 of the grant narrative, Mr. Troy Becker will devote 40% of his time as our project director, leading all aspects of implementation. Substitute teachers will be utilized approximately 3 days each month at each school as we pull regular teachers out of the classroom for intense curriculum development and improvement in instructional strategies. This unique approach to grant supported professional development is both fiscally responsible and instructionally sound. The cost of substitute teachers is much less than the cost of paying regular staff for outside of contract hours. Also, incorporating staff training into the school day to the extent possible eliminates staff absenteeism during activities offered outside of negotiated contract hours.

**Fringe Benefits** – (4% of total request) The standard, school-district fringe benefits package as required by State and Federal law will be paid to staff for their time devoted to grant activities.

**Travel** – (3% of total request) Requests are made to support the federally required project director's meeting and annual attendance at the OSDFS conference. Regular attendance and participation in regional and national PE conferences will build capacity among our PE teachers and ultimately better serve students. We envision *all* PE staff members attending one or two conferences during the 3-year project.

**Supplies** – (33% of total request) **(a)** General office, computer and printing supplies are needed to support curriculum re-writing, PE program of studies brochures, parent activities, student nutrition and activity logs, and to facilitate effective staff communications estimated at \$1,500 per school. **(b)** Curriculum and instructional supplies for our elementary schools; and (c) for our secondary schools have been itemized in the attached sheets. PE staff members worked collaboratively to determine needed supplies and equipment for the *PCVHK* project. Online and printed resources, such as Sportime Spring 2013 and <http://us.commercial.lifefitness.com> were researched to estimate costs.

**Equipment** – (24% of total request) Teachers and students can only be as successful as their environment allows. We are requesting physical education equipment (those items costing more than \$5,000 per unit) to support students in meeting state standards and becoming fit. This equipment also allows for increased choices and opportunities for physical exercise and lifetime fitness. Again, PE staff worked collaboratively researching online and printed resources to determine approximate costs.

**Contractual** – (13% of total request) Evaluation services will be contracted with an outside agency. The planning committee researched Non-Profit Times data for an approximate cost of

this type of service in our geographical area. We also utilized Evaluation Center resources accessed online at [www.wmich.edu](http://www.wmich.edu) to help estimate annual evaluation costs. We will expect an evaluator to work with our staff monthly, attend Advisory Committee meetings, analyze data and prepare reports to stakeholders monthly and/or quarterly. The evaluating agency will be compensated at the requested annual amount of \$38,000 and be responsible for all expenses incurred (time, travel, research assistants, office and printing costs, etc.) for the provision of a program evaluation as outlined in the grant narrative.

A request is made to support nationally known consultants to motivate and educate our PE teachers during one-day professional development seminars hosted by the district. Online research indicates average fees for these events are approximately \$5,000 per day.

Finally, we request assistance for the provision of summer swim passes to the Cedar Falls Recreation Center so that our economically at-risk students can participate. (This program component meets the design filters of (1) striving for universal access; (4) engaging and fun for kids; and (7) provides incentive for physical activity.

