

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 # S215F130043

Grants.gov Tracking#: GRANT11377383

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"/>
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* 3. Date Received: <input type="text" value="04/09/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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B. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Holland Central School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="16-6000806"/>	* c. Organizational DUNS: <input type="text" value="0963099680000"/>

d. Address:

* Street1: <input type="text" value="103 Canada Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Holland"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NY: New York"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="14080-9722"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Carol"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Propis"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Physical Education Department Head"/>	
Organizational Affiliation: <input type="text"/>	
* Telephone Number: <input type="text" value="716-537-8200"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="cpropis@holland.wnyric.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:**

Holland Unplug and Power Up (UP)

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.

Add Attachment

Delete Attachment

View Attachment

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

Add Attachment

Delete Attachment

View Attachment

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Carol Propis	* TITLE Physical Education Department Head
* APPLICANT ORGANIZATION Holland Central School District	* DATE SUBMITTED 04/09/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name 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:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215F130043

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPAHolland.pdf

Add Attachment

Delete Attachment

View Attachment

Holland Central School GEPA Section 427 Statement

As per Section 427 of the General Education Provisions Act, eligible students who are home-schooled, private-schooled, alternatively-schooled, or not otherwise exposed to the Holland Unplug and Power up (UP) program will be notified via U.S. Mail and School Newspaper (school newsletter / calendar) of such program availability and eligibility. Support materials will be mailed home to parents for their perusal, if unable to materially participate in full or in part.

Gender will be segregated during all contact activities. By choosing the activities and activity levels of participation any gender, race, color, or age is afforded equitable access to and participation in this program.

Programs are designed by grade level per building in sequential back-to-back curriculum. Some programs like "Learn to Swim" will separate students by age, ability, and experience. The pool and all activity facilities have ramps and a chair lift (into pool) for wheelchairs. Programs for the blind or hearing impaired will employ an aide for the school one hour before and one hour after school. All students will have the choice of district bussing to and from the "UP" program.

In addition, the district will meet the requirements of the General Education Provisions Act (GEPA) Section 427 by ensuring access to PEP project services. Specifically, the district will take the following steps to meet GEPA Section 427 requirements:

- A wide range of diverse physical activities are selected to ensure both boys and girls have opportunities that will be of interest to them.
- Adaptive PE practices and equipment will be used to ensure students with disabilities can fully participate in the project. For instance, Adventure Education is inclusive. It is engaging for all students and is designed to share and make diversity.
- Materials will be printed in other languages as needed in order to ensure English Language Learners and their parents can fully participate in and understand all elements of the project.
- Age- and size-appropriate equipment has been selected.

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 Holland Central School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Carol"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Propis"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Physical Education Department Head"/>	
* SIGNATURE: <input type="text" value="Carol Propis"/>	* DATE: <input type="text" value="04/09/2013"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Abstract

Serving a K-12 student population of 981 in two buildings, Holland Central School District (HCS) is located in Holland, New York (population 3,401). The town is located in Erie County, Southeast of Buffalo. The student population is 98% white, 1% African American, and 1% Asian. Approximately 30% of HCS students qualify for free and reduced lunch. The district conducted a thorough self-assessment January-March 2013, using multiple assessments including: School Health Index (SHI), PE teacher surveys, student surveys, and student fitness assessments. The assessment concluded students are not meeting state physical education (PE) standards and identified gaps and weaknesses in programming, infrastructure, and services inhibiting achievement. The assessment revealed a number of critical gaps that combined, are resulting in poor student fitness and nutritional outcomes.

With the assistance of \$929,782 in PEP funds over three years, HCS and its partners (Boys & Girls Club, Town of Holland, Erie County Health Department) will implement *Unplug and Power Up* (UP), which has been specifically designed to initiate changes that represent a coordinated and comprehensive program designed to increase physical activity and availability of nutritional food choices in school-aged children residing in the Holland community. UP will promote quality Physical Education, Physical Activity, and Health and Nutrition programs while providing education, instruction, equipment, assessment and support to assist all students in achieving and exceeding New York State Standards. UP meets the **Absolute Priority** and **Competitive Preference Priority 2**.

With the assistance of PEP funds, UP will ensure that all HCS students: 1) will be offered a PE program that enables them to meet state standards for nutrition and physical education; 2) will develop and achieve personal physical fitness goals—including a healthy BMI.; and 3) will

improve their knowledge of nutritional concepts and adopt healthy eating habits. The **objectives** of UP are to: 1) improve the PE curriculum in relation to recognized standards; 2) increase PE teachers' knowledge of evidence-based practices and strategies for improving students' health, nutrition and fitness outcomes; 3) increase the amount of time our students are active; 4) improve the fitness levels of HCS students; 5) increase percentage of students who have a healthy body mass index (BMI); and 6) improve students' eating habits.

UP project activities include: 1) professional development for Physical Education teachers to increase their knowledge of the latest research, issues and trends in PE; 2) improving physical education programming; 3) increasing the amount of time students spend being physically active each day; and 4) assessing, reviewing and updating HCS' approach towards nutrition education. UP will serve approximately 981 students at two school sites.

UP outcomes include: 1) increase PECAT and HECAT scores when reviewing PE curriculum; 2) 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant— 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased; 3) increase the percentage of students achieving 60 minutes of daily physical activity; 4) increase the percentage of students who meet the healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment; 5) decrease the percentage of students who are overweight or obese (as measured by Body Mass Index); and 6) increase the percentage of students who consume fruit two or more times per day and vegetables three or more times per day.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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QUALITY OF PROJECT EVALUATION..... 24

NEED

(A) Serving a K-12 student population of 981 in two buildings, Holland Central School District (HCS) is located in Holland, New York (population 3,401). The town is located in Erie County, Southeast of Buffalo. The student population is 98% white, 1% African American, and 1% Asian. Approximately 30% of HCS students qualify for free and reduced lunch. **Self-assessment:** The district conducted a thorough self-assessment January-March 2013, using multiple assessments including: School Health Index (SHI), PE teacher surveys, student surveys, and student fitness assessments. The assessment concluded students are not meeting state physical education (PE) standards and identified gaps and weaknesses in programming, infrastructure, and services inhibiting achievement.

New York State Physical Education Learning Standards	
Standard 1: Personal Health & Fitness	Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health. (a) Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. (b) Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.
Standard 2: A Safe and Healthy Environment	Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (a) Students will demonstrate an understanding of responsible personal and social behavior while engaged in physical activity. (b) Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (c) Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
Standard 3: Resource Management	Students will understand and be able to manage their personal and community resources. (a) Students will be aware of and able to process opportunities available to them within their community to engage in physical activity. (b) Students will be informed consumers and be able to evaluate facilities and programs.

Scores for **SHI Modules 1-4** for each of the buildings in the district are listed in the table below.

Elementary School Health Index Overall Score Card					
Modules and Scores	0- 20 % Low	21-40 % Low	41-60 % Medium	61-80 % Medium	81-100 % High
#1 - School Health Policies & Environment		39%			
#2 - Health Education		27%			
#3 - Physical Education and Other PA		35%			
#4 Nutrition Services		39%			
Junior/Senior High School Health Index Overall Score Card					

Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment		36%			
#2 - Health Education			57%		
#3 - Physical Education and Other PA			52%		
#4 Nutrition Services		39%			

SHI gaps: As shown in the table above, HCS achieved poor results on all SHI modules for both schools. The elementary school achieved critically poor results, with **no module scoring higher than 39%**. A summary of some of the most critical HCS SHI-identified gaps inhibiting New York State PE standards achievement is below. *This narrative is the improvement plan for responding to these gaps.*

Key HCS SHI-Identified Gaps	SHI Module(s)	State Standards
HCS has a district-wide wellness policy (no specific physical activity-nutrition-related policies) that does not reflect current knowledge and best practices; it provides little meaningful guidance. Wellness policy review and revision needs to occur to ensure formal policies are in place for promoting physical activity throughout the school day, healthy eating in cafeterias and through campus vending, and objective, consistent PE assessment policies.	1 and 4	1b
Our state-required Physical Education Plan is outdated, resulting in a lack of department direction regarding our available resources and overall approach to standards achievement. This undirected approach affects our ability to promote achievement of all state standards.	1	1-3
There is only a nutrition curriculum for grades 8 and 10. Nutrition education for all other grades is not in place. Without providing our students with nutrition knowledge and an understanding of how and why to eat healthily, students will not be able to achieve fitness, and many will end up overweight or obese.	2	1b
The PE curriculum is not sequential from elementary to high school, meaning that students are not progressing from grade-to-grade, building upon knowledge and skill sets learned in the previous grade. The curriculum lacks the diversity needed to ensure students can achieve fitness (standard 1b), learn to perform a range of physical activities they enjoy (standards 1a and 2a), and develop skills for personal and social responsibility, communication (standards 2b), and safety (standard 2c).	3	1a, 1b, 2a, and 2b
Physical Education (PE) teachers are not up to date on the latest research-based strategies for meeting the PE and health/nutrition education needs of students. PE and Health teachers have not had any professional development specific to their content areas in 4+ years. Through the staff survey, PE teachers identified 14 different topics on which they would benefit from training. The topics on which 50% or more teachers indicated a need for training were: increasing student fitness, PE assessment technology, incorporating nutrition education, addressing the needs of overweight/obese students, lifetime physical activities, Adventure, teaching to the Common Core Learning standards, and motivating unengaged students.	1, 2 and 3	1-3

Recommended amounts of PE minutes (150 minutes per week for elementary and 225 minutes per week for secondary students) are not being provided at either level. On average, both elementary and secondary students only achieve MVPA about 100 minutes per week. This inhibits students' abilities to: develop motor and manipulative skills necessary for regular physical activity; achieve recommended amounts of daily physical activity (60 minutes; GPRA 1), and build fitness.	1 and 3	1a and 1b
Primarily due to a severe lack of adequate physical activity equipment, the current PE approach is sports- and group activity-oriented, favoring athletically gifted students. As shown in a landmark study, ¹ non-athletic students in sport- (skill) based PE classes generally have a negative outlook on the experience. Remarks such as, "I don't like PE when we play volleyball," "I try my best, but I am just terrible at games," and "I know how to throw it (football), but I just don't like it," were commonplace. In the same study, both boys and girls reported an intense dislike for the embarrassment and discomfort they had experienced in sport-based physical education. HCS has primarily old traditional team sports-oriented equipment, much of which is approaching (or has reached) the end of its useful life. Fitness-building, lifetime physical activity (especially for winter sports since we have five months of winter each year), and Adventure equipment are needed to diversify our curriculum and program so that all students can learn to perform one or more physical activities they enjoy to engage in regular activity now and throughout life.	3	1a, 1b, 2a
Health-related fitness assessment is needed. No standardized means for accurately assessing and tracking students' fitness levels is in place. Without a standardized means of establishing an accurate fitness baseline, students are unable to establish individual fitness plans that include personalized fitness goals and appropriate strategies for achieving those goals.	3	1b
Outside of PE class, Holland students do not have access to PE facilities and equipment—there are no before- or after-school fitness activities for elementary or junior/senior high school students.	1 and 3	1b, 2a, 2b, 3a
PE curriculum, activities and equipment do not address the needs of students with special needs or disabilities; HCS lacks specialized equipment and supplies to address their needs.	3	1a and 2c
There is no collaboration between food services personnel and PE teachers. Campus food services only offer 1-2 fresh fruits and vegetables per day. Some campus meals are high in fat, calories, and sugar. Processed high fat snacks and drinks are available in cafeteria vending machines. PE and cafeteria staff are in need of professional development to support efforts to educate students about healthy eating. Currently, we are failing to leverage key opportunities to provide instruction in healthy eating in the PE and Health classrooms and also to link that with real-life content-reinforcing examples in the cafeterias. Students are not given sufficient options for making regular healthy eating choices.	4	1b and 3b

Fitness outcomes: Given the deficiencies noted above, it is not surprising that HCS students are performing poorly on standardized fitness assessments. President's Fitness Challenge results

(fall 2012) show that: 57.1% of 17-year-old girls, 58.5% of 16-year-old girls, 61.2% of 15-year-old girls, 58.1% of 14-year-old girls, 50% of 13-year-old girls, and 68% of 12-year-old-girls scored *below* the national award level (average) on the Presidents Challenge 5 component fitness test (. 85.7% of 17-year-old boys, 75.8% of 16-year-old boys, 80% of 15-year-old boys, 71.4% of 14-year-old boys, 63.8% of 13-year-old boys, and 80.9% of 12-year-old boys scored the below the national award level on the same tests. (GPRA 2) (Results were equally poor in FITNESSGRAM assessments as shown:

- **One-Mile Run:** 40% of elementary school girls scored below the Healthy Fitness Zone (HFZ) for cardiovascular fitness, with 41.5% of boys coming in below HFZ. At the junior/senior high school level, 74.5% of males and 46.2% of females could not achieve HFZ for cardiovascular fitness.
- **Pull-ups:** Among elementary students, 71.3% of girls and 64.7% of boys could not achieve HFZ for upper body strength and endurance. Among junior and senior high school students, 61% of females and 50.6% of males could not achieve HFZ for upper body strength and endurance.

Not surprisingly, a growing percentage of our students are either overweight or obese as determined by their Body Mass Index (BMI). 31% of all boys, 33.8% of girls in grades 7-12 and 30% of girls in grades K-6 are overweight or obese.