***Indirect Costs*** – The Cedar Falls District is *not* claiming any indirect costs under this program.

**Cedar Falls Elementary Schools  
PCVHK PEP Grant Equipment/Supplies Request**

Item	Quantity	Total Cost	Iowa Core Health Literacy Essential skills	Equipment & Project Year Requested	Supplies & Project Year Requested
iDance2 Gaming System	1	\$56,995	3-5 essential skill 4, 5 / k-2 essential skill 4	X - Yr 1	
10' Ultraverse Climbing wall	2	\$9,398	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 3
Digi-Walker Pedometers (30 pack)	18	\$14,570	3-5 essential skill 4, 5 / k-2 essential skill 4		X - Yr 1
SchoolPlus Field Day Pack	6	\$3,530	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 2
Field Day Guide (book)	6	\$40.00	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 2
NutriPlay Nutringo	6	\$1,730	3-5 essential skills 1, 2, 3 5 / k-2 essential skills 1, 2, 3, 4		X - Yr 1
Nutriplay Food-Tag Frenzy	6	\$2,090	3-5 essential skills 1, 2, 3 5 / k-2 essential skills 1, 2, 3, 4		X - Yr 1
NurtiPlay NurtiKnockDown	6	\$1,970	3-5 essential skills 1, 2, 3 5 / k-2 essential skills 1, 2, 3, 4		X - Yr 1
Skeleton Puzzle	6	\$419.00	3-5 essential skills 1, 2, 3 5 / k-2 essential skills 1, 2, 3, 4		X - Yr 1
NutriPlay coated-Foam Food Group Balls	6	\$3,590	3-5 essential skills 1, 2, 3 5 / k-2 essential skills 1, 2, 3, 4		X - Yr 1
Gymnastics turning bars	6	\$2,880	k-3 essential skill 5 / k-2 essential skill 4		X - Yr 1
Bowling Ramp	6	\$2,150.00	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 2
Gymnastics parallel bars	2	\$4,060	k-3 essential skill 5 / k-2 essential skill 4		X - Yr 1
Rubber Bowling Balls	7	\$3,500	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 2
Gymnastics Mats	32	\$6,400	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 1
Heavy Duty Mat Truck	6	\$1,740	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 1
Push-up tester	6	\$420	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 1
Rag Ball (U.S. Games)	180	\$1,440	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 3
Wii Group Fitness (Basic Package)	6	\$20,970	3-5 essential skills 4 and 5 / k-2 essential skill 4		X - Yr 2
Wii Fitness Game Packs	2	\$600	3-5 essential skills 4 and 5 / k-2 essential skill 4		X - Yr 2
Mini Trampoline	24	\$6,940	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 2
Railroad fitness course	2	\$13,400	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 1
Health-O-Meter (weight scale)	2	\$12,000	k-5 essential skill 1		X - Yr 1
Hot spots (exercise dots) U.S. Games	48	\$2,160	3-5 essential skill 5 / k-2 essential skill 4		X - Yr 3
Balls / equipment		\$1,000	k-3 essential skill 5 / k-2 essential skill 4		X - Yr 3
Cones		\$400	k-3 essential skill 5 / k-2 essential skill 4		X - Yr 3
Genmove Mult Goal		\$2,760	k-3 essential skill 5 / k-2 essential skill 4		X - Yr 3
ClassPlus Chipping (nets)	6	\$4,890	k-3 essential skill 5 / k-2 essential skill 4		X - Yr 3
Modified Pull up bar	6	\$1,890	k-3 essential skill 5 / k-2 essential skill 4		X - Yr 3
Gymnastics Skills Charts	6	\$1,000	k-3 essential skill 5 / k-2 essential skill 4		X - Yr 1
Curriculum books	6	\$500	k-3 essential skill 1,2,3,4 5 / k-2 essential skill 1,2,3,4		X - Yr 1
<b>Total</b>				\$56,995	\$128,437