Addressing the gaps: To address the gaps and issues identified through the School Health Index Assessment process, HCS and its partners (Boys & Girls Club, Town of Holland, Erie County Health Department) will implement *Unplug and Power Up* (UP), which has been specifically designed to initiate changes that represent a coordinated and comprehensive program designed to increase physical activity and availability of nutritional food choices in school-aged

children residing in the Holland community. UP will promote quality Physical Education, Physical Activity, and Health and Nutrition programs while providing education, instruction, equipment, assessment and support to assist all students in achieving and exceeding New York State Standards. Achievement of Standard 1 will be increased by deploying an evidenced-based sequential physical education curriculum stressing personal fitness, individual activity, and nutrition education, in addition to review and revision of the district Wellness Policy, including sections on Nutrition and Physical Activity and Health and improved campus nutritional choices at meals and through vending machines. Results of these curricular actions will be assessed by the Physical Education Curriculum Analysis Tool (PECAT) and SHI. Improvement in Standard 2 will be achieved through the development and enforcement of enhanced PE curricula that offer a wider range of physical activities and increasing opportunities for students to participate in activities before, during, and after school. Standard 3 will be addressed through promoting the use of the knowledge and skills taught to navigate and manage the district and community resources, which will be modeled and supported by faculty, staff, parents, and community program participants.

SIGNIFICANCE

(A) Systemic change and improvement:

Current PE environment: HCS has a total of 5.4 PE teachers across all schools (3 for grades K-6 and 2.4 for middle and high school students). In kindergarten, children have PE class every day for 41 minutes. From first through sixth grades, students have PE class three times per week (41 minute classes), and from grades 7 through 12, students have PE class five times every two weeks (40 minute classes). The schools share a running track and two fields (for football, soccer, etc.). The elementary school has its own gymnasium equipped with a small

bouldering wall, cargo net and ropes, and basketball baskets, while the junior and senior high schools have a gymnasium and a small cardio/strength training room (12 cardio machines, small selection of free weights and several strength training machines, though equipment is insufficient to serve a full class of students simultaneously and is old). At the elementary level, PE activities include organized sports, gymnastics, climbing, hula hoops, calisthenics, games and use of small weights. In the junior and senior high, the PE curriculum focuses on skill development, and activities primarily include organized sports. Students at both levels are typically engaged in moderate-to-vigorous physical activity (MVPA) for less than 100 minutes each week. There are no opportunities for Holland students to participate in structured, supervised physical activities before school or after school. Elementary school teachers have the option of taking children to the playground outside for recess during the school day, but no specific policy about recess exists and survey results revealed few teachers regularly take their classes outside during recess—particularly during the colder months (November through March).

The mission of UP is to demonstrably and sustainably improve the fitness, nutrition and health outcomes of HCS students by bringing about meaningful, sustainable change and improvement in the district’s approach towards physical activity, PE and health education. UP will encourage students to adopt lifelong healthy behaviors, access a variety of options and make educated, healthy decisions that will noticeably improve their fitness, nutrition and health outcomes—now and throughout their lives. To ensure that UP addresses all elements of systemic change in school districts, the UP planning team referred to the National School Board Association model of systemic change,ⁱⁱ which includes the following:

Element	UP linkage
1) Create a vision of what you want the system to look like and accomplish	Includes ambitious yet attainable goals and SMART objectives along with a thorough, well-defined plan for achieving them, along with a thorough plan for monitoring progress towards achieving the intended goals and objectives and making

	corrections wherever appropriate
2) Take stock of the current situation	Was developed based on a thorough needs assessment of the current HCS environment, including an analysis of the district's strengths and available resources
3) Identify strengths and weaknesses of the system in light of the vision	Project planning included an in-depth inventory of available resources, skill sets and capabilities
4) Target several priority items for improvement	Goals and objectives target priority items for improvement (physical activity, PE, nutrition, professional development)
5) Assess progress regularly and revise actions as needed; and 6) take stock again and use feedback to revisit vision and begin the cycle again	The project approaches includes a comprehensive, thorough plan for continually monitoring and assessing project progress while ensuring a sustained process of continuous improvement

Goals, objectives and outcomes: In carrying out UP, we will ensure that all HCS students:

1) will be offered a PE program that enables them to meet state standards for nutrition and physical education.; 2) will develop and achieve personal physical fitness goals—including a healthy BMI.; and 3) will improve their knowledge of nutritional concepts and adopt healthy eating habits. Related objectives and outcomes include:

Goal 1: All district students will be offered a PE program that enables them to meet state standards for nutrition and physical education.	
Objective 1: To improve the PE curriculum in relation to recognized standards	Outcomes 1.1 and 1.2: By the end of the three-year grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools).
Objective 2: To increase PE teachers' knowledge of evidence-based practices and strategies for improving students' health, nutrition and fitness outcomes.	Outcome 2.1: 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant; Outcome 2.2: 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased.
Goal 2: All district students will develop and achieve personal physical fitness goals—including a healthy BMI.	
Objective 3: To increase the amount of time our students are active. Objective 4: To improve the fitness levels of students. Objective 5: To increase percentage of students who have a healthy body mass index (BMI).	Outcome 3.1 (GPRA 1): In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR--for grades 5-12). Outcome 4.1 (GPRA 2): In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 5% in year 1, 10% in year 2; and 10% in year 3 (as measured by PYFP fitness testing). Outcome 5.1: In comparison to baseline, the percentage of students

	who have a BMI of overweight or obese will decrease by 3% by the end of the grant period (as measured by yearly BMI assessment).
Goal 3: All district students will improve their knowledge of nutritional concepts and adopt healthy eating habits	
Objective 6: To improve students' eating habits.	Outcome 6.1 (GPRA 3): In comparison to baseline, the percentage of students who consume fruit two or more times per day and vegetables three or more times per day will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)

Strategies to achieve goals, objectives and outcomes: This section outlines the strategies and activities that comprise the UP initiative. All of UP’s goals and related activities are specifically developed to address deficiencies identified through the self-assessment process, including the School Health Index assessment (**Requirement 1: Align project goals to needs identified using the School Health Index**).

Updated PE curriculum: Using the PECAT, HECAT and Curriculum Connector tools, through UP, HCS will update its PE curriculum to ensure that it is fully aligned to state standards while reflecting best practices and proven models. The revised, sequential curriculum, will outline standards for PE staff instruction and evaluation using a rubric grading system and objective physical activity and fitness assessment and tracking technologies to create specific expectations and objectives for all units taught.

Physical fitness, health and wellness policies (relates to SHI module 1): To address deficiencies identified through the SHI assessment, HCS’ physical fitness, health and wellness policies will be reviewed and updated to ensure that the policies reflect the latest proven, research-based and best practices. Policy reviews and updates will be carried out in year one and adopted in year two using model nutrition and physical activity policies that meet all federal requirements. The Coordinating Council will refer to resources available such as

www.schoolwellnesspolicies.org and Team Nutrition

(<http://teammnutrition.usda.gov/healthy/wellnesspolicy.html>) to review and update the policies.

Professional development for PE teachers (relates to SHI module 2): Through UP, the Project Director, Project Coordinator, and all HCS PE teachers will participate in ongoing professional development and training, participating in a minimum of 20 hours of professional development and training each year. Topics to be covered include (but are not limited to): monitoring, assessment and data collection in the PE classroom; CATCH; nutrition education; Adventure; and other topics to be determined by the Coordinating Council. In addition, each year the five teachers will attend the New York State Association for Health, Physical Education, Recreation, and Dance (NYAHPERD) professional PE conventions/workshops. The ‘building capacity’ section below outlines strategies for sharing knowledge and skills.

Improving physical education programming (relates to SHI module 3): UP includes a variety of proven, evidence-based strategies to increase the amount of time HCS students spending being physically active every day. Strategies include:

- **Adventure education:** Adventure is inclusive allowing students of all skill levels--including those with special needs or disabilities--to experience and practice leadership, teamwork, problem-solving skills, risk assessment, decision-making, communication, and conflict resolution through cooperative group and personal challenge activities. The Adventure process incorporates experiential learning and uses a process of activity and reflection on activity to allow students to physical practice and then cognitively process personal and social skills.
- **New opportunities for all students to be regularly active:** Due to the complexity and demands of the academic schedule, it is not feasible to increase the frequency of PE class.

However, through UP, HCS and its partners have devised a number of highly innovative strategies to get our students moving *outside* of PE class. For example, the School Board has agreed to allow HCS to increase the daily lunch period by 10 minutes. Through UP, this extra 10 minutes will be devoted to group physical activity. This 10 minute exercise period will be called Project ACES (all children exercising simultaneously). HCS has developed a series of age- and skill-appropriate ‘group exercise’ DVDs that will be projected onto a large screen during the 10 minutes (every day). This will increase the number of minutes that students are active by 50 minutes per week. In addition, each summer, the Town of Holland will offer a Summer Camp for 8 weeks for two-to-three hours per day (group games, archery, adventure education, etc.). We will also open the swimming pool for one hour before school three days a week (Monday, Wednesday, and Friday) from 7:30 to 8:30 AM, and offer before-school physical activity programs at the elementary school (Monday, Wednesday, and Friday) from 7:30 to 8:30 AM. afterschool intramurals (e.g., adventure, games, etc.) will be offered on Tuesdays and Thursday for elementary students, ensuring those students have at least one opportunity every day of the week for out-of-school time physical activity. The JSH Fitness Center will be open every day from 2:45 to 4:30 PM.

- **New fitness equipment:** Through UP, HCS will introduce a broad range of new equipment into the school environment in order to ensure that **all** students are able to engage in healthy, enjoyable physical activities. The new equipment will also enable more students to be active because students can move in small groups from one area to the next. Examples of new indoor equipment include (but are not limited to): treadmills and elliptical trainers (for cardio); a wheelchair accessible motion training (adaptive PE); and circuit trainers (allows students to rotate through stations working different muscle groups along the way—ideal for

students of all abilities while ensuring that all students participate). To accommodate the new indoor equipment, HCS will create Fitness Rooms at the elementary and junior/senior high schools and the Boys & Girls Club (no modifications required to the rooms). Outdoor fitness equipment will be purchased give students opportunities to be active outside.

- **Exergaming:** In today's digital society, children of all ages are accustomed to using multi-media technologies that are highly interactive. Exergaming builds on this fact by combining interactive technologies that children enjoy, with physical activities. Specifically, exergaming is an interactive exercise experience wherein a fitness component incorporates television screens or other technology devices that enable the user to be "entertained" as he or she engages in physical activity. The equipment engages more students, boosts student enthusiasm and increases the amount of time they spend being physically active. Through UP, HCS will introduce interactive exergaming-style virtual reality bicycles into the PE environment. The bikes engage students and improve reflexes and coordination while developing aerobic and cardio fitness.
- **Adaptive PE:** To ensure that UP is fully accessible to students of all skill levels as well as those with special needs or disabilities, we have included specific strategies to develop an inclusive, adaptable program. In addition to new equipment (e.g., wheelchair-accessible motion trainer), and activities (e.g., adventure education), PE/HE teachers will participate in professional development to learn about the latest strategies for adapting PE activities to be inclusive all students.

Nutrition education (relates to SHI module 4): UP responds to nutrition education-related weaknesses identified through the assessment process. Following administration of the Healthy Eating Module of the Health Education Curriculum Analysis Tool (HECAT), we will use data on

identified curriculum weaknesses to develop a standards-based, sequential nutrition curriculum for students that includes:

- **Coordinated Approach to Child Health (CATCH)** curriculum will be used to improve nutrition programming in the district. CATCH is a research-based program designed to promote physical activity and healthy food choices. The program provides training, support, consultation and nutrition curriculum aligned to state standards.
- **Model programs:** the revised curriculum will incorporate the following proven nutrition education models: Healthy Steps for Healthy Lives (provides instructional activities, teacher planning resources, tools for parent communication and other teaching tools); Students Taking Charge; Team Nutrition; and We Can. Information about Students Taking Charge; Team Nutrition and We Can is provided in the “building capacity” section below.
- **Updated policies:** to further support sound, well-rounded nutrition education, HCS will also revise and update the district’s physical activity- and nutrition education-related policies using all 8 components of the Center for Disease Control’s Coordinated School Health Program (CSHP) model (which CATCH is also aligned to and facilitates):

CSHP component	UP policy linkage
1) Secure and maintain administrative support and commitment	UP has full district-wide administrative support and commitment, including: incorporating health in the district’s and school’s vision and mission statements; allocating resources; modeling healthy behaviors; regularly communicating the importance of wellness to students, staff, and parents; and development of a district-wide Health & Wellness Team with all 8 modules represented
2) Establish a school health council or team	Each school will have a Coordinated School Health Team (CSHT) that will champion UP implementation at the building level and be directly involved in policy updates and revisions
3. Identify a school health coordinator	The UP Project Director will serve as the school health coordinator for the district and each CSHT will have a designated leader (coordinator)
4. Develop a plan	HCS has conducted a thorough needs assessment to define priorities and determine what resources are available. From that point, UP was designed to address those priorities, leverage existing resources and acquire or establish new resources to achieve desired goals. These plans will be integrated into district policies
5. Implement multiple	UP includes multiple strategies that combined, represent a holistic approach

strategies through multiple components	that will be incorporated into district-wide policies
6. Focus on students	UP is entirely student-focused. This focus will be reflected in policy changes as well as in the full cadre of project activities that comprise UP
7. Address priority health-enhancing and health-risk behaviors	Revised policies will address these behaviors
8. Provide professional development	UP includes extensive professional development that will educate our teachers, food service and support personnel about the latest research-based trends, strategies and issues in physical education and nutrition. Professional development recommendations will be integrated into updated/revised policies

QUALITY OF THE PROJECT DESIGN

(A) Building capacity: All aspects of UP are designed to build the capacity of HCS to sustain the positive changes brought about by the program for many years to come. First, a revised, updated **PE curriculum** will build the capacity of HCS to sustainably improve students' fitness, nutrition and health outcomes. To ensure that our revised PE curriculum is fully aligned to state standards, we intend to utilize the PECAT and HECAT tools to analyze the HCS curriculum and plan for revisions. This will take place during the first year of the project period with revisions being implemented the following year. Annual reviews will be conducted using both tools. The revised curricula (including revised PE curriculum and nutrition curriculum), nutrition- and physical activity-related policies will build the capacity of the district, schools and staff to improve students' fitness, health and nutrition outcomes and ensure that that they are aligned to recognized standards.

Professional development will equip PE/HE teachers and others with the skills and knowledge they require to carry forth UP beyond the grant period. Knowledge and skills gained through participation in professional development sessions will be shared among educators and passed along to new teachers through the establishment of a wellness-focused Professional Learning Community (PLC). PLCs are collegial groups of administrators and educators united in

their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making as leaders. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and improved student outcomes. Overall the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement.¹ The Wellness PLC (part of the Coordinated School Health Team) will include PE and Health teachers, foodservice staff, guidance counselors and school nurses. The will meet monthly for the purpose of increasing collaboration, sharing knowledge and best practices and ensuring that knowledge and skills are effectively passed along to new teachers. Toward that end, the PLC will maintain a repository of professional development and training information (e.g., handouts, study guides, etc.) and tools (e.g., worksheets, etc.). To ensure that new teachers/personnel are equipped with the same knowledge and skills as existing teachers/personnel, new hires will be paired with an experience PLC member who will act as a mentor.

HCS and its partners are committed to **sustaining** UP beyond the federally-funded three-year period. Toward that end, we have secured the total support of district and school administrators, PE teachers, support personnel, the B & G Club, the Town of Holland, and the Erie County Health Department. Their contributions to UP are shown in the following table.

Partner	Contribution
Boys & Girls Club	Participate in professional development and training; and provide students the opportunity to participate in healthy, supervised physical activities each day through it Body and Mind program; serve on the Advisory Council, providing input, feedback and guidance; promote the program to the broader community;
Town of Holland	Serve on the Advisory Council, providing input, feedback and guidance; promote the program to the broader community; and host an Annual Summer Camp for HCS students

¹ <http://www.amle.org/Research/ResearchSummaries/PLCs/tabid/2535/Default.aspx>

Erie County Health Department	Will participate in the curriculum, policy and performance feedback review and updating process—particularly as they relate to nutrition; support the HCS ‘walking school bus’ initiative, which will take place each May
Food service	Participate in reviews of nutrition-related policies and curriculum; ensure effective implementation of nutrition-related project components

Their commitment is demonstrated in the attached partnership agreement. In addition, HCS will maintain key components of UP, including the school-based committees and the Coordinating Council. In order to ensure the continuation of UP, during year two the Council will develop a long-term sustainability plan. This will include establishing an annual budget and then identifying potential local, state and federal funding sources. Next the Council will establish strategies, timelines and action items for achieving each goal. The sustainability plan will be reviewed every six months. Evaluation of key measures (e.g., GPRA measures) will continue beyond the grant period and HCS will fund the maintenance and upkeep of any equipment or supplies purchased to support UP. Coordination with the **local, state and federal programs** shown below in the ‘exceptional approach’ section below will build the district’s capacity to achieve UP’s intended goals, objectives and outcomes and more important, to sustain them beyond the grant-funded period.

To **engage parents and the community**, UP will be promoted utilizing the following communication vehicles: parent information letter (once per year); monthly newsletter; annual Board of Education presentation and promotion through Boys and Girls Club of Holland and the Town of Holland In the third year of UP, HCS schools will take the **Healthier US School Challenge**, which is a USDA program that recognizes those schools participating in the National School Lunch Program that have created healthier school environments through promotion of nutrition and physical activity. Schools that apply for the Challenge find that it is a valuable learning process that helps them to measure their progress and uncover areas still needing improvement.

(B) Up-to-date knowledge: Evidence-based, proven models and best practices are the foundation upon which UP has been built. In addition to model programs including Team Nutrition, Healthy Steps for Healthy Lives, Students Taking Charge, We Can, Action for Healthy Kids, and Team Nutrition, UP includes the following research-based approaches.

Program	Research base
CATCH	CATCH has undergone extensive research with the first controlled trial taking place from 1991–1994 in 96 schools (56 intervention, 40 control) in four states (California, Louisiana, Minnesota, and Texas) and included over 5,100 students with diverse cultural and ethnic backgrounds. The CATCH trial was the largest school-based health promotion study ever funded in the United States (through the National Heart Lung and Blood Institute). The evidence of the Main Trial indicated that CATCH indeed decreased student fat consumption and increased physical activity among children and adolescents. In 1999, a follow-up study of 3714 (73%) of the initial CATCH cohort of 5106 students was conducted. energy intake from fat at baseline was virtually identical in the control (32.7%) and intervention (32.6%) groups. At grade 5, the intake for controls remained at 32.2%, while the intake for the intervention group declined to 30.3%. At grade 8, the between-group differential was maintained. The study concluded that CATCH demonstrated that school-level interventions could modify school lunch and school physical education programs as well as influence student behaviors. The 3-year follow-up without further intervention suggests that the behavioral changes initiated during the elementary school years persisted to early adolescence for self-reported dietary and physical activity behaviors. ⁱⁱⁱ
Adventure Education	The foundation behind adventure education in the PE classroom rests on the notion that creating and maintaining a safe learning environment provides the backdrop for learning. The process is designed to promote pro-social behavior and actively prevent problem behavior. The process is student-centered, allowing students to participate in creating the norms for their class. Adventure education focuses on social and emotional skill development and motor skill development through unique, adventure-based physical activities. This model is complementary to traditional PE units, and can incorporate low and high element challenge courses. Adventure education has been proven to be an effective approach in the PE classroom with numerous studies showing that instructors can increase the power of their motivational efforts by attending to the students’ social goals as well. ^{iv} In addition, adventure education e improves PE via the Understanding by Design model and sequenced, state-aligned activities that keep students engaged. ^v
Exergaming	Numerous studies have shown that exergaming is an effective strategy for engaging students and increasing the amount of time they spend being active. PE teachers that have incorporated exergaming into their curriculum report that students look forward to using the equipment, that they love the interaction of technology and that they gain a sense of satisfaction and accomplishment from programs that provide direct feedback such as the dance machines and video bikes. ^{vi} As an example, exergaming that includes dance machines with dance pads become part of a fitness circuit that includes various stations. Students are put into small groups. Each group spends five minutes at a station before moving on to the next. The feedback from the dance machine keeps the students fully engaged and in their target heart rate zone. And with video bikes students can pedal against a classmate, against the computer or by themselves. Students have the opportunity to maneuver through terrain and trails with varying levels of difficulty that both challenge

	the students while increasing their heart rate and providing a cardiovascular workout.
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(C) Exceptional approach: As shown below, UP meets the **PEP Absolute Priority**.

Priority	UP alignment
Instruction in healthy eating habits and good nutrition	Implementation of evidence-based nutrition curriculum and coordination with proven nutritional models, including CATCH curriculum and use of Action for Healthy Kids, We Can, Team Nutrition and Healthier US School Challenge resources
Physical fitness activities: a) fitness education and assessment b) instruction in a variety of motor skills and physical activities that enhance the physical, mental, and social or emotional development c) cognitive concepts that support a lifelong healthy lifestyle d) opportunities to develop positive social and cooperative skills through physical activity participation e) professional development	a) monitoring and assessment technologies will enable each student to establish a fitness baseline, develop personal fitness goals and have the capacity to monitor his or her progress towards achieving those goals b) as described above, UP will introduce NEW activities through new physical activity equipment that will engage students of all abilities and ages in healthy, fun physical activities that facilitate the development of motor skills, while enhancing students' physical, mental and social development such as outdoor fitness stations, Adventure course, fitness centers for building cardiovascular and muscular strength, CATCH games, and exergaming. c) in addition to including lifelong fitness activities, the revised HCS PE curriculum and new nutrition curriculum will include specific instruction in cognitive concepts that support a lifelong healthy lifestyle, including but not limited to implementation of Go, Slow, and Whoa (CATCH) approach to selecting healthy foods and creating of individual fitness plans. d) new, adventure-based fitness activities and a long list of new out-of-school time physical activity programs operating throughout the school year and followed by a physical activity-focused summer camp, will help students develop positive social and cooperative skills e) all PE teachers and support personnel will participate in a minimum of 20 hours of professional development each year to help them stay abreast of the latest research, issues, and trends in the field of physical education

UP also meets **Competitive Preference Priority 2** in that includes the active participation of all five of the required partners. Partnership agreements are included in the appendices. The following table demonstrates the degree to which UP addresses **Invitational Priority 1**:

Priority	Alignment
Strive for universal access; and include a range of age-appropriate activities	All activities will be age- and skill level-appropriate for all students. For those students with special needs or disabilities, activities will be adapted to enable them to fully participate. Additionally, our budget includes several pieces of adaptive PE equipment, including but not limited to an upper body ergometer and motion trainer. Adventure education, which is inclusive, will also be widely implemented.
Aim to reach the recommended guidelines on dosage and duration	Our project aims to significantly increase the amount of time our students spending being active each week with the target that all students reach the recommended guidelines on dosage and duration. This will be accomplished through a range of additional opportunities for students to be active, including but not limited to 10 additional activity minutes for

	all students at lunch time, afterschool fitness center hours for secondary students, before school activity time for elementary students, before school swimming, afterschool intramural for elementary students, afterschool programming through the Boys and Girls Club, and summer fitness camps.
Be engaging and fun for kids	We have selected activities that have been identified as best practices, both for their efficacy and because they have proven to be both engaging and fun activities that students enjoy. Examples include exergaming, CATCH games, and Adventure activities.
Be led by well-trained coaches and mentors	Ongoing professional development will ensure that our PE teachers are knowledgeable about the latest research-based strategies, trends and issues in physical education, including Adventure, CATCH, and assessment trainings and participation in professional conferences.
Track progress, both individually and for the group	Our project approach includes individual student portfolios (to track progress individually) as well as a comprehensive evaluation plan that tracks progress for the group.
Provide consistent motivation and incentives	The monitoring and assessment technologies will provide real-time feedback, enabling students to see their progress.

Lastly, UP meets each of the PEP **Program Requirements: Nutrition and physical**

education-related policies (requirement 2): As noted, formal nutrition and physical education-related policies do not exist at the Middle and High School. However, through UP, by the end of year two, we will have developed and approved both nutrition- and physical education-related policies for all school buildings. All policies will be developed after reviewing best practices.

Requirement 3: Linkage with local wellness policies: UP will also be coordinated with the HCS Wellness Policy, which was adopted in 2006 and updated in 2010. For instance, a goal of UP is to provide all students with evidence-based instruction in healthy eating habits and good nutrition. To ensure sustainment of this goal, the nutrition-related components of UP will be integrated into the revised Wellness Policy (as will physical activity-related UP components).

Also, UP will be linked with the following, therefore meeting **Requirement 4.**

Initiative	UP coordination
NYS Healthy School Leadership Institute grant (local)	This grant was awarded to HCS in 2005. Through the grant, key HCS personnel participated in two weekend meetings per year for 5 years. The meetings were focused on planning, programming, assessments and building school and community support for Health and Wellness. UP will build on the lessons learned through participating in this project (e.g., leveraging relationships built through the grant, etc.)
New York State Strategic Plan	UP will be coordinated with the NYS Strategic plan, which outlines 10 specific goals relating to overweight and obesity prevention, many of which are directly geared

for Overweight and Obesity Prevention (state)	towards children and adolescents. The activities and strategies that comprise UP are directly aligned to these goals. As part of this initiative, HCS leadership will reach out to and connect with NYS to: a) inform them of our project; b) coordinate efforts wherever possible (e.g., community outreach, facilitating workshops and presentations, etc.); and c) provide relevant data (e.g., gender-specific BMI percentages, etc.) that support shared goals and objectives (no individually-identifiable information will be shared or reported)
Coordinated School Health Program (federal)	Physical activity- and nutrition-related policies will be reviewed, updated and developed (for elementary school) using the Coordinated School Health Program model. UP includes all 8 strategies recommended by the model: 1) secure and maintain administrative support (done); 2) establish a school health council (each school will have a council); 3) identify a school health coordinator (the UP Project Director); 4) develop a plan (the UP initiative); 5) implement multiple strategies through multiple components (the UP initiative); 6) focus on students (UP was designed with extensive student input and includes ongoing feedback from students to guide programming); 7) address priority health-enhancing and health-risk behaviors (UP was designed to address both); and 8) professional development (UP includes ongoing professional development for educators and support personnel)
USDA Team Nutrition (federal)	HCS will acquire the Team Nutrition resources (e.g., Fruit & Vegetable Challenge poster, MyPlate poster, and handouts for students, parents and food service personnel). These items will be placed in school lunchrooms, classrooms and in high traffic areas of the schools
Action for Healthy Kids (federal)	UP will be coordinated with the NY Action for Healthy Kids program. This will include participation in events (e.g. a best practices conference) and launching of Action initiatives in HCS schools such as : Every Kid Health Pledge and Fuel Up to Play 60, among others.
We Can! (federal)	Ways to Enhance Children's Activity & Nutrition (We Can!), developed the National Institutes for Health, provides resources (e.g., tools, reading guides, workbooks, activities, recipes, etc.) for teachers and parents to help children 8 to 13 years old stay at a healthy weight.