**Cedar Falls Secondary Schools  
PCVHK PEP Grant Equipment/Supplies Request**

Item	Quantity	Unit Cost	Total Cost	IA Essential Skill(s)	Equipment & Project Year Requested	Supplies & Project Year Requested
Portable Climbing Wall	1	\$40,000	\$40,000	3, 5	X - Yr 1	
Climbing Wall Training and Accessories		\$10,000	\$10,000	5	X - Yr 1	
Object-Retrieval Team Building System	1	\$139.00	\$139.00	2, 3, 5		X - Yr 3
Kin-Ball	3	\$269.00	\$807.00	2, 5		X - Yr 1
ClassPlus Mongoose Bicycle Packs	1	\$3,199.00	\$3,199.00	3, 5		X - Yr 1
ClassPlus Snowshoeing Packs	1	\$3,379.00	\$3,379.00	3, 5		X - Yr 2
ClassPlus Cross-Country Ski Packs	1	\$10,349.00	\$10,349.00	3, 5	X - Yr 2	
ClassPlus Rainbow Archery Packs	1	\$2,799.00	\$2,799.00	5		X - Yr 1
MIO Alpha BLE Strapless Heart Rate Monitors	175	\$200.00	\$35,000.00	ALL		X - Yr 1
Fun Gripper Footballs	1 set	\$100.00	\$100.00	5		X - Yr 3
Triumph Flag Belt System	4 sets	\$55.00	\$220.00	5		X - Yr 3
Lightweight Portable Standards	1 pair	\$100.00	\$100.00	5		X - Yr 3
Foam Blade Covers	12	\$11.00	\$132.00	5		X - Yr 3
Everlast Cardio Gloves	25 pair	\$45.00	\$1,125.00	5		X - Yr 1
Everlast Cardio Mitts	25 pair	\$55.00	\$1,375.00	5		X - Yr 1
Gopher Dodgeballs	2 sets	\$139.00	\$278.00	5		X - Yr 2
Master Pickle-ball Paddles	12	\$35.00	\$420.00	5		X - Yr 2
Bodybuggs	40	\$180.00	\$7,200.00	ALL		X - Yr 1
Matrix T3x Treadmill AC110	14	\$4,896.50	\$68,551.00	3, 5		X - Yr 1
Matrix U3x Upright Cycle	8	\$2,306.50	\$18,452.00	3, 5		X - Yr 2
Matrix R3x Recumbent Cycle	2	\$2,516.50	\$5,033.00	3, 5		X - Yr 2
Matrix E3x Elliptical	8	\$4,196.50	\$33,572.00	3, 5		X - Yr 2
Matrix A3x Ascent Trainer	8	\$5,596.50	\$44,772.00	3, 5	X - Yr 1	
Cardio Equipment 3 year service plan	1	\$6,500.00	\$6,500	3, 5	X - Yr 3	
Class Set of iPads and Protective Cases	30	\$599.00	\$17,970	ALL		X - Yr 1
Obstacle Courses	6	\$7,000	\$42,000	5	X - Yr 1	
Espresso Bicycles	4	6,999	\$27,996	All	X - Yr 2	
Digi-Walker Pedometers (30 pack)	40	809	\$32,360	All		X - Yr 1
Elite Half Rack with Platform	8	\$2,560.25	\$20,482.00	3,5		X - Yr 2
Adjustable Benches w/Red Upholstery	8	\$415.00	\$3,320.00	5		X - Yr 2
Olympic Bars 7'	12	\$151.05	\$1,812.60	5		X - Yr 2

**Cedar Falls Secondary Schools  
PCVHK PEP Grant Equipment/Supplies Request**

Alumina Light 15 lb Training Bar	6	\$141.55	\$849.30	5		X - Yr 3
30 lb Training Bar	6	\$132.05	\$792.30	5		X - Yr 3
Muscle clamps (to keep wts on)	12	\$31.35	\$376.20	5		X - Yr 3
45 lb rubber plates	16	\$89.10	\$1,425.60	5		X - Yr 3
35 lb rubber plates	16	\$69.30	\$1,108.80	5		X - Yr 3
25 lb rubber plates	16	\$49.50	\$792.00	5		X - Yr 3
10 lb rubber plates	16	\$19.80	\$316.80	5		X - Yr 3
Medicine Ball Rack	1	\$239.95	\$239.95	5		X - Yr 3
8 lb Elite Power medicine ball	4	\$46.95	\$2,204.30	5		X - Yr 3
10 lb Elite Power medicine ball	4	\$54.95	\$219.80	5		X - Yr 3
12 lb Elite Power medicine ball	4	\$63.95	\$255.80	5		X - Yr 3
15 lb Elite Power medicine ball	4	\$71.95	\$287.80	5		X - Yr 3
48" Premium Versa Tube Extra Heavy	12	\$13.00	\$156.00	5		X - Yr 3
48" Premium Versa Tube Ultra Heavy	12	\$12.00	\$144.00	5		X - Yr 3
60" Premium Versa Tube Ultra Heavy	12	\$13.00	\$156.00	5		X - Yr 3
30' Pro Agility ladders	4	\$89.95	\$359.80	5		X - Yr 3
Olympic Style Bar Holder	1	\$109.95	\$109.95	5		X - Yr 3
Kettlebell Set 5 lb - 45 lb sets	1	\$450.00	\$450.00	5		X - Yr 3
Kettlebell Rack	1	\$156.25	\$156.25	5		X - Yr 3
IPAD WITH CASE/KEYBOARD	1	\$599.00	\$599.00	All		X - Yr 1
Yoga class pack deluxe	2	\$999.00	\$1,998.00	5		X - Yr 2
Yoga mats with rack	2	\$800.00	\$1,600.00	5		X - Yr 2
BOSU balls and rack	1	\$2,000.00	\$2,000.00	3,5		X - Yr 2
Pickle ball rackets/nets/balls - 12 court set	2	\$3,800.00	\$7,600.00	2,3,5		X - Yr 2
Jumbo Scooters	124	\$16.00	\$1,984.00	5		X - Yr 2
Plyometric platforms	4	\$900.00	\$3,600.00	All		X - Yr 2
Indoor Hockey goals	4	\$300.00	\$1,200.00	3, 5		X - Yr 2
Agility ladders	6	\$300.00	\$1,800.00	5		X - Yr 2
Vertimax	1	\$3,295.00	\$3,295.00	5		X - Yr 2
Web Racing System - cycles/computer/screen	1	\$55,000.00	\$55,000.00	3,5	X - Yr 3	
Nexersystem Interactive Boxing system	2	\$13,990.00	\$27,980.00	3, 5	X - Yr 3	
Rollerblade Package - skates, helmets, braces	2	\$8,400.00	\$16,800.00	3,5	X - Yr 2	
Multi purpose balls, volleyballs, gopher balls	50	\$42.00	\$2,100.00	2,3,5		X - Yr 3
Totals					\$296,003	\$281,397