Requirement 5: Updates to physical activity and nutrition curriculum: As noted, in year one, HCS physical education and nutrition instruction curricula will be reviewed and revised utilizing the PECAT and HECAT tools. Revisions will be implemented in year two with follow up assessments conducted annually. **Requirement 6: Equipment purchases:** The equipment purchased through UP is directly aligned to the needs identified through the self-assessment process as well as all goals and objectives. For instance, Adventure challenge courses will engage more students and provide more opportunities for them to be active. Additional, adaptive PE equipment (e.g., wheelchair accessible motion trainer) will increase opportunities for students with disabilities to be active. **Requirement 7: Accountability and transparency**

(confidentiality and GPRA): The evaluation plan includes sufficient oversight and multiple checks and balances to ensure accountability and transparency. The evaluation plan provides for collection and reporting of data relating to **Government Performance and Results (GPRA)** measures. All data collection and reporting will be in accordance with all confidentiality laws.

ADEQUACY OF RESOURCES

(A) Reasonableness of costs: We have carefully developed a project budget that is both adequate and sufficient to achieve the goals, objectives and outcomes of UP. First, the budget fully supports the acquisition of necessary supplies and equipment, all of which will provide years of service while supporting fitness goals. HCS will fund maintenance and upgrade costs beyond the grant. New activities, equipment, partnerships and professional development will bring about meaningful, sustainable systemic change throughout the district and in doing so will address all of the gaps identified through the needs assessment process. Additionally, the UP management plan accounts for all key activities and ensures sufficient oversight and accountability to carry out the high quality programming we have proposed. All of this will be accomplished at a reasonable cost of **\$945.52** per student over three-years, yet the programs, equipment, increased teacher knowledge, and comprehensive, sequential curricula will be available for many more students for years to come.

QUALITY OF THE MANAGEMENT PLAN

(A) Management plan: HCS intends to hire a (.25 FTE) **Project Director** to oversee and manage implementation, ensuring that all activities are carried out as specified, on-time and within the outlined budget. The **Project Director** will supervise and ensure that the project plan is being carried out as intended and that the vision of the plan is being considered in all aspects of the decision-making process. Other key roles of the Project Director include: managing

project budgets; ensuring compliance with grant program requirements; overseeing project personnel (e.g., Project Coordinator, Pool Coordinator, fitness center supervisor); working with the Implementation and Evaluation Team to certify that data, reports, and feedback are fully utilized, among other duties as outlined in the job description. A full-time (1.0 FTE) **Project Coordinator** will work alongside the Project Director, in managing day-to-day project implementation (e.g., coordinating data collection, scheduling, and promoting programs etc.) and work with the fitness center supervisor before and after school, working with each student, helping him or her to establish a personal fitness profile, related goals and plans for monitoring progress along the way. HCS has committed to maintaining this position as a .5 FTE. A **Coordinating Council** will serve in an advisory capacity and provide project oversight and direction. The Council is comprised of: Project Director, Project Coordinator, PE and Health staff, Evaluator, a HCS School Board member, a representative from each building's Coordinated School Health Team, food service representative, community partners, parents (at least two) and student representation. The Council will meet monthly. Key roles of the Council are to: guide implementation of high quality programming; solicit a diversity of perspectives; ensure accountability; engage community resources to sustain the program; and review performance feedback, providing suggestions for refining, strengthening and improving the project approach as appropriate. To 'champion' UP at all schools, each building will have a **Coordinated School Health Team (CSHT)** comprised of PE teachers, health and nutrition staff, guidance counselors and school nurses. The CSHT will meet weekly to ensure effective UP implementation at their respective school sites. A timeline is below.

Date	Activity	Objective	PERSON	MILESTONE
Oct. 2013	Advisory Council (AC) meets (monthly throughout)	Finalize list of equipment, roles & responsibilities & professional development (PD) schedule	Project Director (PD) and AC	Equipment inventoried; monthly meeting schedule set ; PD schedule finalized

	project period)			
Oct. – Nov. 2013	Issue RFP purchase, install equipment; activity schedules; align curriculum to state standards; ensure the sustainment of professional development	Bid equipment/select vendors, purchase equipment; finalize activity schedules, project promotion begins; begin Train-the-Trainer (T for T) training	PD, AC, PE teachers, trainers	Equipment bid, purchased, installed; student PE activity schedules finalized; promotion underway; plan and timetable for updating curriculum finalized; T for T training is underway
Nov. 2013	Professional development and training	Improve staff knowledge and skills	Vendors; partners; contractors	Professional development is underway
Dec 2013	Align curriculum to state standards;	Begin PECAT/HECAT assessments	PD, AC	Curriculum evaluation is underway
Jan. 2014	Establish student fitness baselines	Measure student fitness levels	PD, AC, PE teachers	Baseline established (3 measurements in year; 2 per year for subsequent years)
Mar – Apr.	Reports	Meet reporting requirements	PD	Required reports are submitted each year
June-July 2014	Continue PECAT and HECAT review	Identify areas in which curricula and policies are not aligned to state standards	PD, AC, PE teachers, Evaluator	Work plan for curriculum/policies revisions done; PECAT - HECAT reviews completed annually
July 2014	Begin planning process for following year of the project; conduct SHI	Plan 2 nd year activities, implement changes to 2 nd year based on year 1 feedback; measure SHI improvements	PD, AC, PE teachers, Evaluator	2 nd year activities planned; changes to program implemented as necessary; SHI reassessment is conducted annually
Sept. 2014	Review assessment data	Summarize year one results; PT audits budgets	PD	Budget audited; summary report completed
Oct. – Nov.	Reports	Meet reporting requirements	PD	Required reports are submitted each year
Oct. 2014-Sep. 2016	First year activity schedule repeated	Second year of project implemented minus major equipment purchases (year three essentially will follow the same schedule).	Same	Same; sustainability plan complete; curriculum and policy reviews completed in Year 2 and implemented in Year 3
Dec. 2016	Report	Meet reporting requirements	PD	Required final report is submitted

QUALITY OF PROJECT EVALUATION

(A) Evaluation plan: HCS plans to contract with an experienced, qualified third-party evaluator to ensure ongoing, objective monitoring and assessment of oprogress toward achievement of our goals and objectives. The underlying foundation of the evaluation plan is to utilize performance feedback such that it tracks progress towards achieving the intended goals, objectives and outcomes while providing a framework for continuous program improvement. This approach is incorporated into all formative and summative evaluation activities for the UP program. The goals of the formative evaluation are to: (1) ensure that the project timeline and goals are met; (2) identify issues and topics that may interfere with program success; and (3) share and discuss these issues among project leadership and make recommendations for overcoming challenges.

The table below outlines data to be collected as well as the method by which it will be collected and the frequency of collection. PE teachers will collect data for outcomes 3.1 through 6.1; the Project Director will collect data for 1.1, 1.2, 2.1 and 2.2.

Outcome	Data to be collected/method	Frequency
<p>Outcomes 1.1 and 1.2: By the end of the three-year grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools).</p>	<p>Curriculum assessment (PECAT and HECAT tools)</p>	<p>Baseline in year 1; annual thereafter</p>
<p>Outcome 2.1: 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant Outcome 2.2: 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased.</p>	<p>PD participation; knowledge gained; use of knowledge (sign-in logs; post-participation survey; lesson plan reviews; annual survey)</p>	<p>As sessions occur (sign-in & tracking log); annual curriculum or lesson reviews; PE class observations / walk-throughs by PD or evaluator; teacher survey</p>

Outcome 3.1 (GPRA 1): In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR—for grades 5-12)	Number of steps (pedometers); activity levels (3DPAR)	Three times in year one and twice per year in years 2 and 3
Outcome 4.1 (GPRA 2): In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 5% in year 1, 10% in year 2; and 10% in year 3 (as measured by PYFP fitness testing)	Student fitness levels (Presidential Youth Fitness Program assessment)	Three times in year one and twice per year in years 2 and 3
Outcome 5.1: In comparison to baseline, the percentage of students who have a BMI of overweight or obese will decrease by 3% by the end of the grant period (as measured by yearly BMI assessment).	Student BMI data using CDC BMI calculation tool	Once per year
Outcome 6.1 (GPRA 3): In comparison to baseline, the percentage of students who consume fruit two or more times per day and vegetables three or more times per day will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)	Eating behaviors (YRBS in high school; nutrition logs and annual survey for other students)	Three times in year one and twice per year in years 2 and 3

Data analysis: The evaluator will analyze the data such that it accurately presents the degree to which project goals, objectives and outcomes were met. After analysis, data will be disaggregated by gender, grade, ethnicity, and free and/or reduced lunch to the greatest extent possible. No individually-identifiable information will be included (all student data will be coded). **Availability of data and reports:** The evaluator will prepare written mid- and year-end programmatic and financial reports each year of the project, in addition to informal reports and communication as necessary. Reports will be presented to the Coordinating Council and the superintendent and aggregate outcomes data will be posted on the district website at least once per year for community and stakeholder review. Students, parents, teachers, administrators and community partners will be asked to complete an online survey (e.g., Survey Monkey, etc.) that will include statements and a 1-5 agreement scale with room for comments at the end. Survey results will be summarized and reported to the district. At the end of the three-year project, a

comprehensive summative evaluation report will provide a rich, contextualized understanding of the project's results and how/why these results were achieved (e.g., what worked well, what didn't work well and what could be improved upon). The summative report will be available to other districts interested in replicating the UP approach.

Use of information: Performance feedback gathered through the evaluation process will permit periodic assessment of progress towards achieving the desired goals, objectives and outcomes. Moreover, through ongoing tracking of key performance measures and financial data (e.g., actual expenses versus budget, etc.), the evaluation plan will ensure fiscal and programmatic transparency and accountability. Additionally, the Coordinating Council will review quarterly reports, which will provide accurate and timely data so that stakeholders can better see where the project started, what is being accomplished, and what needs to change--if anything-- in order to best meet the needs of students and achieve the mission and goals of the program. Should problems or obstacles to success be identified, the Council will discuss the issues, review best practices from other districts and agree upon strategies for addressing or overcoming the obstacles. These issues will remain on the monthly meeting agenda until they are resolved. As noted above, the final summative evaluation report will serve as a 'lessons learned' document that can be used by other districts to replicate our success in other communities throughout the United States.

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ⁱ Portman, P.A. (1995). Who is having fun in physical education classes? Experiences of sixth-grade students in elementary and middle schools. *Journal of Teaching in Physical Education*, 14,445-444.

ⁱⁱ <http://www.nsba.org/sbot/toolkit/whatsc.html>

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

^{iv} Shirilla, P., Gass, M., & Anderson, S.E.A. 2009. The Project Adventure RESPECT Program: Implementing Experientially-based Intervention as an Agent for Whole School Social and Academic Change in the Era of Evidence-based Practice. *Education 3-13*, 37(1), 75-86.

^v As documented on the Project Adventure web site, <http://www.pa.org/programs/physed.php>

^{vi} David Barney, Lois Mauch. Alternatives to Traditional Cardio-Labs: The Interactive Fitness Experience. *Strategies*. Reston: Jul/Aug 2007. Vol. 20, Iss. 6; pg. 8, 3 pgs

Elementary School Health Index Overall Score Card					
Modules and Scores	0- 20% Low	21-40% Low	41-60% Medium	61-80% Medium	81-100% High
#1 - School Health Policies & Environment		39%			
#2 - Health Education		27%			
#3 - Physical Education and Other PA		35%			
#4 Nutrition Services		39%			
Junior/Senior High School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment		36%			
#2 - Health Education			57%		
#3 - Physical Education and Other PA			52%		
#4 Nutrition Services		39%			

Unplug and Power Up

Job Description; Project Director

Term: 12 month position for 3 years

Reports to: Superintendent, Principals and District Coordinated School Health Team

Duties:

- Supervise and direct the integration
- Serve as lead facilitator in establishing communication with Boys and Girls club, District schools, Town of Holland and State and local programs.
- Oversee the procurement of contractual services from identified community agencies and vendors in compliance with federal grant requirements, New York State education law and Board of Education policies
- Coordinate with the identified independent evaluator to develop a comprehensive assessment of “Un Plug and Power Up”
- Establish and instruct record-keeping and information sharing mechanisms among UP partners.
- Oversee the development of the sustainability plan for UP initiatives.
- Provide direct program oversight to all established UP initiatives.
- Oversee and assist Project Coordinator with established public information strategies regarding UP initiatives.
- Secure technical assistance and participate in all required training provided from the established contracts
- Oversee and assist in the preparation of all required programmatic and financial reports related to grant-funded initiatives

Required Qualifications:

- minimum bachelors degree
- working knowledge of schools (not necessarily an educator)
- well-developed leadership skills
- well developed interpersonal and communication skills
- community connections/volunteerism desired