**Cedar Falls Community Schools - Physical Education Program (PEP)**  
**"Partnering in the Cedar Valley for Healthy Kids" (PCVHK)**

	District Resources to Meet Match			
	Year 1	Year 2	Year 3	TOTAL
<b>Budget Category</b>				
<b>A. Existing Inventory of Physical Education Equipment/Supplies</b>				
a. Existing Inventory - see attached listing for details	\$164,800			\$164,800
b. Existing Inventory depreciated out 10% from year one to reflect accurate market value for year two (as indicated in RFP on page 28).		\$148,320		\$148,320
c. Existing Inventory depreciated out 10% from year two to reflect accurate market value for year three (as indicated in RFP on page 28)			\$133,488	\$133,488
<b>Total Existing Inventory of Physical Education Equipment/Supplies</b>	\$164,800	\$148,320	\$133,488	\$446,608

(b)(4)

As indicated above, the Cedar Falls District has ample resources to meet the matching requirements. We will utilize these resources to meet the required matching amounts of \$70,565 (10% year one); \$137,404 (25% year two); and \$112,394 (25% year three). See itemized grant request budget . All inventory will be utilized during our various program components to encourage students to become more active and meet state standards in physical education.



PCVHK Listing of Existing Equipment Used for Matching Requirements

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PCVHK Listing of Existing Equipment Used for Matching Requirements

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PCVHK Listing of Existing Equipment Used for Matching Requirements

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PCVHK Listing of Existing Equipment Used for Matching Requirements

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

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

Name of Institution/Organization

Cedar Falls Community School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	99,230.00	103,192.00	107,352.00			309,774.00
2. Fringe Benefits	19,732.00	20,718.00	19,621.00			60,071.00
3. Travel	13,100.00	12,100.00	12,100.00			37,300.00
4. Equipment	193,767.00	55,145.00	89,480.00			338,392.00
5. Supplies	251,254.00	163,056.00	50,630.00			464,940.00
6. Contractual	58,000.00	58,000.00	58,000.00			174,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	635,083.00	412,211.00	337,183.00			1,384,477.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	635,083.00	412,211.00	337,183.00			1,384,477.00

**\*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 Cedar Falls Community School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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: Mr.	First Name: Troy	Middle Name:	Last Name: Becker	Suffix:
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Address:

Street1:	1015 Division Street
Street2:	
City:	Cedar Falls
County:	Black Hawk
State:	IA: Iowa
Zip Code:	50613
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
319-553-2500	319-277-6223

Email Address:  
troy.becker@cfschools.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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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