Unplug and Power Up

Job Description; Project Coordinator

- Train, develop and instruct PE staff on Fitness gram Website. This site is to be used by all PE staff to measure and record fitness Testing scores in the fall and spring of each year.
- Organize, and schedule training for; Project Adventure/Move Strong/ CATCH etc. Trainings will include; Physical Education teachers, staff, coaches, and boys and girls club staff.
- Administer Tests (Height, Weight, BMI, Blood Pressure, & Percent Body Fat Input Data)
- Instruct and train Students and staff on High School Fitness Equipment.
- Instruct students on Heart Rate monitors and Target Heart Rate criteria.
- Collaborate with Project Director on fulfilling grant criteria.
- Set up Health Fair for Spring 2014, 2015 and 2016. Collaborate with B&G club, Town Recreation, Food Service Director, District and Building Coordinated Health Team, PTO, Farm to School and Cornell Cooperative Extension.
- Create and send Unplug and Power Up newsletters, articles and media events

Project technology/ Data person .50 FTE

- Format class lists by I.D.# only K-12 to site
Format student I.D.'s to site
Upload student scores
Input data
- Work with Evaluation team to set baseline data for all five fitness tests using student code's only.
- Tri-Fit Testing Equipment. Train on current Tri-fit machine in JSH. (This machine was purchased a couple of years ago and staff has not been trained on usage do to time, staff and professional development cut-backs).
- Train in use of; PE Manager;
Format class lists to site
Format student I.D.'s to site
- Upload Data and Send to Evaluation team using student I.D.'s(3x/year yr.1, 2x/yr yr. 2 and 3).
- Research and down load to PE ipads free activity web-sites similar to PEGeek.com.
- Assist with GPRA assessments and results

Pool Coordinator : stipend 15hrs/week



**BOYS & GIRLS CLUB
OF HOLLAND**

Brian T. Tavernier
Chief Professional Officer

Jason W. Kline
Chief Volunteer Officer

March 25, 2013

To Whom It May Concern:

The Boys and Girls Club of Holland, Federal Tax ID #23-7129495, fully supports the Holland Central School District's Carol M. White Physical Education Program grant application. The B&GC of Holland works very closely with the school district and serves the same children. The fitness equipment that has been requested would give us the ability to truly enhance our Triple Play-Health & Wellness Program and take it to the next level. This support would also line-up nicely with the Boys & Girls Club's Relocation and Expansion Project, which involves moving operations from a 4,600 square foot building built in 1874 to a nearly 13,000 square foot facility which will be state-of-the art. The 1.3 million dollar Capital Campaign has just been completed, through the diligent work of both our Board of Directors and New Building Steering Committee, as well as the generosity of our community; our dream is becoming a reality.

The proverbial "it takes a village to raise a child" has probably never been as true as it is nowadays, with so many dual-working and single parent families. With the school district partnering with after-school providers and "getting on the same page", it will truly benefit all youth involved. Please call me at the Boys and Girls Club, (716) 537-9370 with any questions or concerns.

(b)(6)

Brian T. Tavernier



**BOYS & GIRLS CLUB
OF HOLLAND**

**Brian T. Tavernier
Kline**
Chief Professional Officer
Officer

Jason W.
Chief Volunteer

April 2, 2013

To Whom It May Concern:

As a member of the Holland Boys and Girls Club Board of Directors and New Building Leadership Committees, I was excited to learn of the Holland Central School District's plans to expand its physical education programs to better serve youth in Holland and the surrounding communities. The District and the Club have a long history of collaborative activity centered on common goals: development of healthy, productive, and successful students and community. Over the years, thousands of children and families have benefitted from this partnership. I see it every day in my own children and others throughout the community. Kids making healthier choices, engaging in more effective and productive social relationships, and demonstrating greater awareness of a balanced approach to physical well-being. Support through the Carol M. White Physical Education for Progress Grant would further strengthen the relationship between the district and the Boys and Girls Club and continue to foster these common standards. The Boys and Girls Club of Holland has embarked on an expansion and relocation project which will allow us to serve an even larger percentage of the student body. We intend to expand our programs to include more services to teens, individuals with disabilities, and preschoolers. The equipment and other resources that would become available through the Carol M. White PEP Grant would greatly enhance our ability to serve these additional students in cooperation with the district's physical education programs.

Over the last 12 years I have been witnessed first-hand the professionalism of Holland district staff in meeting the complex needs of a community and its children. I have also been fortunate to participate in the collaborative efforts between the Boys and Girls Club and the school district. I am hopeful that this relationship will continue to grow. To this end, I wholeheartedly endorse the Holland School District's Carol M. White PEP Grant proposal.

(b)(6)

Adam Finley
Member- Holland Boys and Girls Club Board of Directors
Director of Clinical/Educational Services
Therapeutic Link for Children, PLLC
adamfinley@linktherapy.com
cell 716.560.1051
office 716.662.4800 fax 716.662.5700



**WE CANNOT DIRECT THE WIND...
BUT WE CAN ADJUST THE SAILS.**



Holland Teachers Association

April 8, 2013

The Holland Central School Teachers union fully supports the Carol White Physical Education Program Grant , "Un Plug and Power UP" (UP) initiatives set forth in this application. As President, my signature below represents the approval and support of all teachers donating 10 minutes per day, to this unique proposal. This volunteer time is outside of all teachers contractually scheduled day. All teachers have agreed to participate every day, 180 days per year for a minimum of 3 years. Teachers will enthusiastically encourage and implement 'UP' exercise specific activities every day.

(b)(6)

Marietta O'Malley, President
Holland Teachers Association

Holland Central School District

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APPENDIX A

MASTER'S DEGREE SALARY SCHEDULE¹¹

Masters Salary Schedule
 (Bachelors salaries are determined by subtracting \$3,000 from Masters Schedule)

Step	2008-2009	2009-2010	2010-2011	2011-2012
1	\$35,900.00	\$36,600.00	\$37,300.00	\$38,000.00
2	\$36,400.00	\$37,100.00	\$37,800.00	\$38,500.00
3	\$37,070.00	\$37,770.00	\$38,470.00	\$39,170.00
4	\$38,070.00	\$38,770.00	\$39,470.00	\$40,170.00
5	\$39,080.00	\$39,780.00	\$40,480.00	\$41,180.00
6	\$40,080.00	\$40,780.00	\$41,480.00	\$42,180.00
7	\$41,225.00	\$41,925.00	\$42,625.00	\$43,325.00
8	\$42,325.00	\$43,025.00	\$43,725.00	\$44,425.00
9	\$43,440.00	\$44,140.00	\$44,840.00	\$45,540.00
10	\$44,555.00	\$45,255.00	\$45,955.00	\$46,655.00
11	\$45,670.00	\$46,370.00	\$47,070.00	\$47,770.00
12	\$46,770.00	\$47,470.00	\$48,170.00	\$48,870.00
13	\$47,885.00	\$48,585.00	\$49,285.00	\$49,985.00
14	\$48,995.00	\$49,695.00	\$50,395.00	\$51,095.00
15	\$50,115.00	\$50,815.00	\$51,515.00	\$52,215.00
16	\$51,220.00	\$51,920.00	\$52,620.00	\$53,320.00
17	\$52,330.00	\$53,030.00	\$53,730.00	\$54,430.00
18	\$53,445.00	\$54,145.00	\$54,845.00	\$55,545.00
19	\$55,115.00	\$55,815.00	\$56,515.00	\$57,215.00
20	\$56,775.00	\$57,475.00	\$58,175.00	\$58,875.00
21	\$58,440.00	\$59,140.00	\$59,840.00	\$60,540.00
22	\$60,100.00	\$60,800.00	\$61,500.00	\$62,200.00
23	\$61,765.00	\$62,465.00	\$63,165.00	\$63,865.00
24	\$63,405.00	\$64,105.00	\$64,805.00	\$65,505.00
25	\$66,190.00	\$66,890.00	\$67,590.00	\$68,290.00
26	\$67,840.00	\$68,540.00	\$69,240.00	\$69,940.00
27	\$70,060.00	\$70,760.00	\$71,460.00	\$72,160.00
28	\$73,060.00	\$73,760.00	\$74,460.00	\$75,160.00
29	\$76,060.00	\$76,760.00	\$77,460.00	\$78,160.00
30 ¹¹	\$81,400.00	\$82,100.00	\$82,800.00	\$83,500.00

APPENDIX A

<u>JOB TITLE</u>	<u>STARTING RATE</u>
Auto Mechanic Crew Chief	15.25
Auto Mechanic	14.00
Auto Mechanic Helper	11.00
Account Clerk Typist	13.00
Cleaner	8.15
Clerk	9.50
Clerk-Typist	10.50
Senior Clerk-Typist	11.00
Custodian	11.30
Grounds (Head)	14.60
Groundswoker	12.75
Laborer (includes Courier/Laborer)	9.50
Maintenance Mechanic Crew Chief	15.25
Maintenance Mechanic	14.50
Maintenance Mechanic Helper	12.00
Registered Nurse	13.50
School Monitor	7.25
Teacher Aide	8.25
★ Bus Driver	11.50
Head Bus Driver	13.50
Cook	9.50
Cook Manager	10.50
★ Food Service Helper	7.30
Offset Machine Operator	10.60
Computer Support Technician	13.75

Holland Central School District

Establish Petty Cash Funds

That the following petty cash funds be established:

General Fund - Petty Cash - Business Office \$ 250

and that the administrator of the Petty Cash funds be as follows subject to the final approval of the Manager of Finance: Joanne George - Petty Cash Business Office

Establish Mileage Rate

That all mileage for use of private vehicles be at \$ ~~0.44~~ ⁴⁴ per mile.

Establish Substitute Teacher Pay Rates

That substitute teachers who are certified receive \$ ~~70.00~~ ⁷⁰ per day and non-certified receive \$ ~~60.00~~ per day.

Establish Pre-K Rates

That the Pre-K teachers be paid at the rate of \$ 50.00 per 3-hour session and that Lead Teacher receive \$10 per day for instructional meetings, opening and closing buildings.

Establish Home Teaching Rates

That the following rates be established for home teaching:

Teaching - \$20.00 per hour

Mileage - Mileage less than 5 miles from home to home - no allowance

Mileage beyond 5 miles from home to home - \$2.50 per day

Mileage outside of district - \$.30 per mile

Weekly conference at School with student's teacher - \$10.00.

Approve resolution to adopt Board of Education Policy Manual

The Superintendent recommends that the Board of Education approve the following resolution:

WHEREAS, the Board of Education of the Holland Central School District is authorized by Education Law 1709 to adopt by-laws and policies as necessary for the effective and orderly operations of the schools; and

WHEREAS, the Board of Education has reviewed its policies and made certain revisions and changes thereto; therefore

BE IT RESOLVED that the Board of Education hereby adopts this Policy Manual for the District in its entirety; and

BE IT RESOLVED that the policies contained in this Manual shall supersede all previous policies adopted by the Board of Education which are hereby revoked and rendered null and void; and

BE IT RESOLVED that the right to amend or revoke these current policies at any time is reserved to the Board of Education; and

BE IT RESOLVED that in the event any policy, part of a policy or section of the by-laws is judged to be inconsistent with law, inoperative by a court of competent jurisdiction, or is invalidated by policy or contract duly adopted by this Board, the remaining by-laws, policies, and parts of policies shall remain in full effect.

Re-adopt Code of Ethics and other Policies

That the Board of Education re-adopt the Code of Ethics

Designate Meeting Night and Time of Meeting

That the Board of Education meetings be scheduled on the fourth Wednesday of each month, if possible, and according to the following schedule and that the meetings begin at 7:00 p.m.

- Monday, August 28, 2006
- Monday, September 25, 2006
- Monday, October 23, 2006
- Monday, November 28, 2006
- Monday, December 18, 2006
- Monday, January 22, 2007
- Monday, February 26, 2007

- Monday, March 26, 2007
- Wednesday, April 25, 2007
- Monday, May 7, 2007 Budget Hearing
- Tuesday, May 15, 2007 Budget Vote
- Monday, May 21, 2007
- Monday, June 18, 2007
- Monday, July 9, 2007 Re-organizational Meeting

AGENDA
 HOLLAND CENTRAL SCHOOL DISTRICT
 RE-ORGANIZATIONAL MEETING
 HOLLAND HIGH SCHOOL AUDITORIUM
 103 CANADA STREET, HOLLAND, NEW YORK 14080
 MONDAY, JULY 9, 2012 - 7:00 P.M.

- RR. Approve District participation in BOCES Cooperative Bidding and State Contracting
RESOLVED, that the Holland Central School Board of Education approve that the District
 participates in BOCES Cooperative Bidding and State Contracting for the 2012 - 2013 school year.

This item was removed due to blanket coverage for all employees.

- SS. Amount of bonding for Treasurer, Tax Collector, School Business Administrator, Senior Account
 Clerk/Business Office and Account Clerk/School Lunch
RESOLVED, that in addition to blanket coverage, the following persons be bonded for the amounts
 specified:

School District Treasurer	\$ 500,000
Collector of School District Taxes for the Towns of Colden, Concord, Holland, Java, Sheldon, Sardinia, and Wales for the period 9/1/12 - 12/14/12	\$ 500,000
School Business Official	\$ 500,000
SDBL/ Business Office	\$ 500,000
Account Clerk/School Lunch	\$ 500,000
School Courier	\$ 500,000

Approved on "Consent Agenda"

- TT. Establish Petty Cash Funds
RESOLVED, that the following petty cash funds be established:
 General Fund - Petty Cash

Business Office - Patrice Beadle	\$100
High School Office - Principal	\$100
Special Education - Deborah Lips	\$100

and that the administrator of the Petty Cash funds be as follows subject to the final approval of the
 Business Official -- Petty Cash Business Office

- * UU. Establish Mileage Rate
RESOLVED, that all mileage for use of private vehicles be at \$.42 per mile.

- * VV. Establish Instructional and Non-Instructional Substitute Pay Rates
RESOLVED, that Instructional substitute who are certified receive \$ 80.00 per day and non-certified
 receive \$ 70.00 per day. Substitutes working over 21 days consecutively receive an additional \$5 per
 day, thereafter. Non-Instructional pay rates are attached.

04/02/13

HOLLAND CSD

CONTRACT AND RATE REPORT FOR THE PERIOD 07/01/12 - 06/30/13

Emp#	Name		Type	Level	Step	Method	Chks	Base Contract	FTE
541	ADAMS, MATTHEW S	HIGH	TE26	BA	5.00	C	27.00	\$38,180.00	
19	BETT, ALLAN	HIGH	TE21	MA	26.00	C	21.00	\$69,940.00	
452	BOOKER, ROBERT J	HIGH	TE26	MA	5.00	C	27.00	\$41,180.00	
450	BUCKENMEYER, TIMOTHY M	HIGH	TE26	MA	10.00	C	27.00	\$46,655.00	
35	CARADORI, BRIDGET A	HIGH	TE21	MA	24.00	C	21.00	\$65,505.00	
37	CARR, RONALD E	HIGH	TE26	MA	12.00	C	26.00	\$48,870.00	
44	CONNELLY, MELANIE A	HIGH	TE21	MA	30.00	C	21.00	\$83,500.00	
46	COOK, NINA C	HIGH	TE21	MA	16.00	C	21.00	\$53,320.00	
51	CROWE, SARAH A	HIGH	TE26	MA	14.00	C	26.00	\$51,095.00	
98	DEMARIO, AMY M	HIGH	TE21	MA	8.00	C	21.00	\$44,425.00	
69	ELLIS, DANIEL J	HIGH	TE21	MA	15.00	C	21.00	\$52,215.00	
74	FERGUSON, SUSAN E	HIGH	TE21	MA	23.00	C	21.00	\$63,865.00	
79	FOELLER, EDWARD L	HIGH	TE21	MA	14.00	C	21.00	\$51,095.00	
102	GRIESER, SUSAN J	HIGH	TE21	MA	30.00	C	21.00	\$83,500.00	
679	HALL, DAVID R	HIGH	TE21	BA	3.00	C	22.00	\$36,170.00	
808	HANAVAN, KIMBERLY S	HIGH	TE21	MA	3.00	C	22.00	\$39,170.00	
113	HANLON, LISA A	HIGH	11MTH	MA	22.00	C	26.00	\$68,420.00	
58	HERRAEZ, LINDA D.	HIGH	TE21	MA	30.00	C	21.00	\$83,500.00	
126	HULTON, MELANIE	HIGH	TE21	MA	19.00	C	21.00	\$57,215.00	
127	HUNT, KENNETH M	HIGH	TE21	MA	19.00	C	21.00	\$57,215.00	
128	HUNT, SCOTT E	HIGH	TE21	MA	22.00	C	21.00	\$62,200.00	
143	KEEFE, PATRICIA A	HIGH	TE21	MA	30.00	C	21.00	\$83,500.00	
155	KOZLOWSKI, DEBRA A	HIGH	TE26	MA	14.00	C	27.00	\$51,095.00	
165	LAWTON, DENISE M	HIGH	TE26	MA	8.00	C	26.00	\$44,425.00	
191	MAY, GARY M	HIGH	TE21	MA	30.00	C	21.00	\$83,500.00	
200	MILLER, PAMELA R	HIGH	TE21	MA	17.00	C	21.00	\$54,430.00	
201	MILLS, DAVID J	HIGH	TE21	MA	30.00	C	22.00	\$83,500.00	

801 OCCHINO GINNITTI, ANGELA M	HIGH	TE21	MA	3.00	C	22.00	\$39,170.00
551 ORECKI, LORI	HIGH	11MTH	MA	9.00	C	26.00	\$50,094.00
224 PARKER, DANIEL T	HIGH	TE21	MA	12.00	C	21.00	\$48,870.00
239 PROPIS, CAROL A	HIGH	TE21	MA	30.00	C	21.00	\$83,500.00
242 RANIC, ANDREW J	HIGH	TE21	MA	12.00	C	26.00	\$48,870.00
260 SCHINDLER, VIRGINIA M	HIGH	TE21	BA	18.00	C	21.00	\$52,545.00
261 SCHMIDT, GEORGE D	HIGH	TE21	MA	17.00	C	21.00	\$54,430.00
262 SCHULZ, TIMOTHY C	HIGH	TE21	MA	21.00	C	21.00	\$60,540.00
279 STETZ, MARY E	HIGH	TE21	BA	30.00	C	21.00	\$80,500.00
285 SUCKOW, JENNIFER L	HIGH	TE21	MA	10.00	C	21.00	\$46,655.00
287 SUCKOW, TODD D	HIGH	TE21	MA	12.00	C	21.00	\$48,870.00
396 TATAR, DEBORAH J.	HIGH	TE21	MA	6.00	C	21.00	\$42,180.00
294 THORMAHLEN, MATTHEW J	HIGH	TE21	MA	28.00	C	21.00	\$75,160.00
301 VANREMMEN, MARK W	HIGH	TE21	MA	24.00	C	21.00	\$65,505.00
312 WEAVER, JOHN E	HIGH	TE21	MA	26.00	C	21.00	\$69,940.00
318 WIECH, MARK D	HIGH	TE21	MA	16.00	C	21.00	\$53,320.00

43

678 ALTHERR, REBECCA L	ELEM	TE21	MA	2.00	C	21.00	\$38,500.00
11 BALLING, MARY	ELEM	TE21	MA	5.00	C	21.00	\$41,180.00
800 BLASK, STEPHEN R	ELEM	TE21	MA	3.00	C	22.00	\$39,170.00
29 BRUCE, LINDA K	ELEM	TE26	MA	29.00	C	26.00	\$78,160.00
34 CANSICK, KATHLEEN I	ELEM	TE21	MA	30.00	C	21.00	\$83,500.00
42 CHYNOWETH, CYNTHIA M	ELEM	TE21	MA	21.00	C	21.00	\$60,540.00

56	DELUDE, DANIELLE J	ELEM	TE26	MA	9.00	C	26.00	\$45,540.00
62	DOSTER, ROSEANNA M	ELEM	TE21	MA	30.00	C	21.00	\$83,500.00
817	EDWARDS, KIMBERLY J	ELEM	TE21	BA	1.00	C	22.00	\$35,000.00
73	FENEZIANI, KIM M	ELEM	TE21	MA	15.00	C	21.00	\$52,215.00
296	FILDES, STEPHANIE A T	ELEM	TE21	MA	10.00	C	21.00	\$46,655.00
77	FISCHER, HEATHER E	ELEM	TE26	MA	13.00	C	27.00	\$49,985.00
86	GARDON, MARY L	ELEM	TE26	MA	20.00	C	26.00	\$58,875.00
447	GEDRAITIS, LEANNE E	ELEM	TE26	BA	6.00	C	27.00	\$39,180.00
100	GREENLEY, TARA J	ELEM	TE21	MA	13.00	C	21.00	\$49,985.00
107	HACK, GEOFFREY W	ELEM	TE21	MA	10.00	C	22.00	\$46,655.00
115	HASSELBECK, HELEN K	ELEM	TE21	MA	28.00	C	21.00	\$75,160.00
118	HELD, BARBARA E	ELEM	TE21	MA	17.00	C	21.00	\$54,430.00
121	HIBIT, KATHLEEN E	ELEM	TE26	MA	18.00	C	27.00	\$55,545.00
121	HIBIT, KATHLEEN E	ELEM	TE26	MA	18.00	C	27.00	\$55,545.00
122	HIGGINS, JENNIFER	ELEM	TE21	MA	15.00	C	21.00	\$52,215.00
284	HUNTER, SUZANNE C	ELEM	TE21	MA	23.00	C	22.00	\$63,865.00
139	KARCHES, TIMOTHY R	ELEM	TE21	MA	12.00	C	21.00	\$48,870.00
146	KELLNER, SUSAN J	ELEM	TE21	MA	9.00	C	21.00	\$45,540.00
664	KLEIN, KRISTINE M	ELEM	TE21	MA	5.00	C	22.00	\$41,180.00
157	KRIEGER, MICHELLE A	ELEM	TE26	MA	14.00	C	26.00	\$51,095.00
644	MARINARO, THOMAS	ELEM	TE21	BA	4.00	C	22.00	\$37,170.00
385	MARLOWE, MARIA S.	ELEM	TE26	MA	8.00	C	26.00	\$44,425.00
198	MIKULA, SUSAN M	ELEM	TE21	MA	23.00	C	21.00	\$63,865.00
202	MINEO, PATRICIA K	ELEM	TE21	MA	30.00	C	21.00	\$83,500.00
212	NEWELL, MARGARET A	ELEM	TE21	MA	24.00	C	21.00	\$65,505.00
216	OMALLEY, MARIETTA A	ELEM	TE26	MA	9.00	C	26.00	\$45,540.00
423	ORRANGE, KATHRYN A	ELEM	TE21	MA	6.50	C	21.00	\$43,325.00
225	PASQUALETTI, KAREN M	ELEM	TE21	MA	18.00	C	21.00	\$55,545.00
233	POHLMAN, DIANA	ELEM	TE21	MA	17.00	C	21.00	\$54,430.00
236	POTURALSKI, RAEANN	ELEM	TE21	MA	21.00	C	21.00	\$60,540.00
252	ROUDEBUSH, REBECCA E	ELEM	TE21	MA	14.00	C	21.00	\$51,095.00
684	SMITH, KAREN M	ELEM	TE26	MA	3.00	C	26.00	\$39,170.00

291 TEPFENHART, SARAH M	ELEM	TE21	MA	7.00	C	22.00	\$43,325.00
659 WALIGORA, ANGELA B	ELEM	TE21	MA	1.00	C	22.00	\$38,000.00
512 WALSH, ALISON M	ELEM	TE21	BA	5.00	C	22.00	\$38,180.00
388 WINNERT, KAREY L.	ELEM	TE26	MA	8.00	C	27.00	\$44,425.00
380 WOZNIAK, KRISTIN A.	ELEM	TE26	MA	12.00	C	26.00	\$48,870.00

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pos single	\$6,763.80
pos family	\$18,711.72
traditional single	\$12,752.88
traditional family	\$26,869.80
	\$16,274.55

Teachers	Minutes	Days	Rate	Total	
	42	10	180	7.11	53723
	52	10	180	5.15	48193.2
Total					101916

7:35 AM

Fte Amount	Entitle	Per-Pay	Daily	Hourly	Start Date	End Date
\$38,180.00	\$38,180.00	\$1,414.07	\$190.90	\$27.27	7/1/2012	6/30/2013
\$69,940.00	\$69,940.00	\$3,330.48	\$349.70	\$49.96	7/1/2012	6/30/2013
\$41,180.00	\$41,180.00	\$1,525.19	\$205.90	\$29.41	7/1/2012	6/30/2013
\$46,655.00	\$46,655.00	\$1,727.96	\$233.28	\$33.33	7/1/2012	6/30/2013
\$65,505.00	\$65,505.00	\$3,119.29	\$327.53	\$46.79	7/1/2012	6/30/2013
\$48,870.00	\$48,870.00	\$1,879.62	\$244.35	\$34.91	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$53,320.00	\$53,320.00	\$2,539.05	\$266.60	\$38.09	7/1/2012	6/30/2013
\$51,095.00	\$51,095.00	\$1,965.19	\$255.48	\$36.50	7/1/2012	6/30/2013
\$44,425.00	\$44,425.00	\$2,115.48	\$222.13	\$31.73	7/1/2012	6/30/2013
\$52,215.00	\$52,215.00	\$2,486.43	\$261.08	\$37.30	7/1/2012	6/30/2013
\$63,865.00	\$63,865.00	\$3,041.19	\$319.33	\$45.62	7/1/2012	6/30/2013
\$51,095.00	\$51,095.00	\$2,433.10	\$255.48	\$36.50	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$36,170.00	\$36,170.00	\$1,644.09	\$180.85	\$25.84	7/1/2012	6/30/2013
\$39,170.00	\$28,202.40	\$1,780.45	\$195.85	\$27.98	11/27/2012	6/30/2013
\$68,420.00	\$68,420.00	\$2,631.54	\$311.00	\$44.43	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$57,215.00	\$57,215.00	\$2,724.52	\$286.08	\$40.87	7/1/2012	6/30/2013
\$57,215.00	\$57,215.00	\$2,724.52	\$286.08	\$40.87	7/1/2012	6/30/2013
\$62,200.00	\$62,200.00	\$2,961.90	\$311.00	\$44.43	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$51,095.00	\$51,095.00	\$1,892.41	\$255.48	\$36.50	7/1/2012	6/30/2013
\$44,425.00	\$44,425.00	\$1,708.65	\$222.13	\$31.73	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$54,430.00	\$54,430.00	\$2,591.90	\$272.15	\$38.88	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,795.45	\$417.50	\$59.64	7/1/2012	6/30/2013

\$39,170.00	\$35,253.00	\$1,780.45	\$195.85	\$27.98	10/1/2012	6/30/2013
\$50,094.00	\$50,094.00	\$1,926.69	\$227.70	\$32.53	7/1/2012	6/30/2013
\$48,870.00	\$48,870.00	\$2,327.14	\$244.35	\$34.91	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$48,870.00	\$48,870.00	\$1,879.62	\$244.35	\$34.91	7/1/2012	6/30/2013
\$52,545.00	\$52,545.00	\$2,502.14	\$262.73	\$37.53	7/1/2012	6/30/2013
\$54,430.00	\$54,430.00	\$2,591.90	\$272.15	\$38.88	7/1/2012	6/30/2013
\$60,540.00	\$60,540.00	\$2,882.86	\$302.70	\$43.24	7/1/2012	6/30/2013
\$80,500.00	\$80,500.00	\$3,833.33	\$402.50	\$57.50	7/1/2012	6/30/2013
\$46,655.00	\$24,260.60	\$2,221.67	\$233.28	\$33.33	1/28/2013	6/30/2013
\$48,870.00	\$48,870.00	\$2,327.14	\$244.35	\$34.91	7/1/2012	6/30/2013
\$42,180.00	\$42,180.00	\$2,008.57	\$210.90	\$30.13	7/1/2012	6/30/2013
\$75,160.00	\$75,160.00	\$3,579.05	\$375.80	\$53.69	7/1/2012	6/30/2013
\$65,505.00	\$65,505.00	\$3,119.29	\$327.53	\$46.79	7/1/2012	6/30/2013
\$69,940.00	\$69,940.00	\$3,330.48	\$349.70	\$49.96	7/1/2012	6/30/2013
\$53,320.00	\$53,320.00	\$2,539.05	\$266.60	\$38.09	7/1/2012	6/30/2013

\$2,480,555.00

\$293,697.71 TRS 11.84% \$42.64

\$189,762.46 FICA/MEDI 7.65%

\$699,805.65 AVG HEALTH CARE

\$3,663,820.82

\$85,205.14 YEARLY AVG HIGH SCHOOL TEACHER SALARY WITH BENEFITS

\$426.03 DAILY AVG HIGH SCHOOL TEACHER SALARY WITH BENEFITS

\$60.86 HOURLY AVG HIGH SCHOOL TEACHER SALARY WITH BENEFITS

\$12.17 10 MIN AVG HIGH SCHOOL TEACHER SALARY WITH BENEFITS

\$19,250.00	\$19,250.00	\$916.67	\$96.25	\$27.50	9/1/2012	6/30/2013
\$41,180.00	\$41,180.00	\$1,960.95	\$205.90	\$29.41	7/1/2012	6/30/2013
\$39,170.00	\$35,644.70	\$1,780.45	\$195.85	\$27.98	9/27/2012	6/30/2013
\$78,160.00	\$78,160.00	\$3,006.15	\$390.80	\$55.83	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$60,540.00	\$60,540.00	\$2,882.86	\$302.70	\$43.24	7/1/2012	6/30/2013

\$45,540.00	\$45,540.00	\$1,751.54	\$227.70	\$32.53	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$35,000.00	\$14,525.00	\$1,590.91	\$175.00	\$25.00	2/26/2013	6/30/2013
\$52,215.00	\$52,215.00	\$2,486.43	\$261.08	\$37.30	7/1/2012	6/30/2013
\$46,655.00	\$46,655.00	\$2,221.67	\$233.28	\$33.33	7/1/2012	6/30/2013
\$49,985.00	\$49,985.00	\$1,851.30	\$249.93	\$35.70	7/1/2012	6/30/2013
\$58,875.00	\$58,875.00	\$2,264.42	\$294.38	\$42.05	7/1/2012	6/30/2013
\$39,180.00	\$39,180.00	\$1,451.11	\$195.90	\$27.99	7/1/2012	6/30/2013
\$49,985.00	\$49,985.00	\$2,380.24	\$249.93	\$35.70	7/1/2012	6/30/2013
\$46,655.00	\$46,655.00	\$2,120.68	\$233.28	\$33.33	7/1/2012	6/30/2013
\$75,160.00	\$75,160.00	\$3,579.05	\$375.80	\$53.69	7/1/2012	6/30/2013
\$54,430.00	\$54,430.00	\$2,591.90	\$272.15	\$38.88	7/1/2012	6/30/2013
\$55,545.00	\$3,054.98	\$2,057.22	\$277.73	\$39.68	7/1/2012	9/17/2012
\$55,545.00	\$46,657.80	\$2,057.22	\$277.73	\$39.68	10/22/2012	6/30/2013
\$52,215.00	\$52,215.00	\$2,486.43	\$261.08	\$37.30	7/1/2012	6/30/2013
\$63,865.00	\$63,865.00	\$2,902.95	\$319.33	\$45.62	7/1/2012	6/30/2013
\$48,870.00	\$48,870.00	\$2,327.14	\$244.35	\$34.91	7/1/2012	6/30/2013
\$45,540.00	\$45,540.00	\$2,168.57	\$227.70	\$32.53	7/1/2012	6/30/2013
\$41,180.00	\$41,180.00	\$1,871.82	\$205.90	\$29.41	7/1/2012	6/30/2013
\$51,095.00	\$51,095.00	\$1,965.19	\$255.48	\$36.50	7/1/2012	6/30/2013
\$37,170.00	\$37,170.00	\$1,689.55	\$185.85	\$26.55	7/1/2012	6/30/2013
\$44,425.00	\$44,425.00	\$1,708.65	\$222.13	\$31.73	7/1/2012	6/30/2013
\$63,865.00	\$63,865.00	\$3,041.19	\$319.33	\$45.62	7/1/2012	6/30/2013
\$83,500.00	\$83,500.00	\$3,976.19	\$417.50	\$59.64	7/1/2012	6/30/2013
\$65,505.00	\$65,505.00	\$3,119.29	\$327.53	\$46.79	7/1/2012	6/30/2013
\$45,540.00	\$45,540.00	\$1,751.54	\$227.70	\$32.53	7/1/2012	6/30/2013
\$43,325.00	\$43,325.00	\$2,063.10	\$216.63	\$30.95	7/1/2012	6/30/2013
\$55,545.00	\$55,545.00	\$2,645.00	\$277.73	\$39.68	7/1/2012	6/30/2013
\$54,430.00	\$54,430.00	\$2,591.90	\$272.15	\$38.88	7/1/2012	6/30/2013
\$60,540.00	\$60,540.00	\$2,882.86	\$302.70	\$43.24	7/1/2012	6/30/2013
\$51,095.00	\$51,095.00	\$2,433.10	\$255.48	\$36.50	7/1/2012	6/30/2013
\$39,170.00	\$39,170.00	\$1,506.54	\$195.85	\$27.98	7/1/2012	6/30/2013

\$43,325.00	\$43,325.00	\$1,969.32	\$216.63	\$30.95	7/1/2012	6/30/2013
\$38,000.00	\$18,240.00	\$1,727.27	\$190.00	\$27.14	9/1/2012	1/25/2013
\$38,180.00	\$38,180.00	\$1,735.45	\$190.90	\$27.27	7/1/2012	6/30/2013
\$44,425.00	\$44,425.00	\$1,645.37	\$222.13	\$31.73	7/1/2012	6/30/2013
\$48,870.00	\$48,870.00	\$1,879.62	\$244.35	\$34.91	7/1/2012	6/30/2013
\$2,229,745.00	\$2,124,607.48			\$30.89		
	\$251,553.53	TRS 11.84%				
	\$162,532.47	FICA/MEDI 7.65%				
	\$716,080.20	AVG HEALTH CARE COST				
	\$3,254,773.68					
	\$73,972.13	YEARLY AVG ELEM SCHOOL TEACHER SALARY WITH BENEFITS				
	\$369.86	DAILY AVG ELEM SCHOOL TEACHER SALARY WITH BENEFITS				
	\$52.84	HOURLY AVG ELEM SCHOOL TEACHER SALARY WITH BENEFITS				
	\$10.57	10 MIN AVG ELEM SCHOOL TEACHER SALARY WITH BENEFITS				

Opportunity Title:	Office of Elementary and Secondary Education (OESE): Ca
Offering Agency:	U.S. Department of Education
CFDA Number:	84.215
CFDA Description:	Fund for the Improvement of Education
Opportunity Number:	ED-GRANTS-022613-001
Competition ID:	84-215F2013-1
Opportunity Open Date:	02/26/2013
Opportunity Close Date:	04/12/2013
Agency Contact:	Carlette KyserPegram E-mail: Carlette.KyserPegram@ed.gov Phone: 202-245-7871

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* Application Filing Name:

Mandatory Documents

- U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION
- Other Attachments Form
- ED GEPA427 Form
- ED SF424 Supplement
- ED Abstract Form
- Project Narrative Attachment Form
- Budget Narrative Attachment Form

Move Form to Complete

Mandatory Documents for Submission

- Application for Federal Assistance (SF-424)
- Assurances for Non-Construction Programs (SF-42)
- Grants.gov Lobbying Form
- Disclosure of Lobbying Activities (SF-LLL)

Move Form to Delete

Optional Documents

Move Form to Submission List

Optional Documents for Submission

Move Form to Delete

Instructions

- 1** Enter a name for the application in the Application Filing Name field.

 - This application can be completed in its entirety offline, however, you will need to login to the Grants.gov website during the submission process.
 - You can save your application at any time by clicking the "Save" button at the top of your screen.
 - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
- 2** Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

 - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
 - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
 - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
 - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

 - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
 - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
 - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
 - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

Opportunity Title:	Office of Elementary and Secondary Education (OESE): Ca
Offering Agency:	U.S. Department of Education
CFDA Number:	84.215
CFDA Description:	Fund for the Improvement of Education
Opportunity Number:	ED-GRANTS-022613-001
Competition ID:	84-215F2013-1
Opportunity Open Date:	02/26/2013
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Agency Contact:	Carlette KyserPegram E-mail: Carlette.KyserPegram@ed.gov Phone: 202-245-7871

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This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* Application Filing Name:

Mandatory Documents

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION
Other Attachments Form
ED GEPA427 Form
ED SF424 Supplement
ED Abstract Form
Project Narrative Attachment Form
Budget Narrative Attachment Form

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

Application for Federal Assistance (SF-424)
Assurances for Non-Construction Programs (SF-42)
Grants.gov Lobbying Form
Disclosure of Lobbying Activities (SF-LLL)

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

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 - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

 - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
 - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
 - The "Save & Submit" button will become active, click on the "Save & Submit" button to begin the application submission process.
 - You will be taken to the applicant login page to enter your Grants.gov password # 6215513043 and all onscreen instructions for submission.

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): _____ * Other (Specify): _____
* 3. Date Received: Completed by Grants.gov upon submission.	4. Applicant Identifier: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: <u>Holland Central School District</u>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <u>16-6000806</u>	* c. Organizational DUNS: <u>0963099680000</u>	
d. Address:		
* Street1: <u>103 Canada Street</u>	Street2: _____	
* City: <u>Holland</u>	County/Parish: _____	
* State: _____	NY: New York	
Province: _____	_____	
* Country: _____	USA: UNITED STATES	
* Zip / Postal Code: <u>14080-9722</u>	_____	
e. Organizational Unit:		
Department Name: <u>Physical Education + Health</u>	Division Name: _____	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <u>Mrs.</u>	* First Name: <u>Carol</u>	
Middle Name: _____	_____	
* Last Name: <u>Propis</u>	_____	
Suffix: _____	_____	
Title: <u>Physical Education Department Head</u>		
Organizational Affiliation: _____		
* Telephone Number: <u>716-537-8200</u>	Fax Number: <u>716 537 8233</u>	
* Email: <u>cpropis@holland.wnyrc.org</u>		

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:**

Unplug and Power Up (UP)

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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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><i>[Handwritten Signature]</i></p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Holland Central School District</p>	<p>* DATE SUBMITTED</p> <p>4/8/2013</p> <p>Completed on submission to Grants.gov</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="N/A"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <div style="border: 1px solid black; height: 100px;"></div>		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
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: <input type="text" value="Completed on submission to Grants.gov"/>		
* Name: Prefix: <input type="text"/> * First Name: <input type="text" value="Sylvia"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Root"/> Suffix: <input type="text"/>		
Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text" value="7165378200"/> Date: <input type="text" value="Completed on submission to Grants.gov"/>		

8

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 Holland Central School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Sylvia Middle Name:
* Last Name: Root	Suffix:
* Title: Superintendent	
* SIGNATURE: Completed on submission to Grants.gov <i>Sylvia Root</i>	* DATE: Completed on submission to Grants.gov

LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Holland Central School District

DUNS #: 096309968

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)

LEA Authorized Representative Name: Holland Central School District

Roles and Responsibilities:

- Serve as lead agency and fiscal agent
- Ensure compliance with all local, state and federal regulations
- Implement program as outlined in the grant narrative in order to facilitate increased student achievement of state PE standards and establish healthy student behaviors that promote student wellness now and throughout life including but not limited to: engaging in regular physical activity, eating healthy, making good decisions, and communicating and cooperating well with others.
- Convene a diverse Advisory Board of key stakeholders and relevant professionals to inform the project team as needed, provide feedback on progress and suggestions for improvement, ensure proper implementation for successful outcomes, and promote the project to the community
- Ensure appropriate staffing for project success
- Perform regular assessments as indicated in the grant narrative and required by program and federal rules and regulations
- Ensure effective, ongoing program evaluation
- Compile and complete required federal reports in a timely manner
- Track all grant-related funds, including tracking both request and matching funds and ensuring matching commitments are met

Contribution to the Project:

- Access to the target population, which is comprised of district students
- Newly hired or designated staff for implementation of project activities, including PE teachers, key project team members and valuable consultants (some of whom will be paid for with grant funds), and partners
- Space for most project activities
- Advisory board leadership
- Provision of information to the Advisory Board and community on project progress toward outcomes
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Matching funds as described in the submitted budget narrative that meet any and all matching requirements

This agreement is in support of Holland Central School District's project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: Sylvia A Root

Dated: 04/8/13

Page 2 of 5 (CBO Partner)

CBO Name: Holland Boys and Girls Club

Roles and Responsibilities:

- Provide timely information on health and wellness issues and local services and supports relevant to the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families in the community and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district is raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- information on opportunities related to physical activity and nutrition/healthy eating for families
- Promotion of the project to the greater community

This agreement is in support of Holland Central School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

Dated:

4-8-2013

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Erie County Department of Health, Cheryl Moore, BSN, CWPM, CWPC, Community Coalition Coordinator

Roles and Responsibilities:

- Continue to work with district toward securing a state-sponsored School Health Index (SHI) grant; assist with proper use of SHI under the PEP grant and the state SHI grant—including re-assessment of SHI at the end of the PEP grant project period; assist the district in coordinating the two funding streams to ensure minimal duplication of services and maximum student benefit
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Assistance administering the SHI and developing and/or revising the action plan for improvement
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for
- Promotion of the project to the greater community

This agreement is in support of Holland Central School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative:

(b)(6)

Dated: 4/8/13

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

Food Service or Child Nutrition Director Name: Georgette Bosela FSD

Roles and Responsibilities:

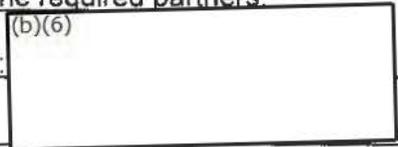
- Participate in the assessment of existing district nutrition curricula and education through the use of the Healthy Eating Module of the CDC's Health Curriculum Analysis Tool (HECAT)
- Participate in the selection and adoption of new, creation of new, or revision of existing nutrition education curricula as driven by the HECAT process
- Participation in the delivery of nutrition education through the cafeterias, supplementation of the Health Education program, and coordination through the District's committees;
- Participate in the re-assessment of district strengths and weaknesses through the use of the CDC's School Health Index (SHI) Modules 1-4 during and at the end of the project period
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs

Contribution to the Project:

- Input and feedback on and action toward resolving weaknesses identified by the SHI related to district food services
- Input and feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Input and feedback on nutrition curricula and the delivery and level of effectiveness of nutrition education within the schools
- Nutrition education and health eating options in the cafeterias that are aligned with positive district policies and coordinated with this project
- Input and feedback on existing or proposed physical activity and nutrition policies
- Promotion of the project to the greater community

This agreement is in support of Holland Central School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative:

(b)(6)


FSD

Dated: 4/8/13

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Michael Kasprzyk, Town of Holland Supervisor.

Roles and Responsibilities:

- Provide support and resources related to participation in the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families in the community and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district is raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Provide support and resources related to the project
- Provide feedback on project progress and input regarding resolving problems or areas of weakness within the project
Provide feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families
- Promotion of the project to the greater community

This agreement is in support of Holland Central School District's 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: 4/3/2013

Michael Kasprzyk to the Supervisor

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Applicant: Holland Central School District
 Project Name: Unplug and power up
 2013 PEP Grant Budget

FEDERAL REQUEST										LOCAL MATCH	
FEDERAL BUDGET CATEGORY & LINE ITEM											
Personnel	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match	Year 2 Match
	#	Cost	Total	#	Cost	Total	#	Cost	Total	(b)(4)	
Project Director	0.25	84,100	21025	0.25	84,700	21175	0.25	85,300	21325		
Project Coordinator	1	42,180	42,180	1	43,325	43,325	1	44,425	44,425		
Outside instructors (yoga,mma)	6 days	150	900	6days	150	900	6	150	900		
PEP Pool Activities Coordinator	1	7800	7800	1	7900	7900	1	8000	8000		
Summer Camp Director	320hrs.	12	3,840	320hrs.	12	3,840	320	12.5	4,000		
Fitness Center Supervisor	15hr/we	9.75/hr	3,758.62	15hr/we	9.75/hr	3,758.62	15hr/we	9.75/hr	3,758.62		
Teachers (classroom and PE) will allocate 10 minutes per day, for getting students active (42 teachers @ \$7.11 x 180 days; 52 teachers @ \$5.15 x 180). Refer to attached spreadsheet for details											
Personnel Total			79503.62	80898.6			82408.6				
Fringe Benefits											
	Year 1 Request			Year 2 Request			Year 3 Request				
	#	Cost	Total	#	Cost	Total	#	Cost	Total		
<i>(FICA, Retirement, Unemp. Ins., Workers Comp., Health Insurance) calculated at 30% of the project salary.</i>											
Proj. Director	1	5298	5298	1	5082	5082	1	6397	6397		
Project Coordinator	1	12654	12654	1	12997	12997	1	13327	13327		
PEP Pool Coordinator	1	2340	2340	1	2370	2370	1	2400	2400		
Camp Director	1	1152	1152	1	1152	1152	1	1200	1200		
Fitness Center Supervisor	1	1127	1127	1	1127	1127	1	1127	1127		
Benefits for teachers calculated at 30%											
Fringe Benefits Total			22571	22728			24451				
Travel											
	Year 1 Request			Year 2 Request			Year 3 Request				
	#	Cost	Total	#	Cost	Total	#	Cost	Total		

PEP New Grantee Meeting in Washington, DC--1 person attending									
Food per diem	1	80	240						
Airfare	1	435	435						
Hotel 3 nights	1	275	825						
Transportation	1	100	100						
1 Substitute 3 days	3	85	255						
NYSAPERD Conference to be attended by 5 PE teachers in year one and 4 in subsequent years									
Registration	5	200	1000	4	200	800	4	200	800
Hotel 3 nights	3	214	1926	2	229	458	2	234	468
Food per diem	5	80	1200	4	80	320	4	80	320
Transportation (mileaste @ .55 per mile x 850 miles x 2 vehicles)									
	2	467.5	935	2	467.5	935	2	467.5	935
5 substitutes 2 days each	10	85	850	10	850	850	10	850	850
Travel Total			7766			3363			3373
	Year 1 Request			Year 2 Request			Year 3 Request		
Equipment	#	Cost	Total	#	Cost	Total	#	Cost	Total
<i>Junior/Senior High School</i>									
Treadmill	2	5995	11992				2	5995	11992
Motion trainer(wheelchair access.) to support adaptive PE	1	7196	7196						
Virtual Reality Bikes (exergaming)	6	5995	35970						
Seated Elliptical (exergaming)	1	7196	7196						
Projector and Screens E/JSH to support Project ACES (all children exercising simultaneously), which will increase students' PA time by 50 minutes per week	2	9064	18128						
Adventure education items are below--these will be placed in elementary and junior/senior high									

(b)(4)

Low indoor ropes/challenge course elements (elementary)	1	7455	7454.95						
Low outdoor ropes/challenge course elements (elementary)	1	10925	10925						
Indoor high ropes/challenge course elements	1	13360	13360						
Outdoor high ropes/challenge course elements	1	9415	9415						
Indoor climbing wall	1	27575	27575						
Elementary									
Upper body ergometer (Adaptive and general PE)	1	4895	4895						
Elliptical trainer to improve cardiovascular strength	1	5996	5996				1	5996	5996
Virtual reality bicycles (exergaming)	6	5695	34170						
Youth circuit weight trainer to help young students to be introduced to strength training in a controlled, safe and easy-to-master format	1	25299	25299						
Strength/cardio Equipment to provide outdoor activitySimilar to Move Strong T-Rex double	1	14818	14818						
B&G Club									
Strength/cardio Equipment to provide outdoor activitySimilar to Move Strong T-Rex double	1	14818	14818						
Seated Elliptical (exergaming)	1	7196	7196						
Virtual reality bicycles (exergaming)	6	5695	34170						
Elliptical trainer to improve cardiovascular strength	1	5996	5996						
Equipment Total			296569.95			0			17988
Year 1 Request			Year 2 Request			Year 3 Request			
Supplies	#	Cost	Total	#	Cost	Total	#	Cost	Total
Elementary									
Basketball outdoor sustum for outdoor fitness activities	1	2387	2387						
Stair climber for cardio fitness	1	2387	2387						

(b)(4)

Eat Smart Nutrition guide	6	24.95	99.8							
CATCH online subscription (nutrition education)	6	269	1614							
CATCH K-3 manual	4	69.95	279.8							
CATCH grade 4 manual (nutrition education)	4	69.95	279.8							
CATCH grade 5 manual (nutrition education)	4	69.95	279.8							
CATCH K-2 curriculum (nutrition education)	1	1595	1595							
CATCH grade 3-5 curriculum (nutrition education)	1	2295	2295							
Omnikin replacement bladder	2	55.99	123.18							
Toppleball	2	169.99	373.98							
Active academics scrabble game	2	229	458							
Junior/Senior High										
Healthy living charts to educate students	4	33.45	133.8							
Ultra-fit Anti burst utility ball	10	36.95	369.5							
Ultra-fit beast exercise bands	2	189	378							
Indoor felt soccer balls	12	23.99	287.88							
playground balls	4sets/6e	59.95	239.98							
Boys & Girls Club										
Basketball Outdoor system	1	2387	2387							
Activity games equipment	1	2988	2988							
All locations										
Monitoring and assessment technologies are below										
Heart rate monitors for measuring heart rate	60	59.95	3597							
Batteries for heart rate monitors				60	1.95	117				
Heart Rate Chart to educate students	4	18.95	75.8							
Pedometers for monitor daily steps	1000	11.5	11500							
Batteries (pedometers)				1000	6	6000				
Ipads for teacher data collection	3	399	1197							

(b)(4)

Wireless base station for transmitting heart rate assessment data	1	400	400						
Surge protector	6	79	474						
Taniita scale E/JSH/B&G	3	3790	11370						
Elementary/JSH adventure education below									
Adventure education activity guides (complete set)	1	954.5	954.5						
Adventure education activity curriculum packs for all grades	1	17590	17590						
Adventure education safety gear	1	8059	8059						
Supplies Total			74173.82			6117			0
	Year 1 Request			Year 2 Request			Year 3 Request		
Contractual	#	Cost	Total	#	Cost	Total	#	Cost	Total
Software upgrades to support data collection, management and reporting	12	499	5988			0			0
Evaluation Assessments PEP	1	27,000	27,000	1	27,000	27,000	1	30,000	30,000
Training CATCH	4	2,500	10,000						
Adventure education training (introduction) 1-day (on-site)	1	2215	2215						
Adventure education curriculum training 3-day	1	5425	5425						
Adventure education training (4-day on-site)				1	6930	6930			
Adventure education 3-day technical skills training (on-site)				1	5425	5425			
Adventure education 2-day "creating healthy habits" training (on-site)							1	3800	3800
Adventure education 4-day advanced skills training (off-site)							1	1420	1420
Adventure education 3-day program management training (off-site)							1	525	525
Contractual cost for installation for adventure education	1	45000	45000						
Allowance for lift and tool rental for adventure education	1	4680	4680						

(b)(4)

Adventure education course inspection	1	1000	1000						
Adventure education planning and design services	1	2800	2800						
Contractual cost of Outdoor strength/cardio installation	2	3100	6200						
Installation of Basketball standards/hoop	2	1479	2958						
Contractual Total			113266			39355			35745
	Year 1 Request			Year 2 Request			Year 3 Request		
Other Expenses	#	Cost	Total	#	Cost	Total	#	Cost	Total
Shipping for adventure education equipment	1	3425	3425						0
Shipping for Move Strong T-Rex	1	2491	4982						
Equipment service contract	1	3699	3699	1	3699	3699	1	3699	3699
Other Total			12106			3699			3699
	Year 1 Request			Year 2 Request			Year 3 Request		
Stipends	#	Cost	Total	#	Cost	Total	#	Cost	Total
			0			0			0
Stipends Total			0			0			0
YEARLY GRAND TOTALS			605956.39			156161			167665
TOTAL FEDERAL REQUEST			929781.63						
TOTAL LOCAL MATCH			(b)(4)						

(b)(4)

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

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

Name of Institution/Organization

Holland Central 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	79,504.00	80,899.00	82,409.00			242,812.00
2. Fringe Benefits	22,571.00	22,728.00	24,451.00			69,750.00
3. Travel	7,766.00	3,363.00	3,373.00			14,502.00
4. Equipment	296,570.00		17,988.00			314,558.00
5. Supplies	74,174.00	6,117.00				80,291.00
6. Contractual	113,266.00	39,355.00	35,745.00			188,366.00
7. Construction						
8. Other	12,106.00	3,699.00	3,699.00			19,504.00
9. Total Direct Costs (lines 1-8)	605,957.00	156,161.00	167,665.00			929,783.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	605,957.00	156,161.00	167,665.00			929,783.00

***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 Holland Central 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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Carol		Propis	

Address:

Street1:	103 Canada Street
Street2:	
City:	Holland
County:	
State:	NC: North Carolina
Zip Code:	14080-9722
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
716-537-8200 x7129	716-8233

Email Address:

cpropis@holland.wnyric.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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